

EDUCATION SECTOR DEVELOPMENT
PROGRAM V
Mid Term Review

BY
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Acronyms and Abbreviations

ABE Alternative Basic Education

ANFE Adult and Non-Formal Education

BPR Business Process Re-engineering

BSC Balanced Scorecard

CEICT Centre for Educational Information and Communication Technology

CLC Community Learning Centre

CPD Continuous Professional Development

CTC Child to Child

CTE College of Teacher Education

DNA Data Not Available

DSA Drug and Substance Abuse

ECCE Early Childhood Care and Education

EGMA Early Grade Mathematics Assessment

EGRA Early Grade Reading Assessment

EGSCES Ethiopian General Secondary Certificate Examination

EHEEC Ethiopian Higher Education Entrance Examination Certificate

EMIS Education Management Information System

ESDP Education Sector Development Programme

ETWG Education Technical Working Group

FGD Focus Group Discussion

GDP Gross Domestic Product

GEQIP General Education Quality Improvement Program

GER Gross Enrolment Rate

GPI Gender Parity Index

HIV/ AIDS Human Immunodeficiency Virus infection and Acquired Immune Deficiency Syndrome

ICT Information Communication Technology

ICT Information and Communications Technology

IFAE Integrated Functional Adult Education

IFMIS Integrated Financial Management Information System

KG Kindergarten

KPI Key Performance Indicator

MoE Ministry of Education

MoFED Ministry of Finance and Economic Development

MSE Medium and Small Enterprises

MTT Mid – Term Target

NEAEA National Educational Assessment and Examinations Agency

NER Net Enrolment Rate

NGO Non-Governmental Organisation

NIR Net Intake Ratio

NLA National Learning Assessment

NLA National Learning Assessment

OS Occupational Standards

PRMD Procurement and Resource Mobilization Directorate

PSTA Parent, Student and Teacher Association

REB Regional Education Bureaus

REB Regional Education Bureau

SIP School Improvement Programme

SMIS School Management Information System

SNE Special Needs Education

TMIS Teacher Management Information System

TVET Technical and Vocational Education and Training

WASHWater, Sanitation and Hygiene

WHO World Health Organization

Acknowledgements

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Executive Summary

The fifth Education Sector Development Programme (ESDP V) serves as the central strategy document for educational development in Ethiopia from 2015/16 to 2019/20. This mid-term review, commissioned by the Federal Ministry of Education, evaluates the progress made in the implementation of the ESDP V covering the first three years (2015/2016 to 2017/2018). It identifies the achievements of targets on key performance indicators (KPIs) across different regions, and documents the remaining challenges and gaps that relate to access, efficiency, quality, equity, learning outcomes, finance and management. All subsectors of the educational programmes are analyzed according to their KPIs including general education (pre-primary, primary and secondary), TVET and higher education.

Methodology

The evaluation included a critical review and analysis of documents, including the EMIS database of the three consecutive years, GEQIP I & II implementation reports, annual and biannual official reports, implementation progress reports, Sector Review reports, ESDP V plans and results framework, GTP II plan, reports and reviews of Education Sector by Development Partners and academics, TVET and University reports as well as other thematic studies and assessments were utilized as a tool for midterm evaluation of ESDP V. The review was conducted to identify level of achievements at all education sub sectors and identify disparities among regional states.

In addition, field data was collected from various stakeholders (Officials in the MoE, Federal TVET, Universities, Regional Education Bureaus, TVET agencies, development agencies, Civic society) through interviews and Focus Group Discussion (FGD) to identify strengths, weaknesses, challenges and opportunities, as well as explain reasons behind the achievements and gaps.

Key findings

- ❖ Access to pre-primary education has shown lower achievement at the national level with significant regional variations: Access to pre-primary at the national level is 39.9% which is 24 percentage points behind the target set 64.5% for the midterm. Although the national enrolment in O class has shown an increment during the last three years (from the national baseline of 25% to 29.1%) it is still very slow.
- ❖ Access to Primary Education has shown great achievement. Apparent intake rate declined from 155% to 147% at national level and NIR decreased from 107.8% to 98. Grade 1 to 8 NER has reached 100% earlier the final year of ESDP V. However, GER for second cycle primary is (GER = 79%) while the target set is (GER = 82.5%) for the Midterm.
- ❖ Access to secondary Education has shown substantial increment (increased from 25.6% the baseline to 47.5%. The target is (55%). The achievement is 17.5% behind the target.

- ❖ Efficiency of General Education: Dropout rates for grades 1-8 has dropped to less than 10% during the three years' period. The repetition rate also decreased lower than the targets set to the midterm in grades 1-8. Male students have achieved higher completion rates in grade 8 than their female counterparts. The target set for grade 1 dropout rate has not been achieved and grade 5 survival rates has been declining as compared to the baseline.
- ❖ Equity of the general education: Equity targets have not been achieved generally. Despite the slight increment trends in enrolment of SNE, access to education for students with special needs is much lower as compared to the access other students have to education. Although there were plans to establish 500 mobile schools to make education accessible to pastoralist students, no mobile schools have been established so far. Besides, school mapping, a strategy planned to inform school expansions to ensure equitable provision of primary education was not undertaken. Furthermore, the target set for GPI has not been achieved and a declining trend is observed nationally (from 0.92 to 0.87).
- ❖ Quality of General Education: One of the quality indicators of general education is the number of pre-primary teachers holding ECCE diploma which is achieved beyond the target. In ESDP V the Midterm Target (MTT) for teachers holding the pre-primary ECCE diploma is 5% and the achievement (13%). However, at both primary and secondary levels, teachers' qualifications are below the standards set for the levels, The Mid Term targets for grades 1–4 teachers appropriately qualified was 82%, and the achievement (80%). In the preparatory schools (11-12), the number of teachers with the required qualification is only 14%. (Teachers qualified with, MA in teaching).
- ❖ Level III and above primary and secondary schools is 9.8% and 17% respectively indicating low achievement compared to the MTT of 38% and 44% for primary and secondary schools respectively.
- ❖ With regard to achievement of students at grade 10 National Exam, the number of male students exceeds female students across all years in grade 10 National Examination achievement. The average performance for female students was 60% while the performance for male was 69% in 2010 (2017/18). It is much lower than the MTT for female (78%) and male (84%) students respectively.
- ❖ The proportion of students who score 350 and above in grade 12 examinations fluctuates from year to year. It was 45.27% in 2007(2014/15) declined to 40.86% in 2008(2015/16) and 41.27% in 2009 (2016/17). The performance of students' in 2017/18 was 52.86% indicating performance below the target set for the midterm (54%).
- ❖ The adult literacy rate shows very slight improvement from its base 76% in 2014/15 by 2 percentage points each year to reach 82.76% in 2017/18 (2010 E.C). In general,

the total number of adults who have graduated from the two-year IFAE program in the last three-years of ESDP V was 3, 353, 515, which accounts only for 27.4% of the total illiterate adults (12.2 million) planned to be addressed by the end of ESDP V. Although there is a slight improvement in the proportion of female and male who have met the course criteria and graduated from IFAE program over the three-year period, the corresponding number of adults registered in the program slightly decrease across the year. Moreover, it was found that the total number of IAFE centers has been declining throughout the first half of the ESDP V period.

- ❖ Establishment of TVET colleges at Woreda and Zone level to make it more accessible was not fully realized as planned. Many buildings have been constructed; however, they are not well equipped with the required facilities in almost all the training institutes. Moreover, the TVET colleges were not able to enroll the number of students in the target year (Target 360,147 & Achieved 304,604).
- ❖ Industries were believed to serve as training station for TVET. However, the number of industries serving as a training station is very low. The effort to ensure quality by reforming the TVET training from institute based to industry based remained very weak. The main challenges in achieving ESDP V of the TVET sector included high cost of establishing TVET colleges and too expensive inputs to equip them. Hence, it seems unaffordable and difficult to make the subsector accessible at all Woredas. Regarding the practical training at industry, there is no legal base to deploy trainees to the available industries.
- ❖ Though the government budget allocation is exemplary, the actual distribution of budget among different levels of the sector is not agreeable. There is a claim that most of the budget allocation goes to the higher education with minimum attention to TVET though TVET is expensive from its very nature. In addition, most of the budget is consumed by recurrent cost specially salary. This actually left a loop to invest on equity, quality and leadership improvement programs.
- ❖ Access to Higher Education has increased. Yet the equity issue of higher education is not yet well addresses. Minority groups' enrolment remains low; high gender gap among the students enrolled in higher education (by the year 2010 (2017/18) the female students proportion is only 34.53% , in postgraduate enrolment the female share is only 16.6% for Masters and 9.7% for PhDs); the proportion of students from emerging regions in undergraduate enrollment is 1.65% whereas the target is 5% at the end of ESDP V in 2012 (2020/21); data regarding students with special needs in undergraduate programs is still very low; however, in 2010(2017/18) 2019 students with special needs were enrolled in undergraduate programs while the target is 2,210 students.
- ❖
- ❖ The number of students enrolled in science and technology fields is decreasing. The enrolment ratio of natural sciences to social sciences is decreasing from year-to-year and therefore requires further attention to achieve the target ratio of 70:30. Based on

the country's current development level and our future aspirations of economic structure, establishing science and technology focused education system is mandatory. Yet, the structures for encouraging students to join this field and providing support throughout their studies are not strong enough. In many cases, either student who scored low on national exams were admitted into the science and technology fields or students who have no interest were forced to join science and technology. This situation may lead to have graduates with low competencies. Less employment opportunity after graduation further worsen the situation and hence future students may show less interest in joining fields of study in which they cannot find employment❖

- ❖ Private higher education institutions enrollment is very low. Private higher intuitions share only 9.9% of the total enrolment. The target for private higher institutions is 50,000 students at the end of ESDP V 2012(2020/21). Hence, it requires further effort to increase the role of private HEIs in increasing access to higher education; however, private HEIS are not receiving necessary support from the government. Lack of human resources in the higher education section and structures to provide system-based support are reported as the main challenges.
- ❖ Many Higher Education Institutions lack the required qualification mix in teaching staff and facilities. Although the academic staff mix (Bachelor, Master's, Doctorate ratio) showed improvements form year to year and reached 21:64:15 in 2010 (2017/18), it is still lower than the target set for the year (11:65:24). The share of female academic staff is calculated as 13.92% out of the total staff, which is far below the target 25% by the end of ESDP V. The quality of education in HEIs is declining due to inadequate number of unqualified teachers, duplication of programs, academic corruption by teachers and students, and low leadership commitments.
- ❖ Many of the Higher Education Institutions are not operating autonomously. The national government's policy stipulates that higher education institutions should be autonomous. One of the indications is that they should be given a block grant that allows the HEIs use the budget flexibly. However, the Ministry of Finance and Economic Cooperation has not yet approved a block grant for HEI financing.

Recommendations

The following recommendations are provided to enable the ESDP V implementation more effective in the remaining time:

- The low achievement of pre-primary education at national level and significant variation among regions is evident. This might be attributed to various factors including lack of awareness among parents and the community at large, lack of accurate date on population on the target children aged 4-6 years, lack of capacity and commitment of officials at various levels of the education system and lack of access to the pre-primary education to all

children. Therefore, (1) MoE is advised to hold regional and zonal as well as Woreda education officials responsible and accountable in creating awareness among parents and the community at large; (2) strengthen and improve EMIS so that accurate database will be available; (3) establish and strengthen, monitoring and evaluation system to ensure that pre-primary education is accessible to all age proper children; and (4) enhance capacity and commitment of all implementing offices i.e. REBs, ZEDs, WEOs, (5) design a dedicated structure responsible to plan, implement, monitor and run pre-primary education at all levels of the system.

- To achieve the target of access to primary and secondary education, the MoE through REBS is recommended to focus on 2nd cycle primary and secondary education. Opening new schools where necessary and efficiently utilizing the existing 2nd cycle and secondary schools is recommended.
- In order to achieve the efficiency targets of general education, grade 1 dropout rate in grade 5 survival rate requires attention. Hence, the MoE is advised to make regional and Woreda education offices make the issue a strategic priority and work it out to achieve the targets.
- To achieve equity targets, (1) develop a strategy to get the accurate data of children with special needs existing in the school system and out of school system and provide necessary support by allocating resources (2) provide trainings to create awareness among the school community and the society at large about students with special needs; (3) open appropriate schools in pastoralist areas to equitably provide education; (4) provide support and education for drought and emergency displaced children in collaboration with development partners and non-governmental organizations. (5) Strengthen academic support services for women and girls, from pre-primary to higher education.
- Quality of General Education indicators include number appropriately qualified teachers at all levels, Level III and above primary and secondary schools, achievement of students at grade 10 National Exam, proportion of students who score 350 and above in grade 12 examinations. The following recommendations are given in this regard. (1) strengthen in –service and pre-service teacher training to equip schools with properly qualified teachers; (2) re-strengthen the SIP implementation with great commitment from the MoE, region education bureau, education leaders at all levels to bring schools at level II and above; (3) build the capacity of professionals in the Ministry of Education on curriculum development and revision; (4) establish teaching and learning materials distribution centers at regional level to improve the distribution, handling and usage of school materials with special attention for emerging regions outsourcing the distribution of textbooks to private companies; (5) conduct a rigorous impact study on the provision of minimum

learning resources on students learning outcomes in order to better allocate resources.

- Re-establish a Curriculum Design and Development institute, which will be responsible to revise the national curriculum including methods for enhancing use of ICT across all subjects.
- To address the access to ANFE, it is advised to increase the number of ANFE centers by reestablishing/strengthening the existing centers, improving community awareness to enhance enrollment and efficiency of the program, training more facilitators for ANFE and developing legislative framework for ANFE and distance education.
- To make TVET training demand driven and market oriented context based need assessment should be conducted before launching the programs. Strengthening the cooperative training system by creating legal framework and strong partnership between the TVET colleges and the industries.
- To balance the budget allocation to TVET colleges, it is necessary to consider the proportion of the budget allocated to TVET as compared to other subsectors. TVET is highly resource intensive. Therefore, it necessary to make a good balance between recurrent budget and capital budget instead of considering the total amount of budget to the sub sector. The MSEs is completely not achieved and very far to achieve. Therefore, it is advisable to revisit the target set in the existing context and revise it.
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- To address equity in HEIs it is advisable to provide a separate budget dedicated specifically to underserved populations, students from emerging regions and students with special needs and women in HEIs. Continue to take affirmative actions to narrow down the gender parity in higher learning institutions at all levels. Create a unit in the MoE which is responsible for capacity development of private HEIs in short term to improve their intake, and developing clear policies and guidelines for supporting private higher institutions in medium term. Link the technology and science need of the nation with higher education so that better and more students join science and technology.
- Higher Education Institutions' curriculum development should be demand-driven rather than mere duplication. National qualification framework and academic standards for HEIs should be finalized and implemented
-
- To achieve the right mix of quality staff, the MoE need to work very closely with universities and build training capacity and create more and wide cooperation and partnership with foreign universities to train the number and

quality of staff required. Prioritize the professionalization of teaching at HEIs. by improving professional ethics, recruitment and selection of academic staff, introducing incentive packages and compensations to attract best candidates, on-job- training and professional development activities, new and innovative methodologies, recognition of best teachers.

- To increase the efficiency and effectiveness of HEIs, it is advisable to out-source non-academic services. This will allow university managers to focus on instructional leadership rather than being bogged down by routine administrative work.
- To ensure the proper utilization of ICT for academic purposes, it is advisable to develop policies that guide utilization in the universities.
- To ensure timely provision of educational materials for universities, it is recommended to revise the procurement protocol and guidelines taking into account the practical context of higher learning institutions so that the allocated budget can be effectively and efficiently utilized.
- Universities must introduce and increase income generating activities (IGAs). They should develop strategies for producing technologies and research outputs and commercializing them. This will help universities increase their enrolment while providing quality education.
- To have strong and effective institutions, it is advised to professionalize education leadership by revising job specifications of educational leadership posts at school, Woreda, zone, regional bureaus, higher education institutions and TVET. Design a leadership development program (LDP) across all levels of the education sector.

I. General Overview of the MTR

1.1. Introduction

Ethiopia has been implementing the fifth Education Sector Development Program (ESDP V) since 2015/16. The Federal Democratic Republic of Ethiopia (FDRE) Ministry of Education (MOE) has put in place conducting Mid-term review (MTR) of the program as a strategy to monitor the implementation. The MTR is designed to be conducted after two and half years of implementation i.e. (2015/16-2017/18). This ESDP V Mid-Term Review (MTR) was mainly conducted to examine the progress made in the implementation of ESDP V and evaluate the attainment of targets in the education sector for the last two and half years.

The ultimate purpose of this evaluation was to assess the progresses, achievements, gaps, challenges and the prospects of education sector development program. In the evaluation process data were collected from different sources related to the performances of ESDP V which extends from 2008-2010 EC (2015/16 – 2019/20 G.C.). It reviews progress in light of key performance indicators under access, efficiency, quality, equity, finance and management, and student outcome across all sub sectors. Moreover, it identifies strengths, weaknesses and opportunities that emerged during program implementation and finally provide recommendations for improving ESDP V implementation, practices and policies.

1.2. Methodology

To achieve the key objectives of the MTR, both quantitative and qualitative approaches were employed. The evaluation began with a desk review of important and relevant documents to capture quantitative achievements in the first half of ESDP V based on the key performance indicators set out for each of the targets. It is done mainly to identify levels of achievements made beyond and below the targets set at all education sub sectors. It also tries to find out the disparities among the regional states and public universities in terms of achieving the targets sets. The desk review focused on comparing achievements on such areas as access, efficiency, quality, equity, finance and management, and student outcome across all sub sectors against the targets set on the ESDP V.

Quantitative data is mainly obtained from EMIS database of the Ministry of Education. In addition, sources such as GEQIP monitoring system, implementation progress and evaluation reports, joint sector review reports of 2015 and 2016, reports of biannual and annual education conferences, different policies and plans including national plans and education sub sector plans produced since 2008 E.C, reviews of the education sector conducted by development partners, academics or others.

Data extraction sheet to assist the process of assuring the quality, relevance and adequacy of the data obtained from EMIS data base was prepared and used to capture all the required data from the relevant documents. The quantitative data obtained from EMIS database was compared against the targets set for the first half of the ESDP. Percentage and mean scores were used to present data using tables, graphs and charts.

Interview protocol and focus group discussions (FGD) questions were developed to fetch data that explains reasons behind unsatisfactory and satisfactory performance and lessons learned and augment the quantitative findings. Qualitative data was also used for qualitative

evaluation of the effectiveness of strategies devised to enable each of the targets on the ESDP V. The qualitative analysis also focused on soliciting opinions of key personnel in the Ministry of Education and Regional Education Bureaus (REBs) on areas that need improvement in the second half of the ESDP V.

FGD was conducted with regional education bureau heads, university presidents, federal and regional TVET agency heads. Accordingly, 4 FGDs each consisting of 7-9 participants will be conducted. The interview was planned to be conducted with the Minister of education, the State minister for higher education, the state minister for TVET, the state minister for general education and with directors of relevant directorate under each of the state minister. However, due to different factors the consultant was not able to interview the Minister and State Minister for General Education and as a result their views and opinions are not incorporated in the analysis and the results as the Ministers were busy with multiple official commitment.

The study participants included Directorate for Academic and Research Affairs, Directorate for Administrative Affairs, Directorate of Inspection, TVET (The Outcome Based Training Directorate, General Education Directorate, Occupational Standard Development and Assessment Directorate, Technology Capability, Accumulation and Transfer Directorate, Development Partners (UNESCO, World Bank, GIZ, UNICEF, Finland Embassy, Italian Cooperation, UNCHR), Civic Society Organization (Ethiopian Teachers Association, Ethiopian Economics Association, FENAPD). (See Annex I.)

In total, 28 key personnel were interviewed. Furthermore, annual performance reports, supervision reports and evaluation of the first half of the ESDP years of the sector were reviewed to for relevant data. The qualitative data were coded and thematically organized and analyzed under each of the themes.

The methodology of the MTR had two potential limitations: the first one is source credibility i.e. quantitative data from MoE through EMIS was taken without any triangulation with data from regions, zones and Woredas; second, during negotiation and inception phase of the study, it was learned that the MoE believed that opinion of key personnel at the ministry level and regional education bureau heads, deputy heads and planning directorate will satisfy qualitative data needed for the evaluation. However, this may exclude other key personnel who could provide data representing the different divisions in the ministry and regional education bureaus. The consultant will try to mitigate these limitations by having a validation workshop with the regions, universities and TVET agencies to review and approve the qualitative and quantitative data findings in the final report. Finally, data analysis frame annexed () was developed and utilized by the team of experts to analyze data collected from different source

1.3. Organization of the Project and Personnel

To effectively carry out the MTR, three groups of experiences and qualified personal actively participated in the MTR. These are the consultant team, the ESDP V MTR national steering committee a technical committee and Director of Planning and Resource Mobilization Directorate.

Basically, the work of the project is implemented by the consultant team members who include key professional staff with major roles of leading and overseeing the MTR

implementation. It is composed of a team leader and nine members with a mix of relevant education and training from the area of educational leadership and policy analysis, educational management, evaluation and assessment; educational research and development, adult and lifelong learning education, educational planning and management, development economics, educational psychology, special needs and inclusive education (see the annex). The team carried out all major tasks of the midterm review such as desk review, instrument development, data collection, analysis and the write up.

The Team divided tasks among its members. Sub teams were formed at various levels of the review process. The steering committee as indicated in the agreement provided documents required facilitated key participants and resources for the interview and FGD. The project was facilitated by the technical committee chaired by the Director of the PRMD and composed of experts from the same department and the various directorates under the three sub-sectors and agencies as indicated on the ToR.

1.4. Logistics and Facilities

To carry out this mid-term review there are various resources and facilities required. The team was working at Jimma town using the existing offices at the university. The MoE also arranged temporary offices for the team to stay and work in Addis Ababa particularly to conduct interview and FGD. The financial issues were managed by the team leader to deploy consultant team to Addis Ababa so that they carried out the interview and FGD effectively.

The project has five phases: startup phase (signing of contract, submission of inception report), desk review (identification and collection of documents for MTR, desk review and preliminary analysis, preliminary analysis of desk review), and phase three (preparation of FGD and interview guide, conducting FGD with major stakeholders at MoE and interview with key informants), phase four (data analysis and write up), phase five: completion (debriefing session and power point presentation for the Steering Committee and ETWG, preparing and submitting of consolidated report, conducting validation workshop on the draft report, finalizing and submitting final study report and submission of consultancy service completion report).

1.5. Data Collection Tools

1.1.1. Quantitative Data

Data from official documents that were compiled to describe the achievements of the targets and key performance indicators quantitatively are mainly obtained from EMIS and different official reports to be analyzed. The figures are compared against the targets sets and gaps were identified.

1.1.2. Qualitative Data

To get feedback from key stakeholders that serve as input to justify the ESDP V implementation, achievements and challenges to provide short and medium term recommendations for better implementation for ESDP VI, consultations were carried out. Accordingly, key stakeholders concerned directorates, ESDP V and GEQIP focal persons and experts in the MOE, REBs and TVET at Federal and regional levels, stakeholders from public (associations) and focal persons of development partners were also consulted.

In the process of data collection, semi-structured interview was used to capture in-depth information from key informants by recording and note taking in addition to validating conclusions reached during desk reviews. During the interviews, probing questions were used to capture the deeper meanings of their opinions. FGD was also conducted to obtain reliable information and generate ideas, opinions, and experiences about effectiveness, relevance, sustainability and affordability as well as challenges and suggestions for improvement. Data is well recorded, transcribed and analyzed to explain quantitative data.

II. Assessment of General Progress

2.1. General Education (Access, Equity, Efficiency)

Pre-primary education is delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school service is being delivered mainly through the child to child initiatives. The third one is the most widespread response of local governments and that has been the setting up of ‘O’ class.

2.1.1. Pre-primary

The MoE set an ambitious target of increasing pre-primary gross enrollment ratio (GER) to 80% by 2020, from a GER of 51% in 2015. By 2018, the MoE aimed to achieve a GER of 64.5% (64% for males and 65% for females). This target has not been met. Enrolment has only marginally increased from 1 percentage point since the baseline. Tigray, SNNPR, Harai and Addis Ababa regions have been successful in achieving this rate although three of these regions (Tigray, Hrari and Addis Ababa) had already met the ESDP V target of 80% at the time of the baseline. Only SNNPR has made sufficient progress on this target. GER in Tigray and Somali regions have even shown a decline of 5.8 % and 4.6 % respectively. Two regions in particular are lagging behind national averages: Afar (11.7%) and Somali (7.4 %). GER for female students is lower, though not significantly, than their male counterparts except in Afar region where female pre-primary enrollment is 5.4 percentages point higher than males in 2017/18.

TABLE 1: PREPRIMARY GROSS ENROLLMENT RATE

	2014/15 (2007 EC)			2015/16 (2008 EC)			2016/17 (2009 EC)			2017/18 (2010 EC)			Target Achieved
Regions	M	F	T	M	F	T	M	F	T	M	F	T	
Tigray	99	99	99	102.5	101.0	101.7	93.5	92.9	93.2	87.4	86.3	86.8	Yes
Afar	9	8	8	7.8	8.3	8.0	11.8	11.7	11.7	11.7	17.1	14.3	No
Amhara	42	40	41	53.1	51.5	52.3	45.6	44.6	45.1	47.1	46.1	46.6	No
Oromia	25	23	24	40.1	36.7	38.4	33.3	30.5	31.9	30.8	28.4	29.6	No
Somali	14	11	12	5.8	4.9	5.4	7.8	7.0	7.4	5.0	4.0	4.5	No
SNNPR	59	55	57	38.5	34.6	36.6	74.9	69.6	72.2	70.1	66.3	68.2	Yes
BGU	40	36	38	71.3	68.6	70.0	42.4	37.8	40.1	40.8	37.1	39.0	No
Gambella	26	25	25	57.6	51.4	54.6	26.8	25.0	25.9	42.4	40.4	41.4	No
Harari	86	80	83	84.8	79.7	82.3	91.9	88.4	90.2	92.7	83.3	88.1	Yes
Addis Aba	92	89	90	96.2	91.8	94.0	93.4	91.4	92.4	95.4	91.9	93.6	Yes
Dire Dawa	37	35	36	41.1	40.6	40.8	54.5	53.2	53.8	43.7	42.4	43.1	No
National	40	38	39	51.1	48.6	49.9	47.1	44.5	45.9	40.8	38.9	39.9	No

Net enrollment rates (NER) over the past three years have shown a marginal increase of 0.7%. Table 2 shows that, at the national level a 37.7 % of Pre-primary Net enrollment rate (NER) was achieved by the end of 2010 E.C (2017/18) which is equivalent to the national Pre-primary GER of 39.9 % (Table 2) indicating that the overwhelming majority of children enrolled in the Pre-Primary are of the appropriate school age for the level (4-6 years). However, in such regions as Harari, Dire Dawa and Addis Ababa, there is a significant difference between GER and NER indicating an enrollment of substantial numbers of children in Pre-primary level who are beyond the ages specified to the level. The gender gap in Pre-primary enrollment was found out 0.956 showing a slight progress from a GPI of 09.4 in 2016/17.

TABLE 2:PRE-PRIMARY NET ENROLLMENT RATE

	Baselin			2015/16			2016/17			2017/18			
Regions	M	F	T	M	F	T	M	F	T	M	F	T	
Tigray	97	98	97	94.		92.	93.	92.3	91.6	91.0	86.1	85.1	84.7
Afar	7	7	7	7.3		6.8	7.1	10.7	10.7	9.5	10.4	15.8	13.0
Amhara	40	39	40	51.		50.4	51.2	45.0	44.0	39.5	46.5	45.6	45.6
Oromia	24	22	23	38.		35.4	37.0	32.0	29.2	27.7	29.4	27.1	27.6
Somali	11	9	10	5.6		4.7	5.1	5.1	4.7	4.1	2.9	2.3	3.3
SNNPR	56	52	54	37.5		33.7	35.6	71.7	66.8	63.1	39.3	35.7	65.2
BGU	37	34	36	68.8		66.3	67.6	40.3	35.8	37.7	67.6	64.0	37.0
Gambella	26	25	25	42.7		40.6	41.6	22.8	21.3	20.4	36.2	34.9	35.9
Harari	76	71	73	74.9		69.0	72.0	83.0	78.4	74.3	81.1	74.3	76.0
Addis Aba	75	72	74	81.1		77.8	79.5	81.7	79.7	67.2	84.2	80.9	73.9
DireDawa	32	30	31	35.2		35.0	35.1	46.9	45.3	42.5	36.8	35.3	35.93
National	38	36	37	49.2		46.9	48.1	45.2	42.7	40.0	39.2	37.5	37.7

The targets set by ESDP V for 2017/18 to enhance an access to Pre-Primary education (64% for females and 65% for males) were not achieved. Experts from regional Education bureaus stated that the major reason for the underachievement is related to the flaws in the baseline data. They asserted that, the pre-primary GER baselines was set based on the 2007 E.C projection of the MOE rather than the actual population of children. Besides, the participants from REB identified that such factors as lack of classrooms, lack of formal structure and personnel at the grass root level responsible to the sub-sector, lack of clarity among the REBs and WEOs in the purposes and modalities of the Pre-primary education were major causes for the low achievement. Some of the participants asserted that, the fact that the Pre-primary education program is simply adopted from other countries without taking the local contexts (without considering the differences in the cultural, economic and educational environment of the countries facilities) in to account has also contributed for the low achievements in GER of pre-primary education stated in the above table. Moreover, shortage of budget and finance, facilities, unattractiveness of the school compounds, lack of commitment among the respective officials, difficulty of the task to the teachers along with lack of incentives were also the major factors. The support of parents to the effectiveness of the program was also unsatisfactory as their awareness on the importance of the program was very limited.

The other limitation with data on GER of pre-primary education is absence of data regarding children with disabilities. Despite extensive effort by the team to search data on SNED in Annual Education Abstracts and other official documents it was hardly possible to obtain this data. This issue was raised during interview with the Director and experts in SNED directorate in the MOE and the participants reflected that GER data of SNED is not well

documented mainly due to the lack of valid instruments to assess and identify children with SNED and absence of dedicated and responsible offices at all levels in the education system.

Shares of the Three Preprimary Modalities

According to the ESDP V, a mix of preprimary modalities that will be developed by piloting available approaches piloted and lessons learned will be used to reach the targets set. These approaches are: the three-year kindergarten programme for children of ages 4–6; O-Class for children of age 6 who are approaching school entry age; and an interim accelerated child readiness programme for children with no prior exposure to early learning, shortly before they enter Grade 1.

TABLE 3: COMPARATIVE ANALYSIS OF GER OF PERCENTAGE SHARE OF THE THREE PRE-PRIMARY MODALITIES

Regions	Baseline year (2014/15)				2010 (2017/18)			
	CTC	O class	KG	Total	CTC	O class	KG	Total
Tigray	64	28	7	99	51.9	26.3	8.6	86.8
Afar	0	6	2	8	0.1	10.5	3.6	14.3
Amhara	8	31	2	41	0.1	43.2	3.2	46.6
Oromia	2	17	6	24	1.4	20.6	7.6	29.6
Somali	0	8	4	12	0.1	0.5	3.9	4.5
BGU	10	24	4	38	8.1	26.2	4.7	39.0
SNNPR	6	46	5	57	0.1	60.5	7.6	68.2
Gambella	0	16	9	25	3.6	22.8	15.1	41.4
Hareri	16	35	33	83	16.4	26.4	45.4	88.1
Addis	0	3	87	90	0.2	1.8	91.7	93.6
Dire Dawa	0	9	28	36	0	14.0	29.1	43.1
National	7	25	7	39	3.0	29.1	7.8	39.9

According to Table 4 by the year 2014/15 (baseline) the shares of child to child program, O-class, and the kindergarten program from the total preprimary GER (39%) were 7%, 25% and 7 % respectively. In the year 2017 /18 their shares became 4.7%, 33.4% and 7.7% in that order. The data shows that, enrollment in O-class has risen significantly while enrollment in CTC declined in the last three years of the ESDP V implementation period. There were no substantial changes in KG.

TABLE 4: SHARES OF THE THREE MODALITIES IN REGION AND BY SEX 2010 EC

Regions	KG			Child to Child			O class		
	M	F	Total	M	F	Tot	M	F	Total
Tigray	8.6	8.6	8.6	52.6	51.1	51.9	26.1	26.5	26.3
Afar	3.7	3.5	3.6	0.1	0.2	0.1	7.8	13.4	10.5
Amhara	3.3	3.2	3.2	0.1	0.2	0.1	43.7	42.8	43.2
Oromia	7.7	7.5	7.6	1.4	1.3	1.4	21.6	19.7	20.6
Somali	4.4	3.4	3.9	0.1	0.1	0.1	0.5	0.5	0.5
Benshangul Gumuz	4.8	4.6	4.7	8.4	7.8	8.1	27.7	24.6	26.2
SNNPR	7.9	7.4	7.6	0.1	0.1	0.1	62.2	58.9	60.5
Gambella	15.5	14.6	15.1	3.6	3.5	3.6	23.2	22.3	22.8
Hareri	46.2	44.5	45.4	18.1	14.5	16.4	28.4	24.3	26.4
Addis Ababa	93.5	89.9	91.7	0.2	0.2	0.2	1.8	1.8	1.8
Dire Dawa	29.1	29.0	29.1	0	0	0	14.6	13.3	14.0
National	8.0	7.7	7.8	3.1	2.9	3.0	29.8	28.3	29.1

The ESDP V indicated that, Child to-Child and accelerated readiness programmes are expected to predominate during the initial years of the plan and before the necessary capacities were developed. Later, as capacity is reached in terms of infrastructure and teacher training, certified teachers will be available for O-class and kindergarten programmes, independent kindergarten (not linked to a school site) and both independent and integrated (within an existing school site) O-classes will be delivered in rapidly constructed classrooms and equipped with the required materials. Despite these promises of the ESDP V, enrollment in, particularly, KG has not been risen. In this regard, lack of qualified teachers, shortages of budget and required facilities were the major factors that affect the realization of the particular strategy of expanding KG. As there were no CTEs training O-class teachers, it was primary school teachers who are mainly assigned to teach O-classes. Lack of training by the

side of the teachers coupled with the difficulty of the task of teaching at the level makes the effort of expanding 0-classes in vain.

Major Strengths

The major strengths in GER of preprimary education are regions (Tigray, Addis Ababa and Harari have achieved (The GER is significantly beyond the national target, 93.2 %, 92.4% and 90.2 % respectively). In addition, the National Enrolment in O class has shown an increment in the last three years

Major challenges to pre-primary education include the targets set for the midterm were not achieved that it was more than 20 % behind the target set for the year) (2017/18), enrolment in KG has not shown progress, some regions (Afar and Somali) have shown slow rates of progress, absence of accurate data and low commitment of teachers and WEOs in improving pre-primary GER. Furthermore, there are emerging challenges to pre-primary GER that include GER of the year 2016/17 have shown a decline as compared to its baseline in Tigray and Somali regions in 5.8 % and 4.6 % respectively and Some regions have shown a decline in enrolment to CTC without substantial increment in enrolment to KG and O class (Tigray, Amhara and Oromia).

2.1.2. Primary Education: Access

Enrollment to Grade One is expected to reach the target. ESDP V is committed to ensure that all students have access to a full cycle of primary education in their local area. To this end, the plan stipulates among other things that Grade 1 gross intake rate will fall from 153% to 115% and Grade 1 NIR will fall from 106% to 100%.

TABLE 5: NIR¹ AND AIR² (NATIONAL AND SEX)

	Baseline 2014/15			2015/16			2016/17			2017/18			Target 2019/20
	M	F	T	M	F	T	M	F	T	M	F	T	
NIR	111.9	103.6	107.8	120.75	110.74	115.80	111.48	102.64	107.11	103	94	98	98/98
AIR	164.0	147.0	155.6	185.51	165.87	175.79	157.6	142.1	149.9	155	138	147	

Regarding the Apparent Intake rate (AIR), according to the ESDP V, the rate has to show a 7.6 percentage points decrement in each of the five years of the plan on average. On this ground the AIR of grade 1 in the target year has supposed to be approximately lower by 20 percentage points than the baseline year's rate. Nevertheless, the AIR has fallen only in 8 percentage points in the last three plan execution years, 2.6 percentage points in each of the three years on average. This implies that more children than the population of 7 year olds have been enrolling into grade 1. The NIR of grade 1 has fallen from 107.8 % in 2014/15 to 98 % in 2017/18. The NIR which is more than 100% could be due to poor population estimation of school age children.

¹ NIR is indicators that look at those children who are of the correct age (7 year) to enter grade one.

²AIR indicates the percentage of new entrants irrespective of age compared against the population of school admission age (7 year)

TABLE 6: NIR BY REGION AND SEX (2010)

Regions	AIR to Grade One			NIR to Grade One			
	M	F	T	M	F	T	
SNNPR	175	159	167	130	119	125	
Oromia	187	167	177	117	106	111	
Tigray	132	121	127	109	105	107	
Benshangul - Gumuz	156	147	152	96	90	93	
Amhara	118	104	111	95	87	91	
Harari	166	145	156	94	85	90	
Dire Dawa	166	153	160	83	76	79	
Gambella	152	135	144	55	49	52	
Addis Ababa	72	86	79	36	35	36	
Afar	105	91	98	29	28	29	
Somali	89	65	77	1	1	1	
National	155	138	147	103	94	98	

There are variations among the regions in terms of their AIRs. Regions in this regard could be grouped in to three: (A) Regions with AIR beyond the national AIRs (B) Regions within the national AIR range (C) Below the national target and (D) Below 100 %. Accordingly, Oromia (177%), SNNPR (167%), Dire Dawa (160%) and Harari (156%), BGU (152 %), Gambella (144%) and Tigray (127%) are in the first category. Addis Ababa (79), Afar (98) and Somali (77) regions have AIR which is below 100 %. More children than the population of 7 year olds have been enrolling into grade 1 in the regions with higher AIRs, whereas enrollment in general within the regions of the lowest AIRs.

TABLE 7: GER AND NER OF PRIMARY EDUCATION

Baseline/2014/15		2015/16		2016/17		2017/18	
		Target	Achieved	Target	Achieved	Target	Achieved
GER	102.7	97.5	108.67	99.5	111.4	102	109
NER	94.3	93	100.25	94.5	99.9	95	100
Grade 1-4							
GER	137.7	127	144.7	124.5	140.8	121	137
NER	111.2	107	118.40	105	112.9	103.5	118.40
Grade 5-8							
GER	66.3	68.5	71.1	74.5	74.4	82.5	79
NER	51.7	52.5	56.65	55.5	59.7	59	63

As indicated in table 7, ESDP V states that during the ESDP V period, the GER for primary education (Grades 1–8) is expected to increase from 101% to 103% and the NER from 93% to 98%. As compared to its baseline of 102.7 % GER has shown a 6.3 percentage points increment in the target year (109 %) which is 6 percentage points ahead of the ESDP V target of 2017/18. Regarding the NER, a 7 percentage points (100 %) increment has been achieved in the target year viz a viz the baseline of 93 % whereas 5 percentage points ahead of the target year's target (95 %).

The ESDP stipulates that these increases in GER and NER will be achieved with a focus on increasing enrolments in second cycle primary (Grades 5–8) and on improving attainment of girls, such that the GPI in primary education will improve from 0.93 to 1.0. During the baseline year, of the GER of 1-8 grades, the share of the first cycle was 67.2 % while second cycle primary accounts for 32.8 % of the GER. This has shown a slight increase in the target year in that the share of primary first cycle has declined to 62.8 % making a slight increment on a second cycle to 37.2 % in the GER. Similarly, in the NER of grades 1-8 the share of

second cycle primary has shown a very slight increment of 3% in the target year 34.72% from the baseline of 31.8%.

The targets set by the ESDP V, the GER of second cycle primary will be 82 % and 83% for female and male respectively by year 2017/18 where as 76 % has been achieved for female and 83 % for male. The targets set for (2017/18) NER of the second cycle primary was 59% for each of the sexes. However, it was 63 % of the NER that has been achieved by the target year for each of the two sexes indicating achievement beyond the target in 4 percentage point on average.

2.1.3. Primary education: Efficiency

TABLE 8: DROPOUT, REPETITION, SURVIVAL AND COMPLETION RATES

	Baseline/ 2014/15		2015/16				2016/17				2017/18			
			Target		Achieved		Target		Achieved		Target		Achieved	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Grade 1 dropout rate	23	21	20	19	17.7	18.1	17	15	18.1	18.2	13	12	19	20
Grade 1-8 dropout rate	10.03	10.1	10	10	11.94	11.40	9	9	11	10	7	7	9.1	7.9
Grade 1-8 repetition rate	8	9	7	7	6.2	7.1	6	6	6.8	7.5	4	5	5.0	5.5
Survival rate to Grade 5	56.1	55.4	59	57	57.2	55.8	62	61	53	54	64	63		
Completion rate to Grade 8	50.9	51.8	50	50	53.3	55.3	55	55	54.1	52.2	61	61	55.87	59.45

Note: the survival rate for 2017/2018 is not available from the document

Dropouts

ESDP V aspires to achieve grade 1 drop put rate of 12.5 on average by the end of 2010 (Mid-term). However, the achievement in this regard is very slight (19.5percentage point on average). In the last three years of ESDP V implementation, the lowest dropout rate was registered in 2015/16 (16.8%). There were no improvements in terms of reducing grade one dropout rates in the last two years of the ESDP V implementation as the rate remains almost within the same margin (around 18%).

Grade 1-8 dropout rate is now less than 10 percent (around 8 % on average) indicating a substantial achievement in this regard. However, the targets set for the mid-term were not achieved for both sexes (7%). The fact that the ESDP V aims to achieve a 2% rate for grade one dropout could be difficult to achieve unless a more systematic solution is provided to minimize dropouts particularly grade one students.

TABLE 9: DROPOUT BY GRADES 2010 (2017/18)

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
20%	19%	14%	14%	9%	8%	12%	13%	12%	11%	8%	9%	3%	4%	9%	14%

Repetition Rates

Repetition Rate measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. The repetition rate is slightly higher for males compared to females. The female repetition rate of 5% and the male repetition rate of 5.5% mean that the ESDP V target for 2010 (2017/18) (4% for female and 5% for male) has not been achieved. However, the rates of repetition for female students were slightly lower than their male counter parts in the last three years of ESDP implementation period.

TABLE 10: GRADE 5 SURVIVAL RATE NATIONAL

Baseline2014/15(2007)		2015/16 (2008)				2016/17 (2009)				2017/18 (2010)			
		Target		Achieved		Target		Achieved		Target		Achieved	
		M/F		M/F		M/F		M/F		M/F		M/F	
55.4	56.1	57	59	55.8	57.2	61	62	53.6	53.4	63	64	Not available	Not available

Note: data on 2017/2018 achievement is not available

The target set for grade 5 survival rate for 2017/18 is 63 % for male and 64% for female. This has not been met (M=59.45%; F=55.87%). The lowest survival rate was registered during 2016/17 which was around 53% for both sexes. Besides, grade 5 survival rate has shown a declining trend in the last three years of the ESDP V implementation period.

As shown in Table 10, ESDP V has set targets for each of the five years for completion rates. The targets sets were achieved for male students in the years 2015/16 and 2016/17 while the targets for female students were achieved only in 2015/16. The targets set for grade 8 completion for the year 2017/18 were not achieved for both sexes. The completion rate of female students has been lower than their male counterparts in about 4 percentage point for the last two years. Though, the targets for both sexes were not met in this regard particular attention should be provided to female students so as to retain them in the system.

TABLE 11: COMPLETION RATE AT GRADE 8

Baseline 2014/15		2015/16				2016/17				2017/18				2019/20				
		Target		Achieved		Target		Achieved		Target		Achieved		Target		Achieved		Data source
		M/F		M/F		M/F		M/F		M/F		M/F		M/F				
51.8	50.9	50	50	55.3	55.3	55	55	56	52	61	61	59.45	55.87	74	74	NA	NA	EMIS

2.1.4. Primary Education: SNE

According to ESDP V, by the end of 2017/18 enrolment rate of children with SNE, Grades 1–8 will become 47% on average. However, what has been achieved so far in this regard is not only lower by far than the target set for the particular year (about 8.5 %) but also lower than the target set for the initial year of the ESDP V (18%). The low enrollment rate of student with special needs could be attributed to various factors such as poor identification mechanisms of the children, lack of appropriate organizational structure at all levels of the education sector. The SNE directorate explained that “...except in Tigray where there is SNE unit the work is being carried out by a single focal person in all regions. To the worst in some of the regions the issue of SNE is assigned to experts in other working unit as an additional responsibility”. In addition, lack of qualified teachers, poor financing, shortage of facilities and materials to facilitate learning of students with special needs are mentioned by the experts as challenges to SNE.

TABLE 12: PROPORTION OF CHILDREN WITH SNE ENROLLED IN GRADES 1-8

Regions	2015/16		2016/17				2017/2018					
	KG		Primary		KG		Primary		KG		Primary	
	M	F	M	F	M	F	M	F	M	F	M	F
Tigray	0.0	0.0	12	9	0.2	0.1	20.2	16.4	8.00	5.09	18.60	14.31
Afar	0.0	0.0	0	1	0.1	0.1	0.6	0.3	0.12	0.08	0.41	0.22
Amhara	0.1	0.1	7	5	0.1	0.1	3.3	2.6	0.15	0.10	5.06	3.91
Oromia	0.2	0.2	7	6	0.2	0.1	5.0	3.9	0.01	0.00	4.89	3.57
Somali	0.2	0.2	0	0	0.0	0.0	0.1	0.1	0.05	0.04	0.94	0.94
SNNPR	1.0	0.7	13	12	0.7	0.5	20.6	17.3	0.12	0.08	29.13	24.16
BGU	0.2	0.1	13	10	-	-	12.3	11.3	0.17	0.16	16.65	10.69
Gambella	0.2	0.0	0	0	0.6	0.3	8.3	7.0	18.45	15.47	14.51	13.30
Harari	4.3	3.8	26	21	10.2	7.6	13.0	7.8	81.39	61.13	33.87	24.34
Addis Ababa	18.6	12.8	37	33	20.7	13.6	4.4	3.7	0.33	0.17	8.35	6.63
Dire Dawa	2.2	2.0	3	2	5.3	3.1	12.4	9.6	3.89	3.38	14.78	10.24
Total	0.8	0.6	9	7	0.8	0.5	8.6	7.0	0.66	0.45	9.94	8.01

There are variations among the regional states achievements in terms of enrolment rate of children with SNE. Accordingly, Harari and SNNPR regions have achieved higher rates of around 24 % while Afar and Somali regions have achieved lowest rates of enrollment of below 1 %. Tigray, BGU and Dire Dawa regions have achieved enrollment rates that are slightly higher than the national achievement (8.01%) while the rest of the regions rates are below the national rate. As explained somewhere in this report, this fluctuation of data pertaining SNE can be attributed to lack of unit responsible for SNE at the woreda level coupled with lack of systematic data collection and collating mechanisms.

2.1.5. Secondary Education

Table 13 shows GER of grade 9-10 at national and regional level for the first three ESDP V years. Accordingly, the GER which was 26.64 % and 24.56 % for females and males in 2014/2015 has increased to 50% and 45% respectively in the first half of the ESDP V. When this achievement is evaluated against the target, it shows underachievement. The GER targets in 2017/2018 were 55% for both males and females.

TABLE 13: GER GRADE 9-10

Regions	Baseline 2014/15		2015/16		2016/17		2017/18	
	M	F	M	F	M	F	M	F
Tigray	40.38	42.88	44.89	46.02	44.1	45.2	75	78
Afar	16.50	11.78	9.93	6.93	13.9	9.8	18	13
Amhara	26.87	28.36	31.73	34.55	32.4	34.9	52	58
Oromia	22.98	19.52	25.52	21.08	26.5	21.5	45	35
Somali	14.20	7.90	13.01	8.82	13.7	9.1	24	17
SNNPR	28.11	23.51	34.73	27.77	37.3	30.5	66	50
Benshangul - Gumuz	30.87	24.94	33.74	27.82	37.4	29.3	53	42
Gambella	69.48	46.98	86.36	57.04	76.9	53.4	101	85
Harari	38.26	32.61	38.13	34.48	37.2	33.6	61	53
Addis Ababa	76.56	78.54	79.83	84.36	76.8	83.9	114	130
Dire Dawa	23.90	21.35	27.79	25.22	37.1	31.0	56	47
National	26.64	24.56	30.14	27.91	31.5	28.7	50	45

The GER has been increasing every year on average by 7.3 percentage point. Disaggregated by gender, the GER has been increasing every year on average by 7.79% and 6.81% for

males and females respectively. This consistent considerable increment in secondary GER can be attributed to expansion of secondary schools in the country that 767 new secondary and preparatory schools were established within the last three years (see table 14). The GER for males and females are below the target set for males and females by 5 and 10 percentage points respectively. In addition, data in table 13 shows that though the achievement is below the target for both males and females, the achieved GER for females are less than their male counterparts.

The regional comparison of the female GER shows that Addis Ababa has achieved the highest (130%) followed by Gambella (85%), while Afar (13%) and Somali (17%) are the two of the most underperforming regions. Similar comparisons for males show that Addis Ababa is again the highest achiever (111%) while Afar (18%) is ranked bottom.

TABLE 14: NUMBER OF SECONDARY AND PREPARATORY SCHOOLS ESTABLISHED

Regions	Baseline 2014/15	2015/16	2016/1 7	2017/18	Difference from the base line	GER 9- 12	Pupil Section Ratios	School growth rates
Tigray	173	189	215	244	71	46.30%	48	41.0
Afar	25	34	34	36	11	11.00%	29	44.0
Amhara	409	433	516	533	124	36.10%	51	30.3
Oromia	1100	1,297	1367	1,428	328	25.30%	62	29.8
Somali	129	124	130	170	41	15.20%	107	31.8
SNNPR	640	705	751	82	144	36.00%	60	22.5
Benshangul - Gumuz	60	68	74	784	22	30.40%	50	36.7
Gambella	51	53	54	59	8	58.60%	81	15.7
Harari	14	15	16	16	2	36.20%	52	14.3
Addis Ababa	209	217	214	222	13	85.30%	45	6.2
Dire Dawa	20	21	22	23	3	33.10%	50	15.0
National	2,830	3156	3393	3,597	767	30.70%	56	27.1

Table 14 shows that an additional 767 general secondary and preparatory schools have been established in the country in the last three years. The number of general secondary and preparatory schools increased in 27.1 percent point in 2017/18 at national level as compared to the numbers of general secondary and preparatory schools found in 2014/15. When compared against the baseline data, most secondary schools were built in Oromia followed by SNNPR and Amhara regions during the last three ESDP V implementation years.

In terms of the rates of new secondary and preparatory schools' expansion in comparison with the baseline, Afar (44%) and Tigray (41%) regions have shown the uppermost rates of general secondary and preparatory schools expansion rates, while Addis Ababa city has the lowest rate of expansion (6.2%). The general secondary and preparatory schools' expansion in Oromia region was found out to be 29.8% which is below BGU, Somali and Amhara.

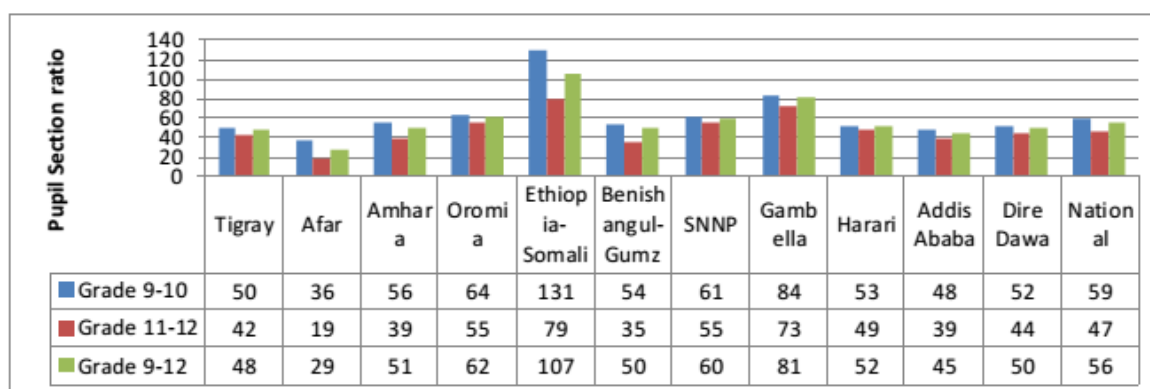


FIGURE 1: PUPIL SECTION RATIOS (PSR) BY REGION, 2010 E.C (2017/18)

Given and despite the variations among the regional states in terms of the numbers and the rates of expansions of general secondary and preparatory schools, there are variations among the regions regarding their PSR rates. Accordingly, Somali region has the highest PSR of 1:107 (Perhaps with the biggest variation between grade 9-10 and 11-12 PSRs). Afar (1:29) is with the lowest PSR rate followed by Addis Ababa (1:45) and Tigray (1:48) regions.

The data revealed that, there are needs for additional general secondary and preparatory schools or additional class rooms in some regions as Somali, Oromia, Gambella and SNNPR among others while in some regions the need for mobilizing students and enhancing primary education so as to enhance secondary education enrollment is evident. Afar region could be example in this regard.

2.1.5.1. Secondary School SNE GER

TABLE 15: SNE SECONDARY SCHOOL GROSS ENROLLMENT RATE

Regions	Baseline 2007(2014/15)		2008 (2015/16)		2009 (2016/17)		2010(2017/2018)	
	M	F	M	F	M	F	M	F
Tigray	536	420	2.9%	2.3%	6.0	5.0	4.4	3.9
Afar	38	14	0.0%	0.0%	0.7	0.3	0.2	0.1
Amhara	921	693	1.8%	1.2%	1.3	0.9	1.2	0.8
Oromia	1441	956	1.8%	1.2%	0.9	0.7	1.2	0.7
Somali	232	90	0.0	0.0	-	-	1.1	2.5
SNNPR	860	628	2.7%	2.1%	6.7	5.5	9.0	6.9
Benshangul- Gumuz	126	55	3.3	1.4	5.1	1.7	4.1	2.1
Gambella	-	-	1.7	0.6	0.2	0.3	1.3	1.6
Harari	6	5	1.3	1.0	0.9	0.7	0.7	0.6
Addis Ababa	151	123	7.8	5.5	0.8	0.5	3.2	2.5
Dire Dawa	23	4	0.7	0.5	1.1	0.4	1.3	1.0
Total	4334	2988	1.7	1.3	2.5	2.0	2.9	2.2

Note: In ESDP V document the base line was set in absolute numbers while data on subsequent years from annual education abstracts and other official document was found in percentage.

Table 15, shows GER of students with special needs education. The data shows that the GER of students with special needs education has increased during the year 2016/17 and 2017/18. Data is not available for GER in 2017/18. The GER for females which was 1.3 in 2015/16 is increased to 2.0 in 2016/2017. Similarly, the GER for males which was 1.7 in 2015/16 is increased to 2.5 in 2016/2017. When considering this achievement against the target which was set as 22% at 2017/18, it is far less than was planned. Given the lower GER of students

with SNED at the primary education, it might be expected to have a lower GER at secondary and preparatory.

TABLE 16: GENDER PARITY INDEX -GPI³

Regions	Baseline 2014/15 (M/F)			2015/16 M/F			2016/17 M/F			2017/18 M/F		
	PR	SC 1 ⁴	SC 2 ⁵	PR	SC 1	SC 2	PR	SC 1	SC 2	PR	SC 1	SC 2
Tigray	0.97	1.08	0.99	0.95	1.06	0.89	0.94	1.07	0.83	0.92	1.03	0.80
Afar	0.86	0.71	0.70	0.90	0.71	0.65	0.90	0.71	0.70	0.87	0.71	0.80
Amhara	0.98	1.11	0.87	0.96	1.14	0.94	0.96	1.12	0.91	0.90	1.13	0.92
Oromia	0.88	0.86	0.81	0.88	0.83	0.8	0.87	0.81	0.80	0.88	0.78	0.74
Somali	0.87	0.50	0.63	0.83	0.69	0.65	0.78	0.66	0.66	0.76	0.71	0.71
SNNPR	0.90	0.84	0.84	0.89	0.82	0.83	0.94	0.81	0.84	0.91	0.79	0.75
Benshangul Gumuz	0.84	0.82	0.79	0.84	0.79	0.87	0.90	0.76	0.92	0.90	0.76	0.85
Gambella	0.90	0.80	0.33	0.92	0.8	0.33	0.96	0.84	0.28	0.91	0.84	0.31
Harari	0.86	0.84	0.91	0.86	0.88	0.99	0.87	0.89	0.98	0.85	0.87	0.95
Addis Ababa	1.18	1.02	1.07	1.20	1.1	1.03	0.78	1.14	1.06	1.15	1.14	1.10
Dire Dawa	0.97	0.92	0.84	0.96	0.94	0.85	0.94	0.85	0.80	0.92	0.84	0.85
Total	0.92	0.93	0.87	0.91	0.94	0.87	0.90	0.92	0.86	0.89	0.90	0.83

Table 16 shows the gender parity index at general education. The GPI for primary education which was 0.92 in 2014/15 has reduced to 0.89 in the first in 2017/18. Similarly, the GPI which was 0.87 for preparatory schools in 2014/14 is reduced to 0.83 in 2017/18. Similarly, the GPI for general secondary school was reduced from 0.93 in 2014/15 to 0.9 in the first nine months of the 2017/18. The GPI for grade 9-12 in the first nine months of 2017/18 is 0.86. This achievement is below the target set which was 0.9 for 2017/18. Disaggregated by region, Afar (0.71) is a region with the lowest GPI index at general secondary school while Addis Ababa is with the highest one (1.14). At preparatory school level, the lowest GPI is scored in Gambella (0.31%) while Harari is with the highest GPI (0.95).

2.2. General Education: Quality

Quality of education is a cornerstone of a country as its development is entirely dependent on the skill and knowledge of its citizens. As stipulated in ESDP V, the goal for improving the quality of general education is: “.....to motivate children to complete primary and secondary school and provide them with the knowledge, skills and values to become productive and responsible citizens’. Accordingly, in the following sections the midterm achievements of the KPIs at outcome and output levels and the assessment of strategies of quality of the general education are presented.

2.2.1. The Midterm Achievement of KPIs of the Quality and Outcome

As indicated in Figure 2, six KPIs for quality and ten KPIs for outcome were identified in ESDP V. Complete data were obtained for only four KPIs out of the six of quality indicators and for only one KPI from ten indicators of outcome.

³GPI measures the equity between boys and girls. It is a ratio of GER of boys divided by GER of girls.

⁴Secondary school 9-10

⁵ Secondary school 11-12

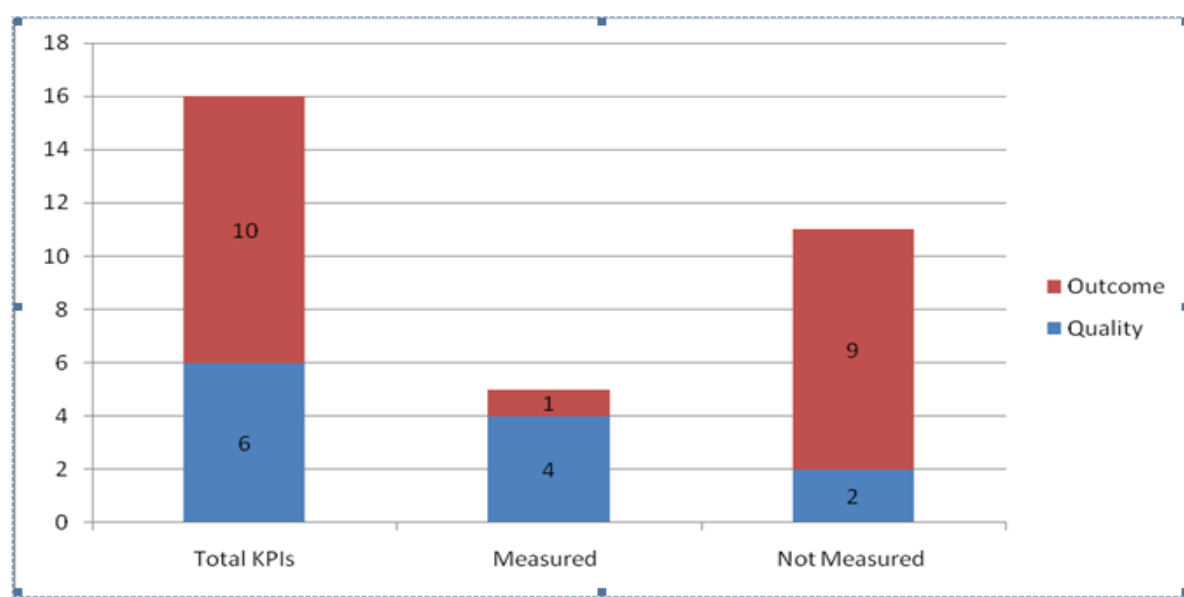


FIGURE 2: TOTAL KPIS OF QUALITY AND OUTCOME DIMENSIONS FOR GENERAL EDUCATION, KPIS MEASURED AND KPIS NOT MEASURED IN 2010 E.C.

Evaluation of KPIs of quality of the General Education

Out of the six KPIs of quality, the pre-primary teacher holding ECCE diploma was achieved beyond the target. In ESDP V the Midterm Target (MT) for teachers holding the pre-primary ECCE diploma was 5% but the achievement (13%) was far exceeding the target. The MT for grades 1–4 teachers appropriately qualified was 82%, and the achievement (80%) was slightly lower than the target set. This achievement of primary second cycle (80%) in 2010(2017/2018) was an encouraging achievement compared to the achievement of 2009(2016/2017), 73%. The achievement is encouraging as one of the ingredients for quality education is having qualified teachers who fulfill the required standard for the level.

TABLE 17: EVALUATION OF KPIS OF QUALITY

Quality indicators	Baseline (2007) 2014/15	(2008) 2015/16	(2009)2016/17	Target (2010)2017/18	Achievement 2010(2017/18)
Pre-primary teachers holding the ECCE diploma	0	6%	10%	5%	13%
Grades 1–4 teachers appropriately qualified	55%	72.32%	73%	82%	80%
Teachers in Grades 1–12 who are licensed	0	10%	21%	38 %	DNA
Primary schools at level three or above classification	21%	29%	37%	44%	9.8%
Secondary schools at level three or above classification	30%	36%	42%	48%	17%
Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction (all varieties)	46%	53%	63%	73%	DNA

Note: data on school inspection is released every three years and hence data is not available for (2010)2017/18. The data included in this table is the result of the inspection report conducted from 2013/14 to 2015/16.

The percentages for primary schools at level three or above classification and secondary schools at level three or above classification were 9.8% and 17% indicating low achievement compared to the MT of 38% and 44% for primary and secondary schools respectively.

Evaluation of KPIs of outcome of the general education

The Mid Term (MT) achievement of grade 10 students who scored 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate were 60% for male and 69% for female students which were poor achievement compared to the MT of 78% for females and 84% for males. Though the Government of Ethiopia has been working extensively to improve quality of education, low achievement of grade 10 students is still a challenge to the education system. Data from desk review, interview with various directorate, and FGD with regional education experts depict that failure to implement the strategies related to curriculum, textbooks assessment, examinations and inspection; Teacher Development Program (TDP); School Improvement Program (SIP); use of Information and Communications Technology (ICT) contribute to the low students educational outcome. As a result, the concerted effort of the ministry, regional education bureau and the various stakeholders should be strengthened and maintained to improve the quality of education as indicated in GEQIP II program.

Data for the nine KPIs out of ten outcomes that relate to grade 2, 4, 8, 10 and 12 students' academic achievement in comprehension, EGMA, NLA, EGSEC, and EHEEC were not available. The KPIs of the outcome dimension for various levels/grades which were spelt out in ESDP V were supposed to be markers for quality of education for general education system. However, failure to measure the majority of KPIs of outcome dimension incapacitate the MoE to make solid, evidence based decisions on how well students perform for various examinations and consequently, provide little feedback about outcome of education to the stakeholders.

TABLE 18: ANALYSIS OF ACHIEVEMENTS AND MAIN CHALLENGES OF KPIS IN GENERAL EDUCATION

Sub sectors	Summary of Achievements		Main Challenges		
	Quality	Outcome	Main issues	Emerging challenges	Lessons learned
General Education: Quality	In the preprimary, primary levels, and secondary first cycle(9-10) the target set to supply teachers with the required standards were achieved or close to be achieved.	The MT achievement of grade 10 students who scored 2.0 or above (pass mark) in EGSEC was 64.8% which was by far low achievement as compared to the MTT of 78% for females and 84% for males	- Data not available for 2/6on the quality dimension - Data not available for 9/10 on the outcome dimension.	- In the secondary second cycle (11-12) the target set to supply teachers with the required standard were lagging behind , only 14% of teachers are qualified with the required standard, MA in teaching. - Very low percentages of primary schools (9.8%) and secondary schools (17%) at level three or above classification - Few data for KPIS of quality and outcome dimensions in the midterm could have several negative consequences like providing little information on locating, deciding and prioritizing tasks to be done and create difficulties for adjusting resource allocation and mobilization in the remaining years of ESDP V period.	- The need for concerted effort of the ministry, the regional education bureau and the various stakeholders still should be the priority to improve students' academic learning and achievements by implementing the strategies indicated in ESDP V and GEQIP II program - For the Final term evaluation of ESDP V, efforts should be in place to make data available for the KPIS which were not available for this MTR

Analysis of performance of outcome and output level of each component of general education

For the quality of general education, five components were indicated in ESDP V document. These are teachers' and leaders' development, curriculum, teaching and learning materials, school improvement program, information and communications technology, and quality assurance. Within each component, there are various sub components. Based on the result matrix of the general education quality component, the level of achievement for the outcome of general education, intermediate outcomes and output/strategies of each component was assessed.

2.3. Outcomes Related to Quality General Education

Outcome: Improved Quality of General Education

In the results matrix of general education quality, the proportion of grade 4, 8, and 12 students who achieved 50% and above in NLA (%) was written as an indicator for the outcome. However, NLA was not conducted in the last two and half years. From the qualitative analysis, however, we have learned that lack of international experience in the preparation of standardized examination and assessment, shortage of experience of the experts in the preparation of standardized examination and assessment, and limitations in item bank utilization were found to be the major bottlenecks for not conducting NLA. This could imply that in the absence of NLA, it becomes difficult to know the level of achievements of students against the objectives set for each level of education and inform the proposed 2019 curriculum reform. As mitigating strategies, the consultant team took student's assessment results of grade 10 and 12 as proxy indicators for the outcome.

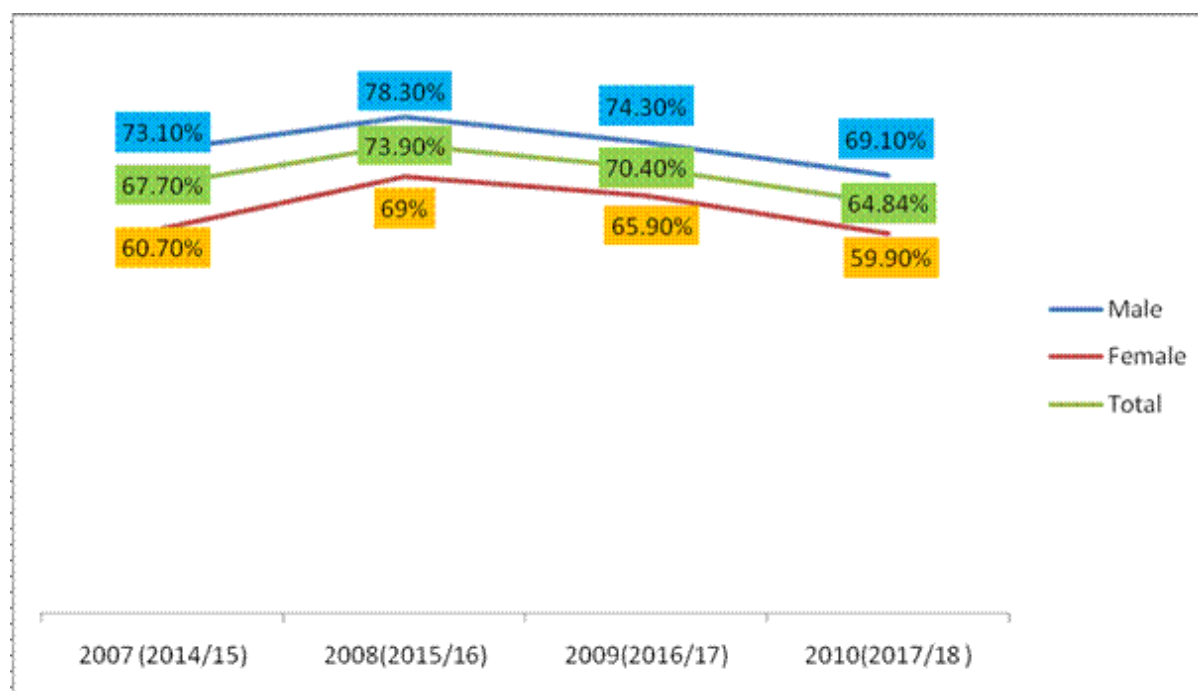


FIGURE 3: PERCENTAGE OF GRADE 10 STUDENTS WHO SCORED >2.0

As indicated in above, the percentage of grade 10 students who pass grade 10 national examinations has decreased from 2008(2015/16) to 2010(2017/18), the reasons for poor students' academic achievement are indicated below.

With respect to differences on male and female students' academic achievement, male students excelled female students across all years. The average performance for female students was about 60% while the performance for male was 69% in 2010(2017/18). It was by far low achievements for both groups as compared to the MTT for female (78%) and male (84%) students. There were about 18% for female and 15% point gaps for male academic achievements against the MT. Though different efforts have been in place for the last several years to narrow down achievement gaps between male and female students, it did not bring about the expected change. As evidenced from the FGD with experts from regional education bureau pressures on female students such as home chores, engagement in petty trading to generate income for the family, preparing females for marriage than for further learning and lack of appropriate academic support at school level were some of the factors for females' low academic achievement. Thus, it requires the government and stakeholders to create awareness in order to narrow down the observed academic achievement gaps.

TABLE 19: PROPORTION OF GRADE 12 STUDENTS WHO SCORED >350

2007(2014/15)	2008(2015/16)	2009(2016/17)	2010 (2017/2018)
45.27%	40.86 %	41.27%	52.86%

Despite the efforts made by the government to improve quality of education, grade 12 students scored below average in the three consecutive years (2007 (2014/15) – 2009(2016/17)). The proportion of students who score 350 or above in grade 12 examinations fluctuates from year to year. In 2007(2014/15), the performance was 45.27%, declined to 40.86% in 2008(2015/16) and 41.27% in 2009(2016/17). The performance of students in 2017/18 was 52.86% indicating performance below the target set for the midterm (54%) though it has increased as compared to previous year student performances. Interview with various directorates, and FGD with regional education experts disclose failure to implement the strategies mentioned in ESDP V such as poor textbooks distribution, shortage of qualified teacher, limited number of school that pass through inspection, failure to implement the SIP programme efficiently at school level, lack of commitment among educational leaders and engagement in political activities rather than their professional assignment, scarce ICT infrastructure and little use of ICT for education purpose contribute negatively for not achieving the MT .

2.3.1. Component 1: Teachers' and Leaders' Development

For this sub section the objective was indicated in ESDP V as “improved teaching and leadership skill in all institutions, matched with greater motivation and job satisfaction”. Detailed outcomes are presented in the table below.

TABLE 20: OUTCOME INDICATORS FOR TEACHERS' AND LEADERS' DEVELOPMENT

	2007(2014/15) T (F/M)	MT 2010(2017/18)	Achievement
Annual attrition rate of teaching staff	4%	2%	2% (Primary) 6 % (Secondary)
% appropriately qualified teachers in grades 1-4	55% (63/48)	82%	80%
% school leaders (principals and supervisors) that are female	8%	16%	11%

Note: Out of 8 teachers' and leaders' development indicators only the three indicators have data for analysis. For the remaining 5 indicators data were not available.

Improved teaching and leadership competencies with greater motivation and job satisfaction

For the outcome of improved teaching and leadership competencies with greater motivation and job satisfaction, teacher and leaders' attrition rate (%) were taken as indicator.

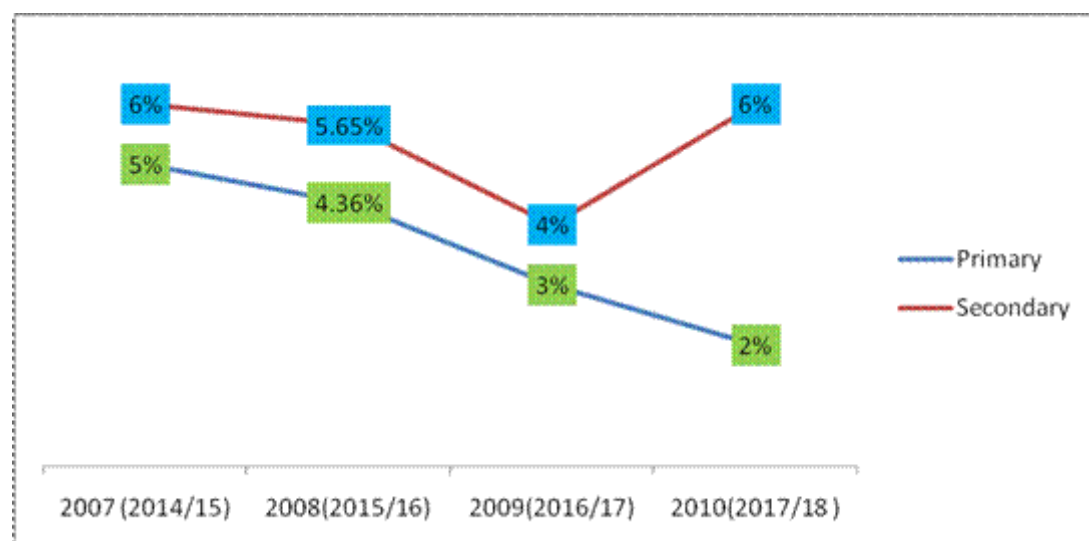


FIGURE 4: PERCENTAGE OF TEACHERS' ATTRITION RATE

The teachers' attrition rate in the primary education in the baseline year 2007(2014/15) was 5%, which was decreasing from year to year and reached 2% in 2010(2017/18), meet the MT. From the FGDs made with regional education experts and teachers' and leaders' development directorate it was learned that the continuous initiatives taken by the government to improve the working environment and fringe benefits like housing provision for some senior teachers in Addis Ababa and promise made for others, land provision for teachers in Oromia region and salary raise might have contributed to low teachers' attrition rate.

For the secondary education, the teacher attrition rate also decreasing from year to year except in 2010(2017/18). In 2010(2017/18), the attrition rate of secondary school teachers slightly increased in contrast to the years 2008 (2015/16) and 2009 (2016/17). Though the attrition rates of teachers reached below 5% in 2008 (2015/16) and 2009(2016/17), it has increased to 6% in 2010 (2017/18) which is by far more than the target set for 2010 (2017/18). (2%). As indicated in EMIS (2010(2017/18) annual report the highest attrition rate is registered in Addis Ababa with 19%, followed by Afar with about 11% and in Oromiya with about 8%. The lowest attrition rate is observed in Amhara and Gambella each with just 1%. The attrition rate for Ethiopian Somali is not calculated due to absence of data. The reasons for attrition among secondary school teachers are death accounts for 51%, followed by leaving the profession which accounting for 34% of attrition.

High attrition rate in secondary level might jeopardize the government effort to retain experienced and qualified teachers in the system and hence negatively affect quality of education. Despite the government effort to retain teachers using different strategies, attrition rate of teachers is still high in secondary education. Teachers' and leaders' development directorate and the FGDs made with regional education experts revealed the major reasons for high attrition rate were delay in responding to teachers' incentive proposal prepared by the ministry; delay in responding to request of teachers for improved living conditions ; and lack

of accountability and commitment among educational leaders to respond to the needs of teachers. The high attrition rate of teachers could also be explained by qualification of teachers of secondary education. As a result, they might have a good opportunity to be employed to other sectors having relatively better working conditions and salary.

Improved perception of the teaching profession

The teachers and leaders development directorate revealed several effort has been made to lay the bases for improvement of perception of the society on teaching profession through the mass media of the ministry of education, raising the awareness of the community in public meeting and professional association, providing house in Addis Ababa; using of carefully prepared selection guideline to attract competent candidates; establishing of excellence center universities and CTE; inclusion of teaching profession as one band during grade 12 students' placement. On the other hand, variations among regions in their effort to make teaching profession as priority choice in the community and lack of uniformity among regions in implementing the guidelines in line with the directives given by ministry of education were the drawbacks to promote the profession. As indicated in ESDP V these strategies can only help to lay the foundations for improved perception of the society on teaching profession. Other factors such as fringe benefits, strengthening housing provision, health insurance, better working condition, students' behavior, and teachers' salary are the most important factors for improved perception of the society on teaching profession.

Improved skills and qualifications of teachers

TABLE 21: IMPROVED SKILLS AND QUALIFICATIONS OF TEACHERS

	Proportion of teachers in grades 1-12 that received in service training		
	2007(2014/15) Baseline	2010(2017/18) MTT	Achievement
In Mathematics and science (%)	0%	65%	60.8%
In mother tongue proficiency skills (%)	87%		36%
In English language quality improvement (%)	10%		80.3%

With respect to proportion of teachers in grades 1-12 that received in service training, 60.8% of teachers received in-service training in math and science though it was intended to reach 65% of teachers. 36% of teachers received in-service training in mother tongue in 2010(2017/18) though this achievement is by far below the baseline i.e., 87 %. With regard to English language quality improvement, 80.3% of teachers received in-service training and this achievement is significant as compared to the baseline year. It is clear that the government of Ethiopia gives much emphasis for mathematics and science subjects as these subjects lay the foundation for having competent technology and science professionals who could facilitate the Economic development of Ethiopia. However, the under achievement in math and science in in-service training of teachers limit the opportunity for teacher to update themselves and eventually thwarts the country's effort to have competent students in the area.

Interviews with Teachers and Leaders' Development and the Curriculum and Teaching Material Development Directorates showed positive development like the preparation of quality training modules; trainings in active learning, assessment, lesson study, lesson planning, improvisation and laboratory practical work for 35-40 grade 7 and 8 school teachers in each year. As to mother tongue training, in-service training had been given to teachers on teaching content and its pedagogy; modules in seven mother tongue languages: Amharic, Afan Oromo, Aff-Somale, Hadiyisa, Tigrina, Sidamo-Afu and Wolaitota have been prepared (these are languages used by over 85 million people in the country); and development of modules is under way for Bertigna, Gumuzigna, Shinashigna, Awi and Timugegna. Regarding English Language improvement, ELIC Centers were established in all Colleges of Teacher Educations and provision of school based mentoring services in the schools was provided.

Data from interviews with Teachers and Leaders' Development Directorate indicated some bottlenecks that hamper smooth implementation of the in-service training. Funding limitation, turnover of trained ToT teachers; inadequate follow-up and monitoring of classroom practice of the trained teachers; and shortage of competent trainers and module developers, unreliable school data on the number of teachers trained and under capacity in planning for identifying the training needs were some of them.

TABLE 22: PROPORTION OF TEACHERS APPROPRIATELY QUALIFIED (%)

Regions	2008(2015/16)			2009(21016/17)			2010(2017/18)		
	Primary :1-4	Primary : 5-8	Secondary 9-12	Primary : 1-4	Primary : 5-8	Secondary : 9-12	Primary : 1-4	Primary : 5-8	Secondary : 9-12
Tigray	82.78	97.4	91.90	90	98	95	94	95	79.48
Afar	39.79	89.00	66.32	37	80	68	25	75	67.41
Amhara	85.51	97.43	93.61	85	97	95	89	97	77.31
Oromia	67.66	95.15	93.03	68	95	95	72	95	77.27
Somali	41.00	41.00	85.41	2	11	71	26	24	31.46
Benshang ul Gumuz	81.77	81.77	94.21	82	98	95	80	95	65.6
SNNP	58.67	58.67	90.29	64	94	90	76	97	71.72
Gambella	85.71	95.60	68.10	90	85	93	70	88	57.42
Harari	78.52	94.90	91.86	77	93	94	73	87	82.39
Addis Ababa	92.35	97.80	98.82	92	97	96	80	90	38.17
Dire Dawa	75.76	96.65	96.79	71	95	97	66	89	81.78
Achieved	72.32	93.40	92.71	73	95	93	80	96	72.18
Planned	70/58			77/68			82	90	97

The proportion of appropriately qualified first cycle primary teachers (1-4) increased linearly from 55% in the baseline year 2007(2014/15) to 80% in 2010(2017/18) though the achievement was below the MTT (82%). For second cycle primary teachers (5-8), the figure increases linearly reaching 96% in 2010(2017/18) which was above the MTT (90%). For the secondary level (9-12), the proportion of qualified teachers in 2008 (2015/16) and 2009(2016/17) was about 93% but the figure significantly decreased to 72% in 2010(2017/18) which was far below the MTT (97%). When we examine the qualification of teachers by the cycle, 93.8% of teachers fulfill the standard qualification for secondary first cycle (Grades 9-10) whereas only 14.6% fulfill the standard and the remaining 84.4%

teachers teaching in secondary cycle (11-12) are below the standard as the cycle demands Master's degree in teaching. Such less number of qualified teachers in the second cycle (11-12) contributed to less proportion of qualified teachers in secondary education (9-12). Region wise analysis indicated Afar and Somali regions had the lowest percentage of qualified teachers in the primary first cycle (1-4) and for the secondary first cycle (5-8) Somali region had the lowest percentage of qualified teachers.

Improved Skills and Qualifications of School Principals and Supervisors

TABLE 23: PROPORTION OF SCHOOLS LEADERS APPROPRIATELY QUALIFIED (%)

Share of schools leaders that meet standard qualification (diploma/degree) (%)	2007 (2014/15)	MT 2010 (2017/18)	Achievement 2010. (2017/18)
Primary first cycle (1-8)	DNA	71%	30%
Secondary education (9-12)	DNA	67%	28.72%
Females leaders Primary (1-8)	8%	16%	2.9 %
Females leaders Secondary (9-12)	4	14%	1.5%

Source: 2010 E.C. MoE report sent to the Parliament

The proportion of female leaders decreased to 2.9% in primary level (1-8) and 1.5% in secondary education (9-12) in 2010(2017/18), as compared to the baseline year which were 8% for primary level and 4 % for secondary level. The performance upgrading females to qualified level and upgrading school leaders of primary and secondary levels were below the midterm target. It was planned to upgrade to 71% of school leaders in primary first cycle (1-8) but the achievement was only 30% and for secondary education (9-12) the achievement was only 28.72% though it was planned to reach 67% of school leaders. With respect to upgrading the qualification level of females, the achievement is below the MT, with 2.9% achievement against 16% MTT target in primary level (1-8) and 1.5% achievement against MTT of 14% in secondary education.

As per the explanation of the Teachers' and Leaders' Development Directorate, the reason for low achievements in both levels attributed to lack of interest on the part of the trainees as training at post graduate Diploma has low reward to the qualification. For female leaders the reason for low achievements according to Teachers' and Leaders' Development Directorate were difficulty to attract competent and experienced female teachers to leadership position for they have doubt to be assigned in very far and remote schools and in some cases trained female leaders were not assigned for the intended position.

2.3.2. Component 2: A curriculum fit for the country

In ESDP V the objective of the component was developing a curriculum fit for a lower middle income country and availing sufficient teaching/learning materials to all staff and learners. Outputs for this subsection are indicated in table 24.

TABLE 24: A CURRICULUM FIT FOR THE COUNTRY

Output/strategies	ESDP IV (2007)	MT 2010 (2017/2018)	Achievement 2010(2017/2018)
Establish a new curriculum development institute by 2017	N.A.	Yes/No	No
% of all subjects with revised curriculum relevant to a lower middle income economy	N.A.	DNA	Not completed

Note: data is not available on student to textbook ratio (all institutions, all subjects, and all grades), percentage of primary schools offering varieties of supplementary literacy/ numeracy materials and percentage of CTEs with required new curricular resources

The revision process for the different subjects was not yet carried out. The preparation for history curriculum was almost on the stage of completion. The evidence from the Curriculum, Teaching and Learning Material Directorate depicted that before revising the curriculum, the curriculum department in the Ministry of Education carried out different work like conducting formative evaluation of the existing curricula and capacity building of the Directorate for the past three years which lay the ground for the revision. It is further reported that the actual curriculum revision is not yet started.

Revised National Curriculum

The institute for curriculum development has not been established though it was supposed to be established by 2009 (2016/2017). The process is underway. The proposal for establishing the institute has been completed and sent to the Prime Minister Office. Had the institution been established on time, it would have taken responsibility of the curriculum work. Hence, failure to establish the institute timely may negatively affect the revision and preparation of curriculum for various subjects as stipulated in ESDP V document.

Improved Awareness and Skills among Teachers on New Curriculum

There were no efforts carried out to create awareness and help teachers develop the required skills as it is still in the preparation phase though it is expected to be completed in the upcoming years of ESDP V, the Curriculum, Teaching and Learning Material Directorate Director explained.

Sufficient Teaching and Learning Materials Available and Used

From the desk review the consultant team obtained limited data across 2007(2014/15) to 2010(2017/18) pertaining to primary schools offering at least 20 varieties of supplementary literacy/numeracy materials. The interview with Curriculum, Teaching and Learning Material Directorate showed that the Ministry of Education has prepared more than 30 materials in 7 languages. Moreover, there are materials prepared by the concerned stakeholders like UNICEF.

TABLE 25: STUDENT LEARNING MATERIALS DEVELOPED, PRINTED AND DISTRIBUTED

	2007 (2014/15)		2008 (2015/16)		2009 (2016/17)		2010(2017/18)	
Regions	Primary : 1-8	Secondary : 9-12	Primary : 1-8	Secondary : 9-12	Primary : 1-8	Secondary : 9-12	Primary : 1-8	Secondary : 9-12
Tigray	5.69	12.2	5.17	10.3	4.8	11.9	8	13
Afar	1.43	5.1	2.11	7.19	3.8	3.8	4	8
Amhara	5.63	13.7	5.47	12.74	5.3	5.2	6	13
Oromia	4.20	16.3	3.45	14.92	4.1	14.9	3	13
Somali	0.21	2.2	0.59	0.38	0.3	0.5	0.1	1
Benishangul Gumuz	3.92	11.7	3.39	9.42	3.5	9.7	3	9
SNNP	3.31	10.9	2.83	8.87	3.4	9.2	4	10
Gambella	3.22	3.9	5.02	6.79	0.8	1.7	0.2	1
Harari	7.05	10.8	6.41	11.4	7.6	4.0	7	11
Addis Ababa	5.66	10.6	5.43	10.45	7.2	14.5	7.4	15
Dire Dawa	5.77	11.1	4.45	9.53	5.2	13.5	5	13
Total	4.20	13.0	3.83	11.77	4.2	10.3	4	12

Table 25, above shows that pupil textbook ratio in primary level (1-4) remains in steady state (around 4) from 2007 (2014/15) to 2010 (2017/18). For the secondary education (9-12), the pupil text book on average (2007 (2014/15)) was 13.0 while the midterm achievement was 12.

In 2007 (2014/15) students had access to about 13 textbooks on average whereas in 2010 (2017/18) a student had access to about 12 textbooks. The pupil text book ratio is below the target set for the midterm of ESDP V. In addition, this ratio was computed as the total number of text book in all subjects divided by the total number of enrolled students. This figure thus does not indicate the standard text book student ratio computed in terms the total number of text books in each subject per the students attend the subject at the school.

However, from the interview with the Curriculum, Teaching and Learning Material Directorate, the consulting team has learnt that there is no shortage of textbooks in the printing stage. In terms of the number of textbooks printed, the pupil textbook ratio is 1:1. But the problem is on the distribution, handling and usage of the material at regional level. There are also serious problems in sending accurate figures of students. Even some regions said that they do not have a space to store the textbooks even though the ministry is willing and capable to deliver the materials. The FGD conducted with regional education experts confirmed the existence of the problem regarding textbook distribution.

The table also shows that there exists regional variation concerning pupil textbook ratio. In 2010(2017/18) primary school students in Somali and Gambela regions had less than one access to text book while primary school students in Tigray, Harari, and Addis Ababa have relatively the highest pupil textbook ratio. With respect to secondary school, students in Addis Ababa get access to relatively the highest number of text book (15 books per student on average) followed by Amhara, Dire Dawa, Oromia, and Tigray. The minimum student text book ratio in secondary school was observed in Somali and Gambela regions (only one book per student on average). The reason for this as evidenced in the FGD with regional education experts relate to low commitment of leaders in the region to carry out the distribution and inaccessibility of schools. It implies that shortage or absence of text books in some subjects directly affect students' learning and there by contribute to low achievement which in turn might contributes to the deterioration of quality of education.

Concerning pupil text book ratio by subjects in primary level (1-8), and secondary schools (9-12) it was not possible to get data from the desk review. The data for pupil textbook ratio indicated in ESAA of 2007(2014/15), 2008(2015/16), 2009(2016/17) and 2010 (2017/18) did not consider the right calculation for the pupil textbook ratio. It rather presented the ratio of total books to total enrolment.

The consultant team has learnt from the curriculum, teaching and teaching material directorate that the ratio is 1:1 at the printing stage however the problem lies in the distribution and handling of the textbooks. Lack of data pertaining to pupil text book ratio by subjects hindered educational personnel to make evidence based decision about distribution of text book by subject area.

Teaching Learning Materials Developed, Printed and Distributed

With respect to textbook to teachers' guide ratio by grade and cycle it was not possible to obtain data from the desk review. However, the Curriculum, Teaching and Learning Material Directorate stated that textbooks to teachers' guide ratio are prepared to achieve the target of 40:1. Like that of text book, the distribution of teachers' guide has a number of problems from region to zone, Woredas, and schools. The implication is that limited access to text book and teachers' guide negatively affected students' learning and quality of education. Moreover, it is clear that the preparation of the text books and teachers' guide demand a lot of resources and failure to utilize the material for the intended purpose is wastage of the country's

resources. Thus, this requires proper planning and coordination among different structure of the education sector (the MoE, the REBs, Woreda Education Offices and schools).

2.3.3. Component 4: School Improvement Program

In ESDP V the objective of the component was all schools, with support from the community, offer the environment, management and leadership required to support quality learning outcomes. Outputs for this subsection are indicated in table 26 below.

TABLE 26: SCHOOL IMPROVEMENT PROGRAM

Output/strategies	ESDP IV T (F/M)	MT 2010 (2017/18)	Achievement 2010 (2017/18)
% schools using at least half of their school grant allocation for teaching/learning domain	N.A.	100%	79.5 %
% of schools developing and implementing a high quality school improvement plan	N.A.		74%

Note: *Data were not available for the following school improvement standards including teacher attendance rate, percentage of all schools that meet or are above the expected standard of school “inputs” as per inspection standards, percentage of schools that meet or are above the expected standard of school “processes” as per inspection standards and percentage of schools with school report card displayed on their notice board.*

Table 26 shows percentage of schools using at least half of their schools grants allocation for teaching/learning domain at 2010 (2017/18) is 79.5% whereas the target is 100%. In addition, the percentage of schools developing and implementing a high quality school improvement plan was found to be 74% in the midterm. This indicator has neither baseline target nor MTT and hence difficult to evaluate the performance.

Improved Community Participation

The indicator for improved community participation as stated in ESDP V was share of schools developing and implementing a high quality school improvement plan. In line with this, data concerning share of schools developing and implementing a high quality school improvement plan (%) with participation of community disaggregated by region couldn't be found from the desk review. The interview with the school improvement program directorate revealed that almost all schools had standards developed for library, laboratory, and classroom at primary schools with community participation. However, the effectiveness of the library, laboratory, and classroom was not assessed. In addition, supplementary materials in mother tongue, in mathematics, and sciences were prepared. However, most schools performed poor in making school environment suitable for students with special needs. Though attempts made by schools to have high quality school improvement plan is encouraging, the special needs education their actual performance in implementation especially regarding the needs of students with disability need to be seriously considered as only limited number of schools was made accessible to children with disabilities.

Improved School Environment

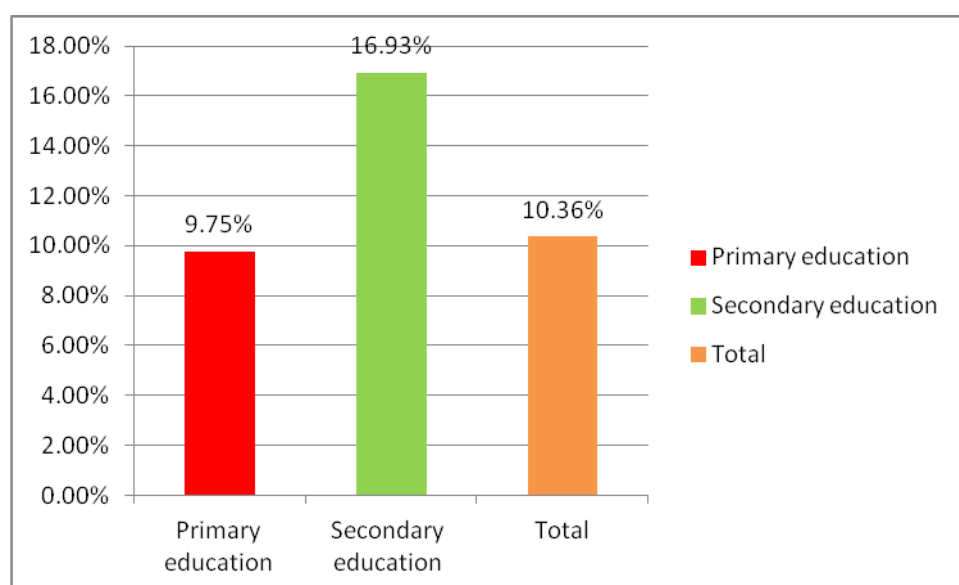


FIGURE 5: SHARE OF SCHOOLS THAT MEET OR ARE ABOVE THE EXPECTED STANDARD

From the desk review it was found that share of primary schools that meet or are above the expected standard of school inputs and processes (level three and four) was 9.75% while the share of secondary schools for was 16.93%, the overall share was 10.36%. This indicates that about 90% of the schools were below the standard. This condition calls for due attention from the ministry and regional education bureaus so as to improve the standard of the schools.

2.3.4. COMPONENTS 5: IMPROVED ACCESS AND USE OF ICT

In ESDP V the objective of the component was provide ICT infrastructure, facilities and resources to support teaching and learning and student's development for work in an increasingly digital environment. Outputs for this subsection are indicated in table 27 below.

TABLE 27: ICT INFRASTRUCTURE, FACILITIES AND RESOURCES

Output	ESDP IV	MT 2010(2017/18)	Achievement 2010 (2017/18)
% secondary schools equipped with internet to access digital education resources	28%		19%
% primary schools accessing radio based learning resources	63%		42%

Note: data on the percentage of secondary schools with access to computer-assisted instruction, percentage of secondary schools with access to television-assisted instruction and percentage of digital learning resources with accessible version for students with special educational need is not available.

With respect to the share of secondary schools equipped with internet, 19% of secondary schools had access to the internet. This figure is low as compared to the baseline achievement which 28%. As evidenced from the qualitative work, establishing ICT centers in regions are not completed because of limited budget. In addition, the percentage of primary schools accessing radio based learning resources which was 63 % in 2007(2014/15) has declined to 42% in 2010(2017/18). The interview with ICT directorate disclosed that its implementation

is strong in regions like Tigray and Addis Ababa as these regions are equipped with qualified personnel while the implementation is the weakest in Gambella and Benshangul Gumuz. As per the response of Information and communication technology, the major problems for poor implementations of ICT in most of the regions were absence of clear ICT structure, lack of ICT infrastructures, lack of maintenance, lack of electricity or interruption, and lack of qualified personnel at school level to effectively utilize ICT related activities.

Digital and Broadcast Learning Materials Developed

Data for number of broadcast contents for various subjects produced for secondary schools from the desk review were not available. The representative of ICT directorate in the MoE reported that the practice of digital content utilization is in its infancy. Limited work has been conducted such as providing training for teachers on basic skill of computer. For enhancing practices of digital contents utilization, the interviewed expert suggested that first and foremost the curriculum should be designed and/or revised in a way of enhancing use of ICT across all subjects.

2.3.5. Component 6: Quality assurance

In ESDP V the objective of the component was use quality assurance processes to monitor teacher, student and school performance against standards, to learn, share and use findings to improve practice. Outputs for this subsection are indicated in table 28 below.

Table 28

TABLE 28: QUALITY ASSURANCE PROCESSES

Output	baseline 2014/15	MT 2010 (2017/18)	Achievements 2010(2017/18)
% institutions that have been externally inspected once	20%	100%	95.5%
% of schools reaching a higher level upon re-inspection	N.A.	7.5%	8.5%
% teachers who have undertaken licensing process	N.A.	90%	74%
% CTEs that are accredited	N.A.	N.A.	0%

Note: Data were not available for the indicators percentage of questions in G4/G8/G10/G12 NLA and in national examinations at G10/G12 that come from item bank, percentage of Woredas with at least one copy of each examination or assessment report produced since 2015, percentage of G10 and G12 children with special needs who sit for the national examination (with adaptations if needed) and percentage of Woredas that are conducting inspection activities

Table 28 shows the percentage of institutions that have been externally inspected once which was 20% in the 2007(2014/15) has been increased to 95.5 % during the midterm review 2010(2017/18). However, this achievement is a 4.5 percentage point behind the midterm target (100 %). In addition, the percentage of schools reaching a higher level upon re-inspection is 8.5% in 2010(2017/18) indicating higher performance than the MT (7.5%). The percentage of CTEs that have been accredited during the midterm review is 0%.

TABLE 29: QUALITY ASSURANCE PROCESSES

Proportion of institutions that have been inspected once during the school year via the inspectorate system (%)		
Levels	2006(20013/14)- 2008(2015/16) Target	2006(20013/14)- 2008(2015/16) Achievement
Primary	100 %	95.88 %

Secondary education	100 %	91.24 %
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Regular and quality inspections conducted by Woredas

Table 29 shows that the proportion of schools that have been inspected once during the school year via the inspectorate system (%). Accordingly, the plan was to inspect 100% of each of primary and secondary schools in 2006(20013/14)-2008(2015/16) and the performance is 95.88% and 91.24 % for primary and secondary schools respectively.

The consultant team could not access data from the MOE regarding the proportion of institutions that have been inspected by Woreda over the school year. The interview with school improvement directorate disclosed some problems related to the inspection: absence of well-established inspection structure in some regions like Benshangul Gumuz and Somali ;lack of adequate finance; lack of transport vehicles and misuse of motor cycles given to Woreda level inspection; lack of attention at Woreda level; low quality of report and data obtained from regions; absence of database for school inspection activities ; failure of MOE to establish accountability on regions for poorly performing the inspection tasks; low capacity of inspectors to carry out the inspection ; and high turn-over of the trained inspectors due to low salary scale in the position are the major problems for the inspection process.

2.3.6. Inspection Findings Inform Quality Improvements

Data for the proportion of school improvement plans that incorporate inspection findings was not available. The school improvement and inspection directorate suggested the inspection reports from 2006(20013/14)- 2008(2015/16) was compiled and discussed with concerned bodies; and also the inspection results were publicized using newsletters, brochures, ministry of education websites and sending inspection document to all Woredas.

Licensed Teachers and School Leaders

For the proportion of teachers in Grades 1-12 and school leaders that passed through the licensing process data was not available. From the qualitative part, we came to understand that licensing teachers and school leaders is done on voluntary basis currently. As a result, most teachers and leaders had minimum or no interest at all to be licensed. The FGDs and interviews with REB experts revealed that some sort of rules and regulation that clearly defined the licensing process of teachers and school leaders should be in place. They further claimed that teachers' incentive and salary structure should be based on the licensing result and those teachers who repeatedly failed to get the license should be out of the education system.

2.4. Adult and Non-Formal Education (ANFE)

The Current Status of Adult Literacy Rate in Ethiopia

Adult and non-formal education is one of the priority programs within ESDP V focusing on creating a learning society through provision of adult and non- formal education that satisfies the diverse learning of all and which contributes to the personal, societal, social and economic development. To this end, provision of a two year Integrated Functional Adult Literacy Program (IFAE) to illiterate adults whose age ranges from 15-60-year-old has been set as one of the priorities within ESDP V. IFAE includes teaching of mother tongue reading,

writing and arithmetic skills integrating with routine activities embedded in health, agriculture and life skills.

At the end of ESDP IV, the number of 15-60-year-old who couldn't read and write in mother tongue were reduced from 19.4 million to 12.2 million by offering a two- year IF AE program to the 7.2 million (35% of the illiterate) adults in the plan period. As per the prediction of the Central Statistical Agency, the total number of adults belonging to age 15-60-year old estimated to be 51, 327, 960, which made the then adult literacy rate 76%. Using the figure as a base line, ESDP V targeted to bring down proportion of adults who can't read and write to zero and on the contrary achieving 100% literacy rate by 2020/21. The following table presents how far the objectives of reducing the illiteracy rate was achieved within the last three years of the five-year strategic plan assuming the total population of the age group as constant.

TABLE 30: ADULT LITERACY RATE ACROSS THE THREE YEARS OF THE FIVE YEAR ESDP V

	15-60 year-old adults	15-60 year olds who completed the two year IF AE program			Total number of literate adults	Literacy rate		
	-	M	F	T		M	F	T
2007 (2014/15) Base line	51, 327, 960	-	-	7,200,000	39,127, 960	-	-	76%
2008 (2015/2016)	51, 327, 960	597561	411,421	1008982	40,136,942			78%
2009 (2016/2017)	51, 327, 960	561739	454,545	1,016,284	41,153,226			80%
2010 (2017/18)	51, 327, 960	749,939	578310	1,328,249	42,481,475			82.76%
2012 (2020/21)	51, 327, 960	-	-	-	51,327,960	100%	100%	100%

Source: EMIS 2015/16, 2016/17 and 2017/18 and Reports from the Ministry of Education

However, as shown in the above table, the rate shows very slow improvement from its base 76% in 2014/15 to 78% in 2015/16, again with similar rate raised to 80% in 2016/17 and finally to 82.76% in 2017/18 (2010 E.C). In general, the total number of illiterate adults who have graduated from the two-year IF AE program in the last three-year were 3, 353, 515, which accounts only for 27.4% of the total illiterate adults (12.2 million) planned to be addressed by the end of ESDP V (see table 46). This implies the need for urgent and bold intervention within the remaining two year of ESDP V period in order to approach the target set for the plan period.

Based on the extensive review of challenges encountered during implementation of ESDP IV, five components have been identified for the priority program so that the development of reading, writing and arithmetic skills by illiterate adults will be hastened. To this end, the current status of the five components will also be assessed against each plan as follows. The components are:

- A. Expanding IF AE and post IF AE program in all regions
- B. Improving women's participation in IF AE and post-IF AE program
- C. Expanding continuing education programs in emerging regions
- D. Improving the quality of ANFE
- E. Creating strong and efficient institutional system for ANFEE at all levels

- A. Expanding IF AE and Post IF AE program in all regions

Three main activities are designed in ESDP V in order to increase adult literacy rate and options available to prevent the relapse of illiteracy. The first is increase access to the 2-year IFAE program so that all illiterate adults will be trained and be able to read, write and carry out simple arithmetic skills. The second is providing opportunity for post literacy activities in the way adults will be able to integrate the IFAE training into their routine life. The third task is the need for upgrading literacy centers to Community Learning Centers in order to facilitate the post IFAE course.

Coming to the first task, as indicated in the ESDP V document, female and male illiterates who graduated from the two-year IFAE courses planned to be 30/50 in 2015/16, 47/67 for the year 2016/17 and to raise to 79/87 in the year 2017/18 while the target set for 2020/21 (end of ESDP V) was to reach at 100/100. The achievement for each year, as shown in the table below, was calculated considering the number of trainees registered in year 2 of the IFAE course for each gender. Accordingly, although improvement is shown for both sexes as one move through the three years, except for participation of female in the year 2015/16, achievement in the three years is by far below the targets set. This shows that even in the final year of IFAE course, trainees who registered in the program were dropping out of the program. Therefore, the program owners need to go a mile in order to make the program relevant and meaningful to the life of the adult in order to retain them in the program until the end of the program, if hitting target set for ESDP V is needed.

TABLE 31: ILLITERATE 15-60-YEAR OLD WHO HAVE GRADUATED FROM 2-YEAR IFAE COURSE COMPARED WITH NUMBER OF TRAINEES REGISTERED IN THE RESPECTIVE ACADEMIC YEAR

Planned			Achieved (proportion of female graduates)			Achieved (Proportion of male graduates)		
	F	M	Number of Females registered in IFAE Year 2	Number of female graduates	% of F graduates	Number of Males registered in IFAE Year 2	Number of male graduates	% of F graduates
2013/14(Baseline)	0	0	0	0	0	0	0	0
2008(2015/2016)	30%	50%	1,179,939	411,421	35 %	1,567,474	597561	38%
2009 (2016/2017)	47%	67%	1,096,731	454,545	41%	1,353,020	561739	41%
2010 (2017/18)	79%	87%	992507	578310	58%	1207954	749939	62%
2012 (2020/21)	100%	100%	-	-	-	-	-	-

Although there is a slight improvement in the proportion of female and male who have met the course criteria and graduated from IFAE program over the three-year period indicated above, the corresponding number of adults registered in the program slightly decreasing across the year. This might be associated with the number of IFAE centers available to illiterate adults across the county. As can be understood from the table below, the total number of IFAE centers keeps on declining throughout the past three years as if the illiteracy is eradicated from Ethiopia. Among the different IFAE centers established, Regular School Compound came in first in number the share shows 28% in 2015/16, 31% in 2016/17 and 34.3% in 2017/18.

TABLE 32: THE TOTAL IFAE CENTER ACROSS THE COUNTRY

Year	Total number of IFAE center	Share of regular school compound
2015/16	86,400	28%
2016/17	81,298	31%
2017/18	63,322	34.3%

The second and the third tasks are focusing on creation of a literate environment meant for sustaining literacy not only for those having completed the two-year IFAE program but also for those adult learners currently attending IFA program. Learners who have emerging literacy and numeracy skills generally want to practice these skills in their daily lives. To do this, they need an environment that provides opportunities to practice literacy and numeracy. To this end, by the end of ESDP V, 25% of IFAE centers planned to be upgraded to Community Learning Centers (CLCs) and admit 15% of IFAE graduates. However, no concrete evidences accessed to judge the whereabouts of the country regarding the above-mentioned cases.

A. Improving Women's Participation in IFAE and Post-IFAE Program

Increasing female participation in Adult and non-formal education is one of the objectives of ESDP V. The objective planned to be addressed through increasing representation of illiterate 15-60-year-old females having completed a two-year IFAE program from 54% in 2014/15 to 70% by 2020/21. Following this premises, the following table presents females as a share of IFAE program graduates against the planed target for the first three years.

TABLE 33: FEMALE AS A SHARE OF IFAE TWO-YEAR PROGRAM GRADUATES

Year	Planned (share of female graduates)	Achieved (share of female graduates)
2006 (2013/2014) Baseline data	54%	54%
2008 (2015/16)	56%	40.7%
2009 (2016/17)	62%	44.7%
2010 (2017/2018)	67%	43.5%
2012 (2020/21)	70%	-

The above table clearly depicted that the last three years the aggregate share of females as a IFAE two year program graduates reported below the plan for the each year. Surprisingly, there was no time when representation of female graduates beyond 50% while the target plan for each of the three years (2015/16-2017/18) set above 50%. However, some regions seem to perform better although the average point drags them down to the level of signaling below 50% performance.

TABLE 34: SHARE OF FEMALE ADULTS GRADUATE IN IFAE PROGRAMS BY REGIONS

Year	Gender	Tigray	Afar	Amhara	Oromia	Somali	Ben. Gumuz	SNNP	Gambella	Harari	A/A	Dire Dawa	National
2008 (2015/2016)	M	6318	648	332489	150562	819	4,463	98120	-	1,330	1,599	1,213	597561
	F	4,773	527	192,793	101885	1,113	4475	99711	-	982	4,453	709	411,421
	T	11091	1,175	525,282	252447	1,932	8,938	197831	-	2,312	6,052	1,922	1008982
	%Female	43.0348932	44.8510638	36.702762	40.358966	57.608696	50.067129	50.402111	-	42.4740484	73.578982	36.888658	40.775851
2009 (2016/2017)	M	-	1,035	267079	121581	1,010	3,589	164,923	-	812	1,498	212	561739
	F	-	714	179567	89,813	1,478	3,920	173,457	-	516	4,873	207	454,545
	T	-	1749	446648	211394	2,488	7,509	338,380	-	1,328	6,371	419	1,016,284
	% Female	-	40.8233276	40.203247	42.486069	59.405145	52.204022	51.261008	-	38.8554217	76.487208	49.403341	44.726179
2010 (2017/18)	M	7405	2045	497347	72476	5702	2472	160223	-	474	1321	474	749,939
	F	3113	1446	330519	58567	6359	2961	170854	-	493	3690	308	578310
	T	10518	3491	827866	131043	12061	5433	331	-	967	5011	782	1,328,249
	% Female	29.5968815	41.4207963	39.924215	44.692963	52.723655	54.500276	51617.523		50.9824199	73.637996	39.386189	43.539276
Total graduates 2008-2010	M	13723	3,728	1,096,915	344,619	7,531	10,524	423,266		2,616	4,418	1,899	1,909,239
	F	7,886	2687	702879	250,265	8,950	11,356	444,022		1991	13016	1224	1444276
	T	21609	6,415	1,799,794	594,884	16,481	21,880	867,288		4,607	17,434	3,123	3,353,515
	%Female	36.4940534	41.8862042	39.053303	42.069546	54.304957	51.90128	51.196604		43.2168439	74.658713	39.193084	43.067528
2012 (2020/21)													12, 200,000

Source: EMIS 2008, 2009 and 2010 No data available for Gambella region The 2009 data for Tigray region was missed

B. Expanding continuing education programs in emerging regions

As the access to education in emerging regions is limited, the government proposed in ESDP V to introduce continuing education programs in order to offer opportunity to the young adults so that they develop basic skills required for productive work. Accordingly, by the end of ESDP V in 2020, government planned to involve at least 5 ministries, NGOs, and private organizations per region in running continuing education program. In doing so, the expectation was to enroll at least 15% of adult students into continuing education program. However, there is no evidence for the commencement of the program in any of the emerging regions. A bureau head has justified factors for the unaccomplished task to the lack of approval of continuing education curricula by the concerned authority, which is in turn motivated by the concern for quality of education to be provided through distance mode.

C. Improving the quality of ANFE

Side to increasing access and maintaining equity, improving quality and relevance of all ANFE programs through minimum standards for learning process, facilities, and facilitator trainers was on the top of ESDP V plan. However, as shown in the table below, there is no concrete evidence for the current status of the country in implementing the plan.

TABLE 35: PLAN VS ACHIEVED ACTIVITIES FOR IMPROVING QUALITY OF ANFE

Activities	2014/15 Baseline data	Target for 2020/21	Current performance (2017/2018)	Remarks
Minimum standards for IFAE and all kinds of programs developed and implemented	N.A	To be in place by 2016	N.A	The evidences expected to be solicited from Federal ANFE Directorate though the team of assessors couldn't find any data for the indicated activities
EMIS and QA systems supporting IFAE and other ANFE programs developed and operationalised	N.A	To be in place by 2017	N.A	
Minimum standard for CLCS developed	N.A	To be in place by 2016	N.A	
Percentage of IFAE facilitators who have undergone the full cycle of training facilitators	N.A	80%	N.A	
Percentage of program managers and experts who have received training by ANFE related issues	N.A	50%	N.A	

On the other hand, this doesn't mean that nothing has been done since the implementation of ESDP V; but the team of assessors couldn't get the data from the source where it was supposed to be accessed as indicated in the ESDP V document itself. This implies the existence of strong limitations in having strong EMIS system, quality assurance mechanisms and effective and efficient line of communication between the Federal ANFEE Directorate and the regional offices.

D. Creating strong and efficient institutional system for ANFEE at all levels

One of the strong challenges encountered during the ESDP IV plan was lack of strong and efficient institutional systems for ANFEE at all levels. As a result, ESDP V plans to develop and execute a policy and legislative framework for adult and lifelong learning by 2016. In addition, Regional Adult Education Boards is planned to be established at the 11 regions and administrative cities in order to closely follow and support the ANFE program. However, the legislation as well as the making of the governing board remains at infant stage.

2.5. Technical and Vocational Education and Training

In the fifth education sector development program, one of the priority agenda for the Ethiopian government (TVET sector) was the production of lower and middle level manpower that are competent, motivated, adaptable and innovative. Technical and vocational education and training is one of the critical in poverty reduction and in areas to transform the economic, social, and technological life of the nation (MoE, 2016).

Occupational Standard and Assessment to Assure Quality

Hence, this report has tried to assess the achievements, weakness and strategic measures to fill the gaps identified with this study. The information was mainly collected from the documents,

interview and focused group discussion with people who a stake in the implementation of the program.

An attempt was made to assess the share of female trainees and trainers as one important indicator of balanced programs to enhance enrolment and participation of females in TVET institutions (or in short in relation to access measures disaggregated by sex). Share of Sex is considered here as it is used to highlight the level of equity between boys and girls in the education system. One of the fundamental aims of the 5th education sector development program was to produce a competent, motivated, adaptable and innovative workforce at lower and middle level.

Table 36 presents how far the objectives of ESDP V achieved against the target set. Table presents OS and assessment centers and assessors achievement during the mid of ESD five period. Basically, developing occupational standard is to further strengthen the quality of TVET education through the establishment of strong assessment systems.

TABLE 36: ISSUES RELATED TO OS AND ASSESSMENT TO ASSURE QUALITY

Objectives	Baseline	2008		2009		2010	
		Target	Actual	Target	Actual	Target	Actual
Use of OS for human resource	10%	20%	47.5%	70	140/	50%	48.5%
Development					200%		
TVET trainees assessed on	252,019	264,733	316345	289978	436172	256767	199366
Increase newly developed OS	650	43%	38 (88.4%)	-	-	83	60 (72.3%)
Number of Accredited assessment	3816	603	630	12,031	13,814	13316	13770
Centers							103%
Percentage of industry workers	2%	74%	70%	77.65%	56.78%	195971	159416/
who are competent							81.3%

Table 36 above shows the use of OS in the last three years is below 50%. This implies unless the agency and the institutions aggressively work on this, it will not be possible to achieve the target set at the end of 2012. The plan to use occupational standard for human resource development is satisfactorily relevant and affordable but the strategy is less effective, and sustainable.

An attempt was made to assess the competence of the trainees at the end of the training program where the performance was high in 2008 and 2009. However, it was found to be below the target set in the year 2010 which is 77.6%. To maintain the quality of the training it is better to assess the competence of training completers (relevance). This implies, there has to be further action to be taken to enhance the competence of the graduates.

Concerning the plan to raise the utilization of OS and TVET qualification framework in industries through increasing the number of newly developed occupational standard, it was found to decrease from 2008 which was 88.4% to 53.3% in the year 2010. Even the

performance was not known for the year 2009 since the target set and actual performance was not reported.

Regarding the establishment of an accredited assessment centers, the achievement is better compared to the other key performance indicators where it was found to be above 100% through all the years. This is an encouraging result that can be scaled up to all the other key performance areas of TVET institutions where it was 104.5%, 114.8% and 103.5% in 2008, 2009 and 2010 respectively.

On the percentage of industry workers who are competent, the performance was found to be back and forth whereby it is 70%, 56.7% and 81.3% in the year 2008, 2009 and 2010 respectively. This implies, in the enhancement of industry workers, the result is not sustainable and it is below the target set. Therefore, a series of action is required to be taken in the remaining two years of ESDP V implementation period.

Concerning the enrollment across all the levels of TVET institutions, it was targeted to enroll 298,050 students at the end of 2008 and 304,775 students at the end of 2009 and 365,154 at the end of 2010. But actually it was possible to get a total enrollment of 247,781, 302,083 and 304,624 in 2010 respectively. Therefore, in all the cases it was not possible to achieve the target set and it is difficult if not impossible to address the problem of access in the coming two years. Hence, it is high time to work on this in the remaining time to reach the target set for 2012 E.C which is 564,054.

With regard to the number of trainees who completed short term training, the target set for 2008 was 1,213,814 while the performance was found to be 1,098,375 (90%). This shows 90% of the short term trainees have completed their training while about 10% were not able to complete. From the interview made with stakeholders, it was reported that trainees quit the training any time they got any job. Therefore, it is good to work with TVET institutions to identify the root causes why people quit short term training and have an action plan on this to achieve the target set for 2012. In the year 2009, the achievement was 91.07% which is good while it was declined to 48.7% in the year 2010. Therefore, the completion rate may not be achieved.

The table shows the conditions of trainees' development and institutional capacity building. It also shows how far the TVET graduates are competent to satisfy the demands of industry.

TABLE 37: TRAINEES DEVELOPMENT AND INSTITUTIONAL CAPACITY BUILDING

	Baseline	2008	2009	2010			
Objectives		Target	Actual	Target	Actual	Target	Actual
Enrollment in TVET across all levels	265,745	298,050	247,781 (83%)	304,775	302,083	360,147	304,624 (85%)
Number of trainees completed short term training	876,097	1213814	1,098,375 (90%)	1,378,702	1,255,616 (91.07%)	1,255,616	610,964 48.7%
Trainees assessed and competent	60%	63%	52.9%	66%	(62.9%)	199366	125,544 64.9%
Employment of training completers	60%	72%	68.8%	38599	24567(63.6)	81%	93.2%
Number of industry for cooperative Training	57778	63%	62.9%	12923	6395(49.5%)	69%	65%
Number of TVET colleges up to level V	334	582	582	580	580	-	-
Total numb of TVET institutes	1,348	304139	24,179	1516	1409	1516	-
Enrollment in special needs areas	1,003	2,492	2,090 (83%)	2,863	1,859 (64.93%)	3689	2645 71%

In terms of enhancing and checking the competence of TVET completers, it was targeted to raise it to 63% and finally the actual performance was found to be 52.9% which is even below the baseline. In the same vein, the 2009 and 2010 performance was found to be 62.9% and 64.9% respectively. This shows a lot needs to be done to achieve the target set for 2012 in terms of improving the competence of TVET graduates. This implies the performance of TVET completers in terms of competence is going down than showing improvement. Therefore, it is demanding to work on the quality of the TVET graduates to achieve the target set in ESDP five. The training colleges and the industries need to work in cooperation so that the training is meaningful for the trainees and the beneficiaries as whole.

On the employability of TVET completers, the target set for 2008 was about 38,297 (72%) of them will get employment while it was possible to raise the employability rate only to 68.8%. Similarly, the employment rate in 2009 was found to be 63.6% while it was 93.2% in 2010. This shows, there was a visible gap between what was planned and what has been achieved at the end of each plan period.

On increasing the number of industry for cooperative training, the achievement was 62.9%, 49.5% and 65% in the year 2008, 2009 and 2010 respectively. Therefore, there is a wider gap in terms of setting the foundation to shifting the training from institute based to industry

based foundation. Hence, it is high time to establish MSEs, medium and large industries for future cooperative training.

In the year 2008, there was a plan to raise the number of cooperative training centers to 63% and at the end of the plan period it was possible to perform 62.9% which is nearly equal to what is intended. Therefore, if there is a refreshed emphasis in the remaining time of ESDP five plan it will be possible to meet the demands of quality cooperative training for the TVET institutions.

In order to address people with special needs, it was planned to raise the number of trainees to 2,492 in 2008. However, the achievement was found to be 2,090 (83%) at the end of the plan period. This implies there is a need to give due attention for these special needs segment of the society to curb the gap in the remaining ESDP implementation period. From the FGD result with experts in the Federal TVET agency, there was absence of cross-cutting issue coordinators both in the institutions and office level. Therefore, the agency need to have a focal person to run the cross cutting issues.

TABLE 38:INDUSTRY EXTENSION AND TECHNOLOGY TRANSFER SERVICES TO ENHANCE QUALITY

	Baseline	2008		2009		2010	
Objectives		Target	Actual	Target	Actual	Target	Actual
Number of existing MSEs supported by industry extension service	428,573	430,864	437,337 101.5%	169,678	98146 57.8%	61,202	56120 91.6%
MSEs operators who got extension services and assessed as competent	1,432,724	154, 466	29,074 (18.82%)	201040	27015 13.4%	236832	68679 46.5%
Demanded technologies identified and transferred to MSEs	3,388	-	-	2022	2224 110%	1149	143 12.5%
New MSEs supported through industry extension	21,260	183,093	154,699 84.5%	-	-	1976	588 37%

Regarding improving industry extension support services, the percentage of MSEs supported by industry was found to be 101.5%, 57.8% and 91.6% in the plan period of 2008, 2009 and 2010 respectively. This implies the achievements in the provision of industry support to the TVET institute to improve the quality of products and/or services.

The target set to increase the number of MSE operators having received extension services and assessed as competent was found to be less achieved compared to the other components. It was

reported 18.82%, 13.4% and 46.5% achievement in the year 2008, 2009 and 2010 respectively. This was the area where the TVET sectors performed least compared to the other components.

Concerning the identification and transfer of demanded technology through the value chain analysis, there was no data for 2008. But in the year 2009 the sector performed above 100% though it was highly declined in 2010 to 12.5%. Therefore, this implies unless due attention is given it will be difficult to change this gray area towards the target set for 2012.

With regard to increasing the number of new MSEs supported through industry extension services, it was found to be 84.5% in the year 2008 where it gone down to 37% in 2010. But there was no data reported concerning 2009 performance in providing industry extension service to new MSEs. It should be noted that there is a decrement from 84.5% in 2008 to 37% in 2010 though no reporting of data from 2009.

Welding capacity building for increased productivity and quality in manufacturing

This table is mainly aimed at presenting how in the last three years attempts were made and results registered to expand skills development in welding for a high technology fabrication.

TABLE 39:CAPACITY BUILDING IN WELDING

Objectives	Baseline	2008		2009		2010	
		Target	Actual	Target	Actual	Target	Actual
Number of internationally certified Welders	38	80	53 (66.25%)	380	103 27.05%	120	90 (75%)
Internationally certified welding Trainers	5	20	-	-	-	55	30 (54.5%)
Percentage of MSEs led by master crafts people	0	4104 (5%)	776 (.95%)	-	-	-	-
Percentage of manufacturing MSEs enhance to produce export standard	0	978 (1%)	262 (.28%)	-	-	-	-

Regarding welding capacity building for increased productivity and quality in manufacturing the target set was to have 80 internationally certified welders. But at the end of the plan period it was possible to get 53(66.25%) people with welding skills. Moreover, there was a plan to have 20 internationally certified master welders while the performance was zero. The justification set was due to the absence of support from the German Institute called Manhayim welding institute which could be because of lack of commitment.

Concerning the strategy to increase access through expansion of TVET at Woreda level the agency directors explained that there are lots of problems to realize this objective. It is hardly possible to say this strategy if effective. Probably what is possible is increasing the numbers but was not relevant to the society and the trainees. Therefore, it good to establish the colleges, which can be equipped with required facilities to provide a standard training.

Although the agency has tried its best to make TVET accessible, it was very difficult to equip it with the necessary machine; constructing a standard building was difficult, setting workshops was not possible. Therefore, simple access without the necessary input is the peculiar features of today's TVET institutions.

Technical and vocational education and training demands cooperative training with the industry. However, due to the scarcity of industry cooperative training was not conducted as per the intention. Most of the industries in Ethiopia are located in big cities like Addis Ababa, Hawassa, Mekele and some few. The problem is more serious at Woreda levels and in rural areas. This is the major factor that challenged the expansion plan of the government and the regional governments. As a result of this the current TVET graduates are almost unskilled (D1). Most of the regions have only a recurrent budget and there is no capital budget to equip the centers.

Now a day the TVET institutes are under the auspice of the regional government. Regions are allocating any budget for procurement of let alone the heavy machines but even for the light practical and laboratory materials. The maximum budget they allocate is hundred million but small machine costs more than ten million (D2).

On the roles of non-governmental organizations in strengthening the TVET institutes, the participants explained that they are not involved. Even the little participation is in the areas of private institutions (P1). The NGO supports colleges material wise not in the construction of TVET colleges. Only very few NGO gave heavy machine to the TVET college in South Nation and Nationalities.

Some years back GIZ was used to support many colleges particularly in Oromiya National Regional State (D2). However, that support has stopped now and because of the higher cost, private colleges are focusing on soft skills. Almost none are involved in the hard skills training (P3).

The plan to expand TVET institutes down to the Woreda level was not succeed because lack resources in terms of finance to train sufficient trainers, procure sufficient and appropriate training machines and building of TVET colleges in the Woredas where demand TVET is found very high. According to the plan (intake strategy), 80% of grade completers will join this sector and the remaining 20% will go to the university preparation but in actual sense it was not to that level. The reason was most of the students joined police training and teacher training college (TTC). Even some of the unplanned numbers of students have joined preparatory schools.

As a suggestion, the interviewees have mentioned that unless the regional governments allocate a meaningful amount of budget because millions of money is required to procure machines. However, currently few regions are doing their best to strengthen the TVET institutions the rest are paying only salary. In the first place the strategy to expand TVET at Woreda level is possible only in number otherwise building the true and standard TVET colleges is not affordable and effective (P2). Therefore, the regional and the federal government have to plan together a TVET college which they can have a budget to equip with all the facilities.

The training is to be based on industry extension support of TVET teachers where teachers should stay two days in the field out of the five working days or teaching in the morning and field in the afternoon and some of the regions are employing experts to support students (D1). Some of the industry are organizing report and submit to the college and then the support to the student is organized accordingly.

Promoting the TVET colleges to the poly technique is planned at Federal level and is implemented at the regional level (D2). Everything is decided at the regional level due to the decentralization of education management. Only the colleges are sending report to the federal TVET and the regions are autonomous in terms of management. The federal TVET agency cannot punish the TVET colleges even if they commit fault (P2). The Federal MOE need to create an accountability and responsibility system between the Federal and the regional TVET offices where both can work together to strengthen the sector.

With regard to the creation awareness among the industry owners to own the training in the TVET colleges, the participants reported that there is still a big gap (P2). Some of the industries are ok to admit trainees and give them support on the training. However, most of the industries afraid that they may break the machines and cost of maintenance is high. Because of this they refused to accept the students being on the fear material damage (P2).

There has to be an insurance system for both the trainees and the industries for ensuring safety of the human being and the machine as well.

On the coordination of cross-cutting issues in the TVET agency, participants underscored that the office is so weak where there is only one person to coordinate all the cross-cutting issues such as gender, HIV/AIDS and environment. The office has no plan and report since it is not well organized, has no structure, and has no budget and no attention given from the central government (D2). On top of this the plan to increase the participation of female leaders is not implemented in actual sense. There has to be a real increase in female leaders by working beyond simple plan.

The participation of industry in training the students is still blurred. Some of them are actively involved while others are not as such welcoming the students for apprenticeship (P3). Let alone the private ones, even the government colleges are not allowing the students for apprenticeship. Unless there is a binding rule on this matter it will be a continuous problem even in the next (P2). To minimize the problems of industry-college linkage awareness raising and setting binding rules and regulation is the base (D1). Sometimes the problem is that what the industry can help and the nature of training is different, there is a mismatch (P2). On top of this, it is good either to bring students towards colleges or the colleges towards the students to make the training relevant, effective, sustainable and even affordable (D2).

Regarding to the practices of assessment and use of occupational standards to maintain the quality of TVET training, there is a big gap between the intention and the actual practices on the ground (D3). In opening the program there is no need assessment for the program to be market driven and demand based.

Unless there is a clear responsibility and accountability between the industry and the training colleges, TVET- industry linkage may not take us far. Every stakeholder should know that the apprenticeship is for common benefit of the industry and the students (P3).

The other problems of practical training are lack of insurance for the TVET students where there is no system for the safety of the trainees in case they encounter physical injury problems (P4). So, it is mandatory to establish health insurance to guarantee the safety of the practitioners by having legal based and procedures.

Regarding the competence of TVET graduates interview participants pinpointed that trainees are not good in the world of work due to skill shortage; students are so young to understand the purpose of the training; most of the graduates are level 1 and 2. These all lead to the inefficiency of the training program according to views of the interviewee from the TVET agency. Many of the graduates understood the benefit after the training is over. Besides, there is no clear orientation from the side of industry in clarifying the ultimate purpose of the practical training (D2). Therefore, it is good to have job and training counselors to make the training meaningful for the trainees.

Since most of the training is theory based the graduates are not good in practical skills especially level 1 and 2. Most of the industries available prefer for level 3 and 4 and no room for the first and second level. The skill and knowledge gap exists at all levels of the training program (D3).

Benchmarking is usually at higher official level and there is no clear communication and coordination among the experts on the match and mismatch of the training given and skill needed in the world of work (D2).

Concerning the continuous professional development for the TVET teachers there is a big gap where there is no updating and upgrading the teaching staff. Once they are assigned to the TVET colleges the opportunity to get new skills is very limited for the teaching staff (D1). Previously there is project based training for the TVET teachers where they are able to get relevant and up to date training and that practice does not exist today. In fact there is gap but Federal TVET Institute is updating TVET teachers and take it in your recommendation

There are opportunities sometimes for the welding experts which is usually Germany based support (D2). Since, the skill training is costly many organizations lack interest to support this training. The practice of project based training was in place long time ago but non-existed today (D3). Regarding the chain of command between federal TVET agency and the regional TVET agency, participants explained that it is a sort of cooperation. To strengthen and improve the management of TVET sector there has to be a clear chain of command and accountability system between the levels of TVET management hierarchy.

2.6. Higher Education

2.6.1. Access in Higher Education

TABLE 40: ENROLLMENT IN UNDERGRADUATE REGULAR PROGRAM (GOVERNMENT AND NON-GOVERNMENT)

Program	Baseline			2015/16			2016/17			2017/18			
Regular	Gov.	Nogov.	Total	Gov.	Nongov.	Total	Gov.	Nongov.	Total	Gov.*	Nongov.	Total	
Undergraduate	M	243,955	19,928	263,883	252,716	21,416	274,130	255,657	19,821	275,478	248,322	NA	248,322
	F	124,359	21,296	145,655	126,673	24,093	150,766	137,131	23,371	160,502	139,864	NA	139,864
Achievement	T	368,314	41,224	409,538	379,389	45,557	424,946	392,788	43,192	435,980	388,186	NA	388,186
% of nongov.		10.1 %			10.7 %			9.9 %					

Note: * refers that the 2017/18 data covers only the government institutions.

A large increase has been observed in enrollment undergraduate from 2007 E.C. to 2009 E.C however the regular enrollment has been decreased in 2010 E.C. Female enrollment has showed big increment but there still exists high gender gap over the time period (the number of male is about double the number of female over the period). The majority, i.e. 89.3 % (in 2008 E.C.) and 90.1% (in 2009 E.C.) of the undergraduate students were enrolled in government institutions, whereas private intuitions cover 9.9% (43,192). The target is 50,000 students at the end of ESDP V (2012 E.C) in the non-government institutions. Therefore, further improvement is expected in this regard.

Table 41 shows that that female contribution is only 19.35% in the second degree and 8.5% in the PhD program in the regular post graduate program. In the 2010 E.C., 25,427 students were enrolled in this program. At the end of ESDP V the plan is to

enroll 56, 000 in the postgraduate Master's regular program. Thus, this call for double effort to achieve the target set for 2012 E.C.

TABLE 41: ENROLLMENT IN POSTGRADUATE PROGRAMS

Program				Baseline	2015/16	2016/17	2017/18
Regular Public Postgraduate Program	Masters	M	na		16,984	22,110	20,508
		F	na		3,533	4,969	4,919
		T		28,140	20,517	27,079	25,427
	PhD	M	na		2,444	3,075	3,432
		F	na		281	294	321
		T		3169	2,725	3,369	3,753

NB: No target has been set for each year. However for MA in ESDP V 56,000 and for PHD is 6500.

Looking at the implementation of the ESDP V midterm status, the respondents believe that there is good achievement though it is behind the goal set at the beginning of the project. The expansion of HEIs by establishing new universities was reported as a main success. Yet the country's population mix and size still requires jobs of expansion. However, this must not be done by government alone; it requires the participation of private investors. It was reported that the effort made to enhance the intake capacity of HEIs was made at the cost of quality. The newly established universities admit students without fulfilling what is required of them and sometimes before their construction is completed. Program duplication in HEIs is also reported as a challenge. When new institutions are established, minimum standards for each programme must be put in place. The public HEIs expenditure is fully covered by the government. The sustainability of programmes is often under question because they are not technically and professionally governed by the ever changing labor/economic market. As solution, when new institutions are established, minimum standards of each programme must be put in place and such programs should be demand-driven.

Improving the intake capacity of private HEIs was recommended as a strategy for the achieving access targets in the reaming ESDP V implementation yeas. Many efforts have been made in the past three years in this regard. There are more than 130 private higher educational institutions in Ethiopia with about 100,000 students which are geographically distributed than the government institutions. With regard to quality, it is reported that private institutions are even worse than government universities. In strengthening privatization, the strategy is relevant and appropriate to Ethiopia because these private institutions play a great role in increasing access to participation in education. According to the informants, the support provided by the MoE for the private HEIs was very limited. Lack of human resource in the higher education section and relevant structure to provide system based supported were indicated as an excuse. To increase the capacity of the private HEIs, there should be strong unit in the MoE. Since the institutions are distributed nearer to the students and students pay for their education and spending is covered by the institutions themselves, it can be concluded that they are affordable. But because these institutions are working by considering their own profits, this area requires government's serious regulatory mechanism. If the government's support and

follow-up is added, as can be seen from countries abroad, it is private institutions that provide quality education. If they obtain comparable support from the government, private institutions could increase access and quality of higher education.

2.6.2. Equity Issues

TABLE 42: FEMALE PARTICIPATION IN PUBLIC UNDERGRADUATE REGULAR PROGRAM

Program	Baseline	2015/16		2016/17		2017/18	
	2014/15						
		Target	Performance	Target	Performance	Target	Performance
Female as share of under graduate enrollment in public Regular Program	32	34	35.47	36	36.81	38	36.03

The trend from the year 2014/15 to 2017/18 shows female as share of undergraduate regular program in the public institutions is increasing from year to year. The target set for 2017/18 is 38% whereas the achievement accounts for 36% of the total undergraduate in the public institutions (difference = 2 percent point).

Table 43 shows that in the year 2010 E.C. (2017/18), there were 895,675 students enrolled in all undergraduate programs in government and non-government institutions. The plan was to enroll 450,000 students in the regular program and the performance is 431,024 (95.78%). Accordingly, the undergraduate GER is 12.3% (out of 13 % the target set for the year 2010 E.C (2017/18). There remains a large gender gap in undergraduate enrollment in higher education with only 34.53 % of those enrolled in 2010 E.C being female though the target was set at 38% in the same year. In 2017/18, female share of postgraduate enrollment is only 16.6 % (Masters) and 9.7% (PhD) of the total postgraduate enrollment.

TABLE 43: OVERALL ENROLLMENTS VS. SHARE OF FEMALE STUDENTS

Indicators	2014/12015/16 5		2016/17		2017/18	
	Baseline	Performance	Target	Performance	Target	Performance
Enrollment in undergraduate programs in Number	755,244	778,766	875,994	789,161	945,569	895,675
Female as share of undergraduate Enrollment	32%	34%	36%	34.1%	38%	34.53% (251,408)
Enrollment in postgraduate programs in number (Masters)	28140	37,152	38,000	60,408	43,000	70,404
Female as share of postgraduate enrollment(Master s)	19.5	24.7	21.7	17.21	29%	16.6 % (11,901)
Enrollment in postgraduate programs in number (PhD)	3,135	2725	4700	3928	4,834	4,225
Female as share of postgraduate enrollment(PhD)	12.12	10.3	16	8.5	16%	9.7% (421)
Undergraduate GER	6/13	8/14 =10.8%	8/14	na	10/15=13 %	12.3%
Number of students with special needs in undergraduate Enrollment	1000	162	na	1,231	2210	2019 (91.8%)
Proportion of students from emerging regions in undergraduate Enrollment	2.5	1681*100/424,946	na	na	3.5	7114*100/431,024 =1.65

NB: Some of the data were taken from the report to parliament in 2010 E.C.

The proportion of students from emerging regions in undergraduate enrollment is 1.65% (7114 in number) whereas the target is 5% at the end of ESDP V (2012 E.C.). This implies that it is hardly possible to achieve the target set for ESDP V.

Data is scarce regarding the number of students with special needs in undergraduate enrollment. However, the data for the 2010 E.C. revealed that 2019 (91.8%) students with special needs were enrolled in undergraduate programs (the target was 2210 students in that year) (Source: 2010 nine-month report).

TABLE 44: PROPORTION OF FEMALE STUDENTS IN SCIENCE AND TECHNOLOGY

	2014/15	2015/16	2016/17	2017/18*
Indicators	Baseline	Performance	Target	Performance
	e	n	t	e
Proportion of female students in undergraduate science and technology in regular Program	28%	(102,595 *100)/42 = 24.14	(110,656*100)/435,980 = 25.38	96,857*100/388,186 = 24.95
Proportion of female students in Undergraduate science and technology in all programs (Regular, Extension, Summer, Distance)	28%	(138,478 *100)/778,766 =17.78	(145,352*100)/789,161 = 18.42	(127,291*100)/686,668 =18.53
Enrollment ratio of natural science to social science (in Undergraduate regular programs)		62:38	61:39	59:41

*Note: * refers that the 2017/18 data covers only the government institutions.*

The share of female students in science and technology from the total undergraduate enrollment in the regular program is nearly 25% during the period 2015/16 to 2017/18. The enrollment ratio of natural science to that of social science is calculated to be 59:41 (in 2008 E.C., 62:38 in 2009 E.C. and 61:39 in 2010 E.C). This shows that the ratio is decreasing from year to year; and therefore calls for further attention to achieve the professional mix 70:30.

It is challenging to recruit and retain female academic staff. The number of females in leadership position and university board is very limited. Lack of policy and law that backs students with special needs and disabilities is also a major challenge in our universities.

There is little achievement to enroll students from emerging regions and pastoralist areas. With regard to increasing the participation of students from marginalized areas, the affirmative measure that has been taken in lowering the university entrance examination cut-off points is not as such effective in increasing the enrollment from this target group. Big work must be done at primary and secondary level to support the students because these levels are easily accessible and are not expensive as that of universities. There **is an** effort, and an attempt being made to support female students who joined higher education institutions. However, what has been accomplished is still very low. Female students should be supported beginning from elementary level up to higher education level.

The so called special support cannot make it sustainable because it leads to dependency. Therefore, it must have its period like a project which has a beginning and an end. A project that will stay for some time and provides special support to students from marginalized and emerging regions in improving the knowledge, ethical and psychological capacity of pre university students should be created so as to enable these students compete with other students while joining a university.

Science and technology in higher education: Based on the country's current development level and our future aspirations of economic structure, establishing science and technology focused education system are mandatory. But the procedures/decisions through which the majority of students join these fields do have its own problem. Because in some places there were situations in which students with lower points made admitted in science and technology fields. Even some students were forced to join the fields without their interest. Problems of inputs in science and technology area, unemployment after graduation and competency of the graduates were reported as challenges.

"Efficiency in resource allocation and utilization is terribly bad" that demands improvement. Universities should introduce and increase income generating activities (IGAs). They should produce technologies and change it to recourse and development. Research outputs should be increased and commercialized. The private HEIs were not in a position to absorb the required number of students.

TABLE 45: ACADEMIC STAFF PROFESSION MIX

Indicators	2014/15	2015/16	2016/17	2017/18
	Baseline	Performance	Target	Performance
Academic staff mix (Bachelor: Master's: Doctorate) %	27:58:15	22:60:18	NA	11:65:24
Proportion of female teaching staff	12%	13.03 % (3,975)	13.56 % (4,439)	22% (4,353)
Proportion of female on university boards	12%			7.9%

The academic staff mix (Bachelor: Master's: Doctorate) showed improvements form year to year though the 2017/18 performance (21:64:15) is lower than the target set for the year (11:65:24). The share of female academic staff is calculated as 13.92% out of the total staff. It increased only by 2% during the three years ESDP V period; and thus it needs serious attention to improve the ratio so as to achieve the 25% proportion set at the end of ESDP V. Regarding Proportion of female on university boards, the only available data for the year 2016/17 indicate that the female constitutes about 13% of the universities' board members composition. Regarding teachers quality (qualification mix in higher education), the target were set but the strategy how to achieve the targets are not clear.

It was reported that, the university expansions are made based on social equity without taking in to account quality inputs and facilities. Relevance in terms of curriculum development and programs expansion should be given due attention. Demand driven programs need to be the criteria to initiate new programs. Currently the practice is mere duplication. Teachers on their part contributed for the declining of quality. They give grade for a student without genuine assessment and commit an academic corruption. The rhetoric that says "access compromised quality in our context" needs further investigation. Low commitment on the part of the HE leadership at all levels contributed a lot for the decaling in quality education.

Many students have been hired to universities to make them teach after having their master's degree. Great job has been done to enhance capacity of teachers by sending them for training abroad and in the country. However, some teachers who come after having graduated from different universities do not have the subject and pedagogical knowledge that enable them to transmit knowledge and skill. Thus they need to be retrained. It was reported that ethical issues of university teachers are a major concern. Let alone being a model to their students, they are often criticized by their students for lacking the required professional ethics. . This

calls for initiating a strong ethical code of conduct and professional development training in the universities.

The government has spent a lot of money in providing inputs. But still the provisions of material inputs remain quality threat in the universities due to problem of untimely and lengthy procurement system. As a result the universities educational materials purchasing system needs to be revised for it has its own problems on timely purchasing of educational materials for universities in the remaining ESDP V period. It is sated that, unless materials purchasing system is improved, universities are unable to use the budget for purchasing input materials such as books and chemicals and the money be returned back to the government without being used.

With regard to developing national and institutional agenda for research, university industry partnerships, community engagement and research funding, it is recommended that the strategy that links these three parts need to be developed. They need to have their own strategy by which they can be led. There must be some mechanism to harmonize this.

Strengthening institutional leadership capacity: Universities have been led by individuals who are politically committed rather than merit based assignment. But nowadays in some universities there are good starts in changing the previous practice of political assignment to merit- based practice. However, in general, the university leadership system should be reassessed as it has still its own problems.

Financing: The policy stipulates that higher education institutions shall be autonomous. It's long been said that higher education financing should be in the form of block grant but not yet approved by the Ministry of Finance and Economic Cooperation. An interviewee argued that:

“ ...What is lacking now is not the money but the how of utilization is too rigid. Universities were often made accountable when they spend according to their priority. “... Our audit system is fault finding”.

However, the practices indicate that there are problems on the part of the universities in financial planning and setting priorities that should be approved by MoFAD before the actual utilization of the money. These may lead to audit findings that entail accountability.

2.6.3. Challenges, Emerging issues and lessons learned

A large increase has been observed in undergraduate enrollment however there is huge gender gap in enrolment among male and female with only 34.53 % of those enrolled in 2010 E.C being female. Female share of postgraduate enrollment is only 16.6 % (Masters) and 9.7% (PhD) of the total postgraduate enrollment.

The proportion of students from emerging regions in undergraduate enrollment is 1.65% whereas the target is 5% at the end of ESDP V (2012 E.C.). Rare data is available regarding with number of students with special needs in undergraduate enrollment. However, the data for the 2010 E.C. revealed that 2019 students with special needs were enrolled in undergraduate programs (the target was 2210 students in that year). The enrollment ratio of natural science to that of social science is decreasing from year to year and therefore calls for further attention to achieve the professional mix 70:30.

The majority, of the undergraduate students were enrolled in government institutions, whereas private intuitions cover only 9.9%. The target is 50,000 students at the end of ESDP V (2012 E.C) in the non-government institutions. Therefore, further improvement is expected in this regard. If they get the necessary support from the government, private HEIs play a vital role in increasing access and quality of higher education. Nevertheless, they are not obtaining the necessary support from the government. It was reported that the support provided by the MoE for the private HEIs was very limited. Lack of human resource in the higher education section and relevant structure to provide system-based support were indicated as an excuse.

The academic staff mix (Bachelor: Master's: Doctorate) showed improvements form year to year though the 2017/18 performance (21:64:15) is lower than the target set for the year (11:65:24). The share of female academic staff is calculated as 13.92% out of the total staff. This needs serious attention to improve the ratio so as to achieve the 25% proportion set at the end of ESDP V. Regarding Proportion of female on university boards, the only available data for the year 2016/17 indicate that the female constitutes about 13% of the universities' board members composition.

The university expansions are made based on social equity without taking in to account quality inputs and facilities. Teachers' qualification, mere duplication of programs in the universities, academic corruption on the part of teachers and students, low leadership commitments are reported as factors contributed for the declining of quality in HEIs.

The policy stipulates that higher education institutions shall be autonomous. It's long been said that higher education financing should be in the form of block grant but not yet approved by the Ministry of Finance and Economic Cooperation. What is lacking now is not the money but the how of utilization. Universities were often made accountable when they spend according to their priority.

It is challenging to recruit and retain female academic staff. The number of females in leadership position and university board is very limited. There is a gap in implementation of the policy and strategies that backs students with special needs and disabilities in the universities. Besides, the effort made to enrol students from emerging regions and pastoralist areas is minimal.

Based on the country's current development level and our future aspirations of economic structure, establishing science and technology focused education system are mandatory. But the procedures/decisions through which the majority of students join these fields do have its own problem. Because in some places there were situations in which students with lower points were admitted in science and technology fields. Even some students were forced to join the fields without their interest. Problems of inputs in science and technology area, unemployment after graduation and competency of the graduates were reported as challenges.

2.7. Capacity Development for Improved Management

This priority program is intended to improve the management of the education system through capacity development initiative with aspiration to enhance institution performance and student achievement which finally geared towards delivering quality education services to all students. As Ethiopian educational management system adheres to decentralized modality, those at the higher echelon are expected to build the capacity of grass root implementers for a betterment of educational governance. Accordingly, the FDRE Ministry of Education supports universities directly and Regional Education Bureaus (REBs) are expected to build the management capacity of Zone and Woredas Education Bureaus, and Technical, Vocational Education and Training (TVET) institutes. During these intentions, Woreda Education Bureaus and TVET agencies have important autonomy in the management of their resources. Especially, Woreda

Education Bureaus are highly expected to provide school leaders and communities with the information that can help them to improve management decisions.

2.8. Education Finance and Management

Education has remained at the forefront of Ethiopia's development agenda. The government has continuously prioritized investments in this sector, which has contributed to a rapid expansion of access to all education levels. One of the typical indicators of government's commitment to the education sector is its total public educational expenditure as a share of total government expenditures. This is helpful to understand government practical actions by providing a benchmark measure of government endeavor in actually supporting education. It is true that education sector calls for long term investment so as to achieve access, equity, quality, and strong institutional arrangements. These goals definitely need public spending on education.

TABLE 46: EDUCATION FINANCE AND MANAGEMENT

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	Government public expenditure on education and training as percentage of Total government expenditure (%)	23.3 Performance	25 25	Achieved
2	Proportion of ESDP V implementing units with multi-year strategic plan (%)	NA Performance	100 <50	Not Achieved
3	Education organizational structure is restructured based on Recommendations	No Performance	Yes Yes	Achieved
4	Situation analysis report on the MoE and Federal TVET Agency internal structures completed	No	Yes	Achieved

As can be seen from the above table, the education sector received 25 % of on-budget total national expenditure in 2017/18, meeting the global benchmark of 20% of the national budget. This is a clear signal of FDRE government's commitment to invest on human capital. It is an impressive direction from the government side, and it is also advisable to maintain the share of government expenditure on education.

Though the government budget allocation is exemplary, the actual distribution of budget among different levels of the sector is not agreeable. There is a claim that most of the budget allocation goes to the higher education with minimum attention to TVET though TVET is expensive from its very nature. In addition, most of the budget is consumed by recurrent cost specially salary. This actually left a loop to invest on equity, quality and leadership improvement programs.

While developing ESDP V, there was assessment which claimed that links between federal, region, zone and Woreda levels and to TVET agencies and higher education institutions were established and understood. Accordingly there was an intention to examine the internal structure of the MoE and its relationship to REBs and to universities; and the internal structure of the

Federal TVET Agency and its links to TVET agencies as the lack of achievement of some key ESDP V objectives was related to the structural relationships in the system. As can be seen from the above table this target was achieved. Over the last three years, the federal and regional education bureau structures were examined and recommendations for improvements were forwarded. The major challenges were linked with strategic and operation plan preparation to implement ESDP V. It was reported that from regions only Gambella TVET, SNNPR TVET, and Somali COC, and Ambo, Debre birhan, Debremarkos, Haromaya, Jijiga, Madawalabu, Wollega, and Wollo universities had prepared the document. Interviewees strongly commented that there was plan misalignment between federal, regional and woreda education bureaus

2.9. Cross-cutting Programs Implementation and Monitoring

2.9.1. Special support program for emerging regions

TABLE 47:SKILLS, RESOURCES AND CAPACITY IN THE EMERGING REGIONS

Indicator	Base line – 2014/15	2015/2016	2016/2017	2017/2018	Remark
Share of Woredas in emerging regional states that benefit from special support program	No base line		40 Woredas in the four regions 89(74.16%)	40 Woredas	No baseline and target
Output 4.1: Management training provided for educational leaders/officials in the four emerging regions					
Number of educational leaders/officials participating in management training	No baseline	59 primary and secondary school principals, regional, zonal and Woreda SIP focal persons received training of SIP and SG utilization, 90 school inspection experts received training on inspection guidelines and framework, 4 deputy bureau heads 5 core process owners and 12 experts received training on plan preparation 937 received additional training on education development army, educational planning, annual and weekly lesson plan, data management, 224 REB experts , WEO experts, school principals and cluster supervisors on planning student enrollment and projection, 24520 community representatives and 560 experts received	1296 in PDO training 621 Woreda education office heads and experts on overall performance of the education sector , 123 participants from REBs heads WEO heads and public wings on community mobilization , 84 supervisors, principals, regional and Woreda education experts and 120 schools on SIP	Strategic and annual plan preparation for 120 Woreda education experts and 40 Woreda education office heads	No base line and target

In the ESDP V, it is clearly stated that special support will be provided to the four emerging regions namely, Gambella, Ethio- Somali, Benshangul Gumuz and Afar regional states. These four regions have low levels of development relative to the national average. Recognizing this, the federal government established a multi-sectorial special support programme, including inputs from the MoE.

The special support programme for the four emerging regions considers three levels of capacity development such as individual, organizational and the enabling environment in a multi-sectorial approach.

To this end, enhancing the capacity of emerging regions to develop improve the implementation of the education sector development was set as strategy. In addition, Producing, validating and disseminating special support programme guidelines, strengthening special support programme by deploying technical assistants for four emerging regional states to enhance the capacity for planning and management at regional, Woreda and school level, conducting capacity building training for emerging regions, education officials, experts and school principals at all level , conducting impact assessment of special support programme and using this to inform strategic adjustments and establishing National Council for Pastoralist Education were identified as key activities to put the strategy in to effect. Furthermore, share of Woredas in emerging regional states that benefit from special support programme, number of educational leaders/officials participating in management training, number of technical advisors recruited and deployed to emerging regions (30), special support programme guideline developed and disseminated. Data for evaluating the component was mainly obtained from review of GEQIP report of the years 2015/2016, 2016/2017 and first six month of 2017/2018 The first KPI under this strategy is share of Woredas in emerging regional states that benefit from special support. This KPI neither has baseline not target for specific year. However, data obtained from GEQIP report shows that 40 Woredas in the four emerging regions have received special support in the form of capacity building training and equipment. In addition, the report indicated that 89 (74.16%) schools profiles were developed during the first two years of the ESDP V.

The second KPI under this strategy is number of educational leaders/officials participating in management training. Accordingly in the year 2015/2016, 59 primary and secondary school principals, regional, zonal and Woreda SIP focal persons received training on SIP and SG utilization, 90 school inspection experts received training on inspection guideline and framework, 4 deputy bureau heads, five core process owners and 12 experts received training on plan preparation. In addition, 937 experts received additional training on education Development Army, Educational planning, Annual and weekly lesson plan and data management. Furthermore, 224 experts in the four REBs, WOE experts, school principals and cluster supervisors received training on planning student enrollment and projection. Furthermore 24,520 community representative and 560 experts received training on community mobilization in the same year. In 2016/2017, similarly a number of capacity building trainings were delivered to experts at different levels in the region. To this end, 1296 experts received training in PDO training. In addition 621 Woreda education office heads and experts attend training on the overall performance of the education sector and 123 participants from (REB heads, WEO heads and public wings trained on community mobilization. Furthermore, 84 supervisors, principals, regional, and Woreda education experts from 120 schools received training on SIP in the same year. In addition, in the first half of the year 2017/2018, 160 education experts from the four emerging regions received different capacity building trainings on strategic and annual plan preparation. Generally, about 4154 education experts and 24, 250 community members received capacity building trainings in the four emerging regions in the first half of the ESDP V year. Though this figure shows that significant effort has been made by the MOE to capacitate the emerging regions, it is challenging to judge this performance as clear target and bas line was not set for the years in the ESDP V.

Number of technical advisors recruited and deployed to emerging regions is another performance indicator set under this strategy. In ESDP V, it was planned to recruit and deploy 30 technical assistances in the four emerging regions. In the first half of the ESDP V period however, only 24 (80%) technical experts were deployed to the regions.

The final performance indicator under this strategy is special support programme guideline developed and disseminated. Accordingly, in the first two and half years of the ESDP V more than 15 manuals and guidelines were developed and disseminated so as to support the implementation of different programs the regions (see table below for the type of manuals and guidelines developed).

ESDP IV evaluation singled out that inadequate attention was granted to crosscutting issues as little coordinated actions were evident pertinent to these issues. Thus during ESDP V development, there was an intention to establish coordination offices at the federal and regional levels so as to support integration of cross-cutting issues. The expectation was these units support the implementation of all cross-cutting issues and link to focal persons in each zone and Woreda, TVET and higher education institution.

TABLE 48: CROSS-CUTTING PROGRAMS IMPLEMENTATION AND MONITORING

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	Number of coordination offices set up at federal level and in all regions	X% Performance	100 0	Not achieved
2	Proportion of annual operational plans (Federal and regional level) that include relevant cross-cutting issues (%)	X% Performance	100 100	Achieved

The above table indicated that coordinating offices to support integration of crosscutting issues were not established both at federal and regional education bureaus. As previously evaluated during ESDP IV, though crosscutting issues were incorporated in annual operational plans of federal and regional education bureaus, there was no coordination among different units. Evidence Based Planning and Management

ESDP V document remarked that Ethiopia's EMIS system has getting momentum in its operation to satisfy growing needs for education information. To gratify this thirsty, EMIS offices are set up in all woredas. This unit is usually criticized for its delayed dissemination of survey data, inaccurate and incomplete information, and poor technical and human capacity. ESDP V document emphasized that the capacity to plan, manage and monitor the education system demands knowledge and skill in collecting, processing, analyzing and managing educational information at all levels of the system. Thus capacity development of the EMIS unit was set as a target during ESDP V.

TABLE 49:EVIDENCE BASED PLANNING AND MANAGEMENT

No	Key Performance Indicators (KPI)	Baseline	2017/18	Status
		(2014/15)		
1	Proportion of a sample of federal, regional, TVET, university and	NA	80%	Not
	woreda planners and managers who express satisfaction with the	Performance	DNA	Achieved
	quality of information at their disposal (EMIS, TMIS, IFMIS, etc.) (%)			
2	Proportion of woredas who prepared and distributed school report	0	30	Not
	cards as an input to planning and management	Performance	DNA	Achieved

3	Number of REB that gather and process their school census data and	7	11	Not
	submit to the Federal level by July	Performance	8	Achieved
4	Proportion of teachers that are covered by the TMIS (%)	NA	65	Not
		Performance	DNA	Achieved

As can easily be seen from the above table, all of the targets were not achieved. Interviewees expressed that the satisfaction survey on the quality of information at their disposal was not conducted. The previous failures attached with EMIS unit were still severe such as delay in submitting the school census data on July especially in emerging regions. On top most private higher education and TVET were reluctant to send census data to the ministry. Furthermore, though there was a plan to cover 65% of teacher with TMIS, It was not implemented at all. Financial Data Gathering and Processing

As indicated in ESDP V mother document, there was an intention to use Integrated Financial Management Information System (IFMIS). This online system, replacing a paper based approach, links the MoE's planning, budgeting and financing functions with MoFED. In the period of ESDP V, the IFMIS pilot was to be rolled out to all regional offices and those woreda offices with adequate infrastructure.

TABLE 50: FINANCIAL DATA GATHERING AND PROCESSING

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	Number of regional offices using IFMIS for recording	X%	ALL	Not
	Transactions	Performance	None	Achieved
2	Number of woreda offices with relevant infrastructure	X%	ALL	Not
	using IFMIS for recording transactions	Performance	592	Achieved.

As obtained from interview, IFMIS was not yet implemented at regional offices because it is planned to begin by 2019. The service is implemented only in few federal offices. There is a plan to launch the system at regional level starting from 2019 according to IFMIS Roll out Strategy document. It is expected that IFMIS is going to use the Woreda Net Connectivity platform. The Woreda Net Connectivity is available in some 592 Woredas and zones

2.9.2. Information sharing to inform decision making

While developing ESDP V, there was a conviction that managerial decision across the system will be based on education and financial performance data. There was a commitment to ensure that the right information is available to the right audience(s). To this end, EMIS is relied up on as system's 'global' monitoring tool, used at higher levels for policy making. Accordingly, there was an intention to expand and strengthen the existing EMIS in order to support central and decentralized levels (regional and Woreda) to identify and respond to performance gaps.

TABLE 51: INFORMATION SHARING TO INFORM DECISION MAKING

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	Proportion of KPIs for which yearly information is presented and analyzed in the yearly statistical abstract (%)	X% Performance	100 DNA	Not Achieved
2	Proportion of federal, Regional, TVET, university, offices that receive the summary of the yearly statistical abstract by December	X%	100	Achieved

As can be seen from table 1.5, interviewees indicated that the yearly abstract usually didn't include KPI's under priority program one. Usually the data for other KPIs' are incomplete, and delayed in dissemination. These are the chronic problems of the ministry in sharing information for informed decision making. It was mainly attributed to the following challenges:

- Regions, universities, TVET and other stakeholders didn't send the data to EMIS unit on time
- EMIS unit staff lack experience and expertise as most senior staffs left the job
- The senior management of the ministry paid least attention to EMIS unit though there is rhetoric to improve the EMIS.

2.9.3. Coordination and Communication within and across levels

It was evident that lack of coordination and communication within and across level is one of the major bottlenecks of Ethiopian education system. This led to weak sharing of information, which in turn resulted in poor informed decision making. Thus in ESDP V there was an aspiration to improve coordination and communication within and across levels in the education system.

TABLE 52: COORDINATION AND COMMUNICATION WITHIN AND ACROSS LEVELS

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	A comprehensive organizational and administrative procedures/operations manual in Amharic and English is available to all staff at all levels	No Performance	Yes Yes	Achieved
2	Proportion of officers with digitized job Specification (%)	X% Performance	100 None	Not achieved
3	Proportion of officers with access to an Operations handbook (%)	X% Performance	100 100	achieved
4	Number of monthly users of iSite	NA Performance	NA DNA	Not Achieved

During ESDP V, it is expected that an operations handbooks are produced for staff in the MoE and TVET agency, the REBs and TVET agencies and the Woreda offices. In addition, the operation manuals are expected to be available to all officers. The midterm review identified that these target were achieved. The operation manuals are available in FDRE MoE library, and can be easily accessed.

As revealed in the above table, though there was a plan to develop digitized job specifications for each post during ESDP V, it actually didn't realized. New job specifications were not developed and digitized. It is highly recommendable that job specification of the sector should be revised. Education sector cannot be managed by anybody. It should be professionalized and merit based. During ESDP V framing, there was an ambition for a greater use of iSite. To support this initiative, there was a plan to develop specific strategy document, and to strengthen the staffing available for this purpose. As indicated in the above table, this ambition was not achieved. Currently the Site service is almost down after the expert who was working on the site left the ministry.

2.9.4. Supply of staff with the right mix of skills

As indicated in ESDP V document, there was a commitment to make recruitment procedures more transparent for all technical posts. There was a plan to begin with a critical inventory of present recruitment procedures, and forwarding recommendations on what reforms may be

needed with the assumption that the systematic use of the new recruitment criteria and revised procedures allow for more appropriate selection of new staff.

TABLE 53: SUPPLY OF STAFF WITH THE RIGHT MIX OF SKILLS

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	Target 2017/18	Status
1	Proportion of new staff in technical posts recruited on the basis of a recruitment profile (%)	X% Performance	ALL ALL	Achieved
2	Proportion of Woreda officials to have benefitted from professional training, related to their area of work (%)	X% Performance	50% More	Over Achieved
3	Recommendations of the review of recruitment procedures have been Implemented	No Performance	Yes No	Not Achieved
4	Professional development programs exist for each staff profile	No Performance	Yes No	Not Achieved

As indicated in the above table, new staffs in technical post were recruited based on the recruitment profile. Though there was an expectation to review the recruitment procedures, this target was not implemented. The recruitment criteria are not yet revised. The major achievement during this period was providing professional trainings for woreda education official. This KPI is over achieved. There were massive professional trainings to build the capacity of Woreda officials. The target was to train 5042 official and actually 5052 were trained. Though short term trainings were massively conducted, still there was no leadership professional development package especially at higher education and TVET. Resources and conditions of Work need to be facilitated to strengthen the institutions.

It is true that education goals cannot be achieved without material and financial resources, which also act as sources of motivation to staff through providing motivating working conditions. Under ESDP V, there was an expectation to develop standards on the minimum level of resources to be available to all organizations echelons in the sectors.

TABLE 54: RESOURCES AND CONDITIONS OF WORK

No.	Key Performance Indicator (KPI)	Baseline (2014/15)	2017/18	Status
1	Proportion of regional (including TVET),	X%	100	Not
	Woreda and zone offices with the minimum	Performance	DNA	Achieved
2	level of material and financial resources (%)			
	Standards developed on the minimum level of	No	Yes	Not
	resources to be available to region, Woreda and			Achieved
	zones offices			

As indicated in the above table, both targets were not achieved. Inventory was not conducted to examine the proportion of regions, zones and Woredas with the minimum level of material and financial resources. Furthermore, standards were not developed to determine the minimum level of resources to be available to regional, zone and Woreda education offices.

2.10. Recommendations

- Increasing the number of ANFE centers, reestablishing/strengthening the existing centers, improving community awareness to enhance enrollment and efficiency of the program, training more facilitators for ANFE
- Developing legislative framework for ANFE and distance education
- Make TVET training demand driven and market oriented. Conduct local need Assessment before launching the programs. The training program has to come from market analysis.
- Strengthening the cooperative training system by creating legal framework and strong partnership between the TVET colleges and the industries.
- Special attention need to be given to identify demanded technologies through value chain and analysis to transfer to MSEs. The target also seems too ambitious and needs revision.
- Timely respond to secondary school teachers' incentive; and improved living conditions to minimize attrition rate of teachers by strengthening the benefit packages for teachers;
- Supply and retain secondary schools with competent and qualified teachers by creating better working condition, providing fringe benefits and strengthening pre-service and in-service training;

- Supply all schools at all levels with competent and qualified educational leaders by strengthening pre-service and in-service training
- Should increase the number of teachers who are licensed by making the teaching license compulsory
- Effectively implement the SIP (the input and process aspects) with great commitment from the moe, region education bureau, education leaders at all levels, teachers and students so as to bring schools at level three or above classification
- Promote culture of accountability among educational leaders at all levels for being instructional leaders rather than significant engagement in political activities by designing accountability mechanism in the education system
- Improve perception of the society on teaching profession by working on fringe benefits of teachers (housing provision, health insurance), creating better working condition, improving students behavior, and improvement of teachers salary ;
- Facilitate textbooks distribution in all regions; with special attention for emerging regions like Somali, Afar and Gambella by establishing teaching and learning materials distribution centers at regional level and/or even considering options like outsourcing
- the distribution of textbooks to private companies ;
- Build ICT infrastructure and strengthening ICT utilizations by addressing problems related to power and network interruptions and skill gaps of teachers on ICT utilization for instructional purposes;
- Narrow down achievement gaps between male and female students by strengthening awareness creation program about the benefit of educating females to the family and the nation at large and
- Indicate/measure the **KPIS** of the outcome dimension for various levels/grades as spelt out in ESDP V.
- Improving the intake capacity of private HEIs was recommended as a strategy for achieving the access targets in the reaming ESDP V implementation yeas. To increase the capacity of the private HEIs, there should be strong unit in the MoE.
- There is a gap in implementing the policy that governs/supports private HEIs in the country. Thus, it is important that the available policies and strategies that back private higher education institutions needs to be put in to effect.
- Relevance in terms of curriculum development and programs expansion should be given due attention. Demand driven programs need to be the criteria to initiate new programs. Currently the practice is mere duplication.
- With regard to developing national and institutional agenda for research, university industry partnerships, community engagement and research funding, it is recommended that the strategy that links these three parts need to

be developed. They need to have their own strategy by which they can be led. There should be some mechanism to harmonize these entities.

- Though there is an increment in the female students' enrolment and the share of female academic staffs, there is still significant gender gap. To narrow the gender gap, it is important to further strengthen the affirmative action already in place.
- It is important to strengthen the teacher training and capacity building activities to achieve the qualification mix of the academic staff (Bachelor: masters: phd Degrees) moe aspired to reach (0:70:30) respectively at the end of ESDP V.
- In order to meet the target set for the ESDP V, Students with special needs and from emerging region require special and separate support package backed by specific budget dedicated for this purpose.
- Professionalizing teaching at heis should be given high priority. Improving professional ethics, recruitment and selection of academic staff, introducing incentive packages and compensations to attract best candidates, on-job-training and professional development activities, new and innovative methodologies, recognition of best teachers, are some of strategies that might be considered.
- Out sourcing non-academic services to ease the university leadership work load and bureaucracy need to be sought. This helps to change the current practices of university manages from routine administrative work to instructional leadership. If outsourced, non-academic services need be supported by structure.
- The current procedure in place for recruitment and selection of university leaders calls for revision. There need to be succession plan for university leadership. Incentive packages should be introduced to make the positions attractive not only in universities but also at all ladders of the HE structures. To implement this, guideline is already prepared and leadership development programs are started in collaboration with Addis Ababa University.
- Drug addiction, cheating and copying in academic activities, problems related ICT utilization (Facebook etc) on the part of the students are main challenges. There should be law/policy that guides utilization of ICT infrastructure in the universities. It is important that HIV/adis and environmental protection mainstreamed in higher education institutions.
- The government has spent a lot of money in supplying inputs. But still the provisions of material inputs remain quality threat in our universities. Thus, the university educational materials procurement system need to be revised in order to improve the timely purchasing of educational materials for universities in the remaining ESDP V period.
- There is an effort, and an attempt being made to support female students who joined higher education institutions. However, what has been accomplished is still very low. Female students should be supported beginning from

elementary level up to higher education level. The so called special support cannot make it sustainable because it leads to dependency. Therefore, it should have its period like a project which has a beginning and an end. A project that will stay for some time and provides special support to students from marginalized and emerging regions in improving the knowledge, ethical and psychological capacity of pre university students should be created so as to enable these students compete with other students while joining a university.

- Universities should introduce and increase income generating activities (igas). They should produce technologies and change it to recourse and development. Research outputs should be increased and commercialized.
- It is advisable to building the capacity of EMIS units at different levels. It is highly recommendable to improve school level EMIS unit.
- Plan misalignment was identified as the chronic problem of the education sector. Hence, it is recommendable to establish a framework for participatory planning.
- It is strongly recommendable to revise job specification of educational leadership posts at school, woreda, zone, regional bureaus, higher education institutions and TVET. It is time to professionalize educational leadership in the sector
- There should be a leadership development program (LDP) across all level of the education sector.
- To implement IFMIS in the next two years, there should be coordination between MOE and MOFED
- Enhancing the awareness for parents for the benefit of ECCE Reviewing data about the population of children 4-6 years
- Enhancing the capacity of weos regarding the purposes and modalities of Pre-primary education
- Designing a dedicated structure responsible to plan, implement, monitor and run pre-primary education at all levels of the system

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Annexes