

Country reference framework Ethiopia

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

- (i) overview of VLIR-UOS projects in the country;
- (ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
- (iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in Ethiopia

1.1 Overview projects & scholarships (2003 – 2021)



Legend

- Jimma University
- Mekelle University
- Addis Ababa University
- Bahir Dar University
- Arba Minch University
- Ambo University
- Ethiopian Civil Service University
- Dire-Dawa University
- Haramaya University
- Wolaita Sodo University

Projects 2003-2021		
Type	Budget (€)	Number
Total	28.070.297	73
IUC	19.404.999	4
Networks	1.290.000	1
TEAM	4.320.000	14
SI	912.201	14
RIP	498.330	5
JOINT	479.225	3
Crosscutting	965.833	31
ICT Infrastructure	199.709	1

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
Total	8.044.595	12
IUC	5.741.000	3
Networks	1.200.000	1
TEAM	506.315	2
SI	207.286	3
JOINT	389.994	3

Scholarships 2003-2020		
Type	Budget (€)	Number
Total	19.511.720	1.129
Ph.D.		
Subtotal	1.863.056	14
ICP Ph.D.	624.594	6
VLADOC	1.238.462	8
Short term		
Subtotal	2.078.757	618
ITP	1.318.301	215
KOI	122.991	60
REI	307.888	294
Other scholarships	329.577	49
Study		
Subtotal	15.569.907	497
ICP	15.569.907	497

Ethiopia is one of the key partner countries of VLIR-UOS. From 2003 to 2021 VLIR-UOS spent around € 46 million in cooperation programmes with Ethiopia, including 4 long-term Institutional University Cooperation programmes, of which those with Jimma University (JU) and Mekelle University (MU) were finalized and two ongoing IUCs with Arba Minch and Bahir Dar University are at midterm. Next to this also the NETWORK, coordinated by Jimma University and involving 3 other Ethiopian universities and an number of finalizing TEAM/SI projects form the core of cooperation with Ethiopia.

More detailed information can be found on our [Ethiopia country page](#) on the VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-...)

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
IUC	2022-2026	Institutional University Cooperation with Arba Minch University (AMU) (phase 2)	R. Merckx (KU Leuven)	G. G. Sulla	Arba Minch University	2.680.000
Subproject 1		<i>Improving teaching and research processes of AMU by enhancing ICT and library automation</i>	<i>F. Questier (Vrije Universiteit Brussel)</i>	<i>H. Seid</i>		
Subproject 2		<i>Living with uncertainty: Analysing rural livelihoods and rethinking sustainability in the South Ethiopian Rift Valley</i>	<i>M. Maertens (KU Leuven)</i>	<i>A. Duguma</i>		
Subproject 3		<i>Improving maternal and child health in the South Ethiopian Rift Valley</i>	<i>J-P. Van geertruyden (University of Antwerp)</i>	<i>W. Godana</i>		
Subproject 4		<i>Reducing land degradation through and for sustainable rural land use in the South Ethiopian Rift Valley</i>	<i>M. Kervyn (Vrije Universiteit Brussel)</i>	<i>D. Elias</i>		
Subproject 5		<i>Improving agricultural productivity in the South Ethiopian Rift Valley</i>	<i>G. Janssens (Ghent University)</i>	<i>Y. Kechero</i>		
Subproject 6		<i>Biodiversity conservation for sustainable development in the South Ethiopian Rift Valley (BIODIV)</i>	<i>L. De Meester (KU Leuven)</i>	<i>S. Getaneh</i>		
IUC	2022-2026	Institutional University Cooperation with Bahir Dar University (BDU) (phase 2)	J. Nyssen (Ghent University) will be replaced as of Phase 2.	E. Adgo	Bahir Dar University	2.680.000
Subproject 1		<i>Transversal Institutional Strengthening Project (TISP)</i>	<i>M. Goovaerts (Hasselt University)</i>	<i>E. Adgo</i>		
Subproject 2		<i>Land resilience</i>	<i>A. Frankl (Ghent University)</i>	<i>A. Wassie</i>		
Subproject 3		<i>Water management and its implications to the hydro-system dynamics in the Tana-Beles area, Upper Blue Nile basin</i>	<i>K. Walraevens (Ghent University)</i>	<i>M. Dessie</i>		
Subproject 4		<i>Postharvest and food processing in northwest Ethiopia</i>	<i>B. Nicolai (KU Leuven)</i>	<i>G. Alemayehu</i>		
Subproject 5		<i>Aquatic ecology and waterborne diseases in the Lake Tana basin</i>	<i>E. Verleyen (Ghent University)</i>	<i>M. Kibret</i>		
Subproject 6		<i>Socioeconomics, sustainable livelihood and environmental management in northwest Ethiopia</i>	<i>S. Van Passel (University of Antwerp)</i>	<i>A. Sewnet</i>		
Networks	2022-2026	Network Cooperation coordinated by Jimma University (JU) (phase 2)	B. Levecke (Ghent University)	K. Tushune	Jimma University	1.250.000
Subproject 1		<i>Infectious Diseases</i>	<i>A. Van Rie (University of Antwerp)</i>	<i>D. Yewhalaw</i>		

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
		<i>Subproject 2</i>	<i>Nutrition</i>	<i>C. Lachat (Ghent University)</i>	<i>T. Gemechu</i>	
		<i>Subproject 3</i>	<i>ICT/Library</i>	<i>D. Roefs (Ghent University)</i>	<i>E. Kedir</i>	
		<i>Subproject 4</i>	<i>Network Strengthening</i>	<i>B. Levecke (Ghent University)</i>	<i>K. Tushune</i>	
TEAM	2019-2022	Zoonosis and pest ecology research for sustainable livelihood at the human-wildlife interface in Omo Basin, Southern Ethiopia	H. Leirs (University of Antwerp)	A. Megaze	Wolaita Sodo University	53.639

Table 1 Ongoing VLIR-UOS projects that will continue in FYP II

Competitive calls for new SI and TEAM projects will be launched and announced on our [website](#). Nationals of Ethiopia are eligible¹ to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

¹ Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 Ethiopia and the 2030 Agenda for Sustainable Development

2.1 Ethiopia and the Sustainable Development Goals

The vision of Ethiopia is becoming a lower middle income country by 2025. The framework for the realisation of this vision is the Growth and Transformation Plan (currently [GTPII](#); 2015 – 2020; GTP III in elaboration. This development policy aims at benefiting the people of Ethiopia at all levels and elicit the need for accelerated and comprehensive economic growth, economic infrastructure development, social development and expediting the building of democratic systems. The implementation of the policies are envisaged to ensure food security in the whole country and at every household level to eradicate poverty in all its forms, to ensure gender equality, to withstand climate change and bring about prosperity of the nation.

Ethiopia accepted and approved the 2030 Sustainable Development Agenda during the UN member states' meeting in 2015. All SDGs have been integrated in the 10 priority areas of the GTP II:

1. Agricultural sector development continues to be the major source of an accelerated economic growth and development.
2. Bringing about concrete structural transformation in the economy through the development of the manufacturing industry.
3. Increasing efficiency and focusing on the productivity, quality and competitiveness of the productive sectors to achieve high economic productivity.
4. Focusing on the imbalance of demand and supply by accelerating growth and correcting the imbalance in the macro economy.
5. Implementing the construction industry policy and strategy framework in order to be able to achieve developmental and successful project management.
6. Prioritizing urban administration and management to bring about accelerated urbanization and structural change in a manner coping with the accelerated industrialization.
7. Prioritizing the transformation of domestic investors.
8. Prioritizing the development of human resources supported with technological capacity building.
9. Given priority to building climate resilient green economy.
10. Eliminating rent-seeking behaviors and ensuring the predominance of developmental frame of mind.

Ethiopia has reported on progress made in implementing the sustainable development goals through the [2017 Voluntary National Review report](#) (VNR). The preparation of the VNR report followed a consultative approach and provides information on Ethiopia's progress, challenges and lessons learned along a number of focussed SDG's.

- SDG 1: **End poverty** in all its forms everywhere

Despite a severe climate change induced drought in the beginning of GTPII period, which affected more than 10 million Ethiopians, the Ethiopian economy grew by 8% in real terms in 2015/16. Poverty in Ethiopia progressively reduced over the years; it was 44.2% in 2000, 38.7% in 2007, 29.6 % in 2011, and it is projected to further reduce to 16.7% by the end of 2020. To support poverty alleviation, the GTP II envisaged allocation of 70 percent of the total budget for interventions that accelerate economic growth in poverty-focused sectors (health, education, clean water and sanitation, agriculture, and rural roads). Moreover, the safety net programs are an important mechanism to reach vulnerable groups (leave no one behind).

The VNR report points out that capacity building through research in particular through research in agriculture and industries and through innovating technologies and importing and adopting/adapting technologies that pertain to the objective realities in the country, in light of increasing productivity, is highly desired.

- SDG 2: **End hunger**, achieve food security and improved nutrition and promote sustainable agriculture

Productivity of food crops in Ethiopia has been on the increase assisted by efforts made to increase produces and productivity of the agricultural sector through trainings, research and the supply of agricultural extension services. Main food-crops' produces reached 270.3 million quintals in 2014/15, a volume well over the national food self-sufficiency requirements. To achieve the goal of eliminating hunger as set in the 2030 sustainable development agenda, most attention needs to be given among others to (1) the strategy to expand agriculture (2) increasing the productivity and produces of small-holder farmers and pastoralist and (3) encouraging increased engagement of the private sector in agricultural development. In order to make fundamental changes in the agriculture sector, agricultural research and capacity building of the farming and pastoral communities are essential.

- SDG 3: **Ensure healthy lives** and promote well-being for all at all ages

The goal of the National Health Policy is to provide all citizens with easy access to basic health services. To realize this objective, health infrastructure has been expanded and human capital in the health sector has been improved, especially through the health extension program where 38.000 health extension workers were trained and deployed to implement the program. Thanks to this, the health service coverage of Ethiopia in 2015/16 reached 98 percent, and for most diseases (HIV/AIDS, TB, malaria) numbers are decreasing. Infant and under five child mortality, however, increased from 2015 to 2016, which highlights the need for corrective measures.

- SDG 5: Achieve **gender equality** and empower all women and girls

According to the Ethiopian constitution, all persons are equal before the law and women have equal rights with men in all economic, social and political affairs. The main objective of the Women Policy is creating enabling environment for women to actively participate at all levels in the economic, social, and political activities. The government provided capacity building programmes to women (in agriculture, industry, loans etc.) and gender issues have been mainstreamed in all development sectors' plans and programs. Affirmative actions have also been taken by the government to compensate women and girls for opportunities denied to them in the past. For example, the threshold pass marks for university entrances have been lowered for female candidates.

Women's political participation in Ethiopia is growing. About 38.7% of members of the House of People Representatives (HPR) are women. At lower levels, 50% of the representatives are women. Major implementation strategies in the Women Policy and Strategies of the government include elimination of

harmful traditional practices like Female Genital Mutilation (FGM) and childhood marriage. However, abolishing harmful traditions pertaining equality of women, encountered challenges. Moreover, failure to respect the rights of female-headed households to the use of land resources have been observed and shortage of loan services in particular to poor women have been experienced. Male-biased attitudinal behaviours and practices exist in every section of the society, which needs to be addressed.

The VNR reports expresses the wish of Ethiopia to learn from other countries experiences with achieving SDGs pertaining to women, e.g. from ways of increasing participation of women in secondary and higher education and successful experiences in generating, collecting, capturing and utilizing gender-disaggregated data.

- SDG 9: Build resilient **infrastructure**, promote inclusive & sustainable **industrialization** & foster **Innovation**

Development of strong human resources, creating enabling environment for developmental investors, building a green-manufacturing industry compatible with sustainable environmental development which supports social development and does not harm the environment are the policy directions set by the government. The VNR identified incompetences in project management (planning, delivering, controlling and contract administration) as a severe challenge.

- SDG 14. Conserve & sustainably use the **oceans, seas & marine resources** for sustainable development

The water resources policy and strategy of the country gives directions for the efficient and appropriate harnessing of the water resources including embarking on development interventions that would respond to droughts and flood control effectively. Successful results were registered in water ecosystems' development, raising productivity in agriculture, enhancing the capacity of food security, expediting the eradication of poverty. Limitations in availability of data on the water ecosystems posed serious challenges. Extensive studies and research have to be made to avail the data. There is a need research and capacity building in this area.

The most critical challenge the Ethiopian economy is encountering during the implementation of SDGs is the climate change induced drought with negative impacts on the economy and human capacity, declining market prices of major Ethiopia's export commodities in international market, lack of commitment on the part of international community in mobilizing financial resource for implementation of SDGs, particularly for infrastructure financing, and global unpredictability of peace and security which can affect aid, loan and foreign direct investment flows. Addressing these challenges requires more integrated and coordinated national effort and strong and effective global partnership.

Ethiopia is committed to the enhanced delivery and realization of the Sustainable Development Goals. It is acknowledged in the VNR that the SDGs should be better integrated in the forthcoming GTP III & IV (2020-2030).

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021² assesses where each country stands with regard to achieving the SDGs. Ethiopia ranks 136 out of 165 countries included in the report. The [Ethiopia Country Profile](#) shows that the majority of goals is facing major or significant challenges.

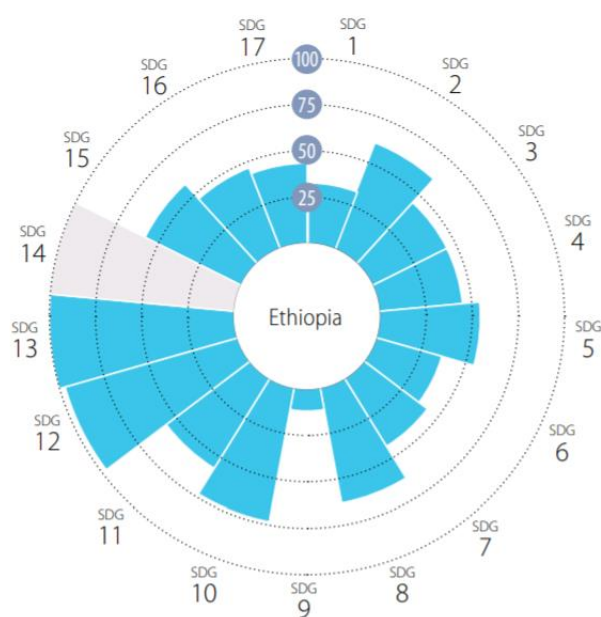
² Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

▼ SDG DASHBOARDS AND TRENDS



Notes: The full title of Goal 2 "Zero Hunger" is "End hunger, achieve food security and improved nutrition and promote sustainable agriculture".
 The full title of each SDG is available here: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

▼ AVERAGE PERFORMANCE BY SDG



As an umbrella organisation that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs,

the projects that were financed by VLIR-UOS in Ethiopia covered mainly, apart from SDG 4 and 9, *SDGs 2, 3, 6, 12, 13, 15 and 16*. Top sectors for VLIR-UOS in this country for the past decade are water supply and sanitation, agricultural land resources and development, forestry policy and development, bio-diversity and agro-industries and environmental policies.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Ethiopia can be found [through this link](#).

Finally, reference is also to be made to the current very complicated political (mainly Tigray Region) with warfare and killings. The position of the Ethiopian government is that the situation is being stabilised, however references to persecutions continue and in the Tigray Region a major food security crisis/famine is noted. It remains to be seen how the situation in the country will evolve and what effects this will have on cooperation.

Additional sources on progress related to higher education & science (SDG 4)

- [UNESCO-UIS](#): overview data resources indicators [related to SDG4](#)
- [Our World in data](#):
 - Indicators related to [educational mobility and inequality](#)
 - Indicators related to [tertiary education](#)
 - Indicators related to [projections of future education](#) (demand)
 - Indicators related to [science](#) and [research](#)
- [Student mobility](#): [UIS-data](#) showing shifting demand for higher education caused by COVID-19
- [COVID-19 and education](#): [UNESCO data](#) on (duration of) school closures

2.2 Higher education landscape in Ethiopia

In 2018, the education roadmap prepared by the Ministry of Education, aiming at reforming the Ethiopian educational system in accordance with the national vision and development goals, was implemented by splitting the previous Ministry of Education into two separate entities i.e. a Ministry of Education and a Ministry of Science and Higher Education (MoSHE). Hence, since 2018, the Ministry of Science and Higher Education (MoSHE) is responsible to lead the development of science, higher education as well as the technical and vocational education and training (TVET) in Ethiopia. A five-year strategic plan for Higher Education of MoSHE was introduced in 2019 and puts forward the following ambitions for the higher education sector.

With regard to education, the focus was to ensuring accessibility, attain Millennium Development Goals (MDGs), provide quality education and contribute to sustainable socioeconomic development through generating the required knowledge and skills. Accordingly, positive results have been registered specifically in ensuring universal access to primary education. Some quality improvements have also been registered, although achievements fell short of the planned target, primarily owing to the failure to effectively and comprehensively execute the educational quality improvement packages at all levels. In this context, emphasis need to be given to teachers' training, curriculum development, sufficient supply of text books, civic education, setting examination and school administration, and information technology. At the centre of all these packages is ascertaining public ownership and leadership of the school system through promoting organised community participation.

During the GTP I period, huge public resources have been allocated to expand higher education. Accordingly, undergraduate enrolment in regular programs in both public and private higher education

institutions has increased from 207,179 (public 190,043, private 17,136) in 2009/10 to 418,738 (public 375, 416; private 43,323) by 2014/15. In the same period, the overall undergraduate enrolment in all programs (regular, evening, summer and distance) of higher education institutions has increased from 420,387 to 755, 244. Enrolment in postgraduate programs (both public and private institutions) has increased from 14,272 in 2009/10 to 33,915 by 2014/15. The share of female students in undergraduate programs has increased from 29 percent in 2009/10 to 32 percent by 2014/15 while the share of female students in the postgraduate program reached 19 percent by the end of 2014/15.

To enhance the relevance of higher education to the needs of the country, 70 percent of undergraduate students were enrolled in Science and Technology programs and 40 percent of them were enrolled in engineering and technology programs. This is well in line with the policy objective of the government. However, to improve quality of education farther, the on-going higher education quality improvement program needs to be fully implemented. In addition, to link the higher education and training systems with development activities to keep up with technology development, the momentum to strengthen existing linkage of university with industries needs to be continued. This combination of activities will help increase the enrolment capacity of public higher education institutions undergraduate students to 600,000. In addition, the number of postgraduate students will increase to 63,000 by the end of the growth and transformation plan period. To improve equity in undergraduate programs, the percentage of female students will increase from 32 percent in 2014/15 to 45 percent by the end of 2019/20. Similarly, in the second and third degree programs, the percentage of females will increase from 19.5 and 11 percent in 2014/15 to 25 and 20 percent by 2019/20, respectively.

The direction of the next five years plan is to ensure quality and relevance in the public and private higher education institutions. To achieve this, the management and administration system of universities will be strengthened, while the Higher Education Strategic Centre and the Higher Education Quality Assurance Agency will be capacitated to achieve their missions. In addition, the capacity of other relevant stakeholders will be built. On the other hand, through continuous monitoring and support, higher education institutions will become more effective and efficient and provide a student friendly environment especially for young women students. The research system in higher education institutions will be guided by the role they play in economic growth and development of the country.

To further expand access to higher education, 11 new universities will be established during the second growth and transformation plan period. Accordingly, it will focus on the development of university teachers, and on equipping research, laboratory and workshop facilities to ensure the quality of higher education.

In order to maintain the relevance and quality of education, the proportion of 70:30 in Science and Technology versus Social Sciences will be further enhanced during the second growth and transformation plan period. Each university will implement one to three thematic areas of excellence that distinguishes the university from others depending on the context of the area where the university is found. In order to ensure quality through results based efforts, the rate of first-degree graduation is planned to reach 95 percent by the end of the second growth and transformation plan period. Accordingly, all curricula will be revised based on integrated competence-oriented education system. In general, during the next five years, training programs will focus on science and technology fields and its quality will be enhanced in efficiency to bring it on par with other similar countries institutions. Special support will be given to science and technology institutes and selected technology institutes. Quality in higher education system will be built through improving the system of leadership and management of universities and by giving training for Ethiopian students and teachers.

The number of public higher education institutions and their admission capacity will be increased. In order to improve the achievement of preparatory secondary school students admitted to higher education, universities and preparatory secondary schools will work in collaboration mainly with emphasis on improving the achievements in mathematics and science subjects. In addition, during the next five years, training programs will focus on science and technology fields and its quality will be improved in efficiency to bring them on par with similar institutions in other countries. Special support will be given to science and technology universities and selected technology institutions. Quality higher education system will be built by improving the system of leadership and management of universities and by giving training for Ethiopian students and teachers.

Looking at international rankings like [Webometrics](#), only Addis Ababa University falls within the top 2000 ranking, followed by Mekelle University, Bahir Dar University and Jimma University. In total 13 universities are ranked in the top 10,000.

2.3 Leaving no one behind

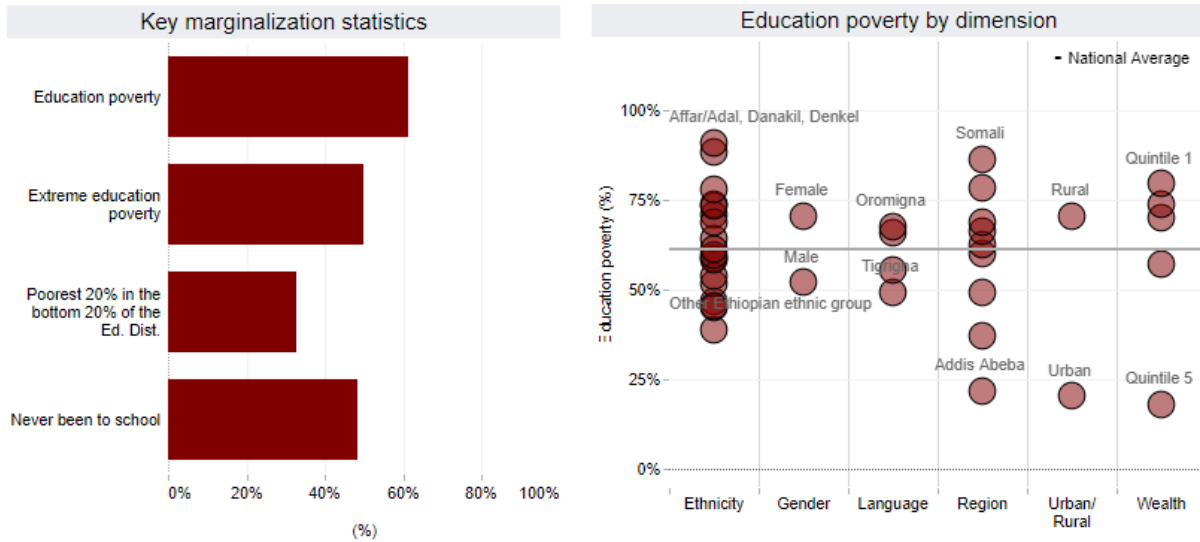
With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

In the 2017 VNR report the main theme of the Sustainable Development Agenda viz. Leaving No One Behind was incorporated in each of the themes selected for the voluntary national review with respect to policy directives, implementation mechanisms, lessons learned and challenges. These themes were: financial inclusiveness, road safety and traffic management, children's welfare, and participatory monitoring and evaluation of the SDGs.

The UNESCO data on [Deprivation and Marginalization in Education](#) (DME)³ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.

3

- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school



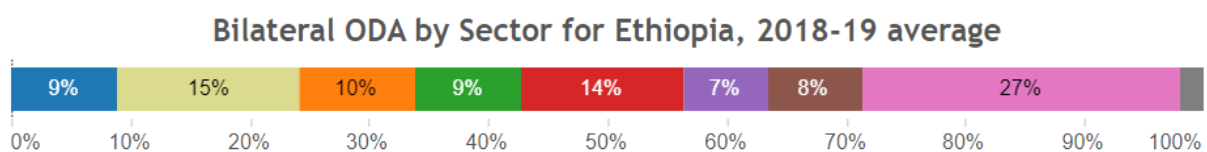
Additional sources on Leaving No One Behind

- Gender parity index: [school enrolment](#)
- [Global Gender Gap Report 2020](#), including country profiles
- ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)
- World Inequality Database on Education: [Disparities in higher education attendance](#)
- Danish institute for human rights: [Human rights data explorer](#)

2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

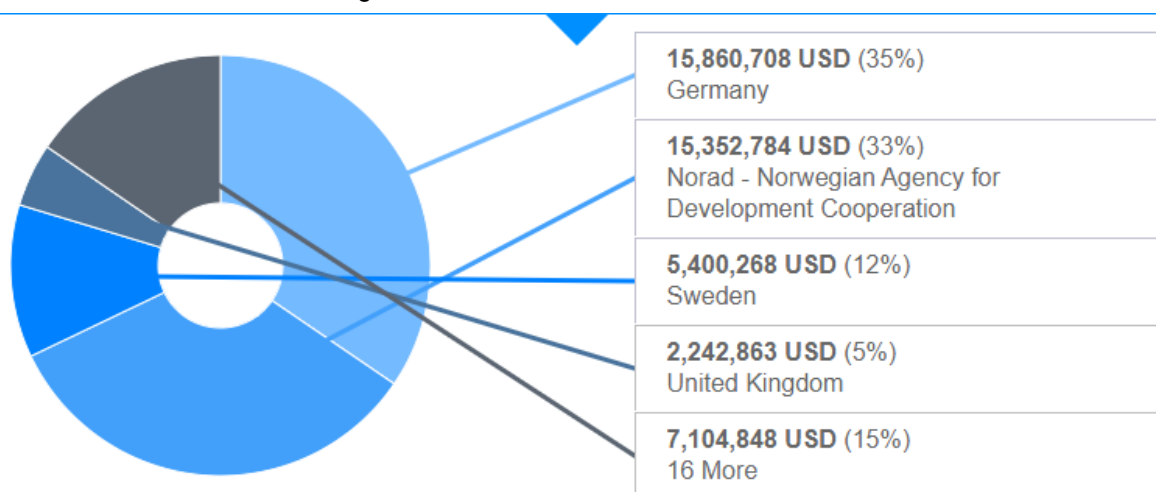
Taking a look at the **development partners** of Ethiopia, the International Development Association and the United States were the [main donors of gross Official Development Aid \(ODA\)](#) in 2018-2019. Top sectors for bilater ODA were humanitarian aid (27%), health and population (15%) and production (14%).



- Education
- Health and Population
- Other social infrastructure and services
- Economic infrastructure and services
- Production
- Multisector
- Programme assistance
- Humanitarian aid
- Other and unallocated/unspecified

Source: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

Based on data from the International Aid Transparency Initiative (IATI), Germany, Norway, Sweden and the UK are the main donors in the higher education sector.



Source: http://d-portal.org/ctrack.html?country_code=RW§or_code=11420#view=main

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions*.

Actor	Role and interest/influence
Higher Education Institutions in Ethiopia	HEIs in Ethiopia are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy in Ethiopia can play a role in

embassies in partner countries)	facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Ethiopia will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. In Ethiopia ITM and VLIR-UOS are present.
Belgian Actors of the Non-governmental Co-operation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility... these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	Since more than 10 years, Ethiopia is no longer a partner country of Belgian bilateral development cooperation. However, in case opportunities via Belgian foreign affairs or BIO should appear, synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform) will be looked into.
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.

Commis- sion...)	
Aca- demic/sci- ence (in- ter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.
Public sec- tor: Local or central gov- ernment and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
Private sec- tor	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.
Civil soci- ety, social movements and local communi- ties	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of <i>projects</i> thereby making a potential contribution to the entire range of SDGs.

3 Synergy and Complementarity with other (Belgian) development actors in Ethiopia

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators⁴ aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Ethiopia will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

- (i) communicate about the launch and results of competitive calls for projects;
- (ii) communicate other opportunities for projects or scholarships;
- (iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
- (iv) share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in Ethiopia

Apart from some humanitarian assistance in 2019 Belgium has no bilateral or governmental cooperation with Ethiopia. All cooperation with Belgian partners is non-governmental (+/- 3 Mio EUR a year).

⁴ The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in Ethiopia

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
ITM	ITM	Gondar College of Medical and Health Sciences (GCMHS), at the University of Gondar (UoG)	Institutional Capacity Strengthening	Jan Coenen

ARES has Ethiopia as a potential future project country but up to date no projects have been foreseen/identified.

3.3.2 Ethiopia Joint Strategic Framework

There is no geographic JSF for Ethiopia submitted for the second FYP 22-26.

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Local partners	Contact person
BOS+	Resilience	Mekelle University University of Arba Minch	To be added

Thematic JSFs Sustainable Cities and Decent Work are not present in Ethiopia.