Country Analysis
Education

Ethiopia

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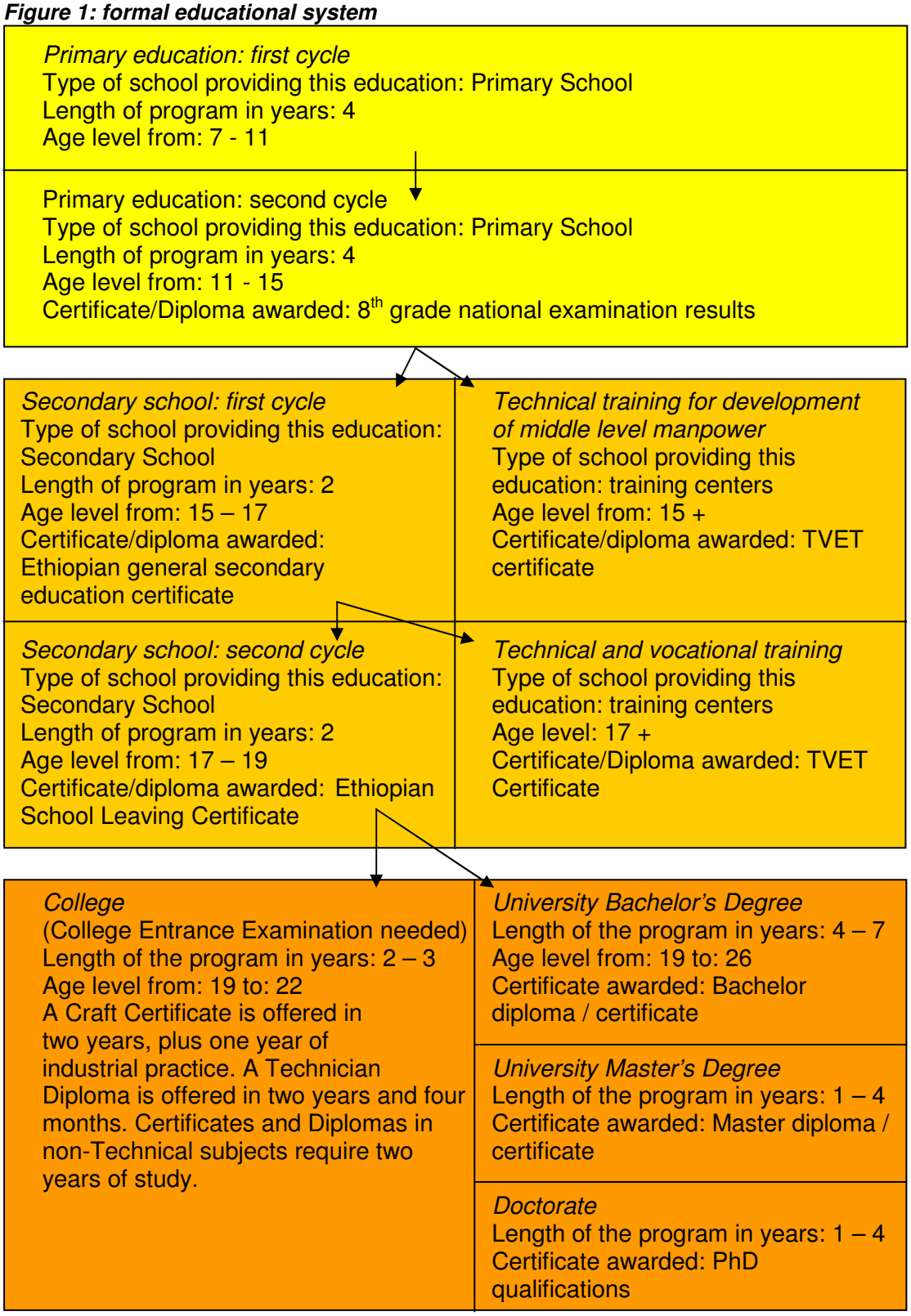
1 General educational situation

1.1 Educational history

New educational policy
In May 1961, Ethiopia hosted the United Nations-sponsored Conference of African States on the Development of Education. Among other things, the conference highlighted Ethiopia's educational deficiencies. The Ethiopian education system, especially in primary and secondary education, was ranked the bottom among African nations. There were school and teacher shortages, a high dropout rate, and low overall attendance rates; especially among females, non Christians and rural children. Embarrassed by this record, the Ministry of Education developed a new education policy, which was in effect until 1974.
After imperial rule
After the overthrow of imperial rule, the provisional military government dismantled the feudal socioeconomic structure through a series of reforms that also affected educational development. In 1975 the new regime nationalized all private schools, except church-affiliated ones, and made them part of the public school system. Additionally, the government reorganized Haile Selassie I University and renamed it Addis Ababa University. It also initiated reforms of the education system based partly on ESR recommendations and partly on the military regime's socialist ideology. However, no meaningful education occurred (except at the primary level) from 1975 to 1978 because of the social turmoil, which pitted the regime against numerous opposition forces, including students.
Universal education
Although the government achieved impressive improvements in primary and secondary education, prospects for universal education in the near future were not bright. In 1985/86 there was only one junior secondary school for every eight primary schools and only one senior secondary school for every four junior secondary schools. There were many primary school students for whom space would not be available and who therefore would most likely end up on the job market, where work already was scarce for people with limited educations.
Problems
School shortages also resulted in crowding, a situation aggravated by the rural-urban influx of the late 1980s. Most schools operated on a morning and afternoon shift system, particularly in urban areas. A teacher shortage exacerbated the problems created by crowded classrooms. In addition to these problems were those of the destruction and looting of educational facilities as a result of fighting in northern regions. By 1990/91 destruction was especially severe in Eritrea, Tigray, and Gonder, but looting of schools was reported in other parts of the country as well.

1.2 formal educational system

Figure 1: formal educational system



1.3 Informal and private education

Adult and non-formal education
The adult and non-fomal education program has three sub-components:

- the program for out-of-school children with 7 – 14 years of age
- literacy program for those youth and adults whose age are above 15
- basic skill training is offered to youth and adults in the Community Skill Training Centers

The target of the program is to enrol 500.000 out-of-school children and 3.5 million youth and adults (age 15 and above) in the non-formal basic primary education and adult literacy programs respectively and to train 65.000 adults in various skills.

Special needs education
There is also special needs education. There are schools designed for students with special needs and there are classrooms in normal schools to accommodate children with special education needs.

Private education
In regard to private sector participation in education, over 125 kindergartens, 70 primary schools, 6 secondary schools, 2 technical and vocational institutes and 5 colleges were established and accredited after the proclamation that encourages the private sector has been decreed.

1.4 Government education policy

Major goals
The educational system has the following four major goals:

- To produce good citizens, who understand, respect and defend the constitution; students who respect democratic values and human rights; develop attitude for research and work and capacity to solve problems, develop skill in various professions and with a sense of citizenship to participate in and contribute to the development of community and the nation.
- To realize the goal of achieving universal primary education through expanding access and coverage of primary education with equity and improved quality.
- To meet the demand of manpower at all levels for the socio-economic development needs of the country, both qualitatively and quantitatively, through the vertical integration of the secondary, technical and vocational, and higher educational programs.
- To build the capacity within the educational system for sustainable development of the system through organizational capacity building for the program implementation, continuous innovation, and quality leadership at various levels.

Issues of attention
Issues in the education sector that will be given considerable attention in the coming years are:

- The overall mission of all educational institutions in the country is to produce good citizens. However, the education reform program has been in earnest operation only for nearly 7 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 shall continue to receive greater importance in the coming years.
- Faster progress in enrollment is needed in order to achieve the goal of good quality universal primary education by the year of 2015. Along with increases of access and coverage, there is a need to further promote equity. Regional disparities have shown a tendency to increase. Thus, Somali and Afar regions shall be given special attention.
- Internal efficiency of primary education in low and the dropout and repetition rates remain very high, especially in grade 1. Unless dropout and repetition rates are reduced and internal efficiency of schools improved, the country can not achieve the universal primary education within the time period set.
- 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, system of examination and assessment, provision of teaching resources materials in the classroom, etc. for its successful implementation. Therefore, continuous effort is needed to render the curriculum relevant to the needs of society and economy and meets appropriate cognitive and attitudinal levels of students.
- The present mode of delivery of primary education appears to be expensive compared to the resource needs of achieving universal primary education in the immediate future. Communities that are sparsely distributed and settled in remote area cannot support a full primary of first cycle primary school. Thus, alternative modes of delivery, such as single room feeder schools, multi-grade classrooms, and non-formal basic education centers shall be explored in order to provide access to primary education to these communities.
- Training qualified manpower in sufficient numbers, to meet the needs of the economy at all levels, shall require maintenance of greater vertical correlation among programs ranging from technical and vocational, secondary and all levels of higher education. The need to maintain an efficient vertical integration between higher education and technical and vocational training in terms of its intake capacity and diversity of the programs offered.

Costs

Table 1: Educational sector program costs, 2002-2005

	Program/Activity	2002/03	2003/04	2004/05	Total 3 years
1	Primary Education	2262.2	2377.1	2375.4	**7014.7**
	Formal Primary Education	2009.5	2108.2	2185.1	**6302.9**
	Adult and Non-Formal Education	53.0	55.5	55.7	**164.1**
	Teacher Training (TTI &TTC)	111.7	125.0	88.1	**324.8**
	Special Education	18.9	20.1	19.8	**58.9**
	Distance Education & Educational Media	69.1	68.2	26.7	**164.0**
2	Secondary Education	351.4	364.9	340.4	**1056.7**
3	Technical and Vocational Education and Training (TVET)	1137.1	725.2	532.4	**2394.7**
4	Tertiary Education	1021.8	1127.1	1310.1	**3459.0**
5	Capacity Building	51.6	64.1	36.8	**152.6**
6	Administration and Others	320.7	357.6	351.0	**1029.4**
	Total	**5144.8**	**5016.0**	**4946.2**	**15107.1**

Table 2: Estimated public recurrent spending per student

Level of education	Total recurrent public spending (millions Birr)	Number of students in government institutions	Spending per student in Birr
Primary first Cycle (1-4)	1372.10	8289961	166
Primary second Cycle (5-8)	1061.60	3580552	296
Primary 1-8	**2433.70**	**11870513**	**205**
Secondary (9-12)	**487.60**	**1071507**	**455**
TVET+TTI	**240.71**	**55564**	**4332**
Higher Education	**665.10**	**100074**	**6646**

1.5 Providers of education

There is government and non – government education. The non-government education and training programmers are organized by the various development and social institutions in coordination with the Ministry of Education.

1.6 Religion within education

Ethiopia has a base of traditional education (church) with its own script which is very elaborate and complex. The development of modern (not church) education in Ethiopia is at an early stage.

1.7 Literacy

Table 3: Literacy rates

	Youth literacy			**Adult literacy**		
	15 – 24 year:	**15 – 24 year:**	**15 – 24 year:**	**15 and older:**	**15 and older:**	**15 and older:**

	total	**male**	**female**	**total**	**male**	**female**
2000 –2004	61,0 %	65,8 %	56,3 %	45,2 %	52,3 %	38,0%

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

1.8 Accessibility of education

Enrolment in formal and informal schooling
According to the 2002 CSA Child Labour Survey report on child attendance in formal and informal schooling, about 33 percent of children aged between 5 and 17 years attended formal school, while 5 percent of children attended informal schools such as religious schools (Table4.1). About 56 percent of children had never attended school. The dropout rate during the survey year was 5 percent, with boys dropping out more than girls. School attendance increased with age, with 36 percent of children between 7 and 12 years old attending school. The main reasons given for not attending school, in
Order of importance, were:

- Children are too young (31.9 percent);
- Children are needed to help with household chores (18.7 percent)
- A school is not available for them (10.4 percent);
- Children are needed to generate household income (9.5 percent);
- Parents can not afford schooling (8.7 percent);
- And families do not permit schooling (7.5 percent).

In Addis Ababa, however, the main reason for children not attending school was that their families could not afford it. This seems reasonable given that residents in Addis Ababa have to pay higher school fees and transport costs to send their children to school, whereas in other sites children typically walk to school. Lack of schools is not the main reason in Amhara, Tigray, SNNP, Oromia and Addis Ababa Regions where the Young Lives sample is located, but it is the main problem in regions such as Afarand Somali.

Table 4: Status of formal and informal school attendance of children aged 5 – 17 years in 2001

Category	% Attending formal school	% Attending informal school	% Dropouts
Urban	74.3	5.8	0.1
Rural	27.2	4.5	0.2
Region			
Tigray	35.7	4.9	0.4
Afar	27.8	6.1	0.0
Amhara	31.3	3.7	0.3
Oromia	32.4	5.6	0.2
Somali	25.0	7.9	0.1
Benshangul-Gumuz	44.1	1.3	0.4
SNNP	30.1	3.5	0.2
Gambella	56.3	1.5	0.5
Harari	60.4	8.5	0.1
Addis Ababa	79.3	8.4	0.1
Dire Dawa	53.0	16.5	0.4
Age			
5-6	6.0	5.7	0.1
7-12	35.8	5.0	0.3
13-14	49.1	3.6	0.2
15-17	42.8	3.6	0.3
Sex			
Male	36.9	5.9	0.3
Female	29.9	3.5	0.2
Total	33.4	4.7	0.2

1.9 Teacher education

Teaching degrees

At national level, in 2002/2003, 97.1% of first cycle primary school (grades 1-4) teachers are certified, while in the second cycle (grades 5-8) 28.7% are certified to teach at this level. Currently, about 21,400 teachers are enrolled in diploma program through distance education to upgrade their level of qualification from certificate to diploma level; and as a result the percentage of certified teachers in the second cycle will increase to over 70%. About 39% of secondary school teachers in 2002/03 have first degree and are qualified for the level. This shows an increase of 5.3 percentage points compared to 2001/2002. To improve this situation, currently 5,716 teachers, who have diploma and teach in secondary schools, are enrolled in summer undergraduate degree programs. This will improve the percentage of unqualified teachers. Moreover, the expansion of education faculties in the six universities will expedite the availability of qualified teachers in secondary schools.

Institutes

Improving the competence of teachers is essential for the improvement of the quality of education offered at all levels. To achieve this new curricula have been developed for teacher training institutes and colleges that train teachers for grades 1-4, 5-8 and 9-12. Institutions are now preparing training modules based on the agreed upon standardized areas of training. A study on how to launch a system of on- the job- training for teachers, that will enable teachers to be perpetual learners or a learning community, has been conducted. Strategies are being developed in order to translate the study into action. Most of the teacher trainers now working in the various institutes, colleges and universities are not themselves trained as teachers.

Therefore, a Higher Diploma Program has been developed for such teacher trainers. The course is on –the-job-training. About 500 teacher trainers shall be enrolled for the Higher Diploma Program in the first round.

1.10 Conclusions

Although, with immense potential and possibilities Ethiopia is underdeveloped in competitiveness in this area of globalisation and knowledge society. Education is most appropriate to guide the future of Ethiopia's development. National capacity building, sustainable development and poverty reduction endeavour is therefore the priority of the Ethiopian government. Besides, education has a unique role to play in this respect as per challenging requirements of the society and the country at large. However, there is a long way to go in order to nurture, develop and revitalize the educational system of Ethiopia.

2 Primary education

2.1 School attendance

The participation of children in primary school in Ethiopia is measured by the gross enrolment ratio and the net enrolment rate.
The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.
The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 5: Participation in primary school in 2004

	Total	Male	Female
GER	93,4 %	100,5 %	86,1 %
NER	56,3 %	58,0 %	54,6 %

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

Drop-outs
There are a lot of drop-outs in primary school. In table 3 you can see the drop-out rates for 2004 per grade. Later rates are not yet available.

Table 6: Drop-out rates per grade in primary school (2004)

	Total	Male	Female
Grade 1	15,5 %	15,5 %	15,6 %
Grade 2	6,4 %	7,0 %	5,7 %
Grade 3	4,5 %	5,2 %	3,8 %
Grade 4	unknown	unknown	unknown
Grade 5	unknown	unknown	unknown
Grade 6	unknown	unknown	unknown
Grade 7	unknown	unknown	unknown
Total	26,7 %	27,7 %	25,3 %

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

2.2 Providers of primary education

The government will construct a total of 1,405 first cycle and 76 complete primary schools; upgrade 795 first cycle primary schools; and rehabilitate 887 schools. The required equipment shall be provided to 1,437 primary schools and furniture shall be provided to 2,247 schools. Build ten boarding schools and six hostels in Afar, Somali, Benishangul Gumuz, SNNPR and Oromia regions for the pastoral communities / areas. Moreover, low cost schools and multi-grade village schools will be established

in the fragmented settlement areas. A total of 403 teachers' residences will be constructed in the rural areas.

2.3 Curriculum

Basic education will focus on literacy, numeracy, environment, agriculture, crafts, home science, health services and civics.
Teaching is in the Mother Tongue for the majority of children depending on their regions. English is taught as a foreign language.

2.4 Teachers and management

2.4.1 Teachers

In all regions over 90% of the teachers at the lower primary are qualified for the level, i.e., either they are graduates of TTI or above. All lower primary teachers in Ambella are qualified. Tigray, Dire Dawa, Oromiya and Harari have also 97% or above qualified lower primary teachers. Except in Tigray and Amhara regions, the percentage of female qualified teachers is higher than their counter part male teachers in all regions.

Table 7: Percentage of Qualifies teachers at lower primary (1-4) by region (2000/2001)

Region	Male	Female	Total
Tigray	97.5	96.6	97.1
Afar	89.7	91.6	90.2
Amhara	97.2	95.9	96.6
Oromiya	97.2	99.0	97.9
Somali	91.6	91.9	91.7
Benihsangul-gumuz	93.6	97.7	94.9
SNNPR	95.0	97.4	95.7
Gambella	100.0	100.0	100.0
Harari	98.0	98.8	98.5
Addis Ababa	90.1	92.4	91.4
Dire Dawa	96.7	97.5	97.0
National	96.1	97.1	96.5

The percentage of qualified teachers (diploma holders or above) at the upper primary ranges from 4.2% in Somale to 63.9% in Addis Abeba. Only Afar and Addis Abeba have more than 50% qualified teachers at this level. The shortage of qualified teachers is more serious in Somlae, Oromiya, Gambella and SNNPR. Unlike the lower primary, at this level the percentage for qualified male teachers in most of the regions is higher than their counter part female teachers. It is only in SNNPR, Oromiya and Addis Abeba that percentage of qualified female teachers is higher than male teachers.

Figure 2: Percentage of qualifies teachers at upper primary (5-8) by region (2000/2001)

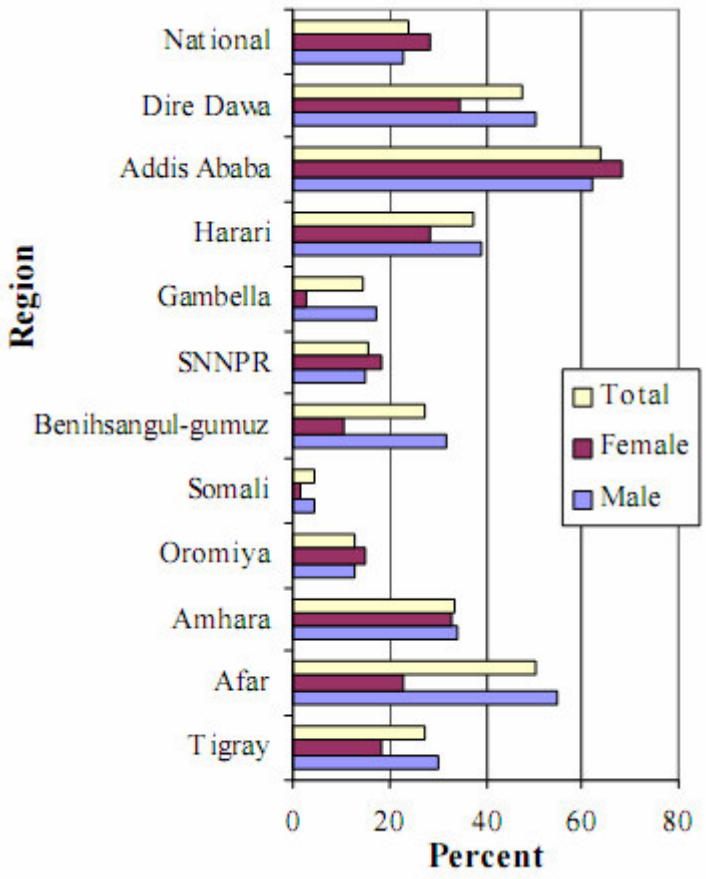
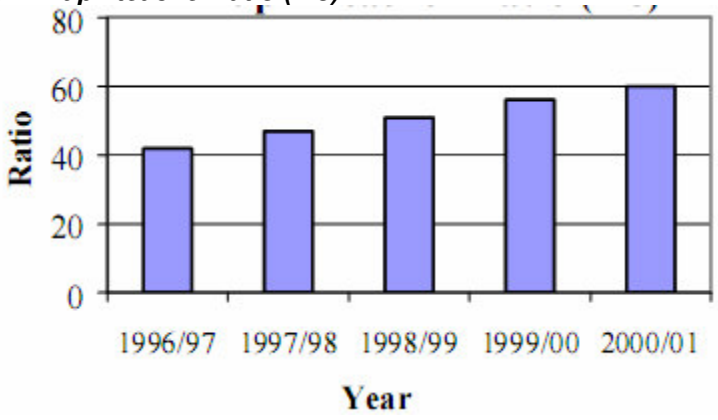


Figure 1: Pupil teacher ratio (1-8)



2.4.2 Management

The will of the Ethiopian government is that:
Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. Educational institutions will be autonomous in their internal administration and in the

designing and implementing of education and training programmers, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.

2.5 Infrastructure

Figure 2: School facilities

	Level	1-4	1-8	9-10	9-12	11-12	1-12	Total
	No. of Schools	**8460**	**7899**	**325**	215	**13**	**154**	**17065**
Shift System	Yes	1869	4142	175	164	10	53	6413
	No	5635	3316	116	47	2	97	9213
	NR	956	441	34	4	1	4	1439
Water	Yes	2594	4072	212	187	13	126	7204
	No	5752	3807	106	27	0	28	9720
	NR	114	20	7	1	0	0	141
Latrines	Yes	4836	6767	278	206	13	143	12243
	No	3134	1084	40	8	0	11	4277
	NR	490	48	7	1	0	0	545
Clinic	Yes	115	225	16	20	2	40	418
	No	7851	7618	302	193	11	113	16088
	NR	494	56	7	2	0	1	559
Library	Yes	894	3697	252	210	13	129	5195
	No	7450	4186	67	4	0	25	11732
	NR	116	16	6	1	0	0	138
Pedagogical Center	Yes	3712	6920	216	178	8	126	11160
	No	4632	960	103	36	5	28	5764
	NR	116	19	6	1	0	0	141
Number of Laboratories		13	609	374	413	26	177	1612

2.6 Quality indicators

Table 8: Targets and performances during 2002/2003

No.	Indicators	Target for 2002/2003	Status for 2002/2003
1.	Primary (1-8) Gross Enrolment rates		
	▪ Boys	73%	74.6
	▪ Girls	53%	53.8
	▪ Total	63%	64.4
2.	Grade 5 Completion Rate	34%	34%
3.	Gender Parity Index (GPI) for grades 1-8	0.72	0.7
4.	Textbook/pupil ratio for core subject for Grades 1-8	1:2	1:2
5.	Girls to boys ratio /primary/	No target set	41.2%
6.	Pupil: Teacher Ratio (1-8)	64	64
7.	HIPIC Triggers		
	▪ Female Gross Enrolment	50%	53.8%
	▪ Repetition Rate at primary level	7%	6.7%

2.7 Family and community involvement

The government stimulates involvement of community and family. They set up district boards and parent teacher associations. As a result, a sense of ownership is observed and communities participate actively in the management and administration of schools.

2.8 Future plans

The Ethiopian government has plans to do the following things to improve primary education:

- **Construction of facilities**
- The government will construct a total of 1,405 first cycle and 76 complete primary schools; upgrade 795 first cycle primary schools; and rehabilitate 887 schools. The required equipment shall be provided to 1,437 primary schools and furniture shall be provided to 2,247 schools.
- Build ten boarding schools and six hostels in Afar, Somali, Benishangul Gumuz, SNNPR and Oromia regions for the pastoral communities /areas. Moreover, low cost schools and multi-grade village schools will be established in the fragmented settlement areas.
- A total of 403 teachers' residences will be constructed in the rural areas.

- **Training teachers**
- Provide summer (on job) training for 6,304 teachers who are teaching in the primary first cycle without any formal training.
- Enrol a total of 19,807 teachers in the distance education and summer diploma programs.
- Build two new teacher-training institutes.
- Develop and implement training programs in the teacher-training institutions and in the on the job training programs, using native English speaking trainers to enhance the quality of English language instruction in primary grades starting from grade 1
- Establish school clusters in order to introduce a school based training system that will become a means for continuous professional development of teachers and promotes skills of teachers for implementing continuous assessment, child centred teaching approach, better classroom management skills, etc.

- **Syllabi and textbooks**
- Improve syllabi of various primary grades
- Make the content and physical qualities of textbooks and instructional materials more attractive to learners.
- Improve mechanisms for the provision and distribution of textbooks.
- Print and distribute a total of 37.4 million textbooks and thereby attain a student-textbook ratio of one-to-one.

- **Assessment mechanisms and quality of education**

- Conduct assessment studies on selected languages of nations and nationalities that are used as medium of instruction in order to explore ways of enriching the instructional contents of the languages.
- Develop a Minimum Learning Competency Guideline (MLCG) to assess the profile of educational standards at each level in each subject.
- Prepare manuals and guides for teachers of children with special needs.
- Introduce manuals for promotions based on results obtained through continuous assessments for grades 4 to 8.
- Carry out a National Education Assessment (NEA) on grades 4 and 8 students to assess their skill levels in key subjects.
- Educational radio and TV programs shall be developed to supplement classroom teaching.
- Strengthen educational supervision by making it more effective and purposeful through the provision of necessary professional support at all levels.

2.9 Conclusions

The Ethiopian government sets concrete goals and is working hard to improve the quality of primary education. Not all children are following primary education yet. That is a sad thing, although the number of children attending primary school is growing.

3 Secondary education

3.1 School attendance

The participation of children in secondary school in Ethiopia is measured by the gross enrolment ratio and the net enrolment rate.
The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.
The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.
The GER data are divided in Lower secondary education and higher secondary education.

Table 9: Participation in secondary school in 2004

	Total	Male	Female
GER Lower	44,3	52,7	35,8
GER Higher	15,7	19,9	11,5
GER	31,0 %	37,5 %	24,5 %
NER	27,8 %	33,6 %	21,9 %

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

3.2 School accessibility

Transition from primary to secondary school

Table 10: Transition from primary to secondary school in 2003

	Total	Male	Female
Transition from primary to secondary school in % from total	84,6 %	84,3 %	84,9 %

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

The government shall build 75 new secondary schools; upgrade 24 schools; construct 874 additional classrooms; and rehabilitate 58 schools.

3.3 Curriculum

Students are streamlined after the National Examination results to various academic, vocational, agricultural, industrial sciences and home economic fields. The core

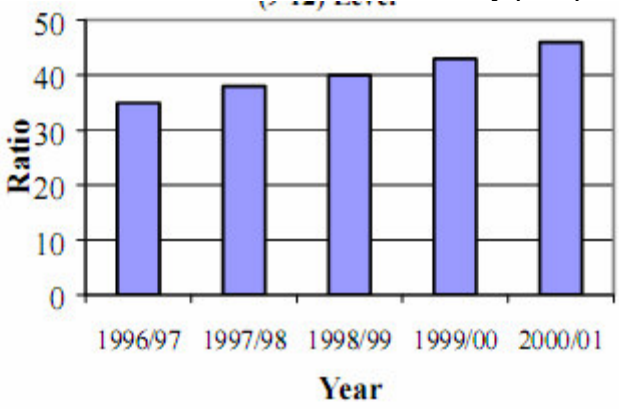
curriculum for all programs include: English, Mathematics, Physical and Life Sciences, Social Studies, National Languages and Physical Education.

3.4 Teachers and management

3.4.1 Teachers

The major bottleneck for secondary education remains availability of qualified teachers. Out of the total number (14,029), only 5127 or 36.9% of the teachers teaching in secondary schools in 2000/01 had a qualification equivalent to first degree or above;

Figure 5: Student teacher ratio at secondary (9-12) level



3.4.2 Management

The will of the Ethiopian government is that:
Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training. Educational management will be democratic, professional, coordinated, efficient and effective, and will encourage the participation of women. Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmers, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.

3.5 Infrastructure

Infrastructure for secondary school is included in figure 4 for primary school infrastructure in paragraph 2.5.

3.6 Certificate

At the end of the second cycle of primary education all students in all regions are required to take the 8th Grade National Examination which is administered by the National Office for Examination (NOE) in order to ensure the quality of primary education and coverage of the curriculum (standard). Selection to secondary schools is based on the National Examination results and availability of openings in the regional schools. Students are streamlined after the National Examination results to various academic, vocational, agricultural, industrial sciences and home economic fields.

The Ethiopian General Secondary Education Certificate Examination (EGSECE) -10th Grade National Examination is known as the Ethiopian General Secondary Education of Certificate Examination (EGSECE). These students will be streamlined into Academic (College preparation) and Vocational and Technical schools based on their results. Those going into academic fields are expected to sit for college entrance examination after two years of preparation and the others will either join the labor market or be self employed.

3.7 Future plans

The Ethiopian government has plans to do the following things to improve primary education:

- **Construction of facilities**
- The government shall build 75 new secondary schools; upgrade 24 schools; construct 874 additional classrooms; and rehabilitate 58 schools.

- **Improving Gender Equity**
- Increase the participation rate of girls in secondary schools.
- Introduce counseling services and educational support systems for female students.

- **Syllabi and textbooks**
- Revise syllabi for Grades 9 and 10
- Improve Grade 9 textbooks.
- Transcribe into Braille History textbooks for Grades 11 and 12, English texts for Grade 12 and Civics texts for Grade 9.
- Develop and disseminate supplementary reference materials, including materials on HIV/AIDS.
- Print and distribute 4.37 million copies of textbooks so that every student will be provided with essential textbooks.

- **Assessment mechanisms and quality of education**
- Conduct studies on the content, relevance and quality of the curricular materials prepared for grades 9-12; and on problems encountered with regard to students' achievements in mathematics and science.
- Organize libraries in such a way that each one will be supplied with at least 2,500-3,000 books.

- Equip science laboratories with apparatus and assign laboratory technicians.
- Provide the necessary equipment to 184 schools and furniture to 187 secondary schools.
- Reduce class size to ratio of 1:60 gradually.
- Introduce Information-Communication–Technology (ICT) in secondary schools.
- Strengthen the practice of continuous assessment of students that will eventually lead to class promotions based on such a system.
- Design a strategy to enhance the quality and reliability of the national examinations.
- Develop item banks for examinations after establishing the validity and reliability of test items.
- Administer standardized and quality national examinations annually for grade 10.
- Conduct a study on the validity and reliability of the national examinations for grade 10.
- Introduce aptitude tests for the selection and placement of students in tertiary institutions.
- Strengthen and reinforce co-curricular activities in schools.
- Organize general knowledge “Brain-of-Brains” and inter-school sports competitions.
- Undertake a study on the impact of HIV/AIDS on the education sector.

- **Training teachers**
- Train teachers at first-degree level through pre-service programs.
- Upgrade the 6,957 teachers now teaching in the secondary schools through in-service and on the job distance education programs.
- Train 434 secondary school principals in order to make school leadership efficient, professional and democratic.

3.8 Conclusions

Not even half of all children are attending secondary school, but there are even less teachers available for them. The pupil / teacher ratio is very bad and forms a big problem for Ethiopia. The government has a lot of plans to improve secondary education. If the government can attempt their goals, secondary education will improve much.

Higher education and university

4.1 School attendance

The participation of children in tertiary education in Ethiopia is measured by the gross enrolment ratio.
The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Table 8: Participation in tertiary education in 2004

	Total	Male	Female
GER	2,5 %	3,7 %	1,3 %

For the latest rates see: http://gmr.uis.unesco.org/ViewTable.aspx

Figure 6: Enrolment in higher education institutions degree program (regular)

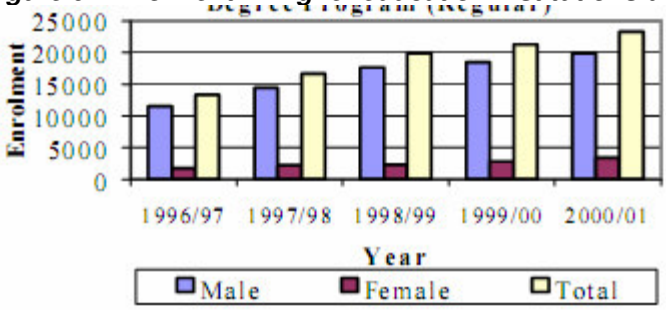
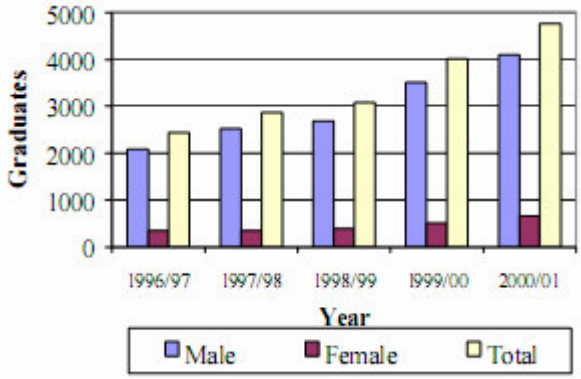


Figure 7: Total number of graduates degree program (regular, evening & kiremt)



4.2 Providers of higher education and university

In 2001/2002, there are 126 government-run and 40 private institutions in operation designated to provide TVET programs. There are 6 universities and 20 colleges including 10 private colleges accredited by the MOE. The government has taken the initiative in opening new universities and colleges and expanding and upgrading the

already existing colleges of engineering, education and health sciences in various regions of the country.

4.3 School accessibility

Regional access
In the effort to nurture a greater sense of national identity, the government has adopted a policy of admitting a representative mix of students from the country's eleven administrative regions on each university campus. Because this policy often requires students to study at a site some distance from their home, the government has decided to maintain its policy of providing food and lodging to regular residential students, while gradually recovering this cost by means of a graduate tax. Although system-wide data are not available on the effects of government efforts to promote regional access to higher education, intake data for the country's largest university (AAU) for the 2002/2003 academic year indicate rather wide variation in access rates by region. However, the proportion of entrants by region is approximately equal to the proportional distribution of Grade 12 students across regions, with the exception of those from SNNPR. It is probable, therefore, that these disparities reflect differences in population size, access to education, and quality of education among the different regions rather than any gross failing of the current higher education access policies.

Figure 8: TVET Enrollment

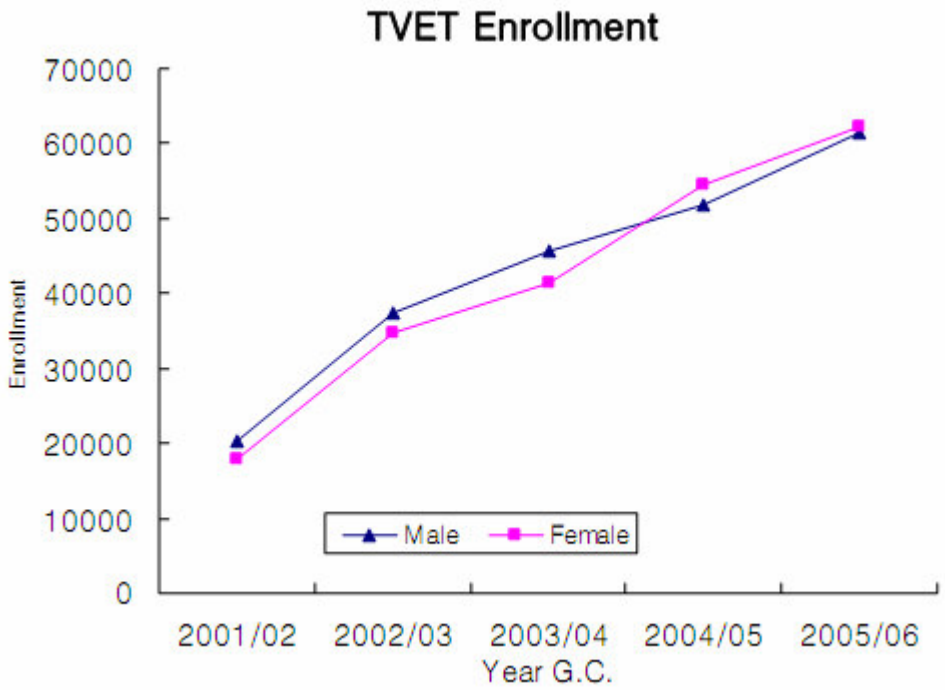


Figure 9: Tertiary enrollment distribution by discipline (percent)

DISCIPLINE	1992-1993	2001/2002
Commercial/social science	25	43
Agriculture	17	9
Engineering/technology	16	12
Education	14	15
Natural Sciences	14	5
Health/medical sciences	11	8
Law	--	3
Other	3	5*
TOTAL	100%	100%

* Roughly half this amount is computer science.

4.4 Curriculum

The TVET training centres offer training in Animal Science, Plant Science, Natural Resource, Animal Health, Cooperative Accounting and Auditing and Cooperative Organization Management and Marketing.

Universities and colleges have several disciplines, like commercial/social science, agriculture, engineering/technology etc. Each discipline has it's own curriculum.

4.5 Teachers and management

4.5.1 Teachers

Table 9: Full time teaching staff in higher education institutions (expatriate & Ethiopian)

Year	Male	Female	Total
1996/97	1728	107	1835
1997/98	1857	104	1961
1998/99	2091	137	2228
1999/00	2345	152	2497
2000/01	2986	246	3232

Table 10: Full time teaching staff in higher education institutions by qualification

Year	Diploma & Others	1st Degree	2nd Degree	3rd Degree	Total
1996/97	10.6	21.3	40.5	27.5	100
1997/98	11.4	20.8	41.4	26.5	100
1998/99	14.6	20.1	38.5	26.8	100
1999/00	11.8	23.8	43.1	21.3	100
2000/01	17.1	28.4	36.2	18.3	100

Figure 10: Staff/student ratios by academic program (2001-2002)

Social Science	Business/ Economics	Education	Law	Health Science	Science	Eng/Tech	Agric/Vet	Other
55	18	11	15	9	11	9	12	2

4.5.2 Management

The new Higher Education Proclamation will decentralize much of the administrative, budget, and other authority to individual universities in the interest of greater institutional autonomy, flexibility and responsiveness. In order to produce these benefits, however, decentralization will require extensive capacity building for Presidents of universities and for many senior administrators. In addition, it will also necessitate the introduction of new administrative tools for budget monitoring, control, and financial planning. This will be a major undertaking within an institutional culture characterized by a tradition of highly centralized authority and decision making within the Ministry of Education.

The Ministry of Education has requested guidance on ways to improve the leadership and management of higher education. Questions were specifically raised with regard to capacity enhancing efforts based on co-managers, advisors and training programs.

4.6 Infrastructure

Equipment and furniture will be required for new university buildings, but it is anticipated that additional equipment will also be needed to address shortages or inappropriate equipment provided in the existing facilities. It is suggested that the universities be requested to prepare an initial list of these equipment and furniture needs and justify them in terms of the institution's overall teaching and research priorities. This list could then be reviewed and edited by MoE officials, or alternatively, a specific equipment and furniture budget could be assigned to each university and they would be expected to select their priority needs relative to the funds available and in accordance with their strategic plans.

4.7 Results

Figure 11: Rates of return to education investments (1995)

Rate of Return	Primary	Secondary	Tertiary
Private	25%	24%	27%
Social	15%	14%	12%

4.8 Government assistance

Funding
As a key part of its higher education reform, the Ministry of Education proposed to introduce in 2004/2005 a funding formula that provides incentives for institutional change in the pursuit of reform goals. The new funding formula is intended to lay the foundation for the introduction of block grants as the future means of funding the universities. Before, institutional funding was conducted on a negotiated line item basis, with annual increments based on inflation and revenue availability. Thus, the proposed change is a welcome and appropriate development.

The proposed new budget allocation system intends to: (1) be based on the performance of the institutions; especially, number of students admitted, number of students graduated, the quality of education, research and community services rendered by the institution, the ratio of women and minorities, and the ability of the institution to generate additional income; (2) serve as an instrument to implement the education policy of the government; and (3) make the institutions more efficient, competitive, and innovative.

The proposed higher education formula has three sub-categories:

- Budget for regular undergraduate studies;
- Budget for graduate programs and research; and
- Budget for providing incentives and rewards.

4.9 Future plans

In order to achieve the goals of the skilled manpower requirements of the economy and eventually to meet the national development goals, the plan for technical and vocational education and training shall encompass the following major activities.

- Develop and implement standards for TVET institutions, facilities and staff,
- Develop a legal framework to manage the operations of the government and non-government TVET institutions.
- Establish TVET Councils at the Federal and Regional levels with the participation all-important stakeholders, including private sector.
- Improve the management capacity of TVET at all levels through refining TVET organizational structure, strengthening staffing and provision of training.
- Improve the modular curricula for 10+1, 10+2 and 10+3.
- Develop, based on need assessment, new multi level programs in areas such as law, health, physical, education, etc.
- Construct 40 new TVET institutions and upgrade or rehabilitate 75 existing ones.
- Upgrade the technical skills of 1800 TVET teachers through in-service training.
- Eight TVET Schools will be upgraded to 10+3 colleges and seven new TVET colleges (10+3) shall be established.
- Train 1500 teachers in collaboration with higher education institutions.

- Introduce a distance education program to upgrade TVET Teachers in business education.
- Develop and implement incentive mechanisms to improve private sector participation in the development and delivery of TVET.
- Offer courses in entrepreneurship development to trainees so that they will not only have the professional skills, but also the ability to create their own self-employment opportunities.
- A cost sharing mechanism shall be developed and implemented, where feasible, to reduce the burden on the public sector.

The plan for tertiary education shall encompass the following major activities.

- Open new degree and diploma programs in relevant fields deemed necessary for the economic development.
- Upgrade two colleges to university level.
- Expand the postgraduate training capacity of Addis Ababa and Alemaya universities through provision of
- Ph.D. and Master's level programs in different disciplines.
- M.Sc. programs in selected disciplines will be opened in Debub, Mekelle, and Jimma universities, and in Arba Minch WT Institute and Gonder College of Medical Sciences.
- Construct necessary additional infrastructure–classrooms, laboratories, computer centers, workshops, etc.
- Train five hundred academic staff in pedagogy and teaching materials preparation through in-service programs.
- Recruit and employ expatriate teaching staff as necessary in order to alleviate the existing shortage of teachers in higher education institutions.
- Prepare student and staff profiles on their skill, attitude and knowledge.
- Introduce Community Oriented Practical Education (COPE) Scheme with the aim of integrating teaching, learning and research in universities with communities.
- Establish a Higher Education Strategy Institute and a Higher Education Quality Assurance Agency to guide the overall reform movement of higher education and to set and maintain standards within the public and private higher education institutions, respectively.
- Train about 200 managers of higher education locally and abroad.
- Develop and implement financial management system for improving the efficiency of the higher education institutions as well as an implementation mechanism for cost sharing/cost recovery scheme.

4.10 Conclusions

Higher education is improving much in Ethiopia. The access to higher education improved because of the new funding system. The level of education of the teaching staff is also improving. This makes the quality of higher education better. The TVET program also gets more students. This means that in the future there shall be more students who finished tertiary education.

5 Informal education and literacy

5.1 Forms and providers of informal education

Financing of pre-primary education remains exclusively outside the responsibility of the government. The private sector, NGOs and the communities will continue to invest in the development of pre-primary school facilities. Parents support their children through payment of tuition fees and provision of educational materials.

The government offers an Adult and non-formal education program, which has three sub-components: the 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.

5.2 Curriculum

The Government plays the crucial role in policy development and standard setting. It develops the curriculum, provides supervision, sets standards for facilities, and issues licenses for the institutions. The Government also promotes the sub-sector through appropriate policies on investment in pre-primary programs by the private sector, NGOs and the communities.

5.3 Attendance

The participation of children in pre-primary education in Ethiopia is measured by the gross enrolment ratio.
The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Figure 12: Gross enrolment rate for pre-primary education (1998)

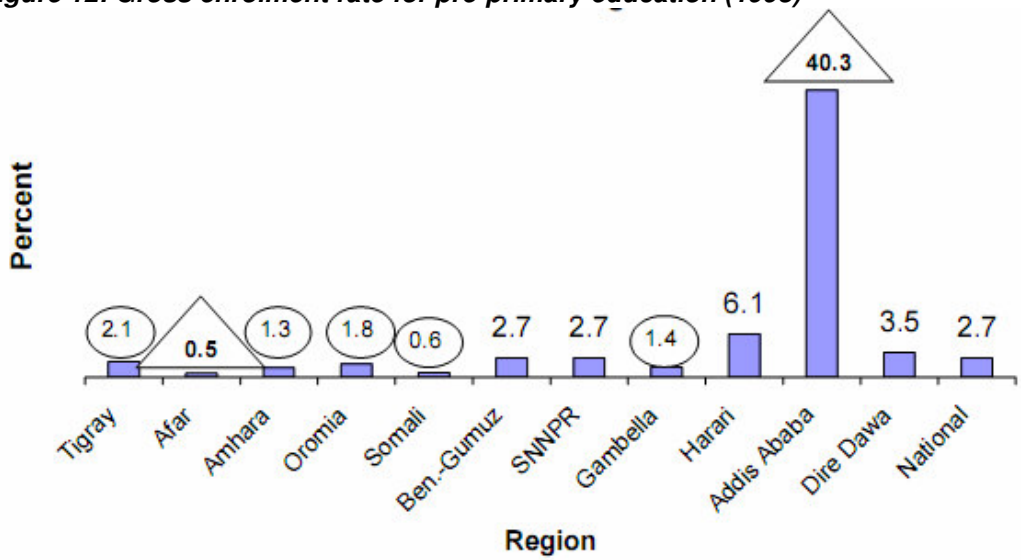


Table 11: Adult and non-formal basic education (1998)

Regions	Adults enrolled			Number of Facilitators			No. of Centers
	M	F	BS	M	F	BS	
Oromia	137363	85523	222886	7420	3623	11043	2967
Benishangul-Gumuz	4072	2103	6175	40	26	66	66
Total	141435	87626	229061	7460	3649	11109	3033

5.4 Government assistance and Accessibility

The program target is to enrol 500,000 out-of-school children and 3.5 million youth and adults (age 15 and above) in the non-formal basic primary education and adult literacy programs respectively and to train 65,000 adults in various skills. Establish 46 skill-training centres and 710 literacy (basic education) centres, and provide equipment and furniture necessary for their operation. Develop an operational guideline on the linkage between formal primary education of first cycle and the non-formal education programs. Strengthen non-formal education programs as alternative routes to expand access to basic primary education in Afar, Somali, Benishangul Gumuz, SNNPR and Oromia regions for the pastoral communities /areas.

5.5 Conclusions

The Ethiopian government recognizes the importance of informal education and tries to stimulate that. Informal education makes it possible for dropouts to finish basic education. The government thinks it is important every Ethiopian finish basic education. Informal education exists just for about 10 years in Ethiopia. That makes it quite new.

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