

Chapter 1

Introduction

1.1. Background.

As Ethiopia undertakes the preparations for the development and implementation of ESDP II, we can be proud of the many achievements that have been accomplished during the first four years of the ESDP I implementation. Details of some of these accomplishments in increasing access to and coverage of education with greater equity, capacity building, manpower development, and improving the relevance of education, etc., are detailed in subsequent chapters of this document.

However, one aspect of the accomplishment that deserves recognition at the very outset of this document is the building of the technical and organizational capacity for the development of the education sector plan itself within the government. Deriving from the experiences of the ESDP I, and building further on it, the Government has been able to assume total ownership for the development and implementation of the ESDP Program. Starting with the broad participatory tone set in the development of the Second Five-Year Education Program nearly two years ago, and the technical demand it placed in terms of more and better information, both for comprehensive policy analysis and projections and models, the process has become truly national and has penetrated, with varying degrees of success, starting from the Centre down to the regions and below. The implementation of ESDP II shall further build on this capacity.

The importance the Government of Ethiopia placed on education for national development was evident from the urgency with which the Transitional Government adopted the Education and Training Policy in 1994. The document outlined the mission and goals for the education system of Ethiopia to achieve the present and future national economic and social development goals. The document also identified clear strategies for the education system to achieve the mission and goals entrusted to it.

The First, Five-Year Education Sector Development Program (1997/98 to 2001/02), ESDP I, derived its goals and strategies directly from the Education and Training Policy. ESDP is a program of action for the realization of the goals of the Education and Training Policy and is now in its last year of implementation.

Meanwhile, the Government of Ethiopia developed a comprehensive Five-Year Education Program (2000/2001 to 2004/2005) to align it with the five-year life-term of the government. Thus, the implementation plans of the last two years of the ESDP I was incorporated into the first two years of the Second Five-Year Education Program. ESDP I ends in 2001/2002.

Thus the ESDP II plan is structured to align it with the remaining three years of the Government's Five-Year Education Program that shall span for three years, from 2002/2003 to 2004/2005. Thus, the final three years of the Second Five Year Education Program and ESDP II shall be harmonized and both programs shall be concluded simultaneously.

1.2. The Process of ESDP I Development.

The strategies of the Education and Training Policy and that of the ESDP called for a fundamental restructuring of the organization and delivery of education to provide greater access to primary education with enhanced equity, quality, and relevance. This called for the formulation of a sustained public investment program through the mobilization of the national and international resources. The logical outcome of this realization was the formulation of ESDP I as part of a twenty-year education sector indicative plan with the long-term goal of achieving universal primary education by the year 2015.

ESDP I was developed through an intense consultative process between the Federal and Regional governments and members of the donor community. Preliminary exchange of views between the government and the donor community on the scope and priorities of the ESDP I took place at a three-day workshop in March 1997. In addition to making preliminary pledge on the volume of financial support to ESDP I, the donors also committed themselves

to reducing the implementation burden on the Federal and Regional governments by coordinating and harmonizing their planning, implementation, and monitoring requirements.

The March 1997 workshop was followed by two joint (donor-government) Pre-Appraisal and Technical Assistance Missions. The first Technical Assistance Mission came in June 1997 to discuss on how to prepare regional sector plans. To this effect, the regions were grouped into three and consecutive workshops were organized in Addis Ababa, Bahir Dar and Awassa for heads and experts of Regional Education Bureaus. In those workshops consensus was reached on the content and structure of regional sector plans.

The second workshop took place in October 1997, during which mission members commented on the regional plans. They also developed a general set of guidelines for improving both the structure and the contents of these plans. During the first mission, representatives of the government and the donors jointly reviewed the preliminary regional plans and discussed on an array of options and alternatives based on the experiences around the world. Recommendations were also made as to the need for tailoring the regional programs to the specific situation existing in each of them.

Finally, a third workshop with the major objective of appraising and financing ESDP I took place in February 1998. The Program Action Plan along with the eleven regional and the central plans were intensely discussed focusing on financial and implementation issues. In this workshop, the program was appraised positively. In fact the Program Action Plan was appraised after seven months of its implementation (since July 1997) by Government resources.

The close partnership and consultative process that were established during the development stages of the ESDP I continued throughout its implementation. The annual and mid-term reviews provided invaluable learning experience for the education system

1.3. The Process of ESDP II Development.

The process of ESDP II development builds on the technical and organizational experience gained through the development and implementation of ESDP I.

The goals and strategies of ESDP II emanate directly from the Government's Second Five-Year Education Program which was prepared through a participatory process involving Federal and all Regional governments. Educational indicators and projection models were used to help set the goals and strategies of the plan. Fora were organized both at the regional and national levels to finalize the plan document.

At the National Annual Education Conference held in November 2001, discussions were held with the regions as to the priorities of the ESDP II, and the structure and format of the regional plans. Based on these discussions and consensus, each region prepared its detailed ESDP II plan to fulfill the goals set by the Five-Year Education Program. In addition, the Center and its institutions prepared plans for general education, higher education, technical and vocational education and training.

1.4. ESDP II and Goals of Education for All (EFA).

In 1994, Ethiopia as part of its Education Sector Strategy set the year 2015 as the target for achieving the goal of good quality universal primary education. Ethiopia renewed this commitment in the World Education Forum in April 2000 in Dakar. In fact the Dakar Framework for Action was in line with the goals that Ethiopia has set six years earlier, in 1994. Therefore, the Five-Year Education Program and the ESDP II have made EFA one major component and addressed the EFA goals and strategies set in the Dakar Framework for Action.

Through its Education Sector Development Programs, the Country takes a sector wide and integrated approach to the development of education rather than compartmentalizing its goals, strategies and plans for different sub-sectors of education. Therefore, EFA goals are treated within ESDP II in an integrated manner, through a sector wide approach.

The six major components of the EFA are given prominence and considerable attention throughout the proposed program of action for achieving ESDP II goals. Increasing primary enrollment, with quality and equity, is the basic theme of the primary education. However, programs for achieving quality and equity are not only confined to primary education alone, but they also influence the programs and investment in secondary and tertiary education.

ESDP II pays special attention to the question of equity. Strategies for improving gender equity are woven into annual planning process to improve the intake of girls into primary schools, teacher education programs, community participation strategies, curriculum development, etc. Special attention is also paid to improving access to education for the children of highly marginalized and pastoralist communities, to narrowing the urban-rural gap in access to education, and to reducing the regional disparities.

Adult and non-formal education is also treated in ESDP II, as an integral part of the strategies for achieving the goals of universal primary education and education for all. Non-formal education modes are proposed within the program as an alternative to school based primary education for out of school children and for very sparsely populated and remote communities, of course, with options for graduates of these programs to join the regular schools. Adult and non-formal education programs are also seen as vehicles for improving the occupational and life skills of the general adult population as part of the poverty alleviation strategy.

1.5. Preparation of the Program Action Plan (PAP) Document.

As outlined above, this ESDP II Program Action Plan (PAP) document is an output of a nation-wide planning process involving the center and the regions. Based on the strategic goals established through the 2nd Five-Year Education Program, and the consensus arrived at during the Annual Education Conference as to the priorities for ESDP II, the regions prepared their plans. By January 2002, all the 9 regional states and the 2 City administrations provided the Ministry of Education with detailed three-year education sector plans. The regions had access to projection models for setting enrollment targets for primary and secondary education and for estimating the demand for

teachers, infrastructure, and other educational inputs, such as textbooks, based on the projected enrollment of students.

The regional plans contain priority goals for the sectors of education for which the regions are responsible including primary, secondary, TVET, non-formal, and teacher education. The regional plans provide region specific strategies for increasing access and coverage of primary and secondary education with greater gender and geographical equity. They also address strategies for improving quality of education through provision of educational materials for students and teachers, improving the quality of teacher training, the reduction of the student teacher and student section ratios wherever it is higher than the standard, reduction in the dropout and repetition rates, etc. These goals and strategies are translated into detailed programs and activities with budget estimates for the three-year ESDP II Period.

Similarly, the Center's Plan, for general education, TVET, and tertiary education elaborate the goals and strategies of each sub-sector for which the Center is responsible in implementing. Detailed activities and budget estimates for the three-year period are also prepared. The Regional and Center plans also assess potential risks and provide alternative scenarios.

This Program Action Plan consolidates the Regional and Center plans and places them within the national development goals and strategies to link the resource needs of the Regions and the Center with that of the macro economic scenario of the country. As such, the PAP cannot give all details of the programs of the Regional and Center plans. For example, the national projections for primary and secondary enrollments are based on the aggregations of the respective regional projections. So are the estimation of demand for classrooms, teachers and other inputs. The PAP identifies the major themes of the programs and strategies that are common to the regions to achieve the strategic national goals for the education sector, while recognizing that each region has region specific strategies and goals depending on its socio-economic needs and the relative development of its education sector.

The first draft PAP document was reviewed by the joint donor-government consultative meeting that took place on February 26, 2002. The donors

provided their collective written comments, which were discussed in detail at the Annual Review Meeting (ARM) held in Nazareth from April 3-6, 2002. The comments from the donors and the recommendations of the ARM were used in the revision of the regional plans. Thus, incorporation of these inputs have made this revised PAP a much developed document to give ESDP II and its programs further clarity and focus.

1.6. Other Inputs into ESDP II Development.

Development of ESDP II also benefited from the use of projection models, findings of many studies, and recommendations of several policy-analysis documents.

In addition, the findings and recommendations of the Annual and Midterm Review meetings of ESDPI, and resolutions and recommendations of the Annual Education Conferences have been systematically incorporated into the program development and implementation modalities of ESDP II.

Primary and Secondary Education: Computerized planning models were used by the regions to project student enrollments, to estimate teacher demands, to calculate school infrastructure needs, etc. To this end the “What If Model” was used as an analytical tool for looking at the alternative policy scenarios.

Research and policy studies, related to general primary and secondary education, which are available to national and regional planners, are far too numerous to list in this document. The following list is provided merely as a sample of a larger group of studies whose findings and recommendations have been useful in shaping the content and structure of ESDP II programs. These include:

- National Learning Assessment of Grade 4 and Grade 8.
- Summative Evaluation of the New Primary Curriculum.
- Alternatives Routes to Basic Primary Education.

- Partnerships between Government and NGOs to Promote Basic Primary Education.
- Improving Retention with Special Focus on Girls.
- Study on Factors that Improve Girls Achievement in Primary Education.
- The Development of Primary Education in Ethiopia: A Study of Lessons Learned and Best Practices.

In addition, a series of papers presented at the two national conferences related to quality of education in Awassa (1998) and in Nazareth (2001) and the recommendations emanating from these conferences have had a wider impact, nationally, on issues of educational quality.

Moreover, two major studies with implication for future policy and program development are nearing completion: First, The Task Force on Teacher Education is completing its recommendations for future strategies of teacher development. Second, *A Study on Education for Nomads in Ethiopia* shall contribute to the development of policies and programs for improving access to education in some of the acutely disadvantaged regions in the country such as Afar and Somale as well as Borena Zone (in Oromia), and Dehub Omo Zone (in SNNPR).

Technical and Vocational Education: Development of the TVET strategies and programs benefited from several sources. A list of key documents that formed the basis for the development of the TVET policy framework is given below:

- Policy and national Strategy Study on TVET Capacity Building.
- Ethio-German TVET Program of System Overhaul and Revamping.
- The National Capacity Building Strategy.
- Economic Development Strategy Paper.
- Micro and Small Enterprises Development Strategy.

- Manpower Studies based on data collected from two regions: Tigray and Afar.

In addition, during the past two years, several national and regional conferences were held for the policy makers and experts to develop the policy framework, program details, and the organizational structure for the delivery of TVET programs.

Tertiary Education: In preparation for the ESDP II program development, the higher education sector undertook many technical studies. Several documents relevant to higher education sector were also prepared through the involvement of universities, donors and other stakeholders including international consultants. Topics of these studies include:

- Higher education administration and management.
- Financing of higher education.
- Higher education strategic planning.
- Higher education cost effectiveness and efficiency.
- Implementation mechanisms of cost sharing.
- Future directions of higher education in Ethiopia.
- Higher education capacity building.

In addition, task forces set up by the higher education sub-sector are working on the details of systems reform program, higher education law and the implementation modalities of the cost sharing program as well as structure and functions of the Higher Education Strategy Institute and Higher Education Quality and Relevance Assurance agency.

1.7. Structure of the Document.

This Program Action Plan (PAP) contains six Chapters and Annexes. Chapter I sets the context for the development of ESDP II. Chapter 2 provides a situational analysis on the salient features of the education system. The

situational analysis is organized under six sub-sectors of the education system namely pre-primary, primary, secondary, technical and vocational education and training, tertiary education, and non-formal education. Chapter 3 identifies the key issues facing the education system that warrant priority attention during ESDP II to achieve the goals of the Five-Year Education Program. The articulation of the overall long-term goals for the education sector and the strategies to achieve them emanates from the identification of the issues. Chapter 4 summarizes the program of activities and targets for the center and the regions. Detailed budget analysis with program costs and financing strategies is presented in Chapter 5. Chapter 6 presents organizational and administrative arrangements for the implementation of ESDP II.

Chapter 2

Situation Analysis

2.1. *Ethiopia – The context.*

Ethiopia covers a total area of 1,251,888 square kilometers with an estimated total population of 65.3 million in 2001, and growing at an annual rate of 2.92%. In demographic terms, the population of Ethiopia can be termed as a young population as more than 43% of its population is less than 15 years of age in 2000. This trend in population growth has consequences for the education sector as this may place additional strain on the education system through increasing demand for primary and secondary education in the future.

Nearly 85% of the current population is rural and depends for its livelihood predominantly on traditional, rural agricultural economy with low levels of productivity, low levels of value addition, and susceptible to persistent drought. The country's largely rain-fed agricultural production accounts for about 46% of the GDP, 85% of the exports and nearly 90% of the labor force. The industrial sector accounts for 10% of the GDP, 15% of the exports and employs close to 2% of the labor force.

After prolonged economic stagnation or decline prior to 1991, due to civil war, drought, and wrong economic policies, there has come an economic recovery and revival now. The economy has grown at a steady pace keeping inflation under check. The Federal Government has enunciated an agriculture-development-led-industrialization as the strategy for the long-term development of the nation.

Aware of the need for strengthening the governance for national development, the federal and regional governments are undertaking further decentralization of the decision making process to the woreda level. This shall further empower the communities by bringing decisions about the programs and their implementation closer to the communities and make the governing bodies more accountable. These changes shall have the positive contribution for the planning and management of education at the grassroots level in the future.

Through the implementation of ESDP I to achieve the goals of the Education and Training Policy, the education sector has undergone changes in its structure, content and quality during the past four years. The following sections discuss the current situation of the education system.

2.2. *Pre-Primary Education.*

There is strong evidence that provision of early childhood education through structured pre-school institutions play a positive role on the learning potential of the children. A comprehensive pre-school program, focusing on the cognitive as well as physical and health needs of the child, enhances its ability to perform and increases the survival rate of the child in the primary school.

In Ethiopia, the demand for preschool programs is increasing. In 2000/2001, a total of 109,358 children were enrolled in 964 Kindergartens. This is an increase of 9.6% in enrollment and 15.6% in the number of Kindergartens from the previous year. Still, the coverage of pre-primary education in the country remains miniscule. Only 2% of the children between the ages of 4 and 6 were enrolled in the pre-schools in the same year.

The private sector, NGOs and the community usually invest in the development of pre-school programs and facilities. The parents support the children through payment of tuition fees and provision of educational materials.

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

2.3. *Primary Education.*

2.3.1. Access and Coverage:

Coverage of primary education as measured by enrollment in grades 1-8 expanded rapidly, at an annual rate of growth of 13.4%, during the first four years of the implementation of ESDP I. Enrollment in

primary schools, which stood at 4,468,294 students in 1996/97, the year prior to the start of the implementation of the ESDP I, reached 7,401,473 in 2000/2001, the fourth year of the implementation. This achievement was against a target of 7 million students for the end of the ESDP I period.

Thus, a total of 2,933,179 students were added to the primary education system during the first four years of the ESDP I. The target for enrollment for the fifth year of the ESDP has been over achieved by approximately 0.4 million during the fourth year of the implementation. If the past trends in apparent intake and internal efficiency are maintained, the total primary enrollment in 2001/2002 may reach a figure of approximately 8.36 million students.

During the same four-year period, gross enrollment rate (GER) for first cycle (1-4) primary moved up from 54.8% to 83.0%; for second cycle (5-8) primary moved up from 17.9% to 30.8%; and for the complete (1-8) primary moved up from 34.7% to 57.4%. As these trends indicate, the impact of the expansion in the first cycle primary education is yet to be felt in the second cycle. During ESDP II period, there shall be an accelerated growth in the expansion of the second cycle primary enrollment.

Apparent and net intake rates in grade 1 moved up from 87.5% and 19.0% respectively in 1996/97 to 99.5% and 31.9% respectively in 2000/2001, thereby showing increasing access to primary education. These nearly equal increases in apparent and net intake rates, approximately 12%, achieved during the four-year period are indicative of the increasing awareness among parents and communities to enroll their children in grade 1 at the official entry age of 7. This trend augurs well for the future of the Ethiopian education system to move towards the achievement of universal primary education with greater efficiency and quality through bringing desired improvement in the age structure of the primary school children.

The change in net enrollment rate (NER) for primary (1-8) followed more or less the same trend as that of the changes in the gross enrollment, apparent intake and net intake rates. NER increased by 21.8 percentage points - from 27.0% in 1996/97 to 48.8% in 2000/01 – keeping pace with the increase in GER, thereby confirming the positive trend in the age structure of the primary school students.

The number of primary schools in the country grew at an annual rate of 3.2% during the ESDP I implementation period. From 10394 schools in 1996/1997, the number of schools reached 11780 in 2000/2001. A total of 1386 primary schools were constructed during the four-year period. This was against a target of 2423 schools for the entire ESDP I period. This situation resulted in an over crowdedness of classrooms.

2.3.2. Equity

The significant improvements in access and coverage of primary education described above were achieved with greater movement towards equity. Gender and rural-urban disparities were reduced, while the reduction in the regional disparities indicated a wide difference between non-pastoralists and other regions.

The gender gap in apparent intake rate has been more than halved during the four-year period under review. From 47.5 percentage points in 1996/97 in favor of boys, the gender gap in apparent intake rate was brought down to 21.6 percentage points in 2000/01. Net intake rate also showed the same trend in the reduction of gender disparities. From 5.5 percentage points, the gap in net intake rate for boys and girls was reduced to 3.7 percentage points. These trends are significant, as they shall promote greater gender parity in the future.

The impact of reduction in the gender gap in apparent and net intake rates is visible in the gross enrollment rates in the first cycle primary. The gender gap of 30.2 percentage points in favor of boys in 1996/1997 in GER for the first cycle primary was brought down to 25.1 percentage points in 2000/2001. The Gender gap for the whole

primary (1-8) has remained constant at approximately 20 percentage points through out the four-year period of implementation of ESDP I. This gap is likely to show declining trend in the future, once the impact of the narrowing of gender gap in apparent and net intakes move to higher grades of the primary schools.

The trend in regional disparities show mixed results. All regions, except Somali have increased their GER during the four-year period. However, the gap between the lowest -and highest performing regions in GER for primary (1-8) in 1996/97 was 71.9 percentage points. This gap has increased to 107.7 percentage points in 2000/2001. The standard deviations of the GER for the regions have also moved up from approximately 25 to 36 during the four-year period. If the highly urban regions such as Addis Ababa and Harari are taken out from the equation, the change in the disparity may not as highly pronounced as it would seem to be.

During the four years under review, the urban rural disparity in primary enrollment has shown a declining trend. While the urban primary enrollment grew at an annual compounded rate of growth of 7.7%, the annual growth in rural enrollment was 16.5%, more than double that of the growth rate for the urban areas of the country. Annual rate of growth for rural female students was even higher at 22.8%. This faster rate of growth for rural female students has contributed to significantly reducing the gap in female students as a percent of the total enrollment in urban and rural areas during the four-year period. In 1996/97, the urban rural difference in female enrollment as percent of the total enrollment was 14.8%. By 2000/2001, this gap has narrowed down by half to 7.3%.

Rate of growth in expansion of the primary education in terms of the number of schools built over the ESDP I period shows no difference between the urban and rural areas of the country. Overall 1386 additional schools were built in the country. Of these, 214 were in

urban, while 1172 (85%) were in rural areas showing identical annual growth rates of 3.2% each for urban and rural areas.

2.3.3 Improving Quality:

Textbooks.

Significant improvement in access to textbooks by students was achieved since the beginning of the implementation of the ESDP I. In 1995/1996 there were close to 2.3 million core primary textbooks in circulation in schools. This increased to over 20 million textbooks in 2000/2001- over nine-fold increase. However, the pupil/textbook ratio is not 1:1 yet. The pupil textbook ratio for the different regions range from 1:1 to 1:3 bringing down the national average to a ratio of about 2.5:1 which used to be 5:1 in many cases.

Teacher Training and Teachers.

Twelve teacher-training institutes (TTIs) enrolled a total of 6224 trainees in 2000/2001 and graduated 5772 of them. This is a success rate of 92.7%. With the addition of two teacher-training institutions in 2001/2002, the capacity for annual intake of trainees shall move up by approximately 1200 per annum.

In 2000/2001, there were a total of 77551 teachers teaching in the first cycle primary of which 38.6% were women. Moreover 91.0% of the women teachers were TTI graduates. Another 4992 teachers were trained in special areas such as music and agriculture, or had higher level of training than TTI. Thus, 96.6 % of teachers teaching in primary first cycle in 2000/2001 were qualified to teach at that level.

Five teacher-training colleges (TTCs) together produced 1368 diploma graduates through their regular programs in 2000/2001. Female diploma graduates constituted 21.0% of the total. In addition 21400 TTI graduates are undergoing distance education program to upgrade themselves to the diploma level.

There were a total of 43526 teachers in second cycle primary (5-8) in 2000/2001. Of these, 15.3% were women. Of the total, 9208 teachers or 21.1% were diploma holders while 26.1% of the female teachers possessed a diploma. Overall, 23.8% of teachers teaching in second cycle primary held diploma or had higher level of training and thus were qualified to teach at the second cycle primary, while 28.6% of the female teachers were qualified. This is an improvement of 2.4 percentage points for the total and 4.5 percentage points for the female teachers respectively over the previous year.

Student teacher and student section ratios

Both student teacher and student section ratios for primary grades 1-8, have increased over the four years between 1996/1997 and 2000/2001. The student teacher ratio increased from 42 at the beginning of the five-year period to 60 at the end of the fourth year under review – a 42% increase. During the same period, the student section ratio increased from 52 to 70, a total increase of 23%. The student teacher ratio has increased at a faster pace than the student section ratio. These increases are attributable to three major causes: First, the rapid expansion of the coverage of primary education. Second, the slower pace in construction of primary schools than anticipated during the plan period. Third, lack of sufficient capacity of the teacher training institutions to train the required number of qualified teachers.

2.3.4. Improving Relevance.

Attempts to reform the curricula in primary grades, in accordance with the goals of the Education and Training Policy began even before the advent of the ESDP I and continued during the ESDP implementation period. The emphasis of the curriculum reform was to design and develop learning materials that shall improve the problem-solving capacity of the students and to make them more productive members of the community who respect the human rights and democratic values.

The number of subjects to be taught in the primary were reduced to four core subjects for grades 1-4; and six (on the average) core subjects for grades 5-8. Integration of curriculum was pursued for the first cycle of primary level. Efforts were also made to improve the layout and approach of the textbooks. Alternative modes for publishing the textbooks through the private sector were used. Measures were undertaken to improve the skill and competence of textbook writers. Mechanisms were put in place and implemented to increase the participation of inputs of teachers and school personnel in the development, evaluation and revision of the curriculum.

The curricula were developed for all primary grades to meet the objectives of the national development goals. A summative evaluation of the curricula has been undertaken. The results of this evaluation shall provide directions for the revisions of the objectives, content and the organization of the curricula at this level.

2.3.5. Increasing Efficiency.

One of the ways of calculating how efficiently the education system utilizes the available educational resources is to estimate how fast the student cohort that enters the education system moves through the system and completes the appropriate levels of education. This could be measured by the internal efficiency of the system. Internal efficiency mainly refers to the dropout and repetition rates.

Primary 1-8 dropout rate went up from 15.7% in 1996/97 to 17.8% in 1999/2000, while grade 1 dropout rate decreased from 29.4% to 27.9% for the same period. However, what is important to note is that the dropout rates remain high especially for grade 1. One child, in every four, who enters grade 1, leaves the school before completing the grade.

Repetition rate for grade 1 has fluctuated between a low of 9.7 % in 1998/99 to 17.3% in 1997/1998, and reached 10.6% in 1999/2000. On the other hand, the repetition rate for over all primary (1-8) has shown

a declining trend. From a high of 11 % in 1996/1997, overall repetition in primary grades has been brought down to 9.1%. Considering the rapid expansion of primary education and the increase in the student teacher student section ratios across the country, this shows some perceptible movement in the improvement of the efficiency of the system and in bettering the quality of education. This declining trend in the repetition rate is more strongly evident in grade 1. From 16.7% in 1996/1997, the repetition rate for grade 1 has reached 10.6% in 2000/2001- approximately 57% reduction in four years.

2.4. Secondary Education.

A total of 55 new secondary schools were built during the first four years of the implementation of the ESDP I. The total number of senior secondary schools (9-12) went up from 369 in 1996/1997 to 424 in 2000/2001, a 15% increase in four years or annual compounded rate of growth of 3.5%.

Total enrollment in senior secondary schools (9-12) increased by 309,679 students. From a total enrollment of 426,495 students in 1996/1997, the enrollment reached 736,174 in 2000/2001, a 72% total increase in four years. This amounts to an annual compounded rate of growth of 14.6%. This rate of growth is identical for both boys and girls.

During the period, the share of the enrollment of girls has virtually remained constant. Girls as percentage of the total enrollment remained constant at around 41.5%.

The total gross enrollment rate (GER) for senior secondary which stood at 8.4% in 1996/1997 moved up to 12.9% in 2000/2001, a total increase of 4.5 percentage points. Gross enrollment rate for girls went up from 7% to 10.9% during the same period – at a slightly reduced rate than that of the boys. This has resulted in widening the gender gap between the boys and girls for GER. The gender gap increased from 2.9 percentage points in 1996/1997 to 3.9 percentage points in 2000/2001, in favor of boys.

The total senior secondary school enrollment has grown at a faster rate than that of the number of senior secondary schools – 14.6% as opposed to 3.5%. This has resulted in further overcrowding of schools and classrooms. The student section ratio at secondary level increased from 65 to 78 during the four-year period – a 20% increase. The target for the ESDP I period is 50.

The major bottleneck for secondary education remains unavailability of qualified teachers. Out of the total number (14029), 5127 or 36.5% of the teachers teaching in secondary schools in 2000/2001 had a first degree or above. The total number of teachers at this level has grown from 12106 in 1996/97 to 14029 in 2000/01; while the number of qualified teachers increased from 4859 to 5127 in the same period. However, the share of qualified teachers declined from 40.1% in 1996/97 to 36.5% in 2000/01; a decrease of 3.6 percentage points. Availability of qualified teachers for secondary schools is even more acute in some of the regions. For example, in 2000/2001, only 21.5% of the secondary teachers in Tigray possessed first degree or above. In SNNPR and Benishangul Gumuz, in 2000/20001, only 25% of the secondary teachers had at least a first degree. To improve the shortage of qualified teachers in the secondary schools, at present, 5,716 teachers with diploma are enrolled in undergraduate degree summer program. When these teachers complete their study in the first year of ESDP-II the percentage of trained teachers will show considerable improvement.

2.5. *Technical and Vocational Education and Training.*

Development of the TVET sub-sector of education in Ethiopia is still in its infancy. It remained a neglected sub-sector of education until recently. International comparative data show that in 1994, the proportion of TVET to academic students at the second level of education in Ethiopia was nine times less than that of the Sub-Saharan Africa as a whole. When compared to Europe, this proportion was 36 times less for Ethiopia.

In 2001, there were 13 government and 10 non- government TVET Schools in the country enrolling a total of 4561 students. Government run TVETS enrolled 2631 students while 1930 students were enrolled in non-government TVETS. Of these total students enrolled, 17.1% were female.

In addition there were 25 newly established skill development centers functioning in four regions- Oromia, Tigray, SNNPR and Amhara Regions. A total of 8156 trainees were enrolled in these four centers, out of which 2486 (30.4%) were female.

Currently, both public and non-public agencies provide short and long-term technical and vocational training, using both formal and non-formal approaches. First, there are higher education institutions, which train top-level professional and technical personnel. Second, a number of technical and vocational training schools, institutes, and colleges train personnel at the middle and lower occupational levels. Third, training centers attached to public and parastatal agencies provide training to meet primarily their own internal manpower needs. Fourth, informal on-the-job apprentice training takes place in non-farming occupations at work places.

The quality of training remained poor due to: limited funding; lack of appropriate and adequate equipment and facilities; insufficient number of qualified instructors; inflexible and outdated occupational standards; lack of adequate functional relationship between training centers and the real world of work; lack of stakeholders' participation in curriculum design and implementation; and inefficient management.

Recognizing the importance of developing sufficient supply of skilled and productive manpower for the economic development, the Education and Training Policy and the Education Sector Strategy assign high priority for the development of technical and vocational education and training programs in the country. The policy and strategy stipulate the provision of technical and vocational training in different areas to students who have completed the primary and secondary level of education. It emphasizes the need for expanding the vocational and technical training facilities, development of relevant curriculum, improving the standards of trainers and the complementary role of the private sector.

The government undertook an extensive effort at restructuring the technical and vocational education and training program during the past two years. The restructuring envisages expansion of the intake through addition of new

courses, institutions and rehabilitation of existing ones, and increasing the entry opportunities into TVET programs.

As a result of the restructuring and expansion efforts that are underway in TVET starting 2001/2002, considerable expansion and diversification of the TVET system have taken place. In 2001/2002, there are 126 government-run and 40 private institutions in operation designated to provide TVET programs. Curricula for 24 training areas were developed in modular form for 10+1 and 10+2 levels. However, at this stage, all training centers are not expected to offer training in all occupations. In 2001/2002, the annual intake capacity for TVET institutions reached 25,000.

Still several major issues related to strengthening and the organization and maintenance of quality of TVET need to be addressed in the future for 10+1, 10+2, 10+3 and other short and non formal programs. The issues include development of standards for TVET educational facilities, a system for certification and accreditation of institutions, assessment of additional trades to be included in the curriculum, evaluation of existing training programs, and training of sufficient number of qualified TVET teachers to meet the demand. Moreover, designing of modalities to strengthen the private – public partnership in the provision of TVET, and establishment of closer collaboration between the work place and training institutions are important tasks. These issues shall receive sufficient attention during the ESDP II implementation.

2.6. *Tertiary Education.*

The higher education sector witnessed rapid expansion during the four years between 1996/1997 and 2000/2001. Four new universities – Mekelle, Jimma, Bahir Dar, and Debu – were established through amalgamating and elevating the status of the existing colleges and institutions. Five new, private and non-governmental higher education institutions were accredited up to 2000/2001.

To meet the manpower requirements of the economy and development, new professional training programs were started in education, engineering, health and business in Dilla, Alemaya, Mekelle, Jimma, Arba Minch and Bahir Dar.

Through opening of new and expansion of existing higher education institutions, the total enrollment in higher education institutions increased from 42132 in 1996/1997 to 87431 in 2000/2001, approximately 107.5% increase. During the same period, the enrollment of female students increased by 119.7%, at a higher rate than that of the overall enrollment. This has resulted in the female enrollment as a percentage of the total to increase from 20.2% in 1996/1997 to 21.4% in 2000/2001.

The private higher education institutions in the country enrolled a total of 15201 students or 17.2% of the total higher education enrollment.

2.7. *Adult and Non-Formal Education*

Non-formal education is delivered as an alternative to the formal education in order to provide basic primary education for all. The basic education program has a three-year cycle and is equivalent to the formal basic education (Grade 1-4). Under this program, education is provided for out-of- school children and adults. Enrolment for the out-of-school children (aged 7-14) in 2000/01 was 320,581 and showing an increase of 14.1 % from the previous year. The number of youth and adult participants (ages 15 and above) in the same year was 1,049,061. There was a high drop out rate (as high as 16%) due to cultural factors, mobility of people, high work load at home for female participants, low quality of facilitators, and lack of incentives for the facilitators. To achieve UPE by the year 2015 expansion and effective use of this program is of paramount importance.

2.8. *Public and Private Sector Participation in Education*

In order to provide sufficient and quality education, there was a need to involve the community at large, NGOs, and private investors in the provision of education and in making them contribute in terms of cash, labor, skill/knowledge, etc. In this regard, they participated actively in building schools, and providing schools with instructional materials, equipment, furniture, etc. After the proclamation that encourages the private sector has been decreed, over 125 kindergartens, 70 primary schools, 6 secondary schools, 2 technical and vocational institutes and 5 colleges were established and accredited. Thus, all in all in 2000/2001, there were about 964

kindergartens, 558 primary and 46 senior secondary non-government schools in the country. The enrollment figure was 109,358 in kindergarten, 338,158 in primary, and 13,748 in secondary schools.

2.9. *ESDP-I Experience: Challenges and Lessons Learned.*

As the preceding analysis shows, remarkable progress has been achieved during ESDP I implementation period, especially in primary, secondary, and tertiary education sub-sectors. However, the ESDP I experience brings to surface many persisting challenges to the education system in the areas of equity, quality, organizational capacity, implementation modalities, community and private participation, and financing of education. Many lessons have been learned during the implementation of ESDP I. The regular joint review meetings held to monitor the implementation of ESDP I have been helpful in identifying the challenges facing the education system. Recognition of these challenges shall be an important step in finding timely solutions to strengthen the implementation capacity of the ESDP II, and to achieve the important goals set for the education system. The following list is not intended to be exhaustive but represents the more prominent and persistent challenges facing the education system:

- Despite significant progress in increasing access to and coverage of education, attempts to narrow the gaps in regional and gender disparities have been slow. Gender and regional disparities also persist in quality indicators such as dropout rates, repetition rates, etc. Lack of meaningful local actions to surmount social and cultural barriers to access to education of girls and members of the minority communities and their completion of a given level of schooling has been one of the contributing factors to gender and regional disparities.
- Community participation in education, despite significant progress, remains inadequate. The goal of strengthening the school-community partnership to improve school governance through establishment of school management committees in all schools needs to be promoted. Effective

functioning of the school committees shall require developing guidelines for the school committees and provision of orientation and training to its members.

- Implementation of innovative educational practices such as continuous assessment, self-contained classroom organization, etc. still require much effort to be exerted. Lack of professional capacities and commitment to implement these practices on the part of the teachers and other education personnel are some of the causes contributing to such uncalled for situations. Further strengthening and expansion of in-service training programs, and provision of appropriate manuals and other support materials may be needed to improve the teaching learning process.
- Lack of sufficient number of qualified teachers is a persistent problem. The problem is very acute in the second cycle primary, secondary schools, and TVET institutions.
- Weak program management and implementation capacity has also contributed to low budget utilization in civil works and procurement. High turnover of professional personnel was one of the contributing factors to the low program management capacity. Such turnovers force the assigning of educational personnel with little or no experience or expertise in the relevant field to positions of responsibility.
- Inadequate planning and management capacity at the lower levels of the organizational structures (e.g. waredas), is a critical problem in realizing the goals of education especially with regard to primary education. Skills to interpret policies, collect and analyze appropriate data, and enabling schools to take appropriate action to meet the minimum quality standards defined for the local situation are critically lacking at the lower levels of the organizational structures.
- Bottlenecks in providing and assisting timely and accurate financial information flow on the projects and programs result in the delay to taking appropriate remedial actions and to speed up the implementation process. To this end, both Federal and Regional governments need to adhere strictly

to the planning and budgeting calendar in the provision of planning data and approval of plans and budgets. Similarly, donors need to provide budget-planning data to the government on time to meet the planning and budgeting calendar.

- Withdrawal of donors' commitment to finance ESDP I, partly arising from the border conflict between Ethiopia and Eritrea, have created problems for the government to finance ESDP I as planned.
- Lack of harmonization of donor procedures with that of the government procedures with respect to planning, approving, implementing, procurement and reporting contributed to delays in the implementation process.

Chapter 3

The Issues, Overall Goals, and Strategies for ESDP II

3.1. *The Issues.*

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

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

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

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

Although significant progress has been made in increasing access and coverage for primary education, faster progress needs to be made in this area in order to achieve the goal of universal primary education by the year 2015. Along with further increase in access and coverage, the gains made in attaining equity need to be strengthened further. In particular, in the two disadvantaged regions, Somali and Afar, special attention needs to be paid by way of adopting a variety of modalities to increase access, thereby narrowing the regional disparities.

One of the major bottlenecks for the timely utilization of the resources is lack of organizational and human capacity. Though much has been done during the ESDP I, still more efforts need to be exerted to harmonize procedures, to provide appropriate technical systems for timely flow of information, to strengthen the managerial leadership etc. Without building adequate implementation capacity at the center and in the regions, the targets set for ESDP II cannot be fully realized.

As it stands, internal efficiency of primary education, in terms of dropouts and repetition, is low. The dropout and repetition rates remain high especially in grade 1. Unless dropout and repetition rates are brought down and the internal efficiency improved, the nation cannot aspire to achieve the universal primary education within the set time period. Low internal efficiency also means

wasting very scarce resources. The volume and quality of critical inputs such as teachers, textbooks, classroom etc. must improve, in order that the efficiency of the education system could be increased beyond the present situation.

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

The present mode of delivery of primary education appears to be expensive compared to the resource needs of achieving universal primary education in the immediate future. As a result, very sparsely distributed and remote communities cannot afford a full primary or first cycle primary school. Hence, to assure access to primary education in such communities, alternative modes of delivery systems such as single room schools, multi grade classrooms, and non-formal primary education avenues shall have to be explored.

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

3.2. Overall Goals of the ESDP II

Taking into account the immediate and distant development goals of the nation, and cognizant of the overall situation of the education system as portrayed in the previous chapter, and analyzing the major issues and problems facing the education system, a Five-Year Education Program with four major goals has been designed. ESDP II takes into account the last three years of the Government Five Year Education Program and as a result derives its overall goals and objectives from this Program.

The four major goals are:

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

3.3. Overall strategy of ESDP II.

- 3.3.1. One of the strategies pursued so far to increase access to and enhancing the coverage of primary education was through the construction of high cost incurring schools even in low density population areas with low student section ratios. This was done in the name of quality assurance. Such practices must now be scrutinized and solutions found to maximize the use of available and scarce resources. Therefore, to implement the program at a possible lower cost, the community and NGOs shall be encouraged to stand by the side of the government. In addition, alternative approaches such as low cost schools, one classroom, multi-grade classroom schools, etc. for first cycle primary will be encouraged.
- 3.3.2. A stronger and wider role for non-formal education and other alternatives for expansion of primary education shall be implemented.
- 3.3.3. Empowerment of the community is not only a means for development but it is also an end in itself. Policies and programs to strengthen the role of the community in the management and financing of the schools shall be implemented. The roles of the non-governmental organizations and that of the private sector shall be strengthened in increasing access to education for the realization of the universal primary education.
- 3.3.4. Organizational capacity to provide the necessary managerial and logistic support to the implementation of the programs and activities is one of the key bottlenecks encountered during ESDP I. Capacity building through organizational development, provision of training to managers, development and implementation of logistic support systems such as improved system for distribution of educational materials, streamlining of tendering and contracting processes, etc., shall be given priority.
- 3.3.5. Waredas being the administrative unit closer to the communities, their role in governance and management of education shall be strengthened

through the decentralization process that is already underway. More responsibilities in operational planning, budget allocation and budget control shall be devolved to the woredas to manage the primary and secondary education, thereby making them more responsive to the needs of the communities and at the same time held accountable to deliver desired services efficiently and effectively.

- 3.3.6. In order to improve the quality of education, emphasis shall be given to improve not only the academic qualifications, but also the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts will be exerted to have a teaching staff that is well motivated, disciplined, and endowed with ethical values.
- 3.3.7. The education system will be revitalized so that it nurtures and produces responsible citizens who participate actively in and also knowledgeable about public affairs. To this end, the central mission of all educational institutions will be to provide citizenship education. Many and varied activities will be planned in order to achieve this central mission.

Chapter 4

Program Description

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

4.1. Pre-primary Education

Early childhood development programs need to be comprehensive, focusing on all of the child's needs and encompassing health, nutrition, and hygiene as well as cognitive and psychosocial development. They should be provided education in the child's mother tongue and help to identify and enrich the care and education of children with special needs.

Child-centered, family-focused, community-based holistic care and education of pre-school children is essential for securing the well being and rights of all children, and should be supported by national policies and sufficient funds. This should be the result of a synergistic partnership among families, communities, civil societies, NGOs and the government.

It is with this spirit that the private sector, NGOs and the community are encouraged to invest in the development of pre-school programs and facilities. Parents support the children through payment of tuition fees and provision of educational materials.

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

4.2. Primary Education.

Gross enrollment rate in primary has shown great progress as explained in the previous chapter. However, the dropout and repetition rates are still high. In view of the growing number of education coverage, the attention given to maintaining the quality of education has been low. To alleviate these problems, the following strategies and major activities shall be implemented in the next three years.

Dropout rate is usually higher in grade 1. About one-third of grade 1 pupils dropout before reaching grade 2. If it is possible to reduce this figure significantly, the likelihood that they will complete basic primary education is high. Therefore, in order to improve student flow, particularly to reduce dropping out, more emphasis will be given to reducing the figure for grade 1 through the development of locally relevant strategies and measures. Among these include introducing learning readiness programs for children in Grade 1 to facilitate their smooth transition and adjustment to school environment; limiting the number of pupils in grade 1 to not more than 60 whenever practical and feasible, training teachers in order to enable them to introduce child-centered, gender sensitive and activity-oriented learning approaches and continuous assessment of pupil achievement; and deploying qualified and competent teachers to teach in grade 1.

Models of flexible complementary basic/primary education programs of equivalent quality that would respond to the needs of specific groups such as out-of-school children, working children, etc. who are currently not served by the formal system shall be developed and implemented. Locally relevant curriculum for education of the out-of-school children/adolescents shall be developed. Village schools with multi-grade teaching shall be established to improve access to education for children, especially girls, who are unable to participate in primary education due to long distance to schools. The introduction of school calendar and daily schedule to enable working children to attend schools during agricultural activities will be highly encouraged. Moreover, Government/NGO partnership shall be strengthened to develop and implement complementary basic education initiatives in the regions.

In order to improve access, stabilize attendance, reduce dropout rates and alleviate short term hunger so that children can attend classes attentively, school feeding program shall continue and be expanded in areas where there is serious shortage of food and that the feeding program will actually serve as incentive to go to school.

Special arrangements shall be made for children in the pastoralist areas. Holistic and sector-wide integrated methodologies would be applied in the pastoralist areas which include sensitization of the population, curriculum revision, training of teachers, provision of textbooks, establishment of alternative non-formal schools, mobile learning centers, boarding schools, construction of hostels and introducing and expanding school feeding programs.

A target of 65% is set for GER at the end of ESDP-II. As the situation in ESDP-I shows and as the same trend is expected in the future, there will be a disparity among the various regions regarding the levels of GER and NER. Few regions are already above the national average while others are far behind. The same is true in the enrollment of girls. Therefore, in ESDP-II, besides the objective of attaining the target set for GER, emphasis will be given to maintain a high net intake in grade 1 so that in the long run, the gap between the NER and the GER will get narrowed significantly. Moreover, alternative modes of delivery of education will be expanded and strengthened besides the formal schooling for children that could not join schools because of age. However, age will not be considered in woredas or schools where the overall GER and girls' enrollment are very low.

Quality education includes quality learners as well as environments that are healthy, safe, protective, gender sensitive and provide adequate resources and facilities. It also includes content that is reflected in relevant curricula and materials for the acquisition of skills, knowledge and attitude. Quality education also means processes through which teachers use child-centered teaching approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities. It means outcomes that

encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

In the Ethiopian situation, enrollment has increased substantially resulting in over-crowded classrooms. Although there are remarkable improvements, schools still lack sufficient books and facilities. The abilities of teachers are put to ever more rigorous test given the increasing section sizes. Therefore, in order to ensure that the quality of education is not only sustained, but also is strengthened, teachers and other educational personnel at various levels shall be provided with manuals, teaching aides and other support materials required to effectively implement the curriculum. The professional capacity of teachers at all levels shall be strengthened in order to improve teaching-learning processes; to enable them introduce child-centered, gender-sensitive learning approaches and continuous assessment of pupil achievement. In-service training programs will be developed both to upgrade professional qualification of untrained teachers and also to acquaint teachers with changes and innovations in the system. Strategies shall be developed to reduce teachers' attrition and ensure adequate supply of teachers.

School systems work to create a child-friendly learning environment especially at lower grades in order to facilitate good early beginning. The quality of children's lives before the beginning of formal education greatly influences the kind of learners they can be. And after joining schools, their regular and attentive attendance as well as the family support they get for learning contributes a lot. Therefore, the school-community and parents-teachers' relationship will be established and strengthened.

Learning environments like school facilities, class size, teachers' behavior and attitude, effective school discipline policies, service delivery (school-based health programs, clean water supply, sanitation, guidance counseling service, extra-curricular activities, etc.) shall be made conducive to enhance the proper teaching-learning process. Moreover, the curricula and the textbooks shall be student-centered, non-discriminatory, and standards- based to enhance desired quality and relevance.

Educational quality does not depend on system inputs, such as infrastructure, pupil-teacher ratios, and on curricular content alone. Therefore, more attention shall be paid to the educational processes- how teachers and administrators use inputs to frame meaningful learning experiences for students. Thus, continuous professional learning of teachers, teachers' competence and school efficiency, relevant ongoing professional development, continuous support for student-centered learning, teachers' working conditions, supervision and support services are to be strengthened. It will be made sure that the learning environment content and processes that learners encounter are expected to meet the national goals and profiles set in the Policy.

To meet the strategies stated above, a total of 1,405 first cycle and 76 complete primary schools will be constructed. Upgrading of 795 first cycle primary schools shall be undertaken and 887 schools shall be rehabilitated. As a result, the GER shall increase from the present level of 57.4% to 65% at the end of the plan year, 2004/2005. Necessary equipment shall be provided to 1,437 primary schools and furniture shall be provided to 2,247 schools.

Ten boarding schools and six hostels will be built in Afar, Somali, Benishangul Gumuz, SNNPR and Oromia regions for the pastoral communities /areas in order to improve access and thereby increase enrollment. Moreover, low cost schools and mobile schools will be organized and village schools of multi-grades will be established in the sparse settlement areas. Non-formal education programs will also be strengthened as alternative routes to expand access to basic primary education in these areas.

New teachers for primary level will be trained and deployed. Teacher residences will be constructed in the rural areas in order to create better conducive working environment. About 6,304 untrained teachers, who are still teaching in the first cycle of primary schools, will be given summer, on-the-job training. In addition, 19,807 teachers will be enrolled in the distance education and summer diploma programs. Two new teacher-training institutes will be built.

To enhance the quality of the English language instruction in primary grades starting from grade 1, training programs will be developed and implemented in

the teacher training institutions and through the on- the- job training programs, using native English speaking trainers. Modes of teaching and training the language will also improve.

School clusters will be established and strengthened so that school based training system shall become a means for continuous professional development of teachers and shall promote skills of teachers for implementing continuous assessment, child centered teaching approach, and better classroom management skills like the self contained classroom organization etc.

Syllabi of various primary grades will be improved in accordance with the findings of the summative evaluation, while the content and physical qualities of textbooks and instructional materials shall be made more attractive to the learners. Mechanisms for the provision and distribution of textbooks shall be improved to meet the demands of the continuously growing number of student population. A total of 37.4 million textbooks will be printed and distributed to attain a student-textbook ratio of one-to-one.

Assessment studies on selected nations and nationality languages used as media of instruction shall be conducted in order to explore ways of enriching the instructional contents of the languages through various interventions. Minimum Learning Competency guideline will be developed to better assess the profile of educational standards of students at each level in each subject. Manuals and guides will also be prepared for teachers of children with special needs.

Educational radio and TV programs shall be developed to supplement classroom teaching. Efforts will be made to build the educational media capacity of the regions particularly in the areas of program production, transmission/ dissemination, and evaluation.

Students of grades 1 to 3 will have class promotion through continuous assessments. Manuals for use by teachers will be introduced in order to make students of grades 4-8 preferably obtain classroom promotions depending on the results achieved through continuous assessments rather than only through the results of one or two examinations in a semester or a year. A National

Education Assessment (NEA) will be carried out on grades 4 and 8 students to assess the skill levels of the students in key subjects.

Educational supervision will be strengthened making it more effective and purposeful through provision of necessary professional support at all levels in order to ensure that the Education and Training Policy, strategies, proclamations, decrees, orders, and standards are observed at all levels.

4.3. Secondary Education

The secondary first cycle will be made to expand in line with the high coverage observed in the primary education and the directions set for the economic development of the country. As the content of education at this level is to prepare citizens for various training programs and subsequent learning, considerable attention would also be given to its quality. Secondary school second cycle will also be made to expand on the basis of the desired number of intake capacity of higher educational institutions. Thus, the GER for first cycle secondary will increase to 16% and that of the second cycle secondary to 8% at the end of the plan period. To achieve these goals, 75 new secondary schools shall be built; 24 schools shall be upgraded; 874 additional classrooms shall be constructed; and 58 schools shall be rehabilitated. Participation rate of girls in secondary schools shall be increased, and subsequent counseling services and educational support systems will be introduced to make female students more achieving in their academic performance.

Syllabi for Grades 9 and 10 shall be evaluated and revised. In addition, Grade 9 textbooks will be improved. Textbooks shall be of high quality and gender sensitive. Text books for Grades 11 and 12 history, Grade 12 English texts, and Grade 9 civics will be transcribed into Braille. Supplementary reference materials, including on HIV/AIDS, will be developed and disseminated. Studies will be conducted on the content, relevance and quality of the curricular materials prepared for grades 9-12; and on problems encountered with regard to students' achievements in mathematics and science.

About 160 secondary school radio programs in 4 subjects (Amharic, English, History and Geography) and 80 television programs in four subjects (Biology, Chemistry, Physics, Mathematics) will be produced and broadcasted.

Enrollment in distance secondary education programs shall increase from 14,290 to 17,950.

About 4.37 million copies of textbooks shall be printed and distributed so that every student will be provided with essential textbooks. Libraries will be organized by providing them with sufficient reference books. Each library shall be supplied with at least 2,500-3,000 books. Science laboratories will be equipped with apparatus and laboratory technicians shall be assigned. Necessary equipment shall be provided to 184 schools and furniture shall be supplied to 187 secondary schools. Additional classrooms will be built to reduce the class size to the ratio of 1:60 gradually. Moreover, the introduction of Information- Communication – Technology (ICT) in the secondary schools will be a major undertaking in the coming three years.

To maintain the desired quality of teachers for the secondary level, teachers will be trained at first-degree level through pre-service programs. In addition, 6,957 teachers now teaching in the secondary schools will be upgraded through in-service and on the job distance education programs. About 434 secondary school principals will be trained to make school leadership efficient, professional and democratic.

To reduce educational wastage, the practice of continuous assessment will be strengthened and class promotions will gradually be based on such a system. Strategy to enhance the quality and reliability of the national examinations will be designed. Item banks for examinations shall be developed after establishing the validity and reliability of test items. Standardized and quality national examinations will be administered annually for grade 10. A study on the validity and reliability of the national examinations for grade 10 shall be conducted. Moreover, aptitude tests shall be introduced for the selection and placement of students in the tertiary institutions.

Co-curricular activities schools will be further strengthened to reinforce and enrich the curriculum, contribute to good citizenship, satisfy the needs and interests of students, to develop the physical and mental potentials of the students and to enhance their problem-solving capacity. General knowledge, "Brain-of-Brains " and the Ethiopian inter-school sports competitions will be

organized. A study will also be undertaken on the impact of HIV/AIDS on the education sector.

4.4. *Technical and Vocational Education and Training*

The Poverty Reduction Strategy for national development, as discussed in Chapter 3, calls for extensive investment in four major areas: Road, Education, agriculture and natural resources, and health. Substantial increase in investment in all these four areas is anticipated during the three year ESDP II period and beyond.

Investment in education for ESDP II is proposed to be in the vicinity of Birr 15 billion of which about Birr 6.5 billion shall be for development of capital projects and procurement of capital goods. Expansion of road, health services and agriculture shall call for substantial additional investment in infrastructure, manpower, and equipment.

One of the bottlenecks for timely completion of capital projects, for example in school construction, has been the availability of sufficient number of skilled manpower-managerial and technical- to the contractors. Availability of skilled manpower becomes more acute as location of the project gets far away from the urban centers. Information gathered from the Engineering Service Panel of the MoE show that the present maximum capacity of contractors to implement a project at a site is in the vicinity of Birr 600,000 to 1 million per month. One of the limiting factors to expand their capacity for implementation is the lack of availability of skilled managerial and technical personnel.

With the additional huge outlays envisaged in education, health, agriculture, water, roads, industry etc. in line with the priorities of the PRSP and the Millennium Development goals, there shall be further acute shortages in the availability of managerial and skilled manpower.

Construction needs of education, health, industry, housing, agriculture, irrigation, water, sanitation, etc. shall place greater demand for high and middle level technical and managerial personnel.

Internationally accepted norm that may be useful in estimating future demand for manpower is that of the ratio of the high-level managerial technical manpower to the middle level manpower. For the effective and efficient utilization of the high-level manpower, it is estimated that the ratio between the high-level manpower and the middle level-manpower in some areas is to be approximately 1:6. In other words, for every doctor employed, there has to be six nurses, laboratory technicians etc. Similarly for every engineer, there has to be at least six middle-level personnel such as draftsman, foreman etc., for the efficient utilization of the technical capacity of the engineer.

If the anticipated investment in poverty reduction programs materialize, as the above analysis shows, the demand for the technical manpower at all levels, to meet the demands of the public sector investment in social and economic infrastructure alone shall be very significant. These investments shall create further momentum in the private sector investment, creating additional need for manpower.

The major responsibility for the training of the middle and lower-level technical personnel shall be the responsibility of the TVET sector. As the situation analysis in Chapter 2 shows, the TVET sector starts from a very low capacity. Its organizational capacity was strained due to lack of norms for institutional standards, lack of norms for accreditation of institutions, and lack of trained managers. Its training capacity is limited through lack of equipment, lack of trained instructors and lack of adequate number of institutions. The relevance and quality of the training was limited due to outdated curricula, lack of sufficient partnership between training institutions, and the world of work place, especially the private sector, and inadequate capacity for monitoring the performance of the graduates of the program.

The policy framework for the proposed TVET originates from the Education and Training Policy of 1994, and the Education Sector Strategy that followed it. In addition, TVET derives its strategy and structure from several important studies that have been undertaken in preparation for the development of the TVET strategy. Detail list of these studies are given in Chapter 1, Introduction. In addition, several national and regional seminars have been

conducted during the past two years, to analyze the recommendations of the studies and to incorporate them into over all policy framework.

The policy framework calls for the participation of the public and non-public institutions in the planning and delivery of TVET thorough long-term and short-term training using formal and non-formal modes. The institutional framework context of for the training shall include: higher education institutions, schools and institutes, training centers attached to public and parastatal organizations, and informal on the job apprentice training.

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

- To improve the governance and management of the TVET sector, standards for TVET institutions, facilities and staff shall be developed and implemented. A legal framework, TVET Act, to manage the operations of the government and non-government TVET institutions shall be developed.
- TVET Councils at the Federal and Regional levels shall be established with participation from all-important stakeholders, including private sector and chamber of commerce.
- The management capacity of TVET shall be strengthened at all levels through refining TVET organizational structure, strengthening staffing, and provision of training in TVET management to key managerial and technical staff.
- Modular curriculum for 10+1, 10+2 and 10+3 shall be improved and developed through further evaluation and revision while new multi level programs in areas such as law, health, physical education etc., shall be developed based on needs assessment.
- Forty new TVET institutions shall be constructed and 75 existing ones shall be upgraded or rehabilitated. With this expansion the capacity of

the TVET institutions shall reach 130,000 students from the present level of 25,000. The annual intake capacity of the TVET programs shall reach 55,000 at the end of the plan period. Special attention shall be paid to increase the participation of the girls and disadvantaged groups through improving the content and structure of the curriculum to fit the special needs.

- To improve the availability of high-level skilled manpower and TVET trainers, eight TVET Schools will be upgraded to 10+3 colleges and seven new TVET colleges (10+3) shall be established.
- Technical skills of 1800 TVET teachers shall be upgraded through in-service training. Pre-service training will be given to 1500 teachers in collaboration with higher education institutions. Moreover, a distance education program will be introduced so as to upgrade the TVET Teachers in business education.
- In order to assure and maintain TVET quality the following activities shall be undertaken: Manpower demand analysis, developing occupational profiles, improving curricula guides, improving testing and certification procedures, setting up of trade testing centers, tracer studies and setting up of TVET management information system and networking.
- Incentives shall be developed and implemented to improve private sector participation in the development and delivery of TVET. These incentives may include, allocation of land at concessional rate, abolishing import tax on machinery and equipment etc.
- Graduates of TVET institutes will not only be government or private sector employees, but they will be self-employed citizens, To this end courses in entrepreneurship development will be offered to trainees so that they will not only have the professional skills, but also the ability to create their own self-employment opportunities.
- A cost sharing mechanism shall be developed and implemented, where feasible, to reduce the burden on the public sector. Moreover, TVET

schools/Centers/institutions will be encouraged to generate their own income.

4.5. Adult and Non-formal education

The non-formal education program includes a range of basic education and training for out of school children and adults. The program is basically focused on literacy, numeracy and environment to enable learners to develop problem-solving abilities and change their mode of life.

The Adult and non-formal education program shall have three sub-components: the program for out-of-school children with 7-14 years of age, literacy program for those youth and adults whose age are above 15; and offering basic skill training to youth and adults in the Community Skill Training Centers.

The Community Skill Training Centers train adults in diversified need-based skills. To this end, health, nutrition, family planning, agriculture, etc. are offered in the training centers.

Overall, the adult and non-formal education will serve as alternative approach/complementing educational program to increase access to basic primary education, as a basis to enhance the rural agricultural led industrialization strategy and will contribute to poverty reduction, making adults more productive and self-reliant.

The non-formal education programs would specifically address the problem of gender disparity in the provision of basic education and increase participation in primary education. Specific approach for enhancing participation of girls include location of learning centers closer to home or communities, recruiting of female instructors where ever possible, develop curriculum and learning materials that are more responsive to special needs of girls, encourage advocacy and social mobilization and supporting multiple delivery system in involving the use of communication media.

It is commonly accepted that non-formal education can be a shortcut and cost effective alternative way of providing basic education. Therefore, REBs will

use this opportunity to the maximum and give due attention to the expansion of the non-formal education programs with the full participation and contribution from communities and NGOs.

Accordingly, 46 new skill-training centers, and 710 new literacy (basic education) centers and 88 mobile centers will be established. Equipment and furniture necessary for their operation shall be provided. Overall 3.5 million youth and adults (age 15 and above) and 500,000 out-of-school children will participate in the non-formal basic education and adult literacy program. In addition, over 65,000 adults will be trained in various skills in the community skill training centers. An operational guideline will be developed on the linkage between the formal primary education of first cycle and alternate non-formal education programs.

4.6. *Special Needs Education*

To expand the special needs education programs, the integrated approaches will be designed for students with special needs. A total of 34 new schools and 66 additional classrooms will be constructed to accommodate the children with special education needs.

Training programs will be offered in the teacher training institutes in special needs education. Moreover, existing special needs education-training programs will be strengthened and expanded to meet the required manpower at every level of the program.

Short-term training programs will be offered in Braille, sign language, mobility, orientation, etc. to teachers and professionals to enhance the integrated special education program and further enrich the formal education curricular materials.

4.7. *Distance Education*

Distance education covers primary, secondary education and teachers' training programs of the TTIs and TTCs. It also covers a wider audience including teachers and those that are unable to attend both formal schooling and training. Therefore, it promotes formal, non-formal as well as teacher education

programs. To this end, various education and training programs will be developed and broadcasted by radio and television in local languages for primary schools. Distance education will also be used as a tool for teacher training in primary and secondary education, especially to reach the under qualified primary school teachers. At the secondary level, the broadcast of standardized learning materials is expected to reduce regional disparities in the inputs for the educational quality. Informative programs targeting the general public will also be developed and will serve as a discussion forum on educational and social problems. It will serve as information source for the public at large. Therefore, widening the coverage and improving the quality of the programs will be given due emphasis.

Moreover, all REBs will be assisted to strengthen and organize Distance Education Units to implement and evaluate distance education programs closely.

4.8. *Tertiary Education*

The overall strategy followed is to provide good quality higher education to larger numbers, equitably but with diminishing dependence on public resources on the longer term. Higher education is the central program in the National Capacity Building Program of Ethiopia which emphasizes on human resource development, improving working systems and institutional set up to facilitate decentralization, democratization and the overall Agricultural-Development-Led-Industrialization. Investment in higher education is important for socio-economic development, which in turn is a critical prerequisite for sustained poverty reduction and the future of Ethiopia.

In a country such as Ethiopia where the sector is negligible in its development, where there is a huge demand for graduates (teachers, health workers, lawyers, engineers, etc) and where not only the current but also the future demand for highly trained personnel to serve the public sector as well as the growing private sector is large, it will be a dire necessity to develop and invest on higher education.

In line with this, the undergraduate intake capacity of all MoE run higher education institutions in the country will be expanded to reach 30,000 per annum by the end of the ESDP-II Period. The intake by private and non-governmental higher education institutions will be over and above the 30,000 target. New degree and diploma programs in relevant fields deemed necessary for the economic development will be opened. Two colleges will be upgraded to university level. On the average, each of the six existing and possibly the two new universities shall have total enrollment capacity for 10,000 students.

Expansion of the total postgraduate admission capacity of the higher education institutions to reach 6000 will be a major undertaking. The postgraduate training capacity of Addis Ababa University through provision of Ph.D. level programs in 19 disciplines and Master's level programs in 59 disciplines; the postgraduate training capacity of Alemaya University through provision of Ph.D. level programs in 9 disciplines and M.Sc. level programs in 12 disciplines will be expanded. M.Sc. level programs in selected disciplines will be opened in Debub, Mekelle, and Jimma universities and in Arba Minch WT Institute and Gonder College of Medical Sciences.

Necessary additional infrastructure – classrooms, laboratories, computer centers, workshops etc. will be constructed. Five hundred academic staff shall be trained in pedagogy and teaching materials preparation through in-service programs. To alleviate the existing shortage of teachers in higher education institutions, efforts will be made to recruit and employ expatriate teaching staff as necessary. In parallel staff development locally and abroad will be undertaken.

Another major undertaking in the sub-sector is overhauling the higher education system. In order for institutions to achieve higher quality and greater efficiency, radical and comprehensive changes in management and administration of the sub-sector shall be carried out. The success of the expansion plan and the reform process will succeed with the commitment, energy and imagination of the leadership of the sub-sector. Therefore, re-orienting the attitude of the leadership and the community towards

understanding the clear mission and vision of the sub-sector is a central reform issue.

The consolidation of the reform will be met by providing a regulatory framework for the sub-sector. To this effect, a comprehensive Higher Education Act will be prepared and promulgated. On the basis of this framework, institutions will have detailed legal status to provide for internal autonomy and accountability.

A Higher Education Strategy Institute (Brain Center) and a Higher Education Quality Assurance Agency will be established so as to guide the overall reform movement of the higher education and to set and maintain standards within the public and private higher education institutions, respectively.

An assessment review and adaptation will be made on the quality and relevance of the higher education curricula. Profiles of higher education students and staff on their skill, attitude and knowledge will be developed. Community Oriented Practical Education (COPE) Scheme will be introduced with the aim of integrating teaching, learning and research in universities with communities.

About 200 managers of higher education shall be trained locally and abroad, and six international co-managers will be recruited for universities.

A financial management system for improving the efficiency of the higher education institutions as well as an implementation mechanism for cost sharing/cost recovery scheme will be developed and implemented.

4.9. Cross-cutting Issues

4.9.1. Gender Issue

The admission, completion and transition rates of girls shall be made to increase to equal to those of boys. Steps to promote gender equality include interventions that improve access to education facilities and programs for girls and minimize barriers to the demand for their education. Locally relevant measures will be initiated to prevent social and cultural barriers to the education of girls. To this end, community leaders and members of women's

groups will be oriented to create awareness on the importance of educating girls, and to bring about changes in attitudes, values and practices at the family and community levels.

Enrolling girls in school is a critical first step. But ensuring that they learn and complete requires safe, supportive and appropriate learning environments with greater gender sensitive curricula, textbooks and teachers. Thus, increasing overall awareness within the system is very important. Gender awareness campaigns and training for parents, teachers, education managers and students shall also be considered. Girls'-friendly environment shall be created in all schools, including separate toilets for girls, establishment of girls' education enhancing committees, etc. Review of curricula, textbooks and instructional processes with a view to removing gender bias, if any, from textbooks and classroom interaction shall be undertaken.

In order to inspire girls to successfully complete their education, the existence of role models is a vital strategy. Accordingly, measures will be taken to increase the number of female teachers, head teachers and managers in the system.

At the primary level, girls' education enhancing committees shall be established composed of female teachers, parents and students. Guidance and counseling services in the secondary schools will be strengthened. Girls will be encouraged to join non-traditional vocational-technical fields in the TVET centers. The affirmative actions for female students to join as well as complete their studies in the TTIs, TTCs and higher education institutions will continue. The necessary support packages such, as tutorial support, assertiveness training, etc. shall be strengthened.

4.9.2. HIV/AIDS and Education

HIV/AIDS has a serious impact on educational demand, supply and quality. Therefore, the education sector should respond to this pandemic if it is to survive the impact of HIV/AIDS and counter its spread, especially in response to the impact on teacher supply and student demand. Hence, it will be made sure that students and teachers are informed about HIV/AIDS and have life

skills learning opportunities to reduce their vulnerability and to enable them avoid risky behaviors. There is also a need to protect, care for and support children and others living with HIV/AIDS through the curricular approach (HIV/AIDS education integrated in all subjects and for all grade levels), the various extra-curricular activities including the Anti- HIV/AIDS Clubs and radio and TV programs produced and broadcasted by the Education Media Agency. Supplementary materials, source books, posters, leaflets, etc. shall be produced in the different nationality languages and distributed to schools. Moreover, NGOs working on HIV/AIDS shall be encouraged to use schools as centers of intervention and entry points to prevent HIV infection among young people. Task forces shall be formed and strengthened at the various levels /MoE, REB, Woreda / to follow up activities.

Moreover drug prevention, population and family life education, immunization programs and activities to discourage harmful traditional practices will be given due attention at all levels of education. As has been the practice in the past, the linkage between schools and health institutions shall be strengthened.

The cost required to undertake HIV/AIDS and other health related activities are incorporated at the different sub-programs.

4.9.3. Non government organizations and the private sector

It is a hard fact that the Government alone cannot be the only provider of education and training services. Non-Government organizations and the private sector have also great role to play in the provision of education at all levels of education.

The private sector's role in education provision, in construction, textbook production and distribution, the production of furniture, the supply of educational materials and equipment, etc. has been of great value in the implementation of ESDP-I. This will be more encouraged in ESDP-II and for this to materialize, conducive policy environments and transparent work procedures shall be created for NGOs and private investors to secure land, obtain licenses and appropriate information and technical support. Fair and

equal playing field shall be created to the private sector in the procurement of goods and services through tenders.

Moreover, as coordination at the various levels is particularly important, forums will be created in which the government and NGOs partnership will be strengthened for a common and shared aim of giving education for all.

4.9.4. Decentralization to Woreda level

The educational management will be decentralized to woreda and school level for more participatory decision-making, implementation and monitoring at lower levels of accountability. Thus, better regulatory frameworks and administrative mechanisms shall be established; responsibilities among the different levels of government shall be sharply delineated; it shall be ensured that decentralization does not lead to inequitable distribution of resources; make more efficient use of existing human and financial resources; improve capacities for managing diversity, disparity and change; integrate programs within the education and other sectors; and provide training for school leaders and other education personnel.

Responsibilities in operational planning, budget allocation and budget control shall be devolved to Weredas. The Wereda Education and Training Board will be established and assume the overall responsibility for managing primary and secondary educations in the Wereda. Members of the Board will be drawn from relevant Government offices, Kebele Education and Training Board, the community, civil societies, private sectors and NGOs. The Board will be responsible for empowering the community; devising strategy by which resources will be mobilized from the community and used to improve access and quality of education; ensuring equity; recruiting teachers and non-teaching staff; and taking disciplinary measures on teaching and administrative staff. Similarly in rural areas Kebele Education and Training Boards and Parent Teacher Associations at school level will be established to strengthen community-school relationship, create good learning environment, decrease dropout rates, increase community support to schools in terms of material, labor and finance and coordinate the same, etc.

All this will definitely require the acquisition of management skills (personnel administration, evaluation, monitoring, planning, budgeting, accounting, etc.) Therefore, building the implementation capacity of woredas, based on training needs identification, through short term domestic and/or abroad training programs on educational management, supervision, finance, purchasing and material management, etc. will be a major strategy and undertaking.

Chapter 5

Program Costs and Financing

5.1 Program Costs.

The base cost of the Program at the Center and in the Regions for the three-year period of the ESDP II stands at Birr14.4 billion. Addition of a 5 per cent physical and financial contingency to this base cost raises the total Program cost to Birr 15.1 billion. The unit cost used for estimating the total cost varies from region to region. Therefore, each region, on the basis of its experience, has used its own unit cost to estimate the costs of the various educational inputs.

Table 1: Program Cost Summary by Type of Expenditure
(In millions of Birr)

Type of Expenditure	Amount	Share (%)
Capital	7240.8	47.9
Recurrent	7866.2	52.1
Total	15107.0	100.0

Compared to ESDP I, this Program allocates more resource to capital expenditure. This is primarily due to the expansions envisaged in tertiary and TVET sub-sectors of education and the demands these expansions place on additional construction, supply of equipment, and long-term training.

Experience has shown that good plans can only be realized if there is adequate implementation capacity. Cognizant of this fact, the Government has placed capacity building as one of its top priorities. This has brought about dual responsibilities to the Education Sector. First, as any sector, the Education Sector has to develop its own implementation capacity in order to overcome the problems it has been facing in implementation and thereby to realize what it plans. Second, the Education Sector is the main source that supplies the economy with skilled manpower trained at higher, medium and lower levels.

This in turn presupposes, for a country like Ethiopia, the existence of sufficient number of well organized and managed higher and medium levels institutions. However, existing higher learning institutions are small in number and size and cannot fully meet the manpower needs of the economy. Therefore, it is absolutely imperative that higher education institutions and technical and vocational training programs be further expanded and reorganized. This necessitates, especially at initial stages of expansion, outlay of large volume of resources to start up. The following table shows the budget allocation to the different components.

Table 2: Program Cost Summary by Component

('000 Birr)

Sub-Programs	Capital	Recurrent	Total	Contingency (10%)	Grand Total	Percentage Share
Primary Education	2527567.9	4153099.0	6680666.9	334033.3	7014700.2	46.4
• Formal Primary Education	2215750.5	3786975.9	6002726.4	300136.3	6302862.7	41.7
• Adult and Non-Formal Education	19130.5	137202.3	156332.8	7816.6	164149.4	1.1
• Teacher Training (TTI & TTC)	165995.9	143371.0	309366.9	15468.3	324835.2	2.2
• Special Education	43861.0	12195.2	56056.2	2802.8	58859.0	0.4
• Distance Education & Educational Media Support	82830.0	73354.6	156184.6	7809.2	163993.9	1.1
Secondary Education	448442.8	557931.5	1006374.3	50318.7	1056693.0	7.0
Technical and Vocational Education and Training (TVET)	1772685.8	507969.6	2280655.4	114032.8	2394688.1	15.9
Tertiary Education	1965767.9	1328550.0	3294317.9	164715.9	3459033.8	22.9
Capacity Building	126362.3	18943.0	145305.3	7265.3	152570.6	1.0
Administration and Others	55223.2	925127.1	980350.3	49017.5	1029367.8	6.8
Total	6896050.0	7491620.2	14387670.1	719383.5	15107053.6	100.0

Primary education, tertiary education and technical and vocational training are given high priority in the resource allocation and account for 46.4%, 22.9% and 15.9% of the overall Program cost. Formal primary education alone accounts for 41.7% of the total Program cost. This shows that primary education is still number one priority although its share is lower than what it used to be. In ESDP II over 50% of the recurrent budget will go to finance formal primary education leaving only 7.4%, 6.8% and 17.7% to secondary, TVET and tertiary educations respectively. Other sub programs of education and administration account only less than 18% of the total estimated recurrent

expenditure. The lower share of primary education out of the overall allocation is explained by huge initial investment in higher education and technical and vocational training programs. Investments in these areas, however, may not continue at the same pace in the future.

Although the share of primary education is low compared to ESDP I, both capital and recurrent expenditure in ESDP II will grow at a faster rate than in ESDP I. As indicated in Table 3 below, the budget for formal primary education has been growing on the average by 7 percent between 1996/97 and 2000/01. But the estimated expenditure for primary education for the period between 2000/01 and 2004/05 (ESDP II) shows an increase of 14.1% per annum.

Table 3: Comparison of ESDP I and ESDP II: Compounded Annual Rate of Growth in Budget Allocation for Primary Education

Type of Expenditure (1)	ESDP I (%) (2)	ESDP II (%) (3)	Difference (Percentage Points) (4 = 3-2)
Capital	16.1	19.9	3.8
Recurrent	4.2	11.7	7.5
Total	7.0	14.1	7.1

During ESDP I enrolment at primary level was growing by 13.4% while recurrent expenditure for the same level was increasing only by 4.2%. On the other hand, in ESDP II enrolment is estimated to grow by 5.9% per annum while recurrent expenditure is planned to increase by 11.7%. The higher annual rate of increase in recurrent expenditure will enable the system not only to accommodate additional pupils but also to improve the quality of education at that level.

Moreover, the strategy designed in this Program to employ alternative approaches such as non-formal primary education, feeder schools, mobile schools, etc., and constructing low cost formal primary schools will enable us

to achieve our targets set for primary education in ESDP II with less capital investment.

Ministry of Education is responsible for the implementation of the capital investment projects of higher education institutions. The Ministry also plays a pivotal role in expanding and reorganizing technical and vocational training program at the initial phase. As a result, the share of Ministry of Education out of the total Program budget has increased compared to that of ESDP I. The allocations made to the regions and the MOE, is shown in Table 4 below.

Table 4 : Program Cost Summary by Center of Activity
(In millions of Birr)

Center of Activity	Capital	Recurrent	Total	Share (%)
Regions	4148.0	6246.3	10394.3	68.8
Ministry of Education	3092.8	1619.9	4712.7	31.2
Total	7240.8	7866.2	15107.0	100.0

The detailed budget allocation by regions and type of expenditure is presented in the Annex 5.

5.2. Program financing

For the coming three years GDP is assumed, on the average, to grow at rate of 7 per cent per annum. The Government expenditure for the same period will also be about 30% of GDP. And the annual total education expenditure will increase to 6.6% of GDP and 21.1% of Government expenditure.

Similar to ESDP I, Government and donors would be the major sources for financing ESDP II. The indicative financing plan is presented in Table 5 below.

Table 5: Indicative Financing Plan

(In millions of Birr)

Source of Finance	Amount	Share (%)
Government	9668.0	63.9
HIPC Debt Relief	538.6	3.6
External loan and Assistance (available)	1562.5	10.3
Community contribution	247.3	1.6
External loan and Assistance (expected)	3105.0	20.5
Financing gap	-	-
Total	15121.4	100.0

In ESDP II the community shall have a significant contribution in an organized and structured way. The community has been contributing to school constructions in terms of labour, material and money. But, so far, this has not been in a regular and structured manner. Therefore, the role of the community in financing of education shall be studied and mechanisms designed so that community will voluntarily and directly contribute to the financing of education based on its capacity. The strategy will not only increase the financial contribution of the community but also promote a sense of ownership and thereby raise its own role in the management of schools.

Hence in ESDP II, the community is expected to contribute 10% and 5% of the capital budget required for primary and secondary education programs respectively. Based on these assumptions, the total amount that the community will contribute is estimated Birr247.3 million which is 1.6% of the total expenditure.

In general the domestic source is expected to finance 69.2% of the total Program cost. The external loan and assistance that is already available accounts for 10.3% of the total expenditure leaving a financing gap of 20.5%. If the additional Birr3.1 billion is going to be secured from external sources, the gap will be met fully. This could be taken as the first scenario. However, it is important to make different assumptions regarding the availability of financial resource from external sources. To this effect two additional alternative scenarios are presented (see Annex 1 for details).

The first one, Scenario 2, assumes that only 25% of the gap will be met by external sources. In such a situation only Birr776.3 million will be available instead of Birr3105.0 million leaving a deficit of Birr2328.7 million. The deficit has to be met by cutting budget from some of the activities since there will be no any other source from which this deficit will be financed. Strategies used for this are lowering unit cost without affecting the activities and cutting down the activities and the budgets.

Primary education is the first priority and hence the targets set for it have to be met. Therefore, all the activities planned under primary education sub sector will be maintained as they are even in a situation where there is a serious financial constraint. However, even though it is not preferred, there is a possibility to lower the unit school construction cost by changing the type of construction material. Since most of the schools will be built in rural areas, there will be no restriction by municipalities on the type of building as it usually happens in urban areas. Thus 85% of the schools that will be built will be low cost schools. Low cost schools cost only about 25% of the standard school cost. This strategy will bring about a saving of Birr 1072.3 million. As the construction of low cost schools requires local materials and low level of skill, it will definitely raise the share of the community in capital projects through provision of labor, material, and money. And this will make the saving even higher than what is assumed here. On the other hand, teacher training, supply of educational materials, etc. will be the same as planned earlier. Therefore, the targets set to increase primary gross enrolment rate to 65% and to improve the quality of education at the same level will be met in this scenario.

Activities and budget will be reduced at secondary level. At this level the number of new schools that will be constructed will be reduced by 27% and 30% for the first and the second cycles respectively. Similarly, the number of schools that will be upgraded will be reduced by 25%. Since the student/section ratio at this level is already 78, there will no be space to accommodate additional students using the existing facilities. Therefore, the overall effect of this reduction in new schools construction and upgrading will result in a decrease of enrolment by about 30,000 by the end of the program period. This will also bring about a reduction in the recurrent cost by 12.5%. A reduction in

enrolment at this level is not desired since it will have a negative effect on future enrolment on other levels that follow but this will only be undertaken in a situation where there is a serious financial constraint. The saving that will be obtained from the reduction of both capital and recurrent expenditure at this level will be Birr140.9 million.

The capital expenditure for TVET and tertiary levels will be reduced by 33% and 37% respectively. As the demand for TVET graduates that will be created by decentralization to Weredas will be high, there will be no reduction in enrolment at this level. Similarly, the admission and enrolment in higher education institutions will remain the same as planned earlier. Therefore, both at TVET and tertiary levels there will no be reduction in the recurrent cost. The strategy that will be used for those levels will be to increase the utilization rate of classrooms, workshops and laboratories by teaching in the evening and on Saturdays and Sundays. The class sizes both in TVET and higher education institutions (especially in soft programs and where ever feasible) will also be increased. Moreover, in higher education institutions, low cost dormitories will be built and some of the students will be given money for their accommodation. The reduction in activities and budget will bring about a saving of Birr648.7 million from TVET and Birr358.8 million from tertiary education.

All in all under scenario 2, there will be a total saving of Birr 2220.6 million which will be Birr 2331.6 million with 5% contingency included. This is the worst situation that this Program may face.

Since most of our donor partners are showing their readiness to support the Program, it is safe to assume that at least 50% of the deficit will be met if not 100%. In such a situation, i.e., Scenario 3, Birr1552.5 million will be available instead of Birr3105.0 million leaving a financing gap of Birr1552.5 million which is 10.3% of the total expenditure. In this scenario the reduction in budget will only focus on primary, TVET and higher education. There will be no budget cut from secondary education. In other levels except for the percentage of cut in the activities and budgets, the strategy to be followed will be the same as scenario 2.

At primary level 80% and 70% of the new construction will be low cost for first cycle and complete primary respectively. Similarly 84% of the schools that will be upgraded will be built of low cost materials. This will result in a total saving of Birr 1020.5 million.

In this scenario the reduction at TVET and tertiary levels will be at a smaller rate compared to Scenario 2. The capital budget for TVET and tertiary level will be reduced by 15% and 17% respectively. Similar to that of Scenario 2 there will be no reduction in the recurrent budget at both levels. All these reductions will bring about a saving of Birr294.9 million and Birr164.8 million from TVET and tertiary education respectively.

The total saving from primary, secondary, TVET and tertiary education with 5% contingency will be equal to Birr 1554.3 million, which is slightly higher than the total deficit in Scenario 3.

Chapter 6

Organizational and Administrative Arrangements for Implementation of ESDP II

6.1. Governance

The successful implementation of the ESDP requires an effective administrative structure, efficient financial management, clear procedures and appropriately trained manpower. To date, substantial capacity building in planning, budgeting, and management is underway both at the central and regional levels. However, the existing capacity should be more strengthened and refined to enable the various organs of the government implement successfully the huge undertakings envisaged under ESDP II. Therefore, additional capacity building initiatives shall be planned and implemented.

It is known that ESDP is a sector-wide approach and not a project. It, therefore, requires a new approach both from the Government and donors. The key for the successful program support is the agreement to be reached on program objectives and targets to be achieved. ESDP II is also expected to operate, as much as possible, within the existing framework of Government and donor structures and procedures. This requires more coordination and harmonization of procedures on the part of both government and donors. Therefore, harmonizing of procedures, rationalizing requirements, use of regular government channels as much as possible, and pooling of resources shall be highly promoted in ESDP-II. In this regard, donors and lenders will be encouraged in every way possible to harmonize their procurement, accounting, and reporting procedures with that of the Government.

Moreover, as was the practice in ESDP-I, the Government shall work in close partnership with donors for the implementation and monitoring of ESDP-II. To this effect, a sector specific Central Steering Committee (CSC) shall be established. Detailed Terms of Reference is attached as an Annex.

The CSC shall be chaired by the Minister of Education and shall include the Minister of Finance and Economic Development, and representatives of

donors and NGOs as its members. The Planning and Programming Department of the Ministry of Education shall act as the secretariat for CSC.

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

6.2 *Implementing Agencies.*

The Ministry of Education shall be the Executing Agency responsible for implementing ESDP II at the Federal level. On the other hand, more responsibility is accorded to the regional level, with the Education Bureau as the executing agency for the respective Regional ESDP. As there are still considerable discrepancies in terms of capacity among regions and as the system is still dynamic, it is necessary to point out that responsibilities at the different levels may vary according to existing realities during the implementation of ESDP II. Therefore, there shall be a need to provide additional support to the regions that require help.

Overall financial management will be the responsibility of the Ministry of Finance and Economic Development and the respective Finance Bureaus in each Region.

6.3 *Role of External Financing Agencies.*

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

The purpose of supervision is twofold: First, to monitor progress; secondly, to resolve implementation constraints at the earliest possible time so as to help

the implementing agencies maintain speedy implementation process. Supervision shall also be an effective mechanism for the donors to provide appropriate input on educational issues, which the Program is designed to address.

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

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

6.4. *Community Participation*

It is well realized that the goals of ESDP II cannot be achieved through the limited resources of the Government alone. Community participation is one of the strategies that shall be promoted to achieve the set goals. During ESDP-I, conducive situations were created for the community to work in close cooperation with schools.

As a result, there are now indications that a significant shift has been observed in this area during the last few years. A sense of ownership is observed and there are strong evidences from current practices that communities are actively participating in the management and administration of schools. As demand for education is increasing, school committees are assuming greater role in the improvement of their schools. Different sub-committees are also established in

many regions to follow up the education of girls, reduce dropout rates, minimize disciplinary problems, etc. As more and more children are coming to school, parents are increasing their involvement in the school planning for its future. It can be said that had the communities not been involved, the targets set for ESDP-I would not have been met as planned.

On the other hand, it must be mentioned that in many localities, which have been historically at a disadvantage socially and economically, parents and communities could not actively involve in the provision of formal education. As a result, in these localities, special supports need to be provided to increase community participation, in terms of consultation in the management of schools.

ESDP –II also envisages community participation as a development strategy where the beneficiaries have strong influence on the direction and execution of development projects that will help them improve their economic and social well being. This requires voluntary involvement of the community in matters that affect their economic and social well being. Community participation can particularly be exercised in the areas of policy formulation, project implementation and problem solving. Communities can influence the educational process in their surroundings especially in the construction of new school buildings through provision of supervision, direct labor contribution, construction of additional classrooms, supporting school maintenance, and mobilization of parents to increase enrollment especially that of girls.

In order to discharge these multi-dimensional responsibilities in an organized way, the communities need to have various organizational set ups put in place having sufficient authority. In this connection, the school committees/ boards in each school are instrumental organs towards empowering communities to exercise their rights, duties and responsibilities. Therefore it is vital to:

- Ensure the establishment of school management committees/boards in all schools and to revitalize their management skills and capacities.
- Develop guidelines to promote effective functioning of the school boards.

- Orient members of the committees for enhancing community involvement in school management to improve school governance.
- Facilitate the participation of women in school management committees/boards.
- Develop additional guidelines through which community can improve its active involvement in school management, administration and financing.

Consequently the communities are expected to commit themselves in supporting a certain percentage (5-10%) of the government expenditure on construction and running costs of schools. New modalities of community participation will be introduced and promoted, and for this a strategy document and an operation manual will be prepared and implemented.

Woreda Education and Training Boards will be strengthened and shall be required to provide appropriate decision-making and follow up, and to initiate motivating programs at woreda level. Moreover, community organizations like women's associations, youth associations and others, which are operating in the community shall have roles in enhancing the enrollment of girls and quality of education and shall serve as experience sharing forums.

The success of schooling depends, to a large measure, upon the value that communities attach to education. Where education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Therefore, schools shall take the lead to involve the community through initiating activities that demonstrate the community's underlying interest in the role and functions of schools.

Hence, community discussions, meetings, parental education and training can result in the community assuming greater responsibility for its own welfare and development. Training parents as to how to assist and encourage their children after school, at home, contributes to the quality of education. Awareness creation activities will, therefore, increase commitment of the communities that can lead to the desired educational objectives at all levels.

Head teachers play a pivotal role in maintaining healthy relationship between the schools and the communities. They are responsible for creating trust between the parents, community and the school. Discharging this responsibility shall require special skills on the parts of the head teachers in school management and human relations. On-the-job training programs shall also be developed and implemented for the head teachers to achieve this goal.

6.5. *Monitoring, Review and Evaluation Strategy*

6.5.1. General Strategy

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

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

planning. The third level is the operational level in which indicators are needed for day-to-day operational management of the Sector Development Program.

For every indicator, base-line data as well as annual targets shall be established. In ESDP-II, the data of 2001/2002 will serve as a base year. Moreover, detailed information is needed for day-to-day management on utilization of resources, implementation of planned activities according to schedules and production of planned outputs. Generally speaking, a quality review should be adequate, relevant, accurate, timely, and useful.

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

6.5.2. Reporting

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

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

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

6.5.3. Implementation of Reviews:

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

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

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

6.5.4. Annual Review Meeting

An Annual Review Meeting will be held to provide a forum for the representatives from the Federal Ministries/Agencies, Regions, bilateral and multilateral donors, NGOs, the private sector, and other partners to discuss ESDP performance, identify problems encountered, and recommend solutions and share experiences and strengths.

The Meeting shall take place in March of each year. The Terms of Reference (TORs) of the meeting are mainly to review the implementation of the ESDP based on the end-of-year consolidated report prepared by the Ministry of Education, review progress on the policy development of ESDP and approve the inclusion and development of new or priority issues in the ESDP framework. Where appropriate, the Meeting shall also recommend ways to strengthen/develop mechanisms for future ESDP implementation.

6.5.5. Meetings of Steering Committees:

The central and regional steering committees shall meet quarterly.

6.5.6. Program Implementation Manual

The Program Implementation Manual (PIM) prepared in the ESDP-I will also serve for ESDP-II. However, as a “*living document*”, it is subject to improvement, revision and amendment, whenever required.

Annex 1 Alternative Scenarios

Scenario 2:

Assuming that Only 25% of the Financing Gap Will be Met
(In millions of Birr)

Description	Amount
1. Financing Gap (without contingency)	2220.2
2. Cost Saving	
2.1 85% of the new primary schools will be low cost schools	
New construction (1-4)	595.0
New construction (1-8)	72.1
Upgrading	405.2
2.2 The number of new secondary schools will be reduced	
First cycle secondary schools will be reduced by 27%	31.1
Complete secondary (9-12) schools will be reduced by 30%	36.6
Upgrading of secondary schools will be reduced by 25%	3.5
Recurrent cost for secondary education will be reduced by 12.5%	69.7
2.3 The activities and budgets under TVET will be reduced	
Capital expenditure will be reduced by 33%	648.7
2.4 The budgets for tertiary education will be reduced	
Capital expenditure will be reduced by 37%	358.8
Total cost saving	2220.6

Scenario 3:

Assuming that Only 50% of the Financing Gap Will be Met
(In millions of Birr)

Description	Amount
1. Financing Gap (without contingency)	1480.1
2. Cost Saving	
2.1 80% of first cycle and 70% of complete new primary schools & 84% of the upgrading will be low cost schools	
New construction (1-4)	557.9
New construction (1-8)	59.3
Upgrading	403.3
2.2 The activities and budgets under TVET will be reduced	
Capital expenditure will be reduced by 15%	294.9
2.3 The budgets for tertiary education will be reduced	
Capital expenditure will be reduced by 17%	164.8
Total cost saving	1480.3

Annex 2

**Key Performance Indicators of ESDP II
(2002/03-2004/05)**

No.	Suggested Indicators	Base Year (2000/2001)	Target Set for 2004/2005
	Budgetary and Expenditure Indicators		
1	<ul style="list-style-type: none"> • Education's share of the total budget (current FY) 	13.8%	19.0%
	Access Indicators		
2	<ul style="list-style-type: none"> • Gross enrolment rate at primary (1-8) level <ul style="list-style-type: none"> ➢ Girls' GER ➢ Boys' GER • Total number of primary schools • Gross enrolment rate at secondary (9-10) level <ul style="list-style-type: none"> ➢ Girls' GER ➢ Boys' GER • Admission to TVET • Admission to undergraduate program • Admission to graduate program • Share of female students in higher education enrolment 	57.4% 47.0% 67.3% 11,780 12.8% 10.8% 14.8% 25,000 13,000 900 21.4%	65.0% 57.0% 72.8% 13,201 16.0% 14.4% 17.0% 55,000 30,000 6,000 30.0%
	Quality Indicators		
3	<ul style="list-style-type: none"> • Share of lower Primary (1-4) teachers who are qualified • Share of upper Primary (5-8) teachers who are qualified • Share of secondary (9-12) teachers who are qualified • Primary school student/textbook ratio • Secondary school student/textbook ratio • Grade 4 sample assessment of learning achievement 	96.6% 21.1 36.9% 2.5 1.5 47.0%	99.0% 80.0% 73.2% 1.0 1.0 50.0%
	Efficiency Indicators		
4	<ul style="list-style-type: none"> • Primary school student/section ratio • Secondary school student/section ratio • Grade 1 dropout rate • Total primary school dropout rate • Average primary school dropout for girls • Average grade 4 to 8 repetition rate • Average grade 4 to 8 repetition rate for girls • Coefficient of primary school efficiency 	70 78 27.9% 17.8% 16.9% 10.3% 13.4% 31.8%	60 60 14.2% 8.9% 8.5% 6.4% 8.1% 50.0%
	Equity Indicators		
5	<ul style="list-style-type: none"> • Gross primary enrolment rate in the two most under-served regions • Share of girls in primary school enrolment (1-8) 	10.8% 40.6%	20.0% 43.3%

Annex 3
TERMS OF REFERENCE FOR STEERING COMMITTEES TO
THE EDUCATION SECTOR DEVELOPMENT PROGRAMME
(ESDP)

BACKGROUND

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

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

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

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

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

The JSCs for health and education have been operational since the launching of the two sector development programs in 1997/98. The Central Joint Steering Committee at the federal level was the highest body set up to advise, monitor and follow up the education and health sector development programs. The CJSC was chaired by the Minister in Charge of Social and Administrative Sub-sector in the Prime Minister's Office. Its members include the Minister of Economic Development and Cooperation, the Minister of Finance, the Minister of Education, the Minister of Health, and four donor representatives, i.e. UNDP, USAID, The World Bank and EU. Secretariat functions including follow up of the implementation of HSDP and ESDP have been provided by the Planning and Programming Departments in the Ministries of Education and Health.

However, this CJSC could not continue under its present representation due to the recent changes in organizational structure of the Government bodies. As a result, it has become logical for the former CJSC to be dissolved as of November 22, 2001 and new sector specific Central Steering Committees, that are fully responsive to the needs of each sector, is established for education and health separately.

Therefore, this Terms of Reference (TOR) redefines the structure, the role and expected activities of the steering committees for the Education Sector Development Programme at the federal and regional levels and their secretariats as per the new organizational structure of government offices.

I. EDUCATION SECTOR DEVELOPMENT PROGRAM CENTRAL STEERING COMMITTEE (ESDP- CSC)

A) Structure of the CSC:

1. The CSC is the highest body set-up to oversee, coordinate and facilitate the implementation process of the education sector development program.
2. The steering committee shall constitute of the appropriate heads of government institutions, representatives of donors and non-governmental organizations invited by government.
3. Present members will include Ministers of Education, Finance and Economic Development, resident representatives of the World Bank, UNDP, EU and USAID, ADB, a prominent NGO actively working in the education sector.
4. The CSC shall when ever appropriate and as required set-up sub-committees, consultation groups and technical bodies/working groups to assist it on matters it deems necessary.
5. The Planning and Programming Department in the Ministry of Education shall act Secretariat for the ESDP-CSC.

B) Responsibilities of the ESDP-CSC:

1. The CSC shall meet at least on a quarterly basis, possibly in the months of January, April, July and October.
2. The CSC will facilitate the activities towards making the sector program finance able on a sustainable basis, mobilize resources and monitor their effective utilization.
3. The CSC shall coordinate donor activities in the education sector and seek mechanisms for harmonizing procedures in financial management, procurement of goods and services, monitoring, reporting, review and evaluation of program implementation.
4. The CSC shall regularly monitor and endorse the country-wide work plans, major alterations in the plan, implementation activities and progress reports.

5. The CSC shall make sure that the appropriate financial and progress reports are submitted in time to the stakeholders and partners in the development endeavor and arrange for regular joint reviews and evaluation of the program.
6. The CSC shall whenever necessary consult and advise the Government on matters arising from or affecting the implementation process of the program. It will also create a mechanism for informing and consulting bilateral governments, multilateral agencies, non-government and private organizations.

C) Duties and Responsibilities of the Secretariat:

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

II. REGIONAL ESDP STEERING COMMITTEES (ESDP-RSC)

A) Structure of the ESDP- RSC:

1. There shall be established a RSC in all the 9 Regional States and in Addis Ababa and Dire Dawa Administration.
2. The RSC is the highest body in there region set-up to oversee, coordinate and facilitate the implementation process of the Education Sector Development Program.
3. The steering committee shall constitute of the appropriate heads of Regional Government Institutions and donors representatives invited by the Regional State.
4. Members will include the Heads of Education, Finance and Economic Development, Works and Urban Development Bureaus, Donors/NGO representatives.
5. The RSC shall, whenever appropriate and as required set-up sub-committees, consultation groups and technical bodies to assist it on matters it deems necessary.
6. The Planning and Program Departments/Services in the Regional Education Bureau shall act as Secretariat for the RSC.

B) Responsibilities of the RSCs:

1. The RSC shall meet at least on a quarterly basis, preferably immediately before the quarterly CSC meeting i.e. December, March, June and September.
2. The RSC will facilitate the activities towards making the regional plans financeable on a sustainable basis, mobilize local resources and monitor their effective utilization.
3. The RSC shall coordinate and harmonize community, donor and non-government organization activities in their Region.
4. The RSC shall regularly monitor, endorse and submit to the CSC, the Regional work plans, recommended alterations in the plan, implementation activities and progress reports.
5. The RSC shall make sure that the appropriate financial and progress reports are submitted, in time, to the CSC. It shall also facilitate communication, joint reviews and evaluation of the programme.
6. The RSC shall whenever necessary consult and advice the CSC and the Regional Government on the matters arising from the affecting the implementation process of the programme in their Region.

C) Duties and Responsibilities of Regional ESDP Secretariats:

1. The Regional Secretariats shall be responsible for following up the day to day matters of the Regional Steering Committees and facilitating their deliberations.
2. They shall receive timely Zonal reports, consolidate and present them to the RSCs and when endorsed communicate them to the CSC.
3. They shall coordinate programme implementation, facilitate information flow and keep consolidated documents pertaining to their Region.
4. They shall provide the necessary assistance to Zonal and Woreda Offices, Federal and Regional Government bodies, sub-committees, technical groups, monitoring, review and evaluation teams and other stakeholders.
5. They shall organize monitoring activities and other meetings in their Region and facilitate programme review and evaluation missions as required and instructed by the RSC.

Annex 4

SUMMARY OF MAJOR PHYSICAL TARGETS OF REGIONAL ESDP II PLANS
(2002/03 - 2004/05)

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	1405	481	470	454
New construction (1-8)	School	76	29	29	18
Upgrading	School	795	268	270	257
Teachers' Residence	House	403	201	101	101
Rehabilitation	School	887	286	305	296
Boarding school	School	10	6	2	2
Hostels	School	6	2	2	2
1.2 Equipment	School	1437	484	489	464
1.3 Furniture	School	2247	704	794	749
1.4 Teacher Training					
Pre-service	Number	15319	4526	5227	5566
In-service	Number	11553	2484	6800	2269
1.5 Textbooks	'000	37443.5	15030.2	10416.3	11997
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	52	19	18	15
New schools (9-12)	School	23	8	8	7
Upgrading	School	24	18	3	3
Additional classrooms	Classroom	874	44	354	476
Rehabilitation/renovation	School	58	20	25	13
2.2 Equipment	School	184	33	118	33
2.3 Furniture	School	187	64	62	61
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	2820	1020	940	860
2.5 Textbooks	'000	4373.2	1317.2	1300.8	1755.2
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	40	27	8	5
Additional facilities	School	31	21	10	0
Upgrading TVET school to college	School	1	0	1	0
Rehabilitation/renovation	School	44	20	12	12
3.2 Equipment	School	81	45	19	17
3.3 Furniture	School	72	37	17	18
3.4 Teacher Training					
Pre-service	Number	0	0	0	0
In-service	Number	1307	415	442	450
3.5 Textbooks	'000	174.5	30.7	90.3	53.5

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	4	3	1	0
Additional facilities	TTI	3	2	1	0
Rehabilitation/renovation	TTI	1	1	0	0
4.2 Equipment	TTI	6	0	6	0
4.3 Furniture	TTI	3	0	3	0
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	46	13	19	14
New literacy (basic education) centers	Center	710	239	235	236
Mobile schools	Schools	88	32	28	28
Rehabilitation/renovation	CSTC	25	8	8	9
5.2 Equipment	CSTC	125	74	26	25
5.3 Furniture	CSTC	79	28	26	25
6. Special Education					
6.1 Civil Works					
New Construction	School	34	10	12	12
Additional classrooms	Classroom	68	21	24	23
6.2 Equipment	Classroom	40	11	15	14
6.3 Furniture	Classroom	40	11	15	14

**MAJOR PHYSICAL TARGETS OF TIGRAY REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	151	71	50	30
New construction (1-8)	School	0			
Upgrading	School	91	31	30	30
Teachers' Residence	House	400	200	100	100
Rehabilitation	School	120	40	40	40
Boarding school	School	0			
Hostels	School	0			
1.2 Equipment	School	91	31	30	30
1.3 Furniture	School	242	102	80	60
1.4 Teacher Training					
Pre-service	Number	4600	1400	1600	1600
In-service	Number	2400	400	800	1200
1.5 Textbooks	'000	3000	1000.0	1000.0	1000.0
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	9	3	3	3
New schools (9-12)	School	0			
Upgrading	School	4	2	1	1
Additional classrooms	Classroom	4		2	2
Rehabilitation/renovation	School	7		3	4
2.2 Equipment	School	17	5	6	6
2.3 Furniture	School	24	5	9	10
2.4 Teacher Training					
Pre-service	Number				
In-service	Number	3900	1000	1300	1600
2.5 Textbooks	'000	450	150.0	150.0	150.0
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	6	2.0	2.0	2.0
Additional facilities	School	1	1		
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	7	3	2	2
3.3 Furniture	School	7	3	2	2
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	150	50	50	50
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	2	2		
Additional facilities	TTI	1	1		
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	3		3	
4.3 Furniture	TTI	3		3	
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	34	10	14	10
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	34	14	10	10
5.3 Furniture	CSTC	34	14	10	10
6. Special Education					
6.1 Civil Works					
New Construction	School	34	10	12	12
Additional classrooms	Classroom	2	1	1	
6.2 Equipment	Classroom	36	11	13	12
6.3 Furniture	Classroom	36	11	13	12

**MAJOR PHYSICAL TARGETS OF AFAR REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	64	22	21	21
New construction (1-8)	School	0			
Upgrading	School	36	12	12	12
Teachers' Residence	House	0			
Rehabilitation	School	25	8	8	9
Boarding school	School	3	3		
Hostels	School	0			
1.2 Equipment	School	37	12	13	12
1.3 Furniture	School	103	37	33	33
1.4 Teacher Training		0			
Pre-service	Number	132	63	30	39
In-service	Number	170	75	75	20
1.5 Textbooks	'000	709.5	304.6		404.9
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	2		1	1
New schools (9-12)	School	1			1
Upgrading	School	0			
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	3		2	1
2.2 Equipment	School	2		2	
2.3 Furniture	School	2		2	
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
2.5 Textbooks	'000	73.9	28.4		45.5
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	1	1.0		
Additional facilities	School	0			
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	2		1.0	1.0
3.3 Furniture	School	2		1.0	1.0
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	0.0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	1		1.0	
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	42	13	15	14
5.3 Furniture	CSTC	42	13	15	14
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	0			
6.2 Equipment	Classroom	4		2.0	2.0
6.3 Furniture	Classroom	4		2.0	2.0

**MAJOR PHYSICAL TARGETS OF AMHARA REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	481	161	160	160
New construction (1-8)	School	0			
Upgrading	School	220	73	74	73
Teachers' Residence	House	0			
Rehabilitation	School	0			
Boarding school	School	0			
Hostels	School	0			
1.2 Equipment	School	600	200	200	200
1.3 Furniture	School	600	113	243	244
1.4 Teacher Training		0			
Pre-service	Number	5575	1525	1725	2325
In-service	Number	7293	789	5715	789
1.5 Textbooks	'000	18939.1	8351.1	5091.8	5496.2
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	0			
New schools (9-12)	School	10	4	3	3
Upgrading	School	0			
Additional classrooms	Classroom	814	20	336	458
Rehabilitation/renovation	School	0			
2.2 Equipment	School	33	11	11	11
2.3 Furniture	School	105	38	33	34
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	990	330	330	330
2.5 Textbooks	'000	1123	168.6	183.9	770.2
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	20	20.0		
Additional facilities	School	0			
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	20	20.0		
3.3 Furniture	School	20	20.0		
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	100	25.0	25.0	50.0

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	1	1.0		
Additional facilities	TTI	1	1		
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	3	1	1	1
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	20	6	7	7
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF OROMIA REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	257	82	90	85
New construction (1-8)	School	65	25	25	15
Upgrading	School	95	35	32	28
Teachers' Residence	House	0			
Rehabilitation	School	168	58	57	53
Boarding school	School	0			
Hostels	School	2		1	1
1.2 Equipment	School	472	165	158	149
1.3 Furniture	School	630	230	206	194
1.4 Teacher Training		0			
Pre-service	Number	0			
In-service	Number	0			
1.5 Textbooks	'000	5495	1825.0	1830.0	1840.0
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	16	5	5	6
New schools (9-12)	School	0			
Upgrading	School	0			
Additional classrooms	Classroom	56	24	16	16
Rehabilitation/renovation	School	7	3	2	2
2.2 Equipment	School	26	8	9	9
2.3 Furniture	School	23	8	7	8
2.4 Teacher Training					
Pre-service	Number	6430	530	3120	2780
In-service	Number	0			
2.5 Textbooks	'000	1038	344.0	347.0	347.0
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	2		1.0	1.0
Additional facilities	School	2	1.0	1.0	
Upgrading TVET school to college	School	1		1.0	
Rehabilitation/renovation	School	2		1.0	1.0
3.2 Equipment	School	7	2.0	3.0	2.0
3.3 Furniture	School	7	2.0	3.0	2.0
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	606	202.0	202.0	202.0
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	600	200.0	200.0	200.0
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	25	8.0	8.0	9.0
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	0			
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF SOMALE REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	254	84	85	85
New construction (1-8)	School	0			
Upgrading	School	96	34	31	31
Teachers' Residence	House	0			
Rehabilitation	School	113	34	42	37
Boarding school	School	6	2	2	2
Hostels	School	2		1	1
1.2 Equipment	School	122	37	45	40
1.3 Furniture	School	463	152	158	153
1.4 Teacher Training					
Pre-service	Number	1698	570	564	564
In-service	Number	0			
1.5 Textbooks	'000	2399.3	872.0	455.3	1072.0
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	6	2	2	2
New schools (9-12)	School	7	2	3	2
Upgrading	School	1	1		
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	1	1		
2.2 Equipment	School	14	5	5	4
2.3 Furniture	School	15	6	5	4
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
2.5 Textbooks	'000	194	12.6	181.3	
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	2		1	1
Additional facilities	School	0			
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	2		1	1
3.3 Furniture	School	2		1	1
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	88	32	28	28
Mobile schools	Schools	88	32	28	28
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	27	9	9	9
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF BENISHANGUL-GUMUZ REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	33	10	11	12
New construction (1-8)	School	0			
Upgrading	School	10	4	3	3
Teachers' Residence	House	0			
Rehabilitation	School	90	30	30	30
Boarding school	School	1	1		
Hostels	School	0			
1.2 Equipment	School	10	4	3	3
1.3 Furniture	School	100	34	33	33
1.4 Teacher Training		0			
Pre-service	Number	858	286.0	286.0	286.0
In-service	Number	0			
1.5 Textbooks	'000	977.4	397.1	265.7	314.6
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	1	1.0		
New schools (9-12)	School	0			
Upgrading	School	3	1.0	1.0	1.0
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	3	1.0	1.0	1.0
2.2 Equipment	School	1		1.0	
2.3 Furniture	School	6	2.0	2.0	2.0
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
2.5 Textbooks	'000	0			
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	1		1.0	
Additional facilities	School	2	2.0		
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	2	2.0		
3.3 Furniture	School	1			1
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	31	13.0	10.0	8.0
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	0			
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF SNNP REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	138	42	44	52
New construction (1-8)	School	0			
Upgrading	School	230	74	80	76
Teachers' Residence	House	0			
Rehabilitation	School	280	87	96	97
Boarding school	School	0			
Hostels	School	2	2		
1.2 Equipment	School	0			
1.3 Furniture	School	0			
1.4 Teacher Training		0			
Pre-service	Number	0			
In-service	Number	0			
1.5 Textbooks	'000	3198	848.8	1160.9	1188.0
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	12	5	5	2
New schools (9-12)	School	0			
Upgrading	School	14	14		
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	20	9	11	
2.2 Equipment	School	80		80	
2.3 Furniture	School	0			
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
2.5 Textbooks	'000	335	119.4	106.1	109.3
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	5	2.0	2.0	1.0
Additional facilities	School	18	10.0	8.0	
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	31	10.0	10.0	11.0
3.2 Equipment	School	31	10.0	10.0	11.0
3.3 Furniture	School	31	10.0	10.0	11.0
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	520	150.0	180.0	190.0
3.5 Textbooks	'000	14	5.7	4.3	3.5

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	3		3	
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	46	46.0		
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	18	5.0	6.0	7.0
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF GAMBELLA REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	138	42	44	52
New construction (1-8)	School	0			
Upgrading	School	230	74	80	76
Teachers' Residence	House	0			
Rehabilitation	School	280	87	96	97
Boarding school	School	0			
Hostels	School	2	2		
1.2 Equipment	School	0			
1.3 Furniture	School	0			
1.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
1.5 Textbooks	'000	3198	848.8	1160.9	1188.0
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	12	5	5	2
New schools (9-12)	School	0			
Upgrading	School	14	14		
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	20	9	11	
2.2 Equipment	School	80		80	
2.3 Furniture	School	0			
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
2.5 Textbooks	'000	335	119.4	106.1	109.3
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	5	2.0	2.0	1.0
Additional facilities	School	18	10.0	8.0	
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	31	10.0	10.0	11.0
3.2 Equipment	School	31	10.0	10.0	11.0
3.3 Furniture	School	31	10.0	10.0	11.0
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	520	150.0	180.0	190.0
3.5 Textbooks	'000	14	5.7	4.3	3.5

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	3		3	
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	46	46.0		
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	18	5.0	6.0	7.0
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF HARERI REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	0			
New construction (1-8)	School	0			
Upgrading	School	2	1	1	
Teachers' Residence	House	0			
Rehabilitation	School	6	3	2	1
Boarding school	School	0			
Hostels	School	0			
1.2 Equipment	School	21	10	8	3
1.3 Furniture	School	21	10	8	3
1.4 Teacher Training		0			
Pre-service	Number	70	30	20	20
In-service	Number	743	543	100	100
1.5 Textbooks	'000	37	11.2	11.8	13.6
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	1	1		
New schools (9-12)	School	0			
Upgrading	School	0			
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	1		1	
2.2 Equipment	School	1	1		
2.3 Furniture	School	1	1		
2.4 Teacher Training					
Pre-service	Number	90	30	30	30
In-service	Number	189	90	90	9
2.5 Textbooks	'000	22	6.9	7.1	7.8
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	0			
Additional facilities	School	1	1.0		
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	1		1.0	
3.2 Equipment	School	1		1.0	
3.3 Furniture	School	1	1.0		
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	1		1.0	
Rehabilitation/renovation	TTI	1	1.0		
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	1		1.0	
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	0			
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF ADDIS ABABA REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	0			
New construction (1-8)	School	5	2	2	1
Upgrading	School	0			
Teachers' Residence	House	0			
Rehabilitation	School	50	17	17	16
Boarding school	School	0			
Hostels	School	0			
1.2 Equipment	School	5	2	2	1
1.3 Furniture	School	5	2	2	1
1.4 Teacher Training		0			
Pre-service	Number	1930	500	850	580
In-service	Number	2940	670	910	1360
1.5 Textbooks	'000	2267.4	1360.4	453.5	453.5
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	0			
New schools (9-12)	School	5	2	2	1
Upgrading	School	0			
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	12	4	4	4
2.2 Equipment	School	0			
2.3 Furniture	School	0			
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	1100		430	670
2.5 Textbooks	'000	1138	487.3	325.4	325.4
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	3	2.0	1.0	
Additional facilities	School	5	5		
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	10	10		
3.2 Equipment	School	8	7	1	
3.3 Furniture	School	0			
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	6	2	2	2
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	1		1.0	
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

**MAJOR PHYSICAL TARGETS OF DIRE-DAWA REGIONAL ESDP II PLANS
(2002/03 - 2004/05)**

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
1. Primary Education					
1.1 Civil Works					
New construction (1-4)	School	6	2	2	2
New construction (1-8)	School	0			
Upgrading	School	5	2	2	1
Teachers' Residence	House	3	1	1	1
Rehabilitation	School	4	1	1	2
Boarding school	School	0			
Hostels	School	0			
1.2 Equipment	School	11	4	4	3
1.3 Furniture	School	15	5	5	5
1.4 Teacher Training		0			
Pre-service	Number	0			
In-service	Number	362	362		
1.5 Textbooks	'000	217		87.3	130.1
2. Secondary Education					
2.1 Civil Works					
New schools (9-10)	School	3	1	1	1
New schools (9-12)	School	0			
Upgrading	School	0			
Additional classrooms	Classroom	0			
Rehabilitation/renovation	School	1	1		
2.2 Equipment	School	3	1	1	1
2.3 Furniture	School	4	2	1	1
2.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	99	99		
2.5 Textbooks	'000	0			
3. Technical and Vocational Education					
3.1 Civil Works					
New schools	School	0			
Additional facilities	School	1		1	
Upgrading TVET school to college	School	0			
Rehabilitation/renovation	School	0			
3.2 Equipment	School	0			
3.3 Furniture	School	0			
3.4 Teacher Training					
Pre-service	Number	0			
In-service	Number	0			
3.5 Textbooks	'000	0			

COMPONENTS	UNIT	TARGETS			
		Total Quantity	2002/2003	2003/2004	2004/2005
4. Teacher Training (TTI/TTC)					
4.1 Civil Works					
New institutes	TTI	0			
Additional facilities	TTI	0			
Rehabilitation/renovation	TTI	0			
4.2 Equipment	TTI	0			
4.3 Furniture	TTI	0			
5. Adult and Non-formal Education					
5.1 Civil Works					
New skill training centers	CSTC	0			
New literacy (basic education) centers	Center	0			
Mobile schools	Schools	0			
Rehabilitation/renovation	CSTC	0			
5.2 Equipment	CSTC	0			
5.3 Furniture	CSTC	0			
6. Special Education					
6.1 Civil Works					
New Construction	School				
Additional classrooms	Classroom	0			
6.2 Equipment	Classroom	0			
6.3 Furniture	Classroom	0			

Annex 5
Financial Requirement for the Second Education Sector Development Program (ESDP II) by Type of Expenditure

(in '000 Birr)

Type of Expenditure	2002/2003	2003/2004	2004/2005	Total
Capital Expenditure				
Civil Work	1512764.6	1400155.9	1232824.2	4145744.6
Equipment	806563.5	469754.6	357636.9	1633955.0
Furniture	146825.0	137325.5	139002.4	423153.0
Monitoring & Evaluation	555.0	567.0	567.0	1689.0
Others (curriculum, Need Assessment, Training)	182725.1	263351.1	245432.1	691508.3
Total	2649433.2	2271154.2	1975462.6	6896050.0
Recurrent Expenditure				
Salary and Allowances	1582752.2	1749415.1	1915595.7	5247763.1
Non-Salary	485537.2	556122.6	608113.5	1649773.3
Instructional Materials	111210.1	120110.6	125569.4	356890.0
Maintenance	17513.7	19030.5	20595.8	57140.0
Others	53374.0	61347.1	65332.6	180053.8
Total	2250387.2	2506025.9	2735207.1	7491620.2
TOTAL (CAP.+ RECU.) EXPENDITURE	4899820.3	4777180.1	4710669.7	14387670.1
Contingency (5%)	244991.0	238859.0	235533.5	719383.5
GRAND TOTAL	5144811.4	5016039.1	4946203.2	15107053.6

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Financial Requirement for the Second Education Sector Development Program (ESDP II) by Center of Activities

(in '000 Birr)

Center of Activities	2002/2003	2003/2004	2004/2005	Total
Capital Expenditure				
Tigray	141955.0	133484.1	83177.1	358616.2
Afar	108210.0	87401.0	75580.0	271191.0
Amhara	527511.1	346577.8	327808.9	1201897.8
Oromiya	138709.8	164550.2	168734.3	471994.4
Somale	114559.0	140002.0	128601.0	383162.0
Benishangul-Gumuz	44241.0	52103.0	31580.0	127924.0
SNNP	162376.5	190090.3	153562.2	506029.0
Gambella	21534.1	25444.4	14712.6	61691.1
Hareri	21971.9	15480.9	5663.1	43115.9
Addis Ababa	305890.0	127079.0	56782.0	489751.0
Dire-Dawa	14670.0	13231.2	7250.0	35151.2
MOE	1047804.7	975710.2	922011.4	2945526.3
Total	2649433.2	2271154.2	1975462.6	6896050.0
Recurrent Expenditure				
Tigray	156207.1	168506.8	181733.0	506446.8
Afar	32175.0	35280.0	38759.0	106214.0
Amhara	390362.7	444755.0	489530.1	1324647.8
Oromiya	573368.6	606661.2	642380.8	1822410.5
Somale	28500.0	31920.0	35750.4	96170.3
Benishangul-Gumuz	38286.0	42224.0	47860.0	128370.0
SNNP	328051.7	365916.5	405320.4	1099288.6
Gambella	28791.9	31628.5	32080.0	92500.5
Hareri	28869.2	31532.0	30937.1	91338.4
Addis Ababa	177416.0	202023.0	217301.0	596740.0
Dire-Dawa	28250.0	28250.0	28250.0	84750.0
MOE	440109.0	517328.9	585305.3	1542743.2
Total	2250387.2	2506025.9	2735207.1	7491620.2
TOTAL (CAP.+ RECU.) EXPENDITURE	4899820.3	4777180.1	4710669.7	14387670.1
Contingency (5%)	244991.0	238859.0	235533.5	719383.5
GRAND TOTAL	5144811.4	5016039.1	4946203.2	15107053.6

Financial Requirement of Ministry of Education by Type of Expenditure

EDUCATION SECTOR DEVELOPMENT PROGRAM II (ESDP-II)

(in '000 Birr)

Type of Expenditure	2002/2003	2003/2004	2004/2005	Total
Capital Expenditure				
General Education				
Civil Work				0.0
Equipment	2000.0	2000.0	2000.0	6000.0
Furniture				0.0
Total	2000.0	2000.0	2000.0	6000.0
Technical and Vocational Education & Training (TVET)				
Civil Work	84300.0	109200.0	98500.0	292000.0
Equipment, Books & Vehicle	276116.0	179845.0	72481.0	528442.0
Furniture		2905.0	2905.0	5810.0
Expatriate Staff (Technical Assistance)	29835.0	34224.0		64059.0
TVET Academic and Management Staff Training	48168.6	12588.1	9791.0	70547.7
Total	354119.6	229562.1	183677.0	960858.7
Tertiary Education				
Civil Work	237666.7	302135.2	315439.0	855241.0
Equipment & Books	234719.0	85321.0	144366.7	464406.7
Furniture	45943.8	45943.8	54666.7	146554.3
Expatriate Staff (Technical Assistance)	42003.0	77886.0	96389.0	216278.0
Higher Education Academic Staff Training	27565.0	107622.0	111833.0	247020.0
Higher Education Reform	13705.0	12083.0	10480.0	36268.0
Total	601602.5	630991.0	733174.4	1965767.9
Capacity Building				
Training	5782.6	3957.1	3160.0	12899.7
Equipment				0.0
Furniture				0.0
Vehicle				0.0
Total	5782.6	3957.1	3160.0	12899.7
MOE Capital Expenditure By Component				
Training	5782.6	3957.1	3160.0	12899.7
Civil Works	321966.7	411335.2	413939.0	1147241.0
Equipment & Books	512835.0	267166.0	218847.7	998848.7
Furniture	45943.8	48848.8	57571.7	152364.3
Expatriate Staff (Technical Assistance)	71838.0	112110.0	96389.0	280337.0
Academic Staff Training	75733.6	120210.1	121624.0	317567.7
Higher Education Reform	13705.0	12083.0	10480.0	36268.0
Total Capital Exp.	1047804.7	975710.2	922011.4	2945526.3

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Type of Expenditure	2002/2003	2003/2004	2004/2005	Total
Recurrent Expenditure				
1. General Education				
1.1 Curriculum Development & Research				
Salary & Allowance	1850.5	2019.7	2205.9	6076.1
Non-salary	3341.9	2114.8	2423.5	7880.2
Total	5192.4	4134.5	4629.4	13956.3
1.2 Educational Media Support				
Salary & Allowance	2295.7	2636.6	2977.5	7909.8
Non-salary	16590.7	12208.0	9500.1	38298.8
Total	18886.4	14844.6	12477.6	46208.6
1.3 Educational Programs & Teachers' Education				
Salary & Allowance	510.7	545.8	558.0	1614.5
Non-salary	9469.3	8346.3	9147.5	26963.1
Total	9980.0	8892.1	9705.5	28577.6
1.4 Educational Assessment & Examination				
Salary & Allowance	1495.1	1599.8	1695.7	4790.6
Non-salary	47479.2	54366.2	47164.4	149009.8
Amount to be financed by ONE	-38000.0	-38000.0	-38000.0	-114000.0
Total	10974.3	17966.0	10860.1	39800.4
General Education Total				
Salary & Allowance	6152.0	6801.9	7437.1	20391.0
Non-salary	38881.1	39035.3	30235.5	108151.9
Total	45033.1	45837.2	37672.6	128542.9
2. Technical & Vocational Education & Training				
Salary & Allowance				0.0
Non-salary	9825.0	13875.0	16267.0	39967.0
Total	9825.0	13875.0	16267.0	39967.0
3. Tertiary Education				
Salary & Allowance	167193.9	199110.2	231543.5	597847.5
Non-salary	204348.1	243356.9	282997.6	730702.5
Total	371542.0	442467.0	514541.0	1328550.0
4. Policy Analysis & Information Management				
Salary & Allowance				0.0
Non-salary	200.0	300.0	500.0	1000.0
Total	200.0	300.0	500.0	1000.0
5. Monitoring & Evaluation				
Salary & Allowance				0.0
Non-salary	100.0	100.0	100.0	300.0
Total	100.0	100.0	100.0	300.0
6. Administration & Others				
Salary & Allowance	5363.5	5899.9	6489.9	17753.3
Non-salary	8045.3	8849.8	9734.8	26630.0
Total	13408.9	14749.7	16224.7	44383.3
MOE Recurrent Exp. By Type				
Salary & Allowance	178709.4	211811.9	245470.4	635991.8
Non-salary	261399.5	305517.0	339834.9	906751.4
Total Recurrent Exp.	440109.0	517328.9	585305.3	1542743.2
Total Expenditure (Cap. + Recu.)	1487913.7	1493039.1	1507316.7	4488269.5
Contingency (5%)	74395.7	74652.0	75365.8	224413.5
Grand Total	1562309.4	1567691.1	1582682.5	4712683.0

EDUCATION SECTOR DEVELOPMENT PROGRAM II (ESDP-II)

Type of Expenditure	Unit Cost	Total Quantity	Projected Expenditure			
			2002/03	2003/04	2004/05	Total
CAPITAL EXPENDITURE						
1. Primary Education						
1.1 Civil Works			662827.0	645054.8	611261.6	1919143.4
New construction (1-4)	620.5	1405	289757.9	294867.5	287128.1	871753.5
New construction (1-8)	1000.9	113	36193.4	42349.5	34561.5	113104.4
Upgrading	775.4	790	206576.2	208689.5	197269.2	612534.9
Expansion (additional classrooms)		0	0.0	0.0	0.0	0.0
Converting Das schools to building		0	0.0	0.0	0.0	0.0
Rehabilitation	347.7	548	51988.1	64414.8	74131.7	190534.7
Teachers' Residence	35.5	400	5276.3	4425.1	4515.1	14216.5
Completion			19000.0	15000.0	0.0	34000.0
Boarding school		10	52065.0	13308.4	11656.0	77029.4
Hostels		6	1970.0	2000.0	2000.0	5970.0
1.2 Equipment			41242.7	43474.6	37517.2	122234.5
1.3 Furniture			59042.7	58254.6	55410.3	172707.6
1.4 Monitoring & Evaluation			555.0	555.0	555.0	1665.0
1.5 Curriculum			0.0	0.0	0.0	0.0
Total Primary			763667.4	747339.0	704744.1	2215750.5
2. Secondary Education						
2.1 Civil Works			128003.2	117700.5	90935.2	336638.8
New schools (9-10)	2372.4	48	42486.7	37711.7	33677.7	113876.1
New schools (9-12)	4687.0	26	43648.6	44999.0	33214.4	121861.9
Upgrading	1281.1	11	6246.3	3923.1	3923.1	14092.5
Additional classrooms		60	5363.6	6077.7	8107.3	19548.6
Rehabilitation/renovation		53	13258.0	13989.0	12012.7	39259.7
Completion			17000.0	11000.0	0.0	28000.0
2.2 Equipment			24133.2	30095.2	21013.3	75241.8
2.3 Furniture			11378.3	12975.0	12208.9	36562.2
2.4 Monitoring & Evaluation			0.0	0.0	0.0	0.0
Total Secondary			163514.7	160770.7	124157.4	448442.8
3. Technical and Vocational Education						
3.1 Civil Works			296256.7	100991.9	66242.7	463491.3
New schools			54488.8	55602.8	32204.8	142296.4
Additional facilities			225767.9	36949.1	30231.0	292948.0
Upgrading TVET school to college			0.0	0.0	1706.9	1706.9
Teachers' residence			0.0	0.0	0.0	0.0
Rehabilitation/renovation			16000.0	8440.0	2100.0	26540.0
3.2 Equipment			176595.6	69703.6	57808.5	304107.7
3.3 Furniture			24466.0	10493.1	9245.1	44204.2
3.4 Monitoring & Evaluation			0.0	12.0	12.0	24.0
3.5 Training fund			0.0	0.0	0.0	0.0
Total TVET			497318.3	181200.5	133308.3	811827.1

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Type of Expenditure	Unit Cost	Total Quantity	Projected Expenditure			
			2002/03	2003/04	2004/05	Total
4. Teacher Training						
4.1 Civil Works			48838.7	56290.5	24340.6	129469.9
New institutes			35416.3	42564.7	19044.1	97025.0
Additional facilities			11372.5	13675.9	5246.5	30294.8
Rehabilitation/renovation			2050.0	50.0	50.0	2150.0
4.2 Equipment			9361.1	10599.8	5842.6	25803.5
4.3 Furniture			3893.8	3949.9	2878.8	10722.5
4.4 Monitoring & Evaluation			0.0	0.0	0.0	0.0
Total Teacher Training			62093.7	70840.2	33062.0	165995.9
5. Adult and Non-formal Education						
5.1 Civil Works			4987.8	6667.8	5039.8	16695.3
New skill training centers		43	3168.8	5008.8	3368.8	11546.3
New literacy centers		110	1499.0	1379.0	1391.0	4269.0
Mobile schools		88	320.0	280.0	280.0	880.0
Rehabilitation/renovation			0.0	0.0	0.0	0.0
Design & supervision			0.0	0.0	0.0	0.0
5.2 Equipment			1079.2	268.0	268.0	1615.2
5.3 Furniture			408.6	205.8	205.8	820.1
5.4 Monitoring & Evaluation			0.0	0.0	0.0	0.0
Total Adult & Non-formal Education			6475.5	7141.5	5513.5	19130.5
6. Special Education						
6.1 Civil Works			12161.4	13063.7	12631.7	37856.8
New Construction			9600.0	11520.0	11520.0	32640.0
Additional classrooms			2561.4	1543.7	1111.7	5216.8
6.2 Equipment			1219.7	1100.8	1008.8	3329.4
6.3 Furniture			824.2	957.3	893.3	2674.8
6.4 Monitoring & Evaluation			0.0	0.0	0.0	0.0
Total Special Education			14205.4	15121.8	14533.8	43861.0
7. Distance Education						
7.1 Civil Works			20417.7	27843.1	643.7	48904.5
New radio stations			6000.0	6000.0	0.0	12000.0
Feasibility study			0.0	0.0	0.0	0.0
Upgrading radio stations			1887.7	1143.1	643.7	3674.5
Recording studio & Office			1730.0	4400.0	0.0	6130.0
Radio transmitters			10800.0	16300.0	0.0	27100.0
Supervision			0.0	0.0	0.0	0.0
7.2 Equipment			17288.9	12805.9	2511.4	32606.1
7.3 Furniture			723.8	381.0	214.6	1319.4
7.4 Monitoring & Evaluation			0.0	0.0	0.0	0.0
Total Distance Education			38430.3	41030.0	3369.6	82830.0
8. Capacity Building						
8.1 Equipment			22785.7	34405.0	11836.0	69026.7
8.2 Training			15665.9	14990.9	13779.1	44435.9
Training			15490.9	14965.9	13764.1	44220.9
Consultancy			175.0	25.0	15.0	215.0
Implementation of Information System			0.0	0.0	0.0	0.0
8.3 Monitoring & Evaluation			0.0	0.0	0.0	0.0

EDUCATION SECTOR DEVELOPMENT PROGRAM II (ESDP-II)

Total Capacity Building			38451.6	49395.9	25615.1	113462.6
Type of Expenditure	Unit Cost	Total Quantity	Projected Expenditure			
			2002/03	2003/04	2004/05	Total
9. Administration (Offices)						
9.1 Civil work			17305.4	21208.4	7789.9	46303.8
9.2 Equipment			22.3	135.8	983.4	1141.5
9.3 Furniture			143.8	1260.0	374.1	1777.9
Total Administration			17471.5	22604.3	9147.4	49223.2
Regional Capital Expenditure By Component						
Civil Work			1190797.9	988820.6	818885.1	2998503.7
Equipment			293728.5	202588.7	138789.2	635106.4
Furniture			100881.2	88476.7	81430.7	270788.7
Monitoring & Evaluation			555.0	567.0	567.0	1689.0
Others (curriculum, Need Assessment, Training)			15665.9	14990.9	13779.1	44435.9
Regional Total Capital Expenditure			1601628.4	1295444.0	1053451.2	3950523.6
RECURRENT EXPENDITURE						
1. Primary Education						
1.1 Salaries			990580.8	1085679.9	1185232.9	3261493.6
1.2 School operating cost			69020.8	76627.8	84643.4	230292.0
1.3 Educational Materials			40787.6	43312.8	45221.0	129321.4
1.4 Curriculum Development			21647.4	23302.9	26113.9	71064.3
1.5 School Preventive Maintenance			13484.4	14783.4	16159.0	44426.8
1.6 Monitoring & Evaluation			11103.3	12115.3	13177.2	36395.9
1.7 Training			3521.8	4667.2	5793.0	13982.0
Total Primary			1150146.1	1260489.3	1376340.5	3786975.9
2. Secondary Education						
2.1 Salaries			140420.6	152803.3	163463.0	456686.8
2.2 School operating cost			15096.2	16735.5	18274.2	50105.9
2.3 Educational Materials			10930.6	12069.1	12858.8	35858.5
2.4 Curriculum Development			1437.0	1566.4	1652.4	4655.8
2.5 School Preventive Maintenance			1664.7	1797.2	1901.1	5362.9
2.6 Monitoring & Evaluation			1523.4	1628.2	1723.0	4874.6
2.7 Training			117.0	114.0	156.0	387.0
Total secondary			171189.4	186713.7	200028.4	557931.5
3. Technical & Vocational Education						
3.1 Salaries			41673.9	47582.7	54424.8	143681.4
3.2 School operating cost			39886.3	48194.6	55349.8	143430.7
3.3 Educational Materials			49013.7	53451.0	56265.8	158730.5
3.4 Curriculum Development			658.2	718.6	748.3	2125.1
3.5 School Preventive Maintenance			1610.8	1637.0	1664.9	4912.7
3.6 Monitoring & Evaluation			579.1	614.6	648.5	1842.2
3.7 Training			3926.0	4630.0	4724.0	13280.0
Total TVET			137347.9	156828.6	173826.1	468002.6
4. Teacher Training						
4.1 Salaries			23773.7	25735.4	27539.3	77048.3
4.2 Operating cost			16800.0	18122.3	19128.3	54050.6
4.3 Educational Materials			2122.2	2544.2	2458.6	7125.0
4.4 Curriculum Development			339.0	366.2	392.1	1097.3
4.5 School Preventive Maintenance			709.4	763.8	815.6	2288.7
4.6 Monitoring & Evaluation			349.0	376.2	402.1	1127.3
4.7 Training			202.0	281.8	150.0	633.7

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Total Teacher Training			44295.3	48189.8	50885.9	143371.0
Type of Expenditure	Unit Cost	Total Quantity	Projected Expenditure			
			2002/03	2003/04	2004/05	Total
5. Adult & Non-formal Education						
5.1 Salaries			29498.7	30847.5	32254.3	92600.5
5.2 Operating cost			5412.4	5488.2	5800.7	16701.2
5.3 Educational Materials			7980.6	8289.4	8324.3	24594.3
5.4 Curriculum Development			0.0	0.0	0.0	0.0
5.5 School Preventive Maintenance			44.5	49.1	55.2	148.8
5.6 Monitoring & Evaluation			667.6	679.9	694.0	2041.4
5.7 Training			378.0	378.0	360.0	1116.0
Total Adult & Non-formal Education			43981.7	45732.1	47488.6	137202.3
6. Special Education						
6.1 Salaries			3221.7	3458.6	3707.2	10387.5
6.2 Operating cost			325.2	356.1	390.8	1072.1
6.3 Educational Materials			152.4	163.8	176.6	492.8
6.4 Curriculum Development			0.0	0.0	0.0	0.0
6.5 Monitoring & Evaluation			37.6	40.4	43.4	121.4
6.6 Training / Workshop / Awareness			37.6	40.4	43.4	121.4
Total Special Education			3774.6	4059.4	4361.2	12195.2
7. Distance Education						
7.1 Salaries			752.0	810.9	875.6	2438.5
7.2 Operating cost			7210.5	7712.8	8080.2	23003.5
7.3 Educational Materials			223.0	280.3	264.3	767.6
7.4 Program Development			225.1	234.7	240.8	700.6
7.5 Facility Preventive Maintenance			0.0	0.0	0.0	0.0
7.6 Monitoring & Evaluation			74.4	79.2	82.2	235.8
Total Distance Education			8485.0	9117.9	9543.1	27146.0
8. Capacity Building						
8.1 Training			4916.0	7724.0	6303.0	18943.0
9. Administration						
9.1 Salaries			174121.4	190684.9	202628.3	567434.7
9.2 Operating cost			70386.3	77368.3	76611.3	224365.9
9.3 Monitoring & Evaluation			1634.4	1789.0	1885.5	5308.9
Total Administration			246142.2	269842.2	281125.1	797109.5
Regional Recurrent Expenditure By Type						
Salaries			1404042.8	1537603.2	1670125.3	4611771.3
Operating Costs			224137.7	250605.6	268278.6	743021.9
Educational Materials			111210.1	120110.6	125569.4	356890.0
Curriculum/Program Development			24306.7	26188.8	29147.5	79643.1
Building Preventive Maintenance			17513.7	19030.5	20595.8	57140.0
Monitoring & Evaluation			15968.9	17322.9	18655.8	51947.6
Training			13098.4	17835.4	17529.4	48463.1
Regional Total Recurrent Expenditure			1810278.2	1988697.0	2149901.7	5948876.9
REGIONAL TOTAL (CAP.+ RECU.) EXPENDITURE			3411906.7	3284140.9	3203353.0	9899400.6
Contingency (5%)			170595.3	164207.0	160167.6	494970.0
GRAND TOTAL			3582502.0	3448348.0	3363520.6	10394370.6

