

Report on the Implementation of the Convention and Recommendation against Discrimination in Education

Ministry of Education (MoE)

Introduction

For many years Ethiopia had stayed under autocratic political systems that flagrantly suppressed the right of the people. The imperial government believed to have its power devolved from God and was never accountable to the people. The anachronistic feudal monarchy was overthrown in 1974 to be followed by one of a military dictatorship Africa has ever seen. In all the long history of Ethiopia the people had been deprived of educational opportunities to the detriment of the country's development. Whatever education there was in the country its accessibility was confined only to small segment of the community as the aim of education was then to produce few elites that could serve in the bureaucracy of the states. Because of the myopic view the states had about education educational institutions were limited to major cities while the countryside, where over 85% people resided, was deprived of these opportunities.

A combination of political, economic and social grievances of the people caused the downfall of the military government in the wake of which a democratic system, for the first time in the history of the country, had been established. Under the new democratic government a Federal Constitution, with full participation of the people from its inception to ratification, thus enjoying the consent of the people, was promulgated in 1994 paving the way for the consolidation of the path to democracy. Also in the same year a New Education and Training Policy was formulated to deal with the overdue educational problems that characterized the Ethiopian education system for many years. On the basis of the New Education and Training Policy great efforts have been made and commendable results have been achieved in terms of access, equity, relevance and quality of education at all levels of the education hierarchy. The hitherto educational discriminations manifested through deprivation of opportunities to women, the pastoralists, the Special Needs Students etc...had been dealt with the result that

got the applaud of national and international institutions. Notwithstanding the success so far registered, however, quality of education across the curriculum is not yet at the desirable level in the system. Fully cognizant of the prevailing problems of quality, currently the Ministry of Education of Ethiopia, together with its stakeholders, is working hard to promote quality of education at all levels of the education ladder.

This paper, intends to provide report on Ethiopia's so far achievements on discrimination against education on the basis of the 1960s convention. By so doing it tries to highlight the overall picture of legislations, policies, programs and actions that are in place in order to prohibit discriminations in education in the period 2006-2011.

I. Information on the legislative, judicial, administrative and other measures taken by the State at the national level.

1. Ratification to the Convention against Discrimination in Education and to the Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education (herein the Protocol)

(a) If the Convention or the Protocol has not been ratified, please indicate, where applicable:

The stage of the ratification process reached by your country (close to ratification, under way, actively under preparation, not considering ratification in the short, medium or long term); Obstacles or difficulties encountered in completing the ratification process (whether legal, political or practical) and the means of overcoming them; The extent to which UNESCO can assist in completing the process.

(b) Please indicate if your country is Party to regional human rights instruments.

Ethiopia is not party to the Convention against Discrimination in Education. However, Ethiopia is party to a number of regional and international instruments of fundamental rights and freedoms, notably the International Convention on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR) and the African Charter on Human and Peoples Rights.

II. Information on the implementation of the Convention or Recommendation(with reference to their provision)

1. Non-discrimination in education.

(a) Please indicate the extent to which discrimination in education based on grounds specified in the Convention/Recommendation is outlawed in your country.

(b) Please describe the measures adopted in order to eliminate and prevent discrimination within the meaning of the Convention/Recommendation, including non-discrimination in the admission of pupils to educational institutions, and non-differential treatment, assistance granted by public educational authorities to educational institutions, and treatment of foreign nationals resident in your country.

The Federal Constitution of Ethiopia, democratic as it is, 2/3 of its articles deal with human and democratic rights of citizens. The constitution in one of its articles states:

"All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall guarantee to all persons equal and effective protection without discrimination on grounds of race, nation, nationality, or other social origin, color, sex, language, religion, political or other opinion, property, birth or other status." As per the constitution discrimination in any form is outlawed in the country and thus discriminating citizens in education is an act which is prohibited by law.

The Ethiopian Education and Training Policy formulated to deal with overdue problems of the country related to access, relevance, equity and quality of education stipulates that "the education and training policy envisages bringing-up citizens endowed with humane outlook, countrywide responsibility and democratic values having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large."

By so stating the Policy has made it abundantly clear that the country offers education to all citizens of the nation without discrimination on the basis of any outward iniquitous manifestations what so ever. Moreover, the policy in its General Objectives states:

- Develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic education for all.
- Bring up citizens who can take care of and utilize resources wisely, who are trained in various skills, by raising the private and social benefits of education.
- Bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline.
- Bring up citizen who differentiate harmful practices from useful ones, who seek and stand for truth, appreciate aesthetics and show positive attitude towards the development and dissemination of science and technology in society.
- Cultivate the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and societal needs.

Thus, both the Federal Constitution and the Education and Training Policy are veritable instruments for the protection of the rights of citizens to education without discrimination.

In education the Ethiopian Federal state's mandate is basically confined to setting standard and expanding higher education in the country. Consequently the federal member states are, to all intents and purposes, autonomous to run their own education system at the primary, secondary and college levels. Understandably admission of students to these institutions can in no way be discriminatory as this act will violate both the federal and the states' constitutions and stands against the very principles of the Education and Training Policy.

To meet the EFA and the Millennium Development Goals, particularly since the last five and six years, regions in collaboration with the federal ministry of education, have been vigorously working to bring those students of the right age cohort to schools without any discrimination whatsoever. The problem in the country is not students being deprived of educational opportunities because of discrimination, but rather due to interrelated factors, inability to maintain students in schools. Poverty is one of the reasons which works against students sustainably continue their study, which results in high drop outs and repetition though, thanks to the relentless efforts of the government, the regional states and stakeholders, the situation is showing signs of improvement year after year.

The education system in the country is such that upon completion of 10th grade and taking a national examination students will go either to Technical Vocational Education and Training

(TVET) stream, where they will eventually join the world of work after getting some skills in a given area of training for a defined period of time; or to Preparatory Stream to continue their academic study. The students eligibility to attend TVET or Preparatory Stream is purely determined on the basis of their merit (examination results) and personal preferences. Those students who attend preparatory classes shall sit for an entrance examination to be enrolled in one of the colleges and universities of the country, an assignment that is again determined by their grade results and personal choice of field of study. No criteria are in place, other than merit and candidates choice of field of study, to determine the placement of students in any educational institutions of the country.

Equally no treatments of differences among students are known in the country as subjects offered at the primary and secondary levels are the same for all. This is true also at the tertiary level as courses are the same in any given area of study for all students irrespective of their personal identity. Equally important, foreign students are fully entitled to join any level of the education hierarchy provided their previous areas of study are relatively in harmony with the national curriculum or to the courses of the universities and colleges to which they want to be a part. In fact as foreign nationals they may be required to pay for their education, unless and otherwise they are granted scholarship owing to their special positions as, for instance, refugees. For example, in 2011, 650 Eritrean refugee students were granted free scholarship in seven universities of the country. Foreign nationals can also join and participate in private schools and universities. Community schools also address the educational needs of foreign nationals.

To promote education in the country the government earmarks budget that demonstrates fair increase since the last two decades. In terms of per capita income the budgets for education and health (the two social services that have been neglected for many years in the country) are relatively higher than the other sectors. Above all, systems called block grant and school grant are in place by which schools are provided with a lump sum of money to cover the expenses for activities that promote quality of education and the efficacy of the schools. To the benefits of schools these grants evidently show annual increase.

2. Equal Opportunities in Education to Attain Education for All (EFA)

(a) What action is your Government taking in order to guarantee equal access to all levels of education within your country – for instance in the form of anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action?

(b) Please indicate how education laws and policy have been developed and strategies and programmes are being implemented with a view to achieving, in your country, the full realization of the right of everyone to education, ensuring equality of educational opportunities, and to achieving EFA as UNESCO's priority.

(c) What are the actions planned in your country to ensure inclusive education, for instance to give special consideration to gender equity and equality in education and the educational needs of the poor, economically and socially marginalized and vulnerable groups?

As explained above equality of citizens is guaranteed by the federal constitution, a constitutional right that encompasses the whole fabric of national life. The Ethiopian constitution has also created a federal state structure where federal member states enjoy considerable rights in self rule. On the other hand the Education and Training Policy has introduced a decentralized education administration with regional states having the autonomy to run the educational affairs of their region, the federal government only mandated to set standards for the smooth operation of the system. Under such educational milieu not only propitious conditions are in place but also regional states are striving to provide access to education to all without any discrimination fully cognizant of the constitutional rights of their people.

To meet the EFA Goal regions are working with strong determination conducting door to door search to bring school age children into schools. It is this relentless effort that brought Net Enrollment rate at the primary level to over 87% while the Gross Enrollment is over 100% in many regions of the country. While drop out is a serious challenge, nevertheless attempts are made to maintain children in schools through different efforts including school feeding program.

More interestingly the federal constitution buttresses women's education when it states that "The historical legacy of inequality and discrimination suffered by women in Ethiopia taken into account, women, in order to remedy this legacy, are entitled to affirmative measures." Moreover, the Education and Training Policy states (article 3.7.7): "Special attention will be

given to women and to those students who did not get educational opportunities in the preparation, distribution and use of educational support input.”

The Ethiopian government as well as the regional states has policies and strategic statements promoting the equality of women within the education context. The national plan for gender equity embraces several initiatives to realize equity of women. For example, to improve girls participation in schools and higher education, the government, thorough the Higher Education Proclamations and the internal policy of the Ministry of Education, has introduced a positive discrimination policy at the main point of entry i.e, at grade ten, twelve, and university level. Due to this measure, the enrollment of female students in higher education shows perceptible increment. Other preferential treatment includes special (tutorial) support for female students when they join universities, pilot scholarship program providing different assessments for female students, etc. Through establishing separate latrines and provision of sanitary napkins efforts are made to encourage and motivate girls to hold on tenaciously to their learning.

To address gender equality the Ministry of Education opened a Women’s Affair Department in 1994 to implement the provision of girls education through the process of gender main streaming at all level of the sector. In 2006 this department was expanded to include other equity issues and was called the Gender and Equity Department. It was given the responsibility to address issues of minorities such as pastoralists, children with special needs and other marginalized groups, without in fact putting aside its role for girls’ education.

Currently, the Gender Directorate within the Ministry of Education is working to improve the enrollment, retention and success of female students at various educational levels using various strategies. These include the development and implementation of the National Girls Education strategy of 2010 and the development of guide lines that help to strengthen the capacity of institutions.

The national Girl’s Education Strategy identifies the various problems of girls with respect to enrollment and the problems of drop out they experience. It also provides measures that will address the schooling cost, cultural impediments, gender based biases in schools and health related problems. The strategy specifies the responsibilities of the Ministry of Education, Regional Education Bureaus, schools and other relevant bodies. The strategy reflects on changes that have taken place on girls’ education, of the achievements made and the

challenges perceived at present. Strategic measures that have been taken to increase the enrollment and performance of girls are:

- Establish the system/put necessary institutional mechanism to facilitate the process of gender main streaming at federal, regional and institutional level.
- Mobilize and create the awareness of community about the benefit of educating girls.
- Develop and use gender sensitive curriculum and teaching method.
- Increase the share of females in leader ship and teaching staff.
- Strengthen the net work of stake holders and partners under forum and girls advisory committee.
- Develop projects to provide incentives such as material and financial support to venerable children's.
- Create save and secured environment to girls at school and institutions.
- Take affirmative action to girls at the entry and during their attendance.
- Increase the participation of community to decrees the drop out and repetition rate of girls.
- Establish boarding and Para boarding services mainly to children coming from pastoralist and semi pastoralist community.
- Awarding best performing girls.
- Developed and utilized anti-harassment code of conduct.

For each strategy action plan has also been developed and implemented at all levels. As a result of these undertakings the gender gaps decreased with visible number and the tendency very much encouraging. For example the gender parity index (GPI) for first cycle secondary education (grades 9-10) is 0.83, while that of the second cycle (grades 11-12) is 0.71 for 2010/2011.

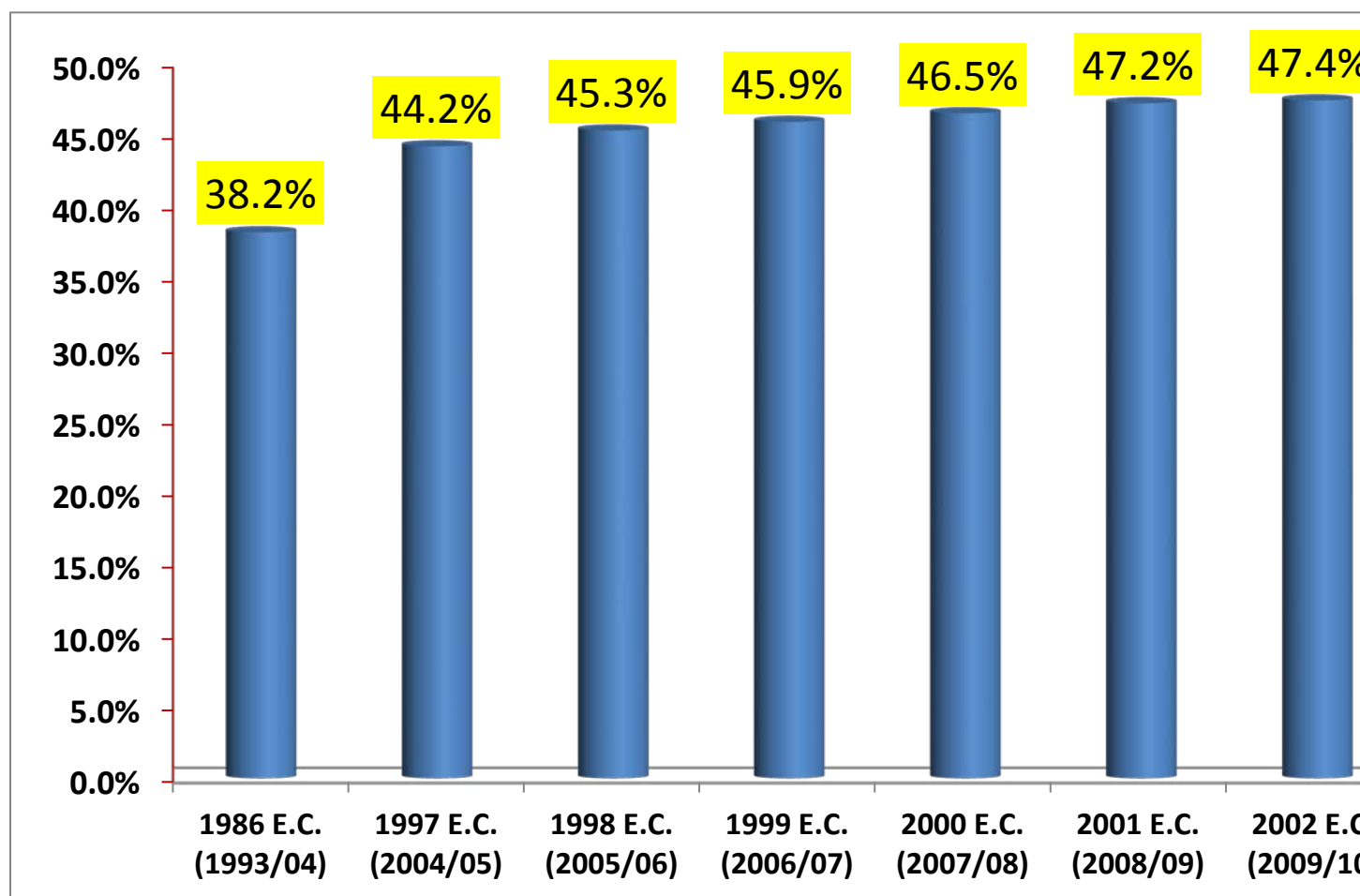
The Education Sector Development Program IV (2010/11-2014/15)/ ESDP IV/ of Ethiopia is currently put in to effect as part of the Growth and Transformation Plan (GTP) of Ethiopia (2010/11-2014/15). GTP aims to engender the overall development of the country and it is a road map to this end for five years. Just as its predecessor, ESDP III, ESDP IV accords priority to women's participation and equality in education. The goal of gender equality under ESDP IV is to promote equal access in education and training for women. Under ESDP IV, several

mutually reinforcing strategies are designed for implementation. These, among others, include:

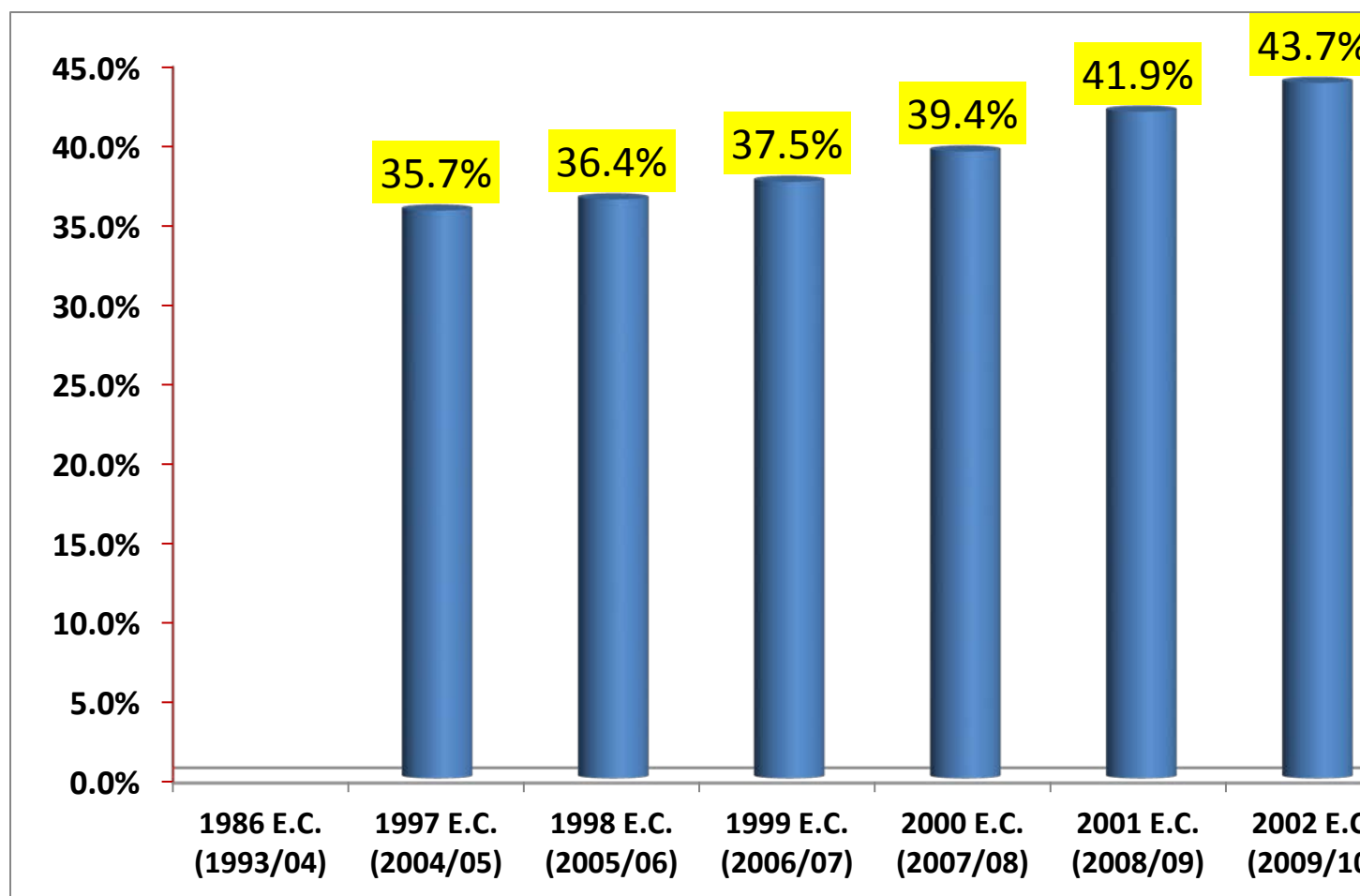
- Updating the existing strategy and action plan for gender equality in education
- Making efforts to establish and strengthen women education forums at all levels of education.
- Setting up of girl students' clubs in all levels of education.
- Implementing gender mainstreaming effectively at all levels.
- Continue efforts to focus on increasing the enrolment, retention and performance of female students, including girls from pastoralist and agro-pastoralist groups, with special attention to their participation in science and technology.
- Giving more attention to monitor the implementation of 'affirmative action' programs.
- Creating strong work relationship relationships with line ministries for collaborative work on gender issues.
- Raising community awareness about the benefit of girls' education.
- Producing a gender sensitive curriculum, textbooks and reference.

In general, thus, as a result of setting in place different institutions and mechanisms to promote women education, their education participation shows growth annually. The following tables vindicate what has been said above regarding women education.

% of Female Students-Primary Edu



% of Female Students-Secondary Education



Moreover, the Criminal Code of Ethiopia has explicitly outlawed any form of discrimination on the basis of social conditions, race, nation, nationality, social origin, color, sex, language, religion, political or other opinion, property, birth or other status.

There are competent institutions having juridical power with respect to the interpretation and enforcement of the Criminal Code. These include, among others, the Courts at all levels of the federal administration, the House of Federation, the Police, the Prosecutor General, the Human Rights Commission, the Institution of Ombudsman and the Federal Ethics and Anti-

corruption Commission. Therefore, students who experience instances of discrimination can appeal to the Ministry of Education or the aforementioned institutions as these institutions have the power to investigate all cases of discrimination including educational discrimination as well as the violation of human rights. Similarly, the academic staff of the higher education institutions, for example, has responsibility to manage students' complaints and grievances and refrain from any acts that infringes on the rights of all students but especially on the rights of female students.

As explained above the federal constitution affirms equality of citizens and outlaws any discrimination on the basis of race, gender, culture etc. Furthermore, the constitution in one of its article (Article 90) stipulates that within the limit of its resources policies shall aim to provide all Ethiopians, among others, access to education without discrimination. As a result of this constitutional provision affirmative measures are in place for the disabled and for the emerging regions, which, due to the marginalization they suffered under the previous political systems of the country, were deprived of the privileges to enjoy their rights. The Education and Training Policy authorizes the education of the disabled by clearly stating that "Special education and training will be provided for people with special needs".

To this end in 2006 the Ministry of Education adopted its first strategy of Special Needs Education/SNE. The main goal of the strategy is to ensure access and quality education for marginalized children and students with special educational needs, especially children with disability. Subsequent to the adoption of the strategy, different practical measures were undertaken. Different universities and colleges have started new teacher education programs on special needs education; core curricula have been modified for children with disabilities and manuals were prepared on disability; special needs education has been mainstreamed across all teacher education and training institutions in the country. Furthermore, five Teacher Education Institutes and four Higher Education Institutions have opened SNE departments and are training SNE professionals at different levels (Diploma, BA, MA and PhD). Moreover, sign language training has been given as a subject in undergraduate program to train teachers with a BA degree.

On the other hand, the Ministry's Guideline entitled "Educational Management, Organization, Community Participation and Finance" envisages the assignment of two teachers trained in SNE in primary and first cycle secondary schools in order to facilitate the education of students

with special educational needs, although it is hard to say that this ambition has been fully realized. Nevertheless, the Education and Training Policy states as one of its objective (2 sub 2.3,) “to enable both the handicapped and the gifted learn in accordance with their potential and needs.” Accordingly Special Needs students are made to study alongside with the other students. Great efforts are being made to translate and adopt the regular textbooks in to Brail for the visually impaired students, while preparation is underway to develop teaching-learning materials for the deaf. Regarding opportunity of TVET for SNE students a guide is already in place entitled “TVET Guide-Facilitation Service for Trainees with Special Educational Needs in Technical and Vocational Education and Training”; it is very much clear that the Guide is intended to promote and create propitious environment for the participation of the SNE students in TVET stream .

Though there are policies and strategies in place to tackle the educational and social needs of vulnerable children several challenges have been observed in implementing the SNE. The analysis of the Ministry of Education (the Education Sector Strategy 2010), for instance, reveals the following challenges:

- Limited access to formal education by children with special educational needs.
- Limited awareness within the education sector and among teaching staff about SNE.
- Loose cooperation between the Ministry of Education, other ministries and different partners.
- Understaffed special classes with adequate instructional materials.
- Insufficient and inappropriate opportunities for teacher training.
- Inadequate support system for students with special educational needs (e.g. resource centers, adaptive technologies etc...)

To alleviate the problem, the ESDP IV sets targets to further strengthen the delivery of SNE by 2015. These includes increasing the enrollment of primary school students with special educational needs from 47,461 in 2009/10 to 1,739,000 in 2014/15; increasing the enrollment of secondary school students with special educational needs from 3,910 in 2009/10 to 8,586 in 2014/15; increasing the enrollment of higher education school students with special

educational needs from 389 in 2009/10 to 946 in 2014/15; the provision of SNE/inclusive education training component in all Teacher Education Institutes and Colleges of Teacher Education by 2015; increasing the proportion of teachers trained for teaching children with special educational needs to 25% in 2014/15; increasing the percentage of schools with appropriate facilities for SNE/inclusive education to 25% in 2014/15.

On the other hand due to a number of socio-economic, cultural and geographical factors, there is as yet a challenge with respect to fulfilling the educational needs of pastoralist regions and disadvantaged communities. Therefore, the government perused multi-pronged approach in order to change the situation of these particular communities. One of these is a national strategy for Alternative Basic Education (ABE) which has been practiced since 2006. The Strategy focuses on developing a well planned, organized and coordinated alternative basic education system that will provide opportunities for out-of-school children, especially those between the age of 7 and 14, to have access to good quality basic education and opportunities for further education and development (ABE Strategy, 2006). Practically, youth, and even adults, attend the classes in ABE.

The implementation of this strategy contributed to the additional 4-5 percent coverage to the Gross enrolment ratio for primary education. In keeping with this strategy, the government has designed boarding schools and school feeding programs for chronically food insecure and vulnerable children. In fact currently the ABE program has been redesigned where by all children of the right age (7 years) to join primary schools are required to study the regular curriculum, while the teaching-learning process can follow the former modality. However, for over age learners (over 10 years) a new curriculum has been designed taking into consideration their salutary advantages of learning.

The government runs special support programs that benefit disadvantaged regions such as Somali, Afar, Gambela and Benishangul Gumuz, emerging regions relatively less developed than the other member states of the federal government, due to long years of neglect by the defunct imperial and the military governments of Ethiopia. The government has adopted strategies for promoting primary and secondary education in pastoralist and semi-pastoralist areas. These strategies revolve around two major objectives: expanding access, equity, relevance and quality of education in pastoralist areas with the active participation of the

community; and bridge the huge gap of participation in education that prevails between pastoralist areas and other parts of the country.

Thus, with the introduction of different educational modalities by the government in these areas the enrollment rate has increased significantly. For example, the Gross enrolment rate (grades 1-8) which was 23.3% and 20.9% in Somali and Afar in the year 2004/05 has grown, according to the regional reports, to 58% and 63.8%, respectively, in 2008/09. However, in view of what has been achieved in the other parts of the country the enrollment rates of the emerging regions are still low. Thus, the Education Sector Development Program-IV has adopted new alternative modalities in line with the existing modalities of ABE so as to accelerate educational achievement in these regions by 2015.

Not only these social groups are encouraged to have access to education, but also they are provided with different compensatory measures. For example, these groups are entitled to join higher institutions of learning after taking national examinations with relatively less marks than the other students. Harmonization of the national curriculum to the needs of the pastoralist communities is another area that the Ministry works hard to assure equity and quality of education for these marginalized groups.

Regarding the tertiary level, The Higher Education Proclamation No.650/2009 consists provisions with respect to the rights of students. In Article 37(1), the Proclamation states that students of higher intuitions shall have the right to receive protection from any form of discrimination or harassment. Similarly, article 40(1-4) of the Proclamation deals with physically disabled students; for instance, article 40 (3) stipulates that building designs, campus physical landscape, computers and other infrastructures of institutions shall take into account the interests of physically handicapped students. In addition, article 40(4) of the proclamation puts that institutions shall ensure that students with physical challenges get to the extent necessary feasible academic assistance, including tutorial sessions, exam time extensions and deadline extensions.

The proclamation states also that the Federal Ministry of Education has the responsibility to ensure that students' placement and admissions are fair and just; this resulted in students' admission and placements to depend purely on their achievements and choices without any discriminations.

In Ethiopia Education is free and it is only after 10th grade that a cost sharing system is practiced where students are required to pay a token amount of fee while the big chunk of the cost is covered by the government. There are some students who, owing to their especial financial circumstances, are not required to pay even this small amount; the motive for setting free some of the students from paying their small share shows the resolution of the government not to deprive students of educational opportunities for any reason.

Generally, therefore, discriminations in education, based on grounds specified in the Convention and Recommendation, are not only non existence but are also outlawed in Ethiopia, be it at the primary, secondary or tertiary levels.

3. Progress made with respect to implementing the right to education

(i) Universal Primary Education

(a) Please furnish information on the progress made with respect to ensuring universal access to primary education.

(b) Is primary education in your country available free of charge to all? If so, what laws and policies ensure the universal free availability of primary education? If not, how does your Government intend to ensure free primary education?

(c) What strategies and programmes are implemented to ensure that “by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality”?

(d) What difficulties has your Government encountered in the realization of universal access to free primary education?

(e) If primary education is not currently compulsory in your country, please provide details for its implementation.

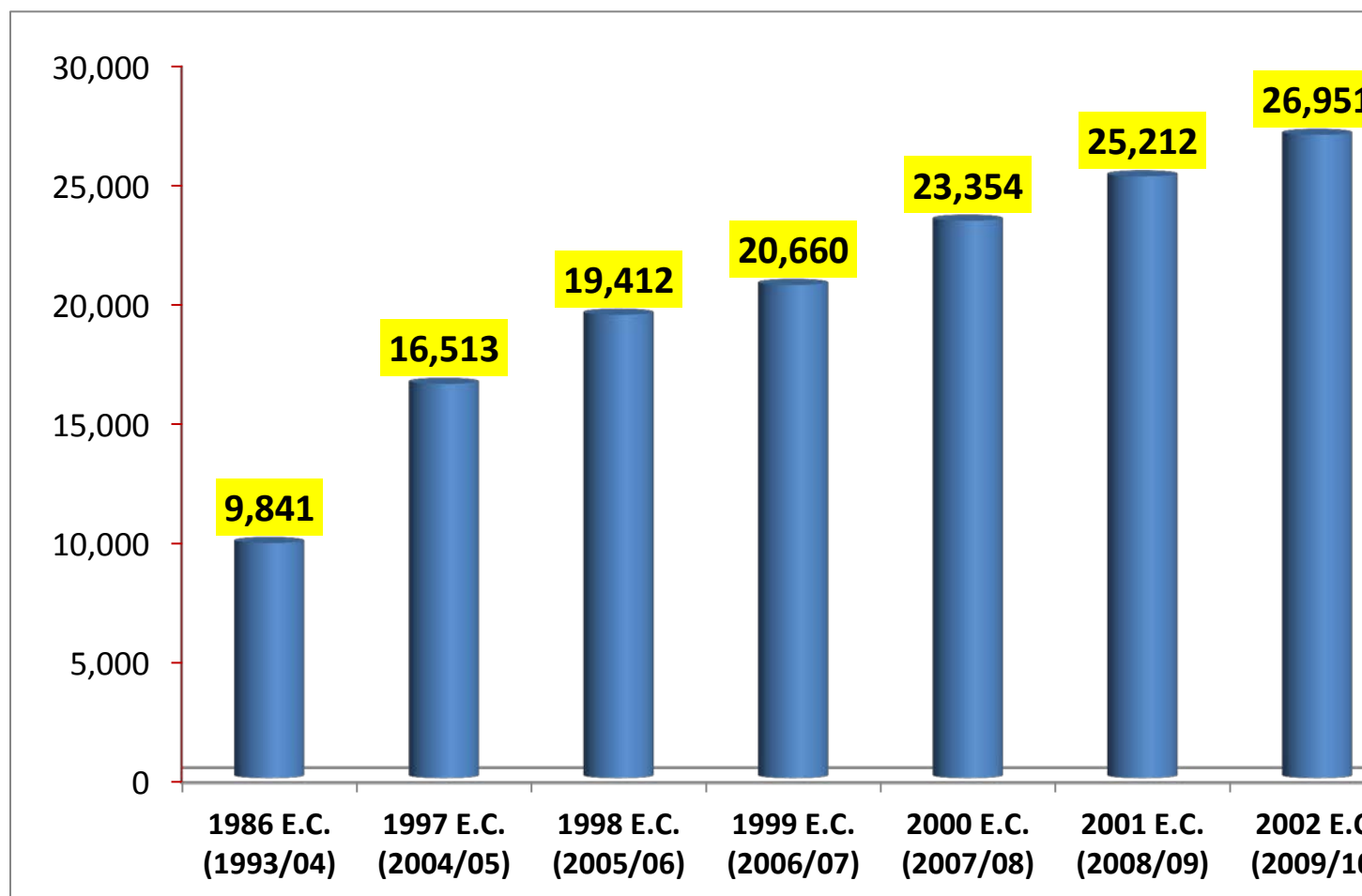
Owing to the political commitment of the government of Ethiopia, since the last twenty years, educational opportunities, as one of the constitutional rights of citizens, have greatly expanded without any discrimination whatsoever. Furthermore, to meet the EFA Goal regions are working diligently to bring school age children into schools.

In Ethiopia primary (1-8) as well as the secondary (9-10) education is free- a case which is clearly stated in the Education and Training Policy. In some cases parents may pledge to support the schools of their children financially and/or materially on the basis of their personal or group decisions, which is purely voluntary having no attachment with the rights of the children to attend schools in the country.

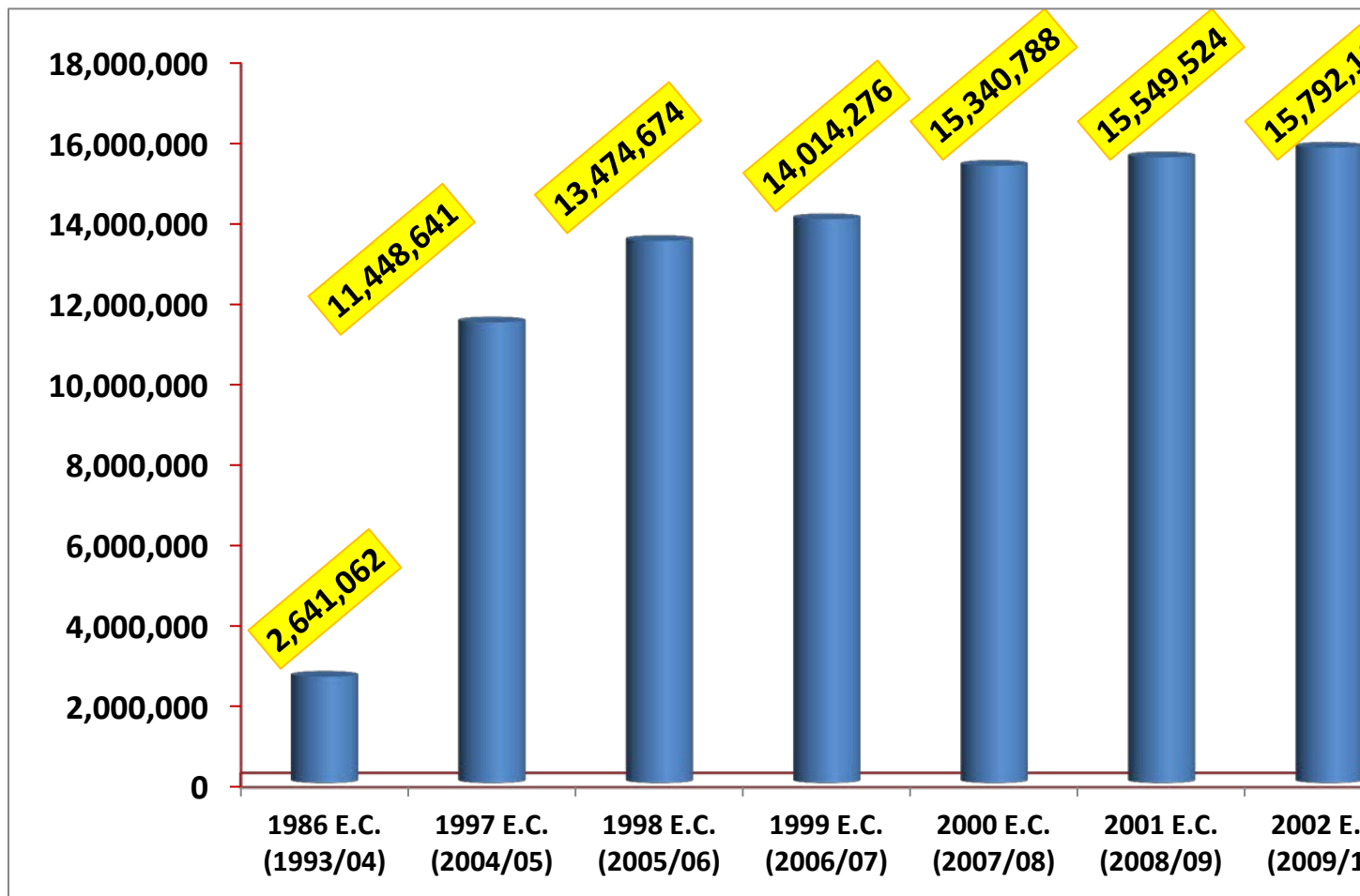
Different strategies are in place to attract children to schools which include such methods as a smooth registration of students without any conditionality such as school registration fees; allowing late registration for those who were unable to meet the dead line; sensitizing parents on the imperative of sending their children to schools; making efforts to do away with drop outs through school feeding programs, provision of clean water, separate latrine and sanitary pads for girls; setting committees that look after students who discontinue their study for various reason including early marriage and abduction and negotiate with families and the local elders as well as establishing court cases to get them back to schools; making the schools veritable learning institutions and child friendly within the limit of the available resources; above all, as mentioned above, conducting door to door search of students who failed to be registered according to the time table.

These efforts have resulted in having large student population in our schools to the level unprecedented in the country's history. For example following much effort by the democratic government after coming to power in 1991 by 1993/94 there were 2, 641,062 students at the primary level. This figure has increased to 16, 718,111 by 2010/11. Likewise, in 1993/94 at the secondary level there were 357, 194 which has shown dramatic increase coming to 1,750,134 by 2010/11. The achievement is the same at the tertiary level as well. The graphs below speak for themselves the results attained due to the efforts made for at least the last 8 years to attain the EFA Goals, as the country promised, through the expansion of schools and opening opportunities for access to primary education.

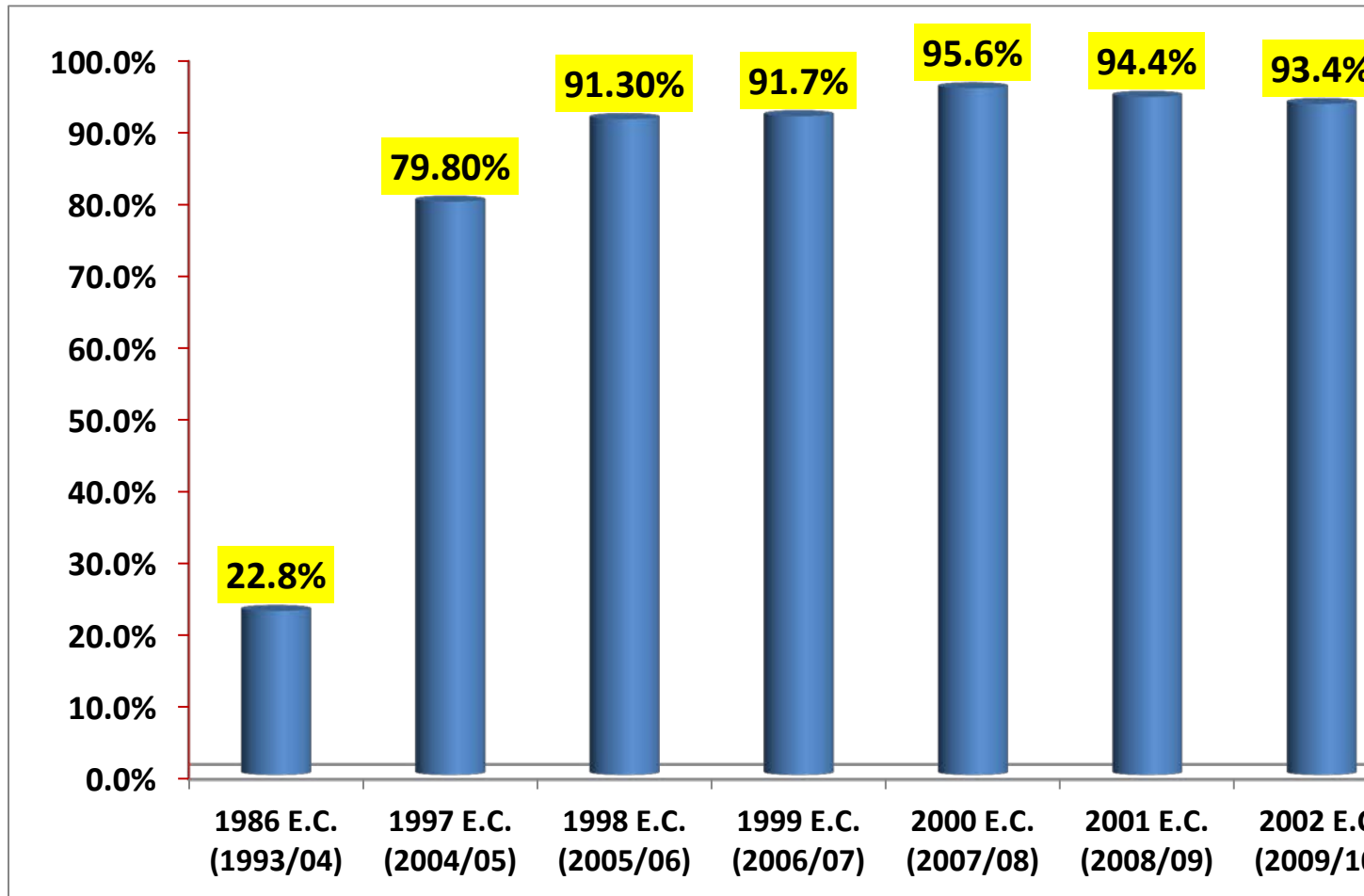
Number of Schools-Primary



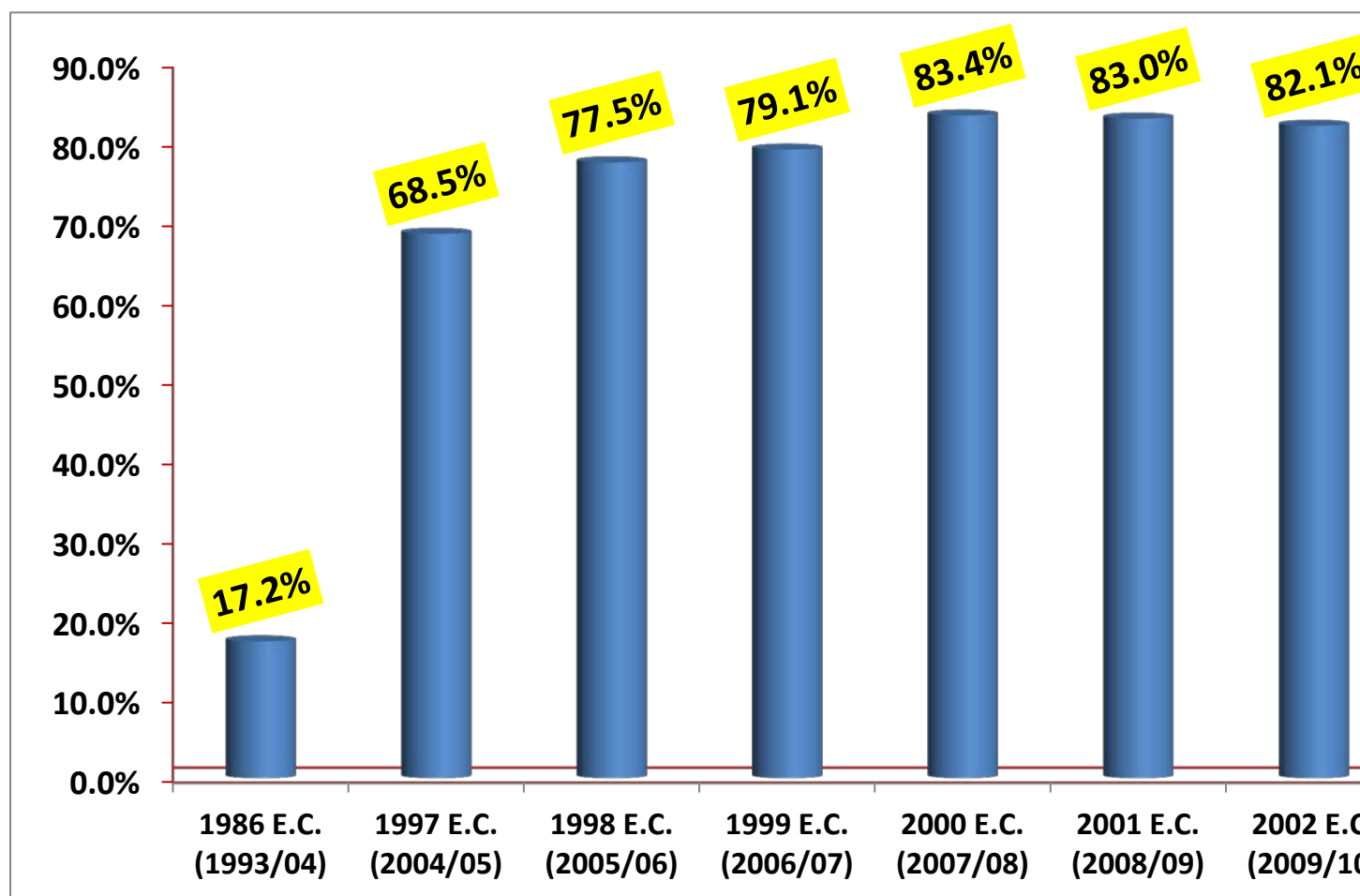
Student Enrollment - Primary



Gross Enrollment-Primary Education



Net Enrollment-Primary Education



In the Ethiopian education setting Primary Education, particularly from grades 1-8, is compulsory. But so far the system of enforcement is not as strong it should be, for which currently we have started to formulate an Education Law that makes the provision of primary education obligatory, not only on the government, which so far relentlessly labored to this end, but on the family at large. As stated above the federal government as well as the regional states has different policies and strategies to promote the equality of women and girls within the education context. To this end the national plan for gender equity embraces several initiatives which already started to bear fruit in increasing women participation in education.

On the other hand great efforts have been exerted to promote the rights of the children with special needs. This is guaranteed through constitutional declarations as well as through the Education and Training Policy which obligates the provision of special need education to those who fall in to these categories.

Through Alternative Basic Education (ABE) efforts have been in place to create conducive environment to those who were deprived of their rights to education for many years. As some regions of the country notably, Somali, Afar, Gambela and Benishangul Gumuz, have been neglected for many years by the former regimes of Ethiopia they clearly exhibit relative backwardness vis-à-vis other regions in all areas including education. Thus, the government by way of setting in place special support programs for these disadvantaged regions it tries to make its level best to make them enjoy educational opportunities which resulted in remarkable success. The case of women, special needs students and the marginalized regions have been dealt extensively above.

The main challenges the government encountered in its endeavor to expand primary education are basically the perception of the community which is the function of poverty. Because many families in Ethiopia avail themselves of the labor of their children they have the tendency to bar these children from going to schools and engage them in different activities that have economic returns. Particularly the seasons of harvesting of grains or collecting of coffee beans and marketing these produce are high time when children are kept behind from schools. In these occasions even those who have started their schooling will be forced to discontinue their learning to provide their labor to the family. Moreover, there are many students who support their families financially through engaging in economic activities as peddlers, sellers of small commodity items such as cigarettes and the like, activities that, most often than not, compete with their attendance of schools and daily study, eventually resulting in drop out and repetition.

Not small numbers of families in Ethiopia, due to their economic status and the number of children they have, are unable also to feed their young as well as provide them with all the necessary requirements for their schooling. Transmittable diseases, which are in most cases the functions of the deprivation of the required food nutrition down play students' attendance of school. Notwithstanding the hitherto efforts and noteworthy achievements, the above

mentioned and other related problems negatively impacted on the government's endeavor to expand primary education as much as it desires to.

(ii) Secondary education

(a) Is secondary education, including technical and vocational secondary education, generally available and accessible to all in your country?

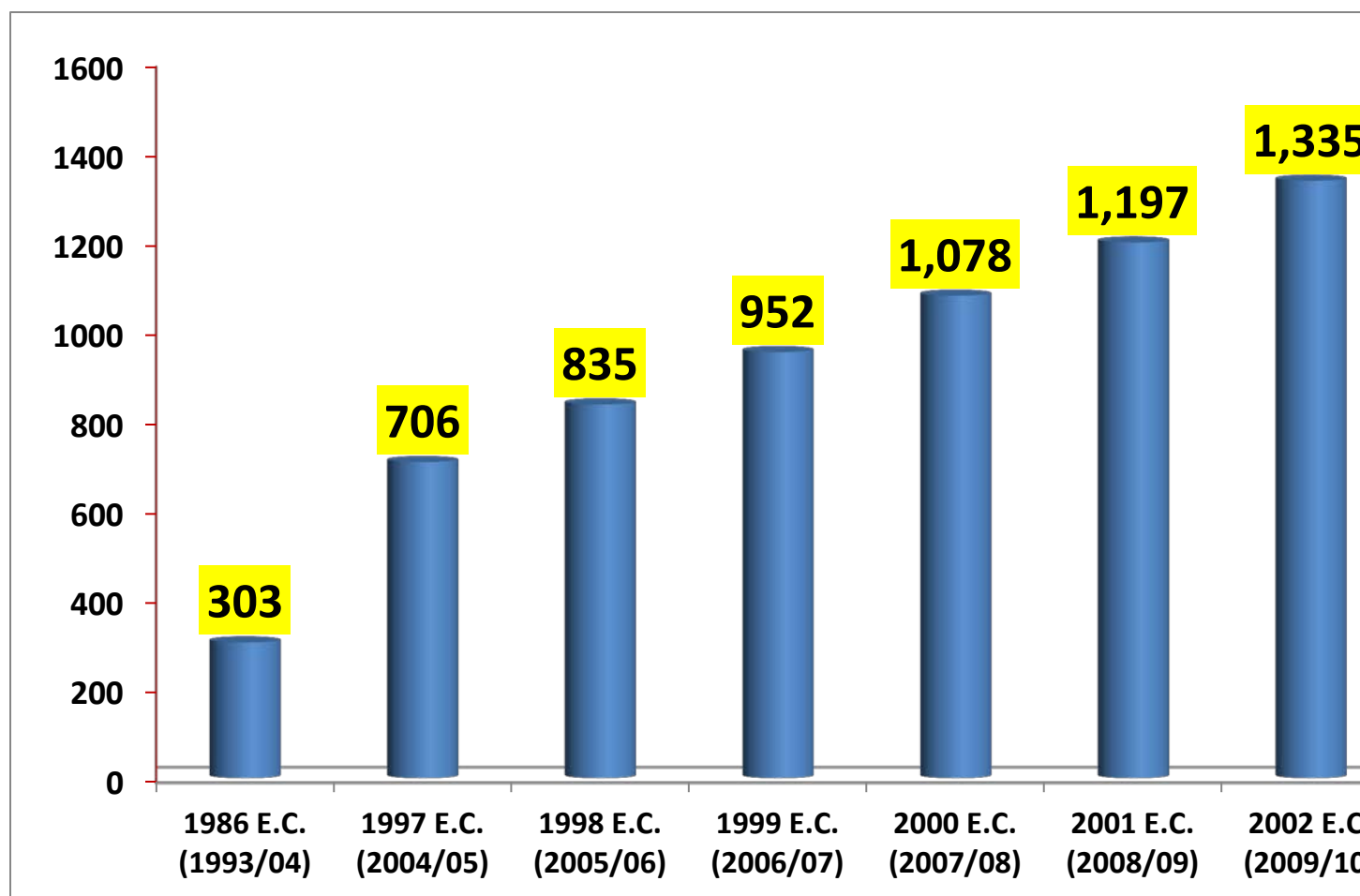
(b) To what extent is such secondary education free of charge?

(c) Please furnish descriptive information on the progress realized and the difficulties encountered.

Secondary and TVET education is accessible to all Ethiopians. What are required from any one that wants to join the secondary education are their successful completion of primary education and the attainment of the required pass marks at the exit level of 8th grade-the level they are supposed to sit for states' (local) examination. On the other hand students that complete Grade 10 study of general education are eligible to join one of the county's TVET institutions without any attachment of discrimination. Both TVET education and Grades 9-10 education are free of charge. But as explained in relation to primary education above families on their own choice and voluntarily can and do contribute for the upkeep of the schools or to support the schools' efforts to promote quality of education at this level also. But starting from Grade 11 upwards the country introduced a cost sharing system where students are required to pay a token tuition fee and share the expense of their study with the government. Therefore, in a nut shell from Grade 1 to Grade 10 in public schools of Ethiopia and TVET there is no education fee expected to be paid by students.

Consequently, although much remains to be desired, the expansion of enrollment demonstrates quite encouraging growth of secondary education in the country. This can be seen from the following graphs.

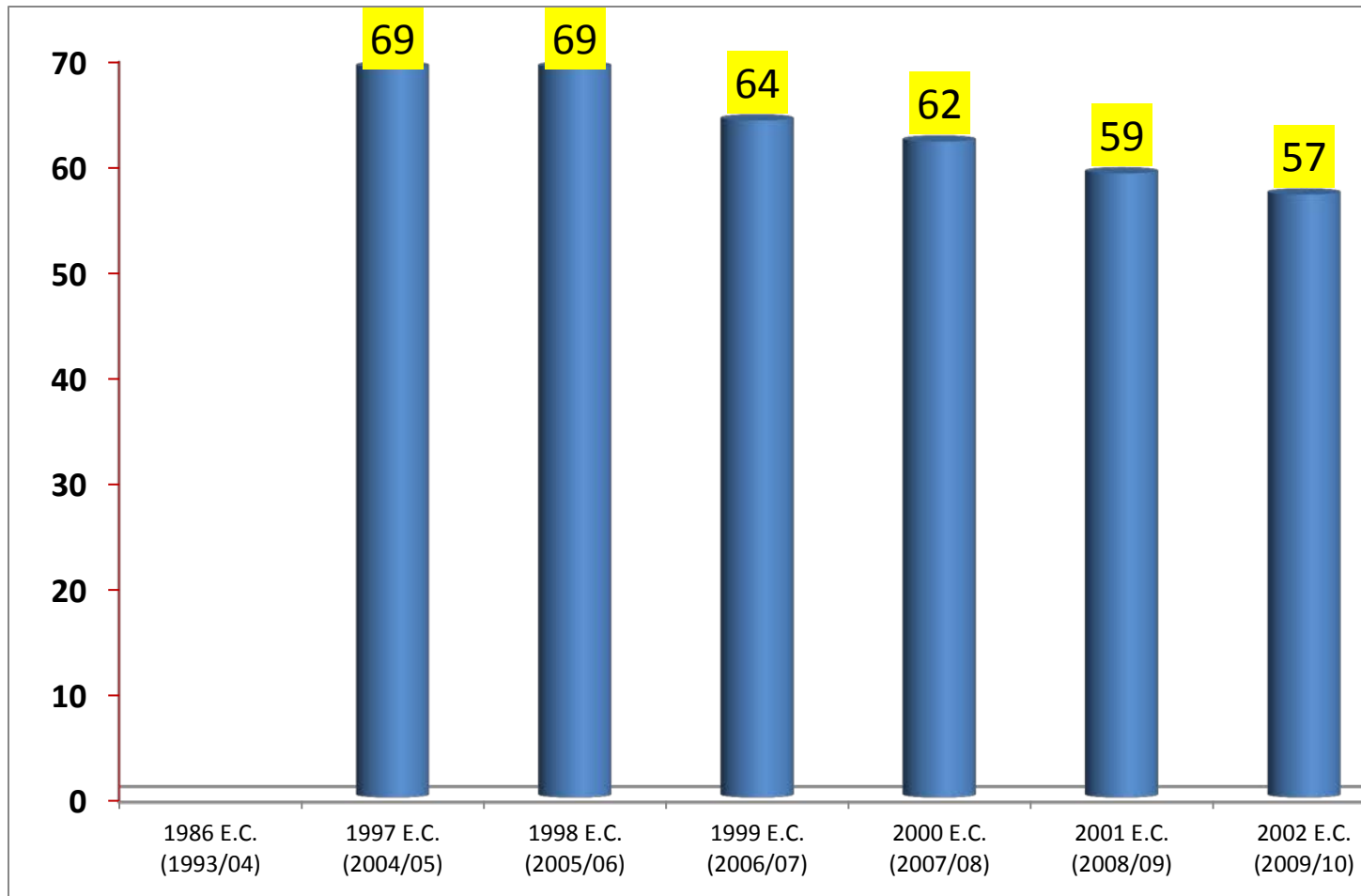
Number of Schools-Secondary



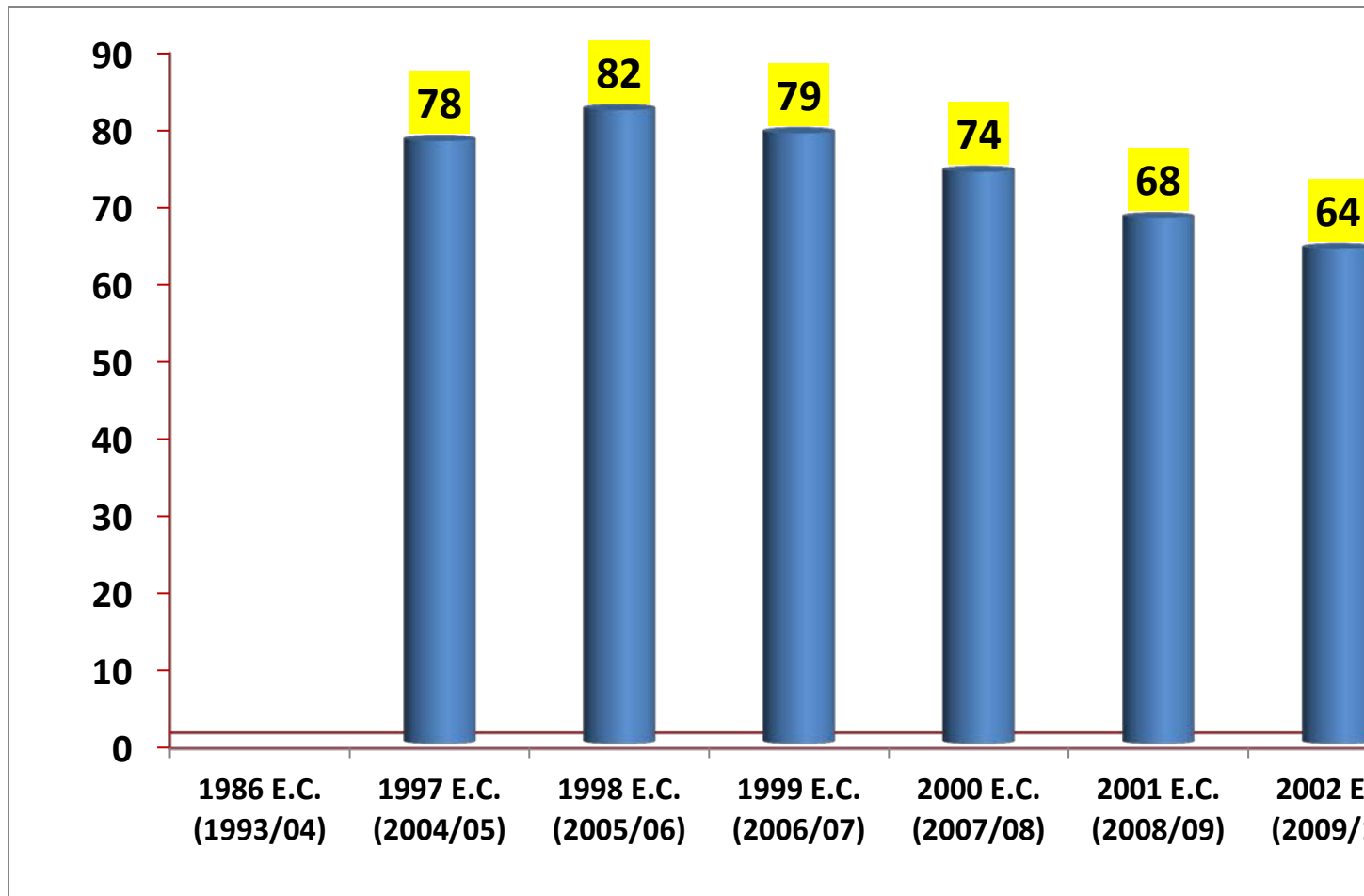
Generally, there has been an ever increasing level of enrollment in secondary education, the enrolment rate of students with special education needs being included in this. This has been attended by lower student/teacher and student/class ratio.

Quantitative growth of schools at the primary and secondary levels worked favorably towards student-class ratio as is evident from the following graphs.

Student Class Ratio-Primary



Student Class Ratio-Secondary



The rapid improvement in expansion and favorable outcome of secondary schools is a universal pattern in all regions. Over the past five years, new secondary schools have been opened at an average annual growth rate of 9.3% nationwide. However, owing to the lack of access to some indispensable services, not all regions have been able to open new schools as rapidly as the national need requires.

The Ministry of Education is currently focusing on several strategies to further expand access to secondary education with special attention to rural, pastoral and underserved areas as well as disadvantaged and vulnerable groups. The strategies being pursued by the ministry mainly

include the expansion and construction of more schools in conjunction with a review of the current distribution of schools, accommodating vulnerable and disadvantaged groups who have little access to secondary education, setting up a limited number of secondary boarding schools, providing scholarship scheme to vulnerable children, developing a school based accountability system for actions related to access, survival and performance of girls and raising the involvement of other stakeholders, including private providers and the beneficiaries.

The achievements registered in TVET are also noteworthy that testify to the mammoth efforts invested for the development of the area. All regional states have TVET colleges of various numbers. While the big regions, such as Addis Ababa, Oromia, Amhara, Tigray and South Nation, Nationalities and Peoples/SNNP, have over 120 at an average, the smaller ones have more than ten TVET colleges with an intake capacity of many thousands.

The main hurdles in the way of development and further success in TVET is the perception of families and trainees pertaining to the notion of a career. Until very recently the Ethiopian education system was crafted to produce few elites that could serve in the state bureaucracy. Because this was a well entrenched perception of the final destiny of an “educated person”, families and their offspring were appreciative of only the white collar jobs.

Thus, in view of glared poverty and students’ inability to continue in their academic study, for various reasons, one instance being their lack of success to get the required pass mark in national examination to continue with their academic study to eventually join the universities, still they stubbornly persist to sit in idleness than joining the TVET stream; because, they argue, that their training makes them no “elite” for their preferred job. The government has thus been forced not only to expand TVET educational opportunities, but also was expected to work hard to change the negative perception of TVET among would be trainees and their families. To date these efforts started to bear fruit as the TVET field of study has shown encouraging results both in institutional expansion and student enrollments, although still more needs to be done.

(iii) Higher education

(a) To what extent is access to higher education, based upon individual capacity, realized in your country?

(b) What efforts has your Government made to ensure that there is no discrimination on the ground prohibited by the Convention to enter and complete higher education, both in public and private institutions?

At the Tertiary level also Ethiopia has made tremendous efforts to expand higher education which can help its people lead a better life. Since 2006/2007 (1999 E.C) 13 public universities have been established in the regional states. Moreover, 50 higher education institutions have been accredited over the past five years. The universities have become accessible without any discrimination to various members of the community like female, pastoralists, physically disabled and low income families though it is not at a desired level. In general, enrollment in higher education institutions has shown increment annually as indicated bellow.

Table 1 Undergraduate enrollment in government and non-government higher education institutions (2006 -2011)

Year	Regular		Evening		Summer		Distance		Total		
	BS	F	BS	F	BS	F	BS	F	BS	F	%F
(2006/07)	115,845	28,922	54,707	19,169	19,856	13,097	12,991	1,681	203,399	52,869	
(2007/08)	135,800	33,826	63,451	20,497	34,334	5,279	29,416	3,715	263,001	63,317	24.1
(2008/09)	170,799	51,496	63,846	19,869	36,040	7,143	38,407	11,284	309,092	89,792	29.1
(2009/10)	207,179	57,871	64,069	20,786	66,025	14,618	83,114	20,354	420,387	113,629	27.0
(2010/11)	227,688	62,317	63,725	20,911	75,436	17,649	80,844	20,047	447,693	120,924	27.0

(2011/12)	269,862	75,834	73,678	26,370	85,696	19,610	64,874	17,289	494,110	139,104	28.2
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Table 2 Postgraduate (masters & doctorate) Enrollment in government and non-government higher education institutions.

Year	Government				Non-Government				Total		
	Masters		PhD		Masters		PhD				
	BS	F	BS	F	BS	F	BS	F	BS	F	%F
(2006/07)	6,935	705	122	3					7,057	708	
(2007/08)	7,211	702	258	7					7,469	709	9.5
(2008/09)	9,436	1,069	325	26	364	51			10,125	1,146	11.3
(2009/10)	12,621	1,485	791	47	860	171			14,272	1,703	11.9
(2010/11)	18,486	2,490	789	99	875	193			20,150	2,782	13.8
(2011/12)	22,804	4,635	1,849	319	1,007	228			25,660	5,182	20.2

It is not difficult to surmise, from the table above, the achievements registered in expanding the educational opportunities at tertiary level for students who successfully complete the preparatory level (Grades 11-12). Distance education has also been used as one of the means to expand access to higher education. Thus, the enrolment rate in this specific program stood at 12.6% in 2008/09.

As explained repeatedly above, no extra requirement is in place in Ethiopia for individuals or groups to attend any level of the school system in the country except being citizens of the country and, as far as higher education is concerned, completing the primary and secondary education and attaining the required marks after sitting for entrance examinations set by the universities. The right to education is not only clearly indicated in the Education and Training Policy, but it is also a right stipulated in the Federal Constitution the violation of which having legal consequences. Moreover, Higher Education Proclamation No 650/2009 states that students in higher education institutions owns the rights to have appropriate opportunities and conditions

to learn and to receive institutional legal protection from any form of discrimination. This right to education extends to foreign nationals as long as they fulfill the requirements explained above.

(iv) Adult Education and lifelong learning

(a) What efforts has your Government made to establish a system of continuing education on the basis of individual capacity, especially basic education for persons who have not received or completed the whole period of their primary education?

(b) What are the measures being implemented to ensure equitable access to basic and continuing education so that the basic learning needs of all young people and adults are met through elimination of illiteracy, and equitable access to appropriate learning and life-skills programmes?

Because access to education has been luxuries to be enjoyed by selected few in the past, large segment of the Ethiopian mass has been deprived of the opportunities to education. This deprivation resulted in having quite exaggerated number of adult illiterate, numbering around 18 million, in the country. After the transition to democracy one of the areas that caught the attention of the government was the extension of opportunities of learning to adults, without whose participation it will be hard to realize the overall development of the country. Consequently, the Federal Ministry of Education formulated Functional Adult Literacy/FAL Framework, Guide Line and Implementation strategy. On the basis of these documents curriculum have been developed which was followed by sensitization of teachers and stakeholders on national direction the government is heading to promote the education of adults. The federal member states have been capacitated to work effectively and with due concern to uphold FAL in their respective regions. Memorandum of understanding has been signed with other line ministries, Ministry of Women, Children and youth affairs, Ministry of Labor and Social Affair, Ministry of Health, Ministry of Agriculture, to deal with the problems and advance FAL in consorted manners.

As one can see from its appellation, in Ethiopia it is not simply "Adult Education" but rather "Functional Adult Literacy." This implies that the adults are not meant to have only reading, writing and rudimentary arithmetic knowledge but to integrate these areas of knowledge to

their daily life as farmers, laborers, entrepreneurs etc... so that they could benefit from their learning throughout their life. Thus, the Ethiopian version of Adult Education-Functional Adult Education- is meant to be life-skill learning to imbue the adults with the required knowledge and skills to earn for their living and improve their livelihood. The adult learners can even join any levels of the school system as long as they have the mastery of the subject matters and are able to pass the examinations required to join any one level. Still evening classes at primary, secondary and distance learning programmes alike allow second chance education for those who wish to complete their interrupted formal education.

Currently the need to expand the outreach and quality of FAL as well as how to work closely with stakeholders (Education Bureaus, other ministries, non-governmental organizations) are identified; efforts have been made to develop the skill of facilitators to enable them to implement FAL effectively; within the limit of the country's capacity adequate human, material and financial resources are allocated; local capacity strengthened in terms of data collection, evaluation, monitoring and reporting mechanisms; FAL syllabi and learning materials in all regions and in all languages developed, so that access to men and women as well as between regions shall be ensured equitably.

(v)Quality of Education

What measures does your country take to ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent?

Ethiopia is a federal state composed of 9 regional states and two city administrations. The federal constitution in its article 39 entitles the regional states, inter alia, to set up their own self government which includes establishment of institutions of government in their territory. This implies that the states are empowered to run their own educational affairs within the limit of their territories. On the other hand, the Education and Training Policy overtly promotes a decentralized education administration empowering regions to deal with the education of their regions. Thus, to all intents and purposes regions are mandated to run the business of their educational matter. However, in areas of education there are responsibilities left to the federal government and by extension to the federal ministry of education. These responsibilities pertain to setting standards for the education of all learners. At the General Education level (from KG-

12) the Curriculum Framework, the Minimum Learning Competencies/MLC, the content and objective flowcharts and the grade syllabi are developed at the center. In fact during the development of these basic curriculum documents the participation of regional experts and the public at large are sought and used. Eventually the documents are validated and endorsed through a national workshop.

Once these basic documents are endorsed legally the sole proprietor of them shall be the federal government i.e the federal ministry of education. Regions, which are mandated to develop their own teaching learning materials (Students' Textbooks and Teachers' Guides), taking into consideration their own local situations, however, are required to strictly adhere to the basic curriculum documents produced at the center. Therefore, through these basic curriculum documents standard of education is maintained throughout the KG-12 grades in the country.

Without belaboring on the achievements of education related with access, relevance, equity and quality, however, the success on quality of education is not up to the standard expected by the ministry of education as well as by all the concerned. Appreciating the problem, the ministry embarked upon strategies meant to forward quality of education across the curriculum. At the levels of primary and secondary education, since the past four years, a General Education Quality Improvement Package (GEQIP) has been formulated and implemented. GEQIP has six programs which encompass Teacher Development Program (TDP); School Improvement Program (SIP); Curriculum Revision Program; Civics and Ethical Education Program; School ICT Program; and Management and Administration Program (MAP).

It is axiomatic to say that teachers' quality is one of the ingredients for achieving quality of education. In the Ethiopian context before the advent of the democratic system and the initiation of the New Education and Training Policy there were no clear directions as far as teachers' development was concerned. The first step that was taken following the demise of the military government in relation with education of the country was conducting a thorough study on the situations of teachers and the future direction of their profession. On the results of the study a clear directions had been set where the first cycle of primary level teachers (those who teach at grade levels 1-4) were required at least to be certificate holders; and those of the second cycle of primary (grades 5-8) to be diploma holders; and teachers of the secondary level (grades 9-12) degree holders in teaching profession. With this policy direction Continuous

Professional Development/CPD program has been introduced to capacitate teachers through individual and peer learning.

With the introduction of GEQIP the country's teacher training modality has been completely changed. As a result a training system has been set in place for first cycle primary teachers to be trained in cluster modality, where they are required to take two or three subjects, and graduate with diploma. For second cycle, however, their training, concentrating in a major area (only one subject), they are meant to hold diploma upon graduation. The training modality for the secondary level likewise is changed. For the first cycle of secondary (9-10) those teachers with BA degree are to be required and provided with one year pedagogical training before they become professional teachers. For the second cycle secondary (11-12) those masters degree holders are to be recruited and following a year-long pedagogical training are supposed to be placed as subject teachers. The new teachers' training modalities are believed to engender quality of education in the country and it has started to already show some positive results to this end. At all levels of the teachers' training there are no discriminations among teachers on the basis of who they are and which region they belong to.

Equally important are the strategies in place designed to improve teachers' profession sustainably. One of these is *upgrading* programs laid for improving those certificate holders to diploma level as per the new requirement for teachers' qualification for the second cycle primary. As a result of this upgrading program 30% of teachers has attained the requirement and are fit to teach at the level. Those who are identified fit to teach at the secondary level, as a result of their participation in the upgrading program, do amount to 86.7%. The second is *Updating* program where, after identifying the skill gap of teachers, they are provided with tailor made training at the school and cluster centers. In all teachers' training undertakings special attention are paid to Science, Mathematics and English Language as the country drives towards creating technological society for its accelerated development to end with the age-old poverty that characterized the country for many years.

On the other hand, improving and revising the curricular of the primary and secondary education was one of the priority areas after the transition to democracy. Following the introduction of the New Education and Training Policy in 1994 the curricula of the primary and secondary education were improved three times since then. Particularly the third one was improved on the basis of need assessment which started with the development of General

Curriculum Framework, the grade levels Minimum Learning Competency and Syllabi which were endorsed after thorough deliberation by subject teachers and relevant stakeholders. Initiating a paradigm shift in textbook production all the primary and secondary education textbooks and teacher guides were made to be prepared through international competitive bids. To date millions and millions of textbooks and teacher guides are distributed throughout the primary and secondary schools of the country to great happiness of teachers and students who do not have such kind of experience in the past.

Prior to the implementation of the textbooks and teacher guides sensitization workshops had been conducted to familiarize teachers with the new curriculum and the paradigm shift introduced in methodology of teaching-learning process. All efforts had been made not only to make the textbooks students' friendly but also interactive i.e student centered in terms of methodology.

At the secondary level the teaching-learning process is buttressed by IT where, on the basis of the new curriculum, selected topics of all the science and social science subjects are developed and, through the Plasma TV, broadcast to all schools of the country. To date there are about 1463 schools of which 1095 have been equipped with Plasma TV and more all less with internet system. The remaining 368 are new schools recently established and they are expected to have the system soon, as it is being installed. Currently all the programs are digitized to be accessible to end users to utilize them at any time of their choice. All these efforts, no doubt, contribute and had contributed to the quality of education at the general sector i.e primary and secondary education.

In TVET the first measure that had been taken to bring about a reformed outcome based and demand driven system was the formulation of a National Strategy with the main objective to produce competent and creative labor force and by doing so to deal with poverty and contribute to social and economic development of the country. Its implementation is sought to be based on the needs of all economic sectors for competent work force and creating conducive situation to provide quality TVET to all those who are desirous of developing their skills in line with the occupational standards, which are developed by the respective industry sectors. In general, the implementation of the strategy focuses on supplying demanded work force to the industry, which is in tandem with achieving goals set for the different sector industries in the country's Five Year Development and Transformation Plan/GTP. This could only be realized by means of

identifying the real demand of the industry, either public or private, and by conducting the training in cooperation with the same and through properly evaluating the trainees' vis-à-vis the demand of the industry defined through the occupational standards.

So far over 350 occupational standards have been developed and are being used by regions and TVET institutions as a basis for development of curricula and teaching, training and learning materials (TTLMs), as well as capacitating trainers and training institutions. This decentralized approach enables TVET institutions to have flexible curriculum that fits their peculiar situations.

TVET institutions, after providing training in cooperation with the industry are entitled to issue "certificate of completion of training" to their trainees. The trainees are therefore said to be qualified, not because of completion of their training, but rather when they are found to be competent on Occupational Assessment, which is national in nature and carried out in full partnership with the industry of the respective sector. This partnership between the Federal TVET Agency, which is under Ministry of Education, the Regional TVET Authorities as well as TVET institutions and the industry at their respective levels in developing occupational standards and implementing cooperative training has enabled the TVET sector to fully implement the National Strategy. Enrollment in the TVET sector is open to all Ethiopians without any discrimination, as the trainees in the sector enjoys also the protection of the constitution and the education and training policy, which so far have been quoted extensively in this paper.

Likewise extensive efforts have been made to promote quality of education in higher education. From the outset Legal Framework that serves as a guideline for the sector has been formulated. The Legal Framework has clearly set the mission and the limit of the sector's mandate which clarified what higher education is all about.

Changing the curriculum that had been in use in the higher institutions for many years it was revised in a manner to have international standard (Bologna model) to enable students to be globally competent. Both the teaching-learning process as well as the research higher institutions meant to carry out has been made to focus around local problem solving approach. To nurture science and technology so that to achieve quick economic and social developments in the country the placement of students in higher institution is effected to be 70% science and technology stream while 30% to social science stream. Curriculum harmonization of the

different faculties of the universities has also been the other area where extensive efforts have been expended to create uniformity of courses in the higher institutions of the country.

Through the establishment of an independent body, called the Higher Education Relevance and Quality Agency /HERQA/, external audits are intermittently carried out to evaluate and give directions to higher institutions pertaining to issues of quality.

The results of the evaluations of the different institutions compiled as Audit Reports had been printed and distributed to stakeholders. Draft Program of Audit Protocols had been prepared where stakeholders deliberated upon and gave their feedback on the basis of which the document had been improved and implemented. Institutional audit training was provided to 86 higher institutions personnel so that institutional audit shall properly implemented in the different universities of the country.

Beside HERQA that serves as quality controller, an institution to look to the curriculum of higher institutions has been established. This is Higher Education Strategic Center/HESC/ that is responsible for curriculum integration, revision, and harmonization etc... To date HESC, in its objectives to bring the education of higher institutions to international standards, has engaged in introducing modular approach in the teaching-learning process. Peer review mechanism is also in place to promote peer evaluations and experience sharing among institutions.

Currently HESC, to promote quality, equity and relevance of education in the country, is in the process of completing the Ethiopian National Qualification Framework which specifies the kind of certifications one is entitled with after completing a certain level of study. In addition to the efforts mentioned above capacitating teachers through Continuous Professional Development, Up Grading and Updating programs, to nurture their knowledge and skills are areas of efforts to maintain uniformity and equivalency of education in the higher institutions of the country.

(Vi) Teaching Profession

(a) Have there been instances of discrimination as regards the training for the teaching profession in your country? If so, what was the response to this situation in order to guarantee the training for teaching profession without discrimination?

(b) Please describe the conditions of teaching staff at all levels in your country.

(c) How do teachers' average salaries, for each level of education, compare to salaries of (other) civil servants with equivalent qualification?

(d) What measures does your country take or contemplate to improve the living and professional conditions of teaching staff?

As mentioned above until the introduction of the New Education and Training Policy in 1994 there were no clear directions regarding the teacher training system in the country. It was only following the New Education and Training Policy a system has been set in place regarding teachers training. Then it was introduced training of teachers with certificate for those who teach at the first cycle of primary (grades 1-4); training of teachers with diploma for those who are supposed to teach the second cycle of primary (grades 5-8); training of teachers with BA degree for those who teach the secondary level (grades 9-12).

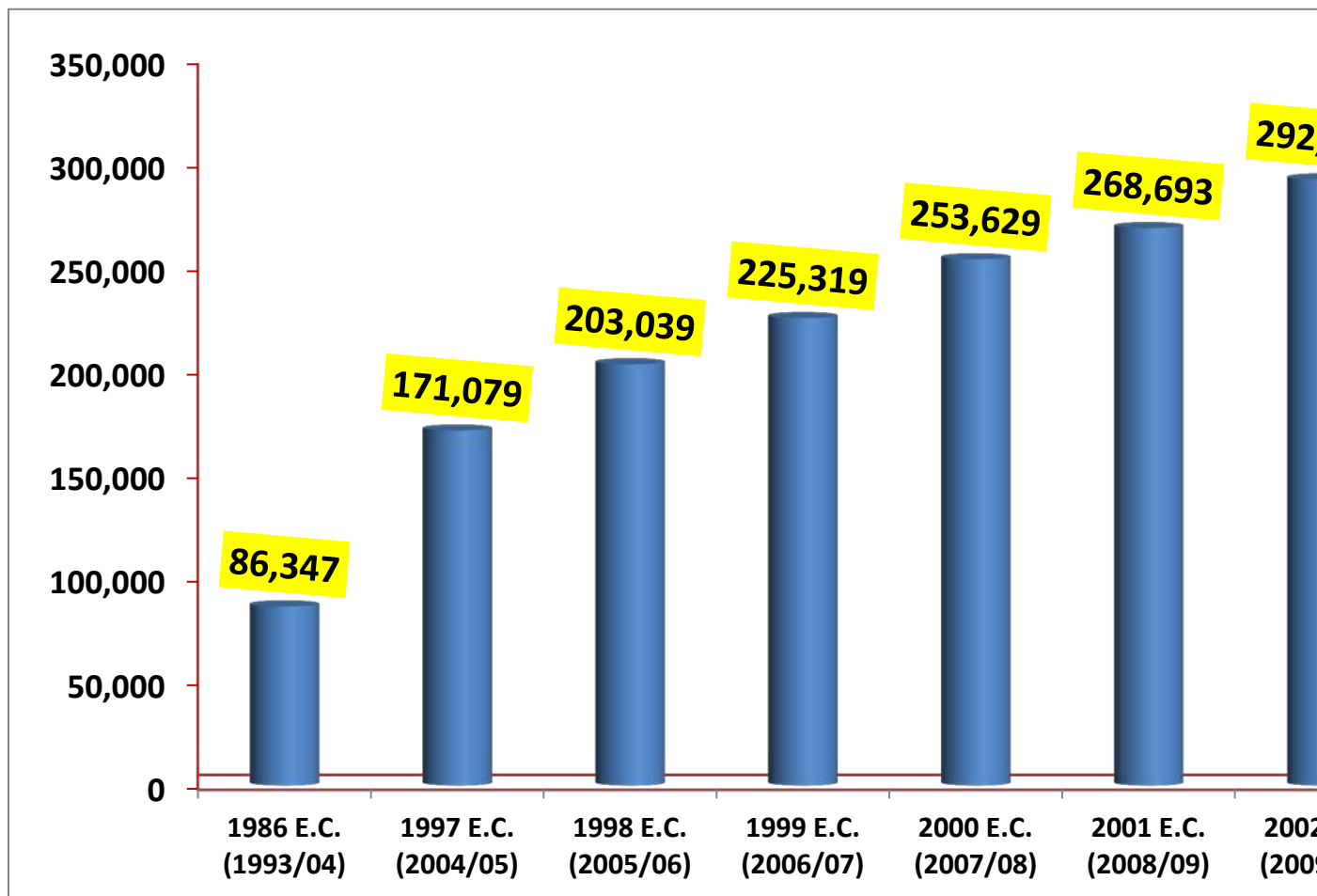
But recently in the ministry's quest to promote quality of education the teacher training system has been overhauled. On the basis of the new system those teachers who are supposed to teach at the primary level are expected to be diploma holders having their training in cluster modality. Teachers of the second cycle of primary, having a major area of subject for their training, shall hold diploma.

As of teachers of the first cycle of the secondary level (grades 9-10) it is only those with BA degrees that shall be recruited in their area of specialization and have one year training in pedagogic and, following their successful completion of the training, be assigned as veritable teachers. In the same manner those masters degree holders are to be recruited and having a year pedagogical training are to be assigned at the second cycle (grades 11-12). Since equality of opportunities is the hallmark of constitutional rights and as the country's Education and Training Policy is against any kind of discrimination, except positive discrimination in relations with women, the disabled and the marginalized ones, no discrimination is in existence at all levels of the teachers' training. Rather graduate students, above all women are encouraged to join the profession for which there are different motivation schemes to this end. As a result of increase in educational opportunities, which definitely boosts the number of teachers,

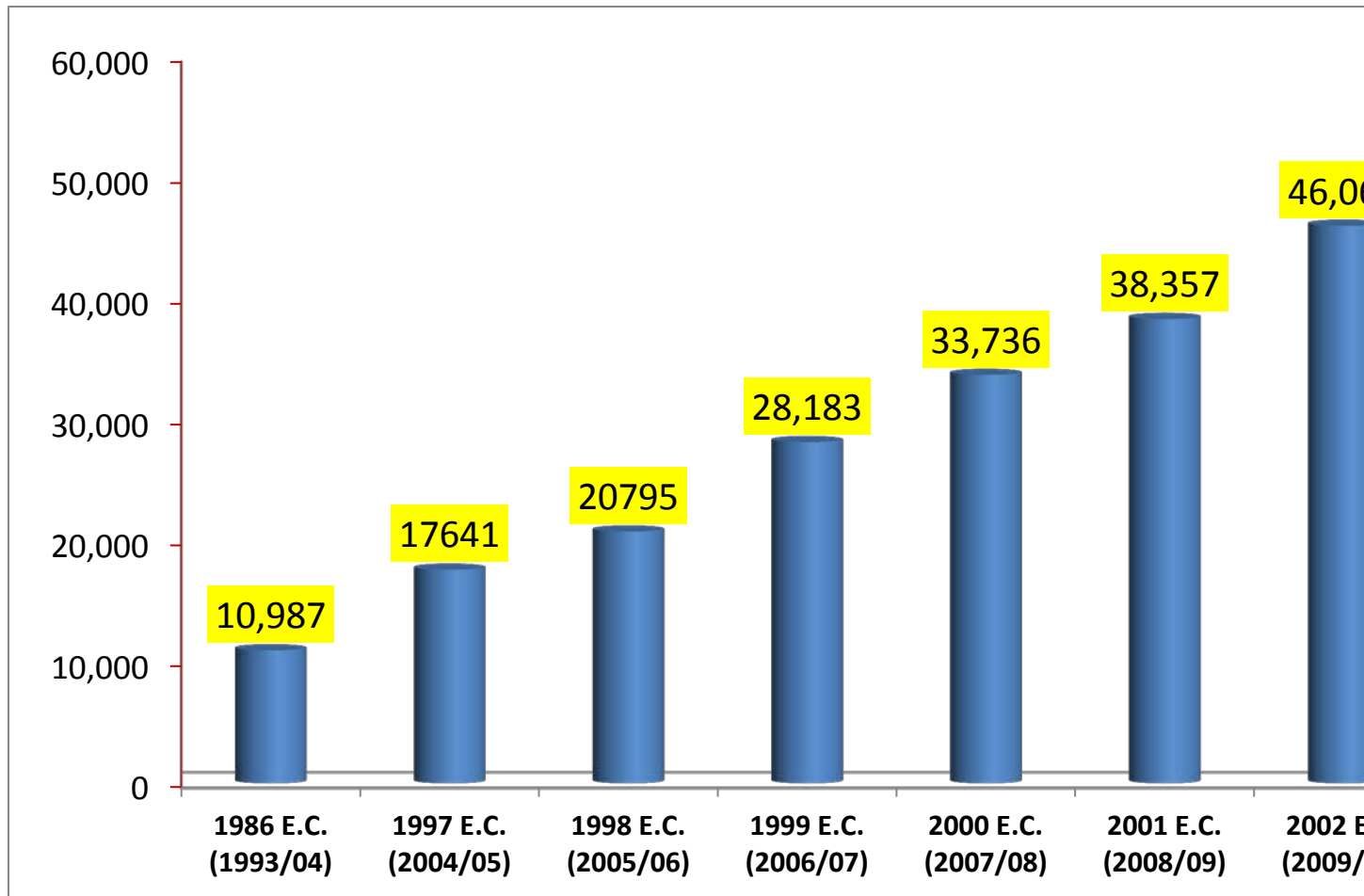
individuals preference to join the profession, have brought numerical increase of teachers in the country.

The following charts are indicative of the numerical growth of teachers at the primary and secondary education.

Number of Teachers-Prima

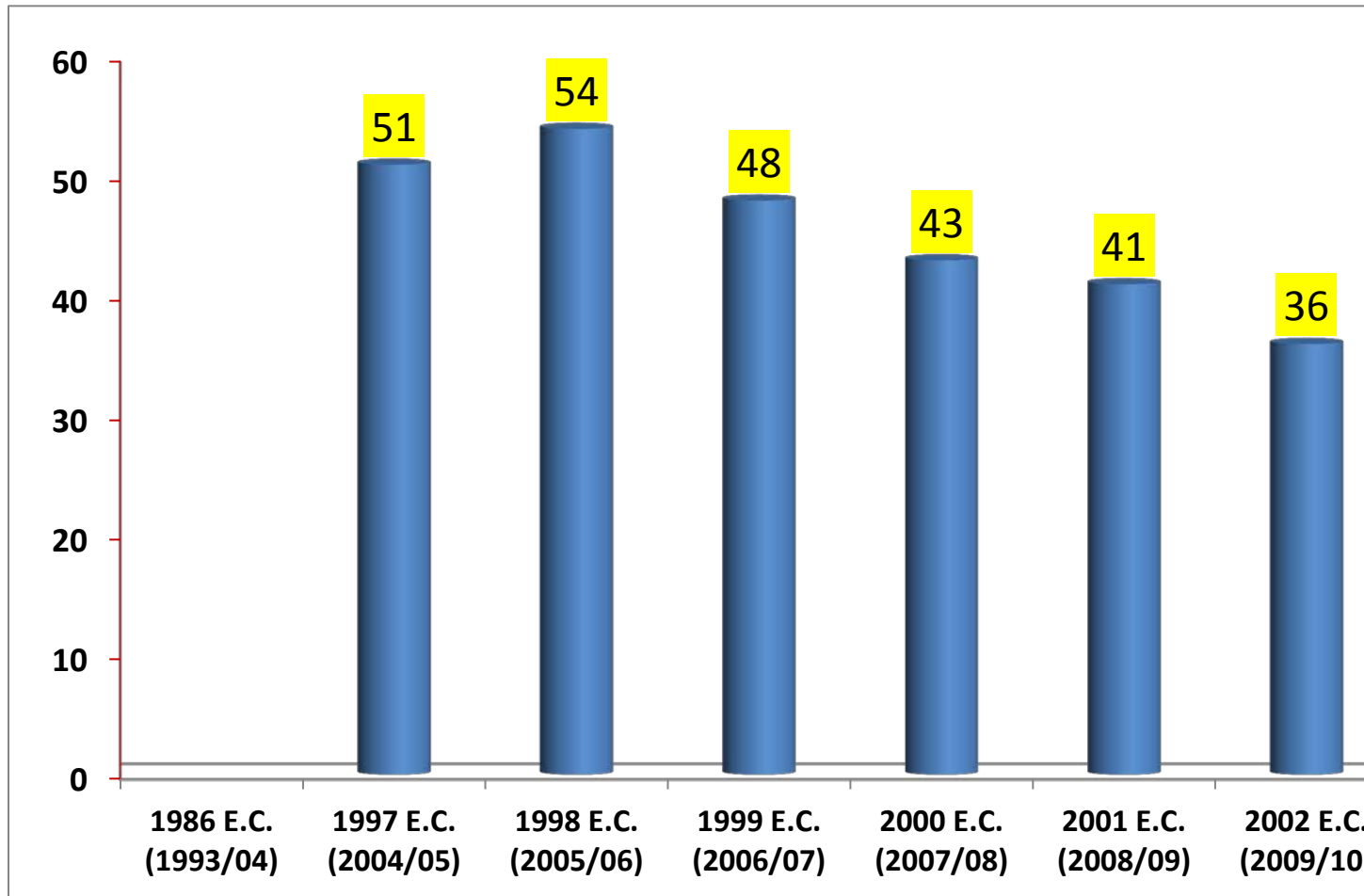


Number of Teachers-Secondary Education



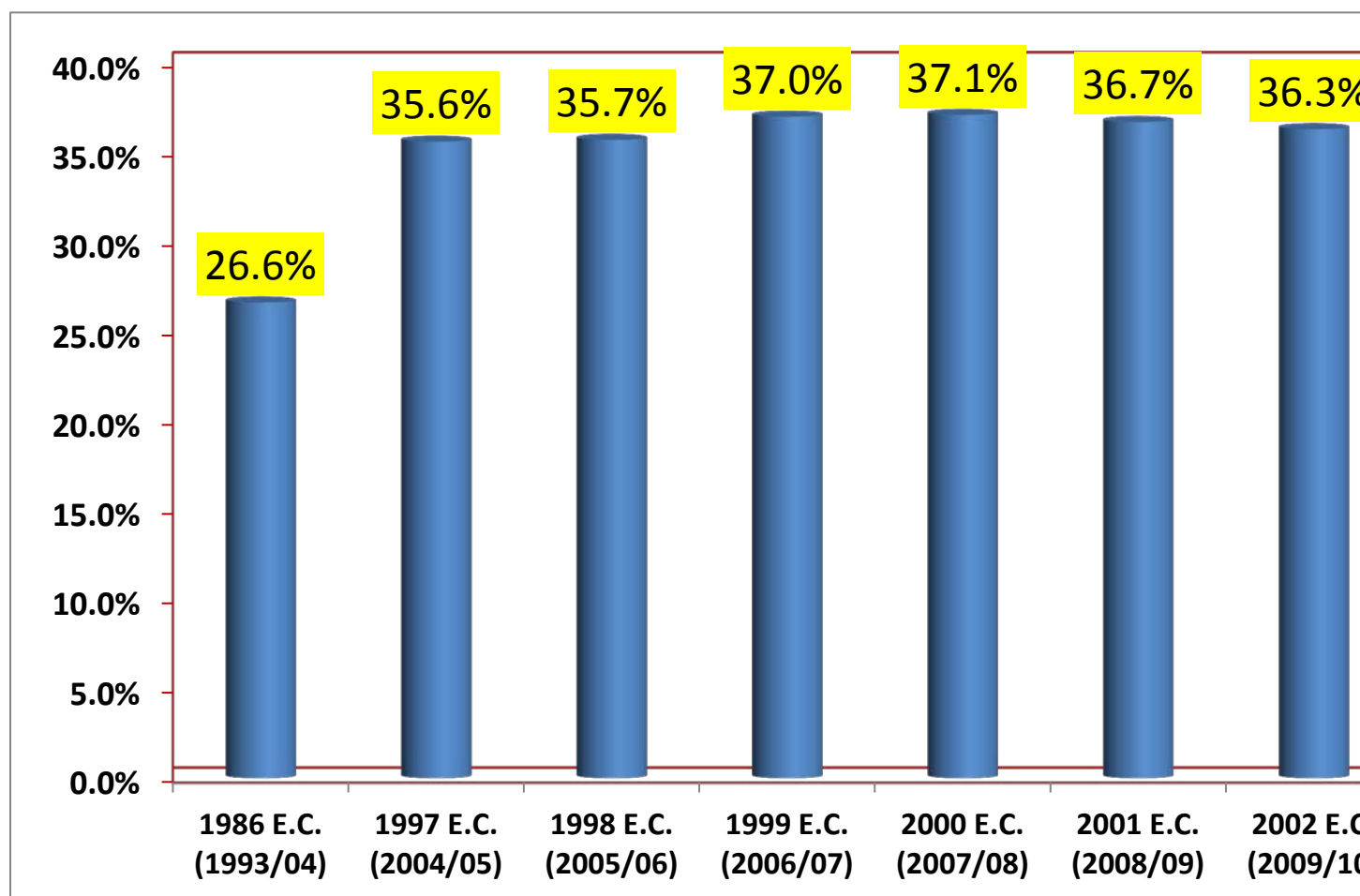
What is important is the fact that the increase in the number of teachers has brought about an improvement in student-teacher ratio as is indicated below taking the instance of the secondary level as an example.

Students Teacher Ratio-Second

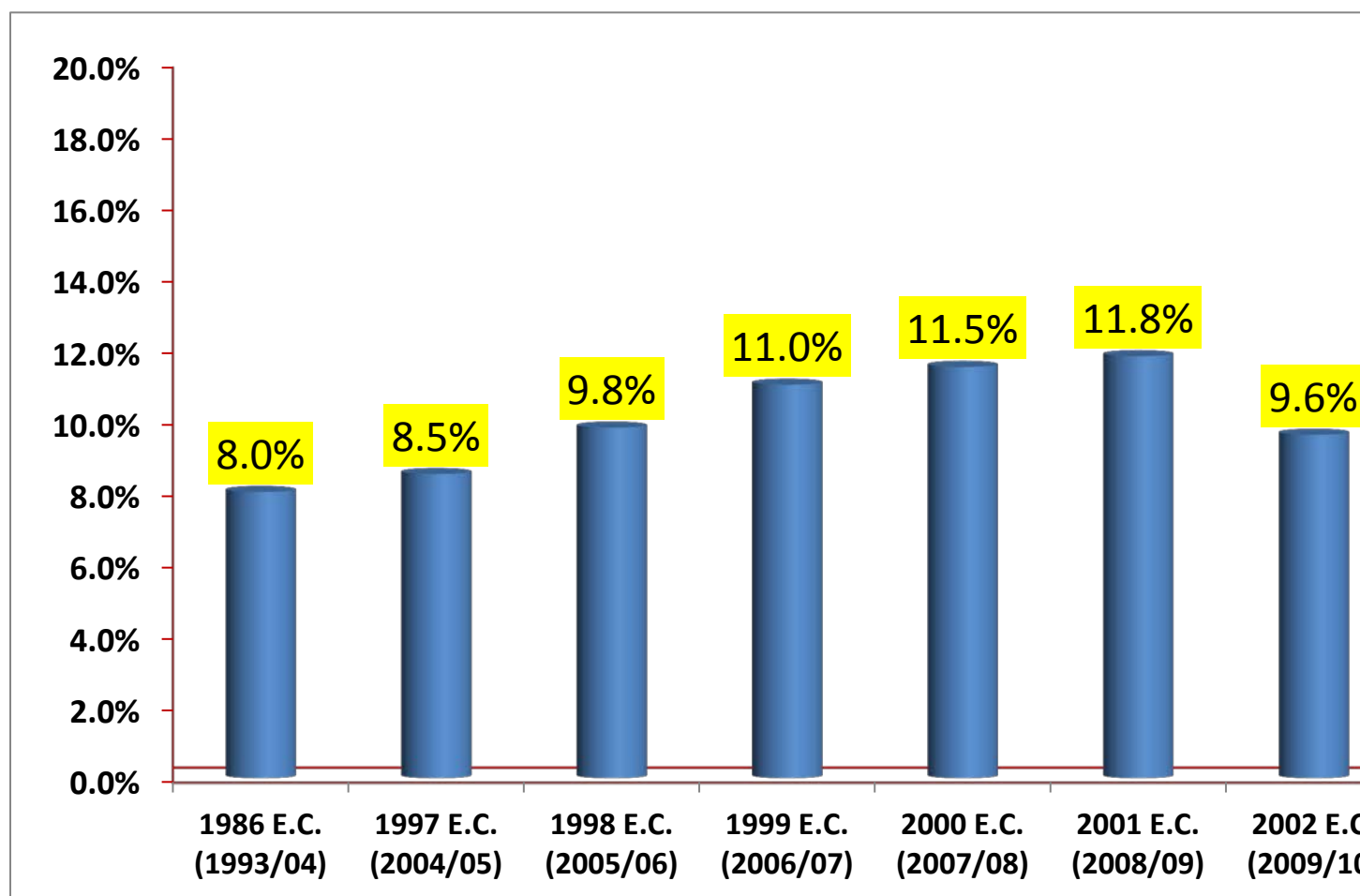


More interestingly fully appreciative of the role females can play in the promotion of quality of education, as a result of which recognition affirmative action put in place to bring them to the profession, great improvement is evident in the number of female teachers in the education sector. The following graphs support what has been just said.

% of Female Teachers-Primary Education



% of Female Teachers-Secondary Education



In Ethiopia teachers are part of the civil service enjoying the rights and bearing the responsibilities accorded to the civil servants. Attempts are there to motivate teachers by introducing different mechanisms. To begin with, we have shown above that students at the tertiary level, whatever departments or faculty they may enroll, are supposed to share the cost for their study with the government. But when it comes to those would-be teachers they are exempted from cost sharing program. This is designed to tempt trainees to join the profession on the basis of their pure choice. After joining the profession provisions of trainings in the forms of Upgrading, Updating and Continuous Professional Development are strategies meant not only

to boost their caliber but also to motivate teachers in their professional undertakings. Even more enticing is teachers of the primary and secondary levels, as opposed to the other civil servants, their salaries are two tiers above the other government employees. Some regions, like Somali, Gambella, Benishangul and Afar have an arrangement whereby they pay special per diem to their teachers called desert allowance because of the geographical nature of the regions. Some regions like the Oromia regional state also provides houses to its teacher to alleviate their problems of domicile which, with expansion of urbanization, is becoming an acute problem for all citizens in all walks of life.

In higher education as well various actions have been taken to improve their lots and motivate them in their professional undertakings. From the outset the main criteria for selection of teachers for higher education from among graduates are nothing but only academic achievements, proficiency in English language, and their own interest. And this selection is undertaken in transparent manner without any discrimination on the basis of gender, nationality, culture, etc... attached to the candidates. To enhance teachers' professional skills opportunities of scholarships are offered, both locally and abroad, to enable them pursue the post graduate that includes masters and doctoral studies. Different trainings are also in place to nurture their pedagogical skills, the typical example being Higher Diploma Program.

Economic and social measures are also methods used to benefit teachers economically and socially. For example, university teachers are either provided with houses in the university or paid housing allowance, which varies according to their academic positions such as Graduate Assistant I, Graduate Assistant II, Assistant lecturer, Lecturer. . .

At the university level also teachers' salary scale is relatively higher than other civil servants with equivalent qualification. For example, the starting monthly salary of a university teacher holding the rank of Graduate Assistant I/ GAI (bachelor degree holder with no working experience) is Birr 2250 (around USD 125) while that of a civil servant, with the same qualification, in civil service institutions at the rank of professional science I is Birr 1440 (around USD 80). Therefore, the preferential treatment meted out to teachers in higher education helped to improve the living and professional conditions of teachers.

(vii) Respect for human rights and fundamental freedoms

Please report on national efforts made for directing education towards the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Ethiopia is a country which has lived under autocratic and dictatorial political systems for many centuries. The suppression of human and democratic rights of citizens had been a rule rather than an exception. But following the transition to democratic rule in 1991 a far advanced constitution had been promulgated accompanied by a New Education and Training Policy. The constitution and the policy are explicit in their pronouncement to liberate citizens from the old age bondage perpetrated by the political systems and assuring equality of the Ethiopian people. The Education and Training Policy made it very much clear the purpose of education as an instrument to promote human rights and fundamental freedoms when it purported in its introductory part that "...Education also plays a role in the promotion for respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people."

The policy concludes its introductory part by stating that that "the education and training policy envisages bringing-up citizens endowed with humane outlook, countrywide responsibility and democratic values..." Thus one easily discerns that from the outset the policy was very conscious of education as a vehicle for safeguarding and promoting human rights and fundamental freedoms. It was bearing this in mind that the curricula of all the levels (Primary, Secondary, TVET and Tertiary) had been revised time and time again taking into consideration the need of the nation and also with aim to build the physical and mental faculty of the learners.

More than this, however, to imbue students with concepts of democracy and tolerance of culture a new subject has been introduced at all levels of the education hierarchy. This is Civics and Ethical Education which is provided as integrated subject with another subject, Environmental Science, at the grade level 1-4, as a full-fledged subject starting from 5th grade onward and as a common course at tertiary level. In fact some universities offer Civics and Ethical Education as an under graduate program of study where students are expected to graduate with BA degree.

The primary and secondary level Civics and Ethical Education is based on 11 values believed to enhance the democratic process in the country through molding the perception and disposition of the students towards democracy. The 11 values are:

1. Building Democratic System;
2. Rule of Law;
3. Equality;
4. Justice;
5. Patriotism;
6. Responsibility;
7. Industriousness;
8. Self-Reliance;
9. Saving;
10. Active Community Participation;
11. The Pursuit of Wisdom.

Ethiopia is a multicultural society where there are over 87 nations, nationalities and people having their own language, religion and other cultural traits. However, there were attempts to deny the multicultural character of the country and impose the “superior” culture over others and force them to speak one language, profess one religion and be the part of the ruling class culture in general. This forceful imposition and denial of one’s culture had turned the country to be hotbed of civil wars, as the nations, nationalities and people resorted to armed struggle to claim their rights; wars that appeared to lead the country to total disintegration. The obliteration of the country luckily had been avoided by the establishment of a popular government through fair, free and transparent election process in the 1990s. The establishment of a popular government ensued democracy to be real in the country for the first time in its history.

It goes without saying that democracy is a process not an end by itself. Therefore, for democracy to sustain the democratic culture of citizens has to be nurtured, as it is not something that people are born with. In this attempt at democratic cultural transformation primacy should be given particularly to youth whose absence or presence of democratic culture determines the future destiny of the country. The youth has to be sensitized with notion of respect for cultural diversity and the culture of tolerance which are prerequisite for peaceful and

amicable existence. It is with this idea in mind that Civics and Ethical Education has been introduced in the education system since the last over 15 years. So far encouraging results have been registered in fostering the culture of the youth and strengthening their respect for human rights and fundamental freedoms, but still much more remains to be done.

(viii) Private Education

If separate or private educational systems or institutions are permitted in your country, please describe regulatory framework relating to:

(a) The establishment or maintenance of private educational institutions

(b) The parental choice and the establishments or maintenance, for religious or linguistic purposes, of separate educational systems or institutions, adopted in order to ensure quality of educational opportunities and treatment.

It is not only the government that provides educational opportunities to citizens in the country, for the private sector plays pivotal roles in this respect as well. The role the private sector could play in the education system has been appreciated and buttressed by the government commitment towards this end. This is clearly indicated in the New Education and Training Policy, which asserts that “the government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions” (section3.9.6). The regulatory framework for the role of the private sector in education was provided through Regulation No.206/1995 of the Council of Ministers. This regulation permits the establishment of non-government education institutions in the country and sets out broad rules for their governance at all levels. Following this, private schools (pre-primary, primary, secondary and higher education) has grown rapidly all over the country, particularly in the main cities like Addis Ababa.

As a result of this policy, enrolment in private learning institutions has increased rapidly. For example, the enrollment rate increased from 57,000 in 2007/2008 to 92,000 in 2010/2011. Similarly, enrolments in TVET and tertiary undergraduate programs in private institutions increased three-fold between 2006 and 2009 respectively.

Private schools are autonomous to run the administration of their schools which includes setting the amount of tuition fees by the students. They may also charge additional fees for various reasons, such as provision of textbooks, supplementary materials etc... The charges of school fees could be changed but it requires prior notification of parents and can only be implemented at the beginning of a new academic year. The rules for charging and the amount of fees in a private institution shall be determined by the body authorized by the statutes of its formation. Private, NGO and religious affiliated schools don't receive public subsidies. However, some private schools use public facilities and staff from public schools in the evening.

Nothing limits the functioning of private investors in the country. The only requirement is that before commencing their operation, they are supposed to demonstrate that their institution fulfils the need and standards set out by the relevant government authorities and need to acquire licenses from Regional Education Bureaus. The approval process for licensing involves Regional, Zonal and Wereda (the lowest administrative unit in the country) education administrations.

When it comes to higher education specifically there is in place the Higher Education Institution Proclamation which governs the overall activities of Higher education institutions. The Proclamation prescribes that higher education institutions may be established by the state or the private sector, taking into account the provision of the proclamation and other regulatory rules. In this regard, private institutions could be established in accordance with the law governing associations, business organizations, cooperatives or any other relevant law.

Section 3 of the said Proclamation stipulates that the Higher Education Proclamation shall apply to all existing institutions of higher education operating in Ethiopia. Therefore, the proclamation serves as a legal basis for the functions of private higher education institutions, and promotes and protects institution's autonomy.

Moreover, the proclamation states that the government may give budget subsidy or capacity building support to non-profit making private institutions. The proclamation also provides conditions and procedures on how non-government institutions can apply for budgetary subsidy.

On the basis of federal arrangement the education system is decentralized where each federal member states have the right to administer their own education system. Accordingly, the

mandate of the federal government (the Federal Ministry of Education) is restricted to setting standard which otherwise the regions, to all intents and purposes, are free to decide on the education of their locality. At the primary level, above all at the grade levels 1-4 the instructional medium is the mother tongue. The pedagogical importance of the use of the mother tongue, especially at the lower grade level, is well attested by different studies in the area. Besides its pedagogical importance the use of the mother tongue is also the issue of fundamental rights of citizens.

In Ethiopia the use of mother tongue is constitutional right and is also a well articulated right in the Education and Training Policy. Therefore, parents of a given region have at their disposal the political arrangement whereby their children have the opportunity to study in their mother tongue. In areas where there are minorities every region has the arrangements where these minorities have a chance to learn in their mother tongue within the bigger enclave.

(ix) Religious and Moral Education

Please describe education policy framework for minimum educational standards as regards the rights of the parents/legal guardian for providing religious and moral education for their children and the choice of educational institutions in accordance with the provisions of the Convention.

Parents who are desirous of establishing religious educational institution to promote their religion are well come in Ethiopia as this is a constitutional right. In relation with this the constitution in Article 27 and its sub articles purports that:

1. Everyone has the right to freedom of thought, conscience and religion. This right shall include the freedom to hold or to adopt a religion or belief of his choice, and the freedom, either individually or in community with others, and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.
2. Without prejudice to the provisions of sub-Article 2 of Article 90 (Education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices), believers may establish institutions of religious education and administration in order to propagate and organize their religion. Equally important in sub-Article 4 the constitution says that parents and legal guardians have the right to bring up their children ensuring their religious and moral education in conformity with their own convictions.

But it should be clear that institutions cannot mix up religious teaching with the regular teaching as it was made clear in the constitution that “Education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices.” This constitutional statement is also strengthened by the Education and Training Policy that put as one its objective “the provision of secular education.” In general, therefore, parents/guardians have wide range of constitutional rights to choose the kind of education their children should have in terms of the language or religious preference.

(x) Rights of National Minorities

(a) How are the rights of national minorities protected for carrying out their own educational activities?

(b) Please describe legal and policy framework relating to the educational standards in educational institutions run by minorities. Information should cover the language facilities, such as the availability of teaching in the mother tongue of the students, use of teaching of languages in education policy.

The Federal Constitution which is the product of long years of struggle by nations, nationalities and people of Ethiopia to assert their human and democratic rights, pays due recognition to these rights. To this end the constitution in one of its articles (39) purports that:

1. Every Nation, Nationality and People in Ethiopia has an unconditional right to self-determination, including the right to secession.
2. Every Nation, Nationality and People in Ethiopia has the right to speak, to write and to develop its own language; to express, to develop and to promote its culture; and to preserve its history.
3. Every Nation, Nationality and People in Ethiopia has the full measure of self-government which included the right to establish institutions of government in the territory that it inhabits and to equitable representation in state and Federal governments.

The Education and Training Policy also affirms that “educational management will be decentralized to expand, enrich and improve the relevance, quality, accessibility and equity of education and training.” Therefore, all regions as well as sub-regions have the full mandate to

run the own educational administration. Even in sub-regions where there are minorities their educational rights is well safeguarded by the constitutions and the Education Policy. As mentioned repeatedly above, the federal government mandate is simply setting standards which otherwise the regions have the purview to develop textbooks and run the overall administration of their educational institutions including colleges of teacher training. Reference has already been made above that at the primary level medium of instruction is the mother tongue. In most cases it is only starting from 7th grade onwards that the English language serves as medium instruction. Besides using mother tongue as medium of instruction regions, including minorities, study their mother tongue as a subject by itself at levels of the education system. This is made clear by the Education Policy which states that:

- “Cognizant of the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages.”
- Students can choose and learn at least one nationality language and one foreign language for cultural and international relations.
- The language of teacher training for kindergarten and primary education will be the nationality language used in the area.
- The necessary steps will be taken to strengthen language teaching at all levels.

These policy directions, in addition to the constitutional provisions, are intended as remedies to the inequalities that characterized the Ethiopian society for many years and to enable the nations, nationalities and people of the country to nourish their culture.

Conclusion

For many years Ethiopia had been under autocratic and totalitarian political systems that never paid due attention to the rights of citizens such as the right to education. Whatever education there was then it suffered from lack of access, equity, relevance and quality. Above all the then education was characterized by discrimination in terms of uneven distribution of schools between urban and rural, inequity of opportunities for boys and girls, pastoralists and Special Need Students. For instance in 1991 gross enrollment at the primary level was less than 20% not to mention the figure at the secondary and tertiary levels.

Following the transition to democracy great efforts has been exerted to expand educational opportunities to citizens at all levels of the education hierarchy-an achievement that is hailed by international organization and the different donor partners who are closely working with the Federal Ministry of Education and the Regional Education Bureaus to support the government endeavor in education. It is due to these efforts that currently the Net Enrollment at the primary level is over 83% while the Gross Enrollment is over 100% in most member states of the Federal Government.

Commendable results have been registered as well in realizing equity of education through providing educational opportunities for women, the pastoralists and Special Needs students-equity becoming the hallmark of the current education systems of the country. Functional Adult Literacy is also a program in place to widen the chance of learning to adults whose number is believed to be around 18 million.

TVET sector, which was a very neglected area, has shown dramatic expansion since the last 20 years producing the middle level trained man power for the expanding economic development of the country. Tertiary education has also greatly expanded. The number of public universities that were mere 2 before 20 years, increased to 31 having the annual in-take capacity of almost 100,000 students. Human Rights education is also emphasized for which Civics and Ethical Education, which is based on social values, is in place and is provided across the curriculum.

Thus, although much remains to be done, particularly in view of the needs of the country to strengthen its democratic system and achieve accelerated economic development, Ethiopia is on the right direction in expanding educational opportunities and attaining education relevance, equity and promoting quality. Confidently enough the education offered at all levels are non-discriminatory designed to serve all students without taking into consideration their differences of ethnicity, language, religion, or other cultural traits-traits which in no way can serve as basis to show prejudice to others as clearly stipulated in the Federal Constitutions.

It is our sincere belief that this report provides information on the actions and activities undertaken by the Ethiopian government in respect to implementing the Convention against Discrimination in Education and the legislative frameworks and program designed to give citizens equal opportunity and access to education.

