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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX 2

of the Commission Implementing Decision on the financing of the individual measures in favour of the Federal Democratic Republic of Ethiopia for 2022 (part 1)

Action Document for Supporting education for conflict affected children in Ethiopia

ANNUAL MEASURE

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and measure in the sense of Article 23 of NDICI-Global Europe Regulation.

1 SYNOPSIS

1.1 Action Summary Table

1. Title CRIS/OPSYS business reference Basic Act	Supporting education for conflict affected children in Ethiopia CRIS number: NDICI AFRICA/2021/043-895 OPSYS ref.: ACT-60681 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe)
2. Team Europe Initiative	No
3. Zone benefiting from the action	The action shall be carried out in Ethiopia
4. Programming document	Not applicable. Individual Measures outside the scope of programming documents (NDICI-Global Europe Regulation, Article 23.3)
5. Link with relevant MIP(s) objectives / expected results	Not applicable. Individual Measures outside the scope of programming documents (NDICI-Global Europe Regulation, Article 23.3)
PRIORITY AREAS AND SECTOR INFORMATION	
6. Priority Area(s), sectors	Not applicable. Individual Measures outside the scope of programming documents (NDICI-Global Europe Regulation, Article 23.3).
7. Sustainable Development Goals (SDGs)	Main SDG: 4 – Quality Education Target 4.1: Free primary and secondary education Target 4.5: eliminate all discrimination in education Target 4c: increase the supply of qualified teachers Other significant SDGs: 5 – Gender Equality; 1 – No poverty.
8 a) DAC code(s)	Education facilities and training - 11120 Teacher training – 11130 Primary education - 11220 Primary education equivalent for adults - 11232 Early childhood education - 11240

	School feeding - 11250 Lower secondary education - 11260 Upper Secondary education – 11320			
8 b) Main Delivery Channel	NGOs and civil society – 20000 United Nations Agencies – 41000			
9. Targets	<input checked="" type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Education <input type="checkbox"/> Human Rights, Democracy and Governance			
10. Markers (from DAC form)	General policy objective @	Not targeted	Significant objective	Principal objective
	Participation development/good governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality and women's and girl's empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, maternal, new-born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disaster Risk Reduction @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inclusion of persons with Disabilities @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Nutrition @	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Principal objective
	Biological diversity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Internal markers and Tags:	Policy objectives	Not targeted	Significant objective	Principal objective
	Digitalisation @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
	digital governance	<input type="checkbox"/>	<input type="checkbox"/>	
	digital entrepreneurship	<input type="checkbox"/>	<input type="checkbox"/>	
	digital skills/literacy	<input type="checkbox"/>	<input type="checkbox"/>	
	digital services	<input type="checkbox"/>	<input type="checkbox"/>	

	Connectivity @	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	digital connectivity	YES <input type="checkbox"/>	NO <input type="checkbox"/>	/
	energy	<input type="checkbox"/>	<input type="checkbox"/>	
	transport	<input type="checkbox"/>	<input type="checkbox"/>	
	health	<input type="checkbox"/>	<input type="checkbox"/>	
	education and research	<input type="checkbox"/>	<input type="checkbox"/>	
	Migration @ (methodology for tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reduction of Inequalities @ (methodology for marker and tagging under development)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Covid-19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET INFORMATION				
12. Amounts concerned	Budget line(s) (article, item): BGUE-B2022-14 02 01 21-C1-INTPA Total estimated cost: EUR 39 500 000. Total amount of EU budget contribution: EUR 39 500 000.			
MANAGEMENT AND IMPLEMENTATION				
13. Type of financing¹	Direct management through: - Grants Indirect management with the entities to be selected in accordance with the criteria set out in section 4.4.2.			

1.2 Summary of the Action

Since November 2020, Ethiopia has been engulfed in a civil war. While the conflict is mainly affecting Ethiopia's northern regions, spill over effects and smaller pockets of interrelated conflicts increased significantly the geographical area with population affected by the conflict. This has disturbed significantly the education of children, in particular girls, as has been seen by decreasing enrolment rates, increasing dropout rates, and a significant number of destroyed or damaged schools.

The present Action aims at contributing to improve the provision of education specifically for conflict affected children in Ethiopia. Ensuring access to quality education for children in a crisis situation, and reducing dropout rates in primary and secondary education in conflict affected areas will be the two specific objectives of this Action.

The Action has a budget of EUR 39 500 000, and will have a duration of 36 months. It will be implemented through indirect, and direct management.

The main beneficiaries of this Action will be children of school-age living in conflict affected areas, mainly in the northern regions (Tigray, Amhara and Afar) as well as other conflict affected areas. Their families and the communities in which they live and study will as well be key stakeholders, and will benefit from parts of this Action.

This Action is the first of its kind in the education sector to be funded by the EU in Ethiopia. It will benefit from synergies with the Action on Health under the same Individual Measure, in particular with what relates to youth's awareness raising on sexual and reproductive health and family planning.

¹ Art. 27 NDICI

2 RATIONALE

2.1 Context

Ethiopia is the second most populous country in Africa with around 115 million people (of which 45 million children are 0-14 years old) and the population growth remains high at around 2.5 % per year, despite having been decreasing for the past three decades². The UN estimates that its population will reach 200 million by 2050, becoming one of the world's ten largest countries³. According to the World Bank⁴, Ethiopia's economy experienced strong, broad-based growth averaging 9.4 % a year from 2010/11 to 2019/20, although slowed down to 6.1 % in 2019/20 due to the COVID-19 pandemic. Ethiopia has also managed to increase life expectancy from 47.1 in 1990 to 66.6 in 2020⁵. However, it is also one of the poorest ranking 174 out of 189 countries at the Human Development Index (2018).

Since November 2020, Ethiopia has been engulfed in a civil war. While the conflict is mainly affecting Ethiopia's northern regions (Tigray, Amhara and Afar), spill over effects and smaller pockets of interrelated conflicts increase significantly the geographical area with population affected by the conflict. This has affected significantly the education of children, in particular girls, as has been seen by decreasing enrolment rates, increasing dropout rates, and a significant number of schools destroyed or damaged by the conflict (see 2.2 Problem Analysis). The conflict has thus exacerbated an already critical situation, as it is estimated that out of the 14.4 million children out of school (around 45 % of the total school-age population), over 1.2 million have left school because of the conflict.

Limited access to school is only one of the consequences of the conflict, the second being increased dropout rates. In primary education, one in four students enrolled in Grade 1 do not finish that first year of school, and either drop out or have to repeat Grade 1. School dropout is considerably higher for girls from all social backgrounds with 47 % of girls who start Grade 1 not completing Grade 5 and 75 % of secondary school-age girls not attending secondary school a result of multiple factors that hamper girls education at all school levels (high levels of teenage pregnancy, early marriage, obligation to work in the home, diminished investment from families when compared to boys, female low social status, hostile learning environment, lack of accessibility and disability related stigma, the distance between homes and lack of transport means, and the risk of violence in transit)⁶. This situation has also been exacerbated by the conflict as dropout rates increase in conflict affected regions.

Girls are in an even more disadvantaged situation. Current assessments from United Nations International Children's Emergency Fund (UNICEF) and other UN agencies⁷ show rapid increase in child marriages, teenage pregnancies, child labour, child exploitation and severe malnutrition. The hard won gains in past years on human development (mainly on education and health) are now quickly reversing and backsliding to levels of decades ago. In this context, addressing the human capital and development of the population through education (as well as health) is vital, not only to address the needs arising from the conflict, but also for the economic development of the country and its political and social stability.

Under these circumstances, it is vital that the EU ensures continued support to people in Ethiopia, in particular those most affected by the conflict. The current cooperation between the EU and the government of Ethiopia has been limited due to the ongoing conflict. This has also led to a delay in the approval process of the 2021-2027 Multiannual Indicative Programme (MIP) for Ethiopia.

The increasing needs of the most vulnerable communities in Ethiopia, in particular girls and women, persons with disabilities, and IDPs, which must be addressed promptly, translate into the need for Individual Measures. The use of these measures is appropriate as the EU currently lacks the relevant programming document⁸ due to the ongoing conflict in Ethiopia.

² World Bank, World Development Indicators, Ethiopia. Consulted on 21 December 2021.

³ UN Department of Economics and Social Affairs, World Population Prospects 2019.

⁴ World Bank report (2021) - Eighth Ethiopia Economic Update: Ensuring Resilient Recovery from COVID-19.

⁵ UNDP, Human Development Reports, Ethiopia. Consulted on 21 December 2021.

⁶ Education Sector Development Programme VI (2020/21-2024/25), Ministry of Education, December 2020.

⁷ Humanitarian Response Plan-Ethiopia. April 2021

⁸ Regulation (EU) 2021/947 of the European Parliament and of the Council of 9 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument – Global Europe, OJ L 209, 14.6.2021, p. 1–78, Article 23.3.

Over the years, the country has made significant progress in access to education, starting from a very low baseline. Key measures taken have included school fee waivers, increasing share of expenditure on education, the use of mother tongue instruction, decentralisation of the education system to lower administrative levels, school construction and maintenance, and hiring and training thousands of new teachers, administrators and officials. In line with this, the government showed its commitment to the sector by allocating 27 % of on-budget total national expenditure meeting the global benchmark of 20 % of the national budget spent on education⁹. Nonetheless, the government does not meet the international target set at spending 6 % of GDP on education (4.7 % of GDP spent in the latest estimate).

This Action addresses the needs of children that have been deprived or still do not have access to education, both issues having been significantly exacerbated by the conflict. In addition, it is aligned with some of the reforms of the Ministry of Education as envisaged in the Education Sector Development Programme VI (ESDP VI), which will ensure the sustainability of the results achieved by the Action.

The present Action is also fully consistent and aligned with European Commission policies, objectives and priorities. The action is aligned to the European Consensus on Development¹⁰, the Gender Action Plan III¹¹, the EU vision of the future Africa-EU partnership as per its Communication “Towards a Comprehensive Strategy with Africa¹²” and especially with the Partnership for Sustainable Growth and Jobs, which aims at increasing access to quality education, skills, research, innovation, health and social rights. The action is also in line with the Global Partnership for Education¹³, of which Ethiopia is beneficiary. Finally, it also contributes to the 2030 Agenda for Sustainable Development through the SDG 4 (quality education), which is also closely linked to SDG 5 (gender equality) and SDG 1 (no poverty).

This Action is the first of its kind in the education sector to be funded by the EU in Ethiopia. The Action will link up with the EU’s Education in Emergencies (EiE) actions, funded through the EU’s humanitarian funding. Complementarities will be sought with projects funded by other EU Member States (such as Finland), as well as related programmes implemented by the World Bank, such as the Promoting Basic Services and the Productive Safety Net Programmes. The Action will also benefit from synergies with the Action on Health under the same Individual Measure, in particular with what relates to safe spaces for girls at school.

2.2 Problem Analysis

Damaged education system due to conflict, limiting access

The conflict has disrupted the education system, particularly in the northern regions (Tigray, Amhara, and Afar) but also Oromia and Benishangul Gumuz. It is estimated that 1.2 million students were out of school due to the ongoing war in northern Ethiopia, which adds to already high numbers of out-of-school children. An unpublished, government-commissioned report produced in 2021¹⁴ estimates that 13.2 million of school-age children in Ethiopia are not attending school (6 million of these should attend pre-primary school), and an additional 3.3 million are at risk of dropping out of school (see section below).

The Ministry of Education has reported that 2 402 schools have been destroyed during the ongoing conflict¹⁵, Amhara having suffered the bulk of this destruction. In addition, over 9 000 schools are partially damaged by the

⁹ Education for All Coalition

¹⁰ Joint declaration by the Council and the representatives of the governments of the Member States meeting within the Council, the European Parliament and the Commission on the development policy of the European Union entitled "The European Consensus" [Official Journal C 210 of 30.6.2017].

¹¹ EU Gender Action Plan (Gap) III – An Ambitious Agenda for Gender Equality and Women’s Empowerment in EU External Action - European Parliament resolution of 10 March 2022 on the EU Gender Action Plan III (2021/2003(INI))

¹² JOIN(2020) 4 final

¹³ European Parliament resolution of 13 November 2018 on EU development assistance in the field of education (2018/2081(INI))

¹⁴ Produced by the Luminos Fund, an international NGO. While the report has remained unpublished, it has been discussed with the government and international donors, in a validation workshop during which some data was shared.

¹⁵ Education in Emergencies 2021/2023 Strategy, Education Cluster, November 2021.

conflict, with damages ranging from shattered windows to partial collapse of buildings. Of these, around 6 500 schools are also in need of furniture and equipment. A preliminary estimation of the funding needed for reconstruction amounts to EUR 143 000 000.

Importance of ensuring the rehabilitation works also include improvements. Data from the Ministry of Education points at the need to provide access to improved water sources in schools, as in 2018/19 only 27 % of primary schools and 79 % of secondary schools had such access¹⁶. The situation has worsened significantly in the northern regions since the start of the conflict: it is estimated that over 75 % of primary schools do not have access to water at all¹⁷. Improving facilities keeping in mind children with disabilities is also needed, to ensure enrolment rates can increase (currently below 2 % of disabled children enrol in primary education), and gender sensitive facilities should also be considered (see below on girls' dropout rates).

Remedial education support (including accelerated education programmes, or “speed learning”) would support the return of out-of school children. However, most schools do not have such programmes in offer: 79 % schools assessed by the 2019 Joint Education Needs Assessment did not have catch-up or remedial classes¹⁸. This percentage is believed to have increased during the current conflict, in particular in the northern regions.

High dropout rates, further increased due to the conflict

Dropout rates of children in Ethiopia were already significant before the conflict started, and have been on the rise since then. While almost all children in Ethiopia start primary school, one in four will drop out after the first year (grade 1). This is due to several reasons, from poor state of facilities to underqualified teachers. However, it is mainly due to lack of access to pre-primary school, as 60 % of children do not have access to it, and thus start primary school with a significant disadvantage. The number of teachers and facilities should be at least three times what they currently are¹⁹.

Another problem identified related to dropout rates is the higher rate for girls than for boys. This is accompanied by decreasing enrolment rates as children move from primary to secondary education. Reasons behind this trend are multiple, but two may be highlighted. The first is cultural barriers, usually linked to the family of the child, which increase the dropout rates. This is in turn linked to early marriages and, in some regions, harmful traditional practices. The second reason for this higher dropout rate is related to the education environment. For instance, only 79 % of primary schools have sex-segregated latrines, and a low number of primary and secondary schools have improved menstrual hygiene management facilities²⁰.

Lack of school feeding has also been linked to absenteeism and high dropout rates. Evidence from several countries point to a potential increase of between 15 % and 25 % of enrolment and attendance to school, also having a direct effect in the children's ability to learn effectively while in school²¹. This is why the Ministry of Education has drafted a school feeding strategy, which is already being rolled out in some schools²². However, the implementation of this programme is slow, due to the significant budget its implementation requires: it is estimated that the cost of providing or facilitating school feeding is between USD 24 and USD 50 per child, per year, depending on the source consulted. Another reason is the number of children in need of school feeding which, considering only those affected by the conflict, could be as high as 4 million²³.

Main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action:

The main beneficiaries of this Action will be rights-holders, children of school-age living in conflict affected areas and either attending or having to attend pre-primary, primary and secondary school, with a special focus on girls, children with disabilities and children from disadvantaged backgrounds, including internally displaced children.

¹⁶ Education Sector Development Programme VI (2020/21-2024/25), Ministry of Education, December 2020.

¹⁷ Joint Education Needs Assessment, Education Cluster, November 2020.

¹⁸ Education in Emergencies 2021/2023 Strategy, Education Cluster, November 2021.

¹⁹ Education Sector Development Programme VI (2020/21-2024/25), Ministry of Education, December 2020.

²⁰ Education Sector Development Programme VI (2020/21-2024/25), Ministry of Education, December 2020.

²¹ Ethiopian Ministry of Health, Segota Declaration – Implementation Plan 2016-2030.

²² Education Sector Development Programme VI (2020/21-2024/25), Ministry of Education, December 2020.

²³ Education in Emergencies 2021/2023 Strategy, Education Cluster, November 2021.

Their families and the communities in which they live and study will as well be key stakeholders, and will benefit from parts of this Action.

Other key stakeholders include:

- **EU Member States:** Finland, Italy and The Netherlands are active in the education sector.
- **UN agencies:** the UN system, including the World Bank, is an important partner supporting the education sector in Ethiopia. UNICEF is the lead agency, while others (such as World Food Programme) have mandates closely related to education.
- **International Non-Governmental Organizations (NGOs):** Save the Children, Plan International and Luminos Fund are amongst the most active international NGOs in the education sector.
- **Government (duty bearers):** Ministry of Education and Regional Bureau of Education are important stakeholders. Coordination with them from implementing partners will be encouraged.

3 DESCRIPTION OF THE ACTION

3.1 Objectives and Expected Outputs

The Overall Objective (Impact) of this action is to improve the provision of education specifically for conflict affected children in Ethiopia.

The Specific Objectives (Outcomes) of this action are to

1. Ensure access to quality education for children in a crisis situation
2. Reduce dropout rates in primary and secondary education in conflict affected areas, with a special emphasis on dropout of girls

The Outputs to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are

- 1.1 contributing to Outcome 1 (or Specific Objective 1) – schools affected by conflict rehabilitated with improved accessibility
- 1.2 contributing to Outcome 1 (or Specific Objective 1) – support to children suffering from trauma related to the conflict is provided
- 1.3 contributing to Outcome 1 (or Specific Objective 1) – access to quality education is improved through effective school management, skilled teachers and conducive learning environment
- 2.1 contributing to Outcome 2 (or Specific Objective 2) – school meals are provided for girls and boys affected by conflict suffering from malnutrition
- 2.2 contributing to Outcome 2 (or Specific Objective 2) – pre-primary schools are created
- 2.3 contributing to Outcome 2 (or Specific Objective 2) – girls are provided with improved learning opportunities

3.2 Indicative Activities

Activities related to Output 1.1 may include, amongst others:

- rehabilitation and refurbishment of conflict affected/damaged schools (potentially including sustainable energy, accessible Water and Sanitation for Health and information and communication systems) with due consideration for gender inclusion and disability friendly services.

Activities related to Output 1.2 may include, amongst others:

- psychosocial support programmes for children suffering from trauma related to the conflict; and/or
- provision of certified accelerated education programme for out-of-school children enabling them to come back in the normal education system after 10 months.

Activities related to Output 1.3 may include, amongst others:

- capacity building activities for pre-primary, primary and secondary education teachers in conflict affected areas, including on inclusive education methods for children with disabilities and teaching in mother tongue; and/or
- organise and conduct capacity building activities for school leaders.

Activities related to Output 2.1 may include, amongst others:

- development of school feeding programmes providing balanced nutritious meals to children suffering malnutrition in conflict affected areas.

Activities related to Output 2.2 may include, amongst others:

- development of community-centred pre-primary schools in conflict affected areas.

Activities related to Output 2.3 may include, amongst others:

- community awareness for continued education of girls, in particular those affected by the conflict.

3.3 Mainstreaming

Environmental Protection & Climate Change

In line with the EU sustainable energy and climate change mitigation objectives, the interventions may seek to apply renewable solar-powered based energy solutions such as stand-alone systems in the rehabilitation of schools and construction of pre-primary centres. Climate change adaptation and environmental sustainability will also be improved through applying principles in construction leading to an improvement over the pre-existing quality and sustainability of facilities, including through climate proofing, and Education for Sustainable Development, which aims at developing the knowledge, skills, values and attitudes that enable learners to make informed decisions and actions on societal and global problems, including the climate crisis.

Outcomes of the EIA (Environmental Impact Assessment) screening

The EIA (Environment Impact Assessment) screening classified the action as Category B (not requiring an EIA, but for which environment aspects will be addressed during design).

Outcome of the CRA (Climate Risk Assessment) screening

The Climate Risk Assessment (CRA) screening concluded that this action is at risk (climate risk will be addressed as part of an EIA).

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that a gender perspective is integrated throughout the Action: one specific objective focuses on disproportion between girls and boys dropout rate and addresses this issue. Gender inclusion is taken into consideration with facilities rehabilitation related activities. A systematic assessment of the particular needs and strengths of girls of the planned activities will be conducted and sex-disaggregated data will be collected and presented at all levels. In addition, the action will ensure the participation of women in all activities and especially in the decision-making processes.

Human Rights

Education is a basic human right recognised in the international human rights framework. While the final beneficiaries (rights holders) of this Action do have special needs arising from the conflict, their right to enjoy such services will also be underscored, moving from a needs approach to a rights approach. Such a human rights based approach will ensure as well the sustainability of the gains achieved, including through awareness raising activities aiming at ensuring the population is aware of their rights so to be able to fully exercise them. The action will respect the five working principles of a human rights based approach: respect to all rights, meaningful participation of rights holders, transparency, accountability, and non-discrimination.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that a disability perspective is integrated throughout the Action and a systematic assessment of the particular needs of children with disabilities will be taken into consideration in the planned activities. In particular, disability is addressed in the activities related to rehabilitation of schools facilities and construction of pre-primary school centres, training of teachers and combating stigma. Organisations of persons with disabilities will be consulted and engaged.

Democracy

A human rights based approach, was followed in the design of the identification of the present action, and the five principles will further be applied in the formulation and implementation of the project: participation, accountability, non-discrimination, empowerment and legality.

Conflict sensitivity, peace and resilience

The choice of locations for implementation, to be made at a later stage, will take a conflict sensitive approach, ensuring that no particular region or ethnicity is receiving more support than other, while maintaining due consideration for the needs of the population. Psychological support and possibly stress management training for practitioners will be provided in a conflict sensitive manner.

EU is initiating a project on Peace education (Instrument Contributing to Stability and Peace) that will target schools in different regions in Ethiopia. Synergies will be ensured between this project and projects designed under this Action. to have the schools of the present Action also covered by this project in the same regions.

Possibility of working on the Nexus and building resilience will be further explored during the programming/contracting with the implementing partners.

Disaster Risk Reduction

N/A

Other considerations if relevant**Digitalization**

Although digitalization is not mainstreamed in this Action, there are solutions that apply to crisis situation to ensure that education continues and that increased access is provided to learners. Effective and accessible online learning can be created with the implementation of offline e-learning for education continuity under conflict situations. There are examples of technology to support education in conflict/refugees/internally displaced context, digital cash transfers/ e-vouchers for access to education, E-services to improve the quality and governance of school education, including school inspection, supervision, statistics, teacher competencies and professional development, and Open Sources to be used by education authorities and other organisations.

Nutrition

Widespread malnutrition in various forms amongst target girls and boys from the conflict affected areas will be addressed through nutrition specific actions (provision of balanced school meals) and nutrition sensitive actions (WASH), as a key driver of primary and secondary education outcomes.

3.4 Risks and Lessons Learnt

Category	Risks	Likelihood (High/ Medium/ Low)	Impact (High/ Medium/ Low)	Mitigating measures
External environment	Vulnerability to shocks and crises: Ethiopia remains vulnerable to significant shocks, natural and man-made, affecting the target population. The impact of climate change, ongoing active conflict and COVID-19 risks exacerbating these vulnerabilities, which could have detrimental effects in the implementation of projects.	H	H	Flexibility in terms of implementation (choice, sequencing and modalities of activities) will be built into the programme in order to adjust to the evolution of the situation in a conflict-sensitive manner.
	Difficult access to regions in conflict: some conflict areas may remain closed to access by implementing partners, and areas that have recently stabilised may become unstable again, which risks delaying the implementation of some activities and/or losing gains made during the implementation.	H	H	The programme will develop clear criteria for access to zones, woredas and kebeles which will include a consideration of safety issues and safeguards to these risks. Alternative locations should be pre-identified to quickly adapt implementation if needed.
Planning, processes and systems	Programme governance and coordination: the large number of components of this action may entail difficulties in creating a functional coordination mechanism, which may lead to misalignment of projects under this action.	L	M	Early identification of implementing partners and development of coordination mechanisms during the design of projects will ensure an appropriate level of coordination during project implementation.
Communications and Information	Communication to communities is not accepted: some activities require a close involvement of the beneficiary communities (pre-primary education) or may be part of the activity (awareness campaigns). Unreceptive community members risk disruption of these activities, which would lead to the outcomes not being sustainable.	M	L	Implementing partners will identify strong candidates to perform these activities, with strong communications skills. In addition, partners should identify strong community leaders to start such communication efforts.

Lessons Learnt:

This will be the first EU funded Action of its kind in Ethiopia in the education sector, and as such no internal lessons learnt have been identified. However, one lesson has been identified in the health sector that is relevant for this Action. Past projects focusing on sexual and reproductive health and family planning have proven that education about these topics should start at school. In particular, the lesson learnt points to a recommendation to develop and support school clubs, which can serve as a safe space where youth can learn about sexual and reproductive health and family planning.

In the education sector in Ethiopia, partners have pointed to the need to take a holistic approach when contributing to the education sector. This translates into the need to provide support beyond infrastructure and training, also focusing on social determinants of health. For instance, nutrition is directly linked with school attendance and performance;

appropriate WASH facilities in schools should be supported; “safe spaces” for girls are helpful in decreasing their absenteeism. All these elements contribute to increasing retention at schools, and should therefore be supported.

3.5 The Intervention Logic

The underlying intervention logic for this action is that by carrying out activities to rehabilitate schools and support the children having been affected by the conflict, including through psychosocial support and conducting speed learning courses for children out of school, more children will have access to education; and by supporting effective school management, training for teachers and creating a conducive and inclusive learning environment, this education will be of quality. By providing meals at school, and carrying out activities such as creating new pre-primary schools, supporting the retention of girls at school and other activities, children will be able to remain at school, thus reducing dropout rates in primary and secondary education. If conflict recedes or is contained, these outcomes will be realised in the targeted locations.

These outcomes will contribute to achieving an overall improved access to education for conflict affected children in Ethiopia. The impact will be achieved because the quality and availability of education facilities, as well as the social determinants of education in the locations targeted will have improved.

3.6 Logical Framework Matrix

This indicative logframe constitutes the basis for the monitoring, reporting and evaluation of the intervention.

On the basis of this logframe matrix, a more detailed logframe (or several) may be developed at contracting stage. In case baselines and targets are not available for the action, they should be informed for each indicator at signature of the contract(s) linked to this AD, or in the first progress report at the latest. New columns may be added to set intermediary targets (milestones) for the Output and Outcome indicators whenever it is relevant.

- At inception, the first progress report should include the complete logframe (e.g. including baselines/targets).
- Progress reports should provide an updated logframe with current values for each indicator.
- The final report should enclose the logframe with baseline and final values for each indicator.

The indicative logical framework matrix may evolve during the lifetime of the action depending on the different implementation modalities of this action.

The activities, the expected Outputs and related indicators, targets and baselines included in the logframe matrix may be updated during the implementation of the action, no amendment being required to the Financing Decision.

Results	Results chain: Main expected results (maximum 10)	Indicators: (at least one indicator per expected result)	Baselines (values and years)	Targets (values and years)	Sources of data	Assumptions
Impact	Improved provision of education specifically for conflict affected children in Ethiopia.	Percentage of Grade 6, 8, and 12 students who score 50 or above on National Learning Assessment	Grade 6: 0 % Grade 8: 25.2 % (2018/19) Grade 12: 26.6 % (2018/19)	Grade 6: 85 % Grade 8: 80 % (2024/25) Grade 12: 75 % (2024/25)	National Learning Assessment Report of the MoE	<i>Not applicable</i>
Outcome 1	1 Access to quality education for children in a crisis situation is ensured	1.1 Gross enrolment rate for primary (Grade 1- 6) (sex disaggregated) 1.2 Gross enrolment rate for secondary (Grade 9 to 12) (sex disaggregated)	1.1 102,6 % (2020/21) (F:97,3 %; M:107,8 %) 1.2 42,1 % (2020/21) (F:40,3 %; M:43,8 %)	1.1 108,5 % (2024/25) (F:105 %; M:112 %) 1.2 51 % (2024/25) (F:50 %; M:52 %)	EMIS - Ministry of Education reports/UNICEF report	Conflict is contained or decreases, ensuring accessibility to areas having been affected by conflict. Warring parties ensure access to conflict affected areas.
Outcome 2	2 Dropout rates in primary and secondary education in conflict affected areas are reduced, with a special emphasis on dropout of girls	2.1 Primary education (Grade 1 to 6) dropout rate (sex disaggregated) 2.2 Secondary education (Grade 9 to 12) dropout rate (sex disaggregated)	2.1. 14 % (2020/21) (F:13,2 %; M:14,7 %) 2.2. 16,8 % (2020/21) (F:16 %; M:17,5 %) (to be confirmed)	2.1. 12,5 % (2024) (F:13 %; M:12 %) 2.2. 8 % (2024) (F:8 %; M:8 %) (to be confirmed)	EMIS/ MoE and UNICEF reports	
Output 1 related to Outcome 1	1.1 Schools affected by conflict rehabilitated	1.1.1 Number of schools rehabilitated and furnished (disaggregated by level of education)	1.1.1 (tbd)	1.1.1 (tbd)	1.1.1 Programme reports	Implementing partner identified has necessary capacity to implement activities.
Output 2 related to Outcome 1	1.2 Support to children suffering from trauma related to the conflict is provided	1.2.1 Number of out of school students enrolled in certified accelerated education programmes education programmes (disaggregated by sex and level of education)	1.2.1 (tbd) 1.2.2 (tbd)	1.2.1 (tbd) 1.2.2 (tbd)	1.2.1-2 Programme reports	

		1.2.2 Number of children accessing mental health and psychosocial support (sex disaggregated)				
Output 3 related to Outcome 1	1.3 Access to quality education is improved through effective school management, skilled teachers and conducive learning environment	1.3.1 Number of teachers and school personal trained by the Action (disaggregated by sex and level of education) 1.3.2 Number of school management committees (Parents Teachers Student Associations) capacitated in participatory school improvement planning, implementation, management and reporting.	1.3.1 (tbd) 1.3.2 (tbd)	1.3.1 (tbd) 1.3.2 (tbd)	1.3.1-2 Programme reports 1.3.3 UNICEF reports/ Knowledge Attitudes and Practices Survey	
Output 1 related to Outcome 2	2.1 Meals are provided at schools for girls and boys affected by conflict suffering from malnutrition	2.1.1 Number of children benefitting from school feeding programmes funded by the Action (sex disaggregated)	2.1.1 (tbd)	2.1.1 (tbd)	2.1.1 Programme reports	
Output 2 related to Outcome 2	2.2 Pre-primary schools are created	2.2.1 Number of community-centred pre-primary schools created	2.2.1 (tbd)	2.2.1 (tbd)	2.2.1 Programme reports	
Output 3 related to Outcome 2	2.3 Girls are provided with improved learning opportunities	2.3.1 Number of friendly school environment initiatives set up for girls and other children living in vulnerable situations	2.3.1 (tbd)	2.3.1 (tbd)	2.3.1 Programme reports	

4 IMPLEMENTATION ARRANGEMENTS

4.1 Financing Agreement

In order to implement this action, it is not envisaged to conclude a financing agreement with the Federal Democratic Republic of Ethiopia.

4.2 Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 36 months from the date of adoption by the Commission of this Financing Decision.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this Financing Decision and the relevant contracts and agreements.

4.3 Implementation of the Budget Support Component

N/A

4.4 Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures²⁴.

4.4.1 Direct Management (Grants)

Grant: (direct management)

(a) Purpose of the grant

The grant will contribute to part of Specific Objective 2, in particular Output 2.2.

(b) Type of applicants targeted

International NGOs with experience in the education sector in Ethiopia, in particular on:

- Support to pre-primary education; and
- Support to gender equality

4.4.2 Indirect Management with an international organisation

A part of this action may be implemented in indirect management with an entity, which will be selected by the Commission's services using the following criteria:

- Proven experience in supporting the education sector in Ethiopia, including expertise on inclusion of children with disabilities in education;
- Experience in rehabilitation and refurbishment of education infrastructure with a gender and disability sensitivity, including on accessibility standards,;

²⁴ www.sanctionsmap.eu. Please note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In case of discrepancy between the published legal acts and the updates on the website it is the OJ version that prevails.

- Experience in capacity building of teachers and other staff in the education sector, including on specific skills on inclusive education.

The implementation by this entity entails activities contributing to achieve Specific Objective 1 and part of Specific Objective 2, in particular Output 2.1.

If negotiations with the above-mentioned entity fail, that part of this action may be implemented in direct management in accordance with the implementation modalities identified in section 4.4.3.

4.4.3 Changes from indirect to direct management mode (and vice versa) due to exceptional circumstances (one alternative second option)

In case the preferred implementation modality under 4.4.1 (direct grant) cannot be implemented due to circumstances outside the Commission's control, this part of the action related to Specific Objective 2 will be implemented in indirect management as described in 4.4.2.

In case the preferred implementation modality under 4.4.2 cannot be implemented due to circumstances outside the Commission's control, this part of the action related to Specific Objective 1 and part of Specific Objective 2, in particular Output 2.1, will be implemented in direct management through grants as described below.

Grants: (direct management)

(a) Purpose of the grant(s)

Specific Objective 1 and part of Specific Objective 2, in particular Output 2.1.

(b) Type of applicants targeted

International NGOs with experience in the education sector in Ethiopia.

4.5 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.6 Indicative Budget

Indicative Budget components	EU contribution (amount in EUR)
Implementation modalities – cf. section 4.4	
Indirect management with an international organisation (Specific Objective 1 and output 2.1 of Specific Objective 2) – cf. section 4.4.2	33 000 000
Grants (direct management) (output 2.2 of Specific Objective 2) – cf. section 4.4.1	6 500 000
Evaluation – cf. section 5.2 Audit – cf. section 5.3	Will be covered by another decision
Total	39 500 000

4.7 Organisational Set-up and Responsibilities

The Action is expected to involve different stakeholders and its implementation requires strong coordination mechanisms. The implementing partners will be responsible for the financial and technical reporting and overall management and coordination of the activities as defined in section 3.2.

A Steering Committee will be established for oversight and overall coordination and monitoring of the Action's implementation process. The Steering Committee will meet at least once a year to discuss strategic issues and provide direction in addressing programme implementation challenges. The composition and mandate of the Steering Committee will be decided by the EU Delegation and implementing partners upon signature of contracts.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5 PERFORMANCE MEASUREMENT

5.1 Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (Outputs and direct Outcomes) as measured by corresponding indicators, using as reference the logframe matrix. Indicators shall be disaggregated at least by sex when relevant. All monitoring and reporting shall assess how the actions is taking into account the human rights-based approach, gender equality and disability inclusion.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

The performance of the programme will also be closely monitored by the Steering Committee through reviewing biannual progress reports. Implementing partners will present a summary of project implementation progress and the Steering Committee will discuss at strategic level and provide direction in addressing key challenges. In addition, when negotiating contracts, the Commission and implementing partners will align with the logframe matrix in this Action Document, and implementing partners will provide baseline and suggest targets.

Collection of data will be ensured by UN agencies and the NGO implementing the Action. The choice of measurable indicators for tracking the programme performance has been done according to the EU Results Framework and considering the availability of data sources as means of verification, which are not abundant in Ethiopia. Choice of indicators and targets have been to the extent possible aligned to the ESDP VI key performance indicators, where targets have been already determined in a consultative process with United Nations Educational Scientific and Cultural Organization (UNESCO) technical quality assurance. When missing, baselines and suggested targets will be proposed through conducting surveys, which will be a responsibility of the implementing partners, and will be conducted at the inception phase.

The action will also benefit from the data gathering from the Education Cluster, which is coordinated by the Minister of Education, UNICEF and Save the Children, and which has a revised strategy for education in emergency response for 2021/23. The Education Cluster intends to harmonize partner's activities and coordinate the monitoring and evaluation approach in alignment with ESDP-VI, with a monthly data collection format on the emergency response and a result framework, at national level and sub-national level. Coordination will also be ensured with the Education in Emergencies sub-cluster and the Education Cannot Wait initiative.

5.2 Evaluation

Having regard to the nature of the action, a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission. It will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account the fact that this Action is taking place in response to the conflict in Ethiopia and may inform future conflict sensitive approaches.

The Commission shall inform the implementing partner at least 15 days in advance of the dates envisaged for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

All evaluation shall assess to what extent the action is taking into account the human rights-based approach as well as it contributes to gender equality and women's empowerment. Expertise on human rights and gender equality will be ensured in the evaluation teams.

The evaluation reports may be shared with the partners and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, apply the necessary adjustments.

The financing of the evaluation will be covered by another measure constituting a Financing Decision.

5.3 Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6 STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

The 2021-2027 programming cycle will adopt a new approach to pooling, programming and deploying strategic communication and public diplomacy resources.

It will remain a contractual obligation for all entities implementing EU-funded external actions to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. This obligation will continue to apply equally, regardless of whether the actions concerned are implemented by the Commission, partner countries, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU member states.

However, action documents for specific sector programmes are in principle no longer required to include a provision for communication and visibility actions promoting the programmes concerned. These resources will instead be consolidated in Cooperation Facilities established by support measure action documents, allowing Delegations to plan and execute multiannual strategic communication and public diplomacy actions with sufficient critical mass to be effective on a national scale.

Appendix 1 REPORTING IN OPSYS

An Intervention (also generally called project/programme) is the operational entity associated to a coherent set of activities and results structured in a logical framework aiming at delivering development change or progress. Interventions are the most effective (hence optimal) entities for the operational follow-up by the Commission of its external development operations. As such, Interventions constitute the base unit for managing operational implementations, assessing performance, monitoring, evaluation, internal and external communication, reporting and aggregation.

Primary Interventions are those contracts or groups of contracts bearing reportable results and respecting the following business rule: ‘a given contract can only contribute to one primary intervention and not more than one’. An individual contract that does not produce direct reportable results and cannot be logically grouped with other result reportable contracts is considered a ‘support entities’. The addition of all primary interventions and support entities is equivalent to the full development portfolio of the Institution.

The present Action identifies as;

Action level		
<input checked="" type="checkbox"/>	Single action	Present action: all contracts in the present action