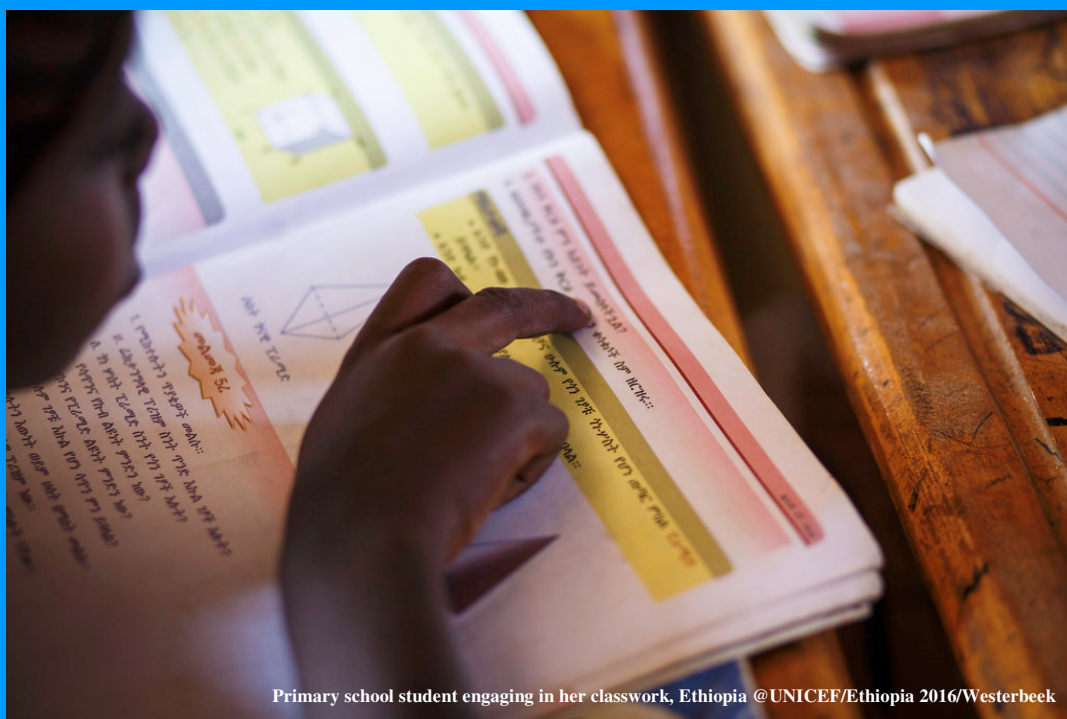# Ethiopia

Education
Sectoral and OR+ (*Thematic*) Report

January – December 2016

Primary school student engaging in her classwork, Ethiopia @UNICEF/Ethiopia 2016/Westerbeek

Prepared By:
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March 2017

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Abbreviations and Acronyms

ABE	Alternative Basic Education Programme
ABEC	Alternative Basic Education Centre
AFL	Assessment for Learning
ASR	Accelerated School Readiness
C4D	Communication for Development
CPD	Country Programme Document
CtC	Child-to-Child
DFID	Department of International Development
DRR	Disaster Risk Reduction
ECE	Early Childhood Education
EDHS	Ethiopian Demographic and Health Survey
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
FAL	Functional Adult Literacy
GEQIP	General Education Quality Improvement Programme
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GIS	Geographic Information System
GTP	Growth and Transformation Plan
MLCs	Minimum Learning Competencies
MoE	Ministry of Education
NER	Net Enrolment Rate
NGOs	Nongovernmental Organizations
NIR	Net Intake Rate
OOSC	Out of School Children
PRSP	Poverty Reduction Strategy Programme
PTA	Parent Teacher Associations
SDGs	Sustainable Development Goals
SIP	School Improvement Programme
SMIS	School Management Information System
SNNP	Southern Nations and Nationalities Peoples
SRGBV	School Related Gender-Based Violence
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nation Children's Fund
US$	United States Dollar
WASH	Water, Sanitation and Hygiene

In July 2016, UNICEF Ethiopia embarked on a new four year Country Programme (July 2016 – June 2020). This thematic report therefore covers both the last six months of the previous Education Programme (2012-2016) and the initial six months of the new Learning and Development Programme (2016-2020). The Learning and Development programme supports the Government of Ethiopia in achievement of its general education sub-sector goals, articulated within the national Education Sector Development Plan V (ESDP). More specifically, the programme seeks to improve the quality and equity of pre-primary and primary educational services with a corresponding improvement in the transition for adolescent girls into secondary education. The programme has an explicit commitment to targeting its resources towards four emerging regions (Afar, Somali, Benishangul Gumuz and Gambella) and educationally disadvantaged districts within other regions (Oromia, Southern Nations Nationalities and Peoples (SNNP), Amhara and Tigray).

The challenges facing the education sector in 2016 remain those which have previously limited progress as against the Sustainable Development Goal (SDG) 4, notably a high dropout rate across the primary education cycle -particularly in grade 1- and only marginal progress in relation to students' learning outcomes. The country faced a difficult drought situation, which directly impacted on children's schooling in six regions of the country and which is expected to have an impact on achievement of the sector's results. This was compounded by the political unrest leading up to the declaration of a State of Emergency in October 2016, which resulted in the delay of the school year by one month.

The key programme results achieved over 2016 with UNICEF technical and financial assistance are summarized as follows:

Early Childhood Education (ECE) and Early Learning: During this reporting period UNICEF continued its support to the implementation of early learning programmes reaching 40,750 pre-primary school children in nine regions, through three modalities: 1) a Child-to-Child (CtC) school readiness initiative; 2) a pilot Accelerated School Readiness (ASR) programme; and 3) a formal, pre-primary class system attached to primary schools (entitled O class). A significant success for the programme in 2016 was the expanded implementation by the Government of a 40 week curriculum and an associated pre-primary teacher training programme in two regions (reaching 575 pre-primary classes), based on an initiative previously piloted by UNICEF.

Access to Quality Education and Learning: In collaboration with the Ministry of Education (MoE) and the British Council, a situation assessment of pastoralist education was completed in 2016 and informed the subsequent development of a revised national Pastoralist Education Strategy. The Learning and Development programme has a strong commitment to targeting pastoralist communities in light of their low school enrolment rates and limited access to flexible education programmes. As a means of better understanding the issues impacting on girls' participation in school, the programme completed a scoping study on School Related Gender-Based Violence (SRGBV) highlighting the violence facing girls both on the way to school as well as within school grounds. A multi-year assessment for learning initiative was launched in 2016 with the MoE and six regions/city administration Education Bureaus. Pedagogical support materials for primary school teachers on continuous assessment were finalized and delivered through an in-service teacher education programme as well as being integrated within the formal pre-service teacher education system. Lastly, the UNICEF Ethiopia Country Office hosted a pan-African conference on Peacebuilding in Education in light of the research initiatives undertaken by the programme on conflict as well as the implementation of various interventions to improve social cohesion through education.

Education in Emergencies: Whilst the rains of mid-2016 eased the drought situation in the six affected regions, there are communities for whom the decreased harvest in late 2016 and the impact of La Nina weather related conditions negatively impacted on students' regular attendance. In November 2016, UNICEF engaged in a multi-cluster emergency assessment as a means of identifying the most urgent needs

for the sector to be included in the 2017 Humanitarian Response Document. In response, the Learning and Development programme provided water tanks to 175 primary schools as a means of ensuring water availability both for drinking and for the emergency school feeding programme implemented by the Government. Conflict in South Sudan resulted in over 40,370 school aged children entering refugee camps of Gambella region between September and December 2016. In response to this, UNICEF Ethiopia rapidly provided the required materials to establish 20 temporary learning spaces alongside the provision of individual student materials. The programme also completed analytical work and subsequent programme planning for the implementation of a developmental approach to refugee education, in recognition of their protracted educational needs.

Sector Policy, Planning and Knowledge Management: In 2016, UNICEF supported the preparation of a national results framework to accompany the current ESDP V strategic plan. This was a requirement for Ethiopia's application for funding to the Global Partnership for Education, and which successfully resulted in US$ 70 million being awarded to the general education sub-sector. The programme also supported building the capacities of MoE staff in the regions of Benishangul Gumuz and SNNP on results based programming and the development of regional results frameworks.
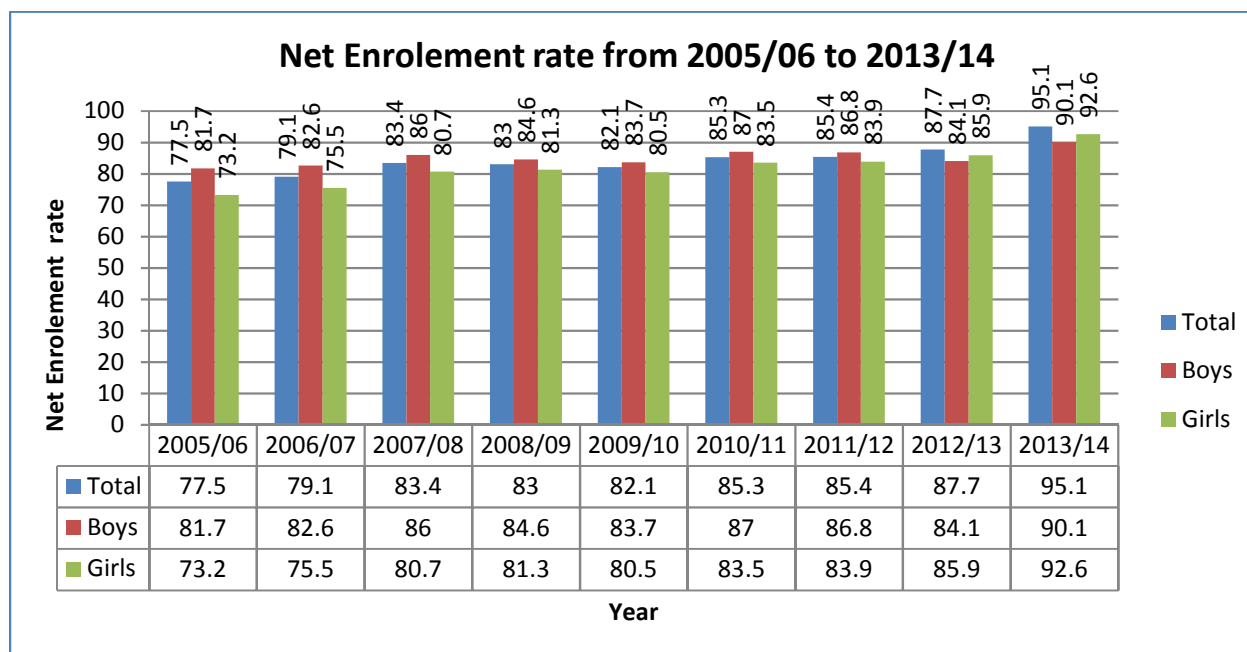
Strategic Context of 2016

Ethiopia has set ambitious commitments for its education sector, in recognition of the critical role this sector plays towards achievement of the country's national economic and social development targets. In 2015 the Government launched its second Growth and Transformation Plan (GTP II), which aims to accelerate structural transformation and progress to a lower middle-income country by 2025. Recognizing the challenge of low levels of human capital required for economic growth and development, the Government has launched implementation of the ESDP V. The national ESDP V provides the strategic framework by which the sector focuses its domestic resources and international aid assistance towards "bringing up citizens endowed with a humane outlook, countrywide responsibility and democratic values, having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large."[1]

Ethiopia has made remarkable progress in expanding access to education. Over the past 20 years, there has been a significant increase in the number of children enrolled in primary education, as evidenced by the 75 per cent increase in Net Primary Education enrolment rates between 1996 (when it stood at 24.9 per cent) and 2016 (where it currently stands at over 100 per cent). Considerable investment by the Government of Ethiopia has gone towards making a reality of the policy commitment to have a primary school within three kilometres of all children. It is acknowledged that the national primary education Net Enrolment Rate (NER) hides the significant inequities between regions and districts, as evidenced by the district with the lower primary school NER and that with the highest NER. Further, trend analysis of primary NER over six years (2007/08–2012/13) indicates that progress has tapered off, implying that concerted efforts are now required to reach the last 5 to 10 per cent of the Out of School Children (OOSC) at the primary level of education. This can be seen from the following graph capturing the trends of primary NER over a five year period (2005/06 to 2013/14).

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[1] National Education and Training Policy, 1994

Figure 1: Trends of primary NER 2005/06-2013/14

Net Enrolement rate from 2005/06 to 2013/14

Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Total	77.5	79.1	83.4	83	82.1	85.3	85.4	87.7	95.1
Boys	81.7	82.6	86	84.6	83.7	87	86.8	84.1	90.1
Girls	73.2	75.5	80.7	81.3	80.5	83.5	83.9	85.9	92.6

High dropout rates within the primary education cycle have translated into low grade 8 completion rates, which in turn has affected transition rates into secondary education. In 2015/16, grade 1 dropout rates stood at 18 per cent nationwide (see Figure 2 below). The cumulative effect of the dropout rates in the first cycle of primary is such that only about 56 per cent of those who start grade 1 survive to grade 5. As a result, the enrolment in the primary second cycle has grown only 12 per cent during 2010-2015, a rate slower than population growth in the same age cohort (ages 11 to 14).

Figure 2. Trends in Grade 1 Dropout Rate (%)
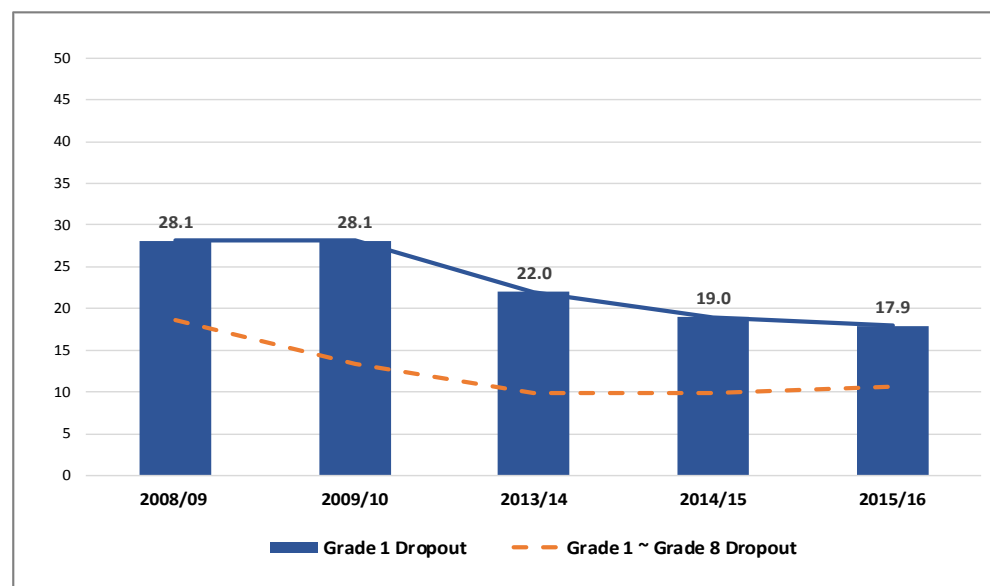
Source: Education Statistics Annual Abstract (ESSA), 2013/14, 2014/15 and 2015/16.

Differences between Gross and Net Intake rates indicate there are many children who are over-aged upon entering primary schools. A high initial Gross Intake Rate (GIR), compounded by subsequent repetition rates, has led to increasingly large numbers of over-aged children in the primary education cycle. Typically, over-aged children find it challenging to remain motivated to remain in school as the demands placed on them by their families increase with age.

A study on OOSC in Ethiopia (MoE/UNICEF, 2012) revealed that there were approximately 4.8 million children out of school at primary and lower secondary levels. Of these, just over 3 million were in the primary age group and 1.8 were in the lower secondary age group. Whilst this figure reduced in 2013/14 to an estimated 2.6 million OOSC, the regions of Afar and Somali have not seen significant reductions in the number of OOSC and continue to struggle to provide educational programmes for children in remote parts of their regions.

The Learning and Development programme is contributing significantly -both technically and financially- to the expansion of the pre-primary education system, which has seen a high growth in enrolment levels from 4.8 per cent in 2009/10 to 49.55 per cent (50.8 per cent for boys and 48.3 per cent for girls) in 2015/16. This has been achieved through the introduction of three modalities of ECE - formal kindergarten centres, pre-primary classes attached to primary schools (called O classes) and various community-based school readiness programmes, such as CtC, delivered primarily by non-profit organizations.

Analysis of Ethiopia's education sector achievements in 2015/16 against the targets set in ESDP V reveals commendable progress although there remains minimal improvement on primary cycle dropout rates and grade one dropout rates in particular.

Indicators	ESDP V baseline (2013/14)	Status in 2015/16
Gross Enrolment Rate – Primary 1-8	101.5%	108.6%
Net Enrolment Rate – Primary 1-8	92.5%	100.2%
Net Enrolment Rate – Primary 5-8	49.5%	56.65%
Completion rate grade 8	47%	54.3%
Grade I drop-out rate	22%	17.9%
Drop–out rate grades 1-8	11%	10.7%
Repetition rate grades 1-8	8.5%	4.55%

Source: ESDP V and Education Management Information System (EMIS)

Results in the Outcome Area

Within the first six months of the new Country Programme (July-December 2016), there was agreement that the Learning and Development programme would continue to engage through to June 2017 in the same districts from the previous Country Programme. Over 2016 therefore, the Learning and Development programme supported programme interventions in 142 districts (entitled Woredas) across the nine regions and two city administrations. It is expected that as of July 2017, the Learning and Development Programme will be reducing the number of Woredas in which it is providing assistance as a means of demonstrating more comprehensive coverage across each district.

The regional distribution of 142 Woredas supported by UNICEF is depicted in the following chart.

Chart 1:   Regional Distribution of 142 UNICEF supported Woredas for the Learning and Development Programme
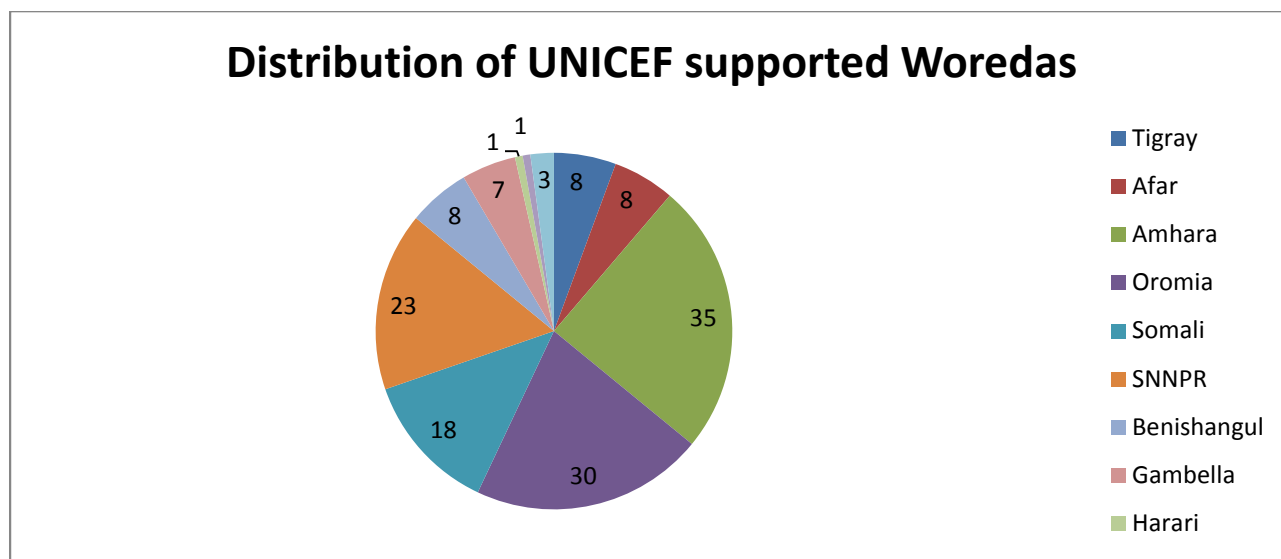
The Learning and Development programme aims to achieve the following result by June 2020, "Equitable access created and quality education and training provided to all learners at pre-primary and primary level and girls' access to secondary education increased, with a focus on the most disadvantaged and vulnerable children, populations and localities".

In light of the start of the new Country Programme in July 2016, the table below presents the key performance indicators and the progress made by the Learning and Development programme as compared to the end-line from the last year of the previous Country Programme.

Outcome Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/2016
Indicator 1: Pre-primary GER, by sex	33.95% (boys 34.9%; girls 33%)	33.95 % (boys 34.9%; girls 33%)	49.55% (boys 50.8%; girls 48.3%)
Indicator 2: Primary Education Completion Rate, by sex	47% (boys 47%; girls 47%)	47% (boys 47%; girls 47%)	54.3% (boys 55.3%; girls 53.3%)
Indicator 2: Primary school age out of school rate, by sex	7.5% (5% boys and 10% girls)	7.5% (5% boys and 10% girls)	5.8% (boys 2.5%; girls 9.1%)
Indicator 3: Gender Parity Index at secondary education	0.91	0.91	0.91

Results Assessment Framework

Underpinning UNICEF Ethiopia's success in achievement of the Learning and Development programme targets for 2020, is an extensive engagement within sector coordination as a means of leveraging greater resources and effective policies for children. UNICEF Ethiopia served as the chair for the Education Technical Working Group in 2016, supporting the MoE in better harmonizing the diverse financial and technical assistance provided by many bilateral and multilateral agencies. Further, in 2016 UNICEF served as co-lead for the education in emergency cluster mechanism supporting the MoE and Regional Education Bureaus in the analysis of the impact of drought emergencies and coordinating the sector's response to these.

Output 1: Capacity of education system strengthened to meet ESDP V goal of equitable expansion of quality ECE services

The provision of ECE programmes for children in disadvantaged districts is a key means by which the programme will ensure children are better prepared for right age entry into school and for successful completion in the early grades. The following table summarizes the status of the key performance indicators with a subsequent analytical summary of the key interventions conducted during 2016 to which the Global Thematic Education Funds contributed.

Output Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/2016
Indicator 1: Early learning policy and early learning programme including quality early learning curriculum and standards	Early Learning curriculum is independent of primary school curriculum. Children are not taught using active learning. Standards are implemented into a quality observation checklist however, the data is not disaggregated and/or it is not gathered from all ECE centres.	Early Learning curriculum is independent of primary school curriculum. Children are not taught using active learning. Standards are implemented into a quality observation checklist however, the data is not disaggregated and/or it is not gathered from all ECE centres.	Early Learning curriculum is independent of primary school curriculum. Children are not taught using active learning. Standards are implemented into a quality observation checklist however, the data is not disaggregated and/or it is not gathered from all ECE centres.
Indicator 2: Early Childhood Development facilitators who received in service training provided by UNICEF	0	300	1,631

Indicator 3: Number of children benefiting from ECE through alternative approaches (such as home based provision of Early Childhood Development, ASR models, parent education, among others) with support from UNICEF	0	15,000	40,750
Indicator 4: Early learning policy and early learning programme ensuring parents' and communities' involvement	Community is mobilized infrequently (less than monthly). Community plays a limited role in monitoring teacher or child attendance. No clear guidance is provided to community on how to interpret early learning outcome data or facility data.	Community is mobilized infrequently (less than monthly). Community plays a limited role in monitoring teacher or child attendance. No clear guidance is provided to community on how to interpret early learning outcome data or facility data.	Community is mobilized infrequently (less than monthly). Community plays a limited role in monitoring teacher or child attendance. No clear guidance is provided to community on how to interpret early learning outcome data or facility data.

During this reporting period, UNICEF assistance resulted in over 40,700 children accessing ECE programmes in nine regions of the country - including 14,058 (of which 48 per cent girls) through an ASR programme in Oromia and Benishangul Gumuz regions. 1,631 teachers engaged across three ECE modalities (CtC initiative; ASR programme; pre-primary O-class system) participated in training supported by UNICEF. These efforts were supplemented by the procurement and distribution of a minimum package of ECE teaching/learning materials for all pre-primary classes located within the Learning and Development programme's target districts. Based on the positive findings of an impact evaluation of the ASR programme piloted in Benishangul Gumuz region in 2015, the initiative was expanded over July-September to 156 school communities in Oromia region. The findings of the initial evaluation of this approach revealed that students who participated in the summer ASR programme significantly outperformed (in the areas of mathematics and literacy) students that had participated in the formal pre-primary O Class.

In mid-2016, UNICEF joined the MoE and the World Bank in designing a curriculum package and teacher education intervention for pre-primary classes, drawing on the success of the ASR approach and materials. The pre-primary classroom materials and accompanying teacher education programme will be rolled out over 2017 to all pre-primary classes in Benishangul Gumuz region, with financial support from the Global Partnership for Education. UNICEF supported further development of pre-service ECE courses through the production of modules with the federal Teacher Development Department and which will in turn over 2017 be adapted by regions for inclusion in the Teacher Education College ECE courses.

UNICEF continued to support parenting education interventions through the functional adult literacy (FAL) programme, reaching over 1,112 parents and caregivers in the reporting period. This initiative follows from the revision of a pre-existing parental education manual in early 2016.

A study on the practice and challenges of pre-school education in SNNP region was completed in late 2016, highlighting the significant progress made in this region in relation to ECE enrolment rates and the ongoing challenges as concerns the quality of these services. The findings of this study will be used to inform the region's priority targets and costed plan for ECE services.

Output 2: Equitable and inclusive access to primary and secondary school strengthened for OOSC

In light of the significant proportion of children from pastoralist communities who are not able to complete a primary education cycle, the programme will support the implementation of the national pastoralist education strategy. The table that follows summarizes the status of the key performance indicators followed by an analytical summary of the key interventions conducted in 2016 with the financial contributions from the Global Thematic Education Funds.

Output Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/16
Indicator 1: Education Sector Policy/Plan with quality prevention and response mechanisms to address gender-based violence in and around schools	There is a nationally defined legal/policy framework to address gender-based violence and child protection across relevant ministries. There is a budget for implementing the framework at least partially.	There is a nationally defined legal/policy framework to address gender-based violence and child protection across relevant ministries. There is a budget for implementing the framework at least partially.	There is a nationally defined legal/policy framework to address gender-based violence and child protection across relevant ministries. There is a budget for implementing the framework at least partially.
Indicator 2: Innovations to improve access and learning for the most disadvantaged children are implemented at scale and are sustainable	There are innovations to improve access to education and learning outcomes for the most disadvantaged children implemented at a pilot stage and there is a	There are innovations to improve access to education and learning outcomes for the most disadvantaged children implemented at a pilot stage and there is a realistic plan for scaling them up (in	There are innovations to improve access to education and learning outcomes for the most disadvantaged children implemented at a pilot stage and there is a realistic plan for scaling

	realistic plan for scaling them up (in terms of costs and logistics).	terms of costs and logistics).	them up (in terms of costs and logistics).
Indicators 3: Existence of a national education strategy/plan that promotes equity in terms of access and learning		Score 3	

UNICEF continued its support to the MoE's efforts in revising a national Pastoralist Education strategy. This work follows on from a situational analysis of pastoralist education conducted in mid-2016, in which the review of the pastoralist education strategy was recommended. Yet to be validated, the Pastoralist Education strategy outlines various contextually relevant approaches to improve the educational opportunities of pastoralist children. Complementary to this work was the initiation in September 2016 of an independent evaluation of the Alternative Basic Education (ABE) programme as a means of better understanding the impact and effectiveness of this approach supported for the past ten years by UNICEF. Two policy guidelines were also developed over this reporting period including a strategy for education of indigenous groups in Gambella and Benishangul Gumuz regions and guidelines on distance education as a means of increasing transition to and completion through upper primary education in Oromia region.

Through the annual UNICEF supported "Back/Go to school" campaign, undertaken with house-to-house registration and community dialogues, a total of 200,899 (92,320 girls and 108,579 boys) pre-primary and 1,601,725 (600,804 girls and 1,000,921 boys) primary school children enrolled across the four regions of Somali, Afar, Oromia and Benishangul-Gumuz for the 2016/17 academic year. An additional 13,000 children (52.4% girls) in SNNPR who were not in school prior (either non-enrolled or dropped out) were provided with basic education materials upon their return to school.

Afar region's commitment to transition 25 ABE centres into formal primary schools was supported by UNICEF, and the upgrading standards agreed to alongside implementing agencies' responsibilities. This upgrading process from ABE centre to formal primary school status will allow for more systemic support from the Regional Education Bureau and Woreda Education Offices to improving quality in these schools.

UNICEF continued to support efforts to reduce and eliminate gender-based violence in schools. Following SRGBV reporting tools introduced in late 2015, a national scoping study on SRGBV was completed in December 2016, identifying the scale and impact of violence on the educational system and providing recommendations for national and regional implementation. A school-level Code of Conduct, developed with UNICEF support in 2015, was introduced to one additional region (Tigray) through a process of adaptation, translation and dissemination. In Addis Ababa city, 20 schools continued the demonstration of an SRGBV reporting mechanism and seeking to align their response to incidences with existing legal provisions. At a national level, data on SRGBV was integrated within the 2016/17 EMIS data collection tool as means of better monitoring scale of incidences and response mechanisms. In a continued effort to address the social norms that contribute to SRGBV, communication for development (C4D) interventions were undertaken including community dialogue (Afar Region), radio broadcasting, billboards and posters accompanied by school based guidance and counselling services (Amhara Region). These efforts were reinforced by the development of a life skills manual for secondary school, which is being used as a key resource material for girl clubs.

Output 3: Equitable and improved delivery of quality primary education

Improving learning outcomes for all children is a key priority for Ethiopia's education sector. Currently, just 8 per cent of Grade 8 students scored 50 per cent and above on a composite National Learning Assessment measure (2013/14 data) as against the target of 50 per cent of grade 8 students to be achieving this by 2019/20. Results from the 2012 Early Grade Reading Assessments (EGRA) show that the majority of Grade 2 to 4 students (66 to 70 per cent) demonstrate 'below basic' levels of literacy. This translates into students who "(…) demonstrate very limited knowledge and no skills necessary to be proficient in the MLCs [Minimum Learning Competencies] of the grade level" (American Institutes for Research, 2012).

The table that follows summarizes the status of the key performance indicators followed by an analytical summary of the key interventions conducted with the financial contribution from the Global Thematic Education Funds over 2016.

Output Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/16
Indicator 1: Primary teachers who received training with funding provided by UNICEF	0	400	1,432
Indicator 2: Existence of a well-functioning classroom assessment system including for early grades	There is weak system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices. The inspection and supervision system is weak, although reform is ongoing. There is an informal system-level document that provides guidelines for classroom assessment. There are no system-level mechanisms to ensure that teachers develop skills	There is weak system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices. The inspection and supervision system is weak, although reform is ongoing. There is an informal system-level document that provides guidelines for classroom assessment. There are no system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are ad hoc mechanisms to monitor the quality of classroom assessment	There is weak system-wide institutional capacity to support and ensure the quality of school-based classroom assessment practices. The inspection and supervision system is weak, although reform is ongoing. There is an informal system-level document that provides guidelines for classroom assessment. There are no system-level mechanisms to ensure that teachers develop skills in classroom assessment. There are ad hoc mechanisms to monitor the quality of classroom assessment practices. There is very limited use of classroom assessment information to improve learning outcomes.

	in classroom assessment. There are ad hoc mechanisms to monitor the quality of classroom assessment practices. There is very limited use of classroom assessment information to improve learning outcomes.	practices. There is very limited use of classroom assessment information to improve learning outcomes.	
Indicator 3: Number of primary schools supported by UNICEF applying alternative/flexible education models	0	Costed road-map on introduction of Active Based Learning completed	ABL costed road-map not completed

In this reporting period a major achievement has been securing the full buy-in, leadership and commitment of MoE on the assessment for learning programme. UNICEF has spearheaded the development of a costed roadmap for the assessment for learning programme which details four major strategic elements including a complete assessment package; a teacher and leader continuous professional development; an integration of the existing assessment and teacher development systems; and creation of the policy framework and institutional capacity. UNICEF technical support focused on the further refinement of the assessment programme as a flagship programme which extends the initial work on literacy and numeracy assessment in the three regions of Addis Ababa, Harari and Amhara. Through its technical and financial support UNICEF ensured the initial scale up of the assessment for learning programme to three additional regions of Oromia, Tigray and Somali. The assessment for learning package includes (a) class-work, home-work, project, assignment, questions/ items, (b) classroom embedded formative assessment techniques (c) supplementary resources that are aligned with Minimum Learning Competencies and, (d) assessment feedback techniques. A total of 1,432 primary teachers, cluster supervisors and curriculum and assessment experts from the six regions have been trained on the application of competency-based classroom assessment that provides real-time information for teachers and guide identification of appropriate remedial and enrichment actions for improved students' learning outcomes.

With continued technical support from UNICEF, a continuous assessment manual for first cycle primary teachers has been validated and is now ready for use in training of in-service teachers. This manual outlines the evidence underpinning formative assessment and provides guidance for teachers on how best to incorporate assessment practices into their daily teaching routines. In addition, a practical, pre-service teacher education module on assessment and evaluation (incorporating the concepts of continuous assessment, item banking and item analysis) seeks to strengthen these skills prior to teachers joining the classroom. The pre-service manual has been validated and is now being trialled for pre-service teachers. A team of 35 teacher educators and experts from the MoE have been engaged in this process.

Output 4: Education system capacity in knowledge management strengthened

This specific result area focuses on strengthening the capacity of the sector performance in education planning and management at federal, regional, Woreda and school level. In addition, the result area focuses on the development of methods and tools for better tracking, data collection and data compliance, for better analysis of results, identifying challenges and creating sound and good strategies and policies at all levels and promoting equitable access to quality education through C4D. The table that follows summarizes the status of the key performance indicators followed by an analytical summary of the key interventions conducted with the financial contributions from the Global Thematic Education Funds in 2016.

Output Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/16
Indicator 1: EMIS that provides quality and timely data	Reliable and relevant education data are collected. EMIS data (or statistical yearbook) are ready to be used less than 3 months after the end of the school year.	Reliable and relevant education data are collected. EMIS data (or statistical yearbook) are ready to be used less than 3 months after the end of the school year.	Reliable and relevant education data are collected. EMIS data (or statistical yearbook) are ready to be used less than 3 months after the end of the school year.
Indicator 2: EMIS that provides comprehensive data in terms of school coverage	There is over 90% response rate from schools (public + private) in returning the school census questionnaires. Response rates and the assumptions used for estimating data of the missing schools are clearly indicated in the statistical yearbooks.	There is over 90% response rate from schools (public + private) in returning the school census questionnaires. Response rates and the assumptions used for estimating data of the missing schools are clearly indicated in the statistical yearbooks.	There is over 90% response rate from schools (public + private) in returning the school census questionnaires. Response rates and the assumptions used for estimating data of the missing schools are clearly indicated in the statistical yearbooks.

Indicator 3: Availability of an EMIS that transparently feeds findings back to communities or school management committees	More than half of the schools receive at least annually and publicly display (to the school community) a school profile card (or similar tool) showing indicators (including comparisons with other schools) in terms of school enabling environment, supply and performance (drop-out rates, repetition rate, learning outcomes)	More than half of the schools receive at least annually and publicly display (to the school community) a school profile card (or similar tool) showing indicators (including comparisons with other schools) in terms of school enabling environment, supply and performance (drop-out rates, repetition rate, learning outcomes)	More than half of the schools receive at least annually and publicly display (to the school community) a school profile card (or similar tool) showing indicators (including comparisons with other schools) in terms of school enabling environment, supply and performance (drop-out rates, repetition rate, learning outcomes)

In partnership with UNESCO IIEP and the MoE, UNICEF supported the development of a results framework for the national ESDP V (2015/16-20/21) as a means of improved implementation, monitoring and evaluation of the national sector targets and priorities. Further, an ESDP V Multi-Year Action Plan also drafted in the third quarter of 2016 will allow for better alignment between the MoE's annual costed sector plans and the ESDP V. The success of the national ESDP V results framework development was replicated in Benishangul Gumuz and SNNPR, where technical support was provided for the drafting of regional results frameworks. This also served as an important opportunity to strengthen the capacity of regional education officials in sector planning and management.

UNICEF continued its support to strengthening evidence-based and equity-focused education sector planning and management at all levels. UNICEF has advocated for forging of more strategic coordination across development partners and the MoE in strengthening of the EMIS, through the revitalization of a national EMIS thematic Working Group. UNICEF has played a key role in institutionalizing the EMIS Working Group which has resulted in the development of an EMIS Strategic Plan.

GIS-based EMIS and School Management Information System (SMIS) Web Application systems for the collection, analysis, storing and dissemination of EMIS data were consolidated and launched in 2016. The two web applications are now ready for utilization by the Federal MoE, Regional Education Bureaus, Woreda Education Offices and schools. The web-enabled SMIS system is expected to offer schools the ability to store basic school information, register students and staff, maintain examination achievement data,

and manage textbooks/school materials, among other modules. Training was organized for 613 EMIS and Planning Experts (24 per cent female) in four regions (Gambella, Amhara, Afar and Addis Ababa) on EMIS data collection, analysis and utilization of the newly developed and launched web-based SMIS software and GIS-based EMIS web application system. Accordingly, a total of 86 primary, secondary and preparatory schools in three regions (Harari, Amhara and Addis Ababa) were able to launch the web-based SMIS system. Technical Assistants on EMIS were provided in three regions (Afar, Tigray and Oromia) with UNICEF support, which is reported to have contributed to timely EMIS data collection, analysis, reporting and distribution of regional annual education abstracts.

Output 5: Education sector capacity in provision of basic education in emergencies strengthened

There are frequent emergencies which impact many of the regions of Ethiopia and which can be partly mitigated through investment in emergency preparedness and building the capacity of local education authorities to best respond. The table that follows summarizes the status of the key performance indicators followed by an analytical summary of the key interventions conducted in 2016 with financial contribution from the Global Thematic Education Funds.

Output Indicators	Baseline 2014/15	Target 2015/16	Progress 2015/16
Indicator 1: Comprehensive and updated risk assessment of the education sector	There is an incomplete and outdated risk assessment of the education sector that includes only a few of the following pieces: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to	There is an incomplete and outdated risk assessment of the education sector that includes only a few of the following pieces: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to conflict/DRR/CCA as well as of assets in education communities.	There is an incomplete and outdated risk assessment of the education sector that includes only a few of the following pieces: a conflict or political economy analysis; identification of likely hazards and their effect on the education system through a climate and vulnerability mapping; and a review of current Education Policies and curriculum content and how they relate to conflict/DRR/CCA as well as of assets in education communities.

	conflict/DRR/ CCA as well as of assets in education communities.		
Indicator 2: Cluster coordination mechanism for Education that meets CCC standards for coordination in humanitarian action	4	6	4
Indicator 3: Primary teachers in refugee camps who receive in-service training on differentiated approaches	0	0	0
Indicator 4: UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)	0	50,000	390,000

In November 2016, UNICEF actively contributed to the development of tools for the second annual multi-sectoral drought assessment (*Meher* assessment) the results of which will inform the priorities for the education cluster's response plan for 2017. Ongoing assistance was provided to strengthening the capacity of education officials on disaster risk preparedness and response, through an education cluster training programme held for federal and regional education bureau officials.

Through UNICEF procurement, 99 primary schools in drought affected woredas of Amhara and Somali regions were provided with water tanks as a means of ensuring the availability of water during the academic term. Further, 120 primary school teachers in Somali region were provided with training on how best to support students affected by the drought emergency and to recognize and respond to children's increased levels of stress- directly impacting on their learning. In two zones of Somali region, UNICEF is supporting the construction of 26 semi-permanent school facilities in light of the need for additional classrooms for children who have moved due to the drought as well as those who have migrated due to conflict. The construction of these 26 additional classrooms will cater for the educational needs of 3,120 students.

Four primary schools in refugee camps of Gambella region whose construction was initiated in late 2015 have been completed and handed over to the Administration for Refugee and Returnee Affairs (ARRA). In response to an influx of over 25,000 refugee children into Gambella region since September, UNICEF has provided eight temporary learning spaces alongside the necessary student/teacher materials for the arrivals who have been deployed to a new camp. Work is ongoing for the provisioning of a further eight semi-permanent ECE and primary school facilities for the newly arrived South Sudanese refugees.

In early September, an outbreak of Acute Watery Diarrhoea (AWD) impacted Addis Ababa and three regions of the country - in response to which the Learning and Development programme distributed Information Education Communication hygiene promotion materials to 640 schools.

In 2016, a total of **US$ 51,125,942** was planned for the implementation of the Learning and Development programme from all funding sources (RR, ORR and ORE) – Please see Table 1 below.

Table 1: Planned budget by Outcome Area
Outcome Area 5: Education
Planned and Funded for the Country Programme 2016 (in US Dollar)

Intermediate Results	Funding Type	Planned Budget
004/001 Early Childhood Education	RR	723,975
	ORR	4,287,403
004/002 Access and Equity	RR	1,052,586
	ORR	12,934,313
004/003 Quality Education and Learning	RR	744,105
	ORR	1,116,912
004/004 Policy, Planning & Knowledge Management	RR	831,885
	ORR	11,458,143
004/005 Education in Emergencies	RR	393,220
	ORR	6,472,289
	ORE	11,111,111
		51,125,942

Table 2 below presents country specific thematic contributions that were received by UNICEF Ethiopia Country Office for the Learning and Development Programme in 2016. UNICEF Ethiopia received a total of ten country specific thematic contributions in 2016, amounting to US$ 1,837,062.

Table 2: Country-level Thematic Contributions to Outcome Area Received in 2016
Outcome Area 5: Education
Thematic Contributions Received for Outcome Area 5 by UNICEF Ethiopia in 2016 (in US$)

Donors	Grant	Contribution Amount	Programmable Amount
Australian Committee for UNICEF	SC1499050395	101,961	89,930
Austrian Committee for UNICEF	SC1499050396	206,025	181,714
Belgian Committee for UNICEF	SC1499050397	227,283	200,464
Canadian UNICEF Committee	SC1499050399	185,177	163,326
Czech Committee for UNICEF	SC1499050401	250,593	221,023
Danish Committee for UNICEF	SC1499050394	63,214	55,755
Finnish Committee for UNICEF	SC1499050402	74,969	66,123
French Committee for UNICEF	SC1499050403	421,236	371,530
Luxembourg Committee for UNICEF	SC1499050366	30,666	27,201
Netherlands Committee for UNICEF	SC1499050393	275,938	250,000
Total		**1,837,062**	**1,627,066**

Table 3 below summarizes the levels of expenditure by key results areas for the Learning and Development Programme for 2016. Key result areas related to Education in Emergencies (through ORE), Access and Equity, General Education and Quality Learning and Policy consumed the highest levels of expenditure from all funding sources during the reporting period.

Table 3: Expenditure in the Outcome Area
Outcome Area 5: Education
2016 Expenditures by Key Results Areas (in US$)

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	25,662	438,042	1,824,583	2,288,287
05-02 Equity focus on girls and inclusive education	40,628	2,123,217	1,097,981	3,261,826
05-03 Learning and child-friendly schools	26,927	455,389	1,681,421	2,163,736
05-04 Education in emergencies	2,395,761	3,368	325,792	2,724,920
05-05 Education - General	219,740	1,573,323	2,173,572	3,966,635
Total	**2,708,717**	**4,593,339**	**7,103,348**	**14,405,405**

As per Table 4 below, the biggest share of Global Thematic funds was utilized for improving the equity of primary education, support to general education and improving learning and child-friendly schools. During the reporting period, a total of US$ 2.2 million (including roll over funds) from Global Thematic Education Funds has been utilized for the UNICEF supported Learning and Development Programme.

Table 4: Thematic Expenses by Programme Area
Outcome Area 5: Education
Thematic Expenses by Programme Area (in US$)

Row Labels	Expense
Other Resources - Emergency	**304,404**
05-04 Education in emergencies	181,684
05-05 Education - General	122,720
Other Resources - Regular	**1,897,458**
05-01 Early learning	3,014
05-02 Equity - focus on girls and inclusive education	615,371
05-03 Learning and child-friendly schools	362,290
05-04 Education in emergencies	2,926
05-05 Education - General	913,857
Grand Total	**2,201,862**

Table 5 shows education expenditure by specific intervention codes during the reporting period. It is noted that education cluster coordination in humanitarian action, OOSC, education technical assistance to regional and country offices, institutional pre-schools and non-classifiable cross-sectoral activities were the top five specific intervention codes/ areas of the overall education expenditure in 2016. This pattern of expenditure is explained by the continued high level of support required to refugee children coupled with UNICEF Ethiopia's targeted support to OOSC and advancing equity in education.

Table 5: Expenses by Specific Intervention Codes

Outcome Area 5: Education

Expenses by Specific Intervention Codes (in US$)

Row Labels	Expense
05-01-02 Development and use of standards and measurements for early learning and school readiness	290,121
05-01-03 Institutional pre-schools	1,456,366
05-01-04 Community-based child development and early learning	31,277
05-01-05 Parenting education and school readiness	202,737
05-02-01 OOSC Initiative (OOSCI)	1,717,035
05-02-04 Girls' Secondary Education (excluding UNGEI)	830,119
05-02-07 Violence in schools including gender-based violence	19,510
05-03-01 Education materials for learning and teaching including classroom technology	468,505
05-03-02 Child Friendly Schools Education	904,175
05-03-03 Multilingual education and mother tongue language	17,981
05-03-04 Learning assessment systems	474,334
05-04-01 Risk assessments and risk informed programming (DRR and CCA)	81,118
05-04-02 Peacebuilding education	14,459
05-04-04 Education cluster coordination in humanitarian action	2,346,735
05-04-05 Education Emergency preparedness	1,525
05-04-06 Education - Emergency response	36,246
05-05-01 Education -Systems	470,462
05-05-03 School health, nutrition, food and other non-education interventions	55,061
05-05-05 Education sector plans (incl. coordinating role)	619,843
05-05-06 Education Management Information System	852,901
05-05-08 Education -technical assistance to regional and country offices	1,475,282
05-05-09 Education -support to achieving global and regional goals	47,160
08-01-01 Country programme process	1,100
08-01-06 Planning - General	22,024
08-02-02 Situation Analysis or Update focused on adolescents	110
08-03-01 Cross-sectoral Communication for Development	476,740
08-03-02 Communication for Development at sub-national level	2,405
08-03-03 C4D training and curriculum development	1,633
08-05-01 Supply - General	30,554
08-09-06 Other - non-classifiable cross-sectoral activities	1,106,559
08-09-07 Public Advocacy	60,125
08-09-11 Emergency preparedness and response (General)	320,737
2092 Education interventions for OOSC in humanitarian response and post-crisis recovery	3
5903 Support to C4D interventions for multiple OTs within FA5	15

6901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple Focus Areas of the MTSP	31
7921 Operations - financial and administration	-12,928
Unknown	1,440
Grand Total	**14,423,501**

Table 6 below presents the summary of planned budget vis-à-vis the available budget for the Learning and Development outputs in 2017.

Table 6: Planned Budget for 2017
Outcome Area 5: Education
Planned Budget and Available Resources for 2017

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
004/001 Early Childhood Education	RR	1,118,969	1,118,969	0
	OR	1,802,774	3,337,761	-1,534,987
004/002 - Access and Equity	RR	1,118,994	1,118,994	0
	OR	1,977,390	1,908,400	68,990
004/003 - Quality Education and Learning	RR	1,488,210	1,488,210	0
	OR	2,401,961	2,606,565	-204,604
004/004 - Policy, Planning & Knowledge Management	RR	537,104	537,104	0
	OR	985,290	553,597	431,693
004/005 - Education in Emergencies	RR	78,333	78,333	0
	OR	0	0	0
	ORE	10,740,741	2,634,072	8,106,669
Sub-Total Regular Resources		4,341,610	4,341,610	0
Sub-Total Other Resources - Regular		7,167,415	8,406,323	-1,238,908
Sub-Total Other Resources - Emergency		10,740,741	2,634,072	8,106,669
Total for 2017		**22,249,766**	**15,382,005**	**6,867,761**

The Learning and Development Programme will focus efforts on the following interventions in support of achievement of the programme's five output results and the overall programme outcome by 2020:

ECE and Early Learning:
- Developing a pre-primary year curriculum which integrates within the primary education curriculum framework and an associated pre-primary teacher education courses
- Revising the ECE policy and a broader multi-sectoral Integrated Early Childhood Development policy
- Demonstrating community-based, cost effective school readiness initiatives in four emerging regions
- Undertaking research on parenting practices and designing a common, integrated parenting education programme (encompassing health, nutrition, early stimulation, protection)

Improved Access and Equity within Primary and Lower Secondary Education:
- Supporting the MoE's efforts to upgrade ABE centres into formal primary schools
- Introducing and documenting mobile educational programmes for pastoralist communities which allow children to complete an accredited lower primary education cycle
- Rolling out of SRGBV policy across primary schools in four regions, including provision of support for safe spaces for girls
- Providing additional educational services for children in refugee camps, so as to achieve the Government of Ethiopia's target of reaching a 75 per cent NER in refugee primary schools

Greater Quality of Primary Education and Learning Outcomes:
- Building capacity of education technical specialists and primary school teachers on the implementation of formative assessment/Assessment for Learning practices, and measuring impact of this on students' learning outcomes
- Supporting a large primary curriculum reform initiative, ensuring this is based on a sound understanding of the skills and knowledge required by Ethiopian children to succeed within the future economic vision

Education in Emergencies:
- Ensuring well-functioning education emergency coordination structures established in all seven regions
- Pre-positioning of essential education materials required for future emergency responses
- Building capacity of federal MoE in undertaking timely rapid assessments of emergencies and its impact on the education sector
- Providing required temporary learning spaces for children impacted by emergencies

Sector Planning and Management:
- Supporting the production and effective use of EMIS data at federal and decentralised levels
- Introducing transparent information feedback processes for primary schools, as linked to their school planning and school grant processes
- Developing joint planning processes for refugee camps and district education authorities, so as to have common costed education sector plans

Expression of Thanks

The 2016 achievements of the Ethiopia Learning and Development Programme would not have been possible without the support of the Global Education Thematic Funds. The generous assistance from the ten UNICEF National Committees (Australian Committee for UNICEF, Austrian Committee for UNICEF, Belgian Committee for UNICEF, Canadian Committee for UNICEF, Czech Committee for UNICEF, Danish Committee for UNICEF, Finnish Committee for UNICEF, French Committee for UNICEF, Luxembourg Committee for UNICEF, and Netherlands Committee for UNICEF) contributed significantly towards progress for the Sustainable Development Goal 4 and the national targets within the ESDP.

The flexible nature of the thematic contributions has allowed UNICEF Ethiopia to target resources on the regions with the lowest educational outcomes and experiencing the highest disparities. We look forward to continued collaboration with UNICEF National Committees to allow for delivery of an ambitious new Learning and Development Programme (2016-2020) and to meet the high expectations placed on UNICEF by the Government of Ethiopia.

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

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pfothematic@unicef.org

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SCORING:	**5 indicates "highest level of satisfaction" while 0 indicates "complete dissatisfaction"**

1. To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	**4**	**3**	**2**	**1**	**0**

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	**4**	**3**	**2**	**1**	**0**

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

Thank you for filling this form!