

Country profile prepared for the  
*Education for All Global Monitoring Report 2007*  
*Strong Foundations: Early Childhood Care and Education*

# **Ethiopia**

## **Early Childhood Care and Education (ECCE) programmes**

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## ETHIOPIA

### Early Childhood Education and Care (ECCE) programs

#### **A. GENERAL INFORMATION, STATISTICS AND INDICATORS**

##### **Starting age of compulsory education (if applicable):**

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 7-12 years.

#### **1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)**

(ISCED = International Standard Classification of Education)

##### **1.1. National definition of ISCED 0 programs:**

Pre-school/pre-primary education (kindergarten)

##### **1.2. Normative age group(s) covered by ISCED 0 programs:**

4-6 years of age

##### **1.3. ISCED 0 programs: statistics and indicators**

###### *1.3.1. Enrolment:*

|  | <b>Percentage</b> | <b>Year</b> |
|--|-------------------|-------------|
|  |                   |             |
| Gross enrolment ratio  | 2.2               | 2004/05     |
|  |                   |             |
| Net enrolment ratio  | ...               |             |
|  |                   |             |
| Percentage of children entering primary education with previous preschool experience | ...               |             |

Source: UIS. (...) Not available.

1.3.2. Enrolment ratio by age group (percentage, also including the first years of primary education when applicable): Not available

| Less than 3 years of age | Age 3 | Age 4 | Age 5 | Age 6 | Age 7 |
|--------------------------|-------|-------|-------|-------|-------|
|                          |       |       |       |       |       |
|                          |       |       |       |       |       |

1.3.3. Teachers, 2004/05:

| Total number of teachers | Of whom female (%) | Percentage of trained teachers (all) | Percentage of trained teachers (males) | Percentage of trained teachers (females) |
|--------------------------|--------------------|--------------------------------------|--|--|
| 4,795                    | 90.4               | 73.9                                 | 60.0                                   | 75.4                                     |

Source: UIS.

1.3.4. Funding: Not available

|   | Percentage |
|---|------------|
| Public current expenditure per pupil as percentage of the Gross National Product per capita | ...        |

1.3.5. Main source(s) of financing: Not available

## 2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

### 2.1. National definition of other ECCE programs:

Not available

### 2.2. Normative age group(s) covered by other ECCE programs:

Not available

### 2.3. Estimate number of children covered by other ECCE programs:

Not available

## **B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)**

### **3.1. Legislation concerning ECCE:**

Education and training policy (April 1994). Health policy. Convention on the Rights of the Child.

### **3.2. Official body/bodies in charge of supervision or coordination:**

The Ministry of Education develops the curriculum, provides supervision, sets standards for facilities, and issues licenses for the institutions. The Ministry of Health and the Ministry of Social Affairs also provide supervision.

### **3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):**

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.

### **3.4. Type of personnel involved:**

Teachers, support staff

### **3.5. Type of staff training (requirements):**

Qualified kindergarten teachers follow a one-year training programme offered by Teachers Training Institutes (admission: upon completion of grade 10).

### **3.6. Recent national policies and reforms:**

Education and Training policy (April 1994)

### **3.7. Efforts targeted at vulnerable or disadvantaged children:**

A kindergarten-school for deaf children

### 3.8. Special projects/programmes aiming at expanding or improving ECCE:

*Not available*

### 3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

#### 3.9.1. Objectives and aims:

The main aim of pre-primary education is the all-round development of children in order to prepare them for formal schooling.

#### 3.9.2. Learning areas and teaching-learning methods:

The pre-primary programme is centred on the needs of children and its major components are shown in the table below:

| Activity  | Number of weekly periods |              |
|---|--------------------------|--------------|
|   | 1st year                 | 2nd 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:<br>- Sight<br>- Hearing<br>- Mental growth | 2                        | 2            |
| <b>Total weekly periods</b>   | <b>23-25</b>             | <b>21-23</b> |

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

#### 3.9.3. Average number of hours per week and average amount of weeks per year:

Pre-primary education is a full-day programme, lasting from 8:00 to 16:25.

### **3.10. Any other relevant and pertinent information**

A task force has been established by the Ministry of Education to prepare a guide in order to improve pre-primary education.

**C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)**

**4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:**

| Type of programme  | Yes or No<br>(note for each programme) | Please estimate the number of beneficiaries (if possible) |
|--|--|---|
| Parenting education through early learning centres and child care centres  | No                                     |   |
| As component of health and nutrition programmes, such as information about child development included in health and nutrition visits | Yes                                    |   |
| Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development             | No                                     |   |
| As component of adolescent, livelihood or literacy programmes  | No                                     |   |
| Media broadcast, such as <i>Sesame Street</i> , with media for and with children   | Yes                                    |   |
| Other (please specify)   |  |   |

**Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).**

No

**4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?**

No

**4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?**

The Education and Training Policy contains provisions concerning the kindergarten structure, curriculum development and teacher training programmes.

*[Information revised by the Ministry of Education, November 2005 and February 2006.]*