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THE NATIONAL CHALLENGES AND POLICY OPTIONS OF ETHIOPIAN EDUCATIONAL SYSTEM TOWARDS THE ACHIEVEMENT OF EFA GOALS: A FOCUS ON PRIMARY AND SECONDARY SCHOOL

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ABSTRACT

Ethiopia has expressed its commitment on the education for all (EFA) goals, the Dakar framework for action and the Millennium declaration. The primary purpose of this study is to critically analyze the extent to which EFA goals are being addressed in Ethiopia and to identify the major challenges encountered in achieving the EFA goal. Descriptive survey method, primary and secondary sources of data and printed literature were used. The data obtained from documents were analyzed using percentages and averages. The findings of the study revealed that the national GER in enrollment for second cycle primary (65.5%), and for secondary cycles (39.1%) is generally far from 100 percent. The national primary NER for the two most past consecutive years (2008/09 and 2009/10) has declined and lowest for secondary cycles in 2009/10, there is discrepancy between national GER and NER and, between advantaged and disadvantaged (Afar and Somali) regions GER and NER, Gender Parity Index of the primary and secondary cycles, particularly in secondary first cycle is low, there are primary and secondary school teachers below the national standard qualification for the levels, and there are problems of school facilities. The major problems hindering the achievement of EFA goals include: regions capacity in implementing strategic actions, finance; regions scarification to the achievement of EFA goals; and regional discrepancy in achieving the indicators of EFA goals. Finally, based on the major findings, conclusions were drawn and certain recommendation were forwarded.

KEYWORDS

Challenges and policy options, Education for All Goals, Ethiopia.

1. INTRODUCTION

The purpose of this paper is to present relevant background on definitions of quality education and ways of assessing quality to help guide the discussions on improving EFA-FTI country endorsement processes. It is also intended to launch discussions resulting in concrete recommendations for capacity building in currently endorsed countries to strengthen national efforts to meet the quality challenge. Further, this paper presents historical overview of the Ethiopian education, the Education for All (EFA) movement and developments since 1990, the Ethiopian approach to EFA goals and planning, rational, problem statement, and methodology of the study, and results, conclusions, and recommendation of the study.

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Improving the quality of education for all learners everywhere is a key priority if we are to reach the goals of Education for All. Without quality, access to and equity in education cannot be fully achieved or sustained. Although huge gains have been made in the numbers of children enrolled in school, there is growing recognition that quality is the main determining factor in whether learners stay in school and succeed in learning. The decline in student performance on international and regional student assessments of learning outcomes in many countries has also drawn increased attention to the quality issue. Further, the evidence points to growing inequalities between the average scores of learners from economically privileged backgrounds and those of learners living in poorer areas. The situation is exacerbated in EFA-Fast Track Initiative countries, where emphasis on the rapid expansion of access has led to teacher shortages, overly crowded classrooms, shortage of teaching and learning materials, and overall deterioration in learning environments.

2. REVIEW OF LITERATURE

2.1 OVERVIEW OF ETHIOPIAN AND ITS EDUCATION SYSTEM

GEOGRAPHY: The Federal Democratic Republic of Ethiopia (FDRE) is a land locked country in north east Africa, approximately between 5^o and 15^o north latitude 33^o and 48^o east longitude. Ethiopia is one of the oldest nations in the world and the oldest independent country in Africa. Unlike most African countries, Ethiopia was not colonized—but occupied by Italy in the late 1930s for five years. Geographically the country is the seventh largest country in Africa covering a total area of 1.25 million square kilometers of which 0.7% is covered by water body. The topography of the country is a high plateau. Elevations range from 100 below sea level in the Dallol depression (Kobar snik) to the mountain peaks in excess of 4,000 m above sea level. The rift valley divides the western and the eastern high lands. Much of the country consists of high plateau and mountain ranges which are dissected by numerous ranges, streams and rivers. Among the biggest rivers are Blue Nile, Awash, Baro, Omo, Tekkeze, Wabe Shebelle, and Genale.

HISTORY: Ethiopian history as an organized and independent polity dates back to the beginning of the second century with the kingdom of Axum in the northern state of *Tigrai*. After the collapse of Axum, power shifted south to *Lasta* and later to *Shoa*. In the 18th century, real power was in the hands of provincial nobles from the highlands of Ethiopia where during this period nations, nationalities and peoples of Ethiopia were administered by their own chiefs, rulers, sultans and kings as separate entities.

After 1880 Ethiopia was reunited less than one centralized government. During 1890s, Italian colonial powers arrived at the northern part of Ethiopia. They were defeated at the battle of Adowa in 1896 but Italy retained control of northern part of Ethiopia and created its colony, Eritrea. Ethiopia never experienced any protracted period of colonialism although the country was occupied by Italians for five years from 1936-1941.11. In the 1930s, Emperor Haile Selassie came to power and Ethiopia was under centralized autocracy. The first Constitution was adopted by Emperor Haile Selassie in 1931 which had no effect of limiting the power of the Emperor. The second Constitution was adopted in 1955 but Ethiopia still remained essentially feudal. These and other factors provided the impetus for a revolution which led to the replacement of the Imperial regime by the military junta led by Mengistu Hailemariam. During this period there was widespread unrest and civil war and the question of the right of nations and nationalities remained unanswered.

On May 29, 1991, the Dergue regime was ousted by the Ethiopian People's Revolutionary Democratic Front (EPRDF). The EPRDF launched the implementation of a political reform process which has transformed the military single party rule into a multiparty federal republic. In the transitional period (1991-1995) several measures weretaken to stabilize the country, to reform the economy and to establish democracy. At the outset in 1991, a Transitional Charter was also adopted which guaranteed the fundamental rights recognized in international human rights agreements. On 21st August, 1995 the Charter was replaced by the Constitution of the Federal Democratic Republic of Ethiopia that guarantees the protection of human rights, democracy and rule of law.

TEMPERATURE: The climate of Ethiopia is highly influenced by altitude. It also has considerable variations of temperature condition from cool to cool (dega) where average temperature ranges from freezing to 160c and from warm to cool climate (Woina Dega) where annual temperature ranges from 160c to 200c and from warm to hot climate (Kolla) where the average temperature is between 200c and 300c and the hot and a ride climate (Bereha) where the annual temperature is over 300c. There are two distinct seasons in Ethiopia: the Dry season which is from October to May and the rain season from June to September.

ECONOMY: Ethiopia has a booming economy with an average growth rate of 11.9 % for the last four years. Ethiopia was the fastest growing non-oil economy among Sub-Saharan African nations in 2007. Agriculture accounts for almost 45 percent of the GDP, 63 percent of exports and 80 percent of the labor force.

Many other economic activities depend on agriculture, including marketing, processing, and export of agricultural products. Recently, the manufacturing, construction and service sector have recorded significant expansion.

DEMOGRAPHY: Ethiopia has an estimated total population of 79.2 million (2008), growing at an annual rate of 2.7% (Federal Democratic Republic of Ethiopia, 2007:112). This number makes Ethiopia the second most populous country in Africa next to Nigeria. Nearly 84% of the current population lives in rural areas and depends for its livelihood predominantly on a traditional agricultural economy that is susceptible to persistent drought and low levels of productivity. Ethiopia is home to more than 80 ethnic groups that vary in population size from 18 million people to less than hundred'. According to the National Ethiopian Census of 1994, the Oromo are the largest ethnic group (32%) in Ethiopia. The Amhara represent 30.2% while the Tigray people are 6.2% of the population. The age structure of the population is extremely young and typical of many developing countries with children under 15 constituting 45% of the population. The child dependency ratio is 90%. Two point eight percent of the population is composed of persons above the age 65. Ethiopia has 83 different languages with up to 200 dialects spoken. Ethiopian languages are divided into four major language groups namely, Semitics, Cushitic, Omotic, and Nilo-Saharan. Amharic is the official language of the country. Afan-Oromo, Tigrigna and Somali are among the many languages spoken in the country.

At present Ethiopia is made up of nine federal states and two chartered cities and follows a decentralised form of administration (Federal Democratic Republic of Ethiopia, 2007:102-114). In the education sector, district educational administrators are responsible for managing and supervising primary schools. Secondary schools are managed and supervised by zone education departments. While regional education bureaus guide and supervise education from primary to college level, it is the responsibility of the ministry of education to manage and supervise the overall education system (Ministry of Education (MoE, 2002:25).

Historical overview of the Ethiopian education: A detailed analysis of the origin and development of Ethiopian Education may not serve our purpose here. However, a brief glance at its general features can serve as background information to the problems of quantitative expansion and qualitative improvement of education in Ethiopia.

2.2 ETHIOPIAN EDUCATION SYSTEM

INDIGENOUS EDUCATION: Ethiopia has a long and rich history of educational traditions. Indigenous education was offered by all ethnic and linguistic groups and will remain an important transmitter of cultural identity from one generation to the next including out of school children. It aims at instilling in children the attitudes and skills appropriate for male and female social roles, emphasizing the duties and privileges derived from cultural values. Indigenous education responds to the concrete problems of local communities. Under the present situation, because still many school age children and the majority of adults in the rural areas of Ethiopia have little access to modern education, indigenous education plays and continues to play an important role in preparing the young generation for their future role.

CHURCH EDUCATION: Ethiopia's early Christian heritage represents a second important element of Education in the country. In about the 4th century, the Ethiopian Christian church established a comprehensive system of education that provided Ethiopian cultural, spiritual, literary, scientific, and artistic life (World Bank, 1988:11). The church in Ethiopia was able to provide a sophisticated and peculiar type of education that takes as many as 30 years to complete. Like church education in other parts of Christendom, the primary purpose of the Ethiopian church education was to prepare young men for the service of the church as deacons and priests. Moreover, in its long history of existence, church education has served as the main source of civil servants such as judges, governors, scribes, treasures and general administrators (Teshome Wagaw 1979:11). In spite of its long literary heritage, this could have been used as a basis on which to build an educational sphere unparalleled in Africa, church education in Ethiopia has played a limited role in the development of the society in general and the offering of education in particular. Unlike church education in many other regions, its access in Ethiopia was limited to only a few people and the country basically remained "the land of the thumb print (the national literacy campaign co-ordinating committee, 1984:3). Besides, this limited church education was unevenly distributed. It flourished only in the north and north eastern part of Ethiopian (Ayalew Shibeshi, 1989:31). Until the end of the ninetieth century, education was totally left in the hands of the church.

ISLAMIC EDUCATION: A third major element of Education in Ethiopia was the influence of the Islam in Ethiopia. Arab culture and faith were adapted in much of the southern and South-eastern Ethiopia. Non-formal school system was established to teach the ethics and theology of Islam. Designed to impart skills and knowledge within the religious realm, the Islamic education system emphasised reading and recitation in Arabic. Unlike the church schools, the koranic schools were maintained by the local committees themselves and received no state assistance of any kind (Markokis, 1994).

THE INTRODUCTION OF MODERN EDUCATION TO ETHIOPIA: The introduction of modern education to Ethiopia was the outcome of the objective conditions in the country. The establishment of a central state authority and permanent urban seat of power, the arrival of foreign embassies, the development of modern economic sector and other conditions were some of the objective conditions that called for modern education in Ethiopia. The beginning of modern education in Ethiopia is directly related to the advent of foreign missionaries in the 19th century. These missionaries opened schools and instituted modern education alongside their religious institutions in all the places where they were accepted or come into agreement with the feudal class. Nevertheless, the establishment of modern schools was speeded up beginning with the turn of the 20th century owing to the efforts of Emperor Menelik and Ethiopian intellectuals who had returned from abroad. Modern education officially commenced in 1908 with the opening of Menelik II School in Addis Ababa, marking a significant step in the history of education in Ethiopia.

The Italian occupation (1936-1941) seriously disrupted the educational system that had just begun to emerge. Government schools were either closed down or were used for military purposes. After the war the government of Ethiopia began to lay down the educational foundation virtually from the scratch. The main emphasis at this stage was the creation of an educational system that could provide for small corps of clerical, technical and administrative personnel to run the government machinery (G.A.Lipsby, 1962). Until 1955, the Ethiopian Government was engaged in the expansion of the education system.

By 1974, when the revolution erupted only 15.3 percent of the age cohort were attending primary schools. Thus, the participation rate in Ethiopia before the Revolution of 1974 was very low even by African standards (Ayalew Shibeshi, 1989:35). Following the change of social values, faith, and philosophy, the educational infrastructure and system were also changed drastically. Under this new socialist state, Ethiopia's educational was changed dramatically. In this regime poly-technical education familiarized children with the important branches of production; including the manufacturing of machinery or food, and acquainting them with first-hand practical experience.

2.3 MAJOR CHALLENGES AND EFFORTS MADE DURING THE CURRENT GOVERNMENT

When the current government came into power, the Ethiopian education system was suffering from multifaceted problems. The main problems were related to the issues of relevance, quality, equity and access. As a result of previous neglect, Ethiopia's education sector was characterized at all levels by extremely low overall participation rates (30% at primary, 13% at secondary and less than 1% at tertiary levels). Its gross enrolment rate of 30% at primary was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries. Girls' participation rates were much lower than those of boys, especially in rural areas. In addition, there were severe regional differences in access to education, ranging from 7% in Afar region to 87% in Addis Ababa City. The quality of education was poor with inadequately trained and poorly motivated teachers and lack of instructional materials. The system was inefficient and one third of students drop out of school in the first year. In the light of these educational problems, it has become imperative for the current Ethiopian Government to design an appropriate education and training policy that gives insight for the overall educational development and reflect the international declarations on educational issues.

The Ethiopian Federal Democratic Republic constitution has declared that education is one of the fundamental human right and thus is free of any political and religious ideology. As stated in the sections pertaining to education and human right issues of the constitution, every nation and nationality has the right to learn in its own language, at least at the basic education and general primary level. The constitution has ascertained that no tuition fee of any kind will be charged in the general education system of Grades 1-10. Responding to the challenges of the education system of the late 1980s and early 1990s and based on the declarations of the constitution, the government designed the Education and Training Policy of 1994, which intends to systematically and gradually alleviate these educational problems. Within the framework stated in the Education and Training Policy and Strategy (ETPS), the government designed the Education Sector Development Program (ESDP), which is a long range-rolling Plan with a focus on the comprehensive development of education over a twenty-year period. The ESDP translates the policy statement into action. The main thrust of ESDP is to improve educational quality and expand access to education with special

emphasis on primary education in rural and undeserved areas, as well as the promotion of girls' education. The program was launched in 1997/98 with government's funding and support from ongoing donor assistance. The final goal of the ESDP for the primary education is universal primary enrolment by the year 2015 and at the same time improving quality, equity and efficiency of the system at all levels.

Since 1994, the government of Ethiopia has embarked on a decentralization process. Decentralization has opened the way for regional and local governments, and through them, the local communities to take greater responsibility, financial and otherwise, for managing their own affairs, including the delivery of social services such as education. The decentralization process in Ethiopia has a four-tier system of government. Below the federal government, are regional governments. At the regional level, the country is divided into nine states and two city administrations. These regional administrations are divided into zone (66), which is divided into woredas (556). The woredas are considered to be the key local units of government. Below this level, communities are further subdivided into smaller electoral units, known as Kebeles, to further enhance community grassroots participation in the formulation and administration of policy decisions. The policy has devolved the responsibility of management of primary and secondary education to woreda (district) level, the decentralization to lower level of government was undertaken with the objective of improving efficiency. The decentralization reforms, which started some eight years ago and have transferred important responsibilities to the woreda offices, are now fully implemented: woreda offices exercise their responsibilities, with support from regional offices, within an overall framework developed at federal level.

Ethiopia has developed its education system on the basis of a sector-wide policy and framework since 1994. The structure of the Ethiopian education system encompasses formal and non-formal education. Non-formal education covers wide areas of training both for the primary school age children as well as adults who have either dropped out and/or beginners. For this reason, it is viewed as open-ended in terms of training programme, and, to some extent, in terms of institutional arrangement. The formal programme has further been divided into kindergarten, general, technical-vocational and tertiary education programmes. Prior to the Education Reform of 1994, general education was divided into primary (1-6), junior secondary (7-8) and senior secondary (9-12) with national examinations given on completion of each level. The current curriculum is offering 10 years of general education consisting of 8 years of primary education and 2 years of general secondary education (9-10) with the second cycle of secondary education (11-12) which prepares students for continuing to higher education. Primary education is divided into two cycles comprising grades 1 through 4 of basic education and second cycle of grades 5 through 8 of general primary education. According to the New Education and training policy of 1994, there will also be a system of technical vocational training which will be offered to the graduates of each cycle.

Human resource development constitutes the foundation upon which material development can occur, and education represents a major form of human resources development. Besides, it is widely believed that the expansion of educational opportunities is a keystone to the nations accelerated socio-economic development. Education provides a fundamental base for all further human development and its availability and quality are central to the human resource development of any society. From this consensus among representatives of the majority of the world's nations grew the commitment to Education for All (EFA), first codified in 1990 in Jomtien, Thailand. These representatives committed themselves to achieve universal primary education (UPE) and reduce illiteracy by the year 2000. As the new millennium approached, it was clear that many developing countries were still very far from reaching these targets, so in 2000 in Dakar, Senegal, representatives from the international community met again and agreed on six EFA goals, which were considered to be essential, attainable and affordable and strong commitment are given to them by specific governments and by international communities. The six educational goals of Dakar forum for action include (1) expand early childhood care and education; especially for the most vulnerable and disadvantaged children, (2) by 2015, all children of primary school age particularly girls, children in difficult circumstances and those belonging to ethnic minorities would participate in free schooling of acceptable quality, (3) promote learning and life skills for young people and adults; (4) Levels of adult literacy would be halved by 2015, (5) achieve gender parity in enrollments for girls at primary and secondary levels by 2005, and of full equality throughout education by 2015; and (6) all aspects of education quality would be improved and excellence of all would be ensured so that recognized and measurable learning outcomes are achieved by all, especially in numeracy, literacy and life skills. In the same year, the eight Millennium Development Goals were agreed; two of which universal primary education (UPE) and the elimination of gender disparities in primary and secondary education were defined as critical to the elimination of extreme poverty.

Education for All brings together the key actors in education and development field (international organizations such as UNESCO, UNICEF and the WORLD BANK, donor countries, developing countries and civil society). National governments agreed to dedicate themselves to securing the goals, while international agencies pledged that no country thus committed would be prevented from achieving them by a lack of resources.

3. IMPORTANCE OF THE STUDY

Authorities and educators at the various levels of educational administration are responsible for implementing the education policy, for creating conducive working environment for the primary school practitioners in that the accessibility, equity and quality of education can be maintain and for guiding as well as orienting practitioners. The findings of this study will provide important information about the achievement of commitment on the education for all (EFA) goals, the Dakar framework for action and the Millennium declaration; hence these authorities and educators are benefited from the findings of the present study. Specifically the outcomes of this study help Ministry of Education, Regional Education offices primary school heads, teachers, students, and other concerned bodies in primary school to design preventive, intervention and rehabilitative measures regarding the implementation of Millennium development goals, and issues and challenges affecting its implementation. Furthermore, the researcher believes that this study has the following significances: it provides information to policy makers and primary education level educational officials about the implementation of Millennium development goals.

4. STATEMENT OF THE PROBLEM

In Ethiopia, after the overthrow of the military government in 1991 since then education has been a development priority on the national agenda. Ethiopia has expressed its commitment for achieving the Education for All (EFA) goals in different forums and the Framework for Action for Meeting Basic Learning needs and the goals subsequently set in the Dakar Framework for Action adopted in 2000. Along with "Education for All", Ethiopia is also committed to pursue eight time bound and specific targets under the Millennium Declaration which it signed on September 2000. The Declaration, in general, aims to reduce poverty by half in 2015. In Ethiopia there is no separate EFA plan and education development and education reform initiatives are integrated into national strategic plans, policies and programs for education. Planning within the education sector is in the form of an Education Sector Development Plan (ESDP). The Education Training Policy (ETP) and Education Sector Strategy and programmes are addressing the problems of access, equity, quality, and relevance in education (Transitional Government of Ethiopia, 1994; Ministry of Education, 1996). To solve these problems the government policy has planned and implemented three education sector development programmes (ESDP-I, 1997/98-2000/01, ESDP-II, 2002/03-2005/06 ESDP-III) and the fourth one is under implementation the period for its plan is 2010/11-2015/2015. The Education Sector Development Programmes provide a sector-wide policy and implementation framework for educational development.

Progress toward Education for All is one of the defining development challenges of the 21st century. The past five years have witnessed a marked slowdown in the rate of progress towards universal primary education. Compared with the first half of the decade, progress has halved. If current trends continue, there will be more children out of school in 2015 than there are today. This show as there is challenges to reach the goal of primary schooling completion by 2015.

Now, only about three years are left to reach the time boundary for achieving the EFA Goals. Hence the current EFA's status of Ethiopia and its challenges need investigation in order to take measures (by all the concerned bodies) which accelerate the growth towards EFA goals by minimizing the problems hampering the achievement of these goals within the time interval. It is with this rational the researcher tried to conduct this study. To this end, the following four basic research questions were set:

1. How close or far Ethiopia is from the achievement of EFA goals with respect to access, equity, quality, and educational efficiency?
2. What are the major problems/challenges encountered in achieving the EFA goals?

5. OBJECTIVES

The main objective of the study is to critically analyze the extent to which EFA goals are being addressed in Ethiopia and identify the major challenges/factors encountered in achieving the goals and thereby to recommend policy options for achieving the EFA goals. The specific objectives of the current research include to: examine how close or far Ethiopia is from the achievement of EFA goals, assess the efforts so far made by the Ethiopian Government towards the achievement of EFA Goals, identify the major problems encountered in achieving the EFA goals, and to investigate the things that would be required to achieve EFA Goals in terms of educational policy.

6. RESEARCH METHODOLOGY

As mentioned earlier the principal objective of the present study is to assess the level of achievement of EFA goals by Ethiopia and to investigate the major factors that hinder the achievement of EFA goals. To get reliable and adequate information the researcher employed descriptive survey method, because it is relevant to gather detailed description of the existing conditions, current practices, concerns, or interests of some group of people (Gay& Airasian, 2000). In this research study, there are both primary and secondary sources of data. The primary sources of data were educational personnel. The secondary sources were relevant documents (Educational Statistics Annual Abstracts) and printed literature. Participants at the World Conference on Education for All in Dakar 2000 agreed to achieve quality basic education for all within 15 years (by 2015). The partner countries including Ethiopia are making efforts from 2000/01 to 2011/12, for eleven years to achieve the EFA goals. Thus the eleven years Ethiopia's EFA progress documents can be found. However, the most recent past five years (2005/06 to 2010) governments' documents (45.5% of the total documents) were purposively selected to examine the current status of EFA progress in the country. To get supplementary data semi-structured interview was conducted with three educational personals. The data obtained from documents were statistically analysed. Accordingly, percentages and averages were calculated.

7. RESULTS AND DISCUSSION

The main purposes of this study were to examine how far or near Ethiopia is in achieving EFA goals and identify the major constraints that hinder the achievement of EFA goals. Thus, the data used in this study were collected from education statistics annual abstract (EMIS Ministry of Education 2010 Addis Ababa, Ethiopia). In order to meet these purposes the following four basic questions were set:

1. How close or far Ethiopia is from the achievement of EFA goals with respect to access, equity, quality, and educational efficiency?
2. What are the major problems/challenges encountered in achieving the EFA goals?

To answer solutions for these questions, study was conducted on the past five years Ethiopia's trends in achieving EFA Goals. The data regarding the indicators of the achievement EFA goals (access to education, equity, quality and educational efficiency) over the most past five years were mainly gathered from documents and through interview from educational personnels. The data obtained were analysed using percentages and averages. The results of the study obtained based on the analysis of the collected data are discussed here under:

7.1 ACCESS TO EDUCATION

ENROLLMENTS OVER THE PAST FIVE YEARS: As can be seen from chart below the kindergarten school enrollment rose from 219,068 in 2005/06 to 341,315 in 2009/10. By 2005/06, the number of primary school pupils was 13,474,674 (45.3% were females) and it grew to 15,792,103 (47.3% were females) in 2009/10. In secondary school enrollment rose from 190,106 in 2005/06 (35.2% were females), to 1,695,930 (42.5% were females) in 2009/10. In the case of Technical and Vocational Education 123,557 students were attended in 2005/06 and 353,420 in 2009/10. In higher education, enrollments have also ballooned from 180,117 in 2005/06 to 434,659 students.

Generally, over the past five years (except for the last two consecutive years) the enrollments of students in Ethiopia had increased at all educational levels for both sexes. In both primary cycles the average annual growth rate is higher for girls than boys. However, the rate of enrollment for boys is still greater than that of girls. There has been a 30.0% for TVET, 24.7% for higher education undergraduate, 22.3% for higher education-postgraduate, 9.3% for secondary and 5.7% for primary education average annual increase in enrolment over the most recent past five years. The enrollment in pre- primary level is very less than it should be to promote access to early childhood education so the discussion of sub- sectors at this level is ignored in the other sections.

CHART 7.1 A: THE FIVE YEARS TREND OF ENROLLMENT AT KINDERGARTEN LEVEL

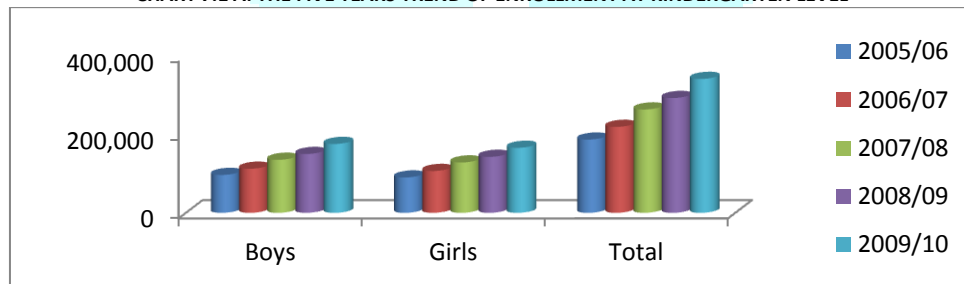
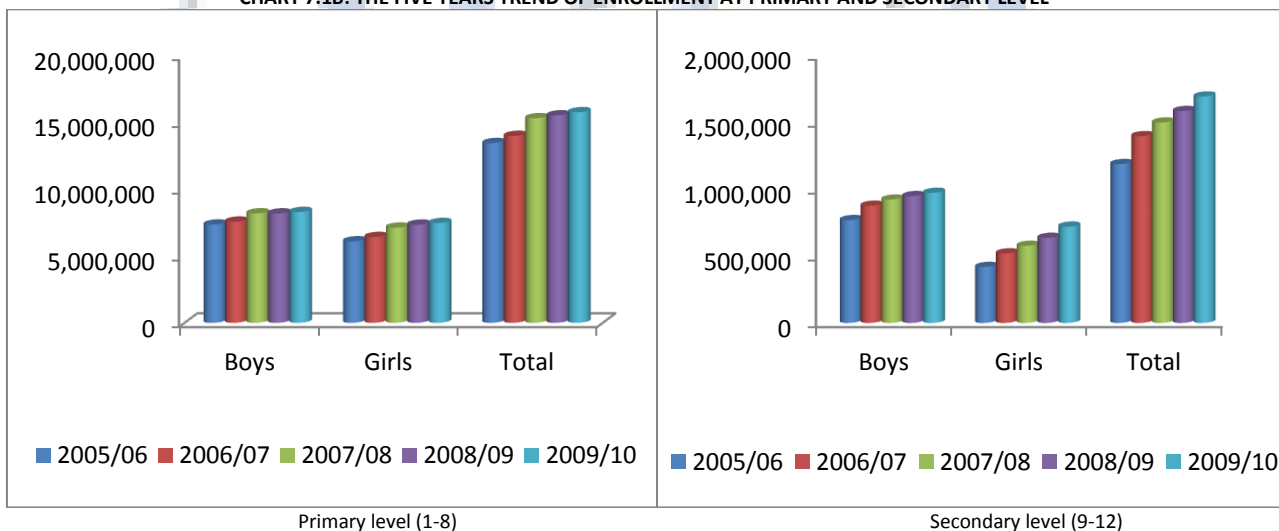


CHART 7.1B: THE FIVE YEARS TREND OF ENROLLMENT AT PRIMARY AND SECONDARY LEVEL



TRENDS OF REGIONS STUDENT ENROLLMENTS OVER THE PAST FIVE YEARS: As presented in chart 7.1A and 7.1B the enrollments of students in every region had increased over the past five years at all educational levels (with exception in few years). Increment in students enrollments vary strongly from region to region, ranging from 1.3% to 28.3%. Comparatively Average Annual Growth Rate in primary student enrollments for Somali (28.3%) and Afar (23.3%) is very high, but it is very less than the national AAGR increment (5.7%) for Addis Ababa (1.3%). Secondary AAGR in student enrollments in Harari (45.3%) is very high, and it is high in Somali (23.2%) compared to the national AAGR increment (9.3%) over the past five years. The increment in the remaining regions is also greater than the national increment.

7.2 GROSS ENROLLMENT RATE (GER) OVER THE PAST FIVE YEARS

GER is the percentage of total enrolment in a given level, irrespective of age, out of the corresponding school age population for that level. GER is a crude measure of school coverage, usually, since it includes under-aged and overaged pupils. It is a common indicator for measuring coverage and can be higher than 100%. As can be seen in chart 7.2A below, the growth in enrollment has in turn increased the national GER, at all levels in the system for the last five years from 2005/06 to 2009/10. GER for the first cycle primary schools (1-4) has increased by 1.2 %, while the second cycle (grades 5-8) has increased by 6.7 %. Overall the GER for complete primary level (1-8) has increased by 2.1 %. While an increase in GER for the first cycle secondary schools (9-10) is by 5.9 % and it is by 3.1 % for the second cycle secondary schools (10-12) and by 5.9 % for the whole secondary level (9-12). Generally GER for primary level, 1-8(except for the last two consecutive years) and secondary level (9-12) is increasing. Although it is clearly observable that primary GER, which was only 51% in1999/00, is almost doubled in 2009/10 (93.4 %).The same is true for secondary education (GER has changed from 11.2% to 24.6% between 1999/00 and 2009/10). The increment for females is also encouraging, GER for female students was below 50% in 1999/00 and this was raised to 90.1 % in 2009/10 at primary level and from 11.2% to 22.3 %, at secondary level between these years. However many primary school aged children (3.4% of male and 9.9% of female) is still out of school.

CHART 7.2A: THE FIVE YEARS TREND OF GER IN PERCENT AT KINDERGARTEN LEVELS

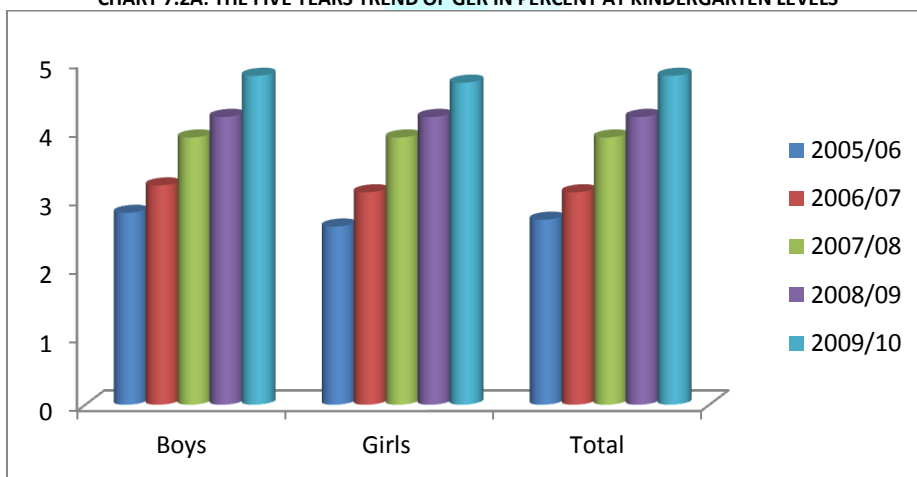
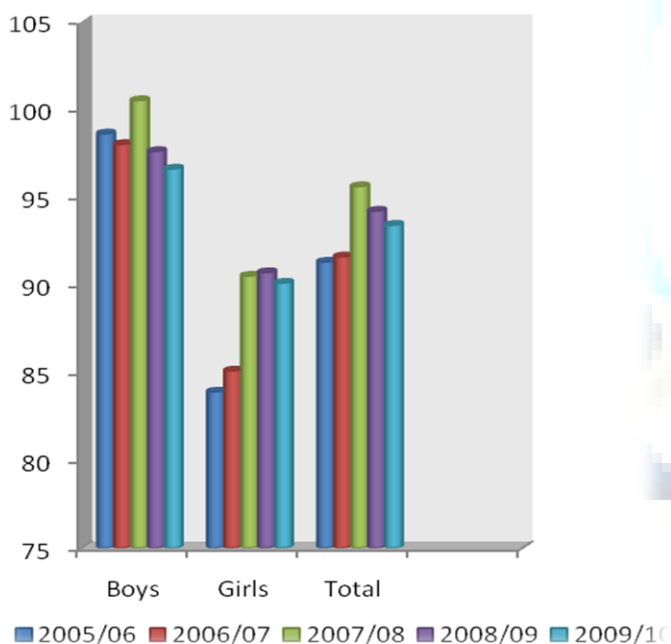
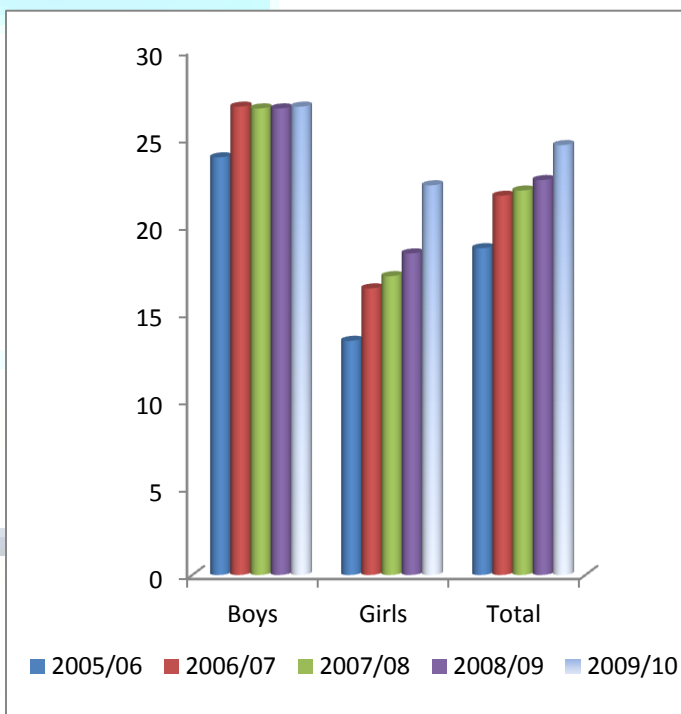


CHART 7.2B: THE FIVE YEARS TREND OF GER IN PERCENT AT PRIMARY AND SECONDARY LEVELS



Primary GER (Grades 1-8)



Secondary GER (Grades 9-12)

Trends of regions gross enrollment rates over the past five years -regions GER is generally increasing except for two consecutive years (2008/09 and 2009/10), in which the increase for primary GER in majority of the regions (Addis Ababa, Afar, Dire Dawa, Harari, Oromiya, SNNPR, and Tigray) is declined. By 2009/10 GER in more than half of the regions is above 100%. However, primary GER for Afar (39.3%) and Somali (65.6%) which is still far from the national GER (93.4%) show the presence of regional disparity in access to universal primary education.

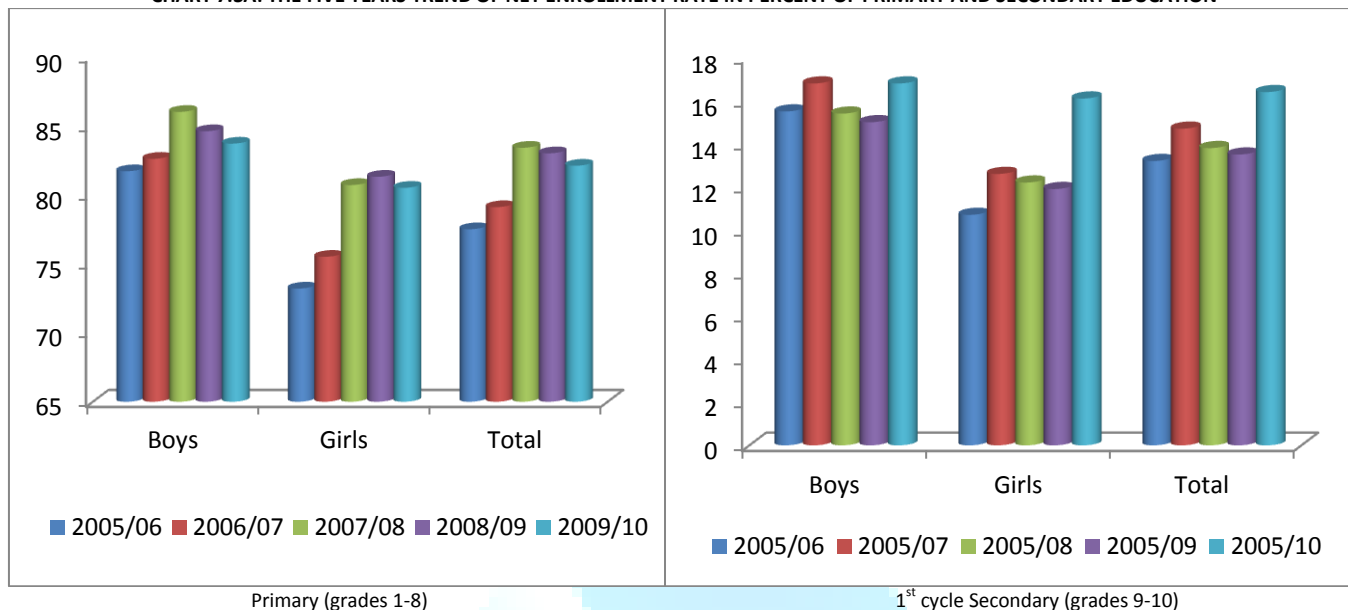
Concerning secondary GER, the regional GER is un evenly increasing over the past five years in all regions and it is much less than 55% except in Addis Ababa(81.9%), Gambella (58.0%) and Harari (66.9%) in 2009/10, particularly the GER in secondary student enrollments in Somali (9.2%) and Afar (6.4%) is comparatively very low and far from national GER (39.1) showing that as there is regional disparity in access to universal secondary education too. GER is not good indicator of primary school coverage for it includes the over- and under-aged children.

7.3 NET ENROLLMENT RATE (NER) OVER THE PAST FIVE YEARS

Net Enrollment Rate is the best way of measuring school coverage and refined indicator of access. It explains the proportion of students enrolled in terms of official age group for the particular level and it is usually lower than GER. One of the key criteria for UPE is the achievement of Net Enrollment Ratio (NER) closer to 100%.

As can be seen in chart below primary Net Enrollment Rate increased from 2005/06 to 2007/08 and decreased for the last consecutive two years. Secondary first cycle NER increased about 3 percentage point's level between 2005/06 and 2009/10. Net Enrollment Rate is ideally 100%. Thus, the national primary NER (82.1%) in 2009/10 is closer but, the secondary first cycle NER (16.4% in 2009/10) is very far from 100 percent. Beside this there is discrepancy between GER and NER for both primary and first cycle secondary level in enrollments; this indicates the presence of over aged-students who enrolled in these levels.

CHART 7.3A: THE FIVE YEARS TREND OF NET ENROLLMENT RATE IN PERCENT OF PRIMARY AND SECONDARY EDUCATION



Trends of Regions Net Enrollment Rates -As indicated in chart about half of the regions' (Tigray, SNNPR, Gambella, Ben-Gumuz and Amhara) primary NERs rank high, it exceeded the 2009/10 national NER (82.1%). Primary NERs for the remaining regions are low. Specially, it is very low and far in Afar (30.4%) and Somali (50.8%) from the national NER. The girls NER exceed that of boys in only two regions Amhara and Tigray. The gender gap in five is high region primary schools, Ben-Gumuz, Hareri, Gambella, Somali, and SNNP.

To sum up, access to education as indicated by enrolment tables and charts, is increasing in all educational levels for both sexes in general and in complete primary schools in particular over the most past five years. Secondary-school enrolment has also increased but remains very low. The national GER percentage for primary level reached 93.4 % in 2002-2003 by increasing 13.6 percent points from the base year GER, 79.8%, though the current status for the overall primary GER is less than the ESDP target (118.3%) by 16.3% for the year, moreover, primary second GER (65.5%) is very far from the target (100.2%), by 35.5% for the year, due to this and other reasons even if the current status of GER for secondary level is reached to the target it is relatively very low (39.1%). The national NER is closer to 100% for the complete primary level (82.1%) and its first cycle (86.6%) but it is very far in primary second, secondary first and second cycles. In addition to this both GER and NERs vary within the country's regions students' enrollments at primary and secondary levels and there is a high gap between regions those which are closer and very far from the targeted GER (disadvantaged regions, Afar and Somali.).

7.4 EQUITY

GENDER DISPARITY: Gender parity refers to a numerical concept (such as figures of participation in education). 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 counseling unaffected by gender bias (UNESCO EFA Report, 2004).

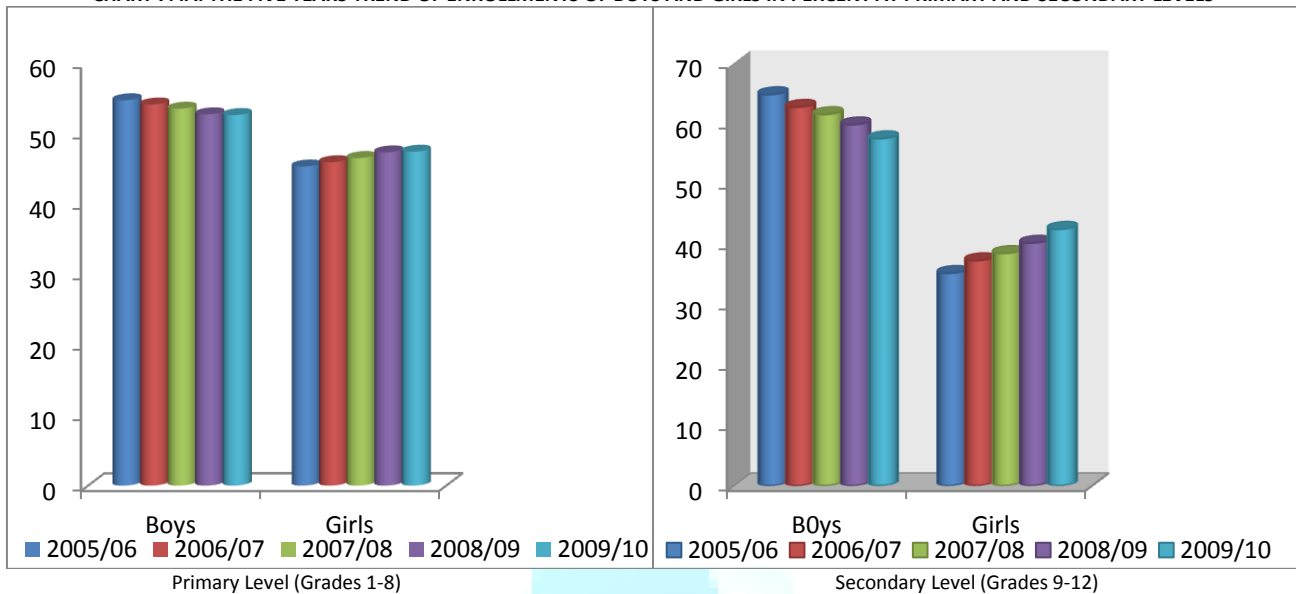
As shown earlier Primary GER and NER for regions vary, GER ranges from 125.1 % to 39.3% and NER ranges from 30.4% for Afar to 98.9% for Ben-Gumuz. GER is above 100 percent for Addis Ababa (107.5%), Amhara (105.5%), and Gambella(125.1 %). However, primary GER for Afar (39.3%) and Somali (65.5%) respectively is very far from 100 percent. Concerning regions 2009/10 secondary GER, it is low except for Addis Ababa (81.9%), Harari, (66.9%), Dire Dawa (53.2%), Tigray (52.7%) and Gambella (58.0%). Relatively secondary GER for Afar and Somali is very small (30.4%) and Somali (50.8%).

As can be seen from Table 7.4A and Chart 7.4A Girls' participation in primary and secondary education is generally, increasing (by 6.2% at complete primary schools between 2003/04 to 2009/10) with boys participation, and the gender gap is narrowing over these five years, it fell from 14.7% in 2005/6 to 6.5% in 2009/10 for primary, and from 10.5 to 4.5% for secondary education enrollment. Table 4 shown that the disparity index which is the best predictor of achieving the EFA goals in general and gender parity in particular for both cycles of primary levels and secondary first cycle is closer to 1. Whereas it is lower than 1 for secondary second cycle (0.56). This implies that the gender gap is wider in secondary than primary level.

To consolidate, children participation in education in some regions (Addis Ababa, Amhara and Gambella) in terms of Primary GER is above 100%, but it is far from hundred in Afar(39.3%) and Somali (65.5%) . Secondary GER for these regions is also relatively smaller. All this indicate primary and secondary education disparity within regions.

Both the national and regional Girls' participation trend show that the gender gap is narrowing in both primary and secondary levels. Though, the gap is wider in secondary, particularly in secondary first cycle (GPI = 0.56) than in primary level indicating that girls' participation is by about 28.6% lower than boys in the level. The gender gap among regions' primary schools is very low, even in disadvantaged regions it is less than 5% (1.4% for Afar and 4.2% for Somali in 2009/10). In 2009/10 regions' secondary gender gap is greater than 15% in Ben-Gumuz about 10% in Gambella, Harari and Somali and it is less than about 5% for other region except in Tigray (girl's enrollment exceed than boys by 0.2 %). Thus, the gap is wider than the primary level and varies within regions secondary schools.

CHART 7.4A: THE FIVE YEARS TREND OF ENROLLMENTS OF BOYS AND GIRLS IN PERCENT AT PRIMARY AND SECONDARY LEVELS



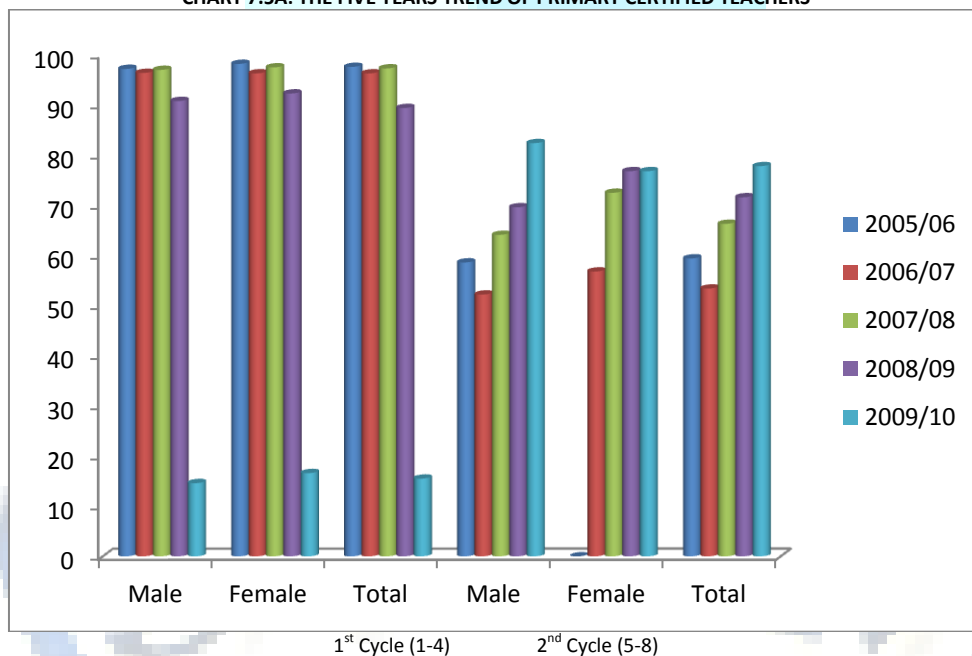
7.5 QUALITY

Many educators measure the quality of education in terms of input, process and output. Although process and output are equally important, they are not good measures in very poor countries like Ethiopia where the minimum amount of input are not available. Thus, this section presents the result concerning quality in terms of input which is believed to be strongly determined by the material and human resource.

Human resource: Certified teachers -Teachers are one of the major quality input. In addition to sufficient teachers, certified/trained teachers are also important to the education system. According to national standards, the primary education (1-8) requires teachers with minimum qualification from College of Teacher Education (CTE) and a minimum degree qualification for secondary education ((9-10).

As indicated in chart 7.5A below it has been a rapid growth in certified teachers (rose from 59.4% to 77.8%) for the upper primary (2nd cycle, 5-8), but a decline (from 96.3% to 15.5%) in lower primary (1st cycle, 1-4) in the past five years, the reason is that since 2009/10 teachers with Training Institution (TTI) certificates are not considered as qualified teachers for the first (1-4) primary level. In 2009/10 the proportion of qualified secondary school (9-12) teachers reaches 77.4%. Thus, 84.5 percent of teachers who are teaching in first cycle primary and above 20 percent of teachers who are teaching in second cycle primary, and the secondary cycles are unqualified for these levels.

CHART 7.5A: THE FIVE YEARS TREND OF PRIMARY CERTIFIED TEACHERS

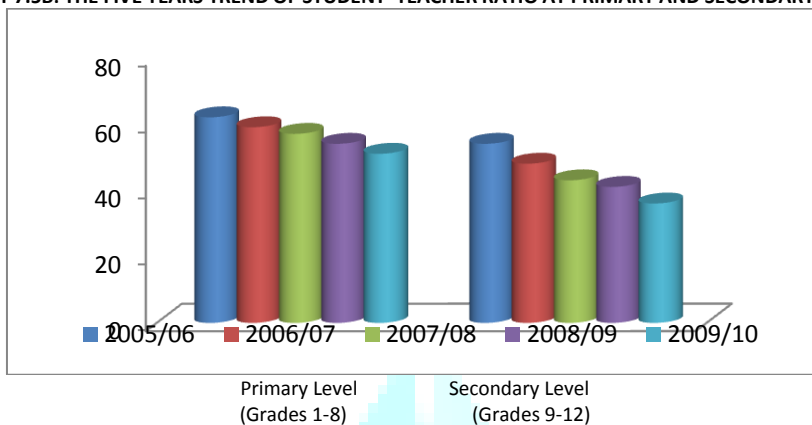


CERTIFIED TEACHERS BY REGIONS: As can be seen in chart 7.5B most of the second cycle primary school teachers in regional level are trained. There is considerable variation by region in the percentage of qualified teachers. Ben- Gumuz(88.5%), and SNNPR(87.3%) had the highest primary trained teachers and Somali had the least (27.2%, much lower than the national, 77.8%) in this level. Dire Dawa, Amhara, and Tigray had the highest secondary trained teachers 90.8%, 89.0 %, and 87.1% respectively. Whereas the percentage of qualified teachers in SNNPR (59.5%), Somali (51.7%) and Afar(66.0%) which are below the national level,77.4%. for the level in 2009/10.

Student-Teacher Ratio (STR): In Ethiopia the standard set for the student-teacher ratio is 50 and 40 for the primary and secondary levels respectively. Chart 7.5B below indicates the student- teacher ratio increasing trend at national level from 62 in 2005/06 to 56 in 2009/10 at primary level. It was also increased from 54 to 36 at the secondary level over the past years. In 2009/10 the national STRs for the first cycle primary (56) and second cycle primary (46) and for secondary level, 9-12(36) are respectively almost equal and exactly equal to the national standard.

Though, for the first cycle primary for Oromiya(62), Somali(76), and SNNPR(64), Somali, SNNP, and for its second cycle in .Tigray (43), Amhara(43), Oromiya (43), Somali (73), SNNPR (54), and Gambella(47) and for secondary level in Tigray (41), SNNP (42), Oromiya (39), and Amhara(36) regions are below the national average. Thus, there is regional discrepancy in terms of primary and secondary student – teacher Ratios.

CHART 7.5B: THE FIVE YEARS TREND OF STUDENT-TEACHER RATIO AT PRIMARY AND SECONDARY LEVELS



TEACHERS' SALARY: Countries that have achieved high learning standards have invested steadily in the teaching profession. But in Ethiopia, teachers' salaries relative to those of other professions is too low to provide a reasonable standard of living. This enforces teachers to do additional job. The additional teachers' private job which helps them to overcome their economic problems shares their spare time. Thus, the sharing of teachers' spare time to private job has negative impact on inadequacy of teachers' preparation for teaching.

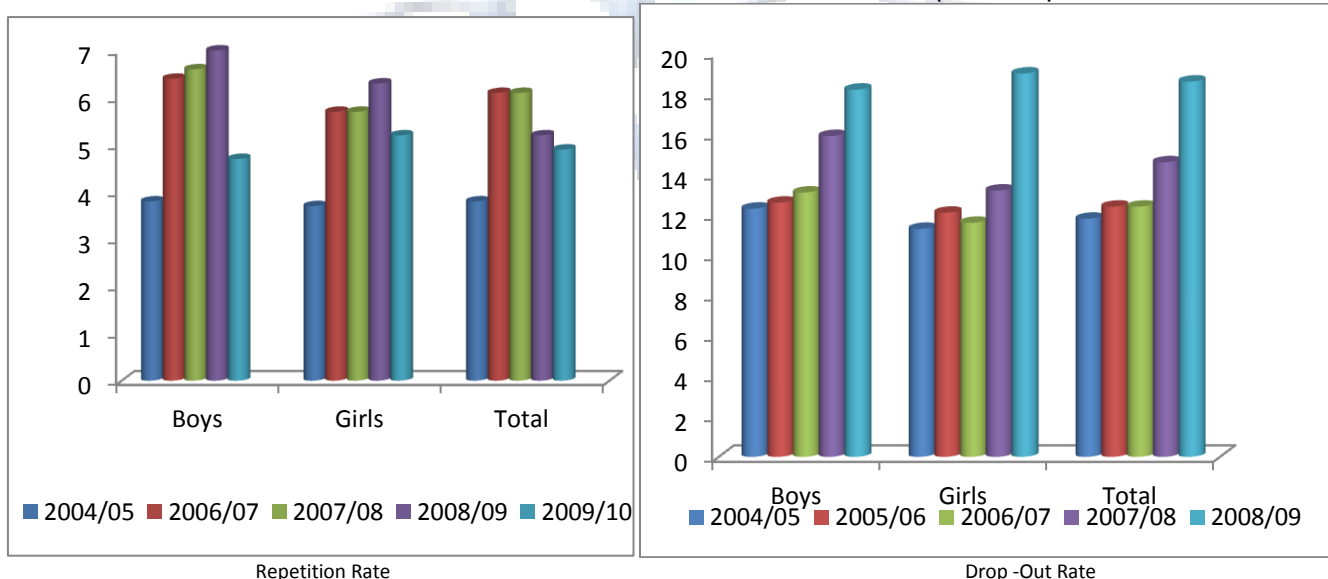
MATERIALS: SCHOOL FACILITIES: School facilities have impact on access, quality, efficiency and equity. According to regional schools reports there are 26,951 primary schools (including schools which have no the second cycle,5-8) and 1,355 secondary schools in Ethiopia in 2009/10. Out of these 26.5% of primary and 34.9% of secondary schools use a shift system.37.4% of primary schools and 69.9% of secondary schools have water facilities. The proportion of primary and secondary schools that have clinics are 14.5 and 33.4 respectively. 50.7% of the primary schools have pedagogical centers. The percentage of secondary and primary schools that have libraries are 37.3 and 86.42 respectively. All of the secondary and more than 90% of primary schools have latrines. 74.0% secondary schools have electricity, with the largest percentage in Addis Ababa, however only 21.4% of them have internet access (Education Statistic Annual Abstract 29/9 p. 37 and 47.).

To sum up, the proportion of trained teachers is increasing in the past years, though in 2009/10 77.8% of the first cycle primary school (grades 1-4) of the teaching force met the national minimum standard, whereas only 15.5% of teachers teaching at the second cycle (5-8) meet the specified standard, thus 22.2% of the first cycle and 84.5% of the second cycle primary school teachers and 22.6% do not meet the national minimum standard in 2009/10. Furthermore, the distribution of teachers is unequal within the regional states, with disadvantaged regions typically receiving unqualified teachers particularly at the second cycle primary and secondary schools. For example SNNPR had the highest (87.3%) primary trained teachers and Somali had the least, 27.2%. Dire Dawa had 90.8% secondary trained teachers whereas Somali had 51.7% in 2009/10. The student-teacher ratio in all regions except Oromiya, Somali, and SNNPR, for the first cycle primary, Tigray, Amhara, Oromiya, Somali, SNNPR, and Gambella for the second cycle, and Tigray, SNNP, Oromiya, and Amhara for secondary level are below the national average in 2009/10. In addition to this in Ethiopia, teachers' salary relative to those of other professions is too low to provide a reasonable standard of living. Concerning school facilities, more than 65% of primary and secondary schools use a double shift system. The majority (62.6%) of primary and 30.1% of secondary schools have no water facilities. in the country more than 60% of the schools in both levels have no clinics. About 10 and 50 percent of the primary schools also have no latrines and pedagogical centers respectively. There is also no internet access in the majority, 78.5% of the secondary schools. Thus, there is a problem in school facilities such as water, clinic, latrine, pedagogical center and lack of internet access in varies primary and /or secondary schools of the country in general, and in regional schools in particular.

7.6 EDUCATIONAL EFFICIENCY

High rates of repetition and dropout lead to inefficiency and wastage of scarce resources. Making high Investment in education on its own does not guarantee desirable results. If the benefits of investment in the education sector are to be optimized wastage would have to be avoided or at least minimized. Repetition and drop - out rates are commonly used to measure the efficiency of the education system in producing graduates chart 7.6A show that the overall repetition rate for primary, grades 1-8 in the country has raised from 3.8% in 2004/05 to 6.7% in 2007/08 and further dropped to 4.9% in 2008/09 and the overall drop-out rate for this level has raised from 11.8 per cent in 2004/05 to 18.6 percent in 2008/09, and the primary school completion rate reached 75.6 percent for grade 5 and 47.8 for grade 8 in 2009/10. As indicated in the chart the primary repetition rates of regions ranges from only 0.8% for Dire Dawa to 17.2% in Somali and 1.8 for Addis Ababa to 13.0% for Benshangul in 2009/10. All regions repetition rates except Gambella(12.6%), Benshangul 13.0% and Somalia(17.2%) have less than the national level 4.9%. An interesting point that the table reveals is that in all the regions, with the exception of Gambella, Harari and Oromiya the repetition rate was lower for girls.

CHART 7.6A: THE FIVE YEARS TREND OF REPETITION AND DROP OUT RATES FOR PRIMARY LEVEL (GRADES 1-8) IN PERCENT BY GENDER



Pupil – Section Ratio (PSR): The PSR is generally is an efficiency indicator. The PSR is 57.4 for the year 2009/10, which is higher than the target set in ESDP III (50) for this year.

Education Budget and Expenditure: The Government of the Federal Democratic Republic of Ethiopia continuously increased funds to education a percentage of total spending over the past years, reaching 25.4% in 2009/10, which exceed the ESDP III target (20.2%) for this year by 5.2%. There is an increasing trend in regions too.

To summarize, in Ethiopia currently (2009/10), the overall primary, drop-out and completion rates for primary level (grades 1-8) reached 4.9, 18.6, and 75.6 percents. There is regional discrepancy, the repetition rate ranges from 0.8% to 17.2%. Pupil – Section Ratio and Education Budget and Expenditure are higher than the target for 2009/10.

7.7 CHALLENGES THAT HINDER THE ACHIEVEMENT OF EFA GOALS

As mentioned by interviewee (officers in ministry of education) the major problems hindering the achievement of EFA goals in Ethiopia include:

1. lack of regions capacity in implementing strategic actions;
2. lack of finance;
3. lack of clarity in the previously planned strategies;
4. lack of regions scarification to the achievement of EFA goals;
5. regional discrepancy in achieving the indicators of EFA goals;

In line with these problems the following possible majors were recommended to solve these problems:

- Continuous capacity building should be provided to regional officers;
- The structure of the education system need to be revised in order to achieve the EFA goals by 2015 using the existing budget;
- Motivating regions to put extensive efforts and scarification for achieving EFA goals by 2015;
- Setting different time boundary for disadvantaged regions (Afar and Somali) of achieving EFA goals.

8. RECOMMENDATIONS

Based on the major findings the conclusion drawn, the researcher forwarded the following recommendations:

- Every region and the other concerned bodies has to make extensive efforts to raise the national primary GER to at least 100 percent within the coming two years.
- Every region and the other concerned bodies have to make extensive efforts to raise the national secondary GER to approach 100 percent within the coming two years.
- Every region and the other concerned bodies have to investigate the reasons for the declination of primary NER for the two most past consecutive years and take the required measure.
- Every region and the other concerned bodies should do more to dramatically increase primary second and secondary cycles GER and NERs to approach 100 percent within the coming two years.
- Special attention should be given for regions with GER and NERs that are far at least from the national average value in general and the disadvantaged regions (Afar and Somali) in particular.
- The trend of experience sharing among regions should be promoted to achieve the Education for All (EFA) goal.
- Educational officers, parents and other stake holders should to do more and hand in hand to bring the trend of enrolling school-aged children on- time particularly from the grass- root, pre- primary level.
- Every region and the other concerned bodies should plan different strategies and more in enhancing and continuously encouraging girls' participation in all education system.
- The Ministry of Education should train unqualified primary and secondary school teachers of all regions in order to enhance the quality of education provided to the students.
- More efforts should be done by regions and supporting agents, (like Federal Government, parents and other stake holders) to supply sufficient teachers to regions with high primary and secondary Student– teacher Ratios in order to produce students of equivalent knowledge at a given level in different regions.
- The Government has to increase teachers' salaries to prepare well and do additional academic job in their in spare time in schools in order to enhance the quality of education provided to primary and secondary students.
- The concerned bodies (Federal and Woredas officers, parents at local level etc.) should to put more efforts to enhance the primary and secondary school facilities in order to enhance the quality of education in general and the performance of students in particular in these schools.
- The concerned bodies (Federal and Woredas officers, parents at local level etc.) should to put more efforts should put efforts and do more to minimize wastage of scarce resources by reducing repetition and drop-out rates of regional schools, particularly schools with high rates.
- Continuous capacity building should be provided to regional officers; the structure of the education system needs to be revised, and regions should be motivated to put extensive efforts and scarification, for achieving EFA goals by 2015.
- Setting different time boundary for disadvantaged regions (Afar and Somali) of achieving EFA goals would raise the status of indicators of EFA achievements of the country.

9. CONCLUSIONS

Based on the major findings of the study the following conclusions were made:

- The national GER for second cycle primary (65.5%) in Particular in the current year would make the country to be far from 100 percent in enrollment by 20015.
- The very low national secondary GER (39.1%) in enrollment would negatively affect enrollment rates of post secondary educational levels in the future.
- The decline trend in national primary NER for the two most past consecutive years (2008/09 and 2009/10) has negative impact on Ethiopia's progress in the reduction of number of out -school children.
- The lowest national GERs and NER (which is very far from 100 percent) for primary second, secondary first and second cycles would hinder country to achieve universal primary and secondary education by 2015.
- The high gap between advantaged and disadvantaged (Afar and Somali) regions primary and secondary GER and NERs would extend the time for the achievement of universal primary and secondary education for all goal.
- The discrepancy between GER and NERs has effect on the number of over aged students at educational levels
- The low Gender Parity Index of the primary and secondary cycles, particularly in secondary first cycle would make the gender disparity high at levels, in turn in post second- secondary level and extend the time of achieving the EFA goal of gender parity and equality by.
- The presence of unqualified primary and secondary school teachers would negatively affect the quality of education system in all levels.
- The presence of regional discrepancy in terms of primary and secondary Student– Teacher Ratios would result differences in quality of education provided to the same level.
- Inadequacy of teachers' preparation for teaching and additional school academic because of spare time private job to overcome their economic problems has negative impact on the quality of education.

- Problems of school facilities (such as water, clinic, latrine, pedagogical center and lack of internet access) negatively affect the attractiveness of the school, which in turn affect the quality of education in general and the performance of students in particular.
- The existence of schools with higher repetition and drop-out rates in the country in general and in regions in particular would lead to wastage of scarce resources.
- Lack of regions capacity in implementing strategic actions, finance; regions scarification to the achievement of EFA goals; and regional discrepancy in achieving the indicators of EFA goals would hinder the achievement of EFA goals by 2015 in Ethiopia.

10. LIMITATIONS

The primary purpose of this study is critically analyze the extent to which EFA goals are being addressed in Ethiopia and to identify the major challenges encountered in achieving the EFA goal. The focus of the investigation was in primary and secondary school, and therefore the findings cannot be generalized to all levels of education.

11. SCOPE FOR FURTHER RESEARCH

The researcher believes that, it would be better to examine the implementation of Millennium development goals in all levels of the country. Most reliable and valid information can be found if one could do so. However, due to constraints of time, financial and materials, as well as to make study more manageable and to complete the study within the available time the dimension of this study is confined to Ethiopian primary and secondary education.

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