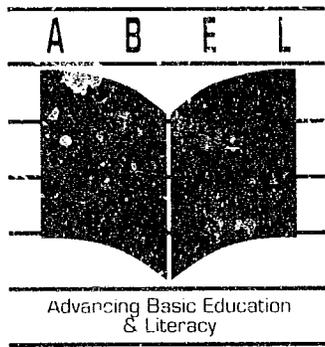
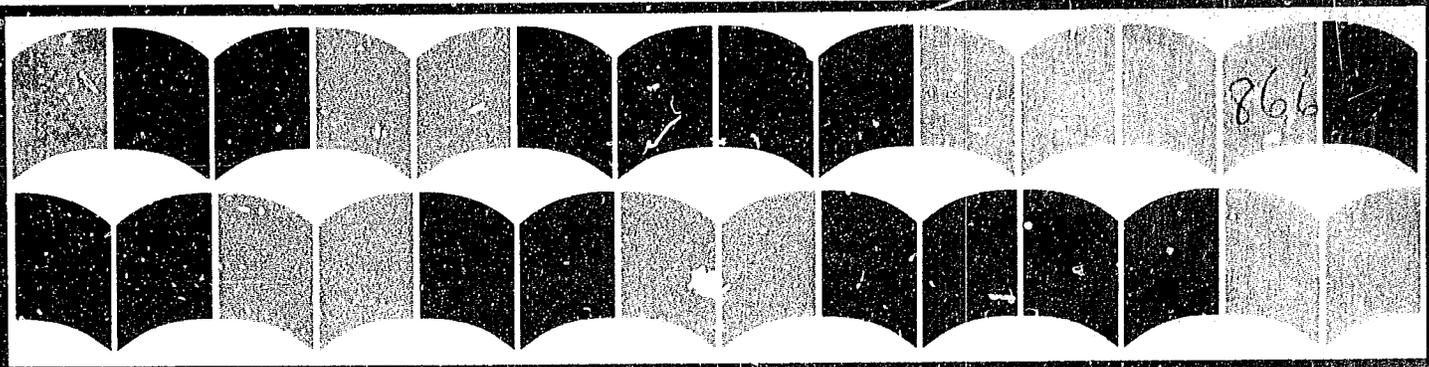


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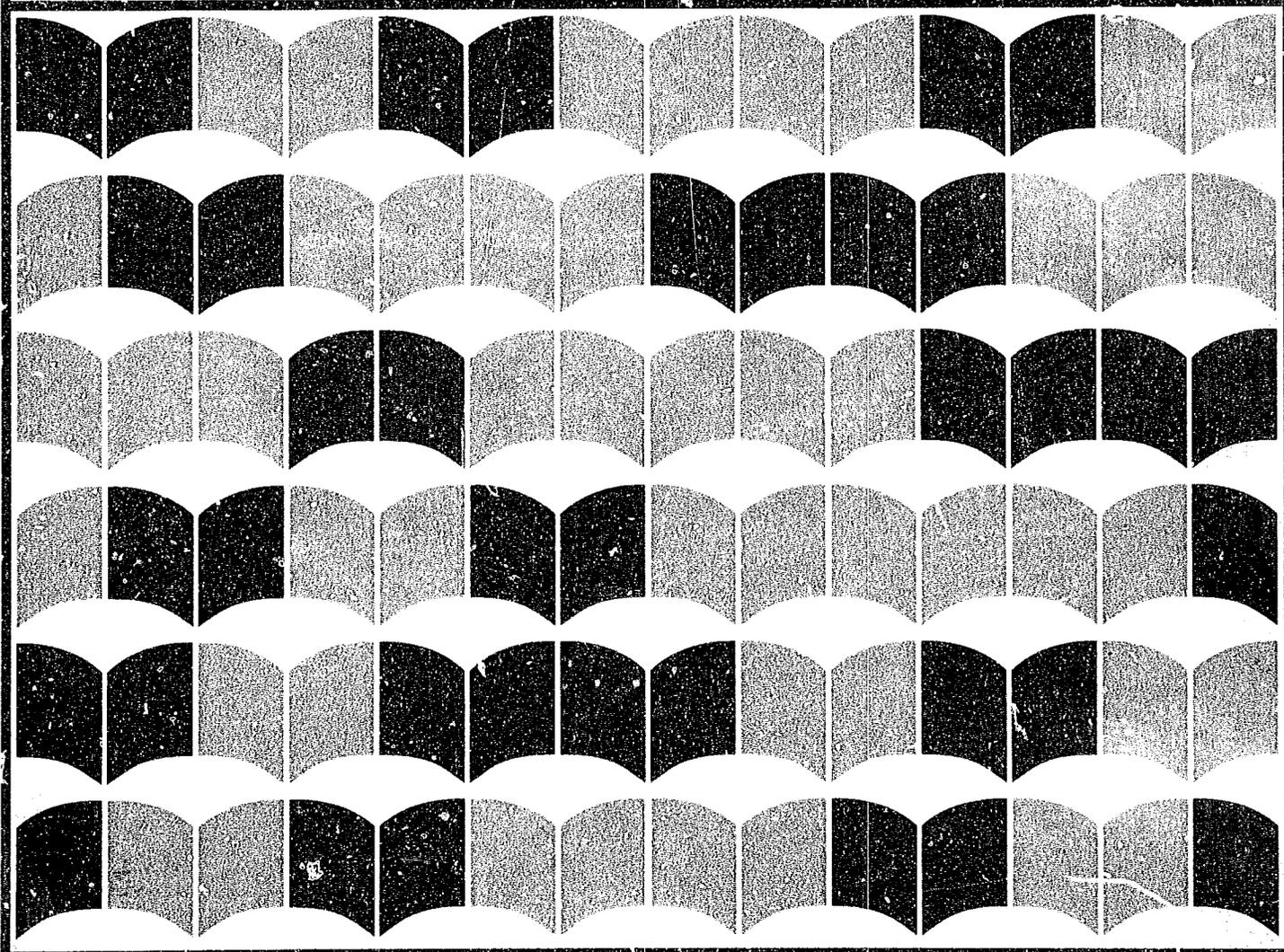
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ETHIOPIA

EDUCATION SECTOR REVIEW

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ETHIOPIA

EDUCATION SECTOR REVIEW

USAID

Preliminary Report
December, 1992

Joseph DeStefano
Bernard Wilder

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EXECUTIVE SUMMARY

A. STATUS OF THE SECTOR

1. The Ethiopia education system suffers many of the problems faced in other subSaharan African (SSA) countries, and ranks among the least developed in terms of provision of access at all levels. The most striking characteristic of the education sector is a decreasing trend in enrollment, in absolute terms, for all levels since 1988. Primary school enrollment decreased by as much as 28% between 1988 and 1991. Some of this decrease is attributable to the prolonged effects of war and the instability inherent in a change of government. Anecdotal accounts suggest that a substantial number of schools may have been destroyed or abandoned in the northeastern regions.

2. The most recent national data available on participation rates are from 1988 or 1989. At the primary school level, despite over 2.5 million students enrolled in 8,345 schools, the system was only reaching some 27 percent of the relevant age group at that time. Only 10 percent of the secondary age population had access to junior secondary schools and eight percent to senior secondary. This placed Ethiopia among the countries with the least developed systems of formal education in the world. Levels of female participation for primary and senior secondary education were 22 and 6 percent respectively.

3. National statistics mask extreme regional disparities in access to formal schooling. For example, 1989 regional primary gross enrollment ratios show some regions with rates as high as 70 or 80 percent. In contrast, in the same year the MOE reports gross enrollment rates as low as 4 percent in the Ogaden. In addition to the regional variations in overall participation rates, female access to schooling also varies significantly among regions. Gender disaggregated gross enrollment rates are not available for the regions, however 1991/92 data on the share of places occupied by girls show some regions with girls making up as much as 50 or 60 percent of the enrollment. This is in contrast to regions where the percentages of places going to girls are as low as 30 percent.

4. While the education budget may have grown in absolute nominal terms during the socialist era, its increase in real terms has been minimal (while enrollments have grown substantially), and education's share of the national budget has decreased considerably. From the early 1970's level of 19 percent of government expenditure, education's share has shrunk to 9.5 percent of total government spending in 1990/91.

5. The quality of education at all levels of the system has deteriorated markedly during the last decade. The

indications of poor quality include un- or under-qualified teachers and shortages of inputs such as materials and texts. MOE officials cite large numbers of unqualified teachers as one of the critical constraints currently facing the sector. The poor quality of existing staff is exacerbated by the need, as a result of regionalization, to recruit or retrain primary school teachers in each of the five regional languages. The MOE also recognizes an important need for qualified senior secondary teachers. Current personnel are under-qualified in subject area knowledge, especially English language skills. The MOE also reports that approximately only 40 percent of schools have texts, and that the national student to book ratio is 4:1. Difficulties in delivering materials to remote areas, the MOE's production limitations, and the lack of supplies and recurrent budget all contribute to the low textbook ratio.

6. Despite the problems indicated above, some important elements of the Ethiopian education system are exceptionally well developed and present a basis for future development of the sector. For example, the Institute for Curriculum Development and Research (ICDR), the Education Materials Production and Distribution Agency (EMPDA) and the Educational Media Agency (EMA), with the help of donor assistance and/or government subsidy, have good respective capacities in development of curriculum, production of textbooks and materials, and exploitation of educational media. What has been missing in the past is an evaluation of how best (i.e. cost effectively) to exploit these capacities.

7. The ICDR is the most important element in the development and publishing of curricula, textbooks, and materials for the entire pre-university education system. Sixteen subject area panels write syllabi, textbooks and teacher's guides for all grades and subjects. ICDR reports that some 200 syllabi, books, and guides have been produced and 30,000 teachers trained in the classroom application of these materials.

8. EMPDA prints textbooks and teaching materials for the formal education system and contracts its services on a for-fee basis to the Education Media Agency (EMA) and the Adult and Continuing Education Agency for printing of their instructional materials. EMPDA currently handles 300 titles (now in four languages) and during the academic year 1991/92, it printed about 2.8 million texts while contracting for the printing of another 4.2 million.

9. The EMA was created 40 years ago with the assistance of the U.S. Point IV program. Through the years it has grown in size and expanded the types of media it employs. Starting as a rather limited audio visual unit it is now, by any LDC standards, a vast enterprise consisting of 12 medium wave AM stations. EMA also has the necessary studios and personnel to produce radio

programs for its own stations and color educational TV programs for government television. The present transmitters cover approximately 90% of the country.

10. During the socialist era there was a substantial increase in participation in non-formal education activities. Through successive rounds of a national literacy campaign, conducted between 1979 and 1991, community learning centers were built, 9,000 radio listening centers are said to have been established, and the MOE reports that over 22 million people participated in literacy training. The literacy campaign was carried out in 15 languages, but was planned and organized centrally. Decisions made in the capital were rigidly applied, and over time the government had to forcibly impose participation of both instructors and students. According to official statistics, the campaign raised the literacy rate from around seven percent to 76 percent, but the former government's claims as to the success of its efforts are viewed as dubious at best. However, the campaign did increase literacy, especially in urban areas, and it established writing systems for 13 Ethiopian languages. Over time, political resistance to the central government's imposition of training may have compromised the viability of future efforts at adult education.

B. POLICY FRAMEWORK

11. The single most significant factor effecting MOE efforts to reform and rehabilitate education is the TGE's adoption of an overall policy of regionalization. Regionalization implies the granting of certain autonomy and the substantial delegation of administrative authority to the 14 new regions constituted on the basis of ethnic nationalities. Regionalization also will result in the development of an additional level of decentralized authority. Specifically, regionalization is:

- Determining education sector policy on language of instruction (5 languages are to be used as media of instruction in primary school);
- Leading to decentralization of central ministry services (e.g. curriculum development, educational radio, adult education, materials production); and
- Implying reorganization of decentralized systems of management and administration.

12. The MOE defines as its primary responsibility the provision of educational opportunity, especially in war ravaged and chronically impoverished areas of the country. In addition to those regions, government assessment of the sector reveals an overall need for extensive and comprehensive rehabilitation of the education system. Within this policy focus, primary education will be given the greatest emphasis. The MOE foresees

that investments in the primary sub-sector will concentrate on infrastructure (rehabilitation of existing and creation of new) and teacher training. Teacher training is seen as a necessary component of increased access, and includes both in-service training and the expansion of pre-service capacity of the TTIs.

13. The MOE's attention to basic education grows out of its commitment to the WCEFA proclamation, which sets out the objective of universalization of the equivalent of four years of basic schooling, for both children and adults. Within this framework the MOE envisages a broad based approach, combining both formal and non-formal education

14. Recent levels of recurrent budget for operating expenses in the education sector have been grossly insufficient to permit the desired improvement and expansion of education. Education can attempt to lobby for additional allocations, but the MOE must begin to make some of the hard policy choices based on most efficient use of available resources. Cost analysis will have to be introduced into the sector's decision making processes so that investment choices can be made on a rational basis. This implies allocative choices between levels and types of education, evaluation of the cost effectiveness of different strategies, and maximization of impact of available funds.

C. IMPLICATIONS

15. Within the present policy context and resource limitations, some important issues that must be addressed in the education sector center around the trade-offs between expansion and improvement of the sector. The Ethiopian government will have to produce and evaluate projections of resource needs given implementation of different policy decisions. For example, they will need to evaluate the relative costs and effectiveness of different quality inputs, (e.g. teacher training, materials, physical environment, language, curriculum, pedagogical support services, etc). In addition the government will be called on to similarly evaluate different strategies for provision of access (e.g. compensation of previously deprived areas, maximum use of infrastructure, approaches to locating and building new schools, etc).

16. With the advent of regionalization, a thorough evaluation of the newly generated administrative requirements at the decentralized levels is called for, and the government needs to assess the budgetary impact of creating new management and technical capacity at the region, zone and district levels. A major challenge is the need to define mechanisms for distributing central funds to the regions. In addition, guidelines for future donor involvement, which will outline terms of interaction between donors and the central and regional governments need to be established. Under the new policy on language of instruction,

it will be important to analyze the pedagogical implications of introducing new languages and of having as many as three languages (sometimes with three different scripts) being taught at the primary school level.

17. The government's decision to promote non-formal as well as formal education implies an important future role for those elements of the sector. An important first step could be the evaluation of previous approaches to adult education as base for future program development. The government could determine the effective status of the network of centers and evaluate communities' attitudes towards non-formal education programs. Lessons could be learned from those centers that have continued to function through the collapse of the former government and the MCE could explore the possibility of generalizing those elements of these programs which would be replicable on a larger scale. In particular, given the existing capacity to employ the mass media for educational purposes, the government needs to thoroughly evaluate the use of media, with attention to content, application, and impact of programs, from the perspective of enhancing efficiency and effectiveness, and to explore possible new approaches and uses. Similar evaluations of support materials and training of media teachers would also be useful.

I. INTRODUCTION

1. The primary purpose of this initial visit to Ethiopia was to conduct a basic overview of the education sector and to determine the feasibility of conducting a second four week more in-depth and focused assessment of the status and the needs of the education sector. The team visited donors active in the sector, collected documents and determined the locations of others, held discussions with government officials (see Annex B), and visited a limited number of educational installations. The team also prepared the scope of work for the second phase of the education sector assessment which will most likely occur in February 1993.

2. The only limitation or constraint experienced by the team was that of time. Only nine Ethiopian Government working days were spent in country. However, Ethiopian Government officials were universally accessible, open and frank in their discussions, and generous in their willingness to share documents with the team. It should be noted that MOE officials, including the Minister and Vice Minister, expressed their interest in working with USAID. They explicitly stated that the TGE was delighted at the renewed prospect of American cooperation in the education sector and referred to the history of U.S. assistance to the education sector. It is significant that despite 17 years of socialist rule, the Ethiopian and U.S. education systems are compatible both in terms of structure and curriculum.

3. This report consists of a general overview of the history and current status of the education sector and includes a discussion of the policy issues presently faced by the ministry. The following section (Section II) presents a brief description of the history of education in Ethiopia, with special attention to the developments made between 1975 and 1991 under the Mengistu regime. Section III discusses the present state of the education system including some details on important components of the system like teacher training, curriculum development, materials production, educational media, and general administration and management. Section IV outlines the major policy issues with special attention to the effects of regionalization. Section V summarizes current donor activity in the education sector. The final section (Section VI) summarizes certain significant issues faced by the sector and discusses their implications for further analytical work and policy decision making.

II. BACKGROUND: EDUCATION IN ETHIOPIA¹

A. EARLY DEVELOPMENT

4. There is a long tradition of a formal approach to education in Ethiopia. Somewhat formal education dates to the sixth century BC when the Sabeian alphabet was used for instructional purposes. In the early years of the Christian era the churches of Ethiopia developed a school system. The seventeenth century saw the development of Quaranic schools. During the mid to late nineteenth century there was an occasional Christian mission school in the provinces run by Swedish or American missionaries.

5. The first secular school, the Minilik School, was opened in 1908 and was primarily a foreign language school. It remained the only government school until 1925. During this period approximately 3,000 students passed through the school. The development of the national education system is said to coincide with the imposition of a special education tax in 1926. This marked the first time the government had a budget for education.

6. Although by the time of the Italian invasion in the 1930s the number of schools had grown to 22, 14 of these were in the "provinces" and were funded by private sources (mainly Swedish and American missions). During the 1935 to 1941 Italian occupation schools were closed and educated Ethiopians were systematically eliminated as part a colonial policy of subjugation. In one extreme instance no less than 3,000 educated Ethiopians were reported to have been killed in retaliation for the attempt on the life of an Italian official.

7. The real growth of modern education in Ethiopia usually is considered to have begun with the expulsion of the Italians and return of Haile Selassie in 1941. Schools reopened the following year and Haile Selassie himself held the portfolio of Minister of Education until 1966. Starting from an insignificant base, primary school enrollments increased from:

19,000 in 1943 to,
53,000 in 1947 to,
90,000 in 1955.

8. Despite the expansion of the system, equity was not a consideration, neither in geographic nor gender terms. Only one secondary school existed outside Addis Ababa in the early 1950s,

¹ The information in this section is drawn primarily from the following sources:
MOE, Education: Challenge to the Nation. Report of the Education Sector Review, Addis Ababa, 1972.
Tekeste Negash, The Crisis of Ethiopian Education: Some Implications for Nation Building, Uppsala, Sweden, 1990.

and of the total of about 400 primary schools only 35 contained all eight grades. Education during this period has been characterized as being of low quality, lacking relevance and being too oriented toward things foreign.

9. In 1953 an era of planned educational growth was ushered in with the establishment of the first planning committee for education. In 1957 the first national five year development plan was adopted. By 1962:

- Primary school enrollment (grades 1 - 4) had grown to 125,000 (approximately 33% females);
- Middle school enrollment (grades 4 - 8) had grown to 327,000 (20% females);
- Secondary school enrollment had grown to 9,400 (15% females); and
- Enrollment in institutions of higher education had grown from 100 in 1952 to 968 in 1962 (5% females).

10. Continued expansion of the formal education system in the 1960s produced large gains in enrollment at all levels, as demonstrated in Table 1 below. However, the percentage of school age children attending school represented only a small fraction of the eligible population.

TABLE 1: Status of the Education System in 1973/74

LEVEL	Enrollment	% Increase over 1962	GER	% Completing Cycle
Primary	655,550	475%	16%	66%
Secondary	134,900	490%	4%	49%
Tertiary	5,100	525%	< 1%	32%

Notes: The percent of cycle completers for the tertiary level is based on a comparison of the number of fourth year students enrolled to the number of entrants four years earlier.

11. In addition, access to schooling was still limited to urban areas and the more densely populated provinces. For example, in 1971, 35 percent of primary school age children in Addis Ababa were in school while, in Harar, less than 6 percent were enrolled. Four provinces provided 60 percent of the enrollment but had only 35 percent of the school age children. Participation rates for girls also remained relatively low. The percentage of places in primary and junior secondary schools occupied by girls were 32 and 30 percent respectively in 1974-75. Secondary and tertiary rates were 24 and 8 percent respectively for the same year.

12. The private sector continued to play an important role in providing formal schooling. Approximately 28% of primary

school students were in non-government schools.

13. Total government expenditures for education in 1970-71 was \$90.5 million. This included an estimated \$2.5 million provided by local community groups for government school operations and \$3.4 million provided by other external sources. Government expenditures of \$84.6 million amounted to 19% of the total central government budget. This compared favorably with the share of government funds allocated to education in other African nations at that time.

14. In 1972 the Ethiopian Government undertook a comprehensive assessment of the education sector. The broad participation in the review and the detailed analysis it produced are examples of Ethiopians capacity in the area policy formulation for education. However, many of the reforms recommended in the sector review were extremely controversial, like converting primary schooling to a four year terminal cycle. The imperial government failure to build a sufficient consensus around these changes before instituting them by decree, created widespread negative public reaction to the proposed reforms. In fact, this public sentiment and reaction may have played some role in precipitating the revolution.

B. THE SOCIALIST ERA

15. The marxist approach to education ushered in with the socialist revolution gave priority to mass education. The popularization of education was to proceed through two main avenues, expanded provision of formal primary schooling and the launching of national adult literacy campaigns.

16. The years of socialist government rule did result in immense numerical growth in enrollment, especially in primary education in the rural areas. The rate of increase in overall formal school enrollment in the 15 years before and the 15 years after 1975 revolution were about the same. Between 1960 and 1975 enrollment increased an average of 15 percent per year, adding roughly 800,000 students to the system. However, a post-revolution 12 percent per year increase added 2,883,800 students to the system, three and a half times the number added during the prior 15 years.

17. During the socialist period of expansion, expenditure on education as a percentage of the national budget fell from 17.2 percent to 9.5 percent. In absolute terms overall enrollment rose by 376 percent while real expenditure on education increased by only 43 percent.² The resulting real

²

Based on IMF estimates of roughly 9 percent average inflation per year between 1975 and 1991.

drop in per student expenditure was one factor contributing to the erosion of educational quality.

18. Under Mengistu, the education sector also experienced far reaching curriculum reforms. The most notable feature was its politicization. There were attempts to ruralize the primary school curriculum and to introduce a poly-technical approach in grades one through eight. In 1975 a "New Directions of Education" movement (Yetimihirt Atacha) was launched. The "quality" of education was evaluated and changes were recommended. A new curriculum was instituted and most textbooks were rewritten (while books were rewritten, most schools were without teaching materials). The curriculum and the accompanying texts were used to promote the ideological objectives of the revolutionary government. An experiment involving 70 schools was implemented whereby "poly-technical" schools were developed to replace the existing primary and junior secondary establishments. An attempt to ruralize the content for the rest of the primary school was made. Primary schools and the adult literacy programs were allowed to use local languages as the media of instruction. Some 15 languages were used. As few trained teachers were fluent in these languages, some 3,500 untrained people were hired to teach in the elementary schools.

19. Educational quality deteriorated because of the decline in real terms in per student expenditure, the engagement of untrained elementary teachers, a precipitous decline in the availability of educational materials at all levels while books were re-written and reprinted, and, in general, as a result of the over-politicization of the system.

20. During the socialist era there was also a substantial increase in participation in non-formal education activities. Through successive rounds of a national literacy campaign, conducted between 1979 and 1991, community learning centers were built, 9,000 radio listening centers are said to have been established, and the MOE reports that over 22 million people participated in literacy training.

21. The literacy campaign was carried out in 15 languages, comprised three phases of teaching (beginner, intermediate for those who failed to pass the exam after the beginner course, and post-literacy), and is estimated to have cost over 500 million Birr (about \$U.S. 250 million). The government planned and organized the campaign centrally. Decisions made in the capital were rigidly applied and over time the government had to forcibly impose participation of both instructors and students. High school completers awaiting exam results were required to serve as teachers in the campaign before they could go on to university or seek employment. Local communities also recruited their own instructors; impressing school teachers, high school students, clergy, or other literate residents into service. The curriculum

included literacy, numeracy, "the ideals of the revolution," and some development topics.³

22. According to official statistics, the literacy campaign raised the literacy rate from around seven percent to 76 percent. The claim of 76 percent literacy in Ethiopia is based on the number of certificates awarded during the campaign, not taking into account the fact that some people earned certificates more than once, and that many of those who did, eventually regressed to illiteracy. Even if the prior government's claims as to the success of its efforts are viewed as dubious at best, the campaign did increase literacy (especially in urban areas) and it established writing systems for 13 Ethiopian languages. However, the political resistance to the central government's eventual imposition of training that grew up in the later years of the campaign may have compromised the viability of future efforts at adult education.⁴

³ Susan Ung Hoben, The Politics of Literacy: The Ethiopia Literacy Campaign, pp 7-9, The Bunting Institute, 1992.

⁴ Ibid

III. THE PRESENT STATE OF THE EDUCATION SECTOR

A. DATA

23. The information presented in this report is derived from government sources. General descriptive data are readily available in MOE documents and/or donor reports, however questions regarding their accuracy remain. In addition, the years of war followed by a period of dissolution of central authority have made data from some regions virtually unobtainable or, for those in which data are reported, of questionable validity. Given the short duration of this mission, the team was unable to verify the validity of the data we could obtain. Any detailed analysis of regional, or in other ways specific, data at this stage would be very suspect. Nevertheless, the information we obtained does provide some indication of the status of the education system.

B. GENERAL POLICY FRAMEWORK

24. Since the installation of a transitional government (TGE) in 1991, Ethiopia is undergoing sweeping changes aimed at nothing less than a total redefinition of its political and economic system. The TGE is moving decisively towards democratization, privatization of the economy, and redefinition of the internal organization of the country. The TGE has decided to redraw Ethiopia's internal regional boundaries on the basis of present and historic patterns of ethnic group settlement. This policy of regionalization does not stop at redefining regions, but includes complete federalization of government responsibilities. The TGE envisages a high degree of regional autonomy in the collection and allocation of revenues, as well as in the management and administration of the provision of public services. The implications of these changes dominate the policy agenda in the education sector.

25. Specifically, regionalization is determining education sector policy on language of instruction, leading to decentralization of central ministry services (e.g. curriculum development, educational radio, adult education, materials production), and implying reorganization of decentralized systems of management and administration. Details of the policy implications of these changes are discussed in section IV of this report.

26. Liberalization and privatization of the previously centrally planned economy will also engender important changes in government policies in the education sector. Advocating private sector participation in the provision of schooling or education related services may lead to significant efficiency gains. For one, state guaranteed monopolies in educational materials

production and distribution will have to be re-evaluated from the perspective of promoting private sector involvement. The future role of private schools is another important area in which the private sector can assume some of the government's current responsibility. Active promotion of the re-emergence of private schooling could help alleviate some of the pressure on government supplied school places in urban areas.

C. OVERVIEW AND STRUCTURE

27. The Ministry of Education (MOE) is the institution responsible for administration, management and policy development for the education sector. Under its new structure, the sector is divided into two sub-sectors. General education includes pre-primary, primary, and junior and senior secondary education, as well as vocational and technical training and non-formal education. Tertiary education comprises the other sub-sector.

28. The Ethiopian education system's general 12 year stream follows a 6-2-4 structure: six years of primary education, followed by two years of junior and four years of senior secondary (see charts in Annex C). The general progression through the system is complemented by vocational and technical education, offered in 16 specialized institutions, access to which is available after two years of senior secondary. Eleven Teacher Training Institutes are responsible for the pre-service training of primary teachers.

29. In addition to the formal education system, the MOE administers a variety of parallel non-formal training opportunities through such structures as Community Skills Training Centers, Basic Development Education Centers and Community Learning Centers. Senior secondary courses are also available through correspondence (or distance) education and the full twelve year cycle is accessible through evening study.

30. The MOE also has a long history of making use of educational radio broadcasts, and more recently, educational television. The Educational Media Agency under the authority of the MOE, supervises production and broadcasting, as well as related support activities, for a variety of literacy and rural development oriented programs.

31. Higher education is offered by a variety of institutions. There are two universities, Addis Ababa University (AAU) and Alemya University of Agriculture. Other agricultural institutions include the Ambo, Jimma, and Awassa Junior Colleges of Agriculture, the Debrezeit Faculty of Veterinary Medicine, the Debrezeit Institute of Animal Health Assistants, and the Wondo Genet Forestry Institute. There are three technical institutes, Bahir Dar Polytechnical, Addis Ababa Municipal College, and

Arbaminch Institute of Water Technology. Higher education in the field of health is provided through the Gondar College of Medical Sciences and the Jimma Institute of Medical Sciences. There is also a Junior College of Commerce. The Commission for Higher Education (CHE) was an independent body responsible for administering tertiary education. However, under the new organization of the MOE, the CHE has been brought into the ministry.

32. The following sections provide details on each of the different components of the education system. In addition they explore the critical issues relative to administration and management of the sector and to the provision of pedagogical support services.

D. FORMAL PRIMARY AND SECONDARY EDUCATION

D.1 Access

33. Formal basic education consists of pre-primary and primary schooling, and at present is not compulsory. There are no tuition charges for primary and secondary schooling, but students must pay nominal registration fees at the beginning of the school year. General or academic secondary education is divided into junior and senior secondary schools. Pre-primary or kindergarten-level instruction is offered in some 632 private schools to approximately 58,000 students (MOE data, 1991). These schools are located primarily in urban areas. Primary schooling is the most extensively developed component of the education sector, with over 2 million students enrolled in roughly 8,400 schools. Table 2 gives summary statistics for primary and secondary schooling over the last five years.

TABLE 2: Summary Data on Primary and Secondary Schools, Enrollment and Teachers

	1987	1988	1989	1990	1991
Schools					
Primary	8,584	8,579	8,345	8,256	8,434
Junior Secondary	1,092	1,093	1,095	1,117	1,149
Senior Secondary	278	278	274	276	284
Enrollment (in 000s)					
Primary	2,856	2,855	2,662	2,466	2,063
Junior Secondary	448	447	418	405	359
Senior Secondary	426	426	452	454	416
Teachers					
Primary	65,993	66,091	65,450	68,370	68,399
Junior Secondary	10,508	10,521	10,373	10,940	11,262
Senior Secondary	10,726	10,726	11,208	11,781	11,848

Source: Ministry of Education, 1992

Notes: Data for Tigray for 1988, 89, 90 taken from 1987.
1989, 90, data for Assosa, Gonder, Dehub, and Wello Semen taken from 1988.
1990 data for Asseb, Eritrea, Gonder Semen, Hararge Mirab, and Omo Semen taken from 1989.
1991 data for Assosa taken from 1988, for Asseb and Eritrea from 1989, and for Hararge Mirab and Hararge Misrak from 1990.

34. The most striking aspect of these data is the decreasing trend in enrollment, in absolute terms, for all levels since 1988. Some of this decline in student numbers may be attributable to the inconsistency of data collection in the regions. Even so, it is not difficult to imagine that enrollment in formal schooling would have decreased during the breakdown of the central government both because of the prolonged effects of war and the instability inherent in a change of government. The fact that data for some regions are unavailable indicates that formal government structures, like schooling, may have collapsed in some areas. Anecdotal accounts suggest that a substantial number of schools may have been destroyed or abandoned in the northeastern regions. As many as a third of the primary schools in Tigray are reported to have been destroyed. Some buildings have been damaged in the war, others have been looted and/or destroyed in protest of the former government, others may simply have been abandoned by populations no longer forced to live in certain areas. The Minister of External Economic Cooperation stated in his address to the Consultative Group in November of this year that some 1,160 primary schools have been partially or fully damaged.

35. The most recent national data available on participation rates are from 1988 or 1989. Table 3 shows the net enrollment rates, disaggregated by gender for primary and junior and senior secondary education in 1988. At the primary school

level, despite over 2.5 million students enrolled in 8,345 schools, the system was only reaching some 27 percent of the relevant age group. An even smaller percent of the secondary age population had access to formal schooling. This placed Ethiopia among the countries with the least developed systems of formal education in the world. Levels of female participation for primary and senior secondary education were significantly lower than the levels for males, while at the junior secondary level, female rates were only 10 percent lower.

TABLE 3: Gross and Net Enrollment Ratios by Level, 1988

LEVEL	NET	NET	TOTAL	
	MALE	FEMALE	Gross	Net
Primary	31	22	35	27
Junior Secondary	11	10	21	10
Senior Secondary	9	6	11	8

Source: Ministry of Education, 1989
Notes: Data for Asseb and Tigray are not included.

36. While fewer girls as a percentage of the eligible population enroll in primary school than boys, Figure 1 shows that over 40 percent of the available places in grades one through six are occupied by girls. This is significantly better than many other countries in SSA. The same is true for junior and senior secondary education.

37. Figure 1 also presents the educational pyramid for the 12 years of the formal system. As in most SSA education systems, enrollment tapers off significantly with progression through the system. The steepest part of the pyramid is between the first two years of primary schooling. The MOE reports a 1987 grade one dropout rate of roughly 35 percent for girls and 30 percent for boys. Subsequent yearly declines in enrollment are less severe, primarily because of a national policy of automatic promotion for grades one through four. Significant dropout appears to occur again between grades six and seven and between grades eight and nine. This is not unusual in SSA for the transition points between levels of the system.

Figure 1: Enrollment by Grade and by Gender, 1991/92

Male	Grade	Female	Females as % of Total
44,584	12	28,526	39%
58,018	11	43,737	43%
59,380	10	50,280	46%
69,133	9	62,424	47%
98,118	8	91,230	48%
93,897	7	75,866	45%
137,061	6	113,569	45%
145,388	5	107,227	42%
169,293	4	120,840	42%
185,274	3	130,977	41%
210,872	2	144,609	41%
352,506	1	246,020	41%

Source: MOE, 1992

D.2 Private Schools

38. Provision of schooling in Ethiopia is almost exclusively limited to the public sector. The only private schools in operation are church schools or the international schools serving primarily the diplomatic community in Addis Ababa. Table 4 shows that in 1989 private institutions accounted for only 7 percent of the schools and 11 percent of the enrollment at the primary level. Similarly, they accounted for only a small part of the supply at the junior and senior secondary levels. This is in contrast to the situation before the revolution when 28 percent of all students were in private schools.

TABLE 4: Non-Government Schools, 1989

LEVEL	NUMBER	% OF ALL SCHOOLS	% OF STUDENTS IN PRIVATE
Primary	613	7%	11%
Junior Secondary	164	15%	10%
Senior Secondary	28	10%	2%

Source: MOE, 1989

39. The MOE has submitted a draft of a law to permit the establishment of private schools and is awaiting the TGE's reaction. The MOE has received numerous requests from the private sector to establish schools, and feels that private schooling could help respond to excess demand, especially in urban areas where government schools are severely overcrowded.

D.3 Equity

40. National statistics mask extreme regional disparities in access to formal schooling. For example, 1989 regional primary gross enrollment ratios show Gambella with an enrollment rate of 83 percent, Addis Ababa at 74 percent, and Metekel at 60 percent. In contrast, in the same year the MOE reports a gross enrollment rate of only 4 percent in the Ogaden, 13 percent in Tigray, and 15 percent in Gonder Dehub. Annex E gives regional data on schools, teachers, and enrollment for all levels.

41. In addition to the regional variations in overall participation rates, female access to schooling also varies significantly among regions. Gender disaggregated gross enrollment rates are not available for the regions, however 1991/92 data on the share of places occupied by girls are presented in Annex E. In Gonder Semen girls constitute 57 percent of the primary school enrollment, in Addis Ababa, 51 percent, and in Shewa Misrak and Gojjam Misrak, 50 percent. Compare this to the share of places occupied by girls in Shewa Mirab, Hararge Misrak (31 percent), Omo Dehub (32 percent), or Hararge Mirab (32 percent).

D.4 Quality

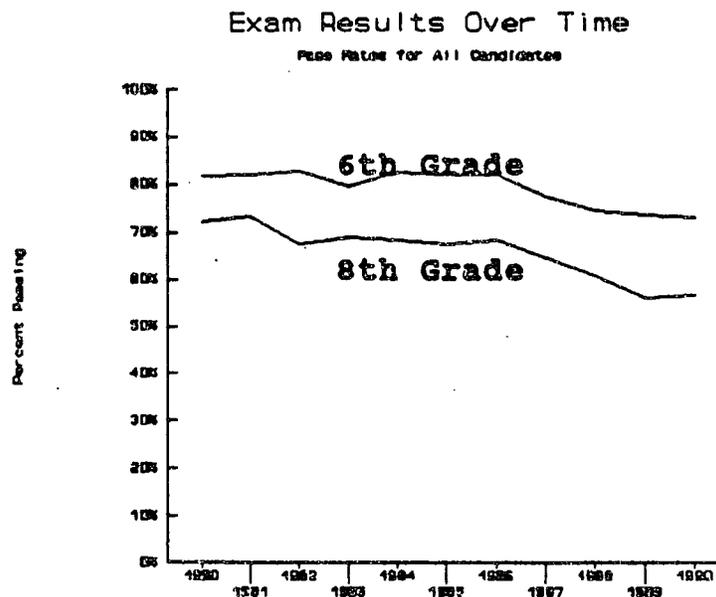
42. The quality of education at all levels of the system has deteriorated markedly during the last decade. The indications of poor quality include un- or under-qualified teachers and shortages of inputs such as materials and texts. Although no data on teacher qualifications were made available, MOE officials cite large numbers of unqualified teachers as one of the critical constraints currently facing the sector. The poor quality of existing staff is exacerbated by the need, as a result of regionalization, to recruit or retrain teachers in each of the five regional languages.

43. In the primary sub-sector, the principal concern is to obtain sufficient staff qualified to teach in the regional languages. The MOE has had to recruit secondary school leavers with no pedagogical training to fill primary school teaching positions because of the urgency of demand for personnel in some areas. For example, roughly 3,500 people with no prior training have been placed in classrooms in Tigray and Oromo. In addition, there is still a backlog of roughly 5,500 untrained teachers hired during the past 10 or 12 years. The MOE is proposing a series of in-service courses during school vacations to provide these teachers with basic pedagogical instruction. The MOE also recognizes an important need for qualified senior secondary teachers. Current personnel are under-qualified in subject area knowledge, especially English language skills.

44. Although local capacity exists to produce educational

texts and materials (see discussion of EMPDA below), the MOE reports that approximately 40 percent of schools have texts, and that the national student to book ratio is 4:1. Difficulties in delivering materials to remote areas, the MOE's production limitations, and the lack of supplies and recurrent budget all contribute to the low textbook ratio.

FIGURE 2: EXAM RESULTS



Source: MOE, 1992

45. The MOE is currently reassessing the relevance and quality of its primary school curricula. Grades one, two and three employ an integrated curriculum and are self-contained (one pedagogical group per room with one teacher for all subjects). Grades four through six are departmentalized (subject area teachers rotate into classrooms for predetermined periods of instruction) and include the teaching of eleven subjects. Education officials are debating the advisability of such an approach, especially in light of the new language policy.

E. TEACHER TRAINING

46. The Pre-Primary, Primary, and Special Education Teacher Training Department is responsible for training of teachers for pre-schools, primary schools and for special education classes. It also trains head teachers for kindergartens and primary schools (junior and senior high school teachers are trained at

the universities). The Department also contributes to the development of curricula, syllabi, text books, and other needed instructional materials. A network of 12 teacher training institutes (TTI) provides post-secondary pedagogical training for primary teachers.

47. All of the TTIs were closed for the first five years of the socialist era. During this period they were put to diverse uses including "re-education" programs and hospitals. The TTIs were reopened in 1980 as institutions that provided a four month in-service program designed for untrained teachers that were hired in the early years of the revolution. These teachers were required to attend three four-month sessions before they were certified. The MOE reports that from 1980 to 1992, the TTIs trained 60,550 teachers in programs of varying length.

48. TTIs recommenced providing pre-service training in the mid-1980s. Before the revolution 10th grade graduates were recruited, now only graduates of secondary schools are admitted. Further, the academic content of the old curriculum has been eliminated. Only the pedagogical subjects have been retained, shortening the length of training from two to one year.

49. In addition to pre-service training, the TTIs continue to conduct a series of summer in-service programs for unqualified teachers. Although 25,217 such teachers have been trained with SIDA, UNICEF and IDA assistance, approximately another 9,000 remain to be trained. Of these, roughly 1,700 have attended at least one summer session.

50. The TTIs are resident institutions that provide students with room and board. Their total capacity was reported in 1989 as 6,750 students. Data from that year, as presented in Table 5, show the TTIs functioning at only 62% of capacity. Table 5 also shows that while two additional institutions were established in 1987 and 1988, no appreciable increase in enrollment was registered. This may be attributable to the fact that two TTIs are currently reported as not in operation.

TABLE 5: Primary Teacher Training Institutions

	1985	1986	1987	1988	1989
Enrollment					
Total	5,601	4,131	4,160	4,142	4,164
Female	836	658	550	640	884
Teachers					
Total	226	245	268	276	278
Female	30	30	30	33	32
Capacity					
TTIs	10	10	11	11	12
Places	5,650	5,650	6,200	6,200	6,750
% Occupied	99%	73%	67%	67%	62%

Source: Ministry of Education, 1989

51. The MOE reports that for the current academic year insufficient recurrent financing has been included in the budget to provide proper room and board for the TTI students. The education ministry has submitted a request to the Ministry of Finance for supplemental funds. The lack of adequate recurrent financing is cited as the primary reason for the under-utilization of the TTIs.

52. The summer program to upgrade existing untrained teachers is even more constrained by budgetary problems. The summer in-service could accommodate the same number of students as the regular 10 month session, however, the maximum number of trainees enrolled was 3,754 in the summer of 1987. In 1992 only 1,030 trainees were admitted.

53. At present, eight of the ten functioning TTIs are in two regions, the Amhara and the Oromo. Students were admitted in the past in proportion to the population of the various provinces. Under the move to regionalization, they are now admitted on the basis of language group. In the short-term, building new TTIs for each region would be difficult. Therefore, it is not expected that the TTIs be immediately turned over to the regions to administer.

54. In addition to teacher training, the TTIs have trained over 11,000 head teachers during the past ten years. Despite this effort there are still some 900 untrained head masters who are on the waiting list for this program. Like other educational institutions in Ethiopia, the TTIs need operating budgets, staff upgrading, equipment, and resources for the maintenance of physical facilities. In addition, the MOE will eventually need to find the resources to establish TTIs in the regions not now served.

F. VOCATIONAL AND TECHNICAL EDUCATION

55. The Ministry of Education reports that there are 17 vocational schools offering three year programs beginning at the eleventh grade. Courses are offered in 20 fields of specialization, ranging from home management and housekeeping to electronics or agro-mechanics. The first two years are a mixture of academic and technical subjects, at the end of which all vocational students take the secondary leaving examination. A few qualify for acceptance into the university, but most continue with the third year of the program, which is entirely technical.

56. Annex F gives the numbers of graduates reported by the Ministry of Education in each of the technical specialties for the five year period from 1986 to 1990. The MOE reports 873 vocational school graduates in 1991, of which approximately 20 percent were women. Table 6 demonstrates that this represents approximately one third the number of graduates reported at the peak of enrollment four years earlier.

TABLE 6: Vocational School Graduates, 1987 - 1991

	1987	1988	1989	1990	1991
Graduates	2,458	1,323	1,332	1,103	873
% Female	29%	15%	16%	16%	20%

Source: MOE, 1992

57. Annex F also shows the areas of specialization of graduates in 1991 school year. In a country with a population of over 50 million, the number of graduates in these specific areas is almost insignificant. Further, the MOE reports that many of these students were trained on equipment not suited to Ethiopia, and graduates are reported to not have skills relevant to the needs of Ethiopia's modern sector. As an illustration, 85 percent of the population makes its living from agriculture, yet the two agriculture schools graduated more electricians and auto mechanics than majors in agriculture.

58. The MOE states that the future of vocational and technical education is unsure. The MOE is waiting for the technical committees and the policy commission working under the prime minister's office to finish their deliberations and announce a new policy for vocational education in Ethiopia. Occupational skills training is a widely recognized need, but there seems to be equally universal dissatisfaction with the present training programs. After 17 years of an Eastern European vocational training philosophy and orientation, a thorough review of the sub-sector is needed.

G. EDUCATIONAL MASS MEDIA

59. The Education Media Agency (EMA) was created 40 years ago with the assistance of the U.S. Point IV program. Through the years it has grown in size and expanded the types of media it employs. Starting as a rather limited audio visual unit using the technology of the 1950s, it is now, by any LDC standards, a vast enterprise consisting of 12 medium wave AM stations. EMA also has the necessary studios and personnel to produce radio programs for its own stations and color educational TV programs for government television. The present transmitters cover approximately 90% of the country (see map in Annex G). It is very significant that, unlike the situation in most developing countries, the radio transmitting facilities are dedicated solely to educational purposes and the EMA is responsible only to the MOE.

60. The primary mandate of the agency is to provide a series of approximately 15 minute radio programs designed to be used in conjunction with teachers' regular classroom lessons. Approximately 7,200 of the nation's more than 8,400 schools have a radio coordinator, trained by the Media Unit. This coordinator helps schedule classes to take advantage of the programs broadcasted. Programs are developed by the Media unit in cooperation with other organizations dealing with curriculum (ICDR, TTIs and the Department of Primary/Basic Education).

61. The agency has a testing and evaluation unit, that has carried out some evaluation of both the use and impact of radio programs. An evaluation report published in April of 1991 by the EMA demonstrated for a sample of 280 schools (143 rural & 137 urban):

- 70 percent of schools had at least one media teacher, 75 percent of which were trained;
- 71 percent of the schools had functioning radio sets (not clear if same 70 percent as above);
- 90 percent of the schools relied on dry cell batteries for power;
- 23 percent of teachers reported frequent use of support materials, 65 percent rare use, and 10 percent no use; and
- 87 percent of the schools had adjusted their schedules to coincide with radio broadcasts.

The evaluation makes no mention of how broadcasts are used in classrooms and does not discuss the content of programs. No attempt has been made at establishing a framework for evaluating the impact of the use of radio programs.⁵

⁵ Educational Media Agency, Schools' Radio Programmes Utilization Evaluation Report, April, 1991.

62. The EMA provides training to radio coordinators through local workshops and summer training sessions. It has also recently started conducting a two week training program for TTI students in the use of radio in the classroom. Last year about 5,500 students in pre-service teacher training programs participated in these programs. The EMA is also experimenting with the use of audio cassettes as an alternative to direct radio broadcasting. This would allow complete flexibility in the timing of the use of the audio material.

63. Programs for the first six grades were formerly broadcast in Amharic. Under the new language policy, programs for the first six grades are being translated into or produced in the five national languages. Programs for the junior secondary schools are produced in English. The EMA has over the years produced approximately 7,000 programs.

64. In addition to changes in language, regionalization also calls for radio program production capability to be developed at the regional level. The EMA reports that five regional studios are already in operation and three are to be added through funding provided under an IDA credit. As with other MOE agencies, regionalization of programming capacity will require that the EMA become more of a central service organization that will provide training, technical advice, prototype materials, and evaluation and research services to the regions. EMA will also continue to produce programs for the local (Addis Ababa) educational radio station.

65. The EMA is in the process of adding a second channel to each of its transmitters, which will double the effective broadcast time, and radios for schools are being purchased under the ERRP education component. The antennae have the capacity for the addition of a third channel, and EMA plans to eventually expand its broadcasts to fully exploit that potential. What is immediately called for is a thorough evaluation of the use, impact, and cost effectiveness of radio programs before any further investment in expansion of the network is undertaken.

66. Before and after school the stations broadcast general education programs for adults. Some of these are in coordination with the activities of the Adult Education Directorate that at one time had 9,000 radio listening centers in the rural areas of the country. The EMA also wants to develop "distance teaching" programs for teacher upgrading and to support the Adult Education Division's distance teaching program which up to now has been based on written materials. To date 20 trial programs have been developed.

H. ADULT NON-FORMAL EDUCATION AND TRAINING

67. The Adult Education Division of the MOE was created after the 1974 revolution. Its primary responsibility has been to carry out the National Literacy Campaign and to create Community Skill Training Centers (CSTC). It also provides distance learning opportunities for people wanting to finish secondary school using a standard correspondence program of study. There are at present only 650 students enrolled in correspondence courses.

68. The objectives of the literacy campaign (as discussed in the background section) were eventually compromised by political interests. One result of the Mengistu government's literacy efforts, despite claims of success, was to politicize adult education and create a pervasive negative attitude among the rural population regarding government training programs. The current status of the reported 9,000 adult education/radio listening centers and the 400 CSTCs is unknown. Many of these centers are rumored to have been destroyed following the collapse of the central government. However, reports indicate that in certain regions some of these may still be functioning.

69. With regionalization, the Adult Education Division has lost the mandate it had under the old regime to implement national campaigns, and has not started to carry out its new mandate. Though yet to be made official, it is understood that this division will essentially provide technical support to the regions as they develop their own adult education programs. It has been suggested that the previous responsibilities of the Adult Education Division are to be assumed by the educational authorities at the regional level. In the future, the central facility is to play an advocacy role and to provide technical assistance, training, prototype materials, evaluation services, and general supervision, but not control, of the regional programs. Like the Vocational/Technical Education Division, the Adult Education Division appears to be waiting for new policies to be promulgated and translated into operational programs.

70. Regionalization necessitates visits to the regional education offices to determine what is likely to be the thrust of the adult education program in the near future. The extent and nature of the future programs will depend upon initiatives at the regional level and the MOE appears to recognize the need to shift to demand driven provision of training programs. As with educational media, careful analysis of existing programs, especially those that have successfully survived the fall of the revolutionary government, will be an essential input to determining the future course of adult education. It is easy to foresee several different types of programs developing in the various regions.

I. HIGHER EDUCATION

71. The initial team was unable to investigate the status and needs of all aspects of the education sector. The most glaring omission was higher education. This was not done without forethought. In the first instance the priority given to the team by AID was basic education. Further, it was made clear early in our visit, from both the Minister and Vice Minister that the highest priority of the TGE was also basic education. However, the next team should spend more time investigating higher education, especially to explore ways the university system might play a more significant role in meeting the TGE objective of basic education for all.

J. FINANCING OF EDUCATION

72. While the education budget may have grown in absolute nominal terms during the socialist era, its increase in real terms has been minimal (while enrollments have grown substantially), and education's share of the national budget has decreased considerably. From the early 1970's level of 19 percent of government expenditure, education's share has shrunk to 9.5 percent of total government spending in 1990/91. Table 7 shows that during the four years from 1987/88 to 1990/91, recurrent educational expenditure as a share of total recurrent spending has declined slightly, capital expenditures share has increased significantly (mostly because of donor support), and overall the sector's percent of government spending has remained consistently low.

TABLE 7: Government Expenditure on Education
(Nominal figures in millions of Birr)

GOVERNMENT EXPENDITURE	1987/88	1988/89	1989/90	1990/91
Total Recurrent Exp.	3,097.1	3,759.0	4,153.5	4,439.5
Total Capital Exp.	2,036.0	2,283.7	2,385.6	1,926.6
Total Government Exp.	5,133.1	6,042.7	6,539.1	6,366.1
Recurrent Education Exp. As % of Total Recurrent	409.1 13.2%	439.7 11.7%	473.5 11.4%	496.3 11.2%
Capital Education Exp. As % of Total Capital	60.7 3.0%	74.3 3.3%	109.5 4.6%	105.9 5.5%
Total Education Exp. As % of Total Gov't	469.8 9.2%	514.0 8.5%	583.0 8.9%	602.2 9.5%

Source: MOE, 1989
In 1992, 1 Birr = 0.20 \$US

73. Within the education budget, the greatest share of expenditures are attributable to primary education. Table 8 shows figures for 1989 expenditures by level and type of education. Vocational and education and teacher training received the smallest share of the sector's spending. However, in per student terms, in 1989, the MOE spent approximately 87 Birr (\$US 17.4 at current exchange rates) for each primary student, 132 (\$US 26.4) per junior secondary student, 126 (\$US 25.2) per senior secondary pupil, 1,600 (\$US 320) per teacher trainee, and 1,400 (\$US 280) per student enrolled in a vocational school.

TABLE 8: Pre-University Education Expenditure by Level, 1989
(in millions of Birr)

LEVEL	AMOUNT	PERCENT
Primary Education	232.2	61%
Junior Secondary Education	55.0	15%
Senior Secondary Education	57.0	15%
Technical/Vocational Education	4.7	1%
Teacher Training	6.7	2%
Other	24.4	6%
TOTAL	379.9	100%

Source: MOE, 1989

74. The 1992/93 budget for the education sector (excluding higher education) totals roughly 494 million Birr. Of this, 92 percent is for salaries and personnel allowances. The remaining fraction available for operating expenses is divided between the central offices of the MOE and the rest of the country, with the former taking 35 percent. The single largest non-salary allocation in the budget is for educational materials. The MOE reports that it consistently spends roughly 95 percent of its salary allocation (some posts going unfilled) and 85 to 90 percent of its non-salary budget.

75. Most offices, agencies and institutions in the education sector report receiving virtually no budget other than salaries. Schools depend on the resources raised through enrollment fees or self-help projects, administrative offices rely on small remittances from school fees, and some agencies are wholly dependent on donor funding (EMPDA).

K. ADMINISTRATION AND MANAGEMENT

76. The education sector, like all sectors in Ethiopia, is undergoing important changes as the TGE redefines the direction and organization of the country. The MOE is undergoing a reorganization in which the structure of many offices will be redefined and staff hired or reassigned. In fact the structure of the ministry is currently in a state of flux. The chart in Annex C presents the structure of the MOE prior to regionalization and reorganization. It appears that most of the offices in that structure will remain in the new organization, however there may be some combining or realigning of services.

77. With the advent of regionalization, the MOE faces additional challenges in establishing and staffing regional, zone and district-level offices. Paragraph ?? in Section IV below discusses the implications of the implementation of the regionalization policy for administration and management of the sector. The following paragraphs give an overview of some of the key services in the MOE and discuss relevant management and administration issues.

K.1 Administration and Finance

78. The Finance and Administration Department of the MOE is responsible for recurrent budget preparation and implementation, personnel management, and procurement and inventory management. It consists of four divisions: finance, personnel administration, records and archives, and general services.

79. The finance division manages budget preparation and execution. The education budget is already prepared in a decentralized manner. Districts evaluate primary and secondary education and district-level administration costs and submit a budget request to the regional education offices. A first control and aggregation takes place at the regional level, comparing the requested figures to the previous year and demanding justification for increases. In addition, regional administrative costs are added to the budget proposal. A regional council approves the budget before it is sent directly on to the Ministry of Finance (MOF), with a copy to the MOE. At the central level, budgets are prepared for each of the departments and agencies, as well as for the TTIs and technical schools. The MOE aggregates these requests into a single proposal submitted to the MOF. The education sector allocation is then the sum of the central request and the regional proposals.

80. Similarly, budget implementation is handled in a decentralized fashion. Regions receive their MOF-approved budgets and the central ministry is allocated its budget. Within these allocations, the component elements (i.e districts or

departments, agencies, and institutions) are maintained as separate sub-budgets and executed accordingly, with some centralization of large equipment purchases.

81. The personnel management division manages the careers of the civil servants employed in the MOE central office and associated agencies and institutions. Regional and district-level administrative and teaching personnel are administered from the regional education offices. The records and archives division maintains the personnel files of all MOE employees.

82. The general services division is responsible for transport (managing the motor pool) and inventory control, and shares procurement duties with the EMPDA (see below). The general services division oversees purchasing of central ministry administrative supplies and leaves the managing of international and local competitive bidding on large procurement items to the EMPDA.

K.2 Statistics and Planning

83. The Planning and External Relations Service (PERS) of the MOE is responsible for collecting and managing information for the education sector, supervising the use of that information for planning, and cooperating with donor agencies in the preparation of projects and programs in support of the ministry's plans. The newly appointed head of this office is supported by an experienced information management service team that has received assistance from SIDA and the World Bank for a number of years.

84. Specifically, the Education Information Management Section has the capacity for the collection, aggregation, and computerization of education system statistics. Yearly statistical reports are published, but little or no analysis beyond calculation of standard indicators (i.e. gross and net enrollment rates, student to teacher ratios) is performed. A school-level questionnaire is the basis for collection data, and five copies are filled out annually by school principals and their staffs. This instrument is then passed up through the system with aggregation and control taking place at the awarja and regional levels (with decentralization, the aggregation performed at the awarja-level will be done at the wereda).

85. The central office computerizes the data. Staff trained in data entry essentially redo all the work performed by hand at the awarjas and regions. The Education Management Information System (EMIS) currently consists of 14 desktop and six laptop computers (though more were procured for this service, many have since been distributed to other offices in the MOE) on which data are stored in D-Base IV Plus. Reports are generated from the database and then transferred into Lotus and Harvard

Graphics for production of tables and graphs. The MOE is currently two years behind in entering school-level data.

86. The World Bank and SIDA have procured a total of 154 PCs for the MOE. In addition to the 14 computers currently assigned to the PERS, 48 desktops will be installed in the new computer center housed in the Staff Development Center (24 linked in a LAN). Also, an eventual total of 16 portable computers will be available for training and use in the field. For the computerization of the regional offices, 42 workstations (3 per region) are also included in the World Bank financing.

87. SIDA is providing guidance and technical assistance in setting up the central EMIS network and for the organization, training, and support required for the computerization of the regional education offices. At present no planning applications of education system data are in use. Likewise, no modeling or simulation tools are available for assisting in policy formulation and decision making.

K.3 Project Management and School Construction

88. The Project Management Office (PMO) of the MOE is responsible for the coordination, implementation, and monitoring of all externally financed projects in the education sector. This office started out as the project implementation unit for the early World Bank projects, but has since evolved into a permanent structure within the ministry. The PMO plays a major role in supervising project civil works components, handling procurement and contracting, and completing donor required accounting and reporting.

89. On-site supervision of school construction is the responsibility of the Education Institution Construction and Maintenance Agency (EICMA). This agency has one supervising engineer in each region and one construction technician in each district. The PMO contracts with EICMA through project funds for assistance in controlling standards (i.e. plan norms) and for three site visits during construction. Local labor is employed and the locally available construction materials are used (ranging from mud and stick to concrete block). Average costs for concrete block schools (in IDA financed projects) are estimated at around 600 Birr (\$US 120) per square meter. Problems in availability of government counterpart financing have slowed implementation of most projects. The PMO estimates that on average 50 schools are constructed each year. However, in 1992, 110 schools financed by the SIDA project have not been built.

90. The PMO also contracts with the EMPDA for management of international and local competitive bidding in procurement of equipment and materials included in projects.

K.4 Staff Development and Training

91. The constructing and equipping of the Educational Management and Staff Development Office (EMSDO) was financed by the sixth World Bank education credit. This office will supervise the restructuring and reorganization of the MOE in light of the implementation of the regionalization policy. It also is responsible for personnel deployment to regions, zones, and districts. The Staff Development Center will be used for national capacity building and systematic training and upgrading of educational administration personnel.

92. The immediate goal of the EMSDO is to train a large staff of trainers for the subsequent upgrading of 3,504 regional administrative personnel to BA equivalent levels, and the specialization of 3,553 BA holders. A core of five trainers has been established and additional personnel are being contracted (e.g. from the university) for the initial rounds of training of trainers. The EMSDO is also planning to do a training needs assessment to identify target groups and as a basis for developing training programs.

L. PEDAGOGICAL SUPPORT SERVICES

L.1 Curriculum Development

93. The evolution of curriculum development as a specialized service within the MOE parallels the development of the education sector in Ethiopia. Whereas in the early years of formal education curriculum responsibilities were limited to issuing guidelines on subjects to teach and recommending imported texts, the Institute for Curriculum Development and Research (ICDR) now stands as the single most important element in the development and publishing of curricula, textbooks, and materials for the entire pre-university education system.

94. ICDR comprises two divisions, curriculum development and evaluation and research. Sixteen subject area panels, sometimes separated into primary and secondary groups, within the curriculum development division are responsible for writing syllabi, textbooks and teacher's guides for all grades and subjects. ICDR reports that some 200 syllabi, books, and guides have been produced and 30,000 teachers trained in the classroom application of these materials.

95. The evaluation and research division has formally existed since 1980. It monitors the implementation of curricula, and evaluates the application, use and impact of curricular materials. The results of evaluations are used to revise materials, develop training seminars, and inform policy recommendations.

96. With the advent of regionalization, the role of ICDR will be changing. One of the monumental tasks this institution has assumed is the translating of teaching materials into the regional languages of instruction. ICDR has begun translation and adaptation for 3 new languages, Oromigna, Sidamigna, and Welaitigna. They will also do a fourth translation into Tigrigna. Syllabi, texts, and teacher's guides have been translated, as well as culturally adapted, for each of nine subjects in grades one through six in just four months. The cost of this phase of translation work was 8 million Birr, financed by the TGE. ICDR has also already begun translating all materials for teacher training. In addition, they have instituted an evaluation exercise to test the validity of the translations of the first wave of materials.

97. ICDR, through a network of Awarja Pedagogical Centers (APC), serves as the decentralized system of teacher support. At present, one APC is located in each of 98 awarjas. ADF and IDA credits financed the construction and equipping of these centers. The APCs were intended to provide support to School Pedagogical Centers (SPC) primarily in the production and use of local material teaching materials. From each school a teacher is selected and trained to head the SPC. The Pedagogical Center Coordination Panel (PCCP) in ICDR oversees the functioning of the APCs and provides support, training and coordination. Four members of the PCCP support 14 Regional Pedagogical Center (RPC) personnel, who support 475 APC personnel, who work with 6,150 SPC.

L.2 Education Materials Production

98. One of the most impressive features of the education sector in Ethiopia is the MOE's capacity to develop, publish, produce and distribute textbooks and educational materials. The Educational Materials Production and Distribution Agency (EMPDA) was founded 18 years ago. This agency was granted autonomous status in 1991, but it remains accountable to the MOE. Its mandate is to produce and distribute educational materials to the entire country, and to conduct research relative to that central task. The books it produces are written by ICDR. EMPDA is organized in three departments: Textbook Publishing; Science and Technology Equipment Production; and Educational Materials Procurement and Distribution.

99. The Textbook Publishing Department prints textbooks and teaching materials for the formal education system and contracts its services on a for-fee basis to the Education Media Agency (EMA) and the Adult and Continuing Education Agency for printing of their instructional materials. EMPDA currently handles 300 titles (now in four languages) and during the academic year 1991/92, it printed about 2.8 million texts while contracting for the printing of another 4.2 million. Books are distributed free

on a loan basis, but after grade two, students pay a nominal user fee of 1.20 Birr per book in grades three through six, and 2 Birr per book in secondary grades. The reported average life span of texts is two years for primary school books and three years for secondary.

100. The textbook production arm of EMPDA has been managed as a state enterprise in the Soviet fashion, with very little concern for or control of cost. No data were made available on average cost per book produced. The enterprise is entirely dependent on imported paper and equipment, both of which have been, and continue to be supplied by donors. All maintenance of equipment is also donor funded.

101. Bottlenecks in production (due in some part to sub-optimal use of presses and hand collating) have created a printing backlog of edited texts and problems in distribution make it difficult for books to actually reach classrooms. The new General Manager proposes moving to a two shift system to increase output in response to perceived need. The EMPDA appears to be producing books based on a policy of a full set of books for each grade at what ever rate of production is attainable. The MOE has no clearly stated policy on targeted student to textbook ratios, nor has it evaluated the distribution and use of books already available. The EMPDA seems willing to argue for books for books sake, without analyzing costs, evaluating textbook use, nor determining optimal student to book ratios. Furthermore, unless distribution problems are solved, increasing production will have limited impact on the availability of books at the school level and risks wasting scarce resources.

102. The Science and Technology Equipment Production Department mainly produces chalk, furniture and science kits. There are decentralized furniture production units with varying degrees of capacity in each of the 13 regions for. The EMPDA claims that this department has met the chalk needs of the education system and the agency is now considering seeking export markets for its surplus chalk.

103. The Educational Materials Distribution and Procurement Department is the sole entity responsible for distributing materials produced by EMPDA. Of the 7 million books printed in 1991, 76 percent have been distributed. However, EMPDA reports that most of these books remain at the regional education offices because of a lack of funds (or means) to transport them to schools. The other 24 percent have yet to make it out of Addis Ababa. This department also constitutes the locus of procurement expertise for the education sector. It processes all purchases of imported goods and tendering of bids for donor financed projects.

IV. GOVERNMENT POLICIES AND PRIORITIES

104. The TGE has formed sectoral task forces, under the auspices of the Prime Minister's office, to study each sector and make recommendations for policies, objectives, and priorities. The education task force, supported by six technical sub-groups, is currently involved in this process, and the MOE expects results by the end of January 1993. Although many official decisions are pending, MOE officials are already involved in redefining their roles and have a good idea of the sector's new priorities and important policy issues. In fact, actions to implement new policy have been undertaken in some critical areas, most notably regionalization of educational administration.

105. Based on the present state of the education sector as described in the preceding section, the following section discusses some of the priority issues confronting the MOE, particularly in light of the reorganization of the sector and in the context of regionalization.

A. ACCESS AND EQUITY

106. The MOE defines as its primary responsibility the provision of educational opportunity, especially in war ravaged and chronically impoverished areas of the country. In addition to those regions, government assessment of the sector reveals an overall need for extensive and comprehensive rehabilitation of the education system. Given the broad spectrum of need, and the particular concerns of previously disadvantaged areas, the MOE recognizes the desirability of a policy promoting equitable distribution of investment in the improvement of the education system. Therefore, disadvantaged areas, defined as those where education participation is lowest (either because of the effects of war, absence of supply, or social conditions limiting demand), will be the initial focus of efforts to rehabilitate the system.

107. Within this policy focus, primary education will be given the greatest emphasis. The MOE foresees that investments in the primary sub-sector will concentrate on infrastructure (rehabilitation of existing and creation of new) and teacher training. Teacher training is seen as a necessary component of increased access, and includes both in-service training and the expansion of pre-service capacity of the TTIs.

108. The MOE's attention to basic education grows out of its commitment to the WCEFA proclamation, of which Ethiopia is a signatory. The EFA framework sets out the objective of universalization of the equivalent of four years of basic schooling, for both children and adults. Within this framework the MOE envisages a broad based approach, combining both formal and non-formal education in what are being called Village

Community Educational Centers. In these centers children could attend formal primary school and adults could participate in literacy and life skill training programs (making use of the well developed educational media programs). The MOE will need to work out the complementary roles of the formal and non-formal systems and establish realistic targets for growth in formal school enrollment. The government will also need to be careful that new non-formal campaigns are not associated with the efforts of the previous regime, whose coercive tactics have turned rural populations in many areas against literacy and non-formal training.

109. The education sector in Ethiopia presents all of the possible configurations of access-related problems: gender and geographic inequity; insufficient supply; decreasing demand; over-crowding; and under-utilization. Some areas of the country have no access to schooling. Other areas have seen demand for schooling decline significantly, either for economic or social reasons. For example, in Oromo areas families tend to migrate frequently making permanent location of schools difficult. In the cash crop areas of the south west, the liberalization of agricultural trade has seen parents withdrawing children from school to work on family farms. Different strategies will be required to respond to the variety of supply and demand dynamics evident in different areas.

B. REGIONALIZATION

110. The single most significant factor effecting MOE efforts to reform and rehabilitate education is the TGE's adoption of an overall policy of regionalization. Regionalization implies the granting of certain autonomy and the substantial delegation of administrative authority to the 14 new regions constituted on the basis of ethnic nationalities.⁶ Regionalization also will result in the development of an additional level of decentralized authority. The old administrative structure of the country included the center, regions, and awarja. Administrative offices are now being established at the center, regions, zones, and districts.

111. For the education sector, regionalization will have implications affecting a variety of areas, ranging from issues of curriculum to those of administration and management, and especially finance. The following paragraphs explore the division of responsibility between the central ministerial authority and the regions with regards to some of these areas.

⁶ Five regions may be combined into one, resulting in 9 total.

B.1 Finance

112. An increasing degree of decentralization has been evident for some time in the education sector, and this year the MOE budget has been divided up and sent out to the regions to manage entirely. Division of central allocations is based on numbers of schools and students in each region, with special considerations applied for particularly disadvantaged areas. Under the regionalization policy, budgets will formally be developed regionally and all personnel and operating expenses will be financed with regional resources. TTIs and vocational schools will still be budgeted individually from the MOE and donor assistance will continue to be managed from the central ministry.

113. With regions having to depend on their own revenue for financing the delivery of public sector services, the question of regional capacity to generate resources becomes paramount. It is obvious that the regions do not have the same resource bases and that gross inequities in the availability of local revenue for financing of education (and every other activity) will arise. Consequently, the critical question facing the MOE, and all of the government, is what mechanism and formula will be defined to implement an equalization scheme for the allocation of central government funds in an attempt to compensate financially disadvantaged regions.

B.2 Administration

114. Day to day management of primary and secondary schools will be the responsibility of the regions. The MOE will provide technical support (statistics, planning, personnel management) and management training. Senior secondary and technical schools will be administered by the MOE. Regions will have input into management of TTIs and training will become region specific (i.e. because of different languages of instruction). However, the current placement of the TTIs does not provide each region with an establishment. Until each region can be assured of a TTI, most if not all institutes will have to function with dual curricula.

115. Perhaps the greatest challenge of regionalization will be the staffing of newly constituted decentralized offices of education. The MOE, under orders it received in December, 1991, has gone ahead and developed restructuring and staffing plans based on "optimal" numbers and profiles for offices at each level. These plans, with minor modifications, were adopted in July, 1992 and passed on to the regional offices. No attention was given to current staffing shortfalls or turnover and attrition rates. No consideration was made of the cost implications of the wage bill or the training, facilities, equipment, and furniture needs. The MOE is concerned about the

shortage of trained administrators to staff these offices and predicts, optimistically, that it will take two years to have all regional and sub-regional offices staffed and operational. As a consequence, priority is given to developing in-service training capacity in educational administration and management at the staff development center. The MOE currently lacks the financing to make this center operational and to cover the recurrent expenses associated with an extensive in-service program.

B.3 Curriculum Development

116. The MOE will set national standards (using competency based syllabi). Regions will have input into specific curriculum and materials development, but for the moment ICDR will continue to develop curricula and materials. Region specific curricula will be progressively developed and units for curriculum formulation are planned as part of the regional education offices. ICDR's role will change to a provider of support services as decentralized curriculum development capacity is established. ICDR would like to maintain an important central role in writing curricula, but the regions will have little incentive to follow their directives.

C. LANGUAGE OF INSTRUCTION

117. The TGE's policy decision on the use of nationality languages establishes five region-based primary school languages of instruction: Amharic, Tigrigna, Oromigna, Welaitigna, and Sidamigna. English will be introduced as a subject of study from grade one. Amharic will also be taught starting in grade four. From grade seven on, English will be the medium of instruction, with Amharic remaining as a subject. Studies will be conducted to determine the feasibility of introducing other languages. Recruiting qualified teachers, or retraining the existing teaching force in each of the five languages is an important challenge for the education sector. The need to develop capacity for writing and publishing materials in these languages is already challenging the MOE, and particularly ICDR. Regional curriculum and materials offices are called for in the new structure of the regional education authorities, but staffing them and furnishing needed training and equipment will be difficult and costly.

118. The abandonment of a single language of instruction in favor of regional languages raises a specific problem in urban areas. In some cities with multi-ethnic populations schools will need to provide instruction to students from different ethnic groups, with differing levels of language facility. Even in one rural school visited, two languages were required as media of instruction.

D. PRACTICAL VS. ACADEMIC SCHOOLING

119. The TGE is struggling to define the overall objective of education. The present curriculum is perceived as removed from the day to day needs of the Ethiopian population and not providing training relevant to the economic opportunities available to school leavers or to the needs of the country. The past has seen experiments in "poly-technic" education and ruralization of primary school curricula. The MOE will need to extract what lessons it can from its own past experiences and the experiences of other countries before it embarks on a new program that could have a negative impact on demand for schooling.

E. CHANGING ROLE OF EMPDA

120. Some realistic targets for production of teaching materials need to be set and a hard analysis of the current subsidy burden associated with operation of EMPDA needs to be undertaken. EMPDA currently monopolizes the printing and distribution of texts with direct and indirect subsidies from the MOE. Although delivery of affordable textbooks to rural schools will always have to be supported by the government to some degree, the MOE needs to evaluate the level of subsidy the sector will be able to sustain. In addition, with the liberalization of the economy, EMPDA will need to explore how the private sector can play an expanded role in the publication, printing, and transport of materials to schools.

F. BUDGET LEVELS

121. Recent levels of recurrent budget for operating expenses in the education sector have been grossly insufficient to permit the desired improvement and expansion of education. Education can easily lobby for additional allocations, but the MOE must begin to make some of the hard policy choices based on most efficient use of available resources. Cost analysis will have to be introduced into the sector's decision making processes so that investment choices can be made on a rational basis. This implies allocative choices between levels and types of education, evaluation of the cost effectiveness of different strategies, and maximization of impact of available funds. The introduction of simulation and modeling capacity as planning and decision making tools would prove extremely useful in this exercise.

V. DONOR ACTIVITY IN THE EDUCATION SECTOR

122. Several multilateral and bilateral donor agencies, as well as a number of NGOs and PVOs, are currently active in the education sector. Total external assistance to education in 1992 is roughly US\$ 240 million, with 12 principal projects providing support to all the education sub-sectors on a variety of issues. Table 9 below shows the currently active projects for which we were able to obtain data and indicates the levels of financing and activities associated with each. Details of donor supported education programs are included in Annex H.

TABLE 9: Current Projects in the Education Sector

DONOR/PROJECT	TOTAL FINANCING	ESTIMATED END OF PROJ	PRINCIPAL COMPONENTS
World Bank Education VI	70.0	June, 1993	Construction: 335 primary, 24 lower sec., one TTI, MOE staff dev. ctr., junior college of commerce; Expansion of TTI. Trng, Equip, TA: Curric. dev., materials production, adult & media ed., APCs and central plng services.
Education VII	70.0	Unknown	Being restructured
African Dev. Bank Education I	20.0	June 1993	Construction: 2 TTIs, 4 tech., 6 senior sec.; Labs & workshps for 12 senior sec.; Trng for sec. science tchers.
Education II	21.0	1997	Construction: 60 prim., 7 lower sec., 8 APCs; School radios; Trng ctr for ELPC.
SIDA	8.0	1993	Trng curric. dev.; Head tcher trng; Distance ed; Environ, ed; AIDS ed; Paper, trng & TA for EMPDA; Science kits, desks; construct. 110 prim schls/yr.
UNICEF	5.0	1994	Trng for decent. planning and mgmt; Trng for ed. radio; Trng pre-prim. tchers; Prim curric. dev.; Tcher and headmaster trng; Trng production of literacy materials; BDE centers.
GTZ	1.0	1997	20 profs, equip & support for Fac of Tech at AAU.
ODA/ BRITISH COUNCIL	2.5	1997	TA: Eng. dep't AAU, ICDR, EMA; Txbks for sec. schls and English TI.
OPEC	4.0	1993	50 prim schls and 50 BDE ctrs.
EEC	14.0	1997	Univ prof grad degrees & AAU library support.
ERRP USAID	10.0	1993	EMPDA - trucks, EMA - radios, TVs
IDA	15.0	1993	Schl furnit., construct. mat., radios
EEC	0.7	1993	Prim. schl furnit.
UNFPA	0.5	1993	Materials, trng, support for PFLE
TOTAL	241.7		

123. As illustrated by Tables 9 (above) and 10 (below), donor activity, in dollar terms, is focused primarily on equipment and construction for primary and secondary education. The World Bank and African Development Bank are the largest financiers of civil works projects. Donors are also involved in numerous projects relating to curriculum development, teacher training, non-formal education, etc. However, most of these activities are limited in terms of their scope and the amount of resources they contribute to a specific issue. Projects are experiencing successes in such areas as developing curriculum materials on family planning (UNFPA), supporting environmental education (SIDA), or establishing adult basic education centers (UNICEF). However, given the limitations of these projects and the size of Ethiopia, there is cause to question the tangible impact they are having in the sector.

TABLE 10: Matrix of Donor Interventions

DONOR	Higher Education		Vocational Education		Secondary Education		Primary Education		Non-Formal Education		EMPDA	
	Trng;	Equip	Const Equip	TT; Curr.	Const Equip	TT; Curr.	Const Equip	TT; Curr.	Media	Adult Trng	Supp.	TA
IDA			XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX				
ADB			XXXXX		XXXXX	XXXXX	XXXXX		XXXXX			
UNDP												
UNICEF								XXXXX		XXXXX	XXXXX	
GTZ	XXXXX	XXXXX		XXXXX				XXXXX				
ODA	XXXXX					XXXXX		XXXXX				XXXXX
SIDA							XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
OPEC							XXXXX			XXXXX		
EEC	XXXXX	XXXXX					XXXXX					
ERRP												
IDA							XXXXX		XXXXX		XXXXX	
USAID									XXXXX		XXXXX	
EEC							XXXXX					
NGOs							XXXXX			XXXXX		

124. In general donor-government relations are good. The government appears willing to cooperate with the donor community and is actively seeking both the financial and technical (where appropriate) support it recognizes as needed to rehabilitate its education system. However, as stated above, the entire TGE is undertaking a re-evaluation of policy and priorities in all sectors. The effect of this re-assessment is that donors are being asked to wait until the government makes its own internal

decisions regarding determining the education system's goals, objectives, and priorities. In the meantime, several donors are expressing interest in either continuing or expanding their support to the sector. This has led to sometimes divergent efforts to analyze the needs of the education system. Donors we met with recognize the need to avoid parallel or repetitious effort, and appear willing to better coordinate both analysis and program development. However, they continue to implement their own sector analysis and project preparation schedules.

125. The World Bank is interested in conducting a thorough assessment that would cover all the social sectors, including education. Other donors (SIDA, UNDP) have expressed interest in cooperating in a multi-donor effort in conjunction with the TGE and concerned technical ministries. If a longer-term evaluation of issues, priorities and need in the education sector is to be undertaken in this manner, it would be important for USAID to participate in the assessment.

VI. CRITICAL AREAS FOR FUTURE ANALYSIS

126. The Ethiopia education system suffers many of the problems faced in other SSA countries, and ranks among the least developed in terms of provision of access at all levels. However, some important elements of the system are exceptionally well developed and present a basis for future development of the sector. For example, ICDR, EMPDA, and EMA, with the help of donor assistance and/or government subsidy, possess relatively good capacity for development of curriculum, production of textbooks and materials, and exploitation of educational media. What has been missing in the past is an evaluation of how best (i.e. cost effectively) to exploit these capacities. Given the resource constraints under which Ethiopia will have to develop for many years to come, the most critical consideration for investment in education should be the comparative cost effectiveness of different uses of funds. The importance of making sound allocative decisions is magnified by the further constriction of available financing inherent in regionalization.

127. Based on the overview of the background, current status, and policy issues of the education sector in Ethiopia, the topics discussed below are indicative of the constraints faced in developing the education system and represent the main areas of focus for future analysis.

A. LEVELS OF FINANCING

SITUATION:

- Overall levels of financing are low in absolute terms and as a percentage of GDP and national budget.
- Current levels of recurrent financing are insufficient to cover expenses associated with operating the sector.
- Disparities in the resource bases of regions are significant and regional dependency on own financing for educational activities exacerbates the already poor availability of funds. A strategy to distribute central funds to redress this problem is yet to be formulated.

IMPLICATIONS:

- Government needs to develop the capacity and tools to permit comparisons of cost effectiveness of different strategies for addressing issues of access, equity, quality improvement, materials production, etc.
- Trade offs between expansion and improvement of the sector need to be evaluated in terms of budget capacity.
- Government will have to produce and evaluate projections of resource needs given implementation of different policy decisions.

B. QUALITY VS. ACCESS

SITUATION:

- Government is faced with a trade-off between education for all and improving quality.
- There is a lack of analysis and policy-decision tools to adequately resolve this dilemma.

IMPLICATIONS:

- Need to evaluate effectiveness of quality inputs, i.e.: teacher quality; availability and use of materials; physical environment; language; curriculum; class size; pedagogical support services; etc.
- Need to evaluate provision of access, i.e.: compensation of previously deprived areas; maximum use of infrastructure; cost effective means for expansion, etc.

C. REGIONALIZATION

SITUATION:

- Regionalization is the single factor determining the framework for policy, restructuring, planning, and future operation of the education sector.
- Regions, zones, and districts (wereda) all are being given far reaching autonomy and authority over personnel management, placement of schools, curriculum, hiring and placement of teachers, etc.
- With autonomy comes financial responsibility for the operation of the sector.
- Regionalization has also led to the introduction of four additional languages of instruction for grades 1 - 6 and the MOE will conduct studies of use of other languages as media of instruction.

IMPLICATIONS:

- A thorough evaluation of the newly generated administrative requirements at the decentralized levels is called for and the government needs to assess the budgetary impact of creating new capacity at the region, zone and district levels.
- The government needs to define mechanisms for distributing central funds to the regions.
- Guidelines for future donor involvement need to be established, outlining terms of interaction between donors, central government and regional governments.
- Need to analyze the pedagogical implications of introducing new languages of instruction and of having as many as three

languages (sometimes with three different scripts) being taught at the primary school level.

D. DECENTRALIZED ADMINISTRATION AND MANAGEMENT

SITUATION:

- Devolution of authority to the regions changes the roles of central MOE offices to one of providing services, training, and technical support to the regional offices.
- MOE is undergoing a reorganization at decentralized levels and great need exists to define and develop administrative, management, and technical capacity at those levels.
- Overwhelming need to staff newly established regional, zonal, and district-level offices and to assist them in becoming operational.

IMPLICATIONS:

- In addition to areas mentioned under regionalization above, the government will need to conduct a training needs assessment for the decentralized administrative offices and re-examine the staffing and training needs of the central ministry given its changed role.

E. ROLE OF EDUCATIONAL MEDIA

SITUATION:

- Extensive decentralized radio broadcast (and some production) capacity exists; central television production and broadcast capacity well developed.
- Systems are in place for training teachers in the use of radio and television broadcasts and a large body of "media teachers" are already in schools.
- Support materials are produced and used in conjunction with programs and class time is scheduled around broadcasts.
- Some evaluations, though limited in scope, of media use have been conducted.

IMPLICATIONS:

- Need to thoroughly evaluate the use of media, with attention to content, application, and impact of programs, from the perspective of enhancing efficiency and effectiveness, and to explore possible new approaches and uses. Similar evaluations of support materials and training of media teachers are called for.
- Need to explore role of media in aiding existing and possible new development programs in other sectors, i.e.

health, AIDS prevention, environment, population, etc.

F. FUTURE ROLE AND FORM OF NON-FORMAL EDUCATION

SITUATION:

- Adult Education Department is not functioning.
- Previous experiences in literacy campaigns and adult education programs may have influenced community attitudes towards government sponsored training programs.
- Some skills training or adult literacy centers may still be functioning and could provide a valuable insight into what makes for successful provision of non-formal education.

IMPLICATIONS:

- Need to evaluate previous approaches and content as base for future program development.
- Need to determine the effective status of the network of centers and to evaluate communities' attitudes towards non-formal education programs (demand assessment).
- Lessons could be learned from those centers that have continued to function through the collapse of the former government and the MOE should explore the possibility of generalizing those elements of these programs which would be replicable on a larger scale.
- The government should explore the adaptation of its existing adult education potential for use in multi-sectoral educational activities (health, environment, agriculture, etc.).

128: The areas of focus outlined above indicate how further, more in-depth, analysis of the education sector could provide some of the data and understanding required to inform critical policy choices.

LIST OF ACRONYMS

ADF	African Development Fund
APC	Awarja Pedagogical Center
AAU	Addis Ababa University
BDE	Basic Development Education
CHE	Commission for Higher Education
CLC	Community Learning Center
CSTC	Community Skills Training Center
EICMA	Education Institution Construction and Maintenance Agency
EFA	Education for All
EMA	Educational Media Agency
EMPDA	Education Materials Production and Distribution Agency
ELPC	Ethiopian Light and Power Company
ERRP	Emergency Recovery and Rehabilitation Program
ICDR	Institute for Curriculum Development and Research
IDA	International Development Association
MOE	Ministry of Education
PCCP	Pedagogical Center Coordinating Panel
PERS	Planning and External Relations Service
PMO	Project Management Office
SIDA	Swedish International Development Agency
SPC	School Pedagogical Center
SSA	subSaharan Africa
TGE	Transitional Government of Ethiopia
TTI	Teacher Training Institute
WCEFA	World Conference on Education For All

ANNEXES

ANNEXES

- A. Members of the Transitional Government of Ethiopia
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- C. Organizational Chart of the Ministry of Education
- D. Structure of the Education System
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- F. Vocational Education Areas of Specialization and Graduates
- G. Structure of the Educational Media Agency
- H. Donor Assisted Projects in the Education Sector

September, 1992

TRANSITIONAL GOVERNMENT OF ETHIOPIA

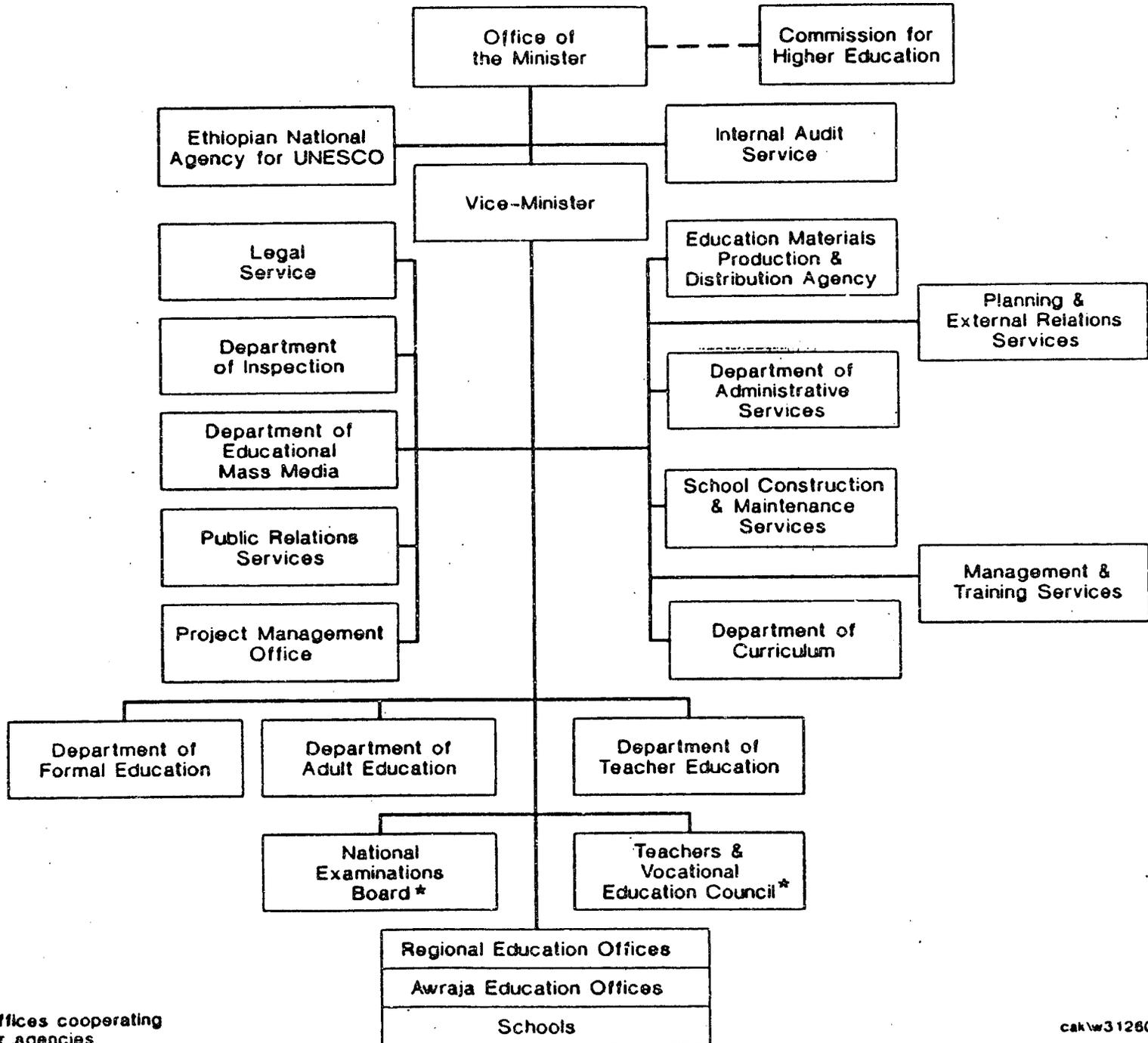
1.	Ato Meles Zenawi	President	55 20 44
2.	Ato Tamirat Layne	Prime Minister	11 32 41
3.	Ato Seye Abraha	Minister of Defense	
4.	Ato Alemayehu Daba	Finance Minister	55 20 15
	Ato Wondwossen Kebede	Vice Minister, Revenue	55 21 70
5.	Dr. Abdulmejid Hussein	Minister, MEEC	51 00 66
	Ato Israel Kidanemariam	Vice Minister	51 01 33
6.	Dr. Duri Mohammed	Minister of Planning	55 00 92
	Ato Makonnen Manyazewal	Vice Minister	55 01 03
7.	Ato Seyoum Mesfin	Foreign Minister	51 34 70
	Dr. Tekada Alemu	Vice Minister	51 77 54
8.	Ato Elyas Negassa	Minister of Agriculture	15 24 68
	Dr. Awotagegne Alemayehu	Vice Minister	15 01 10
9.	Dr. Mesfin Abebe	Natural Resource & Environ. Prot.	15 53 03
10.	Ato Hassen Abdella	Minister, State Farms, Coffee & Tea	15 92 43
	Ato Tesfaye Zemo	Vice Minister	15 68 10
11.	Ato Assefa Kebede	Minister of Industry	51 39 90
	Ato Girma Yigeberu	Vice Minister	51 52 47
	Ato Geremew Berhanu	Vice Minister, Operations	51 72 32
12.	Ato Yoseph Kumalo	Minister of Trade	15 92 57
	Mrs. Netsanet Mengistu	Vice Minister	15 96 71
	Ato Abdellah Bashah	Vice Minister, Internal Trade	15 98 88
	Ato Yousuf Ibrahim	Vice Minister, Finance	15 33 36
13.	Dr. Adanech K/Mariam	Minister of Health	51 63 78
	Dr. Abdi-Adem Mohammed	Vice Minister, Health Sector	51 61 56
	Dr. Azeb Tamerat	Vice Minister, Training & Manpower	15 17 91
14.	Mrs. Genet Zewdie	Minister of Education	11 20 39
	Dr. Beyene Petros	Vice Minister	11 27 26
15.	Ato Izidin Ali	Minister of Mines & Energy	15 74 13
	Ato Fantahun Akalu	Vice Minister	15 74 16
16.	Dr. Wakjira Gemechu	Minister of Transport & Commun.	51 82 92
	Ato Ayalew Bedada	Vice Minister	15 86 40
17.	Ato Haile Asegide	Minister for Construction & Works	15 48 58
	Ato Teklu Bushen	Vice Minister, Urban Dev't. Sector	15 68 25
	Ato Kebede Tessema	Vice Minister, Construction Sector	15 52 80
18.	Mrs. Menbere Alemayehu	Minister of Labor & Social Affairs	15 70 79
	Ato Desta W/Mariam	Vice Minister	15 12 60
	Ato Dejene Aneme	Vice Minister	15 32 97
19.	Dr. Negasso Gidada	Minister of Information	11 11 24
	Ato Makonnen Dori	Vice Minister	12 82 16
20.	Ato Mahteme Solomon	Minister of Justice	15 61 34
	Ato Girma Wakjira	Vice Minister	15 61 16
21.	Ato Leule-Selassie Timamo	Minister of Culture & Sports	15 50 48
	Ato Tesfaye Fitchella	Vice Minister	51 53 24
22.	Ato Kumia Demeksa	Minister of Internal Affairs	15 47 58

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MINISTRY OF EDUCATION OFFICIALS

Genet Zewdie	Minister of Education
Beyene Petros	Vice Minister of Education
Haile Selassie Kebebe	Head, Project Preparation, Planning and External Services.
Amde Selassie	Head, Project Management Office
Awash Gebra	Head, Department of Pre-School, Primary and Special Education.
Beletu Mengistu	Head, Dep't of Student Affairs and Physical Education.
Abebe Brehanu	Senior Expert, Project Preparation, Planning and External Services.
Assefa Beyene	Director, Institute for Curriculum Development and Research.
Wanna Leka	General Manager, Educational Materials Production and Distribution Agency.
Gebeyehu Dagnaw	Manager, Textbook Publishing Department, EMPDA.
Asres Kebede	General Manager, Educational Media Agency.
Debebe Tegegue	Head, Educational Management and Staff Development Center.
Tegegne Nunesu	Deputy Director, Educational Management and Staff Development Center.
Tsegaye Tesfaye	Head, Adult and Continuing Education Department.
Tigabe Asres	Head, Public Relations and Information Services.
Kebbede Friesenber	Advisor to the Minister.
Belainesh Giorgis	Head, Secondary Education Department.
Belay Windimu	Head, Secondary, Technical and Vocational Teacher Education Department.
Mamo Mangesha	Head, Department of Special, Pre-School, and Primary Teacher Education.
Hailu Habtemariam	Head, Administration and Finance.
Gebeyehu Woldaregau	Head, Inspection Department.
Yilma Workneh	Senior Consultant Expert, MOE.
Abara Mokonnen	Head, Education Information Management Section, PERS.

ETHIOPIA Ministry of Education - Organization Chart

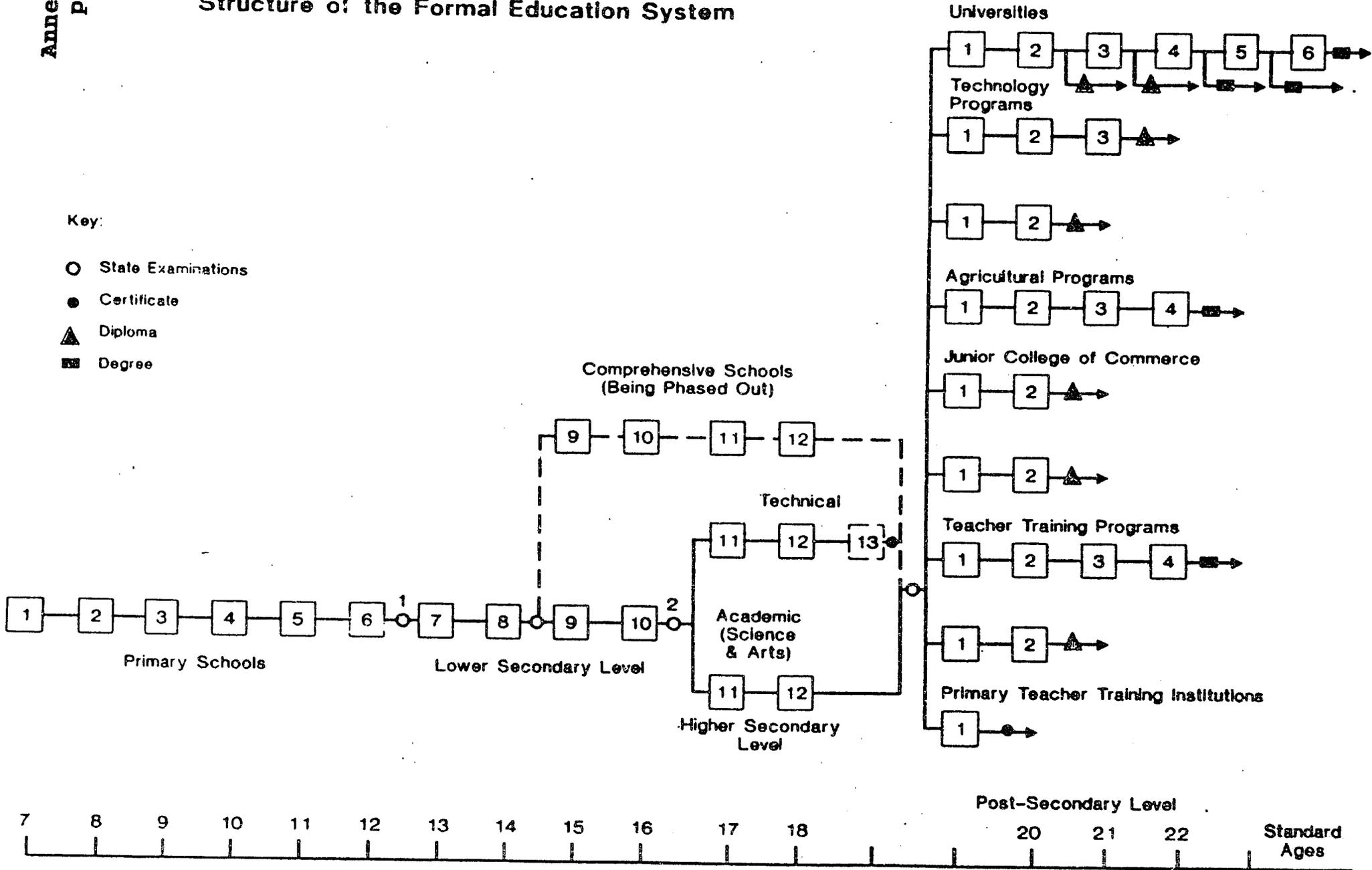


* Note: Special Offices cooperating with other agencies

ETHIOPIA Structure of the Formal Education System

Key:

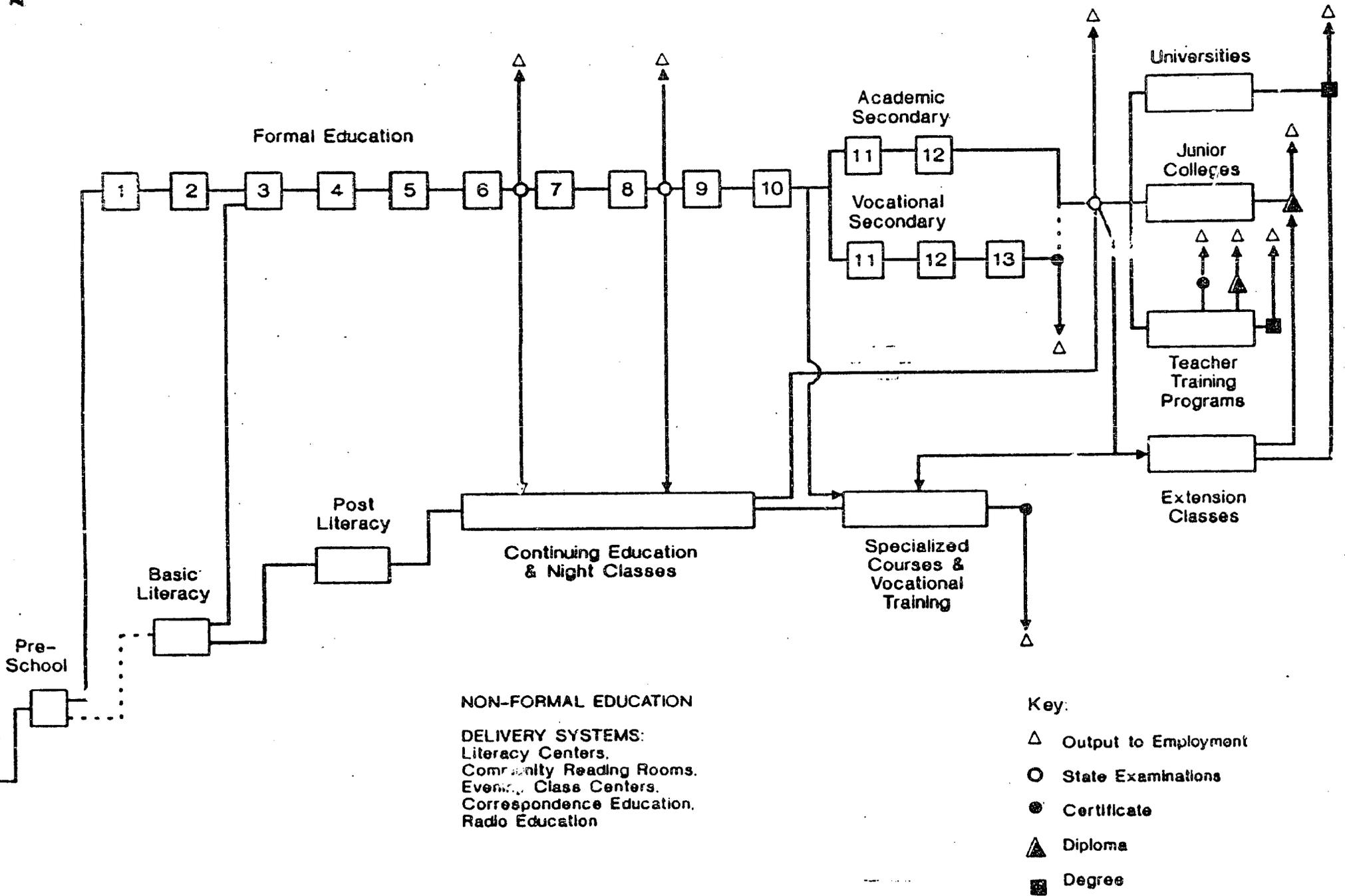
- State Examinations
- Certificate
- ▲ Diploma
- Degree



Notes
1. To be phased out.
2. To be introduced.

ETHIOPIA

Relation of Formal Education, Non-Formal Education and Employment



Region	Schools	Teachers		Students		1989 GER
		Total	% Female	Total	% Girls	
Addis Ababa	285	5,600	46%	292,466	51%	74%
Arssi	302	3,045	17%	93,473	42%	55%
Asseb **	35	415	16%	13,184	49%	22%
Assosa *	108	765	8%	28,526	32%	37%
Bale	141	2,524	22%	37,214	47%	58%
Borena	161	879	11%	15,791	33%	24%
Dire Dawa	25	440	36%	16,045	49%	27%
Eritrea **	264	3,459	43%	139,356	47%	26%
Gambella	13	177	14%	3,462	43%	83%
Gojjam Mirab	259	2,459	28%	54,260	49%	31%
Gojjam Misrak	329	2,166	28%	35,039	50%	33%
Gonder Debub	325	1,785	24%	21,731	48%	15%
Gonder Semen	353	2,155	37%	47,858	57%	19%
Hararge Mirab ***	261	1,540	23%	48,847	32%	29%
Hararge Misrak ***	444	2,843	31%	91,608	31%	24%
Ilubabor	696	5,326	19%	86,516	44%	48%
Keffa	278	2,245	13%	44,222	34%	55%
Metekel	98	651	20%	13,385	35%	60%
Ogaden	10	108	2%	1,848	34%	4%
Omo Debub	53	444	18%	5,711	32%	25%
Omo Semen	573	4,149	14%	111,611	33%	37%
Shewa Debub	361	3,190	19%	140,407	35%	39%
Shewa Mirab	412	2,178	21%	120,944	31%	37%
Shewa Misrak	122	1,282	41%	61,556	50%	37%
Shewa Semen	421	2,650	26%	57,093	45%	29%
Sidamo	347	3,405	18%	72,620	36%	33%
Tigray	416	3,067	40%	185,402	40%	13%
Wellega	539	4,799	13%	88,662	37%	46%
Wello Debub	573	3,519	20%	81,983	49%	30%
Wello Semen *	230	1,134	15%	52,816	46%	21%
TOTAL	8,434	68,399	25%	2,063,636	42%	34%

Source: MOE, 1992 and 1989

Notes: * Data taken from 1988

** Data taken from 1989

*** Data taken from 1990

Junior Secondary School Data by Region, 1991/92

Annex E
pg 2

Region	Schools	Teachers		Students		1989 GER
		Total	% Female	Total	% Female	
Addis Ababa	172	2,648	22%	88,687	52%	76%
Arssi	43	500	8%	16,970	44%	32%
Asseb **	5	56	5%	2,154	46%	13%
Assosa *	6	34	6%	2,455	31%	12%
Bale	23	297	8%	8,666	49%	28%
Borena	14	90	3%	1,595	42%	10%
Dire Dawa	9	108	8%	4,222	48%	19%
Eritrea **	65	871	12%	32,141	48%	22%
Gambella	3	25	0%	362	37%	22%
Gojjam Mirab	36	371	11%	15,470	51%	21%
Gojjam Misrak	29	268	7%	9,302	50%	17%
Gonder Debub	19	147	8%	4,006	45%	9%
Gonder Semen	26	294	10%	10,261	56%	14%
Hararge Mirab ***	21	154	11%	5,222	40%	9%
Hararge Misrak ***	45	342	13%	10,439	38%	9%
Illubabor	54	429	7%	13,928	48%	17%
Keffa	27	152	4%	3,957	44%	15%
Metekel	8	38	11%	1,211	46%	16%
Ogaden	3	10	0%	201	36%	1%
Omo Debub	5	46	9%	747	44%	8%
Omo Semen	45	485	5%	11,147	37%	16%
Shewa Debub	98	690	6%	18,377	37%	23%
Shewa Mirab	72	567	11%	15,846	37%	21%
Shewa Misrak	43	290	12%	15,232	49%	31%
Shewa Semen	65	379	8%	10,833	46%	15%
Sidamo	32	520	9%	11,167	44%	18%
Tigray	33	262	8%	9,590	48%	10%
Wellega	98	549	5%	13,570	41%	28%
Wello Debub	37	510	10%	16,170	47%	15%
Wello Semen *	13	130	7%	5,183	41%	7%
TOTAL	1,149	11,262	12%	359,111	47%	19%

Source: MOE, 1992 and 1989

Notes: * Data taken from 1988

** Data taken from 1989

*** Data taken from 1990

Region	Schools	Teachers		Students		1989 GER
		Total	% Female	Total	% Female	
Addis Ababa	36	2,837	15%	121,251	50%	66
Arssi	12	424	7%	16,102	41%	13
Asseb **	2	53	2%	2,114	41%	7
Assosa *	2	75	5%	2,016	27%	6
Bale	10	297	5%	9,174	49%	15
Borena	4	94	6%	1,820	45%	6
Dire Dawa	3	144	11%	5,274	44%	13
Eritrea **	22	910	10%	36,664	46%	14
Gambella	1	21	0%	416	26%	6
Gojjam Mirab	9	422	6%	19,187	44%	11
Gojjam Misrak	7	278	6%	11,475	40%	8
Gonder Debub	8	167	4%	5,617	39%	6
Gonder Semen	12	272	8%	12,041	55%	8
Hararge Mirab ***	4	159	7%	4,699	34%	4
Hararge Misrak ***	10	367	8%	11,250	38%	5
Illubabor	18	512	7%	14,389	46%	8
Keffa	7	139	4%	3,757	40%	6
Metekel	3	55	5%	1,283	41%	7
Ogaden	1	5	0%	93	31%	0
Omo Debub	1	43	2%	754	42%	5
Omo Semen	10	474	5%	11,477	38%	8
Shewa Debub	14	550	5%	20,658	35%	12
Shewa Mirab	11	485	8%	15,625	36%	9
Shewa Misrak	9	503	11%	18,737	47%	23
Shewa Semen	15	408	6%	12,717	42%	8
Sidamo	7	450	9%	11,602	43%	10
Tigray	14	391	7%	9,407	47%	7
Wellega	15	673	5%	14,922	36%	14
Wello Debub	10	486	6%	17,002	44%	8
Wello Semen *	7	154	3%	4,577	39%	4
TOTAL	284	11,848	9%	416,100	44%	11

Source: MOE, 1992 and 1989

Notes: * Data taken from 1988

** Data taken from 1989

*** Data taken from 1990

NUMBER OF GRADUATES FROM 1979(E.C) TO 1983 (E.C.)
FROM TECHNICAL AND VOCATIONAL SCHOOLS IN ETHIOPIA

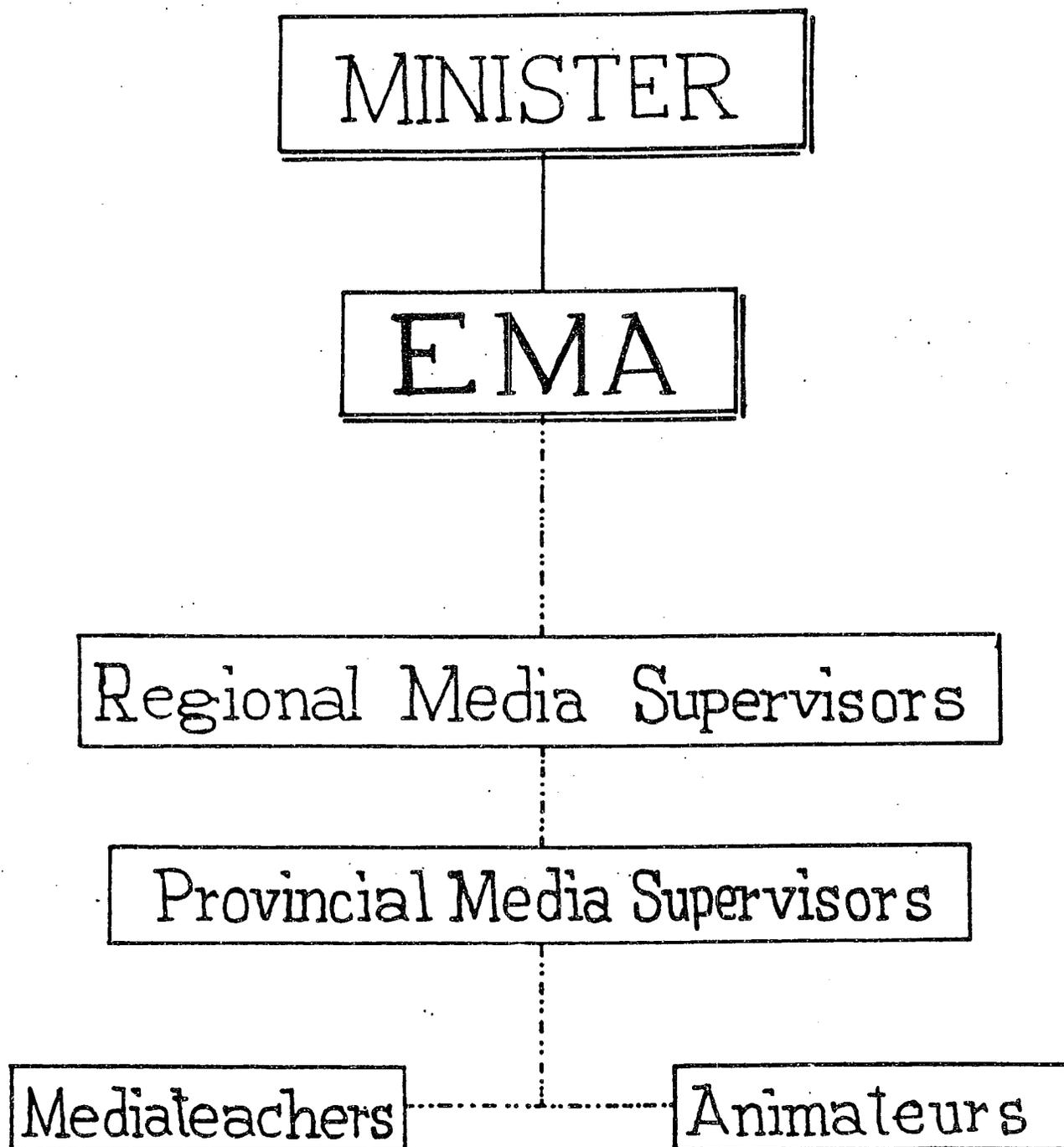
Ser. No.	FIELD OF SPECIALIZATION	1979			1980			1981			1982			19 83			TOTAL		GRAND TOTAL
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	
1	AUTOMECHANICS	143	10	153	359	12	371	200	7	207	190	3	193	165	5	170	1052	37	1094
2	BUILDING	80	1	81	56	4	60	38	7	45	70	3	73	49	5	54	293	20	313
3	DRAFTING	32	9	41	34	1	35	25	7	32	29	5	34	18	-	18	138	22	160
4	ELECTRICITY	202	16	218	322	39	361	212	27	239	116	21	187	134	15	149	1036	118	1154
5	RADIO/ELECTRONICS	60	7	67	68	7	75	66	9	75	66	9	75	40	4	44	300	36	336
6	GENERAL MECHANICS	254	18	272	301	18	319	107	6	113	143	7	150	148	5	153	953	54	1007
7	MACHINE TECHNOLOGY	41	3	44	45	2	47	35	4	39	33	7	40	17	2	19	171	18	189
8	SURVEYING	27	7	34	43	-	43	34	4	38	29	4	33	17	4	21	150	19	169
9	WOOD TECHNOLOGY	108	11	119	93	8	101	97	3	100	94	9	103	31	6	37	423	37	460
10	ACCOUNTING	78	165	243	149	233	382	40	25	65	48	28	76	76	34	110	391	485	876
11	SECRETARIAL	150	100	250	82	194	276	18	19	37	37	35	72	76	44	120	363	392	755
12	BRICK LAYING, PLASTERING	22	-	22	16	-	16	25	-	25	20	3	23	12	3	15	95	6	101
13	CONSTRUCTION JOINERY CARPENTRY	20	-	20	16	-	16	16	-	16	11	-	11	-	-	-	63	-	63
14	ELECTRO GAS WELDING	23	-	23	23	-	23	23	-	23	22	-	22	20	-	20	111	-	111
15	FITTING AND PLUMBING	27	-	27	21	1	22	23	2	25	22	-	22	15	4	19	108	7	115
16	REINFORCEMENT, ASSEMBLING	25	-	25	20	1	21	25	1	26	22	2	24	15	3	18	107	7	114
17	FOOD AND NUTRITION	-	45	45	-	71	71	11	31	42	3	35	38	4	15	19	18	197	215
18	HOME MANAGEMENT & HOUSE KEEPING	1	46	47	10	56	66	21	22	43	18	14	32	5	11	16	56	149	204
19	TEXTILE AND CLOTHING CONSTRUCTION	-	39	39	-	65	65	5	23	28	3	22	25	3	7	10	111	156	167
20	AGROMECHANICS	34	-	34	54	1	55	83	2	85	62	4	66	55	7	62	288	14	302
21	TRACTOR OPERATOR	18	4	22	30	3	33	20	-	20	33	-	33	29	-	29	130	7	137
	TOTAL.....	1345	481	1826	1742	716	2458	1124	99	1323	1121	211	1332	929	174	1103	6261	1781	8042

Number of Graduate in 1984 E.C. from Technical & Vocational Schools

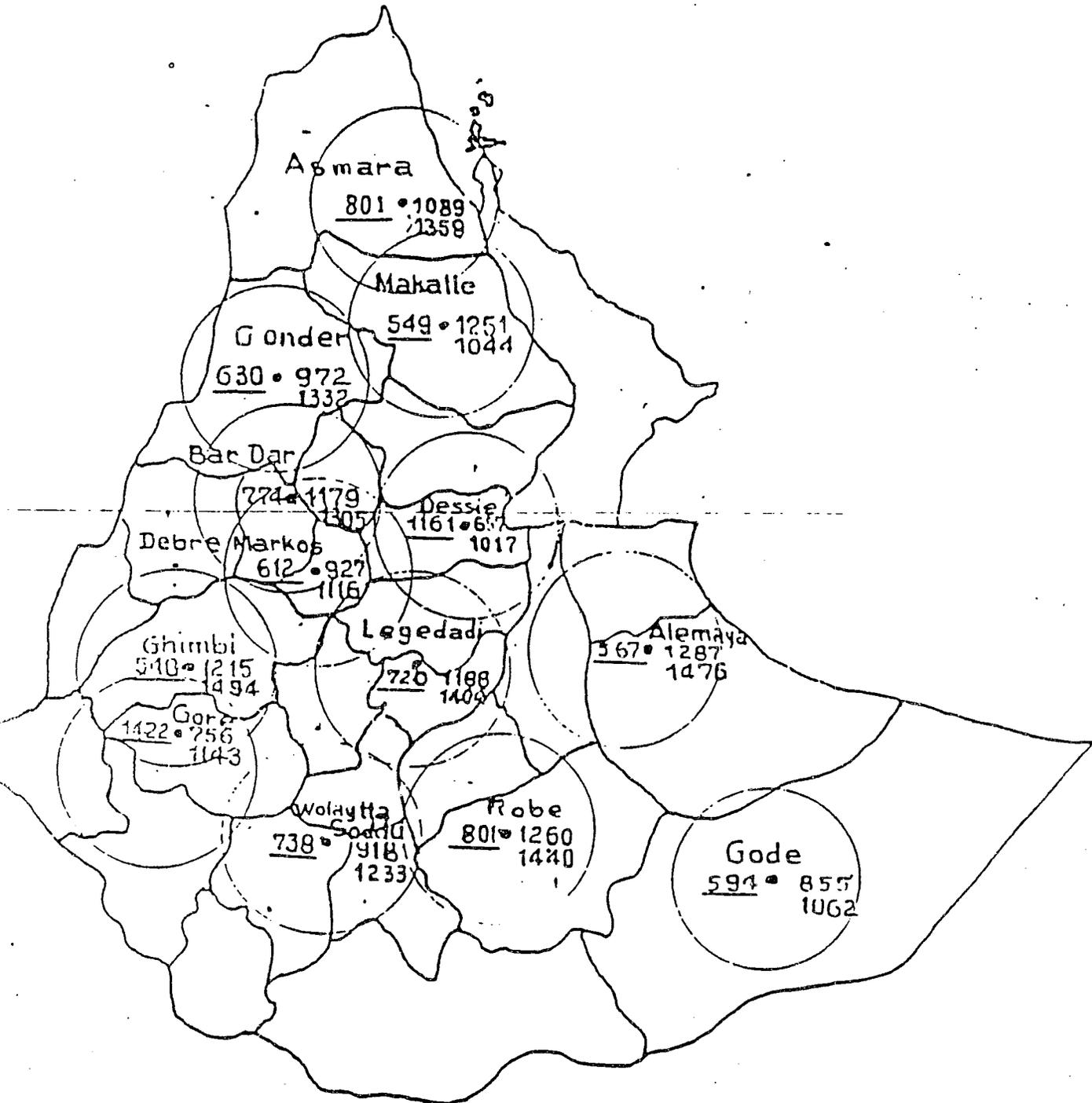
Annex F
pg 3

Fields of Specialization	Government Schools																				NonGovernment sch.				Total # of Graduate	Total			
	Addis Ababa Technical School		Entoto Tech & Voca. School		Dabena Technical School		Wingate Construction School		Nazareth Technical School		W/ro Siheen Tech. & Voca. School		Awasa Technical School		Bure Agricultural School		Dilla Agricultural School		Walliso Agricultural School		Dire Dawa Technical School		Mendida Technical School				Arba Minch Technical School		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			M	F	M
Auto Mechanics	17	-	22	-					19	1	14	-	24	1	14	-	12	-	20	-	10				16	1	168	3	171
Building	21				20	1																	13	2			54	3	57
Drafting	10	7																									10	7	17
Electricity	15	2	12	3			15	6	13	1	13	-					9	2	6	8							83	22	105
Electronics	12	-							9	-																	21	-	21
General Mechanics	22		27	-					19	2	17										14				12	1	111	3	114
Machine Technology	23	2																									23	2	25
Surveying	19	1																									19	1	20
Wood Technology	-	-			1				1				7	1											6	2	15	3	18
Accounting			12	13			17	12			8	18															37	43	80
Secretarial			9	16			9	15			6	23															24	54	78
Brick Layer Painter & Plasterer							18	1																			18	1	19
Construction Joiner Carpenter							11																				11	-	11
Electro-gas Welder							16																				16	-	16
Fitter Plumber							19	2																			19	2	21
Reinforcement Assembler of Concrete Structure							16	3																			16	3	19
Food & Nutrition			3	8																							3	8	11
Home management & House Keeping			3	7																							3	7	10
Textile & Clothing Construction			7	5																							7	5	12
Agro-Mechanics															16	-	27	5									43	5	48
Total Number of Graduate in each School	139	12	95	52	21	1	121	39	61	4	58	41	31	2	14	-	37	2	53	13	24	-	13	2	34	4	701	172	
	151		147		22		160		65		99		33		14		39		66		24		15		38				873

Organizational Setup of EMA at the Grassroots



Medium Wave Regional Educational Radio Transmitting Stations



REMARKS:- Of the three frequencies indicated at each transmitting station, the ones under lined are operational. The second transmitter of 10KW. is being installed. The third transmitter will be installed in the years ahead. Two additional transmitting stations are being established at Gonder & Gode (Ogaden)

DONOR ASSISTED PROGRAMS AND PROJECTS IN THE EDUCATION SECTORUnited Nations Development Program

The UNDP sees itself playing the principal coordination role in all sectors. The Resident Mission has begun working with the government to develop its sectoral programs (in what it refers to as the program approach) for UNDP's next five year cycle of financing (US\$ 100 for 5 yrs for all sectors). They have identified, with government, the six following priority areas, in order of importance:

Food Security; Population; Human Resources Development; Disaster Preparedness and Prevention; Economic Transition; and ERRP.

The education sector comes under UNDP's capacity building in human resource program as a sub-program for education and training. This sub-program outlines components in formal education, non-formal education, education management and training, and special training. UNDP's program formulation exercise, which it sees as one and the same as the government's, calls for the formation of a human resources sector program formulation team. The team would be headed by a UNDP recruited coordinator (preferably a national) and be assisted by national consultants. Four technical teams, including one for education and training, would be constituted to carry out the in-depth definition of sub-programs. A program coordination committee consisting of government, UN agencies and interested donors is supposed to be formed and provide overall leadership and guidance to the formulation team.

The program formulation team will conduct the necessary background data collection and analysis and draft a "sub-program document" according to UNDP guidelines. This draft would be submitted to the coordination committee for comments and endorsement. Donors are then supposed to direct the "preparation of extracts" from the final program document which they would be willing to fund.

UNDP's role in the education sector in the immediate-term, in addition to overall coordination of program development and donor investment, will include financing of local consultants to assist the program formulation process and logistical support for the organization of seminars to discuss sectoral programs.

In their draft country program, UNDP indicates an interest in, in the longer-term, providing technical assistance in support of reconstruction of infrastructure.

UNICEF

In the context of the WCEFA follow-up activities, UNICEF is proposing a three year, approximate US\$ 5 million program covering general education (US\$ 0.9 million), primary education (3.3), and literacy and vocational education (0.9). The general education project includes components to provide assistance for (i) improved collection and analysis of educational data, (ii) training for decentralized planning and management, (iii) training for school inspection, and (iv) training educational personnel in the production and use of educational radio.

The primary education project proposes support to the following areas: (i) pre-primary education through training of instructors and an experimental community-based early childhood program; (ii) setting standards for and measuring learning achievement; (iii) production of primary education curricula; (iv) in-service training of primary teachers and headmasters; (v) orientation of special education teachers and parents; and (vi) production of supplementary reading materials.

UNICEF's literacy and vocational education project consists of two components. The first is designed to train personnel for and assist in the production of neo-literate reading materials. The second will support the establishment and operation of Basic Development Education centers for vocational training in the use and production of appropriate technologies for rural communities.

World Bank

The World Bank has financed a sequence of seven education projects dating back to 1966. Two operations, IDA Education VI and VII, are currently effective. Education VI, is a US\$ 70 million credit in effect since 1984 supporting components in primary, secondary, and higher education, in addition to across the board assistance to teacher training, support services, and general qualitative improvements.

Specifically, the sixth education project, which is planned to close in June, 1993 (three years late), has so far completed the construction of 335 primary, 24 lower secondary, and one new TTI, plus the expansion of the Kotobe College of Teacher Education. The construction of a new productive technology teacher training center and an MOE staff development center, as well as the rehabilitation and expansion of the junior college of commerce were also financed by the credit.

The project also provided for training, equipment, and technical assistance for curriculum development. Materials development, production and distribution, adult and mass media education,

establishment of additional Awraja Pedagogical Centers, and improvement of central planning services.

The US\$ 70 million IDA Education VII credit became effective in 1987, but due to shortages of inputs, government lack of counterpart funds, and the upheaval due to the overthrow of the former regime, it has remained virtually undisbursed. The TGE has just completed a study intended to produce a proposal to the World Bank for the restructuring of the project credit. However, at this writing, the results of that study are unavailable.

African Development Bank

The African Development Fund (ADF) has one education project near completion (scheduled to close in June 1993) and a second one about to become effective. ADF Education I, initiated in 1983, has provided a credit of US\$ 20 million to finance the new construction and equipping of two TTIs, four technical schools, and six senior secondary schools. In addition, laboratories and workshops were added to 12 senior existing secondary schools. The project also financed a stock of chemicals for secondary laboratories and the development of a pedagogical animation team for training of secondary science teachers in the use of laboratories.

ADF Education II will provide US\$ 21 million for the construction of 60 primary schools, seven lower secondary schools, and eight Awarja Pedagogical Centers. It will also support the EMA through the financing of school radios and will build and equip a training center for the Ethiopia Light and Power Company.

Emergency Recovery and Reconstruction Project

The ERRP is a multi-donor emergency effort to provide needed foreign exchange support to the TGE in a number of sectors. The education sector component of the project includes contributions of US\$ 15 million from IDA, US\$ 10 million from USAID, and US\$ 700,000 from the EEC.

The IDA funds will finance school furniture, construction materials, and printing paper, as well as equipment for mass media education. The USAID support will cover the purchase of vehicles for the EMPDA and equipment for mass media education. The EEC is supporting the purchase of primary school furniture.

Swedish International Development Association

SIDA has been providing assistance to the education sector for 25 years, focusing on primary education in rural areas. Their current two year program consists of approximately US\$ 8 million

for the first year (1992/93) and an amount to be determined for the second year (an assessment and programming mission is scheduled for early 1993). Activities in the first year cover a broad spectrum with a priority on assistance to the MOE planning office for the establishment of an education information system. This assistance includes software, training of trainers, and a senior planning advisor.

Other areas of intervention include the following, in order of priority:

- Training and materials for curriculum development;
- Teacher training including seminars for head teachers and materials for teacher distance education;
- Support to environmental education through seminars and workshops, equipment and vehicles, and materials for teacher training in-service and at TTIs;
- Regional seminars for teachers and health workers in AIDS education;
- Adult non-formal education through assistance to CSTCs (awaiting TGE decision on future organization of CSTCs);
- Paper, training, and assistance to the EMPDA for textbook production;
- Financing of instructional equipment (science kits) and assistance in developing low cost, locally produced school furniture (mud desks);
- Primary school construction planned at the rate of roughly 110 per year (no building realized in 1991 due to instability in rural areas).

In dollar terms, support to the EMPDA (mostly a grant for paper) and for school construction make up over 50 percent of SIDA's assistance. However, since the current program's initiation in July of 1993, levels of implementation and disbursement remain low (first disbursement requests submitted in November).

European Economic Community

The EEC has just completed an integrated training program totaling approximately US\$ 9.2 million. Roughly 60 percent of the financing was for overseas (primarily UK) university level and post graduate training and 40 percent for in-country training. Civil servants and university professors were awarded scholarships for study abroad or participated in ad-hoc specific in-country training seminars.

Currently, the EEC has approximately US\$ 14 million available for additional training and support to the university (in the form of

books and equipment for the library). The project is designed and approved by the EEC, but requires a formal request from the Ministry of Plan for initiation. The EEC delegation has been waiting for this request since May of 1992.

OPEC

OPEC has provided US\$ 4 million since 1986 for the construction of 50 complexes including primary schools and BDEs in the three resettlement areas of Gambella, Assosa, and Metekel. Some work had begun on this project, but completion of the operation is pending TGE decisions regarding the future status of resettlement villages.

British Council and Overseas Development Association

ODA and British Council have been active in the education sector for many years, primarily providing English language training and advisors, as well as books and library training for the secondary and tertiary sub-sectors. They are currently appraising an estimated US\$ 2.5 million project to continue their current operation for another three years. This would include five ex-patriot advisors, two in curriculum development, two at the university (English Department), and one in the mass media office of the MOE (interactive radio program). The ODA and British Council will also provide English textbooks for secondary schools and assistance in the area of English teacher training. In addition, the MOE has requested that the ODA conduct a study of higher education. The British Council will sponsor a national conference on liberalization of the book trade.

German Bilateral Assistance

Current German government assistance through the embassy and GTZ includes two advisors in the MOE for teacher training and curriculum development, eight professors at AAU, and four teachers for the health college in Gondar. Future aid is planned to include 20 ex-patriot professors for, or roughly US\$ 1 million for equipment and support to, the AAU Faculty of Technology.

The German Development Service currently provides 24 volunteers to the education sector including teachers and advisors for technical education and for the central ministry.

The GTZ has conducted an analysis of basic education this year and will hold a project planning workshop in March, 1993. Their analysis has identified four priorities: emergency rehabilitation of schools in the north; provision of materials and teacher training; vocational education; and support to regional education offices.

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