

Education Division Documents No.11

Education in Ethiopia 1974-82

The Impact of Swedish Assistance

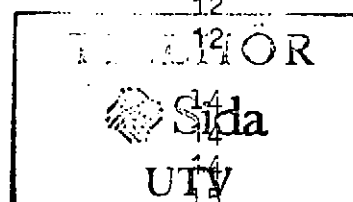
An evaluation by Peter Gumbel, Kjell Nyström
and Rolf Samuelsson



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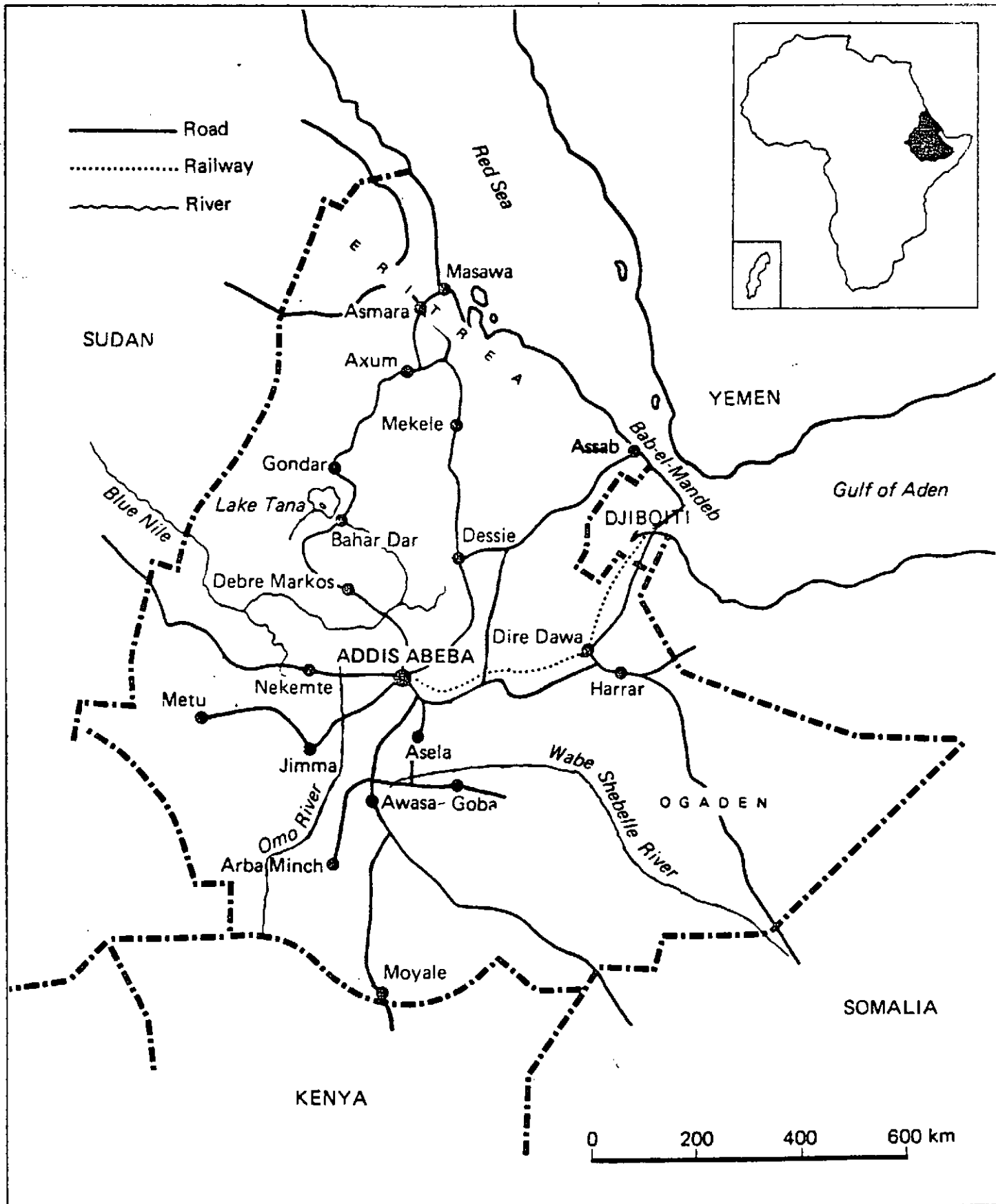
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ETHIOPIA



EXPLANATIONS OF TERMS AND ACRONYMS

APC	Awraja Pedagogical Centre. A unit under the Awraja Education Office of the Ministry of Education which serves as a Teacher's Resource and Training Centre, a focal point for local curriculum implementation and as an educational research facility.
ATC	Appropriate Technology Centre. A unit under the Ministry of Education, attached to the Adult Education Department, which is responsible for the development of new technology appropriate to a rural and urban needs and for its dissemination through formal and non-formal systems of education, through demonstration and training. Located at Burayu on the outskirts of Addis Ababa.
Awraja	The Administrative sub-division of a Region. There are 14 Administrative Regions and a 15th represented by the capital city, Addis Ababa. In all, there are 106 Awrajas. This is the lowest level of administration in the Ministry Structure.
COPWE	The Commission for the Organisation of the Party of the Working People of Ethiopia, created in 1979.
CPSC	The Central Planning Supreme Council. The Central Planning Organ of the government responsible for the National Economic and Cultural Development Campaign.
CSTC	Community Skill Training Centre. A unit under the Adult Education Department of the Ministry of Education concerned with skill training and basic education.
EMMS	The Educational Mass Media Services. A Department of the Ministry of Education responsible for Radio and Television Services and Audio-Visual Services.
EMPDA	The Educational Materials Production and Distribution Agency. An autonomous unit within the Ministry of Education responsible for the production, procurement and distribution of all educational materials.

VI

IDRC	International Development Research Center (Ottawa).
IIEP	International Institute for Educational Planning (Paris).
Kebele	A term originally meaning "village". Now applied to Urban Dwellers Associations. There are also Higher Kebeles which are groups of Kebeles. The term Kebele is also sometimes applied to the Farmers Associations i.e. Ye Kebele Geberioch Mehaber.
MoE	Ministry of Education.
NLCCC	The National Literacy Campaign Coordinating Committee (Chairman: Minister of Education).
NRDC	National Revolutionary Development Campaign.
Region	Used in this text throughout to mean an Administrative Region (See Awraja above)
EVS	Primary Village School.
RPA	Rural Project Agency.
SCMS	School Construction and Maintenance Services.
TTI	Teacher Training Institute. Unit under the Ministry of Education for the training of primary school teachers.
UPE	Universal Primary Education.
Woreda	An administrative sub-division of an Awraja (see above)

The Ethiopian Calendar

Ethiopia follows the Julian Calendar, which begins on September 11 of the Gregorian Calendar, and has 12 months of 30 days followed by a 13th Month, Pagume, which is adjusted for leap years. Thus

<u>Ethiopian (Julian) Calendar</u>	<u>Gregorian Calendar</u>
1973	1980-81
1972	1979-80
1971	1978-79

etcetera.

FOREWORD

Cooperation between Ethiopia and Sweden has a long standing tradition, so also in the field of education. It all began almost 120 years ago, in 1866, when three Swedish missionaries arrived in Ethiopia to proselytize, but also to educate and train. The first governmental development cooperation project with Ethiopia was an educational one: an agreement was signed in 1954 for support to the Ethio-Swedish Institute of Building Technology. A major part of Swedish assistance has since 1965 gone to the development of the education sector.

During the annual joint Ethiopian-Swedish sector review in February 1982, it was agreed that an evaluation of the development of the education sector should be carried out. The aim was twofold: to try to assess the impact of the Swedish assistance and to provide a background to the preparation of a new agreement.

In addition to study visits, discussions and official documents and information made available to us, the cumulative knowledge and experience gained by SIDA through a long-lasting development cooperation has provided a basis for our analyses. We have focused on the development of primary education and related supportive measures, as the major part of the Swedish support is allocated to this area.

The carrying through of the study would not have been possible without the cooperation extended by the Ministry of Education at both central and local levels. We would like to put on record our indebtedness to the officials of the various units in the Ministry. In particular, we would like to thank ato Tedla Yohannes of the Planning Services, who was in overall charge of our visit. We would also like to express our appreciation to ato Mebrate of the SCMS, ato Tesamma of the Inspectorate and ato Admassu of the CPSC

who accompanied us on our field trip to Hararge Region. Further, we would like to extend our gratitude to ato Tedla and his staff of the Hararge Regional Education Office and in particular to ato Tesfaye Tafara who was responsible for our programme. We are also indebted to all others who, by offering their time and knowledge, contributed to the realization of this report.

Stockholm, June 1983

Peter Gumbel Kjell Nyström Rolf Samuelsson

The views and interpretations expressed in this report are those of the authors and do not necessarily reflect those of SIDA.

1 SUMMARY

After the revolution in 1974, education has been given a new and prominent role in the building of the nation. Education is seen, in a wider socio-economic context, as a vehicle for economic development and as a driving force behind social justice. Education is also viewed as an instrument for changing attitudes and to inculcate "the young generation with Marxism-Leninism, for promoting the knowledge of science and technology, culture and fine arts and for developing research and creativity" (COPWE, 1983, p 1). Through the integration of formal education with research and production, a basis will have been established for providing conditions for coming generations to become productive members of society.

The ideological basis for the development of education is clearly formulated in government policy guidelines and directives. These guidelines and directives have been operationalized by the Ministry of Education in a consistent fashion. Although initially the emphasis quite understandably was on involving the people in the provision of education and in the educational process per se, as well as diffusing educational services to hitherto deprived areas, the important aspect of quality is now receiving increased attention.

1.1 The cooperation

The correspondence in objectives and values between Ethiopia and Sweden concerning educational policy was a decisive factor, when Sweden in 1980 changed from the form of project to sector support. A joint Swedish-Ethiopian study team, which analyzed the development of the educational sector and the pre-conditions of continued cooperation, concluded that many of the sub-sectors could be supported.

Consequently, it was proposed that Swedish aid to the educational sector should cover support to both primary and non-formal education. The building of primary schools and deliveries of paper for school-books would continue and initially require most of the resources. The investigation team, however, stressed that this part of the Swedish support ought to be gradually reduced.

Besides primary education, it was recommended to support non-formal activities such as the literacy programme and the building of Community Skill Training Centers.

During the present agreement period (1980/81-82/83) the allocations of SIDA funds have been distributed as shown in the table below. As can be seen, the school building programme takes the major share of the allocated funds.

Allocation of SIDA funds (Birr)

	Programme Year		
	80/81 (EC 1973)	81/82 (EC 1974)	82/83 (EC 1975)
1. School building programme	7.874.919	6.578.800	6.026.100
2. CSTC	1.173.000	-	-
3. Paper	2.380.952	2.400.000	1.300.000
4. Printing equipment	-	-	1.100.000
	11.428.871	8.978.800	8.426.100

The difficulty in restructuring the programme towards more qualitative activities is mainly related to financial changes during the agreement period. Though the support has been continuous and even somewhat increasing in Swedish Kronor, changes in the exchange rate has lowered the real value of the support. This tendency is shown in the table below.

Funds made available during 1980/81 - 1982/83

Year	Swedish Kronor (millions)	Exchange rate (Kronor per Birr)	Ethiopian Birr (millions)
1980/81	22	1.92	11.4
1981/82	22	2.45	9.0
1982/83	24	{ 2.97 3.65	9.4

The number of schools to be built during the three year agreement period have been set at 623, 625 and 496 respectively. In February 1983, the number of constructed schools were 599, 561 and 10 respectively and furniture had been delivered to site for 608, 546 and 33 schools.

The paper imported with Swedish funds during the agreement period has been used to produce around nine million textbooks. Originally, the intention was to use Swedish funds to build 106 CSTCs. The actual number built is however 52 due to reasons mentioned above.

1.2 Terms of reference and methodology

The purpose of the evaluation is to summarize and assess the development within the educational sector of Ethiopia. The impact of Swedish assistance to this sector during the agreement period 1980/81-1982/83 is also assessed.

Initially an analysis of development trends and problems recently faced in the sector is undertaken. Special emphasis is put on qualitative improvements and constraining factors in the development of the sector. The objective of this analysis is to serve as a basis for the assessment of Swedish assistance to the sector. Achievements are related to both specific goals of the sub-sectors supported by Sweden and to overall objectives for development cooperation.

The evaluation was carried out during four weeks in the period of January to February, 1983.

1.3 The conclusions

1.3.1 The overall analysis

To implement its educational programme Ethiopia has established an appropriate organization which is well functioning. The Ministry of Education has at its disposal a competent and dedicated staff both at central, regional and awraja levels. Its work is directed by detailed and ambitious long-term plans. Efforts to further decentralize the administration and to incorporate the public in the local and regional school administration are also being made. Examples of such efforts are the construction of local work-shops for production of furniture and equipments for primary schools within the EMPDA, the strengthening of the regional branches of the SCMS, the establishment of local CSTCs and the powers vested in school management committees.

5. The evaluation team supports an expansion of the current trend of using the TTI's for in-service training during summer vacations and distance education methods for academic upgrading.
6. To further strengthen the capacity to meet the immediate training needs as well as providing a means for dissemination of innovations, ideas and guidelines and the introduction of new curricula in a way that is both efficient and cost-effective the facilities at the Awraja Pedagogical Centres should be expanded in combination with a systematic use of distance education methods. It is recommended that APC's are provided with necessary additional equipment and suitable transport means.
7. The administrative capacity and the professional capability of the Distance Education Division in the field of teacher training should be improved through the provision of equipment and technical assistance.
8. The printing capacity of the Education Material Production and Distribution Agency should be expanded through the acquisition of additional printing equipment.
9. Continued deliveries of paper for the production of primary school text-books is recommended.
10. To make the transition to Amharic smoother and to ease the working situation of the teachers in areas where the majority speaks other languages, the team supports the efforts to introduce vernaculars in the first three grades.
11. The evaluation team brings up the idea of multiple class teaching in schools where the drop-out has substantially reduced the number of students in the higher grades.
12. It is recommended that research is carried out into the problem of drop-outs and into the effects of the introduction of primary schooling on the local community.

13. The training at the CSTCs could be made more relevant by providing the peasant communities with new knowledge about appropriate items and their application for every day use as well as new and improved methods in agriculture. The main task of the CSTC should be to serve as a centre for demonstration and innovation of appropriate skills. Its training perspective should be broadened in order to meet varied demands of the local community.
14. It is recommended that activities are initiated to improve the class registers and the individual school records, record maintenance, the design of the annual statistical questionnaire (with computerization in mind) and the analyses carried out at the Ministry of Education.
15. It seems that a profound analysis of the process of growth of the education system for the period since 1978/79 would be appropriate. To assist the Ministry with this task, the evaluation team proposes that a specialist in educational planning and statistics is attached to the Planning Services for a duration of two months.
16. It is recommended that a joint Ethiopian-Swedish micro-study be carried out during the next three year period, in order to identify the causes for drop out and assess the effects on the local community of the introduction of primary schooling.

2 INTRODUCTION

2.1 Objective of the study

The purpose of the evaluation of the education sector in Ethiopia is to provide background information on the development of the sector since the Ethiopian revolution in 1974. The information is supposed to serve as a basis for decision about future Swedish support within the field of education.

Besides giving an overview of the progress of the sector, the evaluation further summarizes the achievements of projects and programmes supported by Sweden since 1974. The impact of Swedish assistance to the educational sector during the agreement period under review will also be assessed.

The evaluation was carried out during four weeks in the period of January to February, 1983. Participants in the study team were Peter Gumbel from the Educational Division of SIDA, Kjell Nyström, Consultant and Rolf Samuelsson from the Evaluation unit of SIDA. Terms of Reference for the study are presented in Appendix 21.

2.2 Methodology

Sector support differs from project support in various respects. Instead of supporting a clearly defined project, sector support is directed to the sector as a whole, or to some specified sub-sectors as in the case of educational support to Ethiopia. The sector agreement is further a long-term engagement. Within the defined sub-sectors, the support may usually change to new activities during the agreement period.

Such differences between the two types of development assistance, affect the choice of methodology when undertaking an evaluation. While the evaluation of project support mainly is concerned with the assessment of clearly specified activities, the evaluation of sector support also has to take into account the sector as a whole.

In accordance with this method we start by analysing the development trends and problems recently faced in the education sector in Ethiopia. The objective of this analysis is to serve as a basis

for the assessment of Swedish assistance to the sector. Thus, it is important to find out if the supported activities still are in line with the objectives and present priorities of the recipient country.

Next an analysis of the Swedish assistance to the educational sector is undertaken. Initially Swedish objectives for development assistance and the Ethiopian goals for development of the sector are compared. Only general goals for development support are outlined in the agreement for the period under review. Therefore, in order to assess the general impact of Swedish support to the educational sector, some criteria had to be established.

This analysis is, however, limited in a number of ways. First of all it is difficult, in a social sector like education, to distinguish the direct effects of foreign support, as the goals are usually expressed in qualitative terms. However, in the case of Ethiopia, the quantitative targets of the school building programme are well defined and agreed upon in sector reviews. On the other hand, the effects are also to a great extent indirect and difficult to measure. On the basis of set standards, i.e. number of pupils per classroom, it is certainly possible to assess, at least in theory, for how many children schooling has been made available through the Swedish assistance. However, the effects of schooling are very little known and should be carefully studied in the near future.

Another constraining factor is the short period of time prescribed for the evaluation. In order to undertake the tasks outlined in the terms of reference we had to be satisfied with a limited number of sources of information. The study is thus mainly based on official documents and on interviews with officials at various levels of the Ministry of Education (MoE). Selected field-visits were also undertaken in order to obtain a better and fuller understanding of issues raised at central level and by literature studies.

Finally, we feel that a word of caution about the statistical data is justified. Although the education data per se appear to depict the prevailing situation in the sector with sufficient accuracy for the purpose of this evaluation, any comparison or computation involving other statistical data should be treated with care.

3 ETHIOPIA - A BACKGROUND

In order to provide the reader with an Ethiopian context, we will in this chapter briefly describe the country and its development. The main sources of information have been SIDA (1980 a and 1982), Assaye (1981), Halldin (1975) and Valdelin (1979).

3.1 Geography

Ethiopia has an area of approximately 1.2 million square kms and is the eighth largest country on the African continent. The elevation ranges from a low 100 meters below sea level to mountain peaks over 4 000 meters high, giving agricultural high plateaus and fertile plains as well as semi-desert lowlands and rain forests. The country is divided into three major natural climatic areas: the dega, a high cold region in the northern plateau; the woina dega, a lower, cold region in the south; and the kolla, a low hot region in south-east. Rain usually falls from June to September.

3.2 Population

The population was in 1981 estimated to be 33 million giving a population density of 27 per kms.¹⁾ Some 13 % are estimated to live in urban areas, mainly in the capital Addis Ababa and in the regional capital Asmara. Around 45 % are below 15 years of age. The population growth rate is about 2.5 % per annum. There are over one hundred ethnic groups in Ethiopia with the **Amharas**, the Tigreans and the Oromos being the most populous. Some 40 % of the population are Christians. Another 40 % confess to Islam and the remaining 20 % to other religions.

1) A census has never been carried out, but preparatory work of the census to be undertaken towards the end of 1983 indicates that a population figure in the range of 40-42 million is more likely.

3.3 Prerevolutionary history

Ethiopia has been the place for human habitation for more than two million years. Already 500 B.C. was the first state established in northern Ethiopia and the country has since then known many different dynasties and principalities. The modern Ethiopian state was founded towards the end of the 19th century after a process lasting for a quarter of a century. This process had three main elements. One was the last, big colonization taking place around Ethiopia, which managed to preserve its independence amongst other things through a famous victory over the Italian army in Adua in 1896. Italy nevertheless managed to colonize Eritrea. A second element was the ambitions of the Abyssinian dynasties to expand to new areas south of the traditional high plateau. This led to the third element, namely internal controversies between the Abyssinian warlords and conquests of new areas, resulting in Menelik II being granted sovereignty over the state of Ethiopia.

During the reign of Menelik II, Ethiopia embarked on a road of modernisation and development that eventually led to the turmoil of the 1970's. The capital Addis Ababa was founded and became the centre of the country. A postal system, electricity, roads and schools started to be introduced. A railway was built between Addis Ababa and Djibouti. The isolation of Ethiopia was broken and foreign advisors were engaged.

A centralized economic modernisation was set in motion with a unilateral foreign dependence and regional imbalance concentrated to urban growth and investments along the Addis Ababa-Djibouti railway. Haile Selassie I (1930-1974) continued on the road embarked upon by Menelik II.

After the 2nd world war and the Italian occupation, the economic and political development became even more biased. The new alliance with imperialistic forces, the growth of a modern and unproportional bureaucracy and the expansion of capitalism within agriculture and industry created a situation that threatened the old feudal system and confronted the traditional economic and social conditions. The development in post-war Ethiopia,

benefitting only a few, led to a worsening of the living conditions of the majority of the people especially in the rural areas. The late 60's and early 70's saw a growing discontent with the regime and popular risings against the exploitation.. The regime showed to be increasingly incapable and unwilling to tackle the ills of the country and enact even the most necessary reforms. The unrest culminated in the 1974 revolution.

3.4 After the revolution

The removal of the emperor and his government took place with surprising ease. But there was no organised group that was strong enough to take the lead and coordinate the revolting forces. Struggles between classes continued through 1974 and 1975 with the disintegration of the landowners and the capitalists as a result. This period was followed by an intense fight for power which created turmoil and terror in most urbanised areas of the country. The end of the fight began to end with Haile Miriam Mengistu becoming the chairman of the derg in February 1977. Purges, arrests and executions have, however, continued, although to a much smaller extent. The opposition against the new regime has not been completely crushed and pockets of resistance exist in many parts of the country.

3.5 Reforms

Several important reforms have been introduced since the 1974 revolution. Of paramount importance was the land reform, sustained by the National Development through Cooperation Campaign, which guaranteed the land to those cultivating it. Of equal importance was the organisation of the people into Peasant Associations and Urban Dwellers Associations, which provided a new form of an extended and locally organised base for the government.

3.6 Guerillas and refugees

The period after the 1974 revolution has also seen the reawakening of two historically based conflicts. The war in Eritrea was again escalated after some initial attempts to find a peaceful solution. The longest war in Africa still continues.

The civilian population is hardest hit and over 300 000 refugees are to be found in southern Sudan. Somalia has since her independence in 1960 made claims on the Ogaden. An unsuccessful military attempt was made in 1964 to incorporate Ogaden with Somalia. The guerilla activities in the area increased dramatically in 1976 and the Somali army started an attack in 1977 that penetrated deep into Ethiopia. The Somali forces were repelled with the help of the Soviet Union and Cuba. The guerilla warfare in the Ogaden continues and, as in Eritrea, it is the civilian population that is suffering most. More than 1.5 million people are now living in refugee camps.

3.7 Economy

The economy of Ethiopia is basically agricultural with some 85 % of the employed population engaged in agriculture. Almost half of the GNP is generated by the agricultural sector. The most important export goods are coffee, oilseeds and oilcakes, pulses, hides and skins. The major imported goods are machinery, transportation equipment, chemicals and oil products. The main trading partners are the USA, Japan, West Germany, Italy and the GDR. In 1976 the terms of trade (1970=100) was 87. The debt service was 7.5 % in 1978. The GNP per capita was estimated to 155 US\$ in 1979/80 placing Ethiopia amongst the poorest countries of the world. Annual GNP growth rate was 1.8 % in 1976.

3.8 Foreign Affairs

Ethiopia, being the oldest independent country in Africa, has a high international standing. She became a member of the United Nations already in November 1945. The Organisation of African Unity and the UN Economic Commission for Africa have their headquarters in Addis Ababa. Officially, the foreign policy of Ethiopia is non-aligned. From having been western-oriented, Ethiopia has since 1974 come increasingly closer to the Soviet Union.

3.9 Social indicators

The literacy rate was in 1982 estimated to be some 53 % of the population of ten years and older. In the same year, over 47 %

of the school age population was enrolled in primary schools. There are about 75 000 inhabitants per doctor. Life expectancy is around 45 years and infant mortality some 150 promille.

3.10 Administration

Administratively Ethiopia is divided into 14 regions. These are divided into 106 provinces (awraja), which in turn are divided into 594 districts (woredas). Smaller administrative units are peasant associations in rural areas and urban dwellers associations (kebele) in urban areas.



3.11 Currency

The Ethiopian Birr is pegged to the American dollar at a value of 2.07 Birr/\$. With the exchange rate existing in June 1983 for the dollar, this translates to 0.28 Birr /SEK or 3.60 SEK/Birr.

4 OBJECTIVES OF AND STRATEGIES FOR THE DEVELOPMENT OF THE EDUCATION SECTOR

4.1 General guidelines

After the revolution, the new government declared that the basis for building a socialist Ethiopia was Marxism-Leninism. Consequently, it also stated that the ownership and control of resources vital to economic development and to social services would be transferred to the government.

A series of reforms were introduced in 1975 and 1976 with the aim of eradicating "the old and backward bureaucratic administrative system..... which had been bottlenecks and hindrance to progress and to the planning and administration of various projects in all national development sectors, including education" (Ministry of Education, 1983, p 2).

Several of the reforms had a direct bearing of the formation of the education system. The Rural Lands Proclamation of April 1975 and the Urban Lands Proclamation of July 1975, which provided for public ownership of rural and urban lands and properties, contained provisions for building, operating and co-ordinating social services, including education, in cooperation with concerned government offices and agencies.

The general policy for the development of the education system is spelled out in the Programme of the National Democratic Revolution of April 1976. This government guideline states that

"There will be an educational programme that will provide free education, step by step, to the broad masses. Such a programme will aim at intensifying the struggle against feudalism, imperialism and bureaucratic capitalism. All necessary measures to eliminate illiteracy will be undertaken. All necessary encouragement will be given for the development of science, technology, the arts and

literature. All necessary effort will be made to free the diversified cultures of Ethiopia from imperialist cultural domination and from their own reactionary characteristics. Opportunities will be provided to allow them to develop, advance and grow with the aid of modern means and resources" (Ministry of Education, 1981, p 7).

Building on the policy guidelines cited above and the organisation of the Ethiopian people into Peasant and Urban Dwellers' Associations, the government promulgated the Proclamation for Administration and Control of the Schools by the People (Proclamation No. 103 of 1976), also called the "Education Proclamation". This proclamation firmly put school management committees in charge of schools at local level. It also emphasized the importance of parents and communities to become engaged in the sphere of education, which was made possible by the decentralization of administration. This measure, directly in line with the general objective of transferring ownership and control to the public, has had a profound impact on the running and financing of education. It has also, together with the nationalization of private schools through the Proclamation to Provide for Public Ownership of Private schools of 1975, facilitated the allocation of land for educational projects and provided "an organisation framework.....for community support in cash and kind for a range of educational programmes...." (Ibid., p 10).

4.2 Priorities in education

In 1976 and 1977, Ethiopia was rocked by internal turmoil and external threats. Much of the development that had been initiated shortly after the revolution came to a standstill. Production stagnated and GDP per capita declined by 2 % on an annual basis. The education sector was also affected. Primary schools were closed on and off, making schooling sporadic. Secondary schools were closed for an extended period. Teacher training institutions stopped producing teachers during the second half of the 1970's. In short, many aspects of administration and

organisation of services and production were in shambles.

By the second half of 1978, much of the situation was in the hands of the government and the security problems were contained. The government and the people could once again concentrate on the transition from one socio-economic system to another, a formidable task in itself. The first step which the government took in this direction was the establishment of the National Revolutionary Development Campaign (NRDC) and the Central Planning Supreme Council (CPSC), which is the highest planning authority in Ethiopia. The Congress of CPSC is "the highest policy body, which approves final plans and issues general guidelines concerning the preparation of plans and the country's general development strategy" (Government of Socialist Ethiopia, 1982, p 4). However, with the formation of the Commission for the Organisation of the Party of the Working People of Ethiopia (COPWE) in 1979, these functions have in fact been transferred to the Central Committee of COPWE.

One of the four main objectives of the NRDC is the development and extension of social services. These services include the provision of educational facilities and related inputs. The First Year Programme 1978/79 of the NRDC had as one objective to "lay the foundation for alleviating the country's social problems, i.e. unemployment and inadequacy of essential social services" (SIDA, 1980, p 4). The Second Year Programme 1979/80 had two objectives pertaining to education. One was to "distribute economic and social benefits in an equitable way to the people" (Ibid., p 5) and the other to "accelerate the socialization process" (Ibid., p 5).

In general, an effective mobilization of existing manpower resources is seen as a prerequisite to development. Furthermore, "real development" hinges on mass participation and contribution as well as

the quality of human resources. As has been implied earlier, cooperation between government and community is emphasized. Indeed, it is the basis for mass participation, which is seen as intrinsic to the process of raising the quality of human resources. The education system is thus seen as "an instrument for raising the general cultural level of our people and as a democratic process ..." (Government of Socialist Ethiopia, 1982, p 1).

In conformity with this philosophy, the two foremost priorities in education in Ethiopia are the eradication of illiteracy together with the provision of a programme of basic education and the establishment of a system of universal general education. Highest priority is also given to the development of higher and extended polytechnic schools on a limited scale and to the creation of training centres for the adult population.

In line with mass participation, priority is also given to the development of educational facilities in rural areas. Furthermore, the education offered has to mirror the needs and immediate problems of each community and provide the knowledge and skills required for increased productivity and improved standard of living. Much effort is directed towards developing a curriculum that will emphasize "education for production, research and a new way of live" (Ministry of Education, 1981, p 17) and towards elaborating programmes that will combine "learning with doing, and theoretical knowledge with practical activities" (Ibid., p 17).

4.3 Future education plans

On the basis of a general assessment of the national economy, the Central Committee of COPWE arrived at major policy guidelines for the development of Ethiopia during its second session in 1981. The Central Committee also called for the elaboration of a Ten-Year Perspective Plan on the basis of these policy directives.

Of the major objectives put forward, two are related to education. One concerns the raising of "the standard of living of the population by gradual stages" (Government of Socialist Ethiopia, 1982 b, p. 7) and the other "to raise the capacity of human resources and maximise employment" (Ibid., p. 7). To meet these objectives, and to permit mass participation in the development efforts, the advancement of a broad education and training sector is seen as a basic element of the Perspective Plan. The Central Committee of COPWE did also approve two resolutions laying the foundation for the development of the education system:

"Parallel to the objective of complete eradication of illiteracy from our country, a strategy which will permit all primary school-age children to have access to school must be elaborated and implemented as soon as possible" and

"So that the products of the education system can contribute effectively to the economic growth of the nation, and to the implementation of the strategy for development, more emphasis must be placed in the education system on science and technology, and technical and vocational training must be developed in an intensive way" (Ibid., p. 8).

Furthermore, in his central report to the Second Congress of COPWE in January 1983, Chairman Mengistu declared that, although impressive quantitative results have been obtained, "the uneven growth of educational serviceshas inevitably led to a relative decline in the quality of education" (COPWE, 1983, p. 2). He went on by saying that the qualitative aspects of education required special attention. The resolutions that were passed by the Congress built, as previously, on the mass education approach and the enhancement of technical and vocational training, but also included a passage on the quality of education. Resolution 3.2, that deals with social development, states:

"To meet the demand for the eradication of one of the most obvious but transitional problems in the social sector:

The formal education sector expanded rapidly after the Revolution, but the fact that there are some weaknesses in the quality of education must now be recognised. The content and the

quality of education must fully prepare students to meet the objective demands of the nation and the ideological needs of our society.

Steps should be taken without delay to implement the programme for expansion of technical and vocational education in line with the manpower demands of the country.

To fulfill the objectives of the Literacy Campaign which has gained international acclaim, and to further develop the knowledge of the new literates, the struggle against illiteracy shall continue. All government institutions, mass organisations, and supporters of the Revolution should make maximum efforts for the immediate eradication of illiteracy from the urban areas." (Ibid., p 3).

On the basis of the general policy given by the Programme of the National Democratic Revolution and the policy directives issued by COPWE, the Ministry of Education has developed new directives for education in Ethiopia and proposed targets for the development of the education sector. The major constraints which affected the expansion of education programmes in the years immediately after the revolution have now to some extent been overcome. The constraints included the absence of appropriate curricula and teaching materials, the involvement of communities in education, the acute shortage of teachers and the highly centralized nature of educational administration.

The coming programmes for the development and expansion of educational services can now be carried out with a concentration on the remaining problems, the most important of which are:

- the eradication of illiteracy and the creation of the conditions for a literate society in which new skills are fully utilized;
- the nationalisation, coordination and integration of services for formal and non-formal education with particular emphasis on education in rural areas;
- the continued progress towards a higher degree of equity in the distribution of education;
- the continuing process of upgrading the quality of educational personnel in schools and in administration to meet the requirements of devolution of responsibility;

- the raising of the level of efficiency particularly in the lower levels of primary education;
- the upgrading of schools which are still poorly equipped;
- the creation of a regionally distributed system of specific technical/vocational education for grades 11 and 12.

4.4 Quantitative targets.

On this basis, educational proposals have been drawn up for inclusion in the National Economic and Cultural Ten Year Development Plan. The major elements in these proposals are:

- (i) The implementation of the ten year programme is assumed to start in 1983/84 and to be completed in 1993.
- (ii) To eradicate illiteracy and to establish 29 000 reading rooms with sufficient stock of reading materials for newly literates by 1987.
- (iii) To establish Community Skill Training Centres (CSTCs) in all 594 woredas in order to link the Literacy Campaign and the Basic Development Education programme to other non-formal education programmes.
- (iv) To universalise grade one entry by 1987 and the general polytechnical education to grade six by 1992/93, by a yearly enrolment increase rate of 10.4 %.
- (v) To raise the annual output of primary school teachers to 9 000 by increasing the number of Teacher Training Institutes from 11 to 16 by 1989.
- (vi) To provide in-service training programmes for all educational personnel.

- (vii) It is expected that general polytechnic education up to grade eight will be universalised by the year 2000.
- (viii) Extended polytechnic education will continue with the present number of students. However, effective 1985/86 the number of students will gradually be increased on the manpower need of higher education.
- (ix) Extended technical and vocational education will be given by phase in the extended twenty-six technical schools according to the need for trained manpower.
- (x) Within the plan period, at all levels promotion from one class to another is assumed to be automatic unless otherwise personal problems, beyond the control of the student, arise. On these assumptions, student enrolment by grade and level has been projected in the ten year education plan. These projections have in turn formed the basis for planning the number of schools to be built, the number of teachers to be trained etc. (See Appendix 1).

5 STRUCTURE AND ORGANISATION OF EDUCATION IN ETHIOPIA

5.1 Structure of education

5.1.1 The formal system

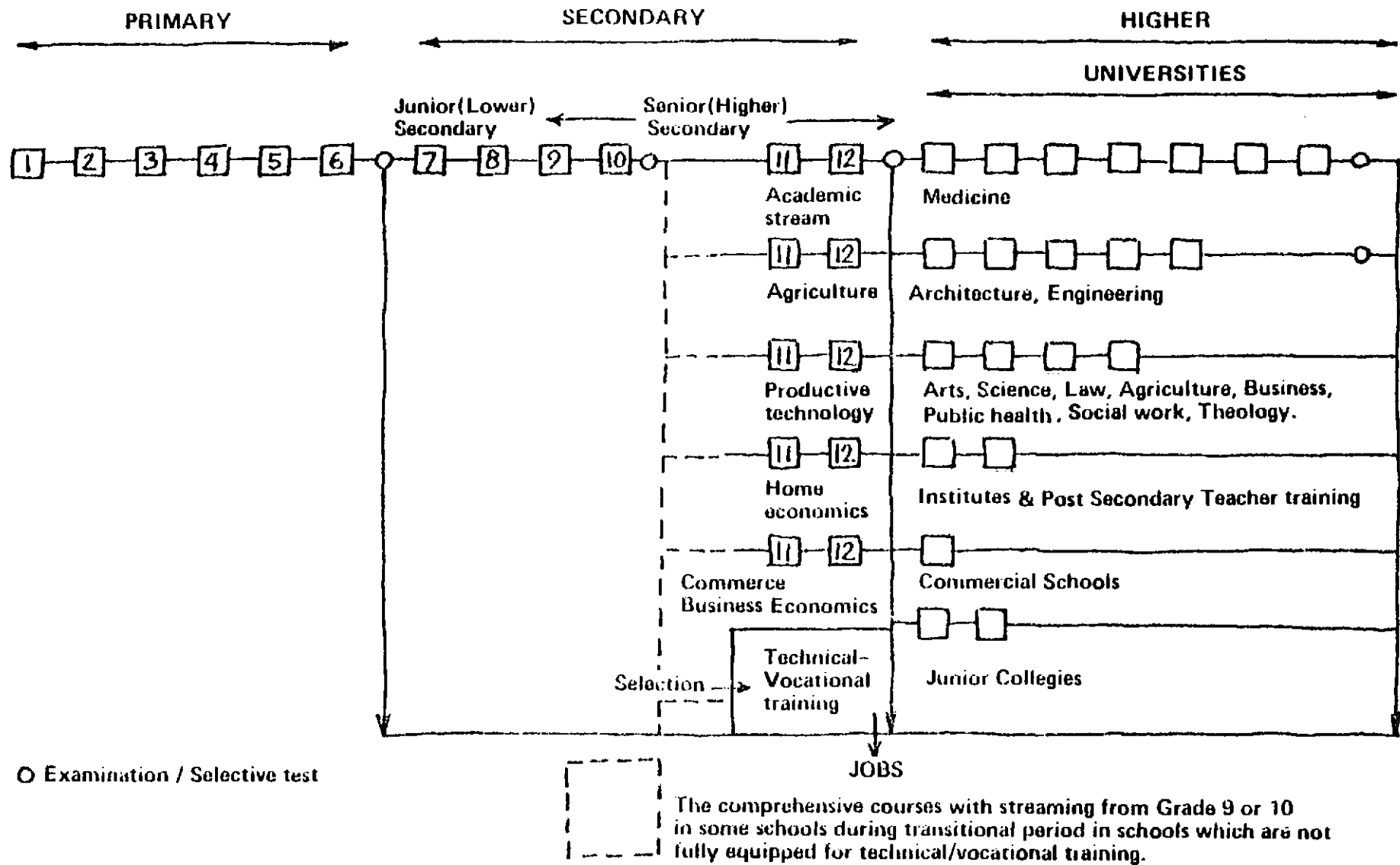
The formal education system is divided into three levels. The first one, primary level, covers grades one through six. The second, secondary level, covers grades seven through twelve. This level is sub-divided into two cycles, i.e. the junior secondary level (grades seven and eight) and the senior secondary level (grades nine through twelve). The third level covers tertiary education in universities and various institutions. (See Figure 1).

Officially, entrance age to first grade is seven years. In reality however, older children are allowed to enter school and entrance is also allowed into other grades than grade one. In addition to the three levels, there is also a pre-primary programme for children aged four to six. This programme is now becoming a regular level within the formal education system.

An examination, locally developed, takes place at the end of each grade and will to a large extent decide whether a child will be promoted or will have to repeat. A national examination takes place upon completion of grade six. This examination acts as an instrument of selection of students who will continue in secondary schools (a variety of selection procedures operate however on the majority of students before this examination takes place leading to high rates of dropouts and repeaters). At the end of grade ten there is a further selection of students into the various streams of grades eleven and twelve. A third national examination is given at the end of the senior secondary cycle. This examination also serves as the entrance examination to the university.

There are also technical and vocational schools offering courses of 2 to 4 years duration aiming at middle level

Fig.1 Structure of the Government Education System, Ethiopia 1982/83.



technicians. Training of primary school teachers takes place in one-year courses, generally upon completion of grade twelve, in teacher training institutes. The training of secondary school teachers is carried out in tertiary level institutions like the university and the Academy of Pedagogy in Bahar Dar, where also teacher educators are trained. There is also a variety of courses of a vocational nature offered by ministries and organisations other than the Ministry of Education.

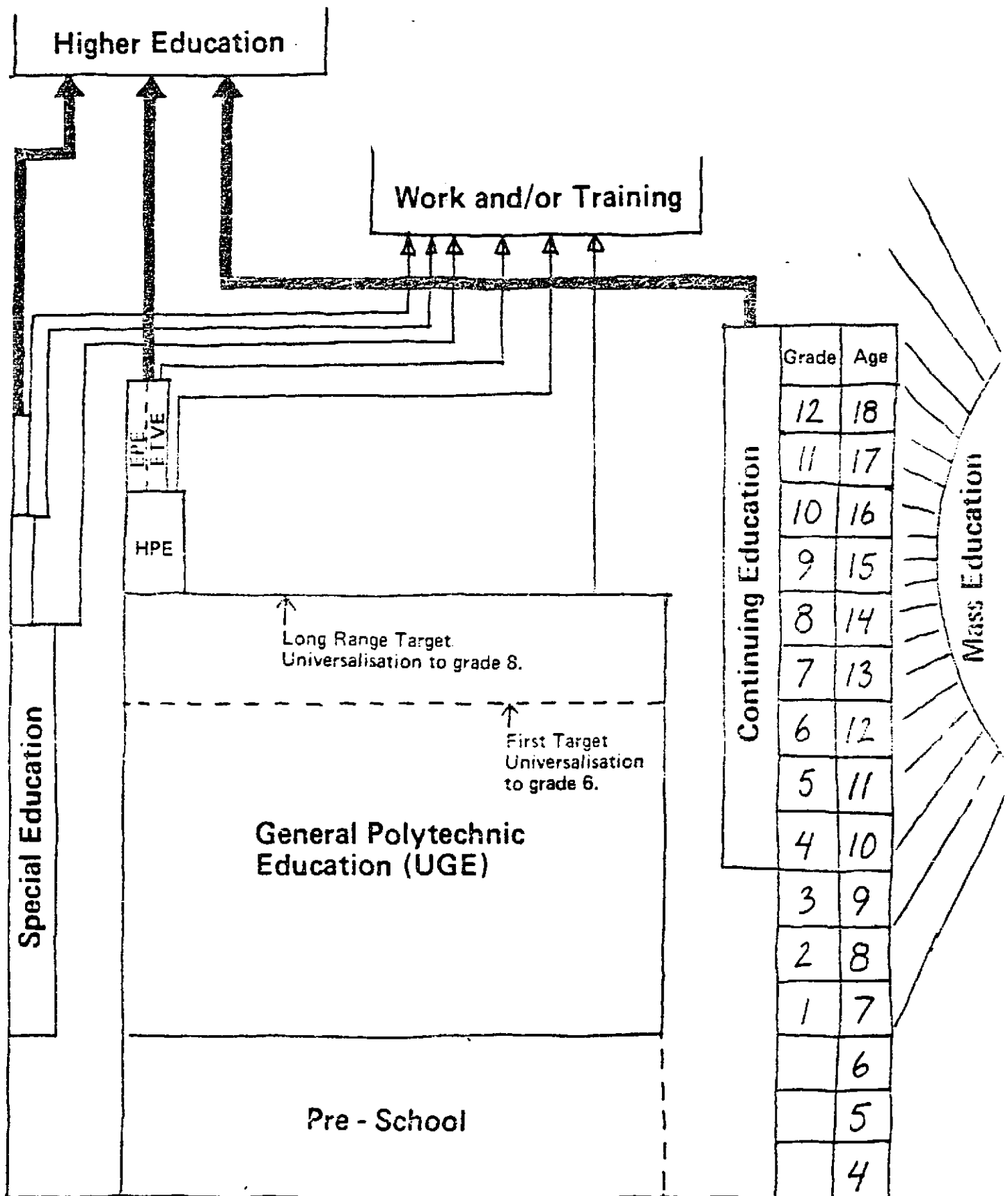
In view of the new objectives of education mentioned in the previous chapter, the Ministry of Education is at present engaged in the elaboration of a new structure of the education system. Figure 2 gives the general outline of the proposed educational structure, which already is in the process of being introduced.

5.1.2 Supporting programmes

The Ministry of Education is also operating a series of supporting programmes. There are the Awraja Pedagogical Centres, whose functions are to assist teachers in the development of audiovisual aids, provide in-service training and upgrading of teachers and disseminate educational innovations and ideas.

There is also a national network of educational radio transmitters broadcasting programmes for students, teachers and adults. The Educational Materials Production and Distribution Agency is responsible for text-books and other printed material as well as a range of school supplies, equipment and furniture. Furthermore, to put innovations and ideas into practice and to experiment with new methods and products, a Basic Technology Centre has been established. In order to cope with the increasing demand for new schools, a School Construction and Maintenance Service has been established and taken over the responsibility for educational projects from the in this area

Fig.2 Future Ethiopian Educational Structure

**LEGEND**

- UGE Universal General Polytechnic Education
- HPE Higher Polytechnic Education
- EPE Extended Polytechnic Education
- ETVE Extended Technical and Vocational Education

inefficient Rural Projects Agency.

5.1.3 Adult education

The other and equally important part of the education system, the adult education programme, catering for non-school going children of eight years and above and for the adult population, comprises the National Literacy Campaign and a Basic Education programme. The intention of the latter is to create multi-purpose training centres in rural areas through a system of so-called Community Skill Training Centres.

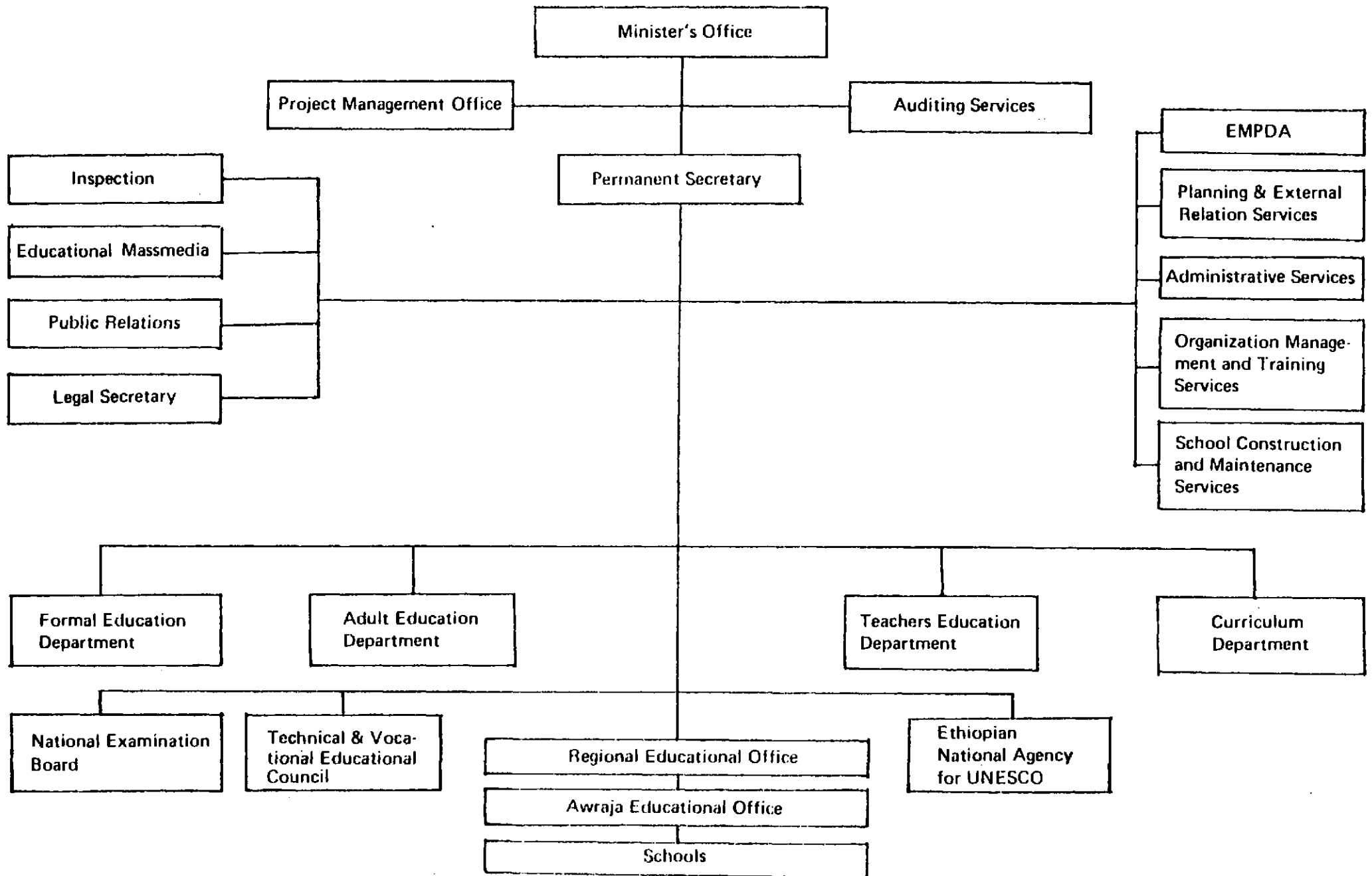
5.2 Organisation of education

5.2.1 Central level

The overall responsibility for the administration of education at the first two levels and the training of primary school teachers lies with the Ministry of Education. As can be seen in Figure 3, the Ministry is organised into four Departments, each one with responsibility for a particular but broad area of education. These are the formal school, the adult education programme, the training of teachers and curriculum development. These four Departments, and the Ministry as such, are supported by a number of services that are cutting across the four major areas. The services cover aspects like planning, administration, management, training of Ministry personnel and school construction. There are also an Inspectorate and an Educational Mass Media Unit with cross-sectorial functions.

The Ministry is assisted with two important aspects of the education system by a National Examinations Board and a Technical and Vocational Education Council. The members of the Board and the Council are drawn from other ministries, the mass organisations and other relevant bodies.

Fig. 3 Organizational Structure of the Ministry of Education (Central)



To give an idea of the organisation of Departments and Services, Appendix 2 contains the structure of the Curriculum Department, the Inspectorate and the Planning Services.

The general tasks of the central administration are three. It has to

1. formulate and present a national plan for the development of education for approval by higher authorities,
2. formulate policies, directives and guidelines for the implementation of educational plans,
3. allocate resources to the regions of the country and coordinate external assistance, education sub-sectors and other national development programmes.

5.2.2 Planning Services

The Planning Services plays a vital role in the carrying out of the duties of the Ministry. To better suit its purposes, the Services has recently been re-organised. The new structure is given in Appendix 2:3. The Services has at present 29 members at the central level and 17 in the regional Planning and Statistics Services. The planned cadre is 41 at the Ministry, 32 in the regional offices and 106 in the awraja offices.

The personnel at regional and awraja levels are responsible for identifying and assessing the needs in their respective area. They have to propose plans for the development and implementation locally. The officers also have amongst their duties the responsibility to collect and control educational statistics and information.

The major tasks of the Planning Services relate to the policy, planning and financing of education. An integral

part of this is the active participation of the Services in the allocation of material, financial and manpower resources allotted to the education sector. It has also overall responsibility for research and for coordination of activities in this area. It issues annually the publication Mid-Year Educational Statistics and is responsible for setting up a documentation centre with information relevant for the determination of future development trends affecting education.

The Planning Services also carries out a variety of training activities mainly for regional and awraja planning and statistics officers to upgrade their technical competence. Most people at central level have received training abroad at IIEP, the World Bank and various other institutions. Some 120 planning officers from regions and awrajas have received training on the use and compilation of the filled-in forms and have been exposed to the theoretical background to planning. Coming July, between 30 and 35 staff members will receive training in statistical methods for educational planning. Those trained in July will in turn be used as trainers at local level.

In addition the Formal Education Department of the Ministry has issued a two-volume instruction guide to assist those filling in the annual education statistics forms at school level and those making controls at region and awraja levels. The guide also contains instructions regarding statistical reporting. The intention is to issue an additional circular stressing the need to use the guide. Activities to strengthen the capacity at regional, awraja and school levels are both on-going and planned. Furthermore, planning is also included as a subject in the training of school directors and teachers. In 1980/81, over 1 000 school directors received this kind of training. Together, these training activities will help to considerably improve the data base in the next few years.

5.2.3 Other administrative levels

The organisational structure at the central level is in its essence replicated at regional and awraja levels. The organisational chart for these two levels are shown in Appendix 3.

Both offices have similar duties relating to the region and the awraja respectively. They issue specific directives and guidelines for their respective area. They are charged with the implementation of educational programmes and the control and monitoring of the implementation. They coordinate educational activities within the area and with other development programmes. They also allocate and distribute resources and inputs within the region and the awraja. In addition, they are obliged to prepare strategies and programmes for the expansion of education and to draft budgetary allocations.

School-level administration is carried out in conjunction with the school management committees. The committees comprise representatives of Peasant/Urban Dwellers' Associations, a teacher representative, the director of the school and, in secondary schools, a student representative.

The duties of the school management committees pertain to the running of the school in accordance with centrally issued directives, to monitor the use of the government budget, to encourage mass participation, to hire and fire school personnel and to ensure the maintenance of the school. The committees are also expected to advise and assist the school to incorporate local culture into its programmes and to encourage village handicraftsmen to disseminate their skills. Furthermore, the committees should coordinate the activities of the school and the community "with a view to ensuring

that education is not confined to the classroom and that it is integrated with practice" (SIDA, 1980, p 32).

5.2.4 The National Literacy Campaign

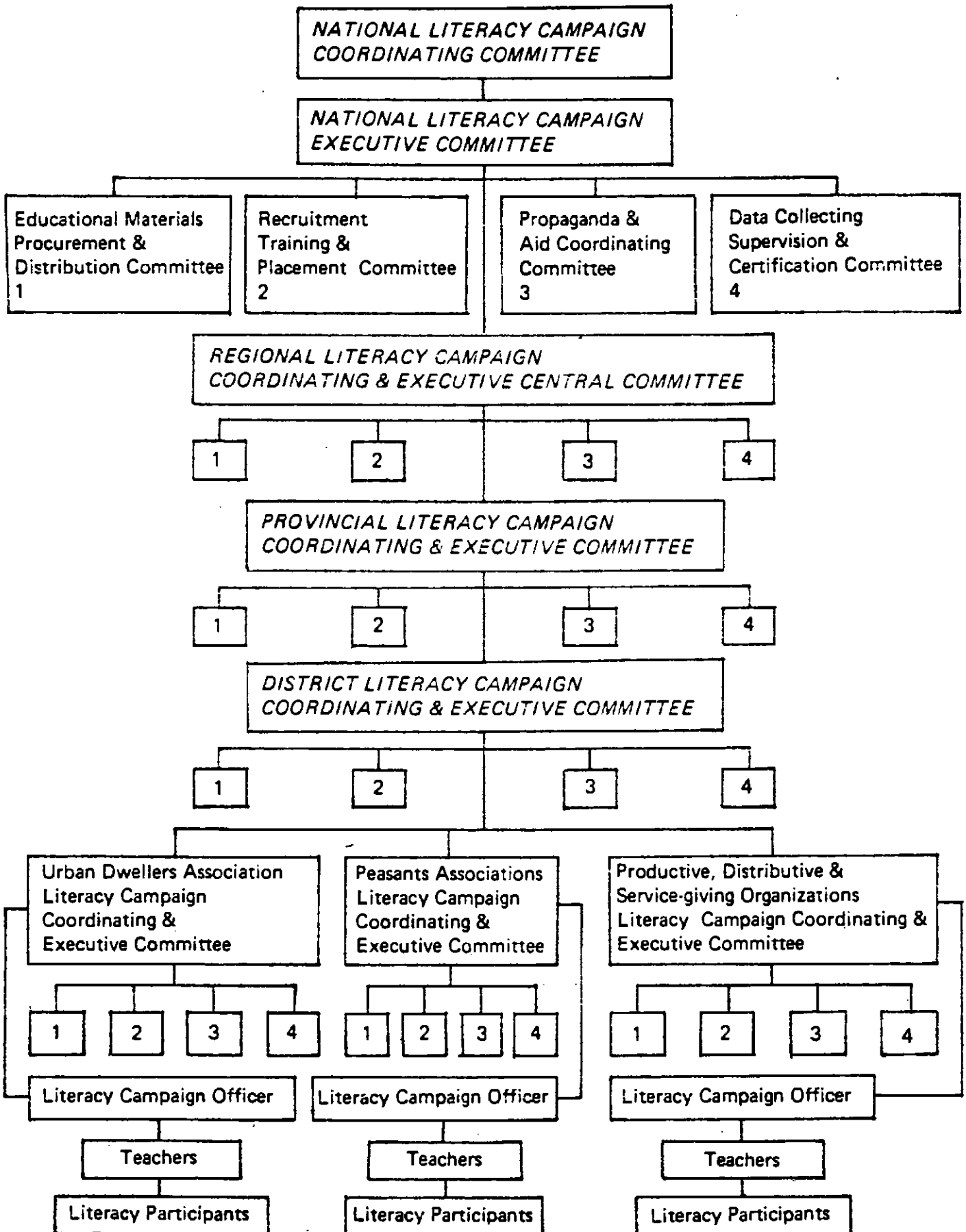
The National Literacy Campaign is part of the National Revolutionary Development Campaign (NRDC). The Co-ordinating Committees, NLCCC (see Figure 4) serves as the highest policy-making body. Members come from more than half-a-dozen ministries and a wide spectrum of non-government and mass organisations and religious groups. The committee meets once or twice a year or when necessary. As described in Gudeta Mammo (1982) the NLCCC has an Executive Committee that meets once in a fortnight. The Minister of Education is the chairman of both the NLCCC and its Executive Committee, and the Adult Education Department serves as the secretariat. The head of the Department of Adult Education is the campaign executive officer.

There are four subcommittees at the national level, each responsible to the Executive Committee of the NLCCC.

The Educational Materials Procurement and Distribution Committee is responsible for the preparation, production and distribution of educational materials for the National Literacy Campaign. The committee is headed by the Minister of Transport and Communication.

The Recruitment, Training and Placement Committee is responsible for the selection and training of teachers from among formal school teachers, students and other eligible persons from various government and non-governmental institutions.

Fig.4 The National Literacy Campaign, Organisational Chart



It also assists communities in establishing, furnishing and supervising reading centres for new literates. The Committee is headed by the Head of the Department of Adult Education.

The Propaganda and Aid Co-ordination Committee is responsible for mobilizing material and financial resources from national and international organizations. The committee is headed by the Minister of Information and National Guidance.

The Data Collection, Supervision and Certification Committee is responsible for checking the progress of the campaign, evaluating teaching effectiveness and offering certificates to those who successfully complete the literacy programme. The committee is chaired by the head of the Central Statistics Office. A similar structure has been created at the regional, provincial, district and local levels.

5.2.5 The Commission for Higher Education

The system of post-secondary education comes under the general responsibility of the Commission for Higher Education. The Commission was established in 1977 in line with the NDRC programme.

The highest policy body for tertiary education is the Council for Higher Education, which issues directives to the office of the Commission. The Minister of Education is the chairman of the Council. Other members are the Ministers of Health, Industry and Agriculture, a representative of the CPSC, the Commissioner of the Commission for Science and Technology and three persons appointed by the Government. The Commissioner for Higher Education is ex officio the secretary of the Council.

The duties of the Commission relate to administration, organisation and staffing of the institutions of higher education, admission policies, curricula and questions of certification. It also has the obligation to approve new programmes as well as plans and budgets for the various institutions. It should furthermore supervise and monitor the implementation of policies and decisions pertaining to tertiary education through evaluations and the establishment of relevant committees.

6 AN ANALYSIS OF THE DEVELOPMENT IN THE EDUCATION SECTOR AND IDENTIFICATION OF SOME PROBLEMS

The analysis that follows will be limited to the period after the revolution in 1974 and in particular to the advances made since 1978/79. In view of the fact that Swedish support is in the main used for developing primary education, the concentration will also be on this level. Besides official documents made available to us, the basis for the analysis is the cumulative knowledge and experience gained by SIDA through a long-lasting development cooperation as well as study visits made and discussions held during the evaluation team's mission to Ethiopia in January/February 1983.

6.1 The expansion of the system

The quantitative development of enrolments that has taken place during the last decade is shown in Table 1. The table also shows the changes in the number of teachers and schools. As can be seen, the largest enrolment increase took place at senior secondary level. For teachers and schools, the biggest changes are to be found at the primary level. The expansion of enrolment in higher education institutions surpasses even that of the senior secondary level. From 4 758 students in 1977/78, the enrolment reached 14 985 students in 1981/82 or, in relative terms, an increase of 33 %. On the whole, the rates of increase at all levels have been substantially higher than the estimated population growth.

Table 1 also indicates that the increase in number of teachers and schools has not kept pace with the augmentation in enrolment. This has resulted in increased pupil/teacher-ratios and average school sizes.

Table 1. Statistical summary of educational growth 1973/74 to 1981/82

		1973/74	1981/82	Increases in absolute numbers	average annual growth rate
Students	grades 1 - 6	859 800	2 374 362	1 514 562	13.5
	7 - 8	101 800	248 754	146 954	11.8
	9 -12	82 300	238 425	156 125	14.2
Teachers	grades 1 - 6	18 600	37 844	19 244	9.3
	7 - 8	3 200	5 452	2 252	6.9
	9 -12	3 000	5 732	2 732	8.4
Schools	grades 1 - 6	2 760	6 208	3 448	10.7
	7 - 8	420	813	393	8.6
	9 -12	120	194	74	6.2
Gross en-rolment rates	grades 1 - 6	19.0	47.1		
	7 - 8	8.1	16.4		
	9 -12	3.1	8.6		

Source: Ministry of Education, 1981/82, table on page 10

Table 2. Pupil teacher ratios and average school sizes

Level	Pupil/teacher ratio		Average school size (number of pupils)		
	1973/74	1981/82	1973/74	1981/82	
Primary	46	63	312	382	
Junior secondary	32	46	242	306	
Senior secondary	27	42	686	1 229	

For a more detailed account of the changes that have taken place during the last decade, the interested reader is advised to go to Appendix 4, which shows students, teachers and schools by level and type of school for the latest nine years.

A priority for the Ministry of Education is the elimination of differences between sexes and regions as well as between urban and rural areas. Considerable improvement has taken place in the enrolment of girls, which now accounts for some 38 % of the enrolment at primary level and 35 % at both junior and secondary levels, as compared to 32 % and 22 % respectively in 1973/74. Still, as can be seen in Appendix 5, big variations exist between regions.

The balancing of enrolments in grades 1 - 12 between the regions of the country seems on the other hand to be difficult to achieve. One reason could be the "very considerable difficulties caused by external aggression and internal reactionary activity in the regions of Hararge, Bale, Sidamo, Eritrea and Tigray" (Ministry of Education, 1981, p 25). In these regions schools that were closed during the years of instability are now being reopened. However, the tabel in Appendix 6 indicates that only Eritrea and Tigray have experienced substantial reductions in their shares of national enrolments between 1974 and 1981. The share of Sidamo has even doubled during the period. It appears that the existing situation is caused by other factors.

Turning to the urban-rural dimension, Appendix 7 shows the drastic reductions of the percentage of enrolment in urban areas that have taken place during the last two decades. (Urban enrolment for 1973/74 has unfortunately not been available; it is hence not possible to see the proportion of the decrease that has taken place since 1974). From having constituted more than three quarters of total enrolment in grades 1 - 8 in 1961/62, urban enrolment was less than half in 1979/80. Still, however, much remains to be done to bring enrolment in line with the population of which 14 % is estimated to live in urban areas.

A closer look at the increase in enrolment at primary level reveals that the change in enrolment from 1975/76

to 1976/77 was rather small except for grade 1, and from 1976/77 to 1977/78 even negative. The containment of the turmoil of these two years is clearly seen by the explosive increases in 1978/79 and 1979/80. Particularly the first two grades in 1979/80 show the suppressed demand for education. However, as shown in Appendix 8, the rate of growth of the first grade enrolment has since 1979/80 abated substantially, while most of the increment is to be found in grades 3 and 4. Most probably, this phenomenon is due to "a recent (but unquantified) impact from the National Literacy Campaign from which younger participants gaining certificates have been allowed to join the regular school system in grades 3 or 4" (Ministry of Education, 1983, p 7).

6.2 Enrolment ratios¹⁾

The rapid overall increase in enrolment at the three levels of education has resulted in corresponding improvements in the gross level enrolment ratios. From having been 19 % in 1973/74 at primary level, it stood at 43 % in 1981/82. The corresponding figures are 8 % and 16 % for junior secondary level and 3 % and 9 % for senior secondary level.

Table 3 underlines the prominent position of Addis Ababa, especially for the higher levels of education. The table also confirms the uneven result of the expansion. The range of gross level enrolment ratios in 1973/74, Addis Ababa excluded, was 19.0 %, 8.0 % and 4.2 % for primary, junior secondary and senior secondary levels respectively. By 1981/82, the ranges had changed to 71.0 %, 18.4 % and 7.1 %, still with Addis Ababa excluded. Appendix 9 gives the gross level enrolment ratios for 1980/81 and 1981/82 by sex and level for each region. The disproportionate distribution of the sexes can clearly be seen.²⁾

1) For an explanation of the gross- and net-level and the age-specific enrolment ratios, please see Appendix 14

2) The reader will find that the gross level enrolment ratios are somewhat lower when compared with those found in Table 3. The reason is to be found in differing population estimates.

Table 3. Gross level enrolment ratios by level of education and region

Region	Primary level		Junior secondary		Senior secondary	
	1973/74	1981/82	1973/74	1981/82	1973/74	1981/82
1. Arssi	22.8	59.1	7.7	18.0	3.0	8.1
2. Bale	13.9	41.9	3.9	11.5	1.3	5.6
3. Eritrea	27.8*	22.0	11.9*	11.6	5.5*	5.6
4. Gamo Goffa	13.1	44.2	4.0	10.9	1.3	4.6
5. Gojjam	14.0	36.9	5.6	10.7	2.5	6.4
6. Gondar	12.5	26.1	5.0	9.7	2.3	6.6
7. Hararge	11.0	22.1	4.5	7.1	2.0	3.7
8. Illubabor	25.9	74.5	5.6	16.6	1.5	6.4
9. Keffa	12.9	56.1	4.0	11.5	1.6	5.1
10. Shoa	20.4	57.3	8.0	19.0	2.3	8.9
11. Sidamo	13.6	66.1	5.7	18.1	1.7	6.3
12. Tigray	13.5	15.2	5.2	9.3	2.5	4.7
13. Wellega	30.0	86.2	7.5	25.5	2.2	10.8
14. Wello	11.7	31.1	5.1	11.2	2.0	5.7
15. Addis Ababa	59.7	95.0	45.3	78.8	25.6	55.7
16. Asseb Astedader	—*	24.0	—*	10.5	—*	6.5
TOTAL	19.0	47.1	8.1	16.4	3.1	8.6

* Asseb Astedader included in Eritrea.

Source: Ministry of Education, 1981/82, table on page 11

On the basis of information made available on the age of students at primary level, it has been possible to look more closely at enrolment ratios. The age distribution is based on information for 1981/82 from a sample of ten awrajas. The picture that emerges would most probably only be marginally changes once compilation and analysis of the 1981/82 census data have been completed. The age-distributions and population estimates are given in Appendix 10 and 11 respectively.

When the relative age-distribution, based on the sample of the ten awrajas, is applied to the total national enrolment at primary level, the following distribution by single years is obtained.

Table 4. Enrolment by age and sex, 1981/82

Age	Males		Females	
	Absolute	%	Absolute	%
<6	15 272	1	16 943	2
7	122 177	8	93 187	11
8	167 993	11	118 601	14
9	167 993	11	110 130	13
10	213 809	14	135 544	16
11	183 265	12	101 658	12
12	213 809	14	101 658	12
>13	442 891	29	169 430	20
TOTAL	1 527 209	100	847 151	100

From this distribution and the population by single years given in Appendix 11, it is possible to calculate gross- and net-level enrolment ratios as well as age-specific enrolment ratios. The different ratios are given in Table 5. The extent of overaged students, specially males, can clearly be seen. A large proportion of the students at primary level are thus older than expected for their grades with all that this implies in terms of more mature children adjusting to younger peers, instructional problems encountered by teachers and repercussions on later levels of the education system. Table 5 also shows the low enrolment of 7-year olds.

Table 5. Primary level enrolment ratios by sex, 1981/82

Ratio	Age	Male	Female	Total
Gross-level	7-12	54	31	43
Net-level	7-12	37	25	31
Age-specific	7	20	18	19
	8	30	24	27
	9	35	24	29
	10	46	31	39
	11	42	25	34
	12	52	29	41

The big variation in the gross-level enrolment ratio found at regional level is substantiated by an analysis of the various types of enrolment ratios for the sampled awrajas. The result of the analysis is shown in Appendix 12. The gross-level enrolment ratio ranges from a high of 107 % to a low of 16 % for males and from 43 to 10 for girls. Corresponding ranges are for the net-level enrolment ratio 62 to 12 and 31 to 8 for males and females respectively, and for the age-specific enrolment ratio for 7-year olds 43 to 6 and 25 to 5.

.3 The National Literacy Campaign

A literate population is considered one of the corner stones for the building of the nation. Activities to this effect were initiated already in the fifties, but led a languishing existence until 1979 when the first round was launched on a mass approach.

The first round, based on the initial and pilot work carried out during 1975-1978, surpassed all expectations. The planned figure was 1.5 million participants, but the actual registration was 4.2 million. The second round that followed in late 1979 contained three components. Follow-up courses were designed for participants who had passed the test at the end of the first round. A remedial programme was designed for those who failed to pass the test and a beginners' course was designed for new-comers.

In 1980, the third round was carried out. This round marked "the start of a major attack on illiteracy in the rural areas" (Gudeta Mammo, 1982, p 196). The fourth round, launched in late 1980, was similar to the second round in that it was a so-called "mopping up" of the third round. It emphasized especially rural development activities in the post-literacy programme including application of new literacy skills in every day life.

To date seven rounds have been held with the eighth being conducted. All in all sixteen rounds are foreseen following a similar pattern as the rounds already implemented. The target is to eradicate illiteracy by 1987/88 at the same time as universal primary education in grade one is expected to be achieved.

The results of the National Literacy Campaign are impressive. A total of 13.5 million participants have taken part in the seven rounds. 7.5 million of the participants passed the literacy test. 23 million books have been distributed in initially five, now fifteen national languages. The combined efforts (Appendix 13 gives pertinent information on the first five rounds, summarised in the table below) have led to a reduction of the illiteracy rate of 93 % in 1974 to an estimated 47 % in 1982.

To help new literates sustain their skills, Community Reading Rooms with specially developed literature are being constructed. To date some 50 titles of development literature have been produced and over 4 300 reading rooms have been constructed. Plans also exist for the establishment of rural printing presses.

Table 6. A summary of the first five rounds of the National Literacy Campaign

Round	Participants Registered	Passed test	Instruc- tors	Books ('000)	Black boards	Grosses of chalk
1	6 224 904	1 543 683	241 795	3 971	5 274	52 124
2	477 828	146 731	130 588	5 498	10 000	62 462
3	2 522 672	973 367	57 993	6 155	24 565	89 751
4	766 188	274 445	108 195	298	-	100 210
5	1 533 937	782 348	96 122	3 417	19 193	186 660
TOTAL	11 525 529	3 720 574 ¹⁾	634 693	19 339	59 032	491 207

1) In the IDRC project summary of the Evaluation of the Literacy Campaign (IDRC 1982) it is reported that 5 387 000 certificates have been awarded during the first five rounds. This seems to be a more reasonable figure in comparison with the 7.5 million reported to have passed the test during the seven rounds.

6.4 Technical and vocational training

The system of technical and vocational training under the Ministry of Education has until recently been very small when teacher training is excluded. Before 1977, this consisted of two technical schools, a commercial school and a polytechnic institute. At present, the system comprises six schools: the two technical schools, two modified general secondary schools and two mission schools transferred to the Ministry in 1974 (the commercial schools and the polytechnic institute are now the responsibility of the Commission for Higher Education). The six schools had in 1981/82 a combined output of 1 600 students mainly in various technical and commercial courses. Entrance varies from 8 to 10 years of formal education and the duration of courses ranges from 2 to 4 years. In addition, a variety of vocational streams are offered in comprehensive secondary schools. Table 7 summarizes the situation in these schools in 1978/79.

It is planned that the vocational training under the Ministry of Education will expand on a regional basis in relation to the demand for middle-level technicians. It is foreseen that, by 1993/94, there will be some 30 units with an enrolment capacity of 20 000 students and an annual output of 10 000. Another six comprehensive schools will be modified and 18 new locations established in addition to the six existing schools. The emphasis is expected to be on technical subjects like auto mechanics, electricity, general mechanics and wood technology, on commercial subjects like secretarial training and accountancy/book-keeping and to a lesser extent on home economics (textile and food technology, home management) and agricultural (plant and animal science) subjects.

Table 7. Enrolment in and graduation from vocational streams in comprehensive secondary schools 1978/79

Vocational Streams	No. of Reporting Institutions	Period of Training	No. Under Training in mid-1978		No. That Completed Training in 1978	
			Total	Females	Total	Females
1. Home Economics	29	4 years	3 644	3 298	616	589
2. Agriculture	13	4 "	5 220	877	739	94
3. Production Technology	26	4 "	7 281	506	967	
4. Commercial	31	2-4 "	10 193	6 320	1 932	1 269
Total	99	-	26 358	11 001	4 314	1 985

Source: Ministry of Labour and Social Affairs, 1982, Table 11, p 23

The major part of technical and vocational training is carried out in facilities under the Commission for Higher Education and other ministries and agencies. The training is given at different levels with degree and diploma courses offered in the universities in Addis Ababa and Asmara, in various colleges like the Academy of Pedagogy, the College of Teacher Education, the Municipality Technical College and the Junior Agricultural Colleges in Debre Zeit and Awasa. Other institutions with courses at this level are the Agricultural Institutes in Jimma and Ambo, Debre Zeit Animal Health School, Wondo Genet Forest Resources Institute, the Polytechnic Institute in Bahar Dar and the Commercial School of Addis Ababa. Middle and lower level personnel are trained in the technical schools of Addis Ababa and Asmara, the commercial schools in different parts of the country, teacher training institutes, agricultural training centres, and also hospitals and mission schools that provide training to nurses, health assistants and medical technicians and others. Middle level personnel are also trained by the comprehensive secondary schools in the fields of commerce, home economics, agriculture and production technology.

Training Centres attached to public organizations such as, the Ethiopian Airlines, Ethiopian Telecommunication Service, Ethiopian Light- and Power Authority, Air Transport Authority, Ethiopian Road Authority and General Ethiopian Transport provide training for their employees and new recruits. The National Productivity Centre also provides training for the industrial workers and managers.

Besides the formal training provided by training institutions, many establishments offer non-formal on-the-job training by which the bulk of the work force obtain their skills.

Table 8 below shows the training position in 1978/79. The table does not include comprehensive secondary schools, which are presented in Table 7, and on-the-job training, which is difficult to estimate due to incomplete reporting.

Table 8. Training capacity, enrolment and completing participants in technical and vocational training institutions 1978/79

Field of training	No. of Reporting Institutions*	Annual Intake Capacity	No. Undergoing Training in Mid-1978		No. That Completed Training in 1978	
			Total	Females	Total	Females
. Administration and Management	2	1042	1204	41	1204	41
. Agriculture	11	1933	2846	444	1291	182
. Education	8	2326	5247	1109	3643	983
. Medicine and Public Health	13	757	1628	490	630	279
. Industrial/Technical	20	2581	6068	1068	3344	746
. Commercial	19	1087	4851	3420	1881	1368
. Social Services	1	-	51	9	21	3
. Other Training Courses	4	161	304	60	118	26
Total	78	9887	22199	6641	12132	3528

Questionnaires were sent to a total of 69 government and 37 private institutions. 57 and 24 returns respectively were submitted. Of these three institutions did not have any training activities in the year of reporting. (Source: Ministry of Labour and Social Affairs, 1982, Table 1, p 3)

6.5 Teacher training

The training of primary school teachers is carried out in teacher training institutes run by the Ministry of Education. At present, there are eleven institutes an enrolment of nearly 5 500 in 1981/82. In addition, upgrading courses are given during the long vacation to some 2 000 teachers annually. The number of institutes will be increased to sixteen during the next five year period giving a total output capacity of 9 000 teachers. The training takes one year and entry requirement is completion of senior secondary school.

The in-service and upgrading courses given at the TTI's will contribute to a general raise in the professional and academic level of the teaching cadre. In 1975 and 1976 some 3 500 teacher trainees received around three months training within the National Development Campaign with an additional two months intensive training after the closure of the Campaign. In 1979, 2 500 teachers went through a crash programme of 4 - 6 months to meet the demand caused by the rapid expansion of enrolment. In the same year, the regular ten-month teacher training programme began. Since then almost 14 000 teachers have received regular teacher training. In 1980/81 and 1981/82, 2 200 head teachers were trained in a six-weeks course in administration, planning, evaluation, organisation, inspection, finance and professional training. This course will be continued with 1 100 head teachers every year until all have been upgraded. Some 8 500 teachers have received in-service training during a six-week summer course. It is planned to give these teachers another two six-week courses to qualify them as full-fledged teachers. 1 500 teachers will be trained each year in this way until all teachers have been upgraded. To this should be added the activities carried out within the APC-programme, which offer short courses for teachers, school directors and educational officers.

Two other aspects of the education system are also aiming at the improvement of the teaching cadre. There is the educational radio service, which has programmes directed towards the teachers and which also broadcasts programmes related to the teaching-learning process. The distance education programme is reaching some 1 400 teachers and provides them with academic upgrading. The expansion of the educational radio services and the distance education activities will benefit both students, adults and teachers.

6.6 Supporting programmes

To support the formal and non-formal systems, the Ministry of Education is operating a series of programmes of supportive nature. These programmes have developed rapidly during the past few years and are seen as essential components of the overall system of education and training.

6.6.1 Community Skill Training Centres

The Community Skill Training Centres (CSTC) are supposed to serve adult education purposes by providing courses both in skill training and literacy. First introduced in 1975, the number of CSTC's in operation had increased to 386 in 1981/82 with another 20 under construction. The plan is to have one CSTC in each woreda, i.e. a total of 594. The implementation of the programme is however slower than expected and the target will not be achieved in 1983/84 as planned. The training courses last between two and three months and cover skills like black smithing, carpentry, weaving and pottery. In addition, the participants are receiving training in academic subjects and in areas like health and agriculture. Shorter courses of a specific nature are also offered. All in all, some 90 000 participants have received training in CSTC's.

6.6.2 Awraja Pedagogical Centres

An important vehicle for qualitative improvements of the teaching-learning process are the Awraja Pedagogical Centres (APC). Their functions are to provide in-service training

and upgrading of teachers, to disseminate educational innovations and ideas, to assist surrounding schools in the production of teaching aids and to establish and develop school pedagogical centres. The emphasis has so far been on the development of visual aids.

One of the major functions of the APCs is to offer training services. Thus, in the last five year period (1977-1981) the APCs have organized numerous orientation courses, seminars, workshops and study visits for some 27 000 teachers, educational leaders and community participants. During the short period of three years, 1977 - 1979, 106 APC's were established, one in each awraja. Out of these, 97 are in full operation. Each APC is supposed to be staffed with at least one coordinator, one appropriate technology technician and one printing technician.

6.6.3 Distance Education

Since 1978 distance education is the responsibility of the Ministry of Education after having been under the University of Addis Ababa for a period of eight years. Distance education is still carried out on a limited scale with some 2 600 enrolled in academic courses of grades 9 - 12. Roughly half of the participants are teachers who can participate at a subsidized rate of 11 Birr as compared to the regular fee of 143 Birr per year. Distance education has shown to be cost-effective also in the Ethiopian context. It is estimated that the cost of training a teacher in a TTI is around 2 100 Birr while correspondence training would be some 400 Birr. Distance education offers a great potential in the field of teacher training that still remains to be tapped. Since some time discussions are going on with the Teacher Training Department to develop professional courses for teachers, but so far no specific plans have materialized.

6.6.4 Educational Mass Media

The Educational Mass Media Services (EMMS) started as an audio-visual centre and was transformed into a supportive mass media centre some ten years ago. The Services now operate eleven 1 KW transmitters which cover 85-90 % of the country. There are also ten regional maintenance centres and ten regional production centres. The radio programmes are aimed at students, teachers, distance education students and literacy participants. Adult radio programmes on health, agriculture and civics are at present produced and broadcasted in four national languages in cooperation with the relevant ministry. More than 9 000 radio sets have been distributed to schools and literacy centres and another 8 000 are about to be distributed. The intention is to expand all eleven stations to three transmitters making it possible to broadcast three programmes simultaneously. Preparations for this expansion are well advanced. With the possibility of broadcasting more than one programme, the local production will also intensify. Also here, extensive preparations have been made. Educational TV was earlier used in and around Addis Ababa but was discontinued two years ago due to worn-out equipment. With new equipment in view, it is foreseen that educational TV will be revived before long. EMMS also has a film library and runs a loan service.

6.6.5 Production of educational material

The Educational Materials Production and Distribution Agency (EMPDA) within the Ministry of Education is responsible for the procurement and production of text books, school furniture, instructional material, such as science kits and the like. The Agency is also responsible for coordinating the distribution to the schools, especially with the School Construction and Maintenance Services as far as furniture is concerned. EMPDA now operates twelve regional furniture production centres which will greatly improve the situation with regard to school furniture. The low printing capacity of commercial printers has necessitated expansion of EMPDA's own facilities. It now handles 5 % of the total Ministry of Education printing requirements. With the installation

of a new printing machine 1983, the capacity will increase to 25 % of the printing need for grades 1 - 6. A further strengthening to 35 % is planned. EMPDA also runs a chalk factory, which produces chalk in sufficient quantities for both the formal and the non-formal systems.

6.6.6 Construction of educational institutions

The construction of educational institutions is in principal the responsibility of the Ethiopian Building Construction Authority. Due to delays in the implementation of educational projects, it was however decided to establish the School Construction and Maintenance Services (SCMS) under the Ministry of Education in 1980. The primary responsibility of the SCMS is the construction and maintenance of primary village schools, CSTC's and APC's. It is however expected that during the implementation of the Ten-Year Perspective Plan, SCMS will gradually take over construction of other educational institutions as well. From having had a staff of 383 in 1981, mostly taken over from the Rural Projects Agency, SCMS now has 472 employees whereof 122 technicians and 240 storekeepers and guards at regional and awraja levels. SCMS has at its disposal 14 light trucks, 14 pick-ups and 8 heavy-duty trucks. In order to strengthen the regional administration in view of the foreseen expansion, a decision has been taken to increase equipment and the transportation fleet and to improve the personnel situation. At the same time, measures will be taken to decentralize the administration of the building programme.

6.6.7 Other programmes

Amongst other measures taken by the Ministry of Education should be mentioned the basic education programme aiming at providing educational support to and establishing Basic Education Centres in newly settled communities. The Basic Technology Centre mentioned earlier "will conduct experimental work on appropriate technology devices, provide training for artisans, trainees from mass organisations and for education personnel, and will disseminate information on self-reliant technology to the education system" (Ministry of Education, 1981, p 38). The Ministry is also introducing

Secondary School Production Units permitting instruction in the process of production and providing a source of supply for equipment, furniture and hand tools. Four of these units are now operational and another seven are under construction. The Ministry of Education has also launched special nation-wide projects carried out in collaboration with the community. The projects concern the management and control of land and resources in accordance with the Land Reform Proclamation. The first of these special projects is the Schools Timber Project, which aims at creating communal timber plantations, and the second the Water Education Project, which aims at improving local water resources and their use.

The responsibility for pre-primary education lies with the mass organisations. The role of the Ministry of Education is limited to the training of teachers, advice and guidance and provision of basic teaching materials. By 1981/82, almost 600 kindergartens had been established having over 5 000 children. Since 1978, more than 700 teachers have been trained at the Pre-School Training Centre in Addis Ababa.

In the context of supportive programmes, it should also be mentioned that the Ministry of Agriculture operates twelve Farmer Training Centres for short-term residential training and is responsible for local Multi-Purpose Training Centres. Five such centres are planned of which one is under construction.

6.7 Other improvements in the education sector

After the revolution in 1974, the government and the Ministry of Education have been preoccupied with changing the system inherited from the old regime, and with providing educational opportunities to previously deprived groups. One effect of this concentration of efforts has been a drop in the qualitative level of the education provided. The necessary balance between quantitative expansion and qualitative improvements has inevitably become lopsided in favour of physical facilities. However, the situation

is not unknown to the authorities and is in fact a result of a deliberate emphasis on mass education. The decline in the quality of education has lately become the concern not only of educators but also of politicians. The importance of quality was one of the points discussed during the Second Congress of COPWE in January 1983 which stated that "some weaknesses in the quality of education must now be recognized" (COPWE, 1983, p 3).

Nevertheless, many activities of a quality-increasing nature have been, and are, initiated. Some of them have already been touched upon. Other factors like class-size, teaching load, language of instruction, basic instructional material, etc, are now being considered and experimented with. Taken together, these activities provide a sound basis for qualitative improvements during the years to come.

The various measures introduced by the government during the years just after the revolution have made it possible for the Ministry to create a well functioning organisation and administration. The educational structure penetrates down to class-level with local power vested in the school management committees. The on-going process of decentralization will be instrumental in bringing the system closer to its beneficiaries and thus increase their participation in the planning and implementation of education. One likely outcome of this process would be a curriculum adapted to local needs and more relevant to life in a predominantly rural society.

6.7.1 Training of administrators

Another factor that will have long-range effects is the training that takes place at all levels of managers and administrators of education. The organisation is already staffed with capable and well-trained personnel at various levels and improvements through seminars, workshops, study visits and fellowships are continuously made. These training activities concern school directors, inspectors, supervisors, planners, administrators, in

short all types of educational personnel.

6.7.2 Inspection

The recent re-establishment of an Inspection Unit will increase the possibilities of the Ministry of Education to closely monitor the developments that take place in the sector. The Unit now extends to awraja level and covers aspects of curriculum, administration and physical facilities. It has the responsibility to see to it that time limits are kept, policies adhered to and planned activities implemented. Any severe problem or point of issue is taken up in the Ministry of Education policy committee, but through the decentralized structure matters are usually solved locally. The Inspection Unit also covers the departments and division of the Ministry as well as the Regional and Awraja Education Offices.

As with the teachers, extensive training activities are being undertaken. 18 inspectors received five months training abroad in 1982 and conducted a seminar for 195 inspectors on their return. These inspectors will attend another six-week seminar in 1985. Another 200 inspectors will participate in a similar six-week seminar in the near future, as will 200 school directors. It should also be mentioned that another 30 inspectors have received five months training abroad. The training of inspectors is, as most training of educational personnel in Ethiopia, intended to have a multiplier effect. The inspectors that are trained in the six-week seminars are obliged to arrange local five-day seminars covering the major aspects of their own training.

6.7.3 Curriculum development

The elaboration of a new curriculum is receiving great attention. It will largely contribute to make education

more relevant to those going to school and to prepare students to participate fully in the development process and to meet the ideological needs of the nation. The new curriculum, and aspects like class-size, language of instruction, teaching load, etc, are tried out in 70 selected schools all over the country. For the development of the curriculum for each grade, a three-year programme has been designed. The first year is used for experimentation, the second for evaluation and the third for preparation. The programme started with the experimentation of grade 1 curriculum in 1981/82 and is supposed to go on grade by grade and year by year until all twelve grades of the formal system have been covered.

At present, an evaluation of the experiment in grades 1-3 is being carried out. The new curriculum, with its emphasis on integration with environment, creativity, activities by students and group work, involves new teaching techniques and more educational material and audio-visual aids. The incurred additional expenses are said to be motivated by the good results. To streamline the training of teachers with the new curriculum, the Curriculum Development Department has been charged with the development of a teacher training curriculum.

The new grade 1 curriculum will, however, not be introduced until a policy decision is taken, which in turn depends on the adoption of the revised Ten-Year Perspective Plan. A decision to this effect is expected in 1984. As at least one year is needed for preparations, the curriculum cannot be introduced until 1985/86. In order to speed up the introduction, the Curriculum Department has asked for an advance decision. It has also initiated the training of educational personnel to meet the demands posed by the introduction of the new curriculum.

6.7.4 Evaluation of the formal system

Another measure that may have a profound impact on the quality of education is the summative evaluation set in motion by the Ministry of Education. The study will cover

aspects like content, administration, supervision, logistics and planning. An advisory body with the Minister of Education as chairman has been set up. There is also a steering committee with the Principal Secretary as chairman and the Head of the Curriculum Evaluation and Research Division as secretary. Under this committee will be established four task-forces. The study is expected to be completed within two years.

7. BOTTLENECKS

Any system that expands rapidly will face a variety of problems. This is also the case with the education system in Ethiopia. During the evaluation study, some problems and constraints have been observed and a deeper probing has confirmed their seriousness. In the following, some of these problems are discussed and possible ways of solving them are proposed. The discussion will concentrate on a few but major obstacles to the realization of the planned development of the education sector.

7.1 Wastage

On the basis of information collected in 1981/82, it has been possible to carry out an analysis of the wastage at primary level. The analysis is based upon a sample of ten awrajas, as the compilation of the total census data was not completed at the time of writing this report. It should also be kept in mind that the calculated repetition rates are most probably lower than what actually is the case.

The result of the analysis is given in Appendix 14. Repetition in grade 1 has shown to be in the range of 25 percent and the drop-out some 30 percent. This means that of an age-cohort, only 45 percent continue directly to grade 2. The repetition rate is slowly decreasing as one moves up through the system and is between 12 and 15 percent in the upper primary grades. Also the drop-out rate goes down and is around 5 percent as of grade 4. The high repetition and drop-out rates have a serious effect on the internal efficiency of the system. Had there been no repetition or drop-out, all students who begin in first grade would have graduated from grade 6 six years later. However, the actual situation is that instead of spending six years per successful completer, more than ten school-years are spent on each student who graduates from primary school. One could thus say

that the system is working at a 60 % efficiency rate. Figure 5, showing the educational pyramid in Ethiopia, provides a good illustration of the inefficiency of the education system.

The overriding problem appears to be between the first two grades. Of all the drop-outs that occur at primary level, 61 % for boys and 67 % for girls take place between these two grades.

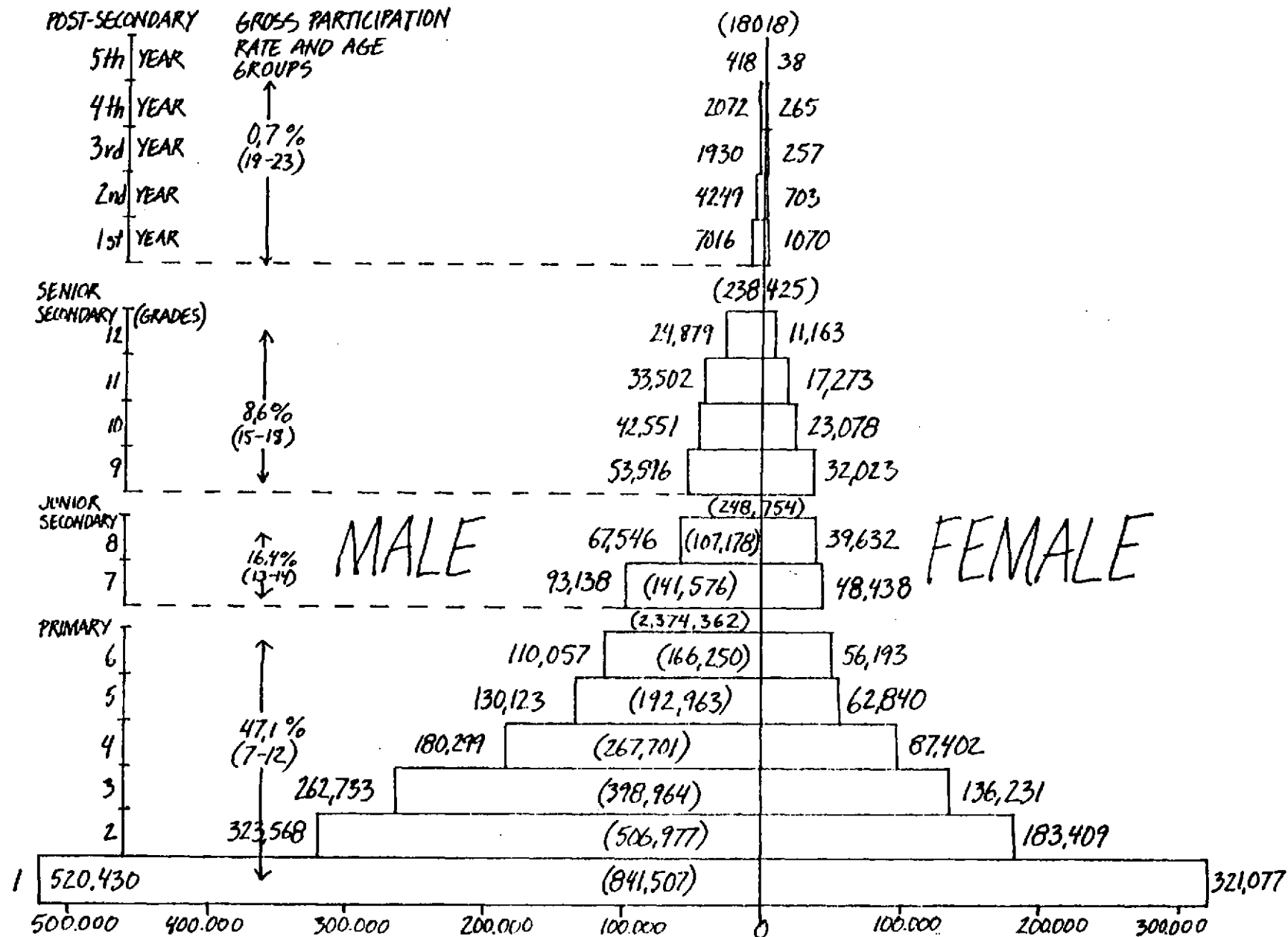
7.2 Utilization of school places

Several factors contribute to a low utilization of available school places in rural areas. One, the high drop-out rates, has been dealt with above. The decreased intake into first grade that has been experienced during the last two to three years will, in combination with continued high drop-out rates, have profound effects on the enrolment in the coming years. In addition, observations and inspection of attendance registers indicate that between 60 and 70 % of enrolled students actually attend school. Furthermore, present enrolment figures are inflated by the entering of literacy campaign participants into the formal system. After elimination of illiteracy by 1987/88, the demand of the literacy campaign on the formal education system will gradually be reduced implying a diminishing need of school places for this category of students .

Many of the measures already mentioned under sections 6.6 Supporting programmes and 6.7 Other improvements in the education sector will undoubtedly result in a better utilization of opportunities provided by the Ministry. However, this is perhaps an area where the involvement of the mass organisations through the school management committees could be further strengthened. There may also be a case for redefining school building standards taking into account local variations in climate and available building materials. Furthermore, an analysis of the constraints of low utilization in existing schools would provide the Ministry with

Fig.5 Ethiopia Educational Pyramid 1981/82. (Government and non-govt. schools)

Source: Ministry of Education. Planning Services, Oct. '82



information on which to base decisions concerning measures to be taken to improve the situation.

7.3 Teacher qualifications

Out of a total of some 38 000 primary school teachers nearly 10 000 teachers are reported to lack necessary academic and pedagogical training. However, an analysis of the qualifications of primary school teachers, based on a sample of seven awrajas, shows a situation that is more severe. The result of the analysis is given in Table 9. When the percentage figures for the four categories

Table 9. Qualifications of primary school teachers in seven awrajas 1981/82

		Professional training		TOTAL
		Trained (at least 1 year of TTI)	Untrained (less than 1 year of TTI)	
Academic attainment	Adequate (grade 11 and above*)	811 (34 %)	1 095 (46 %)	1 096 (80 %)
	Inadequate (grade 10 and below)	339 (14 %)	149 (6 %)	488 (37 %)
TOTAL		4 159 (49 %)	1 211 (51 %)	2 394 (100 %)

* The required academic attainment is actually grade 12, but it has not been possible to separate teachers with grade 11 from those with grade 12.

Source: 1981/82 annual statistical census, Planning Services, Ministry of Education

are applied to the 37 840 primary school teachers, one will find that as many as 17 400 are in need of professional upgrading to meet the requirement of at least one year of teacher training. Another 5 300 would need to have their academic level raised and almost 2 300 require both professional upgrading and academic training. Lack of sufficient in-service training opportunities and of means

to have contacts with the APC's for meetings and discussions on innovations and new ideas lessen the possibilities to improve the quality of the teaching cadre.

Table 10. Estimated training needs of the existing teachers 1981/82

		Professional training		TOTAL
		Trained (at least 1 year of TTI)	Untrained (less than 1 year of TTI)	
Aca- demic attain- ment	Adequate (grade 11 and above)	72 866	17 406	30 272
	Inadequate (grade 10 and below)	5 298	2 270	7 568
TOTAL		13 164	19 676	37 840

7.4 Needs of primary schools and teachers

With the starting point in the educational objectives and policy goals, the Ministry of Education has generated the quantitative targets for the development of the education sector (see Appendix 1). On the basis of the enrolment projections and certain assumptions, the needs of schools and teachers have been estimated for the ten-year plan period.

As to the number of schools to be built, the government will assist the community in constructing two buildings with two class-rooms each. The community is then expected to add another two class-rooms. With an average of six class-rooms per school, the number of pupils per class-room was 65 in 1981/82. This number is then increasing up to 80 in 1992/93 implying a two-shift system for grades 1-4 in order to meet the standard of 50 pupils per session and class-room.

The projection of the increase in the number of teachers during the ten-year period 1983/84 - 1992/93 is based on three assumptions:

- 1) The pupil/teacher-ratio for additional teachers is 50.
- 2) The reduction of the present pupil/teacher-ratio of 64 to the standard of 50, for the current number of teachers would require an estimated addition of 9 284, i.e. 928 new teachers every year for ten years.

3) All forms of attrition are assumed to add up to 5 % per annum.

It is also assumed that "the non-government system will maintain its position of 16 % of the total system" (Ministry of Education, 1983, p 53). This would, however, not affect the number of new teachers or the annual training needs, but would reduce the salary component of the recurrent budget with this amount as the non-government system hires its own teachers.

Table 11. Estimates of new school building and teachers needs

Year	Ministry projection		Projection A		Projection B	
	New schools	New teachers	New schools	New teachers	New schools	New teachers
1982/83	705	8 498	500	6 892	137	5 804
1983/84	1 260	9 678	611	6 214	626	6 261
1984/85		10 638	640	6 726	757	7 490
1985/86	2 270	11 668	669	7 277	1 178	10 853
1986/87		12 838	700	7 867	1 305	12 574
1987/88		14 128	751	8 503	1 536	14 762
1988/89	4 000	15 828	765	9 185	1 682	16 684
1989/90		15 428	868	11 213	1 758	18 228
1990/91		15 468	1 014	12 163	1 233	15 199
1991/92		15 298	1 059	13 186	1 167	15 501
1992/93		10 920	1 108	14 291	1 089	15 686
1993/94		9 880	1 157	12 868	912	11 834
TOT 83/84-92/93	7 530	151 892	8 265	96 625	12 332	133 039

Source: Ministry of Education projection: (see Appendix 1 for schools and Ministry of Education 1983, Table 2, p 52 for teachers . For projections A and B, see Appendices 15 and 16 respectively.

Table 11 gives the estimated needs of new schools and teachers during the period 1983/84 - 1992/93. The end of the period is the year when universal primary education is planned to be achieved. The table also shows two other estimates of the school building and teacher needs. These estimates are based on two different enrolment projections. One projection (A) is a straightforward increase of the primary school-age population based on an annual growth rate of 2.7 %. The enrolment is then projected on the basis of an increase such that it will lead to universal primary education in 1997/98.

The other projection (B) takes into account the internal efficiency of the system and is based on the estimated intake of the projected number of 7-year old children. The first projection and its assumptions are presented in Appendix 15 and the second in Appendix 16. As can be seen in Appendix 16:2, the assumed changes in the various rates are on the optimistic side and projected enrolment is consequently on the low side. For projection B, it is also assumed that automatic promotion from grade 1 to grade 2 is introduced as of 1984/85. This change is felt through the system during the plan period. It will, in combination with decreasing repetition and drop-out rates and increasing promotion rates, drive the teacher needs to a peak of more than 18 000 in 1989/90.

The main difference between the Ministry of Education estimates and those of projection B is found in the foreseen number of schools. The difference is caused by differing assumptions on school utilization. If the Ministry of Education assumption mentioned above is applied to projection B, the estimated number of new schools during the ten-year period would amount to some 8 900. However, when taking into account the constraining factors discussed earlier in this chapter, the estimate based on projection B appears to be the more realistic one.

The estimated recurrent and capital budgets by level available to the Ministry of Education during the period concerned are shown in Appendix 17. By costing the projected needs of school buildings and teachers, a rough estimate of the relation between available means and quantitative targets can be obtained.

As the quantitative targets are inherent in the policy goals, such a comparison would also provide a means of obtaining an idea about the realism of the set goals.

Table 12 is based on the information provided in Appendices 16 and 17. The government share of the cost of a school building in 1981/82 is reported to be 9 100 Birr. A 10 % inflation rate in building costs is assumed. The average monthly salary of a teacher in 1981/82 amounted to 230 Birr. This works out to an annual salary of some 2 800 Birr. Annual salary increases are assumed to be kept at 7 %.

Table 12. Comparison between projected total budgets and needs of schools and teachers at primary level (mBirr)

Year	Total Recurrent budget	whereof primary level	Primary school Teachers salaries	Col 3 as % of col 2	Total Capital budget	Cost of new primary schools	Col 6 as % of col 5
	1	2	3	4	5	6	7
1984/85	592.1	190.9	185.7	96	89.5	9.2	10
1987/88	622.1	314.1	360.8	115	109.6	25.8	25
1992/93	891.1	457.8	685.0	202	142.5	28.5	20

The cost of the school construction programme would quickly rise to around 20 % of the capital budget from the 10 % at the beginning of the ten-year period. To make implementation of this programme possible, funds from other construction programmes would have to be diverted, lest additional funds are secured. One possible solution, is to find new and less expensive ways of training teachers and hence make available capital from the construction of TTI's to the primary school construction programme. It should in this context be noted that the figures for new schools do not include any costs for replacement or for maintenance.

Much more serious is, however, the development of the recurrent cost caused by the increase in the number of primary school teachers. This component would already in 1987/88 demand a larger share of the recurrent budget than is foreseen for the whole primary education sub-sector. By 1992/93, salaries of primary school teachers would burden the recurrent budget with

double the amount allotted to primary education or almost the whole recurrent budget of the Ministry of Education. Even if 16 % of the teaching force is employed by the non-government system, the salaries of primary school teachers would still be more than 1.5 times as much as the total amount provided for primary education. If, against all odds, the nominal salary of a teacher is kept at its 1981/82 level, this item would still require 96 % of the primary education budget, leaving hardly any room neither for all other necessary aspects, nor for innovations and improvements.

7.5 Community Skill Training Centres

The CSTCs are supposed to serve adult educational purposes mainly by providing courses both in literacy and community skills. As a pre-requisite for these activities, the centres first had to establish economic self-sufficiency. During an initial stage, the CSTCs have thus been forced to give priority to activities which are income-generating.

The emphasis on production of different items which are marketable, i.e. certain handicrafts, might not correspond with the longterm objectives of the CSTCs. Training for market-production in order to reach self-sufficiency is perhaps important in an initial stage, but can easily become an end in itself. Training of members of the Peasant Associations is a means to improve the socio-economic conditions of peasant communities. However, educational impact in this respect of the CSTCs is not yet known.

7.6 The data base

The need to improve the basis for data collection was observed during the evaluation study. When visiting schools, inspection of kept registers was made and information was collected to be compared with the information submitted earlier on. A consistency check over time has also been made. In general, the registers at school level were kept in acceptable order although some instances were seen where there was room for considerable improvements.

.7 Other constraining factors

.7.1 Supply of instructional material

Few primary schools, especially in rural areas, have necessary instructional material for the teaching of science and other practical subjects. The average supply of text-books is two/three pupils per book with great differences between schools as well as subjects. There also appears to be inadequate supply of instructional material in many schools. The inadequate provision of text-books is, at least to some extent, caused by insufficient printing capacity and inadequate equipment, which leads to delays as well as low quality.

7.7.2 Teachers' quarters

The low status of the teaching profession is partly due to low salaries and will affect both the intake of new teachers and the loyalty of the qualified teachers to their profession. In addition, lack of elementary facilities such as proper teacher housing, water, latrines and transport will have repercussions on the teaching in primary schools.

7.7.3 Language of instruction

Amharic is the language of instruction from the first grade. This is a constraining factor in the teaching-learning process, at least in the first grades, and leads to communication problems in areas where a majority of the population has other languages as their mother tongue.

7.7.4 Attendance etc

Amongst other factors influencing the teaching-learning process, and the benefits derived by a child by attending school, can be mentioned the large class-size, the wide age-range in a class, the low attendance rate as well as administrative problems.

8 SWEDISH ASSISTANCE TO THE EDUCATIONAL SECTOR IN ETHIOPIA

8.1 Introduction

In the previous chapters the objectives of education and for the development of the education sector in Ethiopia have been described and analysed. In this and the forthcoming chapter we will concentrate on the Swedish support to this sector. First of all the objectives of Swedish assistance to the educational sector and its relation and compability with Ethiopian goals will be outlined. Then follows a historical summary of the Swedish assistance to the educational sector given so far.

8.2 Ethiopian educational objectives

After the Ethiopian revolution in 1974 the orientation of the educational system has changed dramatically. Instead of promoting higher education usually in urban areas, emphasis is today put on primary education and programmes to eradicate illiteracy. Prominence is given to an equal distribution of educational resources.

The objectives of equity and democratic development have thus grown in importance during the seventies. They are not, however, ultimate objectives, but closely linked to the objective of economic growth. Education is considered as an important means to develop the economic well-being of the people, as well as a means to enable popular participation in building the new society.

8.3 The objectives of Swedish aid to the educational sector

Swedish development cooperation is guided by four main objectives. All of them are of equal importance. Thus, in general, development cooperation should promote:

- economic growth
- economic and social equalization
- economic and political independence
- democratic development of the society

Though having the same magnitude, the relative importance of these objectives vary from programme to programme. Depending on the kind and direction of the programme one or two of these objectives will usually have priority. Priorities may also change over time as can be seen in the case of educational support to Ethiopia.

8.4 A comparison

When comparing the above objectives of Swedish assistance with the corresponding Ethiopian objectives and strategies it is easy to ascertain an accordance in general between the two.

The educational system shall contribute to reach the overall and national goals such as economic and democratic development of the society, mainly by focusing on education for production, scientific research and the raising of the political consciousness of the population. Priority shall thus be given to the eradication of illiteracy, a target which is to be fulfilled within the shortest possible period of time.

Basic education is also given emphasis and the goal of establishing universal primary education shall be carried out within a ten year period. Educational facilities shall be given primarily to the rural areas in order to facilitate an equal distribution of economic and social benefits to the people. By distributing the material and administrative resources in an equal manner, education will possibly contribute to promote economic and social justice.

The relevance of education is another aspect which is considered important when creating the new educational system. According to the "New Educational Objectives and Directives for Ethiopia" education must be related and respond to the socio-economic needs of the local community, thus uniting theoretical knowledge with practical activities. Productive work shall be given prominence at all educational levels, thus inculcating respect for manual labour.

Finally, education shall promote a democratic development of the society and a number of reforms have been introduced to bring about a popular participation in the school system. The educational administration has been decentralized and representatives of the mass organizations such as peasant - and urban dwellers associations are taking part in the local and regional school administration.

The correspondence in objectives and values between Ethiopia and Sweden concerning educational policy was a decisive factor when Sweden in 1980 changed from the form of project to sector support. A Swedish-Ethiopian joint study team, which analysed the development of the educational sector and the pre-conditions of continued cooperation, concluded that many of the sub-sectors could be supported.

Consequently, it was proposed that Swedish aid to the educational sector should cover support to both formal primary and non-formal education. The building of primary schools and deliveries of paper for school-books would continue and initially require most of the resources. The investigation team, however, stressed that this part of the Swedish support ought to be gradually reduced. Besides primary education, it was recommended to support non-formal activities such as the literacy programme and the building of Community Skill Training Centers.

The introduction of sector support was expected to be advantageous to both parties. Financial resources are put in a wider context, which improves the possibility of long term planning and also facilitates flexibility. Thus, transferring resources between sub-sectors is simplified.

8.5 A historical summary *)

Swedish assistance within the education sector has been given since 1965. It has concentrated on a primary school building programme, consisting of financial support for procurement of building materials, equipment, transportation and storage as well as Swedish building engineers, staff members at different levels of the administration of the building programme and training of Ethiopian building technicians and district supervisors.

From 1976 delivery of paper for production of text-books for the primary school and adult education has been included. Up to 1979/80 the Swedish-Ethiopian cooperation was regulated by separate project agreements. In 1980 this cooperation continued with a three year (1980/81-1982/83) sector agreement concerning primary and non-formal education. This sector agreement replaced the project agreements and was based on recommendations by a joint Ethiopian-Swedish study team.** In this first sector agreement support to the construction of Community Skill Training Centres was included.

8.5.1 The primary school building programme

Swedish Volunteer Service (1965-1968)

The School Building Project, being in operation since October 1965, was administered under the Swedish Volunteer Service in accordance with an Agreement on Peace Corps Volunteers of June 1965. The project's activities soon gained considerable public appreciation. The practical results generated local stimulus for increasing community collections of funds for new schools. During this period some 700 classrooms were built.

*) For the Ethiopian-Swedish Agreements within the Education Sector see Appendix 13.

**) Primary Education and Non-formal Education in Ethiopia. Finding and recommendations from a joint Ethiopian/SIDA-mission. Approved by the Ethiopian Government. SIDA, 1980.

As a result of the popular demand for village primary schools to be built all over the country it was decided to create a special school building unit within the Ministry of Education and Fine Arts.

ESBU (1968-1975)

In July 1968 the Elementary School Building Unit (ESBU) was established as an autonomous unit within the Ministry of Education and Fine Arts. A five year agreement concerning Swedish support was signed at the same time.

The primary aim of the new unit was to produce low cost classrooms and related premises included in the Ethiopian Third Five Year Plan for the expansion of the elementary school system. From the beginning the target was set to 7 000 classrooms during the agreement period. Due to financial constraints the number of classrooms was reduced. Consequently from July 1968 to July 1973, 4 690 class-rooms were completed.

Another aim of ESBU was to develop the administrative and technical knowledge and skills of the local project personnel in order to make them competent to replace the Swedish staff at the end of the agreement period. Hence, a Training Centre was established where about 160 site supervisors, site keepers and skilled labourers received theoretical and practical training in techniques related to the special building methods used by ESBU. Furthermore scholarships were granted to some high-level staff for post-graduate education and other special training abroad. Study trips to other African countries were also arranged.

In the end of the sixties the technical assistance reached its peak with some forty Swedish volunteers working within the school construction programme at the same time. In mid-1972 seven Swedes on high level and six on middle level were employed within ESBU. The Ethiopian staff consisted of about 400 persons. The total labour force was around 2 000.

In 1973 an evaluation study group *)**) found that 85 per cent of the ESBU schools - most of which were built of concrete elements on a construction of steel-pillars - were located in rural areas. "The schools constructed by ESBU are not only effectively used but the intensity of utilization seems to be high" (Report of the Expert Team 1973, p 4), the study group concluded. Thanks to the ESBU schools the number of primary school students increased by some 200 000 during 1968-72.

62 per cent of the ESBU schools were replacements of old ones which according to the evaluation study improved the quality of the environment within which instruction is conducted. The 38 per cent totally new schools were said to be a major qualitative improvement that was expected to have positive effects on the learning process and success rate of students.

RPA (1975-1980)

During 1975 ESBU was merged with the Construction Department of the Ministry of Education and later transferred to the Ministry of Public Works and Housing. With the transfer the new organization, Rural Project Agency (RPA), became responsible for all public constructions in rural areas, i.e. roads, health stations, storage, water supply, etc.

Up to 1974 the majority of the schools constructed by ESBU were built in concrete elements. They were to a large extent pre-fabricated to facilitate transportation.

*) Report of the evaluation team on the Elementary School Building Programme. Report of the Expert Team to the Ethiopian and Swedish Governments. Addis Ababa, June 1973.

**) Already in 1969 the Swedish Government Agency "Statskontoret" had evaluated ESBU in a travel report: "Ethiopian School Building Unit - försök med decentraliserad projektadministration". This report resulted in a rather fierce debate in the Swedish Television in the autumn of that same year.

In order to decrease the transportation and construction costs, raise production and involve local authorities in the building activities and maintenance, RPA later on built the primary schools mainly out of impregnated eucalyptus and with mud walls (chicka) or other local building materials.

The Swedish personnel engaged in the primary school programme at RPA was gradually reduced and the posts were taken over by Ethiopian staff. In 1978 five Swedes worked at the project.

From the very beginning RPA had difficulties in reaching the production targets for the primary school building programme. One of the reasons was that the organization, in the beginning exclusively responsible for school constructions, was assigned the task of all public constructions in rural areas without receiving any additional resources. Military activities in the Ogaden and Eritrea brought about new duties to RPA. In 1977/78 the primary school programme was interrupted but resumed in the following year. But since RPA had to take care of an increasing number of projects within other sectors it could pay less attention to the construction of primary schools in rural areas.

SCMS (1980-)

In September 1980 the Ministry of Education, therefore, established its own department, "School Construction and Maintenance Services" (SCMS). The tasks of SCMS are mainly to accomplish the construction of primary schools and to maintain school-buildings under the administration of the Ministry (see further for SCMS 9.4.2).

8.5.2 Other assistance within the education sector

As already mentioned the Swedish assistance within the sector has mainly been channeled to the primary school building programme. Furthermore, since 1976 some 6 000 metric tons of printing paper, representing a value of 21 million Sw Kronor have been delivered, whereby the production of 20 million primary school textbooks was made possible.

During two agreement periods in the beginning of the nineteen seventies a handful of Swedish building technicians participated in a Secondary School building scheme.

In 1980/81 52 Community Skill Training Centres (CSTC) were built out of a planned amount of 70. Due to financial constraints the construction of further CSTC:s was deleted from the Swedish-Ethiopian construction programme of the two following years.

9 IMPACT OF SWEDISH ASSISTANCE TO THE EDUCATIONAL SECTOR

9.1 Introduction

In this chapter Swedish assistance to the educational sector will be analysed. Initially some general remarks are given, followed by an assessment of the achievements made in areas where Swedish assistance has been concentrated during the present agreement period.

The analysis primarily takes into account the achievements in relation to intermediate goals and quantitative targets. Although not spelled out in the formal agreement, goals and quantitative targets are to be found in the different Ethiopian plans and the requests for continued support to the sector. Furthermore, in the annual sector reviews, both parties have agreed upon activities to be undertaken and the quantitative targets in relation to these activities.

In a later section of this chapter an attempt will be made to examine these achievements in relation to the overall objectives of Swedish support to the educational sector. Finally, a comment will be given on sector support as one form of assistance and its relevance in the Ethiopian context.

9.2 The impact in financial terms

Sweden has assisted Ethiopia since 1965 in developing its educational system. The aid has been concentrated on the building of primary schools. Since 1965 about 4 780 primary schools have been constructed. By mid-March 1983, 264 million Swedish Kronor have been disbursed in support of the primary school building programme. Support to the purchase of paper and to the construction of CSTCs amounts to 21 million Sw Kr and 2 million Sw Kr respectively. In all, the Swedish support to the educational sector in Ethiopia has amounted to 287 million Swedish Kronor up to March 1983.

During the present agreement period the SIDA funds have been distributed as shown in table 13. As can be seen the school building programme takes the major share of the allocated funds, i.e. 71 percent.

Table 13. Allocation of SIDA funds (Birr)

	Programme Year		
	80/81 (EC 1973)	81/82 (EC 1974)	82/83 (EC 1975)
1. Primary schools (PVS)	5 703 300	2 841 400	2 728 000
Furniture	{	1 451 800	1 537 600
Transport		683 800	654 700
Educational equipment	952 381	1 451 800	924 000
Technical assistance	47 618	150 000	181 800
Trucks	760 000	-	-
Prior payment to cover cost increase	411 620	-	-
2. CSTC	1 173 000	-	-
3. Paper	2 380 952	2 400 000	1 300 000
4. Printing equipment	-	-	1 100 000
	11 428 871	8 978 800	8 426 100

9.3 General experiences

Most of the planned activities have been carried out but, as will be shown later in this chapter when activities are discussed, results vary. The planned change and decrease of the support to the school-building programme in favour of other educational activities has not, however, been fulfilled. Thus, the earlier emphasis still remains.

The difficulty in restructuring the programme towards more qualitative activities is mainly related to economic changes during the agreement period. Though the support has been continuous and even somewhat increasing in Swedish Kronor, changes in the exchange rate has lowered the real value of the support. This tendency is shown in the table below.

The Swedish devaluations during the last three years and the fact that the Ethiopian Birr is tied to the changing value of the US Dollar are main reasons behind this financial deterioration. Domestic increases in prices have also contributed to reduce the buying power.

Table 14 . Funds made available during 1980/81 - 1982/83

Year	Swedish Kronor (millions)	Exchange rate (Kronor per Birr)	Ethiopian Birr (millions)
1980/81	22	1.92	11.4
1981/82	22	2.45	9.0
1982/83	24	{ 2.97 3.65	8.4

Most of the changes and reconsiderations in the programme during the agreement period are to be seen in this perspective. According to the sector agreement of the period 1980/81 to 1982/83, Swedish support was supposed to be given to both primary education and non-formal education. However, in order to build the planned number of primary schools, other intended activities had to be reduced or abandoned, like the building of CSTCs. Thus, the construction of primary schools and instructional equipments for such schools, as well as technical assistance within the construction programme and delivery of paper for production of primary school text-books have been given prominence. This priority is contingent on the political importance, which the Ethiopian authorities place on the expansion of the primary school programme.

9.4 Support to formal education

The Ethiopian objective of developing the economic well-being of its people is to be achieved among other things through education. Eradication of illiteracy, a primary obstacle to development, will be reached through the literacy campaign and the introduction of basic education to all children. With the aim of reaching universal primary education by 1992, a construction programme for the building of primary schools was established. According to the revised Ten-Year Perspective Plan, 7 500 primary schools are to be built in the period 1983/84 - 1992/93, a more than twofold increase compared to the existing number of schools.

9.4.1 School Construction and Maintenance Services (SCMS)

Swedish support to the primary school building programme includes a number of activities, out of which the building and equipping of schools is the most important. The task of the SCMS is mainly to accomplish the construction of primary schools and to maintain existing schoolbuildings, which is done in close cooperation with the peasant associations.

The construction work to be undertaken by the SCMS includes, besides the SIDA financed building programme, projects of the Government and other donors. In 1980, the SCMS also had to take over the responsibility of unutilized funds of the RPA. A backlog of 274 schools was transferred to the SCMS, out of which 213 schools were completed by 1982. The remaining schools are in general situated in areas with political unrest, thus making it difficult for the SCMS to fulfill its task.

The quantitative targets of the building programme as well as the regional distribution of the schools are decided by the central government authorities. As outlined in the projection plan for UPE, it is indicated that some 7 500 schools are to be built within a ten year period. The yearly increase of about 10 % was considered by external observers as a feasible growth-rate when taking into account the organizational and administrative structure of the newly established SCMS. The main problem was to make sufficient financial resources available (Hjelm, 1981, p 5).

From a technical, organizational and administrative point of view, the necessary capacity to fulfill its task was in general available within the newly established SCMS, an autonomous body within the Ministry of Education. As the work-load on this organization will steadily increase in the coming years, a certain amount of technical assistance and in-service training of the

personnel should be continued. The SCMS has now been in operation for three years and the outcome of its work in relation to set goals can be assessed. The task of the SCMS is mainly to procure, adapt and distribute the building material to the awraja stores and from there on to the construction sites. When assessing the activity of the SCMS, it can thus be divided into a number of separate operations. These operations are outlined in the following figures.

As can be seen from figure 6, transportation from the awraja store to the construction site is a problematic operation. The lack of sufficient transportation capacity during 1980/81-1981/82 has caused delays in the construction programme. In areas with frequent political unrest the building programme has also been delayed. By now, however, most of the schools are under construction or the building material is delivered to the site. As the building programme gradually reaches further into the interior, sometimes to remote areas without elementary roads, the problem of transportation will remain.

The lack of sufficient transporting capacity was discussed during the annual Ethio-Swedish sector review in February 1981.

It was then agreed upon to strengthen the SCMS, transporting capacity, a decision which already has had obvious positive effects. As is shown in figure 7, the transportation of building material to the stores and construction sites is much more advanced in 1982/83 when compared with the previous years.

Consequently, the construction of schools has started in time this year, i.e. 1982/83, and the SCMS will thus have a fair chance to reach the set target. As communities on an average need some four instead of three months to complete the construction of a school, a certain delay in the construction programme will, however, remain. The technical advisor to the SCMS concluded on this problem in the review of 1982 that "15-20 % of the schools in a years programme will be considerably delayed due to the present school distribution policy and level of assistance to the communities" (Hjelm, 1982, p 3).

Fig.6 SIDA PVS School Construction Programme 1980/81-1981/82

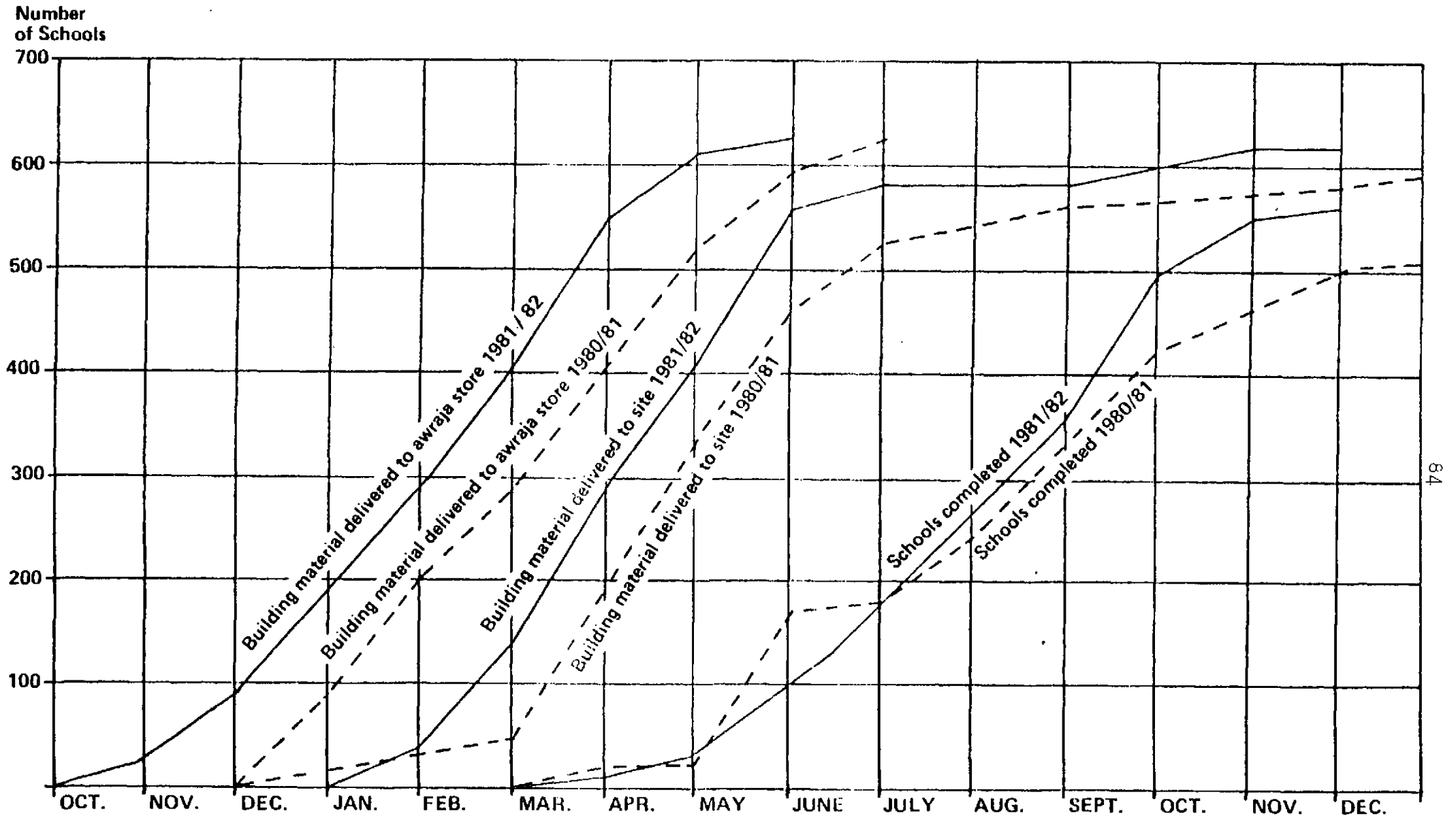
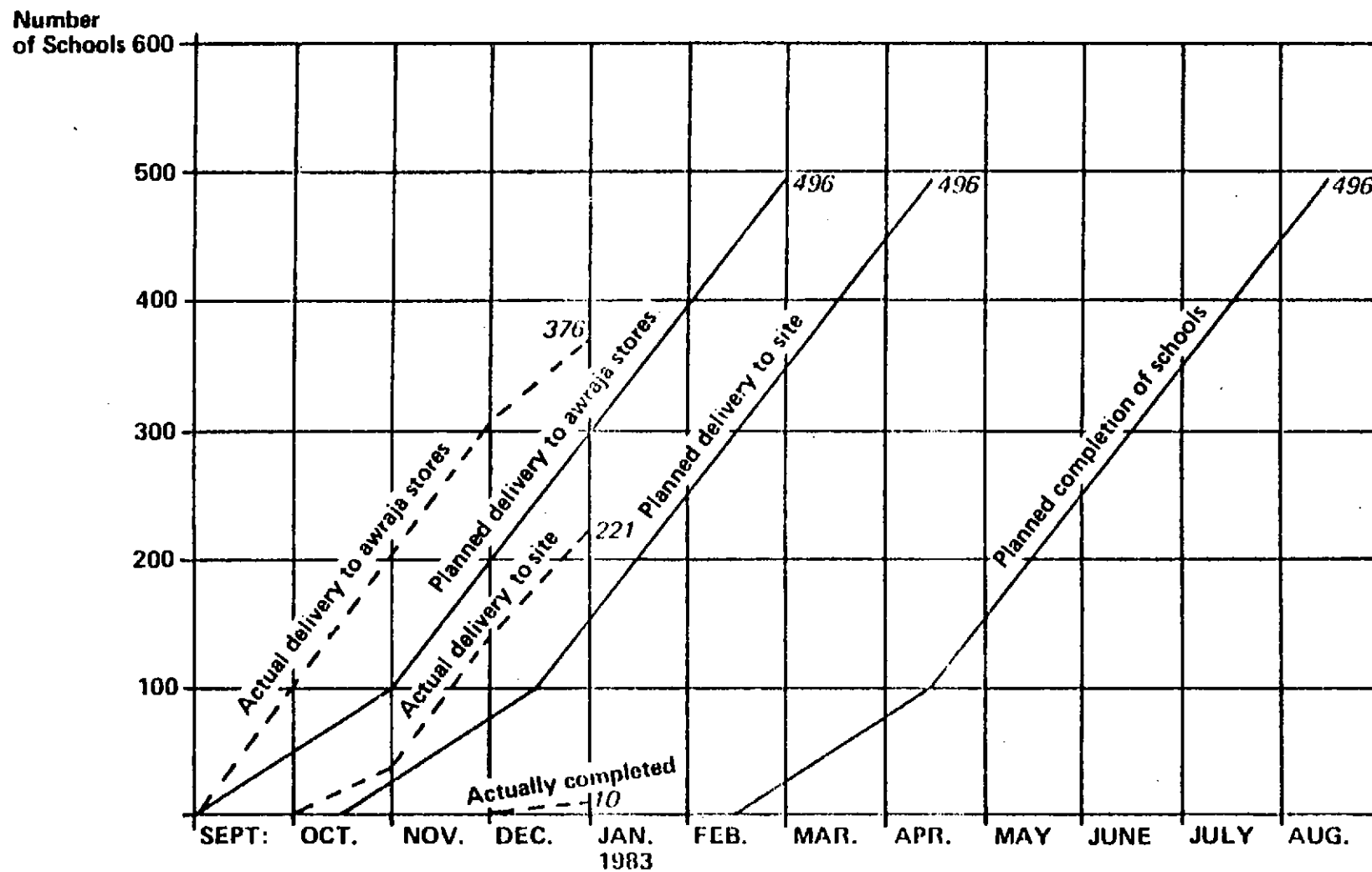


Fig.7 SIDA PVS School Construction Programme 1982/83



The production of furniture has usually kept pace with the construction of schools. In the 1980/81 programme, furniture for 608 schools out of a planned number of 624 schools was delivered in February 1983. In the 1981/82 programme, distribution of furniture has also almost kept pace with the construction of schools. Furniture for 546 schools has reached the schools, while furniture for 12 are in transit and for 71 in awraja or regional stores. The balance between completion of PVS and delivery of furniture to site is a result of an improved coordination between the SCMS and the EMPDA, which was recommended by the joint Ethio-Swedish sector review mission in 1982.

Table 15 below summarizes the outcome of the activities within the school construction programme, which have received Swedish support. Targets mentioned in this table are revised figures which jointly have been decided upon in the sector reviews.

Table 15. The school construction programme

	Programme Year		
	80/81	81/82	82/83
	(EC 1973)	(EC 1974)	(EC 1975)
Target number of schools	623	625	496
Schools constructed as per February 1983	599	561	10
Furniture actually delivered to site as per February 1983	608	546	33
Technical assistance (experts) ¹⁾	1	1	2
Trucks	8	-	-

1) One arrived in January 1981, the second in November 1982.

The target for the 1982/83 construction scheme was originally set to 600 schools. As is shown in table 14, the total allocation of SIDA funds for this years education programme was 24 million Sw Kr at an exchange rate of 2.75 to the Birr. However, an advancement payment corresponding to 2 m. Birr had been made already in June 1982. In the beginning of 1982/83, the exchange rate rose to 2.97 and later to 3.65. This made necessary a reduction of the PVS construction programme to 496 schools.

Out of a total number of 496 SIDA-supported schools in the 1982/83 Programmes, 28 double schools (=56 PVS) are built in urban areas, including 7 schools in Addis Ababa. According to the Ethiopian authorities, this decision was made necessary by the extreme overpopulation in urban areas. The number of PVS built in urban areas represents only some 10 % of the total number of SIDA-supported schools.

9.4.2 Delivery of paper and equipment for printing of text-books for primary schools

The expansion of the primary school system since 1974 has dramatically increased the demand for paper and printing capacity for school-books. The following figures illustrate this development. In 1974 two million text-books were printed annually, while in 1982 the number had increased to eight million books.

Most of the paper which is needed for the printing of different kinds of school books is today imported. This import is mainly financed by Sweden. Under the 1980/81 programme 1 425 tons of paper were delivered. In this year 27 titles of primary school text books and teachers guides were printed in 3.7 million copies with SIDA financed paper.

In the 1981/82 programme 1 497 tons of paper have been delivered, representing some 3.4 million copies of school books. During the sector agreement period some nine million books in all are estimated to have been printed through the SIDA paper support.

In the 1982/83 programme it was agreed to use about half the amount originally allocated to the purchase of paper for procurement of modern printing equipment. The equipment, which is bought in Sweden, is going to be installed at the EMPDA.

The decision to strengthen the printing capacity of the EMPDA is mainly due to the need of making printing and distribution of primary school books more efficient. Most of the production of primary school text-books has hitherto been placed with private and governmental printers, which in many cases has caused considerable delays and additional costs. The extension of the capacity of the EMPDA from some 5 percent to 25 percent of the total number of primary school books printed in the country is expected to

shorten the time of delivery and to decrease costs.

9.5 Support to non-formal education

According to the joint study team which analysed the sector in 1980 Swedish support to non-formal education should be given high priority. The literacy campaign was supposed to have positive spin-off effects on the general motivation for an expansion of the primary school. The CSTCs were also expected to influence the educational motivation. By focusing on the improvement of community skills the centres were expected to have positive effects by developing new and appropriate tools for agriculture and rural life.

Swedish support to this programme has been concentrated to constructing and equipping the CSTCs. In 1980/81 65 centres were to be built while 36 were planned for the following year. It was recommended by the joint mission, that the financial support to the building programme should be reduced in favour of the training of literacy campaigners and CSTC-supervisors.

The overspending of funds on paper in 1980/81 and the unfavourable currency exchange rate, however, forced the MoE to cut down the planned Swedish supported activities in the non-formal programme. Thus, the CSTC-construction programme of 1980/81 was reduced to 52 and the CSTCs approved for 1981/82 were totally deleted. The recommendation to increase the support to the training of personnel within the non-formal programme was not realized.

9.6 Fulfilment of objectives

9.6.1 Introduction

In this paragraph the Swedish contribution to the development of the educational sector will be assessed. This analysis starts out from the overall educational objectives of Ethiopia and Sweden as outlined in chapter 8.

In order to evaluate the Swedish contribution an attempt is also made to establish the goal-structure of the support. Though no explicit hierarchy of goals has been outlined in the agreement under review, the following structure may be set up:

- 1 Main goals
Development of the Ethiopian formal and non-formal educational systems, in order to provide the broad masses, mainly in rural areas, with basic educational training.
- 2 Intermediate goals
 - a To contribute to the expansion of primary school facilities, in order to attain universal primary education at the earliest possible date.
 - b To create prerequisites and resources for continuous literacy training
- 3 Targets
 - a Construction of 2 500 primary schools (indicative plans), mainly in rural areas, and delivery of furniture to them
 - b Equipping the PVS with instructional materials
 - c Delivery of printing paper for the production of primary school text-books and primers for adult education
 - d Construction of 106 CSTCs
 - e Training of CSTC-personnel

Based on the above goal-structure and the earlier described resemblance in educational policy between Ethiopia and Sweden a number of criteria for development within the educational sector are possible to outline. These criteria - common points of interest - are derived from various Ethiopian and Swedish sources of information, both overall policy documents as described in chapters 4 and 8 and specific planning documents, such as the Ethiopian requests for Swedish assistance to the education sector. Swedish objectives are mainly found in "The guidelines for educational assistance" and the plan of operation for the sector support. The following criteria are set out as denominators when examining the impact of Swedish support to the educational sector:

- 1 General access to education
- 2 Improved quality of the educational system
- 3 Integration of theoretical and practical knowledge

9.6.2 General access to education

The Ethiopian goal of rapidly expanding the formal school system is compatible with the objectives of Swedish development assistance. By providing the people with an equal access to education and thereby favouring literacy, the objectives of equity and a democratic development of the society will be promoted.

Swedish support to the primary school building programme is an important contribution to reach these objectives. Out of a total

number of 6 200 primary schools, some 75 % have been partly financed by Sweden (The other part financed by the communities). Most of these schools are located in rural areas, which is in correspondence with the Swedish policy of supporting rural development. Through the Swedish contribution to this programme it is estimated that some 1.5 million children have been offered an opportunity to go to school.

Improved access to education is a result of the continuous efforts of the Ethiopian authorities since 1974 to provide schooling in the remote areas. Local initiatives to establish schools are encouraged and quite often the buildings are enlarged with additional rooms or other facilities. Popular participation in the school-building programme is also strengthened through the establishment of new institutions. Normally the peasant- and township associations are supposed to contribute labour and local material for the school. This input from the local community represents about one third of the total building cost. A democratic development of the society is also furthered by setting up local school management committees.

In spite of the attempt to provide an equal access to education, the former imbalances in the school system still prevails. Thus, the enrolment of girls is still low and urban areas are overrepresented. Great variations in enrolment between different geographical areas are still existing.

In comparison with pre-revolutionary Ethiopia, however, it is obvious that changes in the above respects have taken place. Thus, for example, in 1973/74 girls accounted for 32 % of total enrolment in primary school. By 1981/82 the share of the girls had risen to 38 %. In secondary school the corresponding figures were 22 % in 1973/74 and 35 % in 1981/82. Urban enrolment in grade 1-8 has changed from constituting more than 75 % in 1961/62 to less than 50 % in 1979/80, thus representing a better regional balance.

The accomplishments described above are, however, impaired by the high rates of repetition and drop-outs, as noted in chapter 7. The low rate of efficiency on the primary school level (60 %) will thus reduce the possibility of reaching UPE in time. As the problems of drop-outs, repetition and low enrolment are mainly found in rural areas, equity and the democratic development of the society is hampered.

9.6.3 Improved quality of the educational system

The quality of the educational system is closely related to the material standard of the schools and the qualifications of the teachers. The Swedish contribution to improve these conditions during the agreement period under review are limited to the supply of paper for printing of school-books, furniture and pedagogical equipment for the PVS. As outlined in chapter 8 and 9.4.2 the schools financed by Sweden are provided with furniture and instructional equipment. The standard of these items is simple, but sufficient taking into account the conditions under which they are going to be used.

The financially most important contribution to improve the quality of the school system is, the support to the procurement of paper. Since 1976 about 6 000 tons of paper have been imported at a value of 21 million SEK. An estimated number of 20 million books have been produced through the SIDA paper support, out of which some 9 million books have been produced during the agreement period under review.

The continuous Swedish support to the purchase of paper for printing of school-books is an important contribution to reach the goal of supplying each pupil with one book. At present, the average supply of text-books is two/three pupils per book. A number of limitations, such as insufficient capacity of printing and production of paper in the country, hamper the achievement of the target. Swedish support to strengthen the printing capacity of the EMPDA is an important step to overcome one of these limitations.

9.6.4 Integration of theoretical and practical knowledge

The integration of theoretical and practical knowledge is an important means of making the primary school education more relevant to the needs of the Ethiopian people. Subjects such as geography, history and science have gradually become more related to the socio-economic conditions of the country. When possible, they are also interlinked with practical subjects and out-door activities such as gardening and crafts.

As noted earlier, there is a lack of instructional materials, both at schools and the APCs. The inadequate supply of such material is important to pay attention to, in order to improve the relevance of education.

Sweden has contributed to the improvement of the learning-teaching process in practical subjects by providing adequate educational equipment. The support has so far been of minor importance.

Another Swedish input, which aims at improving the relevance of education is the support to the expansion of the CSTCs. The number of centres by 1982 was 400. The target of establishing one such centre in each woreda by 1983/84 will not be reached. As noted in 9.5 the planned number of centres to be built with Swedish support has been reduced by 50 per cent and support to the training of educational personnel has been deleted.

9.7 Sector support as a means of development assistance in the field of education in Ethiopia

9.7.1 Introduction

The correspondence in objectives and values between Ethiopia and Sweden concerning educational policy was a basic condition when Sweden in 1980 decided to change its support from project support to the form of sector support. The sector agreement should cover a period of three years and assistance should be given to the sub-sectors of primary education and non-formal education. Allocation of funds should be discussed and agreed upon at annual sector reviews.

The introduction of sector support was intended to be advantageous to both Ethiopia and Sweden. In comparison with project support, this form of cooperation is more flexible. It was thus assumed to give "the Ethiopian Government a greater freedom of action in the use of the Swedish grant". (SIDA 1980, p 42).

In order to assess the relevance of sector support in the field of education compared to other forms of assistance the following aspects will be taken into account.

- 1 The organizational and planning capacity of the MoE.
- 2 Annual sector reviews
- 3 Reallocation of funds within and between sub-sectors
- 4 Introduction of new activities

9.7.2 The organizational and planning capacity of the Ministry of Education

The Ethiopian objectives and strategies for development of the educational sector are found to be well defined. To implement its educational programme Ethiopia has established an appropriate organization which is well functioning. The MoE has to its disposal a competent and dedicated staff both at central, regional and awraja levels. Its work is directed by detailed and ambitious long-term plans. Efforts to further decentralize the administration and to incorporate the public in the local and regional school administration are also being made. Examples of such efforts are the construction of regional work-shops for production of furniture and equipment for primary schools, the strengthening of the regional branches of the SCMS the establishment of local CSTCs and school management committees.

9.7.3 Annual sector reviews

The development of the educational sector with particular focus on the Swedish support has been studied in annual reviews. The sector reviews have been carried out jointly by representatives from the MoE and SIDA. The MoE has reported to SIDA in advance about the on-going programmes and the utilization of funds during the present year. These annual reviews have served the purpose of a follow-up of on-going activities. During the meetings the two parties have also had the opportunity to exchange ideas about the prospects and problems in the implementation of the programme.

Experiences from the annual reviews show generally that pre-conditions for a continued cooperation in the form of sector support are existent. The MoE has usually prepared the necessary documents and given priority to the reviews. Though the parties sometimes disagree on specific matters it has been possible to agree on a joint document for the future cooperation.

1.7.4. Reallocation of funds within and between sub-sectors

A basic consideration for SIDA when changing to the form of sector support was the possibility of widening the support. New activities were proposed to be introduced and a more balanced relation between quantitative and qualitative inputs should be established. Initially, the building of primary schools and delivery of paper were to require most of the resources. Gradually, however, funds from these activities should be reallocated to other activities, both within the formal and non-formal systems.

This ambition has been stressed during the previous reviews, but it has not yet been possible to fully realize it. Thus, the emphasis on the construction of primary schools still prevails. During recent years, however, the Ethiopian authorities have now and again shifted the Swedish support in order to meet unforeseen needs. Thus, for example, the number of schools were reduced in 1980/81 in order to strengthen the transporting capacity of the SCMS. In 1982/83 the delivery of paper was considerably reduced in order to improve the printing capacity of the EMPDA. Such flexible use of the Swedish contribution shows the advantages of sector support.

1.7.5. Introduction of new activities

The Swedish support is still concentrated to the school construction programme and the delivery of paper, but it is the opinion of the study team that pre-conditions have now been established to diversify the Swedish support. A number of activities are possible to support within relevant sub-sectors, such as up-grading of primary school teachers through distance education, improving the APCs etc.

The Ethiopian authorities are now also better aware of the possibilities and advantages of sector support and appreciate the flexibility which a sector agreement permits. Recent central directives to improve the quality of the educational system may increase the readiness of the MoE to reallocate financial resources to such activities.

9.7.6 Sector support a suitable form of cooperation

From the Swedish point of view the introduction of sector support has also facilitated administrative work, as the responsibility of implementation mainly rests with the Ethiopian authorities. Simplified administrative procedures, on the other hand, may cause difficulties in monitoring the support. Thus, reporting has to be of a high standard and complemented by special studies on, eg the problem and causes of drop-outs and the effects of the introduction of primary schooling on the local community. Such studies are already planned to be undertaken. They will provide new primary data and thus improve the reliability of coming evaluations.

The sector support has been in force too short a time to yet allow definite conclusions about its advantages or disadvantages. Nevertheless, in view of the administrative and planning capacity of the Ethiopian authorities and the ability to use Swedish support as an integrated part of the development efforts, sector support appears to be a form well suited for the cooperation between Ethiopia and Sweden in the field of education.

10 CONCLUDING REMARKS AND RECOMMENDATIONS

10.1 Remarks

The ideological basis for the development of the education sector is clearly formulated in government policy guidelines and directives. These guidelines and directives have been operationalized by the Ministry of Education in a consistent fashion. Although initial emphasis, quite understandably, was on involving the people in the provision of education and in the educational process per se, as well as diffusing educational services to hitherto deprived areas the important aspect of quality is now receiving increased attention.

In quantitative terms the performance within the sector has been impressive. During 1981/82 the participation rate for primary education is estimated to be some 47 % compared with 19 % in 1974. 841 507 pupils were enrolled in grade 1 in 1981/82 compared with 263 898 in 1973/74. Enrolment in secondary schools has increased from 184 000 in 1974 to 487 000 in 1982.

As with formal education, the quantitative achievements made in non-formal education since the revolution are quite remarkable. Some thirteen million people have participated in the literacy campaign, of whom 7.5 million have passed the final examination, increasing the literacy rate from 7 % 1974 to 53 % 1982. Almost 400 CSTCs have been built and some 90 000 peasants have so far participated in community skill training courses. Furthermore, great progress has been made in the field of teacher training and in the establishment of Awraja Pedagogical Centres.

Some of the main reasons for these very impressive achievements are the devotion and competence of the responsible central and local staff of the Ministry of Education and the organizational set-up of the educational system, where the implementary duties are decentralized to regional and local levels.

The study team also noted that primary education is facing a number of problems mainly due to the rapid expansion of the programme. The enrolment in the first grade appears to have

stagnated in rural areas (0.1 % increase in 1981/82) over the previous year in spite of the increased number of schools built. Furthermore, the drop-out rates are of serious proportions. According to national statistics the drop-out rate from grade 1 to 2 is some 30 percent. Also, the repetition-rate is rather high ranging from 25 percent in grade 1 to some 15 percent in grade 6.

The quantitative targets proposed in the Ten-Year Perspective Plan appear to be on the high side. The goal of reaching universal primary education by 1992 presupposes for instance a high rate of internal efficiency in the system. The internal efficiency is at present low which, in combination with low intake into grade one, will have a direct effect on the planned number of schools and teachers. When this is coupled with available resources for education in relation to the costs generated by the running of the system and the planned expansion, specially with regard to capital costs, it is apparent that the ambitious targets will have to be reduced to a more realistic level.

A cursory comparison between the cost of salaries of primary school teachers and the projected total recurrent budget of the Ministry of Education reveals that by 1992/93, the two would be of the same magnitude. Such a situation would leave almost no funds for other aspects of primary education or indeed for any other type of education. At the same time, the primary school construction programme would account for as much as one fifth of the total capital budget.

There is also a dearth of qualified teachers. The upgrading of the teaching cadre, in addition to the training of new teachers, will put a heavy strain on the Ministry's resources, both manpower and financial. There is also a lack of textbooks and instructional material that hamper the pedagogical process. Many other aspects like low utilization rates, language difficulties and administrative deficiencies call for attention.

The explanation of these problems are both manifold and complex. Many are caused by factors outside the education sector itself.

It should also be stressed that the severity of most of these problems increases the further into the interior the primary schools are situated.

Though illiteracy is officially expected to be eradicated in 1987/88, it is our impression that the campaign will have to continue for quite some time with special emphasis given to continued follow-up activities. Otherwise, the newly literates will easily relapse into illiteracy. The post-literacy programme will serve this purpose, as well as giving further training in different practical subjects. The reported lack of paper and educational material, due to lack of funds, is however a severe problem. Without sufficient resources like reading rooms, books and rural newspapers, the campaign will be less effective in the long run.

10.2 Recommendations

Due to the Ethiopian priority of expanding the provision of educational opportunities all over the country and within a limited period of time, emphasis has during the past years been given to the construction of primary village schools. Nevertheless, many activities of a quality-increasing nature have been, and are, initiated. For instance, the elaboration of new curricula will contribute largely to make education more relevant to those going to school. The in-service training courses at the Teacher Training Institutes will contribute to a general raise in the professional level of the teaching cadre. The extension of the educational radio services will benefit both students, adults and teachers. The establishment of the Inspectionate will increase the possibilities of the Ministry of Education to closely monitor the developments in the sector.

However, during the evaluation study certain imbalances in the development of education have been observed. In our opinion, this calls for a more balanced development between the expansion of physical facilities and the development of various inputs into these facilities. We have discussed above some problems and constraints observed during the study. We have suggested some factors within the education system which may provide

explanations to the problems. In addition, we have been furnished with information on current and planned international assistance to the education sector. Taken together, this has provided the basis for some recommendations that we would like to put forward.

10.2.1 School construction programme

The Ethiopian objective of a rapid universalization of education is shared by us. A continued expansion of the school construction programme is recommended. There are however some factors which have caused us to recommend a modification of the programme. Low utilization rates of rural schools, caused by decreased intake into first grade in combination with high drop-out rates, implies excess capacity of available schools in the countryside. In addition, present enrolment figures are inflated by the entering of literacy campaign participants into the formal system. After elimination of illiteracy by 1987/88, the demands of the literacy campaign on the formal education system will gradually be reduced implying a diminishing need of school places for this category of students. Furthermore, the implementation rate of the school construction programme will be negatively affected as it moves into more remote areas of the country. Another effect of this movement is a reduced growth rate in enrolment as marginal groups of the population with stronger traditions and lower demand for modern education are reached.

In order to provide means to reach a balance between quantitative expansion and qualitative improvements, and to help raise the internal efficiency of the system, we recommend that the school construction programme is expanded at a lower rate of growth. There may also be a case for redefining school building standards taking into account local variations in e.g. climate and available building materials.

We would also recommend that the sets of instructional material and equipment included in the programme are enlarged with items now lacking and that the distribution of the sets is combined with the distribution of school building material and furniture. A third recommendation in relation to the school building

programme is the inclusion of teacher's quarters in the school building package meant for more remote areas.

10.2.3 Automatic promotion

Repetition in the first grade has shown to be in the range of 25 percent. One way of increasing the intake into first grade, without any immediate increase in costs, is to reduce the repetition rate. This can be achieved by automatic promotion from first to second grade. Such a measure would also be beneficial from a pedagogical point of view and would help reduce the drop-out rate. Our recommendation is that automatic promotion is introduced in order to increase the number of entrants to the first grade and to reduce the drop-out particularly from grade 1.

11.2.4 Upgrading and in-service training of teachers

There is a recognised need for the improvement of the existing teaching cadre. Much headway has been made through the professional in-service training courses provided at the TTI's. For in-service and upgrading of teachers we support an expansion of the current trend of using the TTI's for in-service training during summer vacations and distance education methods for academic upgrading. To further strengthen the capacity to meet the immediate training needs as well as providing a means for dissemination of innovations, ideas and guidelines and the introduction of new curricula in a way that is both efficient and cost-effective, we recommend the expansion of facilities at the Awraja Pedagogical Centres in combination with a systematic use of distance education methods.

To strengthen the APC's and their possibilities to fulfill their functions relating to in-service training and upgrading of teachers, the dissemination of educational innovations of ideas and assistance to surrounding schools in the production of teaching aids and the establishment and development of school pedagogical centres, we recommend that APC's are provided with necessary additional equipment and suitable transport means.

We further recommend in this context that the administrative capacity and the professional capability of the Distance Education Division in the field of teacher training is improved through the provision of equipment and technical assistance.

10.2.5 Production of text-books for primary education

One essential input into the teaching-learning process is the provision of text-books. Insufficient printing capacity and inadequate equipment cause delays as well as low quality. To help alleviate these problems, we recommend support to the plans to expand the printing capacity of the Education Material Production and Distribution Agency through the acquisition of additional printing equipment.

The planned development of enrolment as well as the efforts to supply each student with one book cause increasing demand for text-books. Consequently, we support continued deliveries of paper for the production of primary school text-books.

10.2.6 Language of instruction

To make the transition to Amharic smoother and to ease the working situation of the teacher, in areas where the majority speaks other languages, we support the efforts to introduce vernaculars in the first three grades. The establishment of a regional system of TTI's could also contribute to the reduction of the language problem, as it would make it possible for teachers to return to their own locality after training.

10.2.7 Multiple class teaching

We would also like to bring up the idea of multiple class teaching in schools where the drop-out has substantially reduced the number of students in the higher grades. Such a teaching method could not only counterveil the shortage of qualified teachers, but also improve the internal cost efficiency of the primary school system. This would however necessitate the introduction of corresponding methodological aspects in the teaching at the TTI's.

10.2.8 Micro-study

The Ministry of Education is undertaking a series of studies related to inter alia the quality of education, evaluation of the experimental programme for the new curriculum and regional disparities. In addition to these studies, we propose that research is carried out into the problem of drop-outs and into the effects of the introduction of primary schooling on the local community. It would appear that a suitable period of concluding such a micro-study would coincide with the finalization of the studies on the quality of education and the evaluation for the experimental programme for the new curriculum.

10.2.9 More appropriate CSTC-courses

It is our opinion that the training at the CSTCs could be made more relevant by providing the peasant communities with new knowledge about appropriate items and their application for every day use as well as new and improved methods in agriculture. The needs of the local community should be given a central role when deciding the training programmes to be offered by the local CSTC.

The main task of the CSTC should in our opinion, be to serve as a centre for demonstration and innovation of appropriate skills. Its training perspective should be broadened in order to meet varied demands of the local community. Cooperation with other related educational institutions outside the Ministry of Education, such as the Farmers Training Centres within Ministry of Agriculture etc, should also be improved.

10.2.10 Improvement of the data base

A vast amount of information is collected each year, but only part of it is analysed due to time constraints. The obvious solution is to computerize the compilation of educational statistics. However, the basic information that is collected needs further improvements before computerization is justified. Our proposal is therefore that activities are initiated to improve the class registers and the individual school records, record maintenance, the design of the annual

statistical questionnaire (with computerization in mind) and the analyses carried out at the Ministry of Education. Possible ways of achieving this is through further training, technical assistance and aquisition of necessary equipment.

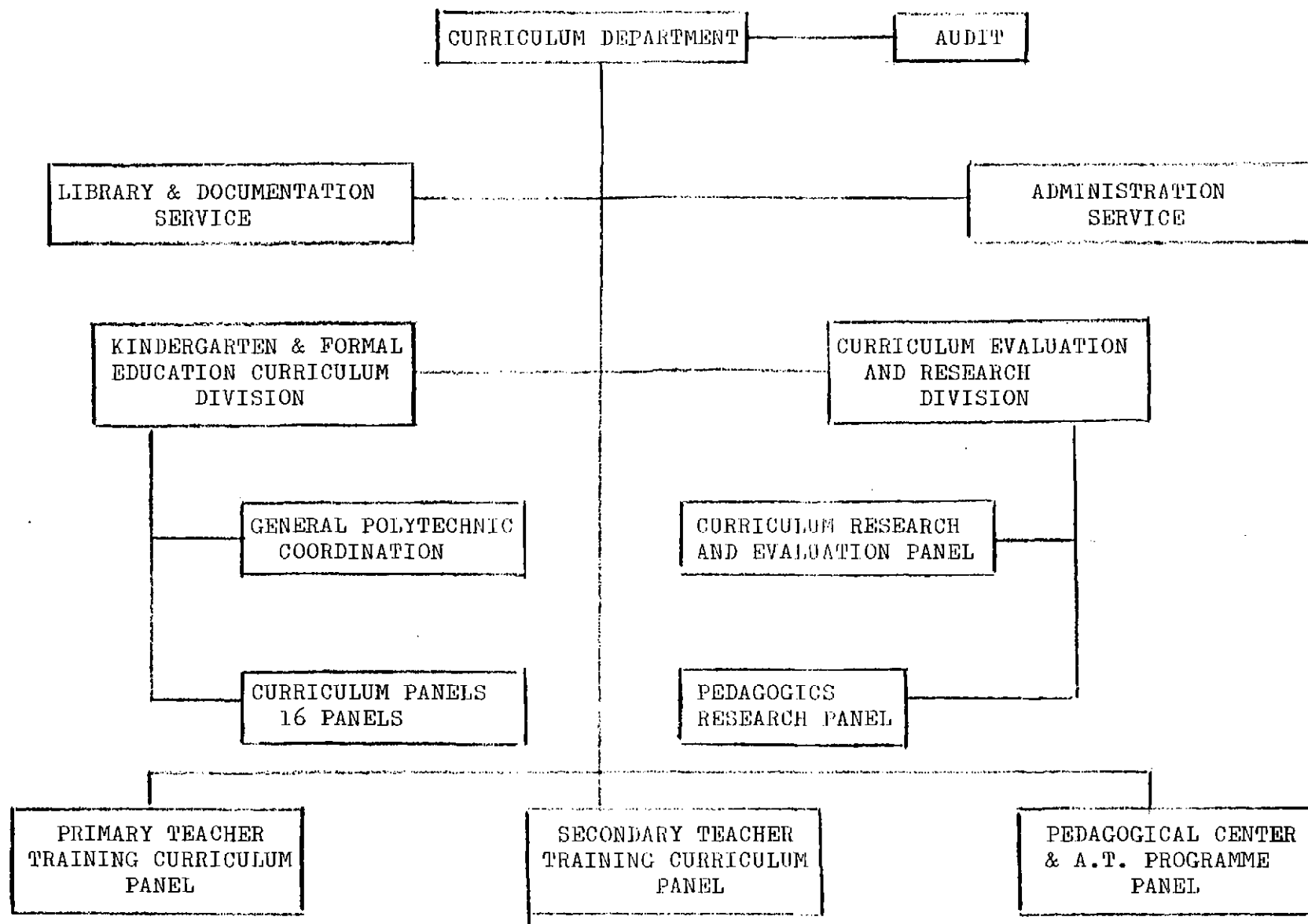
The brief examination of the pattern of growth indicates that there are great variations between regions and awrajas as well as between males and females. It would therefore seem that a profound analysis of the prccess of growth of the education system for the period since 1978/79 would be appropriate. To assist the Ministry with this task, we propose that a specialist in educational planning and statistics is attached to the Planning Services for a duration of two months.

APPENDICES

Education: Quantitative Targets

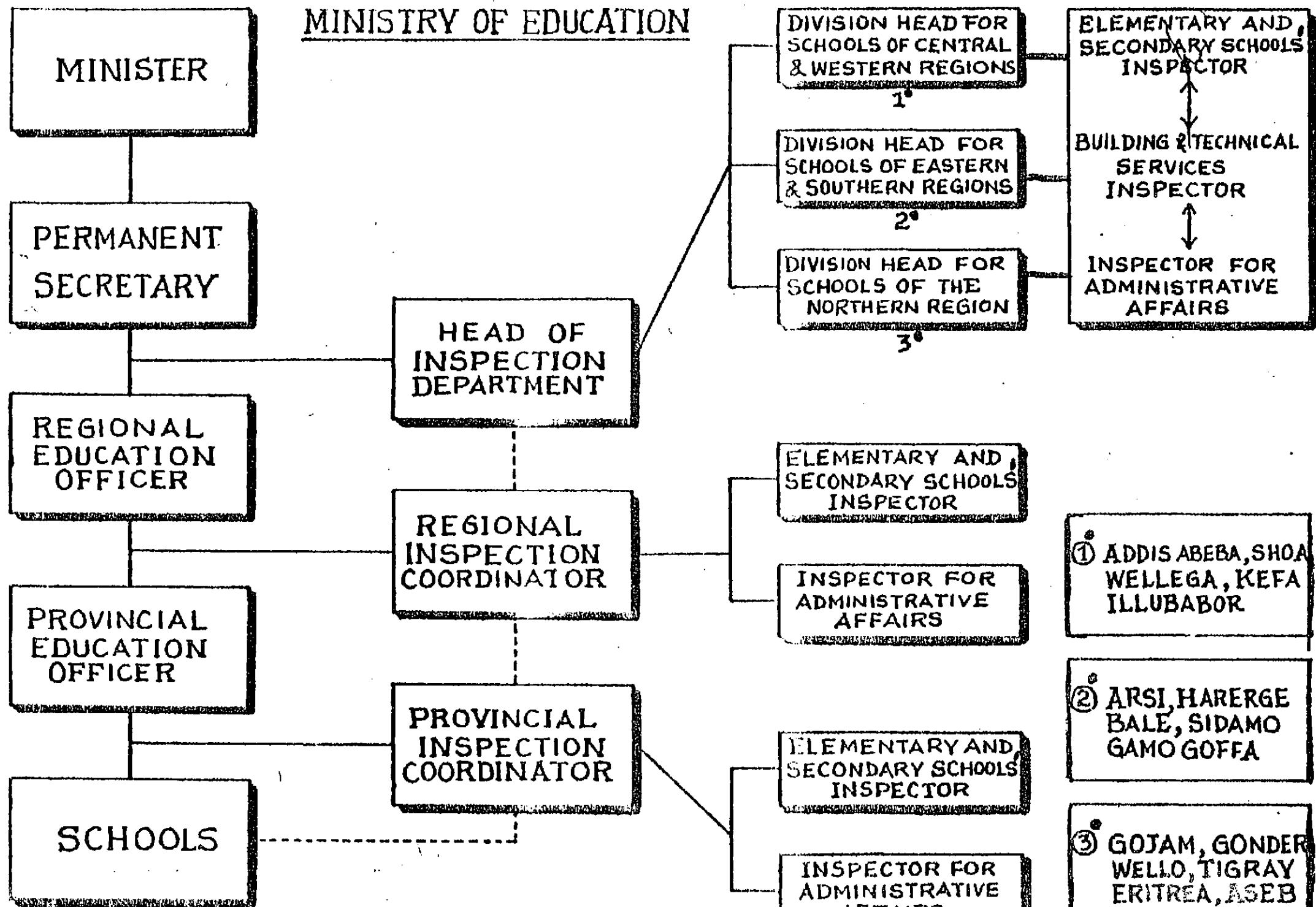
	Unit	Actual	Estimate	T	a	r	g	e	t	82/83-92/93
			1982/83	82/83	87/88	92/93				Gr. Rate
<u>Students</u>										
Pre-School	(000)	51.0	63.4	76.2	140.4	245.2				14.5
Adult Education										
Literacy	"	1 500.0	1 563.0	1 600.0	1 650.0	809.5				0.5
OSTC	"	18.3	19.3	21.3	27.3	29.7				4.4
Correspondence	"	2.4	12.6	3.4	8.1	25.1				26.9
Evening Schools	"	233.3	263.6	336.7	492.7	868.8				13.9
Grades (1-6)	"	2 376.0	2 643.0	3 227.0	4 272.0	6 282.0				9.0
" (7-8)	"	248.4	257.0	365.0	706.0	1 212.0				15.5
" (9-10)	"	151.2	167.0	196.6	275.9	4 297.0				9.9
" (11-12)	"	86.7	99.3	116.0	129.4	157.1				4.7
Tech. Voc.	"	2.6	3.0	3.1	5.6	6.5				6.0
Special Sch.	"	0.5	0.7	0.9	1.2	2.6				14.0
Teacher Education										
Pre-School T.T.	"	0.2	0.2	0.2	0.3	0.3				4.1
Primary Sch. T. T.	"	5.5	5.9	6.8	6.5	9.0				4.5
Primary Inservice	"	3.9	4.6	3.2	3.2	3.0				-
Sec. Inservice	"	2.6	3.1	3.7	3.3	0.6				-
<u>Teachers</u>										
Pre-School	(000)	0.9	1.2	4.6	5.6	7.4				12.9
Adult Education										
Literacy	"	21.5	24.3	25.0	25.8	25.9				0.6
OSTC	"	1 096	1 158	1 218	1 218	1 518				2.8
Grades (1-6)	"	38 158	43 600	57 180	80 930	125 880				11.2
" (7-8)	"	5 450	6 256	9 596	19 826	19 826				19.1
" (9-10)	"	3 780	4 057	4 945	7 324	11 938				11.4
" (11-12)	"	2 108	2 412	2 915	3 317	4 148				5.1
Tech. Voc.	"	194	214	327	448	497				6.8
T.T.I Teachers	"	251	267	317	367	392				3.5
Special School	"	89	115	150	185	322				10.3
<u>Schools</u>										
Pre-School		561	655	762	936	1 216				6.5
OSTC		386	386	406	406	506				2.8
Grades (1-6)		6 278	6 981	8 241	10 511	14 511				7.6
" (7-8)		813	843	912	1 003	1 149				3.2
" (9-10)		186	194	220	255	307				4.7
" (11-12)		186	194	220	255	307				4.7
Teach. Voc.		2	5	9	24	28				16.8
Special Sch.		12	12	12	21	42				13.4
TTI		10	11	12	15	17				4.5

Source: Ministry of Education, Planning Services

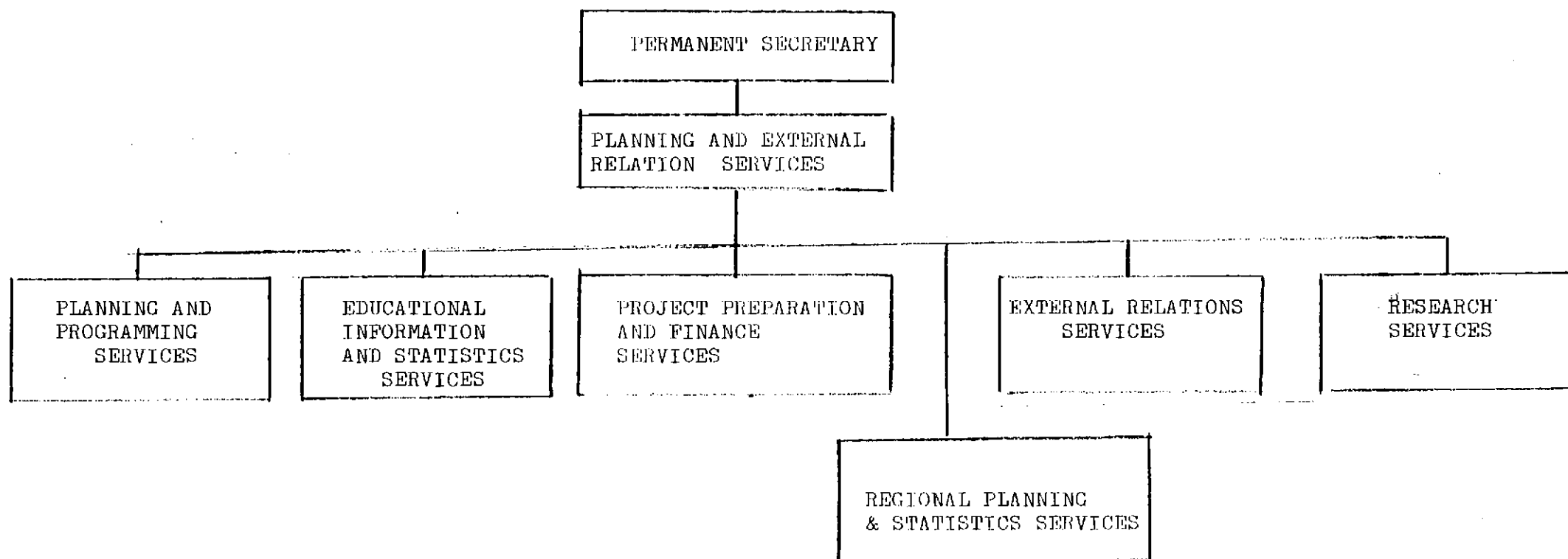


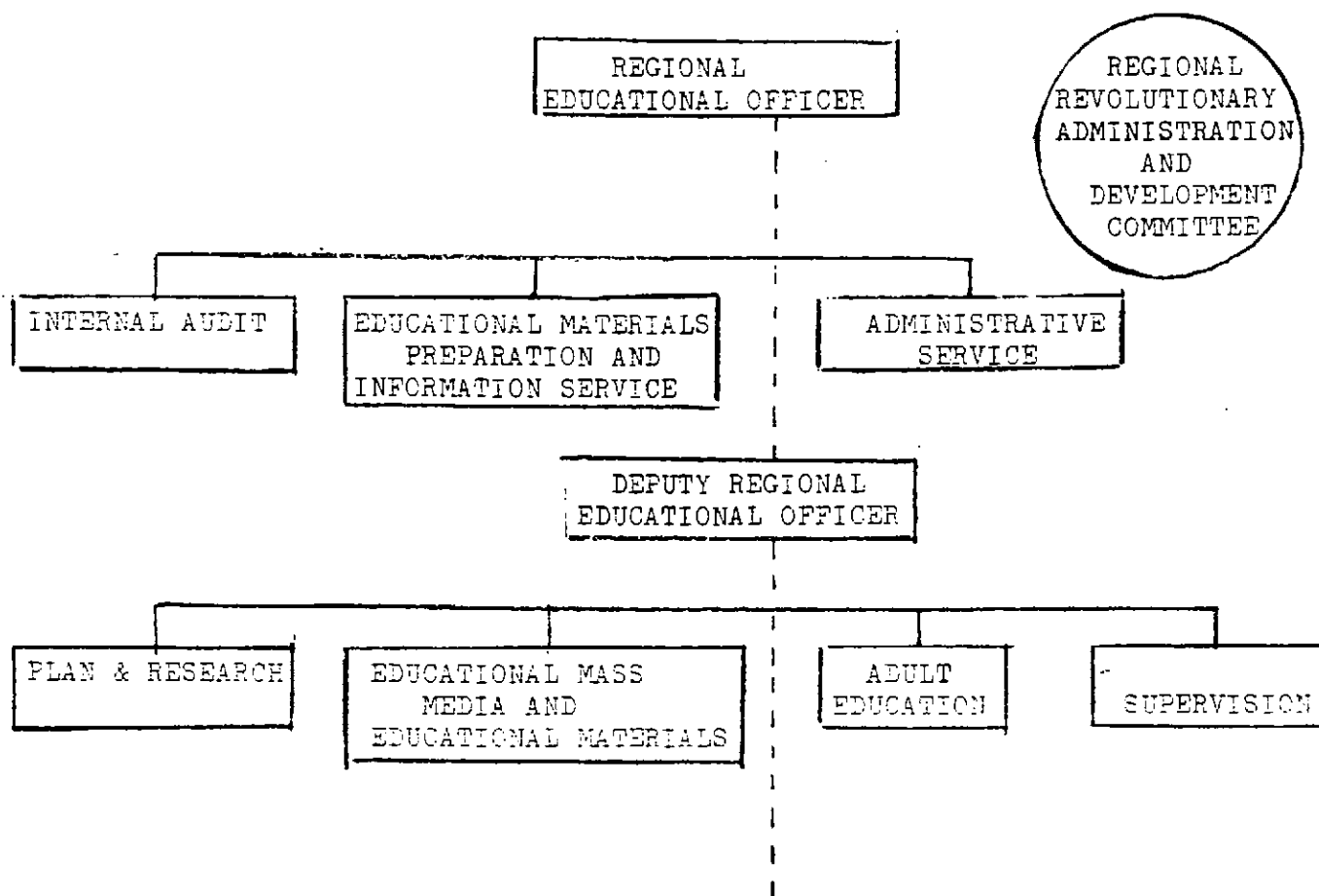
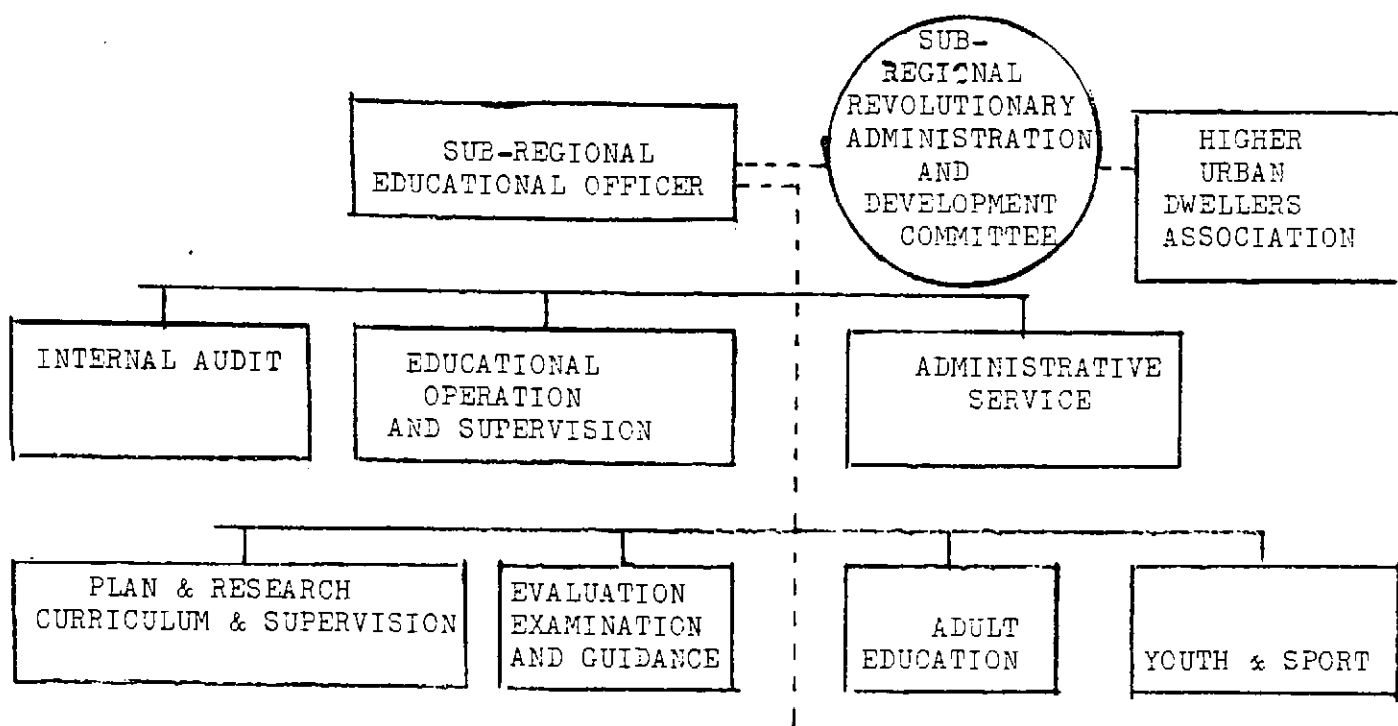
ORGANIZATIONAL CHART OF THE INSPECTORATE

MINISTRY OF EDUCATION



THE NEW ORGANIZATION OF THE PLANNING SERVICES



ORGANISATION CHART FOR REGIONAL EDUCATION SERVICESORGANISATION CHART FOR SUB-REGIONAL EDUCATION SERVICES

STUDENTS, TEACHERS AND SCHOOLS BY LEVEL AND TYPES OF EDUCATION (1966-1974) E.C

	1966	1967	1968	1969	1970	1971	1972	1973	1974
Students									
Primary (1-6)									
- Government	645,000	742,900	774,100	873,300	876,500	1,059,100	1,494,100	1,798,700	2,051,100
- Mission	56,400	60,800	77,000	86,700	50,900	69,200	76,900	81,200	70,700
- Public	134,700	134,200	206,800	191,900	191,100	233,700	218,900	230,600	234,000
- Church	23,700	21,500	26,200	24,700	24,700	15,700	21,200	20,200	18,300
Total	859,800	959,400	1,084,100	1,176,600	1,143,200	1,377,700	1,811,100	2,130,700	2,374,400
Junior Secondary (7-8)									
- Government	84,600	106,300	125,900	129,500	122,900	137,300	165,000	186,800	219,800
- Mission	5,700	6,500	7,200	9,200	7,500	6,900	7,700	8,500	9,900
- Public	10,100	10,800	6,700	10,300	12,600	15,700	11,400	13,800	16,800
- Church	1,400	900	1,000	1,100	900	1,000	2,000	1,600	2,200
Total	101,800	124,500	140,800	150,100	143,900	160,900	186,100	210,700	248,700
Senior Secondary (9-12)									
- Government	74,700	61,100	87,900	127,800	132,400	160,400	180,800	211,700	231,900
- Mission	3,000	1,500	1,700	3,500	3,100	3,300	4,100	4,200	5,100
- Public	4,100	1,600	400	-	-	-	-	1,000	900
- Church	500	100	100	-	200	200	300	-	600
Total	82,300	64,300	90,100	131,300	135,700	163,900	185,200	216,900	238,500
Grand Total	1,044,900	1,148,200	1,315,000	1,458,000	1,422,800	1,702,500	2,182,400	2,558,200	2,861,600

	1966	1967	1968	1969	1970	1971	1972	1973	1974
Teachers									
Primary (1-6)									
- Government	13,000	15,300	17,500	19,400	22,800	23,300	25,200	27,630	32,700
- Mission	1,600	1,700	2,100	2,200	1,300	1,900	1,500	1,580	1,380
- Public	3,500	3,500	4,300	4,000	3,900	3,600	3,500	3,750	3,400
- Church	500	500	600	500	700	300	400	370	360
Total	18,600	21,000	24,500	26,100	28,700	29,100	30,600	33,330	37,840
Junior Secondary (7-8)									
- Government	2,500	3,000	3,300	3,300	2,142	3,300	3,860	4,100	4,690
- Mission	200	300	300	400	133	300	280	290	300
- Public	400	400	300	300	58	300	380	370	390
- Church	100	100	-	-	14	-	120	70	70
Total	3,200	3,800	3,900	4,000	2,347	3,900	4,640	4,820	5,450
Senior Secondary									
- Government	2,500	2,200	2,700	2,900	3,300	3,600	4,150	4,850	5,520
- Mission	100	100	100	200	200	200	130	210	170
- Public	300	100	-	-	-	-	-	80	-
- Church	100	100	-	-	35	-	20	-	40
Total	3,000	2,500	2,800	3,100	3,535	3,800	4,350	5,140	5,730
Grand Total	24,800	27,300	31,200	33,200	34,582	36,800	39,590	43,290	49,020

	1966	1967	1968	1969	1970	1971	1972	1973	1974
School									
Primary (1-6)									
- Government	1,655	1,909	2,204	2,815	3,352	3,938	4,260	4,807	5,409
- Mission		361	402	434	207		246	269	170
- Public	1,099	755	974	740	627	924	617	661	565
- Church		141	127	111	100		75	85	64
Total	2,754	3,166	3,707	4,100	4,286	4,862	5,198	5,822	6,208
Junior Secondary (7-8)									
- Government	281	349	420	466	475	547	566	627	657
- Mission		71	72	86	63	-	56	65	69
- Public	139	81	57	55	67	112	69	81	73
- Church		6	6	7	9	-	15	15	14
Total	420	507	555	614	659	659	706	788	813
Senior Secondary (9-12)									
- Government	68	89	99	116	126	145	150	160	170
- Mission		16	18	22	18		16	18	21
- Public	45	18	5	-		12	-	1	-
- Church		2	1	-	3	-	1	1	3
Total	113	125	123	138	147	157	167	180	194
Grand Total	3,287	3,798	4,385	4,852	5,047	5,678	6,094	6,790	7,215

Enrolment of Girls by Region, grades 1-8

Region	1961-62			1981-82		
	Girls Enrolled	% of total Enrolment	% of 7-14 female age group	Girls Enrolled	% of total	% of 7-14 female age group
Arsi	1 316	16.6	1.3	33 548	31.4	27.7
Bale	391	12.2	0.9	20 387	36.8	22.2
Eritrea	16 234	30.4	11.4	43 651	49.7	17.1
Gamo Goffa	604	10.2	0.8	19 950	27.3	19.0
Gojjam	1 716	19.0	1.2	40 072	38.2	18.8
Gondar	3 187	30.6	2.6	37 830	47.9	17.5
Hararge	4 687	31.2	1.5	40 205	37.0	12.3
Illubabor	732	12.4	1.2	30 332	33.4	37.0
Keffa	1 814	21.0	2.9	47 944	33.0	28.1
Shoa	6 563	18.8	2.2	145 715	30.6	32.2
Sidamo	2 095	12.4	1.4	66 777	23.5	22.4
Tigray	3 937	28.1	1.9	25 860	44.9	11.4
Wellega	2 258	12.5	1.7	94 410	51.2	44.4
Wello	2 958	27.1	1.0	49 032	37.7	17.8
Addis Ababa	15 169	39.9	33.3	123 357	51.5	98.8
TOTALS	163 661	24.9	2.9	819 061	35.0	24.9
Totals ex- cluding Addis Ababa	48 492	17.8	2.3	695 724	33.1	22.0

Distribution of enrolment in grades one to twelve by region

Region	% of national population-81	% of enrolment 1974/75	% of enrolment 1981/82	difference between enr. and pop as %	
				1974/75	1981/82
1.Arsi	4	4	5	0	1
2.Bale	3	2	2	1	1
3.Eritrea	8	11	4	3	4
4.Gamo Goffa	3	2	3	1	0
5.Gojjam	7	5	5	2	2
6.Gondar	7	4	3	3	4
7.Hararge	10	6	5	4	5
8.Illubabor	3	3	4	0	1
9.Keffa	5	3	7	2	2
10.Shoa	17	17	20	0	3
11.Sidamo	9	6	12	3	3
12.Tigray	7	5	2	2	5
13.Wellega	6	9	13	3	7
14.Wello	8	5	6	3	2
15.Addis Ababa	3	17	9	14	6
TOTAL	100	99	100	41	46

Source: Government of Socialist Ethiopia, 1982, Annex III, Table 5

Appendix 7

Enrolment in urban and rural areas by region, grades one to eight

Region	1961/62 Total	Urban	% Urban	1979/80 Total	Urban	% Urban
1. Arsi	5343	3398	64	84489	44255	52
2. Bale	2054	1714	83	47633	18146	38
3. Eritrea	36606	23316	64	41384	37705	91
4. Gamo Goffa	3819	1883	49	56829	17469	31
5. Gojjam	6744	5244	78	78356	46931	60
6. Gondar	9075	6941	76	51296	36471	71
7. Hararge	10326	9215	89	81601	46805	57
8. Illubabor	5118	2395	47	74028	21905	30
9. Keffa	5559	4856	87	107246	33710	31
10. Shoa	27339	20527	75	318006	129846	41
11. Sidamo	8786	7079	81	175785	57002	32
12. Tigray	8247	8247	100	39157	28070	72
13. Wellega	11656	7267	62	167423	44614	27
14. Wello	8854	6973	79	114990	47246	41
15. Addis Ababa	28221	28221	100	106867	106867	100
TOTAL	177747	137276	77	1528095	716442	46

Source: Government of Socialist Ethiopia, 1982. Annex III, Tables 6 and 7

Development of primary enrolment, primary teachers and primary schools 1963/64-1981/82

Year	Primary enrolment ¹⁾		Grade 2		Grade 3		Grade 4		Grade 5	
	Grade 1	% ¹⁾		% ¹⁾		% ¹⁾		% ¹⁾		% ¹⁾
1963/64	134993		63999		45694		34153		22680	
1964/65	133248	-1.3	75491	18.0	54763	19.8	37734	10.5	27423	20.9
1965/66	136325	2.3	81165	7.5	61992	13.2	43932	16.4	31644	15.4
1966/67	139190	2.1	84148	3.7	68713	10.8	52031	18.5	37260	17.7
1967/68	149296	7.3	89700	6.6	74353	8.2	59859	15.0	44456	19.3
1968/69	163688	9.6	99241	10.6	83868	12.8	69113	15.5	54434	22.4
1969/70	185475	13.3	109692	10.5	93350	11.3	78879	14.1	63131	16.0
1970/71	206172	11.2	120849	10.2	101828	9.1	87581	11.0	70291	11.3
1971/72	225092	9.2	132012	9.2	110065	8.1	93500	6.8	76724	9.2
1972/73	236322	5.0	139359	5.6	118529	7.7	101070	8.1	81330	6.0
1973/74	263898	11.7	153884	10.4	132829	12.1	116336	15.1	93993	15.6
1974/75	327550	24.1	163930	6.5	141850	6.8	125002	8.2	101181	7.6
1975/76	373611	14.1	196150	19.7	158085	11.4	139064	10.5	112989	11.7
1976/77	447087	19.7	201172	2.6	163223	2.6	138045	-0.7	115295	2.0
1977/78	417551	-6.6	202697	0.8	160158	-1.3	136780	-0.9	116632	1.2
1978/79	542293	29.9	242969	19.9	193354	20.7	152870	11.8	127325	9.2
1979/80	791282	45.9	341359	40.5	233812	15.8	178918	17.0	143307	12.6
1980/81	841079	6.3	453427	32.8	300496	34.3	216144	20.8	167976	17.2
1981/82	841507	0.1	506977	11.8	398964	32.8	267701	23.9	192963	14.9
1963/64-1981/82 ²⁾	10.7		12.2		12.8		12.1		12.6	
1963/64-1972/73 ²⁾	6.4		9.0		11.2		12.8		15.2	
1972/73-1981/82 ²⁾	15.2		15.4		14.4		11.4		10.1	
1963/64-1967/68 ²⁾	2.5		8.8		12.9		15.1		18.3	
1968/69-1972/73 ²⁾	9.6		8.9		9.0		10.0		10.6	
1972/73-1976/77 ²⁾	17.3		9.6		8.2		8.1		9.1	
1977/78-1981/82 ²⁾	19.1		25.8		29.6		18.3		13.4	
1979/80-1981/82 ²⁾	3.1		21.9		33.5		22.3		16.0	

1) Annual growth 2) Average annual growth 3) 1967/68-1972/73 4) 1969/70-1981/82 Source: Various annual educational statistics books, Ministry of Education

Source: Various statistical publications, Ministry of Education

Year	Grade 6	% ¹⁾	Total	% ¹⁾	Teachers	% ¹⁾	Schools	% ¹⁾
1963/64	15721		317240		...		1517	
1964/65	19733	25.5	347770	9.6	...		1588	4.7
1965/66	23902	21.1	378750	8.9	...		1647	5.7
1966/67	28368	18.7	409710	8.2	...		1647	0.0
1967/68	34793	22.6	452457	10.4	...		1712	5.9
1968/69	43637	25.4	513981	13.6	...		1844	7.7
1969/70	59918	37.3	590445	14.9	12006		2036	10.4
1970/71	68706	14.7	655427	11.0	13514	12.6	2297	12.8
1971/72	79336	15.5	716729	9.4	15196	12.4	2400	4.5
1972/73	86076	8.5	762686	6.4	17200	13.2	2603	8.5
1973/74	98891	14.9	859831	12.7	18600	8.1	2754	5.8
1974/75	98698	-0.2	959111	11.5	21000	12.9	3166	15.0
1975/76	104230	5.6	1084129	13.0	24500	16.7	3707	17.1
1976/77	112814	8.2	1176636	8.5	26100	6.5	4100	10.6
1977/78	109381	-3.0	1143207	-2.8	28700	10.0	4286	4.5
1978/79	118891	8.7	1377702	20.5	29052	1.2	4862	13.4
1979/80	132573	11.5	1811251	31.5	30597	5.3	5198	6.9
1980/81	151594	14.3	2130716	17.6	33329	8.9	5822	12.0
1981/82	166250	9.7	2374362	11.4	37844	13.5	6208	6.6
1963/64-1981/82 ²⁾	14.0		11.8		10.0 ⁴⁾		8.1	
1963/64-1972/73 ²⁾	20.8		10.2		...		6.2	
1972/73-1981/82 ²⁾	7.6		13.4		9.2		10.1	
1963/64-1967/68 ²⁾	22.0		9.3		...		3.1	
1968/69-1972/73 ²⁾	18.5		10.4		12.7 ⁵⁾		9.0	
1972/73-1976/77 ²⁾	7.0		11.4		11.0		12.0	
1977/78-1981/82 ²⁾	11.0		20.0		7.2		9.7	
1979/80-1981/82 ²⁾	12.0		14.5		11.2		9.3	

For notes see previous page

Gross level enrolment ratios by region, sex and level of education 1980/81 and 1981/82 ¹⁾²⁾

Region	Primary level ³⁾ Males			1981/82			%—age enrolment increase 80/81 to 81/82	Females			1981/82			%—age enrolment increase 1980/81 to 81/82
	1980/81 Pop	Enr	Ratio	Pop	Enr	Ratio		1980/81 Pop	Enr	Ratio	Pop	Enr	Ratio	
1. Arsi	102	66.6	65	105	74.0	70	11	98	31.1	32	100	36.8	37	18
2. Bale	78	32.4	42	80	37.1	46	15	75	19.2	26	77	23.1	30	20
3. Gondar 4)	182	36.0	20	187	45.5	24	26	175	33.9	19	179	42.2	24	24
4. Gamo Goffa	89	49.7	56	91	52.9	58	6	85	18.8	22	87	19.7	23	5
5. Eritrea 5)	215	39.1	18	221	45.8	21	17	206	38.5	19	212	42.2	20	10
6. Gojjam	180	59.3	33	185	75.2	41	27	173	36.5	21	178	47.3	27	30
7. Hararge	277	62.9	23	284	71.7	25	14	266	35.9	13	272	39.8	15	11
8. Illubabor	72	56.5	78	74	63.3	86	12	69	29.2	42	71	34.5	49	18
9. Keffa	143	92.2	64	147	99.1	67	7	137	45.9	34	141	49.5	35	8
10. Shoa	457	303.5	66	470	340.1	72	12	425	134.3	32	436	154.0	35	15
11. Sidamo	249	202.1	81	256	226.3	88	12	239	62.8	26	245	78.5	32	25
12. Tigray	191	27.0	14	197	29.0	15	7	184	22.3	12	189	24.6	13	10
13. Wellega	179	192.3	107	184	187.5	102	2	171	90.5	53	176	97.9	56	8
14. Wello	231	72.8	32	238	81.4	34	12	222	44.8	20	228	51.7	23	15
15. Addis Ababa	106	94.3	89	109	98.2	90	4	115	100.4	87	118	105.3	89	5
Total	2751	1386.6	50	2828	1527.2	54	10	2640	744.1	28	2709	847.2	31	14

Notes:

- 1) Population estimated from Central Statistics Office (1980), table B.2.1, with growth rates of 2.8 % for total males and 2.6 % for total females. After projection of totals, the %—age distribution of 1979/80 is applied to arrive at population by 5-year age-groups to which the Sprague multiplies are applied in order to obtain population by single years. The %—age distribution of the population by relevant school age groups, i.e. 7-12, 13-14 and 15-18, is applied to total population by sex and region given in Central Statistics Office (1980), table B.1.
- 2) Population and enrolment in '000
- 3) Primary school age: 7-12 years
- 4) In some references called Begemdir-Semen
- 5) Eritrea includes Asseb Astedader

Source: Compiled from Ministry of Education, 1980/81 and 1981/82, tables on p 16 and p 18 respectively, and Central Statistics Office, 1980, Table B.1.

Gross level enrolment ratios, Cont'd 1) 2)

Region	Junior secondary level ³⁾						%age enrolment increase 80/81 to 81/82		Females		%age enrolment increase 80/81 to 81/82			
	Males			1981/82			81/82		1980-81		80/81			
	1980/81													
	Pop	Enr	Ratio	Pop	Enr	Ratio	Pop	Enr	Ratio	Pop	Enr	Ratio		
1. Assi	27	6.8	25	28	7.2	25	6	25	2.4	10	26	2.7	10	13
2. Bale	21	2.6	12	22	3.4	15	31	19	1.2	6	20	1.4	7	17
3. Gondar	49	5.1	10	50	5.3	11	4	45	4.0	9	46	4.3	9	8
4. Gamo-Goffa	24	3.4	14	25	3.9	16	15	22	1.2	5	23	1.3	6	8
5. Eritrea 4)	58	5.2	9	59	7.0	12	35	53	5.2	10	54	6.4	12	23
6. Gojjam	48	5.4	11	50	6.5	13	20	45	3.5	8	46	3.9	8	11
7. Hararge	74	5.7	8	76	6.0	8	5	69	4.4	6	70	4.6	7	5
8. Illubabor	19	4.0	21	20	5.0	25	25	18	1.1	6	18	1.5	8	36
9. Keffa	38	5.0	13	39	6.1	16	22	35	2.0	6	36	2.8	8	40
10. Shoa	122	26.9	22	126	32.9	26	22	110	11.4	10	112	14.6	13	28
11. Sidamo	67	14.8	22	69	19.4	28	31	62	3.9	6	63	5.1	8	31
12. Tigray	51	4.8	9	53	5.0	9	4	47	3.6	8	49	4.0	8	11
13. Wellega	48	16.1	34	49	19.6	40	22	44	3.9	9	45	5.1	11	31
14. Wello	62	8.1	13	64	9.3	15	15	57	4.2	7	59	4.9	8	17
15. Addis Ababa	28	21.8	78	29	24.1	83	11	30	23.0	77	31	25.5	82	11
Total	736	135.7	18	759	160.7	21	18	681	75.0	11	698	88.1	13	17

Notes:

1) See note 1 of appendix 9:1

2) Population and enrolment in '000

3) Junior secondary school age:13-14 years

4) Eritrea includes Asseb Astedader

Source: Compiled from Ministry of Education, 1980/81 and 1981/82, table on p 23 and p 26 respectively, and Central Statistics Office, 1980, Table B.1

Gross level enrolment ratios, cont'd¹⁾²⁾

Region	Senior secondary level ³⁾						%—age enrolment increase 80/81 to 81/82			Females 1980-81			%—age enrolment increase 80/81 to 81/82		
	Males 1980/81			1981/82			Ratio	Pop	Enr	Ratio	Pop	Enr	Ratio	to 81/82	
	Pop	Enr	Ratio	Pop	Enr	Ratio									
1. Assi	46	6.1	13	47	6.1	13	0	43	2.0	5	44	2.1	5	5	
2. Bale	35	2.5	7	36	2.9	8	16	33	1.1	3	34	1.3	4	18	
3. Gendar	81	6.1	8	84	7.3	9	20	77	4.2	5	79	4.6	6	10	
4. Gamo-Goffa	40	2.7	7	41	3.2	8	19	38	0.8	2	39	0.9	2	13	
5. Eritrea 4)	96	5.3	6	99	6.4	6	21	91	5.3	6	93	5.8	6	9	
6. Gojjam	81	6.4	8	83	7.6	9	19	77	3.6	5	78	4.0	5	11	
7. Hararge	124	6.0	5	127	6.1	5	2	117	3.8	3	120	4.1	3	8	
8. Illubabor	32	2.9	9	33	3.5	11	21	30	0.8	3	31	1.0	3	25	
9. Keffa	64	4.1	6	66	5.0	8	22	61	1.7	3	62	2.3	4	35	
10. Shoa	205	26.7	13	210	29.8	14	12	188	9.8	5	193	11.4	6	16	
11. Sidamo	111	11.8	11	114	12.9	11	9	105	3.6	3	108	4.0	4	11	
12. Tigray	86	5.4	6	88	5.7	6	6	81	3.1	4	83	3.5	4	13	
13. Wellega	80	13.5	17	82	15.4	19	14	76	3.0	4	78	3.5	4	17	
14. Wello	104	8.6	8	107	9.2	9	7	98	3.5	4	101	4.0	4	14	
15. Addis Ababa	47	31.8	68	49	33.8	7	6	51	30.7	60	52	31.0	60	1	
Total	1 232	139.9	11	1 266	154.9	12	11	1 166	77.0	7	1 195	83.5	7	8	

Notes:

- 1) See note 1 of appendix 9:1
- 2) Population and enrolment in '000
- 3) Senior secondary school age: 15-18 years
- 4) Eritrea includes Asseb Astedader

Source: Compiled from Ministry of Education, 1980/81 and 1981/82, table on p 29 and p 32 respectively, and Central Statistics Office, 1980, Table B.1.

Age-distribution of students at primary level, 1981/82

Awraja	<6	7	8	9	10	11	12	>13	Total
<u>BOYS</u>									
Debre Marcos	214	1 836	1 913	1 857	2 503	1 931	1,938	2 447	14 639
Metekel	45	880	1 073	1 112	1 318	996	1,283	1 567	8 274
Debre Tabor	152	522	829	1 042	1 585	1 432	1 748	3 668	10 978
Semen	14	353	500	490	571	369	466	896	3 659
Gursum	40	191	342	339	349	179	203	583	2 226
Hawar Zuria	341	2 321	3,011	2 684	2 640	1 867	1 863	2 538	17 265
Wobera	211	495	868	1 029	1 303	1 397	1 778	4 157	11 238
Buno Bedele	89	1 187	1 823	1 875	2 446	1 924	2,469	6 280	18 093
Gimira	73	318	569	634	792	679	849	2 712	6 626
Jimma	236	1 517	2 256	2 588	3 437	2 919	3,627	9 634	26,214
TOTAL	1 415	9 620	13 184	13 650	16 944	13 693	16 224	34 482	119,212
%	1	8	11	11	14	12	14	29	100
<u>GIRLS</u>									
Debre Marcos	192	1,627	1 683	1 409	1 678	1 170	1 244	1 414	10 417
Metekel	35	502	594	482	550	324	450	346	3 283
Debre Tabor	65	528	815	900	1 405	975	1 024	1 621	7 333
Semen	34	374	499	459	655	398	419	611	3 449
Gursum	32	127	263	197	223	119	94	277	1 332
Hawar Zuria	222	1,342	1 699	1 363	1 321	1 004	908	1 291	9 150
Wobera	118	380	581	641	750	681	678	1,140	4 969
Buno Bedele	63	937	1 307	1 372	1 369	1,093	1 243	1 637	9 021
Gimira	41	173	276	289	428	298	343	669	2 517
Jimma	221	1 456	1 942	1 978	2,644	2 061	2,077	4 277	16 656
TOTAL	1 023	7 446	9 659	9 090	11 023	8,123	8 480	13,283	68 127
%	2	11	14	13	16	12	12	20	100

Source: 1981/82 annual statistical census, Planning Services, Ministry of Education.

Estimate of population by single years

1. Population by five-year age groups 1979/80 ('000)

Age	Male		Female	
0-4	2 763.4	17.6%	2 636.7	17.1%
5-9	2 482.1	15.8	2 444.9	15.9
10-14	1 966.4	12.5	1 828.4	11.9
15-19	1 462.2	9.3	1 396.4	9.1
20-24	1 163.5	7.4	1 298.0	8.4
25-29	1 050.2	6.7	1 210.3	7.9
TOTAL	15 684.6		15 380.7	
(all ages)				

Source: Central Statistics Office (1980), table B.2.1.

2. Estimate of population by five-year age groups 1981/82 ('000)

Total male and female are projected with annual growth rates of 2.8% and 2.6% respectively. The %age distribution in 1979/80 is then applied to the projected totals to arrive at estimates of population by five-year age groups.

Age	Male		Female	
0-4	2 917.2	17.6%	2 768.6	17.1%
5-9	2 618.9	15.8	2 574.3	15.9
10-14	2 071.9	12.5	1 926.7	11.9
15-19	1 541.5	9.3	1 473.3	9.1
20-24	1 226.5	7.4	1 360.0	8.4
25-29	1 110.5	6.7	1 279.1	7.9
TOTAL	16 575.2		16 190.9	
(all ages)				

3. Estimate of population by single years 1981/82 ('000) using the Sprague multipliers

Age	Male		Female		Age	Male		Female	
7	525.8	3.17%	518.5	3.20%	13	390.7	2.36%	358.2	2.21%
8	503.7	3.05	494.7	3.06	14	368.4	2.22	340.0	2.10
9	484.2	2.92	467.3	2.89	TOT	759.1	4.58	698.2	4.31
10	461.3	2.78	439.5	2.71					
11	437.6	2.64	408.6	2.52	15	346.4	2.03%	321.4	1.99%
12	413.8	2.50	380.6	2.35	16	324.6	1.96	302.9	1.87
TOTAL	2 828.4	17.06	2 709.2	16.73	17	305.2	1.84	289.0	1.79
					18	289.3	1.75	281.5	1.74
					TOTAL	1 265.5	7.64	1 194.8	7.39

Enrolment ratios for ten sampled Awrajas, primary level 1981/82

Awraja	Gross-level			Net-level			Age-specific 7 years			%age of 7- year olds en- rolled in gr. 1		
	M	F	T	M	F	T	M	F	T	M	F	T
Debre Marcos	40	29	35	32	25	29	27	24	25	27	24	25
Metekel	75	31	53	60	27	44	43	25	34	43	25	34
Debre Tabor	25	17	21	16	13	15	6	7	6	5	5	5
Semen	16	15	16	12	13	12	8	9	8	8	8	8
Gursum	16	10	13	12	8	10	7	5	6	7	5	6
Harar Zaria	53	29	41	44	24	34	38	22	30	34	19	27
Wohera	69	32	51	42	24	33	16	13	15	16	13	15
Buno Bedele	62	32	47	40	26	33	22	18	20	22	18	20
Gimira	107	43	75	62	31	47	28	15	21	27	15	21
Jimma	57	37	47	35	27	31	18	17	17	16	16	16
Total country	54	31	43	37	25	31	20	18	19	17	13	15

Note: It is assumed that the estimated age-distribution as given in Appendix 11 also is valid at Awraja level and that the growth of total population is 2.8% for males and 2.6% for females also at Awraja level.

Source: Compiled from Central Statistics Office, 1980, Table B.1, and 1981/82 annual statistical census, Planning Services Ministry of Education.

The first five rounds of the National Literacy Campaign

Round	Beginners Registered			Passed the test			Remedial programme Registered			Passed the test		
	M	F	T	M	F	T	M	F	T	M	F	T
1	2777760	3247144	6224904	853514	690169	1543683	-	-	-	-	-	-
2	235928	241900	477828	...	...	146731	...	...	1611603	...	...	511111
3	1207912	1314760	2522672	542738	430629	973367	-	-	-	-	-	-
4	348079	418109	766188	129326	145119	274445	593995	737105	1331100	243012	269105	512117
5	751978	781959	1533937	422081	360267	782348	617199	746331	1363530	310853	351740	662593
TOTAL	5321657	6003872	11325529	(1947659)	(1626184)	3720574	(1211194)	(1483436)	4306233	(553865)	(620845)	1685821

Round	Follow-up programme Registered			Completed			Books Primers	Readers	Pencils	Exercise books
	M	F	T	M	F	T				
1	-	-	-	-	-	-	3971243	-	1800000	20000
2	482178	419669	901847	309854	278578	588432	-	5498431	-	-
3	-	-	-	-	-	-	5208067	946650	226807	1029886
4	544454	444576	989030	428816	335159	763975	80300	217597	18237	464947
5	462568	389663	852231	396080	318113	714193	3403168	13512	48022	45300
TOTAL	1489200	1253908	2743108	1134750	931850	2066600	12662778	6676190	2093066	1560133

Source: Ministry of Education, 1982, various tables

Rates used in reconstructing the school history of a cohort using the reconstructed cohort method

No adjustment for entrants from the literary campaign.

It is assumed that

- 1) the rates of repetition, promotion and drop-out remain constant over the entire period
- 2) a student may repeat each grade one time giving a theoretical maximum of six repetitions,
- 3) after one repetition the drop out rate remains while the promotion rate is augmented with the repetition rate and
- 4) there are no new entrants into the system after the first year.

Rates	Males						Females					
	1	2	3	4	5	6	1	2	3	4	5	6
Repetition rate	0.23	0.18	0.17	0.16	0.12	0.11	0.27	0.21	0.20	0.15	0.15	0.17
Promotion rate	0.47	0.68	0.74	0.78	0.82	-	0.40	0.67	0.71	0.82	0.80	-
Drop-out rate	0.30	0.14	0.09	0.06	0.06	0.04	0.33	0.12	0.09	0.03	0.05	0.06
Graduation rate						0.85						0.77

Rates	Total					
	1	2	3	4	5	6
Repetition rate	0.24	0.19	0.18	0.15	0.13	0.14
Promotion rate	0.44	0.67	0.73	0.80	0.82	
Drop-out rate	0.32	0.14	0.09	0.05	0.05	0.04
Graduation rate						0.82

Enrolment ratios

1. The gross level enrolment ratio = $\frac{E_h^t}{P_a^t} \times 100$, where E_h^t is the number of en-

rolled students at level 'h' (primary, junior secondary, senior

(secondary or tertiary) in the year 't' and P_a^t is the population in the

age group 'a' which officially corresponds to level 'h' in the same year 't'.

2. The net level enrolment ratio = $\frac{E_{h,a}^t}{P_a^t} \times 100$, where $E_{h,a}^t$ is the number of en-

rolled students in the age group 'a' at the level 'h' in the year 't'.

P_a^t as for the gross level enrolment ratio.

3. The age-specific enrolment ratio = $\frac{E_a^t}{P_a^t} \times 100$ gives the proportion of

enrolled students of a given age, or age group, 'a' in a given year

't' of the population in the same age/age group 'a'. P_a^t as for the gross level enrolment ratio. Please observe that E_a^t is the number of enrolled students in the age/age group 'a' irrespective of level.

Appendix 15

Estimation of needs of schools and teachers based on changing enrolment rates reaching 100 % of the primary school-age population in 1997/98

Year		School-age po-	Enrol-	Est enrolment	Est No. of	Est No. of
E.C.	G.C.	pulation, pri- mary level ¹⁾	ment rate ²⁾	primary level	class-rooms ³⁾	schools ⁴⁾
1974	1981/82*	5 537 600	43	2 374 362		6 208
1975	1982/83	5 687 115	46	2 616 073	39 046	6 508
1976	1983/84	5 840 667	49	2 861 927	42 715	7 119
1977	1984/85	5 998 365	52	3 119 150	46 554	7 759
1978	1985/86	6 160 321	55	3 388 177	50 570	8 428
1979	1986/87	6 326 650	58	3 669 457	54 768	9 128
1980	1987/88	6 497 469	61	3 963 456	59 156	9 859
1981	1988/89	6 672 901	64	4 270 657	63 741	10 624
1982	1989/90	6 853 069	68	4 660 087	69 554	11 592
1983	1990/91	7 038 102	72	5 067 433	75 633	12 606
1984	1991/92	7 228 131	76	5 493 380	81 991	13 665
1985	1992/93	7 423 291	80	5 938 633	88 636	14 773
1986	1993/94	7 623 719	84	6 403 924	95 581	15 930
1987	1994/95	7 829 560	88	6 890 013	102 836	17 139

TOTAL 1983/84-1992/95

* Actual

- 1) 1981/82 as estimated in Appendix 11. Annual growth 2.7 %.
- 2) 3 % annual increase up to 1988/89 and then 4 % per annum.
- 3) Average 50 pupils/class-room; two shifts for grades 1 and 2 and one shift for other grades giving an average of 67 pupils/class-room.
- 4) Six class-rooms per school whereof four built by government and community and two by community.

Annual need of new schools(m Birr) ⁵⁾	Est annual capital cost (m Birr) ⁵⁾	Est No. of teachers ⁶⁾	Est attri- tion ⁷⁾	Annual need of new teachers	Est annual salary cost(m Birr) ⁸⁾
		37 844			
300	3.0	43 601	1 135	6 892	130.6
611	6.7	48 507	1 308	6 214	155.5
640	7.8	53 778	1 455	6 726	184.5
669	8.9	59 442	1 613	7 277	218.2
700	10.3	65 526	1 783	7 867	257.3
731	11.8	72 063	1 966	8 503	302.8
765	13.6	79 086	2 162	9 185	355.6
968	18.9	87 926	2 373	11 213	423.0
1 014	21.8	97 451	2 638	12 163	501.6
1 059	25.0	107 713	2 924	13 186	593.3
1 108	28.8	118 773	3 231	14 291	700.0
1 157	33.0	128 078	3 563	12 868	807.7
1 209	38.0	137 800	3 842	13 564	929.8
TOTAL 8 265	153.6			96 625	

5) Government cost in 1981/82 9 100 Birr/school; inflation 10 % per year.

6) Pupil/teacher ratio in 1981/82 63:1 which is reduced to 60:1 in 1982/83 and then gradually decreased with one pupil per year down to 50:1, which will be reached in 1992/93.

7) Attrition rate assumed to be 3 % per year including teachers transferred to secondary level.

8) Annual average teacher salary in 1981/82 2 800 Birr; salary increase 7 % per year.

In addition it is assumed that there are 1) no drop-outs, 2) no repetition, 3) no new entrants from the literacy campaign and 4) all pupils are between 7 and 12 years of age by 1997/98.

Estimation of needs of schools and teachers based on projection of enrolment by the grade transition model reaching 100 % of the 7-year old population in 1992/93

Year	Est enrolment	Est No. of	Est No. of	Annual need
E.C. G.C.	primary level ¹⁾	class-rooms ²⁾	schools ³⁾	of new schools
1974 81/82*	2 374 362		6 208	
1975 82/83	2 550 765	38 071	6 345	137
1976 83/84	2 802 427	41 827	6 971	626
1977 84/85	3 106 729	46 369	7 728	757
1978 85/86	3 580 166	53 435	8 906	1 178
1979 86/87	4 104 825	61 266	10 211	1 305
1980 87/88	4 722 467	70 485	11 747	1 536
1981 88/89	5 398 426	80 574	13 429	1 682
1982 89/90	6 105 677	91 130	15 188	1 759
1983 90/91	6 601 098	98 524	16 421	1 233
1984 91/92	7 070 479	105 530	17 588	1 167
1985 92/93	7 508 203	112 063	18 677	1 089
1986 93/94	7 874 660	117 532	19 589	912
1987 94/95	8 174 984	122 015	20 336	747
TOTAL 1983/84-1992/93				12 332

* Actual

1) The intake rate of 7-year olds and the promotion, repetition and drop-out rates are changed as shown in Appendix 16:2

2-7) See corresponding notes 3-8 in Appendix 15.

Est annual cost(m Birr)	Est No. of teachers ⁵⁾	Est. attri- tion ⁶⁾	Annual need of new teachers	Est annual salary cost (mBirr) ⁷⁾
	37 844			
1.4	42 513	1 135	5 804	127.4
6.9	47 499	1 275	6 261	152.3
9.2	53 564	1 425	7 490	183.7
15.7	62 810	1 607	10 853	230.5
19.1	73 300	1 884	12 374	287.9
24.8	85 863	2 199	14 762	360.8
29.8	99 971	2 576	16 684	449.5
34.3	115 201	2 999	18 229	554.2
26.5	126 944	3 456	15 199	653.3
27.5	138 637	3 808	15 501	763.6
28.3	150 164	4 159	15 686	885.0
26.0	157 493	4 505	11 834	993.2
23.5	163 500	4 725	10 732	1 103.2
TOTAL 222.1			133 039	

Changes in intake, repetition and promotion rates

Assumptions:

- 1) The annual increase of 7-year olds is estimated to be 2.7%
- 2) e 1981/82, i.e. new entrants in grade 1 in 1981/82 as percentage of the total number of 7-year old children, is estimated to be 64%. It is assumed that the intake rate increases by 3% per annum up to 1984/85 with a 13% jump in the intake rate in 1985/86 due to the introduction of automatic promotion in 1984/85. For the remaining period, the annual increase is 2%.
- 3) Concurrently with the argumentation of the intake rate, a reduction in the number of overaged entrants to grade 1, will take place so that by 1992/93 only 7-year old children begin in grade 1.
- 4) Automatic promotion is introduced from grade 1 to grade 2 as of 1984/85. The dropout rate for grade 1 is reduced by 4% per year.
- 5) For grades 2 through 6, repetition and dropout rates are reduced by 2% per annum and the promotion rate is increased by a corresponding 4% annually until the dropout rate is reduced to 0 after which the promotion rate is increased by 2% per year.

Year	e	Repetition rate						Promotion rate					
		1	2	3	4	5	6	1	2	3	4	5	6
1981/82	64	0.24	0.19	0.18	0.15	0.13	0.14	0.44	0.67	0.73	0.80	0.82	0.82
1982/83	67	0.24	0.17	0.16	0.13	0.11	0.12	0.48	0.71	0.77	0.84	0.86	0.86
1983/84	70	0.24	0.15	0.14	0.11	0.09	0.10	0.52	0.75	0.81	0.88	0.90	0.90
1984/85	73	0.00	0.13	0.12	0.09	0.07	0.08	0.82	0.79	0.85	0.91	0.93	0.92
1985/86	86	0.00	0.11	0.10	0.07	0.05	0.06	0.86	0.83	0.89	0.93	0.95	0.94
1986/87	88	0.00	0.09	0.08	0.05	0.03	0.04	0.90	0.87	0.92	0.95	0.97	0.96
1987/88	90	0.00	0.07	0.06	0.03	0.01	0.02	0.94	0.91	0.94	0.97	0.99	0.98
1988/89	92	0.00	0.05	0.04	0.01	0.00	0.00	0.98	0.95	0.96	0.99	1.00	1.00
1989/90	94	0.00	0.03	0.02	0.00	0.00	0.00	1.00	0.97	0.98	1.00	1.00	1.00
1990/91	96	0.00	0.01	0.00	0.00	0.00	0.00	1.00	0.99	1.00	1.00	1.00	1.00
1991/92	98	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1992/93	100	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1993/94	100	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00
1994/95	100	0.00	0.00	0.00	0.00	0.00	0.00	1.00	1.00	1.00	1.00	1.00	1.00

Recurrent and capital budget on Education
(in million Birr)

	1974 (EC)	1975	1977	1980	1985	1975-85 1982/83-92/ Gr. Rate
	1981/82	1982/83	1984/85	1987/88	1992/93	
Pre-Schools T.T.	0.12	0.13	0.36	0.36	0.36	10.7
Adult & Literacy Programme	8.3	8.5	29.8	32.1	36.2	16.3
Grades (1-6)	113.0	133.0	190.9	314.1	437.8	12.7
Grades (7-8)	30.2	34.4	50.8	105.9	183.7	18.2
Grades (9-10)	18.1	21.8	42.7	63.0	98.1	16.2
Grades (11-12)	16.0	19.3	36.4	41.7	50.7	10.1
Tech. & Voc.	2.9	3.4	9.3	17.3	20.0	19.4
Special Sch.	0.5	0.6	1.1	1.4	2.4	14.9
T.T.I.	6.2	6.6	10.5	13.6	14.5	8.2
Administration	11.6	12.0	20.1	31.9	45.6	14.3
Recurrent	207.0	239.6	392.1	622.1	891.0	14.5
Capital	61.9	75.6	89.8	109.6	142.5	6.6
TOTAL	268.9	315.2	481.9	731.9	1 033.5	12.6

Source: Ministry of Education, Planning Services

ETHIOPIAN-SWEDISH AGREEMENTS WITHIN THE EDUCATION SECTOR

Primary school building programme

- 1 period: 1965/66-67/68
contents: Technical assistance through the Swedish volunteer service, financial assistance equal to half of the building costs
- 2 period: 1968/69-1972/73
contents: Technical assistance on high and mid level within the Elementary school building unit of the Ministry of education and Fine Arts, consultant services, scholarships to Ethiopians for studies abroad, financial support, total Swedish contribution 22 million Eth dollars
- 3 period: 1973/74, prolongation of the agreement above by exchange of letters
- 4 period: 1974/75, an other one year prolongation by exchange of letters, Swedish contribution 17 million Sw Cr.
- 5 period: 1975/76-1976/77
- 6 period: 1979/78
contents: purchase and distribution of building materials to primary schools to be built by the peasant associations, training of village building technicians, technical assistance, total Swedish contribution 15,7 million Sw Cr
- 7 period: 1979/80-1982/83 1)
contents: purchase of building materials, furniture, handtools, transportation, training of local building technicians, recurrent costs of awraja stores

Secondary school building programme

- 1 period: 1969/70-1970/71
contents: four Swedish building engineers
- 2 period: 1971/72
contents: two Swedish building engineers, one Swedish architect, two cars, training of Ethiopian counterparts

Paper

- 1 period: 1976/77-1977/78 (5.5 million Sw Cr)
- 2 period: 1979/80-1981/82 1)

Primary education and non formal education

- 1 period: 1980/81-1982/83
contents: construction of primary schools, training of awraja building technicians, printing paper for education, the community skill training programme, instructional equipment for primary schools.

1) note, see next page.

- 1) In 1979 two specific agreements covering the period 1979/80 - 1981/82 were signed by Ethiopia and Sweden. One of the agreements concerned Swedish assistance to the school building programme and the other Swedish funds for the purchase printing paper for textbooks.

In June 1980 these two agreements were cancelled through an exchange of letters and replacing these a new agreement for the period 1 July 1980 to 30 June 1983 was concluded. According to this agreement the Swedish contribution should be used for construction of primary schools, training of awraja building technicians, paper, material and equipment for adult education, the CSTC programme and instructional equipment for primary schools. As with the previous two agreements, the annual amounts should be based upon a request from the Ethiopian authorities.

SPECIFIC AGREEMENT - PRIMARY EDUCATION AND NON-FORMAL EDUCATION

In the field of education the Swedish Government and the Ethiopian Government have agreed to co-operate as follows.

ARTICLE I

The Programme

The Swedish Government has agreed, subject to the provisions of this Agreement, to support a programme in the field of Primary Education and Non-Formal Education which will be carried out by the Ethiopian Government through the Ministry of Education in accordance with the document "Primary Education and Non-Formal Education, Findings and recommendations from a joint Ethiopia/SIDA mission 1980".

ARTICLE II

Competent Authorities

In matters of the implementation of this Agreement, the Ministry of Education shall be competent to represent the Ethiopian Government and the Swedish International Development Authority (SIDA) shall be competent to represent the Swedish Government.

ARTICLE III

Contribution by the Swedish Government

The Swedish contribution shall be financed out of the total amount made available each financial year by the Swedish Government for development co-operation with Ethiopia and be based on a request by the Ethiopian Government. The request should contain a work programme and a budget.

7/2/81

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The Swedish contribution shall be used within the sub-sectors of primary education and non-formal education for the following purposes (hereinafter referred to as the Programme).

- a) construction of primary schools
- b) training of awroja building technicians
- c) printing paper for education
- d) material and equipment for adult education
- e) the community skill training centers programme
- f) instructional equipment for primary schools
- g) other activities within the above mentioned sub-sectors subject to prior approval by SIDA

ARTICLE IV

Disbursements

The Swedish contribution will be transferred quarterly in advance in accordance with the provisions of the current Agreement on Development Co-operation to a project account to be indicated by the Ministry of Education to SIDA.

ARTICLE V

Reporting and Consultations

Not later than three months after each quarter of the year the Ethiopian Government shall submit to SIDA a quarterly report on the Programme and the utilization of Swedish funds prepared by the Ministry of Education. These reports shall be related to the work programme and budget. An annual report containing a comprehensive analysis of the progress of the Programme and results achieved shall also be submitted.

The progress of the Programme shall be reviewed at annual consultations by a joint Ethiopian/Swedish education mission.

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ARTICLE VI

General Provisions

The provisions of the General Agreement on Development Co-operation between Sweden and Ethiopia of November 26, 1975, as they may be amended from time to time, shall govern the implementation of this Agreement.

ARTICLE VII

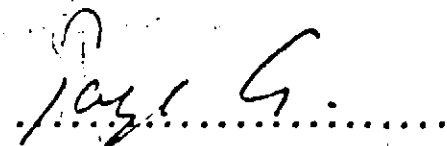
Entry into Force and Termination

This Agreement shall enter into force on July 1, 1980 and shall terminate on June 30, 1983 or any time six months after written notice by either Government.

Done in Addis Ababa in two original texts in English on June 12, 1980

For the Government
of Sweden

For the Government
of Ethiopia



INTERNATIONAL ASSISTANCE

It has long been realized that even with the highest possible mobilization of government resources supplemented with active community participation and the implementation of low-cost innovative educational approaches, it is rather difficult - if not impossible - to bridge the gap between needs and service available without strong support from external sources.

Thus, the government has been seeking financial as well as technical assistance from both bilateral and multilateral agencies as a supplement to Ethiopia's own contributions.

The major bilateral donors in the beginning of the 1980s are Sweden and USSR and among multilateral agencies IDA and ADF (loans), UNDP, UNICEF and EEC.

The international contributions range from financing of primary and secondary school constructions and building of APCs and CSTCs, equipment for technical and vocational schools, support of adult education and educational massmedia services to in-service training of primary school teachers, curriculum development, research studies and scholarships for short time courses abroad for administrative personnel.

The sources of external assistance and areas of cooperation are shown below:

MULTILATERAL DONORS

ADF (African development Fund)

1983-1986 (Under negotiation)

4 technical and vocational schools, 5 secondary schools, 2 ITIs upgrading 7 secondary schools (equipment), chemical bulk store.

EEC

Lomé I 1979-1983

Formal system: constructions of APCs, training of printing equipment operators, water education and school timber projects.

Adult education: distance education, training of regional, awraja and woreda heads of adult education, development of literacy primers in national languages, furniture production for CSTCs.

Teacher education: in-service training of technical & vocational teachers.

Lomé II 1981 - 1985

Formal system: Training of curriculum designers in 1 & 2 math and science, in-service training of 80 senior sec. School directors, pre- and in-service training of 120 junior sec. school directors.

Educational Mass Media: training of technicians and programme producers.

Teacher education: upgrading of 300 diploma holders for degree at Addis Ababa University, in-service training of 500 primary school teachers.

IDA

Fifth loan 1983-1986

The main components of the fifth loan, are 350 primary school constructions, water supply to and maintenance of 60 secondary schools, construction of 60 APCs and equally many CSTCs, curriculum development. A manpower study is also foreseen during the period.

An Ethiopian request for a sixth loan is under negotiation. The request pertains to 70 million US dollars.

UNDP

1983-1986 (Under negotiation)

TV transmitters, replacement of studio and link equipment, TV sets, training within the Educational Mass Media, revision of curricula, training and equipment in order to unify the system of technical and vocational education.

Equipment for regional production units of EMPDA, materials for science kits, training of EMPDA-staff, technical assistance to the basic education programme.

UNESCO

1981-1983

Consultancy: to conduct educational planning and administration, on the education of handicapped, on integration of pre- and in-service training, advisory service for educational TV.

Training, seminars, meetings abroad: on drawing long-term plans, training of literacy trainers, regional consultative meeting (partially from SIDA funding), research study, grants for study tours.

Material assistance: for literacy.

Workshops: for local level personnel in the national literacy programme.

UNFPA

1983-1986

Strengthening the communication support role of the national literacy campaign (implementation postponed from 1981-1984).

UNICEF

1983-1986 (Under negotiation)

Development and implementation of new curricula materials for

primary schools.

Upgrading primary school teachers.

Support to massmedia education efforts such as promoting appropriate technology for deprived rural families, supporting continuing postliteracy education and providing distance education for academic teacher upgrading programmes.

Educational Mass Media & Development support communications.
Strengthening educational planning and management.

Educational Materials Production and Distribution.

BILATERAL DONORS

British Council

1982-1983

Four scholarships for graduate studies in England.

Canada

1983

Financial assistance for reconstruction of two secondary schools.

Material assistance for the Literacy Campaign.

Czechoslovakia

1982-1984

One year training courses for technical/vocational teachers in Czechoslovakia.

Equipment and materials for the Literacy Campaign.

Federal Republic of Germany

Ongoing

Technical assistance: 12 technical/vocational teachers.

Assistance to establish one technical/vocational school.

German Democratic Republic

Annually 55 short term training opportunities from seven weeks to 11 months in the GDR for professional personnel, including school directors, inspectors, regional and awraja education officers.

GDR also provides 44 experts for curriculum planning services, inspection and instruction for teacher training institutes.

Italy

1983-1986

Equipment for 2 technical schools and for other vocational schools, short term training in Italy for technical/vocational teachers.

Two experts for training of trainers.

Eight experts for automechanic teachers training.

Japan

1983-1984

Five teachers for technical/vocational schools (under consideration).

Equipment for electricity and electronics teaching.

Sweden

1983-1986

Financial assistance to the primary school construction programme, including furniture and equipment, two experts within the programme.

Printing equipment and paper for production of primary school textbooks.

One printing expert.

Distance education for upgrading primary school teachers.

USSR

1982-1984

Equipment for six technical/vocational schools.

31 teachers in technical subjects.

42 teachers of academic subjects.

International assistance to the Ministry of Education

Donor	Period	Million US\$	Remark
<u>Multilateral</u>			
ADF	1983-86	18.5	Under negotiation
EEC	1981-85	2.4	
	1983-86	1.2	
IDA V	1983-86	40.6	
IDA VI	1984-87	70.0	Under negotiation
UNDP	1983-86	4.7	
UNESCO	1981-83	0.17	Plus unquantified
UNFPA	1983-86	0.99	
UNICEF	1983-88	12.4	Under negotiation
<u>Bilateral</u>			
British Council	1982-83		Non quantified
Canada	1983	0.029	Plus unquantified
Czechoslovakia	1982-84		Not quantified
FRG	ongoing		Not quantified
GDR	1981-84		Not quantified
Italy	1983-86	1.0	Plus unquantified
Japan	1983-84	1.0	Plus unquantified
Sweden	1983-86	10.6	
USSR	1982-84	8.7	Plus unquantified
TOTAL		172.289	Plus unquantified

Note: The unquantified contributions mainly pertain to technical assistance or short term training courses abroad.

1982 10 21

TERMS OF REFERENCE FOR AN EVALUATION STUDY IN JANUARY/FEBRUARY 1983 OF SWEDISH
DEVELOPMENT ASSISTANCE TO ETHIOPIA'S EDUCATION SECTOR

BACKGROUND

Ethiopia and Sweden have cooperated in the field of education since 1965. The cooperation has concentrated on the construction and equipping of primary schools. As of November 1979, 140 million Swedish Kronor had been disbursed to the school building programme since its start. Between 1976 and 1979 paper to a value of 9 million Swedish Kronor was delivered for the printing of textbooks for primary schools.

In 1979 two specific agreements covering the period 1979/80 - 1981/82 were signed between Ethiopia and Sweden. One of the agreements concerned Swedish assistance to the school building programme and the other Swedish funds for the purchasing of printing paper for textbooks. The amounts for each of the three financial years covered by the agreements were to be agreed upon on the basis of an annual request by the Ethiopian authorities.

In June 1980 these two agreements were terminated through an exchange of letters and replacing these a new agreement for the period 1 July 1980 to 30 June 1983 was concluded. According to this agreement the Swedish contribution shall be used for construction of primary schools, training of awraja building technicians, paper, material and equipment for adult education, the CSTC programme and instructional equipment for primary schools. As with the previous two agreements, the annual amounts should be based upon a request from the Ethiopian authorities.

According to the agreement in force the progress of the programme shall be reviewed at annual consultations by a joint Ethiopian/Swedish education mission. Such a review took place 9 - 22 February, 1982.

According to the agreed minutes from this review the Ethiopian members of the mission agreed to a proposal by the Swedish members "to have an evaluation study of educational projects carried out in January 1983. The purpose of the evaluation study is to provide SIDA with relevant information for assessing future requests in the field of education".

The study will be undertaken in close cooperation with Ethiopian authorities, in particular the relevant units in the Ministry of Education.

The point of departure of the study will be the Ethiopian revolution in 1974.

PURPOSE

The main purposes of the evaluation study are:

1. summarize the achievements of projects and programmes, supported by Sweden, and assess the impact of Swedish support in the field of education,
2. assess Swedish assistance to the education sector in Ethiopia in relation to Sweden's objectives for development cooperation and
3. provide background information for decisions about and give recommendations on future Swedish support which may also serve as a basis of joint sector review discussions scheduled for February 1983.

DUTIES

The mission shall perform the following duties:

1. describe and assess the relation between the main objectives of the education sector in the current Ten Year Perspective Plan for Economic and Social Development and in the plans for the development of the education sector,
2. describe and analyse the general development in the education sector with special emphasis on qualitative aspects as well as bottlenecks and problems experienced, in relation to set goals,
3. assess the impact of Swedish contributions in relation to the objectives of the sub-sectors supported by Sweden,
4. look into the efficiency of sector support in the field of education as a means of development cooperation between Sweden and Ethiopia,
5. assess the quality of the data base used for planning purposes and the capacity of the Ministry to make use of this base,
6. identify the contributions of other donors to the education sector and
7. recommend areas within the education sector suitable for Swedish support within the framework of the current ten year development plan with due consideration to the Swedish policy for development cooperation.

COMPOSITION OF THE STUDY TEAM

The team will consist of one (general) education planner and one member of the Evaluation Unit at SIDA, Stockholm. In addition a representative from the Education Division at SIDA, Stockholm, and the Programme Officer/Education at the SIDA Development Cooperation Office, Addis Ababa will participate in the study.

TIME SCHEDULE

To complete the study the team shall use approximately six weeks of which four shall be spent in Ethiopia. The study team will conduct its work in Ethiopia during January and February 1983. The third and fourth week of the period in Ethiopia shall overlap with the annual education sector review.

REPORTING

Before departing from Ethiopia the team shall present a preliminary report on the findings of the study including recommendations to SIDA and the Ministry of Education.

The final version of the report shall be submitted by 31 March 1983. The language of the report shall be English.

The contents of the report need not to be endorsed by SIDA or the Ministry of Education but may be seen as an independent contribution to an on-going discussion.

SUPPORT BY THE MINISTRY OF EDUCATION

Before the study team commences its work, the Ministry of Education will carry out necessary preparatory activities such as collection and preliminary analysis of documents and statistics, arrangements of necessary meetings, study visits, etc.

Costs induced by the work of the evaluation study mission will be met by SIDA, from special funds for research and evaluation.

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S-105 25 STOCKHOLM, Sweden**