



LESSONS FROM A TECHNICAL ASSISTANCE PROGRAMME

QESSP: ETHIOPIA QUALITY EDUCATION
STRATEGIC SUPPORT PROGRAMME

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SECTION 1

CONTEXT: THE ACHIEVEMENTS AND LESSONS LEARNED OF THE QUALITY EDUCATION STRATEGIC SUPPORT PROGRAMME

About QESSP

This report has been produced by the Quality Education Strategic Support Programme (QESSP) to document the many important achievements and lessons that have been learned as well as challenges faced.

It is the product of a reflective process spanning four years and four months (2014-2019) of implementation and draws on views given throughout the implementation period by members of the national and international technical assistance (TA) team, colleagues from the Ethiopian Ministry of Education (MoE) and the Regional Education Bureaus (REBs), and members of the QESSP management unit and staff. It aims to provide insights to any donor, national governments and implementers setting up – or considering the option of setting up – a similar programme. It also intends to help the British Council, which has been delivering QESSP for the UK's Department for International Development (DFID), to learn from this experience.

QESSP is the name adopted for the Technical Assistance component of DFID's £120m support to Ethiopia's General Education Quality Improvement Programme II (GEQIP II) managed through a World Bank Multi-Donor Trust Fund. DFID's rationale for QESSP was to complement its support to GEQIP II by providing a contracted management agent for research and evidence building, capacity building and technical assistance to the Ministry of Education.



The British Council has managed the delivery of the programme, benefiting from resources provided by: ABCON PIC Research and Consulting House; Ark Education Partnerships Group; Delivery Associates Limited; 360Ground ELDIX IT Technology PLC; NFER; NILE and Transform ELT; Ethiopian Universities; Adam Smith International Limited; BDS Centre for Development Research; Ecorys International; Oxford Policy Management Ltd; PRIN International Consultancy and Research Services; SEGEL Research and Training Consulting PLC; and the University of Bradford.

^[1] Business Case and Intervention Summary. Title: Improving the Quality of General Education in Ethiopia, DFID Ethiopia 2013.

At its close on 31st March 2019, QESSP had provided 7800 days of technical assistance to Ethiopia's MoE and the wider education sector, across five components which support the full breadth of elements needed for quality service delivery. The programme's evolution is tracked in the timeline developed for the QESSP Legacy Pack (Annex 2).

Section two of this document highlights the many achievements of QESSP.

Section three identifies the lessons learned with regard to the challenges faced during QESSP's implementation, how they may have been mitigated during the design, inception or implementation phases, and the factors that are required to support sustainability beyond the life of the facility. **Section four** identifies the most important determinants of a successful TA programme according to the experiences of QESSP. A more detailed description of many of QESSP's achievements can be found in Annex 1.





SECTION 2 ACHIEVEMENTS

This section celebrates some of QESSP'S major achievements and success factors from which we have identified a number of lessons that any future TA programme could draw upon.



7800
Person days
of TA support



Calendar days
of programme
operation

£1.5M
Partnership
funds
mobilised

QESSP
IN NUMBERS

£9.2M Total
programme
spend

£1.2M
Grant given
directly to
MoE/REBs



20000
Directly trained
by QESSP



15
Major studies
completed

A technical assistance intervention, when aligned with the broader education strategy and ongoing activities of the ministry, donors and other actors in the sector, can facilitate outstanding technical work that adds value, complements and magnifies work done by others.

The QESSP Technical Assistance Component was designed to complement DFID's £120m support to the Ethiopia's General Education Quality Improvement Programme II (GEQIP II). From the onset, providing technical assistance via QESSP was effective, but real momentum began to take hold when it became more tightly tied to the GEQIP programme development objectives through a separate Output included within GEQIP II (Output 5): *Maximising the impact of GEQIP II through strategic supports from the Quality Education Strategic Support Programme (QESSP)*. This strategically aligned QESSP to GEQIP II components and accelerated its impact-orientated delivery.

QESSP components: Teacher education, school leadership, equity and efficiency in education, curriculum and system wide strengthening

The table below provides specific instances of where QESSP directly supported GEQIP II (Outputs 1, 2, 3, 4 and 6).

How has QESSP contributed to GEQIP II?	
1: Improved curriculum, textbooks and inspection	Technical assistance and capacity building for procurement and textbooks to meet international standards and World Bank approval; capacity building and TA to develop a peace education curriculum and supplementary materials for grades 1-12.
2: Strengthened teacher training programme	Supported the organisation of a national teachers' conference; generated much needed evidence base on teacher education through major studies; supported the development of a national teacher education colleges' accreditation manual and a national teaching workforce management framework.
3: Improved school improvement programme, including provision of school grants	Comprehensive studies to assess current practice of school leaders with recommendations for improvement conducted; supported capacity building of school leaders; provided both technical and financial support to training of school leaders on instructional leadership as per the recommendation of the studies; piloted an innovative school improvement project (SIP) with Amhara REB, demonstrating a viable model for SIP; support to the REB to scale across the region in 2018/19; support to the SNNPR REB through the instructional leadership capacity development project.
4: Strengthened education management and administration	Developed a comprehensive road map for strengthening EMIS; supported evidence based decision making among education leaders at all levels through introduction of a monitoring and evaluation (M&E) framework; TA support for establishment of a data system for General Education including item bank and software for automating data collection; provided TA support to enhance internal and external communications; built the delivery capacity of the sector to implement policies and strategies effectively through deliverology and support the development of the Education Road Map; helped establish a central repository centre for key knowledge products in the MoE to better manage and share information and knowledge.
5: Improved use of ICT to enhance the quality of education	In support of GEQIP's plan to pilot an e-cloud enabled ICT provision in 300 pilot secondary schools selected from all regions, the ICT focal points from these schools were trained on ICT for education through QESSP; provided financial and technical support for the first study on the utilisation and effectiveness of educational plasma TV.

CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

Data collection and analysis: Aligned to MoE targets and involving those working within the system (from design of tools to data collection), QESSP has supported the introduction of a system which automates data collection and analysis. This is being piloted with data collected from over 17000 students in 4000 schools in five mother tongue languages (from all regions). The system can provide real time data, minimises data manipulation (inflation or deflation) by schools, woredas or regions and increases confidence through the use of independent data collectors. This is a significant achievement since it facilitates data collection from a large number of students and quick analysis to support more timely and informed decision making.

An effective TA facility combines evidence, policy dialogue and technical assistance with focussed demand-driven programming to bring about real change.

QESSP worked across its three 'pillars' or 'ways of working', i.e. evidence generation, policy dialogue and capacity development, with the overall component outcome being to: "enhance institutional and organisational capacity of MoE/REBs to deliver key sector priorities." Often the three ways of working were mutually interlinked and supportive – evidence generated on certain topics often resulted later in QESSP supporting implementation of key recommendations by providing direct capacity development interventions. One of QESSP's outstanding achievements has been the way in which it has supported and driven change through the three 'pillars' across its five thematic components while maintaining its ability to be flexible and adapt to the MoE's needs. A balanced planning system allowed for annual planning while flexibility allowed the team to respond to demand-driven activities and/or the unexpected needs of the ministry.

An excellent example of this emerged through the work of QESSP in teacher education.

CASE STUDY // COMPONENT 1: TEACHER EDUCATION

Policy dialogue and strengthening the evidence base in teacher education: In 2016, with MoE reforms to teacher education underway, QESSP supported a national conference on teacher education (the Ararat Conference) where a key outcome was recognition that while most stakeholders were aware of the salient issues facing teacher education, there was very limited concrete evidence to fully understand the breadth and depth of the issues.

Following the conference, QESSP supported three major studies (Evaluating Teacher Training Practices in Ethiopia; Analysis of Teacher Demand and Supply Gap of the General Education Sector in Ethiopia: Magnitude, Determinant Factors and Possible Remedies; Effectiveness of Upgrading Teachers' Education Program of Primary Schools in Tigray Regional State) to produce the required evidence. Subsequent interventions based on findings from the studies and with QESSP support resulted in:

- Models of best practice established through the Centre of Excellence in Teacher Education;
- An updated national teaching and school leadership blue book;
- A national teachers' conference organized and high-level action plan produced;
- The development of a national teacher workforce management framework;
- A national accreditation manual for teacher education colleges.

A technical facility is well suited to test, incubate, and replicate innovative development practice.

Throughout QESSP's lifecycle, pilot projects were designed and implemented across its five thematic components with robust monitoring and evaluation with the aim of showing what could be achieved with the right intervention. Thus, QESSP demonstrated that a technical facility is well suited to test innovation. Excellent examples of this emerged from QESSP support to test a model for school improvement in the Amhara region and to test an instructional leadership capacity development project in the Southern Nations, Nationalities, and Peoples' Region (SNNPR).

CASE STUDY // COMPONENT 2: SCHOOL LEADERSHIP

The Amhara School Improvement Pilot (SIP): Amhara Regional State is the second largest region in the country with a student population of almost five million and 7000 primary schools of which 81 percent are considered below standard. The MoE and the REB have implemented various interventions aimed at improving the schools and student learning outcomes, with minimal or no improvement. QESSP partnered with the REB to pilot a project designed to support 368 failing primary schools to improve their inspection ratings and move up a level within one academic year. The project also worked with the REB to strengthen its analysis, monitoring and evaluation skills – so that the bureau could generate evidence to drive planning and decision making. QESSP worked with the REB to analyse three years of inspection data from each school and a report was produced highlighting the major challenges. Cluster supervisors, school leaders and teachers from each school were invited to participate in a school improvement planning workshop whereby school leaders received detailed reports and scorecards for their schools, participated in extensive discussions around the performance of their schools and were provided with practical training. The workshop participants jointly identified 11 key priority standards from the 26 standards of the national inspection framework and a draft school improvement plan was developed with a clear responsibility matrix between the school, the cluster supervisor and the woreda education office. The role of the head teacher and how to engage the community to improve results were also explored. Following the initial workshop, QESSP supported the REB to host two learn and share events, which brought together all of the schools involved in the pilot. The schools undertook a self-assessment to track and discuss progress to date. At the end of the pilot the re-inspection result revealed that 80% of the 368 Level 1 schools were promoted to Level 2 with four schools promoted to Level 3. Amhara REB is scaling the pilot to 1162 schools across the region in 2018/19 using their own resource with QESSP support in training of trainers. The MoE has also shown interest in expanding it to other regions. In addition, DFID's new TA programme has drawn lessons from the Amhara School Improvement Pilot and included a component focussing on this.

SNNPR Instructional Leadership Capacity Development Project: QESSP in collaboration with the SNNPR REB designed a capacity development project as a follow up to the recommendations provided by a capacity assessment. The capacity assessment result revealed that school leaders in the region: are not practising instructional leadership; are not very confident to be instructional leaders (do not have the required tools); and are distracted with several other demands which often do not add value to student learning outcomes. Thus, it was agreed that the main purpose of the capacity development project was to build the capacity of school leaders (particularly on instructional leadership practices) to improve student learning outcomes. Hence, QESSP used a phase by phase training approach through a cascade model – 35 master trainers from QESSP and the region who trained 330 centre coordinators with financial support from QESSP. These 330 centre coordinators delivered the training to 10500 school principals and supervisors from across the region using the REBs own resource. The school principals are expected to orient the teachers in their respective schools and will practise the new concepts through the Joint Practice Development (JPD) model to ensure teacher behaviours and practices are changed through time. Besides using the existing structure, regular coaching and mentoring and support are provided for teachers until they change their focus on learning so as to ensure student learning outcomes are improved.

The improvement began with acknowledging the fact that I should take responsibility for the result and should lead the efforts to improve the school. The eleven priority standards helped me remain focussed throughout the year.

Mr Abayneh, Head Teacher, Ammanuel Primary School
(which moved from level 1 to level 3)⁴



^[4] A Case Study Report on Building Capacity at Federal Ministry of Education and Regional Education Bureaus to Design and Implement Reform Programmes and Policies. Ecorys in collaboration with the QESSP team.

Amhara - in partnership with QESSP – has seen that we can successfully deal with our age long problems and that does not necessarily require a huge budget. We not only learned how to improve failing schools, but also now have confidence in our ability to achieve our targets. QESSP did extremely well to secure the commitment of regional leadership, experts and school leaders, and persisted until the end despite several challenges along the way.

Tefera Feyissa, Deputy head, Amhara REB



A TA facility is well-suited to generate evidence which can influence education policy and practice, but identifying the factors that influence uptake of recommendations is as important as generating good quality evidence.

One of QESSP's core functions was to improve the evidence base across its five thematic areas. The number and quality of studies produced and/or supported by QESSP is testament to its achievement in this area. From the QESSP experience, the appetite for evidence needs to be stimulated (e.g. through policy dialogues/conferences) while uptake of new evidence is influenced by multiple factors and identifying these early on is as important as generating good quality evidence. Implementation and uptake speed of recommendations is determined by, for example, government priorities, leadership buy in and perceived benefits. Continuous follow-up and monitoring of the uptake of study recommendations, including analysis of implementation challenges, is required. As demonstrated through the QESSP component for teacher education, other key determinants of success for uptake of research recommendations include local engagement (e.g. involving local practitioners increases the acceptance of the findings) and timeliness.

CASE STUDY // COMPONENT 1: TEACHER EDUCATION

Teacher education reform: In 2016, a team was created by the MoE to revise the national teaching and school leadership blue book – a guideline for teacher recruitment, training, development and management. Though the MoE assumed/believed there was sufficient evidence at the national level to inform the reform initiative, in reality most was anecdotal, lacked depth, and did not cover all thematic issues.

The Ararat Conference, organised with QESSP support, brought together stakeholders in teacher education and revealed that the available evidence base was not robust and up to date. For this reason, the decision was made to put the review of the blue book on hold until the evidence was generated. The MoE commissioned studies from QESSP and actively engaged throughout the project⁵.



^[5] Result Paper 1: Teacher Education Reform: The experience of the Quality Education Strategic Support Programme (QESSP)

A good technical assistance facility takes a comprehensive look at capacity – individual, organisational (structures, ways of working etc.) and institutional (legal and policy frameworks), acknowledging the interdependencies among the three for sustainability and improved performance.

QESSP has supported the Ministry of Education to produce much needed evidence to inform decision making. Thank you for this outstanding work.

HE Dr. Tilaye Gete, Minister of Education of the Federal Democratic Republic of Ethiopia



The capacity building provided by QESSP was demand driven and focused on gaps identified through a capacity assessment. Findings were used to deploy nine core advisors to respective directorates in the MoE and the Minister's office. These advisors worked under the close supervision of the directors of the respective directorates and shoulder-to-shoulder with MoE staff. Technical backstopping was also provided by the QESSP management unit.

This 'learning by doing' was an effective approach for technical assistance as the vast experience of the advisors, coupled with the existing well-established partnership between QESSP and MoE, resulted in greater uptake of skills. In addition, ways of working of respective work units were reviewed and new systems, procedures, tools and practices have been introduced to improve efficiency and effectiveness. These new systems and practices, introduced mainly by embedded advisors, have enhanced individual and organisational capacities and include:

- holding monthly workshops in the Policy and Resource Mobilisation Directorate (involving a discussion of topical issues led by advisor and staff);
- annual planner templates for the Minister to help prioritisation and tracking of duties;

- using SMS as a cheap and fast way of information sharing;
- tracking action points and producing reporting templates;
- M&E tools to track strategic and operational plans;
- detailed project appraisal checklists and guidance notes;
- proper handover procedures to mitigate impact of frequent staff transfer/loss;
- procedures in addressing complaints during procurement.⁶

Through QESSP, organisational and institutional capacity development has been strengthened resulting more widely in:

- improved relevance, workability and harmonisation of sector-wide policies, strategies and programme documents;
- improved documentation, knowledge sharing, communications and institutional memory;
- enhanced informed decision making;
- improved performance of reform programmes, such as ESDP V and GEQIP II.⁷

An example which highlights this is QESSP TA to the Procurement Services and Administration Directorate of the MoE.

CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

Enhancing departmental and individual capacity: The capacity of the directorate was not sufficient to execute a large scale, complex procurement plan for textbooks – perhaps the largest single ticket item under GEQIP II. Through QESSP, procurement specialists were assigned not only to manage procurement processes on time and to budget, but to implement new ways of working and provide advice, support and on-the-job training to individual staff.

This resulted in procurement of textbooks to meet international standards and World Bank approval and kept the MoE's GEQIP II procurement plan on track enhancing the likelihood of completing all GEQIP related procurements in time. In addition, a clear division of labour among directorate staff and the workflow of activities was introduced ensuring proper checks and balances and accountability.⁸

^[6] A Case Study Report on Building Capacity at Federal Ministry of Education and Regional Education Bureaus to Design and Implement Reform Programmes and Policies. Ecorys in collaboration with the QESSP team.

^[7] Result Paper 2: Enhancing the Capacity of the Ministry of Education: The experience of the Quality Education Strategic Support Programme (QESSP)

^[8] A Case Study Report on Building Capacity at Federal Ministry of Education and Regional Education Bureaus to Design and Implement Reform Programmes and Policies. Ecorys in collaboration with the QESSP team

Key to a successful technical assistance programme is a ministry that is willing to reform, is involved and takes ownership of TA outputs.

While it is important that outputs developed with support from the TA must be of the highest possible quality if they are to endure, it is equally important that ministry staff are sufficiently involved in their production to gain a sense of ownership, and eventually this is developed so that the role of ministry staff increases while that of the TA gradually declines. Ideally, a sense of ownership by the MoE should be present from the start as was the case for the MoE's 15-year Education Road Map. QESSP's role in this instance was to provide technical and financial support for the MoE to realise one of its most ambitious and important projects.

CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

A 15-year Education Road Map: The development of the Road Map is a flagship project for the MoE. The inspiration to embark on a long-term road map for Ethiopian education came from the former Minister for Education attending the Education World Forum in January 2016. The initial design work was carried out by an international advisory team supported by QESSP but the work has since been fully taken over by the MoE. Ethiopia's new Prime Minister is vocally supportive of education reform and now sees the Education Road Map as critical – and as such, its development and implementation has become a priority by MoE leadership.

A technical facility can be a catalyst for discussion and change to support improved education delivery.

In many cases, QESSP's way of working brought MoE and REB directorates and units together to plan, discuss and implement technical activities. In doing so, it reinforced the relationships between ministry officials and refreshed the idea that directorates and units do not operate in silos, but depend on each other for support and capacity. A strong example of this is the work to establish a deliverology process through the system wide strengthening component of QESSP, which reinforced relationships between the MoE and its subsectors at all levels. In this and all of its activities, QESSP has always added technical rigour to the initiation, development, and implementation of activities – ensuring that strong justification always existed and helping MoE to ensure that any resulting activity was the best solution to a given challenge.

CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

Deliverology: In 2016, Ethiopia's Minister of Education was introduced to deliverology through a QESSP-supported visit to an international conference. At the request of the previous Minister, QESSP facilitated further discussions with the founder of deliverology, Sir Michael Barber. The discussions led to consensus amongst the ministry's leadership to commission a scoping visit by an international team to explore whether a delivery system could be effective within the context of the Ethiopian education sector. And if so, what prioritised actions could be accelerated and driven through a delivery system to achieve faster outcomes across the sector. The scoping visit concluded that the conditions were met in Ethiopia and that the deliverology process could be initiated. Although it is too early to witness concrete results in terms of improved learning outcomes, the following results have been observed:

- Areas of focus were prioritised with sector targets (General Education, TVET and Higher Education) revised down to three priority areas and targets – fewer and clearer priorities help focus delivery and achieve results.
- Three ministerial and 22 regional delivery units have been established and are functional with 36 delivery focal persons assigned.
- Different routines to track and review progress in a scheduled and structured manner have been embedded into the work of the delivery teams. These new routines are providing a tremendous opportunity for the sector to focus on performance and engage in timely problem-solving and course correction and have been gaining acceptance across the sector.
- Quality implementation plans (58) have been developed.

With clear priorities and targets the various directorates of the MoE and REBs began to work more closely together to achieve the targets and the delivery units at all levels are instrumental in facilitating collaboration.



To transform the country's economic focus from an agricultural-led economy to manufacturing and export-oriented, deliverology will help to achieve better results and develop knowledgeable, trained and skilled professionals.

Former Prime Minister of Ethiopia,
Hailemeriam Desalegn



Ensuring high quality 'knowledge products' stored centrally and accessible to all MoE staff is a key safeguard of the legacy of any technical facility.

One of QESSP's key successes has been its comprehensive quality assurance protocol, which has resulted in a large volume of consistently high-quality tools, reports, and documents ('knowledge products'). These will remain after the closure of the facility, and will ensure a legacy long after the end of QESSP.

CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

Knowledge products: There are too many examples of QESSP-supported 'knowledge products' to list, but amongst those which the facility is most proud:

- An independent appraisal of the Education Sector Development Plan V (ESDP V) in support of Ethiopia's request for additional funding from GPE;
- A comprehensive and costed monitoring & evaluation plan;
- Study: Evaluating Teacher Training Practices in Ethiopia;
- Study: Analysis of Teacher Demand and Supply Gap of the General Education Sector in Ethiopia: Magnitude, Determinant Factors and Possible Remedies;
- Study: Effectiveness of Upgrading Teachers' Education Program of Primary Schools in Tigray Regional State;
- An updated national teaching and school leadership blue book;
- A revised national pastoralist education strategy;
- Study: The Utilisation and Effectiveness of Educational Plasma TV in Ethiopian Secondary Schools;
- Public Private Partnership Study;
- The National Accreditation Manual for teacher education colleges;
- The Teaching Workforce Management Framework;
- Electronic data collection system, data collection tools and analysis report on initial data collected;
- Robust and automated data collection system - data collected from 4000 schools and 17000 students to test and improve the system;
- Digital platform for presenting the annual education statistical abstract;
- Information repository centre, creating access to more than 250 critical MoE documents from one centre and online.

Further information about the establishment of a central repository centre for key knowledge products can be found in Section 3.

Scrutinising requests for support and assessing advisors extensively before appointment is key to effective TA.

The QESSP experience is that national and international TA needs to have relevant technical skills and expertise, ideally with country and context-specific knowledge, and the predisposition to work in a collaborative fashion. In addition, the QESSP management unit scrutinised all MoE requests for TA and advisors were assessed extensively before appointment which enabled deployment of the right amount of relevant TA. This resulted in MoE approval of all advisors throughout the programme with zero cases of advisors being reported for underperformance or ill behaviour. For further information on QESSP's experience of embedding advisors across directorates within the MoE, see page 16, Implementation, 1.

Quality relationships are key to a TA programme's success, as is stakeholders' own understanding of its function.

The QESSP experience is that it is crucial that there are strong, mutually respectful relationships that ensure decision-makers work closely with one another, as well as with the TA who ideally should be embedded (through a clearly defined division of labour). In addition, the nature and duration of advisor assignments need reflection, based on the intended programme objectives. Once capacity has reached a certain level the work of the advisor, with counterparts, should end, and resources redirected to more urgent issues (particularly around sustaining the benefits received from technical assistance).



CASE STUDY // COMPONENT 5: SYSTEM WIDE STRENGTHENING

Support to reporting on ESDP V: For example, there were major issues in the quality of reporting on ESDP V and other planning documents.

One of QESSP's embedded MoE advisors supported better data collection, especially at school level and helped improve reports through developing templates for MoE staff. These templates are still being used even after the advisor has left.



SECTION 3

LESSONS LEARNED REGARDING DESIGN, IMPLEMENTATION AND SUSTAINABILITY

This section looks at the lessons learned with regard to the challenges faced during the implementation of QESSP. We have identified how some of these challenges could have been mitigated during the design or inception period while other ‘lessons learned’ provide guidance on addressing challenges during the implementation phase. During both design and implementation, careful consideration needs to be given to ensuring sustainability of implementation beyond the life of the programme.

Design

1. Critical to the design phase of a TA programme is a unified vision with a concise definition of thematic priorities and work streams agreed by and acceptable to all parties (government, funding organisation and service provider).

QESSP’s core function – to create an enabling environment to maximise the efficiency and impact of other sector programmes through improving capacity, enhancing policy dialogue and improving the evidence base in education – lacked focus initially and as a result QESSP was pulled in too many directions. In hindsight, during the inception phase a concise definition of thematic priorities, aligned to GEQIP II, agreed by and acceptable to all would have contributed to a more unified vision from the onset. In addition, the team would have been better able to manage expectations and plan and deliver more effectively and efficiently during early implementation. At a strategic level, lack of focus weakened the selection and decision making process. In other words, there were no agreed criteria, particularly with reference to thematic focus areas, used to (dis)approve requests for funding.

Whilst QESSP responded well to needs of the MoE or REBs, there was little guarantee that the programme would achieve its ultimate goal by so doing. A more concise definition of priorities during inception would have provided the focus critical to the design and delivery of activities. At a more operational level, the challenges of getting detailed plans well in advance and adhering to them were prevalent. There were last minute requests and changes which impacted on the team’s ability to plan and deliver activity.

The reshaping of QESSP by year two resulted in a unified focus across five thematic areas with strategic alignment and close tie into GEQIP through a separate Output (5): *Maximising the impact of GEQIP II through strategic supports from the Quality Education Strategic Support Programme (QESSP)*; and transition to payment by results (detailed in subsequent sections). This impact-oriented narrowing of focus enabled the team to plan, deliver, monitor and evaluate activities and ultimately to achieve the goals of QESSP and contribute to GEQIP II.

2. The fact that it takes time to build quality relationships and foster trust and confidence between the TA and MoE/REB staff needs to be considered and planned for during the design phase.

Equally important as a unified vision are quality relationships built on trust and confidence between the TA facility and the MoE/REBs. However, such relationships are not built overnight. As relationships were fostered and cemented, QESSP really began to gain momentum. Therefore, it is recommended that this needs to be recognised and planned for during the design phase. Along with the optimum time for the lifecycle of the TA facility, interventions and activities which will facilitate relationship building early on should be considered.

3. Capacity and what is meant by its ‘development’ is challenging to define and measure but is critical to agree at outset.

TA programmes need to be granted sufficient time for critical design activities, notably developing a unified vision of what capacity and its development means, and how it is measured, in the given context and sector. This allows the TA to make effective decisions over, for instance, what model of capacity building is best suited to the programme and by which party/parties it will be best delivered. For instance, for a programme like QESSP we may examine the empirical evidence for whether embedding advisors in the ministry is effective and at what level of seniority. In parallel, it is important to build sufficient adaptability to respond to new challenges and opportunities as they emerge. However, this must be done with caution as frequent changes in direction may result in difficulty in identifying and measuring change in long term capacity endeavours. Therefore, a balanced approach is needed, weighing together the benefits between greater ability to report on results (which requires a certain degree of planning and rigidity in sticking to those plans, but potentially brings more accountability) with the potential for more flexibility. Linked to this is that if not demand driven or backed by evidence, technical assistance could become a gap filling solution with embedded technical advisors simply performing some of the tasks ordinarily within the ministry, rather than a sustainable model for change through increased capacity of those who are likely to remain at the ministry.¹¹ (For further information on QESSP’s experience of embedding advisors across directorates within the MoE, see page 16, Implementation, 1).

4. During the design phase, time and thought should be given to exploring and establishing an appropriate and effective structure for governance and leadership of the TA facility.

The TA facility was governed and led by the QESSP management unit reporting to a biannual Steering Committee comprised of representatives from the MoE, REBs, DFID and the Education Technical Working Group. While this structure worked well, its effectiveness could have been enhanced through appropriate delegation of authority to the management committee which met more regularly and looked at activities more closely. Fortunately, relationships between QESSP, the MoE and REBs were strong and based on a high level of trust and confidence which enabled a certain degree of timely decision making (i.e. without having to wait for the biannual Steering Committee meeting).

5. Careful thought – particularly on the topic of payment modalities – needs to be given to the contract between a funding organisation and TA facility service provider.

A number of important lessons can be learned from the contract between DFID and the British Council, which have undoubtedly contributed to enhancing DFID’s institutional knowledge on how this budgeting modality can be designed in an efficient and transparent manner. Originally a cost-reimbursable contract, QESSP transitioned to payment against results in 2016 as part of the process for reshaping the programme to align more closely to GEQIP II. The transition to a payment by results contract required significant QESSP and regional British Council staff time to design and agree on milestones and corresponding payment amounts. Building common understanding between QESSP and DFID teams on the nature of the contract, the reporting requirements and approval processes also took time. Moreover, careful attention to managing relations and expectations (government, DFID and the QESSP team) was required during this transition so as to strengthen rather than undermine the principle of ‘doing with, not for’. The transition to payment against milestones and QESSP’s closer alignment to GEQIP II has been very positive.

^[11] A Case Study Report on building capacity at Federal Ministry of Education and Regional Education Bureaus to Design and Implement Reform Programmes and Policies. Ecorys in collaboration with the QESSP team.

6. A critical design phase activity should involve not only reaching an agreement acceptable to all parties (government, funding organisation and service provider) on the policy towards per diems (allowances) and other financial responsibilities, but also careful consideration around its communication and implementation.

The QESSP Operations Manual, endorsed by the Steering Committee through the inception report, states the per diem rate, when to be paid and who is entitled to it. Despite this, the administration of it proved challenging. The challenges were twofold. Firstly, lack of clarity on what is provided for in the Operations Manual. Most MoE colleagues were informed about it, but they failed to communicate the same clearly to REB event participants. Secondly, it was our assessment that the approved rate was not sufficient. Because of this, initially QESSP was forced to book event participants on full board basis, which at times was three times more expensive and placed an administrative burden on the team. Whilst the Operations Manual allows for it, it was recognised that the full board option was not the right solution for the programme in the longer-term on several levels: it was not economically viable in the longer term; it diverted substantive resources away from direct programme related activities; it did not meet DFID or QESSP's Value for Money (VfM) requirements; and it was unpopular with participants. A conscious decision had to be made in this regard, and QESSP secured agreement for the rate to be revised upwards. This demonstrates the value of not only establishing policy during design, but also paying due attention to the communications, implementation and impact of the policy.

Implementation

1. Technical assistance experts need to be flexible, tolerant and positive to work effectively with a range of people on diverse, politically sensitive, and delicate issues. Embedding core advisers in the MoE with an effective management and support system in place helps strengthen relations, monitor progress and performance, address challenges and resolve issues in a timely and effective way.¹²

Embedding core advisers within the MoE undoubtedly had the positive effect of fostering strong individual, departmental and organisational relations. Conducting a capacity assessment which identified gaps in MoE directorates/offices with the involvement of the ministry in the selection of key areas for TA ensured that QESSP TA was demand driven and relevant for the MoE. Depending on current capacity in the host directorate/office and the nature of support requested, QESSP core advisers were engaged in a number of activities while simultaneously building capacity of staff working in the office or strengthening systems. In addition to the selection of key areas for TA, a needs' analysis of the

7. Careful consideration needs to be given to the ideal location and management structure for a TA facility taking into account the specific institutional context.

Embedding the core national advisors in their respective ministry directorates/offices had clear and distinct advantages – a strong presence with advisers able to provide ongoing technical advice, on the job-training and mentorship together with ensuring that the introduction of new ways of working were appropriate, supported and embedded for sustainability. However, during design careful consideration had to be given to the location of the QESSP management unit (MU). While location within the MoE's headquarters may well have further strengthened the programme's presence, ultimately it was that felt that the advantages of situating it a distance outweighed the disadvantages. Factored into this decision was the existing strong relations between members of the QESSP MU and the MoE together with: increased likelihood of the MU having more time and space to focus on management of the programme and enhanced provision of effective technical backstopping as required (as opposed to satisfying the day to day demands of the MoE); and reduced risk of the MU providing a gap-filling function for the MoE. While the MU was not located within the MoE in the case of QESSP, there may be specific conditions in other contexts that mean a technical facility functions more effectively if it is fully integrated within ministry structures.

relevant office and its staff would have been helpful in providing much more detailed assessment of gaps in the capacity of individuals for needs-driven training.

Comprehensive Terms of Reference for advisors and clearly defined roles and responsibilities helped them stay on task and enabled them to balance working on their own with supporting MoE staff. This strengthened the understanding of 'doing with, not for'. It would have been beneficial had ToRs been formally reviewed (for example, once every six months) to ensure that the current needs of the ministry and QESSP were being met. The QESSP MU provided an appropriate and effective induction programme for advisors, but in retrospect, induction to the MoE and assigned directorate by the host would have supported advisors to undertake their new roles more quickly and effectively. Overall, the reporting system agreed with the MoE for the advisors' work ran smoothly. Monthly reports and time sheets approved by MoE counterparts were consistently submitted and these were used to have three way meetings (advisor, MoE counterpart and

^[12] A Case Study Report on Building Capacity at Federal Ministry of Education and Regional Education Bureaus to Design and Implement Reform Programmes and Policies. Ecorys in collaboration with the QESSP team



QESSP Team Leader) – meetings, however, were not as regular as they should have been due to the difficulty of finding a suitable time for those involved. While three-way meetings, when they did occur, were clearly beneficial to all, more time needed to be set aside for advisors to have regular one-to-one meetings with the QESSP MU and with their heads and for advisors to come together on a more regular basis. Feedback was also sought about the performance of advisors and their overall conduct through a number of mechanisms including informal feedback. Ensuring an effective management and support system is in place for advisors (long and short-term) helps monitor progress and performance and is key to addressing challenges and resolving issues in a timely and effective way.

2. TA facilities require stable, committed and supportive institutional leadership from both funding provider and partner ministry to thrive.

During its lifecycle, there were major external and internal developments which had potential to significantly impact on QESSP's overall performance. These include:

- Recurrent drought in some parts of the country requiring a large-scale mobilisation of resources, both human and financial, to support emergency relief efforts;
- A state of emergency related to considerable unrest in some parts of the country;
- Subsequent reshuffling of cabinet posts, including the Minister of Education and reforms across the Civil Service which led to the appointment of seven new REB heads;
- National elections;
- Resignation of the Prime Minister in early 2018;
- Ongoing fast-paced change and reform with the appointment of a new leader of Ethiopia's ruling coalition in April 2018.

For a technical assistance programme which aims to build the capacity of ministry and systems, rotation (and redeployment) of staff has the potential to undermine progress.

Nevertheless, the QESSP team worked hard to establish relationships with new staff, including the Minister and REB heads, to ensure momentum was not lost. In such circumstances, there is an understandable tendency for government focus to be diverted to crisis management, whilst longer-term development in sectors such as education can be neglected. Fortunately, education remains a top priority for the Ethiopian Government and the sector continues to enjoy the support of top officials. This has been evidenced through the interest and engagement of the ministry and senior government officials in exploring delivery approaches to improve education provision and to complete the 15-year Education Road Map.

3. Successful implementation is enhanced not only through close collaboration with shared responsibility and accountability across the MoE and relevant directorates/offices, REBs and the technical facility, but with assigned/dedicated staff at local levels.

Implementation of activities as per the agreed plan was achieved through continuous efforts to communicate the objectives of the activity and timelines with the directors of MoE directorates/offices and REBs. Those benefitting from and involved in the activities participated in their planning and implementation. Issues were resolved through the promotion of transparency and accountability in the planned outcomes. Implementation was improved through providing follow up, monitoring and support and fostering teamwork and sharing responsibilities and accountability with assigned persons at the MoE directorates/offices, REBs and TA facility. However, to facilitate implementation and timely communication of results at local level, full time staff needed to be assigned to activities and projects at local level. An example of this emerged through implementation of the school improvement pilot project in Amhara whereby the return on investment on assigning project staff at regional level would have led to greater local ownership and better communications together with increased support and capacity building.

4. Early identification of priorities is key to ensuring TA is granted sufficient time to build capacity in relation to those priorities.

If key priorities are identified at the start, there is more time to build capacity in relation to those priorities and therefore more likelihood they will be sustained. Had QESSP supported the ministry with a capacity building strategy at the start, issues around staff turnover and the like could have been minimized. Moreover, a capacity building strategy would have enabled QESSP to reshape some of its TA. For example, had the fact that there are challenges around retaining procurement staff been identified earlier, QESSP support may have been more targeted towards contract management and building capacity to outsource large scale, complex textbook procurement.

Establishing a legacy

1. The outputs developed with support from the TA facility must be enshrined in policy, be widely available and be of the highest possible quality if they are to endure.

QESSP sought where possible to embed supported work in formal policies and procedures to ensure that implementation plans were clear and agreed (and supported by QESSP during its lifecycle). It was also important that QESSP's outputs were of the highest quality to ensure a positive reception and that the successes and progress of the activities supported by TA should be widely disseminated and available, with an accessible repository being a priority. To ensure sustainability of initiatives begun during QESSP, a legacy plan was developed for each of its thematic areas to identify where other agencies would provide support for the implementation of ongoing initiatives beyond QESSP.

2. There must be leadership commitment to build on the work that the TA has supported if it is to be sustainable.

One of QESSP's achievements has been the way in which the QESSP team has worked collaboratively with DFID, the MoE, REBs and other actors in the education sector to engender a genuine appetite for reform and a shared vision. Willingness to uptake research recommendations and new ways of working for implementation, to scale pilot interventions and use tools and materials developed during QESSP's lifetime (e.g. Amhara School Improvement Project) together will support sustainability and institutionalisation. The involvement and genuine commitment from MoE and REBs mean that the momentum gained is more likely to continue beyond the life of QESSP. On key reform agendas, senior MoE and REB leadership must be involved in planning and implementation and a balance between federal and regional engagement needs to be maintained.

5. An online repository for documents enables the wide sharing of information with advisers and ministry staff.

Via QESSP and with the establishment of a central repository centre for key knowledge products in the MoE, the capacity of the MoE to better manage and share information and knowledge has been increased. The collection and computerised storing of more than 250 key knowledge sources, including those which QESSP supported, will ensure institutional memory at least for the collected items. Access to key knowledge materials to line staff of the ministry has been created by linking the repository centre with all computers on the MoE's LAN system. With the help of open source library software installed on computers available in the repository centre, any staff can access these documents easily.



DFID's continued support and commitment to technical assistance for the MoE will also contribute to sustainability of the work of the QESSP TA. It will be important that future support to the MoE learns from and builds on the work of QESSP to ensure long term sustainability.

3. An ex-post evaluation is important to judge the extent to which QESSP TA facilities have had a positive impact.

Given concerns that the momentum behind initiatives might be lost when QESSP is closed down, it is suggested that there be a formal review after two or three years to determine which initiatives have endured, what materials are still accessible and being used, and whether there is any evidence that ministry staff closely associated with TA have benefitted from this experience.



SECTION 4

DETERMINANTS OF SUCCESS

Based on the lessons learned, the following have been identified as the seven most important preconditions for a successful TA facility.

- 1** Strong and committed leadership within the ministry which will host the TA facility.
- 2** A willingness and commitment within the ministry to reform and learn.
- 3** A strong sense of ownership and effective governance of technical assistance.
- 4** A unified vision agreed by and acceptable to all stakeholders.
- 5** Rigorous design phase for the TA facility led by the donor in consultation with the ministry; with formal agreements on key financial responsibilities and integration of the TA in the ministry's structure.
- 6** Access to a large pool of skilled national and international TA with the relevant skills/ expertise (ideally country and context-specific knowledge) and a predisposition to work in a collaborative fashion; and extensive assessment of advisors before deployment.
- 7** Quality relationships among all stakeholders with sufficient time to build such relationships.

QESSP was a historic project that achieved a lot with a small budget. The flexibility, the genuine appreciation of our needs, and the quality of delivery are exemplary. We want other donor-funded programmes to learn from QESSP.

HE Dr. Tilaye Gete, Minister of Education of the Federal Democratic Republic of Ethiopia





ANNEX 1

THE QESSP LEGACY

Innovation, effectiveness, impact and sustainability

The pages below identifies some of the achievements across the five components that QESSP has supported.

COMPONENT 1: TEACHER EDUCATION

Centres of Excellence for teacher education: Five Centres of Excellence based in five universities across the country were established and mandated to support the on-going reform in teacher education and school leadership through research, piloting new initiatives and producing policy and strategic options. In order to build long term capacity in these critical areas, QESSP implemented teacher education activities in partnership with these centres and the MoE signed an MoU governing its partnership with the centres. Potential international partners have also been identified to work with the centres both to ensure high quality project output and build the capacity and the sustainability of the centres.

A national teaching workforce management system: In collaboration with the five university centres of excellence (Addis Ababa University as a lead) and an international TA support, a national system of teacher workforce management was developed to enable the MoE and REBs to plan and manage the teaching force more effectively. The aim is to reduce the gap between teacher demand and supply, improve the deployment of teachers to enhance efficiency, and enhance teacher performance and management.

CTE accreditation manual: In collaboration with the five university centres of excellence (Hawasa University as a lead) and international TA support, a national CTE accreditation manual was developed with the aim of creating uniform standards to provide quality teacher education across the country.

An updated national teaching and school leadership blue book: Using evidence from a national teacher education conference and three comprehensive studies on teacher education, an updated national teaching and school leadership blue book was developed. This has already led to some significant reforms. For example, a new secondary school teacher training curriculum has been introduced in three universities.

A national teachers' conference organised by Mekele University with QESSP and MoE financial and technical support created a platform to bring together relevant stakeholders. Seven papers under three thematic areas were presented by national and international scholars and a high-level action plan with timelines and responsible bodies was a major conference output.



This conference is different from any other I have participated up to now since it was very much focused and interactive. Practical and important action points on teacher education with time line and responsible body for follow up and implementation were forwarded and served as a ground for experience sharing and lesson learning on teacher education.

Conference participant



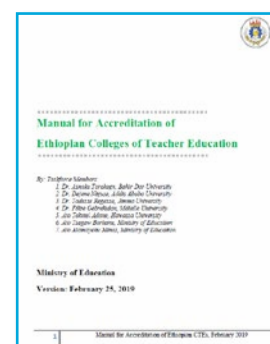
COMPONENT 2: SCHOOL LEADERSHIP

Capacity assessment of supervisors and head teachers in SNNPR: Effective instructional leaders take interest in and lead the teaching and learning process. ESDP V has identified the importance of applying classroom assessment and active learning methodologies as major strategies to improve the learning outcomes at all levels. It also noted that school principals and supervisors currently do not have the required capacity to conduct informed classroom observations and provide appropriate, constructive feedback to improve teacher performance. It noted that both principals and supervisors need theoretical understanding and practical skills. As a result, SNNPR in partnership with QESSP commissioned a study on the capacity and practice of supervisors and school leaders to provide effective support to teachers in classroom assessment and active learning.

The study recommended actions which QESSP has followed up on with the REB:

- Short term capacity building for supervisors and school leaders;
- Developing relevant guidelines, manuals and tools for teachers to refer to;
- A compulsory induction programme for new supervisors and school leaders;
- Empowering supervisors and school leaders to identify key priorities for classroom observation and focus on those until the desired change is realised.

Capacity development of school leaders and supervisors: QESSP provided TA to develop and produce four modules (supported by video) - one with particular emphasis on role of head teachers as instructional leaders and three on different teacher development methodologies. Approximately 10800 supervisors and head teachers have attended four rounds of training (one module per session).



We benefitted a lot and we are glad that we partnered with the QESSP.

Ato Tesema, SNNPR REB deputy head



COMPONENT 3: IMPROVING EQUITY AND EFFICIENCY IN EDUCATION



Access to high quality evidence and policy analysis on equity and equity and efficiency in education:

During its lifecycle, QESSP supported:

- A revised pastoralist education strategy shared with the MoE and relevant REBs;
- Research and recommendations on girls' education shared with the MoE.

QESSP also supported the Afar REB to access existing evidence on education participation of children from indigenous communities and use it to plan its interventions accordingly.

Enhancing Special Needs Education (SNE)

management capacity: In recent years the MoE and REBs have trained and deployed SNE professionals. However, a lack of standardised and approved job descriptions has hampered their effectiveness leading to significant numbers leaving the profession. The Ethiopian Special Needs Education Professionals Association (ESNEPA), with the Special Support and Inclusive Education Directorate (SSIED) of the MoE, and with support from QESSP set out to enhance SNE management capacity by developing job descriptions, guidelines and other related tools, resulting in:

- Clear job descriptions for itinerant teachers and SNE experts at various levels have been developed and approved by the Ministry of Public Service and distributed to the regions.
- Four professional operational manuals have been developed and distributed for; children with attention deficit hyperactivity disorder /ADHD/; specific learning disabilities; developmental delay; intellectual disability; and serious behaviour problems.
- Three screening tools for identification of children with emotional and behavioural problems, learning disabilities and adaptive and maladaptive behavioural problems have been produced and distributed to all primary schools.
- 336 education professionals from four regions have been trained in the use of the tools.

Improved Access to Basic Education (ABE)

provision in Afar region: QESSP worked with the MoE to make education more inclusive across Ethiopia. A key objective was to build the capacity of target regions to plan and implement programmes suitable to pastoralist and indigenous communities. The Afar region was targeted to enhance the quality of the ABE programmes.

Lack of well-trained facilitators who speak the local language and are willing to go the remotest parts of the Afar region were two of the major challenges of this QESSP-supported project. 300 (16.7% female) trainees selected from all the 32 woredas and two city administrations of the region attended the revamped ABE facilitators training. Of those enrolled, 264 trainees (16% female) successfully completed the training and are currently employed by the REB. These facilitators together with those trained by the REB in its regular programme (total 700) will greatly enhance the REB's capacity to provide ABE services to its citizens including pastoralist communities living in the remotest parts of the region. In addition to the increased number of ABE facilitators, the REB has also successfully launched a much improved facilitator training programme. According to the REB, the revised training programme has unique features which make it stand out as a high quality training programme. Quality improvement measures undoubtedly prepare the trainees better for the job. The REB must be commended for taking on the task of employing all of the graduates. The combined effect of these actions will certainly enhance the quality of ABE provision in the region making it possible for hard to reach communities to access quality basic education.

The ABE facilitator training supported by QESSP is the first of its kind in terms of the number of ABE facilitators it produced and the quality of the training. However, the key success of the intervention is that it has transformed the training practice in our region for good by bringing together all the key players and using evidence to determine the best course of action. I would like to assure you that the region will use the training as a benchmark for subsequent work.

Ato Mohammed Uda, Head, Afar REB



COMPONENT 4: STRENGTHENED CURRICULUM DEVELOPMENT AND MANAGEMENT CAPACITY

Peace education: QESSP successfully supported the MoE's plan to incorporate peace education into the current civic and ethical education curriculum through funding a partnership between Bradford University in the UK and the MoE's Curriculum Directorate with the aim of developing a syllabus and supplementary materials for grades 1-12. Not only have these materials been developed, but the significant capacity building of 41 national experts on the preparation of peace education curriculum and teaching materials will support sustainability.

COMPONENT 5: SYSTEMS WIDE STRENGTHENING

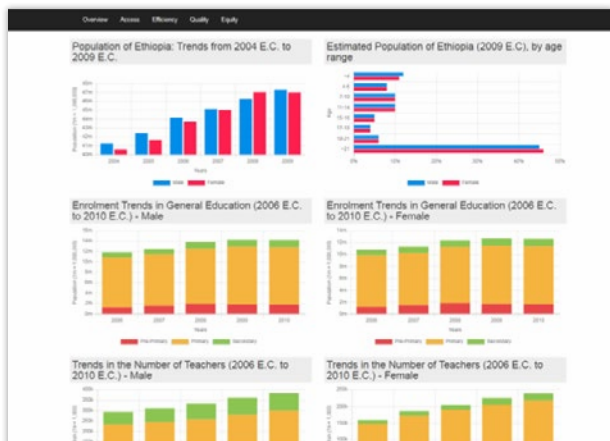
Support to strengthen Education Management Information System (EMIS):

With QESSP support, a national action plan to improve EMIS was produced and endorsed by the MoE and development partners. The EMIS Action Plan recommends eight specific tasks over a four-year period which the EMIS directorate is leading and implementing. The aim of the Action Plan is to modernise EMIS and improve the timeliness, accuracy, and reliability of recent public school primary and secondary EMIS to support more effective use of EMIS data in overall analysis and policy formulation.

Enhancing internal and external communication:

Due to a triage of QESSP support (e.g. developing and operationalising a five-year sector wide communications strategy and a communication capacity development plan; restructuring the Communication Affairs Directorate (CAD); developing a contacts database; branding guidelines to provide a consolidated identity for the MoE's communications; a new MoE web portal), the communications momentum is now building within the ministry. There is now clear ownership and the QESSP-supported activities have had a positive effect. For example, migration from an out of date, static MoE web portal to a new MoE open source, secure and dynamic one with up-to-date news, information, statistics, publications, images and video as well as online query and feedback provision mechanisms; and overhaul of the design, content and image presentation of a monthly produced newsletter within MoE.

Annual Education Abstract: The 2017/18 Annual Education Abstract was produced well ahead of the usual delivery time. This was made possible through effective planning and the support of the NFER, a UK based research firm. This partnership not only improved delivery time, but also the quality of the abstract through an enhanced structure, graphics and write up of the report. The manual and its summary are available not only in soft copy but in hard copies too. Moreover, a digital platform with an interactive succinct summary of key figures and trends has been produced for the first time and is active. This allows for a quick scan of relevant statistics and performance comparison among regions. Data can be updated anytime without having to reconstruct the platform again.



Above: Partial view of summary of key education statistics that can be viewed online

Building the delivery capacity of the education sector for improved performance:

QESSP in partnership with Delivery Associates has built the delivery capacity of the sector to implement policies and strategies effectively. This has been achieved through:

- Creating awareness and securing buy-in through multiple rounds of training workshops conducted with the General Education, TVET and Higher Education sub-sectors;
- Development and implementation of delivery plans;
- Setting up Delivery Structures: Ministerial Delivery Unit (MDU) set up with deputy heads and data analysts for each of the sub-sectors appointed. In addition, Regional Delivery Units (RDUs) set up for all 11 regions (General Education and TVET) and Federal TVET Institute;
- On-the-job coaching with regular training sessions, encompassing training in Deliverology concepts, Microsoft Excel, Google Drive and other relevant skills is being given to MDU staff.
- Progress review and monitoring;
- Institutions regularly reporting through traffic light approach with reports showing that good progress is being made across all strategies;
- Alignment and complementarity between the delivery programme and GEQIP E.

Example of activity completed through Deliverology

First national career expo: Employment for over 3000 fresh graduates facilitated during the career expo with over 29000 fresh graduates and 200 industries participating.



To achieve the successful transformation of Ethiopia's education system, the science and art of deliverology is vital.

Workshop participant



ANNEX 2

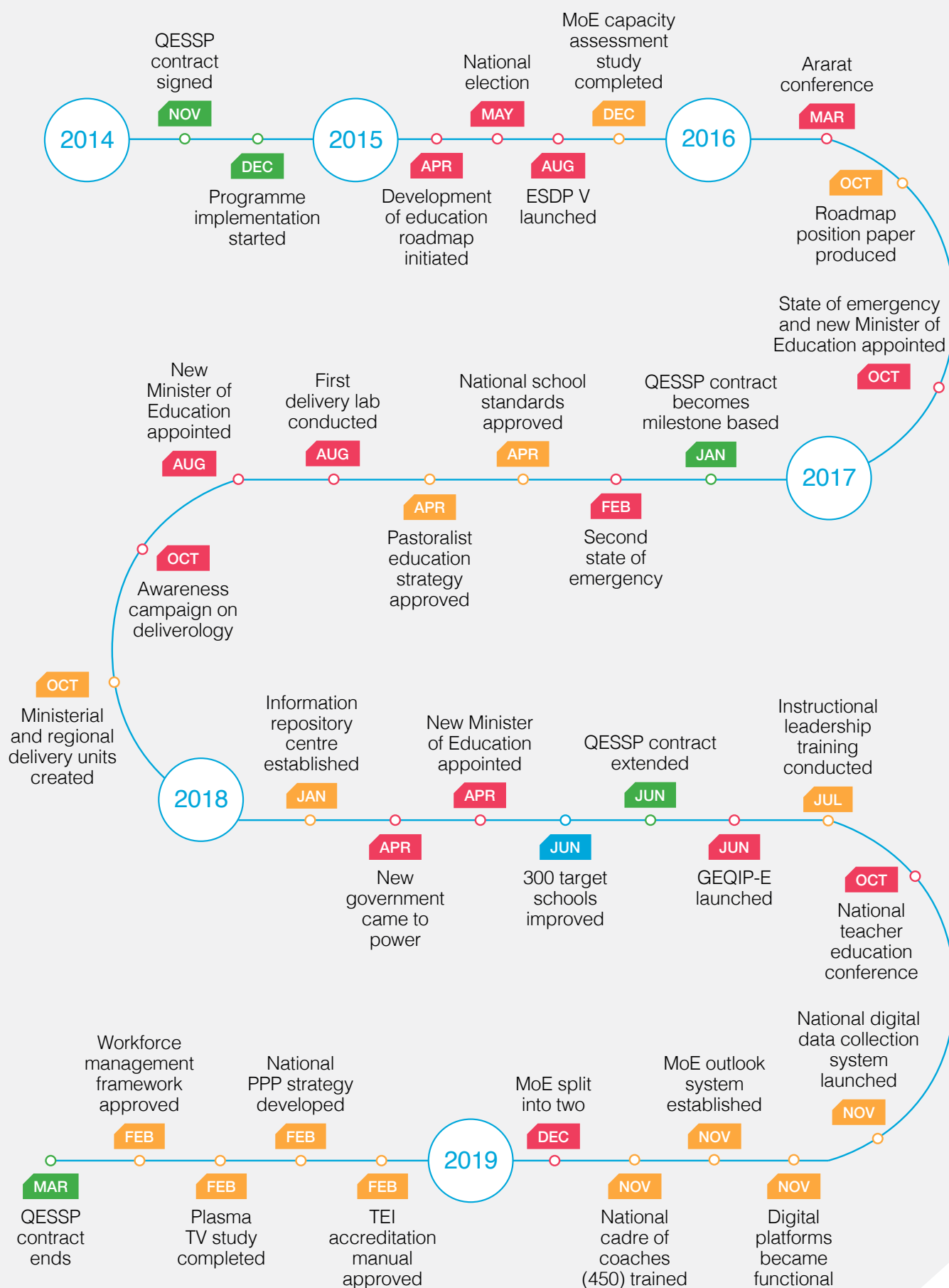
QESSP TIMELINE

Key milestone

Output

Major event

Outcome





ABOUT QESSP

The Quality Education Strategic Support Programme (QESSP) aims to enhance the capacity of the education sector in Ethiopia to improve outcomes for learners. We support partners to implement reforms, enhance policy dialogue and improve the evidence base to inform education policy by providing technical assistance, management support and flexible funds.

We focus on these areas: teacher education, school leadership, equity and efficiency in education, curriculum development, and system wide strengthening. QESSP is funded by UK aid from the UK government and managed by the British Council.

Find out more: www.ethiopia.britishcouncil.org/QESSP

