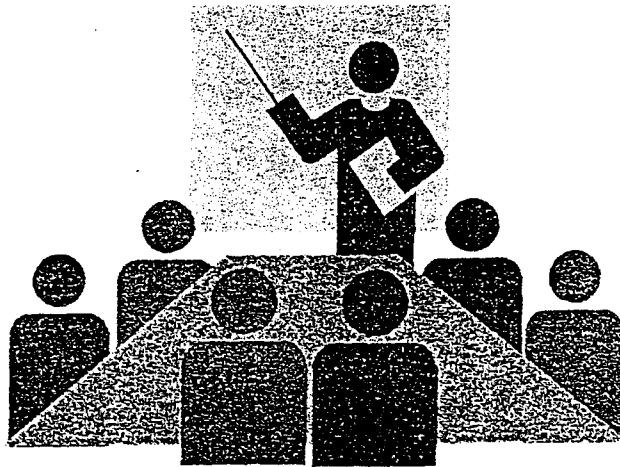


The Federal Democratic Republic of Ethiopia  
Ministry of Education

**EDUCATION FOR ALL**  
**(EFA 2000)**



Assessment of Progress

**ETHIOPIA: COUNTRY REPORT**

APRIL, 2000

DRAFT

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## ACRONYMS

CDTC	- Community Development Training Center
CSTC	- Community Skills Training Center
CYFWO	- Children, Youth and Family Welfare Organization
ECCD	- Early Childhood Care and Development
EFA	- Education For All
EMA	- Education Mass Media Agency
EMPDA	- Education Materials Production and Distribution Agency
ESDP	- Education Sector Development Programme
ETP	- Education and Training Policy
ETV	- Ethiopian Television
GER	- Gross Enrollment Ratio
ICDR	- Institute of Curriculum Development and Research
MEDAC	- Ministry of Economic Development and Cooperation
MOE	- Ministry of Education
MOH	- Ministry of Health
MOLSA	- Ministry of Labour and Social Affairs
NOE	- National Organization for Examinations
NER	- Net Enrollment Ratio
NFE	- Non-Formal Education
REB	- Regional Education Bureau
SNNPR	- Southern Nations, Nationalists and Peoples Region
UNESCO	- United Nations Educational, Scientific and Cultural Organization
UPE	- Universal Primary Education
WFP	- World Food Programme

## GLOSSARY OF SPECIAL TERMS

- Kebele** - This is the smallest administrative unit of local governments in Ethiopia. It could be considered as equivalent to a sub-district. Both in urban and rural areas, Kebele people are organized into associations. Those in urban areas are called Kebele Urban Dwellers Associations while those in rural areas are called Kebele Farmers Associations.
- Wereda** - The next administrative unit in the hierarchy between Zone & Kebele.
- Zone** - This is the higher administrative unit next to Wereda in the hierarchy of administration.

## 1. Introduction

Ethiopia was one of the countries which endorsed the Declaration and the Framework for Action that were adopted at the conference held in Jomtien in, 1990 to meet basic learning needs of the community. This country report, therefore, intends to assess the effort made in the decade to expand the provision of basic education in the country.

Before and in the subsequent years after the Jomtien conference, and until the down fall of the old regime in 1991, however, Ethiopia was involved in a civil strife where it was not possible to directly go into action. Since the take over of the new government, efforts have been made to expand access to the vast majority of the Ethiopian population. To assist enhancing the efforts, the government was able to put in place the new Education and Training Policy (ETP) in April 1994. The formulation of the policy has by itself took sometime since it has to undergo a series of consultations at Central, Regional, Zonal, Wereda and school levels and accommodate the feed backs. The time between May 1991 and April 1994, therefore, can mainly be characterized as the time of preparation and consultation.

Following the adoption of the ETP a strategy was developed based on the macroeconomic and the education sector framework which identified the areas that needed particular attention in order to promote the objectives stipulated in the policy. Furthermore, in order to enhance the expansion program in an integrated and systematic way the government has moved from the traditional practice of project approach to sectoral and program approach. Accordingly, a sector-wide program known as "Education Sector Development Program (ESDP)" was developed where the government and donors have come up with a cohesive Plan of Action that started being implemented since 1997/98.

It is important, therefore, to read this report and weigh the achievements in light of the above mentioned historical developments since the Jomtien Declaration in 1990.

## 2. EDUCATION FOR ALL: THE ETHIOPIAN SCENE

Education occupies a strategic position in Ethiopia's development priorities. The national policy directives contained in the Constitution of the Federal Democratic Republic of Ethiopia enjoins that "to the extent the country's resource permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security" and that "education, public and private, shall be provided in a manner that is free from any political partisanship, religious influence or cultural prejudice". The constitution also enjoins that "the State has the obligation to allocate increasing resources to provide public health and education and other social services".

At the time of the enactment of the Constitution of the Federal Democratic Republic of Ethiopia in 1994, the educational system in Ethiopia was not only quantitatively small but was also characterized by striking regional and structural imbalances. Only 23.4 per cent of the population aged 10 years and above was literate and only one out of four primary school-age children had been enrolled in primary school. The Gross Enrollment Ratio (GER) in 1994/95 was 24.1 per cent for grades one to eight. Only one in fifteen school-age youth attended secondary school and tertiary education was open to smaller fraction of those completing secondary education. There were gross disparities in educational opportunities between regions, urban and rural areas, and between boys and girls. The internal efficiency of the system was also very low.

Low and declining quality was a serious problem contributing to high dropouts and repetition rates. About a third of students enrolled in grade one dropped out and close to one-fifth of the remaining students repeated. The reasons for the declining quality of education, among others, included under-funding, inadequate physical facilities (due to long standing neglect and civil strife, a number of schools in the country were in need of major repair and rehabilitation), lack of teaching-learning materials (textbook to student ratio was 1:5), and inadequate teacher training and under-qualified teachers (only about 80 per cent primary, 30 per cent junior secondary and 40 per cent senior secondary teachers had adequate qualifications

for teaching at the prescribed levels). The other causes for the deteriorating quality of education included a curriculum that did not take into account the regional, cultural and linguistic differences, over crowding of classrooms and the lack of appropriate schemes to motivate teachers to improve the quality of teaching-learning processes. The curricula, in general, tended to be too theoretical, lacking emphasis on enough practical knowledge and skills required to prepare students to lead productive lives in their communities.

In general, the education system in Ethiopia was characterized by a number of problems needing immediate attention. The key issues that needed to be addressed included, limited educational access and regional disparity in enrollment, gender disparity, low educational efficiency, unsatisfactory educational quality and effectiveness, inadequate resources, centralized administration, inadequate educational planning and implementation/ management capacity, and low level of community participation in the planning and management of primary and secondary education.

### **3. NATIONAL POLICIES**

In order to address the above issues, the Government embarked on set of political, economic and social reforms, and formulated a new Education and Training Policy in 1994. The main goal of the policy has been to restructure and expand the education system and to make it more relevant to the present and future human resource needs of the country. The scope of the policy encompasses formal education from pre-school education to tertiary education, special needs education, and non-formal education. The specific objectives of the Education and Training Policy are:

- a) to promote relevant and appropriate education and training through formal and non-formal programs;
- b) to develop and enrich students' inquisitive ability and raise their creativity and interest in aesthetic;



- c) to enable both the handicapped and the gifted learn in accordance with their potential and needs;
- d) to provide basic education and integrated knowledge at various levels of vocational training;
- e) to satisfy the country's need for skilled manpower by providing training in various skills and at different levels;
- f) to make education, training and research be appropriately integrated with development by focusing on research;
- g) to provide secular education;
- h) to make education a supportive tool for developing traditional technology , and for utilizing modern technology;
- i) to provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging societal responsibility;
- j) to provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with moral values;
- k) to provide education that promotes the culture of respect for work, positive work habits and high regard for workmanship;
- l) to recognize the rights of nations/nationalities to learn in their language, while at the same time providing one language for national and another one for international communication;
- m) to gear education towards re-orienting society's attitude and value pertaining to the role and contribution of women in development;
- n) to provide education that can produce citizens who possess national and international outlook on the environment, protect natural resources and historical heritages of the country;
- o) to provide education that can produce citizens who have developed attitudes and skills to use and tend private and public properties appropriately.

#### **4. MAJOR DEVELOPMENTS**

Major developments in the field of education in Ethiopia since 1994 have created a favorable environment for improving access to quality primary education. These

include the high priority accorded by the Government to human resources development, progress in regard to decentralization of planning and management of primary education, and the formulation of the Education Sector Development Program (ESDP) for the period 1997/98-2001/02.

The ESDP is a general education strategy and an action plan to translate the policy statements into action. It covers the first five years of the 20-year education development strategy. The ESDP was launched in 1997/98 with Government funding and supported from on-going donor assistance. The preparation and submission of a framework to the Consultative Group Meeting held in December 1996 followed the formulation of the program details. The Federal and the Regional Governments prepared the ESDP with active participation by UN Agencies as well as multilateral and bilateral donor partners.

ESDP is a sector-wide approach to the development of education. It endeavors to address the formidable challenge of infrastructure development and the problems of quality and equity in Ethiopia's education sector. The program covers the first phase of a 20-year sector development program designed to improve the overall educational attainment of the population, while achieving greater social equity. The projected cost of ESDP is about US\$ 1.8 billion (about 12.2 billion Ethiopian Birr) which supposed to be financed by a combination of domestic and external funding. The government is committed to financing 73 per cent of the program cost. Primary education is given the highest priority in the program, which takes about 60 per cent of the total budget.

## **5. EDUCATIONAL GOALS AND TARGETS**

Against the background of the complex educational issues, the ground realities of the Ethiopian scene and the current trends in educational policy, the goals and targets for educational development in Ethiopia constitute:

- expanding access to education with special emphasis on primary education in rural areas, raising primary school enrollment from 4.5 million in 1996/97 to 7.0 million in 2001/02, thus achieving an average Gross Enrollment Ratio ( GER )

of 50 per cent for primary education with the ultimate objective of achieving universal primary education by the year 2015;

- improving equity by increasing enrollment ratios for disadvantaged groups, increasing proportion of girls' enrollment to total enrollment at the primary stage of education from 36 per cent in 1996/97 to 45 percent in 2001/02, increasing enrollment in rural areas and increasing the GER in the two most under-served regions ( Afar and Somali ) to 25 per cent from 8.4 % & 11.6 in year 1996/97 respectively;
- improving efficiency of the education system by reducing ( i ) drop-out rate in grade-1 from 28.5 per cent to 14.2 per cent, ( ii ) overall drop-out rate at the primary stage of education from 8.4 per cent to 4.2 per cent, ( iii ) average grade 4 to 8 repetition rates from 12.8 per cent to 6.4 per cent, ( iv ) average grade 4 to 8 repetition rate for girls from 16.2 per cent to 8.1 per cent, and increasing the coefficient of primary school efficiency from 60 per cent to 80 per cent;
- improving the quality and relevance of education and increasing the proportion of children achieving the acceptable levels of learning specified for the first cycle of primary education and increasing grade 8 examination pass rate from 62 per cent to 80 per cent; and
- improving financing for education by increasing public spending on education from 3.8 per cent to 4.6 per cent of GDP and facilitating private sector and community financing of education in order to increase the proportion of budget allocation for education to total budget from 13.7 per cent to 19 per cent and increasing the primary education's share of the total education budget from 46.2 per cent to 65 per cent.
- increase students' access to textbooks by reducing the textbook/pupil ratio from 1:5 to 1:1 in core subjects;

## 6. STRATEGIES

The strategic choices proposed to facilitate achievement of the goals of educational development in Ethiopia include the following:

- Reduction of financial burden on families by abolishing school fees up to grade 10, reduction in opportunity cost to parents by adopting flexible school calendar that would avoid overlap with agricultural peak periods and that would allow children time for chores at home;
- Increasing educational access in rural areas by locating the majority of new schools in under-served and disadvantaged areas in order to reduce regional and urban/rural disparities in enrollment and completion rates at the primary stage of education. Other measures include building of about 2,500 new primary schools, upgrading and renovation of about 3,000 existing schools to increase additional classrooms in order to cater to the needs of about 2.5 million new students;
- Adoption of target-group specific and locally relevant strategies and measures for enhancing participation of girls in primary education to reduce gender disparity in enrollment and completion rates. Specific measures initiated to improve girls' education include: reducing distance to primary schools through the construction of new schools in rural areas ; provision of educational materials such as textbooks, exercise notebooks and stationery items to targeted groups of poor girls; introduction / provision of labor- and time-saving technologies such as grinding/flour mills and water supply facilities closer to communities and schools; improved fencing around school premises to provide security to girls; school sanitation and construction of separate toilet facilities for girls in school, sensitization/orientation of the community to the benefits of education, particularly of girls' education, training and employment of more female teachers in order to increase the proportion of female teachers in primary schools and encourage and support female professionals to come to responsible positions so as they become role models;

- qualitative improvement of primary education through curriculum reform and improvement of teacher training, by improving educational facilities, improving the pupil to textbook ratio from 5:1 to 1:1 in core subjects, increasing the percentage of qualified lower primary (grades 1-4) teachers from 85 per cent to 95 per cent, and increasing the number of qualified upper primary (grades 5-8) from 5,700 to 20,000 Other strategic measures include introduction of local languages as medium of instruction in primary grades to facilitate children's adjustment to school and to increase relevance of learning to their home environment and thereby increasing children's motivation in schools, upgrading the professional competence and pedagogical skills of teachers, improvement of the learning environment in schools, and provision of professional support to teachers and head teachers for increased effectiveness of teaching-learning-evaluation processes. Additional steps initiated include upgrading and expansion of teacher training institute in order to handle in-service upgrading for primary teachers to qualify to teach in the upper primary classes of the second primary cycle, revision of teacher training curricula to reflect curriculum reforms at the primary level, teacher training through distance education for providing in-service education opportunities for professional growth of teachers in remote areas and training of head teachers on school management.
- strengthening educational programs for out-of-school children and youth. The emphasis is on the development of courses and establishment of learning centers for education of out-of-school children and youth who never had an opportunity to go to school, organization of functional literacy programs for adolescents and youth, and post-literacy programs for new literate and school drop-outs.
- enhancing the coverage and quality of distance education program. Specific measures include utilization of the extensive radio transmission network to increase the coverage of the educational broadcasting system for supporting classroom instruction in primary schools, for in-service teacher training and for education of out-of-school children, adolescents and youth;

- ensuring efficient utilization of available resources by institutionalizing policy interventions such as: no-detention up to grade-3, raising the average pupil-teacher ratio to an optimal level, and better utilization of facilities through double-shift practices.
- strengthening educational planning and management capacity by providing training in educational management to officials at all levels and to head teachers, developing guidelines, and establishing a monitoring and reporting system to assure accountability.
- make education more relevant and to link schools closer to the community by the use of local languages as a medium of instruction at the primary level;
- improve the quality of training, professional competence and career structure of teachers and other professionals;
- streamline the management and organization of the education system so as to make it decentralized, coordinated, participatory, professional and efficient;
- increase education financing by encouraging community participation, introducing cost-sharing mechanisms, and involving the private sector in the provision of education; and
- improve the collaboration and coordination of the education sector with other relevant sectors.

The education and training strategy has been focusing on the following four major areas of reform:

- Restructuring of the education system: a pre-school education system for children aged 4-6 years; primary education from grades 1-8 divided into the first cycle (grades 1-4) and the second cycle (grades 5-8), general secondary education from grades 9-10 and senior secondary education of two years (grades 11-12); a vocational and technical education system that runs parallel with the formal education; non-formal, adult and distance education, as well as special needs education that are coordinated with the rest of the educational system.

- Expansion of primary education equitably;
- Curriculum reform in line with the new education objectives and to increase the relevance of education in order to meet the needs of communities.
- Improvement of the quality of education throughout the system.

## 7. DECISION-MAKING AND MANAGEMENT

The EFA initiatives form an integral part of the ESDP. The ESDP in Ethiopia is designed for implementation under a decentralized system. ESDP has been developed in collaboration with Federal Ministry of Education, central-level technical/specialized agencies, Regional Education Bureau, Zonal Education Departments and Woreda Education Offices, and in consultation with communities to some extent. Therefore, there is strong ownership of the program and its objectives and targets by all key implementing agencies.

The decision making and the governance framework for the education development program attempt to take into account the views of all relevant stakeholders. Key emphasis has been placed upon partnerships between the center and regions within the GoE, and between the GoE and its external donors/partners. Direct implementation is the responsibility of the Ministry of Education and the Regional Education Bureaus. Federal and Regional Joint Steering Committees (donor-government) are set up to oversee and coordinate the implementation process and to advise the government on matters related to the program. In addition, technical committees, consultative groups and discussion forums are established as deemed necessary.

Provision has been made for the inclusion of mechanisms community participation in the implementation of the program. This is done through mechanisms such as community/village meetings, and through roles given to parents in the management of the schools, by including community members in: the construction of new school buildings, supervision of construction, direct labor participation, beautification of the school compound, maintenance and up-keep of schools, working towards increasing the enrollment of both boys and girls, and working to improve

educational quality. Community participation in the planning and execution of certain aspects of the education development program is promoting increased awareness of the importance of the value of education and the benefit of educating girls , local capacity building and assurance of sustainability of the development efforts. Both the institutionalized and informal community organizations at grassroots level are used to promote community participation in the planning and management of primary education.

Monitoring of the implementation of the education development program goals and targets is based on quarterly and semi-annual monitoring and reporting cycles. A review process(Joint Review Mission & annual Review Meeting) provides an important opportunity for all stakeholders to take stock, reflect on the program implementation, exchange views and learn from experiences, with a view to problem solving and possible reorientation of the program.

## **8. INVESTMENT IN EDUCATION**

### **8.1 PRIMARY EDUCATION SHARE**

The government has targeted its programs and aligned its activities to make a real difference in the attainment of the goals of ESDP and subsequently of ETP. The sectoral financing has increased its allocations. The share of education budget increased from 12.2% in 1992/93 to 15.3% in 1998/99. However, as it is indicated in table 7.1 the share of education to the total government budget has been almost constant though there was noticeable increase in absolute terms during these years. This is indeed a favorable allocation for education and shows a sincere commitment on the part of the government in spite of the massive investment and rehabilitation work undertaken in the other sectors and the heavy burden of debt payment it carries.



**Table 8-1 SHARE OF EDUCATION BUDGET TO THE  
TOTAL GOVERNMENT BUDGET**

YEAR	Total Government Budget	National Education Budget	NEB/TGB
1992/93	5931.9	724.9	12.2
1993/94	8447.10	1102.5	13.1
1994/95	9964.60	1297.2	13.0
1995/96	9667.35	1339.22	13.9
1996/97	10923.00	1496.6	13.7
1997/98	11360.00	1563.5	13.7
1998/99	13676.30	2098.1	15.3

SOURCE: MOF

One observes from Table 7.2 that while the share of education budget to GNP steadily grows, on the other hand the share of the primary education budget is constant for the last three budget years.

**Table 8-2 PUBLIC EXPENDITURE ON PRIMARY EDUCATION  
AS A PERCENTAGE OF GNP**

Year	GNP Birr '000 000	Primary Budget Birr '000 000	Budget for primary education as a % age of GNP
1994/95	33507.5	811.4	2.42
1995/96	37662.2	846.4	2.25
1996/97	41241.3	804.2	1.95
1997/98	44887.4	918.24	2.05
1998/99	48896.2	1187.02	2.43

Source: Developed from unpublished data of MEDAC & MOE

**Table 8-3 PER PUPIL PRIMARY EDUCATION BUDGET  
AS A PERCENTAGE OF GNP PER CAPITA**

Year	Per capital GNP( Birr)	Per pupil Cost Birr	Per Pupil Primary Education Budget as a % age of GNP per capita
1994/95	627	216	25.2
1995/96	690	223	20.0
1996/97	731	180	27.2
1997/98	772	180	23.3
1998/99	816	208	18.3

Source: Compiled from MEDaC and MOE

Per pupil public recurrent expenditure in primary education expressed as a percentage of GNP per capita, (table 7.3) measure the emphasis given to primary education relative to higher level education. Since expenditure per pupil is a highly

aggregated proxy to measure the investment made for a student ,it could be advisable to relate to the level of enrollment rate.

Table 8-4 PUBLIC BUDGET FOR SECONDARY EDUCATION AS A PERCENTAGE OF GNP

Year	GNP Birr '000 000	Secondary Budget Birr '000 000	Budget for Secondary education as a % age of GNP
1994/95	33507.5	131.5	0.4
1995/96	37662.2	136.89	0.4
1996/97	41241.3	185.28	0.45
1997/98	44887.4	151.7	0.34
1998/99	48896.2	184.56	0.4

Source: Developed from unpublished data of MEDAC & MOE

Table 8-5 PER PUPIL SECONDARY EDUCATION BUDGET AS A PERCENTAGE OF GNP PER CAPITA

Year	Per capital GNP( Birr)	Per pupil Cost Birr	Per Pupil Secondary Education Budget as a % age of GNP per capita
1994/95	627	355	56.6
1995/96	690	440	63.8
1996/97	731	434	59.4
1997/98	772	324	42.0
1998/99	816	354	43.4

Source: Compiled from MEDaC and MOE

The average spending per pupil in secondary level(table 7.4) is high compared to the primary level. But the fact that enrollment is higher in primary compared to secondary level this taken together with the share of primary budget relative to secondary level clearly indicated the government priority for primary education.

Table 8-6 PRIMARY EDUCATION BUDGET AS A PERCENTAGE OF TOTAL NATIONAL EDUCATION BUDGET

Year	Total Education Budget ( Birr '000 000 )	Percentage Share of primary of Total Education Budget
1994/95	636.2	48.8
1995/96	680.7	50.8
1996/97	691.3	46.2
1997/98	954.5	61.1
1998/99	1337.2	63.7

Source: MOE

The primary school budget has shown a noticeable increase over the period 1994/95 to 1998/99 both in absolute terms and in its percentage share to the over all education budget except that there was a slack during 1996/97 (table 7.2 & 7.6). In 1998/99 almost 2/3 of the education budget was allocated to the primary

level. This clearly substantiates the relative priority given to the primary education in the national education policy and resource allocation. This favorable allocation will also be matched by efficient management of scarce resources.

## 8.2 NON-SALARY RECURRENT BUDGET

As it is indicated in table 7.7 the percentage share of non-salary budget to the recurrent budget in primary level over the period 1994/5 to 1997/98 show a declining trend. Thus, if the commitment to enhance quality of education is to be met, the government has to increase at least the non-salary resources for basic education. While the progress in the growth of GER has been very encouraging, there remains an inadequacy of important educational inputs critical to improving educational quality. The non-salary expenditure has also increased in absolute value, but the share of non-salary public recurrent expenditure for primary education has fallen from 8.5% in 1994 to 7.1% in 1997. This has an impact on the resources available to purchase quality enhancing inputs for schools. Given the goal emphasis on quality basic education, the reduction should be of some concern.

Table 8-7 TREND IN NON SALARY  
EXPENDITURE

YEAR	NSB/PEB
1993/94	8.5
1994/95	7.9
1995/96	7.3
1996/97	7.1

PEB = Recurrent Primary education budget

NSB = Non-salary recurrent primary school budget

Though currently the government is spending a lot in building schools the relative decline in non-salary budget will have a definite impact on the quality of instruction and this trend needs to be reversed. In the future, perhaps it will be more effective and efficient to allocate recurrent budget for a system which provides incentive and reward to good performance rather than allocate on Woreda based criteria. For instance, the higher the enrollment and smaller the attrition rates of a school, the higher the budget of the school should be.

The majority of currently enrolled children in grade 1 (63%) are of age 10 years and above. The average age of entry in grade 1 in rural area is higher than in urban area. The variation in pupils' age within grades because of delayed school entry suggests a number of important policy initiatives for basic education.

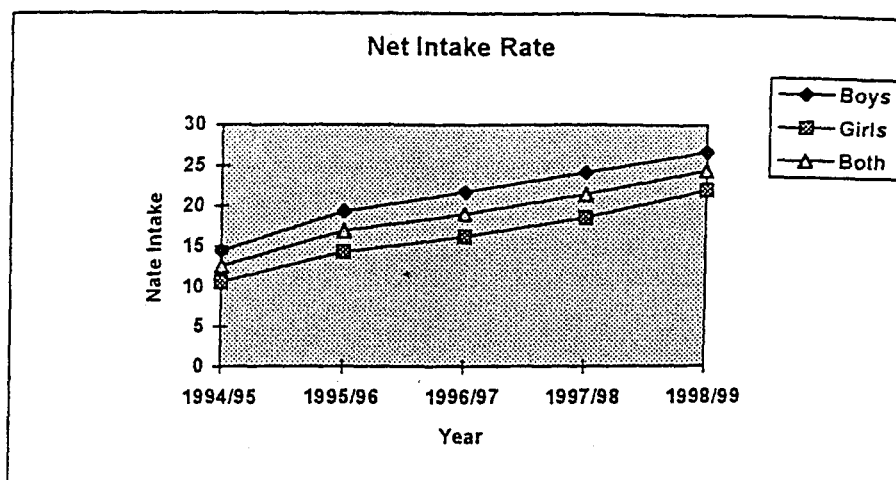
#### 9.2.1.2 Net Intake Rate

The net intake rate measures the proportion of new entrants to primary grade 1 who are at the age of seven to the corresponding population. Between 1994/95 and 1998/99 the net intake rates have increased from 10.6% to 22 % for girls and from 14.5 to 26.7 for boys respectively as indicated in table 8.4. This shows the improvement in the degree of access to primary education as well as the state of pedagogical situation that exists in primary grade 1. However, though the trend in the NIR showing a promising trend as the situation in 1998/99 indicates there were about 75 % of seven year old children out of school indicating the tremendous task the country is facing to improve access.. Moreover, the wider gap between the apparent intake rate and the net intake rate indicated the need to make more effort to encourage parents to send their children to grade 1 on their appropriate age to improve the pedagogical situation.

Table 9-4 NET INTAKE RATE (GRADE 1)

Year	Boys	Girls	Both
1994/95	14.5	10.6	12.6
1995/96	19.3	14.3	16.9
1996/97	21.7	16.2	19.0
1997/98	24.1	18.5	21.4
1998/99	26.7	22.0	24.4

Fig. 8.2



### 9.2.1.3 Gross Enrollment Ratio (GER)

GER at primary school have been improving both for boys and girls at the national level. It increased from 24.1% to 45.8% over the period running from 1994/95 to 1998/99 (Table 8.5). The main reasons for this increments in participation are attributed to the construction of new schools near rural communities and additional classrooms to accommodate more students; upgrading of existing grades 1-6 schools into complete primary. (this helped grade 6 completes to continue their education at nearby schools); providing classes using das (tent) schools and shift systems; change of academic calendars in some areas where the working day in rural areas is divided into two; one half for schooling while the remaining half is left for students to enable them to assist their parents.

The opportunity cost of schooling was the single most important reason cited by rural household members for not attending school. The attendance rate sharply declines during harvesting season and increases during the lean season. In particular, males are required for farm activity and girls needed for other household activities. School related expenses and distance from school were also given as major reasons for not attending schools.

Some regions are experimenting to increase access to primary schools through various means including provision of educational materials and making grinding mills and the supply of safe water available in the school neighborhood so that pupils could have more time for education.

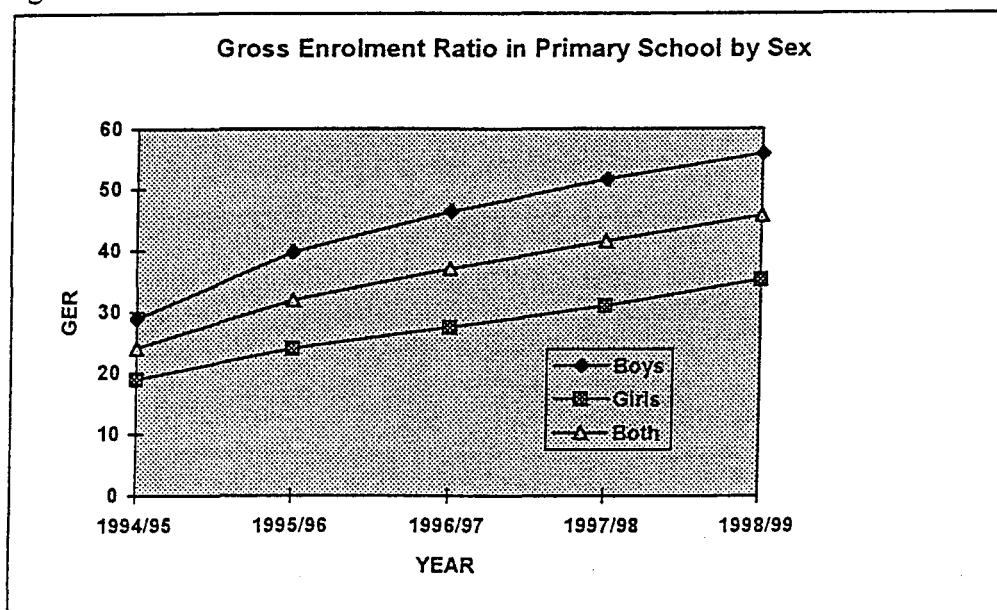
A number of regions are also building low cost boarding schools in remote areas to cater for the children of nomadic communities in an effort to avoid disruptions in schooling among children who migrate from one area to another and to encourage those who reside in far away places to enroll in primary school.

There has been a steady increase from year to year in the enrollment of girls, but the gender gap at the primary level is still wide and high compared with the 10% gap planned to be achieved by the end of 2001/02. Since this is a major concern, the issue of narrowing the gender gap has been extensively discussed and as a result, various mechanisms have been developed in the regions to improve the participation of girls. These are forming Participation and Quality Improvement Committees (membership drawn from different government organs, teachers and community leaders) to create awareness among the community so that they send their daughters to school; providing guidance and counseling at school levels, introducing school weeks that bring community and the schools together, sensitizing the community, religious leaders, members of school boards and teachers about the importance of girls education; and provision of school material (e.g. exercise books, pencils) to needy girls. These mechanisms have assisted to slightly decrease the gender gap from 20.7 in 1997/98 to 20.6 in 1998/99). Yet, a lot more have still to be done specially in those regions with a gap of more than 10%. However, dropout and repetition rates of female students are lower than for boys as tutorial sessions to female students by Women Associations, academically stronger students and teachers are given in some regions.

**Gross Enrollment Ratios (1-8)**  
**Table 9-5 GROSS ENROLLMENT RATE (1-8)**

Year	Boys	Girls	Total
1994/95	28.9	19.0	24.1
1995/96	39.8	24.0	32.0
1996/97	46.4	27.5	37.1
1997/98	51.7	31.0	41.6
1998/99	55.9	35.3	45.8

Fig. 8.3



As a result of the foregoing effort made and the increase in the demand for schooling, GER has been increasing consistently. Thus the national goal of attaining a GER of 50% (Primary) at the end of 2001/02 will be a reality. However, every possible effort should be exerted in the case of Regions (Afar and Somali, Table 8.6) with low GER to increase their participation rates. Participation rates at the secondary level has been also increasing in all the regions except in Somale where there was a slight decrease.

**Table 9-6 REGIONAL PROFILE IN ENROLLMENT BY SEX FOR 1998/99 (1-8)**

	Tigray	Afar	Amhara	Oromiya	Somali	B/S-Gumuz	SNNP	Gambella	Harari	Addis Ababa	Dire Dawa
Girls	53.8	6.5	36.7	30	5.1	49.5	37.7	66.5	75	83.5	53.4
Boys	63	7.4	44.1	59.6	10.3	99.3	75.6	110.7	104.5	86.1	66.4
Both	58.4	7.1	40.4	45	8	74.9	56.8	89.1	90	84.7	60

### 8.3 OTHER SOURCES OF FINANCING EDUCATION

To reduce the burden on public sector for the financing of education, the Government has passed a law, legalizing the operation of private schools. ESDP has targeted a 5% share of the private sector and NGOs out of the total resource that will be used during the ESDP plan period. For instance, after the Council of Ministers Regulation (No. 206/1995) for Licensing & Supervision of private Educational Institutions (March 6 1995), 125 kindergartens, 69 primary schools were licensed.

Table 8-8 SOURCE OF FINANCING FOR EDUCATION IN 95/96

No.	Source	Recurrent Costs %	Capital Costs %	Total
1	Government	81	48	71
2	Households	19	0	14
3	External Loans	--	48	14
4	External Assistance	--	4	1
		100	100	100

In order to improve the capacity of primary schools to raise and use resources, the MOE has promulgated policy guidelines to strengthen the operation of existing school management, concerning revenue generation and management of school resources.

The share of NGOs in the total student population, for instance, in 1997/98 school year was 6.4%. Thus, NGOs contribution to the total recurrent education expenditure is assumed to be about 6.4%

## 9. PROGRESS TOWARDS NATIONAL EFA GOALS

### 9.1 Early Childhood Development

Early childhood education in Ethiopia has been the role of the traditional church and mosque for centuries based on religious instructions. These institutions are still active in providing early childhood education of the traditional type mainly focusing on teaching reading and writing. Kindergarten program in Ethiopia is in its infancy. All existing pre-primary schools and nurseries are under the ownership



and care of private enterprises, NGOs and religious organizations except few orphanages run by the government. Most of the pre-school institutions are located in urban areas though in principle government and public schools do not require exposure of kids to any form of schooling to join grade one. In addition to the pre-schools, the main sources of supply specially in rural areas for primary grade one are mostly the traditional church and mosque schools where children first go to learn reading and writing.

In an effort to achieve education for all, the government has been searching for ways in which the learning environment in pre-primary schools can support children from various socio-economic and ethnic groups. Until recently, the language of instruction in primary schools and even in the pre primary -schools was Amharic which is not the home language of the large majority of the children in Ethiopia. An effort has been made to bridge the gap between home and school by creating the necessary positive learning environment of using the mother tongue as a medium of instruction and communication in pre-schools and primary grades through out the country. The teachers can now communicate with the children in their home languages thus connecting with and building on the children's prior knowledge and experiences, including their home cultures.

The government has demonstrated its commitment to the welfare and proper handling of the Ethiopian children by endorsing and ratifying the convention on the Rights of the Child on December 9, 1991. The convention is translated into the Amharic language to make the public aware of the rights of children and promote their good upbringing that includes childhood care and development. Further more, the government has also made known its intention of translating the same convention into other languages of the country through The Children, Youth and Family Welfare Organization (CYFWO).

As part of the overall effort to improve the quality of preschool education in 1992/93 school year the following pre school staff were trained: 87 pre school supervisors, 400 pre-service staff & 172 in-service teachers.

The early activity of children has been under different supervision, i.e., MOH, MOE, CYFWO, OSLA, Civil Societies etc. The new Education and Training Policy calls for strong linkages within and with other sectors so that the concerns of children and women are addressed in a complimentary and integrated manner by all those concerned. Though the government has established the CYFWO to strengthen child development, the activities of ECCD at present lacks dynamism, concern, planning focus, coordination, and quality control. The government will review seriously the adequacy of current polices in terms of promotion of effective and quality ECCD and family programs. The following are some of the problems of ECCD in Ethiopia.

- Almost all the available few pre-schools suffer from lack of physical and recreational facilities. Many lack in medical attention, food and even safe water.
- There is almost a complete absence of proper situation analysis on the needs of children of the age group in Ethiopia.
- The teachers in the pre-schools have no adequate training in child care and development. Most of them have only three months of orientation training course while almost close to 40% of the total has no training of any kind.
- The central and regional administrations for ECCD activities are weak .
- No organization or research institution has to date undertaken an impact assessment of the activities of ECCD in Ethiopia.

The traditional inputs of the MOE to early childhood education have been the standardization of curricula and teaching learning materials, pre-service training

for teachers and supervision and inspection, thereby contributing to its quantitative increase.

#### 9.1.1 Access

Access to preschool education in Ethiopia is also extremely low. In 1998/99 there were about 793 centers serving 90321 that is 1.7 % out of 5.3 mil. pre-school children. The main underlying causes for this wide gap between demand and supply of pre-school education can be summarized as follows:-

- Pre-school education is relatively a recent phenomena in the country, and not yet wholly part of the mainstream education.
- The importance of pre-primary education for children has been recognized by the government but due to resource constraints and other competing priorities, like basic education for primary school age children, the government is unable to take greater responsibility of providing facilities and other components for pre-primary schools.

Despite many shortcomings, a significant increase in the number of kindergarten enrollment of children and teachers have been registered since 1990. For instance, enrollment rose by nearly 25% in 1998 from that of 1996, and the number of institutions increased from 626 by about 27% to 793. As has been stated above ECCD efforts are mainly limited to large urban centers and towns, leaving the rural population at a disadvantage. Table 8.1 shows the distribution of preschools by region. Marginalized and less urbanized regions have comparatively less pre-school programs, for instance Afar, Somali and Gambella have less enrollment figures where as Addis Ababa has the largest enrollment.

##### 9.1.1.1 Gross Enrollment in early childhood development programs

This is the total number of children enrolled in early childhood development programs, regardless of age, expressed as a percentage of the population in the relevant age group i.e. 4-6. The indicator,

measures the general level of participation of young children in early childhood development programs. In this respect the low enrollment level in ECCD institutions indicates the country's weak capacity to prepare young children for primary education.

Table 9-1 ENROLLMENT AND TEACHERS IN KINDERGARTEN (1998/99)

Regions	PUPILS		TEACHERS		Pupil Teacher Ratio	No. of Kindergarten
	Total	% Female	Total	% Female		
Tigray	5198	49.9	143	89.5	36	62
Afar*	639	46.8	13	30.8	49	5
Amhara	17387	49.9	314	99.4	55	185
Ormiya	20410	49.0	502	99.6	41	202
Somali	852	53.3	13	84.6	66	4
B.-Gumuz*	872	51.1	12	91.7	73	9
SNNP	14119	46.9	357	89.1	40	112
Gambella	110	54.5	2	1.0	55	1
Harari	965	49.0	29	19	33	7
Addis Ababa	28203	49.2	1051	93.2	27	192
Dire Dawa	1566	47.8	49	92.5	32	14
TOTAL	90321	49.0	2487	92.5	36	793

Source: MOE/EMIS

N.B 63.0% of the 1998/99 teachers are trained.

\* 1996/97 Data

No substantial decrease has been registered in children to teacher ratio since 1994. It remained a constant at 36 which is extremely high for a preschool institution. The quality of kindergarten education in terms of learning performance has never been assessed to date, and many centers lack recreational facilities as well as qualified teachers.

#### 9.1.1.2 Percentage of new entrants to primary grade one who have attended some form of organized early childhood development program.

Data on the proportion of new entrants to grade one who presumably have received some preparation for primary schooling through ECD programs, are not available in the country. However, intuitively looking in to the present level of enrollment in the KG and the intake level at primary grade I it can be understood that the percentage would be quite insignificant.

## 9.2 PRIMARY EDUCATION

### 9.2.1 ACCESS

Ethiopia has some of the lowest social and economic indicators in the world. With respect to education, it is characterized by low enrollment at all levels. In 1994 only one in three primary school age children attends school. Secondary education is accessible to less than one out of ten youth, while tertiary education is open to only about 0.5% of the age group. Female students have been always at disadvantage.

One of the major problems for primary education in Ethiopia is the low gross enrollment ratio. The enrollment of primary school in Ethiopia rose from 2,641,062 of all students in 1993 to 5,708,319 in 1999, with an average annual growth rate of 16.5 %.

The proportion of pupils enrolled in primary school increased from 89.3% of general education students in 1994 to 91.6% in 1999. On the other hand, the proportion of girls during the last five years has not achieved a significant progress from that of 1994, remaining about constant at the level of 37.4%. However, in Regions with overall low enrollment, girls remain further behind, ranging from 27.7% in the Somali Region to 33.0% in Benshangul-Gumuz. In Addis Ababa, girls' share in the primary enrollment is 52.2% during the last five years, surpassing boys' enrollment in the primary schools. In most Regions, the proportion of girls in primary school enrollment has declined slightly to reach an average of 37.9% in 1994 against 39.0% in 1990 at the time of Jomtien World Conference.

Table 9-2 SHARE OF FEMALE PUPILS IN  
PRIMARY SCHOOLS (1-8)

<i>Year</i>	<i>Percentage of Girls</i>
93/94	39.3
94/95	37.9
95/96	36.8
96/97	36.4
97/98	36.7
<b>Mean</b>	<b>37.4</b>

The proportion of enrollment in non-government schools declined from 9.7% in 1994 to 5.3% in 1998. The decline is due to the expansion of government schools rather than a decrease in non-government schools. The role of private sector in the education has been reduced to almost nil after the nationalization of schools in 1975 by the previous government. Before the nationalization was effected, 10% of the primary and 8.5% of the junior and senior secondary enrollment were in non-government schools.

### 9.2.1.1 Apparent Intake Rate

The apparent(gross) intake rate measures new entrants in primary grade 1 as a percentage of the population of official entry age of 7 years regardless of age. This rate has increased from 56.3% to 92.9% for the year 1998/99 showing the improvement in the general level of access to primary education. Table 8.3 depicts the trend in AIR for girls and boys. The rate for girls has shown steady increase over the given period where there is a slight down ward move for boys during 1998/99.

Table 9-3 APPARENT INTAKE RATE  
(GRADE 1)

Year	Boys	Girls	Both
1994/95	72.5	39.5	56.3
1995/96	98.3	53.9	76.5
1996/97	110.9	63.4	87.5
1997/98	111.2	69.1	90.5
1998/99	108.7	76.6	92.9

Fig. 8.1

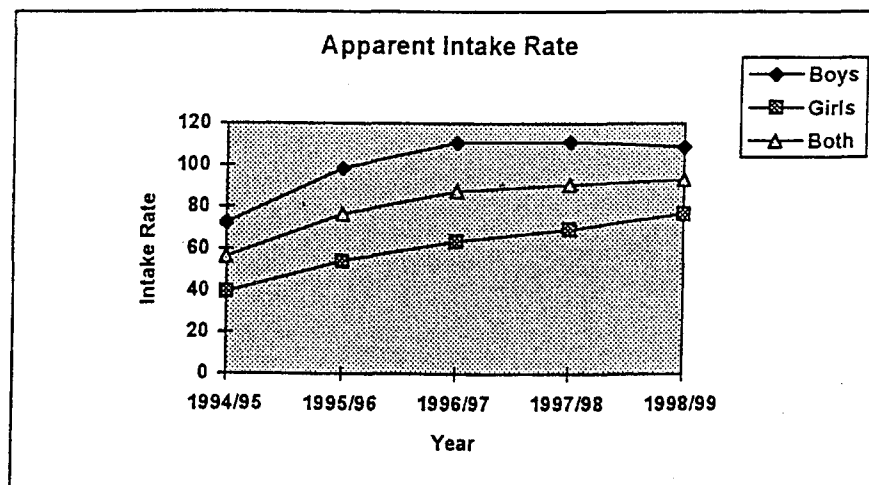
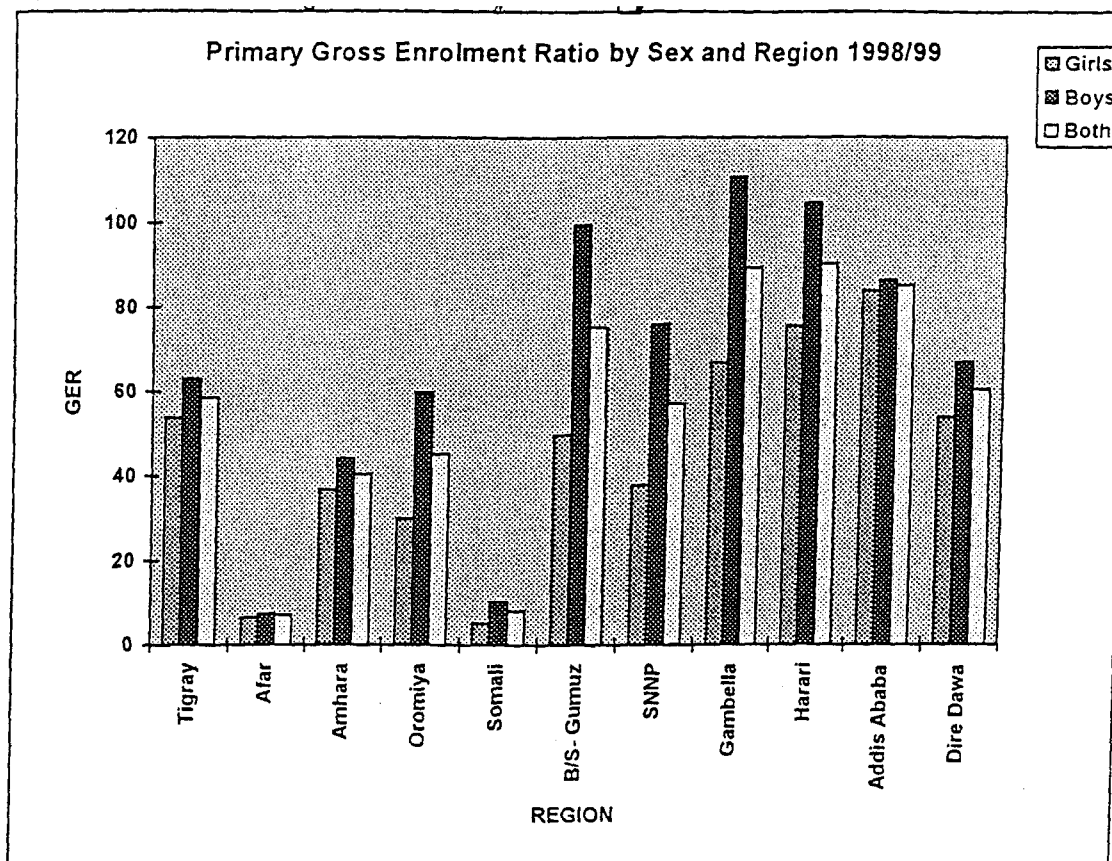


Fig.8.4



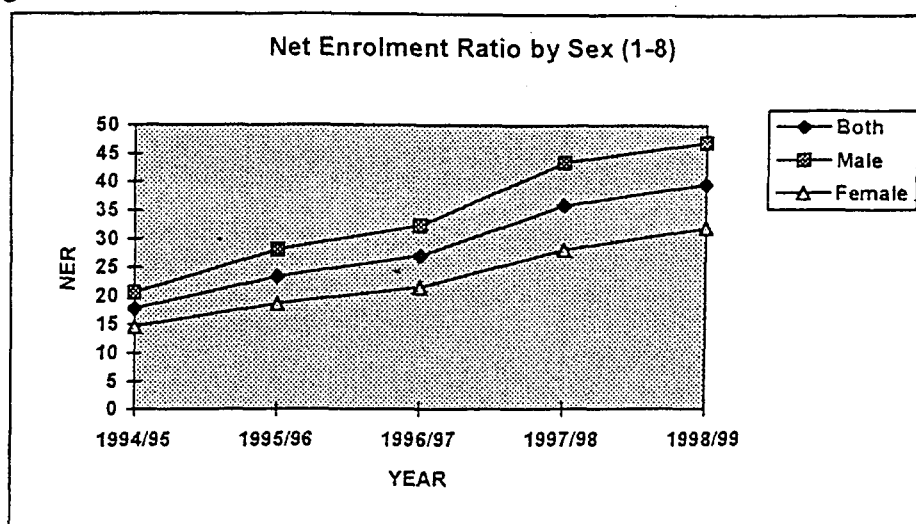
9.2.1.4 Net enrollment ratio (NER):

The NER of the country has risen since 1990. The significant increase (100%) from 1994/95 to 1998/99 indicates the country's progress towards realizing the objectives of education for all. The primary school enrollment has expanded much faster than the school age population. Thus the number of out of school children in the 7-12 age group has declined from that of 1994 Housing and Population Census. This could be attributed to the government's commitment to basic education since the ETP came into effect.

Table 9-7 NET ENROLLMENT RATIO (1-8)

Year	Both	Male	Female
1994/95	17.8	20.7	14.7
1995/96	23.4	28.0	18.6
1996/97	27.0	32.3	21.5
1997/98	35.8	43.4	28.0
1998/99	39.6	47.0	31.9

Fig 8.5



### 9.2.2 QUALITY

Ethiopia, like any other developing country, has increased its access to primary education in the past 25 years. The expansion efforts correlate to the population increase but it also faces the pressing need to improve its quality.

The decline of quality in primary education is a very serious issue for two reasons. The first is that for most Ethiopians primary school is the only formal education that they can hope to follow. The second is quality determines the quality of higher level of education.

Improving the quality of teaching and administration represents the key to improving the quality of primary school. Teachers and directors of schools play a pivotal role in creating and fostering a school-wide atmosphere for effective learning. In the past, most initiatives were to take educational inputs such as schools, as preconditions for teaching. The initiatives that are aimed at directly influencing what happens once the children are in school, in the classroom, has been absent. However, if the schools fail to deliver quality instruction nothing of substance will occur in schools.

Quality of education is not a simple change in one aspect or one institution within an educational system. Quality encompasses a range of changes and actions that



will require the transformation of all services and operations of the education system. In the following section some key areas that have a bearing on the quality of education such as curriculum, learning materials, school environment & classroom teaching are identified and their progress towards the ESDP's goal and targets to meet the basic needs of the learner are assessed.

#### 9.2.2.1 Curriculum

Most educators are inclined to agree that Curriculum at all levels before 1994 was too academic and more or less irrelevant to the learning needs of pupils. To this effect MOE has embarked on a program of curriculum review. Curriculum developers, teachers and textbook writers were trained to work on the curriculum review. Furthermore, evaluation instruments were also developed and installed. As a result, new curricula have been put into practice for all grades of primary education. Complete revision of all curricula for the primary first and second cycles are completed by the year 2000. All the text books and teachers' guide were distributed to schools.

According to the ETP, primary education will be of 8 year duration and offers basic & general education. Basic education will focus on "literacy, numeracy, environmental awareness and social skills such as agriculture, crafts, primary health and civics". As a result of this policy directives, the new curriculum of the first cycle of primary education thus aims to impart basic skills (mathematics and languages), life experience (health education, social science, environmental awareness, population, AIDs awareness, civics) and character development (art, music, physical education).

The curriculum package in primary school curriculum is concentrated around the basic skills. It gives more time for the essentials, for instance, in the first cycle (1 - 4) of primary education there are 4 broad study areas integrated while redundant courses have been trimmed. Similarly, in the second cycle (5-8) the languages, math, sciences and integrated social

sciences are made the focus of the study. Hence more time has been allocated for the basics now than the previous curricula.

The curriculum materials are more learner-centered, and give greater attention to active learning and problem solving skills. The quality of content, design and production of textbooks have improved over the past years. There is an increase in active learning content in the textbooks and teachers' guides about how to use the materials in the classroom to develop high-order thinking skills.

The essential feature of the new curriculum is the inclusion of topics that are essential for the environment of the schools and the student-centered approach thus focusing on learning tools ( literacy, oral expression, numeracy, and problem solving) and basic learning content : knowledge, skills, values, and attitude.

For the purpose of monitoring and evaluating the pedagogical effectiveness of educational inputs and interventions try-out schools were created in the regions. All the try-out schools participated in providing feedback on the new curriculum. This helped to revise the new curriculum and to expand the curriculum to all other schools.

Feedback from teachers and students of the new curriculum and quality control measures were undertaken by ICDR, and accordingly a number of curriculum personnel trained at national and regional levels. The feed back was very encouraging. As a result of the formative evaluation, the new curriculum was further refined. Curriculum refinement will continue based on research findings and the results of the summative evaluation. Moreover, MOE has set up a federal curriculum council whose members consist of REB heads, college and university instructors, teacher's association, the Parliament, popular educators, etc. to oversee the quality of curriculum and teaching materials

The four formative evaluations of the curriculum in primary school have been completed and the results have confirmed, that "the curricula are most localized and responsive to societal needs". According to the findings of the Formative Evaluation of the new curricular materials, not only the curriculum and the syllabi adhere to this norm but also the textbooks that were prepared for the first cycle of primary education and the TTI "are in line with the philosophy and objectives of the new curriculum". However, some implementation problems have cropped up. Whatever have been identified as problems during the formative evaluations have now gradually been corrected. The overall process and outcomes are being evaluated by the nationwide summative evaluation .

Local educational personnel take part in the process of curriculum design and preparation. Furthermore, the community, students, teachers and other education personnel participate by way of evaluating the curricula and teachers' performance. The medium of instruction is the mother tongue. In addition, all the new curriculum promotes active learning and is gender sensitive.

Finally, as curriculum development is a key to the quality enhancement measures, we appraise the progress made in raising the quality of the curriculum in the spirit of the expanded vision of EFA. The following qualitative indicators witness this reality:-

- The attempt to develop regional capacity for curriculum development
- The development of critical mass of technical personnel in regions
- The development of mechanisms for feedback of pedagogical effectiveness of educational inputs developed
- The enhancement & effectiveness of pedagogical content and quality of educational materials

The regions have developed a critical mass of technical personnel to be able to continue developing, testing and revising the curriculum. Private firms have started competing to provide services for the distribution of educational materials such as textbooks, furniture and school supplies. Beneficial study tours in curriculum design and development were undertaken for curriculum developers in methodology, radio interactive instruction and innovative materials development. Training at Masters degree level in curriculum development through distance education is underway for some of the staff members of ICDR and REBs.

#### **9.2.2.2 Teaching Staff**

##### **a) Teacher Training**

One additional method for the improvement of the quality of teaching was planned through the reform of the teacher training institutes and colleges, giving more practical training in pedagogical skills, school community relations, motivating teachers, and organizing better pre and in-service teacher training. As a component of the Sector Development Program to make primary school more effective, the following are being developed to enhance the capacity of teachers and school managers through:

- in-service training effort
- introduction of a management information system to monitor the performance of the individual school and that of the system and
- logistical support needed to enable teachers to carry out their responsibilities.

Ineffective teachers are the most serious impediment to educational effectiveness and has a negative impact on performance of pupils. It is the recognition of this important fact that led the MOE to focus its

attention on policy initiatives regarding teachers and other education personnel.

As a result of this policy initiatives, teachers are now better trained because of better selection criteria of candidates to TTIs, professional upgrading given to TTI teachers, focusing on skills necessary to respond to the needs of the trainees. These include enhancing teachers' skill on student-centered teaching, better skills on testing, focusing the subject area teaching of student-teachers on the contents of the syllabi of grades 1-8, exposure to the experience of overcrowded classes and self-contained teaching. They also provide better prepared textbooks for the primary schools, and a better supervised teaching practice.

Former TTIs' environment was rather detached from the concrete reality of the primary schools. However, current reform of TTIs is to bring training of teachers closer to the reality of classroom situation to serve the needs of the pupils. Reform measures undertaken regarding the environment of TTIs have also had an impact on the achievement of trainees. For example, the number of females graduating with distinction from the TTI in SNNPR rose from 4% in 1995 to about 10% in 1997, and the number of males from 27% to 44%.

According to the evaluation made by the Amhara region, teachers who followed the new TTI training program feel that they are now competent and have confidence to try a variety of teaching methodology. The methodology includes emphasizing active, participatory, and problem solving methods, and evaluate their pupils in their mother tongue in teaching subjects given in the first cycle of basic education.

Measures have also been taken to improve the performance and equity of TTI graduates by establishing stricter admission criteria and empowering the TTIs with authority to recruit and admit students.

The number of women entering and completing pre-service teacher training has been also increased through:-

- Development and implementation of a support system (support in academic fields if and when academic remedial work is required, support in counseling system, provision of sanitary facilities and improving rest and living rooms)
- Affirmative action taken to recruit more female candidates to TTI.

As the result of the forgoing, effort made the situation in the teacher training institutes improved where the percentage of girls trainees increased to 44.8 % in 1998/99 as indicated in table 8.8.

Table 9-8 SHARE OF FEMALE STUDENTS  
IN TTI BY YEAR

<i>No.</i>	<i>Year</i>	<i>% Female Students</i>
1	1993/94	31.2
2	1994/95	37.7
3	1995/96	36.6
4	1996/97	38.3
5	1997/98	42.1
6	1998/99	44.8

Source: MOE, EMIS

The quality of pre-service instructional program has been improved through the development of managerial autonomy of TTIs. The provision of opportunities for the professional development of TTI staff has been enhanced, by improving the instructional environment of the TTIs, and by increasing the percentage of training time devoted to primary classroom experience.

Since the introduction of the TTI entrance examination, better qualified trainees have been admitted and their performance has significantly improved. In all the TTIs the remedial program for weak students, specially girls, had a significant impact on reducing failures. As a result of this policy

shift, more competent teachers graduated from TTIs to satisfy the needs of qualified teachers which has been in short supply in the past.

In addition to the teaching practice, other innovations were also introduced in the TTIs in the pilot Regions. These are :

- A micro teaching laboratory that would operate throughout the year in conjunction with content courses
- Extensive and guided classroom observation by students in nearby primary schools
- Instructional materials development center for student and faculty use.

The quality of TTI graduates has also been improved by the development of the capacity of TTIs to monitor and evaluate the performance of its graduates and improving the skills of the graduates in assessment of student learning and in the evaluation of different methodologies.

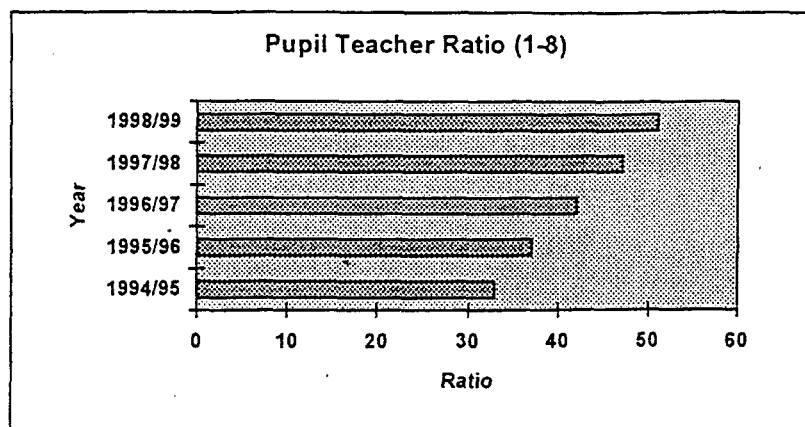
b) Effective Use of Teachers

One of the means to improve the efficiency of the education system is through the use of an appropriate size of pupil/teacher ratio. Accordingly, a national standard of 50: 1 was set to be optimum both in terms of having a cost effective education system and its influence in the quality of education. In this respect one observes from Table 8.9 that the pupil/teacher ratio is rising to 50:1, thus adjusting itself to the permissible bracket.

Table 9-9 PUPIL TEACHER RATIO (1-8)

<i>Year</i>	<i>Pupils/Teacher Ratio</i>
1994/95	33
1995/96	37
1996/97	42
1997/98	47
1998/99	51

Fig 8.6



Source: MOE, EMIS

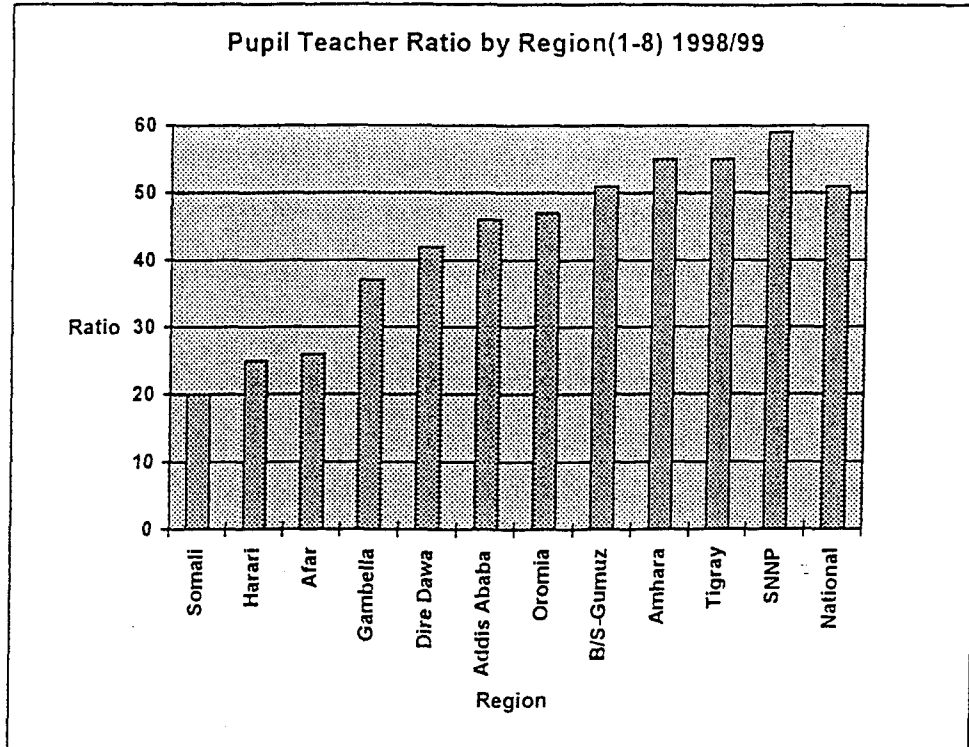
However, this national figure masks the variation among regions, where there is an under-utilization of teachers in most cases. See table 8.10 below.

Table 9-10 PUPIL TEACHER RATIO  
BY REGION (1-8)

Region	Ratio
Somali	20
Harari	25
Afar	26
Gambella	37
Dire Dawa	42
Addis Ababa	46
Oromia	47
B/S-Gumuz	51
Amhara	55
Tigray	55
SNNP	59
National	51



Fig 8.7



c) Primary School Teachers Qualification

All teachers who have graduated from teacher training institutes are qualified to teach at lower level of primary (1 - 4) and those who teach at upper primary (5 - 8) level are required to have a minimum qualification of college diploma. As per the 1998/99 statistics, the combined figure for the two levels indicate that 91.3 % of the total 112395 primary school teachers have the minimum required qualification. However, to have a clear picture of the percentage of qualified teachers according to the national standard indicated above the disaggregation of the teachers qualification profile by the level is necessary. Accordingly, in 1998/98 the percentage of teachers who meet the national standard to teach in the 1<sup>st</sup> cycle(1-4) were assumed to be 91,9 % while the percentage for the 2nd cycle(5-8) was as low as 31.1%.

9.2.2.3 Availability of textbooks and other educational materials

The ETP has committed the use of the mother tongue for pre-school, and primary TTI levels of education. It confirms the need for children to

experience their cultural lives through their own languages so that children come out orally fluent and literate in their mother tongue and their nationality culture. Studies have established the pedagogical benefits of using the mother tongue as a medium of instruction in pre-primary and primary schools. It has also shown the close relationship between success in fluency and literacy in other languages and a strong foundation in the mother tongue. Using the mother tongue (nationality language) as a medium of instruction in the primary school grades is pedagogically sound. It can help bridge the cultural gap between home and school helping the children easily adjust themselves to the new environment especially when they first join school in grade one. The language policy has an important bearing on the teaching of teacher training institutes, textbook and other instructional materials preparation, and thus has implications on the quality of education.

One of the reasons for poor quality education in the Ethiopian school system and the subsequent high dropout and repetition rates especially at the lower primary school grades is attributed to poorly written and very low supply of textbooks. In Ethiopia, textbooks are the main instructional materials that teachers use as an aid in their teaching, and like wise children have nothing to learn from except textbooks they may get from the schools. Unless teachers are supported by well written instructional materials (textbooks) in adequate quantities, children's school achievement cannot be expected to be of acceptable standards.

Recognizing this problem, the government has taken a step to solve the problem through its five-year Education Sector Development Program (ESDP) that gives due attention to the provision of educational materials as an important input in improving the quality of education in primary schools.

Accordingly, primary textbooks were produced in 19 different local languages based on the newly revised curriculum. According to the

publication table of EMPDA<sup>1</sup> in 1998/99 school year about 12.5 million copies of textbooks were published and this has improved improve textbook/pupil ratio.

Positive steps taken to increase provisions of textbooks to schools which include:-

- adoption of a textbook policy and strategy;
- avoiding state monopoly as textbooks publisher and printer;
- encouraging private publishers to participate in textbooks development and marketing;
- introduction of mother tongue as a medium of instruction in primary schools.

The sole state textbooks publisher and printer, Educational Materials Production and Distribution Agency (EMPDA), has already been converted into a commercial entity relinquishing its monopolistic advantages over private publishers and printers to compete in the open market. These important steps taken by the government encourages private publishers to participate in making high quality textbooks available to the school system in the country.

There is a possibility that more local languages will follow the band-wagon. This factor of size clearly demonstrates the challenge of textbook preparation and its implications on cost production particularly when resources are too limited.

Problems associated with the use of many languages in the production of textbooks and educational materials:-

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<sup>1</sup> Educational Materials Production Agency

- Some nationality languages may not be rich in supplementary and support literacy materials.
- Lack of resources may make it difficult to prepare supplementary reading materials in newly introduced languages as a medium of instruction.
  - Multilingual approach reduces print runs and thus increases unit cost
  - Authorship and editorial costs are directly increased in proportion to the number of language editions used.
  - Difficult in finding qualified authors and editors in the newly introduced languages as a medium of instruction.

These problems cause equity and quality problems in the school system unless special focus is given to these languages to develop as languages of literature and written communications. The government, NGOs and International Organizations should help Cultural and Educational Institutions in building their capacities to be able to conduct research, develop and produce learning and teaching materials and train teachers and administrative staff in many of the languages currently in use in the schools as languages of instruction both in the formal and non-formal delivery systems.

The Ethiopian educators are actively involved in the preparation and dissemination of teaching materials. The activities include new initiatives in interactive radio instruction and increased emphasis on involving primary school teachers in research in educational materials.

#### **9.2.2.4 The environment of primary schools**

In many rural areas primary schools lack the proper environment of a school. Many schools lack even the most essential facilities such as water and sanitation and the most basic of classroom equipment. For example, in 1998/99 only 2.6% of the primary schools had clinics in their

compounds and 42.9 % had libraries. But the situation has improved much since the launching of the Sector Development Program.

School planners in the 1990s have taken into account the important question of the environment (at least the provision of water and latrine facilities) and its influence on children's well being. The fact that the Educational Statistics Annual Abstract of 1997/98 & 1998/99 has also included some of school facilities like the availability of latrine, water and clinic in the school compound is a visible sign of the growing awareness for the importance of school environment . Overcrowding in classrooms (there are class sizes of 80, or more), is conducive to the easy spread of common infections such as respiratory infections, skin and eye infections which are found to be common in many schools.

### **9.2.3 Internal Efficiency**

Quality is one of the main themes of the ETP and subsequently also of the ESDP. What factors contribute to the quality of education In the context of schooling, the concept of quality is linked to how effectively and efficiently relevant learning occurs in the classroom. And for this, teachers are the main actors.

#### **a) Repetition & Dropout Rates by Grade**

Repetition and drop-out rates are two critical areas that indicate whether or not the system is efficient: As shown in table 8.11 & 8.14, there are high rates of repetition and dropouts indicating the inefficiencies in the primary schools. Table 8.12 & 8.15 compare the rate across the grades and it can be seen that the problem is more pronounced for grade one and upper level that is grade 7& 8.

Though the promotion policy at lower level primary (1-3) is automatic through continuous assessment, it is not applied in all the regions. Had this been the case, repetition rates at least in grade one would have been much lower. The situation at upper grades are not different either.

Improving the quality of teachers and textbook/pupil ratio, providing schools with library and laboratory facilities are believed to reduce repetition in the long run. But interim measures such as making sure that the promotion policy is strictly adhered to, providing tutorial classes etc. have to be put in place to minimize this educational wastage.

Table 9-11 REPETITION AT PRIMARY LEVEL (1-8)

YEAR	Boys	Girls	Both
1994/95	11.5	15.6	13.1
1995/96	9.3	12.2	10.3
1996/97	10.6	14.1	11.9
1997/98	11.2	14.9	12.5

Source: MOE

Fig 8.8

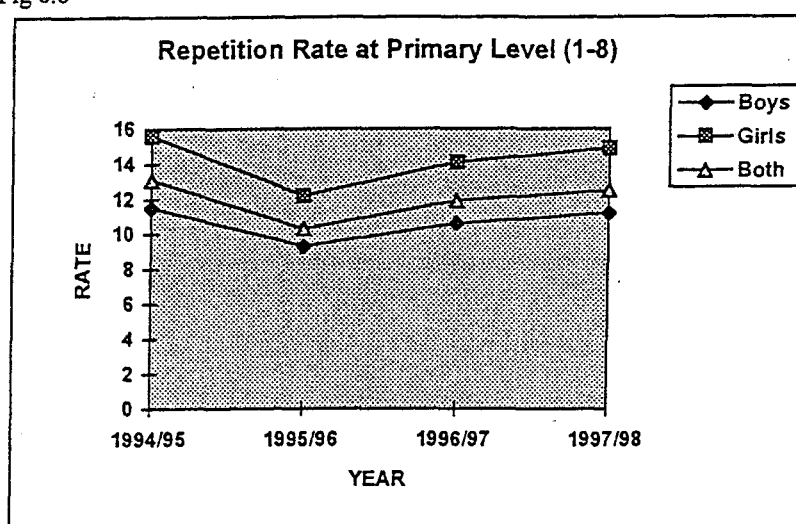


Table 9-12 REPETITION RATE BY GRADE FOR 1997/98 SCHOOL YEAR

GRADE	Boys	Girls	Total
I	16.29	18.98	17.31
II	8.98	11.68	9.92
III	7.34	9.85	8.2
IV	6.59	9.84	7.73
V	7.08	11.36	8.61
VI	4.87	7.24	5.75
VII	12.74	21.47	16.27
VIII	19.19	26.33	22.16

Source: MOE, EMIS

Fig 8.9

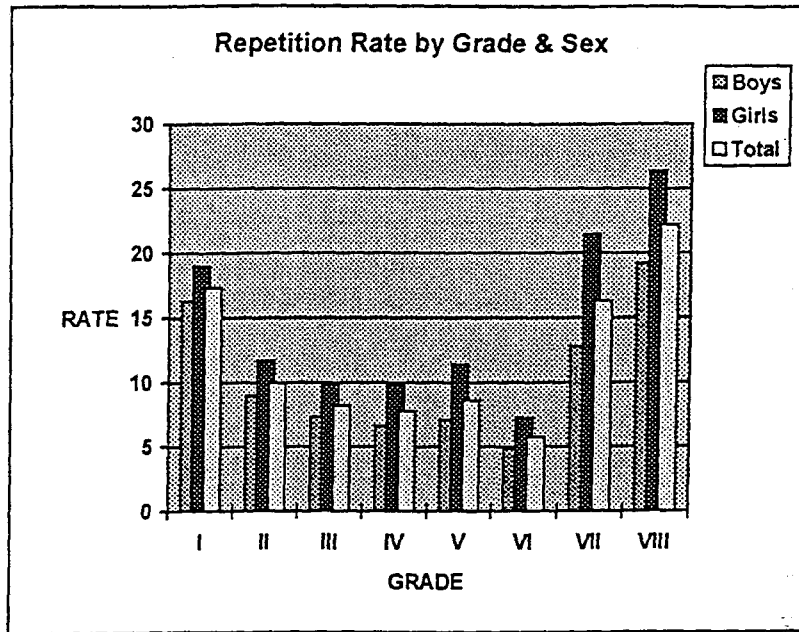


Table 9-13 REPETITION RATE AT GRADE 1

YEAR	Boys	Girls	Both
1994/95	16.3	20.4	17.8
1995/96	12.8	15.0	13.5
1996/97	15.7	18.6	16.7
1997/98	16.3	19.0	17.3

Fig 8.10

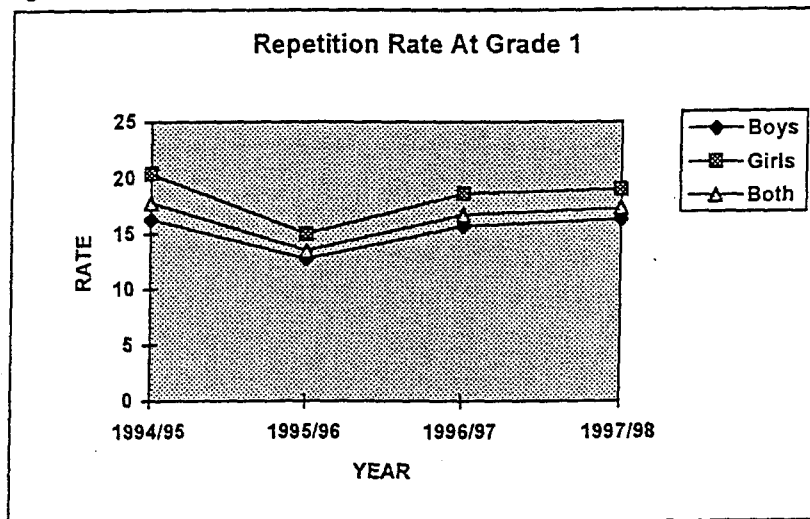


Table 9-14 DROPOUT RATE AT PRIMARY LEVEL (1-8)  
BY REGION

YEAR	Boys	Girls	Both
1994/95	13.77	13.78	13.77
1995/96	15.97	15.18	15.68
1996/97	15.98	15.60	15.84
1997/98	15.35	14.86	15.17

Fig 8.11

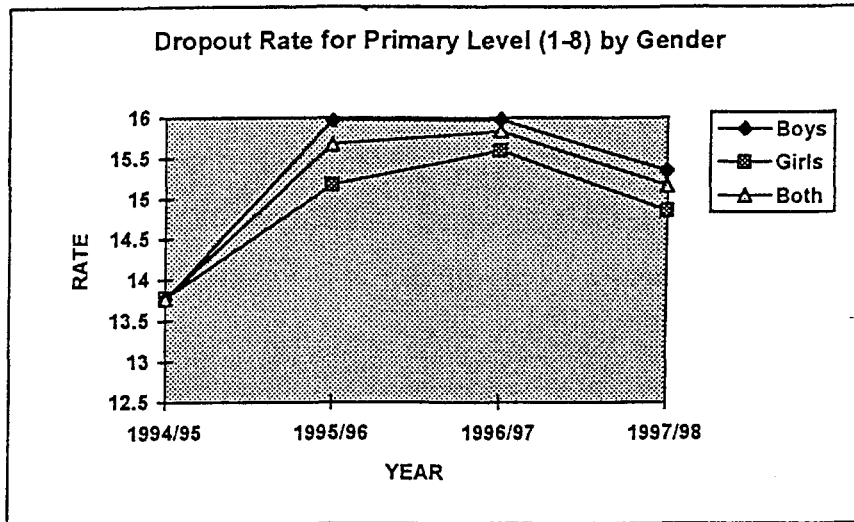
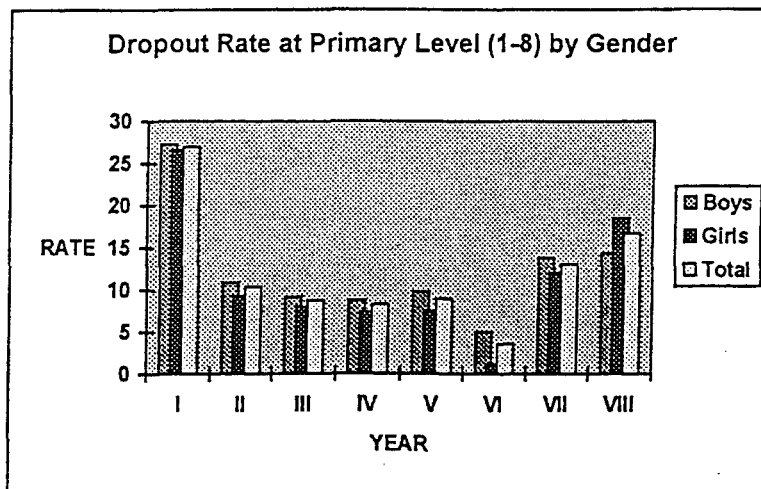


Table 9-15 DROPOUT RATE BY GRADE FOR 1997/98 SCHOOL YEAR

GRADE	Boys	Girls	Total
I	27.24	26.54	26.97
II	10.91	9.33	10.36
III	9.15	7.90	8.72
IV	8.71	7.32	8.23
V	9.76	7.51	8.95
VI	4.95	1.12	3.53
VII	13.81	12.00	13.08
VIII	14.39	18.53	16.73

Fig 8.12





**Table 9-16 DROPOUT & REPETITION RATE AT  
GRADE 1**

YEAR	Boys	Girls	Both
1994/95	28.6	28.4	28.5
1995/96	29.3	29.5	29.4
1996/97	28.9	29.4	29.0
1997/98	27.2	26.5	27.0

In contrast to repetition rates there is a decreasing trend in dropout rates. In grade one for instance it was 28.6% in 1994/95 for boys and 28.4% for girls, while the total was 28.5%. But in 1997/98 these figures decreased to 27.2%, 26.5% and 27.0% respectively. Though there is a decreasing trend at both grade one and for the whole primary, drop out rates are but still high nation wide and there is a very wide gap with the anticipated rates at the end of the programs which are 14.2% for grade one and 4.2% for grades 1-8. Hence again appropriate measures to cut down dropout rates has to be taken.

**b) Survival rate to grade five (percentage of a pupil cohort actually reaching grade 5)**

The survival rate to grade 5 is a percentage measure of a pupil cohort actually reaching grade 5. This indicator is of particular interest because completion of the first cycle of primary education (1-4) is considered as a prerequisite for a sustainable level of literacy. It assesses the internal efficiency of the primary school system. The survival rate to grade 5 in 1998/99 was 48.1% for both sexes and for girls and boys were 48.8% and 47.7% respectively. This means that less than one-half of primary children completes grade 4 indicating a lot has to be done to improve the retention power and internal efficiency of the school system.

**c) Coefficient of efficiency**

Coefficient of efficiency measures the ideal number of pupil years needed for a pupil cohort to complete the primary cycle expressed as a percentage of the actual number of pupil-years. The rate for 1998/99 school year was

43.8%. That is, the efficiency of the primary education system signals only less than half of the ideal full efficiency. It shows the debilitating effect of repetition and dropout on the efficiency of the education process in producing graduates. A better improvement in the coefficient of efficiency implies more pupils will graduate with the same input of resources. The economic efficiency and resource utilization are optimal when most pupils graduate within the four year duration of the first cycle of primary education. However, this does not necessarily reflect achievement in the expected learning outcomes.

#### **9.2.4 NARROWING THE GENDER AND OTHER EQUITY GAPS**

A key problem in educational accessibility is the low enrollment of girls in primary schools specially in the rural areas. This is a serious problem since the social benefit of primary education for girls is highly valued. Also the effect of education of mother's education on health and economic development is very high.

The Government has made a remarkable stride in creating policies favorable to basic education, specially that of girls. This includes the Constitution, the Women's Policy and the Education and Training. Consequently, many local institutions have already started to promote the school participation of girls.

Figures that show low girls' participation rate are not enough to understand the basic reasons for this state of affairs. The poor representation of girls in schools stems from a variety of reasons, economic as well as cultural and social. Early marriage, long distance from school coupled with unsafe roads, tradition of kidnapping, inadequate school facilities for girls (separate toilets), and household chores discourage parents to send their daughters to school.

The dropout rates among girls in grade 1 is 26.5% , which is slightly lower than boys which is 27.2% in 1997/98 school year, while repetition rate for girls (19.0%) is higher than that of boys which is 16.3%.

The wide disparity gap in the area of education is not only restricted to the girls' share of the primary enrollment. It also manifests itself in other areas such as regional disparity. This disparity gap is even wider than the disparity level between males and females. Urban areas, specially the big urban centers have high gross enrollment ratios while rural areas have very low GER.

Table 9-17 URBAN - RURAL DISPARITY

	<i>Enrollment</i>	<i>Schools</i>	<i>Teachers</i>
<b>1994/95</b>			
Country Total	3,098,422	10,506	94,657
<b>A. Urban</b>			
% Share of Urban	43.7	19.5	41.9
% Female Share	47.2	—	34.1
<b>B. Rural</b>			
% Share of Rural	56.3	80.5	58.1
% Share of Female	32.0	—	22.0
<b>1998/99</b>			
Country Total	5,708,319	11,051	112,405
<b>A. Urban</b>			
% Share of Urban	33.3	14.9	40.5
% Female Share	45.3	—	33.9
<b>B. Rural</b>			
% Share of Rural	66.7	85.1	59.8
% Share of female	34.1	—	23.7

Source: Calculated from MOE, EMIS

In 1994/95 school year, the percentage of primary school girls in the rural area was 32.0% while that in the urban area was 47.2% as shown in table 8.17.

Table 9-18 ENROLLMENT, DROPOUT AND NER BY RURAL/URBAN

1995/96 AT PRIMARY LEVEL

	Urban %		Rural %	
	M	F	M	F
1. Enrollment (Grades 1-3)	52.8	47.2	69.3	30.7
2. Dropout (Grades 1-3)	9.5	10.8	31.2	29.6
3. Promotion (Grade 1)	83.4	76.3	60.8	54.1
4. Net Enrollment (Primary)	62	58	10	05

Source: MOE/EMIS

Furthermore in 1998/99 the urban share of enrollment decreased by 23.8% from that of 1994/95, while the rural share of enrollment increased by (18.5%). On the other hand, the percentage share of girls increased in the urban area. The decrease in percentages is 4.0% and urban the increase is 6.6% for rural areas.

Despite a favorable policy environment, that is, interest, enthusiasm, and strong commitment by the Ethiopian Government to girls' education, the gap between boys' and girls' enrollment appears not to be closing in the primary schools. The share of girls in rural Ethiopia is even more alarming.

The educational imbalance in Ethiopia is not only with regard to gender. The disparity between urban and rural areas is also more revealing. For instance, in 1994/95 the rural share of primary enrollment is 61.7% while the rural share of the population of Ethiopia according to the 1994 Housing and Population census is 86.2%. This gives the rural disparity index of 0.72 ( 61.7% / 86.2%). Similar patterns of gender gap is seen in participants of the non-formal literacy program and in the community skills training centers.

Even a wider gender gap is observed in the primary school teaching force where, for example, in 1999 only 27.8% of the teaching force are female teachers. But the situation is improving in the teacher training institutes where 44.6% of the trainees are girls.

### 9.2.5 SCHOOL SITE

Although new schools sites are normally selected according to the most recent population information made available to the Regions and the criteria for school site selection in used by all regions, this practice has not been satisfactory. With the introduction of modern school mapping system, this practice will be much refined. Appropriate software for the purpose has been installed in SNNPR, Tigray, Amhara and Benshangul. Other Regions have also requested for school mapping system to be in place in their Regions. This will no doubt improve the quality of information and planning in both the MOE and the Regions.

### 9.2.6 SCHOOL FEEDING: MEETING NUTRITIONAL NEEDS

The incidence of malnutrition and disease is specially high among preschool children and hunger in schools is common in drought prone rural areas. Hunger interferes with the learning process. Studies have shown that among school children, malnutrition and hunger have an adverse effect on cognition, problem solving and concentration. Hungry children are found to be less alert and lethargic. Being aware of the problem the Government established a school feeding program. A concrete and successful example in this venture is the program that WFP is undertaking in close collaboration with the Government in "improving Education through school feeding". As a result of its operation, WFP is progressively increasing the number of children that are covered by school feeding program. As it is the largest institution engaged in school feeding, statistics based on its activities in 4 regions, namely Afar, Amhara, Oromia and Tigray is presented below to illustrate the Government's effort to alleviate the mal-nutritional problem of school children.

Table 9-19 NUMBER OF BENEFICIARIES BY YEAR

Year	Number of Beneficiaries
1997/98	90,122
1998/99	118,099
1999/2000	162,919

Source: MOE

In the area of school feeding World Food Program carried out the pilot program between 1994/95 -1996/97 in which period WFP allocated 5 mil. USD. Following the pilot program a full scale operation in the areas indicated above and has allocated 24.2 million USD for the program and this has significantly increased the primary school enrollment in food deficit areas.

### 9.3 SPECIAL EDUCATION

- Special education is one of the activities of the education sector. In 1999/00, there were 15 special schools at the primary level out of which 5 were for the blind and 8 for the deaf. In addition, there were 203 classes within the regular schools. The enrollment in the special schools and special classes was 3800 and there were 229 teachers. This is insignificant for the estimated 2.73 million children with special needs in the country.

Although the ETP clearly states that "special education and training will be provided for people with special needs" progress made to meet the needs of children and youth of this group is very modest because of resource constraints. Attempt has been made by training 161 special education teachers and few thousands of primary school teachers received orientation on awareness about children with special needs. Furthermore, some of the special schools were equipped with basic tools for specialized teaching.

In addition churches, humanitarian & NGOs are making enormous strides in providing basic education to those with special needs. But there are hundred thousands of children around the country who are not yet reached.

### 9.4 LEARNING ACHIEVEMENTS AND OUTCOMES

The fact that the ESDP puts emphases on reform initiatives to focus on the learning outcomes of pupils will create awareness on teachers and the community to focus attention on the issue and its future implementation.

As seen in earlier sections, the government of Ethiopia plans to address the quality of education issue in many ways. It will raise the quality through in-service training and upgrading of teachers. It will improve teachers' motivation through ways that rewards performance and efficiency. It will improve the school environment through rehabilitation, renovation and refurbishing. It has prepared a new curriculum and accordingly prepared textbooks and other instructional materials. It will also gauge how much of these inputs succeed in contributing to enhanced learning. The important issue of learning outcome/learning achievement of schooling has never been an issue before. Now the necessary awareness has been created among educators.

Present day education planners target resources, among others, to maximize pupil learning outputs. The success of ESDP will be measured by how much children are learning.

Pupils learning achievement (performance) should periodically be assessed to find out whether they incorporate "useful knowledge, reasoning ability, skills and values". Therefore, the expansion of basic education will be accompanied by the necessary focus on learning acquisition and outcomes. Schools in Ethiopia had no tradition to monitor quality of learning apart from setting annual examinations for grade 8 and grade 12 for selection to move to the next stage of the educational ladder. A special effort and imaginative action are needed to assess learning achievement. A national pupil assessment of learning achievement is a continuous information gathering activity of the important outcome of schooling achievement.

Consensus on the idea of a student learning assessment and the role of the various institutions to participate in the assessment have been built since 1994. Finally, an agreement has been reached on learning assessment study in order to evaluate the performance of the school system. It was agreed to focus on pilot assessments in SNNPR and Tigray with a view to establishing a national student assessment. The assessment will involve a variety of issues such as test development, sample

selection, analysis of data etc. During the planned period of ESDP substantial progress will be made in developing the learning assessment program.

Examinations gauge performance and hence are proxy for quality indicator. The results of the grade 8 national examination of 1995/96 (a total of 61.7% passed of which the performance of females was 24.5%) were much better than that of 1996/97 (a total 69.7% passed of which the performance of females was 65.5%). This achievement demonstrates an improvement in the direction of quality of education. Even though one cannot generalize from the two years data, a marked difference can be observed in the achievement rate of girls in 1996/97.

#### **9.4.1 THE NEW NATIONAL ORGANIZATION FOR EXAMINATION (NOE)**

A new examination Organization has also been set up to bring all examination activities under one roof with the objective to shift the emphasis from screening to performance assessment. The NOE is planning to establish examination systems which will enable year to year comparisons for education performance, and to provide feedback to improve teaching-learning in classrooms and provide data for education planners and decision-makers.

Two track measures are now being pursued, regarding learning assessment:

The capacity of NOE is being built and steps are being taken to improve the existing public examinations such as

- investigating predictive and reliability of the two public examinations;
- preparation of the table of specifications for test items;
- conduct a feasibility study on the inclusion of school-based assessment results in the public examinations for making decisions regarding success or failure at learning terminals.



- start a pilot project on learning assessment in Tigray and SNNPR with a wider vision on establishing a national primary pupil assessment program.

## 10. NON FORMAL EDUCATION

### 10.1 Management of NFE

NFE is an activity carried out outside the frame work of formal education. Most of the education operations, including literacy, have become the responsibility of regions.

The policy initiation and the management functions of the NFE program entirely depend on the specific Weredas concerned. However, in most cases, the Wereda Council, the lowest unit in the Regional administration, is responsible for the planning and management of NFE program. The Regional government allocates the necessary funds for the preparation and printing of curriculum materials and monitoring and evaluation. It strengthens the organization setup from Wereda down to the village level. NGOs contribute financial and materials support. Communities also contribute financial, material and labor support in the construction of learning centers. They encourage and give support for women to participate and take an active participatory role in the selection and evaluation of teachers.

The role of the central government in non-formal adult literacy program is to issue policy, to provide guidance, and to provide training for those in promoting the non formal education. The following activities have been undertaken since 1992 to promote the cause of NFE.

- Manuals on preparing teaching materials for NFE participants and on methods of teaching adults and out of school children
- Research and study materials on NFE

In addition, various kinds of workshops have been organized and conducted in MOE for Regions to exchange views and experiences in the field of NFE.

## **10.2 Components of NFE**

### **10.2.1 Non Formal Basic Education.**

Given the present educational situation in the country: low participation rate for primary school and high drop out rates at all levels, the Government of the Federal Democratic Republic of Ethiopia the need for the reduction of adult illiteracy. The more adults are made literate the better will the chances be for their offspring to attend school and persist through the education system. The Government has also recognized the importance of adult literacy for economic and social development.

People and nationalities in certain regions started using Latin script in their own language for primary education and literacy program. This meant producing new learning materials. Most of the regions therefore were not ready to start adult literacy program in the early 1990s. Furthermore, the existed adult literacy infrastructures were demolished at the time of civil strife. The majority of those who participated in the earlier literacy program relapsed to illiteracy mainly due to lack of follow-up reading materials.

Regional governments are responsible to plan their own program of literacy. In which case not all the regions started literacy program at the same time. and accomplishment also varied. For example, Addis Ababa, Tigray, and Amhara resumed in 1994, Benishangul and SNNPR in 1995, Oromya in 1996, Gambella in 1997, Harari and Dire Dawa in 1998.

Table 9.1 presented below provides data on the number of participants(adults and children between age 7-14) in literacy program from 1993 to 1998 by region and sex.

Table 10-1 PARTICIPANTS IN LITERACY PROGRAM

Region	Number of Participants			% of Female
	Male	Female	Total	
Tigray	368,658	228,093	596,751	38.22
Afar	-	-	-	-
Amhara	896,324	550,408	1,446,732	38.04
Oromyia	531,043	195,604	726,647	26.92
Somali	-	-	-	-
Benshangul-Gumuz	39,547	17,883	57,430	31.14
Southern Ethiopia	64,828	46,156	110,984	41.59
Gambella	25,077	19,563	44,640	43.82
Harari	3,411	927	4,338	21.36
Dire Dawa	5,286	2,106	7,392	28.49
Addis Ababa	25,706	32,834	58,540	56.09
Total	1,959,880	1,093,574	3,053,454	35.81

Source: MOE/ Educational Program and Supervision (1994-1998)

All the regions had a modest beginning but they started with a new tempo following the Education Sector Development Program of the Government which is in line with the EFA.

However the program is constrained due to financial and manpower problems in the regions. The regions among other things have to cope with the management and expansion of primary and secondary schools, the preparation of textbooks and other educational materials in their nationality languages by adapting a new script. These responsibilities coupled with shortage of qualified and experienced staff in textbook preparation, curriculum development, makes the implementation of literacy program rather difficult. The level of difficulty is not the same in all the regions. Some regions like Tigray, Amhara and Oromyia are relatively better off than those, regions like: Gambella, Afar, and Somali. The gravity of the problem faced in the Southern Nations,

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Nationalities and People's Region is worsened due to the multitude nature of nationality languages.

In addition to the efforts made by the education sector, other government and non-government agencies like the ministries of agriculture, health, labor and social affairs, etc. also cooperating in the program.

#### **a) Adult Literacy Rate**

Adult Literacy rate is defined as the percentage of the population aged 15 years and above who can both read and write with understanding a short simple statement on his/her everyday life.

UNESCO estimates that in 1995, 64.5% of Ethiopians over 15 years of age were illiterate; among the women the figure was 74.7%. In many rural areas female illiteracy today is over 80%. [Not more than 36.7% participate (see Table 21) in literacy program. However, in some centers, for example in Addis Ababa, there were more women (53.1%) than men. Ethiopia has now the highest percentage of illiterates than most countries in Africa, and the number of illiterates is rising in absolute terms.

The literacy rate 15-24 year olds for 1999 is 62.8% (for men 51.7% and for women 66.1%) (estimated from UNESCO Yearbook 1998) is a summary measure of the effectiveness of the primary education system. A high literacy rate among the 15 - 24 year olds implies a high label of participation and retention in primary education. It also shows the effectiveness in imparting the basic skills of reading and writing. In Ethiopia the level of this literacy rate is very low by some countries in Africa. It has a special significance in reflecting the outcomes of the basic education process.

## b) Literacy Gender Parity Index

The Ratio of the female to male adult literacy rates measures progress towards gender equity in literacy and the level of learning opportunities available for women in relation to men. Women are the more severely affected with literacy gender parity index (ratio of female to male literacy rates) as low as 0.57, it indicates that fewer women than men have basic literacy skills. Over 90% of the illiterates live in rural areas. There are other variables that aggravate the illiteracy rates. The number of illiterates increases every year because of the population growth and the low participation ratio of primary schools.

Our views of illiteracy is now changing because of the currency of functional literacy since literacy and functional literacy are increasingly differentiated. The rudimentary knowledge ordinary literate acquired or possessed may not be sufficient to participate effectively in the 21st century society with increasing complexity. The relapse of illiteracy is another worry about illiteracy rates. A relapse of many literate into illiteracy is taking place in a significant and disturbing way. This gives an idea of the nature and importance of what is at stake, undoubtedly one of the principal challenges of the future.

The literacy program has two components; the basic literacy program and post-literacy program which is development oriented literacy programs.

Non-Formal Education (NFE) also provides primary education mainly for out of school children of 7-14 years of age for the lower cycle of primary education. it was reported that in 1995/96, there were 18,277 children (33.9% girls) following the program in Oromiya, Addis Ababa, SNNPR and in Tigray. This kind of

training gives opportunity for access to basic education for marginalized children.

The non-grade primary education program provides to over-aged out of school children. They offer lower primary education to 1050 children between 1993 and 1996 using volunteer teachers 1993 and 1996. The curriculum of the formal education is used in the program.

Evening classes are also conducted by primary schools specially in the urban center. The enrollment in Amhara, Oromiya, Addis Ababa, SNNPR, and Tigray totals 199,744 of whom 47.5% are females. In fact, female participation is much higher in Addis Ababa.

### **10.2.2 Training in Essential Skills**

#### **a) Distance education**

Ethiopia has had a long and productive experience in distance education, mostly with radio as the medium. Education Media Agency (EMA) has a radio station in each of the 11 Regions. There are many children out of school in many rural areas of Ethiopia. The vast distance and large land of scarcely populated nomadic lands make meeting the needs of the population in a formal education delivery system very difficult. The government employs the use of distance education to enrich the quality of education for those attending school and provide continuing education for those who are out of the school. It also uses distance education in training teachers, specially for primary school teachers in remote areas. EMA will also assist regional education media units to develop their capacities to design and transmit educational program. This is particularly important for the local language programs in primary schools.

Distance Education (education radio programs) has also planned to cater for the following:

- Courses for basic education
- Functional literacy
- Teacher in-service training
- Female teachers in remote areas

One of the key targets of ESDP is to strengthen EMA and regional education media units. During the bridging program in 1992-94 the MOE was promoting new policies as a result of the creation of decentralized structure to implement EFA/BE objectives, child survival strategies, gender gap consciousness and early childhood education. ESDP fosters community partnership to own community education centers and become fully involved in the construction, maintenance and management of the institution.

#### **b) Community Skills Training Program**

Community skills training program was part of the overall mass education introduced in 1975/76. Training programs of CSTCs aim at improving the professional quality and increasing the social participation of the rural community to benefit and contribute to the on-going development efforts.

CSTC is one of the strategies of making basic education accessible to the out of school youth and adults of the community. The administrative organization has been transferred to the Wereda Council and the day-to-day work is done by the coordinator of CSTC. The Wereda Council is responsible for planning and to oversee and guide the overall activities and ensure proper management and administration of the center.



Training programs of CSTCs aim at improving the professional quality and increasing the social participation of the rural community to benefit and contribute to the on-going development efforts.

CSTC is a program in which youth and adults receive basic skill training (e.g. wood, metalwork, sewing, leather work, pottery etc.). In addition they are given training in agriculture, home economics, family planning etc. In 1997-98 a total of 8185 people were trained, of whom 37.3% were females, in 224 CSTCs.

This figure is almost half of the 1992 total of 408 CSTCs located at the Wereda level. However the share of female has increased from the pre 1992 figure of 20% to 37.3%. The literacy and community skill training infrastructures are also good means for message dissemination for advocacy and social mobilization for development activities.

According to the study conducted by ICDR in some Regions of Ethiopia, both the basic NFE and CST participants increasingly rose in number from 1994 to 1998 and the percentage of dropouts in the five year period was 17.7% . This is a very high figure. Some of the reasons given for the low participation was lack of time for the training, unwillingness of parents to permit their family members to participate in the training program, and lack of motivation of participants.

The Addis Ababa City Council activity in CST is noteworthy in that more than 53% of its participants are women. It has graduated 562 participants during the last five years, out of whom, 75% are females. The trainees included housewives, unemployed youth and adults as well as school dropouts. Their training includes skills training in embroidery, knitting, carpet making, leather worked, sewing. In addition they acquired knowledge in population, family planning, health and gender education, budgeting and bookkeeping to improve their quality of life.

Unfortunately no instrument has so far been defined and installed to measure the adequacy of the skills training offered to the needs of the learners, effectiveness and impact in terms of the behavioral changes and improvements, for instance, in health, employment rates and productivity.

When one observes the regional distribution of the programs, all regions of the country, except Afar and Somali, have NFE programs in CSTC of varying degrees. The highest enrollment in basic education programme is undertaken by Amhara Region (61.7% of the total number of participants, and 42.2 % of the CTSC trainees )

Table 10-2 DATA ON CSTC BY REGION 1997/98

Region	No. of Training Centers		No. of Trainees			
			Male		Female	
	1997/98	1998/99	1997/98	1998/99	1997/98	1998/99
Tigray	23	23	397	195	185	180
Afar	N.A	--	-			
Amhara	64	97	2,274	3096	1,179	1315
Oromiya	95	153	1,851	2644	951	1268
Somali		--	-			
B/Sh-Gumuz	8	11	176	129	75	81
SNNPR	26	59	282	347	244	278
Gambela	2	2	32	29	16	45
Harari	N.A	1	-		36	
Dire Dawa	N.A	-	-			
Addis Ababa	5	6		147		422
Total	224	352	5146	6587	3039	3589

## 11. EDUCATION FOR BETTER LIVING

The Government in cognizant of the importance of education is reinforcing and complementing the formal and non-formal components of educational programs by making use of the mass media to increase the acquisition by individuals and families for better living and sound and sustainable development.

There are also awareness-raising programs as apart of NFE activities. For instance, there are two important awareness-raising programs reported by the Amhara Region NFE program. These are health education & population/family life education.

The coverage of Ethiopian Television is very much limited to urban centers due to lack of electricity. But since 1992 it has tremendously increased its coverage of the Regions. An average ETV broadcast day has increased from 3-4 hours during the week to 7-8 hours and 5-7 hours to 10-11 hours on weekends. After the abolishment of press censorship, more than 70 new Educational broadcasting in Ethiopia has an extensive infrastructure dedicated exclusively for education. These includes 14 transmitters, ten with two channels & two with one channel including one which is under construction . The broadcast covers 85% to 95% of the country. In addition to the above facilities there are 12 recording studios to facilitator the broadcasting of the program.

EMA is also taking a mew initiative to widen its coverage from the present 208 towns to 229 town using the Ethiopian Telecommunication Corporation TVRO's installed in 21 towns. Moreover to improve the quality of transmission to the schools, EMA is collaborating with Worldspace Corp. which has recently launched the AfriSat Satellite that broadcast digital programs from space . Worldspace provided one broadcasting channel exclusively for use in Ethiopia. Fifty digital recovers are donated from the same as a pilot program. To start using this new facility EMA has already identified about 400 programs that will be sent to South Africa for uploading to the Satellite. These includes harmful traditional practice ,folk media, science subjects, aids, gender issues primary school teacher training.

The government and the private publications have enhanced their potential for advocacy and social mobilization on different issues. There has been a sustained effort to use the media to bring about a positive attitude change in favor of basic education, specially of children and women's issues. For instance, both ETV and the Voice of Ethiopia carry weekly program of about 30 minutes air time on women and children, population and environment.

The Education Media Agency has planned to produce:

- Two non-formal education program that focus on women and environment every year from 1999-2000.
- One documentary prototype of non-formal education TV programs on women and environment from 1999- 2001 every year and
- Broadcast 8 POP/FLE programs 2 every year from 88/89-01/02. Furthermore, it will produce and broadcast documentary video film on the following topics:
  - Illegal and unsafe abortion
  - Problems of the education of girls
  - Women's issues
  - Girl circumcision
  - Advocacy of girl education
  - Gender equality and empowerment of women
  - Broadcast educational radio programs on Amharic, English, educational psychology and pedagogy to 8000 untrained first cycle primary school teachers.
  - Broadcast at least 168 programs of English language radio programs

## **12. ASSESSMENT OF THE EFFECTIVENESS OF STRATEGY, PLAN AND PROGRAMS**

The ESDP is comprehensive; the goal and the various strategies are believed to be realistic. It is prepared with good intention to expand access and equitable basic education in Ethiopia in order to achieve universal basic education by the year 2015. It needs huge resources and adequate implementation capacity to meet the goals set. While implementing the program with regular consultations among the stakeholders the problem areas are identified as the Government is trying to build up the capacity of implementors at all level.

## 12.1 ACHIEVEMENTS OF THE EFFORT TO IMPROVE ACCESS, QUALITY AND EQUITY OF BASIC EDUCATION SINCE 1992

One of the major achievements since 1992 is the well thought and targeted policy reform, supported by appropriate resources, to improve quality and equity reform which could make a significant impact on primary education .

For instance a USAID program supports to community-based efforts. The key activities in this Community School Grant Program are:-

- Establish female education advisory committees in schools which receive grants
- Institute female incentive and rewards programs
- Encourage a more female-friendly school environment and
- Sensitize the community and teachers to the importance of keeping girls enrolled in school. The participating schools have now reached 900. All the schools have reduced female repetition rates, made the school environment more conducive to girls, and improved school community contacts.

The second major achievement, in terms of meeting the needs of basic education for all, is the well thought preparation of the Education Sector Development Program Action Plan which commits the government to the expansion of educational opportunities as a first step in the long endeavor to achieve universal primary education by 2015. The program costs Birr 12.235 billion, the major share of financing being by the Government (72.5%) because of the conviction that education is a high priority in the development efforts. The successful implementation of the program will have a significant positive impact on the lives of many Ethiopians, especially women, girls and the youth in general.

### 13. GENERAL ASSESSMENT OF THE PROGRESS

The goal of the ESDP in the first five years is to expand enrollment in primary schools, improve the quality of education, provide more equitable distribution and enhancing efficiency through decreasing dropout rate and maintains student to teacher ratio of 50:1.

The following are summary progress results that have been observed in the process of the assessment.

Table 13-1 EFFECTIVENESS ASSESSMENT

	1995/96	1998/99	CHANGE %
1. Preschool Enrollment	70,255	86104	22.6+
2. primary Enrollment ('000)	3,788	5,708	50.7+
3. GER	30.1	45.8	52.5+
Female	22.8	35.4	55.3+
4. Grade 8 Pass	61.7	69.7	12.3+
5. Grade 1 Dropout	28.5	27.0	5.3-
6. Pupil/teacher	38	51	34.2+
7. Pupil/Section	52	56.4	8.5-
8. Repetition Grades 4-8 %	12.8	12.1	5.5+
9. Repetition Grades 4-8 Girls %	16.2	15.2	6.2+
10. Share of education budget/ National budget %	14.9	14.0	6.0 -
11. Share of primary education budget / Education Budget %	49.7	51.0	2.6+
12. Curriculum is completely revised for all guides and textbooks were prepared for grades 8 which is consistent with the aims specified in ETP.			
13. There is a very good progress in establishing learning outcomes assessment and the new national examination organization has been strengthened in learning assessment in order to develop variable competency based test that measures mastery of basic skills.			
14. TTIs have introduced many quality enhancing measures, including student teachers selection and the proportion of qualified teachers as increased. More female teachers were recruited, trained and employed.			
15. EMA has started new programs such as interactive education radio program			
16. Student , parent and community assessment of teachers' performance is reported to have brought the intended and expected results			
17. The capacities of the Regions and that of MOE have been more or less built and strengthened.			
18. Reform in salary structure and provisions of professional support to teachers have made an impact on the morale of teachers.			
19. Private schools have been legalized and procedures for obtaining permits have been established.			

#### **14. PUBLIC AWARENESS, POLITICAL WILL AND NATIONAL CAPACITIES PUBLIC SUPPORT AND DEMAND FOR BASIC EDUCATION**

In a survey conducted in 1996, the demand for basic education is strong. The rural community is also willing and encourages its daughters to enroll in primary schools and attend non-formal education in their free time. The community also supports basic education and non-formal education by contributing money and labor in the construction of schools. In some cases the community employs teachers in new schools built in collaboration with NGOs and the Government. The major strength of the program is to increase access, quality and equitable basic education to all citizens. projects.

##### **14.1 GOVERNMENT'S COMMITMENT TO BASIC EDUCATION**

*The government's commitment to achieve EFA goals can be inferred from the following:*

- (a) The concerns expressed and the critical issues identified in ESDP are identical to the "extended vision" expressed in the EFA document, which include attributes like universal access to primary education, concern for quality and equity, concern for learning outcome of basic education, relevance of education, effective use of resources and concern for capacity building. The framework for planning is more or less similar to that suggested in the Requirements of Jomtien World Conference for Education For All.
- (b) Jomtien calls for mobilizing partnerships and consensus building. The sources of support and the composition of the Central Joint Steering Committee of the ESDP reflect the mobilization effort to get a wide range of partners. The commitment by the government to share 73% of the total education expenditures over the five year planning period

## 15.1 AREAS FOR FUTURE POLICY CONSIDERATIONS

The following are some of the areas for future policy consideration:

- **Increasing Access to Primary Education**

The government has instituted short term policies to take into considerations both the demand and supply aspects of primary education. Access for basic education will remain a priority in the future.

- **Budget**

- In the future, more attention will be directed to increase the school non-salary budget as this is critical in raising the quality of instruction in the primary schools.
- Recurrent budget for primary education is mainly consumed by teachers' salary. Thus, the efficient use of teachers' time, knowledge and skills is indeed critical. The government is convinced that any teachers' salary structure that lacks incentives for increased performance and innovation kills the morale of teachers and, therefore, constrains effective teaching.

- **Equity**

There is full commitment on the part of the government to increase the enrollment of girls in basic education and narrow the gap between regions, rural - urban as well as nomadic & non-nomadic areas. In the future, this will be further strengthened.

- **Encouraging private participation**

The government is cognizant of the fact that increased active participation and involvement of the private sector and communities in education services can expedite provision of education for all.



Legislation has already been effected for the purpose. To this effect, in the future the government will look into a number of policy options that will help attract more private investment in the sector. The following could include some of these measures:

- **Increase Internal Efficiency**

The major area of concern in improving internal efficiency of the education system would be reducing the repetition & dropout rate . To make a difference in these areas the approach considered is to make a through study based on the best practices of regions who are successful in reducing the dropout & repetition rate and to apply it in other regions.

- **Increasing the Enrollment of primary Education in Marginalized Regions**

Ethiopia has a considerable number of pastoralist population. Reaching this segment of the population through conventional approaches is indeed difficult, if not impossible. So far the MOE is exploring various innovative methods of reaching the pastoralist population through an alternative strategies, even if the strategies take more time in completing basic education. A mobile & boarding school with trained local teachers could be one of these strategies.

## **15.2 Strengthening the Implementation Capacity of Regions**

Program implementation, particularly during the transition period, was hampered by poor institutional capacity to absorb and utilize resources effectively, and rapid counterpart staff turnover. The Government, is now taking, and will take in the future, all the necessary measures to facilitate the smooth implementation of the education sector development program.

- **Innovations and Experimentation**

The Government will continue to make ESDP to include experimental and pilot adaptation of innovative teaching methods and strategies that are successfully tried in other countries in Africa or elsewhere in the world to increase access and improve the quality of basic education (both formal and non-formal).

- **Strengthen Operational Education Research**

The MOE will, in the future, continue to take more advantage of the education research institutions. Operational research on educational activities, and issues pertaining to learning needs of children, youth and adults will be encouraged and rewarded. For example, extensive research can be supported on the implications of the abolishing of school fees, on the effectiveness of the school or the automatic promotion on quality of education, and the shift system on access, quality etc.

- **Early Childhood Care and Development**

- Currently, not all suitable communication media, including traditional and religious forums, have been used to popularize the need for childhood care and development, the establishment of preschool centers to foster learning and the emotional and social development of children. In the future appropriate forums need to be created for discussion to sensitize and mobilize communities on the urgent need to expand childhood care and preschool education. Favorable conditions will be further strengthened to encourage and motivate the private sector, NGOs, religions institutions and communities to participate in the establishing of preschool centers.

- Training of personnel to work in preschool institutions for the effective implementation of the preschool program will also be conducted.
- The coordination effort, support and supervision by MOLSA, CYAO, MOH, MOE are at present very minimal. The coordination and supervision as well as partnership among these government agencies regarding the development of ECCD will, in the future, be more strengthened.
- In the future, provisions of assistance to the community for the production and distribution of play materials and supplementary reading materials for family or community based ECCD institutions will be looked into and appropriate measures taken to enhance these provisions.
- Supervision and monitoring of the learning-teaching processes in the few ECCD institutions is currently rather weak. In the future measures will be taken to strengthen monitoring and evaluation.
- There is little or no systematic consolidated data or record of ECCD institutions which are under the supervision of government agencies, NGO and traditional church, and mosque educational establishments. For instance, studies on the proportion of children who enter school in grade 1 and who have experienced some kind of ECCD support is currently not available. So is the educational component of the various preschool programs. In the future, efforts will be made to revitalize effective data collection and reporting methods in all institutions, including the traditional educational establishments, both at the center and in the Regions.

- **Non-Formal Education**

The government of Ethiopia is fully aware that formal cannot hope to meet the needs of education for all. Therefore, the government will continue to adequately support and encourage NFE programs as supplementary alternative programs of equivalent standard to help meet the basic learning needs children with limited or no access to formal schooling

- **Strengthening the Capacity in Data Collection and Analysis**

It is observed that data/information about certain aspects of educational activities are incomplete. Measures will, therefore, be taken to further strengthen the capacity building in data collection and analysis as well as conducting sample surveys in the area of basic education and other levels of the education system as the lack of these skills will weaken the planning and decision making capabilities of the MOE.

Ethiopia remains a data rich but information poor country. Even if there are data/information deficiencies in terms of coverage, and unavailability of reliable and timely indicators of the social condition remain an obstacle to undertake any serious study on the impact of social development.

The type of development activities that Ethiopia is currently undertaking like that of ESDP requires innovative data/information collection, generation, processing and dissemination together with continuous updating of methods. But the information has yet to be developed. For instance,

- The information needs, and ways of seeking information e.g., on the private sector, are still little understood.
- The absence of information systems to regularly collect, process and deliver indicators constrain goal-setting, problem identification, and policy development, implementation and review.
- The absence of regular timely collection of data/information is a serious constraint to analyses time series to monitor progress and changes over time.

The regions want to enhance their strategic planning and management functions. But unfortunately, they have confronted decision-making constraints posed by appropriately organized and accessible information on key aspects of development performance and policy impact assessment. Furthermore, the need for coordination of different foreign as well as local inputs becomes all the more urgent at the regional level. the complexity of socio-economic development and the decentralization of planning raises the demand for data collection, processing and analysis.

A major problem many regions have is the shortage of qualified staff with skills and experience in designing, implementing and maintaining information systems. Improving the data collection of the basic unit of administration (e.g. schools) improves the quality of data collection, the interpretation and the reports to be channeled to higher level. the assembly and analysis of relevant data and qualitative information provide factual basis for discussion and decision. they should be able to describe or measure a characteristics and phenomena of the main components of, for instance, of basic education. Skills to systematically collect relevant data/information from reports, magazines or newspapers, interviews and discussions require special training and experience.

Most people think that data collection means collection of quantitative data only. Both types of data collections are very important. Once data are collected, they must be organized, processed and then analyzed. Finally good reports must be written and then both the data and reports have to be stored.

Experience for the data collection for EFA 2000 assessment clearly shows that relevant data/information in Ethiopia is very scarce, and not very much reliable.

A proposal capacity building in educational data collection and analysis, including sample surveys consists of the following basic steps.

- Needs assessment must be conducted.
- The stakeholder must be convinced through dialogue that existing capacities for timely and relevant data collection is weak and must be strengthened. they have to be convinced how their capacities for data collection, generation and analysis must be rebuilt and streamlined.
- Training must be given. the type of training depends on the result of needs assessment.
- Capacities must also be built in equipment, soft-ware training and data sharing mechanisms.