
THE EDUCATION AND TRAINING POLICY AND ITS IMPLEMENTATION

INTRODUCTION

Modern education was introduced to Ethiopia nearly a century ago. However, the education and training offered during these long years had limited positive impact on the lives of the people and national development. The education offered has not enabled to solve the problems of farmers, pastoralist, and change the lives of the over whelming majority of the people.

During both the initial phase and it's the more planned and coordinated expansion of modern education after 1941, the primary objective of education in our country had been to produce trained manpower that could run the emergent government bureaucracy. Particularly after 1941, the government's main concern was to replace expatriates that worked at various levels in public offices by Ethiopian nationals. Hence, the narrow and limited scale of formal education that existed, beyond incubating bureaucratic clerks, had hardly any substantial merit. After a certain grade level, the ambition of the student population was largely to secure government employment. Limited vocational education was introduced both at high school and college levels during the 1950s and 1960s. The education of the time nonetheless did little to change trainees' outlook or help them break the cycle of dependency on the

government for employment and develop a capacity to create their own jobs in the private sector.

Moreover, it can be safely said that in all these long years, there was never as such a clear policy by which to evaluate and accordingly shape the direction of education and training in Ethiopia. In fact, what existed was a mish mach of eclectically combined directives extracted from a host of unrelated experiences but to simply patch up in isolation the individual symptoms of the deep-seated malaise of the system that periodically surfaced. Hence, as a result of the lack of clear and coherent direction and other problems related with the very social order, the majority of the people of Ethiopia were not beneficiaries of the advantages of modern education. It has now been eight years since the transitional government, recognizing this fundamental problem, launched and began to implement the 1994 new education and training policy.

Since a policy statement never spells out all the elements factored in its formulation, but only indicates the salient strategic directions and objectives couched in the concept-laden language of short phrases, it is difficult to grasp its basic rationale. The 1994 education and training policy statement is no exception to this general truth. In fact, the inadequacy of all previous work done to raise public awareness of the education policy has compounded the problem. As a result, numerous accurate and inaccurate statements regarding the policy are heard from time to time.

Education is all about people. It is, therefore, imperative that students, teachers, parents, and the public in general have a firm grasp of the essence of the

policy. Hence, this booklet has been prepared to help the public understand the education and training policy, grasp its basic concepts, realize its background and over all contexts, comprehend its content, its merits as well as its practical application.

I. The Process of Framing the Policy

Beyond having no policy direction, the previous educational system had acute and severe problems of both access and quality. That is why it was necessary to seek solutions and to frame a policy. However, these were not the only reasons for formulating a new policy. At the time the policy was framed, the Ethiopian people were embarking upon a new historical path to establish a new order, and begin a new life. It was a time when the Ethiopian peoples liberated themselves from a centuries-old system of oppression, and rose up to form a new order of national equality and freedom, of development and democracy. It was therefore necessary to replace the educational system that served the old discarded order by a new one.

The process of formulation of the policy to some extent was transparent, participatory and democratic. As a result, twenty-two government institutions and sixty-two experts from Addis Ababa University served in various committees and contributed to the drafting of the policy. The aim of the study was to formulate a comprehensive and coherent education policy that would be in the service of development and democracy, to assess the problems of modern education in Ethiopia, to recommend solutions, and to broadly analyze all education related issues. The study was divided into six subsections as shown below.

- 1) Curriculum and teachers affairs
- 2) Education and assessment
- 3) Education and language
- 4) Educational organization and finance

- 5) Educational logistics and issues of support and
- 6) Integration of education, training, development, and research

A task force was formed under the prime minister's office to coordinate and oversee the study. Once a draft of the study was completed, various discussion forums were organized for criticism and for compiling comments on the study. The first of such forums was held from June 11-15, 1993 at the Debrezeit Management Institute. Close to 78 professionals from various universities, colleges, ministries, and public figures as well as regional education officers attended the seminar. Through regional education bureaus, subsequent regional level discussions involving teachers and other bodies were held on the educational system: objectives, strategy, teachers' affair, language and education organization management, and education finance. Many ideas were compiled from these discussions that enriched the draft. In conjunction with the Addis Ababa Education Bureau, the Ministry of Education, too, had organized major discussion forums. In October 1993, discussion sessions that involved the entire teaching staff of fifty-five elementary and twenty-five high schools of Addis Ababa were conducted within the respective school premises. In addition, both on July 18, 25, 27 and August 23, 1993, fifty-five elementary and twenty-five secondary school teachers in Addis Ababa attended the discussion organized for the same purpose. More over, another discussion forum was announced through the national mass media, which was held in the main hall of the Ministry of Education in which hundreds of residents from various segments of the Addis Ababa population participated. The topics discussed in those sessions were:

- 1) Education in Ethiopia in the past and the present
- 2) The teaching profession and the condition of teachers in Ethiopia
- 3) Educational management and organization
- 4) General conception of the draft educational policy

The public forums in which numerous suggestions were made and researched papers were submitted had greatly helped a great deal of people to grasp the spirit of the policy and had immeasurably contributed to the development and improvement of the policy itself. Efforts were indeed made to create forums in which the full spectrum of ideas and opinions of the society as well as the views of the professional community on the draft policy were gathered before the final and improved version was made public. Contrary to what certain people and groups allege, the process of formulating the education and training policy was not shrouded in secrecy. It was rather conducted in a transparent fashion where the draft proposal was openly submitted for the consideration of representatives of a wide sector of the society. Framed by a process in which a wide circle of people took active part, the policy indeed rectifies the problems of the old system. It is a policy that, through numerous democratic public discussions, involved various segments of the society to contribute to the formulation of the final version by retaining in the draft what they liked and rejecting what they did not.

As stated above, a broad study was conducted before the new policy was formulated. The study showed that the old educational system had limited reach, scant relevance in helping solve the problem of either the individual or

that of the society, and was in general of low quality. To help understand the situation better, the problems are discussed in greater detail below.

II. Problems of the Education System.

The long-standing problems associated with the Ethiopian education system were essentially limited and inequitable access, lack of quality and relevance, and continuous decline in quality and standard. Since the early years of its introduction and its further expansion after 1942 (1933 E.C), the education system had a limited objective. Thus, the number of schools and the ratio of students to the general population were infinitesimal. Moreover, as most of these schools were located in the main towns and cities, the rural population did not benefit from education system. This inequity had also created educational opportunity gaps between regions, urban and rural sectors and between genders as well. Even then, the education given in this small number of schools was barely oriented toward solving problems, placed disproportionate emphasis on the outside world, and had little local and national focus. The problems in general were complex and intertwined. They are discussed in some detail below.

a) Limited Access

One of the indices that measure the scale of the expansion of education is the percentage of the school-age children that are actually enrolled in school. Based on this criterion, Ethiopia was, at the time of the formulation of the education and training policy, far behind most of the other states. In terms of the expansion of elementary school, many African countries that are generally considered to be poor had traveled great distance in this regard and had 60—70

percent of their school- age children enrolled in elementary schools. On the other hand, 1.9 million or only 20% of the school-age children had the opportunity to attend first to six-grade education in Ethiopia. Even by African standards, in terms of expansion of educational opportunity, our country had extremely lagged behind. Considering the physical and demographic size of the country, it was not only that the number of schools were limited but were also concentrated mainly in urban areas. As a result the bulk of the overwhelming population had virtually no access to education. As students who enroll in high schools and universities invariably come from elementary schools, their limited size had negatively affected the expansion of this level of educational facility as well. Consequently, in 1993, there were only 277 high schools, two universities (one that only concentrated on a single profession), five junior colleges, and sixteen vocational and technical schools. It is apparent, then, why it was really an uphill struggle for a country of this size and population to produce the necessary number of professionals the economy required.

b) Inequitable Distribution of School Services

As mentioned above, limited expansion of the school system was not the only problem of the educational system in Ethiopia. The pattern of its accessibility was also extremely inequitable; huge gaps existed between regions, genders, and above all between urban centers and rural areas.

The major factor for this state of affairs was the manner of budget allocation for different educational levels. The pattern of government educational financing greatly benefited the children of urban dwellers and the well to do.

There were hardly any schools in the countryside. As a result, the rural population and the children of the poor scarcely had any educational opportunities. In the rural areas where the overwhelming majority of the population lived, there was hardly any budget for elementary, leave alone secondary schools. On the other hand, the beneficiaries of the limited educational opportunity, that is the children of urban dwellers and the rich, not only had a chance to complete their elementary education, but conducive conditions were also created for them to continue their secondary and tuition-free higher education. Ironically, the rural population was forced to contribute to the construction of educational facilities to which its own children had no access. This is one of the reasons why, until recently, the so-called “free” education was inherently unfair and unequal.

c) *Problem of Efficiency*

Teachers and other professional educators have a solemn duty to ensure that money spent on education actually enables students to acquire the necessary knowledge and skill of the subjects and lessons of each grade before they move on to the next higher grade or level. A high rate in the number of dropouts and repeaters indicates the inefficiency of the educational system itself. During the previous educational systems, a large number of students tended, after a certain stage, to dropping out of schools. Even among the students that remained in the school system, the number of students that repeated classes was not small. Ironically, rather than seeking solutions to this systemic inefficiency, there was a complacent conceit that the high repetition rate was an indication of the educational system’s academic rigor and excellence.

d) Lack of Quality and Relevance

Not only was the country's educational service underdeveloped and unequal, the system did not also have the capacity to produce qualified professionals even in areas where education was available. The old educational system did not emphasize, science and mathematics and the use of modern technology in general and was proficient to produce men and women capable of solving the practical problems of the country. The system was not designed with the concrete conditions of the country in mind. It was simply copied from the experiences of whichever country happened to be close to the government at any one given time. For instance, it could be America, England, East Germany...etc. Therefore, the curriculum was not structured to address the pressing needs and problems of Ethiopia. Even then, there were not enough textbooks for students. For instance, during times when books were said to be freely issued to students, the ratio of the distribution was one book per five or six pupils or even more. Similarly, because of shortages of libraries and laboratory apparatus, instructors were compelled to explain all scientific theories and concepts with the aid of only chalk and blackboard. Neither could students conduct even elementary scientific practical experiments. This is why the educational system was divorced from practice and was not relevant and capable of solving the problems of the country.

Those engaged in the teaching profession were not only few in numbers, but their placement also suffered from a skewed pattern. Further, they had inadequate preparation and practically no individual initiative. Moreover, because of the low salary structure, it was difficult to cultivate motivated

teachers with strong ethical commitment. Many of these teachers had either no specific training or were products of a defective curriculum. Nor were there any remedial programs for these teachers to upgrade their skills on a continual basis. In sum, the entire gamut of the educational institutions in this country could not as such produce decent and capable citizens.

To compound the problem, the content of the education was largely restricted to abstract book learning. Whatever education related to practical professions such as engineering, medicine, accounting and agriculture existed, it was only offered at university levels. Beyond this, there were about 13 teacher training centers and 16 technical and vocational schools. From the large pool of high school students that annually complete the 10th grade level, these schools and institutions had capacity to admit only a limited number that never exceeded beyond the 2, 500 mark per year. These institutions were by no means capable of training technical and skilled personnel sufficient to meet the country's skilled manpower needs. Hence, the great majority of students that went through the system, were incapable of being employed in jobs that required technical skill, much less rely on their own initiative to create remunerative work projects. In addition, because they fancied themselves as educated elite, none of these students would ever consider working in the fields with poor farmers. A high number of youths that completed grade 12 and that could not be employed by government were fated to an indefinite and precarious jobless existence. Another aspect of the problem of the system was the waste of scarce resource to provide the youth with at least 12 years of education. Worse still, when parents saw the huge number of unemployed secondary school graduates wander about aimlessly, they began to have doubts about the usefulness of

sending their young to school. A 1994 USAID study on this subject shows a marked decline in public desire for modern education. Paradoxical as it may sound, interest in education had declined before it even started to appreciably expand. As students increasingly became doubtful about their future after graduation, they became less inclined to seriously pursue their studies. Many saw their schools as pastime recreational centers rather than as institutions of learning. Contemplating the dreariness of the idle domestic life that awaited her after graduation, a young girl is supposed to have remarked: “Why doesn’t school endlessly continue beyond the 13th, 14th, 15th grades?” This anecdote epitomizes a prevalent attitude. It can indeed be said that this attitude has, in large measure, contributed to the deterioration of the overall normal functioning of schools.

e) Undemocratic Content

The old educational system had an undemocratic content. This was no only because, as a reflection of the anti-democratic social order, the political message openly or indirectly inculcated by the system was un-democratic, but, the scientific principle that UNESCO continues to widely promote-- the principle that every child should, at least in primary school, learn in the child’s native language was totally ignored. Instead Amharic was deliberately imposed throughout the country as the official medium of instruction in all primary schools as a tool to deepen and broaden the pattern of ethnic domination. While this policy was undeniably harmful to the development of education, viewed from the vantage point of asserting the peoples’ democratic rights, its anti-democratic nature was also glaringly obvious. In general, every aspect of the

content of the old education glorified the attributes, contributions, customs, culture, and history of one group and reinforced the domination of one gender. Conversely it downplayed or altogether denied similar qualities and cultural attributes to other nationalities. In short, the system was one that did not accommodate the notion of gender or ethnic equality. As a rigid and discriminatory educational structure, it did not accept the idea that scientific analysis could be applied to learn more about the history of various peoples. Since the previous political orders prevented the people from having any direct say in any public domain, citizens had no say in matters that concern public education; this was the exclusive preserve of the bureaucracy at the Ministry of Education. Not only was the administration of education a centrally directed affair in which the people had no role, but the primary stakeholders, the teaching and student population, also scarcely had an input in directing the educational process. It can then be concluded that, both in its content and administration, the previous educational system was exceedingly anti-democratic.

It is incumbent upon a government that stands for the interest of the people to solve the complex problems of the education system such as those stated above and chart out a new direction. Hence, in 1993, the transitional government of the time drew a policy, which it has been implementing ever since with a clear objective of making education an instrument of development and democracy.

III. The Policy and Its Strategies

- ***The Education and Training Policy***

The chief goal of the education and training policy is the cultivation of citizens with an all-round education capable of playing conscious and active role in the economic, social, and political life of the country at various levels. To achieve this goal, it is imperative that the fundamental problems of the educational system are stage by stage corrected. To this effort, various strategies and methods have been devised to rectify the problems identified above and fully implement the new education policy. It is useful, however, to look at the strategy employed to correct each of the basic problems of the old educational system in order to better understand the new policy.

- ***Expanding Educational Opportunity and Ensuring Its Equity***

On the basis of the realities that educational opportunities were limited, the new policy had to be formulated in a way that would bring significant changes in a short period of time. Hence, the strategic goal of our policy is: a fair and equitable distribution of quality education as rapidly as possible to all regions, particularly to rural areas where 85% of the population live. Since the expansion of quality primary education to all citizens is not only a right but also a guarantee for development, the policy direction indicates that the aim is not merely to raise the standard of the education of the few, but to:

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- Universalize primary education
 - Expand secondary education in synchronization with the number of primary school students and the desire for higher education; and also
 - Expand higher education institutions based on the country's professionals manpower needs.

Just as there are compensatory packages for assisting the less developed regions and women in other development schemes, these historically disadvantaged groups will similarly receive special support in the educational field. Concerning this compensatory measure, Article 3.9.4 of the education and training policy states:

“Special financial assistance will be given to those who have been deprived of educational opportunities, and steps will be taken to raise the educational participation of the deprived regions.”

Regarding support for women, Article 3.9.5 of the same page reads:

“The government will give financial support to raise the participation of women in education.”

As a policy designed to be fair and democratic, it gives special attention to disadvantaged nationalities and women with a view to increase their participation and enrolment in education. Since democratic fairness requires that women enjoy the full benefits of education, emphasis will also be placed on motivating them to enroll in teachers training and higher educational institutions so that they will be qualified teachers and administrators.

Beyond redressing the inter-regional educational imbalance, ensuring equitable educational services means narrowing the disparity gap in this area between rural and urban centers. The policy therefore aims at expanding educational services in the rural areas of Ethiopia.

Another important issues indicated in the strategy of ensuring equity in educational service relates to educational finance. Government has a system of financial structure that waives student fees and fully covers educational cost so that the majority of the people will not be deprived of modern education for lack of money. Moreover, since it is in the primary and general secondary educational programs that the children of the majority of the Ethiopian people can extensively be involved, the policy indicates that the largest share of the cost of these levels of education has to come from government. The policy makes it clear that beyond these levels, the students will be required to pay their own tuition. This does not mean, however that the burden will fall on their parents. It only means that the students themselves have to pay the cost of higher education. This can be done in two ways. After a student graduates from an institution of higher learning, he or she is required to pay the calculated equivalent amount of the cost either through long-term payment plan, or by providing service with minimal salary. If, for instance, it costs the government Birr 50,000 to train a doctor or an engineer, the student will have two alternative ways of paying back the full amount of the cost of his/her training. After the student is gainfully employed, either a fixed sum to the amount of Birr 50,000 will be deducted from his/her monthly salary, or one can pay by providing the monetary equivalent worth of services working with pay in a rural hospital or at a construction project site. Hence, the essence of cost

sharing after the 10th grade general education has to take note of these underlying financial arrangements for education. In terms of assuring fairness and equal educational opportunity, this arrangement should be highly valued as the bulk of government budget will be then spent on elementary and general secondary schools where the children of the rural population and broad masses enroll in great numbers. In other words, since the expenditure on higher education is, in the end, recoverable in cash or service, it allows the government to allocate a greater portion of its educational budget for the expansion of elementary and secondary schools accessible to the underprivileged sector of the society. This strategy will also open the way for an equitable redistribution of wealth. As the levels of education accessible to the children of the most of the people expand, these children's chances of completing secondary education will inevitably be greater. Similarly, if secondary schools are greatly expanded and the number of children of the underprivileged that complete high schools increase, then the condition for them to enter universities will be greatly enhanced. As students will not pay money for higher education during enrollment and as their higher education cost is recoverable in either cash or services, government will have the capacity to even further expand elementary schools. This will in turn, create a favorable condition to implement the rural development strategy and deepen the democratic order. Hence, in all its aspects, this policy is a major vehicle for ensuring fairness and equity.

- *Linking Education and Training*

It was imperative to change the old educational system to one that will allow students to be proficient in one specific field so that they will either qualify to be employed in the field of their training or create their own jobs. Consequently, based on the country's concrete conditions, changes have been made concerning the organizational structure of the education systems. It has thus been found appropriate to extend the duration of elementary school from six to eight years and divide it into two cycles. The first cycle will be from the first to the fourth grade, while the second spans from grades five to eight. Likewise the system divides the years of secondary school into two, in which grades 9 and 10 focus on general education, whereas from grade 11 to 12 the concentration will be on preparing students for higher education or skilled jobs. On this basis, the span of general education will be 10 years. After this level, those who are qualified to pursue academic education will have to take a two-year preparatory schooling. First-degree college education will be completed in three or, in a few fields, in four years. Students who complete their general education but are unable to directly move on to higher education will be given vocational training for one, two, years or three that will prepare them to compete in the job market.

As explained above, the organizational arrangement of the education system centers on primary education where the great majority of the people have relatively easy access to education. If this educational organization covers the entire Ethiopian countryside, and the children of the broad majority are made to seriously study for eight years, their academic knowledge will definitely

broaden. With an additional vocational training of six months to one year, they would acquire sufficient skill to work in any field of endeavor. Moreover, with the backing of modern technology, these young trainees will be better farmers, blacksmiths, potters, pastoralists and so on and therefore will be a dependable rural work force in the effort to create favorable conditions to change the countryside and introduce more effective forms and techniques of production. Since, after the primary level, they will have only two more years to finish high school, and if through hard work they manage to complete a general secondary school, they can then attend various vocational training courses and greatly improve their lives. From the point of view of these numerous advantages, extending elementary school from six to eight years will help students to receive broader and more substantial knowledge that, in the end, will be beneficial to both the country and to themselves.

In the first cycle of secondary level education (9th to 10th grade), students will acquire useful academic knowledge that will prepare them to enroll either in various vocational training programs or in preparatory programs for university level education within a short period. Thus, no time or resource will be wasted.

Beyond the 10+3 training programs that were restricted to industry, commerce and home economics in the past, various agricultural, teacher training, health, hotel, construction commerce and so on are now offered that will equip students with the necessary skills that will help them secure employment or create their own jobs.

Covering and upgrading the quality of the hitherto twelve-year education to ten years, and structuring the remaining two years for preparatory education for university studies will be economical and help maintain the standard and quality of university education. Today, preparatory courses are given within the university for freshmen, and it is only in the remaining three years that students pursue regular studies for most disciplines. However, according to the new educational structure, this one-year preparatory education will be extended to two years and will be offered in the various high schools outside the university. Hence, since those who enter university would have a two-year preparatory schooling, they would acquire a great deal of knowledge in the remaining three years university education. In addition, because most students will be in the university only for three and not for four years, there will be more space to enroll greater number of freshmen students in the various university campuses. More over, since students study the freshman program in their own areas, they will reduce the cost of university education. In short, the process will not only help to produce the necessary skilled manpower for the development program in a short period of time, it will also greatly contribute to the quality of education.

As aforementioned, vocational education is given at various levels; for students who have completed Grade 8, vocational training is given in agriculture and other fields for three to six months. For those who have completed Grade 10, vocational training that lasts for one, two and three years will be given. On the other hand, students who went through preparatory school, professional education is provided at college and university levels. Thus, academic education and vocational and professional training at various levels are all

interlinked in this new educational system. The new policy indeed seeks to link knowledge and practice education and vocation.

- ***Democratization of the Administration and Content of Education***

The democratization of the organization and administration of education is provided for in Article 3.8.4:

“Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programs, with an overall coordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institutions, teachers and students.”

Thus, in accordance with the provisions of the policy, the administration of primary and secondary schools as well as junior colleges will be the responsibility of the Regions. This in itself contributes highly to the democratization of education. Thus, the people, through their own elected administrators, can direct the educational process. The policy also enables parents or their representatives to play a prominent role in the administration of the schools.

As the education is linked to various development efforts, the policy encourages and allows local administrations and peoples to be actively engaged in the educational process, contribute their share in the expansion of its finance

and ensure its democratization. Similarly, the organization of the educational structure enables teachers and students to be involved in the administration of education, and thus further democratize the system

The curriculum will not be one that is dominated by the political education of a given party. Nevertheless, one mission of the curriculum is to instill the worth of the National Constitution (which was formulated and ratified with popular consent and participation) in the minds of the student population. Articles 2.2.9, 2.2.10, 2.2.12, and 2.2.13 stipulates the democratization of the curriculum and emphasizes that its chief contents should be the cultivation of democratic culture, tolerance, peaceful resolution of differences through dialogue, and a sense of responsibility towards one's own society. It stresses that students must be taught to value equality, liberty, justice and democracy and that their formation reflect high ethical standards. The policy allows the various nations, nationalities and peoples to be educated in their own mother tongues for the appreciation of the role and contributions of women in the society at large.

- ***Provision of Quality and Relevant Educational Services***

One of the missions of our educational strategy is to remove fundamental obstacles that stand in the way of quality and relevant education. In order to do so, our strategy has focused on three components: Change of curriculum; sufficient provision of educational materials and equipment; and the improvement of teachers training in quality and quantity.

The curriculum of the general education will focus on science and mathematics with content that emphasizes research and relevant knowledge. The duration is shortened. What used to take twelve years is reduced to ten through improvements in the depth of the subjects and in the quality of teachers. It is to be noted here that many countries produce students with higher mastery of their subjects in ten years than we have been doing in twelve years.

In order to ensure quality education, students should have quality textbooks in sufficient quantity. There have to be adequate workshop and laboratory materials and equipment, especially in secondary schools and vocational institutions. Classrooms have to be furnished with desks, maps...etc. Building structures and filling them up with students alone does not make a “school”. Thus, the government has to play a vital role in ensuring that schools have adequate textbooks, other educational materials, libraries, workshops including laboratory materials and equipment.

There have to be highly qualified teachers in sufficient numbers if there is to be quality and proper education. The training of qualified teachers has to go hand in hand with the expansion of education. Thus, the strategy envisages establishing new teacher training colleges in the future and upgrading the ones that already exist.

Our strategy further provides educational opportunities for the continuous upgrading of the educational level of teachers. Accordingly, all secondary school teachers shall be degree-holders, while teachers of Grades 5-8 and Grades 1-4 shall have diplomas and certificates respectively. As the salary

scales and living conditions of teachers affect their teaching morale, our strategy considers this as a primary concern that must be properly adjusted.

As far as the supply of textbooks is concerned, the present pathetic ratio of one textbook for five or six students will be changed. Each student will have a textbook to take home. In countries like ours, students do not have other books to read at home. Therefore, the provision of adequate number of textbooks, which students can take home, will have a marked impact on raising the quality of education.

IV. Measures Undertaken to Change the Curriculum

It has been pointed out that a comprehensive educational policy and direction that replace the old inequitable, undemocratic and non-problem solving educational system is a categorical necessity. The policy covers all educational levels, from kindergarten to university, formal as well as non-formal learning, and aims at transforming education to be an instrument in the service of both rapid development and enrichment of democratic culture. Hence, considerations of the content, organization, and delivery of the curriculum, the training of teachers and the organization of the languages of instruction have been duly made.

The educational policy envisages the creation of a society with humane and democratic values, high problem-solving ability, and capacity to inquire and carry out research and liberate itself from the adverse pressures of Nature. Although the policy aims at removing the weaknesses of the old system, it must be obvious that the task, given the age-old constraints, capacity, time, and the inertia of the past cannot easily be achieved.

Thus, the following three broad issues have been given priority:

- Change of curriculum and provision of educational materials and equipment;
- Improvement of the ability and efficacy of teachers;
- Change of the educational structure.

A broad range of activities has already been carried out in order to translate these into practice. The manner in which it was done will be discussed below.

1 The Development of the New (Educational) Curriculum

The organization of the designing of the curriculum has been divided in to two branches: General and Specialized or Vocational Education. A General Education fulfils the basic educational needs and includes all aspects of learning and prepares the student for pursuing subsequent specialized education. On the other hand, the special or vocational education prepares the student to engage in junior, medium, vocational and higher level education and vocational skills.

As general education prepares the student for specialized education, its duration varies depending on the economic, manpower needs, and educational objectives of each country. In many countries, completion of primary education takes six or eight years. Given our own circumstances, primary education, which used to be only for 6 years, has been designed to last for eight years, while general secondary education extends up to 10th grade.

In primary school starting from the first grade, subjects are offered in partially leaner or integrated form, to enable students have solid foundation in subjects that require special focus such as: science, mathematics and language, more periods have been given. These subjects are also given priority of textbooks provision.

In the past, science education up to Grade 8 was given in an integrated form. Now, physics, chemistry, and biology are taught as leaner subjects. The reason

for such special focus (attention) is that science subjects and mathematics are believed to help students to understand nature. This area of education would enrich students' scientific outlook and help them to employ scientific method and appraisal to solve societal and natural problems. In sum, emphasis on these subjects would enable students to effectively use the advances in science and technology in order to modify or influence their natural surrounding.

Previously, all the academic, technical and vocational subjects were given in a mixed fashion for twelve years. In organizing these subjects as independent and separate areas, the twelve-year duration of general education has been reduced to ten. As a result, the subjects stated above have been strengthened and made to be the basis for better training.

Since the 2001/2002 academic year, a two-year preparatory (Grades 11 and 12) program has been put into effect for those able to pursue higher education. Those who complete this program are given additional subjects, not given in the past, that are prerequisites for their areas of specialization.

The old educational system mostly focused on academic subjects and paid only lip service to vocational subjects. As such, the education did not help students to develop or cultivate practical and vocational skills. As the system was divorced from the practical material or cultural needs of the country, it did not instill in the student an appreciation or eagerness for knowledge. As the curriculum lacked in clear objective, and appears to have been randomly designed with no specified target in mind, the profile and behavior of the students at the various levels was not definable.

In order to remedy this situation, the content of the curriculum has been designed in such a way that it will enable to:

- a) Produce citizens who stand for equality, justice and democracy;
- b) Harmonize theory and practice (praxis);
- c) Integrate national and regional realities;
- d) Maintain the level of international education standards
- e) Reflect the principles of equality of nations, nationalities and gender;

Unlike the old educational system, which was teacher-centered and solely conducted (with) by the chalk and talk mode of delivery, the present system is student-centered with emphasis on various exercises, student-teacher interaction, and encouragement of student inquisitiveness. On the basis this curricular content expected student achievement and behavior at the end of each level of education have all been considered in the development of the curriculum. The mode of delivery has also been designed to produce students capable of solving problems.

In order to achieve that the goals set out by the policy, the subjects taught will not be as many or as needlessly varied as in the old system. They will rather emphasize the teaching of English, mathematics, and the natural and social sciences that will prepare students for specialized education and training. Subjects like physical education, music, arts (both only in primary school), and civic education will also be taught so that students would develop in both body and mind to better appreciate their natural and social environment. The Federal Ministry of Education first prepared the syllabus for the new curriculum and the flow chart. Subsequently teachers and educators from the

various regions discussed, enriched, and the teacher learning materials were prepared for grades 1 to 12. This syllabus or flow chart will be used by the regions to produce with due allowance to their respective specific conditions. It's in such a procedure that both the syllabus and educational materials are put into practice in all the schools in the country, so that the education in the country will reflect common minimum standards.

In the effort to improve the quality and relevance of the curriculum, special attention was given to relate the content with the concrete conditions of the country. Thus, following this curricular principle, primary school textbooks have been based on the realities of the specific region and on the culture and achievements of the local populations. In addition, Federal Curriculum Council was established in order to frame and make evaluate the content and style of the textbooks for grade 9 to 12. The Council is composed of MPs from both Houses, individuals from institutions of higher learning, Regional councils, Regional education bureaus, teachers' associations and prominent individuals. The reason why the council has to pay more attention to the education given from grades 9 to 12 only is because education below that level falls under the jurisdiction of the regions.

In order to motivate students and enable them to express their views clearly and to grasp concepts properly, the teaching-learning process in primary school education is conducted in their mother tongue. From the formative evaluations made, in places where the mother tongue is made the medium of instruction, it has been ascertained that the measures taken in this regard has significantly raised the quality of the teaching-learning process and increased students'

classroom participation. On the other hand, shortages of qualified professionals and the limited development of some languages have to some extent, affected the preparation of textbooks in the various vernaculars. However, efforts have been made to mitigate the problem by providing short-term training for the writers. Based on the general appraisal conducted in the year 2000, textbooks currently in use as well as those that will be produced in the future will be greatly improved or revised.

As far as textbooks preparation is concerned, not only have there been changes in content, but also there been changes in the manner of their preparation. In the past, the curriculum as well as the textbooks in use were prepared and also evaluated by experts in the Ministry of Education. This could not guarantee the desired content and quality of the textbooks. Today, therefore, the designers of the curriculum, the writers of the textbooks, and the evaluators come from a diversified and wide spectrum of groups. At present, textbooks are written and prepared by experts (professionals) outside the Ministry of Education. As publishing textbooks has been the sole task of the Ministry for many years, it was not found easy to get experienced textbook writers. As a result, it was necessary to build the capacity of these writers in order to produce books that are simple and readable by students. Short and frequent trainings were organized for writers to properly address issues such as the question of nations, nationalities and peoples and gender balances. This has eventually enabled to capacitate the textbooks writers to produce quality materials.

In order to make education more attractive and interesting for schoolchildren, the curriculum in the first cycle (Grades 1- 4) has been integrated in to four core subjects. These subjects are: Languages, Environmental Science, Mathematics,

Aesthetics and Physical Education. This does not only enable school children to have a general and interrelated concept and knowledge, but also is in greater accord and harmony with child learning psychology. Thus, in terms of providing basic education for all, this approach is extremely useful. As a result, the education at this primary cycle is provided within a self-contained unit. On the other hand, despite its pedagogical merits, there are many teachers, school principals, educational professionals and leaders that do not appreciate the usefulness of this method and are, in fact, highly critical of it. They contend that under this method, lessons could be interrupted in the event that the teacher, by some inconvenience, were unable come to class; that students could easily be bored by being forced to learn all subjects from one and the same teacher, that it will burden teachers with a heavy teaching load... etc. The self-contained classroom management is not, however, as its critiques portray it to be. To the contrary, it has proven economic as well as educational benefits and advantages. It is, therefore, a method to be encouraged.

In fact, the self-contained classroom management has been followed not only in our country, but also in many developing as well as developed countries with good result. The reason why we have also adopted it in our education system is because, given our limited resources, it is a cost-effective and pedagogically sound method that can enable us to rapidly expand our education to the larger public.

The system of evaluation of students has also been improved along with the organization of the curriculum. A system of continuous assessment through

observation, questionnaire, oral tests and regular written exercises has been put in place for Grades 1 to 4 school children.

The contents of the curriculum are made to reflect respect for the identity of all nations, nationalities and peoples in accordance with the principle of equality of citizens. This has helped to avoid the tacitly embedded messages of covert and overt chauvinist outlooks in the textbooks. Instead, students are made to have textbooks that reflect the true realities and the values of the Ethiopian peoples, nations and nationalities, especially through subjects such as history and social sciences. Beyond empowering students through skills and knowledge, the aim of the curriculum is to change their attitudes for the better and hence produce citizens with high ethical standards with serious commitment to develop their country. Great emphasis is, therefore, given to civic education.

1.1 Civic Education

In order to make students know their rights and duties in society and live in equality, mutual respect and trust with their fellow citizens, civic education is taught in primary school as a component part of the social science programs. In secondary school, however, (i.e. from Grade 9 on wards) civic education is offered as an independent and separate subject. Since the subject is based on the principles of the Ethiopian Constitution and focuses on the human and democratic rights of the nations, nationalities and peoples of Ethiopia, it will greatly contribute towards forming a good citizenry.

Questions as to why civic education is considered necessary, why its content is based on the principles of the constitution, and how is it different from the political education of the Derg, periodically surface. It is essential (necessary) then to understand the relationship between education and social, political and economic beliefs in order to properly appreciate the need for such education. It must be noted that a society's political, economic, and social beliefs are closely intertwined and have a symbiotic and balanced relationship between them. Thus, any change made in any one of the three components tends to throw the others off. Such a shock usually creates imbalance in their interrelationship and also precipitates crisis. To avoid such crisis, commensurate changes must be made in the other two components. As education is social in character, the curriculum must be in harmony with the governing political and economic principles of a given society. In order for the curriculum to be compatible with the actual political and economic beliefs of a society, any changes in the latter must also be reflected in the manner the curriculum is designed. The reason is that the interrelationship between the three components is characterized by mutual interdependence. History attests to the fact that the basic and leading ideas of any society are very closely linked with the system of education in place. Such was the situation in ancient Greece, in medieval Europe, and in the 20th century. Similarly, Ethiopia's curriculum cannot be divorced from such social, economic and political considerations.

Schools have the responsibility to pass on to each new generation the leading values and thoughts of the society. If they fail in this task, the values of the new generation will clash with the social realities and becomes useless to both itself and the society at large. In order to close such a generation gap, schools

must enable their students to understand society's economic, ideological, and political order. Knowing that the primary mission of the school administration and teachers is to produce good and responsible citizens, they have to exert all efforts at their disposal. The values of good citizenship are not acquired only from the academic and technical subjects that students study in the classroom, but also from the “hidden” curriculum, which is transmitted through ideological inputs.

Hence, schools may be said to have fulfilled their central and chief mission only when they succeed to transmit to the growing generation the political, social, and economic values of the society and thereby produce citizens capable of playing a positive role in their community at large. They can do this by teaching civic education in a serious manner and on the basis of the constitution, which reflects the leading values of the society. Teachers and the entire educational community should not be indifferent or have restrained attitude towards the constitution. For not only is the constitution a non-partisan document that does not favor any one party, but is rather a document that provides the essential instruments for the collective realization of the equality and unity of all the nations, nationalities and peoples of Ethiopia. It is an instrument that guarantees the equality of all Ethiopian peoples who strive to build a political community to achieve their common objectives.

1.2 The Medium of Instruction

Education is an essential basis for development. Through education, citizens can control their environment and improve their living conditions. In order to be able to do this, they must at least have access to primary level education.

Education presumes exchange of ideas between teachers, students, and members of the school community. Although there are individuals who can think in a second language most people think in the language of their mother tongue. Thus, children have to be taught in their own mother tongue if the learning and teaching process is to be interactive and efficient.

Educational access can also be equitably possible if citizens are taught in their own mother tongues. A mother tongue means the language one uses properly. The reasons, why, to the extent possible, all people ought to be taught in their mother tongue at the primary school level, and even beyond, are as follows:

- a) Language is not only a medium of instruction for the people, but also an emblem of identity;
- b) Learning in a mother tongue enables the student to understand lessons easily, and avoids problems associated with language barriers;
- c) Using a language for instruction enables it to continue to be a living language and saves it from possible extinction;
- d) Learning in one's own mother tongue reinforces identity and enables its users to be proud of their culture and identity. They become self-confident and proud citizens. Such self-confidence coupled with the acquisition of knowledge and skill through schooling makes produce capable and productive citizens possible.

If, as stated above, learning in one's own mother tongue is a right, multi-lingual countries like Ethiopia can equitably provide primary education to their citizens by offering it in their respective mother tongues. However, due to

limitations of resource and insufficient prior preparation, children in some areas have to learn in the language of the majority rather than their own mother tongue. The problems that arise from learning in another's mother tongue have been mentioned above in relative detail. The policy address these problems by providing for the use of mother tongues in primary schools and it does this clearly in Article 3.5.1 and 3.5.2.

“Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.”

“Making the necessary preparation, nations and nationalities can either learn in their own language or can choose from among those selected on the basis of national and countrywide distribution.”

As a result, since the new curriculum became operational, over 20 languages have been used as mediums of instruction for up to grades 4, 6, or 8 depending on the real conditions in each region. The reasons for the variation in the upper most level of the grades in which mother tongues are taught depend on the relative development of the language. In regions where the language is relatively well developed and has sufficient number of teachers who are trained in that language, education in the mother tongue is given up to grade 8. Such is the situation in Oromia, Amhara, and Tigray Regional States. Regions that use mother tongue up to grade 6 resort to the use of English as medium of instruction from grade 7 upwards. However, it would be advised if instruction

in English were to begin in grade 9 instead of in grade 7. This is because the English language proficiency of students at the levels of grades 7 and 8 is not sufficient for the learning and teaching process. Moreover, as most of those who complete Grade 8 will not continue secondary education in the future, but rather take short-term training of various types and join the work force learning in mother tongue places students in an advantageous position. A mere two-year period of English would not enable one to grasp concepts and get ready for the set training program. Besides, a two-year English language study will not be sufficient to make students proficient in the language. It is much better for regions, which have the capacity to do so, to teach students in their respective mother tongues rather than in English in Grades 7 and 8.

Table 1

Medium of Instruction in Current Use		
No.	Region	Languages
1	Tigray	Tigrigna
2	Afar	Afar, Amharic
3	Amhara	Amharic, Awigna, Hamtagna, Afaan Oromo (in Oromia Zone)
4	Oromia	Afaan Oromo, Amharic
5	Somali	Somaligna
6	Benishangul Gumuze	Amharic
7	Harari	Aderigna (Harari language), Afaan Oromo, Somaligna, Amharic
8	Gambela	Agnuwak, Nu'eir, Mezenger
9	S/N/N/P	Sidamigna, Wolaytigna, Hadiygna, Kambatigna, Gediogna, Dawro, Keficho, Siltie, Amharic, Kebena, Korotie, etc. (in Non-formal and lower classes)

Note:

In the two administrative cities, Addis Ababa and Dire Dawa, the situation is some how different. While the language of instruction in Addis Ababa Region is Amharic, Afaan Oromo and Somali languages are used as mediums of instruction in Dire Dawa in addition to Amharic.

In a multi-lingual country like Ethiopia, it is useful for a citizen to learn at least one additional language for national communications. By studying one's own language, a citizen develops better reading, speaking and listening abilities. It is equally beneficial that a student chooses an additional language that has a wide national distribution and has a richer literary tradition. A language that has considerable nationwide distribution would have a greater number of speakers in any corner of the country. And because of its linguistic position, it is bound to have a literature that can be taught as a subject on its own.

Due to certain historical circumstance, the language that, in content and distribution, can be of greater service to the country as a common national language is Amharic. At present, Amharic is the working language of the Federal Government as well as some Regions. Thus, Amharic is offered as a subject from Grade 3 or 4 on up. It is also proper to learn one or two foreign languages that are spoken widely in international communication and relations. The English language is important not only for international relations, but because it is also the medium of instruction from secondary school on. For this reason, it is given as a subject from Grade 1 upwards. The reason why English is taught as a subject from the first grade is because the language is not spoken at home and students' only encounter with the language is in school. Thus, early familiarity with English helps students when they advance to secondary school where the medium of instruction is English. To those interested, other foreign languages like Arabic and French spoken in Africa and neighboring countries, can be offered so long as these lessons don't take up the time space of the teaching of other languages.

1.3 Girls Education

One indicator of the equitability of an educational system is the enrolment ratio between men and women (boys and girls).

At this stage of our development, women are the ones who care for the family and nurture children. The education of women, therefore, means that the cleanliness and the health of children will be properly looked after which in turn creates an enabling environment for the expansion of education. Moreover an educated woman appreciates the need for limiting family size and thus contributes to the national policy for population control. Thus, the saying "Educating a mother is educating the whole family" is a truth that must be respected by increasing women's involvement including in the expansion of education, The experience of Korea's rapid economic development is a testimony to this fact.

Economic growth cannot occur and development cannot be rapid if 50% of the productive population is ignored. Therefore, the education of women and their involvement in agricultural and industrial development is imperative. If women are educated, they will assert their rights as citizens and help change undemocratic practices at home as well as the society at large. And the equitability of our overall social order and system can be assured if women and men participate equally in the education process.

The education policy took this reality into consideration, and provided for the encouragement of women's education in several provisions. And special focus

has been given to its practical application in terms of, for instance, training opportunities and the gender balance of the content of textbooks.

1.4 Educational Evaluation Efficiency

In any curricular design special attention should be paid to evaluation of the efficacy of the learning-teaching process more effective. Educational evaluation enables to measure the changes in students' achievement and behavior at every level and in every branch of the application of the curriculum. It further helps to observe shortcomings in the content of education as well as in the teaching method. From this point of view examination results at grade and national levels are useful data for improving the curriculum.

Students are promoted from a lower to a higher grade or from one level to a higher one on the basis of the proof that they have grasped the essence of their studies measured by exam results.

The manner of educational evaluation in the present educational policy is different from the previous one and is directly related to the organization of the curriculum design. Thus, students from Grade 1 to 3 are continuously evaluated by their teachers and promoted to the next grade by providing them with additional help from the teacher when ever necessary. At this level, almost all students, with the exception of those with extreme learning handicaps (or challenger) pass from grade to grade without having to repeat class.

The policy indicates that national exams will be given on completion of primary education (at the end of Grade 8.) As it is appropriate that this exam is given in the language of instruction used, Regions with the capacity to do so are assisted technically by the central government to give the exam in the instructional language they use. The central government will prepare a standardized exam for the Regions without such a capacity and using English as a medium of instruction for Grade 7 and 8. The central government prepares a Table of Specification for the nation-wide exam as a common starting point so that the quality and standard of the exams are the same. Nevertheless, a nation-wide evaluation shall be undertaken every four years in order to maintain a high standard.

A national exam is given on completion of General Secondary Education at the end of Grade 10. This exam determines whether students can continue to higher education or join vocational and technical trainings. This encourages competitiveness, which in its turn, contributes to the quality of education

Those who go through Grades 11 and 12 with the intentions to pursue higher education are given entrance examinations in the fields of their choice to determine whether they have made adequate preparation. This approach encourages students to study diligently, and increases their chances of success on entering university, and consequently saves money for the state and the individual student.

Apart from the continuous evaluation carried on in Grades 1 to 3 and the national exams at the end of the various levels, students' performances are assessed by tests given in class, by mid-year and yearly exams.

As discussed above, the importance of examinations is not only to determine the promotion of student's from grade to grade and from level to level, but also to promote the curriculum and the delivery of education. Thus, students' performance matter both in continuous and general evaluation. For teachers, the performance of their students reflects their teaching effectiveness, and helps them improve the learning-teaching process.

1.5. Development of the New Curriculum

The old curriculum has been replaced by the new one, which incorporates the new educational assumptions and content. The replacement has been carried out in phases and initially on a trial basis from Grade 1 to 8. The educational change was not introduced in one stroke at all grade levels. The reason being that, like the process of building a construction, the education given in one grade serves as a base for the next and follows the cognitive principle of proceeding from the simple to the complex. As the preparation and content of the new curriculum was very different from the previous one, it was necessary to test its effectiveness by trial and in the process of implementation.

On the other hand, the curriculum for Grades 9 to 12 has not been subjected to trial and implementation. The reason for this is that the education leading up to the secondary level has been sufficiently evaluated and rectified and deepen

that basis. Further, the students are sufficiently psychologically prepared for that transition. Moreover, as secondary education has a universal character, the education given in all countries is more or less the same. Thus, our curriculum did not have to be tested through trial and implementation. Secondary school teachers also have sufficient training to be able to rectify shortcomings as they occur.

What is most important, however, is the fact that the curriculum is subject to periodic revision. In the educational strategy we have adopted that every five years the quality and relevance of the curriculums at various educational levels will be assessed by a summative evaluation. For this reason, the secondary school curriculum that has been adopted without trial shall be subject to such summative evaluation. Based on its feedback, and through the necessary professional input, the appropriateness and quality of the curriculum will be reviewed and improved

Hence, based on this process, beginning from 1994 change was introduced each year into two successive grades on trial basis. By 2001 the education up to Grade 11 was fully replaced by the new curriculum. And since the preparatory work to introduce the new change for grad 12 will be completed in 2003, by the years end the old educational system would be entirely replaced by the new one. As the academic education given in Grades 11 and 12 is preparatory to higher education, the subjects taught, apart from the traditional ones, will include new subjects such as information technology, technical drawing, economics and business. This will broaden the choices of fields that students can pursue.

As stated above, the new curriculum was tested every year for Grades 1 and 5, Grades 2 and 6, Grades 3 and 7, and Grades 4 and 8. The purpose of the trial run was to identify the strong and weak points of the new curriculum and make improvements before it is introduced in all the schools. The main reason for this approach is not only because the central government no longer directs primary education; it is also because the medium of instruction is in the different languages of the various nations and nationalities. As such, all the necessary training and materials were given to educators in the various Regions and 106 schools were assessed as a result. The sample textbooks that had been distributed to the trial (experimental) schools were reviewed and improved on the basis of the results of the evaluation. They were then applied in all the schools in the various Regions. And, in the past two years, summative evaluations were made to assess the extent to which professional inputs and opinions were incorporated in the curriculum. These evaluation sessions have helped to measure the degree of appropriateness and quality of the new curriculum and accordingly improve the textbooks, the management, and the administration of education.

2. The Training and Career Development of Teachers

2.1. The Training of Teachers

As already stated above, the primary reason for the poor quality of education in the past was the training as well as the overall attitude towards teachers. Practically any one could have been employed as a teacher both at the lower and higher grades for there was no checking mechanism to evaluate the

applicant's capacity and readiness. In order to correct this deplorable situation, profiles that teachers at every level must fit has been determined; teacher-training institutions have been strengthened and enriched; and teacher advancement or promotion scales have been set and are under implementation. Thus, institutions that give training and certificates to teachers in the first cycle (Grades 1 to 4) of primary education have been functioning since 1991. According to the new policy, teachers at any educational level should have the necessary training; hence the establishment of teacher training institutions was given priority. New training institutions for the first and second cycles of primary education were established. As of 1994, the graduation capacity of qualified teachers of these institutions has grown from 5,500 to 7,700 a year. Further, for those who were teachers in the first cycle without adequate preparation, a three-month upgrading in the form of on-the-job training was given. At present, the training capacity of the training institutions has grown considerably. Training is offered both in the evenings and during summer vacations. As a result, 96% of the teachers of the first cycle of primary education (Grades 1 to 4) have taken teacher-training courses.

For teachers of the second cycle of primary education (Grades 5 to 8) there were up till 1997, only the Kotebe Teacher Training College and the Bihar Dar Teacher Training Institute with an annual intake capacity of only 396 students. At present as five teachers training institutes were upgraded to the level of junior colleges and as one new one has been built, there are seven junior teacher-training colleges, which will have an annual combined capacity of graduating 1,133 teachers. These colleges also train many candidates in their

evening programs. Hence, 12,358 new teachers have been trained at this level in the years 1995 to 2001.

In the past, serious focus was not placed on training teachers. After the new educational structure was set up, most of the teachers for Grades 5 to 8 were Grade 12 graduates with only one-year of teacher training. Because our new policy stresses that teachers for Grades 5 to 8 should also be given better training 3,591 old teachers who were teaching in those grades without the requisite training are taking training during summer vacations. Although new colleges have been established, requiring teachers on the job without prior training during summer vacations still would takes a long time before they can upgrade their capacity to the desired level. To quicken the pace, training through distance education has been instituted. This training by distance education was started in 2000/2001 and will continue for two and half years until mid-2003. At the end of this period, 21,000 old teachers will have upgraded to the desired level. As distance education is useful for teachers of all educational levels and for their continuous on-the-job training, distance education departments are being set up in all the training colleges.

Primary education has been expanding rapidly and the need for training teachers increases proportionately. Thus, in order to make all teachers of Grades 5 to 8 diploma holders in the coming few years, new diploma programs, on-the-job summer training courses, encouragement of students (teacher candidates) to enroll in evening programs on their own initiative, making diploma programs available not only to boarding students but to day students as well have been designed.

The only higher education institutions that offered degrees to secondary school teachers was Addis Ababa University and, to a limited extent, Bahir Dar Teacher Training Institute, and Kotebe Teachers Training College. Their average intake capacity was 250 students each. As this was too limited a capacity to satisfy the demand for professional teachers, two new faculties offering degrees were built in the Dilla College of Teachers Training and Health Sciences and in Alemaya University. Further, the degree program of the Bahir Dar Teachers Training College was expanded. Thus, the capacity for training teachers with degrees on a regular daytime basis has risen to 1,200 students. As a result, 3,221 teachers with degrees have been trained by mid 2001. However, as daytime teaching programs alone cannot satisfy the demand for teachers, there is a plan to make this institutions offer evening and summer courses. Diploma holding secondary school teachers that did not fully qualify to teach at this level were required to take unduly long summer courses. Now, that has been shortened to five consecutive summer training sessions. Accordingly, there are at present 3,597 teachers enrolled in this program, and the first batch will finish their training by mid - 2003. At the moment, only 39% of the total teaching force has taken the requisite training for teaching at the secondary school level. And of these, there are many who either refuse to go to the schools they are assigned to, or quit shortly after enrolling in these schools. To reduce this rate of attrition, continuous summer training sessions have been arranged. Further, degree programs for teachers have been made available in Jimma and Makele Universities in addition to expanding the enrolment capacity of the ones that already exist. The plan for the coming few years is to train surplus teachers, raise the percentage of qualified teachers to 100% and ensure that all secondary school students are taught by degree holders.

TABLE 2

Graduates From Teacher Training Institutes (1987-1993 Eth. C.)

	Type of Program											
	Certificate				Diploma				Degree			
Year	Male	Female	Total	Women Participation	M	F	Total	Women Participation	Male	Female	Total	Women Participation
1987	3629	2142	5771	37.10%	821	138	959	14.40%	86	2	88	2.30%
1988	3654	2100	5754	36.50%	889	205	1094	18.70%	190	24	214	11.20%
1989	2840	1764	4604	38.30%	1283	259	1542	16.80%	182	22	204	10.80%
1990	2390	1720	4110	41.80%	1005	397	1402	28.30%	271	15	286	5.20%
1991	2883	2495	5378	46.40%	594	337	931	36.20%	250	27	277	9.70%
1992	2653	2059	4712	43.70%	1419	500	1919	26.10%	624	77	701	11.00%
1993	3461	2311	5772	40.00%	2912	862	3774	22.80%	1155	164	1319	12.40%
Total	21510	14591	36101	40.04%	8923	2698	11621	23.20%	2758	331	3089	10.70%

Although great effort is being made to step by step overcome the shortage of degree and diploma level teachers, it will take a while before the problem is completely solved. Nevertheless, short training sessions have been given to acquaint teachers with the new curriculum and upgrade their level, especially those who teach in Grades 5 to 8 without the requisite qualifications. In short, the result of the effort made to train qualified teachers, as can be seen from Table 2, with in a short period of time has been impressive. This effort will indeed uninterruptedly continue.

2.2 Organization of Schools Clusters and Resource Centers

Great effort is underway to establish cluster centers where teachers can receive short trainings and be familiar with the new appealing and student-centered classroom learning-teaching process and manner of educational delivery that replaces the old teacher-centered approach.

By clustering schools together in selected regions like Tigrai, Southern Region, Harare, and Dire Dawa Administrative Counsel on experimental levels, encouraging results have already been obtained. This experience is now being duplicated in all the regions of the country and has been given a nation-wide content.

By clustering schools at a given locality, resource centers provide educational equipment, reference books and so on for the common use of teachers in order to enhance their capabilities. Thus, by clustering around resource centers, teachers may benefit in the following ways.

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- They get on-the-job training; they exchange experiences by learning from each other. They can prepare teaching aids by using the equipment in the resource centers.
 - They may borrow reference books from the resource center. In order to change the focus of teaching to student-centered approach, teachers with richer experiences in the area can share their expertise and train those with lesser expertise.
 - Supervisors coming from Woredas, Zones, or Regions as well as other invited professional can give support to teachers.
 - Teachers who are organized around resource centers have a chance to exchange and share their experiences. Model teachers from a given school can be made to give classes in another school that is a member of the cluster, and teachers in the latter can have the chance to observe such model teaching.
 - Gathering around the resource center teachers can evaluate textbooks, enrich them, and make recommendation for their improvement to their Region's Curriculum Department.
 - They can discuss and exchange experiences on issue directly related to education such as: handling students, the manner extra curricular education is directed and organized, and the relations between schools and communities.

2.3. Career Development of Teachers

In the past once teachers were assigned to their posts, there was no system in place that would monitor their professional effectiveness or ethical conduct.

There was no mechanism to: help weak teachers increase their effectiveness; reward and encourage the capable ones to even greater effectiveness; discipline or weed out incompetent and unethical teachers. In short, because there was no proper structure to guide this professional force, which is spread through out the country, there was a great problem of professional inadequacy at all levels of the educational system. Since one aspect that the educational policy focuses on is the quality of teachers, a major emphasis of the policy has been to design an advancement and carrier ladder schedule for teachers that would encourage them to improve their capabilities. Hence, a six-tiered scheme has also been designed where teachers, from kindergarten up to secondary level, can be evaluated by peers, the school administration, parents and students. Such evaluation would enable a teacher, assuming he/she honors professional ethics, to grow from a beginner instructor to a lead teacher. As the teacher progresses from one level to the next, his salary increases, as does his living condition improve. Equally important, however, is that his esteem in the society grows and he becomes an increasingly respected figure in the school as well as in the community.

The measure adapted is not only for the purpose of improving the living conditions of teachers. It also serves as an incentive to attract able and strong students to the teaching profession. As an additional incentive, the salary scale of teachers has been made one scale higher than that of civil service employees. Since there was an advancement and promotion scale in place for teachers in institutions of higher education, there has not been any need to set up a new one. Nevertheless, a new evaluation system by various bodies has been set up even for this class of teachers.

As explained above, career structure to encourage teachers to enhance their professional capability has been set up for quite some time now. In the first few years of its application, the evaluation system was often abused. To simply improve their living conditions, practically all teachers were positively evaluated. Thus, over 90% of teachers were recommended for advancement and promotion. Under this circumstance, it was difficult to differentiate the truly deserving from the non-deserving ones hence; the whole purpose of the career structure has become suspect, if not totally defeated. Discussions were held at all levels on the problem and reevaluate the manner of its implementation. As a result, an encouraging trend of honest evaluation of teachers has begun. The manner or implementation of the career structure will continue to be given serious attention.

It is difficult to be certain that all the teachers currently employed conduct their profession ethically or whether they honor or conduct themselves in the respectable manner that the profession commands. As much as there are highly ethical, capable, and hard-working teachers, there are equally those who are unethical, incompetent, and bad role models for students. The implementation of the career structure will be made to differentiate between these two categories of teachers. It will enable us to encourage the deserving ones and weed out inept teachers. Just as it is important to recruit and train students to join the teaching profession, it is equally essential that they respect the profession and take it as a serious career.

It is desirable and important to make a special effort to increase the number of women teachers as this has a positive impact on the learning-teaching process

