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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
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THE ROLE OF EDUCATION IN PROMOTING BALANCED DEVELOPMENT IN ETHIOPIA: WITH PARTICULAR EMPHASIS ON THE CASE OF OROMIA REGION

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF ARTS IN REGIONAL AND LOCAL DEVELOPMENT STUDIES

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The Role of Education in Promoting Balanced Development in Ethiopia: With Particular Emphasis on the Case of Oromia Region

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ABSTRACT

Human capital formation particularly in the field of Education has long been considered as an important factor in development be it social or economic. But when we talk of development the balance between regions, balance in the service of education itself, balance between urban and rural areas and between the genders should be taken into consideration. In this work the role of education in the balanced development of Ethiopia is dealt with. Oromia region is also taken as a case study among regions. Thus, primarily, whether education has contributed to development in the country is dealt with and adjoined to it whether the achieved development is balanced or not is the focus of this work.

Accordingly, both primary and secondary data are collected and dealt with in view of education and development in Ethiopia. The result of the analyses shows that although the existing education was better than no education, as there was no practicable education sector strategy for the development of the country, the goal that could have been reached is far from being achieved. Moreover the result of the study shows that as there was a disparity in the educational supply, this is consequently reflected in the meager achievement it has got on development. Consequently, disparity between genders, urban/rural areas and regions is witnessed. Thus, the study finally is completed with necessary recommendations.

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Acronyms

AAU - - Addis Ababa University

CSA - - Central Statistics Authority

FDRE - -Federal Democratic Republic of Ethiopia

GER - - Gross Enrollment Ratio

GNP - - Gross National Product

MDE - - Ministry of Education

NER - - Net Enrollment Ratio

NGO - - Non Governmental Organizations

ORSEB - Oromia Regional State Education Bureau

PHRD - -Policy and Human Resource Development

SNNPR - Southern Nations, Nationalities and People Region

TTI - - Teachers Training Institute

I. INTRODUCTION

1. BACKGROUND AND JUSTIFICATION OF THE STUDY

1.1. Development of Contemporary Education in Ethiopia

In ancient Ethiopia, the Orthodox Church and the Moslem religion were the main sources of education which of course was religious. Accordingly, these two institutions have played a significant role in the cultural development of the nation. The Church had developed its own written script which makes Ethiopia the only sub-Saharan African country that has its own written script. But, as both the Church and the Mosque provided religious education mainly for promoting their respective doctrines, it is important to note that in traditional Ethiopia there was no popular or public education for both sexes. (Seyoum, 1996: 3)

It is now about 100 years since modern education was introduced to Ethiopia. Its introduction was not welcomed by the clergy and the aristocracy. Their fear was that the modern education would serve as a vehicle for the penetration of foreign religions and change the existing status quo. Thus the development of modern education was slow and gradual.(Seyoum, 1996:3) It was mainly with the opening of Menelik II school in Addis Ababa in 1908 that modern education was introduced in Ethiopia. Consequently modern education as

opposed to traditional education developed fast between 1908 and 1935. (EJE July 1994, vol. 15, No. 2:) In favoring modern education, Menelik II first issued a decree making education compulsory for all children on reaching the age of seven. The Church was responsible for recruiting teachers from foreign land and this began in 1906 when 10 Egyptians from the Coptic Church were recruited. (Girma Zewdie et at, 1994:8).

Between 1925 and 1935 a total of 30 schools were opened in many parts of the country. But the issue was that although schools were increasing in number, these schools were offering only academic subjects like languages, Science, Geography, History, and Mathematics. Vocational education was not reflected in the curriculum. It was only in 1941 with the establishment of the Technical School of Addis Ababa that vocational subjects started to be offered in the country. (Girma Zewdie et al, 1994:9).

During the five years of Italian occupation from 1935-1941, which was short but did a lot of harm, the few existing schools were closed and the educated manpower was liquidated. The operating schools were only those that were established in line with the Italian colonialist ambitions, which was the making of Ethiopians merely loyal servants of their fascist masters.

In 1941, soon after the restoration of the government of Ethiopia, what was ruined during the war began to be reconstructed and the number of schools began increasing. Moreover, after liberation as it was understood that the

defeat was due to backwardness, the government embarked more seriously on the development of education. Consequently, many schools were opened mainly in the urban centers of the country. But as there was a British influence the educational system was totally imported and alien. This was true not only of one period but this was true of modern education in Ethiopia generally.

Later on, mainly after 1955, the British influence was replaced by American and the number of schools and school enrollment was also growing. After this the Five Year Development Plans began to be operational in the country. Accordingly, the First Five Year plan (1957-1962) and the second Five Year Plan (1962- 967) were put to practice, and in this, emphasis was put on improving the quality of education as well as gearing education to the production of skilled manpower. (EJE, Dec. 1996, vol. 16, No 1:5)

Beginning 1963/1964, there were other notable inputs in the development of contemporary education in the country. Accordingly, the grade structure was changed from two tier system (8+4) to 6+2+4 system fashioned after the American system. In this system the student had to go through six years of primary education, and two years of junior high school education and four years of senior high school education. Moreover Amharic was made the medium of instruction at the primary school level. (Seyoum 1996: 5)

One of the steps that was taken in the development of contemporary education in Ethiopia was the decision reached in

1961 at the UNESCO sponsored Addis Ababa conference of African States, to provide universal primary education by 1980. But unfortunately this was not successful. (EJE, Dec. 1996, vol. 16 No. 1:7) During this time the school age population of the country was very low. It had 3.3% of the primary level school age population and 0.5% of the secondary level school age population. (Seyoum, 1996:7)

It was in response to the past poor features that the government initiated in October 1971 an attempt to reform the education sector through what was known as the Education Sector Review. (EJE, vol. 16, No. 1, Dec., 1996:7)

Another major step in the development of contemporary education took place with the eruption of the 1974 revolution. During this period there was a substantial expansion regarding schools. But the expansion was based on enhancing Marxist-Leninist ideology.

1.2. Major Features of Education in Ethiopia

During its 100 years lifetime the Ethiopian modern education had passed through different features. At the start it focused mainly in giving communication skills and qualifications necessary for the running of the bureaucracy prevailing at the time. But this attempt was disrupted by the Italo- Ethiopian war by which Ethiopia was temporarily

occupied and the second world war. After the war again attention was given to education and the main concentration at this time was to produce teachers and administrators for the state machinery. The opening of schools had increased the number of students in the face of poor quality and weak economy as a consequence of which unemployment grew from time to time. (TGE, 1994:1)

During the last three decades the objective of Ethiopian education has been put to question. Although the curriculum was generally based on international standards, its relevance to solving the objective problems of the country has been debatable. But it is generally understood that the impact of modern education on the day to day life of the society at large has been negligible because of irrelevance. Moreover, the vast majority of the population had no access to this modern education due to mainly inequitable distribution and the small number of schools, low participation rate at all levels with disproportionately low female representation and the availability of the existing few schools mainly in the urban centers. (TGE, 1994:1)

Although the quality of education was reasonable at the beginning of the Ethiopian modern educational system there was a terrible shipwreck mainly during the last two decades because of the lack of school materials, the overcrowding of schools and the declining quality and effort of teachers which was of course caused in turn by the disproportionately low allocation of government funds which witnessed the continuos

decrease of the share of the education sector due to more military expense. (TGE, 1994:2)

Generally, the educational system in Ethiopia can be said to have been in crisis. The number of schools has not been enough. The existing few schools have been poorly equipped, over crowded and badly managed. As it was mainly imported the existing curriculum was irrelevant to the need of the country and the people and had no clearly defined and outlined objectives.

In the country technical and vocational institutions were not only poor in their quality but very few in number. This is true also of higher education institutions which are not only scanty but also overcrowded. Education materials have been very scanty and the quality of education was badly affected by this along with unmotivated teachers whose working condition was bad.

At present according to 1995/96 MOE annual statistics there are 9,704 elementary schools, 1,304 junior secondary schools, 348 senior secondary schools and 17 higher education institutions. At these levels the total enrollment is 3,380,068;407,851;402,751 and 17,387 students, respectively. When we see the number of teachers in different levels we have 89,189 teachers in elementary schools, 12,932 teachers in junior secondary schools, 12,143 teachers in senior secondary schools and 1,657 teachers in higher institutions. (FDRE, MOE, Education Statistics, 1995/96). The total participation rate during this year for elementary (1-6) was 34.6%. On the other

hand the total participation rate for the boys was 43.8% and for girls it was 25.6%. This implies that 65.4% of children in the age bracket 7-12 are out of school system and accordingly regarding the gender breakdown 57.7% of the boys and 74.5% of the girls in the given age bracket have not got chance to go to primary school.

On the other hand according to the leveling of the new system which puts primary school between grades 1-8, the participation rate is 30%.

Regarding the senior secondary level the condition is worse. The total participation rate at this level (grade 9-12) (age 15-18) was 8.1% during the indicated year. This implies that out of the total school age population, 15-18 years old, 91.9% are outside the system of education at that level.

Although there is a general quantitative increase from time to time regarding the number of schools, teachers, students and materials compared to the need of the country a lot of toil is needed. The quality question of course is the major issue.

In general when we see the general features of education in Ethiopia as can be seen later it has got a poor base with very small vocational, technical and tertiary training; very low participation rate; poor educational quality and irrelevant to the need of the country; inequality in the distribution of schools between regions, urban/rural and meager fund allocation. Thus, a lot of effort needs to be

made to develop the human resource without which development cannot be thought of.

2. STATEMENT OF THE PROBLEM

Since years education had been recognized as a means by which the individual income and status in society can increase. But internationally it is only since the 1950s that education began being treated as a means of increasing social income. Particularly during the 1960s profound changes in the perception of the development concept put emphasis on education as a central element considering the entire development effort as an endeavor consistent with the concept of the educative society. (Augustine, 1989: 76)

Furthermore, as the meaning of development grew to encompass other human needs, education was found to play the dominant role in the holistic approach of "Human Resource Development Theory." In dealing with the necessity of development there are two sides of the equation that need to be taken into consideration. First of all as the ultimate goal of any development which can be reflected either in material output or any other achievement is supposed to be for human benefit, human development should be given an appropriate place. In the human development there need to be a holistic approach. Secondly, there should be the development of the economic means through which the progress of the development of human beings can be achieved. In going

for both ends of the equation, proper education should be given the dominant place if it has to play its proper role in the development of society.

Thus, the necessity of education in both the economic and human resource development is increasing from time to time. But the question that is always not precisely answered by many writers is as to what kind of education can lead to the kind of development that fulfills the total well-being of human beings.

In today's world there are two groups of nations, the developed and the developing, Ethiopia being one of the least developed countries. Although there is an economic and material difference between these two groups in which the type and quality of education also plays a dominant role besides other reasons, as far as the overall well-being and satisfaction of human being is concerned the formula is yet to be found in both groups of countries.

Although its form varies, as education is the basic instrument in shaping human minds which is the motor that is moving the world, the search for a better form of development can be sought only through appropriate education.

Generally, if education is to be useful it has to play the role of transforming society by transforming the individuals. The transformation of individuals should be all rounded in which all the activities of individuals are included. The activities of individuals can be summarized into three levels: what they do through their physical

movement, what they do through their mental activity and what they do through their moral and spiritual behavior. Thus, education should be able to transform all these three in the best way that would benefit the individuals and society as a whole in the process of development for people and by people to benefit both the present and future generations.

In Ethiopia, although the expansion of education is not as expected, modern education has been in the country nearly for a century. But its role in economic and social transformation has been insignificant compared to the role it should have played. Thus, there has been both scarcity and inefficiency as far as education in Ethiopia is concerned.

Moreover as Seyoum Tafera points out, although there has been three major attempts at educational reform; which include: the Educational Sector Review, the Evaluative Research on the General Education system in Ethiopia and the Transitional Government's Education and Training policy; all of which were given under different Government systems in order to address the existing educational problems, as the root causes of the problem are not tackled but symptoms, a new attempt needs to be made. (Seyoum Tefera, 1996:1-30) Thus, if we ever have to think of development the issue of educational crisis needs to be addressed thoroughly and solution sought.

In the case of our country in which there is both economic and social underdevelopment it is indispensable primarily to assess the past conditions in order to be able to understand as to why there was such a poor result although

there has been a system of modern education in the country for many decades. Secondly, as dealing with the past experiences should help us in improving the present opportunities the process of education at present needs to be assessed and seen whether we are taking a new and constructive step or repeating the mistakes of our forefathers. Thirdly, by dealing with the past and assessing the present condition, recommendation needs to be given as to what the future needs to look like regarding the role education should play in the development of our country. Thus, although the issue is too broad to be thoroughly dealt with in the scope of this paper, only some of the major aspects with regard to the above mentioned areas of concern will be dealt with.

3. OBJECTIVES OF THE STUDY

The major objective of the study is to examine primarily what role education had played in the overall balanced development of Ethiopia which includes balanced development among regions, balanced development between urban and rural areas, balanced development between male and female sexes, balanced development among sub-regions, and balanced development of the human resource itself. From the drawn conclusions and observed setbacks recommendations are presented to improve present opportunities for future better development through education.

The specific objectives of the study include:

a) highlighting the historical development of contemporary education in Ethiopia,

b) discussing the overall condition of the different levels of education in the country in an attempt to find out what role each has played in the development process,

c) examining the quality and quantity of manpower, infrastructure, and teaching and learning process,

d) dealing with the system and style of education in an attempt to find out its role in the balanced development of the country,

e) briefly highlighting the economic, social, and cultural condition of the country and their relation to education and balanced development,

f) dealing with the proper type and system of education that can contribute to the local, regional and overall development of the country in its objective conditions,

g) briefly discussing the efforts that were done up to now regarding educational reform policies and guide lines that were issued in the effort, in an attempt to find their failures and forward better recommendations,

h) discussing the experience of East Asian countries who were once at the same development level with Ethiopia, to see the lessons that can be drawn from their human development experience and its contribution to development,

i) trying to fill the gap that the past efforts couldn't do with regard to the enabling of the educational sector to be of benefit to the overall development of the country.

j) As the largest region with wider area and highest population, to deal with the case of Oromia region as a case study by pointing out the over all country problems and its own particular problems that have hampered the possible role education could play in the development of the country and the regions.

4. THE SIGNIFICANCE OF THE STUDY

The issue of development for people and by people is continuously taking the attention of many writers and the world community. Studies have indicated that investment in education generally produce higher returns than alternative investments by producing needed human resource base for development. Failure to implement education as a comprehensive process, to be vertically and horizontally integrated in national development, has resulted in failure to maximize the potential that education offers for development. (Augistine, 1989: 77). But as indicated earlier only giving more attention and investing more is not enough. But there should be attitudinal and behavioral change in order to be able to work for common goal. In order to achieve this basic change the most important tool cannot be anything other than proper education. Thus, this study is hoped to fill the missing link

between past studies and future needed research by pointing out the failures of education in Ethiopia and what ought to be done to further minimize and ultimately do away with the existing crisis.

5. METHODOLOGY OF THE STUDY

5.1. General

As it is necessary to know and understand educational achievements and trends of the past in order to gain perspective on present and future directions, historical background is highlighted in the study.

Secondly, as it is necessary to obtain pertinent and precise information concerning the current status of the subject descriptive and analytical method is used. The data gathered is thoroughly analyzed and interpreted to reach a valuable conclusion with regard to the problem that addressed.

5.2. Data Collection Techniques

In this study both primary and secondary sources are used. Data was from libraries, concerned ministries, organizations, and field visits. In the libraries the existing books, periodicals, research papers, proclamations, guidelines and policy papers were used.

The Ministry of Education and its regional bureaus and other education oriented agencies were the major sources mainly for necessary statistics.

There were field trips, questionnaires and sample study of schools to have a strong data source. The questionnaires were filled by administrative officials, school principals, teachers and selected students.

Questionnaires were distributed to selected and relevant people with regard to the subject in question, with an intention to get the most recent opinion on the issue. Primarily, in the Ministry of Education the educational programs department and the statistical office were addressed for relevant information on the issue. In order to know the overall condition of the country mainly two regions were selected for questionnaires to be distributed to. Addis Ababa representing the urban condition was selected and Oromia region which is also the focus of study having the largest rural area as compared to other regions was also selected. furthermore, Awassa vocational and technical school from SNNPR was also selected because of convenience and necessity.

In Addis Ababa, Zone six was selected because of proximity. In this Zone one government(Akaki senior secondary school) and one private school(Akaki Adventist senior secondary school) were selected. In both schools the principals and deputy principals of both schools and two students selected from each school have filled the questionnaire. The same procedure has been followed for Akaki

Adventist primary school and Akaki cherka cherk primary school.

From Oromia region East Shewa zone was selected because of accessibility. From this zone two schools were selected in accordance with the above mentioned procedure. These include, Gelawdwos secondary school in Nazareth and Kuyera Seventh Day Adventist School which comprises; college having both academic and vocational fields, secondary and primary levels of education. The procedure of the selection of the respondents was the same as what was indicated before.

Moreover, in Awassa vocational and technical school which was selected from SNNPR respondents were selected and questionnaires filled in accordance with the previously indicated pattern.

Furthermore, relevant data has also been gathered as far as other regions are concerned.

With the data gathered on the condition of the education sector and its relation to development from secondary and primary sources, a comparison was made to East Asian experience and literature review, and a conclusion and recommendation has been drawn from the analysis pertaining to education and balanced development in Ethiopia.

6. DELIMITATION OF THE STUDY

Given the time constraint, material constraint, reluctance to respond and the scope of this research which are the major delimitation of this study, it was not possible to go into the detail of this work. Thus, only the major aspects with regard to the contribution of education to development in Ethiopia and Oromia region are dealt with. Accordingly, it is hoped to be a good link between past studies and the researches that would follow this study.

7. ORGANIZATION OF THE STUDY

The first part of this study is an introductory section which encompasses the background study and general features of education in Ethiopia on one hand and particular ideas about the research paper itself on the other hand. The second part is a literature review generally based on the subject of education and development. The third part briefly deals with the experience of other countries that are thought to be an encouraging example in the effort of using skilled labor for development. The fourth part deals with the particular conditions of Ethiopia regarding education and development. The fifth part focuses on the region presented as a case study which is Oromia region. This region is chosen because it is the largest region with the highest population, because of easy accessibility and because of its peculiar new beginning

of using the Latin script and own language as a means of instruction at primary level. finally, the sixth part ends up the study by conclusions and recommendations that are based on the findings of the study.

II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

1. Education

Since centuries people were trying different means for more gain in economic output. In doing this the most important method that was undertaken was adding to the stock of physical capital. But as time elapsed the theory of investment in human capital slowly developed and even dominated the ideas of most development economists.

Investment in human capital can take a variety of forms. (Bruce and Charles, 1983:194-195):

Primarily, there is formal schooling which ranges from the most basic literacy training all the way to university education in science, engineering and other expensive subjects.

Secondly, we have on the job training or (in-service training) which consists of gaining of skill in the work situation.

Thirdly, there is what is called the job market information, which intends to make labor market better by giving an information about job vacancies and job candidates.

Fourthly, we have health and nutrition. In this concept, unlike the traditional one sided economic theory which attributes more output to less consumption, it advocated that, investment in health and nutrition for human beings increases productivity and ultimately more output.

Fivthly, migration of capital from one place to another is also considered as one form of human capital formation, as it embodies investment and creation of better job opportunities.

As can be seen above education, which includes the formal schooling and on the job training, dominates the theory of human capital formation.

As this theory concentrates only on the economic gains from people, recently other human related theories are also being developed. Prominent among these is the Human Development Report (HDR) by the United Nations Development Program (UNDP) office. On one hand this program is concerned with the development of human capabilities by fulfilling its goals that range from the most basic ones of human survival to the most advanced human agenda of modern science and technology and on the other the efficient use of human capabilities. (UNDP, 1992: 2) Furthermore, this program claims to be concerned with all human choices in all societies at all stages of development.

The meaning and purpose given to education can vary from period to period and from society to society, depending upon the existing development level and the mode of thinking. On the other hand, the fact that people try to use education as an instrument to their aims also diversifies the meaning and purpose of education.

The most recent meaning given to education, which also has got uniformity with many other interpretations can be seen from the Educational Policy of Ethiopia. This states that:

> "Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes."(TGE, 1994)

Furthermore the purpose of education is outlined in the following way:

> "One of the aims of education is to strengthen the individuals and society's problem-solving capacity, ability and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for quality, mutual understanding and cooperation among people."(TGE, 1994)

As can be seen from the meaning and purpose, education should play a great role in the development of individuals and

society as a whole by assuring economic well-fare, equity and efficiency.

But, generally, if education is to be useful it has to play the role of transforming the society by transforming the individuals. The transformation of individuals should be all-rounded in which all the activities of people are included. The activities of individuals can be summed up to three: what they do through their physical movement, what they do through their mental activity and what they do through their moral and spiritual behavior. Thus, education should be able to transform all these three in the best way that would benefit the individuals and the society as a whole in the process of development for people and by people, to benefit both the present and future generation.

The importance of education does not lie only in its existence and opportunity of people to get it. But in looking for education that benefits humanity, the type and system of education should be considered. In this regard John Vaizey stated that:

"Education is important, therefore, not only to help our children, to give them better lives, to improve the society in which we live, to enable this country to go forward paying its way and competing internationally; but it is essential if we are to survive in a changing, technical and scientific age. But quantity of education by itself is not enough. What also matters is the kind and type; it must be geared to the world we live in, prepare people for life and for change, help them to develop and

to become adaptable, and it must reach them all." (Vaizey, 1996: 8)

Thus, education is an instrument that can transform individuals, spiritually, mentally and physically and a resource qualitatively and quantitatively if properly planned for in a holistic approach.

2. Development

The concept of development has got a long history. Its concept has developed and progressed with the development of the society itself.

Developmentalism is an old western concept but most contributions to development economics were made since the 1950s. But, on the other hand the Marxist concept of development has its own history.

For a long time development meant the capacity to generate an annual increase in GNP of 5-7%, without considering the distribution of economic gain.(Dube, 1988 : 36) This was mainly the concept of classical theoreticians.

But later new concepts came in. Accordingly, not only economic gain was focused, but the social aspect of development was introduced. To this end Dudley Seers (1969) wrote that:

"The questions to ask about a country's development are therefore: what has been happening to poverty? What has been happening to unemployment? What has been happening to

inequality? If all three of these have become less severe, then beyond doubt this has been a period of development for the country concerned. If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result "development" even if per capita income had soared: This applies of course, to the future too. A plan which conveys no targets for reducing poverty, unemployment and inequality can hardly be considered a "development plan."(Seers, 1969: 12)

This concept has been developing among theoreticians. Recently, the concept of development is focusing on the question of the satisfaction of human needs and improvement in the quality of life, although there are two schools of thought, one focusing on economic output and the other on both human and economic development.

But generally, development should be seen in two aspects. On one hand there should be the development of the "means" and on the other hand there should be the development of the "end". The means are economic achievements that are generated for the benefit of man and the end is man himself. As development of any kind is supposed to be for the spiritual, mental and physical well-being of man, the development of human beings must be the goal. In the development of human beings of course education plays the prominent role.

The development encompassing all the needs of man whose fulfillment would lead to maximum peace, prosperity and

happiness is the concern of every human being. But the main issue to be tackled is not what to achieve but how to achieve. Holism means every thing. In relation to development and human beings it should imply all forms of development for people and through people.

The UNDP program has got three indexes to human development. Life expectancy, educational attainment and income level.(UNDP, 1992: 3) These deal with the fulfillment of physical well-being and mental development. But as man is a moral and spiritual being having one or the other forms of behaviors and worship and as the mode of worship and the behaviors he exercises affects both his well-being and productivity directly or indirectly, this wing of human development should not also be ignored in order to have a holistic approach to development.

3. Education and Economic Growth

With regard to education and economic development, economists usually consider five specific economic components of development which include; growth, inequality and poverty, population and fertility, migration, and rural development. (Todaro, 1997: 9)

Regarding economic growth, for many years people had the concept that educated and skilled labor force is a necessary condition of sustained economic growth. The contribution of education to economic growth is by creating a more productive

labor force and endowing it with increased knowledge and skill; providing widespread employment and income earning opportunities for teachers, school, construction workers, publishing workers and others; creating a class of educated leaders to fill the place of others; promoting literacy and creating modernity. (Todaro, 1997:9)

Under improper regional and local on one hand and rural and urban planning on the other, there would be disparities in educational attainments and opportunities. This would lead to inequality and consequent poverty with regard to individuals and regions. moreover, the disparity in education will also lead to disparity in economic distribution between individuals and regions.

Education and population growth also have got reciprocal relation. That is, the more the education, the more the planning and consequently the less the fertility rate. On the other hand, the more the education, the more the medical care, the less the fertility rate.

Thus, given the different aspects, education will evidently contribute to economic development.

Economic growth has always been the major goal of any economic policy in every country. Likely, the fact that education is important for economic growth has been processed since the time of Adam Smith although this issue began being addressed strongly since the 1950s and 1960s. (schultz , 1961)

Regarding the role of education in economic growth Lau et.al (1991) outlines that:- education: enhances the ability

of an individual to perform standard tasks and to learn to perform new tasks; enhances the ability of individuals to communicate and therefore coordinate activities with one another; enhances the ability of individuals to evaluate and adjust to changed circumstances; helps to reduce subjective uncertainty and unnecessary anxiety as well as fatalistic acceptance of the status quo and there by enhances the probability of adoption of new technologies or practices by an individual; and at higher level helps to bring about innovation in the production of technology.

Moreover Weale (1992:3) argues that education-contributes to economic growth not only in a direct way, but also in an indirect way by improving the health of the citizens and also reducing fertility rate.

The world Bank Human Resource Development Report 1993 and other recent publication further argue that based on empirical studies of growth for a broad cross section of countries educational attainment is seen as a proxy for human capital which is significant for economic growth. Thus human capital formation is seen as a basic input for economic development in recent years, education being the basis for the formation of this capital.

Researchers have always attempted to explain the reason for the excess economic output mainly since the 1960s. Some had attributed the economic growth to the improvement in physical capital and economies of scale. To this end technical progress was given a prominent role. (Solow, 1957).

But later works, (Denison, 1962) and others have clearly established that a significant proportion of the excess income is attributed to human capital condition mainly educational factors.

Generally, two approaches have been used by writers in trying to find out the effect of education on economic growth. These include growth accounting approach which was introduced by E.F. Denison and others in 1962 and the human capital approach which was introduced by T.W.Schultz and others. The growth accounting is based on the concept of an aggregate production function, which links output to the inputs of physical capital and labor, education being an input. Human capital approach, on the other hand, tries to measure the economic benefit of education by estimating its effect on the life time earnings of individual workers (Psachropoulos and Woodhall, 1985)

A lot of works have been done using these two approaches with regard to the role of education in economic growth. Denison in his different works using the growth accounting approach had deduced that, 23% of the growth rate in per capita income between 1909 - 1929 in USA could be due to education, 42% of the growth rate in per capita between 1929 and 1957 in USA was due to education, and 21% of the growth in the same country between 1948 and 1973 was due to increased levels of education of the labor force (Tilak, 1989)

The role of education on the growth of per capita GNP or income can be seen from Table 1 as found out by different scholars.

Table 1: Relation of Education & Economic Erowth

scholar	year	country	contribution of education to eco.growth
Denison	1909-29 1929-57 1948-73	USA USA USA	23% 42% 21%
Kendricks and Jorgenson	1945-76	USA	15-25%
Psacharopoulous	1950s and 60s	Africa Asia Latin America N.America Europe	17.2% 11.2% 5.1% 20.0% 6.5%

Source: Tilak, 1989: 11-14

Thus, as can be seen from the table empirical evidences show that when treated as an input to economic achievement education takes a substantial share.

Based on similar calculation Denison had found out that the contribution of education in UK was 12%, in Belgium was 14% and in Canada was 25%. This approach was also done for

some developing countries and accounted for 16% of the increase in output in Argentina, less than 1% in Mexico, 3% in Venezuela and 2% in Brazil. (Psacharopoulos and Woodhall, 1985)

Several studies have also been conducted using the human capital approach. Psacharopoulos (1985) in his study has concluded that the rate of returns to education studies around the world are considerably above 10% per annum in real terms. According to his study the rate of return are higher for lower levels of education and higher for primary education. They are also higher for countries where educated man power is more scarce. (lau, et al., 1991:2)

According to the world Development Report study (1991: 159) the increase in educational attainment of the work force was found to have a positive result in output.

Thus from evidences that are seen around the world increased education of the labor force contributes to the substantial part of the growth of output in both developed and developing countries.

On the other hand there are also research results that show a relatively negative result of education on economic growth. But generally it is accepted that: schooling may not actually raise cognitive skills or productivity but may nevertheless raise the private wage because it serves as a signal to employers of some positive characteristics like ambition or innate ability; expanding the supply of educated labor in the presence of stagnant demand for educated labor

that causes the rate of return of education to fall rapidly; education doesn't raise productivity, and that there is demand for this more productive educated labor, but that demand for educated labor comes from individually remunerative but socially wasteful or counterproductive activities so that while individual wages go up with education, aggregate output stagnates or even fall (Pritchett, 1996)

Furthermore, other studies show that the existing income difference between countries can be attributed to the difference in the level of education. This can be deduced from Krueger's 1968 finding in which it was found out that 25% of the variation in income between USA and 28 other countries could be explained by education as one of the major factors. (Admit, 1997: 3)

According to Bowman and Anderson (1965) it was also found out that the relation between illiteracy rate and economic development is very strong. Accordingly, it has been concluded that for a country to reach US $200 per-capita income, there should be less than 60% adult illiteracy rate, and for more than US $500 per capita income to be achieved the illiteracy rate must be brought from 8% to 16%.(Admit 1997: 3)

School enrollment, level of education, kind of education and expenditure are also the major factors among many that need to be taken into consideration when dealing with education and economic development. In this regard Peasle (1965) in his study has concluded that no country has achieved rapid economic development without registering 10% primary

school enrollment ratio in the past century. He further states that a ten percent primary school enrollment ratio is a precondition for reacting take off stage. Adam Curle (1964), in his study of 50 countries has demonstrated that the correlation coefficient between per capita income and primary school on one hand and 10% enrollment on the other is 64%. (Admit, 1997: 3, 4)

Bennett's study in 1967 on 69 countries has found significant correlation between GNP per capita and vocational secondary education. Marris (1982) in the study conducted has found out that a one percent primary schooling enrollment ratio difference may explain 0.035 percent per-capita income variation between countries.(Admit, 1997: 3,4)

Thus, as can be deduced from empirical evidences education and economic growth have got significant correlation, and especially, primary schooling is found to have a significant impact on economic development of a given country. But as the proper use of capital, land and human labor in general needs proper education, the place given to education should even be more than what the study shows, because in the absence of proper education the end result of using other inputs would be degradation.

4. Education and Balanced Development

Education, in its function has got two broad approaches. That is, economic aspect that we have seen earlier and the social and cultural aspect of its function.

The earlier development paradigms were concerned mainly with economic achievements. but, mainly during the last three decades the concept of social development or social welfare began developing fast. Accordingly, Morris (1979) had suggested a physical Quality Index (PQLI), including life expectancy, infant mortality, and literacy as components; the world Bank favored "The Basic Needs Approach", was also formulated by [Streeten et al. (1981)], and proposes greater provision of means for the social sectors; and recently as indicated before, the UNDP formulated the concept of human development that encompasses 'the production and distribution of commodities and the expansion and use of human capabilities.'(Syed and Haider, 1993: 157)

In spite of the visible progress in the line of social as ts which encompasses development in general as diverged from earlier concepts of growth which focused mainly on the Gross National Product (GNP), there are weaknesses in the new paradigms. In development, generally the means and the end should develop together. The means are the economic achievements and the total wealth of the nation including natural resources. The end are the human beings irrespective of differences. Under normal conditions the means are supposed

to be equally distributed to develop the end. Distribution can be on the basis of achievement for those who can work and welfare for those who are the members of the human family but cannot work. There should be open opportunities of employment and training also for people irrespective of race, region and tribe. The achievement of one should be for the other if human society is to be treated as one family, which of course should have been. But the issue is, can this ever take place as far as human ego-centerism exists and ever increasing. Although the answer can be negative from practical point of view, positive thinking is always healthy. Thus, rather than being discouraged and sit aside, all the possible efforts should be made.

Accordingly, the best means that can be used to indoctrinate human beings to live in accordance with the above proposition is the educational system. So, the existing curriculum and system of education in what ever country it is, should be able to give an answer to equity, justice and welfare on one hand and efficiency and development on the other hand. This is to say: equity among regions, equity among genders, equity between urban and rural areas, equity among individuals; justice and welfare for individuals; and efficient and effective use of resources sustainably. Planning can be proper and all rounded only if it can address all these aspects, and balanced human and resource development also can be achieved only in such conditions.

III. Education and Balanced Development: Experience from East Asian Countries

According to the world Bank, 1992, the East Asian countries mainly the newly industrialized countries which include Japan, South Korea, Taiwan, Singapore, Hong Kong, Indonesia, Malaysia and Thailand had all gone through a miraculous economic development. For the past 25 years the annual growth of per capita income of these countries was 5.3% and this was more than double of the per capita income growth rates of low and middle income countries. This, growth trend is true of industrialization. For instance, from 1971 -1988 manufacturing products grew by 14.15 and 9.35 percent annually in Korea and Indonesia which leads its share from GDP to raise by 44% and 56.5% respectively. In Indonesia, people living below absolute poverty level declined from 50% in 1952 to 17% in 1990. The same was true for Malaysia and Singapore; people living under poverty line declined, by the same period from 37% to 14% and 31% to 10% respectively.(The world Bank, 1992: 33)

The main factors that had contributed to the economic development of the East Asian countries include: Macro-economic stability, political stability, out ward orientation, enabling environment, visionary leadership and human capital formation.

As one of the major factors of development the East Asian countries have given due emphasis to education. Consequently

these countries have registered tremendous achievement in economic development. The question to be asked in this regard is as to why countries of Africa and Latin America which spend the same amount of investment on human capital formation have not achieved similar growth rate in their economic development effort.

One of the differences between East Asian countries and other countries with the same level of economic development is the fact that the East Asian countries had relatively sizable skilled manpower even in the 1950s. The primary school enrollment ratios of Hong Kong, Indonesia, Korea, Malaysia, Taiwan and Thailand was 0.87; 0.67; 0.94; 0.96; 0.96; and 0.83 respectively during the time. With the exception of Indonesia, all the countries had achieved primary school to all its capable citizens. This achievement has not been observed in any other countries. Thus, it can be said that because of the absence of the initial latent skilled manpower in the other countries like Africa, Latin America and South Asia they could not accelerate in economic progress at the speed of East Asian countries.

The other most important issue in comparing East Asian countries and others is with regard to Education investment allocation. Especially in the 1990s other countries have also allotted the same properties of GDP to Education as that of East Asia. But they have not registered similar rate of economic growth as that of East Asia. But the issue is that not only the difference in the magnitude of investment but

also the variation in the degree of its utilization explains the difference in the economic development of these countries. The rate of economic development is influenced by whether investment in education is directed more to primary schooling or secondary and above. Empirical evidences that we have seen from East Asian countries experiences verify the importance of primary education to economic development and its superiority in cost-benefit ratio and its impact on molding human thinking. Thus, giving due consideration to basic education is one of the cases for the success in East Asia countries.

Furthermore, the declining of population pressure and dependency on one hand and the increasing of human capital formation and the economic growth in East Asian countries since the 1950s has helped to increase per capita expenditure on students which of course raised the quality of education. The dependency ratio in Asia declined from 49% in 1970 to 42% in 1985. In Hong Kong, the share of "school age" people from the total population declined from 46% in 1965 to 26% in 1989. It also decreased from 43% to 26% in Hong Kong, from 46% to 37% in Malaysia and from 44% to 24% in Indonesia. On the other hand the share of "school" age people from the total raised from 43% to 44% in Bangladesh, from 47% to 51% in Kenya and from 46% to 48% in Nigeria. (The World Bank, 1992: 194).

Thus, as can be seen above the existing situation and the objective conditions the countries were under going not only helped the East Asian countries to attain high quality

education but also helped them to acquire qualified manpower and consequently better economic achievement.

The other most important fact that can be seen from the East Asian countries as compared to other countries is a proper human resource utilization. In this regard due to relatively better planning as compared to economically poor countries like Ethiopia, demand is created not only for the existing labor force but also for those that can emerge.

Furthermore, the encouragement of private investment and the expansion of small and medium enterprises along with using extensively labor intensive technologies have created enormous labor demand. The limited government intervention and free labor market have also contributed to labor productivity by shifting the labor force from less productive sectors to more productive sectors.

One of the positive practices of the governments of these countries that make them unique to many other governments is the fact that they were occupied with the creation of enabling environments and the allocation of human resource rather than the settlement of grievances and security problems.

According to the World Bank (1992: 200) the governments of East Asian countries gave more emphasis to the provision of basic education while the task of providing higher education was given to the private sector. Moreover it was found out that by giving priority to expanding the primary and secondary bases of the educational pyramid East Asian governments have

stimulated the demand for higher education, while relying on the private sector to satisfy the demand.

The Taiwanese case can be taken as a good example of the rate of the government and the private sector in investing in the different levels of education as can be seen from Table 2.

Table 2: Share of Students in Private Schools Out of the Total Students.

	1950	1960	1970	1980	1988
Elementary	0	12.3	10.9	1.1	1.1
Junior Secondary	8.7	12.3	4.4	4.4	4.3
Senior Secondary	13.3	17.9	24.6	21.6	25.0
higher Vocational	7.7	23.7	50.8	58.9	61.2
Junior College	29.1	36.2	73.7	76.6	78.1
College and above	0	24.3	51.6	58.3	60.0
Total	1.1	4.3	8.3	13.2	15.5

Source: World Development, Vol. 19, No 8, 1991: 1036

As has been indicated education has significant impact not only on change in human conscience but also on population structure which has helped to raise labor productivity so as to bring about rapid economic development. Studies have demonstrated that investment on the provision of basic education has had greater social return than the one on infrastructure and higher education combined. Moreover, it has much more impact on improving human conscience. On the

contrary its less rate of return to the private sector does not encourage private investors to involve in the sub-sector and hence the government's participation in the sub-sector is of great significance in making it the source of economic development.

As an example for East Asian experience Taiwanese experience has shown that together with exerting effort on producing the required skilled manpower the expansion of vocational education in schools and higher education institution does have great impact on achieving rapid economic growth. Taiwanese and other East Asian experience further demonstrated that limited government intervention in labor market would give impetus to an economy.

Finally, it should be noted that due emphasis on producing the required skilled manpower starting from the initial stage must be taken into consideration. Besides, creating an enabling environment for matching the supply and demand of skilled manpower is of great importance in dynamizing the overall economy. This experience could help Asian countries have minimum social and political pressure and Ethiopia should be able to learn from this experience. Thus, although we cannot say that the East Asian countries have reached the maximum in balanced development by using education, education has evidently contributed to mainly economic growth(as we have seen above) which is a major input needed in the effort for balanced development.

IV. THE EDUCATION SECTOR AND BALANCED DEVELOPMENT IN ETHIOPIA

1. Introduction

The ultimate goal of development is for the overall welfare and well-being of human beings. When this is attempted in a given territory different aspects should be treated in order to find out whether the development we are talking about is balanced or not. Some of these major aspects as indicated before include: conditions in different regions, conditions in towns and rural areas, conditions among the genders, and conditions related to human resource development itself.

In dealing with the existence and the need of balanced development treating the subject based on the necessary inputs of development is indispensable. Thus, in our case as education is the major input (human force generator) other than land and capital that is needed for development any where and at any time, balanced development in Ethiopia will be dealt with based on this condition.

Thus, in this chapter education and balanced development in Ethiopia will be seen in view of the balance between different regions, balance between urban and rural areas, balance between male and female, and balance in the qualitative supply of education itself to the beneficiaries. Secondly, the condition of the education sector beneficiaries and the

problems associated with it will be dealt with. Thirdly, quantitative conditions related to the supply of education in Ethiopia will be dealt with. In this chapter a number of tables are used to give a thorough picture of the issue. But as they are self explanatory and since the scope of this thesis is limited detailed description is not given to some of the tables. Fourthly, education and development process in Ethiopia will be dealt with based on presented facts, and finally after specifically dealing with Oromia region in chapter five conclusion will be drawn based on the finding of the study followed by recommendations. In treating education and development in Ethiopia, there are a lot of difficulties the major one being constraint of data especially to use different models. The other problem is in relation to the models themselves because the concentration has mostly been on growth rather than balanced and holistic development.

Inputs for development have been rated by different aspects. Education capital has been rated by enrollment ratios and literacy rates; physical capital was being rated by gross investment rate; labor has been rated by the number of working force population; and land by area of cultivated acreage. (Lau. et al 1991) Thus, in our country also among other things enrollment ratio being very important is used to detect the condition of education in relation to development issue.

2. Distribution of Educational Facilities and Services

2.1. National Distribution

In Ethiopia the number of educational facilities has never been enough. Its growth was further stagnated and even decreased because of the long drawn civil war in the country. But since the end of the war the number of schools have began increasing although there is still a lot to be done. Table 3 shows the progress of schools over the last five years in Ethiopia.

Table 3: Educational Facilities by Level of Education 1992/93 - 1996/97.

Year	KG	Primary (Grades 1-6)			Junior Secondary (Grades 7-8)			Senior Secondary (Grades 9-12)			TTIs	Colleges	Universities
		Govt.	NGovt.	Tot.	Govt.	NGovt.	Tot.	Govt.	NGovt.	Tot.			
1992/93	550	7722	398	8120	944	155	1099	257	22	279	12	15	2
1993/94	652	8196	478	8674	987	180	1167	277	26	303	12	17	2
1994/95	678	8806	470	9276	1045	185	1230	298	32	330	13	17	2
1995/96				9704			1304			346			
1996/97				10144			1412			374			

Source: Annual Education Statistics (MOE, 1994, 1995, 1996 and 1997)

When we see the progress between 1992/93 - 1994/95 in Table 3 the number of schools have increased by 14.2%, 11.9% and 18.3% at primary, Junior Secondary and Senior Secondary levels respectively. 5% of the primary, 15% of the Junior Secondary, 9% of the Senior Secondary and 95% of the

Kindergartens were non governmental. (MOE, 1996:46). On the other hand between 1994/95 and 1995/96 the number of schools has increased by 4.6%, 6% and 4% for primary, Junior Secondary and Senior Secondary levels respectively. (MOE, Annual Statistics, 1995/96:23). But given the existing population and its growth rate a lot still needs to be done. This can be deduced from the fact that out of the 21.7 million school age population in Ethiopia only 17% are going to school(see table 5) and yet most schools are overcrowded and are teaching in shift system.

2.2. Regional Distribution

There have been many factors that have affected the number of schools in different regions. Some of these include: war, budget deficit and lack of concern by concerned bodies. These reasons had been causes not only for insufficiency of schools but also disparity among regions which in turn is the reason for imbalance in the development process.

Although not sufficient there has been growth of number of schools in Ethiopia and through out regions since the last few years. Table 4 below shows the distribution and growth trend of number of schools across the regions in Ethiopia during the years 1993/94, 1994/95, 1995/96 and 1996/97 school years. But as it is true at national level as we have seen before, compared to the population eligible for education the number is very low.

Table 4: Distribution of Schools by region and level, 1987 - 1988 E.C. (1993/94 - 1995/96)

	Primary				Junior secondary				Senior secondary			
Region	1993 /94	1994 /95	1995 /96	1996 /97	1993 /94	1994 /95	1995 /96	199 /97	1993 /94	1994 /95	1995 /96	199 /97
Tigray	566	581	666	750	42	46	57	11	20	21	22	24
Afar	59	68	68	68	10	12	12	12	3	3	3	3
Amhara	2429	2503	2567	2647	221	229	238	248	73	76	77	77
Oromiya	3380	3601	3717	3855	448	468	490	504	105	109	118	124
Somali	-	160	160	160	-	7	7	7	-	3	3	3
Benishangu Gumuz	171	195	215	229	12	14	16	19	3	5	7	9
SNNP	1739	1823	1945	2056	238	256	283	316	1728	63	66	78
Gambella	48	67	82	98	5	5	5	10	2	4	4	5
Harari	33	33	36	40	12	12	12	11	2	2	2	3
Addis Abab	216	219	222	212	168	169	172	158	38	42	42	41
Dire Dawa	33	26	26	39	11	12	12	14	3	2	2	2
Total	8674	9276	9704	1014	1167	1230	1304	141	303	330	346	374

Source: Completed from MOE Annual Statistics for different years (MOE, 1995 and 1996)

2.3. Distribution Between Urban and Rural Areas

Generally, there is a disparity between the condition of schooling in urban and rural areas. This can be deduced from the fact that there is far better enrollment ratio in urban areas than in rural areas which is of course affected by the possibility of getting a school as one of the reasons. As can be seen from Tables 5 and 6 the total primary enrollment ratio for both sexes was 91% for the urban areas while it is 18% for the rural areas. The disparity is larger at high school levels. The gross enrollment ratio for Junior secondary, Senior secondary and tertiary levels in urban areas is 73%, 38%

and 2% respectively; On the other hand the gross enrollment ratio for Junior Secondary, Senior Secondary and tertiary levels in rural areas is 6%, 2% and 0% respectively. For all school levels, gross enrollment amounted to 54% for urban areas and 9% for the rural areas. Moreover as can be deduced from the tables the discrepancy is wider between urban and rural areas than between the two sexes. This can be seen from the net enrollment ratio also of urban and rural areas. See Table 6 below for more detail.

Table 5: Gross Enrollment Ratios (All Students) by Schooling Level, Urban/Rural, and Gender

	Schooling Level				
Urban/Rural and Gender	Primary	Junior Secondary	Senior Secondary	Tertiary	Total
Enrollment Ratios					
Urban					
Male	.88	.84	.03	.03	.58
Female	.94	.64	.01	.01	.51
Total	.91	.73	.02	.02	.54
Rural					
Male	.24	.09	.02	-	.13
Female	.11	.04	.01	-	.06
Total	.18	.06	.02	-	.09
Urban + rural					
Male	.33	.22	.09	.01	.20
Female	.24	.17	.09	-	.15
Total	.29	.19	.09	-	.17

Source: PHRD Study on the "Household Demand for Schooling" (PHRD, 1996)

Table 6: Net Enrollment Ratios (All Students) by Schooling Level, Urban/Rural, and Gender

Urban/Rural and Gender	PRIMARY	Junior Secondary	Senior Secondary	Tertiary	Total
Enrollment Ratios					
Urban					
Male	.62	.28	.26	.02	.36
Female	.58	.20	.21	.01	.29
Total	.60	.24	.23	.01	.32
Rural					
Male	.10	.01	-	-	.05
Female	.05	.01	.01	-	.03
Total	.08	.01	-	-	.04
Urban + rural					
Male	.18	.06	.04	-	.10
Female	.13	.05	.06	-	.08
Total	.16	.05	.05	-	.09

Source: PHRD Study on the "Household Demand for Schooling" (PHRD, 1996).

The high disparity between the Urban and rural areas can also be seen from the distance students can travel to school. As can be seen from the Tables 7 and 8, at primary level 97% of the students in urban areas have to travel less than one Km to go to school while only 29% of the primary school students in rural areas travel less than one km to go to school. On the other hand when we see secondary level students, in urban areas 54% of the students travel less than one km to got to school while in rural areas 0% of the students travel less than one km. to go to school. See Tables 7 and 8 for more detail.

Table 7: Gross Enrollment Ratio by Proximity to Primary School (One Way Travel Distance Household to School)

	Distance to School in KMs.				
Residence an Gender	<1	1-5	6-10	11-15	>15
Urban					
Male	.97	1.00	.83	-	1.67
Female	.97	.95	1.10	2.00	1.00
Total	.97	.97	1.00	3.00	1.40
Rural					
Male	.37	.33	.20	.13	.03
Female	.21	.16	.09	.07	.02
Total	.29	.25	.15	.10	.02
Urban + Rural					
Male	.75	.54	.21	.14	.07
Female	.72	.43	.10	.08	.03
Total	.73	.49	.16	.11	.05

Source: PHRD Study on the "Household Demand for Schooling" (PHRD,1996)

Table 8: Gross Enrollment Ratio by Proximity to Secondary School (One Way Travel Distance Household to School)

	Distance to School in Kms				
Residence and Gender	<1	1-5	6-10	11-15	>15
Urban					
Male	.59	.70	.68	.46	.16
Female	.50	.57	.38	.25	.10
Total	.54	.63	.50	.37	.13
Rural					
Male	-	.08	.08	.06	.04
Female	-	.04	.06	.02	.01
Total	-	.06	.07	.04	.02
Urban + Rural					
Male	.54	.61	.16	.10	.04
Female	.47	.52	.13	.04	.01
Total	.50	.55	.15	.07	.03

Source: PHRD Study on the "Household Demand for Schooling" (PHRD 1996).

2.4. Gender Disparity

From the existing statistics it is possible to deduce that gender biasness in favor of boys is witnessed in all the school levels. At the national level the gross enrollment ratio was 33% for boys as compared to 24% for girls at primary school level. Furthermore, the gross enrollment ratio for boys was 22% and for girls 17% at junior secondary level. At senior secondary level the gross enrollment ratio for boys and girls was 9% equally. At tertiary level the gross enrollment ratio was 1% for boys and 0% for girls. Although the gap tended to narrow as we go up the levels when seen generally for all school levels the gross enrollment ratio for boys and girls at national level is 20% for boys and 15% for girls as can be seen from Table 5.

Furthermore, as can be deduced from Table 3, the gender bias in favor of boys is stronger in rural areas at primary level. The gross primary enrollment for boys is 24% and for girls is only 11% in the rural areas. But, on the other hand in urban areas the gross enrollment ratio for girls exceeded that of boys, which is 94% for girls and 88% for boys. On the other hand net enrollment ratio showed relatively less discrepancy between genders as compared to gross enrollment ratio. This can be seen from Tables 5 and 6. The analyses of this finding can be seen in the later part of this chapter.

3. The Demand Side of Education in Ethiopia and Associated Problems.

3.1. Enrollment and Participation Rate

As indicated before, in Ethiopia there is disparity between Regions, between rural and urban areas and between the sexes. But given the population that needs to go to school there is scarcity of schools in all cases.

In Ethiopia enrollment at all levels had a substantial growth between 1974 and 1983. But after these years the growth of education in Ethiopia had a rough road to go through, because of the war situation that prevailed in the country. The result of the war was thus, continuos decline in enrollment and deterioration of the quality of education at all levels, the primary level being the most affected. As can be seen from Table 9 enrollment had increased substantially since the last half of the decade.

Table 9: Enrollment Trend by School Level and Gender in the Three Years Compared With 1973/74.

Level	1973/74		1992/93		1993/94		1994/95	
	Total	%F	Total	%F	Total	%F	Total	%F
Primary	859831	31.9	1855894	40.8	2283634	38.2	2722192	37.0
Junior Secondary	101749	30.0	348803	47.8	357428	46.4	376230	44.4
Senior Secondary	81296	23.6	363686	45.4	357194	45.2	370916	44.3
Total	1042876	31.1	2568383	42.4	2998256	40.0	3469338	38.6

Source: Education Statistics, MOE, 1994,1995, & 1996

Although there have been positive developments during the last few years in the enrollment ratio, discrepancy between male and female is witnessed. As can be seen from Table 9. out of the total number of students in 1973/74, 31.9% of the primary, 30.0% of the Junior Secondary and 23.6% of the Senior secondary students were females. But in 1994/95 out of the total number of students in the year 37% of the primary, 44.4% of the Junior Secondary and 44.3% of the Senior Secondary were females. There is in fact a decline in the female participation rate after 1993/94 at all levels.

When seen among the regions there is witnessed a wide gap in student enrollment. This disparity is mainly due to the difference in the accessibility of the regions. As can be seen from Table 8, primary enrollment ratios in the regions range from 9.1% to 86.7% with Afar having the lowest and Addis Ababa having the highest. There is also a gap among regions with regard to other levels of education although the gap is not as wide.

As can be seen from Table 10 Afar has the lowest enrollment for both boys and girls. Only 9% of the school age population go to school. The next regions with low gross enrollment rate are Somali and Amhara having 14.3% and 19.3% gross enrollment rate respectively.

The average participation rate for the whole country is 29% for grades 1-6. If this is extended to include grades 7 and

8 the average enrollment ratio at national level would be 26% only.

The highest two regions in enrollment rate are Addis Ababa and Gambella having 86.7% and 60.6% respectively. Regarding gender disparity girls participation is the lowest in Somali, Benshangul Gumuz and Southern Nations, Nationalities and People Region.

Pertaining to the Senior Secondary schools the average participation rate at national level is only 6.6%. Again the highest participation rate regarding senior secondary schools is recorded by Addis Ababa having 40.8%. This is followed by Harari with 31.6% and Dire- Dawa with 19.4%. All the other regions have the participation rate of 5% or lower. For the detail see Table 10.

The reasons for the high disparity in participation rate as seen above are multidimensional. Economic, social, cultural, accessibility etc. can be cited. But, proper planning could equalize or minimize the existing high disparity. Disparity in enrollment means disparity in regional development in the long run.

Table 10: Gross Enrollment Ratios by Level and by Region, 1994/95

Region	Grades 1-6			Grades 1-8			Grades 9-12		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	60.0	45.9	53.1	49.0	38.0	43.7	5.5	3.4	4.4
Afar	10.9	7.2	9.1	10.0	6.8	8.4	1.9	1.1	1.5
Amhara	20.7	18.0	19.3	18.9	16.8	17.9	5.5	4.8	5.2
Oromiya	30.2	15.6	23.1	27.2	14.9	21.2	6.5	4.7	5.6
Somali	19.9	8.2	14.3	16.2	6.6	11.6	0.8	0.2	0.5
Benshangul	57.6	23.3	41.1	49.3	20.2	35.4	3.1	1.7	2.4
SNNPR	44.4	19.2	32.2	39.5	17.4	28.8	6.6	3.5	5.1
Gambella	74.5	44.7	60.6	67.8	38.2	53.9	8.2	2.3	5.3
Harari	57.6	50.8	54.4	55.3	51.4	53.4	35.9	27.6	31.6
Addis Ababa	85.9	87.4	86.7	84.4	85.3	84.9	45.6	37.2	40.8
Dire Dawa	45.5	40.7	43.1	42.8	39.1	41.0	21.6	17.2	19.4
Total	35.7	22.1	29.0	31.7	20.4	26.2	7.5	5.7	6.6

Source: MOE, Educational Statistics

As could be seen in Tables 5 and 6 both the gross and net enrollment ratios witness not only low enrollment generally but discrepancy between urban and rural and between the sexes.

In Ethiopia there are many determinants that affect enrollment. Generally studies show that school enrollment is affected by cultural factors, socio-economic conditions of parents, location or residence place, sex of the student and quality of education.

The above reasons could be found tangible and clear when one looks at the rate and reasons for dropping out of school.

3.2. Drop outs

According to the study by (Mulat and Zewedie (1996) country wide 13% of students enrolled in school dropped going to schools. Out of these 22% dropped because of work, 20.5% dropped because of failure in exam, 6.2% dropped because of not affording, 2.4 dropped because of quality decline and 1.3% dropped because the school was to far for them. Boys and girls tended to stop going to school for different reasons. More boys than girls discontinued due to opportunity cost of schooling, while more girls than boys left school because of failing in exams. While 32% of pupils in the urban areas left school because of failing, almost the same percentage of students in the rural areas did so due to the opportunity cost of schooling or engagement in agricultural employment.

Dropping out from school is found to be one of the phenomenon witnessed in the history of Ethiopian education as seen from many researches. According to the household education demand study by PHRD 1996, drop out rate for the entire country ranged from 13% to 22%. As can be seen from Table 11 the drop out rates for grades 1-3; 4-6; 7-8; 9-10; and 11-12 were 21.65%; 12.80%; 15.82%; 16.65% and 13.02%, respectively. There is higher drop out rate in grades 1-3. This is mostly attributed to relatively late entry into school and higher opportunity cost of sending children to schools. Except in grades 9-10 and 4-6 the percentage of males dropping schools

were slightly higher compared to that of females as can be seen from Table 11.

Regarding urban/rural relations except in grades 9-10, more students discontinued classes persistently from all grades in rural areas than in urban areas. On the other hand when seen from the gender perspective percentage of males discontinuing schooling in grades 1-8 were higher by about 2%-8% points than that of girls in rural areas. After grade 8 it was the girls drop out rate that is higher. In urban areas girls drop out rate is higher than boys in all grades except at Junior secondary level. For more detail see Table 11 below.

Table 11: Drop-out Rates by Rural/Urban Residence and Sex Percentage of Students who Dropped out after attending

Urban/Rural and Gender	Grade 1-3	Grade 4-6	Grade 7-8	Grade 9-10	Grade 11-12
Rural					
Male	31.18	18.90	25.33	13.03	22.01
Female	29.58	10.94	22.08	21.49	32.74
Total	30.72	16.64	24.23	16.03	24.08
Urban					
Male	9.46	7.14	14.44	16.97	10.40
Female	10.84	13.86	11.96	19.14	11.11
Total	10.17	10.63	13.07	18.10	10.78
Urban + Rural					
Male	23.55	12.52	17.98	14.23	13.45
Female	18.61	13.17	13.66	19.24	12.56
Total	21.65	12.80	15.82	16.65	13.02

Source: PHRD Study on the "Household Demand for Schooling" (PHRD, 1996)

There are many reasons known as far as dropping out of schooling is concerned. At national level out of all students enrolled in school 13% stopped going to schools for different reasons. Out of those who discontinued education about 22% drop out due to opportunity cost of schooling, because they were tied up with work. On the other hand according to the finding 21% discontinued because of failing in exams, 6% because they cannot afford, 2% because of quality decline and 1% because school is too far.

Regarding gender variance, more boys than girls discontinued school due to opportunity cost of schooling, while more girls than boys left schools because of failing in exams.

Pertaining to urban and rural condition, the majority left schooling in urban centers due to failing while the majority left schooling in rural areas due to the opportunity cost of schooling or engagement in agricultural and other household activities. For more detailed information see Table 12.

Table 12: Reasons for Stopping Going to School by Rural/Urban Residence and Sex

Region/ Residence	Reason (In %)						
	Tied u with work	Cannot afford	School too far	Quality Declined	Failed	Others	Not Stated
Urban							
Male	7.60	11.90	1.66	-	30.08	28.37	20.38
Female	6.49	13.59	1.32	2.14	32.58	25.48	18.39
Total	6.97	12.86	1.47	1.22	31.50	26.73	19.25
Rural							
Male	34.99	1.60	1.31	3.69	12.83	35.74	9.83
Female	19.19	3.44	.84	1.66	15.97	38.62	20.29
Total	30.76	2.10	1.19	3.14	13.67	36.51	12.63
Urban+Rural							
Male	27.70	4.35	1.41	2.71	17.43	33.78	12.64
Female	11.99	9.20	1.11	1.93	25.38	31.17	19.21
Total	221.69	6.20	1.29	2.41	20.47	32.78	15.16

Source: PHRD Study on the "Household Demand for Schooling" (PHRD, 1996)

3.3. Unemployment and Labor Migration

Unemployment and labor migration are two important variables in human resource use that need also be studied in relation with education and development. Although no detailed study will be conducted at this juncture the general overview of the condition of these variable as related to education will be highlighted.

According to the data by Central Statistical Authority in 1994, it was found out that the higher the education level the

lower the level or rate of unemployment. For degree or diploma level graduates a low level of 6.6% unemployment rate is recorded. On the other hand for people with in the range of grades 9-12 an unemployment rate as high as 46% is recorded. Vocational and technical school graduates are found to be in a better condition with respect to unemployment when compared with academic stream graduates. The high rate of unemployment in grades 9-12 is due to high population in the level as compared to the job opportunity. But vocational and technical graduates have better opportunity because these are economically viable fields.

On the other hand according to the study conducted on labor migration from higher education institutions in Ethiopia from 1991/92 - 1994/95 it was found out that the extent of brain drain had increased with the level of education. This is mainly true due to the fact that there is a better opportunity for the educated to leave their area and secondly because professional people are move sensitive to unfavorable administrative conditions.

Both the unemployment problem and the labor migration problem persist in the face of a substantial educated manpower deficit which is witnessed by a huge shortage of supply of graduates and acute shortage of instructors in different schools and higher education institutions. This is happened because of the above indicated reasons that are created in the minds of educated people due to unconducive work environment. On the other hand the capacity of higher institutions is low in

producing the necessary manpower as compared to the demand. The long existing insecurity, unstrategic management in the public sector and poor governance are some of the reasons for professionals to find their way.

4. The Supply Side of Education in Ethiopia and Associated Problems.

4.1. Teaching Staff

In Ethiopia there has been consistent increase as far as the number of teachers is concerned. This has been true for all levels of education. The number of teachers during the last three years can be shown in Table 13.

Table: 13 Number of Teachers by Level From 1994/95-1996/97

year	No. of teachers		
	Primary	Junior Secondary	Senior Secondary
1994/95	83,113	11,544	11,235
1995/96	89,189	12,938	12,143
1996/97	92,479	13,246	12,076

Source: 1994/95, 1995/96, 1996/97 Education statistics Annual Abstract.

In 1994/95 female teachers constituted 27% of the primary, 11.8% of the junior secondary, 8.5% of the senior secondary teaching force. Out of those teaching at the three levels, 6.3% of the primary, 11.6% of the junior secondary and 18.5% of

the senior secondary school teachers were teaching in non-government schools. In 1995/96, 27.6% of the primary teachers, 12% of the junior secondary teachers and 8.7% of the senior secondary school teachers constituted female. In 1996/97 28.1% of the primary teachers, 12.4% of the junior secondary teachers and 8.1% of the senior secondary teachers constituted female.(MOE, Annual Statistics)

At primary, junior secondary and senior secondary levels teachers are recruited from teachers training institutes and higher education institutions. The current policy of using local language at primary level makes it mandatory to have at least one TTI in every region which means the need of increase of the number of TTIs at national level.

In spite of the increase in the overall number of teachers in the country, evidences tell that the supply of teachers in Ethiopia indicate that there is a lack of an appropriate education manpower development strategy in the country. Thus, the Ministry Of Education is faced with an ever increasing untrained and unqualified teaching staff.

According to USAID/Ethiopia 1994, at primary level even though the physical capacity of the TTIs to produce teachers is adequate for the current enrollment the recruitment, training, distribution and competency of teachers is found to be inadequate.

According to educational system prerequisite in Ethiopia for primary level, graduation from Teachers Training Institute is required while for junior and senior secondary levels,

diploma and degree level training is required. But the objective condition is not in accordance with what is proposed. As can be seen from Table 14 in 1993/94 only 85.4% of the teachers teaching in primary schools were qualified to the level. The rest were either untrained or have only received short term training. The same thing is true at junior or senior secondary levels. The proportion of the professionally trained teachers at junior secondary was only 52.4%. The remaining 47.6% were with certificate for lower grades or with out any professional training at the required level. At senior secondary level only 37.1% of the teachers are qualified with the proper level of training while 62.9% do not have professional training. For more detail see Table 14 below.

Table 14: Number of Professionally Trained and Untrained Teachers at Different Levels

Level of Education	Required level o Teacher Training	Trained at th Required Level		Short-Term Training		Untrained		Total	
		NO.	%	No.	%	No.	%	No.	%
Primary	Certificate	63,744	85.4	3,375	4.5	7,524	10.1	74,643	100
Junior Secondary	Diploma	5,567	52.4	-	-	5,058	47.6	10,625	100
Senior Secondary	Degree	4,182	37.1	-	-	7,096	62.9	11,278	100

Source: PHRD Study on the "Demand and Supply of Education Manpower: Alternative Scenarios"

Regarding student-teacher ratio in Ethiopia there is a wide range of difference between regions. As can be seen from table 15 the average student-teacher ratio in 1994/95 was 33:1 at all levels. Between the regions student-teacher ratio at primary ranged between 21:1 in somali to 51:1 in Addis Ababa. At Junior Secondary level, Gambella has the highest ratio of 62:1 to be followed by Addis Ababa with the ratio of 45:1. Harari has the lowest ratio of 8:1. At Senior Secondary level, Dire Dawa has the highest ratio of 46:1 followed by Addis Ababa with the ratio of 45:1. Afar has the lowest ratios which is 13:1. see Table 15 for more detail.

Table 15: Student/Teacher Ratio by Level and Region 1994/95

Region	Primary (1-6)	Junior Secondary (7-8)	Senior Secondary (9-12)
Tigray	49	41	28
Afar	23	20	13
Amhara	27	31	32
Oromiya	27	32	29
Somali	21	10	15
Benshangul-Gumuz	37	19	15
SNNPR	38	29	29
Gambella	45	62	16
Harari	34	8	29
Addis Ababa	51	45	45
Dire Dawa	38	32	46
Total	33	33	33

Source: Education Statistics (MOE, 1996)

Thus, as the optimum teachers-students ratio recommended in Ethiopia is 1:50 for primary (1-8) and 1:40 for secondary, generally the ratios in Table 15 which is from MOE indicate that there is a wide under utilization of teachers. But, objective conditions show that in most schools classes are over crowded. In any case both over crowding and inefficient utilization of human resource would further lead to poor progress and poor economy.

4.2. Educational Equipments, Furnitures and Supplies

Other than school buildings and teachers the availability of necessary equipments, furnitures and other supplies is very important for a successful teaching and learning process. But in Ethiopia in most schools furnitures and equipments are either damaged or never existed. Even maintenance of damaged ones does not take place. According to the survey undertaken by PHRD on educational facilities in 1996, out of 274 schools that were surveyed only 24% responded that their desks are in good condition, 33% of the surveyed schools expressed that they do not have sport equipment, 26% do not have agricultural equipments and over 60% reported that they do not have the equipments necessary for teaching handicrafts, home economics, social sciences, mathematics and Library. For more detail see Table 16.

Table 16: Availability of Teaching Materials

Teaching materials	Not Available
Sport Materials	33.0%
Agricultural Materials	26.5%
Handicraft Materials	73.2%
Home Economics Materials	77.8%
Science Equipment	41.7%
Social Science Materials	61.6%
Mathematics Equipment	61.4%
Library Materials	70.8%
Additional Education Facilities	

Source: PHRD Survey on Educational Facilities (PHRD, 1996)

On the other hand although there are numerous titles of text books printed in Ethiopia, evidences tell that there is a limited quantity being distributed. This of course has got an adverse effect on the quality of education and consequently development. Furthermore, not only is there scarcity but there is also discrepancy among regions and between grades and subjects. According to the survey undergone by PHRD, the current pattern of textbook distribution is 1 textbook to 2 or 3 students in primary schools, 1 textbook to 3 or 4 students in junior secondary, and 1 textbook to 4 or 5 students in senior secondary schools. This evidently shows the lack of quantity and its consequent negative effect on the quality of education is indispensable.

4.3. Management and Administration of Education

As a principle organization and management of schools is supposed to establish an education system conducive for teaching - learning process and to integrate education, training and research with development as well as to coordinate the preparation of essential educational inputs, their distribution and utilization.

In Ethiopia, the management and administration of education had been highly centralized, characterized by a long and bureaucratic tedious line of communication which had been one of the reasons for inefficiency and ineffectiveness of the whole work.

At present the management and administration of schools is decentralized by policy, the higher education level being under the central ministry and all other levels being under the regional educational bureaus. But in spite of the decentralization of the system the efficiency of the bureaucracy is still a question to be tackled because when seen from the objective conditions the offices of the Ministry Of Education still need to be visited. Either the existing bureaucracy should be changed attitudinally or development minded managers and administrators who have a zeal for the expansion of schools and human resource development should be replaced in order to make the education sector fruitful. Lack

of progress in the education sector and lack of motivation of teachers and workers is an evidence of poor administration.

According to the transitional government education sector strategy, the administration and management of the elementary and secondary education and training is to be decentralized in line with the on going regionalization process. This is now already implemented. Schools are supposed to be linked to the community which will take the responsibility of its well-being and progress. The schools are supposed to be responsive to the local needs and requirements and act as centers for all educational activities of the community. The management of each school is supposed to be democratized and run with the participation of the community, the teachers, the students and the relevant government institutions. It is also stressed that as much as possible educational institutions, particularly tertiary institutions should be run on an autonomous basis. (TGE, Education sector strategy; 1994:16-17) But pertaining to the practical implementation of the above sound declarations it is yet to see.

According to the survey by PHRD parents committee which indicates community participation works in 96.8% of government schools across the regions. But in non-government schools the proportion is lower being 68.8% for grade 1-8. (PHRD, Education sector Review, 1996:41) But the issue is that most of the time the so called community participation is either simply a rubber stamp or usually reporters give false report being afraid of consequences.

Regarding, the role of NGOs and private institutions in the operation of schools, there has been ups and downs in the history of Ethiopia. During the military regime the establishment of private schools was outlawed and many were nationalized. The NGO schools were also being discouraged during the past regime. On the other hand according to the Federal Democratic Republic of Ethiopia proclamation no. 20 6/1995 establishment of private schools as part of the promotion of private participation in educational provision is permitted. In spite of the permission by proclamation the situation of private involvement in educational promotion is not still better than the previous dark ages. Thus, till now most of the schools are directly managed by the government and consequently there is no competition among schools to improve their quality.

4.4. Educational System and Curriculum

It is obviously the concern of the government at present to improve the quality of education in Ethiopia. To improve the quality of education the government has found it necessary to change the structure of the education sector. According to the Transitional Government of Ethiopia Education Strategy of 1994 the new educational structure shall constitute basic education, general education, higher education and specialized education on formal and non formal basis being composed of the following detail. (See annex 2)

- A Kindergarten system for children aged 4-6 years

- a primary education from grades 1-8 subdivided in to two sections of basic (1-4) and general (5-8) education.

- a general secondary education form 9-10

- a preparatory Senior Secondary education of 2 years, a system of vocational and technical education in parallel with it.

- higher education of 1-2 years for diploma and 3-5 years for undergraduate degree and an additional 1-3 years for post graduate degree.

- a system of vocational/technical training in parallel with the academic education and coordinated and interlinked with it.

- a special education system and distance learning in collaboration and coordinated with the rest of the education system.

Moreover the strategy stresses that there is a need to change the curriculum with a general objective to produce citizens who are numerate and literate, who have the basic knowledge about themselves and their environment, who have the ability to recognize and solve individual as well as communal problems appropriately, who have the potential to be productive members of the community, who have the awareness to utilize their environment rationally and who have the attitude to interact with their fellow citizens in a civil and tolerant manner. (TGE, Education sector strategy, 1994:14)

As outlined in the strategy the introduction of the new curriculum is expected to be completed step by step. New curriculum for grades 1,2,3,5,6, and 7 have been developed and being implemented in the country. The change in the curriculum is accompanied by new textbooks and teachers guides. Total change in the curriculum and its implementation is expected to be completed by the year 2000. (PHRD, Education Sector Review, 1996: 52)

The new educational system and curriculum is expected to have a better social and personal return and thus promoting the overall development of the country. But on to the practical implementation of its sound strategies it is to early to tell.

4.5. The Language of Instruction

According to the TGE Education and Training policy, 1994, it is outlined that:

- 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 country wide distribution;
- the language of teacher training for kindergarten and primary education will be the nationality language used in the area;

- Amharic shall be taught as a language of countrywide communication;
- students can choose and learn at least one nationality language and one foreign language for cultural and international relations;
- English will be taught as a subject starting from grade one;
- the necessary steps will be taken to strengthen language teaching at all levels.

In spite of the freedom given not all nationalities could use their own languages as a medium of instruction. To date about 17 nationalities have started using their own languages and others are expected to follow their examples. The measure among other things had created a sense of self-esteem and self determination, and because of scarcity of trained manpower in each language, job opportunity had become high for those trained.

Although positive results were predicted in allowing education to be conducted in respective nationality languages, as it is a new program the move is not without problems:

- preparation of textbooks and translation to each

language in different scripts has created more load of work for the Ministry Of Education which was not efficient even under the use of one language as a medium of instruction;

- because there were not teachers trained as instructors in respective languages, this has created not only lack in the quantity but the quality of teachers which of course will be reflected in the quality of education. Even among

speakers of the language to be taught most could not read and write the new scripts. Thus training and retraining teachers has been as essential as providing teaching materials;

- because of the existence of many nationalities living together in some areas mixed together the imposition of a single language as a medium of instruction had brought fall of enrollment.

But, as it is objectively being witnessed in some regions generally as the policy is being treated flexibly by taking into consideration the problems that may arise (like the possibility of teaching in own language where there are minority nationalities) the possibility of the arising of hostility among nationalities is not visibly seen. But as to whether the policy would lead to the development of respective regions is too early to tell.

4.6. Culture

As it is true of language Ethiopia is composed of multi-cultural citizens divided into many ethnic groups. Cultural problems which are reflected in the attitude of thinking are one of the major problems in the development of a country. Cultural problems can emanate from poor nutrition and poor health that stunts mental growth and from lack of appropriate education. Getahun Tafesse, (1996:14) argues that, a person's attitude determines his course of action and interaction in society. It is a predisposed situation which shapes and

precedes individual thinking and action respectively. It is largely determined by environmental factors including ethnic based values, social environment, religion and family characteristics.

Thus, the educational system in Ethiopia, if it has to be useful for the overall common development should be in a position among other things to fight negative cultures in each region and create positive thinking in the minds of students. The positive thinking should enable the students to be assertive, creative, farsighted and enable them to see them beyond the immediate individual actions and gains to societal actions and gains.

In Ethiopia it is generally observed that an average Ethiopian is quick to share one's problems but reluctant to acknowledge one's gains and fortunes. people usually ignore positive happenings but mostly hold with contempt and at extreme make effort to destroy one's gains or fortunes. (Getahun Taffese, 1996:617) There is a general hostility against positive change in favor of existing and practiced norms. This has been a reason for regional disparity also, because in some regions people are very sensitive and hostile to external influence while others are flexible. But this mental attitude is a poison to development and no other means other than proper education can fight against such a developmental bottle neck that has been in the country for years.

4.7. Religion

As it is a melting pot of different nationalities and cultures Ethiopia is also a country where diverse religious practices are exercised. To its faithful followers a religion is a guiding principle to individuals and consequently plays a significant role in shaping people's attitude and motivation and in determining the use of their energy and time resources. Thus, depending upon its practices a given religion can either contribute to common development endeavor and devotion to social efforts on one hand or to underdevelopment on the other. The conservative and fanatic nature, lack of emphasis on practical life issues like the nobility of hardworking and self sufficiency, the existence of too many holidays, and repeated and too long time devoted to religious ceremonies are some of the negative factors that are witnessed in religious practices in Ethiopia. But religion should be practical contributing to individual honesty, self discipline, hard work, benevolence, bountifulness and efficiency.

In an attempt to solve the problems of education associated with religion a slogan stating "education is secular" is being voiced by responsible people in the Ministry Of Education these days. But it should be noted that it is only secular education that is secular, in which case spiritual education is also spiritual. That is to say we cannot take the secularity of education as a universal truth. On the other

hand although it is true that religion should not be an obstacle to over all development, it should also be noted that it is only the future that can tell whether taking the secularity of education as a national policy would create an efficient, honest, disciplined, hardworking, devoted and creative labor force that would be useful for the national development effort. Moreover, it is hard to tell how many of the NGOs and private investors would be encouraged to invest in schools in line with this policy. But on the other hand given that a religion in question promotes the above qualities a faithful individual can be said the best tool for both economic and social development.

5. The Role of NGOs and Private Sector

In the history of the educational sector of Ethiopia, there have been ups and downs as far as the place given to NGOs and the private sector is concerned. Under the previous government according to the proclamation issued in 1975, the establishment of private schools was outlawed and the existing ones nationalized. NGO schools were also being discouraged. To the contrary under the present government according to the proclamation No. 206/1995 of the Federal Democratic Republic of Ethiopia, establishment of private schools as part of the promotion of the private sector participation in educational provision is permitted.

When the past regime issued the proclamation to nationalize all private schools in 1975 the number of non-governmental schools was 1,502. During the 1975/76 school year out of the total enrollment of 1,084,307, the share of non-government schools was 26.6%. Later in 1988, when the total enrollment grew to 2,884,000, the share of non-government schools was only 10.3%. Until today the situation is the same. (PHRD, Education Sector Review, 1996:42)

Moreover, although education is seen as basic for both human and national development in which case kindergarten is a transition from home to primary school and lay foundation for the social, mental and intellectual development of the child for later success, it is unfortunately found out that out of the estimated total of 5.3 million kindergarten age children only about 70,255 or 1.5% children have access to kindergarten schools. Almost all of the existing ones are found in urban areas and most of them are run by local communities and missionaries. Not only the quantity is insufficient but the quality of most of the existing ones is very poor. (PHRD, Education sector Review, 1996: 42) This evidently shows that the government does not have much involvement in kindergarten programs and the NGOs and private sector are not also involved as should be.

As can be seen from table 17 there is discrepancy among regions, high number of children per teacher, congestion in one classroom and insufficiency of the number of kindergartens.

Table 17: Enrollment, Teachers, and Classrooms in Kindergarten by Regions

					RATIOS		
Region	Enrollment	Teachers	Class rooms	KGs	Pupil to Teacher	Pupil to Classroom	Pupil to KG
Tigray	3898	68	52	39	57	75	100
Afar	1055	16	12	20	66	88	528
Amhara	14,814	284	315	172	52	47	86
Oromiya	14,710	412	358	183	36	41	80
Somali	279	7	4	1	40	70	279
Benshangul/Gumuz	745	7	8	7	106	93	106
SNNPR	10,053	276	209	104	36	48	97
Harari	655	21	14	5	31	47	131
Addis Ababa	23,073	765	560	157	30	41	147
Dire Dawa	973	34	24	8	29	41	122
Total	70,255	1890	1546	678	37	45	104

Source: PHRD Study on " The Role of NGOs and private Sector in social service Delivery" (PHRD, 1996).

Furthermore, according to PHRD finding, kebeles run 74% of the kindergartens, missions run 15% of the kindergartens, private organizations and individuals run 6% of the kindergartens and the remaining 5% are run by organizations like Orthodox Church, Mosque, foreign communities and secular organizations. (PHRD, Education sector Review, 1996:43)

Although the government has given priority to primary schools due to lack of quantity and quality the involvement of the NGOs and the private sector in this area is also imperative. According to the existing statistics at present there are 286 primary with grades 1-6, 185 junior secondary and 32 Senior secondary non-government schools. Regarding

enrollment, at primary level the share of non-government schools is 10% of the total enrollment and the share of the junior and the senior is 8.6% of the total enrollment. (PHRD, Education sector Review; 1996: 44). Thus, if this trend continues, as only the government cannot fulfill the educational need of the population, the future will still be as dark as before.

6. Financing of Education

The major sources of educational finance in Ethiopia are government, households, external loans and external assistance. Table 18 shows the share of these sectors in financing of education for the year 1995/96.

Table 18: Sources of Financing Education in Government schools

Sources	Recurrent	%	Capital	%	Total	%
Government	790051	80.9%	187600	47.6%	977651	71.3%
Households	186692	19.1%		0.0%	186692	13.6%
External loans		0.0%	189189	48.1%	189289	13.8%
Assistance		0.0%	16994	4.3%	16994	1.2%
Total	976743	100.0%	393883	100.0%	1370626	100.0%
Percentage		71.3%		28.7%		100.0%

Source: PHRD Study on cost and Financing of Education (PHRD, 1996)

As can be seen in Table 18 the government share of education recurrent budget for the year is 80.9% and for

households it is 19.1% of course in the form of school fees. Furthermore, the government share of capital costs is 47.6% while that of external loans is 48.1% and that of external assistance is 4.3%. This shows a high dependence on external loan. On the other hand 71.3% of the education budget goes to recurrent costs while 28.7% of the total budget goes to capital cost.

In 1994/95, the share of government expenditure on education was 64%, the share of loans and assistance was 14% and the share of households was 22%. (PHRD study on "the cost and financing of education" PHRD 1996). The variance between the two years can thus obviously be seen.

When we see the share of education budget in terms of GDP and total government expenditure during the last few years from the year 1990/91 on wards the total government expenditure on education has increased in real values because of the war and reduction of military expenditure. In 1990/91 the GDP share of education budget was 2.4% while 1993/94 it was 3.77% showing substantial increase.

Regarding total public expenditure from 1990/91 - 1995/96 there was ups and downs, but there was a general increase. For detail see Table 19.

Table 19: Total Education Budget Allocation Compared With GDP and Total Public Budget 1986/87-1995/96

Birr in million

Year		GDP		ALLOCATION				Total Education as a percentage of	
				Total Public		Total Education			
GC	EC	Nominal	Real	Nominal	Real	Nominal	Real	GDP	Public
1990/91	1983	19,851.60	12,031.27	9,201.80	5,576.85	489.66	296.76	2.47%	5.32%
1991/92	1984	20,393.80	11,205.38	5,673.20	3,117.14	528.47	290.37	2.59%	9.32%
1992/93	1985	26,393.80	13,964.97	5,931.60	3,138.41	694.40	367.41	2.63%	11.71%
1993/94	1986	27,396.80	13,977.96	8,447.10	4,309.74	1,033.60	527.35	3.77%	12.24%
1994/95	1987	32,065.00	-	9,965.70	-	1,145.20	-	3.57%	11.49%
1995/96	1988	-	-	9,667.30	-	1,336.97	-	-	13.83%

Source: PHRD Study on "Cost and Financing of Education (PHRD, 1996).

Furthermore, according to the existing data of 1994/95, the allocation of recurrent budget was 55% for primary, 13% for Junior secondary, 12% for senior secondary and 10% for higher education. (PHRD study on the "cost and financing of education" (PHRD, 1996).

At regional level except for the institutions of higher education which are directly managed by the Ministry Of Education, primary and secondary schools are under the regional governments according to the policy of present regime. The central government gives some amount of subsidy to the regions and respective region decides on how much budget should go to which sector and to the different levels of education. For more detail on recurrent budget see Table 20.

Table 20: Regional Recurrent Budget

Region	Distribution of population			Allocation to education			% alloc. to	Total alloc.
	No.of people	%	budget	Total Edu.	Recurrent	%Recurr.	Total Budg.	per capita
Central			5,551,849	237,884	109,950	46.2%	4.3%	
Tigray	3,274,740	6.0%	342,900	90,870	50,190	55.2%	26.5%	27.75
Afar	791,000	1.5%	148,400	31,099	12,537	40.3%	21.0%	39.32
Amhara	14,417,807	26.4%	853,300	244,665	198,530	81.1%	28.7%	16.97
Oromiya	19,531,385	35.8%	1,131,700	357,347	308,751	86.4%	31.6%	18.30
Somalia	2,408,000	4.4%	173,600	40,296	14,323	35.5%	23.2%	16.73
B.Shangul/Gumuz	408,588	0.9%	108,400	30,911	13,471	43.6%	28.5%	64.32
SNNPR	10,806,391	19.8%	682,000	189,973	140,961	74.2%	27.9%	17.58
Gambella	189,900	0.3%	90,700	17,527	7,448	42.5%	19.3%	92.30
Harari	138,864	0.3%	41,700	9,121	7,137	78.2%	21.9%	65.68
Addis Ababa	2,254,862	4.1%	504,600	77,658	72,809	93.8%	15.4%	34.44
Dire Dawa	257,604	0.5%	38,200	9,654	6,977	72.3%	25.3%	37.48
Total Regional	54,551,141	100%	4,115,500	1,099,085	833,134	75.8%	26.7%	20.15
National	54,551,141		9,667,349	1,336,969	943,084	70.5%	13.8%	

Source: PHRD Study on cost and Financing of Education (PHRD , 1996).

Pertaining to capital budget expenditure, there has been an increase over the last few years and with regard to its allocation to the levels of education more emphasis is given to primary level. Table 21 clearly shows this detail.

Table: 21 Total Capital Education Expenditure by Schooling Level, Non-Formal and Administrative Nature 1978-1988 E.C. (1985/86-1995/96 G.C)

Year G.C / Eth.C		Primary	Secondary	Teacher Training	Tertiary	Curriculum & Other Service	Non-Formal	other	total
1985/86	197	9,948.5	12,142.3	3,498.2	7,659.1	6,175.3	285.7	-	39,709.1
1990/91	198	8,869.1	8,400.2	2,822.8	7,409.0	13,548.5	1,544.2	-	42,594.8
1995/96	198	159,137.5	83,619.0	19,118.7	109,104.9	22,904.9	22,904.9	-	393,885.0
Average first 1978-years85/86-87/88	198	10,386.27	7,587.6	3,762.93	11,220.27	6,934.97	-	25	40,380.27
%		25.72	18.79	9.32	27.79	17.17	463.23	0.06	100.00
Average last 1986-years 93/94-95/96	198	138,546.2	111,516.9	12,845.3	73,625.8	37,569.9	1.15	-	374,104.1
		37.03	29.81	3.43	19.68	10.04	-	-	100.00
							-		

Source: PHRD Study on the "Cost and Financing of Education"(PHRD, 1996)

As most of the schools belong to the government at all levels it is not hard consequently to conclude that most of the expenditure is covered by the government both at national and regional levels. This can be deduced from the fact that generally, of all the schools in the country 95% of the primary, 85% of the Junior Secondary and 90% of the senior secondary schools are government owned and government operated. Furthermore, 94% of primary school teachers, 89% of junior secondary school teachers, and 97% of the senior secondary school teachers are in government schools. (PHRD, Education Sector Review, 1996:79)

Theoretically, there is no universal proportion of GNP that should be spent on education. In Middle East and Africa it represented 5.2% of GNP, 3.4% in East Asia, 4.2% in Africa and 3.7% in Latin America. (World Bank, 1996) In spite of the rate of GNP universal primary education could be achieved like in East Asia and Latin America. In many countries improved education could be achieved with the same or even less public spending, particularly by following the East Asian pattern of focusing public spending on the lower levels of education and increasing its internal efficiency.

On the other hand, there is unequitable proportion of expenditure witnessed in the financial allocation. Highest income level households have a higher proportion of children (8.1%) benefiting from education than lowest income level households (5.8%) because total spending is usually biased

against the poor because of the heavy subsidization of the upper secondary and higher education levels which usually have disproportionately few students from the poor families. Higher education spending by the public sector is particularly inequitable because the subsidy per student is much higher than the lower level, and the higher education students come disproportionately from wealthier families. (PHRD, Education sector Review, 1996: 82)

Financial issue is of great concern in the education sector expansion in Ethiopia. As could be seen from the study, recurrent budget is increasing at alarming rate while on the other hand primary gross enrollment is still below 30%. Thus, given the need of expansion of education sector and the insufficiency of government sources by itself, mechanism needs to be devised by which educational finance could be eased. Thus, other than increasing government contribution and inviting donors, as already programmed by the government school fee payment, and non-governmental and private sector investment should be encouraged with all possible backing given to them. But only developing human resource is useless in a country's development. Both to have the acceptance of the effort of educational sector and for over all development, the economy that should absorb the trained human resource should also be developed side by side with the expansion of the education sector.

7. Problems and Attempted Reforms

As indicated before in this work it was almost a century ago that Emperor Menelik II established the first modern government school in Ethiopia. The modern school had several problems since its inception. Thus, there was a repeated criticism on the educational system for being elitist, formalistic, rigid and highly bureaucratic. But no serious educational reform was made despite the criticisms and despite the general belief that everything in the school was foreign except the students.

By 1955 with the dying of British influence and starting of American influence the shaping of the Ethiopian educational system had began. The government setup what was known as the "Long Term Planning Committee" which advocated the speedy promotion of "Universal Fundamental Education" and the relevance of the curriculum to the needs of the students. Moreover, in the first (1957-62) and second 1962-67) five year development plans there was a program to improve the quality of education and training of skilled manpower. But there was not much achieved according to the plan.

Although modern education had began and efforts were being made Ethiopian educational system had a continuos setbacks outlined in the following way:-

- was elitist with only few having opportunity for higher education;

- highly academic curriculum leading to the problem of educated-unemployed;
- was wasteful with only 6% of students that began first grade enter higher institutions;
- is both urban and male biased;
- has irrelevant curriculum being;
    - theory focused not practical,
    - no tutorial classes or not common,
    - lacks civic education,
    - lacks dynamism,
    - lacks vocational and technical education,

-poor administration characterised by tedious bureaucracy;
-was the lowest even among African states regarding "Universal Primary Education." (EJE, Dec. 1996 vol.16, No 1:5-7) Getahun Tafesse, 1996:4-5)

Thus, in the midst of the above and other related problems the imperial regime initiated a comprehensive study of the education sector known as the "Education Sector Review" (ESR) in October 1971. The program of ESR was very sound and included the provision of basic education to all, the development of scientific out look, equality of access to education, creation of an integrated society and other sound and democratic values. But the issue that should have been addressed is could such objectives be met in the existing status quo of feudal system. Moreover, consensus was not built around the reform program. Not only participatory approach was missing but there was secrecy regarding the ESR. Thus,

generally the problem with ESR and consequent failure was the fact that a reform was attempted without overall socioeconomic structural transformation.

With the outbreak of the 1974 revolution the ESR was stopped. After 1974 series of attempts were made through proclamation to improve the education condition in the country in the way the government thought, like the right of citizens to free fundamental education, public ownership of schools, control of schools by the people, and National Literacy Campaign. Thus, the number of schools had increased and illiteracy rate had dropped substantially. But, it was not possible to solve the basic problems in the educational system. There was regional disparity in primary school participation in the country and quality of education was rather declining due to various reasons. Hence, the impact of education on national development as a whole needed an assessment.

Consequently, the Ministry Of Education launched a project known as "Evaluative Research on the General Education System of Ethiopia" (ERGESE) in 1983.

Unlike the Education Sector Review the ERGESE emerged in socialist regime with socialist claims and objectives. Although there was no national debate on its formulation to some degree teachers, students and parents were involved. But the secrecy was the same. The study group were totally Ethiopian. But as in 1984 the ten years national perspective plan (1984-1999) had began the ERGESE study was not raised. The study was completed in 1986. By 1991 with the emergence of

a new government every thing changed and with the establishment of the transitional government a new educational and training policy was made in 1994.

As presented before in this work the content of the new Educational and Training Policy sounds good. But it is too early to tell whether this policy would practically lead to a balanced development in the country. But, the visible issue is the fact that although like its predecessors it is a top-down reform it is not kept in secret like the previous reform measures. Moreover, it was totally studied by Ethiopians from various sectors mainly from the Ministry Of Education and Addis Ababa University.

Although the reform sounds good the issue of budget is a grievous question as with out proper budget reform means nothing. To avoid this the cost-sharing policy is proclaimed. But still, the question should be answered whether cost-sharing policy would work when many of the school leavers constitute the army of educated-unemployed.

Unlike the previous policies, historical objective condition have forced the present government to include new inputs in the educational policy. Some of the most important of these include: (See annex 2)

- the lifting up of culture, democracy, civics and respect for human rights

- recognition given to regional language as a medium of instruction at primary level, (grades 1-8)

- decentralised management of the educational system

- recognition of financial constraints and trying to find solutions.

- Commitment to increase the number of female students by the use of financial inducements.

- encouragement and support to the establishment of various private educational and training institutions.

Although these new inputs and other sound policies are outlined, as to its practice, ability and overall use in the national and regional development effort it is yet to be seen.

On the other hand as to the role the non-formal education should play, the place of tertiary education, division between the central and regional education departments, and the how and where of the contribution of the donor organizations to the education sector is not either mentioned or clearly outlined.

8. How Can Education Play a Development Role

8.1. Skilled Manpower in Ethiopia

As indicated in many parts of this work skilled manpower is imperative for all kinds of development of a country. Countries that have registered a tremendous achievement in development are at the same time those that had a reasonable achievement in educational development. The example of East Asian countries in chapter three can be cited. As it is true in East Asian countries and many others that have succeeded in development, a good start with primary school enrollment ratio

had been very important. In East Asian countries the average primary enrollment ratio can be said about 90% when there was a take off for development. But when this is compared to the average national enrollment ratio which is 26% for Ethiopia for primary (grade 1-8) it can evidently be seen that it is less than 1/3 of the East Asian experience and as a consequence the negative impact it will have on the overall development of the country would be very high. Thus, not only at policy level but all kinds of practical efforts should be done to have high rate of primary level enrollment in the country.

The problem in Ethiopia lies not only in primary education, but as has been observed in the study, a great reformation needs to be made at all levels, senior secondary, tertiary and vocational and technical trainings. Non-formal education also needs to be expanded and improved quantitatively and qualitatively.

8.2. Investment in Education

Thinking of educational reform without the necessary investment capacity is futile. But in investing in education careful study and strategic approach needs to be done. In East Asia the success of the educational sector was not based only in raising the amount of expenditure. But, as indicated before in chapter three only the difference in the magnitude of investment is not enough but also the variation in the degree of the utilization of the investment means a lot in economic

development. In East Asia the government gave priority to investment in primary education leaving the other levels to private investors. Thus, in order to see success in Ethiopia although sound policy is formulated to this end practicality and flexibility should be in place. Private investors and NGOs should be practically encouraged to fill the gap that the government cannot fill.

8.3. Human Resource Utilization

Other than training and educating the human resource for balanced and long lasting development, proper human resource utilization is very important. To this end there should be a planning not only for the trained labor force but also for those that can emerge. Such planning not only helps the ongoing development effort but encourages students to pursue their further education in the hope that education will have both a private and social return.

In Ethiopia evidences show that there has been no proper planning to enable progress without chaos being created. Strategic planning needs to be adapted and enabling environment created in which all citizens can play a development role.

8.4. Has Education Contributed to Balanced Development in Ethiopia?

As has been shown in the study based on the most recent data available with regard to the distribution of schools, the beneficiaries of the educational system, and the supply side of education, although we can say that any education is better than no education and consequently there is the contribution of education to the achieved development stage in the history of the country, education in Ethiopia is far behind what it could have contributed. This fact could be seen mainly as the case of Ethiopia is compared with the case of the relatively successful countries of the world which have been at the same level of development with Ethiopia at one time in history in the past. Such countries like East Asian countries that are included in this study as a sample have been successful because of the way they have dealt with and planned for education and human resource utilization. The case of Ethiopia could not have been different had there been a different historical root in which there were macro-economic stability, outward orientation, political stability, conducive and enabling environment, properly planned human capital formation, flexible policy, visionary leadership and etc.

As we have seen in the study, there are not enough schools in the country to serve the school age population, the existing schools are poorly facilitated and managed, there is regional disparity there is urban biasness, there is male biasness, the

participation rate is very low, there is high dropout rate, there is high unemployment and migration rate, there are a lot of unqualified army of teachers, there is a policy whose impact is yet to be seen, and that lacks many important aspects as far as transforming the society is concerned, the participation of NGOs and private sector is very low and no evidence shows the positive future, low education sector budget poor existing human resource utilization and planning for it, and very poor economic conditions.

Thus, all these are evidences for the educational crisis in the country which in turn has caused economic and social crisis, and imbalance with regard to the meager economic achievements and educational services.

Moreover when we see the Overall Condition of the Country and Economy at present Ethiopia is a country of 56.4 million population which is growing at a rate of on the average 3.2% per year and the life expectancy of 49 years. The surface area of the country is, 1, 097 thousand square kms and the adult illiteracy rate is 65%. (World Bank, World Development Report, 1997).

When seen economically according to world Bank Human Development Report of 1996 Ethiopia is ranked 168 out of 174 poor countries. The average calorie intake is only 73% of the requirements which is low even for Africa. Agriculture, which is the main source of livelihood especially for the rural people who constitute about 85 percent of the population, is characterized by low productivity. The manufacturing sector

government and non-government educational sectors were included.

According to the responses the result at all levels is relatively similar and also approves the data that is included in this study. Moreover, as far as the motivation and the objective of going to school is concerned the result of the questionnaires gives a new insight which witnesses the lack of a clear objective of the educational system through decades. For the detail pertaining to the result of the questionnaires see Table 22.

which accounts for 10-12 percent of GDP and 15 percent of exports is rudimentary and small.

Both physical and social infrastructure is generally poor. Only 46 percent of the population has access to health facilities while only 26 percent and 16 percent have access to safe water and sanitation facilities respectively. (MEDAC vol. 1, No, 4, January 1997:16)

Thus, had our country been successful in the educational sector as in other countries the picture could have been different.

As far as the present trend and future prospect is concerned other than the existing available data that can give us a tangible past and present conditions of education and development, a questionnaire was prepared to get a sample view of the objective condition pertaining to education and development in Ethiopia. The conclusion that would be drawn from the existing data available and the clue that could be found from the sample study at present is hoped to be a base for future proper planning and the necessary step to be taken as far as education and development is concerned.

The questionnaire that was prepared covered all the levels of education, meaning, primary (1-8), Senior secondary (9-12), tertiary, and vocational and technical schools. The respondents included responsible government people, Directors of schools, teachers, students and other relevant people chosen on sample basis. In the gathering of information both

Table 22. Result of the Questionnaire on Education and Balanced Development in Ethiopia as Found From 64 Respondents

	Administr		principals		Teachers		Students		Total		%	
Responses	Neg	Positi	Neg.	positi	Neg	positi	Neg	Positi	Neg	Positi	Neg	positi
Are there enoug primary schools	4	0	20	0	20	0	20	0	64	0	100	0
Has most of th population attended primar schools	4	0	20	0	20	0	20	0	64	0	100	0
Is primary chooling necessary fo work efficiency	0	4	0	20	0	20	0	20	0	64	0	100
Are parent encouraged t send thei children t schools	1	3	4	16	4	16	4	16	13	51	20	80
Are student encouraged to g to school	1	3	4	16	4	16	4	16	13	51	20	80
Are ther dropouts	0	4	0	20	0	20	6	20	0	69	0	100
Are ther cultural bariers	4	0	18	2	18	2	18	2	58	6	91	9
Reason of goin to school												
- for bette living	0	4	1	19	1	19	1	19	3	61	5	95
- for self supporting	0	4	2	18	2	18	2	18	6	58	9	91
- for famil support	0	4	4	16	4	16	4	16	12	52	19	81
- for knowledge	2	2	8	12	10	10	12	8	32	32	50	50
- because parent persuade	2	2	8	12	10	10	12	8	32	32	23	57
- because other go	2	2	16	4	16	4	16	4	52	12	81	19
- for prestige	2	2	18	2	18	2	18	2	56	8	88	12
- for commo development	2	2	1	19	1	19	1	19	59	5	92	8

As can be seen from the table at primary level all the respondents had a view that there are not enough primary schools given the existing population. Although there are differences in the estimation of the attendants of the primary level education in rural and urban areas the response generally shows that most of the population has not attended primary level education. As far as the necessity of primary school for work activity, efficiency and economic and social transformation is concerned again all the respondents have given a positive response. Regarding the moral to send children to school and the willingness of children to attend primary schools there are different opinions. Eighty percent of the respondents have given positive response giving the reason that the beneficiaries see the necessity of education for better living and to get job. The remaining responded negatively giving the reason that parents and students have got economic problems and also they do not see both immediate and long-term returns to schooling.

Regarding drop out at primary level all the respondents have affirmed that there are drop outs. But the magnitude in rural areas is more than in urban areas. The reasons given are mostly economic and also other social problems, poverty, lack of clothing and food supplies.

Pertaining to cultural barriers 91% of the respondents affirmed that there are no cultural barriers that prevent the children to go to school and for parents to resist schooling.

But the rest responded that mainly in some rural areas where going to school is taken as a denial of existing cultural and religious norms there is still resistance of parents to send children to schools.

As to why children are sent to school the response is seen in the following order: 91% to have better living, 91% for self supporting, 81% for family support, 50% for knowledge, 50% because parents persuade, 19% because others go to school, 12% for prestige and about 8% for the development of the country.

Although the above rate is generally true of why children go to school mainly at primary level it is a reflection of the concept of parents. The picture shows that in families in Ethiopia the concept of common economic and social development is generally missing. This is mostly true because of the fact that on one hand the education system itself does not give such an orientation practically and moreover the education supply sector and family relation is very poor. For education to be successful it has to begin at family level. As primary level is the base for every education and a second school to that of the home the basement for the program of nation building and regional development should begin here.

At senior secondary level, tertiary and vocational technical schools the picture is not far from that of the primary level except for the fact that at these levels in most cases it is not parents that think for the students but students either go to school or drop for a specific goal they themselves think about.

Generally, the relation of education to balanced development in Ethiopia can be seen from the summary Table 23 which points out some of the major points that were included in the study. The Table shows the rating of the components of education related issues needed in the balanced development of Ethiopia.

Table 23: Rating of Components of Education related aspects needed in Balanced Development in Ethiopia

Description	worse	Bad	suffic ent	good	very good	Excel ent
Literacy			X			
KG enrollment	X					
Primary enrollment		X				
Secondary enrollment		X				
Tertiary enrollment	X					
voc. & Tech. enrolment	X					
Especial skill Training	X					
Economic growth		X				
Gender equality		X				
Regional equality			X			
Urban/Rural equality		X				
Population decrease	X					
Education role in economi growth		X				
Initial latent skille manpower		X				
Human Resource utilization		X				
Education inv't choice			X			
private inv't in schooling	X					
NGOs inv't in schooling		X				
Growth of small & mediu enterprises		X				
lb market freedom			X			
limit of gov' intervention		X				
enabling environment		X				
matching of supply & deman of manpower		X				
Decentralization			X			
macro economic stability		X				
political stability		X				

planned human capita formation		X				
flexible policy			X			
visionary leadership		X				
Teachers motivation		X				
Student motivation		X				
Education magt. & administra		X				
Education system curriculum			X			
GER (all students)		X				
Employment opportunity		X				
Equipment, furniture's suppl of schools		X				
language of instruction			X			
citizens zeal for commo dev't		X				
Education sector strategy fo Balanced dev't (National)			X			
Education sector strategy fo Balanced dev't (Regional)		X				
The role of Education i balanced dev't		X				

V. Education and Balanced Development in Oromia Region

1. Introduction

The history of the introduction and later development of modern education in oromia region is not different from that of the nation. Although the people have got both a difference and similarity to the culture of other regions, as the widest region with the largest population in spite of little difference the general economic and social development of this region can be a reflection of the national condition and a representation of other regions.

Oromia region as it is presently organized has got 12 zones and 180 woredas having a population of about 20 million. Accordingly, the region is endowed with a large human and natural resource. But for the existing resource to be used by human beings effectively skilled human resource should be used to change the resources in the most favorable way. Thus, in order to properly utilize this virgin region the development of the existing human resource through education is indispensable. Thus, in this chapter education and balanced development in the region will be dealt with assessing primarily, the distribution of schools among zones, towns and rural areas, and sexes. Secondly, the condition of the educational sector in view of the students and the problems associated with it will be seen. Thirdly, conditions pertaining to the provisions of the

education sector will be dealt with. Fourthly, based on the recent data finding education and development relation will be seen and analyses will be made at the end of the chapter. After the completion of this chapter in chapter six, based on the facts found conclusions and recommendations will be drawn both for the national and regional issues.

2. Distribution of Schools

As it is true at national level the number of schools in Oromia region has never been satisfactory, both quantitatively and qualitatively although there has been an increase. But the population is always increasing dramatically.

According to the 1996/97 statistics in Oromia region there are 172 kindergartens, 3867 Primary Schools, 517 junior secondary schools and 124 senior secondary schools. Out of the above total 97% of the kindergarten, 4% of the primary, 6% of the junior secondary and 6% of the senior secondary belonged to Non-Government Organization. During the last three years 1994/95, 1995/96 and 1996/97 the total number of schools from primary level to senior secondary level was 4,178; 4,325 and 4,508 respectively. (FDRE, Education statistics, 1995/96; Oromia Education statistics 1996/97) Thus there was an increase in the number of schools although the role of the Non-Governmental Organizations and the private sector is very minimal. For detailed information to this end see Table 22.

Table 24- Schools in Oromia Region, 1996/97

Level	Government	Non-Govern	Total	% of Non Government
Kindergarten	5	167	172	97
Primary	3694	173	3867	4
Junior secondary	485	32	517	6
Senior Secondary	117	7	124	6

Source: Oromia Regional State Educational Statistics, Annual Abstract, 1996/97.

At zonal levels according to the recent data of 1996/97 the schools are not only insufficient qualitatively but most of them belong to the government and with low quality. for this detail see Table 25.

Table 25: Zonal Distribution of Schools in Oromia Region 1996/97

Zone	Primary (1-8)			Senior secondary (9-12)			Gran Tota
	Gov't	Non-Gov't	Tota	Gov't	Non-Gov't	Tota	
Arsi	439	9	448	15	-	15	463
Bale	5342	3	345	13	-	13	358
Borena	238	31	269	6	-	6	275
Hararge E	379	18	397	8	-	8	405
Hararge W	246	3	249	5	-	5	254
Illu Ab Bor	338	5	343	10	-	10	353
Jima	364	2	366	10	-	10	376
Shewa E	214	36	250	12	4	16	262
Shewa W	368	7	375	13	-	13	388
Shewa N	212	2	214	8	-	8	222
Wolega E	286	5	291	10	-	10	301
Wolega W	325	55	380	7	3	10	390

Source: Computed from 1996/97 Oromia Educational Statistics

As can be seen from table 25 especially as we go higher on the ladder of the levels there is almost no involvement of the Non-Governmental Organization and private sector in education. At senior secondary level there are only two zones with few Non-Governmental Senior secondary schools. As can be seen from the table there is also high disparity between zones especially in the distribution of Non-Governmental schools.

Pertaining to the urban/rural ratio in oromia region most of the primary schools are found in rural areas while most of the senior secondary schools are found in urban areas. As most of the population in this region lives in rural area, it is natural for more primary schools to be in the rural areas. But given the large population, it does not mean that there is

sufficiency. On the other hand the fact that there are insignificant number of senior secondary schools in the rural areas, the existing ones being found only in three regions shows that the opportunity of farmers children to got to senior secondary schools and consequently tertiary level study is very dark. For the information on urban/rural ratio see Table 26.

Table 26: Urban/rural Ratio of Schools in Oromia Region, 1996/97

Zones	primary schools (1-8)						senior secondary (9-12)					
	Urban			Rural			Urban			Rural		
	Pupils	schools	pupil/ Teacher	pupils	schools	pupil/ Teacher	pupils	schls	pupil/ Teacher	pupil	schls	pupil/ Teacher
Arsi	61912	66	31	120718	382	36	16108	15	30			
Bale	28542	30	24	65908	315	29	10198	11	30	350	2	23
Borena	29402	35	35	54358	234	43	3788	6	25			
HarargeE	33467	46	44	91380	351	55	3241	8	21			
HarargeW	25189	35	31	62297	214	54	4247	5	26			
IlluAbabo	29218	40	28	66767	303	32	6278	10	29			
Jima	49941	46	30	72869	320	41	9673	10	27			
Shewa E	89706	80	35	53413	170	47	22304	14	36	2332	76	30
Shewa W	63523	61	34	100906	314	39	15377	13	32			
Shewa N	28667	39	28	31534	175	28	6114	7	33	96	9	11
WolegaE	47810	50	34	79502	241	41	12548	10	32			
WolegaW	40695	42	44	138224	338	56	8352	10	27			

Source: Computed from Annual statistical Abstract 1996/97

Regarding gender disparity there is generally a gender bias in favor of boys at all levels. As can be seen from Table 27 generally in the region the ratio of girls to boys is equal at kindergarten level but at higher level the biasness is witnessed. At primary level the ratio of girls is 30%, at junior secondary level it is 41% and at senior secondary level it is 38%.

Table 27: Enrollment Number and Ratio at All Levels

Level	Boys	Girls	Total	% of Girls
Kindergarten	7923	7809	15732	50
Primary	922749	399439	1322188	30
Junior Secondary	84606	59154	143760	41
Senior Secondary	75367	45639	121006	38

Source: Oromia Regional State Education Bureau, Education Statistics 1996/97.

On the other hand when we see the enrollment ratio at Zonal levels, there is again a high discrepancy between both sexes in favor of boys. Hararge has got the lowest female ratio which is 22% and Shewa East has got the highest female ratio which is 42% among the zones for primary level (1-8). For more detail see Table 28.

Table 28: Primary Enrollment in Oromia Region

	Tota		Grand	%
Zones	Boys	Girls	Total	girls
Arsi	125559	57071	182630	31
Bale	62740	31710	94450	34
Borena	64803	18957	83760	23
Harerge E.	97942	26905	124847	22
Harerge W.	66595	20891	87486	24
Ilu Aba Bor	64665	31320	95985	33
Jima	79262	43548	122810	35
Shewa E.	82892	60227	143119	42
Shewa W.	117605	46824	164429	28
Shewa N.	37735	22466	60201	37
Wolega E.	86912	40396	127308	32
Wolega W.	120645	58274	178919	33

Source: Oromia Regional State Educational Statistics, 1996/97

The discrepancy is much greater in rural areas than urban areas. For the detail pertaining to this see Table 29 for primary school (1-8)

Table 29 - Primary Enrollment in Oromia

	Urban				Rural			
Zones	Tot l		Grand Total	%Girls	Tot l		Grand Total	% Girls
	Boys	Girls			Boys	Girls		
Arsi	35919	25993	61912	42	89640	31078	120718	26
Bale	15306	13236	28542	46	47434	18474	65908	28
Borena	18048	11354	29402	39	46755	7603	54358	14
Harerge E.	23609	9858	33467	29	74333	17047	91380	19
Harerge W.	15709	9480	25189	38	50886	11411	62297	18
Ilu Aba Bo	16660	12558	29218	43	48005	18762	66767	28
Jima	26668	23273	49941	47	52594	20275	72869	28
Shewa E.	46063	43643	89706	49	36829	16584	53413	31
Shewa W.	37604	25919	63523	41	80001	20905	100906	21
Shewa N.	15558	13109	28667	46	22177	9357	31534	30
Wolega E.	28407	19403	47810	41	58505	20993	79498	26
Wolega W.	23672	17023	40695	42	96973	41251	138224	30

Source: Computed from Oromia Regional state Educational statistics, 1996/97

At senior secondary level again there is male biasness at regional level and also at zonal levels. The ratio varies from Harerge East with 29% of female enrollment ratio to Shewa East with female having a ratio of 44%. for further detail see Table 30.

Table 30: Senior Secondary Schools Enrollment

Zones	Tota l		Grand Total	% Girls
	Boys	Girls		
Arsi	10260	5848	16108	36
Bale	6512	4036	10548	38
Borena	2504	1284	3788	34
Harerge E.	2298	943	3241	29
Harerge W.	2621	1626	4247	38
Ilu Aba Bor	3878	2400	6278	38
Jima	5333	4340	9673	45
Shewa E.	13905	10731	24636	44
Shewa N.	3857	2353	6210	38
Shewa W.	10360	5017	15377	33
Wolega E.	8157	4391	12548	35
Wolega W.	5682	2670	8352	32
Sum	75367	45639	121006	38

Source: Oromia Regional state Educational statistics, 1996/97

Again the variation is wider in rural areas than in urban areas. Moreover there are senior secondary schools in only three of the zones in the region including Bale, Shewa East and Shewa North. See Table 31 for the detail.

Table 31 - Senior Secondary Schools Enrollment

	Urban				Rural			
	Tota		Grand	%	Total		Grand	%
	Male	Femal	Total	Girls	Male	Female	Total	Girls
Arsi	10260	5848	16108	36	295	55	350	16
Bale	6217	3981	10198	39				
Borena	2504	1284	3788	34				
Harerge E.	2298	943	3241	29				
Harerge W.	2621	1626	4247	38				
Ilu Aba Bor	3878	2400	6278	38				
Jima	5333	4340	9673	45				
Shewa E.	12571	9733	22304	44	1334	998	2332	43
Shewa N.	3786	2328	6114	38	71	25	96	26
Shewa W.	10360	5017	15377	33				
Wolega E.	8157	4391	12548	35				
Wolega W.	5682	2670	8352	32				
Sum	73667	44561	118228	38	1700	1078	2778	38.8

Source: Computed from Oromia Regional state Educational Statistics 1996/97

2. The Demand Side of Education in Oromia Region

As pointed out earlier in Oromia region there is disparity between zones, between rural and urban areas and between different sexes. Moreover, given the population that needs to go to school there is also scarcity of schools at all levels. This implies that the base for balanced development is lacking.

When we see the gross enrollment ratio at all levels females are disfavored at regional level. The gross enrollment for females is 21; 19; 13; and 5 for grade 1-6; 1-8; 7-8 and 9-12 respectively. Generally, at zonal levels girls have got the lowest enrollment ratio. Both for boys and girls gross enrollment ratio is very low. It is worsened as we go up the

levels. For detailed information pertaining to this See Table 32.

Table 32: Gross Enrolment Ratio

Grade	(1-6			(1-8)			(7-8			(9-12		
Zone	Boys	Girl	Tota	Boy	Girl	Tota	Boy	girl	Tota	Boy	Girls	Tota
Shewa N.	30	17	23	25	15	20	12	9	10	7	4	5
Borena	41	12	27	35	10	23	9	6	8	4	2	3
Jima	41	22	31	35	19	27	11	10	10	6	5	6
shewa W.	47	17	32	39	15	27	16	10	13	9	4	7
Harerge W.	49	15	32	39	13	26	7	5	6	4	3	3
Bale	46	22	34	41	20	31	20	15	18	12	7	10
Arsi	49	21	35	42	19	31	20	13	16	9	5	7
Harerge E.	55	16	36	45	13	29	8	3	6	3	1	2
Shewa E.	43	29	36	39	28	34	26	26	26	16	12	14
Wolega E	63	28	45	54	24	39	26	14	20	12	7	9
Ilu Ab Bor	77	35	56	66	31	48	24	16	20	11	7	9
Wolega W	77	36	56	62	29	45	15	8	11	7	3	5
Oromia	48	21	34	42	19	31	18	13	16	8	5	6

Source: Oromia Regional state Educational Statistics 1996/97

The picture pertaining to dropouts and labor migration from Oromia region is not different from that seen at national level. Especially in rural areas as dependence on child labor is very high dropout rate is witnessed especially in farming seasons. Economic problems, resistance to new norms that the child adopts through going to school etc. are some of the major reasons for dropouts. Labor migration is normal. Rural urban movement is increasing from time to time. Moreover, education is taken as a means to run away from rural areas. But the

system of education should be able to encourage settlement and investment in rural areas because most of the economy of the country is rural based.

3. The Supply Side of Education in Oromia Region

Pertaining to the supply of education in Oromia region there has been a lot of effort that has been going on to improve the situation over years, mostly after the independent regional administration system that came up with the present government.

Regarding the teaching staff at primary level (1-6) at regional level 94% of the staff are qualified while others are not. At zonal levels the percentage of qualified teachers varied from 88% in Shewa west to 99% in Bale. The qualified ones mostly are TTI graduates. Irrespective of the quality of the so called qualified ones the ratio of qualified ones at primary level is encouraging. At this level although there are female teachers that are involved the ratio of male teachers is much more higher both at the regional level and at zonal levels. For the detail pertaining to this see Table 33.

Table 33: Primary School Teachers (1-6)

Zone	Tota		Grand	%	%
	Male	Female	Total	Qualified	female
Arsi	3687	905	4592	96	24.5
Bale	2285	770	3055	99	33.6
Borena	1512	377	1889	92	24.9
Harerge E.	1581	707	2288	92	44.7
Harerge W.	1197	563	1760	91	47
Ilu Aba Bor	2261	605	2866	98	26.7
Jima	2083	979	3062	98	46.9
Shewa E.	1815	1169	2984	92	64.4
Shewa N.	1230	614	1844	97	49.9
Shewa W.	2715	1113	3828	88	40.9
Wolega E.	2327	631	2958	96	27.1
Wolega W.	2648	421	3069	93	15.8
Total	25341	8854	34195	94	34.9

Source: Oromia Regional state Educational statistics 1996/97

At kindergarten level the ratio of boys and girls is almost similar when we see the combination of students. But when we see the combination of both sexes with regard to teachers the ratio of female teachers is much higher than that of male teachers both at regional level and at each zones level. The ratio of females at regional level is 94%. On the other hand the ratio at zonal levels varied from 87% in Shewa East to 100% in Wolega West, Wolega East, Shewa West, Jima, Illu Aba Bor, Harerge West and Borena Zones. Pupil/Teacher ratio varies from 33 % in Bale to 73% in Wolega East see Table

34 for more detail with regard to teachers at kindergarten level.

Table 34: Kindergarten Enrollment, Teachers & School (1996/97)

Zone	Pupils				Teachers				Schol	Ratios	
										pupil/ Teacher	pupil schoo
	Boys	Girls	Total	%Girl	Male	Fema.	Total	%fem			
Arsi	843	842	1685	50	1	47	48	98	24	35	70
Bale	319	308	627	49	2	17	19	89	10	33	63
Borena	416	376	792	47		18	18	100	6	44	132
Harerge E.	93	93	186	50	2	4	6	67	6	31	31
Harerge W.	143	123	266	46		10	10	100	2	27	133
Ilu Ab Bor	556	507	1063	48		31	31	100	22	34	48
Jima	810	831	1641	51		44	44	100	17	37	97
Shewa E.	2422	2421	4843	50	17	116	133	87	32	36	151
Shewa N.	563	576	1139	51	2	21	23	91	12	50	95
Shewa W.	339	351	690	51		12	12	100	8	58	86
Wolega E.	585	515	1100	47		15	15	100	12	73	92
Wolega W.	834	866	1700	51		29	29	100	21	59	81
Total	7923	7809	15732	50	24	364	388	94	172	41	91

Source: Oromia Regional state Educational Statistics 1996/97

At junior secondary level, it is seen that the ratio of qualified teachers has declined as compared to that of primary level. At regional level the ratio of qualified teachers is 48% while at zonal levels the ratio varied from 35% in Wolega West to 66% in Jima. The ratio of female teachers is also very low at this level. See Table 35.

Table 35: Junior Secondary School Teachers (7-8)

Zones	To al		Grand	%	%
	Male	Female	Total	Qualified	Female
Arsi	608	102	710	51	16.8
Bale	349	42	391	38	12
Borena	215	7	222	47	3.3
Harerge E.	133	14	147	39	10.5
Harerge W.	177	25	202	42	14.1
Ilu Aba Bor	245	21	266	59	8.6
Jima	327	29	356	66	8.9
Shewa E.	531	186	717	40	35
Shewa N.	235	69	304	50	29.4
Shewa W.	511	83	594	57	16.2
Wolega E.	374	31	405	46	8.3
Wolega W.	230	10	240	35	4.3
Total	3935	619	4554	48	15.7

Source: Computed from Oromia Regional state Educational Statistics, 1996/97

At senior secondary level again the ratio of qualified teachers declines further. At regional level the ratio of qualified teachers is only 37%. At zonal level the ratio varies from 28% in Wolega East to 49% in Shewa East. The ratio of female teachers is also very low at this level. Table 34 shows the detail with regard to the condition of senior secondary teachers in Oromia region.

Table 36: Senior Secondary Teachers (9-12)

Zones	Tot al		Grand Total	% Qualified	% female
	Male	Female			
Arsi	515	31	546	38	6
Bale	343	17	360	29	5
Borena	143	8	151	39	5.6
Harerge E.	141	10	151	30	7
Harerge W.	161	5	166	29	3.1
Ilu Aba Bor	206	9	215	43	4.4
Jima	323	30	353	29	9.3
Shewa E.	622	77	699	49	12.4
Shewa N.	177	15	192	41	8.5
Shewa W.	430	47	477	45	11
Wolega E.	370	18	388	28	5
Wolega W.	296	12	308	30	4
Total	3727	279	4006	37	7.5

Source: Computed from Oromia Regional state Educational statistics, 1996/97

Regarding qualification at primary level government schools are seen to have more qualified staff at regional level when compared to that of non-governmental schools. The ratio of qualified staff in government schools is 96% while in non-governmental schools the ratio of qualified staff is only 66%. On the other hand the ratio of qualified staff in urban and rural areas at primary level is generally similar. The ratio in rural areas is 95% and in urban areas it is 94%. (Oromia Educational statistics, Annual Abstract, 1996/97: 25-28)

At Junior secondary level the ratio of qualified teachers in non-governmental schools is better than in government schools. In non-governmental schools the ratio of qualified

teachers is 58% while in government schools it is only 48% at regional level. On the other hand the ratio of qualified teachers in urban areas is seen to be much better than that of the rural areas at this level. The ratio of qualified teachers at junior secondary level in urban areas is 51% while the ratio of qualified teachers at this level in rural areas is only 36%. (Oromia Education statistics, Annual Abstract, 1996/97: 30-33)

At senior secondary level again the ratio of qualified teachers in non-governmental schools is better than the government school. In non-governmental schools the ratio of qualified teachers is 65% while in government schools the ratio of qualified teachers is only 37%. On the other hand the ratio of qualified teachers in urban areas is 37% and in rural areas is 40% at this level. The reason for higher rural area ratio is due to the fact that most of the senior secondary schools in rural areas are non-governmental schools. (Oromia Education statistics, Annual Abstract, 1996/97: 35-38).

With regard to educational equipment, furniture and supplies the condition in Oromia region is not different from that of the national level and other regions. There is both quantitative and qualitative insufficiency, the consequence of which is reflected in the poor quality of education, which in turn affects the development process.

With regard to administration and management of schools in Oromia region unlike years of top-down centralized system the region was forced to carry, since the last few years a decentralized management system is being exercised.

Accordingly, primary schools (1-8) and senior secondary schools (9-12) are directly managed by the regional respective bureaus. But proper qualification and experience is very important for the success of the educational system.

In spite of the decentralized management of schools, the curriculum and educational system is based on the nation wide program. But other than the primary and secondary education system there are also other efforts that are being made in the region, like the conducting of special education, technical and vocational education, teachers training institutes, basic education for illiterates, Community Skills Training, night schools and correspondence education program. Special education is now being given in Arsi, Jima, Shewa East, Shewa West and Wolega East zones at nine centers to 455 students comprising 265 males and 190 females. (Oromia Education Statistics, Annual Abstract, 1996/97: 68).

Technical and vocational education is now being given in Harerge West, Ilu Aba Bor, Shewa East, Shewa North and Shewa West zones at five centers having 525 students comprising 463 males and 62 females. (Oromia Education statistics, Annual Abstract, 1996/97: 68).

Teachers training is offered in Arsi, Bale, Shewa East, Wolega East and Jima zones at five centers including Asela, Robe, Adama, Nekemt and Jima respectively. The total enrollment is 2236 students composed of 1308 males and 928 females. (Oromia Education statistics, Annual Abstract, 1996/97: 68)

Furthermore, Basic education for illiterates is offered in Oromia region. This program is currently run in all the 180 Woredas of Oromia region at 720 centers with a newly designed curriculum. The number of participants of this program is growing tremendously. This can be seen from the fact that in 1995/96 school year there were a total of 13,700 participants composed of 11,200 males and 2,500 females, and in 1996/97 school year there were a total of 31,600 participants composed of 24,300 males and 7,300 females. To sustain the program 56 reading rooms are operating and 10 rural new letters are being printed in the region. (focus on Adult and Non-formal education in Ethiopia, Now letter vol. 1 No 2, May - August 1997:5).

Other than the above educational programs various types of trainings are being given in this region. Although not sufficiently developed, community skills training programs are being conducted in 145 centers in the region. During the last four years 5,228 males and 3,018 females participated in the program. In order to strengthen the program more staff are being trained. Night schools and correspondence schools are also being conducted in the region to up-grade the skill of the citizens. (Focus on Adult and Non-Formal Education in Ethiopia, News Letter vol.1, No.2, May - August 1997: 6)

In spite of all the effort that is being made both the quantity and quality problems still exist with regard to administrative staff, teaching staff, facilities and supplies.

The educational system also needs to be revised from time to time in order to enable it fit the objective local conditions.

As pointed out in this study before, according to the policy of present government each nationality is given the right to use its own language as a means of instruction at primary level and accordingly the Qubee (Latin) script began to be used as a result of which thousands of people including educated one had become illiterates and consequently had to begin learning Qubee. At present there are about 1,650,000 people attending Qubee classes at different centers in the region.

As a new system coming to the educational system in the region the instruction with Oromiffa is not with out setbacks that may be improved in the long run. It is true that the use of local language meant a road to self-esteem, self determination and a better job opportunity in the region for those trained in the language. But some of the problems encountered also include, problem of instruction due to different dialects in Oromiffa language. There are three major dialects. Western (Wolega and Ilu Aba Bor), eastern (mainly Harer), and southern (Arsi, Bale and Borena) Shewa being transitional to all. (New Trends in Ethiopian studies, 1994: 170). All of them had to be adopted to Qubee script to make it a medium of instruction. The other problem is related to publication of textbooks because translation has to be undergone from Amharic in order to use it in Oromia region. The unavailability or scarcity of teachers trained in Qubee has

also been a major problem in the region and still unsolved. Furthermore, the existence of other nationalities mainly in towns had caused a problem of not being able to use Oromiffa as the only language of instruction in the region. Thus, the use of different languages as a medium of instruction as found necessary had to be adopted. In any case it is too early to tell whether the present step would help in the over all development of the region.

Regarding culture and religion in the region, the citizens of the region have got different religious back grounds which accordingly influences the culture and norms although the majority have got similarity. For some times it has been witnessed that there has been resistance to modern education in mainly the rural areas in an expectation that children would do away with the old norms of their forefathers. But these days this is not a problem very much. But, generally, the education system that needs to develop the region has to have the quality of developing useful norms and fighting the unnecessary ones.

4. Strategy in Using Education for the Development of Oromia Region

4.1. The Role of the Central Government

In the development of regions the role the central government plays has got an important place. In the case of Ethiopia the first step that is taken to create conducive environment for regional development is the decentralization of authority. Although this is a step forward the decentralization based on mass participation and bottom-up approach needs to be practiced to have a successful and sustainable development program. This would be important not only for Oromia region but for other regions too.

Furthermore, from the central government is expected an enabling and conducive policy environment that works flexibly in order to achieve the intended goal. Moreover as a basic factor for development, education should be given priority in resource allocation from the central government. Not only is the government expected to invest but a conducive atmosphere should be created for the investors both international and local.

4.2. The Role of the Regional Government

It is evident that the burden of developing Oromia region is primarily the burden of the regional government. Thus, it is the responsibility of the regional government to make use of the possible inputs from the central government, mobilize regional resources, encourage investors by creating conducive atmosphere, give priority to human resource development as a base for development, adjust and readjust the curriculum to make it conducive for the regional development, create conducive environment to avoid labor migration in many ways and plan properly to allocate and efficiently use the trained manpower.

4.3. The Role of NGOs and Private Sector

As we have seen in the study the role NGOs and the private sector has played in the human resource development by investing in education in Oromia region is very minimal. Thus, a lot is expected from NGOs and the private sector. This is mainly true because as indicated before in this study the government alone cannot satisfy the educational need of its citizens. But it is the mandate of the government to create an enabling environment for the NGOs and private investors. What is important on the side of the government is not only to admit

those that seem interested but try to attract all the potential investors.

4.4. Skilled Manpower in Oromia

In the development process the training of manpower is one issue and the use of skilled manpower is another issue. Both of these issues should be coincided and through proper planning program should go hand in hand. As it is true at national level in which there is need for a reasonable percentage of training and enrollment ratio to have a good development process as we have seen before, at regional level also there needs to be a reasonable ratio of enrollment for a long lasting development process. The primary enrollment for East Asian countries on the average was 90% and for Ethiopia it is 26% as we have seen before. The gross enrollment ratio for primary level for Oromia region is 34% as we have seen before. This means it has a better potential for development process than at national level. But when compared to the East Asian countries and those that have undergone rapid development process this ratio is very much low. Thus, a lot of effort is expected from the government and people of Oromia region. On the other hand only training people is not useful but economic base that would consume the trained labor force also needs to be developed hand in hand.

4.5. Investment in Education

From the study so far conducted on Oromia it is evident that the need of educational reform cannot be doubted. But educational reform without the necessary investment capacity means nothing. Thus, primarily as the capacity of the regional government cannot fulfill all the educational reform needs, as indicated before the involvement of the central government, the involvement of the NGOs and private investors is very important. Moreover, not only is the increase in the amount of investment important but proper planning in selecting the area of educational investment in which priority needs to be given has to be made like investment in primary education and skills training.

4.6. The Contribution of Education to Development is Oromia Region.

As it is true at national level from empirical evidence we have seen in Oromia region, human resource needs to be developed much more than present status to attempt rapid development and as a consequence of the underdeveloped human resource and proper unutilization of the existing one the region has not witnessed much progress. Moreover, the irrelevant curriculum that was imposed on the region by the central government for several years was a hindrance to the long lasting development of the region.

Thus, although we cannot say that the education that was in the region had no place for development, the issue is that when we see successful areas in the world which do not even have such a natural and human resource potential as that of Oromia, one can conclude that much that could have been done is not done in the region.

Other than the most recent data (1996/97) that is used in the study of Oromia a questionnaire was also prepared to get more objective conditions on education and balanced development in Oromia region.

The questionnaire that was prepared has covered all the levels of education including primary (1-8), senior secondary (9-12), tertiary, and vocational and technical schools. The respondents included, responsible government people, directors of schools, professionals, students and other relevant people. In the gathering of information both governmental and non-governmental schools are included. The responses gathered on sample basis generally coincide with the responses at national level. See the detail from Table 37.

Table 37: Result of questionnaires filled by 32 respondents in Oromia region

	Adm nis t		prin ci al		Tea he s		Stude nt		Tota l		%	
Responses	Neg	pos it	Neg.	po it	Neg	po it	Neg.	po it	Neg.	po it	Neg	pos it
Are ther enough primar schools	2	0	10	0	10	0	10	0	32	0	100	0
Has most o the populatio attended primary schools	2	0	10	0	10	0	10	0	32	0	100	0
Is primar schooling necessary fo work efficienct	0	2	10	10	0	10	0	10	0	32	0	100
Are parent encouraged t send thei children t schools	1	1	2	8	2	8	2	8	8	24	25	75
Are student encouraged t go to school	1	1	2	8	2	8	2	8	8	24	25	75
Are ther dropouts	0	2	0	10	0	10	0	10	0	32	0	100
Are ther cultural bariers	2	0	9	1	9	1	9	1	29	3	91	9
Reason o going t school												
- for bette living	1	1	1	9	1	9	1	9	4	28	12	88
- for self supporting	1	1	2	8	2	8	2	8	7	25	22	78
- for famil support	1	1	2	8	2	8	2	8	7	25	22	78
- fo knowledge	1	1	4	6	4	6	4	6	13	19	41	59
- becaus parents persuade	1	1	8	2	8	2	8	2	25	7	78	22
- becaus others go	1	1	8	2	8	2	8	2	25	7	78	22
- for prestig	2	0	8	2	9	1	8	2	27	5	84	16
- for commo development	2	0	9	1	9	1	9	1	29	3	91	9

Although the rural area dominates, most of the population is said not to have attended primary school. 100% positive response is given to the necessity of primary schooling for efficiency, productivity, economic and social transformation of the region. Regarding the willingness to send children to school and the moral of the students to go to school the response is uniform to that at national level that we have seen before.

Regarding dropouts and reasons for dropping school the problem is similarly responded as that of the national level in which all the respondents affirmed that there are obviously dropouts and the magnitude is higher in rural areas than urban areas. The reason given for the drop-out included, economic and social mostly and cultural and religious to a limited extent.

With regard to cultural barriers 91% of the respondents responded that there are no cultural barriers. Others responded that the old cultural problems of resisting change and modernity still exist in some places.

As to why children are sent to school responses were given in the following way: 88% to have better living and for modernity, 78% for self-supporting, 78% for family support, 60% to get better knowledge, 22% because parents persuade, 22% because they see others go to school, 16% for prestige and 9% for the development of their area. From this ratios one can conclude that it is not only skills training that is needed but

the education that is given should also serve the purpose of thought reversal and attitudinal change.

VI. Conclusion and Recommendation

Human capital has long been considered to be important for development be it economic or social. Thus, the necessity of human resource development especially in the field of education is uncompromising. As we have seen from the study, education is very important for balanced development. Mainly, primary education is found to be very important to the overall societal development when compared to secondary and tertiary levels. But in general it is found out that education contributes to development both through increased individual productivity brought about by the acquisition of skills and attitudes and through the accumulation of knowledge. Primary education is taken to be the corner stone of development because it improves cognitive skills through literacy, numeracy and problem solving ability.

In the Ethiopian case, in spite of the prominent role education plays the study shows that although 21.7 million people which is about 41% of the total population out of which 12; 5.1 and 4.6 millions of school age population form the potential school population for primary (1-8) secondary (9-12) and tertiary levels of education respectively, the gross enrollment ratio at national level is only 26% at primary level (1-8), 6.6% at secondary level and 1% at tertiary level. The majority of the students drop-out before reaching higher levels. This is true both at national and regional levels.

As could be seen from the study the disparity in enrollment between the two sexes is also very high both at national and regional levels.

Demand for school is constrained by many factors like economic, social, cultural and problems related to education itself.

As we have seen in the study the majority of schools in the country are government owned. Thus in accordance with the new education policy and development strategy, the NGOs, the private sector and the community need to be encouraged practically in the establishment of educational facilities. This would enable the government to concentrate on the top priorities like the universalization of primary education. Other than encouraging the establishment of new school facilities encouraging better and efficient utilization of the already available school facilities is very important to address the problem of low participation in education. This can be done by improving school management and encouraging community participation. Moreover, to solve the school problem a short term program of mobilizing more resources and expanding the already established schools to enable them accommodate more students is important. Furthermore, encouraging shift system to accommodate more students may be necessary.

Pertaining to pupil/teacher ratio although the optimum teacher utilization recommended at the national level for primary is 50 pupil per teacher as presented by MOE, the national average is only 33. For some regions it is even lower

than this. For senior secondary the optimum is 40 students per teacher while the average is 33. Thus, this shows an inefficient use of manpower in the education sector and this needs to be corrected. Over crowding as visibly seen in many schools is also a harm to quality.

As the educational sector is the basic to produce capable and adequate manpower that is useful for regional and national development, in order to accomplish this task the sector itself should have efficient and effective manpower and necessary Facility . Moreover, as the quality of teachers is also very important unless proper measure is taken against unqualified mass of teachers at all levels in all regions the quality of education would continue to deteriorate. Not only qualification, but there should be motivation of teachers be it through incentives or other mechanisms. Among the education manpower we find the administrators and managers of schools, education bureaus staffs and Ministry Of Education staffs. Unless there is both a qualification and devotion on the part of these people to make education an instrument of development all the effort and policy will be in futile.

Today in the world there are many schools from the lower level to high level of education. Regarding schooling, if we look at the globe as one unit, there are visible problems like; shortage of schools, lack of opportunity to go to school, different system of education and variance in the quality of education depending upon the the country in question.

In the school atmosphere, be it formal or informal education, we have the teacher, the students, the educational materials, the curriculum and the campus itself. All of these have got a great influence on the objective of the education. As indicated before proper education has to have holistic objectives. In order to meet this objective the above components of school should be fit both quantitatively and qualitatively.

In the schooling system students are the target group. Thus, all the other components should be made ready to make the students ready for the purpose of education. Teachers must not only be qualified and experienced, but they have to be devoted to the transformation of the students to become useful citizens morally, mentally and physically. As young people have a great tendency of resembling their instructors, upright and fit teachers would do a lot in transforming the students and ultimately the society. The curriculum is also one basic thing. As indicated before as the ultimate goal of all education should be a holistic development for people and by people, the curriculum should be in a position to lead the students to this general goal and be prepared accordingly. Otherwise counting years and getting diplomas only with out seeing the transforming capacity of education is useless both for the students and the society. In order to be fruitful the curriculum should also include both theoretical and practical education.

Furthermore, educational and visual aid materials should also be as best as possible to make the students learn better. On the other hand, the school compound also has to be in a place that is better for teaching and learning process. Congested areas would always have a bad effect on the teaching and learning process. Thus, open air, countryside locations where students can learn freely, have opportunity for physical labor and practical education is the best place to conduct schools.

In Ethiopia there is a need to allocate more percentage of public expenditure to education because even when compared to other African countries the rate is low. But only the amount of investment is not enough. There should be selection of priority in investment like in universal primary education, while on the other hand encouraging the private sector and NGOs to actively participate in other levels is necessary.

The most important aspect for education to be effective is proper curriculum and system. The education offered needs to shape the students to be better citizens. In this regard only being literate means nothing, the education should be able to fight unnecessary cultures and norms and should create attitudinal change and development oriented mind.

As most of the economy of the country is based in rural areas the education given should be able to create a sense of developing the surrounding rather than being taken as a means to run away from rural areas. The curriculum and the system of education should address such issues.

It is true that a decentralized administration is one step forward to self-determination but public participation and a bottom-up approach needs to be adopted more and more to have a sustainable and reasonable educational system and reform.

Some of the problems that are usually raised in Ethiopia are population pressure, deterioration of natural resources, dual economy etc. But with properly planned educational system and human resource development this problems can be overcome. Thus, with proper governance, flexible policy, visionary leadership and devoted effort it is not hard to reach the standard that others that were once equal to our country have reached today.

It is believed that the present study has provided relevant findings and analysis which has filled some gaps especially in relation to whether the education in our country has played a development role, the limitations of the educational sector in contributing to rapid regional and national development and based on experiences of other successful countries and theoretical findings, what should be done with the education in our country to enable it become useful for the rapid development both at national and regional levels.

But further research needs to be done on education especially based on development efforts both at national level and for each region particularly in line with the other economic and social sectors as to how the development effort

can be successful through education by mobilizing all the other economic and social sectors in the country and in the regions.

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Annex 1

A. Questionnaire Designed on Education and Balanced Development in Ethiopia to be filled by concerned individuals chosen on sample basis

Location

1. Administrative Region _____
2. Zone _____
3. Woreda _____
4. Kebele _____
5. Respondent
   - Name _____ Sex _____
   - Age _____
   - Responsibility _____
   - Qualification _____
6. Interviewer _____ Date _____

1. Schools

1.1. Primary level schools and students condition

a) How many primary schools are there in your jurisdiction? _____

b) Do you think the existing primary schools are enough given the existing population? yes _____ No _____

c) How many more primary schools do you think are necessary if there is scarcity? _____

d) What percent of the population in your Jurisdiction do you think has attended primary schools?

_____

e) Do you think the attendance of primary schools has benefit for the work activity in later life? yes ___ No ____

f) Is a literate person more efficient than the illiterate if they are given the same kind of job? yes ___ No____

g) Do you think the attendance of vocational and technical schools has a benefit for the economic and social transformation of our country? yes _____ No _____

H) Are people in your Jurisdiction encouraged to send their students to vocational and technical schools? yes ____ No _____

If yes why? _____

If No why? _____

I) Are students encouraged to go to vocational and technical schools in your locality? yes_____ No _____
If yes why? _____
If No why? _____

J) Are there drop outs from the primary schools in your locality? yes _____ No_____
If yes why? _____

K) What are some of the reasons for dropouts in your locality?_____

L) Are there economic problems that affect students enrollment? yes ____ No ____
If yes what are the problems?_____
_____

M) Are there cultural problems that affect students enrollment in your locality? yes _____No _____ If yes, what are the problems? _____
_____

N) Underline the following choices for which you think students go to school.

- to have better living
- for knowledge
- for self-supporting
- because other go to school
- for prestige
- for development of our country
- for family supporting
- because parents persuade

Questionnaire Designed on Education and Balanced Development in Ethiopia to be filled by concerned individuals chosen on sample basis

A. Location

1. Administrative Region _____
2. Zone _____
3. Woreda _____
4. Kebele _____
5. Respondent
   Name _____ Sex _____
   Age _____
   Responsibility _____
   Qualification _____
6. Interviewer _____ Date _____

1. Schools

1.1. Secondary level schools and Technical schools and students condition

a) How many secondary schools are there in your jurisdiction? _____

b) Do you think the existing secondary schools are enough given the existing population? yes _____ No _____

c) How many more secondary schools do you think are necessary if there is scarcity? _____

d) What percent of the population in your Jurisdiction do you think has attended secondary schools?

_____

e) Do you think the attendance of secondary schools has benefit for the work activity in later life? yes ___ No ____

f) Is a literate person more efficient than the illiterate if they are given the same kind of job? yes ___ No____

g) Do you think the attendance of vocational and technical schools has a benefit for the economic and social transformation of our country? yes _____ No _____

H) Are people in your Jurisdiction encouraged to send their students to vocational and technical schools? yes ____ No _____

If yes why? _____

If No why? _____

I) Are students encouraged to go to vocational and technical schools in your locality? yes_____ No _____

If yes why? _____

If No why? _____

J) Are there drop outs from the secondary schools in your locality? yes _____ No_____
if yes why? _____

K) What are some of the reasons for dropouts in your locality?_____

L) Are there economic problems that affect students enrollment? yes ____ No ____
If yes what are the problems?_____
_____

M) Are there cultural problems that affect students enrollment in your locality? yes _____No _____ If yes, what are the problems? _____
_____

N) Underline the following choices for which you think students go to school.

- to have better living
- for knowledge
- for self-supporting
- because other go to school
- for prestige
- for development of our country
- for family supporting
- because parents persuade

Questionnaire Designed on Education and Balanced Development in Ethiopia to be filled by concerned individuals chosen on sample basis

A. Location

1. Administrative Region _____
2. Zone _____
3. Woreda _____
4. Kebele _____
5. Respondent
   Name _____ Sex _____
   Age _____
   Responsibility _____
   Qualification _____
6. Interviewer _____ Date _____

1. Schools

1.1. Tertiory level institutions and students condition

a) How many tertiary level institutions are there in your jurisdiction? _____

b) Do you think the existing tertiary level institutions are enough given the existing population? yes _____ No _____

c) How many more tertiary level institutions do you think are necessary if there is scarcity? _____

d) What percent of the population in your Jurisdiction do you think has attended tertiary level institutions? _____

e) Do you think the attendance of tertiary level insitutions has benefit for the work activity in later life? yes ___ No ____

f) Is a literate person more efficient than the illiterate if they are given the same kind of job? yes ___ No____

g) Do you think the attendance of vocational and technical schools has a benefit for the economic and social transformation of our country? yes _____ No _____

H) Are people in your Jurisdiction encouraged to send their students to vocational and technical schools? yes ____ No _____

If yes why? _____

If No why? _____

I) Are students encouraged to go to vocational and technical schools in your locality? yes_____ No _____

If yes why? _____
If No why? _____

J) Are there drop outs from the tertiary level institutions in your locality? yes _____ No_____
If yes why? _____

K) What are some of the reasons for dropouts in your locality?_____

L) Are there economic problems that affect students enrollment? yes ____ No ____
If yes what are the problems?_____
_____

M) Are there cultural problems that affect students enrollment in your locality? yes _____No _____ If yes, what are the problems? _____
_____

N) Underline the following choices for which you think students go to school.

- to have better living
- for knowledge
- for self-supporting
- because other go to school
- for prestige
- for development of our country
- for family supporting
- because parents persuade

Questionnaire Designed on Education and Balanced Development in Ethiopia to be filled by concerned individuals chosen on sample basis

A. Location

1. Administrative Region _____
2. Zone _____
3. Woreda _____
4. Kebele _____
5. Respondent
   Name _____ Sex _____
   Age _____
   Responsibility _____
   Qualification _____
6. Interviewer _____ Date _____

1. Schools

1.1. Vocational and Technical schools and students condition

a) How many vocational and technical schools are there in your jurisdiction? _____

b) Do you think the existing vocational and technical schools are enough given the existing population? yes _____ No _____

c) How many more vocational and technical schools do you think are necessary if there is scarcity? _____

d) What percent of the population in your Jurisdiction do you think has attended vocational and technical schools? _____

e) Do you think the attendance of vocational and technical schools has benefit for the work activity in later life? yes ___ No ____

f) Is a literate person more efficient than the illiterate if they are given the same kind of job? yes ___ No____

g) Do you think the attendance of vocational and technical schools has a benefit for the economic and social transformation of our country? yes _____ No _____

H) Are people in your Jurisdiction encouraged to send their students to vocational and technical schools? yes ____ No _____

If yes why? _____

If No why? _____

I) Are students encouraged to go to vocational and technical schools in your locality? yes_____ No _____

If yes why? _____
If No why? _____

J) Are there drop outs from the vocational and technical schools in your locality? yes _____ No_____
If yes why? _____

K) What are some of the reasons for dropouts in your locality?_____

L) Are there economic problems that affect students enrollment? yes ____ No ____
If yes what are the problems?_____
_____

M) Are there cultural problems that affect students enrollment in your locality? yes _____No _____ If yes, what are the problems? _____
_____

N) Underline the following choices for which you think students go to school.

- to have better living
- for knowledge
- for self-supporting
- because other go to school
- for prestige
- for development of our country
- for family supporting
- because parents persuade

2. Teachers

a) Do you think the teachers like their work of teaching? yes_____ No _____
If yes why?_____
If No why?_____
b) Do the teachers regularly attend their classes? yes ____ No _____
If No why?_____
c) Are the teachers zelous in their class activity? yes_____ No _____
If No, what do you think is the reason?_____
_____
d) Do you think the teachers are qualified enough in the subjects they teach? yes ____ No _____

3. Staff of Ministry of Education Office

a) Do you think that the workers in the MOE have interest in their work? yes_____ No _____
If No why? _____
b) Do you think the MOE staff workers have the devotion of upgrading the quality of education? yes____ No _____
c) Does the MOE staff have a zeal to expand schools? yes ____ No _____
d) Are the MOE staff qualified enough for their work? yes ____ NO ____

4. Education System

a) Do you think the existing curriculum is useful for future cereer of the students? yes ___ No _____
b) Is the existing curriculum useful for the overall dev't of the country? yes ___ No _____
If No, what do you think is the better alternative? ___
_____
c) Do you feel that the present school system creates a disciplined labour force? yes ____ No _____
If No, what do you think is its problem?_____
_____
d) Do you think the present educational system would be useful for the long-term development? yes _____ No _____
If No, what alternative do you think is better?_____

e) Do you think the previous educational system has contributed to the country's dev't? yes _____ No____
If yes, what percent?_____If No why?_____

f) IS the non-formal education given in your locality? Yes_____ No_____

g) If the non-formal education exists in your locality, do you think it is useful for the overall development of the country? Yes_____ No_____

Annex 2

Transitional Government of Ethiopia
Education and Training Policy
Addis Ababa, April, 1994.

Table of contents

1. Introduction

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes.

One of the aims of education is to strengthen the individual's and society's problem-solving capacity, ability and culture starting from basic education and at all levels. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of an all-rounded development by diffusing science and technology into the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people.

Education does not operate in isolation, rather it has to be integrated with research, practice and development to contribute towards an all-rounded development of society.

To date, it is known that our country's education is entangled with complex problems of relevance, quality, accessibility and equity. The objectives of education do not take cognisance of the society's needs and do not adequately indicate future direction. The absence of interrelated contents and mode of presentation that can develop student's knowledge, cognitive abilities and behavioural change by level, to adequately enrich problem-solving ability and attitude, are some of the major problems of our educational system.

Inadequate facilities, insufficient training of teachers, shortage of books and other teaching materials, all indicate the low quality of education provided.

The gross participation rate of primary education is below 22 per cent of the relevant age cohort. Of these a large number of discontinues (sic) and relapse to illiteracy. The disparity among regions is high. Illiteracy is an overall problem of the society. Opportunities for high school education and technical and vocational training are limited to big towns. Higher education institutions are found only in very few regions. They are overcrowded and their research capacity is very low.

The necessary infrastructure to provide a relevant education to the rural population, which is over 85 per cent of the population of the country, is at an insignificant level of development. Aware of the complex problems the country has been plunged in by the previous dictatorial, self centred and vain regimes, the Transitional Government of Ethiopia has embarked on charting the right direction of development to break the vicious circle we have been entangled in.

Education, as a very important factor to human development, is of a high priority in the overall development endeavour of the government. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation. For this, a comprehensive education and training policy is formulated.

The policy encompasses overall and specific objectives, implementation strategies, including formal and non-formal education, from Kindergarten to higher education and special education.

It emphasises the development of problem solving capacity and culture in the content of education, curriculum structure and approach, focusing on the acquisition of scientific knowledge and practice.

Along with this, it directs that there be appropriate nexus between education, training, research and development through co-ordinated participation among the relevant organizations.

The policy incorporates the structure of education in relation to the development of student profile, educational measurement and evaluation, media of instruction and language teaching at various levels, the recruitment, training, methodology, organization, professional ethics and career development of teachers.

Due attention is also given to the provision and appropriate usage of educational facility, technology, materials, environment, organization and management so as to strengthen the teaching-learning process and the expansion of education. The evolution of a decentralised, efficient and professionally co-ordinated participatory system is indicated in respect of administration and management of the education system.

It is also stated that the financing of education be just, efficient and appropriate to promote equity and quality of education.

Overall, the education and training policy envisages bringing-up citizens endowed with humane outlook, country wide responsibility and democratic values having developed the necessary production, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large.

2. Objectives of Education and Training

2.1. General Objectives

2.1.1. Develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all.

2.1.2. Bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.

2.1.3. Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.

2.1.4. Bring up citizens who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society.

2.1.5. Cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs.

2.2. Specific Objectives

2.2.1. To promote relevant and appropriate education and training through formal and non-formal programmes.

2.2.2. To develop and enrich students' inquisitive ability and raise their creativity and interest in aesthetics.

2.2.3. To enable both the handicapped and the gifted learn in accordance with their potential and needs.

2.2.4. To provide basic education and integrated knowledge at various levels of vocational training.

2.2.5. To satisfy the country's need for skilled manpower by providing training in various skills and at different levels.

2.2.6. To make education, training and research be appropriately integrated with development by focusing on research.

2.2.7. To provide secular education.

2.2.8. To make education a supportive tool for developing traditional technology, and for utilizing modern technology.

2.2.9. To provide education that promotes democratic culture, tolerance and peaceful resolutions of differences and that raises the sense of discharging societal responsibility.

2.2.10. To provide education that can produce citizens who stand for democratic unity, liberty, equality, dignity and justice, and who are endowed with moral values.

2.2.11. To provide education that promote the culture of respect for work, positive work habits and high regard for workmanship.

2.2.12. To recognise the rights of nations/nationalities to learn in their language, while at the same time providing on language for regional and another one for international communication.

2.2.13. To gear education towards reorienting society's attitude and value pertaining to the role and contribution of women in development.

2.2.14. To provide education that can produce citizens who possess national and international outlook on the environment, protect natural resources and historical heritages of the country.

2.2.15. To provide education that can produce citizens who have developed attitudes and skills to use and tend private and public properties appropriately.

3. Overall Strategy

3.1. Curriculum

3.1.1. The preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved.

3.1.2. Create a mechanism by which teachers, professionals from major organizations of development, and beneficiaries, participate in the preparation, implementation and evaluation of the curriculum.

3.1.3. Ensure that the curriculum developed and textbooks prepared at central and regional levels, are based on sound pedagogical and psychological principles and are up to international standard, giving due attention to concrete local conditions and gender issues.

3.1.4. Create a mechanism for an integrated educational research, and overall periodic evaluation of the educational system, whereby a wide-ranging of participation is ensured to foster appropriate relation among the various levels of education, training, research, development and societal needs, maintaining the required standards.

3.2. Educational Structure

3.2.1. Kindergarten will focus on all-rounded development of the child in preparation for formal schooling.

3.2.2. Primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training.

3.2.3. Secondary education will be of four years duration, consisting of two years of general secondary education which will enable students identify their interests for further education, for specific training and for the world of work. General education will be completed at the first cycle (grade 10). The second cycle of secondary education and training will enable students to choose subjects or areas of training which will prepare them adequately for higher education and for the world of work.

3.2.4. Higher education at diploma, first degree and graduate levels, will be research oriented, enabling students become problem-solving professional leaders in their fields of study and in overall societal needs.

3.2.5. Non-formal education will be provided beginning and parallel to basic education and at all levels of formal education.

3.2.6. Basic education will focus on literacy, numeracy, environment, agriculture, crafts, home science, health services and civics.
3.2.7. Non-formal education will be concrete in its content, focusing on enabling the learners develop problem-solving attitudes and abilities.
3.2.8. Parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education.
3.2.8.1. Training will be provided in agriculture, crafts, construction, basic bookkeeping in the form of apprenticeship for those with the appropriate commerce and home science will be provided after primary education for those who may not continue general education.
3.2.8.3. Technical training will be provided for those who complete grade ten for the development of middle level manpower.
3.2.9. Special education and training will be provided for people with special needs.

3.3. Educational Measurement and Examination
3.3.1. Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all-rounded profile of students at all levels.
3.3.2. National examinations will be conducted at grade eight and ten to certify completion of general primary and secondary education respectively.
3.3.3. In order to get promoted form on level to the next, students will be required to have a minimum of fifty percent achievement.
3.3.4. Students will be officially certified at the completion of the various levels of education.
3.3.5. Official certification will also be given to those who complete technical and vocational training programmes.
3.3.6. After the second cycle of secondary education, students will be required to sit for examinations of relevant institutions for admission.
3.3.7. A national organization of educational measurement and examination will be established to provide central professional guidance and co-ordination as well as to make the necessary expertise available.

3.4. Teachers
3.4.1. Ascertain that teacher trainers have the ability, diligence, professional interest, and physical and mental fitness appropriate for the profession.

3.4.2. Create a mechanism by which employers, training institutions and the Teachers Association participate in the recruitment of trainees.
3.4.3. Teacher education and training components will emphasize basic knowledge, professional code of ethics, methodology and practical trainings.
3.4.4. Teachers will be certified before assigned to teach at any level of education.
3.4.5. Teachers, starting from Kindergarten to higher education, will be required to have the necessary teaching qualifications and competency in the media of instruction, through pre-service and in-service training.
3.4.6. The criteria for the professional development of teachers will be continuous education and training, professional ethics and teaching performance.
3.4.7. A professional career structure will be developed in respect to professional development of teachers.
3.4.8. Teacher training institutions, including higher education, will function, autonomously with the necessary authority, responsibility and accountability.
3.4.9. Teacher training institutions of all levels will be required to gear their programmes toward the appropriate educational level for which they train teachers.
3.4.10. Special attention will be given to the participation of women in the recruitment, training and assignment of teachers.
3.4.11. Teacher training for special education will be provided in regular teacher training programmes.
3.4.12. Various steps will be taken to promote incentives to motivate teachers especially to those assigned in hardship areas.

3.5. Languages of Education

3.5.1. Cognisant 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.
3.5.2. 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.
3.5.3. The language of teacher training for kindergarten and primary education will be the nationality language used in the area.

3.5.4. Amharic shall be taught as a language of countrywide communication.
3.5.5. English will be the medium of instruction for secondary and higher education.
3.5.6. Students can choose and learn at least one nationality language and one foreign language for cultural and international relations.
3.5.7. English will be taught as a subject starting form grade one.
3.5.8. The necessary steps will be taken to strengthen language teaching at all levels.

3.6. Nesus between Education, Training, Research and Development

3.6.1. The participation of students in technical and higher education programmes, in gaining the necessary field experience before graduation will be facilitated.
3.6.2. The participation of teachers and researchers in getting the necessary field experience in various development and service institutions and professionals of such institutions in teaching will be facilitated.
3.6.3. Co-ordinated curriculum development will be ensured so that students and trainees will acquire the necessary entrepreneurial and productive attitudes and skills.
3.6.4. Government and non-governmental organizations can establish training programmes according to their needs.
3.6.5. An appropriate organizational mechanism will be created to streamline and accredit technical and vocational training and co-ordinate the necessary certification.
3.6.6. Non-formal education and training programmes will be organized by the various development and social institutions in co-ordination with Ministry of Education.
3.6.7. Traditional education will be improved and developed by being integrated with modern education.
3.6.8. Research of practical societal impact will be given priority and the necessary steps will also be taken to facilitate the co-ordinated efforts of all those concerned.

3.7. Educational Support Inputs

3.7.1. In order to promote the quality, relevance and expansion of education, due attention will be given to the supply, distribution and utilization of educational materials, educational technology and facilities.

3.7.2. Mechanisms of manpower training and maintenance, proper utilization of educational support inputs will be developed to ensure relevance and standards.

3.7.3. A mechanism for co-ordinated production and distribution of educational support inputs at the institutional, Woreda, Zonal, regional and central levels will be created to strengthen the teaching-learning process, research and various other educational activities, in accordance with the curricular needs and standards of the various levels and types of education.

3.7.4. Due attention will be given to popular participation, in the production, distribution, upkeep, care and safety of educational materials, educational technology and facilities.

3.7.5. The participation of various organizations and individuals will be enhanced in the production, supply and distribution of educational support inputs.

3.7.6. Special attention will be given in the preparation and utilization of support inputs for special education.

3.7.7. Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs.

3.8. Educational Organization and Management

3.8.1. Clear guidelines, stating the rights and duties of all involved in education, will be issued to ensure participatory and proper professional relations in their activities.

3.8.2. Educational management will be decentralized to create the necessary condition to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.

3.8.3. Educational management will be democratic, professional, co-ordinated, efficient and effective, and will encourage the participation of women.

3.8.4. Educational institutions will be autonomous in their internal administration and in the designing and implementing of education and training programmes, with an overall co-ordination and democratic leadership by boards or committees, consisting of members from the community (society), development and research institution, teachers and students.

3.8.5. The management of teachers and other educational personnel will be organized, on the basis of professional principles, including professional code of

ethics, salary, working conditions, incentives, professional growth and overall rights and duties.

3.9. Educational Finance

3.9.1. The priority for government financial support will be up to the completion of general secondary education and related training [grade 10] with increased cost-sharing at higher levels of education and training.

3.9.2. Mechanisms will be created for students to cover their expenses through service or payment after graduation.

3.9.3. Scholarship will be given to deserving (outstanding) students.

3.9.4. 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 deprived regions.

3.9.5. The government will provide financial support to raise the participation of women in education.

3.9.6. The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.

3.9.7. The necessary conditions will be created for educational and training institutions to generate their own income and to use it to strengthen the educational process.

4. Areas of Special Attention and Action Priority

4.1. Change of curriculum and preparation of education materials accordingly.

4.2. Focus on teacher training and overall professional development of teachers and other personnel.

4.3. Change of educational organization and management.

DECLARATION

The thesis is my original work and has not been presented for a degree by any body.

Gebre Assefa
June, 1998

The thesis has been submitted for examination with my approval as a university advisor

Zewdie Shibre (Dr)
June, 1998