

EDUCATION REFORMS IN ETHIOPIA AND ITS ROAD MAP TOWARDS DEVELOPMENT OF AN ECONOMY

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ABSTRACT

Education has been playing a very important role in building a nation through human capital, and its expenditure contributed by the government in promoting human capital and provides positive returns in the form of human productivity for the development of the economy (Hanusheck and Woessman, 2010). Education is a widely accepted instrument for promoting economic growth. Particularly, the African continent is to eradicate poverty, inequality and growth of economy be focused on the quality of education (Kwabena Gyimah-Brempong, 2011). Globalization and liberalization policy have seriously affected the continent of Africa because these countries have not been inviting foreign direct investment (FDI) and they have not expanded business activities to these countries always as middle-income countries (Birgit Brock-Utne, 2002). Present, Ethiopia's score has been increasing in primary, secondary and higher education. The majority of the population are living in rural areas still lack equitable access and quality of education. The number of schools and teachers tremendously increasing but the lack of standardization, crowded classrooms; high turnover and poor commitment of teachers towards their profession, poor school leadership, etc. are the major bottleneck. This paper concentrates on studying an overview of education reforms in Ethiopia, to analyse objectives, plans and strategies for improving the education system in Ethiopia, to give appropriate recommendations for upgrading the system of education in Ethiopia

Keywords

Education System, eradication of poverty, development of economy, higher education

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Introduction

Ethiopia is one of the middle-income countries in the world (OECD, 2012). About 9.1 crores of people are living in Ethiopia. 44% of the population is below the age of 15 years (CIA World Fact book, 2012). The per capita income of Ethiopians is increased from \$117 in 2003 to \$198 in 2010 (IMF, 2010). Till-date 77.5% of the people live on an income of less than \$2 per day (World Bank, 2010). In this context, Ethiopia will concentrate on the education system to the development of the nation's economy but also eradicate poverty (Molla, 2013). The traditional education in Ethiopia is religious education i.e., Islamic and Church education. Initiation of modern education such as curriculum development, knowledge to skills, post-modern education philosophy to keep the identity and driven need of the individuals in this changing world. The cultures of African are following Eurocentric rather than African centric. Most of the African nationals were occupied by Italian during 1936-1941, but Ethiopia has never been colonized. In history governance, for long-standing Ethiopians were monarchy about last 3000 years, and now a parliamentary democracy.

Initially, it was established as tertiary colleges later with the intervention of the World Bank's rapid expansion of the higher education system in Ethiopia.

Statement of the Problem

Education is a fundamental human right and it is a vital instrument for the development of the country (Ayalew, 2009). In Ethiopia, there has been significant progress in the education system since 1906. It was transferred from traditional system to modern education system with the intervention of European, American and present using indigenous education system. The government is allocating 25% expenditure on GDP for promoting quality of the education in Ethiopia. Even though, the components of the education system are including equity of learners, quality of teachers, school management, development of science and technology have not sufficient. Those countries can contribute the above components such an effective education system, efficient organization, structured regulations, access to material and textbooks, etc. influencing as effective education system and the development of an economy (Miles, 1975).

Research Questions: Based on the research problem the following research questions were designed.

1. What was the history of education system in Ethiopia?
2. How the education system has been promoting in Ethiopia till-date?

Objectives of the Study

- To study an overview of the education reforms in Ethiopia
- To analyse the education system in Ethiopia
- To give appropriate recommendations for upgrading the system of education in Ethiopia

The Methodology of the study

The study completely depends on historical data for summarizing and to give a static picture of the education system in Ethiopia. As a researcher, referred to various research papers and historical reports for getting insight information and analyse the education reforms in Ethiopia. This paper was focused on historical literature and find out drawbacks in the education system based on that to give appropriate suggestions for the improvement of the education system in Ethiopia.

Modern Education Reform before 1940:

Between 1889 and 1930 there were rapid changes in Ethiopia's education system i.e., the change from traditional models to the modern education system (**Birhanu and Demeke, 1995**). In traditional models had followed the conservative attitude of church leaders. A modern attempt was initiated (1889-1913) by Emperor Menelik II (**Teshome, 1979; Pankhurst, 1968**). Emperor had opened the first school in his palace. In 1908, the first modern school was established in Addis Ababa. This period Church leaders were recruited as a teacher from abroad i.e., the Egyptian Coptic church (**Zewdie, 2000; Teshome, 1979**). The church leaders were corrupted in Ethiopia's education system by this period. And also French methods are very difficult for the evaluation of Ethiopian students (Adane, 1993; Pankhurst, 1974). A French community school was opened in the capital in 1908 (**Seyoum, 1996**). The government, foreign communities and missionaries were established modern schools across the country. Nearly 100 non-governmental

schools were also started during 1906-35 (**Bender, 1971**).

Another significant step was for expanding the education system in Ethiopia by Emperor Haile Selassie I, as Regent and Heir to the throne in 1916. He was the first graduate established in Menelik II's palace. He opened different schools in different parts of the country. A separate school was established exclusively for girls as gender equity in education. Even in this period lack of materials, an alien curriculum, untrained teachers the education system was not successful (**Yigwas, 2005**). The following are the education reforms during 1889-1930:

- The basic principle is the development of curriculum as per political interest
- The Curriculum development, modernizing Ethiopia
- Educating the young people for getting peace in the country.
- The Curriculum was developed in French, Italian, Geez, Arabic And Amharic languages
- During this period offered: Mathematics, law, Calligraphy and religion
- Development of Vocational courses, Science & Technology and focused on more languages
- The medium of instruction French up to 1935

Mid 1950's Education reforms in Ethiopia

In 1941, reconstruction of the education system through liberation by the government

The Ministry of Education has taken the initiation to start fine arts with the objective of modernizing education all over the country (**Seyoum, 1996**). Great Britain has assisted Ethiopia in the development of education in Ethiopia. Mr. ERJ. Hussey, who had to have wide experience in the education system as an Advisor in the Ministry of education in 1942,. During this period, the British advisors were highly influenced. The important reforms during this period were:

- The development and implementation of school curriculum until 1952
- The involvement and participation of educated Ethiopians were involved in areas ranging from policymaking to classroom practice.

- Provided training for technicians for service sectors
- To meet the needs of society, secondary schools, technical and vocational schools were opened
- Gradual advancement in curriculum development and publications
- From time to time curriculum revisions were made between 1948 and 1968.
- As per advice of the Vice Minister of Education and Fine Arts – the fundamental principle for developing and implementing school curriculum and the development of various curriculum materials.
- The long term planning suggested the structure of the education system was designed as 3 tier 4-4-4 (primary, intermediate, and secondary education every four years)
- From 1947 onwards the first 10 years 6-6-4 system was introduced i.e., primary, junior and secondary respectively. The elementary school curriculum for grades 1-8 which covered all the subjects
- The subjects were offered- grade 1 & 2 Amharic, grade 3 & 4 English, science, art, geography, history, arithmetic, music, handicraft and physical education. All other subjects 5 & 6 grades.
- Curriculum related to economic, social and cultural realities was not developed in Ethiopia; brought from other countries.
- The primary education textbooks were obtained from other languages and secondary school syllabus was based on the London School Leaving Certificate Examination.
- The school organization structure was an 8-4 (8-primary, 4-secondary)
- From 1940-1960 all the school children had followed the Great Britain examination system
- After 1960, Ethiopian School Leaving Certificate Exam (Great Britain examination system) valid only for diploma courses.

Reform during 1955-1972

From 1955 onwards Americans began working with the Ministry of Education, Ethiopia and gradually decreased the involvement of the British

influence on the education system of Ethiopia. The government was set up a committee viz., Long Term Planning Committee. The following education reforms were built by this committee. These are

- Speedy promotion of universal fundamental education and development of curriculum.
- The American was influenced by the 6-2-4 grade structure in primary, junior and senior high school education respectively.
- At the primary level promoting Amharic the medium of instruction. This change was the most significant reform
- For promoting the formal education system there was an agreement between Ethiopia and United States.
- Americans began dominance on Ethiopians major policymaking in the hands of Americans only.
- From 1971 onwards, the government gradually began to “Ethiopianize” the education system. The key position was occupied by the Ethiopians in the process of policymaking and implementation.

Education reform from 1974-1991

In 1974 Derg Regime came into power. He is socialist, his philosophy communist ideology influencing the political, economic and social life of the country. Under Eastern European governments in Ethiopia Derg was a policy advisor. The main objective of this government was the strong establishment of a socialist society. Some specific policies of this education system were:

- Initiated, universal education policy to eradicating illiteracy
- Students are enabling their own progressive cultures to build socialist morality and discipline
- Students should enhance scientific research and practice to integrate theory with practice.
- Producing trained manpower in different areas to build professional disciplines

Education reforms after 1991 to Till-date

The military regime ruled in Ethiopia for seventeen-year showed poor performance of the country. The economy has been growing at a low

rate but the population grew rapidly. Formation of the government in 1991, new policies have taken place with the aim of the rapid development of an economy. The new policies are including, restricted regulatory mechanisms, build own industry, services to the private sector and market-based economy. The government of Ethiopia constituted various departments that are related to education with the objective decentralization of the management of education, participation of people, distribution of education to all and development of culture and language. Until recent

years, the school system was primary, junior and senior education was a 6-2-4 year's program. In 1994 education reform the new structure was ten years for general education and two-years in secondary education i.e., eight years of general primary, two years for general secondary and the two-year cycle of secondary education and training.

Still various problems in the education system for addressing the problems Education Sector Development Program (ESDP) was launched in 1997.

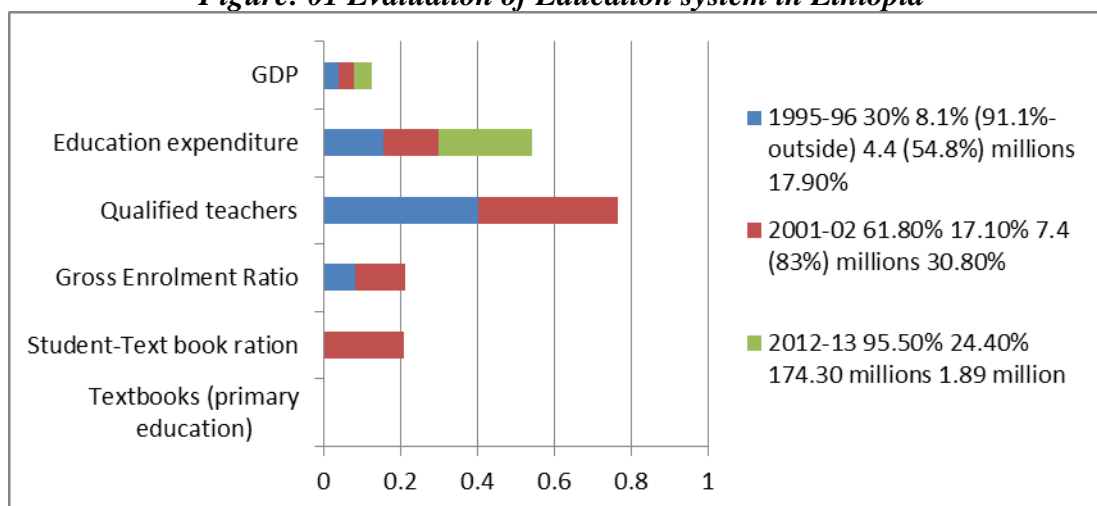
The Objectives, Targets and Strategies of the ESDP

Sl. No.	Objectives	Targets	Strategies
1	By the year 2015 for attaining social equity and universal primary education	For attaining gross enrolment ratio 50% and primary education enrolment from 3.1 to 7 Million	Focus on the development of basic and communication skills.
2	Expand access to education, especially primary education in rural areas	Primary level teachers increasing to 95% from 85% and textbook-pupil ratio to 1:1 from 5:1	Investment in construction and renovation of classrooms
3	Improve equity between boys and girls – rural and urban population	The student-teacher ratio will be increasing from 60% to 80% and reducing the number of dropout and repeaters	Expand the role of the private sector for contributing finance and reduce the burden for public expenditure
4	Institutional development and capacity building of the management	At the primary level raise the girl students participation share to 45% from 38%	Increase the quality of education and non-salary budget
5	Improvement in providing teaching training	Improve equity in gross enrolment ratio for boys and girls for both 25%, female participation rise from 38% to 45%, female teachers from 25% to 35%	Efficient utilization of teachers and promote gender equality etc.
6	To increase the share of public expenditure and facilitate private participation	Improve finance of education by public expenditure 4.6% to 5% for new school construction	Support activities within the MOF and REB for guiding policy development.

Evaluation of Education system in Ethiopia

Details	1995-96	2001-02	2012-13
First Level (Gr. I-VIII)	30%	61.8%	95.5%
Secondary Level IX-XII (age 15-18 years)	8.1% (91.1%-outside)	17.1%	24.4%
Primary level enrolment	4.4 (54.8%) million	7.4 (83%) million	174.30 million
Second cycle (Grades V-VIII)	17.9%	30.8%	1.89 million
Textbooks (primary education)	2.3 million	20 million	--
Student-Text book ration	2.5:1	5:1	--
Pupil-teacher ratio	42:1	60:1	52:1
Pupil-section ratio	52	70	--
Sr. secondary schools (Gr. IX-XII)	369	424	--
Gross Enrolment Ratio	8.4%	12.9%	--
Student-section ratio	65:1	78:1	--
Qualified teachers	40.1%	36.5%	--
Education expenditure	15.6%	14.2%	24.5%
GDP	3.8%	4.1%	4.8%

(Sources Ministry of Education)

Figure: 01 Evaluation of Education system in Ethiopia

The above analysis indicated that during the last two decades the education system in Ethiopia has been increasing primary, secondary, senior secondary, availability of textbooks to the students, pupil-section, pupil-teacher, qualified

teachers and gross enrolment. These system variables have to be influenced for the development of the economy. In the last thirteen year, the GDP also increased from 3.8% to 4.8%.

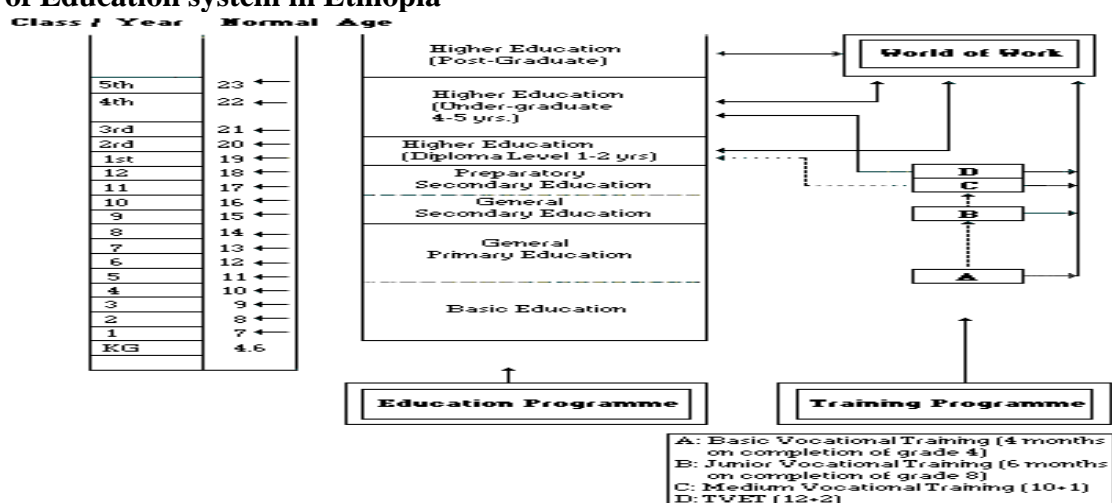
Regulations of Education system in Ethiopia

Sl. No.	Regulatory Body	Powers & Duties
01	Ministry of Education-1993	Power to formulate educational policies, approval, follow-up and implementation
02	Federal Democratic Republic of Ethiopia (FDRE)-1995	National standard and basic policy criteria for education.

03	The Education and Training policy of 1994-	Formal and non-formal education from kindergarten to higher education
04	The Education Sector strategy of 1994	Curriculum development, expansion of the education training program, restructure of the education system, develop human resources, improve quality of the education, support research & development, increase public expenditure on education.
05	Council of Minister Regulation 1994-	Administration of higher education
06	Teachers' Career Structure-1995-96	Profession development of teachers

(Sources from Ministry of Education)

Structure of Education system in Ethiopia



(Sources from Ministry of Education)

The above figure clearly showed that starting from pre-primary education (kindergarten). It is two years program and the target group of students' age between 4 and 6 years. The children are going to attend 23 weeks in a year. By the end of 2005 total children were enrolled in pre-primary level 1, 53,280 (**Ministry of Education, 2002**). The next stage is the primary basic level grades I-IV, V-VIII general primary education. This program is divided into two four-year cycles. This is the programme continuous assessment in academic and practical subjects, at the end of the Grade VIII national examination will be conducted. For promoting the students for the next level there is need of minimum 50% marks. The next stage is secondary education. According to the new structure of the education system, it is last four years. Secondary education is divided into two two-year cycles. After completion of the first cycle of general secondary education (Grades IX-X), students will choose the world of work. After the first cycle is completed students will appear

the second cycle of secondary education. The training will be chosen by the students' their interest subjects or areas, then proceeding to the higher education. As per Ethiopian education policy requires higher education at diploma, degree and graduate level. This is the program enabling students to become problem-solving professional leaders in their fields of study. The main objective of higher education is "to promote a higher education of good quality and relevance, focusing on research and development."

Findings of the Study

Some of the observations were found during the study. It enlightens the findings of the study low and declining quality of education, high drop-out by the girl students, primary level shown poor performance due to lack of subject materials, inadequate teacher training, cultural and linguistic diversity, teachers are not optimum utilization of classrooms, at secondary level untrained teachers, overcrowding of classroom, shortage of the equipment and teaching materials and textbooks, underutilization of technical and vocational schools due to lack of teachers.

Ethiopians are not having a philosophy and its aims and objectives. Still curriculum materials, teaching methodologies depending upon foreign countries. They have failed for identifying their social needs and reflecting on their curriculum. The lagging of goals in the education system, inequalities in educational opportunities in the past had to be focused in the future.

Recommendations of the study: Based on past education reforms, it may be recommended that the policymakers should be focused on the following aspects for the improvement of the education system in Ethiopia. In the place of the traditional approach of the individual will follow modern education such as upgrading the skills of the students in analytical, technical and development of decision-making skills for their future endeavour. For providing teacher training and development, a focus on need-based training program will be conducted for the benefit of the teachers' community. It is also suggested that gender equity, quality education and active participation from all the learners must be reflected in Ethiopia's educational system. There is a need for educational opportunities will be provided in all parts of the country especially in rural areas because education is the fundamental right of the public. For getting the employability of the individual, providing the professional skills and knowledge has to be built so that they are economically self-reliant. To fulfil the desire for life-long education, an individual should be completed formal schooling. The curriculum has been developing from time to time to meet the requirements of the society for reducing the gap between school and society.

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