

SUMMARY

Realizing the fact that education plays a significant role in reducing poverty and enhancing the development of society, the Government of Ethiopia gives high priority to the education sector. However, low enrolment, high gender and regional disparities and low quality of education have been the major the major issues to be solved in the Ethiopian Education System for a long period of time. In order to redress those underserved situations, the Government of Ethiopia has adopted, along with its Education Sector Strategy drawn up in 1994, a new Education and Training Policy (ETP) which outlined the mission and goals for the education system of Ethiopia. The ETP focuses on Universal Primary Education by the year 2015 by increasing access to education opportunities and improving quality, quantity and efficiency of education.

To rectify the situation, a decentralization policy was adopted to delegate a substantial part of authority concerning the implementation of primary and secondary education to regional governments. Each Regional Education Bureau (REB), according to new curricula, developed their own textbooks, teachers' guidelines, syllabi, and other educational materials. In addition, the primary/secondary education system that consisted of the Primary Course (1st to 6th grade), the First Secondary Course (7th to 8th grade), and the Latter Secondary Course (9th to 12th grade) was changed to a new system comprised of the Primary Course (first cycle: 1st to 4th, second cycle: 5th to 8th), the First Secondary Course (9th to 10th), and the Latter Secondary Course (11th to 12th). Under this system, the Primary Course given in the first eight years is taught in respective local languages used in the region in place of the official language Amhara.

To achieve the long-term goal of Universal Primary Education by the year 2015, the Government of Ethiopia implemented a 5-year Education Sector Development Program (ESDP 1997/98-2001/02) to improve the following issues in collaboration with the donor organizations.

Improvement of low enrollment ratio (to raise primary school enrollment ratio to 50% by 2000)

Enhancement of educational services in remote areas and for girls (to raise the enrollment ratio of girls to 45%)

Provision of high-quality education (to distribute textbooks to individual students, upgrade school facilities, enhance teacher's training)

Rationalization of the inefficient educational system (to optimize the school operations by reviewing educational program, and to decrease dropouts and repeaters)

Securing of adequate fund

Enhancement of the planning/management capabilities in each region

As the result of implementation of ESDP, the enrollment ratio of primary schools reached 61.6% in 2001/02 from 34.7% in 1997/98 at the start of ESDP, well over its target of 50%.

However, there are some unsatisfactory points such as; distinct disparities still exist in enrollment ratios between boys and girls, and urban and rural areas; dropouts rate of grade 1 is as high as 27.9%; pupil/classroom ratio grew more serious to 70 pupils per classroom on average because school construction could not keep up with increase of enrollment ratio.

In order to improve such education circumstances, the Government of Ethiopia drew up an Education Sector Development Program Phase II (ESDP-II: 2002/03 – 2004/05) in succession.

ESDP-II aims to achieve the enrollment ratio of primary schools to 65% in 2004/05 by expanding the opportunity to access of primary education. And it also aims to improve quality and efficiency in education such as gender disparity, urban-rural disparity, dropout and repetition ratio, pupil/classroom ratio, pupil/textbook ratio, etc.

As an effective measure to remove those obstacles, a number of donor organizations took notice of distance education which is the effective method of education in Ethiopia and have been extending assistance to enhance distance education in various fields from primary to higher education, including the training of teaching staff and administrators.

The history of distance education in Ethiopia dates back to the Pilot Radio Literacy Program in 1964. Since then, the Government of Ethiopia has been making efforts to spread distance education by using widely TV and radio media at schools to supplement the lack of textbooks and other educational materials. Unified educational programs used to be produced and broadcasted nationwide. However, as primary schools began teaching in local languages according to their respective curricula, each region is now trying to produce and air their own educational TV and radio programs in local languages that incorporate their own cultures and customs to improve the effectiveness of education.

Educational radio programs are also widely used for adult literacy education, as well as education by correspondence for training teachers, which are now authorized to issue official teacher's licenses for primary and secondary education after completion of required courses.

However, as only Educational Media Agency (EMA) in Addis Ababa and six Regional Education Bureaus (REB) are equipped with the studios to produce and broadcast educational programs, it is

impossible to produce educational radio and TV programs to cover the entire nation.

Under these circumstances, the Government of Ethiopia planned the project for the consolidation of educational television and radio recording studios to carry out distance education effectively by enhancing capability of the production and broadcasting of educational programs in local languages at respective regions and requested the Government of Japan to implement the project under a grant aid scheme.

In response to this request, the Government of Japan dispatched a preliminary study team on the Project for the Consolidation of Educational Television and Radio Recording Studios in May 2000 to identify the background and the appropriateness of the proposed project. Subsequently, the Basic Design Study Team on the Project for the Consolidation of Educational Television and Radio Recording Studios (Phase I) was dispatched from July, 2001 to August, 2001 to conduct a survey to verify the appropriateness of the Project, determine its optimum scale (and necessary contents), and draft a basic design.

As the result of the Basic Design Study, the appropriateness of the project was recognized. However, the Project was implemented at only 3 sites (EMA TV studio, EMA Radio Studio, Gambella Radio Studio) among the proposed 10 sites by Japan's grant aid as the first phase because only at these sites had been completed the preparation works by the Ethiopian side such as construction/modification of studio building to install the equipment to be procured under the Project until the time of explanation of draft basic design study in October, 2001. The Project (Phase I) for the 3 sites was completed on March, 2003.

Subsequently, the Government of Ethiopia made a request for the Project for the remaining 7 sites by Japan's grant aid again because construction/modification of studio building at each site would be definitely completed in time.

In response to this request, the Government of Japan dispatched an Implementation Review Study Team on the Project for the Consolidation of Educational Television and Radio Recording Studios (Phase II) for a 24-day period from 16 May to 8 June, 2003 to examine the feasibility of the Project.

Specially, the following 4 items were conducted to Investigate minutely to determine the feasibility of the Project at each of 7 sites in this implementation Review Study.

Preparation of studio building

Floor space for the installation of the equipment

Broadcast method of produced programs

Broadcast hours (Broadcast slots in school hours)

As the results of survey, the conditions of each project site became clear as follows;

Survey Items Sites	Studio Building		Floor Space to Install the Equipment	Broadcast method [Usable Transmitting Station]	Broadcast Hours [Broadcast slots in School Hours]
	Exterior	Interior			
Addis Ababa REB Addis Ababa Radio Studio	Completed	Completed	Adequate	• Legadadi MW Transmitting Station	08:00 – 17:00
Afar REB Semera Radio Studio	Completed	Completed	Adequate	• Dessie MW Transmitting Station • Mekelle MW Transmitting Station	08:00 – 17:00
Oromia REB Harar Radio Studio	Completed	Completed	Adequate	• Alemaya MW Transmitting Station	08:00 – 17:00
Dire Dawa REB Dire Dawa Radio Studio	Completed	Completed	Adequate	• Alemaya MW Transmitting Station	08:00 – 17:00
SNNP REB Mizan Teferi Radio Studio	Completed	Completed	Adequate	• Sodo MW Transmitting Station • Gore MW Transmitting Station	08:00 – 17:00
Harari REB Harar Radio Studio	Completed	On going	Adequate	• Alemaya MW Transmitting Station	08:00 – 17:00
Tigray REB Mekelle TV Studio	Completed	Completed	Adequate	• ETV Mekelle TV Transmitting Station	08:00 – 17:00 [except EMA's slots (11:00 – 14:00)]

It was confirmed that the six (6) sites, i.e., as Addis Ababa, Semera, Harar in Oromia, Dire Dawa, Mizan Teferi and Mekelle have satisfied all the conditions for implementation of the Project.

The modification work of Harar in Harari radio studio has not been completed in part but the governor of the region submitted a document to the study team to notice that the modification work would be completed by June 30, 2003. Still, it would be difficult to complete by the planned date judging from the past progress taken by the Ethiopian side and the recent progress inspected by the latest site survey, but expected to complete the work by the end of September 2003 at the latest.

Regarding the broadcast method of TV programs to be produced at Mekelle TV studio, Tigray Regional Education Bureau plans to broadcast programs from the Ethiopia Television (ETV) Mekelle TV transmitting station by renting the broadcasting facilities in the school hours of primary schools. ETV agreed with Tigray Regional Education Bureau to broadcast programs in the school hours from 8:00 to 17:00 excepting the hours from 11:00 to 14:00 by using the broadcasting facilities of the Mekelle TV transmitting station. From the results of the technical survey, it was confirmed that the above-mentioned broadcasting plan is practicable with no technical problem. Also, it was confirmed that the rent of about 230,000 Birr/year (equivalent to some 3,450 thousand Yen/year) for transmitting

facilities is an amount expendable enough from the annual budget of Tigray Regional Education Bureau (about 72 million Birr).

The result of the site survey reveals that all the sites investigated have been well prepared for implementation of the Project.

To implement this Project as the Japanese grant aid cooperation, detailed design takes 3.5 months, procurement and installation of the equipment takes 9.5 months, i.e., 13 months in all. Total project cost is estimated approximately 261 million Japanese Yen. (The project cost to be born by the Japanese side is estimated approximately 196 million Japanese Yen and the project cost to be borne by the Ethiopian side is estimated approximately 4.34 million Birr equivalent to about 65 million Yen).

The responsible project implementing agency is EMA and the project implementing agencies are 7 REBs (Addis Ababa, Afar, Oromia, Dire Dawa, SNNP, Harari and Tigray) under the supervision of the Ministry of Education.

The necessary operation and maintenance cost at each studio after the completion of the Project is an amount expendable enough from the annual operation budget of each Regional Education Bureau allocated by each regional government.

In addition, since the management system for operation and maintenance of the studio after the Project has already been established, each studio will securely be operated and maintained for program production.

The following effects and benefits are expected from the implementation of the whole Project.

(1) Direct Effects

Improvement of the surroundings for producing educational programs at the central (EMA) and regional (Education Bureau) levels is expected to bring the following effects;

Population to Benefit

Beneficiary	Population
Primary school pupils	1,479,598
Secondary school students	764,649
Teachers	35,591
General listeners/viewers	14,290
Total	2,294,128

Expected Benefits

- More educational programs will be produced in each region.
- More subjects will be covered by TV and radio programs.

Project sites	Before the Project		After the Project	
	No. of programs produced	No. of subjects	No. of programs produced	No. of subjects
EMA Radio Studio	460	6	990	8
EMA TV Studio	80	4	120	6
Afar REB Semera Radio Studio	84	1	240	7
Oromia REB Harar in Oromia Radio Studio	–	–	336	7
SNNP REB Mizan Teferi Radio Studio	–	–	336	3
Gambella REB Gambella Radio Studio	168	4	336	6
Harari REB Harar in Harari Radio Studio	168	4	246	5
Addis Ababa REB Addis Ababa Radio Studio	168	4	450	5
Dire Dawa REB Dire Dawa Radio Studio	168	2	336	7
Tigray REB Mekelle TV Studio	–	–	20	2

(2) Indirect Effects

Expanding access to education opportunities for the people in rural area, which will mitigate the educational disparity between urban and rural areas

Unification to educational quality by producing and broadcasting standardized learning materials

Increase of certified teachers through enhancing teacher training

Increase of distance education students

Enhancement of adult literacy education

The Project will be even more effective provided that:

- Transmitting facilities to broadcast educational programs produced at each studio are expanded and upgraded.
- A sufficient number of radio and TV sets are diffused for primary and secondary schools.