

Building resilience and preparedness to enhance learning outcomes



What does **resilience** mean for education systems?



What does **resilience** look like in practice and how can we make it happen?



What does preparedness mean for education systems?

A systems thinking approach

Cambridge research identified 14 control factors available to policy makers looking to drive improvements



Curriculum content

Pedagogy

Assessment & qualifications

Institutional development

Institutional forms & structures

Governance

Professional development

Accountability

Inspection

Funding

National framework

Selection & gatekeeping

Info & guidance on routes & choices

Allied social measures

Case study: a partnership to support Ethiopia's national vision for progressive and resilient education



A multi-stakeholder partnership

University Centres of Excellence, Regional Education Bureaus, Bahar University, Hawassa University, Elixir, Cambridge, UNICEF, education local authorities, students, teachers, and parents



What particular **challenge** did Ethiopia face, and how did they set out to address it?



Ethiopia's Education Roadmap: setting the vision for curriculum reform

“To cultivate all-rounded, ethical, self-reliant, and responsible lifelong learners who are competitive regionally and globally and are equipped with 21st century skills instrumental to thrive in a knowledge-based and technology-led economy as citizens of an interdependent and democratic society.”

Working with the MoE to address eight critical points:

- make the content less theoretical
- reduce the number of subjects
- reduce the amount of content
- increase the profile of indigenous knowledge
- improve links to work and employment
- include moral education
- include '21st century' competencies
- support learners of all abilities



This was to be an Ethiopian curriculum; designed by and for Ethiopians

Partners played a technical advisory role to provide feedback on the reform, strengthen capacity, and make recommendations



What role did **we play as partners?**
And how did this prioritise
resilience?



The approach: establishing our aims

- demonstrate deep understanding of the Ethiopian educational context
- build on existing systems, knowledge, and capacity
- reflect the cultural and religious requirements of the MoE
- align with the policy goals of the 2019 Roadmap and schedules
- implement the revised General Education Curriculum Framework
- deploy a tested approach for curriculum planning, monitoring, and system alignment
- ensure strong quality assurance mechanisms and international good practice
- build confidence and trust amongst stakeholders
- secure sustainability of impact beyond the project

The programme aims covered activity in three key areas:

1 The
Advice

2 The
Training

3 The
Toolkits

Solutions deeply rooted in
partnership: the oft
'forgotten' SDG 17


17 PARTNERSHIPS FOR THE GOALS




Get in touch

Cambridge University Press & Assessment
The Triangle Building
Shaftesbury Road
CB2 8AE, Cambridge
United Kingdom

 partnership@cambridge.org

 cambridge.org/partnership

 [showcase/cambridgepartnership](https://www.linkedin.com/showcase/cambridgepartnership)

 [@CambridgePfE](https://twitter.com/CambridgePfE)