

**THE FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA**

**EDUCATION SECTOR DEVELOPMENT PROGRAM III**

**(ESDP-III)**

**2005/2006 – 2010/2011  
(1998 EFY – 2002 EFY)**

***PROGRAM ACTION PLAN  
(PAP)***



**MINISTRY OF EDUCATION**

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## **1. Introduction**

Within the framework of the 1994 Education and Training Policy (ETP) the Government of Ethiopia launched the first five year Education Sector Development Program (ESDP-I) in 1997 as part of a twenty-year education sector indicative plan which has been translated into a series of national ESDPs. The main thrust of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls as a first step to achieve universal primary education by 2015.

The first ESDP (1997/98 to 2001/02) derived its goals and strategies directly from the Education and Training Policy. Subsequently the Government developed a second comprehensive Five-Year Education Program (2000/01 to 2004/05) to align it with the five-year term of the government. This covered the last two years of ESDP-I and three years beyond. Therefore ESDP II deliberately had only a three-year span (2002/03 to 2004/05), so that ESDP III will be synchronized with the Government's five-year planning cycle.

ESDP III, which will span five years (2005/06 to 2009/10) and is in line with SDPRP and MDG, has been developed. Like the previous ESDPs, ESDP III is summarized in this Program Action Plan (PAP), which is an output of a nationwide planning process involving the center and the regions.

This document is intended to provide an insight into the achievements and challenges witnessed during the implementation of ESDP I and II and also to provide the Government's targets and strategies for the coming five years.

## **2. Situation Analysis**

### **2.1 Demographic and Economic Situation**

Ethiopia has an area of 1.1 million square kilometers. The country has an estimated total population of over 70 million with diverse languages, culture and topography. Out of the total population of the country, 15% is urban and 85% is rural. The male/female proportion of the population is almost the same with a total number of 35.6 million (50.1%) males and 35.4 million (49.9%) females. In 2004/05, out of 14.3 million primary school age (7-14) children, 11.4 million were enrolled in formal primary schools<sup>1</sup> (55.9% male and 44.1% female). According to projections undertaken by the Central Statistics Authority (CSA) the total population of Ethiopia is estimated to reach 81.3 million in 2009/10, with 16.5 million of this being made up by children of primary school age

With 85% of the population dependent upon rain-fed subsistence agriculture accounting for 42.1% of GDP the majority of Ethiopians are vulnerable to climactic shifts. The country is one of the poorest in the world with per capita income not exceeding 100 USD, and approximately 44 % of the population living below the poverty line. The country has adopted federal governance with nine regions and two city administrations.

### **2.2 Vision and Mission of the Education Sector**

The education sector's vision is "to see all school-age children get access to quality primary education by the year 2015 and realize the creation of trained and skilled human power at all levels who will be driving forces in the promotion of democracy and development in the country".

The mission of the education sector is to:

- Extend quality and relevant primary education to all school-age children and expand standardized education and training programs at all levels to bring about rapid and sustainable development with increased involvement of different stakeholders (community, private investors, NGOs, etc.)

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<sup>1</sup> The figure does not include enrollment in Alternative Basic Education (ABE) centers.

- Ensure that educational establishments are production centers for well-rounded, competent, disciplined and educated people through the inclusion of civic and ethical education with trained, competent and committed teachers.
- Take affirmative actions to insure equity of female participation, pastoral and agro-pastoral and those with special needs in all education and training programs and increase their role and participation in development.

## **2.3 Assessment of the Education Sector Performance**

### **2.3.1 The Policy Framework**

The Government believes that one of the key pillars of long-term development rests upon increased access to and enhanced quality of education and as a result it is placing a particular emphasis on this issue. The Government's desire to improve the provision of quality education resulted in the formulation of the Education and Training Policy (ETP). In 1997 the Government of Ethiopia launched the first five year Education Sector Development Program (ESDP-I) within the framework of ETP as part of a twenty-year plan for the education sector. The main thrust of ESDP is to improve quality, relevance, equity, and efficiency and to expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in an attempt to achieve universal primary education by 2015.

This was an outcome of the Government's deliberate plan to implement rural development policies and strategies and to ensure sustainable development for the rural population, which constitutes 85% of the country's total population. An integral part of the rural transformation strategy involves enhancing access to primary education for all school-age children and thereby producing educated farmers and other workers who utilize new agricultural technologies

In addition to this, well-trained and qualified manpower equipped with modern managerial, technical, research and leadership capabilities play an indispensable role for the speedy development of competitive industries in the country. Because of this, due attention is given to the reform in the structure of education system to make education and training responsive to the country's development strategy.

Therefore, the policy framework for the education and training programs helps to achieve various objectives, i.e., rural and agricultural development, urban and industrial development and the

building of a democratic society. It is believed that these undertakings will contribute to the Government's efforts to eradicate poverty and achieve its objective of transforming Ethiopia into a middle income country in 20-30 years.

## **2.4 Access and Equity**

### **2.4.1 General Education**

#### **a) Pre-primary Education**

The increasing public demand for pre- primary education and the active involvement of the communities and the private sector has led to a rise in the number of kindergartens from 744 in 1996/97 to 1497 in 2004/05.. This has contributed to the increase in kindergarten enrollment from 80,835 to 153,280 over the same period - an increase of 89.6%. Despite this success pre-primary education is largely confined to the major urban areas. The gross enrollment rate is 2.3%, indicating that much remains to be done in this area.

#### **b) Primary Education**

ESDP I and II were successful in their efforts to substantially increase levels of primary enrollment (grades 1-8). The target of raising primary enrollment from 3.7 million in 1995/96 to 7 million for ESDP I was surpassed as enrollment reached 8.1 million, representing an average growth rate of enrollment of 12.8%. ESDP II continued this trend with an annual average growth rate of enrollment of 11.7%. As a result of this success primary school enrollment reached 11.4 million by 2004/05. This expansion was achieved in part due to the construction of over 6000 new primary schools raising the total number of primary schools to 16,513 in 2004/05 – an increase of 70.1% from the 1996/97 level. 85% of these new primary schools were constructed in rural areas.

The gross enrollment rate (GER) at primary level reached 79.8%<sup>2</sup> in 2004/05 (female 71.5% and boys 88.0%), which is above the revised 70% target set for ESDP II. Similarly, the net enrolment rate (NER) increased from 24.9% in 1996/97 to 73.2% in 2004/05. The fact that the NER has grown faster than the GER reveals that the age structure at primary level is changing towards the appropriate age. Both programs (ESDP-I and II) were aimed at increasing access to meet the target set for UPE by the year 2015. This denotes the Government's commitment to meet EFA and the Millennium Development Goals.

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<sup>2</sup> GER will obviously increase to over 79.8% if learners in ABE are included.

These broad trends disguise significant disparities in the performance of different regions. For example whilst Addis Ababa achieved GER of over 125% in 2004/05, the GER for Amhara, SNNPR and Diredawa, ranged from 75.9% to 83.9%, and the two predominantly pastoralist regions of Afar and Somali, had GER of 20.9% and 23.3% respectively. Although much has been achieved in terms of increased enrollment, such wide variations between regions demonstrates the need for continued efforts to achieve UPE and maintain equity among regions. Regions that have achieved 100% GER or more will have to consider shifting to monitor NER and primary school completion rate (PCR) to measure the progress in enrolment.

ESDP I & II sought to improve access to education for girls and reduce their levels of school dropout and repetition in order to close the gender gap. In order to achieve this, programs to enhance awareness of the importance of girls education were implemented among the communities. Efforts were also undertaken to make schools more friendly to girls by constructing separate latrines for boys and girls, assigning female teachers and head teachers, to provide close support to girls. Moreover, girls' clubs were established in schools and tutorial and guidance and counseling services were provided to female students. A gender mainstreaming guideline, and a five year female education strategy has been (were) developed. Furthermore a female education forum has been established and strengthened to monitor and evaluate the implementation of policies, strategies and guidelines on girls' education. All these endeavors have contributed to a significant increase in girls' enrollment, with the GER (for girls) rising from 40.7% in 1999/2000 to 71.5% in 2004/05 - an increase of 75.6%.. Moreover, the gender gap that was approximately 20 percentage points during ESDP-I and the first year of ESDP-II started to decline in 2003/04 and reached 16.9 percentage points in 2004/05. Although this is a move in the right direction gender equity has yet to reach the desired level

Efforts made to increase enrollment in the rural areas have brought about significant changes. The GER at primary level in rural areas increased from 45.3% in 2000/01 to 67.3% in 2004/05, representing approximately a 50% increase in four years. Despite this, the rural-urban gap in GER is still large. In 2000/01 the urban-rural gap in GER at primary level was 88.6 percentage points. In 2004/05 this figure fell by only 3.3 percentage points, to 85.3 percentage points. Focusing attention on this issue is clearly going to be necessary over the coming areas.

The major problems that have faced both ESDP-I and ESDP-II are the low levels of net enrollment and the disparities between male and female, regional gaps and urban-rural enrollment. In order to enhance access and narrow these gaps, the Government has undertaken a number of different initiatives.

In 2000 MoE undertook a policy study on "Alternative Routes to Basic Education" in a bid to achieve UPE by the year 2015. Following this study, ABE was given more attention and this is reflected in its enhanced role in ESDP II. Moreover, a study conducted on Nomadic Education in East Africa (2002) by IIEP/UNESCO, proposed the expansion of ABE and a multi-sectoral approach to address the problems in the Pastoralist and Semi- agriculturalist areas. A resolution was passed at the National Education Conference to incorporate ABE in the education system as a means for providing basic primary education. To address the socio-economic problems of the four emerging regions (Afar, Benishangul-Gumuz, Gambella and Somali) and in an attempt to provide access to education for all, the government undertook a sector-integrated initiative through the Ministry of Federal Affairs. A Task Force was established in the MoE to assume the responsibility of introducing the ABE package in the education system particularly in the pastoralist and semi-agriculturalist areas, which includes Borena and South Omo zones in addition to the four emerging regions. To this effect, guidelines for the implementation of ABE syllabi and teaching learning materials in four subjects for the three levels (level 1 to Level 3) of the ABE program (Mother Tongue, English, Mathematics, and Environmental Science) have been developed. Currently, ABE centers are established on a pilot basis in selected woredas of the four emerging regions and two zones in Oromia.

School feeding was identified as a strategy in ESDP II to raise and maintain school enrolment in order to increase the demand for education amongst chronically food insecure and vulnerable children. As a result, of the program about 544,000 primary school children were fed in 2004/2005, In addition, the program contributed to lowering the level of dropouts, stabilizing attendance, improving children's ability to learn, and narrowing the gender gap in schools. The program has been implemented in Afar, Somali, Oromia, Amhara, Tigray and the Southern Nations Nationalities and Peoples Region (SNNPR).

### ***c) Adult and Non Formal Education***

The adult and non-formal education program includes a range of basic education and training components for children and adults who are out of school. The program focuses primarily on

literacy and numeracy in order to enhance the skills and develop problem-solving abilities of those who are enrolled.

The program has three sub-components: a scheme for out-of-school children between the ages of 7-14, a literacy program for youth and adults who are older than 15, and basic skill training to youth and adults in the community skill training centers.

The Community Skill Training Centers (CSTCs) offer training programs related to the specific needs of the rural community, and as a result lead to an improvement in the capability of rural areas. In addition to this, CSTCs are seeking to introduce and expand appropriate technology. There are 287 CSTCs located in eight regions (with the exception of Dire Dawa, Afar and Somali) and they have been responsible for training over 58,614 adults. CSTCs have encountered problems in relation to inadequate budget, trained manpower and equipment and poor organization of the programs.

To fulfill the responsibility entrusted to it, MOE has carried out several activities to support and encourage regions to engage in the provision of non-formal education programs. As a result a plethora of manuals were developed. These included, a manual focusing on the methods required to teach adults and youths who are out-of-school, a manual devoted to planning monitoring and evaluating non-formal education programs and a guide on how to smoothly transfer students from formal to non-formal basic education programs. Furthermore a curriculum for teaching non-formal basic education was prepared, whilst a pupil transfer guideline was developed in order to create a linkage between the second cycle of formal primary education and alternative basic education.

Several studies were undertaken to expand the provision of adult and non-formal education taking into consideration the experiences of other developing countries. Strategies to promote women's education and training through non-formal education were also developed.

#### **d) Secondary Education**

As with primary education, a substantial expansion of secondary education also took place under ESDP I and II. Consequently, the total enrollment in secondary education (Grades 9 to 12) increased from 426,495 in 1996/97 to 953,217 in 2004/05, a rise of 123%. In 2004/05, the GER for girls, boys and the total in the first cycle of secondary education (Grades 9-10) reached 19.8%, 34.6% and 27.3% respectively. This increase was facilitated by an increase in the number of

secondary schools from 369 in 1996/97 to 706 in 2004/05, which represents an increase of 91%. Previously, secondary schools were mainly concentrated in urban areas. However, during ESDP-I and ESDP-II the percentage of secondary schools in rural areas increased from 7.0% in 1996/97 to 12.7% in 2004/05.

Different services and forms of support were provided to retain female students in schools and to improve their academic performances. This included scholarships to girls from poor families, tutorial, guidance and counseling services. The scholarship support was provided to 1,380 female students who came from very poor family background and had high academic performance. Attention was also paid to raising the awareness of communities and teachers and improving the schools' environment to make them more friendly to girls. As a result the GER for girls at secondary level (Grades 9-10) increased from 11.2% in 1999/2000 to 19.8% in 2004/05. However, the gender gap in GER rose from 2.2 percentage points in 1999/2000 to 14.8 percentage points in 2004/05. This is a serious concern.

#### **2.4.2 Technical Vocational Education and Training**

Technical and Vocational Education and Training (TVET) was the most neglected area in the history of the Ethiopian Education System. However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle-level human power demand of the industry, service sector and commercial agriculture, which have become very essential to the overall development of the country. TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the Government.

The objective is to provide quality education and training in the TVET sub-sector. To this end, the curriculum was revised, skill upgrading training was given to TVET teachers, and expatriate teachers were employed to overcome the shortage of teachers. In order to provide diversified training and education to the trainees, fields of specializations have now reached 25 in government and 16 in non-government institutions. In collaboration with the private sector and government enterprises an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work.

The number of TVET institutions has increased from 17 in 1996/97 to 199 in 2003/04 and enrolment from 2,924 to 106,336 out of which 51.2 % are female. Despite this indicating that gender equity has been achieved in this sub-sector, there is still a problem of gender imbalance observed in the fields of specializations. Since the launching of the TVET program, 15 TVET institutions have been upgraded to diploma level and 3 Teacher Education Colleges at diploma level have expanded their program to provide additional training programs.

### **2.4.3 Tertiary Education**

The main responsibility of higher education is to satisfy the demand for highly skilled labour in the country. Cognizant of this fact, a rapid expansion of higher education has been undertaken during the implementation of ESDP-I & ESDP-II. In addition to the then existing two (Addis Ababa and Alemaya) universities, six additional universities (Mekelle, Jimma, Bahir Dar, Dehub, Gonder and Arbaminch) were established. This expansion has taken into account equitable distribution of the higher learning institutions among the different regions of the county. The equitable distribution of higher education institutions serves to enhance the capacity of Regional States to contribute to the socio-economic development of the regions and to strengthen the decentralization process.

As a result of the new expansion and upgrading of the existing ones, the intake capacity of the government higher education institutions has increased from 9,067 (Diploma 4,246 and undergraduate degree 4,821) in 1996/97 to 31,997 (undergraduate degree program) in 2004/05. The total enrolment in higher education institutions (both government and private) has increased from 42,132 to 192,165 in 2004/05, an increase of approximately 356%. However, with a tertiary level gross enrollment rate (GER) of 1.5 %, Ethiopia still lags behind the 3% average for Sub-Saharan African countries. The student population per 100,000 inhabitants is estimated to be only about 125-150, which indicates the existence of critical shortage of highly trained workers in the country.

With regard to the participation of female students in higher education institutions (HEIs), the Government introduced a positive discriminatory policy at the point of entry. As a result, the share of female students in HEIs increased from 20.2% in 1996/97 to 24.4% in 2003/2004. The share of female teachers at tertiary level has also increased from 6.2% in 1996 to 10.3% in 2004/05. The 2002/03 Higher Education Proclamation has provided special support for girls and boys from emerging regions. Furthermore, a five-year gender strategic plan has been prepared and this will be strongly monitored by the offices established in the HEIs to follow up females' education.

The Higher Education Proclamation has also laid down a system that enables higher education to produce adequate, quality and skilled manpower to meet the demand of the country. Besides this, the proclamation has also created an appropriate legal framework for research to ensure that research conducted by HEI will be problem-solving and directed towards the utilization of the potential resources of the country. The academic freedom and accountability of the HEIs as well as their administrative autonomy, which is provided by law, determined the direction of the private higher education institutions in order to promote their contribution in expanding education and conducting research.

The government is also encouraging private investors in tertiary education. Currently, there are 71 diploma and 34 degree offering private institutions, which are pre-accredited and accredited by the Ministry of Education. The enrollment in these institutes has reached to 42,412, accounting for 24.8% of the nation's higher education students in both diploma and degree levels, and 11% of the undergraduate degree level students. The share of female students in private institutions is high, as most of the students are enrolled in diploma programs, but low in degree programs both in private and public institutions. Therefore, concerted effort is needed to improve the share of female students in degree programs.

In response to the anticipated labor market needs of the nation's development strategy, new degree programs were introduced in teacher education, engineering, health, agriculture, ICT and business. This shows that attempts have been made to guide the expansion of tertiary level education as per the national development priorities and skilled labor market demand. Critical analysis of the academic program indicates that the social science streams are dominant particularly in private institutions. Thus, future expansions have to be made based upon the demands of a national strategy.

## **2.5 Quality and Relevance**

### **2.5.1 General Education**

#### **a) Pre-primary Education**

Taking teacher qualification as one of the quality indicators the 2004/05 data shows that 21.2 % of teachers are not trained to teach at this level. The share of untrained teachers was 26% in 2003/04, which shows an increase of 4.8 percentage points in the share of trained teachers in one year. As the government's role at this level is to set standards and maintain quality, the REBs have provided

supervision services to kindergartens; and created supportive environment for the private sector and the community to enhance the delivery of pre-primary education.

## **b) Primary Education**

Availability of qualified teachers in sufficient number is a critical input in improving quality of this level of education. Teaching staff at primary level has increased to 171,038. This is a 61.4% increase over the period of eight years since ESDP I was launched. This was achieved through the expansion of pre-service teacher training. However, it was not commensurate with the increase in enrollment.

At the first cycle of primary, the percentage of certified teachers has now reached 97.1% at national level. The regional data indicates that Afar and Harari fall below this average. The percentage of certified teachers in the second cycle of primary education is 54.8%. Although this number has risen over previous years, the share of certified teacher at the second cycle is still very low for all regions. Due to the insufficient number of qualified teachers for grades 5-8, regions are using TTI graduates (certificate holders) to teach in those grades. To cope with the shortage of the supply of qualified teachers, various types of in-service programs such as distance education, extension classes and summer programs were introduced/expanded. As a result, 21,400 of 1<sup>st</sup> and 2<sup>nd</sup> cycle teachers were registered in the distance education program to upgrade their qualification to a diploma level. Of this cohort a total of 14,169 teachers (12,972 first cycle and 1,197 second cycle teachers) completed their studies at the end of June 2004.

The school cluster approach has proved itself to be a platform for a school-based training system. The cluster training focuses on enhancing teachers' effectiveness in the classroom. It emphasizes continuous professional development of teachers and the training includes effective implementation of continuous assessment; child centered teaching approach and better classroom management skills such as self-contained classroom organization, etc.

Instead of going down as planned, the pupil/teacher ratio at primary level (1-8) has been increasing continuously since the beginning of ESDP-I, rising from 42 in 1996/97 to 66 in 2004/05. On the other hand the pupil/text book ratio has remained at 2:1 for most of the regions.

The National Learning Assessment (NLA) measures the quality of education and identifies factors that contribute to the outcome. The First NLA was carried out in 1999/2000 on grade 4 and 8

achievements and the Second NLA was conducted in 2003/04 on the same grades. The main objective of the first NLA was to establish baseline data on students' learning achievements while the objective of the second one was to monitor its progress overtime.

The Second NLA indicated that the development of students' attitude towards education, environmental protection, health care, civics & ethics is in the desired direction. However, the evidence suggests that students learning had not increased from 2000-2004. Although the average mark attained in grade 4 rose from 47.9 to 48.5, at grade 8 this number fell from 41.1 to 39.7. The major reasons for the low achievement of pupils in the national assessment for the two grades were low teachers' perception of students learning and instructional quality, inappropriate use of instructional materials by teachers, students' background and shortage of teachers' guides and syllabus.

### **c) Secondary Education**

In 1996/97, the student/teacher ratio (STR) at secondary level was 35. In 2004/05 it reached 51, which is much higher than the standard set for this level of 40. As this is a national average, it is obvious that there are regions that have a student/teacher ratio above the national average. The student/textbook ratio for secondary schools in 1996/97 (Grade 9 to 12) was 5 while at present it has reached 1. As a result the availability of textbooks in Ethiopia is a problem at the primary and not the secondary level of education.

The number of secondary school teachers increased from 12,106 in 1996/97 to 17,641 in 2004/05, which is a 45% increase. The percentage of qualified teachers at this level was 40.6% in 2004/05. The target set for ESDP-II was 73.2%, which is higher than the achievement at the end of ESDP-II, 2004/05. To enhance the quality of education at secondary level, ICT infrastructures are provided to schools to receive satellite education transmission. Moreover, with the objective of improving the quality of education and supporting teachers, the process has started to make use of School Net service for the 161 preparatory schools (grade 11-12). The objective of the School Net program is to support the country's education system with ICT. This involves providing personal computers to schools to set-up internet laboratories, organizing training for teachers, digitization of existing video-based educational contents for web access and eventually facilitating community access to ICT.

In addition to enhancing the quality of educational delivery in the schools, the Internet facility provided through the School Net project will enable teachers to develop their professional qualifications. It will also allow students to access the Internet and other online resources as well as to access global knowledge services and also display and download the content broadcast through the satellite television from EMA to their local area network

### **2.5.2 Technical Vocational Education and Training (TVET)**

The economic policy and strategy of the country requires technical and professional skills in broad and specific occupational fields. It is with this intention that the Government of Ethiopia has put in place a comprehensive capacity building development program aimed at strengthening its human resource potential through TVET.

To meet this demand, public and non-public TVET institutions have increased in number, the training areas have been diversified, enrolment has increased, and the trainees are prepared to perform functions valued and needed by the Agricultural Development Led Industrialization Strategy of the country.

However, at present most TVET graduates do not meet the expectations of the service and production sectors. This is due to three reasons:

- TVET concentrates on institution-based training, which favors theoretical instruction. Initial training is still input-oriented and follows curricular requirements instead of workplace and labor market requirements.
- Further training and continuous upgrading for the existing workforce are only partially in place. A meaningful structure for steady adaptation to workforce demand and life-long learning is still missing.
- Ongoing formal and informal non-public and private company-based training is closer to people and to the world of work. All these different training approaches are not yet part of the over-all training system thus excluding large majority of trainees, job seekers (creators) and working people. Thus their skills, knowledge and experience are not sufficiently acknowledged, developed and utilized.

Therefore, there is a need for a coherent system which includes formal and non-formal initial and subsequent training programs that allows access to certification at all levels - no matter how and where the skills and knowledge were acquired - and opens access to academic studies for everyone through required standard assessments/ tests. Moreover, it is necessary to strengthen the

qualification framework, which is the basis of the outcome and competency based system. This requires the development of additional occupational standards test items, and the establishment of one appropriate assessment/testing infrastructure.

Based on the government economic and social development strategy program new training programs have been identified, and occupational standards were prepared for 50 priority trades. The Government TVET institutions were provided with the necessary equipment, machinery, furniture and computers to make the training practical and of better quality. Training modules were also produced and distributed to the institutions. Moreover, 69 expatriate teachers were recruited and assigned in the different TVET institutions to improve the quality of training.

The TVET qualification framework document was prepared to put in place a trade-testing center with the corresponding procedure and 5 other implementation guidelines were also developed and 5 centers of competencies development plans are prepared.

### **2.5.3 Tertiary Education**

In order to enhance the quality of tertiary education, procurement of essential educational inputs i.e. books, laboratory materials, equipment, machinery, furniture, chemicals and computers was carried out and facilities such as library laboratories, workshops and ICT centers have been strengthened both for undergraduate and graduate programs.

The rapid expansion in tertiary education has brought about an increase in the number of academic staff from 1,835 (1,718 Ethiopian and 117 Expatriate) in 1996/97 to 4,848 (4,293 Ethiopian and 555 Expatriate) in 2004/05. There has been a rise in the percentage of female teachers from 5.83% in 1996/97 to 10.3% in 2003/04. Attempts have also been made to produce large numbers of staff for existing and newly established institutions. Masters and Doctoral programs have been expanded in seven universities. This momentum will continue to meet the academic staff requirement.

There have been continuous consultative meetings with both government and private higher learning institutions over the last four years focusing on higher education leadership and management, monitoring and evaluation of plans and performances, expansion, and problems encountered. There has been a concerted effort to improve the overall quality of higher education. As a result of these efforts, overall management and service delivery in higher education is

becoming student-centered, with students and staff having an input into the management and evaluation process.

As per the Education and Training Policy, the curricula for all the programs have been revised to ensure the relevance of the training programs.

Institutions of higher education are expected to produce new knowledge through research, serve as conduits for the transfer, adaptation, and dissemination of knowledge generated elsewhere in the world, and support government and business with advice and consultancy services. To meet this objective, research forms part of the job description for academic staff, who are supposed to spend 25% of their time in research activities. Although not as much as expected, higher education institutions have been involved in research activities to cater for national as well as local capacity building research and consultancy.

A national Agency for Quality and Relevance Assurance was established by proclamation and has started its work. Pedagogical resource centers have been established in most public higher education institutions and teaching staffs were trained in pedagogical skills.

#### **2.5.4 Teachers Professional Development**

In order to improve the qualifications of teachers at primary as well as secondary level various teacher support activities have been undertaken. The Teacher Education System Overhaul (TESO) Program is undertaking a thorough revision and modernization of the teacher education system in Ethiopia. Accordingly a revision of the pre-service teacher education curricula has been undertaken. Furthermore Continuous Professional Development (CPD) has been introduced. CPD is made up of 2 components; the first component is a two-year induction program for new teachers while the second one is for those who are already in the system where each teacher is expected to complete a minimum of 60 hours CPD time. The English Language Improvement Program (ELIP) has been introduced in order to improve the quality of teaching by raising the level of language proficiency amongst teachers. Under ELIP, 56 key English Language Training Advisors (KELTAs), close to 1,000 key English Language Trainers (KELTs) and more than 70,000 teachers have been trained. Currently, close to 150 KELTAs are completing an advanced Post Graduate Certificate (PGC) program.

The TTCs and TTIs are the source of qualified teachers for primary schools. In 2004/05 the total number of students enrolled in TTIs, 10+ 1 Certificate program, was 8,808 (3,721 females) while in TTCs, 10+3 Diploma program, their number was as high as 18,047 (5, 879 females) in 2003/04. In addition, in some regions the private sector has already started to train primary school teachers and the graduates are being employed by the Regional Education Bureaus.

Pre-service Teacher Training has already started in five higher learning institutions for the new trades (TVET training stream) plus large numbers of teachers have started their summer degree training program in order to upgrade their qualifications. Accordingly, 2285 teachers are attending the course in five higher education institutions. Skill training was given to 643 new teachers recruited to teach in the TVET schools. Moreover 118 information technology teachers were given training on how to use and maintain computers. Professional profile is also developed for technical and vocational teachers to be implemented as of 2005/6.

#### **2.5.5 Textbook**

Much has been done to improve the pupil/textbook ratio at the primary level. Accordingly, at the primary level, Harari and Addis Ababa attained a 1:1 ratio in 2003/04 while the ratio varies from 2:1 to 5:1 in other regions. Textbooks are being revised to enhance the provision of quality education and make them gender sensitive in terms of subject content and approach. Textbooks are currently being published in more than 22 languages. The integration of subjects introduced in the new curriculum has helped to reduce the number of titles and keep costs down. The use of commercial services of publishers and printers was made to improve the production and delivery of textbooks.

#### **2.5.6 ICT in Education and Training**

Information communication Technology (ICT) today has become a global issue, with information playing a very important role in a country's economic development. Cognizant of this fact, the government embarked on a full-fledged ICT capacity building program including ICT for education. Fiber cable institutional networking is being provided in higher education institutions and secondary schools are provided with necessary ICT infrastructure to receive satellite education transmissions in six subjects. Moreover, the facilitation of Internet laboratories in high schools is underway. This is believed to bring about improvements in the quality of education, as it will

enable students to utilize on-line and electronic libraries and information. It will also assist the professional development of teachers.

## **2.6 Efficiency**

### **2.6.1 General Education**

In 2003/04 the repetition rate in grade 1 was 2.94% representing a more than four-fold reduction from the 16.7% that Ethiopia experienced in 1996/97. The gender-disaggregated data for 2003/04 indicates that the repetition rates for boys and girls was 3.1% and 2.8% respectively. In 1996/97 the repetition rate for boys was 15.7% while for girls it was 18.6%. The decrease in the repetition rate indicates that more and more schools are implementing continuous assessment to effect children's transition through the grades. As a result, the national repetition rate at primary (1-8) level fell to 4.25% in 2003/04 from the high of 11.9% in 1996/97. This 7.65 percentage point reduction in the repetition rate in seven years is clear evidence of an improvement in the internal efficiency of the primary school system.

On the other hand, no promising improvement has been observed in the dropout rate. The dropout rate in Grade 1 is still very high although there was a decline in 2003/04. The dropout rate in Grade 1 decreased from 29% in 1996/97 to 22.4% in 2003/04, a fall of 6.6 percentage points. When the 2003/04 data is disaggregated by gender the dropout rates in Grade 1 were 22.7% and 22% for boys and girls respectively. The evidence suggests that on average nearly one out of four students is dropping out of school before he/she reaches Grade 2.

In 1996/97 the gender disaggregated dropout rates for grades 1- 8 were 16% and 15.6% for boys and girls respectively. The dropout rate for both sexes was 15.8% in the same year. In 2003/04 the dropout rates slightly declined and reached 15% for boys, 13.6% for girls and 14.4% for the both sexes. The magnitude of these numbers clearly highlights the need to focus on appropriate strategies to reduce dropout rates. Levels of drop-out vary greatly across the country with Addis Ababa experiencing a low level of drop-out, and regions such as Gambella and Afar being at the other end of the spectrum. Research suggests that dropping out of school is effected to a greater extent by socio-economic factors rather than specific school related factors. Nationally the dropout rate for girls is marginally less than that of boys but it is much higher for girls in regions such as Gambella and Somali.

In 1996/97 the pupil/section ratio was 57. Although the objective in ESDP-I was to bring down this figure to 50, it continued to increase and reached 73 in 2001/02. ESDP-II planned to reduce this figure to 60. However, in 2004/05 (end of ESDP-II) the pupil/section ratio had only fallen to 69, with regions such as Oromia and SNNP having a pupil/section ratio of 74.

### **2.6.2 Secondary Education**

The student section ratio (SSR) at secondary level increased to 78 in 2004/05 from 65 in 1996/97. The target set for ESDP-II was to reach 60, but the achievement was higher than the program target by 30%.

Looking into the regional data, Amhara, Addis Ababa and Tigray have made considerable progress in bringing down the ratios below the national average. On the other hand, the ratios for the remaining regions have remained higher than the national average. Hence, this trend calls for serious action to bring down the student/section ratio to the standard that has been set.

Repetition rate for Grade 9 decreased to 10% in 2003/04 from 23.2% 1996/97. The gender disaggregated data for 2003/04 indicates that the repetition rates for boys and girls were 9.1% and 11.6% respectively. In 1996/97 the repetition rate for boys was 17.9% while for girls it was 29.7%. Unlike repetition rate, the dropout rate for the same grade increased during the same period from 9.2% to 19.3%. Disaggregated by gender this figure rose from 8.9% to 16% for girls, whilst for boys it increased from 9.5% to 21%.

### **2.6.3 Technical Vocational Education and Training**

Much has been done to increase the efficiency of the TVET sub-sector. One of the major undertakings was the Technical and Vocational Education and Training Proclamation that was issued in March 2004 to give proper guidance to the system. Accordingly, guidelines have been prepared on the procedures of internship, certification, board and council establishment, standard management and human resource organization, vocational guidance and counseling, facilities maintenance, cost-sharing, occupational standard development hand book and production (service) centers organization and implementation. According to the proclamation, trade testing for skills acquired through formal and non-formal training also supports quality assurance measures.

Effort has also been made to build the managerial capacity of the sub-sector. Accordingly, 116 directors, assistant directors, deans and supervisors were given training on management,

procurement, material and human resource management with a purpose of building their capacity of school administration, professional support, follow-up and supervision to ensure standards of quality in the teaching-learning process. Fifty-one professionals drawn from the federal ministry, regions and training centers took part in a short training program abroad.

Labor market demand study and analysis for mid-level skill human power is being conducted to forecast future human power requirement. Training was given to regional and federal experts on labor market monitoring information system development.

Tracer studies were conducted in five regions and administration at pilot level and preparation is under way for a large scale undertaking during 2005/06. Based on the findings from sample regions guidelines were prepared for managing the production unit. Guidelines for internship, cost sharing, organization of production units and accreditations are under revision.

#### **2.6.4 Tertiary Education**

To improve the overall governance, leadership and management of Higher Education Sector a study was conducted under the title “Higher Education Systems Overhaul” (HESO). The recommendations forwarded in the study in relation to the development of responsible and competent citizens, the establishment of a democratic process in higher education institutions, the setting up of cost effective, efficient and result-oriented systems and the development of quality and relevance of research and consultancy have started to be implemented. Institutions have also started to implement the civil service reform program.

One of the common indicators of efficiency is the ratio of academic staff to students. The ratio of academic staff to students has improved from 1:8 in 1995 to 1:12 at present. But it is still less than that of some African regional universities: 1:15 for University of Nairobi, 1:19 for University of Ghana, 1:20 for Makerere University, 1:21 for University of Khartoum, and 1:28 for Cairo University. It is well below the staff-student ratio of some developed countries. Staff/student ratios are varying among academic programs, as some disciplines are more labor-intensive than others.

**surely the lower the number here the better**

HEIs generally have developed an appropriate range of modern and effective human resources management and resource practices and procedures. This is reflected in the investment made for

the expansion of postgraduate training program in most universities. Compared to academic staff, the number of non-academic staff in Ethiopian universities is very high suggesting that too many persons have been hired showing inefficient administrative processes. While the ratio of academic staff to non-academic staff ranges from 1:1 to 1:3 in universities of Ethiopia, it is believed that this ratio should fall between 2:1 and 3:1.

## **2.7 Decentralization**

### **2.7.1 General Education**

In the education sector, efforts have been made to deepen decentralization to school level. Decision-making is being shifted from regions and zones to Woredas and Municipalities and further to school level to improve direct response and service delivery. Accordingly, to facilitate the implementation of this decentralization process, MoE has developed Guidelines for the Organization of Education Management, Community Participation and Education Finance (2002). Based on these basic guidelines regions have developed their own guidelines focusing on specific areas such as education finance, community participation, school administration, etc.

The deepening of decentralization to Woreda level has contributed to strengthen Woreda level educational institutions. It has also offered opportunities to strengthen local governance, encourage initiatives, increase accountability, broaden the participation of communities, and improve school management and transparency.

Efforts have been made to build the capacity of the WEOs through intensive training organized in the areas of educational planning and management, financial management, auditing and procurement. It is also noted that schools and PTAs need to build their capacity before more responsibility could be given in the area of financial management.

### **2.7.2 Technical Vocational Education and Training**

The management of TVET is decentralized to the region where in some regions TVET commissions are organized. The TVET Councils are also organized at Federal and regional level with members from relevant government offices, association/ federations of employers, relevant non-government organizations and private and government technical and vocational training institutions.

### **2.7.3 Tertiary Education**

With regard to the higher learning institutions, the Government has issued Higher Education Proclamation No 351/2003 that provides extensive autonomy of administration, academic freedom and accountability. Therefore, most of the administration of personnel including employment, financial administration, and procurement, establishment of relations with local and international counterparts has been devolved to the institutions.

### **2.7.4 Community Participation**

Communities and PTAs are playing important roles in all aspects of education from generating resources to managing schools. Resources are mobilized for purchasing basic equipment and materials, hiring contract teachers, and building classrooms and schools. PTAs are active in raising the awareness of the general community on the benefits of education and in encouraging parents to send their children to school so as to increase access and reduce dropout. PTAs are involved in school management, preparing annual plans and follow-up disciplinary cases. Hence, communities are funding new school buildings, building teachers' houses, running non-formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given level of education. However, PTAs and communities still need further capacity enhancement in order to enable them to carry out the quality of support that schools need to help them function as desired.

The 2002 guideline, which is under implementation, clearly defines the duties and responsibilities of each stakeholder in the education sector. It also highlights each stake holder's accountability at each level. As a result, the last two years have shown an unprecedented community turn-out, not only in raising funds and constructing classrooms, but also in owning and managing the development of education in their respective communities. Education and training boards and PTA's have become instrumental in lowering dropout and repetition rates and restoring good discipline in schools.

## **2.8 Budget Allocations and Financial Utilization**

The total financial requirement of ESDP-II was Birr15.1 billion. During the preparation of this document disaggregated data were not available to analyze the financial resources allocated to education from different sources and their utilizations. However, from the total Government budget figures, it was learned that the total budget allocation to education during ESDP-II (2002/03 –

2004/05) was Birr12.5 billion, which is 83% of the total requirement of the program. Since the community contribution in expanding education was significant (though there is no proper documentation), the total amount of funds that were made available to ESDP-II is much higher than what is indicated in the budget.

Financial planning and implementation has been improved from time to time. As a result better financial utilization capacity was developed during ESDPII. But still efforts need to be exerted to further improve capacity in order to ensure the timely closure of regional accounts.

At the Woreda level the education sector is receiving the largest amount of the block grant varying from 33 – 60% of which the largest part is for teachers' salaries, whereas the non-salary budget per student is small.

## **2.9 Cross-cutting Issues**

### **2.9.1 Civic and Ethical Education**

The education system has a societal responsibility to produce good and responsible citizens, who understand, respect and defend the constitution, democratic values and human rights; develop attitudes for research and work and solve problems; develop a sense of citizenship to participate in and contribute to the development of the community and the country. To achieve this objective, a curriculum for the delivery of Civics and Ethical Education was developed, appropriate textbooks were prepared for each grade and level and teachers were oriented. As a result Civics and Ethical Education has started to be taught at the primary, secondary and tertiary level.

To promote the effectiveness of civics and ethical education, the Ministry of Education has taken different measures so far. The value of civics and ethical education are integrated in all subjects, both at primary and secondary levels, to help students acquire, understand and own the values. On the other hand, efforts have been made to build the capacity of teachers through the provision of training opportunities so that they can effectively teach civics and ethical education. Moreover, civics and ethical education clubs have been established in all schools to let students have the chance to exercise what they have learned in their respective classes and develop their skills for active participation.

### **2.9.2 Special Needs Education**

International experience reveals that 10 to 20 percent of the school age children have special needs. Although EMIS currently does not have data on this, using the international average one can estimate that Ethiopia has between 1.7 and 3.4 million school-age children who require special needs education.

In cooperation with the Government of Finland and UNESCO, the Ministry carried out a situational analysis of special needs education services in the country (Report on the situation of Special Needs Education in Ethiopia 2005). The analysis assessed the awareness of SNE as a human right and a component of the overall education sector development, and the capacity that regional education bureaus have in planning and coordinating special needs education services. The main findings indicate that:-

- The goal of Universal Primary Education includes children with special needs. But there is a lack of awareness that so many young children with special needs enrolled often repeat and dropout, if they do not receive sufficient support.
- Altogether, there are 15 special schools, most of them run by NGOs, and 285 special classes attached to regular government schools. The conditions of the special classes vary from very poor to satisfactory.
- Special needs education initiatives are not systematically integrated into the overall education system. SNE services are not included in regional and Woreda plans and budgets and reports. The lack of SNE services, such as identification of special needs, itinerant resource teachers etc. affect both access to and the quality of education.

### **2.9.3 HIV/AIDS and Education**

HIV/AIDS has a multifaceted impact on education. Demand for education is threatened due to sickness and death of school-age children, whilst orphans and vulnerable children may have little or no opportunity to attend school. The supply of education services is affected by a rise in the number of teachers and other personnel who become sick and die as a result of the epidemic. Efforts made to tackle the problem divert scarce resources away from activities devoted to enhancing quality and access in education.

To reverse the situation, HIV/AIDS education has been integrated into a newly developed curriculum in order to mitigate the impact of HIV/AIDS. Anti-AIDS clubs have been established in almost all Ethiopian primary and secondary schools and in ten tertiary institutions. Training workshops have been conducted for anti-AIDS clubs and guidelines on how to facilitate and conduct anti-AIDS clubs have been produced and distributed to schools.

Following the establishment of the National HIV/AIDS council, MOE organized the HIV/AIDS task force and the following activities have been undertaken:

- A HIV/AIDS baseline survey was conducted on secondary schools in Ethiopia.
- A study was conducted on the impact of HIV/AIDS on the education sector and the status and problem of HIV/AIDS education in Ethiopia to respond to the impact on teachers supply and student demand
- Based on the report of the above-mentioned study, activities are underway to further strengthen the integration of HIV/AIDS education in the curricula of various school subjects.
- A national seminar on “Accelerating the Education Sector Response to HIV/AIDS” was organized where 165 participants from all levels of government (including regional education bureaus), donors and other agencies participated. At the end of the workshop, strategies were worked out on how to mitigate the spread of HIV/AIDS at all levels of the education sector.
- A comprehensive source book on HIV/AIDS education has been developed for teachers.
- HIV/AIDS education booklets have been prepared as readers for secondary schools.
- Posters and brochures on HIV/AIDS prevention and control and care have been printed and distributed to schools, teacher education institutions and universities and other institutions.
- A video film on HIV/AIDS was produced for secondary schools and 300 copies were sent to the regions for distribution to all secondary schools.

## **2.10 Review of Major Activities Proposed in ESDP II**

The overall objective of ESDP-II was put in line with the priorities of SDPRP and the Millennium Development Goals, i.e. good quality universal primary education by 2015, meeting qualitative and quantitative demand for human power, etc. To attain the above goals, ESDP-II identified and carried out different activities during the program period. In order to measure those achievements the program has identified indicators and set targets. Table 1 below provides the indicators along with their base year values, targets and achievements. As indicated in Table 1, access indicators are either achieved or exceeded. Although significant progress has been made towards achieving the

quality and efficiency targets, they have not yet been reached. The share of girls in primary school enrollment was slightly higher than the target while the achievement for primary GER in the two most underserved regions was below the target.

Table 1: ESDP II Performance Indicators - Targets and Achievements

	Indicators	Base Year EC 1993 (2000/1)	Result EC 1995 (2002/3)	Result EC 1997 (2004/5)	Target set for EC 1997 (2004/5)
<b>1</b>	<b>BUDGET AND EXPENDITURE</b>				
	Education share of total budget	13.8%	17.2%	16.7%	19%
<b>2</b>	<b>ACCESS</b>				
	GER Primary 1 – 8	57.4%	64.4%	79.8%	70%*
	Boys	67.3%	74.6%	88%	78%*
	Girls	47.0%	53.8%	71.5%	62%*
	Total no of primary schools	11,780	12,471	16078	13,201
	GER Secondary 9 – 10	12.8%	19.3%	27.3%	16.0%
	Boys	14.8%	24.0%	36.6%	17.0%
	Girls	10.8%	14.3%	21.6%	14.4%
<b>3</b>	<b>QUALITY</b>				
	Share of lower primary (1-4) teachers qualified	96.6%	97.1%	97.1%	99.0%
	Share of upper primary (5-8) teachers qualified	21.1%	28.7%	55%	80.0%
	Share of secondary (9-12) teachers qualified	36.9%	39%	41%	73.2%
<b>4</b>	<b>EFFICIENCY</b>				
	Primary school student: section ratio	70	73	69%	60
	Secondary school (9-12) student: section ratio	78	77	78%	60
	Grade 1 drop out	27.9%	28.7	22.4%	14.2%
	Total primary school drop-out ***	17.8%	17.1	14.4%	8.9%
	Average primary drop-out for girls ***	16.9%	17.8	13.6%	8.5%
	Average grade 4 – 8 repetition rate ***	10.3%	11.00	5.3%	6.4%
	Average grade 4 – 8 repetition rate for girls ***	13.4%	14.1	6.2%	8.1%
	Coefficient of primary school efficiency	31.8%	39.1	52.0%	50.0%
<b>5</b>	<b>EQUITY</b>				
	Primary GER in two most underserved Regions	10.8%	14.8	22.1%	20.0%
	Share of girls in primary school enrolment (Grades 1–8)	40.6%	41.2	44.2%	43.3%
	Share of female teachers in primary education	29.4%	31.1	35.6%	N/A

\* These are revised targets. The original targets were 65.0% for both sexes, which is 72.8% and 57.0% for boys and Girls respectively.

## 2.11 ESDP-II Experience: Challenges and Lessons Learned

Many lessons have been learned during the implementation of ESDP-II. The regular Joint Review Missions (JRM) and Annual Review Meetings (ARM) conducted to monitor the implementation of ESDP-II have been helpful in identifying the challenges facing the education system. Recognition of these challenges is an important step in finding timely solutions to strengthen the implementation capacity of ESDP-III, and to achieve the important goals set for the education

system. Though the following list is not intended to be exhaustive it is believed that it represents the most prominent and persistent challenges facing the education system:

**a) Challenges**

- While attempts have been made to improve access to quality education, further effort is needed in this area due to the rapid increase in the level of enrolment. There is a need to monitor the possible quality tradeoffs associated with such expansion. The quality of education needs to be improved in order to increase completion rates, to create the environment for teachers to effectively use their skills, and to maintain the confidence of parents in the school system. To this effect, urgent improvements need to be achieved in the areas of unit non-salary recurrent school budgets, student-section ratios, student-teacher ratios, availability of textbooks in schools, and supervision of the teaching-learning process.
- Lack of a sufficient number of qualified teachers is a persistent problem. Although effort is being made to increase the supply and improve their professional capacity through various programs, the problem is very acute in the second cycle of primary education and in secondary schools.
- Weak program management and implementation capacity has also contributed to low budget utilization in civil works and procurement. High turnover of professional personnel was one of the contributing factors to the low program management capacity. Such turnovers force the assigning of educational personnel with little or no experience or expertise in the relevant field. (Efforts have been made to build the capacities of Woredas using the support obtained from USAID and EU).
- Inadequate planning and management capacity at the lower levels of the organizational structures (e.g. woredas) is a critical problem in realizing the goals of education especially with regard to primary education. Skills to collect analyze and interpret education data are critically lacking at the lower levels of the organizational structures.
- Efforts made to improve the quality of education are offset by the greater push given to increasing enrolment.
- Lack of harmonization of donor and Government procedures with respect to planning, approving, implementing, procuring and reporting contributed to delays in the implementation process.
- The education sector has a double burden of catering for over aged children, who missed schooling due to the inaccessibility of education services, in addition to the school-age group. Besides, lack of adequate textbook management systems resulted in inefficient procurement and distribution.

## **b) Lessons Learnt and Actions**

- In view of the Government's ambitions to reach education for all by the year 2015, inequities in access need to be addressed vigorously through the use of alternate education delivery model (ABE, NFE, inclusive education, and meeting the special educational needs). Providing education for all requires identifying barriers that hinder learning and overcoming or reducing or removing those barriers. All school age children and students can learn and many of them need some form of support in learning and active participation. Education leaders at all levels including school managers and teachers have to be aware of and be able to provide support to learners according to their needs.
- In the last two years the community participated not only in raising funds and constructing classrooms but also in owning and managing the development of education in their respective schools. Education and training boards and PTAs have become instrumental for lowering dropout and repetition rates and restoring good discipline in schools. Concerted efforts are needed to build their capacity in order to further strengthen their involvement in improving the quality and efficiency of education.
- Since available resources (human and financial) are in short supply, the system should strive to make efficient use of what is available (e.g. low cost construction of school buildings, multi-grade teaching, the employment of paraprofessional, investments in creating a minimum of quality core staff in education offices).
- ICT applications have just been introduced in the post primary education levels and need to be effectively used for the teaching-learning process. Proper planning, monitoring and evaluation of these applications as well as continuous training of teachers and technicians in both software and hardware management of the system are necessary to ensure their optimal use.
- Bottlenecks in providing and assisting timely and accurate financial information flows on the projects and programs result in delays in taking appropriate remedial actions and in speeding up the implementation process. To this end, both Federal and Regional governments need to adhere strictly to the planning and budgeting calendar in the provision of planning data and approval of plans and budgets. Similarly, donors need to provide budget-planning data to the Government on time to meet the planning and budgeting calendar.
- Capacity building programs at different levels of the system in planning, management, monitoring and evaluation for the realization of the ESDP II goals are vital.

### **3. Issues, Overall Goals, and Strategies for ESDP III**

#### **3.1. Issues.**

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

The Government of Ethiopia gives a very high priority to poverty reduction as part of its overall goals for socio-economic development. The Poverty Reduction Strategy has identified four priority sectors; i.e. roads, education, agriculture and natural resource, and the health sector.

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

Although significant progress has been made in increasing access and coverage for primary education, faster progress needs to be made in this area in order to achieve the goal of Universal Primary Education (UPE) by the year 2015. Along with further increases in access and coverage, the gains made in attaining equity need to be strengthened further, with special attention to the two disadvantaged regions, Somali and Afar.

International research has proved that a person with at least 4 or 5 years of primary education is more productive than someone who is illiterate. Productivity, although it may not happen always, generally leads to growth in income and this in its turn brings about a decline in the level of poverty. Moreover, a person with at least 4 or 5 years of primary education is more responsive to

attitudinal changes in nutrition, health, family planning, etc., thus facilitating the alleviation of non-income poverty. Parental literacy not only increases productivity but also helps parents and communities to better appreciate the value of education, which in turn results in better school participation. In addition to sending their children to school, parents will also have the feeling of and better capacity in owning and managing schools.

However, Ethiopia has a high level of adult illiteracy with the adult literacy rate equaling 41.5% (33.8% for women and 49.2% for men). In order to achieve the first MDG (eradicating extreme poverty), it will be necessary for the country to raise the level of literacy of its population as a whole. To some extent this will be done through the expansion of the primary education system, as all primary school age children will be able to attend school in the near future. But in the short term, the education system has to respond to this by way of initiating and strengthening functional adult literacy programs as well as expanding and improving the Community Skills Training Centers that provide the basic skills to increase productivity in small scale agriculture and other economic sectors. However, the Government alone cannot carryout such programs without the active involvement, ownership and commitment of communities, NGOs and civil society.

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

Although the repetition rate is improving, the dropout rates remain high especially in Grade 1. Unless dropout and repetition rates are brought down and internal efficiency is improved, the nation cannot achieve universal primary education by 2015. Low internal efficiency entails the wasting of very scarce resources. The quantity and quality of critical inputs such as teachers, textbooks, classroom etc., must be improved in order to improve the internal efficiency of the education system.

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

Secondary education is an important part of any industrialization and modernization program. It will expand in line with the expected upsurge in primary enrollments and the directions set for the economic development of the country. Investment into secondary education should be increased. Moreover, pervasive shortage and low qualifications of teachers, inadequacy of facilities, overly large class sizes, and inaccessibility of schools to rural communities are features of secondary education that require solutions.

Producing qualified human power in sufficient numbers in order to meet the needs of the economy at all levels will require the maintenance of greater vertical integration among programs ranging from secondary to technical and vocational education and training (TVET) to all levels of higher education. The need to maintain an efficient vertical integration between different sub-sectors of education to meet economic development needs compels further expansion of higher education in terms of its intake capacity and diversity of the programs offered. Similarly, the need for the provision of skills to widen the economic opportunities for increasing numbers of graduates of primary and secondary schools will demand the expansion of TVET and tertiary institutions and programs. Without such expansion, the nation cannot benefit fully from the investments in primary and secondary education.

The contribution of the private sector and non-government organizations in the provision of education is encouraging, but it is hoped that this will expand in the future. Furthermore, there is a need to have a higher level of parental and community involvement in making decisions regarding the quality and efficiency of the education offered to their children. Private enterprises can make use of investment opportunities to take part in education related activities like publishing textbooks and reading materials, manufacturing of school furniture, production of equipment, etc.

Education in Ethiopia is challenged by HIV/AIDS. Schools, institutes, colleges and universities are home to the population that is most likely to engage in risky behaviors for HIV infection. In addition students are also affected socially by the death of their parents from the epidemic. Teachers and administrators are also affected by the epidemic. Several studies indicate that HIV/AIDS is affecting the demand for education by reducing the number of students attending schools and it is also challenging the supply of education due to increased death and sickness of teachers. Therefore, there is a need to prove that education is a powerful force in combating the spread of HIV/AIDS by making concerted efforts for the realization of the education sector response to HIV/AIDS strategy outlined in the February 2004 national seminar.

### **3.2. Overall Goals of ESDP-III**

Having recognized the vision of the Ethiopian Government and the vision and mission of the Education Sector, and the role of education in poverty reduction, the following major goals are identified.

#### **3.2.1 General Education**

- To produce responsible and competent citizens
- To increase access to educational opportunities at primary level, to achieve UPE by the year 2015.
- To improve the quality of education,
- To enhance efficiency and use resources wisely.
- To address equity issues by narrowing the gap between male and female, among regions and rural and urban areas,
- To provide increased access to Adult and Non-Formal Education in order to combat the problem of adult illiteracy.
- To increase access to quality secondary education based on the demand of the economy for trained human power at middle and higher level and the intake capacity at the tertiary level.

#### **3.2.2 Technical Vocational Education and Training**

- To provide relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment through labor market assessments and by re-orienting and re-focusing the existing TVET system.
- To assure the quality of TVET training programs.
- To develop demand-oriented curricula based on Occupational Standard and Occupational Training Standard for non-formal and formal education and training by involving experts from the world of work.

#### **3.2.3 Tertiary Education**

- To develop responsible and competent citizens who meet the quantitative and qualitative demand for a high-level trained labor force based on the socio-economic development needs of the country.
- To ensure democratic management and governance in Higher Education system.

- To set up a cost effective, efficient and results-oriented system in order to develop an appropriate range of modern and effective human resources management procedures and practices.
- To develop the volume, quality and relevance of research and consultancy services which are necessarily directed to the needs of the country.

### 3.3. *Overall strategy of ESDP III*

- The central mission of all educational institutions is to nurture and produce competent and responsible citizens who participate actively in and are knowledgeable about public affairs. Many and varied activities will be planned in order to achieve this central mission.
- Formerly, the way to increase access to and enhance the coverage of primary education was through the construction of high cost schools even in low-density population areas with low student section ratios. This was done in the name of quality assurance. Such practices must now be scrutinized and solutions found to maximize the use of available and scarce resources. To increase access to basic primary education, alternative approaches such as low cost schools, one classroom school, multi-grade classroom schools, etc. for first cycle primary will be encouraged.
- A stronger and wider role for non-formal education and other alternatives for the expansion of primary education will be implemented. Therefore, alternative basic education and functional adult literacy programs shall be expanded.
- Each Region shall organize adult literacy programs, which would involve developing materials in the mother tongues of learners. The learning materials shall cover areas of life skills such as primary health care; prevention of diseases such as malaria, HIV/AIDS, etc; family planning; environment; agriculture; marketing; banking; gender issues etc. in order to enable the population as a whole to participate in the development process. Teaching literacy will be a voluntary activity organized at school, ABECs and kebele levels. The program will utilize teachers, ABEC facilitators, literate adults, secondary and tertiary students. The main investments will be in the provision of literacy readers, training manuals and in the training of literacy volunteer teachers.
- To improve quality of education:
  - The curriculum will be revised *every five years* so that it becomes relevant, connects learning to the child's experience and environment; responds to parental expectations

and demands; and at the same time prepares students not for today's world but for a society that is aspiring to develop in the following decades.

- National Learning Assessments will be conducted at the final grades of the first and second cycle of primary education so as to monitor progress in students' achievements and to identify major influencing factors for appropriate policy interventions.
- Educational inspection will be strengthened to ensure quality in the primary and secondary education system. National examinations will be used for maintaining standards and to provide feedback in order to improve the quality of education.
- In-school supervision will be strengthened so that experienced; skilled and innovative teachers can share their experiences and coach the inexperienced ones.
- Pre-service and in-service training of teachers will be intensified and will have a central place in ESDP-III. Unqualified teachers at various levels in the system will be upgraded through in-service programs during the summer to enhance the provision of quality education. In order to improve the qualifications of teachers at primary and secondary levels, continuous professional development (CPD) will be put in place and institutionalized.
- A third of students admitted to universities will be enrolled in the teacher education program in order to alleviate the shortage of qualified teachers in secondary schools.
- The existing School Cluster Resource Centers (SCRCs) shall be strengthened and expanded to provide in-service and regular training for both qualified and Para-professional teachers. The centers can be utilized to provide training and share teaching materials. Most of the materials will be developed by the teachers themselves. Such materials are not only essential for improving learning in the classroom, but constitute an important way of validating and motivating teachers' own inputs into the improvement of the education system. The SCRC shall become an agent of change in terms of school curriculum and pedagogy.
- Efficient school leadership and management will be established in schools in order to enhance the quality of instruction and thereby improve learning achievements.
- Textbooks shall be improved to the highest quality possible since they are one of the most important inputs for achieving quality education. An adequate textbook management system will be put in place in order to improve the efficiency of the

procurement, distribution and logistics of textbooks and supplementary reading materials. An appropriate policy that will attract the participation of the private sector in publishing and distribution of textbooks and supplementary learning materials will be adopted.

- The use of ICT in secondary schools will be promoted and strengthened in order to improve educational quality by enhancing the pedagogical skills of teachers and also by enabling both students and teachers to effectively use electronic educational materials.
- Emphasis will be given not only to improve the academic qualifications but also the ethical values of the teaching staff. As parents expect teachers to be professional role models to their children, efforts will be exerted to have a teaching staff that is well motivated, disciplined, and endowed with ethical values.
- Empowerment of the community is not only a means for development but it is also an end in itself. Policies and programs to strengthen the role of the community in the management and financing of schools will be implemented. Communities shall be encouraged to mobilize their own resources to construct additional classrooms and schools. Cost effective school construction designs shall be used in order to reduce the total cost of construction and to increase the contribution of the community through the use of local materials and labor. The government will allocate sufficient budget for school construction in areas where the local community cannot afford to contribute cash or materials.
- The role of the private sector and non-governmental organizations will be strengthened in increasing access to education for the realization of universal primary education and the targets set for secondary, TVET and tertiary education. As an incentive, the private sector will be allowed to secure land free of charges and import educational materials and equipment duty free.
- Being the administrative unit closest to the communities, the role of woredas in the governance and management of education will be strengthened. The involvement of communities and partnerships with NGOs and other donors at woreda level shall be enhanced.
- The school-feeding program shall be expanded, in partnership with development partners, in food insecure and vulnerable areas so that the feeding program will serve as an incentive for children to go to schools and continue their education without dropping

out. Special attention shall be given to the pastoral and chronic food deficit areas as well as motivating girls to come to school.

- Regional Education Bureaus shall undertake publicity campaigns to sensitize their local communities and develop local strategies for the access and survival of girls throughout primary schooling, and to progress onto secondary school. PTAs shall ensure that schools are conducive for girls and free of violence.
- The curricula for teachers' training programs will be revised.
- Training programs for Woreda officials will pay attention to gender issues and the specific problems that girls and young women encounter in schools. An expanded recruitment and training of female teachers at all levels will be put in place to increase representation of women among school directors, supervisors, teacher trainers, and Woreda education administrative staff.
- Technical teachers training institutions curricula shall be revised aiming at better quality instruction in practical training.
- Proactive measures will also be taken to enroll out-of-school children, especially girls, to increase their enrollment and attendance as well as the quality of education through strengthening partnership with all stakeholders. There will also be local specific strategies to address the problems of girls' education. Woreda education offices shall supervise head teachers and teachers to give greater attention to girls' education.

## **4. Program Description**

The following sections provide details of the component activities and strategies that are planned for the coming five years under each sub-sector of education.

### **4.1 General Education**

#### **4.1.1 Pre-primary Education**

Access to pre-primary education is important since it introduces children to basic learning skills that are needed in primary schools and enhance their chances of success in the education system. It has been proved that educating children at an early age is more critical than at a later age. It is believed that the incidence of repetition and dropout in lower grades of primary schools would decline if children are better prepared for school, which in turn would improve the internal efficiency of primary education. Hence, expanding access to pre-school program will serve two

purposes: enhancing the quality of education and improving the internal efficiency of primary schools.

Government policy for this sub-sector is not to establish and run pre-schools in the next five years. However, it has a critical role to play in policy development, curriculum design, standard setting, supervision, etc. Therefore, the Government will:

- Encourage the private sector, NGOs and communities to organize and provide early childhood education, as it is the basis for nurturing active and responsible citizens.
- Review and revise curriculum and the standard of facilities. This will include the revision of ages of children to be enrolled, facilities required, content of the programs to be delivered, training of teachers, safety standards, and other aspects of the program.
- Provide technical assistance in supervision, teacher training and other related programmatic areas.
- Undertake close monitoring to improve the quality of pre-primary education.
- Undertake a base line survey on the Pre Primary experience in the country.
- Prepare general strategic document to establish pre-primary education in all primary schools.
- Facilitate technical assistances to train personnel and other implementation the efforts of REBs.
- Increase enrollment from 3%-20% during five years of time.
- Establish a regular experience sharing forum.

#### **4.1.2 Primary Education**

Universal access to primary education is of fundamental importance for achieving the Government's strategic objective, as it plays a key role in the elimination of poverty. Ensuring that all children are able to enroll in schools opens up new opportunities for disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in isolated rural areas where access has been limited. To expand access to primary education services, formal schools, ABECs and village schools will be established and multi-grade classrooms will be used wherever necessary.

To ensure the realization of Universal Primary Education (UPE), the Government will make every effort to provide financial, human and material resources. However, it is apparent that the Government's resources will not be sufficient. Expanding educational opportunities will therefore

require the partnership of a wide range of domestic and international partners. The program assumes an increased role of communities' in constructing low cost schools and classrooms. Similarly, increased participation of local and international partners and the private sector will have a significant role to play in contributing to expanding access to primary education services to children.

The major objectives of this sub-program for the coming five years are raising enrollment, improving equity and quality and reducing dropout and repetition rates. By the end of the program period (2009/10), GER will reach 109.7%, the pupil/section ratio will be reduced to 50 and pupil/teacher ratios will be 54 and 45 for first cycle and second cycle primary respectively. The program focuses on reaching not only children at the appropriate admission age (age 7) but also out-of-school children, those who didn't get the opportunity to enter schools at their appropriate age. Therefore, a target of over 100% GER is set due to the inclusion of overage children in total enrollment.

To meet the objectives stated above, 194,748 classrooms (95,142 for the first cycle and 99,606 for second cycle primary) will be constructed in order to provide space for new pupils and to reduce the pupil/section ratio and the percentage of schools with double shifts. The classrooms will be furnished and equipped with basic necessary furniture and equipment. The classrooms could be constructed as new schools or as additional classrooms in existing schools based on the needs of each locality. A total of 294,760 teachers (168,847 first cycle and 125,913 second cycle teachers) will be recruited to take care of the additional enrollments and reduce the pupil/teacher ratios in both cycles. Moreover, 3.7 million sets of textbooks (146.9 million copies) will be printed and distributed to schools/ABECs to achieve and maintain a pupil/textbook ratio of 1:1 throughout the program period.

The targets are quite high and may seem unachievable. However, the Government is confident that the targets will be met mainly for its two major strategies. First, expanding primary education is the responsibility of the woreda education offices. Hence, the activities will be undertaken by over 600 woredas, which will reduce the operations to a manageable size. For instance, the average number of classrooms that will be constructed in each woreda per year will be about 65. Secondly, the program will make use of different modalities for the provision and improvement of quality of primary education. The modalities include low-cost formal schooling, alternative basic education (ABE), multi-grade classrooms, etc. Those approaches will reduce the cost of the program significantly. Moreover, the construction of low-cost formal school and ABECs require low or

medium level of skills, which are available in each community. This will have the effect of raising the implementation capacity of woredas considerably. Although different approaches will be used to expand primary education, the program will make sure that good quality education is provided. To this end, the program will focus on the use of continuous assessment, improving internal efficiency and reducing the percentage of double shift classes to increase the time children spend in the classroom. The summary of activities under each component (which will be used to expand and improve the quality of primary education) is provided below.

#### **A) Promote the Construction of Low-cost Schools and Classrooms**

One of the factors that hinder the expansion of primary education is the cost of constructing schools and classrooms, which is on the average over Birr 500,000 per first cycle primary school. This high cost of construction is neither affordable nor sustainable within the present and future resource allocation to promote access and equity in the system. The limited access requires children in rural areas to travel long distance to schools, which is detrimental for enrolment, particularly for girls. Hence, to reduce distance traveled and enhance access to children, it is imperative to promote a variety of low cost construction designs and get the schools closer to children. To this effect, the regions will be encouraged to develop alternative low-cost models of school construction suitable to their respective situation, which will consider basic school design parameters. The size of classrooms, lighting and ventilation will be the same as the standard classroom. Moreover, the floor and the wall of the classroom will be cemented to keep it clean and make it durable.

The low cost construction will make substantial use of local materials and labor. This in turn will create better opportunities for communities to contribute more in terms of labor and materials. Since this approach will enable the Government to establish schools closer to a child's home, children will not dropout because of distance. Communities' direct involvement in the school construction will also lead to their participation in the management of the school.

#### **B) Alternative Basic Education Programs**

ABE programs are critically important as an emergency short-term measure for achieving Universal Primary Education by 2015, and in reaching the hard-to-reach remote rural and dispersed communities, pastoralists, semi-agriculturalist societies. For the effective implementation of this program, facilitators will be trained in lesson preparation and classroom management with clearly defined students' learning objectives. To this effect,

- The Government will encourage communities, community-based organizations and NGOs to expand the provision of secular basic primary education through ABECs in different localities to reach the un-enrolled children. The Government will also establish and run ABECs in areas where the involvement of those actors is nonexistent. In both cases increasing access to ABECs will entail communities' involvement in the construction and management of centers. This will include the contribution of cash, locally available materials and labor for the construction of the centers and active participation in the planning and management of the centers in order to create a sense of ownership.
- Instruction will be focused, sustained and targeted to reflect learners' local life. There will also be continuous monitoring of students' progress towards the lessons they learn, increase academic achievement and improve attendance. Facilitators will be continuously trained through closer supervision and a support system will be in place.
- School cluster resource centers will also be strengthened and expanded to provide in-service and regular training for the facilitators working in ABECs. The centers shall also be utilized for the preparation of teaching materials and for the exchange of experiences on the challenges met and successes achieved in the area of teaching-learning process and in the mobilization and cooperation of the community to support the centers.
- The ABE curriculum will be the condensed version of the first cycle of primary school curriculum to meet the demands of the learners and establish horizontal and vertical links with the formal education system. This will help learners to smoothly transfer from ABE to the formal education system.
- A modular approach will be used in developing students' textbooks and facilitators' guides.
- Community leaders and local artisans will be invited to impart their indigenous knowledge and skills to learners in the classrooms.
- The ABE program will be flexible enough to accommodate local conditions and the needs of learners and parents. The time of learning shall be flexible in accordance with local conditions and needs of communities in order to improve the internal efficiency and quality of education in ABECs.
- The ABECs will also serve as an important venue for community meetings and adult learning, which in turn will create collaboration between facilitators, parents and learners. This also creates shared goals, ideas and a high level of community involvement in order to

facilitate participatory management. To this end, woreda education offices will make efforts to smoothly work with community members to address the academic needs of the learners.

### **C) Multi-grade Classes**

Running multi-grade classes is not a new invention for Ethiopia. Such classes in Ethiopia are usually identified as religious schools where there is one teacher but graded students based on their level of study and age. There are also private or individual schools in most of the urban centers that practice multi-grade classes. Recently, Amhara and Oromia Regional Education Bureaus have also piloted the modern type of multi-grade classes and have found them promising on two grounds: improving access and quality.

Evidence from other countries suggests that multi-grade classes can result in a very effective organization of school resources and can lead to the efficient use of scarce resources if the teachers are well trained in multi-grade teaching techniques, feel confident in their management of multi-grade classrooms, and are able to arrange the pupils' time in the classroom so that children will not waste valuable classroom time.

Therefore, based on domestic as well as international experiences, regions are placing emphasis on the use of multi-grade classes, especially in areas where the student population is very small and constructing a four-classroom school is not necessary.

The following activities shall be undertaken for successful implementation of multi-grade classrooms. -

- Multi-grade schools will be introduced to improve access to and internal efficiency of the first cycle of primary education in hard-to-reach remote rural communities, sparse settlement areas, pastoralists and semi-agriculturalist societies.
- Appropriate training courses and materials will be developed to train multi-grade teachers.
- Teachers will also be trained in pedagogy and management of multi-grade students.
- Textbooks will be modified in such a way that a great deal of self-learning approaches and exercises are incorporated to meet the needs of a multi-grade class student.

#### **D) Pastoralist and Semi-agriculturalist Education**

The lives of pastoralist and semi-agriculturalists will only be improved through better and effective education and skill training and livelihood diversification. Hence, in order to meet the basic educational needs of the learners the government has adopted alternative approaches and strategies. To this end:

- The curriculum will be localized so that it shall incorporate social values, indigenous knowledge and the skills of localities as well as issues such as HIV/AIDS and gender equality, cultural and economic life of pastoralist and semi-agriculturalist population.
- Permanent village schools (one or more classroom schools) and mobile schools will be established at minimal cost. Community-based boarding schools and hostels will also be constructed.
- Special consideration will be given to girls to increase their participation in schools. The involvement of women in the management of schools will also be increased.
- Beneficiary communities will be involved in the selection process of facilitators for ABECs and mobile schools. Facilitators will be recruited from each locality and priority will be given to females. The capacity of those facilitators, who are professionals-professionals, will also be enhanced through short-term initial and continuous on and off the job training programs and through the provision of educational materials and other vital inputs.
- TTIs will be organized to undertake the training of professionals-professionals beside their formal teacher training programs. The existing criteria for admission to TTIs will also be modified in accordance with the realities of pastoralist and semi-agriculturalist communities.

#### **E) Arrange Special Program for Over-age children**

In an attempt to meet UPE by 2015, there is a need to encourage a faster increase in net intake, i.e., admissions to schools at age seven. While doing this, it is also important to develop a strategy that would capture the existing 4 million plus out of school children, whose ages range from 8 to 14. There is, therefore, a need to have a flexible curriculum, which will maintain its relevance to the target group and reduce the time required to complete primary education.

To this effect, the existing curricula of the two cycles of primary schools will be modified in such a way that it fits the physical, intellectual and social maturity of the targeted students. The Ministry of Education will develop a national guideline for revising the curriculum and adopting it to the

needs of overage children. Therefore, accelerated years of learning for the first and second cycles of primary for overage children will be put in to practice in order to reduce the years of schooling from eight years.

The venue for schooling of overage children shall be flexible so that it could be either in the regular schools or ABECs, but in a separate classroom.

#### **F) Provide Special Support to Vulnerable Children**

In collaboration with development partners, ESDP-III will expand school feeding programs in food insecure areas and support vulnerable and pastoral children. The program will expand access to education and reduce dropout and thereby improve the efficiency of the education sector. School feeding will be implemented as a multi-sectoral intervention through the involvement of local communities. The program will build the capacity of communities at the local level and address a range of issues to improve the quality of education. Moreover the program will turn schools into a local center of development for the community. The government will encourage the school feeding program to acquire food as much as possible through local purchases so as to strengthen the local food production system.

#### **4.1.3 Adult and Non-formal Education**

The Government attaches high importance to the development of Adult and Non-Formal Education, especially to combat the present high rate of illiteracy with a particular focus on women. The participation of NGOs in the delivery of Adult and Non-Formal Education program is important and their continuous and increasing participation is welcome.

The Adult and NFE program includes a range of basic education and training components for out-of-school children and adults. The program focuses on literacy, numeracy and the environment to enable learners to develop problem-solving abilities and change their mode of life. The program will have three sub-components: a program for out-of-school children between the ages of 7-14, a functional adult literacy program for those youth and adults who are older than 15, and offering basic skill training to youth and adults in the Community Skills Training Centers (CSTCs).

The first component of the Adult and NFE program serves as an alternative approach to complement the formal education program in the effort to increase access to basic primary education. This is discussed in details under the Alternative Basic Education (ABE) program. The

second component, functional adult literacy will enhance the participation of communities in the national development and poverty reduction strategies. Moreover, the realization of this component will make adults more productive and self-reliant. The NFE program will specifically address the problem of gender disparity in the provision of functional adult literacy. The Adult and NFE program, through its functional adult literacy component, will reach 5.2 million adults in the program period. Moreover, 143,500 adults will be trained in different skills in the existing 287 CSTCs.

It is obvious that the government alone cannot provide sufficient financial or human resources to support the program and hence there is a need to get support from other stakeholders. In this connection,

- Multilateral and bilateral development partners, NGOs, local governments, communities will be encouraged to offer various kinds of adult and NFE and training. The involvement of this diverse array of stakeholders can maximize the local responsiveness and relevance of the programs.
- The Government will provide support in the preparation and supply of literacy curriculum guides, learning materials, and professional assistance. It will also set standards for non-formal education programs, buildings and other facilities for non-formal education and training courses.
- The Government will also establish an equivalence system between skills and credentials obtained in schools and those obtained through NFE and training programs, in order to increase the chance that learners who complete non-formal courses will subsequently find employment or enter the formal school system.
- The curriculum will be diversified based to the needs of learners. In this regard, the community will actively be involved in the administration and management of NFE program to improve governance and insure greater participation and efficiency.
- Development of a general strategic guide on the implementation of the program
- Increase enrollment from 30% to 50% as per EFA goals
- Facilitate development partners assistances to REBs
- Provide special technical and professional assistance to emerging regions
- Decrease distances among the school and community
- Develop a strategic paper so to use formal schools for adult functional literacy programs
- Establish a regular experiences sharing forum.

#### **4.1.4 Secondary Education**

Secondary education is divided into two cycles each having different goals. The first cycle is a two years general secondary education (grades 9 –10). After completing the first cycle of general secondary education, students will be streamlined into academic (college preparatory, grades 11 and 12) or TVET based on their academic merits and preferences. Those going for the academic fields are expected to sit for placement examination after two years of preparation to join their choice of field of study. The first cycle of secondary education is the source for producing trainable persons who would either join training for a mid-level labor force or university preparatory program.

Expansion of secondary education is purely determined by the demand for trained human power at middle and higher levels. However, the current level of enrollment in general secondary is much higher than the demand of pre-tertiary and TVET programs because of high level of transition from primary to secondary. Therefore, the transition rate from primary to secondary will gradually decline to limit the level of enrollment to the demands of the rural development program, TVET and pre-tertiary programs. This will lead to a decline of enrollment in the second and third years of the program. However, it will start to increase thereafter. By the end of the program period total enrollment for the first cycle will reach 764,100 while it will increase to 292,600 for the second cycle secondary, college preparatory.

The current ICT initiatives for secondary education are one of the quality improvement initiatives, which will enable teachers and students to access Internet services and browse through digitized school contents.

Since the participation of the private sector in post primary education is negligible, the government will encourage it by providing incentives and professional support.

In order to ensure a planned and controlled expansion and improve the quality of secondary education the following activities will be undertaken.

- A total of 12,191 classrooms will be constructed, furnished and equipped. Most of the classrooms (as new schools) will be constructed in rural areas to provide opportunities to youths who can not make it due to lack of secondary schools in their vicinities.

- The supply of teachers in terms of quantity and quality will be improved. A total of 15,524 teachers will be recruited and deployed to take care of the additional students and to reduce the student/teacher ratio to the standard set of 40.
- Textbooks will be printed and distributed to schools to maintain the current student/textbook ratio of 1. To this end, a total of 1.3 million sets of textbooks (about 10.6 million copies) will be printed and distributed to schools.
- Expansion in secondary education presupposes a particular focus on increasing quality, reducing geographical and gender disparity in enrollment rates for girls and students from rural areas.
- A cost-sharing scheme will be fully implemented to generate revenue for schools and thereby use it for the improvement of quality education.
- The use of complementary learning modalities such as ICT will be enhanced.
- In order to increase female enrolments at the secondary level, gender-friendly education materials will be produced. In addition, tutorial and guidance and counseling services shall be provided.
- Community sensitization will be enhanced while recruitment of more female teachers and school directors will become other important intervention areas during the program period.
- The government will also take steps to improve the quality of instruction in secondary schools through a review of the curriculum aimed at incorporating relevant contents and better assessment practices to enhance student performance standards; rehabilitation of science laboratories; training and recruitment of qualified teachers; and expansion of in-service training opportunities.

#### **4.1.5 Teachers' Training**

One of the main constraints in the expansion of primary education is the supply of teachers. The progress towards the goal of universal access to primary education will require a much larger number of new teachers, which is clearly beyond the capacity of the teacher training institutes/colleges. A significant expansion of enrollment cannot be attained without a major expansion in the capacity of the teacher-training program and the introduction of innovative instructional strategies in primary schools. To this effect:

- The government will use both pre-service and in-service teacher training to produce the required number of teachers and improve their professional capability.

- The government will ensure equitable treatment for women, both in their initial recruitment to the teaching profession and in their subsequent access to training opportunities and promotion within the education system.
- Unqualified and under-qualified teachers recruited for the second cycle primary education will be upgraded through distance education and in-service training programs.
- The training of facilitators for ABECs will explore linkages with the teacher training institutes. This will enable facilitators to improve their pedagogical performance and to realize the desired level of professional development.
- For ABEC facilitators, subsequent in-service training will be provided in summer and distance programs. They will also be provided with supervision services, pedagogical support, and get continued in-service training on a priority basis for new teachers. Over time the government will seek to ensure that all teachers in primary schools have at least 10 years of schooling and full professional training, before they enter the classroom.
- The use of non-civil servant teachers is basically a transitional and stop-gap measure. Those teachers are necessary where the supply of teachers cannot cope with the demand, especially in the most remote and pastoral areas. However, from a quality perspective, hiring qualified teachers is an appropriate response. As a result, the government continues to exert maximum efforts to deploy well-trained teachers to ensure the quality of education at all levels, while continuing to use non-civil servant teachers for some time to come.
- Cluster-based local in-service training and distance education models will be strengthened as this has a positive impact on improving the quality of education. The training will focus on improving the teaching-learning process, i.e., introducing active learning, practicing continuous assessment, managing large classes, etc.
- The teaching approach will be suited to the life style and needs of the communities. The curriculum will be context specific based on the communities' needs and aspirations.
- The government is currently developing accelerated training programs through distance education to under-qualified teachers at present teaching in the second cycle of primary education.
- Private teacher training institutes and colleges will be encouraged. The Government will use them as sources for teacher recruitment.
- The Government will also explore ways in which the curriculum can be revised to accelerate the production of new teachers and shift a greater share of their preparation to in-service training.

- The content of pre-service and in-service teacher training programs will be developed to allow teachers to acquire and develop appropriate pedagogical skills that are academically sound, child friendly, and gender sensitive together with individual life-skills which take into account the current HIV crises.

## **4.2 Technical Vocational Educations and Training**

The Government's national development endeavor demands the supply of skilled human power at different levels. The realization of this endeavor requires the entry of young people into agricultural-related job opportunities, including small-scale industries and strategies that encourage young people to become self-employed based on a firm education and training background, including training in a wide variety of work-related skills through TVET programs.

Hence, in the coming five years, TVET programs will focus on creating quality and demand-driven system that can produce adequate skilled human power for the implementation of the Sustainable Development and Poverty Reduction Strategy. To this end, enrollment in TVET programs will increase to 315,403 in 2009/10 from the current figure of less than 100,000. To enroll increased number of trainees in Government TVET institutions and to improve the quality of training, a total of 3,304 classrooms and workshops will be constructed and an additional 4,561 teachers will be recruited and deployed. All classrooms and workshops will be fully equipped and furnished. The number of expatriate teachers will increase from the current 69 to 2000 until they will be replaced by nationals in 2009/10. In-service teacher training will be provided continuously to upgrade the qualification and professional capability of national teachers and thereby improve the quality of the training.

To assist this endeavor, quality assurance is essential to guarantee higher status for TVET through setting qualification standards, certification processes, valid assessment methods and acceptable outcomes, which are all key ingredients and should be the hallmarks of all TVET system.

To this end, Quality-Assurance will be strengthened for a unified private TVET program registration and accreditation system as a mechanism to ensure quality among all institutions offering TVET programs. Quality Assurance will also be guided by competency-based acquisition and competencies through trade testing rather than the completion of a fixed period of study.

Integration of TVET programs with the rest of the educational system will be worked out to enable horizontal and vertical movement both for formal and non-formal education and training.

The quality and relevance of TVET will be improved through the promotion of learner-centered delivery mechanisms in the teaching-learning process. Educational outcomes will be measured more comprehensively and frequently using varied types of assessment instruments, teacher competence will be improved using innovative capacity building measures through upgrading and expanding pre-service and in-service training programs. Priority will be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers and administrators.

An accreditation system will be put in place and centers of excellence will also be established. Competence- based technical education and skills development system in all TVET institutions will be strengthened. Physical facilities, equipment and instructional materials, libraries and ICT infrastructure will be upgraded with the objective of maintaining quality training.

The integration of entrepreneurship development in TVET programs and apprenticeship/internship arrangements will be implemented to foster effective skill formation. The curriculum will be adapted to the specific needs of the regions and based on an effective investigation of the actual tasks to be performed in the work place. The training will also be designed to be responsive to industrial and social sector needs of the country by identifying the required competencies as a foundation for curriculum preparation.

Networks between training institutions, employers, professional associations, industry and the local community will be established to exchange experience. There will also be increased experience exchange among TVET institutions on common challenges to find appropriate solutions and on individual achievements to get lessons for implementation.

Job market monitoring, training needs analysis and tracer studies will be established for employment and self-employment in all sectors of the economy to enhance employment and income generation.

TVET quality awards will be introduced to promote the performance standards of TVET institutions on the basis of the level of leadership and management system to achieve the goals of the organization. This will be realized through the effective efforts that will be made to realize the potential of the workforce through the promotion of constructive interpersonal skills, examination of the utilization of resources in an efficient and cost-effective manner and commitments of institutions to continuous improvement of their processes, products and services.

TVET institutions will have the necessary teaching staff by introducing ICT and by providing training to teachers in different universities. In addition to this, institutions will also be networked. This strategy will help training institutions to ensure quality through the education and training system for competency-based vocational and technical qualification. For the successful implementation of this strategy, training materials will be revised in order to make them practice-oriented and relevant to the training program. E-learning will be introduced in the education and training systems, especially for the training of teachers. An independent institution will be established for measuring and certification of trainees on the basis of occupational standards to ensure the quality of the training.

Five regional governments and one non-government TVET trade testing and certification centers as well as their satellites will be operational through the enhancement of the capacity of professionals assigned in the centers.

To match skill requirements of training, a continual dialog between training providers and end-users will be undertaken both at national and regional level. Employers, learners and training institutions must articulate skill requirements in their hiring to achieve productivity and a proper skill and job match. Training institutions will also have the same vocational information for training and retraining. Assisting learners to access and examine employment information is critical to workplace entrants in making informed career decisions.

The Ethiopian government priority areas in addressing SDPRP strategy are road, education, agriculture& natural resource and health. These priority areas can not be successful without the availability of skilled human power at various levels. Hence, the objective of TVET is to produce the necessary skilled human power at junior and middle levels aligned to the specific requirements of these sectors and the corresponding labor market needs. In addition to this, National and regional labor market study will be undertaken to review the existing and introduce new training programs. Occupational standards will fully be developed so that employers, employees and training providers will have a common understanding of what is required for a particular employment in the labor market. In addition to this, civic and ethical education will be given in all TVET institutions to ensure positive work values and attitude during employment.

Effective counseling and career guidance arrangements will be established to encourage young people to make realistic training and career choices. The arrangement will also help teachers and trainees to overcome gender bias when giving advice to trainees and to encourage prospective trainees to consider a broader range of training program options. There will also be targeted

improvement to female participation in all training programs through counseling and career guidance arrangements to advise prospective girls to enter into various TVET programs.

Tracer studies are useful instruments to gather information about the employment history of TVET graduates and the relevance of the program undertaken. Hence, tracer studies will be undertaken to ascertain the career path of TVET graduates and modify or strengthen TVET programs. In addition to this, TVET providers will have continuous supervisory support to deal with quality issues.

Better management at TVET institutions should result in more effective outcomes. Therefore, TVET management will have clear objective to manage resources under their control and will be held accountable for the achievement of targets set. They will also make sure that the training programs meet the needs of the local community. TVET will provide access to rural people so that they can enrich their own environment and improve their living standards

The training will also address the skill requirements of economic activities in the rural areas and pastoralist and semi-agriculturalist communities. TVET training programs for Pastoralist and Semi-agriculturalist communities will be organized in harmony with locally available resources and market demands.

The contribution and the role of industry and other private partners in the planning, management and delivery of education and training will be maximized.

Cost-effective measures must be sought continuously to reduce the unit cost of education and training provision through cost sharing, use of distance education for training and upgrading teachers, efficient utilization of equipment and facilities, provision of short term training for government and non-government employees in their area of specialization, through reasonable payment from employers and employees and other income generation schemes. In addition to this, income generation efforts will be encouraged as part of the training process in TVET institutions.

Preventive maintenance shall also be carried out for all school facilities to reduce cost of replacement of equipment, furniture and other facilities. Technical Vocational Education and Training will use a wide range of training strategies beyond those of traditional face-to-face approach by using distance education and ICT.

The relevance and quality of TVET will be diversified and strengthened in order to make TVET responsive to the development needs of all economic sectors of the country.

### **4.3 Tertiary Education**

The overall strategy is to provide good quality higher education to a large number of students equitably but based on merit. This is mainly to meet the demand of the economy that is expected to grow steadily and requires large numbers of degree level graduates in different fields. During this program period a study to inform the sector on current and future expansions will be conducted.

The existing eight universities will be expanded to have capacity accommodating 8 – 10 thousands additional students. Thirteen new higher education institutions, which will ultimately grow to universities, will be established. These institutions will be established in Dessie/Kombolcha, Debrebirhan, Debremarkos, Nekemte, Bale-Robe, Nazareth, Sodo, Dilla, Mizan/Tepi, Jijiga, Semera, Diredawa and Axum. At the end of the planning period each of these new institutions will have a capacity to enroll 9 – 10 thousand students.

In most of these institutions a third of the students will be enrolled in teacher education programs to produce qualified teachers for secondary schools and TVET institutions. In addition to this, programs in engineering and technology, computer sciences and IT, applied sciences, resource management, veterinary technology, etc., will be opened. From the existing universities, a college will be selected to serve as an Ethiopian Open University enrolling not less than 10 thousand students annually.

The total annual intake capacity of institutions under the auspices of the Ministry is expected to reach 110 thousands at the end of the plan period. An affirmative admission policy to higher education shall be formulated to students from pastoralist and semi-agriculturalist communities. It is also expected that the annual intake of degree programs in private higher institutions will increase significantly.

The private provision of higher education will be encouraged through the facilitation of quick access to incentives (e.g., land, tax exemption, etc.), provision of technical support and short-term training programs. Moreover, joint experience sharing modalities with national and international higher education institutions will be devised. Mechanisms to foster public-private partnerships will also be developed by undertaking joint studies and designing development strategies.

To meet the demand for qualified teaching staff, the enrolment in the graduate (masters and PhD.) programs will be further expanded. By the end of the planning period enrolment for the post

graduate level will reach 26 thousands by strengthening existing and opening new programs in all universities. As the undergraduate program has been expanding the last few years, reaching an annual intake of about 32 thousands in 2004, there will be a sufficient number of candidates to employ and enroll in the graduate programs.

Expatriate staff will continue to be employed as a stopgap measure, and the Ethiopian Diaspora will be mobilized. In addition to enrolling staff in graduate programs at home, academic staff will be sent abroad for masters and Ph.D. training. Employment and training of staff will be based on ensuring that women staff will account for at least 25% at the end of the planning period.

The expansion of graduate programs in the existing universities will also be a strategy of revitalizing relevant and quality research undertaking in these institutions. Both the masters and PhD programs will be major venues for research in universities. Research policies and strategies for efficient, transparent, relevant and quality research undertakings in universities will be developed. A research database system will also be designed.

In addition to maximizing available resources, new facilities and capacities with respect to classrooms, libraries, laboratories, workshops and computer centers will be built. Constructions will be carried out using cost-effective construction technologies. In the newly establishing institutions, dormitories will also be constructed. Equipment and teaching materials will be procured. ICT policy, master plan and networking will be developed so that the technology could effectively be used for teaching-learning and day to day activities of the institutions.

The leadership and management capacities of universities will be enhanced through implementation of the civil service reform. Capable personnel will be put in place at all positions and continuous skills upgrading will be provided. Capacity in income generation and diversification will be built in all institutions. Cost sharing and out sourcing of student services will be expanded and strengthened. Governance at the level of boards and decentralization of decision making to the level of faculties and departments will be strengthened and implemented in all institutions. Key stakeholders, including students, industries and regional governments will be involved in the governance of institutions in a strengthened manner. Mechanisms to ensure accountability, transparency, cost-effectiveness and result-orientation will be put in place through the higher education reform (Employing Civil Service Reform) program. Study to identify

inefficiencies in the system (e.g., attrition rate, academic to administrative staff and cost ratios, etc.) will be undertaken.

The Higher Education Strategy Center will be strengthened in terms of human resources and overall capacity to undertake studies and design appropriate strategies for the sector. The Quality and Relevance Assurance Agency will be strengthened to develop standards and support mechanisms to ensure quality and relevance of programs delivered in both public and private institutions. Benchmarks will be set to monitor progress to targets and standards.

New fields of study will be opened based on demand. Moreover, in addition to the face-to-face delivery mode, the use of distance mode of education and training will also be encouraged in all higher learning institutions. To avoid wasteful duplication, it will be preferable if universities will agree on a common use of distance education facilities, with shared subject curricula and lectures, especially at first-year and second-year university levels. University vice-chancellors are invited to cooperate in developing such a common approach, with joint use of expensive facilities. ICT facilities and networks in the universities will be instruments in facilitating the distance learning.

#### **4.4 Enhancing Quality of Education**

Efforts made to improve the quality of education are offset by the greater push given to increasing enrolment. During ESDP III, greater emphasis will be given to quality enhancement. To this end:

- Curriculum will be made more relevant so that it connects learning to the child's experience and environment; responds to parental expectations and demands; and at the same time prepares students not for today's world but for a society that is aspiring to develop in the next decades.
- Quality assurance mechanisms will also be put in place. National Educational Assessments will be conducted at the final grades of the first and second cycles of primary education so as to monitor progress in students' achievements and to identify major factors influencing the achievement for appropriate policy interventions.
- As part of the quality enhancement endeavor, a "School Improvement Program" will be implemented in the next five years. The major focus areas of the School Improvement Program will be: school leadership and management, parent and community partnership, student-centered learning, professional development and collaboration and quality instructional program. To this end, a School Improvement Guide will be developed.

- In the short-term, the MOE will rely on proxy indicators for education quality, such as the pupil/teacher ratio, the percentage of qualified teachers, etc., since it would be difficult and costly to introduce a system that directly measures children's performance at each grade. Therefore, MOE proposes to make increased use of the Grade 4 and Grade 8 sample Learning Assessment results.
- Educational inspection will be strengthened to ensure quality in the primary and secondary education systems. Public examinations will be used for maintaining standards and as feedback to improve quality in education.
- Qualified and committed teachers are essential since it is in the classroom that real learning takes place. Without a competent teacher, no curriculum can be implemented effectively and quality education will not be attained. Therefore, pre-service and in-service training of teachers will be intensified and will have a central place in ESDP-III. In this connection:
  - Unqualified and under-qualified teachers recruited for the second cycle primary education will be upgraded through distance education and in-service training programs.
  - In order to improve the professional capability of teachers at primary and secondary levels continuous professional development (CPD) will be put in place and institutionalized.
  - The content of pre-service and in-service teacher training programs will be revised in order to enable teachers to acquire and develop appropriate pedagogical skills that are academically sound, child friendly, and gender sensitive together with individual life-skills which take into account the current HIV /AIDS crises.
  - Cluster based local in-service training and distance education models will be strengthened as this has a strong impact on improving the quality of learning. Cluster based in-service training will mainly focus on active learning methodology, continuous assessment, managing self-contained classrooms, action research, etc.
  - The use of para-professional teachers is essentially a transitional and stop-gap measure. Those teachers are necessary when the supply of teachers cannot meet the demand, especially in the most remote and pastoral areas. However, from a quality perspective, hiring qualified teachers is an appropriate response. Therefore, the government will continue to exert maximum efforts to deploy well-trained teachers to ensure the quality of education at all levels, while continuing to use non-civil servant teachers for some time to

come. Until the para-professionals qualify for the level they teach, continuous professional training and supervision support will be provided in order not to have a negative affect on the quality of education.

- Efficient school leadership and management will be established in schools to enhance the quality of instruction and learning achievements. Studies have indicated significant weaknesses in supervision, management and implementation capacity, especially at the level of the woredas and schools. Regional Education Bureaus will be supported to produce strategy documents to develop supervision capacity in their regions.
- The pupil/textbook ratio will be reduced to 1 in order to improve the learning of pupils. To this effect, an adequate management system will be put in place for the efficient ordering and dissemination of text-books in a one-to-one ratio. Text-books will be imported, adapted and adopted. Private publishers will also be encouraged to publish regular and reference books. The provision of textbooks will be liberalized. International experiences in textbook provision management and distribution will be explored and applied.
- Schools will be provided with adequate non-salary recurrent budget so that they will be able to purchase and make use of the necessary instructional materials.
- Pupil/section and student/teacher ratios will be reduced to the standards set in order to increase the time used for interaction between pupil/students and teachers and thereby improve the quality of education.
- The provision and cost-effective use of ICT may not be realized at all levels in a short time but will be mainstreamed, initially at the levels of secondary education and above. For example, for the 161 preparatory schools (grade 11-12), the process to make use of School Net service has started. It is not feasible to make ICT facilities available for every primary school within the period of ESDP-III. Provision and use of such facilities in primary schools will remain a long-term goal of the Government. At secondary level, the introduction of ICT is expected to improve the quality of instruction and learning by improving the pedagogical skill of teachers and also by enabling students use electronic educational materials.
- Ethiopia has currently embarked upon the use of ICT in a bid to raise the quality of education of secondary schools. At this level, the effort is not merely an inclusion of a media dimension to the teaching-learning process, but also to overcome the pressing problem of the supply of qualified teachers. Moreover, it also overcomes the shortage of laboratory equipment and chemicals.
- In the coming five-years, the current scope of ICT will dramatically change both in quantity and quality. For example, all secondary schools will be networked with Internet services.

Students and teachers can access digitized curriculum contents through school-net infrastructures currently being laid in secondary schools. The Internet service will be extended to TVET centers. Data center at EMA will be strengthened for development of contents, content delivery and deployment for web-based access. This is, of course, in addition to the education television programs being transmitted in almost all schools. To this end, MOE, REBS and schools will develop both application and content for use.

- As to teachers' ICT literacy, Information Communication Technology has been put as an independent course in the newly designed TESO courses. Teachers will be introduced to ICT through pre-service and in-service training programs. Moreover, most universities and colleges are already accessing Internet services by which their staff, are able to browse thorough important information available.

#### **4.5 Improving Efficiency**

Improving efficiency entails reducing dropout and repetition rates and thereby increasing survival and completion rates. Reducing high rates of repetition implies improvements in the learning achievements of pupils and a more efficient use of scarce resources, which would be wasted otherwise. Reducing repetition rates also frees the school places for new pupils, thus making way for a substantial increase in enrolments. Improving the learning achievement of pupils will also result in success in examinations, which implies a reduction in the level of dropout that may be caused to failure in examinations. This clearly shows that improving the quality of education has a key role to play in enhancing the internal efficiency of the system. Therefore, the following are envisaged to improve the quality of education and thereby the internal efficiency of the system.

- Continuous assessment is essential to improve the quality of learning and the internal efficiency of the education system. It helps teachers to quickly identify weaknesses in the abilities of their pupils and provide the necessary support. The education and training policy envisages that assessment at all levels of education and training be made using continuous assessment. Although this policy direction is important to all levels, the enforcement of the continuous assessment strategy will serve as a typical instrument to improve lower grade repetition.
- It is believed that the longer pupils remain in school, the more they obtain academic support from teachers, use libraries and laboratories and engage in various co-curricular activities. However, contact periods in a double shift system are short. It is therefore necessary to

increase the time-on-task by reducing the operation of the shift system. Construction of new schools or building additional classrooms in existing schools shall be undertaken in order to reduce the percentage of double shifts. The reduction in the percentage of double shifts will be introduced gradually.

## **4.6 Cross-cutting Issues**

### **4.6.1. Gender**

In order to address the equity aspect of the education sector in an integrated manner a “Gender and Equity Department” will be established in the Ministry of Education. The objective of this department will be to layout and implement a strategy to address girls’ education, the education of pastoralist and semi agriculturalist communities and the education of children with special needs.

The efforts already initiated to improve the participation of females in education during ESDP-I & ESDP-II will further be strengthened in an integrated manner. Admission, completion and transition rates of girls will be increased and reach a level which is equal to that of boys. Steps to promote gender equity include interventions that improve access to education facilities and programs for girls, which will minimize barriers to their education. Locally relevant measures will be initiated to prevent social and cultural barriers to the education of girls. To this end, the following activities will be undertaken:

- More schools will be built nearer to the community to reduce high dropout of girls at grades 1 & 2 and grades 7 & 8.
- Reference materials will be developed to depict women role models.
- Adult literacy program for parents will be expanded so that parents’ awareness on the benefit of education in general and girls’ education in particular will be increased so that parents will send their daughters to school.
- Systems will be introduced to make teachers and head teachers accountable for actions detrimental to the access and survival of girls. A guide will be developed to increase the awareness of girls on harassment so that the victims will have the confidence to give the necessary information and bring the case to justice.
- Girls’ day will be celebrated in schools once a year in which PTAs and girls clubs will participate actively. Experience sharing on positive lessons about girls’ education will be organized through education media.

- All female students who complete grade 10 will be entitled for at least one year TVET in the government institutions. For 10+2 and 10+3 female trainees will be given priority over their male counterparts if they fulfill the basic criteria. The same will be applied during admissions to primary and secondary schools.
- Counseling services for female students will be strengthened at secondary schools. Teachers who took psychology courses will be assigned for this task in areas where it is difficult to get professional counselors.
- Tutorial services will be strengthened and advice will be given to female students to help them decide their field of study in TVET and HEIs. Female students will be assigned according to their choices. Female students who are married and have families will be enrolled in the institutions closer to their residence.
- Special supports that are being provided for female students in the HEIs will be strengthened. HE officials will monitor such supports.
- Gender training will be part of the pre-service and in-service teacher training programs. Incentives shall be provided to teacher education institutions that enroll and retain more female students/trainees.
- Female education forums will be strengthened at all levels.
- Regional women's forums will work closely with teacher education institutions (TEIs) to provide the necessary support to female trainees.
- A series of in-service capacity building programs will be organized for women leaders. The Women's Forum will organize programs to share the experience of those female educational leaders who demonstrated outstanding performance.

#### **4.6.2 Civic and ethical education**

To make students responsible, democratic, ethical and competent citizen's civic and ethical education will be provided at all levels of education. The emphasis will be given to the primary level since it takes care of children at the formative age. Curriculum content and materials will be revised to give due emphasis to the political, economic, social and ethical values of the country. Given that regions are at different levels of development, the curriculum content will have room to accommodate certain local and regional development issues and realities as appropriate.

### 4.6.3 Special Needs Education

The Government attaches greater importance to the expansion of educational opportunities to children with special needs. To this end, MOE shall provide technical assistance to the regions in the form of guidelines and capacity building. The REBs in turn will assist WOE to include special needs education (SNE) in their action plans, budgets and reports. The Federal strategy, guidelines and regional and woreda level implementation plans will be reviewed for consistency. In order to meet the increasing demand for inclusive education and special needs education support, the MOE will aim at strengthening cooperation between education offices and development partners.

Hence, recognizing the exclusion and barriers to active learning and participation and in order to produce the required changes in the education system, the MOE has developed a special needs education strategy (2005) that:

- Provides an overview of the current situation of special needs education;
- Defines national objectives, strategic priorities and division of responsibilities;
- Identifies resources and possibilities for cooperation;
- Proposes key elements for inclusive education system development, and
- Analyzes favorable factors, constraints, risks and possible solutions.

The following three strategic priorities were defined:

- 1) Including SNE in national and regional education sector planning and reporting systems,
- 2) Developing guidelines and providing technical assistance to regions, and
- 3) Strengthening the capacity of the education system.

Special needs education aims at making the education system inclusive by educating teachers and establishing support systems. All forms of special needs education require adequate teacher education and continuous professional development.

The strategy shows the direction for development of inclusive education and special needs education services that are open to all learners. The government's strategy for improving the provision of educational services to children with special needs is based on the principle of inclusion.

Major strategic activities with regard to SNE for the next five years include:

- Preparation of the first Federal strategic plans;
- Development of guidelines for support systems;

- Professional support for the SNE teacher education programs;
- Preparation of guidelines for curriculum modification;
- Establishment of support systems in regions; and
- Identification and sharing of good practices.

#### **4.6.4 HIV/AIDS and Education**

The practical available vaccine for HIV/AIDS is education. Hence, MOE has integrated preventive measures into the curricula of all levels of education and training to combat the pandemic. Recently, the government has issued a guideline on workplace policy and mainstreaming. The implementation of workplace policy and mainstreaming of HIV/AIDS requires the involvement of all stakeholders at various levels. To this end, all government institutions at both Federal and Regional levels have obligations. The Ministry sees to it that the education sector strategy response has been effectively addressed, work place policy and mainstreaming practiced, and stigma and discrimination against people living with HIV/AIDS (PLWHA) are stopped in the sector. Nevertheless, as these are observed mostly at the operational levels (Regions, Woredas, Schools, etc.) the central Ministry only supports and compiles relevant data for making preventive and educative policy decisions.

To reverse the situation in the education sector, at all levels from pre-primary to tertiary level, the following arrangements will be made:

- A workplace policy and implementation guidelines will be in place for teachers, students and other employees at all levels.
- HIV/AIDS shall be integrated into all aspects of educational planning and management including projection of teachers' demand for all levels. Training and recruitment of teachers shall take into account teachers' attrition due to HIV/AIDS.
- Focal persons will be designated and co-coordinating committees shall be established at Federal, regional, woreda and school/institution levels for effective management and co-ordination of HIV/AIDS activity in the education sector.
- Existing curriculum shall be strengthened by offering life skills based HIV/AIDS prevention education in school curriculum for all levels (primary, secondary, TVET, tertiary and TTI/TTCs) to promote behavioral changes.

- All pre-service and in-service teacher-training programs will incorporate HIV/AIDS messages and preventive measures. HIV/AIDS education will be fully integrated and strengthened in formal and non-formal education programs.
- A situation analysis of orphans and vulnerable children (OVC) in each region and at all levels of the education system will be conducted to address and ensure access to schooling.
- Systematic data collection will be in place to understand the scope and effect of HIV/AIDS on students, teachers and administrative staff.
- The impact of HIV/AIDS will be minimized through maximizing preventive education on the mitigation of the spread of HIV/AIDS. Hence, preventive education will be given to the education sector community to enhance knowledge and skills, to foster and sustain behavior that reduces risk and to improve care and lessen the impact of illness.
- Preventive education also addresses caring for the infected and the affected. To this end, training for teachers will be strengthened at school and other training institutions.
- To comprehensively respond to the crises of HIV/AIDS, the education sector will reach every potential learner and teacher. Therefore, HIV/AIDS prevention programs will be one major part of the education and training process to combat the spread of the pandemic.
- Anti-HIV/AIDS clubs will be strengthened to promote peer education and minimize fear and discrimination against students and teachers infected and affected by HIV/AIDS through the provision of training, material and technical support. More attentions will be given to children aged 5-14 (window of hope), young girls and orphan students.

#### **4.6.5 Community Participation**

As is known, the provision of education and training in Ethiopia was confined to the sole responsibility of the Government since the introduction of Modern Education in the country. The overall result was that access to and equity of education has been found to be one of the lowest even in Africa.

The situation has been changing recently since communities have started to support and manage schools. Communities are now adding more classrooms and even building new schools. However, all of these initiatives are based on voluntarism as has been clearly articulated in the guidelines, “Organization, Management Community Participation and Finance” that has been under implementation since 2003. The poverty-reduction strategy also upholds the minimum contribution of the community through various safety net programs to realize the former.

It should also be noted that provision of access to primary education for all school-age children, in addition to making provision for the many over-age children, will entail a heavy burden for the Government and the community over the coming years, but the rewards will be great.

The community will participate in the construction and management of schools and ABECs. The community will contribute labor, local materials and cash, based on its own capacity, for the construction of schools and ABECs. The community's contribution will also include raising money to cover part of non-salary expenditure of schools as required and as its capacity allows. Moreover, communities, through PTAs, will be involved in the day-to-day management of schools, which will include monitoring student attendance, performance, discipline, etc. Such involvement is crucial for reducing dropout rates that could be caused due to both in-school and out-of-school factors. It is also important to make schools child friendly, especially for girls.

#### **4.6.6 Decentralization and Capacity Building**

Under Ethiopia's Federal Constitution, the Government is committed to a policy of decentralization of responsibilities and executive powers. To this end, significant decision-making responsibility has been devolved to the regions and then to the woredas. The Regional Education Bureau is responsible for the implementation of the respective regional ESDP, whereas the Woreda Education Office is responsible for formulating educational plans at the local district level, based on demand, and for extending the necessary support to schools. Among other duties and responsibilities, the WEO should establish and administer primary, secondary and technical and vocational schools; devise and implement plans based on the region's educational plan; ensure that the education system complies with national and regional standards; formulate and implement mechanisms to expand education and encourage and support community involvement in the educational sector.

At the regional level and even more so at woreda level, capacity has been a serious problem, with a shortage of qualified staff, high staff turnover and staff posts left unfilled, and with the situation being much more serious in the less developed regions. Efforts to develop staff capacity have met with the problem of trained staff leaving their posts since the training enabled them to secure more attractive employment elsewhere. Devolving of responsibilities at woreda level is continuing, but will take time to fully realize. Resources available to woreda education offices are largely used up for the payment of salaries for teachers and other staff, with only small sums remaining for non-salary expenditure. Monitoring of activities and developments in schools is largely related to

recording increases in pupil numbers and similar data, with little possibility of monitoring student performance. To this end,

- The training given to Woreda officials to improve their efficiency and enhance their capacity will continue in the coming years.
- Training will also be provided at kebele (community) levels to enhance the capacity of Kebele Education and Training Board (KETB), school directors and PTAs to properly implement the decentralization process and to foster the provision of quality education and increase access to school age children.
- Woreda education offices and communities will mobilize resources not only for the construction of schools but also to increase the schools' budget for non-salary expenditure.
- The training and the capacity building activities to be undertaken at school level will be need based and context related to solve the specific problems usually affecting the performance of schools and to properly lead their school development.
- To make educational leadership and management efficient various measures such as the civil service reform have been undertaken and as a result the management and leadership will be improved and greater attention will be given to quality enhancement.
- The Ministry will keep supporting and building the capacity of the REBs and training institutions. This mandate has been emphasized in the new leadership and management structure of the Ministry that will be effective as of July 2005.
- MOE-donors Capacity Building Task Force has also been formed to pool up resources that can be used to build capacity of implementers at all levels. This body will examine capacity gaps, recommend strategies and monitors whether the allocated resources have brought about quality outputs (e.g. student performance).

## 5. Program Cost

### 5.1 Program Cost

The total cost of the ESDP-III is estimated at Birr53.9 billion of which Birr 22.8 billion is capital expenditure while the remaining Birr31.1 billion is recurrent expenditure. Unlike ESDP II, the share of capital expenditure has dropped to 42.4% from 47.9% due to the emphasis given to the improvement of quality of education, which called for a significant increase in non-salary recurrent expenditure. Both capital and recurrent expenditures are projected based on the 2004/05 prices.

**Table 2: Program Cost Summary by Type of Expenditure**

Type of Expenditure	Amount (Million Birr)	Percentage Share (%)
Capital	<b>22,851.10</b>	<b>42.4</b>
Recurrent	<b>31,061.40</b>	57.6
Total	<b>53,912.40</b>	100

Primary education remains the highest priority for the Government of Federal Democratic Republic of Ethiopia (GFDRE) and receives the highest share from the total estimated expenditure of ESDP-III. As indicated in Table 3 below, the share of primary education has increased from 46.4% in ESDP-II to 50.6% in ESDP-III. In terms of resource allocation, the program has allocated 24.0%, 12.3%, 8.6% for tertiary, secondary and technical and vocational education and training (TVET) respectively. The remaining three sub-programs namely, special education, capacity building and administration and others account for 4.5 % of the total estimated program expenditure.

The broader primary education sub-program covers three major areas, i.e., primary education (formal and alternative basic education), teacher training (both in teacher training institutes and teacher training colleges) and adult and non-formal education. However, the allocation to teacher training in ESDP-III is exclusively for recurrent expenditure of which a significant proportion goes to instructional materials and quality enhancement, teaching practice, preventive maintenance, etc. The allocation to adult and non-formal education has also increased from Birr164.1 million in ESDP-II to Birr 288.2 million in ESDP-III. Moreover, the allocation to adult and non-formal education in ESDP-III is totally for recurrent expenditure. Since the adult and non-formal

education program will use formal primary schools, alternative basic education centers and CSTC, as learning places, there is no need to construct learning centers. This has released the financial resource for use in improving the quality of the program, which could have been used otherwise.

**Table 3: Recurrent and Capital Cost by Sub-Programs**

(Million Birr)

Sub-Program	Capital	Recurrent	Total	Percentage Share
Primary Education	11,305.70	15,968.00	27,273.80	50.6
Primary Education (Formal & ABE)	11,305.70	14,634.70	25,940.50	48.1
Teacher Training (TTI & TTC)	0	1,045.10	1,045.10	1.9
Adult & Non-Formal Education	0	288.2	288.2	0.5
Secondary Education	4,204.70	2,443.20	6,647.80	12.3
Technical and Vocational Education and Training (TVET)	3,031.80	1,590.50	4,622.30	8.6
Tertiary Education	4,106.90	8,830.80	12,937.60	24.0
Special Needs Education	2	3	5	0.0
Capacity Building	139	21	160	0.3
Administration and Others	61	2,204.90	2,265.90	4.2
<b>Total</b>	<b>22,851.10</b>	<b>31,061.40</b>	<b>53,912.40</b>	<b>100.0</b>
<b>Grand Total</b>	<b>22,851.10</b>	<b>31,061.40</b>	<b>53,912.40</b>	<b>100</b>

Table 4 provides the estimated program expenditure by major types of expenditure. Under capital expenditure three major components are identified, namely, civil works, equipment and furniture. Expenditure on civil works accounts for 77.3% of the total estimated capital expenditure. The remaining 22.7% is divided between equipment (17.4%), furniture (4%), equipment and furniture for special needs education and capacity building (0.8) and (0.4%) for vehicles to higher education. In most cases the share of cost of furniture and equipment from the total construction cost ranges from 10% –15%. But the share of equipment and furniture in this program seems higher than one may expect because of two reasons. The first one is the inclusion of cost of replacement of furniture and equipment in schools that are desperately in need. As discussed in the program description most of the primary and secondary schools either do not have the necessary equipment and furniture or are partly out of use. This situation calls for the provision of equipment and furniture, at least, for some of the existing schools. The second reason is the high cost of equipment in TVET and tertiary education.

The recurrent expenditure mainly focuses on the improvement of quality of education and maintenance of building, equipment and furniture. As indicated in the quality section above,

enhancing the professional capability of teachers, improving the quality and provision of textbooks, increasing the supply of instructional materials are identified as key areas to improve the quality of education and decrease the repetition rates at primary and secondary levels. This will also have a significant contribution in reducing the dropout rates since failure in examination and lack of textbooks and instructional materials are some of the reasons for dropping out.

**Table 4: Estimated Program Cost by type of Expenditure**

(Million Birr)

Type of Expenditure	2005/06	2006/07	2007/08	2008/09	2009/10	Total
	<b>1. CAPITAL EXPENDITURE</b>	<b>4,877.08</b>	<b>4,442.21</b>	<b>5,314.84</b>	<b>4,898.51</b>	<b>3,318.43</b>
Civil Works	3,314.13	3241.75	4076.18	4186.3	2848.2	17666.6
Furniture	184.33	157.44	199.82	190.8	178.2	910.6
Equipment	1,308.12	941.02	931.10	521.4	292.0	3993.7
Equipment and furniture for special Needs and Capacity Building	70.5	102	29.5	0	0	202
Vehicles	0	0.00	78.24	0.0	0.0	78.2
<b>2. RECURRENT</b>						
1.1 Teachers Salaries	2,351.15	3011.53	3486.58	4034.5	4612.1	17495.9
1.2 Teacher Training (Pre Service - TTIs and TTCs)	137.34	149.57	158.11	162.6	162.6	770.2
1.3 In-Service Training for Teachers (Upgrading)	83.48	117.47	133.53	135.6	103.6	573.7
1.4 CPD for Teachers	21.48	25.96	30.34	35.7	41.0	154.5
1.5 Textbooks	199.15	342.08	260.14	299.0	329.9	1430.3
1.6 Other Non-Salary Expenditure	805.26	1210.26	1628.54	2077.0	2529.8	8250.8
1.7 Maintenance	22.97	30.87	34.48	35.4	33.4	157.1
1.8 Non-salary expenditure for Special Needs Education & capacity Building Salary & non salary for admin. and others	444.1	446.6	447.6	446.1	446.6	2228.9
<b>Total Recurrent Expenditure</b>	<b>4,064.93</b>	<b>5,334.33</b>	<b>6,179.32</b>	<b>7225.8</b>	<b>8,259.10</b>	<b>31,061.36</b>
<b>Total Capital and Recurrent Expenditure</b>	<b>8,942.00</b>	<b>9,776.54</b>	<b>11,494.16</b>	<b>12,124.29</b>	<b>11,577.53</b>	<b>53,912.43</b>

ESDP-III allocates significant amount of resources for upgrading the qualification and improve the professional capability of teachers. Both pre-service and in-service teacher-training programs will be used to improve the professional capability of teachers. In addition to the upgrading of qualification of untrained teachers, the in-service teacher-training program will reach all existing primary school teachers through the school based training program. In-service training will also be provided to secondary, TVET, TTI/TTC and tertiary level teachers/instructors. The provision of instructional materials and support to enhance quality at all levels will be other major focus areas to

improve the quality of education. It is true both textbooks and instructional materials are in short supply. However, ESDP-III allocates financial resources that would help to increase the supply of textbooks and instructional materials to the required level.

As indicated in Figure 1, share of salary expenditure out of the total recurrent expenditure drops to 56.3% as opposed to 85% or 90% in the previous years. Out of the total recurrent expenditure 26.5 % will be allocated to non-salary expenditures that are used improvement of instructional materials and to conduct school-based training and carry out other quality enhancement activities. The other 7.1 % is allocated to non salary expenditure of special needs education and capacity building and also salary expenditure of administration and others.4.6 % goes to the supply of textbooks to enhance quality education. In order to use the equipment, furniture and buildings properly, 0.5% of the total recurrent expenditure will be allocated to preventive maintenance. The remaining 5% of the recurrent non-salary expenditure goes to Teacher Training (Pre Service - TTIs and TTCs), in-Service Training for Teachers (Upgrading) and CPD for Teachers. In terms of unit non-salary recurrent expenditure at primary level, ESDP-III is planning to raise it from the current below Birr 50 to Birr 166.2 per student in 2009/10. This clearly shows how the Government is serious in improving quality of education.

## **5.2 Program Financing**

The sources of finance for ESDP-III are Government, community, students and bilateral and multilateral donors. In ESDP-III community contribution will be significant as opposed to ESDP-II. The cost that will be shared by pre-tertiary (Grades 11 & 12), TVET and tertiary level students will also be another source to finance ESDP-III.

In the coming years, the rate of growth of GDP is assumed to be in the range of 7% and 10 %. The Government is also committed to increase the share of education from GDP to over 4.1% in 2009/10 from 3.1% in 2003/04. As indicated in Table 5, between 2004/05 and 2009/10 GDP is assumed to grow on average by 7 % (best case scenario). Under this scenario, the Government allocation to education will increase from about Birr 6.6 billion in 2005/06 to Birr7.8 billion in 2009/10. The community's cash contribution will range from zero to 100% of schools construction cost as the case may be. Community contribution will depend on the capacity of the community. However, all communities will contribute local materials and labor for schools or alternative basic education centers construction if required. Moreover, the community will also contribute to non-salary recurrent expenditures of schools based on its will and ability. Assuming the minimum rates

of contributions for the different levels, the financial resource that the community will make available would increase from Birr 857 million in 2005/06 to Birr 967million in 2009/10. It is assumed that the contribution of the community in terms of cash, material and labor for establishment and operation of local schools and its involvement in the management of school will increase significantly since the awareness of the community in owning the school will improve. Similarly, taking the minimum average that pre-tertiary, TVET and tertiary student’s pay, the revenue that comes from cost sharing would increase from Birr 30.1 million in 2005/06 to Birr123.3 million in 2009/10.

All these three sources together, will cover about 77.4% of the program cost. Therefore, the financing gap, which is expected to come from bilateral and multilateral education donors, is 22.6%. Unlike ESDP-I and ESDP-II, which required about 27% and 30% of the program costs respectively, ESDP-III assumes a small portion of the total program expenditure (22.6%).

**Table 5: Indicative Financing Plan**

(Million Birr)

Source of Finance	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
(a) GDP (at 7% increase per annum)	96,800	111,279	125,802	143,893	165,029	188,961
(b) Allocation to education as percentage of GDP	3.90	5.95	5.48	4.98	4.61	4.12
(c) Government budget allocation to education		6,618.00	6,888.00	7,166.00	7,611.00	7,776.00
(d) Community Contribution		857.115	961.245	1170.165	1323.535	966.695
(e) Cost shared by students		<b>30.11</b>	<b>58.15</b>	<b>81.93</b>	<b>102.94</b>	<b>123.3</b>
<b>(f) Total (c+d+e)</b>		<b>7,505.23</b>	<b>7,907.40</b>	<b>8,418.10</b>	<b>9,037.48</b>	<b>8,866.00</b>
(g) Financing Gap (h-f)		1,408.36	1,806.73	3,085.15	3,126.90	2,751.12
<b>(h) Total ESDP III Financial Requirement</b>		<b>8,913.58</b>	<b>9,714.12</b>	<b>11,503.24</b>	<b>12,164.37</b>	<b>11,617.11</b>

The Government does all its best to allocate a total of about Birr36.2 billion in the coming five years and would also like to get the balance from community, students and bilateral and multilateral funding partners in order to implement the program and achieve targets as planned. However, two different scenarios are developed if the above assumptions are not going to be realized for various reasons. The three scenarios, including the above, are summarized in Table 6.

## **6. Organizational and Administrative Arrangements for Implementation of ESDP-III**

### **6.1. Governance**

The sector approach recognizes that the management and development of the sector is a continuous process, involving all stages from analysis to strategy and policy formulation, planning, budgeting, implementation, monitoring, and review. A single project may operate from a blueprint over a finite period, but the sector as a whole has to have institutions that support continual adjustment to circumstances and learning from experiences.

ESDP governance can be described in terms of three interlocking elements:

- **documents** – plans, reports and other documents that describe and guide ESDP;
- **forums** – meetings and collaborative activities where the different stakeholders of ESDP engage with each other;
- the **calendar** which ensures that the other elements are well synchronized and coordinated, internally and with other programs.

#### **Documents**

The centre-piece of the ESDP is the multi-annual Program Action Plan (PAP) which summarizes the overall program and costs. As noted above, this is the outcome of an interactive planning process between the Federal Government, regions and other stakeholders, resulting in a summary of much more detailed plans and projections at regional and Federal level. Individual project documents, annual work program and so forth, should all clearly relate to the PAP. Other documents include surveys and researches, annual reports, JRM report, ARM Proceedings, etc. Such relevant documents need to be disseminated to stakeholders for review and reference on time. Consolidated reports must reach stakeholders at least 10 days before ARM. JRM reports and ARM Proceedings must be disseminated within a month after they are undertaken. These documents must also influence day-to-day decision making, the preparation of strategic and annual plans, the review and design of policies and strategies.

#### **Forums (Meetings and Reviews)**

The consultative and review framework for the ESDP would have three main components:

- Steering Committees (at central and regional level);
- Joint (government-donor) Review Missions (JRMs); and
- Annual Review Meeting (ARM).

Detailed Terms of Reference for these forums are included in Annex 3. In addition there are several forums that play an important role in oiling the wheels of ESDP. These include:

- Regular monthly meetings of donor representatives with the Ministry of Education.
- The meetings of the education donor group (often held to prepare for joint government-donor forums).

These ESDP-specific and donor-related forums are additional to other regular forums and activities that are embedded in the routines of education sector planning, review and implementation. These include national and regional education conferences, which are held annually, and various ad hoc task forces and working groups that are set up from time to time.

## Calendar

The principles of good aid management require, among other things, that transaction costs are minimized by synchronizing donor activities and harmonizing donor procedures and activities, and by using government systems as far as possible. The ESDP requires systematic consultation amongst all the partners (notably Federal and Regional Governments and aid donors to the sector). It is therefore important:

- (a) to have an agreed calendar of ESDP activities that both government and donor partners adhere to;
- (b) to ensure that this calendar is consistent with the Government's fiscal calendar, so that ESDP activities support and draw on the Government's own cycle of planning, budgeting and reporting;
- (c) to ensure that education-sector activities and dialogue fit appropriately into broader arrangements for government–donor dialogue.

Given the more elaborate partnership structures that have been adopted in the context of the SDPRP and the growing proportion of aid that takes the form of budget support, it is also important

- (a) to ensure an appropriate sequence of macro and sectoral reports, plans and consultations, and
- (b) to have a calendar that integrates the annual cycle with multi-year plans and forecasts.

The Annual Progress Reviews (APRs) for SDPRP are scheduled for February of every year. In order to ensure that the results (the key findings and recommendations) of education sector reviews are fed into the broader government-donor dialogue on the SDPRP, these two reviews have to be properly sequenced. Accordingly, the education Annual Review Meetings (ARMs) shall be conducted prior to the SDPRP Annual Progress Reviews, preferably in December. The JRMs will be undertaken in September/October.

An in-depth and detailed sectoral review of the education sector will be undertaken in the ARM. Key areas of inputs from the ARMs to feed into the APRs will be identified and agreed upon.

As was the practice in ESDP-I & ESDP-II the Government will work in close partnership with donors for the implementation and monitoring of ESDP-III. To this effect, the Central Steering Committee (CSC) will continue overseeing the implementation of ESDP-III. Detailed Terms of Reference are attached as an Annex 3.

The CSC will be chaired by the Minister of Education and will include the Minister of Finance and Economic Development, and representatives of donors and NGOs as members. The Education Sector Development Program and Planning Department of the Ministry of Education will act as the secretariat for CSC.

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

## 6.2 Implementing Agencies

The Ministry of Education will be the Executing Agency responsible for implementing ESDP-III at the Federal level. The role and mission of the Ministry of Education are clearly communicated in various official documents. The expected reorganization of the Ministry of Education will lead towards more streamlining, towards a more policy-oriented role, with emphasis on the Ministry acting as a change agent, to lead the education sector towards the goals and vision of Education For All (EFA) and the Millennium Development Goals. On the other hand, more operational responsibility is accorded to the regional level, with the Education Bureau as the executing agency for the respective Regional ESDP. The Government is conscious that there are institutional and capacity limitations at the federal, regional and woreda level, especially in the emerging regions. Significant staff shortages and high staff turnover have been experienced, and posts have been left vacant, thus imposing a heavy burden on the remaining staff. As a response, officers require training in modern leadership, management and planning methods, data collection and handling, computing (where computers are available, which is not yet the case with most woreda level offices) and various other functions. The Ministry will build its capacity and continue developing policies, and in turn building implementation capacity at regional and woreda levels. The planned process of decentralization of activities will also continue but the Government recognizes that it will take time before all regions can adapt to the required level of leadership and management.

As there are still considerable discrepancies in terms of capacity among regions and as the system is still dynamic, it is necessary to point out that responsibilities at the different levels may vary according to existing realities during the implementation of ESDP-III. Therefore, there will be a need to provide additional support to the regions that require help. On the other hand, overall financial management will be the responsibility of the Ministry of Finance and Economic Development and the respective Finance and Economic Development Bureau in each Region.

## 6.3 Role of External Financing Agencies

External financing agencies will participate in joint reviews and other supervision missions in consultation with the Government as per the modalities set in ESDP-III.

The purpose of supervision is twofold: First, to monitor progress; secondly, to resolve implementation constraints at the earliest possible time so as to help the implementing agencies maintain a speedy implementation process. Supervision will also be an effective mechanism for the donors to provide appropriate input on educational issues, which the Program is designed to address.

Supervision of implementation by donors will be coordinated by the Central Secretariat and will be on a “Joint” basis - Government and donors. There will be one review mission per year, except in special cases where there exist agreed provisions in specific loans or grant agreements for more missions. These supervision missions will assess:

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

- Progress in improving access, quality, relevance and efficiency of education.

## **6.4. Community Involvement in School Management**

The overarching principle of the ESDP and the associated Guideline of 2002 is encouragement of community involvement in school management. The establishment of active Parent Teacher Associations (PTAs) and Kebele Education and Training Boards (KETBs) appears now to be quite widespread in all regions. PTAs are established according to the Guideline of 2002. They are involved in the monitoring of the teaching-learning process which can include taking action against poor performing teachers.

The level of involvement of PTAs and KETBs in school management is reported to be high in all regions. This is a clear sign of the level of commitment of parents and communities to education. Decentralization and the creation of PTAs is a good vehicle to tap this interest and to create a sense of ownership. The involvement of PTAs is expressed in different forms, which include:

- Planning the future growth of the school together with the school community.
- Monitoring teachers' and students' attendance. There will be increased emphasis on monitoring the teaching-learning processes. If teachers are absent without sufficient reason, PTAs take disciplinary measures. On the other hand, if a child is absent from class, PTAs discuss with parents the cause of absenteeism and bring the child back to school.
- Raising the awareness of parents to advance girls' participation in education
- Solving disciplinary problems that may be caused by students or teachers.
- Creating conducive school environment to make schools child friendly, especially for girls.
- Adjusting school calendar to match the needs of children's labor for harvesting
- Supervising any type of construction in the school.

## **6.5. Monitoring, Review and Evaluation Strategy**

### **6.5.1. General Strategy**

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

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

For every indicator, base-line data as well as annual targets will be established. In ESDP-III, 2004/2005 will serve as a base year. Moreover, detailed information is needed for day-to-day management on utilization of resources, implementation of planned activities according to schedules and production of planned outputs. Generally, a good review should be adequate, relevant, accurate, timely, and useful.

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

### **6.5.2. Reporting**

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

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

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

Standardized user friendly reporting formats shall be developed to facilitate discussion, to enable more relevant cross-regional comparisons, and to ensure that key data are reported for each region in a consistent manner.

### **6.5.3. Implementation of Reviews:**

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

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

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

#### **6.5.4. Annual Review Meeting (ARM)**

1. The Annual Review Meeting is a forum that brings together all ESDP stakeholders to review progress in implementing ESDP and to discuss current issues and future plans for the sector.
2. It is chaired by the Minister of Education, and includes high level representatives of the Ministry of Finance and Economic Development, the Ministry of Capacity Building, and other federal ministries as appropriate. From the regions, REBS, BOFEDs and BCBs are represented.
3. Donors are invited to send senior education staff, from their HQ as well as their Addis Ababa offices. NGOs and other organizations involved in the sector will also be invited.
4. Increasingly, ARMs have sought broader participation e.g. selected woreda level participants may help to ensure that implementation-level views are heard.
5. The ARM should receive consolidated reports on ESDP implementation, prepared by the ESDP Secretariat, and the report of the Joint Review Mission. Each ARM will also receive a report on the status of previous ARM recommendations.
6. The ARM is not a pledging or budgeting body. But it should receive, from MOFED, a comprehensive status report on past, current and prospective financing of the ESDP. This will draw MOFED's overall records of government budgets and medium-term expenditure plans (federal and regional) and of aid flows and pledges taking all disbursement channels into account.
7. Proceedings of the ARM are recorded by the ESDP Secretariat and circulated to stakeholders within one month of the meeting. They should include a list of ARM recommendations, which will be followed up by the CSC and the ESDP Secretariat.
8. The ARM agenda will include discussions on the areas of focus and Terms of Reference for the next JRM. It will also discuss and endorse a wider program of thematic studies and reviews which may be relevant to the implementation of the current ESDP or, equally, to the preparation of the next one.

#### **6.5.5. Meetings of Steering Committees:**

The central and regional steering committees will meet quarterly.

#### **6.5.6. Program Implementation Manual**

The recently revised Program Implementation Manual (PIM) will serve for ESDP-III. However, as a “*living document*”, it is subject to improvement, revision and amendment, whenever required.

## Annex 1

### Key Performance Indicators of ESDP III 1998 – 2002 E.C. (2005/06-2010/11)

#### SUMMARY OF REVISED KEY PERFORMANCE INDICATORS

	BASE		TARGETS/PROJECTIONS			
	1997	1998	1999	2000	2001	2002
<b>1. BUDGETARY AND EXPENDITURE INDICATORS</b>						
1.1 Educations share of the national budget	16.7	19	19.3	19.6	19.9	20.2
1.2 Share of General Education in the total education budget		56.8%	61.7%	61.1%	66.6%	66.6%
1.3 Share of TVET in the total education budget		12.4%	10.6%	9.1%	6.9%	5.2%
1.4 Share of Higher Education in the total education budget		25.3%	22.7%	25.6%	22.6%	24.0%
<b>2. ACCESS INDICATORS</b>						
2.1 Grade 1 Net Intake Rate	60.9%	80.0%	96.0%	96.0%	96.0%	96.0%
2.1.1 Male	62.2%	81.0%	96.0%	96.0%	96.0%	96.0%
2.1.2 Female	59.6%	79.0%	96.0%	96.0%	96.0%	96.0%
2.2 Net Enrolment Rate - Primary 1-4	67.6%	70.6%	74.6%	78.6%	82.6%	86.6%
2.2.1 Male	69.9%	72.9%	76.9%	80.9%	84.9%	88.9%
2.2.2 Female	65.1%	68.3%	72.3%	76.3%	80.3%	84.3%
2.3 Net Enrolment Rate - Primary 5-8	33.9%	39.9%	45.8%	51.8%	57.8%	63.8%
2.3.1 Male	38.3%	44.0%	50.0%	56.0%	62.0%	68.0%
2.3.2 Female	29.4%	35.3%	41.3%	47.3%	53.3%	59.3%
2.3 Net Enrolment Rate - Primary 1-8	68.5%	72.8%	77.8%	82.8%	87.8%	92.8%
2.2.1 Male	73.2%	77.5%	82.5%	87.5%	92.5%	97.5%
2.2.2 Female	63.6%	67.9%	72.9%	77.9%	82.9%	87.9%
2.4 Gross Enrolment Rate - Primary 1-4	102.7%	111.6%	121.3%	126.4%	123.9%	118.3%
2.4.1 Male	109.8%	116.9%	125.2%	129.3%	126.1%	120.0%
2.4.2 Female	95.5%	106.2%	117.3%	123.4%	121.7%	116.7%
2.5 Gross Enrolment Rate - Primary 1-4(including ABEC)	113.5%	124.9%	138.2%	148.7%	149.9%	145.4%
2.4.1 Male	116.5%	125.8%	136.5%	144.2%	143.5%	138.0%
2.4.2 Female	110.4%	124.0%	139.9%	153.2%	156.5%	152.9%
2.6 Gross Enrolment Rate - Primary 5-8	52.5%	58.2%	62.6%	69.6%	84.5%	100.2%
2.6.1 Male	62.0%	64.4%	65.8%	70.3%	82.6%	96.3%
2.6.2 Female	42.6%	51.8%	59.3%	68.8%	86.5%	104.2%
2.7 Gross Enrolment Rate - Primary 1—8	79.8%	87.7%	94.6%	100.2%	105.5%	109.7%
2.6.1 Male	88.0%	93.4%	98.2%	102.1%	105.7%	108.7%
2.6.2 Female	71.5%	81.9%	91.0%	98.2%	105.2%	110.7%
2.8 Gross Enrolment Rate - Secondary 9-10	27.3%	30.0%	32.4%	34.4%	36.2%	39.0%
2.7.1 Male	36.6%	39.0%	42.1%	41.6%	40.5%	40.5%
2.7.2 Female	21.6%	23.6%	27.5%	30.0%	31.6%	36.8%
2.9 Admission to Preparatory 11	45,671	72,658	121,309	158,574	181,915	212,807
2.9.1 Male	31,582	54,527	77,225	100,031	110,165	123,507
2.9.2 Female	14,089	18,131	44,084	58,543	71,750	89,299
2.10 Admission to TVET	94,592	137,625	243,009	265,044	304,058	312,826
2.10.1 Male	46,161	67,161	118,588	129,342	148,380	152,659
2.10.2 Female	48,431	70,464	124,421	135,703	155,678	160,167
2.11 Admission to Degree program	36,405	40,440	41,050	70,043	116,097	150,077
2.11.1 Female	8,883	10,514	11,904	25,916	44,117	58,530
2.11.2 Male	27,522	29,925	29,145	44,127	71,980	91,547

2.12 Admission to Post graduate program	3,884	6,550	11,413	16,275	21,138	26,000
2.13 Share of female students in higher education enrollment	24%	26%	29%	37%	38%	39%
<b>3. QUALITY INDICATORS</b>						
3.1 Share of Primary 1-4 teachers qualified	97.1	98.3	99.2	99.8	99.8	99.8
3.2 Share of Primary 5-8 teachers qualified	55%	63%	69%	74%	87%	95%
3.3 Share of Secondary 9-12 teachers qualified	41%	51%	61%	66%	71%	88%
3.4 Primary School student/textbook ratio	2:1	1.5:1	1:1	1:1	1:1	1:1
3.5 Secondary School student/textbook ratio	1:1	1:1	1:1	1:1	1:1	1:1
3.6 Primary 1-4 student/teacher ratio	71	69	65	61	58	54
3.7 Primary 5-8 student/teacher ratio	55	55	52	50	47	45
3.6 Primary 1-8 student/teacher ratio	66	64	61	57	53	50
3.8 Secondary 9-12 student/teacher ratio	51	50	48	45	43	40
3.9 Grade 4 sample assessment of learning achievement						
3.10 Grade 8 sample assessment of learning achievement						
<b>4. EFFICIENCY INDICATORS</b>						
4.1 Primary 1-4 student/section ratio	71.0	66.8	62.6	58.4	54.2	50.0
4.2 Primary 5-8 student/section ratio	68.4	64.7	61.1	57.4	53.7	50.0
4.1 Primary 1-8 student/section ratio	69.0	66.2	62.1	58.1	54.0	50.0
4.3 Secondary school student/section ratio	78.0	73.9	67.9	61.9	56.0	50.0
4.4 Grade 1 drop-out rate	22.4%	19.1%	15.9%	12.7%	9.5%	6.3%
4.5 Average primary school drop out rate for girls	13.6	11.21	9.13	6.90	5.26	3.81
4.6 Average grade 4-8 repetition rate	5.30	4.67	4.11	3.47	2.93	2.31
4.6.1 Female	6.20	5.41	4.73	3.92	3.31	2.60
4.7 Primary School completion rate						
Grade 5	57.44%	78.41%	77.76%	88.65%	121.14%	136.62%
Grade 8	34.34%	38.72%	41.65%	44.59%	58.17%	62.79%
<b>5. EQUITY INDICATORS</b>						
5.1 Gross Primary Enrollment rate in the most Under-served regions (1--8)						
Afar	20.9	37.4	60	70	80	90
Somali	23.3	38.6	60	70	80	90
5.2 Gross Primary Enrollment rate in the most Under-served regions (1--4 including ABE)						
Afar	30.7	44.8	63	84	104.8	122.5
Somali	23.4	40.6	60	84	104.8	122.5
<b>6. GENDER PARITY INDEX</b>						
First cycle Primary (1--4)	0.87	0.91	0.94	0.95	0.96	0.97
Second cycle primary (5--8)	0.69	0.80	0.90	0.98	1.00	1.00
Secondary (9-10)	0.57	0.59	0.64	0.71	0.77	0.90

A. SUMMARY COSTS BY SUB-SECTOR & TYPE OF EXPENDITURE	2005/06	2006/07	2007/08	2008/09	2009/10	TOTAL ESDP3
	1998	1999	2000	2001	2002	
<b>1. TOTAL COST - PRIMARY EDUCATION INCL. ABE</b>	<b>3,711.780</b>	<b>4,525.372</b>	<b>5,477.683</b>	<b>6,485.544</b>	<b>6,028.289</b>	<b>26,228.667</b>
<b>1.1 TOTAL COST FIRST PRIMARY CYCLE (incl. ABE)</b>	<b>2188.933441</b>	<b>2465.611543</b>	<b>2366.34497</b>	<b>2382.808104</b>	<b>1906.573539</b>	<b>11,310.272</b>
<b>1.1.1 Total Recurrent Cost</b>	<b>1208.355062</b>	<b>1513.020237</b>	<b>1680.310305</b>	<b>1814.484196</b>	<b>1906.573539</b>	<b>8,122.743</b>
Total Cost - Teachers' Salaries (Millions Birr)	992.8971408	1173.267607	1339.030892	1441.186822	1510.1489	6,456.531
Total Cost - Textbooks (Millions Birr)	93.29	170.27	121.88	113.12	104.00	602.567
Total Cost - Other Non-Salary (Millions Birr)	122.17	169.48	219.40	260.18	292.42	1,063.645
<b>1.1.2 Total Cost - Classroom Construction</b>	<b>980.5783784</b>	<b>952.5913063</b>	<b>686.0346646</b>	<b>568.3239081</b>	<b>0</b>	<b>3,187.528</b>
Total Cost - Low Cost Classroom Construction (Millions Birr)	594.0198926	563.1971926	404.2696047	347.7868873	0	1,909.274
Total Cost - Regular Classroom Construction (Millions Birr)	345.8334991	327.8887765	235.3624411	202.4786673	0	1,111.563
Total Cost - ABE Centre Construction (Millions Birr)	40.72498673	61.5053371	46.4026188	18.05835349	0	166.691
<b>1.2 TOTAL COST SECOND PRIMARY CYCLE</b>	<b>1465.20639</b>	<b>2002.119992</b>	<b>3053.697599</b>	<b>4045.096111</b>	<b>4064.075805</b>	<b>14,630.196</b>
<b>1.2.1 Total Recurrent Cost</b>	<b>767.3967981</b>	<b>970.803384</b>	<b>1142.930831</b>	<b>1566.655178</b>	<b>2064.206423</b>	<b>6,511.993</b>
Total Teachers' Salary (Millions Birr)	625.9294813	741.9795673	911.4480332	1226.241893	1614.597521	5,120.196
Total Cost - Textbooks (Millions Birr)	72.16	133.81	100.87	148.55	179.08	634.475
Total Cost - Other Non-Salary	69.30432672	95.01104213	130.6093538	191.8654321	270.5309676	757.321
<b>1.2.2 Total Cost - Classroom Construction</b>	<b>697.8095919</b>	<b>1031.316608</b>	<b>1910.766768</b>	<b>2478.440933</b>	<b>1999.869382</b>	<b>8,118.203</b>
Total Cost - Low Cost Classroom Construction	418.6857551	618.7899647	1146.460061	1487.06456	1199.921629	4,870.922
Total Cost - Regular Classroom Construction	279.1238367	412.5266431	764.3067071	991.3763731	799.9477527	

						3,247.281
<b>1.3 ADULT AND NON-FORMAL EDUCATION</b>	<b>57.64</b>	<b>57.64</b>	<b>57.64</b>	<b>57.64</b>	<b>57.64</b>	<b>288.200</b>
<b>2. TOTAL COST - TEACHER TRAINING FOR PRIMARY</b>	<b>174.130</b>	<b>204.432</b>	<b>228.732</b>	<b>223.678</b>	<b>214.170</b>	<b>1,045.142</b>
2.1 Total Cost - Teacher Training for First Primary Cycle	32.740	37.180	38.744	38.264	37.018	183.946
Total Cost - Regular Teacher Training	15.000	15.000	15.000	15.000	15.000	75.000
Total Cost - ABE Teacher Training	3.910	5.768	4.855	2.810	0.567	17.909
Total Cost – CPD	13.830	16.412	18.890	20.454	21.452	91.037
2.2 Total Cost - Teacher Training for Second Primary Cycle	141.390	167.253	189.987	185.414	177.152	861.197
Total Cost - Pre-Service Teacher Training (Millions Birr)	122.338	134.571	143.109	147.581	147.581	695.181
Total Cost of Teacher Upgrading (INSET) (Millions Birr)	12.394	24.788	37.182	24.788	12.394	111.546
Total Cost - CPD (Millions Birr)	6.659	7.893	9.696	13.045	17.177	54.470
<b>3. TOTAL COST - SECONDARY EDUCATION</b>	<b>1,180.082</b>	<b>1,264.305</b>	<b>1,326.758</b>	<b>1,385.498</b>	<b>1,491.170</b>	<b>6,647.813</b>
<b>3.1 Total Recurrent Cost (Millions Birr)</b>	<b>339.150</b>	<b>423.373</b>	<b>485.826</b>	<b>544.566</b>	<b>650.238</b>	<b>2,443.153</b>
Total Cost - Teacher Salaries (Millions Birr)	248.806	308.849	361.513	411.184	493.121	1,823.472
Total Cost - Secondary Teacher Upgrading (Millions Birr)	7.593	15.186	15.186	15.186	15.186	68.337
Total Cost - Textbooks (Millions Birr)	33.695	37.997	37.386	37.365	46.811	193.253
Total Cost - Other Non-Salary	39.709	50.460	59.967	68.702	82.352	301.190
Total Cost - Maintenance (Millions Birr)	9.348	10.881	11.774	12.129	12.768	56.900
<b>3.2 Total Cost - Classroom Construction</b>	<b>840.932</b>	<b>840.932</b>	<b>840.932</b>	<b>840.932</b>	<b>840.932</b>	<b>4,204.661</b>
Total Cost - Classroom Construction (Millions Birr)	555.178	555.178	555.178	555.178	555.178	2,775.892
Total Cost - Furniture Provision (Millions Birr)	81.644	81.644	81.644	81.644	81.644	408.219
Total Cost - Equipment Provision (Millions Birr)	204.110	204.110	204.110	204.110	204.110	1,020.549

<b>4. TOTAL COST - TVET (Millions Birr)</b>	<b>1,102.075</b>	<b>1,025.961</b>	<b>1,044.161</b>	<b>840.294</b>	<b>609.788</b>	<b>4,622.278</b>
<b>4.1 Total Recurrent Cost (Million Birr)</b>	<b>136.314</b>	<b>248.550</b>	<b>317.491</b>	<b>409.810</b>	<b>478.293</b>	<b>1,590.459</b>
Total Cost - Teachers Salaries TVET (Millions Birr)	64.061	110.953	116.294	137.944	150.770	580.022
Total Cost - TVET Teachers Upgrading (Millions Birr)	2.287	4.574	4.574	4.574	2.287	18.295
Total Cost - CPD for Quality Improvement (Millions Birr)	0.992	1.654	1.756	2.173	2.419	8.993
Total Cost - Instructional and other Material (Millions Birr)	55.350	111.379	172.164	241.864	302.157	882.914
Total Cost - Maintenance (Millions Birr)	13.625	19.991	22.703	23.256	20.660	100.235
<b>4.2 Total Construction Costs (Millions Birr)</b>	<b>965.761</b>	<b>777.411</b>	<b>726.669</b>	<b>430.483</b>	<b>131.494</b>	<b>3,031.819</b>
Total Cost - Classroom Construction (Millions Birr)	283.309	228.056	213.171	126.284	38.574	889.395
Total Cost - Furniture Provision (Millions Birr)	36.889	29.695	27.757	16.443	5.023	115.807
Total Cost - Equipment Provision (Millions Birr)	645.562	519.660	485.741	287.756	87.897	2,026.617
<b>5. TOTAL - TERTIARY EDUCATION (Millions Birr)</b>	<b>2,259.338</b>	<b>2,207.873</b>	<b>2,939.726</b>	<b>2,743.179</b>	<b>2,787.508</b>	<b>12,937.624</b>
<b>5.1 Total Recurrent Costs (Millions Birr)</b>	<b>937.838</b>	<b>1,469.915</b>	<b>1,818.792</b>	<b>2,162.849</b>	<b>2,441.374</b>	<b>8,830.768</b>
Teacher Salary	239.189	361.473	482.503	606.055	729.620	2,418.840
Teacher Training	57.295	67.150	71.731	88.218	73.196	357.590
Expatriate Salary	122.623	257.364	218.153	154.225	56.230	808.596
Non Salary Expenditure	518.730	783.928	1,046.405	1,314.351	1,582.328	5,245.741
<b>5.2 Total Capital Costs (Millions Birr)</b>	<b>1,321.500</b>	<b>737.958</b>	<b>1,120.934</b>	<b>580.331</b>	<b>346.134</b>	<b>4,106.857</b>
Construction	797.251	474.604	711.028	458.053	254.620	2,695.556
Vehicles	-	-	78.238	-	-	78.238
Furniture	65.799	46.104	90.418		91.514	

				92.708		386.543
Equipments & Books	458.450	217.249	241.250	29.570	-	946.520
<b>6. TOTAL - SPECIAL NEEDS EDUCATION (Millions Birr)</b>	<b>1.000</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5.000</b>
<b>7. TOTAL - CAPACITY BUILDING (Millions Birr)</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>32</b>	<b>160.000</b>
<b>8. TOTAL - ADMINISTRATION AND OTHERS (Millions Birr)</b>	<b>453.18</b>	<b>453.18</b>	<b>453.18</b>	<b>453.18</b>	<b>453.18</b>	<b>2,265.900</b>
<b>TOTAL EDUCATION EXPENDITURE</b>	<b>8,913.58</b>	<b>9,714.12</b>	<b>11,503.24</b>	<b>12,164.37</b>	<b>11,617.11</b>	<b>53,912.43</b>
<b>B. SUMMARY COSTS BY SUBSECTOR</b>	2005/06 1998	2006/07 1999	2007/08 2000	2008/09 2001	2009/10 2002	<b>TOTAL ESDP3</b>
1. TOTAL COST - PRIMARY EDUCATION INCL. ABE	3,711.78	4,525.37	5,477.68	6,485.54	6,028.29	26,228.667
2. TOTAL COST - TEACHER TRAINING FOR PRIMARY	174.13	204.43	228.73	223.68	214.17	1,045.142
3. TOTAL COST - SECONDARY EDUCATION	1,180.08	1,264.31	1,326.76	1,385.50	1,491.17	6,647.813
4. TOTAL COST - TVET (Millions Birr)	1,102.07	1,025.96	1,044.16	840.29	609.79	4,622.278
5. TOTAL - TERTIARY EDUCATION (Millions Birr)	2,259.34	2,207.87	2,939.73	2,743.18	2,787.51	12,937.624
6. TOTAL - SPECIAL NEEDS EDUCATION (Millions Birr)	1.00	1.00	1.00	1.00	1.00	5.000
7. TOTAL - CAPACITY BUILDING (Millions Birr)	32.00	32.00	32.00	32.00	32.00	160.000
8. TOTAL - ADMINISTRATION AND OTHERS (Millions Birr)	453.18	453.18	453.18	453.18	453.18	2,265.900
9. Total - Adult and Non formal Education	57.64	57.64	57.64	57.64	57.64	288.20
<b>TOTAL EDUCATION EXPENDITURE</b>	<b>8,913.58</b>	<b>9,714.12</b>	<b>11,503.24</b>	<b>12,164.37</b>	<b>11,617.11</b>	<b>54,200.626</b>

<b>B. SUMMARY COSTS BY SUBSECTOR</b>	2005/06 1998	2006/07 1999	2007/08 2000	2008/09 2001	2009/10 2002	<b>TOTAL ESDP3</b>
1. TOTAL COST - PRIMARY EDUCATION INCL. ABE	41.6%	46.6%	47.6%	53.3%	51.9%	48.4%
2. TOTAL COST - TEACHER TRAINING FOR PRIMARY	2.0%	2.1%	2.0%	1.8%	1.8%	1.9%
3. TOTAL COST - SECONDARY EDUCATION	13.2%	13.0%	11.5%	11.4%	12.8%	12.3%
4. TOTAL COST - TVET (Millions Birr)	12.4%	10.6%	9.1%	6.9%	5.2%	8.5%
5. TOTAL - TERTIARY EDUCATION (Millions Birr)	25.3%	22.7%	25.6%	22.6%	24.0%	23.9%
6. TOTAL - SPECIAL NEEDS EDUCATION (Millions Birr)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
7. TOTAL - CAPACITY BUILDING (Millions Birr)	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
8. TOTAL - ADMINISTRATION AND OTHERS (Millions Birr)	5.1%	4.7%	3.9%	3.7%	3.9%	4.2%
TOTAL EDUCATION EXPENDITURE	100.0%	100.0%	100.0%	100.0%	100.0%	99.5%
<b>C. SUMMARY COSTS BY TYPE OF EXPENDITURE</b>	2005/06 1998	2006/07 1999	2007/08 2000	2008/09 2001	2009/10 2002	TOTAL ESDP3
<b>1. RECURRENT</b>	<b>3,620.823</b>	<b>4,887.734</b>	<b>5,731.723</b>	<b>6,779.683</b>	<b>7,812.495</b>	<b>28,832.458</b>
1.1 Teachers Salaries	2,351.146	3,011.526	3,486.582	4,034.477	4,612.128	17,495.858
1.2 Teacher Training (Pre Service - TTIs and TTCs)	137.34	149.57	158.11	162.58	162.58	770.181
1.3 InService Training for Teachers (Upgrading)	83.48	117.47	133.53	135.58	103.63	573.678
1.4 CPD for Teachers	21.48	25.96	30.34	35.67	41.05	154.500
1.5 Textbooks	199.15	342.08	260.14	299.03	329.89	1,430.295
1.6 Other Non-Salary Expenditure	805.26	1,210.26	1,628.54	2,076.96	2,529.79	8,250.812
1.7 Maintenance	22.97	30.87	34.48	35.39	33.43	157.135
<b>2. CAPITAL</b>	<b>4,806.581</b>	<b>4,340.209</b>	<b>5,285.337</b>	<b>4,898.511</b>	<b>3,318.430</b>	<b>22,649.068</b>
2.1 Civil Works	3,314.127	3,241.747	4,076.179	4,186.280	2,848.243	17,666.576
2.2 Furniture	184.33	157.44	199.82		178.18	

				190.80		910.569
2.3 Equipment	1,308.12	941.02	931.10	521.44	292.01	3,993.685
2.4 Vehicles	-	-	78.238	-	-	78.238
<b>SUB-TOTAL (EXCL. SPECIAL NEEDS, CAP BUILDING, ADMIN AND OTHERS)</b>					<b>8,427.40</b>	<b>9,227.94</b>
6. TOTAL - SPECIAL NEEDS EDUCATION (Millions Birr)	1.00	1.00	1.00	1.00	1.00	5.000
7. TOTAL - CAPACITY BUILDING (Millions Birr)	32.00	32.00	32.00	32.00	32.00	160.000
8. TOTAL - ADMINISTRATION AND OTHERS (Millions Birr)	453.18	453.18	453.18	453.18	453.18	2,265.900
<b>TOTAL</b>	<b>8,913.58</b>	<b>9,714.12</b>	<b>11,503.24</b>	<b>12,164.37</b>	<b>11,617.11</b>	<b>53,912.43</b>
<b>C. SUMMARY COSTS BY TYPE OF EXPENDITURE</b>						
	2005/06 1998	2006/07 1999	2007/08 2000	2008/09 2001	2009/10 2002	<b>TOTAL ESDP3</b>
<b>1. RECURRENT</b>	<b>40.6%</b>	<b>50.3%</b>	<b>49.8%</b>	<b>55.7%</b>	<b>67.2%</b>	<b>53.5%</b>
1.1 Teachers Salaries	26.4%	31.0%	30.3%	33.2%	39.7%	32.5%
1.2 Teacher Training (Pre Service - TTIs and TTCs)	1.5%	1.5%	1.4%	1.3%	1.4%	1.4%
1.3 In Service Training for Teachers (Upgrading)	0.9%	1.2%	1.2%	1.1%	0.9%	1.1%
1.4 CPD for Teachers	0.2%	0.3%	0.3%	0.3%	0.4%	0.3%
1.5 Textbooks	2.2%	3.5%	2.3%	2.5%	2.8%	2.7%
1.6 Other Non-Salary Expenditure	9.0%	12.5%	14.2%	17.1%	21.8%	15.3%
1.7 Maintenance	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
<b>2. CAPITAL</b>	<b>53.9%</b>	<b>44.7%</b>	<b>45.9%</b>	<b>40.3%</b>	<b>28.6%</b>	<b>42.0%</b>
2.1 Civil Works	37.2%	33.4%	35.4%	34.4%	24.5%	32.8%
2.2 Furniture	2.1%	1.6%	1.7%	1.6%	1.5%	1.7%
2.3 Equipment	14.7%	9.7%	8.1%	4.3%	2.5%	7.4%
2.4 Vehicles	0.0%	0.0%	0.7%	0.0%	0.0%	0.1%
<b>SUB-TOTAL (EXCL. SPECIAL NEEDS, CAP BUILDING, ADMIN AND OTHERS)</b>					<b>94.5%</b>	<b>95.0%</b>
1. TOTAL COST - PRIMARY EDUCATION INCL. ABE	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2. TOTAL COST - TEACHER TRAINING FOR PRIMARY	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
3. TOTAL COST - SECONDARY EDUCATION	5.1%	4.7%	3.9%	3.7%	3.9%	4.2%
<b>TOTAL</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## Annex 2

## Financial Requirements for the Third Education Sector Development Program (ESDP-III) by Sub-Program and Type of Expenditure

(Million Birr)

Type of Expenditure	2005/06	2006/07	2007/08	2008/09	2009/10	Total
<b>1. Capital Expenditure</b>						
<b>1.1 Total Primary Education (including ABE)</b>	1,678.39	1,983.91	2,596.80	3,046.77	1,999.87	11,305.73
Civil Works	1,678.39	1,983.91	2,596.80	3,046.77	1,999.87	11,305.73
Equipment and Furniture	0	0	0	0	0	0
1.1.1 Teacher Training	0	0	0	0	0	0
Civil Works	0	0	0	0	0	0
Equipment and Furniture	0	0	0	0	0	0
1.1.2 Adult and Non-Formal Education	0	0	0	0	0	0
Civil Works	0	0	0	0	0	0
Equipment and Furniture	0	0	0	0	0	0
<b>1.2 Secondary Education</b>	840.93	840.93	840.93	840.93	840.93	4,204.66
Civil Works	555.18	555.18	555.18	555.18	555.18	2,775.89
Equipment and Furniture	285.75	285.75	285.75	285.75	285.75	1,428.77
<b>1.3 Technical and Vocational Education and Training (TVET)</b>	965.76	777.41	726.67	430.48	131.49	3,031.82
Civil Works	283.31	228.06	213.17	126.28	38.57	889.40
Equipment and Furniture	682.45	549.36	513.50	304.20	92.92	2,142.42
<b>1.4 Tertiary Education</b>	<b>1,321.50</b>	<b>738.00</b>	<b>1,120.93</b>	<b>580.35</b>	<b>346.12</b>	<b>4,106.86</b>
Civil Works	797.25	474.60	711.03	458.05	254.62	2,695.56
Equipment and Furniture	524.25	263.40	409.90	122.30	91.50	1,411.30
<b>1.5 Special Education</b>	<b>0.50</b>	<b>1.00</b>	<b>0.50</b>	0	0	<b>2.00</b>
Civil Works	0	0	0	0	0	0
Equipment and Furniture	0.50	1.00	0.50			2.00
<b>1.6 Capacity Building</b>	<b>50.00</b>	<b>60.00</b>	<b>29.00</b>	0	0	<b>139.00</b>
Civil Works	0	0	0	0	0	0
Equipment and Furniture	50.00	60.00	29.00			139.00

<b>1.7 Administration</b>	<b>20.00</b>	<b>41.00</b>	0	0	0	<b>61.00</b>
Civil Works	0	0	0	0	0	0
Equipment and Furniture	20.00	41.00	0	0	0	61.00
<b>Total Capital Expenditure</b>	<b>4,877.08</b>	<b>4,442.26</b>	<b>5,314.83</b>	<b>4,898.53</b>	<b>3,318.42</b>	<b>22,851.07</b>
<b>2. Recurrent Expenditure</b>						
<b>2.1 Total Primary Education</b>	1,975.75	2,483.82	2,823.24	3,381.14	3,970.78	14,634.74
Salary	1,618.83	1,915.25	2,250.48	2,667.43	3,124.75	11,576.73
Non-Salary	356.92	568.57	572.76	713.72	846.03	3,058.01
2.1.1 Formal Primary Education	2,040.60	2,521.80	2,853.60	3,344.70	3,899.70	14,660.40
Salary	1,537.50	1,834.10	2,183.50	2,590.60	3,069.20	11,214.80
Non-Salary	503.09	687.76	670.12	754.08	830.55	3,445.60
2.1.2 Teacher Training	174.13	204.43	228.73	223.68	214.17	1,045.14
Salary	68.00	74.10	76.80	75.00	57.10	351.00
Non-Salary	168.80	183.50	189.00	184.40	136.40	862.10
2.1.3 Adult and Non-Formal Education	48.20	52.50	57.20	62.30	68.00	288.20
Salary	17.00	18.70	20.60	22.60	24.90	103.80
Non-Salary	31.20	33.80	36.60	39.70	43.10	184.40
<b>2.2 Secondary Education</b>	339.15	<b>423.37</b>	<b>485.83</b>	<b>544.57</b>	650.24	2,443.15
Salary	248.81	308.85	361.51	411.18	493.12	1,823.47
Non-Salary	90.35	114.52	124.31	133.38	157.12	619.68
<b>2.3 Technical and Vocational Education and Training (TVET)</b>	<b>136.32</b>	<b>248.55</b>	<b>317.49</b>	<b>409.81</b>	<b>478.29</b>	<b>1,590.46</b>
Salary	64.06	110.95	116.29	137.94	150.77	580.02
Non-Salary	72.25	137.60	201.20	271.87	327.52	1,010.44
<b>2.4 Tertiary Education</b>	<b>937.80</b>	<b>1,469.90</b>	<b>1,818.80</b>	<b>2,162.90</b>	<b>2,441.40</b>	<b>8,830.70</b>
Salary	361.80	618.80	700.70	760.30	785.90	3,227.40
Non-Salary	576.00	851.10	1,118.10	1,402.60	1,655.50	5,603.30

<b>2.5 Special Education</b>	<b>0.60</b>	<b>0.60</b>	<b>0.60</b>	<b>0.60</b>	<b>0.60</b>	<b>3.00</b>
Salary	0	0	0	0	0	0
Non-Salary	0.60	0.60	0.60	0.60	0.60	3.00
<b>2.6 Capacity Building</b>	<b>2.50</b>	<b>5.00</b>	<b>6.00</b>	<b>4.50</b>	<b>3.00</b>	<b>21.00</b>
Salary	0	0	0	0	0	0
Non-Salary	2.50	5.00	6.00	4.50	3.00	21.00
<b>2.7 Administration</b>	<b>441.00</b>	<b>441.00</b>	<b>441.00</b>	<b>441.00</b>	<b>441.00</b>	<b>2,204.90</b>
Salary	352.80	352.80	352.80	352.80	352.80	1,763.90
Non-Salary	88.20	88.20	88.20	88.20	88.20	441.00
<b>Total Recurrent Expenditure</b>	<b>4,055.45</b>	<b>5,329.17</b>	<b>6,178.89</b>	<b>7,230.50</b>	<b>8,267.48</b>	<b>31,061.29</b>
<b>Total Capital &amp; Recurrent Expenditure</b>	<b>8,932.53</b>	<b>9,771.43</b>	<b>11,493.72</b>	<b>12,129.03</b>	<b>11,585.89</b>	<b>53,912.36</b>

## **Annex 3**

### **Terms of Reference for Steering Committees to the Education Sector Development Programme (ESDP)**

#### **Background**

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

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

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

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

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

The education CSC has been operational since the launching of the Education sector development programs in 1997/98. The Central Steering Committee at the federal level was the highest body set up to advice, monitor and follow up the education sector development programs. The CSC is chaired by the Minister of education. Its members include the Minister of Finance and Economic Development, and Ministry of Capacity Building and donor representatives, i.e. UNDP, USAID, EU, WB, SIDA and ADB, plus a prominent NGO actively working in the education sector (CRDA). Secretariat functions including follow up of the implementation of ESDP have been provided by the Planning and Programming Departments in the Ministries of Education.

The Terms of Reference (TOR) defining the structure, the role and expected activities of the steering committees for the Education Sector Development Programme at the federal and regional levels and their secretariats is given below.

## **ESDP Central Steering Committee (CSC) and ESDP Secretariat**

### **A. Structure of the CSC**

1. The CSC is a Government-Donor Partnership body set up to oversee, coordinate and facilitate the implementation process of the Education Sector Development Programme.
2. The steering committee brings together the appropriate government institutions, representatives of donors and non-governmental organizations invited by government.
3. The ESDP CSC is chaired by the Minister of Education.
4. On the Government side, the ESDP includes senior representatives of the Ministry of Finance and Economic Development and the Ministry of Capacity Building. Other government representatives may be invited as necessary.
5. Donor partners are currently represented by resident representatives of the World Bank, UNDP, EU, USAID, Sida and ADB, plus a prominent NGO actively working in the education sector (CRDA). Donor representatives will normally include the chair of the donor education group.
6. The CSC will whenever appropriate and as required set up sub-committees, consultation groups and technical bodies/working groups to assist it on matters it deems necessary.
7. Informal monthly meetings between the Minister of Education and the education donors represented in Addis Ababa complement the formal role of the ESDP CSC.
8. The Planning and Programming Department in the Ministry of Education will act as Secretariat for the ESDP CSC.

### **B. Responsibilities of the ESDP CSC**

1. The CSC will meet at least on a quarterly basis.
2. The CSC will coordinate consultations between government and aid partners during the preparation of education sector plans, help to mobilize support for their implementation, and regularly monitor the implementation of sector plans. It will endorse countrywide work plans and major alterations in such plans.
3. The CSC will make sure that the appropriate financial and progress reports are submitted in time to the stakeholders and partners in the development endeavour and arrange for regular joint reviews and evaluations of the programme.
4. The CSC will facilitate the activities towards making the sector programme finance able on a sustainable basis; it will help to mobilize resources and monitor their effective utilization.
5. Through the harmonization task force, and through general coordinating mechanisms including the High Level Forum, government and donors are working together to improve and harmonize procedures in financial management, procurement of goods and services, monitoring, reporting, and review and evaluation of programmes. The CSC will coordinate donor activities in the education sector; in doing so it will support and monitor the progress of harmonization efforts in the sector.
6. The CSC will whenever necessary consult and advise the Government on matters arising from or affecting the implementation process of the programme. It will also create mechanisms for informing and consulting bilateral governments, multilateral agencies, non-government and private organizations. These mechanisms include the Minister's monthly informal meetings with donors (already referred to) and the JRM and ARM described below. Education sector mechanisms are complemented by cross-sectoral arrangements for donor coordination, including the High Level Forum and the Consultative Group (see Chapter 2 of the ESDP Programme Implementation Manual).

## **C. Duties and Responsibilities of the Secretariat**

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

## **Regional Steering Committees (RSC)**

### **A. Structure of the ESDP RSC**

1. There will be established an RSC in all the 9 Regional States and in Addis Ababa and Dire Dawa Administration.
2. The RSC is the regional state -donor partnership body in the region set up to oversee, coordinate and facilitate the implementation process of the Education Sector Development Programme.
3. The steering committee will consist of the appropriate heads of Regional Government Institutions and donors' representatives invited by the Regional State.
4. Members will include the Heads of Education, Finance and Economic Development, Capacity Building and Infrastructure bureaus, together with donor and NGO representatives.
5. The RSC will, whenever appropriate and as required, set up sub-committees, consultation groups and technical bodies to assist it on matters it deems necessary.
6. The Planning and Programme Departments/Services in the Regional Education Bureau will act as Secretariat for the RSC in relation to education matters.
7. Since issues concerning follow-up and implementation of education programmes may be common to many sectors, regions may choose to establish a single committee for follow-up of several sectors. Such a committee may perform the functions described in these Terms of Reference, with its membership broadened appropriately. Each region is responsible for informing the CSC of the RSC arrangements it has adopted, and for maintaining regular liaison with the CSC and the ESDP Secretariat.

### **B. Responsibilities of the ESDP RSC**

1. The RSC will meet at least on a quarterly basis.
2. The RSC will regularly monitor, endorse and submit to the CSC, the Regional work plans, recommended alterations in the plans, implementation activities and progress reports.
3. The RSC will follow up implementation of the ESDP at regional level, and identify and address bottlenecks and other issues that may arise. It will make sure that the appropriate financial and progress reports are submitted, in time, to the CSC. It will also facilitate communication, joint reviews and evaluation of the programme.
4. The RSC will facilitate activities towards making the regional plans finance able on a sustainable basis, mobilize local resources and monitor their effective utilization.
5. The RSC will coordinate and harmonize community, donor and non-government organization activities in their Region.

6. The RSC will whenever necessary consult and advise the CSC and the Regional Government on the matters arising from the affecting the implementation process of the programme in their Region.

### **C. Duties and Responsibilities of Regional ESDP Secretariats**

1. The Regional Education Bureau will serve as secretariat of the RSC in relation to ESDP.
2. The Regional Secretariats will be responsible for following up the day-to-day matters of the Regional Steering Committees and facilitating their deliberations.
3. They will, in collaboration with Bureaus of Finance and Economic Development, collate woreda and regional reports, and consolidate them for presentation to regional and federal bodies, including the central ESDP Secretariat.
4. They will coordinate programme implementation, facilitate information flow and keep consolidated documents pertaining to their Region.
5. They will provide the necessary assistance to Zonal and Woreda Offices, Federal and Regional Government bodies, sub-committees, technical groups, monitoring, review and evaluation teams and other stakeholders.
6. They will organize monitoring activities and other meetings in their Region and facilitate programme review and evaluation missions.

## **NOTE ON ESDPIII CORRECTIONS**

- 1. The base year data in the whole document has to be 1997(2004/2005) data.**
- 2. The whole documented has to be corrected by language experts. There are many corrections in relation to language accuracy.**
- 3. How the budget is calculated, is it an assumption that would be allocated by MOFED to MOE?**
- 4. Is the appendixes enough to be attached OR is it important to attach other appendixes from the projection i.e. data sheet, enrollments at different level etc.**
- 5. The calculation on completion rate has to be revisited because when taking the data to calculate it we have to begin from grade 1 cohort to the next cycle either grade 5 or grade 8.**
- 6. The projection for Literacy Rate OR Adult Literacy Rate has to be included with its cost? Does the cost projected previously have to be revisited or is it enough? I think it has to be decided or get a direction from the concerned person?**
- 7.**