

BASIC EDUCATION SECTOR ANALYSIS REPORT

- ETHIOPIA -

AUGUST 2012

**JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
INTERNATIONAL DEVELOPMENT CENTER OF JAPAN INC. (IDCJ)**

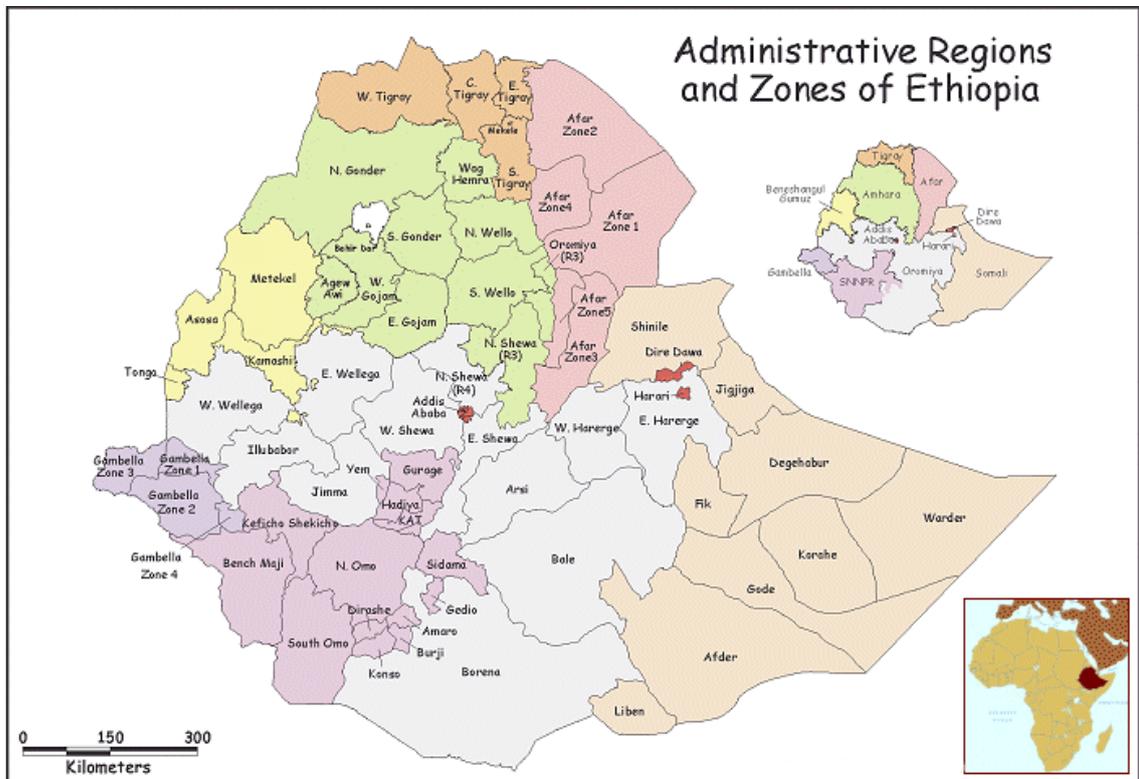
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(Source: UN Emergency Unit for Ethiopia, March 2000)

Map of Ethiopia

Abbreviations

ABE:	Alternative Basic Education
ABEC:	Alternative Basic Education Center
ADB:	African Development Bank
ARM:	Annual Review Meeting
BMZ/GIZ:	German Federal Ministry for Economic Cooperation and Development/ German Agency for International Cooperation
BOFED:	Bureau of Finance and Economic Development
CAS:	Country Assistance Strategy
CDRF:	Capacity Development Results Framework
CF:	Catalytic Fund
CIDA:	Canadian International Development Agency
CPD:	Continuous Professional Development
CRC:	Cluster Resource Center
CTE:	College of Teacher Education
DFID:	Department for International Development
EC:	Ethiopian Calendar
EC:	European Commission
ECCE:	Early Childhood Care and Education
EFA:	Education for All
EGRA:	Early Grade Reading Assessment
EHEECE:	Ethiopian Higher Education Entrance Certificate Examination
ELIC:	English Language Improvement Center
ELQIP:	English Language Quality Improvement Program
ELTIP:	English Language Training Improvement Program
EMIS:	Education Management Information System
EPF:	Education Pooled Fund
EPRDF:	Ethiopian People's Revolutionary Democratic Front
ESDP:	Education Sector Development Program
EGSECE:	Ethiopian General Secondary Education Certificate Examination
ETB:	Ethiopian Birr
ETP:	Education and Training Policy
FAL:	Functional Adult Literacy
FTI:	Fast Track Initiative
GDP:	Gross Domestic Product
GEQIP:	General Education Quality Improvement Program
GER:	Gross Enrollment Rate
GNI (PPP):	Gross National Income (Purchasing Power Parity)
GTP:	Growth and Transformation Plan

HDP:	Higher Diploma Program
HIV/AIDS:	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT:	Information Communication Technology
IDA:	International Development Association
IDCJ:	International Development Center of Japan Inc.
INSET:	In-service Education and Training
ISCED:	International Standard Classification of Education (of the UNESCO)
JICA:	Japan International Cooperation Agency
JRM:	Joint Review Mission
KFW:	German Development Bank
MDG:	Millennium Development Goals
MDTF:	Multi Donor Trust Fund
MLC:	Minimum Learning Competency
MOE:	Ministry of Education
MOFED:	Ministry of Finance and Economic Development
NAES:	National Adult Education Strategy
NGO:	Non Governmental Organization
NIR:	Net Intake Rate
NLA:	National Learning Assessment
OEB:	Oromia Education Bureau
PASDEP:	Plan for Accelerated and Sustained Development to End Poverty
PBS:	Protection of Basic Services Program
PER:	Public Expenditure Review
PISA:	Programme for International Student Assessment
PPF:	Program Preparation Fund
PRESET:	Pre-service Education and Training
PSLCE:	Primary School Leaving Certificate Examination
PSR:	Pupil Section Ratio
PTA:	Parent Teacher Association
PTR:	Pupil Teacher Ratio
REB:	Regional Education Bureau
SACMEQ:	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SBEM:	School Based English Mentoring
SIDA:	Swedish International Development Cooperation Agency
SIP:	School Improvement Plan/ Programme
SMAPP:	The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-Planning
SMASE:	Strengthening of Mathematics and Science Education
SMIS:	School Management Information System
SNNP:	Southern Nations, Nationalities and People's Region

STI:	Science, Technology and Innovation
SWS:	Sector Working Group
TDP:	Teacher Development Programme
TEACH:	Transforming Education for Adults and Children in the Hinterland
TELL:	Teach English for Life Learning
TESO:	Teacher Education System Overhaul
ToT:	Training of Trainers
TTI:	Teacher Training Institute
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
UIS:	UNESCO Institute for Statistics
UNICEF:	United Nations International Children's Emergency Fund
UPE:	Universal Primary Education
USAID:	United States Agency for International Development
USD:	United States Dollar
WEO:	Woreda Education Office
WFP:	World Food Programme
WHO:	World Health Organisation
WOFED:	Woreda Office of Finance and Economic Development
WS:	Work Shop
ZEO:	Zone Education Office

Executive Summary

Chapter 1: Outline of the Study

As the target year of the Millennium Development Goals (MDGs) and Education for All (EFA) approaches, non-traditional forms of aid modalities such as SWAPs and general budget support are progressively tested and used in providing aid. In this context, the Japan International Cooperation Agency (JICA) has commissioned a study to carry out a comprehensive and in-depth analysis of the education sector in 13 countries in Sub-Saharan Africa and Latin America¹ so that more strategic and effective programs/projects can be formulated. The purpose of the study is twofold: 1) to gather relevant data and information, analyze them, and to identify priorities in the education sector in each country, and 2) to propose how to improve the quality and the methodologies of JICA's analysis on basic education.

Chapter 2: Political and Socio-economic Situation in Ethiopia

In Ethiopia, a pro-Soviet military junta (the Derg) established a socialist state in 1974. But as a result of continuing confusion in social conditions, the Ethiopian People's Revolutionary Democratic Front (EPRDF) took over the political power in 1991. The EPRDF government also won the election in May 2010, and Prime Minister Meles Zenawi was reappointed. The major economic indicators are: GDP per capita USD 1,040 (PPP, current international \$) (2010), GDP growth rate 10.1% (2010), life expectancy 58.7 (2010) and adult literacy rate 29.8% (2005).

Chapter 3: Educational Policies and Reforms

The basis of the Ethiopian education sector reform is the Education and Training Policy (ETP), enacted in 1994. The Education Sector Development Programme (ESDP) was planned afterwards to realize ETP and it was the outset of a series of the ESDPs which has continued to be updated for the subsequent 20 years.

In the Growth and Transformation Plan (GTP), a national development plan for 5 years from 2010/11 to 2014/15, the government aims to achieve MDGs by 2015 and to become a middle-income country by 2020-2023. The ESDP-IV (2010/11-2014/15) is the development programme to realize the GTP and focus on the quality of education, especially implementing the General Education Quality Improvement Programme (GEQIP) components started in 2008.

Supervisory authority is the Ministry of Education, which formulates national plan, frameworks and guidelines. Regarding programme planning, implementation and monitoring, however, it is delegated to 9 regions and 2 city councils.

Chapter 4: Status and Challenges of Basic Education Sector Development

[Access] As a result of the policy priority and financial input to achieve universal primary education by 2015 targeted in the ESDPs, primary education achieved a drastic expansion. In

¹ The target countries are Kenya, Ethiopia, Uganda, Rwanda, Malawi, Zambia, Cameroon, Senegal, Mali, Niger, Burkina Faso, Guatemala, and Nicaragua.

2010/11, the gross enrollment rate (GER) was 96.4% in primary education. The net enrollment rate (NER) marked 85.3% in 2010/11, the highest ever and showing a significant improvement from 52.2% in 2001/02. Now, the wave of increasing enrollment has reached secondary education, improving GER of general secondary schools for the last 10 years to as high as 38.4% in 2010/11. The GER of the entire secondary education was 16.3% in 2010/11, slightly decreased from the previous year.

[Internal Efficiency] When assuming the enrollment of 2002 was 1000, the cohort survival rate of grade 5 was 550 and the students who graduated in 8 years were only 264, meaning that only one fourth of the entrants survived. The grades which have many repeaters and readmits are grades 1, 2 and 8. Repetition rate of primary education is 13.1% (2010/11), and the highest was recorded in grade 8 (12.3%). Comparing with other African countries, promotion and cohort survival rates in Ethiopia are lower than other countries. The average duration of study for graduates was 8.3 to 8.9 years in the past ten years. In most cases, the duration of girls is longer than that of boys.

[Equity] Girls have relatively lower GER and completion rate than boys in the first cycle of primary education (grades 1 to 4). Even for the repetition rate, girls are higher than boys in recent years. Although the national average of GPI is 0.94 and getting closer to 1, some regions still have lower Gender Parity Index (GPI) than other regions, such as 0.78 and 0.88. Looking at regional figures, Afar and Somali regions, called the Emerging area, have lower indicators than others. Besides, looking at urban and rural differences, the access to secondary education in rural area is very limited whereas most (85-95%) of enrollment of secondary education are from urban area.

[Learning Outcomes] The completion rate of primary education has shifted at around 50% in the last 5 years (52.5% in 2011). The completion rates of girls were lower than those of boys in all the recent years. Regarding the National Learning Assessment (NLA) which is conducted every four years to grades 4 and 8 students, the total score of grade 4 was 40.1% (2010) and that of grade 8 was 35.3% (2010), not achieving the minimum learning achievement (50%) that the government targets in the ETP. In addition, the report of the Early Grade Reading Assessment implemented by the United States Agency for International Development (USAID) in 2010 reported that more than 25% of grade 2 students could not read one word in most regions. Thus, low basic learning ability is critical in Ethiopia.

[Learning Environment] Pupil section ratio (PSR) was 57 for the national average and the highest was recorded in the Somali region at 81 (both in 2010/11). Both fall below the national standard (50 for grades 1 to 4 and 40 for grades 5 to 8). The percentages of schools that implement multiple shift are 21.5% in primary education and 32.4% in secondary education.

[Textbook Distribution System] In Ethiopia, the federal government develops curriculum and minimum standard and the Regional Education Bureau (REB) adds the local contexts and translates it into their local languages. In the textbook development and distribution component of GEQIP, overseas publishers were selected through the bidding process and the government

approved, evaluated and adopted the textbooks. Regarding the distribution, there are many schools which have not achieved 1:1, as targeted by the MOE.

[Curriculum] Generally, the curriculum is revised every 5 years. The current (new) curriculum framework was issued by the MOE in December 2010. The focus of the reform was a shift from objective-based to competency-based curriculum. On the other hand, an issue like the low level of teachers' understanding of the new curriculum is pointed out. Also, it is expected that the national examination system would still assess only cognitive skills even when the national curriculum moves to the competency-based one. It is a challenge to align the national examinations with the curriculum.

[Teaching Staff] The number of teachers in Ethiopia has increased 2.5 times in primary schools and 3.8 times in secondary schools from 2000/01 to 2010/11. Pupil-teacher ratio (PTR) of primary education was 51 (2010/11) and has not achieved the national standard (50), whereas PTR of secondary education was 31 (2010/11) and falls below the standard (40). The issues pointed out are: teachers do not understand basic subject matters; instructors teach wrong knowledge in the colleges and ignore students. Currently, in GEQIP, pre-service training programs for development of teacher training curriculum and module, improvement of teaching practicum, and capacity building for the College of Teacher Education trainers are implemented. In the in-service training of GEQIP, Continuous Professional Development and English Language Quality Improvement Program for all teachers, Project for Strengthening Mathematics and Science Education in Secondary Schools in Ethiopia (SMASE) to strengthening capacity of mathematics and science teachers, and the upgrading system are implemented. Regarding the teacher's salary standard, it remains relatively low when compared to other nations. Frameworks of management of teachers are articulated by the federal government, recruitment, promotion and transfer standards are defined by regions, and deployment, salary payment, transfer and promotion are handled by woredas.

Chapter 5: Public Finance and Administration in the Education Sector

Decentralization has been taking place in Ethiopia. Implementation and management of primary education and (in most cases) junior secondary education are managed by Woreda Education Office (WEO). Regions manage senior secondary education, Technical and Vocational Education and Training (TVET) and the institutions training teachers for primary and junior secondary education.

The management capacity of the MOE can be evaluated well in terms of participatory planning and accountability in involvement of various stakeholders in the ESDP planning process. Nevertheless, the commitment of the MOE is not yet enough considering that some officials comment that "since implementation is done in regions, we do not know about it" and that MOE has not calculated the projected number of teachers in the mid-term period. The efficiency of management capacity can be also rated relatively low since official documents that regulate authority of the WEO and Zone Education Office do not exist and there is no clear measurement on woreda's capacity development and comprehensive monitoring. Furthermore, a concern on

decreased budget allocation to the education sector in each region, deterioration of students' learning achievement, and unachieved indicators at the end of ESDP-III also show issues in terms of effectiveness. Therefore, utilizing the analytical framework of the Capacity Development Results Framework of the World Bank Institute, the relevance, efficiency and effectiveness of the management of the MOE may be concluded relatively low.

In the public education finance, the proportion of the federal government is almost 50%, whereas the share of the region governments are approximately 25% and that of the woreda governments are approximately 25%. Considering the fact that 92% of the woreda budget is allocated to teacher salary, the budget disbursed to schools is very little and falls far behind the government's target at 20% (non-salary recurrent expenditure).

There are two kinds of block grants in Ethiopia: the government's Block Grant and GEQIP School Grant. The former capitation amount is fixed by the government, but in reality, the amounts and way of distribution are different in each region. The latter capitation amount is also fixed in the School Improvement Plan of GEQIP, and distributed directly to schools. Assuming that the school-age population of Ethiopia increases by 10% and that per-pupil inputs are raised to achieve the national standard PSR and PTR, the national projection of teachers in 2015/16 is 440,000, requiring ETB 18.8 billion in the educational budget(2015/16).

Chapter 6: Trends in Donor Assistance

The donor cooperation in the education sector in Ethiopia is divided into two types: financial support donors (UK, the Netherlands, Sweden and Finland) and technical assistance donors (USAID, UNICEF, UNESCO and JICA). But there is no trend drastically shifting the aid to financial support. The relatively big contributors are the World Bank, EC, UNICEF, DFID and USAID. Currently, GEQIP is the main pool-fund program among the three pool-fund programs: (1) GEQIP, (2) Education pool-fund, and (3) PBS (Protection of Basic Services Program).

Chapter 7: Results of Analysis

When comparing education indices and benchmark indices of the FTI indicative framework of other countries in Sub-Saharan Africa, those of Ethiopia are moderate. The proportion of the education sector in the government expenditure was the highest in the 11 countries. On the other hand, the dropout rate in primary education and PTR were relatively low level, and indicates that there are issues in the quality of education and internal efficiency. Factor analysis of these problems is as follows.

Firstly, in terms of equity, there are big differences between regions like the Somali, Afar and Gambera and other regions, between urban and rural areas, and between male and female students. Although the government has formulated and implemented various education policies to improve the disparities, the outcome has not been seen yet. Reasons can be: (i) there are many poor households in the areas and parents cannot afford school expenses, (ii) some families prefer early marriage and are reluctant to educate girls, (iii) PTR is high, (iv) there is an issue of deployment of qualified teachers, (v) policies of the MOE cannot be implemented as it was

planned in the woreda level, and (vi) achievement level of girls and rural pupils in the certificate examination is lower than boys.

Secondly, access to secondary education is another issue. In the primary school leaving certificate examination, the passing criteria and the number of non-passing students are decided by the capacity of secondary education, which limits universal access to secondary education. Actually, the number of secondary school is very few especially in rural area. The language of instruction being English from secondary education is also another obstacle. Moreover, girls tend to resist going to secondary boarding schools from grade 9 which maintains the low transition rate.

Thirdly, low internal efficiency is critical. The problems in the grade 1 can be analyzed that classrooms are overclouded thus teachers cannot take care of all children. The reason behind the high repetition/dropout rates of grade 5 can be interpreted that the quality of education is deteriorated with classroom congestion when students transfer from satellite schools to remote cluster schools when entering the second cycle of primary education. On the other hand, the background of the low internal efficiency in grades 7 and 8 is considered that parents try to avoid their children's taking examinations due to the lack of confidence to achieve a high mark in examinations.

Fourthly, it is thought that the quality of education was deteriorated because Ethiopia tried to achieve universal primary education. It caused the lack of textbooks, teaching materials, teacher training, administrative evaluation and monitoring and eventually discouraged creation of an effective learning environment. The lack of reading ability caused by the lack of reading materials, the lack of learning hours, and the lack of learning and understanding caused by adoption of shift-classes could be also factors. Moreover, the problems are also pointed out in teachers: some teachers do not conduct assessment of students properly, they have low motivations, they cannot get away from conventional way of teaching, and teachers themselves do not know how to pronounce and teach correctly their own language.

Fifthly, although the proportion of the education sector in Ethiopia is relatively high, sharing 5% of GDP and 21.1% of the government public expenditure (2007/08), educational internal efficiency is low. Possible reasons include low level of financial distribution to woredas and a high share of teacher salary which may leave little budget left for schools. Besides, although much of the recurrent budget is spent for teachers, the quality of lessons has not been improved yet, and thus has not contributed to students' learning outcome.

In the ESDP-IV, to improve access and quality are raised as priorities. However, many of the related policies are on institutional and quantitative measures that lack in approach to improving teachers' quality, mindset and pedagogy. Even for the curriculum development, there is no concrete policy on how to connect the new curriculum to pre-service training, in-service training, examination system and classroom evaluation system and practice. In order to improve the quality of education through GEQIP, it would be necessary to have further discussion and facilitation on 'what is academic ability?,' 'what is learning achievement?,' and 'what is a good

lesson?

Through this study, the following challenges and considerations are identified: (1) too many items to research and limited information on REB except Oromia region, and (2) unbalanced information on research items.

**BASIC EDUCATION SECTOR ANALYSIS REPORT
- ETHIOPIA-**

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CHAPTER 1: OUTLINE OF THE STUDY

1.1 Background

To attain the goals of Education for All (EFA) and Millennium Development Goals (MDGs) by the 2015 deadline, the developing countries have been engaged in quantitative and qualitative improvement in basic education in collaboration with the cooperating partners (CPs). For some developing countries, reaching all of these goals by the target year still remains challenging. In the area of basic education improvement, sector-wide approaches (SWAs) have been more emphasized through direct budget support rather than through project-type interventions. There have been growing concerns in the limited capacity of the developing countries in planning, budgeting, implementation, and monitoring and evaluation, which might negatively affect aid effectiveness and transparency.

Japan International Cooperation Agency (JICA) has provided various project-type and/or program-type interventions, including technical assistance, classroom construction, education equipment procurement etc., in line with the education sector program of the developing countries. In order to implement more strategic and effective cooperation in this challenging environment, JICA has decided to conduct the Basic Education Sub-Sector Study (hereinafter, the Study) and to understand the whole picture of the basic education development to formulate more comprehensive effective programs/projects based on the deepened analysis of the administrative, financial and socio-economic contexts as well as of the educational indicators and statistics.

1.2 Objectives of the Study

The Study, through data collection and analysis of the 13 target countries chosen from the Sub Sahara Africa and the Central America, and comprehensive and comparative analysis, aimed (1) to collect and analyze general information in the basic education sub-sector and identify priority areas for development in target countries and (2) to make recommendations for JICA to design and carry out any future sector and/or sub-sector study.

1.3 Basic Approaches of the Study

The Study was conducted with the following basic approaches:

- (1) Information gathering and analysis were to be done from the viewpoints of *equity*; *administrative and financial capacity*; and *internal efficiency*, in addition to *quality* and *access* of the basic education. Key questions, which were identified for each target country through the preliminary document review, were also tackled to find updated information.
- (2) Problems and structural deficiencies of the basic education sector in each target country were to be identified and priority development needs and strategies were to be listed.
- (3) Recommendations for JICA to improve future sector study through comprehensive and comparative analysis of the country analyses results.

1.4 Target Areas/Countries

The following 13 countries were chosen as the target countries, where there were on-going programs/projects in the basic education sub-sector and program/project formulation was to be planned in the near future.

Sub-Saharan Africa (11 countries)	Burkina Faso, Cameroon, Ethiopia, Kenya, Malawi, Mali, Niger, Rwanda, Senegal, Uganda, and Zambia
Central America (2 countries)	Guatemala and Nicaragua

The field survey in Mali was cancelled due to the coup d'état in March 2012. The basic education sector analysis report of Mali was prepared based on the data collection and analysis in Japan.

1.5 Major Steps and Schedule

Information collection and analysis was conducted, according to the standard research items and indicators (Annex 1-1) listed in JICA's "Standard Research Items and Methodology of the Education Sector Analysis" (drafted as of October 2011). Major steps and schedule of the Study were as follows.

February - April 2012: Formulation of Inception Report

- Analysis of existing documents of the government agencies, international development partners, international organizations etc.
- Preliminary information gathering in Japan and discussion with JICA officers in charge of the target countries.

February - May 2012: Preparation of Field Survey

- Preparation of the field survey schedule and making appointments
- Preparation of the field survey plan and strategies
- Identification of lacking data and preparation of the questionnaires

March - June 2012: Conducting of Field Survey

- Information gathering from government agencies, international development partners, international organization, and JICA office etc.
- School and project site visits

May - June 2012: Drafting of Basic Education Sector Analysis Reports by Country

July 2012: Formulation of Final Report

- Comprehensive and comparative analysis of the country-wise reports and preparation of recommendations
- Report preparation

1.6 Study Team

Information gathering, analysis and report writing of the Study were conducted by the Study team as listed in Table 1-1. The field survey and data analysis for Ethiopia was conducted by Yoko Takimoto, a senior consultant in Recycle One, Inc.

Table 1-1 : Team Members of the Study and the Countries in Charge

Position	Name (Affiliation)	Country in Charge
Team Leader /Comprehensive Analysis of the Basic Education Sector	Yoko Ishida (International Development Center of Japan Inc. (IDCJ))	Malawi, Uganda, Zambia
Administrative and Financial Analysis	Hiromitsu Muta (IDCJ)	Guatemala, Nicaragua
Country-wise Basic Education Sector Analysis 1	Naomi Takasawa (IDCJ)	Cameroon, Niger
Country-wise Basic Education Sector Analysis 2	Emi Ogata (IDCJ)	Senegal
Country-wise Basic Education Sector Analysis 3	Yoko Takimoto (Recycle One, Inc.)	Ethiopia, Kenya
Country-wise Basic Education Sector Analysis 4	Miko Maekawa (IDCJ)	Rwanda
Country-wise Basic Education Sector Analysis 5	Chie Tsubone (Global Link Management, Inc.)	Burkina Faso, Mali
Administrative Coordination/ Assistance for Sector Analysis1	Michiru Yabuta (IDCJ)	
Administrative Coordination/ Assistance for Sector Analysis2	Mana Takasugi (IDCJ)	

CHAPTER 2: POLITICAL AND SOCIO-ECONOMIC SITUATION IN ETHIOPIA

2.1 Political Situation

Ethiopia, unlike most of other African countries, has never been fully colonized. It had maintained its independence as a nation under the reign of successive emperors until a pro-Soviet military junta (the Derg) deposed Emperor Haile Selassie by a military coup and established a socialist state in 1974. The socialist regime continued thereafter, but as a result of continuing confusion in social conditions, an anti-government movement led by Meles Zenawi, the current Prime Minister, broke out in 1991. The Mengistu regime collapsed in 1991, and the Ethiopian People's Revolutionary Democratic Front (EPRDF) took over the political power and realized democratic rule after the first parliamentary election in May 1995 and the enactment of the new Constitution in August 1995. The EPRDF government also won the third parliamentary election in 2005, but the opposition party broadened the support base regarding the ethnic issues, food policies, industrial policies, and urban problems. In the fourth election carried out peacefully in May 2010, the current ruling party won an overwhelming victory and Prime Minister Meles Zenawi was reappointed (currently in the fourth term) (Ministry of Foreign Affairs of Japan, 2010 and MOFA Website).

2.2 Socio-economic Situation

The socio-economic indicators of Ethiopia are shown in the following.

1) Country Name:	Federal Democratic Republic of Ethiopia
2) Area:	1,097 thousand km ² (3 times larger than Japan) ²
3) Population:	73.919 million (Census 2007), Annual growth rate: 2.6% ³
4) Ethnic groups:	Approximately 80 ethnic groups (Oromo, Amara, Somalie, Tigraway, Sidama, etc.) ⁶
5) Languages:	National official language is Amharic and English. Each region recognizes different ethnic languages as the official language. There are 120 languages, such as Amharic (32.7% of the population), Oromigna (31.6%), Tigrigna (6.1%), Somaligna (6%), Guaragigna (3.5%), Sidamigna (3.5%), and Hadiyigna (1.7%). ⁴
6) Religions:	Ethiopian Orthodox Christian (59.1%), Protestants (13.5%), Muslims (25.9%) ⁷
7) Major industries:	Agriculture (accounts for 47.7% of GDP) ⁵

² Ministry of Foreign Affairs of Japan Website “<http://www.mofa.go.jp/mofaj/area/ethiopia/data.html>”

³ UNFPA, 2007. Population Census was conducted three times, in 1984, 1994, 2007. Note that according to the CIA Factbook, total population was estimated as 93.816 million, as of July, 2012.

⁴ Cambridge Education, Mokoro & OPM, 2010

⁵ World Bank Website “World Data Bank” (accessed on 17th May, 2012)

8) GDP:	29,717 million US\$ (2010), Per capita GNI: 1,040 US\$ (PPP, current international \$) (2010) ⁶
9) GDP growth rate:	10.1% (2010) ⁹
10) Consumer price index (2005=100):	223% (2010) ⁹
11) Currency:	Ethiopian Birr (ETB)
12) Exchange rate:	1 ETB = 4.671 JPY (as of May 2012, JICA rate) 1 US\$ = 17.6 ETB (as of January, 2012) ⁶
13) Life expectancy:	58.7 years (2010) ⁹
14) Adult literacy rate:	29.8% (Adults 15 years old and above, 2005) ⁹
15) Prevalence of HIV (adult)	No data available.

Ethiopia is formed of nine ethnically based regions and two city councils (Addis Ababa and Dire Dawa), and each region has a wide range of autonomy under the Constitution. In this report, when regional data are referred to in population and socio-economic statistics, the above eleven areas including nine regions and two cities are presented.

According to the 2007 Population Census, the population and its density were as shown in Table 2-1. The Oromia region (36.7%), the Amhara region (23.3%) and the SNNP region (20.4%) were the highly-populated regions (Population Census Commission, 2007).

Table 2-1: Population by Region (1994, 2007) (number, %)

Region	1994		2007	
	Population	%	Population	%
Tigray	3,136,267	5.9%	4,314,456	5.8%
Afar	1,060,573	2.0%	1,411,092	1.9%
Amhara	13,834,297	25.9%	17,214,056	23.3%
Oromia	18,732,525	35.0%	27,158,471	36.7%
Somali	3,198,514	6.0%	4,439,147	6.0%
Benishangul Gumuz	460,459	0.9%	670,847	0.9%
SNNP	10,377,028	19.4%	15,042,531	20.4%
Gambella	181,862	0.3%	306,916	0.4%
Harari	131,139	0.2%	183,344	0.2%
Addis Ababa	2,112,737	4.0%	2,738,248	3.7%
Dire Dawa	251,864	0.5%	342,827	0.5%
Special Enumeration Areas *		0.0%	96,570	0.1%
Total	53,477,265	100%	73,918,505	100%

(Source: Federal Democratic Republic of Ethiopia Population Census Commission, 2007)

*Special Enumeration Areas: There were some areas in Somali and Oromia regions which could not be split into either region, when the Central Statistical Agency collected census questionnaires. Therefore, the item “special enumeration areas” was prepared to represent those areas in 2007 census (interview with JICA Ethiopia Office, as of May 2012).

⁶ World Bank “World Data Bank” (accessed on 17th May, 2012)

CHAPTER 3: EDUCATIONAL POLICIES AND REFORMS

3.1 National Development Plan

The five year Growth and Transformation Plan (hereinafter, GTP) (2010/11 - 2014-15) was formulated to carry forward the economic growth pursued in the preceding five year development plan, the Plan for Accelerated and Sustained Development to End Poverty (hereinafter, PASDEP) (2005/06 – 2009/10). By sustaining the economic growth and reform, the government aims to achieve the MDG targets by 2015 and its longer term vision of being a middle income country by 2020-2023 (MOFED, 2010a).

Regarding the education sector, to “expand and ensure the qualities of education and achieve MDGs in the social sector” is one of the main objectives of GTP, and the Education Sector Development Program IV for GTP period (hereinafter, ESDP-IV) was developed, whose goal is to produce democratic, efficient and effective, knowledgeable, inspired and creative citizens who contribute to the realization of Ethiopia’s vision of being a middle income economy (MOFED, 2010a).

As the priority issues of education strategies, the GTP states the initiative of providing fair and accessible quality formal education is to be continued and consolidated. The current gender disparity will be eliminated by the end of plan period. The education strategy for children with special needs will be fully implemented to meet the needs of this group. Also, an important priority will be given to improve and ensure the quality and efficiency of education at all levels. To realize this priority, the General Education Quality Improvement Package⁷ (hereinafter, GEQIP) will be fully implemented. The impact of GEQIP in improving student achievement will be verified through regular monitoring and evaluation, and through the National Learning Assessment (hereinafter, NLA) conducted every three years⁸(MOFED, 2010a).

3.2 Education Law

Though a Fundamental Law or Act of Education has not been established in Ethiopia (JICA Ethiopia office), the Constitution of Ethiopia adopted in 1995 stipulates the following: the State has the obligation to allocate an ever increasing resources to provide to the education and other social services (article 41 (4)); to the extent the country's resources permit, policies shall aim to provide all Ethiopians access to education (article 90); and national standards and basic policy criteria for education shall be established and implemented (article 51 (3)). In addition, the Proclamation No.41/1993 to define the powers and duties of the central and regional executive organs stipulates that the Ministry of Education (MOE) has the authority of national education policy and strategy.

⁷ The World Bank and other donors refer to it as the General Education Quality Improvement Program.

⁸ Actually, the NLA is conducted every four years.

3.3 Education Policy

3.3.1 Education and Training Policy (ETP)

Under the EPRDF interim government established in 1991, the Education and Training Policy (hereinafter, ETP) was enacted in 1994. The education structure was changed from the 6-2-4 structure to the 4-4-2-2 structure, and the policy also included features like the teaching of primary students in their mother tongue and self-contained classes in grades 1-4 (i.e., one teacher for all the core subjects) (WB, 2005). The interim government set the following three general objectives of education: (1) develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all, (2) bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline, (3) bring up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society (MOE, 1994).

As an overall educational strategy, the basic policy on each of the following was stipulated: curriculum, educational structure, educational measurement and examination, teachers, languages and education, nexus between education, training, research and development, educational support inputs, educational organization and management, and educational finance (MOE, 1994).

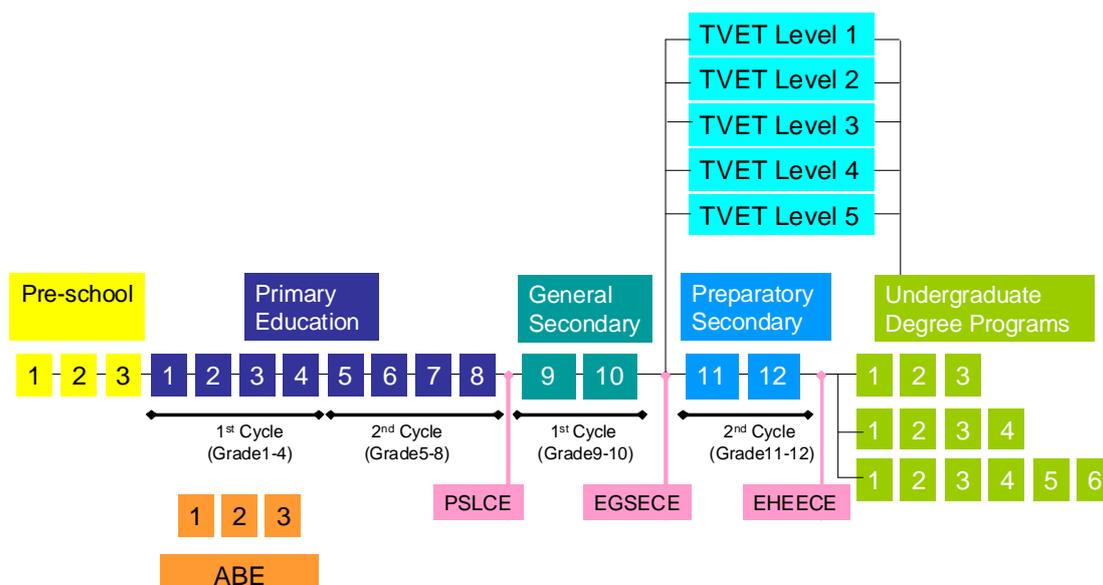
All of the ongoing education sector reforms have been formulated in accordance with this policy (MOE, 2010a).

3.3.2 Science, Technology and Innovation Policy (STI)

The Science, Technology and Innovation (hereinafter, STI) policy was established in 1993 by the interim government and subsequently revised in 2007 in response to the rapid expansion of education. This policy recognized STI as the cornerstones of progress upon which a nation depends to attain its economic growth and to build vibrant, integrated and self-sustaining economy. The national science and technology vision of Ethiopia was defined as "to see science and technology developed to the level of scientific knowledge and technology-based middle income countries and contribute to rapid and sustainable socio-economic development." The policy referred to policy objectives, policy statements, areas of focus, governance structure of the national STI system, and implementation of the national STI policy. "Education and human resource development" was listed as one of the areas of focus, and it was stated that the success of the national effort for rapid and sustainable socio-economic development critically depended on the quality and quantity of the available trained manpower and the awareness of the general public (Ethiopian Science and Technology Agency, 2007).

3.4 Education System

The education structure of Ethiopia is composed of 3 years of pre-primary education, 8 years of primary education (1st cycle: grades 1-4, 2nd cycle: grades 5-8), 2 years of general secondary education (grade 9-10), 2 years of preparatory secondary education, and higher education (college or university).



PSLCE: Primary School Leaving Certificate Examination
 EGSECE: Ethiopian General Secondary Education Certificate Examination
 EHEECE: Ethiopian Higher Education Entrance Certificate Examination
 (Source: MOE, 2011a)

Figure: 3-1 Structure of the Ethiopian Education System

School year starts on the 13th of September and ends in the first week of July. The school year is divided into 2 terms with September to January as Term I and February to July as Term II. Schools are in vacation in January (2 weeks) and in July and August (2 months) (interview with JICA Ethiopia office).

Upon completion of grades 8, 10, and 12, students take the education completion certificate examinations and are allowed to proceed to the next stage based on performance in the examinations (WB, 2008a).

3.5 Education Sector Development Program (ESDP)

In 1997, the Education Sector Development Program I (1997/98-2001/02) was developed as the first five year education development program for Ethiopia. This was the outset of a series of the ESDPs which has continued to be updated for the subsequent 20 years. The objectives of the ESDP I were to improve the quality, relevance, efficiency and equity of education and to expand educational opportunities, and mechanisms of sector-wide approach dialogue and joint review were established (WB, 2008a, Cambridge Education, Mokoro & OPM, 2010).

The current ESDP-IV (2010/11-2014/2015) was developed in 2010 as a five year plan following the ESDP-III (MOE, 2010a). In the same way as the preceding ESDPs, the emphasis is placed on the quality of education, and in particular, the ESDP-IV covers the contents of the GEQIP which started in 2008 (MOE, 2010a).

Strategies, component activities and objective indicators of the quality and access to primary and secondary education are shown in Annex 3-1. The main indicators are (1) to improve quality and internal efficiency (the dropout and repetition rates of grades 1-8 will decrease to 1.0%, and at least 70% of students in all grade levels in all subjects in all types of assessments and exams will score at least 50% and at least 20% of the students will score 75%), and (2) to ensure equitable access (the net intake rate (NER) will reach 100% in 2014/15, the dropout and repetition rates throughout primary education will achieve 1% by 2014/15, the NER for grades 1-4 will reach 95%, the NER for grades 5-8 will reach 80%, and Gender Parity Index (GPI) for gross enrollment rate (GER) will become 1.0 in 2014/15) (MOE, 2010a).

3.6 Supervisory Authority

Planning, implementation and monitoring of general education in Ethiopia is decentralized based on the autonomy of each region. The MOE is responsible for setting out national policies, frameworks and guidelines, as well as higher education (including the training of teachers for upper secondary education) and high level Technical and Vocational Education and Training (TVET) (Cambridge Education, Mokoro & OPM, 2010).

As shown in Annex 3-2, the organization of the MOE consists of a Minister, three State Ministers who are in charge of higher education, TVET, and general education, respectively, and directorates deployed under each State Minister. Educational policies and programs are developed in the Planning and Resource Mobilization Directorate which is positioned directly under the Minister. Other policies regarding teachers, curriculums, inclusive education, and adult education, etc. are developed in the directorates under the State Minister for General Education.

CHAPTER 4: STATUS AND CHALLENGES OF BASIC EDUCATION SECTOR DEVELOPMENT

4.1 Access

4.1.1 School Age Population

The population from the age 7 to 18 which is the school age of primary and secondary education was approximately 21.1 million in 2005/06 and 24.7 million in 2010/11, with the average annual growth rate of 3.2% during 2005-2010 (MOE, 2010, UN, 2012). The ratio of the school age population to the total population of 83 million in 2010/11 (UN, 2012) was 29.8%. Though the school age population projection was not available, based on the data obtained from the UNESCO Institute for Statistics (UIS),⁹ the school age population is estimated to be 33.9 million in 2020 on the assumption that school age population increase with the same average annual growth rate as during 2005/6 - 2010/11.

Table 4-1: Transition of School Age Population, 2005/06 - 2010/11 (thousand)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
School Age of Grades 1 – 8	14,753	15,290	16,050	16,506	16,907	17,341
School Age of Grades 9 - 10	3,213	3,280	3,526	3,625	3,712	3,807
School Age of Grades 11 - 12	3,154	3,167	3,308	3,401	3,483	3,572
School Age of Grades 1 – 12 (total)	21,119	21,738	22,884	23,531	24,102	24,720
Total Population	74,264	75,993	77,718	79,446	81,188	82,950
Percentage of Grades 1 – 12 population accounts for total population	28.4%	28.6%	29.4%	29.6%	29.7%	29.8%

(Source: School age population: MOE, 2011a, Total population: UN World Population Projects)

4.1.2 Enrollment Trends

As a result of a series of measures to achieve the universal primary education (UPE), the primary enrollment target set for the ESDPI was surpassed with enrollment reaching 13.5 million in 2005/06 from 8.1 million in 2000/01 (WB, 2008a). Over this period, the GER increased from 61.6% to 91.3% and the NER from 52.2% to 77.5% (WB, 2008a). However, access to education opportunities continues to be an obstacle, especially for female and other “most vulnerable children” (rural and pastoralist children, orphans, children in remote locations, and dropouts, etc.), and poor children (GEQIP, 2009a). As the barriers of participation, lack of schools in rural areas (MOE, 2010a) and financial burden on households paying education expenditures (WB, 2005) are pointed out.

As shown in Table 4-2, among general education,¹⁰ the number of primary schools¹¹ increased

⁹ UNESCO Institute for Statistics (UIS) Data Centre (downloaded on 25th May, 2012)

(http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=143&IF_Language=eng)

¹⁰ In Ethiopia, basic education is called general education (a total of 12 years: primary 1st cycle (4 years) + primary 2nd cycle (4 years) + general secondary (2 years) + preparatory secondary (2 years)) (UNESCO, 2010). In this report, the term “general education” is used to refer to basic education.

¹¹ Alternative Basic Education Centers (hereinafter, ABE or ABEC) are included in Government Schools.

rapidly in 2004, 2005, 2007, and has been continuing to increase. The number of schools in 2010/11 increased 2.4 times compared to the number in 2000/01 (MOE, Education Statistics Annual Abstract of each year). While many of the primary schools are satellite schools for grades 1 to 4 students which are located around the cluster resource centers (hereinafter, CRC) covering grades 1 to 8, the breakdown of the number was not available from the MOE statistics.¹²

In the same way as primary school, the number of secondary schools increased by more than 18% compared to the previous year in 2004/05 and 2005/06. The total number of secondary schools (1,517 schools), however, is only 5.3% of the total number of primary schools (28,349 schools) (MOE, Education Statistics Annual Abstract of each year) (Table 4-2).

Table 4-2: Number of Kindergarten, Primary and Secondary Schools by Ownership (Government and Non-Government) (2001/02 - 2010/11) (number)

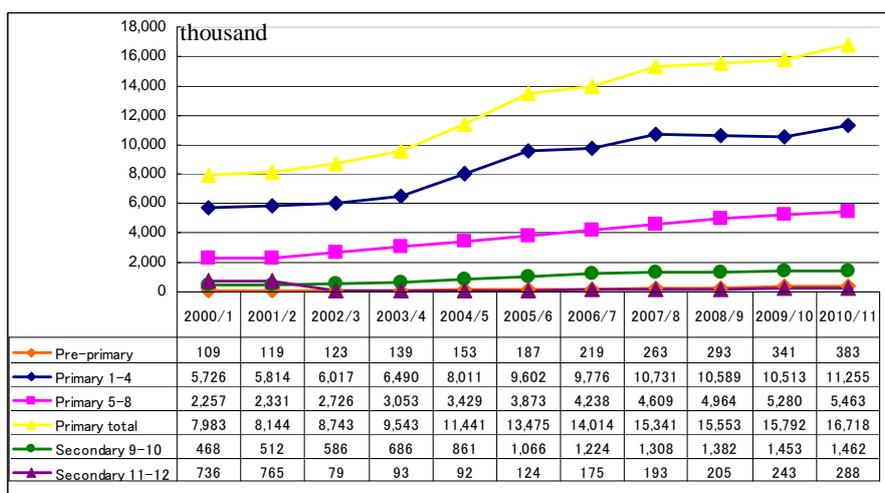
		2001/2	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	2010/11
Kindergarten		1,189	1,067	1,244	1,497	1,794	2,313	2,740	2,904	3,318	3,418
Primary	Government	11,470	11,790	12,415	15,639	18,075	19,070	21,734	23,421	22,860	26,361
	% of total	94.9%	94.5%	94.2%	94.7%	93.1%	92.3%	93.1%	92.9%	84.8%	93.0%
	Non-Government	619	681	766	874	1,337	1,590	1,620	1,791	4,091	1,988
	% of total	5.1%	5.5%	5.8%	5.3%	6.9%	7.7%	6.9%	7.1%	15.2%	7.0%
	Total	12,089	12,471	13,181	16,513	19,412	20,660	23,354	25,212	26,951	28,349
Secondary	Government	401	427	506	601	694	777	897	996	1,055	1,263
	% of total	88.1%	87.0%	85.0%	85.1%	83.1%	81.6%	82.5%	83.2%	77.9%	83.3%
	Non-Government	54	64	89	105	141	175	190	201	296	254
	% of total	11.9%	13.0%	15.0%	14.9%	16.9%	18.4%	17.5%	16.8%	21.8%	16.7%
	Total	455	491	595	706	835	952	1,087	1,197	1,355	1,517

(Source: MOE, Education Statistics Annual Abstract of each year)

Figure 4-1 shows the enrollment in general education (grades 1–12) by gender. The enrollment in grades 1 to 4 has increased significantly. The enrollment in grades 5 to 8 increased by 8% to 17% annually, but the most recent year-on-year increase in 2010/11 was moderate at 3.5% (MOE, Education Statistics Annual Abstract of each year).

See Annex 4-4 for the breakdown.

¹² In Lume woreda of the Oromia region where the field survey of this study was conducted, 39 schools out of 62 public schools (63%) are for grades 1 to 4 only.



(Source: MOE, Education Statistics Annual Abstract of each year)

Figure 4-1: Enrollment in General Education (Grades 1-12) (2000/01 - 2010/11)

Comparing the enrollments in the government and non-government schools, while more than 90% of students go to the government primary schools in most regions, in Addis Ababa 58% of students go to the non-government primary schools (MOE, 2011a) (See Annex 4-2). Regarding secondary education, same as primary education, most of students (95%) go to government schools, whereas the proportion of non-government schools is the highest in Addis Ababa (34.4%), followed by Dire Dawa (20.4%) (MOE, 2011a) (See Annex 4-3).

Non-government schools include NGO/religious schools and non-religious schools (international schools and high academic level schools). Poor children or children with Muslim, Christian or other religious beliefs go to the former schools, and children from wealthy families go to the latter (interview with JICA Ethiopia office). As shown in Annex 4-2 and 4-3, from the fact that there are many students in Addis Ababa and Dire Dawa who go to non-government primary/secondary schools, it can be assumed that wealthy non-government schools are concentrated in the urban areas.

With regard to Alternative Basic Education (hereinafter, ABE), since the policy of inclusive education targets four regions (Gambella, Afar, Somali, Benishangul Gumuz) and some remote woredas in the Oromia and SNNP regions (see 4.3.2), there are relatively many government ABE schools in those regions (MOE, 2011a).

Enrollments in ABE by region and urban and rural areas are shown in Table 4-3. Enrollments in ABE are larger in rural areas than in urban areas, except for the Somali region and Addis Ababa. There are large enrollments in ABE in rural areas in the Amhara, Oromia, and SNNP regions, while the Somali region accounts for the majority of ABE enrollments in urban areas (MOE, 2011) (Annex 4-4).

Table 4-3: Enrollments in ABE by Region and Urban/Rural Areas (2010/11) (number)

Region	Urban		Rural	
	Boys	Girls	Boys	Girls
Tigray	44	41	2,035	1,852
Afar	n/a	n/a	21,028	12,340
Amhara	3,165	3,487	167,373	150,601
Oromia	3,186	2,781	92,290	74,693
Somali	85,001	51,518	1,619	793
Benishangul Gumuz	n/a	n/a	15,690	11,523
SNNP	1,236	981	45,530	40,059
Gambella	n/a	n/a	4,559	3,481
Harari	n/a	n/a	n/a	n/a
Addis Ababa	9,892	20,123	590	603
Dire Dawa	n/a	n/a	n/a	n/a
Total	102,524	78,931	350,714	295,945

(Source: MOE, 2011a)

Note: Regions marked in orange are the targeted regions of inclusive education (described in 4.3.2), and some parts of regions marked in pale orange are targeted regions of inclusive education.

4.1.3 Enrollment Trend of Primary Education

In 2010/11, the GER of Ethiopia was 96.4% for the entire primary education (grades 1-8) and 124.0% for the primary 1st cycle (grades 1-4). The NER of primary education (grades 1-8) was 52.2% in 2001/02 but reached 85.3% in 2010/11, marking the highest ever rate (MOE, 2005, 2010c, 2011) (Table 4-4). The net intake rate (NIR) by gender marked the highest in 2010/11 in the same way as the enrollment rates (MOE, 2005, 2010c, 2011) (Annex 4-5).

As for the reasons of these increases in access, the MOE regarded it as the outcome of the awareness raising activities implemented in 2007/08 and 2010/11 (MOE, 2011a). As shown in Table 4-2, the increase in the number of schools (in 2004/5, the number of primary schools increased by 25% and secondary schools by 19% compared to the previous year, and in 2007/08, the number of primary schools increased by 13% and secondary schools by 19%) could also be the background.

In the ESDP-IV, the MOE set the target to achieve the NIR of 100%, the GER of primary grades 1 - 4 (boys and girls) to be 125%, the NER of primary grades 1 - 4 (boys and girls) to be 95%, the GER of primary grades 5 - 8 (boys and girls) to be 100%, the NER of primary grades 5 - 8 (boys and girls) to be 80%, and the GER of primary grades 1 - 8 (boys and girls) to be 113.4% by 2014 (MOE, 2010a).

Table 4-4: Primary Gross and Net Enrollment Rates (2001/02 - 2010/11) (%)

			2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10	2010/ 11
GER	Primary Grades 1-4	Boys	96.2	94.6	95.2	109.8	123.9	122.9	133.0	126.7	123.2	128.8
		Girls	73.3	73.5	78.3	95.5	111.2	111.2	122.5	118.4	114.3	119.1
		Total	84.9	84.2	86.9	102.7	117.6	117.1	127.8	122.6	118.8	124.0
	Primary Grades 5-8	Boys	45.4	52.5	57.0	62.0	67.4	68.3	64.8	65.6	67.4	67.4
		Girls	27.4	31.9	36.9	42.6	49.8	53.7	55.5	60.5	63.5	64.8
		Total	36.5	42.4	47.1	52.5	58.8	61.1	60.2	63.1	65.5	66.1
	Primary Grades 1-8	Boys	71.7	74.6	77.4	88.0	98.6	98.0	100.5	97.6	96.6	99.5
		Girls	51.2	53.8	59.1	71.5	83.9	85.1	90.5	90.7	90.1	93.2
		Total	61.6	64.4	68.4	79.8	91.3	91.7	95.6	94.4	93.4	96.4
NER	Primary Grades 1-8	Boys	59.0	60.6	62.9	73.2	81.7	82.6	86.0	84.6	83.7	87.0
		Girls	45.2	47.2	51.8	63.6	73.2	75.5	80.7	81.3	80.5	83.5
		Total	52.2	54.0	57.4	68.5	77.5	79.1	83.4	83.0	82.1	85.3

(Source: 2000/01-2004/05: MOE, 2005, 2005/06-2009/10: MOE, 2010c, 2010/11: MOE, 2011a)

4.1.4 Enrollment Trend of Secondary Education

As the target of the series of ESDPs has been set to achieve the UPE by 2015, policies and financial investment focused preferentially on primary education. As a result, primary education was significantly expanded (WB, 2008a). This has occurred also at the secondary level (WB, 2008a). However, gender disparities and disparities between urban and rural areas have become a challenge, especially in the secondary level (Cambridge Education, Mokoro & OPM, 2010). In addition, though the enrollment rate of general secondary education has improved significantly, the enrollment of preparatory secondary education has still remained low (WB, 2008a).

As shown in Table 4-5, the GER of general secondary schools has increased during the past 10 years, and reached 38.4% in 2010/11. The GER of preparatory secondary has also increased. The NER¹³ has also continued to increase, but slightly decreased in 2010/11 to 16.3% (MOE, 2005, 2010c, 2011).

Table 4-5: Secondary Gross and Net Enrollment Rates (2001/02 - 2010/11) (%)

			2001 /02	2002 /03	2003 /04	2004 /05	2005 /06	2006 /07	2007 /08	2008 /09	2009 /10	2010 /11
GER	Secondary 1 st cycle	Boys	20.4	24.0	28.2	34.6	41.6	45.7	44.4	43.7	43.5	41.8
		Girls	13.7	14.3	15.9	19.8	24.5	28.6	29.6	32.4	34.7	34.9
		Total	17.1	19.3	22.1	27.3	33.2	37.3	37.1	38.1	39.1	38.4
	Secondary 2 nd cycle	Boys	n/a	n/a	n/a	n/a	5.7	7.3	7.8	8.5	8.9	9.4
		Girls	n/a	n/a	n/a	n/a	2.0	3.7	3.8	3.5	5.0	6.7
		Total	n/a	n/a	n/a	n/a	3.9	5.5	5.8	6.0	7.0	8.1
NER	Secondary (total)	Boys	8.6	10.1	12.0	14.2	15.5	16.8	15.4	15.0	16.8	16.4
		Girls	6.2	6.7	7.5	9.3	10.7	12.6	12.2	11.9	16.1	16.2
		Total	7.4	8.4	9.8	11.8	13.2	14.7	13.8	13.5	16.4	16.3

(Source: 2000/01-2004/05: MOE, 2005, 2005/06-2009/10: MOE, 2010c, 2010/11: MOE, 2011a)

¹³ The breakdown of secondary 1st cycle and 2nd cycle was not available.

The MOE defined the strategy to achieve universal secondary education by 2025 in line with the Middle Income Country Vision. The target was set to increase the GER of general secondary education from 39.7% in 2009/10 to 62.0% in 2014/15 and enrollment in preparatory secondary education from 205,000 in 2008/09 to about 360, 000 in 2014/15 (MOE, 2010a).

4.1.5 Literacy Education

The literacy rate is not included in the statistics of the MOE. According to the ESDP-IV, though there were difficulties for the MOE to capture statistical data on illiteracy rate, it was certain that the literacy target set at 5.2 million in the ESDP-III was not achieved. According to UNESCO (UIS), the literacy rate of male above 15 years old was 41.9%, that of female was 18%, and the total was 29.8% in 2005. The literacy rate of male between 15 to 24 years old was 55.9%, that of female was 33.3%, and the total was 44.6% (Annex 4-6).

The MOE published the National Adult Education Strategy (hereinafter, NAES) in 2008 of which an integrated approach to Functional Adult Literacy (hereinafter, FAL)¹⁴ is a major focus. Development of an integrated approach to FAL is progressing. A national task force has helped developing a number of basic documents on integrated FAL (i.e., the FAL Curriculum Framework, the FAL Implementation Guideline, the FAL Facilitators Training Manual, and the FAL benchmarks) (MOE, 2010a).

On the other hand, the MOE attributed the reasons of the low literacy rate to a variety of factors, including lack of funding, lack of structure at all levels to support activities, poor coordination, absence of guidelines and training manuals, unavailability of human resources at the grassroots level, and the decrease in the coverage of literacy programs (MOE, 2010a). More recently, however, the Ministry has sought to improve coordination capacity, creating an expanded Adult and Non-formal education unit within the Ministry and signing a Memorandum of Understanding (MOU) between the MOE and five other ministries. The government also set the target of 95% of adult illiterates participating in a two-year FAL program, with the government covering 90% of this cost (MOE, 2010a).

4.2 Internal Efficiency (Quantitative Internal Efficiency)

In Ethiopia, efficiency decreases as grade rises. Internal efficiency of Ethiopia is not ranked low, compared to other African low-income countries, but if the repetition rate gets even worse, it would easily fall into the low efficiency group. For example, Ethiopia's cohort survival rate has not been improving as expected due to the rapid improvement in the intake rate, and lags behind those of other countries. The completion rate decreases as grade rises. The repetition rate is not so high compared to other countries but it could get worse in the absence of explicit attention to

¹⁴ In the master plan for adult education under draft, FAL is defined as what links writing, reading and numeracy skills to livelihoods.

the increasing number of repeaters in recent years (WB, 2005). As the factors of lowering internal efficiency, deterioration in quality of education and poor attractiveness of schools are pointed out (MOE, 2010a).

(1) Promotion/Cohort Survival Rates¹⁵

As shown in Table 4-6, promotion rate was the lowest in grade 1 (70.6%) in primary education. From grade 2 to grade 4, the promotion rates were at the 80% level, and in grade 5, it fell again to 71.8%. The rate in grade 8 (74.2%) was also low, following grade 1 and grade 5. According to the cohort survival rate of each grade in the Education Statistics of 2010/11, when assuming the enrollment of 2002 was 1,000, the cohort survival rate of grade 5 was 550 (boys 559 and girls 541) and the students who graduated in 8 years were only 264 (boys 241 and girls 285) out of 1000 (MOE, 2011a).

When comparing boys and girls, the promotion rates of boys were higher than those of girls in most grades. The survival rates of girls were higher in grades 1, 2, 6, 7 and 8.¹⁶ In the past 10 years, the rates were around 40% to 55%. The rate had decreased for four years after the peak in 2004/05 (59.3%, total of boys and girls), but in 2009/10, it increased to 55% again (MOE, 2005, 2010c, 2011) (Annex 4-7).

When comparing with other African countries, both promotion survival rates of Ethiopia were lower than other countries (according to the data obtained from WB's World Data Bank website).

Table 4-6: Primary Promotion Rate (2009/10) and Survival Rate to Grade 8 (2010/11) by Grade and Gender

	Promotion Rate (%)			Survival Rate (Enrollment 2002 = 1000)		
	Boys	Girls	Total	Boys	Girls	Total
Grade 1	71.1%	70.1%	70.6%	1000	1000	1000
Grade 2	82.9%	80.6%	81.8%	776	784	780
Grade 3	83.9%	81.6%	82.8%	690	692	691
Grade 4	84.9%	80.5%	82.8%	615	612	613
Grade 5	70.9%	72.8%	71.8%	559	541	550
Grade 6	83.4%	82.0%	83.2%	427	437	432
Grade 7	72.1%	81.0%	76.3%	375	387	383
Grade 8	76.2%	71.9%	74.2%	288	347	318
Graduates	—	—	—	241	285	264

(Source: MOE, 2011a)

¹⁵ The promotion rates by grade in secondary education were not available.

¹⁶ From the fact that the trends in the two indicators conflict, it is assumed that girls are likely to survive once they are promoted, but the rates they are promoted are lower than those of boys.

(2) Repetition/Dropout Rates¹⁷

Ethiopia has the statistics on “readmits” that drop out during the school year and return to the same grade in the next school year.¹⁸ Therefore, the repetition rates are lower when comparing with other countries, as these “readmits” are not counted as repeaters, while at the same time, the dropout rates rise, according to the MOE (MOE, 2011a).

Repeaters and “readmits” of grades 1 to 8 in 2009/10 are shown in Annex 4-8. The number of repeaters and readmits of grade 1 was the highest at 336,477, followed by grade 2 at 219,321 and grade 8 at 212,900 (MOE, 2011a).

Regarding the dropout rates by grade, the rate of grade 8 was the highest at 12.3%. Especially, the rate of girls was 15%, which was significantly higher than that of boys of 9.9%. The rates were also high in grades 1, 5 and 7, which are consistent with the grades with low promotion rates and high repetition rates (MOE, 2011a) (Table 4-7).

Table 4-7: Primary Dropout Rates by Grade and Gender (2010/11) (%)

	Boys	Girls	Total
Grade 1	20.4%	19.2%	19.9%
Grade 2	10.2%	10.5%	10.4%
Grade 3	10.2%	10.4%	10.3%
Grade 4	81.9%	10.0%	9.1%
Grade 5	16.9%	16.3%	16.6%
Grade 6	11.2%	11.9%	11.6%
Grade 7	80.8%	17.6%	7.9%
Grade 8	13.9%	13.1%	13.5%
Grade 1-8	13.1%	13.0%	13.1%

(Source: MOE, 2011a)

The repetition rates were 15.7% for boys and 18.6% for girls in 1996/97, which improved for both boys and girls and decreased to 3.7% in total in 2003/04 (WB, 2005). Thereafter, the rates remained at around 3% to 6%, but in 2009/10, it slightly increased to 8.5% in total (MOE, 2005, 2010c, 2011) (Annex 4-9).

The dropout rates had been improving since 2002/03 when the rate marked the peak of 19.2%, but it increased to 18.6% again in 2008/09. Comparing boys and girls, the dropout rates of boys were higher in many years, but in 2008/09 the rate of girls exceeded that of boys (MOE, 2005, 2010c, 2011). Regarding the improvement of repetition and dropout rates, the MOE set the target to improve them to 1.0% by 2014 (including ABE) (MOE, 2010a).

(3) Transition Rates from Primary to Secondary Education

Transition rates from primary to secondary education were not available in the statistics of the MOE. According to the data of the UNESCO UIS, the transition rate from primary to secondary

¹⁷ The repetition rates of secondary education were not available.

¹⁸ WB, 2005.

education was 88.5% in 2010.¹⁹ In the past 10 years, the rate marked the highest at over 90% in 2007, and later, the rates were around 88% to 89%, which were higher than those of early 2000s. When comparing boys and girls, the transition rates of girls exceeded those of boys in years other than 2009 and 2010 (UNESCO UIS database) (Annex 4-10).

(4) Schooling Years per Graduate

The average duration of study for graduates described in the Education Statistics of each year issued by the MOE was 8.3 to 8.9 years in the past ten years. In 2009/10, it slightly increased to 8.5 years for boys, 8.7 years for girls, and 8.6 years in total. In most cases, the duration of girls is longer than that of boys (Annex 4-11).

4.3 Equity

4.3.1 Comparative Analysis of Access by Group

(1) Gender Disparities

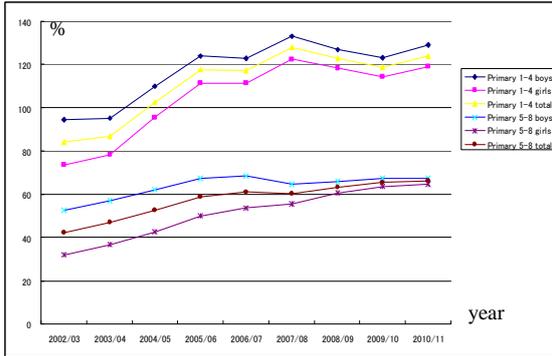
Gender parity index (GPI) of Ethiopia has improved from 89% in 2006/07 to 90% in 2008/09 in grades 1 to 4, and from 73% in 2006/07 to 89% in 2008/09 in grades 5 to 8. In spite of these efforts, Ethiopia is likely to fall short, as of 2015, on the MDG target for eliminating gender disparity in education (WB 2010).

Regarding the GER in primary education, GERs of girls were low especially in grade 1 to 4²⁰ (Figure 4-2). Also in the repetition rates, the rates of girls were higher in 2008/09 and 2009/10²¹ (Figure 4-3). The gap between boys and girls in primary completion rates has been shrinking, but the rate of girls (46.2%) is lower than that of boys (52.5%) in 2010/11. (UNESCO UIS database) (Figure 4-4). The statistics of examinees of the General Secondary Education Certificate Examination in 2010/11 showed that the percentage of female students who passed the examination was below that of male students (National Organization for Examination, 2012) (Figure 4-5).

¹⁹ Note that, as shown in Annex 4-8, the enrollment of grade 8 was 977,620 at the beginning of the school year, and the number of readmits and repeaters were 212,900. Therefore, about 21.8% of grade 8 were readmits and repeaters. Therefore, the transition rate of UNESCO UIS (88.5% in 2010) seems high when considering other education statistics of Ethiopia.

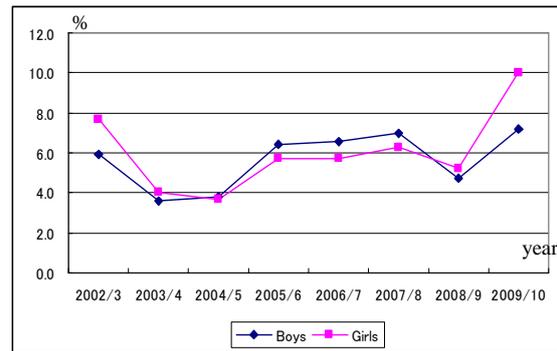
²⁰ Education Statistics Annual Abstract of each year.

²¹ Education Statistics Annual Abstract of each year.



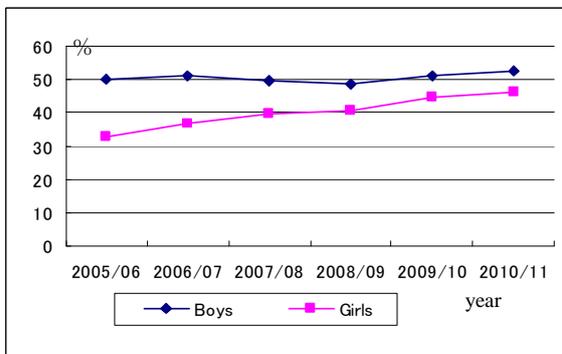
(Source: Education Statistics Annual Abstract of each year)

Figure 4-2: Primary Gross Enrollment Rate (2002/03 - 2010/11)



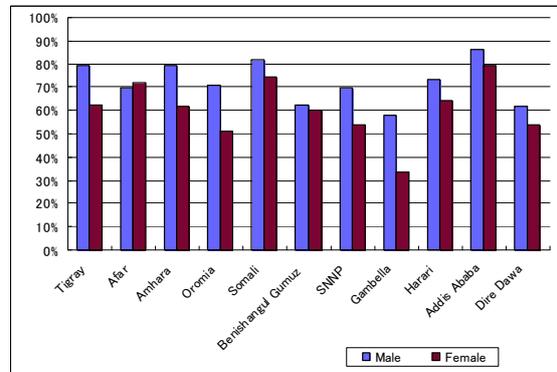
(Source: Education Statistics Annual Abstract of each year)

Figure 4-3: Primary Repetition Rate by Gender (2002/03 - 2009/10)



(Source: UNESCO UIS (downloaded on 20th February, 2012))

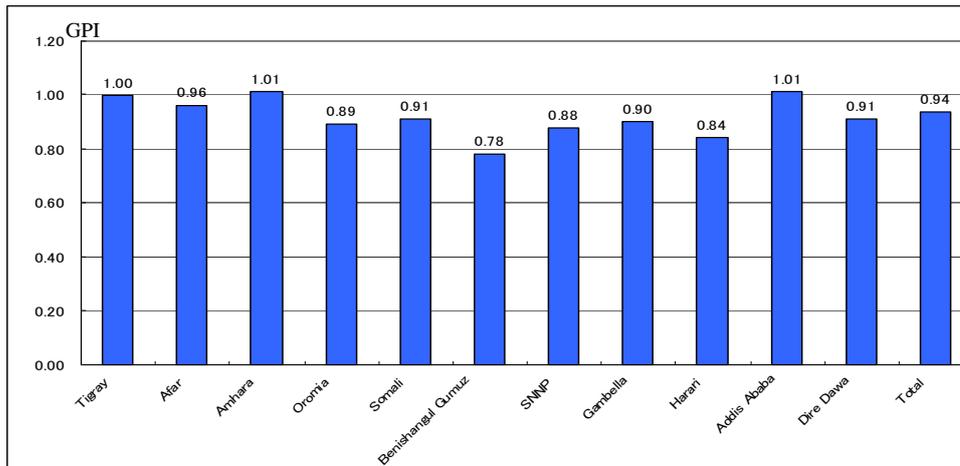
Figure 4-4: Primary Completion Rate (Grade 8) by Gender (2005/06 - 2010/11)



(Source: National Organization for Examination, 2012c)

Figure 4-5: Percentage of Pupils who Passed the General Secondary Education Certificate Examination (2010/11)

As shown in Figure 4-6, though the national average GPI was 0.94 in 2010/11, showing improvement and approaching 1, the GPIs in the regions such as Benishangul Gumuz, SNNP, and Harari at 0.78, 0.88 and 0.84 respectively, were still lower than other regions. The GPI of the Benishangul Gumuz region, which was the lowest among the regions, improved little for the last three years (Education Statistics Annual Abstract of each year) (Annex 4-13). The MOE has set the target to correct inequity in access to primary education and to achieve the GPI figure of 1 for the NIR of grade 1 (MOE, 2010a).



(Source: MOE, 2011a)

Figure 4-6: Primary Gender Parity Index (GPI) by Region (2010/11)

(2) Regional Disparities²²

There are also large gaps in equity of access by region. The government has taken measures to eliminate regional disparities, but the outcome is yet to be known (Cambridge Education, Mokoro & OPM, 2010).

Regarding primary GER by region (2006/07 - 2010/11), regions with the lowest GER are the Afar region (40.1%) and the Somali region (61.3%). The GERs of these regions have shifted from 20% to 60% in the past five years, which are especially low compared to other regions (Education Statistics Annual Abstract of each year) (Figure 4-7, Annex 4-18). Regarding secondary GERs by region, the rates of the Afar and Somali regions are also markedly low, which has been below 10% since 2006/07 (MOE, 2011a) (Figure 4-8, Annex 4-19). The pupil teacher ratio (PTR) of each region has been decreasing, but the PTRs of the Somali region were more than 100 in 2008/09 and 2009/10 though the ratio is improving in the most recent year (Education Statistics Annual Abstract of each year) (Figure 4-9, Annex 4-20).

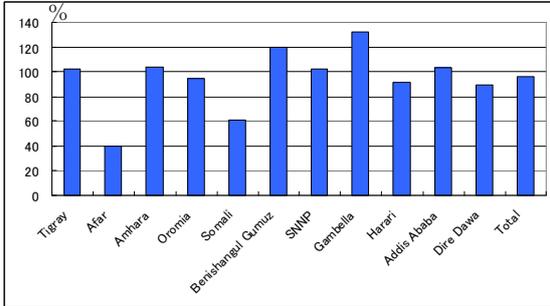
The Afar and Somali regions are called as the “emerging” regions,²³ both of which contain sizeable pastoralist communities and have poor infrastructure, and are particularly challenging with respect to achieving the MDG of universal primary education (WB, 2008a). Inequities also spread as better resourced schools are generally located in urban areas and in the non-emerging regions. There are also socio-cultural barriers to participation (especially for girls in rural areas) and financial constraints (WB, 2008a).

The MOE recognizes that although the access has been improving, there are regional gaps especially in secondary education, and plans to correct inequity of access to primary education by giving special support to the education of children in rural and under-served areas with the

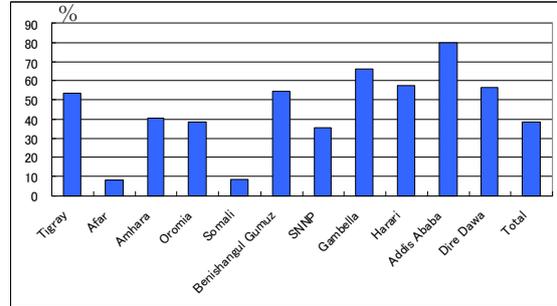
²² The NERs of secondary education by region were not available.

²³ Cambridge Education, Mokoro & OPM, 2010

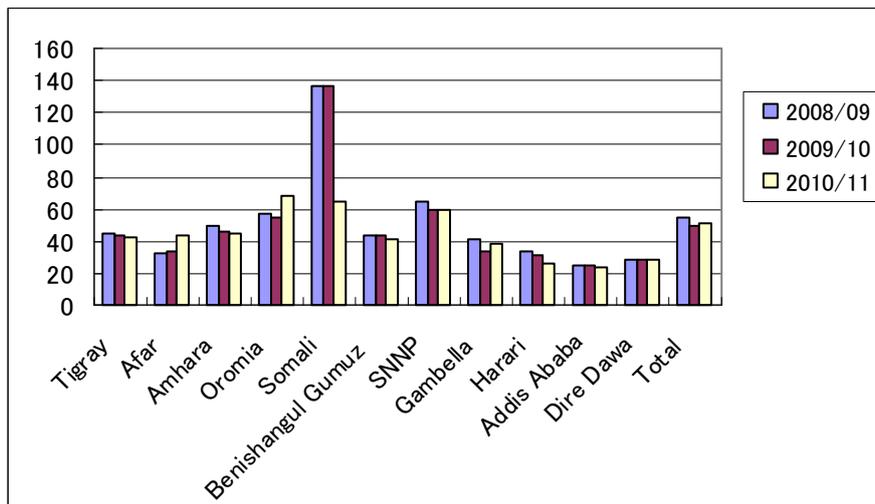
targets of improving the GER of the Afar region to 98%, the GER of the Somali region to 98% by 2014/15, and the GPI of grades 1 to 8 to 1 in the ESDP-IV (MOE, 2010a).



(Source: MOE, 2011a)
Figure 4-7: Primary Gross Enrollment Rates by Region (2010/11)



(Source: MOE, 2011a)
Figure 4-8: Secondary Gross Enrollment Rates by Region (2010/11)



(Source: MOE, 2011a)
Figure 4-9: Primary Pupil Teacher Ratio by Region (2008/09 - 2010/11)

(3) Urban/Rural Gaps

Regarding the urban/rural differences in enrollments in primary and secondary education in Ethiopia, in primary education, the rural enrollments account for the majority (about 76-81% in the past five years) and the urban enrollments are one-fourth or one-fifth of the rural enrollments (about 24-29%). In the general secondary education (grades 9-10), that trend is reversed, where the urban enrollments account for the majority (about 85-92% in the past five years) and the rural enrollments account for only 8% to 15%. In the preparatory secondary education (grades 11-12), this trend is extended with the urban enrollments accounting for 94% to 97% and the rural enrollments accounting for only 3% to 6% (MOE, 2011a) (Table 4-8).

Table 4-8: Primary and Secondary Enrollment and Percentage by Urban/Rural Area (2010/11) (number, %)

	Primary (1-8)		Secondary (9-10)		Secondary (11-12)	
	Urban Enrollment	Rural Enrollment	Urban Enrollment	Rural Enrollment	Urban Enrollment	Rural Enrollment
Boys	1,622,287	6,697,844	687,903	118,421	160,856	8,553
	19.5%	80.5%	85.3%	14.7%	95.0%	5.0%
Girls	1,636,183	5,940,457	564,905	89,118	112,426	6,082
	21.6%	78.4%	86.4%	13.6%	94.9%	5.1%

(Source: MOE, 2011a)

4.3.2 Education for Children with Special Needs and Inclusive Education

The MOE of Ethiopia started collecting data on children with disabilities since 1999. Applying the international estimates by WHO of an average 10% prevalence of disability in any population, in Ethiopia, less than 3% of them have access to primary education. Girls in particular have less access to education. Since the government included special needs education (hereinafter, SNE) in the policies in the ESDP-III, the following measures have been taken: a strategy for SNE was developed; new teacher education programs on SNE were started; and curricula have been modified for children with disabilities and manuals were prepared on disability specific curriculum. However, the access is still very limited, and awareness is low among educational officials and teachers. Therefore, in the ESPD-IV, it is stated to develop an educational assessment and screening tools specific to children with special educational needs, to increase community awareness about SNE using various channels of mass media, and to modify the curriculum (MOE, 2010a).

Enrollment of children with special educational needs is shown in Annex 4-22. By region, the enrollment in the Oromia region was the highest, followed by the SNNP region and the Amhara region. By gender, the enrollments of boys (primary 32,072, secondary (grades 9-10) 2,817, and secondary (grades 11-12) 516) were higher than those of girls (primary 23,420, secondary (grades 9-10) 1,726, and secondary (grades 11-12) 237), and the enrollment in primary education is higher than that in secondary education (MOE, 2011a). (Note that quantitative comparison in the education statistics does not necessarily represent the real number of children with disabilities. It is considered that there are a lot of children with disabilities who do not attend schools and not listed in the education statistics.)

4.4 Quality of Education²⁴

4.4.1 Situation of Learning Outcome

(1) Completion Rates²⁵

The completion rates of primary education by gender are shown in Table 4-9. In the past 5 years, the rates have been around 50% in total. The completion rates of girls have improved from 32.9% in 2005/06 to 44.5% in 2010/11, but the rates were lower than those of boys in all the years (MOE, 2010c, 2011). The MOE has set the target to increase the completion rate to 97% (boys 98%, girls 95%) by 2012/13 (MOE, 2010a).

Table 4-9: Primary Completion Rate by Gender (Grade 8) (2005/06 - 2010/11) (%)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Boys	50.1	51.3	49.4	48.4	51.0	52.5
Girls	32.9	36.9	39.9	40.5	44.5	46.2
Total	50.1	51.3	49.4	48.4	51.0	52.5

(Source: MOE, 2010c and 2011a)

(2) Performance of the National Examination (NLA)

In Ethiopia, the National Learning Assessment (NLA) is conducted every four years for students of grade 4 and grade 8 (in 2010, the pilot assessment was conducted for students of grade 10 and grade 12). The implementing agency is the National Organization for Examinations.²⁶ The NLA was conducted in 2000, 2004, 2007, and 2010 (interview in the field survey).

The results of the past four assessments are shown in Table 4-10. Regarding the total score of grade 4, though it increased from 47.9% in 2000 to 48.5% in 2004, it decreased from 40.9% in 2007 to 40.1% in 2010, which did not reach the minimum achievement (50%) stipulated in the ETP (National Organization for Examinations, 2004a and 2004b). The total score of grade 8 has been consecutively decreasing from 41.1% in 2000 to 39.7% in 2004, 35.6% in 2007 and 35.3% in 2010 (National Organization for Examinations, 2004a and 2004b). The result of the research conducted by the organization shows that, by gender, the average scores of boys were higher than those of girls for both grade 4 and grade 8, and by urban and rural areas, except for the grade 4 in 2007, the average scores of students from urban areas were higher than those of students from rural areas (Annex 4-23).

The government pointed out the issues of quality as a cause of yet insufficient improvement in learning achievement, and has set the target to improve the learning achievement of primary and

²⁴ Excluding internal efficiency and teacher policies.

²⁵ The completion rates of secondary education were not available.

²⁶ The organization was renamed for several times as General Education Quality Assurance and Examinations Agency, National Educational Assessment and Examination Agency, and National Organization for Examinations. In this report, the current name "National Organization for Examinations" is used.

secondary level through further improving quality and process (target: at least 70% of students in all grade levels in all subjects and in all type of assessments and exams will score at least 50%, and at least 20% of the students will score 75%) (MOE, 2010a).

**Table 4-10: Results of National Learning Assessment by Subject (Grades 4 and 8)
(2000, 2004, 2007, and 2010) (%)**

	2000	2004	2007	2010*
Grade 4	N=10,506	N=13,346	N=11,493	N=10,787
Mathematics (%)	39.3	39.7	40.3	37.1
Reading (%)	64.3	64.5	43.9	43.0
English (%)	40.5	38.7	36.5	38.9
Science (%)	48.1	51.7	42.6	41.2
Total (%)	47.9	48.5	40.9	40.1
Grade 8	N=5,099	N=8,127	N=10,806	N=11,181
Biology (%)	47.2	41.3	38.3	42.1
Chemistry (%)	40.3	40.1	34.7	36.4
Physics (%)	-	35.3	32.2	34.5
English (%)	38.7	41.1	38.4	36.9
Mathematics (%)	38.2	40.9	34.1	25.3
Total (%)	41.1	39.7	35.6	35.3

(Source: 2000, 2004: National Organization for Examinations, 2004a and 2004b.

2007: General Education Quality Assurance and Examinations Agency, USAID, 2008a and 2008b.

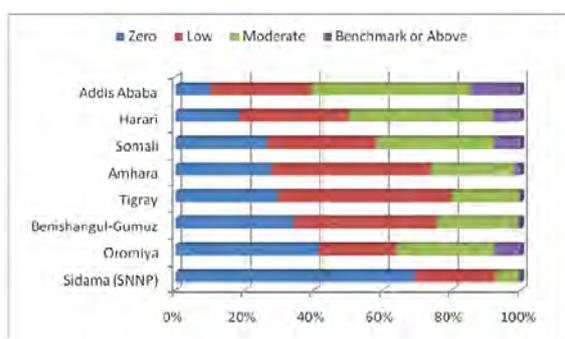
2010: National Organization for Examinations 2012a and 2004b)

*The numbers are provisional and official numbers has not been published.

(3) Performance of the National Examination (EGRA)

Besides the NLA conducted by the government of Ethiopia, a report on Ethiopia Early Grade Reading Assessment (hereinafter, EGRA) conducted by USAID was published in 2010. The assessment was developed for 6 languages in Ethiopia, targeted 13,079 students in grade 2 and grade 3 in 8 regions. Assessments of oral reading fluency, reading comprehension, letter recognition, and phonemic awareness were implemented (USAID, 2010).

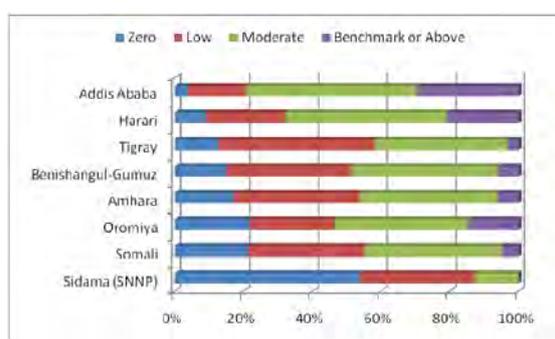
The results are shown in Figure 4-10, 4-11 and Annex 4-24. The result of oral reading assessment for grade 2 shows that more than 25% of students in the most regions could not read one word. The percentage of students who could not read was the highest in the SNNP region (69.2%), followed by the Oromia region (41.2%). In the oral reading assessment for grade 3, though the results were better compared to grade 2, many students were far from the benchmark (more than 60 words per minute), and in particular, 87.5% of SNNP students were able to read only 30 words or less per minute (Zero or Low) (USAID, 2010).



(Source: USAID, 2010)

*Low: less than 30 words, Moderate: 30 – 59 words, Benchmark or Above : more than 60 words

Figure 4-10: EGRA Oral Reading Levels by Region for Grade 2 (2010)



(Source: USAID, 2010)

*Low: less than 30 words, Moderate: 30 – 59 words, Benchmark or Above : more than 60 words

Figure 4-11: EGRA Oral Reading Levels by Region for Grade 3 (2010)

The result of the reading comprehension is shown in Annex 4-24. The percentage of students who did not understand a quite simple story for grade 2 at all was more than half of students in grade 2 in the regions of SNNP (72.8%), Tigray (56.9%), and Benishangul Gumuz (54.0%) (USAID, 2010).

(4) Performance of the International/Regional Assessment

Ethiopia has not implemented any international/regional assessments, including either PISA²⁷ or SACMEQ²⁸.

4.4.2 Learning Environment

Due to the lack of school facilities, the pupil-section ratio (PSR)²⁹ has become greater in both primary and secondary education (WB, 2005). Especially, the rapid increase in enrollment in the lower primary education has enlarged the size of a section (WB, 2005).

Although the national average PSR of primary schools improved from 64 in 2006/07 to 57 in 2010/11 (MOE, 2007, 2011), the national standard³⁰ of “1:50 ratio for grade 1-4 and 1:40 ratio for grade 5-8” has not been achieved. By region, the PSR is the highest in the Somali region, where the ratio improved from 134 in 2008/09 to 81 in 2010/11 but is still outstanding compared to the following SNNP region at 67 (Education Statistics of each year) (Figure 4-12).

Regarding the PSR of secondary schools, the national average was 58 in 2010/11 (the national standard³¹ is 40), whereas that of the Somali region was 255 in 2009/10 (Education Statistics of

²⁷ PISA=Programme for International Student Assessment

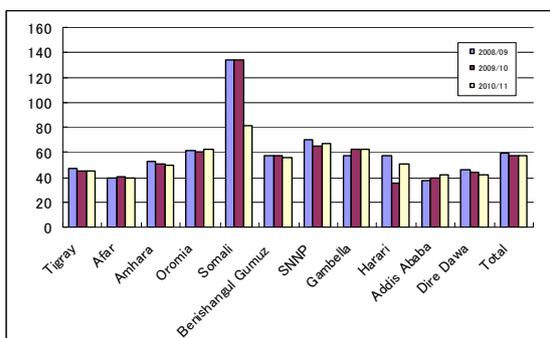
²⁸ SACMEQ=Southern and Eastern Africa Consortium for Monitoring Education Quality

²⁹ In Ethiopia, a shift system is introduced in many schools and a classroom is used for more than 2 sections. Therefore, in the Education Statistics of MOE, Pupil-Section Ratio (PSR) is used. In this report, pupils per classroom ratio is to be figured out using the PSR data.

³⁰ MOE, 2009a.

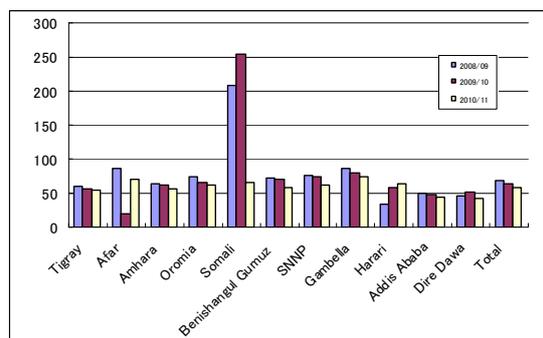
³¹ MOE, 2009b.

each year) (Figure 4-13).



(Source: Education Statistics Annual Abstract of each year)

Figure 4-12: Primary Pupil Section Ration by Region (2008/09 - 2010/11)



(Source: Education Statistics Annual Abstract of each year)

Figure 4-13: Secondary (Grade 9 - 12) Pupil Section Ration by Region (2008/09 - 2010/11)

Because of limited school buildings, many of the public schools implement shift system (morning, afternoon, and evening shift)³² to cope with the increase in the enrollment (MOE, 2011a). Teaching hours of full day schools and shift schools differ. According to the national standard, at primary level, full day school operates 6 periods per day for grades 1 to 2, 8 periods for grades 3 to 8, with 45 minute per periods times 35 periods per week, whereas shift schools (morning and afternoon shifts) operates 6 periods per day for grades 1 to 8, with 40 minutes per period times 30 periods per week³³ (MOE, 2009a). In the interviews in the field survey, there was an opinion that: as compared to eight hours of classes per day in the developed countries, concentrated instructions of all the subjects in three hours per day might result in the lack of learning and understanding of students. Double shift should be avoided as much as possible (interview with USAID). Furthermore, students attending evening classes have to cover the contents of the same syllabus with full day schools in a short period of two hours, which leads to a large amount of homework, and results in disparities in quality with full day schools (interview with JICA Ethiopia office).

21.4% of primary schools and 32.4% of secondary schools use the shift system (2010/11) (MOE, 2011a). Regarding the percentage of schools with shift system by region, the percentage of the Amhara region (34.1%) was the highest, followed by the Harari region (26.2%) and the SNNP region (24.1%) in the primary schools. In the secondary schools, the percentages of double shift schools were high in the Somali region (52.8%), the Amhara region (47.2%), and the Tigray region (40.7%) (Table 4-11, Annex 4-26).

³² For the average Ethiopian primary shift school, the morning shift starts at 8 a.m. and ends at 12:15pm. The afternoon shift starts at 12:30pm and ends at 4:45pm. If there is an Evening shift, it operates from 6pm to 8pm.

³³ Standard for Primary School. As for teaching hours, see Annex 4-20.

Table 4-11: Percentage of Schools with Shift System (2006/07 - 2010/11) (%)

	2006/07	2007/08	2008/09	2009/10	2010/11
Primary (1 – 8)	30.8	30.2	28.4	26.5	21.4*
Secondary (9 – 12)	41.5	38	36.3	34.9	32.4*

(Source: Education Statistics Annual Abstract of each year)

* In the Education Statistics of 2010/11, the numbers are printed as primary 26.5%, secondary 34.9% (same as the previous year), but when calculating using actual data, they are 21.4% and 32.4%, respectively.

4.4.3 Procurement and Distribution of Textbooks

(1) Procurement and Distribution System

In Ethiopia, the conventional development process of the textbooks was as follows: (1) the federal government conducts needs assessments with the regional government, (2) revises the old curriculum and develops syllabus, teachers' guide, and the-minimum standard, and (3) the region validates (for the primary textbooks) or sensitizes (for the secondary textbooks) the finalized version.

Textbook of primary education had been developed by experts at the regional level in accordance with the framework approved by the MOE, and textbooks of secondary education had been developed by experts at the federal level. Experts at the regional level added local context or made changes to the national framework, translate them to local languages. Domestic publishers printed and distributed them. Each region had authority of the selection of publishers (interview with the Curriculum Development and Implementation Directorate of MOE).

Under the GEQIP started in 2008, textbook development and distribution is one of the components and the current development process of textbooks is as follows: (1) publishers in the UK and India develop drafts based on the framework, (2) the MOE assesses, evaluates, and adopts them, and (3) publishers publish and deliver the books to woredas. The foreign textbook publishers have been selected through the bidding system of the MOE³⁴ (interview with the Curriculum Development and Implementation Directorate of MOE).

The first international bid for the MOE accompanied a lot of trouble (interview with DFID). As of April 2012, printing of textbooks in local languages³⁵ whose quantities are small has become a problem and some of them have not yet issued (interview with WB).

(2) Actual Situation of Distribution of Textbooks

Though the MOE has not collected data of pupil textbook ratio, at the NLA surveyed schools, more than half of respondents (teachers) answered “not achieved 1:1” (National Organization for Examinations, 2012) (Annex 4-27). In the ESDP-IV, the target has been set to achieve the

³⁴ Pearson (UK), Star (India), Laxmi (India), Alghurair (UAE), etc. GEQIP (2010) Aide Memoire, Implementation Support Mission. Addis Ababa, June 1-18, 2010.

³⁵ 53 languages in the current situation (interview with JICA Ethiopia office).

student-textbook ratio of 1:1 by 2011/12 (MOE, 2010a). In the regional ESDP of the Oromia region, the target has been set to achieve 4:1 in 2010/11, 3:1 in 2011/12, 2:1 in 2012/13, and 1:1 in 2013/14 (ESDP-IV indicators of the Oromia region). In the education plan of Lume woreda of the Oromia region visited in the field survey, the target figures are set as 1:2 for grades 1-4, 1:2 for grades 5-8, and 1:1 for grade 9-10 (interview with Lume woreda of the Oromia region).

4.4.4 Definition of Academic Ability

In the definitions of academic ability described in the Standard of Primary Education, students who complete 4 years education of primary school are expected “to achieve standard handwriting, reading and basic skills” and “to have some understanding about their identity, their family, and community responsibilities and problems. They feel some level of responsibility and will try to address the problems,” and so on. Students who complete 8 years education of primary school are expected “to be ready for various trainings as they have acquired some understanding and skill in knowledge and professional fields” (MOE, 2009a) (Annex 4-28).

In addition, the Minimum Learning Competency (hereinafter, MLC) is developed in accordance with the syllabus of each subject, and based on its framework, competencies of the syllabus are set. Regarding science and mathematics, the current MLC was developed in 2009 and syllabus was developed in 2008.³⁶

4.4.5 Quality Assurance System of Education

(1) Promotion/Graduation System

In Ethiopia, students in primary grades 1 to 4 are promoted by the system of continuous assessment by teachers of the school level. Therefore, the teachers are supposed to evaluate students in consideration of remarks, writings and judgments, etc. in the classroom, but in fact, many teachers do not perform evaluations other than examinations (interview with Oromia Education Bureau, Lume woreda).

Students in grades 5 to 8 are promoted by the system of regular examination and continuous assessment. Regarding the continuous assessment, problems similar to those of grades 1 to 4 arise. Many teachers make evaluation with tests in everyday classes (about 40%) and year-end examination (about 60%) (Interview with Oromia Education Bureau).

Students of primary grade 8 are obliged to take the school leaving certificate examination. This examination is implemented by regions,³⁷ and each region develops the examination based on the curriculum framework, MLC, and syllabus developed by the MOE. Therefore the degree of

³⁶ Materials downloaded from the MOE website.

³⁷ Note that the examinations are developed centrally for the regions without the ability to develop examinations of their own (other than the Tigray region, Addis Ababa, the Amhara region, and the Oromia region) (WB, 2008a).

difficulty differs by region. Although the correct answer rate of 50% is the baseline to pass the examination³⁸ according to the materials referred, in fact the passing score is changed depending on the acceptance capacity of secondary education, and the minimum correct answer rate for entering the secondary education can be different each year (in the case of the Oromia region, the correct answer rate is more than 35% to 50%³⁹) (interview with Oromia Education Bureau).

Upon completion of grade 10 of general secondary education, the contents learned in grade 9 and grade 10 are evaluated. Upon completion of grade 12 of preparatory secondary education, the contents learned in grade 11 and grade 12 are evaluated. These examinations are implemented by the federal level (National Organization for Examinations) and developed in accordance with syllabuses and MLC. The National Organization for Examinations (or the employed consultants) develops the examinations reflecting only cognitive skills out of the three domains of education (affective, cognitive, and psychomotor). Although the passing score is said to be GPA (Grade Point Average) 2 and above,⁴⁰ the actual scoring is influenced by the acceptance capacity of higher education institutions⁴¹ as is the case of primary education (WB, 2008a, interview with National Organization for Examinations).

The results of the examination are disclosed based on the discretion of each school. Lume woreda does not prohibit disclosure, and would be forced to disclose them as the results of certificate examinations are one of the indicators of achievement of teachers (interview with Lume woreda education office).

Regarding examinations of both primary and secondary education, the points to evaluate students would not be changed in response to the new competency-based curriculum (for the next few years) (interview with National Organization for Examination, Oromia Education Bureau).

(2) Situation of Implementing the Promotion/Graduation System

Though the data of Primary School Leaving Certificate Examination was not available since it is implemented at the regional level, according to the UNESCO, the percentage of students of grade 8 who passed the examination at the federal level was 61.7% in 1995/96 (UNESCO, 2010).

Table 4-12 shows the statistics of the Oromia region obtained from the Oromia Education Bureau. The numbers of students registered, took the exam, and passed the exam all increased, but the percentage of students who passed the exam varied through the years. The numbers of

³⁸ UNESCO (2010/11)

³⁹ Interview of field survey, April, 2012

⁴⁰ Education Statistics Annual Abstract (2010/11)

⁴¹ In Lume woreda visited in the field survey, the 12th grade certificate examination score of 39% and above is required to enter the high school of the woreda.

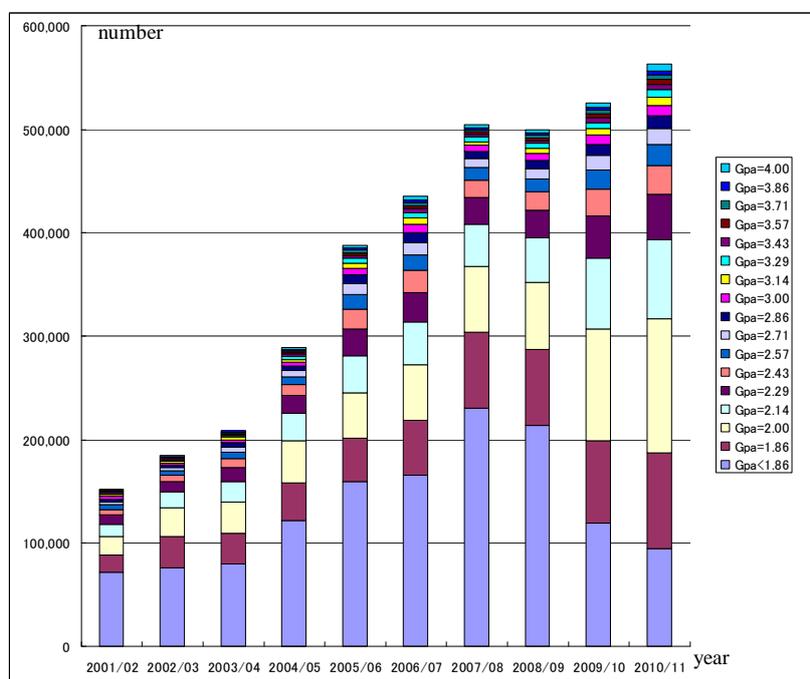
female students who took the exam and who passed are both smaller than those of male students. (Material obtained at the Oromia Education Bureau).

Table 4-12: Number of Students Taking Primary School Leaving Certificate Examination (Grade 8) in the Oromia Region (2006/07 - 2010/11)

Year	Students who took the exam (number)		Students who passed (number)		% of passed (%)	
	Male	Female	Male	Female	Male	Female
2006/07	174,890	96,505	137,565	79,483	78.7%	82.4%
2007/08	183,301	120,103	169,484	113,780	92.5%	94.7%
2008/09	160,074	114,209	144,095	105,961	90.0%	92.8%
2009/10	158,926	123,170	119,082	95,762	74.9%	77.7%
2010/11	179,512	148,444	157,864	133,843	87.9%	90.2%

(Source: material obtained from the Oromia Education Bureau)

Figure 4-14 shows the results of the Ethiopian General Secondary Education Certificate Examination (grade 10) from 2001/02 to 2010/11. The number of students with the passing score of GPA 2 and above (candidates to be promoted to the preparatory secondary education) had increased significantly up to 2007/08, but after peaking in that year, it has been decreasing until 2010/11. Students with GPA 2 and above accounted for around 45% from 2001/2 to 2008/9, and increased to 62.3 % in 2009/10 and 66.7% in 2010/11 (National Organization for Examination, 2012).



(Source: National Organization for Examinations, 2012c)

Figure 4-14: Trends of Results of Ethiopian General Secondary Education Certificate Examination (Grade 10) (2001/02 - 2010/11)

The percentage of students who passed the General Secondary Education Certificate Examination was the highest in Addis Ababa, followed by the Somali region (74.7%) and the Afar region (71.6%). It was the lowest in the Gambella region (33.7%), followed by Dire Dawa (53.5%) and the Oromia region (51.0%). By gender, the percentages of male students who passed are larger than those of girls in most regions. There were large disparities in the Gambella region (male 58.2%, female 33.7%), the Oromia region (male 70.6%, female 51%) and the Tigray region (male 79.0%, female 62.4%) (National Organization for Examination, 2012) (Annex 4-29).

(3) School Supervisor System

Supervisors for primary education are deployed in the Cluster Resource Centers and a supervisor is in charge of 5 to 8 schools⁴² (interview with JICA Ethiopia office). Each supervisor is to visit a school per day, and each school is to be visited once a week (in remote areas twice a week) (MOE, 2008a). The situation of school operations, cooperation among teachers, absence rates, dropout rates, situation of adult education, school facilities and equipment, planning and implementation status of regular meetings, etc. are inspected (interview with Lume woreda). It is also specified in the GEQIP program that supervisors work with the cluster on expenditure plan of the School Grant, development and implementation of School Improvement Program (SIP), and Continuous Professional Development (hereinafter, CPD) and Teacher Development Programme 2 (hereinafter, TDP 2) (MOE, 2008a and 2008b). The woredas develop the checklist and report format based on the manual of Regional Education Bureau (REB). Woreda Education Offices (WEO) receive the report from the supervisors and feedback to schools if necessary (interview with Lume woreda).

Supervisors for the secondary education are deployed in WEO, and visit schools when needed (interview with JICA Ethiopia office).

Regarding lessons, besides the administrative supervisors, five teachers of each school are appointed as internal supervisors and advise the lessons in the school (interview with Lume woreda).

4.4.6 Curriculum

In Ethiopia, the Curriculum Development & Implementation Directorate of the MOE develops the curriculum framework of the government, and the primary curriculum is developed by regions based on the framework, and the secondary curriculum is developed by the MOE. The directorate, in line with the development plans and education policies of the government, (1) conducts needs assessments with the regional government, (2) revises the old curriculum and develops syllabuses, teachers' guides, and minimum standards, and (3) the region validates (for the primary) or sensitizes (for the secondary) the finalized version. The region (in the case of the

⁴² In the case of the Oromia region, 12 inspectors monitor 62 primary schools and one secondary school.

Oromia region) translates primary textbooks to local language and adds the local contexts of the region (interview with the Curriculum Development & Implementation Directorate of MOE).

Generally, the curriculum is revised every five years. The previous revision was made in 2003/04 and the framework for the current (new) curriculum was issued in December 2010 (interview with the Curriculum Development & Implementation Directorate of MOE). The features of the new curriculum are the changes from the objective based curriculum to the competency based curriculum. Three domains of (1) affective, (2) cognitive, and (3) psychomotor are covered (interview with the Curriculum Development & Implementation Directorate of MOE). The following issues have been taken into account in the new curriculum.

- (1) The existing syllabuses contain too much to be taught in the time available. A revised syllabus must show an appropriate reduction in content.
- (2) Some of the content of the existing curriculum is too difficult for the grade in which it is to be taught and the overall content is not arranged in order of difficulty both within and across grades. A revised syllabus must address these problems.
- (3) The existing curriculum is not sufficiently relevant to the lives and needs of students. It has been suggested that this contributes to the high dropout rate of students from primary education particularly from rural communities. A revised syllabus must better reflect the needs of students from both rural and urban communities.
- (4) The existing curriculum was not thought to give sufficient emphasis to development of values. Each revised subject should identify subject specific skills to develop.
- (5) The existing methodology of teaching lacks active methods of learning where the students involved. A revised syllabus must introduce well structured and wider range of activities.

(Source: Ministry of Education (2010b) KG-Grade12 Curriculum Framework for Ethiopian Education)

According to the materials referred, curriculum development specialists and teaching staffs of teacher training colleges have received international trainings,⁴³ but the following are pointed out as issues of the curriculum of Ethiopia: “the mismatch between the curriculum and instructional time, and the over-complexity of the curriculum” and “(even teachers) do not understand the concepts” (WB, 2008a). At the interview in the field survey, the following issues were also referred: School heads and teachers do not understand the curriculum or MLC developed at the federal level,⁴⁴ and some schools have no syllabus.⁴⁵ The National Organization for Examinations and the regional curriculum bureau will continue to implement examinations to assess only cognitive skills even when the national curriculum moves to competency based (interview with the National Organization for Examinations and the Oromia region). In the ESDP-IV, it is stated that improvements were not seen in students’ performance in NLA and there is an urgent need to take measures to improve students’ achievement.

⁴³ ESDP-IV

⁴⁴ Interview with the UNICEF.

⁴⁵ Interview with JICA experts.

4.4.7 Languages of Instruction

In Ethiopia, 92 ethnic groups are classified in the census.⁴⁶ As the policy of the government, primary education is given in mother languages not in Amharic to promote access to primary education, and English is the medium of instruction for secondary and higher education (MOE, 1994). The implementation differs depending on the regional policies. For example, in the Oromia region, Oromigna is used for 8 years, whereas in the SNNP region, where many ethnic groups coexist, English is used as the language of instruction (interview with JICA Ethiopia office) (Annex 4-30).

According to the JICA experts of SMASE,⁴⁷ the counterparts of the MOE recognize that in the Oromia region, communication between teachers and students is active and students better understand the contents of subjects in the lessons conducted in Oromigna, compared to other regions where English is used as the language of instruction (interview with JICA experts). In the school visited in the field survey, however, the lessons are conducted in Oromigna though the region's mother language is Amharic and students' level of understanding was low (Ejeree primary school, Lume woreda). In some regions, students in one class may have several different mother languages, which leads to the difficulties in instruction in mother languages (WB, 2008a). The policy of introducing English as a subject in grade 1 was also criticized as potentially undermining efforts to ensure that children are secure in their mother tongue before introducing a second language (WB, 2008a).

On the other hand, in the field survey, there was no educational official or staff who had awareness of the problem of changing the languages of instruction when students are promoted from primary schools to secondary schools.

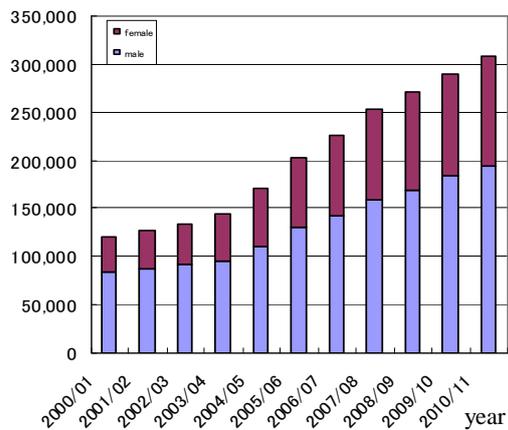
4.5 Teachers

4.5.1 Number of Teachers

Table 4-15, 4-16 and Annex 4-31 show the number of teachers in public primary and secondary schools (2000/01– 2010/11). The number of teachers increased 2.5 times in primary education and 3.8 times in secondary education from 2000/01 to 2010/11. In 2010/11, there were 310,000 teachers in primary schools and 530,000 teachers in secondary schools. The share of female teachers were from 30 to 37% in primary schools and 7 to 18% in secondary schools, indicating that female teachers are less especially in secondary level (MOE, 2005, 2006, 2011).

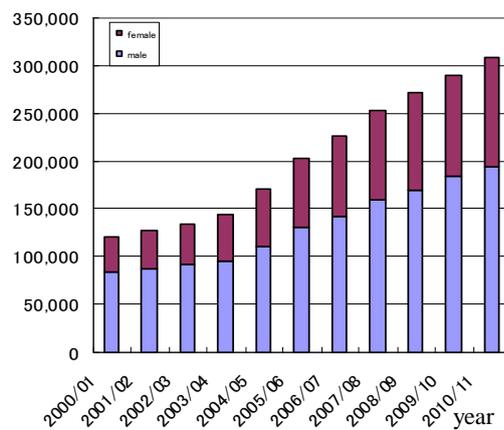
⁴⁶ Federal Democratic Republic of Ethiopia Population Census Commission, 2007.

⁴⁷ Project for Strengthening Mathematics and Science Education in Secondary Schools in Ethiopia.



(Source: MOE, 2005, 2006, 2011a)

Figure 4-15: Number of Primary (Grades 1 - 8) Teachers by Gender (2000/01 - 2010/11)



(Source: MOE, 2005, 2006, 2011a)

Figure 4-16: Number of Secondary (Grades 9 - 12) Teachers by Gender (2000/01 - 2010/11)

4.5.2 Teacher Qualification and Placement

(1) Teacher Qualification and Placement

In Ethiopia, a qualification of Diploma (completion of 10th grade + 3 years programme) is required to become a primary school teacher. The regional Colleges of Teacher Education (hereinafter CTE), in total 32 colleges in Ethiopia, provide the courses of Diploma. On the other hand, a qualification of Degree (4 years programme in universities) is required to become a secondary school teacher (MOE, 2011a). Although previously teachers who had Certificate (1 year programme in the Teacher Training Institute (TTI) College) were counted as “qualified teachers” to teach grades 1-4 in primary schools (WB, 2005), due to the change of policy in 2009, those who have only “Certificate” are no longer qualified teachers⁴⁸ (interview with EMIS team, MOE). Currently, a teachers’ upgrading system is implemented as the sub-component of TDP2 in GEQIP, in which teachers with Certificate can obtain Diploma (1 year course or 3 summer courses), financially supported by GEQIP (WB, 2008a). In 2010/11, 46,160 teachers were benefited from this system (MOE, 2011a).

⁴⁸ According to an interview from JICA Experts, one year Certificate course only learns about pedagogy, but limited time for subject contents. To improve teachers’ subject knowledge, Diploma became mandatory.

Table 4-13: Teacher Qualifications and Teacher Training Institutes

Teacher Training Level	Teaching Grades	Teacher Training Institutes
Certificate Teachers	(before 2009) Grade 1 - 4 (after 2009) not regarded as a teacher qualification	Teacher Training Institute (TTI)
Diploma Level Teachers	(before 2009) Grade 5 - 8 (after 2009) Grade 1 - 8	College of Teacher Education (CTE)
Degree Teachers	Grade 9 - 12	Universities

(Source: developed by the study team based on the interview with Lume Woreda)

The proportion of qualified teachers is show in Table 4-14. It was as high as 96% for Grades 1-4 by 2007/8, but decreased after 2009/10, due to the change of policy that does not accept Certificate teachers as qualified teachers (MOE, 2011a). Although the proportion of qualified teachers in Grades 5-8 decreased once in 2006/07, it has increased for 5 consecutive years since then (MOE, 2011a).

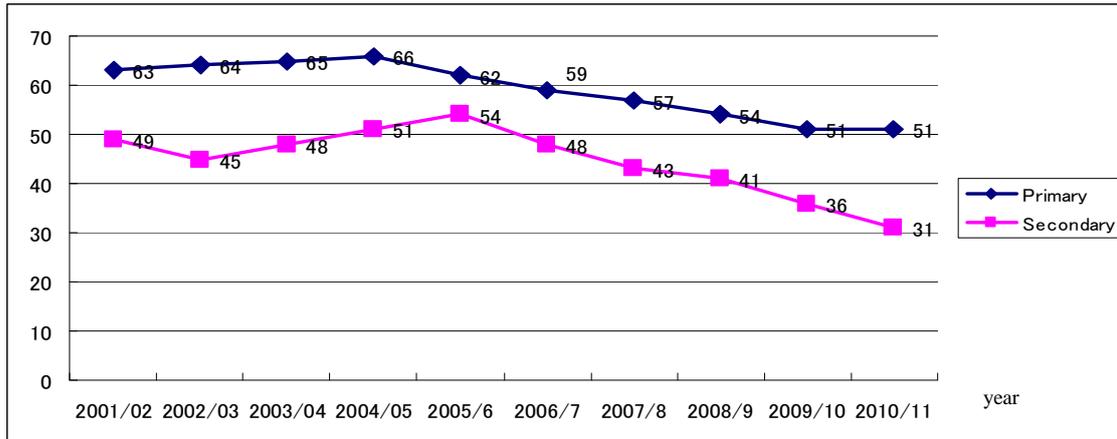
Table 4-14: Percentage of Qualified Teachers (2005/06 - 2010/11) (%)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Primary Grade 1-4	97.6	96.3	97.3	89.4	15.5	20.1
Male	97.2	96.4	97.0	90.8	14.6	18.3
Female	98.2	96.3	97.5	92.3	16.6	22.7
Primary Grade 5-8	59.4	53.4	66.3	71.6	77.8	83.3
Male	58.6	52.2	64.1	69.6	82.4	83.1
Female	62.6	56.8	72.5	76.8	76.8	83.8

(Source: Education Statistics Annual Abstract)

(2) Number of Pupils per Teacher (Geographical Distribution)

According to the UNESCO-EFA Monitoring Report, Ethiopia is one of the countries which improved PTR recently (UNESCO, 2011b). While the national standard number of pupils per teacher is set at 50 students/teacher (MOE, 2009a), the national average in 2009/10 was 51, and 45 for Grade 5-8 in 2010/11, almost achieving the standard. As for secondary education, it has been below 40 (MOE, Education Statistics Annual Abstract of each year), achieving the national standard (40 students per teacher) (PASDEP). There is also a regional difference as shown in Figure 4-9, showing that the highest was recorded in the Somali region (MOE, 2011a) (Annex 4-32).



(Source: Education Statistics Annual Abstract of each year)

Figure 4-17: Trends of Pupil Teacher Ratio (2001/02 - 2010/11)

4.5.3 Teacher Education System

(1) Pre-service Training System (PRESET)

The 32 CTEs⁴⁹ in Ethiopia provide 3 years of Diploma programme in regular, evening, summer, and distance courses. Available departments for the Linear modality are: Amharic, English, Local language, History, Geography, Civics, Chemistry, Biology, Physics, Mathematics, Educational Planning and Management, Adult and Non-Formal Education, Music, Art, and Health and Physical Education. Available departments for the Cluster modality are: Language, Social Science, Natural Science and Mathematics, and Aesthetics (MOE, 2011a). The number of graduates of the last 2 years is shown in Annex 4-33.

The TDP 1⁵⁰(3 years programme from 2003) and TDP2 (in GEQIP, from 2008) are the main donors' assistance in PRESET. In GEQIP, the following assistance activities for PRESET are implemented: development of teacher training curriculum and module, improvement of teaching practicum, capacity building for CTE trainers, improvement of English language training, and improvement of ABE facilitators training. According to the GEQIP Second Annual Performance Report (MOE, 2011b), progress of each sub-components are as show below.

⁴⁹ MOE, 2011a

⁵⁰ TDP1 was the teacher development programme supported by a pool-fund by UK, Sweden, the Netherlands, Ireland, Finland and Belgium. (1) subject professional development of trainers of teacher colleges, (2) curriculum support for PRESET, (3) programme development for INSET, (4) development of guideline for the selection of teachers, and (5) TESO (Teacher Education System Overhaul) were implemented in parallel with the English language quality improvement programs.

Table 4-15: Progress in the Teachers Development Programme Sub-components of GEQIP (2011)

Sub-component	Progress
(1) Preparation of guideline for the selection of primary and secondary student teachers	The new guideline for the selection of primary and secondary student teachers is developed. All regions recruited new trainees based on the new selection guideline to attract interested and qualified candidates. Accordingly, 17,473 new diploma teachers were enrolled in the regular diploma program in the academic year 2003 E.C.
(2) Development of teacher training curriculum and module	The task of module development has been delayed considerably. Secondary school teacher professionals training syllabi has been prepared and submitted.
(3) Improvement of teaching practicum	Practicum guideline was developed and translation of the document is underway.
(4) Capacity building for CTE trainers	HDP (Higher Diploma programme) handbook was revised and distributed for CTE trainers. CPD (Continuous Professional Development) framework was developed for higher education institutes.
(5) Improvement of English language trainings	ELIC (English Language Improvement Center) ⁵¹ guideline was revised, printed and sent to the regions, universities and colleges of teacher education. Technical Advisory (TA) support and follow-up was conducted in 14 ELICs. Three new ELICs have been established in three CTEs. Resource materials and magazines were distributed.
(6) Implementation of ABE facilitator trainings	The study for the development of minimum standards of ABE facilitator training has been delayed, which leads to the delay in the implementation of trainings. 1,287 ABE facilitators were trained for the 3-month certificate level (2010/11)

(Source: developed by the study team in reference to MOE, 2011b)

The issues in teacher training pointed out in the interviews in the field survey included: teachers do not understand basic subject matters; TTC's instructors do not understand "what is the good lesson" and thus cannot show "good lessons" for students and teachers or let them discuss it; instructors teach wrong knowledge in the colleges and ignore students (interview with JICA Expert and USAID).

(2) In-service Training System (INSET)

In order to improve teachers' professional development, the following in-service training programmes are conducted: (1) CPD⁵² for all teachers; (2) English Language Quality Improvement Program (hereinafter ELQIP)⁵³ for all teachers; (3) SMASE by JICA/MOE; (4)

⁵¹ A center started in TDP1. It is located in colleges of teacher education, providing additional English language training for those who teach in English.

⁵² Including 2 programmes. Introduction programme for newly deployed teachers (2 years) and a programme for existing teachers.

⁵³ There are two programmes: ELTIP training is designed as 120 hours of contact time to be taught during one 4-week session in the summer, whereas the School Based English Mentoring (SBEM) training

upgrading system; (5) introduction of licensing and re-licensing system (interview with MOE, OEB and WEB, WB, 2008a).⁵⁴

CPD is one of the programmes implemented since TDP1, aiming at improving teachers' performance in classroom for enhancing students' learning and learning achievement. It is a learning process to improve knowledge, skill and attitude on classroom practice aligned with local contexts.⁵⁵ In addition, 1,000 copies of the CPD framework were distributed to all colleges (WB, 2008a, MOE, 2011b).

The upgrading system is, as already explained, a programme in which teachers with Certificate can obtain Diploma degree. GEQIP (TDP2) supports (i) provision of the modules and course materials, and (ii) cost of travel and subsistence for the residential courses for over 20,000 teachers who participate in this course each year (WB, 2008a).

Licensing and re-licensing system is a system to improve the standard of teachers and provide incentives for higher skills and outcomes. It sets the national criteria for measuring/confirming the capacity of teachers at their development levels. If teachers pass the each level's criteria which include subject knowledge and pedagogy in every 2 to 5 years, they receive re-licenses from the MOE. In September 2011, the Directorate of Teachers' and Education Leaders' Licensure was established in the MOE. The standards of the criteria have been drafted and a training for examiners is planned (WB, 2008a, interview with Directorate of Teachers' and Education Leaders' Licensure). Each professional level of this system is listed in the Annex 4-34.

JICA has been implementing the in-service training for math and science teachers to construct a model for the training system in Ethiopia (Project for Strengthening Mathematics and Science Education in Secondary Schools in Ethiopia, SMASE). SMASE targets regional training instructors and representatives of mathematics and science teachers in 3 target regions. By implementing pedagogical skill training and by creating an operation and evaluation mechanism, it sets out to build foundation for future nationwide dissemination. The project is closely coordinated with GEQIP, since the cost of the project to be covered by the government of Ethiopia is disbursed from GEQIP framework and the training modules developed through the project will be approved by the MOE as a module of the CPD programme (JICA, 2011 and interview with JICA HQ).

is 120 hours of contact time plus reflective action tasks to be undertaken over 3 sessions during a 14-month period (WB, 2008a). As of 2011, in total 17,269 English teachers participated in the programme (MOE, 2011b).

⁵⁴ Both are sub-components of INSET in TDP2, GEQIP.

⁵⁵ Conducted school-based, cluster-based or woreda-based. As of 2011, 55,355 teachers and principals have been exposed to CPD (MOE, 2011b).

4.5.4 Working Conditions for Teachers

The standards of teachers' starting salaries in Ethiopia are ETB 861 (appx. JPY4,021)⁵⁶ for the lowest Certificate teachers, ETB 1,172 (appx. JPY5,474) for Diploma teachers, and ETB 1,571 (appx. JPY7,338) for degree teachers (Annex 4-35). Comparing with the GNI per capita in Ethiopia (PPP, current international: USD1,040 in 2010, WB), the starting salary of Certificate teachers is almost a half, or 0.57 times of GNI per capita. After working for 12 years, it almost equals to GNI per capita (1.04 times), and with more than 16 years of experience, the salary becomes 1.2 times more than GNI per capita. Degree teachers receive higher standard, at 1.4 times of GNI per capita with 5 years of working experience and 1.8 times of GNI per capita with 16 years of working experience (interview with Lume woreda in Oromia region).

If we compare the salary standard of Ethiopia with the average salary of Kenya (the lowest starting salary at JPY13,585)⁵⁷ and Zambia (the lowest starting salary at JPY29,305),⁵⁸ Ethiopia is the lowest.

4.5.5 Teacher Recruitment / Management

As it is show in Table 4-16, responsibilities of teacher management are divided into several levels in Ethiopia, where decentralization has taken place. Selection and allocation of new graduate teachers are responsibilities of the regional government according to the framework of the MOE. Recruitment, displacement and salary payment are responsibilities of woredas (WB, 2008, UNESCO, 2010).

Table 4-16: Responsibilities of the Federal Government, Region and Woreda related to Teacher Management

Ministry of Education	<ul style="list-style-type: none"> · Develop framework of teacher recruitment. · Evaluate and issue teacher licenses/re-licenses. · Train teachers at secondary and tertiary levels and assists teacher trainings of regions. · Develop training system of primary teacher trainers.
Regional Education Bureau	<ul style="list-style-type: none"> · Recruit qualified teachers for secondary schools and TTI/TTC. · Establish recruitment and promotion standard of primary teachers. · Transfer primary/ secondary teachers between Woredas. · Train and supervise primary teachers and head teachers. · Apply primary syllabus to the situation of each region.
Woreda Education Office	<ul style="list-style-type: none"> · Recruit, deploy, displace, transfer (inside the woreda), promote, remove, and pay for primary/secondary teachers. · Monitor, train, evaluate and manage primary/secondary teachers.

(Source: developed by the study team in reference to WB, 2008, UNESCO, 2010 and interviews with MOE, Oromia Education Bureau, Lume Woreda)

In terms of recruitment, the national framework is prepared by the MOE, whereas actual

⁵⁶ 1 ETB = 4.671 JPY (as of May, JICA rate).

⁵⁷ JICA (2012). Basic Education Sector Analysis Report-Kenya-(Draft)

⁵⁸ JICA (2012). Basic Education Sector Analysis Report-Zambia-(Draft)

recruitment is done by regions (UNESCO, 2010). According to Oromia region, the recruitment criteria are drafted through discussion between the Oromia Teacher Association and Oromia Education Bureau (OEB), followed by approval of the regional council.⁵⁹

Teachers who were selected in the region are allocated to woredas, and WEO decides where to deploy them according to their subjects and working experience. Certificate teachers are to be deployed for teaching grades 1-4 whereas Diploma teachers are to be deployed to teach grades 5-8.⁶⁰ In Lume woreda in Oromia region visited in the field survey, teachers are required to stay at a school at least for 2 years. After the third year, the WEO examines transfer according to the request of teachers and criteria set by regions. In Oromia, the criteria are (1) 40 scores for efficiency of the transfer (commuting distance, school environment, subject and ranks, etc.), (2) 50 scores for working experience, and (3) 10 scores for regional characteristics.⁶¹ It is accepted to be transferred to another zone in the same woreda after 3 years of working and to be transferred to another region after 4 years of working, in Oromia region. If transferred to “remote area” assigned by the region, teachers can receive “Drought Incentive.”⁶² In Lume woreda, those who are upgraded from Certificate to Diploma or from Diploma to Degree can be transferred to urban schools⁶³ (it means that only young/Certificate teachers remain in rural schools) (interview with Lume woreda education office and OEB).

Promotion is examined by WEO based on (1) TDP upgrading system, (2) years of working, and (3) performance.⁶⁴ When teachers act against the teachers’ role, they receive disciplinary dismissal decided by school committees, reviewed by kebele and approved by woreda (interview with Lume woreda education office and OEB).

In the Teacher Licensing and relicensing system promoted under GEQIP, teachers will be divided into 7 levels and are to be evaluated based on their teaching level (kindergarten, primary grades 1-4, primary grades 5-8, and secondary grades 9-10) and expertise (Annex 4-34). Teachers who would like to be promoted to higher level will need to meet the set standard at (1) examinations,⁶⁵ (2) class observation,⁶⁶ and (3) portfolio.⁶⁷

⁵⁹ Selection process is based on secondary education completion certificate examination, school records, attitudes, conducts, and teacher certificate exam (written and interview) (interview with OEB).

⁶⁰ However, the number of teachers is going to decrease because the Certificate holders are no longer qualified teachers after 2009, as already explained.

⁶¹ If a teacher is located in a remote school, the score for (1) is higher than others, and therefore he/she is more likely to be transferred than non-remote school teachers.

⁶² Not only teachers, but also all public workers in Oromia are targeted. The amount of the incentive is decided by the Bureau of Finance and Economic Development (BoFED), which was not available this time.

⁶³ This policy is unique to Lume woreda and not promoted by OEB.

⁶⁴ Performance is judged based on the evaluation report (including each teacher’s objective and achievement level of the term) written by school committee twice a year.

⁶⁵ The examination will contain a written test, speaking test and communication test, according to the draft as of April 1 2012.

⁶⁶ Class observation will be conducted by examiners (evaluators) of each region for primary teachers and 2,000 national examiners for secondary teachers. It is expected to provide enough training for examiners

CHAPTER 5: PUBLIC FINANCE AND ADMINISTRATION IN THE EDUCATION SECTOR

5.1 Public Administration

5.1.1 Decentralization in the Education sector

Decentralization has taken place in Ethiopia. Implementation and management of primary education and (in most cases) junior (general) secondary education are managed by WEO, accountable to the woreda cabinet and REB. Regions manage senior (preparatory) secondary education and a large part of TVET, as well as the institutions training teachers for primary and junior secondary education. Regions are also responsible (within the framework of federal guidelines) for curriculum development in primary education, the choice of the language of instruction and textbook provision at primary level (Cambridge Education, Mokoro & OPM, 2010). Responsibilities of each organization are shown in Table 5-1.

Table 5-1: Responsibilities of the Ministry of Education, Regional Education Bureau and Woreda Education Office

MOE	REB	WEO
<ul style="list-style-type: none"> · Formulates the country's education policy. 	<ul style="list-style-type: none"> · Prepares plans and programmes based on the national policy. 	<ul style="list-style-type: none"> · Implements plans and programmes at school level.
<ul style="list-style-type: none"> · Determines and supervises the country's educational standards. 	<ul style="list-style-type: none"> · Supervises and maintains the educational standards. 	<ul style="list-style-type: none"> · Supervises school and works with teachers to maintain the educational standards.
<ul style="list-style-type: none"> · Determines the curriculum of secondary and higher institutions · Assists regions in curriculum preparation 	<ul style="list-style-type: none"> · Prepares and implements the primary school curriculum. 	<ul style="list-style-type: none"> · Inspects the implementation of curriculum at school level.
<ul style="list-style-type: none"> · Determines qualifications of teachers · Trains teachers at secondary and tertiary levels and educational personnel. · Assists training programmes of regions. 	<ul style="list-style-type: none"> · Recruits qualified teachers for secondary schools, TVET, TTIs and TTCs · Identifies training needs. · Trains primary teachers and education personnel. 	<ul style="list-style-type: none"> · Recruits primary teachers · Recruits teachers and other professionals for in-service training and professional development.
<ul style="list-style-type: none"> · Makes available adequate quality and quantity of materials. 	<ul style="list-style-type: none"> · Ensures the provision of textbooks and educational materials. 	<ul style="list-style-type: none"> · Distributes textbooks and educational materials to schools on time.
<ul style="list-style-type: none"> · Prepares national examinations. 	<ul style="list-style-type: none"> · Supervises the execution of national exams · Ascertains adequacy of exams and certificates 	<ul style="list-style-type: none"> · Checks the preparation of students for the exams. · Administers the exams.

in order to let them understand thoroughly the evaluation items, method and a set standard.

⁶⁷ Portfolio refers to the one produced in the CPD programme in the GEQIP.

<ul style="list-style-type: none"> · Facilitates the expansion of country's education 	<ul style="list-style-type: none"> · Plans for the provision of education to schools · Provides adult education. 	<ul style="list-style-type: none"> · Supervises the implementation of plans at community and school level.
<ul style="list-style-type: none"> · Establishes higher education institutions. · Licenses private higher education institutions. 	<ul style="list-style-type: none"> · Administers elementary and secondary schools. · Establishes junior colleges. 	<ul style="list-style-type: none"> · Administers and supervises established schools.
<ul style="list-style-type: none"> · Assists regions to establish educational mass media. 	<ul style="list-style-type: none"> · Ensures that the education programme is supported by mass media. 	<ul style="list-style-type: none"> · Provides facilities and programmes for mass media education.
<ul style="list-style-type: none"> · Collects, complies and disseminates information on education 	<ul style="list-style-type: none"> · Collects, complies and disseminates statistical data on education 	<ul style="list-style-type: none"> · Collects information and data on education and complies and submits it to the zonal office.

(Source: UNESCO, 2010)

Most of the education finance is disbursed from the federal government to the regional government, and to the woreda government, as a form of block grant (WB, 2008b). The share of the federal government in the education sector budget is 43%-49% (2003-2008) and that of the regional government is 51%-57% (2003-2008) (DFID, 2010). The share of woreda budget in the regional budget varies region by region: 51% in Oromia region (regional budget is 47%); 61% for rural woreda, 8% for urban woreda, and 24% for zones in SNNP region (regional budget is 24%) (WB, 2008b). The allocated budget for woreda is allocated to each sector after discussed in the woreda council. The share of woreda's education budget in the regional budget is 66% to 89% in the primary and junior secondary level (WB, 2008a). In Lume woreda of Oromia region, the education budget in 2010/11 was ETB 11 million. ETB 10 million out of 11 million (91% of the total) were meant to be teacher salary (interview with Lume woreda).

According to literacy review, the capacity of administrative officials in each level needs to be strengthened especially in policy implementation, education service delivery, decision making and planning capacity of woreda level. Theoretically, woredas have the authority to decide the teacher salary standard, but practically they follow the minimum standard or the standard which the federal government or regional government decides. Besides, coordination between the education finance and the education plan is fragile. Infrastructure such as vehicles is not prepared and a high turnover rate of education officials negatively affects the education sector (Cambridge Education, Mokoro & OPM, 2010, WB, 2008b).

According to the interview in the field survey, many problems regarding the capacity of REB were raised by the MOE: "they are good at planning but weak at implementing and reporting"; "in regions such as Afar, Somali and Gambera, officials do not understand education indicators"; and "they do not understand recommendations given from the national learning assessment and cannot feedback it to their education plan." Regarding the capacity of WEO, the following opinions were raised: "they lack the management capacity and understanding of educational statistics in their own woreda. Analytical capacity and data management capacity are not sufficient" (UNICEF); "they lack training, understanding, consciousness, commitment and resources (equipment)" (MOE); and "they do not have enough capacity to mobilize and coordinate communities" (REB). The common problems of

REB and WEO were the lack of understanding of real purpose of the education policy and issues, a high turnover rate and a reluctance to conduct monitoring (going to schools) (interview with WB, JICA Experts and MOE).

Although a WEO visited during the field survey plans and implements woreda education development plans (5-year, annual, semiannual and quarterly plans) and manages supervisors and teachers, they misunderstood some of the regional education indicators and policies and thus changed them according to their needs.⁶⁸

It is expected that the underlying legal and financial structures will be streamlined in the decentralization structure in collaboration with the World Bank and measures will be taken for improvement of decentralized service delivery through capacity development (WB, 2010).

5.1.2 Management Capacity of the Ministry of Education

This study has reviewed the management capacity of the MoE with reference to the Capacity Development Results Framework⁶⁹ (CDRF) of the World Bank Institute.

Together with human, financial and natural resources, the CDRF regards sociopolitical, institutional and organizational capacities of program/project implementation agency (government, private sector, or civil society) as potential contributing / hindering factors toward achievement of development goals. To this effect, the CDRF aims to construct plans for capacity assessment and development and to conduct monitoring and evaluation by measuring capacity factors, which express 1) conduciveness of the sociopolitical environment,⁷⁰ 2) efficiency of policy instruments⁷¹ and 3) effectiveness of organizational arrangements⁷² (WB, 2009b).

The study team considers the above factors to be linked with the interests of this study in the following ways. While conduciveness of the sociopolitical environment is related to relevance

⁶⁸ For example, in the woreda, teachers can move from rural school to urban school if they upgrade from Certificate to Diploma. They also set their own PTR.

⁶⁹ A framework created and adopted by the World Bank to design, enforce, monitor, manage and evaluate development programs and projects aimed at capacity development.

⁷⁰ Factor composed of the political and social forces that determine priorities of development goals set by the government, the private sector, and civil society. Indicators for this factor include leadership commitment, consistency with social norms, participation of stakeholders in decision making, status of accountability of public institutions, and transparency (WB, 2009).

⁷¹ This refers to the mechanisms used to guide stakeholder actions to achieve each development goal, which include administrative rules, laws, regulations, and standards. Indicators for this factor include clarity of policy documents, clarity of stakeholders' rights and role, legality and relevance with upper goals of policy documents, feasibility against the current administrative procedure, flexibility of policy documents, and resilience against corruption (WB, 2009).

⁷² This factor is composed of cooperation structure including the systems, rules of action, processes, personnel, and other resources that government and non-government stakeholders use to achieve development goals. Indicators for this factor include clarity of development goals, vision and mission, level of achievement of outcomes directly linked with development goals, efficiency to achieve output, financial management capacity and certainty of financial source, trust among stakeholders, and adaptability to change of external environment (World Bank, 2009).

or validity of the sociopolitical environment in basic education, the efficiency of policy instruments is considered to have close ties with the efficiency of conducting improvement plans on basic education, and effectiveness of organizational arrangements links with the effectiveness of identifying how the Ministry interacts with stakeholders and makes use of resources to achieve development goals.

As there is a limit to adopt the CDRF rigorously in this study within a given timeframe for this assignment, in this report, a similar framework learning from CDRF to review the management capacity of MoE is used, as shown in Table 5-2. The frame has utilized the basic concepts of the CDRF while using the terms relevance, efficiency and effectiveness in place of the capacity factors of the CDRF. (However, their definitions basically followed those of the CDRF). The frame has chosen possible indices from the CDRF indices that are reviewable in this study based on the information gathered through the study.

Table 5-2: Frame to Review the Management Capacity of the Ministry of Education

3 review points	Relevance	Efficiency	Effectiveness
Viewpoints in the reviewing process (Possible indices)	<ul style="list-style-type: none"> • Is the MoE showing commitment? • Are stakeholders able to participate in the process of formulating sector plans and policy related documents? • Is the MoE showing accountability? 	<ul style="list-style-type: none"> • Are the roles of each stakeholder in and outside the MoE clear? • Are plans such as the sector plan compatible with policies of higher order? • Are methods taken to prevent corruption? (Such as an adoption of a monitoring system) 	<ul style="list-style-type: none"> • Are goals in the sector plan achieved? • Are actions taken and budgets used in compliance with the sector plan? • Does the MoE possess enough coordination skills to coordinate with stakeholders?

(Source: Developed by the study team in reference to the CDRF)

The result of review of the MOE in Ethiopia is summarized below.

(1) Relevance

During the process of the ESDP planning, the MOE involves REBs, who are responsible for implementation and budget allocation, as well as teachers, parents, education officials of zones and woredas and teacher unions (interview with the OEB). Thus, it can be said that the MOE plans with a participatory approach in which opinions of schools can be conveyed. In addition, the mechanism of the ESDP-IV contains a quarterly joint review evaluation which is done with other ministries, REBs and donors. Thus, transparency is assured.

On the other hand, in the ESDP-IV, a projection number of teachers in the mid-term period and the necessary budget are not written. Besides, some officials of the MOE seemed not committed enough in that they commented “since implementation is done in regions, we do not know about it.”⁷³

⁷³ National Organization for Examinations.

Although it is under the responsibility of REBs to assure the budget for teacher salary and implementation of curriculum and examinations, it cannot be concluded that the commitment of the MOE is enough.

Moreover, in the interview during the field survey, some directorates of the MOE were criticized as depending too much on donors for planning programmes. For example, they lack the capacity to build consensus on academic ability which they want students to achieve or training outcomes, the capacity to set objective indicators and design activities to meet them.

Thus, relevance of the Ministry's management capacity is considered as low.

(2) Efficiency

The ESDP-IV is an education plan that aligns with the GTP, the national five year development plan.

Although during the field survey, there was no information about corruption⁷⁴ in the education sector, from the report of the Joint Review Mission (hereinafter, JRM), a training is implemented on accountability by FTI (Fast Track Initiative). The each administrative level also has an internal audit unit. The woreda internal audit unit is accountable to woreda and WEO whereas the regional internal audit unit is accountable to the financial bureau of the region and the cabinet (JRM, 2012).

Official documents that regulate authority of the MOE and REB are proclaimed by each region.⁷⁵ However, there is no statement regarding the responsibilities of WEO and Zone Education Office (ZEO) in the ETP.⁷⁶ Moreover, although there are capacity differences among woredas who are responsible for primary education implementation and monitoring, there is no clear measures for woreda's capacity development or comprehensive monitoring (Cambridge Education, Mokoro & OPM, 2010). The high turnover rate of officials also hampers accumulation of knowledge and experiences (MOE, 2011b, interview with JICA Ethiopia Office). EMIS also is said to have problems in access to data, quality and delivery of data, issuing of annual abstracts and data provision mechanism to decision makers (WB, 2009a).

From the above argument, the efficiency of the management capacity of the MOE is considered as relatively low.

⁷⁴ According to the Transparency International (<http://cpi.transparency.org/cpi2011/>), Ethiopia marked 2.7 points in the Corruption Perceptions Index, which ranks the 120th out of 183 countries. This was the 24th out of 53 countries in Africa. It is estimated to be an average result.

⁷⁵ In the case of Oromia region, the name of the document is "A Proclamation to Provide for the Reorganization and Redefinition of the Powers and Duties of the Executive Organs of the Oromia National Regional State" (Proclamation No.163/2011).

⁷⁶ Interview with a JICA expert of the Project on Strengthening Multi Sectoral Planning and Budgeting Capacity in Oromia Region.

(3) Effectiveness

Regarding the achievement status of indicators of the ESDP-IV, the report of the JRM conducted in 2012 reported there was an improvement in students' enrollment, learning environment and community participation. However, there was a concern on budget allocation to the education sector in each region (JRM, 2012). Besides, most of the education indicators targeted during the ESDP-III (ended in 2009/10) have not been achieved yet (Cambridge Education, Mokoro & OPM, 2010, each year's indicators).⁷⁷ The students' learning achievement (measured at the NLA) has been stagnated and cannot meet the minimum score of the ETP (as explained in 4.4.1 "Situation of Learning Outcome").

Although the financial management of the MOE was reportedly strengthened in terms of public financial management, relevance and quality of the financial report should be strengthened, as discussed in 5.2.6 below (WB, 2008a).

There was no issue regarding the coordination capacity between the MOE and donors. However, the vertical coordination with regions and woredas and horizontal coordination with other ministries are not sufficient (interview with WB).

Therefore, in terms of effectiveness of the Ministry's management capacity, MOE is also considered to face many challenges.

5.2 Educational Finance

5.2.1 Budget of Education Sector

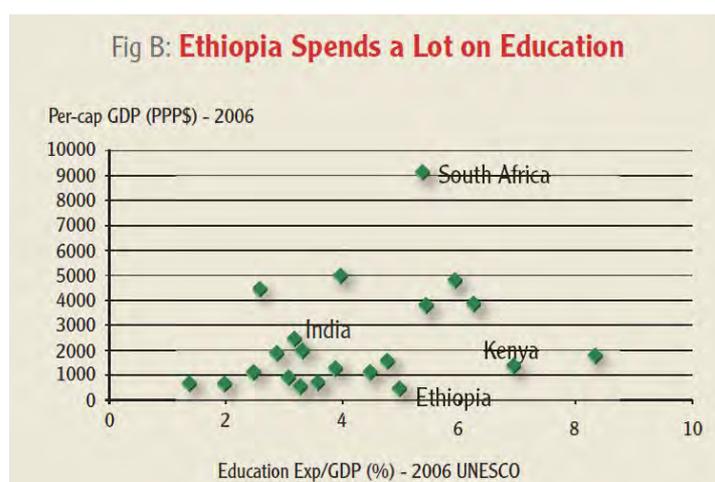
(1) Proportion of Education Sector in the National Budget / Expenditure and GDP

The proportion of the education sector in GDP is 5% during the period from 2003 to 2008. Out of 5%, 4.7% is public expenditure and 0.3% is private expenditure (including community contribution at 0.1%)⁷⁸ (DFID, 2010).

Comparing with other countries, the proportion (5%) is higher than India, which has GDP per capita 4 times larger than Ethiopia, and a little lower than the Republic of South Africa, which has 14 times larger GDP per capita. Thus, it can be said that the education sector in Ethiopia has a relatively high proportion in GDP (DFID, 2010) (Figure 5-1).

⁷⁷ Most of the indicators were not achieved. GER for grades 1-8 (target: 109.7%, actual: 96.4%), GER for grades 9-10 (target: 39%, actual: 38.4%), ratio of qualified teachers for grades 1-4 (target: 99.8%, actual: 20.1%), ratio of qualified teachers for grades 5-8 (target: 95%, actual: 83.3%), PSR for grades 1-8 (target: 50, actual: 57), PSR for grades 9-12 (target: 50, actual: 58), dropout rate of grade 1 (target: 6.3%, actual: 19.9%), repetition rates of grades 1-4 (target: 2.3%, actual: 8.5%), GPI (target: 1, actual: 0.94), and primary education completion rate (target: 52.5%, actual: 62.8%).

⁷⁸ Out of 4.7% public expenditure, the share of the Ethiopia government was 4.3%, whereas the share of donors' assistance was 0.4% (DFID, 2010).



(Source: DFID, 2010)

Figure 5-1: Education Expenditure Percentage of GDP, 2006

The proportion of the education sector in the national expenditure was 21.1% (Table 5-3), which achieved a relatively high standard of more than 20%,⁷⁹ although the country has experienced a high inflation rate (2005/06-2008/09) and decreasing public expenditure (from 23.7% to 19.1%) (DFID, 2010).

The proportion of the education recurrent expenditure in the national recurrent expenditure in 2007/08 was the highest in the last 8 years at 29.7% (ETB 6,761 million) (DFID, 2010) (Table 5-3).

Table 5-3: Education Expenditure as Percentage of Government Expenditure (2000/01 - 2007/08) (million current ETB)

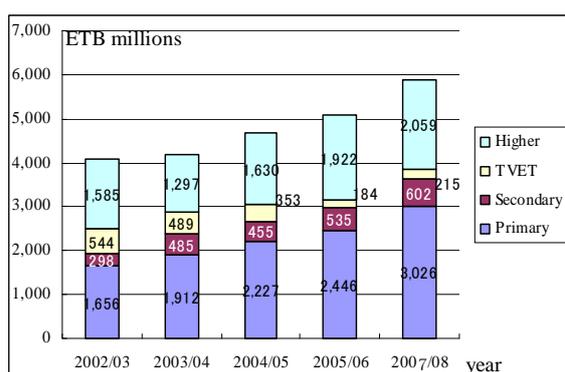
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
General gov't current expenditure	11,585	11,110	11,333	11,965	13,228	15,234	17,165	22,794
General gov't capital expenditure	4,649	5,440	6,029	8,543	11,567	14,091	18,442	24,121
Recurrent Education	1,577	1,919	2,395	2,525	2,915	3,806	4,683	6,761
Capital Education	601	793	1,381	1,823	1,605	2,271	2,950	3,121
% education in total current expenditure	13.6%	17.3%	21.1%	21.1%	22.0%	25.0%	27.3%	29.7%
% education in total capital expenditure	12.9%	14.6%	22.9%	21.3%	13.9%	16.1%	16.0%	12.9%
% education in Federal expenditure	3.2%	8%	13.9%	20.6%	15.1%	18.3%	19.6%	19.1%
% education in regional expenditure	33.3%	31.4%	33.5%	29.7%	28.8%	29.7%	30.9%	28.9%
% education in total expenditure	13.4%	16.4%	21.7%	21.2%	18.2%	20.7%	21.4%	21.1%

(Source: 2000/01-2002/03: Cambridge Education, Mokoro & OPM, 2010, 2003/04 – 2007/08: DFID, 2010)

⁷⁹ DFID, 2010, p7

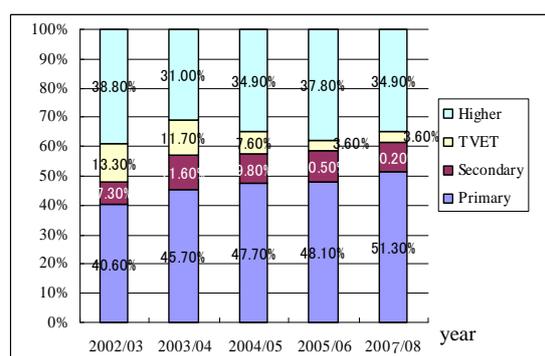
(2) Budget by Sub Sector

Looking at the budget by sub-sector, primary education shared the highest proportion of ETB 3,026 million (51.3%) in the total educational budget of ETB 5,903 million (Million Birr at constant 2003/04 price) in 2007/08 (DFID, 2010) (Figure 5-2). The shares of secondary education, TVET and higher education were ETB 602 million (10.2%), ETB 215 million (3.6%), and ETB 2,059 million (34.9%), respectively (DFID, 2010) (Figure 5-3).



(Source: DFID, 2010)

Figure 5-2: Education Expenditure by Education Sub-sector (2002/03 - 2007/08) (constant 2003/04 price, million ETB)



(Source: DFID, 2010)

Figure 5-3: Education Subsectors as percentage of Education Expenditure (2002/03 - 2007/08) (%)

(3) Details of the Education Budget

As written above, the share of the education sector in the national budget and the share of primary education sub-sector have shifted at a relatively high level. However, looking at the breakdown of the education recurrent budget, most of them (nationally, 95.7% in 2007/08) is allocated to teacher and staff salary (DFID, 2010) (Annex 5-1). In primary education, the share of non-salary expenditure was 4.3%, and in secondary education, it was 13.2%. Both of them fall below the national target, “more than 20%”⁸⁰ (DFID, 2010). The breakdown of the public expenditure in the education sector by region is shown in Annex 5-1.

(4) Proportion of Domestic Financing and Donor Assistance in Education Budget

The proportion of the domestic financing in the education budget in 2008/09 was 18% at ETB 2,709 million, whereas the donor assistance in the education budget was 82% (ETB 12,482 million) (DFID, 2010).

The targeted proportion of domestic financing and donor assistance is found in two documents: (1) the application to the FTI catalytic fund (2007) and (2) a calculation of the ESDP-IV

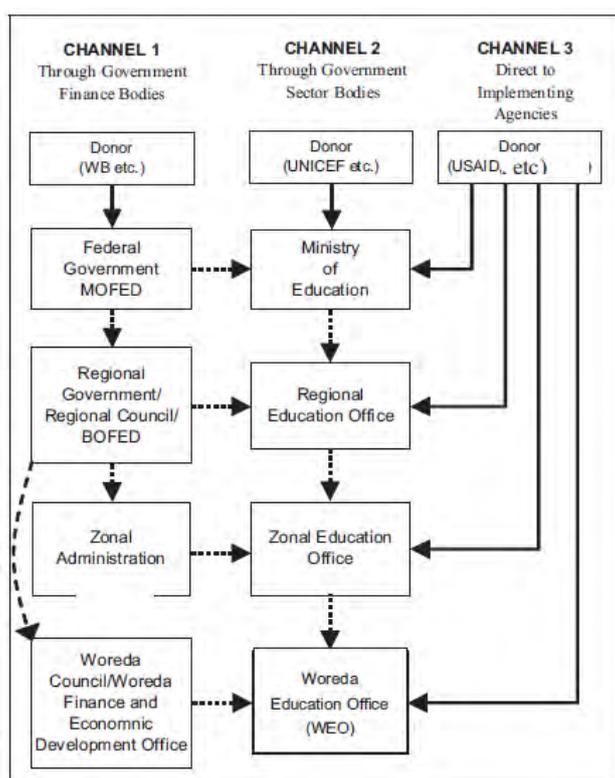
⁸⁰ The target presented in the ESDP-III, to achieve non-salary expenditure share to be 23.5%. There is no quantitative target on this issue in the ESDP-IV.

(2010/11). In the above (1), the share of donors' support is to be from 18% to 19% but the financial gap also exists from 14% to 22% in the estimate (Cambridge Education, Mokoro & OPM, 2010). In the above (2), although the government expects the donor assistance to be 24.4% in 2010/11, they also expect the share to decrease to 1.5% after 5 years (2015/16) (MOE, 2010a) (Annex 5-2, 5-3).

5.2.2 Flow and Administration of Funds Provided by Donors

(1) Flow of Donors' Assistance

Flow of donor's assistance in Ethiopia is shown in Figure 5-4. Channel 1 is a typical flow of financial support which channels aid through the Ministry of Finance and Economic Development (hereinafter, MOFED) (from donor to the MOFED, the MOFED to lower government ministries). Channel 2 is a flow that channels aid through the MOE, whereas channel 3 is a flow in which the fund is managed and paid by donors directly according to the activities agreed on the MOU, etc. (JICA, KRI, 2007).



(Source: JICA, KRI International Corporation, 2007)

Figure 5-4: Types of Donor Disbursement Channels

(2) Administration

In GEQIP, payments to independent organizations such as the MOE, universities, CTEs and

publishers of textbooks are managed directly by the Development Account (pooled fund) (WB, 2008a). The School Grant of GEQIP is paid through channel 1 and is transmitted to schools through Woreda Office of Finance & Economic Development (hereinafter, WOFED). Eligible budgetary items and methods of financial reporting are summarized in a manual, which can be referred to by schools (PTAs) when they design the School Improvement Plan (SIP) based on the planned disbursement amount. Supervisors and WEO check the SIP and confirm whether schools (PTAs) do not include budgetary items which cannot be paid through SIP. If SIP is approved, school grant is disbursed to schools. After execution of the budget, schools (PTAs) make financial reports and monthly activity reports which are submitted to the WEO. Schools are required to spend the school grant by June every year (interview with Lume Woreda in Oromia Region).

The issues of financial management include: (1) delay of disbursement of School Grant (although the first disbursement was supposed to be transferred in July or August, actually it was made in January)⁸¹; (2) confusion between the School Grant and Block Grant (some woredas misunderstand that the Block Grant was replaced with the School Grant of GEQIP)⁸²; and (3) some woreda provide the Block Grant as in-kind stationery such as papers, chalks, flipchart, etc. and the development budget of schools is still limited.

5.2.3 Private Education Expenditure

According to the Public Expenditure Review in Ethiopia, the public expenditure in the education sector in 2003-2008 was 4.7% of GDP, whereas private expenditure including community contribution was 0.3% of GDP (DFID, 2010). If these ratios are calculated in GDP (market price) in 2008/09 at ETB 234,585 million,⁸³ the public and private expenditures are ETB 11,542 million and ETB 245.6 million, respectively.

There are varieties of community contribution such as cash (out of pocket), in-kind and labor (MOE, 2010a). In Lume Woreda in Oromia region, which has the woreda education budget of ETB 11 million, the community contribution including labor and in-kind was ETB 718,448 in 2011 (approximately 6.1%) (interview with Lume Woreda in Oromia region).

In Ejeree primary school visited in the field survey, parents annually pay ETB 40 per family, and in Bika primary school, parents annually pay ETB 100 per student.⁸⁴ However, children are not expelled from schools due to non-payment (interview with Ejeree primary school and Bika primary school in Lume woreda in Oromia region).

⁸¹ Interview with JICA Ethiopia Office.

⁸² Ditto.

⁸³ DFID, 2010

⁸⁴ It is used for electricity bill, telephone bill, volunteer teacher salary, and repair of facility and equipment (floor, desks and chairs).

5.2.4 Unit Cost Analysis

The unit cost of annual public expenditure in Ethiopia is shown in Table 5-4. The unit cost decreased from ETB 239/person in 1994/95, when free primary education was kicked off, to ETB 200/person in 2004/05, when the UPE campaign was conducted (Cambridge Education, Mokoro & OPM, 2010). Considering the high inflation rate in the last few years in Ethiopia (66.3% (1994) and 86.8% (2003) if the price index in 2005=100%), these unit costs have decreased relatively (WDI data).⁸⁵

Table 5-4: Annual per Student Public Expenditure (1994/95 - 1996/97, 2003/04, 2004/05)
(ETB)

	1994/95	1995/96	1996/97	2003/04	2004/05
Enrollment Grade 1	1,107,751	1,424,754	1,611,928	2,454,323	3,330,301
Annual per student public expenditure	239	215	193	209	200

(Source: Cambridge Education, Mokoro & OPM, 2010)

5.2.5 Projection of Midterm Demand and Cost for Teachers

The projected number and budget of the midterm demand for teachers were not available from the MOE. According to the Education Public Expenditure Review published in 2010 by DFID, if it is simulated with the following preconditions, the projection of midterm demand for primary teachers is as shown in Table 5-5. In all the regions, approximately 260,000 teachers are required in Case 1, approximately 400,000 teachers are required in Case 2, and approximately 440,000 teachers are required in Case 3 (DFID, 2010).

Mid-term Demand Projection Scenarios (2007/08-2015-16)

【Case 1】 (Status Quo Scenario)

- Assuming that per-pupil inputs and internal efficiency remain at current low levels (meaning no GEQIP), and as a result enrollment numbers decline as over-age pupil leave the system.

【Case 2】 (Big Push Scenario)

- Assuming that per-pupil inputs rise towards desired norms, with (a) PTR no greater than 45 and 40, and PSR no greater than 50 and 55 in the first and second primary cycles respectively, by 2015.
- Non-salary share of recurrent spending rises, largely due to GEQIP, from 5 % in 2007/08 to 10% in 2009/10, to 15% by 2011/12 and to 18% by 2015/16
- Survival rates rising to 100% in most regions

【Case 3】 (Big Push+ Scenario)

- Same as Case 2 above but with the school-age population of Ethiopia assumed to be 10% higher than the census based estimates.

(Source: DFID, 2010)

⁸⁵ World Bank Homepage. World Data Bank. Downloaded on June 26, 2012.

Table 5-5: Projected Number of Teachers for Public Primary Education (1-8) (2007/08 - 2015/16) (thousand)

	2007/08	< --- Projected 2015/16 --- >		
	Actual	Status Quo	Big Push	Big Push +
Number of Teachers ('000)				
Ethiopia	253.6	261.8	400.4	435.8
Tigray	21.2	21.6	29.9	32.3
Amhara	68.9	71.9	100.4	109.0
Oromiya	88.2	90.0	143.7	154.4
SNNPR	47.1	49.8	91.5	104.6
Addis Abba	15.3	15.3	15.3	15.3
All Other Regions	12.9	13.2	19.7	20.1

(Source: DFID, 2010)

The projection of necessary budget which was calculated with the above estimated numbers, multiplied by an estimated realistic teacher salary (future estimation, for example, as for Oromia region, 5% higher than the current salary standard), and added with costs of textbooks and classroom construction is shown in the table below. In Ethiopia, the amount needed will be as much as ETB 9 billion, ETB 17 billion, and ETB 18.8 billion, in Case 1, 2, and 3, respectively. (DFID, 2010)

Table 5-6: Projected Expenditure on Public Primary Education (Annual Total) (2007/08 - 2015/16) (million ETB - current price)

	2007/08	2009/10	<--- Projected 2015/16 --->		
	Actual	Estimate	Status Quo	Big Push	Big Push +
Ethiopia	4228	5692	9077	17036	18784
Recurring	3915	5506	8960	15841	17175
Capital	313	186	117	1195	1609
Tigray	345	426	683	1184	1297
Recurring	303	404	661	1099	1191
Capital	42	21	22	85	106
Amhara	1016	1366	2383	3989	4370
Recurring	976	1365	2381	3745	4264
Capital	39	0	2	243	306
Oromiya	1482	2035	3152	6189	6785
Recurring	1393	1962	3118	5805	6233
Capital	89	73	34	383	551
SNNPR	887	1232	1893	4133	4842
Recurring	816	1193	1887	3836	4389
Capital	71	39	6	297	453
Addis Ababa	190	250	364	445	367
Recurring	176	248	362	443	366
Capital	14	2	2	2	2
Other Regions	309	390	601	1097	1123
Recurring	251	334	550	912	933
Capital	58	56	51	185	191

(Source: DFID, 2010)

5.2.6 Management System of Education Budget / Public Expenditure

The government of Ethiopia has implemented the public financial management (hereinafter, PFM) with development partners including the World Bank. According to the PFM survey report conducted in 2007, a significant improvement was reported in strengthening the public financial management of both federal and regional governments. It was reported that there was a satisfactory progress in budgeting and accounting reform, but it was also indicated that relevance and quality of the financial report should be improved (WB, 2008a).

In Ethiopia, budget is formulated in federal, regional, (in some regions) zonal, and woreda autonomous levels. As stated in the Federal Budget Manual, the federal budget process usually starts by issuing the budget preparation note to the Budgetary Institutions. The budgetary institutions prepare their budget in line with the budget ceilings and submit these to the MOFED. The budget is then reviewed first by the MOFED and then by the Council of Ministers. The final recommended draft federal budget is sent to the Parliament in early June and is expected to be cleared at the latest

by the end of the Ethiopian fiscal year (WB, 2008a).

The budget accounting items are listed in the FGE Accounting System – Chart of Accounts. The accounting centers for program funds would include: (i) MOE; (ii) MOFED; (iii) Universities; (iv) BOFEDs; (v) REBs; (vi) CTEs; and (vii) WOFEDs. All these institutions would maintain accounting books and records, and prepare financial reports in line with the government’s accounting system. The computerized Integrated Budget and Expenditure (IBEX) accounting system has been operational at the federal level and in most regions (as of 2008), but institutions that do not have the IBEX system (such as Universities, CTEs, Woredas) would follow a manual accounting system (WB, 2008a). In an education sector financial management assessment, it was indicated that basic public financial management systems operated ‘reasonably well’ in regular preparation of budget, procedures and controls in expenditures approval, authorization and processing, and recording of accounting transactions and maintenance of records. On the other hand, in terms of timeliness of bank reconciliations, closing of monthly accounts, preparation of financial reports, and handling of monthly payroll, there was need to ensure satisfactory inventory controls. In GEQIP, an action plan to cope with these issues has been implemented with the beginning of the project (WB, 2008a).

The share of the education sector in the federal government is, as already described in 5.1.1, 43%-49% (2003-2008) and that of the regional government is 51%-57% (2003-2008) (DFID, 2010). Although the allocated budget for woreda in regional block grant is from 50% to 60%, 92% of them are allocated to salary (WB, 2008b). Therefore, the amount to be disbursed to schools is very small.

5.2.7 Distribution of Grants

There are two kinds of block grants in Ethiopia: the government’s Block Grant and GEQIP School Grant. The way of disbursement and amount of the Block grant are different by regions or by woredas. According to the MOE’s rule (bluebook), each school is supposed to receive ETB 10/student (approximately JPY48) for grades 1-4,⁸⁶ ETB15/student (approximately JPY70) for grades 5-8, ETB20/student (approximately JPY93) for grades 9-10, and ETB50/student (approximately JPY234) for grades 11-12 (WB, 2008a). However, as the total amount of Block grant in the woreda was ETB84,000 in Lume woreda in Oromia region, which means less than ETB4.2/student (approximately JPY20) (interview with Lume woreda), the amount per student is different from woreda to woreda. Since there are woredas which disburse the Block grant less than the standard of the government or distribute it as “in-kind,” equity is not assured. The standard amount of Block grant set by the government is described in Annex 5-4.

Based on the above situation, the School Grant has been distributed to each school in GEQIP as a fund for SIP. If the planned amount is distributed, recurrent budget of each school and each woreda will be increased. In that case, the share of non-salary recurrent budget out of recurrent budget in 2012/13 is estimated to be 20.5% (WB, 2011b). The amount of the School grant is fixed (Table 5-7)

⁸⁶ The exchange rate : ETB1 =JPY4.671 (JICA fixed rate, May 2012)

and is distributed from GEQIP account to MOE, to REB, to WEO and school accounts. ABE is also targeted. The amount is shown in Table 5-7, and it is equally distributed in all regions/woredas of Ethiopia, and there is no concern of equity.

Table 5-7: Amount of GEQIP School Grant (ETB per student) (2008/09 - 2012/13)

Student	2008/09	2009/10	2010/11	2011/12	2012/13
Primary (Grades 1-4)	7.5	15	35	40	45
Primary (Grades 5-8)	7.5	15	40	45	50
Secondary (Grades 9-10)	10	20	45	50	55
Secondary (Grades 11-12)	10	20	55	60	65

(Source: WB, 2011a, P32)

CHAPTER 6: TRENDS IN DONORS ASSISTANCE

6.1 Structure of Donor Coordination

There are 17 development partners who assist the education sector in Ethiopia.⁸⁷ The donors can be divided into two groups: those who had started financial support through budget support or pool fund before 2005 such as the UK, the Netherlands, Sweden and Finland; and the others including USAID, UNICEF and UNESCO. Japan belongs to the latter group (MOFA, 2010). Although the financial support-oriented donors lead the donor meeting, there is no trend drastically shifting the aid to financial support, and technical assistances by USAID, UNICEF, JICA and Germany are not neglected. Rather, these technical assistances are considered to have contributed to reporting of outputs and regional dissemination of TDP in GEQIP (interview and document obtained from JICA Ethiopia Office).

As a framework of donor coordination in the education sector, the Code of Conduct has been prepared since 2009. However, it has not made progress or been agreed upon as of May 2012 (interview with JICA Ethiopia Office).

The co-chair of the donor meeting as of 2012 is Finland. The lead donors are DFID, Italian Cooperation and the World Bank. The donor meeting of the education sector is conducted every month, discussing the progress of GEQIP, implementation of the ESDP-IV, and information sharing by task forces of each working group (document obtained from JICA Ethiopia Office).

There was another meeting called Sector Working Group (hereinafter, SWG), a regular meeting between the MOE and donors. However, since the Director of Planning Directorate attended the donor meeting in 2009, the MOE requested to co-chair the meeting together with the donor. Thus, the donor meeting and SWG were combined into one meeting (interview with JICA Ethiopia Office).

The Joint Review Mission (hereinafter, JRM) to review the progress of ESDP and the Annual Review Meeting (hereinafter, ARM) are conducted once a year. The MOE, REB, WEO, universities and NGOs all participate in the ARM (document obtained from JICA Ethiopia Office).

6.2 Trends of Cooperation by Each Donor

There are several pool-funds: (1) GEQIP; (2) Education Pooled Fund (hereinafter, EPF); and (3) PBS (Protection of Basic Services Program).

As for GEQIP, the World Bank (IDA), the EFA-FTI catalytic fund, Italy, the Netherlands, Finland and DFID provide financial assistance. The financial management is done by the World Bank. The main programmes are listed below.

⁸⁷ A database provided by DFID (previous chair of the donor meeting).

Table 6-1: GEQIP Components and Progresses (2011)

Component	Progress/ issues
1. Curriculum, Textbook and Assessment	<p>Curriculum development for all Grades from 1-12 was completed by November 2009. Development of the textbooks based on the new curriculum and incorporation of the syllabi into teachers' guides were accomplished. The majority of suppliers were selected and copies of the textbooks in both soft and hardcopies were provided to the schools. A draft National Learning Assessment (NLA) Policy Document was developed. The assessment tools for the NLA at Grades 4 and 8 were piloted. The NLA was undertaken for Grades 10 and 12 and results of this NLA were presented in a workshop. A review of the examinations system was conducted. A study was conducted to establish/strengthen the inspection system.</p> <p><u>[Issues]</u> Procurement, development, printing and distribution of some textbooks including local languages is yet to begin. Trainings for teachers on the new curriculum have not been implemented. The validation workshop for the preparation of the Federal Textbook Policy Guidelines to obtain stakeholders' comments is yet to be organized by the MoE (Delay in implementation)</p>
2. Teacher Development Program	See Table 4-15
3. School Improvement Program (SIP)	<p>SIP guideline was reviewed and revised. Teachers, directors, supervisors, and parents have been trained on the preparation of school improvement plans. Review of SIP implementation in the regions was conducted.</p> <p><u>[Issues]</u> Delay in fund disbursement. Misunderstanding of the School Grants Guideline (SGG) by woreda finance offices. Delay in translation of revised SIP documents. Delay in training for REB on the new SIP Instruments, etc.</p>
4. Management and Administration Program (MAP)	<p>The MAP consultancy study for reviewing the capacity gap in Management and Administration from school level to federal level (MAP design study) has been completed and its action plan was prepared. EMIS-questionnaire training was provided to most woredas, zones, and regions.</p> <p><u>[Issues]</u> Delay in the EMIS infrastructure procurement. The selection of an international EMIS consultant, etc.</p>
5. Program Coordination, Monitoring and Evaluation	<p>The total cost of the program was reviewed and additional commitments (from DFID and Finland) were agreed. Work, Training and Procurement Plans were revised. Capacities building training, GEQIP Mid-Term Review, and GEQIP annual review meeting, etc. were conducted.</p> <p><u>[Issues]</u> Speed up the implementation of the Comprehensive Evaluation. Follow up and support should be provided to make the GEQIP coordination committees at federal (GCC) and regional level (RGCC) functional.</p>

(Source: MOE, 2011b)

Table 6-2: Source of Funding for GEQIP (Project Total) (USD)

Source of Funding	Amount (USD)	Pooled Fund and D/P Amount (USD)
IDA	46,604,329.58	27,818,348.39
FTI CF1	70,000,000.00	63,210,663.51
FTI CF2	82,100,000.00	18,716,881.41
Multi-Donor Trust Fund	77,800,000.00	46,421,702.59
Government	51,500,000.00	12,071,051.24
PPF (IDA)	1,795,670.42	1,795,670.42
Total	329,800,000	170,034,317.56

(Source: MOE, 2011b. P25)

*PPF: Program Preparation Fund (funded by the WB).

The Education Pool Fund (EPF) is a pool-fund aimed at capacity development of all the level of the MOE and to implement some studies. DFID and the Netherlands were funding the EPF. There is not much fund left in the fund, and the fund will be terminated soon (interview with DFID and JICA Ethiopia Office).

The PBS (2009-2013) is a programme that donors support recurrent budget as a supplement of the block grant disbursed from the government to woreda government, not only for education, but also for other sector recurrent budget (including salaries). In the education sector, much of the fund is used for salary (WB, 2008a). According to the review report issued in 2011, a progress was observed in strengthening accountability and there was a commitment to improve the public financial management system.

In July 2011, it was reported that as many as 100,000 new primary teachers were employed through PBS and thus contributed to improve education services (WB, 2011b).

The amount of donor's support including planned amount is shown in Table 6-3. The relatively big contributors are the World Bank, EC and UNICEF among multilateral donors and DFID and USAID among bilateral donors.

Table 6-3: Amount of Donor Support (2007/08 - 2015/16) (million USD)

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
ADB	-	-	-	10	10	10	-	-	-
EC	-	-	-	47.83	47.83	47.83	-	-	-
EFA FTI	-	-	-	33.5	98	-	-	-	-
UNICEF	13.5	12.8	25.19	17.83	17.86	-	-	-	-
WFP	5.97 (CIDA)	-	0.99	12.5	28.02	28.02	19.02	19.02	-
World Bank	-	-	119.89	109.71	101.42	11.25	-	-	-
Belgium	2.86	2.77	2.81	2.50	2.40	2.15	0.84	0.74	0.50
DFID	91.10	46.06	136.57	123.27	100.07	119.72	147.23	168.80	-
Dvv international	-	0.24	0.25	0.33	0.55	-	0.40	0.47	0.47
Finland	-	-	-	5.45	5.98	5.58	-	-	-
BMZ/GIZ	4.89	4.46	4.38	5.05	5.18	-	-	-	-
Italy	19.50	-	10.87	11.22	5.11	0.93	0.93	-	-
Japan	9.28	-	-	6.87	19.45	4.77	0.81	-	-
KfW	2.65	2.37	4.30	0.53	4.52	7.97	3.99	1.60	-
Netherlands	5.96	19.91	11.84	9.98	2.92	9.52	-	-	-
USAID	-	-	-	21.85	32.98	32.79	13.1	10	10
Sweden	-	-	-	1.44	1.44	1.44	-	-	-

(Source: database obtained from DFID Dr. Chris Berry, the former chair of the donor meeting)

*the amounts of 2010/11 – 2015/16 are the planned estimates.

The activities of major donors interviewed in the field survey are summarized in Annex 6-3.

CHAPTER 7: RESULTS OF ANALYSIS

7.1 Top Priorities in the Basic Education Sector

The research and analysis conducted in the Study of Ethiopia identified various problems that the sector faces. For example, despite significant improvement of access to general education induced by policies set forth by the government of Ethiopia, there are still children who cannot have access to education opportunity. The internal efficiency remains low and there is a concern in the quality of education.

For a better understanding of the challenges faced by the basic education sector of Ethiopia, Table 7-1 compares Ethiopia to other countries in Sub-Saharan Africa in terms of access (primary NER and secondary GER), internal efficiency (dropout rate of primary education), learning outcome (completion rates of primary education), teachers (PTR of primary education) and inputs (percentage of education sector expenditure in government expenditure).

Among the countries compared, Ethiopia ranked in the middle among the target countries in access. In terms of the education sector expenditure, Ethiopia has the highest rate in 11 countries. However, primary dropout rate was the third highest after Uganda and Rwanda. Primary completion rate in 2009 was the second highest. In addition, Ethiopia's pupil-teacher ratio was the fourth worst among 11 countries.

Table 7-1: Comparison of Education Indices of Ethiopia and 10 Neighboring Countries (2010)

	Primary NER	Secondary GER	Primary Dropout rate	Primary Repetition rate (2010)	Primary Completion rate (2009)	Primary PTR	Education Sector Expenditure (% of Government Expenditure)
Ethiopia ^{*1}	81.3	35.7	52.5 ^{*4}	72.2	55.2	54.1	25.4
Zambia	91.4	33.4 ^{*2}	46.9 ^{*3}	103.3	90.2	58.0	19.9 ^{*2}
Kenya	82.8 ^{*4}	60.2 ^{*4}	-	-	-	46.8 ^{*4}	17.2
Uganda	90.9	28.1	68.2 ^{*4}	57.2	58.5	48.6	15.0 ^{*4}
Rwanda	98.7	32.2	63.0 ^{*4}	69.6	68.0	64.6	18.2
Malawi	96.9 ^{*3}	32.1	47.2 ^{*4}	66.8	65.9	79.3	12.1
Senegal	75.5	37.4	40.4 ^{*4}	59.2	59.9	33.7	24.0 ^{*4}
Burkina Faso	58.1	20.7	36.4 ^{*4}	45.1	41.9	47.8	21.8 ^{*5}
Mali	62.0	37.7	24.5	54.8	52.1	50.4	22.0
Cameroon	92.4	42.2	33.8 ^{*4}	78.7	75.6	45.5	17.9
Niger	57.2	13.4	30.7	41.2	41.0	38.6	16.9

(Source: World Bank Website "World Data Bank" (May 28, 2012))

Notes *1: Figures of Ethiopia are also from the World Data Bank to make a better comparison with other countries.

*2: The numbers correspond to data from the Education Sector Program (NIF III) as well as statistical data from the MoE, as data regarding secondary education GER and the education sector expenditure to government expenditure ratio could not be obtained from the World Bank website. However, the figure under the education sector expenditure to government expenditure ratio for Zambia corresponds to the education sector budget to general budget ratio.

*3: World Bank, 2008.

- *4: World Bank 2009.
- *5: World Bank 2007
- *6: World Bank 2010

From Table 7-1, it can be said that Ethiopia ranks around the middle in access to primary education but has issues in number of teachers and internal efficiency, compared with many of its neighboring countries.

Table 7-2 compares the educational indices from the present study to the benchmark indices of the FIT Indicative Framework to clarify the challenges faced by the basic education sector in Ethiopia.

Allocation to the education sector from the government revenue and the percentage allocated to basic education (No.1 and 2) were relatively high, although the indicator for access (No.3) and learning outcome (No.4) marked below the average of positive performing countries. Primary repetition rate (No.5) was below the average, but it cannot be comparable, since there is another indicator “readmits” in Ethiopia, as already explained. Indices regarding pupil teacher ratio and annual hours of instruction in shift schools, however, did not achieve the averages of FTI. Besides, percentage of non-salaries spending in the recurrent education spending (No.7) was sufficiently lower than other average of countries.

Table 7-2: Comparison of EFA-FTI Indicative Framework Indices

Index	Average of countries showing positive performance in achieving EFA	Ethiopia (National Figure)
1. Percentage of the government revenue allocated to the education sector	20%	25.4% (2010)
2. Percentage of education sector budget allocated to basic education	42~62%	65.1% (2010)
3. Intake rate	100%	GIR: 137.0% (2010) NIR: 68.4% (2010)
4. Primary education completion rate	100%	72.2% (2010)
5. Primary education repetition rate	Less than 10%	3.9% (2010)
6. Pupil teacher ratio in public schools	40: 1	54.1:1 (2010)
7. Percentage of non-salaries spending in the recurrent education spending	33%	4.3% ^{*1}
8. Annual hours of instruction	850 - 1,000 hours	(Full Day School) 742.5 - 866.3 hours ^{*2} (Shift School) 660 – 770 hours

(Source: World, Bank, 2004 and World Bank Website “World Data Bank”)

Notes*1: DFID (2010)

*2: Annual hours of instruction is calculated by multiplying instruction hours per week (30 – 35 hours/week) (UNESCO, 2010) by 33 weeks (see 3.4 Education System), as there are no statistical data available on annual hours (MOE, 1996).

7.2 Factor Analysis of Top Priorities

As mentioned earlier, when comparing education indices of the EFA-FTI Educational Framework of Ethiopia to that of other countries in Sub-Saharan Africa, it has become clear that there are problems in internal efficiency and quality of education. Besides, in terms of access, equity is still a problem. Below is a factor analysis of these problems.

(1) Unreachable Regions and Rural Area

The increase of enrollment rate of primary education including ABE has been steadily progress in Ethiopia (GTP Annual Progress Report, 2010) and it is expected that Ethiopia can achieve the access and equity of general education by the end of ESDP-IV (2014) (interview with Planning & Resource Mobilization Directorate in MOE). On the other hand, in regions like Somali, Afar, Gambera and many rural areas, there are still many unreachable children (interview with UNICEF).

The government provides alternate education model to hardship areas including the above 3 regions. Nevertheless, the outcome has not been seen yet (Cambridge Education, Mokoro & OPM, 2010). Reasons can be: (i) there are many poor households in the areas (MOE, 2010a) and parents cannot afford school expenses (WB, 2008a); (ii) PTR is high (4.5.1 Number of Teachers); (iii) only new teachers with little teaching experience remain in some woredas (interview with Lume woreda); and (iv) policies of the MOE cannot be implemented as planned due to the lack of capacity of regional governments and authorities at lower levels (interview with MOE).

In addition, the physical lack of schools in rural areas (WB, 2005) and low achievement level of students in rural areas (according to the report of NLA in 2010, the average scores of urban students in all subjects except mathematics were statistically higher than those of rural students (National Organization for Examinations, 2012a, b)) can be also factors that make rural children's schooling difficult and consequently lower internal efficiency.

(2) Gender Disparity

The education indices of girls have improved in these years and there is not a big difference at the national level (GPI=0.94, 2010/11). However, in Benishangul Gumuz, SNNP and Harari regions, the differences are still huge (Figure 4-6). The disparity becomes larger as ages rise (WB, 2005), and if girls start schooling relatively at older age, early marriage and families' reluctance to educate girls become obstacles (WB, 2005). Moreover, the fact that girls' primary completion rate and secondary enrollment rate are lower than boys (4.3.1 (1) Gender Disparities) and that the girls' application rate of PSLCE and the result of secondary school leaving certificate examination are lower than boys (4.4.5 Quality Assurance System of Education) could be attributed to the lower achievement level of girls than boys. According to the results of the last three NLAs, boys' averages were statistically higher than girls' averages in

many subjects (National Organization for Examinations, 2012a, b).

(3) Access to Secondary Education

In the PSLCE implemented by each region, the passing criteria and the number of non-passing students are decided by the capacity of secondary education (WB, 2008a), which limits universal access to secondary education. Actually, the number of secondary schools is very small especially in rural areas, so students who can transit to secondary school located in urban areas are very limited (WB, 2008a). Girls especially tend to resist attending boarding schools from grade 9, and this also contributes to low transition rate (interview with USAID). Moreover, it can be also seen that children who used to study in their mother tongue in primary education are reluctant to learn in English from secondary schools, and accordingly give up to go to secondary schools (WB, 2009a).

(4) Low Internal Efficiency

Internal efficiency in Ethiopia is relatively lower than other target countries in the Study (according to the data obtained from WB's World Data Bank website). Especially, grades 1, 5, 7 and 8 have the higher repetition and dropout rates (4.2 (2) Repetition/dropout rates). The problems in the grade 1 can be analyzed that it has the largest number of students and therefore classrooms are overclouded, which makes it impossible for teachers to take care of all children. The issue of the grade 5 can be analyzed that it is the timing to enter the second cycle of primary education and students who were schooling at nearby satellite schools up to grade 4 must commute to remote cluster schools. Also, combining grade 5 students from several satellite schools results in deterioration of the quality of learning environment making a large number of students share a classroom or a teacher. On the other hand, the background of high dropout rate in grade 7 and high repetition rate in grade 8 is considered that parents try to avoid their children's taking examinations and force them to repeat or drop out due to the lack of confidence to achieve a high mark (Cambridge Education, Mokoro & OPM, 2010).

Moreover, as the result of the EGRA survey conducted by USAID shows, the fact that many primary students cannot read textbook properly even though it is written in their mother tongue, also causes students' dropout and repeating.

(5) Low Quality of Education

As the background of low internal efficiency, it is thought that the quality of education was deteriorated because Ethiopia tried to achieve universal primary education and achieved improvement in access (MOE, 2010, Cambridge Education, Mokoro & OPM, 2010). For example, it caused the lack of textbooks, teaching materials, teacher training, administrative evaluation and monitoring and thus discouraged effective learning to raise learning achievement level (WB, 2009a). In addition to the lack of reading materials (USAID, 2010, National Organization for Examinations), the reasons can be pointed out that the number of students is

too big for a teacher to take care of all students especially in rural areas (Hifab, 2012), and there are some woredas which only keep new and inexperienced teachers in rural areas (Lume woreda). The government introduced multiple shifts in order to resolve the capacity limitation of schools. Nevertheless, in the interviews during the field survey, lack of learning hours and understanding in the shift schools were pointed out (USAID). Besides, it is also a problem that the total number of lessons in the shift schools falls below the standard of EFA-FTI.

Moreover, the quality assurance system may also create many dropouts. For example, the examination is conducted with only multiple choice questions and does not contain questions to test broader understanding and acquirement of analytic/practical skills (WB, 2009a). Also, teachers do not conduct evaluation of students properly (Lume woreda).

In terms of teachers, the problems include low motivation of students and teachers (Hifab, 2012). Also, teachers do not understand clearly the student-centered method of teaching and learning and thus still teach in a talk and chalk method (Hifab, 2012). It is also pointed out that teachers do not know how to pronounce and teach their language correctly (USAID, 2010).

(6) Low Efficiency of Education Finance

The proportion of the education sector expenditure to GDP was around 5% from 2003 to 2008. The proportion of the education sector in the government public expenditure was relatively high at 21.1% in 2007/08 (DFID, 2010). However, internal efficiency in education is low and learning achievement level is sluggish. The reasons behind this can be analyzed that only 25% of the total education budget is allocated to woreda, of which more than 90% is for teacher salary, thus making the budget for improvement of quality in schools little. In addition, although teachers receive much of the recurrent budget, the quality of lesson has not been improved yet, and thus the investment has not resulted in students' learning outcome.

7.3 Priorities of Kenya's Education Policy

In the ESDP-IV, the government of Ethiopia raises the following priorities to develop the education sector.

[Improving equity and access in Primary Education]

1. Access to primary education expanded (including through ABE centers)
2. Inequalities in access to primary education reduced

[Equity and Access in Secondary Education]

1. General secondary education expanded
2. Preparatory education expanded
3. Inequalities in access to secondary and preparatory education reduced

[Quality of education]

1. Teachers' and leaders' development
2. Curriculum, textbooks and assessment
3. School improvement planning
4. Use of ICT
5. Quality of school buildings and facilities

If the above [Improving equity and access in Primary Education] and [Equity and Access in Secondary education] are to be implemented, they would lead to enrollment of the hard-to-reach children, improvement of gender disparities, enrollment in secondary education, and internal efficiency.

On the other hand, many of the underlined policies in [Quality of education] are system-related policies such as letting teachers obtain diploma and degree or increasing female teachers. However, there is a lack in approach to teachers' quality, mindset and pedagogy improvement. Even for curriculum development, although indicators such as "new curriculum will be completed" and "all schools and ABE centers will have one set of syllabi" are written, there is no concrete policy on how to connect the new curriculum to pre-service training, examination system and classroom evaluation system and practice.

Regarding a key question 'what kind of academic ability does the government want children to acquire through education,' the development partners commented that "we cannot see the actual government's overall direction," "it seems that there is no deep discussion on 'what is quality of education?' in the MOE," "there is no message about what kind of human beings does the government want children to be and how to contribute to Ethiopia, after they graduate universities," and "even education officials in the MOE cannot share their recognition of 'what is learning?' although they have some images." Besides, there is no fixed definition of academic ability to be achieved after students' completion of primary or secondary education among officials of the MOE and REB that are responsible for curriculum development and teacher development. Although construction of system is important, it is critical to discuss and to facilitate for deep understanding about 'what is academic ability?,' 'what is learning achievement?' and 'what is a good lesson?' at each policy factors and practice level of curriculum development, teacher education, in-service training, examination reform, and school level.

7.4 Challenges and Necessary Considerations

(1) Too Many Items to Research and Limited Information for Analysis

In this study, information to be collected and the number of directorates/organizations to visit were huge within a short period. Since in each interview, the time was limited within 1-1.5 hours, there were cases that all information or cases were not captured or deeper discussion was impossible in exchange for the basic data collection. Especially in Ethiopia, the federal government designs frameworks and guidelines and each region develops their own curriculum

and examination. Thus, although the regions are the important policy maker and implementation player, it was not possible to grasp the real situation and trend in all 11 regions. Therefore, in this study, only Oromia region and one woreda were the base of analysis. In order to understand the function and capacity issues of regional government, it was necessary to have more days to visit at least one more region.

(2) Unbalanced Information

There was a sufficient amount of data for certain survey items such as the number of enrolled students, the number of schools, repetition rates and dropout rates, which could be obtained from the educational statistics and reports. However, descriptions for “why it increased this year” or “why it was decreased” were little. Besides, despite their importance in comprehending the underlying structural problems of the education sector, the existing reports about the curriculum, teacher training programs, educational administration and public finance and capacity of the government were relatively old and out of date.

ANNEX

I. Survey Items and Indicators

1-1 Standard Research Items and Indicators for the Basic Education Sector Analysis

Main Grouping		Sub Grouping		Items and Indicators
1	Population projection	1-1	Current situation and projection	Current situation of school age population
				Projection of school age population
				Regional distribution of population density
2	Educational development trend	2-1	Trend of improvement policy on education sector	Education system
				National development policy
				Education development policy
				Education sector program
3	Donor assistance	3-1	Trend of donor assistance Extent of adopting the global aid framework	Amount and contents of assistance and aid modality
				Donor coordination
				Adoption of the aid framework
4	Access	4-1	Enrollment trend Projection of enrollment rate	Net enrollment rate (Primary/Secondary)
				Gross enrollment rate (Primary/Secondary)
				Net intake rate (Primary/Secondary)
				Gross intake rate (Primary/Secondary)
5	Literacy, non-formal education	5-1	Literacy rate	Adult literacy rate
6	Internal efficiency	6-1	Quantitative internal efficiency	Promotion rate by grade
				Repetition rate by grade
				Dropout rate by grade
				Transition rate
				Cohort survival rate
				Schooling years per graduate
7	Equity	7-1	Comparative analysis of access by group	Repetition Rate by Group
				Survival Rate by Group
				Promotion Rate by Group
				Transition Rate by Group
		Gender Parity Index		
7-2	Special education for pupils with special needs and inclusive education	Education policy and current situation of special education		
8	Quality	8-1	Situation of learning outcome	Completion rate
				Performance of the national examination
				Performance of international student ability assessment such as PISA, SACMEQ etc.
		8-2	Analysis of learning environment	Pupils per class by region
				Pupils per class by group
				Number of schools introducing shift system
		8-3	Procurement and distribution system of teaching material	Teaching hours
				Analysis on procurement system of teaching material
		8-4	Definition of academic ability	Efficiency of distribution system of teaching material
Definition of academic ability to achieve				
8-5	Quality assurance system of education	Existence of national pupil/student ability standards		
		Contents of national pupil/student ability standards		
		Pupil/student ability assessment system		
				How to put the results of pupil/student ability assessment open to the public

Main Grouping		Sub Grouping		Items and Indicators
				School inspector system
		8-6	Curriculum	Capacity of curriculum development agency Curriculum updating
		8-7	Medium of instruction	Medium of instruction (languages)
9	Teachers	9-1	Teacher qualification and placement	Number of Pupils Per Teacher (Regional distribution)
				Number of Pupils Per Teacher by Type (Regional distribution)
		9-2	Analysis on teacher education system	Teacher training System (pre-service and in-service)
				Appropriateness of teacher training curriculum Appropriateness of proportion of material knowledge, pedagogy, and educational psychology
9-3	Analysis on teacher salary	Level of teacher salary		
9-4	Analysis on teacher recruiting and management	Teacher recruiting and removing agency Regulations of recruiting and removing teachers		
10	Educational administration system	10-1	Analysis of structure and function of devolution	Situation of devolution among education administration
				Capacity of each level
Mechanism of devolution and financial distribution				
				Situation of devolution process
		10-2	Management of Ministry of Education (MoE)	Management capacity of MoE
11	Analysis of educational finance	11-1	Percentage of education sector in the total government budget and expenditure	Percentage of government education budget and expenditure of education sector comparing to GDP
				Percentage of government education expenditure in total government expenditure
		11-2	Percentage of education sub-sectors in the government education budget and expenditure	Percentage of education sub-sectors in the government education budget and expenditure
		11-3	Percentage of education sector in the total government working budget	Percentage of education sector in the government working budget and expenditure
		11-4	Analysis of recurrent budget and expenditure	Percentage of teacher salary in the education recurrent budget
		11-5	Percentage of donor assistance in MoE budget	Percentage of donor assistance in MoE budget
		11-6	Analysis on flow and management of donor's fund	Flow of donor's fund Management system
		11-7	Analysis of private spending on education	Percentage of spending of beneficiaries and households in education expenditure
		11-8	Analysis on unit cost	Government education expenditure per pupil/student by each education stage
		11-9	Mid-term needs projection of teachers and expenses	Number of teachers to be needed in the mid-term period
Projection of expenditure needed in the mid-term period				
11-10	Analysis of management system of education budget and government expenditure	Mechanism of public finance management system in education sector		
		Appropriateness of the existing mechanism		
12	Public-private partnerships	12-1	Situation of public-private partnership (PPP)	Comparison of enrollments by school type Factor analysis on which groups go to which school types

(Source: JICA "Standard Research Item and Methodology of the Education Sector Analysis" (Draft as of October 2011))

II. Itinerary of the Field Survey

No.	Date		Activities
1	7-Apr	Sat	Departure from Nairobi, Arrival in Addis Ababa
2	8-Apr	Sun	Meeting with Local Consultant Meeting with JICA Ethiopia Office
3	9-Apr	Mon	9:00 Meeting with JICA Ethiopia Office 11:00 Courtesy visit to Ministry of Education: EMIS, Planning & Resource Mobilization Directorate 14:00 Meeting with MoE: EMIS team, Planning and Resource Mobilization Management Process 16:00 Interview to SMASEE JICA Experts
4	10-Apr	Tue	8:30 Meeting with MoE: Curriculum Development and Implementation Directorate 13:30 Meeting with Oromia Education Bureau (OEB)(1st visit)
5	11-Apr	Wed	9:00 Meeting with Lume Woreda Education Office 14:00 School Visit (Ejele Primary School)
6	12-Apr	Thu	8:30 Meeting with Woreda Education Office 14:00 School Visit (Bika Primary School)
7	13-Apr	Fri	National Holiday : Documentation
8	14-Apr	Sat	Documentation
9	15-Apr	Sun	Documentation
10	16-Apr	Mon	10:30 Meeting with USAID 13:30 Meeting with MoE: Teachers' and Education Leaders' Licensure 15:00 Meeting with MoE: Teachers & Education Leaders Development Directorate
11	17-Apr	Tue	8:00 Meeting with UNICEF 11:00 Meeting with GEQIP Coordination Section 13:00 Meeting with MoE: National Educational Assessment and Examination Agency 15:00 Meeting with MoE: Special Support & Inclusive Education Process Owner
12	18-Apr	Wed	8:30 Meeting with OEB (2nd) 13:30 Meeting with World Bank IDA 16:00 Meeting with OEB (3rd)
13	19-Apr	Thu	10:00 Meeting with DFID 14:00 Meeting with MoE: National Educational Assessment and Examination Agency 15:30 Meeting with MoE: National Educational Assessment and Examination Agency
14	20-Apr	Fri	Am : Documentation 15:00 JICA Ethiopia Office
15	21-Apr	Sat	Documentation
16	22-Apr	Sun	Departure from Addis Ababa
17	23-Apr	Mon	Arrival at Tokyo

III. Collected Data

Chapter 3

3-1 ESDP-IV Strategies, Indicators and Targets

Quality of Primary and Secondary Education (including ABE)

Strategies and component activities	Indicator/target
Overall outcomes	Key outcome targets
<p>Student repetition and dropout rates decreased through higher quality of teaching and learning, and the creation of a conducive environment for teaching and learning, with due attention given to females.</p> <p>Learning outcomes improved at primary and secondary schools through the reinforcement and better coordination of key quality inputs and processes.</p> <p>Better quality learning outcomes will be enhanced and dropout rates reduced in food insecure areas through strengthened school feeding program.</p>	<p>The dropout and repetition rates for both boys and girls throughout primary education (G1-8) including ABEC will decrease to 1.0%.</p> <p>At least 70% of students in all grade levels in all subjects and all type of assessments and exams will score at least 50% and at least 20% of the students will score 75%.</p>
Component 1: Teachers' and leaders' development	
(1) School leadership and school supervision rendered more effectively.	The share of school leaders qualified to the required levels will increase.
(2) Teaching processes rendered more effective through improved pre-service teacher training.	% of primary teachers with diploma will increase from 27% in 2008/09 to 100% in 2014/15. % of unqualified teachers in secondary schools will decrease from 24.8% in 2008/09 to 0% in 2014/15.
(3) Teaching processes rendered more effective through improved in-service training and professional support.	100% of teachers at all levels have been academically qualified (G1-4 with diploma cluster, G5-8 with diploma linear, G9-12 with first degree), motivated and ethically fit.
(4) Girls and representatives from rural areas and linguistic and ethnic minorities better represented amongst students in teacher training institutions.	The share of women among students in colleges of teacher education will increase from 45% in 2008/09 to 50% in 2014/15.
Component 2: Curriculum, Textbooks and Assessment	
(1) New school curriculum made responsive to international economic and social realities, national democracy and gender equity.	New curriculum will be completed.
(2) Integrate Population and family Life Education into Teacher Training Curriculum.	POP/FLE integrated into Teacher Training Curriculum.
(3) Sufficient number of textbooks, activity books and teacher guides made available to schools.	All schools and ABE centers will have one set of syllabi in core subjects for all grade levels. Each primary and secondary school student will have one full set of textbooks and activity books.
(4) Revised curriculum diagnosed for the purpose of next revision.	Set of curriculum implementation assessment manuals for each subject matter of all grade levels Need assessment reports of each subject matter for the revision of the next five year curriculum.
(5) Student assessment and examinations aligned with the revised curriculum.	Examinations will be revised in line with curriculum.

Component 3: School improvement planning	
(1) The number of schools and ABE centers, who prepare a relevant SIP in collaboration with communities, increased	All schools and ABE centers will have completed a School Improvement Plan approved by PTAs and School Boards.
(2) More conducive learning environment through provision of sufficient operational funds and enhanced resource utilization by school and community.	% of schools and ABE centers using school grants to address priority areas identified in the SIP.
Component 4: Information Communications Technology	
(1) Quality of education improved through the implementation of all ICT components in secondary schools.	% of secondary teachers who are computer literate will increase by 100% % of secondary teachers who properly utilize the satellite TV programs will increase to 100% % of secondary students who can properly utilize satellite TV programs will increase to 100%
(2) Foundation for e-learning and broader e-culture strengthened through better connectivity of educational institutions to the global information sources.	100% of secondary schools will have internet connection. 100% of secondary school students will have access to a computer in school.
Component 5: Quality of school buildings and facilities	
(1) Improved quality of school buildings, especially in remote rural regions.	% of schools with standard buildings. % of rural schools with standard buildings.
(2) More conducive school environment through improvement in school facilities.	% of schools with standard facilities.

Equity and Access in Primary Education (including ABE)

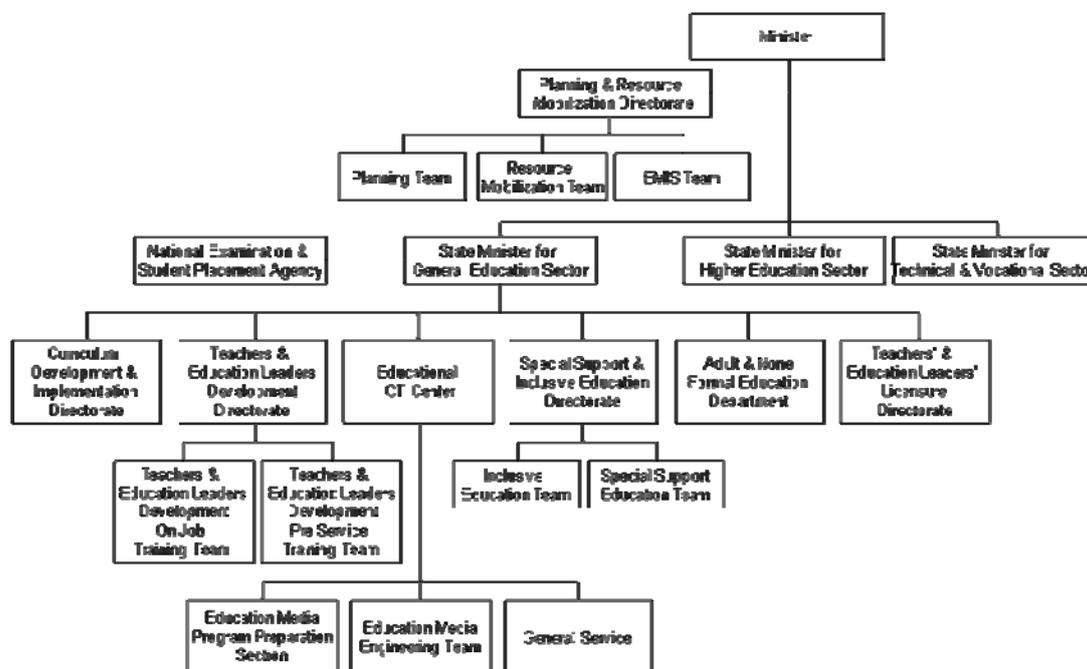
Strategies and component activities	Indicator/target*
(1) Access to primary education universalized by 2008, through a continued expansion of formal primary education and when/ wherever necessary through ABE centers.	(in 2014/15) NIR will reach 100% Dropout rate throughout primary education and in ABEC will reach 1.0% The repetition rate throughout primary education will decrease to 1.0% Transition rate ABEC to grade 5 will reach 80% The GER for grades 1-4 will reach 125% for both boys and girls The NER for grades 1-4 will reach 95% for both boys and girls The GER for grades 5-8 will reach 100% for both boys and girls The NER for grades 5-8 will reach 80% for both boys and girls The GER for grades 1-8 will reach 113.4% for both boys and girls GPI for GER both for primary 1-4 and 5-8 will be 1
(2) Inequalities in access to primary education reduced with special attention to girls, youngsters from rural areas and children from emerging regions and underserved areas.	GPI for NIR and for NER for grades 1-4 will reach 1.00 The GER for grades 1-8 in Afar will reach 98% in 2014/15 The GER for grades 1-8 in Somali will reach 100% in 2014/15 Enrollment rates for youngsters from rural areas and for children from emerging regions and underserved areas will increase more rapidly than the average

Equity and Access in Secondary Education

Strategies and component activities	Indicator/target*
(1) General secondary education expanded in view of its universalization by 2025 in line with the Middle Income Country Vision.	GER for general secondary education will increase from 39.7% in 2009/10 to 62% in 2014/15.
(2) Preparatory education expanded to fulfill the demand of middle and higher level qualified human resources.	Enrollment in preparatory education will increase from 201,000 (described as 205,000 in the text) in 2008/09 to about 360, 000 in 2014/15.
(3) Inequalities in access to secondary and preparatory education reduced.	GPI for GER general secondary education will improve from 0.80 to 1.00. GPI for GER preparatory education will improve from 0.46 to 1.00. The share of general secondary schools in rural areas will increase from 20% in 2008/09 to 35%. GER for general secondary education in Afar and Somali will increase to 30% in 2014/15.
(4) Involvement of the private sector and other stakeholders in the expansion of secondary education deepened.	The share of enrollment in private schools will increase to 5% at general secondary level and to 10% at preparatory level.

(Source: MOE, 2010a)

3-2 Ministry of Education Organization Chart (related agencies only)



(Source: document obtained from JICA Ethiopia office)

Chapter 4

4-1 Population of School Age (2005/6 - 2010/11) (Number)

Year	< Age 4			Ages 4-6			Ages 7-10		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	4,908,327	4,812,483	9,720,810	3,509,594	3,450,341	6,959,935	4,122,872	4,039,205	8,162,077
2006/07	4,986,720	4,887,385	9,874,105	3,546,785	3,484,337	7,031,121	4,217,224	4,132,570	8,349,794
2007/08	4,904,006	4,738,763	9,642,769	3,439,741	3,322,002	6,761,743	4,273,895	4,122,037	8,395,932
2008/09	5,046,480	4,876,759	9,923,239	3,538,728	3,418,013	6,956,741	4,395,458	4,240,066	8,635,523
2009/10	5,171,382	4,997,543	10,168,924	3,625,709	3,502,173	7,127,882	4,502,584	4,343,721	8,846,305
2010/11	5,306,527	5,128,183	10,434,711	3,719,863	3,593,199	7,313,062	4,618,604	4,455,827	9,074,431
Increase rate during 2005-2010	8.1%	6.6%	7.3%	6.0%	4.1%	5.1%	12.0%	10.3%	11.2%

Year	Ages 11-14			Ages 15-16			Ages 17-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	3,345,841	3,245,241	6,591,082	1,630,493	1,582,201	3,212,694	1,600,401	1,553,226	3,153,627
2006/07	3,518,339	3,422,060	6,940,399	1,663,910	1,616,402	3,280,312	1,607,272	1,559,919	3,167,191
2007/08	3,892,967	3,761,176	7,654,143	1,787,272	1,738,424	3,525,696	1,669,104	1,639,102	3,308,206
2008/09	4,002,323	3,867,785	7,870,108	1,837,235	1,787,490	3,624,725	1,715,669	1,685,272	3,400,940
2009/10	4,098,986	3,961,607	8,060,593	1,881,448	1,830,709	3,712,157	1,756,890	1,725,959	3,482,849
2010/11	4,203,723	4,063,071	8,266,794	1,929,355	1,877,445	3,806,800	1,801,551	1,769,950	3,571,501
Increase rate during 2005-2010	25.6%	25.2%	25.4%	18.3%	18.7%	18.5%	12.6%	14.0%	13.3%

(Source: MOE, 2011a)

4-2 Primary Enrollment by Region (Government and Non-Government) (2010/11)¹ (Number, %)

Region	Government	% of Total	Non-Government	% of Total	Government and Non-Government Total
Tigray	964,512	98%	22,674	2%	987,186
Afar	92,034	97%	2,185	2%	94,782
Amhara	3,758,336	99%	32,441	1%	3,790,777
Oromia	5,923,159	97%	156,664	3%	6,079,823
Somali	366,240	97%	7,377	2%	375,985
Benishangul Gumuz	157,118	98%	3,574	2%	161,039
SNNP	2,808,467	77%	116,162	3%	3,643,719
Gambella	84,728	97%	2,192	3%	87,397
Harari	29,262	86%	4,778	14%	34,040
Addis Ababa	164,417	42%	225,578	58%	388,995
Dire Dawa	45,872	77%	13,781	23%	59,653
Total	14,394,145	92%	586,406	4%	15,703,396

(Source: MOE, 2011a)

Note 1: Enrollment in the regular class only, (not including enrollment in the evening class)

2: The numbers marked in blue are not equal to the calculated total, but described as is in the source.

4-3 Secondary Enrollment by Region (Government and Non-Government) (2010/11)¹
(Number, %)

Region	Government	% of Total	Non-Government	% of Total	Government and Non-Government Total
Tigray	135,215	96%	5,308	3.8%	135,215
Afar	7,518				7,518
Amhara	415,130	99%	4,218	1.0%	415,130
Oromia	594,321	97%	18,987	3.1%	594,321
Somali	27,743	97%	835	2.9%	27,743
Benishangul Gumuz	21,907	99%	298	1.3%	21,907
SNNP	306,650	97%	8,347	2.6%	306,650
Gambella	11,765				11,765
Harari	5,439	90%	611	10.1%	5,439
Addis Ababa	86,397	66%	45,391	34.4%	86,397
Dire Dawa	8,719	80%	2,236	20.4%	8,719
Total	1,620,804	95%	86,231	5.1%	1,620,804

(Source: MOE, 2011a)

Note: Enrollment in the regular class only, (not including enrollment in the evening class)

4-4 Enrollment in ABE by Region (Government and Non-Government) (2010/11)
(Number, %)

Region	Government	% of Total	Non-Government	% of Total	Government and Non-Government Total	% of Total of Primary and ABE enrollment ⁴
Tigray	2,690	63%	1,601	37%	4,291	0.4%
Afar	31,019	86%	5,198	14%	36,217	27.6%
Amhara	318,678	98%	5,948	2%	324,626	7.9%
Oromia	103,804	56%	80,099	44%	183,903	2.9%
Somali	139,531	100%	447	0%	139,531	27.1%
Benishangul Gumuz	27,248	98%	67,075	242%	27,695	14.7%
SNNP	25,821	28%	739	1%	92,896	2.5%
Gambella	7,362	91%	15,737	194%	8,101	8.5%
Harari ¹						0.0%
Addis Ababa	16,694	51%	176,844	545%	32,431	7.7%
Dire Dawa ¹						0.0%
Total	672,847	79%	208,007	24%	849,691	5.1%

(Source: MOE, 2011a)

Note 1: No ABE program in Harari and Dire Dawa.

2: The numbers marked in blue are not equal to the calculated total, but described as is in the source.

3: The numbers marked in yellow seems not correct, but described as is in the source.

4: % of Total of Primary and ABE enrollment is calculated using the numbers marked in blue.

4-5 Primary Apparent/Net Intake Rate by Gender (2001/02 - 2010/11) (%)

		2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06	2006/ 07	2007/ 08	2008/ 09	2009/ 10	2010/ 11
Apparent Intake Rate	Boys	104.0	100.0	116.0	154.7	132.5	130.4	165.8	169.4	150.4	167.1
	Girls	83.6	81.4	102.6	142.8	119.2	117.4	150.8	155.4	135.2	150.8
	Total	94.0	90.8	109.4	148.7	125.9	124.0	158.4	162.5	142.9	159.1
Net Intake Rate	Boys	33.3	31.5	35.9	62.2	56.6	64.1	94.3	84.3	78.8	94.2
	Girls	30.1	28.3	33.6	59.6	53.3	60.9	89.7	80.1	74.5	88.4
	Total	31.7	29.9	34.8	60.9	54.9	62.6	92.0	82.2	76.7	91.3

(Source: 2000/01-2004/05: MOE 2005, 2005/06-2009/10: MOE, 2010c, 2010/11: MOE, 2011a)

4-6 Literacy Rate, (1994, 2005) (%)

		1994	2005
Adult (15+) %	Total	27.0	29.8*
	Male	36.0	41.9*
	Female	18.5	18.0*
Youth (15-24) %	Total	33.6	44.6
	Male	39.3	55.9
	Female	28.1	33.3

(Source: UNESCO Institute for Statistics)

* UIS provisional

4-7 Primary Survival Rate to Grade 5 by Gender (2000/1 - 2009/10) (%)

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Boys	44.5	41.8	37.7	51.7	57.2	55.2	54.7	45.8	40.1	55.9
Girls	43.7	39.0	40.3	55.6	61.9	58.0	59.4	53.3	39.1	54.1
Total	44.2	40.6	38.8	53.4	59.3	56.4	56.8	49.2	39.6	55.0

(Source: 2000/01-2004/05: MOE 2005, 2005/06-2009/10: MOE, 2010c, (2009-10), 2010/11: MOE, 2011a)

4-8 Number of Repeaters and Readmits (Grades 1-8) (2009/10, 2010/11)

	Enrollment 2009/10		Repeaters 2010/11		Readmits 2010/11		Readmits + Repeaters
	Boys	Girls	Boys	Girls	Boys	Girls	Total
Grade 1	1,660,512	1,458,820	140,809	156,810	16,575	22,283	336,477
Grade 2	1,237,728	1,123,478	84,988	99,868	13,592	20,873	219,321
Grade 3	1,141,938	1,046,066	68,096	83,917	12,399	19,564	183,976
Grade 4	912,368	848,831	63,353	80,460	11,551	19,731	175,095
Grade 5	864,608	802,178	65,555	87,786	10,364	19,315	183,020
Grade 6	733,062	681,634	39,388	55,821	7,012	14,514	116,735
Grade 7	603,303	538,718	41,417	61,388	6,637	14,132	102,805
Grade 8	527,100	450,520	52,154	67,606	83,014	10,126	212,900

(Source: developed by the study team from MOE, 2011a)

4-9 Primary Repetition Rate and Dropout Rate (2001/02 - 2009/10) (%)

		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Repetition Rate	Boys	8.4%	5.9%	3.6%	3.8%	6.4%	6.6%	7.0%	4.7%	7.2%
	Girls	11.5%	7.7%	4.0%	3.7%	5.7%	5.7%	6.3%	5.2%	10.0%
	Total	9.7%	6.7%	3.7%	3.8%	6.1%	6.1%	6.7%	4.9%	8.5%
Dropout Rate	Boys	16.7%	19.8%	14.9%	12.3%	12.6%	13.1%	15.9%	18.2%	13.1%
	Girls	17.8%	18.5%	13.6%	11.3%	12.1%	11.6%	13.2%	19.0%	13.0%
	Total	17.1%	19.2%	14.4%	11.8%	12.4%	12.4%	14.6%	18.6%	13.1%

(Source: 2000/01-2004/05: MOE 2005, 2005/06-2009/10: MOE, 2010c, 2010/11: MOE, 2011a)

4-10 Primary to Secondary Transition Rate by Gender (2001 – 2010) (%)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Primary to Secondary Transition Rate (Boys) (%)	90.2	n/a	n/a	n/a	n/a	82.8	91.2	n/a	89.7	88.4
Primary to Secondary Transition Rate (Girls) (%)	91.6	n/a	n/a	n/a	n/a	89.1	91.3	n/a	87.5	88.6
Primary to Secondary Transition Rate (Total) (%)	90.7	83.5	83.1	84.9	86.2	85.1	91.2	n/a	88.7	88.5

(Source: UNESCO UIS, downloaded on 17th February, 2012)

Note: Transition Rate means Transition from ISCED1 to ISCED 2, not effective transition rate.

4-11 Average Duration of Study for Graduates (Primary) (2000/01 - 2009/10) (Years)

	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Boys	8.6	8.6	8.7	8.5	8.3	8.5	8.5	8.6	8.4	8.5
Girls	8.8	8.9	8.9	8.7	8.4	8.5	8.5	8.5	8.5	8.7
Total	8.7	8.7	8.7	8.6	8.3	8.5	8.5	8.5	8.4	8.6

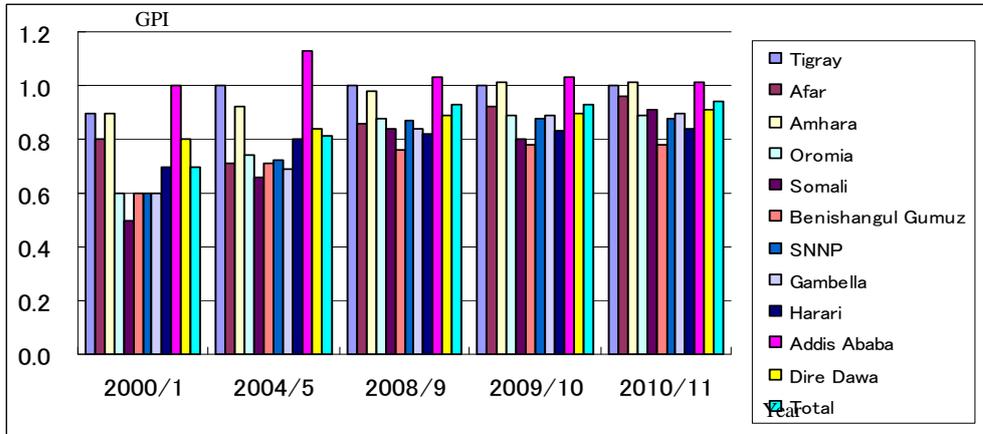
(Source: Education Statistics Annual Abstract of each year)

4-12 Total Number of Pupils from whom Educational Investment Resulted in Waste (2010/11)

	Total of Repeaters	Total of Dropouts	Total
Grade 1	297,619	619,187	916,806
Grade 2	184,856	244,857	429,713
Grade 3	152,013	224,271	376,284
Grade 4	143,813	159,917	303,730
Grade 5	153,341	316,856	470,197
Grade 6	95,209	142,884	238,093
Grade 7	102,805	167,991	270,796
Grade 8	119,760	132,272	252,032
Total number of pupils from whom educational investment resulted in waste	1,249,416	2,008,235	3,257,651

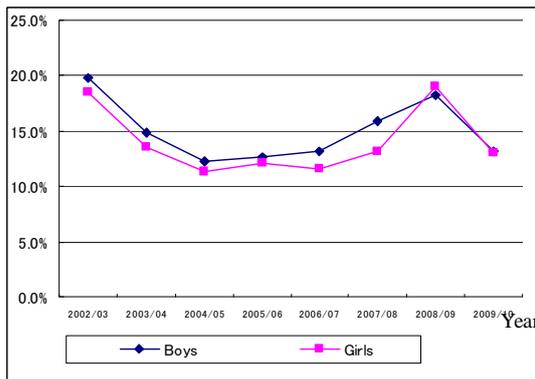
(Source: MOE, 2011)

4-13 Primary Gender Parity Index (GPI) by Region (2000/1, 2004/5, 2008/9, 2009/10, 2010/11)



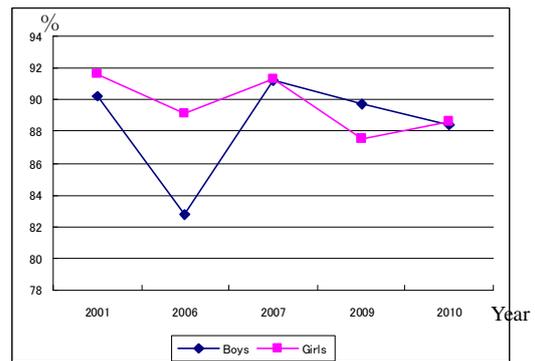
(Source: Education Statistics Annual Abstract of each year)

4-14 Primary Dropout Rate by Gender (2000/01 - 2009/10)



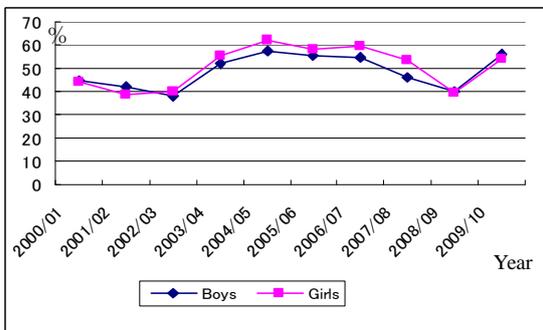
(Source: Education Statistics Annual Abstract of each year)

4-15 Primary Transition Rate by Gender (2001, 06, 07, 09, 10)



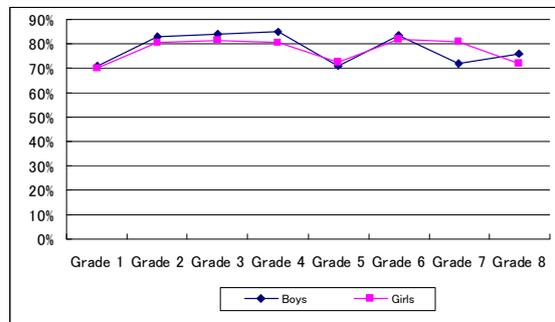
(Source: UNESCO UIS)

4-16 Primary Survival Rate to Grade 5 by Gender (2000/01 - 2009/10)



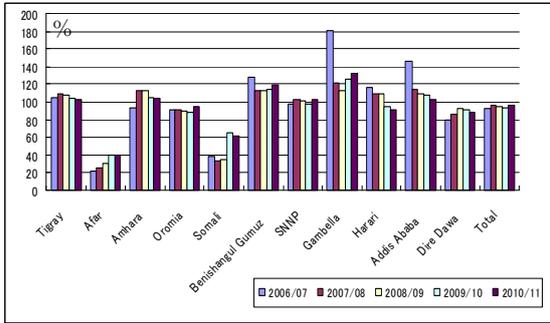
(Source: Education Statistics Annual Abstract of each year)

4-17 Promotion Rate of Grades 1-8 by Gender (2010)



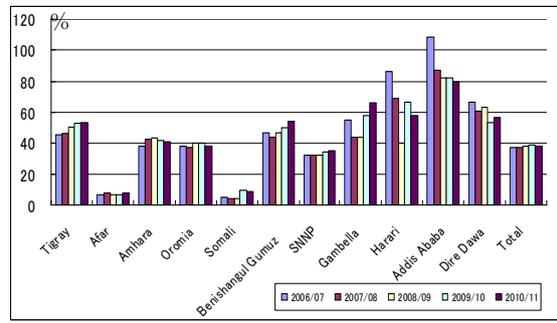
(Source: MOE, 2011a)

4-18 Primary Gross Enrollment Rate by Region (2006/07 - 2010/11)



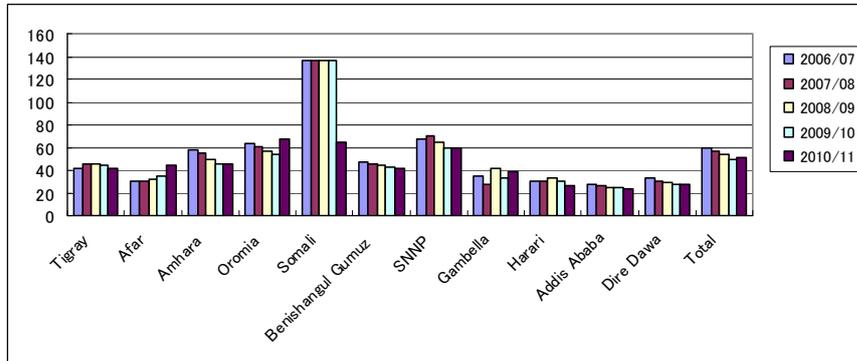
(Source: Education Statistics Annual Abstract of each year)

4-19 Secondary Gross Enrollment Rate by Region (2006/07 - 2009/10)



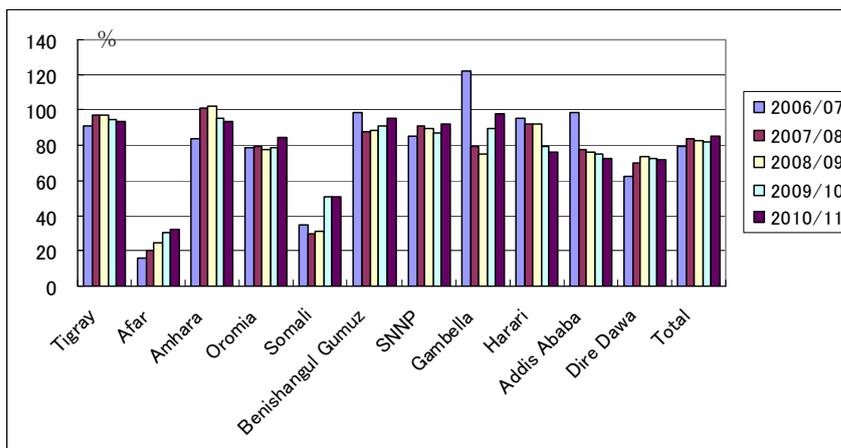
(Source: Education Statistics Annual Abstract of each year)

4-20 Pupil Teacher Ratio by Region (2005/06 - 2009/10)



(Source: Education Statistics Annual Abstract of each year)

4-21 Primary Net Enrollment Rate by Region (2006/07 - 2010/11)



(Source: Education Statistics Annual Abstract of each year)

4-22 Enrollment of Children with Special Educational Needs by Grade (2010/11) (Number)

Region	Disability	Primary (Grade1-8)		Secondary (Grade9-10)		Secondary (Grade11-12)	
		Male	Female	Male	Female	Male	Female
Tigray	Blind	518	451	36	20	12	8
	Handicapped	897	702	175	123	38	18
	Deaf & Mute	837	630	32	19	1	1
	Mentally impaired	1,007	762	36	13	1	
	Other	127	106	7	6	0	0
	Total	3,386	2,651	286	181	52	27
Afar	Blind	12	8	10	5	0	0
	Handicapped	86	50	0	0	0	0
	Deaf & Mute	58	34	3	3	0	0
	Mentally impaired	58	33	2	1	0	0
	Other	14	9	0	0	0	0
	Total	228	134	15	9	0	0
Amhara	Blind	1,051	507	180	50	63	16
	Handicapped	1,689	1,290	390	308	80	40
	Deaf & Mute	1,114	993	62	44	12	7
	Mentally impaired	2,482	2,054	36	14	9	5
	Other	292	239	21	17	4	4
	Total	6,628	5,083	689	433	168	72
Oromia	Blind	1,303	1,088	148	68	63	41
	Handicapped	4,214	2,920	642	390	80	28
	Deaf & Mute	2,941	1,825	79	47	8	7
	Mentally impaired	2,104	1,307	135	70	7	3
	Other	913	687	83	60	19	8
	Total	11,475	7,827	1,087	635	177	87
Somali	Deaf & Mute	2	2	0	0	0	0
	Mentally impaired	1		0	0	0	0
	Total	3	2	0	0	0	0
Benishangul Gumuz	Blind	85	46	5	8	0	0
	Handicapped	273	166	23	14	5	2
	Deaf & Mute	192	101	14	7	0	0
	Mentally impaired	255	192	7	2	1	1
	Other	50	22	7	1	0	0
	Total	855	527	56	32	6	3
SNNP	Blind	904	723	42	19	29	5
	Handicapped	2,644	2,008	327	231	44	30
	Deaf & Mute	1,745	1,242	68	24	10	2
	Mentally impaired	1,722	1,154	24	17	3	0
	Other	577	410	17	17	1	1
	Total	7,592	5,537	478	308	87	38
Gambella	Blind	64	54	1	2	0	0
	Handicapped	153	111	18	4	0	0
	Deaf & Mute	79	50	1	0	0	0
	Mentally impaired	67	53	0	0	0	0
	Other	6	2	0	0	0	0
	Total	369	270	20	6	0	0
Harari	Blind	5	4	0	0	0	0
	Handicapped	36	21	0	1	0	0
	Deaf & Mute	37	40	1	0	0	0

Region	Disability	Primary (Grade1-8)		Secondary (Grade9-10)		Secondary (Grade11-12)	
		Male	Female	Male	Female	Male	Female
	Mentally impaired	36	26	0	0	0	0
	Other	131	85	0	0	0	0
	Total	245	176	1	1	0	0
Addis Ababa	Blind	88	92	37	22	12	6
	Handicapped	248	226	40	35	10	4
	Deaf & Mute	314	343	73	46	0	0
	Mentally impaired	368	289	5	6	1	0
	Other	114	160	4	6	2	0
	Total	1,132	1,110	159	115	25	10
Dire Dawa	Blind	9	4	2	0	0	0
	Handicapped	41	28	14	3	1	0
	Deaf & Mute	44	34	8	1	0	0
	Mentally impaired	50	30	2	1	0	0
	Other	15	7	0	1	0	0
	Total	159	103	26	6	1	0
Total	Blind	4,039	2,977	461	194	179	76
	Handicapped	10,281	7,522	1,629	1,109	258	122
	Deaf & Mute	7,363	5,294	341	191	31	17
	Mentally impaired	8,150	5,900	247	124	22	9
	Other	2,239	1,727	139	108	26	13
	Total	32,072	23,420	2,817	1,726	516	237

(Source: MOE, 2011a)

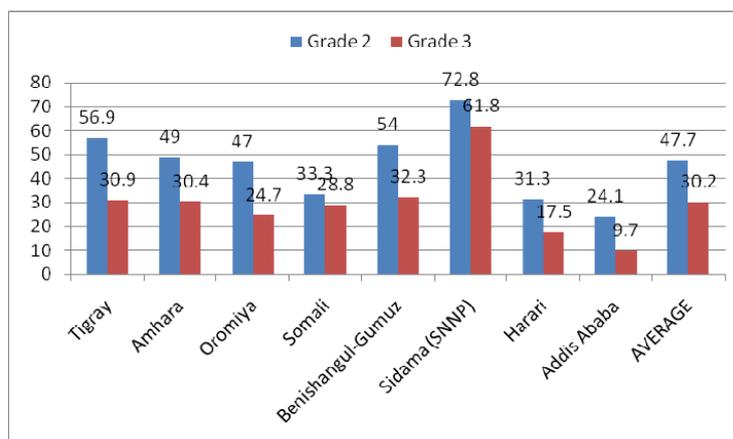
4-23 Performance in National Learning Assessment by Subject (Grades 4 and 8)

	2000*	2004	2007	2010*
Grade 4				
Performance by Gender	—	Boys outperformed girls in all key subjects (significant).	Boys outperformed girls in English and environmental science (significant).	Boys outperformed girls in English and mathematics (significant).
Performance by Location	—	Pupils from urban areas outperformed pupils from rural areas in reading and mathematics (significant).	Pupils from rural areas outperformed pupils from urban areas in all key subjects (significant).	Pupils from urban areas outperformed pupils from rural areas in all key subjects other than mathematics (significant).
Performance by Language	—	—	—	—
Grade 8				
Performance by Gender	—	Boys outperformed girls in all key subjects (significant).	Boys outperformed girls in all key subjects (significant).	Boys outperformed girls in subjects other than chemistry (significant).
Performance by Location	—	Pupils from rural areas outperformed pupils from urban areas in subjects other than English (significant).	Pupils from rural areas outperformed pupils from urban areas in all key subjects (significant).	Pupils from urban areas outperformed pupils from rural areas in subjects other than mathematics (significant).
Performance by Language	—	Pupil who took the tests in their local languages (Tigrigna, Oromo, Amhara, and Somali) performed better in subjects other than English.	Pupil who took the tests in their local languages (Tigrigna, Oromo) performed better in subjects other than English. (excluding Somali)	Statistical relevance was not seen between languages spoken at home and academic achievement.

(Source: 2004: National Organization for Examinations, 2004a and 2004b. 2007: General Education Quality Assurance and Examinations Agency, USAID, 2008a and 2008b. 2010: National Organization for Examinations, 2012a and 2012b).

*Report of 2000 was not available.

4-24 Percentages of Children Scored Zero in Reading Comprehension of EGRA (2010)



(Source: USAID, 2010)

4-25 Primary and Secondary Teaching Hours

Type of school		Grade	Teaching hour
Primary school	Shift school*	Grade 1 – 8	6 periods/day 40 minutes/period 30 periods/week (Mon- Fri)
	Full day school	Grade 1 - 2	6 periods/day
Grade 3 – 8		7 periods/day 45 minutes/ period 35 periods/week (Mon- Fri) **	
Secondary school	Shift school	Grade 9 – 10	Up to 7 periods/day 40 – 45 minutes/period 30 periods/week (Mon – Fri)
	Full day school	Grade 9 – 10	Up to 7 periods/day 40 – 45 minutes/period 30 periods/week (Mon – Fri) ***

(Source: MOE, 2009a and 2009b)

* Some schools also operate an evening class, but the details of teaching hours of evening class are not described.

** 5 periods difference between shift and full day schools consists of two periods of local languages and three periods of three subjects of science (JICA Ethiopia office).

*** 5 periods difference between shift and full day schools consists of a period of English, three periods of three subjects of science and a period of physical education.

4-26 Percentage of Primary and Secondary Schools with Double Shift System by Region (2010/11) (Number, %)

Region	Primary		Secondary	
	No. of schools with double shift systems	% of total schools	No. of schools with double shift systems	% of total schools
Tigray	295	14.9%	50	40.7%
Afar	3	0.7%	0	0.0%
Amhara	2,449	34.1%	136	47.2%
Oromia	1,903	16.7%	180	34.1%
Somali	137	18.2%	28	52.8%
Benishangul Gumuz	9	2.3%	3	7.0%
SNNP	1,237	24.1%	91	36.3%
Gambella	1	0.5%	0	0.0%
Harari	16	26.2%	2	22.2%
Addis Ababa	2	0.3%	1	0.6%
Dire Dawa	19	17.1%	0	0.0%
Total	6,071	21.4%	491	32.4%

(Source: MOE, 2011)

4-27 Textbook Prevalence Ratio of Grade 4 and 8 at NLA Surveyed Schools (%)* (2010/11)

Grade 4*	1:1	1:2	1:3	1:4 or more
Local language	58.5%	10.3%	4%	12.4%
English	45.2%	19.7%	10.2%	16.6%
Mathematics	53.3%	17.3%	9.6%	13.5%
Science	55.9%	14.1%	8.9%	21.1%
Grade 8**	1:1	1:2	1:3	1:4 ore more
English	42.1%	12.6%	5.7%	36.2%
Mathematics	48.9%	13.4%	5.0%	30.1%
Biology	45.8%	14.5%	6.0%	29.9%
Chemistry	49.2%	12.3%	4.3%	30.6%
Physics	48.5%	13.6%	5.9%	28.9%

(Source: National Organization for Examinations, 2012a and 2012b)

* The percentage of teachers of surveyed 299 schools responded. (i.e. 58.5% of teachers responded “1:1” for local language of Grade 4)

** The percentage of teachers of surveyed 291 schools responded.

4-28 Definition of Academic Ability to Achieve

【Profile of students who complete 4 years education of primary school】

- Standard handwriting, reading and basic skills
- Some understanding about their identity, their family, and community responsibilities and problems. they feel some level of responsibility and will try to address the problems
- They will have understanding of the meaning and importance of various household items
- They will notice and understand the work and production activities in their locality and will engage in their fields of choice
- They will examine, compare and choose the harmful and useful attitudes, beliefs, thinking and practices at individual, family and community level
- They will ask and try to understand difficult situations and try to use the advice they got
- They will show high interest in testing and exercising various works compatible with their skill and capacity
- They will maintain personal and environmental sanitation
- They will practice joint activities instead of individual practices depending on the interactivity level

【Profile of students who complete 8 years education of primary school (1-8)】

- They are ready for minor work
- They will be ready for various trainings as they have acquired some understanding and skill in knowledge and professional fields
- They have known how on art crafts, hand tools and light vehicles and process. Hence, they can be productive workers with on job guideline, training and continuous support and supervision
- They will have active traditional role because they feel responsibility at each level
- They can widen their scope of knowledge, develop their skill and attitude and improve hand craft skill
- They will develop the experience of working together for common result

(Source: MOE, 2009a)

4-29 Number of Students Taking the Ethiopian General Secondary Education Certificate Examination (Grade 10) by Region (2010/11)

Region	Students who took the exam		Students who passed the exam		% of passed	
	Boys	Girls	Boys	Girls	Boys	Girls
Tigray	23,732	24,835	18,759	15,495	79.0%	62.4%
Afar	1,532	795	1,071	569	69.9%	71.6%
Amhara	68,321	60,959	54,159	37,710	79.3%	61.9%
Oromia	120,205	91,126	84,832	46,518	70.6%	51.0%
Somali	5,170	1,713	4,224	1,280	81.7%	74.7%
Benishangul Gumuz	3,931	2,850	2,445	1,716	62.2%	60.2%
SNNP	63,320	44,239	44,027	23,747	69.5%	53.7%
Gambella	2,751	1,345	1,600	453	58.2%	33.7%
Harari	1,116	873	821	562	73.6%	64.4%
Addis Ababa	19,240	21,947	16,560	17,443	86.1%	79.5%
Dire Dawa	1,889	1,471	1,167	787	61.8%	53.5%
Riyadh-jed*	58	47	56	46	96.6%	97.9%
Total	311,265	252,200	229,721	146,326	73.8%	58.0%

(Source: National Organization for Examinations, 2012c)

* Riyadh-jed shows statistics of Ethiopian school in Saudi-Arabia.

4-30 Languages of Instruction by Region

Regional State	Medium of Instruction in Primary Schools				Teachers' Training	
	G1-4	G5-6	G7-8		for G1-4	for G5-8
Ministry of Ed. Policy	Mother Tongue	Mother Tongue	Mother Tongue		Mother Tongue	Mother Tongue
Addis Ababa (CITY)	Amharic	Amharic	English	All Subject	English	English
Dire Dawa (CITY)	Amharic Af. Oromo Somali	Amharic Af. Oromo Somali	English Amharic Af. Oromo Somali	All Subject ex. Civics Civics	Amharic	English
Afar	Amharic Afar (ABE)	Amharic	English	All Subject	-	-
Amhara	Amharic Awingi Hamittena	Amharic Awingi Hamittena	English Amharic Awingi Hamittena	Science & Math All Others	Amharic Awingi (planned)	English
	Af. Oromo	Af. Oromo	Af. Oromo	All Subject	English	English
Benishangul-Gumuz	Amharic	Amharic	English	All Subject	Amharic	English
Gambela	Nuer Anquak Meshenger	English	English	All Subject	Nuer Anquak Meshenger	English
Harari	Harari Af. Oromo Amharic	Harari Af. Oromo Amharic	English Harari Af. Oromo Amharic	Science & Math All Others	Harari Af. Oromo Amharic	English
Oromiya	Af. Oromo Amharic	Af. Oromo Amharic	Af. Oromo Amharic	All Subject	Af. Oromo Amharic	Af. Oromo Amharic
SNNPR	Amharic, Dawro, Gamo, Gedeo, Gofa, Hadiya, Kembata, Kafinono, Kontigna, Korete, Sidama, Silti, Wolaita	English	English	All Subject	Amharic, Dawro, Gamo, Gedeo, Gofa, Hadiya, Kembata, Kafinono, Kontigna, Korete, Sidama, Silti, Wolaita	English
	Somali	Somali	Somali	All Subject	Somali	English
Somali	Amharic	Amharic	Amharic	Science & Math All Others	Somali Amharic	English
	Tigrinya	Tigrinya	Tigrinya	All Subject	Tigrinya	English

(Source: MOE, Study on Medium of Instruction in Primary School in Ethiopia)

**4-31 Primary and Secondary Teaching Staff by Gender (National) (2001/02 - 20010/11)
(Number)**

		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Primary	Male	87,430	92,048	95,752	110,177	130,594	142,941	159,625	169,914	183,887	193,599
	Female	39,452	42,164	47,569	60,902	72,446	82,378	94,004	100,680	105,401	114,687
	% of female	31.1%	31.4%	33.2%	35.6%	35.7%	36.6%	37.1%	37.2%	36.4%	37.2%
	Total	126,882	134,212	143,321	171,079	203,040	225,319	253,629	270,594	289,288	308,286
Secondary	Male	12,997	12,958	13,841	16,141	18,756	25,095	29,883	32,947	41,078	43,041
	Female	1,094	1,072	1,227	1,498	2,039	3,088	3,853	4,386	4,385	9,690
	% of female	7.8%	7.6%	8.1%	8.5%	9.8%	11.0%	11.4%	11.7%	9.6%	18.4%
	Total	14,091	14,030	15,068	17,639	20,795	28,183	33,736	37,333	45,463	52,731

(Source: MOE 2005, 2005/06-2009/10: MOE, 2010c, 2010/11: MOE, 2011a)

4-32 Pupil-Teacher Ratio of Primary by Region (2006/07 - 2010/11)

Region	2006/07	2007/08	2008/09	2009/10	2010/11		
					Total	Grade1-4	Grade5-8
Tigray	42	46	45	44	42	49	39
Afar	31	31	32	34	44	48	34
Amhara	58	55	50	46	45	48	40
Oromia	64	61	57	54	68	68	45
Somali	137	137	136	136	65	63	74
Benishangul Gumuz	47	45	44	43	41	44	37
SNNP	68	71	65	59	59	64	51
Gambella	35	27	41	33	38	43	32
Harari	30	30	33	31	26	27	25
Addis Ababa	28	26	25	25	23	23	23
Dire Dawa	33	31	29	28	28	28	27
Total	59	57	54	51	51	57	45

(Source: MOE, 2011a)

4-33 CTE Students Graduated in Diploma Programme (2009/10, 2010/11)

		2009/10	2010/11
Regular	Male	6,132	5,887
	Female	4,685	5,051
	Total	10,817	10,938
Evening	Male	5,972	4,844
	Female	1,744	2,431
	Total	7,716	7,275
Summer	Male	5,400	4,809
	Female	3,567	2,955
	Total	8,967	7,764
Distance	Male	138	458
	Female	123	367
	Total	261	825
Total	Male	17,642	15,998
	Female	10,119	10,804
	Total	27,761	26,802

(Source: Education Statistics Annual Abstract of each year)

* Statistics of 31 colleges, out of which 26 colleges provide evening courses, 30 colleges provide summer courses, and one college provides distance courses (MOE, 2011a).

4-34 Levels of Expertise in Each Step of the Teacher Licensing and Re-licensing System

(Draft)

Level	Kindergarten	Primary (Grade 1-4)	Primary (Grade 5-8)	Secondary (Grade 9-10)
Graduate (1.Beginner, 2.Junior Teacher)	Diploma + Certificate of Child Development	Cluster (all subjects) Diploma	Linear (each subject) Diploma or Degree + Pedagogy Diploma	Degree + Pedagogy Diploma
Proficient (3.Teacher, 4.Higher Teacher)	Diploma + 5 years of working experience	Cluster Diploma + 5 years of CPD experience	Linear Diploma or Degree + 5 years of CPD experience	Degree + Pedagogy Diploma + 5 years of CPD experience
Highly Accomplished (5.Associate lead, 6.Lead teacher)	Diploma + 8 years of working experience	Cluster Diploma + 8 years of CPD experience	Linear Diploma or Degree + 8 years of CPD experience	Degree + Pedagogy Diploma + 8 years of CPD experience
Lead (7.High lead teacher)	Diploma + 12 years of working experience	Cluster Diploma + 12 years of CPD experience	Linear Diploma or Degree + 12 years of CPD experience	Degree + Pedagogy Diploma + 12 years of CPD experience

(Source: interview with Teachers & Educational Leaders Development Directorate of MOE)

*Duration of each step: 1→2: two years, 2→3, 3→4, 4→5, and 5→6: 3years, 6→7: 5 years

4-35 Primary and Secondary Teacher Salary (monthly, ETB) (2011)

	Certificate	Diploma	University Graduate
Starting salary	861 (about 4,022 JPY)	1,172 (about 5,474 JPY)	1,571 (about 7,338 JPY)
Working 2 or more years	1,006 (about 4,699 JPY)	1,359 (about 6,348 JPY)	1,798 (about 8,398 JPY)
Working 5 or more years	1,172 (about 5,474 JPY)	1,571 (about 7,338 JPY)	2,058 (about 9,613 円)
Working 8 or more years	1,359 (about 6,348 JPY)	1,798 (about 8,398 JPY)	2,351 (about 10,982 JPY)
Working 12 or more years	1,571 (about 7,338 JPY)	2,058 (about 9,613 JPY)	2,666 (about 12,453 JPY)
Working 16 or more years	1,798 (about 8,398 JPY)		

(Source: developed by the study team in reference to the interview with Lume Woreda, Oromia Region, April, 2012)

Chapter 5

5-1 Salary and Non-Salary Per-Pupil Recurrent Expenditure (2007/08)

Region	Primary				Secondary			
	Teacher Salary (ETB)	% of the total	Non-salary (ETB)	% of the total	Teacher Salary (ETB)	% of the total	Non-salary (ETB)	% of the total
Tigray	209.8	97.0%	6.6	3.0%	903.8	90.6%	93.4	9.4%
Afar	505.5	91.6%	46.2	8.4%	672.7	87.2%	98.4	12.8%
Amhara	197.4	96.2%	7.9	3.8%	237.8	81.0%	55.6	19.0%
Oromia	214.8	98.4%	3.6	1.6%	343.1	90.4%	36.3	9.6%
Benishangul Gumuz	298.2	96.4%	11.1	3.6%	555.6	91.3%	53.1	8.7%
SNNP	202.2	93.9%	13.1	6.1%	258	84.2%	48.4	15.8%
Gambella	357.4	93.3%	25.5	6.7%	531.7	55.6%	425.1	44.4%
Harari	460.3	95.3%	22.7	4.7%	581.6	93.7%	39.3	6.3%
Addis Ababa	572.9	84.8%	103	15.2%	667.9	85.8%	110.9	14.2%
Dire Dawa	578.7	81.7%	129.6	18.3%	766.9	81.6%	173.5	18.4%
Total	213.5	95.7%	9.6	4.3%	371.6	86.8%	56.5	13.2%

(Source: DFID, 2010)

Note: Figures exclude administrative, support & teacher training expenditures.

Note: The number of Secondary of Gambella seems to be a mistake.

Original Source: MoFED, Audited Finance Accounts, EMIS.

5-2 Calculation of the Financing at the Time of Ethiopia's Application to FTI CF (2007) (million ETB)

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
Education Program Cost	1,334.80	1,480.10	1,384.60	1,348.30	1,383.70	1,362.10
Domestic funding	879	888.4	809.2	830	872.9	923.3
% of the total	65.9%	60.0%	58.4%	61.6%	63.1%	67.8%
External support	263.4	274	265.2	260.5	260.9	258.7
% of the total	19.7%	18.5%	19.2%	19.3%	18.9%	19.0%
Funding gap	192.4	317.7	310.1	257.8	249.9	180.1
% of the total	14.4%	21.5%	22.4%	19.1%	18.1%	13.2%

(Source: Cambridge Education, Mokoro & OPM, 2010, p112)

5-3 Calculation of ESDP-IV (2010/11) (million ETB)

	2010/11	2011/12	2012/13	2014/15	2015/16
Projected costs for ESDP-IV (a)	20,547	28,230	28,638	31,794	31,418
Estimated Education budget (b)	18,286	19,748	21,802	24,113	26,742
Gap (a-b)	-2,261	-8,482	-6,836	-7,681	-4,676
Donor contributions on budget (c)	2,681	728	1,003	918	459
Donor contributions on budget (d)	1,892	1,892	1,658	92	-
TOTAL with PBS (c+d+PBS)	6,029	6,029	3,678	1,010	459
TOTAL in support of ESDP-IV	5,083	5,083	2,849	964	459
Percentage of Donor contributions accounts for Projected costs	24.7%	18.0%	9.9%	3.0%	1.5%

(Source: MOE, 2010a)

Note: PBS, or Protecting Basic Services, is support for general budget. It is granted from the government to the WoFED through the BoFED. Public services other than education sector and budget for salaries are also included.

5-4 School Block Grant Outlined in the MOE Blue Book (ETB, per child)

Grade	Grant
Primary (Grade 1-4)	10
Primary (Grade 1-4)	15
Secondary (Grade 9-10)	20
Secondary (Grade 11-12)	50

(Source: MOE, Bluebook)

Chapter 6

6-1 Planned and Actual Expenditure of Each GEQIP Component (8th quarter) (million USD)

	Area	Planned Expend. 2002 & 2003 FYs	Actual Expend 2002&2003 FYs	Expenditure as % of planned	Distributio n Across Areas
1	Curriculum Reform and Implementation	5.04	2.20	43.5%	1.8%
2	Teaching and Learning Materials	200.09	17.670	8.8%	14.5%
3	Assessment and Examination	0.3	0.0005	0.1%	0.0%
4	Pre-Service Education Quality Improvement	37.2	16.79	45.1%	13.8%
5	In-Service Education Quality Improvement	21.82	10.85	49.7%	8.9%
6	School Improvement Programme	0.71	0.76	100.6%	0.6%
7	School Grant	91.16	67.67	74.2%	55.3%
8	Capt Development for Education Sector Planning	0.86	0.92	106.9%	0.8%
9	Capt Development for School Planning and Mana	4.90	0.68	13.9%	0.6%
10	EMIS	4.33	1.21	27.9%	1.0%
11	Programme Coordination	6.10	2.22	36.4%	1.8%
12	Monitoring and Evaluation	1.32	0.89	67.1%	0.7%
	TOTAL	373.97	121.87	32.5%	100.0%

(Source: MOE, 2011b. P26)

6-2 PBS-II Financing (million USD)

Source of Funding	Amount
Gov. of Ethiopia	1,428.6
IDA	540.0*
ADB	161.9
Austria	10.9
Italia	10.2
Canada (CIDA)	59.8
UK (DFID)	295.9
EC	67.3
Ireland	32.9
The Netherlands	10.9
Spain	40.7
Germany (KFW)	47.5
Borrower/Recipient (Capital Costs for Basic Services)	657.5
Total	3,364.1

(Source: WB, 2009a)

*Grant: USD 309.78 mill, Credit: USD 230.22 mill.

6-3 Trends of Cooperation by Each Donor (interviewed in the field survey)

(1) DFID

From 2005 to 2009, DFID mainly supported PBS, which is direct financial aid. However it started GEQIP from 2009, financing USD 50 million. DFID is planning USD 100 million grants (increase) in GEQIP Phase II. DFID has been also financing EPF (as previously described). Currently, to increase the candidates to take assessment tests of grade 10, an incentive grant program for each candidate (Project of Results Based Aid (RBA) (pilot)), primary and secondary education support for the Somali regional government (pilot), and deployment of education advisors (a GEQIP advisor and a local advisor) are in progress. DFID is focusing on improvement of the quality of primary and secondary education and capacity building, and not going to shift to TVET or higher education at least for the next five years (interview with DFID, Dr. Chris Berry).

(2) USAID

USAID is implementing the Early Grade Reading Assessment (EGRA) (2010-13), Improving Quality of Primary Education Program (2009-14), Strengthening Civic Education in primary schools (2009-14), Transforming Education for Adults and Children in the Hinterlands (TEACH II, Construct 301 ABECs in 8 regions) (2009-13), Community School Partnership Program including Training of PTA members (2008-13), School-Community Partnership Serving OVCs providing school grants (different from school grant of GEQIP)(2008-13), Teaching English Language for Life (TELL) (2008-13), etc. Especially, the baseline survey of EGRA, as previously described, made education stakeholders realize the difficult situation of the quality of education. Currently, curriculum development on reading, development and printing of reading textbook for 13,000 students, development of teacher training materials, training of teachers of teacher training colleges, and in-service teacher trainings are conducted (interview with USAID, Ms. Allyson Wainer and documents obtained from JICA Ethiopia office)

(3) UNICEF

UNICEF is implementing programmes such as (1) strengthening pre-primary education (establish ECCE centers, provide parental education, teacher training, prepare manual, etc.) (2) Quality and Girls Education (conduct ToT on sectoral gender mainstreaming guideline, conduct trainings of quality assurance for teachers, conduct gender forum, develop checklist to conduct monitoring and evaluation, produce and transmit series of radio programs, etc.), (3) National Capacity Enhancement (providing IT equipment, strengthening EMIS, supportive supervision and technical assistance on implementation of School Management Information System (SMIS)) (UNICEF, 2011).

(4) World Bank

The World Bank has been funding and managing the projects of GEQIP and PBS. As for GEQIP, a total of USD 50 million grant in 5 years is planned (WB, 2008a). As for PBS II, USD 540 million grant is planned (WB, 2009a), out of which USD 292 million will finance the Basic Services Grant (Sub-Program A1) including the education sector (2009/10-2011/12) (documents obtained from DFID)

(5) EC

EC has been financing PBS II and NGOs. Regarding PBS II, the amount of aid to the Basic Services Grant (Sub-Program A1) including the education sector will be USD 194.4 million (2009/10-2012/13) (documents obtained from DFID). EC is also financing the Ministry of Education Capacity Building Project (2 million euro) in parallel with GEQIP (WB, 2008a).

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