PBEA and the new MoE ESDP V

Three years of implementation into the UNICEF Peacebuilding Education and Advocacy Programme (PBEA) in Ethiopia, the influence of the interventions are evident from the new Ministry of Education's: Education Sector Development Plan V: 2015/16- 2019/20. Although yet to be independently appraised and officially launched, it demonstrates the direction the government are taking in terms of peacebuilding and education.

The new ESDP V focuses on a few select important policy priorities rather than spreading limited resources across too many priorities. These align with the priorities established in the second Growth and Transformation Plan which emphasise economic growth and industrialisation. This government wide national policy document makes clear the expected changes in the structure of the economy over the next five years and the implications for education and training as a main source of supply of human capital to the emerging economic and productive sectors.

This summary provides an overview of the contribution of PBEA to the ESDP V, giving specific examples of quotations, approaches and strategies. However, credit cannot be given solely to PBEA interventions for the direction the MoE are taking towards and a more equitable, resilient and socially cohesive educational system and society. Should PBEA continue beyond 2016, the foundation is in place for another UNICEF PBEA programme to take off or for the MoE to take forward PBEA's values on its own.

Key Quotations

Quality of General Education: Cross Cutting Issues

Environmental education and protection
"Further training will follow [in ESDP V] to ensure full transmission of content and to enable teachers and students to understand environmental issues better and improve the quality and <u>resilience</u> of their local environment" (p.28).

General Education Quality

Introduction
"ESDP V will focus <u>on improving teaching and learning; the relevance of curriculum content and instructional methods including</u> in the use of ICT; the supervisory skills of school leaders and their management of resources at their disposal; and the quality of the school environment in which staff must lead and teach and in which students must learn....Emphasis will be given to science, mathematics and technology and <u>to civic and ethical education and the link to peace building, tolerance and improved social</u> <u>cohesion as well as to maintaining the strong integration of environmental protection at all levels</u>. Strategies will always address the needs of both males and females and will incorporate <u>life skills to help all students to lead safe and healthy lives both within and outside the school environment</u>" (p. 55).

Component 1: teachers' and leaders' development

Sub-component 2: teachers' training and professional development
"All teachers assigned to emergency prone areas (typically flood or drought but also areas of recurrent <u>conflict</u>) will receive this additional integrated training on school disaster management, <u>disaster risk reduction</u>, psychosocial support, <u>peace</u> education and <u>gender based violence</u>"(p.60).

Component 2: curriculum, teaching and learning materials:

Sub-component 1: curriculum development
"Special emphasis will also be given <u>to civic and ethical education and its link to peace building, tolerance and improved social cohesion</u> as well as to maintaining the strong links to environmental protection at all levels. This enables the maintenance of integrity, peaceful cooperation and tolerance within a diverse population. The revision will ensure that, when Ethiopia reaches middle-income status, children and <u>young people will be appropriately trained for a rapidly changing society and economy</u>." (p.64)

Sub-component 2: teaching and learning materials
"Where schools operate in areas that face a risk of an emergency situation, including drought, flood and <u>conflict</u>, they will be equipped with a standard package of 'emergency' teaching and learning materials. This package, along with the training provided to teachers and school leaders, will support uninterrupted education for all. Supplies will include hygiene kits, WASH resources and teaching/management kit. This equipment will provide temporary relief, to be supported by regional and national responses" (p.65).

PBEA Keywords

	ESDP IV	ESDP V
Equity	35	45
Peace	4	4
Conflict	2	3
Peace Building	0	2
Social Cohesion	0	2
Disaster Risk Reduction	0	2
Resilience	0	1
Total	**41**	**59**

ESDP V

Programme Action Plan

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

Priorities

1. Provide **equal opportunities and participation** for all, with special attention to **disadvantaged groups**
2. Deliver quality education that meets the diverse learning needs of all children, youth and adults
3. **Develop competent citizens** who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology
4. Promote effective leadership, management and governance at all levels in order to achieve educational goals by mobilising and using resources efficiently
5. Assist children, youth and adults to **share common values and experiences and to embrace diversity**

Cross Cutting Issues

1. **Gender**
2. Special needs and inclusive education
3. HIV/AIDS
4. **Education in Emergencies**
5. School health and nutrition
6. Drug and subsistence abuse prevention
7. Water, sanitation and hygiene

Equitable Access and Inclusion

Key Indicators:
- *Pre-primary Gross Enrollment Rate increases from 33% to 80% by 2020*
- *Grades 1–8, including ABE, Dropout rate decreases from 11% to 2% by 2020*
- *Grades 9–10, including ABE, Gross Enrollment Rate from 37% to 74% by 2020*

Equal opportunities and participation

With a specific goal dedicated to access and equity, ESDP V aims to remove "all remaining barriers to learners' participation in schooling..... [and that] no child will be discriminated against because of low income, gender, creed, race, location or disability". Due to resource limitations, the "policy intention is that no child should be out-of-school at any stage during the primary school years." Secondly, the system will focus on increasing the internal efficiency of the educational system by increasing the numbers of pre-school children who have access to ECCE in all regions, with a focus on providing first for the most disadvantaged groups, particularly areas with low educational attainment. Thereafter student participation and completion is prioritised, especially in the second cycle of primary and in the first cycle of secondary education and policies will be put in place to ensure that there are sufficient secondary school places – in all areas.

Special programmes for the disadvantaged

Context specific ECCE engagement

Non-institutional Child to Child and Accelerated Child Readiness Programmes (both initiated in partnership with UNICEF) will be favored for children of ages 4–6 to ensure disadvantaged children make their first steps towards education during preprimary. These innovative programmes will be supported by primary teachers who complete an initial two-week orientation training on pre-primary education facilitation skills and knowledge, who will be deployed to provide age appropriate learning and teaching within ECCE. In pastoralist and semi-pastoralist areas, special ABE facilitators will be appointed and provided with one month of summer training to upgrade their qualification for the skills expected to teach in ECCE. Thirty days of in-service training and professional support will also be provided.

Reaching the furthest first in primary

In scattered pastoral communities where access to education is limited, 40% of Alternative Basic Education (ABE) centers will be upgraded into formal primary to provide basic education (grades 1-8) for those with more settled livelihoods. Furthermore, to combat high levels of dropout that are motivated by movement patterns and the need for labour, 500 mobile schools will be established and multi-grade teaching will be institutionalized.

Secondary for hard-to-reach children

For hard-to-reach children particularly from pastoralist and semi-pastoralist areas, where secondary school provision remains low, boarding and hostel options will be provided. This will be supplemented by the provision of scholarships for educational materials and financial support for children at risk and from particularly low income backgrounds.

Motivating Teachers in Rural Areas

Incentives measures and placements will be put in place to attract teachers to hardship posts and support them in these more challenging conditions. In addition, teacher recruitment from remote and ethnic minorities will be promoted. By committing such extensive support to teachers, commitment will be repaid through higher standards of professionalism, competency and motivation.

Capacity Development

Key Indicators:
- *100% of woredas in emerging regional states will benefit from special support programme*

Special Support Programme for the Emerging Regions (DRS)

Capacity development initiatives will be launched in the four Developing Regional States (DRS) regions to strengthen their service delivery capacities and sector management. The approach is threefold:

Individual capacity: providing short- and long-term training and development schemes focusing on leadership, planning, reporting and information exchange. Training programmes will be linked to the deployment of 30 technical assistants to the REBs and woreda education offices of the emerging regions. This approach is preferred for sustainability reasons and to minimise workforce flow from region to region.

Organisational capacity: the pastoral education strategy will be revised and updated and other guidelines, manuals and directives will be localised in their context to assist the development of the education sector in the emerging regional states. These will include the development of guidelines for alternative education, which will cover the integration of traditional schools, the extension of ABE to level six and the conversion of ABE to formal primary schools. To encourage capable staff to take on posts in emerging regional state education offices, an updated reward and incentive scheme for officers will be investigated.

Enabling environment: basic equipment and materials as well as financial resources needed for implementation in all education offices will be provided. Where appropriate, local radio and television broadcasts will be used to raise awareness and to sensitise communities on the importance of education. A National Council for Pastoralist Education will be established and this body will support research and communication efforts and take a role in coordinating NGO inputs to infrastructure, staffing, WASH and nutrition in pastoralist areas.

Priority Programmes and Goals

1. **Capacity development for improved management:**

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

2. **General Education: quality**

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

3. **General education: access, equity and internal efficiency**

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

4. **Adult and non-formal education**

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

5. **TVET**

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

6. **Higher Education**

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

Improving the Relevance of Teaching and Learning

Key Indicators:

- *Percentage of teachers trained in mother tongue proficiency skills increased to 100%*
- *Percentage of all subjects with revised curriculum relevant to a lower middle income economy will reach 100%*
- Percentage of parents satisfied with school management will reach 75%

Language of instruction

The language of instruction has implications for the quality and equity of education offered across the regions. To support the acquisition of core foundation skills, the training of primary school teachers in mother-tongue instruction will continue. During pre-service training, teachers will be prepared to teach in the language of instruction demanded by their expected deployment. Teachers of mother-tongue language subjects will be recruited from the local area to assure full mother-tongue proficiency. Other teachers working in the emerging regions – who often do not come from those regions – will receive the necessary pre-service language training to equip them to teach all other subjects. These language challenges continue into secondary education. Acknowledging the general weakness in English language skills amongst teachers (the language of instruction for secondary)– and the planned rapid growth in secondary enrolment – English Language Improvement Centres will be strengthened in all universities that provide teacher education so that new teachers can develop the skills to teach English more effectively.

Increasing the relevance of the curriculum

A curriculum development and research institute will be established and the current curriculum will be assessed, taking into consideration the views of students, teachers, school leaders, communities and other education specialists, as well as the priorities of the governments Growth and Transformation Plan and their demand for middle and higher level human resources. ESDP V therefore emphasises science and technology in a curriculum revision so as to produce capable citizens who can contribute to increased productivity in the increasingly knowledge-based economy. The revision will also address the needs of both males and females and will integrate life skills to increase awareness of issues such as HIV/AIDS, sexual education and DSA, to help all students to lead safe and healthy lives. It will pay specific attention to co-curricular activities and structures, to improve linkages and efficiency in the delivery of life skills training through formal and informal channels. To train children for a rapidly changing society and economy, special emphasis will also be given to civic and ethical education and its link to peace building, tolerance and improved social cohesion as well as to maintaining the strong links to environmental protection at all levels.

Incorporating life skills through student services

In each school, a set of 'student services', that support students' life skills development and promote a healthy and safe school environment, will be offered. Student services will pay special attention to HIV/AIDS, DSA, school and student health and nutrition. To increase the reach and relevance of 'student services', the education administration will work closely with other government bodies and NGOs – such as the Food, Medicine and Healthcare Administration and Control Authority – working in these areas. Given its potential to improve health, cooperation, teamwork and attitudes, school sport provision will become another particular focus of school improvement. Rather than providing individual 'school clubs' for each issue, 'student services' will integrate life skills coaching with resources and co-curricular or sports clubs (developed by curriculum staff and cross-cutting issue specialists) to promote a healthy and safe school environment.

Increasing community participation in mgmt.

To increase community participation in school management and decision making, two awareness-raising strategies are planned. First, a media-based campaign, using radio and television as well as print media where necessary, will be run. This campaign will focus on promoting education, community engagement in leading schools and the values that education can help to establish within society. Second, in addition to the campaign, as used in other sectors such as health, a 'Development Team' will be used to provide face-to-face information and encouragement to households and community members to engage with education. This team will be tasked to achieve greater community participation in school leadership and management. At first, options will be explored to provide additional training to existing development team members (such as in health, so that they can provide integrated information to households). If required, a specific education 'Development Team' will be established.

Gender Based Violence

With the school related GBV Code of Conduct developed during ESDP IV with the support of UNICEF, the MoE seeks to step up its enforcement of the CoC in schools to reduce gender-based violence and harassment through improved school level monitoring. In addition, training on school level leadership and management will be conducted so that principals will establish structures and processes at the school level that support shared leadership in which everyone has collective responsibility for student learning and for the overall environment of their school. The principals will then be responsible for making sure that all teachers are aware of, and that the school complies with, the Code of Conduct to mitigate gender-based violence and harassment in schools.

Management and Governance

Key Indicators:

- *Recruitment profiles will be used for the recruitment of all technical posts by the end of ESDP V*
- *The share of federal, regional and woreda planners and managers who express satisfaction with the quality of information at their disposal, will be 80% at the end of ESDP V*
- *Monitoring information on implementation of programmes related to all cross-cutting issues is available for every year.*

Woreda (District) level EMIS report cards

Woredas will produce school report cards to provide school leaders with up-to-date performance information from EMIS and inspection findings, relative to schools in their woreda and to national standards. This provides swift feedback to schools, in time to serve as a school planning input within the same academic year. By producing report cards, woreda officials will be better placed to identify strengths and weaknesses and to use this for targeted and timely responses.

Improved planning through GIS

A GIS system will also be linked to schools' EMIS data and used at all levels of administration to 1) reassign schools to clusters based on geographical limits 2) guide school expansion (particularly secondary institutions) and distribution decisions, and 3) analyse patterns of performance and use this to inform resource allocations, to target support to woredas and to improve disaster relief planning.

Creating more equitable recruitment

Job specifications will be developed to ensure that each employee in the system knows what is expected of him or her. The new job specifications will form the basis of new recruitment profiles. All recruitment going forward will then be based on these profiles for a more equitable and transparent recruitment system.

Managing cross cutting issues.

Unlike the ESDP IV, where cross-cutting issues were included as priority programmes in their own right, these issues in ESDP V are 'mainstreamed' so that they become the joint responsibility of all implementing bodies. The existence of separate programmes for each of these issues tended to mean that officers with responsibility for the sub-sectoral priority programmes considered that cross-cutting issues were the responsibility of others and that there was no need for them to focus on these. To this end, when the national ESDP plan is cascaded, each cross-cutting issue will become the concern of multiple implementing units (e.g. REB), precisely because the cross-cutting issues form an integral part of the sub-sectoral programmes for which they are responsible. They can no longer be considered the responsibility of another person. At the federal and regional levels a 'unit' for effective communication and monitoring of implementation will be established within the relevant planning process. In each zone (where relevant), woreda, TVET and higher education institution, where such a role does not already exist, a focal person will be identified to monitor progress for all issues in their area.

Key Strategies

Disaster Risk Reduction and Resilience

Improving the collection of data related specifically to education in emergencies from woreda to federal levels

Training and equipping school leaders in emergency-prone areas to respond effectively to crisis

Printing and distributing copies of 'Ethiopia: minimum standards for education and emergencies' to all region, zone and woreda education offices and TVET agencies

Equipping resource centers /clusters with materials for continued education in an emergency situation

All schools that are exposed to an emergency situation have the resources for continuing education

Developing standard package of 'emergency' teaching and learning materials, including WASH

Distributing packages to all schools at risk of emergencies, including WASH

Promoting education in emergencies programme and supporting emergencies-affected schools

Providing schools in emergency-prone areas (particularly drought) with training and equipment to enable continuing education

Increasing the supply of teachers with specific knowledge of SNE and Education in Emergencies

Capacity Development for Emerging Regions (DRS)

Enhance the capacity of emerging regions to develop improve the implementation of the education sector development

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

Establishing National Council for Pastoralist Education

Improving the Relevance of the Teacher Learning Processes

Revise national curriculum for kindergarten to Grade 12 to improve relevance and allow differentiation, paying due attention to life skills, technical & vocation-oriented entrepreneurship and crosscutting issues

Strengthening current status of curriculum directorate and establishment of Curriculum Institute

Designing a strategy for curriculum differentiation, including due attention to the needs of all children

Developing history curriculum for G9–12, which supports the unity and diversity of the country through the history of its various nations and nationalities

Equity and Social Cohesion for Ethnic Minorities

Improving teacher skills in mother tongue and English language instruction

Providing curriculum materials in regional languages

Organizing workshops to improve the skills of teachers on mother tongue instruction

Using a Teacher Management Information System to improve the deployment of teachers with knowledge of less common languages

Reviewing implementation of the language policy to inform curriculum revision

Promoting teacher recruitment from remote and ethnic minorities

Expanding parental education through exercising indigenous knowledge

PB, Civic and Ethical Engagement through School Services

Establishing and strengthening extracurricular/co-curricular programmes/clubs in all schools

Developing strategy for efficient implementation of 'student services', to cover HIV/AIDS, DSA and school health and nutrition

Developing strategy for supplementary materials to be provided through 'student services', to increase efficiency of information sharing with students on topics such as DSA, health and nutrition, HIV/AIDS

Providing peer education and life skills education for HIV/AIDS and DSA awareness, through 'student services'

Establishing a structure for communication of sport-related activities, facility development guidance and notification of competitions within and amongst schools

Gender Equity and SRGBV Prevention

Increasing the role of females in school leadership and supervision

Developing a strategy for swift career progression of females to school leadership positions

Conducting awareness raising and promotional campaign to encourage female ambition to reach leadership positions

Increasing share of school leaders trained in gender-responsive pedagogy

Increasing the role of females in school leadership and supervision

Enhancing implementation of Code of Conduct for schools to mitigate sexual and gender-based harassment and violence

Equitable Access to Education and Opportunities for OOSC and Disadvantaged Communities (addressing equity issues)

Using 'Development Team' and media campaign to promote community engagement and to increase awareness about the value of education

Conducting annual community mobilization and awareness-raising campaigns to bring children to school, especially girls, children with special education needs, orphans and pastoralist children

Establishing a country pre-primary expansion programme, linked to education performance, with targeting for priority to disadvantaged areas and amongst disadvantaged groups

Conducting [pre-primary] needs assessment to target support to disadvantaged children, including those with special educational needs

Motivating [pre-primary] teachers/facilitators to teach in remote and ethnic minority areas through providing incentives

Special programme to extend full access to primary education for disadvantaged and excluded children [pastoral, special needs]

Upgrading existing ABE centers in settled pastoralist communities so that they offer full primary

Establishing mobile and multi-grade schools in pastoralist and scarcely populated areas

Establishing and strengthening boarding/hostels for hard-to-reach children in pastoralist and semi pastoralist areas (for up to 2% of second cycle primary enrolment)

Providing scholarships to at-risk, poor and disadvantaged children to support their progression to second cycle primary

Investigating options to supply educational materials, school feeding and financial support for children from poor and low-income family backgrounds

Reduce the number of children who are aged 7–14 who are out-of-school by providing access and support

Conducting research to identify out-of-school youth target groups and cause for non-enrolment

Conducting impact assessment of ABE, Mobile schools, multi-grade and Hostels services in hard-to reach areas

Establishing and strengthening boarding and hostels for hard-to-reach children, pastoralist and semi pastoralist children [secondary]

Special programme to extend full access to secondary education for disadvantaged and excluded children [secondary]

Establishing evening classes at targeted secondary schools

Providing educational materials and financial support for children from poor and low-income family background and children with disabilities [secondary]

Providing scholarships to at-risk, poor and disadvantaged children [secondary]

Improving Equity through Improved Management and Governance

Producing brief report cards at woreda level and distributing to all woredas

Training of officers (involved in planning, management and statistics) in regional and woreda offices in analysis and use of information (including TIMS, GIS and IFMIS, as relevant)

Integrating GIS into EMIS

Recruitment profiles will be used for the recruitment of all technical posts by the end of ESDP V

Implementing and monitoring cross-cutting programmes

Defining appropriate structure, responsibilities, staff profile and budget for coordination offices for cross-cutting issues