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 (RSEBVs) 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
Thank You