

Chapter 1

Background of the Project

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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 challenges of the Ethiopian Education System for a long period of time. In order to redress those underserved situations, the Government of Ethiopia has adopted a new Education and Training Policy (ETP) along with its Education Sector Strategy drawn up in 1994.

The Education and Training Policy outlined the mission and goals for the education system of Ethiopia to achieve the present and future nationaleconomic and social development objectives. The policy focuses on Universal Primary Education by the year 2015 by increasing access to educational opportunities, and improving quality, quantity and efficiency of education. This was the basis for the multi-year Education Sector Development Program (ESDP) that started in 1997/98 with the long-term goal of achieving universal primary education by the year 2015.

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 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 education circumstances in collaboration with the donor organizations.

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 increase 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 a compulsory course.

However, 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, but 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 (the Project (Phase I)), 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 Consolidation of Educational Television and Radio Recording Studios (Phase II) for the remaining 7 sites (hereinafter referred to as "the Project") by Japan's grant aid again because construction/modification of studio building at each site would be definitely completed in time.

1-2 Contents of the Project

The official request of the Project for the Consolidation of Educational Television and Radio Recording Studios was made by the Government Ethiopia in December 1997.

Project sites are the following 7 places where had been excluded from the Project (Phase I), because the works for implementing the Project to be undertaken by the Ethiopian Side had not been completed at the time of Basic Design Study.

The Project is to improve radio and TV studios by procuring radio and TV program production equipment for production of educational radio and TV programs at each site of the project.

(1) Project sites

Education Bureau	Studio	Quantity
Addis Ababa Education Bureau	Addis Ababa Radio Studio	1 set
Afar Regional Education Bureau	Semera Radio Studio	1 set
Oromia Regional Education Bureau (East Hararege Zone Education Desk)	Harar in Oromia Radio Studio	1 set
Dire Dawa Regional Education Bureau	Dire Dawa Radio Studio	1 set
SNNP Regional Education Bureau (Bench Maji Zone Education Desk)	Mizan Teferi Radio Studio	1 set
Harari Regional Education Bureau	Harar in Harari Radio Studio	1 set
Tigray Education Bureau	Mekelle TV Studio	1 set

After the discussions held during the preliminary study in May 2000, it was decided to exclude the Assosa Radio Studio in Benishangul-Gumuz Region from the Project, because Benishangul-Gumuz Region opted for alternative equipment procurement plan outside of Japan's Grant Aid. Alemaya site in Oromia Region was newly requested in place of Assosa's site.

After the Basic Design Study, Oromia REB changed the project site and site name from Alemaya to Harar in Oromia.

(2) Studios improved by the Project (Phase I)

Education Bureau	Studio	Quantity
EMA	Radio Studio	1 set
Gambella Regional Education Bureau	Gambella Radio Studio	1 set
EMA	TV Studio	1 set

The location map of the project sites is shown in Fig. 1-2-1.

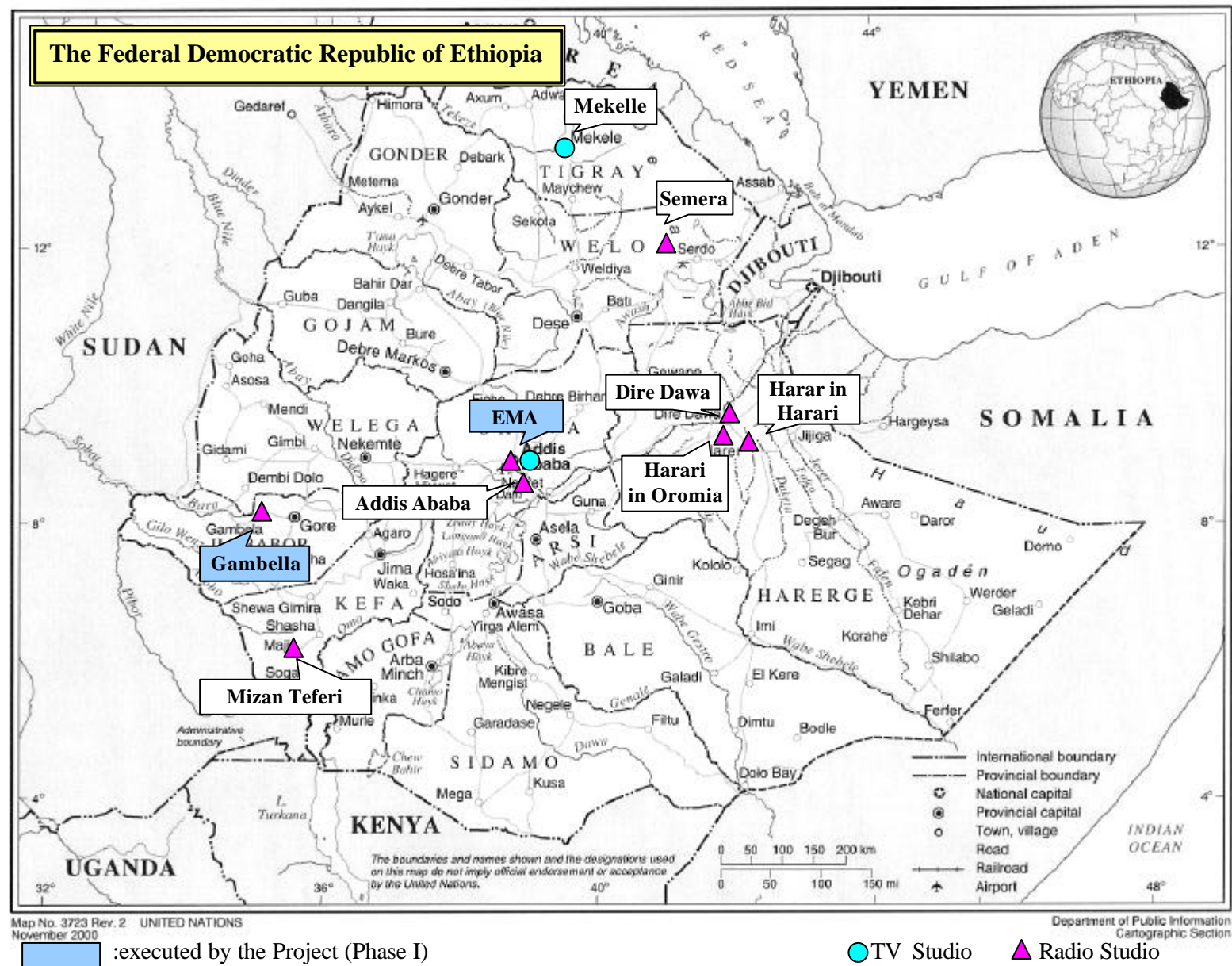


Fig. 1-2-1 Project Site Map