



Ethiopia

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

The views and opinions expressed in this document are those of the authors and do not commit UNESCO. The designations employed and the presentation of material do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The paper can be cited with the following reference: "Education for All 2015 National Review Report: Ethiopia". For further information, please contact: efa2015reviews@unesco.org

National EFA 2015 Review Report

SECTION 1

Introduction and National Education Policy context

Introduction

Ethiopia is a vast and diverse country with the second highest population in Africa estimated at around 84 million in 2000 and it is growing rapidly at an average annual rate of 2.6%. Children under 15 years of age account for over 33 million of the total population. The majority of people live in rural areas and their main occupation is farming. Agriculture plays a pivotal role in Ethiopia as it employs some 80% of the population, contributes 47% of the national income and accounts for approximately 90% of the country's exports.

Ethiopia has a federal system of governance, nine regional states and two city administrations. Regional states have considerable authority and responsibility, ensured by the constitution, which they exercise and discharge through councils at region, zone, woreda and kebele levels. Education is the shared responsibility of these administrative tiers.

The Education and Training Policy of 1994 emanates from a national study conducted to identify the constraints to universal education in Ethiopia. This study pointed to access, equity, efficiency and relevance/quality as the four challenges to be solved. These became the foundations of the sector policy, which is delivered through medium-term strategic Education Sector Development Programs (ESDP).

Now approaching the end of the fourth medium-term program (ESDP IV), since ESDP II the sector plans have been directly linked to national macroeconomic plans. The Sustainable Development and Poverty Reduction Program and the Plan for Accelerated and Sustained Development to End Poverty helped guide development through 2010. Using lessons from these programs, the government the Growth and Transformation Plan I (GTP I) which will conclude with ESDP IV, in 2015, to be followed directly by GTP II. The linkage between education sector and national macroeconomic plans supports Ethiopia's objective of reaching middle-income country status by 2025. The education sector is clearly aligned to provide the workforce with more advanced levels of education and technical skills to stimulate improvements in labour productivity.

National Education Policy Context

The overall goal of the education sector is to achieve the Millennium Development Goals (MDGs) and meet the objectives of the National Development Plan through supplying a qualified, trained work force with the necessary skills at all levels.

Access to all levels of the education system has increased at a rapid rate in line with sharp increases in the number of teachers, schools and institutions over the past decade. The situation of the disadvantaged and deprived groups and of the emerging regions advanced more rapidly than the average and, as a result, disparities became less sharp, though they remain of concern. Efforts were

made to make the content and the organization of education more relevant to the diversified needs of the population, for instance through the introduction of Alternative Basic Education (ABE) and the strengthening of innovative models such as mobile schools. Important policy documents were developed and a comprehensive quality improvement program was launched. Woreda education offices and communities have strengthened their involvement in education planning, management and delivery. The core priorities in the education system in the coming years can be grouped under five main themes.

1) Quality and internal efficiency: ensuring student completion and achievement

Notwithstanding major investments in improving the numbers and the qualifications of teachers and the availability of equipment, student achievement has not sufficiently improved. The gains in access are of little meaning if they are not accompanied by improved student learning. If students do not acquire significant knowledge and skills, Ethiopia will not be able to compete within a global economy. It is therefore necessary to shift attention to quality concerns in general and to those inputs and processes which translate more directly into improved student learning and which help change the school into a genuine learning environment. Quality is also a crucial challenge at higher education level. A higher education system with 627,452 students enrolled in under- of post-graduate degrees in 2013/14 demands high-quality instruction and other human and material resources and a focus on reform processes.

The challenge of quality is closely linked to the challenge of completion. Access to primary education has increased and the completion rate to grade five stands at 69.5% in 2013/14, but the majority of children still do not complete the second cycle of primary due to high repetition and drop-out rates throughout the system. In order to better-prepare students for formal education, an early childhood care and education framework was established, to guide the country's expansion of care and education for children from birth to grade one. This inter-ministerial framework is designed to prepare both parents and children for the transition to school and serves as one tool to improve the retention rates of children and their readiness (both psychologically and in terms of health) for learning.

2) Focus on sciences and technology, civic and ethical education

In line with the key priorities of the current Growth and Transformation Plan, a large demand is expected for middle and high level human resources. It is therefore critically important to emphasize science and technology so as to produce capable citizens who can contribute to make the country competitive in the increasingly knowledge-based global economy. Concerted efforts are devoted to enhance science and technology through introducing high quality curricula at primary and secondary schools. This emphasis is supported by an improved curriculum, improved assessment methods and better teaching practice. In addition, the introduction of teaching-for-entrepreneurship in early grades is designed to expand the creativity and innovation amongst the school population.

Another priority area is civic and ethical education, including peace education. This curriculum content is designed to ensure that, in addition to the core academic subjects taught, students receive an education that imparts the civic, ethical, democratic and social values that will be required to function effectively in society. This core content is taught from the earliest grades and remains with students throughout their primary and secondary schooling.

3) Equity in access: reaching the marginalized and unreached

While there has been significant progress in access and improvements in some equity indicators (for example in the Gender Parity Index (GPI) in primary education, which is now above 0.90 in primary

school), participation levels at primary remain much lower in some of the emerging regions and among pastoralist and semi-pastoralist groups. From approximately three million out-of-school children of primary age in 2010, 2013/14 enrolment figures suggest that just fewer than one million of them remain out-of-school. Rural populations in general face serious accessibility constraints at secondary level. ABE has developed rapidly and has helped increase enrolment but problems of low quality and of transition between ABE and the formal school system remain. These problems need to be addressed in order for Ethiopia to achieve Universal Primary Education (UPE) and to work towards the universalization of secondary education, which are the foundation on which to build a competitive economy.

Free primary education was introduced with the adoption of the new Education and Training Policy in 1994 as a major strategy towards achieving the EFA goals. More recently, the introduction of mother-tongue instruction, having reached 23 languages to date, and a gender mainstreaming strategy, is intended to reduce the barriers to education for all, irrespective of location of birth or gender. Inclusive education and special support activities better-enable marginalised groups and children with special educational needs to enrol and complete primary and secondary education. A special educational needs master-plan is under development and will support Ethiopia's objective to ensure that all children can access a quality education.

4) Adult education (with specific attention to Functional Adult Literacy)

A literate population is a precondition for any nation to become competitive within a global economy and without a significant increase in adult literacy rates, Ethiopia will not be able to achieve a middle-level income status within the timeframe it has set itself. The Functional Adult Literacy program aims to improve productivity and to contribute in the building of a healthy member of society; to prepare an individual able to participate in civic and other social issues meaningfully.

Increasing adult literacy rates will support other development goals. Children with literate parents stay in school longer and achieve more highly. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health. The government will put more efforts into mobilizing the resources and developing the partnerships necessary for a sustained adult literacy campaign. The focus on Functional Adult Literacy (FAL) is intended to ensure the active participation of the newly literate population into social and economic development, within an overall framework to promote adult education with a special focus on women.

5) Improving management capacities

Decentralization reforms have, since two decades, transferred important responsibilities to woreda offices. They exercise their responsibilities with support from regional offices, within an overall framework developed at federal level. Many offices, however, do not yet have the required capacity to exercise their responsibilities effectively. Schools are owned and managed by an association of parents, teachers and students from the community. To fulfil their duties effectively, ongoing efforts, in particular concerning school leadership, are designed to improve the functioning of schools. Under the Education Sector Development Plan IV (ESDP IV), more comprehensive capacity development programs were created, aimed at improving the functioning of offices at all levels, of cluster resource centers, and of schools. This included a greater focus on leadership training.

While Ethiopia is a federal state, each region and woreda has autonomy which is ensured by the constitution. Decentralization brings service providers under the control of local governments and their constituents. Staffing levels and allocations are centrally approved, but personnel are locally hired and managed and are thus more directly accountable to the community. For accountability to

occur, however, local residents must be able to understand the issues surrounding service delivery and the options for voicing their concerns. The Promoting Basic Services (PBS) Program is testing and in some cases scaling up complementary strategies to strengthen citizens' voice and access to information. This shift is aiding the change in accountability in the country with respect to service provision. Mechanisms that enhance financial transparency, increase social accountability, and permit grievances to be addressed, all strengthen citizens' capacity to share their concerns effectively with service providers and local authorities.

Currently, planning for both ESDP V and the Growth and Transformation Plan II (GTP II) is underway. While the latter is a broad scheme that reaches into all sectors of Ethiopia, both plans consider the key education indicators, their targets for the next five years, and the best way these can be achieved. ESDP V, in particular, aims to provide children between the ages of four and six with early childhood care and education, increase access at the primary level so that the EFA goals can be reached, improve and increase teachers' skills through training and increase the transition rate from primary to secondary school.

The strong commitment to educational development is reflected in budget allocations to the sector, which have increased steadily since 1994 to reach more than 23% of total government expenditures, and around 5% of GDP, in 2010. Both of these percentages are high relative to per capita income by international standards.

The government is supported by development partners. The Education Technical Working Group (ETWG) leads donor-ministry coordination, although donors have direct relationships with regions when projects operate on a local scale. During the most recent ESDP IV period, financial support from donor partners was budgeted in the range of \$200 million per year. The continuation of PBS into a third phase and GEQIP into a second phase ensures that funding has continued at these levels.

SECTION 2

Progress towards the EFA Goals and Remaining Challenges

Goal 1: Early Childhood Care and Education

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

The foundations set in the first thousand days of a child's life, from conception to the second birthday, are critical for the child's future well-being. Hence it is vital for women of reproductive age to have access to adequate health care so that they are well prepared for the risks of pregnancy and the postnatal and infancy periods. Families need support to make the right choices for mothers and babies. And access to good nutrition holds the key to ensuring that children develop strong immune systems and the cognitive abilities they need in order to learn.

Realization of the significance of early childhood has led to a stronger monitoring system and a better understanding of the scale of the problems in this area, as well as the progress made, which has been considerable.

In spite of the increased recognition of the importance of learning in the early years, in Ethiopia, too many children still do not have access to any form of early education programs before starting school. For example, the early childhood education enrolment rate in 2008/2009 was 4.2% nationally, a negligible figure. Progress in recent years has moved the Gross Enrolment Rate (GER) of children aged 4-6 to 33.65% in 2013/14 (see table below). The rapid increase in the past five years follows greater private sector engagement in the urban centres and massive government efforts to expand access to a reception class (0-Class) in primary schools.

As can be seen from the table, although great improvements have taken place, the pre-primary education participation for both sexes still appears to be relatively low in most regions of the country. The rate of participation in 2013/14 was found to be the least in Somali regional state followed by Afar region while the highest participation has been attained in Addis Ababa followed by Tigray and Harari.

Region	GER in 2001/02				GER in 2013/14			
	M	F	Tot.	# of KGs	M	F	Tot	# of KGs
Tigray	-	-	2.2	73	75.29	74.12	75.04	609
Afar	-	-	0.6	6	4.56	4.56	4.56	32
Amhara	-	-	1.3	191	42.41	41.31	41.72	615
Oromia	-	-	1.4	261	21.01	19.18	20.69	4192
Somali	-	-	0.3	4	3.91	3.39	3.64	272
Benshangul-Gumuz	-	-	1.8	9	30.40	84.60	45.26	75
SNNPR	-	-	1.5	133	43.30	39.90	43.00	2488
Gambella	-	-	0.8	9	17.81	17.52	17.67	86
Harari	-	-	12.0	2	76.70	73.68	74.48	120
Addis Ababa	-	-	35.7	261	96.61	93.60	94.07	6444
Dire Dawa	-	-	9.7	15	45.66	42.39	44.85	204
Ethiopia	-	-	2.0	964	33.80	32.07	33.65	15,137

In 2001/02, only about 109,358 children in 964 kindergarten schools were reported to have access out of the estimated total 5.5 million children of the relevant age group (i.e. 4-6 years old). By 2012/13, out of the estimated 7.3 million children of the appropriate age group in 2012/13, 478,977 children (more than four times the number in 2001/02) were reported to be enrolled in kindergarten in 15,137 centres. This produced a GER for kindergarten of 6.2%, with relatively very high rates in the three urban centres of Addis Ababa, Dire Dawa and Harari (122.2%, 28.9% and 26.8% respectively).

Although the increase is large, relative to the population of this age group, it remains modest and is focussed on urban centres, where private providers can offer low-cost options in a concentrated setting, to parents that can afford it. Child-to-child, O-Class and School Readiness options each now have structured curriculum kits and provide more expansive options for children that cannot currently access the full Kindergarten option which is focussed in urban areas. The reach of the private sector for pre-school provision in rural Ethiopia, in which the vast majority of children live, is not yet evident.

Goal 2 Universal Primary Education

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.

Primary education is absolutely critical to a nation's development, providing on average the highest public returns to investment for the state. It serves as the bridge to TVET and higher education and a critical driver of economic growth. In Ethiopia, primary education, is defined as education in grades 1-8, in two cycles 1st cycle (Grades 1-4) and 2nd cycle (Grades 5-8). The past decade has been one of the periods when rapid progress towards the goal of universal primary education (UPE) has been achieved. Many of the world's poorest countries have registered extraordinary advances. But the pace of advance has been uneven—and it is slowing. According to the UNESCO's recent EFA Goals monitoring review results, the world is not on track to achieve Goal 2. When it comes to Ethiopia, the primary education participation rate as measured by GER and NER is displayed in the tables that follow.

Gross Enrolment Rate (GER)

GER is the rate calculated by simply dividing the total number of students enrolled in first cycle primary (irrespective of their age) by the total population of 7-14 years old. GER is a crude measure of school coverage. Usually, since it includes under-aged and over aged pupils, GER can be higher than 100%, and frequently is in countries attempting to address the backlog of students interested in attending school, but previously unable to because of financial need, family issues, or lack of schools.

Changes in GER at Primary Level (1-8) by Region from 2000/01 to 2013/14

Region	2000/01				2013/14			
	M	F	Tot	# of schools	M	F	Tot	# of Schools
Tigray	75.9	71.8	73.9	530	106.5	105.9	106.2	2236
Afar	12.7	9.8	11.5	45	76.0	72.4	74.4	461
Amhara	56.9	49.7	53.3	1857	107.2	106.2	106.7	8121
Oromia	73.5	42.1	57.9	2418	96.1	86.3	91.2	12866
Somali	13.4	7.2	10.6	107	141.8	126.5	134.9	849
Benshangul-Gumuz	112.7	63.3	88.5	121	108.7	90.8	99.9	440
SNNPR	80.8	46.7	63.8	1539	107.1	96.8	102.0	5814
Gambella	117.1	73.0	95.8	27	154.7	145.9	150.5	243
Harari	120.8	89.1	105.3	50	103.2	92.7	98.1	69
Addis Ababa	118.0	118.5	118.3	235	141.0	167.7	154.6	823
Dire Dawa	84.1	67.1	75.7	29	133.6	172.4	153.1	126
Ethiopia	67.3	47.0	57.4	6,958	104.8	97.8	101.3	32,048

In 2000/01, the primary school (Grades 1-8) age population was estimated at 12,904,379 (i.e. for the age group of 7-14). The number of students enrolled in primary education (all modalities) was 7,401,473, equivalent to 57.4% of the primary population (note: this does not mean that the 7,401,473 students enrolled were of the correct age). They were attending in 6,958 primary schools. That year the primary GER, when broken down by gender, was 47% for girls and 67.3% for boys. It was higher by 6.3% and 6.4% for girls and boys respectively, compared to the previous year.

The participation rate for boys ranged from 12.7% to 120.8% and it was found to be highest in Harari but lowest in Afar. While the girls' participation rate in 2000/01 ranged from 7.2% to 118.5% and it was found to be highest in Addis Ababa but lowest in Somali region. The participation rate for both sexes ranged from 10.6% (for Somali) to 118.3% (for Addis Ababa). Two of the regions (viz., Afar and Somali) had lower participate rates than the national average participation rates for both sexes.

In 2013/14, the country had witnessed significant boost in gross enrolment across all regions. The national GER was found to be 104.8% for boys, 97.8% for girls and 101.3% across both sexes. As revealed in the table above, the participation rate has increased tremendously from the baseline year to 2013/14 in all regions. The increase in the number of schools in the past eleven years is also very dramatic. There were 6,958 primary schools in 2000/01 while there were 32,048 schools in 2013/14. This is an increase by more than 360%.

Although this is an encouraging sign of progress towards the achievement of the UPE, GER is not a good indicator of primary school coverage for it includes over- and under-aged children. One of the key criteria for UPE is the achievement of Net Enrolment Ratio (NER) close to 100%. The NER is believed to be the best way of measuring school coverage and is a refined indicator of access. This requires a high intake level of seven year olds in Grade 1.

Net Enrolment Rate (NER)

NER is the best way of measuring organized, on time school participation and is a more refined indicator of school and enrolment coverage in terms of explaining the proportion of pupils enrolled from the official age group. NER is usually lower than the GER since it excludes over-aged and under-aged pupils. The NER for primary school as a whole is calculated by dividing the number of students of the correct age enrolled in primary school (for Ethiopia, ages 7-14) by the number of children of school age population (7-14).

The NER for the year 2000/01 was estimated at 41.7% for girls, 55.7% for boys and 48.8% for both sexes. The corresponding data for the year 2013/14 were found to be 95.1% for boys, 90.1% for girls, and 92.6% for both sexes. We can observe that the NER for both sexes had shown a huge change in 2013/14 as compared to that of 2000/01.

The government aims to increase both girls' and boys' on-time enrolment in primary school; Ensure that children arrive at school with a strong foundation in language, early literacy and numeracy as well as the social and emotional skills required for learning; decrease early dropout rates and enhance overall primary school performance.

A high NER is driven by a high Net Intake Rate (i.e. all children that are due to begin grade one do register for and start school), low dropout and low repetition. In recent years, in Ethiopia, the Net Intake Rate has approached 100%, standing at 95.5% in 2012/13. This implies that the country is correctly enrolling almost all seven year olds at the start of grade one. The next challenge, to increase and maintain a high NER for the eight years of primary education, is to dramatically reduce dropout and repetition rates. This will also increase the efficiency of service delivery, with children taking eight – and only eight – years to transition from grade one to primary completion.

Internal Efficiency – High Dropout and Repetition

In support of the severity of the dropout out problem in the Ethiopian Education System, one of the interviewees of this assessment has pointed out the following,

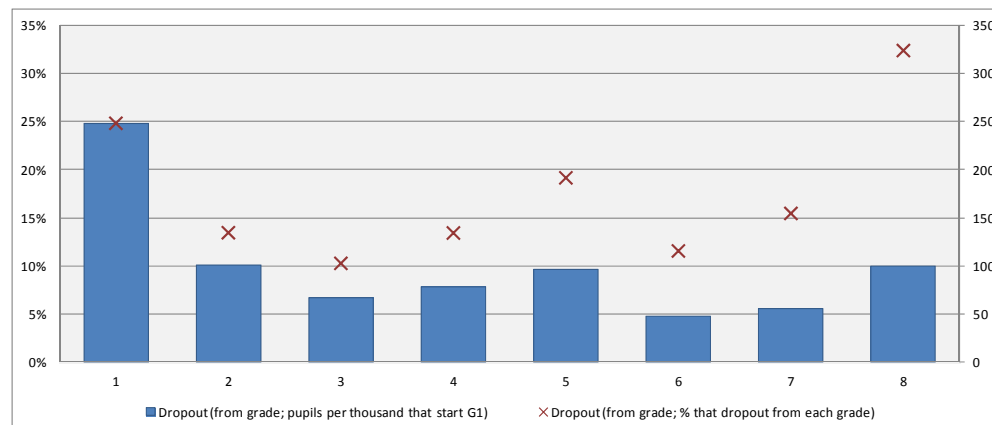
One of the critical problems of the country's education sector is a high dropout rate in almost all levels. Many students, particularly in emerging regions and pastoralist areas drop out of school at early grades. One of the reasons for this to take place is that parents do not want to send their children to schools since they are using them as a workforce in securing their livelihood. Besides, some families cannot afford their children's daily meal and other expenses related to their children's education. As a result, they force their children to quit from schooling and engage themselves in income generating activities or support family in household chores.

In its latest Education Sector Development Program (i.e. ESDP IV), MoE has set clear targets of reducing dropout rates at all levels irrespective of the sex of students. In this medium-term plan, the government aimed for dropout rates across primary of 1%. The status, in 2012/13, was off-target, with dropout rates still, on the whole, the same as at the beginning of the planning period.

In the academic year 2013/14, many interventions were trialled to reduce dropout. The early signs of these interventions show positive progress, perhaps tipping the grade one to eight average rate down towards single digits. These activities will be maintained during the following academic years, to increase the overall efficiency of the system. What remains the case, however, is that the issue of dropout in primary education draws us to focus on some specific grades. In particular, high rates in grades one and two and at the end of each cycle (grade five and grade eight respectively) deserve greatest attention. The government of Ethiopia is focussing its efforts on these selected levels, to develop mechanisms to reduce the dropout rates observed at these critical stages.

The following chart, based on 2012/13 data, displays the rate of dropout and equivalent number of students that can be expected to leave formal schooling, from a starting 1,000, at each grade from one to eight.

Dropout rates from each grade (red crosses) and an equivalent number lost from 1,000 that start grade one (blue columns)



Grade	1	2	3	4	5	6	7	8	Completers
Number enter	1,000	752	651	585	507	410	363	307	
% dropout	25%	13%	10%	13%	19%	12%	15%	32%	
Number leave	248	101	66	78	97	47	56	99	

Similarly, the repetition rate target set in ESDP IV was 1%. In 2009/10, the repetition rate for grades one to eight stood at 4.9%. This average represented a rate of between 4% and 4.5% in first cycle and higher rates, between 5% and 8%, in second cycle. By 2012/13 the average for all primary education stood at 7.9% with a rate of 6.4% in grade six and up to 9% in grade one.

Dropout and repetition do not determine quality of education; rather they reflect the internal efficiency of the system. It is the case, however, that the rates of dropout and repetition reflect student learning outcomes because, among the many factors that determine whether a child remains in the education system, whether or not a child and his/her family perceive learning improvements is central to the decision to leave school and take up alternative options. As such, the remaining high-rates of dropout and repetition can be used as indicators of a weak link between inputs and quality outcomes for student learning.

Goal 3 Youth and Adult Skills

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

Globally, this has been one of the most neglected EFA goals in part because no targets or indicators were set for its monitoring. To address this shortcoming, the 2012 EFA Monitoring Report proposed a framework for the various types of skills as a way of improving monitoring efforts. While highlighting some promising initiatives, the 2012 Report recognized that the international community was still a long way from systematically measuring the provision of skills-oriented programmes and the acquisition of skills. The framework emphasizes the crucial importance of foundation skills, including literacy and numeracy, which are essential for meeting daily needs, succeeding in the world of work and acquiring transferable skills and technical and vocational skills. While there are other pathways young people can take to acquire foundation skills, the most effective is lower secondary schooling, hence the calls for universal completion of lower secondary school to be a goal in the post-2015 framework.

Access to Secondary Education (Grades 9-12)

In Ethiopia, secondary education is composed of two cycles. They are general secondary education (9-10) and preparatory classes (11-12). General secondary education (9-10) is designed to continue the basic education of the primary level, but the teaching is typically more subject focused and requires more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. Preparatory classes (11-12) are the final stage of secondary education and the entry point of higher learning institution.

The government's focus of secondary education growth has been predominantly in the first cycle. 81 out of every 100 students in secondary education are in the first cycle in 2013/14. The national examination (Ethiopian General Secondary Education Certificate Examination) is given at grade 10 to certify completion of general secondary education and to select students that qualify for the next higher level education, preparatory program or technical and vocational education (TVET).

Gross Enrolment Rate for Secondary Education

The coverage of this sub-sector is shown in the tables that follow.

GER for Secondary Education (2006/07—2013/14)

Year	1 st Cycle (G9-10)			2 nd Cycle (11-12)		
	M	F	Tot	M	F	Tot
2006/07	45.7	28.6	37.3	7.3	3.7	5.5
2007/08	44.4	29.6	37.1	7.8	3.8	5.8
2008/09	43.7	32.4	38.1	8.5	3.5	6.0
2009/10	43.5	34.7	39.1	8.9	5.0	7.0
2010/11	41.8	34.9	38.4	9.4	6.7	8.1
2011/12	39.1	34.6	36.9	10.0	7.6	8.8
2012/13	39.9	36.9	38.4	10.5	8.5	9.5
2013/14	40.4	38.0	39.3	10.7	9.1	10.0

As can be seen from the table above, over seven years, enrolment in general secondary (9-10) has barely grown and in preparatory (11-12) although it has nearly doubled this is only from a low start of 5.5%. In both the first and second cycles the enrolment rates for boys are still greater than that of girls. However, in both cycles, the average annual growth rate is higher for girls than boys.

Net Enrolment Rate (NER) for First Cycle Secondary (Grades 9-10)

In the Ethiopian education system, the secondary NER measures the enrolment of children of the appropriate age (for first cycle, 15-16 years old and second cycle, 17-18 years old) divided by the total school age population of that age. The net enrolment trend in the last five years is indicated below.

Net Enrolment Rate of Secondary First Cycle (Grades 9-10)

Year	M	F	Tot
2006/07	16.8	12.6	14.7
2007/08	15.4	12.2	13.8
2008/09	15.0	11.9	13.5
2009/10	16.8	16.1	16.4
2010/11	16.4	16.2	16.3
2011/12	16.9	17.6	17.3
2012/13	18.8	20.1	19.4
2013/14	19.6	20.9	20.2

In 2006/07, the NER for the first cycle secondary education was 16.8% for boys, 12.6% for girls and 14.7% for both sexes. When these results are compared with those of 2013/14, there are improvements across both sexes (i.e. 19.6% for boys, 20.9% girls, and 20.2% for both sexes). However, the overall country's performance in NER was found to be below the weighted NER average of Sub-Saharan Africa for this level of education, which is estimated to be more than 30%.

Further, in spite of a narrowing (implying an improvement in the composition of students in secondary education – i.e. more are attending at the correct age), there remains a large discrepancy between GER and NER for the first cycle. The figures suggest that, in 2013/14, approximately half of first cycle students were of the correct age and half were not (almost entirely overage). This may be due to delayed graduation from primary school, or it may be because of examination barriers, supply barriers, or financial barriers to transferring from Grade 8 of primary to Grade 9 of secondary education.

Besides the above, one of the possible reasons for lower rate of secondary participation could be because of lack of educational facilities to accommodate the surging demands by graduates of the upper primary cycle. The government of Ethiopia greatly expanded physical access to primary schools (first cycle), to provide all children with an option within walking distance. As a child progresses to second cycle primary school and then to secondary school, the number of schools and so the physical access options fall rapidly (for example, from over 30,000 primary schools, to fewer than 2,000 secondary schools, a ratio of 15:1). Current interventions of the Ministry of Education are intended to inform school expansion activities and new school construction. These are implemented to ensure that all children can access a school, at all levels, within an appropriate distance for their age.

Technical and Vocational Education and Training (TVET) Participation

Ethiopia is committed to participating in the competitive global market economy. This requires technical and professional citizens trained in the “ability to learn” and fit into specific occupations. Hence, Technical Vocational Education and Training (TVET) is often at the center of education aimed at marketable and entrepreneurial skills.

In Ethiopia, on completion of grade ten, eighty percent of students are assigned to TVET, including colleges of teacher education. The remaining twenty percent are assigned to preparatory classes (note: this is partly why the GER for second cycle secondary is so low). This emphasis on TVET is intended to ensure an appropriate composition of skills in the economy as Ethiopia moves towards and achieves middle-income status.

In spite of allocations to TVET, however, the number of students enrolling in formal or informal TVET classes remains a fraction of those that are eligible. For Ethiopia to ensure that all young people have appropriate skills for decent work and that they possess the life skills necessary, the transition rate from secondary to TVET and teacher training must improve. Without this, the country risks not only missing the EFA goal, but more importantly, failing to equip its citizens to support inclusive economic growth and development objectives.

Goal 4 Adult Literacy

Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Literacy opens the doors to better livelihoods, improved health and expanded opportunity. A literate population is a precondition for any nation to become competitive within a global economy. Increasing adult literacy rates will support other development goals. Children with literate parents stay in school longer and achieve more. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health. Adult literacy programs can contribute to reducing the spread of HIV and AIDS. There are clear connections between literacy levels and both economic output and GDP growth.

Global educational participation trend analysis shows there is still a huge gap between the commitments made at Dakar in 2000 and the rate of progress made by various countries towards EFA Goals since then.

In Ethiopia, as per the 2007 National Population and Housing Census, there were 36,528,543 adults in Ethiopia between ages 15-55. An updated study, by MoFED and the Central Statistics Agency, reported, in 2012, an illiterate share of 53.5% in the population of 15-60 year olds (40.4% of males and 65.5% of females). This is equivalent to 7.4 million males and 13.1 million females, respectively.

During the last four years (2010/11-2013/14) 10 million adults participated in the program, and 42% of them were women. Moreover, this figure shows how many adult participants complete the one year program and achieved only basic literacy. Only 3.5 million adult were completed the two years IFAE program and are now considered functionally literate.

Region	Enrolment, 2010-2014			% Females	Number of adults who completed the two year program			% Females
	Male	Female	Total		Male	Female	Total	
Tigray	243,073	208,713	451,786	46	104,371	76,949	181,320	42
Afar	21,363	15,163	36,526	42	9,538	8,353	17,891	47
Amhara	1,999,385	1,127,414	3,126,799	36	697,106	305,187	1,002,293	30
Oromiya	2,768,366	2,055,925	4,824,291	42	864,180	844,743	1,408,923	60
Somali	117,548	219,019	336,567	65	109,089	179,129	288,218	62
B/Gumuz	30,952	27,857	58,809	47	7,629	9,783	17,412	56
SNNP	621,719	589,974	1,211,693	49	313,934	276,404	590,338	47
Gambella	4,225	4,067	8,292	49	2,521	2,321	4,743	49
Harrari	9,408	9,850	24,460	40	3,559	1,231	4,790	26
Dire Dawa	19,102	12,353	31,455	39	4,361	6,731	11,092	61
Addis Ababa	24,807	46,443	71,250	65	15,746	30,912	47,658	65
Total	5,851,106	4,311,383	10,162,691	42	2,132,034	1,741,743	3,574,678	49

According to UNESCO (2011), lack of political commitment is widely cited as a reason for slow progress in literacy. At the international level, there has been little meaningful change over the past decade. Literacy does not figure on the MDG agenda, and the United Nations Literacy Decade [2003-2012] has neither significantly raised awareness of the problem nor galvanized action. Major international conferences have facilitated exchange of ideas and a great deal of dialogue, but have not established credible platforms for action. There is no critical mass of leadership championing literacy on the international stage. Experience has shown that when political leaders do acknowledge the need to tackle illiteracy, swift progress is possible.

Therefore, achieving a breakthrough in literacy will require national governments to make more responsibility for planning, financing and delivering, working through a range of partnerships. The Ethiopian government has committed to provide a Functional Adult Literacy course for all adults that require it. This approach is highly contextualised and is preferred to the more traditional approaches to measuring literacy and numeracy. When enrolment figures can be turned into an understanding

of the population that remains 'functionally illiterate', Ethiopia will have a better picture of its position in relation to Goal 4.

Goal 5 Gender Parity Equality

Eliminating gender disparities in primary and secondary education by 2015, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Gender parity – equal enrolment ratios for girls and boys – is just the first step towards the fifth EFA goal of full gender equality in education: a schooling environment that is free of discrimination and provides equal opportunities for boys and girls to realize their potential.

Other starting points towards gender equality include making sure the school environment is safe, improving facilities to provide, for example, separate latrines for girls and boys, training teachers in gender sensitivity, achieving gender balance among teachers and rewriting curricula and textbooks to remove gender stereotypes. Parity in enrolment ratios at both the primary and secondary levels was singled out among all EFA goals to be achieved by 2015. With that early deadline missed, there has been progress towards this goal since, but the achievement of parity remains elusive.

Equity refers to the state, ideal, or quality of being just, impartial, and fair. The term describes fairness in the distribution of opportunities for education. It can be expanded to indicate a state in which all children-minorities and non-minorities, males and females, successful students and those who have fallen behind, and students who have been denied access in the past have equal opportunities to learn, to participate in challenging programs, and to have equal access to the services they need in order to benefit from their education. Equity also ensures that all students in every school will be able to access the services, technology, materials and the qualified staff necessary to achieve educational success. The achievement of the UPE goal is only realized when it is possible to provide equitable access of educational opportunity between sexes, urban/rural areas, minorities and regions.

In the Universal Declaration of Human Rights adopted by the UN in 1948, access to good quality basic education was declared a fundamental human right. Although the world community has adopted subsequent normative instruments to guarantee that everyone will enjoy this right, substantial constraints remain on the way to females' universal primary education and workforce preparation.

The Jomtien World Conference on EFA reaffirmed the right to education and paid particular attention to the gender imbalance in the growth of the non-literate population. Education for girls and women was set as the most urgent priority in attaining the EFA objectives by ensuring access to and improving the quality of education for girls and women and by removing every obstacle hampering their active participation in education. The EFA Declarations constituted the first global evaluation of basic education ever undertaken in 2000 in Dakar (UNESCO, 2000). However, in spite of all the efforts made by governments, international organizations, NGOs, and civil society at large, women's attainments remained quite unsatisfactory (UNESCO, 2001). Gender disparity was still evident in access, enrolment and literacy figures. Neither was the gender gap closing in TVET concerning the numbers of female students and the scope of female-dominated occupational fields. Sub-Saharan Africa continues to present the greatest challenge in terms of the size of the gender gap and because population growth rates remain high, thus further challenging efforts to ensure sufficient numbers of school places.

Full gender equality would imply that girls and boys are offered the same chances to go to school and that they enjoy teaching methods and curricula free of stereotypes and academic orientation and counselling unaffected by gender bias. It also implies equality of outcomes in terms of length of schooling, learning achievement and academic qualifications and, more broadly, equal job opportunities and earnings for similar qualifications and experience (UNESCO EFA Report 2004).

The table below summarizes the current participation rates of girls and women in education sector.

Gender Parity in Enrolments (2013/14)

Level	M	F	Both	% of females	Gender parity index (GPI)
Grade 1 Net Intake Rate (NIR)	108.8%	102.3%	105.6%	-	0.94
Net Enrolment Rate (NER) at Primary (1-8)	95.1%	90.1%	92.6%	-	0.95
Gross Enrolment Rate (GER) at Primary (1-8)	104.8%	97.8%	101.3%	-	0.93
Gross enrolment rate at secondary (9-10)	40.4%	38.0%	39.3%	-	0.94
Admission to preparatory (11-12)	-	-	38,9040	45.1%	0.85
Enrolment at TVET	-	-	238,049	51.1%	1.05
Enrolment at HE (regular undergraduate gov't)	-	-	593,049	30.3%	0.43
Enrolment in Adult & Non-formal education	-	-	6,506,310	43%	0.75

Goal 6 Quality of Education

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life-skills.

Until recently international attention has tended to focus on universal primary education, which is the second Millennium Development Goal. A shift in emphasis is now discernible towards quality and learning, which are likely to be more central to the post-2015 global framework. Such a shift is vital to improve education opportunities for the 250 million children globally who have not had the chance to learn the basics, even though 130 million of them have spent at least four years in school.

The government's General Education Quality Improvement Program has been operational for five years, currently in its first phase. This program is designed as a coordinated approach to improving quality of education across the national, in all primary and secondary schools. This program follows the Ministry of Education's General Education Quality Improvement Package, designed to support quality improvements for all primary and secondary schools and ABE centres. The current phase consists of the following components: (i) Curriculum, Textbooks Assessment, Examinations and Inspection; (ii) Teacher Development Program (TDP); (iii) School Improvement Plan (SIP), including school grants; (iv) Management and Capacity Building, including EMIS; (v) Improving the Quality of Learning and Teaching through the use of Information and Communications Technology (ICT); and (vi) Program Coordination, Monitoring and Evaluation, and Communication.

The issue of quality of education has been explored using teachers' qualification, pupils-teacher ratio, learning achievements of students, level of educational facilities, and level of educational expenditure as the typical indicators of quality education.

Status of teachers' qualification

Teachers serve as key educational inputs whose qualification, subject mastery, pedagogical skills, attitudes towards the profession of teaching, and their commitment to the teaching profession play a crucial role in enhancing the quality of education at all levels.

In Ethiopia, in the past five years, huge efforts have been made to increase the skills of teachers and provide options to upgrade qualifications.

According to the national standards, a primary school teacher is required to hold a diploma from a college of teacher education. The current diploma course runs for three years with a combination of cluster and linear approaches for primary teachers. These courses are configured to provide teachers at this level with knowledge of a broad subject-base (cluster), or specific subject knowledge (linear), as tailored to the requirements in the classroom.

This current standard shows an improvement over the traditional certificate requirement and linear teacher training approach, which failed to equip teachers with the necessary range of skills for this level. As the requirements have only recently changed, the time taken to upgrade all teachers (currently more than 350,000) has not yet been reached. Ethiopia is moving very quickly to equip teachers with additional skills but at the primary level, just fewer than 30% of teachers retain a qualification considered too low by the standard. These teachers are the focus of ongoing training and upgrading efforts – the majority have joined the training required to upgrade – and are expected to reach the level required in the short-term.

At the general secondary (9-10) and preparatory (11-12) levels, teachers are required to hold a subject-area-specific bachelors and masters degree, respectively. In addition, these graduates will complete a one-year postgraduate degree in teaching; to provide the professional training and methodological skills required in the classroom. From academic year 2015/16, this postgraduate degree will be a requirement for all new teachers passing through a university. The current rate of qualification, to standard, in secondary education is 92.6%.

Pupil-Teacher Ratio (PTR)

Educational planners usually consider the PTR as one of the most common education indicators for efficiency and quality. There are two views on PTR:

On one hand, the lower the PTR the better the opportunity for contact between the teacher and pupils and for the teacher to provide support to students individually and thereby improve the quality of education. On the other hand, very low PTR may indicate inefficient use or underutilization of teachers resulting in low efficiency.

However, low or high PTR alone does not explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment, qualification of teachers, the supply of educational materials, and other issues.

This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 50 at primary and 40 at secondary level.

PTR at the national level is 47 for the primary and 28 for secondary education for the year 2013/14. Although the government had taken an aggressive step in expanding teacher education colleges that have been supplying qualified teachers for schools in Ethiopia and professional skills development programs in teaching, the PTR is still higher than the Sub-Saharan countries' average PTR, which stood at 45 for primary level and 25 for secondary level in 2008 (UNESCO, 2011). This implies that the country has to continue expanding and strengthening teacher education programs – although at the secondary level it might be accepted that any reduction in PTR could result in lower efficiency. Particularly, the country has to exert great effort in supplying additional teachers for schools at the primary level, particularly those operating in regions of Oromia, Somali, and SNNPR.

School Facilities

School facilities have an impact on access, quality, efficiency and equity. The school facilities are tools to attract students in general and girls in particular. In the past two years, a school classification assessment system has been introduced, in order to measure and report the levels of all of Ethiopia's schools against the required standard. The assessment tools examine inputs, processes and outcomes, contributing 25%, 35% and 40% to the classification, respectively. This tool, as it is rolled out nationally, is expected to provide valuable information to guide school upgrading and to focus resources.

The classification system will be a great improvement on the current measurement of only inputs. The following table reports some of the inputs from the latest compiled year: availability of shift system, water, latrines, clinic, libraries, laboratories and pedagogical centers in schools in 2010/11 is presented in the following table.

Availability of school facilities (2010/11)

Facility characteristic	Primary (1-8)			Secondary (9-12)		
	M	F	Tot	M	F	Tot
Total number of students	8,320,131	7,576,640	15,896,771	976,822	773,312	1,750,134
# of schools	28,349			1,517		
# of Classrooms	255,590			24,632		
Double shift schools	6,071			491		
Single shift schools	22,278			1,026		
Access to water	10,898			1,085		
Tap water	3,677			815		
Well water	4,861			104		
Boys' latrine	45,654			7,086		
Girls' latrine	43,038			5,946		
Boys & girls' latrine	11,990			1,287		
Clinic	4,795			483		
Library	11,627			1,405		
Pedagogical center	14,897			-		
Technical Labs.	-			2,188		
Internet	-			337		
Electricity	-			1,155		
Plasma TV	-			13,002		

The table above depicts the relative characteristics of facilities available at primary and secondary schools in 2010/11 (more recent data is unavailable). As the results show, as of 2010/11, there were 15,896,771 students (8,320,131 males & 7,576,640 females) at primary level and 1,750,134 students (976,822 males & 773,312 females) at secondary level across the government schools in the country. These were attending in 28,349 government-led primary and 1,517 government-led secondary schools. Further analysis of the data in the table reveals that about 26.5% of primary schools and 34.9% of secondary schools had reported that they were operating on double shift system. Regarding accessibility of water, it was reported that about 34.4% of primary schools and 71.5% of secondary schools had reported the availability of water facility in their compounds. A few of these schools had reported their accessibility to tap water and well water. As far as the availability of toilet facilities is concerned, the report attests that about 90% of primary schools and all (100%) secondary schools reported that they have latrines although some of these schools had no separate latrines for boys and girls.

Regarding school health facilities, only 16.9% primary and 31.8% secondary schools had formally established clinics. About 41.0% of primary schools and 92.8% of secondary schools had reported they have adequately organized libraries. In addition, the report reveals that about 52.5% of primary schools had pedagogical centres, 22.2% of secondary schools had Internet access, about 76.1% of secondary schools had access to electricity, and about 65% of secondary schools had plasma TV facilities. These facility reports indicate considerable level of improvements from what they were in 2000/01.

This does not mean, however, that the country had attained the international standard as UNESCO's (2011) report reveals. Instead Ethiopia has to do more in order to make its schools' environment conducive to learning and enhance the quality of education. In this regard, particular and urgent attention needs to be given to equipping schools with adequate libraries, clinics, pedagogical centers, water facilities, technical and generic laboratories, and toilet facilities separated for girls and boys.

SECTION 3

Implementation of EFA Strategies

Goal 1 Early Childhood Care and Education

The Government's recent strategic shift emphasizes that, apart from its encouragement of private investors and other actors to invest in the sub-sector, it has made it clear that all primary schools will open "zero (0) class" for children of age 4-6 and provide educational services as appropriate. Some regions and schools began this scheme in 2011/12 and so far it has run it successfully. As a result, considerable increase of GER at this level has been recorded in the past academic year compared to the preceding year.

In addition, the Child-to-Child school readiness program (CtC) was initiated in 2008 by UNICEF in collaboration with the Child-to-Child Trust based in London to better prepare young children of age 5-6 for primary school. The core of such initiative in Ethiopia is that older primary school children of grades 5-6 (young facilitators) are paired with 3-5 children of age 5-6. The young facilitators are trained and guided by their teachers. Children are provided with a series of interactive learning games and activities with particular attention to the basic building blocks of early numeracy and literacy prior to school.

The overall goal of the initiative is to increase both the child's readiness for school as well as the school's readiness to receive and foster optimal learning environments for its youngest students. More specifically, the initiative aims to:

Since the start of the implementation in 2009, the CtC program has benefited about 160,000 children of 5 and 6 years old in 6 regions of Ethiopia. One of those regions that has been implementing CtC program is SNNPR. According to the participants of KII and FGD from the education bureau of SNNPR, the following has been extracted:

The CtC program has been implemented in such a way that child facilitators are chosen with a good potential of facilitation skills from primary schools and their facilitation skills are developed by their school teachers. Once they are trained in facilitation skills, they are requested to bring a list of five out of school kids with age range 5-6 and they are instructed to choose best home environment among the five kid's homes for carrying out facilitation of the CtC program. Then the facilitation will be undertaken based on the Young Facilitation Guideline and the close support provided by the primary school teachers in the locality. The CtC program has motivated many kids to join the program and encouraged the parents to send their kids to the program in areas where the kindergartens are rarely opened. As a result of this program, the pre-primary education participation (GER) in SNNPR has reached about 20%. Apart from its role in increasing the pre-primary education participation rate, this innovative approach is believed to enhance environmental awareness, communication skills, understanding of various issues, psychological development, and promote the readiness of children for the primary education.

Goal 2 Universal Primary Education

Given the vastness of the country and dispersed settlement pattern of its population as well as the mobility of settlers from place to place in more than eight regions of the country, achieving the present level of primary education participation rate is unthinkable without using alternative modes of education delivery to the permanent location-based schooling mode of delivery. As witnessed by the participants of the qualitative data collection process, the rapid expansion of primary education participation in Ethiopia was partly because of innovative strategies that were crafted by the Government of Ethiopia as stipulated in ESDP III (MoE, 2005). Some of these innovative strategies have been designed based on the circumstantial demands that came out from emerging regions or pastoralist communities of Ethiopia. In recognition of the special livelihood patterns and life style of pastoralist groups living in eight regions (12-15 million people) of the country¹, the ETP, ESDP, PASDEP, and GTP provide for tailored programs that aim to improve pastoral livelihoods and basic social services. Particularly, the emerging regions lag behind other regions in terms of access to education and school enrolment. Accordingly, a Special Support Program has been developed with the aim of (a) increasing educational access, especially of indigenous children, to primary education; (b) reducing the gap access and quality between the emerging regions and other regions; and (c) strengthening capacity of educational managers.² These aims are believed to be attained through ABE Modality, Mobile Schools, and Para-boarding Schools and Hostels.

To realize the goal of universalizing access to primary education in Ethiopia by 2015, many actors had contributed their part in various ways. For example, the idea of ABE program was initiated by NGOs. Initially the acronym was “ACCESS” to mean “Alternative Cost efficient Centers within the School System.” Then with the help of ADA, MoE made a study in 2002 on the title “Other Routes to Basic Education”. The results of that study had paved the way for the adoption of ABE program into the country’s education system.

As a result, the MoE had injected ABE as one of the alternatives of expanding primary schooling in Ethiopia and the same was incorporated under ESDP III. The ESDP III envisaged provision of basic education through alternative modes (MoE, 2005)³. And the government, through its policy framework, had made it clear that ABE is to be mainstreamed as an integral part of the education system in emerging regions. Low-cost village schools are to be built in areas where the community is settled permanently or for at least 8 consecutive months in a year while Koranic Schools, which are found in most villages of pastoralist areas, are to be used as venues for ABE with the permission of the community and religious leaders⁴. Flexible learning is to be adopted by letting the beneficiary community decide the time of learning and create a child friendly teaching–learning environment.

Furthermore, relevant ABE curriculum is developed; mother tongue is used as medium of instruction; efforts are made to upgrade professional competence of ABE facilitators and formal primary school teachers (through distance education, evening classes or formal schools⁵); improve educational planning and management; and, community leaders are engaged in teaching learning process.

¹ Pastoral regions comprise of approximately 12-15 million people that belong to 29 nationalities/ethnic groups. They inhabit 61% of the country's landmass. Pastoralist Forum Ethiopia, <http://www.pfe-ethiopia.org/about.html>

² Social Assessment for the Education Sector, Ethiopia, Social Development Direct, 2011

³ Education Sector Development Program III (ESDP-III) 2005/2006 – 2010/2011, MoE, August 2005.

⁴ ABE offered in Koranic Schools is secular and distinct from the religious education given by the institutions.

⁵ The Policy provides for creating favourable conditions for Teachers Education Colleges to Institutionalize training of ABE facilitators; provide courses in socio-economic and cultural realities of pastoralist population; build capacity of supervisors; upgrading teachers’ qualification (certificate-diploma-first degree) and produce more female teachers.

Mobile schools for pastoral communities

The GoE has also devised the mobile education strategy, which is intended to provide basic education to communities that are mobile for more than 4 months in a year (mobile schools include tents, easily moveable and simple structures that can provide shelter, flexible black boards, materials, etc.). Semi-mobile education or on-site-schools in areas where mobile communities make a short stay are mechanisms used for ensuring continuity of education offered in permanent villages. A guideline on mobile education had been developed by the Ministry of Education (MoE, 2002).

Para-boarding Schools and Hostels

In its policy framework, the MoE has also made it clear that low-cost para-boarding schools will be established that are in harmony with the life of pastoralists and in which the community actively participates in terms of providing locally available building materials and labour as well as managing the schools, for second-cycle of primary education (priority to be given to females students in case of capacity limitation for admission). Strategies are to be developed that would enable both formal and para-boarding schools to generate their own income so that they can share the cost of education. To enable pastoralist children and youth who reside in areas where there are no second-cycle primary schools to continue their education, the building of low-cost hostels is envisaged in areas where the schools are available.

Goal 3 Youth and Adult Skills

Ethiopia is putting in place, in part via TVET, a comprehensive human resource development program. TVET provides training on market oriented programs based on the demand of industry for various target groups such as graduates of Grade 10 as well as school leavers, people who are in employment, school drop outs, and marginalized groups in the labor market.

As was been stipulated in ESDP IV, the main objective of TVET sub-sector is to train middle level human power and transfer demanded technologies and by doing so to contribute to GTP II as well as towards the realization the country's vision of becoming a middle income country by the year 2032/33.

Higher Education Coverage

The Government of Ethiopia has taken a clear stand to expand higher education coverage across the country in the past 10 years. Higher Education in Ethiopia includes institutions that offer undergraduate programs of three, four or more years, as well as those offering postgraduate programs (i.e. masters and PhD).

In general, the statistics show that access to higher education has been improving over time in Ethiopia. This is due to the aggressive role played by the government and the initiatives taken by some private investors. Despite the increasing trend of higher education participation in the country, the size is still low as compared to other African countries and the share of female students at this level is the lowest compared to the other levels.

Goal 4 Adult Literacy

Given that more than 20 million adults in Ethiopia remain illiterate, the Government of Ethiopia has taken a clear stand as reflected in its strategic documents that, without a significant increase in the adult literacy rate, Ethiopia will not be able to achieve a middle-level income status within a

foreseeable time. As a result, it has made a strategic shift most recently and put forward an ambitious plan for expanding access to Integrated Functional Adult Literacy as of 2010/11. In the country's fourth sectoral development program (ESDP IV), which spanned for 2010/11—2014/15, the government set a target that 95% of adult illiterates will participate in a two-year IFAL program. This is an ambitious target but an achievable one if the political commitment is steadily maintained.

In lieu of reaching its target, the government has issued a comprehensive strategy for Integrated Functional Adult Literacy program and considerable portion of the budget was earmarked in ESDP IV. Moreover, regions have designed relevant curriculum for the Integrated Functional Adult Literacy program and the learning materials have been developed. Inter-sectoral boards have been established at federal, regional, and local/district levels in order to oversee proper implementation of the program.

Goal 5 Gender Parity and Equality

Cognizant of the important role women have to play, the Government of Ethiopia has put into place a variety of strategies designed to increase female participation rates in education and consequently in the overall development process. There is a consensus of opinion that the development targets in the country cannot be achieved with the continued marginalization of women as a group. In the last few years much effort, time and money was spent in fully apprehending the big picture of disadvantage of girls and women in the country. The Government has been striving to fill the gender gap and open access to education for girls and women at various levels of the country's education system.

The interviewees and the FGD participants from Amhara region indicated that the gender gap in educational participation has been closed in primary education and showed significant improvement in subsequent levels as well due to various innovative approaches adopted by the region. Among these, the establishment of the "Girls' Education Forum" is the most noticeable one. This was established as an inter-sectoral entity that comprises the head of the head of education bureau (chairperson); head of women, youth and children bureau (deputy chairperson); regional women's association chairperson (member); regional teachers' association women's team leader (member); regional council's women's affairs standing committee chairperson (member); presidents and deans of universities and colleges operating in the region; CSOs working on girls' education; and gender office focal person in regional education bureau. Such structure has been cascaded down to the woreda/district level in governance structure of the region. The forum has been aggressively working in close collaboration with schools, parents, and community leaders by devising appropriate strategy that encourages opening access to education of school-aged children in general that of girls in particular. Among other activities the forum sensitizes parents and school teachers towards girls' education, condemns early marriage, conducts house-to-house search to bring back those children (particularly girls) who dropped out of school and ensure the continuity and survival of girls' education.

Another key informant of the assessment had reflected his opinion as below,

In past 12 years, so much has been done in opening access to school in Ethiopia for both boys and girls equally at primary level. Participation of girls in primary education is almost achieved, in most of urban areas it is a common phenomenon to find greater girls than boys. The problem of our education system, however, is addressing those with special needs. This issue is multifaceted and related to many factors. One of the crucial factors is the teacher training program. This program should be revisited in terms of quality education through inclusive education. Teachers should be

retrained with skills and knowledge that enables them to address their (children with special needs) diversified classes.

Goal 6 Quality of Education

From November 2008, the Government of Ethiopia has been implementing a World Bank managed General Education Quality Improvement Program. This program is designed and implemented in two phases and the second phase became effective in January 2014.

This program follows the Ministry of Education's General Education Quality Improvement Package, designed to support quality improvements for all primary and secondary schools and ABE centres. The current phase consists of the following components: (i) Curriculum, Textbooks Assessment, Examinations and Inspection; (ii) Teacher Development Program (TDP); (iii) School Improvement Plan (SIP), including school grants; (iv) Management and Capacity Building, including EMIS; (v) Improving the Quality of Learning and Teaching through the use of Information and Communications Technology (ICT); and (vi) Program Coordination, Monitoring and Evaluation, and Communication.

These components are common to GEQIP-I, with the addition of ICT and a greater emphasis on communication.

The program will receive funding of almost \$1 billion over the eight years, two phases, of its implementation (this includes a significant government contribution). It is supporting improvements in the learning conditions and quality inputs and processes from kindergarten to grade twelve, through, among other things:

- increase in the supply of textbooks and other teaching and learning materials improvements in the quality and relevance of the general education curriculum
- strengthened national assessment and examinations system, aligned with the national curriculum support for the newly developed schools
- enhancing the training of pre-service teachers in teacher education institutions through
- provision of teaching and learning materials in the teacher education institutions
- enhanced practicum for teacher candidates
- in-service pedagogical training for teacher educators
- enhanced English language support in teacher education institutions
- provision of a training program for ABE facilitators
- enhancing the provision of continuous professional development at Schools
- providing English language training for teachers of English
- developing a teacher career structure, licensing and re-licensing system which recognizes professional development and behaviour
- strengthening of school planning in order to improve learning outcomes, and to partly fund the school improvement plans through school grants
- improving the effectiveness and efficiency of education planning, policy-making,
- human capacity development and by strengthening the linkages at federal, regional and woreda levels
- developing a national ICT infrastructure improvement plan for general education through strengthening the specification, procurement, distribution and management of ICT in secondary education
- teacher professional development in the use of ICT
- communication to increase awareness and ownership of GEQIP's components and to ensure effective participation of all stakeholders.

The GEQIP program guides the government's efforts in increasing quality of education. During the project lifetime, millions of textbooks have been supplied, thousands of teachers trained and thousands more upgraded, trainings provided for increased capacity and a system of school planning and implementation strengthened. These efforts are, of course, ongoing. They support the EFA objectives directly and Ethiopia's ambition of providing suitably qualified individuals for a middle income country.

SECTION 4

Prospects for Post-2015

Background

The United Nations Educational, Scientific, and Cultural Organization/UNESCO has been coordinating and facilitating debates around the post-2015 education agenda through consultations with member states and key stakeholders. It has been doing this in close collaboration with EFA partners, particularly UNICEF.

To this end, a Global Education for All Meeting, convened by UNESCO, was held in Oman, Muscat, from 12-14 May 2014 where education leaders have adopted the Muscat Agreement. Up on completion of this event, a shared vision for the post 2015 education agenda has been endorsed. As a result, an overarching “*quality education and lifelong learning for all by 2030*” educational goal, along with seven global targets has been set for the next 15 years (2015-2030). And this has been thought based on the notion that education must have an explicit, stand-alone goal in the new development agenda and that it must be a cross-cutting theme across the other development priorities.

The overarching educational goal endorsed has been stipulated as: “*Ensure equitable and inclusive* and it comprises seven global education targets which are indicated in the next sections.

The Muscat agreement is to be endorsed at the World Education Forum 2015 which will be hosted by the Republic of Korea in May and at the United Nations General Assembly in New York in September 2015. In consequence, UNESCO has sent the Muscat Agreement with the Joint Proposal of the EFA Steering Committee on Education post-2015 to the Federal Ministry of Education of Ethiopia for consideration and for further facilitation of negotiations on the post-2015 development agenda.

Following this, a committee of seven people from the MOE was organized to go through the agreement and the proposal, and develop a paper on Ethiopia’s position on the post-2015 education and development agenda. Hence, having dealt with the Muscat Agreement and the Joint Proposal of the EFA Steering Committee on education post-2015, the committee has prepared and submitted this document.

Ethiopia’s Considerations and Positions

On the overarching goal: Ensure equitable and inclusive quality education and lifelong learning for all by 2030

Ethiopia has had development policy directions which are entirely dedicated to ensure equitable and inclusive socio-economic development to reduce poverty at all levels. And human resource development has been placed at the centre of any development agenda of the country. To this effect, all of the policy directions such as the Sustainable Development and Poverty Reduction Program/SDPRP, the Plan for Accelerated and Sustained Development to End Poverty/PASDEP, and the current GTP envisaged education as one of the most potential instrument to realize Ethiopia’s development vision to become a middle income economy by 2025, where there is a critical need for middle and higher level skilled human power.

In connection with this, the over-arching goal set by the 2014 Global Education Meeting/GEM is highly in agreement with Ethiopia's post-2015 human resource development need. The goal is appreciated for it addresses the issue of "lifelong learning for " that addresses lower and upper secondary, TVET, tertiary and adult education in addition to focus on primary and pre-primary, which makes it different from the previous EFA goals that focus mainly on primary and partly on secondary education. What is more, Ethiopia has a strong position for education to be equitable, inclusive and up to the standard of quality as much as possible. Above all, the position taken to have a standalone and comprehensive educational goal and to put education as a cross cutting thematic issue with each development agenda is really a point to be considered for post-2015 development dialogues.

On the Global Targets

For the over-arching goal indicated above, seven global targets have been established as outcome and input targets. Five amongst these are outcome while the two of them are input targets. This approach is different from the previous EFA and MDG goals since the former ones mainly focused on input-output continuum and on internal efficiency. The post-2015 education targets, on the other hand, have practically focused on outcome and learning and have due implication for quality and external efficiency

Outcome Targets

On Target 1: by 2030, at least X % of girls and boys are ready for primary school through participation in quality early child hood and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized

related to this target, Ethiopia has been expanding pre-primary education through three modalities: kindergarten which is mainly done by private providers; "0" class which is annexed to public primary schools and which entertains mainly rural and urban poor children of age 6 . This is given for one year prior to joining grade one. The other modality of expanding ECCE is through the child-to-child delivery where a fifth or sixth graders, supervised by assigned qualified teachers. Besides, not expanding ECCE does mean being against the right of the child, and it has adverse implication for the unpreparedness of the child for formal education and hence dropout, repetition and out of school in later grades. Economic implications such as mother's being engaged in child rearing and being excluded from being involved in economic activities in one hand and older siblings being engaged in helping younger brothers or sisters and being unable to attend their school. These all have effects on persistence of child poverty cycle; prevalence of unskilled labor, less productivity and increased unemployment and being against Ethiopia's vision for middle income economy. Considering all of these impacts, Ethiopia has endorsed target 1.

On Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized

Ethiopia's education is structured as general education (grades 1-12), technical vocational education and training/TVET and higher education. The general education sub-sector consists of programs such as pre-primary, primary (grades 1-8), general and preparatory secondary education as well as adult and non-formal education.

The Pre-primary education addresses children of ages 4-6 and lasts for two-three years. The primary education (grades 1-8) addresses children of ages 7-14 and lasts for 8 years. This is split into two cycles: primary first cycle (grades 1-4) which deals with basic literacy, numeracy, and life skills and primary second cycle (grades 5-8) which deals with general primary education to prepare students for further general education and training.

Secondary education addresses children and youth of ages 15-18. It lasts for four years, consisting of two years of general secondary education or first cycle (grades 9-10 and ages of 15 and 16) and two years of preparatory secondary education or second cycle (grades 11-12 and ages 17 and 18). The first cycle of secondary education enables students identify their interests for further education, for specific training and for the world of work. And general education is completed at grade 10. The second cycle of secondary education and training enables students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work. Hence, upon completion of grade 10, students are usually streamed either to technical vocational education and training/TVET or preparatory secondary education.

Having had this background for target 2, Ethiopia has been providing a free primary (grades 1-8) and general secondary (grades 9-10) education over the last two decades. A general education act, which requires a free and compulsory primary education, is being drafted and will soon be implemented. There is also a strategic direction to universalize general secondary education (grades 9-10) within the second GTP period in line with the national labor market demand for skilled human power to achieve the middle income economic vision by 2025. The “basic education” indicated in target 2 above is more or less similar to Ethiopia’s general education. Cognizant of this fact, Ethiopia will strive not only to universalize but also to make compulsory general secondary education by 2030 given that such level of human resource development will be absolutely essential to be competitive and productive enough for the realization of elimination of poverty in the country

On Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Ethiopia will completely endorse this target and will continue working hard to achieve the benchmarks to be established further. It has been recognized by the Ethiopian Government that without adequately achieving the established level of youth and adult literacy, the need for transforming the agricultural into industrial economy on the basis of forming a knowledge, skill, technology and information based society will remain fantasy. Cognizant of the necessity for youth and adult literacy in Ethiopia, there are the integrated functional adult literacy/IFAL and the ABE programs which are helping provide flexible educational services to the youth and adult community.

On Target 4: By 2030, at least x% of youth and y% of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized

Ethiopia has been implementing the education and training policy with strategic action plans such as the education sector development programs (ESDPs 1-4) and relevant curricula for secondary, technical vocational education and training/TVET, and tertiary education and training. There are minimum standards of knowledge, skills and competencies expected of the youth and adults who graduate from secondary, TVET and tertiary education programs. The secondary education graduate profiles are usually traced through national exams and periodic national educational assessments conducted at grades 10 and 12. The TVET is assured through the certificate of competency/COC

assessment of graduates while those of tertiary level graduates are seldom assessed through tracer studies related to decent work. Within this general framework, target 4 is mostly about checking the external efficiency of the education and training system, which Ethiopia is interested to be committed given such commitments will have a generational socio-economic development returns in particular and a high contribution for reducing unemployment and poverty reduction in general.

On Target 5: by 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development

Most of the essences of Target 5 have been addressed through the civic and ethical education which is one of the basic components of the general education quality improvement package/GEQIP in the Ethiopian education and training system. The basis for this curriculum is Ethiopia's constitutional federal governments system which gives precedence to diversity of culture, language, religion, ethnicity, etc. And yet, the elements of "global citizenship education and education for sustainable development" under target 5 are the ones which Ethiopia would like to include in the existing civic and ethical education curriculum. So, target 5 is endorsed.

Input Targets

On Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported teachers.

Ethiopia is working hard to maintain at all levels the quality of teachers and education leaders through what is called teachers and education leader's development program/TELDP. And this is being regulated through the teachers' and education leaders licensing and relicensing system introduced recently. So Ethiopia strongly believes that all children must be taught by qualified professionally trained and licensed teachers and hence target 6 is endorsed.

On Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need

Related to target 7, the Ethiopian Government has been allocating education budget which exactly complies with the basic essence of this target. For instance, the 2011 education public expenditure review has indicated that education had a 4.7% share of the GDP while at the same time it has allocated 24-25% of its public expenditure. Hence, Ethiopia will remain committed to fund its education and training system as much as possible as it has been so before and has endorsed this target.

Concerns: we have the following two major concerns

1. The Ethiopian Government has a concern on target 6 for it has missed the most critical input for ensuring quality of learning; that is, leadership, management and governance. It is Ethiopia's strong position that without effective and efficient leadership and management and good governance established with in the education and training system, it will be very unlikely that the targets mentioned above won't be achieved. So Ethiopia demands the issue of leadership, management and governance should be one of the global targets.

2. ICT in education should also have been one of the critical inputs to provide quality, equitable and inclusive education for all and to enhance learning for all. In connection to this, Ethiopia has been providing especially secondary education to citizens through what is called PLASMA TV broad casting

program which has been used as one of the best means to ensure equity between urban, and rural and between the poor and the capable. And this has been proved by the rural poor children during several visits the Ministry High officials paid periodically.