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**A presentation of the**

**Ethiopian**

**Education Sector Development Program (ESDP)**

**ESDP III (2005/06 to 2010/11)**

# **Chapter One**

## **1. Introduction**

### **1.1. Background**

In 1997 the government of Ethiopia launched a five year Education Sector Development Program (ESDP) within the framework of the 1994 Education and Training policy (ETP) as a part of a twenty-year education sector indicative plan which has been translated into a series of national ESDPs. The main thrust of ESDP was to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015.

The first ESDP (1997/98 to 2001/02) derived its goals and strategies directly from the Education and Training policy adopted by the Transitional Government in 1994. Subsequently the Government of Ethiopia developed a comprehensive Five-Year Education Programme (2000/01 to 2004/05) to align it with the five-year term of the government. This covered the last two years of ESDP I and three years beyond.

ESDP II deliberately has only a three-year span, so that ESDP III will be synchronized with the Government's five-year planning cycle.

Now the Government of Ethiopia has developed ESDP III which will span five years (2005/06 to 2010/11). Like the previous ESDPs, ESDP III is also going to be summarized in a Programme Action Plan (PAP) that will be an output of a nationwide planning process involving the center and the regions.

Thus, this document is intended to provide an insight into the achievements and challenges witnessed during the implementation of ESDP II and also to provide the government's targets and strategies for the coming five years for the regions and other stakeholders to build upon so as to come up with the final PAP for ESDP III.

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## Chapter Two

### 2. Situation Analysis

#### 2.1 Demographic and Economic Situation

Ethiopia has an area of 1.1 million square kilometers. The country has an estimated total population of 70 million with diverse languages, culture and topography. Out of the total population of the country, 15% is urban and 85% is rural. The male and female proportions of the population are almost the same with a total number of 34.65 million (50.1%) males and 34.47 million (49.9%) females. According to the 2003/04 data out of 13.95 million primary school age (7-14) children 9.54 million are enrolled in formal primary schools<sup>1</sup> (57% male and 43% female). With the annual growth rate of 2.7% and taking the existing demographic feature as constant the current population figure is estimated to reach 81.1 million in 2009/10. Taking the specific primary age group (7-14) the country is expected to provide access to 16.22 million children during the same period.

With regard to the economic situation of the country, about 85% of the populations earn their living from rain-fed agriculture which constitutes 52% of GDP. The country is one of the poorest in the world with per capita income not exceeding 100 USD, and where about 44 % of the population lives below the poverty line. The country has adopted federal governance which consists of nine regions and two city administrations.

#### 2.2 The Education Sector Vision and Mission

The education sectors' vision is to see all school age children getting access to quality primary education by the year 2015 and the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country.

The mission of the education sector is to:

- Extend quality and relevant primary education to all school age children and expand and standardized education and trainings at all levels to bring about rapid and sustainable development with increased involvement of different stakeholders (community, investors, NGOs, etc.)
- Ensure that educational establishments are production centers of all rounded, competent disciplined and educated human power at all levels through the inclusion of civic and ethical education with trained, competent and committed teachers.
- Take affirmative actions to insure equity of female participation, pastoral and agro-pastoral and those with special needs in all education and training programs and increase their role and participation in development.
- Expand non-formal education training programs to out of school age children and adults to enable them actively participate in poverty reduction.

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<sup>1</sup> Plus over 614,000 children aged 7-14 enrolled in Alternative Basic Education (ABE) and non-formal education (NFE).

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## **2.3 Assessment of the Education Sector Performance**

### **2.3.1 The Policy Framework**

The government is placing particular emphasis on the expansion of education with the firm belief that in the long-term development of the country rests upon the expansion and provision of quality education. The Government's desire to improve the provision of quality education resulted in the formulation of the Education and Training Policy (ETP) which encompasses the entire education and training sector. In 1997 the government of Ethiopia launched a five year Education Sector Development Program (ESDP) within the framework of ETP as a part of a twenty-year education sector indicative plan. The main thrust of ESDP was to improve quality, relevance, equity and expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve universal primary education by 2015.

As basic education is a human right, every school age children must have access to primary education. To this end, the country is committed to realize universal primary education by 2015. However, the government has a heavy burden of overage children in and out side of the system in addition to the school age children who are not enrolled as a consequence of the inaccessibility of education during the previous regime. In the past few years, the efforts made to reduce the backlog to enhance the achievement of universal primary education and thereby attain the rural development and poverty reduction targets were remarkable.

This was optimistically planned by the government for the goals set forward to realize and implement rural development policies and strategies and to ensure sustainable development for the rural population which constitutes 85% of the country's total population. Creating access to primary education for all school-age children and thereby producing educated farmers and other workers who will be capable of and ready to utilize new agricultural technologies and produce for market is indispensable.

In addition to this, well trained and qualified manpower equipped with modern managerial, technical, research and leadership capabilities plays an indispensable role for the speedy development of competitive industries in the country, which are competent enough to face the challenges and reap the fruits of globalization. Hence, due attention is given to make education and training responsive to the country's development.

Accordingly, the policy framework for the education and training programs are designed in such a way that they help the realization of various development plans, rural and agricultural development, urban and industrial development and the building of democratic society as well.

In general, during the planning period all possible endeavors will be made in education and training to enhance the overall nation-building efforts. These undertakings enable the country to come out from poverty and achieve the government's vision of placing the country among middle level income countries in the coming 20-30 years.

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## **2.4 Access and Equity**

### **2.4.1 General Education**

#### **a) Pre-primary Education**

The increasing public demand for the program and the favorable conditions laid for the active involvement of the community and the private sectors resulted in an increased number of kindergartens in the capital and in the regions since 1994. This has contributed to the increase in enrollments from 80,835 in 1996/1997 to 138,918 in 2003/04 which means an increase of 71.9%. During the same period, the number of kindergartens has increased from 744 to 1,244. However, Pre-primary education is limited to the major urban areas and the gross enrollment rate is as low as 2.2% that is 138,918 out of 6,350,817. This indicates that there is a lot to do in this area.

#### **b) Primary Education**

During ESDP I and II the government has made a considerable facility expansion at primary level and as a result enrollment at primary education (grades 1-8) has registered encouraging progress. During ESDP I it was targeted to increase primary enrollment to 7 million and in fact it was possible to attain 8.1 million enrollment which is 16% above the target. This trend has also continued in ESDP II with the average annual increase nearly about 700,000. Accordingly, the enrollment in 2003/04 has reached 9.54 million in formal primary schools<sup>2</sup>. In terms of the gross enrollment ratio (GER) the achievement is 68.4<sup>3</sup> (female 59.1 and boys 77.4) compared to 65% target set for ESDP II. This shows that the target set for ESDP II is already surpassed. Similarly, the NER has also increased from 24.9% in 1996/97 to 57.4 in 2003/04. The growth in NER has shown a faster increase compared to the GER. This indicates that the age structure at primary level is changing towards the appropriate age. Both programs (ESDP I and II) aimed at increasing access to meet the UPE target set for the year 2015 indicating the government's commitment to meet EFA and the MDGs. Accordingly, 2,787 schools were constructed out of which more than 80% was provided to the rural areas where 85% of the country's population resides.

However, looking into the regional perspective, regions like Benshangul-Gumuz, Gambella, Harari and Addis Ababa have GER over 100%, while Amhara, Oromia, SNNPR, Tigray, and Dire Dawa range from 61.8 to 83.2% and the two predominantly pastoralist regions Afar and Somali have 14.8% and 15.1% respectively. Although there is an encouraging progress in enrollment the variations between regions evidently demonstrate that there is a lot to do to achieve UPE and to maintain equity between regions. Here, it might be necessary to note that those regions who achieved 100% GER or more will have to consider shifting to NER to measure the progress in enrolment.

Apart from the formal provision of primary education MOE has initiated a policy study in the year 2000 on "Alternative Route to Basic Education" in a bid to achieve UPE by the year 2015. Following this study ABE was given more attention and this approach was more

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<sup>2</sup> Plus over 1.3 m. enrolled in Alternative Basic Education (ABE) and non-formal education (NFE). At present a start has been made on compiling EMIS enrolment and other data relating to ABE and NFE but at present these are still incomplete. The Government will make efforts to require regions to report data that should be as complete as possible.

<sup>3</sup> Increased to over GER= 77.1% if students in ABE and in NFE are included.

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pronounced in ESDP II. Moreover, a study on Education for Nomadic education in East Africa (2002) sponsored by UNESCO/IICBA and UNICEF proposed an ABE package to address the problem in the Pastoralist and Semi- agriculturalist areas. A resolution was also made at the National Education Conference to incorporate ABE in the Education system as a means for providing basic education.

Hence, to address the socio-economic problems of the emerging regions and in a bid to provide educational access to the same the government took the initiative through the Ministry of Federal Affairs and a Task Force was established in the MoE to assume the responsibility of introducing the ABE package in the education system particularly in the pastoralist and semi-agriculturalist areas. Accordingly, guidelines for the implementation of ABE have been developed; syllabi in four subjects from grade 1-3 of the ABE programme (Mother Tongue, English, Mathematics, and Environmental Science) have been developed; and a number of training materials have been prepared.

Improving educational access to girls, retaining them in school, reducing dropout and repetition and thereby closing the gender gap was a major concern during the implementation of ESDP I& II. To this effect extensive awareness creation activities were undertaken on the importance of girls' education among communities. An effort has also been made to make schools friendly to girls such as by construction of separate latrines for boys and girls, assigning more female teaches and head teachers. Moreover, girls' clubs were established in schools and tutorial support was also given to girl students. Gender mainstream guideline and five years female education strategy has been developed To monitor and evaluate the implementation of policies strategies and guidelines female education forum has been established. Though there are signs of improving gender equity it is not up to the desired level.

***School Feeding (SF) was specified as a strategy in ESDP II to raise and maintain school enrolment with a particular focus on meeting the demand side of education of chronic food insecure and vulnerable children.. As a result, it was possible to reach almost 544 000 girls and boys in 2004. In addition the programme contributed to reduced drop outs, stabilizing attendance, improving children's ability to learn, and narrowing the gender gap in the areas it is implemented. The programme is implemented in Afar, Somali, Oromia, Amhara, Tigray and Southern Nations Nationalities and Peoples Region(SNNPR).***

### ***c) Adult and Non Formal Education***

The Adult and Non -Formal Education Program include a range of basic education and training for out-of -school children and adults. The program is basically focused on literacy, numeracy and environment to enable learners to develop problem solving abilities and change their mode of life.

The Adult and Non-Formal Education Program shall have three sub-components: a program for out-of-school children with 7-14 years of age, literacy program for those youth and adults whose age are above 15, and offering basic skill training to youth and adults in the community skill training centers.

The main objectives of Community Skill Training Centers (CSTCs) are:-

- Offering specific learning skill related to the specific needs of the rural community

- Preparing the community people of more efficiency participation in the development of their region and the county.
- Up-grading and improving the tradition rural skills
- Introducing and expanding appropriate technology

To promote these objectives currently in eight regions there are 287 Community Skill Training Centers and over 58,614 adults were trained. Dire Dawa, Afar, Somali does not have Community Skill Training Center.

Problems encountered in relation the CSTC are lack of budget, poor organization of the programme, trained manpower and equipment.

For the NFE operational guidelines has been developed on the linkage between the formal primary education of first cycle and alternative NFE program.

MoE to discharge the responsibility entrusted to it carried out the following activities to support and encourage regions for provision of Non-formal education program.

Accordingly:-

- curriculum frame work for non-formal basic education prepared;
- a manual on the methods of preparing materials for new-literates developed;
- a manual on the methods of teacher adult and out of school youth developed;
- a training manual on skill and development oriented training program for community skill training center coordinators and trainers developed;
- a manual on planning, Monitoring and Evaluation of non-formal education programs developed;
- a guild on transfer of students from formal basic education program to non-formal basic education program developed;
- a guide on evening classes of 1<sup>st</sup> cycle secondary schools (9<sup>th</sup> and 10<sup>th</sup> grades) developed;

Several research and study materials on the importance of adult and non-formal education with regard to the experiences of other developing countries on strategies to promote women's education and training through non-formal education were undertaken.

#### **d) Secondary Education**

As in primary education a substantial expansion of secondary education also took place under ESDP I and II. Accordingly, total enrollments increased from 426,495 to 780,636 with an increase of 83.0%. In addition, the gross enrollment of girls and boys in the first cycle secondary education (9-10) reached 15.9% and 28.2% respectively with a total gross enrollment rate of 22.1%. The total number of schools increased from 369 (9-12) schools in 1996/97 to 595 (9-12) in 2004, which indicates an increase of 61.2%. Secondary schools were mainly concentrated in urban areas. However, during ESDP I and II the percentage of secondary schools in rural areas increased from 7.0% in 1996/97 to 10.4% in 2003/04.

At the end of the plan period the eligible age population for secondary education (9-12) is also believed to reach 6,709,611, an increase by 10%. Following the reform in the structure of education, the terminal point for secondary education was decided to be grade 10 where

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the national examination is administered to determine on those who are going to the preparatory program (grade 11–12) and to the Technical Vocational Education and Training (TVET) program<sup>4</sup>.

### **2.4.2 Technical Vocational Education and Training**

Technical and vocational education and training was a very important but the most neglected area in the history of Ethiopian education system. However, since 2000/01 a massive expansion of this sub-sector has been intensified more than ever before. In order to meet the middle level manpower demand of the industry and service sector and commercial agriculture, expansion of TVET program has become very essential. The government took TVET to be an instrument for producing medium-level technicians equipped with practical knowledge who unlike in the past would be job creators rather than expecting jobs to be provided by the government.

This sub-sector is also attracting more and more private sector involvement. Revision of curriculum has been undertaken, skill upgrading training was given to TVET teachers and expatriate teachers were employed to fill the shortage of TVET teacher requirement in order to provide quality education and training. Fields of specializations have now reached to 25 in government and 16 in non-government institutions while envisaging conducive environment for the trainees to pass through the apprenticeship programme in collaboration with private and the government enterprises to develop their skill before they are deployed to the world of work. The number of TVET institutions increased from 17 in 1996/97 to 158 in 2003/04 and enrolment from 2,924 to 87,158 out of which 47.5% are female. This indicates the gender balance is nearly maintained. However, still, the gender imbalance is observed in the fields of specialization. The other challenge in the TVET is the need to expand the fields of specialization to selected tradable skills based on a demand-driven approach. Since the launching of TVET programme 15 TVET institutions were upgraded to diploma level and 3 Teacher Education Colleges at diploma level expended to offer additional training programs

### **2.4.3 Tertiary Education**

One of the main responsibilities of higher education is to satisfy the higher level trained requirements of the country. Cognizant of this fact, a rapid expansion of higher education has been undertaken during the implementation of ESDPI&II. In addition to the already existing two (Addis Ababa and Alemaya) universities, six new universities-Mekelle, Jimma, Bahir Dar, Debu, Gonder and Arbaminch were established. This expansion has taken into account equitable distribution of the higher learning institutions among the different regions of the country. This equitable distribution serves the purpose of regional capacity building in terms of contributing to regional/local socio-economic development issues to strengthen decentralization.

As a result of the new expansion and upgrading the existing ones, the intake capacity of the government higher education institutions has increased from 9,067 (Diploma 4,246 and undergraduate degree 4,821) in 1996/97 to 31,997 in 2004/05 (1997E.C.) for undergraduate program. The total enrolment in higher education institutions has increased from 42,132 to 172,111 in 2003/04. This indicates that the total enrolment increased by approximately 309%. However, Ethiopia's tertiary level gross enrollment ratio (GER) 1.5 % is still low

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<sup>4</sup> In 1996 E.C. 42.9% of primary and 63.3% of secondary schools have reported that they use shift systems.

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even compared to the Sub-Saharan standard which is 3%. The student population per 100,000 inhabitants is estimated to be only about 125-150.

With regard to the participation of female students in HEIs the government introduced a positive discriminatory policy at the point of entry and the institutions also arrange a special support to female students. As a result, the share of female students in HEIs increased from 20.2% in 1996/97 to 25.2% in 2003/2004. While the share of female teachers at tertiary level increased from 6.2% in 1996 to 9.5% in 2002/03. *The 2002/03 Higher Education proclamation stipulates special support will be given for girls and boys from emerging regions. For this a five year gender strategic plan has been prepared and this will be strongly monitored by the office established in the Higher Education Institutions to follow up females' education.*

*Further the proclamation laid down a system and issue requirements that enable higher education to produce quality and skilled manpower adequately to meet the needs of the country, created appropriate legal framework so that research conducted by HE shall be problem solving and directed towards the utilization of the potential resources of the country, provide by law the academic freedom and accountability of the HEI as well as their administration, determined the direction of the private higher education institutions in order to promote their contribution in expanding education and conducting research.*

The government is also encouraging investments in tertiary education by private investors. Currently, there are 71 diploma and 34 degree offering private university colleges, colleges and institutions which are pre-accredited and accredited by the Ministry of Education. The enrollment in these institutes also reached to 39,125, accounting for 23% of the nation's higher education students. The proportion of female students in the private tertiary institutions is greater than that of government institutions.

In response to the anticipated labor market needs of the nation's development strategy, new degree programs were introduced in teacher education, engineering, health, agriculture, ICT and business. This shows that attempts have been made to guide the expansion of tertiary level education as per the national development priorities and skilled labour market demand. Critical analysis of the academic program indicates that the social science streams are dominant particularly in private institutions. Thus, future expansions have to be made based on the national strategy.

#### **2.4.4 Distance Education**

*During ESDP II the regions were provided with digital radio recording studios except Benishangul Gumuz while Tigray was provided with digital television studio. In addition one expert from each region was sent abroad to be trained on the plasma screen. Moreover, many technicians trained from all regions on radio transmission maintenance, media management training and radio programs production training.*

### **2.5 Quality and Relevance**

#### **2.5.1 General Education**

##### **a) Pre-primary Education**

Taking teacher qualification as one of the quality indicators the 2003/04 data shows that 26% of teachers are not trained to teach at this level. As the government's role at this level is to set

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standards and maintain quality, there is a need to strengthen supervision services and supportive environment for the private and the community to enhance the delivery of pre-primary education.

**b) Primary Education**

Availability of qualified teachers in sufficient number is a critical input in improving quality of this level of education. Teaching staff at primary level has increased to 143,321. This is a 35.5% increase over the period since ESDP I is launched. This was achieved by expanding the pre-service programs. However, it was not commensurate with the increase in enrollment

At the first cycle of primary the percentage of certified teachers is 96.5% at national level. The regional data indicates Afar and Harari have relatively less percentage compared to the other regions. The percentage of the certified teachers at second cycle at national level is 32.1% though it has shown an increasing trend compared to the previous years the level of certified teacher is still very low for all regions. Due to the insufficient number of qualified teachers at grades 5-8, regions are using TTI graduates (certificate holders) to teach at the second cycle primary. To cope with the problem of supply of qualified teachers of this level (5-8), various types of in-service programs such as distance education, extension classes and summer programs were introduced. These programs focused on teachers' effectiveness by recommending teaching strategies such as self-contained, child-centered and continuous assessment. As a result, 21,400 of 1<sup>st</sup> and 2<sup>nd</sup> cycle teachers were registered to upgrade their qualification and 12,972 first cycle teachers and 1,197 second cycle teachers have completed their studies at the end of June 2004 and were upgraded to diploma level respectively through distance education

The school cluster approach is considered to be an ideal platform for a school based training system for continuous professional development of teachers, for effective implementation of continuous assessment, child centered teaching approach and better classroom management skills such as self contained classroom organization, etc.

*National Educational Assessment (NEA) is one way of assuring and maintaining quality of education. The First and Second NEAs were conducted in ESDP I and II respectively. The First NEA was carried out in 1999/2000 on grade 4 and 8. The Second NEA was conducted in 2003/04 on grade 4 and 8 students' achievements. Its main objective was to establish baseline data on students' learning achievements, which helps the system monitor its progress overtime.*

*The study indicated that the development of the students' attitude towards education, environmental protection health care, civics & ethics is in the desired direction but significant change was not observed in the other aspect of student achievements as the student achievement in both grades stands at 39.7 and 48.5 for grades eight and four respectively. The reasons for the low achievement of the national assessment for the two grade levels were low teachers perception of students learning and instructional quality, inappropriate use of textbooks by teachers, students' background and absence of teachers' guides and syllabus were the major ones.*

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### c) Secondary Education

The number of secondary school teachers increased from 12,106 in 1996/97 to 15,068 in 2003/04, which is a 25% increase. The percentage of qualified teachers at this level stands at 48% in 2003/04. To improve the quality of teachers at secondary level, ICT infrastructures are provided to schools to receive satellite education transmission, 161 preparatory schools will also have School Net services.

#### 2.5.2 Technical Vocational Education and Training

The economic policy and strategy of our country requires technical and professional skills trained in broad and specific occupational fields. It is with this thought that the government of Ethiopia put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET.

To meet this demand, public and non public TVET institutions have increased in number and the training areas have been diversified, enrolment has increased, and the trainees are prepared to perform functions valued by the Agricultural Development Led Industrialization Strategy of our country.

However, the present situation is still characterized by the fact that most TVET graduates of all levels do not meet the expectations of the service and production sectors. This is mainly due to three major reasons:

- TVET concentrates on institution based training which favours theoretical instruction. Initial training is still input oriented and follows curricular requirements instead of workplace and labor market requirements.
- Further training and continuous upgrading for the existing workforce are only partially in place. A meaningful structure for steady adaptation to workforce demand and life-long learning is still missing.
- Ongoing formal and informal non-public and private company based training is closer to people and to the world of work. All these different training approaches are not yet part of the over-all training system thus excluding large majority of trainees, job seekers (creators) and working people. Thus their skills, knowledge and experience are not sufficiently acknowledged, developed and utilized.

Therefore, there is a need for one coherent system which includes formal and non-formal initial and subsequent training, allows access to certification at all levels - no matter how and where skills and knowledge were acquired - and opens access to academic studies for everyone through passing required assessments/ tests. Moreover, it is necessary to strengthen the qualification framework which is the basis of the outcome-and competency based system. This requires the development of additional occupational standards test items, and establishment of one appropriate assessment/testing infrastructure.

*Curriculum developed in collaboration with the Ministry of Health for health extension trainees, Institute of Leather and Leather Products for three leather technology trades and Hotel and Tourism Training Institutes for hotel and tourism trades. 50 occupational standards developed in line with TVET reform to meet the requirements of world of work.*

Curriculum review guideline developed for agricultural training institutes by various agricultural professionals. Review of curricula was conducted.

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Based on the government economic and social development strategy program new training programs are identified, and Occupational standards were prepared for 50 priority trades.

The TVET qualification framework document was prepared in order to put in place a trade testing center with the corresponding procedure and other 5 implementation guidelines one also developed and 5 center of competencies development plans are prepared.

### **2.5.3 Tertiary Education**

In order to enhance the quality of tertiary education, procurement of essential educational inputs i.e. books, laboratory materials, equipment, machinery, furniture, chemicals and computer facilities were undertaken and also facilities such as library and ICT centers have been strengthened both for undergraduate and graduate programs.

The rapid expansion in tertiary education has brought about an increase in the number of academic staff from 1,835 (1,718 Ethiopian and 117 Expatriate) in 1996/97 to 4,803 (4,218 Ethiopian and 585 Expatriate) in 2003/04. Moreover, there are about 585 expatriate teachers in 2003/04 in the system. Improvement is also noted in the percentage of female teachers, increasing from 5.83% in 1996/97 to 9.5% in 2003/04. Attempts have also been made to produce large numbers of staff for existing and newly established institutions. Masters and Doctoral programme have been expanded in seven universities. This momentum has to increase in order to meet the academic staff requirement.

There have been continuous consultative meetings with both government and private high learning institutions over the last four years focusing on higher education leadership and management, monitoring and evaluation of plans and performance, expansion, and problems encountered. A concerted effort has been exerted to improve the overall quality of higher education. As a result of these efforts, overall management and service delivery in higher education is becoming student centered. Students and staff are getting their voice in the management and evaluative process.

As per the New Education and Training Policy, curricula for all programs have been revised to ensure relevance of training programs.

Institutions of higher education are expected to produce new knowledge through research, serve as conduits for the transfer, adaptation, and dissemination of knowledge generated elsewhere in the world, and support government and business with advice and consultancy services. To meet this objective, research forms part of the job description for academic staff, who are supposed to spend 25% of their time in research activities. Higher Education Institutions have been involving in research activities to cater for national as well as local capacity building research and consultancy.

### **2.5.4 Teachers Professional Development**

In order to improve the qualifications of teachers at primary as well as secondary level various teacher support activities have been undertaken. Accordingly, pre-service teacher education curricula revision was made, Continuous Professional Development (CPD) has been introduced with two components; the first component is a two-year induction programme for new teachers while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time. English

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Language Improvement Programme (ELIP) is also introduced in order to improve the quality of teaching by raising language proficiency of teachers.

Under ELIP, 56 key English Language training advisors (KELTAs), close to 1000 key English Language Trainers (KELTs), more than 70,000 English Language teachers (ELTs) have been trained. Currently, there are also close to 150 KELTAs are completing an advanced Post Graduate Certificate (PGC) programme.

The Government attaches great importance to the TTCs and TTIs, which are the source of the well-qualified teachers needed in primary and secondary schools. Total students enrolled in TTCs and TTIs increased to: 10+ 1 Certificate programme: 10,972 (including 5,481 females), and 10+3 Diploma programme 18,047 (including 5, 879 females).

The Teacher Education System Overhaul (TESO) programme is undertaking a thorough revision and modernization of the teacher education system in Ethiopia. In addition in some regions private sector has already started to train primary school teachers and the graduated are being employed by the Regional Education Bureaux.

Pre-service Teacher Training has already started in 5 higher learning institutions for the new trades (TVET training stream) plus large numbers of teachers have started their summer degree training programme in order upgrade their qualification. Accordingly, 2285 teachers are attending the course in five higher education institutions. Skill training was given to 643 new teachers recruited to teach in the TVET schools. Moreover 118 information technology teachers were given training on how to use and maintain computers. Professional profile is also developed for technical and vocational teachers to be implement as of 2005/6.

### **2.5.5 Textbook**

Much has been done to improve textbook/student ratio. Accordingly, at primary level Harari and Addis Ababa have attained 1:1 ratio in 2003/04 while for the regions the ratio vary from 1:2 to 1:5. The situation seems better for secondary level for the same year, Tigray, Benishangul Gumuz, Harari and Addis Ababa had 1:1 ratio and the rest ranging from 1:1 to 1:2. Text books are being revised to enhance the provision of quality education and to be gender sensitive in terms of subject content and approach. Currently, text books are being published in more than 22 nationality languages serving as medium of instruction for primary education. Integration of subjects introduced in the new curriculum has helped to reduce the number of titles and costs. Use of commercial services of publishers and printers to improve production and delivery of textbooks was also implemented. On the other hand the syllabi and the curriculum for the primary, secondary and TVET are being revised. However, the scarcity and quality problem is still being observed.

### **2.5.6 ICT in Education and Training**

ICT today has become a global issue as to whether one is literate or illiterate. Information plays a very important role in a country's economic development endeavor. Cognizant of this fact, the government embarked on a full fledged ICT capacity building program including ICT for education. Fiber cable institutional networking is being provided in higher education institutions and secondary schools are provided with necessary ICT infrastructure to receive satellite education transmissions in six subjects. Moreover, facilitation of internet laboratories in high schools is under way. This is believed to bring about improvement in the quality of

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education as it will enable students to utilize on-line and electronic libraries and information. It will also help the professional development of teachers.

## **2.6 Efficiency**

### **2.6.1 General Education**

In 2003/04 the repetition rate at grade 1 was 3.2% and this was more than four-fold reduction from that of 1996/97 which was 16.7%. The gender disaggregated data for 2002/03 indicates that the repetition rates for boys and girls were 3.8% and 4.0% respectively. In 1996/97 the repetition rate for boys was 15.7% and for girls it was 18.6%. The drop in the repetition indicates that more and more schools are implementing a continuous assessment to effect the year- to- year classroom promotion.

As a result, the national repetition rate at primary (1-8) level for the year 2003/04 has fallen to 4%, whereas in 1996/97 it was 11.9%. In 2003/04 the repetition rate was decreased by 7.9 percentage points compared to the 1996/97, indicating improvement in efficiency in terms of reduced cases of repetition.

On the other hand, no promising improvement has been observed for dropout. The dropout rate in grade 1 is very high. When the data is disaggregated by gender at grade one in 1996/97 was 28.9% for boys and 29.4% for girls. The total drop out rate was 31.4% in 2002/03 while it was 29% in 1967/1997. The dropout rate disaggregated by gender in 2002/03 was 31.8% for boys and 30.9% for girls. When the base year is compared to 2002/03 the dropout rate for grade one increased by 2.4 percentage point. The rate 31.4% indicates that on the average nearly one out of three students are dropping at grade one.

The total dropout disaggregated by gender for grades 1-8 in 1996/97 was 16% and 15.6% respectively for boys and girls. The national dropout rate for both sexes was 15.8%. In 2002/03 the dropout rate increased to 19.8% for boys and 18.5% for girls and the national dropout rate for both sexes increased to 19.2%. The foregoing analysis highlights the need to focus on appropriate strategies to reduce dropout.

*In Addis Ababa the great majority of children attended school and the drop-out is low. Drop-out is highest in regions such as, Gambella and Afar. Available research findings indicated that the causes are more of socio-economic factors, rather than in-school variables, that cause children to drop-out. Nationally, drop-out for girls are marginally less than that for boys but it is much higher for girls in regions such as Gambella and Somali.*

### **2.6.2 Technical Vocational Education and Training**

Much have been done to increase the efficiency of the TVET sub-sector. One of the major undertaking was the Technical and Vocational Education and Training Proclamation which was issued in March 2004 to give proper guidance of the system. Accordingly guidelines have been prepared on the procedures of pre-accreditation /accreditation, internship, certification guideline, Board and council establishment, standard management and human resource organization, vocational guidance and counseling, Facilities maintenance, cost-sharing, Occupational Standard development hand book and production (service) centers organization and implementation. According to the proclamation Quality assurance measures are also supported by trade testing for skills acquired through formal and non formal training.

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Moreover, effort has been made to build the managerial capacity of the sub-sector. Accordingly 116 directors, assistant directors, deans and supervisors were given training on management, procurement, material and human resource management with a purpose of building their capacity of school administration, professional support, follow-up and supervision to ensure that there is quality teaching learning process. 51 professionals drawn from the federal ministry, regions and training centers took part in short training abroad.

Labour market demand analysis study for middle level skill human power is being conducted to forecast future mid level manpower requirement. Training was given to regional and federal experts on labour market monitoring information system development.

Tracer studies conducted in five regions and administration at pilot level and preparation is under way to under take in large scale during 2005/06. Based on the findings from sample regions guideline prepared for managing the production unit. Guideline for internship, cost sharing, organization of production units and accreditations are under revision

### **2.6.3 Tertiary Education**

To improve the overall governance, leadership and management of Higher Education Sector a study was conducted under the title “Higher Education Systems Overhaul” (HESO). The recommendations forwarded in the study in relation to development of responsible and competent citizens, establishment of democratic process in higher education institutions, the setting up of cost effective, efficient and result-oriented systems and the development of quality and relevance of research and consultancy have started to be implemented.

One of the common indicators of efficiency is the ratio of academic staff to students. The ratio of academic staff to students has improved from 1:8 in 1995 to 1:12 at present. But it is still less than that in some regional universities: 1:15 University of Nairobi, 1:19 University of Ghana, 1:20 Makerere University, 1:21 University of Khartoum, and 1:28 Cairo University. It is well below the staff-student ratio of some developed countries. It is also good to note that staff/student ratios can vary among academic programs as some disciplines are more labor-intensive than others.

HEIs generally have developed an appropriate range of modern and effective human resources management and resource practices and procedures. This is reflected in the investment made for the expansion of postgraduate training program in most universities. Compared to academic staff, the number of non-academic staff in Ethiopian universities is very high suggesting that too many persons have been hired showing inefficient administrative processes. While the ratio of academic staff to non-academic staff ranges from 1:1 to 1:3 in universities of Ethiopia, it is believed that this ratio should fall between 2:1 and 3:1.

## **2.7 Decentralization**

### **2.7.1 General Education**

In the education sector efforts have been made to deepen decentralization to school level. Decision-making is being shifted from regions and zones to Woredas and Municipalities and further to school level to improve direct response and service delivery. Accordingly, to facilitate the implementation of this decentralization process, MoE has developed Guidelines for Organization of Education Management, Community Participation and Education

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Finance (2002). Based on these basic guidelines regions have developed their own guidelines focusing on specific areas such as education finance, community participation, school administration etc.

The deepening of decentralization to Woreda level has contributed to strengthen Woreda level educational institutions. It also offers opportunities to strengthen local governance, encourages initiatives, increases sense of accountability, broadens the participation of communities, and improves school management and transparency.

Efforts have been made to build the capacity of the WEOs through intensive training organized in the areas of educational planning and management, financial management, auditing and procurement. It is also noted that schools and PTAs need to build capacity before more responsibility could be given for financial management. Woredas are not passing over all management functions to schools as per the guideline 2002.

### **2.7.2 Technical Vocational Education and Training**

The management of TVET is decentralized to the region where in some region TVET commissions are organized. The TVET Councils are also organized at Federal and regional level with members from relevant government offices, association/ federations of employers, relevant non-government organizations and private and government technical and vocational training institutions.

### **2.7.3 Tertiary Education**

With regard to the higher learning institutions, the government has issued Higher Education Proclamation No 352/2003 which provides extensive autonomy, academic freedom and accountability as well as their administration. Therefore, most of the administration of personnel including employment, financial administration, and procurement, establishment of relations with local and international counterparts has been devolved to institutional level.

### **2.7.4 Community Participation**

Communities and PTAs are playing important roles in all aspects of education from raising resources to managing schools. Resources are mobilized for building classrooms and schools. PTAs and community members are active in advising on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. Financial resources are raised and used to purchase basic equipment and materials, to hire and even to pay contract teachers. PTA involved in school management, preparing annual plans, follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given education level. However, PTAs and communities still need further capacity enhancement in carrying out quality support to help schools to function as desired.

*The 2002 guideline under implementation has clearly put the duties and responsibilities of each stakeholder in the education sector. It also highlights each stakeholder's accountability at each level. As a result, the last two years has shown an unprecedented community turn-out not only in raising fund and constructing schools but also own and*

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*lead them. Education and training boards and PTA have become instrumental for lowering dropouts, repetition and restoring of good discipline in schools.*

### **2.7.5 Civic and Ethical Education**

The education system has a societal responsibility to produce good and responsible citizens, who understand, respect and defends the constitution, respect democratic values and human rights, develop attitudes for research and work and solve problems, develop a sense of citizenship to participate in and contribute to the development of the community and the country. To achieve this, curriculum has been developed, appropriate textbooks prepared for each grade, teachers were oriented and Civics and Ethical Education delivered as a subject in primary, secondary and tertiary learning institutions.

### **2.8 Budget Allocation and Financial Utilization**

Financial planning and implementation has been improved from time to time. As a result better financial utilization capacity was developed during ESDPII. But still efforts need to be exerted to further improve capacity in timely closing regional accounts.

At the Woreda level the education sector is receiving the largest amount of the block grant varying from 33 – 60% of which the largest part is for teachers' salaries, whereas the non-salary budget per student is small.

### **2.9 Cross-cutting Issues**

#### **2.9.1 Special Needs Education**

International experience reveals that 10 to 20 percent of the school age children are with special needs. Taking this into account, Ethiopia will have an estimated number of 1.7 to 3.4 million children with special needs education. EMIS does not currently have data on special needs education.

In cooperation with the Government of Finland and UNESCO, the Ministry carried out a situation analysis of special needs education services in the country (Report on the situation of Special Needs Education in Ethiopia 2005). The analysis assessed the awareness of SNE as a human right and a component of the overall education sector development, and the capacity that regional education bureaus have in planning and coordinating special needs education services. The main findings indicate that:-

- The goal of Universal Primary Education includes children with special needs. But there is no strong awareness that so many young children with special needs enrolled often repeat and dropout, if they do not receive sufficient support.
- Altogether, there are 15 special schools, mostly run by NGOs, and 285 special classes attached to regular government schools. The conditions of the special classes vary from very poor to satisfactory. Supervision tends to ignore these schools and classes.
- Special needs education initiatives are not systematically integrated in the overall education system. SNE services are not included in regional and woreda plans and

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budgets and reports. The lack of SNE services, such as identification of special needs, itinerant resource teachers etc. affect both access and quality of education.

## **2.9.2 HIV/AIDS and Education**

HIV/AIDS has a multifaceted impact on education. Demand for education is threatened due to sickness and death of school age children in addition to which orphans and vulnerable children may have little or no opportunity to attend school. Increase in the number of teachers and other personnel who became sick and died from the epidemic resulted in a reduction and shortage of manpower in the education sector, affecting the supply side. A shift in the limited resources to fund activities to combat the pandemic affects the mobilization of resources to improve quality and universalizing primary education. Frequent teachers' and students' absenteeism due to factors related to HIV/AIDS adversely affect the quality and efficiency of education.

To reverse the situation, HIV/AIDS education is integrated into newly developed curricula in order to mitigate the impact of HIV/AIDS. Anti-AIDS clubs were established in all Ethiopian secondary schools and in almost all primary schools. Training workshops were conducted for anti-AIDS clubs and guidelines on how to facilitate and conduct anti-AIDS clubs were produced and distributed to schools.

Following the establishment of the National HIV/AIDS council, MOE organized the HIV/AIDS task force and the following activities have been undertaken:

- HIV/AIDS baseline survey was conducted on secondary schools in Ethiopia
- A study was conducted on the impact of HIV/AIDS on the education sector and the status and problem of HIV/AIDS education in Ethiopia to respond to the impact on teachers supply and student demand
- Based on the report of the above-mentioned study, activity is underway to further strengthen the integration of HIV/AIDS education in the curricula of various school subjects.
- A comprehensive source book on HIV/AIDS education has been developed for teachers.
- HIV/AIDS education booklets have been prepared as readers for secondary schools.
- Posters and brochures on HIV/AIDS prevention and control and care have been printed and distributed to schools, teacher education institutions and universities and other institutions.
- A video film on HIV/AIDS was produced for secondary schools and 300 copies were sent to the regions to be distributed to all secondary schools.

## **2.10 Review of Other Major Activities Proposed in ESDP II**

*The overall objective of ESDP II was put in line with the priorities of PRSP and the Millennium Development Goals, i.e. good quality universal primary education by 2015, meeting qualitative and quantitative demand for man power, etc. To attain the above goals ESDP II listed out the activities to be performed in the programme period. The implementation of those activities was reviewed in due course of the discussion of the*

situation analysis. In addition it has been tried also to provide information on the status of ESDP II indicators in the following table.

### ESDP II indicators

The great majority of indicators included in the targets specified were either achieved or exceeded. The major deficit refers to the difficult question of the high rate of drop-out from primary schools, which have been discussed above.

### ESDP II Performance Indicators and Out-turn

		ESDP II			
		Base Year EC 1993 (2000/1)	Result EC 1995 (2002/3)	Result EC 1996 (2003/4)	Target set for EC 1997 (2004/5)
<b>1</b>	<b>BUDGET AND EXPENDITURE</b>				
	Education share of total budget	13.8%	17.2%	N/A	19%
<b>2</b>	<b>ACCESS</b>				
	GER Primary 1 – 8	57.4%	64.4%	68.4%	70%*
	Boys	67.3%	74.6%	77.4%	78%*
	Girls	47.0%	53.8%	59.1%	62%*
	Total no of primary schools	11,780	12,471	13,150	13,201
	GER Secondary 9 – 10	12.8%	19.3%	22.1%	16.0%
	Boys	14.8%	24.0%	28.2%	17.0%
	Girls	10.8%	14.3%	15.9%	14.4%
<b>3</b>	<b>QUALITY</b>				
	Share of lower primary (1-4) teachers qualified	96.6%	97.1%	96.5%	99.0%
	Share of upper primary (5-8) teachers qualified	21.1%	28.7%	32.1%	80.0%
	Share of secondary (9-12) teachers qualified	36.9%	39%	44.4%	73.2%
<b>4</b>	<b>EFFICIENCY</b>				
	Primary school student: section ratio	70	73	74	60
	Secondary school (9-12) student: section ratio	78	77	79	60
	Grade 1 drop out	27.9%	28.7	31.5%	14.2%
	Total primary school drop-out ***	17.8%	17.1	19.3%	8.9%
	Average primary drop-out for girls ***	16.9%	17.8	14.3%	8.5%
	Average grade 4 – 8 repetition rate ***	10.3%	11.00	9.9%	6.4%
	Average grade 4 – 8 repetition rate for girls ***	13.4%	14.1	12.7%	8.1%
	Coefficient of primary school efficiency	31.8%	39.1	35.3%	50.0%
<b>5</b>	<b>EQUITY</b>				
	Primary GER in two most underserved Regions	10.8%	14.8	14.8%	20.0%
	Share of girls in 1ry school enrolment (Grades 1–8)	40.6%	41.2	42.6%	43.3%
	Share of female teachers in primary education	29.4%	N/A	33.2%	N/A

- These are revised targets. The original targets were 65.0%, 72.8% and 57.0%, for both, for boys and Girls, respectively.

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## **2.11 ESDP II Experience: Challenges and Lessons Learned.**

Many lessons have been learned during the implementation of ESDP II. The regular joint review meetings held to monitor the implementation of ESDP II have been helpful in identifying the challenges facing the education system. Recognition of these challenges will be an important step in finding timely solutions to strengthen the implementation capacity of ESDP III, and to achieve the important goals set for the education system. The following list is not intended to be exhaustive but represents the more prominent and persistent challenges facing the education system:

### **a) Challenges**

- While attempts have been made to improve the quality of education major efforts are needed to avoid further quality deterioration as a result of the rapid expansion of access. There is a need to monitor the possible quality tradeoffs associated with such expansion. The quality of education needs to be improved in order to increase completion rates, to enable teachers to effectively use their skills, and to maintain the confidence of parents in the school system. To this effect, urgent improvements need to be achieved in the areas of recurrent school budgets per capita, student-section ratios, the availability of textbooks in schools, and the supervision of the teaching learning process.
- Lack of a sufficient number of qualified teachers is a persistent problem. The problem is very acute in the second cycle primary and in secondary schools.(Effort is being made to increase the supply and improve their professional capacity through various programs)
- Weak program management and implementation capacity has also contributed to low budget utilization in civil works and procurement. High turnover of professional personnel was one of the contributing factors to the low program management capacity. Such turnovers force the assigning of educational personnel with little or no experience or expertise in the relevant field. (Efforts have been made to build Woreda capacity using the support obtained from USAID and EU)
- Inadequate planning and management capacity at the lower levels of the organizational structures (e.g. woredas), is a critical problem in realizing the goals of education Specially with regard to primary education. Skills to interpret policies, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structures
- Lack of adequate textbook management systems resulted in inefficient ordering and dissemination of textbooks.
- Lack of harmonization of donor procedures with that of the government procedures with respect to planning, approving, implementing, procurement and reporting contributed to delays in the implementation process.
- Over-aged children in the system due to the inaccessibility of education during the previous regime brought about a double burden on MoE in catering for these over-age children in addition to the current school age group

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**b) Lessons Learnt**

- In view of the Government's ambitions to reach education for all by the year G.C. 2015, inequities in access need to be addressed vigorously through the use of appropriate and relevant education channels (ABE, NFE, inclusive education, and meeting the special educational needs). Providing education for all requires identifying barriers that hinder learning, and reducing or removing these barriers in early education, schools, technical and vocational training, higher education, teacher education, and education management. All children and students can learn and many of them need some form of support in learning and active participation. Education leaders at all levels including school managers and teachers have to be aware of and be able to provide support to learners according to their needs.
- Since available resources (human and financial) are in short supply, the system should make efforts to make efficient use of what is available (e.g. low cost construction of school buildings, multi-grade teaching, the employment of paraprofessional, investments in creating a minimum of quality core staff in education offices).
- ICT applications have just been introduced in the education system and need to be effectively used for the teaching-learning process. Proper planning, monitoring and evaluation of these applications are necessary to ensure their optimal use.
- Bottlenecks in providing and assisting timely and accurate financial information flows on the projects and programs result in delays in taking appropriate remedial actions and in speeding up the implementation process. To this end, both Federal and Regional governments need to adhere strictly to the planning and budgeting calendar in the provision of planning data and approval of plans and budgets. Similarly, donors need to provide budget-planning data to the government on time to meet the planning and budgeting calendar.
- Capacity building undertakings on planning, management, monitoring and evaluation of ESDP is vital.

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## Chapter Three

### 3. Issues, Overall Goals, and Strategies for ESDP III

#### 3.1. Issues.

The overall goals of ESDP III are in line with the priorities of SDPRP and the Millennium Development Goals, i.e. good quality universal primary education by 2015, meeting qualitative and quantitative demand for manpower, etc. Hence, the overall mission of all educational institutions in the country is to produce good citizens who respect and defend the rights and responsibilities stated in the constitution, build the capacity and tendency to solve problems, trained in various professions and skills so as to participate in the economic development of the society, with positive outlook for the expansion and dissemination of science and technology. The Education and Training Policy of 1994 emphasized this aspect of nation building and provided strategies to accomplish the goal. However, the education reform program has been in earnest operation only for nearly seven years and this is too short a period of time to accomplish all these important goals of nation building through the development of good citizenship. Therefore, the overall goal of producing good citizenship will continue to receive greater importance in the coming years.

The Government of Ethiopia places a very high priority on poverty reduction as part of its overall goals for socio-economic development. The Poverty Reduction Strategy has identified four priority sectors; i.e. roads, education, agriculture and natural resource, and health sectors

To implement the Poverty Reduction Strategy successfully, the economy will need substantial additional skilled and trained manpower at all levels- top, middle, low levels. Expansion of the road infrastructure, education, agriculture and health services will demand substantial numbers of trained manpower. Thus, responsibility for training the required additional skilled manpower will substantially fall on the tertiary and TVET sub-sectors of education.

International researches have proved that a farmer or other worker with at least 4 or 5 years of primary education is more productive than someone who is illiterate. Similarly in other fields, a person with the same level of education is also more productive than one who doesn't have that level of education. Productivity, although it may not happen always, generally leads to growth in income and this in its turn brings about a decline in the level of poverty. Moreover, a person with at least 4 or 5 years of primary education is more responsive to attitudinal changes in nutrition, health, family planning, etc., which means alleviating non-income poverty. Therefore, education is vital in reducing both income and non-income poverty.

Although significant progress has been made in increasing access and coverage for primary education, faster progress needs to be made in this area in order to achieve the goal of universal primary education by the year 2015. Along with further increases in access and coverage, the gains made in attaining equity need to be strengthened further, with special attention to the two disadvantaged regions, Somali and Afar.

One of the major bottlenecks for the timely utilization of the resources is the lack of organizational and human capacity. Though much has been done during the ESDP I&II, still more efforts need to be exerted to harmonize procedures, to provide appropriate technical systems for timely flow of information, to strengthen managerial leadership, etc. Without

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building adequate implementation capacity at the center and in the regions, the targets set for ESDPIII cannot be fully realized.

As it stands, internal efficiency of primary education, in terms of dropouts is low. Dropout rates remain high Specially in grade 1. Unless dropout rates are brought down and internal efficiency is improved, the nation cannot aspire to achieve universal primary education within the set time period. Low internal efficiency also means wasting very scarce resources. The volume and quality of critical inputs such as teachers, textbooks, classroom etc. must improve, in order that the efficiency of the education system can be increased beyond the present situation.

Curriculum reform which aimed at improving relevance and quality of education calls for concomitant changes in teaching methods, teacher discipline, role of teacher in producing good citizens, the system of examinations and assessment, provision of teaching resource materials in the classroom etc. for its successful implementation. Therefore, efforts need to continue to make the curriculum more relevant to the needs of society and the economy and to meet the desired cognitive and attitudinal levels of students at each cycle.

Producing qualified manpower in sufficient numbers in order to meet the needs of the economy at all levels will require the maintenance of greater vertical integration among programs ranging from technical and vocational, secondary and all levels of higher education. The need to maintain an efficient vertical integration between different sectors of education to meet economic development needs compels further expansion of higher education in terms of its intake capacity and diversity of the programs offered. Similarly, the need for provision of skills to widen the economic opportunities for increasing numbers of graduates of primary and secondary schools will demand the expansion of TVET institutions and programs. Without such expansion, the nation cannot benefit fully from the investments in primary and secondary education.

### **3.2. Overall Goals of ESDP III**

Having recognized the vision of the Ethiopian Government and the vision and mission of the Education Sector, and the role of education in poverty reduction, the following major goals are identified.

#### **3.2.1 General Education**

The sector strategic plan proposes five broad goals, for general education.

- To produce responsible and competent citizens
- To increase access to educational opportunities at primary level, to achieve UPE by the year 2015.
- To improve the quality of education,
- To enhance efficiency and use resources wisely.
- To address equity issues by narrowing the gap between male and female, among regions and rural and urban areas,
- To provide increased access to Adult and Non-Formal Education in order to combat problem of adult illiteracy.

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### 3.2.2 Technical Vocational Education and Training

- To provide relevant and demand-driven education and training that corresponds to the needs of industry and social sectors for employment and self-employment through labour market monitoring by re-orienting and re-focusing the existing TVET system.
- To provide education and training delivered to the Basic and Junior Level trainees so as to make them productive self-sufficient citizens, by developing and adopting flexible curricula to the needs of trainees.
- To enhance the effectiveness of the system by matching training outputs Specially in terms of quality, to what it is intended to produce through a comprehensive and continuous teacher training and curricula development.
- To assure the quality of TVET training provision, Trade Test System will be established throughout the country in all trades.
- To improve the efficiency of the system by making better use of the existing training institutions, available resources and ICT.
- The TVET system, along with the rest of the education system, will give civic and ethical education to instill values in the trainees to set professional ethics.
- Income-generating activities will be regarded as a source of income and as a component of training that will reduce government funded allocations to the TVET sector.
- Develop demand-oriented curricula based on Occupational Standard and Occupational Training Standard for non-formal and formal education and training by involving experts from the world of work.
- Study and implement alternative modes of training delivery such as cooperative training, company based training etc.
- Completely revise *technical teachers training institutions curricula at NATTE*, Bahir Dar, Mekelle, Jamma, and Dubub Universities aiming at better quality instruction in practical training.
- Avoid rigid trainee selection placement procedure and apply aptitude test insisted.
- Provide advanced training at M.A. level by creating institutional links with applied science universities abroad.
- Provide short and long term training for TVET personnel at different level to improve management skill and implement new approaches in TVET.

### 3.2.3 Tertiary Education

- To develop responsible and competent citizens who meet the quantitative and qualitative demand for a high-level trained labor force based on the socio-economic development needs of the country.
- To ensure democratic management and governance in Higher Education system.
- To set up cost effective, efficient and results-oriented system in order to develop an appropriate range of modern and effective human resources management and resource practices and procedures.
- To develop the volume, quality and relevance of research and consultancy services which are necessarily directed to the needs of the country.

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### 3.3. Overall strategy of ESDP III

- Formerly, the way to increase access to and enhance the coverage of primary education was through the construction of high cost incurring schools even in low density population areas with low student section ratios. This was done in the name of quality assurance. Such practices must now be scrutinized and solutions found to maximize the use of available and scarce resources. To increase access basic education alternative approaches such as low cost schools, one classroom, multi-grade classroom schools, etc. for first cycle primary will be encouraged.
- A stronger and wider role for non-formal education and other alternatives for expansion of primary education will be implemented.
- Empowerment of the community is not only a means for development but it is also an end in itself. Policies and programs to strengthen the role of the community in the management and financing of schools will be implemented. The roles of non-governmental organizations and that of the private sector will be strengthened in increasing access to education for the realization of universal primary education.
- ***Government shall allocate sufficient budget at woreda level to support community initiatives to construct schools***
- Woredas being the administrative unit closer to the communities, their role in governance and management of education will be strengthened. There is a need to ***enhance community involvement and partnership with NGO and other donors at woreda level.***
- In order to improve the quality of education, emphasis will be given to improve the academic qualifications as well as the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts will be exerted to have a teaching staff that is well motivated, disciplined, and endowed with ethical values.
- The education system will be transformed so that it nurtures and produces responsible citizens who participate actively in and are knowledgeable about public affairs. To this end, the central mission of all educational institutions will be to provide citizenship education. Many and varied activities will be planned in order to achieve this central mission.
- ***Ethiopia being committed to achieve the Millennium Development Goals (MDGs) of ensuring primary education to primary age children, School Feeding under ESDP III will be increasingly instrumental to promote education in food insecure and vulnerable areas with combined efforts of other stakeholders in the education sector.***
- ***Regional Education Bureaux shall undertake publicity campaigns to sensitize their local communities and develop local strategies for girls not just to start school but to continue throughout primary schooling, and to progress on to secondary school. PTAs shall ensure that schools become conducive for girls and free of violence.***
- Curricula for teachers' training programs will be revised and other forms of training for Woreda officials will also pay attention to gender issues and the specific problems that girls and young women encounter in schools. An expanded recruitment and training of female teachers at all levels and increase in representation of women among school directors, supervisors, teacher trainers, and Woreda education administrative staff.

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- Proactive measures will also be taken to enroll out-of-school girls by providing incentives to increase their enrollment and attendance as well as the quality of education through strengthening partnership with donor community. There will also be local specific strategies to address the problems of girls' education. ***Regional Education Bureaux and woreda education offices shall supervise, head teachers and teachers to give greater attention to girls education.***

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## Chapter Four

### 4. Program Description

The following sections provide details of the component activities and strategies that are planned at the center and the regions under each sub-sector of education.

#### 4.1 General Education

##### 4.1.1 Pre-primary Education

Pre-primary educational opportunities are of special importance since they provide children basic learning skills that they need in order to enter primary schools and increase their chances of success in the education system. It has been proven that educating children at an early stage is more critical than treating children at a later stage. It is believed that the incidence of repetition and dropout in lower primary schools declines if children are better prepared for school, which also minimizes educational inefficiency. Hence, expanding access to pre-school programs may serve two purposes, improving the internal efficiency of primary schools and enhancing quality education.

*Government policy is much clearer in this sub sector. The Ministry and REBs design curricular frameworks, provide necessary professional support, undertake supervision and give necessary incentives Specially for the private sector who wishes to expand it. To this end:-*

- Private sectors, NGOs and communities, will be encouraged to provide early childhood education as it is basis for nurturing active and responsible citizens.
- Technical assistance in supervision, curriculum development and other related professional areas will be given.
- The quality of pre-primary education will be improved through closer monitoring and licensing. Standards will also be revised which includes ages of children to be enrolled, facilities required, the content of the programs to be delivered, the training of teachers, safety standards, and other aspects of the program. *The government will also continue to encourage the establishment and expansion of private schools, including schools run by NGOs, whose increasing participation in this field will be welcomed*

##### 4.1.2 Primary Education

Universal access to primary school is of fundamental importance for the Government's strategic achievement as it is an important exit route from poverty and provides a workable strategy for increasing equity in the educational system. Ensuring that all children are able to enroll in school opens up new opportunities for previously disadvantaged children, including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in hard-to-reach rural areas where access has been up to now limited. To access educational service, ABEC, the use of multi grade classrooms, village schools will be used.

To ensure the achievement of these strategic objectives, the Government will make every effort to provide the financial, human and material resources. At the same time, it is apparent that the Government's resources will not be sufficient by itself. Expanding educational opportunities will therefore require the partnership of a wide range of domestic and

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international partners. An increased role is expected of communities' participation in constructing low cost schools and classrooms. On the other hand, increased participation by local and international partners and the private sector will have an important role in expanding access and in acquiring necessary materials and services to children.

*The forecast increases in enrollments, numbers of teachers and numbers of classrooms for primary education during the period of ESDP III are given in Annex 2.*

**a) Encouragement of Alternative Basic Education**

ABE are critically important as an emergency short-term measure for achieving universal primary education by 2015 and in reaching the hard-to-reach remote rural and dispersed communities, pastoralists, semi-agriculturalist societies. For the effective implementation of this program, facilitators will be trained to have well prepared lessons and run classrooms with clearly defined expectations of the students' learning objectives. To this effect,

- The Government will encourage the community, religious and other community based organizations to expand provision of educational facilities and opportunities in their respective localities to reach the unreached children. Increasing access to schools will involve the construction and management of schools by the main actors i.e. the community in collaboration with the Government by providing locally available materials, labour, etc. and actively participate in school management and planning with a sense of ownership.
- Instruction will be focused, sustained and targeted to reflect learners' local life. There will also be continuous monitoring of students' progress towards the lesson they learnt, increase academic achievement and improve attendance. Facilitators will be continually trained through closer supervision and support system put in place.
- The school cluster resource centers will also be strengthened and expanded to provide in-service and regular training for the facilitators working in ABECs. The centers can also be utilized for the preparation of teaching materials and for exchange of experiences on the challenges met and successes achieved in the area of teaching learning process and in the mobilization and cooperation of the community to assist the former.
- ABE curriculum will also be the condensed version of the primary school curriculum to meet the demands of the learners. It will establish horizontal and vertical link with the formal education system. This will help learners to smoothly get transfer from ABE to the formal education system.
- The ABE will serve as an important venue for community meeting, adult learning in order to create collaboration between principals, teachers, parents and students. This also creates shared goals, ideas and high level of involvement of the community to bring participatory management. To this end, efforts will be made to smoothly work with woreda education offices and community members to address the academic needs of students.
- The ABE program will also be flexible enough to accommodate local conditions and needs of students and parents. Internal efficiency and quality of education in ABE schools will be enhanced by making the time of learning flexible in accordance with local conditions and needs of communities.
- Student textbooks and facilitator guides will also be prepared by employing a modular approach.

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- Community leaders and local artisans will be initiated to impart their indigenous knowledge and skills to students in the classroom.

**b) Multi-grade Classes**

*Running multi-grade classes is not a new invention for Ethiopia. For one, multi-grade classes have been already going on along the formal schools. For another, it is still going on even in most of the urban centers. Such classes are usually identified as religious schools or private or individual schools. Classrooms are usually one and teachers as well. In the classrooms, however, there are graded students, based on their ability and ages. Recently, Amhara and Oromia Regional Education Bureaux have also pilot-tested multi-grade classes and have found them promising on two grounds: Access as well as quality.*

*Evidence from other countries<sup>5</sup> suggests that multi-grade classes can be very effective teaching strategies and can lead to efficient use of scarce resources, but only if the teachers are well trained in multi-grade teaching techniques, feel confident in their management of multi-grade classrooms, and are able to arrange the pupils' time in the classroom so that this is fully used and the children do not waste valuable classroom time.*

*Therefore, based on domestic as well as international experiences, regions are putting efforts to use multi-grade classes Specially in areas where student population is scarce and not wise to waste resources by constructing huge building and extended classrooms.*

One area of implementing multi-grade classrooms is in places where the alternative basic education is introduced. Hence,

- The introduction of multi-grade schools will be enhanced for improving access and internal efficiency of the first cycle of primary education for hard-to-reach remote rural communities, sparse settlement areas, pastoralists, semi-agriculturalist societies.
- Appropriate training courses and material development will also be made for teachers who will become multi-grade teachers.
- Teachers will also be trained in pedagogy and management for handling multi-grade students.
- Textbooks will be modified in such a way that a great deal of self-learning approaches and exercises are incorporated to meet the demands of a multi-grade class student.

**c) Pastoralist and Semi-agriculturalist Education**

The lives of Pastoralist and Semi-agriculturalists will only be improved through better and effective education and skill training and livelihood diversification. Hence, in order to meet the basic educational needs of the same the government has adopted alternative approaches and strategies. To this end:

- Curriculum will be localized by incorporating social values, indigenous knowledge and skills of localities as well as issues such as HIV/AIDS and gender equality, cultural and economic life of pastoralist and semi-agriculturalist population.

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<sup>5</sup> E.g., Zambia

- Permanent village schools (one or more classroom schools) and mobile schools will be constructed at minimal cost. community-based boarding schools and hostels will be established
- Special consideration will be given to girls to increase their participation and the involvement of women in the management of schools will be increased.
- Facilitators will be recruited from locally available educated human power where priority will be given to females by involving the beneficiary community in the recruitment process. The capacity of these Para-professionals will also be enhanced through short-term initial and continuous on and off the job training program and through the provision of educational materials and other vital inputs.
- ***Teacher Training Institutes will be established in Pastoralist and Semi-agriculturalist areas where there are none to date. Existing TTIs will be upgraded to college level in order to improve the acute shortage of diploma graduates in the second cycle of primary education.***
- Organizationally, locally available TTIs will also be capable of undertaking the responsibility of training Para-professionals beside their formal teacher training programs. The prevailing criteria for admission to TTIs will also be modified in accordance with the realities of pastoralist and semi-agriculturalist communities.
- TVET training programs for Pastoralist and Semi-agriculturalist communities will be organized in harmony with locally available resources and market demands.
- The secondary education curriculum shall incorporate relevant contents related to the cultural and economic situation of pastoralist and semi-agriculturalist population.
- Affirmative admission policy to higher education shall be formulated to children of pastoralist and semi-agriculturalist communities and their higher education costs shall be covered by their respective regional states.

#### **d) Enhancing Internal Efficiency**

Improving efficiency requires reduced dropout and repetition rates and increasing survival and completion rates. Reducing high rates of repetition and dropout will improve learning outcomes for many students, and will also save resources being wasted for more productive uses. Reducing repetition rates also frees the school places now occupied by repeaters for new students, thus making way for a substantial increase in enrolments. Improving the efficiency of the system is the single best use of scarce resources available in the education sector. Reducing the dropout rate among girls is Specially important, to narrow down the gender gap in the system. Hence, the following are envisaged to improve efficiency:-

- **Promote continuous assessment**

***The education and training policy envisages that assessment at all levels of education and training be made using continuous assessment. This policy direction is more meaningful Specially to school beginners (grade 1 -4).***

***The policy assumption behind continuous assessment to effect grade-to grade promotion is that such kind of pedagogical approach will contribute to quality learning as assessment is also an integral part of teaching-learning process. As a result, it's advised to use***

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*continuous assessment both to maintain the quality of learning as well as the desired efficiency coefficient, Specially at this lower level of learning.*

*The enforcement of the continuous assessment strategy has served as a typical instrument to lower down classroom repetition (e.g. In 1996 EFY the repetition rate for grade 1-4 was 3.2% – as opposed to 5% in 1995EFY).*

- *Arrange Special Programme for Over-age children*

*In an attempt to meet UPE by 2015, we have to be able to encourage net enrolment at age seven. While doing this, there are well over 4 million children with in the age range of 8 – 15. There is, therefore, a need to have a flexible curriculum approach both to maintain its relevance to the target completion group and also enhance completion of the programme within lesser school years.*

*However, it must be noted that we don't need to reinvent the wheel but adjust or suit the existing curricula of the two cycles of primary schools to the physical, intellectual and social maturity of the targeted students. In view of this, there is a plan for EFY 1998 by the Ministry to prepare its national guideline for adapting the curriculum of the levels.*

Older children generally require fewer years of schooling to learn and attain an equivalent level achievement as compared with younger children. Therefore, accelerated years of learning for the first and second cycle of primary schooling for overage children will be put in to practice in order to reduce their years of schooling from eight to four or five years.

Fast learners in the first cycle of primary education will also have the opportunity to get double promotion to complete two grades in one year irrespective of their age.

*The venue for schooling can be flexible in that it could be either in the regular schools but with separate ward of classrooms or be outside of the school. Detail venue arrangement can be worked out each level of implementation.*

- **Promote the Construction of Low-cost Schools and Classrooms**

An additional factor influencing the expansion of the education system is the cost of constructing schools and classrooms, which on the average now cost Birr 500,000 per primary school (1<sup>st</sup> cycle). This cost of expansion and improvement in the education system is neither affordable nor sustainable within the present and future resource allocation to promote access and equity in the system. The limited access entails particularly for rural children to travel long distance to schools which is detrimental for enrolment particularly for girls. Hence, to address the demand of more children it would be imperative to promote a variety of low cost construction designs. During the programme period it is expected that 45% of new schools to be constructed will be low cost. Moreover, the prime actors i.e. the community will have to assume a reasonable share of responsibility in the construction of schools and classrooms. To this effect, Region will be encouraged further to develop alternative low-cost models of school construction suitable to their respective situation off course considering basic school design parameters.

The low cost approach will enable to use local materials and labour in school construction, substantially reduce dropout rate, locate schools closer to a child's home, minimize the opportunity cost for sending children to school, contribute to better interaction between the community and the local schools, make children's school attendance regular and will follow-

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up children when they dropout of school. This strategy is useful in hard-to-reach rural areas of mountainous terrain and in hot weather conditions of pastoralist and semi-agriculturalist areas of the country. This approach will also lead to the use of alternative basic education centers with low construction cost and with minimum teachers' wage bill.

- ***Provide Special Support to Vulnerable Children***

In collaboration with development partners school feeding programme under ESDP III will be implemented in food insecure, vulnerable and pastoral areas to expand education, and improve efficiency of the education system. School feeding will be implemented as a multisectoral intervention involving the local community in school based interventions. In addition to providing school meals, the programme will have a capacity building component which is referred to as Children in Local Development (CHILD) to support the government effort to implement the Guidelines for Organisation for Educational Management, Community Participation and Educational finance (Blue book). CHILD is a tool that will enhance the capacity of communities at the local level, addressing a range of issues to improve the quality of education, and turning schools into a local center of development for the community. The government will encourage the SF to be supplied as much as possible through local purchase.

- ***Reduction of Double Shift System***

*The rationale for reducing the operation of the shift system is to increase the student – school (Specially teacher) contact which is tantamount to raising the quality of education. It's believed that the more students stay in schools, the more they interact with themselves, obtain enough academic support from the teacher, use libraries and laboratories and engage in various co-curricular activities. It's also one way of minimizing the out-of-school distractions but help students to concentrate on their learning efforts.*

*It must be noted that reducing double shift in most cases presupposes construction of new school and expansion of more classes. A single shift system will not be assumed in schools where spaces have become a problem already. Hence, with the reasonable expansion of schools and classrooms, plasma classrooms will not be crowded any longer.*

e) **Adult and Non-formal Education**

*The Government attaches high importance to the development of Adult and Non-Formal Education, Specially to combat the present high rate of illiteracy with a particular focus on women. The participation of NGOs in the delivery of Adult and Non-Formal Education programmes is important and their continued and increasing participation in these programmes will be welcomed. The Government will encourage the participation of representative NGOs in discussions with stakeholders.*

The Adult and NFE program includes a range of basic education and training for out-of-school children and adults. The program is basically focused on literacy, numeracy and environment to enable learners to develop problem-solving abilities and change their mode of life. The program will have three sub-components: a program for out-of-school children with 7-14 years of age, literacy program for those youth and adults whose ages are 15 and above, and offering basic skill training to youth and adults in the Community Skills Training Centers.

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Overall, Adult and NFE will serve as an alternative approach, complementing the formal education program to increase access to basic primary education, as a basis to enhance the rural agricultural led industrialization strategy, poverty reduction, and making adults more productive and self-reliant. The NFE programs would specifically address the problem of gender disparity in the provision of basic education, and increased participation in primary education. Specific approaches for enhancing participation of girls include locating of learning centers closer to home or communities, recruiting of female instructors wherever possible, developing curriculum and learning materials that are more responsive to special need of girls, encouraging advocacy and social mobilization, and supporting multiple delivery system by involving the use of communication media.

It is obvious that the government alone cannot provide sufficient financial or human resources to support the programme and hence there is a need to share this responsibility with stakeholders. In this connection,

- Stakeholders of NFE which include multilateral and bilateral organizations, NGOs, religious organizations, local governments, communities will be encouraged to offer various kinds of adult and NFE and training. The involvement of this diverse array of providers can maximize the local responsiveness and relevance of programs, and will help to encourage and support the commitment of learners as well.
- The government will provide support in the preparation and supply of literacy curriculum guides, learning materials, professional assistance, set standards for non-formal education programs, access to school buildings and other facilities for non-formal education and training courses.
- The government will also establish an equivalence system between skills and credentials obtained in school and those obtained through NFE and training programs, in order to increase the chance that students who complete non-formal courses will subsequently find employment and self employment or re-enter the formal school system.
- The curriculum will be diversified based on the learning needs of learners. In this regard, the community will actively be involved in the administration and management of NFE to improve governance and insure greater participation and efficiency.

#### **4.1.2 Secondary Education**

Secondary education is divided into two cycles each having different goals. The first cycle is general secondary education from grade 9 to grade 10. After completion of the first cycle of general secondary education, the students will be streamlined into Academic (College preparatory) and Technical Vocational Education and Training based on their academic merits. Those going for the academic fields are expected to sit for an entrance examination after two years of preparation. The first cycle of secondary education is the basis for producing trainable persons who would either join training of a middle level labour force or a college or university preparatory programme.

*Secondary education expansion is purely based on two grounds: the level of the economic development and the demand for trained human power at middle and higher level to support the economy to flourish. Moreover, the intake capacity of the tertiary level is also another basis.*

*Even taking account of the above factors, there is a big student population entering grade ten as the base of primary education is getting wider.(Refer Annex II)*

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*Expansion of, Specially the general secondary education ( 9- 10) presupposes the technical vocational trained workforce who are in big demand in the areas of agriculture, telecom, electric power, road sector, where already there is critical shortage being faced.*

*Government strategy to have a relatively slim and concentrated management at all levels would save resources mobilized for uncalled-for recurrent spending. The saved costs would directly be channeled to quality inputs (teachers, textbook, leadership, etc.)*

*Moreover, the current ICT initiatives for Specially secondary education is one of the quality gap-filling, as teachers and students can access internet services, browse through digitized school contents.*

*Though participation of the private sector in the academic secondary area is negligible as yet, the government still encourages by providing incentives and professional support. Indeed, as the demand side for secondary schooling is promising, it is believed that private sectors will be benefited if they move away a bit farther from main cities in order to lead a demand-based investment in this sub sector.*

*The forecast increases in enrollments, numbers of teachers and numbers of classrooms for secondary education during the period of ESDP III are given in Annex 2.*

*It is also essential in order to ensure a better educated teaching force at the primary level and for higher education. Therefore,*

- *As noted above, the Government's major priority area is to ensure that every child will have access to quality primary education, from which the social returns to the country are higher than any other form of investment. However, the increased enrolment in primary schools is already resulting in greatly increased demand for secondary education, and significant expansion at this level will therefore be essential. The Government is conscious that the great majority of secondary schools are located in urban areas, which had in 1996 E.C.  $749685/780636 = 96\%$  of all secondary pupils. Opportunities for children in rural areas to go to secondary school are very limited. For example, in Amhara Region one-third of woredas do not have any secondary school available and even where there is one it may be located many kilometres away from where the children live. It is particularly difficult for girls to go to secondary school, with nearly 65% of secondary pupils being boys (over 80% in Gambella). To date, the participation of non-Government secondary schools has been very limited but the Government hopes that this can be greatly expanded. Expansion of primary education requires large numbers of well-prepared secondary school, to provide the source of future certified primary school teachers. This situation will call for a further expansion of secondary education.*
- *An increased enrolment and improved quality in primary schools will inevitably result in increased demand for secondary education, and expansion at this level is therefore essential. At this level of education, cost-sharing will also be fully implemented for the provision of quality education.*
- *Expansion in secondary education presupposes a particular focus on increasing quality, reducing geographical and gender disparity in access for girls and students from rural areas.*
- *The use of complementary learning modalities such as ICT will also be enhanced.*

- In order to increase female enrolments at the secondary level, gender-friendly education materials will be produced. In addition tutorial and guidance counseling programs shall be promoted in schools.
- Community sensitization will be enhanced while recruitment of more female teachers and school directors will become an important intervention area.
- To increase access to secondary schooling in rural areas, additional schools will be built in areas where these are not available. Private secondary school expansion will also be encouraged.
- The government will also take steps to improve the quality of instruction in secondary schools through curriculum review aimed at incorporating relevant contents and better assessment practices to enhance student performance standards; rehabilitation of science laboratories; training and recruitment of qualified teachers; and expansion of in-service training opportunities.

#### **4.2 Technical Vocational Education and Training**

*The Ministry of Youth, Sports and Culture has developed the National Youth Policy, 2005, to refer to the 20 million young Ethiopians in the age range of 15-29. At the recent National Youth Event, the youth identified unemployment as their main problem, particularly difficult for females, and they called for formal education, non-formal education and skills development, including TVET, to be specifically related to employment opportunities. The Government plans that education must provide young people with work-related attitudes and skills, starting with a strong foundation in literacy and numeracy. The Government's Rural Development Policy and Strategy includes measures to facilitate the entry of young people into agriculture-related job opportunities, including small-scale industries and strategies that encourage young people to become self-employed, based on a firm education and training background, including training in a wide variety of work-related skills via TVET.*

In the coming five years, TVET programs will focus on creating quality oriented and demand driven system that can produce adequate and skilled technical and vocational human resource for the implementation of Agricultural Development Led Industrialization and poverty reduction strategy. To assist this endeavor,

- Quality assurance is essential to guarantee higher status for TVET. Setting qualification standards, certification processes, valid assessment methods and acceptable outcomes are all key ingredients and should be the hallmarks of all TVET system. To this end, Quality-Assurance will be strengthened for a unified private TVET program registration and accreditation system as a mechanism to ensure quality among all institutions offering TVET programs. Quality Assurance will also be guided by competency-based acquisition and competencies through trade testing rather than the completion of a fixed period of study.
- Integration of TVET programs with the rest of the educational system to enable horizontal and vertical movement both for formal and informal education and training will be worked out.
- The quality and relevance of TVET will be improved through promoting learner-centered delivery of the teaching learning process, educational outcomes will be measured more comprehensively and frequently using varied types of assessment instruments, teacher

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competence will be improved using innovative capacity building measures through upgrading and expanding pre-service and in-service training. Priority will be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers and administrators.

- An accreditation system will be in place and centers of excellence will also be identified and established.
- Physical facilities, equipment and instructional materials; libraries and ICT infrastructure will be upgraded with the intention to maintain quality training.
- Competency based technical education and skills development system in all TVET institutions will be strengthened;
- Increase the integration of entrepreneurship development in TVET programs and apprenticeship/internship arrangements to foster effective skill formation,
- The curriculum will be adapted to the specific need of the regions and based on an effective investigation of the actual tasks to be performed in the work place. The training will also be designed to be responsive to industrial and social sector needs of the country by identifying the required competencies as a foundation for curriculum preparation.
- Network between training institutions, employers, professional associations, industry and the local community will be established to exchange experience. There will also be increased experience exchange among TVET institutions on common challenges to find appropriate solutions and on individual achievements to get lessons for implementation.
- Job market monitoring, training needs analysis and tracer studies will be established for employment and self-employment in all sectors of the economy to improve the employment and income generation for the trainees.
- TVET quality awards will be introduced to promote the performance standards of TVET institutions on the basis of :-
  - the level of leadership and management system to achieve the goals and improvement of the organization,
  - the effectiveness of efforts to realize the potentials of the workforce through the promotion of constructive interpersonal skills,
  - examining the utilization of resources in an efficient and cost-effective manner,
  - commitments of institutions to continuous improvement of their processes, products and services.
- TVET institutions will have the necessary teaching staff through the introduction of ICT to train teachers in Bahirdar, Mekelle, Jimma, Nazareth and Awassa. In addition to this, institutions will also be physically networked. This strategy will make training institutions ensure quality through the education and training system for competency-based vocational and technical qualification. For the successful implementation of this strategy, training materials will be revised and developed to be practice oriented and relevant to the training delivered, e-learning will be introduced in the education and training systems Specially for the training of teachers, and an independent institution will be established for measuring and certification of trainees on the basis of occupational standards to ensure the quality of the training.
- Five regional governments and one non-government TVET trade testing and certification centers as well as their satellites will be operational by enhancing the capacity of professionals assigned in the centers.

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- To match skill requirements of training, a continual dialog between training providers and end-users will be undertaken both at national and regional level. Employers, learners and training institutions must articulate skill requirements in their hiring to achieve productivity and a proper skill and job match. Training institutions will also have the same vocational information for training and retraining. Assisting learners to access and examine employment information is critical to workplace entrants in making informed career decisions.
  - Occupational standards will fully be developed so that employers, employees and training providers will have a common understanding of what is required for a particular employment in the labour market. National and regional labour market study will be made to review and introduce new training programs.
  - Effective counseling and career guidance arrangements will be established to encourage young people to make realistic training and career choices. The arrangement will also help teachers and trainees to overcome gender bias when giving advice to trainees and to encourage prospective trainees to consider a broader range of training program options. There will also be targeted improvement to female participation in all training programs with an orientation by counseling and career guidance arrangements to advise prospective girls to enter into various TVET programs.
  - Tracer studies are useful instruments to gather information about the employment history of TVET graduates and the relevance of the program undertaken. Hence, tracer studies will be undertaken to ascertain the career path of TVET graduates to modify or strengthen TVET provision. In addition to this, TVET providers and training programs will have continuous supervision to address quality issues.
  - Better management at TVET institutions should result in more effective outcomes. Therefore, TVET management will have clear objective to manage resources under their control and will be held accountable for the achievement of targets set. They will also make the training programs meet the needs of the local community.
  - TVET will provide access to rural people so that they can enrich their own environment and improve the living standards of the community and for themselves.
  - The training undertaken in TVET institutions will be Policy-oriented, Sector-focused, Area-based, and Labor Market-driven to produce technically skilled and educated workers with positive work values and attitudes. The training will also address the skills requirements of economic activities in the rural areas and pastoralist and semi-agriculturalist communities.
  - The contribution and the role of industry and other private partners in the planning, management and delivery of education and training will be maximized.
  - Civic and ethical education will be given in all TVET institutions to ensure work ethics and values during employment.
  - Cost-effective measures must be sought continuously to reduce the unit cost of education and training provision through cost sharing, use of distance education for training and upgrading teachers, efficient utilization of equipment and facilities to reduce per unit output/graduates, provision of short term training for government and non-government employees in their area of specialization through reasonable payment from employers and employees and other income generation schemes. In addition to this, income generation efforts will be encouraged as part of the training process in TVET institutions.

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- Preventive maintenance must also be carried out for all school facilities to reduce cost of TVET. Technical Vocational Education and Training will use a wide range of training strategies beyond those of traditional face-to-face approach by using distance education and ICT which is perceived as cost effective.

Diversify and increase the relevance and quality of TVET in order to make TVET responsive to the development needs of all economic sectors of the country.

### 4.3 Tertiary Education

*The overall strategy is to provide good quality higher education to a large number of students equitably but based on merit. This is mainly to meet the demand from the economy that is expected to grow steadily and require large number of degree level graduates in different fields. During the planning period a study to inform the sector on current and future expansions will be conducted.*

*Existing eight universities will be expanded to have capacity accommodating 8 – 10 thousands additional students. Thirteen new higher education institutions, which will ultimately grow to universities, will be established. These institutions will be established in Dessie/Kombolcha, Debrebirhan, Debremarkos, Nekempt, Bale-Robe, Nazareth, Sodo, Dilla, Mizan/Tepi, Jijiga, Semera, Diredawa and Axsum.*

*At the end of the planning period each of these new institutions will have a capacity to enroll 9 – 10 thousand students. In most of these institutions a third of the students will be enrolled in teacher education programs to produce quality teachers for expanding secondary education and TVET centers. In addition to this, programs in engineering and technology, computer sciences and IT, applied sciences, resource management, veterinary technology, etc. will be opened.*

*The total annual intake capacity of institutions under the auspices of the Ministry is expected to reach 110 thousands.*

*From the existing universities, a college may be upgraded to a level of an Ethiopian Open University enrolling not less than 10 thousand students annually.*

*Private provision of higher education will be encouraged through facilitation of quick access to incentives (e.g., Land, tax exemption, etc.), provision of technical support and short-term training provided to public institutions. Moreover, joint experience sharing modalities with national and international higher education institutions will be devised. Mechanisms to foster public-private partnerships will also be developed. The annual intake capacity of private institutions is expected to be at least 45-50 thousands by the end of the planning period.*

*To meet mainly the demands of quality teaching staff the enrolment in the graduate (masters and PhD.) programs will be further expanded. By the end of the planning period enrolment for the post graduate level is expected to reach 26 thousands by strengthening existing and opening new programs in all universities. As the undergraduate program has expanded the last few years, reaching an annual intake of about 32 thousands in 2004, it is expected to have sufficient candidates to employ and enroll in the graduate programs.*

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*Expatriate staff will continue to be employed as a stop-gap measure, and the Ethiopian Diaspora will be mobilized. In addition to enrolling staff in expanding graduate programs at home, academic staff will be sent abroad for masters and Ph.D training. Employment and training of staff will be based on ensuring that at the end of the planning period women staff will account for at least 25%.*

*The expansion of graduate programs in the existing universities will also be a strategy of revitalizing relevant and quality research undertaking in these institutions. Both the masters and PhD programs will be major venues for research in universities. Research policies and strategies for efficient, transparent, relevant and quality research undertakings in universities will be developed. A research database system will be designed.*

*In addition to maximizing available resources, new facilities and capacities with respect to classrooms, libraries, laboratories, workshops and computer centers will be built. Constructions will be carried out using cost-effective construction technologies. In the newly establishing institutions, dormitories will also be constructed. Equipment and teaching materials will be procured. ICT networking, master plan and policy will be developed so that the technology could be used for teaching-learning and day to day activities of the institutions.*

*The leadership and management capacities of universities will be upgraded by experience sharing, training and coaching with experts. Capable personnel will be put in place at all positions and continuous skills upgrading will be given. Capacity in income generation and diversification will be built in all institutions. Cost sharing and out sourcing of student services will be expanded and be strengthened. Governance at the level of boards and decentralization of decision making to the level of facilities and departments will be strengthened and implemented in all institutions. Students, industry and regional governments will be involved in governance of institutions in a strengthened manner. Mechanisms to ensure accountability, transparency, cost-effectiveness and result-orientedness will be put in place through the higher education reform (Employing Civil Service Reform) programs. Study to identify inefficiencies in the system (e.g., attrition rate, academic to administrative staff and cost ration, etc.) will be undertaken.*

*The Higher Education Strategy Center will be strengthened in terms of human resources and overall capacity to undertake studies and design appropriate strategies for the sector. **The quality and Relevance Assurance Agency will be strengthened and develop standards and support mechanisms to ensure quality and relevance of programs delivered in both public and private institutions. Benchmarks will be set to monitor progress and meeting of standards.***

*New fields of study will be opened based on an approach related to demand-driven and anticipated demand. Moreover, in addition to the face-to-face delivery mode, the use of distance mode of education and training will also be encouraged in all higher learning institutions. To avoid wasteful duplication, it will be preferable if universities will agree on a common use of distance education facilities, with shared subject curricula and lectures, Specially at first-year and second-year university levels. University vice-chancellors are invited to cooperate in developing such a common approach, with joint use of expensive facilities. ICT facilities and networks in the universities will be instruments in facilitating the distance learning.*

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#### 4.4 Pre-service and In-service Training for Teachers

The main constraint on the expansion of primary school enrolments is the supply of teachers. A continued progress toward the goal of universal access to primary education will require a much larger number of new teachers, which is clearly beyond the capacity of the teacher training program. Significant expansion rate of enrollment can not be attained without a major expansion in the capacity of the teacher training programme and the introduction of innovative instructional strategies in primary schools. In this connection,

- The government will attach significant priority to pre-service and in-service teacher training.
- The government will ensure equitable treatment for women, both in their initial recruitment to the teaching profession and in their subsequent access to training opportunities and promotion within the education system.
- Unqualified and under-qualified teachers recruited for the second cycle primary education will be reduced through distance education and in-service training programs.
- Training of facilitators for ABEC will explore linkage with the teacher training institutes. This will enable facilitators to improve their pedagogical performance and to realize desired professional development. This will strengthen quality instruction and enabling the establishment of pedagogical equivalence with that of the formal school system.
- ABEC teachers will be recruited from the community and get a short initial training program. In recruiting facilitators, priority will be given to females in order to serve as role models to attract more and more female students.
- *The use of non-civil servant teachers is basically a transitional and stop-gap measure. These teachers are necessitated where the supply of teachers cannot cope with the demand, Specially in the most remote and pastoral areas. Nevertheless, from quality perspective, hiring qualified teachers is an appropriate response. As a result, the government continues to exert maximum efforts to deploy well-trained teachers to ensure the quality of education at all levels, while continuing using non-civil servant teachers for some times to come.*
- Cluster based local in-service training and distance education models will be strengthened as this has a positive impact for women's participation and to fill the gender gap of women teachers.
- The teaching approach will be suited to the life style and needs of the communities. The curriculum will be context specific based on the communities' needs and aspirations.
- The government is now developing accelerated training programs through distance education for under-qualified teachers currently teaching to quickly assume teaching positions in the second cycle of primary until all are fully on-stream. By continuing the current trend, it will not be possible to produce enough new teachers to accommodate the planned increase in enrolments. *The government will therefore continue to recruit candidates with ten years of schooling, and to provide them with somewhat more extensive pre-service training program in order to equip them for the teaching positions.*
- The government will also explore ways in which the curriculum can be revised to accelerate the production of new teachers and shift a greater share of their preparation to in- service training.

- For ABEC facilitators, subsequent in-service training will also be provided in summer and distance programs. They will also be provided with supervision services, pedagogical support, and get continued in-service training on a priority basis for new teachers. Over time the government will seek to ensure that all teachers in primary schools have at least 10 years of schooling and full professional training, before they enter into the classroom.
- The content of pre-service and in-service teacher training programs will be developed to provide teachers to acquire and develop appropriate pedagogical skills that are academically sound, child friendly, and gender sensitive together with individual life-skills which take into account the current HIV crises.

#### 4.5 Distance Education

*In a large country such as Ethiopia with a widely-scattered population, 85% of whom live in rural areas, many of them without direct access to conventional educational facilities, distance education has enormous potential to reach out to remote areas and to bring them in touch with education at all levels. Experience in other countries<sup>6</sup> has been that distance education can be effective from the level of basic literacy teaching all the way up to postgraduate studies, and can be Specially effective in reaching out to women either in their homes or at a centre in the village or small town where they live. The Government's policy is that distance education shall be used as a means to overcome regional differences in the provision of education, to overcome constraints affecting regular school attendance, and to provide additional educational opportunities for women. Distance education will be developed to make use of the latest ICT facilities and techniques, for example the interactive approaches which have been developed and have proved very effective in other countries<sup>7</sup> in connection with basic literacy teaching. Since the regions are at very different stages of development, each Regional Bureau of Education will be invited to produce its own strategy document relating to the development of distance education in its region.*

The distance education program now being provided represents one successful example of in-service teacher training as a strategy for reaching large numbers of highly dispersed learners at a relatively low cost. The government will continue to strengthen distance education supported by new technologies to provide educational opportunities to the greatest possible number of teachers and students in the most efficient and available ways.

#### 4.6 Decentralization and Capacity Building

*Under Ethiopia's federal constitution, the Government is committed to a policy of decentralization of responsibilities and executive powers and to this end significant decision-making autonomy has been devolved to the regions and by the regions to the woredas. The Regional Education Bureau is responsible for the implementation of the respective regional ESDP, whereas the Woreda Education Office is responsible for formulating educational plans at local district level, based on demand, and for extending the necessary support to schools. Among other duties and responsibilities, the WEO should establish and administer primary, secondary and technical and vocational schools, devise and implement plans based on the region's educational plan, ensure that the education system complies with national and regional standards, devise and implement mechanisms*

<sup>6</sup> E.g., Pakistan

<sup>7</sup> E.g., Bangladesh

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*to expand education and encourage and support community involvement in the educational sector.*

*At regional level and even more so at woreda level, capacity has been a serious problem, with shortage of qualified staff, high staff turnover and staff posts left unfilled, and with the situation being much more serious in the less developed regions. Efforts to develop staff capacity have met the problem that staff who have received training are then able to secure more attractive employment elsewhere. Devolving of responsibilities at woreda level is continuing but will take time to achieve fully. Resources available to woreda education offices are largely used up for the payment of salaries for teachers and other staff, with only small sums remaining for non-salary expenditure. Monitoring of activities and developments in schools has largely related to recording increases in pupil numbers and similar data, with little possibility of monitoring student performance. To this end,*

- The training given to Woreda officials to improve their efficiency and enhance their capacity will continue in the coming years to enhance the capacity of school directors and PTAs to properly implement the decentralization process and to foster the provision of quality education and increase access to school age children.
- The training and the capacity building activities to be undertaken at school level will be need based and context related that can solve the specific problems usually affecting the performance of schools and to properly lead their school development.
- To make educational leadership and management efficient various measures such as the civil service reform have been undertaken and as a result the management and leadership will be improved and greater attention will be given to quality enhancement.
- *The Ministry will keep supporting and building the capacity of the REBs and Training Institutions. This mandate has been illuminated in the new leadership and management structure of the Ministry that will be effective as of July 2005.*
- *Moreover, MOE-donors capacity development group has also been formed to pool up resources that can be used to build capacity of implementers at all levels. This body will be expected to examine capacity gaps, recommend strategies and monitors whether the allocated resources have brought about quality outputs (e.g. student performance).*

#### **4.7 Community Participation**

*As is known, the provision of education and training in Ethiopia was confined to the sole responsibility of the government, since the introduction of Modern Education in the country. The overall result was that access to and equity of education has been found one of the lowest even in Africa.*

*The situation has been changed since recently that community has started to support and manage schools. Out of its own initiatives, community expands classrooms and even began to build new schools. However, all of these initiatives are based on voluntarism and an income based support. The support can also be expressed in the form of labour. This has been clearly articulated in the guidelines, “Organization, Management Community Participation and Finance” that has been under implementation since 2003. The poverty-reduction strategy also upholds the minimum contribution of the community through various safety net programs to realize the former.*

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*It should also be noted that to provide access to primary education for all school age children, in addition to making provision for the many over-age children, will entail a heavy burden for the government and the community, over the coming years, but the rewards will be great: economic rate of return analysis shows that there is a greater return to the country from investing in quality primary education than in any other form of investment.*

## **4.8 Cross-cutting Issues**

### **4.8.1. Gender**

In order to address the equity aspect of the education sector in an integrated manner a “Gender and Equity department” will be established in the Ministry of Education. The objective of this department would be to lay out and implement a strategy to address girls’ education, the education of pastoralist and semi agriculturalist and special needs education.

The efforts already initiated to improve the participation of females in education during ESDP I and II will further be strengthened in an integrated manner. Admission, completion and transition rates of girls will be made to increase to equal that of boys. Steps to promote gender equity include interventions that improve access to education facilities and programs for girls and minimize barriers to the demand for their education. Locally relevant measures will be initiated to prevent social and cultural barriers to the education of girls. To this end there is a need to,

- *Build more schools near the community to reduce high drop out at grade 1 & 2 and grade 7 and 8.*
- *Special support will be provided to poor female students to continue their education. This will be done in collaboration with the community and donors. Target marginalized girls by instituting incentives particularly in areas where gender gap is very wide.*
- *Reference materials will be developed to depict women role models*
- *Expand adult literacy programme for parent so that parents awareness on the benefit of education will be increased hence parents will send their daughters to school.*
- *System will be introduced to make teachers and head teachers accountable for the harassments they are committing. A guide will be developed to increase the awareness of girls on harassment so that the victims will be determined to give the necessary information and bring their case to justice.*
- *Girls’ day will be celebrated in schools once in a year in which PTAs and girls clubs to promote girls education. Experience sharing on positive lessons about girls’ education will be organized through education media.*
- *All female students who completed grade 10 will be entitled for at least one year TVET in the government institutions. For 10+2 and 10+3 female trainee will be given priority over their male counterparts if they fulfill the basic criteria. The same will be applied at primary and secondary during admission.*
- *Counseling services for female students will be strengthened at secondary school. Teachers who took psychology course will be assigned where it is difficult to get professional councilors.*
- *Tutorial sessions will be strengthened and advice will be given for female students to help them decide their field of study in TVET and HEI. Female students will be*

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*assigned on their choice. Those who have established family will be enrolled in the institutions close to their residence.*

- *Special support being provided for female students in the HEIs will be strengthened. Such supports will be monitored by HE officials. The counseling service will be strengthened.*
- *Gender training will be part of the pre-service and in-service training. Incentives shall be provided for TTE institute who enrolled and retained more female teachers.*
- *The respective regions women's Forum will contact the Teacher Training Education Institutions to provide the necessary support to female teacher trainees.*
- *Female education forums will be strengthened at all levels.*
- *Series in-service capacity building programs will be organized for women leaders. The Women's Forum will organize programs to share the experience of those female educational leaders who demonstrated outstanding performance.*

#### **4.8.2 Civic and Ethical Education**

*The Government's policy to develop responsible, democratic, ethical and competent citizens must be focused Specially at the level of primary schools. The emphasis is valid as this level of education is at the formative age. The Government will undertake a revision of curriculum content and materials to give due emphasis to the formation of responsible and ethical citizens taking their place in a democratic society. This will include curriculum content relating to political, economic, social and ethical issues. It will also address the position of and constraints on women in society. Given that the regions are at very different levels of development, the curriculum content will have room to accommodate certain local and regional development issues as appropriate.*

#### **4.8.3 Special Needs Education**

The government attaches greater importance to expanding educational opportunities for those with special needs. To this end MOE provides technical assistance in the form of guidelines and capacity building to the regions, and compiles federal level progress reports. The REBs are to assist WOE in including SNE in their action plans, budgets and reports. The federal strategy, guidelines and regional and woreda level implementation plans are to be reviewed along the progress. In order to meet the increasing demand for inclusive education and special needs education support, the MOE will aim at strengthening cooperation between education authorities, stakeholders partners.

*Hence, recognizing the exclusion and barriers to active learning and participation, and in order to produce the required changes in the education system, the MOE has designed a special needs education strategy (2005) that:*

- *Provides an overview of the current situation of special needs education*
- *Defines national objectives, strategic priorities and division of responsibilities*
- *Identifies resources and possibilities for cooperation*
- *Proposes key elements for inclusive education system development*
- *Analysis favorable factors, constraints, risks and possible solutions*

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*The following three strategic priorities were defined:*

- 1) Including SNE in national and regional education sector planning and reporting systems,*
- 2) Developing guidelines and providing technical assistance to regions, and*
- 3) Strengthening the capacity of the education system.*

*Special needs education aims at making the education system inclusive by educating teachers and establishing support systems. All forms of special needs education require adequate teacher education and continuous professional development.*

*The developed strategy shows the direction for development of inclusive education and special needs education services that are open to all learners. The government's strategy for improving educational services provided to children with special needs is based on the principle of inclusion.*

Major strategic activities with regard to SNE for the next five years includes,

- Preparation of the first Federal strategic plans
- Development of guidelines for support systems
- Professional support for the SNE teacher education programme
- Preparation of guidelines for the curriculum modification
- Establishment of support systems in regions
- Identification and sharing of good practices

#### **4.8.4 HIV/AIDS and Education**

The HIV/AIDS epidemic is gravely affecting the education system by increasing the rate of teachers' absenteeism, killing and by creating orphans and vulnerable children who are less likely to attend school and more likely to dropout due to lack of family support. The epidemic has particularly serious consequences for girls' education, since girls are more socially and physiologically vulnerable to HIV/AIDS, and more susceptible to the negative impacts of the epidemic.

Factors such as shame, silence and stigma are among the basic reasons behind HIV/AIDS speedy prevalence. As a result, stigma denial, blame, and discrimination are delaying immediate response and the fight against the pandemic. Hence, all members of the school community must recognize the magnitude of the problem in order to avert the disaster. Schools will be the key settings for educating children about HIV/AIDS and for halting the future spread of HIV/AIDS infection. Success in carrying out such determined offense depends upon reaching children and young adults in time through formal and non-formal education. Such timely undertakings are needed to alter the behavior that places young people at risk. School adolescents are Specially at risk unless concerted efforts are exerted to lessen the plague through education and training leading to desired behavioral change.

*To reverse the situation in the education sector, at all levels from pre-primary to tertiary level, the following arrangements will be made:-*

- A workplace policy and implementation guidelines will be in place for teachers, students and other employees affected and infected by HIV/AIDS at all levels.

- Situation analysis of orphans and vulnerable children (OVC) in each region and at all levels of the education system will be conducted to address and ensure access to schooling.
- Systematic data collection will be in place to understand the scope and effect of HIV/AIDS on students, teachers and administrative staff.
- The impact of HIV/AIDS will be minimized through maximizing preventive education on the mitigation of the spread of HIV/AIDS. Hence, preventive education will be given to the education sector community to enhance the knowledge and skills, to foster and sustain behavior that reduces risk and to improve care and lessen the impact of illness.
- Preventive education also addresses caring for the infected and the affected. To this end, training for teachers will be strengthened at school and other training institutions level.
- To comprehensively respond to the crises of HIV/AIDS, the education sector will reach every potential learner and teachers. Therefore, HIV/AIDS prevention programs will be one major part of the education and training process to combat the spread of the epidemic.
- HIV/AIDS education will fully be integrated and strengthened in formal and non-formal education programs.
- All pre-service and in-service teacher training programs will incorporate HIV/AIDS messages and preventive measures. The education sector response will clearly be manifested in all forms education and training programs.
- HIV/AIDS clubs will be strengthened to minimize the fear and discrimination against students and teachers infected and affected by HIV/AIDS. More attentions will be given to children aged 5-14 (window of hope) young girls, orphan students.

*The practical available vaccine for HIV/AIDS is education. Hence, MOE has integrated preventive measures in to the curricula of all the levels of education and training to combat the pandemic. This has been already done. Recently, the government has issued a guide line on the workplace policy and mainstreaming. The workplace policy and mainstreaming of HIV/AIDS implementation are expected of all stakeholders at various levels. To this end, all government institutions /both Federal and Regional/ have all the obligations. The Ministry sees to it that the education sector strategy response has been effectively addressed, work place policy and mainstreaming practiced, and stigma and discrimination against people living with HIV/AIDS (PLWHA) have stopped in the sector. Nevertheless, as these are observed mostly at the operational levels (Regions, Woredas, Schools, etc.) the central Ministry only supports and compiles relevant data for making preventive and educative policy decisions.*

#### **4.8.5 Quality**

Efforts made to improve the quality of education are offset by the greater push given to increasing enrolment. During ESDP III, greater emphasis will be given to quality enhancement. To this end:-

- Curriculum will be made more relevant so that it connects learning to the child's experience and environment; responds to parental expectations and demands; and at the same time prepares students not for today's world but for a society that is aspiring to develop in the next decades.
- *Other quality assurance mechanisms will also be put in place; National Educational Assessments will be conducted on Primary and secondary education so as to monitor progress in students' achievements and to identify major influencing factors for appropriate policy interventions.*

- *In the short-term, the MOE will have to rely on proxy indicators for education quality, such as the numbers of teachers and the percentage qualified, since it would be difficult and costly to introduce a system to directly measure children's performance at, for example, Grades 1, 2 and 3, with from 1 million to 2 million children enrolled in each of these Grades. The MOE proposes to make increased use of the Grade 4 and Grade 8 Learning Assessment results but there are problems in using these for comparative purposes, in view of the widely differing background circumstances in each region.*
- *Educational inspection will be strengthened to ensure quality in the primary and secondary education system. Public examinations will be used for maintaining standards and as feedback to improve quality in education.*
- Quality teachers are essential since it is in the classroom that real learning takes place. Without a competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Therefore, pre-service and in-service training of teachers will be intensified and will have a central place in ESDP III.
- Unqualified teachers at various levels in the system will be upgraded and new teachers will also be trained. In order to improve the qualifications of teachers at primary and secondary level continuous professional development (CPD) will be put in place and institutionalized.
- Efficient school leadership and management will be established in schools that will enhance the quality of instruction and learning achievements. *Studies have indicated significant weaknesses in supervision, management and implementation capacity, Specially at the level of the woredas and of schools. Regional Education Bureaux will be supported to produce strategy documents to develop supervision, management and implementation capacity in their regions, by the visits REBs pay to woreda offices, and vice-versa.*
- Adequate management system will be put in place for the efficient ordering and dissemination of text-books. Text-books will be imported, adapted and adopted. Private publishers will also be encouraged to publish regular and reference books. The provision of textbooks will be liberalized. International experiences in textbook provision management and distribution will be explored and applied.

*Use of ICT may not be realised at one stretch but will be mainstreamed, initially at the levels of secondary education and above. For example, for the 161 preparatory schools (grade 11-12), the process has started with UNDP's support for School Net service). To make ICT facilities available for every primary school would not be realisable within the period of ESDP III. However, experience in other countries<sup>8</sup> has demonstrated that primary age children can derive great benefit from access to ICT facilities and to provide such facilities will be a goal for the Government in the longer term. The introduction of ICT in the secondary education is expected to bring about educational quality by improving the pedagogical skill of teachers and also by enabling students use electronic educational materials.*

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<sup>8</sup> E.g., Tunisia

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*Ethiopia has currently embarked upon the use of ICT in a bid to raise the quality of education of secondary schools. At this level, the effort is not merely an inclusion of media dimension to the teaching-learning process, but also to overcome the pressing problem of the supply of qualified teachers. Moreover, it also enables to overcome the shortage of laboratory equipment and chemicals.*

*In the coming five-years, the current scope of ICT will dramatically change both in quantity and quality. For example, all secondary schools will be networked with the internet services. Students and teachers can access digitized curriculum contents through school-net infrastructures currently being laid in secondary school. Human resources development will be carried out by training of teachers in ICT, incorporations of ICT into teacher training curriculum. of the Internet service will be extended to TVET centers and if possible to junior secondary schools. Data center at EMA will be strengthened for content delivery Development of contents deployment for web-based access Content delivery*

*This is, of course, in addition to the education television programmes being transmitted in almost all of the schools. In short, is the e-learning project is under study by the government. To this end, both application and content will be developed for use by MOE, REBS and schools.*

*As to teachers' ICT literacy, Information Communication Technology has been put as an independent course in the newly designed TESO courses. Moreover, most universities and colleges are already accessing internet services by which their staff are able to browse thorough important information available in the former.*

*However, to set a standard for ICT literacy for all levels of schools, there have to be ready infrastructures and the necessary hard wares. In the future, a training standard will be put in place to maintain the desired quality level.*

## Chapter Five

### 5. Program Cost

#### 5.1 Program costs

The total cost of the ESDP III is projected to be Birr **46.97** billion of which Birr **19.88** billion is capital budget while Birr **27.1** billion is recurrent.

**Table 1: Program Cost Summary by Type of Expenditure**

Type of Expenditure	Amount (million Birr)	Percentage Share (%)
<b>Capital</b>	<b>19,881</b>	<b>42</b>
<b>Recurrent</b>	<b>27,093</b>	<b>58</b>
<b>Total</b>	<b>46,974</b>	<b>100</b>

*Note:- Please refer to the new budget structure (Catherine D.)*

**Table 2: Recurrent and Capital Cost by Sub-Programs (million Birr)**

Sub-Programs	Capital	Recurrent	Total	Percentage Share
<b>Primary Education</b>	<b>10,535.9</b>	<b>12,859.3</b>	<b>23,395.2</b>	<b>50</b>
Formal Primary Education	9,591	11,668	21,259	45.3
Teacher Training(TTI and TTC)		1,191	1,191	2.5
Special Needs Education	2		2	0.004
Cost for Overage Children	943		943	2.01
<b>Secondary Education</b>	<b>2,582</b>	<b>1,442</b>	<b>4,023</b>	<b>8.6</b>
<b>Technical and Vocational Education and Training (TVET)</b>	<b>1,299</b>	<b>4,090</b>	<b>5,389</b>	<b>11.5</b>
<b>Tertiary Education</b>	<b>5,264</b>	<b>7,664</b>	<b>12,928</b>	<b>27.5</b>
<b>Capacity Building</b>	<b>139</b>	<b>21</b>	<b>160</b>	<b>0.3</b>
<b>Administration and Others</b>	<b>61</b>	<b>1,018</b>	<b>1,078</b>	<b>2.3</b>
<b>Total</b>	<b>19,881</b>	<b>27,093</b>	<b>46,974</b>	<b>100</b>

Primary education, tertiary education and technical and vocational training are given high priority in resource allocation and account for 50.0 %, 27.5 % and 11.5 % of the overall Program cost. Formal primary education alone accounts for 45.3 % of the total Program cost. This shows that primary education is still priority number one in ESDP III.

**Table 3: Total Cost of Program by Year**

Budget Code	Sub-Programs	2005/6	2006/7	2007/8	2008/9	2009/10	Total
311/01	Administration and Other	176.6	194.2	213.7	235.0	258.5	1,078.0
311/01/01	Capacity Building	26.2	28.8	31.7	34.9	38.4	160.0
311/02	Primary Education	3,637.0	4,000.7	4,400.7	4,840.8	5,324.9	22,204.0
311/02/01/02	Formal Primary Education	3,482.2	3,830.4	4,213.4	4,634.8	5,098.2	21,259.0
311/02/03	Special Education	0.3	0.4	0.4	0.4	0.5	2.0
311/02/04	Over-age Cost	154.5	169.9	186.9	205.6	226.1	943.0
311/03	Secondary Education	659.0	724.9	797.3	877.1	964.8	4,023.0
311/04	Tertiary Education	2,117.6	2,329.3	2,562.3	2,818.5	3,100.3	12,928.0
311/05	TVET	882.7	971.0	1,068.1	1,174.9	1,292.4	5,389.0
311/06	Teacher Training (TTI & TTC)	195.1	214.6	236.1	259.7	285.6	1,191.0
-	<b>TOTAL</b>	<b>7,694.2</b>	<b>8,463.6</b>	<b>9,310.0</b>	<b>10,241.0</b>	<b>11,265.1</b>	<b>46,974.0</b>

Note: The figure assumes 10% annual rate of growth of expenditure in real terms

*The GDP for Ethiopia is assumed to grow by 10 % between 2005/06 and 2009/10 as indicated in Table 3. To estimate the amount that will dedicate for education during the programme period the 2002/03(provisional) figure 5.6%<sup>9</sup> was taken as a base. This figure was extrapolated to 2009/10 using the average annual incremental rate observed between the year 1999/00 and 2002/03 which is 0.8%. Accordingly, the forecasted share is given as indicated in Table 5. But since these figures show the total education share which includes the external source, they are adjusted to reflect the domestic share from the GDP using 80% proportion and the adjusted figures are given in the same table. Accordingly, the budget forecast is expected to increase from 5.2<sup>10</sup> Billion Birr in 2005/06 to 12.6 Billion Birr in 2009/10. The budget gap is observed only for the first 4 years of the programme period. Therefore, to meet the indicative program costs shown in Tables 2 and 3, a significantly increased funding effort will be required.*

**Table 4: The GDP forecast at current price in Million Birr and Estimated Education Budget Share**

Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
<b>GDP</b>	68997	79114.9	89621.7	101643.3	115302.2	131917	150913
% age share of education from GDP			0.058	0.064	0.070	0.0768	0.0832
Education budget forecast			5162.2	6505.2	8117.3	10131.2	12556.0
<b>Budget requirement for ESDP III</b>			7694.2	8463.6	9310	10241	11265.1
<b>Budget Gap</b>			2532.0	1958.4	1192.7	109.8	

*It may not be possible for the Government to provide from its own resources all of the funding that will be required and the Government anticipates significantly increased contributions, in cash and in kind, from communities to the development and operation of their local schools, with enhanced motivation stemming from the fact that the benefits will accrue directly to the children in each community.*

<sup>9</sup> MOFED /SDPRP annual Progress Report 2002/03

<sup>10</sup> The total Government Budget for Education for 2003/4 was about 4,000 million Birr (Source: Joint Budget and Aid Review, Annexes).

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*Accordingly, the Government will need to obtain external resources and hence looks forward to continuing close partnership with bi-lateral and multi-lateral funding agencies to close the resource gap. The Government therefore, requests the funding agencies to provide advance indications of their probable levels of funding to the education sector over the five-year period of ESDP III, in order that the full costing of the ESDP III programme can be completed.*

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## Chapter Six

### 6. Organizational and Administrative Arrangements for Implementation of ESDP III

#### 6.1. Governance

The sector approach recognizes that management and development of the sector is a continuous process, involving all stages from analysis to strategy and policy formulation, planning, budgeting, implementation, monitoring, and review. A single project may operate from a blueprint over a finite period, but the sector as a whole has to have institutions that support continual adjustment to circumstances and learning from experience.

ESDP governance can be described in terms of three interlocking elements:

- **documents** – plans, reports and other documents that describe and guide ESDP;
- **forums** – meetings and collaborative activities where the different proponents of ESDP engage with each other;
- the **calendar** which ensures that the other elements are well synchronized and coordinated, internally and with other programmes.

#### Documents

The centre-piece of the ESDP is the multi-annual Programme Action Plan which summarizes the overall programme and its costing. As noted above, this is the outcome of an iterative planning process between the federal government, regions and other stakeholders, and the result is a summary of much more detailed plans and projections at regional and federal level. Individual project documents, annual work programme and so forth, should all clearly relate to the PAP.

#### Forums (Meetings and Reviews)

The consultative and review framework for the ESDP would have three main components:

- Steering Committees (at central and regional level);
- Annual Joint (government-donor) Review Missions (JRMs); and
- An Annual Review Meeting (ARM).

Detailed Terms of Reference for these forums are included in Annex 2. In addition there are several forums that play an important role in oiling the wheels of ESDP. These include:

- Formal monthly meetings of donor representatives with the Minister of Education.
- The meetings of the education donor group (often held to prepare for joint government-donor forums).

These ESDP-specific and donor-related forums are additional to other regular forums and activities that are embedded in the routines of education sector planning and review. These include national and regional education conferences, which are held annually, and various ad hoc task forces and working groups that are set up from time to time.

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## Calendar

The principles of good aid management require, among other things, that transaction costs are minimized (by synchronizing donor activities and harmonizing donor procedures and activities, and by using government systems as far as possible.) The ESDP requires systematic consultation amongst all the partners (notably Federal and Regional Governments and aid donors to the sector). It is therefore important:

- (a) to have an agreed calendar of ESDP activities that both government and donor partners adhere to;
- (b) to ensure that this calendar is consistent with the Government's fiscal calendar, so that ESDP activities support and draw on the Government's own cycle of planning, budgeting and reporting;
- (c) to ensure that education-sector activities and dialogue fit appropriately into broader arrangements for government–donor dialogue.

To fit in with the Ethiopian Fiscal Year (8 July –7 July, i.e. the Ethiopian calendar months of *hamle* through *sene*), the Joint Review Mission should take place in September/October each year, and the Education Sector Annual Review Meeting in March. However, given the more elaborate partnership structures that have been adopted in the context of the SDPRP and the growing proportion of aid that takes the form of budget support, it is also important (a) to ensure an appropriate sequence of macro and sectoral reports, plans and consultations, and (b) to have a calendar that integrates the annual cycle with multi-year plans and forecasts.

As was the practice in ESDP-I&II the Government will work in close partnership with donors for the implementation and monitoring of ESDP-III. To this effect, the Central Steering Committee (CSC) will continue. Detailed Terms of Reference are attached as an Annex.

The CSC will be chaired by the Minister of Education and will include the Minister of Finance and Economic Development, and representatives of donors and NGOs as members. The Planning and Programming Department of the Ministry of Education will act as the secretariat for CSC.

The CSC and its secretariat will work with regional counterparts forming a Regional Steering Committee (RSC) in each region. The RSCs, supported by the respective Regional Education Bureaux (serving simultaneously as regional secretariat) will have its membership including: the Regional Education Bureau Head (Chairperson), head of Regional Finance and Economic Development, head of Works and Urban Development, and where available donor representatives. The RSC will be responsible for decisions involving regional resource mobilization and utilization, approval of work plans, and monitoring progress in the implementation of component activities.

### **6.2 Implementing Agencies.**

*The Ministry of Education will be the Executing Agency responsible for implementing ESDP III at the Federal level. The role and mission of the Ministry of Education are clearly communicated in various official documents. The expected reorganisation of the Ministry of Education will lead towards more streamlining, towards a more policy-oriented role, with emphasis on the Ministry acting as a change agent, to lead the education sector towards the goals and vision of Education For All and the Millennium Development Goals. On the other hand, more operational responsibility is accorded to the regional level, with the Education Bureau as the executing agency for the respective Regional ESDP. The*

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*Government is conscious that there are obvious institutional and capacity limitations relating to regional and woreda level offices, Specially in the less developed regions. At these levels, various offices have experienced significant staff shortages, high staff turnover, and have posts left unfilled, thus imposing a heavy burden on the remaining staff. As a response, Officers require training in modern leadership management and planning methods, data collection and handling, computing (where computers are available, which is not yet the case with most woreda level offices) and various other functions. The Ministry, therefore, will continue developing policies; build implementation capacity at regional and woreda levels. The planned process of decentralization of activities will also continue but the Government recognizes that it will take time before all regions can adapt to the required level of leadership and management.*

As there are still considerable discrepancies in terms of capacity among regions and as the system is still dynamic, it is necessary to point out that responsibilities at the different levels may vary according to existing realities during the implementation of ESDP III. Therefore, there will be a need to provide additional support to the regions that require help. On the other hand, overall financial management will be the responsibility of the Ministry of Finance and Economic Development and the respective Finance and Economic Development Bureaux in each Region.

### **6.3 Role of External Financing Agencies.**

External financing agencies will participate in joint reviews and other supervision mission in consultation with the Government as per the modalities set in ESDP III.

The purpose of supervision is twofold: First, to monitor progress; secondly, to resolve implementation constraints at the earliest possible time so as to help the implementing agencies maintain a speedy implementation process. Supervision will also be an effective mechanism for the donors to provide appropriate input on educational issues, which the Program is designed to address.

Supervision of implementation by donors will be coordinated by the Central Secretariat and will be on a “Joint” basis - Government and donors. There will be one mission per year. These supervision missions will assess:

- The effectiveness in attaining objectives and in reaching beneficiaries as shown in the annual work plan.
- Compliance with financial management, accounting, procurement, and disbursement procedures stated in the guidelines as issued by the CSC;
- Performance based on indicators shown in the approved annual work plan and implementation schedules;
- Effectiveness of procurement and payment arrangements;
- Progress on capacity building including assistance and training; and
- Progress on improving the quality, relevance and efficiency of education.

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## **6.4. Community Participation**

ESDP had envisaged community participation as a development strategy where the beneficiaries have strong influence on the direction and execution of development projects that will help them improve their economic and social well being.

The overarching principle of the ESDP and the associated Guideline 2002 is the encouragement of community participation. The establishment of active PTAs and Education and Training Management Boards appears now to be quite widespread in all regions. PTAs have been established according to the Guideline 2002. PTAs are involved in the monitoring of the teaching process which can include taking action against poor performing teachers.

The level of involvement is reported to be high in all regions. This is a clear sign of the level of commitment of parents and communities to education. Decentralization and the creation of PTAs is a good vehicle to tap this interest and to create a sense of ownership. This participation comes in two forms:

### **- Participation in the management of schools**

There will be increased emphasis on monitoring teaching-learning processes, raising awareness to advance girls' participation in education, discussing reasons for and combating absence from school, talking to students and Specially girls and their parents about the importance of schooling, adjusting school calendar to match the needs of harvesting, and solving disciplinary problems.

### **- Contributions in the form of labor, materials and cash**

Building additional classrooms and new blocks on the school grounds, improving the school environment, organizing school facilities for appropriate use, design ways to maintain them for longer use, etc.

## **6.5. Monitoring, Review and Evaluation Strategy**

### **6.5.1. General Strategy**

Assessment activities related to program management are monitoring, reviews and evaluation. Generally speaking, there are three main reasons for assessment activities: First, they ensure accountability. They are carried out to verify that resources that are allocated to a specific development process are used for the intended purpose so that the planned objectives are achieved. Second, they aim at learning and increased understanding of the ESDP. By analyzing and assessing the development processes, the causes for the successes and failures become understandable. Third, the results of the assessment activities can be used for improving future decisions regarding ESDP and to improve the annual planning process.

The success of the monitoring and evaluation process will, to a large measure, depend on the clarity of the objectives of ESDP III and the indicators proposed in measuring the movement towards realizing the objectives. ESDP III will include indicators at three different levels. At national level, a set of core indicators that will be the basis for compiling information about the performance of the education sector in Ethiopia as a whole are selected. These indicators will also provide a basis for making regional comparisons. At regional level, each region will set targets and monitor the nationally agreed core indicators. But, for region-specific needs and priorities, the core set of indicators may be complemented with additional indicators. The purpose of the regional level indicators is to facilitate assessment of the sector's performance

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within a region and to feed into further regional level planning. The third level is the operational level in which indicators are needed for day-to-day operational management of the Sector Development Program.

For every indicator, base-line data as well as annual targets will be established. In ESDP-III, the data of 2003/2004 will serve as a base year. Moreover, detailed information is needed for day-to-day management on utilization of resources, implementation of planned activities according to schedules and production of planned outputs. Generally speaking, a quality review should be adequate, relevant, accurate, timely, and useful.

Problems encountered in the implementation of activities can be resolved through mutual discussions at the Annual Education Conferences held between the regional Bureaux and Federal Ministry of Education and through other relevant meetings.

### **6.5.2. Reporting**

At every level, quarterly, semi-annual and annual work and financial performance reports will be produced. Discussions will be held on the reports; and possible solutions will be given. The reports will concentrate on:

- Progress in production of planned outputs.
- Implementation of activities.
- Utilization of inputs; and information on actual capital and recurrent expenditure.
- Implementation of recommendations of ARM.
- Weaknesses, strengths and lessons learned in implementing ESDP.

The quarterly report will mainly serve the day-to-day management purposes at implementation level. The semi-annual and annual reports will be the main source of information on progress and achievements of the entire program as compared to plans. These will also serve sector management at regional and national level as well as enabling members of the donor community to monitor the progress of the program.

### **6.5.3. Implementation of Reviews:**

The review process provides an important opportunity for ESDP stakeholders for stocktaking, reflection and learning, possible reorientation of the program, problem solving as well as overall discussion and exchange of views on the program.

ESDP reviews will be carried out as joint Government-donor missions. Annual reviews should be considered adequate. The timing of the missions will coincide with the availability of the consolidated semi-annual reports as well as work plans and budgets for following year's implementation.

The preparation of the review missions would be the responsibility of the Central Steering Committee assisted by its Secretariat. The preparation process would include preparation of Terms of Reference and recruitment of review team, and preparation and making available background documents for the review mission.

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#### **6.5.4. Annual Review Meeting (ARM)**

1. The Annual Review Meeting is a forum that brings together all ESDP stakeholders to review progress in implementing ESDP and to discuss current issues and future plans for the sector.
2. It is chaired by the Minister of Education, and includes high level representatives of the Ministry of Finance and Economic Development, the Ministry of Capacity Building, and other federal ministries as appropriate. From the regions, BOFEDs and BCBs are represented as well as REBs.
3. Donors are invited to send senior education staff, from their HQ as well as their Addis Ababa offices. NGOs and other organisations involved in the sector may also be invited.
4. Increasingly, ARMs have sought broader participation e.g. selected woreda level participants may help to ensure that implementation-level views are heard.
5. The ARM should receive consolidated reports on ESDP implementation, prepared by the ESDP Secretariat and the report of the annual Joint Review Mission (see below).
6. The ARM is not a pledging or budgeting body, but it should also receive, from MOFED, a comprehensive status report on past, current and prospective financing of the ESDP. This will draw on MOFED's overall records of government budgets and medium-term expenditure plans (federal and regional) and of aid flows and pledges taking all disbursement channels into account).
7. Proceedings of the ARM are recorded by the ESDP Secretariat, and circulated within one month of the meeting. They should include a list of ARM recommendations, which will be followed up by the CSC and the ESDP Secretariat. Each ARM will receive a report on the status of previous ARM recommendations.
8. The ARM agenda will include discussion of the areas of focus and Terms of Reference for the next JRM. It will also discuss and endorse a wider programme of thematic studies and reviews which may be relevant to the implementation of the current ESDP or, equally, to the preparation of the next one.

#### **6.5.5. Meetings of Steering Committees:**

The central and regional steering committees will meet quarterly.

#### **6.5.6. Program Implementation Manual**

The recently revised Program Implementation Manual (PIM) will serve for ESDP-III. However, as a “*living document*”, it is subject to improvement, revision and amendment, whenever required.

## Annex 1

### Key Performance Indicators of ESDP III 1998 – 2002E.C. (2005/06-2010/11)

No	Suggested Indicators	Base Year 1996E.C.	Target Set for 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
<b>1</b>	<b>Budgetary and Expenditure Indicators</b>							
	• Education's share of the total budget (current FY)		19.97	19.97	19.97	19.97	19.97	19.97
	➤ Share of General Education from the total education budget			53.64	54.56	49.25	62.58	67.81
	➤ Share of TVET from the total education budget			11.55	15.36	18.42	6.52	7.11
	➤ Share of Higher Education from the total education budget			31.36	27.05	29.83	28.34	23.04
<b>2</b>	<b>Access Indicators</b>							
	• Grade 1 Net Intake Rate by gender	33.7	80	90	100	100	100	100
	➤ Male							
	➤ Female	36.6	80	90	100	100	100	100
	• Net enrolment rate at primary (1-4)							
	➤ Girls' NER	49.61	54.65	59.69	64.73	69.77	74.82	79.85
	➤ Boys' NER	53.03	59.53	64.03	68.52	73.02	77.52	82.01
	• Net enrolment rate at second cycle of primary (5-8)							
	➤ Girls' NER	25	32.49	39.99	47.49	55	62.50	70
	➤ Boys' NER	35	41.18	47.71	54.25	60.78	67.32	73.86
	• Gross enrolment rate at first cycle of primary (1-4)							
	➤ Girls' GER	78.28	80.21	90.14	98.98	104.38	102.85	100.16
	➤ Boys' GER	95.16	93	97.86	102.76	104.11	102.66	100.18
	• Gross enrolment rate at first cycle of primary (5-8)							
	➤ Girls' GER	36.88	37.82	45.83	52.56	61.46	75.26	87.37
	➤ Boys' GER	57.01	57.92	64.88	69.87	77.85	86.70	94.53
	• Gross enrolment rate at first cycle of primary (9-10)							
	➤ Girls' GER	14.29	16.23	19.37	15.63	13.23	17.22	20.81
	➤ Boys' GER	26.30	28.70	33.50	26.51	20.46	24.35	27.55

No	Suggested Indicators	Base Year 1996E.C.	Target Set for 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
	• Admission to Preparatory (11-12)							
	➤ Girls' GER	11324	32029	37.160	42941	60883	61656	80033
	➤ Boys' GER	34613	54464	61128	66166	93179	94926	114679
	• Admission to TVET	41360	44231	49259	52483	63368	69527	80033
	➤ Female							
	➤ Male	45798	88863	104083	103490	128676	125832	129319
	➤ Degree Program / * Including private inst./	6518	9564	15756	31363	36602	41700	60392
	➤ Female							
	➤ Male	19346	22315	29262	53401	59720	65224	90589
	• Admission to post graduate program	2532	6000	6550	11413	16275	21138	26000
	• Share of female students in higher education enrolment	25.2	30	34	37	38	39	40
3	<b>Quality Indicators</b>							
	• Share of lower Primary (1-4) teachers who are qualified	96.3	99	98.3	99.2	99.8	99.8	99.8
	• Share of upper Primary (5-8) teachers who are qualified	56.26	80	89.6	98	99	99	99.3
	• Share of secondary (9-12) teachers who are qualified	44.33	73.2	67	87	91	94.7	99.7
	• Primary school student/textbook ratio	2 :1	1:1	1:1	1:1	1:1	1:1	1:1
	• Secondary school student/textbook ratio	1:1	1:1	1:1	1:1	1:1	1:1	1:1
	• Student teacher ratio	72	68	64	60	56	53	50
	• Grades 1-4							
	• Grades 5-8	57	56	55	53	52	51	50
	• Grades 9-10	48	47	45	44	43	41	40
	• Grade 4 sample assessment of learning achievement	48.5	50					50
	• Grade 8 sample assessment of learning achievement	39.7	50					50
4	<b>Efficiency Indicators</b>							
	• Primary (1-4) student/section ratio	75	60	66	61	57	53	50
	• Primary (5-8) student/section ratio	71	60	63	60	56	53	50
	• Secondary school (9-12) student/section ratio	79	73	66	60	53	47	40
	• Grade 1 dropout rate	15.53	14.2	4	2	0.97	0.49	0.24

No	Suggested Indicators	Base Year 1996E.C.	Target Set for 1997E.C.	Target Set for 1998E.C.	Target Set for 1999E.C.	Target Set for 2000E.C.	Target Set for 2001E.C.	Target Set for 2002E.C.
	Average primary school dropout for girls	18.47	8.5	5	2	1.15	0.58	0.29
	• Average grade 4 to 8 repetition rate	10.5	6.4	3	1	0.66	0.33	0.16
	• Average grade 5 to 8 repetition rate for girls	13.6	8.1	3	2	0.85	0.43	0.21
	• Primary School completion rate <ul style="list-style-type: none"> <li>○ Grade 8</li> </ul>	35	40	52	64	76	88	98
	• Coefficient of primary school efficiency							
5	<b>Equity Indicators</b>							
	• Gross primary enrolment rate in the two most under-served regions							
	➤ Somali	16.08	20	38.6	60	70	80	90
	➤ Afar	14.08	20	37.4	60	70	80	90
	• Net enrollment Share of girls in primary school enrolment (1-8)	74.4	45.7	46.8	47.7	48.5	48.9	49.3
	• Gross enrollment Share of girls in primary school enrolment (1-8)	42.6	43.5	45.2	46.4	47.35	48	48.6

**Note:-**

- The targets indicated in the above table are subject to revision based on the regional states' target.
- The projections of diploma programs are worked out under TVET sub-sector.

**Special Needs Education**

- Access of students with special needs to primary education will increase by 2% every year. Similarly, access to secondary, TVET and Higher Education institutions will be reported on annual basis.
- The number of trained SNE teachers will increase from 400 to 1,200 and at least one trained SNE teacher will be assigned in cluster centers.
- The completion rate of SNE students will reach 16% with annual increment of 2% with in the five years plan year.

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## **Annex 1 cont'd**

### **Support Programs**

- JRM and ARM
- Learning Assessment every two to three years
- Annual progress report on ESDP
- Level of community participation ( cash and kind in capital and recurrent expenditure)
- Share of primary sections with enrolment greater than 75 students and share of secondary sections with enrolment greater than 60
- Screening results of grade one SNE students ( identification and assessment of special need students in order to prevent repetition and dropout and to provide early assistance)
- Reason for dropout and reptilian with special emphasis on special needs education.
- Awareness raising, assistance and training in special needs education provided for formal schools (short courses, CPD)
- Annual situation analysis of special needs education strategy implementation in cooperation with TEIs, WEOs, and NGOs ( focused by using quantitative and qualitative data
- Analysis of special needs education in regional action plans
- Quantitative studies on progress and constraints in:
  - Link between ESDP and poverty reduction
  - Capacity development in the education sector
  - Opportunity in getting access to education for population groups such as OVC and street children
- Channels and timing of financial reporting – according to PIM
  - Biannual consolidated budget and expenditure report submitted to MOE (September and March)
  - Horizontal reporting system- REB-BOFED and MOE –MOFED
  - Salary and non-salary allocation by level of education and per-student at national and regional level.

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## Annex 2

### Assumptions for the Preparation of ESDP III

Target Year-1998-2002

Policy Variables

#### 1. Net Intake Rate

- It is assumed that by 1998, all age seven children will enter in to grade one (100% intake) and achieve UPE two years earlier by 2006 with a completion rate of 100%.

#### 2. Repetition Rate

- It is assumed that automatic promotion shall fully be implemented through continuous assessment from grade one to three.
- Repetition rate shall be reduced by 50% each year from grade 4 to grade 8

#### 3. Dropout Rate

- Dropout rate shall be reduced by 50% for all grades (1<sup>st</sup> and 2<sup>nd</sup> cycle primary education).

#### 4. Classroom Demand

- The current student section ratio shall be reduced from 75 to 50 by the year 2002 for the 1<sup>st</sup> cycle of primary education.
- The current student section ratio shall be reduced from 71 to 50 by the year 2002 for the 2<sup>nd</sup> cycle of primary education.
- Double shift shall be reduced from the current 43% to 22% for the 1<sup>st</sup> and 2<sup>nd</sup> cycle of primary education.
- Low cost classroom construction for the 1<sup>st</sup> cycle of primary education shall cover 20% with unit cost of 36,000 birr per classroom including furniture.
- Unit cost for the construction of standardized classroom is assumed to be Birr 80,000 and shall cover 15%.
- Total number of classrooms to be constructed in the coming five years 81,181

#### 5. Teacher Demand (First cycle Primary Education)

- Student teacher ratio shall be reduced from 72 to 50 and from 57 to 50 for the 1<sup>st</sup> & 2<sup>nd</sup> cycle primary education respectively by 2002.
- Teacher attrition is estimated to be 6%
- Pupil textbook ratio will be 1:1 as of 1998
- Additional textbooks required with 20% replacement of the old ones each year  
19,408,167
- Unit cost of textbook per set 25
- 20% of the newly recruited teachers will be Para-professionals.
- Total number of teachers to be trained 123,336

- Total number of teachers to be upgraded 3,136
- Annual training cost per trainee for TTI 3,000
- Annual training cost for facilitators 1,000

#### **6. Teacher Demand (Second cycle Primary Education)**

- Student teacher ratio shall be reduced from 57 to 50 for the 2nd cycle primary education by 2002.
- Pupil textbook ratio will be 1:1 as of 1998
- Additional textbooks required with 20% replacement of the old ones each year 13,175,072
- Unit cost of textbook per set 58
- Total number of teachers to be trained 127,694
- Total number of teachers to be upgraded 18,652
- Annual training cost per trainee for TTC 12,000

#### **7. Teacher Salary**

- Average annual salary for TTC graduate will be Birr 9400 ( Birr 783 per month)

#### **8. Classroom Demand**

- Low cost classroom construction shall cover 75% with unit cost of 60,000 birr per classroom including furniture.
- Standardized classroom construction shall cover 25%
- Unit cost for the construction of standardized classroom is assumed to be Birr 80,000 and shall cover 15%.
- Total number of classrooms to be constructed in the coming five years 72,638

#### **9. Secondary education**

- Pass rate at grade eight 40%
- Total number of classrooms to be constructed 18,691
- Total number of teachers to be trained 18,691
- Total number of teachers to be upgraded 4,053
- Additional textbooks required with 20% replacement of the old each year 1,437,630
- Textbook cost per set 85
- Unit cost per classroom - Birr 53,000
- Cost of furniture per classroom-11070
- Cost of equipment per 16 classroom 1,600,000
- Cost of office furniture per 16 classroom 100,000
- Admin cost per 6 classroom 50,000

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## **10. TVET**

- Total number of classrooms to be constructed 5,857
- Total number of teachers to be trained 7, 029
- Recurrent cost per trainee 2,500
- Student section ratio for TVET is assumed to be 30

## **11. Higher education**

- Teachers' salary per annum- 30,000 (30% PhD)
- Teachers' salary per annum- 21600 (50% MA/MSC)
- Teachers' salary per annum- 15600 (20% BA/BSC)
- Class size-40
- Classroom construction cost per meter square 1000

### Annex 3: Forecasts of Primary and Secondary Enrolment and Numbers of Teachers and Classrooms

#### PRIMARY ENROLMENT, GRADES 1-8, TOTAL ENROLMENT GROWTH, ACTUAL (E.C.1992-1996) AND FORECAST (E.C. 1997-2001)

Year (G.C.)	ACTUAL						FORECAST				
	1999/2000	(2000/1)	(2001/2)	(2002/3)	(2003/4)	(2004/5)	(2005/6)	(2006/7)	(2007/8)	(2008/9)	(2009/10)
Year (E.C.)	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<b>Boys</b>	3,927,270	4,416,189	4,813,855	5,142,922	5,478,121	6,036,889	6,652,652	7,331,223	8,079,007	8,903,066	9,811,179
<b>Girls</b>	2,535,233	2,985,284	3,330,482	3,600,343	4,064,517	4,479,098	4,935,966	5,439,434	5,994,256	6,605,671	7,279,449
<b>Total</b>	6,462,503	7,401,473	8,144,337	8,743,265	9,542,638	10,515,987	11,588,618	12,770,657	14,073,264	15,508,737	17,090,628

Note: assumes continuation of previous annual average growth rate of 10.2%

#### NUMBER OF TEACHERS AND CLASSROOMS FORECAST TO BE NEEDED IN PRIMARY SCHOOLS

Year (G.C.)	FORECAST				
	(2005/6)	(2006/7)	(2007/8)	(2008/9)	(2009/10)
Year (E.C.)	1998	1999	2000	2001	2002
<b>Total Number of Teachers required</b>	175,585	193,495	213,231	234,981	258,949
<b>Additional Teachers required each year</b>	22,285	17,910	19,736	21,750	23,968
<b>Additional classrooms required each year</b>	20,057	16,119	17,762	19,575	21,571

Note: assumes PTR rises to 66 in 1998 and then stays constant  
Total teachers in 1997 E.C. (2004/5) estimated to be 153,300

### Annex 3 cont'd

#### SECONDARY SCHOOL (GRADES 9-12) ENROLMENTS AND TEACHERS ACTUAL (E.C.1992-1996) AND FORECAST (E.C. 1997-2001)

	ACTUAL						FORECAST				
Year (E.C.)	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Year (G.C.)	(1999/ 2000)	(2000/ 1)	(2001/2)	(2002/3)	(2003/ 4)	(2004/5)	(2005/6)	(2006/7)	(2007/8)	(2008/9)	(2009/10)
<b>Boys</b>	338,527	430,682	464,331	428,229	512,968	558,155	604,525	654,587	708,616	766,905	829,767
<b>Girls</b>	233,192	305,492	300,310	237,235	267,668	300,545	340,045	384,440	434,313	490,317	553,178
<b>Total</b>	571,719	736,174	764,641	665,464	780,636	858,700	944,570	1,039,027	1,142,929	1,257,222	1,382,944

Note: Assumes continuation of previous annual average growth rate of total secondary enrolments of 10%

Assumes gradual increase of proportion of girls in enrolments from 34% in 1996 (2003/4) to 40% in 2002 (2009/10)

#### NUMBER OF TEACHERS AND CLASSROOMS FORECAST TO BE NEEDED IN SECONDARY SCHOOLS

	FORECAST				
Year (G.C.)	(2005/6)	(2006/7)	(2007/8)	(2008/9)	(2009/10)
Year (E.C.)	1998	1999	2000	2001	2002
<b>Total Number of Teachers required</b>	17,556	19,346	21,320	23,494	25,891
<b>Additional Teachers required each year</b>	1,324	1,791	1,973	2,175	2,396
<b>Additional Classrooms required each year</b>	1,192	1,612	1,776	1,958	2,156

Note: assumes PTR rises to 54 in 1998 and then remains constant

Total teachers in 1997 E.C. (2004/5) estimated to be 16,231

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## Annex 4

### Terms of Reference for Steering Committees to the Education Sector Development Programme (ESDP)

#### Background

The Education Sector Development is a rolling five year plan of a 20 years long framework for strategic development of the sector with the goal of achieving comprehensive and integrated education services of an acceptable standard. Its rationale is based on the principle that maximum benefits will accrue from an approach that is strategic, coherent, balanced, well planned, adequately resourced and which engages the full contribution of all stakeholders in the process. Such a comprehensive and integrated sector wide approach requires a great deal of coordination of activities, rationalization of efforts, and harmonization of procedures, greater awareness and a sustained commitment to the program by all parties.

Moreover, such a goal would obviously require a balanced and sustained development of the sectors, a high level of commitment by government, an efficient and effective implementing capacity and a close partnership with community, the private sector, non-government organization and bilateral and multilateral donors.

To this end, the Government of Ethiopia has set- up steering committees with donors, both at the Federal and regional level to consult on the development of the Education Sector Development Program (ESDP), to coordinate technical and financial assistance, to seek mechanisms for harmonization of procedures of different donor agencies and to oversee the implementation process. As a result, the consultative framework for the sector development program has three major bodies:

- A Central Steering Committee (CSC), at the national level
- A Regional Steering Committee (RSC), at the regional level, and
- An Annual Review Meeting (ARM)

These steering committees and other Sector Development Program (SDP) forums provide mechanisms that facilitate the co-ordination and overseeing of the SDPs, in general and coordination and conducting of dialogue between Government and its partners, in particular.

The education CSC has been operational since the launching of the Education sector development programs in 1997/98. The Central Steering Committee at the federal level was the highest body set up to advice, monitor and follow up the education sector development programs. The CSC is chaired by the Minister of education. Its members include the Minister of Finance and Economic Development, and Ministry of Capacity Building and donor representatives, i.e. UNDP, USAID, EU, WB, SIDA and ADB, plus a prominent NGO actively working in the education sector (CRDA). Secretariat functions including follow up of the implementation of ESDP have been provided by the Planning and Programming Departments in the Ministries of Education.

The Terms of Reference (TOR) defining the structure, the role and expected activities of the steering committees for the Education Sector Development Programme at the federal and regional levels and their secretariats is given below.

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## **ESDP Central Steering Committee (CSC) and ESDP Secretariat**

### **A. Structure of the CSC**

1. The CSC is a Government-Donor Partnership body set up to oversee, coordinate and facilitate the implementation process of the Education Sector Development Programme.
2. The steering committee brings together the appropriate government institutions, representatives of donors and non-governmental organizations invited by government.
3. The ESDP CSC is chaired by the Minister of Education.
4. On the Government side, the ESDP includes senior representatives of the Ministry of Finance and Economic Development and the Ministry of Capacity Building. Other government representatives may be invited as necessary.
5. Donor partners are currently represented by resident representatives of the World Bank, UNDP, EU, USAID, Sida and ADB, plus a prominent NGO actively working in the education sector (CRDA). Donor representatives will normally include the chair of the donor education group.
6. The CSC will whenever appropriate and as required set up sub-committees, consultation groups and technical bodies/working groups to assist it on matters it deems necessary.
7. The formal role of the ESDP CSC is complemented by informal monthly meetings between the Minister of Education and the education donors represented in Addis Ababa.
8. The Planning and Programming Department in the Ministry of Education will act as Secretariat for the ESDP CSC.

### **B. Responsibilities of the ESDP CSC**

1. The CSC will meet at least on a quarterly basis.
2. The CSC will coordinate consultations between government and aid partners during the preparation of education sector plans, help to mobilize support for their implementation, and regularly monitor the implementation of sector plans. It will endorse country-wide work plans and major alterations in such plans.
3. The CSC will make sure that the appropriate financial and progress reports are submitted in time to the stakeholders and partners in the development endeavour and arrange for regular joint reviews and evaluations of the programme.
4. The CSC will facilitate the activities towards making the sector programme financeable on a sustainable basis; it will help to mobilize resources and monitor their effective utilisation.
5. Through the harmonisation task force, and through general coordinating mechanisms including the High Level Forum, government and donors are working together to improve and harmonise procedures in financial management, procurement of goods and services, monitoring, reporting, and review and evaluation of programmes. The CSC will coordinate donor activities in the education sector; in doing so it will support and monitor the progress of harmonisation efforts in the sector.
6. The CSC will whenever necessary consult and advise the Government on matters arising from or affecting the implementation process of the programme. It will also create mechanisms for informing and consulting bilateral governments, multilateral agencies, non-government and private organisations. These mechanisms include the Minister's monthly informal meetings with donors (already referred to) and the JRM and ARM described below. Education sector mechanisms are complemented by cross-sectoral

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arrangements for donor coordination, including the High Level Forum and the Consultative Group (see Chapter 2 of the ESDP Programme Implementation Manual).

### **C. Duties and Responsibilities of the Secretariat**

1. The Secretariat will be responsible for following up the day-to-day matters of the Steering Committee and facilitating its deliberations.
2. It will receive timely reports, consolidate and present them to the CSC and when endorsed communicate them to the appropriate users.
3. It will coordinate programme implementation, facilitate information flow and keep consolidated documents on a country-wide basis.
4. It will provide the necessary assistance to regional education bureaus, government bodies, other stakeholders, sub-committees, technical groups, monitoring, and review and evaluation teams.
5. It will organise monitoring, review and evaluation missions and other meetings as required and as instructed by the CSC and report their outcome to stakeholders.

### **Regional Steering Committees (RSC)**

#### **A. Structure of the ESDP RSC**

1. There will be established an RSC in all the 9 Regional States and in Addis Ababa and Dire Dawa Administration.
2. The RSC is the regional state -donor partnership body in the region set up to oversee, coordinate and facilitate the implementation process of the Education Sector Development Programme.
3. The steering committee will consist of the appropriate heads of Regional Government Institutions and donors' representatives invited by the Regional State.
4. Members will include the Heads of Education, Finance and Economic Development, Capacity Building and Infrastructure bureaus, together with donor and NGO representatives.
5. The RSC will, whenever appropriate and as required, set up sub-committees, consultation groups and technical bodies to assist it on matters it deems necessary.
6. The Planning and Programme Departments/Services in the Regional Education Bureau will act as Secretariat for the RSC in relation to education matters.
7. Since issues concerning follow-up and implementation of education programmes may be common to many sectors, regions may choose to establish a single committee for follow-up of several sectors. The functions described in these Terms of Reference may be performed by such a committee, with its membership broadened appropriately. Each region is responsible for informing the CSC of the RSC arrangements it has adopted, and for maintaining regular liaison with the CSC and the ESDP Secretariat.

#### **B. ESDP Responsibilities of the RSC**

1. The RSC will meet at least on a quarterly basis.
2. The RSC will regularly monitor, endorse and submit to the CSC, the Regional work plans, recommended alterations in the plans, implementation activities and progress reports.
3. The RSC will follow up implementation of the ESDP at regional level, and identify and address bottlenecks and other issues that may arise. It will make sure that the appropriate

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financial and progress reports are submitted, in time, to the CSC. It will also facilitate communication, joint reviews and evaluation of the programme.

4. The RSC will facilitate activities towards making the regional plans financeable on a sustainable basis, mobilise local resources and monitor their effective utilisation.
5. The RSC will coordinate and harmonise community, donor and non-government organisation activities in their Region.
6. The RSC will whenever necessary consult and advise the CSC and the Regional Government on the matters arising from the affecting the implementation process of the programme in their Region.

**C. Duties and Responsibilities of Regional ESDP Secretariats**

1. The Regional Education Bureau will serve as secretariat of the RSC in relation to ESDP.
2. The Regional Secretariats will be responsible for following up the day-to-day matters of the Regional Steering Committees and facilitating their deliberations.
3. They will, in collaboration with Bureaus of Finance and Economic Development, collate woreda and regional reports, and consolidate them for presentation to regional and federal bodies, including the central ESDP Secretariat.
4. They will coordinate programme implementation, facilitate information flow and keep consolidated documents pertaining to their Region.
5. They will provide the necessary assistance to Zonal and Woreda Offices, Federal and Regional Government bodies, sub-committees, technical groups, monitoring, review and evaluation teams and other stakeholders.
6. They will organise monitoring activities and other meetings in their Region and facilitate programme review and evaluation missions.