

Appendix 1: An adapted system diagnostic for the Ethiopian basic education system, annotated with example questions for RISE and ELP

Principal-Agent Relationships

	Politics	Compact			Management	Voice	Client Power
Principal	Citizens	State	Donors	Ministry of Education	Regional Education Bureau	Woreda Education Office	Students, Parents, Communities
Agent (1)	State	Ministry of Education	Ministry of Education	Regional Education Bureau	Zonal Education Office*	Directors and Teachers	Woreda Education Office
Agent (2)		Regional Education Bureau			Woreda Education Office		Regional Education Bureau

Delegation		<p><i>What do donors require of the MoE in terms of GEQIP / early learning reforms, particularly for population target groups in GEQIP-E/ELP?</i></p> <p><i>What are Ministry understandings of and attitudes towards these requirements?</i></p>	<p><i>What does the Ministry of Education require of REBs in terms of GEQIP / early learning reforms, particularly for population target groups in GEQIP-E/ELP?</i></p> <p><i>What are REB understandings of and attitudes towards these requirements?</i></p>	<p><i>What do REBs require of WEOs in terms of GEQIP / early learning reforms? How does this vary across regions, particularly for population target groups in GEQIP-E/ELP?</i></p> <p><i>What are WEOs understandings of and attitudes towards these requirements?</i></p>	<p><i>What do WEOs require of schools in terms of GEQIP / early learning reforms? How does this vary across woredas, particularly for population target groups in GEQIP-E/ELP?</i></p> <p><i>What are directors' and teachers' understandings of and attitudes towards these requirements?</i></p>	<p><i>To what extent do communities and parents feel able to communicate their 'specifications' for education quality to WEOs and/or REBs, and in what ways does this include their engagement of identification of vulnerable groups in their communities? Do they do this? How does this vary across woredas and regions?</i></p>	<p><i>To what extent do communities and parents feel able to communicate their 'specifications' for education quality to schools, and in what ways does this include their engagement of identification of vulnerable groups in their communities? Do they do this? How does this vary across woredas and regions?</i></p>
Finance		<p><i>What are the actual and intended budget flows from donors to the MoE/MoFEC? In what ways does this address issues of equity (e.g., in the design of formula funding)?</i></p> <p><i>Is the magnitude of finance (both intended and actual) considered to be sufficient to meet delegated objectives?</i></p>	<p><i>What are the actual and intended budget flows from MoE/MoFEC to the REBs/BoFEDs? How does this vary across regions? In what ways does this address issues of equity (e.g., in the design of formula funding)?</i></p> <p><i>Is the magnitude of finance (both intended and actual) considered to be sufficient to meet delegated objectives?</i></p>	<p><i>What are the actual and intended budget flows from REBs/BoFEDs to the WEOs/WoFEDs? How does this vary across regions and woredas? In what ways does this address issues of equity (e.g., in the design of formula funding)?</i></p> <p><i>Is the magnitude of finance (both intended and actual) considered to be sufficient to meet delegated objectives?</i></p>	<p><i>Is the magnitude of finance (both intended and actual) from woredas to schools considered to be sufficient to meet 'delegated' objectives? In what ways does this address issues of equity (e.g., in the design of formula funding)?</i></p> <p><i>How well and regularly are teachers paid? How does this relate to what they are expected to achieve?</i></p>	<p><i>What (formal / informal) resources do communities and parents provide to schools and teachers? In what ways does this affect equity in resource flows?</i></p> <p><i>How does the provision of these resources relate to delegated objectives?</i></p>	

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Information		<p><i>Do donors collect information from the MoE on extent to which delegated objectives are being achieved with respect to learning, particularly for GEQIP-E population target groups? (intended/actual)</i></p> <p><i>How formal/informal is this information, and how / to what extent is it acted upon?</i></p>	<p><i>Does the MoE collect information from REBs on extent to which delegated objectives are being achieved with respect to learning, particularly for GEQIP-E population target groups? (intended/actual)</i></p> <p><i>How formal/informal is this information, and how / to what extent is it acted upon?</i></p>	<p><i>Do REBs collect information from WEOs on extent to which delegated objectives are being achieved with respect to learning, particularly for GEQIP-E population target groups? (intended/actual)</i></p> <p><i>How formal/informal is this information, and how / to what extent is it acted upon?</i></p>	<p><i>Do WEOs collect information from schools on extent to which delegated objectives are being achieved with respect to learning, particularly for GEQIP-E population target groups? (intended/actual)</i></p> <p><i>How formal/informal is this information, and how / to what extent is it acted upon?</i></p>	<p><i>Do communities and parents have access to information on WEO and/or REB education planning and budgets?</i></p> <p><i>How does this vary across schools and communities, and why?</i></p>	<p><i>Based on their experiences of schooling, do parents and students feel that delegated objectives are being achieved?</i></p> <p><i>Beyond their own direct experiences, what kinds of information can communities, parents and students access on the extent to which delegated objectives are being achieved?</i></p>
Motivation		<p><i>What are the formal / informal incentives for donors and the MoE to ensure that delegated objectives are met?</i></p> <p><i>To what extent are the incentives of donors and actors within the MoE intrinsic or extrinsic?</i></p>	<p><i>What are the formal / informal incentives for the REBs to ensure that delegated objectives are met?</i></p> <p><i>To what extent are the incentives of actors within the REBs intrinsic or extrinsic?</i></p>	<p><i>What are the formal / informal incentives for WEOs to ensure that delegated objectives are met?</i></p> <p><i>To what extent are the incentives of actors within the WEOs intrinsic or extrinsic?</i></p>	<p><i>What are the formal / informal incentives for school directors and teachers to ensure that delegated objectives are met?</i></p> <p><i>To what extent are the incentives of school directors and teachers intrinsic or extrinsic?</i></p>	<p><i>To what extent are WEOs and REBs motivated by the interests of students, parents and communities?</i></p> <p><i>Do parents and communities feel that existing incentives for WEOs and REBs are sufficient? If not, what kinds of incentives would they prefer?</i></p>	<p><i>To what extent are schools motivated by the interests of students, parents and communities?</i></p> <p><i>Do parents and communities feel that existing incentives for schools are sufficient? If not, what kinds of incentives would they prefer?</i></p>