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Proj. No. 663 0136-(2)

PD-AAB-925-B1

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ACTION AFR

INFO. WC AAID SED

FROM: ADDIS ABABA

DATE SENT: September 22, 1967

SUBJECT: Non-Capital Project Paper (PROP)

REFERENCE: TOAID A-219

Country ETHIOPIA Project Number 663-11-660-136

Submission Date: August 25, 1967 Original _____ Revision No. 1

Project Title: UNIVERSITY COLLEGE OF EDUCATION

U.S. Obligation Span: FY 1960 through FY 1972

Physical Implementation Span: FY 1960 through FY 1972

Gross life-of-project financial requirements:

U.S. Dollars	$5,248,000
U.S.-owned local currency	-
Cooperating Country cash contribution (In $ equivalent, current exchange rate)	2,548,000
Other donor	318,000
Totals	$8,114,000

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OTHER AGENCY State

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SEP 1967 P.M.

PAGE 1 OF PAGES 1

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY
WPhibio:EDUsmlp	Education Program		9/20/67	John R. Mossler, Director

AID AND OTHER CLEARANCES

McGould Program Officer

CJNelson DD

EGL (Info)

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AID 5-39 (9-62) (Do not type below this line) PRINTED 8-64

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FROM - ADDIS ABABA

SUBJECT - HONGKELLAO ETHIOPIA PLANS (PROP)

REFERENCE -
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Country Ethiopia Project No. 663-11-660-136

Submission Date August 28, 1967 Original X Revision No. ____

Project Title: UNIVERSITY COLLEGE OF EDUCATION

U.S. Obligation Span: FY 1969 through FY 1972

Physical Implementation Span: FY 1969 through FY 1972

Gross life-of-project financial requirements:

U.S. dollars - - - - - - - - - - - - - - - - - 4,847,000

U.S. owned local currency - - - - - - - - - - ---

Cooperating country cash contribution - - - [illegible]
(in $ equivalent, current exch. rate)

Other donor - - - - - - - - - - - - - - - - - - 311,000

Total: $7,[illegible]

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PAGE 1 OF PAGES 23

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY:
WMcPhie/LEnsminger WPNiblo	Education Div.	58	6-27-67	John R. Hazelton, Director

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A. Summary Description

What little progress had been achieved in the area of formal education in Ethiopia prior to the Italian occupation was largely destroyed by that occupation. Thus, in 1941 Ethiopia faced the task of building from virtually nothing an education system which would prepare its citizens for constructive roles in the country's social and economic development. More than two decades later only 1 child in 6 entered the 1st grade. Of these, only 15% could expect to finish the 9th grade and only 6% would complete 12 years of schooling. These few statistics suggest the huge quantitative aspect of Ethiopia's education problem.

In addition and equally important to the quantitative needs of the country is the need to produce a type and quality of educated person geared to the increasingly complex and varied economy and society comprising Ethiopia. Skilled manpower, currently in critically short supply, is essential in terms of both numbers and competence if Ethiopia's third five-year plan is to be effectively implemented. Such implementation is essential to maintain momentum and the absolute progress already achieved and to establish a higher base from which further development can be effected. The U.S. interest in a relatively stable and developing Ethiopia is dependent on the success of this process.

It seems clear that an attack on this education problem must be made at a fundamental level. Therefore it is necessary, as a logical first step, to produce teachers or teachers capable of providing education at a critical level in the education spectrum. It is generally agreed that in Ethiopia the secondary level constitutes the critical point in the education flow. From this point of departure the Mission and the IBE initiated in 1962 a project to establish as part of the Haile Selassie I University complex a College of Education. It was originally intended that this College, when fully established, would be capable of producing the teachers needed to staff the country's secondary schools and the administrators to manage effectively the elementary system.

In view of the recognized need to broaden the base of secondary education beyond a mere academic preparation for higher education, it was agreed in FY 1966 to broaden the College of Education's output to include secondary level teachers of technical subjects as well as academic subjects. Accordingly, the USAID increased the number of positions provided by the University of Utah Contract Team to the College of Education. Through FY 1966 the Utah Contract Team had been concentrating on developing the college's competence in all areas other than technical education. With the increased staff the effort was expanded to include technical education. Thus, it is now planned that the basic job of establishing the College of Education will be essentially completed by the end of the academic year

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1967-68. Additional personnel will be required for an estimated two or three years to consolidate achievements that will have been gained by that time. These personnel will be provided on a salary-topping basis. Also, a contractual arrangement (probably with the Utah University) will be required to staff the summer program to produce additional numbers of elementary and secondary school administrators. Beyond this the basic contract with Utah University will be continued until 1972 to permit sufficient time to develop the School of Education's capability in the area of technical teacher training.

This USAID-IEG project supplements and is supplemented by a variety of other IEG and other donor activities. This is particularly evident in the area of secondary-level technical teachers. The Ministry of Education, through an IDA loan, is expanding the number of secondary schools. This loan is also providing the physical facility for the technical teacher training program. The USAID, through its comprehensive secondary school project, is assisting the IEG in expanding the technical training element of the secondary schools and has gained IEG acceptance of the concept of comprehensive secondary education.

IEG - other donor

IDA Loan

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Addis Ababa

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NONCAPITAL PROJECT FUNDING (OBLIGATIONS IN $000)

Table 1
Page 1 of 2
COUNTRY: ETHIOPIA — Project Title: UNIVERSITY COLLEGE OF EDUCATION

MAP DATE: 7/31/67 (Mo/Day/Yr)
Original: X
Rev. No:
Project No. 663-11-660-155

Fiscal Years	Ap	I/G	Total	Cont 1/	Personnel AID	Personnel PASA	Sem. CONT	Commodities G.S. Agencies	Commodities CONT	Consultants PAP U.S. Ag	Consultants CONT	Other Costs DLP U.S. Ag	Other Costs CONT
Prior through Act. FY1967	TC	G	2,403	1,075			1,074	282		216		79	
Oper. FY 1968	TC	G	731	840			840	80		26		7	
Proj. FY 1969	TC	G	426	350			350	32		18		0	
B + E FY 1970	TC	G	450	385			385	40		5		0	
B + E FY 1971	TC	G	450	202			202	40		5		0	
B + E FY 1972	TC	G	450	202			202	40		5		0	
All Subs.	TC	G											
Total All	TC	G	4,047	4,035			4,035	443		271		86	

1/ Memorandum (nonadd) column

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Page 2 of 2 Exchg rate Eth. [illegible] 2/ Project No. 663-11-660-130

	AID-Controlled Local Currency		Other Cash Contribution	Other Donor	Food for Freedom Commodities 6/		
	U.S.-owned	Country-owned 3/	Cooperating Country 4/	Funds 5/ ($ Equiv.)	Metric Tons (000)	CCC Value & Freight ($000)	World Market Price ($000)
Prior through Act. FY 1967			1,140	198			
Qtr. FY 1968			270	24			
Qtr. FY 1969			270	24			
1 + 3 FY 1970			270	24			
2 + 2 FY 1971			270	24			
3 + 2 FY 1972			270	24			
All Subs.							
Total Life			2,540	318			

2/ As of preparation date.

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D. Setting or Environment

For a full discussion of the setting, please refer to the Education Sector Analysis.

At the present time there are 16 Government senior secondary schools in Ethiopia. Twelve of these are comprehensive in nature, i.e. they offer non-academic or technical stream as curricula in addition to the usual academic stream. The vast majority of the students are now enrolled in the academic stream. This represents a traditional pattern. In Ethiopia there has been little or no home or general environmental exposure to mechanical, technical or science education. The schools have been only little able, nature and resources to this type of education; this has largely been provided in several comprehensive secondary schools and four technical schools. The GOE is looking to the secondary schools to correct this gap and to provide an education adaptable to terminal requirements, if necessary, as well as to further education. Thus, it is imperative that appropriate measures be taken not only to develop the facilities and curricula for this kind of education in the secondary schools, but equally important to provide qualified teachers to provide the kind of training and education experience needed.

According to the draft five-year plan of the Ministry of Education, the Ministry intends during the next five-year period to increase enrollment in secondary schools (junior and senior secondary) from the present level of 51,000 to 99,000. The planned increase in the secondary school student body implies, of course, corresponding need for increased numbers of teachers. The Ministry of Education realizes and has stated that perhaps the weakest point in the Ethiopian educational system is the secondary teaching corps. Of 1070 teachers currently employed at the secondary level, only 350 are Ethiopian; and they are in the main not fully qualified to teach. The remaining two-thirds of the secondary teaching staff are comprised of foreigners, divided between Indian nationals and American Peace Corps Volunteers. Based on the planned enrollment figures, something approaching an additional 1500 to 2000 teachers will be needed by 1980. Of this number, approximately 500 will be needed for non-academic subjects.

second level Tchrs force

The context, then, within which this project is being implemented may be defined by a few essential characteristics:

- The Ethiopian economy is becoming increasingly complex and is, therefore, creating a demand for skills and knowledge not currently available in adequate supply. It has been estimated that 8000 workers with varying degrees of skill will be needed within the next five years to meet the expanding demands of the economy.

- The institutional and structural capability to produce the numbers and kinds of people required is centered primarily in the educational system. Within this system the most critical point is the

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secondary level, both in the formal educational system and in non-system training arrangements. Utilization of the body of Ethiopian students who proceed either inside or outside the formal system to the secondary level or beyond is essential in order to have sufficient numbers of adequately trained Ethiopians to meet middle level manpower requirements.

c. The institutional arrangement designed to produce these teachers is in its early stages of development. This institution is the Haile Selassie I University College of Education.

C. Strategy

The central problem at which this project is aimed is the great inadequacy of numbers of secondary teachers in both academic and technical fields and a general lack of qualification on the part of those who are employed as teachers. The U.S. and ISC have recognized this problem. In addition, they have recognized that available resources and capabilities will not permit an attack capable of solving the problem in its entirety. The decision has therefore been made to establish a foundation that will effect in the short run a significant alleviation of the problem and will represent a base on which the ISC can build a continuing and steadily increasing ability to correct this problem. Accordingly, plans have been made and, to a large extent, already implemented which are aimed at correcting it by establishing as part of the Haile Selassie I University a College of Education. Toward this end the University has provided the physical plant for the College which is in the process of being augmented by the Ministry of Education, utilizing an IDA loan.

The USAID, on its part, has financed the services of a qualified team of specialists provided under the USAID-financed contract with Utah University. These advisors, in both general and technical education fields, have and will continue to assist through FY 1972 in developing the capability of the College to produce approximately 200 graduates a year. Approximately 50 of these will be in non-academic fields and will be assigned to teach in vocational secondary schools. In addition, both the [illegible] and the need to use to a maximum extent the [illegible] resulted in the decision and appropriate action to conduct a series of summer programs to up-grade elementary and secondary teachers.

From the beginning of the project the Ethiopian Government has demonstrated a strong interest in the development of the College of Education. There has been consistently good leadership on the part of the University, though the number of leaders continues to be in short supply. As a consequence of the effective leadership, the College has benefited from the knowledge and experience of the American advisors and has effectively absorbed and adapted new methods and techniques to the needs of Ethiopia.

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This project is in vital relationship to a wide range of USAID and IEG development efforts. Projects dealing with improvement in agriculture, health, and communications are all of crucial importance to Ethiopia. Improvement in any of these areas is dependent to a large extent upon an adequate supply of competent, middle-level manpower. Production of such manpower is, in turn, contingent on the availability of competent teachers.

D. ~~Planned Results and Outputs~~ Targets. Outputs.

Outputs

The purpose of this project is to establish by 1972 as part of the Haile Selassie I University an effective College of Education with a capacity for expanded and improved growth and a capability to produce the number and quality of secondary teachers and elementary supervisors required by the country's expanding education system. Specific targets are:

(1) To graduate annually by 1972 approximately 200 degree teachers of academic subjects for secondary schools.

see update in P.I.P.

(2) To graduate annually by 1972 approximately 40 degree teachers in technical fields.

(3) To graduate annually by 1970, 80 diploma teachers in technical subjects for the secondary schools.

(4) To upgrade annually through 1970, 200 elementary school directors and supervisors through summer course programs.

(5) To upgrade annually 300 elementary teachers through summer course programs.

E. Course of Action

The course of action is a continuation of a course begun in 1962 when AID entered into a contract with Utah University to develop a College of Education in [illegible]. The 11 points listed under "Course of Action" in the School of Education 1-1, dated August 15, 1966, and contained in the FY 1968 ATP, Part II, are still essentially valid. The following will up-date and elaborate upon the previous year's submission.

In keeping with AID policy of moving from the practice of providing technicians under fully funded arrangements to salary-topping arrangements, all-year positions not fully funded will be eliminated from the Utah Contract operation by July 1971. The six positions included in the technical teacher training activity have been under a salary-topping

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arrangement since FY 1966 and will be continued in that category. Returned and returning participants will be utilized wherever possible to fill positions vacated by that contract personnel. Any additional technicians deemed necessary to the achievement of the objectives of this Project will be supplied to the College of Education on a salary-topped basis.

This project will in the future be concerned largely with two activities, as follows:

1. Establishing and implementing programs designed to meet the need for teachers of practical arts courses in the comprehensive secondary schools.

2. In the meantime, in cooperation with the College of Education and the Ministry of Education, a program designed to train directors of elementary schools, supervisors of elementary education and district education officers.

Details of the activities described above are as follows:

1. Technical teacher education

With funds provided under an IDA loan, a physical facility is being constructed and equipped on the HSIU campus for the technical teacher training element of the College of Education. This program will provide training in the fields of business education, industrial arts (woodwork, metalwork, electricity-electronics, drafting and auto mechanics), and home economics. The home economics instruction will be centered at the College of Agriculture at Alemaya. The staff to initiate this program will be provided largely under the Utah contract but with a salary-topping arrangement with Utah. Participants will be selected and sent to the U.S. for training to qualify them to replace the Utah University contract technicians.

This program will begin with a two-year diploma course with the understanding that a four-year degree course will be added in 1969-70. The estimated class enrollments and total enrollment in this program are planned as follows:

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Year	Entering Class Diploma Level	Entering Class Degree Level	Total Entering Class	Approximate Total Enrollment *
1967-68	65	-	65	65
1968-69	100	-	100	150
1969-70	100	71	171	250
1970-71	100	71	171	300
1971-72	100	71	171	350

* It is anticipated that there will be a mortality rate of 20% to 25% at diploma level and somewhat less at degree level.

It is anticipated that 50 diploma students will be graduated in June 1969, and 70 to 80 each year thereafter making a maximum of 290 available for teaching positions by June 1972. Between 45 and 55 degree students will graduate yearly beginning in 1973.

Staff requirements of Utah University personnel are as follows:

	1966-67	67-68	68-69	69-70	70-71	71-72
Department Head	X	X	X	X	X	X
Business Education						
Position I	X	X	X	X		
Position II			X	X	X	X
Home Economics Education		X	X	X	X	X
Industrial Education						
Auto Mechanics	X	X	X	X	X	X
Drafting			X	X	X	X
Electricity-Electronics			X	X	X	X
Metalworking		X	X	X	X	X
Woodworking	X	X	X	X	X	X
	4	6	9	9	8	8

The length of any of these positions may be shortened if the participant returns at an earlier date than now anticipated. It is suggested that each participant spend one year with the U.S. technical counterpart after his return in order that complete competence and orientation can be achieved. This plan increases the technician requirements over that presented in the original plan for this project.

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Eight participants will be selected for departure in 1968 and 1969 to receive training to M.A. level in U.S. institutions. The person selected to be head of the department will receive training to Ed.D. level.

Present plans call for the phasing out of Utah University personnel by July, 1972.

While the major expense of equipping the facility is being borne by the Ministry of Education, through an IDA loan, with the University supplying an operating budget, it is still necessary to have some funds or labor from U.S.A.I.D. for support of the Team. This money will be used for the purchase of small tools and equipment, replacement parts, instructional materials and aids, and supplies that will be required to maintain a quality program. Funds will also be required for travel and local goods and services.

2. Preparation of Elementary School Directors, Supervisors and District Education Officers

Over three summer vacation periods 450 highly selected teachers and administrators will receive an in-service, upgrading course to qualify them as elementary school directors, elementary supervisors, and district education officers. This training will be carried out at the teacher training colleges at Asmara, Harrar and Addis Ababa.

The course will be administered by the HSIU College of Education with a full-time director/supervisor assigned to the program. An Ethiopian project leader will be assigned to each of the three centers of instruction.

A total of nine U.S. technicians will be supplied to the program under the Utah University contract for the three summer periods.

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Commodities in the form of textbooks, professional books, typewriters, duplicating equipment and supplies, instructional equipment and supplies and one vehicle will be provided to the activity by USAID.

HSIU will contribute to this activity as follows:

(1) One full-time faculty member to serve as year-round administrator of the project.

(2) Six faculty members to serve during the three ten-week summer sessions.

(3) Three Training Center directors for the ten-week summer sessions.

(4) Additional staff assistance in recruiting students, preparing the curriculum, and in evaluating the effectiveness of the program.

(5) One full-time secretary to work with the project administrator.

(6) Travel funds for the project director and other staff members involved in the program.

(7) The use of instructional facilities at the Haile Sellassie I University.

The Ministry of Education will contribute the following to this activity:

(1) The use of personnel in:

a. Planning the curriculum.

b. Recruiting and screening candidates.

c. Assistance in year-round evaluation to determine the effectiveness of the program.

(2) One in-service officer from each of the Provinces.

(3) Six key staff members to serve in the instruction staff for the summer program.

(4) One librarian for each of the three centers.

(5) One secretary and one typist for each of the three centers.

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(6) Copies of administrative handbooks, policies, and other documents circulated by the Ministry of Education.

(7) 30 complete sets of all instructional materials for the elementary schools including the curriculum guide and the elementary school directors' handbook.

(8) The use of instructional facilities in Harrar and in Asmara, and living accommodations in all three centers.

(9) A clear-cut commitment for a salary increment for people successfully completing the educational program.

The combined efforts and contributions of USAID, HSIU, and the Ministry of Education as listed above will produce over a period of three summer vacations 450 urgently needed administrators and supervisors to guide the development of the rapidly expanding elementary education program in Ethiopia. Experience has shown that the period of training provided under this activity is sufficient to improve vastly the quality of administration and supervision at school and district level. During the period of the third five-year development plan elementary school enrollment will be increased from the present 312,000 to 700,000 in 1972. To achieve this expansion the Ministry of Education has budgeted Eth. $173,000,000 for recurrent costs and Eth. $26,000,000 for capital development costs.

DONHAUSER

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