

## **Country Context Report - Ethiopia**

### **General Country Information**

#### **Africa Education Initiative Program Activities**

Ambassadors' Girls' Scholarship Program  
Innovative Activities  
Marginalized Communities  
Teacher Training  
Textbooks and Other Learning Materials

#### **Primary Language(s)**

Amharic: National, Official

Teaching is in the national language for the majority of children. English is taught as a foreign language. Amharic, Tigrinya, Oromigna and 80 major languages are spoken. English, French, Italian and Arabic are also widely spoken.

##### Sources

A Country Education Profile (Fact Sheet) - [www.bibl.u-szeged.hu/oseas\\_adsec/ethiopia\\_ed\\_profi](http://www.bibl.u-szeged.hu/oseas_adsec/ethiopia_ed_profi)

#### **Population**

	Total	Male	Female
Total	67,851,281	33,902,782	33,678,499
Under 14	30,299,791	15,189,921	15,109,870

##### Sources

CIA FACTBOOK - <http://www.cia.gov/cia/publications/factbook/geos/>

#### **Ministry of Education Officials**

##### Minister of Education

Ministry of Education

Gennet Zewdie

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Phone: +251-1-553133/560063

Fax: +251-1-550877/565565

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## **U.S. Embassy**

### Ambassador

Aurelia A Brazeal  
Entoto Street, Addis Ababa  
P.O. Box 1014, Addis Ababa, Ethiopia  
Phone: +251-1-550566  
Fax: +251-1-551328  
<http://www.embassyworld.com/>

## **USAID**

### Director

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Ethiopia  
Phone: +251-1-510088  
Fax: +251-1-510043

## **Basic Education General Information**

### **Breadth of Basic Education Activities**

Length of Primary School Cycle: 8 Years

#### Sources

[unesco.org/iau](http://unesco.org/iau) - [www.unesco.org/iau/cd-data/et](http://www.unesco.org/iau/cd-data/et)

### **Early Childhood Education**

Early childhood education is provided.

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

#### Sources

[unesco.org/iau](http://unesco.org/iau) - [www.unesco.org/iau/cd-data/et](http://www.unesco.org/iau/cd-data/et)

## **National Curriculum**

A national curriculum exists.

Attempts to reform the curricula in primary grades, in accordance with the goals of the education and training policy began before the advent of the Education Sector Development Program (ESDP) and continued during the ESDP implementation period. The emphasis of the curriculum reform was to design and develop learning materials to improve the problem-solving capacity of the students and to make them productive members of the community who respect human rights and democratic values.

The number of subjects to be taught in primary grades was reduced to four core subjects for Grades 1-4 and six (on the average) for Grades 5-8. Integration of curriculum was pursued for the first cycle of primary level. Efforts were also made to improve the layout and approach of the textbooks. Alternative modes for publishing the textbooks through the private sector were used. Measures were taken to improve the skill and competence of textbook writers. Mechanisms were put in place and implemented to increase the participation of inputs of teachers and school personnel in the development, evaluation and revision of the curriculum. Curricula were developed for all primary grades to meet the objectives of the national development goals. A summative evaluation of the curricula has been undertaken. The results of this evaluation will provide directions for the revisions of the objectives, content and the organization of the curricula at this level.

### Sources

[unesco.org/iau](http://unesco.org/iau) - [www.unesco.org/iau/cd-data/et](http://www.unesco.org/iau/cd-data/et)

## **National Exams - At what level are national exams written?**

Primary - Primary School Certificate

First Cycle Secondary - National examination

### Sources

[unesco.org/iau](http://unesco.org/iau) - [www.unesco.org/iau/cd-data/et](http://www.unesco.org/iau/cd-data/et)

## **What are the key basic education challenges?**

- Low enrollment
- Inequity
- Inefficiency
- Irrelevance of the curriculum
- Weak management
- Limitation of resources
- Severe economic constraints.

### Sources

[adeanet.org](http://adeanet.org) - [www.adeanet.org/wgesa/en/doc/ethiopia/chapter\\_5.ht](http://www.adeanet.org/wgesa/en/doc/ethiopia/chapter_5.ht)

## **Is primary education 'free' (legally)?**

Free primary education is provided.

The Ministry of Education`s (MOE) Policy supports legally free primary education in different national languages. However, Parents are responsible for direct costs of schooling including tuition and fees, the cost of books, uniforms and supplies required by the school, and the cost of transportation, lodging and boarding required for attending school.

### Sources

eeaecon.org - <http://www.eeaecon.org/EEA/conferences/papers/July>  
un.int/ethiopiaeth\_page - [www.un.int/ethiopiaeth\\_page/s\\_1016\\_2](http://www.un.int/ethiopiaeth_page/s_1016_2)

## **What are the barriers to student access and participation in basic education?**

- The most common reason for not attending or dropping out of school is lack of money, not for school fees but for food, clothing, exercise books, soap, warm clothes and uniforms. Children drop out of school when they cannot buy a new exercise book.
- Walking distance to school and unsafe conditions on the way are serious barriers because girls suffer abuse and sexual harassment on the way.
- Shocks such as a drop in the household`s main source of food and income, the loss of a parent, especially a father, failure of a harvest, or unemployment result in renewed demands for girls` and boys` labor. Boys who drop out of school often do so in order to earn income for the family.
- Diarrhea diseases also often reduce attendance.
- There are insufficient teaching and learning materials in existing schools. Children share one book between five or eight children. In some schools there is one book for every ten children or no books at all.
- In all the schools there are insufficient chairs and desks. Children sit on the floor, on stones or tree poles.
- In some schools discipline is a major problem. Parents and children complained that the teachers are not up to standard, others that children are beaten in school.

### Sources

oxfam.org.uk/ - [http://www.oxfam.org.uk/what\\_we\\_do/resources/downl](http://www.oxfam.org.uk/what_we_do/resources/downl)

## **In what ways is the education system addressing the needs of marginalized groups? Are there special schools?**

Special schools exist.

### Girls

- According to MOE, attention was to be placed on increasing female student enrollment, on their academic performance and retention in school. Materials were reviewed to shed gender bias.

### Poor Children

- Children in pastoralist and sparsely populated areas of Ethiopia are disadvantaged educationally as a result of their isolation. United States Agency for International Development (USAID) supports the establishment of low-cost, non-formal basic education centers, training of teachers, and provision of textbooks to provide learning opportunities for approximately 10,000 out-of-school children, especially girls living in remote areas.
- USAID also provides school meals and educational services for orphans and children from very poor families. Community-based learning centers are being established in three urban centers where at-risk and disadvantaged youth and children will receive tutorial supports.

### Special Needs Children

- The visually impaired are served in four special boarding schools, one special day school, and 23

special classes. Hearing and speech impaired are learning in three special boarding schools, five special day schools, and 31 special classes. Mentally retarded children are served in two special day schools and 29 special classes.

Sources

logos-net.net - [http://www.logos-net.net/ilo/150\\_base/en/topic\\_n/t](http://www.logos-net.net/ilo/150_base/en/topic_n/t)

**What is the stage of development of the education system?**

- The Education Sector Development Program (ESDP) envisages the expansion of educational opportunities so that by 2015 Ethiopia will attain universal primary education. The primary focus of the ESDP is on the improvement in quality of education and expanded access to education. It will emphasize primary education in rural areas as well as the promotion of girls` education.
- The goals for the first five years, among others, are: (a) increasing enrollment from 3.1 million to 7 million, (b) improving the quality of education through improved provision of textbooks on core subjects to each child, improving educational facilities, and improving teacher training, and (c) selective expansion of higher education– education, public health and medicine, engineering, economics, management and accounting.
- The ESDP is estimated to cost US\$1.8 billion and will be derived from domestic sources and external funding. The government is committed to financing 73% of the program cost. Funding from the World Bank and the African Development Bank is already secured.

Sources

Education Sector Development Program II - Ministry of Education

**Average Grade Repetition**

Year	General	Male	Female	Urban	Rural
2000 (1)	17				

(1) - In 2000, grade repetition was relatively low in all grades except grade 1:

- 17% of male and female students attending grade 1 were repeating that grade.
- In the remaining grades, repetition rates ranged from 1% to 6%.

Sources

DHS EDDATA - <http://www.dhsedata.com>

**Drop Out Rates**

Year	General	Male	Female	Urban	Rural
2000 (1)	10	9	10		

(1) - These figures represent percentages.

Sources

DHS EDDATA - <http://www.dhsedata.com>

## **Enrollment by School Type**

Year	Type	General	Male	Female	Urban	Rural
1999	Special School - public	3,787	2,170	1,617		

### Sources

logos-net.net - [http://www.logos-net.net/ilo/150\\_base/en/topic\\_n/t](http://www.logos-net.net/ilo/150_base/en/topic_n/t)

## **Are there alternatives to traditional schools?**

The Government has given high priority to its Technical and Vocational Education and Training (TVET) program, and now there are 151 TVET schools in the country that are run by the Ministry of Education, Ministry of Agriculture and non-governmental organizations (NGOs).

### Sources

bds-ethiopia.net - <http://www.bds-ethiopia.net/countryinformation.htm>

## **How is the country addressing HIV/AIDS issues?**

A school health program has been introduced where HIV/AIDS was integrated into the school curriculum as well as encourages the formation of health clubs in all schools to promote peer education was encouraged. Also, a child-to-child learning strategy has been introduced in schools through which children are taught about the convention on the rights of the child and the prevention of basic diseases including HIV/AIDS.

The Academy for Educational Development (AED) has recently conducted a workshop on HIV/AIDS for representatives of all teacher education institutions. The purpose of the workshop is to strengthen capacity within each institution to help prevent the spread of HIV/AIDS in Ethiopia. Subsequent workshops are planned, as well as outreach activities between institutions and neighboring schools, community organizations, and government institutions.

### Sources

un.int/ethiopia - [www.un.int/ethiopia/eth\\_page/s\\_1016\\_2](http://www.un.int/ethiopia/eth_page/s_1016_2)  
Education Sector Development Program II - Ministry of Education

## **Are there political conflicts and what is the impact of these conflicts on education?**

- The Ethiopian government's human rights record remains poor. Although there are some improvements in a few areas, serious problems remain, including ethnic clashes which resulted in numerous injuries.
- Security forces committed a number of unlawful killings and at times beat, tortured, and mistreated detainees. Prison conditions remain poor. The government continued to arrest and detain persons arbitrarily, particularly those suspected of sympathizing with or being members of the Oromo Liberation Front (OLF). The government also continues its harassment of teachers during the year. The independent Ethiopian Teachers' Association (ETA) reported that numerous teachers were detained and accused of being OLF sympathizers, many of whom were still in prison at year's end. Some of the teachers have been in detention for several years without charges.
- In response to attacks by armed opposition groups operating out of Somalia and Kenya the military continued to conduct operations around border areas.

### Sources

state.gov - <http://www.state.gov/g/drl/rls/hrrpt/2003/27727.ht>

## **Are there on-going, recently completed projects relating to the following areas?**

### Teacher Training

The primary objective of Basic Education System Overhaul II (BESO) is to improve the quality and equity of primary education in Ethiopia. The objectives are as follows:

- Pre-service teacher training
- In-service teacher training
- School leadership training
- Supplementary media development and training
- Socially relevant curriculum integration
- Women teacher support systems
- Capacity building of the MOE and districts to manage direct financial support
- Monitoring, evaluating, reporting and analysis.

(NB: The BESO I project started in two districts and the central government and is now being taken nationally in Phase II.)

#### Sources

dot-com-alliance.org - <http://www.dot-com-alliance.org/gec/staff/>

### Textbooks and other Learning Materials

The primary objective of Basic Education System Overhaul II (BESO) is to improve the quality and equity of primary education in Ethiopia. One of the objectives relative to learning materials is personal and instructional materials management, planning, monitoring, evaluation and information systems, and student assessment.

#### Sources

dot-com-alliance.org - <http://www.dot-com-alliance.org/gec/staff/>

### Girls' Education

1. UNICEF is being supported by the Norwegian Africa Girls' Education Initiative (AGEI), which seeks to improve enrollment rates, as well as the retention and learning achievement of girls. Interventions include social mobilization and awareness-creation activities, which are undertaken to convince parents to send their daughters to school. A strong effort is also made to ensure the presence of female teachers to serve as role models and counselors. The initiative seeks to render the school environment more gender sensitive with the provision of teacher training, curriculum development to remove gender biases in textbooks and instruction, as well as the construction of separate latrine facilities for boys and girls.

2. Forum for African Women Educationalists (FAWE) and PACT assisted with the administration of Education for Development and Democracy Initiative-Ambassadors' Girls' Scholarship Program (EDDI-AGSP) activities in Ethiopia. In 2001, the number of schools benefiting was increased to 15 from seven regions. The number of students rose from 45 to 53 at each school, for a total of 795 students who were promoted to 10th grade. In 2002, Ethiopia received additional funds for program activities. With the funds, FAWE awarded scholarships to 1,380 girls in 28 schools throughout the country, sponsoring at least one year of schooling. To complement FAWE's scholarship awards, PACT joined the administration of the AGSP, organizing a workshop for principals, educators and girls on how to organize girls' clubs and tutorials for girls in their schools. A total of 116 participants, including 28 principals representing the AGSP beneficiary institutions, participated in the training.

#### Sources

unicef.org/teachers - [www.unicef.org/teachers/forum/0403.htm](http://www.unicef.org/teachers/forum/0403.htm)  
winrock.org - <http://www.winrock.org/eddi/Ethiopia/ethiopia.htm>

### Mitigating the Impact of HIV/AIDS on Education

In Ethiopia, the HIV/AIDS education program was introduced into secondary schools, first in 1989 as a pilot project. Later in 1992 it was introduced into all Ethiopian secondary schools. The program was organized by the MOE under direct supervision of the Vice-Minister. Activities were performed on both co-curricular and curricular bases. Co-curricular activities conducted included: establishment of anti-AIDS clubs in all secondary schools (including funding of clubs and issue of ID cards for members), conducting workshops for school directors, unit leaders, club patrons/matrons, and relevant teachers, and production of materials such as leaflets, booklets, supplementary reading materials and posters.

In 1995, a new education program was launched, based on the New Education and Training Policy (NETP). This provided an opportunity to integrate HIV/AIDS into the newly developed curricula of the relevant carrier subjects (environmental science, basic science, biology, languages, physical education and civic education).

Sources

[schoolsandhealth.org](http://schoolsandhealth.org) - [www.schoolsandhealth.org/Mombasa%20Seminar/curren](http://www.schoolsandhealth.org/Mombasa%20Seminar/curren)

Encouraging the Participation of Local Communities in Education

Funded by USAID/Washington's Office of Women and Development, the Safe Schools program will work with learners at the individual level, with parents at the community level, with teachers and school administration officials at the institutional level and with the Ministry of Education and other government agencies at the national level to increase the ability of communities to provide a supportive, safe, and nurturing environment in which to educate their children.

Sources

[worlded.org](http://www.worlded.org) - [http://www.worlded.org/projects\\_topic\\_11.html](http://www.worlded.org/projects_topic_11.html)

**What is the status of Muslim education?**

With Muslim Education Initiative funds, USAID is supporting teachers and educational officer capacity building programs, and community-based school development in Muslim areas.

Sources

[usaid.gov/policy](http://www.usaid.gov/policy) - <http://www.usaid.gov/policy/budget/cbj2005/afr/pdf>

**Additional Basic Education General Information**

**Donor Information**

Canadian International Development Agency (CIDA) - 2002

US\$ 15,000,000

Connectivity Africa - Project 2002 to 2003

Irish AID - 2000

US\$ 16,100,000

Education Sector Development Program Support Project

Japan International Cooperation Agency (JICA) - 1999

US\$ 1,600,000

Educational Media Facilities

United States Agency for International Development - 2003

US\$ 11,050,000

Basic Education (Pillar: Economic Growth, Agriculture & Trade) - Project 2003 to 2007

United States Agency for International Development - 2002

US\$ 25,500,000

Basic Education System Overhaul (BESO) - Project 2002 to 2004

World Bank (WB) - 1998

US\$ 100,000,000

Education Sector Development Program Support Project 1998 to 2004

World Food Program (WFP) - 1998

US\$ 20,600,000

Improving Education through School Feeding - Project 1998 to 2003

Sources

ethiopianreporter.com - [http://www.ethiopianreporter.com/eng\\_newspaper/Htm](http://www.ethiopianreporter.com/eng_newspaper/Htm)  
globalmarch.org - [www.globalmarch.org/education-campaign/education](http://www.globalmarch.org/education-campaign/education)  
reliefweb.int - <http://www.reliefweb.int/w/rwb.nsf/s/6AD7D5BDD93E5>  
usaid.gov/pubs - <http://www.usaid.gov/pubs/cbj2003/afr/et/663-009.h>  
dot-com-alliance.org - [www.dot-com-alliance.org/gec/projects/africa/eth](http://www.dot-com-alliance.org/gec/projects/africa/eth)  
World Bank - [http://www.worldbank.org/oed/aids/ED\\_SP\\_Transport\\_projects.xls](http://www.worldbank.org/oed/aids/ED_SP_Transport_projects.xls)

## **Teacher Training**

### **Number of Primary Teachers by Gender**

Total	Male	Female
121,077	84,483	36,594

Sources

Education Sector Development Program II - Ministry of Education

### **Primary Teachers by Education/Grade**

First cycle primary – 91% of the female teachers were Teacher Training Institute (TTI) graduates. Another 4,992 teachers were trained in special areas such as music and agriculture, or had higher levels of training than TTI. Thus 96.6% of teachers teaching in primary first cycle in 2000/2001 were qualified to teach at that level.

21.1% of all teachers were diploma holders while 26.1% of the female teachers possess a diploma. Overall, 23.8% of teachers teaching in second cycle primary held diplomas or had higher levels of training and thus were qualified to teach at the second cycle primary, while 28.6% of the female teachers were qualified.

Sources

Education Sector Development Program II - Ministry of Education

### **What are the barriers to teacher sufficiency?**

- Insufficient academic training
- Overburdened administrative and management systems that create delays in teacher payments
- Inadequate skills in the English language amongst perspective teachers
- Gender imbalance: Inability to attract female teachers
- Overly academic curriculum that is not fully aligned with the school curriculum causing high teacher failure rate
- Need to revise college/institute curriculum and methods, including practice teaching systems
- Intellectual isolation.

#### Sources

gwu.edu - <http://www.gwu.edu/~ethiopia/FirstYearPlan.htm>

### **Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions**

#### **General**

Number of Institutions: 19

There are 19 teacher training institutions. Some of these are:

#### Contact(s):

Mekelle University College  
P.O. Box 231, Mekelle, Tigray, Ethiopia  
Phone: +251-3-400512  
Fax: +251-3-400793  
[mekelle.university@telecom.net.et](mailto:mekelle.university@telecom.net.et)

#### **Science**

#### Contact(s):

Bahir Dar University  
P.O. Box 79, Bahir Dar, Ethiopia  
Phone: +251-8-200143  
Fax: +251-8-202025  
[bdtc@telecom.net.et](mailto:bdtc@telecom.net.et)  
[www.telecom.net.et/bdu](http://www.telecom.net.et/bdu)

Alemaya University  
P.O. Box 138, Dire Dawa, Ethiopia  
Phone: +251-5-112374/112364/114006  
Fax: +251-5-115230/114008  
[belayk@telecom.net.et](mailto:belayk@telecom.net.et)  
[www.telecom.net.et/~alemayau](http://www.telecom.net.et/~alemayau)

#### **Technical**

#### Contact(s):

Nazareth Technical College  
P.O. Box: 1888, Addis Ababa, Ethiopia  
Phone: +251-1-110400  
Fax: +251-1-110480  
[www.aheadonline.org/prof.htm](http://www.aheadonline.org/prof.htm)

### **Early Childhood Education**

#### Contact(s):

Kotebe College of Teacher Education  
P.O. Box 31248, Addis Ababa, Ethiopia  
Phone: +251-1-613523  
Fax: +251-1-610233

### **Other**

#### Contact(s):

Kotebe College of Teacher Education  
P.O. Box 31248, Addis Ababa, Ethiopia  
Phone: +251-1-613523  
Fax: +251-1-610233

#### Sources

[ethiopiandiaspora.info](http://ethiopiandiaspora.info) - <http://www.ethiopiandiaspora.info/guideto.asp?Cat1>  
[aheadonline.org](http://www.aheadonline.org) - <http://www.aheadonline.org/prof.htm>

### **What are current methods of teacher training?**

Primary school teachers follow a one-year course after Grade 12 in regional Primary Teacher Training Institutes (TTIs). First cycle secondary school teachers are trained for two years at Teacher Training Colleges. Second cycle secondary school teachers are trained at the Faculties of Education of Addis Ababa University, Bahir Dar University, Alemaya University and Debub University (Dila), Jima University and Mekelle University which offer a three-year course leading to the degree of Bachelor of Education. Technical education teachers follow a three-year degree course at Nazareth Technical Teacher`s College. Site based centers, distance education and interactive radio instruction (IRI) are used to train in-service teachers.

#### Sources

[www.usaid.gov/pubs](http://www.usaid.gov/pubs) - <http://www.usaid.gov/pubs/cbj2003/afr/et/663-009.h>

### **Number and Percentage Receiving Certification through Alternative Training**

Alternative training is provided by private colleges which constitutes 12.4% of the teacher training colleges. 35% of teachers receive certification in these colleges.

#### Sources

[www.gse.buffalo.edu](http://www.gse.buffalo.edu) - [www.gse.buffalo.edu/org/inthigheredfinance/region](http://www.gse.buffalo.edu/org/inthigheredfinance/region)

## **Efficiency of TTCs**

### Enrollments

1997: 7,000

1999: 2,228

2000/2001: 5,772

2001/2002: 7,424

#### Sources

bc.edu - [http://www.bc.edu/bc\\_org/avp/soe/cihe/inhea/profil](http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profil)

## **Are there programs for the professional development and support of head teachers and school administrators?**

Programs for the professional development of teachers exist.

As part of the government's Education Sector Program and the UNICEF-support initiative for accelerating progress in girls' education, the UNICEF-Ethiopia program has focused on capacity building at various levels as well as on the promotion of a multi-pronged strategy which includes: training of female teachers and head teachers to enhance their leadership and school management skills and knowledge of girls' education issues.

#### Sources

unicef.org/girlseducation - [www.unicef.org/girlseducation/Ethiopia16june.doc](http://www.unicef.org/girlseducation/Ethiopia16june.doc)

## **Are working conditions sufficiently competitive to attract and retain quality teachers?**

No. Teachers are demotivated by low salaries, the lack of incentives, and absence of a proper career structure. In remote areas, they experience problems with communications, housing, and health services. Women teachers have no access to reproductive-health care, give birth without assistance in the villages, and have inadequate child-care support. In some rural areas there are no secondary schools for teachers' children. To provide competent instruction, teachers need training, textbooks, teachers' guides, teaching equipment, and libraries. Teachers respond to local poverty by buying exercise books for the poorest children and providing rudimentary education on matters of environmental and sexual health, but there are no educational materials and little liaison with health workers. The translation of textbooks and teachers' guides from Amharic into the regional languages is problematic. Some higher-grade books, available in translation, are used in lower grades. It was reported that neither the children nor some of the under-qualified teachers could follow the text.

#### Sources

oxfam.org.uk/ - [http://www.oxfam.org.uk/what\\_we\\_do/resources/downl](http://www.oxfam.org.uk/what_we_do/resources/downl)

## **Stability of Teachers**

Average Time Teachers Stay at School: 1 Year(s)

Many new teachers leave the profession after one or two years of service.

### Sources

gwu.edu - <http://www.gwu.edu/-ethiopia/TeacherforEthiopiaDes>

## **Girls' Education**

### **What are the primary reasons for girls' low enrollment and completion rates?**

- Lack of community and parental awareness of the value of educating girls, a preference for early marriage of daughters, and inadequate school and community partnerships
- Lack of schools, poor quality of instruction, lack of basic learning resources, shortage of qualified teachers (especially female teachers), and gender biased learning environments all contribute to the low enrollment and retention rates
- Many families cannot afford the expense of clothing and educational materials, and need children's labor at home and in the field during peak agricultural periods.
- Main concerns for girls' safety include the lack of separate toilet facilities and concerns for girls walking long distances to school.

### Sources

unicef.org/french/girlseducation - <http://www.unicef.org/french/girlseducation/Ethiop>

### **Is there evidence of curriculum revision?**

#### Innovative teaching practices

Government is increasing the enrollment of girls by 6% each year. More female teachers are being trained. Alternative education schemes where girls can learn at times that suit them and the use of local languages, are all being employed to help increase educational opportunities for girls.

### Sources

UNICEF report highlights plight of girls - <http://www.irinnews.org/report.asp?ReportID=38355&>

#### Remove gender bias from textbooks

UNICEF has been supported by the Norwegian Africa Girls' Education Initiative (AGEI) to render the school environment more gender sensitive with the provision of teacher training, curriculum development to remove gender bias in textbooks and instruction, as well as the construction of separate latrine facilities for boys and girls.

### Sources

unicef.org/teachers - [www.unicef.org/teachers/forum/0403.htm](http://www.unicef.org/teachers/forum/0403.htm)

#### Relevance to the world of HIV/AIDS

Within the UNICEF girls' education program, future plans (2004-2005) include multi-sectoral interventions such as the provision of separate latrines for girls, water supply for schools, provision of first aid kits, communication materials on HIV/AIDS to create an enabling environment for increased girls' enrollment and retention.

### Sources

unicef.org/girlseducation - [www.unicef.org/girlseducation/Ethiopia16june.doc](http://www.unicef.org/girlseducation/Ethiopia16june.doc)

#### Classroom Management

The national vision of effective teachers is for proficiency in English, mathematics and general knowledge. The teacher should set a good tone in classroom management and be very committed and self-motivated.

### Sources

vso.org.uk - <http://www.vso.org.uk/overseas/initiatives/ethiopia>

### Life Skills

The 27-month first phase of the Volunteer Service Overseas (VSO) Ethiopia HIV and AIDS Initiative was launched in October 2002 with funding from the United Kingdom Department for International Development. One of the objectives of this program was awareness raising of HIV and AIDS and lifeskills training to encourage behavior change in youth groups through inputs in formal and non-formal education.

#### Sources

vso.org.uk - <http://www.vso.org.uk/overseas/initiatives/ethiopia>

### **What are the reforms most likely to stimulate the enrollment and persistence of girls in school?**

- Success in getting girls into school and keeping them there requires a partnership between government, the private sector, and the community.
- Keeping girls in school requires a society where girls are encouraged to participate and excel; where the curriculum is relevant to their daily lives and where they participate fully in learning.
- Increasing the number of female teachers and teacher trainees would improve the learning environment for girls.
- Schools should be built in safe, accessible areas close to home.
- Sanitation arrangements, security and seclusion of school buildings are all important factors influencing parental decisions whether to send a girl to school.
- Physical inputs such as the supply of water pumps and suitably designed latrines can be key elements in improving girls' basic education.

#### Sources

usaid.gov/wid/pubs - <http://www.usaid.gov/wid/pubs/educfocus98.htm>

### **Are schools safe for girls? What is the most common threat to the safety of schoolgirls?**

No, sometimes girls are subjected to assault and harassment from boys or male teachers. It is not uncommon on occasion for girls to be kidnapped for marriage on the way to or from school.

#### Sources

Does poverty cause gender inequality in schooling? - <http://www.id21.org/insights/insights29/insights-i>

### **Is there evidence of reforms to reduce the cost of schooling?**

Evidence of reforms to reduce the cost of schooling exist.

USAID is working to reduce the direct and indirect costs of schooling so as to encourage parents to educate all children in a family and local community workers help parents' organizations to provide scholarships for girls.

#### Sources

usaid.gov/wid/pubs - <http://www.usaid.gov/wid/pubs/educfocus98.htm>

## Textbooks and Other Learning Materials

### Textbook/Pupil Ratio

The ratios of 1:5 and 1:7 have been improved to 1:2 and 1:3 in 2001 because of increased attention to the availability of textbooks by the government.

#### Sources

ibe.unesco.org - <http://www.ibe.unesco.org/International/ICE/natrap>

### Are teaching guides and other resources available?

Teaching guides are available.

USAID is implementing an HIV/AIDS information program at the primary school level, developing new materials such as posters, workbooks and teaching guides.

### Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

The South Peoples State Education Bureau translated and revised textbooks in 12 vernacular languages to enhance the curriculum in their respective vernaculars. The textbooks were translated from Amharic and English based on critics from teachers, students, educationalists and the public at large. The translated textbooks will be used for teaching in Grades 1 to 4 to promote the use of vernacular languages as medium of instruction for children. These will be printed and distributed after a year.

#### Sources

chora.virtualave.net - <http://chora.virtualave.net/books-translation>

### Perception of Adequacy of Learning Resources

The complexity of the Southern Nations and Nationalities Peoples` Region (SNNPR) made textbook development and timely delivery quite a challenge. There were nine (increased to 13) languages being developed as a medium of instruction (MOI) for all subjects in Grades 1 through 6, except in teaching English as a Second Language (ESL) and Amharic. This resulted in over 300 textbooks, being developed over four years. Textbooks were either arriving in the wrong language, inadequate numbers, inappropriate grade levels for the school and invariably without the teachers` guides or not arriving at all. The schools, at the arrival of the new textbooks, were receiving the new curriculum from the teachers` perspective. These systems were gradually improving each year, but the problems persisted in thwarting a fluid reception and adoption by teachers. In the fourth year textbook dissemination, responses from cycle one teachers regarding the average number of textbooks in their class per student, indicated that there were a considerable number of students without a textbook. It also indicated a high student to textbook ratio, which limits the ability of children to study, having textbooks at their homes for parental review or time to sit and practice reading using these textbooks, given that they are most likely the only age-appropriate reading material the learners have at their disposal.

#### Sources

Reaching Marginalized Populations through Curriculum Reform -  
[www.msu.edu/~annes/ethiopia/education\\_in\\_ethiopia/ESS%20CIES%20Marg%20](http://www.msu.edu/~annes/ethiopia/education_in_ethiopia/ESS%20CIES%20Marg%20)

## **To what extent is information communication technology available/used in basic education?**

### ICT Available

Internet Service Providers (ISPs): 1 (2002)

Internet users: 20,000 (2002)

### ICT Used

So far, primary education is virtually untouched by ICTs. Out of 12,000 primary schools, there are less than 10 that have Internet access.

### Sources

CIA FACTBOOK - <http://www.cia.gov/cia/publications/factbook/geos/schoolnet africa.net/fileadmin> - [www.schoolnet africa.net/fileadmin/resources/Foster](http://www.schoolnet africa.net/fileadmin/resources/Foster)

## **Community Participation in Basic Education**

### **In what ways is the community involved in basic education?**

#### Provision of labor

The entire community may turn out to raise a building frame of eucalyptus poles or to plaster the walls with a mixture of mud, dung and straw for a school.

#### Serving in committees for school development, Parent Teacher Association (PTA)

The community groups provide a local voice to advocate girls' participation in education. Groups have met with local police, judges and elders to insist that they act strongly to prevent or punish abduction, and with individual families to encourage them to send their daughters to school and to provide their children with time and space for study at home. Formation of Girls' Advisory committees among community members has proven effective. While women's participation in the community committees lags because of cultural barriers, World Learning for International Development's grass-roots organizers are working with the communities and the local government officials to increase female participation in both the community and the teaching corps.

#### Paying fees

Parents are responsible for direct costs of schooling including tuition and fees.

#### Sources

worldlearning.org - [www.worldlearning.org/wlid/Ethiopia\\_education\\_stor](http://www.worldlearning.org/wlid/Ethiopia_education_stor)  
eeaecon.org - <http://www.eeaecon.org/EEA/conferences/papers/Juli>

### **What is the level of community participation vs. government share of social and financial responsibility for basic education?**

World Learning for International Development (WLID) is implementing a Community-Government Partnership Program in partnership with the USAID. The program addresses not only the obstacles to female enrollment, but also the troubling conditions under which learning must take place for both girls and boys.

The first task in Ethiopian communities with whom they work is to mobilize a community committee to help local parents and other community members understand that their village school belongs to them and they have both the right and the responsibility to do what they can to improve their children's education. After the community group identifies its school's greatest needs and articulates an action plan to meet these needs, WLID provides a \$300 matching grant. Typically, the first need is to build a new classroom, purchase desks and chairs or construct a well or a latrine. Already the first 400 schools out of a planned 1,800 involved in this partnership have raised, on average, four times the value of the seed grant.

Sources

worldlearning.org - [www.worldlearning.org/wlid/Ethiopia\\_education\\_stor](http://www.worldlearning.org/wlid/Ethiopia_education_stor)

**Are NGOs and civil society involved in education? What role do they play?**  
**Who are they?**

NGOs and civil society are involved in education.

The government recognizes NGOs as an important development force and partner.

Since 1998 Pact has supported the creation and expansion of alternative basic education centers. Working through local NGOs operating poverty alleviation programs throughout the country, Pact financially and technically supports indigenous NGOs in managing 164 alternative education centers reaching over 20,000 children in very rural areas of Amhara, South Omo, Southern Nations and Nationalities Peoples` Regional State (SNNPRS), and Oromyia regions of Ethiopia. In these remote regions most people either survive as subsistence farmers or as pastoralists, moving from place to place in search of water and grazing land for their cattle.

Forum for African Women Educationalists (FAWE) is the leading organization in Africa which directly addresses issues relating to girls` education. FAWE and PACT assisted with the administration of EDDI-AGSP activities in Ethiopia.

Action Aid began operating in Ethiopia in 1988, and now works with over three million marginalized and deprived people in rural areas, towns, and the slums of the capital, Addis Ababa. People living in rural areas suffer from drought, conflict, soil erosion and lack of basic services, leading to low crop production, malnutrition and poor health. In the urban slums of Addis Ababa people suffer from overcrowding, lack of sanitation and health services, and chronic unemployment. They work with local organizations to improve education, food production, water supplies and healthcare. To achieve this they work alongside poor communities to help them exercise greater control over local government and influence decisions that affect their lives. They are also working nationally with other agencies, policy makers in the government and international institutions.

GOAL provides basic educational materials to children who have been identified as street children and enrolled in the program. GOAL operates 13 night shelters throughout Addis Ababa and is in the process of constructing a new drop-in center for the non-formal educational needs of their recipients. The girls and boys of the street come for a clean, safe place to sleep, food and counseling in these small houses. At eight in the morning, street children gather into the shelters and settle down their schoolbooks on their laps, for extra tutoring sessions before bedding down on their mattresses.

Save the Children`s programs address adolescent reproductive health and child survival, HIV/AIDS prevention, care, and support basic education with a focus on girls and food security.

Save the Children focuses on offering alternative educational opportunities for the millions of children who do not have access to schools.

Friends of Africa Education (FOAE) has a dual mission: Building Capacity and Increasing Access.

FOAE is dedicated to supporting programs that build educational capacity at all levels in sub-Saharan Africa and increase access to educational opportunities for African peoples.

One of FOAE`s first designated access programs is to fund scholarships of \$280 for each of at least 50 AIDS orphans.

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Sources

acdi-cida.gc.ca - <http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImag>  
home.comcast.net - <http://home.comcast.net/~foae/ourmission.htm>  
pactworld.org - <http://www.pactworld.org/programs/country/ethiopia>  
savethechildren.org - <http://www.savethechildren.org/countries/africa/et>  
unicef.org/programme - [http://www.unicef.org/programme/literacy\\_day/eth.h](http://www.unicef.org/programme/literacy_day/eth.h)

## Impact of HIV/AIDS on Basic Education

### **How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?**

#### Educational Management's Ability to Plan Long-Term

Public spending is being shifted away from education to cope with other aspects of the AIDS crisis, which means less funding is available to hire and train teachers to replace those who have died. Educational quality also suffers when fewer resources are available for classrooms and materials. Discriminatory attitudes and practices towards AIDS-affected individuals interfere with the learning process, and high rates of teacher turnover and fluctuating numbers of students constrain educational planning.

#### Sources

unicef.org/pon00 - <http://www.unicef.org/pon00/data3.htm>

### **Is there provision for the education of orphans and vulnerable children?**

There is provision for the education of orphans and vulnerable children.

A local organization called Hiwot, assists 250 local children orphaned by AIDS in running AIDS prevention and awareness campaigns in factories, schools and at religious and social gatherings. With UNICEF's support, Hiwot is able to give Aynadis and Tigest, two orphaned sisters a monthly allowance of US\$12. Hiwot also pays for school fees and provides the girls with school uniforms, exercise books and pens. Equally important, Hiwot gives the girls the care and attention they have been missing since the death of their mothers.

The Save the Children organization focuses on prevention, care and support programs that address the needs of orphans and other vulnerable children, as well as high-risk groups such as transport and commercial sex workers in urban and rural areas. They support an orphanage with about 250 HIV positive children in Addis Ababa with psycho-social assistance and constructive activities. The NGO has incorporated HIV prevention messages in their education and adolescent programs, targeting children and adolescents before they become sexually active and during their years of great vulnerability.

#### Sources

savethechildren.org - <http://www.savethechildren.org/countries/africa/et>

unicef.org.uk - <http://www.unicef.org.uk/gettinginvolved/campaigns>

unicef.org/programme - [http://www.unicef.org/programme/literacy\\_day/eth.h](http://www.unicef.org/programme/literacy_day/eth.h)