The Federal Democratic Republic of Ethiopia

Education Sector Development Programme V (ESDP V)

2008 - 2012 E.C.
2015/16 - 2019/20 G.C.

Summary

Federal Ministry of Education

Addis Ababa

This summary is intended to provide the reader with a snapshot of ESDP V. It covers all sections of the full document, summarising the development context; the education policy framework; plan goals, objectives and targets; and processes for implementing, monitoring, evaluating and financing ESDP V.

For further details on any section, please see the full ESDP V document.

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Figure 1: Abbreviations used in this summary

EMIS	Education Management Information System	IFAE	Integrated Functional Adult Education
ESDP	Education Sector Development Programme	TVET	Technical and Vocational Education and Training
HIV/ AIDS	Human Immunodeficiency Virus infection and Acquired Immune Deficiency Syndrome		

Summary

National development context

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National development context

Ethiopia is a big, diverse country with a population of over 95 million, in more than 90 ethnic and linguistic groups. A rapidly growing population, swift urbanisation and an age structure in which 44% of the population is between 0 and 14 years provide insights about Ethiopia's potential for social, political and economic change and development.

Ethiopia is embarking on its fourth macro-economic development programme since 1995, all of which have been designed to accelerate the reduction of poverty. The central objectives of these national strategies are to address the human development needs; achieve the Millennium Development Goals and future Sustainable Development Goals; and move Ethiopia towards a middle-income economy by 2025.

Ethiopia is driven by its vision to become a middle-income country by 2025. The vision has been backed by prudent macro-economic policy and significant investments in infrastructure. As a result, the economy has experienced strong and broad-based growth over the past decade, averaging around 10% per year over the period 2003/04 to 2012/13.

Achieving this vision will also require further expansion of access to high-quality basic education and special efforts to improve the overall literacy and numeracy level of the population. It demands that human resource development be strengthened by training competent and innovative people, and that regular adjustments to education and training be made so that human development investments focus on equipping a workforce which can meet the various productive sectors' needs.

Education development context

A summarised education development context is not included. If it were to be included, so many of the details, which are critical to the correct interpretation of the picture, would be lost. Huge progress has been made in the past five years, as was made in the decade preceding that. Learning levels, however, remain low, dropout and repetition high, and quality of inputs and processes, while improving, are not being effectively converted into educational gains.

Overall, there remain cross-cutting challenges for the education system, which relate to increasing participation and completion, enhancing equity – in relation to gender, geography and relative disadvantage – and improving quality as a basis for improved learning outcomes. These challenges are valid at all levels, from pre-primary, through adult education, to higher education. These challenges guide all plan priorities and objectives.

The education development context is elaborated in the full ESDP V plan.

Education policy framework

The Education and Training Policy of 1994 has, to date, been the inspiration for four medium-term Education Sector Development Programmes (ESDP). ESDP V will be the fifth medium-term plan which serves as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20.

Managing the massive investment that is necessary to support education for an expanding population is not easy. Strong leadership and direction, and effective cooperation and communication across all education levels and amongst ministries in multi-sectoral efforts, will be essential. This endeavour will be supported by the approval and introduction of an education law, currently at the draft stage, during the period of ESDP V.

The priorities of the education and training system in Ethiopia are to:

- Provide equal opportunities and participation for all, with special attention to disadvantaged groups;

- Deliver quality education that meets the diverse learning needs of all children, youth and adults;

- Develop competent citizens who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology;

- Promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilising and using resources efficiently;

- Assist children, youth and adults to share common values and experiences and to embrace diversity.

The choice and overall structure of priority programmes

Six priority programmes have been selected for ESDP V. Priority programmes are guided by educational levels and themes and reflect the objectives and strategies for the whole sector – from pre-primary to tertiary education.

Given the scale of general education, two priority programmes are included. The first focuses on quality; the second focuses on access, equity and internal efficiency. For the other levels, these quality, access, equity and efficiency concerns are dealt with together. In addition, given its importance to the implementation of the plan, a priority programme for management issues is presented. The priority programmes are:

▎ Capacity development for improved management

▎ General education: quality

▎ General education: access, equity and internal efficiency

▎ Adult and non-formal education

▎ Technical and Vocational Education and Training

▎ Higher education

Integration of cross-cutting issues within the six priority programmes

The education system faces a number of challenges which are not limited to one sub-sector – such as primary or higher education – but are present throughout the system, in most, if not all, sub-sectors. They relate to the following cross-cutting issues: Gender; Special needs and inclusive education; HIV/AIDS; Education in emergencies; School health and nutrition; Drug and substance abuse prevention; Water, sanitation and hygiene. Precisely because these issues present a challenge within each sub-sector, it is important that there be programmes and activities within each of these sub-sectors to overcome them. It is equally important that the actors and bodies with responsibility for each respective sub-sector feel accountable for their successful implementation.

This plan therefore has opted to integrate these cross-cutting themes within those sub-sectoral priority programmes, wherever action is needed. This approach is very different from the one followed in ESDP IV, where cross-cutting issues were included as priority programmes in their own right. Unfortunately, the existence of these programmes did not guarantee that significant attention was paid to them during the plan's implementation, indeed rather the opposite.

To provide additional support to their coordination and implementation, the cross-cutting issues' strategies will be coordinated and monitored across the sector by a 'unit' at federal and regional levels and focal persons down to all woreda offices, universities and Technical and Vocational Education and Training (TVET) centres. This structure will not duplicate the roles of the already established responsible bodies for HIV/AIDS, gender and special educational needs but will instead play a supporting role to ensure that all officers at all levels are taking full responsibility to deliver their part in respect of joint targets.

Capacity development for improved management

The **goal** for improving management in the education sector is:

▎ "to improve the management of the education system so that decisions are made and implemented which improve institution performance and student achievement".

The final purpose of the educational administration is to deliver quality education services to all students. In all regions, woredas have important autonomy in the management of material, human and financial resources. Woredas allocate budgets to schools – based on their planned needs – and should provide school leaders and communities with the information that can help them to improve management decisions. ESDP V will ensure that management of the education sector is both efficient and effective.

This will require a review of the structure of the education administration and, especially, clarity about the roles and responsibilities of all actors in this system, particularly the relationship between the Ministry of Education and the Regional Education Bureaus and the levels of accountability for resource-related output targets.

The proper functioning of the administration demands that information is collected, analysed and used to inform decisions. Where evidence on performance is available, the management system needs to be able to respond quickly. More autonomy will be provided for institutions at TVET

and higher education levels in order to improve the quality of education, and this will be matched with better accountability for quality and efficiency. The sharing of performance information will help improve coordination between actors, and other activities will be implemented to further strengthen communication.

Finally, a productive administration needs competent staff and sufficient resources. Professional development programmes will be provided for all posts, to improve staff implementation skills, and all offices will be provided with the required minimum resources. The approach will learn from the lessons of ESDP IV and will ensure that there is better alignment between the new national education strategic plan (ESDP V) and the annual and monthly plans of Ministry of Education directorates, regions, zones, universities and woredas.

General education: quality

The **goal** for improving the quality of general education is:

> ▌ "to improve the quality of general education in order to motivate children to complete primary and secondary school and provide them with the knowledge, skills and values to become productive and responsible citizens".

Great efforts are underway to improve the quality of education, and these will continue and improve with a focus on core foundation skills in early grades, which affect all subsequent stages of the education system. Teaching will be developed as a profession of choice. Education policies and practices will improve teachers', facilitators' and school leaders' skills through revised continuous professional development programmes. Pedagogical skills, core foundation literacy, numeracy and language skills will be prioritised for teachers. School leaders' professional development will be adjusted to focus on instructional leadership that can improve the teaching and learning process.

A revision and modernisation of the school curriculum will continue, with an academic focus on mathematics and sciences, and will introduce some flexibility to the curriculum, to enable differentiation so that teachers can target curriculum content at learners depending on their needs and preferences. The curriculum update will pay attention to modern technology, vocational topics and education for greater creativity and entrepreneurship, in line with the priorities of the second Growth and Transformation Plan. Curriculum implementation will be supported through the development and dissemination of good-quality learning materials, with a focus on the acquisition of core foundational skills.

Each school will be supported in the development of a school improvement plan and provided financial grants to cover budget needs. Each school will develop a strategic plan for that school to help it to deliver a quality environment and education for its students. Each school improvement plan will extend beyond planning the development of effective school facilities and a sound learning environment: each school improvement plan will also ensure that core foundation skills are taught effectively to learners, that teachers are well qualified and prepared and that communities are involved in the support of the school.

The use of information and communications technology will help teachers and students develop the skills and technologies that Ethiopia will need in its future work force. Facilities and equipment will be provided, with solar tablets and similar devices for schools in rural and pastoralist areas that have no reliable electricity supply. Digital content development will cover all core-curriculum subjects and reach to provide supplementary materials related to identified cross-cutting issues.

As part of ensuring an effective quality assurance system is in place, school minimum standards for inputs, processes and outputs will guide the growing school inspection service. A licensing system will ensure that teachers are competent in subject knowledge and pedagogical skills, and a national programme of regular assessment of student achievement will feed results back to schools in order to monitor the overall performance of the education system.

General education: access and equity

The **goal** for improving access and equity in general education is:

> ▌ "to provide all children with access to pre-primary education for school preparedness and access to nearby institutions in which they can complete the full eight years of primary and two years of general secondary education".

All children will have access to schooling, and remaining barriers to learners' participation in schooling will be removed. There will be fair treatment for each child, and no child will be discriminated against because of low income, gender, creed, race, location or disability. No child should be out of school at any stage during the primary school years. The urban/rural divide disadvantages those living in more isolated rural areas, and those of lower socio-economic

status do not have equal access to education after Grade 4. No parent should be in a position where financial barriers prevent the enrolment and continuous attendance of a child in school. Equitable provision of funding with special consideration for the disadvantaged areas, which local schools have access to, will assist in devolving responsibility to local communities for delivering education.

The system will endeavour to increase the numbers of pre-school children who have access to Early Childhood Care and Education in all regions, with a focus on providing first for the most disadvantaged groups. Final efforts will be applied to ensure full on-time enrolment, particularly of girls. Thereafter student participation and completion is prioritised, especially in the second cycle of primary and in the first cycle of secondary education. The Ministry of Education, in collaboration with Regional Education Bureaus, zone (where relevant) and woreda education offices, will put policies in place that ensure that there are sufficient secondary school places – in all areas – available to achieve the objective of a secondary education place for each transitioning child.

The government will examine the reasons for the incidence of high repetition rates and will develop policies that will reduce and eventually eliminate the need for children to repeat classes. Similarly, the reasons for children dropping out of school will be examined, and appropriate policies will be put in place to support children to continue in school and to eliminate the need for them to drop out of the system. Additional support and resources will be provided to schools and teachers in areas that repeatedly face emergency situations. These strategies will permit continuation of learning irrespective of external shocks.

Barriers that get in the way of girls' participation in education will be addressed, so that there is equitable access in the education system for both boys and girls. Students with special learning needs have not yet been provided for adequately; policies will be developed so that such students will be able to access help and support (both financial and non-financial) to assist them with their education.

Adult and non-formal education

The **goal** for adult and non-formal education is:

▎ "to create a learning society by providing adult and non-formal education linked to lifelong learning opportunities that meets the diverse learning needs of all and which contributes to personal, societal and economic development".

Activities that will be supported focus on creating and sustaining a literate environment. Institutional capacity will be strengthened through the development of a more coordinated structure for adult education provision in communities and the introduction of minimum standards and a quality assurance system.

Training programmes for facilitators and adult education tutors will be provided and will include andragogy as a core component. The development of relevant quality materials that can be used to teach learners and apply literacy in real-life situations, through the Integrated Functional Adult Education (IFAE) course and community learning centres, will continue.

Regions will develop appropriate learner-centred curricula in their own languages, which will serve as lead frameworks for IFAE and post-literacy materials development to the woreda-level. Adult literacy curricula and programmes will be strengthened for relevance, particularly to females. IFAE graduates will be provided with opportunities to transfer to formal education and TVET, or to pursue post-literacy courses.

Technical and Vocational Education and Training

The **goal** for TVET is:

▎ "to produce a lower- and middle-level, competent, motivated, adaptable and innovative workforce, which can contribute to poverty reduction and social and economic development through facilitating demand-driven, quality TVET and transfer of demanded technology".

The policy objective is to increase the quantity and quality of effective and accredited TVET and to increase the relevance of TVET in terms of courses and technologies developed and transferred to industry. This policy objective will be approached by fostering and supporting industry ownership of the TVET system. Occupational standards will continue to be developed through collaboration between industry and training institutions. Standardised assessment tools will be developed and used by industry assessors, based on occupational standards.

Accessibility to TVET will be increased by expanding and establishing new TVET institutions so that relevant training is available in woredas which previously did not have access. Multiple pathways will be developed so that various kinds of training are available: short-term informal training, on-the-job training in work places, training involving various combinations of on-job and off-job training and longer-term training to achieve work-relevant skills. To support manufacturing

quality and productivity, the engineering centre of excellence will be expanded; welding centres will be established in five TVET centres; and well-qualified industry trainers and experts will be recruited at appropriate levels for all disciplines.

Industry extension services will support micro and small enterprises to improve skills and organisational management, leading to increases in productivity, relevance and competitiveness. These services will focus on the technical and entrepreneurial skills of craftsmen and craftswomen with a view to supporting the development of export-quality manufacturing.

Higher education

The **goal** for higher education is:

> ▍ "to produce competent graduates who have appropriate knowledge, skills and attitudes in diverse fields of study; to produce research which promotes knowledge and technology transfer based on national development and community needs; and to ensure that education and research promote the principles of freedom in exchange of views and opinions based on reason, and democratic and multicultural values".

Increasing the enrolment capacity of higher education institutions will be achieved through a programme of university expansion and consolidation. New universities will be established and existing institutions will be strengthened. Disparities in participation among disadvantaged groups will be addressed. Increased participation in higher education by female students and greater involvement of female staff in teaching, research, leadership and management are key policy objectives. Initiatives to increase participation in higher education by students with disabilities will also be undertaken.

Policies to develop and implement inter-institutional quality assurance systems and the existing programme of external evaluation and review will be extended. The strengthening of university–industry partnerships will provide bilateral benefits. Universities will consult industry stakeholders for support and guidance during curriculum development and revision. Industry experts will be invited to teach and advise, and students will be encouraged, through the internship programme, to develop industry experience during their studies.

Research capacity at universities will be enhanced through the development of performance-based systems that recognise and reward research excellence and research which supports community and national development objectives. University–industry linkages will inform the research agenda, and institutions will be supported to increase their research funding from work that links directly to practice. Staff qualifications for teaching and research will be improved, with the objective of increasing staff shares with Master's and Doctorate-level degrees.

New cost-recovery policies will be investigated for tertiary education in order to help reduce government expenditure at this level and to achieve a more equitable distribution of public expenditure by sub-sector. There will be a focus on ensuring that there is a better match between higher education graduates and the employment market locally and internationally through improving communication channels between employers and universities.

Expected plan outcomes

The ultimate objective of ESDP V is to improve the attainment and learning outcomes for all students. Strategies are designed and selected to improve the learning opportunities for children, youth and adults. The design of ESDP V is intended to cascade down into regional and local annual work plans. These more specific plans will be derived from the broad goals and objectives of ESDP V. All efforts combined will affect these outcomes.

In order to monitor whether strategies are leading to the expected outcomes, student and system performance must be regularly evaluated. This starts in the classroom with continuous assessments and school-level testing. At the national level, the following table sets out selected learning outcome, attainment and management targets, reflected in a list of key performance indicators for ESDP V.

Figure 2: KPIs for ESDP V

KPIs (All targets stated as female / male where relevant; all expressed as percentages unless stated)	Baseline (2013/14 unless stated)	2015/16	2016/17	2017/18	2018/19	2019/20
Finance and management						
Government public expenditure on education and training	23.3 (2012/13)	25.0	25.0	25.0	25.0	25.0
Annual operational plans (all implementing bodies) that adequately address all relevant cross-cutting issues	N.A.	100	100	100	100	100
Schools receiving school report cards as an input to planning and management	0	10	20	30	40	50
ESDP V implementing 'units' (federal directorates and TVET agency, REBs and TVET agencies, universities) with multi-year strategic plan	N.A.	100	100	100	100	100
Access						
Pre-primary GER	33/35	48/50	56/58	64/65	72/73	80/80
Grade 1 NIR	102/109	102/107	101/105	100/103	99/100	98/98
Grades 1–4, including ABE, GER	131/143	122/132	120/129	118/124	116/120	115/115
Grades 1–4, including ABE, NER	104/112	104/110	103/107	102/105	101/103	100/100
Grades 5–8, GER	63/65	67/70	74/75	82/83	90/90	95/95
Grades 5–8, NER	50/49	53/52	56/55	59/59	62/62	65/65
Grades 1–8, including ABE, GER	98/105	93/102	96/103	99/105	102/106	106/106
Grades 1–8, including ABE, NER	90/95	91/95	93/96	94/96	96/97	98/98
Grades 9–10, GER	37/40	41/44	48/50	55/55	62/62	74/74
Grades 9–10, NER	21/20	24/24	28/28	34/34	41/41	47/47
Students enrolled in TVET formal training (number)	265,745	280,006	304,775	365,154	447,248	564,054
Undergraduate GER	6/13	7/13	8/14	10/15	12/16	14/17
Illiterate 15–60 year olds who have graduated from two-year IFAE course	0/0	30/55	47/67	79/87	98/99	100/100
Efficiency						
Grade 1 dropout rate	23/21	20/19	17/15	13/12	9/8	5/5
Grades 1–8 dropout rate	11/11	10/10	9/9	7/7	4/4	2/2
Grades 1–8 repetition rate	8/9	7/7	6/6	4/5	3/3	2/2
Survival rate to Grade 5	57/54	59/57	62/61	64/63	68/68	70/70
Completion rate to Grade 8	47/47	50/50	55/55	61/61	67/67	74/74
MSEs supported through industry extension services (number)	428,529	429,608	430,864	437,337	448,008	464,169

KPIs (All targets stated as female / male where relevant; all expressed as percentages unless stated)	Baseline (2013/14 unless stated)	2015/16	2016/17	2017/18	2018/19	2019/20
Year one undergraduate completion rate	N.A.	95/95	95/95	95/95	95/95	95/95
Quality						
Pre-primary teachers holding the ECCE diploma	0/0	0/0	2/2	5/5	9/9	15/15
Grades 1–4 teachers appropriately qualified	63/48	70/58	77/68	84/79	92/89	100/100
Teachers in Grades 1–12 that are licensed	0/0	10/10	21/21	38/38	55/55	70/70
Primary schools at level three or above classification	21	29	37	44	52	60
Secondary schools at level three or above classification	30	36	42	48	54	60
Schools (Grades 1–12) access to broadcast and digital technologies assisted instruction [all varieties]	46	53	63	73	79	83
TVET completers who are assessed as competent	60	63/63	66/66	69/69	72/72	75/75
TVET OS approved in all priority sectors (number)	650	701	738	775	812	850
Academic staff mix in universities (Bachelor : Master's : Doctorate)	27 : 58 : 15	22 : 60 : 18	16 : 63 : 21	11 : 65 : 24	5 : 68 : 27	0 : 70 : 30
Equity						
GPI in pre-primary (index)	0.95	0.96	0.97	0.98	0.99	1.00
GPI in Grades 1–8 (index)	0.93	0.94	0.95	0.96	0.98	1.00
GPI in Grades 9–12 (index)	0.91	0.92	0.94	0.96	0.98	1.00
Females as a share of students in formal TVET system	51	50	50	50	50	50
Females as a share of undergraduate enrolment	32	34	36	38	41	45
Females as a share of IFAE (2-year) programme graduates	54	56	62	67	69	70
Enrolment rate of children with SNE, Grades 1–8	4	18	32	47	61	75
Enrolment rate of children with SNE, Grades 9–12	7	15	22	30	37	45
Females as a share of school leaders (principals and supervisors)	8	9	10	13	16	20

KPIs (All targets stated as female / male where relevant; all expressed as percentages unless stated)	Baseline (2013/14 unless stated)	2015/16	2016/17	2017/18	2018/19	2019/20
Outcomes						
Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension, by language	*See Figure 7 in the full ESDP V document*		60/60			95/95
Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension, by language	*See Figure 7 in the full ESDP V document*		40/40			70/70
Students assessed reaching basic or above proficiency in the Early Grade Mathematics Assessment (EGMA) (%)	None				70/70	
Grade 4 students who achieve 50% and above (composite score) in NLA	25 (2012)	35/35				50/50
Grade 8 students who achieve 50% and above (composite score) in NLA	8 (2012)	30/30				50/50
Grade 10 students who score 50% or above (average score) in NLA	23			50/50		
Grade 12 students who score 50% or above (average score) in NLA	34			70/70		
Grade 10 students who score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate	64/76 (2014/15)	68/78	73/81	78/84	84/87	90/90
Grade 12 students who score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream)	41/51 (2014/15)	47/56	54/61	61/66	68/71	75/75
Grade 12 students who score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream)	21/32 (2014/15)	28/37	35/42	42/47	49/52	56/57
Demanded technologies identified through value-chain analysis and transferred to MSEs (number)	2,627	3,252	3,623	4,066	4,635	5,442
University graduates (first degree) with degree-relevant employment within 12 months after graduation	N.A.	80	80	80	80	80

Implementation, monitoring and evaluation

Implementation structures and processes

The Ministry of Education, Regional Education Bureaus, zone and woreda education offices each have important roles to play in planning, monitoring and evaluation, in order to ensure a balanced and equitable development of the education sector.

Efforts under the Business Process Reengineering process have made clearer what is expected of staff at all levels, have strengthened the links between operational units and have helped to increase efficiency by identifying the human resource requirements for each organisation and post.

A **National Steering Group**, chaired by the Minister of Education, represents all education sub-sectors and serves as the highest-level decision-making body, responsible for deciding any major strategy and implementation adjustments for ESDP V. Federal and regional **Consultative Groups** and **Technical Monitoring Groups** for each sub-sector will monitor ESDP V plan implementation on quarterly cycles. These bodies will be supported by members of the public wing and of development partners.
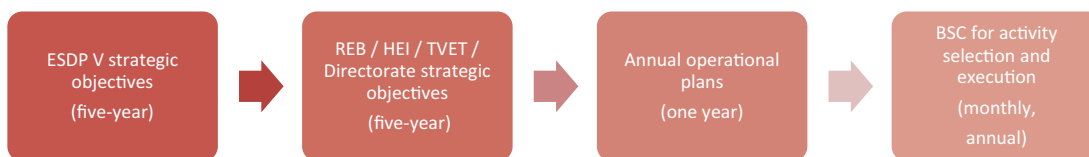
Strategic directorate plans, annual operational plans and the Balanced Scorecard

Coherent implementation of ESDP V will depend on the existence of strategic plans for each directorate and annual operational plans, linked to ESDP V's strategic objectives. These annual operational plans will identify responsibilities, budget implications and financing sources. The same structure will be followed at the federal, region, zone and woreda levels.

Directorates will establish five-year strategic plans which translate the broad objectives identified in ESDP V (the five-year national strategy document). These plans will inform annual operational plans which will cascade strategic objectives down to lower levels and guide a set of annual activities at each administrative level. When all activities are combined, they will produce the outputs and outcomes expected for rapid learning improvements.

The Balanced Scorecard approach to activity management is now implemented across all levels of educational administration. The Balanced Scorecard will be the tool used to transform the strategic plan into the annual and monthly activities required at all levels, from federal to woreda. It helps planners identify what should be done and measured and allows officers to monitor organisation performance against strategic objectives.

Figure 3: Cascading ESDP V through to monthly officer work plans

ESDP V strategic objectives (five-year) → REB / HEI / TVET / Directorate strategic objectives (five-year) → Annual operational plans (one year) → BSC for activity selection and execution (monthly, annual)

Monitoring, review and evaluation procedure

Sources of data for monitoring plan performance

For all indicators in ESDP V, the source of monitoring data has been identified. This includes those indicators for which no data are as yet collected or reported. The Education Management Information System (EMIS) will be the primary source for monitoring data for each sub-sector during ESDP V. There is an EMIS office in each woreda, and data are aggregated to produce nation-wide statistics on a range of education indicators. Further strengthening exercises will pay special attention to data collection from/with adult and non-formal education institutions.

In addition to EMIS data, other data are collected, aggregated and reported centrally as part of the General Education Quality Improvement Program monitoring and evaluation system. If an indicator in this plan is not captured by EMIS, where possible for general education, indicators that are monitored under this system have been specified.

In many places, EMIS and data from the General Education Quality Improvement Program will not serve as suitable systems for monitoring data.

For TVET and higher education in particular – with a smaller network of institutions – reporting to central levels outside of the EMIS system is commonplace. These reports will serve as an additional source of monitoring information for ESDP V.

Additional surveys, studies and evaluations, such as the World Bank's Service Delivery Indicators, will be supported or commissioned where necessary. It is common for partners to conduct or finance periodic studies and evaluations of progress. These include, for example, the National Learning Assessment. Reports of these studies and periodic reviews will serve as a fifth source of monitoring data.

Joint Review Missions and Annual Review Meetings with stakeholders

A Joint Review Mission between government and donor partners will be conducted each year. It will concentrate on a selected issue for review, as decided by the Education Technical Working Group. It may also be informed by studies and research to assess the progress in outcomes as stipulated under ESDP V.

The Annual Review Meeting will offer the opportunity for government and other stakeholders to assess achievements and shortcomings of plan implementation across the nation and to agree on improvements in order to reach the strategic objectives elaborated in ESDP V.

Mid-term and final evaluation

ESDP V will be implemented from 2015/16 to 2019/20. The second year's Joint Review Mission and Annual Review Meeting will have an evaluative component – this will serve as the mid-term evaluation, taking place in the first half of 2017. A final evaluation will then be conducted in the second half of 2019. Reports from each evaluation will be disseminated to all levels to inform necessary adjustments during implementation and for the next sector-wide plan, in the case of the mid-term and final evaluations respectively.

Financial framework

The cost of the implementation of ESDP V depends on several factors, which can be grouped as follows:

- Policy objectives, as translated into targets for admission and internal efficiency

- Assumptions about the use of resources (such as pupil/section ratios or pupil/textbook ratios)

- Assumptions about the cost of specific items and their evolution over the five-year period (such as salaries)

The description of the priority programmes has mentioned the various targets. Taking these targets as a basis, a full cost estimate has been made for ESDP V, by sub-sector and by category of spending.

Subsequently, an estimate is made of available financing. This estimate is also based on a number of assumptions. This allows for an estimate of the financing gap to be filled. Much of the financing for general education is a regional responsibility, so it is dependent on the commitment of regions and woredas to the sub-sector.

Total cost for ESDP V

All costs are shown in Ethiopian birr (ETB). At the time of publication US$1 is equivalent to ETB 20. All costs are indicated at 2015/16 prices. Unit costs calculated from available statistics have been updated to 2015/16 prices using recorded inflation rates.

Based on defined targets, norms and standards, the following table presents the total projected cost of ESDP V. The total cost for the five-year plan is estimated at ETB 454 billion (constant 2015/16 prices). The cost increases steadily from 2015/16 to 2019/20. The increasing trend is mainly due to increasing recurrent costs as the system expands – in particular expansion in higher education and secondary education.
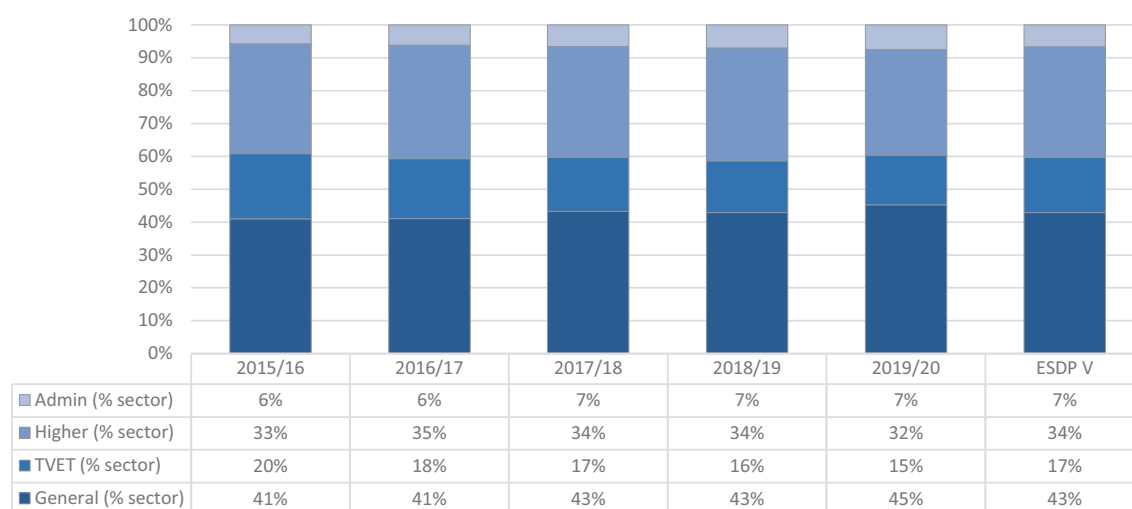
Figure 4: Total cost for ESDP V (million birr)

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
Total cost	73,635	81,350	91,831	98,781	108,225	453,822

The total costs by sub-sector also grow steadily from 2015/16 to 2019/20, representing continued capital investment and rising recurrent costs as enrolments rise at all levels. The administration budget will almost double across the plan period, reflecting far greater investment in auxiliary activities such as school inspection, teacher licensing and management/leadership improvements at all levels. It is in the general education sub-sector (combining pre-primary, primary, secondary, adult education and colleges of teacher education) that the total budget requirement is expected to increase by the largest margin – from ETB 30 billion to nearly ETB 50 billion. This represents a move towards students' completion of primary education, along with rapid expansion, towards universalisation, of pre-primary and general secondary education.

The variable changes in total budget requirements have small but meaningful effects on budget shares to each sub-sector. General education takes the largest share of the budget, and this share will increase through to 2019/20, representing 43% of the total ESDP V budget. The budget shares for TVET and higher education will fall slightly over the period 2015/16 to 2019/20 – although this does not reflect shrinking budgets. In fact, the absolute budget allocations to TVET and higher education will rise each year – a falling share reflects only the rising demand from general education for resources to fund the relatively faster expansion in that sub-sector.

Figure 5: Share by sub-sector in total spending by year and for the ESDP V period

	2015/16	2016/17	2017/18	2018/19	2019/20	ESDP V
Admin (% sector)	6%	6%	7%	7%	7%	7%
Higher (% sector)	33%	35%	34%	34%	32%	34%
TVET (% sector)	20%	18%	17%	16%	15%	17%
General (% sector)	41%	41%	43%	43%	45%	43%

Although falling slightly, the share of the budget to higher education still stands at 34% for the ESDP V period. This is compared to 17% for TVET and 43% for general education. Developing a strategic policy response to this trend of very large shares to higher education – which has been observed through ESDP III, ESDP IV and is now expected in ESDP V – will be a major issue for the education sector.

Financing ESDP V

Government budget and financing gap

Projected costs for ESDP V are estimated to increase significantly, from an annual ETB 74 billion in 2015/16 to ETB 108 billion in 2019/20. The costs will be covered by domestic and external financing sources. Projecting government budgets forward (with an assumed 10% real Gross Domestic Product (GDP) growth rate for the five-year period, constant shares of government budget in GDP and 24–25% of public expenditure to the education sector), the government education budget is around ETB 59 billion in 2015/16, climbing to nearly ETB 95 billion by 2019/20. The difference with the projected costs leads to a financing gap, presented here.
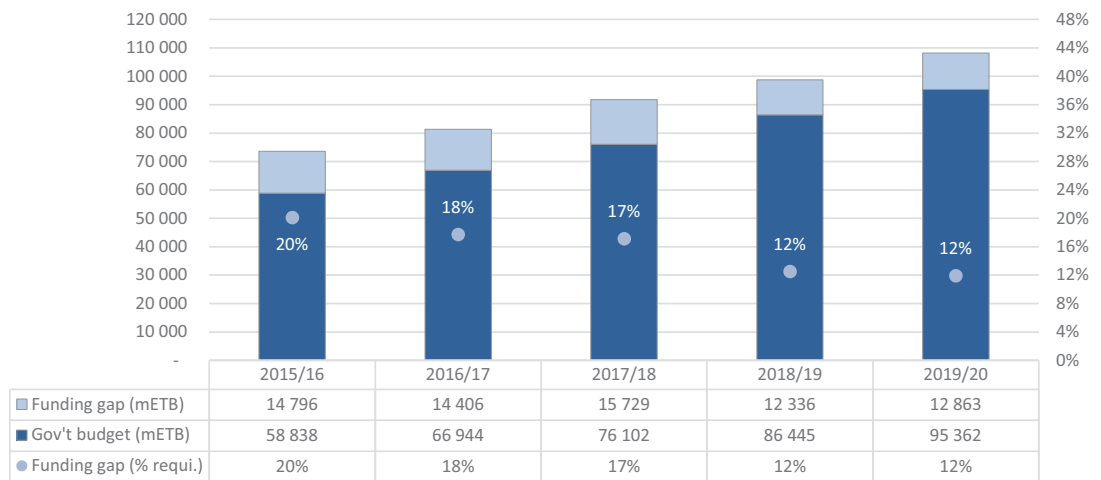
Figure 6: Estimated financing gap for each year of ESDP V (million birr)

	2015/16	2016/17	2017/18	2018/19	2019/20	Total
(a) Total cost	73,635	81,350	91,831	98,781	108,225	453,822
(b) Gov't budget	58,838	66,944	76,102	86,445	95,362	383,691
Gap (a-b)	14,796	14,406	15,729	12,336	12,863	70,131

The total financing gap of ETB 70 billion breaks down into annual shortfalls that are similar in absolute terms. The annual gap rises from ETB 14.8 billion to ETB 15.7 billion in 2017/18 before falling to ETB 12.9 billion in the final year of ESDP V.

Figure 7: Financing gap for ESDP V (million birr; gap as % of total planned budget)

	2015/16	2016/17	2017/18	2018/19	2019/20
Funding gap (mETB)	14 796	14 406	15 729	12 336	12 863
Gov't budget (mETB)	58 838	66 944	76 102	86 445	95 362
Funding gap (% requi.)	20%	18%	17%	12%	12%

In percentage terms, an average gap of 15% exists for the total plan, beginning at 20% in the first year and falling progressively to 12% in the final two years of the plan. This trend is driven on one side by strong capital investments earlier in the plan period – particularly the construction of a new generation of universities – and on the other side by consistent, strong growth in the government budget each year.

Although the level of ambition in the plan is high, the plan can be financed based on carefully prepared cost and financing scenarios that consider the three main sources of finance for the plan: (a) government (which influences the size of a gap); (b) donor partners and non-governmental organisations (which influences the capability to fill a gap); and (c) community contributions (which also influences the capability to fill a gap).