

**EVALUATIVE RESEARCH OF THE GENERAL EDUCATION  
SYSTEM IN ETHIOPIA**

**A Quality Study**

**Summary Report**

**Presented to**

**The Executive Committee of ERGESE**

by

The ERGESE Secretariat

Curriculum Evaluation and Educational

Research Division

Curriculum Department

Ministry of Education

Addis Ababa, Ethiopia

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Prefatory Note to Supporting Agencies  
Summary Report On:  
Evaluative Research of the General Education  
System in Ethiopia (ERGESE)

The report which has now been submitted to me represents the first fruits of a landmark effort in the history of the Ethiopian education system. Its success is in no small way due to the support given by a number of agencies. The main funding agency was UNICEF with additional support from UNESCO, the Ethiopian Science and Technology Commission and the Swedish Agency for Research Cooperation in Developing Countries. The English language summary which follows is designed to provide access to the major findings of the first phase of ERGESE to our funding agencies and to permit a wider dissemination of this work to interested professionals.


Government efforts to extend education to the broad masses of Ethiopia and to make it relevant to their lives and the development needs of the country have been unremitting during the last twelve years of our popular revolution. Much has been achieved in the extension of educational opportunity throughout the nation. It is during the past three years that increasing attention has been given by the revolutionary government to the need for improvement in the quality of educational services. It was thus decided that a project should be prepared for a large-scale study of the quality of education in Ethiopia which would produce findings and recommendations as an input to the decisions of policy makers, since in our view educational research should be practical and have impact on policy.

The importance attached to this study may be seen in its structure. There were four task forces, a coordinating committee and an executive committee. The high-level membership provided to each committee was to ensure the effectiveness of the work and the proper implementation of the final recommendations. As the chairman of both committees, I have had the opportunity to follow closely every aspect of the study. I can assure you that, based on the already existing experiences of the Ministry of Education and the recommendations from the task forces, steps toward strengthening the quality of education are already being taken.



On behalf of all who contributed their knowledge, skill, time and energy toward the successful completion of this study, I wish to thank the donor agencies, and in particular UNICEF, for both the financial assistance and technical advice rendered, without which this enormous endeavour could not have been carried out. There is a long history of fruitful cooperation between the Ministry of Education and donor agencies. This cooperation continues to have a significant impact on education and thus on the lives of all our people. Upon the issuance of this summary report on "Evaluative Research of the General Education System in Ethiopia", it is essential that the Ethiopian government, its people, UNICEF and other donor agencies join hands in following up the recommendations in a participatory manner so as to improve the quality of education for all.

With the expression of high regard for the understanding and support provided by all concerned and the hope that the challenges which lie ahead will also provide increasing opportunities for cooperative efforts I transmit this report.



---

Bililign Mandefro  
Member of the Central Committee  
of the Workers' Party of Ethiopia,  
Minister of Education and Chairman  
of the Coordinating and Executive  
Committees of ERGESE

## LETTER OF TRANSMITTAL

Comrade Bilillign Mandefro  
Member of WPE Central Committee,  
Minister of Education  
Addis Ababa

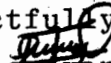
Dear Comrade Minister,

As you recall, in accordance with the COPWE resolution of 1983 to make a general evaluation of the quality of education in Ethiopia, the "Evaluative Research of the General Education System in Ethiopia" (ERGESE) project was begun in May 1983 with the financial support of UNICEF and the Ethiopian Commission for Science and Technology. In the letter from the Minister of Education dated 27/9/76 (E.C.) reference number 2/1-6616/ 4486/11, the Curriculum Evaluation and Educational Research Division was mandated to serve as the secretariat and the head of the division as project manager. Four task forces were created to carry out this important investigation. In March 1985 these task forces submitted their final reports to the executive committee of the project. After thoroughly examining the reports and making constructive comments, the ERGESE project secretariat was mandated to translate the summary reports of the four task forces into English and prepare an integrated report.

Findings and recommendations from the four task forces were selected according to careful guidelines, synthesized and summarized in order to present this integrated summary report.

Your leadership of the coordinating committee and of the executive committee is much appreciated as well as your encouragement and full support in carrying out this challenging assignment. It is our collective and earnest hope that you will continue to provide leadership in this effort by assuring wide dissemination and full discussion of this report and will encourage appropriate action both within Ethiopia and in the international community. We believe that this summary report plus the comprehensive technical reports constitute a useful and important resource for all those interested in Ethiopian education.

On behalf of the task forces and of the secretariat we sincerely appreciate the opportunity to have served our country as members of the ERGESE project and on their behalf I remain,

Respectfully,  
  
Tekle Ayano

Secretary of Executive Committee  
and  
Head of ERGESE Secretariat

## ABSTRACT

### Evaluative Research of the General Education System in Ethiopia

The purpose of the study was to investigate the quality of primary and secondary schooling in Ethiopia and to make recommendations for improvement. The four areas of concern for school quality were curriculum and teaching-learning process; administration, structure and planning; logistics, supportive services and manpower training; and research and evaluation. Each area was studied by a separate task force, which analyzed government documents, all curriculum materials, the content of tests and examinations and student results; by gathering opinions from education officials, parents and community members, teachers and students through questionnaires and interviews and by observations in educational offices, pedagogical centres, schools and classrooms. The scope was nation-wide, sampling awrajas in all regions of Ethiopia.

It was found that while educational opportunity has widened, there has not been a corresponding improvement in quality in the four areas studied. Significant recommendations for improvement include taking measures for professionalization of educational personnel, increasing supply of resources and efficiency of their utilization, re-examination of curriculum with respect to national needs and the nature of the learner, rationalization of the organization and management of the education system, and creation of a comprehensive structure and plan for scientific research and evaluation of educational programmes and projects and assessment of pupil performance.

It was concluded that efforts for quality improvement at all levels should be carried out with the participation of all concerned and that resources of international donor agencies should be directed toward the critical problems and needs identified in the study.

## ACKNOWLEDGEMENTS

There are many more than can be mentioned whose participation must be appreciated. A special debt of gratitude is acknowledged to the following government, public and international organizations, as well as groups and individuals who directly or indirectly have greatly contributed toward the accomplishment of this study.

- The Ideological Department of the Workers' Party of Ethiopia for its close cooperation in implementing COWPE's resolution to improve the quality of education and for creating favourable conditions for the study to achieve its purpose.
- The Coordinating Committee, which gave the necessary guidance and special attention while closely following the activities of the study, by attending the workshops, giving constructive comments and contributing useful documents for research purposes.
- The Executive Committee which, in overseeing the implementation of the study, gave technical advice, met financial, manpower and material demands and dealt with the inevitable obstacles so that the study could be successfully completed.
- The United Nations Children's Fund for technical advice and major financial support including the generous contribution of the Government of Canada to the fund for "Universalization of Primary Education and Literacy".
- The United Nations Educational Scientific and Cultural Organization for consultancy services.
- The Ethiopian Science and Technology Commission for making available a grant from the Swedish Agency for Research Cooperation in Developing Countries.
- The Commission for Higher Education and Addis Ababa University for allowing senior researchers to participate in the study and the Computer Centre and its staff at Addis Ababa University for data processing services.



- The Ministry of Education and its various departments for making expert staff available for the study.
- The education officials, inspectors, awraja pedagogical centre coordinators, school directors, teachers and students in many departments, regions and awrajas for their cooperation and their contributions to the successful data collection.
- Ko-Chih Tung, of Interscience Research Corporation and the University of Stockholm, Sweden for his technical assistance as UNESCO consultant during the data analysis stage.
- Barbara Junge, UNICEF project officer for education at the Ministry of Education, Addis Ababa for her technical assistance in preparing this report.

## 1. INTRODUCTION

### 1.1 Note to the reader.

The report presented here is non-technical in nature and is intended to highlight the significant findings and recommendations of the Evaluative Research on the General Education System in Ethiopia (ERGESE) project, which made a general evaluation of the status of primary and secondary schooling in 1984. The comprehensive technical reports of the four task forces involved in the study comprise four volumes of 2834 pages, including annexes. The reports include the background of the research; literature review; objectives, design, methodology and instruments; detailed results---including tables---and recommendations for each area investigated. These technical reports are intended for researchers and practitioners in education in Ethiopia and are in the official national language, Amharic. A non-technical 4 volume summary report of 329 pages in Amharic with significant findings and recommendations has been prepared for policy makers in the Ethiopian government. This English language summary report is intended for the international reader, who may be a student, researcher or practitioner in education in another country, or who may belong to an international, a government or a non-government organization interested and involved in education in developing countries.

This international reader is requested to place the study reported here in its proper context. Although there was an Education Sector Review in 1971 - 73, this study is the first of its nature in Ethiopia and was carried out under constraints found in many developing nations. Thus, sufficient specialized skills and experience in educational research and evaluation were not available. Reference materials on design and methodology and on related studies from other countries were few. Computer hard and software scarcity and lack of expertise in computer applications to educational research and evaluation were other serious constraints. Nevertheless, all who participated made great effort to apply certain standards in their work in order to present a reasonably accurate picture of the current status of schooling in Ethiopia. Although not all were experts in educational research and evaluation, the investigators had rich and varied experience as educational practitioners enabling them, finally, to make thoughtful and

far-reaching recommendations for quality improvement.

The reader will find in the introduction to the report a note on educational reform in Ethiopia and new goals since the 1974 revolution. The purpose of the study, its organization, sources of information and scope and limitations are stated. There is an explanation of the quality of education in the Ethiopian context and examples of the indicators used.

The main body of the report consists of findings and recommendations judged by the task forces to be significant for quality improvement. These are organized into the categories of personnel; finance; facilities; content and process of instruction, organization and management; and research, evaluation and assessment.

The report concludes by indicating in general terms where the strengths and weaknesses of the system lie, what must be done to improve its quality and what areas must be studied further.

In the appendices the interested reader will find the terms of reference, organization chart and the schedule for the study. There are some details on sampling and instrumentation. However the instruments with all their items translated into English will be available in separate volumes. A list of the important documents consulted is in the appendices as well as a list of members of the coordinating committee, executive committee and task forces.

## 1,2 Background of the study

Prior to 1974, education in Ethiopia was reserved for the privileged few and was geared more toward their personal advancement than the development needs of the nation.

In the new context created by the revolution, which erupted in February 1974, the programme of the National Democratic Revolution, issued in 1976, proclaimed the goals of education to be:

- Education for production
- Education for scientific inquiry
- Education for socialist consciousness.

Then, with the formation of the Workers' Party of Ethiopia, the Central Report---delivered by Comrade Mengistu Hailemariam, First Secretary of

the Workers' Party of Ethiopia, Chairman of the Provisional Military Administrative Council and Commander-in-Chief of the Revolutionary Armed Forces----stated that:

The objective of the cultural revolution is to create the needed manpower by freeing working people from the old system and imbuing them with scientific and revolutionary ideology...The aim of socialist education is to mould citizens who have an all-round personality by inculcating the entire society with socialist ideology thus arming them with the required knowledge for socialist construction...The fundamental aim of education is to cultivate Marxist-Leninist ideology in the young generation, to develop knowledge in science and technology, in the new culture and the arts, and to integrate and coordinate research with production to enable the Revolution to move forward and secure productive citizens.

(September 1984, p. 100)

The Central Report continues by noting that in accordance with these aims and objectives, opportunity for schooling has been greatly expanded at all educational levels. Primary school population has expanded three-fold to reach 50% of all school-aged children, while the number of students in secondary schools and higher institutions has also increased three-fold.

The Workers' Party of Ethiopia Programme (September 1984, pp. 98-99) describes the future tasks to be accomplished in the qualitative expansion of education at all levels.

There are seven of relevance to the present study.

1. The necessary conditions will be created for proper accomplishment of the task of curriculum improvement and text-book preparation.
2. Eight years of education for all school-aged children will be provided leading either to employment or higher education.
3. Secondary schools will be expanded in appropriate areas in order to fill the country's requirements for mid-level professionals.
4. Educational programmes enabling youth to actively participate in production, science, technology, the arts, sports and military training as well as spend their leisure time in rendering economic services beneficial to society, broadening their knowledge and in recreation will be formulated.
5. Steps will be taken toward improvement of quality of education by developing schools in form and content in a manner consistent with the growth of the student population, by strengthening the training and administration of teachers and by enabling the teaching

profession to occupy its proper place in society.

6. In order to accelerate the development of science and technology great emphasis must be given to the provision of scientific education in a strengthened form in regular schools and to the development of research and investigation.
7. Steps will be taken to create favourable conditions to enable the provision, at all educational levels, of qualitative scientific and technical education related to the country's objective conditions and to productive activity and to enable teachers to undertake in a strengthened manner, side by side with their teaching activities, research relevant to the needs of the country.

In the Ten Year Perspective Plan, 1984-1994, certain measures are described as essential for transformation of the educational system. Five of relevance for this study are:

1. Creating an efficient new educational administration with a structure based on democratic centralism and with follow-up and controlling mechanisms at all levels.
2. Encouraging community participation.
3. Producing the quantity and quality of materials needed for the new curriculum.
4. Expanding teacher training to include refresher courses and on-the-job training.
5. Developing students' creativity, respect for work and productivity by participation in practical work at school and in local development agencies.

Even before the formal presentation of the programme of the Workers' Party of Ethiopia with its new aims, objectives and tasks, the Ministry of Education of Socialist Ethiopia has made enormous efforts to correct the defects of the pre-revolutionary era and to extend education to the broad masses. In a very short time and in spite of severe constraints--including critical shortages of trained manpower, materials and financial resources---substantial progress has been made. Many groups previously given little attention now have access to education. These include pre-school age children, illiterate adults, peasants and



workers. The participation of women and girls, especially, has markedly improved. New institutions for learning, such as literacy centres, community skill training centres and awraja pedagogical centres, have been created. Various forms of distance education now broaden opportunities for learning. A new general polytechnical curriculum for grades one to eight is being tested experimentally in 70 schools throughout the nation.

Since the revolution, community participation has played a significant part in the extension and improvement of educational services, particularly with the creation of school management committees, whose members are drawn from the mass organizations. The post-revolution period has also seen a large volume of orientation and retraining of educational personnel through in-service seminars and workshops. The production and distribution of educational materials has been greatly enhanced by the establishment of an agency solely for this purpose. Construction and maintenance of schools throughout Ethiopia is the function of another new unit. As the responsibilities of the Ministry of Education have increased, there has been greater involvement at regional, awraja and local levels both through strengthened education offices and through popular organizations.

Some indicators of the magnitude of these efforts since the 1974 revolution are in increase of primary schools from 2754 to 6582, with the majority in rural areas; gross participation rate at the primary level reached 47% in 1984 compared with less than about 20% in 1974; and literacy rates in the ten-year old and above population reached 62% in 1983 compared with an estimated 13% literacy rate for the same group in 1974.

Although constraints continue, efforts at extending educational services have intensified not lessened. Still, it is acknowledged that much remains to be accomplished. With the expansion of the education system there have been indications of a widening gap between quantity and quality. In recognition of this trend, the Second Congress of the Commission for organizing the Party of the Working People of Ethiopia (COPWE) in 1983 passed a resolution that attention must now be given to the quality of Ethiopian education and that it is not enough to

emphasize quantitative growth; it is also necessary to make a general assessment of the degree to which the system has attained its important aims over the last ten years.

### 1.3 Purpose of the study

The "Evaluative Research of the General Education System of Ethiopia" is intended to provide a picture of the over-all status of schooling today. It is problem-oriented and intentionally takes a critical view of the formal education system serving the broad masses in order to identify those areas most in need of improvement. Realistic recommendations for the solutions of some problems are expected, while for other problems revealed further, in-depth research may be proposed. Thus the ways and means for improving the quality of education in the next decades should be indicated.

### 1.4 Organization and implementation

In order to carry out the research and evaluation study of the quality of education in Ethiopia, the educational system has been treated as four inter-dependent sub-systems:

- Curriculum development and teaching-learning process
- Educational administration, structure and planning
- Educational logistics, supportive services and manpower training
- Educational evaluation and research.

For each sub-system a task force was created, with members drawn from various departments of the Ministry of Education as well as from Addis Ababa University and the Commission for Higher Education. The secretariat for the study was the curriculum evaluation and educational research division of the curriculum department of the Ministry of Education. A coordinating committee, chaired by the Minister of Education, was composed of the Addis Ababa University President, the Commissioner for Higher Education, the Commissioner for Science and Technology, a representative from the Supreme Council for Central Planning and one from the central committee office of the Workers' Party of Ethiopia. This was done to ensure a linkage between research and policy at the highest levels. An executive committee, chaired by the Vice-Minister of Education, supervised the over-all implementation of the study, with the head of the curriculum research and evaluation division as manager of the on-going activities and the secretary of the executive committee.

Each of the task forces reviewed the available literature in its area of concern; formulated research objectives; selected variables, samples and methods; and designed instruments and collected data at the central level and in the field. At the conclusion of the study a workshop was held to integrate the findings and recommendations of the four task forces.

### 1.5 Sources of information

Information used in the study was sampled from five main sources:

- the content of official Ministry of Education documents: reports, directives, enrolment statistics, examination results, etc.
- the content of curriculum materials: syllabi, teacher guides and textbooks
- student evaluation instruments at national and classroom level: their content and student results.
- responses to questionnaires and interviews by Ministry of Education officials at central, regional and provincial level and responses to questionnaires and interviews by directors and administrators of teacher-training institutes, directors of secondary and primary schools, secondary and primary classroom teachers, secondary students, parents and community members.
- observations by task force members on visits to schools and education offices centrally and in the regions.

### 1.6 Scope and limitations.

The study is nation-wide in scope using both stratified random sampling at central, regional, awraja, woreda and farmers' association level and judgemental sampling. It focuses on the formal system of primary, junior and senior secondary schools and post-secondary teacher training institutions. The majority are government schools, but a few non-government schools are included. Central, regional and awraja education officers are sampled as well. The findings in section 2 of this report are based on these samples, which are described in Appendix C.

Certain limitations to generalizability of the findings should be recognized. The samples varied within and among the task forces and were not strictly proportional. There was a range in quality of items on the data collection instruments, therefore not all responses could be analyzed. Bias is not unlikely in responses to interviews and questionnaires.

However, it should also be recognized that the rate of completion and return of most data collection instruments used was very satisfactory for studies of this type.

### 1.7 Quality in the Ethiopian Context.

Quality should not be considered as absolute but as relative to the level of development of the society. A society at an advanced level of, for example, scientific and technological development may set a different standard for educational quality than a society less advanced.

An attempt was made to operationalize the concept of quality within the context of the socio-economic and political conditions of the nation by considering primarily the supply of human and material resources, their characteristics, the resource delivery system, the resource management system, the instructional system and the standards of human performance attained. For some of these, however, direct measurement was not undertaken.

In accordance with the COPWE resolution, the study assumed that the quality of education has declined as it has become more widespread. Great weight was given to the opinions of those participating in the education system regarding the causes and remedies for this decline.

### 1.8 Methods of Analysis

Qualitative methods included expert reasoning, opinion and judgment. Quantitative methods included calculation of chi square tests, frequencies and percentages and, with respect to student achievement tests, correlation coefficients for reliability and validity, indices of difficulty and discrimination and analyses of variance.

## FINDINGS

(Samples on which these findings are based are listed in Appendix C.)

### 2.1

#### PERSONNEL

##### 2.1.1 Teacher profile: primary and secondary

1. Females comprise 13% of the teaching force.
2. About 50% of all teachers have less than 6 years experience. About 80% have less than 11 years experience.
3. Of all teachers, 11% have had less than 12 years of education.
4. There are 24% with no professional training and 45% with no inservice training.
5. In secondary school, teachers generally have less than the Ministry of Education qualifications required for the grade they are teaching.
  - Only 22% of grade 7-8 teachers have a college diploma (12 + 2)
  - Only 43% of grade 11-12 teachers have a university degree.
6. Teaching is not the career of choice for many teachers; they often believe it does not satisfy their basic needs.
7. If given the opportunity, 40% of primary and 76% of secondary teachers would leave the teaching profession.

##### 2.1.2 Teacher performance: primary and secondary

1. While 30 periods of 40 minutes each is stipulated as the normal weekly teaching load at secondary, 31% of secondary teachers teach 26 periods and 8% teach less than 15.
2. Among primary teachers, 69% teach 3 subjects or less.



3. Teaching time lost due to participation in school committees, community activities and sports events is not compensated for.

#### 2.1.3 Directors

1. Among primary directors, 15% have no professional training.
2. Only 1.4% of junior secondary directors are degree holders, while 24.3% are Teacher Training Institute (TTI) graduates and 53% have 1 year of post-secondary education.
3. Among senior secondary directors, while 45% have a 1st degree from the university, there are 8% with only 1 year or less of post-secondary education.

#### 2.1.4 Administrative staff

Most of those in the schools and education offices in the regions and awrajas, especially accountants, storekeepers and personnel officers, lack the training corresponding to their job descriptions,

#### 2.1.5 Awraja Pedagogical Centre (APC) Personnel

1. Staff qualifications generally are less than those of junior secondary teachers, severely limiting their effectiveness in serving secondary schools.
2. Over half of the teachers do not find training or teaching aids from the APC useful. There is an observed implementation gap between APC and School Pedagogical Centre (SPC) and between SPC and classroom.
3. Over 60% of the APC heads and staff do not visit the SPCs.

4. The practical training provided by APCs for professional and mass organizations duplicates that of the adult training centres.

## 2.2

### FACILITIES

#### 2.2.1 Schools (in the Sample)

1. In all TTIs, 32% of the A-V equipment and duplicating machines are out-of-service.
2. Urban schools have compounds too small for agricultural education but are more likely to have water, whereas rural schools have enough space but often no water.
  - In Sidamo, none of the 1-6 primary schools have water.
  - None of the secondary schools in Arsi or Gamo Gofa have water.
3. Whereas rural schools generally have enough space, they tend not to develop it for sports fields.
  - In Sidamo, 72% of the secondary schools have no sports fields.
4. Most schools need repairs: 96% of the newer schools and 70% of all schools.
5. Most schools lack special purpose rooms such as stores, libraries, clinics, assembly halls.
  - In the awrajas, 55% of the secondary schools have no assembly halls.
6. Rooms for practical teaching lack necessary facilities and equipment.
  - Laboratories are usually without water or electricity.
  - Of schools offering vocational subjects, 78% are insufficiently equipped.
7. Classroom space per pupil in most primary schools is 20% below the minimum standard set by the MOE.
8. Primary pupils cover greater distances, almost always on foot, to reach their schools than secondary students.

- An average of 8 km. round trip for all regions.

2.2.2 APCs (The reader is reminded that data was collected in early 1984).

1. Printing equipment (typewriter, mimeograph machine and scanner) is not available in 70%.
2. Audio-visual equipment (camera, accessories and film developing equipment and tape recorder/cassette player) is not available in 86%.
3. There are insufficient tables and chairs in 33%.
4. The necessary reference materials are lacking in 60%.
5. There are no service cars in 43%.
6. While there are sufficient prototype teaching aids in APCs, there are insufficient teaching aids in schools.

2.3

FINANCE
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1. In TTIs the allowed expenditure is 1092 birr per trainee per annum, but an average of 147 birr per annum per trainee is unused.
2. No annual budget from the curriculum department is received by 30% of the APCs for various administrative reasons. Those APCs which do receive a budget have experienced a decrease over the past 4 years.
3. Allocation of expenditure per primary student has decreased from an average of 83 birr in 1966 E.C. to 55 birr in 1974 E.C.
4. Internal income of schools is often not properly recorded and accounted for.
5. There is a serious shortage of petty cash in administrative offices at regional and awraja level.
6. Capital budget for expansion of the system has grown steadily but is still less than the demand. At the same time, each year since 1972 E.C. only from 54% to 79% of what is received is utilized.

**ORGANIZATION AND MANAGEMENT**

1. There is duplication and overlap of function among various units within the MOE.
2. There is inadequate communication and coordination among the various units within the MOE.
3. Job descriptions for individuals are inadequate compared with the MOE's expected role in education for development
4. The Vice-minister is overloaded because all activities, which are more numerous and diverse than ever before, are channelled through him.
5. The regional and awraja level administrative capacity is low compared to its expected duties and responsibilities.
6. There is an administrative gap between the awraja education office and school level, as there are no woreda education offices.
7. There is a rapid turnover of administrative heads.
8. Due to its special nature, it is inappropriate for the teaching profession to be administered under Central Personnel Agency (CPA) rules and regulations.
9. The main way for teachers to improve their status is by taking administrative positions or other posts within the MOE.
10. In a situation of rapid expansion and rising demand, junior secondary education is often organized in primary schools and senior secondary in junior secondary schools, regardless of inadequate manpower, facilities and materials.
11. In junior secondary the teacher-pupil ratio increased from 1:37 in 1965 Ethiopian Calendar (E.C) to 1:47 in 1975 E.C. In the same period the senior secondary teacher pupil ratio rose from 1:32 to 1:40. Secondary schools regularly operate on a two, and sometimes on a three, shift system.

12. There is a lack of coordination between primary school distribution and other development programmes.
13. School committees have generally been active in building new schools, maintaining old ones and in contribution toward meeting administration and manpower needs.
14. Participation in educational planning at regional, awraja and school level is very low.
15. Kindergarten education responsibility is divided among Ministry of Labour and Social Affairs, the National Children's Commission, the MOE and mass organizations, making it impossible to have a unified system.

## 2.5

### CONTENT AND PROCESS OF INSTRUCTION

#### 2.5.1 Content

1. Subject objectives generally meet national objectives fairly well, but over-emphasize factual knowledge. Objectives do not correspond well with subject content and ability of students and thus cannot be fully achieved.
2. Period allotment, set centrally, is often insufficient for the content to be covered and, in any case, is not followed consistently in schools. Many subjects are not completed during the school year.
3. The general quality of textbooks is low. Certain subjects, such as technical-vocational education and science, are in particular need of improvement in light of the emphasis of national educational objectives.
4. All regions suffer from a shortage of materials recommended by the curriculum for practical teaching in agriculture, productive technology, science, home economics, geography and physical education. Primary schools generally lack the teaching materials recommended by the curriculum.
5. Most of the schools report receiving some textbooks they had not requested rather than those they had. About 50% receive their books after the school year has begun.



6. Certain subjects lack teacher guides.

- Amharic has a guide only for grade 1.
- Home Economics has none at any grade.

However, mathematics and physical education teacher guides have been prepared for all grades.

7. In spite of shortages of radio sets, batteries and teacher guides, radio broadcasts are found most useful in the schools serving the farmer associations, with science and social studies more useful than Amharic and English broadcasts.

2.5.6 Process

1. Lesson planning is generally weak or non-existent.
2. The lecture and question-answer method dominate. Teachers do not teach in a practical way. Only 4.1% of teachers observed were using teaching aids.
3. Secondary school laboratory and workshop equipment is not effectively utilized, apparently due to lack of teacher knowledge and skill.
4. The development of scientific inquiry skills has been hampered by the lack of extra-curricular activities such as science clubs and science competitions. An encouraging sign, however, is that the display of science teaching aids has been observed in many schools.
5. According to results from specially prepared curriculum department tests in the different subjects, overall achievement is far below expected criteria.
  - Only 30% in grades 3,5, and 7 scored passing marks.
  - At secondary level, performance was worse in mathematics, English, natural sciences, agriculture and vocational subjects.
  - There was no significant difference in student performance between large city and small town secondary schools.
6. Amharic as medium of instruction in the primary school and English as medium of instruction in the secondary

school seem to be related to learning problems of students.

7. Students face serious problems affecting their learning, such as:

- Distance from home to school
- Living away from parents
- Crowded classes and lack of teacher attention
- Lack of regular study habits
- Poor nutritional status
- Economic hardship

8. There is a low level of involvement of parents in the academic progress of their children.

## 2.6

### RESEARCH, EVALUATION AND ASSESSMENT

#### 2.6.1 Research

The role of research in education, the structure responsible and the results of studies carried out are not widely known.

#### 2.6.2 Evaluation

The evaluation of educational projects and programmes is underdeveloped, but what has been accomplished has proved useful.

#### 2.6.3 National examinations: 6<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> grades

1. Exams are based on the syllabus, but its content is not completely covered. In addition, questions outside the syllabus are found, especially on grade 12 exams.
2. Questions demand memorization of facts rather than higher level cognitive skills.
3. The predominately multiple choice questions often use ambiguous language.
4. Twelfth grade exams in particular are too long for the allotted time.
5. Exams generally are weak in content validity and measurement of a range of learning behaviours, with the latter weakness more serious.

- In Amharic and English, listening, speaking, writing and a variety of reading skills are not assessed.
- 6. More than half of the national exams were very difficult, with a difficulty index of over 70%.
- 7. The discriminating power of most exams was very low, below .20, with some questions actually having negative discriminating power against the better students. Over 60% of the exams had no power to discriminate between good and poor students.
- 8. Ten out of 20 national exams had a reliability of less than .60.
- 9. Beginning with grade 8, when exams are given in English rather than Amharic, English exam results' correlation with other subjects increases.
  - English and Maths correlation rises from .36 in grade 6 to .67 in grade 8.
- 10. Teachers, secondary students and education officers agree that 6<sup>th</sup> grade exams may cause pupils to fear and hate school.

#### 2.6.4 Classroom tests

1. Each test is usually prepared by only one teacher, although many teachers may teach the subject.
2. Tests are low in content validity and fail to measure a range of learning behaviours; questions demand mainly rote memorization of simple facts.
3. The predictive validity of classroom tests for performance on the 8<sup>th</sup> grade national exam was also very low. The highest correlations were for Amharic (.31) and for science and social studies (.16 each), but these were still very low.

#### 2.6.5 Wastage

While wastage is a serious problem at all grades and levels, drop-out rates appear highest in grades 1 and 2.

## 3.1

## PERSONNEL

3.1.1. Teacher Profile

1. Female candidates with TTI entrance exam scores equal to those of males should be given admission priority. They should be assigned to teach where housing problems are not too severe and not in extremely remote areas where they will face transportation and other difficulties.
2. A continuing inservice training system should be structured from the school level upwards, using in addition to TTI and APC staff, local senior staff and the support of mass media.  
Non-conventional ways should be explored for upgrading unqualified teachers as well as providing refresher courses to update experienced teachers at the primary level.
3. Underqualified secondary teachers should receive the necessary education and training through formal, continuing and correspondence programmes and through scholarships.
4. There should be a comprehensive policy on inservice training embracing all teachers. Every teacher should know the kind of training he will receive and his related rights and obligations.
5. Manpower planning should be reorganized and should embrace the quantity and quality, training and allocation of non-professionals as well as professionals.
6. The Commission for Higher Education (CHE), which presently assigns students to secondary teacher training, may delegate this responsibility to training institutions, which may use their own criteria for selection, including individual interest.
7. Those candidates admitted to Addis Ababa University (AAU) to be trained as secondary teachers should be informed

at the outset. Responsibility for teacher training should come under the Faculty of Education with the participation of the MOE.

8. Some type of guidance and counselling services are needed to aid those who aspire toward teaching.
  - Before recruitment into TTIs, students should be given interest and aptitude tests.
9. To encourage teachers to stay in the profession, incentives are needed, such as:
  - Rewards for teacher of the year
  - Personal and family health care
  - Scholarship opportunities
  - Tuition free continuing education
  - Priority for housing/housing subsidies
  - Extension of pensionable age
  - Recreation services.

As conditions allow, and with collaboration of government, teachers association and community, these incentives could be introduced step by step.

### 3.1.2 Teacher Performance

1. The length of the pre-service training programmes for primary teachers should be increased by one year.
2. The professional component of secondary teacher training courses should be increased from the present 14% in Ethiopia to the internationally recommended 30%.
3. Teachers should participate in school committees and community activities only during their spare time, not during their school hours.
4. The Teachers' Association should play a much stronger role in upgrading of teachers, in discipline and professional ethics and in satisfying certain needs, such as recreation. A "Code of professional ethics" should be prepared by the Teachers' Association in collaboration with the MOE. Inspectors and school directors should develop a strict system for enforcing it.



### 3.1.3 Directors

1. All those assigned as primary school directors should be TTI graduates with at least 2 years teaching experience. For larger schools the directors should have a 6 week "directors course". For the largest schools the directors should have 2 years service as a school director, a 6 to 8 week course on school administration and a 3 term vacation course at the Bahar Dar Institute.

Those assigned as junior or senior secondary directors should be selected from among secondary teachers, have some administrative experience and then be given a vacation course in educational administration before being assigned as directors.

### 3.1.4 APC Staff

1. The APC staff should have qualifications at least equivalent to those of teachers in order to properly carry out their training functions, especially in secondary schools. Thus the principal staff should have B.A. degrees in the areas of services offered by the APC.
2. The APC staff need less administrative work so they can devote themselves more to educational work. They also need better terms of service and more opportunity for professional interaction and development.
3. Training of local craftsmen should be the function of the adult education department not the APC.
4. Trial and development of appropriate technology devices should be left to the Basic Technology Centre rather than the APC.
5. The APC objectives should be redefined to strictly focus on the formal education system.

## 3.2

### FACILITIES

#### 3.2.1 Schools

1. New school sites should not have less than 30 square metres per student, excluding agricultural plots.

2. Directives should be given for immediate development of agricultural plots and school playgrounds or sports fields where space is presently available.
4. Ways and means of providing water for all existing schools should be studied, and availability of water should be a pre-condition for construction of new schools.
4. Presently primary school maintenance is supported by public contribution and secondary school maintenance by the school's internal income.  
There should be a comprehensive directive for school maintenance, which must be followed up by local educational personnel. To reduce maintenance costs the quality of new school construction should be improved.
5. Special purpose rooms should be planned for in school building projects. School libraries should be established in at least one school in each locality to serve other nearby schools until such time as each school may have its own.
6. Since financial capacity does not permit establishing clinics in every school, teacher training curriculum should include health and safety. The Red Cross and/or Ministry of Health may be asked to cooperate in providing first aid kits to each school.
7. A list of basic minimum teaching aids for each subject area must be prepared. An inventory of what exists in each school should be made with a plan for supplying initially and a plan for replacing worn-out items after a fixed period. As far as possible, teaching aids and equipment should be produced locally or at school level. Practical science kits, however, should be provided for secondary schools as was done for primary.
8. At all school levels, the class size should be in accordance with available space and instructional facilities, but it should not exceed 50 at the primary level.

Future school building construction should be studied and standardized by engineers and educationists. Then schools should be built according to the size of the student population. The catchment areas for schools should be planned so that no primary pupil travels more than 3 km to school.

### 3.2.2 APCs

1. Ways and means should be found to provide sufficient modern equipment to APCs to enable them to provide required educational support services to primary and secondary schools, which should be their central not peripheral function.
2. Without prejudice to their formal educational functions, APCs should produce commercial items to increase internal income.
3. There should be a closer link between APCs and the Educational Materials Production and Distribution Agency (EMPDA) directed toward increased production and dissemination of APC prototype teaching aids which have been found useful.

## 3.3

FINANCE
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1. Plans should be prepared well in advance at regional, awraja and school level for the educational activities of the year and then they must be prioritized. The cost of the activities and total sources of income must be included in the plans.
2. At each level, statements of accounts must be prepared and forwarded quarterly. Accounts must be audited regularly. Ways must be found to meet the shortage of trained accountants and auditors. Training in accounting may be given to educational personnel involved meanwhile.
3. A handbook on efficient and effective use of internal income should be prepared for schools and short training on accounting given to school directors and other concerned staff.

4. High level directives must be issued to government agencies and mass organizations to give more support to educational activities and especially to assist schools in increasing internal income.
5. Internal income of schools can be increased by offering interesting programmes to the public and charging an entrance fee.
6. Regional and awraja offices should seek ways and means for generating internal income to solve petty cash shortages.
7. School committees should contribute more to SPCs for materials for teaching aids.
8. APCs must receive their budget in advance in order to plan their work properly.
9. Ways and means should be found to transfer any unutilized salary budget to the purchase of educational materials.
10. In order to meet the educational demand and supply gap, the Ethiopian masses must supplement government contributions to education with increased labour, cash and kind contributions. At the same time,
  - An action strategy should enable every Ethiopian to contribute a certain percent of his income for qualitative and quantitative expansion of education.
  - Government agencies and private organizations with internal income should contribute a certain % toward education. They should also cover the costs of their training requirements.
  - Employees of organizations which grant fringe benefits should contribute a certain percent of the value of their fringe benefits to education.

#### 3.4

##### ORGANIZATION AND MANAGEMENT

1. Three alternatives are proposed for reorganization at the central level in order to increase efficiency. Each

involves major changes, such as elimination of certain units and creation of new and different ones:  
for example, creation of a technical and vocational education department and student guidance and counselling services.

2. Some units functioning as departments or services should be upgraded into commissions or institutes, such as the curriculum department.
3. Two alternatives are proposed for reorganization at the regional level. Each involves having 2 deputy heads rather than 1, in view of the increasing responsibilities at this level. It will also be necessary to create several new units, for example, for curriculum and for teacher training.
4. The awraja education office should be raised to divisional status, have more specialized staff and be given full authority to execute educational programmes. New divisions may include one for coordination of curriculum, pedagogical centres and testing. Manpower allocation for each education office should be proportional to the size of the awraja.
5. The establishment of woreda education offices requires certain organizational steps plus adequate finance and manpower. Thus they should be established on a gradual basis depending upon the problems and needs of each woreda. Priority should be given to those woredas along the national borders, woredas with a large number of schools, and these without well developed transport systems. It is recommended that woredas with 20 or more schools should have woreda education offices. The 68 woredas along the national borders, which are underdeveloped, should--depending upon their degree of underdevelopment--have woreda education offices. However, those woredas which contain awraja capitals should be served by the awraja education offices.

6. Some units not included under the present structure should be more closely linked with the MOE: for example, the secondary teacher training institutes presently under the CHE and the technical-vocational training institutes presently under other organizations.
7. Only one organization should be responsible for kindergarten education.
8. In the short-term, a structure within the MOE should be organized for educational research and evaluation, which would have responsibility for quality control of national examinations and classroom tests. In the long-term, an independent institute for educational research and evaluation should be created with responsibility for the above areas and also the study of educational planning and national development.
9. Planning must be in accordance with regular and capital budgets and based on reliable information, and planning units at every level must be strengthened.
10. Criteria should be established to govern the expansion of schools to a higher stage---such as per student costs, enrollment size, class size, classroom size and number of classrooms.
11. Secondary school expansion should be centrally planned in relation to national manpower needs.
12. The control function of planning and implementation should be strengthened from central to school level.
13. The administration of teachers, due to the special nature of the profession, should not be under CPA budget, rules and regulations. A teachers' organization and management department should be created within the MOE for recruitment, training, assignment, evaluation, promotion, transfer and salaries for a transition period. Eventually a "Commission for Teachers Administration" should be established, which is separate from the CPA and closely linked with the MOE.

14. Policies, guidelines and rules governing educational personnel should be published periodically in professional journals and widely distributed.
15. Teacher must be able to improve their status without leaving teaching. A merit pay system should be established with teacher categories ranging from 1 to 4.

### 3.5

#### CONTENT AND PROCESS OF INSTRUCTION

##### 3.5.1 Educational Materials

1. Education objectives should emphasize not only various levels of understanding and skill development but attitudinal change.
2. Objectives should reflect the relationship of learning to work. Especially in the basic skills subjects like Amharic, English and maths they should emphasize the dignity of labour.
3. Objectives should explicitly state what students are expected to learn.
4. The problem of period allotment must be examined with respect to the content of each subject as outlined in the syllabus, the mental development of the student and the availability of teachers. Meanwhile, the following of the centrally allocated periods must be strictly enforced.
5. Text books, in their next editions, should be revised and improved according to the detailed findings and recommendations of the study.

Since technical and vocational education are of great importance in the economic development of the country, improving the low quality of this textbook should be a priority.

Because the ten year plan stresses the importance of scientific knowledge and a rational approach to work as the material basis for the development of socialism, special attention should be given to the improvement of

the quality of the science textbooks.

6. Among other considerations textbooks should be prepared according to student learning capacity. In particular, the language of textbooks should be reviewed with respect to the level of the reader for whom they are intended.
7. It is important to follow sound pedagogical principles in textbook preparation. Training and instruction by pedagogical experts should be provided and the results of educational research better utilized.
8. Preparation of high quality teacher guides in all subjects should be granted equal importance with preparation of student texts.
9. Solving problems of textbook distribution requires submission of accurate records on current book stock at local level and on the size of the student population. Then a better method of local distribution should be studied and implemented with consideration of the problem of adequate storage space for books while waiting for detailed requests from the schools.
  - Special attention must be given to textbook distribution to rural areas.
10. Shortage of materials for practical teaching in various subjects may be remedied in several ways:
  - An inventory and careful control of existing materials
  - Teacher training in simple maintenance and repair
  - Relief of overcrowded laboratories and workshops, which can cause abuse of materials.
  - Local production of appropriate low-cost materials.
11. The curriculum department science panel should prepare special guidelines for teachers on the use of equipment. This topic should also be included in pre-service training.



## Process

### Teaching:

1. TTI academic staff need to have their own didactic skills strengthened in order to improve the performance of their trainees in the classroom.
2. Teachers must be trained in the "project method" and related techniques in order to make teaching and learning more practical. They must also be trained in the theoretical importance and practical use of teaching aids and equipment so they will make use of what is already available in their schools. Training in simple maintenance and repair of such aids and equipment is likewise important.
3. The weekly work load of teachers should take into consideration time for preparation as well as for teaching. The centrally prepared lesson plan format should be distributed to all schools, followed and monitored.
4. Community activities and sports events involving teachers and students should take place only during out-of-school hours.

### Learning:

In order to alleviate certain problems related to students' learning progress the following are suggested:

1. Textbook rental charges should be related to parental ability to pay.
2. Needy students should be able to receive meals at school, subsidized by government and mass organizations, so they may remain longer at school to study and to participate in extra-curricular activities.
3. Guidance and counselling services should be strengthened.
4. Hostels for secondary students living away from home should be constructed with government, mass organization and parent contribution.
5. Parents should be agitated to attend literacy classes, to build schools in their localities and to send their children.
6. Teachers and directors should invite and encourage parents to

visit the school to discuss their children's learning problems and progress.

### 3.6

#### RESEARCH, EVALUATION AND ASSESSEMNT

3.6.1 Research and evaluation activities, including those related to examinations, should be strengthened and consolidated within one unit in the MOE. In the long term, a single institute for educational research and evaluation should be established (as in recommendation 3.4 (8)) with its structure extending from the central to the school level. Information from this institute should be widely disseminated through books, journals, radio, television, workshops and seminars.

#### 3.6.2 National examinations: 6<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup> grades.

1. In order for the syllabus to be covered before the examination it may be necessary to:
  - Establish a regulation for making up lost instructional time due to community activities, sports events and other reasons.
  - Increase the total number of instructional hours or days (if Saturdays were added the school year could be increased to 230 days).
  - In the long run, eliminate the shift system.
  - Make certain that teachers prepare and follow lesson plans.
  - Study the syllabus with respect to period allotment and student learning capacity.
  - Require the department of inspection to implement a system of continuous inspection of all schools grades 1-12 in order to know the extent to which the syllabus has been covered and to take appropriate measures as indicated by the findings.
2. Examinations must be prepared in a scientific not arbitrary way, with the guidance of the recommended educational research and evaluation institute, in order to improve their quality.

Furthermore:

- Test constructors must receive more detailed directives and necessary training and guidance by tests and measurement experts on how to measure different abilities and behaviours and how to construct and use a table of specifications.
  - All who prepare exams should be trained by experts. Question papers should be jointly approved by experts and test constructors. A chief examiner, reviser and moderator should be assigned to follow-up the exam process.
  - Test constructors should not be detached from the teaching process and should be familiar with the appropriate language for each level of the curriculum.
  - Test questions should be of objective, discussion and practical type.
  - Questions requiring rote memorization should not be set.
  - A study should investigate which subjects need more time on the 12<sup>th</sup> grade exam.
  - Exams should be prepared 3 years in advance, provided the curriculum is not changed. After try-out, the difficulty index, discrimination power, reliability and validity should be calculated. Good quality questions should be selected and kept in an item bank. Finally, the exams should be standardized.
3. The results of the detailed statistical analysis conducted each year should be disseminated to school committees and all concerned groups and individuals.
4. Less weight should be given to national exams for promotion purposes.

6<sup>th</sup> Grade

- National exams at the 6<sup>th</sup> grade level should be eliminated immediately.

OR

- In the long run, the 6<sup>th</sup> grade national exam should be eliminated. Meanwhile, it should be weighted only 50% with the remaining 50% derived from class assessment. When it is

abolished, promotion may be determined by combining class results from grades 3-6, with the higher grades receiving greater weight.

#### 8<sup>th</sup> Grade

- Promotion from grade 8 to 9 should be determined 50% from the national exam and 50% from continuous assessment.

#### 12<sup>th</sup> Grade

- The school leaving examination for 12<sup>th</sup> graders should be developed and conducted by the MOE. This school leaving exam should account for 50% of the overall results and grades 9-12 class tests for the remaining 50%.
- To recruit students for higher education, the CHE may prepare an entrance exam based on the curriculum and combine these results with the school leaving exam prepared by the MOE class test results and participation in mass organizations.

#### 3.6.3 Classroom tests

1. In order to improve classroom tests, measurement and evaluation courses should be given centrally to experienced senior staff members and teachers who would then train others at regional and sub-regional level.
2. Courses on measurement and evaluation should be included in pre-service teacher training curriculum.
3. Directives on test construction, promotion policy, use of results and related matters should be prepared by the responsible section and distributed to all teachers.
4. Each subject panel of the curriculum department should prepare and distribute to teachers detailed directives on selection of objectives and content for classroom tests.
5. Classroom tests should have a balance between objective and subjective type questions.

## Wastage

1. Continuous assessment of students should be practiced using observation, interview, class participation, homework, etc.
2. There should be automatic promotion for pupils in grades 1-3.

## 4. CONCLUDING REMARKS

ERGESE may not be the definitive study of the quality of education in the mid-eighties in Ethiopia, and surely not all of its findings are new. Still, the urgency of this report must be recognized. Students in school today are preparing for productive lives in the twenty-first century. It is clear that present day schools are in many ways in improvement over those of the past. Opportunity for many, many more to participate at every level of education is widening. Popular support for schools has never been greater, while the involvement of the local community in many new areas is a growing trend. The scope of curriculum offerings has been expanded along with the student and teacher population. The potential of supportive services to enrich the teaching-learning processes is beginning to be realized. All these positive achievements have taken place in the twelve short years since the revolution during a time when the country has experienced serious human and material resource constraints and faced large-scale drought, famine and other internal difficulties.

Findings of weaknesses, shortcomings and problems in the formal education system are closely related to its strengths. The quantity-quality tension is illustrated in every category. Recommendations for improvement include many low-cost or no-cost strategies. Giving up of certain traditions which have not been effective in favour of new practices more in line with current realities is asked for.

While the scope of the study is wide, the data collected voluminous, the findings detailed, the task of analysis difficult and the recommendations far-reaching, a few key generalizations emerge.

- Professionalization of the personnel employed by the education system is fundamental to quality improvement.
- Both supply and utilization of resources have been found

exerting equal pressure on internal efficiency and thus quality.

- The current stage of curriculum development and the style in which it is implemented in the classroom should be seen as transitional in nature.
- The actual profile of the learner is far different from the expected one.
- Rationalization of system organization and management must be carried out in a participatory manner and at every level.
- Application of scientific principles of research, evaluation and assessment within a comprehensive structure and plan can enhance efficiency and further the process of democratization of education.

Intensified participation by the masses in the full range of educational activities is essential for quality improvement to be effective and long-lasting. Party guidance at every level may prove crucial in transforming education into a powerful force for construction of a socialist state. This mass participation and party guidance must be supplemented by international donor agency resources directed toward the critical problems and needs identified in this study.

## 5. DIRECTIONS FOR FUTURE RESEARCH

Recommendations for the solution of some problems as well as recommendations for further in-depth research into other problems are expected from the ERGESE study, according to the statement of purpose. One of the significant outcomes is thus a series of recommendations for directions which future educational research should pursue. The first phase of the study, which could be considered an evaluation of the operational effectiveness of the education system, provides the necessary background for more specific studies in phase two. The need for better information about and clearer understanding of certain areas critical for quality improvement has been revealed. Therefore, in a second phase of research, problems requiring in-depth study should be selected, in order of priority, from the following:

1. Personnel

- Relation between teacher training content and methodology and desired classroom teaching competencies.

2. Facilities (Including Supportive Services)

- From plans to action: APC to SPC to classroom, the chain of implementation.
- Status of guidance and counselling services in secondary schools.
- Evaluation of quality and usefulness of primary school radio broadcasts.
- Determination of the optimal length for primary school radio broadcasts.

3. Content and Process of Instruction

- Early learning problems: their nature, causes and possible interventions.
- Entry behaviour level of the child at selected grades.
- Characteristics, problems and learning needs of out-of-school school-aged children and the causes of non-attendance in the existence of schools.
- Relevance of courses to the types of jobs students perform after graduation.
- Curriculum and community: nature of relationship and extent of impact.
- Evaluation of quality of inputs, processes and outcomes in experimental and ordinary schools.
- Readability of pupil textbooks in various subjects.
- Effectiveness of Amharic as medium of instruction at primary and English as a medium of instruction at secondary level.

4. Organization and Management

- Role of school committees in organization and management of local primary schools.
- Actual per pupil expenditures at school level.
- Possibilities for effective use of shift system.

## 5. Scholastic Achievement

- Educational wastage, its causes and remedies, at primary and secondary level.
- School quality in terms of student performance on annual criterion referenced achievement tests at primary and secondary levels.
- Factors affecting scholastic achievement of lower primary pupils.
- Levels of basic skills attainment of school leavers.



## GLOSSARY

1. AAU ----- Addis Ababa University
2. APC ----- Awraja Pedagogical Centre, intended to support teaching process.
3. Awraja -- third level of administration, district, 106 in number.
4. Bahar Dar Institute -- trains Teacher Training Institute instructors in a 4 year degree course.
5. Birr ---- legal tender in Ethiopia; official exchange rate is 2.07 birr = US dollars 1.00
6. CHE ----- Commission for Higher Education
7. COPWE --- Commission for Organizing the Party of the Working People of Ethiopia.
8. CPA ----- Central Personnel Agency
9. E.C. ---- Ethiopian Calendar dates are approximately 7 years earlier than those of the Gregorian Calendar.
10. EMPDA --- Educational Materials Production and Distribution Agency
11. ERGESE -- Evaluative Research on General Education System in Ethiopia
12. ESLCE --- Ethiopian School Leaving Certificate Examination, given on completion of grade 12.
13. GPA ----- Grade Point Average
14. Junior secondary -- grades 7-8
15. Mass Organizations -- Farmers' Association, Revolutionary Youth Association, and Revolutionary Women's Association are examples.
16. MOE ----- Ministry of Education
17. Region -- For administrative purposes Ethiopia is divided into 14 regions, with the capital of Addis Ababa as an additional region.
18. SAREC --- Swedish Agency for Research Cooperation in Developing Countries
19. School Committees -- Parent and community member committees for supporting and assisting local schools.
20. Senior secondary -- grades 9-12

21. Teachers' College --- trains junior secondary teachers in 2 year post-secondary diploma course.
22. TTI ---- Teachers' Training Institute for primary school teachers giving a post-secondary course for 1 year.
23. UNICEF-- United Nations Children's Fund
24. Woreda-- fourth level of administration, sub-district
25. WPE ---- Workers' Party of Ethiopia

## TERMS OF REFERENCE

PURPOSE

The purpose of the study is to implement the COPWE resolution by carrying out evaluative research on the quality of education in Ethiopia in order to produce recommendations leading to improvement.

STRUCTURE

The responsibilities of each body are:

1. Ministry of Education

- To assign Ministry of Education personnel for specific responsibilities and duties within the study.
- To provide physical and material facilities and support.
- To secure cooperation of all relevant individuals and organizations.
- To consider recommendations of the study from the task forces and forward those having broad policy implications to the government.

2. Coordinating Committee

- To give policy directives to the Executive Committee.
- To coordinate manpower, financial and logistic services.
- To cooperate in implementation of the recommendations of the study.

3. Executive Committee

- To examine and approve Task Force research proposals.
- To provide technical assistance and supervise Task Force activities.
- To report regularly to Coordinating Committee on progress of study.
- To be responsible for production, dissemination and security of final reports in Amharic and in English.

4. Task Forces

- To identify problems in area of concern.
- To design and implement ways and means of investigating problems.

- To report regularly on progress to Executive Committee.
- To prepare reports of investigation to Executive Committee.

5. Secretariat

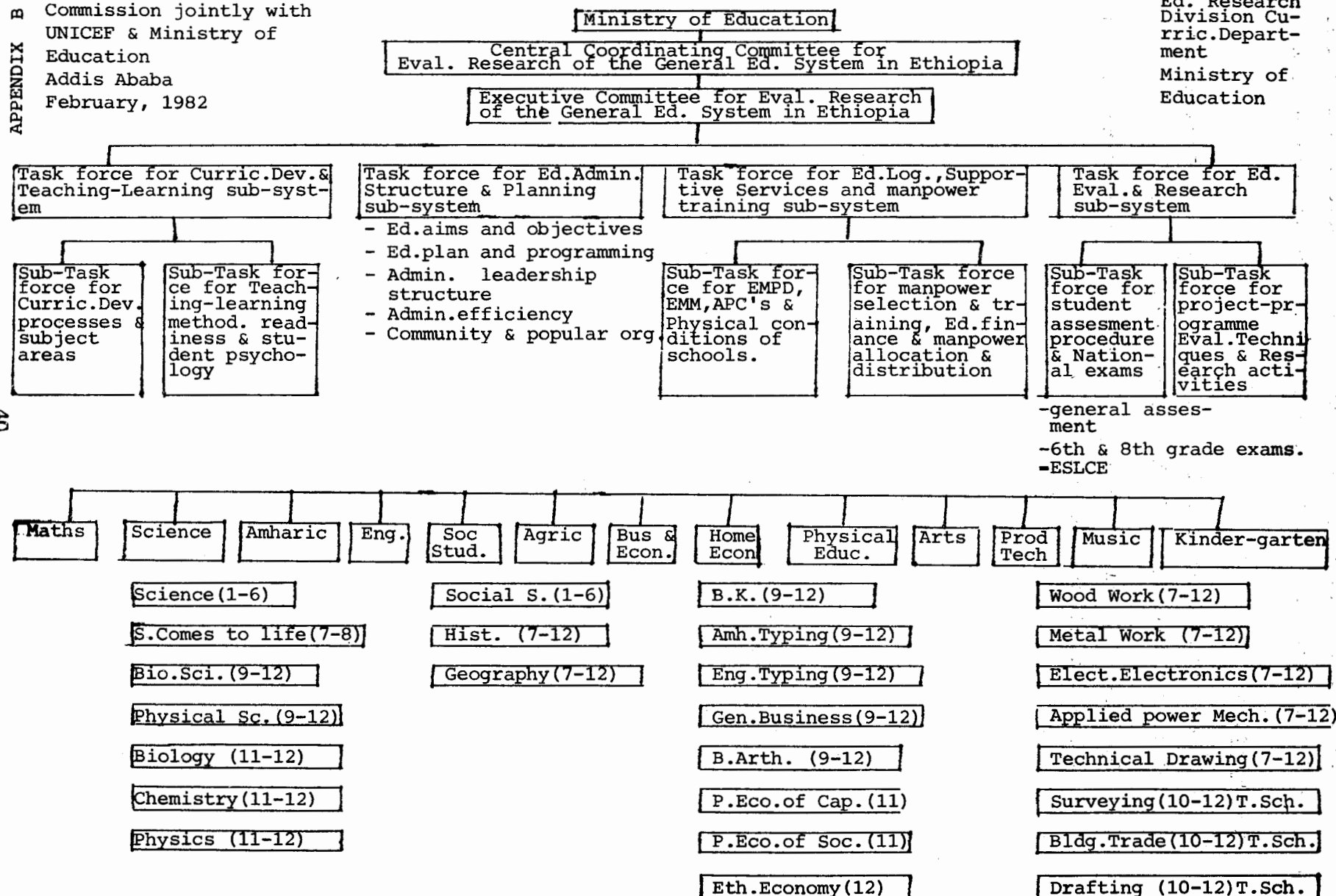
- To be located in Curriculum Evaluation and Educational Research Division of the Curriculum Department.
- The head of this division to be the project manager and secretary of the Executive Committee.

**Funding Agency:**  
 Science & Technology  
 Commission jointly with  
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**Structure for the Project:**  
Eval. Research of the General Ed. System in Ethiopia

**Project Implementation  
 Offices:** Curric.Eval.  
 Ed. Research  
 Division Cur-  
 ric.Department  
 Ministry of  
 Education

APPENDIX B



## DATA COLLECTION INSTRUMENTS AND SAMPLES

1. Curriculum and Teaching-Learning Task Force

<u>Instrument *</u>	<u>Sample</u>
1. Questionnaire on textbooks and teaching-learning process	3919 primary and secondary secondary teachers
2. Questionnaire on textbooks and teaching-learning process	3601 secondary students.
3. Questionnaire on attitude toward education	485 parents and community members.
4. Questionnaire on attitude toward teaching-learning process	222 directors and unit leaders
5. Observation check list on classroom conditions(filled by task force)	121 primary and secondary classrooms
6. Observation check list on teaching-learning process (filled by task force)	119 primary and secondary classrooms
7. Observation check list on school compound (filled by task force)	39 primary and secondary school compounds
8. Observation check list on school environs (filled by task force)	35 school environs
9. Interview on curriculum and teaching-learning process	121 primary and secondary teachers
10. Interview on teacher performance	36 primary and secondary directors
11. Interview on school quality	11 inspectors

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\* Instruments 1-5 were administered in 33 awrajas.  
 Instruments 5-13 were administered in 12 awrajas.  
 Average responses rate was 85%.

<u>Instrument</u>	<u>Sample</u>
12. Interview on attitude toward education	115 parents and community members
13. Interview on school quality	13 awraja education officers
14. Achievement tests in 2-6 subjects per student	684 primary students in grades 3,5 1224 secondary students grades 7,9,11
15. Form for content analysis of student texts	34 texts, grades 1-6 98 texts, grades 7-12
16. Form for content analysis of syllabi	11 syllabi, grades 1-6 19 syllabi, grades 7-12
17. Form for content analysis of teacher guides	41 guides, grades 1-6 24 guides, grades 7-12

#### Administration Task Force

<u>Instrument</u>	<u>Sample</u>
1. Questionnaire	664 primary teachers
2. Questionnaire	276 primary and secondary directors
3. Questionnaire	210 primary and secondary inspectors
4. Questionnaire	110 MOE unit heads at central level
5. Questionnaire	87 MOE experts at central level
6. Interview	29 education officers from 10 regional schools offices
7. Interview	80 education officers from 30 awraja schools offices

<u>Instrument</u>	<u>Sample</u>
8. Interview	167 directors, assistant directors and department heads in 58 primary and secondary schools.
9. Observation schedule filled by 88 task force members.	10 regional schools offices 30 awraja schools offices 58 primary and secondary schools.

### 3. Logistics Task Force

<u>Instrument</u>	<u>Sample</u>
1. School administration questionnaire	309 primary and secondary school directors.
2. School finance questionnaire	309 primary and secondary school directors
3. Regional school finance questionnaire	15 regional finance officers
4. Awraja schools finance questionnaire	33 awraja finance officers
5. Primary and secondary school physical facilities questionnaire	309 primary and secondary school heads
6. Primary school teachers' characteristics questionnaire	3112 primary teachers
7. Manpower use questionnaire	15 central level administrators
8. Secondary school directors' characteristics questionnaire	90 secondary school directors
9. Secondary school teachers' characteristics questionnaire	3349 secondary school teachers
10. Primary school directors' characteristics questionnaire	219 primary directors

Average response rate: 99%



	<u>Instrument</u>	<u>Sample</u>
11.	TTI instructors' characteristics questionnaire	208 TTI instructors
12.	TTI principals characteristics questionnaire	10 TTI principals
13.	TTI student characteristics questionnaire	5022 TTI students
14.	Radio programme utilization questionnaire	3112 primary teachers
15.	Radio programme utilization questionnaire	195 primary media representatives
16.	Radio programme utilization questionnaire	15 regional and awraja media supervisors
17.	TTI physical facilities questionnaire	10 TTI administrative officers
18.	Awraja APC questionnaire	33 awraja APC coordinators
19.	Primary SPC questionnaire	3112 primary teachers and SPC coordinators

4. Research and Evaluation Task Force

	<u>Instrument</u>	<u>Sample</u>
1.	Questionnaire	1305 primary and secondary teachers.
2.	Questionnaire	3198 secondary students
3.	Questionnaire	403 Ministry officials at various levels
4.	Observation check list (filled by task force)	390 primary and secondary subject departments and classrooms

Average response rate: 93%

<u>Instrument</u>	<u>Sample</u>
5. Observation check list (filled by task force)	39 primary and secondary schools
6. Observation check list (filled by task force)	52 APCs and SPCs
7. Observation check list (filled by task force)	46 regional and awraja administration or examinations offices
8. Interview	275 primary and secondary teachers
9. Interview	217 inspectors, school directors, APC heads
10. Interview	78 Ministry experts at central, regional and awraja levels.
11. Item analysis form	180 classroom test question papers grades 3,7,5,9,11 with 6,523 items.
12. Item analysis form	20 national exam question papers, grades 6,8,12 with 1,272 items
13. Content validity form	20 national exam question papers, grades 6,8,12 in 12 subjects
14. Enrollment and promotion statistics form.	14 regional education offices.
15. Content validity form	295 classroom test question papers, grades 3,5,7,9,11.

## GOVERNMENT DOCUMENT DATA SOURCES

MINISTRY OF EDUCATION

\_\_\_\_\_ UPEL Workshop Working Document, April 1884.

Planning and External Relations Services, Educational Statistics for 1975 E.C. School Year, November 1984.

Teacher Education Department, Training and Education of Primary School Teachers. A report presented to the National Committee for Central Planning. March 1974 E.C.

\_\_\_\_\_ Reports, Directives and Studies Conducted Since 1969 E.C.

\_\_\_\_\_ Provisional Directive on School Building Construction  
October 1974 E.C.

EMPDA, A Study on a Short and Long-term Strategy for Preparation of Instructional Materials. 1973 E.C.

Depute, Daniel, Construction and Maintenance of School Buildings  
Servive. June 1975 E.C.

## NATIONAL EXAMINATION BOARD AND ESLCE OFFICE

Registration, pass and failure statistics for grades 6,8 and 12 national examinations for 1970 - 1976 E.C.

Question papers, student answer sheets, answer keys and results for grades 6,8, and 12 national examinations for 1976 E.C. plus first semester 1976 E.C. class test-results.

APPENDIX E

LIST OF COORDINATING COMMITTEE MEMBERS

<u>Name</u>	<u>Position</u>
1. Comrade Bilillign Mandefro, Member of the Central Committee of Workers Party of Ethiopia and Minister of Education .....	Chairman
2. Comrade Dr. Taye Gulilat, Commissioner for Higher Education .....	Member
3. Comrade Haile Leul Tebike, Commissioner for Ethiopian Science and Technology Commission ..	"
4. Dr. Duri Mohammed, President of Addis Ababa University .....	"
5. Dr. Legesse Lemma, Ideological Department of the Central Committee of the Workers Party of Ethiopia .....	"

LIST OF EXECUTIVE COMMITTEE MEMBERS

1. Comrade Bilillign Mandefro, Member of the Central Committee of Workers Party of Ethiopia and Minister of Education .....	Chairman (After Feb, 1985)
2. Comrade Abdul Menan Ahmed, Vice-Minister of Education .....	Chairman (Until Feb, 1985)
3. Comrade Dr. Agdew Redie, Higher Education Commission .....	Member
4. Comrade Dr. Haile Woldemichael, Addis Ababa University .....	"
5. Comrade Yilma Workeneh, Head of Formal Education Department .....	"
6. Comrade Gebeyehu Kumsa, Head of Planning and External Relations Services .....	"
7. Comrade Tesfaye Dubale, Head of Curriculum Department .....	"
8.. Comrade Tekle Ayano, Head of Curriculum Evaluation and Education Research Division .....	Member & Secretary

## LIST OF TASK FORCE MEMBERS

Curriculum Development and Teaching-Learning ProcessTask Force

No.	Name	Qualifi- cation	Position	Institut- ion
1	Bisrat Dilnesaw*	M.Sc.	Dean, Science Faculty	AAU
2	Dr.Haile WoldeMichael	Ph.D	Asst. Prof.	AAU
3	Dr.Abebe Tesera	Ph.D	Asst. Prof.	AAU
4	Dr.Abdurahman M.Korram	Ph.D.	Lecturer	Teachers' College
5	Almaz Eshete	M.A.	Asst. Prof.	AAU
6	Taye Demissew	M.A.	Expert, Teacher ed.	MOE
7	Berhanu Asfaw	M.A.	Expert	MOE
8	Belete Demissie	M.Sc.	Head, Tech.Voc Ed.	MOE
9	Nardos Abebe	M.A.	Lecturer	AAU
10	Tekle Haimanot Haile Selassie	M.A.	Expert, Teacher Ed.	MOE
11	Mazengia Makonnen	M.A.	Expert Curric.	MOE
12	Debebe Haile- giorgis	B.A.	Secretary, Ethiopian Teachers' Association	
13	Shoarega Sahele Michael	B.A.	Expert, Curric.	MOE
14	Bethlehem Zewdie	B.A.	Asst. Expert, Curric.	MOE
15	Dendir Dansamo**	B.A.	Expert, Curric.	MOE
16	Getachew W/Selassie	M.A.	Head of Systems design and data processing centre	AAU
17	Seifu Gebreselassie	B.A.	Senior Programmer	AAU

\* Chairperson

\*\* Member and secretary

2. Educational Administration, Structure and  
Planning Task Force

No.	Name	Qualifi- cation	Position	Institu- tion
1.	Dr. Seyoum Tefera*	Ph.D.	Asst. Prof.	AAU
2.	Dr. Fassil Gebrekiros	Ph.D.	Assoc. Prof.	AAU
3	Dr. Agedew Redie	Ph.D	Head of training	CHE
4	Amberber Mengesha	M.Sc.	Asst. Prof.	AAU
5	Gebeyehu Kumsa	M.A.	Head, Planning	MOE
6	Gezaw Zewge	M.Sc.	Expert, Planning	MOE
7	Tesfaye Dubale	M.A.+	Head, Curriculum	MOE
8	Fisseha Negash	M.A.	Expert, Curri	MOE
9	Negussie Habityes	B.A.	Expert, Formal Ed.	MOE
10	Yismaw Azage	B.A.	Expert, Planning	MOE
11	Anbasu Beyazen **	B.A.	Expert, Curric.	MOE
12	Assefa Sileshi**	B.A.	Secondary teacher	MOE
13	Fikre Baileyegn**	B.A.	Expert, Curric.	MOE
14	Seleshi Wegayehu	B.A.	Expert, Formal Ed.	MOE

\* Chairperson

\*\* Secretary

Educational Logistics, Supportive Services and  
Manpower Training Task Force

No.	Name	Qualifi- cation	Position	Institu- tion
1	Dr. Azeb Desta*	Ph.D.	Asst. Professor	AAU
2	Dr. Asmerom Kidane	Ph.D	Head, Statistics	AAU
3	Daniel Gamechu*	M.A.	Head, Social Science	AAU
4	Abebe Birhanu	M.A.	Ag.Head, Mass Media	MOE
5	Beyene Bekele	M.Ed.	Div. Head, EMPDA	MOE
6	Assefa Beyene	M.Ed.	Expert, Curric.	MOE
7	Tekeste Yemanabe	M.Sc	Chief Expert, EMPDA	MOE
8	Yilma Workneh	B.A.	Head, Formal Ed.	MOE
9	Tibebe Selassie Douri	B.A.	Lecturer	AAU
10	Mulatu Kefalew	B.B.A	Chief Accountant	MOE
11	Mesfin Abebe	B.A.	Panel head, primary teacher education	MOE
12	Abdul Wohab Abdul Kadir	B.Sc.	Project engineer	MOE
13	Mengiste Habteab	B.B.A.	Accountant	MOE
14	Asrat Tasse	B.A.	Lecturer	Teachers' College
15	Derese Mengistu	B.Sc.	Expert, Curric.	MOE
16	Tesfaye Mengesha	B.A.	Panel head, Curric.	MOE
17	Altaye Gizaw **	B.A.+	Panel coord., Curric.	MOE
18	Tesga Mintesinot	Dip.	APC Coord., Curric.	MOE
19	Bogale Assefa	B.A.	Programmer	AAU

\* Chairperson

\*\* Member and secretary

Educational Research and Evaluation Task Force

No.	Name	Qualifi- cation	Position	Institu- tion
1	Dr. Mekonnen Yimer*	Ph.D.	Dean, Education	AAU
2	Dr. Alemayehu Haile	Ph.D.	Asst. Prof.	AAU
3	Dr. Lakew Woldetekle	Ph.D.	Asst. Prof.	AAU
4	Tekle Ayano	M.Ed.	Head, Research and Evaluation Division	MOE
5	Getachew Yigazaw	M.A.	Director, ESLCE Office	AAU
6	Mihretu Teffera	M.A.	Lecturer,	Teachers College, Addis Ababa
7	Allebeachew Tiruneh	B.A.+	Secretary, Examina- tions Board	MOE
8	Berhanu Dibaba**	B.A.	Expert, Curric.	MOE
9	Alemayehu Minas	B.Sc.+	Expert, Curric.	MOE
10	Berhanu Malore**	B.Ed.	Expert, Curric.	MOE
11	Selamawit Tiruneh	B.A.	Senior System Analyst	AAU

\* Chairperson

\*\* Member and secretary



## SCHEDULE OF MAJOR EVENTS AND ACTIVITIES

Major Events

1. ERGESE project launching, Ministry of Education, Addis Ababa, March 1983. Directives and guidelines for the work were given by the Minister of Education and the Commissioner for the Commission for Higher Education. Members of the coordinating committee, the executive committee, the task force chairmen and vice-chairmen and the task force secretaries were present.
2. ERGESE project final workshop, Nazareth, February 1985. Draft reports of findings and recommendations of each task force were presented to the Minister of Education, representatives of the WPE ideological department, Addis Ababa University, the Ethiopian Science and Technology Commission and members of the four task forces. Comments and recommendations for improvement were given.

Major Activities

<u>Activity</u>	<u>Date</u> <u>1983</u>
1. Indepth study of problem and setting of scope and limitations.	July
2. Review of related literature.	July-August
3. Preparation and trial of instruments	October-December <u>1984</u>
4. Data collection.	January-February
5. Data organization.	March-June
6. Analysis and discussion of results	June-October
7. Preparation of first draft task force reports in Amharic.	October 84-January 85

<u>Activity</u>	<u>Date</u> <u>1985</u>
8. Preparing and conducting final workshop.	February
9. Preparing second draft task force reports in Amharic.	March - April
10. Comments on Amharic draft reports by executive committee.	May 85-January 86
11. Translation of task force summary reports into English	Oct-December 85
	<u>1986</u>
12. Finalization of task force reports in Amharic.	February - March
13. Preparation of integrated summary draft report in English.	February - April
14. Executive committee comments and finalization of integrated English language summary report	April - June