Ethiopia's Education System
Presented for the International Literacy Day

September, 2011

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Background

❑ Modern education in Ethiopia has a history of 100 years.

❑ Since the historical objective of the Ethiopian education system was to create a few educated elites, the majority of theEthiopian people were not beneficiaries of modern education.

Background (Cont.)

❑   By the 1960's access to education in Ethiopia was very low, only less than one-fifth (20%) of the school age population were enrolled in primary school.

❑   Moreover, the inequity in the provision of primary education was highly visible. There were high regional and gender gaps in gross enrollment rates.

Background (Cont.)

❑ The education system was also characterized by low quality and inefficiency. High repetition and dropout rates and low completion rates were the main futures of the education system.

❑ Teachers were poorly prepared and lacked the skills and methodologies for teaching at the levels they are assigned.

Achievements of the Ethiopian Government in Education

- ❑ The Government of Federal Democratic Republic of Ethiopia (GFDRE) has taken on a variety of measures since 1991.

- ❑ The Ministry of Education introduced a program approach in its educational planning since 1997. The Education Sector Development Program (ESDP) has been implemented with the support of donors, including USAID, since 1997. Currently, the implementation of the fourth ESDP (ESDP IV) has started.

Achievements of the Ethiopian Government in Education

❑ In the last 15 years Ethiopia has shown remarkable growth in the expansion of education at all levels (primary, secondary and tertiary levels). Currently, the gross enrollment rate in primary schools has reached over 95%. Enrollment in secondary schools and in universities and colleges has also increased significantly.

❑ The gender and regional gaps in primary school enrollment rates have narrowed.

Achievements of the Ethiopian Government in Education

- ❑ The Ministry of Education has launched the General Education Quality Improvement Program (GEQIP) a multi donor trust fund.
- ❑ The Ethiopian Government is allocating 4% of its GDP for education.
- ❑ The professional capacity of teachers and education managers has increased significantly.
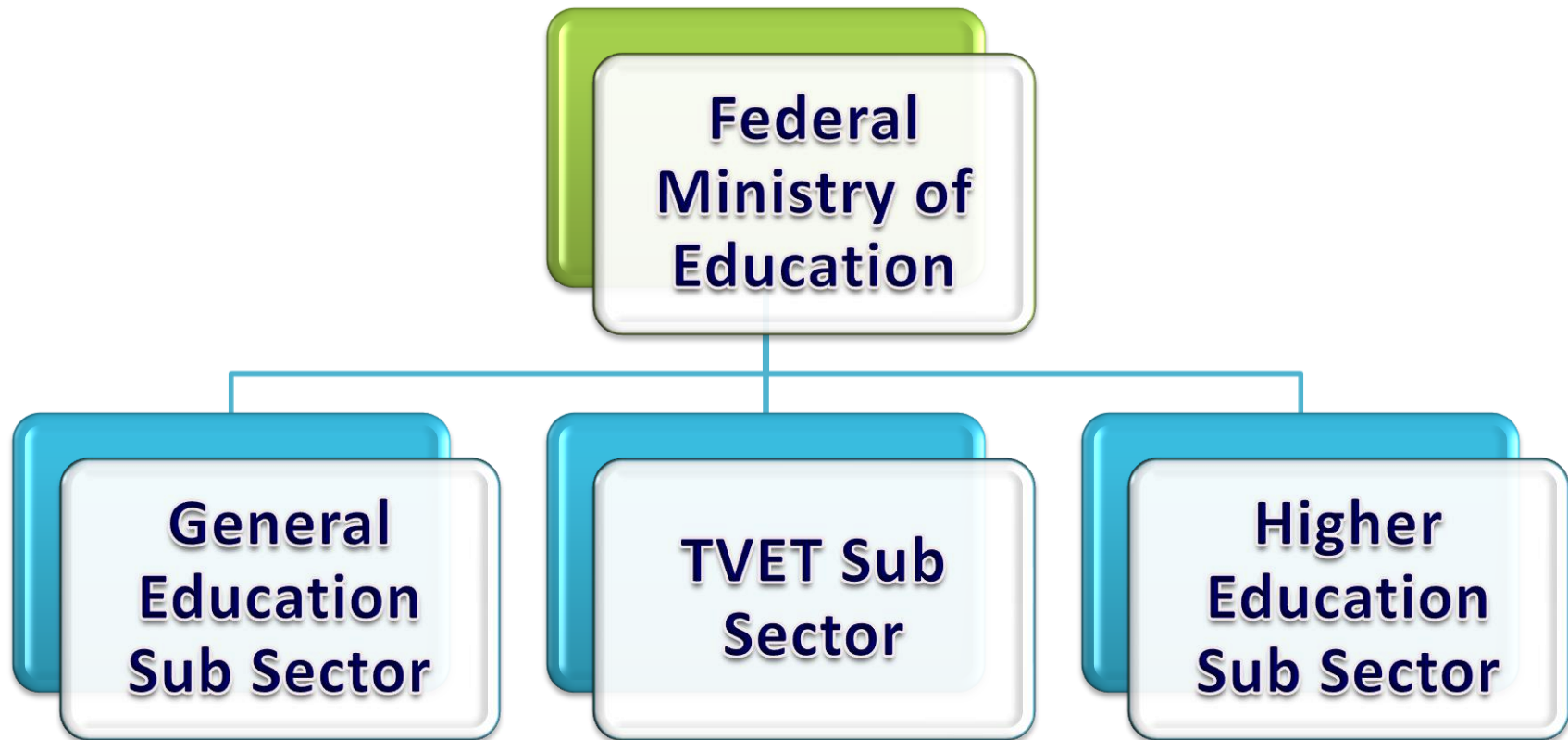
Education Policy and Plans

- Education and Training Policy of 1994 Defines overall policy for the sector

- Education Sector Development Plan (ESDP) defines five year strategic direction

- ESDP IV covers 2010/11 – 2014/15 and endorsed as part of the Growth and Transformation Plan (GTP)
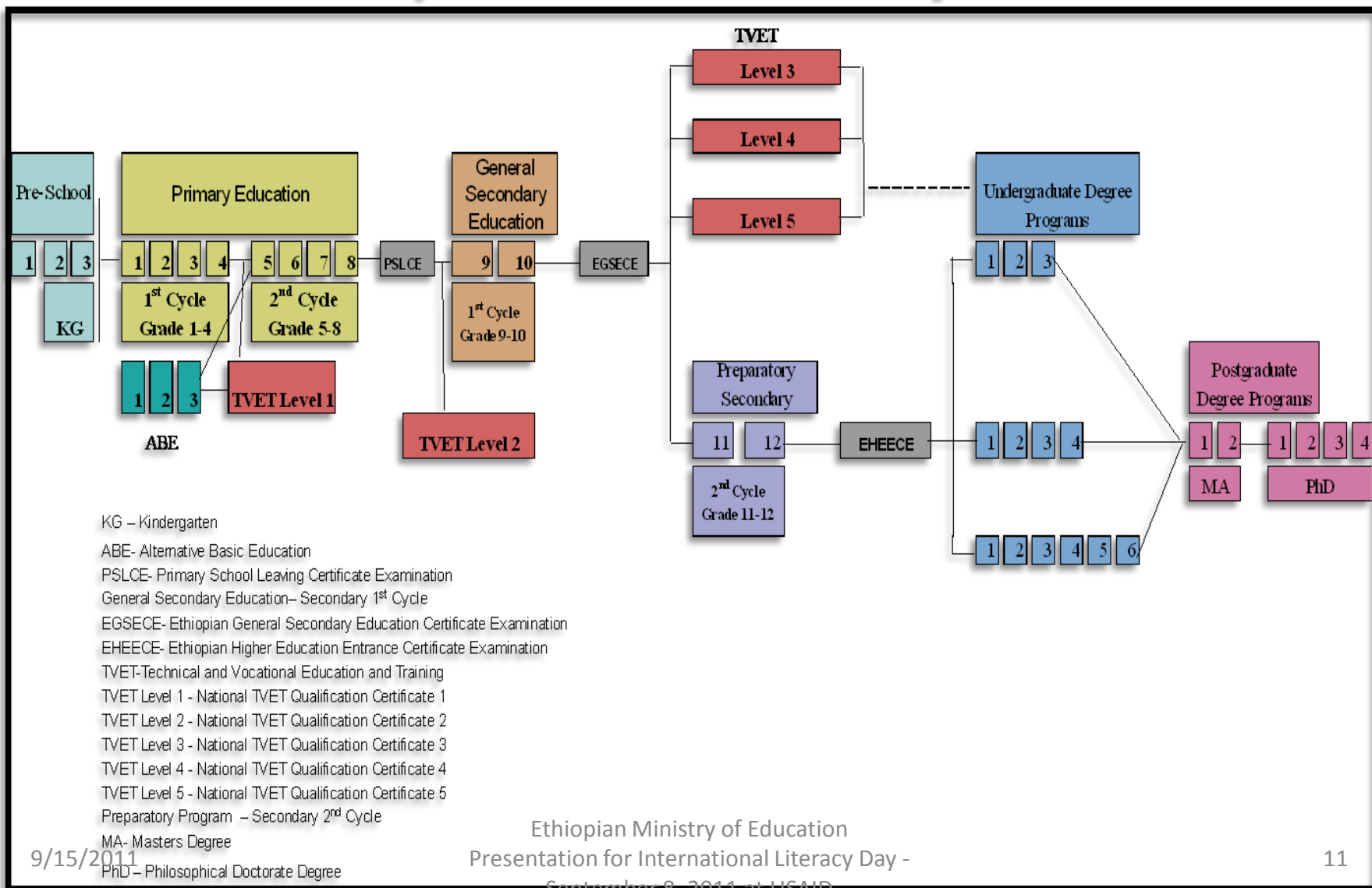
Ethiopian Education Sector Structure

There are additional two autonomous institutions working on education strategy and quality and relevance assurance
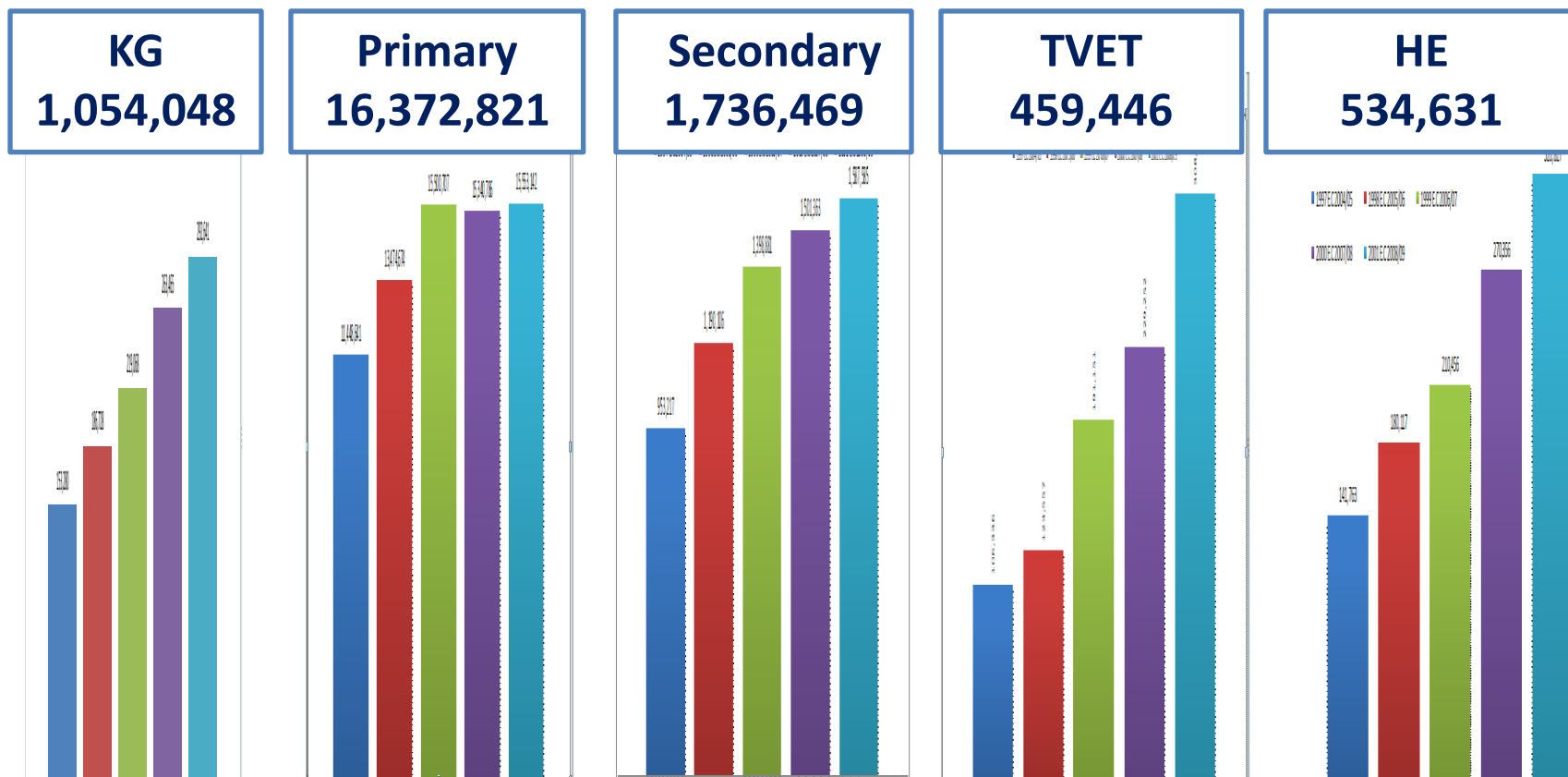
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Ethiopian Education System

KG – Kindergarten
ABE- Alternative Basic Education
PSLCE- Primary School Leaving Certificate Examination
General Secondary Education– Secondary 1st Cycle
EGSECE- Ethiopian General Secondary Education Certificate Examination
EHEECE- Ethiopian Higher Education Entrance Certificate Examination
TVET-Technical and Vocational Education and Training
TVET Level 1 - National TVET Qualification Certificate 1
TVET Level 2 - National TVET Qualification Certificate 2
TVET Level 3 - National TVET Qualification Certificate 3
TVET Level 4 - National TVET Qualification Certificate 4
TVET Level 5 - National TVET Qualification Certificate 5
Preparatory Program – Secondary 2nd Cycle
MA- Masters Degree
PhD – Philosophical Doctorate Degree

Student population trends over the past five years (2005/06-20010/11) at all levels.

KG 1,054,048	Primary 16,372,821	Secondary 1,736,469	TVET 459,446	HE 534,631

The total enrollment in 2010/11 is over 20 mln, which is more than 25% of the total population

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USAID's Support to the Education System

❑ USAID has been supporting the Ethiopian education system with a focus on primary education since 1995.

- Strong results achieved in introducing innovations, access, gender, capacity building and training, and materials development.

Early Grade Reading Assessment

❑ In 2010, the Ministry of Education and USAID and conducted an Early Grade Reading Assessment (EGRA) to gauge the achievements of students in reading

❑ The EGRA covered 6 languages, 8 Regions and over 13,000 students. It revealed startling results for Ethiopia

Early Grade Reading Assessment

☐   The EGRA revealed that Ethiopian students were not meeting the Minimum Learning Competencies of the MOE in terms of literacy.

☐   The MOE prioritized reading and writing interventions based on the results of the EGRA.

Early Grade Reading Assessment and Interventions

❑   The MOE is leading a nationwide innovative program, designed with USAID, to transform the ways in which literacy is addressed in grades 1-4, nationwide.

❑   Continuing with the successful mother tongue policy, Ethiopia will revise its entire language curriculum in order to make it a reading curriculum.

❑   Ethiopia will develop new curriculums and syllabi in 8 major languages.

Early Grade Reading Assessment and Interventions

- ☐ The new curriculum and books will be developed in Ethiopia, using regional experts in reading, language and pedagogy.
- ☐ The international community will provide technical expertise to the Regions to ensure the new curriculum and texts reflect the best possible learning techniques for each language.
- ☐ International donors and the MOE will print and distribute these texts at a 1:1 ratio to all students.

Early Grade Reading Assessment and Interventions

- ❑ Teachers will receive training in the utilization of the new texts and Reading Faculties will be developed at all teacher training colleges.

- ❑ These nationwide interventions will serve to address some of the largest problems found in the EGRA: lack of materials, lack of teacher training, and lack of a focus on the principles of teaching reading.

Expected Results and Partnership with USAID

- ❑ MOE, working with USAID and all stakeholders, expects to increase literacy achievement in the early grades over the next 5 years, affecting over 15 million students.

- ❑ Ethiopia will measure it's success in achieving literacy for students based on national learning assessments and EGRA's. Results will be measured against new minimum learning competencies which will be developed.

Expected Results and Partnership with USAID

❑   MOE appreciates the leadership of USAID in working with the MOE towards achieving greater literacy outcomes in the early grades.

❑   MOE looks forward to a continued successful partnership in the coming years.

Thank you