



The Federal Democratic Republic of Ethiopia

Education Sector Development Program IV (ESDP IV)

2010/2011 – 2014/2015
2003 EC – 2007 EC

Program Action Plan



Federal
Ministry
of Education

August 2010

Addis Ababa





Education Sector Development Program IV (ESDP IV)

2010/2011 – 2014/2015

2003 EC – 2007 EC



Program Action Plan

Federal Ministry of Education
2010
Addis Ababa

Acknowledgements

ESDP IV has been developed with huge involvement of participants from Regional Education Bureaus, universities, Sector Ministries, Development Partners, local and international NGOs, the Private Sector and the Civic Society. The participation ranged from direct involvement in identifying the core priorities, indicators and targets to be achieved within the coming five years to the provision of invaluable feedbacks through correspondence, regular meetings and attending a validation work shop.

For the successful completion of the plan document, there has been IIEP/UNESCO's intimate and fruitful assistance from the inception and preparation to the lay out and reproduction of the plan document.

To this end, the Federal Ministry of Education of Ethiopia /MOE earnestly acknowledges all of those who have unreservedly offered their contributions for the finalization of this material.

Table of contents

Acknowledgements	2
List of Acronyms and Abbreviations	4
SUMMARY	6
CHAPTER 1	
National development context	8
CHAPTER 2	
Education policy framework	10
Quality and internal efficiency: ensuring student completion and achievement	10
Strengthen the focus on Sciences and Technology	11
Equity in access: reaching the marginalized and unreached	11
Adult Education (with specific attention to Functional Adult Literacy)	12
Improving management capacities	12
CHAPTER 3	
Priority action programs	13
General Education	14
Improving quality of General Education	14
Improving equity and access in General Education	29
Adult Education with a special focus on integrated Functional Adult Literacy	37
Special Support program for the Four Emerging Regions	42
School Water, Sanitation & Hygiene (WASH)	47
Community Participation	49
Technical and Vocational Education and Training (TVET)	52
Higher Education	59
Cross-cutting programs	67
Capacity development for improved management	67
Gender and Education	69
Special Needs Education (SNE)/Inclusive Education	74
HIV/AIDS and Education	77
Environmental education and protection	80
Education in Emergencies	81
School Health and Nutrition	83
Drug and Substance Abuse Prevention in Education	85
CHAPTER 4	
Implementation, monitoring and evaluation framework	89
Implementation structures and processes	89
Monitoring, review and evaluation (MRE) system	90
Key performance indicators	91
CHAPTER 5	
Financial framework	96
Review of ESDP III Financing	96
Cost of ESDP IV	97
Financing of ESDP IV	102
CHAPTER 6	
Major assumptions, risks and mitigation	104
Assumptions	104
Risks and mitigation	105
ANNEXES	106
Annex 1: List of targets and assumptions for planning, costing and financing of ESDP IV	106
Annex 2: Indicators and targets on TVET	109
Annex 3: Projected spending on ESDP IV by sub-sector	112

List of Acronyms and Abbreviations

ABE	Alternative Basic Education
ADLI	Agricultural Development Led Industrialization
AOP	Annual Operational Plans
ARM	Annual Review Meeting
BPR	Business Process Re-engineering
COC	Center of Competency
CPD	Continuous Professional Development
CTE	College of Teacher Education
DACA	Drug Administration and Control Authority
DSA	Drug and Substance Abuse
ECCE	Early Childhood Care and Education
EFA	Education for All
EiE	Education in Emergencies
ELIP	English Language Improvement Program
EMIS	Education Management Information System
EQF	Educational Qualification Framework
ESDP	Education Sector Development Program
FAL	Functional Adult Literacy
FGM	Female Genital Mutilation
GDP	Gross Domestic Product
GEQIP	General Education Quality Improvement Program
GER	Gross Enrolment rate
GIR	Gross Intake Rate
GIS	Geographic Information System
GPI	Gender Parity Index
HAPCO	HIV/AIDS Prevention and Control
HDP	Higher Diploma Program
HEI	Higher Education Institutions
HESC	Higher Education Strategic Center
HTP	Harmful Traditional Practice
ICT	Information Communication Technology
IOT	Institute of Technology
JCM	Joint Consultative Meeting
JRM	Joint Review Mission
JSC	Joint Strategic Committee
KETB	Kebele Education and Training Board
LTQF	Leaders and Trainers Qualifications Framework
MAP	Management and Administration Program

MDG	Millennium Development Goals
MLC	Minimum Learning Competency
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
MOU	Memorandum of Understanding
MRE	Monitoring, Review and Evaluation
MSE	Micro and Small Enterprise
NER	Net Enrolment Rate
NGO	Non Government Organization
NIR	Net Intake Rate
OS	Occupational Standard
OVC	Orphans and Vulnerable Children
PASDEP	Plan for Accelerated and Sustained Development to End Poverty
POP/FLE	Population and Family Life Education
PTA	Parent Teacher Association
REB	Regional Education Bureau
SAF	Self Assessment Form
SCRC	School Cluster Resource Center
SG	School Grant
SHN	School Health and Nutrition
SHS	Social and Human Sciences
SIP	School Improvement Program
SMSC	Strategic Monitoring Sub-Committee
SNE	Special Needs Education
SNNPR	Southern Nations, Nationalities and People's Region
SWAP	Sector Wide Approach
TEI	Teacher Education Institutions
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
WASH	Water, Sanitation and Hygiene
WEO	Woreda Education Office

SUMMARY

Under ESDP III, Ethiopia made significant progress in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. Disparities decreased through a more than average improvement of the situation of the disadvantaged and deprived groups and of the emerging regions. Efforts were made to make the content and the organization of education more relevant to the diversified needs of the population, for instance through the introduction of alternative basic education and the development of innovative models such as mobile schools. Woreda education offices and communities have strengthened their involvement in education planning, management and delivery. Increased attention was given to the need to strengthen science and technology education. The university system experienced an important expansion. Strategies were developed for ABE, ECCE and FAL, and new school health and nutrition initiatives were launched.

The achievements under ESDP III are fundamental to allow Ethiopia to progress towards becoming a middle-income economy by the year 2025. Challenges, however, remain in order to realize this long-term vision. Because of the progress made during the previous years and within this long-term vision, the focus of education policies under ESDP IV will shift towards priority programs which address these remaining challenges. At the same time, work will continue on other areas to ensure that the important achievements of the previous years are not lost.

The main challenges which ESDP IV will address are as follows:

- A strong improvement in student achievement through a consistent focus on the enhancement of the teaching/learning process and the transformation of the school into a motivational and child-friendly learning environment.
- The development of programs which help attract the unreached and the disadvantaged into school and ensure that they complete primary education.
- A renewal of adult education with a specific focus on Functional Adult Literacy. The number of illiterates has remained high and, for reasons

of justice as well as economic and social development, efforts need to be strengthened to build partnerships against illiteracy.

- The strengthening of the capacity for knowledge creation, in particular in the domain of science and technology, through an expansion of access to TVET and to higher education without sacrificing quality.
- Further improvement of the effectiveness of the educational administration at all levels, through capacity development and the creation of motivational work environments.

ESDP IV focuses on priority programs which help overcome these challenges. These are organized partly by sub-sector (general education, TVET and higher education) and partly by priority theme (quality, equity and improved management). Specific programs are developed for crosscutting issues.

The main goals and some key outcomes for the three sub-sectors are as follows.

For general education, the main goals are to improve access to quality basic education in order to make sure that all children, youngsters and adults, with particular emphasis on females, acquire the competencies, skills, values and attitudes enabling them to participate fully in the social, economic and political development of Ethiopia and to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources. ESDP IV also foresees a major program in adult education, the objective of which is to allow all adult illiterates to participate in a two year Functional Adult Literacy (FAL) course. A *Master Plan for Adult Education* has been drafted and it is expected to guide efforts in this sub-sector during ESDP IV implementation. Special support programs will be developed for the emerging regions and to allow for a steep and swift decrease in pupil drop-out rates.

Some key outcomes for general education (which includes early childhood, primary, secondary education and adult literacy) are:

- Student repetition and drop-out rates decreased through higher quality of teaching and learning.
- Learning outcomes improved at primary and secondary schools through the reinforcement and better coordination of key quality inputs and processes.
- Access to primary education universalized by 2015, through a continued expansion of formal

primary education and when / wherever necessary through ABE centers.

- General secondary education expanded in view of its universalization by 2025 in line with the Middle Income Country Vision.
- Equitable access to quality primary and secondary education expanded amongst the four emerging regions and the gap between the emerging regions and other regions reduced, by giving special support to the education of emerging regions' children (both female and male).
- Capacity of educational management bodies at various levels strengthened
- 95% of adult illiterates will participate in a two-year FAL program.

For TVET, the goal is to create a competent, motivated, adaptable and innovative workforce and to transfer accumulated and demanded technologies in Ethiopia, thus contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people.

Some key outcomes for TVET are:

- Quality of TVET (formal and non-formal) improved at all levels and made responsive to the needs of the labor market
- A comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia established
- Number of rich/advanced Medium and small enterprises created through the transferred technologies

For higher education, the goal is to develop highly qualified, motivated and innovative human resources and produce and transfer advanced and relevant knowledge for socio-economic development and poverty reduction with a view to turning Ethiopia into a middle-income country by the year 2025.

Some key outcomes for higher education are:

- A balanced distribution of higher education opportunities throughout the country through the widening of access to higher education, in particular to science and technology.
- Increased student learning, personal growth and improved employability through high quality higher education and relevant professional mix.

Eight crosscutting issues aim to focus attention on the situation of specific groups and on issues

of particular importance: Capacity development for improved management; Gender and education; Special needs education; HIV/AIDS and education; Environmental education and protection; Education in emergencies; School health and nutrition; and Drug and substances abuse prevention in education.

The Monitoring and Evaluation Framework ensures a focus on outcomes and proposes mechanisms which will help the coordination between federal, regional and woreda levels.

The overall cost of ESDP IV is around 140 billion Birr. 71.2% of the cost goes to recurrent spending and 28.8% for capital spending. About 37% of the program costs are for primary level, 11.2% for secondary education, 8.8% for adult education and some 21.7% dedicated to higher education. The relatively limited spending on TVET (8.0%) is, to a large extent, due to the important share of students expected to enroll in non-government schools. Spending on administration, advisory and support services is estimated at 7.2%.

The table hereunder presents the indicative financing plan, with a financing gap for each of the five years of ESDP IV, which compares the overall cost with the government contribution.

Estimated financing gap for ESDP IV (in million Birr)

	2010/11	2011/12	2012/13	2013/14	2014/15	Total
a. Estimated Education budget	18 286	19 748	21 802	24 113	26 742	110 691
b. Projected costs	20 547	28 230	28 638	31 794	31 418	140 627
Gap (a-b)	-2 261	-8 482	-6 836	-7 681	-4 676	-29 936

The financing gap is estimated on the basis of assumptions about economic growth and about shares of education in the budget. The gap may be filled up in different ways. Among these we can mention: economic growth above the assumed rate; an increase in the share of education in the budget; support by development partners; an increase in the contributions by communities (for instance for salaries of some non-teaching staff or for construction of selected facilities); a stronger reliance on cost-recovery, especially at higher levels of the educational system.

CHAPTER 1

National development context

Geography and Population

Ethiopia's total land area is about 1.1 million square km., of which about two thirds is estimated to be potentially suitable for agricultural production. Out of the total land suitable for agriculture, the cultivated land is estimated to be 16.5 million hectares (22%). About 96% of the cultivated land area is under smallholder farming while the remaining is used for commercial farming (both state and privately owned). Per capita cultivated land holding averages only around 0.5 hectare.

Ethiopia's population is growing rapidly, at an average annual rate of 2.6 percent between 1994 and 2008. Currently, Ethiopia is the second most populous country in Africa, after Nigeria. According to the 2000 census, the population is estimated at 78 million in 2009/10. The proportion of the population under age 15 has declined from 49.8 percent in 2004/5 to 45.0 percent in 2007/8. The life expectancy at birth for the whole population is 46.1 (47.5 for females and 44.7 for males).

About 84 percent of the population inhabits rural areas. 65 million of the population lives in the highland temperate part of the country while approximately 12 million inhabit the lowland that covers 60% of the country's landmass. The main occupation in the highland is farming, while the lowland is mostly occupied by pastoral population.

Policy and economics

Currently, Ethiopia has a three-tiered federalist system of government, comprising the federal government; nine administrative regions and two chartered city administrations; and over 800 woredas and sub-cities. The government is made up of two tiers of parliament: the House of Peoples' Representatives and the House of Federation where political leaders are elected every five years. The federal government is committed to decentralization that provides each region with autonomy and accompanied by fiscal decentralization which devolves decision making powers to lower tiers of government.

Ethiopia's economic activities have shown encouraging results over the last fifteen years. The Government is committed to achieving

economic stability and keeping inflation low. Average real GDP growth rates of over 10 percent were registered between 2003 and 2009. This recent growth translated in an increase in GDP per capita income, from US\$102 in 2000 to US\$220 in 2008.

The proportion of people below the poverty line at national level measured by the poverty head count index declined from 44.2% in 2000 to 38.7% in 2005. Much of the decline in national poverty is attributed to improvements in rural areas. The significant decrease in rural poverty is attributed to the wide-ranging and multi-faceted pro-poor programs that have been implemented in rural areas such as extension programs to support commercialization of smallholder agriculture, the Food Security Program, and the recent Productive Safety Net Program among others. There has however been a relative increase in income inequality in urban Ethiopia as measured by the increase in the Gini Coefficient from 0.38 in 1992 to 0.44 in 2004/05.

The agricultural sector is the major driver of the economy and is a source of income for the majority of the population. The sector contributes about 50% to total GDP, generates about 90% of export earnings and supplies about 70% of the country's raw material requirement for large and medium sized industries that are agro-based.

The government strategy to invest heavily in infrastructure and social services as a way of jump-starting strong, private sector led growth had created rapid expansion in domestic demand and contributed to overall GDP growth in the last several years.

Analyzing employment by sector, Ethiopian rural areas are dominated by employment in agriculture, which is nonetheless following a declining trend, shifting from 96.6 percent in 1994 to 88.1 percent in 1999. Employment in services shows an increasing pattern, especially in wholesale and retail trade, and hotels and restaurants. The manufacturing sub-sector has also been growing. The decline in work in agriculture has been compensated by an increase of women's employment in the above-mentioned sectors.

The national development policy

Ethiopia's development strategy is summarized as the Agricultural-Development-Led Industrialization (ADLI). In this long-term strategy, agriculture is playing a leading role in the growth of the economy. Its broad objectives are to modernize agriculture and improve its efficiency and productivity, ensure food security, create employment opportunities and enhance the country's foreign exchange earnings with

The federal government is committed to decentralization that provides each region with autonomy and accompanied by fiscal decentralization

the aim to promote the development of a vibrant industrial sector and accelerate overall economic growth. ADLI is supplemented by sector-specific strategies in areas such as health, education, ICT, population, industry, etc.

In the framework of ADLI, Ethiopia has been implementing two sets of macro-economic programs since 2002/3 designed to accelerate the reduction of poverty in a sustained manner. The central objectives of these national strategies are to address the human development needs and achieving the Millennium Development Goals (MDGs) by 2015. These were (1) the "Sustainable Development and Poverty Reduction Program (SDPRP)" that lasted from 1995 to 2004/05 and (2) the ongoing "Plan for Accelerated and Sustained Development to End Poverty (PASDEP)" from 2005/6 to 2009/10.

SDPRP focused on accelerating progress mainly in education and health, expanding the infrastructure, opening the economy, building institutions and further devolution of governance to the Woreda level. PASDEP was intended to consolidate the achievements of SDPRP but with a broad strategic focus on poverty alleviation through diversified pro-poor growth by linking aid management, government development programs and attainment of the MDGs in a single unified framework. This led to significant economic growth and a decrease in the level of poverty.

The present long-term vision, which is inspiring educational reforms, is to transform Ethiopia within 15 years into a middle-income country. This is stated as follows in the 2009/10 Green paper by the Ministry of Science and Technology: "to see Ethiopia become a country where a democratic rule, good governance and social justice reign upon the involvement and free-will of its peoples, and once extricating itself from poverty becomes a middle-income economy" [as recognized by a per capita income of 1000 USD by 2025].

Some main implications for the education sector

The fact that a large majority of the Ethiopian population lives in rural areas and in fairly dispersed communities poses specific problems for the education sector: spreading education and ensuring equitable access to education presents specific challenges in such a geographic context. In addition, the existence of many pastoral and semi-pastoralist groups raises issues of organization of the school system and also of the relevance of the curriculum.

The continued high population growth rates have important implications for a country such as ours which wants to achieve education for all and a quick expansion of secondary education within a context of limited resources.

The clear policy option for decentralization to the regional and woreda levels is present throughout all sectors including in education. The success of this policy depends very much on the competence demonstrated by the local actors and on the support they receive from the upper levels of the administration.

Achievement of the long-term vision of transforming Ethiopia into a middle-income country demands a transformation of the economy through, among other things, conscious application of science, technology and innovation as the major instruments to create wealth. This, in turn, requires unfolding commitment to increasing the overall level of education of the population and a focus on science and technology education in particular. The vision calls on the one hand for a further expansion of access to high-quality basic education and special efforts to improve the overall literacy level of the population. It demands on the other hand that human resources development be strengthened by training competent and innovative people with special attention to engineering, technology and natural sciences, through introducing high quality science and mathematics curricula at primary and secondary schools and the recently adopted policy of the 70:30 university intake ratio in favor of science & technology.

The ESDP IV preparation has been inspired by this new direction: maintaining the momentum of expanding quality general education and strengthening tertiary education institutions and TVET schools to promote quality human resource development.

THE CENTRAL OBJECTIVES
OF THESE NATIONAL
STRATEGIES ARE TO ADDRESS
THE HUMAN DEVELOPMENT
NEEDS AND ACHIEVING THE
MILLENNIUM DEVELOPMENT
Goals (MDGs) by
2015.



CHAPTER 2

Education policy framework

During the period of implementation of ESDP III, the overall goal of the education sector was “to achieve the MDGs and meet the objective of National Development Plan through supplying qualified trained work force with the necessary quantity and quality at all levels” (as mentioned in the PASDEP document). The specific objectives of ESDP III were to:

- Increase access to and participation in education and training and ensure equity
- Ensure education and training quality and relevance
- Lower education inefficiency
- Prevent HIV/AIDS
- Increase the participation of stakeholders

Under ESDP III, Ethiopia made significant progress in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase in the number of teachers, schools and institutions. There were important improvements in the availability of trained teachers and some other inputs which are indispensable for a high quality education system. The situation of the disadvantaged and deprived groups and of the emerging regions advanced more rapidly than the average and, as a result, disparities became less sharp, though they remain of concern.

Increased attention was given to the need to strengthen science and technology education.

Efforts were made to make the content and the organization of education more relevant to the diversified needs of the population, for instance through the introduction of alternative basic education and the strengthening of innovative models such as mobile schools. Important policy documents were developed and a comprehensive quality improvement program was launched. Woreda education offices and communities have strengthened their involvement in education planning, management and delivery.

The achievements under ESDP III are fundamental to allow Ethiopia to progress towards becoming a middle-income economy by the year 2025. Challenges, however, remain in order to realize this long-term vision. Because of the progress made during the previous years and within this long-term vision, the focus of education policies under ESDP IV will shift towards priority programs

which address these remaining challenges. At the same time, work will continue on other areas to ensure that the important achievements of the previous years are not lost.

The core priorities in the education system in the coming years can be grouped under five main themes.

Quality and internal efficiency: ensuring student completion and achievement

Notwithstanding major investments in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy.

It is necessary therefore to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment (such as: quality-focused school supervision, internal school leadership, increased student participation, school-community partnerships). The General Education Quality Improvement Package (GEQIP), which was launched a few years ago, has started this process. Education policies aimed at improving quality will build on GEQIP and further develop the package. GEQIP will thus become an integral part of ESDP IV.

Quality is also a crucial challenge at higher education level: due to the rapid expansion of this sub-sector, there is now an increased need to focus on quality improvement with regard to human and material resources as well as reform processes.

The challenge of quality is closely linked to the challenge of completion. While access to primary education has increased, many children still do not complete the first cycle of primary and repetition and drop-out rates remain high throughout the whole cycle. Drop-out is particularly high in the early primary grades. This highlights the need to work on expanding early childhood education, which helps prepare children for primary school and which is at the moment still very scarce.

One issue which needs more attention than in previous years is the low quality of school infrastructure, due to a strong reliance on low-cost constructions (mainly through community support). This may be one of the factors that explain the low completion rates and the low

THE GAINS IN ACCESS ARE OF LITTLE MEANING IF THEY ARE NOT ACCOMPANIED BY IMPROVED STUDENT LEARNING.

achievement. More attention will be given to the quality of facilities under ESDP IV.

In addition to the National Learning Assessments being carried out every three years at grades 4, 8, 10 and 12, Ethiopia will join regional/international learning assessment organizations to determine the status of quality of education as compared to other countries to ensure international competitiveness.

Strengthen the focus on Sciences and Technology

Achieving the vision of transforming Ethiopia into a middle-income country in 2025 demands transformation of the economy through application of science and technology as instruments to create wealth. In line with the key priorities of the current Growth and Transformation Plan, a large demand is expected for middle and high level human resources. It is therefore critically important to emphasize science and technology so as to produce capable citizens who can contribute to make the country competitive in the increasingly knowledge-based global economy. It has become mandatory for the education system to manifest overall improvement in sciences, mathematics, engineering and technology. This calls for a continued expansion and equitable access to high-quality general education with promising foundations in science and mathematics and special efforts to improve the science literacy level of the population.

Education with science and mathematics as its major components determines the level of prosperity and welfare of the people and the nation. The promotion of science, mathematics, engineering and technology education (science and technology) will be visible at all levels of the education system (general education, TVET and higher education). This initiative will also call for strong inter-sectoral linkage and coordination, in particular close collaboration with the Ministry of Science and Technology.

Within general education (grades 1-12), science and mathematics education is essential for cultivating a generation of scientists and for poverty reduction of the population. Greater understanding of the relevance of science and mathematics education for development is the foundation of any effort to improve science and mathematics. The purpose is to prepare students as citizens who make decisions about social issues that involve science and technology and as workers whose occupations increasingly involve science and technology.

The MOE has developed a strategy of improving science and mathematics education particularly applicable to general education. Its goal is to enhance the quality of science and mathematics education and advance the performance of students. This will serve as a basis and bridge for creating a virtual link with the curricula of TVET and higher education. Hence, students will possess the necessary skills, general knowledge, awareness and problem solving competencies in sciences and mathematics when they are streamed into either TVET or the fields of engineering, technology, natural and computational science studies at advanced level in higher education.

As a result, concerted efforts will be devoted under ESDP IV to enhance science and technology through introducing high quality curricula at primary and secondary schools, through efficient implementation of the TVET outcome and/or competency based strategy and through effective promotion of the policy of 70:30 higher education intake ratios in favor of science & technology.

Specific strategies will be developed to improve access to secondary education in rural areas in an affordable manner.

Equity in access: reaching the marginalized and unreached

Notwithstanding the significant progress in access and the improvements in some equity indicators (e.g. gender parity index in primary education), participation levels at primary remain much lower in some of the emerging regions and among pastoralist and semi-pastoralist groups. Overall, about three million primary school age children are out-of-school in the country. Rural populations in general face serious accessibility constraints at secondary level. Alternative Basic Education has developed rapidly and has helped increase enrolment but problems of low quality and of transition between Alternative Basic Education and the formal school system remain. These problems need to be addressed in order for Ethiopia to achieve Universal Primary Education (UPE) and to work towards the universalization of secondary education, which are the foundation on which to build a competitive economy and a society characterized by justice and fairness.

Ethiopia has implemented free primary education policies as of 1994. The high direct cost of education to parents is a reason why poor children do not enter school or drop out early. Where schools/woredas/regions decide to levy fees in a form of community contribution, they will need to ensure that arrangements are in place to ensure that no child is excluded from school because of inability to pay. ESDP IV addresses the need to

design specific strategies to reach the millions of out of school children in the pastoralist regions and disadvantaged communities.

Under ESDP IV, specific programs will be developed to improve the participation of the groups which are the most difficult to reach. Where and when necessary, Alternative Basic Education Centers (ABECs) will be opened and, where possible, existing centers will be transformed into formal schools. Specific strategies will be developed to improve access to secondary education in rural areas in an affordable manner. At the same time, efforts to ensure greater gender equity and to improve the participation of students with special needs should be continued.

Free primary education was introduced with the adoption of the new Education and Training Policy in 1994 as a major strategy towards achieving the EFA goals. This has led to rapid increase in the net enrolment rate, which currently stands at 83% of primary school aged children. ESDP IV will be a historic landmark in making free primary education compulsory in order to give a major boost to education and to reach the remaining 17%, the most vulnerable children who are still out of school.

Adult Education (with specific attention to Functional Adult Literacy)

A literate population is a precondition for any nation to become competitive within a global economy and without a significant increase in the adult literacy rate Ethiopia will not be able to achieve a middle-level income status within a foreseeable time. Increasing adult literacy rates will support other development goals. Children with literate parents stay in school longer and achieve more. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health. Adult literacy programs can contribute to reducing the spread of HIV and AIDS. There are clear connections between literacy levels and both economic output and GDP capital growth.

According to the 2007 National Population and Housing Census, there were 36,528,543 adults in Ethiopia between ages 15-55. And according to the 2009/10 UNESCO/ EFA Global Monitoring Report, the adult national illiteracy rate is 64% (male 50%, female 77%) in which there are 23,270,767 (male 8,992,983 and female 14,277,784) illiterate adults.

For this reason, increasing the literacy rate is inevitably one of the main objectives of the ongoing GROWTH AND TRANSFORMATION PLAN/GTP

and of ESDP IV, but the progress in this regard so far has been minor, with limited participation in literacy courses.

Under ESDP IV, the government will put more efforts into mobilizing the resources and developing the partnerships necessary for a sustained adult literacy campaign. The focus will shift towards functional adult literacy (FAL) to ensure the active participation of the newly literate population into social and economic development, within an overall framework to promote adult education with special focus on women.

Improving management capacities

The decentralization reforms, which started some eight years ago and have transferred important responsibilities to the woreda offices, are now fully implemented: woreda offices exercise their responsibilities, with support from regional offices, within an overall framework developed at federal level.

Many offices however do not yet have the required capacity to exercise their responsibilities effectively. School functioning also needs further improvement, in particular concerning school leadership. Irrelevant and uncoordinated training courses have not succeeded in overcoming these challenges: training did not translate systematically into improved work practices. School cluster resource centers need to be strengthened as entry points for capacity development at local level. Under ESDP IV, more comprehensive capacity development programs will be developed, aiming at improving the functioning of offices at all levels, of cluster resource centers and of schools, not only the skills of individuals. This will include a greater focus on leadership training.

Both the TVET and higher education sub-sectors have engaged in far reaching governance and management reforms during recent years. In TVET, a new management system (agencies) is being created. In higher education, the governance structure has changed and more autonomy granted to the institutions. These reforms will be consolidated under ESDP IV.

Programs to improve management capacities need to be accompanied by legal instruments to clarify the rights, duties and responsibilities of all parties including government organs, citizens, communities, institutions, etc. As a result, an Education Act shall be developed and promulgated to ensure the implementation of policies and sector programs, the enforcement of standards and the identification of responsibilities of all relevant actors.

Under ESDP IV, more comprehensive capacity development programs will be developed, aiming at improving the functioning of offices at all levels

CHAPTER 3

Priority action programs

The economic and social development of Ethiopia's population demands profound improvements in the education sector. ESDP IV focuses on priority programs which help realize these improvements. These respond to the key challenges described above. However, these programs are not organized in the same manner: they are organized partly by sub-sector (general education, TVET and higher education) and partly by priority themes (quality, equity and improved management). Specific programs are developed for crosscutting issues, which are not linked to any specific sub-sector but concern the system as a whole. All of the key challenges analyzed in chapter 2, are therefore addressed through interventions in several programs.

The structure of the priority action programs is as follows:

1. Within general education:
 - Improving quality (with a first sub-program for early childhood care and education (ECCE) and a second sub-program for primary and secondary education. Both rely on a similar set of strategies for quality enhancement).
 - Increasing equity and access (with three sub-programs: early childhood care and education, primary and secondary education).
 - Expanding adult education with specific attention to Functional Adult Literacy/FAL).
 - Special support program for the emerging regions.
 - School Water, Sanitation and Hygiene (WASH).
 - Community Participation.
2. Strengthening Sciences and Technology
3. Developing Higher Education
4. Cross-cutting programs
 - Capacity development for improved management.
 - Gender and education.
 - Special needs education/Inclusive education.
 - HIV/AIDS and education.
 - Environmental education and protection.
 - Education in emergencies.
 - School health and nutrition.

- Drug and substance abuse prevention in education.

Each program is presented hereafter in four sections. Firstly, a situation analysis summarizes progress made during ESDP III and concludes with main challenges. Secondly, the main expected outcomes and key indicators are identified. Thirdly, a brief analysis is presented on the main strategies which will be implemented to achieve these outcomes. Fourthly, a program matrix organizes the strategies and component activities.

Notes/reminders on indicators and targets:

All of the matrices contain indicators and/or targets. These are helpful to monitor the progress made with the achievement of the expected outcomes and the implementation of the proposed programs and activities. Targets have been formulated where baseline data are available and/or where the final objective is clear. In several cases, no baseline data are at the moment available and it is very difficult to formulate a target at this stage. In this case, only the relevant indicator is mentioned. For some indicators, information is already being collected by various departments as part of their normal administrative and reporting procedures but this information is not analyzed at present and no indicators are available. In other cases, the information is not yet being collected. It is suggested that, during the implementation of ESDP IV, the already available data will be analyzed and, where necessary, additional data will be collected; this can then form the basis to define a target.

THE PRIORITIES FOR
GENERAL EDUCATION UNDER
ESDP IV RELATE TO TWO
MAJOR OBJECTIVES: TO
IMPROVE THE QUALITY OF
GENERAL EDUCATION AND
TO INCREASE ACCESS AND
EQUITY



General Education

The general education sub-sector includes Early Childhood Care and Education (ECCE), primary education (grades 1-8), secondary education (grades 9-12) and Functional Adult Literacy. The priorities for general education under ESDP IV relate to two major objectives: to improve the quality of general education and to increase access and equity. A distinction is therefore made between programs aiming at improved quality and internal efficiency and programs aiming at achieving access and equity. The quality improvement program integrates core priorities such as “teacher and leader development” and “Information and Communication Technologies” (ICT).

This chapter starts off with the identification of the main goals for General Education for ESDP IV. It subsequently looks at quality of Early Childhood Care and Education and of Primary and Secondary Education. This is followed by programs related to equity and access to Early Childhood, Primary and Secondary Education. There is subsequently a special section on Adult Education. Then comes the issue of provision of special support for the four emerging regions. School water, sanitation and hygiene (WASH) and community participation are the other priority programs which are part of this chapter.

Sub-sector goals

Under ESDP IV, the overall Goals for General Education are:

-
- to improve access to quality primary education in order to make sure that all children, youngsters and adults acquire the competencies, skills, values and attitudes enabling them to participate fully in social, economic and political development of Ethiopia; and
 - to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle level and higher level human resources.
-

Improving quality of General Education

Quality of Early Childhood Education

1. Situation analysis

Early Childhood Care and Education/ECCE has become one of the priorities for the education sector because it will be one of the potential inputs to the overall improvement of quality of education and reduction of drop out and repetition rates in later stages of formal schooling and because it leads to higher enrolments, particularly of girls. In addition, participating in ECCE is the right of the child and it has been considered as bedrock of EFA and the first step in meeting all the other EFA goals. This in turn contributes to the overarching Millennium Development Goal of reducing poverty. It is more cost effective to institute preventive measures and support for children early on than to compensate for disadvantage as they grow older. Affordable and reliable early childhood education provides essential support for working parents, particularly mothers. Investment in quality early childhood education yields a high economic return, offsetting disadvantage and inequality, especially for children from poor families. Besides, ECCE has positive effects on female labour force participation and schooling of older siblings. It also levels the playing field by reducing inequalities between rich and poor and it is thus a key component to breaking the cycle of intergenerational poverty.

Cognizant of this rationale, the Ethiopian Government has given due attention to Early Childhood Care and Education (ECCE) in the Education and Training Policy. As a result, ECCE has known an important expansion under ESDP III (see section on ECCE: Access and Equity). This was accompanied by an increase in the total number of teachers, resulting in a decrease in the pupil/teacher ratios from 32 in 2004/05 to 16 in 2008/09. However, the share of trained teachers has decreased, from 74% in 2004/05 to 37% in 2008/09. This has led to concerns with the quality of ECCE and these concerns are also based on the relative scarcity of teacher supervision and the unavailability of manuals and guidelines.

The concerns over quality raise the wider question of the role of the government in the provision and regulation of ECCE and in quality assurance of ECCE programs. The role of the government and of other stakeholders, such as private providers and communities, has been clarified through the recent preparation of three fundamental

policy documents: a national policy framework, a strategic operation plan and guidelines.

Main challenges

- Average qualifications of teachers have gone down.
- The role of the government and stakeholders in quality assurance of ECCE needs further clarification and strengthening.
- Regions and woredas feel they did not receive sufficient guidance and support from the Ministry.

2. Expected Program outcomes

- A coherent governance structure for Early Childhood Care and Education (ECCE) established, in collaboration with other relevant ministries (Ministry of Health and Ministry of women's Affairs) with a view to coordinating ECCE policies and ensuring mainstreaming of ECCE in all relevant sector policies and programs.
- Government leadership and regulation in terms of teacher supervision and inspection, of teacher certification and training and ECCE curriculum strengthened.
- Quality of ECCE services improved with special attention to children with special needs.
- Leading role of the Ministry strengthened for the integrated, inter-ministerial implementation of the ECCE Policy and Strategic Framework.

Key outcome targets

A national steering committee and regional and woreda councils and committees will be established.

National guidelines on curriculum, teacher training and certification and teacher supervision will be completed.

% of trained/certified teachers will increase from 37% to 60%.

3. Policy and strategies

While the government's direct involvement in the provision of ECCE will remain limited, its role in maintaining the improvement of quality of ECCE and its governance through supervision and inspection will deepen during ESDP IV. The government's role will be mainly one of promoting,

coordinating, supporting and monitoring the involvement of other stakeholders.

The strategies to be implemented under ESDP IV cover four main areas. Firstly, the government and the various relevant ministries will make efforts to mainstream ECCE. In this regard, the overall governance structure and the mandate and role of the various stakeholders will be clarified. As part of this, the ministry will help establishing a national steering committee, regional councils and woreda technical committees.

Secondly, the Ministry will reinforce its role in regulating and monitoring the quality of ECCE delivery. This will take place through the development of a curriculum and setting standards for play and learning materials which promote child-centered teaching and the child's holistic development. This will be ensured partly through the setting up of accreditation and certification systems of teacher training and teacher qualification applicable both for community /public and private ECCE centers which in turn will help assign qualified teachers required for the level. This will be enhanced through the design of an effective ECCE supervision and inspection policy. Strong linkage will be created with families and the community, NGOs, Development Partners and Ministries of Health and Women's Affairs (these ministries are ECCE signatories of MOU with the Ministry of Education) and other relevant stakeholders.

Thirdly, the ministry will more directly support quality improvement. In collaboration with other stakeholders, teacher support materials will be prepared and made available to ECCE centers. An enabling environment for the training of ECCE teachers and the supervision of ECCE centers will be promoted.

Fourthly, colleges of teacher education will give more attention to ECCE teacher training and development in their teacher training programs.

AN ENABLING
ENVIRONMENT FOR THE
TRAINING OF ECCE
TEACHERS AND THE
SUPERVISION OF ECCE
CENTERS WILL BE
PROMOTED.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: A coherent governance structure for ECCE established, in collaboration with other relevant ministries (Ministries of Health and Women's Affairs), with a view to coordinating ECCE policies and ensuring mainstreaming of ECCE in all relevant sector policies and programs.	A national steering committee and regional and woreda councils and committees will be established.
Finalizing, disseminating and raising awareness around ECCE policy, strategy and guidelines and programs.	Number of workshops and consultations on ECCE policy, strategy and guidelines. % of ECCE professionals well informed of ECCE policy, strategy and guide lines.
Supporting the establishment of a national steering committee, regional councils and woreda technical committees.	Numbers of committees and councils established % of recommendations by committees and councils which are implemented.
Mainstreaming ECCE into all sectoral and macro-level development plans.	Number of plans giving attention to ECCE.
Component 2: Government leadership and regulation in terms of teacher supervision and inspection, of teacher certification and training and ECCE curriculum strengthened.	National guidelines on curriculum, teacher training and certification and teacher supervision will be completed.
Implementing ECCE curriculum and making it available to ECCE schools and teachers.	% of ECCE teachers who use the curriculum.
Developing standards for play and learning materials which promote child-centered teaching and the child's holistic development.	% of ECCE teachers with access to play and learning materials.
Developing and implementing accreditation and certification system for teacher training.	% of teacher training colleges certified to offer ECCE training. % of ECCE teachers certified and licensed.
Developing supervision and inspection guidelines and strategies for ECCE.	Guidelines and strategies developed.
Component 3: Increased quality of ECCE services.	Improvement in reading and writing skills in early grades of primary school.
Developing and making available teacher support materials.	% of teachers who are using teacher support materials.
Supporting the supervision and inspection of ECCE centers.	Number of supervisors of ECCE. % of ECCE centers and teachers who have been supervised at least twice a year.
Promoting and offering incentives for in-service and pre-service training programs of ECCE teachers.	% of trained teachers in ECCE has increased from 37% in 2008/09 to 60% in 2014/15.
Undertaking the certification of ECCE providers.	% of ECCE providers that are certified.
Increasing the number of qualified teachers and standard ECCE classrooms.	Pupil/teacher and pupil/qualified teacher ratio. Pupil/section ratio.
Developing ECCE related training materials for colleges of education.	Number of training materials developed.

* See comment on indicators and/or targets at the beginning of chapter 3.

Quality of Primary and Secondary education (including ABE)

The objectives and strategies for the quality improvement of general education during the forthcoming years have been clearly spelled out by the MoE in the General Education Quality Improvement Package (GEQIP). The package is composed of a number of components and sub-components which are complementary to each other and form part of an integrated school effectiveness model. The presentation hereafter is structured around several components of the package, namely the development of teachers and leaders; curriculum, textbooks and assessment; planning of school improvement and of resource use by schools; the use of Information and Communications Technology (ICT). One component has been added and relates to the improvement of school infrastructure and facilities, with special attention to the most remote regions. Another GEQIP component, namely the Management and Administration Program (MAP) is more closely related with the management of the educational system as a whole and has therefore been integrated into the crosscutting issue on capacity development.

Each of these components has its own program outcomes and targets. Two major outcomes are common to all five components because of their supreme importance. Firstly, the imperative to bring down urgently the drop-out rates in the early grades: the high levels of drop-out are to a large extent an expression of the poor quality and attractiveness of schools; as long as these rates remain high, the objective of Universal Primary Education will not be achieved. Secondly, the need to translate the investments made in improving the inputs into the school system (such as better teacher training, more equipment and textbooks) into stronger student achievement. One central finding of ESDP III implementation was precisely that student achievement remained low notwithstanding significant ameliorations in teacher qualifications and training and in equipment (see Table hereunder).

Evolution of scores obtained in National Assessment of Student Achievement

	2000/01	2004/05	2007/08
Grade 4			
Composite score*	47.9%	48.5%	40.9%
Grade 8			
Composite score**	41.1%	39.7%	35.6%

*Composite score of Math Reading and English (reading test reported to have changed considerably since 2004/05 test)

** English and Math, but including also Biology, Chemistry and Physics results

1. Situation analysis

The situation analysis briefly examines progress related to quality improvement under ESDP III. Where relevant, it comments in particular on progress since the introduction of GEQIP.

Concerning teachers' and leaders' development

An impressive number of teachers were recruited during ESDP III. Their total number in primary and secondary education went up from 171,079 (60,902 women) in 2004/05 to 270,594 (100,680 women) in 2008/09.

A Teacher Development Program was launched in order to improve teacher qualifications and professional development. The plan covered the period 2004/05-2006/07 and was later on extended through the year 2007/08. Amongst the major achievements of this program, the following are worth mentioning:

- The required qualification level of primary school teachers has been increased from a 1 year certificate course to a three year diploma course after grade 10, while requirements for the training of secondary school teachers have been changed from an education bachelor degree course to a degree course in a major field plus one year add-on professional teacher training.
- A special practicum program was introduced in pre-service teacher training.
- A curriculum revision has been undertaken to adapt the different teacher training curricula to the new teacher qualification requirements.
- An English Language Improvement Program (ELIP) was established from which more than 150 000 teachers have already benefitted, while English Language Improvement Centers (ELICs) were set up at some TEIs.

THE OBJECTIVES AND STRATEGIES FOR THE QUALITY IMPROVEMENT OF GENERAL EDUCATION DURING THE FORTHCOMING YEARS HAVE BEEN CLEARLY SPELLED OUT BY THE MOE IN THE GENERAL EDUCATION QUALITY IMPROVEMENT PACKAGE (GEQIP).

- A Higher Diploma Program (HDP) was created to enhance the quality of teacher educators in both CTEs and universities.
- Continuing Professional Development (CPD) for teachers was introduced in most schools, employing weekly sessions, drawing on either school-based, cluster or district-level expertise.

A special Leadership and Management Program (LAMP) was initiated to build capacity of school principals and supervisors in planning and management.

Concerning Curriculum, Textbooks and Assessment

The development of a Curriculum Framework has enabled the MOE to revise basic curriculum documents in line with the Competence Based Approach. These include Minimum Learning Competence materials (MLC) for pre-primary, primary and secondary education up to grade 12, content flow charts, syllabuses and quality text books for all subjects. Several key strategic documents have also been produced including: strategy and guidelines for ECCE, strategy and implementation guidelines for science and mathematics education, strategy and syllabi for ABE.

MoE's curriculum experts and selected college of teacher education instructors of science and mathematics have received international training abroad in line with the newly developed strategy for science and mathematics. Civics & ethical education textbooks for grades 5 to 12 have been produced in order to support and enhance teaching/learning activities in this area.

The National Assessment of Student Achievement sub-component, which was part of the National Examinations Agency, is now instituted in the Education and Training Quality Assurance Agency, following the Business Process Re-engineering. The assessment endeavor has so far gone through three tri-annual assessments, which have revealed a declining level in student achievement. More attention may need to be given to base strategies and guidelines for improved teaching and learning on the results and findings of this important activity.

Concerning planning and resource use by schools

Sustained quality improvement demands that schools can play a role in defining their own priorities, in planning for improvements to address these and in obtaining the necessary resources to realize these plans.

Against this background, a School Improvement Program (SIP) was initiated on a pilot base in 2006 and a School Assessment Form (SAF) was prepared in order to assist schools in developing their improvement program. It is estimated that currently about 80 percent of primary schools and 60 percent of secondary schools have developed a School Improvement Plan. The best SIP practices and experiences are being scaled up to be communicated to all schools. Parents and local communities have been actively participating in school improvement planning and implementation. A number of workshops have enabled SIP committee members, supervisors and educational personnel to support the SIP activities.

School improvement planning can only lead to genuine and profound change if schools have at least a minimum level of resources to work with. Without such resources, the process could become de-motivating. GEQIP therefore is implementing a School Grant Program. School Grant Guidelines (SGG) have been prepared and distributed to key stakeholders.

Concerning use of Information Communications Technology (ICT)

The Government has made considerable investment in ICT infrastructure, especially at secondary school level. Currently 71.6% of secondary schools are equipped with plasma-TV and 26.1% have access to internet services. Some 3409 TV programs have been produced in nine subjects and consequently broadcasted through 12 satellite channels to secondary schools, while program utilization and plasma TV operational training has been given to secondary school teachers.

The development of curriculum materials on Information Technology (IT) education has been completed. As a result, preparation is being made to start delivery of this subject to grades 9-10 in addition to grades 11-12. Furthermore in expanding and improving plasma-TV lesson delivery, new specifications have been made for six previously and three newly considered subjects. In addition, Digitized Satellite TV lessons have been piloted and preparations are under way to broadcast these digitized education programs online, by DVD and CD.

There remains the urgent need to assess the impact, efficacy, and effectiveness of the provision of plasma TV and internet services to secondary schools. A study will be conducted on the quality of the teaching/learning process in these schools.

Concerning quality of school infrastructure and facilities

Many schools, in particular at primary level, are constructed in non-durable materials, which decrease children's motivation to attend and remain in school. The problem of poor quality facilities is especially serious in remote rural

regions, thus contributing to problems of equity. The absence of support for school construction through government funds forces the poorest communities to invest in facilities. A minimum standard of construction should be imposed on these community-built schools to ensure both safety and an acceptable quality.

Main challenges***Concerning teachers' and leaders' development***

- Need to further strengthen teacher training and qualifications at primary and secondary levels.
- Leadership and management capacities at institutional level remain weak.
- Female candidates for pre-service training and candidates from rural areas and indigenous groups are underrepresented.
- Insufficient well qualified teachers for maths and science.
- Quality of pre-service training needs improvement: better teaching materials, more adequate practical training, more adequate teaching methods.
- Continuous Professional Development (CPD) is not given enough attention by a significant number of school leaders and teachers.
- The number of females in leadership positions is very low.

Concerning Curriculum, Textbooks and Assessment

- Lack of focus on higher order thinking in learning-teaching processes and examinations.
- Better use needs to be made of the findings from the National Assessment of Student Achievement.
- Limited availability of teaching/learning materials.

Concerning planning and resource use by schools

- The capacity to implement SIP at school and woreda level is still limited.
- ABE Centers have not been involved in the roll out of the planning process to date.
- The SIP monitoring and evaluation system is not yet well established.

Concerning use of Information Communications Technology

- Still low level of confidence amongst a number of teachers on the benefits of ICT.
- Serious shortage of plasma TV in emerging regions.
- Lack of accessories for maintenance of plasma TV's in all regions.
- Lack of computers and servers in secondary schools.

Concerning quality of school infrastructure and facilities

- Many schools, in particular at primary level, and in remote rural regions, are constructed in non-durable materials.
- The absence of support for school construction through government funds, obliges poor communities to invest in facilities.

Concerning Student Achievement

- Despite significant investment in quality inputs like teachers, books, buildings and related infrastructures, national learning assessments show deteriorating trends in student achievement.

2. Expected program outcomes

The **overall outcomes** for this program are as follows:

- Student repetition and drop-out rates decreased through higher quality of teaching and learning, and the creation of a conducive environment for teaching and learning, with due attention given to females.
- Learning outcomes improved at primary and secondary schools through the reinforcement and better coordination of key quality inputs and processes.
- Better quality learning outcomes will be enhanced and drop out rates reduced in food insecure areas through strengthened school feeding program.

Key outcome targets

The drop-out and repetition rates for both boys and girls throughout primary education (G1-8) including ABEC will decrease to 1.0%.

At least 70% of students in all grade levels in all subjects and all type of assessments and exams will score at least 50% and at least 20% of the students will score 75%

Each component has specific expected outcomes, as follows:

Teachers' and leaders' development

Outcomes:

- School leadership and school supervision rendered more effective.
- Qualifications of teachers significantly improved.
- Teaching processes rendered more effective through improved pre-service teacher training, in-service training and professional support.
- Girls and representatives from emerging regions, rural and under-served areas better represented amongst students in teacher training institutions.
- Increased number of female teachers and leaders at all levels.

Targets

All schools and resource centers at all levels will have principals and supervisors who can satisfy the standard, as a result of which a school management system that ensures education quality will be established.

Students that complete each cycle of education will have been endowed with the desired civic and ethical behaviors.

90% of the students at all grade levels will score at least 50% in examinations and assessments of every subject.

Teachers at all levels will receive professional licensing that will enhance their accountability and responsibility to implement a quality oriented teaching and learning process.

100% of school leaders and supervisors for grades 1 to 4 have been academically qualified (with diploma) motivated and ethically fit.

90% of school leaders and supervisors for grades 5-12 have been academically qualified (G5-8 with first degree, G9-12 with masters degree), motivated and ethically fit.

100% of the teachers at all levels have been academically qualified (G1-4 with diploma cluster, G5-8, with diploma linear, G9-12 with first degree), motivated and ethically fit.

45,000 English teachers will have been provided with tailor made trainings based on their skill gaps.

All teachers using mother tongue as medium of instruction will have been updated with language skills.

The share of primary teachers with diploma will increase from 38.4% in 2009/10 to 94.6% in 2014/15.

The share of unqualified teachers in secondary schools will decrease from 24.8% in 2008/09 to 0% in 2014/15.

The share of women among students in colleges of teacher education will increase from 45% in 2008/09 to 50% in 2014/15.

The share of female leaders will increase by 100% in 2014/15.

Curriculum, Textbooks and Assessment

Outcomes:

- Revised school curriculum made responsive to international economic and social realities, national democracy and gender equity.
- Population and Family Life Education integrated in the curriculum.
- Sufficient number of textbooks and teachers' guides made available to schools.
- Student assessment and examinations aligned with the new curriculum.
- Revised curriculum diagnosed for the purpose of next revision.

- Gender mainstreaming sustained in the next curriculum revision.

Targets

The revised curriculum will be implemented.

Activity books for all subjects of all grade levels will be prepared.

All schools and ABE centers will have one set of syllabi in core subjects for all grade levels.

Each primary and secondary school student will have one full set of textbooks.

Examinations will be revised in line with curriculum.

Curriculum implementation assessment manuals for each subject matter of all grade levels will be developed.

Need assessment for the revision of the next five year curriculum will be undertaken.

Gender mainstreaming will be strengthened in curriculum revisions at all levels.

More effective planning and resource use by schools

Outcomes:

- The number of schools, who prepare a relevant SIP in collaboration with communities, increased
- Learning environment made more conducive, through provision of sufficient operational funds to schools and enhanced resource utilization decisions by school and community

Targets

All schools and ABE centers will have completed a School Improvement Plan approved by PSTAs and School Boards.

All schools and ABE centers will use school grants to address priority areas identified in the SIP.

Information Communications Technology

Outcomes:

- Quality of education improved through the implementation of all ICT components in secondary schools.
- Foundation for e-learning and broader e-culture strengthened through better connectivity of educational institutions to the global information sources.
- Digitized Satellite TV – Programs disseminated online by DVD and CD

Targets

% of secondary school teachers who are computer literate will increase by 100%.

% of secondary school teachers who utilize the satellite TV programs will increase to 100%.

% of secondary schools with internet connection will increase to 100%.

% of secondary students who can utilize satellite TV programs will increase to 100%.

% of secondary schools with complete broadcasting facilities will increase to 100%.

Quality of school infrastructure and facilities

Outcomes:

- Quality of school buildings, especially in remote rural regions, improved.
- School environment made more conducive through improvement in school facilities.

Indicators and targets

% of schools with standard facilities will increase by 100%.

Each school will establish/strengthen provision of separate latrines for both sexes.

3. Policy and strategies

During the implementation of ESDP IV, quality improvement strategies will address several complementary challenges. Firstly, a significant number of schools, teachers and students, especially in the more remote rural regions, do not yet have the basic inputs for the delivery of quality education to be possible. Therefore, some strategies aim at ensuring that these basic inputs (such as curricula, textbooks, teacher guides and some facilities) are available in all schools. Secondly, the quality of teaching in the classroom needs further improvement. To allow this to happen, more systematic attention is given to teacher professional development through strengthening pre-service and in-service training and improving teacher supervision and support. At the same time, the curriculum is being revised and textbooks and examinations will undergo a similar revision. Thirdly, quality improvement depends strongly on the actions which the school staff and the surrounding community undertake. School staff will therefore be given the necessary tools (such as guidelines on School Improvement Plans), the necessary resources (through a school grant system) and relevant training to help them

prepare their own plans and take relevant action in response to whatever challenges they have identified. The combination of these strategies is expected to lead to a significant improvement in student achievement.

Against this background, quality improvement strategies under ESDP IV for primary and secondary education will consist of five components: the development of teachers and leaders; curriculum, textbooks and assessment; planning of school improvement and of resource use by schools; the use of Information and Communications Technology (ICT); the improvement of school infrastructure and facilities. Throughout this program, activities will increasingly reach out to ABECs.

Within this set of strategies, several will focus on the imperative to decrease early drop-out: awareness-raising sessions will be organized for teachers and principals, a special module will be included in pre-service training, school improvement plans will be guided towards addressing this issue and the improvement of school facilities will help keeping children in school. The school feeding program, which covers schools in six regions, will be expanded. It is envisaged to organize awareness-raising events with communities to ensure full registration of all children in primary school and to intervene swiftly when a child is absent for several days. The dropout in later grades, including in secondary schools, is related to Harmful Traditional Practices (HTPs), which leads to increasing the gender gap in secondary schools. This issue will be integrated in teacher training curriculum in order to train teachers, so that teachers can give due emphasis to it during the teaching-learning process. Several of these strategies are receiving significant financing within ESDP IV. The following paragraphs briefly comment on each of these five components.

Strengthening teachers' and leaders' development

Capacity development of school staff will focus on two groups: practicing and prospective school leaders and practicing and prospective teachers. The important role of school leaders in quality improvement is well known. To allow them to play their role more effectively, there is a need to upgrade their qualifications while teachers aspiring to become principals will receive special training. Short-term training programs, such as foreseen under LAMP, and support by school supervisors to aspiring principals are some of the strategies that can be used.

To strengthen teacher effectiveness, activities will relate to both pre-service training and in-service

training. For pre-service trainings, selection of academically qualified, motivated and ethically fit teacher candidates satisfying gender & regional equity will be strongly observed. Moreover, sequential modality of training (add on modality) will be provided to secondary school subject specialist teacher candidates.

Several activities will be undertaken to enhance the capacity and relevance of pre-service training centers, with special focus on science, mathematics and English teaching. All colleges of teacher education will train candidates based on the revised curriculum and the training standard while the existing practicum approach will also be strengthened for pre-service candidates of primary schools. Moreover, the higher diploma program /HDP will be strengthened for teacher educators.

Similar activities will support the improvement of in-service training, while work will be undertaken on the career structure and implementation of licensing and re-licensing of teachers. With regard to sustaining continuous professional development, all schools will implement a school and need based CPD program (specific to content and subject matter methodology), while all teachers at all levels will be required to fully implement active learning and continuous assessment. Needs assessment and skill gaps for mother tongue teachers will be conducted as well.

To add additional resources for strengthening teacher effectiveness, teachers and leaders will be given more support for the utilization of the School cluster resource centers (SCRCs). The resource centers will also be strengthened.

Special attention will also be given to increasing the share of women among teachers. In emerging regions, more teachers will be recruited from among the population in these areas.

Curriculum, Textbooks and Assessment

The efforts undertaken during previous years in curriculum revision and reform will be continued. To ensure that the introduction of the new curriculum translates into genuine change in the classroom, several additional strategies will be used. Awareness raising and orientation sessions will be organized for teachers and for ABE facilitators. All teachers will be given the necessary textbooks and teacher guides, which are in line with the revised curriculum. A major textbook distribution program has as an objective to ensure that all students have access to a complete set of textbooks. To ensure that teachers focus on the key content and skills which the revised curriculum aims to transmit, the examination and assessment system will

be reviewed to ensure a similar focus, based on the implementation of a relevant framework and guidelines.

The curriculum revision will ensure that Population and Family Life Education (POP/FLE) be addressed. Issues such as the effects of teenage pregnancy, female genital mutilation (FGM), early marriage, sexually transmitted infections, abduction and other harmful traditional practices (HTP) that affect retention, increase dropout and repetition rates and widen the gender gap will be included in subjects such as Civics, Languages, Biology, etc. of the teacher training curricula.

School improvement Program

For schools to experience sustained improvement, it is probably necessary that school staff and their surrounding communities take responsibility for their own improvement. But for schools to be able to take such improvement actions they need to be supported by the experts and supervisors in the administration and they need to receive some basic funds.

The strategies on which ESDP IV will focus will therefore consist of the following. Firstly, guidelines and instruments on how to prepare a school improvement plan will be prepared and distributed to schools. In each woreda and regional bureau a few experts will be trained so that they can give the necessary support to schools and communities. Training will also be extended to stakeholders at the school level, in particular principals, teachers and members of parents' associations and school management committees. As a result, school leadership and management and competency of teachers at all levels will be improved.

For schools to be able to implement their strategic plans, most will need to receive some financial resources. Under GEQIP therefore, a "school grants" program has started which will be an integral part of ESDP IV. The disbursement of school grants will be accompanied by a public information campaign about the purpose and use of school grants to be dedicated to education quality improvement activities like teaching aids, science & math laboratories, libraries established in line with the revised curriculum, and provision of ICT, etc. Training will be organized for school staff and for staff in regional and woreda offices in some basic financial management and in the use of the school grant.

Continuous assessment accompanied with action research, strengthening co-curricular activities and school-parent-community relations as well as scaling up best practices in SIP will also be

strategies of maximizing student achievement in ESDP IV.

Information Communications Technology

The government will continue the expansion of ICT use in education in order to improve the quality of teaching and learning. For such quality improvement to occur, it is necessary to go beyond the provision of more ICT infrastructure. Strategies under ESDP IV will therefore cover three main areas to improve the linkage between ICT and quality.

Firstly, it is the intention to develop and implement a technology responsive ICT national curriculum for primary, secondary and higher education as well as for other educational institutions. New TV programs will be prepared in line with the revised curriculum. A second area of great importance concerns teacher training and awareness-raising. Efforts will be continued to reinforce the skills of teachers to use ICT efficiently and a program will be developed to train a critical mass of computer literacy teachers.

Thirdly, further work will need to be done to expand access of schools to ICT infrastructure to allow more students and teachers to benefit from the more widely available global information sources. This will help the development of an e-learning culture among students and teachers. In this regard, the national school net project needs to be further expanded. At the same time, high capacity content servers will be installed in more secondary schools. The educational television programs will be broadcasted through 12 satellite channels. Problems of maintenance may occur and therefore the technical capacity in maintenance of ICT equipment at regional level will be expanded.

Quality of school infrastructure and facilities

Few data are available on the quality of school infrastructure and facilities. A first step in an improvement strategy therefore consists of collecting more comprehensive data on this issue. This data collection needs to be guided by minimum standards on the quality of school infrastructure and on the availability and quality of facilities. This will allow a comparison between and within regions and a better selection of the schools where repairs, upgrading or construction of facilities are most needed.

The improvement of facilities should focus on those which have the greatest impact on improving access, equity and quality, such as the provision of latrines for girls in primary schools and libraries in secondary schools.

The coverage of this program (the number of schools and the type of facilities) will depend on the available financial resources.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Teachers' and leaders' development	
Sub-component: School leadership and school supervision rendered more effectively.	The share of school leaders qualified to the required levels will increase.
Upgrading the qualification levels of school directors and supervisors, from certificate to diploma (grades 1-4), from diploma to degree (grades 5-8), and from degree to master level (grades 9-12).	100% of school leaders and supervisors for grades 1 to 4 have been academically qualified (with diploma) motivated and ethically fit. 90% of school leaders and supervisors for grades 5-12 have been academically qualified (G5-8 with first degree, G9-12 with masters degree), motivated and ethically fit.
Providing special training programs for teachers who intend to be candidates for director and supervisor positions.	No. of candidates trained for supervisor and principalship.
Organizing awareness-raising sessions for teachers and principals on strategies to decrease early drop-out.	% of teachers and principals participating in awareness-raising sessions.
Sub-component: Teaching processes rendered more effective through improved pre-service teacher training.	% of primary teachers with diploma will increase from 27% in 2008/09 to 100% in 2014/15. % of unqualified teachers in secondary schools will decrease from 24.8% in 2008/09 to 0% in 2014/15.
Improving pre-service training in particular for science and mathematics teaching and for English language instruction.	% of pre-service trainees graduated to teach science and mathematics for primary. % of pre-service trainees graduated to teach physics, chemistry, biology & science for secondary level. % of pre-service trainees graduated to teach English language.
Updating teacher education curriculum and training modules.	No. of improved training modules. No. of improved teacher training curricula.
Including a module on strategies to decrease early drop-out in teacher education.	Module developed. % of teacher trainees taking part in module on early drop-out.
Enhancing the capacity of teacher educators.	% of teacher educators upgraded.
Enhancing pre-service practice teaching.	% of students satisfied with quality of practice teaching.
Sub-component: Teaching processes rendered more effective through improved in-service training and professional support.	100% of teachers at all levels have been academically qualified (G1-4 with diploma cluster, G5-8 with diploma linear, G9-12 with first degree), motivated and ethically fit.

* See comment on indicators and/or targets at the beginning of chapter 3.

Strategies and component activities	Indicator/target
Ensuring the quality of in-service teacher training.	45,000 English teachers will have been provided with tailor made ELQIP trainings to improve their English proficiency. All teachers using mother tongue as medium of instruction will have been updated with language skills.
Enhancing the provision of continuing professional development at the school level.	100% of teachers at all levels will have participated in a full course of CPD by 2014/15.
Maintaining the quality of Alternative Basic Education (ABE) facilitators upgrading.	100% of ABE facilitators upgraded.
Developing a career structure and licensing and re-licensing system.	Developed teacher career structure. 100% of teachers at all levels will have been licensed by 2014/15.
Sub-component: Girls and representatives from rural areas and linguistic and ethnic minorities better represented amongst students in teacher training institutions.	The share of women among students in colleges of teacher education will increase from 45% in 2008/09 to 50% in 2014/15.
Improving the management of intake and selection processes for Pre-Service Teacher Education.	Improved criteria of selection % of girls and minorities among new entrants in pre service training program.
Continuing affirmative action programs for girls and children with vulnerabilities and special needs.	Number of girls and students indigenous nationalities benefiting from affirmative action programs.
Component 2: Curriculum, Textbooks and Assessment	
Sub-component: New school curriculum made responsive to international economic and social realities, national democracy and gender equity.	New curriculum will be completed.
Organizing awareness raising campaigns and teacher orientation programs to support the introduction of the new curriculum currently underway.	% of teachers participating in awareness programs.
Reviewing, finalizing and distributing new strategy for science and mathematics teaching in particular.	Implemented strategy of science and mathematics Number of cumulative textbooks and teacher guides in core subjects (maths and science in particular) distributed in primary and secondary schools.
Organizing orientation programs for teachers in science and mathematics strategies.	% of teachers participated in orientation.
Developing and distributing new syllabi for ABE and organize orientation program for ABE facilitators.	No. of ABE syllabi developed and distributed % of facilitators attended new syllabi orientation.
Sub-component: Integrate Population and family Life Education into Teacher Training Curriculum.	POP/FLE integrated into Teacher Training Curriculum.
Organizing Orientation programs on HTPs for secondary school and Teacher Training College teachers, so that teachers will teach the harmful effects of the HTPs.	% of high school teachers participated in the orientation program. % of Teacher Training College trainees participated in the orientation program.
Developing strategy to identify POP/FLE issues to be disseminated to teachers, students and the community.	Developed POP/FLE strategy document.

Strategies and component activities	Indicator/target
Organizing Training of Trainers on HTP for teachers, club leaders, so that they will train other students and club members.	No. and types of trainees. No. of trainings organized.
Strengthening POP/FLE clubs in General Secondary Schools.	No. of Schools with well equipped and organized POP/FLE clubs.
Sub-component: Sufficient number of textbooks, activity books and teacher guides made available to schools.	All schools and ABE centers will have one set of syllabi in core subjects for all grade levels. Each primary and secondary school student will have one full set of textbooks and activity books.
Preparing activity books.	Set of activity books for each core subject of all grade levels.
Preparing Textbook Guidelines.	No. of textbook guidelines prepared, at the rate of one to one.
Ensuring that an adequate number of textbooks, activity books, teacher guides and syllabi in core subjects are distributed to the schools.	No. of text books and activity books distributed at all levels. No. of teacher guides distributed at all levels (at the rate of 1 to 40 textbooks). No. of syllabi distributed.
Sub component: Revised curriculum diagnosed for the purpose of next revision.	Set of curriculum implementation assessment manuals for each subject matter of all grade levels Need assessment reports of each subject matter for the revision of the next five year curriculum.
Preparing curriculum implementation assessment manuals.	No. of assessment manuals.
Collecting, organizing and analyzing data.	No. of collected, organized and analyzed data in terms of each subject matter.
Producing final report.	Final assessment report.
Sub component: Student assessment and examinations aligned with the revised curriculum.	Examinations will be revised in line with curriculum.
Reviewing the national examination system.	National exams aligned to the new curriculum.
Undertaking an inspection reform study.	Undertaken inspection reform study.
Implementing relevant recommendations of inspection reform study.	Number of recommendations implemented.
Improving classroom, regional and national exam results and continuing the National Assessment of Student Achievement of grades 4, 8, 10 and 12 on a 3 year basis.	Number of assessments conducted in various grades. Assessment framework and guidelines implemented.
Preparing analytical reports on NLA results.	Number of reports prepared.
Component 3: School improvement planning	
Sub-component: The number of schools and ABE centers, who prepare a relevant SIP in collaboration with communities, increased	All schools and ABE centers will have completed a School Improvement Plan approved by PTAs and School Boards.

Strategies and component activities	Indicator/target
Revising and distributing SIP related guidelines and instruments.	Number of SIP guidelines and instruments completed. % of schools with SIP guidelines and instruments Teaching and learning time will be utilized. 100% by both teachers and students through reducing late coming, truancy and absenteeism.
Capacity development of SIP support teams in regional and woreda offices to reinforce their support to schools with SIP.	Number of experts in support teams having received relevant capacity development.
Giving training to SIP stakeholders at school level to reinforce their school improvement planning capacities.	Number of SIP stakeholders at school level with necessary skills to prepare a SIP.
Ensuring that SIPs develop strategies to decrease early drop-out.	% of SIPs which give attention to decrease in drop-out.
Sub-component: More conducive learning environment through provision of sufficient operational funds and enhanced resource utilization by school and community.	% of schools and ABE centers using school grants to address priority areas identified in the SIP.
Organizing a comprehensive public information program about the purpose and use of school grants.	Number of public information events organized.
Implementing the school grant disbursement.	% of schools who receive their grants on time.
Training school staff in financial management and in the use of the school grants, through the SGG.	Number of school staff with necessary skills in financial management.
Training staff at regional and woreda levels on support to be given to schools in using school grants, through the SGG.	Number of experts in support teams having received relevant capacity development.
Component 4: Information Communications Technology	
Sub-component: Quality of education improved through the implementation of all ICT components in secondary schools.	% of secondary teachers who are computer literate will increase by 100% % of secondary teachers who properly utilize the satellite TV programs will increase to 100% % of secondary students who can properly utilize satellite TV programs will increase to 100%
Developing and implementing a technology responsive ICT national curriculum for primary, secondary and higher education as well as for other educational institutions.	Curriculum developed.
Producing new educational TV programs based on the revised curriculum.	No. of new programs produced. 100% of secondary school students will have access to educational TV programs.
Developing a program for training a critical mass of computer literacy teachers.	80% of secondary school teachers will be trained in computer applications. 100% of female secondary school teachers trained in computer literacy.

Strategies and component activities	Indicator/target
Continuing the reinforcement of teachers' skills to use ICT efficiently.	100% of secondary school teachers will be trained in ICT use.
Sub-component: Foundation for e-learning and broader e-culture strengthened through better connectivity of educational institutions to the global information sources.	100% of secondary schools will have internet connection. 100% of secondary school students will have access to a computer in school.
Expanding and strengthening the national school net project.	100% of secondary schools will have internet connection.
Installing high capacity content servers in schools in order to facilitate e-learning activities.	100% of secondary schools will have access to high capacity content servers.
Broadcast all educational television programs through 12 satellite channels.	No. of television programs broadcasted.
Enhancing technical capacity in maintenance of ICT equipment at regional level.	No. of staff competent in ICT maintenance.
Component 5: Quality of school buildings and facilities	
Sub-component: Improved quality of school buildings, especially in remote rural regions.	% of schools with standard buildings. % of rural schools with standard buildings.
Development of minimum standards for school buildings (e.g. building materials, classroom space).	Standards developed.
Assessment of quality of school buildings and needs for repair and upgrading.	Yearly assessment completed.
Support to selected school repair and upgrading programs, especially in remote rural regions taking into account provision of services for children with special needs and vulnerabilities.	No. of schools repaired/upgraded. % of repaired/upgraded schools in rural areas.
Sub-component: More conducive school environment through improvement in school facilities.	% of schools with standard facilities.
Development of minimum package and standards for school facilities.	Standards developed.
Assessment of availability and quality of school facilities to make schools child-friendly.	Regular assessment completed.
Support to construction or improvement of basic facilities in selected schools.	No. of facilities constructed/improved. % of rural schools with minimum facilities package. % of schools with separate latrines for both sexes will increase.

Improving equity and access in General Education

Equity and Access in Early Childhood Care and Education

1. Situation analysis

Early Childhood Care and Education (ECCE) has known an important expansion under ESDP III. Enrolments have grown at an annual rate of between 8.8% in 2004/2005 to 18.1% in 2008/09. There has also been a significant growth in the number of kindergartens (1,497 in 2004/05 to 2,893 in 2008/09). This has led to an increase in the gross enrolment rate from 2.2% in 2004/05 to 4.2% in 2008/09, with very little difference between boys and girls. The number of ECCE teachers has grown more quickly even than the enrolment, the result being that there has been a significant decrease in the pupil/teacher ratio (32:1 in 2004/05 to 16:1 in 2008/09).

Notwithstanding this progress, the gross enrolment rate remains low, at 6.9% in 2009/2010, and enrolment is heavily concentrated among urban areas (Addis Ababa has a GER of about 50%) and among fairly well-off social groups. Under ESDP III, the government was expected to provide incentives to private providers as well as to rural communities to set up ECCE schools. However, this has succeeded much better with private providers than with communities.

In various regions, with the support of development partners and in close collaboration with the local communities, an interesting initiative has been launched with success: it consists of organizing a pre-primary class within an existing primary school. This has helped spreading ECCE into rural areas.

Main challenges

- Overall enrolment levels remain low: national GER at 6.9% in 2009/2010.
- Enrolment is concentrated in urban areas.
- Few communities succeeded in creating ECCE centers.

2. Expected program outcomes

- Access to Early Childhood Care and Education increased through formal and non-formal delivery methods.
- Provision of ECCE in rural areas improved, in particular through

coordination, supervision, training and awareness raising to communities.

Key outcome targets

GER for ECCE will increase from 6.9% in 2009/10 to 20% in 2014/15.

A pre-primary class will exist in all rural and urban primary school compounds.

3. Policy and strategies

Under ESDP IV, the government will give increased attention to the expansion of access to ECCE. Participating in ECCE helps the young child prepare for the formal school and succeed in the early grades. Through an expansion of ECCE the drop-out rate in early grades, which is very high in many Ethiopian schools, can significantly decrease. At the same time, children who have attended ECCE, more easily acquire the necessary basic reading and writing skills.

The government's role in increasing access will be mainly one of promoting and coordinating the involvement of other stakeholders, such as private providers, communities and cooperatives/unions. The successful pilot program of creating ECCE classes on formal primary school compounds will be further promoted.

Special strategies will be developed to increase the number of ECCE classes and programs in rural areas. These will consist of providing incentives to communities, of promoting iddir-based ECCE owned by low-income communities and of providing support to stakeholders who set up ECCE classes in rural primary school compounds.

Generally speaking, the modes of expanding ECCE services will be both through formal and non-formal. The formal delivery will be through pre-schools owned and managed by the community and by private entrepreneurs. The non-formal delivery will be through the child-to-child initiative, particularly for rural and pastoralist communities, in which older children (young facilitators) participate in structured play-oriented activities with their younger siblings and neighbors' children. These activities will be adapted to the local context and fit in with the child's daily life. This approach will make use of students of grades 5 and 6 trained and guided by their teachers whereby teachers will be involved as trainers and supervisors, and parents will take turns and observe. The main aim of the child-to-child initiative is to better prepare young children for primary school. It is considered an effective low cost way of improving school readiness.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Access to Early Childhood Care and Education increased.	GER for ECCE will increase from 6.9% in 2009/10 to 20% in 2014/15.
Promoting the expansion of ECCE classes in formal primary school compounds.	At least one Pre-primary class will be opened in all rural and urban primary school premises starting from 2010/11. Number of pre-primary classes in formal primary school compounds.
Providing appropriate incentives (provision of site, supervision, standard, curriculum) to private providers (NGOs, Faith based Organizations, and private sector) to further promote private ECCE initiatives.	Number of children enrolled in private pre-primary schools.
Promoting community, cooperatives/ unions and iddir based ECCEs.	Number of children enrolled in community, cooperatives/unions and iddir based ECCE.
Promoting child-to-child ECCE provision	Number of children participating in the child-to-child delivery. Number of trained facilitators. Number of teacher trainers and supervisors.
Component 2: Provision of ECCE in rural areas improved.	At least one ECCE class will exist in all rural primary school compounds.
Promoting the expansion of community-based ECCE, through the provision of incentives (provision of classes within the formal school compound, supervision, standard, curriculum) to communities.	Number of children enrolled in community-based ECCE in rural areas.
Promoting and providing incentives (provision of classes within the formal school compound, supervision, standard, curriculum) to iddir-based ECCE owned by low-income communities.	Number of children enrolled in iddir-based ECCE in rural areas.
Promoting child-to-child ECCE provision.	Number of children participating in the child-to-child delivery. Number of trained facilitators. Number of teacher trainers and supervisors.

* See comment on indicators and/or targets at the beginning of chapter 3.

Equity and Access in Primary Education (including ABE)

1. Situation analysis

The primary school system has continued expanding rapidly during ESDP III. The number of schools moved up from 16,513 in 2004/05 to 25,217 in 2008/09, corresponding to an average annual growth rate of 11.2%. This sustained rapid expansion of schools and sections has been possible due to the successful application of the low-cost construction policy (use of local material and participation of local communities). Consequently enrolments of grades 1-8 have

continued growing at an annual average growth rate of 8.0%, which led to an increase in GER from 79.8% in 2004/05 to 94.2% in 2008/09.

However the NER remains far below the GER in both cycles. In 2008/09 the NER was 88.7% in the first cycle and only 44.0% in the second cycle, as compared to GERs of respectively 122.6% and 63.1%. This important difference between the two rates indicates a serious problem of over-age, directly related to the persistent tradition of

late entrance in grade 1, aggravated by continued repetition during both cycles and particularly during the second cycle. It is encouraging to see though that the Net Intake Rate (NIR) has been improving since 2004/05.

Also a big gap remains between the enrolment rates in first cycle (1-4) and second cycle (5-8) primary. In 2008/09 the GER first cycle (including ABE) was 122.6% as compared to only 63.1% in the second cycle. This gap will receive attention during ESDP IV. Reasons for this low second cycle enrolment relate to the poor retention of learners during the first cycle, to the existence of several schools with poor facilities and to the distance between home and second cycle schools.

The gap between boys and girls has continued declining and has become much smaller. For instance, in 2008/09 the GER of girls in primary 1-8 was lagging behind that of boys by 6.9 percentage points as compared to 16.5 points in 2004/05. However, regional disparities continue being large. Two regions, Somali and Afar are lagging far behind the others with a GER below 65%. The encouraging finding though is that Somali and Afar are also the two regions that had by far the highest average annual growth rates of enrolments in primary 1-8 since 2004/05 of respectively 16.7 and 17.5%, as compared to a national average of 12.6%.

In both regions the expansion of ABE centers played an important role in the increase of enrolments, but other alternative ways of providing education to pastoralist and semi-pastoralist populations (such as boarding schools, mobile schools, etc.) will be developed more strongly during ESDP IV. Further attention will have to be given to the design and adoption of sustainable alternative education modalities, including ways of facilitating the continuation of studies for learners who have completed ABE and find it difficult to join formal schools.

Main challenges

- In spite of a sustained increase of enrolments during ESDP III, a big gap remains between enrolments in first cycle (1-4) and second cycle (5-8).
- The NER remains far below the GER in both cycles, which indicates a serious problem of late entrance and low internal efficiency.
- There is limited transition from ABECs to formal schools.

- ABEC is interpreted as a regular and long lasting program, while it should remain a short-term alternative.
- The gap between the emerging regions (Afar, Gambella and Somali) and other regions in access to primary education is still high.
- There is low access of indigenous children to school in Afar, Gambella and Somali
- Gender gap is still big amongst some regions.
- There is lack of capacity to generate timely and systematic data.

2. Expected program outcomes

- Access to primary education universalized by 2015, through a continued expansion of formal primary education and when/wherever necessary through ABE centers and the implementation of relevant, flexible and innovative approaches for those students still unable to access the formal system.
- Inequalities in access to primary education reduced with special attention to girls, youngsters from rural areas and children from emerging regions and underserved areas.

Key outcome targets

The net intake rate (NIR) will reach 100% in 2014/15 for both boys and girls.

The drop-out and repetition rates for boys and girls through out primary education will become 1% by 2014/15.

The transition rate from the end of ABEC to grade 5 will reach 100% in 2014/15 for both boys and girls.

The GER for grades 1-4 will reach 125% for both boys and girls.

The NER for grades 1-4 will reach 95% for both boys and girls.

The GER for grades 5-8 will reach 97% for both boys and girls.

The NER for grades 5-8 will reach 80% for both boys and girls.

The GER for grades 1-8 will reach 112% for both boys and girls.

The GER for grades 1-8 in Afar will increase from 58.0% in 2009/10 to 98.0% in 2014/15.

THE NER REMAINS FAR BELOW THE GER IN BOTH CYCLES. IN 2008/09 THE NER WAS 88.7% IN THE FIRST CYCLE AND ONLY 44.0% IN THE SECOND CYCLE, AS COMPARED TO GERs OF RESPECTIVELY 122.6% AND 63.1%

The GER for grades 1-8 for Somali will increase from 63.8 in 2009/10 to 100% in 2014/15.

GPI for GER for primary 1-8, general secondary 9-10 and for preparatory secondary 11-12 will become 1.0 in 2014/15.

Enrolment rates for youngsters from rural areas and children from emerging regions and underserved areas will increase more rapidly than the average increase.

A total number of 135,000 primary school classrooms will be built, of which 80% will be low-cost classrooms.

About 235,000 additional primary teachers and facilitators will be recruited.

feeding and to financial and material provisions to children with vulnerabilities and special needs. Support and accountability mechanisms for schools pertaining to actions relating to girls' access to and retention in schools will be developed.

3. Policy and strategies

The focus under ESDP IV for this program will be on the children who are still out of school, most of whom are in the emerging regions or belong to specific groups: the pastoralist, semi-pastoralist and indigenous groups, children with special needs and vulnerabilities. The activities that will be undertaken during ESDP IV can therefore be grouped into two sets: those aimed at a further expansion of access to primary education, and those more specifically focused on equity and on decreasing the existing enrolment gaps between various groups.

The first set of strategies includes expanding the number of primary schools with special emphasis on reducing the distance between schools and pupils' homes, particularly at second cycle primary, transforming the existing ABECs into regular schools, and establishing more ABE centers when and wherever necessary. ABEs are considered a temporary solution to providing access for hard to reach children. The strategy is to phase out ABEs and use other solutions to address those children who still cannot access formal schooling due to a variety of reasons. Recognizing that many children will have a need for informal schooling, a set of recommended strategies is listed in the program matrix.

The second set of strategies includes for instance the use of multi-grade classes as a means of integrating and maintaining children of scarcely populated areas in school, the provision of special support programs, scholarships and school feeding. Alternative education services like mobile schools, para-boarding schools for second cycle primary will be continued to meet the needs of pastoralist and semi-pastoralist populations. NGOs, civic organizations, donors and international organizations like the UN will be supported in their activities related to school

The focus under ESDP IV for equity and access will be on the children who are still out of school, most of whom are in the emerging regions or belong to specific groups.

Program matrix

Strategies and component activities	Indicator/target*
Component 1: Access to primary education universalized by 2008, through a continued expansion of formal primary education and when/wherever necessary through ABE centers.	<p>NIR will reach 100%</p> <p>Drop-out rate through out primary education and in ABEC will reach 1.0%</p> <p>The repetition rate throughout primary education will decrease to 1.0%</p> <p>Transition rate ABEC to grade 5 will reach 80%</p> <p>The GER for grades 1-4 will reach 125% for both boys and girls</p> <p>The NER for grades 1-4 will reach 95% for both boys and girls</p> <p>The GER for grades 5-8 will reach 100% for both boys and girls</p> <p>The NER for grades 5-8 will reach 80% for both boys and girls</p> <p>The GER for grades 1-8 will reach 113.4% for both boys and girls</p> <p>GPI for GER both for primary 1-4 and 5-8 will be 1</p>
Increasing the number of classrooms in primary and ABECs.	<p>No. of classrooms.</p> <p>No. of new classrooms constructed.</p>
Expanding the number of primary schools with emphasis on reducing distance between schools and pupils' homes, particularly at second cycle primary.	% of students walking more than three km on the average.
Increasing the number of teachers, facilitators and leaders.	<p>No. of teachers and facilitators.</p> <p>No. of newly recruited teachers and facilitators</p> <p>% of female teachers.</p>
Transforming the existing ABECs to regular schools	<p>No. of ABECs transformed to formal schools.</p> <p>No. of ABECs phased out.</p>
Opening, where necessary, new ABE services.	No. of newly opened ABE services.
Providing necessary financial and material resources.	% of primary education budget in overall education budget.
Component 2: Inequalities in access to primary education reduced with special attention to girls, youngsters from rural areas and children from emerging regions and underserved areas.	<p>GPI for NIR and for NER for grades 1-4 will reach 1.00</p> <p>The GER for grades 1-8 in Afar will reach 98% in 2014/15</p> <p>The GER for grades 1-8 in Somali will reach 100% in 2014/15</p> <p>Enrolment rates for youngsters from rural areas and for children from emerging regions and underserved areas will increase more rapidly than the average</p>
Opening multi-grade classes as a means of integrating and maintaining children of scarcely populated areas in school.	<p>No. of schools with multigrade classes</p> <p>% of teachers trained in teaching multigrade classes.</p>
Opening mobile schools and Para-boarding schools for meeting the needs of pastoralist and semi-pastoralist students.	<p>Number of mobile and of para-boarding schools</p> <p>Share of primary enrolment in mobile and para-boarding schools.</p>

* See comment on indicators and/or targets at the beginning of chapter 3.

Developing support and accountability mechanisms for schools pertaining to actions relating to girls' access, retention and performance in schools.	No. of schools with girls' club. No. of schools with women counselors.
Providing special support programs that can promote enrolment of girls and the retention in schools.	GPI GER and NER. Drop-out rates for girls.
Promoting affirmative action (e.g. quota for females during selection) to increase the number of female leaders and teachers.	% of women among school leaders at primary school level. % of female teachers.
Supporting NGOs, donors and civic organizations to increase financial and material provisions to vulnerable children.	No. of vulnerable children receiving educational support. Drop-out rates of vulnerable children.
Arranging scholarship support to the children of poor families.	% of schools that arrange scholarship support.
Strengthening the school feeding program for food insecure areas.	No. of schools with school feeding program % of children benefitting from school feeding.
Construct more upper primary and secondary schools and classrooms in rural areas.	% of secondary schools in rural areas. No. of newly constructed upper primary and secondary schools and classrooms in rural areas.
Narrowing the rural-urban disparities by providing additional resources.	No. of rural schools provided with additional resources.

Equity and Access in secondary education:

1. Situation analysis

The focus of ESDP III for secondary education (grades 9-12) was to expand this level to meet the demand for trained middle and higher level human power and to reflect the intake capacity of the tertiary level, while at the same time ensuring more equity of access particularly for girls and for youngsters from rural areas.

With regard to grades 9 – 10, during ESDP III implementation, many new secondary schools were opened. The total number increased from 706 in 2004/05 to 1202 in 2008/09, which is a 70% increase over four years. The rural-urban gap in the number of schools has been reduced, but there is still a big gap to be addressed, as only 17% of secondary schools are in the rural areas. The increase in the number of schools has led to an improvement in enrollment during the execution of ESDP III. However, there has been a slowing down of the growth in enrolment numbers in recent years. The NER increased only slightly from 11.8% in 2004/05 to 12.6% in 2008/09, while the GER rose over the same period from 27.3% to 38.1% and to 39.7% in 2009/10. The big difference between GER and NER indicates that the enrolment includes many over-aged students. This is mainly due to delayed promotion from primary.

The total number of students enrolled in the preparatory level (grades 11-12) more than doubled during ESDP III implementation.

The share of girls among students in grades 9 – 10 increased from 35.6% to 41.9%. The proportion of preparatory female students remained throughout the period of implementation of ESDP III around 30%. Gender disparities have therefore decreased somewhat but remain very important at higher levels. Several regions have implemented strategies to attract more girls into secondary education, such as awareness-raising activities, improvement of facilities for girls, the creation of girls' clubs and councils and some affirmative action programs (with specific budget allocations for girls). In a few regions, girls' boarding schools have been established.

The expansion of secondary education has allowed some increase in overall enrolment levels and has been accompanied by lower student/teacher and student/section ratios but it has not succeeded in overcoming regional disparities in a significant manner.

The availability of secondary education in rural areas remains limited. This is reflected in the important differences between regions. Most regions have constructed additional schools in

rural areas, but it remains difficult to construct sufficient schools of good quality in rural areas (because of the lack of access to some indispensable services). During ESDP IV, there is a need to develop relevant strategies to expand secondary education for the rural population.

Main challenges

- Gap between access for urban and rural populations remains significant.
- Gender disparities and disparities between regions remain high.
- Access to general secondary education (G9-10) is still low.
- Access to preparatory secondary education is low.
- Distance between home and school is high for a great number of children, which represents a barrier in particular for adolescent girls.

2. Expected program outcomes

- General secondary education expanded in view of its universalization by 2020 in line with the Middle Income Country Vision.
- Preparatory education expanded to fulfill the demand of middle and higher level qualified human resources.
- Involvement of the private sector and other stakeholders in the expansion of secondary education deepened.
- Inequalities in access to secondary education reduced.

Key outcome targets

GER for general secondary education will increase from 39.7% in 2009/10 to 62.0% in 2014/15 and 100% in 2020.

Enrolment in preparatory education will increase from 205,000 in 2008/09 to about 360, 000 in 2014/15.

GPI for GER general secondary education will improve from 0.80 to 1.00.

GPI for GER preparatory education will improve from 0.46 to 1.00.

44,500 new general secondary and preparatory classrooms will be built.

60,000 new general secondary and preparatory teachers will be recruited.

The share of general secondary schools in rural areas will increase from 20% in 2008/09 to 35% in 2014/15.

GER for general secondary education in Afar and Somali will increase to 30% in 2014/15.

The share of enrolment in private schools will increase to 5% at general secondary level and to 10% at preparatory level.

3. Policy and strategies

Strategies to expand access to secondary education can be grouped under three headings. A first group consists of school expansion and school construction, linked to a review of the present distribution of the schools. A second group consists of strategies focusing on vulnerable and disadvantaged groups who have little access to secondary education. A third group of strategies aims at raising the involvement of other stakeholders, including private providers and the beneficiaries.

The strategies for further expansion and equitable distribution of secondary schools concern both secondary and preparatory grades. The number of secondary schools and classrooms will be increased with special attention to rural, pastoral and under-served areas in order to decrease distance between schools and homes. In the expansion of preparatory secondary schools, the principle that one preparatory secondary school will be at the center of three general secondary schools will be followed. In order to increase the number of these schools, preparatory secondary education classes will be annexed to existing secondary education schools.

Within a policy of expansion, the specific position of disadvantaged and vulnerable groups cannot be forgotten. Several strategies will be developed to ensure greater participation of groups whose access to secondary schools remains limited. This includes setting up a limited number of secondary boarding schools; providing special support to vulnerable children through a scholarship scheme; developing a school-based accountability system for actions related to access, survival and performance of girls; and increasing the number of teachers from emerging regions and disadvantaged groups (pastoralists and indigenous groups).

Strategies to promote the involvement of stakeholders consist of the provision of incentives to the private sector to promote its involvement in secondary school provision and the continued

THE NUMBER OF SECONDARY SCHOOLS AND CLASSROOMS WILL BE INCREASED WITH SPECIAL ATTENTION TO RURAL, PASTORAL AND UNDER-SERVED AREAS IN ORDER TO DECREASE DISTANCE BETWEEN SCHOOLS AND HOMES. IN THE EXPANSION OF PREPARATORY SECONDARY SCHOOLS, THE PRINCIPLE THAT ONE PREPARATORY SECONDARY SCHOOL WILL BE AT THE CENTER OF THREE GENERAL SECONDARY SCHOOLS WILL BE FOLLOWED.

implementation of the cost-sharing scheme for preparatory secondary education.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: General secondary education expanded in view of its universalization by 2025 in line with the Middle Income Country Vision.	GER for general secondary education will increase from 39.7% in 2009/10 to 62% in 2014/15.
Constructing and expanding general secondary schools.	No. of government general secondary schools. 44,500 new secondary and preparatory classrooms will be built.
Constructing and equipping science and math laboratories for secondary schools.	% of general secondary schools equipped with science lab. % of class time in which the labs are used.
Reducing drop out and repetition rates of general secondary education.	Drop-out rate. Repetition rate.
Reducing enrollment gap between rural and urban areas through constructing schools in rural areas.	Urban-rural enrollment gap. % of schools in rural areas.
Recruiting secondary school teachers.	About 40,000 new general secondary and preparatory teachers will be recruited.
Component 2: Preparatory education expanded to fulfill the demand of middle and higher level qualified human resources.	Enrolment in preparatory education will increase from 201,000 in 2008/09 to about 360, 000 in 2014/15.
Constructing and expanding preparatory secondary schools.	Ratio of preparatory to general secondary schools.
Expanding preparatory secondary education classes within the compounds of general secondary schools.	Number of classes constructed within the compounds of general secondary schools.
Reducing drop out of preparatory secondary education.	Drop-out rate.
Reducing enrollment gap between rural and urban areas through constructing schools in rural areas.	Urban rural enrollment. Number of schools in rural areas.
Recruiting preparatory school teachers.	About 20,000 new secondary and preparatory teachers will be recruited.
Component 3: Inequalities in access to secondary and preparatory education reduced.	GPI for GER general secondary education will improve from 0.80 to 1.00. GPI for GER preparatory education will improve from 0.46 to 1.00. The share of general secondary schools in rural areas will increase from 20% in 2008/09 to 35%. GER for general secondary education in Afar and Somali will increase to 30% in 2014/15.
Improving enrollment and reducing drop out and repetition rate in Afar and Somali regions.	GER and NER in Afar and Somali. Drop-out rate in Afar and Somali. Repetition rate in Afar and Somali.

* See comment on indicators and/or targets at the beginning of chapter 3.

Providing special support programs that can promote enrollment, retention and performance of girls.	% of girls that benefit from support programs.
Promoting affirmative action (e.g. quota for females during selection and for capacity development) that can increase the number of female leaders and teachers in secondary and preparatory schools.	% of female leaders and of female teachers at secondary and preparatory school level.
Improving the participation of children with special needs and vulnerability in secondary education by providing special support such as scholarship opportunities.	% of children with special needs and vulnerability with access to secondary and preparatory education.
Constructing more secondary schools in rural, underserved areas and emerging regions.	GER, NER, Regional disparity and urban-rural disparity.
Component 4: Involvement of the private sector and other stakeholders in the expansion of secondary education deepened.	The share of enrolment in private schools will increase to 5% at general secondary level and to 10% at preparatory level.
Providing incentives to the private sector to promote its involvement in secondary school provision.	Number of new private secondary and preparatory schools.
Continuing to implement the cost-sharing scheme for preparatory secondary education.	Total earnings from cost-sharing scheme.

Adult Education with a special focus on integrated Functional Adult Literacy

1. Situation analysis

The expansion of a comprehensive adult education system is essential to completing the learning continuum in Ethiopia, which is central to improving the quality of life of every Ethiopian. To this end, the Ministry of Education published in 2008 the National Adult Education Strategy (NAES) of which an integrated approach to Functional Adult Literacy (FAL) is a major focus.

The concept of integrated FAL has been defined in the Master Plan for Adult Education, which the Ministry has developed with support from dwv international but in general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in Ethiopia, for example the basic skills/vocational training programs for youth and adults that are based on market demand in specific localities and that are linked to integrated FAL activities and to income generating and business opportunities (with

the respective business related services). More bridges however must be built for learners who wish to access other activities offered by various providers as they progress through the integrated FAL process and more post-FAL activities must be developed.

Development of an integrated approach to FAL is progressing. A national task force composed of governmental and non-governmental organizations has helped developing a number of basic documents on integrated FAL: the FAL Curriculum Framework; the FAL Implementation Guideline; the FAL Facilitators Training Manual; and the FAL benchmarks. FAL provides for a two year program with yet to be defined yearly skills targets and curricula that need to be developed further.

The government acknowledges that statistical data capturing Adult and Non-formal education programs is relatively new and accuracy is inconsistent and uneven. There are many reasons to explain this situation: there are few common statistical collection instruments; programs vary from region to region and from provider to provider; there is no central statistical data collection system; and there is

no formal impetus to provide statistical data on learners in the adult and non-formal education sector as there is for other education systems (formal education, universities, etc.). Even considering underreporting of available data and underestimation of participation rates, it is certain that the literacy target set at 5.2M in ESDP III was not achieved. This is attributable to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals and unavailability of human resources at the grassroots level. Moreover, coverage of programs seems to be decreasing instead of increasing.

However, more recently, the Ministry has placed more emphasis on Adult and Non-formal Education and has undertaken a number of initiatives to better coordinate existing initiatives and assume greater leadership. Most noteworthy are the creation of an expanded Adult and Non-formal education unit within the Ministry, the signing of a Memorandum of understanding (MOU) between the MoE and five other ministries. This MOU ensures the creation of the Adult Education Board and a technical committee, which should be replicated up to the woreda level. Although each region has an assigned adult education focal point, better-defined job descriptions and specific assignments need to be developed, and such positions should also be created up to the woreda level.

The national efforts in adult education will be guided by the Master Plan for Adult Education which was drafted during the preparation of this ESDP IV document.

Main challenges

- Although non formal and adult education provides for a broad vision for adult education, its current application is limited to integrated FAL, ABE and basic skills development and thus fails to recognize the AE activities conducted by various ministries, NGOs and the private sector.
- The fragmented nature of adult education provision makes efficient implementation, coordination, linkages between programs and monitoring difficult.

- Differences in the conceptual understanding of integrated FAL and lack of standardized parameters.
- Weakness of facilitators with the required skills and knowledge base that would enable them to implement integrated FAL as it is intended.
- Inequitable distribution of adult education.
- Low level of relevance in relation to daily life situations.
- Low level of quality of adult education due principally to the absence or poor quality of adult education structures, programs and materials and unskilled human resources.
- Low level of human, financial and material resource allocation.
- Low capacity for data collection, evaluation, monitoring and reporting capacities at all levels, especially but not exclusively for integrated FAL.
- Although a structure has been developed for integrated FAL, curriculum and syllabi still to be developed in all regions and languages.

2. Expected program outcomes

- Democratic and good governance culture improved through expansion of adult education.
- Economic development made more sustainable through quality and relevant adult and non-formal education, with a special focus on integrated Functional Adult Literacy.
- An efficient institutional system created for adult and non-formal education.
- Significant improvement in adult literacy attained.

Key outcome targets

95% of adults who are at present among the illiterate group, will have followed a two-year literacy program organized by the regions and other stakeholders.

Curricula that link adult literacy to livelihoods will be created and implemented.

The number of trained facilitators in integrated FAL and life related skills instructors will have increased.

Best practices and materials in integrated FAL will be identified and shared.

A Master Plan for integrated Adult and Non-formal education will be utilized and implemented by all stakeholders.

The National Adult Education Board will be operational.

Disparities in literacy rates between males and females and between regions will have decreased.

3. Policy and strategies

Under ESDP IV, the Ministry of Education will strive to fully implement the National Adult Education Strategy. Through the development and implementation of the Master Plan in Adult Education, the Ministry of Education will put forward a broader, holistic and more integrated framework for quality service provision to youth and adults. The Ministry of Education will consolidate and enhance its working relationship with government, private sector and NGO partners. First and foremost, it will aggressively pursue the creation of the adult education unit within the Ministry of Education and the implementation of the National Adult Education Board, as well as encourage and support the creation of similar entities in the regions. Working closely with all stakeholders in the Adult Education Strategy it will develop learner centered curricula that enable adults to acquire the functional literacy skills closely related to their lives, their livelihoods and to needs of their communities. The Ministry of Education will develop community mobilization strategies that can be adapted to meet the needs of different regions in order to maximize awareness, support and participation in integrated Functional Adult Literacy/FAL programs. This will involve harnessing the skills, knowledge and expertise of all stakeholders in adult education, especially the ministries who signed the Adult Education Strategy Memorandum of Understanding, in order to develop appropriate curricula, train and support FAL facilitators and share innovation and good practice.

The focus of activities under ESDP IV in this subsector will be on expanding the reach of integrated FAL and on improving the quality of its programs, through strategies as indicated in the Master Plan. The Ministry of Education will promote the undertaking of adult education and

FAL activities by many different actors. These will include the Regional Education Bureaus, non-governmental organizations and other ministries.

The Master Plan does not identify precise targets for the achievement of literacy rates by the end of its implementation. Various scenarios can be imagined. The one adopted in ESDP IV is ambitious because of the government's commitment to adult education and to the importance it attaches to achieving the EFA goals. The government also recognizes that the long-term vision of turning Ethiopia into a middle income economy needs a literate adult population. ESDP IV therefore foresees to ensure that 95% of illiterate adults participate in a two-year adult education program, with the government covering 90% of the total cost.

THE GOVERNMENT
RECOGNIZES THAT THE
LONG-TERM VISION OF
TURNING ETHIOPIA INTO A
MIDDLE INCOME ECONOMY
NEEDS A LITERATE ADULT
POPULATION. ESDP IV
THEREFORE FORESEES TO
ENSURE THAT 95%
OF ILLITERATE ADULTS
PARTICIPATE IN A TWO-
YEAR ADULT EDUCATION
PROGRAM.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Democratic and good governance culture improved through expansion of adult education.	Curricula that link adult literacy to livelihoods will be created and implemented.
<i>Sub-comp. 1.1. Expanding the scope of adult and non-formal education</i>	
Finalizing and operationalizing a Master Plan for Adult and Non-formal Education.	A Master Plan for Adult and Non-formal Education developed. All stakeholders acknowledge and use the Master Plan.
<i>Sub-comp. 1.2. Creating awareness on the significance of adult education</i>	
Involving the stakeholders in the application process of the Master Plan.	Number of persons, organizations, agencies actively acting in adult education boards at various levels.
Presenting a broader vision and the philosophical underpinnings of this vision of adult and non-formal education to key stakeholders.	Number of presentations.
<i>Sub-comp. 1.3. Create linkages and bridges between the various AE program and activities as well as stakeholders</i>	
Supporting the development of post-FAL packages by various government, private sector and NGO stakeholders.	Number of packages developed.
Organizing yearly key stakeholder meetings and exposure site visits to update them on level of achievement of targets, on emerging challenges and opportunities and to discuss future directions.	Number of meetings. Number of key stakeholders that participate.
Component 2: Economic development made more sustainable through quality and relevant adult and non-formal education, with a focus on Functional Adult Literacy.	The number of trained facilitators in integrated FAL and life related skills instructors will have increased. Best practices and materials in integrated FAL will be identified and shared.
<i>Sub-comp. 2.1. Designing curricula to improve knowledge, skills and attitude of adults that is linked to livelihoods issues</i>	
Developing quality standards and outcomes for integrated FAL that are approved by the National Adult Education Board.	Quality standards and outcomes have been developed and approved.
Designing tailor-made curricula for integrated FAL that are linked to their respective livelihoods.	Curricula for integrated FAL have been developed in the respective languages. Extent to which curricula have been implemented.
<i>Sub-comp. 2.2. Building the capacity of facilitators, supervisors and experts, with a focus on integrated FAL</i>	
Developing a training strategy for integrated FAL that will be comprised of foundational FAL training and follow-up topic specific training sessions.	A training strategy for integrated FAL. Focal institutions to train trainers and instructors are identified.
Offering yearly foundational FAL training sessions and topic specific training sessions to master trainers.	Yearly foundational FAL training. Yearly topic specific training sessions. Number of master trainers trained.

* See comment on indicators and/or targets at the beginning of chapter 3.

Creating a training team for integrated FAL that will offer a training session in each region.	Integrated FAL training teams.
Offering continuous training sessions to facilitators in each region.	Number of sessions offered. Number of regions participating. Number of facilitators trained.
Developing a training module on the integration of FAL into training packages offered by various stakeholders.	Training module developed. Number of stakeholders participating in the training sessions.
Providing training to facilitators, managers and coordinators on the use of the monitoring and reporting templates.	Number of training sessions. Number of participants.
Component 3: An efficient institutional system created for adult and non-formal education.	A Master Plan for integrated Adult and Non-formal education will be utilized and implemented by all stakeholders. The National Adult Education Board will be operational.
<i>Sub-comp. 3.1. Create and expand the institutional system for adult and non-formal education at the national level</i>	
Based on the NAES and the MoU, making the National Adult Education Board and technical committees operational.	Number of decisions/orientations made by the National Adult Education Board. Number of meetings of the technical committees.
Supporting the creation and implementation of the Regional Adult Education Boards.	Regional Adult Education Boards have been established and are operating.
Creating an adult education unit within the Ministry of Education to provide leadership, coordination and technical assistance.	The adult education unit is operational.
Extending the Education Management Information System to the area of adult education.	Comprehensive adult education MIS.
<i>Sub-comp. 3.2. Establish an effective monitoring, evaluation and reporting system, with a focus on integrated FAL</i>	
Designing evaluation materials and instruments based on the quality standards and outcomes for integrated FAL, and providing monitoring and reporting templates to the regions.	Number and quality of evaluation materials and instruments. Quality of reporting templates and extent to which they are used.
Designing and implementing a comprehensive data collection process covering governmental, private sector and NGO delivery.	The monitoring, evaluation and reporting system is operational. Data on adult and non-formal education activities, especially in integrated FAL are available.
Collecting and reporting on adult and non-formal education, especially in integrated FAL that includes aggregates for gender, region and age cohorts.	Data and analysis is provided in the yearly education reporting documents.
Component 4: Organize a two-year literacy program for all illiterate adults.	Disparities in literacy rates between males and females and between regions have decreased. All illiterate adults will have followed literacy classes (over a two-year period) organized by the regions and other stakeholders.
<i>Sub-comp. 4.1. Provide relevant best practices models, materials and resources to the regions</i>	

Encouraging research on integrated FAL and best practices models relating to FAL.	Number of masters theses relating to integrated FAL. Number of research documents published on integrated FAL.
Creating a data bank of best practices in integrated FAL and sharing materials with key stakeholders.	Best practices data bank. Strategy for sharing materials.
<i>Sub-comp. 4.2. Provide ongoing support for the integration and implementation of integrated FAL</i>	
Providing access to experts who can provide support for the integration of FAL into AE program packages developed by the ministries, the private sector and NGOs.	Number of experts identified. % increase of governmental fund allocation to the sector. Number of ministries, companies and NGOs who use this service.
Creating a team of experts who can support regions in the development and implementation of integrated FAL strategies.	Team of experts. Number of regions that use the service. Number of times services have been provided. Number of regional strategies developed and implemented.
<i>Sub-comp. 4.3. Encourage new and innovative practices for the delivery of integrated FAL</i>	
Creating an innovative practices project fund that will encourage stakeholders to pilot new approaches.	Number of projects funded. Number of new and innovative practices developed. The promising practices are integrated into the best practices data bank.
Working with key ministries on piloting new and innovative practices (i.e. family based FAL delivered by health workers) to meet existing and emerging specific needs (i.e. pastoralists).	Number of key ministries piloting new and innovative practices.

Special Support program for the Four Emerging Regions

1. Situation analysis

The Education and Training policy of Ethiopia states the commitment of the government to offer special support to the marginalized areas that were deprived of education services in the past. However, realizing the equitable quality education services in the pastoral and semi-pastoral regions (namely, Somali, Afar, Gambela and Benishangul Gumuz) has remained challenging because of the pastoralists' socio-economic problems emanated from a long period of neglect and marginalization and the natural environment they are inhabiting. Pastoralists have been leading a mobile life style because of the absence of basic infrastructures and social services (including education and training), frequent drought, poverty, lack of water and pasture, etc. It is difficult, if not impossible; to satisfy the education needs of pastoralists by using conventional ways of schooling as the sole

means of education delivery. Therefore, it has been found necessary to develop and put into effect the alternative strategy which helps to satisfy the education needs of these regions.

As a result, during ESDP III the strategies for promoting primary and secondary education in pastoralist areas had two major objectives, viz, "Expand access to equitable, quality and relevant education in pastoralist areas with the active participation of the community" and "Bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country". As per this strategy, instituting a variety of education modalities was necessary to access equitable quality education for the children of pastoralists.

Accordingly, the introduction of ABE approach in the relatively settled pastoral and agro-pastoral

regions of the country has played an important role in the increment of enrolments. The GER (grades 1-8) which was 23.3% and 20.9% in Somali and Afar in the year 2004/05 has grown, according to the regional reports, to 58% and 63.8%, respectively, in 2008/09.

But the enrolment rates of the emerging regions are still low when compared to the average of the country. Thus, introducing new alternative modalities and strengthening the existing ones will be continued during the ESDP IV to access equitable quality education for pastoral and agro pastoral region children. Boarding schools, low cost pensions, mobile schools, etc. should be introduced and strengthened. Attention will have to be given to their design to facilitate the continuation of studies for learners who have completed ABE and find it difficult to join formal schools. Transforming the ABE centers to formal/regular schools in the areas where the communities are relatively settled, expanding and up-grading the existing formal schools, constructing new 1st and 2nd cycle primary schools and providing the schools with basic facilities will also be given special attention in ESDP IV.

In addition, organizing different support mechanisms, such as tutorial programs, school feeding programs, material and financial support, scholarship programs for the indigenous children (both girls and boys) and the vulnerable will be emphasized in ESDP IV to strengthen the internal efficiency of the schools in the emerging regions.

Furthermore, strengthening the capacity of officials and experts working at REB and WEO by organizing different capacity development programs, up-grading the academic level of facilitators and teachers, as well as, REB and WEO officials and experts of the emerging regions by arranging: in-service summer programs, distance programs, etc. will intensively be continued during the ESDP IV.

Main challenges

- Vulnerability of pastoral and agro pastoral regions to repeated drought and food shortage which in turn forces students to drop out of school.
- Communities' low level of awareness on the importance of education and reluctance to send girls to school.

- Impact of mobility and low density of population that has made the building of infrastructures and social services difficult.
- Inability of addressing the education needs of pastoralists through formal schools alone.
- Lack of capacity within educational management bodies in particular to collect and analyze data and to mobilize the community for the development of the education sector.
- Inability to deliver primary education in the vernacular language of pastoral and agro-pastoral regions, (specially Afar).
- Acute shortage of teaching learning materials and teaching aids in primary schools of pastoral regions.
- High gap of access to primary education between the emerging regions (Gambella, Somali and Afar regions) and other regions.
- Limited transition from ABECs to formal/regular schools, due to the lack and distance of Cycle 2 (Grades 5-8) primary schools.

2. Expected program outcomes

- Emerging regions children's (especially indigenous children) access to primary education increased, through continuous expansion of regular schools and ABE centers.
- The gap between the emerging regions and other regions in access to equitable quality education reduced, by giving special support to the education of emerging regions' children (both female and male).
- Capacity of Educational management bodies at various levels and facilitators / teachers strengthened.

Key outcome indicators / targets:

Drop-out rate in the first cycle of primary schools and ABE centers decrease to 1% for both girls and boys by 2014/15.

The repetition rate in primary education will decrease to 1% for both girls and boys by 2014/15.

The transition rate from the end of ABE to grade 5 will reach 100% for both girls and boys by 2014/15.

The NER for grades 1-4 in Afar and Somali will reach 80% by 2014/15.

The NER for grades 1-4 in Benishangul Gumz and Gambela will reach 95% by 2014/15.

The NER for grades 5-8 in Afar, Somali and Gambela will reach 60% by 2014/15.

The NER for grades 5-8 in Benishangul Gumz will reach 70% by 2014/15.

The GER for grades 1-4 in Afar will reach 100% by 2014/15.

The GER for grades 1-4 in Somali will reach 100% by 2014/15.

The GER for grades 1-4 in Gambela and Benishangul Gumz will reach over 100% by 2014/15.

The GER for grades 1-8 in Afar will reach 98% by 2014/15.

The GER for grades 1-8 in Somali will reach 100% by 2014/15.

The GER for grades 1-8 in Benishangul Gumz and Gambella will reach over 100% by 2014/15.

The GER for grades 5-8 in Afar and Somali will reach 70% by 2014/15.

The GER for grades 5-8 in Benishangul Gumz and Gambella will reach 90% by 2014/15.

The number of woreda officers and of supervisors with diploma and with degree in the emerging regions will double by 2014/15.

Some strategies have as an objective to further develop alternative models:

- Establishing new / more ABE centers.
- Introducing or strengthening the alternative education modalities, such as: mobile schools, multi-grade classes, para-boarding schools.

It is also important that the quality of education in the emerging regions improves, through:

- Providing Learning materials (such as exercise books, pen, pencil) and uniforms for the needy students.
- Academic and professional up-grading of facilitators.

Strategies to incite more demand for education will include strengthening and/or introducing special support programs: such as school feeding and scholarship programs, with special attention for the indigenous children, girls and the vulnerable children.

Finally, some strategies focus on strengthening the management of the education system through capacity building of officials and professionals at different level of the education structure, and through developing and implementing different implementation manuals and standards of alternative education modalities.

3. Policy and strategies

To increase enrolment and survival in general education in the emerging regions, several groups of strategies will be implemented during ESDP IV. These can be grouped under those working on improving the supply of existing education, both in terms of quantity and quality; some working on increasing the demand for education; and those working on developing management capacities of woreda staff and supervisors.

Strategies to increase quantitative supply include those aimed at further developing the formal school system:

- Transforming the existing ABE centers to formal / regular schools, in the relatively densely populated areas of pastoral / agro-pastoral regions.
- Constructing new schools, specially 2nd cycle primary schools.
- Expanding the existing primary schools – by constructing new classrooms.

TO INCREASE ENROLMENT AND SURVIVAL STRATEGIES CAN BE GROUPED UNDER THOSE WORKING ON IMPROVING THE SUPPLY OF EXISTING EDUCATION SOME WORKING ON INCREASING THE DEMAND FOR EDUCATION; AND THOSE WORKING ON DEVELOPING MANAGEMENT CAPACITIES OF WOREDA STAFF AND SUPERVISORS.

4. Program matrix

Strategies and component activities	Indicator/ target*
Component 1: Emerging regions children's (especially indigenous children) access to primary education increased, through continuous expansion of regular schools and ABE centers.	Drop-out rate in the first cycle of primary schools and ABE centers will decrease to 1% for both girls and boys by 2014/15. The repetition rate in primary education will decrease to 1.0% for both girls and boys by 2014/15. The transition rate from the end of ABE to grade 5 will reach 100% for both girls and boys by 2014/15. The NER of grades 1-4 in Afar and Somali will reach 80% by 2014/15 NER of grades 1-4 in Benishangul Gumz and Gambella will reach 95% by 2014/15.
Transforming the existing ABECs to regular schools.	Number of ABECs transformed to formal schools. Number of ABECs phased out.
Opening new ABECs.	Number of newly opened ABECs. Share of ABECs in primary enrolment.
Expanding the exiting primary schools to accommodate more students.	Number of newly constructed class rooms.
Constructing new primary schools, both 1st and 2nd cycles.	Number of newly constructed 1st cycle primary schools. Number of newly constructed 2nd cycle primary schools.
Providing material and financial supports to run the educational activities.	% of primary education budget against the overall education budget.
Opening multi-grade classes as a means of maintaining pastoral and semi-pastoral children in schools; and, using resources efficiently.	Number of schools with multi-grade classes, % of teaches trained in multi-grade classes teaching.
Opening mobile schools to meet the needs of pastoral children.	Number of mobile schools opened. Share of mobile schools in primary enrollment.
Component 2: The gap between the emerging regions and other regions in access to primary education reduced, by giving special attention to the education of emerging regions' children (both female and male).	Number of children benefitting from special support programs. Gap in NER 1-4 between emerging regions and national average will decrease from present level to 15% in Afar and Somali and to 0% in Gambela and Benishangul Gumz by 2014/15. Gap in NER 5-8 between emerging regions and national average will decrease from present level to 20% in Afar and Somali and to 10% in Gambela and Benishangul Gumz by 2014/15.
Providing ABECs and schools in the emerging regions with additional resources to narrow the existing gap between the emerging and the other regions.	Number of ABE centers provided with additional resources. Number of primary schools provided with additional resources.

* See comment on indicators and/or targets at the beginning of chapter 3.

Constructing more cost-effective upper primary schools and classes in emerging regions to accommodate the students transmitted from ABE to grade 5 of formal schools.	Number of newly constructed upper primary schools. Number of additional classes constructed. The transition rate from the end of ABE to grade 5 will reach 100% for both girls and boys by 2014/15.
Strengthening the school feeding program for food insecure areas.	Number of schools with school feeding programs, % of children benefiting from school feeding program.
Providing material and financial support for girls, the indigenous and vulnerable children of the emerging regions.	Number of schools providing material and financial support. Number of children benefiting from material and financial support. % of indigenous children in the schools % of girls in the school.
Arranging scholarship programs for the children of emerging regions, specially for children of indigenous groups and girls.	Number of schools providing scholarship support, Number of children benefiting from the scholarship program. Number of girls benefiting from the scholarship program. Number of indigenous children benefiting from the scholarship program.
Opening and expanding boarding and Para-boarding schools in the pastoral and semi-pastoral areas, specially to increase the participation rate of girls and children of indigenous groups in 2nd cycle primary and secondary schools.	Number of boarding schools constructed, Number of para-boarding schools constructed, Share of boarding and para-boarding schools in GER.
Developing different support mechanisms to improve the pastoral and semi-pastoral regions children's /both female and male/ access, retention and performance in schools.	Number of schools implementing tutorial programs. Number of schools with female students' counsel. Number of schools with genius students' counsel.
Component 3: Capacity of Educational management bodies and professionals at various administrative levels strengthened.	Number of Woreda Education Office staffs with diploma. Number of Woreda Education Office staffs with degree and above. Number of supervisors with diploma. Number of supervisors with degree and above.
Developing and disseminating different implementation manuals and standards of alternative education modalities.	Number of implementation manuals and standards developed. Number of validation workshops conducted. Number of officials and experts participated on the validation workshops. Number of Woredas with access to the manuals and standards.
Strengthening the Capacity of officials and professionals working at REB and WEO by organizing different capacity building programs.	Number of trainings, seminars, workshops, etc. organized to up-grade the capacity of professionals and officials at REB and WEO of emerging regions. Number of officials and professionals participated in capacity building programs.

<p>Up-grading the academic level of REB and WEO officials and experts of the emerging regions by arranging:</p> <ul style="list-style-type: none"> • In-service summer programs • Distance programs, etc. 	<p>Number of WEO staffs up-graded from certificate to diploma.</p> <p>Number of WEO staffs upgraded from Diploma to Degree.</p> <p>Number of REB staffs up-graded from certificate to diploma.</p> <p>Number of REB staffs up-graded from diploma to Degree and above.</p> <p>Number of WEO supervisors up-graded from certificate to diploma.</p> <p>Number of WEO supervisors up-graded from diploma to Degree.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

School Water, Sanitation & Hygiene

(WASH)

1. Situation analysis

WASH (Water sanitation & hygiene) in schools is a major problem in many countries contributing to a high disease prevalence, poor learning environments and impacting on girls' education. Children should be seen as agents of change for WASH within their schools, communities and homes. Water supply and sanitation facilities in schools, coupled with the promotion of hygiene, have a great influence on the quality of education.

The Ministry of Education Annual Abstract (2007/8) indicates that the latrine coverage in primary schools is about 90.6% and water supply coverage is 30.2%. The latrine coverage in high schools is 100% and water supply coverage is 67.9%. The abstract doesn't show the functionality or level of service provided of the schemes. In 2006, UNICEF undertook a detailed survey of the WASH status of primary schools. It was found that 22% of the 2,013 schools surveyed had a protected water supply in the compound. In many cases, the quantity of water available was deemed insufficient, based on a norm of 5 litres per capita day. The physical accessibility of water sources is a concern as about 50% of schools were more than 1 km of travel time. Hand washing facilities, including water and soap, are not available in schools.

76% of the schools surveyed had some sort of latrine. Of these, 65% had separate facilities for girls and boys (mostly with a common wall). Only, 38% of the toilets surveyed were assessed to be in a clean condition. Hand washing facilities were found in only 4% of the schools with latrines, even less featured urinals. 56% of schools had an apparently active sanitation club. One way or another, hygiene education was imparted to

students in just under half the schools. There are problems with the designs being used (referring to toilet blocks, urinals, hand washing facilities and waste water management), their location, orientation and cost. Designs do not reflect gender concerns (for example, associated with menstruation), nor the associated need for privacy and security, nor the special needs of physically challenged students. More fundamentally, little emphasis is given to the use, upkeep, maintenance and management of sanitation facilities, and the hygiene education and promotion needed to ensure their use and the adoption of other hygiene practices.

Main Challenges

- The drinking water coverage at primary school is estimated to be 32.3%, which is very low compared to the national one
- The quantity of water in schools where there is a supply was found to be inadequate, even not satisfying the minimum needs, at least of 5 liters per day per capita
- The physical accessibility of water sources is a concern as about 50% of schools were more than 1 km of travel time

- The latrine coverage for primary school is 90.6% and predominated by traditional pit latrine.
- The overall latrine seat to student ratio is 1:170, which is low, this discourages the actual use of latrines; the physical structure of latrine needed to maintain privacy and safety was not acceptable.
- Separate latrines by standing alone blocks is very limited, in which case girls are forced to use the same block.
- Hand washing facilities, including water and soap, are not available in schools.

supply, sanitation and hygiene situation of schools thereby improving educational access, equity, efficiency and quality and accelerating the attainment of the Growth and Transformation Plan (GTP). This in turn greatly contributes to reduce child and maternal morbidity and mortality arising from poor water, sanitation and hygiene services. The intervention directly helps to achieve the water and sanitation MDG 7, which are to halve by 2015 the proportion of people without sustainable access to safe drinking water and basic sanitation, vital in itself but also a key prerequisite for reducing child and maternal mortality (MDGs 4 & 5) and combating major communicable diseases (MDG 6).

2. Expected Program outcome

- School sanitation and hygiene improved.

Key outcome targets

Drinking water coverage in primary schools will increase to 64% in 2014/15.

Awareness on water, sanitation and hygiene will improve.

Separate and appropriate latrines for both sexes will be renovated and constructed.

3. Policy and strategies

The Federal Government of Ethiopia is committed to fulfilling Target 10 of the MDG 7 that is reducing by 50% the proportion of the population without access to water and sanitation by the year 2015, thereby improving the overall health and socio-economic condition and quality of life of the population, especially children and women. To the effect of this policy, the Ministries of Education, Health and Water resources signed an MOU in 2006.

The purpose of this MOU is to get the main partners of WASH sector involved in joint planning, implementation and monitoring of water supply, sanitation and hygiene education (WASH) in communities, schools and health institutions. While coordination among all the sectors involved is important cooperation is also critical to the success of school WASH programmes.

The implementation of the WASH project will definitely contribute to improving the water

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: School sanitation and hygiene improved.	Number of schools using a protected water supply.
Actively participating in the WASH coordination office (Ministries of Education, Water and Health).	Number of meetings conducted. Number of quarterly reports. Annual and semi-annual activity and financial plans.
Conducting regular awareness raising programs on the existing WASH related policy, strategy and guidelines.	Number of work shops. Number of reports. WASH indicators integrated in EMIS.
Providing continuous supervision and regular program progress support and M&E.	Number of REB program management units supervised. Number of schools supervised. Number of studies conducted on WASH.
Strengthening WASH PMU(Program Management Unit) at both Federal and regional levels.	Number of trainings provided to MOE and REB program management units.
Popularization of school WASH Program.	Number of mass media events conducted. % of schools using mini-media on WASH.
Provision of potable water.	The ratio of pupils and staff per tap. % of pupils/staff using water point in or near the school.
Renovation of existing latrines and hand washing facilities and construction of new ones.	The ratio of latrines per pupil. (national standard is 1 latrine stance per 40 girl pupils 1 latrine stance for 75 boy pupils; 1 urinal per for 75 boy pupils. % of pupils and staff using latrine at the school.
Integrating hygiene education in the next curriculum revision.	School hygiene integrated in curriculum.

* See comment on indicators and/or targets at the beginning of chapter 3.

Community Participation

1. Situation analysis

Communities have contributed significantly to the development and the expansion of education, especially at primary level, during ESDP III implementation. The massive increases in student enrollment and expansion of primary schools can partly be attributed to community efforts. Almost all primary schools and many secondary schools are constructed, rehabilitated and/or upgraded by community efforts (e.g. in Oromia all primary schools and over 3/4th of secondary schools were constructed/upgraded,

rehabilitated and furnished by the community; In Amhara there is a cost sharing arrangement between the community and the regional government). The strong reliance on community involvement also has possible drawbacks. There are risks of increasing disparities, as the poorer communities may be asked to contribute more than they can afford. There are also concerns with the quality of buildings. There is a need to clarify further where the governments' contributions can be most useful. The contribution from

A SENSE OF OWNERSHIP
by THE COMMUNITY will be
ESSENTIAL TO ACHIEVE THE
ESDP IV goals.

community participation is likely to be higher where demand for education exists and in turn when actively supported by government. However, the adequate technical and financial support to maximize the benefits of community participation has not been present everywhere. The government has reviewed and improved the guidelines for Community Participation, School Management and Financing, which await official endorsement.

Main challenges

- Policies about community contributions are not clearly articulated and communities are not well informed about them.
- Data on community participation are not properly reported.
- Some communities are overburdened and/or stressed by contributions; the risk of “community fatigue” and a decrease in their participation may occur.

2. Expected program outcomes

- Enrolment increased and drop-out reduced through strengthened community awareness.
- Quality of school infrastructure and facilities improved through financial, material and labor contribution by the community according to the level of its resources and abilities.
- Community participation strengthened in the management of schools.

Key outcome targets

The NER and GER, especially of girls, and the drop-out rates in early grades will improve in previously underserved areas.

The contributions in financial and labor terms by communities in renovating/constructing and or replenishing school facilities will increase, as their resources permit.

In all primary schools, the school improvement plan will be prepared with support by the community.

3. Policy and strategies

During the implementation of ESDP IV, communities will continue to be strongly involved in education especially at primary level. However, in comparison to ESDP III, some changes are introduced.

Community involvement will focus on areas which have less financial implications. This relates in particular to activities to increase enrolment and to decrease early drop-out. Several strategies will aim at ensuring that community organizations and PSTAs monitor absenteeism of children and intervene quickly to convince parents to continue sending their children to school. The preparation of school improvement programs will involve communities and their representatives and will be guided by supervisors so that they include activities aimed at improving school management and student retention.

While communities will be required to continue contributing labor and some finances to school construction, their expected involvement will take more into account the level of economic development of each community so as to keep a balance between requested contributions and the potential of the community.

A sense of ownership by the community will be essential to achieve the ESDP IV goals.



4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Enrolment increased and drop-out reduced through strengthened community awareness.	The NER and GER, especially of girls, and the drop-out rates in early grades will improve in previously underserved areas.
Conducting awareness-raising on education and the role of communities.	Number of awareness-raising events. % of schools effectively implementing existing policy on community contributions.
Compiling and sharing good practices between communities and schools .	Number of communities and schools demonstrating good practices.
Strengthening the role of cluster supervisors in ensuring positive school-community relationships.	% of supervision reports giving attention to school-community relationships.
Component 2: Quality of school infrastructure and facilities improved through financial, material and labor contribution by community according to the level of its resources and abilities.	The contributions in financial and labor terms by communities in renovating/constructing and or replenishing school facilities will increase, as their resources permit.
Planning, managing and executing community contributions.	Estimated monetary value of community contribution.
Ensuring that the proportion of community contribution reflects a consensus between school and community.	Share of community contributions in relation to their level of development.
Component 3: Community participation strengthened in the management of schools.	In all primary schools, the school improvement plan will be prepared with support by the community.
Revitalizing school management structures which involve the community.	% of schools with well functioning school management structures.
Developing the capacities and skills of members of school management structures.	Numbers of capacity development programs. Number of SMC trained/empowered to properly discharge their responsibilities.
Involving school management structures in school planning and leadership.	% of school improvement plans prepared with involvement by school management structures.

* See comment on indicators and/or targets at the beginning of chapter 3.

Technical and Vocational Education and Training (TVET)

A MAJOR shift FROM A SYSTEM BASED ON INPUT TO OUTCOME ORIENTATION HAS BEEN ACHIEVED.

The main objective of the TVET sub-sector is to train middle level human power and transfer demanded technologies, and by doing so, to contribute to poverty reduction and sustainable development. In this respect, under the past ESDP I, II, and III significant achievement was made in increasing trained middle level human power.

Under ESDP III, the TVET sector has benefited from significant policy and strategy development. One major milestone was the development of the nationwide TVET strategy, which stipulated that the vision for Technical and Vocational Education and Training (TVET) in Ethiopia is to create competent and self-reliant citizens and transfer of demanded technologies to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty. Furthermore, a major shift from a system based on input to outcome orientation has been achieved. Other major recent events providing policy direction were the TVET focus direction, the nationwide education conferences and the reports on capacity building and manufacturing extension.

It is suggested that under ESDP IV, the reform of the system initiated under the TVET strategy will be made operational, while a new emphasis will be laid on the enhancement of quality. This will involve implementing an outcome based training system dedicated to promote trust and cooperation among stakeholders, as well as strengthening the role of the TVET system in becoming an agent in technology acquisition, accumulation and transfer. With this in mind, the TVET system is expected to fully contribute to Ethiopia's vision to become a middle income country by the year 2025.

Before indicating the new direction that the TVET sub-sector will take under ESDP IV, an analysis of major achievements and challenges as experienced under ESDP III will be presented.

1. Situation analysis

This section consists of key achievements obtained under ESDP III and remaining challenges. In 2008/09, a revised TVET strategy was elaborated and adopted. The implementation of the activities foreseen in the TVET strategy is well underway. A shift from an input – to an

outcome-based TVET system has been initiated. In particular:

- Many documents showing working changes as a result of the TVET strategy were prepared and presented.
- The National TVET Qualifications Framework is completed and the TVET Leaders and Trainers Qualifications Framework (LTQF) is soon to be finalized.
- 250 occupational standards were prepared and completed by 2009/10.
- Assessment tools for 211 occupations were prepared and completed by 2009/10.
- Training was given to trainers based on gap analysis and occupational standards.
- TVET institutions started to train based on outcomes and occupational standards.
- TVET institutions and enterprises are implementing co-operative and in-company training.
- TVET institutions are working in collaboration with micro and small scale enterprises in extending training opportunities.
- A clear system for technology capabilities accumulation and transfer has been established.
- 180 demanded technologies were identified, developed and transferred to users on the basis of value chain analysis nationwide.

Main challenges

- Society in general and implementing bodies in particular have low awareness about the benefits of TVET.
- Stakeholders' participation in the management and delivery of TVET is inadequate.
- TVET trainers lack capacity and competence.
- There is lack of capacity by TVET experts to implement the new TVET strategy.
- The monitoring and evaluation systems is inadequate.
- TVET institutions have low capacity in adopting and transferring technology.

- Labor market information system to assess labor market demand is inadequate.
- The system for information sharing and coordination between the regions and the federal level is weak.
- There is a shortage of teaching materials especially in newly developed OS.
- Utilization of resources and equipment is inefficient.
- TVET institutions are not always adequately equipped.
- There is low capacity to assess and certify TVET candidates.

2. Expected program outcomes

- TVET providers and institutions strengthened to be centers for technology capabilities' accumulation and transfer.
- TVET institutions capable of providing support to the incubation and establishment of MSEs as well as upgrading and strengthening existing MSEs.
- Quality of TVET (formal and non-formal) improved at all levels and made responsive to the needs of the labor market.
- A comprehensive, integrated, outcome based and decentralized TVET system for Ethiopia established.
- Relevant TVET offers which are crucial to national development expanded.
- Institutional set-up to manage the TVET reform and deliver TVET programs reinforced.
- A sustainable financing system for TVET with efficient and cost-effective delivery systems and management structures developed.
- Equal access of females and rural communities and people with special needs to TVET ensured and empowered.

Key outcome targets

TVET enrolments will increase from 717,603 to 1,127,330 in 2014/15.

Number of TVET trainers will increase from 14,596 in 2009/10 to 22,547 in 2014/15.

Number of TVET institutions will increase from 814 in 2009/10 to 1,127 in 2014/15.

Number of Polytechnics will increase from 1 in 2009/10 to 53 in 2014/15.

Number of trained technology adopters will be 3,000 in 2014/15.

Number of transferred technologies will be 1,000 in 2014/15.

- Copied/imitated 950 in 2014/15.

- Improved 50 in 2014/15.

Number of incubated MSEs for technology transfer will increase from 600 to 3,000 in 2014/15.

- 2,670 micro-enterprises with capital acquired up to 20,000 ETB

- 300 small scale enterprises from 20,000 to 500,000 ETB.

- 30 medium size enterprises above 500,000 ETB.

Number of occupations with occupational standards increases from 250 in 2009/10 to 390 in 2014/15.

Number of occupations with assessment tools will increase from 211 in 2009/10 to 390 in 2014/15.

Number of accredited assessment centers will increase from 174 in 2009/10 to 500 in 2014/15.

Share of competent/certified candidates will increase from 23% in 2009/10 to 60% in 2014/15.

Number of accredited assessors will increase from 1,860 in 2009/10 to 5,000 in 2014/15.

Number of enterprises involved in cooperative training will increase from 1,208 in 2009/10 to 30,062 in 2014/15.

Share of trainees accommodated by cooperative training will increase from 163,509 in 2009/10 to 901,864 in 2014/15.

Number of enterprises conducting in-company training will increase from 15 in 2009/10 to 295 in 2014/15.

Share of TVET managers at national, regional and institutional level trained in modern management techniques will be 100%.

Share of enrolments of females will increase from 46% in 2008/09 to 50% in 2014/15.

Number of institutions in rural areas will increase by 100% in 2014/15.

Share of enrolments of students with special needs will increase by 100% in 2014/15.

3. Policy and strategies

As mentioned earlier, the TVET strategy of 2008/09 will guide the content of components and activities to be deployed under ESDP IV together with new orientations, such as to strengthen the role of the TVET sector in technology capabilities

With a view to creating a comprehensive, outcome based and flexible TVET system, the development of occupational standards, assessment tools, certification based on labor market analysis, benchmarking and stakeholder consultation will be continued.

Equity will receive greater attention under ESDP IV. In particular the participation of females in management and training positions needs to be strengthened so as to ensure an increasing number of role models for female students. Females will be encouraged to join non-traditionally female professional training.

accumulation and transfer. In particular, TVET institutions are also expected to play a stronger role in providing support to the incubation and establishment of MSEs as well as upgrading and strengthening existing MSEs.

A combination of strategies relating to the legal framework for TVET (TVET Proclamation under way), the organizational set up and the development of managerial capacities throughout the system will be deployed. A review of the TVET is suggested for policy development, update and the formulation of new guidelines regarding technology, transformation and cooperative training. Raising awareness will be conducted within the broader society as well as among stakeholders on the benefits of TVET in which the industry will be mobilized to own the TVET system.

At the systems level, the capacity of TVET agencies and councils will be developed so as to reinforce their role in policy development, implementation, monitoring and evaluation of the TVET system. Labor market intelligence, research capacity and EMIS will need to be strengthened so that national and regional authorities can fully play their role in policy development and systems coordination.

With a view to creating a comprehensive, outcome based and flexible TVET system, the development of occupational standards, assessment tools, certification based on labor market analysis, benchmarking and stakeholder consultation will be continued. Curriculum content will be designed and teaching materials prepared in line with occupational standards, assessment tools and certification requirements. In this respect, priority sectors will be emphasized in order to concentrate efforts and be better connected to market and increase relevance. It is also foreseen to provide support and enhance the capacity of centers of competencies (COCs).

TVET programs will be modularized and institutions equipped with ICT in order to make the TVET offer more flexible in its delivery in terms of entry and exit levels. Career guidance structures will be strengthened so as to obtain a better match between individual aspirations, the available TVET offer and labor market prospects.

The TVET system will expand its offer via public, NGOs and private provision of training programs. An increasing number of TVET trainers will be trained in line with the new TVET trainers' qualifications framework and TVET trainers

will be provided opportunities for professional development.

Under ESDP IV, it is expected that private providers of TVET will play a stronger role in the delivery of the TVET system. Incentives will be provided by the government and support through access to occupational standards, certification guidelines and model curricula and material. Regional accreditation systems for private TVET providers will also be strengthened.

As mentioned above, under ESDP IV, TVET institutions are expected to become agents of technology capability and transfer to micro and small enterprises (MSEs). With this in mind, it will be necessary to include this new function in the pre-service and in-service training of TVET trainers, while also taking account of females' participation.

Equity will receive greater attention under ESDP IV. In particular the participation of females in management and training positions needs to be strengthened so as to ensure an increasing number of role models for female students. Females will be encouraged to join non-traditionally female professional training. Preferential access will be provided to students from disadvantaged regions and students with special needs. Further more, special attention will be given to the emerging regions. Capacity development in planning and management of TVET will be intensified in order to enhance implementing capacity of the TVET Strategy and in turn to increase enrolment rates.

Efforts will be made to control and prevent HIV and avoid discrimination against trainees and staff members living with HIV. By the same token, prevention and control of drug and substance abuse amongst the youth and adults in the TVET sector will be carried out in collaboration and partnership with the Drug Control and Administration Authority and other relevant agencies. Protection and sustainability of the environment will also be given due attention within the TVET system.

In order to ensure a sustainable system of financing, income generating schemes and cost sharing by users will be enhanced and an effective utilization of training machines and equipment promoted.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Strengthen technology capabilities' accumulation and transfer.	<p>No. of trained technology adopters will be 3000 in 2014/15.</p> <p>No. of transferred technologies will be 1000 in 2014/15.</p> <ul style="list-style-type: none"> ✓ Copied/imitated 950; and ✓ improved 50 in 2014/15). <p>No. of incubated MSEs for technology transfer will increase from 600 to 3000 in 2014/15.</p> <ul style="list-style-type: none"> ✓ 2670 micro-enterprises with capital acquired up to 20,000. ✓ 300 small scale enterprises from 20,000 to 500,000. <p>30 medium size enterprises above 500,000.</p>
Training of TVET trainers to enable them to become technology adopters.	3000 technology adopters will be trained by 2014/15.
Training of technology multipliers.	750 technology multipliers will be trained by 2014/15.
Supporting enterprises in their technology needs.	<p>Number of value chains mapped will be 300 in 2014/15.</p> <p>Number of identified technologies needed by MSEs will be 1800 in 2014/15.</p> <p>Number of selected technologies needed MSEs will be 1500 in 2014/15.</p> <p>Number of developed/documented blueprints will be 1500 in 2014/15.</p> <p>Number of developed prototypes will be 1200 in 2014/15.</p> <p>Number of tested and approved prototypes will be 1080 in 2014/15.</p> <p>Number of new patents will be 45 in 2014/15.</p>
Organizing pre-service training of TVET trainers including in technology capability, accumulation and transfer.	6000 new TVET trainers will be trained by 2014/15.
Implementing in-service training for TVET trainers to enable them to become technology adopters.	3000 technology adopters will be trained by 2014/15.
Training technology multipliers.	750 technology multipliers will be trained by 2014/15.

* See comment on indicators and/or targets at the beginning of chapter 3.

Strategies and component activities	Indicator/target
Supporting enterprises in their technology needs.	<p>Number of value chains mapped will be 300 in 2014/15.</p> <p>Number of identified technologies needed by MSEs will be 1800 in 2014/15.</p> <p>Number of selected technologies needed MSEs will be 1500 in 2014/15.</p> <p>Number of developed/documented blueprints will be 1500 in 2014/15.</p> <p>Number developed prototypes will be 1200 in 2014/15.</p> <p>Number of tested and approved prototypes will be 1080 in 2014/15.</p> <p>Number of new patents will be 45 in 2014/15.</p>
Constructing and deploying teaching equipment of new TVET institutions.	154 new TVET institutions will be constructed and equipped until 2014/15.
Deploying ICT equipment to make TVET offer more flexible.	Number and types of equipment deployed in TVET Institutions will increase by 100%.
Component 2: TVET institutions capable of providing support to the incubation and establishment of MSEs as well as upgrading and strengthening existing enterprises.	Number of incubated MSEs will increase from 600 in 2009/10 to 3,000 in 2014/15.
Expanding co-operative training schemes.	<p>Number of trainees accommodated by cooperative training will increase from 163,509 in 2009/10 to 901,864 in 2014/15.</p> <p>Number of enterprises involved in co-operative training will increase from 1,208 in 2009/10 to 30,062 in 2014/15.</p>
Developing in-company training schemes.	Number of companies conducting in-company training will increase from 15 in 2009/10 to 295 in 2014/15.
Component 3: A comprehensive, integrated, outcome based and decentralized TVET system .	<p>No. of occupations with occupational standards will increase from 250 in 2009/10 to 390 in 2014/15.</p> <p>No. of occupations with assessment tools will increase from 211 in 2009/10 to 390 in 2014/15.</p> <p>No. of accredited assessment centers will increase from 174 in 2009/10 to 500 in 2014/15</p> <p>Number of accredited assessors will increase from 1860 in 2009/10 to 5000 in 2014/15.</p>
Evaluating the implementation of the TVET strategy.	Evaluation of TVET strategy implementation conducted.
Conducting policy review, updating and formulation of new guidelines for technology transformation and co-operative training.	<p>New guidelines available.</p> <p>Policy documents reviewed.</p>
Developing TVET EMIS system for strategy monitoring.	Up-to-date EMIS data available a year after the completion of the school year.

Strategies and component activities	Indicator/target
Developing assessment tools.	Assessment tools will increase from 211 in 2009/10 to 390 in 2014/15.
Selecting assessment centers	Number of TVET assessment centers will increase from 174 in 2009/10 to 500 in 2009/10
Accrediting assessment centers.	100% of assessment centers will be accredited by 2014/15. The number of accredited assessors will increase from 1,860 in 2009/10 to 5,000 in 2014/15.
Accrediting female assessors	Share of female assessors will be 50% of all accredited assessors by 2014/15.
Certifying TVET candidates.	Percentage of certified candidates will increase from 20% to 60% by 2014/15.
Accrediting private TVET providers.	Number of accredited private providers in 2014/15.
Component 4: Quality of TVET (formal and non-formal) improved at all levels and made responsive to the needs of the labor market.	% of certified candidates will increase from 23% in 2009/10 to 60% in 2014/15 % of female candidates should increase by 100%.
Developing TVET model curricula in line with occupational standards and market demand.	Number of model curriculum prepared in consultation with the professions and the private sector.
Developing model teaching materials in support of TVET institutions.	Number of teaching materials prepared.
Creating TVET counselling system.	Number of TVET counselling centers established and Vocational guidance manual available in all institutions.
Component 5: Relevant TVET offer which is crucial to national development expanded.	Total TVET enrolments will increase to 1,127,330 in 2014/15. The share of girls in TVET enrolment will increase from 46% in 2008/09 to 50% in 2014/15. Number of trainers will increase from 15,943 in 2009/10 to 24,492 in 2014/15. Total number of TVET institutions will increase from 825 in 2009/10 to 1,137 in 2014/15.
Setting up labour market information system.	Labour market information system will be functional by 2014/15.
Organizing awareness campaign on the benefits of TVET training.	Number of awareness campaigns organized.
Organizing experience sharing among TVET institutions at the regional level.	Number of information sharing events organized.

Strategies and component activities	Indicator/target
Facilitating private TVET institutions through special support and incentives.	Share of enrolments in private institutions will increase from 24% in 2009/10 to 41% in 2014/15.
Special support to emerging regions (Afar and Sumali).	Number of TVET institutions in emerging regions. Share of enrolments in TVET programs.
Component 6: Institutional set-up to manage the TVET strategy and deliver TVET programs reinforced.	% of TVET managers represented from both sexes at national, regional and institutional level trained in modern management techniques will be 100%.
Establishing TVET management councils and advisory boards at regional and national level.	TVET management councils and advisory boards established.
Developing capacity of national and regional TVET managers and experts.	100% of national and regional TVET managers and experts trained in 2014/15.
Component 7: Sustainable financing system for TVET with efficient and cost-effective delivery systems.	% of funding generated from cost-sharing schemes and income generation activities by TVET institutions.
Further implementing the cost-sharing scheme.	% of cost recovered from cost-sharing scheme .
Strengthening income generation schemes in TVET institutions.	% of funding generated from income generation schemes.
Component 8: Equal access of females, rural communities, people with special needs to TVET ensured and empowered.	Share of enrolments of females will increase from 46% in 2008/09 to 50% in 2014/15. No. of institutions in rural areas will increase by 100% in 2014/15. Share of enrolments of students with special needs will increase by 100% in 2014/15.
Strengthening affirmative action to facilitate the access of females to TVET training which is not seen as traditionally female.	Share of female enrolment in TVET training which is not seen as traditionally females.
Focusing on females for the provision of training opportunities to reach leadership positions in TVET institutions.	Share of females in TVET management positions.
Expanding TVET institutions in rural communities.	Share of TVET institutions located in rural communities.
Developing skill centers for students with special needs.	No. of skill classes for students with special needs.
Prevention and control of HIV.	Number of HIV clubs established will increase by 100% in 2014/15. Number of institutions making information materials about HIV available to trainees and staff members will increase by 100% in 2014/15.

Strategies and component activities	Indicator/target
Environmental protection.	Number of institutions making information materials about environmental protection available to trainees and staff members will increase by 100% 2014/15.



Higher Education

THE CONVERGENCE Plan adopted in 2008/09 provided further guidance when establishing the 70% and 30% placement objective for sciences & technology (S&T) and social/human sciences (SHS).

Higher education in Ethiopia has a relatively short history of some 60 years only, but during the past ten years it has undergone both major quantitative and qualitative change. A succession of new policies was designed and implemented, with the Education and Training Policy (1994) being the first major framework for systems reform and transformation. The policy stressed issues of quality and relevance in educational programs and emphasized the linkage of higher education and the country's development. The Higher Education Proclamation 351/2010/11 was another major milestone which drastically changed the structural and functional components of higher education system in the country. It provided the framework for the planning of the higher education sub-sector under the ESDP III. The Proclamation has been further enhanced by the new Proclamation 650/2009 which is now the basis for legal transformation of higher education.

In this section, a situational analysis of the ESDP III higher education component will be presented, and major challenges identified before presenting the overall program goal, strategic outcomes, policies and strategies as well as major components for the higher education section of ESDP IV.

The higher education section of ESDP IV suggests pursuing and consolidating ongoing reform such as systems expansion and changes in the governance system. Major new emphases are guided by the present overarching development vision of Ethiopia to become a middle-income country by the year 2025. One major new emphasis will be the concern with improving the quality and the employability of university graduates. The sustainable development of research capacity for knowledge creation and technology transfer in priority sectors is another one.

1. Situation analysis

During the ESDP III period (2004/05 to 2008/09) the overall enrolments as well as the intake capacity of the higher education institutions significantly increased. Twenty-two universities are now distributed over the country with thirteen additional ones created under ESDP III. With respect to the private sector, more than 50 higher education institutions have been accredited within the planning period. Thus, the overall enrolments have increased from 149,694 to

319,217 in the planning period of which 55,264 are enrolled in non-government institutions and this accounts 17.3% of the total enrollment. It shows that the private higher institutions have an observable contribution to the education sector. As a consequence, the GER for higher education increased from 3.6% in 1999 to 5.3 % in 2008/09. This means that the Ethiopian higher education has now come close to the African average in GER of 6% in 2000.

In the same manner, degree program admissions to government institutions have increased from 36,405 in 2004/05 to 77,182 in 2009/10. But the achievement is not in line with the public admission target for 2009/10 which was 110,000.

As indicated in ESDP III, expansion was to be realized through both expansion of the existing eight universities, and construction of additional 13 universities. A significant improvement of enrolments have been observed in all universities, including in the new ones, but enrolment targets could not be reached due to the delay of the construction of the buildings.

In ESDP III, distance education was foreseen as a means to expand access to higher education. An Ethiopian Open University was to be created and to develop distance education in the existing universities. Due to institutional reasons, Ethiopian Open University was not created, but many universities have developed their distance education provision. The share of enrolments in distance education stood at 12.6% in 2008/09.

The development of post-graduate training programs was a priority in ESDP III. Enrolment in post-graduate program was expected to increase from 3,884 to 26,000 in the year 2009/10. In reality, total enrolment in post-graduate programs reached only 10,125 in 2008/09.

Most of the universities organized Gender Office to provide different support for female students. Special support programs have been arranged to enable female students to compete with their male counterparts. Some of the methods used to enable female students are using older students to coach new arrivals, organizing female association, establishing reward system for effective female students and arranging orientation programs using female professionals to be used as role model. Due to the methods and implementation of affirmative action policy, the share of female enrolment progressed in the period from 24% to 29%. With regard to female academic staff, while absolute numbers are improving, the share stood at 9% in 2008/09 while the target is 26% for 2009/10.

The academic staff development which goes with the post-graduate program received due consideration to train the academic staff abroad

TWENTY-TWO UNIVERSITIES ARE NOW DISTRIBUTED OVER THE COUNTRY WITH THIRTEEN ADDITIONAL ONES CREATED UNDER ESDP III.

and within the country. Due to the expansion of postgraduate programs the academic staff has more than doubled under ESDP III. Thus the number of academic staff moved from 4,847 in 2004/05 to 11,238 in 2009/10. The share of females has remained at 10%.

Currently about 1,145 academic staff are attending PhD programs abroad and within the country. The performance development process for academic staff supports a culture of continuous learning and performance improvement, thus demonstrating the government's commitment to developing and retaining academic talent.

With a view to putting in place a structure for external quality assurance, HERQA was established. It developed during the planning period a mechanism for the accreditation of private higher education institutions / HEIs and it initiated a process of auditing both public and private HEIs.

As part of the national governance reform, the Higher Education Strategy Centre (HESC) was also created and able to provide support for policy development and decision-making in higher education.

Under ESDP III, a renewed emphasis was put on the relevance of academic programs. The Convergence Plan adopted in 2008/09 provided further guidance when establishing the 70% and 30% placement objective for sciences & technology (S&T) and social/human sciences (SHS). Currently annual intake in the science and technology to social/human sciences has reached 58% and 42% respectively.

A major effort was made to equip universities with state of the art ICT to support both teaching and administrative processes. A Tele-Conference Center has been established at the school of pharmacy by MOE and has begun to provide service. It provides live transmission and two way communications and educates around 200 students at the post-graduate level in technology subject areas.

The old universities have developed and harmonized their capacity to procure the needed materials and equipment. Endowments have been made to equip all 13 new Universities with laboratory facilities, apparatus, chemicals and reference books for different subject areas with special consideration for science and technology fields.

Universities have developed new curriculum guidelines in practically all disciplines and are now implementing them. They are also working on establishing quality systems.

As a tool for institutional reform, BPR has been used to achieve institutional transformation in all

universities while the transformation process is ongoing.

Main challenges

- Despite major expansion, access to higher education remains relatively limited (GER of 5,3% in 2008/09), and admission targets have not been met.
- Post-graduate admissions remain far below the target figures. This puts serious constraints on the system in terms of local staff availability because of the rapid system expansion.
- The share of female academics remains far below the target, and would require serious efforts to encourage female participation both at the under-graduate post-graduate level.
- Open and distance education remain hardly developed, Ethiopian Open University has not been created.
- Undergraduate enrolments evolve more rapidly than qualified teachers putting serious constraints on working conditions and the quality of education.
- Shortages of qualified Staff both in public and private sectors particularly pronounced in science and technology areas where enrolments are expected to increase rapidly.
- Academic staff is very young, and only a small number has a PhD.
- There are constraints to tap resources through the internet and sharing of experiences.
- The private institutions relevance and quality is not in line with the expectancy of the government.
- There is no strong Technology Transfer system which is based on the need of the industry.
- Higher Education Management and Leadership system is not at the required level.
- The number of female teachers is limited.

2. Expected Program outcomes

- A balanced distribution of higher education opportunities throughout the country through the widening of access to higher education, in particular to science and technology.
- Improved teaching learning process, increased interpersonal growth and improved employability through high quality higher education and relevant professional mix with equitable participation of both sexes.
- Improved access to and success in higher education of traditionally disadvantaged groups such as females, people from rural and pastoralist communities and people with special needs.
- Enhanced capacity of HEIs for knowledge creation and transfer as well as community and consultancy services to the economy and society at large, in line with the country's socio-economic needs.
- Strengthened good governance, management and leadership capacity at the systems and institutional levels for enhanced performance and accountability.

Key outcome targets

Transition rate from preparatory to higher education will increase from 81% in 2008/09 to 95% in 2014/15.

Total enrolment in undergraduate higher education (regular government program) will increase from 185,788 in 2009/10 to 467,445 in 2014/15.

Share of female enrolment will increase from 29% in 2009/10 to 40% in 2014/15.

Ratio of intakes Science and technology to Social Sciences and Humanities will evolve from 58:42 in 2008/09 to 70:30 in 2014/15.

Admission for post graduate program will increase from 4,878 in 2009/10 to 16,100 by 2014/15 (3000 PhD).

Share of females for post graduate 10% in 2009/10 to 25% by 2014/15.

Graduation Rate¹ will increase from 79% in 2009/10 to 93% in 2014/15.

Staff to student ratio will evolve to 1:25 for S&T, 1:15 for medicine and health sciences, 1:20 for agriculture and life sciences, and 1:30 for social and human sciences (SHS) by 2014/15.

Number of teachers by 2014/15 will be 23,000, including (75%) masters and (25%) PhD.

Share of female academic staff will be 20% of the total.

Number of females in top leadership positions will increase from 3 in 2009/10 to 16 in 2014/15.

Number of quality audited HEIs will increase from 20% in 2008/09 to 100% in 2014/15.

Number of technology institutes by 2014/15 will be 10.

Number of universities that generate sufficient income by 2014/15 will be 22 universities.

Number of Science and Technology universities by 2014/15 will be 2.

Number of universities that opened their own branch by 2014/15 will be 6.

Number of Strategic Planning Agreements with universities approved will be 31 in 2014/15.

Pervasiveness of Good Governance in Public Institutions by 2014/15 in 31 universities.

Satisfaction of students and academic staff with administrative services will be 80% in 2014/15.

3. Policy and Strategies

A series of policies and strategies will be deployed in order to reach the strategic program outcomes. They cover the policy angles of access, quality, equity and governance and are thus intended to form a coherent and comprehensive set of actions.

They fully take into account the policy guidelines provided under the 2008/09 Conversion Plan which lays major emphasis on the development of Science and Technology/ S&T as a major driver to turn Ethiopia into a middle income country by the year 2025. They also embrace the directions provided by the new Higher Education Proclamation of 2009/10, which indicates both desirable policy and structural changes for the higher education sector, not only for ESDP IV but beyond.

The basic philosophy of the higher education component of ESDP IV is to expand the system more equitably across the country while seeking to improve quality. For this reason, the enrolment capacity of the existing 22 universities will be enhanced, with particular focus on access to programs related to Science and Technology/S&T, and nine new universities will be constructed and equipped, with special emphasis on programs in Science and Technology. To increase the capacity of the universities special attention will be given to finalize the construction on time and on the provision of equipment and furniture.

The provision of undergraduate and graduate programs in public universities is aimed to ensure relevance and quality in general and to enable the sub-sector in bringing change through giving

THE ENROLMENT CAPACITY OF THE EXISTING 22 UNIVERSITIES will BE ENHANCED, WITH PARTICULAR FOCUS ON ACCESS TO PROGRAMS RELATED TO SCIENCE AND TECHNOLOGY/ S&T, AND NINE NEW UNIVERSITIES will BE CONSTRUCTED.

¹ Graduation rate is calculated by dividing the number of graduates by the number of students admitted at the beginning of the program (similar to a cohort survival rate).

particular emphasis to science and technology. Several steps will be taken in this regard:

- Building the implementation capacity of technology institutions.
- Integrated implementation of the different aspects of Teacher Development Programs and the provision of qualified and professional teachers to continue implementation of the newly changed curriculum (in the delivery of teaching learning process, student assessment, grading system, etc.).
- Achieving increased enrolment based on equitable and 70:30 ratio of streams.
- Building the capacity of the universities in generating sufficient income i.e. 5% of the budget shall be their internal income that can enable them to strengthen the relevance and quality of the training.
- Developing mechanisms of supporting peoples with less readiness to continue their education.

Staff development opportunities at advanced levels of the higher education system will be enhanced so that young academic staff currently teaching with a bachelor's degree can grow academically. In addition, joint appointments of professional staff will be applied to curb the shortage of higher education teachers and a mechanism will be established to utilize the qualified human power in other sectors. Young academic staff will all have to undergo certified training on teaching methodology.

In order to further improve teaching learning conditions within the universities, capacity for internal quality management will be developed at the institutional level, including systems to assess the employability of higher education graduates such as through tracer studies. In the development of their IQA system, HEIs will be guided by an expanded National Qualifications Framework which will establish generic and subject specific learning outcomes for academic programs. HEIs will be supported in establishing an assessment policy and a system which can assure that exams are set to measure appropriate learning outcomes of individual courses, and also fair grading systems. HEIs will be equipped with libraries, laboratories and ICT to improve the teaching learning process as well as management. Furthermore, it is envisaged that ETQA will establish a system for identification and dissemination of best practices in higher education available locally and internationally and develop a national mechanism for the assessment of graduates' competences.

Affirmative action for traditionally disadvantaged groups such as females, students from disadvantaged regions and students with special needs will be strengthened through preferential access, academic support programs, and the establishment of a gender-friendly environment and climate at HEIs. Specific support provided to female leaders will receive special attention. Affirmative action programs will also include the following:

- Ensure the establishment of a system that can develop awareness in the university communities to condemn and control sexual harassment, gender biased violence, female discrimination and harmful practices.
- Develop the awareness and skills of the university communities to protect themselves from HIV/AIDS and transfer their knowledge to change the attitude of the surrounding young people.
- Establish and practice reward systems that motivate individuals and institutions to recognize their results and achievements and to be used to inspire others.

In line with the Higher Education Proclamation, ESDP IV will emphasize the development of research capacity throughout the system. A framework for national research priorities will be developed in line with which HEIs will develop their own priorities. In addition, a system for a posteriori evaluation of research will be established. Universities will receive support for the establishment of research policies, including through innovation funds. As HEP 2009 stipulates that university-enterprise partnerships shall be enhanced, ESDP IV will extend support to selected universities for the creation of technology transfer business units and consultancy centers, in particular at Institutes of Technology (IoTs). ESDP IV will also build the research and development system that gives emphasis to technology transfer and to expand and exercise useful technologies. This implies building the capacity of technology institutions in technology transfer by giving due emphasis to exercising and expanding useful technologies and making universities' research and development systems to be the principal factor to evaluate their outcome and contribution for country development. The research and development system will get due attention to have its own budget and capacity building program will be arranged.

In order to support both quantitative targets for expansion and qualitative change, including

IN ORDER TO FURTHER
IMPROVE TEACHING LEARNING
CONDITIONS WITHIN THE
UNIVERSITIES, CAPACITY FOR
INTERNAL QUALITY MANAGEMENT
will be developed at the
institutional level

ESDP IV will extend support to selected universities for the creation of technology transfer business units and consultancy centers, in particular at Institutes of Technology

the support of enhanced autonomy and new functions (e.g. research policy, technology transfer) the governance, industry-university linkage, management and capacity of HEIs will receive special attention. A consistent and targeted capacity development plan will be developed and a capacity development offer deployed. Existing EMIS systems at the national and institutional level will also need to be strengthened as an effective EMIS is a precondition for effective planning and management. Thus, ESDP IV will ensure that provision and expansion of education

and training in private universities is based on the relevance and quality systems.

And finally, opportunities for partnership and collaboration need to be enhanced among HEIs so that older and newer institutional leaders and managers can learn from each other and share experiences. With this in mind, the HEIs Forum will be created as a platform for exchange and capacity development in the higher education sector.

4. Program matrix

Components and activities	Indicator/target*
Component 1: Universities expansion and development .	<p>GER for higher education will increase from 5.3% in 2008/09 to 9.3% in 2014/15.</p> <p>Ratio of intakes S&T to SHS programs evolves from 59:41 in 2008/09 to 70:30 in 2014/15.</p> <p>Transition rate from preparatory to higher education will increase from 81% in 2008/09 to 95% in 2014/15.</p>
Developing the enrolment capacity of the existing 22 universities, in particular access to programs related to S&T.	Enrolment capacity in existing public universities will increase from 263,953 in 2008/09 to 345,500 in 2014/15.
Transforming 4 faculties of technologies into Institutes of Technology.	4 more Institutes of Technology will be functioning.
Constructing and equipping 9 new universities, among which one university of technology.	In 2014/15, 9 new universities with a total enrolment capacity of 121,500 students will be functional.
Developing the graduate and post-graduate provision of programs, with special emphasis on S&T.	Share of enrolments in graduate and post-graduate programs will increase from 3,2% in 2008/09 to 4,6% in 2014/15.
Component 2: Human resource development.	<p>Student-staff ratios will be 1:25 for S&T, 1:15 for medicine and health sciences, 1:20 for agriculture and life sciences, and 1:30 for social and human sciences (SHS) by 2014/15.</p> <p>Share of qualified (minimum Master's level) university teachers will increase to 75% in 2014/15 (with 25% PhD level).</p> <p>Share of university teachers with professional teaching certificate will evolve from 6% in 2009/10 to 75% in 2014/15.</p>
Increasing opportunities for staff development at advanced levels of higher education.	Number of qualified staff teachers (with Masters degree and above) will increase from 6,167 in 2009/10 to 19,033 in 2014/15.

* See comment on indicators and/or targets at the beginning of chapter 3.

Providing certified training on teaching methodology in higher education for academic staff.	Number of teachers with teaching certificate will increase from 705 in 2009/10 to 16,782 in 2014/15.
Component 3: Teaching-Learning process.	Graduation rate will increase to 93% in 2014/15 Number of quality audited HEIs will increase from 20% in 2008/09 to 100% in 2014/15.
Developing and implementing a national system to assess the professional competence of graduates.	National system in place by 2014/15.
Establishing capacity for internal quality management at the institutional level, including systems to assess the employability of higher education graduates (with equitable participation of females).	Number of HEIs having QA offices will increase from less than 10% in 2008/09 to at least 75% in 2014/15. Number of tracer studies conducted. Number of employers satisfaction surveys conducted.
Equipping universities with libraries, laboratories, ICT and teleconference facilities.	All universities will have fully equipped libraries with internet access in 2014/15. All science and engineering faculties will have fully equipped laboratories in 2014/15. All universities will have intranet and e-learning facilities in 2014/15. Book/Student Ratio of Subject Area References will reach 1:5 in 2014/15. Book/Student Ratio of Common References will reach at least 1:15 in 2014/15.
Establishing a national system for the identification and dissemination of best practices in higher education.	Set of best practices will be identified. One database of best practices will be created and available online.
Developing the higher education component of the Ethiopian Qualifications Framework.	EQF will be available. Number of programs registered on it by 2014/15.
Component 4: Equity in higher education.	Share of female enrolment will increase from 29% in 2009/10 to 40% in 2014/15. Female graduation rate will increase from 2% in 2009/10 to 6% in 2014/15. Number of females in leadership positions will increase from 3 in 2009/10 to 16 in 2014/15.
Strengthening preferential access for traditionally disadvantaged student groups. Implementing effective gender sensitive rules and regulations.	Annual intake of female students in public universities. Female enrolment in public universities. Number of female graduates. Number of students with special educational needs will increase from 398 in 2009/10 to 946 in 2014/15. Gender sensitive rules and regulations will be implemented in all HEIs.
Institutionalizing an academic support programs for disadvantaged groups.	All HEIs will develop and implement an academic support program by 2014/15.

Creating a female-friendly environment in HEIs.	Number of social activities organized for female students and staff (clubs, associations, etc.). Satisfaction level of female teacher and students with the organizational climate of their HEI.
Component 5: Research and technology transfer capacity.	Share of PhD holders will evolve from 8,6% in 2008/09 to 25% in 2014/15. Number of technology transfer business. Number of consultancy centers.
Elaborating framework for national research priorities.	National framework document for research priorities available.
Establishing a national system to evaluate the relevance and quality of research conducted by HEIs.	Evaluation system in place by 2014/15. Number of conducted research projects evaluated.
Supporting universities in establishing research policies, innovation funds and consultancy centers.	Number of institutional research policy statements available. Number of universities with innovation funds. Number of universities with consultancy centers.
Supporting Institutes of Technology in establishing technology transfer business units and incubators.	Number of IoTs with technology transfer business units and incubators.
Component 6: Governance, management and leadership.	Number of gender sensitive Strategic Planning Agreements approved will be 31 by 2014/15. Satisfaction level of students and academic staff with administrative services will be 80% in 2014/15.
Strengthening existing EMIS systems at the national and institutional level.	EMIS systems at national and institutional level functional.
Improving planning and management capacity at the national and institutional levels.	Number of strategic planning documents prepared by the HEIs.
Facilitating the establishment and operation of the Ethiopian HEIs Forum.	Ethiopian HEIs Forum established. Number of meetings organized among university presidents and their management staff.



Cross-cutting programs

Cross-cutting programs are those which do not relate to a specific sub-sector but are of relevance to the whole education sector. Precisely because they are cross-cutting and are not the specific responsibility of a sub-sector, there is a risk that they are somewhat overlooked. In order to ensure that they will receive the necessary attention, they are included here explicitly as separate programs.

Capacity development for improved management

1. Situation analysis

The implementation of the decentralization policy has led to significant changes. Decision-making on important issues such as the nomination of teachers and other support staff, the assignment of leadership and principals down to the school level and the use of the budget has descended from the regional to the woreda or sub-city levels. All regions have created the necessary woreda offices. In all regions, woredas have now important autonomy, in the management of material, human and financial resources. A growing number of woredas now prepare their own educational development plans. This practice is also going down to the schools.

In all regions, many training activities were undertaken, in line with decentralization. These training programs have touched a wide range of people: regional and woreda experts, KETB members, PTA members and school leaders. The needs however remain high and many staff do not receive training upon appointment.

Decentralization has also led to some challenges. Some regional bureaus feel that there is a lack of communication and information between the two levels. The woreda education offices report more to the woreda councils (from where their budget comes) than to the regional bureaus. Because of the lack of communication, the regional bureaus cannot easily monitor the performance of woredas and give support to those in need.

Many woreda offices of the emerging regions do not have sufficient experts to perform their tasks efficiently. The training programs should have helped overcome these technical weaknesses, but there is some dissatisfaction with the impact of training: the newly acquired skills are not easily transferred into the work environment. There are few incentives to do so and the environment is not

always conducive. In addition, turnover remains high and trained staff leave quickly.

Main challenges

- Limited capacities for planning and management, at sector level and at school level.
- The collection, analysis and use of information has to be strengthened.
- Lack of strong relationships between regions and woredas.
- Woreda offices in the emerging regions do not have sufficient expertise to function effectively.
- The number of female experts is very low.
- High turnover of staff.
- Skills gained through training are not systematically applied.

2. Expected program outcomes

- More effective planning, management, resource allocation and utilization through improving skills of educational experts.
- Educational organizations with a clear mandate and an appropriate structure, which allow for more effective information management and decision-making.
- Educational organizations (such as ministries, REBs, Woreda offices, universities) with a minimum level of management and technical staff with precise job descriptions and with the necessary basic resources.
- The number of female professionals will be increased.

Key outcome targets

All leaders and experts will have the expected skills to undertake their work competently.

All organizations will have functioning information systems.

The federal ministry and the regional bureaus will have developed relevant strategic and operational plans.

The share of staff with the correct profile in the educational organizations will have increased.

Attention will be given to increase the number of female professionals.

THE CAPACITY DEVELOPMENT PROGRAM will aim at improving management at federal and at decentralized levels and within higher education institutions.

3. Policy and strategies

The capacity development program will aim at improving management at federal and at decentralized levels and within higher education institutions. It will do so through a three-pronged approach.

Firstly, the existing skills and competencies of individual officers will be upgraded through systematic professional development programs. These will go beyond the one-off training courses and will integrate a varied set of workshops, courses and other training-related events together with the provision of support and guidance materials. This part of the program will be closely linked to the management and administration program / MAP component of GEQIP. One focus will be on strengthening EMIS. Moreover, developing and linking a school mapping data base, using a GIS (geographic information system) with EMIS for educational planning is an area that can be strengthened. The capacity development in EMIS may need to address this important component (GIS and EMIS at federal, regional and woreda level).

A second part of the program will look at organizational functioning and aims at developing clarity around the mandate of the various organizations and at their internal structure and their relationships. This will strengthen collaboration between the different levels and help create a proactive administration. Special efforts will be undertaken to ensure greater communication between the policy level and the technical level within the educational organizations.

Thirdly, for an organization to be effective, it does not only need an appropriate structure. It also needs a minimum level of human and financial resources. Under ESDP IV, standards on the minimum numbers and profile of staff in all organizations and on the minimum level of resources to be available to all organizations will be developed and information will be collected in this regard.

Throughout this capacity development program, specific attention will be given to the following areas: educational planning and management and the collection and use of information for decision-making.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: More effective planning, management, resource allocation and utilization through improving skills of educational experts.	All leaders and experts will have the expected skills to undertake their work competently.
Designing appropriate professional development programs for experts from Federal Ministry, REBs and Woreda offices in collaboration with these experts, with special focus on emerging regions. And on needs of women professionals.	Professional development programs exist for experts from Federal Ministry, REBs and Woreda offices. Professional development programs give specific attention to women professionals.
Organizing professional development programs in educational planning and management.	All educational planning and management experts have participated in at least one professional development program.
Organizing professional development programs in EMIS.	All EMIS experts have participated in at least one professional development program.
Developing and making available guidelines and support materials in educational planning and management and in EMIS.	No. of guidelines and support materials developed. % of experts with access to these materials.
Developing and making available guidelines and support materials in school mapping and GIS.	No. of guidelines and support materials developed % of experts with access to these materials.

* See comment on indicators and/or targets at the beginning of chapter 3.

Component 2: Educational organizations with a clear mandate and an appropriate structure, which allow for more effective information management and decision-making.	All organizations will have functioning information systems. The federal ministry and the regional bureaus will have developed relevant strategic and operational plans.
Consolidating mandates and related organization structures of offices within the educational administration.	Each office has a clear mandate to which is linked an organizational chart.
Improving data collection processes throughout the educational administration.	% of offices who make regularly available the necessary data for educational planning and management.
Reinforce communication and collaboration between policy-makers, planners and EMIS experts at all levels.	The strategic and operational plans are based on an analysis of educational information.
Component 3: Educational organizations with a minimum level of staff with precise job descriptions and with the necessary basic resources, and with an increased number of female professionals.	The share of staff with the relevant professional profile in the educational organizations will increase.
Developing standards on the minimum numbers and profile of staff in all organizations. Developing standards on the minimum level of resources to be available to all organizations.	Standards exist on the minimum numbers of staff and on their profile. Standards exist on the minimum level of resources.
Setting up an information system on staff numbers and profile and resources of all educational organizations.	% of educational organizations with well functioning information system.
Upgrading the provision and use of IT infrastructure at central and decentralized levels.	% of offices with necessary IT infrastructure.

Gender and Education

1. Situation analysis

Women's participation in education is constrained by economic, socio-cultural, familial, personal and school factors. The economic problems relate to parents' inability to send girl children to school especially if schools are far from home or girls drop out due to lack of finances. The problem is more serious in rural areas, particularly in pastoralist regions. The traditional division of labor in homes constrains girls' success in education. School distance and harassment, feelings of discomfort to participate equally with men are stumbling blocks for female students. In addition, dropout in high school is fuelled by the practice of early marriage and marriage by abduction.

Gender equality was already a major priority area and a cross-cutting issue in ESDP III. As a consequence of concerted affirmative action (entry requirements, and financial support such as a pilot scholarship program and tutorial support programs) and overall expansion, the gender parity index (GPI) has considerably improved in favor of females. At first and second cycle primary, for GER, it increased respectively from 0.87 and 0.69 in 2004/05 to 0.93 and 0.92 in 2008/09. Girls' completion rate at grades 5 and 8 also improved in which it has increased from 49.5% in 2004/05 to 78.4%

AS A CONSEQUENCE
of CONCERTED
AFFIRMATIVE ACTION (ENTRY
REQUIREMENTS, AND FINANCIAL
support such as a pilot
scholarship program and
tutorial support programs)
AND OVERALL EXPANSION,
THE GENDER PARITY INDEX
(GPI) HAS CONSIDERABLY
improved in favor of
FEMALES.

in 2008/09 for grade 5, and from 26.3% in 2004/05 to 40.5% for grade 8.

Despite this major achievement, the gender gap in education prevails at all levels of the system. The gap becomes more visible as one goes higher up the educational ladder. The share of girls admitted to preparatory education is only about a third. The number of female students in TVET is close to male students, but a closer look reveals that female students are concentrated in areas that are considered female's. Among those enrolled in government institutions for a 2 or 3 year diploma program 16.2%, for the four-year degree program 22.5%, for the Masters Degree program 9.2%, and for Ph.D. programs 6.4% were women. In Non-Formal Education (NFE) women's enrolment and success rate is also lower than men's, for reasons similar to those for formal education.

The number of female teaching staff has also evolved considerably, but females still remain under-represented in all but ECCE. The share of women among primary school teachers increased slowly from 35.6% in 2004/05 to 37.2% in 2008/09 and from 8.5% to 11.7% over the same period in grades 9 to 12. The number of females in administrative and leadership positions remains extremely low. The number is decreasing as one moves from primary to secondary schools and institutes of higher learning. This deprives female students of the opportunity of looking up to role models. Also male teachers are more educated and qualified than female teachers.

Main challenges

- While the attitude of communities towards girls' education is improving, it is still not supportive.
- Gender gap is still considerable at all levels of education, especially in preparatory secondary, TVET and in higher education.
- The proportion of females among the total teaching staff remains limited, despite the policy to attract 50% of females into teacher training.
- Females are grossly underrepresented in positions of educational leadership and management as well as in teaching profession especially in secondary, TEVT and higher learning Institutions.

- The curriculum needs to be made more consistently gender-sensitive.
- Gender mainstreaming during planning, implementing, monitoring and evaluation still remains low.
- Completion rate of girls at grade 8 is significantly lower than boys.
- Participation of females in traditionally men dominated fields in TVET is low.
- Community attitude towards girls' education is low and there is still gender based violence in and around schools and higher learning institutions.
- Lack of separate toilet/lavrine facilities for boys and girls.

2. Expected program outcomes

- Capacity of structures to promote girls' education enhanced.
- Enrolment, retention and performance of deprived female students, including girls from pastoralist and agro-pastoralist groups, increased.
- Access of girls to science and TVET increased, with emphasis on areas that are traditionally considered men's.
- Literacy level of women increased through greater participation in functional adult literacy.
- Number of female teachers increased at all levels.
- Number of female administrators, supervisors and directors at all levels increased.
- A gender sensitive curriculum established and materials produced.

Key outcome targets

Capacity of relevant structures will grow as demonstrated through a significant increase in the number of activities carried out.

GPI for NER grades 1-4 will increase from 0.94 (2008/09) to 1.00 (2014/15).

GPI for GER grades 1-8 will increase from 0.92 (2008/09) to 1.00 (2014/15).

The dropout rate of deprived female students will decrease in line with the overall decrease in drop-outs.

The enrolment of girls from pastoralist and agro-pastoralist areas will increase.

The share of girls in TVET enrolment will increase from 46% in 2008/09 to 50% in 2014/15.

The enrolment of girls/women in functional adult literacy programs will increase.

The difference between the male and female literacy rate will decrease.

The share of females among teachers will increase.

The share of females among school heads, experts, supervisors and leaders will increase.

The share of females in administrative position at woreda, regional and federal level and in higher education will increase.

All teachers will use gender sensitive curriculum.

relationships with line ministries for collaborative work on gender issues.

Thirdly, the need to raise community awareness about the benefit of girls' education and about harmful traditional practices is still widely recognized. This includes disseminating lessons learned about girls' education in relevant bodies and in society at large. In order to contribute to this, a gender sensitive curriculum, textbooks and reference books will be produced. Specific attention will be given to the role of women in pastoralist communities. The sexual harassment policy will be developed and implemented at all higher education institutions with serious commitment of the top managements. Gender responsive pedagogy (GRP) training in teacher training institutions will also be provided. The promotion of women in leadership positions plays a useful role in combatting gender stereotypes.

3. Policy and strategies

Integrating gender issues across all levels of education system is one of the means of addressing educational equity. Accordingly, the global goal for gender equality under ESDP IV will be to promote equal access and success in education and training for women and girls. In order to achieve this goal, several mutually reinforcing strategies will be implemented. These are in line with the National Action Plan on Gender Equality in Education.

Firstly, the necessary institutional and structural mechanisms will be put in place and/or strengthened. The existing strategy and action plan for gender equality in education will be updated. Support structures at national, decentralized and institutional levels will be strengthened. Further efforts will be made to establish and strengthen women education forums at all levels of education. Above all gender mainstreaming will be implemented effectively at all levels and efforts will be made to improve the capacity of the education staff to mainstream gender issues. One of the strategies which are known to contribute to the participation of women in education consists of the setting up of girl students' clubs in all levels of education.

Secondly, efforts will continue to focus on increasing the enrolment, retention and performance of female students, including girls from pastoralist and agro-pastoralist groups, with special attention to their participation in science and technology. This will take the form of affirmative action programs and of strategies to create a conducive learning environment for girls admitted to TVET after grade 10. At the same time, more attention will be given to monitor the implementation of 'affirmative action' programs. The education sector has to create strong work

INTEGRATING GENDER
ISSUES ACROSS ALL LEVELS
OF EDUCATION SYSTEM IS ONE
OF THE MEANS OF ADDRESSING
EDUCATIONAL EQUITY.
ACCORDINGLY, THE GLOBAL
GOAL FOR GENDER EQUALITY
UNDER ESDP IV WILL BE TO
PROMOTE EQUAL ACCESS AND
SUCCESS IN EDUCATION AND
TRAINING FOR WOMEN
AND GIRLS.

4. Program matrix

Components and Activities	Indicator/target*
General Objective Promote equal access and success in education and training for women and girls.	Increased percentage of girls' enrolment and reduced rate of dropout and retention both in absolute terms and in comparison to the percentage of boys.
Component 1: Capacity of structures to promote girls' education enhanced.	Capacity of relevant structures will increase as demonstrated through the number of activities carried out.
Distribute widely policies, strategies, programs including those prepared to address disabled female students to all concerned up to the lowest level including schools.	Number of Bureaus, Offices, Boards, and PTAs who received the documents. Awareness level of relevant individuals on policies & programs.
Review membership of Woreda and Kebele Training Boards with the objective of including members that have the awareness, knowledge, time and commitment to promote girls' education.	Number of Boards whose memberships are reviewed and strengthened.
Equip those working on girls' education with awareness and knowledge about gender issues in education with a components on gender and disability through workshops, meetings, posters and fliers which take specific socio-cultural contexts into account.	Number of workshops organized. Number of meetings held on girls' education Amount of activities undertaken to address gender issues in education. Budget allocated for gender issues and gender and disability issues.
Strengthen capacity of focal points in Bureaus/ Offices of Education to coordinate and follow up all the capacity building efforts through the provision of necessary personnel, budget, equipment and supply.	Number of focal points provided with required personnel, budget, and equipment. Degree of follow up & monitoring as displayed by quarterly reports, visits, & activities carried out.
Component 2: Enrolment, retention and performance of deprived female students, including girls from pastoralist and agro-pastoralist groups, increased.	GPI for NER grades 1-4 will increase to 1.00 GPI for GER grades 1-8 will increase to 0.98 Dropout rate of deprived female students will decrease in line with the overall decrease. The enrolment of girls from pastoralist and agro-pastoralist areas will increase.
Strengthen the scholarship program for needy & disadvantaged female students.	A scholarship program instituted.
Work closely with organizations that provide support to girls' education.	Number of forums organized. Type and number of activities carried out.
Strengthen Pastoralist and Agro-pastoralist Education Panel at MOE.	Number and qualification of Panel personnel Budget allocated to the panel as compared to other programs.
Create awareness in gender in pastoralist education to those involved in the program.	Number of awareness creation forums organized. Number of participants by sex.

* See comment on indicators and/or targets at the beginning of chapter 3.

Component 3: Access of girls to science and TVET increased, with emphasis on areas that are traditionally considered men's.	<p>The share of girls in TVET enrolment will increase from 46% in 2008/09 to 50% in 2014/15.</p> <p>Absolute and relative increase in girls' enrolment in science and TVET programs, not traditionally considered those of women.</p>
Increase the number of TVET centers including at locations that can be reached by female students.	<p>Numbers of TVET centers opened.</p> <p>Proportion of female students in the programs.</p>
Maintain preferential access for female students.	Quota system in place.
Provide tutorial support for beneficiaries of the preferential access system.	<p>Number of females receiving tutorials.</p> <p>Number of teachers involved in the program.</p> <p>Number of NGOs involved in the program.</p>
Increase the awareness and confidence of female students.	<p>Number of discussion forums organized.</p> <p>Number of female students participating in these activities and forums.</p>
Component 4: Literacy level of women increased through greater participation in functional adult literacy.	<p>The enrolment of girls/women in functional adult literacy programs will increase.</p> <p>The difference between the male and female literacy rate will decrease.</p>
Strengthen the awareness of personnel at federal and regional levels involved in Adult Education and in FAL on specific situation and needs of women.	<p>Awareness-raising material prepared.</p> <p>Number of federal and regional staff participated in awareness-raising events.</p>
Strengthen the awareness of personnel at woreda and kebele levels involved in Adult Education and in FAL on specific situation and needs of women.	<p>Number of awareness-raising events organized for woreda and kebele staff.</p> <p>Number of woreda and kebele staff participated in awareness-raising events.</p>
Integrate FAL with focus on females in activities of Woreda and Kebele Education and Training Boards.	Number of participants by sex in FAL programs.
Open more FAL centers to increase access for women.	Number of FAL centers that are close to villages.
Ensure that proportional number of men and women participate in literacy programs.	<p>Proportion of female and male participants.</p> <p>Number of female participants who complete literacy programs.</p>
Component 5: Number of female administrators, supervisors and director increased.	<p>The share of females among school heads, experts, supervisors and leaders will increase.</p> <p>The share of females in administrative position at woreda, regional and federal level and in higher education will increase.</p>
Introduce affirmative action to enable female teachers secure administrative positions.	Number of female teachers who come to administrative positions.
Organize training on leadership, assertiveness, and other skills to female administrators and teachers.	<p>Number of trainings.</p> <p>Number of female participants.</p>

Create forums for increasing awareness about the importance of having female administrators.	Number of forums organized. Number of male and female participants.
Component 6: A gender sensitive curriculum established and materials produced.	All teachers will use gender sensitive curriculum.
Eliminate stereotyping in curriculum and textbooks.	Curriculum and textbooks fully revised to eliminate stereotyping.
Produce and distribute gender sensitive training materials.	Number of training materials produced. % of teachers with access to training materials.

Special Needs Education (SNE)/

Inclusive Education

1. Situation analysis

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials. **Inclusive education** is a process of addressing and responding to the diversity of needs of all learners through increasing participation and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structure and strategies to respond to diversity needs. Generally, SNE focuses on providing services for individual child, while inclusive education focuses on the change of the whole system of the school environment to the need of the individual child.

A limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barriers impeding special needs and inclusive education. The main barriers to learning are lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes, and inadequate assessment procedures.

The Ministry of Education started collecting data on children with disabilities since 1999. These indicate that the number of children with disabilities enrolled in the different levels of education (mostly in special schools or special classes in regular schools) has modestly increased during the last three years, but remains

extremely limited. Applying the international estimates by WHO of an average 10% prevalence of disability in any population, in Ethiopia less than 3% of them have access to primary education. Access to schooling decreases rapidly as children move up the education ladder and girls are manifestly underrepresented. Generally schools have difficulty in addressing their students' special educational needs. Some studies have shown that these special schools and special classes are understaffed, under resourced and also have a shortage of instructional materials.

The first two Education Sector Development Programs did not pay much attention to the education of children with disabilities. This changed with ESDP III which gave due consideration to the expansion of educational opportunities for children with special educational needs in order to achieve the EFA goals.

To reduce the existing gap and to actualize Education for All, the Ministry of Education has designed a strategy for Special Needs Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs. Different universities and colleges have started new teacher education programs on special needs education. Core curricula have been modified for children with disabilities and manuals are being prepared on disability specific curriculum at the federal level. In addition, special needs education is mainstreamed across all teacher education and training institutions in the country. Currently five Teacher Education Institutes and four Higher Education Institutions opened SNE departments and are training SNE professionals at different

THE MINISTRY HAS
DESIGNED A STRATEGY
FOR SPECIAL NEEDS
EDUCATION, THE FINAL
GOAL OF WHICH IS TO
ENSURE ACCESS AND
QUALITY EDUCATION FOR
MARGINALIZED CHILDREN
AND STUDENTS WITH SPECIAL
EDUCATIONAL NEEDS.

levels (Diploma, BA, MA and PhD). In addition, sign language training is been given as a subject in BA level in one Higher Education Institution.

Meanwhile, the educational management, organization, community participation and finance guidelines foresee that two teachers trained in SNE should be assigned in primary and first cycle secondary schools in order to facilitate the education of students with special educational needs. But this measure has not yet been implemented.

Main challenges

- There is still very limited access to formal education by children with special educational needs.
- Limited awareness within the education sector and among teaching staff about SNE.
- The cooperation between MoE, other ministries and different partners is not well developed.
- The existing special classes are understaffed and have inadequate instructional materials.
- There are still insufficient and inappropriate opportunities for teacher training.
- An adequate support system for students with special educational needs is not yet in place (e.g. resource centres, adaptive technologies).

2. Expected program outcomes

- Enrollment of children with special educational needs increased at all levels of education and due attention will be given to girls with special needs.
- Number of trained teachers in SNE/inclusive education increased.
- Capacity of schools in addressing the academic and social needs of children with special educational needs improved.

Key outcome targets

Primary school enrolment of students with special educational needs will increase from 47,461 in 2009/10 to 1,739,000 in 2014/15².

Secondary school enrolment of students with special educational needs will increase from 3,910 in 2009/10 to 8,586 in 2014/15.

Higher education enrolment of students with special educational needs will increase from 389 in 2009/10 to 946 in 2014/15.

All Teacher Education Institutes and Colleges of Teacher Education will be provided with an SNE/inclusive education training component by 2014/15.

The proportion of teachers trained for teaching children with special educational needs will increase to 25% in 2014/15.

The percentage of schools with appropriate facilities for SNE/inclusive education will increase to 25% in 2014/15.

The nine resource centers will be increased to 500 by 2014/15.

3. Policy and strategies

The Ministry of Education has adopted a SNE/inclusive education strategy regarding the provision of the service within the existing structure and in the framework of inclusive education. The final goal of the strategy is to ensure access and quality education for marginalized children particularly for children with SNE such as the ones with disabilities. The General Education Quality Improvement Program (GEQIP) has also given attention to these issues and incorporated it in its teacher development component. Thus a provision of teacher training has been singled out as "Training teachers in SNE screening". Programs related to strengthening SNE Pre-Service and In-Service Teacher Training and provision of SNE Education Materials to TEIs and cluster resource centers are also being implemented.

² The intention, in order to achieve EFA in 2015, is to enroll all children with special educational needs in primary school. Their number in 2007 is estimated at 10% of the total estimated enrolment in that year.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Enrollment of children with special educational needs (SEN) increased at all level of education.	<p>Primary school enrolment will increase from 47,461 in 2009/10 to 1,739,000 in 2014/15.</p> <p>Secondary school enrolment will increase from 3,910 in 2009/10 to 8,586 in 2014/15.</p> <p>Higher education enrolment will increase from 389 in 2009/10 to 946 in 2014/15.</p>
Developing educational assessment and screening tools specific to children with SEN.	Availability of educational assessment and screening tools at cluster resource centers.
Increasing community awareness about SNE/ inclusive education using various channels of mass media.	Number of events organized for community awareness.
Preparing guideline for individual educational plan and modification of the curriculum throughout the educational system.	Availability of guidelines for SNE /inclusive education implementation.
Component 2: Number of trained teachers in SNE/inclusive education increased.	The proportion of teachers trained for teaching children with SEN will increase by 25% from 2009/10 to 2014/15.
Creating forums for enhancing capacity of in-service teachers regarding the provision of SNE/ inclusive education.	Number of workshops conducted on capacity enhancement of in service teachers regarding the provision of SNE/inclusive education.
Developing a specific SNE/inclusive education training component for teacher education institutes and colleges of teacher education.	All Teacher Education Institutes and Colleges of Teacher Education will be provided with an SNE/ inclusive education training component by 2014/15.
Designing and delivering courses on SNE/inclusive education training for pre-service teachers.	% of teacher trainees trained in SNE/inclusive education.
Component 3: Improved institutional capacity of schools in addressing the academic and social needs of children with SEN.	The number of schools with minimum facilities for SNE/inclusive education will increase by 25% from 2009/10 to 2014/15.
Equipping schools with minimum facilities for SNE/inclusive education	Number of schools equipped
Establishing Resource Centers in cluster centers and special schools.	Number of resource centers established will be increased from 9 to 500.
Promoting positive attitude among children with SEN and their peers using extracurricular forums.	Number of schools established clubs.
Organizing tutorial support to address gaps in reaching children with SNE.	Estimated Primary Completion rate of students with SNE.
Developing and providing handbook to schools on preparation of production of audiovisual materials for use in teaching children with SNE.	Number of schools provided with handbook on preparing audiovisual materials.

* See comment on indicators and/or targets at the beginning of chapter 3.

HIV/AIDS and Education

1. Situation analysis

The purpose of the HIV/AIDS preventive education program is to promote a healthy lifestyle and responsible behaviour and to prevent disease through education. Students and other academic and non-academic staff, at all levels of the education sector, are one of the most vulnerable groups to the HIV/AIDS pandemic. The findings of a study by the Ministry of Education in 2003/4 on the impact of HIV and AIDS on the Education Sector in Ethiopia indicated that between the years 1998 – 2002/3, the general picture of the prevalence of death among teachers in Ethiopian schools increased significantly. Indeed, the 2008 estimate of HIV/AIDS prevalence among adult population (aged 15-49 years) is 2.1% of which most belong to the school age population.

In 2007/8 there was a total of 5,441,556 orphans aged between 0 to 17 years of age, out of whom 898,350 were AIDS orphans. They face serious difficulties in completing their education. Children may be withdrawn from schools and colleges, in response to rising household expenditure, and to provide care to household members.

In the past, the Ministry has provided policy direction to REBs to integrate preventive measures towards HIV/AIDS in the entire curriculum starting from Grade three. The recently completed curriculum revision, however, intends to integrate the HIV/AIDS issue into Grade 1 as of 2010/11. The HIV/AIDS subject matter has also been integrated into the pre-service and in-service teacher education program. In addition, focal persons were assigned at Federal, Regional and Woreda level.

Anti-HIV/AIDS clubs are established at the general education level, TEI and the universities. These clubs have, to some extent, contributed in sensitizing members and the school/Institution community. Yet, the Annual Abstract of the Ministry of Education does not capture this information. The Education Sector HIV/AIDS Policy and Strategy adopted in 2008/09 has put all these efforts in one policy framework.

Main challenges

- There is low awareness and negligence of the risks associated with HIV/AIDS in the educational community

- Educators lack access to resource centers and educational materials related to preventive education.
- School curricula are not sensitive to the HIV/AIDS pandemic and its related risks.
- There is no systematic information gathering mechanism on the interventions and outcomes of activities pertaining to mitigating HIV/AIDS pandemic in the education sector.
- Little information on mainstreaming HIV/AIDS education issues in the sector planning and management.

2. Expected program outcomes

- Peer HIV/AIDS Education provision systematically organized in schools and institutions.
- School/institution based HIV/AIDS resource centers equipped with culturally appropriate and locally relevant materials.
- Communities, local institutions and schools sensitized and more closely involved in HIV/AIDS prevention, care and support activities in and around school.
- Key HIV/AIDS issues incorporated in selected subjects.
- Guidelines on peer education support in HIV/AIDS prevention, care and support developed and circulated in all schools and institutions.
- Implementation guideline on HIV/AIDS developed and distributed to schools and institutions.
- Special support provided for Orphans and vulnerable children (OVC).

Key outcome targets

The number of primary schools with Anti HIV/AIDS clubs will increase from 22,088 in 2009/10 to 32,248 in 2014/15.

The number of secondary schools with Anti HIV/AIDS clubs will increase from 1044 in 2009/10 to 1,534 in 2014/15.

The number of HEIs with Anti HIV/AIDS clubs will increase from 49 in 2009/10 to 59 in 2014/15.

The number of operational HIV/AIDS resource centers will increase.

STUDENTS AND OTHER
ACADEMIC AND NON-
ACADEMIC STAFF, AT ALL LEVELS
OF THE EDUCATION SECTOR, ARE
ONE OF THE MOST VULNERABLE
GROUPS TO THE HIV/AIDS
pandemic.

The number of selected subjects incorporating HIV/AIDS issues will increase.

All schools will have access to guidelines on peer education support.

All universities will establish and strengthen resource or information centers of HIV/AIDS.

The schools and Institution will have access to the translated education sector policy and strategy on HIV/AIDS and its implementation guideline.

Number of directly supported OVC will increase.

3. Policy and strategies

In 2008/09, the Ministry of Education launched a comprehensive Education Sector HIV/AIDS Policy and Strategy that responds to the crisis posed to the sector. The overall goal of the Policy and Strategy is to develop an HIV/AIDS response with a view to creating an HIV/AIDS free environment

in the education sector in Ethiopia. Its objectives are to prevent the spread of HIV, in collaboration with Ministry of Health and other Ministries, in the public/private and formal/informal education sectors by targeting learners/trainees, teachers, facilitators, families and other education sector staff. Its major components aimed at mitigating the pandemic are (1) mainstreaming HIV & AIDS interventions into the education sector's structures and processes; (2) integrating HIV & AIDS issues as pertinent research topics of the tertiary level institutions and (3) promoting HIV/AIDS awareness through extracurricular means such as Anti-HIV/AIDS Clubs at schools. The Policy and Strategy framework provides detailed activities to be implemented in prevention, care and support for students and personnel in the sector³.

.....
3 The Education Sector Policy and Strategy on HIV/AIDS: Responding to the Challenges of HIV/AIDS in Ethiopia, Federal Ministry of Education, Addis Ababa, Ethiopia, October 2009.

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Peer HIV/AIDS Education provision systematically organized in schools and institutions.	<p>Number of primary schools with Anti HIV/AIDS clubs will increase from 22,088 in 2009/10 to 32,248 in 2014/15.</p> <p>Number of secondary schools with Anti HIV/AIDS clubs will increase from 1044 in 2009/10 to 1,534 in 2014/15.</p> <p>Number of HEIs with anti HIV/AIDS clubs will increase from 49 in 2009/10 to 59 in 2014/15.</p>
Establishing HIV/AIDS clubs in all schools and institutions.	Number of Anti HIV/AIDS Clubs established.
Strengthening HIV/AIDS clubs by providing up-to-date IEC materials.	Availability of IEC materials in schools and institutions.
Preparing guidelines on peer education around HIV/AIDS.	Timely produced peer education guidelines.
Component 2: School/institution based HIV/AIDS resource centers equipped with culturally appropriate and locally relevant materials.	The number of operational HIV/AIDS resource centers will increase.
Selecting develop and distribute IEC materials.	Packages of IEC materials distributed to schools.
Training and assigning HIV/AIDS resource center coordination.	Number of trainees leading HIV/AIDS resources centers in schools and institutions.

* See comment on indicators and/or targets at the beginning of chapter 3.

Conducting continuous assessment and following up to link information dissemination to behavioral change.	Frequency of assessment on behavioral changes.
Component 3: Communities, local institutions and schools sensitized and more closely involved in HIV/AIDS prevention, Care, and Support activities in and around school.	Local communities will be more involved in HIV/AIDS clubs in schools. Support will be provided for OVC.
Developing materials for training local institutions on community involvement.	Availability of HIV/AIDS materials for training the target groups.
Conducting sensitization workshops on community involvement.	Number of sensitization events (e.g workshops, meetings). Number of OVC provided support.
Conducting sensitization workshops on community involvement through 'iddir', PTAs, KETBs, etc.	Number of sensitization workshops.
Providing supportive supervision in the transfer and/exchange of HIV/AIDS knowledge.	Number of supportive supervision.
Developing materials for training local institutions on community involvement.	Timely production of training materials.
Supervising and supporting the local communities in their transfer knowledge to the educational and school community.	Frequency of supervisory support to the local community in the extent of HIV/AIDS knowledge.
Component 4: Key HIV/AIDS issues incorporated in selected career school /institution subjects.	The number of selected career subjects incorporating HIV/AIDS issues will increase.
Reviewing the extent of HIV/AIDS integrated career subjects.	Reports on the review of curricular materials incorporating HIV/AIDS issues.
Organizing ToTs for teaching HIV/AIDS issues in career subjects.	Number of TOT events (e.g. workshops, seminars, etc) organized.
Designing a HIV/AIDS course and provide it in teacher training institutes.	Number of graduates of pre- and in-service training that received training on HIV/AIDS.
Component 5: Guidelines on peer education support in HIV/AIDS prevention, care and Support developed and circulated in all schools.	All schools will have access to guidelines on peer education support.
Developing and producing guidelines for peer education for use in schools.	Timely production of guidelines.
Providing supportive supervision to schools using the peer education guideline.	Number of supportive supervision.

Environmental education and protection

1. Situation analysis

While in previous years the government and the ministry gave attention to the importance of environmental education and protection, the issue was not identified as a specific crosscutting program under ESDP III. The gravity of this issue has become more pronounced in recent years and the need for the education system to pay more consistent and systematic attention to environmental concerns, is recognized.

Main challenges

- Need for comprehensive inclusion of environmental education and protection in the curriculum.
- Awareness of administrators, teachers and students to be strengthened.

2. Expected program outcomes

- Environmental education and protection will be given more attention in teaching and learning in the classroom at all levels.

4. Program matrix

More administrators, teachers and students will have been made aware of the importance of environmental education and protection.

Key outcome targets

At least 50% of students will be made aware of the importance of environmental education and protection.

At least 50% of teachers will demonstrate good knowledge of environmental education and protection.

3. Policy and strategies

To ensure that the education system pays sufficient attention to environmental issues, strategies will focus on two core areas: the curriculum and the awareness of administrative and teaching staff.

The inclusion of environmental education and protection in the curriculum within the focus on science will make it possible for a significant share of students to be introduced to the importance of this issue to the future sustainable development of Ethiopia. Awareness-raising activities will be organized, some as stand-alone events, others within teacher training, to gain the commitment of administrators, experts and leaders in the education sector to this issue.

Strategies and component activities	Indicator/target*
Component 1: Environmental education and protection will be given more attention in teaching and learning at all levels.	At least 50% of students will be made aware of the importance of environmental education and protection.
Developing relevant teaching and learning materials to accompany the curriculum.	No. of teaching and learning materials developed
Inclusion of environmental education and protection in teacher training.	% of teacher trainees who have followed a course on environmental education and protection
Component 2: More administrators, teachers and students have been made aware of the importance of environmental education and protection.	At least 50% of teachers will demonstrate good knowledge of environmental education and protection.
Broadcasting awareness-raising programs on educational television.	No. of programs broadcasted.
Organizing awareness-raising for experts.	No. of experts in awareness-raising events.
Organizing awareness-raising and in-service training programs for teachers and ABEC facilitators.	No. of teachers participated in awareness-raising and in-service training events.
Creation of environmental education and protection clubs in all schools.	% of schools with such clubs.

* See comment on indicators and/or targets at the beginning of chapter 3.

Education in Emergencies

1. Situation analysis

Education in situations of emergency and crisis is one of the “flagship” programs of the global ‘Education For All’ (EFA) campaign. It was recognized in the Dakar World Education Forum (2000) that one of the barriers to attaining the EFA goals was the large population of children who are forced out of school due to conflict, wars, rapid and slow onset of disasters such as floods and droughts.

Education in emergencies (EiE) was recognized as a key component of humanitarian response in Ethiopia when the National Education Cluster, including members from Ministry of Education and International and national NGOs, was set up in October 2008. The cluster’s role is to support the Ministry of Education in ensuring that children continue to receive some form of education during emergencies and to develop a preparedness strategy for future emergencies. The cluster has been supporting the Regional Education Bureaus to manage and strengthen the regional task forces.

Eight regions (Somali, Afar, Gambella, Amhara, Tigray, SNNPR, Benshangul Gumz and Oromiya) identified as emergency prone are affected every year by drought, floods and/or ethnic conflict. The recurrent nature of these emergencies along with pre-existing poverty and the complexities of pastoralist and agro-pastoralist communities affect thousands of children every year. The ability of children to access education is severely compromised as children drop out of school due to poverty, schools remain closed for extended periods of time, teachers leave the affected areas, school buildings are used as shelters or are damaged, school materials are damaged, children and their families are displaced from their villages and live in temporary shelters for long periods.

The unavailability of comprehensive information on the impact of emergencies on drop out, enrolment rates and overall education status leads to inadequate and untimely response. Consequently, thousands of children who drop out during an emergency continue to remain out of school affecting the drop out of school age children as a result of displacement or migration. According to the seasonal assessment reports conducted by the national and regional task forces organized to identify hot spots and to enable the Government, donors, international and local NGOs and the local community to act, there is the likelihood that these emergencies

might continue to occur in the near future and as a result they must be mainstreamed in ESDP IV.

Main challenges

- Enrolment rates remain low and drop-out rates remain high in emergency-affected areas.
- Lack of awareness of the impact of emergencies on education and therefore inadequate response by the education sector to emergency situations.
- Lack of commitment from sector actors, and lack of budget to respond to emergency situations
- Lack of co-ordination at Regional Level.

2. Expected program outcomes

Awareness on education in emergencies developed through teacher education.

Children affected by emergencies will continue their schooling.

Capacity of administrators, communities and schools to manage education in emergencies made stronger.

Information on emergency situations included in Education Management Information System.

Education management systems built to plan and prepare for education response in an emergency.

Key outcome targets

All teachers who work in emergency context will be able to deliver education in emergencies.

All woreda offices based in emergency contexts will have participated in capacity development programs and be able to implement EiE programs.

Collection of EiE data to be strengthened and mainstreamed into other data collection exercises carried out within the sector.

Each affected region will have an emergency preparedness response plan and a task force to implement and monitor the plan.

THOUSANDS OF CHILDREN WHO DROP OUT DURING AN EMERGENCY CONTINUE TO REMAIN OUT OF SCHOOL AFFECTING THE DROP OUT OF SCHOOL AGE CHILDREN AS A RESULT OF DISPLACEMENT OR MIGRATION.

3. Policy and strategies

A series of strategies will be implemented to ensure that all relevant actors in areas affected by emergencies are made aware of the need for preparedness. Teacher education programs will pay attention to this issue. Specific capacity development sessions will focus on administrators, communities and schools, for whom the risk to face an emergency is significant. More system related approaches will also be developed. They will be concerned on the one hand with the more systematic collection of data on emergencies and on the other hand with the setting up in affected regions of task forces and focal persons who will prepare an emergency response plan.

The strategies will be inspired by the Minimum Standards in Education in Emergencies (MSEE). These are tools to help achieve minimum level of educational access and quality in emergencies and early reconstruction and to ensure the accountability of stakeholders. The MSEE provides standards, indicators and guidance notes on five core categories:

- Minimum standards common to all categories
- Access and Learning Environment
- Teaching and Learning - (curriculum, training, instruction, and assessment.)
- Teachers and other Education Personnel
- Education Policy and coordination

4. Program matrix

Strategies and component activities	Indicator/target*
Component 1: Awareness on education in emergencies developed through teacher education.	All teachers who work in emergency context will have greater awareness of education in emergencies.
Updating teacher training modules.	Number of improved teacher training modules.
Training teachers in education in emergency through module in the CPD modules.	Number of teachers who have skill and knowledge of handling stressed and distressed/ psychologically traumatized/ children during emergencies.
Component 2: Capacity of administrators, communities and schools to manage education in emergencies made stronger.	All woreda offices based in emergency contexts will have participated in capacity development programs and be able to implement EiE programs.
Conduct capacity development training at Regional level for all regions.	Number of staff/ personnel and PTAs obtained capacity building training at region, woreda and schools level.
Support children affected by emergencies through provision of supplies.	Number of children benefited from the assistance of learning materials, school feeding program, school uniforms, tents and recreational kits.
Rehabilitation of schools/learning centers affected/ damaged by emergencies.	Number of school/learning centers rehabilitated. Number of safe learning space established.
Conduct capacity development training at woreda Level for woredas likely to be affected by Emergencies.	Number of woredas who have received capacity building training.
Component 3: All EiE planning and responses being fully integrated with other sectors such as WASH, nutrition, health, etc.	Each affected region will have an emergency preparedness response plan.

* See comment on indicators and/or targets at the beginning of chapter 3.

Identify named focal person in each region to lead EiE planning and preparation activities.	Person named in each region with role written into job profile.
Set up task force or cluster in each region to plan, prepare and co-ordinate EiE activities.	Cluster or task force set up in each region.
Ensure there is an Emergency Preparedness Response Plan in place in each region for EiE.	Each region has updated Emergency Preparedness Response Plan in place.

School Health and Nutrition

1. Situation Analysis

Good health and nutrition are essential for learning and cognitive ability. Ensuring good health and nutrition when children are of school age can boost attendance and educational achievement. School children are often thought of as naturally healthy, but studies in Ethiopia have shown that many schoolchildren are stunted in height, are anemic and iodine deficient, and in many areas are affected by health issues such as worms, diarrhea diseases, trachoma and other conditions. These highly prevalent conditions are all associated with impaired cognitive ability.

Healthier and better nourished children stay in school longer, learn more, and become healthier and more productive adults. Addressing nutrition and health among school-age children does more than improve the health and learning capacity of the treatment group; it also brings intergenerational nutrition and health benefits and long-term economic gains as well.

In the light of this evidence, the Government of Ethiopia has identified poor health and nutrition as major constraints on the quality of learning and educational achievement of its children. In response to this, the Federal Ministry of Education has decided to include SHN as one of the thematic issues included in its annual review meeting. As a result, as part of its drive towards Education for All, the 2008 Annual Review Meeting recommended that a national SHN strategy should be established.

As well as promoting educational quality, SHN promotes equity, as children who begin school with the worst health and nutrition status have the most to gain from SHN interventions. They also have the most to gain educationally, since they show the greatest improvement in cognition as a result of health and nutrition interventions. SHN thus particularly benefits the poor and the disadvantaged, many of whom are increasingly accessible through schools as a result of Ethiopia's universal education strategies.

School-based methods of promoting healthy behaviors are amongst the most successful ways of tackling some major problems of adolescence: violence, substance abuse, teenage pregnancy, and sexually transmitted diseases, including HIV/AIDS. Risk behavior in adolescence can have a major impact on education: in some countries more than a third of adolescent girls leave school prematurely, never to return, because of unplanned pregnancy. Achieving positive behavior change can promote the educational achievement of youth, and contribute to social capital.

ENSURING GOOD HEALTH
AND NUTRITION WHEN
CHILDREN ARE OF SCHOOL AGE
CAN BOOST ATTENDANCE AND
EDUCATIONAL ACHIEVEMENT.

Main Challenges

- A significant number of children affected by health problems.
- There is low awareness of the effect of poor health and nutrition on children's ability to learn in Ethiopia.
- Lack of ownership and coordination on delivery of comprehensive SHN intervention leading to ineffective resource utilization and application of different standard by different agencies.

2. Expected program Outcomes

- Health and nutrition conditions that adversely affect children's ability to participate in education reduced
- Use of School Health and Nutrition services by schools improved
- Healthy School Environment promoted

- Knowledge and skills of administrators and school staff enhanced through behaviour-centred and skill-based health education.
- Create conducive policy environment related to school health and nutrition.

Key outcome indicators

% of school children provided with one or more school health and nutrition services in school.

% of schools provided with access to safe drinking water.

Number of teachers trained on life skills based education.

Agreement signed and operational guideline developed between Ministry of Education, Ministry of Health and Water and Sewerage Authority.

3. Policy and strategies

The SHN strategy proposed seeks to support and augment other activities occurring in Ethiopia that aim to improve educational quality such as the General Education Quality Improvement Program (GEQIP) and School Improvement Planning (SIPs). The strategy aims to help ensure that children are healthy and better nourished and able to take full advantage of what is often their only opportunity for formal education. By doing this, SHN promotes learning, and simultaneously reduces repetition and absenteeism, and SHN can be amongst the most cost-effective means of improving educational quality.

4. Program Matrix

Strategies and Component activities	Indicator/target*
Component 1: Use of School Health and Nutrition services by schools improved.	
Mobilize local health service providers in assessment and provision of health and nutrition services such as mass de-worming at least once in a year, first aid, school feeding, Vitamin A capsule, referral to health services, counselling or psychosocial support etc as needed. Promote adequately iodized salt by establishing a school-based iodine monitoring system with use of rapid test kits.	% of school children provided with one or more school health and nutrition services in schools. % of schools with rapid test kits.
Conduct annual screening for vision, hearing and oral health.	% of school children with minor ailments identified and treated.
Encourage school garden in the school to promote good nutrition practices and serve as a bridge for knowledge transfer on nutrition and environment protection concept to the community.	% of schools with established school garden.
Component 2: Healthy School Environment promoted.	% of schools provided with access to safe drinking water.
Adequate and safe water supply and sanitary facilities made available at schools.	% of schools with hand washing facilities, and waste disposal facilities. % of schools with access to adequate toilet facilities segregated for boys and girls.
Component 3: Knowledge and skills through behaviour-centred and skill-based health education enhanced.	Number of teachers trained on life skills based education.

* See comment on indicators and/or targets at the beginning of chapter 3.

<p>Develop teachers training modules on life skills based education.</p> <p>Develop supplementary reading materials that provide practical skills linked to interventions, e.g., hygiene, malaria prevention.</p> <p>Carry out life skills-based health education activities with the active participation of school clubs, in the extra-curricular activities.</p> <p>Train teachers as “main actors” to take lead role for conducting the life skills-based and behavior centered health education program (in service training).</p>	<p>Number of teacher training modules developed.</p> <p>Number of supplementary reading materials developed.</p> <p>Number of schools with active school clubs in health and nutrition activities.</p> <p>Number of teachers trained on life skills based education.</p>
Component 4: Create conducive policy environment related to SHN.	Agreement signed and operational guideline developed between Ministry of Education, Ministry of Health and Water and Sewerage Authority.
<p>Establish/strengthen sectoral linkages and collaboration between MOE, MOH and MOWR to implement SHN in an integrated and organized manner.</p> <p>Develop school policies, norms and code of conduct regarding SHN e.g. use of drug, tobacco and alcohol, protocols on school infrastructure, healthy food, orphans and students with disability and diseases (including HIV/AIDS).</p>	<p>Linkage and, networking between MOE, MOH and MOWR at all levels strengthened.</p> <p>School level SHN policy and guideline established in all schools.</p>

Drug and Substance Abuse Prevention in Education

1. Situation Analysis

A historic rapid assessment was conducted on the situation of drug/substance abuse in 1995. The assessment covered twenty-five towns and included various categories of the Ethiopian population. The categories unequivocally agreed then khat/Chat, alcohol, tobacco, hashish/cannabis, and solvents and to a lesser degree heroin and cocaine were habitually abused substances. The poor in general, merchants and their families, street children, students, commercial sex workers, and the non-merchant middle class were dependents of the habit forming substances. But some groups such as out of school youth, young persons from khat producing areas, young people at school, working youth, rural Moslems, and young commercial sex workers were considered the most vulnerable groups. The study also unveiled that users of harmful drugs do not limit themselves to the use of one substance only. Users of one substance tend or are motivated to use two or more other

substances to maximize excitement. However, people combine and use substances that are common in the market and easily accessible. Evidently, khat, alcohol and tobacco are easily accessible physically and in terms of cost. The message here is that there is a need to design multifaceted approach to control drug / substance abuse. For instance, giving license to sell khat may be considered wrong as it serves as precursor to combined use of drug/substance. The city of Addis Ababa and other major regional towns are the areas most affected by drug abuse, but this is spreading to other small towns.

Drug and substance abuse affects the health of the individual abuser. There are several physical and mental health and nutritional problems associated with drug abuse. Many drug abusers suffer reduced productivity, and many lose or quit their jobs as a direct consequence of drug abuse.

THE EDUCATION SECTOR, AS PRODUCER OF A RESPONSIBLE, PRODUCTIVE, DEMOCRATIC AND RESPONSIVE WORK FORCE FOR THE ECONOMY, SHOULD BE ACTIVELY INVOLVED IN THIS CALL FOR PREVENTION OF DRUGS AND SUBSTANCE ABUSES.

The physical and mental agony of withdrawal is significant.

Families who live with drug abusers also experience many of the effects of drug and substance abuse. These include, among others, increased school dropout rates, and increased violence. Drug abuse is an expensive habit, and has bankrupted many families. There are high costs of treatment and rehabilitation incurred in handling the health and social consequential problems due to drug abuse.

It is hard to quantify the direct cost and implications of drug and substance abuse in the country. However, the increase in the number of street families, road traffic accidents, and work related accidents and reduced productivity are some of the costs of drug and substance abuse. The widespread use of substances is having debilitating effect both on members of the economically active and also on the school age populations.

Use of alcohol and drugs poses increased risks in the transmission of HIV. A number of studies have indicated the relationship between alcohol use and increased risky sexual behavior.

At present, there is a legal narcotics controlling body on matters of drug and substance abuse i.e. "Drug Administration and Control Authority/DACA" established by proclamation number 176/1999. Its mandate is limited to provision of special licenses to import, export, manufacture, possess or store narcotic drugs or psychotropic substances and related.

The control of drug and substance abuse requires multi-sectoral approach and concerted efforts of government organizations, NGOs, communities and others.

So the education sector, as producer of a responsible, productive, democratic and responsive work force for the economy, should be actively involved in this call for prevention of drugs and substance abuses. The different forums of educational processes (General Education, TVET and Higher Education) present ample opportunity for education on drugs and substance abuse/DSA control for teachers and students at all educational levels. It is strongly perceived that school and HEI gates and /or their vicinities are vulnerable spots to DSA. It is also a well-established fact that the youth in school or out of school is highly susceptible to be victimized by drug and substance abuse/DSA. Therefore, schools and HEIs are opportune facilities to institute strong and effective drug and substances control programs. Hence, the education sector should collaborate with DACA and other agencies as well as establish anti-

narcotics units to coordinate drug and substances abuse control activities, which will minimize dropouts, repetitions and violence in schools and higher education institutions/HEIs.

Main challenges

- Substance abuse is a significant risk for many youngsters.
- Linkage between substance abuse and school drop-out.
- Little attention at present within the education system to address this issue.

2. Expected program outcomes

- Governance structure for drug and substances abuse control and prevention established at all levels.
- Awareness raising programs on drug and substance abuse prevention conducted.
- Drug and substances abuse prevention mainstreamed.

Key outcome indicators/targets

Drug and substance abuse units will be established at all levels (MOE, REB, HEIs, WEOs and schools).

MOE will be actively involved in the Inter Ministerial and Technical Committee which is established at a federal level to prevent drug and substance abuse.

Awareness programs will be conducted on the current status of drug and substance abuse and on the preventive measures to be taken.

Main streaming strategy for drug and substance abuse will be developed in collaboration with DACA and other relevant agencies.

Drug and substance abuse prevention will be mainstreamed.

DSA prevention will be included in the next revision of curricula.

3. Policy and Strategies

Ethiopia has demonstrated its commitment to international communities to fight drug abuse by ratifying Conventions: single convention on narcotic drugs, 1961 as amended by the 1972 protocol amending the single convention on narcotic drugs, 1961; convention on psychotropic substances 1971; and United Nations convention against illicit traffic in narcotic drugs and psychotropic substances, 1988.

It is stated, in the health policy issued in 1993 by the then Transitional Government of Ethiopia, that the acquisition of harmful habits such as

cigarette smoking, alcohol consumption, drug abuse and irresponsible sexual behavior will be discouraged. It is further stipulated that this will be achieved by providing health education through the mass media, community leaders, religious and cultural leaders, professional associations, schools and other social organizations. Furthermore, the national drug policy of the Transitional Government of Ethiopia 1993 states, “make necessary efforts to deter the illegal manufacturing, distribution and consumption of narcotics and psychotropic drugs”.

To this end, strategies will be used to prevent drug and substance abuses amongst the youth and adults in the education sector. Indeed this endeavor will call for the collaborative and integrated efforts of other sector ministries and agencies (Ministry of Youth and Sports, Federal police, Customs Authority, Ministry of Health, Ministry of Labor and Social Affairs,

HAPCO etc) which are the main partnerships in this mission. The first strategic concern will be ensuring the existence of structures at all levels of the education sector to take care of preventive measures against illicit drug and /or substance abuses. The second most paramount strategy will be provision of education and counselling services to target groups in the education sector. This will focus on intensive and extensive awareness raising and training programs, and counselling services. The areas of concern will be the disastrous impacts of DSA and then its prevention mechanisms. The third strategy centers on mainstreaming drug and substance abuse prevention in the strategic and operational plans of every educational institution which will enhance matters of accountability and responsibility, monitoring and evaluation.

4. Program Matrix

Strategies and component activities	Indicator/target*
Component 1: Governance structure for drug and substances abuse prevention and control established at all levels.	Number of DSA prevention units established at federal, regional ,Woreda and school level.
Establishing and/or strengthening DSA prevention units at MOE,REBs ,WEOs, Universities, Colleges of Teacher Education and TVET centers.	DSA prevention structures at all levels. Number of anti-drug and substance abuse clubs in all levels of educational institutions. Number of universities, Colleges of Teacher Education and TVET centers with anti-drug and substance abuse clubs. % of primary and secondary schools with anti-drug and substance abuse clubs.
Involving in the inter ministerial and technical committee for drug and substance abuse prevention.	Number of meetings involved. Reports organized and submitted.
Component 2: Awareness raising programs on drug and substance abuse prevention conducted.	% of primary and secondary schools that conducted awareness on DSA prevention.
Conducting sensitization work shop on DSA prevention in cooperation with DACA and relevant agencies.	Number of universities, colleges of teacher education and TVET centers that conducted awareness on DSA prevention. Number of awareness raising programs conducted at federal, regional and WEO levels. Number of REBs, Universities, CTEs and TVET institutions involved in the work shop.
Conducting TOTs on drug and substance abuse prevention.	Number of trainings conducted in cascade. Number of trainees participated. Number of awareness programs conducted to schools and community, and higher education institutions.

* See comment on indicators and/or targets at the beginning of chapter 3.

Component 3: Drug and substances abuse prevention mainstreamed	% of educational institutions that mainstreamed DSA prevention in their strategic and operational plans
Developing DSA prevention mainstreaming guidelines for the education sector Mainstreaming DSA prevention in strategic and operational plans Including DSA prevention in curriculum revision	DSA prevention guide lines developed % of educational institutions that mainstreamed DSA prevention in their strategic and operational plans DSA prevention planned to be included in the next curricula revision
Conducting monitoring and evaluation on DSA prevention activities	Best practices on DSA prevention scaled up and expanded to other educational institutions Status reports on DSA prevention



CHAPTER 4

Implementation, monitoring and evaluation framework

Implementation structures and processes

Implementation structures and processes of ESDP IV will follow the current distribution of responsibilities throughout the education sector in Ethiopia. The latest decentralization reform, which started some eight years ago, has transferred important responsibilities for general education to the woreda offices: these offices now exercise their responsibilities, with support from regional offices, within an overall framework developed at federal level.

The **Federal Ministry of Education** has a major role to play in policy development, planning, monitoring and evaluation in order to ensure a balanced and equitable development of the education sector. The effectiveness of this role has been strengthened through the recent organizational reform conducted under the BPR paradigm. Business processes were established at Ministry of Education which aim at streamlining and better coordinating processes across the different education sub-sectors.

There is a need for central steering of the implementation of ESDP IV. The existing Technical Working Group (TWG) which brings together ministry officials and representatives from the development partners and which is chaired by the Process owner of the Planning and Resource Mobilization process, will, as part of its regular meetings, review progress in ESDP IV implementation. Two specific structures for ESDP IV monitoring will be set up. A central role in overseeing the implementation of the education sector plan will be given to a Joint Steering Committee (JSC), a government-stakeholder partnership body, similar to the Central Steering Committee operating under ESDP III. The JSC will be chaired by the Minister of Education, and bring together representatives from the Ministry and from development partners. In addition, Joint Consultative Meetings (JCM) will be organized which will bring together a wider group of people: the members of the JSC, the process owners of Ministry of Education as well as representatives of MoFED, other relevant Ministries, Regional Education Bureau Heads

together with development partners. The JSC will meet quarterly and the consultative meetings will take place half-yearly, in liaison with the JSC meetings. The Ministry of Education's Planning and Resource Mobilization Process will form the technical secretariat for JSC and be in charge of preparing its meetings.

There is also a need for steering the implementation of ESDP IV at the regional level. Under ESDP III, in all nine regions and in the two City Administrations (Addis Ababa and Dire Dawa) **Regional Steering Committees** (RSC) were foreseen as regional state-stakeholder partnerships with a view to overseeing and coordinating the implementation process of regional education sector plans. RSCs will bring together the heads of Regional Government Institutions and stakeholders with the Planning Process of the Regional Education Bureaus (REB) playing the role of the Secretariat. Under ESDP IV, the RSCs will be strengthened and so will the coordination between the JSC and the RSCs. **Half-yearly meetings** of representatives of RSCs with representatives of JSC and its technical secretariat will be organized to review the regional implementation of ESDP IV. This will allow the Federal Ministry to fully play its role of national coordinator for the implementation of ESDP IV.

Coherent implementation of ESDP IV will widely depend on the existence of **annual operational plans (AOPs)** to be prepared at the national, regional and woreda levels. Annual operational plans will allow turning ESDP IV into an adaptive process, with a view to regularly adapting original objectives and means in light of the changing circumstances. AOPs will spell out in detail the activities to be undertaken at each administrative level during the year in order to progress as effectively as possible toward achieving the goals and outcomes of ESDP IV. **Yearly meetings** organized between the federal and regional level will allow harmonizing the preparation of AOPs.

Starting from the ESDP IV matrices, those in charge of implementing programs will clearly spell out for each program:

- The specific targets (expected outputs) to be reached during the year.
- The precise activities that will be taken in order to reach the expected outputs.
- The timing of each activity.
- The unit responsible.

Implementation structures and processes of ESDP IV will follow the current distribution of responsibilities throughout the education sector.

AOPs will need to be closely linked to the annual preparation of budgets. As a consequence, the fiscal year has to be taken as the reference year for the operational plan and coherence has to be established between operational planning and budget preparation schedules. For the sake of improved coherence between planning and budgetary process, the introduction of a program based budget would be advisable.

Monitoring, review and evaluation (MRE) system

A comprehensive system of interrelated and mutually supportive mechanisms for monitoring, review and evaluation will be developed. Given its central importance within the context of Sector Wide Approach (SWAp) and government driven planning and implementation, existing monitoring, review and evaluation processes will be strengthened.

In line with the results-based approach adopted under ESDP IV it is intended to move to an outcome based MRE system and to strengthen formative and summative evaluation in addition to monitoring and review processes. This will be done by reinforcing the participative nature of the organizational structure and processes for MRE, and by defining a selected number of key performance (outcome) indicators for MRE (see below).

Organizational structure for MRE

In terms of organizational structure for MRE, two levels need to be distinguished. At a first level, since each Ministry process in charge of a specific program will prepare Annual Operational Plans (AOPs), these will form the basis for day to day, routine monitoring by program implementing units. The Regional Bureau level management will also prepare similar plans.

At a second level, a Strategic Monitoring Sub-Committee (SMSC) will be established under the Joint Steering Committee with the particular responsibility of monitoring the plan implementation in a more comprehensive way. That is to say, to ensure information exchange and coordination between the different program implementing processes, and to deliberate collectively about higher level decisions to be made for keeping the plan implementation process on track. The Sub-Committee will be composed of MoE Process Owners and chaired by the Process Owner for Resource Mobilization and

Planning. The Process of Resource Mobilization and Planning will act as the Secretariat for the Committee which should meet as often as required and at least half-yearly in order to ensure a meaningful monitoring process.

The SMSC will directly report to the Joint Steering Committee, and will advise the Minister on major policy decisions required at critical moments of the plan implementation (especially on the occasion of the annual review, and mid-term and final evaluation). This arrangement will also be applicable to the REBs and the two City Administrations.

The Monitoring, review and evaluation (MRE) procedure

The MRE procedure will be an interrelated and sequential chain of continuous monitoring, annual reviews and mid-term and final evaluations (organized at the occasion of ARMs). The MRE procedure will apply to both federal and decentralized levels.

Routine monitoring at national and decentralized levels

The plan implementation will be monitored on a routine basis through structured meetings within the different MoE processes based on the targets and indicators contained in the Annual Operational Plans. Similar monitoring procedures will also be put in place at decentralized levels of management (region and woreda levels). Short standardized written performance reports will be produced by the implementing units at half-yearly intervals using the guidelines and tools provided to them by the Secretariat of the Strategic Monitoring Sub-Committee.

Routine monitoring reports will focus on progress in the production of planned outputs and outcomes, implementation of activities, utilization of inputs and budget implementation, implementation of recommendations issued by of the Annual Review Meeting. The reports will be submitted to the SMSC as a basis for reviewing progress, examining problems and constraints and recommending corrective action to be taken. Half-yearly reports will also be prepared by the regional level and submitted to the SMSC.

In addition annual reports will be prepared as inputs to the Annual Review Meetings as a means of reporting on progress and management of programs as compared to Annual Operational Plans and ESDP IV outcomes.

GIVEN ITS CENTRAL IMPORTANCE WITHIN THE CONTEXT OF SECTOR Wide Approach (SWAp) AND GOVERNMENT driven planning and implementation, EXISTING MONITORING, REVIEW AND EVALUATION PROCESSES WILL BE STRENGTHENED.

Joint Review Missions and Annual Review Meetings with stakeholders

At the third level, Joint (government-donors) Review Missions (JRM) will be conducted each year prior to the Annual Review Meetings. JRMs will concentrate on selected issues for review decided by the Technical Task Force, a committee consisting of Government and development partners. JRMs may be also informed by studies and research to assess the progress in outcomes as stipulated under ESDP IV.

The Secretariat of the SMSC (Process of Resource Mobilization and Planning) will prepare a consolidated annual performance report on the basis of the half-yearly and annual reports prepared by the implementing units at both the MOE and REBs as well as other additional inputs (such as JRM reports, evaluative studies and financial reports).

These reports serve as the basic document for the Annual Review Meeting with stakeholders. The ARM will offer the opportunity to assess achievements and shortcomings of the plan implementation and to agree on improvements in order to reach the development objectives and targets put forward by ESDP IV. Each ARM will be timed in such a way that it can serve as a basis for preparing the Annual Operational Plan and the budget of the following year.

Mid-Term and Final evaluation

ESDP III has put major emphasis on monitoring of key performance indicators, primarily related to inputs, but less so on formative and summative evaluation. Under ESDP IV, there will be a mid-term evaluation conducted in the course of 2012/13 and presented at one of the ARMs. This is intended to examine more carefully results obtained and problems encountered and to decide whether there is need for revision of the targets and programs foreseen for the second term of ESDP IV. In addition to the internally produced performance reports, the Resource Mobilization and Planning Process will carry out special evaluative studies to assess more systematically programs with innovative components, with a view of deriving lessons from these studies for further planning and program development.

A final evaluation of a summative nature will be conducted at the end of ESDP IV in order to draw comprehensive lessons for ESDP V. Selected evaluative studies will be undertaken prior to it and a final performance report prepared in 2014/15 E.C. to look back at the plan as a whole. The final performance report will be presented at a Final Review Meeting with stakeholders in order to evaluate final outcomes, their relevance, cost-

effectiveness and sustainability. This meeting will also analyze the reasons why certain results have been achieved and not others and derive lesson for possible policy revision and for preparing the next education sector plan.

Key performance indicators

A set of key performance indicators will be used to allow monitoring of the main program outcomes as stipulated under ESDP IV. These indicators are directly derived from the targets put forward in the program matrices. They have been commonly agreed upon by the stakeholders of ESDP IV, i.e. the government tiers (MOE, REBs, WEOs), the community and the development partners.

To improve the reliability of data, ESDP IV suggests to further strengthen the EMIS system, in particular at decentralized levels. This is, of course, one of the preconditions for a strengthening of decentralized planning capacities.

The following list presents the key indicators for ESDP IV. This list includes indicators which already were identified under ESDP III (to allow for a continued monitoring) and some new indicators of particular relevance for monitoring the main objectives of ESDP IV.

The program matrices in ESDP IV propose many indicators and targets, to monitor the progress made with the achievement of the expected outcomes and the implementation of the proposed programs and activities. This should be treated with care: not all information can be collected at this stage. The personnel and resources needed to collect all this information at a nation-wide level may not be available. We have nevertheless opted to mention these indicators as they can guide future data collection exercises. They are meant to focus all stakeholders involved in ESDP IV implementation, on what are considered to be key points and thus steer their work towards the ESDP IV objectives.

Before undertaking new data collection exercises, it is useful to check if for some indicators, information is already being collected by various departments as part of their normal administrative and reporting procedures. In many cases, information is available, but is not yet analyzed at present and no indicators are available. In other cases, the information is not yet being collected. It is suggested that, during the implementation of ESDP IV, the already available data will be analyzed and, where necessary, additional data will be collected; this can then form the basis to define a target. The collection of new data may not always need to cover the whole country but could proceed for certain data, on a sample basis.

Key performance indicators of ESDP IV⁴

Indicators	Base year 2009/10	Target 2010/11	T a r g e t 2011/12	Target 2012/13	T a r g e t 2013/14	T a r g e t 2014/15
1. Budgetary and expenditure indicators						
% national budget/GDP	19.8%	19.8%	19.8%	19.8%	19.8%	19.8%
% education/budget	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%
Federal	17.5%	17.5%	17.5%	17.5%	17.5%	17.5%
Regional	24.9%	24.9%	24.9%	24.9%	24.9%	24.9%
National	20.8%	20.8%	20.8%	20.8%	20.8%	20.8%
% primary budget in regional education budget	61.9%	61.9%	61.9%	61.9%	61.9%	61.9%
% of general education in total education budget	46.8%	54.8%	55.0%	56.2%	60.0%	55.0%
% of TVET in total education budget	8.2%	8.4%	9.3%	10.8%	7.3%	8.8%
% of HE in total education budget	31.7%	24.5%	23.0%	21.4%	21.2%	24.0%
2. Quality						
% Primary school teachers with diploma qualification [Grades1-8]	38.4%	49.7%	61.0%	72.3%	83.3%	94.6%
% Secondary school teachers with degree qualification [Grades 9-12]	79.4%	83.6%	87.8%	90.2%	96.2%	98.2%
Primary school student-textbook ratio						
Grades 1-2			4 (1:1)	4 (1:1)	4 (1:1)	4 (1:1)
Grades 3-4			5 (1:1)	5 (1:1)	5 (1:1)	5 (1:1)
Grades 5-6			7(1:1)	7 (1:1)	7 (1:1)	7 (1:1)
Grades 7-8			8 (1:1)	8(1:1)	8(1:1)	8 (1:1)
Secondary school student-textbook ratio						
Grades 9-10		10 (1:1)	10 (1:1)	10 (1:1)	10 1:1)	10 (1:1)
Grades 11-12		10 (1:1)	10 (1:1)	10 (1:1)	10 1:1)	10 (1:1)
Primary Education (1-8) student/teacher ratio	57.0	55.6	54.2	52.8	51.4	50.0
Secondary Education student teacher ratio						
Grades 9-10	40.2	39.0	37.7	36.3	34.9	33.3
Grades 11-12	25.3	24.8	24.2	23.6	23.0	22.2

.....
 4 A detailed list of indicators on TVET is included as annex 2.

Indicators	Base year 2009/10	Target 2010/11	T a r g e t 2011/12	Target 2012/13	T a r g e t 2013/14	T a r g e t 2014/15
Primary education (1-8) student –section ratio	57.0	55.6	54.2	52.8	51.4	50.0
Secondary education (9-12) student –section ratio	64.0	59.2	54.4	49.6	44.8	40.0
Students scoring at least 50% in Core Subjects in NLA ⁵						
Grade 4	40.9%	65%			75%	
Grade 8	35.6%	60%			70%	
Grade 10	13.8%	50%			70%	
Grade 12	34.9%	60%			70%	
Students scoring at least 75% in Core Subjects in NLA						
Grade 4	1.7%	20%			25%	
Grade 8	0.7	20%			25%	
Grade 10	1.3%	20%			25%	
Grade 12	12.4%	20%			25%	
Completion rate grade 1-4 ⁶						
Boys	75%	76%	89%	98%	107%	116%
Girls	73%	74%	86%	95%	102%	109%
Average	74%	75%	88%	97%	104%	112%
Completion rate grade 5-8						
Boys	47%	49%	57%	58%	63%	79%
Girls	44%	49%	59%	60%	64%	79%
Average	46%	49%	58%	59%	64%	79%
3. Efficiency						
Grade 1 drop out rate						
Boys	17.3%	14.1%	10.8%	7.5%	4.3%	1.0%
Girls	16.0%	13.0%	10.0%	7.0%	4.0%	1.0%
Average	16.7%	13.6%	10.4%	7.3%	4.1%	1.0%
Dropout grade s1-8						
Boys	11.5%	9.2%	7.1%	4.9%	2.8%	1.0%
Girls	10.0%	8.0%	6.1%	4.3%	2.4%	1.0%
Average	10.8%	8.7%	6.6%	4.6%	2.6%	1.0%
Repetition Grade 4-8						
Boys	6.1%	5.2%	4.2%	3.1%	2.1%	1.0%
Girls	5.4%	4.6%	3.7%	2.8%	1.9%	1.0%
Average	5.8%	4.9%	3.9%	3.0%	2.0%	1.0%

⁵ 2004 and 2005 are skipped as the National Learning Assessment does not take place every year

⁶ The completion rate is calculated as follows: total numbers of pupils in a grade/total age group expected to be in this grade. As a result, the completion rate may be higher than 100 %.

Indicators	Base year 2009/10	Target 2010/11	T a r g e t 2011/12	Target 2012/13	T a r g e t 2013/14	T a r g e t 2014/15
4. Access						
GER in ECCE						
Boys	6.9%	9.5%	12.1%	14.8%	17.4%	20%
Girls	6.9%	9.5%	12.1%	14.7%	17.4%	20%
Average	6.9%	9.5%	12.1%	14.7%	17.4%	20%
Grade 1 GIR						
Boys	136%	133%	130%	126%	123%	120%
Girls	126%	123%	121%	118%	116%	113%
Average	131%	128%	125%	122%	119%	116%
Grade 1 NIR						
Boys	86.2%	88.3%	90.4%	92.5%	94.6%	100%
Girls	82.7%	85.5%	88.3%	91.1%	93.9%	100%
Average	84.5%	87.0%	89.5%	92.0%	94.5%	100%
NER1-4						
Boys	92.9%	93.3%	93.7%	94.1%	94.6%	95%
Girls	90.1%	91.0%	92.0%	93.0%	94.0%	95%
Average	91.5%	92.2%	92.9%	93.6%	94.3%	95%
NER 5-8						
Boys	51.9%	57.5%	63.1%	68.8%	74.4%	80%
Girls	52.0%	57.6%	63.2%	68.8%	74.4%	80%
Average	52.0%	57.6%	63.2%	68.8%	74.4%	80%
NER 1-8						
Boys	89.3%	90.8%	92.4%	93.9%	95.5%	97%
Girls	86.5%	88.6%	90.7%	92.8%	94.9%	97%
Average	87.9%	89.7%	91.5%	93.4%	95.2%	97%
GER 1-4(including ABE)						
Boys	133.4%	134.9%	133.1%	132.0%	130.8%	129.5%
Girls	124.5%	126.2%	124.6%	123.9%	123.0%	122.1%
Average	129.1%	130.7%	128.9%	128.0%	127.0%	125.9%
GER 5-8						
Boys	67.1%	68.5%	73.3%	80.7%	89.9%	100.4%
Girls	68.3%	69.0%	73.5%	81.3%	91.0%	102.3%
Average	67.1%	68.5%	73.3%	80.7%	89.9%	100.4%
GER 1-8						
Boys	98.7%	99.4%	102.5%	105.8%	110.0%	114.9%
Girls	93.0%	94.4%	98.0%	101.1%	104.9%	109.2%
Average	95.9%	96.9%	100.3%	103.5%	107.5%	112.1%
GER 9-10						
Boys	44.0%	44.5%	47.2%	52.8%	57.8%	61.8%
Girls	35.2%	38.5%	44.1%	52.6%	58.9%	62.3%
Average	39.7%	41.6%	45.7%	52.7%	58.4%	62.0%
GER 11-12						
Boys	8.2%	8.0%	8.5%	8.4%	8.8%	9.7%
Girls	3.8%	4.3%	5.3%	6.1%	7.3%	9.2%
Average	6.0%	6.2%	6.9%	7.3%	8.0%	9.5%
Admission preparatory secondary education(Grades 11-12]	204,000	209,000	231,000	254,000	293,000	360,000

Indicators	Base year 2009/10	Target 2010/11	T a r g e t 2011/12	Target 2012/13	T a r g e t 2013/14	T a r g e t 2014/15
% share of females Grades 11-12]	31%	35%	38%	42%	45%	48%
Enrollment in functional Adult literacy	-	9,100,000	18,200,000	18,200,000	18,200,000	9,100,000
Gross enrolment	36.0%	47.8%	59.6%	71.4%	83.2%	95.0%
Male	50%	59.0%	68.0%	77.0%	86.0%	95.0.0%
Female	23%	37.4%	51.8%	66.2%	80.6%	95.0%
Enrolment TVET	717,603	723,062	813,503	928,323	1,045,385	1,127,330
% of females	46	46.4	47.2	48.0	48.9	50
Number of trainers TVET	14,596	16,186	17,776	19,366	20,956	22,547
Number of institutions TVET	815	888	956	1029	1,102	1,147
Admission HE (govt undergraduate regular) % females	29%	30.2%	31.8%	34.4%	37.6%	40%
Enrolment HE (Undergraduate)	185,788	243,779	308,324	368,345	430,582	467,445
Ratio science and technology to SHS	61:39	63:37	65:35	67:33	69:31	70:30
5. Equity						
GPI for GER Primary (1-4)	0.93	0.94	0.94	0.94	0.94	1.00
Primary (5-8)	0.97	0.99	0.99	0.99	0.97	1.00
GPI for GER Secondary (9-10)	0.80	0.87	0.93	1.0	1.0	1.0
Preparatory(11-12)	0.46	0.54	0.63	0.72	0.83	1.0
Emerging Regions						
GER 1-8						
Afar	58.0%	66.0%	74.0%	82.0%	90.0%	98.0%
Somali	63.8%	71.0%	78.2%	85.4%	92.6%	100%

CHAPTER 5

Financial framework

The cost of the implementation of ESDP IV depends on several factors, which can be grouped under the following items:

1. Policy objectives, as translated into targets for admission and internal efficiency.
2. Assumptions about the use of resources (such as pupil/section ratios or pupil/textbook ratios).
3. Assumptions about the cost of specific items and their evolution over the five-year period (such as teacher salaries).

The list of detailed targets and assumptions can be found in Annex 1.

Taking these targets and assumptions as a basis, a full cost estimate has been made for ESDP IV, by sub-sector and by category of spending.

Subsequently, an estimate is made of available financing. This estimate is also based on a number of assumptions. This allows for an estimate of the financing gap to be filled. Much of the financing for general education is a regional responsibility so it is dependent on the commitment of regions and woredas to the sub-sector. There is considerable variation in regional expenditure on education and understanding this better will be the subject of work with the Ministry of Finance over the life of ESDP IV.

Review of ESDP III Financing

One indicator of future financing is how education financing has progressed over the life of ESDP III. The total financing requirements for ESDP III were estimated at around 53 billion birr (at 2006 prices) broken down as shown in Table 5.1.

Table 5.1 Planned cost of ESDP III in million birr

Sub-Program	Capital	Recurrent	Total	Percentage Share
Primary Education	11,866.0	16,161.7	28,027.7	54.76
Secondary Education	2,895.1	1,893.3	4,788.4	9.36
Technical and Vocational Education and Training (TVET)	1,729.7	1,269.8	2,999.5	5.86
Higher Education	4,106.9	8,830.8	12,937.6	25.28
Other (including contingency)	1,242	3,748.1	4,990.1	4.74
Total	21,839.7	31,903.6	53,743.3	100.0

ESDP III assumed the rate of growth of GDP to be in the range of 7.3% to 9.6%. The Government also committed to increase the share of education from GDP to over 7% in 2009/10 from 3.1% in 2004/05. Based on a 9.6% growth rate, the Government allocation to education was estimated to increase from about Birr5 billion in 2005/06 to Birr10.9 billion in 2009/10. Community contributions were estimated to increase from Birr784.5 million in 2005/06 to Birr1.13 billion in 2009/10 and from cost sharing in TVET and tertiary from Birr32.4 million in 2005/06 to Birr106.9 million in 2009/10. These sources together were estimated to cover 85% of program costs. The model generated a financing gap of around 2.4 billion birr in 2005/06 but this

fell to zero in 2009/10. The gap was expected to be covered by bilateral and multilateral partners. It was anticipated that expenditure on salaries would fall to around 60% of recurrent spending.

The Public Education Expenditure Review (June 22, 2010) shows the overall resource envelope for education rose to 9.6 billion birr in 2007/08 (around two billion less than the ESDP III cost projection). This represented around 4% of GDP in 2007/08 (down from 4.7%). Of that around 46% was spent on primary, and 9.4% on secondary, 3.7% on TVET and over 40% on higher education. The university expansion program has driven up higher education spending. Primary spending held up, while both secondary and TVET have been

receiving less funds than indicated in ESDP III. There has also been a continued squeeze on non-salary recurrent costs which continue to be only around 5% of recurrent expenditure for primary schools. The PEER also estimates sources of financing of the education budget for 2008/09. Of total available funds of 15 billion around 2.7 billion birr (or 18%) came from donors, 328 million birr came from community contributions, and 635 million birr came from cost sharing. So, while the total volume of financing has increased, it has not to date kept pace with the expansion of the system. Contributions from donors however appear to have exceeded the expectations set in the ESDP III planning period.

Cost of ESDP IV

Criteria used for cost calculations

Targets for admission and internal efficiency

The cost of ESDP IV depends firstly on its major policy objectives which are translated into specific targets for admission and internal efficiency.

Within the government's overall vision to become a middle-income country by 2025, several key objectives for ESDP IV have been defined: the achievement of universal primary education by the end of the ESDP IV period; expansion of secondary education, with a view to achieve universal secondary education in the medium term; and focus on science and technology are among the key objectives. The enrolment patterns in upper primary, secondary, TVET and higher education depend to a large extent on the evolution of enrolment in the early grades. They also depend, of course, on policy choices made with regard to these higher levels, such as the transition rate between grade 8 and 9 and the distribution between TVET and preparatory education after grade 10.

The description of the priority programs has mentioned the various targets. The most important ones are briefly recalled hereunder. They all relate to 2014/15 except if otherwise indicated:

- The GER of ECCE will increase to 20%
- The net intake rate in grade 1 will be 97% (87% of the children will enter into formal primary education and 10% into Alternative Basic Education).
- The drop-out rate in all grades of general education will reach 1% for both boys and girls.
- The repetition rate in all grades of general education (G1-10) will reach 1%.

- The transition from the end of ABE to grade 5 will be 97%.
- The transition rate from grade 8 to 9 is expected to be 98% in 2014/15.
- After grade 10, by 2014/15, 20% of students will enter into preparatory 11, with the remainder entering Teacher Education or TVET.
- 95% of grade 12 students will enter Higher education in 2014/15.
- All illiterate adults will participate in a two-year FAL program.

Assumptions on norms and standards for use of resources

The cost of the further expansion and improvement of the Ethiopian education system under ESDP IV depends strongly on the norms and standards related to the use and the cost of human and material resources. The assumptions used in the ESDP IV costing model are listed in Annex 1. Hereunder the most important ones are recalled:

Primary Education	
% enrolment in non Government schools	7%
Students per section, grades 1-8	50
ABE student per facilitator	30
% sections using double shift system	25
% low cost classrooms	80
Secondary Education	
% Enrolment in non Government schools grades 9-10	
% Enrolment in non Government schools grades 11-12	10%
Students per section, grades 9-10	40
Students per section, grades 11-12	40
% unqualified teachers grades 9-12	0%
TVET	
% Enrolment in non Government institutions	40%
Students per section	20

Within the vision to become a middle-income country by 2025, several key objectives for ESDP IV have been defined: achievement of universal primary education by the end of ESDP IV; expansion of secondary education, with a view to achieve universal secondary education in the medium term; and focus on science and technology.

Higher Education	
Enrolment in non government institutions	5% - 15%
Student/teacher ratio	1:20 (in 2014/15)

Assumptions for cost

All costs are indicated at 2010/11 prices. Unit costs calculated from available statistics for the base year (2008/09) have been updated for 2009/10 and 2010/11 using the same inflation rate (GDP price index).

Regarding salary costs (teaching and non-teaching staff), the plan foresees that salaries remain in line with inflation. Some more detailed assumptions can be found in Annex 1. Cost estimates have been added for some specific programs, including the school feeding program, scholarships programs, ICT and boarding facilities. MoFED has also instructed all sector ministries to include a specific budget for gender activities; as a result, it has been estimated here in at 2% of the total sector budget. This share

has therefore been added to the total cost after all other calculation and is assigned neither to recurrent nor to capital expenditure nor to federal or the regional budgets.

The Adult Education program foresees to make 95% of illiterate adults participate in a two-year FAL course. The total number of illiterate adults is estimated at 36.4 million by 2014/15. It is therefore planned that 8.65 m will be inducted each year for the first four years of the program. Training cost is estimated at \$20 per participant per year, with the government covering 90% of this cost.

Total ESDP IV cost

The following tables present the overall cost of ESDP IV, first in aggregate then by sub-sector.

The total cost is estimated at about 140 billion birr in Table 5.2. The cost increases steadily between 2010/11 and 2013/14 before decreasing slightly in the last year. The increasing trend is mainly due to increasing recurrent costs as the system expands. The decrease between 2013/14 and 2014/15 is mainly due to a reduction in capital costs, both at the federal and regional levels.

Table 5.2: Total cost of ESDP IV (in million birr)

	2010/11	2011/12	2012/13	2013/14	2014/15	Total
Recurrent costs	14,203	19,497	20,272	22,610	23,568	100,150
Capital costs	6,344	8,733	8,366	9,184	7,850	40,477
Total cost	20,547	28,230	28,638	31,794	31,418	140,627

The share of spending per sub-sector and program during ESDP IV implementation period is shown in Table 5.3, while Table 5.4 compares

the share of various sub-sectors and programs between the planned spending for ESDP III and for ESDP IV.

Table 5.3: Share of sub-sectors and programs in cost of ESDP IV (in million birr)

Sub-sector	Total ESDP IV	%
Advisory & Support Services	10 125	7.2%
General education	80 298	57.10%
Primary	52 032	37.00%
Secondary	15 750	11.20%
Adult education and other programs	12 375	8.80%
TVET	11 250	8.00%
Higher Education	30 516	21.70%
Colleges of Teacher Education	2 672	1.90%
Special Needs	281	0.20%
Gender Program	2 813	2.00%
HIV/AIDS	2 813	2.00%
Total	140 627	100.00%

Table 5.4: Share of sub-sectors ESDP III and ESDP IV (in % of totals)

	Planned under ESDP III	Planned under ESDP IV
Administrative, advisory & support services	4%	7.2%
General Education	60.8%	57.1%
Primary	48.1%	37.0%
Secondary	12.3%	11.2%
Adult education	0.5%	8.8%
Technical and Vocational Education and Training	8.6%	8.0%
Higher Education	24.0%	21.7%
Colleges of Teacher Education	1.9%	1.9%
Other programs ²²	0.5%	4.2%
TOTAL	100%	100%

Graph 5.1 shows the share of various sub-sectors in total spending by year. The share of primary and secondary increases steadily, largely

compensated by a decrease in higher education's share. Detailed figures are presented in Annex 3.

Graph 5.1 Share of sub-sectors and programs in cost of ESDP IV

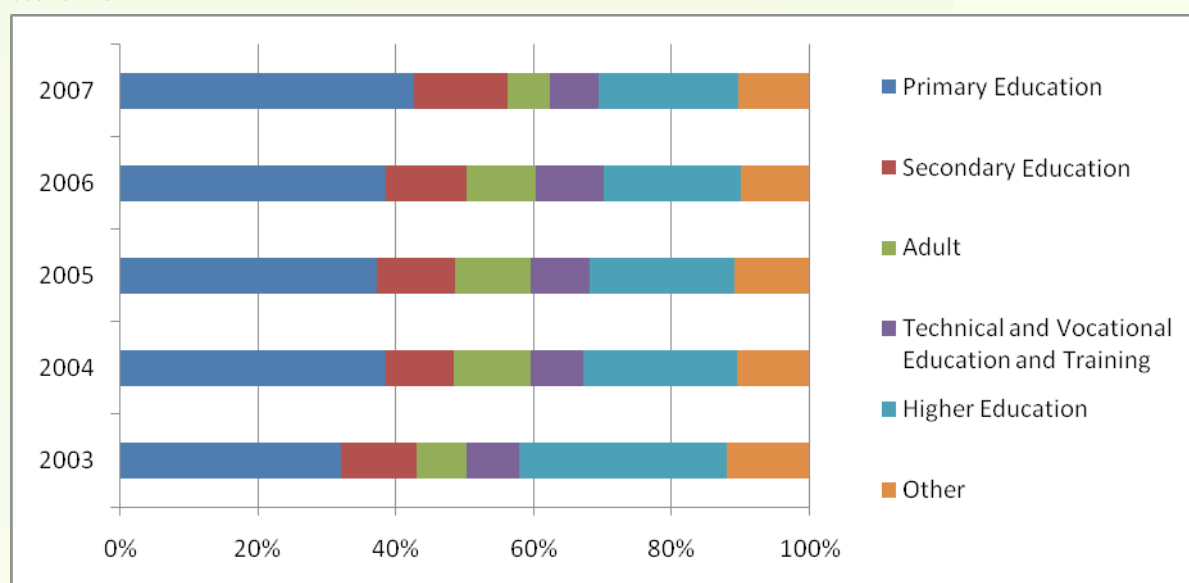


Table 5.5 shows that less than three quarters of total spending is for recurrent costs and just under 30% for capital costs. Over a quarter of spending is assigned to the federal budget. Almost

three-quarters of the total cost is expected to be spent by the regions and the woredas (which are summarized under "regional level" in the table).

Table 5.5 Cost of ESDP IV: distribution between recurrent and capital budget and between regional and federal budget (in million birr)

	2010/11	2011/12	2012/13	2013/14	2014/15	Total	%
Federal budget. Recurrent	3 226	4 432	4 496	4 992	4 933	22 078	15.7%
Federal budget. Capital	2 671	3 670	3 723	4 133	4 084	18 282	13.0%
Federal budget. Total	5 897	8 102	8 219	9 125	9 017	40 360	28.7%
Regional budget. Recurrent	11 404	15 668	15 894	17 646	17 437	78 048	55.5%
Regional budget. Capital	3 246	4 460	4 525	5 023	4 964	22 219	15.8%
Regional budget. Total	14 650	20 128	20 419	22 669	22 401	100 267	71.3%
National budget. Recurrent	14 203	19 497	20 272	22 610	23 568	100 150	71.2%
National budget. Capital	6 344	8 733	8 366	9 184	7 850	40 477	28.8%
National budget. Total	20 547	28 230	28 638	31 794	31 418	140 627	100%

The tables 5.6 a and b present the share of different categories of spending for the four main sub-sectoral programs (primary, secondary, TVET and higher education). In each case, the spending on the administration and the support of the school system by the federal, regional and woreda levels has been included and redistributed by level.

Table 5.6a Share of different categories of spending (primary, secondary)

	Primary Education	Secondary Education
Teachers	45.7%	27.1%
Non-teaching staff	4.0%	4.3%
Training	7.0%	4.8%
Textbooks	6.2%	6.2%
School Operating costs	8.4%	8.8%
Sector admin & support	8.9%	7.7%
School feeding	8.9%	n/a
WASH	3.2%	n/a
Scholarships	n/a	2.3%
Boarding facilities	n/a	3.4%
Capital spending	7.6%	35.4%
Total	100%	100%

In primary education, less than 50% of spending goes to teacher salaries. This can be explained by two factors: on the one hand, the inclusion of spending on sector administration and on teacher training (which in many other budget presentations is not assigned to primary education); on the other hand, the government's intention to focus on elements which are more directly related to quality improvement or which are expected to help decrease pupil drop-out, such as spending on school feeding, school maintenance and textbooks. For secondary education, a similar scenario exists: around a quarter of funds are for teacher salaries, while over 35% of spending is for capital expenses.

The share of salaries is smaller for TVET and Higher Education, with around half of the foreseen costs for capital spending and significant shares for non-salary recurrent spending, mainly referring to direct subsidies by government to these institutions.

Table 5.6b Share of different categories of spending (TVET, higher education)

	TVET	Higher Education
Salaries	17.9%	12.1%
Other recurrent	20.2%	43.0%
Sector admin & support	6.2%	1.7%
Capital spending	55.7%	43.2%
Total	100.0%	100.0%

Financing of ESDP IV

Government budget and financing gap

Projected costs for ESDP IV are estimated to increase significantly, from an annual 22 billion in 2010/11 to 29 billion in 2014/15. The costs will be covered by domestic and external financing sources. Government, through Federal and Regional budgets is expected to be the main source of funding.

Table 5.7 Estimated financing gap for ESDP IV (in million Birr)

	2010/11	2011/12	2012/13	2013/14	2014/15	Total
a. Estimated Education budget	18 286	19 748	21 802	24 113	26 742	110 691
b. Projected costs	20 547	28 230	28 638	31 794	31 418	140 627
Gap (a-b)	-2 261	-8 482	-6 836	-7 681	-4 676	-29 936

The decrease in the gap in the final year of the program is due to the expansion in the available budget, the expected strong economic growth (at nearly 11% in 2014/15), and a slight decrease in program costs.

Table 5.8 examines the financing gap to be expected for primary education, assuming

Projecting government budgets forward (see Annex 1 for assumptions), the government education budget is around 18 billion birr in 2010/11, climbing to nearly 27 billion by 2014/15.

The difference with the projected costs leads to a financing gap. Table 5.7 presents the indicative financing plan, with a financing gap for each of the five years of ESDP IV, totaling nearly 30 billion birr.

that the share of primary education within the regional education budget will remain at the three-year average of 62.5%. It is projected that there will be an annual gap of 2-4.5 billion birr. It is more difficult to make similar projections for other levels of education where there is less clarity about expected spending patterns.

Table 5.8 Estimated financing gap for ESDP IV for primary education (in million Birr)⁵

	2010/11	2011/12	2012/13	2013/14	2014/15	Total
a. Estimated Primary Education budget	6 582	7 267	8 037	8 913	9 884	40 683
b. Projected Primary Education costs	9 122	12 534	12 715	14 117	13 950	62 438
Gap (a-b)	-2 540	-5 267	-4 678	-5 204	-4 066	-21 755

The financing gap is estimated on the basis of the assumptions, identified above, on the shares of education in the budget. It therefore can be filled by an increase in the share of education in the national budget and/or an increase in support from development partners. From 1996-2000, education represented an average of 19.8% of the National Budget. As, the FTI recommended benchmark is 20%, it would seem that there is limited scope to further increase the national budget devoted to education. However, with GEQIP becoming effective in 2009/10 and to last for the entire life of ESDP IV, on-budget resources for education are expected to increase.

Additional financing

Donor Financing

Total donor financing to education is currently (2009/10) estimated at around \$340m:

- Education's national share of the Protection of Basic Services (PBS) scheme - \$167m
- On-budget support to the education sector (e.g. GEQIP) – approx. \$100m
- Off-budget support to the education sector – approx. \$73m

As off-budget support may not be in line with government priorities, it is estimated that currently the current donor contribution to ESDP is around \$310m.

⁵ The costs for primary education in this table are higher than those in table 5.3, as they include administrative costs and some teacher training, which in Table 5.3 were included under other categories.

On-budget donor contributions are included in the education budget presented above (with on-budget project support appearing as capital expenditure). Off-budget contributions are not included and, where aligned with ESDP IV objectives and coordinated with government activities, will reduce the financing gap. Table 5.9 shows that the government has been successful in leveraging ever greater resources to education but faces uncertainty going forward.

Assuming that donor contributions increase as projected between 2009/10 and 2010/11, that they can be sustained at that level, and that they can be completely aligned with ESDP objectives, the financing gap over the life of the plan will decrease significantly. An increase of around \$85m per year over 2010/11 commitments would eliminate the funding gap entirely (if aligned to ESDP objectives).

Table 5.9 Donor contributions and commitments

		ESDP III					ESDP IV				
		2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
On budget	USDm	\$7	\$10	\$19	\$20	\$101	\$202	\$55	\$75	\$69	\$35
Off budget	USDm	\$55	\$66	\$77	\$96	\$73	\$142	\$144	\$125	\$7	\$0
PBS to education	USDm	\$0	\$52	\$133	\$200	\$167	\$109	\$104	\$76	\$0	\$0
TOTAL with PBS	USDm	\$65	\$127	\$229	\$317	\$342	\$453	\$302	\$277	\$76	\$35
TOTAL in support of ESDP	USDm	\$38	\$94	\$191	\$268	\$305	\$382	\$230	\$214	\$73	\$35
On budget	ETBm	64	92	182	189	1,115	2,681	728	1,003	918	459
Off budget	ETBm	522	624	730	917	801	1,892	1,913	1,658	92	-
TOTAL with PBS	ETBm	620	1,207	2,179	3,008	3,757	6,029	4,021	3,678	1,010	459
TOTAL in support of ESDP	ETBm	359	895	1,814	2,550	3,357	5,083	3,065	2,849	964	459

Community Contributions

The 2010 Public Education Expenditure Review estimates that community contributions to primary school construction, mainly in the form of labour and materials, are around 0.1% of GDP or approx. ETB3bn. Many communities also systematically raise money for recurrent costs, but this varies greatly from region to region and no national estimates currently exist.

Under ESDP IV, community involvement will go beyond financial, material and labor contributions; communities will be expected to exercise leadership, participate in school management in such a manner that it reflects their ownership of the school. In this context, the communities will continue to contribute to financing education, in particular through support to low-cost classroom construction through provision of local materials and labor. The community may also, based on its ability and development level, help out with non-salary recurrent expenditure. Students and parents also participate in the financing of education through fees in TVET and tertiary education. An increase in these contributions can contribute to filling the financing gap.



CHAPTER 6

Major assumptions, risks and mitigation

It is true to say that planning is intrinsically associated with uncertainty and risk, but planning becomes more realistic if it is able to identify risks and anticipate action, wherever possible, to mitigate anticipated risks which can be controlled by human beings.

It is useful to make a distinction between internal and external risks. Internal risks are those which are internal to the education sector itself. They are thus much more under the control of planners and managers of the education sector than external risks which may arise outside of the education sector, and for which educational responses are inadequate. Within its specific history and cultural and social characteristics, each country has its own set of internal and external risks.

Assumptions are directly related to risks. They represent specific situations which will be essential for the successful implementation of a large-scale educational intervention, such as an education development plan.

Assumptions

The following assumptions have been identified as particularly crucial for ESDP IV implementation:

1. A peaceful and stable environment

The development of education demands a peaceful and stable environment, so that children do not feel threatened going to school and that communities see investment in the education of their children as a source for future development. Ethiopia has gone through periods of internal and external unrest. However, several years of border stability and internal peace seem to indicate that the internal environment of Ethiopia has been stabilized and that peace is likely to be maintained in the near future.

2. Continued economic growth

Ethiopia's economic activities have shown encouraging results since some fifteen years. Economic growth has been high in Ethiopia with real GDP growth in the order of 10% between 2004/05 and 2008/09. So far the world economic crisis has only slightly affected the economic

growth of Ethiopia (2009/10 growth rate of 7%), but there is also a fear that the economic downturn in neighboring countries could further affect Ethiopia. In addition, the rather high inflation rates experienced over recent years could entail macro-economic imbalances which in turn could negatively affect continued economic growth. However, inflation has been lowered recently. On the whole, internal and external experts agree that Ethiopia stands a good chance to continue its swift economic development. The targeted GDP growth rate as indicated by MoFED (of an average of 10.4% over the ESDP IV period) may be achievable.

3. Government commitment to choices made

ESDP IV represents a coherent set of choices with new emphases, such as the commitment to quality and the focus on science and technology. Such choices need long term commitment and major investment maintained at least in the medium, if not long term before they can bear their desired effects and impact. The Government of Ethiopia has indeed an overarching development vision which indicates that it is strongly committed to them, not only in the education sector, but at the inter-sectoral level through its vision to become a middle-income country by 2025.

4. Federal, regional and woreda offices are guided by a common vision

Given the federal nature of the Ethiopian political system, regions and woredas are the main implementers of the general education component of ESDP IV. Indeed, regions receive their budgets directly from MoFED and they are free to allocate it within their own set of priorities to respond to their particular circumstances. In order to achieve a coherent implementation of ESDP IV, the federal level will work closely with the regions, to provide technical guidance for the preparation of the regional plans and to engage in joint operational planning and monitoring of ESDP IV implementation. Necessary mechanisms have been foreseen through the M&E design of ESDP IV.

5. Continuous support of development partners

Similar to the federal and decentralized government, it is expected that development partners remain committed to the priorities of ESDP IV once they have agreed to the overall plan

and to fund certain of its components. Given the longstanding engagement of most development partners to the improvement of education in Ethiopia, it can be expected that such positive collaboration will continue in the medium term.

6. Full implementation of BPR

Under ESDP III, public administration in Ethiopia has engaged in an ambitious reform to restructure its organization conducted under the business process reengineering paradigm. At all levels of the administration, departments operating by sub-sectors were abolished in favor of a process oriented structures. The reform still requests full implementation so that it can reach its intended effects of increased effectiveness and efficiency. Policy makers have been fully committed so far to its implementation and this can be expected to continue.

Risks and mitigation

While the above are assumptions that form broad underlying conditions for a successful ESDP IV implementation, there are also some risks which are inherent to the education sector.

1. Turn-over of qualified staff (both teaching and administrative)

Under ESDP III many capacity development activities were conducted throughout the education sector, but both teaching and administrative staff continue to experience a high level of turnover. ESDP IV is equally geared to capacity development, but it also foresees activities related to career progression and career development which should enhance the motivation of staff to remain within present functions, and thus help to reduce staff turnover.

2. Community support slowing down

The level of community support to education has been significant under ESDP III in particular with regard to the construction of schools in rural areas. The motivation of the community to support education is very high because parents perceive education as a prospect for social mobility and a substantial opportunity to improve life chances of their children. There may be a risk that education is not able to fulfill promises because the labor market may not be in a position to absorb flows of qualified graduates from education. As a consequence, community support may slow down out of a sentiment of disillusion. The drive to improve quality during this five year plan is designed to

keep communities supportive of keeping their children in school. Understanding labour market demand for more educated employees will also be key to a more nuanced approach.

3. Lack of sustainability of reliance on the private sector, especially for the development of TVET

The current involvement of the private sector in organizing and delivering TVET programs is very high since more than 50% of TVET students are enrolled in the private sector. Given that parents have to pay tuition fees, this is an expression of the strong interest of families to offer education to their children beyond secondary education, but also of the capacity of the private sector to take on this task. The sustainability of a privately organized TVET may be questioned since it depends on the capacity of families to contribute which itself is a function of their income. In case of economic downturn, the private offer may shrink and training opportunities could disappear. A clear link between technical vocational education and work opportunities will again be important to reducing this risk.

4. Emergencies : drought and natural catastrophes

Over the past years, Ethiopia experienced several periods of drought which have severely affected certain regions with regard to food security. Emergencies such as caused through natural catastrophes affect all parts of human life, including education. Populations may need to be on the move. Children may not be in a position to go to school. Funding may be distracted from education for emergency interventions and food. ESDP IV has foreseen a cross-cutting program on education in emergencies as a means to be able to quickly respond to the circumstances arising out of emergency.

5. Funding gap

Implementation of the plan depends on filling a funding gap of about 30 billion birr over the life of the program. Failure to fill this funding gap will mean that elements of the education program will not be implemented. Increased government financing (though the share of education in the budget is already high), continued and growing donor support and community contributions can help fill this gap, while a more effective use of available resources will also lead to greater results.

Annex 1: List of targets and assumptions for planning, costing and financing of ESDP IV

Targets for admission, transition and internal efficiency

- Increase in GER of ECE to 20% by 2014/15
- Net intake rate in grade 1 is 97% in 2014/15 (87% of 7 year-olds will enter into formal primary education and 10% into Alternative Basic Education)
- Drop-out rate is 1% for grades 1-10 by 2014/15
- Repetition rate is 1% for grades 1-10 by 2014/15
- Drop-out rate in ABE is 1% by 2014/15
- Transition from end of ABE to grade 5 is 97% in 2014/15
- 50% of leavers after primary first and second cycle enter into TVET in 2014/15
- Transition rate from grade 8 to 9 is 98% in 2014/15
- 98% of grade 10 students sit the exam by 2014/15
- Transition after grade 10 from 2009/10 onwards: 20% into preparatory 11; CTE entrance based on capacity and needs; remainder into TVET
- Distribution from Grade 10 exam into TVET: level 1 & 2: 24/28; level 3 & 4: 3/28; level 5: 1/28
- Drop-out rate in grade 11-12: 2% by 2014/15
- Repetition rate grades 11-12: 3% by 2014/15
- 95% of grade 12 students enter Higher education
- Distribution for both boys and girls between streams in year 1 as follows:
 - Engineering & Technology 40.0%
 - Natural & computational sciences 20.0%
 - Medicine & Health sciences 5.0%
 - Agriculture & Life sciences 5.0%
 - Business & Economics 20.0%
 - Social sciences & Humanities 10.0%
 - [The share entering teacher education is based on the needs]
- Transition rates in university are as follows:
 - Year 1 to 2: 90% for engineering and technology, 80% for other streams
 - Year 2 to 3: 95% all streams
 - Year 3 to further: 80% for engineering and technology, 20 or 30% for other streams
- Further transition rates into masters are defined but not detailed here.

Assumptions on norms and standards for use of resources (by the year 2014/15)

Primary

- % Enrolment in non-Government schools 7%
- Students per section, grades 1-8 50
- ABE student per facilitator 30
- % sections using double shift system 25
- % low cost classrooms 80
- Teachers per section Gr 1-4 1.046 [22 sections – 23 teachers]

■ Teachers per section Gr 5-8	1.275 (11 sections – 14 teachers)
■ Average number of students per school	557
■ Students per non-teaching staff	300
■ Ratio textbooks per student Grades 1-2	4 (by 2011/12)
■ Ratio textbooks per student Grades 3-4	5 (by 2011/12)
■ Ratio textbooks per student Grades 5-6	7 (by 2011/12)
■ Ratio textbooks per student Grades 7-8	8 (by 2011/12)

Secondary

■ % Enrolment in non-Government schools Gr 9-10	5%
■ % Enrolment in non-Government schools Gr 11-12	10%
■ Students per section, Gr 9-10	40
■ Students per section, Gr 11-12	40
■ Teachers per section, grades 9-10	1.5
■ Teachers per section, grades 11 – 12	1.8
■ Textbooks per student grades 9-12	10 (by 2010/11)

TVET

■ % Enrolment in non-Government schools	40%
■ Students per section	20
■ Teachers per section	1.5 (by 2010)
■ Ratio sections/classrooms	1

Higher Education

■ Non-government involvement in regular programs	
■ Engineering & Technology	10%
■ Natural & computational sciences	10%
■ Medicine & Health sciences	5%
■ Agriculture & Life sciences	5%
■ Business & Economics	15%
■ Social sciences & Humanities	5%
■ Non-government involvement in evening, kiremt & distance programs	
■ Engineering & Technology	20%
■ Natural & computational sciences	50%
■ Medicine & Health sciences	10%
■ Agriculture & Life sciences	50%
■ Business & Economics	50%
■ Social sciences & Humanities	50%
■ Student/teacher ratio	
■ Engineering & Technology	25
■ Natural & computational sciences	25
■ Medicine & Health sciences	15
■ Agriculture & Life sciences	20
■ Business & Economics	30
■ Social sciences & Humanities	30
■ % of expatriate teachers	3%

Assumptions for cost

- Assumptions are made about inflation in 2008/09 and 2009/10. All costs for the planning period are in 2010/11 prices
- Average teacher salaries will increase in line with inflation
- For textbooks, learning materials and school construction, targeted prices are indicated at the base year value. In the model, unit costs are incremented with inflation rate
- School operating costs include an allowance for school maintenance and the school grant
- 20% of textbooks are to be replaced every year
- Cost estimates have been added for some specific programs, as follows:
 - Adult education: cost of a two-year FAL course: 20 US\$ per participant per year
 - School feeding program - Primary schools in six regions: 1290 schools in the program
 - Scholarships Program for 2% of Grade 9 & 10 students, at an average of 2000 Birr
 - Boarding facilities in secondary schools for 1% of students
 - ICT program: a cost estimate made by the relevant Process indicates a total cost over the five-year period of 2,341,780,260 billion birr
- Cost estimates for higher education have been made outside of the model, by Ministry and university staff

Assumptions for financing

Real GDP growth is estimated by MoFED as follows: 7% in 2010/11, 8% in 2011/12; 10.4% in 2012/13; 10.6% in 2013/14; 10.9% in 2014/15. The shares of the National budget in the GDP and of the Federal and Regional budgets in the National Budget are kept constant at base year (2008/09) levels. The shares of education in the federal and regional budgets, and the share of primary education in the regional budget are kept constant at the three-year average (2006/07-2008/09). Hereunder are the base year figures:

■ % National budget / GDP	Recurrent	9.1%
	Capital	10.6%
■ % Federal budget / National	Recurrent	41.0%
	Capital	67.0%
■ % Regional budget / National	Recurrent	59.0%
	Capital	33.0%
■ % Education / Federal Budget	Recurrent	14.9%
	Capital	18.8%
■ % Education / Regional Budget	Recurrent	35.2%
	Capital	9.2%
■ % Primary Education / Regional Budget	Recurrent	64.5%
	Capital	46.6%

Annex 2: Indicators and targets on TVET

		Base year 2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Enrolment	Total	717,603	799,548	881,494	963,439	1,045,385	1,127,330
	Government	430,562	479,729	528,896	578,064	627,231	676,398
	Non-government	287,041	319,819	352,597	385,376	418,154	450,932
Trainers	Total	14596	16186	17776	19366	20956	22547
	Government	9514	10317	11120	11923	12726	13528
	Non-government	5082	5869	6656	7443	8230	9019
Institutions	Total	815	827	934	1013	1074	1137
	Government	257	287	317	347	377	407
	Non-government	557	592	627	662	697	730
	Polytechnics	1	48	0	4	0	0
Number of enterprises involved in cooperative training		1,208	13326	19099	22480	26135	30062
Number of trainees accommodated by cooperative training		163,509	13326	19099	22480	26135	30062
Number of companies conducting in-company training		15	45	85	135	195	295
% of trainees graduated and employed		45	70	75	80	85	90

		Base year 2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Number of accredited industry assessors for levels 3&4		1,324	469	781	1198	1719	2448
Number of accredited industry assessors for levels 1&2			3281	5469	8385	12031	17135
Total number of accredited industry assessors		1,324	3,750	6,250	9,583	12,750	19,583
Number of trainers graduated from the three levels	Total	14,596	16,186	1776	19366	20956	22547
	Govt	9514	10317	11120	11923	12726	13528
	Non-Govt	5082	5869	6656	7443	8230	9019
Total number of accredited industry assessors		1,324	3,750	6,250	9,583	12,750	19,583
Number of transferred technologies		100	200	400	600	800	1,000
Number of trainees organized in MSEs		78,248	87,746	187,985	300,718	425,944	563,665
Number of new MSEs established		7,771	8,775	18,799	30,072	42,594	56,367
Number of occupations with assessment tools		211	300	330	350	370	390
Number of assessed candidates		75,000	225,000	375,000	575,000	825,000	1,175,000
Number of accredited assessors		1,860	2,500	2,500	3,333	4,167	5,000
Number of accredited assessment centers		174	250	250	334	417	500
Number of occupations with occupational standards		250	300	330	350	370	390
Competent/ certified candidates in %		20	28	36	44	52	60

	Base year 2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Number of value chains mapped in priority centers		60	120	180	240	300
Number of identified technologies needed for MSEs		360	720	1,080	1,440	1,800
Number of selected technologies needed for MSEs		300	600	900	1,200	1,500
Number of trained technology adapters		600	1,200	1,800	2,400	3,000
Number of qualified technology multipliers		150	300	450	600	750
Number of documented/ developed blue prints		300	600	900	1,200	1,500
Number of developed prototypes		240	480	720	960	1,200
Number of tested and approved prototypes		216	432	648	896	1,080
Number of transferred technologies		200	400	600	800	1,000
<ul style="list-style-type: none"> Copied/imitated 		190	380	570	760	950
<ul style="list-style-type: none"> Improved 		10	20	30	40	50
Number of new patents		9	18	27	36	45
Number of incubated MSEs for technology transfer		600	1,200	1,800	2,400	3,000
<ul style="list-style-type: none"> Capital acquired up to 20,000 ETB 		534	1,068	1,602	2,136	2,670
<ul style="list-style-type: none"> Capital acquired from 20,000 to 500,000 ETB 		60	120	180	240	300
<ul style="list-style-type: none"> Capital acquired above 500,000 ETB 		6	12	18	24	30

Annex 3: Projected spending on ESDP IV by sub-sector

(in million birr)

Sub-sector	2010/11	2011/12	2012/13	2013/14	2014/15	Total	% share
Advisory & Support Services	1,912	1,993	2,089	2,069	2,063	10,125	7.2%
General education	11,407	16,065	16,297	18,207	18,323	80,298	57.1%
• Primary	7,286	10,399	10,201	11,637	12,507	52,032	37.0%
• Secondary	2,465	2,671	3,106	3,530	3,977	15,750	11.2%
• Adult education	1,627	2,966	2,962	3,010	1,810	12,375	8.8%
TVET	1,765	2,074	2,315	2,986	2,108	11,250	8.0%
Higher Education	6,676	6,040	5,755	6,001	6,046	30,516	21.7%
Colleges of Teacher Education	472	505	538	571	588	2,672	1.9%
Special Needs	46	51	57	63	66	281	0.2%
Gender Program	423	516	523	582	567	2,613	2.0%
HIV/AIDS	423	516	523	582	567	2,613	2.0%
Total	23,176	27,811	28,149	31,112	30,380	140,627	100.0%