

OROMIA REGIONAL STATE PERSPECTIVE PLAN FOR UNIVERSAL PRIMARY EDUCATION

2005/06-2017/18
(1998 - 2010 EFY)



OROMIA EDUCATION BUREAU

August 2005
Addis Ababa





This *Perspective Plan for Universal Primary Education* is prepared by the Oromiya Education Bureau in collaboration with USAID/AED/BESO II PROJECT.

**ADDIS ABABA
AUGUST, 2005**

TABLE OF CONTENTS

	Page
ABBREVIATIONS	i
INTRODUCTION	1
1. CHAPTER ONE	
General Background	2
1.1. General Features of Ethiopia and Oromia	2
1.2. Necessary Conditions for Development of the Country and for Oromia Region	3
1.3. History of Ethiopian Education	4
1.4. Poverty Reduction Strategy and the Role of Education	5
1.5. Education and Agricultural Development	6
1.6. The Role of Education in Promoting Status of Women	7
2. CHAPTER TWO	
Education for All Citizens and Provision of Primary Education	9
2.1. Conferences Held on Provision of Education for All Citizens	9
2.2. Ethiopia's Stand on the Goal of Education for All	9
2.3. Provision of Primary Education as a major Strategy to Realize the Goal of Education for All	10
2.4. Oromia and Provision of Primary Education for All	11
3. CHAPTER THREE	
Operational Definition of Universal Primary Education (UPE)	13
4. CHAPTER FOUR	
Situational Analysis of Primary Education in Oromia	14
4.1. Introduction	14
4.2. School-Age population and the demand for Primary Education in Oromia	15
4.3. The Extent of Access to Primary Education in relation to the Distribution of Primary Schools	15
4.4. Apparent Intake Rate	16
4.5. Net Intake Rate	16
4.6. Gross Enrolment Rate	17
4.6.1. Primary First Cycle (1-4)	17
4.6.2. Primary Second Cycle (5-8)	17
4.6.3. Complete Primary (1-8)	17
4.7. Net Enrolment Rate	17
4.7.1. Primary First Cycle (1-4)	17
4.7.2. Primary Second Cycle (5-8)	17
4.7.3. Complete Primary (1-8)	18
4.8. Equity of Access to Education	18
4.8.1. Equity of Access to Education by Sex	18
4.8.2. Equity of Access to Education by Geographical Location	18
4.8.3. Equity of Access to Education by Woredas (Districts)	19

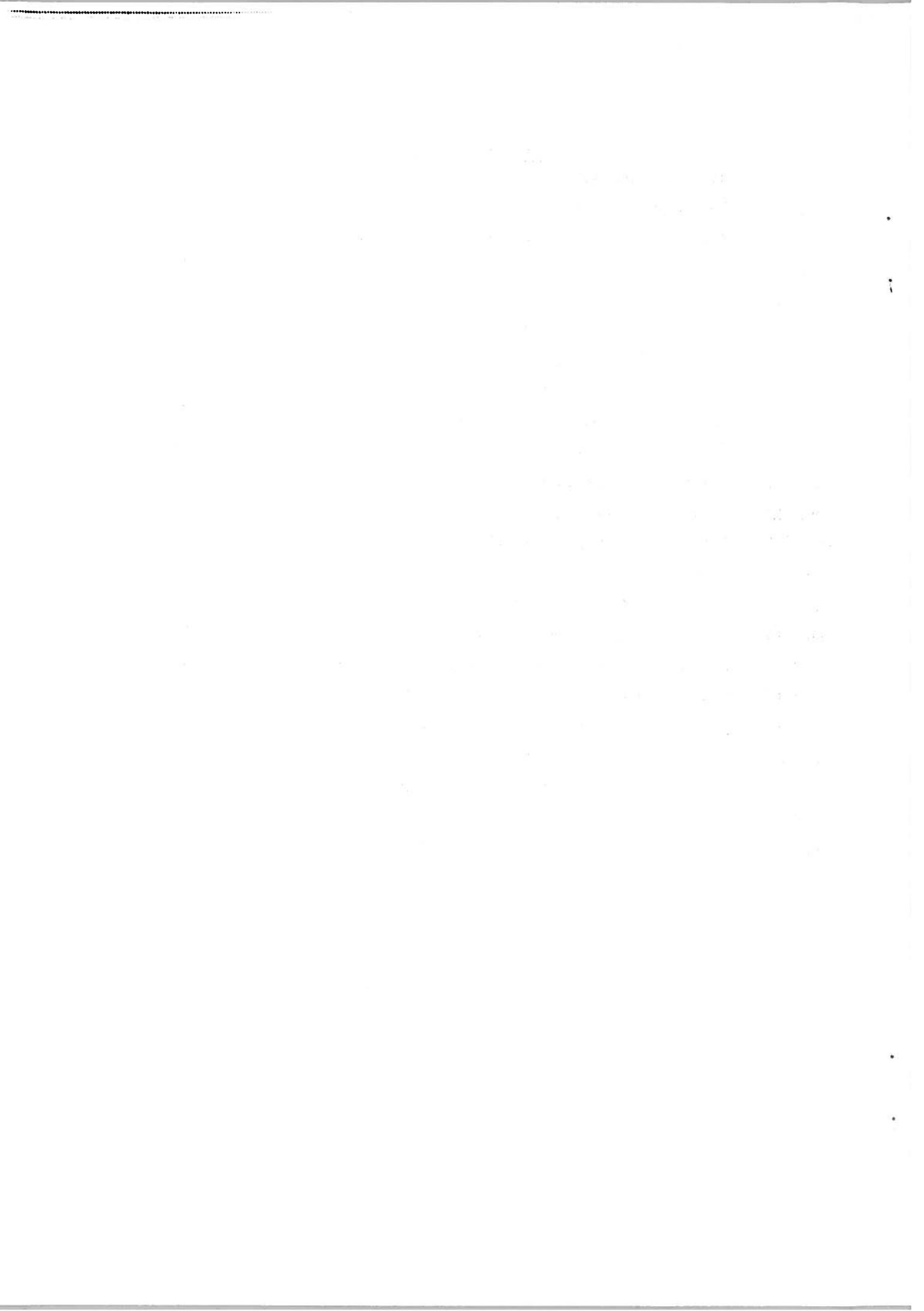
4.9. Internal Efficiency of Primary Education	19
4.9.1. Drop out Rate	19
4.9.2. Repetition Rate	20
4.10. Indicators of Educational Quality	20
4.10.1. Pupil to Section Ratio	20
First Cycle Primary (1-4)	20
Second Cycle Primary (5-8)	20
4.10.2. Pupil to Teacher Ratio	20
First Cycle Primary (1-4)	20
Second Cycle Primary (5-8)	21
4.10.3. Pupil to Text Book Ratio	21
First Cycle Primary (1-4)	21
Second Cycle Primary (5-8)	22
4.10.4. Shift System	22
4.10.5. School Size	22
4.11. Educational Expenditure for Primary Education	22
4.12. System of Professional Assistance (Supervision)	23
4.13. Curriculum	23
4.14. Mass Media	24
4.15. Teachers' Training	24
4.16. Kindergartens	26
4.17. Special Need Education	26
4.18. Non-Formal Education	27
4.18.1. Adult Education	27
4.18.2. Alternative Basic Education	27
4.19. Secondary Education	28
4.20. Technical Education and Vocational Training	29
4.21. Educational Planning	29
4.22. Educational Organization and Management	30
4.23. The Roles of Stakeholders in Education	30
4.24. Major strengths and Shortcomings	31
5. CHAPTER FIVE	
Programs, Strategies and Targets to achieve UPE in Oromia	33
6. CHAPTER SIX	
Cost Break down	65
7. CHAPTER SEVEN	
Monitoring and Evaluation	67

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

LIST OF ANNEXES

Annex 1	Apparent Intake Projection	70
Annex 2	Net Intake Projection	70
Annex 3	Apparent Intake and Net Intake Projection Summary	71
Annex 4	First Cycle Repetition Rate Projection	72
Annex 5	First Cycle Dropout Rate Projection	72
Annex 6	First Cycle Repeaters Projection	73
Annex 7	First Cycle Dropout Projection	73
Annex 8	First Cycle Enrolment Projection	74
Annex 9	Second Cycle Repetition Rate Projection	74
Annex 10	Second Cycle Dropout Rate Projection	75
Annex 11	Second Cycle Repeaters Projection	75
Annex 12	Second Cycle Dropout Projection	76
Annex 13	Second Cycle Enrolment Projection	76
Annex 14	Gross Enrolment Projection	77
Annex 15	Gross Enrolment Rate Projection	77
Annex 16	First Cycle Teachers Demand Projection	78
Annex 17	First Cycle Teachers' Salary Projection	79
Annex 18	First Cycle Recurrent Cost of Annual Production of TTI Graduates	79
Annex 19	Second Cycle Teachers Demand Projection	80
Annex 20	Second Cycle Teachers' Salary Projection	81
Annex 21	Second Cycle Cost of Training TTC Graduates	81
Annex 22	First Cycle Class Rooms Demand Projection	82
Annex 23	First Cycle Cost of Class Rooms Construction	82
Annex 24	Second Cycle Class Rooms Demand Projection	83
Annex 25	Second Cycle Cost of Class Rooms Construction	83
Annex 26	First Cycle Cost of Text Books	84
Annex 27	Second Cycle Cost of Text Books	84



ABBREVIATION

ABE	Alternative Basic Education
AIR	Apparent Intake Rate
CRC	Cluster Resource Centre
CSA	Central Statistics Authority
DR	Drop out Rate
EFA	Education For All
EMIS	Education Management Information System
ESDP	Education Sector Development Program
GER	Gross Enrolment Rate
KETB	Kebele Education and Training Board
NER	Net Enrolment Rate
NETP	New Education and Training Policy
NGO	Non-Governmental Organization
NIR	Net Intake Rate
OEB	Oromia Education Bureau
ONRAC	Oromia National Regional Administrative Council
RR	Repetition Rate
TTC	Teacher Training College
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
USD	United Stated Dollar
WA	Women Associations
WAB	Women Association Bureau
WEO	Woreda Education Office
WETB	Woreda Education and Training Board
ZEO	Zone Education Office

Introduction

Education is one of the decisive instruments in an endeavor towards breaking the vicious circle of poverty. As the objective reality in the 21st century indicates, it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prosperity as well. The secret behind the developed nations or the countries that registered speedy development further proves this reality. Besides, education is regarded as human right more than being a key to development and progress in developed nations.

Even though, education is found crucial in many aspects, introduction of modern education in Ethiopia is said to be relatively a recent phenomenon, i.e., not more than a century (1908). The expansion of educational service was found deficient for the fact that it could not address the need for further access, quality, relevance, and equity problems. The status of education in Oromia is a manifestation of the overall scenario of education in the country.

Moreover, education as key for development as well as human right has led to Universal Primary Education (UPE) as a focal point of interest at international level. To actualize this interest, years have passed since countries committed themselves to universalize primary education. Ethiopia is also among one of those countries that committed to provide primary education to all school age population by the Year 2015.

To translate the objectives of New Education and Training Policy (NETP) Adopted in 1994, the government has developed Education Sector Development Program (ESDP) which was subdivided into five years plan. As a result of the implementation of ESDP-I and ESDP-II significant progresses were observed with regard to access and coverage of education. Above all, in order to realize goals of Education for All (EFA) as well as to speed up ESDP, it is essential for the realization of swift progress. To this effect, the perspective plan for Universal Primary Education (UPE) has been prepared.

The development of this plan is based on both the process and performance of the past five years as well as the existing international agreements with regard to primary education. To this effect, **increasing Apparent Intake Rate and Net Intake Rate, decreasing Dropouts and Repetition Rates, improving Equity of Access to Education and assuring or acquiring educational finance** are identified as major goals in this perspective plan.

CHAPTER ONE

1. General Background

1.1. General Features of Ethiopia and Oromia

Ethiopia is identified as one of the Sub-Saharan African countries. It is located between 3°N to 15° N and 33°E to 48° East. This has made it to be found in the tropical area. It is bordered with, Eritrea to the north, Kenya to the south, Djibouti and Somalia to the east and South East respectively and Sudan in the West.

The country's total area is 1,251,888 square Km with topographic feature composed of low land, plateau, mountains, the Great Rift Valley that divides the country into two and rivers and lakes. As a result of these topographic features, the country exhibits various climatic conditions. In general, the county is divided into five different climatic patterns, i.e. cold mountains (Alpine), high land, mid-land, warm planes and semi-desert.

According to the Central Statistics Authority (CSA) projection of 1994 the population of Ethiopia in the year 2004/05 is estimated at 72 million with an average annual growth rate of 2.9%. Out of the total population of the country children of age 7-14 years constitutes above 20% which is typical for developing countries. On the other hand, Ethiopia is a country of several nations, nationalities and peoples who have retained their identity in culture and language in which they particularly communicate and are living in unity as one nation.

Administratively, the country has been structured as Federal System of Government since 1995 and divided into nine regional national States, and two City Administrative Councils. In so doing, Oromia is among the Nine National Regional state in Ethiopia.

Geographically, Oromia region is located between 3°40' to 10° 46' north and 34° 08' to 42° 55' east. The region is bordered with Amhara region to the North, Afar region to the North East, Kenya and Southern Nations Nationalities and People's (SNNP) Region to South, Somali region to the East, Gambella region and Sudan to South West and, Benshangul Gumuz region to the North West.

Oromia region covers about 32% of the country's total area. Out of this, 75% of the land is highland which is the source of big and small rivers. Though the region has about 688 rivers that could generate power and used for irrigation, it is not yet exploited this potential resource. Due to various geographical features the climatic condition of the region varies from cold mountains (0.2%), mountains/temperate (14.5%), temperate plateaus (42.3%), warm plains/tropical (42.7%) and semi-desert (0.3%).

Administratively, Oromia is divided into 14 zones, 2 special zones, 198 woredas, 16 special woredas, 6500 kebeles and 375 urban centers. As per the decentralization system authority and responsibility have been devolved to lower (woreda) level since 2002 to accelerate the socio-economic and political development of the region.

1.2. Necessary Conditions for Development of the Country and Oromia Region

There are a number of obstacles to bring about better life to the people and sustainable development. One-third of the people of the country earn less than one USD per day. This shows that the people live in absolute poverty.

Achievement of economic growth and sustainable social development is among essential conditions for development of the country. It is obvious that the socio-economic development of the country and Oromia Region has not yet shown much progress due to several factors.

Since the economy of the country and that of Oromia is mainly based on agriculture, the government has adopted economic policy in which Agricultural Development led Industrialization. Policies and strategies were developed for different sectors which support Agricultural Development led Industrialization. Among these sectors which developed policies & strategies; Education, Health, Population and Women Affairs can be mentioned.

Integrated social and economic development with other sector development leads to integrated development. The poverty reduction strategy was also adopted on the bases of making integrated sustainable development. Studies show that the economic growth and educational development reflect each other.

The impact of current economic development on education can be expressed in several ways. In expanding educational access and improving quality there is a need to have optimum economy. It would be very difficult with the existing economy, that the country could build schools, train enough teachers, supply text books and furniture. Therefore, to scale up the economy of the country and the region in particular educating the human power is paramount importance to all rounded development and growth of the society at large..

1.3. History of Ethiopian Education

The history of the Ethiopian education begins in the third century. Modern education was introduced during emperor Menilik II, in 1908. The Education System of the country in those days was meant to maintain the country's liberty and to produce trained human power through providing foreign languages (French, English and Arabic) in order to keep up with politics of the time (Tekeste, 1990).

However, the Ethiopian Education system that continued until 1962:

- Lacks systematic and centralized curriculum;
- Since it was not based on the socio-economic reality of the country it didn't bring significant change towards development of the country (ibid;1990)

Ministry of Education and Fine Arts was established in 1942 in order to centrally manage the education system of the country. Accordingly, a major change was made to the system of education in 1963 and 1964.

- The previous 4-4-4 (structure) of education was changed to 6-2-4
- Medium of instruction in primary education was made to be Amharic.
- It was understood that the system of education was centrally organized, teachers who were brought from abroad to teach were replaced by Ethiopians; and to some extent education began to function based on socio-economic condition of the country (ibid,1998)

However, on the conference held in Addis Ababa which was organized by UNESCO in 1969 for African countries it was understood that development of Ethiopian education was far behind when compared with other African countries. As a result it was noted then that Ethiopia too, entered into agreement with other African countries in this conference to provide primary education for all by the year 1980.

Although the agreement reached on the Addis Ababa conference motivated to some extent to expand education opportunity, it was found out in 1974 primary education coverage was only 12% (Tekeste, 1998). On the report of Education Sector Review of the 1972 too, the problems and obstacle to the Ethiopian education system were identified and it was attempted to present along with the solution, however change of government was made before its implementation.

After change of the government again the country had been in trouble for many years with civil war, drought, wrong economic policy and poor governance. Because of these reasons it can be said that the country was subjected to poverty and the citizens,

particularly the rural communities and women were not getting social services like education and health.

In 1991, the country has devised policies and strategies suitable for economic development and has been implementing them. Accordingly, the country has formulated New Education and Training Policy in 1994. In order to implement it ESDP was prepared for 20 years, which was sub-divided into 5 years plan and has been under implementation since 1998. As a result of the introduction and the implementation of the New Education and Training Policy (NETP), participation rate of primary education at the country level and that of Oromia Region raised as high as 68.4% and 72.5% respectively in the year 2003/04.

With the aim of speedy coverage of educational service and to maintain equal opportunity for education, administration of education is being implemented under decentralized system since the end of 2002 in which the public is authorized to manage schools as its own affairs.

1.4 Poverty Reduction Strategy and the Role of Education

Among instruments that help to reduce poverty and narrow the gap of income between nationals, education is the one. It is also the foundation for sustainable economic and social development. Moreover, education is required to build a democratic society and to win the competition of fast changing international economy.

In countries where expansion of education has not been met and insufficiently provided, it is observed that poverty is 'widespread.' According to the World Bank (2002), one child out of five children in developing countries (over 113 million) do not get access of opportunity for primary education. Besides, 880 million adults were illiterate. Among children and adults who lack opportunity for education, two third of them (2/3) were female while one fourth among those who got education opportunity drop out before completing grade 5. If expansion of education continues as it is now practiced, i.e., follow the current trend or pace of development, among children of school age for primary education who would lack opportunity for education is estimated to be 100 million by the year 2015. Under this circumstance if children and adults who are ought to acquire education could not do so, it means that the effort that a country exerts to get rid of poverty would be futile. The objective condition in our country cannot be exceptional of the international condition.

In line with this, among 14 million primary school age children in 2003/04, those who get the opportunity for education were only 9.5 million. Out of those primary school children who couldn't get the access, 1.4 million of them are in the Oromia Region.

Since the condition of poor countries like Ethiopia is very much worrying, one of the issues given attention by the United Nation in order to improve the livelihood of these countries was provision of quality primary education to all by the year 2015. The member countries also agreed on issues mentioned previously.

Broad based and sustainable economic development is the requirement for poverty reduction. Factors that are regarded as sources for economic progress are natural resources, human capital and technology. Educated manpower has a key role in poverty reduction or to bring about rapid economic development.

With respect to the objective reality in our country, among the current population of the country above 85% resides in rural areas and engaged in agriculture for life and livelihoods. Besides the level of education and health status of this population is low and is characterized by low productivity.

The country has developed a sustainable development and poverty reduction strategy, which is strengthened by detail strategies like rural development, industrial development, and capacity building programs and has been in action since 2001/02. Among these strategies, however, human resource development is given due attention and priority.

Education serves as a strategic sector in the attainment of socio-economic development and poverty reduction. In order to produce human power that has capacity and professionally trained, which is essential for socio-economic development of the country; the government is taking strong measures in urgently expanding opportunity for primary education, secondary education, technical education and vocational training as well as expanding opportunity for higher education. Therefore, education plays a key role in an effort for preparing citizens to take part in poverty reduction strategies.

1.5. Education and Agricultural Development.

To undertake agriculture in the modern way and obtain good production, it is essential to make use of educated manpower and modern technology. Yet making use of educated manpower and technology alone is not sufficient for development of a country. The production obtained should be supplied to the market in quantity, quality and different variety. The output acquired should also bring about improved change of life and livelihood of the society. This is possible in utilizing educated manpower and essential technology appropriately. As much as agricultural production increases the output of the sector increases, in turn it contributes towards development of education and other sectors.

According to the various research findings, among those farmers acquired primary education and those who didn't their difference in using modern items of a given standard to produce output and getting profit, the former group, i.e, those who obtained primary education show higher improvement in all aspects when compared with the later group, that is, the ones who did not acquired primary education.

1.6 The Role of Education in Promoting Status of Females

Equal educational opportunity is attained through equal access of children to education as a right regardless of their masculine or feminine nature. Basically education is human right. It is the right any child to deserve whether girl or boy. This implies that a girl child, what so ever poor she is or the situation in her country is inconvenient, she should not deprived of a chance for education in any way. Hence, there is no and shouldn't be any sufficient and legitimate reason that deprive her from access to schooling.

Providing educational opportunity to girls has got a paramount importance. Among the various importances, the major ones are put here under.

- **Female Education Speed up Economic Development**

Research works undertaken for so long years revealed that there is a strong relationship between wide access to basic education and high economic development. Especially, female education has got immense importance in an attempt to bring about improved economic development of any country.

For instance, countries like South-East Asia and Latin America registered a high level of economic development because of their unreserved and sufficient allocation of resources towards female education. This is witnessed by UNICEF (2004:18) that Gross Domestic product per capita increases through increasing female participation rate at primary level. To the contrary of this, however, in given attention economic development shows a downturn and their income decreases as a result.

- **Improvement and Expansion of Girls Education Assures Sustainability of Educational Opportunity for the Next Generation**

Educated females when assumed motherhood position have strong feeling to send their children to schooling thereby keep sustainability of educational opportunity for the next generation.

Educated mothers do not only send their children to schools but also assist their children while they are out of schools (at home) and provide them with teaching materials. In addition, educated mothers are good role models after whom their children pattern themselves. As a result, children from such conditions most likely are characterized with better educational performance.

The existing evidence from one of the researches conducted by the World Bank showed that children from mothers with better education allocated two hours for out of school study than those from mothers who have no any type of schooling.

- **Expansion of Girls Education Serves to Regulate Population Growth**

It is known that population growth has got a great impact on economic development. Especially, in very poor countries that are exposed to hunger and even could not attain basic needs, high fertility rate further aggravates the problems of poverty more and more on children.

Educating females minimizes fertility rate and serve to regulate population growth thereby reduce problems associated with it. Many research works revealed that educated females play a vital role in attempts that are made to regulate population growth by retraining themselves from having many children through making use of birth control method, (World Bank, 2000).

According to this research, females with relatively better education tend to have few children than those with lower level of education or not educated at all.

The reason is that educated females:

- + are late in engagement to marry
- + are familiar with family planning (various birth control methods)
- + have strong self-confidence
- + have power and right to decide on the system of sexual productivity.

The information gathered from 100 countries confirmed that an increase of female education by three years presupposed a decrease of the likely birth of one child (Klasen in World Bank, 2001).

According to the information from developing countries, mother's education status has positive influence on health and nutrition of her children. As a result an increase of mother's education by a year is resulted with a decrease in infant mortality rate of children under age of five years by 5 to 10 percent (UNICEF, 2004).

In general, eliminating the gap of educational opportunity between boys and girls or maintaining gender equity has a paramount importance to attain speedy economic development, to handover sustainable educational opportunity for the next generations to have healthy family, to regulate population growth etc. This was a message that Mr. Kofi Annan clearly conveyed regarding the concerns or matters that are of interest to children in the world.

CHAPTER TWO

Education for All Citizens and Provision of Primary Education.

2.1. Conferences held on provision of education for all citizens .

According to existing evidence with respect to issues of education in the country or in Africa or international level conferences were held in different occasions in which time frame for the goal of provision of education for all were decided upon.

Accordingly, a conference was held in 1960 in Addis Ababa involving African countries liberated from colonial rule under the coordination of Ethiopia. In this conference a strategy named as "Addis Ababa Strategy" was formulated to provide primary education for all citizens by 1980.

The goal of education for all that was set for 1980 by African countries was again held an international conference in Jomtien (Thailand) involving 155 countries in 1990 setting the goal for education for all by the year 2000.

Participating countries of Jomtien conference among issues they raised, when declared EFA, was education itself is fundamental right that generation should get and belief that it emancipates human beings from illiteracy. The other point raised as a central issue was economic and social development of all countries being related with education. With this circumstance the countries and major organizations that participated in the conference pointed out six goals. One of the goals for the realization of education for all was to provide primary education to all children of official admission age.

Dakar conference of EFA was held ten years after Jomtien in 2000 on the issue of education for all involving 184 countries of the world. This conference too, considering performance after Jomtien Conference it was noted the goals set were not achieved, the time frame was extended from 2000-2015 to achieve the goal.

Not only increasing the duration of meeting the goals but also the goal of education for all was clearly stated and the strategy that supports its realization were identified relatively in a better way at the Dakar conference, When viewed from a different perspective both the Jomtien and Dakar resolutions didn't clearly specify targets, appropriate indicators etc...

2.2. Ethiopia's Stand on the Goal of "Education for All"

In 1994 when New Education and Training Policy (NETP) was formulated based on objective condition of the country strategies that help implement the policy were issued in September 1994. In the policy the issue that was given priority was primary education

though; other education programs also being taken up strongly. In the implementation of this program, long term, medium and short term plans were prepared; better resource allocation for the sector was made; and the program is being taken up.

Through participation in the World Declaration on Education for All in Jomtien (Thailand) in 1990, and in the world Education Forum held in Dakar (Senegal), Ethiopia reaffirmed her commitment to achieve UPE by 2015.

In order to achieve both the policy and the declaration EFA in this country ESDP was prepared and the first five year (1997/8-2001/02) and the second three years (2002/03-2004/05) program implementation were completed while the third phase five year (2005/06-2009/10) program was prepared recently. Since this program is taken up with full understanding with the governmental body and political leadership and down to the local level, remarkable changes were observed during the implementation,

2.3. Provision of Primary Education as a Major Strategy to realize the Goal of EFA.

Obviously the World Declaration on EFA in Jomtien and Dakar Framework for action identified six major goals. One of the major goals is "***Ensuring that by 2015 ,all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality***". The participants of the conference who identified the six goals unanimously approved that this goal is the key goal for the realization the other goals because of the following reasons:

- + If all children get access to primary education and complete without interruption they would become adults through acquiring continuous knowledge by virtue of which the number of adult illiterates decreases,
- + since all boys and girls, children under difficult circumstances and ethnic minorities come to school the gap between these groups shall be eliminated;
- + It ensures that there will be improvement of status of life, way getting balanced diet, health status & knowledge of family planning etc...
- + It promotes the knowledge and skill of proper utilization of natural resources and environmental protection.

Therefore, in order to provide quality compulsory primary education to all children, working with strength of mind to meet the goal of EFA is the key strategy.

2.4. Oromia and Provision of Primary Education for All

Provision of quality primary education to all would not be easy in Oromia because of four major reasons.

- The first reason is the fact that the number of children who should get this opportunity being huge and yet many children are outside the school, particularly among 7 years old children 50.1% unable to come to the school at appropriate age.
- Secondly, even among children who come to school, a significant number of them drop out before acquiring the necessary knowledge. Particularly, 22.7% of grade 1 dropped out.
- Thirdly, the gap between participation of boys and girls, and between woredas is extremely wide;
- Fourthly, large pupil to section ratio, lack of sufficient text books, lack of sufficient teachers both qualitatively as well as quantitatively are the prevailing problems. Also, since almost more than 40% of schools are operating based on shift system the quality of education is still affected.

Therefore, in order to provide quality primary education to all by 2015 identification of obstructing issues, acting in giving priority of attention shall have high output in meeting the stated goal. It requires to state about what speedy change could be achieved, how the resources to be acquired and the available are allocated, deciding on the focuses of priority of place of work and with the available capacity what to attain when and at what stage.

In order to realize the goal of providing primary education for all in Oromia it is important to reach at careful decision on the following issues. And to implement the decision it is expected to use the resource for the purpose intended.

- ♦ To bring children of 7 year of age before their age exceeds the first grade (grade one), how much the rate should increase; up to when to reach at net enrollment rate and to act by preparing useful strategy towards this;
- ♦ To what extent the existing rate of drop outs should be decreased and when this should be done particularly for grade one, and to prepare useful strategy for this,
- ♦ Deciding on utilization of time and man power (teachers) sufficiently in order to provide quality education primarily by investigating existing condition;
- ♦ Examining properly the level of participation of boys and girls at present, it is necessary to forecast the year in which gender gap could be eliminated and identify necessary strategies to be used;

- ♦ Deciding mechanisms to be followed in acquiring sufficient resources in achieving the goal.
- ♦ Above all, to devise useful strategy to involve different stakeholders so as to work collaboratively and set priorities of educational needs and demands.
- ♦ Monitoring and evaluation should be conducted in order to measure the achievements observed in line with the intended targets set.

CHAPTRE THREE

Operational Definition of Universal Primary Education (UPE)

Lack of defining the goal of Universal Primary Education and separately identifying and developing indicators that will help the education system to monitor the progress toward achieving the goal have been recognized recently. Lack of practical definition has created problem in preparing plan and program that can realize the provision of primary education for all.

A good definition on provision of primary education to all should at least have the following characteristics.

1. Should help policymakers, planners, and other stakeholders to identify the sub-strategic goals to be set to move the country towards UPE.
2. The definition should guide to identify and develop indicators that will help the education system to monitor the progress towards achieving UPE.
3. An operational definition should permit the planning process to set time frames for achieving targets for indicators that form part of the definition.

An analysis and expansion of the concept of UPE as stated in EFA goals seem to demand elaboration of seven elements that constitutes UPE. These elements are:

- Minimum number of years of primary schooling;
- Average number of days of schooling per year
- Average number of contact hours per day
- Levels of access and coverage that should be reached
- Levels of internal efficiency of the education system
- Equity: gender and geographical concern
- Quality of primary education

If definition of Universal Primary Education is given based on the above points, its target and the time to achieve it should be incorporated one by one into points of the definition.

CHAPTER FOUR

Situational Analysis of Primary Education in Oromia

4.1. Introduction

Knowing the status of primary education with respect to Oromia region, it will have high importance to decide upon future goals which are intended to meet. Particularly, to provide primary education to all children of the official school admission age, evaluating the process and activities so far accomplished helps to identify the causes for prevailing problems and enables to formulate suitable programs that permit corrective action possible. Accordingly analysis of objective condition of primary education of Oromia region focuses on the following.

- Accessibility and expansion of educational opportunity
 - Apparent Intake Rate (AIR)
 - Net Intake Rate (NIR)
 - Gross Enrollment Rate (GER)
 - Net Enrollment Rate (NER)
- Equity of Educational Opportunity
 - Gender Disparity (Gender gap)
 - Disparity between urban and rural
 - Disparity between woredas
- Efficiency of Education
 - Dropout rate (DR)
 - Repetition Rate (RR)
- Quality of education
 - Pupil to section ratio
 - Pupil to teacher ratio
 - Pupil to text book ratio
 - School size
 - Schools operating with shift system
 - Education expense and consideration of issues related with this activity has been presented as follows.

4.2. School-age population and the demand for Primary Education in Oromia

According to population projection of CSA for 2004 estimated population of Oromia was 25.1 million (12.5 million male and 12.6 million female). Out of this children of primary school age (7-14 years) were 5.3 million (2.7 million male and 2.6 million female). Among these children those of 7 years of age who ought to be new entrants to grade 1 were 744, 585 (375, 380 boys and 369, 205 girls).

Based on the annual increase rate of 2.92% of population, the above indicated population of Oromia is estimated to be 35,313,000 by 2018. Accordingly, the number of primary school age, which was 5.3 million by 2004 shall increase to 7.3 million (3.7 boys and 3.6 girls) by 2018.

According to the statistical data of 2000/01-2004/05 the GER for primary education was increasing from 57.6% to 85.4% with the average annual growth of 8%. This indicates that although gross enrollment has been annually increasing, it is discouraging when viewed with fast increasing number of children of school age. Moreover, the number of children during the coming twelve years is estimated to be doubled. And to meet the goal for universal primary education (UPE), it demands to work with determination in all aspects.

4.3. The Extent of Access to Primary Education in Relation to the Distribution of primary Schools.

As to the educational data of 2004/05, there were 6,466 primary schools (5785 rural and 681 urban). This doesn't meet the population organized at different levels according to the current administration structure to serve. The region is divided into 14 Zones, 2 Special Zones, 198 Woredas, 20 special cities (urban Administration), 6500 peasant association (kebeles) and 375 Urban kebeles, all together 6875 kebeles so as to serve people better closer to their local situations. But the number of schools doesn't fit with the number of kebeles and their distribution has wide gap between Woredas. Particularly, out of the rural kebeles nearly 6% do not have schools at all. Besides, when the existing schools are considered in terms of areas of land of the region (359,619km²) it depicts that a child has to travel more than 4 kilometers on average to find first cycle primary school.

When the number of schools is compared with the number of Kebeles as well as the average distances a child travel it seems quite good. These figures, however, are misleading because the schools are not evenly (normally) distributed and as a result children are found to travel up to 10kms to get primary first cycle school

4.4. Apparent Intake Rate

The apparent intake rate of new entrants to grade one of 2004/05 showed better increment than that of the past three years (2001/02-2003/04). The apparent intake rate which was 109% in 2000/01 was increased to 168.4% in 2004/05 showing 9.1% average annual growth. The reason behind this improvement specially was the establishment of 1423 new primary schools in 2004/05 in the region.

4.5. Net Intake Rate

When we consider new entrants to grade one who are 7 years of age that come to school every year both number of children and net intake rate shows steady growth. Accordingly, NIR which was 25% in 2000/01 increased to 49.95% in 2004/05 which shows 14.8% average annual growth. Specially, a remarkable improvement was achieved in 2004/05 when compared with that of 2003/04 i.e, NIR was 30.1%

Table 1: Apparent Intake Rate and Net Intake Rate

Year	Apparent Intake Rate(AIR)			Net Intake Rate (NIR)		
	Male	Female	Total	Male	Female	Total
2000/01	127	92	109	28	22	25
2001/02	118	85	102	28	23	25
2002/03	119	89	104	28	23	26
2003/04	1267	109	117.9	31.9	28.2	30.1
2004/05	175.29	162.08	168.74	52.04	47.83	49.95

Source: Education Statistics Annual Abstracts

This shows that the effort made in the past years to bring children of 7 years-of age to schools in order to improve this condition was not that much dependable. Therefore, it is decisive to work with determination so as to bring all 7 year old children to schools and to realize the goal of UPE.

4.6. Gross Enrollment Rate

4.6.1. Primary First cycle (1-4)

In line with the existing policy primary education is provided in two cycles. First cycle is grades (1-4) in which children of 7-10 years are taught basic education. When the number of student enrolled in grade (1-4) is compared with children of 7-10 years age, the gross enrollment rate of this level during the past five years 2000/01-2004/05 was increased from 85% to 111.66%. The annual average growth was nearly 5.5%.

4.6.2. Primary second cycle (5-8)

Primary education second cycle (5-8) is a general education provided to children of (11-14) years to prepare students for general secondary education and training. When the performance of this level for the past five years is observed, the GER which was 28% in 2000/01 was reached 53.78% by 2004/05. It is understood from this evidence the average annual growth rate of GER was about 13.94%. Although the growth witnessed during the past years looks good, performance of this level is still low.

4.6.3. Complete Primary (1-8)

When the two cycles of primary education are put together the GER for complete primary education was increased from 57.6% in 2000/01 to 85.4% in 2004/05. Hence this indicator reveals the GER of primary education was growing annually by 7.8% average for the past five years.

4.7. Net Enrollment Rate

4.7.1. Primary First Cycle (1-4)

When the number of children age (7-10) years enrolled in primary first cycle is compared with the school age children of age (7-10) in the region the progress shows steady growth. The NER was increased from 48% in 2000/01 to 70.2% in 2004/05 with the annual average growth of 7.8%

The difference between GER and NER at this level which was 37% in 2000/01 was increased to 41% in 2004/05. Even though the trend of NER shows an increment, the gap between GER & NER becomes wider than the previous years. This in turn indicates that there were overage children in the system who have to be shown up in the second cycle.

4.7.2. Primary Second Cycle (5-8)

When the number of children age (11-14) years enrolled in primary second cycle is compared with the school age children of age (11-14) in the region the progress is encouraging. The NER was increased from 19% in 2000/01 to 35.2% in 2004/05 with the annual average growth of 13%

4.7.3. Complete Primary (1-8)

The NER for this level is the proportion of students of the appropriate school age (7-14) enrolled in a given year out of the total school age population in the same year. During the past five years NER for complete primary school was increased from 52.2% in 2000/01 to 73.7% in 2004/05. It shows nearly an annual average growth of 8.8%. NER differs in one important way from GER, while GER takes into consideration all children attending school regardless of age, NER only considers the children of school-age who are attending school.

4.8. Equity of Access to Education

Equity in this context has three major components: Gender Equity, Geographical or Spatial Equity and the woredas equity in the provision of primary education. The goal UPE could be materialized only when it is possible to provide equal access of educational opportunity between sexes, space (urban & rural) and Woredas. However, the existing evidence shows that this has not yet materialized in the region. This problem arises partly from different reasons to access educational opportunity at nearest local situation and partly from worsening to use the available opportunity effectively.

4.8.1. Equity of Access to Educational Opportunity by Sex

The GER for primary which was 73.1% and 41.9% for boys and girls in 2000/01 respectively was increased to 97% and 73% for boys and girls respectively in 2004/05. Accordingly, the gender gap in GER at this level which was 31.2% in 2000/01 was decreased to 25% in 2004/05 showing improvement during the last five years. The Gender parity Index (GPI) raised from 0.57 in 2000/01 to 0.75 in 2004/05. Gender gap is narrowed if only GPI=1.0.

However, a considerable number of girls still have a long road ahead to have equal educational opportunity with the boys. To achieve gender equity for access primary education the precondition is that gender equity should be achieved in grade 1 first. And this is what to be thoroughly considered for it bears a great impact on the success of UPE goals.

4.8.2. Equity of Access to Educational Opportunity by Geographical Location

When considering educational opportunity in the region by space the gap in GER at primary level which was 167% in urban and 45% in rural by 2000/01 was found to be 160% in urban and 75.1% in rural areas by 2004/05. The gap was decreased from 122% in 2000/01 to 85 by 2004/05 This trend shows there is a progress in GER in the rural area in contrary to the urban. Further improvement is still expected especially in rural areas.

Hence, the strategy formulated to build primary education by mobilizing community so as to make accessible education at this level in all kebeles is what to be sustainable in the future times too.

4.8.3. Equity of Access to Educational Opportunity by Woredas

The statistical data of 2004/05 shows, the gap of GER between the highest and the lowest woreda was very wide. The highest GER registered in 2004/05 was 155% for Dalle Saden woreda in West Wollega zone and the lowest GER was 26% for Moyale woreda in Borena zone. Therefore, the gap between these woerdas is 129% which shows the magnitude of the problem is very severe. This calls for special attention in the forthcoming plan of action. There are 108 woredas whose GER is less than the regional one. Still more than half of woredas performance is below the regional performance.

4.9. Internal Efficiency of Primary Education

The internal efficiency measures the progression of students through the school system. Among indicators used to measure the internal efficiency of the education system Dropout Rate and Repetition Rate are the major indicators. The internal efficiency of the system as measured by dropout and repetition rates remains low still in the region.

4.9.1. Dropout Rate (DR)

Dropout rate is the proportion of pupils who leave the system without completing the intended course of study in a given year. This rate shows the extent to which pupils abandon schools.

The DR of primary education (1-8) in 1999/2000 was reduced from 18.6% to 14.9% in 2003/04. Similarly, the DR in grade one was reduced from 28.9% in 1999/2000 to 22.75% in 2003/04. DR is a very serious problem, especially in grade one. In grade 5, 6&7 the DR was some what high when compared with other grades. By 2203/04 DR for these grades were 15.73%, 8.49% and 16.33% respectively.

.Very high drop out rates result in lowering the access and coverage to primary education and thereby prolonging the target year for achieving UPE. Reduction in drop out rate especially grade one is important for the achievement of the goals of UPE.

4.9.2. Repetition Rate

Repetition is another major challenge of the school system. The RR of primary education (1-8) in the region was reduced from 4.7% in 1999/2000 to 3.7% by 2003/04. RR increases along with the grades and highly increases in grades 7 and 8. Besides, RR of girls at all grades was more than that of boys. For any child that repeats a grade, cost is incurred to educate that child in the same grade at least twice. This has its negative impact on resources at the percentage of repeaters.

So it is imperative to identify the causes for both DR and RR, which lower the internal efficiency of the education system, and tackle them strategically.

4.10. Indicators of Educational Quality

There are different categories in measuring quality of an education system. They are quality of inputs, quality of process, quality of outputs and quality of outcomes. In this document it will be focused on only quality of inputs (educational inputs).

4.10.1. Pupil to Section Ratio

First Cycle Primary (1-4)

The number of sections was increased from 27,445 in 2000/01 to 42,832 in 2004/05 with annual average growth of 11%. Enrollment of students was increased from 2,024,133 in 2000/01 to 3,236,597 in 2004/05. Hence, pupil to section ratio in 2001 was increased from 74:1 to 76:1 in 2004/05. According to NETP, the standard is 50:1 but what practically observed is different. Therefore there should be an adequate system for determining number of pupil per section.

Second Cycle Primary (5-8)

The number of sections at this level in 2000/01 was 10,722 and it was increased to 17,719 in 2004/05 with annual average growth of 13% percentage point. The number of students that was 637,823 in 2000/01 increased to 1,286,505 in 2004/05 Accordingly, the pupil section ratio was raised from 60:1 in 2000/01 to 71:1 in 2004/05.

4.10.2. Pupil to Teacher Ratio

First Cycle Primary (1-4)

During the past five years 2000/01-2004/05 the number of teachers who were teaching in this level was increased from 27587 to 35862. Similarly, pupil to teacher ratio was increased from 73:1 to 92:1 during these five years. This indicates growth of number of

students and teachers do not coincide. The number of pupils increased by 9.8% annually on average while that of teachers increased by 5.3% only.

Second Cycle Primary (5-8)

Pupil to teacher ratio during 2000/01-2004/05 was increased from 38:1 to 61:1. This includes TTI teachers and TTC teachers. According to the policy, teachers who ought to teach at this level should be graduates from Teacher Training College (TTC) and pupil to teacher ratio should be 50:1. If pupil to teacher ratio for this level is calculated in terms of qualified teachers, it was reduced from 381:1 in 2000/01 to 140:1 by 2004/05. This improvement is attributed to the fact that more than 6000 teachers improved their qualification to diploma level through distance education and summer courses at the end of 2003/04. However, among teachers who teach this level only 43 % full fill the standard set. 56% of teachers at this level are still below the standard set to. Still this cycle has been constrained by problem of qualified teachers. To overcome this shortage the regional education bureau together with the regional government took a measure by increasing the number of TTC to 6 and the capacity of capturing candidates is also raised.

4.10.3. Pupil to Text Book Ratio

First Cycle Primary (1-4)

After the teacher, the next most important input that determines the quality of education is textbooks. During 2000/01-2004/05 student to textbook ratio showed some improvement with reduction from 3:1 to 2:1. But according to the policy the ratio should be 1:1. In this view there are some issues related to text books

- As the enrollment annually increases averagely by 5.5%; replacing damaged text books and provision of revised text books demands huge resource and as a result ratio can't be reduced to 1:1.
- There is inaccurate data of text books from schools. Some schools even didn't fill on the annual questionnaire.
- In addition to shortage, sharing set of text books among 2 or more children made text books short lived.

Second cycle Primary (5-8)

The problem of text books in primary second cycle is similar to that of first cycle. The ratio was reduced from 3:1 in 2000/01 to 2:1 in 2004/05 approximately. Efforts were exerted as far as possible to narrow the gap between urban and rural distribution of text books.

The contribution of textbooks towards quality of education is well understood from existing objective condition. Demand of text books and supply truly don't match as a result of studies conducted previous years. To overcome this shortage the Oromia National Regional Government has allocated adequate budget for publishing text books as well as its distribution in 2003/04

4.10.4. Shift System

Although introduction of shift system promotes increasing enrollment and expands educational opportunity, it has also some negative impacts or shortcomings on providing quality education. It does not allow students to have longer time for class room teaching and learning process as well as in getting access to library and co-curricular activities etc. There is an attempt every year to reduce double shift by constructing new schools and additional class rooms; however with increment of enrolment, still it is not possible to reduce as expected. During the past five years 2000/01-2004/05 the numbers of schools conducting double shift system increased from 39% to 40%.

4.10.5. School Size

Regarding school size there is no definite standard established. Number of pupils to be accommodated in first and second cycles of primary schools or complete primary school has its impact on quality of education, discipline as well as management.. The school size in 2001/02 was 641 and this was raised to 700 in 2004/05. The existing reality indicates there are about 47 schools whose school size ranges between 3000 & 6500.

4.11. Educational Expenditure for Primary Education

The total recurrent budget that was 362.2 million birr in 1997/98 increased to 517.88 million birr in 2001/02. The average increase was 9.4%. The total share of education sector which has been 38.9% in 1997/98 increased to 40% of the overall budget of Oromia Region in 2001/02.

Out of the allocated budget, the share of Primary Education, Secondary and Technical and Vocational Education and Training (TVET) in 1997/98 was 75.26%, 10.75% and 1.06%

respectively. And in 2001/02 while that of primary decreased, the share of TVET increased by eight fold.

When the total yearly allocated budget is divided among students the Unit recurrent cost/student for primary in 1997/98 was 157.91 birr but reduced to 119.81 birr in 2001/02.

4.12. System of Professional Assistance (supervision)

To ensure whether the educational process has met its goals or not, continuous educational supervision has to be conducted by professionals. The major purpose of school supervision was focused on identifying shortcomings of the process and coming up with constructive suggestions. The following points should be considered when school/institutional supervision is conducted:

- Identifying the need and the gap that exists in capacity and resources and giving technical support.
- Using educational indicators to identify constraints.

Problems observed in conducting Educational supervision

- Lack of clear objectives
- Less attention given to Supervision activities
- Not undertaken by efficient and appropriate professionals;
- Insufficient manpower in educational structure.
- Weak Supervision at school level.
- Lack of continuity in conducting supervision

4.13. Curriculum

OEB has been in action with due attention given to primary education following efficient system that enables to solve socio-economic problems, based on the interest of the people and objective condition of the region .By focusing on improving knowledge, skill and maintaining the culture of the region ,the bureau developed primary education curriculum and implementing it since 1992/93. Major activities undertaken were:

- The curriculum was developed based on the NETP adopted in 1993/94 by making suitable and relevant to the real situation of the region. Its implementation was started as a trial in grade one and grade 5 and latter all grades were covered.
- Text books, syllabus and teacher guidance's were published and distributed.
- Text books, teacher's guide and different syllabus were revised.

Problems Observed in the Curriculum

- Lack of awareness among teachers
- It was not prepared based on those children who didn't pass through socialization program
- .Volume and Contents of text books were not prepared in line with children's age & educational level.

4.14. Mass media

It is well known that education is decisive in socio-economic development. Society or community has to get information about education to play their role in enhancing it. Mass media (like radio television, newspapers and magazines) has to play considerable roles in promoting educational activities and programs to the public and concerned bodies with the aim of creating proper awareness and soliciting support for the sector development.

With this regard it has been attempted to make use of mass media to introduce educational activities, but there is loose tie in using mass media.

On the other hand there is educational media program which is conducted by the bureau in order to improve quality of primary education. But when compared with the area of the region and distribution of schools, the existing centers can't cover all the schools. Since the equipments of the centers are old enough they are not working with full capacity. There fore, it is very important to update the technology in order to provide quality education

4.15 Teachers' Training

Teachers are the most important input into the education system. Primary education consists of eight years of schooling. These eight years are divided into two cycles of four years each. To teach in the first cycle primary, the minimum required qualification is TTI. To teach in the second cycle primary a diploma from TTC is the minimum requirement. Effort has been exerted to train many teachers of primary education first cycle progressively until 2001/02. Since 2002/03, however, the training focus was shifted to

train teachers of second cycle primary. All previous teacher training institutions (TTI) have been upgraded to TTC. Private sectors play important role in training TTI's candidate. In 2004/05 about 17,000 candidates were graduated from private TTI's.

Table2: Training Performance of TTI's (Government)

Year	No. of T.T.I.	No of trainees	Percentage of female trainees
1999/00	3	1222	48.3
2000/01	3	1810	44.0
2001/02	4	2005	47.0
2002/03	4	1692	49.8
2003/04	2	1118	51.7
2004/05	1	547	62.5

Source: Education Statistics Annual Abstract

In considering the prevailing objective condition among teachers teaching Second cycle Primary Education (grade 5-8) only 43% met the requirement. The action was taken by Oromiya Education Bureau by upgrading the existing training institutions to college level so as to increase qualified teachers for this level.

Table 3: Training Performance of TTC (Government)

Year	No of T.T.C	Number of Trainees			Total	% of Female trainees
		Regular	Evening	Summer		
1999/00	2	414	245	199	858	27.7
2000/01	2	752	1432	574	2758	21.4
2001/02	2	442	1885	350	2327	32.1
2002/03	4	2364	-	-	-	30.6
2003/04	4	5795	5118	1294	12207	32
2004/05	5	8376	5969	-	14345	37.8

Source: Education Statistics Annual Abstract

As it is observed from the above table, as the number of Teachers Training College (TTC) increases, then the number of trainees also increased. The number of female trainees was increased by 26.13% within 5 years. Even though the table has shown that the number of trainees increases from year to year, meeting demands of

teachers takes longer time when viewed with the increasing number of students, the proportions has not yet maintained. Therefore, the strategy should be looked at with great emphasise to expand the program within a fixed period.

The other point is, training of teachers is conducted with the objective of acquiring educated man power who utilizes the curriculum developed for each educational level. However, the integration of curriculum in schools and teachers training has not been implemented sufficiently.

4.16. Pre-School Education (Kindergarten)

During past years, the performance regarding this program was very low. The distribution of kindergartens in Oromia is mainly concentrated in urban areas. The program is undertaken by community, Non-Government organizations and privates whereas the role of government is limited to preparing curriculum and setting standards.

According to the data in 2000/01 only 1.35% of children whose age 4-6, were enrolled in 261 kindergartens in Oromia. In 2004/05, however, the participation rate of children increased to 1.67% while the number of institutions was increased to 418. Since the achievement of this program is found far away from expectation, it will have negative impact on primary education enrollment in various ways. The program is aimed at providing basic learning skills to children and preparing them for primary basic education. Thus, it calls for strong commitment and assistance on the part of government so that private sectors, communities and NGOs expand it more.

4.17. Special Need Education

As some studies confirmed it among children of school age in complete primary, the number of children with disabilities, i.e., those with visual problems, hearing impaired, mental problems, and other disabilities were estimated to 1.78% percent in Oromia. In realizing the goal for Universal Primary Education, it would be compulsory to address educational needs of this group too for the goal could never be attained without giving due attention towards providing access of educational

opportunity for children in need of special need education. In 2000/01 from the estimated 83,828 children with disabilities, only 769 (451 boys and 318 girls) have got access to primary education in Oromia. The number of institutions were 32 in which 3 were special schools and the rest were special units established in formal schools. In 2004/05 the number of pupils of this program is increased to 1265 (759 boys and 506 girls) and the number of institutions also increased to 44. Hence, there should be efforts to be exerted in providing Primary Education for this group in order to achieve UPE as well as permit them to participate in all rounded development.

4.18. Non-Formal Education

4.18.1. Adult Education

The objective of adult education is to provide basic education to adults deprived of the right to formal schooling. It is aimed at enabling the adult gain basic reading, writing, and computing skills and basic functional knowledge in their live hood. The number of adults participated in this program in the past five years was increased from 418,435 to 484,900. Among the reasons presuppose maintaining sustainability of this Adult Education program with respect to UPE, is the fact that educated adults most likely are interested to send their children to schools.

4.18.2. Alternative Basic Education (ABE)

The program is designed to provide equivalent first cycle primary education in three levels as an alternative for those children with no access to formal primary education. It is cost effective form of basic education which is accomplished within three years based on local realities. Learners who accomplished the third level of ABE are allowed to join grade five.

Table 4: ABE Performance during the Past five Years

Year	Number of children Attended ABE			Gross Enrollment Rate of this program		
	Male	Female	Total	Male	Female	Total
2000/01	146307	117843	264150	6.1	5.1	5.6
2001/02	160192	127797	287989	6.5	5.3	5.9
2002/03	147320	118271	265591	5.8	4.8	5.3
2003/04	233769	182780	416549	9.0	7.2	8.1
2004/05	177796	184119	361915	6.6	7.01	6.8

Source: Education Statistics Annual Abstracts

As it can be seen from the above table enrollments of children in ABE for the past five years was increasing except in 2004/05. This program contributes 6,8% GER for those children out of formal school. It is anticipated that this program can enhance the achievement of UPE.

4.19. Secondary Education

General secondary education is given to students who complete primary education where they can select (identify) their future training areas. The program at this level is completed within two years. Out of 133 secondary schools (9-10) in 2000/01 124 were owned by government and 9 were owned by privates and NGOs. During this time the enrollment was 120,678. The number of general secondary education institutions was increased to 234 (217 government owned and 17 private and NGOs owned) in 2004/05 while the number of students increased by two fold i.e. 317097. The Gross Enrollment Rate (GER) that was 11.6% in 2000/01, raised to 28% in 2004/05, which exhibited 140% growth. This indicates that the number of students completing primary education is increasing. Nevertheless, it doesn't mean that all those who complete primary education get the opportunity for secondary education. This implies the need for expansion of secondary schools. On the other hand pupils who he opportunity for secondary education will have its impact towards increasing participation of primary education.

4.20. Technical Education and Vocational Training (TVET)

The growth and expansion of technical education and vocational training in our country had been so minimal, which had also been neglected until recently. According to data issued at international level in 2002, the ratio of TVET and secondary education in our country was nine times less than that of Sub Saharan African Countries. When compared with that of European countries it is less than by 36 fold.

In Oromia region, in 1997/98 there were 4 governments owned and 1 NGO owned TVET centers that have accommodated 557 trainees. Out of these trainees 492 were government trainees while 65 were that of NGO.

As stated in New Education and Training Policy adopted in 1994, those students who completed primary education but could not continue and those who complete secondary first cycle can be trained in different type of vocational training in TVET centers. Under this circumstance, 7 TVET centers were established in 1998/1999 and were giving training in addition to previously existing centers.

The government has given high attention in which structure of this education was systematized so as to increase the number of trainees. Accordingly, as of 2001/02 number of technical and vocational schools in Oromia were increased to 38. Among these, 36 were owned by government while 2 were owned by Privates/NGO. In 2004/05 there were 13,013 (5780 males and 7233 females) trainees enrolled in 10+1, 10+2 and 10+3 programs. It is also noted that participation of private investors in this program are increasing. This time, 30 private colleges are providing different types of training in the region.

4.21. Educational Planning

The fact that centralized administrative structure has been changed to decentralization; it gives the opportunity to have authority of planning managing, evaluating and inspection. The opportunity that was previously held at higher level has been changed hierarchically at federal, regional, zonal, Woreda and Kebele levels in accordance with the activity required. Although the beginning of implementation of decentralization has helped to implement educational activities swiftly, main problems observed here:

- The capacity to plan & implement at various levels is low
- Inefficiency in providing sufficient and quality data on time
- Low level of understanding about importance of planning
- Weak handling of educational record.

The above mentioned are major problems in planning process until present .Therefore, in order to meet the goal UPE; it is necessary:

- to identify shortcomings (defects) in planning to re structure it appropriately.
- to fill human power having skill & knowledge of planning and strengthening their capacity by providing training.

4.22. Educational Organization and Management

Decentralization is the major educational development strategy to which the government gave high emphasis to expand education. To make society direct beneficiaries from education, Educational Administration, Organization, Community Participation and Finance guideline was developed and issued in 2001/02. As the outcome of this guideline in to practice; community participation in educational issues has increased from time to time.

Nevertheless, since human power at Woreda level has not been fulfilled, decentralization is not yet fully materialized. To this effect since educational activities to be accomplished by these vacant positions were additional burden to the existing employees and activities were not efficiently carried out as expected.

To improve the level of management of schools heads of schools and supervisors were given training that strengthens their managerial capacity since 2003/04 every summer. Though the training has contributed a lot in improving the management of schools, still there is a need to maximize the capacity of leadership in all levels of the system.

4.23. The Roles of Stakeholders in Education

Educational goals are not something that can be achieved by the involvement of the government/the sector alone. Starting from developing educational plan up to its implementation, participation of all stakeholders (various government organizations, community, NGOs, Private sectors etc) is decisive for success of educational activities.

However, even though there has been some communication between those stakeholders of education and educational organizations during 1997/98-2000/02 in the process of education and training, it has not been done in a systematic and coordinated manner. During 2003/04, however, the condition was improved and more than 1400 primary and than 35 secondary schools were constructed by communities, governments, privates & other partners. The purpose of involving stakeholders is to get remarkable result by coordinating

labor, resource, knowledge and experiences, however education sector didn't benefit as much as expected. On the other hand, efforts exerted to involve stakeholders in education have high contribution for the successful achievement of Universal Primary Education.

4.24. Major Strengths and Shortcomings

In the activities that have been underway to implement education and training policy, the direction taken to expand primary education has the following major strengths and shortcomings.

Strengths

- The Gross Enrollment Rate (GER) that was at lower stage (19% in 1994/95) was increased to 85.4% by 2004/05 in formal program education particularly with emphasis to expand schools in rural areas.
- The Education and Training Policy has created conducive condition for children to study primary education in their mother tongue.
- Implementation of Alternative Design for construction of class rooms which incur low costs, so that community can afford cost of construction.
- Teacher Training Colleges/Institutions are expanded by the government and private sectors to take up training of teachers for primary education extensively.
- Guideline on Educational Administration, Organization, Community participation and educational finance being issued and implemented.
- Prevalence of a beginning (initiative) for conferences on education, teachers, education professionals, students and the community involved to evaluate the strength and shortcomings, to create understanding and scale up creativity to that strengthen and implement educational activities.
- Educational administration being established down to the kebele level on the basis of decentralization.
- Government commitment in expanding primary education as the key strategy in bringing sustainable development and poverty reduction program.

Shortcomings:

- Lack of identifying priority area during planning specially targets which are essential for the attainment of UPE goal. For example, bringing children of 7 years old to grade one, reducing dropout, particularly of grade one.
- Absence of fair distribution of schools especially in the rural areas.
- Insufficient participation of the community in educational planning.
- Lack of continuous use of mass media to promote educational activities.

- Lack of working system (coordination) that fosters transparency and collaboration among all Stakeholders.
- Low attention given to assign efficient teachers for first grades primary education
- Absence of socialization program for children prior to primary school

CHAPTER FIVE

Programs, Strategies and Targets to achieve Universal Primary Education (UPE) in Oromia

In chapter four situational analyses was made on the objective condition of primary education to identify problems & shortcomings. In the preparation of perspective plan for UPE during the coming thirteen years, goals, targets to be reached, key problems and causes of the problems are identified in this chapter. Identification of programs that enable to solve sources of the problems, major strategies and identification of actions that help practically to implement the strategies, period of implementation and responsible bodies in the implementation are identified.

Goal 1. Increasing the Apparent Intake Rate (AIR).

Target: Apparent Intake Rate will be increased from 168.74% in 2004/05 to 180% in 2006/07.

Problems

- Low Gross enrollment Rate for Primary education
- High Gender gap
- The growth of AIR during the last five years (2003-2005) was not encouraging.

Causes and sources of these problems

- Shortage of accessibility of schools
- Parents do not have value education for their children especially girls.
- Labor demand of parents for their children
- Parents can not afford educational expenses (stationary, clothes, transport, etc...)
- Harmful traditional practices widely prevailing in the society.

Programs to be implemented to eliminate the sources for the causes:

1. Construction of schools and supply of education materials
2. Realization of awareness program, advocacy, involvement of political body and the public
3. Support of educational materials to schools under school feeding programs.
4. Expanding Alternative Basic Education (ABE) program
5. Curriculum improvement and supply of text books.
6. Teachers training program

- Pre-service training
 - In service training
7. Mass media program to be strengthened
 8. Strengthening Education Organization and management.
 9. Strengthening Planning and Education Management Information system of education (EMIS).

Goal 2: Increasing Net Intake Rate (NIR).

Target: Net Intake Rate will be increased from 49.95 % (2004/05) to 99% in 2013/14.

Problems

- Net Intake Rate is very low
- The Growth of Intake Rate during the past five years was low
- NIR of girls is less than that of boys.

Causes and sources of these problems

- Shortage of accessibility of schools
- Absence of attention and lack of priority to bring children of seven years of age to schools.
- Many parents being illiterate
- Parents low living condition
- Number of over aged new entrants to first grade is greater than those who started at the right age.
- Low expansion of pre-school programs
- Children with disabilities being with low access to educational opportunities

Program to be implemented to eliminate these sources of problems

1. Construction of schools and supply of education materials
2. Realization of awareness program, advocacy, involvement of political body and the public.
3. Support of educational materials to schools under school feeding programs.
4. Expanding Alternative Basic Education (ABE) program
5. Curriculum improvement and supply of text books.
6. Teachers training program
 - Pre-service training
 - In service training
7. Mass media program to be strengthened
8. Strengthening Education Organization and management

9. Strengthening Planning and Education Management Information system of education (EMIS).
10. Adult education to be expanded
11. Expansion of special needs education program
12. Expansion of pre-school education program

Goal 3: Reducing Dropout Rate (DR)

Target1: Reduce DR in grade 1 from 22.75% (2004/05) to below 5% in 2015/16

Target2: Reduce primary school student DR from 14.9% (2004/05) to below 5% in 2015/16

Problems

- High dropout rate in Grade One
- High dropout rate in rural areas than in urban

Sources and Causes of the Problems

- Unavailability of schools in vicinity (close by)
- Labor demand of parents from their children
- Large class-size
- Absence of basic facilities (water supply, separate toilet rooms for boys and girls etc) in schools.
- Weak handling of students particularly for the new comers
- Extensive prevalence of socio-economic problems
- Harmful traditional practices like elopement, early marriage sexual abuse
- Absence of socialization program prior to join schools.
- Existence of weak relationship between schools and the community (parents)
- Unattractive educational delivery
- Prevalence of various communicable diseases.

Program to be implemented to eliminate these problems

1. Construction of schools and supply of education materials
2. Realization of awareness program, advocacy, involvement of political body and the public.
3. Support of educational materials to schools under school feeding programs.
4. Expanding Alternative Basic Education (ABE) program
5. Curriculum improvement and supply of text books.
6. Teachers training program
 - Pre-service training
 - In service training
7. Mass media program to be strengthened
8. Strengthening Education Organization and management.
9. Strengthening Planning and Education Management Information system of education.
10. Establishing health and sex education program in schools.

Goal 4: Reducing Repetition Rate (RR)

Target: Reduce RR of primary school from 3.7% in 2003/04 to below 1% in 2015/16.

Problems

- Repetition Rate (RR) increases as grade goes up.
- The repetition rate of girls is greater than that of boys.

Sources and Causes of the Problems

- Large class-size
- Provision of text books doesn't met with the number of children per grade.
- Shortage of qualified teachers (in number , professional capacity)
- Follow up and support rendered by parents to their children being low.
- Follow up and support provided in schools to students being weak.
- Absence of educational facilities like library, laboratory etc
- Presence of high work load on female children at home

Program to be implemented to eliminate these problems

1. Construction of schools and supply of education materials
2. Realization of awareness program, advocacy, involvement of political body and the public.
3. Support of educational materials to schools under school feeding programs.
4. Expanding Alternative Basic Education (ABE) program
5. Curriculum improvement and supply of text books
6. Teachers training program
 - Pre-service training
 - In service training
7. Mass media program to be strengthened
8. Strengthening Education Organization and management
9. Strengthening Planning and Education Management Information system of education (EMIS).
10. Conducting health education program.
11. Establishing special assistance program to girls education

Goal 5: Ensuring equal access to educational opportunity by Gender, space (geographical location) and for disadvantaged groups

Target1: Gender gap of Gross Enrolment Rate (GER) in primary school will be completely eliminated from 25% (2004/05) to 0% in 2012/13

Target2: Gender gap of NIR will be completely eliminated from 4.21% in 2004/05 to 0% by 2005/06.

Target3: The highest Disparity of GER between woredas which was 125% (151%-26%) in 2004/05 will be eliminated by 2015

Problem

- The gap of GER between boys and girls, during the last five years (2001-2005) still did not show remarkable change
- The gap of GER between Woredas being extremely wide
- Children with different disabilities not having sufficient access to educational opportunity
- Poor/weak coordination system for the children of pastoralists to get access to educational opportunity.

Causes and sources of these problems

- Unequal distribution of schools
- Lack of awareness on sending girls to school
- Lack of attention to raise understanding of the community and parents to bring children with different disabilities to schools
- Unequal understanding and participation of the community in expanding education
- Unequal expansion (distribution) of basic development infrastructure services between woredas
- Existence of harmful traditional practices on female children
- Low coordination system for creating suitable condition for pastoralist area.

Program areas to be undertaken to eliminate these problems

1. Construction of schools and supply of education materials
2. Realization of awareness program, advocacy, involvement of political body and the public.
3. Support of educational materials to schools under school feeding programs.
4. Expanding Alternative Basic Education (ABE) program
5. Curriculum improvement and supply of text books
6. Teachers training program
 - Pre-service training
 - In service training
7. Mass media program
8. Strengthening Education Organization and management
9. Strengthening Planning and Education Management Information system of education (EMIS).
10. Establishing health and sex education program in schools

Goal 6: Acquiring sufficient finance and making sure that it is properly utilized.

Target: The existing 6% of the share of NGOs other than the Government in primary education services will be increased to 30% in 2016.

Problems

- Financial resource required to expand quality primary education not being obtained sufficiently

- Outcome of utilization of financial resource obtained being low.

Reasons for these Problems

- Source of finance for education at this level remaining to cling to the government source at large.
- Schools not properly searching and utilizing financial resources from different stakeholders.
- Provision of educational services is not planned on economical bases of expenditure.
For instance
 - Construction
 - Furniture
 - Books and others
- Non- existences of strategies that help to activate the possibility of acquiring resources.

Program areas to be undertaken to eliminate these problems

1. Realization of awareness program, advocacy, involvement of political body and the public.
2. Expanding Alternative Basic Education (ABE) program
3. Mass media program
4. Strengthening Education Organization and management.
5. Strengthening Planning and Education Management Information system of education (EMIS).
6. Establishing health and sex education program in schools

Working Program 1: Construction of schools and supply of education materials

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
Construction of One first cycle primary school and one ABE center in one kebele	<ul style="list-style-type: none"> • First Cycle Primary schools should be constructed in the radius of 3 kms 	<ul style="list-style-type: none"> • Implementing low cost design of construction and furniture extensively. • Decide on policy of school capacity, based on research, preparing about standardized construction of schools and depending on available evidence expand satellite schools. 	<ul style="list-style-type: none"> • Develop construction and furniture manual • Construction of 36,149 class rooms for first cycle using locally available materials, 9037 class rooms based on the standard. Totally 45186 Class rooms. • Construction of 32,185 class rooms for second cycle using locally available materials, 13794 class rooms based on the standard. Totally 45979 Class rooms. 	<p>2006-2007</p> <p>2006-2014</p> <p>2006-2014</p>	<p>OEB</p> <p>WEO Community NGO Privates</p> <p>WEO Community NGO Privates</p>

Existence of policy or guide lines that supports the program	Improve ment needed to policy/gu idelines	Major strategies	Activities	Implementat ion Period	Responsibility (Implementer)
		<ul style="list-style-type: none"> • Prepare manual (guideline) on construction and education materials like equipment etc. and distribute to targets • Creating system or mechanism of monitoring distribution of schools • Strengthen community participation on construction of schools • Study and implement construction model that goes with culture and life of the people • Work with stakeholders in collaboration. 	Preparing manual on construction of schools	2006-2007	OEB
			Developing school mapping	2006-2012	OEB WEO Schools
			Set school construction committee of 5-7 members in kebeles that don't have school and provide them training	2006-2010	WEO KETB
			<ul style="list-style-type: none"> • Develop strategies by which those schools providing services can be renovated & maintained and furniture are fulfilled • Prepare study on the size and number of classes a school should have and condition by which satellite schools expand • Study construction works and supply of education materials on which education stakeholders can be involved. 	2006-2007	OEB WEO Woreda Admi.

Working Program 2: Political Commitment and Community Mobilization

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training policy • Guideline on Educational organization, Community participation and financial management • Policy on Women affairs 		<ul style="list-style-type: none"> • Establishing information dissemination system through which the community gets information about educational activities • Implement guideline on educational organization, community participation and financial management • Establish a system at different levels to run this program 	<ul style="list-style-type: none"> • Conducting education conference twice a year from schools to regional level • Conduct school day/week program towards end of August • Conduct exhibition on education from the schools to regional level every two years • Prepare magazines regarding performance of primary education provision to all 	<p>2006-2016</p> <p>As of 2006</p> <p>As of 2006</p> <p>Every year as of 2005</p>	<p>OEB WEO Schools</p> <p>OEB ZEO WEO Schools</p> <p>OEB ZEO WEO Schools</p> <p>OEB</p>

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
			<ul style="list-style-type: none"> • Provide training periodically to Education and Training Boards and parent-Teacher Associations on ways and methods of implementing guideline of educational organizations community participation and financial management • Strengthening scheme of community participation and community mobilization. 	As of 2005/6	ZEO WEO
				As of 2005/6	OEB ZEO WEO

Working Program 3: Support of educational materials to schools under school feeding.

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		Study about children who can not continue education because of shortage of food identifying them with place and schools	Collect and organize evidence data on children who can not continue education due to lack or shortage of food	Every year as of 2006	-OEB -ZEO - Woreda Admi. -WEO -Schools
		Establish system of food assistance and support in educational materials	Conduct Study on how to establish a system	2006-2007	OEB ZEO WEO
		Sought for organization that provides food assistance and educational materials support	Project preparation	As of 2006	OEB ZEO WEO

Working Program 4: Expanding Alternative Basic Education (ABE) Program

This program needs to be taken to achieve Goals 1-6

Existence of policy or guidelines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training Policy • Guideline on Alternative basic Education to Children of Pastoralists 	Curriculum on Alternative Basic Education for grades 5-8 should be developed.	<ul style="list-style-type: none"> • Improve and run a system that enables to manage Alternative Basic Education • Implement Existing guideline in pastoralist areas. • Establishing a mechanism by which regularly finance can be obtained to sustain this program • Construct at least one ABE center in every kebele • Recruiting two teachers by government & communities. • Make regular schools nearby and provide professional assistance to the centers 	<ul style="list-style-type: none"> • Provide training to KETB and WETB in order to manage ABE program with responsibility. • Provide continues training to facilitators • Publish and distribute sufficient text books 	As of 2006	OEB ZEO WEO
			Conduct study on equivalency of Regular basic education and ABE programs	2006-2007	OEB
			Collecting records of children who did not get educational opportunity	Yearly as of 2006	OEB ZEO WEO Community

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
			Adopt organizational and management guideline for ABE program	2005-2007	OEB
			Conduct performance evaluation on alternative basic education program for children of pastoralist communities done so far.	2005-2007	OEB ZEO WEO
			Formulate strategy on how resource for this program can be generated	2005-2007	OEB ZEO Woreda
			Develop a system by which information on ABE can be collected and used for decision and planning purpose.	As of 2005 once a year	OEB

Working Program 5: Curriculum improvement and supply of text books program

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
Education and training policy		<ul style="list-style-type: none"> • Conduct continuous evaluation on status of primary education curriculum currently in use and improve it to fit with provision of primary education to all • Prepare teacher activity manual in order to materialize decentralization of primary education curriculum. • Integrating school curriculum with curriculum of teacher training • Establish system of implementing the current curriculum based on feedback. 	Preparing text books & teacher guides for first cycle primary especially in size as well as content based on age of children in the cycle without violating the framework of the curriculum.	2006-2008	OEB
			Study and prepare manual for primary education curriculum	2006-2007	OEB
			Evaluate whether school curriculum is integrated with curriculum of teacher training	As of 2006	OEB
			Conduct curriculum symposium at different levels	Every two year as of 2006	OEB ZEO WEO

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		Study about volume of text books and content coverage so as to improve it goes with the aim of quality education provision, children's' age and minimize price (cost)	Conduct discussion on curriculum, based on organized frame work through setting up permanent forum for discussion at school level	As of 2006	School
			Study Primary education curriculum through setting up a task force composed of professionals	2006-2007	OEB

Working program 6: Teachers Training

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training Policy • First Cycle Primary education is conducted by TTI's Graduate • Second Cycle Primary Education is conducted by TTC's Graduate 		<ul style="list-style-type: none"> • Evaluating the process of training of teachers at present to ensure that the training enables to meet with the goal of achieving UPE with quality. • Establishing a system by which quality of any TTI & TTC can be approved by conducting a study. • Ensuring the standard of TTI's and TTC's in government and private institutions to maintain the quality. • Provision of screening examination at regional level for newly TTI's& TTC's graduates to ensure their knowledge capacity 	<ul style="list-style-type: none"> • Conduct thorough study by setting up a group of professionals • Conducting continuous performance evaluation of teachers & educational activities regularly. • Set up a system of monitoring on the recruitment of candidates as per criteria and process of training. • Establishing a system by which TTI's & TTC's can exchange information (feed back) with primary schools. 	<p>2006-2007</p> <p>Twice a year as of 2006</p> <p>As of 2006</p> <p>As of 2006</p>	<p>OEB T.T.Is T.T.Cs</p> <p>Schools</p> <p>OEB</p> <p>TTI TTC OEB CRC Schools</p>

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		<ul style="list-style-type: none"> Establish a system that enables fully utilize teachers 	Evaluate teachers' work load so as to make standardized (uniform) workload and correct the distribution between urban and rural as well as between schools	2006	OEB
		<ul style="list-style-type: none"> Provide in-service-training to teachers that should be provided in integration with the system of curriculum improvement 	Activities under way to tackle shortage of diploma holder teachers being maintained until meeting the required number, to upgrade professional qualification of T.T.I graduates through distance education, summer courses etc.	As of 2006	OEB ZEO WEO
		<ul style="list-style-type: none"> Establish a center where short in-service trainings can be conducted regularly 	Prepare design by studying ahead of time on in-service-training of teachers integrate with improvement of curriculum in such a way that the teaching-learning time is not affected	As of 2006	OEB ZEO Teacher Training Collage (TTCs)

Working Program 7: Mass Media Program

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		<ul style="list-style-type: none"> • Disseminate the existing activities and progress made in education through the available mass media (news paper, radio, television etc. • Conduct panel discussion on education and disseminate through mass media 	<p>Provide continues promotion advocacy over the media during July, August and September about importance of new entrant to first grade and particularly girls to the grade 1 at the right age</p>	<p>Every year as of 2005/6</p>	<p>OEB ZEO WEO Schools</p>
		<ul style="list-style-type: none"> • Disseminating about Provision of Primary Education (UPE) for school age children through using educational media agency of the region • Political leaders at regional level give statement on media about provision of primary education to school age children. 	<p>Members of the political leadership convey messages to the public through the media during the new years regarding the necessity of bringing children of 7 years of age to schools and particularly girls to join schools.</p>	<p>Every year as of 2005/6</p>	<p>ORAC OEB ZEO WEO</p>

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
			Publish various badges and brochures about children of school age and girls, distribute them on school week/day to be held at the beginning of academic year in order to promote them to come to schools	Every year as of 2005	OEB
			Conducting continuous awareness creation programs to the public through mass media in order to reduce drop out and repetition rates at the end of each semester	Twice a year as of 2005.	OEB ZEO WEO
			<ul style="list-style-type: none"> • Conduct panel discussion through TV and radio on education by inviting teachers, renowned individuals from the community, political body and Education Bureau • Conduct question and answer contest programs through mass media 	As of 2006 at the beginning and end of years	OEB

Working program 8: Educational Organization and Management Program

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training Policy • Guideline on educational organization and management, financial administration • Civil Service Reform Program 		<ul style="list-style-type: none"> • Implementing guideline on Educational organization, management, community participation and Finance fully in order to make real the Decentralization system currently underway to the school level and strengthen it. • Ensuring communities responsibility & ownership of schools as well as its management. • Make sure that Civil Service Reform program is implemented at all levels of educational structure. 	Conducting assessment on shortcomings of the Educational organization, management, community participation and Finance guideline and provide training to implementing bodies	Every year as of 2006	OEB WEO
			Prepare the necessary explanation on unclear articles in Educational organization, management, community participation and Finance guide line	2006-2007	OEB

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		<ul style="list-style-type: none"> Enhance Female teachers participation in educational management Creating conducive environment in which teaching & learning process takes place by strengthening the management of schools. 	Study and prepare design on condition that enable to provide short and long term training programs so as to strengthen implementation capacity	2006-2007	OEB
			Conduct assessment on provision of quality, transparent and efficient service at all levels of education structure and improve it accordingly.	2006-2007	OEB ZEO WEO School
			Assigning efficient teachers to first grade level	2006-2007	School
			Evaluate implementation capacity of management and strengthen it	As of 2006	-OEB -ZEO -WEO -School

Working program 9: Strengthening Planning and Education Management Information system of education

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training Policy • Decentralization System Plan 		<ul style="list-style-type: none"> • Assess and improve the present education management information system • Enhance the importance of EMIS and improving its quality. • Establishing responsible body on exchange of Educational data (information) at different level. • Establish better and participatory system of educational planning step by step. • Make the plan prepared at various levels presented along with the budget 	<ul style="list-style-type: none"> • Conduct study on how educational information is collected, organized and as a result developing manual on its utilization. • Make use of school mapping 	As of 2006	OEB ZEO WEO Schools
			Conduct training how to fill, organize, make analysis of educational information at different levels (zonal, woreda & schools)	As of 2006 every yera	OEB ZEO WEO
			<ul style="list-style-type: none"> • Prepare a guideline on responsibilities of providing and receiving educational data. • Distributing this guideline to each educational levels 	2006-2007	OEB
			Prepare a clear and specific manual that facilitates a plan of primary education provision for all and provide training on it	2006-2007	OEB

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		Consent Educational plans prepared at various levels are integrated	Set up committee at various educational levels who prepare educational plans , monitor & evaluate its implementation in a participatory approach towards achieving UPE.	2006	OEB ZEO WEO School
			Initiating the woredas and schools to prepare educational plans based on the regional education plan context.	Every year as of 2006	OEB ZEO WEO School

Working Program 10: Adult Education

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Education and Training Policy • Education Sector Development Program (ESDP) • Poverty Reduction Strategy • Adult Education and Non-Formal Education strategy 	Improving Adult Education and Non-formal Education strategy upon assessing the present objective condition in such a way that it contributes towards provision of primary education to all	<ul style="list-style-type: none"> • Formulate strategy on the condition that strengthens social development sectors that work with the community in a coordinated manner so as to undertake this program • The Educational boards at different levels give due attention to this program by mobilizing and coordinating communities with available resources. • Create a system that enables to run this program in a sustainable way • Increasing Adult Education Centers. 	Prepare a proposal which identifies cross cut sectors that should be involved in the implementation of this program.	2006-2007	OEB
			Provide training to Education and Training Boards at various levels	Every year as of 2006	-OEB -ZEO -WEO
			Prepare guideline for implementation of this program	2006-2007	OEB
			<ul style="list-style-type: none"> • Implementing adult education program in such a way that it is integrated with basic social development activities (agriculture, health, water etc.) • Construct a center for Adult education in each kebele 	Every year as of 2006	WEO WETB KETB

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
			<ul style="list-style-type: none"> • Hire one facilitator in each center and provide training • Identify number of adults who are eligible for this program. 	2006-2016	WEO WETB KETB
			Establish system of collecting information and supervision	Every year as of 2006	OEB ZEO WEO

Working Program 11: Establishing health and sex education program in schools

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
Health Policy	Preparation of general guideline to manage health program in schools	<ul style="list-style-type: none"> • Establish a system through which health education is provided in schools jointly with health sector. • Prepare guideline on how health care program is Conducted in school • Make sure that provision of water service in school • Make sure that there is toilet service in each school and attractive 	Planning, programming on conducting health education in schools jointly with health sector and implement it.	2006-2007	OEB ZEO WEO
			Prepare printed materials on school health program jointly and distribute to students	As of 2006	OEB WEO Health Sector
			Provide continuous education on HIV/AIDS, malaria and others communicable diseases by organizing school community under schools health clubs	As of 2006	Schools Health Sector
			Conducting a study on how all schools can get clean water services depending on schools situation and preparing project proposal.	As of 2006-	OEB WEO Health Sector

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
			Construct separate toilets for boys and girls in all schools by assessing the financial and material resources.	As of 2006	OEB ZEO WEO Schools
			Prepare health education program and disseminate it through Educational media program for five minute, during break time.	As of 2006	OEB Health Sector Educational Radio Centers Schools
			Study and develop guideline on how health education can be managed in schools	2007	OEB Health Sector

Working Program 12: Establishing special assistance program to girls education

This program needs to be taken to achieve Goals 1-6

Existence of policy or guide lines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
<ul style="list-style-type: none"> • Women Affairs Policy • New Education and Training Policy • Convention on the Children's Right 		<ul style="list-style-type: none"> • Work with special attention on Woredas with low girls participation in education and wide gender gap • Strengthen the existing level of awareness (understanding) regarding girls education • Exerting effort to eliminate harmful practices on female children like engagement in early marriage, elopement, harassment and sexual abuse. 	<ul style="list-style-type: none"> • Conduct a yearly awareness creation public conference in 45 Woredas with GER less than 60% girls enrolment • Construct formal schools & ABE centers 	2006-2010	OEB WEO
			<ul style="list-style-type: none"> • Conduct training workshop and various panel discussions • Strengthen awareness on girls education by using posters and brochures • Prepare various educational programs and disseminate through mass media as well as educational media 	2006-2018	OEB WEO
			<ul style="list-style-type: none"> • Establish and make use of traditional laws against harmful practices by consisting elders, "Abbaa Gadaa"s and religious people • Create awareness by preparing and disseminating dramas through mass media 	2006-2018	OEB WAB WA Woreda Administration council

Existence of policy or guidelines that supports the program	Improvement needed to policy/guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
		<ul style="list-style-type: none"> • Expanding & Strengthening Adult Education and ABE programs • Furnish schools with the necessary facilities • Eliminate gender bias in the curriculum and student text books • Minimize drop-out and repetition rate and improve girls student performance 	Construct ABE centers	2006-2018	OEB WEO Community
			<ul style="list-style-type: none"> • Construct separate toilets for female students • Identify schools with no water supply and provide water service • Construct separate libraries for female students • Furnish schools with sufficient seats 	2006-2018	OEB WEO
			Conduct revision (edition) on text books so as to detect and improve gender bias in them	2006-2018	-OEB
			<ul style="list-style-type: none"> • Conduct gender specific supervision • Facilitate tutorial program for girls students • Provide various reference books • Set up study clubs so that students help each other 	2006-2018	-OEB -WEO

Working Program 13: Expansion of pre-school education program

This program needs to be taken to achieve Goals 1-5

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
Education and Training Policy		<ul style="list-style-type: none"> Conduct study regarding involvement of stakeholders of this program so that pre-school institutions function in accordance with the standard set for the level. 	Conduct various TOT that enhance understanding	2006-2007	OEB ZEO WEO
			Conduct supervision and inspection	As of 2006	OEB WEO
		<ul style="list-style-type: none"> Establish advocacy program to the community to enhance participation of children to the program (pre-schools) 	Accredited new pre-school institutions to be established by request of private investors, NGOs and community as far as the they are in line with the standard (criteria) set for the level	As of 2006	-WEO
			<ul style="list-style-type: none"> Encourage private investors participate on expanding pre-schools using favorable condition initiated by the government Certify new intuitions 	<ul style="list-style-type: none"> Prepare (develop) curriculum for the program 	2006-2007

Working program 14: Expansion of special needs education program

This program needs to be taken to achieve Goals 1-5

Existence of policy or guide lines that supports the program	Improvement needed to policy/ guidelines	Major strategies	Activities	Implementation Period	Responsibility (Implementer)
Education and Training Policy	Clear guide line that leads this program should be developed.	<ul style="list-style-type: none"> • Create awareness in the society so that they send their children with physical disabilities to schools 	Identify and register children of school age that are found in the community with various physical disabilities	As of 2006	WEO School
		<ul style="list-style-type: none"> • Expand special needs education units • Conduct this program integrated with formal school students (students with no special needs) 	Develop strong commitment and belief in parents & community as well as teachers which enable them play vital role in educating and taking care for this group of citizens	2006-2007	OEB ZEO WEO Schools
		<ul style="list-style-type: none"> • Train teachers for special needs education • Provide resources to special needs education program • Develop (prepare) manual on teaching-learning method of children with special needs\ 	Train sufficient number of teachers of special needs education and facilitate conditions for those in the system to get education and training opportunities	2006-2008	OEB ZEO WEO

CHAPTER SIX

COST ESTIMATE ACCORDING TO TYPE OF EXPENDETURE (in Eth. Birr)

No ^r	Type of Activity	UNIT	Quantity	2006-2018 (in Birr)
1	New class rooms construction for first cycle (1-4)	no	45186	1,807,430,000
2	New class rooms construction for second cycle (5-8)	no	45978	3,471,388,000
3	Teachers salary (1-4)	-	-	7,439,597,000
4	Teachers salary (5-8)	-	-	6,421,152,000
5	Teachers training (1-4)	no	98056	343,196,600
6	Teachers training (5-8)	no	98125	1,029,641,000
7	Publish text books (1-4)	no	17195491	582,255,700
8	Publish text-books (5-8)	no	9570978	689,110,400
9	Produce furniture (1-4)	-	-	403,065,500
10	Produce furniture (5-8)	-	-	566,475,500
11	Administrative staff salary (1-4)	-	-	1,505,898,666
12	Administrative staff salary (5-8)	-	-	826,823,462
13	Non-salary recurrent expenditure (1-4)	-	-	1,862,325,900
14	Non-salary recurrent expenditure (5-8)	-	-	1,761,147,240
15	Quality improvement (1-4)	-	-	260,729,734
16	Quality improvement (5-8)	-	-	300,787,534
Total				29,271024,224

**Key Performance Indicators of Universal Primary Education (UPE) Perspective
Plan**

No	Suggested Indicators	Unit	Performance in 2004/05	Target to be reached by 2017/18	Variation (df)
1.	Access and Coverage Indicators				
	1.1.Class-rooms (1-4)	No	34,069	66120	32051
	1.2.Classrooms (5-8)	"	13227	57597	44370
	1.3.Net Intake Rate at Primary (1-8)	%	49.95	99	49
	Girls' NIR	%	47.83	99	51
	Boys' NIR	%	52.04	99	47
2	Internal Efficiency	%	22.75	4.34	
	2.1.Drop-out (Dr) at grade 1				18
	Girls' Dr	%	23.89	4.55	19
	Boys' Dr	%	21.78	4.14	18
	2.2.Drop-out Rate (1-4)	%	15.5	4.4	11
	Girls' Dr	%	15.7	4.4	11
	Boys' Dr	%	15.3	4.4	11
	2.3.Drop-out Rate (1-8)	%	13.9	4.6	9
	Girls' Dr	%	11.9	3.8	8
	Boys' Dr	%	14.9	5.3	10
3	Improvement of Quality Indicators				
	3.1.Pupil to section Ratio (1-4)	Ratio	76	60	16
	3.2.Pupil to section Ratio (5-8)	"	71	60	11
	3.3.Pupil to Teacher Ratio (1-4)	"	92	50	42
	3.4.Pupil to Teacher Ratio (5-8)	"	61	50	11
	3.5.Pupil to Text book Ratio (1-4)	"	2:1	1:1	1
	3.6.Pupil to Text book Ratio (5-8)	"	2:1	1:1	1

CHAPTER SEVEN

Monitoring and Evaluation

Monitoring is one of the most important tools of management by which performance of an organization is reviewed. As a result, it is crucial to monitor and evaluate implementation of UPE plan in order to understand the extent of its usefulness in bringing about the intended change. Among the activities to be considered in conducting satisfactory monitoring and evaluation activities, therefore, gathering various data, arranging them, analyzing, summarizing and reporting the result to those who are responsible for implementation and decision making can be mentioned.

Accordingly, this monitoring and evaluation is meant to assess the implementation and performance of UPE plan. Hence, the process considers whether the performance with this regard has brought about change; whether the plan is implemented within the pre-determined time frame; and whether the expected experience and understanding sought in the education sector were obtained. It also paves direction in claiming to see into the future i.e., towards arriving at decision by forecasting or improving the future condition. Thus, the rationale to establish and conduct monitoring and evaluation is necessary to establish the system to implement UPE plan in the region. Therefore, the following are set as key indicators in the monitoring and evaluation of the plan.

- Apparent Intake Rate
- Net intake Rate
- Gross enrollment Rate
- Net enrollment Rate
- Drop-outs Rate
- Repetition Rate
- Equity of educational opportunity
- Pupil to teacher ratio to be reached
- Pupil to class room ratio to be reached
- Pupil to text book ratio to be reached
- Number of teachers with their qualification
- Number of class rooms to be constructed
- Number of additional teachers to provided
- Investment or finance to be used etc...

Data collection Plan for Monitoring

No	List of inputs and outputs to be monitored	Type of data to be collected	Data Collection Time	Data Provider	Responsibility for collecting the data
1	Increase apparent intake rate from 168.9% to 180% (till 2007)	Number of new entrant children to first grade	October to 30 th December every year	Schools	Schools, WEO, ZEO, OEB
2	Increase net intake rate from 49.95% to 99% in 2017.	Grade 1 pupils, of the official admission age (7 years)	October to 30 th of December every year	Schools	Schools, WEO, ZEO, OEB
3	Increasing GER of primary education from 85.4% to 116.3% in 2012	Enrolment in Primary Schools	October to December every year	Schools	Schools, WEO, ZEO, OEB
4	Decrease dropout rate in grade 1 from 22.75% in 2004/05 to 4.34% in 2016	Enrolment Repeaters Readmitted	Once a year	Schools	Schools, WEO, ZEO, OEB
5	Decrease drop-out rate currently existing at different grades to 5% and below up to 2017	Enrolment Repeaters Readmitted	Once a year	Schools	Schools, WEO, ZEO, OEB
6	Eliminate repetition rate in grades 1-3 and decrease that of grade 4-8 to 5% or below.	Number of pupils who repeat primary education	Once a year	Schools	Schools, WEO, ZEO, OEB
7	Assure equal access to educational opportunity	Primary school pupils (students) by sex (gender), rural and urban, woredas and zones	Every Year	Schools	Schools, WEO, ZEO, OEB
8	Reduce pupil to teacher ratio first cycle primary from 92:1 to 50:1 by 2008	Number of children (students) and teachers in first cycle of primary level	Every Year	Schools	Schools, WEO, ZECBB
9	Reduce pupil to teacher ratio in second cycle primary from 61:1 to 50:1 by 2010	Number of pupils and teachers in second cycle of primary level	Every Year	Schools	Schools, WEO, ZEO, OEB

No	List of inputs and outputs to be monitored	Type of data to be collected	Data Collection Time	Data Provider	Responsibility for collecting the data
10	Reduce pupil to section ratio of primary education first cycle from 76:1 to 60:1	Number of pupils and sections in first cycle primary	Every Year	Schools	Schools, WEO, ZEO, OEB
11	Reduce pupil section ratio of primary education second cycle from 71:1 to 60:1	Number of pupils and sections in second cycle primary	Every Year	Schools	Schools, WEO, ZEO, OEB
12	Number and qualification teachers in both cycles	Number of teachers by level and qualification	Every Year	Schools	Schools, WEO, ZEO, OEB

Remark: There are inputs and outputs to be monitored which are not mentioned in the above table. Inputs and outputs can be found in annexes attached to this document.

ANNEX

EDUCATIONAL PROJECTIONS

Annex 1

Apparent intake Projection

Base Year Data (2004/05)			
Sex	Male	Female	Total
Apparent Intake rate	175.29	162.08	168.74
Apparent Intake	691664	629053	1320717

Year	Apparent Intake rate			Increase in Apparent Intake (%)			Apparent Intake		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	179.81	169.39	174.65	8	10	9	746997	691958	1438956
2006/07	181.2	179.13	180.18	2	7	4	761937	740395	1502333
2007/08	173.63	173.5	173.56	-3	-2	-3	739079	725587	1464666
2008/09	159.48	159.43	159.45	-7	-7	-7	687343	674796	1362140
2009/10	144.91	144.92	144.91	-8	-8	-8	632356	620813	1253169
2010/11	140.32	140.4	140.36	-2	-2	-2	619709	608396	1228105
2011/12	135.18	135.34	135.26	-2	-2	-2	607315	596228	1203543
2012/13	130.24	130.47	130.36	-2	-2	-2	595168	584304	1179472
2013/14	120.38	120.66	120.52	-6	-6	-6	559458	549246	1108704
2014/15	114.82	115.16	114.99	-3	-3	-3	542674	532768	1075443
2015/16	109.54	109.93	109.74	-3	-3	-3	526394	516785	1043179
2016/17	109.40	109.84	109.62	1	1	1	531658	521953	1053611
2017/18	109.25	109.76	109.5	1	1	1	536975	527173	1064148

Annex 2

Net intake Projection

Base Year Data (2004/05)			
Sex	Male	Female	Total
Net Intake	205346	185629	390975
Net Intake Rate	52.04	47.83	49.95

Year	Net Intake rate			Increase in Net Intake (%)			Net Intake		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	90.00	90.00	90.00	82	98	90	373888	367645	741533
2006/07	93.00	93.00	93.00	5	5	5	391058	384388	775445
2007/08	95.00	95.00	95.00	3	3	3	404391	397307	801698
2008/09	96.00	96.00	96.00	2	2	2	413760	406326	820086
2009/10	97.00	97.00	97.00	2	2	2	423300	415523	838823
2010/11	98.00	98.00	98.00	2	2	2	432818	424661	857479
2011/12	98.00	98.00	98.00	2	2	2	440280	431716	871996
2012/13	98.00	98.00	98.00	2	2	2	447822	438872	886694
2013/14	99.00	99.00	99.00	3	3	3	460098	450651	910749
2014/15	99.00	99.00	99.00	2	2	2	467889	458005	925894
2015/16	99.00	99.00	99.00	2	2	2	475726	465392	941118
2016/17	99.00	99.00	99.00	1	1	1	481134	470421	951555
2017/18	99.00	99.00	99.00	1	1	1	486592	475496	962088

Annex 3

Apparent intake Rate and Net Intake Rate Projection Summary

Year	Apparent Intake Rate			Net Intake Rate			Gap	Apparent Intake			Net Intake			Gap
	Male	Female	Total	Male	Female	Total	Total	Male	Female	Total	Male	Female	Total	Total
2005/06	179.81	169.39	174.65	90.00	90.00	90.00	84.65	746997	691958	1438956	373888	367645	741533	697423
2006/07	181.20	179.13	180.18	93.00	93.00	93.00	87.18	761937	740395	1502333	391058	384388	775445	726887
2007/08	173.63	173.50	173.56	95.00	95.00	95.00	78.56	739079	725587	1464666	404391	397307	801698	662968
2008/09	159.48	159.43	159.45	96.00	96.00	96.00	63.45	687343	674796	1362140	413760	406326	820086	542054
2009/10	144.91	144.92	144.91	97.00	97.00	97.00	47.91	632356	620813	1253169	423300	415523	838823	414346
2010/11	140.32	140.40	140.36	98.00	98.00	98.00	42.36	619709	608396	1228105	432818	424661	857479	370626
2011/12	135.18	135.34	135.26	98.00	98.00	98.00	37.26	607315	596228	1203543	440280	431716	871996	331547
2012/13	130.24	130.47	130.36	98.00	98.00	98.00	32.36	595168	584304	1179472	447822	438872	886694	292778
2013/14	120.38	120.66	120.52	99.00	99.00	99.00	21.52	559458	549246	1108704	460098	450651	910749	197955
2014/15	114.82	115.16	114.99	99.00	99.00	99.00	15.99	542674	532768	1075443	467889	458005	925894	149549
2015/16	109.54	109.93	109.74	99.00	99.00	99.00	10.74	526394	516785	1043179	475726	465392	941118	102062
2016/17	109.40	109.84	109.62	99.00	99.00	99.00	10.62	531658	521953	1053611	481134	470421	951555	102056
2017/18	109.25	109.76	109.50	99.00	99.00	99.00	10.50	536975	527173	1064147	486592	475496	962088	102059

Annex 4

First Cycle Repetition Rate Projections

Base year Repetition Rate (2003/04)												
Grade/Sex	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
Base year Data	3.35	2.85	3.12	2.69	2.69	2.69	2.34	2.59	2.44	4.76	6.4	5.4
Annual Repetition Rate Reduction (%)	10	10		10	10		10	10		15	16	

Projected Repetition Rate												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
2004/05	3.02	2.57	2.81	2.42	2.42	2.42	2.11	2.33	2.20	4.05	5.38	4.59
2005/06	2.72	2.31	2.52	2.18	2.18	2.18	1.90	2.10	1.99	3.44	4.52	3.90
2006/07	2.45	2.08	2.27	1.96	1.96	1.96	1.71	1.89	1.79	2.92	3.80	3.32
2007/08	2.20	1.87	2.04	1.76	1.76	1.76	1.54	1.70	1.62	2.48	3.19	2.82
2008/09	1.98	1.68	1.83	1.58	1.58	1.58	1.39	1.53	1.46	2.11	2.68	2.38
2009/10	1.78	1.51	1.65	1.42	1.42	1.42	1.25	1.38	1.31	1.79	2.25	2.02
2010/11	1.60	1.36	1.48	1.28	1.28	1.28	1.12	1.24	1.18	1.52	1.89	1.70
2011/12	1.44	1.22	1.33	1.15	1.15	1.15	1.01	1.12	1.06	1.29	1.59	1.44
2012/13	1.30	1.10	1.20	1.03	1.03	1.03	0.91	1.01	0.96	1.10	1.34	1.22
2013/14	1.17	0.99	1.08	0.93	0.93	0.93	0.82	0.91	0.86	0.94	1.13	1.03
2014/15	1.05	0.89	0.97	0.84	0.84	0.84	0.74	0.82	0.78	0.80	0.95	0.87
2015/16	0.94	0.80	0.87	0.76	0.76	0.76	0.67	0.74	0.70	0.68	0.80	0.74
2016/17	0.85	0.72	0.79	0.68	0.68	0.68	0.60	0.67	0.63	0.58	0.67	0.62

Annex 5

First Cycle Dropout Rate Projections

Base year Dropout Rate (2003/04)												
Grade/Sex	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
Base year Data	21.78	23.89	22.75	12.38	12.58	12.46	11.78	10.03	11.07	10.2	11	10.51
Annual Dropout Rate Reduction (%)	12	12		7	7		7	7		7	7	

Projected Dropout Rate												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
2004/05	19.17	21.03	20.05	11.51	11.70	11.59	10.95	9.33	10.27	9.49	10.23	9.79
2005/06	16.87	18.51	17.66	10.70	10.88	10.78	10.18	8.68	9.51	8.83	9.51	9.12
2006/07	14.85	16.29	15.56	9.95	10.12	10.03	9.47	8.07	8.81	8.21	8.84	8.49
2007/08	13.07	14.34	13.70	9.25	9.41	9.33	8.81	7.51	8.19	7.64	8.22	7.92
2008/09	11.50	12.62	12.05	8.60	8.75	8.67	8.19	6.98	7.60	7.11	7.64	7.36
2009/10	10.12	11.11	10.61	8.00	8.14	8.07	7.62	6.49	7.06	6.61	7.11	6.86
2010/11	8.91	9.78	9.34	7.44	7.57	7.50	7.09	6.04	6.57	6.15	6.61	6.38
2011/12	7.84	8.61	8.22	6.92	7.04	6.98	6.59	5.62	6.11	5.72	6.15	5.93
2012/13	6.90	7.58	7.24	6.44	6.55	6.49	6.13	5.23	5.69	5.32	5.72	5.52
2013/14	6.07	6.67	6.37	5.99	6.09	6.04	5.70	4.86	5.29	4.95	5.32	5.13
2014/15	5.34	5.87	5.60	5.57	5.66	5.61	5.30	4.52	4.92	4.60	4.95	4.77
2015/16	4.70	5.17	4.93	5.18	5.26	5.22	4.93	4.20	4.57	4.28	4.60	4.44
2016/17	4.14	4.55	4.34	4.82	4.89	4.85	4.58	3.91	4.25	3.98	4.28	4.13

First Cycle Projection of Repeaters

Number of Repeaters Base Year (2004/05)												
Grade/Sex	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
Base data	17441	12446	29887	9449	6924	16373	6890	5161	12051	13379	11562	24941

Number of Repeaters												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
2005/06	22519	17285	39804	10297	8299	18596	6939	5510	12449	11673	10563	22236
2006/07	20931	16384	37315	12873	11383	24256	7090	6300	13390	10237	9920	20157
2007/08	19180	15741	34921	12398	11252	23650	8967	8764	17731	9921	10653	20574
2008/09	16682	13863	30545	11623	11090	22713	8730	8746	17476	11899	13845	25744
2009/10	13940	11569	25509	10333	9990	20323	8296	8712	17008	10997	12930	23927
2010/11	11504	9549	21053	8788	8515	17303	7446	7946	15392	9869	12044	21913
2011/12	10099	8404	18503	7393	7175	14568	6358	6819	13177	8402	10257	18659
2012/13	8891	7377	16268	6580	6397	12977	5385	5794	11179	6826	8263	15089
2013/14	7853	6508	14361	5836	5681	11517	-4836	5216	10052	5490	6570	12060
2014/15	6638	5502	12140	5211	5077	10288	4339	4686	9025	4695	5546	10241
2015/16	5768	4791	10559	4462	4351	8813	3891	4201	8092	3995	4662	8657
2016/17	5002	4173	9175	3941	3847	7788	3356	3614	6970	3387	3917	7304
2017/18	4562	3788	8350	3441	3361	6802	2946	3211	6157	2761	3135	5896

First Cycle Drop out Projections

Base Year Drop out (2003/04)												
Grade/Sex	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Base data	113297	104268	217565	43449	32413	75862	34663	20010	54673	28665	19865	48530

Number of Drop outs												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2004/05	142945	141443	284388	48974	40123	89097	36011	22064	58075	27353	20086	47439
2005/06	129817	131281	261098	63184	56810	119994	37987	26042	64029	26278	20872	47150
2006/07	116256	123279	239535	62940	58098	121038	49662	37420	87082	27895	24783	52678
2007/08	99104	106306	205410	61085	59293	120378	49945	38637	88582	36656	35675	72331
2008/09	80963	86909	167872	56243	55325	111568	48883	39745	88628	37055	36861	73916
2009/10	65405	70258	135663	49512	48812	98324	45391	37368	82759	36442	38059	74501
2010/11	56241	60435	116676	42973	42432	85405	40250	33215	73465	33994	35871	69865
2011/12	48405	52059	100464	39596	39158	78754	35137	29075	64212	30266	31962	62228
2012/13	41680	44849	86529	36491	36126	72617	32574	27011	59585	26553	28043	54596
2013/14	34436	37069	71505	33562	33248	66810	30160	25026	55186	24724	26111	50835
2014/15	29333	31596	60929	29587	29319	58906	27869	23155	51024	22969	24293	47262
2015/16	25012	26965	51977	26862	26623	53485	24691	20510	45201	21317	22520	43837
2016/17	22218	23939	46157	24389	24166	48555	22490	18737	41227	18946	20028	38974

Annex 8

First Cycle : Enrollment Projections

Base Year Enrollment(2004/05)												
Grade/Sex	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Base data	745670	672577	1418247	425489	342929	768418	328872	236487	565359	288227	196346	484573

Enrollments												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	Male	Female	Total									
2005/06	769516	709244	1478760	590503	522148	1112651	373158	300018	673176	297595	219476	517071
2006/07	782868	756779	1539647	632558	574095	1206653	524410	463693	988103	339769	280348	620117
2007/08	758259	741328	1499587	660375	630109	1290484	566915	514468	1081383	479791	434001	913792
2008/09	704025	688659	1392684	653983	632287	1286270	596859	569406	1166265	521164	482476	1003640
2009/10	646296	632382	1278678	618901	599655	1218556	595688	575781	1171469	551313	535295	1086608
2010/11	631213	617945	1249158	577588	560535	1138123	567697	549917	1117614	552745	542677	1095422
2011/12	617414	604632	1222046	572197	556226	1128423	533194	517343	1050537	529132	519705	1048837
2012/13	604059	591680	1195739	566634	551539	1118173	531388	516455	1047843	499110	490269	989379
2013/14	567311	555754	1123065	560297	545945	1106242	529121	514933	1044054	499472	490805	990277
2014/15	549312	538270	1087582	531178	518001	1049179	525836	512281	1038117	499316	490767	990083
2015/16	532162	521576	1053738	518567	506134	1024701	500836	488335	989171	498060	489576	987636
2016/17	536660	526126	1062786	505994	494194	1000188	491054	479211	970265	476026	467955	943981
2017/18	541536	530961	1072497	513372	501812	1015184	481051	469815	950866	468334	460347	928681

Annex 9

Second Cycle: Repetition Rate Projections

Base year Reptition Rate (2003/04)												
Grade/Sex	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
Base year Data	4.73	6.74	5.47	2.51	2.89	2.64	4.86	8.23	5.95	5.73	4.72	5.44
Annual Repetition Rate Reduction (%)	15	20		10	15		15	20		18	15	

Projected Repetition Rate												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
2004/05	4.02	5.39	4.54	2.26	2.54	2.36	4.13	6.58	4.96	4.70	4.01	4.48
2005/06	3.42	4.31	3.78	2.03	2.24	2.11	3.51	5.26	4.17	3.85	3.41	3.70
2006/07	2.91	3.45	3.14	1.83	1.97	1.89	2.98	4.21	3.47	3.16	2.90	3.06
2007/08	2.47	2.76	2.60	1.65	1.73	1.68	2.53	3.37	2.88	2.59	2.47	2.54
2008/09	2.10	2.21	2.15	1.49	1.52	1.50	2.15	2.70	2.39	2.12	2.10	2.11
2009/10	1.78	1.77	1.78	1.34	1.34	1.34	1.83	2.16	1.98	1.74	1.78	1.76
2010/11	1.51	1.42	1.47	1.21	1.18	1.20	1.56	1.73	1.64	1.43	1.51	1.47
2011/12	1.28	1.14	1.21	1.09	1.04	1.07	1.33	1.38	1.35	1.17	1.28	1.22
2012/13	1.09	0.91	1.00	0.98	0.92	0.95	1.13	1.10	1.11	0.96	1.09	1.02
2013/14	0.93	0.73	0.83	0.88	0.81	0.85	0.96	0.88	0.92	0.79	0.93	0.86
2014/15	0.79	0.58	0.69	0.79	0.71	0.75	0.82	0.70	0.76	0.65	0.79	0.72
2015/16	0.67	0.46	0.57	0.71	0.62	0.67	0.70	0.56	0.63	0.53	0.67	0.60
2016/17	0.57	0.37	0.47	0.64	0.55	0.60	0.59	0.45	0.52	0.43	0.57	0.50

Annex 10

Second Cycle :Dropout Rate Projections

Base year Dropout Rate (2003/04)												
Grade/Sex	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
Base year	17.03	13.47	15.73	9.64	6.23	8.49	17.83	13.17	16.33	0	0	0
Rate Reduction	8	8		5	7		9	8		0	0	

Projected Dropout Rate												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
2004/05	15.67	12.39	14.42	9.16	5.79	7.94	16.23	12.11	14.83	0.00	0.00	0.00
2005/06	14.42	11.40	13.21	8.70	5.38	7.42	14.77	11.14	13.41	0.00	0.00	0.00
2006/07	13.27	10.49	12.10	8.26	5.00	6.93	13.44	10.25	12.17	0.00	0.00	0.00
2007/08	12.21	9.65	11.06	7.85	4.65	6.48	12.23	9.43	11.05	0.00	0.00	0.00
2008/09	11.23	8.88	10.12	7.46	4.32	6.03	11.13	8.68	10.06	0.00	0.00	0.00
2009/10	10.33	8.17	9.30	7.09	4.02	5.62	10.13	7.99	9.14	0.00	0.00	0.00
2010/11	9.50	7.52	8.53	6.74	3.74	5.29	9.22	7.35	8.31	0.00	0.00	0.00
2011/12	8.74	6.92	7.84	6.40	3.48	4.95	8.39	6.76	7.59	0.00	0.00	0.00
2012/13	8.04	6.37	7.22	6.08	3.24	4.67	7.63	6.22	6.92	0.00	0.00	0.00
2013/14	7.40	5.86	6.64	5.78	3.01	4.40	6.94	5.72	6.32	0.00	0.00	0.00
2014/15	6.81	5.39	6.11	5.49	2.80	4.15	6.32	5.26	5.78	0.00	0.00	0.00
2015/16	6.27	4.96	5.62	5.22	2.60	3.92	5.75	4.84	5.29	0.00	0.00	0.00
2016/17	5.77	4.56	5.17	4.96	2.42	3.70	5.23	4.45	4.84	0.00	0.00	0.00

Annex 11

Second Cycle: Projected number of Repeaters

Base Year repeaters (2004/05)												
Grade/Sex	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
Base data	11784	9705	21489	4787	2805	7592	8394	6764	15158	7146	2389	9535

Number of Repeaters												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
2005/06	10973	8999	19972	4837	3099	7936	8018	6575	14593	6945	2756	9701
2006/07	8898	7529	16427	4548	3144	7692	6936	6228	13164	6220	2865	9085
2007/08	7856	6769	14625	3993	2967	6960	6177	5762	11939	5307	2972	8279
2008/09	7652	6946	14598	3803	2980	6783	5116	4930	10046	4633	2978	7611
2009/10	9217	8651	17868	4005	3410	7415	4602	4506	9108	3751	2747	6498
2010/11	8585	7812	16397	5174	4735	9909	4577	4689	9266	3300	2689	5989
2011/12	7755	7001	14756	5199	4754	9953	5619	5914	11533	3204	2999	6203
2012/13	6632	5740	12372	5043	4725	9768	5344	5379	10723	3814	4039	7853
2013/14	5436	4416	9852	4619	4304	8923	4901	4838	9739	3523	3953	7476
2014/15	4394	3359	7753	4027	3678	7705	4253	3990	8243	3157	3833	6990
2015/16	3748	2683	6431	3452	3076	6528	3537	3084	6621	2673	3377	6050
2016/17	3190	2137	5327	3137	2716	5853	2891	2358	5249	2137	2798	4935
2017/18	2716	1722	4438	2856	2431	5287	2470	1918	4388	1670	2285	3955

Second Cycle: Number of Drop out Projections

Base Year Drop out (2003/04)												
Grade/Sex	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
Base data	42432	19402	61834	18372	6049	24421	30773	10823	41596	0	0	0

Number of Drop outs												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
2004/05	42771	20685	63456	19605	7063	26668	31509	12101	43610	0	0	0
2005/06	37517	19915	57432	19492	7552	27044	29187	13190	42377	0	0	0
2006/07	35826	20583	56409	18022	7531	25553	27858	14029	41887	0	0	0
2007/08	37828	24287	62115	18095	8010	26105	24729	13795	38524	0	0	0
2008/09	49287	34759	84046	20050	9691	29741	23822	14486	38308	0	0	0
2009/10	49825	36057	85882	27377	14206	41583	25334	17345	42679	0	0	0
2010/11	48791	37074	85865	28960	15067	44027	33208	25125	58333	0	0	0
2011/12	45282	34846	80128	29609	15809	45418	33710	26350	60060	0	0	0
2012/13	40093	30909	71002	28657	15158	43815	33096	27357	60453	0	0	0
2013/14	34965	26960	61925	26451	13668	40119	30748	25932	56680	0	0	0
2014/15	32310	24929	57239	23991	12131	36122	27258	23176	50434	0	0	0
2015/16	29852	23039	52891	23066	11388	34454	23744	20376	44120	0	0	0
2016/17	27497	21217	48714	22133	10698	32831	21893	18970	40863	0	0	0

Second Cycle : Enrollment Projections

Base Year Enrollment(2003/04)												
Grade/Sex	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total									
Base data	272951	166953	439904	214032	121991	336023	194140	99926	294066	147773	68739	216512

Enrollments												
Year	Grade 5			Grade 6			Grade 7			Grade 8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	260174	174695	434869	224044	140367	364411	197608	118404	316012	161558	84006	245564
2006/07	269978	196213	466191	218188	150624	368812	207280	136870	344150	167951	102480	270431
2007/08	309809	251681	561490	230514	172254	402768	202198	146284	348482	178898	120575	299473
2008/09	438888	391428	830316	268764	224328	493092	214030	166888	380918	176936	130790	307726
2009/10	482329	441335	923664	386138	353390	739528	250086	217089	467175	189627	151069	340696
2010/11	513588	493003	1006591	429677	402865	832542	360178	341832	702010	224075	198589	422664
2011/12	518105	503550	1021655	462640	454289	916929	401786	389787	791573	326013	315559	641572
2012/13	498672	485220	983892	471328	467829	939157	433757	439825	873582	367027	362701	729728
2013/14	472503	460072	932575	457628	454073	911701	443059	453354	896413	399596	412122	811718
2014/15	474447	462507	936954	436989	433263	870252	431290	440605	871895	411307	427408	838715
2015/16	476101	464494	940595	441880	438005	879885	412932	421002	833934	403116	417644	820760
2016/17	476546	465276	941822	446228	442059	888287	418607	426288	844895	388356	400954	789310
2017/18	457036	446513	903549	449208	444784	893992	423739	430869	854608	395947	407724	803671

Annex 14

Gross Enrollment Projections

Year	Grade 1-4			Grade 5-8			Grade 1-8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	2030772	1750886	3781658	843384	517472	1360856	2874156	2268358	5142514
2006/07	2279605	2074915	4354520	863397	586187	1449584	3143002	2661102	5804104
2007/08	2465340	2319906	4785246	921419	690794	1612213	3386759	3010700	6397459
2008/09	2476031	2372828	4848859	1098618	913434	2012052	3574649	3286262	6860911
2009/10	2412198	2343113	4755311	1308180	1162883	2471063	3720378	3505996	7226374
2010/11	2329243	2271074	4600317	1527518	1436289	2963807	3856761	3707363	7564124
2011/12	2251937	2197906	4449843	1708544	1663185	3371729	3960481	3861091	7821572
2012/13	2201191	2149943	4351134	1770784	1755575	3526359	3971975	3905518	7877493
2013/14	2156201	2107437	4263638	1772786	1779621	3552407	3928987	3887058	7816045
2014/15	2105642	2059319	4164961	1754033	1763783	3517816	3859675	3823102	7682777
2015/16	2049625	2005621	4055246	1734029	1741145	3475174	3783654	3746766	7530420
2016/17	2009734	1967486	3977220	1729737	1734577	3464314	3739471	3702063	7441534
2017/18	2004293	1962935	3967228	1725930	1729890	3455820	3730223	3692825	7423048

Annex 15

Gross Enrollment Rate Projections

Year	Grade 1-4			Grade 5-8			Grade 1-8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	132.71	116.35	124.60	69.09	43.17	56.25	104.48	83.90	94.28
2006/07	145.24	134.46	139.90	66.63	46.04	56.43	109.69	94.48	102.15
2007/08	153.15	146.63	149.92	67.12	51.21	59.24	113.56	102.71	108.18
2008/09	149.96	146.27	148.13	75.67	64.02	69.90	115.20	107.78	111.52
2009/10	142.60	141.02	141.82	85.55	77.36	81.49	115.51	110.79	113.17
2010/11	134.33	133.40	133.87	94.87	90.76	92.83	115.01	112.56	114.11
2011/12	127.99	127.29	127.64	104.57	103.60	104.09	116.39	115.57	116.30
2012/13	123.29	122.77	123.03	106.81	107.80	107.30	115.04	115.25	115.45
2013/14	119.03	118.66	118.84	105.38	107.74	106.55	112.15	113.10	112.92
2014/15	114.57	114.34	113.86	102.77	105.28	104.01	108.59	109.69	109.42
2015/16	109.93	109.82	110.17	100.15	102.48	101.30	104.91	105.99	105.75
2016/17	106.36	106.35	106.61	98.17	100.37	99.26	102.10	103.17	102.93
2017/18	104.66	104.73	104.70	96.26	98.41	97.32	100.29	101.38	101.13

FIRST CYCLE TEACHER DEMAND PROJECTIONS

Base Year No. of Certified Teacher	34155
Base Year Teacher Student Ratio:	92
Teacher Transition (%)	95
Target Year Teacher Student Ratio:	50
Target Year	2006/07
% of Annual Production Of TTI's to teach in first cycle	100

Years	Student Enrollment	Teacher Student Ratio	Teacher Demand	Teacher in the system	Other Teacher in the system	Number of Certified Teacher transiting	TTI Production	TTI Graduates assigned to the second cycle	Upgrading of unqualified	TTI Graduates assigned to the first cycle	Other teachers Transiting	Total Teachers	Teacher Demand gap	Calculated STR
Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11	Column12	Column13	Column14	Column15
2004/05	3,236,597	92	35,180	34,155	947	0	10,000	0	0	10,000	0	35,102	78	92
2005/06	3,781,658	68	55,613	54,855	758	32,447	22,408	0	0	22,408	758	55,613	0	68
2006/07	4,354,520	50	87,090	86,484	606	52,113	34,371	0	0	34,371	606	87,090	0	50
2007/08	4,785,246	50	95,705	95,220	485	82,160	13,060	0	0	13,060	485	95,705	0	50
2008/09	4,848,859	50	96,977	96,589	388	90,459	6,130	0	0	6,130	388	96,977	0	50
2009/10	4,755,311	50	95,106	94,796	310	91,760	3,036	0	0	3,036	310	95,106	0	50
2010/11	4,600,317	50	92,006	91,758	248	90,056	1,702	0	0	1,702	248	92,006	0	50
2011/12	4,449,843	50	88,997	88,798	199	87,170	1,629	0	0	1,629	199	88,997	0	50
2012/13	4,351,134	50	87,023	86,864	159	84,358	2,506	0	0	2,506	159	87,023	0	50
2013/14	4,263,638	50	85,273	85,146	127	82,521	2,625	0	0	2,625	127	85,273	0	50
2014/15	4,164,961	50	83,299	83,197	102	80,889	2,309	0	0	2,309	102	83,299	0	50
2015/16	4,055,246	50	81,105	81,024	81	79,037	1,986	0	0	1,986	81	81,105	0	50
2016/17	3,977,220	50	79,544	79,479	65	76,972	2,506	0	0	2,506	65	79,544	0	50
2017/18	3,967,228	50	79,345	79,293	52	75,505	3,788	0	0	3,788	52	79,345	0	50

FIRST CYCLE: TEACHER SALARY PROJECTIONS

Average Salary for Certificate Teachers:	6720
---	-------------

Year	Salary Based on Teacher Demand	Salary Based on Total Teachers in the system	Salary Based on Teacher gap	Total Salary	Cummulative salary
2004/05	0	0	0	0	0
2005/06	373,719,400	0	0	373,719,400	373,719,400
2006/07	585,244,800	0	0	585,244,800	958,964,200
2007/08	643,137,600	0	0	643,137,600	1,602,102,000
2008/09	651,685,400	0	0	651,685,400	2,253,787,000
2009/10	639,112,300	0	0	639,112,300	2,892,899,000
2010/11	618,280,300	0	0	618,280,300	3,511,180,000
2011/12	598,059,800	0	0	598,059,800	4,109,240,000
2012/13	584,794,600	0	0	584,794,600	4,694,034,000
2013/14	573,034,600	0	0	573,034,600	5,267,068,000
2014/15	559,769,300	0	0	559,769,300	5,826,838,000
2015/16	545,025,600	0	0	545,025,600	6,371,863,000
2016/17	534,535,700	0	0	534,535,700	6,906,399,000
2017/18	533,198,400	0	0	533,198,400	7,439,597,000

**FIRST CYCLE
RECURRENT COST OF ANNUAL PRODUCTION OF TTI GRADUATES**

<i>Annual Recurrent Cost of Training a TTI Student</i>	3500
<i>Annual Recurrent Cost of Training to Upgrade</i>	0
<i>Annual Recurrent Cost to Meet Teacher Gap</i>	0

Year	Recurrent cost of Annual Production of TTI Graduates	Annual Recurrent Cost of Upgrading	Annual Recurrent Cost of Training to meet the gap	Total Cost	Cummulative cost
2004/05	0	0	0	0	0
2005/06	78,428,520	0	0	78,428,520	78,428,520
2006/07	120,299,500	0	0	120,299,500	198,728,000
2007/08	45,711,420	0	0	45,711,420	244,439,500
2008/09	21,454,950	0	0	21,454,950	265,894,400
2009/10	10,626,110	0	0	10,626,110	276,520,500
2010/11	5,956,453	0	0	5,956,453	282,477,000
2011/12	5,699,887	0	0	5,699,887	288,176,800
2012/13	8,769,742	0	0	8,769,742	296,946,600
2013/14	9,187,445	0	0	9,187,445	306,134,000
2014/15	8,080,516	0	0	8,080,516	314,214,500
2015/16	6,951,711	0	0	6,951,711	321,166,200
2016/17	8,772,559	0	0	8,772,559	329,938,800
2017/18	13,257,860	0	0	13,257,860	343,196,600

SECOND CYCLE TEACHER DEMAND PROJECTIONS

Base Year No. of Certified Teacher	9187
Base Year Teacher Student Ratio:	61
TTC's Teacher Transition (%)	94
TTI's Teacher Transition (%)	75
Target Year Teacher Student Ratio:	50
Target Year	2007/06

Number of TTI's upgraded Annually	
2004/05	500
2005/06	600
2006/07	700
2007/08	750
2008/09	800
2009/10	800
2010/11	0
2011/12	0
2012/13	0
2013/14	0
2014/15	0
2015/16	0
2016/17	0
2017/18	0

Years	Student Enrollment	Teacher Student Ratio	Teacher Demand	Diploma in the system	TTI's in the system	Number of Diploma Teacher transiting	Number of TTI's transiting	Number of Diploma Production	Number of TTI's assigned to second cycle	Total teachers	Teacher Gap	Calculated STR
Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8	Column9	Column10	Column11	Column12	Column13
2004/05	1,286,505	61	21,090	9,187	11,868	0	0	6,000	0	21,055	35	61
2005/06	1,360,856	59	23,065	15,364	8,301	8,636	8,301	6,729	0	23,065	0	59
2006/07	1,449,583	56	25,885	21,060	5,526	14,442	5,526	6,617	0	25,885	0	56
2007/08	1,612,212	54	29,856	27,211	3,394	19,796	3,394	7,415	0	29,856	0	54
2008/09	2,012,051	52	38,693	37,748	1,746	25,579	1,746	12,169	0	38,693	0	52
2009/10	2,471,062	50	49,421	49,712	509	35,483	509	14,229	0	49,421	0	50
2010/11	2,963,806	50	59,276	58,894	382	46,729	382	12,165	0	59,276	0	50
2011/12	3,371,728	50	67,435	67,148	286	55,360	286	11,788	0	67,435	0	50
2012/13	3,526,358	50	70,527	70,312	215	63,119	215	7,193	0	70,527	0	50
2013/14	3,552,407	50	71,048	70,887	161	66,094	161	4,793	0	71,048	0	50
2014/15	3,517,815	50	70,356	70,235	121	66,634	121	3,602	0	70,356	0	50
2015/16	3,475,174	50	69,503	69,413	91	66,021	91	3,392	0	69,503	0	50
2016/17	3,464,314	50	69,286	69,218	68	65,248	68	3,970	0	69,286	0	50
2017/18	3,455,820	50	69,116	69,065	51	65,065	51	4,000	0	69,116	0	50

Annex 20

SECOND CYCLE: TEACHER SALARY PROJECTIONS

Average Salary for Certified Teachers:	9000
Average Salary for other teachers	

Year	Salary Based on Teacher Demand	Salary Based on Total Teachers in the system	Salary Based on Teacher gap	Total Salary	Cummulative salary
2004/05	0	0	0	0	0
2005/06	207,588,200	0	0	207,588,200	207,588,200
2006/07	232,964,400	0	0	232,964,400	440,552,500
2007/08	268,696,200	0	0	268,696,200	709,248,700
2008/09	348,233,400	0	0	348,233,400	1,057,482,000
2009/10	444,784,200	0	0	444,784,200	1,502,266,000
2010/11	533,477,200	0	0	533,477,200	2,035,743,000
2011/12	606,901,700	0	0	606,901,700	2,642,645,000
2012/13	634,736,000	0	0	634,736,000	3,277,381,000
2013/14	639,425,900	0	0	639,425,900	3,916,807,000
2014/15	633,200,400	0	0	633,200,400	4,550,007,000
2015/16	625,526,700	0	0	625,526,700	5,175,534,000
2016/17	623,572,900	0	0	623,572,900	5,799,107,000
2017/18	622,044,700	0	0	622,044,700	6,421,152,000

Annex 21

**SECOND CYCLE:
COST OF TRAINING TTC GRADUATES**

Annual Recurrent Cost of Training a TTC Student	10500
Annual Recurrent Cost of Training to Upgrade	0
Annual Recurrent Cost to Meet Teacher Gap	0

Year	Recurrent cost of Annual Production of TTC's Graduates	Annual Recurrent Cost of Upgrading	Annual Recurrent Cost of Training to meet the gap	Total Cost	Cummulative cost
2004/05	0	0	0	0	0
2005/06	70,650,040	0	0	70,650,040	70,650,040
2006/07	69,475,180	0	0	69,475,180	140,125,200
2007/08	77,859,490	0	0	77,859,490	217,984,700
2008/09	127,771,300	0	0	127,771,300	345,756,000
2009/10	149,405,600	0	0	149,405,600	495,161,700
2010/11	127,730,100	0	0	127,730,100	622,891,800
2011/12	123,767,400	0	0	123,767,400	746,659,200
2012/13	75,528,020	0	0	75,528,020	822,187,200
2013/14	50,331,670	0	0	50,331,670	872,518,800
2014/15	37,818,290	0	0	37,818,290	910,337,200
2015/16	35,612,390	0	0	35,612,390	945,949,600
2016/17	41,688,400	0	0	41,688,400	987,638,000
2017/18	42,002,830	0	0	42,002,830	1,029,641,000

