Education Sector Development Programme VI (ESDP VI)

2013 – 2017 E.C.
2020/21 – 2024/25 G.C.

The Federal Democratic Republic of Ethiopia

Federal
Ministry
of Education

Addis Ababa

Education Sector Development Programme VI (ESDP VI)

2013 – 2017 E.C.
2020/21 – 2024/25 G.C.

The Federal Democratic Republic of Ethiopia

Federal Ministry of Education
2021
Addis Ababa

Foreword from the Minister

Educating a generation is like planting a tree, what is planted today bears fruit for the next decade, is basis for the economic, social and political wellbeing of a nation. Education is also a Human Rights issue, families and communities are not allowed not to educate their children. Ethiopian Constitution Article 90 dictates on Access to Education for All.

Ministry of Education of the Federal Democratic Republic of Ethiopia has been conducting Education Sector Development Plan (ESDP) for the last twenty-five years. By implementing all of the previous ESDP-1 to ESDP-5, huge achievements have been registered in Access to Education and Coverage, though a longer mile is still remaining in terms of Education Quality, Equity, especially for students with Special Needs and those from pastoralist community.

The current Education Sector Development Plan, ESDP-6, is designed to strongly address the gaps of the previous EDSPs. Additionally Hallmarks of ESDP-6 are the new and revised curricula after more than two and half decades, use of digital technology for quality improvement, new thoughts in to the non-Formal and Adult Education, , introduction of skills training at Grade-11 and Grade-12 so that hundreds of thousands of students completing secondary education system become junior professionals in their areas of Training. This, in particular, is aimed to enabling the General Education produce skilled labor for the job market without requiring college level education for those that might not have the chance to join Tertiary Education.

If it were not for the immense support MoE has been receiving from Partners in Education, it would have been impossible for to be where we are now in terms of past achievements. In the future, too, no way MoE would be successful in ESDP-6 without the cooperation of our development Partners in Education. My appreciation, in particular, goes to the Global Partnership for Education (GPE), International institute for Educational planning (IIEP), Education Technical Working (ETWG), Steering Committees and Technical Committees and all of those that took part in the preparation of this ESDP-6.

H.E. Dr.-Ing. Getahun Mekuria Kuma
Minister, Ministry of Education,
 Federal Democratic Republic of Ethiopia

Table of contents

Section 3 Priority programmes: Goals, objectives, components, strategies, and key interventions 31

List of tables

List of figures

List of abbreviations

ABE	Alternative Basic Education	GPI	Gender Parity Index
ANFE	Adult and Non-Formal Education	HIV/AIDS	Human Immune-deficiency Virus/Acquired Immune Deficiency Syndrome
BPR	Business Process Re-engineering	ICT	Information, Communication and Technology
BSC	Balanced Scorecard	IDP	Internally Displaced Person
CEICT	Centre for Educational Information and Communication Technology	IFAE	Integrated Functional Adult Education
CLC	Community Learning Centre	IFMIS	Integrated Financial Management Information System
CPD	Continuous Professional Development	KG	Kindergarten
CSO	Civil Society Organization	KPI	Key Performance Indicator
CTE	College of Teacher Education	MoE	Ministry of Education
C&TE	Career and Technical Education	MoF	Ministry of Finance
DP	Development Partner	NEAEA	National Educational Assessment and Examination Agency
DSA	Drug and Substance Abuse	NER	Net Enrolment Rate
E.C.	Ethiopian Calendar	NGO	Non-Governmental Organization
ECCE	Early Childhood Care and Education	NIR	Net Intake Ratio
EGMA	Early Grade Mathematics Assessment	NLA	National Learning Assessment
EGRA	Early Grade Reading Assessment	PSTA	Parent, Student and Teacher Association
EiE	Education inEmergency	REB	Regional Education Bureau
EMIS	Education Management Information System	SDG	Sustainable Development Goal
ESAA	Education Statistics Annual Abstract	SIP	School Improvement Programme
ESDP	Education Sector Development Programme	SMIS	School Management Information System
ETB	Ethiopian Birr	SNE	Special NeedsEducation
ETWG	Education Technical Working Group	TMIS	Teacher Management Information System
G.C.	Gregorian Calendar	TVET	Technical and Vocational Education and Training
GDP	Gross DomesticProduct	WASH	Water, Sanitation and Hygiene
GEQIP	General Education Quality Improvement Programme	WEO	Woreda Education Office
GER	Gross Enrolment Rate	WHO	World Health Organization
GIS	Geographical Information System	ZED	Zonal Education Department

Section 1

Situation analysis
of the education sector

Access, equity, and internal efficiency in general education

Pre-primary education

In 2018/19 pre-primary GER was 40.7%, which is well below the ambitious ESDP V 2019/2020 target of 80%. This is only a very slight improvement on the 2014/15 baseline of 39%. The gross enrolment rate increased in the early years of the plan, to 49% in 2015/16, before continuing to decrease in subsequent years.

There are significant regional disparities in access to pre-primary education, with very high pre-primary GERs in the capital regions of Addis Ababa (97.6%) and Harari (91.2%), and much lower enrolment in Benishangul Gumuz (36.7%), Oromia (28.4%), Afar (12.9%) and Somali (7.9%) regions.

In the baseline year (2014/15) O-class had the highest GER (25%), while Kindergarten and CtC each had a GER of 7%. The landscape has not changed significantly over the ESDP V period, but there has been a decrease in CtC enrolment and a slight increase in Kindergarten GER – in 2018/19 the GER in CtC was 2.9%, in O-class 26.7%, and in Kindergarten 11.1%.

Research conducted by Young Lives on the scaling up of O-class shows that there was a lack of human capacity, both at the dedicated ECCE administrator level and at the regional level.

Qualified teachers and classroom facilitators (Woodhead et al., 2017). The shortage of O-class teachers resulted in overcrowded classrooms, teachers on low-paid temporary contracts, inadequately trained teachers, and low overall teacher motivation. Inadequate O-class facilities and lack of learning resources have also been a concern (Pankhurst, 2019).

Other challenges cited in the MTR included lack of adequate classrooms and facilities, lack of formal structure and personnel at the grassroots level responsible for pre-primary education, lack of clarity on the goals and modalities of pre-primary education among REBs and woredas, and limited budget (Jimma University, 2019). It was also reported that the initial baseline data was flawed as it was based on population projections rather than the actual school-age population.

Challenges specific to the CtC modality include lack of commitment from government officials, low commitment from facilitators due to high workloads and lack of incentives, poor academic performance of Grade 5 students assigned to the CtC programme, and lack of parental support.

Primary education

The NIR in Grade 1 has fallen from 107.8% (2014/15) to 92.4% (2018/19), against a target of 98%. There is a notable difference in the number of boys enrolled in Grade 1 compared to girls – the NIR is 8.3 percentage points higher for boys than for girls. The national NIR was 136% (2018/19), indicating that a large number of overage children are enrolling in Grade 1.

The GER for Grades 1-8 was 104.6% (2018/19) and is expected to reach the 106% target by year end.

The NER for Grades 1-8 was 94.7% in 2018/19, 3.3% away from the end year target of 98%. This implies that there are currently 5.3% of primary-school-age children out of primary school. However, there are wide regional variations, with Afar and Somali having much lower NERs (43.3% and 57.6% respectively), while Gambella, Tigray, Harari and Addis Ababa have NERs above 100%.

The NER for Grades 1-8 in 2018/19 was 90.5% for girls, compared to 98.9% for boys, indicating that girls are still disadvantaged.

During the baseline year (2014/15), GER of Grades 5-8 was 64% and rose to 79.8% in 2018/19, still behind the target of 95%. This compares with a GER of 127.5% for Grades 1-4. This suggests that many students do not continue into the second cycle, either because of repetition or dropping out.

There were 3,666 new primary schools built during the ESDP V period, with the highest rate of increase in Afar (20.2%) and Somali (29.3%).

Overall, great progress has been made in increasing the national primary school enrolment rate in Ethiopia, from 5.7 million to more than 20 million over the past twenty years. Nevertheless, in Afar and Somali, primary school enrolment remains low, well below the national average and ESDP V targets. Enrolment in upper primary education is an area of concern, as many students drop out between lower and upper primary education. There is also a need to continue to focus on girls' education, as the enrolment rates for girls are nearly nine percentage points lower than for boys.

Secondary education

There has been a modest improvement in GER and NER in Grades 9-10, but enrolment is still far from the year-end targets. GER increased from 39.3% to 48.5% and NER from 20.5% to 24.1% compared to the targets of 74% (GER) and 47% (NER).

No targets were set for Grades 10-11 in ESDP V. The GER for Grades 11-12 increased only very slightly, from 10.6% in 2014/15 to 14.8% in 2018/19. The NER initially increased from 6% to 7.4% but then decreased again to 6.2% in 2018/19. This is mainly because enrolments are dependent on the ability of universities to accept preparatory students. There have been 909 additional secondary and preparatory schools established in the country over the last four years, an increase of 24.3% between 2014/15 and 2018/19. The majority of schools were built in Oromia, Amhara and SNNPR regions, while Afar and Tigray regions recorded the highest expansion rates (41% and 34%).

Challenges to secondary schooling include low capacity, low secondary school expansion rates, low transition rates from Grade 8 to Grade 9, as well as general socio-economic and cultural barriers, natural disasters, conflict, and demand for labour. Specifically, the lack of sufficiently accessible secondary schools has been shown to be a major problem, particularly in rural communities, and for girls (Jones et al., 2019).

Special support programme for the four emerging regions

Emerging regions were expected to reach the national pre-primary GER target of 80%. Gambella had the highest rate of expansion, from a baseline of 25% to 55% in 2018/15. Benishangul Gumuz dropped from 38% (2014/15) to 37% (2018/19). Afar and Somali lagged significantly behind the other regions, at 13% and 7% respectively.

There was only a primary GER target set in ESDP V for Afar, as the other emerging regions already had high enrolment rates. In 2018/19 Afar had a GER of 57%, down from the baseline of 70.3%, and well below the target of 98%. It can be noted that with a GER of 84%, the Somali region also remains below the national average (104.6%)

No baseline or target has been set for secondary education for the emerging regions. In 2018/19 Gambella had the highest level of achievement (65%) followed by Benishangul Gumuz (36%). GERs in Afar and Somali regions are considerably lower, at 11% and 17% respectively.

Persistent problems in emerging regions are related to both school-based constraints, and non-school-based cultural and societal factors, including incompatibility of the educational structure with pastoralists' livelihoods; poor retention of qualified teachers; problems related to the language of instruction; insufficient school facilities, including lack of WASH; lack of school feeding; irrelevant curriculum; and managerial issues between schools and woredas offices (Woldba, 2013; Woldesenbet, 2015; Moges, 2017; Worku, 2017). The general issues of poverty, drought, hunger, conflict, child marriage and the need for child labour are also major persistent barriers to education in emerging regions.

Internal efficiency

Grade 1 dropouts have increased over the ESDP V period, from a 2013/14 baseline of 19% for both sexes to 25% in 2017/18, which is still far from the 2019/20 target of 5%. Efforts to reduce the number of Grade 1 dropouts include awareness raising, budget allocation, and community dialogue. Persistent challenges include socio-economic and cultural barriers of parents in urban and rural settings, poor school infrastructure, poor preparation for pre-primary education, inaccessibility of school feeding and security problems in some corners of the country.

Grades 1-8 dropouts have also increased over the last three years, from a 2013/14 baseline of 9.9% (male), 10% (female) to 17.7% (male) and 17.3% (female) in 2017/18, against the 2019/20 target of 2%.

The SNNPR region has the highest dropout rate (23.4%) followed by Somali (22.0%), Oromia (20.3%) and Afar (19.3%), all of which are above the national average of 17.5%. Dropout rates for girls are higher than for boys in all of these regions except SNNPR.

Dropouts are highest in Grade 1 (25%) followed by Grade 8 (18%), and Grade 2 and Grade 4, at 17.5%. Repetition rates in Grades 1-8 have decreased over the past three years, and at 4.2% (male) and 3.9% (female) in 2017/18, could reach the target of 2% in 2019/20. Repetition rates have been lower for girls than for boys in all three years.

Survival rates to Grade 5 are 26.8 percentage points behind target, at 42.2% (males) and 41.2% (females) in 2018/19, with a fast decline in the last year. Attention has been given to raising awareness at different levels, allocating budget and conducting a community dialogue. But, as with dropouts in Grade 1, socio-economic and cultural barriers, poor school infrastructure, inaccessibility of school feeding and security

issues in some corners of the country remain the main challenges that require special intervention.

According to various research studies conducted in the country, the transition from lower to upper primary schools is negatively impacted by late school enrolment and slow progression between grades (Jones et. al., 2019; Pankhurst et. al., 2018). When children move to upper primary school at age 14 or 15, rather than age 10 or 11, the opportunity costs and pressures to drop out of school to undertake labour activities increase, particularly in rural areas and in poorer households. Poor quality school compound these issues, making investment in education less profitable.

While slight progress has been observed over the past five years in Grade 8 completion rates, the targets have not been met for either male or female students. Grade 8 completion rates were 64.4% (males) and 59.7% (females) in 2018/19, while the target was 67% in 2018/2019, and 74% in 2019/20. The completion rate for female students has been lower than their male counterparts by about 5 percentage points over the past three years.

There are many interrelated factors that cause students to leave school in Ethiopia. In general, the need for children to participate in paid work and home-based activities is a major contributor to school dropouts. Illness of the children themselves and their family members is another major cause of school absenteeism and dropout (Frost & Rolleston, 2013).

When families face major health or economic shocks, students may have to leave school for an extended period, after which it can be difficult for them to catch up and stay motivated (Tafere et al., 2015), especially when schools lack counselling services, school feeding, and there is low parental involvement.

In some schools, children who arrive late are not allowed on the school premises or are physically punished, causing them to miss full days of school rather than just a few hours (Jones et al., 2019).

Poor school quality, including inadequate infrastructure and WASH facilities, inadequate learning resources, overcrowded classrooms, poorly trained teachers, and teacher absenteeism often contributes to children leaving school (Jones et al., 2019; Tadesse, 2019). Some students have been pushed through to higher grades regardless of their skill attainment and end up leaving school because they are not able to follow their lessons (Jones et al., 2019).

Adult and non-formal education

Approximately 3.27 million adults participated in IFAE programmes in 2011 E.C., representing a 34% decrease in enrolments from the previous year.

Of the 1,620,000 adult learners enrolled in the E.C. for Level 2 of the IFAE programme in 2011, only 595,000 (37%) completed the programme indicating that many adults started in the second year and dropped out. This is a significant decrease from the 1.3 million graduates in 2010 E.C.

Since the beginning of ESDP V, approximately 3.95 million adults have graduated from IFAE programmes, or 30% of the 13.2 million illiterate adults, which is below the national ESDP V target of 100%.

The expansion of IFAE and post-IFAE has faced numerous challenges, including poor attention given to the programme at all levels, lack of a legislative framework, absence of a strong and efficient structure at all levels, poor integration of sectors at all levels, low level of expansion of community learning centres (CLCs), absence of short term non-formal vocational training centres, lack of qualified facilitators and poor training facilities, absence of joint children and parental education (little attention given to intergenerational learning), weak documentation due to absence of an adult education management information system, poor cross-sectoral engagement and cooperation among civil society and governmental/non-governmental organizations to increase the participation rate of adult learners.

Three-year post-literacy programmes were intended to be established in all regions, but this did not occur due to factors such as the poor expansion of CLCs, absence of short-term vocational skills training in all regions, lack of trained facilitators, lack of post-literacy strategies and lack of contextualized teaching and learning materials in all regions.

The aggregate share of females graduating from the two- year IFAE programme increased every year, from 40.7% (2015/16) to 47.1% (2018/19), but this is still well below the target of 70%. Some of the major factors hindering women's participation in IFAE and post-IFAE programmes include household responsibility, lack of needs and practice-based learning materials, absence and/or low level of vocational skills training, poor attention given to facilitators towards attracting women to the learning centre, absence of child-parent joint learning programmes and absence of other alternative means of programmes designed for women.

No in-service training programmes have been established in the emerging regions, due to the absence of ownership of evening and distance education, the unavailability of in-service training guidelines, lack of awareness of in-service training programmes among the concerned bodies, the lack of strong and effective structural arrangements, the absence of policy and strategy, and the lack of commitment among educational leaders at all levels.

To improve the quality of ANFE, various documents have been produced, including Minimum Learning Competency (MLC) for the post-literacy programme, Community Learning Centres (CLCs) Standards, Evening School Guidelines, Distance Education Guidelines, CLC Programmes Implementation Guidelines, and Short-term Vocational Skills Implementation Guidelines.

The policy and legislative framework for adult and lifelong learning has not yet been developed. It was also planned to establish Regional Adult Education Boards in the 11 regions and administrative cities. Legislation to establish a National Adult Education Council has been prepared but has not yet been endorsed or implemented.

Quality of general education

Teachers' and leaders' development

The target was to have 100% of appropriately qualified teachers at all levels of general education (except for pre-primary, where the target was 15%). There was no achievement data available for pre-primary and achievement for the remaining levels was below the target, with a higher percentage of qualified male teachers than female. In Grades 1-4 (2018/19), 88.8% of teachers were appropriately qualified (85.5% female, 92.4% male), 90% in Grades 5-8 (86% female, 92.4% male), 94% in Grades 9-10 (80.4% female and 98.8% male) and only 28.6% in Grades 11-12.

According to ESAA 2011 E.C., 27,002 secondary school, second cycle (11-12) teachers are qualified in BA/BSC/MA/MSC. Out of this total number of qualified teachers, females and males represent 79.9% and 98.9% respectively. However, the teachers' training blueprint mentions that senior secondary school teachers should be qualified in MA/MSC only. Accordingly, out of the above-mentioned number of qualified teachers, only 28.6% (F, M) are qualified in MA/MSC.

The target for new teacher intakes that scored above 2.6 in the Grade 10 examinations was 35% by 2019/20, and achievement in 2019 was well beyond the target, at 95%. The success was due to the newly developed selection criteria for new entrant candidates.

In 2018/19, 52.5% of parents ranked teaching as a high prestige profession, against the target of 60%

More than 189,139 mother-tongue teachers in primary school have been trained, which is 100% of the target. In addition, 79,698 English language teachers were trained on the English Language Teaching Improvement Programme (ELTIP), which is above the target of 70,000 teachers for primary and secondary schools.

Moreover, 63.8% of teachers have received in-service training in mathematics and science, which is very close to the 65% target.

It was planned to establish centres of excellence for teaching in CTEs and universities, which has been 100% achieved.

The main contributing factors to the success of teacher training include the implementation of different incentive mechanisms, the commitment of stakeholders, the participation of NGOs, and the focus of government bodies on the professional development of teachers.

Key remaining challenges concerning in-service training are the high turnover of trainers of trainers (ToTs), inadequate follow-up and monitoring of the classroom practice of trained teachers, shortage of competent trainers and module developers, unreliable school data on the number of trained teachers, and lack of planning capacity to identify training needs.

Teachers' classroom attendance rate was planned to increase from a baseline of 88% (2014/15) to 96% (2019/2020). According to a study conducted by the Ministry of Education, the teacher attendance rate was 82% (MoE, 2017/18).

Teacher attrition rates in primary education decreased from 5% in the baseline year (2014/15) to 2.2% by 2018/19, on track to achieve the target of 2%. Attrition rates are slightly higher in secondary education, at 3% in 2018/19.

It was found that 30.2% of leaders in primary schools are qualified, which is well below the 100% target. The results are similar in secondary education, with only 29% of leaders qualified, and an equally low number of qualified female leaders both in primary (11%) and secondary (8%.) schools.

The overall proportion of female leaders decreased from a baseline of 16% (2014/15) to 11% (2018/19) at primary level, and from 14% to 8% at secondary level

The low rate of increase in the number of qualified leaders is attributed to the lack of interest of trainees, as the qualification is not highly valued.

The poor results in increasing the number of female leaders is due to the difficulty to attract competent and experienced female teachers, as they would likely be assigned to distant and remote schools, and in some cases were not assigned to the intended positions (Jimma University, 2019). The general lack of interest in becoming school leaders and the high turnover of female school leaders are other challenges noted (Education Development Trust, 2019.)

Curriculum, teaching and learning materials

It was planned to implement a curriculum reform, but progress has stalled. A major precursor to the curriculum reform was the establishment of a centralized curriculum institute, which has not yet been completed. However, the curriculum

department has conducted a formative evaluation of existing curricula and capacity building of the directorate.

The target of a 1:1 pupil/textbook ratio was achieved at all levels.

On average, primary school pupils have access to four textbooks each; however, there are considerable regional variations: Tigray has a high pupil/textbook ratio with nine textbooks per pupil, while Somali has the lowest, with less than one textbook per pupil.

The pupil/textbook ratio in secondary schools in 2018/19 was 10.9. There is also a wide regional variation, with Dire Dawa having the highest pupil/textbook ratio at 14.5; and Gambella having the lowest ratio, at 6 textbooks per pupil.

The achievement of ESDP V textbook targets can be attributed to the high commitment of the Ministry of Education in printing and distributing textbooks, allocating budget, and using continuous follow-up strategies. The problems with textbooks shortages lie in the distribution and handling of textbooks, rather than in their production, particularly at the regional level.

There is also a lack of accurate data on the number of students and on the ratio of textbooks per subject, which inhibits good distribution decisions. The regional disparities in textbooks are due to inefficiencies in the process of distributing textbooks to schools and the inaccessibility of particular schools. Some regions also do not have enough space to store textbooks, even when the ministry can deliver the materials (Jimma University, 2019).

The ratio of textbooks to teachers' guides was planned to be 40:1, but achievement data is unavailable. It should be noted that there are also problems with the distribution of teachers' guides at regional and local levels.

School improvement programme

It is reported that 100% of schools have an active PSTA, and 100% of schools are developing and implementing a quality school improvement plan (although it is noted that not all plans are necessary for sufficient quality).

Nationally, 74% of schools are using at least half of their school grant for teaching and learning, which is above the 60% target.

In 2018/19, 27% of primary schools responding to surveys reported having electricity (although these numbers may be affected by low response rates). About 73% of secondary schools have electricity, with a 5% increase on last year.

Among primary schools, 38% have radios, 20% have tape recorders, and 7% video recorders.

78.7% of secondary schools have computers, but around 23% of computers are not functional. Secondary schools in Addis Ababa are the most connected to the internet (76%), followed by Harari and Dire Dawa, while internet availability at national level covers only 21.5% of the total secondary schools.

The 2018/19 pupil-section ratio for Grades 1-8 is 53, against the set standard of 50, and 56.8 for Grades 9-12 against the standard of 40. Somali has by far the highest pupil/section ratio, at 92 in primary and 112.8 in secondary.

Pupil/teacher ratios are above standards, at 39 for Grades 1-8 against the set standard of 50, and 22.5 for Grades 9-12 against the standard of 4-0.

The percentage of schools meeting and exceeding the standards is well below targets at all levels: 12% of pre-primary schools against the 60% target; 10% primary schools against the 70% target, down from the 25% baseline; and 19% secondary schools against the 70% target, also down from the 25% baseline.

The percentage of schools that met or exceeded the expected standards for school inputs, was only 6.7% in 2011 E.C., far below the target of 70% set for 2012 E.C. The results are similar for the percentage of schools that met or exceeded the expected standards for school processes, with an achievement of 10.7%.

The establishment of school-level PTSAs, the engagement of PTSAs in school activities, and their commitment to the design and implementation of school improvement plans, as well as improved government and non-governmental organizations support, are the major factors contributing to the achievements of the SIP.

Challenges include low parental participation in the students learning and teaching process; school buildings not up to standards; poor preparation of the school improvement plan; shortage of human resources (both support and academic staff); lack of school facilities appropriate for special needs students and girls, shortage of budget; lack of accountability; capacity problems of PTAs in planning and implementing school improvement; lack of monitoring and evaluation, and lack of availability of quality data.

Information and communications technology

As regards the use of ICT, 72.7% of primary schools have access to radio-based assisted instruction, which is below the 100% target, but

an improvement from the 63% baseline (2007 E.C.)

It was planned that 50% of secondary schools would have computer-assisted instruction. 78.7% of secondary schools do have computers; however, 23% of computers are not functional. This is a notable increase from the 6% baseline (2007 E.C.)

Of the 2,069 secondary schools (out of 3,241) with appropriate VSAT technology, 62.3% used television broadcasts, which is below the 100% target.

It was also found that 100% of technology-assisted content was developed across all secondary school subjects, thus accomplishing the planned activity under ESDP V.

To make the digital content accessible to students with special needs, 100% of the digital learning resources in the plasma television broadcast were assisted with sign language.

Nationally 21.5% of secondary schools have internet access, which is below the 28% baseline (2007 E.C.) Secondary schools in Addis Ababa are the most connected (76%), followed by Harari and Dire Dawa

It was planned to establish a 'School Net Cloud Computing' infrastructure, where students and teachers would be able to access digital content centrally. A central data centre and a Network Operation Center (NOC) have been established, but an associated learning management system is not yet functional.

It was also planned to establish ICT maintenance centres, but this activity was not completed because of a limited budget.

The ICT for education policy has been drafted but not yet endorsed.

Grade 12 students in pastoral areas were provided with 180 solar powered cell phones and 480 solar-panel tablets, which included digital learning content (CEICT, 2019/20). There was also an initiative to establish an inclusive computer library network in selected schools (e-Braille readers), but no reports or baseline data were available.

Nearly 400 people, including teachers and ICT technicians across the country, have been trained on ICT.

The commitment of the regional education bureaus to establish computer laboratories, the commitment of the CEICT to establish the national data centre and the NOC, the production of broadcast-based digital content for secondary schools, and the installation of low-cost internet service in schools are the major factors that have facilitated the expansion and utilization of ICT.

The absence of a clear ICT structure, shortage of budget, interruption in electricity, poor attitude of teachers and school leaders towards the use of technology, the absence of spare parts, and lack of qualified ICT personnel at school level have been the challenges faced so far.

Quality assurance

School inspection

From 2017/18 to 2019/20, 81% of primary schools, 66% of secondary schools achieved a second-round inspection. Similarly, between 2015/16-2018/19, 78% of kindergartens and 36% of ABE were externally inspected once, against the 100% target.

From 2017/18 to 2019/20, the highest proportion of primary and secondary schools were found to be at level 2 (70% of primary and 71% of secondary). There were only 9 primary schools, and 2 secondary schools were classified as level 4. Similarly, from 2015/16 to 2017/18 for kindergartens, 22.1% of schools were level 1, 65% at level 2 and 12.5% at level 3. While ABE had the lowest inspection results, with 85% of schools at level 1, and 15% at level 2.

The target was for 55% of schools to reach a higher level in the re-inspection, and the reports showed that 56% of level 1 schools moved to level 2, while 8% of level 2 schools moved to level 3.

Overall, the majority of primary and secondary schools are still classified as levels 1 and 2 (20.3% and 72.6% nationally), i.e., below the standards.

Despite the efforts made and the targets set, the second-round school inspection findings revealed that little progress has been made in moving schools from one level to the next. The low achievement is mainly the result of poor school infrastructure and facilities, including inadequate classrooms and pedagogical resources, the lack of qualified teachers and other staff, poor planning and support for teaching, lack of adequate teaching and learning materials, and inconsistent continuous professional development (CPD) programmes. Poor documentation and recording of data regarding females and students with special needs, coupled with the low level of support provided to them, are not given due attention as planned. In addition, the schools' relationships with parents, local communities and partner organizations to secure support are found to be weak and below the standards set. Moreover, the initiative from all school actors to proactively upgrade their schools to higher levels of performance, based on the feedback received from the regular inspection system, is minimal

The percentage of woredas conducting school inspection activities was 87% for primary, 75% for secondary, 43% for KG and 38% for ABE schools, which is below the target of 100%.

The majority of primary and secondary school leaders report having a copy of their inspection report, 96% and 91% respectively, which is very close to the 100% target. Achievement is lower in kindergarten, with 78% of leaders having copies of the report, and only 36% in ABE.

The arrangements of inspection services for CTEs and YANFE education centres have not been implemented. Both the inspection framework and checklist have been developed but not yet indorsed. Data on the percentage of school improvement plans that incorporate inspection findings to improve the quality of their school are not available.

Capacity building initiatives undertaken during the ESDP V period include: Printed copies of KG, ABE, primary and secondary school inspection framework, and guidelines and annual inspection reports were published and distributed. Motorcycles for each woreda inspector and computers for the zonal inspection service, were distributed.

Moreover, 10,546 zonal and woreda inspectors (9,074 male and 1,472 female) were trained in school inspection techniques, system monitoring & evaluation, and in techniques for capturing, organizing, and analysing school inspection data. The Ministry of Education has a quarterly consultative meeting with Regional education inspectors and stakeholders to review the status of school inspection implementation.

The MoE has started to publish and distribute all inspection reports through a magazine and website.

Major challenges regarding school inspection were: high turnover of inspectors from federal to woreda levels due to low payment; the recruitment of supervisors is not based on competence or merit, so they do not focus on incorporating feedback from inspectors; inadequate school inspection programmes and lack of experts; lack of skills in collecting inspection data; late provision of inspection feedback affecting the school improvement process; poor organization and management; lack of reporting and feedback on specific cross-cutting sectoral issues; lack of digitalized and integrated data management system; lack of international experience of inspectors; and lack of autonomy in the country's quality assurance structure.

Teachers and school leaders' licensing

The target was for 90% of primary and secondary school teachers, and 100%, of principals and supervisors to complete the licensing process. However, 72% of primary and 75.3% of secondary school teachers completed the licensing process. And only 24% of primary and 48.7% of secondary school principals completed the licensing process, and 31.5% of primary and 56.7% of secondary school supervisors completed the licensing process. Of the total applicants, only 24% were licensed.

The development of licensing requirements for teachers with special needs, guidance and support, development of a professional standard for CTE teachers, and the development and implementation of high-quality assessment instruments were somewhat completed. The establishment of steering committees and an operational licensing information system were among the incomplete items in the plan.

Success factors were the efforts made towards preparing the written examination, capacity building of licensing experts from the regions and woredas, monitoring and evaluation in all regions, the development of different licensing documents, and the sensitisation of teachers, school leaders and stakeholders to these documents.

Challenges included difficulties due to the regional licensing departments being established under different institutions, lack of incentives for examinees, lack of a fixed period for testing, failure to provide timely results and feedback, budgetary constraints, lack of capacity building, lack of experience sharing with countries with advanced licensing systems, lack of an integrated and digitalized operational information system for licensing, and absence of an authenticated framework as a quality assurance body.

Assessments and examinations

Among Grade 2 students, 70% were expected to reach 'basic' or higher level of proficiency in reading and comprehension, by language. The results achieved in the 2016 EGRA assessments were 60.1%, and then decreased to 53.3% in 2018, indicating that the target has not been met, and scores are worsening over time.

In ESDP V, pupils in Grades 4 and 8 were expected to score at least 50% and above (composite score) in the NLAs. In 2015/16, the composite scores for Grade 4 were only 33.6%, and achievement was lower in Grade 8, at 25.2%.

The target for the percentage of Grade 10 students scoring 50 and above was 50%, but only 9.1% of students reached this score. Likewise, the target for Grade 12 students was 70% and above, while the achievement was 26.6%.

In 2018, Grade 10 students' performance was lower than in the 2014 assessment in all subjects, falling from a composite score of 40.64 in 2014 to 33.3 in 2018, with the biggest decrease in English, which dropped by 10 points.

In the Grade 12 NLA results, students in 2018 also scored lower than in the 2014 assessment in almost all subjects, except for English. The composite score difference between students' achievement in 2010 and 2018 was 6.1 points, indicating that students' performance is declining.

In Grade 10, "Level 3" schools had an average of 37.1% in all the 5 subjects, while "Level 2" and "Level 1" schools had similar results, 32.9% and 32% respectively. In Grade 12, "Level 3" schools achieved an average of 44%, while "Level 2" and "Level 1" schools achieved an average of 40.2% and 38.6% respectively. In addition, 68.1% of Grade 10 students scored 2.00 points (passing mark) and above in the Ethiopian General Secondary School Examinations. This is an improvement on previous years, but still behind the ESDP V target of 87%.

In Grade 12, only 47.3% and 47.5% of students scored 350 and above in natural and social sciences respectively, which also falls short of the ESDP V targets of 75% and 56/57%.

Question items for the Grades 10 and 12 NLAs, and Grade 10 national examinations were taken from a curriculum-linked item bank, with psychometrically fit instruments. Analytical reports for all learning assessments and examinations were prepared frequently and kept on track. Capacity-building training was also offered to regions on classroom assessments, item development, and how to conduct educational assessments.

Participation in regional and international student learning assessments has been well recognized by policy-makers and educators and is planned as part of ESDP V. The aim is to gauge the knowledge, skills, and performance of Ethiopian students in comparison with those of other countries, to indicate whether the education system is performing as well as it could, whether the school system is preparing students for the global knowledge economy of the 21st century, and what students are learning and what needs to be improved to improve learning. It is felt that this will help learn from policies and practices of countries that have demonstrated improvement; and set evidence-based policy targets against measurable goals achieved in other education systems. It has been acknowledged that this kind of international benchmarking is highly relevant towards achieving the Education SDGs that every country in the world has signed up to.

Accordingly, the NEAEA developed a national framework to guide officials in choosing the kind of assessment to be carried out, but Ethiopia has still not yet participated in any international or regional assessments as planned.

Challenges include inadequate physical facilities for the provision of the National Examination programme, and limited number of experts in the area of assessment-related fields like psychometrics and special needs. Another concern was that 21 fist century skills are not properly addressed in the assessment systems, as both NLAs and national examinations only use multiple-choice questions, which do not allow for the assessment of performance skills.

Lack of accountability for the assessment findings, lack of an integrated digital data management system and lack of timely dissemination of assessment results to the various key stakeholders were also some major challenges faced in the past five years.

Capacity Development

The MoE sought to develop a new job evaluation and grading system, to provide competence-based salary progression, but the system was not implemented as intended. The new structure was submitted to the civil service commission but was not approved.

A 10-year educational roadmap was developed and endorsed, outlining major strategic shifts for the Ethiopian education system. This includes a reorganization of the structure: six years of primary education, two years of middle school, and four years of secondary education, to facilitate better implementation and management. The education and training sector has also been split into two separate ministries: The Ministry of Education, which is now responsible for general education, starting from pre-primary to secondary, including the college of teacher training, and the Ministry of Science and Higher Education, responsible for TVET and universities.

As of 2017/18, the EMIS has started capturing and incorporating data on issues related to WASH, refugee education, and children with disabilities, but the quality and reliability of the data is still a concern because of the ill-equipped structure and underqualified staff. There are also limited resources for upgrading the data entry software.

It was planned to roll out the IFMIS system up to the woreda level across all regions. The system has been successfully applied at the federal and regional levels, but there have been challenges to its use, including a lengthy approval process, inconsistent internet connection, and lack of human resources. Due to these challenges, IFMIS is not yet fully functional at the woreda level.

It was planned to establish coordination offices at the federal and regional levels to support the integration of cross-cutting issues, to be linked to focal points in each zone and woreda. But these coordination offices have not been set up, and programmes are still treated in a mainstream way in the various directorates and units of the sector.

Cross-cutting issues

Gender and education

The gender parity index has remained constant for pre-primary schooling, at 0.95. The GPI for both primary and secondary schooling declined; for primary schooling from a baseline of 0.92 in 2014/15 to 0.9 in 2018/19, and for secondary schooling from a baseline of 0.92 to 0.87 in 2018/19. The target for all levels of schooling was a GPI of 1.00, or full gender parity, which will not be met.

The GPI varies by region. The GPI for primary schooling in Addis Ababa is 1.15, which means that female enrolment is higher than male. Somali and Harari had the lowest GPIs, at 0.77 and 0.82 respectively. At secondary level, Afar and Somali have the lowest GPIs, of 0.70 and 0.69 respectively, while Addis Ababa (1.1) and Amhara (1.05) performed above the target level.

Barriers to girls' education in Ethiopia are caused by a range of institutional, socio-economic and cultural factors, including harmful traditional practices (HTPs), heavy workload at home causing girls being late, absent and having limited time for homework; long distances to school; gender-based violence in school committed by both peers and teachers; child marriage; low parental aspiration for girls' education; preference for investing in boy's education; lack of gender-sensitive facilities; and lack of gender-sensitive teacher training (Altinyelken & Le Mat, 2018; Dea, 2016; MoE, 2014; Presler-Marshall & Stavropoulou, 2017).

Special needs and inclusive education

Total enrolments in primary and secondary schools grew from 78,471 (41% female, 59% male) in 2014/15 to 353,739 (43% female, 57% male) in 2018/19. Pre-primary enrolment in 2018/19 was 15,944 (43% female, 57% male), which is twice the enrolment of 2015/16 (7,899). In general, the enrolment of children with disabilities is trending upwards at all levels.

Data on children with disabilities is difficult to obtain and there is a lack of valid instruments to identify children with special needs. The calculation for the GER of children with special needs is based on the World Health Organization's estimate that 15% of the total population has special needs. Data on the actual number of students reported as having special needs would provide a more accurate GER.

Pre-primary SNE enrolment rates remained the same from 2015/16 to 2017/18 but then doubled to 1.3% in 2018/19. The target for GER of children with SNE in Grades 1-8 was 61% in 2018/19 and 75% in 2019/20, but in 2018/19 it was only 11%, 50 percentage points below the target. By the end of 2019/20, the enrolment rate for children with SNE in Grades 9-12 was expected to reach 45% but was only 2.8% in 2018/19.

The main challenges for pre-primary SNE include poor school facilities, lack of community awareness, lack of qualified teachers for their level, distance between 'O' classes and children's residences (especially in rural areas), and other socio-economic and cultural barriers.

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

HIV/AIDS and education

The HIV prevalence rate in Ethiopia is estimated at 1% (UNAIDS, 2018), with wide regional variations, from 4.3% in Gambella to 0.2% in the Somali region, and an urban prevalence seven times higher than in rural areas (Federal HIV, 2018).

An estimated 690,000 people were living with HIV in 2018, of whom 36,000 (5%) were children under the age of 15 (UNAIDS, 2018). New infections in 2018 were estimated at 23,000, of which 2,700 were among children, while there were around 11,000 AIDS-related deaths, of which approximately 1,800 were children (UNAIDS, 2018).

HIV interventions at the school level mainly focus on preventing the transmission and spread of HIV, including curriculum integration, peer education, life skills education, voluntary counselling and testing, and condom promotion and distribution. The establishment and strengthening of anti-HIV/AIDS clubs, mini-media and AIDS resource centres are also important

behavioural interventions. In some schools, income-generating activities (IGAs) have been established and financial and material support has been provided to needy students (particularly economically disadvantaged female students). However, income-generating activities were not included in the ESDP V and were performed as additional activities during the planning period.

It is difficult to track the achievement of the targets set in ESDP V, as regional and school-based HIV/AIDS interventions were not included in the routine reporting system, nor in the regular supervision checklist and review meeting. The EMIS also does not capture HIV-sensitive indicators. Therefore, weak reporting and data capturing system was identified as one of the major gaps in monitoring HIV/AIDS interventions.

Other weaknesses include high staff turnover in life skills and peer education; weak workplace interventions at all levels of the education system; low accessibility of most school-based HIV/AIDS prevention activities (less than 50% of students have access to prevention activities); absence/weak mini-media, resource centres and anti-HIV/AIDS clubs in some schools; little ownership at regional and school levels (no focal person or coordinator assigned), and lack of impact assessment

Education in emergencies

There was a severe drought in 2015/16, affecting an estimated 4 million children and teachers (Ethiopia Education Cluster, 2016). Water shortage and disrupted school feeding contributed heavily to school absenteeism and dropout, and interrupted livelihood meant that parents were unable to cover the cost of school supplies (Ethiopia Education Cluster, 2016). Internal conflict, flooding, and the effects of drought have also contributed to massive internal displacement, leaving more than one million children displaced (National Disaster Risk, 2019).

The main barriers preventing children affected by an emergency from attending education services are lack of temporary learning spaces, inadequate food and water in schools, lack of learning resources, as well as the barriers of fear and trauma (National Disaster Risk, 2019).

To address these crises, the government, development partners and NGOs have coordinated their efforts, led by the Education in Emergencies Cluster, by providing temporary learning spaces, school materials, school meals, WASH facilities, accelerated school programmes, and psychosocial support.

The rise in humanitarian emergencies had drastically increased the required amount of emergency funding, with around $30-34 million needed for the education sector each year during the ESDP V implementation period. In 2018, 2.61 million children were targeted for emergency education services, but only 1.6 million or 32% of those targeted, were reached ((National Disaster Risk, 2019).

Ethiopia is the second largest refugee-hosting country in Africa, with more than 628,500 refugees (EMIS, 2019), of whom more than 60% are school-age children. Ethiopia has a long history of supporting refugee populations, including the development of a 2015-18 National Refugee Strategy aligned with ESDP V. The refugee law adopted and revised in early 2019 has granted refugees the same right of access to pre-primary and primary education as Ethiopian citizens; and access to secondary and tertiary schools within the limits of available resources.

National efforts include: establishing new school facilities and expanding old ones; increasing the supply of education; integrating refugee education into the national system; and improving the quality and relevance of refugee education (EMIS, 2019).

The overall GER for ECE in refugee populations was 61% in 2018/19, a notable increase from 45% in 2017/18.

The primary GER for refugee populations was 67% in 2018/19, with considerable regional variations, 7% enrolment in Samara, compared to 104% in Assosa and 114% in Dollo Ado. The bulk of primary enrolment is in the first cycle (1-4), with 85% compared to 49% for the second cycle primary.

The GER in secondary education is considerably lower than in primary and ECE, at 13%. This is because a large part of the secondary school population is still in primary school, has dropped out of primary school, or has never attended school.

The GPI is 0.91 at the pre-primary level and then decreases in the higher levels of schooling, 0.64 in primary and 0.34 in secondary.

While there have been dramatic increases in enrolment, 45% of school-age refugee children are still out of school. There are shortages of classrooms, supplies and qualified teachers, and most refugee schools do not meet minimum standards for safe learning (EMIS, 2019).

School health and nutrition

In 2016, approximately 20.5% of households were estimated to be food insecure, with the highest

percentage in Amhara (36.1%), Afar (26.1%) and Tigray (24.7%) (WFP, 2019). Nearly 7 million primary school-going children (almost 39% of the total primary school children in the country) live in these food-insecure areas and often go to school hungry, without breakfast (MoE, 2015a).

Considering these food insecurity issues, malnutrition is a common challenge among children in Ethiopia. Nationally, 37% of children under five are stunted, and 23.4% are wasted (EPHI, 2019).

The government has recently launched a National Nutrition Programme to address poor nutrition in Ethiopia, and school feeding is an important element of this initiative. The Ministry of Education has drafted a national school feeding policy and strategy to implement the programme.

The Government of Ethiopia has also taken the lead in responding specifically to drought-affected school children. In 2015/16, the government secured $30 million and provided emergency school meals to 2.8 million children in 6,742 pre-primary and primary schools. In 2017, the government allocated $9 million and reached 1.3 million children, while in 2018, $10.7 million was allocated to provide school meals to 2.2 million drought-affected students throughout the country. In 2018/19, 569,299 school children benefited from the $9.3 million that was allocated by the regional governments (Addis Ababa, SNNPR, Oromia, Amhara and Benishangul Gumuz), of which $1.76 million was for emergency school feeding response and the rest for the regular HGSF programme.

Drug and substance abuse

A meta-analysis on the prevalence of khat, alcohol, and cigarettes use among Ethiopian secondary and university students found that more than half of them had used at least one of these substances (Roba et al., 2019).

Early exposure to these substances is associated with increased risk of HIV infection and risky sexual behaviour, increased violent behaviour (particularly gender-based violence), poor academic performance, alcohol abuse, high risk-taking, and suicide (Roba et al., 2019; Abebe, 2013).

The government planned to provide peer education and age-specific life skills education for HIV/AIDS and DSA awareness, through school clubs, 'student services' and broadcasting local digital contents focusing particularly on cross-cutting issues and related topics. It was also planned to raise awareness about drug and substance abuse through mini-media,

health clubs, and short-term training. However, problems remain.

Water, sanitation and hygiene (WASH)

It was planned in ESDP V to ensure full access to WASH facilities at 100% of schools. But the percentage of primary schools with an adequate water supply declined from 40% in 2009 E.C. (2016/17) to 38% in 2010 E.C. (2017/18), and then to only 27% in 2011 E.C. (2018/19.[1] The highest proportion of access to water is in Addis Ababa (87%) followed by Dire Dawa and Harari, with 77% and 64% respectively. Somali has the lowest access; only 7% of its schools have an adequate water supply.

Nationally, 84% of secondary schools that responded to water-related questions reported to have water, and the functional water supply is 79%. Most schools, 64%, have water available from 5 to 7 days per week. About 66% of schools reported that their water supply is easily accessible for students with special needs.

Nationally, 79% of primary schools have toilets, of which 34% are traditional (which do not meet standards) and 45% are improved toilets. Nearly 36% of schools have toilets accessible for children with special needs, and 49% are accessible for young children.

At the regional level, Gambella has the lowest proportion of toilets accessible for students with special needs and young children, with only 14% of toilets for both.

In secondary schools, 96% have toilets, the majority of which are improved toilets, while only 23% have traditional toilets. However, there are significant regional variations.

According to a School Wash Mapping report prepared by the SIP directorate in 2017 (MoE, 2017) limitations to sufficient WASH facilities in Ethiopian schools include limited capacity in planning, monitoring, evaluating and reporting on WASH in schools; lack of a public budget line for WASH and dependence on external financing; poor operation and maintenance capacity; low levels of awareness of the proper use of facilities; inadequacy of existing facilities including lack of separate facilities for girls, and lack of WASH in emergency-affected areas.

---

1 Note that WASH indicators were calculated based on the number of schools that responded to the related part of the questionnaire.

Educational cost and financing

National expenditure in education has more than doubled, from ETB 36.1 billion in 2012/13 to about ETB 88.6 billion in 2016/17, an annual average growth rate of 25.5% in nominal terms and 14.4% in real terms. (UNICEF, 2017).

The budget allocation for the implementation of ESDPs also shows increasing trends. The total budget for ESDP I was 12.2 billion birr, and the proportion of spending on primary, secondary and tertiary education was 47 %, 8.4 %, and 26.2 % respectively. While the total ESDP V budget of was 453,822 billion birr, with 7% spending on pre-primary, 57% on primary and 26% on secondary level. This increasing trend in ESDP expenditure is mainly due to the growth in recurrent costs and a significant expansion of higher and secondary education.

According to the 2016 World Bank Public Expenditure Review, recurrent public expenditure per student at the primary level is 557 birr, 1,398 birr at the secondary level, and substantially more at the higher education level, at 14,493 birr. Under the current system, only 2.6% of the bottom 10% of the income group benefit from the higher education budget (World Bank, 2016).

While children can attend primary school without fees, households with children enrolled in primary education still spend about 1.1% of their total household expenditure on the costs related to school attendance. As there are still fees for secondary school, the cost of attending public secondary school was around 4 times higher than public primary school (Omoeva et al., 2016).

Government expenditure on education has increased significantly over the past two decades, but there are still budgetary gaps. To address this, the government has developed a enabling policy framework to mobilize resources from bilateral and multilateral partners.

Monitoring and evaluation

The National Steering Group met frequently to implement the educational and training roadmap and give strategic guidance and decisions. It also played a monitoring role to ensure a smooth teaching and learning process.

The sub-sector technical monitoring groups, which were meant to monitor progress against the plan in each region, were not well organized; and were not practical as intended.

The ETWG was instrumental in enhancing better coordination among pooled and non-pooled partners in the implementation of GEQIP-II. The group also played a key role in the design and negotiation of the General Education Improvement Programme for Equity (GEQIP-E). In addition, the ETWG reviewed and approved the application and proposal for the Education Sector Programme Implementation Grant. The ETWG also enhanced fund mobilization and increased financing for ESDP V through joint instruments – Education in Emergency (EiE) Cluster Group for internally displaced persons (IDPs).

The mid-term review was carried out in 2017/18. The findings of the review were shared with all stakeholders so that they could take appropriate measures to reverse the underperforming targets.

A joint review mission was expected to take place annually, but it was conducted only once during the ESDP V period.

Section 2

Developing the policy framework and the priorities and objectives of the Education plan

Ethiopia education and training Roadmap – 2030 Objectives

Philosophy

In Ethiopia, education is conceived as a life to be lived and a means of preparing young people for future life. It is an instrument for cultivating the individual in a holistic way, including moral, cognitive, social, spiritual, physical, psychological and vocational attributes. It is also understood as a public good based on indigenous and global knowledge, which serves as a means for social harmony and development. Education is perceived by society as an entity that depends on excellence, competitiveness and collaboration. Moreover, it is recognized as an instrument for expanding the horizons of knowledge and advancing science and technology, to transform the country into a respectable member of the world.

Vision

Transforming society through harnessing the full potentials of learners to become productive citizens.

Values

The values of the education and training system (policies, instructions, plans) are:

Good governance, expressed in terms of accountability and shared responsibility, reliance on standards, and other measures of quality and productivity.

Equity: fairness in sharing of the resources available for education and training, and

Excellence: high quality, acquisition of skills necessary for self-reliance, not only high scores on assessment tests, but also intellectual capacities to reason, interpret information and solve problems.

Goals

To realize the above-mentioned vision of education and training, Ethiopia aspires to achieve the following goals at the system level as well as at the individual learner level through the implementation of the Roadmap.

System goals

(a) Equity: Equitable access to and participation in quality education and training at all levels must be improved. All children and young people have equal access to quality education and training that will enable them to achieve their full potential. Achieve universal access and full enrolment of all children from pre-school to middle school education; increase secondary school enrolment for 15-18 years olds to 70% and post-secondary enrolment for 19-23 years olds to 17% by 2030. Regardless of geography, gender, socio-economic background, disability, gift and talent, equity will be maintained for every child and young person from pre-school to secondary school, TVET and higher education.

(b) Quality: The quality of education and training at all levels is to be enhanced to improve learning outcomes. All students will have the opportunity to achieve high levels of learning outcomes, comparable to those of high performing international systems. There is a need to maintain and strengthen national learning assessments for improvements.

Vocational skills assessments and exit examinations will be strengthened. Thus, the aspiration is to be among the best performing countries in the region in terms of student performance in international assessments such as TIMSS and PISA, as well as in world skill competitions, in 10 years' time. System-wide accreditations will continue to be maintained and strengthened at all levels to meet international, regional and national standards.

(c) Relevance: It is essential to ensure the relevance of education and training to the world of work and social participation. Curricula, pedagogy, teaching and learning materials and assessments need to be aligned with labour market requirements.

(d) Good governance: Enhancing and empowering leadership and management to ensure good governance that improves efficiency and effectiveness throughout the sector/system. The education and training system needs to develop a mechanism that enforces accountability, transparency and ownership.

(e) National unity in diversity: Schools, TVET institutions, universities and other learning centres play important roles in shaping and enabling students from different backgrounds, religions, and ethnic backgrounds to interact, understand, accept, and embrace differences in order to foster unity. This creates a set of shared

experiences and aspirations for building national unity.

Learning objectives

The Ethiopian education and training system is expected to develop the following specific skills, competencies, and attributes that each learner needs to acquire in order to become a full, productive, nationally and globally competitive citizen, capable of adapting to economic, social and technological developments.

(a) Knowledge and skills: Every learner will be literate and numerate, master the core subjects of sciences, mathematics, social sciences, arts, vocational and occupational skills.

(b) Creativity and thinking skills: Every learner will be encouraged and guided to possess a spirit of inquiry and will be competent to continue to acquire knowledge throughout his/her life, mastering a range of important cognitive skills such as critical thinking, reasoning, creative thinking, and innovation.

(c) Leadership skills: through formal and informal opportunities, every learner reaches his/her full potential to work in teams and take leadership roles, and to demonstrate entrepreneurship, resilience, emotional intelligence, and strong communication skills.

(d) Multilingual proficiency: Every learner will be proficient in his/her mother tongue, the official national language(s) of communication, the interregional language(s), and English as a language of international communication.

(e) National unity in diversity: Learners across the education and training system will develop ethical, civic, and moral values that will prepare them to live in harmony and work for the unity of the country, through an appreciation of diversity, inter-culturalism and inclusion.

(f) Lifelong learning: Every learner will receive the opportunity to cultivate sustained learning habits and educational efforts as a personal commitment, including CPD and IFAE.

(g) Physical well-being and health: Every learner will have the opportunity to access quality physical and health education to develop physical skills, fitness, self-esteem and self-image.

PHILOSOPHY

Education and training are viewed as:

1. an instrument for cultivating the individual holistically, including his/her moral, cognitive, social, spiritual, physical, psychological, and vocational attributes

2. a public good based on indigenous and global knowledge, which serves as a means of social harmony and development

3. an instrument for broadening the horizons of knowledge and advancing science and technology, to transform the country into a respectable member of the world

VISION & VALUES

The vision is that the education and training system to transforms society through harnessing the full potentials of learners to become productive citizens

Three key guiding values: Good governance, Equity, and Excellence

LEARNER & SYSTEM GOALS

All learners acquire:

Knowledge and Skills, Creativity and Thinking Skills, Self-reliance, Leadership Skills, Multilingual Proficiency, National Unity in Diversity, Lifelong Learning, Physical Well-being and Health

| EQUITY | QUALITY | RELEVANCE | GOOD GOVERNANCE | NATIONAL UNITY IN DIVERSITY |

Major objectives of ESDP VI

1. System strengthening and governance:

To put in place an effective educational management and administration system with sector-wide accountability, sustainable financing and good governance that strives for professionalism, innovation, excellence and quality service delivery

2: National unity with diversity:

To develop ethical, civic and moral values in learners across the education and training system which prepare them to live in harmony and work for the unity of the country, through the appreciation of shared values, diversity, inter-culturalism, fraternity, peace, and inclusiveness

7. Quality assurance

To put in place a rigorous, systematic and objective quality assurance system to monitor the performance of schools, CTEs and ANFE centres; assess the competence of teachers and school leaders; ensure that acceptable standards of education are being maintained; and monitor students' performance to verify that students' learning takes place in school.

General Objective:

Enhanced education and training, especially from pre-primary, primary to intermediate-level compulsory education, supported by high-quality education, science and appropriate technology, contribute to the fairness of our nation by enhancing the individual's mental, physical, social, emotional and positive values, and developing competent citizens who will grow the economy and compete internationally.

3. Quality enhancement and relevance to Job Market:

Improve the quality of general education by providing knowledge, skills, and values that makes all students creative, competent, productive, and responsible citizens.

6. Digital technology for education Digital technology for education transformation:

Put in place an effective and efficient education system through utilizing digital technology that transforms the education management, teaching-learning process, assessment and examination, school inspection, teacher licensing, and the education data management system.

5. Youth and Adult Non-Formal Education:

Build a learning society linked to a lifelong learning opportunity that meets the diverse learning needs of youth and adults.

4. Access, equity and internal efficiency

To improve equitable access and internal efficiency from pre-primary through secondary education, enabling all children and youth to participate in quality and inclusive education

Section 3

Priority programmes:
Goals, objectives, components, strategies, and key interventions

Programme 1
System strengthening, governance and accountability

Goal
To put in place an effective educational management and administration system with sector-wide accountability, sustainable financing and good governance that strives at professionalism, innovation, excellence and quality service delivery

Introduction

Strengthening an education system means aligning its governance, management, financing and performance incentive mechanisms to produce learning for all.

System strengthening, therefore, needs to consider both the internal environment of policies, rules, structures, processes, actors and relationships within the sector as well as the wider forces that influence the functioning of the system.

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

The promotion of effective leadership, management and governance at all levels of the education and training system is a continuous priority of the Ethiopian government, reflected in GTP II as well as in ESDP V. Good governance is one of the guiding values of the system and enhancing governance, planning and management to improve efficiency and effectiveness throughout the sector/system is a major goal of the ESDP VI.

The strategies proposed under this programme aim to transform governance and empower stakeholders. They address the challenges identified earlier, in particular the complexity of the governance and management structure and the quality and use of data, they also focus on strengthening relationship with public and private partners.

Good governance depends on strong capacity within the administration and among the leaders and managers of learning institutions. Such capacity is also essential to the successful implementation of the sector plan.

Component 1: Governance, accountability and decentralized management for education staff

Objective: Institutional architecture and human resources are adapted to enhance good governance, effective management and professionally led reform across the education system, thereby delivering relevant and quali- ty education to learners in a decentralized environment			
Indicator s	**Baseline (2018/19)**	**Targets (2024/25)**	**Source**
Revised organizational structure with clear functions and roles to achieve educational outcomes	Existing	Put in place at Federal / Regional levels	Mo E REB s
Percentage of institutions equipped and staffed with the minimum requirement for the post	DNA	TBD	Surve y report

Sub-component 1: Organizational structure of the education sector

In previous strategic plans, the government has sought to improve the governance, accountability and management of education. ESDP VI, like previous sector plans, is consistent with this policy basis. ESDP VI will focus on a few select important policy priorities rather than trying to spread limited resources over too many priorities. These are aligned with the priorities set out in the ten-year education development sector plan which emphasizes the creation of well-rounded citizens.

During the ESDP V period, it was planned to restructure and put in place the organizational structure with clear roles and responsibilities. However, except for the split of the ministry into two departments, it was not restructured in a way that shows clear roles and responsibilities and clear relationships with other regions. Hence, it may be useful to examine the internal structure of the MoE and its relationship with the REBs, zones and woreda education offices. The lack of achievement of some key ESDP V objectives is related to structural relationships in the system. It was identified that there was poor management of resources and a mix of tasks in the structure at all levels, which was not based on operational work. Under ESDP VI, the review of the stated federal and regional structures will therefore motivate recommendations for improvement. Hence, the review of the organizational structure, functions and roles to achieve educational outcomes will be further emphasized and implemented during the five-year planning period and at the end of this strategic period stakeholders expressing satisfaction with the management and reform of the education system.

Sub-component 2: Partnership

The provision of equitable quality education for all needs synergy with the different stakeholders. This means creating partnerships with the private sector, NGOs, faith-based non-profit organizations and other organizations, including industrial bodies and domestic and foreign companies. They can play a role at all levels of the education and training system.

The partnership creates synergy to promote and support the role of local educational organizations by financing their work, by providing capacity-building assistance to improve their operations, organization and programme implementation. In addition, an agreed national strategy and guidelines will be developed for multi-sectoral collaboration and convergence.

ESDP VI aims to support and encourage their participation in the education and training sector by establishing and strengthening partnership with sector ministries, institutions, the private sector, development partners (DPs) and civil society organizations (CSOs).

Sub-component 3: Decentralization and accountability

The rationale for decentralization and accountability in education tends to be associated with democratization, improved efficiency, and enhanced quality of education. However, the Education and Training Roadmap study identified poor management of resources where accountability was absent.

Good governance is one of the values guiding the system. "To strengthen governance planning and management to improve efficiency and effectiveness throughout the sector/system" is one of the major goals of the education sector. Governance of education and training is shared between many actors, at federal, regional, zonal, woreda and school levels with varying scope and degree of responsibility and mandate.

The policy of decentralization has been implemented for years and has allowed for greater autonomy at the sub-national level, on the assumption that this would be accompanied by accountability. Decision-making on important issues such as the appointment of teachers and other support staff, the assignment of school-level leaders and principals, and the use of the budget has shifted from the regional to the woreda level.

Many woredas are exercising their autonomy in the management of material, human and financial resources and prepare their educational development plans. On the other hand, others are still in their infancy and cannot fully assume their responsibilities due to the low capacity of the woredas on all fronts.

Moreover, the autonomy has not yet been fully materialized at school and institutional levels, where decentralization can make a difference. Schools should be considered as units of change to strengthen the decentralization process and practices, accompanied by accountability. Decision-making closer to the school level is expected to lead to a better adaptation of the curriculum to local settings, foster a greater sense of ownership, improve student and teacher motivation, encourage parental participation, and increase communities' willingness to contribute to the overall school improvement.

Therefore, attention should be focused on deepening decentralization to woreda and school levels, where appropriate.

It is understandable that the transfer of authority should be carried out gradually, rather than all at once. Authority should be transferred to individual woredas and schools only after they have passed specific tests of readiness. In this regard, all efforts should be made to build their capacity to reach this level, on an equitable basis, across the country. Furthermore, in 'handing over' responsibilities, it is important not only to build capacity, but also to ensure that local authorities/schools fully understand the 'levels of autonomy'.

What is common at all levels of the education system is the lack of a strong accountability mechanism that holds organizations, institutions and staff responsible for their performance. Decentralization must be accompanied by accountability to ensure that activities are performed efficiently and that output and outcome targets are achieved as planned.

Three key areas that require critical consideration in decentralizing education policy are ensuring equity, developing accountability measures and systems, and developing local-level capacity at all levels and in all sectors of the education system. Based on this underpinning principle, the establishment and monitoring of a system that will strengthen decentralization and accountability at all levels will get due attention during the five-year implementation period of ESDP VI.

Sub-component 1: Organizational structure of the education sector				
Strategy	Indicators	Baseline	Targets	Source
Revised organizational structure, functions and roles to achieve educational outcomes	Revised organizational structure implemented with clear roles and responsibilities of MoE, REB, ZED, WEO clarified	Existing structure not revised	Revised structure with clear roles and responsibilities put in place	MoE, REBs report
	Percentage of staff with appropriate qualifications/expertise assigned to required positions	TBD*	100%	
	Ratification of education law and policy	No	Education law ratified	
	Human resource development strategy developed and implemented	No strategy developed	Strategy developed and implemented	

Revise the organizational structure (including functions, roles, competencies), standard operating procedures, and guidelines to fit the needs
Ratify and implement the education law and policy documents
Revisit the existing governance system, its structures and leadership mechanisms
Redefine the mandates, responsibilities, accountabilities and relationships between the MoE, REB, ZED, WEO and schools in light of decentralization
Establish education and training councils at national and regional levels
Leverage ICT to improve service delivery
Organize an independent, high-level think tank to study emerging challenges, evaluate and interpret policies and programmes, and advise the Ministry of Education from time to time
Review/develop a human resource development strategy with a broader view of the capacity and professional development needs of the education sector as a whole
Ensure that education leaders and experts at all levels are assigned on the basis of appropriate professional competencies, qualifications and experience
*TBD: to be determined

Sub-component 2: Partnership				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Establish and strengthen partnership with sector ministries, institutions, the private sector, development partners (DPs) and civil society organizations (CSOs)	Develop a standard operating procedure and guideline for partnership between the public, private, DPs and CSOs	None	Standard operating procedure developed and guideline put in place	MoE, REBs report
	Developed and adopted national strategy and guidelines for different sectors to collaborate and create convergence	None	Developed and strategy and guidelines implemented	
	Number of government-NGO forums established and operationalized at federal and regional levels	1	Gov.-NGO forums (13+) established at the federal level and in all regions	
	Number of talented and needy learners benefiting from private sector, DP and CSO scholarship programmes	DNA*	TBD	
	Level of satisfaction of DPs and CSOs with the partnership at the federal and regional levels	DNA	Satisfaction rated as 'Very satisfactory' and above	Survey report

Establish an institutional structure for broad stakeholder participation and consultation in education policy dialogue, formulation, implementation and monitoring
Prepare a legislative framework and a national strategy for the different sectors to create convergence and work in collaboration with the MoE/REBs on factors that impede learning
Introduce joint planning, budgeting and implementation that allows the different sectors to work on identified interventions
Develop/revise standard operating procedures and guidelines for partnership between public, private, DPs and CSOs
Strengthen the government-NGO forum at national and regional levels through regular consultative meetings
Support the private sector to engage directly in the provision of equitable, quality education
Develop partnership initiatives to strengthen private sector and community participation in school construction, infrastructure maintenance, school management and monitoring
Mobilize the private sector, DPs, CSOs and individuals to support scholarship programmes for gifted, talented and needy learners
*DNA: Data not available

Sub-component 3: Decentralization and accountability				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Setting up and observing a system that will solidify decentralization and accountability at all levels	Availability of a system for monitoring and reporting on sector performance by internal and external bodies	None	Sector-wide performance monitoring and reporting system in place	MoE, REBs report
	Level of satisfaction of primary beneficiaries with the quality and effectiveness of national support and shared services	None	Satisfaction rated as 'Very satisfactory' and above	Rapid assessment report
	Tools (policies, guidelines, manuals, etc.) developed to deepen decentralization and accountability at the school level	None	Decentralized responsibility and accountability exercised at school level	
	Percentage of MoE bodies/institutions and REBs using (a) ICT and (b) e-governance system	0	100%	MoE, REBs
	Percentage of MoE organs/institutions, REBs and WEOs practicing effective results-based management (RBM)	TBD	100%	

Establish a sector-wide performance monitoring system, focused on achieving results, to track progress against plans and ensure timely corrective action
Establish internal and external regulatory bodies to monitor the sector and report on performance to Parliament
Link the federal level monitoring system to the school level and strengthen accountability measures, including performance assessment and institutional performance reviews for management at all levels.
Improve the effectiveness and quality of national support and shared services in the areas of ICT, programme and project management, strategic policy monitoring, knowledge management, data management and use, etc.
Conduct statutory audits, sectoral audits, financial monitoring studies, periodic performance audits, routine monitoring and posting of released funds.
Develop school policies, procedures, guidelines and manuals to strengthen transparency and accountability in schools
Develop a training module for community representatives on school management committees

Component 2: Management of Educational Information Systems

Objective: The education system will be transformed from being data-rich to a data-driven system by improving the quality, reliability, timeliness, and use of educational data and information at all levels			
Indicators	**Baseline**	**Targets**	**Source**
Availability of EMIS policy	None	EMIS policy issued and implemented	MoE, REBs, EMIS
Formal and timely release of analytical statistical abstracts on education at the macro and micro levels.	Partially practiced	Reliable and timely statistical data produced at all levels.	
Use of the results and recommendations of the ESDP VI mid-term evaluation to make evidence-based adjustments to policies, strategies, and targets, as appropriate.	Mid-term evaluation findings and recommendations requiring action	Actions taken to address the recommendations of the mid-term review	
Development and introduction of diversified EMIS data formats that allow stakeholders to access more detailed data on the quality and efficiency of the education system, as well as on access to and participation in it	Non-existent	Diversified EMIS data formats available to stakeholders	EMIS

Sub-component 1: Digital technology and infrastructure

Digital technology is a technology that brings together different applications, devices and systems and connects people to the digital world. ICT is currently used in many sectors. It not only increases efficiency, but also saves time and allows the exchange of information in a short period of time, which contributes significantly to economic and social development. Education in Ethiopia has traditionally been centered on sources such as schools, teachers and textbooks. Students can only acquire knowledge through the teaching and learning process, through presentation and direct contact with the teacher in the classroom. Due to the global transformation into a digital system, modern society wants to know information as it happens and when it happens, and the world is moving from an information society to a knowledge society.

By using ICT, making learning materials accessible to all will enable students to acquire sufficient knowledge, skills and abilities. By updating teaching strategies and assessment systems, it helps students to easily understand the curriculum content and improve their academic achievement. They are also used to improve information management in schools and facilitate information exchange.

In the 21st century, any education and training system, educational management and administration, and information-based monitoring, evaluation, and decision-making systems can only be effective if they are used within the framework of information and communication technology development.

The lack of ICT infrastructure in schools, the lack of skills in using ICT equipment, the lack of ICT skills and knowledge in educational institutions are key issues.

Therefore, the educational system in the next five years can be properly planned, expand the technological infrastructure, implement and evaluate to achieve the objective and expected results of the sector. If we can build a better digital technology infrastructure and put it into practice, it will be possible for the education sector to contribute significantly to the success of our country's vision of prosperity by transforming student outcomes to the desired level and producing a quality skilled manpower.

Sub-component 2: Educational data management

Data management is the process of feeding, storing, organizing and maintaining the data created and collected by an organization. The data management process includes a combination of different functions that collectively aim to make sure that the data in education systems is accurate, available, reliable and accessible.

The Education Information Management System is a system that collects, analyzes, and informs policymakers and the government about the state and challenges of the actual performance of the education system so that it can be used for operational decision-making and strategic

planning in particular, and policy formulation and revision in general.

During the next five years of the strategic planning period, the education information management system will introduce more diverse EMIS data formats allowing stakeholders to access more detailed data on quality and efficiency of the education system, as well as on access and participation in the system. Collecting and analyzing information on the allocation and use financial resources for the education sector, as well as collecting data on the contribution of the

school community, donors, governmental and non-governmental organizations, private sectors and school revenues, by developing and updating data collection tools

Based on the data collected and investigated the managers can understand whether the limited resources allocated to the education sector and the resources from various partners are used for the desired purpose or not. Thus, the accountability system will be established at all levels.

Sub-component 1: Digital technology and infrastructure				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Establishment of a digital technology and infrastructure	Availability of a student database with all relevant traits	None	Student database made available	MoE, EMIS
	Percentage of institutions networked with a digital infrastructure for EMIS	0	100%	
	GIS, SMIS and TMIS integrated with EMIS	Not integrated	Fully integrated	
Develop a student database with categories including parents' economic background, parents' education level, resident, refugee, internally displaced status – all disaggregated by different characteristics				
Upgrade EMIS hardware and software; digitize the education management and data collection system				
Develop infrastructure for EMIS implementation platform (network, software, and hardware)				
Leverage technology to disseminate educational information that can be easily accessed through mobile technology and other means				
Integrate GIS, SMIS, and TMIS with EMIS				
Update and rationalize the number and content of EMIS tools/questionnaires				

Sub-component 2: Educational data management				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Collection, processing, and dissemination of educational data to inform decision making	Number of regions reporting timely and reliable educational data with EMIS	DNA	12 +	EMIS
	Percentage of KPIs for which information is presented and analyzed in the annual statistical summary	0	100%	
	Percentage of officials trained on how to collect and use their data for planning and decision making	DNA	100%	
	Percentage of stakeholders satisfied with EMIS report	DNA	90%	
Produce and distribute federal and regional brief statistical abstracts to all regions and stakeholders electronically				
Produce analytical statistical abstracts on education twice a year and once a year				

Adopt web-based dissemination of EMIS data and make the education system more open and transparent
Develop an integrated data management system using up-to-date school, teacher and student identifiers
Improve the organizational structure of EMIS (at MoE, REB, woreda and school levels) by assigning adequate and competent staff and providing the necessary IT infrastructure at all levels
Strengthen the professional capacity of EMIS and education experts to develop high-level tools that are harmonized and updated with international tools
Design a robust human resources strategy to retain EMIS staff through competitive packages, including succession plans for departing staff members
Build the capacity of local officials on how to collect better data and use it for planning and decision-making in a consistent manner
Produce an integrated report (EMIS, Inspection, Licensing, TDP and NEAEA) annually

Strategy	Indicators	Baseline	Targets	Source
Collection, processing, and dissemination of financial performance data to inform decisions	Availability of financial data in EMIS report	0	Financial data captured by EMIS	EMIS

Collect financial data from various stakeholders and incorporate it into the EMIS annual report
Collect financial data on community contribution (cash and in-kind)
Support implementation of financial performance data collection, record keeping, analysis and reporting
Establish a system for tracking the allocation and use of funds

Component 3: Mobilization, equitable allocation and use of resources

Objective: The education sector will have a reliable and sustainable source of financial resources that must be used effectively, transparently and accountably			
Indicators	Baseline	Targets	Source
Availability of a comprehensive resource mobilization strategy for the education sector	0	Strategy developed and implemented	MoE, REBs, EMIS
Monitoring system in place to track the use of the budget	0	Monitoring system implemented	
Accountability mechanism designed and implemented	0	Mechanism in place	

Sub-component 1: Resource mobilization and utilization

According to a study released by the World Bank, Ethiopia is one of the first countries in sub-Saharan Africa to invest more than 25% of its budget in education, of which 45% is spent on primary education and 12% on secondary education, which is very little compared to the number of students and teachers at these levels. Practically; 85% of the total budget is allocated to salaries. Funding secured from development partners and the community to fill the budget gap has been commendable. However, significant results were not achieved in improving the quality of education as a whole and students' achievement in particular.

As noted in the section on costs and financing (Section 5), the funding gap will range from 13% to 18% of the total education budget during the ESDP VI implementation period, as projected based on baseline assumptions as well as new initiatives envisioned to be implemented during the plan period.

Major changes will be introduced in the education and training system during the implementation period of the 10-year education and training plan. The structure of education is reorganized into 6+2+4, i.e. six years of primary education (Grades 1-6), two years of middle school education (Grades 7-8) and four years of secondary education (Grades 9-12). The age of completion of general education is raised from 16 years (at the end of Grade 10) to 18 years (at the end of Grade 12). Secondary education is organized into

three categories: General education, Foundation TVET, and Special school for the talented.

The vocationalization of education by integrating learning with practice, life, production, etc. at the general education sub-sector level will be the focus of ESDP VI. In addition, free and compulsory education will be provided from pre-primary to Grade 8, while secondary education will be free. It is envisaged that school feeding will be introduced gradually from pre-primary to Grade 8. A robust application of digital technology will be a major undertaking of ESDP VI in all areas of the education system. Technology will be used as a powerful tool to transform learning.

These and other related innovative interventions will require a huge budget to succeed.

To address this challenge, the strategy is to diversify and intensify financial resources.

The role of the community, the private sector, and the international community is vital to the advancement of the education and training system, and its proper functioning.

Strengthening public-private partnerships at different levels is essential to mobilize financial resources as well as an innovative idea.

Establishing accountability through developing a policy and strategy for mobilizing finance and resource to increase their contributions to the sector will be implemented.

Moreover, a high-level resource mobilization Committee/Task Force/ that negotiates with bilateral and multilateral development partners and the creation of Education and Training Development Fund/Bank and a system for monitoring budget utilization will be put in place.

Sub-component 2: Transparency and accountability

The Education and Training Roadmap study identified poor management of resources where accountability was weak and at times absent. Improving governance and accountability in the management of education is related directly to empowerment and transparency.

A transparent system will encourage accountability in that it holds institutions and those in authority accountable for their actions. An accountable institution, in turn, encourages public participation in governance. When responsible individuals and groups are held accountable, the system engenders trust.

Organizations are transparent when they enable others to see and understand how they operate honestly. To achieve transparency, an organization must provide stakeholders with information about its activities and

governance that is accurate, complete and timely. For accountability to be achieved there must be transparency. Transparency enables accountability. Transparency is a prerequisite for accountability.

In this connection, public access to information is key to greater transparency and accountability in education. With open data, it is possible to monitor educational progress and identify any bottlenecks and bad practices in the system.

School report cards are instrumental in sharing school-level data with stakeholders. They can cover many aspects of the school environment, from student enrolment and achievement, funding, teacher qualifications and pupil-teacher ratios, the state of school facilities, to materials such as textbooks. This information can enable the school community – and specifically parents – to verify that the school has received all of the services and resources it was entitled to.

In general, the process of decentralization can substantially improve the efficiency, transparency, accountability, and responsiveness of service provision.

Accountability and transparency can take different forms, and the relationship between them depends on the extent to which they are designed to support each other. Empirical studies show that, in some cases, transparency is a prerequisite for accountability. In other cases, transparency requirements can make accountability confusing and difficult to achieve.

Furthermore, the existence of transparency will result in better governance, more accountability and less corruption. Better and more information allows citizens, government entities to hold institutions accountable for their policies and performance. Transparency and accountability assess the extent to which educational leaders and managers at all levels and implementers can be held accountable for their use of funds and the results of their actions by the public, the legislature and the judiciary. This reinforces the extent to which institutions and individual staff are held accountable for administrative decisions, the use of resources, and the results obtained.

The establishment and implementation of a performance monitoring and evaluation system that will strengthen internal and external performance audits will be put in place. Moreover, regular audit/inspection systems will be intensified at all levels, including in schools, to ensure compliance with financial management, public accountability and transparency; and the publication of comprehensive, reliable, and timely financial data.

Sub-component 1: Resource mobilization, allocation, and utilization				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Diversify and intensify the mobilization and effective and efficient use of financial resources	Share of government expenditure in the education sector	68%	72.3%	MoE, REBs, EMIS
	Share of education and training budget mobilized from partners	21%	14.7%	
	Share of private and community contribution	11%	13%	

Develop a resource mobilization strategy for the education sector

Establish a high-level standing committee/task force on resource mobilization with a clear mandate to explore new opportunities and expand existing ones, providing guidance and advice on how to increase funding for education

Ensure targeted funding for national priority areas that need urgent attention

Ensure adequate budget allocation at the federal, regional and school levels for the education of students with disabilities

Analyze past trends, current status, and sustainability of financial resources for the education sector

Explore the possibilities and create an education and training development fund/bank or similar funding system for education and training

Mobilize resources from all stakeholders, including NGOs, the private sector, and bilateral and multilateral development partners

Strengthen the engagement/investment of the private sector, NGOs, faith-based organizations (FBOs), and others to support the education system

Conduct a comprehensive donor mapping and update it periodically

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Diversify and intensify the mobilization and effective and efficient use of financial resources	Share of government expenditure in the education sector	68%	72.3%	MoE, REBs, EMIS
	Share of education and training budget mobilized from partners	21%	14.7%	
	Share of private and community contribution	11%	13%	

Implement an advocacy campaign in print, online, and at stakeholder events to drum up public support for additional investments in education

Undertake a review of tracking expenditures in the education sector

Install a robust monitoring and control system to ensure effective and efficient use of programme funds

Strengthen and gradually expand results-based financing across the sector, rewarding achievement rather than funding inputs, while ensuring that inequities are not created

Conduct resource mobilization training for staff and members of resource mobilization committees

Develop a policy framework and guidelines for institutions and schools on how to generate and use their revenues

Sub-component 2: Transparency and accountability				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Establishment of an effective accountability and transparency mechanism to be applied at all levels	Development and imple-mentation of a perfor-mance audit system	NA	Performance audit system in place	MoE, REBs, EMIS
	Percentage of MoE bodies, REBs and WEOs that un-dergo annual performance audits	0	100%	
	Frequency of financial audits conducted at all levels	DNA	Annually (every two years if not possible for a valid reason)	
Develop an education sector accountability framework				
Establish and implement a performance monitoring and evaluation system				
Strengthen the internal and external performance audit system				
Improve the system of public accountability and transparency by publishing complete, reliable and timely financial data and information on budget allocation and use				
Conduct regular inspections at all levels, including schools, to ensure compliance with financial management standards				
Automate the planning, reporting and human resources management system				
Ensure transparency and accountability in the procurement and supply chain management system at all levels				
Strengthen the engagement/investment of the private sector, NGOs, faith-based organizations (FBOs), and others to support the education system				
Conduct a comprehensive donor mapping and update it periodically				

Component 4: Communication and research for educational development

Objective: Policy development and decision-making will be underpinned by evidence and findings from quality research, surveys, case studies, evaluations and assessments, and supported by two-way communication with all stakeholders at all levels			
Indicators	**Baseline**	**Targets**	**Source**
Availability of a comprehensive education sector communication strategy	No strategy	Communication strategy devel- oped and implemented	MoE report
Number of high-level research studies with policy and strategy implications undertaken	DNA	TBD	

Sub-component 1: Communication for education development

The education and training sector has played an important role in the development and growth achievements of the past two decades and, as a result, significant results have been achieved, especially in rural and pastoral areas. These results are recorded in the policies that the government has formulated in the current context of the country, through strategies, packages and plans.

Efforts have also been made to improve communication and public relations results and gaps to make them accessible to the public through various communication channels.

Extensive public mobilization activities at the beginning of the school year, including getting school-age children into school, resulted in many students being brought into school.

Despite the above strengths, not much work has been done in terms of inclusion and accountability in providing reliable and up-to-date information to the public since it is not systematically organized. The education and training sector

lacks adequate, relevant and timely data for planning, management and decision making. The system of data collection, management and use is not supported by appropriate technology. While there has been an improvement in the collection, analysis and dissemination of information, the quality of data remains a concern.

The Ministry developed initiatives to restructure and strengthen EMIS to digitize the work of each directorate within the Ministry and to audit and update data, and to integrate EMIS with other systems inside and outside the Ministry, the result of which has shown there is still a gap in the quality and appropriate use of information.

To address these challenges in ESDP VI, data management systems will be better connected, collaboration among directorates at various levels and in different ministries and agencies will be strengthened, while the capacity to analyse data, use the findings for decision making, and monitor implementation will be enhanced .

Furthermore, the information-sharing mechanism is also enhanced through developing a comprehensive education sector communication strategy that promotes a culture of communication for educational development through strong participation.

Upgrading and regular updating of the MoE website as part of a review of internal and external communications will be implemented.

To provide and ensure sufficient, accurate, clear and timely information, to internal and external stakeholders, the publication and dissemination of policy documents will be enhanced through education magazines and journals at regular intervals. Promoting policy dialogue, debates, at all levels and multi-year campaigns to inform parents and communities about current educational achievements and challenges will also be considered.

Sub-component 2: Research for educational development

Education research provides fundamental knowledge that can contribute to improving learning and other relevant educational outcomes. It seeks to test, develop, or refine theories of teaching or learning and may develop innovations in methodologies and/or technologies that influence and inform research and development in different contexts. It contributes to knowledge development, practical improvement, and policy

information to improve their competencies and the teaching and learning process.

It also contributes to core knowledge used to understand teaching and learning, the processes involved in learning and instruction; the functioning of education systems; and models of systems and processes.

Though research and publication have been given a lot of attention in Ethiopian academic institutions, disseminating research outputs through scholarly publications has become challenging (Berhanu Abera, 2018).

Even research in higher education is conducted mainly by postgraduate students, but no longer with the aim of sharing knowledge, but to gain promotion.

Financial support to research is also low. For instance, in 2011/12, financial allocation for research by universities accounted only 1% of their total budget.

Research focused on thematic areas remains weak and not systematically planned to identify major challenges and recommend a scientific solution for policy formulation and decision making.

The challenges of setting up a research agenda and designing selected research projects need serious consideration.

To address the problems, the identification of research topics in high priority areas, the encouragement and design of an incentive mechanism for REBs and higher education to conduct value-added research that improve quality education will be implemented.

Establish research and evaluation committees to monitor the research activities and organize policy-oriented workshops, conferences and dialogues to share research findings with key stakeholders.

The development of new policies that motivate stakeholders, the allocation of resources for research, the provision of information and facts for monitoring and evaluation, the promotion of learning and the improvement of the quality of decision-making will be taken into account in the next ESDP.

Furthermore, publications of the research findings in any media format and broadcasted on behalf of the MoE for public consumption will be made familiar.

Sub-component 1: Communication for education development				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Promote education ystem performance through various forms of two-way communication with various stakeholders	Effective and synergic communication system in place	No existing system	Communication system established	MoE, REBs
	Number of spots communicated	0	TBD	
	Programmes published/ transmitted through print and broadcast media	0	TBD	

Develop a comprehensive education sector communication strategy
Promote and establish the culture of "communication for education and development" through sustained dialogue, participation and sharing of knowledge and information on education and training issues
Develop public awareness programmes on the main elements of the education law and the spirit, content and direction of ESDP VI
Improve and regularly update the Department of Education website, social media, and Department of Education TV as part of a review of internal and external communications
Provide and ensure that internal and external stakeholders receive sufficient, accurate, clear and timely information
Develop snapshots of education sector accomplishments and challenges for the public.
Consistently communicate education sector transformation, new initiatives, and major departures to the public (e.g., D-TEST components and implications, curriculum, adult and non-formal education, teacher training, etc.)
Scale up best practices and periodically publish and distribute national policy documents, educational magazines and journals to stakeholders and the public

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Promote education system performance in media and communica-tionn	Number of educational events that received media coverage	DNA	15 times	MoE, REBs
	Number of outreach and empowerment programmes prepared and delivered to parents each year	DNA	20 programmes	

Provide information and sensitize journalists and other media professionals to enable them to participate effectively in the promotion of ESDP VI
Provide media coverage of major educational events in the country
Engage in policy dialogue, debates and other discussion forum on education issues at international, national and regional levels
Raise awareness among parents about policies and plans that affect their children's and girls' education, and that they have a critical role to play in implementing these policies in their school communities
Plan and implement a multi-year campaign to inform parents and communities on current education issues and challenges

Sub-component 2: Research for educational development				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Encourage a culture of research and use of findings and results for policy and decision-making	Research topics identified and planned, to be undertaken at least annually	DNA	Research conducted	MoE, REBs
	Number of research projects conducted in the year	0	TBD	
	Research and evaluation committee established	No committee	Commitee established	
	Number of quality research projects undertaken by REBs and higher education institutions	DNA	TBD	

Establish specialized research and development units at the federal MoE and REB level

Establish a research and evaluation committee that will review and approve the terms of reference for research; ensure that research is planned and budgeted for; and verify that the products are of the quality required to be published on behalf of the Ministry of Education

Identify high priority research topics to be conducted in the short and long term during the ESDP VI period

Identify and ensure that research/surveys, case studies, evaluations, assessments, etc. planned by the various directorates and agencies are not duplicative and are worth doing

Develop gender and inclusive education and equity filters for all programmes and research and ensure that gender and inclusive education issues are appropriately addressed

Encourage and design an incentive mechanism for REBs and higher education institutions to conduct research that adds value to improving the delivery of quality education

Undertake longitudinal and action research to inform and update programmes

Prepare and disseminate evaluation products and organize knowledge-sharing events

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Encourage a culture of research and the use of findings and results for policy and decision making	Number of research findings formally communicated to stakeholders	0	TBD	MoE, REBs
	Number of conferences, workshops organized to disseminate research findings	0	TBD	

Share research findings, case studies, success stories, and new policies among appropriate stakeholders, which will be useful for learning, planning, and resource allocation

Provide monitoring and evaluation information and facts that will become knowledge, promote learning, and improve the quality of decision-making

Clear all publications in any media format published on behalf of MoE for public consumption, including books, policy papers, working papers, and videos associated with the research

Review and download research, including surveys, studies, evaluations and programme assessments, reports

Create a repository of research studies accessible to stakeholders

Organize policy-oriented workshops, conferences, and dialogues to discuss research findings that have policy and practical implications for reform in the sector

Create a sustainable mechanism to facilitate the exchange of information and expertise and make MoE/REBs and WEOs "learning organizations

Component 5: Capacity development for improved management

Objective: Education reform will be managed and led by professionals with the required skills, knowledge, abilities and commitment at all levels			
Indicators	**Baseline**	**Targets**	**Source**
Level of staff satisfaction with the implementation of the capacity development plan and strategy	DNA	90%	Survey report
Career pathway developed and implemented	DNA	Career pathway put in place	MoE, REBs

Sub-component 1: Professional development

The management capacity of the education administration and the capacity of the education system is one of the key factors limiting the successful implementation and achievement of the sector plan. Considering this fact, in ESDPV, it was planned to improve an adequate supply of staff with the right mix of technical and leadership skills for each position/level and to improve the necessary resources and motivating conditions of work.

A professional development programme will be linked to each staff member's profile. Such a programme will replace one-of training sessions with a personally targeted set of workshops, courses and other training-related events, together with the provision of support and guidance materials.

Critical skill gaps reported include the following: skills in budget analysis, disaggregated by budget category, education sub-components and budget items; skills in making reliable projections, strategic policy formulation and influencing.

Long- term and short-term training through different modalities and technologies will continue to provide support and competencies required in response to identified gaps. The professional development of staff will increasingly include regular mentoring by the immediate line manager and experienced and skilled individuals. The training and mentoring process will be linked to the production and delivery of results that lead to organizational effectiveness

Sub-component 2: Career development and promotion

The career path encompasses the employee's desired destination and the steps, experience, and staff development that will be needed to progress along the journey. A career path gives the employee a sense of direction, a way to assess career progression, and an opportunity to achieve career goals and milestones along the way.

The revision of the existing career and promotion system will contribute to the successful transformation of governance, which demands that competent staff is selected for leadership, management, and administrative positions in the ministry, agencies, offices and institutions that design and implement education policy. This will demand the production of detailed profiles for such positions, diversified career pathways, and the implementation of competence and performance-based career progression to attract at all levels of the post. Staff motivation will be strengthened through the development of rewarding career paths, and a more robust constructive performance assessment, which will ensure that the right person is in the right post and will be linked to incentives for good performance.

Sub-component 1: Professional development				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Transforming and revitalizing the professional development of staff through needs-based training and development system	Development and implementation of a capacity development plan	No comprehensive plan	Development of a capacity building master plan	MoE, REBs
	Percentage of national regional and local officials, with the required profile for the post they hold	DNA	100%	
	Percentage of trained professionals based on the needs' assessment	0	100%	
Undertake an assessment of the gaps in qualification, knowledge, skills, and competencies required for the jobs				
Develop, approve and implement a medium- to long-term capacity development master plan for the education sector				
Develop the capacities of relevant staff in undertaking research and development and targeted policy analysis for evidence-based reform, planning and management				
Enable the planning and management of the education system				
Design the knowledge management system so that education organizations at all levels become true learning organizations				

Sub-component 2: Career development and promotion				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Reviewing the existing career and promotion system	Development and implementation of a career pathway	Unrevised career path	Review and implementation of the career path and promotion	MoE, REBs
	Percentage of staff satisfied with the new career pathway	DNA	90%	Survey report
Diversify career pathways to attract staff at all levels				
Implement competency and performance-based career progression				
Design gender-responsive career paths with detailed profiles of leaders and experts				
Review and improve recruitment processes to align with posts and staff profiles, with an emphasis on advancing gender equality and people with disabilities				
Introduce a recruitment, deployment and career development system that can attract competent staff				
Carry out a rapid assessment of the level of staff satisfaction with the draft or the newly introduced career pathways				

Programme 2
Values: National unity in diversity

Goal
To develop ethical, civic and moral values in learners throughout the education and training system in order to prepare them to live in harmony and work for the unity of the country, appreciating shared values, diversity, interculturality, brotherhood, peace and inclusion

Ethiopia is a multilingual, multicultural and multi-religious country. It is a country with a deep-rooted and long history of its citizens enjoying mutual interactions and unity with diversity. The societal bond among its diverse groups is very strong and unshakable shared values that prevailed through generations and at the same time values of differences have been recognized and respected as well.

Although there has been a positive and long-standing cultural practice in Ethiopia, recent studies reveal that the education system has to further deepen it aggressively to curb signs of negative and unwanted behaviours and practices that endanger the life and long-term peace, prosperity and happiness of societies and the country at large.

In this regard, schools need to be safe environments to learning and to strengthen students' positive values to foster inclusion and representation and to embrace pluralism, appreciating the similarities and differences between ethnicities, religions, and cultures. Schools are also in a unique and important position to foster cohesion, but a broad range of partners need to be involved to strengthen school-level initiatives. These include the wider community, government, local authorities and civil societies.

Learners need to develop the knowledge, attitudes, and skills required to interact positively with people from diverse groups and to participate in the nation's civic life. Students must be competent in intergroup and civic skills to function effectively in today's complex and ethnically polarized world.

Students should be taught to study, live together, and work in harmony and unity with others. Efforts should be made from early childhood to ensure that children, young people and adults share common values and experiences and embrace diversity. To help them achieve this, enough attention should be given to this theme within the training of teaching and administrative personnel.

Therefore, to realize the goal of developing active and value-driven citizens, ESDP VI will give due emphasis to incorporating national unity, moral and citizenship education into the curriculum at all levels; positively transforming the teaching-learning process, techniques and approaches in the classroom; facilitating interaction between schools and institutions, ethnic and socio-economic groups, promoting learners' participation in community services; creating a conducive environment for students' active participation in extracurricular activities; boosting positive school culture and ethos as one big family and community; reviewing the existing teacher deployment criteria; creating an opportunity for potential teaching staff to learn various Ethiopian languages.

There will be a stronger focus on extracurricular and out-of-school activities, as essential activities contributing to the promotion and practice of ethical and moral values. Interaction across schools, ethnicities and socioeconomic groups will be facilitated. At the same time, students will be encouraged to participate in community service around the school and there will be zero tolerance for any form of school related gender-based violence. Part of this strategy will include a review of existing teacher deployment criteria to promote unity in diversity

Through their ethos and curriculum, schools can promote a sense of common identity and support diversity, showing pupils how different communities can be united by common experiences and values.

Building and strengthening community cohesion means working towards a society in which all communities have a common vision and sense of belonging; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

In general, schools are entrusted, by society to find ways to respect the diversity of their students and to help to create a unified nation to which

all of the nation's citizens pledge allegiance. Schools have a responsibility to produce citizens who have a common historical memory, who reflect common values in their daily lives, and who believe in a common and shared destiny. Schools must be supported to inculcate and nurture national consciousness through fostering common ideals, values, aspirations and loyalties to mould national unity and national identity in a multi-ethnic society.

In this connection, four components are identified under this critical programme to be implemented over the next five years. These are curriculum content and teaching and learning practices; school culture and ethos; extracurricular/after-school programmes and the wider school community engagement.

Component 1: Curriculum content and teaching and learning practices

Objective: The national curriculum and related policies will be revised and implemented to provide the knowl- edge and skills required to practice and promote shared values, unity in diversity, tolerance, brotherhood and self-awareness, thereby strengthening social cohesion			
Indicators	Baseline	Targets	Source
The extent to which shared values that promote national unity in diversity are covered and addressed in the curriculum framework, textbooks, and the classroom teaching-learning process	TBD	100%	Assessment and survey reports

The curriculum and the teaching and learning practices in schools are expected to teach students to understand others, to promote common values, to value diversity, to raise awareness of human rights and the responsibility to uphold and defend them, and to develop skills for participation and responsible action.

An effective school has a high standard of teaching and curriculum that supports high standards of attainment, promotes shared values, and builds students' understanding of the diversity around them, recognizing similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Peace education should be intensified in the curriculum as a vital tool to promote children's peaceful behavior, non-violent skills and positive attitudes on how to solve conflicts peacefully, and to live in harmony with oneself, with others, and with the natural environment. It also enables children to find peaceful solutions to recurring problems, and to raise awareness in a new generation to commit to boosting a culture of peace and tolerance.

A classroom may be filled with students from various religious, ethnic, and linguistic backgrounds. Teachers should recognize these differences and celebrate the diversities prevailing in classrooms. This is because the classrooms are the best places for students to learn, share and respect the basic values and essences of their counterparts. When doing or practicing these activities progressively, students will feel more comfortable in the classroom as they realize they have more similarities than differences with their classmates.

To this end, the curriculum framework, textbooks and, most importantly, the process and approaches to teaching and learning in the classroom should be designed and applied in such a way that they contain shared values, promote national unity in diversity, and serve as tools for building community cohesion in a sustainable manner. The curriculum and its implementation in schools should aim at instilling a spirit of patriotism, which is defined by pride in being an Ethiopian citizen, a spirit of loyalty to the nation, the spirit of the motto ''United we stand, divided we fall'', discipline, industriousness, and productivity.

Textbook writers must be more sensitive to the goal of nation building. At the same time, an open and democratic approach to instruction and learning, rather than a closed and controlled one, should be encouraged in all classrooms.

In this connection, strategies identified for the component include revising and implementing the curriculum and associated policies to promote shared values and national unity in diversity; building the capacity of teachers, principals, supervisors and non-teaching staff for them to internalize and practice the revised curriculum on positive values and unity in diversity; and developing learning materials, including textbooks and supplementary readers, appropriate to the age and grade level of the students, which incorporate positive and shared values and promote national unity in diversity. These strategies are to be materialized over the plan period through fourteen key activities outlined in the tables.

Strategy	Indicators	Baseline	Targets	Source
Review and implement the curriculum and associated policies to promote shared values and national unity in diversity	Number of federal and regional education sector plans to incorporate values and national unity in diversity contents	0	12+	MoE, REBs
	An analytical report mapping and identifying policies, subjects, topics, and practices that are potential sources of misunderstanding that aggravate conflict, as well as those which that promote positive values and unity in diversity	0	1	
	Curriculum revised by subject and grade level as envisioned	NA	100% revised	
	Moral education incorporated into the revised curriculum	0	100% incorporated	

Analyse policies and practices within the education system in terms of their potential to aggravate or mitigate conflicts among different groups in society
Restructure the content of the whole educational system to integrate character building, values nurturing, patriotism, respect for diversity and peace education into the curriculum, textbooks, and pedagogical practices in all subjects
Review the civic and ethical education curriculum in line with international standards
Make moral education as a separate subject for Grades 1-6; and civic education for Grades 7-10 onwards
Ensure that the elements of peace education are reflected and integrated into relevant subjects
Ensure that every subject has positive values and inculcate them in students in the teaching and learning process

Strategy	Indicators	Baseline	Targets	Source
Building the capacity of teachers, principals, supervisors, and non-teaching staff to internalize and practice the revised curriculum on positive values and unity in diversity	Percentage of teachers, principals and supervisors trained on the revised curriculum through in-service and pre-service training programmes, disaggregated by region, subject, level of education and gender	0	100%	MoE, REBs
	Percentage of non-teaching staff aware of their role and contribution to promoting positive values and unity in diversity, by region, gender, school level and job category	0	75%	
	Level of satisfaction of teachers, principals and supervisors regarding the training	0	One survey report	Rapid survey assessment report

Develop and put in place a systematic and continuous teacher training (in-service and pre-service) on human rights, democratic participation, unity in diversity, peace education, social cohesion, handling biased teaching and learning materials, etc.
Design a robust mechanism to check and ensure that education is not used as a weapon to destroy social cohesion by manipulating subjects and textbooks for political purposes
Train teachers, principals and school cluster supervisors in prejudice and stereotype-free classroom management that embraces students' diversity, promotes a positive classroom climate, and encourages students' interaction in the learning and teaching process.
Consider the training of teachers and school principals as compulsory throughout the country, regardless of the subject they teach, as a kick-off action reminding and mobilizing them that promoting positive values and strengthening national unity in diversity is everyone's responsibility

Reinforce the regular professional and supervisory support for teachers to implement more positive behavioural and management techniques in the classroom and create a more respectful environment for all students.
Plan and implement a sensitization programme for all support staff in schools, as shared values and unity in diversity should be nurtured in students when all teaching and non-teaching staff demonstrate and model democracy and inclusion in schools.

Strategy	Indicators	Baseline	Targets	Source
Developing learning materials, including textbooks and supplementary readers, appropriate to the age and grade level of students, which incorporate positive and shared values and promote national unity in diversity	Number of textbook writers trained, disaggregated by region, subject, grade level, and gender	0	All textbook writers	MoE, REBs
	Number and types of supplementary readers produced based on the new curriculum and distributed to schools	0	At least five by level	

Train textbook writers on the revised curriculum framework and be more sensitive and responsible for the nation-building intent while drafting textbooks
Develop appropriate textbooks, training packages, and modules to enable students to have proper ethics and morals
Support and coach students to promote citizenship through activities such as peer mediation, the student leadership programme, service-learning initiatives
Encourage publishers and writers to produce supplementary reading materials on different topics, appropriate for school levels, which deepen positive values and national unity in diversity
Develop and produce easy-to-understand reminders/materials such as posters, leaflets, brochures, slogans, and others on different themes that promote peace and unity

Component 2: School culture and ethos

Objective: Schools will be transformed so that school communities see themselves as learning communities where the values and ethos of unity in diversity, citizenship, fraternity, peace, are promoted and practiced in the school with shared responsibility and commitment as ''one big family''			
Indicators	Baseline	Targets	Source
Level of positive change in attitude and practice demonstrated in schools that deeply internalize common values and appreciate unity in diversity, by region	NA	80% +	REBs, MoE, Survey reports

For schools, the term 'community' has several dimensions including the school community – the pupils it serves, their families and the school's staff; the community in which the school is located – the school in its geographical community and the people who live or work in that area; the Ethiopian community of – all schools are, by definition, part of this community.

Through their ethos and curriculum schools can promote a sense of common identity and support diversity, showing learners how different communities can be united by common experiences and values. To create such a positive school ethos, the whole staff must be committed to values-based education as central to the school's mission.

Schools should uphold the principle of inclusion as part of their daily practice. Every member of the school, every student, every teacher and every non-teaching staff member must feel included and not excluded because of certain economic, social and cultural disparities or backgrounds

Intergroup relations should be strengthened in schools. Students should learn about stereotypes and other related biases that have negative effects on ethnic relations. Students should learn about the values shared by virtually all cultural groups (e.g., justice, equality, freedom, peace, compassion, and charity). Schools should provide opportunities for students from different ethnic, cultural, and language groups to interact socially under conditions designed to reduce fear and anxiety. Schools should build young people's passion for upholding harmony in their communities through activities that focus on tolerance, responsibility, love, forgiveness, unity, reconciliation, empathy, peace, respect, integrity, etc.

A school's organizational strategies should ensure that decision-making is widely shared and that members of the school community learn collaborative skills and dispositions to create a caring environment for students.

Students have a greater sense of cohesion when they feel safe. To promote cohesion, schools need to protect pupils from bullying and build a secure environment for learning. All schools should have effective approaches in place to deal with incidents of prejudice, bullying and harassment.

Monitoring of whether students from particular groups are more likely to be excluded or disciplined than others should be accompanied by appropriate behaviour and discipline policies in place to deal with this. Schools need to evolve into a zone of peace and a community hub (school community within the wider community) for peace with active school staff, community, parental, student and other stakeholder involvement and code of conduct reviewed periodically.

Students should be allowed to create their own code of conduct for the classroom and school and to express their concerns freely. Besides, greater emphasis needs to be placed on peer-managed mechanisms for handling violence and conflict between children, such as the use of peer juries and peer mediation.

Students' voices and participation ensure that they have significant opportunities to collaborate with school staff, exercise leadership, and make choices and decisions. Students have clear areas of input and participation and are actively involved in decisions regarding their classrooms, school campus, and the community.

Cooperative learning, peer-to-peer learning, the horizontal relationship between teacher and students, the development of independent thinking, self-efficacy and self-esteem, the school and community relationships, creating platforms (e.g. student government) for student action in school and community are of vital importance for the development of positive values towards to promote unity in diversity and love of the country.

Two strategies, with ten key activities, are identified for the realization of this component within the plan period: to inculcate positive values and promote unity in diversity and strengthen social cohesion among school communities as one big family; and to ensure that schools are safe, orderly, peaceful, adequately maintained environments through the cooperative efforts of staff, community, parents, and students

Strategy	Indicators	Baseline	Targets	Source
Inculcate positive values and promote unity in diversity and strengthen social cohesion among school communities as one big family	Diversity is valued, equality is actively promoted, and inclusion is embedded in the school ethos	NA	One survey report	Survey report
	Percentage of schools that have developed and implemented a code of conduct	0	100%	MoE, REBs, EMIS
	Percentage of teachers learning at least one Ethiopian language other than the mother tongue, disaggregated by region, language, gender	0	5% +	
	Number of woredas organizing training/orientation/discussion sessions for principals, teachers, students, and non-teaching staff	0	1,000 +	

Develop and implement a code of conduct for the school community, with an explicit statement of positive values, unity in diversity, in consultation with students and frequently displayed and cited
Support schools to create opportunities to rehearse civic responsibility, practice social skills, and develop an awareness of other values and positions, so that notions of social cohesion are developed beyond the teaching of democracy, citizenship, and governance
Establish a strong foundation of general knowledge and understanding of current affairs, develop critical thinking skills and foster a positive ethos throughout the school
Train school principals, teachers, students and non-teaching staff through the whole country compulsorily
Review the existing deployment criteria of teaching staff that foster unity in diversity
Create an opportunity for prospective teaching staff to learn various Ethiopian languages

Strategy	Indicators	Baseline	Targets	Source
Ensure that schools are safe, orderly, peaceful, and adequately maintained environment through the cooperative efforts of staff, community, parents, and students	Level of satisfaction of staff and students with the overall safety and conduct of schools	NA	80%+	MoE, REBs, Survey report
	Percentage of schools reporting cases of violence in schools	0	100%	REBs, EMIS report
	Percentage of schools with peer mediation/ jury mechanism established	0	50%	REBs, EMIS

Reinforce school code of conduct and provide fertile platforms and mechanisms to foster non-violent school culture and climate
Build capacity of schools to protect students from bullying and harassment creating a secure environment for learning, non-violent and inclusive school culture and climate to inculcate a greater sense of cohesion, safety and security
Encourage schools to eliminate barriers to success for students from all backgrounds, and to eliminate variation in the treatment of different ethnic groups through school policies
Introduce and make student peer mediation processes and peer jury mechanisms so that students are empowered to solve interpersonal and intergroup conflicts peacefully in school and community

Component 3: Extracurricular/after-school programmes

Objective: Students will have the opportunity to experience in democratic living, training in ethical conduct, practice in teamwork, improvement in social manners, appreciating peace and tolerance, exercising conflict resolution, critical thinking and problem solving, promoting fraternity, unity in diversity and social cohesion			
Indicators	Baseline	Targets	Source
Percentage of schools organizing extracurricular pro- grammes functioning throughout the academic year	NA	100%	REBs' reports, EMIS
Perception of principals, teachers, students, and parents on the contribution of extracurricular pro- grammes to advance shared values, and unity in diversity for strong social cohesion	NA	75% +	Survey report

Extracurricular activities include clubs and other activities offered to students outside the regular school day.

Schools should provide all students with opportunities to participate in extracurricular and co-curricular activities that develop knowledge, skills, and attitudes that enhance academic achievement and foster positive cross-cultural relationships.

Promote students' social development by providing opportunities to broaden their social experiences, to practice social skills, and to internationalize their moral and social values.

Students, through extracurricular activities, learn and understand essential ethical values regarding different cultures, religions, events of national and international significance, and the discipline and ethics of school life. They learn to understand different social ethics, patience, empathy, motivational skills, compatibility and contentment.

In addition, students should be encouraged to participate in well-organized and planned extracurricular activities that will help them hone their communication skills, expression, public speaking, participation, and sense of belonging through various activities. Well planned and organized extracurricular activities are instrumental in offering experience in democratic living, training in ethical conduct, and practice in teamwork.

Social outcomes achieved through these activities include acquiring practices of working with others, developing responsible democratic groups, and learning good human relations. Civic and ethical outcomes include building bridges of understanding among students regardless of ethnicity, creed, religion, status, and ability; implementing the unifying process essential to sustaining Ethiopian ideals; interpreting and diversifying the curriculum; and helping students enjoy school.

Extracurricular activities can be used to promote cohesion both within each school and between each school and the surrounding community, and provide a common ground for the interests of students, parents, and teachers.

In this regard, two strategies and eleven key activities are identified for implementation within the plan period. The strategies include

organizing and making extra-curricular programmes mandatory as an integral part of the education system for students primarily to interact with each other, get to know each other closely, deepen unity, appreciate diversity and uphold social cohesion; and institutionalizing and introducing voluntary work and national service; and the strengthening of interaction between schools.

Strategy	Indicators	Baseline	Targets	Source
Organize and make extra-curricular programmes mandatory as an integral part of the education system for students primarily to interact with each other, get to know each other closely, deepen unity, appreciate diversity and uphold social cohesion.	Development and implementation of guidelines and manuals for extracurricular programmes	No	Availability of guidlines/ manuals	MoE, REBs
	Percentage of schools with at least five clubs established	TBD	100%	
	Percentage of secondary schools with active student councils	TBD	100%	
Develop guidelines and manuals for the establishment and management of extracurricular activities				
Establish dedicated organizational structure/ extracurricular programmes coordinating units with appropriate staffing at all levels				
Adapt components of conflict resolution and tolerance for social cohesion and incorporate in school clubs' guidelines				
Enhance and strengthen extracurricular activities such as games, music and drama, debate, athletics, school publications, student council, school clubs, boy and girl scout competitions/contests, social events, domestic tourism, guest speakers' programme, etc. as avenues for propagating and deepening national cohesion, besides the other benefits of such activities				
Train school club leaders, both teachers and students, on the concept and management of extracurricular activities				
Establish and provide support to student councils to plan and organize special student activities, including social activities, special school days, events that support community activities, etc.				
Establish strong monitoring, evaluation, and feedback mechanism on extracurricular activities at woreda and school levels				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Institutionalizing and introducing voluntarism and national service; and strengthening school to school interaction	Developed and implemented legal flame work, and guideline on national citizenship and voluntary services	None	Legal framework and guideline available	MoE
	Number of regions that established national citizenship service programme in woredas other than their birthplaces	None	12 +	MoE, REBs
	Percentage of woredas that launched a programme for students to participate in voluntary service in their communities	None	100%	
Develop a legal framework for volunteerism and national citizenship service				
Develop standard operating procedures and guideline for the effective implementation of volunteerism and national citizenship service				
Establish a system to facilitate interaction across schools, ethnicities and socioeconomic groups				

Component 4: Community engagement within the school

Objective: The link between schools and the wider communities will be maintained and strengthened based on a shared commitment to promote and consolidate positive civic and moral values, human rights and equity, respect for unity and diversity, peace and tolerance, brotherhood, compassion and social justice, democracy and national pride with strong social cohesion

Indicators	Baseline	Targets	Source
Percentage of parent/guardian, student, staff, and community survey respondents satisfied with schools' efforts to embody positive values and strengthen unity in diversity in schools and commu- nities	NA	75% +	Survey report
Number of students engaged in volunteer service	DNA	TBD	MoE, REBs

Schools can benefit from partnership arrangements, both to share good practice and to provide opportunities for students to meet and learn from others from different backgrounds. Shared use of facilities also allows students to interact, as do opportunities for meaningful cross-cultural activities such as sports and drama. When developing partnership agreements, schools must manage engagement appropriately to ensure that students can meet and interact in the right environment. To this end, learners in school should not be disconnected or isolated from what is happening around them.

Good partnership activities with the local and wider community can include working with community representatives, ensuring that the students' voices are heard and can drive change. Maintaining close links and multi-agency working between the school and other local agencies, such as youth services, police, social services and health professionals, placing students in community volunteer activities, engaging with parents through meetings and social events, providing extended services and in particular bringing together parents from different backgrounds through parenting and family support and community use of facilities for activities that take place outside of school hours, including adult and family learning, developing peace processes based on indigenous customs and traditions, engaging youth in community reconciliation processes where appropriate.

Partnerships with organizations strengthen the school's ability to meet the academic and developmental needs of its students and to build relationships with students' families or caregivers. Effective partnerships help the school stay connected to the broader community and professional networks, allow it to leverage opportunities and resources that support student success, and increase its sustainability.

Advancing the commitment and ethos of building partnerships between schools to share good

practice and encourage mixing between ethnic groups; working with the community to help students have a voice in local decision-making and leadership in the community; providing services to help students from different ethnic groups mix and opportunities for their parents; maintaining strong links with other agencies (e.g., police, health institutions, youth service, civil societies, professional associations, etc.); and supporting the school's ability to provide services to its students.

It is also essential to provide students and their families with the means to interact with people from different backgrounds and to build positive relationships, including links with different local, national and international schools and communities.

Schools should be encouraged to actively participate in social activities that will mobilize their energy to study social issues and take responsibility for providing practical help – for example, by helping charitable organizations, community services (sanitation, help for the elderly, repairing centers for the disabled, etc.).

Schools should be very welcoming, their doors should never be closed so that parents and community members can come in and talk to staff members.

Involving parents and the broader community in in young students' education helps build school-family-community relationships and, more broadly, foster community cohesion. Schools can help improve parenting skills, communication between home and school, parent volunteerism in the school, guiding family learning at home, involving parents in school governance, and securing supportive resources from the broader community. These measures will ultimately build trust, buy-in and commitment from parents and the broader community.

The two main strategies developed to achieve the goal of this component include developing and implementing effective systems to build stronger

bridges between education and the broader community, promoting and achieving national unity in diversity and strong social cohesion; and empowering students and teachers to initiate and reflect change in their communities as social mobilizers and change agents, bringing communities together for collaboration, national unity, and strong social cohesion through a sustained school-community link.

Strategy	Indicators	Baseline	Targets	Source
Develop and implement effective systems to strengthen the links between education and the wider community, promoting and achieving national unity in diversity and strong social cohesion	System facilitating interaction between schools, ethnicities, and socioeconomic groups: developed and implemented	None	System fully operational	MoE, REBs
	Percentage of schools that highlight community cohesion issues in school improvement plans	0	75%	REBs
	Development and implementation of a strategy and guideline for schools to establish and maintain partnerships with other agencies and institutions	None	Availability of strategy and guidelines	MoE, REBs
Systematize and strengthen region-to-region, woreda-to-woreda, school-to-school partnerships to share good practices and encourage mixing among ethnic groups				
Develop a mechanism to work with the community to help students have a voice in local decision-making and leadership in the community				
Institutionalize and maintain strong ties with agencies outside of the education sector (e.g., police, youth service, health institutions, social welfare institutions and professionals, etc.).				
Develop mechanisms, channels, and activities in schools to maintain interactive relationships with parents and communities, including the involvement of the school community in shared decision-making and the educational process				

Strategy	Indicators	Baseline	Targets	Source
Empower teachers and students to initiate and spread change in their communities as social mobilizers and change agents, bringing communities together for collaboration, national unity, and strong social cohesion through a sustainable school-community connection	Percentage of parents/guardians, students, staff, and community members responding to the survey who feel that there are sufficient opportunities to be involved if they choose to participate in shared school or woreda decision-making.	NA	75%+	MoE, REBs, Survey report
	Percentage of parents/guardians, students, staff, and community members responding to the survey who feel that the level of communication about their local school and woreda is adequate	NA	75%+	
Introduce a system for students to participate in serving the community around the school through outreach activities				
Encourage schools and communities to share resources and support each other in organizing and conducting social activities				
Establish a system to create positive interaction between schools, ethnicities, and socioeconomic groups through extracurricular activities				
Undertake qualitative research to examine the relationship between official policy and actual school practices in the areas of tolerance and multicultural understanding, and disseminate the results and recommendations for improvement				

Programme 3
Quality improvement and relevance to the labour market

Goal
To improve the quality of general education by providing knowledge, skills and values that make all students creative, competent, productive and responsible citizensthe unity of the country, appreciating shared values, diversity, interculturality, brotherhood, peace and inclusion

Indicators		Baseline (2018/19, unless stated) (F/M as relevant)	Targets (2024/25) (F/M as relevant)	Source
Number of qualified teachers	Pre-primary	15,000 (79.5/20.5)	44500 (88/12)	EMIS
	Primary and middle	57824(40.6/59.4)	324770 (55/45)	
	secondary	7903 (19.3/79.7)	58171 (24/76)	
Percentage of appropriately qualified vo- cational and technical education teachers for Grades 11-12		0	100%	
Percentage of li- censed teachers	Pre-primary	0	50	EMIS, Licensing
	Primary	24.1%	58.5%	
	Middle	24.1%	58.5%	
	Secondary	24.1%	58.5%	
Percentage of appropriately qualified school leaders at all levels	Pre-primary	DNA	10,571	EMIS
	Primary and middle	66.4 (11.2/55.2)	100 (19/81)	
	Secondary	62.8 (6.8/56)	100 (11/89)	
Percentage of qualified school supervisors	Cluster supervisors	77.8 (5/72.8)	100 (27.2/72.8)	
	Secondary school supervisors	90	100 (14/86)	
Percentage of licensed school leaders	Pre-primary	DNA	57%	EMIS, Licensing
	Primary	DNA	70%	
	Middle	DNA	70%	
	Secondary	DNA	70%	
Percentage of Grade 6, 8, and 12 students scoring 50 or higher on national learning assessments	Grade 6	DNA	85%	NLA, EMIS
	Grade 8	25.2	80%	
	Grade 12	26.6%	75%	
Percentage of pre-primary to secondary level 3 schools	Pre-primary	5%	45.2%	Inspection EMIS
	Primary	11%	45.2%	
	Middle	11%	45.2%	
	Secondary	11%	45.2%	
Percentage of pre-primary to secondary level 4 schools	Pre-primary	0.01%	10.8%	
	Primary	0.01%	10.8%	
	Middle	0.01%	10.8%	
	Secondary	0	10.8%	

Specific objective 2: Continuously improve performance to match the best performing countries in the world and those in East Africa with high student achievement			
Indicators	**Baseline**	**Targets**	**Source**
Joined regional/international educational assessments	New initiative	Participate and establish a base- line for accom- plished Ethiopia	Assessment report, NEAEA

Specific objective 3: Ensure the relevance of the curriculum, the teaching and learning process, the teaching ma- terials and the evaluation system, in relation to the world of work and social participation			
Indicators	**Baseline**	**Targets**	**Source**
Percentage of relevant school curriculum content by grade level	DNA	100%	Evaluations (formative& summative) report
Percentage of schools covered by fully equipped re- source centres	DNA	100%	EMIS and Inspection Report
Percentage of Grade 6, 8, and 12 students scoring 50 and above	Grade 6 – New initiative	85%	National learning assessment
	Grade 8 – 25.2	80%	
	Grade 12 – 26.6	75%	
Percentage of Grade 2 and 3 students scoring at or above EGRA.	8.1/4.2	48/36%	NEAEA/EMIS
Percentage of Grade 2 and 3 students scoring at or above EGMA	DNA	50%	
Percentage of students enrolled in Grades 6, 8, and 12 who scored at or above 50	DNA	75% +	

Specific objective 4: Ensure good governance by developing a leadership and education system that enhances effectiveness and efficiency and promotes accountability, transparency and ownership				
Indicators		**Baseline**	**Targets**	**Source**
Percentage of schools that are visited closely by super- visors	Cluster supervisor	DNA	100%	EMIS
	Secondary schools	DNA	100%	
Percentage of teacher attendance (time spent by teach- ers on task)		80%	100%	Survey
Percentage of schools that prepare three-year partici- patory implementation plans		67%	100%	Assessment
Percentage of schools that allocate at least half of the school grant to teaching and learning		DNA	100%	Audit and Supervision report
School performance audits at all levels		DNA	100%	Internal and external audit
Education law approved and implemented		0	Education law approved	MoE, REBs
Percentage of government budget devoted to general education		DNA	13.7 %	MoE, MoF

Sub-component 1: Strengthening national capacities for curriculum development, implementation and monitoring

There is a need to use capacity development programmes to strengthen the consistent application of the new curriculum's key messages, materialsandsupportingprogrammes. Therefore,

tailored and refined training will be provided to new and existing curriculum developers at the federal and regional levels. As part of ESDP V, a federal curriculum research and development institute was to be established. Over the next five years, an institute for curriculum development and research will be established at the federal and regional levels. This will advance the nation's education.

A national curriculum development policy with a clear strategy for curriculum development and improvement process will be developed. In the same vein, a National Curriculum Review and Development Committee/Council and working groups composed of professionals and appropriate stakeholders will be established

Sub-component 2: Establish a structured, vertically and horizontally integrated curriculum content of the education and training system

A general curriculum framework will be developed to address the key findings of the Roadmap study, namely, indigenization, professionalization, and morality. In addition, the development of the new curriculum will be primarily competency-based and will be based on the progression of concepts and skills within and across disciplines. This approach reduces the burden of the curriculum by identifying displaced or unnecessary content that is not part of the progression. This approach will reinforce the use of progression frameworks across subjects. By using common frameworks for areas such as language arts, science, and

technology, overlap can be avoided and concepts developed effectively.

Ethiopia is a federal and diverse country, and the curriculum development process needs to reflect this. This will require engagement with schools, colleges, communities, and industry, and should align educational and economic policy. To align with current and future labour markets, curriculum flexibility will be introduced in Grades 11 and 12 to provide equitable access to the skills, knowledge and values needed to access different career paths and to make effective use of school resources.

To support the diversity of educational contexts in Ethiopia, the curriculum development process will include planning for learners with special educational needs during development. Indigenous knowledge will be integrated into the progression frameworks along with universal knowledge from the start. Similarly, elements of vocationalization will be mainstreamed into each subject from the pre-primary level.

Based on the curriculum, the teacher training programme will be developed to maintain its alignment. Similarly, the ANFE curriculum that can meet the pressing needs of the adult population will be developed.

Component 1 objective: Institutional and individual capacity to transform and advance curriculum reform			
Indicators	**Baseline**	**Targets**	**Source**
Number of institutes/bodies established for curricu- lum development and implementation at the federal and regional levels	0	13	MoE, REBs
Number of national curriculum councils established	0	1	MoE
Number of curriculum development policies developed	0	1	

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Strengthen federal and regional capacity for curriculum development, implementation and monitoring	Strategic and operational plans prepared, endorsed and imple-mented	0	Strategic and operational plans implemented	MoE, REBs
	Number of curriculum/textbook writers trained by subject and grade level	0	All textbook writers	
Develop strategic and operational plans with consultation, clear risk assessment, management strategies and budgetary requirements				
Develop a national curriculum development policy with a clear strategy for curriculum development and improvement process				
Create a National Curriculum Review and Development Committee/Council and working groups composed of professionals and appropriate stakeholders				
Establish an institute for curriculum development and implementation at the federal and regional levels				
Build the capacity of the institute with competent staff, a dedicated budget, and the necessary infrastructure				

Strategy	Indicators	Baseline	Targets	Source
Reorganize and revise the curriculum structure and content of the education and training system	Competency-based curriculum framework developed	None	Curriculum framework developed and implemented	MoE, REBs
Reorganize the structure of the education and training system (pre-primary; primary; middle school, secondary; teacher training, ANFE)				
Develop and implement a broad national framework of competency-based curricula, enhancing the relevance of education at all levels				
Develop and implement a competency-based general education curriculum from pre-primary to Grade 12.				

Component 2: Curriculum redesign, development and implementation

Sub-component 1: Competency-based and differentiated curriculum

Achievement of Ethiopia's national "Prosperity Plan" requires that citizens be equipped with the necessary skills to find employment in emerging industries and sectors. Recognizing that education is the key to maintaining Ethiopia's prosperity and that it is through education that the country will transform into a knowledge-based society, adopting new technologies and using them to solve the problems of today and tomorrow. During the lifetime of ESDP VI, a curriculum review will be undertaken from pre-primary to Grade 12. It is hoped that this review will enable children and youth to develop the various skills required for productive employment. It will also ensure that Ethiopian children and youth are equipped to lead healthy and safe lives, both inside and outside the school environment.

Responsibility for the development of the new Ethiopian curriculum is shared between the Curriculum Development and Implementation Directorate, under the auspices of the Curriculum Development and Research General Directorate (curriculum framework, minimum learning competencies, syllabi, and teaching and learning materials for secondary schools) and the Regional Education Offices (adaptation of the national curriculum to the regional context, teaching and learning materials for primary and secondary schools). As part of the training, teachers will receive training on the effective implementation of continuous classroom assessment.

The curriculum development process will include editorial and academic quality assurance processes to ensure that agreed-upon design principles are applied consistently.

Sub-component 2: Curriculum implementation

Teachers are the primary implementers of any school curriculum. The minute-by-minute decisions they make in their classrooms are what the new curriculum will attempt to guide and enhance. The implementation of the new program will require, first and foremost, training for teachers and principals. To this end, training materials for teachers and trainers will be developed. The instructional design of the training will be a cascade model. Master trainer training will be conducted at the federal level while trainer and teacher training will take place at the regional level.

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

Upon implementation of the new curriculum, formative assessment will be conducted on a regular basis. As clearly stated in the National Curriculum Framework, summative assessment will be conducted at exit levels. The Ministry of Education and the regional education offices will perform the tasks incongruently.

Sub-component 3: Teaching and learning materials

To maintain the quality of teaching and learning materials (TLM), guidance on the use of TLM

development will be provided to textbook authors and reviewers. The quality assurance team must ensure that textbooks are not ponderous and prescriptive.

In all schools, an adequate supply of materials for teachers and students is a prerequisite for effective learning. This includes non-print learning materials such as DVDs, radio, and web content where appropriate. All students will have access to the basic resources needed for learning. New curriculum-related workbooks will be developed and tested for their effectiveness in improving student learning in the classroom and independently.

Textbooks will be provided to primary and middle schools in print form, while all high school students and teachers will be provided with tablets loaded with TLMS and other digital resources that can boost learning.

All CTEs will receive sufficient teaching and learning materials at the school level so that pre-service teachers will be exposed to the resources they will use in the classroom as soon as possible. It will be the responsibility of the Curriculum Development Institute to specify and guide CEICT in the production of digital learning materials for use in the regions and to guide schools in providing adequate equipment in science labs.

The provision of mother-tongue teaching and learning materials will have a particular focus on literacy and numeracy in the early grades, as is the case with teacher training. Schools will be provided with mother tongue 'reader' packages for the early grades to support students' literacy progress. Teachers will be guided through practice packets to support the development of students' basic numeracy skills. To ensure that hazards cause minimal loss of life and disruption of learning, measures are included to support the establishment of a safe and prepared school environment. Where schools operate in areas at risk from emergencies, including drought, floods and conflict, they will be equipped with a standard set of 'emergency' teaching and learning materials. This package, along with training for teachers and school leaders, will ensure uninterrupted education for all. Supplies will include hygiene kits, WASH resources and a teaching/management kit. This equipment will provide temporary relief, which will be supported by regional and national responses. All cluster resource centres will be equipped with additional materials for learners with special educational needs. Experts in special needs education will work in these centres and schools will be able to use them effectively.

Component 2 Objective: 21st century higher-order skills such as critical thinking, creativity, scientific temper- ament, communication, collaboration/teamwork, multilingualism, reasoning, problem solving, ethics, social responsibility, and digital literacy will be developed in learners from all sectorsm			
Indicators	Baseline	Targets	Source
Percentage of revised curricula in all subjects and at all levels	0	100%	MoE, REBs
Percentage of STEAM-specific competency-based curricula	0	100%	
Percentage of revised curriculum for teacher education	0	100%	
Percentage of revised ANFE curriculum	0	100%	
Percentage of Grade 2 or 3 students scoring at or above the EGRA	8.1/4.2	50/50%	
Percentage of Grade 2 or 3 students who scored at or above EGMA	DNA	50/50%	
Percentage of students enrolled in Grade 6 who scored at or above the NLA composite score	New initative	85%	
Percentage of students enrolled in Grade 8 who scored at or above the NLA composite score	34	80%	
Percentage of students enrolled in Grade 12 who scored at or above the NLA composite score		75%	
Percentage of students scoring at or above 50% in all subjects on the primary, middle and high school exit exams	DNA	50% +	
Participation in regional/international assessment tests (SACMEQ, PISA, TIMSS) and establishment of baselines for future goal setting	None	Regional/international assessments attached and baselines established	

Percentage of teachers, educators, and facilitators from preschools, primary, middle, and high schools, ABEs, ANFEs, and CTEs trained in the new curricu- lum. F/M	0	100%		MoE, REBs
Percentage of STEAM teachers trained in the new curriculum. F/M	0	100%		
Textbook to learner ratios at different levels. (pre-pri- mary, primary, middle)	1:4	1:1.5		
Number of teaching and learning materials adapted for children with special educational needs or disabilities based on the new curriculum	0	TBD		
Percentage of students using textbooks in primary and middle schools	DNA	100%		
Percentage of secondary schools digitized teaching and learning materials	0	100%		
Percentage of teacher guides/ratio of teachers in primary and middle schools	DNA	100%		

Strategy	Indicators	Baseline	Targets	Source
Reorganize and revise the structure and con- tent of the curriculum to ensure quality and relevance as well as regional and interna- tional competitiveness	Competency-based curriculum framework for kin- dergarten through secondary school	0	Development of a new curriculum framework	MoE, REBs
	Competency-based curriculum in all subjects and grades	0	Competency-based curriculum in all subjects and at all levels	
	Development of STEAM competency-based curriculum	0	Introduction of a competency-based STEAM curriculum	
	Review and development of the teacher education curriculum.	0	New curriculum for teacher education implemented	
	Review and development of the ANFE curriculum	0	New curriculum for ENFA implemented	
	Development of a language in education policy	0	Approval of the Lan- guage in Education Policy	

Organize writing workshops for curriculum and textbook writers, and plan events for stakeholder consultation and scheduled media briefings
Develop and implement a competency-based general education curriculum for pre-primary through Grade 12
Integrate digital skills instruction into all curriculum areas
Introduce vocational and technical education reforms beginning in middle school to encourage dual qualifications
Identify and include relevant indigenous knowledge and cultural diversity in the curriculum contributing to the development of a unified civic and national identity
Adapt the regular curriculum to meet the educational needs of learners with special needs/students with disabilities
Develop and implement a comprehensive language-in-education policy that encompasses both a flexible medium of instruction and trilingual language education (first language, official language(s) and English)
Introduce and gradually improve sign language as a medium of instruction in schools for children with hearing loss.
Identify gaps and integrate gender responsive pedagogy into the teacher training curriculum
Revamp the ENFA curriculum

Transform the current STEM curriculum and approach into STEM + Arts (STEAM), as outlined in Component 4	

Use ICT to transform the teaching and learning system, as outlined in Component 5	

Revise the teacher training curriculum to incorporate digital technology-based pedagogy	

Develop the teacher training curriculum and framework, ensuring that it is aligned with the school curriculum	

Conduct regular formative evaluation	

Conduct a summative evaluation at the end of each cycle	

Establish a digital textbook monitoring system for effective use of textbooks	

Strategy	Indicators	Baseline	Targets	Source
Strengthening and improving assessment and examination systems	Percentage of primary and secondary schools regularly implementing ongoing classroom assessments	DNA	100%	MoE, REBs, Survey
	Extent of regional assessments in Grades 6 and 8, based on the new competency-based curriculum	0	100%	MoE
	Frequency of completion of EGRA and EGMA at the end of each grade	TBD	TBD	MoE, NEAEA
	Participation in at least one cross-national assessment of learning (SACMEQ, PISA and TIMSS)	0	Participate in at least one	MoE
	Availability and implementation of IQ tests for gifted and talented students	NA	IQ tests developed and used	MoE, NEAEA

Revamp the implementation of ongoing classroom assessments/formative evaluations to provide timely feedback to students to improve their learning	

Develop and institutionalize a standardized assessment system to evaluate student learning outcomes	

Develop and administer regional assessments at the end of Grades 6 and 8, based on the new competency-based curriculum	

Use ICT for student assessment and testing	

Strengthen EGRA and EGMA and undertake a learning assessment at the end of each grade	

Participate in cross-national learning assessments (SACMEQ, PISA and TIMSS)	

Adapt and implement IQ tests for gifted and talented students	

Strategy	Indicators *(Baselines and targets as indicated in the table in Component 2 above)*	Source
Training teachers, facilitators, educators and principals to implement the new curriculum	Percentage of preschool, primary, middle and secondary school, ABE, ANFE and CTE teachers, educators and facilitators trained in the new curriculum	MoE, REBs
	Percentage of STEAM teachers trained in the new curriculum	

Train teachers, principals, and supervisors to improve, adapt, and respond to regional and local realities and individual learner needs in the new curriculum	

Train ANFE and ABE facilitators on the newly developed curriculum	

Train all principals, group supervisors, and lead teachers in the new curriculum	

Strategy	Indicators	Baseline	Targets	Source
Improve the distri-bution and use of teaching and learning materials	Textbooks and teacher's guides revised to reflect the new curriculum	NA	Publication of revised textbooks and teacher guides	MoE, REBs
	Number of teaching and learning materials adapted for children with special educational needs or disabilities	NA	TBD	
	Availability of a tracking system to monitor the distribution of textbooks and teacher guides	None	Development and implementation of a system to monitor the distribution of textbooks and teach-er guides	
	Degree of use of new instructional materials in schools	None	Evaluation report produced for other appropriate actions	MoE, REBs, Survey report

Revise textbooks and teacher guides to reflect the new curriculum

Ensure the availability of textbooks, teacher guides and other learning materials for all schools in a timely manner

Develop and implement a tracking system to monitor the distribution of textbooks and teacher guides

Evaluate the use of instructional materials at the school level

Adapt, transcribe and distribute textbooks by subject and grade

Adapt teaching and learning materials for children with special educational needs – textbooks and other instructional materials in Braille, e-text, audio, etc.

Provide good quality supplementary reading materials to assist students and teachers

Digitalize secondary school teaching and learning materials for all subjects

Strategy	Indicators	Baseline	Targets	Source
Support and nurture the abilities of students with particular interests and talents	Development and implemen-tation of a manual on how to create and manage centres for gifted students	None	Manual developed and implemented	MoE, REBs
	Number of regions initiating projects and events for students with special talents and interests	0	All regions	

Establish a system and develop manuals for creating theme and project-based clubs at the school, group, and woreda levels

Introduce a system of centrally/regionally funded themed residential summer programmes throughout the country in various subjects for students with special interests and talents

Strengthen Olympiads and competitions in various subjects, with clear coordination and progression from school to woreda, regional, national, and international levels, as appropriate

Component 3: Transforming teaching into a profession of choice

Objective: Students at all grade levels will be taught by passionate, motivated, qualified, professionally trained, and well-equipped teachers and educators				
Indicators		**Baseline**	**Targets**	**Source**
Percentage of high-performing teachers assessed – through the standard performance appraisal system		0	80%	Survey report
Percentage of teachers satisfied with their job		F/M (65%)	90%	
Percentage of appropriately qualified, teachers	pre-primary	DNA	50%	EMIS
	primary	11.6	64.6%	
	middle,	DNA	70%	
	secondary	6.7	49.9%	
Percentage of licensed teachers		24.1	58.5	
Percentage of appropriately qualified professional and technical teachers for Grades 11 and 12		0	100%	
Attrition rate for teachers at all grade levels. F/M		2.6%	1%	
Percentage of teachers trained in native language proficiency. F/M		100	50%	
Percentage of teachers trained in English language proficien- cy. F/M		100	50%	
Number of teachers trained in sign language. F/M		DNA	50%	
Percentage of middle school English teachers trained in special English language skills training. F/M		100	50%	
Percentage of appropriately qualified teacher trainers. F/M		DNA	100%	
Percentage of CTEs that meet the minimum standard		DNA	100%	Inspection
Percentage of schools that have benefited from linking teacher education institutions		DNA	100%	Survey
Percentage of certified teacher educators		0	100%	EMIS
Percent of qualified principals at all levels.	Pre-primary, (F/M)	DNA	57.4/57.4 %	
		66.4%	100/100%	
	Middle(F/M)	66.4%	100/100%	
	Secondary (F/M)	62.8%	100/100%	
Percentage of leaders who are satisfied with their work (F/M)	Principals	65%	100/100%	Survey report
	Supervisors	65%	100/100%	
Percentage of leaders who go through the licensing system (F/M)	Principals	36%	100/100%	EMIS
	Supervisors	36%	100/100%	
Percentage of qualified supervisors	Cluster supervisors (F/M	77.8%	100/100%	
	Supervisors	77.8%	100/100%	

Sub-component 1: Teacher and teacher educator training and professional development

Education is a process by which man transmits his experiences, new discoveries and values accumulated over the years, in his struggle for survival and development, through the generations. Furthermore, it is the process that facilitates learning, or the acquisition of knowledge, skills, values, beliefs and habits.

Education often takes place under the guidance

of teachers; however, learners can also educate themselves. Teaching is a process that involves the active participation of the teacher and students. In the early days, teaching was a bipolar process that included only the student and the teacher, but today another dimension, namely the curriculum, is well recognized and is the programme through which the teacher and students interact. All of these components have their role to play. The successful implementation of a high-quality curriculum depends on the quality of teachers, teacher educators, and

educational leaders. Therefore, they will be trained and retrained to improve, adapt, and meet the individual needs of learners when implementing the curriculum.

The sub-component includes the development, communication and implementation of teacher management policies, recruitment of suitable candidates to join the teaching profession, teacher qualification, professional development and support for teachers, reform of the education and teacher training programme, improvement of teachers' skills in teaching the mother tongue and English, transformation of education and teacher training institutions into effective learning systems. In addition, the development and sharing of best practices, mentoring to support teachers and encourage students to enter the profession will be expanded. Teaching centres of excellence will be established in CTEs and universities; support will be provided through group supervision; and implementation of existing teacher development policy will be strengthened to improve teacher distribution, equity, and skill balance in all regions.

These strategies are to be realized over the plan period through key activities outlined in the tables

Sub-component 1.1: Mother tongue and English language education development

The language of instruction affects the quality of education offered throughout the education system. To support the acquisition of basic skills, training of primary school teachers in mother tongue instruction began during the implementation of ESDP V. In addition, the general low English language skills among teachers, the design of different intervention training programmes and the provision of these trainings on the English language teaching development programme to minimize the problems are the other mechanisms that have been implemented to improve the quality of education (ESDP V).

In order to alleviate the above-mentioned bottlenecks, there were four main objectives to be achieved in ESDP V in terms of the development of native and English language instruction. These were to develop pre-service education and training, provide in-service training for native language and English teachers, design principles of academic mentoring in English and native language, prepare standards, manuals, guidelines, strategies, and conduct various studies to improve native language and English teaching, as well as monitoring, support, and evaluation.

Subsequently, capacity building training for in-service mother tongue and English teachers was completed. Various manuals, strategies and guidelines on the development of mother tongue and English language teaching were being prepared.

On the other hand, some experienced language teachers and most of the newly employed language teachers were not able to attend the in-service training. There was also a lack of training centres and appropriate facilities to conduct the training.

The concerned agencies did not send correct data on language teachers to the REBs and the MoE so that they could plan a budget and train the language teachers. In addition, pre-service teacher training has not received much attention, although a few English language courses have been provided in the ELIC centres of teacher training colleges. Guidelines, strategies, and manuals for the development of language teaching, which had already begun, were not completed. In addition, a national impact study on the English language instruction/ELTIP/training improvement curriculum was not conducted.

Therefore, strategies, manuals, guidelines, and standards on ELTIP development will be developed and implemented under ESDP VI. Needs-based language proficiency training will also be provided to pre-service and in-service language teachers. School-based language mentoring/coaching training will also be the focus for reaching language teachers and moving them to all levels of schools.

In addition, relevant and appropriate English language proficiency training will be provided to teachers of other subjects using English as a medium of instruction. Similarly, teachers and students in middle schools (Grades 7 and 8) will receive special training in English. In addition, an impact evaluation and various research on the development of native and English language teacher training will be undertaken to design a new intervention.

Sub-component 2: A competency-based incentive structure for teachers, principals and teacher educators

Education is the most effective instrument for national development and teachers are the executors and facilitators of education. Improving the qualification and competence of teachers is very important for improving the quality of education. This recognition has accelerated efforts to establish compensation, evaluation, incentive and support systems to ensure that effective teachers are prepared, recruited,

retained and motivated. The lack of incentives affects teacher motivation and job satisfaction. This prompts the education sector to review incentives and institutionalize an incentive system for teaching service. Establishing a continuous incentive mechanism requires teachers and leaders to regularly reveal their dedication and commitment to their work.

Teachers are responsible for the effective communication of all curriculum content with high levels of competence, transmission of knowledge, skills and values. The classroom teaching and learning process requires teachers to use active teaching methods and effective classroom management to maximize time on task. These approaches will benefit all students when applied effectively. However, lack of subject matter knowledge and instructional skills is one of the major barriers to effective curriculum implementation.

Therefore, professional support needs to be provided to teachers, leaders and teacher educators through needs-based and well-organized training.

Therefore, teachers, leaders, and teacher educators must be professionally supported through a needs-based and well-organized CPD programme and ongoing supervision processes. In addition, teachers need to be motivated and incentivized through improved compensation and performance-based incentives to motivate and increase teacher engagement at all levels. Teachers are also satisfied if salary, benefits, the work itself, administrative relationships, physical working conditions, recognition, advancement, training, and retraining are offered in a favourable manner. To this end, it has become imperative to examine the incentives in the teaching profession and capacity building to serve as a scientific explanation of the factors that affect teachers' motivation to work, and then to discover the areas in which teachers have needs and how to meet those needs to ensure educational quality and productivity.

With this in mind, different strategies will be implemented to execute this subcomponent. The strategies include ensuring favourable working conditions for teachers, educators, and leaders; reviewing and implementing an attractive competency and performance-based career progression and incentive mechanism; providing adequate benefits and incentives for teachers; organizing a nationwide award ceremony for model teachers; and ensuring teacher qualification, professional development, and support.

Sub-component 3: School leaders training and professional development

Instructional leadership is an approach used by school leaders that focuses on the behaviour of teachers in certain activities that impact student academic outcomes. The main task of the school leader is to apply instructional leadership because this leadership style is related to the implementation of the innovation programme for the promotion and improvement of student learning. In addition, the roles and duties of instructional leadership are to develop and disseminate school goals, set targeted standards, coordinate curriculum, supervise and evaluate teachers' classroom instruction, encourage students to study, increase professional development of teachers and administrative staff.

Principals are responsible for providing instructional leadership, which involves ensuring quality teaching and learning by overseeing the instructional programme and ensuring the effective use of instructional time to support the achievement of educational goals and objectives. Similarly, effective instructional leadership enhances the diversity and quality of the instructional programme to effectively achieve the set academic goals and objectives directly related to the instructional process, involving the interaction between teachers, students and the curriculum. Therefore, competent school leadership is the key factor for successful change, school improvement or school effectiveness.

However, school leaders and supervisors face a lack of expertise in improving school quality and in identifying the inputs and actions that will lead to the results they seek. They also do not know how to convert additional resources into better student learning outcomes through the achievement of minimum standards in schools. Moreover, neither group currently has the capacity to conduct informed classroom observation and provide appropriate and constructive feedback to improve teacher performance.

To address this problem, leadership and management training programmes were designed and implemented for principals and supervisors. This training included both theoretical and practical skills. Principals use their training to establish school-level structures and processes that support shared leadership in which everyone is collectively responsible for student learning and the overall environment of their school.

To improve school leadership, any teacher who aspires to be a leader will receive support from the school and training from school supervisors. To increase the share of female school leaders

in the profession, a special support programme has been put in place; however, the capacity of leadership in implementing instructional leadership at the school level is not as expected.

To overcome the problem of instructional leadership, different strategies will be implemented to carry out this subcomponent in ESDP VI. The subcomponent includes reforming the head teacher training programme, ensuring transparent and merit-based recruitment and appointment for head teachers, revising and updating female head teacher training and recruitment guidelines for placement, developing and implementing selection guidelines for ongoing head teacher training, improving the qualification of school leaders on the basis of the national standard, introducing an alternative certification pathway linking preparation for leadership, updating head teachers through in-service training, ensuring favourable benefits and working conditions, ensuring the qualification of head teachers, and providing professional support for head teachers to ensure the quality of educational leadership for school effectiveness.

These strategies are to be realized over the plan period through key activities outlined in the tables.

Strategy	Indicator	Baseline	Targets	Source
Development, communication and implementation of teacher and teacher educator management policies	Number of teacher management policy frameworks developed and implemented	0	Policy framework developed and implemented	MoE, REBs, Survey
Formulate a comprehensive policy framework for teacher management				
Raise awareness and provide guidance on newly developed teacher management policies				
Develop a national performance monitoring and evaluation system				
Review and update policies for teacher supervision, evaluation and support, including responsibilities and corrective actions				
Ensure the implementation of the evaluation system in all schools				
Strengthen the active participation of teachers in the overall reform process and in the governance of schools and teacher education institutions, so that they develop self-esteem, self-respect and a sense of pride in their profession				
Strategy	**Indicator**	**Baseline**	**Targets**	**Source**
Acquiring the right candidates to join the teaching profession	Revised criteria for attracting the right candidates	No	Revised criteria in place	MoE, REBs
Revise and develop a robust selection guideline and criteria that will ensure a relatively better entry into the teaching profession				
Conduct promotion to attract the right candidate into the profession				
Conduct awareness-raising training on the teaching profession for the education society				
Develop a national entrance examination protocol and conduct an entrance examination for teacher candidates				
Develop a national exit examination framework for pre-service candidates and conduct exit examinations for new graduates				
Ensure good governance in the education sector				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Build teacher capacity through a revised and well-organised programme of continuing professional development, supported by ongoing support	CPD programme redefined and implemented	None	Revised CPD programme put in place	MoE, REBs
	Percentage of teachers and head teachers trained through the revised CPD programme at all levels	0	TBD	
	Number of teachers whose qualification is improved	DNA	TBD	

Create professional networks, peer interaction and cooperation scheme to cultivate a culture of professional excellence for teachers
Redesign the content and quality of professional development programmes, including for school headmasters and leaders, on the basis of past experience and lessons learnt
Institutionalize a well-organized and managed programme of continuous professional development (CPD) at all levels, so that teachers have constant opportunities to develop and learn about the latest innovations and advances in their profession
Conduct evaluation/research on teacher satisfaction with the implementation of the CPD programme.
Provide practice-based engagements and trainings for teachers, based on needs and demand, which are rooted in the daily practice of the participants to build on them.
Upgrade teacher qualifications based on national standards
Evaluate and review the teachers' CPD programme
Train teachers in the CPD framework
Integrate gender-sensitive pedagogy into the CPD programme
Develop a standard for student/teacher ratio
Develop a national framework for teacher education and training
Train professional and technical teachers in different modalities

Strategy	Indicator	Baseline	Targets	Source
Reform the teacher education and training programme	Teachers' training strategies and modalities revised and developed	0	Development and implementation of teacher training modalities	MoE, REBs reports

Revise teacher training implementation strategy
Reform pre-service training to be competence and values based
Design various modalities of education and preparation for teacher training
Incorporate differentiated training for special needs into teacher education programmes
Expand special needs teacher training opportunities to cover diploma and degree levels

Strategy	Indicators *(Baselines and targets as indicated in the table in Component 3 above)*	Source
Improving teachers' skills in mother tongue and English language teaching	Percentage of teachers trained in mother tongue language skills F/M	MoE, REBs report
	Percentage of teachers trained in English language skills. F/M	
	Percentage of middle school English-language teachers with special training in English language skills. F/M	
	Number of teachers trained in sign language. F/M	

Prepare strategies, manuals, guidelines and standards on the development of mother tongue and English education
Train mother tongue and English language teachers in mother tongue and English language proficiency
Provide school-based training on mother tongue and English language mentoring
Provide English Medium Teachers Improvement Programme (EMTIP) training for teachers of other subjects using English as a medium of instruction
Undertake an impact assessment of the training of mother-tongue and English language teachers in order to design a new intervention
Conduct research into the development of other mother tongue languages for use as languages of instruction in the education system
Print and distribute the Mother Tongue and English Language Improvement Centre guidelines to improve the effectiveness of centres, teacher candidates and teacher educators
Provide sign language training for teachers
Coordinate and expand the development of national, continental and international best practice in language teaching and facilitate the exchange of experiences between professionals

Strategy	Indicators *(Baselines and targets as indicated in the table in Component 3 above)*	Source
Transforming education and teacher training institutions into effective learning systems	Percentage of qualified teacher educators	MoE, REBs, EMIS, Licensing reports
	Percentage of CTEs meeting the minimum standard	
	Percentage of schools with school-teacher trainer linkage Percentage of certified teacher trainers	
	Percentage of licensed teacher educators	

Revise and implement a policy for teacher educators' institutions
Implement a standardized teacher education curriculum
Develop and implement a guideline for liaison between teacher education institutions and professional cooperation
Equip teacher education institutions with the necessary resources
Provide needs-based capacity-building training for teacher educators
Organize training on the Higher Diploma Programme (HDP) for all newly deployed teacher educators
Organize training for teacher educators on continuous professional development (CPD)
Build the capacity of teacher training institutions to meet standards
Improve the performance assessment of teacher educators by providing them with special professional support

Strategy	Indicator	Baseline	Targets	Source
Ensuring favourable benefits and working conditions for teachers and leaders	Availability of competency and performance-based career progression and incentive mechanism	None	Competency and performance-based career progression and incentive mechanism approved and implemented	MoE, REBs
	Award ceremony organized for model teachers	None	Award ceremony for model teachers organized on a regular basis	

Review and implement a competence and performance based attractive career progression and incentive mechanism
Review and update periodically teachers' and head teachers' salaries to make them competitive with other professions
Provide adequate benefits and incentives for teachers, including improved hardship allowances and related packages
Develop incentive guidelines for SNE teachers who teach in special classes and schools
Organize a national award ceremony for model teachers in the country
Develop guidelines to align career promotion and incentives with performance and licensing

Strategy	Indicator	Baseline	Targets	Source
Strengthening school leadership and professional development	Introduction of a revised and updated school leaders' CPD programme	Existing, unrevised programme	Implementation of a revised and updated CPD programme for school leaders	MoE
	Percentage of qualified principals at all levels. (F/M)	TBD	100%	EMIS
	Percentage of principals satisfied with their job (F/M)	DNA	100%	Survey report
	Percentage of qualified supervisors at all levels. (F/M)	TBD	100%	EMIS

Develop and implement selection guidelines for the in-service training of head teachers
Upgrade school leaders' qualifications to the national standard

Establish a mechanism to ensure transparent and merit-based recruitment and appointment of head teachers
Review and update recruitment guidelines to improve women's training and placement in school leadership
License school headmasters and cluster supervisors
Introduce an alternative certification pathway linking leadership preparation, research, teaching and policy
Provide needs-based, short-term training for school leaders to fully implement instructional leadership
Train school leaders in the CPD framework and toolkit, gender responsive pedagogy and inclusive education.
Evaluate and review the school leaders' CPD programme
Implement a school leadership training programme
Increase the participation of women in school management

Component 4: Expanding and strengthening science, technology and innovation

Expanding and strengthening science, technology, and innovation in the education system create a wide range of opportunities that can stimulate students' interest in science and convergent creative thinking. This is done through the inclusion of STEAM (science, technology, engineering, art, and mathematics) education in the national curriculum to prepare citizens to be creative, productive, innovative, and effective. In addition, STEAM-based education will be implemented to improve scientific literacy to utilize the knowledge embedded in the newly revised national curriculum. To this end, citizens will develop and demonstrate research, critical thinking, and creative problem-solving skills, be innovative, and boost their scientific and technological literacy through the STEAM approach.

STEAM is a new approach to the education system to develop and strengthen science, technology and innovation. This approach will be implemented through different strategies such as improving STEAM-based teaching-learning process, creativity and innovation capacity, in-service training for teachers and school leaders, and improving the infrastructure and facilities of schools and teacher training institutes.

Sub-component 1: STEAM-based teaching and learning process, creativity and innovation

STEAM education has emerged recently to develop human resources with creativity in mind and to see and understand the human society of the future. STEAM education is defined as an education in which students' understanding and interest in related subjects such as science,

technology, engineering, etc., promote the conversion of thinking and problem solving based on science and technology. Therefore, the purpose of STEAM is to make learners creative and innovative, and to apply knowledge in everyday life. In addition, it is also essential to leverage STEAM as a framework that leads to new ways of thinking to solve 21st century problems.

STEAM is an essential paradigm for creatively fulfilling teaching and learning in the STEM disciplines. By adding the "Arts", STEAM enables learners to imagine, implement, and communicate a broader and more creative range of applications for science, although focusing only on science is not sufficient. As a result, learners are likely to be job-ready or more able to apply their knowledge in a variety of contexts to familiar and unfamiliar real-world situations when they have learned and understood how to integrate the skills of the STEAM subjects.

To achieve the above outcomes, it will be important to design strategies and develop manuals on how STEM and arts teachers collaborate in the process of introducing and practicing STEAM at all levels of schools. There is also a need for a series of consultation forums on the integration approach and consensus building with arts and STEM educators and teachers. In addition, documentation and dissemination of STEAM best practices at all levels, as well as research on the implementation of STEAM education will be implemented as part of ESDP VI. It will also be essential to design and implement different strategies to provide STEAM education supported by digital technology.

Sub-component 2: STEAM-based in-service training for teachers and school leaders

In ESDP V, the focus on science and mathematics remained restricted at all levels, with an expansion of the pilot science and mathematics improvement programme to all regions and the development of regional science and mathematics training units (often within CTEs) to complement the existing federal training centre. This was accompanied by the training of regional trainers and key teachers to help all subject area teachers acquire the skills necessary to improve math and science instruction.

Under ESDP VI, there will be a shift toward the training of science, technology, and innovation (STEAM) proficient teachers to implement a STEAM-focused middle and secondary school curriculum. In this regard, pre-service and CPD programmes will improve the quality of instruction and training methods. Teachers will also learn to use computers to enhance their knowledge and skills, and to design quality instruction and materials using technology.

Likewise, STEAM-specific curricula will be updated and offered to enhance subject knowledge and develop skills and abilities. Through a modular approach to teaching, higher education institutions (HEIs) will also develop new courses and programmes that respond to current or emerging labour market needs. ICT will be systematically and extensively integrated into all HEIs programmes. Courses will also be offered both online and through blended approaches.

As a result, quality practical training will be provided to existing science and technology and art teachers, as well as laboratory and workshop assistants, as part of the new STEAM approach. The current CPD system will also be revised and an effective system will be established for science and technology teachers. Likewise, teachers will receive hands-on training and sustained professional support on how STEM and art teachers collaborate for a common goal of effective STEAM implementation at the school level. In addition, school and college leaders and supervisors will be trained in the STEAM approach to support teachers and students at all levels.

Sub-component 3: School and teacher college infrastructure and physical capacities

The provision of appropriate infrastructure in the various centres, taking into account the needs of the curriculum they offer, is a key strategy for the expansion of science and technology. Under ESDP V, it was planned that all schools would have a set of minimum educational resources, such as a functional laboratory (for primary and all secondary grades), with the necessary equipment and materials. However, this project has not been as well implemented as planned.

As a result, one of the main obstacles to training and teaching in STEAM-related fields is the lack of appropriate infrastructure in schools and teacher training centres.

Under ESDP VI, improving the infrastructure and physical capacity of schools and educational institutes will receive the attention necessary for effective implementation of STEAM. Students must learn through experimentation, observation, and active inquiry if they are to develop competencies in STEAM areas. New teaching and learning materials will be developed and distributed to schools across the country. In addition, the technological and physical infrastructure of schools and teacher training institutions will be improved. Regional centres of excellence will also be established for the development of ICT-supported curricula, materials and teaching in various subjects.

Similarly, a national and regional centre for science, mathematics, and technology education will be established. The laboratory standards of all schools and teacher training institutes will be developed and equipped with the necessary equipment and technology in accordance with the standard. All stakeholders, including the regions and the Ministry of Education, will support and guide the regions in establishing regional science and technology education training centres. These centres will also be equipped with the necessary teaching materials for STEAM education, developed from locally available materials.

Therefore, equipping and capacitating schools and educational institutes with improved infrastructure and materials will strengthen STEAM education. Educational institutions will be equipped with digital and other types of technology. New and existing well-resourced and functional laboratories and workshops will be created, furnished and reorganized efficiently.

Component 4 objective: Students will develop and demonstrate research, critical thinking and creative prob- lem-solving skills, demonstrate innovation and boost their scientific and technological literacy through the STEAM approach			
Indicators	**Baseline**	**Targets**	**Source**
Percentage of need-based STEAM training manuals dev- el-oped	DNA	100%	MoE, REBs, EMIS reports t
Percentage of STEAM teachers trained through in-service training	DNA	100%	
Percentage of STEAM teachers trained in CPD	DNA	100%	
Percentage of laboratory assistants trained in short term	DNA	100%	
Percentage of schools with digitalized laboratory	DNA	100%	
Percentage of schools with standard laboratory equipment	DNA	100%	
Number of science and technology centres	0	12+	
Percentage of locally improvised laboratory equipment	DNA	100%	
Number of teachers recognized for innovation	DNA	150	
Number of students recognized for innovation	DNA	150	

Strategy	Indicators	Baseline	Targets	Source
Enhanced STEAM-based teaching and learning process, creativity and inno-vation	Development of strat-egies, framework and manuals to promote STEAM-based and prac-tice-oriented education	0	Development and imple-mentation of strategies, frameworks and man-uals for STEAM-based education	MoE, REBs report
	Number of STEAM-based fairs and competitions organized at national and regional levels	None	Fairs and competitions organized each year	
Organize national and regional STEAM competition fairs and academic competitions for students				
Organize a series of consultation forums on the integration approach and build consensus with arts and STEM educators and teachers				
Develop a detailed roadmap and realistic implementation plan on the introduction and implementation phases of the STEAM-based curriculum				
Design strategies and develop manuals on how STEM and arts teachers collaborate in the process of introducing and implementing the STEAM approach at school level				
Conduct research on the implementation of STEAM education				
Inform and disseminate best practice in STEAM at all levels				
Develop and implement the STEAM education improvement framework				
Design and implement different strategies to deliver technology supported STEAM education				
Develop strategies to implement STEAM scholarships for female students				
Prepare laboratory samples (simulation) and support regions and schools				
Design and implement strategies to improve the innovation work of teachers and students				
Design and implement strategies to deliver STEAM education from pre-primary level onwards to develop creative and innovative citizens				
Provide STEAM education supported by digital technology				
Organize a facilitation team to support regions and schools in their STEAM activities				
Strategy	**Indicators** *(Baselines and targets as indicated in the table in Component 4 above)*			**Source**
Provide STEAM-based in-service training for teachers and school leaders	Needs-based STEAM training manual developed			MoE, REBs reports
	Percentage of STEAM teachers trained through in-service training			
	Percentage of STEAM teachers trained through CPD			
	Percentage of laboratory assistants trained through short term training			

Provide quality practical training for in-service science, technology and art teachers with the new STEAM approach
Provide quality practical training for laboratory and workshop assistants in science and technology with the new STEAM approach
Review the current CPD system and establish an effective one for science and technology teachers
Provide practical training and sustainable professional support on how STEAM and arts teachers work together towards a common goal of effective STEAM implementation at school level
Provide training for school and college leaders and supervisors on the STEAM approach
Develop standardized training materials on STEAM and train teachers to improve the teaching-learning process in the classroom and student outcomes
Collaborate with institutions and NGOs working in the field of STEAM to strengthen and expand the approach at all levels
Establish a system for enlightening the public on the basic concepts of STEAM and their application in life and work, and for cultivating a scientific culture
Institutionalize teacher training to introduce new teaching methods/approaches
Develop a STEAM training manual tailored to the needs and train teachers and leaders
Undertake research on the implementation of STEAM education

Strategy	Indicators *(Baselines and targets as indicated in the table in Component 4 above)*	Source
Improving STEAM infrastructure and facilities in schools and teacher training colleges	Percentage of schools with a digitized laboratory	MoE, REBs reports
	Percentage of schools with standard laboratory equipment	
	Percentage of established science and technology centres	
	Percentage of locally improvised laboratory equipment	

Establish a national and regional centre for science, mathematics and technology education
Develop laboratory standards for all schools – KG/elementary/middle and high school
Develop laboratory standards for teacher training colleges, the national science and technology and regional centres
Equip laboratories and workshops with the necessary equipment and technology in accordance with the standard
Establish a National Exploratorium or Museum of Science and Technology
Prepare improvised materials for schools and provide training
Conduct research on science and technology education in schools and educational institutes
Support and guide regions in establishing regional training centres for science and technology education
Develop and implement the necessary teaching materials for students and teachers from locally available materials
Design the mitigation solution to be adopted and implement how to remove obsolete chemicals from school laboratories

Component 5: Preparing students for the job market through a career and technical education programme

Career and technical education (C&TE) is designed to empower students to become successful citizens, workers, and leaders in a global economy, while providing lifelong learning and academic and technical preparation for success in their chosen career. The goal of offering C&TE from pre-primary through college is to enable students to understand the fundamentals of any career as early as possible so that they can develop essential skills into adulthood and prepare for future career opportunities.

On the other hand, C&TE in secondary schools is the practice of teaching specific technology-based, career-oriented skills in seven areas, namely: manufacturing, construction, biological and chemical sciences, information technology and computer science, business sciences, language and social sciences, and performing and visual arts, with the goal of enabling secondary school graduates to obtain job opportunities in the labour market and facilitating school-to-work transitions.

Sub-component 1: Vocationalize the general education system

The vocationalized general education system is an educational system in which all learning activities, from pre-primary through secondary school, are supported by relevant practical exercises to equip learners with industrial, entrepreneurial, and life skills and prepare them for the world of work.

Sub-component 2: Produce labour market-ready secondary school graduates

Secondary school graduates, as part of the general education professionalized curriculum, complete a vocational and technical education programme in addition to core academic subjects in Grades 11 and 12 in seven areas: manufacturing, construction, biological and chemical sciences, information technology and computer science, business science, language and social sciences, performing arts, and visual arts, in order to acquire the knowledge, skills, attitudes, and entrepreneurial foundations necessary to enable them to join the world of work upon completion of general education.

Sub-component 3: Develop career-aware middle school students with essential or basic career and life skills

As stipulated in the general education curriculum for professionalized general education, middle school students will be expected to participate in career and technical education in a selected industry sector. In doing so, learners will be equipped with essential industry and personal skills, a positive work attitude, and an exploration of career opportunities. In addition, career and technical education in the middle school provides students with exposure to the realities of the world of work through career awareness and job shadowing activities, in order to make decisions about their future career aspirations.

Component 5 objective: To develop students' attitudes, knowledge and skills for employability and entrepreneurship			
Indicators	**Baseline**	**Targets**	**Source**
Percentage of qualified teachers in career and technical education (C&TE)	0	100%	MoE, REBs
Percentage of schools with appropriate facilities	0	100%	
Percentage of secondary school students certified in C&TE	0	100%	
Sub-component 1. Vocationalize the general education system			
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Reorganize and revise the structure of general education towards career and technical education (C&TE)	Implementation strategy developed for C&TE	None	A comprehensive strategy developed and implemented	MoE, REBs report
	Percentage of secondary schools (Grades 11 and 12) ready for C&TE	None	100%	

Develop an implementation strategy to effectively implement career and technical education in all schools	
Provide quality practical training for career and technical teachers at INSET	
Provide quality education and training for career and technical teachers at PRESET	
Reform initial training to include C&TE	
Reform and equip secondary schools with facilities and materials for C&TE	
Equip higher education institutions with facilities and materials for C&TE	
Offer C&TE courses aligned with industry-recognized skills and qualifications in these areas, and encourage (or require) high school students to take them	

Strategy	Indicators	Baseline	Targets	Source
Development of the career and technical education system	Availability of a legal framework for C&TE	0	Legal framework developed and implemented	MoE, REBs report
	Availability of C&TE standards for middle secondary schools	0	C&TE standards developed and adhered to	
Develop a legal framework for C&TE				
Draft guidelines and standards (for middle and secondary schools)				
Harmonize/align certificates with a national qualification framework				

Strategy	Indicators	Baseline	Targets	Source
Developing institutional capacity for C&TE	Percentage of C&TE with infrastructure	0	100%	MoE, EMIS
Conduct capacity assessments of C&TE infrastructure, machinery and equipment (against standards)				
Complete the infrastructure, machinery and equipment required for C&TE				
Develop and implement maintenance and repair guidelines				

Strategy	Indicators	Baseline	Targets	Source
Develop capacity of teachers and leaders	Percentage of teachers and leaders trained	NA	100%	MoE, REBs
Conduct capacity assessments of teachers and headmasters				
Develop recruitment standards for C&TE teachers, counsellors and managers				
Develop and deliver a C&TE training package for the in-service teacher programme				
Develop and deliver a C&TE training package for the pre-service programme				
Develop and deliver a C&TE leadership training package for counsellors and principals				

Sub-component 2. Equip students with the knowledge, skills and attitude needed in the labour market

Strategy	Indicators	Baseline	Targets	Source
Certifying students with different vocations when they complete Grade 12	Percentage of secondary school students certified in C&TE	0	100%	MoE, REBs
Evaluate students' skills in Grades 11 and 12 through continuous, standardized exit exams				
Certify Grade 12 students who have successfully completed the C&TE				

Strategy	Indicators	Baseline	Targets	Source
Establish school-industry/sector partnerships	Number of industries partnering with schools	0	7 industries	MoE report
Identify and select potential industries				
Raise awareness and promote C&TE and its benefits				
Clarify roles and responsibilities of schools and industry				
Formulate and sign memoranda of understanding				
Ensure and leverage partnership with industry in C&TE				
Support and maintain a sustainable partnership				

Strategy	Indicators	Baseline	Targets	Source
Provide vocational and technical education in seven selected industry sectors	Number of industry sectors offering C&TE	0	7	MoE
Assess existing and demand for careers around the school				
Align the demand for careers with the seven selected industry sectors				
Organize the teaching space, infrastructure, machinery and equipment				
Involve industry partners for collaborative learning				
Implement the C&TE curriculum				

Offer entrepreneurship training programmes
Conduct assessments and certify C&TE students
Leverage industry partnerships for graduate placement

Strategy	Indicators	Baseline	Targets	Source
Develop a system of student support services (career guidance and counselling, job placement)	Creating guidelines and manuals on career guidance, support and placement	None	Needed documents produced	MoE, REBs report
	Percentage of secondary schools with an established and functioning student support service	0	100%	

Develop career guidance and placement manuals
Provide career guidance support (for secondary school C&TE)
Provide job shadowing support (for middle school C&TE)
Provide job placement service (for secondary school C&TE)

Sub-component 3: Produce career-conscious students with essential or basic skills				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Provide C&TE to middle schools to equip and orient students with essential basic skills for further training and preparation for the future labour market	Percentage of middle schools offering C&TE subjects and skills for future training and development in the labour market	0	100%	MoE report

Assess existing and in-demand careers in the school environment
Select industry/sector-based training topics (from the seven C&TE areas identified)
Organize infrastructure, machinery and equipment for secondary school C&TE
Provide C&TE to students in the selected area
Provide appropriate entrepreneurship training packages at middle school level
Help students explore existing and in-demand careers (job shadowing)
Carry out continuous assessments

Component 6: Transforming schools into effective teaching and learning centres

Educational institutions are the most respectful organizations where productive and responsible citizens are produced.

Therefore, schools must be safe, secure, child-friendly, and attractive for the learning and teaching process and for achieving desired outcomes.

Therefore, educational institutions need to be equipped and empowered to perform their functions at the highest level and utilize the available material, human and financial resources, including revising the block grant guideline and requiring each woreda to implement the budget allocation in accordance with the new directive to reduce resource problems in schools.

Special attention will be given to children affected by natural and/or man-made emergencies so that they can receive the same services and continue their education in an environment conducive to learning and teaching.

Sub-component 1: School standards

Schools need the basic structure and resources to improve and develop school standards, in order to operate efficiently and effectively. Standards need to be developed in a way that takes into account local differences. These standards should include guidelines for staff, including guidance and support personnel, on the appropriate organizational structure. The goal is for all schools to be educational institutions that meet at least the basic standards (Level 3 and above) in terms of inputs, outcomes, and impacts.

It is therefore necessary to develop and implement standards for pre-primary, primary, middle

and secondary schools. The school system has a well-organized organizational structure and is well staffed with administrative/support personnel, including the deployment of qualified laboratory technicians, computer technicians, librarians, and consulting staff. Develop and implement an accelerated school transformation strategy to improve school standards, provide capacity building training to education leaders following the developed strategy; compile and develop best practices for pre-school, primary, middle and secondary schools; improve the school improvement programme framework and guidelines.

Sub-component 2: Supportive school environment and education in emergencies

The existence of a supportive and positive atmosphere for the learning and teaching process has a huge contribution to make in providing quality education to improve learning outcomes by improving student behaviour and the learning environment. It is about enabling students to acquire competencies in terms of knowledge, attitudes and skills. To achieve this objective, schools must identify their strengths and weaknesses and improve their weaknesses first. As a result, considerable effort will be made to ensure the adequacy and normalcy of the school environment. The school environment is necessary to support an effective teaching and learning process.

Members of the school community and other stakeholders are expected to work in coordination and collaboration to create a supportive environment that meets the individual needs of students. When students feel safe in the school community, they can pursue their education with motivation. Students need to be empowered and their voices heard to contribute and actively engage and participate in the decision-making process of their school.

In each school, a set of 'student services' will be offered to support the development of students' life skills and to promote a healthy and safe school environment. Student services will pay particular attention to HIV/AIDS, DSA, school and student health and nutrition. To increase the reach and relevance of 'student services', the education administration will work closely with other government agencies and NGOs working in these areas. School feeding will be provided from pre-primary to primary school level.

Other health interventions, such as school-based deworming, will be linked to the 'student services' provided, and all schools will have a safe water supply, adequate and gender-sensitive sanitation facilities, and a basic set of facilities for children with special educational needs.

Schools will be encouraged to prepare and equip sports facilities according to their local context. Standards for school WASH facilities will be consistent with the agreed-upon One WASH national strategy. 'Student services' will integrate life skills instruction with sports or after-school resources and clubs (developed by curriculum staff and cross-curricular specialists) to promote a healthy and safe school environment.

Sub-component 3: Public, private and community partnership

Public, private, and community partnership is one of the school improvement programmes that focuses on public, private, and community engagement in school planning and management. The relationship between these institutions has strengthened the overall activities of the education system to bring about effective changes in school outcomes. Therefore, given that the character and roles of these institutions contributing to the school system vary, comprehensive policy design clarifying the roles of public, private, community, and community leaders can play a vital role.

During ESDP V, the current approach to school improvement planning led by self-evaluation and community-based decision making was implemented. Schools were encouraged to strengthen their parent-student-teacher associations (PSTAs) and these community groups were provided with more information through the 'school report card' to make evidence-based decisions for improvement. In addition, two outreach strategies were planned to increase community participation in school management and decision making. These were a media campaign focused on promoting education, engaging the community in school leadership, and providing face-to-face information, and encouraging households and community members to engage in education. However, there was no legal framework for promoting education and conducting collaborative educational activities between the private, public and community sectors.

Therefore, strengthening private, public, and community partnerships and parental involvement in schools is envisioned as a strategy for providing quality education in ESDP VI. To execute this strategy effectively, a strong policy that can outline the roles and responsibilities of the private-public-community partnership will be developed. An inclusive policy and system that maximizes the involvement of a variety of

stakeholders across the curriculum will also be developed and implemented.

In addition, establishing a guiding principle for school management and leadership, community involvement, and financial guidelines will also be an area of focus for this plan. Finally, parent, community and private sector engagement programmes will be put in place to track the learning progress of learners and actively participate in monitoring and evaluating the delivery of educational services.

Sub-component 4: School leadership

The leadership and management programme will be supplemented with streamlined guidance for evidence-based planning and decision-making that principals can use when engaging their PSTAs. All guidance documents are used to prepare three-year strategic plans and annual school-level operational plans – consistent with current SIP cycles.

Under ESDP VI, it is planned to provide regular, close-to-school support, deploy qualified secondary school and cluster supervisors based on national standards, develop general guidelines for school supervisors and technical guidelines (coaching and supervision tool), allocating and distributing grants to schools, providing awareness training on the proper use of these grants, preparing the school's strategic plan, and improving the efficient use of teachers' time through various support mechanisms.

Component 6 objective: School performance, functioning and efficiency will be improved by translating avail- able resources into quality learning outcomes				
Indicators		**Baseline**	**Targets**	**Source**
Percentage of schools achieving the minimum stan- dard (level 3) at all levels	pre-primary	5	45.2%	EMIS, MoE, REBs
	primary & middle	11	45.2%	
	secondary	11	45.2%	
Percentage of schools reaching the higher standard (level 4) at all levels	pre-primary	0.01	10.8%	
	primary & middle	0.01	10.8%	
	secondary	0	10.8%	
Percentage of schools with active/functional PTSAs at all levels	primary & middle	85	100%	Survey reports
	secondary	85	100%	
Percentage of schools with strong public, private and community partnerships at all levels	pre-primary	DNA	50%	
	primary & middle	DNA	50%	
	secondary	DNA	50%	
Percentage of students enrolled in education in emergency situa- tions at all levels		DNA	100%	EMIS
Number of new schools built		DNA	750	EMIS, REBs
Number of schools expanded and renovated		DNA	1162	
Percentage of primary and middle schools with access to electricity		27%	75%	
Percentage of secondary schools with access to electricity		73%	100%	
Percentage of primary and middle schools with laboratory facilities		26%	80%	
Percentage of secondary schools with access to a laboratory		64%	100%	
Percentage of schools with environmental protection and green legacy in place		DNA	100%	REBs

Pupil/classroom ratio	primary	DNA	1:50	EMIS, REBs
	secondary	DNA	1:40	
Percentage of schools with access to an improved water source at all levels	pre-primary	DNA	50%	
	Primary	27%	50%	
	Secondary	79%	100%	
Percentage of schools with access to improved gen- der-segregated latrines at all levels	pre-primary	33%	50%	
	Primary	79%	89%	
	Secondary	96%	100%	

Percentage of schools with access to improved men- strual hygiene management facilities	Primary	DNA	85%	EMIS, REBs
	Secondary	DNA	85%	
Percentage of schools with at least half of the school grant allocated to the teaching and learning area of the SIP reaching 100% at all levels		DNA	100%	REBs, Assessment report
Percentage of teacher attendance (time on task)	Primary	DNA	100%	
	Secondary	DNA	100%	
Percentage of schools visited by supervisors based on the standard	Primary	DNA	100%	
	Secondary	DNA	100%	REBs

Strategy	Indicators	Baseline	Targets	Source
Revision, updating and implementation of school standards	Revised and updated school standards	None	Revised and approved school standards published	MoE, REBs
	Percentage of schools with an accelerated school transformation strategy	0	100%	
	Percentage of schools with administrative/support staff in line with organiza- tional structure	TBD	100%	

Review and develop minimum standards for pre-primary, primary, middle and secondary schools that take into account the diversity of contexts
Ensure that the school system has the appropriate organizational structure and adequate administrative/support staff
Deploy qualified laboratory technicians, ICT technicians, librarians and guidance and counselling experts
Develop and implement an accelerated school transformation strategy
Equip schools with minimum learning resources
Document and disseminate best practice in pre-schools, primary, middle and secondary schools
Create well-equipped and functional laboratories and workshops
Revise and implement gender equality strategies, anti-harassment code of conduct and gender mainstreaming guidelines
Follow up, provide practical professional support and ensure that teachers apply their knowledge and skills with full commitment and have high expectations of their students in the teaching process
Ensure that teachers use assessment results and data to improve the learning and teaching process in the classroom
Ensure that teachers use appropriate assessment methods taking into account the age levels of their students

Strategy	Indicators	Baseline	Targets	Source
Strengthen public-private-community partnership and parental involvement in schools	Development of a public-private-community partnership policy	None	Public-private-community partnership policy and strategy in place	MoE, REBs
	Revised guidelines on school management and leadership, community involvement and finance	0	Revised school management guidelines published and implemented	
	Percentage of schools with strong public, private and community partnerships at all levels	TBD	100%	
	Percentage of schools benefiting from community input in various school activities (labour, finance, materials and their profession)	TBD	100%	

Develop a policy of private-public-community partnership
Develop an inclusive policy and system that maximizes the involvement of a variety of stakeholders in all school programmes
Develop school management and leadership, community participation and financial guidelines
Develop parental engagement programmes to monitor children's learning progress
Create a system whereby parents, the community and the private sector are actively involved in monitoring and evaluating education service delivery

Strategy	Indicators (Baselines and targets as indicated in the table in Component 6 above)	Source
Equip schools with services and resources to support a safe and healthy environment	Percentage of schools/learning centres implementing minimum standards in emergencies	MoE, REBs reports, EMIS
	Percentage of students enrolled in school during emergencies	
	Number of new schools built	
	Number of schools expanded and renovated	
	Percentage of schools with access to an improved water source at all levels	
	Percentage of schools with access to improved gender-segregated latrines at all levels	
	Percentage of schools with access to improved menstrual hygiene management facilities	

Equip school cluster resource centres with teaching and learning materials, including for special needs education
Provide adequate WASH services in all schools, with special attention to emerging regions
Equip schools with learning resources and support materials for children with special needs
Train teachers in inclusive education on classroom management
Strengthen life skills, HIV/AIDS, sexual and reproductive health (SRH), gender, deworming and drug abuse education
Provide schools with a standard set of teaching and learning materials for emergencies, including WASH
Familiarize relevant WASH stakeholders with the design and construction manual for water supply and latrines
Implement a school health and nutrition strategy

Develop and implement a strategy to expand, renovate and build schools according to the standard
Establish and strengthen extracurricular/co-curricular clubs in all schools
Establish and strengthen functional learning centres in all schools
Equip school libraries with the necessary equipment and digitize secondary school libraries
Equip the centres with the necessary resources to identify gifted and talented students
Revise/develop and implement a code of conduct/anti-bullying policy on gender-based violence in schools
Revise and implement a gender strategy for the education sector

Strategy	Indicators *(Baselines and targets as indicated in the table in Component 6 above)*	Source
Strengthen school leadership and management	Percentage of schools devoting at least half of school grants to SIP teaching and learning at all levels	MoE, REBs, Assessment reports
	Percentage of schools developing and implementing a high-quality school improvement plan	
	Percentage of teacher attendance rates (time on task)	
	Percentage of schools visited by supervisors	

Increase female participation in school leadership
Provide regular support close to the school
Deploy qualified supervisors to clusters and secondary schools in accordance with national standards
Develop general guidelines for school supervisors
Develop technical guidelines (coaching and supervision tool)
Award and disseminate school grants
Provide awareness training on the correct use of the school grant
Provide awareness training on the preparation of the school strategic plan
Improve the effective use of teachers' time by using different support mechanisms

Strategy	Indicators	Baseline	Targets	Source
Develop and implement an accelerated school transformation strategy	Percentage of pre-primary schools meeting the minimum standard (Level 3)	5%	45.2%	EMIS, Inspection result
	Percentage of primary and middle schools meeting the minimum standard (Level 3)	11%	45.2%	
	Percentage of secondary schools meeting the minimum standard (Level 3)	11%	45.2%	
	Percentage of pre-primary schools meeting the minimum standard (Level 4)	0.01%	10.8%	
	Percentage of primary and middle schools meeting the minimum standard (Level 4)	0.01%	10.8%	
	Percentage of secondary schools meeting the minimum standard (Level 4)	0 %	10.8%	

Develop and implement an accelerated school transformation strategy
Equip schools with minimum learning resources
Provide regular, close-to-school support to improve the school delivery system

Document and disseminate best practice in pre-school, primary, middle and secondary schools
Provide equipment and facilities to those who need special attention to accelerate school entry standards
Introduce and promote a special incentive package to upgrade schools to Level 3 and above
Provide capacity building training for education leaders
Conduct performance audits and take immediate corrective action

Programme 4
Access to general education, equity and internal efficiency

Goal

To improve equitable access and internal efficiency from pre-primary to secondary education, enabling all children and young people to participate in quality and inclusive education

Component 1: Pre-primary

The main objectives for access, equity and internal efficiency in ESDP VI are to continuously improve the participation of all children and young people in education, focusing on four levels: bringing schools closer to communities and ensuring that all children can access pre-primary education as a preparation for schooling, and improving access to primary and middle school, and then participation in secondary education. This will require a continued focus on system expansion and quality development, as well as a rapid reduction in dropout and repetition rates to improve internal efficiency.

The strategy to reduce repetition and dropout recognizes that virtually all interventions designed to increase access and improve quality will also reduce wastage. Both in-school and out-of-school factors will be addressed, including the use of continuous assessment, remedial teaching, information campaigns to counter negative parental attitudes, partly through radio and media, and the creation of strong, community-based parent-teacher-student-associations (PTSAs). In addition, direct incentives will be used for the most vulnerable and poorest students, including financial assistance to offset the direct costs of schooling.

A school feeding programme will be implemented, prioritizing food insecure areas and gradually expanding the programme to all primary schools, ensuring that the initiative is sustainable. Making schools a safe and conducive environment for teaching and learning and improving the standard of schools also plays an important role in reducing dropout and repetition.

Priority will also be given to the needs of the most disadvantaged children. In doing so, existing inequalities in current education provision, relating to gender, disability (physical and mental), geographical location and family characteristics, will be reduced. In response to access, equity and internal efficiency, challenges were identified in the situation analysis and, as a result, six components were identified as priorities: pre-primary, primary, middle school, secondary education, the special support programme for the four emerging regions, and non-formal education for youth and adults.

Component 1 objective: Every child aged 5 to 6 has access to free, safe, quality and developmentally appropri- ate pre-primary education in order to be ready for primary education			
Indicators	**Baseline (2018/19, unless stated) T(F/M)**	**Targets (2024/25) T(F/M)**	**Source**
GER in pre-primary education for 5-6 year olds	41.8(39.7/40.7)	74.1(73.2/73.6)	EMIS
GPI in pre-primary education	0.95	1	
GER for children with disabilities	1.3(1.2/1.5)	11.1(11.1/11)	
GER in pre-primary education for refugee children	61.2 (64/58.6)	82.7(84/82)	

The government is committed to providing free and compulsory pre-primary education in Ethiopia. Pre-primary education covers children aged five to six years and has become one of the main priorities of the education sector. Exposure to quality learning in a healthy environment and good nutrition can improve student learning in the upper grades, reduce dropout and repetition rates and thus contribute to improving the efficiency of the system.

Pre-primary education will gradually establish a culture of learning from an early age and develop critical thinking skills later on. Therefore, expansion of opportunities by the government is highly necessary, especially for the most disadvantaged children. In most cases, pre-

primary education will favour children from relatively affluent backgrounds in predominantly urban areas. It should also be noted that, where pre-primary is targeted, children can be given maximum support to move successfully into Grade 1.

By the end of the ESDP VI period, the education system is expected to achieve an average GER of 74.1% in pre-primary education for both boys and girls. A range of modalities will be implemented to achieve this target. In terms of infrastructure and teacher training, certified teachers will be deployed for a pre-primary education programme. A well-defined standard will be established and operational by the start of ESDP VI. The standards for public

pre-primary education will be applicable to all schools, regardless of ownership. A licence for non-governmental providers to run pre-primary education will depend on the achievement of these standards.

Achieving this goal will require the design of a special incentive strategy to stimulate non-governmental participation. The expansion of pre-primary education will be coupled with policy dissemination events and strong government advocacy within communities to send their children to nearby schools offering pre-primary education. Additional motivation will be provided by school feeding programmes in schools, which are essential to ensure that they are ready to learn in school.

Strategy	Indicators	Baseline	Targets	Source
Ensure that pre-primary education is free, compulsory and accessible to all children aged 5-6	GER for pre-primary (5-6 years)	41.8(39.7/40.7)	74.1(73.2/73.6)	EMIS
	Percentage of pre-primary schools with school feeding programmes, by region	0	100%	EMIS
	Percentage of household expenditure on pre-primary education	DNA	TBD	CSA

Advocate for free and compulsory pre-primary education in all areas
Establish and improve a formal structure to coordinate, supervise and professionally support pre-primary education /ECCE programmes at all levels
Expand and improve 'O' classes from a one- to two-year programme
Expand kindergartens in an equitable manner
Create satellite centres to accommodate children living far from schools
Provide preschools with gender- and age-appropriate materials, equipment, facilities (including WASH facilities) and safety measures
Provide gender- and disability-sensitive materials and facilities to accommodate children from disadvantaged groups
Expand and upgrade school feeding programmes in pre-schools
Strengthen inclusive pre-primary teacher training programmes, in relevant mother tongues, with a focus on holistic child development

Strategy	Indicators	Baseline	Targets	Source
Strengthen relationships between pre-schools and their communities	Parent/guardian and community engagement strategy in pre-schools developed and implemented	0	Parent/community engagement strategy developed and implemented	Inspection report

Develop a system that maximizes community involvement in pre-primary education
Develop a strategy for parent/guardian and community engagement in pre-primary education through a participatory process
Design and implement mechanisms to encourage the private sector to expand pre-primary education
Link the safety-net programme to pre-primary school attendance
Develop a pre-primary parent/guardian and community engagement strategy through a participatory process
Develop and implement a community awareness campaign on the importance of early childhood education, sustainable support and engagement in pre-primary education

Component 2: Primary

Component 2 objective: Student equitable access, participation and completion of primary education (Grades 1-6) will improve significantly			
Indicators *All disaggregated by gender, region and disability	Baseline T(F/M)	Targets T(F/M)	Source
NER Grades 1-6	100(95/105)	100(98/102)	EMIS
GER Grades 1-6	115(109/121)	107(104/110)	
GER SEN	11.0(9.7/12.3)	32.65(30/31)	
GPI 1-6	0.91	0.95	
Drop-out rate in Grade 1	25(25/25)	15(15/15)	
Drop-out rate 1-6	18(18/17)	12(12/11)	
Repetition rate 1-6	4(4/4)	1(1/1)	
Completion rate 6	82(79/86)	91(90/93)	
Percentage of Grade 1 students having completed at least one year of pre-primary education	NA	100%	

During the ESDP VI period, the GER in primary education (Grades 1-6) is expected to increase from 115.2% to 106.9% and the NER from 100.2% to 100%. These increases will be achieved by focusing on increasing enrolment in primary education (Grades 1-6) and improving the level of girls, so that the GPI in primary education will rise from 0.97 to 1.0.

In line with the new educational structure, there will be a reorganization of schools (1-4 to 1-6) and (1-8 to 1-6) throughout the country. In addition, opportunities for alternative modes of primary education will be crucial, especially in pastoral and semi-pastoral areas. This approach will include the construction of new schools and the renovation of schools. ABE centres will be transformed into formal primary schools (1-6).

In order to achieve the SDGs and other national agendas, the MoE has designed a goal to ensure access to inclusive quality education for children and students with special educational needs. Targets have therefore been set for the participation rate of children with special educational needs in primary education. By the end of ESDP VI, the participation rate will increase from 11% to 32.6%.

Strategy	Indicators	Baseline	Targets	Source
Ensure that primary education is free, compulsory and accessible to all children	GER, disaggregated by gender and region	115(109/121)	107(104/110)	EMIS
	School mapping conducted for primary schools by woreda/region	None	All primary schools mapped by woreda/region	MoE, REBs
	Percentage of primary schools with school feeding programmes, by region	TBD	100%	SIP report
	Percentage of household expenditure on primary education	TBD	TBD	CSA
Conduct a comprehensive mapping of primary schools to determine physical infrastructure needs and build more schools if necessary				
Link the safety-net programme to student attendance				
Develop and implement a school feeding policy and strategy				
Provide school feeding in accordance with the policy and strategy				
Create a child-friendly school environment (WASH, playground, substance-free, improved school standards)				

Strategy	Indicators	Baseline	Targets	Source
Provide targeted scholarships and cash transfers for children from economically and socially disadvantaged families to complete their primary education				
Develop a school-based system to identify students at risk of dropping out of school and provide them with comprehensive support to continue their education				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Develop a system that maximizes parent and community participation in primary education	Percentage of primary schools with functioning PTSAs	TBD	100%	EMIS
Strengthen PTSAs to actively participate in school affairs				
Establish PTSAs at classroom level in all schools				
Develop and implement a mechanism for effective and regular communication between parents, teachers and head teachers				

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Provide alternative primary schooling modalities to enable out-of-school children who have dropped out before completing basic education	Review and update of the ABE strategy and modalities	0	Implementation of updated ABE strategy	EMIS, Survey report
	Number of out-of-school children (disaggregated by gender and region)	TBD	TBD	
	Number of children enrolled in ABE (disaggregated by gender and region)	TBD	TBD	

Strategy	Indicators	Source
Design and implement an appropriate region-specific and locally relevant mechanism for monitoring and building a database on dropouts and out-of-school children		
Develop flexible inclusive education modalities for out-of-school children in rural and urban areas and pastoral communities		
Redefine, where appropriate, existing ABE through a critical review of experiences and improve facilities to increase enrolment		
Develop a standardized framework for assessment and certification of ABE and other alternative modalities of transfer to formal school		
Strengthen partnership and coordination with private providers and civil society organisations in ABE		
Introduce the use of ICT/digital technologies as an alternative mode of delivery		

Strategy	**Indicators** *(Baselines and targets as indicated in the previous table)*	**Source**
Establishment of support systems for disabled students, women and other children from disadvantaged backgrounds	GPI of primary school enrolment	EMIS
	GPI of primary school completion	
	GER of disabled children at primary school level	
	GER by socio-economic status	CSA
Formulate specific incentives to encourage the enrolment of out-of-school children, especially girls (scholarships, financial support and tutoring, etc.).		
Introduce a mechanism to identify, monitor and improve girls' access to quality education, participation, achievement and completion. (In contexts where boys are disadvantaged, ensure that they are targeted for action)		
Adopt a legal framework and guidelines for the coordination and collaboration of relevant ministries and other stakeholders to strengthen efforts to address the marginalization of children with special needs		
Develop and implement a strategy for early identification and placement of children with special needs, in order to increase access to education for these children		
Maintain data on children with disabilities down to the lowest administrative unit level – Kebele/village – to inform policy and planning		

Incorporate inclusive education practices and skills into teacher training programmes, including child-centred and gender-sensitive pedagogy
Adopt and introduce the Speed School accelerated learning classrooms, instructional methods and holistic teacher training model to cater for out-of-school primary school-age children in the mainstream primary school, thereby enhancing quality and relevance to achieve greater efficiency in internal and external education
Establish and implement a girls' education fund
Strengthen and expand inclusive education resource centres
Expand special needs education to cater for learners with autism and deaf-blindness, in addition to visual, physical, hearing and mental disabilities
Establish teams of trained and equipped specialists in each region to help schools and communities identify children with special educational needs
Implement community mobilization and awareness campaigns to encourage the enrolment of disadvantaged children
Design and implement an individual student tracking system that monitors the socio-economic, academic and health profile of children, enabling teachers to identify children at risk and intervene appropriately

Strategy	Indicators	Baseline	Targets	Source
Ensure continuation of education in emergencies	Percentage of schools in emergency-prone areas with preparedness plans	0	100%	MoE, REBs
	Percentage of schools providing uninterrupted primary education in emergency-affected locations	DNA	100%	

Develop a strategy and preparedness plan to ensure continuity of education in an emergency
Provide schools in emergency-affected areas with appropriate training and equipment to enable the continuation of education, including WASH
Establish a national coordinating body to continue education in emergencies
Create safe, child-friendly learning spaces where basic learning, recreation, psychosocial and health services can be provided during emergencies

Strategy	Indicators	Baseline	Targets	Source
Creating a child-friendly and supportive environment in all primary schools	Percentage of schools offering counselling services	TBD	75%+	EMIS, REBs
	Percentage of schools offering basic health services and WASH facilities	TBD	75%+	
	Percentage of schools with a code of conduct	TBD	100%	
	Percentage of schools with disability and gender-responsive infrastructure	TBD	100%	

Provide school-based counselling and psychosocial support, including referral pathways, eye screening, deworming programme for student health and improved student outcomes
Provide basic health and nutrition services and life skills on HIV/AIDS, drug abuse, etc. in schools
Ensure that infrastructure plans for new construction are gender-sensitive and include accommodation for students with disabilities, and improve facilities in existing schools accordingly
Ensure the availability of basic and adequate school infrastructure and WASH facilities
Conduct an assessment of how safe children feel in school, addressing physical and psychological risks, particularly for marginalized children
Establish clear school-based reporting and intervention systems, where children can report violence, dangerous situations or personal problems and receive appropriate support
Train teachers and school leaders to create a positive and inclusive school culture and practice that celebrates diversity

Enforce school codes of conduct with zero tolerance for any form of harassment, discrimination and violence in schools				
Mainstream children's rights throughout the education system, and embed them in primary school teachers' curricula and classroom practice				

Strategy	Indicators	Baseline	Targets	Source
Expand basic education for refugees and displaced populations	Percentage of refugee children receiving primary education services	67.25%	82.7%	EMIS, REBs
	Percentage of teachers in refugee camps who have received in-service training	0	100%	

Develop mechanisms and strategy to address the educational needs of refugees				
Provide in-service training for teachers in refugee camps				
Provide school-based infrastructure and teaching and learning materials in refugee camps and host communities				

Component 3: Middle school

Component 3 objective: Students' equitable access, participation and completion of middle-level education (Grades 7 and 8) will improve significantly			
Indicators *All to be disaggregated by gender, region and disability*	**Baseline T(F/M) (%)**	**Targets T(F/M) (%)**	**Source**
NER Grades 7-8	97(93/101)	99(97/100)	EMIS
GER Grades 7-8	112(106/118)	105(102/108)	
GER SEN	10(9/11)	25(25/25)	
GPI Grades 7-8	0.94	1	
Drop-out rate Grades 7-8	12(12/12)	7(7/7)	
Repetition rate Grade 8	5(5/5)	1(1/1)	
Completion rate Grade 8	62(60/64)	76(75/77)	
Survival rate Grade 7	30(31/29)	60(60/60)	

A middle school is a new approach in Ethiopia. It is free and compulsory. During the ESDP VI period, the middle school GER (Grades 7 and 8) is expected to decrease from 111.9% to 105.3% and the NER to increase from 97.4% to 98.8%. This increase will be achieved by focusing on increasing enrolment in the middle schools (Grades 7 and 8). The middle school GPI will increase from 0.97 to 1.0.

School rearrangement will be effective and (1-6 to 1-8) nationwide. Further alternative middle school densities could be implemented by building new schools (7-8).

Strategy	Indicators	Baseline	Targets	Source
Ensure that middle education is free, compulsory and accessible to all children	GER broken down by gender and region	112(106/118)	105(102/108)	EMIS, CSA
	Percentage of household expenditure on middle school education	TBD	TBD	
	Percentage of middle schools with school feeding programmes, by region	TBD	50% +	
	Percentage of middle schools with health services and WASH facilities	TBD	100%	
Encourage and enforce parents to send their children to school				

Link the school safety net programme to student attendance				
Improve school health, nutrition and school feeding programmes in middle schools				
Design mechanisms to reduce repetition and dropout and improve completion and survival rates				
Provide targeted scholarships and cash transfers to disadvantaged families to cover additional educational costs				

Strategy	Indicators	Baseline	Targets	Source
Develop a system that maximises parent and community involvement in middle school education	Percentage of middle schools with PTSAs	TBD	100%	EMIS, REBs

Strengthen PTSAs that involve parents from all backgrounds				
Establish PTSAs at the classroom level in all schools				
Develop and implement a mechanism for effective and regular communication between parents, teachers and school leaders				

Strategy	Indicators	Baseline	Targets	Source
Ensuring that ICT/digital technologies are available at the middle school level	Percentage of middle schools meeting national standards for ICT in education	0	100%	REBs report
	Percentage of middle school teachers trained in the use of digital technology	0	100%	

Equip all middle schools with relevant ICT teaching and learning equipment and infrastructure				
Train middle school teachers in the use of digital technology in the teaching and learning process				

Strategy	Indicators	Baseline	Targets	Source
Designing support systems for students with disabilities, women and other disadvantaged parents/guardians and children	Middle school GPI	0.97	1	EMIS
	GER of students with disabilities at the middle-school level	10(9/11)	30(30/31)	
	GER by socioeconomic status at the middle-school level	TBD	TBD	CSA

Incorporate inclusive education practices and skills into teacher training programmes				
Upgrade school facilities to be more gender responsive and to include children with special needs				
Implement a special incentive programme to promote access, participation and completion of middle school education for children from disadvantaged families				
Implement community mobilization and awareness campaigns to encourage the enrolment of marginalized children, including girls				
Establish an individual student tracking system that monitors children's socio-economic, academic and health profiles, enabling teachers to identify children at risk and intervene appropriately				
Introduce a mechanism to identify, monitor and improve girls' access to quality education, participation, achievement and completion. (In contexts where boys are disadvantaged, ensure that they are the focus of targeted action)				
Review the special support strategy in line with the global and national agenda, declarations and laws				

Strategy	Indicators	Baseline	Targets	Source
Ensure continuation of education in emergencies	Percentage of middle schools in emergency-prone areas that continue to provide education during emergencies	TBD	100%	EMIS, REBs

Develop a preparedness strategy and plan to ensure continuity of education in emergencies				
Provide schools in emergency-prone areas with training and equipment to enable the continuation of education, including WASH				

Create safe, child-friendly learning spaces where basic learning, recreation, psychosocial and health services can be provided during emergencies				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Create a supportive and child-friendly environ-ment in all middle schools	Percentage of schools with counselling services	TBD	75%+	EMIS, REBs reports
	Percent of schools with basic health services and WASH facilities	TBD	100%	
	Percent of schools with a code of conduct	TBD	100%	
	Percentage of schools with disability-friendly and gender-sensitive infrastructure	TBD	100%	

Provide in-school counselling and psychosocial support
Provide basic health, nutrition and life skills services in schools
Conduct an assessment of children's sense of safety at school, taking into account physical and psychological risks, particularly for marginalized populations
Establish clear reporting and intervention systems in schools, where children can report violence, dangerous situations or personal problems and receive appropriate support
Train teachers and school leaders to create a positive and inclusive school culture that celebrates diversity
Implement school codes of conduct with zero tolerance for any form of gender-based violence, discrimination or school violence

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Expanding basic edu-cation for refugees and displaced populations	Number of refugee children receiving middle school education services	TBD	TBD	EMIS
	Number of teachers in refugee camps receiving in-service training	TBD	TBD	

Develop a strategy to integrate refugees into the basic education system
Provide in-service training for teachers in refugee camps
Invest in school infrastructure and teaching and learning materials in refugee camps and host communities

Component 4: Secondary school

Component 4 objective: Equitable access to and participation in secondary education will increase significantly as a prerequisite for building a skilled middle and higher-level workforce			
Indicators *All to be disaggregated by gender, region and disability*	**Baseline T(F/M) (%)**	**Targets T(F/M) (%)**	**Source**
NER Grades 9-12	25(25/26)	53(53/53)	EMIS
GER Grades 9-12	32(29.8/34.2)	56(55/57)	
GER SEN	2.8(2.4/3.2)	11.4(11.2/11.6)	
GPI Grades 9-12	0.87	0.92	
Transition to Grade 9	76(74/77)	83(82/84)	

Quality secondary education is the basis for the economy's demand for middle and higher-level human resources. The dream of becoming a middle-income country can become true if there is an increase in secondary school enrolment and completion rates. The target is to raise the secondary NER and GER to 55.5% and 52.9% respectively. Emphasis is also placed on improving the access and completion of female students in secondary education. The GPI for

secondary education will increase from 0.94 to 1.00. However, this will require several tasks, including the construction of new secondary schools and the upgrading of existing schools (from 9-10 to 9-12 and from 11-12 to 9-12).

To improve access to secondary education, secondary schools that do not have standard classrooms will be upgraded to meet the standards set by the government. As more secondary education options become available, students who have recently completed secondary school will be allowed to re-enter formal or continuing education courses (evening and distance learning). Their re-enrolment will

be encouraged through extensive community mobilization and outreach mechanisms.

For hard-to-reach children, particularly in pastoral and semi-pastoral areas, where secondary school provision remains low, boarding and hostel options will be offered. These measures will be complemented by the provision of scholarships for the purchase of educational materials and financial support for children at risk and from particularly disadvantaged backgrounds to ensure their access to secondary education. The enrolment rate for children with special educational needs is expected to increase to 0.92% by the end of ESDP VI.

Strategy	Indicators	Baseline	Targets	Source
Ensure free and accessible secondary education for all children	GER for secondary education	32(29.8/34.2)	56(55/57)	REBs, EMIS, MoE
	Number of newly established secondary schools	0	TBD	
	Number of secondary schools rehabilitated	TBD	TBD	
	Percentage of household expenditure on secondary education	TBD	TBD	
Introduce a policy of free education at secondary level, with a strategy to maintain school quality.				
Design mechanisms to reduce repetition and drop-out rates, especially for girls				
Build new secondary schools in areas where they do not exist and rehabilitate existing secondary schools on the basis of a comprehensive school mapping				
Introduce a mechanism to identify, monitor and improve girls' access to quality education, participation, achievement and completion. (In contexts where boys are disadvantaged, make them the focus of targeted action)				
Provide cash transfers to targeted households or disadvantaged parents/guardians to cover additional education costs				
Strategy	Indicators	Baseline	Targets	Source
Establish comprehensive and special secondary schools for the gifted and talented	Establishment of a transparent and credible mechanism for identifying gifted and talented students	None	Mechanism for identifying gifted and talented students developed and implemented	EMIS, REBs
	Number of specialized secondary schools/programmes for gifted and talented students established	TBD	12+	
Develop mechanisms for identifying gifted and talented students				
Establish specialized secondary school programmes for gifted and talented students				
Strategy	Indicators	Baseline	Targets	Source
Ensuring that ICT/digital technologies are available in secondary education	Percentage of secondary schools meeting national ICT in education standards	0	100%	Inspection
Equip all schools with relevant ICT teaching and learning equipment and infrastructure (computer laboratory, Internet access, tablets)				
Incorporate ICT into teacher training curricula				

Strategy	Indicators	Baseline	Targets	Source
Designing support systems for students with disabilities, women and other disadvantaged families and needy children	GPI of secondary school enrolment	0.87	0.92	EMIS
	GPI of secondary school completion	TBD	TBD	
	GER of children with disabilities at secondary school level	3(3/3)	12(12/12	
	Percentage of female teachers in secondary education	TBD	TBD	CSA
	Percentage of secondary schools with disability and gender	TBD	TBD	EMIS
	Percentage of secondary schools with disability- and gender-sensitive infrastructure	TBD	100%	

Implement a special strategy to attract female candidates and increase the number of female secondary school teachers

Incorporate inclusive education practices and skills into teacher training programmes, including child-centred and gender-sensitive pedagogy

Upgrade school facilities to accommodate women and children with special needs

Provide scholarships in various forms to children at risk, especially girls

Implement an individual student tracking system that monitors children's socio-economic, academic and health profiles, enabling teachers to identify children at risk and provide appropriate interventions

Strategy	Indicators	Baseline	Targets	Source
Ensuring the continuation of education in emergencies	Percentage of secondary schools providing education during an emergency	TBD	100%	EMIS, REBs

Develop a preparedness strategy and plan to ensure continuity of education in emergencies

Provide schools in emergency-prone areas with training and equipment to enable students to continue their education, including WASH services

Create safe, child-friendly learning spaces where basic learning, recreation, psychosocial and health services can be provided in emergencies

Strategy	Indicators	Baseline	Targets	Source
Expanding secondary education for refugees and displaced population	Percentage of refugee children receiving secondary education services	12.7	54.3	EMIS
	Percentage of teachers in refugee camps who have received in-service training	TBD	100%	

Develop a strategy for incorporating refugees into the secondary education system

Provide in-service training for teachers in refugee camps

Invest in school infrastructure and teaching and learning materials in refugee camps and host communities

Component 5: Special support to pastoral and semi-pastoral areas

Component 5 objective: Students' equitable access, participation and completion of middle level education (Grades 7 and 8) will improve significantly			
Indicators *All to be disaggregated by gender, region and disability*	**Baseline T(F/M)**	**Targets T(F/M)**	**Source**
GER by level (pre-primary, primary, middle, sec-ondary respectively)	13.4/95.8/45.6/21.0	56/100/66.1/45.4	EMIS
NER by level (primary, middle, secondary respec-tively)	74.2/16.8/14.0	87.8/49.1/39.5	
SEN GER by level (pre-primary, primary and mid-dle, secondary respectively)	1.3/2.8/2.8	11.1/26.4/30/11.4	
GPI by level (primary, middle, secondary respec-tively)	0.91/0.79/0.87/0.75	1.00/0.91/0.92/0.90	
Drop-out rate by level (primary, middle school)	17/11	7/5	
Repetition rate by level (primary, middle school)	6/5	2/2	

Afar, Somali, Gambella and Benishangul-Gumuz, pastoralist areas in SNNP and Oromia have relatively low levels of development as compared to other regional states. According to ESDP V performance evaluation, regional variations in enrolment have been observed particularly among the above-mentioned regional states concerning access and participation. It should also be noted that, within these regions, though many indigenous groups have been benefited much more remains to be done in the coming years. However, students in these regions are still facing greater challenges due to the absence of water, frequent drought and natural disasters, amongst others. The special support programme for these regions therefore should consider three levels of capacity development (individual, organizational and the enabling environment) in a multi-sectorial approach. This approach is important in a way that we can solve the challenges mentioned above in an integrated manner from federal to regional levels. Therefore, considering the above challenges, the following strategies will be instrumental in the ESDP VI period.

Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Establishing an effective and sus-tainable system to advance education in pastoral and semi-pastoral areas	Organs established for the coordination and oversight of education in pastoral and semi-pastoral areas	TBD	Coordination bodies established	MoE, REBs, Survey report
	Number of partnership forums established and made func-tional at federal and regional level	TBD	Partnership forums established and made functional at federal and regional level	
	Number of research/studies undertaken by higher educa-tion institutions that contribute to the advancement of educa-tion in pastoral and semi-pas-toral areas	TBD	TBD	
	Preparation of a localized curriculum	None	Preparation and implementation of a localized curriculum	
	Level of satisfaction of key stakeholders with the revised curriculum	None	Very satisfactory	
Intensify in-service training for teachers, facilitators and school leaders in pastoral and semi-pastoral areas (building on the results of the previous special support programme)				

Provide additional incentives for teachers working in pastoral and semi-pastoral areas				
Conduct continuous needs assessments and research to identify the learning needs of communities as well as to establish child profiles and community mobility patterns				

Strategy	Indicators	Baseline	Targets	Source
Improving the capacity of schools in pastoral and semi-pastoral areas	Percentage of schools upgraded in pastoral and semi-pastoral areas	TBD	TBD	REBs, EMIS
	Percentage of schools with WASH facilities	TBD	TBD	
	Percentage of ABE centres attached to and benefiting from cluster resource centres	TBD	100%	

Provide additional resources through school improvement grants in pastoral and semi-pastoral areas				
Intensify extraordinary efforts to improve WASH facilities in pastoral and semi-pastoral areas, as a priority need for children and girls to come to and stay in school				
Attach ABECs to cluster resource centres and strengthen the cluster through the provision of essential materials and professional development for head teachers, education staff, supervisors and teachers				
Apply the multigrade classroom approach in situations where there are not too many pupils in each grade so that children are not deprived of learning opportunities due to class size by providing professional support to schools/ABECs and teachers/facilitators on a regular basis				
Explore partnership opportunities with influential, traditional/cultural and religious leaders for the promotion of education in their respective regions and communities				

Strategy	Indicators	Baseline	Targets	Source
Develop alternative education modalities appropriate to pastoral communities	GER of pastoral children at all school levels	TBD	TBD	EMIS
	Completion rate of pastoral children at all school levels	TBD	TBD	
	Number of mobile schools established	TBD	TBD	
	Number of boarding schools/hostels established	TBD	TBD	

Establish a flexible school calendar for pastoralists				
Strengthen and expand boarding/hostel services where needed				
Establish mobile pre-primary and primary schools in pastoral areas				
Establish satellite schools/classrooms run by a neighbouring school in case children cannot travel long distances in rural communities				

Strategy	Indicators	Baseline	Targets	Source
Provide special support to communities in pastoral and semi-pastoral areas	Special support/incentive package designed and provided to indigenous and minority ethnic groups	None	Incentive package developed and implemented	REBs

Provide special academic and economic support to female pastoralist communities				
Design targeted interventions with a special support package for indigenous and minority ethnic groups to exercise their rights to education				

Programme 5
Youth and adult non-formal education

Goal
To build a learning society linked to a lifelong learning opportunity that meets the diverse learning needs of young people and adults

Ethiopia today has a high level of illiteracy. This is becoming an obstacle to the achievement of the SDGs and the country's dream of becoming a middle-income country by 2025. Improving the adult literacy rate will also support other development goals. Children whose parents are literate stay in school longer, and each additional year of education for mothers is also associated with a significant drop in infant mortality and better child health.

Because of the diverse demands of youth and adults, the National Adult Education Strategy was revised in 2020 to integrate various ANFE programmes into one document. ANFE programmes, in general, are designed for people between the ages of 15 and 60. They provide literacy and numeracy skills in the mother tongue, combined with practical knowledge and skills, for example in family health, agriculture, hygiene and other practical and vocational skills.

Continuing education programmes and other alternative means of education are also included in this sector. ANFE programmes are designed to use indigenous knowledge. The implementation of non-formal adult education programmes requires the intervention of various government and non-government service providers in multiple contexts.

The Welfare Monitoring Survey Report of the Central Statistical Agency estimated that there were about 21,047,152 (46.21%) million illiterate youth and adults aged 15-60 years in 2017. Of these, 57.8% (13,758,043) are women and the rest are men. During the ESDP V period, only 4.4 million youth and adults graduated from the two-year IFAE programme. There remains a target group of 17 million illiterate youth and adults to be enrolled and made literate during ESDP VI.

The following are some of the main challenges identified during the review of the ESDP V implementation period. The ineffective practice of the National and Regional Adult Education Council which has led to continued fragmentation of adult and non-formal education provision; poor performance of the IFAE and post-IFAE programmes; low level of women's participation in adult and non-formal education programmes; lack of access to and ownership of continuing education programmes (evening and distance learning) at federal and regional levels; lack of access to alternative education opportunities for youth and adult learners; limited capacity of adult and non-formal education facilitators; very limited expansion of standardized Community Learning Centres (CLCs); and lack of monitoring, evaluation and reporting skills at all levels. To address the challenges identified above, six components are identified for the youth, adult, and non-formal education sub-sector to be implemented under ESDP VI. These components are: expansion of youth and adult education and training programmes in all regions; improvement of women's participation in adult and non-formal education programmes; expansion of continuing education programmes (evening and distance) in all regions; expansion of short-term non-formal vocational training for youth and adults; improved access to alternative basic education programmes for over-aged out-of-school children; and institutionalization of adult and non-formal education programmes at all levels.

Component 1: Youth and adult skills education and training

Component 1 objective : Youth and adult learning needs will be met through equitable access to appropriate learning and skills programmes through well organized and planned youth and adult skills education programmes			
Indicators	**Baseline**	**Targets**	**Source**
Percentage of youth and adults over 15 years of age who graduated from a youth and adult skills training programme	4,438,051 (% TBD)	10,294,955(70%)	EMIS, CSA
Percentage of youth and adults who completed a youth and adult skills programme who transferred to other programmes	725,438 (% TBD)	5,147,478 (50%)	
Percentage of youth and adults aged 15 and over who are literate	38.9%	70%	

During the ESDP VI period, the adult and non-formal education sector will focus on expanding equitable access to adult and non-formal education programmes in all regions in order to improve the quality of life and increase literacy levels after eradicating illiteracy in the country. The adult non-formal education (ANFE) sector of the MoE will work closely with the regions and support the National and Regional Adult Education Council to plan and implement youth and adult education and other alternative education programmes for youth and adult learners. Adequate centres for life skills programmes should be established and organized close to community villages to improve access for adult learners. Primary schools in the country can serve as community learning centres. Learner-centred programmes will be used, closely linked to the lives of young people and adults, their livelihoods and the needs of the wider community. Adult skills in agriculture, health, food, etc. are to be improved. Adults are also expected to use technology to enhance the growth and development of the country.

During the ESDP VI period, a needs assessment will be carried out in all regions to review existing adult education programmes. These assessments will enable us to develop new education and training programmes for youth and adults, as well as continuing education programmes, guidelines, etc. Large-scale community mobilization will be implemented at all levels using print and electronic media. Various youth and adult education programmes will be designed in collaboration with all stakeholders.

Strategy	Indicators	Baseline	Targets	Source
Provision of vocational training programmes for youth and adults in all regions	Number of new youth and adult skills training centres established	0	0	MoE, EMIS, REBs, Survey report
	Number of youth and adult skills training centres transformed into Community Learning Centres (CLCs)	0	0	
	Multisectoral coordination mechanisms created and made functional for the youth and adult education programme	None	Multisectoral coordination mechanisms created and made functional	
	Youth and adult skills education programme data integrated into EMIS	None	Data captured by EMIS	
	Impact assessment report on youth and adult skills education produced and disseminated	None	Production and dissemination of impact assessment report	
Carry out a needs and impact assessment of previous IFAE programmes				
Review and adapt the existing adult and non-formal education strategy				
Develop a new curriculum to meet the skills needs of young people and adults				
Develop a new guideline for youth and adult skills programmes				

Develop MLCs for youth and adult skills education programmes
Create new youth and adult skills education learning centres
Equip Learning Centres (LCs) and Community Learning Centres (CLCs) with teaching and learning materials
Transform learning centres into community learning centres (based on the standard)
Establish new CLCs in primary schools offering youth and adult skills education programme.
Adapt EMIS to capture youth and adult education programme data
Develop and strengthen multisectoral coordination mechanisms, including civil society and NGOs/CSOs.
Conduct a needs assessment of adults with disabilities and adapt the curriculum to them
Raise awareness and mobilize communities for skills training programmes
Provide refreshment training for facilitators working in CLCs
Develop a transfer guideline for youth and adult skills training graduates to other education and training programmes
Develop various reading materials for neo-literates
Conduct a sustainable media campaign on the youth and adult skills training programme

Component 2: Women's participation in youth and adult skills education programmes

Component 2 objective: Women's participation in youth and adult skills education programmes will increase significantly			
Indicators	Baseline	Targets	Source
Percentage of increased female graduates in youth and adult skills education programmes	45%	55%	EMIS
Percentage share of females enrolled in the evening pro- gramme	54%	70%	
Percentage share of females enrolled in the distance edu- cation programme	TBD	50%	
Percentage of females certified in short-term vocational skills training programmes	TBD	60%	

Illiteracy is one of the major problems in Ethiopia. The illiteracy rate for women remains high compared to that of men. The government's commitment to reducing infant and child mortality, improving reproductive health and family planning, and the resulting decline in fertility will be accelerated by increasing female literacy level. It should be noted that the benefits of educating mothers are multiple. The positive effects of women's literacy on income, gender equality and improved status within the family are well known. Literate mothers are better able to understand health education and child development materials that have a direct impact on their children's lives. For a variety of reasons, a large number of women are not in school. Alternative means of education should be designed to enable them to continue their education, either in the evenings or at a distance.

It is estimated that there are about 21,047,152 (46.21%) million illiterate youth and adults aged 15-60 in Ethiopia. Of these, 57.8% (13,758,043) are females. Much more needs to be done during the ESDP VI period to reduce illiteracy and empower women in the coming years. Therefore, during the ESDP VI period, more women will be encouraged to participate in non-formal education programmes for youth and adults.

Strategy	Indicators	Baseline	Targets	Source
Working closely with women's development groups to increase women's participation in adult and non-formal education programmes	Number of women participating in adult and non-formal education programmes linked to women's development groups	None	TBD	MoE, REBs
	Number of women's development groups supporting adult and non-formal education programmes	None	TBD	

Update existing selection criteria for female facilitators
Strengthen links with women's development groups to increase women's enrolment
Strengthen the capacity of women's development groups
Adapt existing curriculum for young women and adult learners
Recognize and reward women's development groups that support adult and non-formal education programmes
Link adult and non-formal education programmes to the productive safety net programme

Strategy	Indicators	Baseline	Targets	Source
Expand access to continuing education for female learners	Percentage of women enrolled in evening programmes	TBD	TBD	EMIS
	Percentage of women enrolled in distance learning programmes	TBD	TBD	
	Percentage of women certified in skills training programmes	TBD	TBD	

Encourage private sector participation in the management of continuing education
Encourage the private and other sectors to offer scholarships to women
Reward and recognize the most successful organizations working to improve women's participation in continuing education

Component 3: Continuing education programmes (evening and distance learning)

Component 3 objective: Access to continuing education (evening and distance learning) will be improved for out-of-school youth and adults			
Indicators	**Baseline**	**Targets**	**Source**
Number of youth and adults enrolled in evening programmes	188,482	TBD	EMIS, REBs
Number of youth and adults enrolled in distance learning programmes	DNA	TBD	
Number of youth and adults enrolled in e-learning programmes	DNA	TBD	
Number of schools offering evening programmes	DNA	11,550	
Number of schools offering distance learning programmes	33	TBD	

Improving equitable access to education is central to development. Lack of education is part of the definition of poverty. In other words, access to education is essential for long-term improvements in productivity, for reducing intergenerational cycles of poverty, for empowering women and for reducing inequality.

During the implementation of ESDP V, it was planned to pilot continuing education (distance and evening programmes) in emerging regions. No significant achievements were observed in this area. However, guidelines for both programmes have been developed by the Ministry of Education and disseminated to the regions. In view of this situation, it is now proposed that during ESDP VI,

Education
Sector
Developm
ent
Program
me VI

an in-service training programme be designed and implemented in all regions. The private sectors are strongly encouraged to participate.

This programme will be carefully monitored and evaluated to ensure its quality. Former IFAE and post-IFAE graduates will be consulted on their transfer to further training programmes. Young people and adults who are not in school are also encouraged to join the continuing education programmes.

Strategy	Indicators	Baseline	Targets	Source
Expanding access to the evening programme for young people and adults	Development of a comprehensive guideline for evening programmes	None	Evening programme guideline published and implemented	MoE, REBs
Develop a strategy/guideline for evening programmes that are inclusive and accessible to all youth and adults				
Encourage schools to offer evening programmes				
Review payment/incentive guidelines for teachers, support staff and school management				

Strategy	Indicators	Baseline	Targets	Source
Increase access to distance learning for young people and adults	Revision of guidelines for distance education	None	Distance education guidelines and standards published and implemented	MoE, REBs, EMIS reports
	Standard for distance education established	None	Standard developed	
	Distance education data captured by EMIS	None	Distance education data captured by EMIS	
Revise distance education guidelines to be inclusive and accessible to all youth and adults				
Encourage private sector participation in distance education provision				
Establish a standard for the provision of distance education				
Adapt EMIS to capture data on distance education				

Strategy	Indicators	Baseline	Targets	Source
Introducing e-learning for young people and adults	Availability of standards and guidelines for youth and adult e-learning	None	Guidelines and standards developed and fully implemented	MoE, REBs
	Number of institutions offering accredited e-learning programmes	None	TBD	MoE, REBs
	Number of youth and adults enrolled in e-learning programmes	None	TBD	
Encourage the private sector to provide e-learning services				
Develop standards and guidelines for e-learning				
Harmonize the youth and adult skills curriculum with e-learning				

Component 4: Short-term non-formal vocational skills training for youth and adults

Component 4 objective: Short-term non-formal vocational training will be available for youth and adults			
Indicators	Baseline	Targets	Source
Percentage of youth and adults with diplomas and certificates from vocational skills training programmes	DNA	35%	EMIS, REBs

In this section, young people and adults will be provided with non-formal training in short-term skills (vocational, digital, financial and life skills). To achieve this, all primary schools in the country will be transformed into community learning centres so that learners be able to access a variety of short-term vocational and life skills training. The strategies and activities in this section are presented in the following table.

Strategy	Indicators	Baseline	Targets	Source
Increasing access to short-term non-formal vocational skills training for young people and adults	Percentage of youth and adults enrolled in different short-term vocational skills training programmes	0	TBD	EMIS, REBs
	Percentage of disabled youth and adults trained in vocational skills	0	TBD	
	Number of vocational skills trainers trained as part of a capacity development pro-gramme	0	TBD	

Develop a strategy and implementation guidelines for short-term non-formal vocational training
Design and implement a needs-based short-term vocational training programme
Link youth and adult vocational training to the TVET institutional standards
Develop and implement an accreditation and certification system
Strengthen the capacity of trainers in vocational skills training
Provide appropriate training for disabled youth and adults
Adapt EMIS to capture data on short-term vocational skills training programmes

Strategy	Indicators	Baseline	Targets	Source
Expand Community Learning Centres (CLCs) in primary schools in all dis-tricts/woredas	Number of CLCs offering vocational skills training programmes	TBD	TBD	REBs

Establish and equip new CLCs
Strengthen existing CLCs
Link CLCs to micro and small-scale enterprises
Evaluate existing CLCs according to established standards

Component 5: Alternative basic education (ABE) for out-of-school children

Component 5 objective: Over-aged out-of-school children will have access to continued education in alternative basic education (ABE) centres, including in upgraded ABE programmes, equivalent to formal schooling			
Indicators	Baseline	Targets	Source
Number of children enrolled in alternative basic education (ABE) programmes who are over-aged	210,000	All over-aged children (TBD)	EMIS, REBs
Number of alternative basic education (ABE) centres for older children	640	640	
Number of improved ABE centres for over-aged children	DNA	TBD	
Assessment of the effectiveness and impact of the ABE programme and action taken where appropriate	None	Impact assessment report produced	

Alternative Basic Education (ABE) stems from the Ethiopian government's effort to provide better access to quality primary education for out-of-school and hard-to-reach children, particularly in pastoral and agropastoral communities. There are different types of ABE programmes. An ABE programme is initially aimed at older children who have not had the opportunity to attend school at an appropriate age. It should also be noted that ABE offers a flexible learning environment in terms of adapting learning schedules to local conditions and the needs of learners and parents, in order to meet the learning needs of pastoral and agropastoral communities in Ethiopia. The modalities, in general, are different from those of the formal school. The detailed strategies and activities that will be implemented during ESDP VI are listed in the following table.

Strategy	Indicators	Baseline	Targets	Source
Creating access to alternative basic education (ABE) in urban and rural areas for out-of-school children	A study on out-of-school youth	None	Study report produced and shared	MoE, REBs
	Availability of the revised ABE curriculum framework and manuals	Existing	Introduction of revised framework and manuals	
	Number of children enrolled in the ABE programme	TBD	TBD	
Upgrading of existing ABE centres to formal schooling	Number of upgraded ABE programmes	TBD	TBD	
Conduct a study on out-of-school youth to generate evidence for non-formal education programming				
Create/expand alternative basic education (ABE) programmes				
Equip ABE centres with appropriate materials and facilitators				
Revise/update the existing ABE programme framework in line with the new curriculum reform				
Conduct an impact study on ABE effectiveness				
Link ABE centres to cluster resource centres				
Upgrade and equip ABE centres with appropriate teaching and learning facilities and materials				
Encourage and strengthen ABE centre management committees				
Provide for in-service training for ABE facilitators to improve their skills				
Encourage community participation in ABE programmes				

Component 6: Organizational structure for ANFE at all levels

Component 6 objective: Youth and adult education programmes are managed, coordinated and delivered through an efficient and effective organizational structure at all levels			
Indicators	Baseline	Targets	Source
Implementation of a legislative framework for youth and adult education	1	1	MoE, REBs
Number of strong and effective top-down structural arrangements available (from federal to local level)	1	13+	
Number of federal and regional adult education councils working in an integrated way	1	13+	

An organizational structure describes how certain activities are directed to achieve the objectives of a given organization. These activities may include rules, roles and responsibilities. The organizational structure also determines how information flows between the different levels of the sector. Having an organizational structure in place allows the sector to remain effective and focused.

Until now, there has been no clear organizational structure for adult and non-formal education in Ethiopia. Although it was planned during the ESDP V period, no significant realization has been observed. There is therefore an urgent need to establish a clear structure for adult and non-formal education at the federal and regional levels, in order to make progress in achieving the goals.

The establishment of a strong and effective ANFE structure can help to improve efficiency and bring clarity to everyone at all levels. And each department of ANFE can also be more productive, as roles and responsibilities are assigned to the specific department.

Strategy	Indicators	Baseline	Targets	Source
Create a strong and effective organizational structure for non-formal youth and adult education at all levels	Number of strong and effective top-down structural arrangements available (from federal to grassroots level)	None	Strong organizational structure for youth and adult non-formal education in place at all levels	MoE, REBs
	Number of youth and adult education councils/boards established at federal, regional and woreda levels	None	13 +	
Develop and execute a legislative framework for youth and adult non-formal education				
Establish and implement the ANFE sector at federal, regional and woreda levels				
Establish and strengthen youth and adult education councils at federal, regional and woreda levels				
Establish a system for the collection, analysis and sharing of relevant and timely data on ANFE				
Ensure that youth and adult education institutions/organizations have qualified staff, adequate infrastructure, equipment and materials				
Strategy	Indicators	Baseline	Targets	Source
Building the capacity of youth and adult education staff at all levels	Number of training workshops, conferences, organized during the year	TBD	TBD	MoE, REBs
	Number of staff who received training	TBD	TBD	
	Number of research studies conducted and disseminated	None	TBD	
Organize continuing professional development courses and workshops at different levels				
Conduct research in various fields such as curriculum development, learning and teaching methodologies, appropriate educational technologies, learner motivation, teaching materials and needs assessment				
Organize conferences, workshops, symposia, lectures and seminars on topical issues related to youth and adult education				

Programme 6
Use of digital technology for the education sector

Goal
To build an effective and efficient education system through the use of digital technology that transforms education management, the teaching and learning process, assessment and examinations, school inspection, teacher licensing and education data management

Traditionally, education has been centred on sources such as schools, teachers and print media. Learners accessed information sources by enrolling in schools, teachers and libraries. Before the digital age, information was not accessible to the majority of the school community, and even those who had access could not obtain current information about today's context. Modern society wants to know information as it happens and when it happens, and the world is moving from an information society to a knowledge society. Education is therefore given the highest priority and brainpower becomes an organization's most valuable asset. Education is a public good for social, political and economic transformation and therefore graduates must be equipped with the skills, knowledge and abilities needed to use and produce digital technology. To this end, efforts have been made to equip secondary schools with digital technology.

However, these efforts are not effective, both in terms of access and use, resulting in the education system producing graduates who have never been exposed to computers or who have limited knowledge of digital technology. When these graduates are assigned to teaching positions, they lack the knowledge and skills to use technology for educational purposes. Technological and educational reforms must be carried out with these elements in mind, thus creating virtually accessible knowledge with a focus on the student. Virtual access is achieved through the Internet/Intranets. Techniques such as e-mail, web-based notices, discussion forums and video conferencing allow the student to access information without visiting the physical location of the delivery. A typical interactive e-learning system has these features and thus demonstrates the paradigm shift. Therefore, in the ESDP VI, the education system is progressively implementing and using digital technology for assessment and examinations; an online education and training programme for teachers and school management; data acquisition, processing and management in the education sector; and digitally strong schools.

Education plays a major role in the development of a country. It is a public good for social, political and economic transformation. Therefore, in the digital age, students must be equipped with the digital knowledge and skills to contribute to the development of their country. Therefore, the use of technology in schools is becoming common in different countries.

Regarding the expansion of technology in our education system, radio and television broadcasts have been used in primary and secondary schools respectively. Lack of interactivity is one of the main disadvantages of television broadcasts. Interactive radio programmes in sign language and English have been produced and broadcast with digital content for television programmes. However, there has been a lack of access to content for special needs, pastoralists and out-of-school children. Although 78.7% of secondary schools have computer labs, about 23% of computers are not functional and only 21.5% of all secondary schools have access to the Internet[1]. With regard to human capacity training in digital skills, little effort has been made to train teachers, headmasters, instructors and supervisors.

To fill these gaps and create an education system that produces productive and creative students who are sufficiently competent in the global market, ESDP VI foresees a paradigm shift to transform the education system through the effective and efficient use of digital technology. To achieve this, four sub-components are designed: ICT infrastructure for effective teaching and learning, enhancing the capacity to use digital technology through institutional capacity building, digital content development and digital learning for inclusive access to education.

Therefore, by implementing the activities listed in each sub-component, digital technology will be used for assessment and examinations, the education and training programme for teachers and head teachers, data acquisition, processing and management in the education sector, and the gradual creation of digitally strong schools.

---

1   Education sector annual abstract 2011E.C (2018/19G.C).

In addition, digital content in different formats accessible on different digital devices will be developed and digital learning mechanisms will be designed and implemented for students with special needs, students in pastoral areas and out-of-school children.

Component 1: Use of digital technology for assessment and examination

Component 1 objective: Students at all levels of secondary education will use digital technology for assessment and examination			
Indicators	Baseline	Targets	Source
Percentage of secondary school students benefiting from the use of digital technology for assessment and examina- tion	NA	100%	MoE report

The use of technology-based assessment and examination approaches and related infrastructure is now essential at all levels of academia. Computer labs and the necessary ICT are becoming an economic and staffing resource barrier for all educational institutions. Efforts to provide more efficient solutions will therefore have a concrete impact on education.

As well as supporting learning in all subject areas, the use of digital technology for assessment and examination can help reduce the time, resources, and disruption to learning required to administer paper-based assessments. Conducting assessments using digital technology can also provide a more comprehensive and nuanced picture of students' needs.

Sub-component 1: Establishment of an online learning outcomes assessment platform

Online education is used as a platform to deliver educational content and facilitate interaction between instructor and student over a computer network. Technological developments have the potential to reinvigorate learning outcomes assessment (LOA) efforts for both traditional and online education. Although LOA efforts have grown considerably over the past decade, most institutions have used assessment results simply to satisfy accreditation pressures, unfortunately, rather than using them to improve student learning.

Yet assessment of learning outcomes promises that, through continuous improvement of programmes and teaching, the learning outcomes of all students should increase. In previous education sector development strategies, the assessment of learning outcomes online has not yet received much attention. Thus, in this strategic development plan, the use of an online assessment of learning outcomes platform will be implemented throughout primary and secondary education.

Sub-component 2: Creating an online national examination platform

An online examination system is a web-based examination system where examinations are given online, either via the internet or intranet using a computer system. The main objective of this online examination system is to effectively assess the student thoroughly through an automated system that not only reduces the time required but also obtains fast and accurate results.

Nowadays, the online examination system is considered a growing examination method because of its accuracy and speed. It also requires less manpower to administer the exam. Many organisations are now managing their exams using an online exam system, as this reduces the time spent by students on the exam. Organizations can also easily track the progress of the student they are examining. Therefore, the result is calculated in less time. This also minimizes or reduces the need for paperwork.

Under ESDP VI, the creation of a national online examination platform is therefore one of the main areas of intervention to administer assessments and examinations effectively and efficiently, without corruption and cheating.

Sub-component 1: Creation of an online learning outcomes assessment platform					
Objective: To create an online learning outcomes assessment platform					
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**	
Create an online learning outcomes assessment platform	Percentage of students using an online learning outcomes assessment platform	0	100%	MoE report	
Establish and communicate clear criteria for assessing learning outcomes for success	Percentage of schools implementing criteria for online learning outcomes assessment	0	100%	Survey	
Formulate a comprehensive framework for assessing e-learning outcomes					
Raise awareness and provide guidance on the newly developed e-learning outcomes assessment framework					
Develop a national performance monitoring and evaluation system					
Review and update the criteria for assessing e-learning outcomes, including clarification of accountability and corrective action					
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**	
Design formative and summative assessments that can be used during the online teaching and learning process	Percentage of subjects with types of formative and summative assessment of online learning outcomes through digital technology	0	100%	MoE report	
Create opportunities for students to self-assess or ask questions, based on criteria	Percentage of students using self-assessment quizzes/criteria-based assessment	0	100%	MoE report and survey	
Develop self-checking quizzes as a formative assessment to check student learning					
Develop formative and summative assessment types for online learning outcomes					
Examine and determine whether or not teaching strategies need to be modified					
Review and update the assessment of online learning outcomes based on feedback					
Provide capacity-building training on digital technology, particularly on online learning outcomes assessments					
Develop and provide self-checking quizzes to verify student learning					
Review and update the content of the self-checking questions provided by e-learning					
Ensure the implementation of the assessment system in all schools					
Sub-component 2: Creation of an online examination platform					
Objective: To provide online national examination through digital technology					
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**	
Creation of an online national examination platform	Percentage of examinations conducted using digital technology	0	100%	MoE report	
Establishment and communication of a clear national online examination platform	Percentage of schools setting up a national online examination platform	0	100%		
	Percentage of teachers, head teachers and education experts trained in the national online examination platform	0	100%		
Develop a national online examination platform					
Raise awareness and orient students on the newly developed national online examination platform					
Conduct an evaluation/research on the implementation of the national online examination platform					
Revise and update the national online examination platform according to the research results and recommendations					

Strategy	Indicators	Baseline	Targets	Source
Enhancing the provision of national examinations through digital technology	Percentage of subjects prepared and presented using digital technology	0	100%	MoE report
	Percentage of students benefiting from online national examinations	0	100%	

Equip schools and educational institutions with digital equipment to conduct national examinations
Provide standardized national examinations
Develop and administer national and regional examinations through digital technology
Conduct an evaluation/research into the whole process and organization of national online examinations
Review and improve the national online examination process and organization based on research recommendations

Component 2: Digital technology for online training for teachers and school leaders

Component 2 objective: Implement digital technology for e-learning to enhance the implementation capacity of teachers and leaders to improve the quality of educational services			
Indicators	**Baseline**	**Targets**	**Source**
Development and implementation of digital content for online courses for teachers and leaders.	0	Digital content developed	MoE report
Number of school and college leaders and teachers licensed or relicensed online	0	508,168	

Teacher competence and professionalism play an important role in the successful learning of students. Educational institutions shape a person's orientation towards social action and attempt to overcome the constraints of inequality, poverty and social structure. As Ethiopia is a developing nation, it may be relevant for it to understand the education system.

The current teacher training system has not been able to produce graduates who have the necessary skills to become professional educators. Many teachers still lack basic skills, such as mastery of teaching materials.

Therefore, to fill the skills and knowledge gap, different modalities need to be established. During this planning period, teacher training, short- and long-term training modalities, as well as the licensing process, will be provided through digital technology.

Improving the capacity of teachers and leaders and upgrading professional qualifications will contribute to improved learning outcomes for students. One way to achieve this is through technology-based online education and training for school leaders and teachers, revitalization of CPD content and implementation of licensing and relicensing, which are key strategies.

Strategy	Indicators	Baseline	Targets	Source
Improving the use of technology and providing online training for pre-service and in-service teachers	Digital content developed and pre-service teachers	0	Digital content developed	MoE report
	Number of in-service teachers trained using online courses	0	TBD	

Develop strategies and training manuals on the process and approach of technology-based management at school level
Build teachers' capacity to transform learning through technology
Provide ICT-based training to pre-service and in-service teachers on how to integrate technology into the teaching and learning process
Provide opportunities for teachers to attend ICT training in teacher training colleges or universities that offer in-service short courses within one to three months

Strategy	Indicators	Baseline	Targets	Source
Establish digitally supported CPD for teachers and head teachers	Number of modalities developed to support the implementation of CPD with online technology	Not applicable (NA)	Digital content developed for the CPD course	MoE report, Survey
	Percentage of in-service teach-ers benefiting from the online CPD programme	0	100%	
Connect CPD training to and from the teacher's work with students in the classroom				
Provide ongoing and intensive peer and school leader support for CPD at school level				
Integrate CPD outcomes into the wider framework of teacher career regulations and incentives				
Establish a self-sustaining system that supports the provision of short professional development courses for in-service teachers, focusing on subject content, curriculum development, pedagogies, assessment and student learning				
Create 'teacher-researcher networks' consisting of teacher colleges, MoE experts and teacher-researchers to provide teachers with the resources to engage in action research				

Strategy	Indicators	Baseline	Targets	Source
Supporting the use of e-learn-ing for school leaders	Development of digital content for school leaders	NA	Content developed	Report and Survey
	Percentage of head teachers trained using online courses	NA	100%	
Develop strategies and training manuals on technology-based management processes and the head teacher approach				
Develop and implement digital content for pre-service and in-service teachers and principals at all levels				
Develop and implement digital content for school leaders at all levels				
Provide incentives and a motivating environment for school leaders				
Support ICT-based, ethical and accountable data administration process				

Strategy	Indicators	Baseline	Targets	Source
Improving the use of tech-nology that strengthens the accreditation and certification system for teachers and school leaders	Number of head teachers and teachers licensed online	0	483,966	EMIS, Inspection report
	Number of head teachers and teachers relicensed online	0	20,952	
	Number of CTE teachers licensed online	0	3,250	
Review the framework and guidelines for licensing and renewal of licences in line with the ICT in Education Policy				
Implement a functioning digital licensing system for school leaders and teachers				
Develop digital assessment guidelines for licensing and relicensing				
Carry out licensing and relicensing for teachers and leaders				

Component 3: Use of data acquisition, processing and management technologies in the education sector

Component 3 objective: The education sector will be transformed to achieve a higher level of efficiency and quality in service delivery by developing and implementing effective management systems with appropriate use of modern digital technology at federal, regional, woreda and school levels			
Indicators	Baseline	Targets	Source
System developed and implemented to use digital technology in data acquisition, pro- cessing and management	None	Digital technology made function- al in four identified areas (school information; data on pupils' daily schooling; school inspection system; and processing, dissemination and management of education statistics)	MoE, REBs

Setting clear priorities and high standards, collecting reliable performance data to monitor system and student progress, and using data to foster accountability are consistent features of the world's best-performing education systems. The ultimate goal of evidence-based policymaking in the education sector is to fuel progress towards three outcomes: improved student learning, greater equity and stronger accountability relationships between policymakers, school administrators, teachers, parents and students. Improving the quality of decision-making and strengthening the mechanisms available to monitor progress and motivate responsiveness are two ways in which the use of data can lead to these desired outcomes.

Different methodologies by which technology can be used as an instrument to effectively deliver education services, develop skills, and ensure accountability in the education sector. During the plan period, an IT-based database will be set up compiling all information concerning education at all levels, so that everyone can use it easily. All this information needs to be kept up to date.

The MoE and regional education bureaus (REBs) use education data for policy design, strategic planning, and decision-making. The MoE and REBs diagnose the strengths and weaknesses of the system, measure and ensure equity within the system, monitor the distribution of resources, and hold the system accountable for progress against defined standards and targets.

RECs and WEOs use the data to allocate resources, identify and support low-performing schools, monitor the implementation of education programmes and make comparisons between schools. They will be able to plan and implement action plans and allocate funding according to local needs. School leaders use the data to monitor progress towards system goals, formulate school action plans, guide school-level practice, and evaluate and support teachers and staff.

The overall objective is to develop and install the ICT infrastructure and technical support needed to implement and maintain modern pedagogy and effective educational planning and management. It aims to maximize the effective use of digital technology to improve the quality of education in schools. The programme focuses on the use of ICT as a basic management tool.

The introduction of ICT starts with the development of general infrastructure and services as needed, and then the extension of its use to institutions and staff who can use the technology appropriately in their daily management activities at all levels.

The programme will address one of the most significant barriers to effective planning and management, namely the lack of timely information and reliable data available to the Ministry and REBs. The EMIS will be extended to all education sub-sectors and will integrate other internal sources of information, including those related to HR, infrastructure development and finance.

All management and administrative staff should have the opportunity to become digitally literate by including this objective in staff training plans and programmes.

Schools do not yet have effective school management information systems (SMIS). The infrastructure in place to use digital technology in the teaching and learning process is very limited.

It is recognized and evident that special schools and WEOs are at different stages of their journey towards ICT integration and it is recognized that a one-size-fits-all approach will not be successful. Therefore, it is essential to identify the status of schools and WEOs at this stage of their journey and provide a range of support to help them progress with ICT integration over the next five years.

It is envisaged that digital technology will help transform the acquisition, processing and management of data in the education sector in four areas: school information, data on pupils' daily schooling, the school inspection system, and the processing, dissemination and management of general education statistics.

Sub-component 1: Use of digital technology for the acquisition of school information (on a quarterly, half-yearly and annual basis)

This sub-component aims to transform school reporting from a paper-based to a digital system, thereby radically improving the efficiency of data collection, analysis and periodic performance reporting. The tedious paperwork that is a norm in schools will be radically transformed into quarterly, half-yearly and annual data and reporting through digital technologies.

All schools will be uploaded to the national education information system and school reports will be monitored periodically.

The main activities involved include the development of the digital application, the preparation of the manuals and associated guidelines, the establishment of the necessary infrastructure in the schools, the capacity building of the headmasters, supervisors and other relevant staff, and the provision of ongoing technical support to the schools.

Sub-component 2: Use of digital technology to acquire data on students' daily schooling

Regular collection of data and information allows for more consistent evaluation of the functioning of the education system – students, teachers, schools and policies – based on objective performance indicators and targets. Acquiring data on the day-to-day schooling of students and teachers helps all stakeholders, including parents and the public, to keep abreast of school performance.

Therefore, a learning-oriented education system needs to capture accurate, timely and comparable data that link inputs (e.g., school resources and funding) to outputs (e.g., enrolment and attendance) and outcomes (e.g., performance assessments and other quality indicators).

Local planning units use the data to allocate resources, identify and support low-performing schools, monitor the implementation of education programmes and make comparisons between schools. Depending on the level of autonomy, some sub-national governments may plan and implement action plans and allocate funding according to local needs.

School leaders use the data to monitor progress towards system goals, formulate school action plans, guide school-level practice, and evaluate and support teachers and staff.

Linking student-level data longitudinally, such as when data from different years or grades are stored separately or in an inconsistent format, making it difficult to match records and analyse individual pathways over time. The data system needs to collect and maintain high quality, detailed student and staff level data that is linked across entities and over time, providing a complete history of each student's education and performance; and make this data accessible through reporting and analysis tools.

There is a need for a longitudinal data system to link student data collected at different times and/or by different bodies, institutions, or schools, and which may therefore be stored in different repositories or sub-systems. This depends on the availability of unique individual identifiers that remain with each student across data collections. The ability to link student data over time distinguishes longitudinal systems from systems that keep repeated cross-sections of data, which may nevertheless include unique school identifiers to allow for the monitoring and evaluation of schools over time.

The system should combine data elements reflecting student academic and learning outcomes with data on enrolment, attendance,

demographic background, and other factors that serve to contextualize student outcomes. It should be designed to provide a comprehensive picture of student experiences and performance.

Sub-component 3: Use of digital technology for the school inspection system

School inspection represents an accountability approach to school performance and, especially, to teaching and learning. In addition, school inspection provides policy and decision-makers with accurate information on the current state of education in their respective schools.

The purpose of inspection is to ensure the maintenance of high standards and the continuous development of the education system. It aims to advise those working in the education system and to contribute to the development of education policy. Inspection helps to strengthen accountability at school level.

So far, inspectors visit schools, evaluate them according to the SIP standard and collect data on paper. Consolidation and reporting are time-consuming and, as a result, decisions are not made in time. Furthermore, data and information are not stored electronically and easily accessible to decision-makers and other stakeholders.

Therefore, this sub-component aims to transform the practice of data collection, storage, analysis, and reporting of the school inspection system from a paper-based to a digital system, thereby improving the effectiveness of the system in establishing, evaluating, and promoting the highest standards of quality in educational provision.

Sub-component 4: Use of technology for the processing, dissemination, and management of general education statistics

The education sector has an EMIS that compares favourably with many countries at similar stages of development. However, despite efforts to maximize the benefits of this system, it has not yet produced the desired quality of information in time.

There is therefore a need to establish, improve and strengthen EMIS using the latest technology that will comprehensively integrate all internal databases (education sub-sectors, human resources, teacher training, infrastructure, finance) and all relevant external databases, such as the census, population displacement, poverty, national infrastructure development,

etc. It must be geographically oriented so that the information is 'visible' on maps to facilitate micro-planning exercises. It should be accessible and interactive, with all information available from a single interface. In addition, it must be easy to use and customizable so that any user can format what he/she wants to see at any time.

The sector must be able to develop effective management systems with appropriate use of digital technology at federal, regional, woreda and school management levels. The current paper and pencil approach will be replaced by data collection, recording, processing, dissemination, and management using various digital/electronic technologies.

Therefore, this component mainly focuses on producing timely, reliable, and accessible quality data for use by all education sub-sectors and stakeholders.

Sub-component 1: Use of digital technology for the acquisition of school information (on a quarterly, half-yearly and annual basis)

Objective: To transform the acquisition of school information from a paper-based to a digital system, thereby radically improving the efficiency of data collection, analysis and periodic reporting of performance

Strategy	Indicators	Baseline	Targets	Source
Establishment of an effective and sustainable digital technology that facilitates the acquisition of periodic school information	Digital application system developed for this purpose	None	Application developed and released	MoE, REBs
	Percentage of schools using digital technology to produce and report quarterly, half-yearly and annual dat	None	100%	

Develop a user-friendly digital application for use by schools
Prepare technical guidance documents/manuals for schools for the management and use of the digital technology introduced
Undertake school mapping to identify the status and infrastructure gaps of each school for intervention
Design a phase-by-phase implementation of introducing digital technology taking into account the realities on the ground
Develop an alternative mechanism for schools to produce and communicate their reports in the interim (until full digitization)
Undertake training for head teachers, supervisors and record keepers on the use of the introduced technology
Set up a strong team to monitor, supervise and support schools to ensure that the system is running smoothly and without interruption

Sub-component 2: Use of digital technology to acquire data on students' daily schooling

Objective: To transform the acquisition of pupils' daily schooling data from a paper-based to a digital system, thus improving the efficiency of data collection and recording and of taking appropriate action when necessary

Strategy	Indicators	Baseline	Targets	Source
Establishment of an efficient and sustainable digital technology that facilitates the acquisition of students' daily school data	Digital application system developed for this purpose	None	Application developed and released	MoE, REBs
	Percentage of schools that collect students' daily school data using digital technology	None	100%	

Develop a user-friendly digital application for schools to collect and report daily school data of pupils
Prepare technical guidance documents/manual for schools for the management and use of the introduced digital application
Undertake school mapping to identify the status and infrastructure gaps of each school for intervention
Design a phase-by-phase implementation of the introduction of digital technology taking into account the realities on the ground
Develop an alternative mechanism for schools to produce and communicate their reports in the interim (until full digitization)
Undertake training for head teachers, supervisors and record keepers on the use of the introduced technology

Set up a strong team to monitor, supervise and support schools to ensure that the system is running smoothly and without interruption	

<table>
<tr><td colspan="6">Sub-component 3: Use of digital technology for the school inspection system</td></tr>
<tr><td colspan="6">Objective: Transform the practice of data collection, storage, analysis and reporting in the school inspection sys- tem from a paper-based to a digital system, which will improve the effectiveness of the system in establishing, evaluating and promoting the highest standards of quality in education</td></tr>
<tr><td>Strategy</td><td>Indicators</td><td>Baseline</td><td>Targets</td><td colspan="2">Source</td></tr>
<tr><td rowspan="2">Establishment of an effective and sustainable digital tech-nology that facilitates the effi-ciency of the school inspection system at all levels</td><td>Digital application system developed for this purpose</td><td>None</td><td>Application developed and released</td><td colspan="2" rowspan="2">MoE, REBs</td></tr>
<tr><td>Percentage of school inspectors trained</td><td>None</td><td>100%</td></tr>
<tr><td colspan="6">Develop a digital application for the school inspection system at all levels</td></tr>
<tr><td colspan="6">Prepare technical guidance documents/handbook for inspectors for the management and use of the introduced digital technology</td></tr>
<tr><td colspan="6">Undertake training for school inspectors on how to use the introduced technology</td></tr>
</table>

<table>
<tr><td colspan="6">Sub-component 4: Use of technology for the processing, dissemination, and management of general education statistics</td></tr>
<tr><td colspan="6">Objective: To generate timely, reliable and accessible quality data for use by all education sub-sectors and stakeholders</td></tr>
<tr><td>Strategy</td><td>Indicators</td><td>Baseline</td><td>Targets</td><td colspan="2">Source</td></tr>
<tr><td rowspan="3">Establishment of an effi-cient and sustainable digital technology that facilitates the processing, dissemination and management of general education statistics</td><td>Digital application systems developed for this purpose</td><td>None</td><td>Applications developed and made operational</td><td colspan="2" rowspan="3">MoE, REBs</td></tr>
<tr><td>Number of key performance indicators (KPIs) that are monitored and analysed on an annual basis</td><td>NA</td><td>TBD</td></tr>
<tr><td>Percentage of stakeholders expressing satisfaction with the quality of statistical information on education produced by the government</td><td>NA</td><td>75% +</td></tr>
<tr><td colspan="6">Develop digital applications for data collection, processing, dissemination and management of general education statistics</td></tr>
<tr><td colspan="6">Design and implement a training programme for relevant staff in the use of EMIS</td></tr>
<tr><td colspan="6">Equip national, regional and woreda offices and schools to meet the minimum technological infrastructure requirements necessary to support administration and management, and build staff competence in the use of relevant ICT</td></tr>
<tr><td colspan="6">Improve EMIS data collection and verification in collaboration with regional and woreda offices and schools</td></tr>
<tr><td colspan="6">Integrate EMIS with SMIS to improve monitoring and evaluation and support school management</td></tr>
<tr><td colspan="6">Integrate EMIS with internal databases (all education sub-sectors, HR, teacher training, infrastructure, finance)</td></tr>
<tr><td colspan="6">Integrate EMIS with relevant external databases (including census, population displacement, poverty, national infrastructure development, etc.)</td></tr>
<tr><td colspan="6">Develop and ensure that EMIS has a user-friendly interface accessible to all decision-makers in the Ministry and REBs</td></tr>
<tr><td colspan="6">Develop a public version of EMIS accessible on the Ministry/REC website and promote ICT-based social accountability.</td></tr>
<tr><td colspan="6">Develop a mechanism to ensure that the online provision of sector information is effective and regularly updated</td></tr>
<tr><td colspan="6">Develop capacity for network maintenance, data analysis, compilation and use</td></tr>
</table>

Component 4: Creating digital-intensive secondary schoolsmanagement technologies in the education sector

Component 1 objective: To produce digitally literate students for the world of work by equipping the digital infrastructure and building the capacity of the school system			
Indicators	Baseline	Targets	Source
Percentage of educational institutions/schools equipped with digital technology	62.3 (secondary school Plasma TV)	100%	MoE, CEICT, Survey re- port, EMIS
Percentage of schools having access to digital content	62.3(secondary school use Plasma TV)	100%	
Percentage of teachers, school leaders trained in digital technology	0	100%	
Percentage of teachers and administrators using digital technology for learning, teaching and ad-ministrative purposes	0	100%	

Sub-component 1: ICT infrastructure for effective teaching and learning

Traditional school curricula tend to focus on the accumulation of knowledge rather than its application, and many school systems do not sufficiently train students in digital citizenship and culture. Educational reform is essential to equip learners with what are commonly referred to as '21st century skills', i.e., the skills and values needed to become responsible citizens in a learning society and remain employable throughout life in a knowledge economy. Technological change is a constant driver of the economy, and economic reshaping is closely linked to the need for a technologically competent workforce to be competitive and successful.

Therefore, during this planning period, the aim is to establish high-speed interconnection in all secondary schools by equipping schools, CTEs and training institutions with ICT infrastructure to deliver education and monitor performance through digital technology. This programme will also be progressively extended to primary and middle schools.

Sub-component 2: Improving capacity to use digital technology

With the development of technology in the 21st century, education systems are trying to integrate technological tools to improve pedagogical and administrative experiences. It is becoming increasingly important to build human capacity and ICT infrastructure in educational institutions, from policy development to implementation.

The formulation of digital policies and strategies to provide national guidance in terms of integrating ICT into teaching, learning and administration at all levels of education will contribute to effective and efficient education delivery and will also improve access and quality of education. The lack of clear strategic policies for ICT capacity building is still considered to be the primary cause of digital technology abandonment.

Therefore, strengthening and training of educational institutions at different levels through the development of digital policy, standard and strategy to improve the development and use of digital content, online and distance learning, meeting, systemic performance monitoring and delivery of educational services and digital identification using digital technology will be the relevant needs and priority areas of our educational system.

Sub-component 3: Digital content development

Digitization of content involves the delivery of content in different portable formats such as videos, images, audio, e-books and design tutorials, etc. Digitization of content allows students and teachers to access content on different electronic devices such as tablets, computers, mobile phones, radios, etc. at any time and place. However, as far as the use of digital content in our education system is concerned, it is still in its infancy. Primary schools use radio and secondary schools use television to access digital content via radio and television, respectively. For example, 62.3% of schools use educational television and 72.7% of primary schools have access to radio assisted learning.

However, due to technological advances in the world and the need to use digital content in the country, for the next five years, one of the priority areas of our education system is to make content accessible using e-learning, digital textbooks and reference books, audio and video formats, online courses, and tutorials, etc. in secondary schools and gradually in primary and middle schools, non-formal education, and teacher training

institutions. Digital content will be produced to meet the needs of students with special needs.

The videos will be accompanied by sign language and the content will also be provided in audio format for blind students. Therefore, students and teachers can use the content using digital devices in and out of the classroom. Furthermore, to improve its implementation, effectiveness and efficiency, research on the digital content and monitoring and evaluation will be conducted.

Sub-component 4: Digital learning for inclusive access to education

In a school there are different types of students, including students with special needs. In addition, there are citizens who are not in school and children living in pastoral areas. Therefore, there should be a mechanism to make education accessible to this wide range of student needs.

One of the mechanisms to improve access issues is to implement ICT in the education system effectively and efficiently. In our education system, there have been some efforts and initiatives to make education accessible to all students. Plasma broadcast programmes are assisted by sign language. In addition, Grade 12 students living in pastoral areas have been provided with 180 solar-powered mobile phones and 480 tablets with solar panels and power banks.

However, in relation to the needs of the students, much effort needs to be made to make the content accessible to students in pastoral areas, students with special needs and out-of-school children. Therefore, to make the content accessible to these groups of students, various technological innovations will be implemented over the next five years, including assistive/adaptive technologies (screen magnifiers, voice recognition software, etc.) and learning support technologies. Training will also be provided for teachers and students with special needs.

Sub-component 1. Provision of broadband interconnection to all secondary schools and progressively to primary and middle schools				
Objective: To produce digitally literate students for the world of work by equipping the digital infrastructure and building the capacity of the school system				
Strategy	Indicators	Baseline	Targets	Source
Equip schools and CTEs with ICT infra-structure	Percentage of secondary schools equipped with tablets with learning resources	0	100%	EMIS, MoE/CE-ICT, Survey report
	Percentage of middle schools equipped with computers/tablets with learning resources	0	50%	
	Percentage of primary schools equipped with tablets with learning resources	0	25%	
	Percentage of secondary schools equipped with computers and virtual labs	0	100%	
	Number of schools with Internet service	TBD	100	
	Number of smart classrooms established in secondary schools	0	500	
	Number of secondary schools using digital content connected to a high-speed data connection network	0	350	
	Number of teacher training institutions equipped with the necessary ICT technology and equipment	TBD	38	
Develop a fully costed and feasible plan for the expansion of ICT infrastructure in schools/institutions				
Provide tablets to all secondary school students, equipped with e-learning resources, and gradually address primary and middle schools.				
Progressively equip schools with computer laboratories				
Equip all secondary schools with a high-speed data network connection				

Develop mobile applications and platforms to access digital content
Establish smart classrooms with educational technologies in secondary schools in a phased approach
Equip teacher training institutions with the necessary ICT technology and equipment
Create centres that develop ICT materials for different subjects (e.g., simulation, role-playing, demonstration) in teacher training institutions
Establish regional centres of excellence in ICT-supported curriculum, materials development and teaching
Establish systems for analysing and monitoring student/teacher performance

Sub-component 2: Improving the capacity to use digital technology

Component 1 objective: To improve teaching and learning outcomes through the use of digital technology

Strategy	Indicators	Baseline	Targets	Source
Strengthening institutional capacity for the use of digital technology – ICT in education	Development of an ICT in education policy	0	Policy produced	EMIS, MoE/CEICT, Survey
	Establishing national data centres with content	0	Data centre established	
	Development of manuals and standards	0	Standard produced	
	Number of ICT teaching standards developed	NA	100%	
	Percentage of experts and leader instructors with ICT skills	NA	100%	
	Percentage of institutions using the MoE online meeting platform in woreda	NA	100%	
	Assessment of the digital technology use status in schools and CTEs undertaken	NA	Assessment report produced	

Finalize and implement the ICT in education policy, supported by the ICT in education law
Develop and implement an editorial policy for Ethiopian educational television and radio production programmes
Develop national standards for ICT in education
Develop a policy framework for public-private partnership on ICT in education
Provide online training for leaders and experts on ICT skills
Develop a platform for online meetings and conferences
Provide training and short-term courses using digital technology
Conduct research on the state of digital technology use in schools and CTEs

Sub-component 3: Digital content development

Strategy	Indicators	Baseline	Targets	Source
Transforming the curriculum from print to digital content	Percentage of digitized curriculum content developed for primary, middle and secondary schools and non-for-mal education	0	100%	EMIS, MoE/CEICT, Survey report
	Percentage of content integrated with ICT	0	100%	
	Percentage of curriculum content for pre-primary, primary, middle and secondary schools and non-formal education provided by ICT	0	50%	

Produce and disseminate digital content for primary, middle and secondary schools (broadcasting, e-learning, online courses and tutorials, etc.)					
Develop and implement an ICT skills framework for head teachers, facilitators and teachers					
Provide short-term capacity-building training for head teachers, supervisors and teachers to improve digital skills					
Conduct research to improve the use of ICT for education in schools and teacher training institutions					

Strategy	Indicators	Baseline	Targets	Source
Establishment of a system for analysing and monitoring teacher and pupil performance	Percentage of students and teachers monitored through digital technology	0	100%	EMIS

Develop digital monitoring tools				
Train experts in the use of digital technology for monitoring				
Pilot and scale up performance analysis and monitoring in the education system				

Sub-component 4: Digital content development for inclusive access to education

Strategy	Indicators	Baseline	Targets	Source
Establish a digital learning mechanism for students with special needs	Number of schools equipped with ICT infrastructure and innovative programmes for students with special needs	0	1,500	EMIS, MoE report

Conduct a baseline survey				
Pilot innovative ICT programmes in selected schools, teacher training institutions and non-formal education institutions to provide education to hard-to-reach populations (out-of-school children, pastoralists,) and students with disabilities				
Provide access to various technological innovations to students with disabilities, with adequate training to improve their skills in using digital technologies				
Providing all secondary schools with innovative facilities for students with special needs				

Programme 7
Quality assurance

Goal

To put in place a rigorous, systematic and objective quality assurance system to monitor school, CTE and ANFE centre performance; to assess teacher and head teacher competence; to ensure that acceptable standards of education are maintained; and to monitor student performance to ensure that student learning is taking place in school

Quality assurance is the systematic review of educational provision to maintain and improve its quality, equity, and effectiveness. The design of quality assurance mechanisms (tools, processes, and actors) varies in different national contexts, but their common objective is to support the teaching and learning process and the ultimate goal is to improve student learning outcomes.

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

Component 1: School inspection

Component 1 objective: The school inspection system will be strengthened to monitor school, CTE and ANFE centre performance to ensure school quality and accountability		
Indicator s	**Targets**	**Source**
Percentage of schools, CTEs and ANFEs that have been externally inspected	100%	Inspection report
Percentage of digitized inspection data management systems developed	100%	
Availability of an impact assessment report on the contribution of school inspection implementation to quality education	Impact assessment report produced	Assessment report

In 2012, the school inspection system was established to monitor school standards and report on overall findings to support system-wide change. It is an independent external evaluation process to assess quality and performance in terms of input, process, and output criteria. The classification of schools is done by giving a value to the three criteria in relation to the minimum standards required. These criteria have different areas of interest, such as school infrastructure; learning environment and facilities; human and financial resources; participatory school improvement planning; learning and teaching effectiveness; service provision; parental and school community engagement; internal efficiency and student achievement as part of overall school development.

The school inspection will be carried out every three years, in line with the national framework. The school inspection classified schools into four levels, based on the overall percentage score (input, process, and output performance). These levels are as follows: Level 1, if a school scores below 50%; Level 2, if a school scores between 50% and 69.99%; Level 3, if a school scores between 70% and 89.99%; and Level 4, if a school scores between 90% and 100%. Where a school does not achieve the expected standards (Level 3), it will be re-inspected after one year, to monitor actions taken and to understand school's response to the process. Level 1 schools have the lowest score and have a lot of work to do to improve their standards. On the other hand, Level 4 schools are the model schools that score well in all areas.

Under ESDP VI, quality inspection will continue for all schools in class 'O', kindergarten, ABE, primary, middle, and secondary. Inspection standards for the College of Teacher Education and ANFE (for community learning centres only) will be developed and implemented in ESDP VI. Each inspection will include feedback to school leaders and the community on the steps to be taken to achieve the next level.

In addition to feedback at school level, the inspection system will seek to find and understand the strengths and weaknesses of the system in school inputs, processes, and outputs.

Key stakeholders from the woreda to the federal level, including policy-makers in each region, will be encouraged to use this information in their quality improvement efforts. In addition to assuring the quality of service delivery through inspection, CTEs will be accredited to certify that teacher training standards are met.

Strategy	Indicators	Baseline	Targets	Source
Strengthening the school inspection system	Percentage of inspectors trained	0%	100%	Inspection report
	Percentage of woredas conducting school inspection	68.3%	100%	
	Number of annual inspection reports issued	N/A	5	

Strengthen school inspectors' capacity in inspection framework, guidelines, digital data collection, organization and management system

Strengthen quality inspection through joint sample inspection with the ministry, regional, zonal and woreda inspectors

Organize school inspection experience sharing through practice between regions and internationally

Develop an integrated digital data management system

Monitor and evaluate inspection data management, reporting and implementation of quality inspection

Conduct an impact assessment on the contributions of the implementation of school inspection to quality education

Ensure that elements of disability-inclusive education are well integrated into inspection tools and training for inspectors

Review the national school inspection framework, guidelines and checklist

Strategy	Indicators	Baseline (2018/19)	Targets (2024/25)	Source
Strengthen the provision of inspection services to schools, CTEs and ANFE training centres	Percentage of Class O schools inspected once	9%	100%	Inspection report
	Percentage of pre-schools inspected once	20%	100%	
	Percentage of primary and middle schools inspected once	81%	100%	
	Percentage of secondary schools inspected once	66%	100%	
	Percentage of ANFE training centres inspected once	0%	100%	
	Percentage of CTEs inspected annually	0%	100%	
Providing re-inspection services to ANFE schools, CTEs and training centres that do not meet expected standards	Percentage of Class O schools re-inspected once	0%	100%	
	Percentage of nursery schools re-inspected once	0%	100%	
	Percentage of primary and middle schools reinspected once	0%	100%	
	Percentage of secondary schools reinspected once	0%	100%	
	Percentage of ANFE training centres re-inspected once	0%	100%	
	Percentage of CTEs re-inspected annually	0%	100%	
	Percentage of audited schools, CTEs and ANFEs that incorporate and implement inspection findings to improve their performance	N/A	100%	

Develop the national inspection framework and guidelines for CTEs and ANFEs				
Conduct an impact assessment on the contribution of school, CTE and ANFE inspection to quality education				
Conduct and provide regular inspection/re-inspection services for schools, CTEs and ANFEs				
Strategy	**Indicators**	**Baseline**	**Targets**	**Source**
Strengthening the provision of accreditation services for CTEs	Percentage of teacher education institutions accredited	N/A	100%	Inspection report
Develop national accreditation standards and guidelines for CTEs				
Establish an accreditation service for CTEs				

Component 2: Teacher and school leader licensing and relicensing

Component 2 objective: The licensing and relicensing assessment system will be strengthened to ensure teacher and school leader competence to improve educational quality and accountability			
Indicators	**Baseline**	**Targets**	**Source**
Availability of a digital licensing information sys- tem	NA	Digital licensing system established	Licensing and relicensing report
Number of analytical reports on licensing and relicensing results produced and disseminated annually	NA	5	

There are over 661 707 teachers and head teachers in the general education sector, with qualifications ranging from college diplomas to masters. The system of licensing and relicensing of teachers and principals is one of the strategies in place to ensure the quality of education. This system aims to assess the competences of teachers and school leaders through assessments of competences developed at national level.

As noted, regarding teacher education and professional development, teachers' current pedagogical skills are largely insufficient for effective teaching. Similarly, subject knowledge and pedagogical skills are not uniform among qualified staff. The teacher and head teacher licensing process will provide independent validation that qualified professionals demonstrate the skills required to teach, manage, and lead effectively. The system assesses pre-primary, primary and secondary school teachers, as well as CTE teachers through written tests and portfolio competency assessments against established standards.

Since the implementation of licensing and relicensing of teachers and head teachers in 2012, the system has developed generic standards for teachers, head teachers, school supervisors,

licensing guidelines, examination frameworks and is sensitising experts at each level, teachers, and head teachers to the materials. In addition, it develops both written tests and portfolio assessment tools based on subject content, pedagogy, school management and leadership to ensure the knowledge and skills of teachers and principals. The system also conducted a gap analysis and provided a guidance note for policy-makers and stakeholders to use in their interventions. During ESDP VI, the licensing and relicensing system was strengthened with digital licensing for information technology, human and material resources, and continued assessments of teachers and head teachers, including pre-school and CTE teachers, to ensure their competence. The aim is to allow all eligible pre-school, primary and secondary school teachers and head teachers, as well as technical and CTE teachers, to go through the licensing and relicensing system, with special attention to teachers with special needs and to men and women. In addition, those who scored below the tolerance level in the first assessment session will be re-tested to ensure their progress using an online digital technology system.

Education
Sector
Developm
ent
Program
me VI

Strategy	Indicators	Baseline	Targets	Source
Strengthen teacher and head teacher licensing and renewal system	Percentage of digital licensing information systems developed	NA	100%	MoE, REBs, Inspection report
	Percentage of regions using digital licensing and relicensing system	NA	100%	
	Number of annual outcome analysis reports disseminated	NA	5	

Revise the licensing and relicensing framework and guidelines in line with the revised professional standards, education policy and the Education Law
Develop a manual for evaluation preparation and administration
Build the capacity of licensing experts to prepare quality assessment tools
Strengthen the capacity of licensing experts at regional, zonal and woreda levels
Strengthen experience sharing events between regions and international licensing and relicensing institutions
Implement a digitized operational licensing information system
Develop teacher and head teacher licensing system using online registration

Strategy	Indicators	Baseline	Targets	Source
Improving teacher and school leader licensing assessment	**Teachers' licensing and relicensing assessment**			Licensing, relicensing
	Percentage of new graduates who have completed the licensing system	0%	100%	
	Percentage of pre-primary teachers who have completed the licensing system	0%	100%	
	Percentage of primary school teachers who have completed the licensing system	72%	100%	
	Percentage of middle school teachers who have completed the licensing system	72%	100%	
	Percentage of secondary school teachers who have completed the licensing system	75.3%	100%	
	School principals' licensing and relicensing assessment			
	Percentage of pre-primary school principals who completed the licensing system	0%	100%	
	Percentage of primary and middle school headmasters who completed the licensing system	24%	100%	
	Percentage of secondary school principals who completed the licensing system	48.7%	100%	
	School supervisors' licensing and relicensing assessment			
	Percentage of primary and middle school supervisors who completed the licensing system	31.5%	100%	
	Percentage of secondary school supervisors who completed the licensing system	56.7%	100%	

	Teachers' licensing and relicensing assessment			Licensing, relicensing
Improving teacher and school leader licensing assessment at reexamination for those who scored below the cut-off poin	Percentage of pre-primary teachers who have gone through the licensing re-exam system	0%	100%	
	Percentage of primary and middle school teachers who have gone through the licensing re-exam system	0%	100%	
	Percentage of secondary school teachers who have gone through the licensing re-exam system	0%	100%	
	Principals' licensing and relicensing assessment			
	Percentage of primary and pre-primary school principals who have gone through the licensing re-exam system	0%	100%	
	Percentage of secondary school principals who have gone through the licensing re-exam system	0%	100%	
	School supervisors' licensing and relicensing assessment			
	Percentage of primary and middle school supervisors who have gone through the licensing re-exam system	0%	100%	
	Percentage of secondary school supervisors who have gone through the licensing re-exam system	0%	100%	
Enhancing teachers and school leaders relicensing assessment	Teachers' licensing and relicensing assessment			Licensing, relicensing
	Percentage of pre-primary school teachers who passed the relicensing assessment system	0%	100%	
	Percentage of primary and middle school teachers who passed the relicensing assessment system	0%	100%	
	Percentage of secondary school teachers who passed the relicensing assessment system	0%	100%	
	Principals' licensing and relicensing assessment			
	Percentage of pre-primary, primary and middle school principals who passed the relicensing system	0%	100%	
	Percentage of secondary school principals who passed the relicensing system	0%	100%	
	School supervisors' licensing and re-licensing assessment			
	Percentage of pre-primary, primary and middle school supervisors who passed the relicensing system	0%	100%	
	Percentage of secondary school supervisors who passed the relicensing system	0%	100%	
Enhancing CTE teachers licensing and relicensing assessment	Percentage of college teachers who passed the licensing system	0%	100%	Licensing, relicensing

Develop a set of standardized assessment tools for teachers and school leaders
Translate assessment tools into mother tongues for pre-school, primary and middle school teachers
Administer a digital-based written assessment of the license, with special attention to teachers with special needs and gender
Establish an item bank system for storage and retrieval for future administration
Carry out a portfolio assessment for teachers and school leaders
Develop portfolio assessment tools for college teachers
Train portfolio assessors for college teachers
Carry out portfolio assessment for teacher educators.
Produce results analysis reports and disseminate them to stakeholders

Component 3: Assessment and examinations systems

Component 3 objective: The assessment and examination systems will be strengthened to monitor student performance and use the results to ensure quality education and accountability			
Indicators	**Baseline**	**Targets**	**Source**
Number of national learning assessments conducted periodically	TBD	9	NEAEA
Percentage of national examinations administered online	0	100%	

National learning assessments (NLAs) are sometimes referred to as system-level educational assessments. They provide information on learning achievement, on what students know and can do in identified grades and subjects. They help the government to monitor changes in learning outcomes over time and to highlight inequalities in learning outcomes within the population. By identifying correlates of learning outcomes and providing a deeper insight into how a range of variables interact, NLA data also provide a better understanding of the dynamics underlying the performance of education systems. It also provides a basis for designing policies and strategies to improve students' knowledge and skills and equity in learning.

There is an established system for the NLA within the National Education Assessment and Evaluation Agency (NEAEA), which conducts NLAs every four years in Grades 4, 8, 10 and 12. These assessments, linked to the minimum learning competencies set out in the curriculum, will continue in Grades 6, 8 and 12 during the ESDP VI period, in line with the recently developed Education Roadmap. These assessments will identify minimum proficiency levels, gaps in learning outcomes, variations by region or gender and variables influencing learning outcomes.

The aim of the Measurement of Early Learning Quality and Outcomes (MELQO) is to promote a feasible, accurate and useful measure of children's development and learning at the start of primary school, and of the quality of their pre-primary learning environment.

The Early grades, Literacy/Reading and Numeracy/Mathematics Assessments (EGRA, EGMA) will be carried out as initial tests of learning and as a monitoring and correction tool where improvements need to be made at an early stage.

It is very important to develop standardized formative assessment tools and to train teachers on how to assess students regularly at the beginning of Grades 2 and 3. This allows for the identification of areas for improvement and the monitoring of high-performing schools, woredas, zones and regions, and the extension of best practice to others.

Students will be assessed at the end of Grades 6 and 8 exit levels by regional and city administrations, while Grade 12 will be assessed annually by NEAEA for certification or transition to the next level of education. For the Grade 8 regional exam, standards and plans will be developed and monitored by NEAEA.

Strategy	Indicators	Baseline	Targets	Source
	Early grade assessments			
	Number of early grade mathematics assessments (EGMA) evaluated and disseminated to stakeholders	1	2	
	Number of early grade reading assessments (EGRA) assessed and disseminated to stakeholders	2	4	
	Number of Measurement of Early Learning Quality and Outcomes (MELQO) completed and disseminated to stakeholders	0	2	
	National learning assessments			
	Number of Grade 6 National Learning Assessments (NLA) evaluated and disseminated to stakeholders	0	1	
Revamping the overall assessment and examination system	Number of Grade 8 National Learning Assessments (NLA) assessed and disseminated to stakeholders	1	2	NEAEA
	Number of Grade 10/12 National Learning Assessments (NLA) assessed and disseminated to stakeholders	1	2	
	National/public examinations			
	Percentage of Grade 12 National Examination developed that maintained its standard	NA	100%	
	Percentage of Grade 12 National Examination that was administered online	0%	100%	

Develop and implement a policy framework for assessment and examination systems				
Revise national and regional assessments to assess higher order cognitive skills and skill development				
Revamp the periodic early grade reading and mathematics assessment (EGRA and EGMA)				
Conduct periodic measurement of early learning and quality outcomes (MELQO).				
Conduct periodic learning assessments at the end of each cycle				
Build the capacity of regional experts in the field of educational assessment and examination development				
Develop a blueprint/specification and related standards for the Grade 8 regional exam				
Develop, administer and coordinate other competency assurance exams				
Enhance the capacity of national assessment and test development experts to produce high quality psychometric tests through short- and long-term training				
Share the practical experience of regional and international assessment institutions in test development, administration, analysis, dissemination, etc. and extend best practices				
Prepare analytical reports on the results of reviews and evaluations for relevant bodies				

Strategy	Indicators	Baseline	Targets	Source
Strengthening the classroom assessment system	Percentage of regional assessment experts trained in continuous classroom assessment (ToT)	NA	100%	NEAEA
	Survey report on the extent of implementation of continuous classroom assessment in schools	NA	Survey report produced and disseminated	

Develop a framework for formative assessment	
Develop manuals for continuous classroom assessment	

Education
Sector
Developm
ent
Program
me VI

Strengthen/establish competent and well-functioning assessment units in the regions				
Monitor and evaluate the implementation of continuous classroom assessment				

Strategy	Indicators	Baseline	Targets	Source
Establishing a regional and international evaluation system	Number of international learning assessments conducted and disseminated to stakeholders	0	1	NEAEA

Develop a national framework for participation in international learning assessments				
Align the curriculum with the regional curriculum in essential subjects and elements, in preparation for international assessments				
Align the curriculum with the international curriculum/guidelines in essential subjects and elements				
Select, and be involved in, international education assessment (SACMEQ, PISA and TIMSS) competency-based competitions, etc.				
Translate and adapt test instruments to Ethiopian languages				

Strategy	Indicators	Baseline	Targets	Source
Standardizing assessments and examinations and improving alignment with the national curriculum	Number of Grade 6, 8, 10 and 12 NLA questions stored in the item bank	5,160	9,120	NEAEA
	Number of Grade 12 National Examination questions stored in the item bank	0%	13,680	
	Percentage of Grade 12 exams administered online	0%	100%	
	Percentage of Grade 8, 10 and 12 national exams administered online	0%	100%	
	Number of NLA, regional/international assessments whose analytical results have been disseminated to stakeholders	NA	9	

Use assessment technologies that maintain assessment standards
Strengthen the item bank for national examinations
Strengthen item bank for NLA
Align the items developed with the revised curriculum

Summary of cross-cutting issues integrated into the priority programmes

Cross-cutting issues are mainstreamed and taken into account in the priority programmes. This summary section provides a quick check on whether the whole sector plan is gender-sensitive and whether the necessary attention is given to special needs and inclusive education, HIV/AIDS, drug abuse, water sanitation and hygiene, school health and nutrition, environmental protection, and climate change. In the capacity building programme, it was foreseen under ESDP V to establish a unit for the full implementation of cross-cutting issues. However, the unit was not established as planned. Instead, close follow-up and monitoring of progress was carried out by the respective directorates indicated in ESDP V. Environmental protection, climate change and green legacy are high priorities at national level. As a result, educational institutions and communities are strongly committed to tree planting on school grounds and soil conservation on and off school grounds.

Programme 2. Component 2: School culture and ethics

Students will develop a greater sense of cohesion when they feel safe to be included. To promote cohesion, schools should protect students from bullying and create a safe environment for learning. All schools should have effective approaches in place to deal with incidents of prejudice, bullying and harassment.

Programme 3: Quality improvement and labour market relevance

This priority programme has integrated and mainstreamed cross-cutting issues, as they are essential to improving the quality of education through the upgrading of physical facilities and the promotion of a safe and healthy environment. Emphasis is placed on gender mainstreaming in the curriculum, the teaching and learning process and the school environment. Special needs and inclusive education, HIV/AIDS, substance abuse, water sanitation and hygiene, school health and nutrition, environmental protection, climate change and education in emergencies are addressed in the programme as appropriate. These and other activities will

be planned, implemented, and monitored by the respective directorates indicated in ESDP VI.

Programme 3. Sub-component 2: Supportive school environment and education in emergencies

In each school, a set of 'student services' that support the development of students' life skills and promote a safe and healthy school environment will be provided. Student services will pay particular attention to HIV/AIDS, DSA, school and student health and nutrition. To increase the reach and relevance of 'student services', the education administration will work closely with other government agencies and NGOs working in these areas. School feeding will be provided from pre-primary to primary school level. Other health interventions, such as school-based de-worming, will be linked to the 'student services' provided, and all schools will have a supply of safe drinking water, adequate and gender-sensitive sanitation facilities and a basic set of facilities for children with special educational needs. Schools will be encouraged to prepare and equip sports facilities according to their local context. Standards for WASH facilities in schools will be in line with the agreed One WASH national strategy.

Programme 4: Access, equity and internal efficiency

This programme includes key strategies and activities to ensure equitable and quality education for all, with particular attention to disadvantaged groups, namely girls, students with special needs, IDPs and refugee children, pastoralists' children and out-of-school students.

Programme 5: Non-formal education for youth and adults

The programme includes strategies and activities to increase adult female literacy and vocational training. In addition to the plan to adapt and

develop the curriculum to the needs of adults with disabilities, all cross-cutting issues will be integrated, where appropriate, throughout the programme. Appropriate training will be provided for disabled young people and adults.

The programme will be designed to be a rich field of study, a practical activity full of varied experiences. It aims to ensure that young people and adults participate in their society and the world of work by internalizing and applying their knowledge of cross-cutting issues in a practical way.

Programme 6. Component 4: Digital learning for inclusive access to education

In a school there are different types of students, including students with special needs. In addition, there are many out-of-school children and children living in pastoral areas. Therefore, there should be a mechanism to make education accessible to this wide range of students.

One of the mechanisms to improve access issues is the effective and efficient implementation of ICT in the education system. In our education system there have been some efforts and initiatives to make education accessible to all students. Plasma broadcast programmes are assisted by sign language. In addition, Grade 12 students living in pastoral areas have been provided with 180 solar-powered mobile phones and 480 tablets equipped with a solar panel and power bank.

However, in relation to the needs of the students, much effort is required to make the content accessible to students in pastoral areas, children with disabilities and out-of-school children. Therefore, to make the content accessible to these groups of students, various technological innovations will be implemented over the next five years, including assistive/adaptive technologies (screen magnifiers, voice recognition software, etc.), and the development of new technologies to make the content accessible to them.

Section 4

Implementation, monitoring, and evaluation

Introduction

ESDP VI has been developed at national level with a series of consultations and active engagement of REBs to ensure a common vision and purpose as well as consistent implementation and monitoring. The REBs will also prepare their respective five-year education plans in line with the strategic priorities, outcomes and outputs of this sector programme, taking into account their regional context and challenges.

To operationalize this sector programme, all sub-sectors under the state ministers, directorates, specialized agencies and units under the Ministry of Education will develop annual work plans linked to the objectives and outcomes of the different priority areas of the programme outlined in ESDP VI.

Progress will be monitored on a quarterly basis. Outcome planning will need to be readjusted annually. After measuring what has been achieved in the previous year, plans will be adjusted for the following year, in order to stay focused on the long-term objectives.

A similar process will be followed at regional, zonal, woreda and school levels.

Evaluation activities to be carried out during the implementation of ESDP VI include monitoring of key performance indicators (KPIs), periodic reviews, supervision missions, thematic and evaluation studies. The objective is to assess whether implementation is proceeding according to plan and leading to the desired results. The aim is also to learn from past implementation so that performance can be improved in the future. Specifically, monitoring, review and evaluation efforts serve accountability, learning and development purposes.

To this end, a robust monitoring and evaluation structure and arrangements will be established at the federal, regional, zonal and woreda levels to track the implementation and progress of the sector programme.

Establishing baseline data and setting targets

Designing an appropriate monitoring and evaluation framework to measure the achievement of ESDP VI outcomes will require the development of baseline data against which future results can be assessed, as well as a performance monitoring and evaluation framework consisting of a set of output, outcome, and impact indicators.

Baseline data provides information on the initial situation before the programme starts. Without baseline data, it will be difficult to determine whether there has been progress, or what results have been achieved by the programme interventions. For each indicator, baseline data and annual targets should be established and recorded to facilitate systematic monitoring, review, and evaluation.

Ideally, data should be collected during the situation analysis phase or before the programme is launched. However, if this is not possible, baseline data should be collected as soon as possible, but no later than one year after the start of the programme. In this respect, most of the indicators in this sector programme have baselines. Some are yet to be defined

Targets are set using projection models, where appropriate. On the other hand, some of the indicators identified for the different strategies do not have a specified baseline due to the unavailability of reliable and recent data. This process will be finalized as part of the operationalization of the sub-sector plans. Therefore, it is expected that the annual work plans prepared by the sub-sectors and implementing bodies will necessarily include a baseline data collection plan indicating when and how baseline data will be collected in the first/second year of ESDP VI.

Baselines are zero for indicators where interventions and outcomes for each priority programme are newly introduced, because of the education reform that will be undertaken over the next five years. Thus, a zero baseline does not imply that similar outcomes have not been produced before, but simply that the current interventions have not produced these outcomes.

In setting the targets, care was taken to ensure that the targets met two conditions, namely: (a) compliance with the policy objectives set by the government (policymakers); and (b) feasibility of the targets in terms of human, material, and financial resources, as well as capacity to manage implementation.

In cases where no baseline data exists, targets are set, based on several considerations. Firstly, historical trends over the past five years have been considered. Secondly, expert judgements and opinions have been sought from professionals at federal and regional levels who have good experience and knowledge of the programme areas and who know what is and is not possible from a technical and practical point of view. Thirdly, it was also possible to obtain the views of stakeholders on what they expect from the education sector. This was reflected in the results of the education and training roadmap

study and in the subsequent consultation forums organized for all categories of people throughout the country. The feedback, comments and suggestions helped to select realistic targets that can be reasonably achieved during the planning period.

This approach involved deciding on the programme's performance target for the final year, and then defining a trajectory of progress for the intervening years, based on a careful analysis of what is realistic to achieve, given the stage of programme implementation, availability of resources, country conditions, technical constraints, etc. Judgements were made on what can be achieved each year.

It is expected that the sub-sectors, specialized agencies and directorates of the MoE and REBs will complete the missed baselines and targets (labelled TBD, DNA in the tables under each priority programme) for their respective interventions by 2013 E.C./2020/2021 G.C./. The Planning and Resource Mobilization Directorate and the EMIS Directorate will monitor the whole process, collect data, and document it as an addendum to the ESDP VI plan.

Completing missed baselines and targets

A continuous planning process is another key feature of modern sector management. ESDP VI recognizes that targets change during the implementation of the plan as long as data indicates that target values need to be corrected or revised. Some targets may be achieved more quickly than expected, while others may take longer to achieve. Assumptions also change. The plan should therefore be adjusted at regular intervals (annually if possible) to take account of these developments.

Performance monitoring and evaluation

Monitoring the implementation of the plan provides the information needed to update it. As a rolling plan, the plan will be regularly updated, based on information generated by the monitoring and evaluation processes and evidence-based recommendations.

Implementation will be monitored and tracked using digital technology, which allows for immediate corrective action and sharing of best experiences.

The structures and processes for implementing ESDP VI will follow the current division of

responsibilities in the education sector in Ethiopia under the decentralization policy.

The various monitoring and consultation platforms will ensure that federal, regional, and local organizations across the country focus their energies on achieving nationally defined goals and standards with a common vision and purpose for education reform.

Implementation structures and processes

The Federal Ministry of Education has a major role to play in policy development, planning, monitoring, and evaluation to ensure balanced and equitable development of the education sector. The effectiveness of this role has been enhanced by the recent organizational reform.

Specific structures will be put in place for the monitoring of ESDP VI and the supervision of the implementation of the education sector plan at federal and regional levels, as indicated below.

National Steering Committee

The National Steering Committee (NSC) is chaired by the Minister of Education and meets twice a year. It brings together ministers of state, heads of REBs, heads of agencies and directors of federal and regional offices, chairs/deans of university centres of excellence. They will be joined by key stakeholders from CSOs, associations, and development partners. The NSC serves as a top-level decision-making body, responsible for deciding on any major adjustments to the strategy and implementation.

In addition, Joint Consultative Meetings (JCMs) will be held, bringing together a wider group of people. The members of the JCM include the minister, state ministers, heads of regional education offices, directors general, heads of Federal Ministry of Education agencies and other participants invited by the MoE.

The JCM will meet quarterly. The MoE's Directorate of Planning and Resource Mobilization will serve as the technical secretariat of the JCM and will be responsible for preparing its meetings.

Education Technical Working Group (ETWG)

The existing ETWG brings together ministry officials and representatives of development partners active in the education sector,

Figure 1: Implementation structures and processes
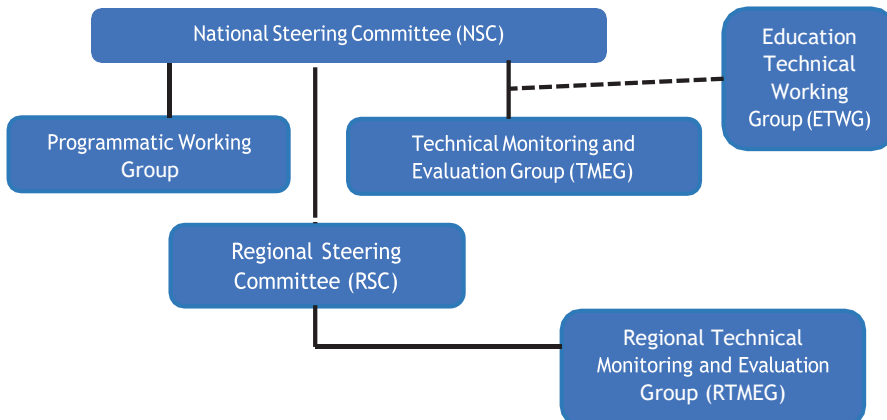
representatives of CSOs and the professional association of teachers. The ETWG is responsible for ad hoc monitoring of progress in the implementation of ESDP VI and coordination of resource mobilization decisions. In addition, it will play an important role in promoting dialogue and collaboration between government, development partners and CSOs for the success of ESDP VI.

The ETWG is co-chaired by the Minister of Education or the Director of Planning and Resource Mobilization (PRMD) and an elected development partner representative. The PRMD will also provide the secretariat for the ETWG. The ETWG will have its own terms of reference and an annual work plan.

Technical Monitoring Group (TMG)

The Technical Monitoring Group (TMG) is chaired by the Director of the Planning and Resource Mobilization Directorate. The TMG will bring together regional planning officers and focal persons/planners of the sub-sectors and agencies of the MoE. The TMG meets four times a year. The TMG serves to monitor progress against the plan in each region and at the federal level and to make basic recommendations and implementation decisions. It also coordinates joint review missions. The TMG reports to the National Steering Committee.

Programmatic Working Group

The plan is organized into seven programmatic areas, namely: system strengthening, governance and accountability, values, national

unity in diversity, quality improvement and labour market relevance, access to general education, equity and internal efficiency, youth and adult non-formal education, use of digital technology for the education sector and quality assurance. For each programme, a technical and coordination team will be set up to monitor the implementation, results, and challenges of their respective projects. This will allow for close monitoring of each programme and increased coordination to improve results.

The programmatic team is coordinated by the Planning and Resource Mobilization Directorate. The monitoring process will be conducted annually, and the findings and results of the exercise will allow for readjustment of activities and objectives for the next planning year.

Regional Steering Committees (RSCs)

The RSCs are envisaged as regional partnerships between the state and stakeholders to oversee and coordinate the implementation of regional education sector plans. The RSCs will bring together the heads of regional government institutions and stakeholders, with the Regional Education Bureaus (REBs) Planning Process acting as the secretariat. Under ESDP VI, the RSCs will be strengthened, as will coordination between the NSC and the RSCs.

The coherent implementation of ESDP VI will largely depend on the existence of an annual operational plan to be prepared at national, regional and woreda levels. The annual operational plans will allow ESDP VI to be transformed into an adaptive process, to

regularly adjust the initial objectives and means in the light of changing circumstances. The AOPs will set out the activities to be undertaken at each administrative level during the year to progress as effectively as possible towards the achievement of ESDP VI objectives and outcomes.

Continuous monitoring of the national to school level

Evaluation activities to be carried out during the implementation of ESDP VI include monitoring of key performance indicators (KPIs), periodic reviews, joint monitoring missions and thematic and evaluation studies. The overall objective of these activities is to assess whether the implementation of the programmes is proceeding as planned and achieving the desired results. The aim is also to learn from past implementation so that performance can be improved in the future by understanding the reasons that contributed to successes and failures.

The effective implementation plan will be supported by continuous monitoring using different modalities and technologies for a more effective and efficient way of focusing on student learning outcomes.

Progress in the implementation of activities, use of inputs, use of budget, implementation of recommendations from each review, and achievement of planned outputs and outcomes will be critically reviewed.

A single consolidated performance report, listing achievements against all KPIs, with a full commentary explaining any variances, will be prepared by the PRMD and the TMG and submitted to the NSC for decision and future guidance.

Joint Review Mission

The Joint Review Mission (JRM) is an important element of a comprehensive programme evaluation and monitoring system. An important feature of the JRM is the strong emphasis on field visits based on terms of reference agreed by the MoE and development partners supporting the education sector. Joint supervision is carried out once a year, and in conjunction with each other, making it unnecessary for each donor to set up its own separate evaluation system. Mission members will be drawn from the MoE,

development partners, regional education offices and CSOs, as appropriate. Key thematic areas will be selected each year by the ETWG to monitor what is actually happening on the ground.

Joint monitoring reports will be consolidated and presented to the MoE, ETWG, REBs, and various stakeholders for comments and inputs, and then submitted to the National Steering Committee and the Annual Review Meeting for decision and guidance.

Annual Review Meeting

The Annual Review Meeting will be organized every year with the active participation of the regions, development partners, civil society and PTA representatives to assess the progress of the implementation of the annual plan, thereby identifying achievements, challenges and taking corrective actions.

Mid-term and final evaluation

A mid-term evaluation will be conducted to assess the achievement and status of ESDP VI against the KPIs at the mid-point of the plan period (2023/24). The findings of the evaluation will be discussed, and appropriate action will be taken on challenges encountered and objectives not achieved as planned. The mid-term evaluation will take stock of the initial lessons learned and address specific design, implementation and management issues or problems.

Thematic/specific studies and evaluations

In addition to regular monitoring, research and studies will be carried out to provide evidence to influence educational policy decisions. Specific issues may be identified, during the JRM and ARM, in particular regions and at the centre. Thematic studies may be commissioned to provide regional and central policymakers with the information they need to make evidence-based decisions to improve ESDP VI.

The final evaluation will be carried out at the end of the plan period, in the second half of 2025, by an independent body. The findings will be discussed and disseminated to the respective entities for policy, strategy and plan development.

Summary of key performance indicators (KPIs)

Progress in implementing the plan will be measured through the collection and analysis of performance data against the set target and baseline results. The design of KPIs will focus on the priority programmes: quality, relevance, access, equity, and governance, so that the implementation and progress of the ESDPVI is monitored in a compact manner. Key performance indicators should be few in number, measurable and manageable

Table 1: Key performance indicators for ESDP VI

KPIs (all targets are expressed in terms of women and men, where appropriate; all are expressed as percentages, unless otherwise stated). (Percentages are given in %, where appropriate)		2018/19	2020/21	2021/22	2022/23	2023/24	2024/25
GOVERNANCE AND FINANCE							
Institutional arrangements established with the new reform		Existing	100%				
Annual operational plan (implement- ing bodies that adequately address all relevant cross-cutting issues			100%	100%	100%	100%	100%
Share of Government budget to education		68 %	76.6%	68.86%	69.7%	70.58%	71.4%
Share of education budget from DPs and NGOs		21%	8.4%	19.74%	18.48%	17.28%	15.96%
Share of educational budget from community		11 %	15%	11.4%	11.8 %	12.2%	12.6%
		2018/19 T (F/M)	**2020/21**	**2021/22**	**2022/23**	**2023/24**	**2024/25**
QUALITY AND RELEVANCE							
QUALITY							
Textbook/learner ratios at different levels. (KG- primary, middle)		DNA	1:1	1:1	1:1	1:1	1:1.5
Students textbook utilization ratio at primary and middle level schools		DNA	100	100	100	100	100
Digitalized secondary schools teach- ing and learning materials		0	100	100	100	100	100
Qualified teachers at all levels	Pre-primary	15,000 (79.5/20.5)	20,900 (81.5/18.5)	26,800 (83/16.5)	32,700 (85/14)	38,600 (86/15)	44,500 (88/12)
	Primary and middle	57,824 (40.6/59.4)	10,2315 (43.5/56.5)	14,6806 (46.4/53.6)	23,5788 (49.2/50.7)	28,0279 (52.1/47.8)	32,4770 (55/45)
	Secondary	7,903 (19.3/79.7)	11,635 (20.2/78.9)	23,269 (21.2/78.2)	34,903 (22.1/77.5)	46,537 (23/76.7)	58,171 (24/76)
Licensed teachers at all levels	Pre-primary	DNA	13	26	35	43	50
	Primary	24.1	27	35	45	55	58.5
	Secondary	24.1	30	35	45	55	58.5
Vocational and technical teachers appropriately qualified for Grades 11-12.		DNA					100

KPIs (all targets are expressed in terms of women and men, where appropriate; all are expressed as percentages, unless otherwise stated). (Percentages are given in %, where appropriate)		2018/19 (F/M)	2020/21	2021/22	2022/23	2023/24	2024/25
Appropriately qualified school leaders at all levels	Pre-primary	0				5,285	10,571
	Primary and middle	66.4 (11.2/55.2)	76.4 (12.7/60.3)	86.4 (14.3/65.5)	96.4 (15.8/70.7)	100 (19/81)	100 (81.19)
	Secondary	62.8 (6.8/56)	72.8 (7.6/61.8)	82.8 (8.5/68.4)	92.8 (9.3/75)	100 (11/89)	100 (11/89)
Percentage of qualified school supervisors	Cluster supervisor	77.8 (5/72.8)	87.8 (9.4/72.8)	97.8 (13.8/72.8)	100 (18.3/72.8)	100 (22.7/72.8)	100 (27.2/72.8)
	Secondary	90	95	100	100	100	100
Percentage of licensed school leaders	Pre-primary	0	13	26	35	45	57.38
	Primary and middle	DNA	70	70	70	70	70
	Secondary	DNA	70	70	70	70	70
Percentage of satisfied teachers		65%			80		90
Attrition rate		2.6			1.5		1
Percentage of Grade 6, 8, and 12 students who score 50 or above on national learning assessments	Grade 6,	0					85
	Grade 8	25.2			75		80
	Grade 12	26.6		55			75
Percentage of pre-primary to sec- ondary schools level 3 and above	Pre-primary	5	15	25	30	37	45.2
	Primary	11	15	25	30	37	45.2
	Middle	11	15	25	30	37	45.2
	Secondary	11	15	25	30	37	45.2
Percentage of students in Grades 6,8 and 12 who scored 50 and above	Grade 6	NA		70	75	80	85
	Grade 8	34	50	60	65	75	80
	Grade 12		50	55	60	70	75
Percentage of Grade 2/3 student scored proficient and above on EGRA		4.2/8.1		36/48			50/50
Percentage of Grade 2/3 student scored proficient and above on EGMA		DNA			50/50		50/50
Percentage of Schools with digi- talized laboratory.		DNA	80	90	95	100	100
Number of students recognized in innovation		DNA	30	60	90	120	150
Percentage of teachers trained in mother tongue language proficiency skills		DNA	10	20	30	40	50
Percentage of teachers trained in English language proficiency skills.		DNA	10	20	30	40	50
Percentage of teachers trained in sign language.		DNA	10	20	30	40	50
Percentage of middle school English language teachers trained in English language skills special training. F/M		DNA	10	20	30	40	50
Percentage of schools that allocate at least half of the school grant for SIP teaching & learning domain.		DNA	60	70	80	90	100

KPIs (all targets are expressed in terms of women and men, where appropriate; all are expressed as percentages, unless otherwise stated). (Percentages are given in %, where appropriate)	2018/19 (F/M)	2020/21	2021/22	2022/23	2023/24	2024/25
ACCESS, EQUITY AND INTERNAL EFFICIENCY						
ACCESS						
Pre-primary GER	40/41	46/47	53/54	60/60	66/67	73/74
Grade 1 NIR	88/97	89/96	90/97	92/98	93/98	95/99
Primary grade 1-6, including ABE,GER	109/121	108/119	107/117	106/114	105/112	104/109
Primary grade 1-6, including ABE,NER	95/105	96/104	96/103	97/103	97/102	98/102
Middle school 7-8, GER	106/118	105/116	104/114	104/112	103/110	102/108
Middle school 7-8,NER	93/102	94/101	95/101	95/101	96/100	97/100
Secondary school 9-12, GER	30/34	35/39	40/43	45/48	50/52	55/57
Secondary school 9-12,NER	25/26	30/32	36/37	41/43	47/48	53/53
Pastoralist						
Pre-primary GER	12.7/14	21.5/22.6	30.3/31.2	39.1/39.8	47.9/48.6	56.7/57.3
Primary 1-6 GER	84.7/106.4	87.7/104.2	90.8/102.1	93.8/100	96.9/100	100/100
Primary 1-6 NER	65.7/82.3	69.5/84.2	73.3/86.2	77.1/88.1	80.9/90.4	84.7/92.1
Middle school GER	42.2/48.6	46.2/52.6	50.4/56.6	54.6/60.6	58.38/64.6	63/68.6
Middle school NER	16.1/17.1	22.7/23.5	29.2/29.9	35.8/36.4	42.3/42.8	48.9/49.2
Secondary GER	18/24	23.2/28.4	28.4/32.9	33.6/37.4	38.8/41.8	44.1/46.2
Secondary NER	12/15	17.3/20	22.6/25	27.9/30	33.3/35	38.6/4
Refugee Education						
Pre-primary GER	58.6/63.7	63.2/67.7	67.9/71.8	72.9/75.8	77.2/79.8	81.9/83.8
Primary 1-8 GER	54.9/78.6	58.8/80.9	62.7/83.3	66.6/85.3	70.5/88.1	74.4/90.5
Secondary 9-12 GER	7.2/17.2	15.9/25.3	24.5/33.4	33.1/41.4	41.7/49.5	50.4/57.6
Number of youth & adults aged 15+ years old participated in skills educa- tion programme	4,438,051	5,609,432	6,780,813	7,952,193	9,123,574	10,294,955
EQUITY						
GPI in pre-primary (index)	0.95	0.96	0.97	0.98	0.99	1.00
GPI in primary (index)	0.91	0.92	0.93	0.94	0.95	0.96
GPI in middle (index)	0.97	0.98	0.99	1.00	1.00	1.00
GPI in secondary (index)	0.87	0.88	0.89	0.9.	0.91	0.92
Enrolment Rate of Children with SNE, pre-primary	1.2/1.5	3/3.4	4.4/5.2	6.8/7	8.7/8.9	10.6/10.7
Gross Enrolment Rate of Children With SNE, Grade 1-8	9.7/12.3	12.7/14.8	15.8/17.3	18.8/19.8	21.9/22.4	25/25
Gross Enrolment Rate of Children With SNE, Grade 9.12	2.4/3.2	4.1/4.8	5.9/6.5	7.6/8.2	9.4/9.9	11.2/11.6
Number of female graduates in youth & adults life-skills education	1,997,123	2,627,194	3,257,265	3,887,336	4,517,407	5,147,478
INTERNAL EFFICIENCY						
Grade 1 dropout rate	25/25	23/23	21/21	19/19	17/17	15/15
Grade 1-6 dropout rate	18/17	17/16	15/15	14/13	13/12	12/11
Grade 1-6 repetition rate	6/6	5/5	4/4	3/3	2/2	1/1
Grade 7-8 dropout rate	12/12	11/11	10/10	9/9	8/8	7/7

KPIs (all targets are expressed in terms of women and men, where appropriate; all are expressed as percentages, unless otherwise stated). (Percentages are given in %, where appropriate)	2018/19 (F/M)	2020/21	2021/22	2022/23	2023/24	2024/25
Grade 7-8 repetition rate	5/5	4/4	3/3	2/2	1/1	1/1
Completion rate grade 6	79/86	81/87	83/89	85/90	87/92	90/93
Completion rate grade 8	60/64	63/67	66/69	69/72	72/74	75/77
Survival rate grade 7	31/29	35/33	39/37	43/41	47/45	50/50
USE OF DIGITAL TECHNOLOGY FOR THE EDUCATION SECTOR						
Percentage of students used Digital Technology for Assessment and Examination	0	100	100	100	100	100
Percentage of clear Online National Examination Platform established and communicated	0	100	100	100	100	100
Percentage of digital contents de- veloped for teachers' and leaders' online course	0	100	100	100	100	100
Percentage of school and college leaders and teachers licensed and re-licensed on line	0	100	100	100	100	100
Percentage of school leaders trained with online course	0	100	100	100	100	100
System developed and put in place to utilize Digital technology in data acquisition, processing and manage- ment	0	100	100	100	100	100
Percentage of schools utilizing pro- ducing and communicating quarterly, biannual and annual data using digital technology	0	100	100	100	100	100
Systems established to manage school, students and teachers' ID	0	100	100	100	100	100
Percentage of schools inspected online	0	100	100	100	100	100
Percentage of stakeholders ex- pressing satisfaction with quality of statistical information on education produced by MoE/REBs	0	100	100	100	100	100
Percentage of schools provided tablets equipped with learning re- sources	0	100	100	100	100	100
Number of secondary schools equipped with computers and virtual laboratories	0	100	100	100	100	100
Percentage of digitalized curriculum contents developed for primary, mid- dle, secondary schools & non-formal education	0	100	100	100	100	100
Percentage of students , teachers monitored through digital technol- ogy	0	100	100	100	100	100
Percentage of schools equipped with innovative ICT infrastructure and access programmes for special need students	0	100	100	100	100	100

Section 5

Cost and financing

Context

Over the past two decades, the education sector in Ethiopia has remained at the top of the country's priorities. The Government's strong commitment to education is reflected in a significant proportion of public resources regularly invested in the sector. With enrolment up to Grade 12 increasing from 10 million in 2003 to over 25 million in 2018, these efforts have resulted in remarkable progress, particularly in terms of access.

The Government's high level of commitment to the sector is also reflected in its spending priorities. Public spending on education has consistently outpaced other priority sectors as a percentage of GDP. In the most recent year for which data were available, education spending as a share of GDP (4.7%) was more than twice the next highest spending (road construction, 2.2%) and almost equal to the next highest 2-4 spending (agriculture, natural resources, and public health, 4.9%) combined. In addition, over the last four years, education spending has averaged 24.4% of public spending. For example, still maintained as the Government's number one priority, this share increased from 22.9% in 2013/14 to 26.1% in 2016/17. Furthermore, a regional analysis shows that, in sub-Saharan Africa, Ethiopia performs above average in terms of the share of GDP allocated to education. And it is a leading economy in terms of the proportion of public expenditure on education.

The nature of education spending has changed in recent years. In 2012/13, spending was split fairly evenly between capital and recurrent. Namely, 41.4% of the budget was for capital expenditure and 58% for recurrent expenditure. However, although in recent years both types of expenditure have increased, these shares have evolved differently: in 2017/18, 73.6% of education expenditure was recurrent and 26.3% was capital, meaning that recurrent expenditure has increased more than capital expenditure.

Budget execution was equally divided between regional and federal governments: in 2016/17, 48.9% of the education budget came from federal accounts, 51.1% from regional governments.

Distribution by sub-sector in education

The equal distribution of budget shares is accompanied by a clear division of responsibilities: while the Federal Government invests almost all its resources in higher education, the regional government is responsible for general education and TVET. In 2017/18, 91.4% of federal resources went to higher education. Now, with the division at federal level of the Ministry of Education into the Ministry of General Education and the Ministry of Science and Higher Education, a special effort may have to be made to protect the budget of the general education sector, so that the ambitions of ESDP VI can be achieved.

This may be a challenge. In 2017/18, general education received almost 44% of the country's investment in education, while a slightly larger share of public resources went to higher education, reaching 45.6%. In other words, the shares of the total budget devoted to higher education exceeded those for pre-primary, primary and secondary education combined. Higher education receives the most, even though the number of learners at university represents only 3% of the student population compared to 94% in basic education. Two fundamental reasons can be identified to explain this situation. First, the development of higher education started at a very low level: the country had only one public university and a few colleges before the launch of ESDP I in 1996/97. The expansion of higher education was therefore a necessity, even if it is capital intensive. Secondly, expenditure per student varies significantly by level. The unit cost is much higher for higher education than for other levels: for example, in 2017/18, expenditure per student in universities was 16.4 times that of secondary education, and 50.5 times that of primary education. In the same year, recurrent expenditure in Higher Education per student was 37.4 times that of a primary student.

The differences in expenditure by level are not unique to Ethiopia, but they are very high. A comparison with a diverse group of other countries in Figure 2 shows that Ethiopia spends much more on tertiary education as a proportion of its total education expenditure than the other countries in the table. Ethiopia's share of education spending on tertiary education (46%) is more than twice that of all but two of the other 17 countries shown.

To meet this challenge, the Government is committed to increasing funding for general education, which is reflected in the simulation results presented in this section.

Figure 2: Distribution of education expenditures by sub-sector
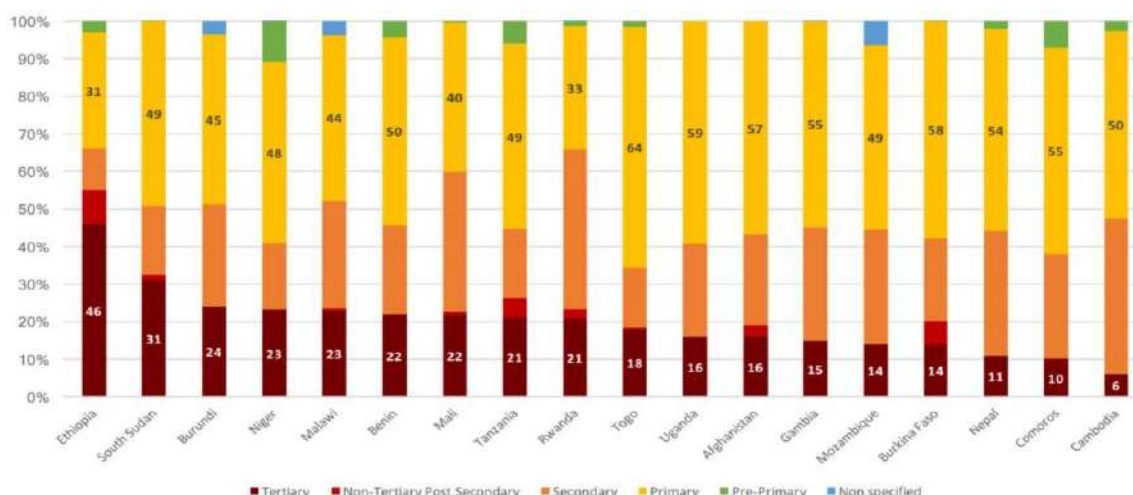
Criteria used for the simulation

Key objectives

The cost of ESDP VI depends primarily on its main policy objectives, which are translated into specific intake and internal efficiency targets. As part of the Government's overall vision of becoming a lower middle-income country, several key objectives of ESDP VI were defined: the achievement of universal primary education; the expansion of pre-primary and secondary education; the inclusion of ICT; and salary reform to improve quality by maintaining teacher motivation.

The description of the priority programmes mentioned all specific objectives. The most important ones in terms of costs are briefly presented below. They are all to be achieved by 2024/25, unless otherwise stated:

- ☪ GER for pre-primary will reach 74% mainly due to the expansion of kindergartens and 'O' classes for 5-year-olds. The share of public kindergartens will remain stable over the plan period (23%).
- ☪ GER for primary education will be 104/109% (girls/boys).
- ☪ GER for basic education (primary and middle) will be 99/104% (girls/boys).
- ☪ GER for secondary education will be 55/57% (girls/boys).

- ☪ 100% of teachers in kindergarten, primary, middle, and secondary schools will receive in-service training of various types.
- ☪ 100% of pre-primary (kindergarten and 'O' classes) and primary school students and 50% of middle school students will receive school feeding (public schools only).
- ☪ Reflecting the more affordable nature of ICT, the costs related to ICT and in-service teacher training are set at 80% of the initial unit costs.
- ☪ Education for refugees will be expanded.
- ☪ The number of adults participating in adult education programmes will be doubled.

Assumptions on norms and standards of resource use

The cost of further expansion and improvement of the education system under ESDP VI depends heavily on norms and standards related to the use and cost of human and material resources. Some of the key assumptions are listed below.

Regarding salary costs (teaching and non-teaching staff), the simulation predicts that salaries will start to increase in 2022/23 in line with the salary reform, while teachers' qualifications will improve over the plan period.

Table 2: Key assumptions for costing

Pre-primary	Target
Student-teacher ratio (kindergarten)	49
% of enrolment in non-government kindergarten	77%
Basic education (primary and middle)	
Students per school	600
Student-teacher ratio	40
% of enrolment in non-government schools	5%
Secondary education	
Students per school	1000
Student-teacher ratio	24
% of enrolment in non-government schools	6%
Adult and non-formal education	
% of learners in government centers	25%

Macroeconomic framework for ESDP VI

Despite the focus on education at all levels of government, the sector is likely to face financial constraints in the coming years due to the economic impacts of the COVID-19 pandemic. Ethiopia has distinguished itself as one of the fastest growing economies in the world, with an average growth rate of 9%. However, due to the pandemic, the government has revised economic growth downwards, especially for the first three years of the plan period (Table 3). This will certainly influence the evolution of resources available for education. The simulation model reflects the financial impact on education resources and funding gaps.

Table 3: Projected GDP growth (million ETB, 2019 price)

	2020/21	2021/22	2022/23	2023/24	2024/25
GDP	2,472,056	2,620,379	2,830,010	3,070,560	3,346,911
% of growth	6.0%	6.0%	8.0%	8.5%	9.0%

Source: Data provided by National Planning Commission.

As we saw in the previous section of this chapter, general education received only 44% of the total education budget, while higher education was allocated 46%. In 2018/19, the share of general education as a % of GDP was about 2%, which is low compared to international experiences. The Government plans to increase the budget for general education during the ESDP VI period. In the simulation, it is assumed that the share of general education as a % of the total government budget will increase from 9.7% in 2018/19 to 13.7% (Table 4). This means that the general education budget will reach 3.0% of GDP in 2024/25, which is more in line with international examples.

Table 4: Projected education budget (million ETB, 2019 price)

	2018/19	2020/21	2021/22	2022/23	2023/24	2024/25
Education budget	44,363	63,629	72,918	85,006	92,290	100,658
% of total government budget	9.7%	10.3%	11.5%	12.8%	13.2%	13.7%
% of GDP	2%	2.6%	2.8%	3.0%	3.0%	3.0%

Total cost and funding gap for ESDP VI

Cost of ESDP VI

Table 5 shows the total projected cost of ESDP VI by programme (costs related to programmes 2 and 7 have been integrated into programmes 1, 3, 4, 5 and 6).

The main driver of the increase is teachers' salaries, following the recent reform. As shown in Figure 3, the cost of teacher salaries is expected to increase by about 24 billion Birr over the ESDP VI period. This is an increase of 47% in 5 years. Other cost factors are related to school expansion and modernization (especially at the secondary level), as well as universal school feeding coverage for pre-primary and primary students, and coverage of 50% of middle school students.

Table 5: Costs by programme (million ETB, 2019 price)

Programmes	2020/21	2021/22	2022/23	2023/24	2024/25
Programme 1: System strengthening, Governance and accountability	13,458	14,102	15,999	17,912	19,949
Programme 3: Quality enhancement and relevance to job market	38,532	40,619	46,291	52,448	59,117
Programme 4: General education access, equity and internal efficiency	20,749	25,527	30,436	35,456	40,305
Programme 5: Youth and adult non-formal education	753	913	1,073	1,234	1,394
Programme 6: Use of digital technology for the education sector	3,693	3,693	3,693	3,693	3,693
Unallocated	261	306	382	464	550
Total	77,446	85,162	97,875	111,206	125,008

Due to the substantial increase in the cost of teacher salaries and school feeding, the share of recurrent costs in the total cost is expected to increase from 70% in 2020/21 to 81% in 2024/25. This indicates that a reorientation of capital investment towards recurrent costs may be necessary during the ESDP VI period.

The allocation of resources by sub-sector is expected to remain stable over the plan period (Figure 4). The largest share of costs will remain in basic education (Grades 1-8), with about 55% of total costs, with secondary education (Grades 9-12) requiring about 35% of total costs.

Table 6: Percentage of recurrent and capital cost

	2020/21	2021/22	2022/23	2023/24	2024/25
Recurrent	70.4%	72.9%	76.2%	78.8%	81.2%
Capital	28.6%	26.1%	22.7%	20.1%	17.7%
Unallocated	1.0%	1.1%	1.1%	1.1%	1.1%

Education
Sector
Developm
ent
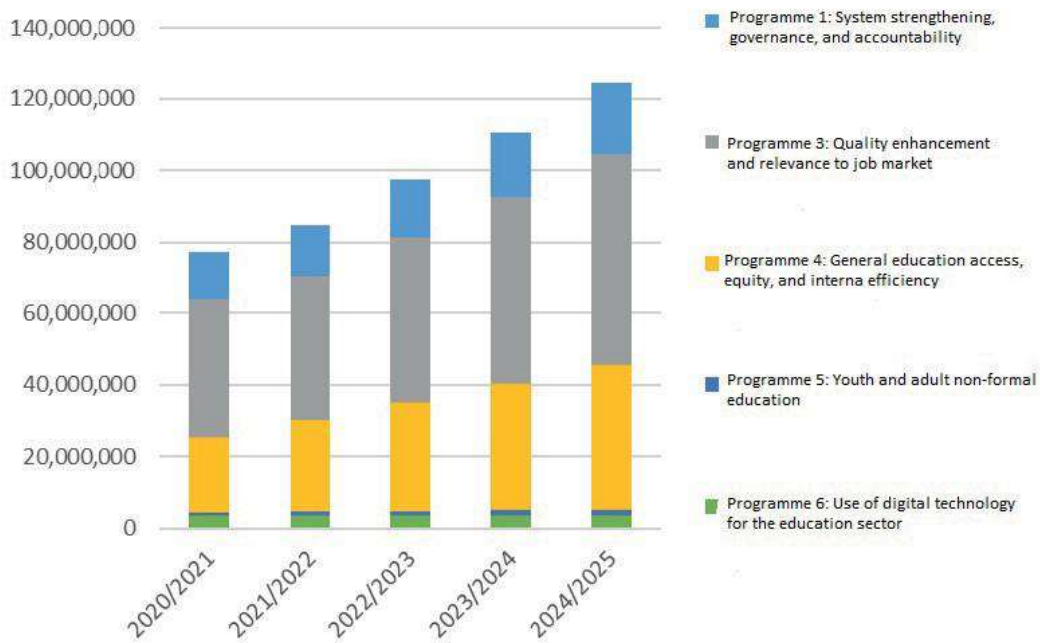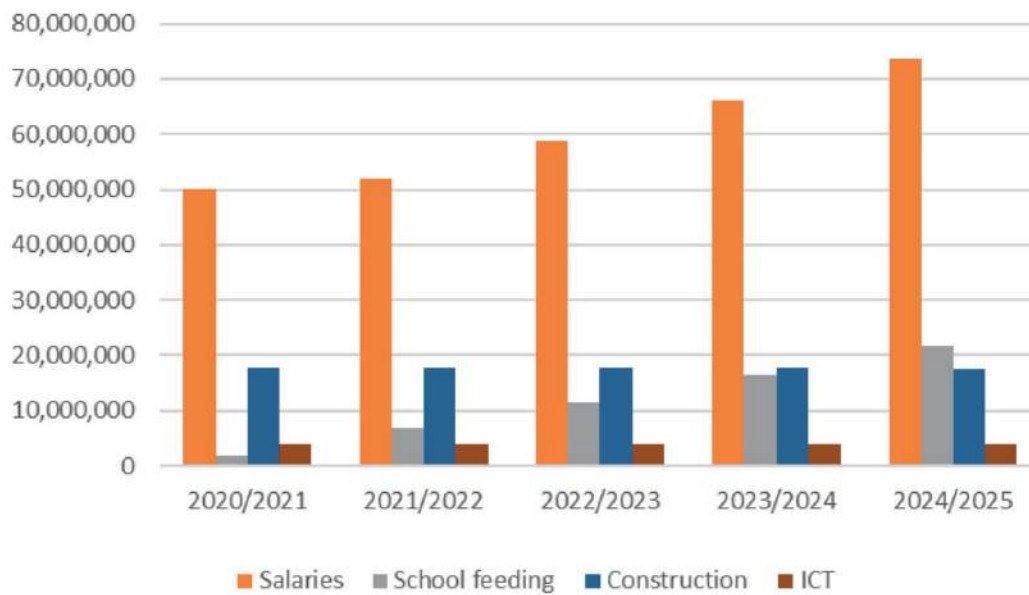Program
me VI

Figure 3: Cost by programme

Legend:
- Programme 1: System strengthening, governance, and accountability
- Programme 3: Quality enhancement and relevance to job market
- Programme 4: General education access, equity, and interna efficiency
- Programme 5: Youth and adult non-formal education
- Programme 6: Use of digital technology for the education sector

Figure 4: Cost by type

Legend: Salaries · School feeding · Construction · ICT

Figure 5: Cost by level
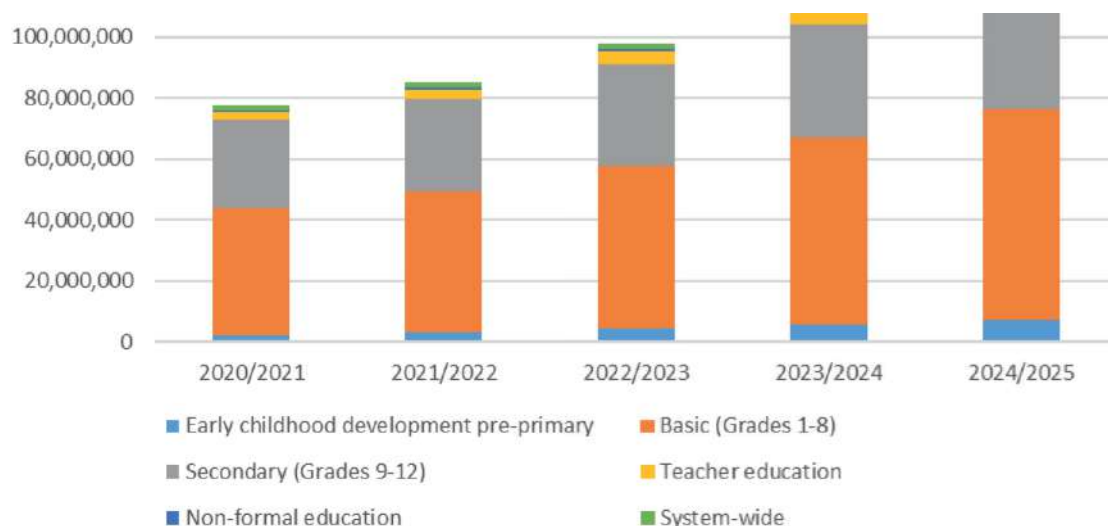
Table 7: Projected costs by level (million ETB, 2019 price)

|	2020/21	2021/22	2022/23	2023/24	2024/25	Average %
Early childhood development/ pre-primary education	2,153	3,145	4,340	5,716	7,066	4%
Basic éducation (Grades 1-8)	41,700	46,197	53,460	61,254	69,049	55%
Secondary education (Grades 9-12)	29,097	30,236	33,265	37,041	41,384	35%
Teachers' education	2,341	3,097	3,946	4,038	4,038	4%
Non-formal education	753	913	1,073	1,234	1,394	1%
System-wide	1,403	1,574	1,790	1,923	2,076	2%
Total	77,446	85,162	97,875	111,206	125,008	100%

Funding gap

Due to the unfavourable economic environment caused by the COVID-19 pandemic, combined with the increased demand for resources to implement the recent teacher salary reform, the funding gap is expected to remain even with the delayed implementation of the salary increase. The funding gap will be between 12 and 18% over the plan period (Figure 6). The total financing gap for the ESDP VI period is expected to be ETB 77 billion (15% of total expenditure), with annual financing gaps presented in Table 8 below. The funding gap is expected to be smallest in 2022/23 (12%) but will start to increase in the last two years of the planning period due to the expected increase in salaries. However, the gap can be expected to narrow after the ESDP VI period, when the Ethiopian economy fully recovers from the impact of COVID-19 and wage growth stabilizes.

Table 8: Annual funding gap (million ETB)

	2020/21	2021/22	2022/23	2023/24	2024/25	Total
Funding gap	13,063	11,330	11,795	17,683	22,955	76,826
%	17%	13%	12%	16%	18%	15%

Figure 6: Projected funding gap over the ESDP VI period
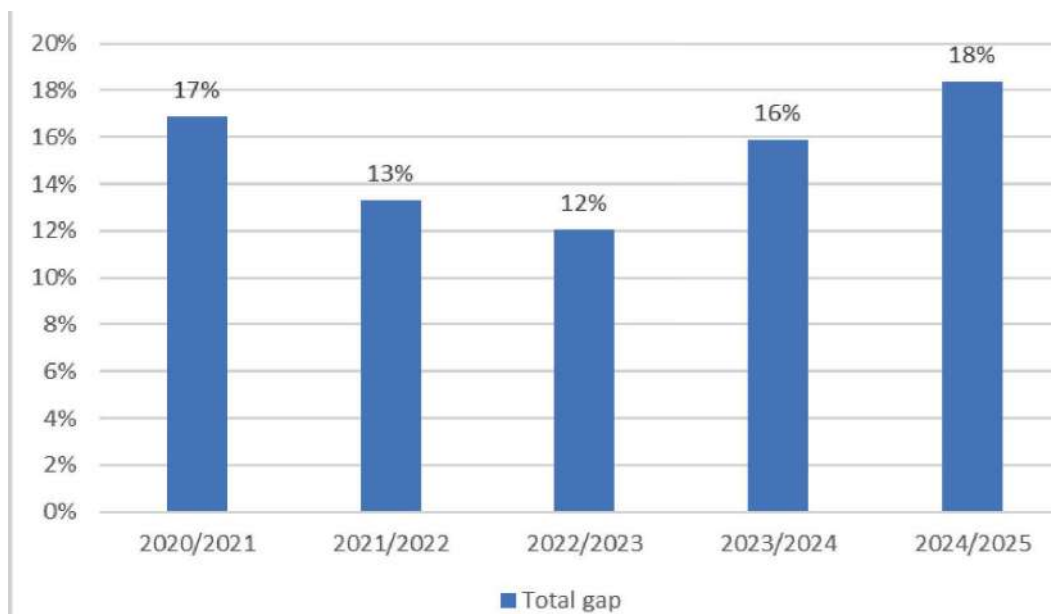
Contributions from partners, the private sector, and households

The results of the above simulation show that even when the government increases its funding for general education and adjusts the implementation of the plan, funding gaps remain. The availability of external resources is therefore of paramount importance.

The Government budget is the main source of funding for the implementation of ESDP VI. At the same time, the implementation of this programme will require that other sources than the government contribute to the financing of education: external aid, community contributions and internal revenues can be additional sources for the education sector. For this reason, a financial and resource mobilization strategy that addresses the need for additional resources to improve the quality of education in Ethiopia will be developed, while the Government will seek further efficiencies in the implementation of the plan.

Communities have played a key role in the progress of the education sector. In Ethiopia, there is a tradition of strong community support for education – in terms of cash and in-kind support for classroom construction, and in terms of school management and decision-making. The expansion of schools in local areas has been led by communities with the support of woreda and REB officers. The education roadmap foresees strengthening the role of communities in the education sector by developing a system that maximizes parental involvement in the overall school programme and by establishing a community financial support system to improve the quality of education. Particular attention will be paid to equity, especially in the context of the highly volatile economic situation and the COVID-19 pandemic.

The progress in education in Ethiopia in recent years has been supported by NGOs and international partners. In addition to their financial contributions, they have also provided personal support to the implementation of education programmes. Their contributions have helped to fill the resource gap in recent years and are expected to continue to do so. During the ESDP V period, donor contributions reaching government accounts averaged $156 million per year. This represented almost 6% of the total education budget (Figure 7).

Figure 7: Education budget and donor's contributions to education during ESDP V period
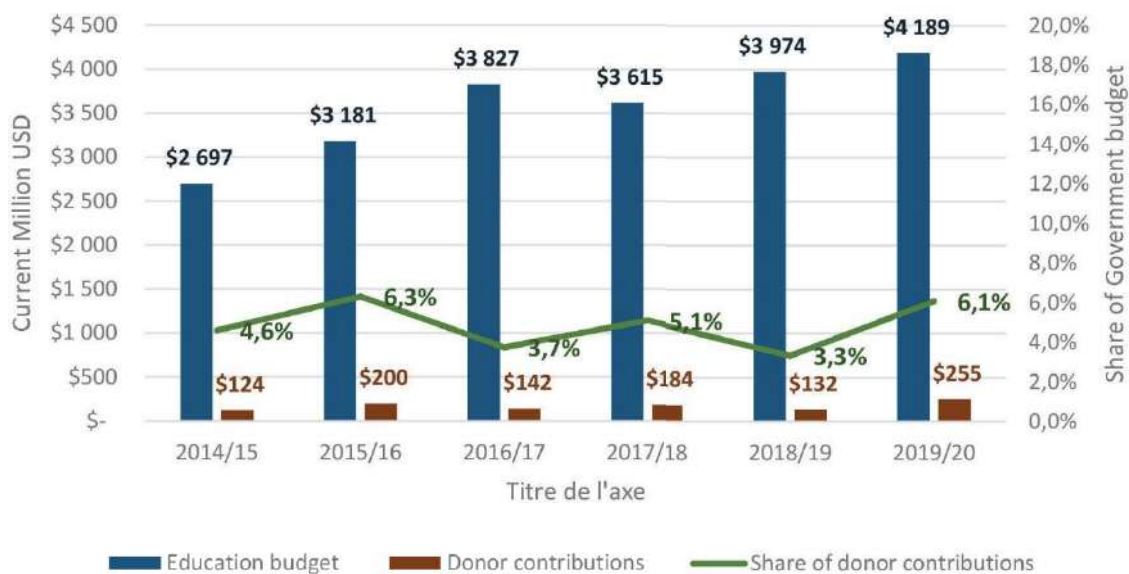
The plan is to continue to mobilize support from all relevant stakeholders and NGOs. Major projects are underway and, although there is some uncertainty about the level of investment by partner countries due to COVID-19, it is expected that donor support will remain at current levels throughout the ESDP VI period.

Additional resource mobilization efforts will be made with donors to offset the financial impact of COVID-19 on educational resources and support transformative changes in general education in Ethiopia.

Section 6

Major assumptions, risks, and mitigation measures

The strategic planning process is the only key time to overcome idle speculations and actually manage assumptions, risks and mitigation measures. It is useful to make a distinction between internal and external risks. Internal risks are those that are internal to the education sector itself.

They are therefore much more within the control of education sector planners and managers than external risks which may occur outside the education sector, and for which educational responses are inadequate. Within the framework of its specific history and cultural and social characteristics, each country has its own set of internal and external risks. The assumptions are directly related to the risks. They represent specific situations that will be essential for the successful implementation of a large-scale educational intervention, such as an educational development plan.

Assumptions

The following have been identified as major assumptions and opportunities for the implementation of ESDP VI.

ƒ 1.   Government commitment to education

ESDP VI is prepared and implemented in line with the Education and Training Roadmap. The Ethiopian Government has given due attention to the realization of the roadmap through this strategic plan. Major changes and reforms have been made from the past in many areas. There is a remarkable commitment to invest in the introduction of digital technology at all levels. Indeed, the Ethiopian Government has a comprehensive vision of development that indicates a strong commitment to this, not only in the education sector but also at the cross-sectoral level, through its vision of becoming a middle-income country by 2025.

ƒ 2.   A shared vision for the education sector

The focus on quality, inclusion and equity of education and lifelong learning opportunities for all to achieve the SDG4 target is of high importance, from the federal to the woreda level. The issue of quality is a hot topic. The contribution of the community and parent-teacher associations (PTAs) at school level is also encouraging. To ensure a coherent implementation of ESDP VI, the federal level will work closely with the regions to provide technical advice for the preparation of regional plans and to engage in joint operational planning and monitoring of ESDP VI for its successful implementation.

ƒ 3.   Support from development partners

Although the Government has demonstrated its commitment by allocating 25% of its annual expenditure and 4.5% of the country's GDP, the amount of resources needed for the education sector is very difficult to cover from the public budget. With this understanding, the contribution of development partners to support the education sector over the past five years has been significant; and as such, this contribution will hopefully continue on the usual trend.

ƒ 4.   Contribution of the private sector and local and international NGOs

Currently, the expansion of public schools has increased from time to time, sharing the burden with the Government. The contribution of NGOs and local development organizations and associations to the education sector is another opportunity. Regional and local development allocations make a commendable contribution to the expansion and equipping of schools that do not meet minimum standards.

Risks

Some risks are integral to the education sector.

ƒ 1.   Emergency and natural disaster

In recent years, Ethiopia has experienced several periods of drought that have severely affected food security in some areas. Emergencies such as those caused by natural disasters affect all aspects of human life, including education. People may have to move. Children may not be able to go to school. Education funding may be diverted to emergency response and food.

ESDP VI has foreseen a cross-cutting programme on education in emergencies to ensure a rapid response to circumstances arising from the emergency.

ƒ 2.   Economic growth and the funding gap

Over the past two years, Ethiopia has experienced double-digit economic growth. However, this fiscal year's performance is 8% due to the Covid 19 pandemic. If the situation does not improve, the economic growth rate could be lower than this figure.

ƒ 3.   The Covid-19 pandemic

The current global phenomenon and pandemic is affecting the education sector in several ways. All schools are closed at present. If the pandemic continues, the education system may face a challenge to conduct the learning and teaching process in the usual way.

Mitigation measures

To mitigate the above risk, in particular the risk of a Covid 19 pandemic, efforts will be made to ensure that the teaching and learning process is conducted smoothly in a safe and healthy environment. Schools should be well equipped with WASH installations. The pupil/classroom ratio will be preserved, and a special Covid response plan will be developed and implemented in the education sector.

In addition, the pandemic has necessitated and created the opportunity to develop and use digital learning and teaching as appropriate. In addition to minimizing the risk of Covid 19 in schools, the transformation will facilitate and enhance the introduction of digital technology, increasing innovation and learning platforms as well as the use of flexible anytime, anywhere learning.

As for natural disasters, the education sector is working closely with the Natural Disaster Risk Management Agency and the Preparedness plan. The strengthening of the education cluster is essential for dealing with education in emergencies.

Regarding the funding gap, a strategy needs to be developed and implemented to mobilize national resources, involving communities and the private sector. It is also expected that the funding gap in the education sector will be reduced through close partnership with bilateral and multilateral partners and other stakeholders. In addition, the sector should use available and allocated funds effectively and efficiently.