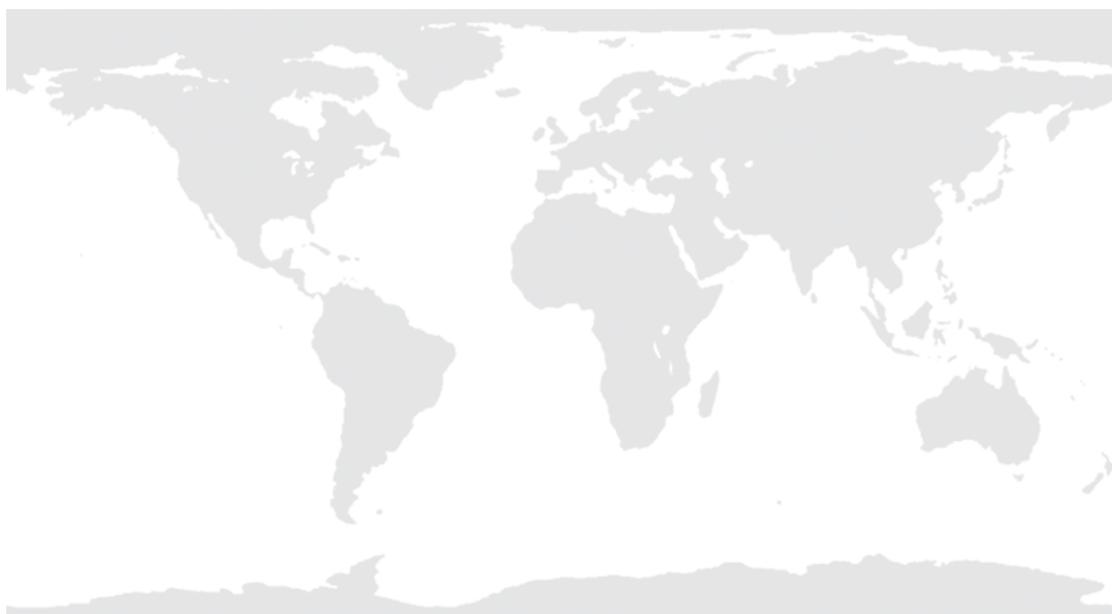




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Ethiopia

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Principles and general objectives of education

The main principles, objectives and goals of education in the country are enunciated in the various proclamations of the Government of Ethiopia. These documents include: the Proclamation of the Constitution of the Federal Democratic Republic of Ethiopia of 1995; the Education and Training Policy (ETP) of 1994; the Education Sector Strategy of 1994; and the Education Sector Development Programmes.

The cardinal principles which form the basis for the provision of educational services are: decentralization of the management of education; people/community participation; equitable distribution of educational services; and the development of local culture and language. In terms of the 1994 ETP, the general objectives of education are the following:

- to 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;
- to bring up citizens who can take care of resources and utilize wisely, who are trained in various skills, by raising the private and social benefits of education;
- to 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;
- to bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show a positive attitude towards the development and dissemination of science and technology in society;
- to cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environmental and societal needs.

Laws and other basic regulations concerning education

According to **Proclamation No. 41/1993** which defines the powers and duties of the central and regional executive organs, the Ministry of Education has the power to formulate the country's educational policies and strategies and, upon approval, follow up and supervise their implementation.

The **Proclamation of the Constitution** of the Federal Democratic Republic of Ethiopia of 1995 stipulates that the State has the obligation to allocate ever-increasing resources to provide educational services; it also states that the Federal Government shall establish and implement national standards and basic policy criteria for education. According to the Constitution, education shall be provided in a manner that is free from any religious considerations, political partisanship or cultural prejudices.



The **Education and Training Policy** of 1994 encompasses overall and specific objectives, implementation strategies, including formal and non-formal education from kindergarten to higher education and special education.

The **Education Sector Strategy** of 1994 focuses on seven major areas: a curriculum change in line with the new educational objectives and to make education more relevant to the demands of the community; the expansion of primary education as well as vocational and technical education and training, the latter with appropriate linkage to the academic system; restructuring the organization and administration of the education system in accordance with the devolution of power to the regional states; human resources development; improving the quality of education throughout the system; supporting the research on curriculum development, teaching methods and evaluation techniques; an increase in public spending for education.

The **Council of Ministers Regulation No. 197/1994** provides for the administration of national higher education institutions located in the regions.

The **Teachers' Career Structure** of 1995-1996 provides for the professional development of teachers based on merit and experience.

The **Strengthening of the Management and Administration of Schools (Amendment) Proclamation No. 217** of 2000 transferred to Councils of National/Regional governments and Councils of City Administrations accountable to the Federal Government the power of issuing regulations with respect to the administration and management, the educational curriculum, the employment and administration of teachers in public schools situated in their respective region; and supervise the implementation of same. Education Bureaus of National/Regional Governments and City Administrations may issue directives to implement regulations issued by their respective Councils of National/Regional Governments and City Administrations.

The **Technical and Vocational Education and Training Proclamation No. 391** of 2004 provides for: the establishment of a system under which trainees undergo apprenticeship training in the productive and service rendering enterprise; the establishment of a uniform system for the determination of levels of competence and accreditation of training institutions and for the certification of trainees; and for the establishment of a mechanism providing for the participation of governmental and non-governmental organizations in the preparation of training programs and curricula as well as in their evaluation and management.

In principle, primary education (grades 1-8) is compulsory and free in public schools. Article 90 of the Constitution promulgated in 1995 stipulates that to the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security.

Administration and management of the education system

The country has nine self-governments and two Administrative Councils. Each one of these organs has the power to establish its own Development Sector Bureau. Each

regional state and Administrative Council has its Education Bureau. Powers and duties of the central and regional executive organs of the Government are defined in the Proclamation No. 41 of 1993.

The following chart is a summary of the major responsibilities for education in accordance with the administrative structure at different levels:

MOE (*)	REB (*)	ZEO (*)	WEO (*)
Formulates the country's education policy.	Prepares plans and programmes based on national policy.	Facilitates the implementation of plans and programmes.	Implements plans and programmes at school level.
Determines and supervises the country's educational standards.	Supervises and maintains the educational standards.	Supervises and evaluates the maintenance of the educational standards.	Supervises school and work with teachers to maintain the educational standards.
Determines the curriculum of secondary and higher institutions and assists Regions in curriculum preparation for the first and second cycle of primary education.	Prepares and implements the primary school curriculum.	Supervises the implementation of the curriculum.	- Inspects the implementation of curriculum at school level. - Recommends improvements.
Determines qualifications of teachers; trains teachers at secondary and tertiary levels and educational personnel, and assists training programmes of Regions.	- Recruits qualified teachers for secondary, TVET, TTIs and TTCs. - Identifies training needs. -Trains primary teachers and educational personnel.	Ensures that in-service training is given to teachers and educational personnel.	Recruits teachers and other professionals for in-service training and professional development.
Makes available adequate quality and quantity of materials.	Ensures the provision of textbooks and educational materials.	Facilitates the distribution of textbooks and educational materials on time.	Distributes textbooks and educational materials to schools on time.
Prepares national examinations.	- Supervises the execution of national exams. - Ascertains adequacy of exams and certificates.	- Ensures that the exam is conducted as scheduled.	- Checks the preparation of students for the exams. - Administers the exams.



MOE (*)	REB (*)	ZEO (*)	WEO (*)
Facilitates the expansion of country's education	<ul style="list-style-type: none"> - Plans for the provision of education to school age children. - Provides adult education. 	<ul style="list-style-type: none"> - Plans for step by step provision of education for all school age population in Region. 	<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"> - Mobilizes the people for realization of plans. - Establishes schools and vocational training centres as per the policy guideline. 	<ul style="list-style-type: none"> - Administers and supervises established schools.
Assists Regions to establish educational mass media.	<ul style="list-style-type: none"> - Ensures that the education programme is supported by mass media. 	Facilitates the provision of mass media supported education.	Provides facilities and programmes for mass media education.
Collects, compiles and disseminates information on education.	<ul style="list-style-type: none"> - Collects, compiles and disseminates statistical data on education. 	Compiles statistical data and reports to the zone.	Collects information and data on education and compiles and submits it to the zonal office.

(*) MOE = Ministry of Education; REB = Regional Education Bureau; ZEO = Zonal Education Office; WEO = *Woreda* (District) Education Office.

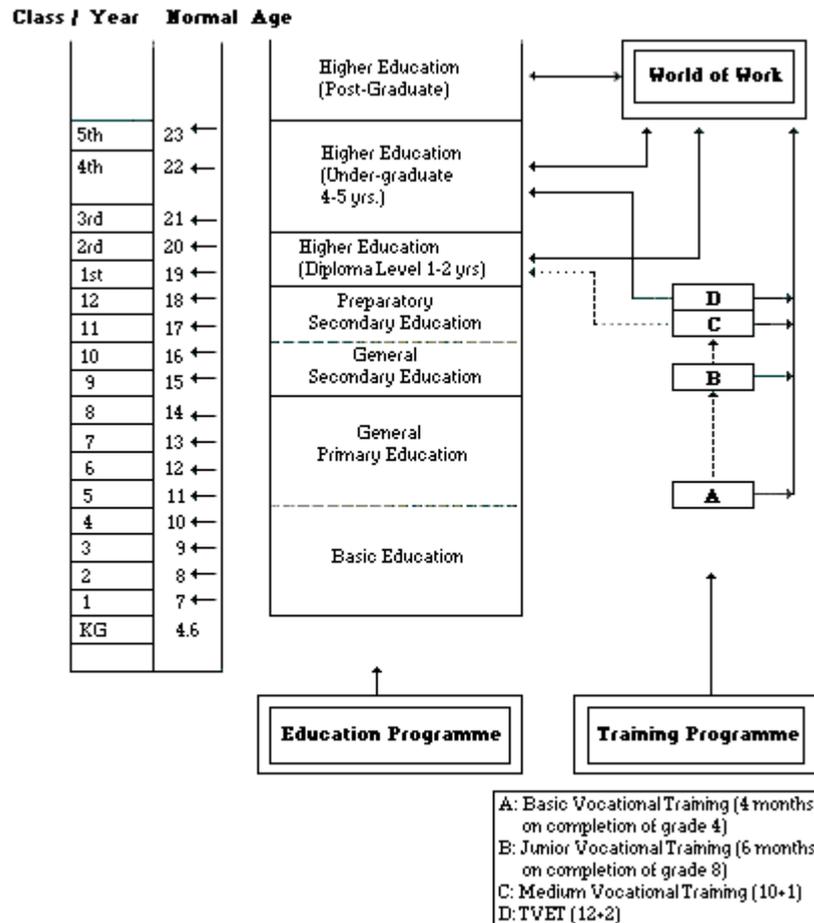
The mission of the **Ministry of Education** is to ensure the production of citizens who properly respect and enforce others to respect the rights and responsibilities of citizens the Constitution provides, who are vigilant to enrich their capacity to solve problems, who would actively participate in development, in building democracy and in the promotion of science and technology. The structure of the Ministry of Education has been changed to enable it to discharge these responsibilities. The Ministry comprises the following departments: education sector development planning and policy; procurement and property management; finance; human resources; gender and equity; external and public relations; audit; English language; ICTs; general education curriculum framework; civic and ethical education and training; education programmes and teacher education; higher education expansion and strengthening; higher education system transformation; TVET system reform and capacity building; and occupational standard and assessment. The Ministry has retained responsibility for the specialized agencies (**Institute for Curriculum Development and Research**; **Education Media Agency** and **National Organization for Examinations**) and universities and colleges.

Regional, Zonal and *Woreda* (District) Councils appoint the regional education bureau head, zonal education office head, and *woreda* (district) education office head of their respective administration. They approve capital and recurrent

budget allocations. Each school has a committee and the head teacher is responsible for administration and management.

Structure and organization of the education system

Ethiopia: structure of the education system



Educational reforms adopted in 1994 changed the structure of the system. Prior to this date, general education was divided into primary (grades 1-6), junior secondary (grades 7 and 8), and senior secondary education (grades 9-12), with national examinations at the end of each level. This system has been in place since 1962.

The new system includes ten years of general education, consisting of eight years of primary education and two years of general secondary education (grades 9 and 10), followed by two years of upper secondary education. Primary education is divided into two four-year cycles. The first cycle of primary education is expected to achieve functional literacy, while the second cycle prepares students for further education. General education is completed at the end of the first cycle of general secondary education (grades 9 and 10). The use of local languages as medium of instruction has been introduced in the first years of primary education.



The system is designed to enable students to leave the formal school system with higher levels of literacy and numeracy and with opportunities for pursuing technical and vocational training at different levels of the education system. The first cycle of secondary education (grades 9 and 10) is intended to enable students to identify areas of interest for further training. The second cycle (grades 11 and 12) should prepare students for continuing their studies at the higher education level or selecting their own vocations. Technical and vocational education and training is institutionally separate from the regular education system and runs in parallel with it. Training is offered at the exit points of the academic system (grades 4, 8 and 10).

Pre-school education

Pre-school education lasts two years and caters to children aged 4-6. Pre-school education is not compulsory.

Primary education

According to the new structure of the education system, primary education lasts eight years (age group 7-14) and it is divided into two cycles: basic education (grades 1-4) and general education (grades 5-8). Junior secondary schools no longer exist, as grades 7 and 8 have become the two upper classes of the second cycle of primary education. At the end of grade 4 pupils sit a national exam and if they achieve a score of at least 50% they can continue to grade 5. Upon completion of grade 8, pupils sit the Primary School Certificate Exam.

Secondary education

As mentioned, secondary education is organized into two cycles, each lasting two years. At the end of grade 10, students sit the Ethiopian General Secondary Education Certificate Examination. The second cycle, covering grades 11 and 12, prepares students for continuing their studies at the higher education level or selecting their own vocations. At the end of grade 12, students must sit the Ethiopian Higher Education Entrance Examination to enter higher education institutions. Upon completion of grade 10, students can pursue technical and vocational education and training leading to a level 1 certificate (one-year programme), a level 2 certificate (two-year programme), or a diploma (three-year programme).

Higher education

Tertiary and higher education is provided by specialized institutes, colleges and universities. Post-secondary non-university vocational and technical education programmes offered by colleges and technological institutes leading to the award of a diploma usually last between two and three years. Primary Teacher Training Institutes offer one-year courses qualifying for teaching in the first cycle of primary education. A diploma awarded by Teacher Training Colleges is required to teach in the second cycle of primary education. Secondary school teachers must have at least a first degree (three-year bachelor's degree programmes). At the university level, programmes leading to a bachelor's degree take three to four years to complete (five years in the case of law and pharmacy; six years in the case of medicine and veterinary science). At the postgraduate level, master's degree programmes last a



minimum of two years; programmes leading to a specialization diploma last between three and four years. The duration of doctoral degree programmes is normally three years.

The school year consists of thirty-six working weeks (excluding periods for examinations and compilation of results) and it is divided into two semesters. The academic year is divided into two semesters, usually October-February and March-July.

The educational process

In terms of the Education and Training Policy of 1994, the preparation of the curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved. It is important to create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries participate in the preparation implementation and evaluation of the curriculum.

It is also essential to ensure that the curriculum developed and textbooks prepared at central and regional levels, are based on sound pedagogical and psychological principles and are up to international standards, giving due attention to concrete local conditions and gender issues.

Pre-primary education

The main objective of pre-primary education is the all-round development of children in order to prepare them for formal schooling. The duration of the programme is two years and the target group is children aged 4-6.

Pre-primary education is a full-day programme, lasting from 8:00 to 16:25. The programme is centered on the needs of children and its major components are shown in the table below:

Activity	Number of weekly periods	
	First year	Second year
Games	10	6
Languages	3	4
Community/surrounding education	2	2
Mathematics (arithmetic)	2	2
Music	2	2
Physical education	2	2
Arts and crafts	2	3
Special education for children with problems of sight, hearing, mental growth	2	2
Total weekly periods	23-25	21-23

Note: Each period lasts twenty-five minutes in the first year and thirty minutes in the second year.

The demand for pre-school programmes is increasing. In 2001/02, 118,986 children were enrolled in 1,189 kindergarten schools with 3,676 teachers (of whom 1,192 untrained). Still, the coverage was quite limited and mainly concentrated in five regions. The gross enrolment rate was estimated at 2.1%.

The private sector, NGOs and the community usually invest in the development of pre-school programmes and facilities. The parents support their children through the payment of tuition fees and provision of educational materials. The government plays a crucial role in policy development and standard setting. The Ministry of Education develops the curriculum, provides supervision, sets standards for facilities, and issues licences for the institutions. (Ministry of Education, September 2002).

The Central Statistical Authority reports that in 2007/08 there were 2,802 kindergarten schools (of which 2,672 maintained by non-governmental organizations) with 267,418 children enrolled and 11,155 teachers.

Primary education

The goal of primary education is to offer basic and general education to pupils in order to prepare them for further general education and training.

Attempts to reform the curriculum in primary grades, in accordance with the goals of the Education and Training Policy, began before the advent of the ESDP I and continued during its implementation. The emphasis of the curriculum reform was to design and develop learning materials that shall improve the problem-solving capacity of the pupils and to make them more productive members of the community who respect human rights and democratic values. The Institute for Curriculum Development and Research (ICDR) plays a central role in the implementation of the



reform, and some regions have established curriculum development departments in order to improve the quality of primary education. (See also: Palme et al., 1996).

In the design of the new curricula two cardinal principles have been determined to guide the development of the contents for each of the core subjects. These are: to connect theoretical knowledge with practical real life situation; and to use the problem-solving approach.

The modalities and approach regarding the teaching of the languages is not 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. Social science (which includes history, geography and civic education) 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.

Basic social studies skills are the predominant contents in the lower primary cycle. 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 cycle. The emphasis of history at general secondary level is upon the provision of basic historical knowledge and acquainting the learner with major methodologies, i.e. 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 state and federal levels. In other words, the contents are closely related to the major activities of mankind and to contemporary problem related to socio-economic development.

It should be noted that a series of consultations at regional and central levels 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, i.e. the identification of and agreement upon the core subjects.

The next step was to draft national syllabi that served as prototype for developing textbooks by commissioned textbook writers closely monitored by curriculum experts at the ICDR and their counterparts 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. There has also been a system of on-the-spot evaluation that involved the teachers and pupils comments as the tryout 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. (Ethiopian National Agency for UNESCO, 2001).

The number of subject to be taught has been reduced to four core subjects in grades 1-4, and six (on the average) in grades 5-8. Curriculum integration has been pursued for the first cycle of primary education. Efforts were also made to improve the layout and approach of the textbooks. The table below shows the weekly lesson timetable according to the new structure of primary education (eight-year programme divided into two four-year cycles):

Primary education: weekly lesson timetable

Area/subject	Number of weekly periods in each grade							
	Basic education				General education			
	I	II	III	IV	V	VI	VII	VIII
<i>Language:</i>								
Mother tongue	5	5	4	4	3	3	3	3
English	5	5	5	5	5	5	6	6
National language (Amharic)	–	–	6	6	4	4	5	5
<u>Mathematics</u>	5	5	5	5	5	5	5	5
<i>Environmental science:</i>								
Environmental science	9	9	9	9				
<i>Natural science:</i>								
Integrated natural science	–	–	–	–	5	5	–	–
Physics	–	–	–	–	–	–	3	3
Chemistry	–	–	–	–	–	–	3	3
Biology	–	–	–	–	–	–	3	3
<i>Social science:</i>								
Social studies	–	–	–	–	4	4	4	4
<i>Aesthetic education:</i>								
Physical education	2	2	2	2	3	3	3	3
Music	2	2	2	2	3	3	–	–
Arts	2	2	2	2	3	3	–	–
Total weekly periods	30	30	35	35	35	35	35	35

Source: Ethiopian National Agency for UNESCO, 2001.

Note: Each teaching period lasts 45 minutes. In Grades I-IV, environmental science includes: natural science, social science, home economics, agriculture and handicrafts. In Grades V and VI, integrated natural science includes: biology, chemistry, physics, home economics, agriculture and handicrafts. Social studies include history, geography and civic education.

Continuous assessment in academic and practical subjects, including aptitude tests is conducted to ascertain the formation profile of pupils. A national examination



is administered at the end of grade 8. Upon passing the national examination, students are awarded a certificate. In order to be promoted from one level to the next students are required to have a minimum of 50% achievement. It is the school that certifies pupils who complete the prescribed courses according to the set standards of the curriculum guide. In 1995/96, the grade 8 examination pass rate was 61.7%. (Ministry of Education, September 2002).

Primary-level enrolment which stood at 4.4 million pupils in 1996/97 reached a total of 7,401,473 pupils in 2000/01. During the same four-year period, the gross enrolment ratio (GER) for the first cycle of primary education (grades 1-4) increased from 54.8% to 83%, while for the second cycle (grades 5-8) it increased from 17.9% to 30.8%. (Ministry of Education, June 2002).

According to the Central Statistical Authority (2010), in 2008/09 there were 14,707,290 pupils enrolled in grades 1-8, of whom 9,748,231 enrolled in grades 1-4; according to the UNESCO Institute for Statistics, in 2007 the GER for grades 1-6 was 91% and the net enrolment ratio was 71%.

Secondary education

According to the new structure of the education system, secondary education lasts four years, divided into two two-year cycles. The first cycle of general secondary education (grades 9 and 10) shall enable students to identify their interests for further education, for specific training and for the world of work. General education is completed at the end of the first cycle (grade 10). The second cycle of secondary education and training shall enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work. The table below shows the weekly lesson timetable of the first cycle of secondary education:

First cycle of general secondary education: weekly lesson timetable

Area/subject	No. of weekly periods in each grade	
	Grade IX	Grade X
<u>Language:</u>		
English language	6	6
National language (Amharic)	3	3
Mathematics	6	6
<u>Natural science:</u>		
Physics	4	4
Chemistry	4	4
Biology	4	4
<u>Social science:</u>		
Civic education	2	2
Geography	2	2
History	2	2
<u>Physical education</u>	2	2
Total weekly periods	35	35

Source: Ethiopian National Agency for UNESCO, 2001. Each teaching period lasts 45 minutes.

The table below shows the subjects offered in the second cycle of secondary education (grades 11 and 12):

Subjects offered in the second cycle of secondary education

	Areas or fields of specialization	Special courses	Common subjects	Elective subjects
1	Natural science	- Physics	- English	- National language
		- Chemistry	- Economics	- Foreign language
		- Biology	- Physical education	
			- Mathematics	
2	Social science	- History	- English	- National language
		- Geography	- Mathematics	- Science course
		- Civics	- Physical education	- Foreign language

Overall, only 33.7% of the secondary school teachers were qualified for the level in 2001/02 (the minimum qualification is at least a first degree). In the same year, 68.5% of secondary schools have reported to use shift systems. The student-section ratio (grades 9-12) was 80:1, and the student-teacher ratio was 49:1. (Ministry of Education, September 2002).



In 2001 there were 13 government-run and ten private technical and vocational education and training (TVET) schools enrolling a total of 4,561 students. In addition, there were 25 newly established skills development centres functioning in four regions with a total enrolment of 8,516 trainees. Both public and private agencies offer short- and long-term training courses, using both formal and non-formal approaches. In recent years, the government undertook an extensive effort aimed at restructuring the TVET subsector. Curricula for 24 training areas have been developed in modular form for the 10+1 and 10+2 certificate levels. Still several major issues need to be addressed, including: the poor quality of training, the development of standards for TVET facilities, the system for certification and accreditation of institutions, the assessment of additional trades to be included in the curriculum, and the evaluation of existing training programmes. In 2001/02, a total of 54,026 trainees took part in the newly designed TVET programmes (10+1 and 10+2 level in 24 non-agricultural fields) at 123 public and 19 non-public training centers.

In the past, national examinations were administered at the end of each level. The national examination administered at the end of grade 6 was discontinued in 1995. National examinations are administered at the end of grades 10 and 12. The Ministry of Education has established the National Organization for Examinations (NOE) with the responsibility of management of examinations at all levels. At the end of grade 10 students sit the Ethiopian General Secondary Education Certificate Examination. At the end of grade 12, students must sit the Ethiopian Higher Education Entrance Examination to enter higher education institutions.

According to the Central Statistical Authority (2010), in 2008/09 there were 1,373,628 students enrolled in grades 9 and 10, while the total enrolment in grades 11 and 12 was 200,672 students (of whom 57,089 were girls). In 2007/08 the total enrolment in TVET programmes was 67,117 trainees.

Assessing learning achievement nationwide

A National Learning Assessment was conducted in 2004 in grades 4 and 8. “The results of the learning assessment test for grade 4 indicate that, in order of importance, the following factors explain students’ achievements: 1) student’s characteristics (home background and behaviour); 2) school management; 3) teacher variables. Other factors are less determining. The results of the learning assessment test for grade 8 indicate that, in order of importance, the following factors explain students’ achievements: 1) student’s characteristics (home background and behaviour); 2) language of instruction (learning in English has a negative effect); 3) teacher variables; 4) school structure and supplies (including the extent to which the school can supplement the government budget through own revenues, the availability of materials and the distance to the *woreda*). Other factors are less determining. The assessment also included a qualitative survey collecting opinions of teachers, students and parents with regard to learning achievements. There was a general dissatisfaction with achievements. Reasons given for low achievements were predominantly lack of textbooks and teachers’ factors (applying for both grades 4 and 8 achievements). Generally issues related to the curriculum and the school system strongly surfaced in interviews. There was unanimity among teachers, students and parents about the complexity of the curriculum for students and teachers alike, teachers feeling ill-equipped, mismatch time/content, impracticality of self-contained classes, bare

advantage of continuous assessment and discouraging influence of free promotion of students from one grade to the other.” (*Final Report*. Ethiopia. Education Sector Development Programme III. Joint Review Mission, December 2006, p. 30).

Teaching staff

Efforts to expand access to, and improve the quality of, education require attention to teacher training. Throughout the education system, over 320,000 teachers are employed (2008/09 data, the vast majority in primary education. Teacher training takes place in Primary Teacher Training Institutes (TTIs), teacher training colleges (TTCs) and the faculties of education at the universities. The Ministry of Education requires teachers for the first cycle of primary education (grades 1-4) to complete twelve years of schooling plus one year of training at TTIs. A diploma awarded by TTCs is required to teach in the second cycle of primary education, while the minimum qualification required to teach at the secondary level is at least a first degree (e.g. a bachelor’s degree, awarded after three years of study).

TTIs enrolled a total of 6,224 trainees in 2000/01, of whom 5,772 graduated. In the same year, there were 77,551 teachers in the first cycle of primary education, of whom 38.6% were women. Some 91% of the women teachers were TTI graduates. Another 4,992 teachers were trained in special areas such as music and agriculture, or had higher level of training than TTI. Thus, 96.6% of teachers in the first cycle of primary education were qualified to teach at that level.

In 2000/01, TTCs produced 1,368 diploma graduates through their regular programmes. Women graduates represented 21% of the total. In addition, some 21,400 TTI graduates were enrolled in distance education programmes to upgrade their qualifications to the diploma level. In the same year, there were 43,526 teachers in the second cycle of primary education, of whom 15.5% were women. Of the total, 9,208 teachers (or 21.1%) were diploma holders. Overall, about 24% of teachers in grades 5-8 held diploma or had higher level of training and therefore were qualified to teach at that level.

In 2000/01, out of the total number of secondary school teachers (14,029), about 5,127 teachers (or 36.5%) had a first degree or above. The shortage of qualified teachers is even more acute in some of the regions.

In 2002/03 it is estimated that 97.1% of the first cycle primary school teachers were certified, while in the second cycle (grades 5-8) only 30.9% were certified. About 21,400 primary school teachers were enrolled in the diploma programme through distance education to upgrade their level of qualification (from certificate to diploma level). These teachers are expected to improve the situation in the second cycle. By the same way, only 39% of the teachers who had been serving in secondary schools were qualified. To improve this situation, a total of 5,716 secondary school teachers who had a diploma were enrolled in summer undergraduate degree programmes.

Teacher’s standard workload is forty hours per week (thirty to forty hours at pre-school level) of which: 22.5 hours used for classroom teaching, 11.5 hours for



lesson preparation and monitoring of students, three hours for co-curricular activities and three hours for miscellaneous school activities.

A systematic and continuous in-service teacher training is organized by the Ministry of Education, Regional Bureaus and training institutions. During summer holidays, long upgrading courses and short refresher in-service courses are conducted in TTIs, colleges, and centres at regional level. Additional programmes such as correspondence, self-study modules, and mobile in-service units are also available. In-service teacher training is compulsory.

Under the Teacher Education System Overhaul (TESO) programme new curriculum materials for TTIs, TTCs and the University Faculty of Education have been developed and put into practice. The materials emphasize active learning by way of modular approach.

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