

International Bureau of Education

THE DEVELOPMENT OF EDUCATION

National Report of Ethiopia

by

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THE DEVELOPMENT OF EDUCATION: NATIONAL REPORT OF ETHIOPIA

1. The Education System at the end of the Twentieth Century: An Overview

Introduction

The development of the education sector in Ethiopia has been at an early stage. On the eve of the ongoing educational reform process, which began in 1994 following the endorsement of the New Education and Training Policy, “enrollment in primary education stood at about 2.81 million. This includes over-age pupils that amount 34 % of the school-age population. Likewise, enrolment ratio in secondary level stood at about 15% and in the third level at 1 %. Compared to African countries, Ethiopia’s enrolment ratios fared among the lowest in primary education and somewhat better though below average in secondary education. ... Similarly, enrollment in all levels of education is male biased, the tertiary level being worse.” (PMO: 1994: 17-18)

Nevertheless, there are encouraging signs that enrolment at all levels is rising. In addition, the equity and quality issues are being addressed that significant result has been recorded. This is by and large an outcome of the Education Sector Development Programme (ESDP). - a comprehensive intervention package developed by the government in order to mobilize national and international efforts to boost the performance of the system, in particular the primary education sub-sector. It is in fact a document that “translates the policy statement into action” comprising the first five years plan within a 20 years perspective plan. (ESDP Action Plan: 1999: 4) Most of this report therefore, dwells on the ESDP as well as the interventions made following the endorsement of the Policy that gradually led to the development of the former action plan.

The new vision of Ethiopian education as stated in the various documents are summarized as follow.

- Access to quality basic education for all;
- Production of citizens that possess human and national responsibility, having developed problem solving attitude and capacity making them able to participate in the production activities; and
- Production of lower, middle, and higher level skilled manpower that can participate in various fields of the economic sector and contribute to the country's economic growth and social development. (The Five Years ESDP Programme)

Similarly, the mission of the Ethiopian Education has been established to be the following:

- Producing good citizenship;
- Insure educational equity between urban and rural localities, between male and females as well as among National Regional States of the Federal Democratic Republic of Ethiopia;
- Production of required middle level skilled manpower at reasonable quality and sufficient quantity by establishing technical-vocational training system
- Opening new educational institutions, as well as expanding and strengthening existing ones in order to produce professionals at a quantity and quality levels that match the requirement of the country;
- Enabling the community to directly participate in the school management and administration with sense of ownership; and
- Building manpower capacity at each level of the system to insure successful implementation educational management.

Thus, the current educational reform has been set within this context. It is a total departure from old approach to educational development that has lingered for over 50 years. This report therefore essentially gives some insight regarding the achievement sine the implementation of the programme.

**Major Reforms and Innovations Introduced in The Education
System During the Last Six Years
(1994/95-199/2000)**

(a) The legal framework of education

The Ethiopian Federal Democratic Republic constitution has declared that education is free of any political and religious ideology thus making the curricular to be secular. In addition the New Education and Training Policy has ascertained the no tuition of any kind will be charged in the general education system. Nevertheless, there is provision for introducing a system of cost sharing mechanism step by step starting with the second cycle of secondary up to the tertiary education. Although the country has not yet developed educational act, the section pertaining to education and other human rights in the constitution are respected thereby insuring academic freedom through out the education system. Every nation and nationality has the right to learn in its own language at least at the basic education and general primary level. On the other hand it should be noted that ground work for the development of educational act is underway in light of the ongoing reform and the framework of the constitution.

**b) The Organization, Structure and Management of the
Education System**

The educational system has been organized in consistent with the Federal Government's State Structure Accordingly, each of the 9 National Regional States and the 2 City Administrations has its bureaus of education responsible for administrating and managing the educational system. Within each of these exists a network of management structure involving Zonal Educational Departments and *Woreda* Education Offices. The latter is the smallest educational authority responsible for all educational institutions in its territory.

Each National Regional States Education Bureaus is both administratively and financially responsible with substantial subsidy from the Federal Government for the general education and technical vocational training as well as teacher training colleges that operate in their respective States. However, tertiary educational institutions are the mandate of the Federal Government's Ministry of Education.

The management of the education system is thus a collective responsibility of the Ministry of Education and the National Regional State Education Bureaus. The former is mainly responsible for policy and guidelines that help implement general education on the basis of research and policy analysis. The Bureaus, although they also have input in this process, are by and large responsible to adopt and implement them considering the objective realities there without major departure from the overall policy.

The structure of the Ethiopian education system encompasses formal and non-formal education. Non-formal education covers wide areas of training both for the primary school age children as well as adults who have either dropped out and/or beginners. For this reason, it is viewed as open-ended in terms of training programme, and, to some extent, in terms of institutional arrangement. Though the Ministry of Education is expected to play a leading role, other ministries also get involved depending on the field of training and target of trainees. (PMO: 1994: 18) The formal programme has further been divided into kindergarten, general, technical-vocational and tertiary education programmes.

Following the New Education and Training Policy, the structure of Education in Ethiopia, which was of 6-2-4, has been replaced by the 8-4 structure. The latter offers 8 years of primary divided into two cycles each having 4 years duration and 4 years of secondary education divided into another two cycles each having 2 years duration.

In the context of Ethiopia, it has been felt that the new 8-4 general education structure has the following advantages:

- it meets the time requirement to cover adequately the primary education curricula;
- it helps enroll primary school age and keep him/her sufficiently for long period at such early educationally motivated period thereby reducing educational wastage;
- it enables to teach and train school age children and deploy them;
- it assists to match trained manpower with the available labor market requirement;
- it provides training endowed with wider opportunity for self employment and hired employment or continuing and independent training for those unable to go to the next level;
- it allows to provide relevant technical-vocational training corresponding to the age and academic levels of the trainees thereby preparing them for beginner level work; and
- it enables to reduce examination cost associated with the various terminal examinations prepared centrally particularly those of Grades 6 and 8, as well as encourage Institutions of Higher learning to set reliable admission examinations appropriate to their requirements

(c) Assessment of policies, methods and instruments

There are varieties of ways that the implementation of the new policy in general, and the action plan that developed thereof in particular, are assessed. One of such venue is the units within the Ministry of Education responsible for the curricula, educational programmes, textbook production, educational media Educational Assessment and Measurement and educational planning. These units conduct periodic survey and evaluation that help them monitor and analyze the progress of the implementation. Through such measures the issues- be it emanating primarily from the policy or the practices in the field- are identified and presented to the policy makers for appropriate interventions.

The other mechanism for assessing the policy and its effect is through regular monitoring of the implementation issues at the levels of Ministry's top management body and the Office of the Prime Minister responsible for the Social sectors. Here, progress

reports are presented periodically and analyzed by experts followed by on-the-spot decisions and guidelines for those not requiring detail policy analysis. Others, requiring policy dialogue will be forwarded to appropriate departments in the Ministry of Education for detail studies and subsequent actions.

The last and equally used avenue for assessing the implementation of the policy and all interventions thereof is the opinion from the stakeholders such as parents, students, professional associations, civil societies and even partners such as bilateral and multilateral donors. The latter have been provided with fora to discuss issues in the reform process and to forward their views.. In all cases, the information provided is carefully evaluated and channeled to the appropriate units to ascertain them through systematic studies.

1.1 Objectives and principal characteristics of ongoing reforms

The ongoing educational reform encompasses every aspects of the educational system- the curricula, teacher training, educational inputs, educational finance, organization and management, structure of education, career structure of teachers, and evaluation. The reform is aimed at total restructuring of the educational system to address the following problems in the sector. (MOE: 1999: 2)

- low primary school participation;
- rural areas and girls are not well served;
- the quality of education is low;
- the system is inefficient;
- funding is inadequate; and
- capacity for planning and management is weak

1.2 Major achievements, both quantitative and qualitative, attained over the last five years

(a) access to education

Since the introduction of the New Education and Training Policy and a comprehensive development programme for the sector, i.e., the ESDP, encouraging records have emerged. Some of these are presented below. (MOE: 2000: 6)

- The education coverage at primary level, which was 3,098,422 (or 26.2%) in 1994/95 rose to 6, 462,503 (or 51%) in 1999/2000.
- The rural primary education coverage has increased on the average at the rate of 21.5% between 1994/95 and 1999-2000.
- In general, the female primary school participation has grown at the rate of 16.4% over the last 5 years. On the other hand, the participation of females in the primary education has increased at the rate of 24.8% in the rural and at a rate of 7.7% in the urban communities indicating that the issue of equity is being redressed.
- At secondary level the increment has also been found to be encouraging compared to the base year. Thus, in 1994/95 the enrollment, which was 6.6%, has grown to 10.3 % in 1999/2000. Here also the secondary school participation of girls is catching up with that of the boys. The former has grown from 5.7% to 8.5% whereas that of males grew from 7.5% to 12.0%.
- The distribution of schools in rural localities and the peripherals is improving. In this regard, it is worth noting that of 1927 newly constructed primary schools 1743 or 86% were in rural communities.

(b) quality and relevance of education

As the reader might have noticed by now the on-going curriculum reform is in its 6th year and the first summative evaluation at the primary level was just conducted though the report was not ready at the time of writing this report. Therefore, the information

under this sub-heading is partly based on the series of formative evaluations thus far conducted and field observations. The complete picture pertaining to issue of quality and relevance will be available towards the end of 2001. In spite of this limitation, however, the following are indicators of the improved quality and relevance of educational contents.

- The integrated curricula approach (organizing learning contents along appropriate core subjects) at the lower primary and linear approach thereafter, coupled with the use of mother tongue as media of instruction, has proved to be instrumental to motivate the learner towards basic education and ultimately achieving the goal of education set for this level. (ICDR, 1999: 4)
- Teachers being one of the major quality input, the efforts to improve their professional capacity has been also successful. Existing teachers of the primary levels have been re-trained using short and long-term approaches such as orientation programmes , residential and distance learning programmes. Thus, the proportion of teachers qualified for primary reached 90% though those of the secondary is still very low, in the order of 37% calling for concerted effort to boost it. (MOE:2000)
- The primary pupil teacher ration over the last five years has shown increasing trend at national level from 37 in 1995/96 to 56 in 1999/2000 and that of secondary has declined to 44 in the same year compared to over 60 at the on set of the reform.
- The other quality factor – availability of student textbook in the school- has also been given attention thus far improving the content, its lay out and distribution. The result is that the student-book ration which stood at 1:5 and in some cases 1:7 have been improved achieving a 1:2 and 1:3 student – book ratio.
- Other educational input intended to complement the new curricula is also being strengthened. This includes science kits laboratory facilities, workshops and libraries/or reading rooms for the primary schools.

- The use of educational technologies such as radio and television has been intensified. At the moment over 229 urban and rural towns within the broadcasting radii of the Ethiopian Television are reached by educational television programmes developed for upper primary and lower secondary education. Similarly educational radio programmes for primary schools are being transmitted in 21 media of instruction using some 11 transmitting stations solely established for this purpose. (Ibid.)
- Efficiency measured in terms of repetition and dropout rates has shown considerable increment; “the figure for 1999/2000 shows that 72.9% of the previous year students have been promoted to the next grade and the remaining 18.9 have dropped out and 8.2% have repeated.” (Ibid: 12)

(c) Participation of Society in the process of educational change

Appreciable efforts have been exerted to intensify the involvement of the society in the sector. The achievements earlier summarized are all, in part, attributed to the involvement of the society in the sector. Their contribution in the renovation as well as upgrading activities of schools, the construction of new ones in remote rural areas and applying various strategies to motivate parents to send their daughters to the schools are all worth mentioning. In other words, the overall achievements presented earlier would not have been possible if the communities did not send their children to schools or do whatever is required of them. Therefore, this is testimony to the attention given to community participation in expediting educational development particularly at the primary level.

1.3 The lessons learned in the process of changing and reforming education system

It might be difficult to give adequate account regarding the lessons learned at this time given the short period that the change has been introduced. Nevertheless, the following are worth sharing them with the readers of this report.

- decentralization of educational management has expedited decision making process as well as the monitoring of educational development;
- the introduction of mother tongue as media of instruction has motivated enrollment at primary level;
- capacity building in educational management was found to be essential ingredient if the reform has to move even faster than the present;
- the need to make additional efforts to strengthen information flow between the Central level and Regional level educational management in order to monitor progress has been found essential within the context of decentralization;
- the importance of community participation and the use of all avenues to exchange views and listen to the concerns of the stakeholders in implementing any policy measures for successful implementation of educational changes;
- the contribution of networking among all levels of educational management as well as other appropriate sector Ministries has been instrumental in mobilizing and coordinating efforts;

1.4 The main problems and challenges facing national education at the beginning of the twenty first-century

Although no document can be cited to support the observation to be made shortly, there is no doubt that the Ethiopian educational development being at its infancy compared to most of the countries in the Sub-Saharan Africa, a number of challenges are eminent. These can be summarized as follows.

- the low level of literacy among the population (around 23% according to UNDP report, 1998) continues to be the number one challenge thereby requiring

- intensive work to get basic education across the population using formal and non formal delivery methods;
- the teaching of natural sciences and mathematics remains to be another challenge given the continues shortage and sometimes absence of appropriate kits and laboratory facilities in the schools -primary and secondary schools alike;
 - the reorientation of the educational system towards problem solving approach and creative thinking that meaningfully contribute to economic growth and prepare the society for fast changing science and technology;
 - the shift of the teaching methods from teacher-centered to learner-centered approach requiring great demand on public resources for preparation of teachers and provision of appropriate inputs as well as construction of infrastructures to reduce the existing teacher-pupils ratio to the standard set in the strategy;
 - the high gender gap in enrollment between male and females particularly at the secondary and tertiary levels;

2 Educational content and learning strategies for the twenty-first century

2.1 Curriculum Development: Principles and Assumptions

(a) The Decision Making Process

The curriculum reform has been basically government initiative although there has been pressure from the stakeholders that the system was obsolete by all standards. Thus, following the adoption of new education and training policy the curricular reform became essential to achieve the new vision and mission of education in Ethiopia.

The curriculum issues addressed by the new education and training policy has then been studied by the ICDR which was mandated to make subject area delineation,

elaboration of the educational programme in close consultation with the Ministry of Education top management body. This was followed by drafting of national syllabi in consultation with curriculum experts of the Regional Education Bureaus, which was then used for developing textbooks by the latter.

The responsibilities at the Federal Government level, i.e., the Ministry of Education, is to undertake research and studies pertaining to issues in the curriculum and identifying policy elements requiring changes and reform. This is then presented at the Regional Education Bureaus Congress for debate and recommendations, which will later guide the curricular reform.

The latter finally implement the decisions taken regarding curriculum in consultation between the Ministry of Education and Regional Education Bureaus with technical support from the appropriate operational Departments in the former. The progress of the implementation is monitored and evaluated by units in the Regional Education Bureaus and the Ministry of Education through periodic field visits, as well as formative and summative evaluation.

(b) Curriculum planning and design

In the design of the curricula two cardinal principles have also been determined to guide the development of the contents for each of the five core subjects.(ICDR 1994: 2) These are:

- to connect theoretical knowledge with practical real life situation; and
- to use the problem solving approach.

The mechanism of selection and organization of each of the five content areas as well as the rationale and assumption behind it have also been well founded on the goals of general education at each levels as well as at the tertiary level. In addition, the profiles of students completing the general education at each cycle within the primary derived from

the New Educational Policy (grades 1-4 and grades 5-8) and secondary (grades 9-10 and 11-12) have been instrumental. (See Annex .I)

The content areas have thus been organized in such a way that both the learners and societal perspectives have been taken into consideration. Following is the highlights of the organization of the five core subjects. (See Annex I)

1.0 Language

1.1 Mother Tongue: The content is such that it serves as a medium of instruction at primary level. In addition it has been considered to be instrumental to develop self-reliance and psychological motivation, and retain social and cultural values as well as “retain self identity’.

1.2 Foreign Language: The need for international understanding has been the rationale has made essential. Thus English as a long established foreign language used for this purpose have continued to be one of the languages taught. It is also a medium of instruction at secondary and tertiary education.

1.3 National Language: This is a *lingua franca* of the population apart from being the official language of the Federal Government. In view of this, it is offered at all levels of the education system.

The modalities and approach regarding the teaching of the languages is no different from the current and widely used language teaching approaches elsewhere. It follows “the communicative language teaching “ approach with the learner at the center. “With this approach, the learners will create an atmosphere of real-life situations and form social interaction in the classroom, so as to solve their problems through communication. (Ibid.17).

2.0 Mathematics

Itself but a tool for other disciplines bases the content selection and organization on the fact that this subject is not an end. Therefore, the approach adopted is to demonstrate this in its organization. In light of this, care was taken to ensure its contribution to understand and apply it in the learning of sciences and technical/vocational subjects. Furthermore, “the needs of the society are considered in order to provide students at each level with the ... appropriate [mathematical] knowledge, abilities and skills.” Care was also taken “to make increasing use of mathematical means and methods to develop a better understanding and recognition of their environment (Ibid. 19).

3.0 Natural Science

In the development of natural science emphasis has been on the current trends of science education. That is, “to integrate knowledge and application of science, which in turn leads to integration of technology and social issues in science education” (Ibid. 20). Therefore, the sciences offered at the lower cycle of the primary, take integrated approach and the subject is known collectively as environmental science; it incorporates both natural and social science components. This is also intended to help the learner grasp more of the applied as opposed to the pure science aspects adopting new trend in science education - Science, Technology and Society (STS).

At the upper primary (5-8), the teaching of science follows a linear approach. This is to say, “it is graded ... having systematic and progressive development from grades 5 –8 though some elements of integration are retained at grade 5 in the forms of Biological science and Physical science. The full-fledged linearity of the sciences begins at grade 6 with Physics having elements of applications of science and incorporating technology element. Chemistry also emerges as a discipline again with applications of science incorporating technology at grade 7.

The natural science core subject at the secondary level (grades 9-10 and grades 11-12) becomes distinctly differentiated as Biology, Chemistry and Physics. At this level, slight shift of emphasis is on the pure science aspects. Nevertheless, aspects of applied sciences of agriculture, and productive technology have to some extent been incorporated.

It should be noted that in all of these science subjects- be it integrated or linear- have aspects of applied science and related technology elements as their major contents to ensure the achievement of problem solving capacity through the understanding of one's environment.

4.0 Social Science

This is the core subject that draws its elements from Civic Education, History, and Geography. The approach and modalities are of integrated system with the aim of “developing responsive citizenship, capable of critical thinking and taking global view. It also encourages social participation and fulfills intellectual, personal, and societal needs.” (Ibid. : 23). Hence it is essentially a “broad-based interdisciplinary subject drawing its contents from the varieties of disciplines under social sciences” so that it really takes the applied science dimension.

At the primary level, it is known by the name Social Studies organized in such a way that it “provides the learners with essential knowledge and equip them with basic life skills in order to fulfill the goals of primary education.” It has also been believed that “ It helps create self-awareness, introduce them to their immediate environment in order to enable them understand, realize and make use of the cultural, economic and institutional phenomena to the best of their needs (Ibid: 24). In view of this, basic social studies skills are the predominant contents at the lower primary. Similarly “Awareness of cultural heritages, development of the sense of equality, cooperation and tolerance, fostering love on one's people and patriotism, familiarizing students with the values, culture and mechanisms of democratic governance and forming basic moral and ethical uprightness” are the major contents for the upper primary. (Ibid.)

At the secondary level, the elements of Social Studies become now organized as a linear course under collective name of social sciences appearing as separate subjects referred to as Civic Education, History, and Geography.

Civic Education is given as both common and general course at the lower and upper cycles of the secondary education, The course draws its content heavily from political science, economics, philosophy, law, ethics and the like. It endeavors to enrich the cultural and civic aspects of the learners for both better citizenship and academic preparation for the student. As a common course “it deals with critical issues on the basis of relevant ideas, principles and theories with the prime intention of remedying individual and societal cultural constraints” (Ibid: 26). As general course, however, the emphasis is on “ various basic principles, theories and models in different social science disciplines” mentioned earlier,

5.0 History and Geography

The emphasis of History curriculum at general secondary education is upon the provision of basic historical knowledge and acquainting the learner with major methodologies- the scientific research methods that help learners arrive at truth and sound generalizations. Similarly, Geography concentrates on imparting basic knowledge of skills for analyzing spatial distribution and interaction among elements of the environment at community, Regional States and Federal level. In other words, the contents are closely related to the major activities of mankind and to contemporary problem related to socio-economic development.

6.0 Aesthetic Education

This is the fifth core subjects designed to inculcate the development of “parts of the human body and developing humanistic relationships among students”. The subject covers physical education, Music and Arts. Aesthetic Education and Physical Education

as separate subjects are s being offered throughout the grade levels (1-12) whereas Music and Art as linear subjects are given to children of grades 1-6.

(c) Teaching and learning strategies

The training strategy of teachers for general education system of Ethiopia emanates from the new education and training policy of the government, which was endorsed in 1994. In this policy document the following statements are worth mentioning in view of the subsequent interventions being taken.

“ Ascertain that teacher trainees have the ability, diligence, professional interest and physical and mental fitness appropriate for the profession...”

Teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology and practical training.

Teachers will be certified before [being] assigned to teach at any level of education.

The criteria for the professional development of teachers will be continuous education and training professional ethics and teaching performance...

Teacher training institutions of all levels will be required to gear their programme towards the appropriate educational level for which they train teachers.

Special attention will be given to the participation of women, in the recruitment, training and assignment of teachers....”

In light of the above quoted policy direction, the teacher training strategy and programme have been developed and being implemented having laid several training objectives the major ones being:

- Prepare adequate number of qualified and competent teachers for all levels of the education system that both contribute to the quality of education and the overall social, cultural and economic growth of the country;
- Produce the kind of teachers which are able and competent to satisfy the secondary educational objectives stated in the education and training policy;

- Strengthen the training system in such a way that the trainees acquire the required knowledge, and pedagogical skill for teaching general and major subject areas.

In line with these assertions, the Ministry of Education along with the National Regional States Education Bureaus has quickly gone to prepare teachers to handle the new curricula. This involved the creation of new colleges and universities that specialize in the training of schoolteachers for both primary and secondary schools. Consequently, in addition to strengthening the previous faculties that cater for such programmes, there are now four additional Universities and Teacher Education Colleges that have secondary teacher training programme.

Furthermore, the mode of teacher training at these colleges is no more restricted to residential programme. There are now in-service/continuing education and distance education programmes equivalent to the regular or residential mode of delivery.

2.2 Changing and adapting educational content

(a) Factors that have motivated curriculum reform

The problems of the curricula that have been in operation for long time is closely associated with the centralized educational structure and management of the education sector it. Furthermore, the orientation of the curricula is such that the graduates from the educational system seek hired employment in the urban centered service sectors. Paradoxically, it rather alienated them from manual labour and creativity despising those who take up those types of works. In summary, the following factors have been instrumental in embarking upon total change in the curricula.

- The curricula and the contents thereof are not generally integrated with or related to the realities of the learner and the society at large. In particular, it has not been presented in such a way that it can be beneficial to the social development and economic growth;

- The curricula have not distinctly laid out the objectives of particular level of education and training in accordance with the country's requirement and capacity. Instead, it tended to enroll as many students as possible and just moving them through the system disregarding the quality of the teaching-learning output;
- The subject area objectives are such that they do not indicate the interrelatedness and integration with the subject areas within the same class or level. This has led the learner to consider teaching-learning process as limited to absorbing the facts and not assimilating to help him/her understand the environment becoming creative and possess problem solving skills;
- The other paradoxical result of the old curricula is the development of unrealistic sense of modernism that does not match with the level of the country's socio-economic development. This mismatch between what they perceive the products of learning and the objective reality of the country led to frustration and hopelessness as opposed to being motivated and participating in the development of the country to bring about the change expected;

It is then these and other factors that have been accumulating over the previous years that kicked off the curriculum reform supported by the new political environment.

(b) Principal institutions, organizations and individuals participating in the process of changing and adapting educational content

It is nearly all section of the population that has participated in the process of the educational change underway. The academic and research community has conducted studies that revealed the weaknesses of the former curricula. The professional associations, the advocacy groups, the parents and students, the civil societies took up issues with policy making bodies regarding the mismatch between the education and social /private expectation.

The government, through the Ministry of Education ensured that the views, concerns and the recommendations to treat the ailing education system have been well taken from the start to the end in the whole process. To this effect various fora - seminars, conferences, panel discussions and the like – some of which were broadcasted on National television and radio stations, were created for debate on the issues at individual level and/or in an organized way. Government and non-government printed media have also disseminated educational issues and contributed in the mobilization of the stakeholders to participate in the educational change initiatives.

(c) Areas covered in the Curriculum Reform *

It is generally understood that the major target in educational reform is the curricula. In light of this, it is no wonder that the reform covered all disciplines at all levels of educational structure as stated in the policy. Thus, it covers “broad areas of knowledge and skills that enable the students to develop their mental, physical and social responsibilities” (ICDR: 1994: 1-2) achievable through core subjects categorized as Language, Mathematics, Natural Science, Social Science and Aesthetics.

On the basis of the findings of the studies and recommendations by all stakeholders, the curriculum reform began by giving operational definitions of the general objectives of education and those of the primary, secondary, technical and tertiary education stated in the educational policy document. Furthermore, the student profile at each level of the educational system presented in the policy documents has been taken into consideration in delimiting and organizing the contents. (See Annex. I)

(d) Strategies adopted in the design, implementation, follow-up and evaluation of curriculum reforms);

The curriculum reform is currently at its 6th year of simultaneous try out and implementation.

* Reform in the technical/vocational curriculum has also been initiated soon to be implemented The pupils which have been exposed to the new curriculum have completed

their primary cycle (grades 1-8) last academic year (1999/2000) while those at the secondary will be completing this academic year (2000/20001).

At first sight, it may appear strange to have completed a ten years educational programme in just 5 years.

However, this was done by a system of phasing in the new curriculum materials alongside the existing one as shown in table 1 in the following pattern.

Table: 1 Procedure for Phasing in the new primary curriculum over the last 6 years.

Year	Primary Education		General Secondary (1-10)
	Lower Cycle (gr. 1-4)	Upper Cycle (gr. 5-8)	
1994/95	grade 1	grade 5	-
1995/96	grade 2	grade 6	-
1996/97	grade 3	grade 7	-
1997/98	grade 4	grade 8	-
1998/99	-	-	grade 9
1999/00	-	-	grade 10

It should be noted that series of consultations at Regional and Central governments with all stakeholders such as professional associations, academic societies, trade unions, parent committees, individuals have been undertaken in the process of designing and implementing the new curricula. These consultations led to the first and most important step in the process- the identification of and agreement upon the 5 core subjects (Language, Mathematics, Natural Science, Social Science and Aesthetics).

The next step was to draft a national syllabi that served as prototype for developing textbooks by commissioned textbook writers closely monitored by curriculum experts at the ICDR and their counter parts at Regional Education Bureaus. The strategy was to have wide perspective in textbook writing and at the same time to ensure adaptation of central syllabi to the specific socio-cultural environment of the learner.

The evaluation of the progress of the try out in the selected tryout schools has been designed to consist of formative and summative type. Curriculum evaluation experts at the Regional Education Bureaus, by and large, carried out the former type. Nevertheless, the results of their evaluation is sent back to the ICDR for further analysis and later disseminated through workshops involving the textbook writers and curriculum developers. This has been followed by making necessary improvement by respective Regional Education Bureaus prior to printing and distributing to all schools there.

There was also a system of on-the spot evaluation that involved the teachers and pupils comments as the try out progressed. Supervisors have also been given the task of making classroom observations, collecting the opinion of teachers and pupils to regularly provide up to date information on the tryout. These have been used to make quick adjustment to the materials and later complemented the structured formative evaluation carried out by professionals.

The other was the summative evaluation recently carried out to assess the outcome in terms of the profile expected at the end of the educational levels. This evaluation has begun with the primary education and has encompassed all the factors pertaining to the success and constraints of the curricula. Although the report has not been ready to include in this report, it is worth noting that the reform has in-built and well designed in this aspect too.

Lately, a National Curriculum Council in which appropriate Ministries, parliamentarians, Institutions of Higher Education, Academic Societies, Professional Associations, Representatives of parents, Teacher Associations and the like are represented. The tasks of the Council include among other things to monitor the progress of the reform as a whole with particular emphasis on the issues pertaining to the curriculum.

(e) Achievements, problems encountered and solutions adopted to overcome them; urgent issues to be tackled

The design, tryout and implementation of the curricula during the last 5 years have required intensive work by the Institute of Curriculum Development and Educational Research (ICDR) and Regional Educational Bureaus as well as all other governmental and non-governmental institutions. ICDR is an Institution under Ministry of Education responsible for national curricula.

The activities pertaining to the curricula reform involved delimiting the curricula, identifying and organizing the contents, adopting syllabi and writing texts for tryout and subsequent countrywide implementation. Although the reform is still going on and too early to give conclusive achievement and problems, it may be worth sharing some observations thus far made in this regard.

- the presentation of the core subjects in the language of the learners (17 mother tongues) appears to have contributed to the motivation and active participation in the teaching-learning process;
- there is every indication supported by statistics that the retention and repetition has declined; this has been the daunting problem of the system particularly at the primary level;
- the selection of learning experience with more of application than factual presentation has improved its relevance to the local situation thereby further motivating the pupils to learn and parents to appreciate the significance of education in environmental problem solving;
- the integrated subject presentation approach, self-contained classroom management system as well as the application of continuous assessment mechanism at the lower cycle of primary though requiring minor modifications has helped the pupils and parents to closely follow their performance ;

On the other hand, there are certain problems that are being observed though to be verified by the summative evaluation currently being analyzed. These include challenges by primary school teachers, on various grounds, cropping up to these new approaches - integrated curricula, continuous assessment, and self contained classroom management system at the lower cycle of the primary.

There are also problems associated with absence of sufficient facilities that help the learner attain the optimum result out of the curricula. Finally, the short time given to textbook writing and lack of experienced textbook writers in the market seem to have influenced the product. It is hoped that these and related problems will systematically be presented in the upcoming summative evaluation reports along with suggested solutions.

Technical Vocational Education

The New Education and Training Policy has also addressed the issues of technical vocational training. Thus, it is stipulated in the document that "Parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education" (MOE, 1994:16) for development of middle level manpower.

In view of this, the government has set high level task force to workout strategies to implement the program. Currently, curricula have been developed using modular approach and implementation has begun in the newly established 25 skill development centers..

The component of the modules thus developed is "to improve the TVET system in order to train middle level skill h human resource of good quality and standard with the appropriate number and mix, and supply the growing demand of the socio-economic plan of the non-agricultural sector of the country. (FDRE: 2000: 7) In addition, 23 full fledged technical vocational centers are being established along with the upgrading and rehabilitation of 51 existing centers for skill development. (Ibid : 8).

Annexes

Annex I

I STUDENT'S PROFILE

1. Student's Profile

1.1. Profile of Students Who Have Finished the First Four Years of Primary Schooling: -

- they will be able to write in standardized calligraphy, read properly and compute correctly with the four basic operations in numeracy.
- they will have some awareness about themselves and about their families and feel society's responsibilities and problems. They feel responsible for their actions. They also try to solve problems.
- they know the purpose of the different materials at home, and can use these materials and take proper care of them.
- they will be able to observe the work and production activities practiced in their surroundings and can also participate in labor activities of their choice.
- they will be able to examine, compare and identify useful and harmful outlooks, beliefs, and practices at individual, family and societal levels and will be able to make decisions for themselves.
- they will be able to seek information when faced with problems and make rational use of it.
- they will exhibit great willingness to try and practice different activities, which are compatible with their abilities.
- they will be able to look after personal hygiene and environmental sanitation.
- they will be able to work cooperatively with others for the common good.

1.2 Profile of Students Who Have Finished the First Eight Years of Elementary Schooling.

- they are ready to carry out simpler tasks that do not require special skills or training.
- they will be ready for different kinds of training.
- they can become productive workers with the help of directives, continuous training and assistance.
- they will actively participate in cultural activities and feel responsible.
- with the help of continuing education they can develop their knowledge and skills further.
- they have developed good experience of working cooperatively for the common good.

1.3 The Profile of Students who have completed the 1st cycle of secondary education (9-10)

- they can work in areas that do not require special skills or training as they are mature mentally and physically.
- They are ready for advanced vocational training owing to their acquisition of general knowledge in which theory is linked with practice.
- they are conscious of their civic responsibilities and they are also ready to fight against social ills and mal-practices.
- they can actively participate in different activities such as social meetings, discussions, community development activities.
- they are ready to acquire practical and theoretical knowledge through continuing education.

1.4 Profile of Students Who Have Completed the Second Cycle of Secondary Education (Academic (11-12))

- they can be assigned to work in places which do not require special skills or training but which demand responsibility.
- they are ready to continue tertiary level education because they have knowledge, abilities and the skills of analysis, organization, research and evaluation, which qualify them for higher education.
- they can work in public services and productive sectors with short-term training.
- they can actively participate in social activities and take responsibilities.
- they are able to work cooperatively for the common good.

Annex II

AREA DELINEATION

A. Content Areas and Period Allotment

Assumptions:

- a whole day programme;
- six periods /day for Grades 1 & 2;
- seven periods /day for Grades 3 & above;
- five school days in a week;
- forty minutes a period;
- greater emphasis on languages, mathematics and natural sciences.

**Primary Education first cycle (grades 1-4): Period
Allotment By Subject and Grade**

No.	Area	Subject	Grade			
			1	2	3	4
1	Language	Mother tongue	5	5	4	4
		English	5	5	5	5
		National language		-	6	6
2	Mathematics	Mathematics	5	5	5	5
3	Natural Science	Science	5	5	5	5
4	Social Science	Social Studies	4	4	4	4
5	Aesthetic Education	Physical Education	2	2	2	2
		Music	2	2	2	2
		Arts	2	2	2	2
		Total Periods/week	35		35	

- Offered on semester bases alternatively

**Primary Education, Second cycle (grades 5-8): Period Allotment By
Subject and Grade**

No	Area	Subject	Grade			
			5	6	7	8
1	Language	Mother tongue	3	3	3	3
		English language	5	5	6	6
		National Language	4	4	5	5
2	Mathematics	Mathematics	5	5	5	5

3	Natural Science	Science (Integrated)	5	5	-	-
		Physics	-	-	3	3
		Chemistry	-	-	3	3
		Biology	-	-	3	3
4	Social Science	Social studies	4	4	4	4
5	Aesthetic Education	Physical Education	3	3	3	3
		Music.	3	3	-	-
		Arts	3	3	-	-
Total Period/week			35			

Secondary Education 1st cycle (grades 9-10)

No.	Area	Subject	Grade	
			9	10
1	Language	English	6	6
		Optional language	3	3
		Amharic		
2	Mathematics	Mathematics	6	6
3	Natural Science	Physic	4	4
		Chemistry	4	4
		Biology	4	4
4	Social Science	Civics	2	2
		Geography	2	2
		History	2	2
5	Physical Education	Physical Education	2	2
Total Periods/week			35	35

Secondary education 2nd cycle (grades 11-12)

This cycle is a level of specialization. It can be divided into two terms.

These will be:

1. National Science stream
2. Social Science stream

These streaming will have electives and common courses in addition to their area of specialization.

Streaming	Specialized course	Common course	Elective
1. Natural Science	<ol style="list-style-type: none">1. physics2. chemistry3. biology4. math	<ol style="list-style-type: none">1. English2. Civics3. Physical Edu.	<ol style="list-style-type: none">1. Nationality Language2. foreign language
2. Social Sciences	<ol style="list-style-type: none">1. History2. Geography3. Civics*	<ol style="list-style-type: none">1. English2. Math3. Physical Edu.	<ol style="list-style-type: none">1. Nationality language2. Science course3. Foreign language

*As general course.

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