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Government-to-Government Education Program in Ethiopia

November 2, 2015



Outline

- I. Introduction & Background
- II. Government-to-Government experience
- III. Capacity Building
- IV. Results to date
- V. Lessons Learned



I. Introduction & Background

- USAID/Ethiopia restarted its operation after the change of government in 1991
- USAID/Ethiopia's support to education began in 1995
- The first support (1995-2002) had two components
 - Project support - \$30 million in two regions
 - Non-Project Assistance (NPA) - \$50 million
- The NPA discontinued after 1998
- Unilateral and bilateral obligations until 2004



II. Government-to-Government Experience

- Three approaches: a) NPA, b) SOAG/DOAG and TWG, and c) FARA
- NPA – direct budget support with conditions (1996 – 1998)
- SOAG/DOAG and TWG
 - All education funds are obligated through SOAG/DOAG for the last ten years
 - Projects/activities are implemented by a third party (contract, cooperative agreement, grant, etc.)
 - Implementation letters to do some small activities through the host government



II. G2G Experience (cont' d)

- USAID Education Technical Working Group (TWG) since 1996
- The TWG is composed of Ministry of Education (MOE), Ministry of Finance and Economic Development (MOFED), heads of regional state education bureaus (RSEBs) and USAID
- The TWG reviews and approves implementation plans and activity reports submitted by implementing partners.
- The Host Government is involved in the implementation and overseeing of the USAID supported education activities



II. G2G Experience (cont' d)

- **Fixed Amount Reimbursement Agreement (FARA)**
 - **A \$10 million agreement signed in August 2014**
 - **Used to train 64,555 grades 1-4 mother tongue language teachers**
 - **FARA used for less than a year**
 - **FARA couldn't be used in 2015/16 using the FY 2015 money**



III. Capacity Building

- Two approaches: a) direct and standalone activity, and b) indirect – through other activities
- Standalone capacity building activities
 - Focused on institutional capacity
 - Based on capacity needs assessment
 - Aimed at improving the capacity of the education system at different levels, i.e., schools, woreda (district) education offices, regional state education bureaus and MOE
 - Introduced system, provided equipment and materials and trained staff



III. Capacity Building (cont' d)

- Developed and installed Personnel Management Information System (PMIS), Student Record Management Information System (SRMIS), etc.
- Provided computers , printers , furniture, and other materials
- Trained thousands of trainers from colleges of teacher education, education bureaus, etc.
- Trained more than 220,000 teachers, more than 15,000 school directors more than 10,000 education officers and more than 20,000 parent-teacher association members



III. Capacity Building (cont' d)

- Indirect – through other activities
 - Instruction to implementing partners from the Education Office of USAID/Ethiopia – “Help them to do; don’ t do on their behalf”
 - Curriculum development/revision, textbook development, conducting National Learning Assessment (NLA), etc. by MOE and RSEB staff with USAID/Ethiopia technical and financial support
 - Hundreds of curriculum and textbook developers and assessment experts



IV. Result to date

- National capacity in different areas in the education sector available
- Improved educational planning and management at school and woreda (district) education office level
- Quality textbooks and teacher's guides available – 304 textbooks and teacher's guides in seven mother tongue languages for five regions and 12 language communities
- Improved classroom teaching – waiting for improved learning achievements



V. Lessons Learned

- Involving the host government in the planning and implementation of USAID supported activities will lead to the sustainability and scaling up of our interventions
 - Alternative basic education centers (ABECs) became formal schools and upgraded
 - Girls Education Advisor Committee (GEAC) became part of the national guideline
 - Adaptation of curriculum and development of textbooks and teacher's guides in two additional mother tongue languages



V. Lessons Learned (cont' d)

- Implementing directly through the host government improves efficiency - if the activity is identified carefully
 - Reduce significantly time and money required for the implementation
 - Quality will not be compromised if it is carefully planned
 - As a result, USAID trained more than 64,500 teachers in less than six month with \$10 million



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Thank You