Reporting on Education for Human Rights, Peace, Democracy, International understanding and tolerance (The Federal Ministry of Education of Ethiopia).

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 had 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. Moreover, the education system of the old regimes had no place for democratic and human rights of the people as their primary concern was propagating about either their god-given power (the imperial government) or the programs of the ruling party (the military government) as such.

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 democratic system which was underway. 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

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commendable results have been achieved in terms of access, equity, relevance and quality of education at all levels of the education hierarchy while great efforts has been exerted to sensitize students with human and democratic rights of citizens and the imperative of tolerance of differences and understanding. 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 acclaim 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.

To develop democratic culture, especially among the youth, Civics and Ethical Education, which is based on social values, has been introduced from primary to tertiary levels. This paper, intends to provide report on Ethiopia's so far achievements on Education for human rights, peace and democracy, International Understanding and Tolerance.

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I. Components of education for peace and human rights

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

The Human and Democratic rights of the citizens of Ethiopia enjoy recognitions and are protected by the Federal and States' constitutions. The Federal Constitution is

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composed of various rights with 2/3 out of its 106 articles dealing with human and democratic rights. For example, the constitution on Article 25 boldly expresses as one of the human rights of citizens that: "All persons are equal before the law and are entitled without any discrimination to the equal protection of 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." Likewise in stating as one of the democratic rights of citizens the constitution in Article 39 says 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 preserve its history.
3. Every nation, Nationality and People in Ethiopia has the right to full measure of self-government which includes the right to establish institutions of government in the territory that it inhabits and to equitable representations in state and Federal governments.

In terms of education the constitution in its intents to explicitly assure equality among citizens it purports that the education to be offered at all levels should be free from any bias whatsoever. To this end in its Article 90 the constitution states that:

1. To the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security.
2. Education shall be provided in a manner that is free from any religious influence, political partisanship or cultural prejudices.

But this constitutional provision shall not bar followers of a religion from setting up religious learning institutions to promote their faith, for the constitution in Article 27 explains that "Without prejudice to the provisions of sub-Article 2 of Article 90,

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believers may establish institutions of religious education and administration in order to propagate and organize their religion." What is required of citizens, as far as the constitution is concerned is, not to mess up religious tenets with the politics of the country; because as one of the pillars of the constitution the state and religions are separated as a result of which "the state shall not interfere in religious matters and religion shall not interfere in state affairs."

International Understanding is also the area covered by the constitution. In its foreign policy the constitution, inter alia, in its Article 86 purports that:

- To promote mutual respect for national sovereignty and equality of states and non-interference in the internal affairs of other states (sub-Article 2).
- To ensure that the foreign relation policies of the country are based on mutual interests and equality of states as well as that international agreements promote the interests of Ethiopia (sub-Article 3).

On the basis of the provision of the constitution National Instruments are also in place to see against the infringement of the human and democratic rights of citizens as well as maladministration by ministries and public officials. These are the Human Rights Commission and the Office of the Ombudsman. The Human Rights Commission is answerable to the legislative branch of the government and is authorized to report any violation of human and democratic rights of citizens to the parliament with a proposal, including the violation of these rights in education institutions at all levels. The Commission has a strong education department that works on awareness creation program related with the human and democratic rights of citizens, fully aware of the fact that these rights could properly protected at the end of the day by citizens themselves rather than by external bodies. The Office of the Ombudsman is also mandated to investigate any manifestations of maladministration in the public sector and suggest the rectification of the wrong practices. As these institutions and their mandates emanate from the constitutions thus, the constitution could said is the bed rock for human rights, peace and democracy, International Understanding and Tolerance.

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Following the transition to democratic rule in Ethiopia a New Education and Training Policy had been formulated that focused on assuring equality, equity, tolerance and understanding between and among citizens and the international community at large. The policy made it abundantly clear what the mission of education should be: "...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 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 to nurture the young democratic system and develop a culture of democracy and tolerance in a country inhabited by different nations, nationalities and people having their own language, religion and other cultural treats. 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

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

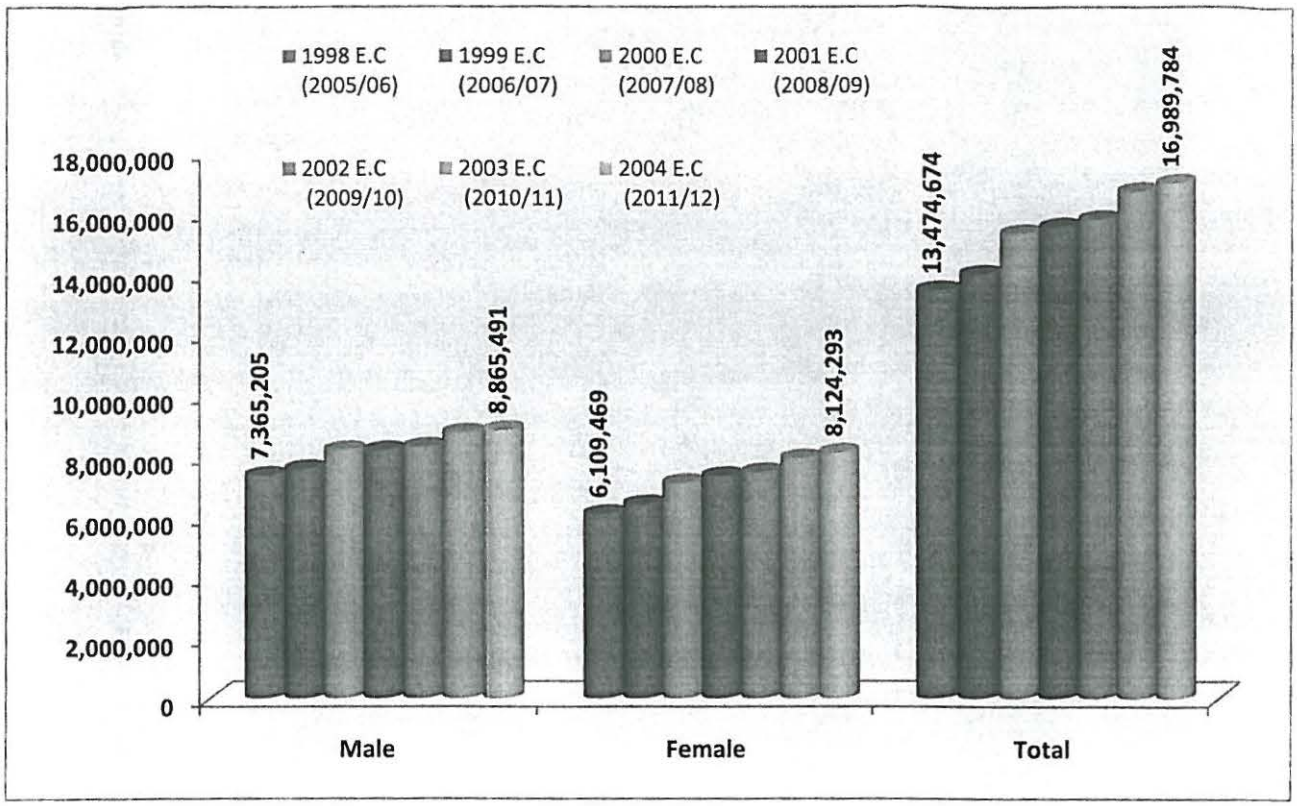
Thus, both the Federal Constitution and the Education and Training Policy are veritable instruments for the protection of the rights of citizens as well as for the promotion of democracy and tolerance in a multi cultural society.

Owing to the efforts exerted by the ministry in collaboration with stakeholders, governments and non-government organizations, to use education as an instrument for the advancement of democracy, tolerance and understanding, Ethiopia turned out successful in providing educational opportunities to her citizens in a scale unprecedented in her long history. To give a general picture of the achievement, as an example, data are presented hereunder to show access at the primary and secondary levels since 2007.

Enrolment in Primary (1-8)							
Year | Sex	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Male	7,365,205	7,583,308	8,205,445	8,196,498	**8,309,889**	8,779,088	8,865,491
Female	6,109,469	6,430,700	7,135,341	7,356,644	7,482,215	7,939,023	8,124,293
Total	13,474,674	14,014,008	15,340,786	15,553,142	15,792,103	16,718,111	16,989,784

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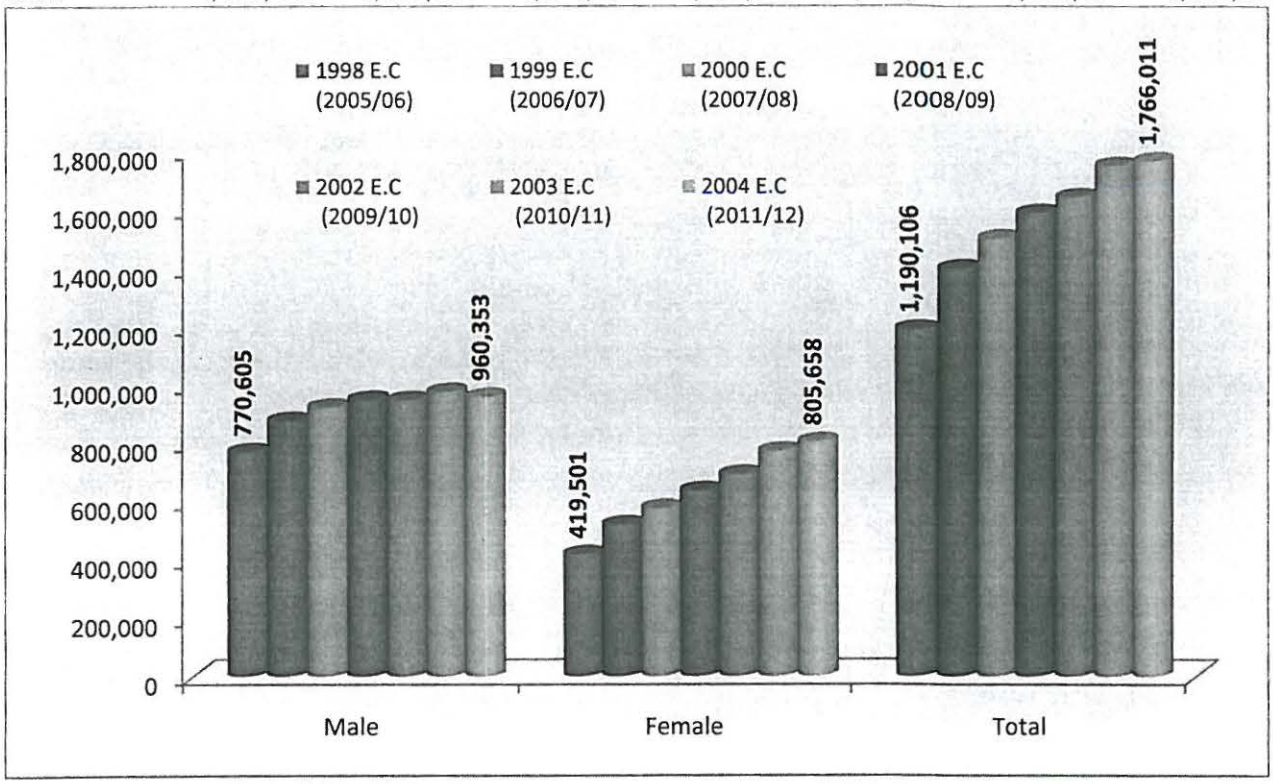
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Enrolment in Secondary (9-12)							
Year | Sex	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Male	770,605	877,674	923,761	949,936	948,737	976,822	960,353
Female	419,501	521,207	577,602	637,649	693,460	773,312	805,658
Total	1,190,106	1,398,881	1,501,363	1,587,585	1,642,198	1,750,134	1,766,011



Tertiary Education

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 bringing the total number of universities to 31 as compared to only 2 before 20 years. 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

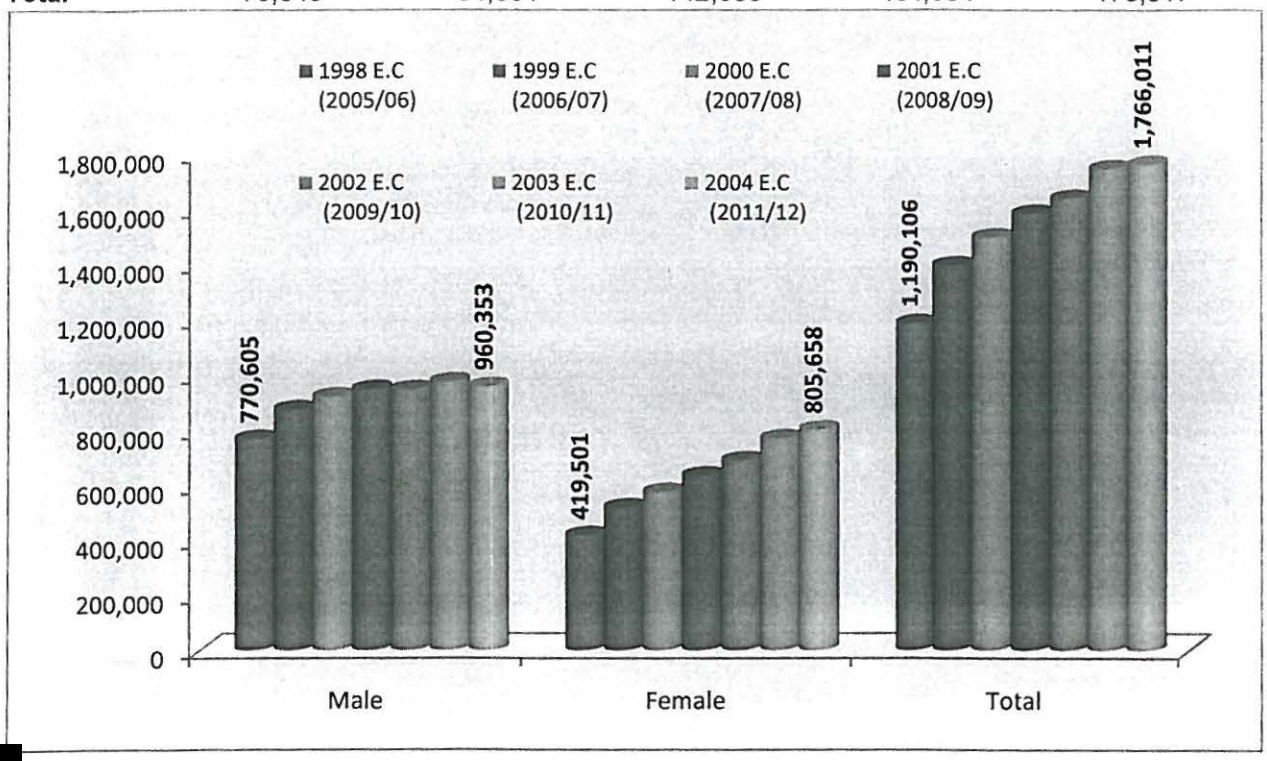
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education institutions has shown increment annually as indicated bellow over the period between 2005/6 and 2011/12/.

Enrolment in Colleges of Teachers Education (CTEs)

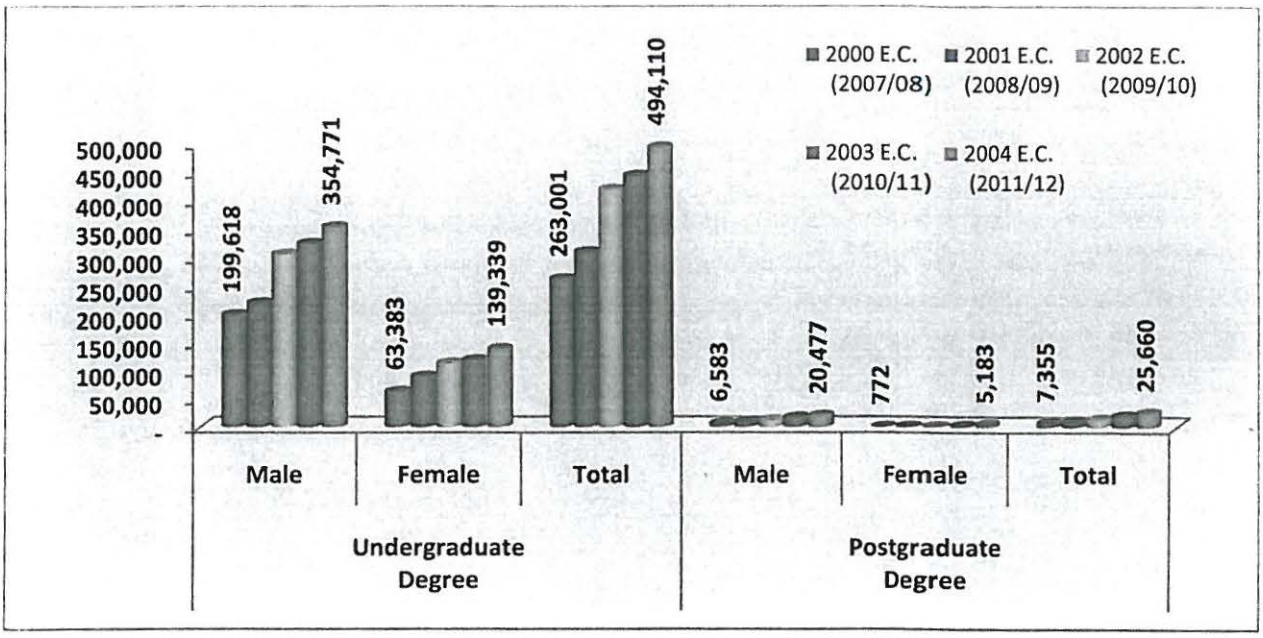
Year | Sex	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Male	42,813	49,384	85,189	97,056	98,905
Female	27,836	31,707	57,746	67,445	74,612
Total	70,649	81,091	142,935	164,501	173,517



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Enrolment in HEIs						
Year | Sex		2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
Undergraduate Degree	Male	199,618	220,598	306,883	325,413	354,771
	Female	63,383	90,104	113,504	119,140	139,339
	Total	263,001	310,702	420,387	444,553	494,110
Postgraduate Degree	Male	6,583	8,981	12,574	17,369	20,477
	Female	772	1,144	1,698	2,781	5,183
	Total	7,355	10,125	14,272	20,150	25,660



It is evident, from the table above, that great achievements have been registered in expanding the educational opportunities at tertiary level for students who successfully qualify to join it i.e completion of the preparatory level (Grades 11-12). Distance education has also been used as one of the means to expand access to higher education. The right to join higher education is legalized by Higher Education Proclamation No 650/2009 that states that students in higher education institutions enjoy the rights to have appropriate opportunities and conditions to learn and to receive institutional legal protection from any form of discrimination.

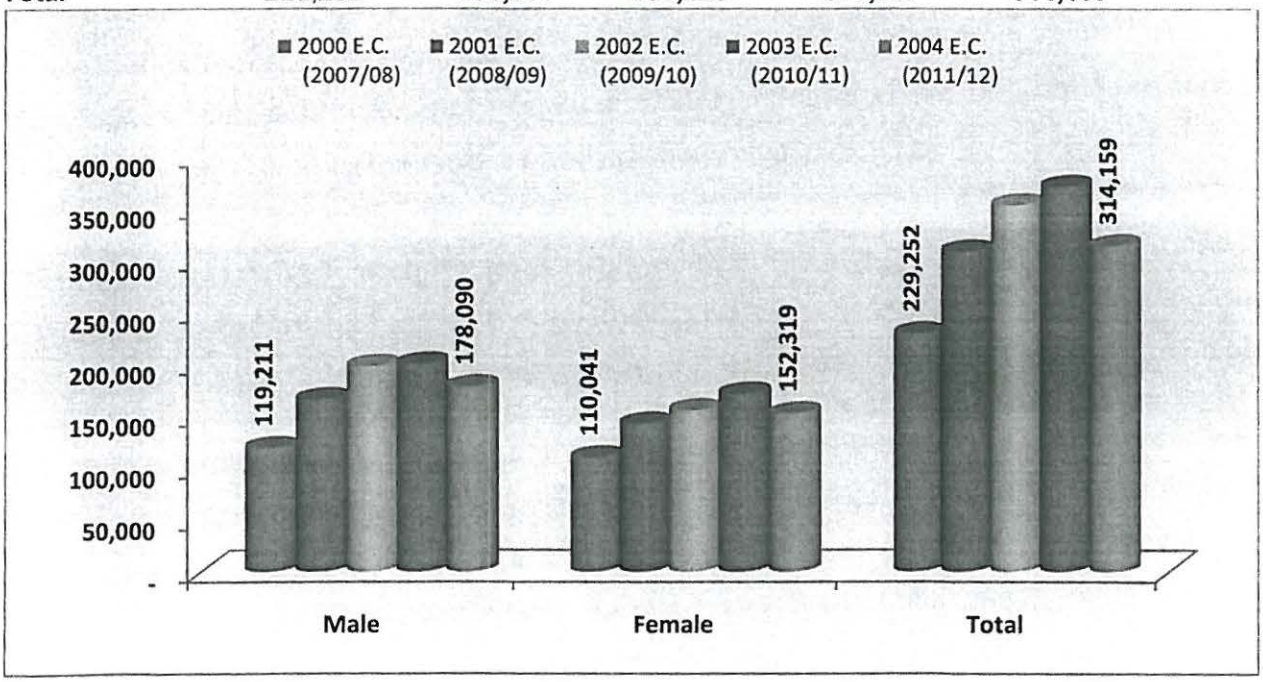
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TVET Education.

The success registered in TVET are also noteworthy that testify to the great efforts invested by the government to provide opportunities for students who desire to join the stream. All regional states have TVET colleges of various numbers. While the big regions, such as Addis Ababa, Oromia, Amhara, Tigrai 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 table below shows the leap made in TVET as far as students' enrollment is concerned.

Enrolment in TVETs

Year | Sex	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
Male	119,211	165,974	197,915	200,156	178,090
Female	110,041	142,527	155,505	171,191	152,319
Total	229,252	308,501	353,420	371,347	314,159



It is not difficult to surmise from figures above Ethiopia's government determination to use education as a means for building democratic and tolerant culture. As citizens become knowledgeable undoubtedly their global understanding will

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positively change and possess the right skills and dispositions to live amicably with others sharing their experiences and by so doing contributing a piece of their portion to the world to which they are part and parcel.

Adult Education

Not only formal education but also non-formal education is also given due attention by the government. One area of non-formal education is Adult Education and lifelong learning. In pre democratic Ethiopia educational opportunities have been special privileges to be enjoyed by selected few. As a result, large segment of the Ethiopian masses had 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 also 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

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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. Thus besides building the capacity of adults to comfortably earn their living, the Ethiopian Functional Adult Literacy played a commendable role in dealing with illiteracy, as a social evil which outlived its time in the country.

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 the program shall be accessible to the broad section of the population in the various regions of the country.

Equity of Education

In terms of equity of education the country has gone a long distance and succeeded in narrowing the gap between boys and girls and between rural and urban and between regions as well. 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. To meet the EFA Goal regions are working diligently to bring school age children into schools. 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 government.

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 be over 87% while the Gross Enrollment to 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 highly pronounces 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, through 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

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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 vulnerable children's.

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- 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 is 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/ ESDP IV (2010/11-2014/15) 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-

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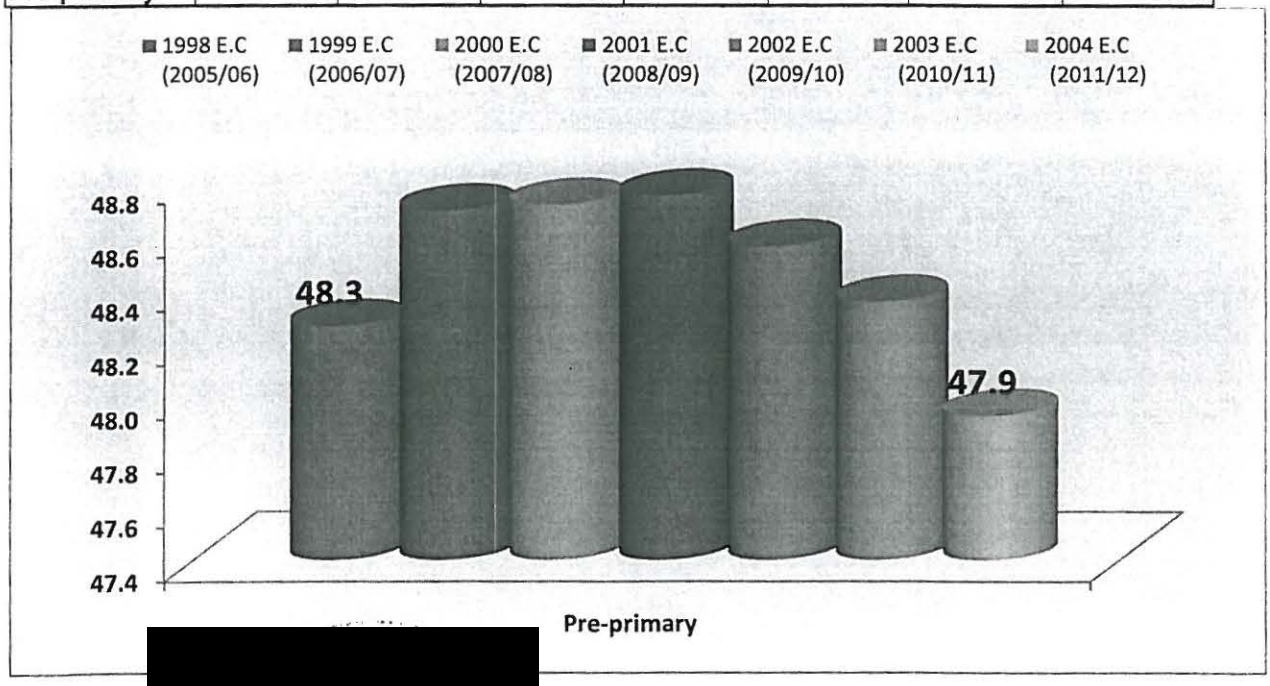
pastoralist groups, with special attention to their participation in science and technology.

- 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 educational participation shows growth annually. The following tables vindicate what has been said above regarding women's education.

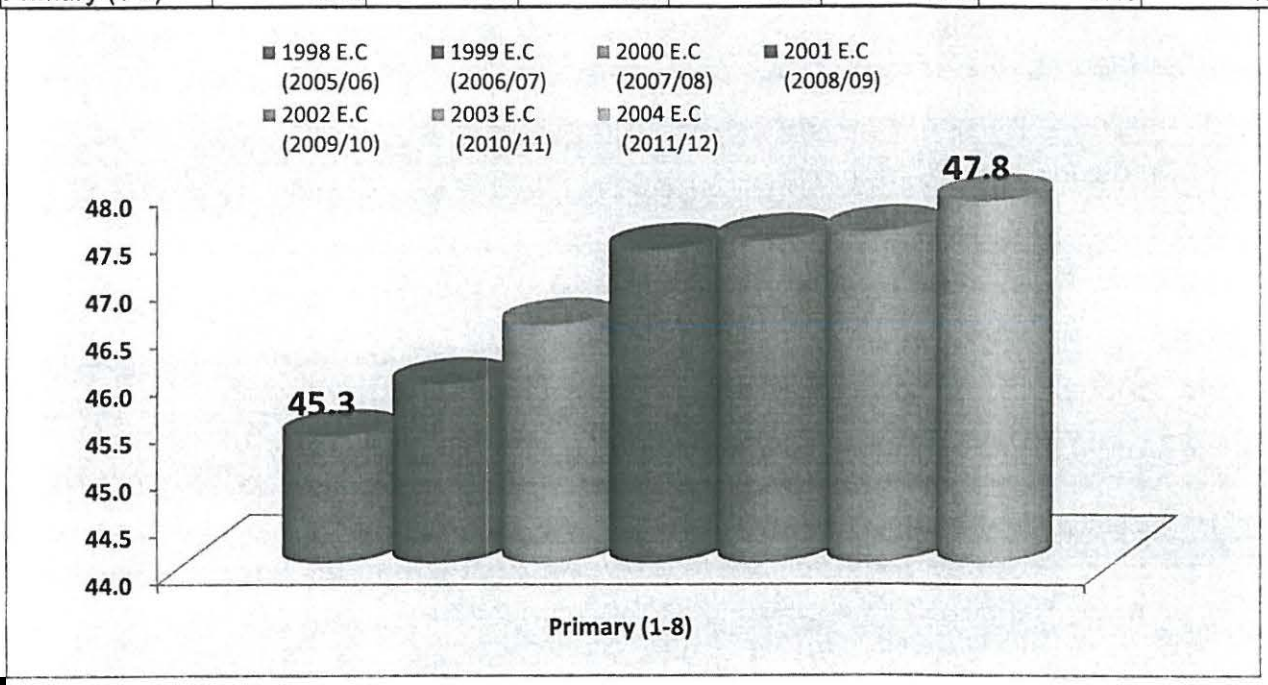
% of female students in Pre-primary

Year	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Pre-primary	48.3	48.7	48.7	48.7	48.6	48.4	47.9



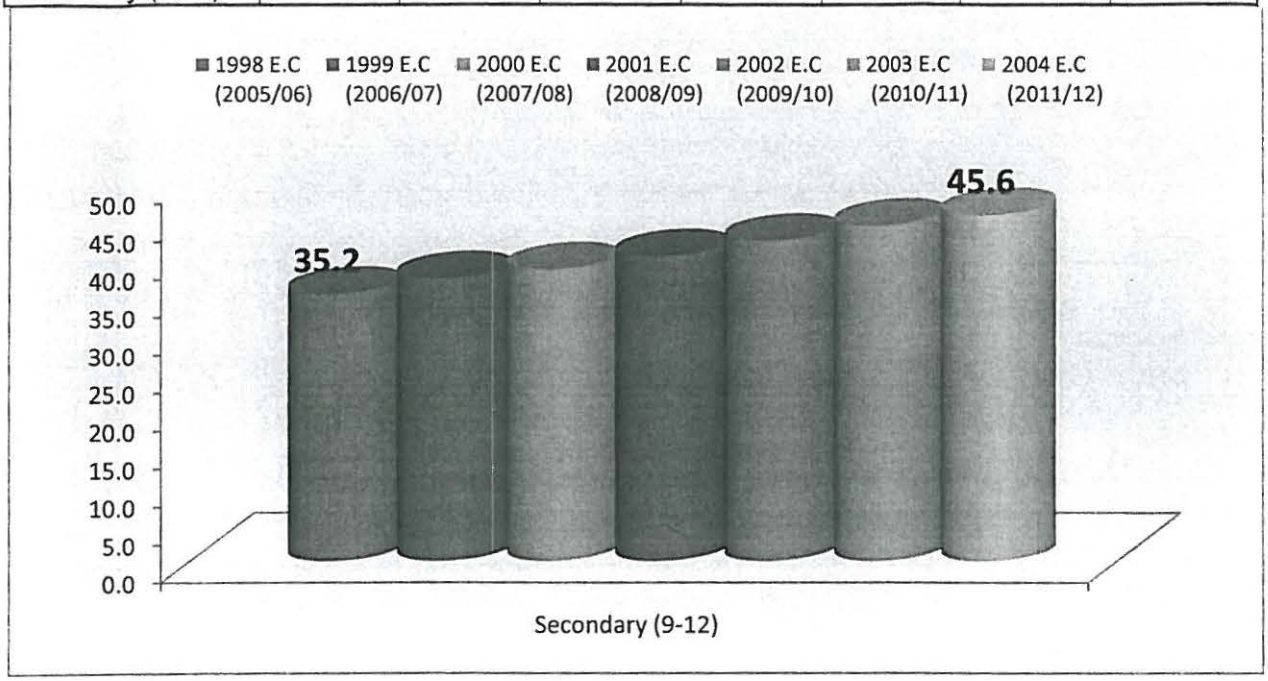
% of female students in Primary (1-8)

Year	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Primary (1-8)	45.3	45.9	46.5	47.3	47.4	47.5	47.8



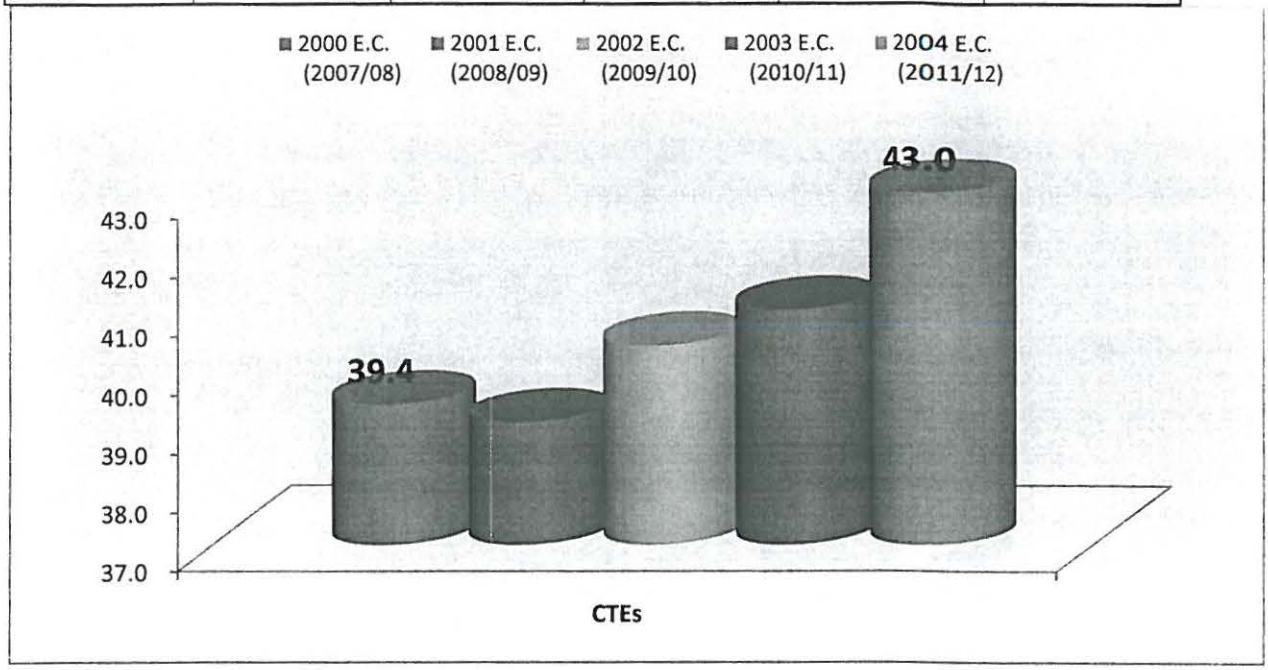
% of female students in Secondary (9-12)

Year	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Secondary (9-12)	35.2	37.3	38.5	40.2	42.2	44.2	45.6



% of female students in CTEs

Year	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
CTEs	39.4	39.1	40.4	41.0	43.0

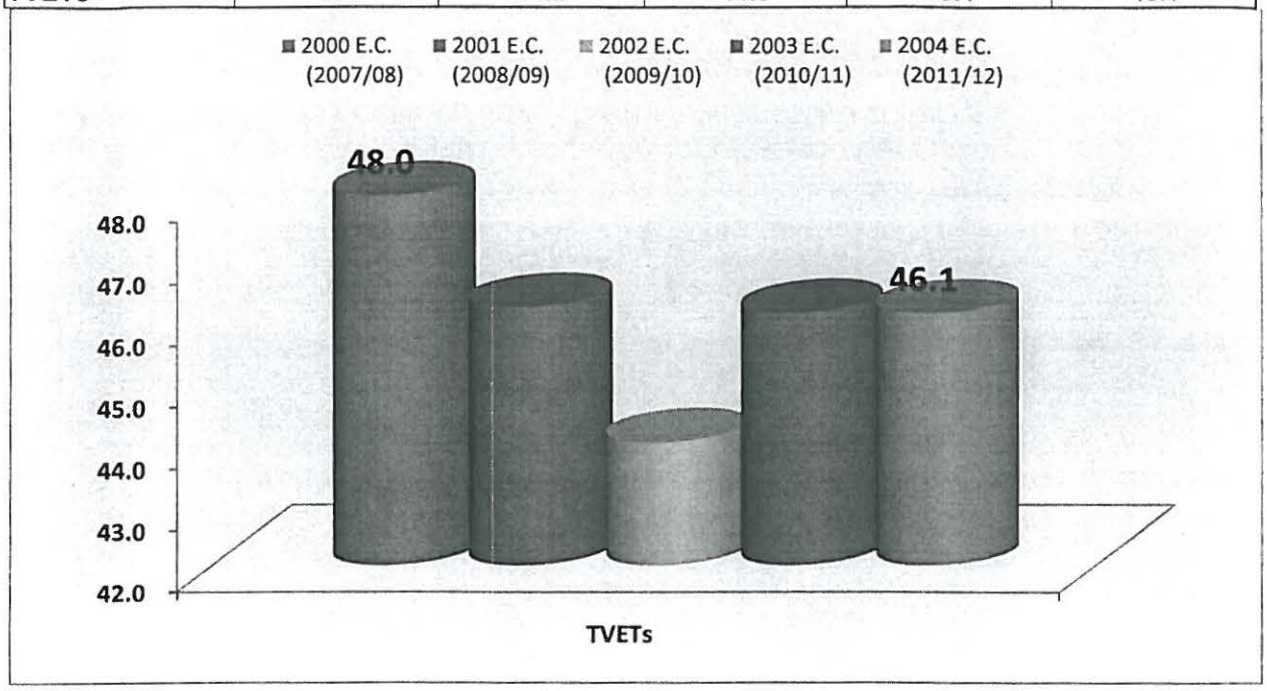


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% of female students in TVETs

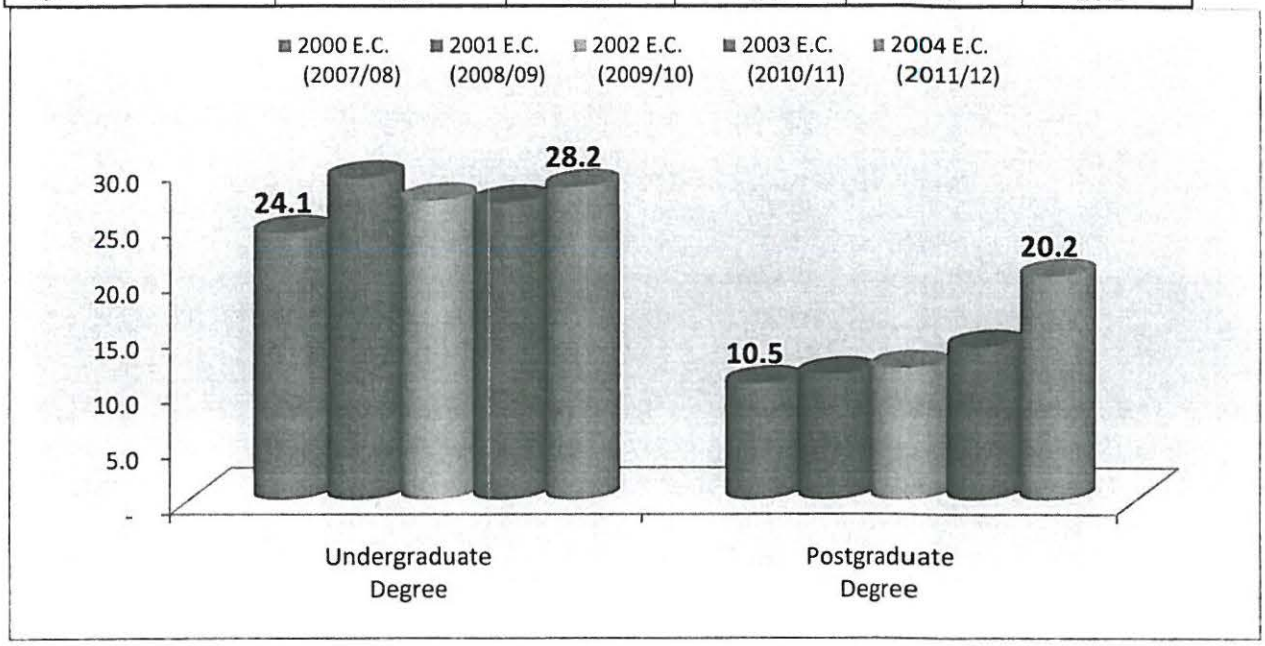
Year	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
TVETs	48.0	46.2	44.0	46.1	46.1



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% of female students in HEIs

Year	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
Undergraduate Degree	24.1	29.0	27.0	26.8	28.2
Postgraduate Degree	10.5	11.3	11.9	13.8	20.2



Access to Education

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 Ethiopian schools, as shown above, to the level unheard of in the country's history.

Education for Special Need Students and for the Disadvantaged areas

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. The Education and Training Policy stood guard for 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.

Moreover 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 students with hearing problems.

On the other hand 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

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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, national strategy which has been practiced since 2006, 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.

Teachers' Training

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).

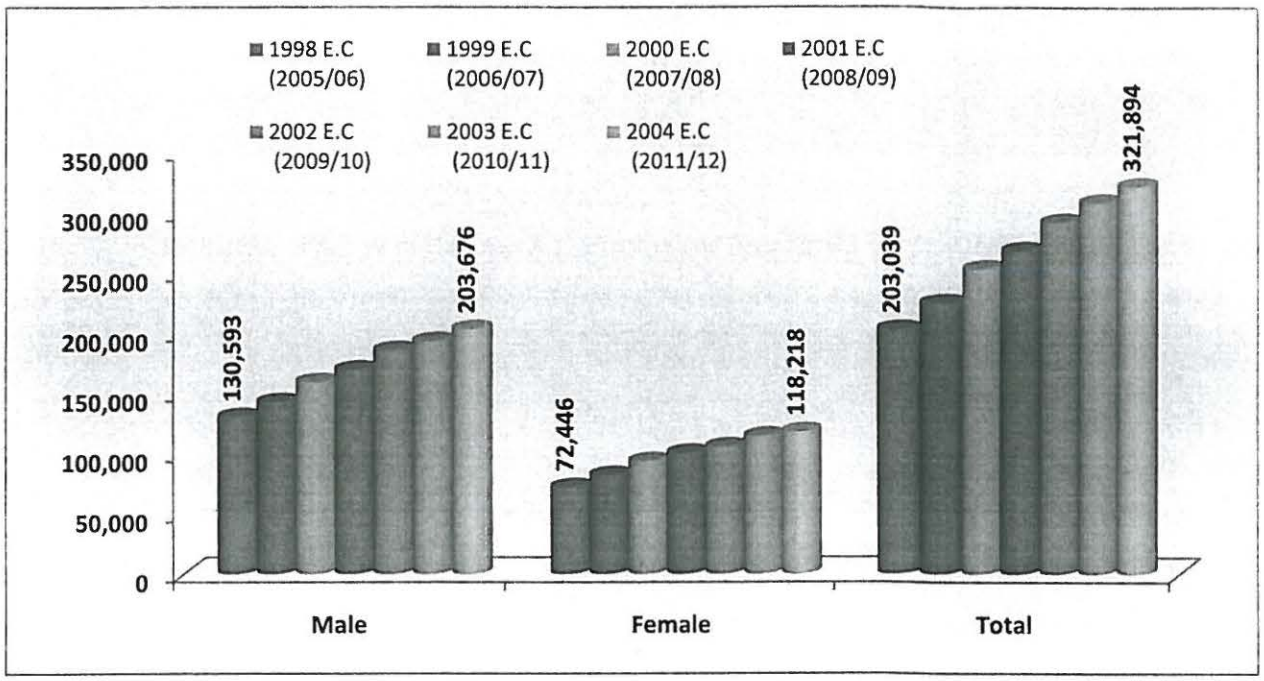
But recently in the ministry's quest to promote quality of education the teacher training system has been overhauled. On the basis of the new system those teachers who are supposed to teach at the primary level are expected to be diploma holders having their training in cluster modality. Teachers of 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 MA degree holders are to be recruited to be assigned at the second cycle (grades 11-12) and be provided with continuous professional development. Women are encouraged to join the profession for which there are different schemes to motivate them to this end. As a result of increase in educational opportunities, which definitely boosts the pool out of which teachers could be picked up, individuals' preferences to join the profession have brought numerical increase of teachers in the country. This is clearly demonstrated in the graphs below which show the number of teachers at the primary, secondary and tertiary levels for the years 2005/06-2011/12.



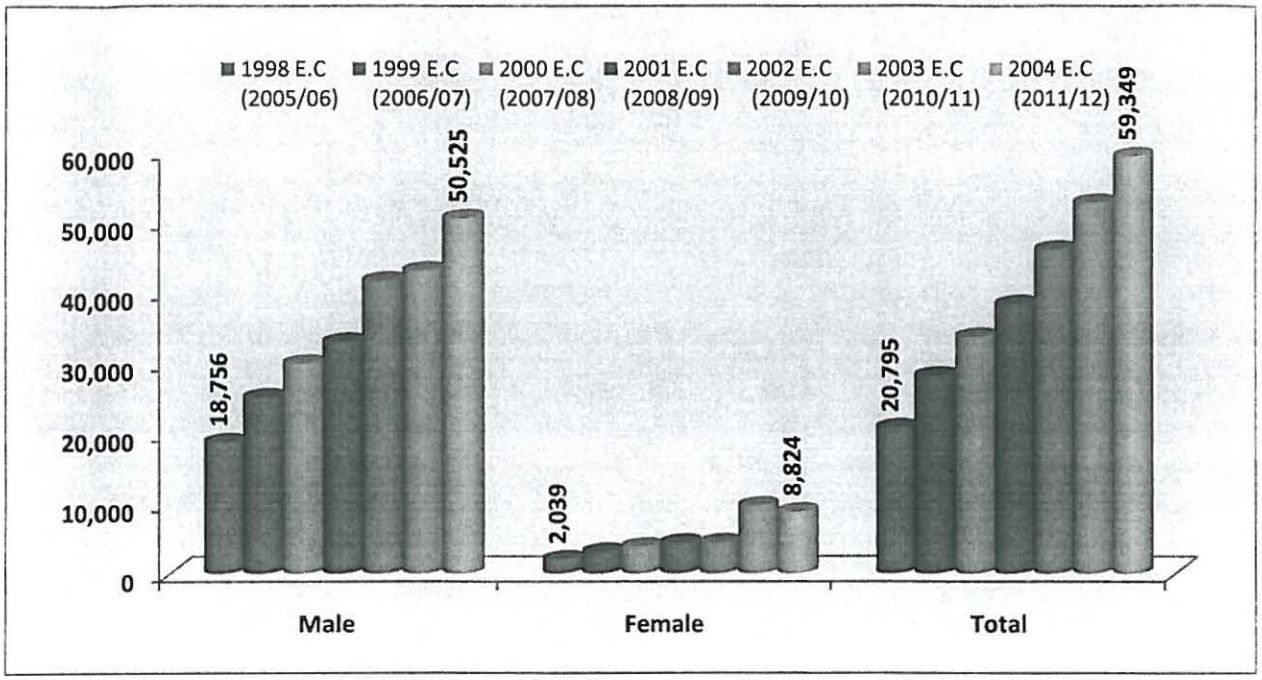
Teachers in Primary (1-8)

Year | Sex	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Male	130,593	142,941	159,625	169,914	186,215	193,599	203,6
Female	72,446	82,378	94,004	100,680	105,915	114,687	118,2
Total	203,039	225,319	253,629	268,693	292,130	308,286	321,8



Teachers in Secondary (9-12)

Year | Sex	1998 E.C (2005/06)	1999 E.C (2006/07)	2000 E.C (2007/08)	2001 E.C (2008/09)	2002 E.C (2009/10)	2003 E.C (2010/11)	2004 E.C (2011/12)
Male	18,756	25,095	29,883	32,947	41,622	43,041	50,525
Female	2,039	3,088	3,853	4,386	4,438	9,690	8,824
Total	20,795	28,183	33,736	38,357	46,060	52,731	59,349

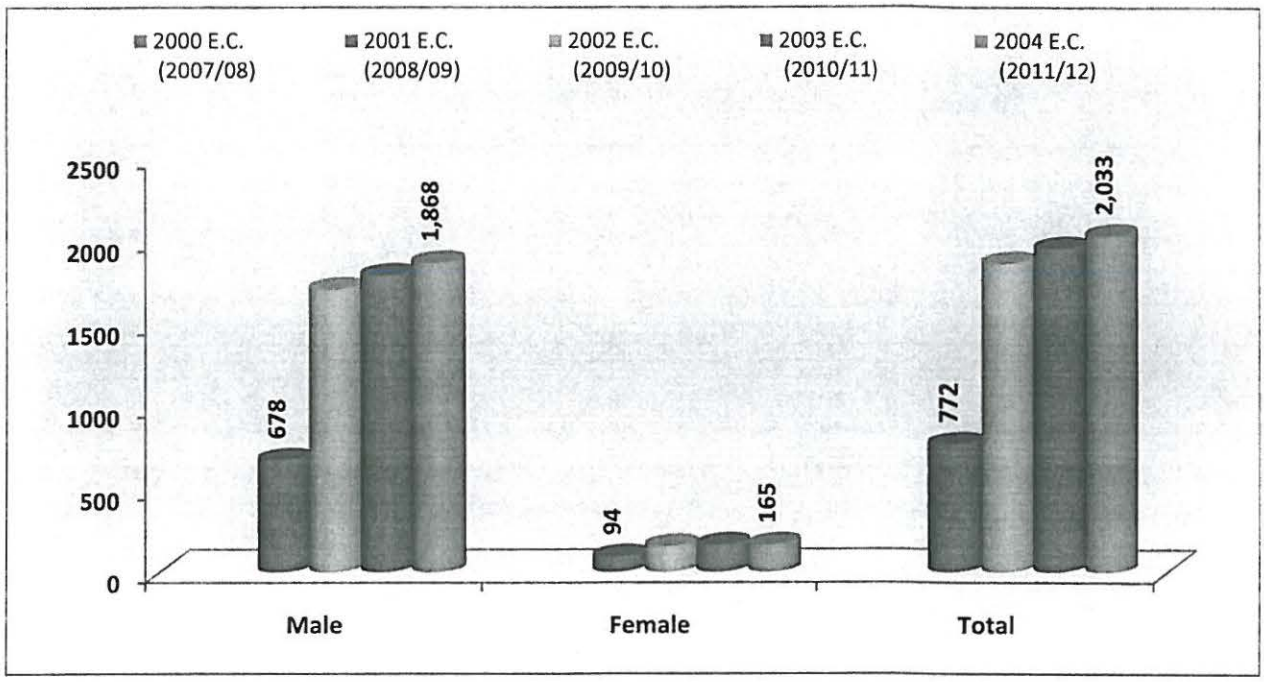


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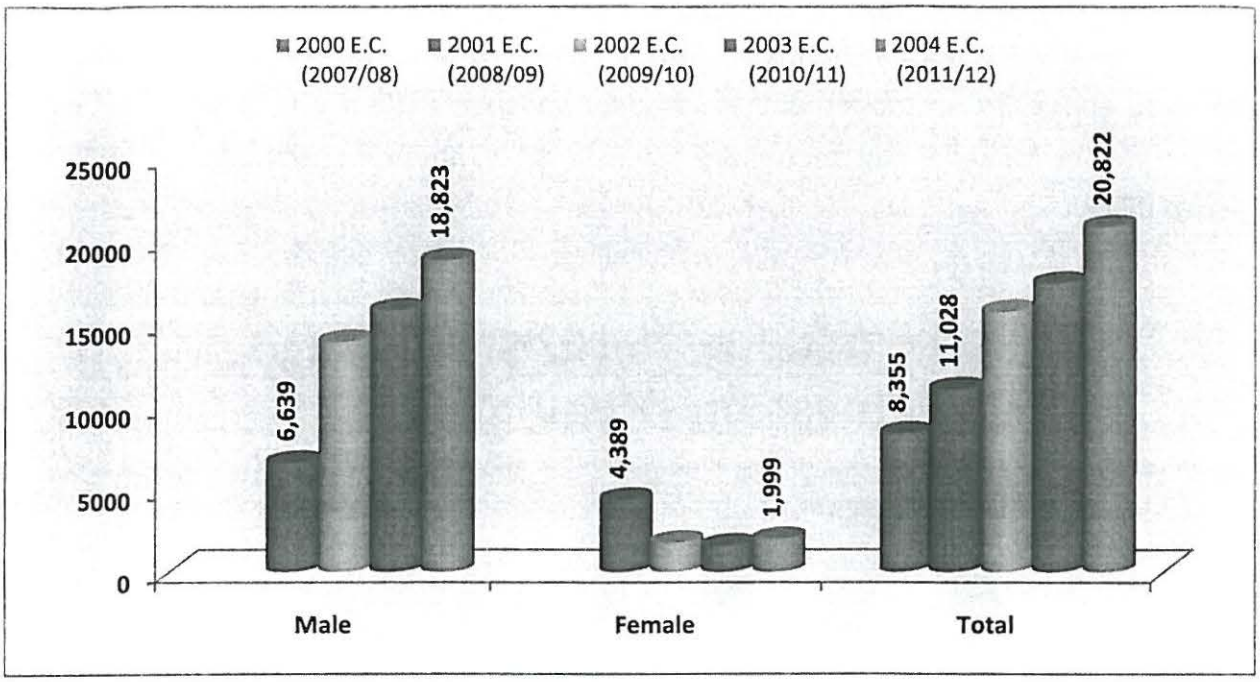
Teachers in CTEs

Year | Sex	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
Male		678	1,708	1,792	1,868
Female		94	157	164	165
Total		772	1,865	1,956	2,033



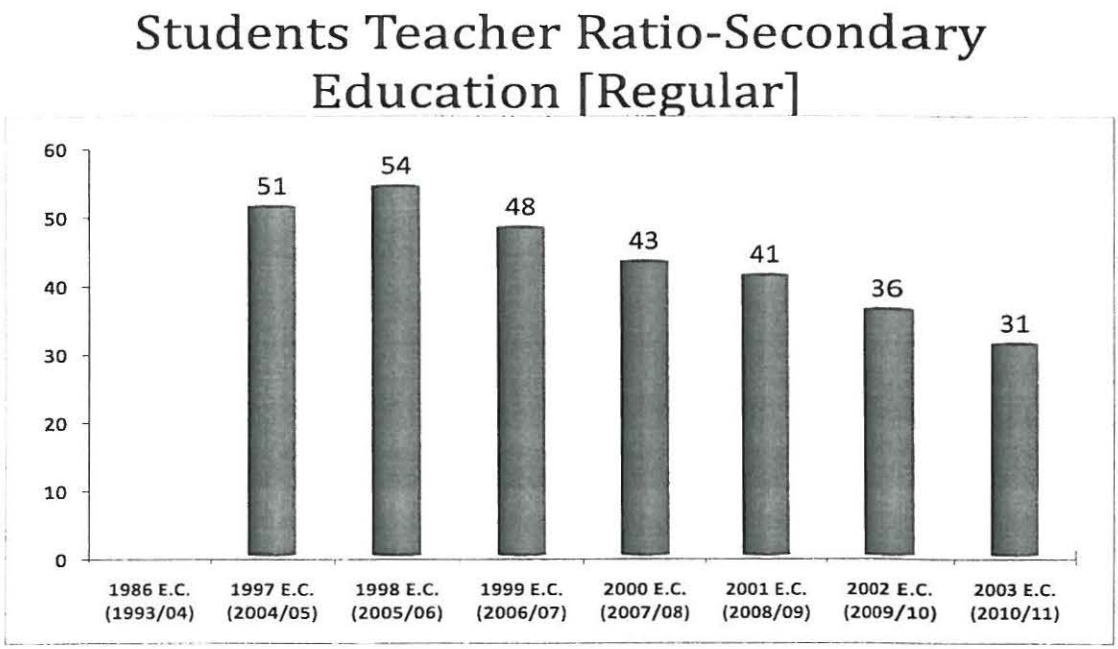
Teachers in HEIs

Year | Sex	2000 E.C. (2007/08)	2001 E.C. (2008/09)	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)
Male		6,639	13,916	15,801	18,823
Female		4,389	1,791	1,601	1,999
Total	8,355	11,028	15,707	17,402	20,822



As the opportunity for females in teacher education widened their involvement in the teaching profession has shown also dramatic increase as is evidenced from the graph above. Thus teacher training as one of the components for the promotion of quality of education receives due attention by the government and the ministry of 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 for the years 1993/94-2010/11.



Quality of Education and Revision of textbooks

There is no question about the importance of quality of education for Ethiopia, for it is one of the requirements for consolidating the young democratic system and to accelerate the economic and social development that is already underway 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).

On the basis of GEQIP, as explained above, teachers' recruitment, training and placement has been drastically 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 requited and provided with one year pedagogical training before they become professional teachers. For the second cycle secondary (11-12) only those MA holders are to be recruited as subject teachers and have a continuous professional development intermittently. 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.

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, is about 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

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accelerated development to end with the age-old poverty that remained in 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 the 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 preparation all the primary and secondary education textbooks and teacher guides were made to be developed 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 the great satisfaction 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 or 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 required work force to the industry, which is in tandem with achieving goals set for the different industries on the basis of 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 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

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occupational standards and implementing cooperative training has enabled the TVET sector to fully implement the National Strategy.

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 conduct has been made to focus around solving local problems. To nurture science and technology so that to achieve quick economic and social developments in the country the placement of students after completing 12 grade 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. 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.

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Currently HESC, to promote quality, equity and relevance of education in the country, is in the process of completing the Ethiopian National Qualification

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Framework which specifies the kind of certifications one is entitled to after completing a certain level of study. In addition to the efforts mentioned above, capacitating teachers through Continuous Professional Development, Upgrading 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.

B. Methods Introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles.

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 clearly 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 where different government and non-government stakeholders participate.

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 as well as supplementary materials), 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. In all curriculum development, before their implementation, specific organizations that have stake as well as the public deliberate and give their comments.

In subjects like Civics and Ethical Education, which is introduced in the education system to promote democracy, human rights, tolerance and understanding, such institutions like the Federal Parliament (the House of People's Representative and the House Federation), the Human Rights Commission, the Ethics and Anti-Corruption Commission, just to mention few, highly participate in the development and endorsement of the curriculum. The call for participation by different authorities is transmitted by the ministry of education in collaboration with its relevant directorate such as the Curriculum Development and Implementation Directorate.

In TVET the demand of the industry for the relevant workforce is fulfilled 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. The occupational standards are developed by the respective industry sectors. Thus, the education and training activities of TVET are carried out in close collaboration with the private sector be it in development of training curriculum or occupational standard for evaluating the skills of trainees. Likewise, the curricula of the tertiary level are revised and updated through the participation of all higher learning institutions and relevant stakeholders; and this undertaking is coordinated through the leadership of HESC. HERQA's undertaking to assure quality is also carried out in cooperation with universities including the private ones.

Process of the Development and Implementation of National Policies

There could be no argument to the contrary that whatever best constitution shall be promulgated and whatever workable instruments are in place human rights, democracy, tolerance and international understanding can only be promoted when citizens are aware of these values through different mechanisms. It is on the basis

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of this consideration that Ethiopia has given due attention to education as a panacea to deal with its multifarious problems and build the culture of respect to human rights, democracy, tolerance and international understanding.

Ethiopia had endured a long history of unautocratic and dictatorial political systems for many centuries. The suppression of human and democratic rights of citizens had been a rule rather than an exception. It was only in 1991 that the country extricated itself from undemocratic rule and started savoring the values of democracy. But democracy as a system, just like a garden, has to be nourished and protected for the simple reason that it is not something to be realized because best constitution and other instruments are in place. It calls for the overhaul of the old culture, that dies hard, that stands on the way of the smooth functioning of a democracy. Democratic values are not something citizens are born with i.e. we do not have them because we are human. They are rather results of learning experiences to be cultivated and practiced through education to make the learners of the right mold of virtues.

It is with this understanding that the new Ethiopian government, fully cognizant of the old undemocratic culture that prevailed in the country for many years, found it imperative to introduce a new subject into the education system to promote the cause of democracy. This was Civics and Ethical Education designed to imbue students with concepts of democracy, respect and tolerance of diversity, commitment to the rule of law and equality of citizens etc... The Civics and Ethical Education is provided as part of Environmental Science, at the grade level 1-4; as a full-fledged subject starting from 5th grade onwards 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 subject is, therefore, compulsory across the curriculum.

The primary and secondary level Civics and Ethical Education, which is introduced on the basis of the New Education and Training Policy, is based on 11 values believed to enhance the democratic process in the country through shaping the perception and disposition of the students towards democracy. The 11 values are:

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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.

Through Civics and Ethical Education, which is multidisciplinary in nature and based primarily on the constitution of the country, so far encouraging results have been registered in fostering the culture of the youth and strengthening their respect for human rights and fundamental freedoms, tolerance of differences and culture of understanding but still much more remains to be done.

As Civics and Ethical Education is offered across the curriculum one can assume that it is integrated in all programs and strategies of the country (National plans for Education for All, National policy frameworks as part of the Decade on Education for sustainable Development, National sectoral plans for basic education, higher education and others such as GEQIP).

5. **Special Entity**

The Federal Ministry of Education in collaboration with the Regional States Bureaus is mandated to oversee and implement Civics and Ethical Education, as an instrument for the promotion of democracy, human rights, and tolerance of differences at the primary and secondary levels as well as in the program of Functional Adult Literacy. On the other hand the higher institutions are responsible for the development of courses of Civics and Ethical Education and implementing them at their respective institutions which has already been harmonized to maintain uniformity.

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On the other hand the National Human Right Commission, which is only accountable to the parliament, has the mandate to see, not only to the violation of human rights, but also is expected to work on awareness creation among the public on issues of human rights.

6. Groups Targeted in the National Policies

As indicated above Civics and Ethical Education as a subject designed to promote the ideals of democracy, human rights, tolerance and understanding is provided with environmental science at the grade level 1-4; as a full-fledged subject from 5th grade onwards including the tertiary level. All teacher trainees and TVET students are required to take the subject as one of the components of the courses. At the tertiary level Civics and Ethical Education is provided as a common course, but universities have already started to provide the course as an undergraduate program. Therefore, in a net shell, all students of the various levels have to take Civics and Ethical Education as part of their learning undertakings.

On the other hand the awareness creation program designed by the Human Right Commission targets those public sectors susceptible to violate the rights of citizens as well as citizens, unaware of their human and democratic rights, remain indifferent to the violation of their rights. Thus the Human Right Commission launches programs for the judges, the police, the prison administrators, the media and other executive branches of the government. The Human Right Commission also sensitizes government employees, the universities and colleges and the teachers and the student populations at large. In general through combinations of efforts by the Ministry of Education and the Human Right Commission attempts are there to reach the whole segment of the population of the country in creating awareness in issues related to democracy, human rights, tolerance and understanding. But this does not mean that the desired results have been achieved and no more effort is required in the areas of human rights and democracy. Ethiopia's democracy is young that calls for relentless efforts to exert, both by the government and the public, for the system to consolidate and take deep root. And also democracy is a process not a destination to say it is accomplished. So much remain to be done in the future.

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7. The integration of Peace and Human Rights in the curriculum and Training of Teachers, Teaching and Learning Process and Learning Environment.

As indicated above (Q6) for Civics and Ethical Education, as an instrument for peace building, a complete curriculum (syllabi, MLC, student textbooks and teachers' guides) are in place at the primary and secondary levels. A course outline and teaching materials are also available at the tertiary level. The subject is compulsory at all levels to the education hierarchy, where all students are required to take it without any distinction.

In the recent past the curriculum of Civics and Ethical Education of the primary and secondary levels, has been revised, and through international bidding, textbooks and teacher guides developed, printed and distributed to all schools of the country.

Again as indicated above Civics and Ethical Education is included both in pre-service and in-service program of teacher training as well as in all training programs intended for directors and supervisors. Textbooks and training manuals are available; and on the basis of the paradigm shift introduced student-centered approach is the hall mark of the textbooks and the teaching-learning process. Students of Civics and Ethical education visits courts in sessions, Woreda (the lowest administrative unit in the country) administration offices and other relevant public bureaus, besides producing papers on given topics on different occasions.

Co-curricular activities where students highly participate in Civics and Ethical Education clubs are other dimensions of learning through practice promoting student-centered approach. School Improvement Program, as one of the components of GEQIP, is being implemented in all schools of primary and secondary. Four indicators are in place (learning and teaching, conducive learning environment, school management and administration and community participation) against which schools are to run their activities and be measured on the basis of their accomplishments taking these indicators as yardsticks. Although much remain to be done not few schools are becoming veritable learning institutions with high participation of the community in over all activities of the schools.





8. Responsible Institution

The responsible institute to run education in general is the Federal Ministry of Education. It is mandated to set standard of education for all levels. Therefore, the syllabi, the MLCs of all grade levels are developed by the National Curriculum Directorate, which is part of the ministry. The Curriculum Directorate beside development of the above mentioned basic documents is also responsible for the development of student textbooks and teacher guides for the secondary level while the development of student textbooks for the primary level is the mandate of the regions. This is the case with Civics and Ethical Education, an instrument for peace building and tolerance. But the implementation of the curriculum is basically undertaken by regions with the federal ministry of education conducting formative and summative evaluations that eventually lead to the curriculum revision. The curriculum for teacher training, which includes Civics and Ethical Education, is developed by the respective Teacher Training Colleges with over all guidance from Teacher Development Directorate, another branch of the ministry.

9. Specific Budget

In Ethiopia the education system is decentralized where each region runs their own educational affair. Regions set block grant for their schools to run all their programs, not specifically one particular program. Schools also enjoy school grants to invest on quality issues such as school improvement program. The budget allocated for education is increasing year after year and Ethiopia is a country that allocates high budget for education in relation with its national budget.

10. Monitoring of Implementation

As explained above the implementation of the curriculum, including the Civics and Ethical Education, is basically the purview of regions. As the implementation goes on the Federal ministry conduct formative and summative evaluations on the basis of which findings it revises the curriculum and think of other

interventions such as sensitization program for teachers how best to implement the curriculum and also to bring onboard other stakeholders.

11. Contents for Peace and Human Rights

The values (themes) that make the Civics and Ethical Education in Ethiopia are, as explained before, are:

- Rule of Law;
- Equality;
- Justice;
- Patriotism;
- Responsibility;
- Industriousness;
- Self-Reliance;
- Saving;
- Active Community Participation;
- The Pursuit of Wisdom.

Each of these values comprises different constitutional contents related to democracy, tolerance, peace and understanding. Moreover, overarching issues such as gender, HIV, environmental protection, preservation of historical and cultural heritage are imbedded in the curriculum of the aforementioned values of Civics and Ethical Education, not to say anything about their inclusion in other subjects like Environmental Science and Biology. Currently the ministry is working hard to strengthen Civics and Ethical Education at all levels through adding more relevant topics and contents of moral and religious tolerance.

12. Celebration of Diversity

A) Ethiopia is a multicultural country where there are over 80 nations, nationalities and peoples with their own languages, religions, way of life and other cultural traits. Our Civics and Ethical Education tries to imbue students with the knowledge to appreciate these cultural differences of the people and develop the right skill and disposition to live amicably respecting each other's culture. Besides Civics and Ethical Education, the country marks annually the

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"Day of Nations, Nationalities, and People." This is an occasion where all the nations, nationalities and people of the country gather together with their traditional costumes, different materials of work, hunting instruments and other manifestations that explain them and celebrate the occasion pompously in the presence of higher dignitaries and foreign observes. The "Day of Nations, Nationalities, and People" is playing a pivotal role in underscoring unity in diversity and creating sense of nation hood of the Ethiopian people. The country has also inter-faith commission that works for the development of mutual understanding and confidence building among the different religions of Ethiopia.

B) **Bilingual and multilingual education**

As explained already, Ethiopia is a multicultural country composed of people having different cultural traits. Before the transition to democracy the Ethiopian governments failed to appreciate the cultural difference of the people and there were attempts to force citizens to value the culture of the ruling class and speak one language, profess one religion etc. This cultural suppression of the nations, nationalities and people of Ethiopia triggered civil wars in the country that were about to result in the total obliteration of the country as a nation. This danger had been avoided with the overthrow of the military government and the establishment of a democratic system in the country.

Under the democratic system a new constitution had been formulated that recognized the human and democratic rights of nations, nationalities and people of Ethiopia. A New Education and Training Policy was also introduced dealing with the long age problem of the country.

The Education Training Policy made it mandatory for the mother tongue to be medium of instruction at the primary level i.e 1-8 grades. Moreover, the Policy created students to also study their mother tongue at all levels of the education ladder.

In Language and Education the Policy states:

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- "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.

Thus, the policy has created propitious conditions for realizing bilingual and multilingual education in the county.

C) Promotion of the Gender-Sensitive Education

The issue of Gender Education in Ethiopia is narrated at length above. In general, however, owing to the undemocratic nature of the political system and the backward traditional beliefs that prevailed in the country for many years women's role had been relegated to giving birth to a child and do domestic chores which resulted in the Ethiopian women being deprived of enjoying their rights. But following the transition to democracy, on the basis of the constitution, their rights were recognized as members of the larger community. The federal constitution 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.

Besides women enjoying the right to education gender issues are mainstreamed in almost all subjects provided at the different levels of the

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education system. For example, gender, as one of sensitive issue to be appreciated by the students, is well articulated and included in Civics and Ethical Education of primary and secondary levels. The whole efforts of gender education aimed at making our students gender-sensitive contribute their part in mitigating the problem that female has been exposed to for many years.

D) **Prevention of Racism, Discrimination and Violence**

The Ethiopian people, despite differences of culture, have a long history of living together. The political leaders' myopic perception of difference aside, the people has lived for millennia amicably without major difficulties while maintaining their identity. Be this as it may, the constitution created favorable condition for the nations, nationalities and people to promote their language, religion, history etc. and to administer themselves as well. The constitution is a bed rock to assure equality and equity among the people of the country. In a situation where equality is constitutionally recognized there is no fertile ground for racism, discrimination and violence to prevail. Also the Civics and Ethical Education that is offered at different levels is meant to develop the culture of equality tolerance, peace and understanding as well as resolving differences through dialogue.

E) **Civic Engagement of the Youth**

For the youth to develop democratic culture, besides their study of Civics and Ethical Education in formal classes, strong co-curricular activities are in place in schools. There are Civics Clubs where students engage in different activities ranging from discussion on important issues to helping the needy, from debating on given issues to visits of different areas that promote their civic knowledge. In schools there are students' parliaments for the positions of which student stage pseudo elections and be appointed as ministers of various ministries as in the real world. They held their meeting, just like the real parliament, deliberate on issues and come up with resolutions to be carried out, some time, by the schools. The students' parliaments as well as their clubs have served as veritable platforms for students' civic engagement and development of civic virtues.

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The youth is also organized in Youth Associations to stand guard for their rights and freedoms. At the tertiary level, all the University Students of the country are organized in associations, and besides protecting their rights, participate in different civic activities, including discussions on political issues of the country.

Partnership

A) Non-formal Education

The basic non-formal education variant of Ethiopia is the Functional Adult Literacy. 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, which included Civics and Ethical Education, have been developed which was followed by sensitization of teachers and stakeholders on national direction the government is taking 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.

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

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and are able to pass the examinations required to join any one level. Still evening classes at primary, secondary and distance learning program alike allow second chance education for those who wish to complete their interrupted formal education.

Currently 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.

B) higher Education institutions

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 to all Ethiopians who complete 12th grade and have the required mark to be enrolled in one of the country's universities. Affirmative measures are in place to support females, students of the emerging regions and the special need students to join the institutions and sustain up to graduations. Civics and Ethical Education is offered as a common course at the tertiary level to nurture the democratic culture of the students and enhance a common understanding between them irrespective of their cultural differences.

C) Interactions between Schools, Local Governments, Universities, Civil Society and the Community

All schools in Ethiopia are under the leadership of local governments. The local governments have the mandate and responsibility to assign budget for the schools, hire teachers and within the limit of their capacity fulfill all the necessary inputs for the proper functioning of the institutions and oversee their day to day activities. As one of the indicators in School Improvement Program (as part of GEQIP) is public participation in the

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running and owing of the schools the community is highly involved in schools activities. The community through modest contributions builds additional classes, donate furniture, renew old buildings and deliberates with the school administration how bests the school shall function to promote quality of education. Above all through Parent-Teacher Associations the community contributes to the overall development of schools. Thus, it could fairly be said that the schools in Ethiopia enjoy the support and partisanship by the community.

The Teacher Association is also involved in the school activities and tries its level best to aware teachers in their professional rights, duties and responsibilities. International organization such as UNICEF and UNESCO as well as non-governmental organization are highly involved in supporting the government educational program.

With the government's quest to promote quality education clusters of schools are attached to a given university located nearby. The whole idea is to make universities build the capacity of the schools in sharing their experiences and providing training to teachers in areas of knowledge and use of interactive methodologies and laboratories.

D) International Cooperation

The country's educational undertaking is supported by International cooperation. There are many countries, such as South Korea, Japan, China, India, Finland etc... who provide scholarship in different field of study. The country also participates in workshops and symposia, too many to mention, organized by various states as it highly respects the call for attendance to have firsthand experience for its own use.

13.Research Undertaking

Indeed, the Human Right Commission conducts the condition of human rights in the country including harmful traditional practices. Although no concrete conclusions have been reached, as most of the researches are in their analysis stage, there is no doubt that great improvements over the past two decades have been made in the area. However, it should be borne in mind that the issue of human rights still calls for strong attention and joint effort

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by all stakeholders to make it well known and observed by all, which otherwise will be a cause for disrupting peace.

At the level of the Ministry of Education preparation is underway to study the impact of Civics and Ethical Education, as an instrument democracy, tolerance, peace and understanding, on our learners.

14. The Means of Impact Study

The Federal Ministry of Education is desirous of studying the impact of Civics and Ethical Education on learners. The means by which it wants to undertake this study is through collecting feedback from respondents. The respondents shall be students, teachers, head teachers, supervisors, parents, selected ministries, other stakeholders and the community at large. The instruments for collecting data will be questionnaires, focus group discussions, interview etc... which first shall be piloted and refined before applied for the purpose.

I. Challenges

One of the main challenges the government encounters in the education arena is the misunderstanding that some members of the community have for education. Because many families in Ethiopia avail themselves of the labor of their children sometimes they are reluctant to send their children to schools and rather 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, chewing gums, 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. In areas of TVET challenges are also observable. 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 wrong 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.

The other is in the area of Civics and Ethical Education. When Civics and Ethical Education was introduced in the education system as an instrument for democracy, peace, tolerance and understanding, initially there were strong challenges from all corners i.e teachers, students and school administrators. The main cause of the challenge was the way Civics and Ethical Education was perceived by the group. The above mentioned stakeholders perceived Civics and Ethical Education as a subject grafted into

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the system to promote the political program of the ruling party of the country that came to power in early 1990s. This myopic perception of Civics and Ethical Education by those who are supposed to be at the driving seat for its implementation negatively affected its success as teachers, administrators and students were lukewarm in their engagement in the teaching-learning process.

On the other hand when the subject was introduced in the 1990s there were no qualified teachers to teach the subject as there were say Chemistry, English or Biology. In the absence of trained teachers the subject was made to be taught mainly by social science graduates. Then this had its own negative implications not only in terms of teachers' lack of knowledge of the subject but also in terms of teachers' lack of commitment to the subject that they considered not theirs.

The social milieu in which Civics and Ethical Education came to be implemented was not conducive either. Ethiopia's political system has been marked by authoritarian and dictatorial traditions. Human and democratic rights of citizens had never been respected by the governments of Ethiopia. Under such authoritarian regimes the society, which were highly patriarchal, were unable to develop democratic culture. Therefore, when democracy was introduced in the country everything has to start from the ground level up. The values of Civics and Ethical Education were new notions in an undemocratic milieu that more efforts were required to make citizens understand the what and why of the values before breaking their challenges. Now with the passage of time and relentless efforts the perception of teacher, students, school administrators and the community at large has improved and the subject is implemented better, though the desired results are far from happening.

II. Conclusion and General Comments

Ethiopia is one of the ancient countries in the world. It is populated by nations nationalities and people who have their own language, religion, way

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of life, tradition and other cultural traits. For many years the country was ruled by a monarchy which was authoritarian in nature. When the anachronistic monarchy was overthrown in the 1970s it was replaced by a suppressive military dictatorship Africa had ever had. These authoritarian and dictatorial regimes never respected the human and democratic rights of the nation, nationalities and people of Ethiopia. The flagrant violation of the rights of citizens forced nations, nationalities and people militarily challenge the governments of Ethiopia at different period of time. The apogee of these struggles was in the 1980s and 1990s which created a situation where the country's disintegration seems to be a reality. The danger of total disintegration of the country was avoided with the demise of the military government in the wake of which a popular government was established.

The transition to democracy was followed by the promulgation of a constitution that fully recognized group and individual rights of citizens. A New Education and Training Policy was also introduced that dealt a death blow to old age educational problems of the country and opened educational opportunities to all citizens. To sustain the democratic process and build the culture of peace, tolerance, equality and understanding Civics and Ethical Education has been introduced in the education system. Civics and Ethical Education has played a pivotal role in building a new democratic culture among the youth of Ethiopia but much remain to be desired. In the country's efforts to promote civics and ethical education the international community should give its support for the effort to bear fruit and for the country's democracy to consolidate. It is evident that Ethiopia is not an island, but part of a piece of the world. Thus it should be borne in mind that the consolidation of the Ethiopian democracy does mean one step forward in the consolidation of democracy and peace globally.

