invariably insignificant. According to the World Health Organization (WHO) standard for developing countries like Ethiopia, per capita drug consumption is US Dollar 1.25 per head, while current actual practice in Oromiya, is nearly US Dollar 0.45 per head.

Overall, the forgoing analysis suggests that in the next five years period, a great deal of effort is required to improve and strengthen the delivery of health care services both quantitatively and qualitatively.

2.8. Education

Education is the cornerstone of development, growth, enhanced skill and knowledge. Accordingly, the major objectives of a nations' education system is, therefore, enhancing citizens' access to quality education to get knowledge and bring about attitudinal change, that enables them contribute to economic, social, cultural and political development. In line with this objective, achievements recorded in the last five years development plan period is encouraging. Major successes made include narrowing urban/rural access gap to education facilities through construction of proportionally large number of schools in rural areas, which had an effect upon increased rural children school participation, improved community participation and different strategies have used for better delivery of quality education.

Despite remarkable successes, there are still numerous challenges pertinent to girl's education, equity, quality and promotion of standard education system. The problems inherent in education system of the region can be explained best by separate treatment of the various education programs.

2.8.1. Primary education

At the primary education level, the major focus is expanding primary education and improving the structure of education in such a way it assists every citizen improve his or her living condition. In this regard, emphasis accorded to the sector is very encouraging. During

the last five years, 2,132 primary schools were constructed with joint effort of the community, government and NGOs, because of which the number of primary schools increased from 4,359 in 1999/00 to 6,466 in 2004/05, roughly growing at 8.3% per annum. This has significantly boosted Gross Enrollment Ratio (GER) of primary education from 52% in 1999/00 to 85.4% at the end of 2004/05.

Although significant progress was made in school participation rate (GER), there is still wide gap between rural and urban, male and female, and districts and zones of the region in access to education facilities. In 2004/05, school participation rate was 98% for boys and 73% for girls. This had significant impact in narrowing the overall regional gross participation rate gap between the two sexes from 31 % in 1999/00 to 25% in 2004/05. Over the same period, there was significant variation in girls' participation rate (GER) between zones of the region. Borena, East Harerghe and Guji Zones with corresponding GER of 41.3%, 50.6% and 56.2% were the least.

According to the 2004/05 education data, the regional school participation rate varied between 106.7% in Illubabor to 55.7% in Borena Zones, while at district level, the gap is even wider, the largest GER being in Dale Sedi (151.2%) in West Wallega and the least in Moyale (25.6%) in Borena Zones. The existing gap is not limited to GER, but also in delivery of school materials and teachers. In 2004/05 for instance, teacher/pupil ratio ranged from 1:53 in Jimma to 1:98 in West Hargrghe zones.

While attempts were always there to expand access to basic education, a sizeable number of primary schools continue to be deficient in terms of physical facilities and educational inputs required to carryout teaching-learning activities effectively. Furthermore, there were significant shortcomings in equipping primary schools built with community participation, due to relatively limited capital investment on the sector.

Another important ingredient in learning-teaching processes is the availability of teaching materials, especially, textbooks. Although there were improvements in pupil-textbook ratio from 1:3 in 1999/00 to 1:2 in 2004/05 for grades 1-8, there is still a sizeable gap. Apart from

inequitable distribution of teachers, shortage of qualified teachers remains pervasive. In 1999/00 while 97% of first cycle primary school teachers had the required qualification, only 11.3% second cycle primary school teachers were fit for that level. Despite significant progress made to upgrade competence of second cycle teachers from 11.3% to 43.1% in 2004/05, the proportion of qualified teachers for the 1st cycle primary remained at its level in 1999/00 (97.1%).

One of the manifestations of quality related challenges facing the education system are number of repeating and dropout students in all grades. Although the number of dropouts dropped from 17.7% in 1999/00 to 14.9% in 2003/04, there is still a tedious way ahead to further improve.

In general, the primary education program has shown remarkable improvements, especially in promoting school participation rate. However, there are still landmarks in girls' school participation, geographic distribution of schools, equity and quality of education, which require concerted and coordinated effort to gradually minimize or uproot their incidence overtime.

2.8.2. Secondary Education (Grades 9-10)

The primary goal of secondary education is producing mid-level practitioners capable to participate effectively in socio-economic development of the country at large, and the region in particular. Accordingly, with concerted efforts made by the Regional Government and other partner organizations, the number of secondary schools increased from 129 in 1999/00 to 241 (224 governmental and 17 NGO operated) in 2004/05. Progresses made and achievements recorded were realized due to changes in strategies pursued in construction of schools from government centered approach to joint government-community venture and readjustment of school designs to fit with the use of local construction materials.

As a consequence of increment in the number of operational secondary schools, secondary education enrollment increased from 111,854 in 1999/00 to 317,092 in 2004/05, resulting in significant improvement in GER (28.1%)

Despite efforts made to have at last one secondary school in each district, 32 districts are still devoid of this level of education. This has invariably magnified the gap between zones and districts. In secondary school participation, East Wollega zone is on a much better position (43.9%) as opposed to Borena zone with only 14.2% participation rate during the reference period. Similar biasness is evidenced in spatial distribution of teachers among zones and districts. In 2004/05 for instance, pupil-teacher ratio ranged between 1:53 in Jimma to 1:98 in West Harerghe. Gender gap in school participation is in fact widening instead of narrowing down. From 28.1% average Gross Enrollment Ratio (GER) actually achieved over the reference period, male/female participation rate stood at 38.1% for boys and 17.9% for girls, with resultant net 20.2% gender gap. The fact that female proportion from total enrollment declined from 38.18% in 1999/00 to 31.3% in 2004/05 is a clear indication of widening gender gap at secondary education level. However, widening gender gap is a continuum of incidences of out-of-school girls widely prevailed at primary level some years back.

Constraints related to human and financial resources made hardly possible the delivery of adequate inputs for qualitative improvements in secondary education. A sizeable number of secondary schools continue to be deficient in terms of physical facilities and educational input. In some places, especially in urban centers, section congestion is a serious problem. Besides, from the total number of teachers assigned to this level, only 31.4% qualify the standard set, which is first degree and above. Available data indicate that the quality of teachers at this level has been steadily declining over the years from 33% in 1999/00 to 31.4 in 2004/05. Despite declining quality of learning-teaching processes, percentage of 9th grade dropouts declined from 29.2% in 2000/01 to 21.5% in 2003/04, while number of repeaters similarly declined from 21.9% to 13.2% over the same period.

Generally, in the next five years equity and quality improvements in learning-teaching processes of secondary education will be a major point of concern.

2.8.3 Preparatory Education (grades 11-12)

As clearly stipulated on Education and Training Policy of the Country, education system at this level focuses on preparing students for higher-level education. As a result of substantial expansion of secondary schools from 52 in 2001/02 to 87 (78 governmental and 9 NGO), the number of students also increased from 9,219 in 2001/02 to 28,187 in 2004/05 raising GER to 2.7% over the same period. Expansion and upgrading of lower secondary schools (9-10) and construction of new ones with desired standards were major strategies pursued to enhance supply of preparatory schools.

From overall 40,607 (30,147 boys and 10,460 girls) students sat for higher education entrance examination during the last five years, while 33,398 students (24,789 male 8,609 female) passed, and joined higher education, 17.8% (7,209 students) however, could not make to the desired standard. This is a challenge confronting the regional government, as there is no policy provision made to accommodate the failures.

There are management problems in many of these schools as large number of education of this level share the same compound with lower secondary schools (grades 9-10). Besides, there are challenges in securing competent teachers and educational materials distinctively for both levels. In the next five years, therefore, the regional government needs to concentrate on production of competent teachers and management problems currently prevalent at this level of education.

2.8.4. Technical and Vocational Education Training (TVET)

TVET education system is introduced to produce competent work force for the realization of Agricultural Development Led Industrialization (ADLI) development strategy. This program is run under regular and non-regular training sessions. The regular training program is offered to non-promoters of preparatory education (10+1, 10+2 and 10+3). There are 41 educational institutions and technical and vocational training centers (39 governmental and 2 NGOs) in

the region, out of which 38 TVET and 3 are colleges. 26 of the TVET centers share compound with preparatory education schools, while only 12 training centers are purposefully constructed for TVET.

Lack of sufficient and competent teachers, reference books and relevant educational materials had adverse impact upon quality and efficiency of the training program. Inability of graduates of the program to either secure job or create jobs of their own, not only discouraged former trainees, but also greatly influenced the incoming trainees' willingness to join the program. For example, the fact that only 11,192 students registered for 10+1 and 10+2 program in 2004/05 is a typical manifestation of the potential trainees' reluctance to join the program.

2.8.5. Teachers Training

The Regional Government has been expanding existing training centers, built new ones, improved former boarding policy to out dorm strategy to increase access and participation of private training institutions encouraged self financing has augmented government effort of increasing primary education teachers. As a result, the number of Teachers' Training Institutions which was 5 (3 TTI and 2 TTC) in 1999/00, increased to six (1 TTI and 5 TTC), and inflated their intake capacity almost 12 fold from 680 in 1999/00 to 8,376 in 2004/05. Besides regular training programs pursued both by the regional government and the private training institutions, evening training program was launched in 2001/02 for those who wish to join the program and have no time to pursue on regular bases. As a result, currently about 5,909 trainees registered over the last three years are training in various institutions all over the region.

Accordingly, in the next five years, apart from those trainees that enroll in TTIs' currently under construction and expected to become operational in 2007/08, training of first cycle (1-4) teachers will be handled solely by private TTIs' on self-finance basis. The 6 TTC functional in the region will graduate 3000-second cycle primary education teachers with diploma every year. Therefore, given that it is possible to hire those trained in evening program and at private training institutions, the possibility of maximizing the delivery of

diploma holders second cycle primary education teachers is very high, which is currently a serious problem in the region. Furthermore, the government will continue to ensure the quality of education at all levels.

2.8.6. Information and Communication Technology (ICT) utilization

In the last five years, apart from "Education on radio" program, which is meant to assist the delivery of regular learning- teaching processes until 2004/05, much has not been done to make the education system beneficiary of ICT. Starting from 2004/05, however, in addition to regular sessions attended in classes, the delivery of normal education program in 150 secondary schools of the region was aided by ICT/Plasma screen. Preparations are already under way to start this program in the remaining high schools. ICT aided education program if properly integrated and made responsive to student needs and capabilities, it can assist to bring the quality of education to similar standards all over the region, irrespective of disparities in school facilities and geographical locations.

2.8.7. Non-Formal Education (NFE)

The NFE Program addresses the education need of adults who have never been to school and out of school children aged 7-15. However, because of constraints related with trained personnel, structural arrangements, budget and textbooks specifically designed for the program, achievements so far made are not satisfactory. Since recent years, however, the regional government has given due emphasis to the non-formal basic education (alternative basic education), as a result of which quite substantial number of children got access to education, increasing the number of students enrolled for this program from 181,734 in 1999/00 to 361,915 (of which 50.9% were women) in 2004/05 all over the region.

Generally, in the fight being waged to reduce illiteracy, the role NFE program can play is immense. Nonetheless, despite high regional illiteracy rate of roughly 72 %, the contribution of the program to scale down such an exceptionally high rate is small. Therefore, in the next five years, the regional government will actively involve in expansion, administration and

management of NFE Program in such a way that it ensures greater participation and efficiency.

2.8.8 Curriculum Development

Regarding curriculum development, in the last five years the following major activities were accomplished.

i. Primary education curriculum developed in line with the new education and Training policy was further evaluated and improved,
ii. Implementation of civic education developed for grades 5-8;
iii. Further refinement and improvement of Afan Oromo language being given as a subject in secondary schools are major achievements made.

Furthermore;

i. Develop four subjects' textbooks for multiple-grades trial education underway, incorporating grades 1-4;
ii. Preparation of four subjects' textbooks for students pursuing alternative basic education' at all levels (primary, secondary and preparatory education); and
iii. Preparation of four subjects' textbooks for primary education specifically designed to meet the needs of pastoral communities are among major achievements registered over the last five years.

Despite numerous accomplishments made over the last two five year planning periods, due to limited experience in administering Afan Oromo as medium of instruction, the language could not develop to the desired level. Thus, in the next five years, emphasis will be given to various studies and curriculum improvement that promote Afan Oromo as medium of instruction, science and research in a way that fits the needs of the regional population.

2.9. Public Mobilization, Labour and Social Affairs (PMLSA)

This sub-sector focuses on making human life peaceful, stable, and enjoyable by accommodating necessary components of life for those in need through time. This includes ensuring social security, special protection and assistance for orphaned children, protection against sexual abuse and support for elderly, disabled and mentally ill citizens. Besides, it endeavors to organize the public to assist jobless people secure job, and already employed members of society to unify and fight poverty for common goal of improving their livelihood.

Accordingly, in the last five years, 6,268 youth, 5,557 women and 5,798 farmers' associations were organized with overall membership of 408,167; 559,783 and 449,704 respectively. The proportion of organized community members is negligible (5%), compared to the total regional population. Furthermore, there is a marked weakness in retaining already organized members, making the future tough for the next five years program.

According to a recent study conducted by PMLSA in 14 zones, 27 districts and 55 PAS of the region, there were about 1,762,625 jobless citizens in the region. The study further estimates extent of unemployment rate at about 13% around the beginning of 2005/06. Out of 23,801 (1.35% of the total jobless) job seekers registered over the last five years, 10,172 (42.74%) were female. From among jobless citizens registered, while only 584 (477male and 107 female) managed to get job, the over whelming majority, accounting for over 97%, are still awaiting for more vacancies.

In order to promote Community Development Program, in the last five years, 407 (188 female) social agents trained in eight rounds and were assigned in all districts of the region.

2.10. Culture and Tourism

Culture and cultural heritages are reflections of peoples' identity and object of their pride. The whole idea of culture, besides encompassing innumerable societal values, it also has tremendous economic value, both at national and sub- national levels. Despite the rich cultural history and tourist resource potentials of the region, its economic return is not yet tapped to the desired level. Major duties supposed to be undertaken in this sector are interrelated and dependent upon one another, in which the realization of economic return from one component necessarily calls for development of other components of the sector.

Regarding the study of Afan Oromo and Oromo culture, in the last five years, 7 series (1-7) of Afan Oromo vocabulary books, preparation and presentation of various Oromo theatrical arts to the general public, and protection of 8 historical and cultural heritages, for four of which necessary studies are already completed to register and inscribe as World Heritage. Furthermore,
32 volumes of research outputs on Oromo culture and the publication of a book entitled "Oromo History up to the 16th Century" was produced during the last two five year development plans.

Regarding tourism sub-sector of the region, the delineation of Abijata-Shala-Langano lakes as tourist and animal sanctuaries zone is already under implementation. Besides, the preparation of 12 types of posters, arrange photo exhibitions in four towns, 18 investment promotion booklets and eco-tourism project around Wonchi area is already completed.

In general, despite encouraging efforts made to open-up the cultural and tourist resources potential of the region, much was not done to develop, promote and utilize these resources in a way it contributes to the overall regional economy. The utmost realization of the economic value and support to poverty reduction endeavors will be big challenges that will be dealt with in the next five years plan.

2.11. Environmental Protection

Globally, the environment is under diverse pressures that directly affect the socio-economic development of nations, and thus, healthful existence of humanity. In Oromiya as well, because of unprecedented population growth and climatic change, extent of environmental destruction is enormous. Currently, natural forests of immense economic and social value are under intense exploitation. Water bodies are drying up and soil erosion is intensifying more than ever. As a result, apart from production and productivity decline, it is exposing the region to adverse ecological imbalance. Solid and liquid industrial wastes pollution is also causing an adverse effect upon both the environment and the community.

In order to reduce environmental degradation challenges and maintain proper ecological balance, in the last three years (2002/03-2004/05), the regional government has instituted a system of monitoring and supervision program. Accordingly, it has carried out monitoring and supervision works, and took corrective measures on 63 industrial establishments, 10 rural road construction works, 11-irrigation development and 34 mining projects. Furthermore, in order to prepare sound regional industrial pollution control guidelines and set discharge standards in line with federal government rules and regulations, the bureau in charge has audited 3 industrial establishments to assess the economic losses and health costs they are causing upon human and environmental resources of the region. Environmental Impact Assessment (EIA) of 22 new industrial establishments, enriched with professional comments was also completed. Studies particularly, pertinent to impact of industrial pollution and ecological imbalance was carried out on industrial establishments found in three urban centers, including the towns of Sebeta, Bushoftu and Mojo. Similar study focusing on ecological imbalance challenges confronting lakes Ziway and Abijata was also completed over the last plan period.

A study was also carried out in 2004/05 to evaluate the extent of pollution on Akaki River, which is currently suffering from irrational discharge of mixture of domestic wastewater, effluents from commercial and industrial establishments and urban run-off. In response to

findings of the study, Akaki River Management Master Plan (ARMMP) project is instituted as a lasting remedy for efficient and rational use of the river body.

2.12. Private Investment

Private investment is the cornerstone of economic growth of a nation. As findings of studies carried out indicate, in addition to government efforts, private investment enhances efficient use of scarce resources, increases production and productivity, creates employment opportunity and contributes to generation of new management skills.

Cognizant of the sectors' importance to growth of the regional economy, the regional government is investing on basic infrastructure facilities and facilitating other enabling environments determinant for development of the sector.

Over the last five years development period, investment office of Oromiya issued investment license to 1,450 projects having 17.6 billion Birr capital. It is estimated that these investment projects have created 90,000 permanent, 422,600 contract employment opportunities and developed 61,086.6 thousand hectares of land.

3. MAJOR DEVELOPMENT CHALLENGES OF THE REGION

3.1. Agriculture Related Challenges

In Oromiya, as in almost all regions of the country, the development of agriculture is still at a rudimentary stage. As a result, despite all-rounded efforts made to boost production and productivity, it could not be possible to produce sufficient food crops to feed the growing population and high value crops for export and local industrial consumption. Low production and productivity of the sector could be attributed among others, to the following major problems:

a) Limited delivery and application of agricultural inputs (untimely delivery, distribution and escalating price of fertilizers) as well as low repayment rate of loan taken for boosting production and productivity;
b) Low productivity and quality of coffee due to ever widening coffee diseases;
c) Low production and productivity of livestock, poultry, fishery and honey as a result of poor health services, lack of improved livestock breed, shortage of animal feed and drinking water, poor extension services...etc;
d) Limited expansion of livestock marketing infrastructure and information system, and poor livestock and livestock products quality;
e) Deterioration of land quality, high deforestation, over-grazing, extensive soil erosion, environmental and climatic change as a consequence of expansion of cultivated land, urban settlements, high demand for fire wood and construction materials...etc;
f) Poor market and road infrastructure, maintenance of irrigation infrastructure, land use practices, credit facility, and price escalation for construction materials and machinery spare parts;
g) Wide spread improper natural resources utilization, climatic change and environmental pollution, as a result of improper industrial waste disposal and entrepreneurs negligence and resource constraints to attend to proper industrial waste treatment;
h) Weak utilization of modern technological inputs and access to information by farmers;

i) Weak modern technology innovation and dissemination capacity of existing agricultural research centers to fully meet the needs of the farming community;
j) Lack of management capacity and self driven initiatives;
k) Low quality produce, lack of adequate market information, poor road network and transport facilities by emerging cooperatives;
l) Cooperatives reluctance to comply with the founding laws, rules and regulations.

3.2. Drinking Water Related Challenges

a) Challenges related with study and design of drinking water:
   i. Budget and trained manpower constraints to participate districts in the study of rural water supply projects;
   ii. Shallow projects preliminary study and thus, poor project design;
   iii. Inadequacy of study and design equipments such as "GPS", surveying equipments, aerial photo, topographic maps ...etc.

b) Challenges related with implementation of rural water supply construction:
   i. Lack of regular monitoring and evaluation, and delays in project activities implementation;
   ii. Poor performance quality;
   iii. Poor performance capacity of contractors in terms of qualified personnel, machines and capital.

c) Operations and maintenance related challenges:
   i. Lack of standard in operation and maintenance works;
   ii. Inefficient utilization of available trained manpower;
   iii. Logistics (vehicles) and budget constraints;
   iv. Poor inspection and standard evaluations made on imported machineries;
   v. Little attention paid to make the sector self-sufficient.

d) Laboratory water testing related challenges:
   i. Unavailability of concrete action plan on activities planned on yearly basis;
   ii. Lack of dynamism, far-sightedness and comprehensiveness in yearly plans of action;

iii. Untimely delivery of chemicals;

iv. Shortage of laboratory technicians in urban areas.

e) Challenges associated with administration and coordination of community and NGO financed activities:

i. Challenges confronted in hand-over, legalization and of rural water supply centers;

ii. Lack of standard contract administration for construction of rural water supply projects;

iii. Untimely election and re-election of water users association committees and board of directors;

iv. Shortage of trained manpower, budget and logistics necessary for monitoring at district level;

v. Prevalence of corruption in rural water supply centers;

vi. Lack of transparency in resource use by NGOs and weak monitoring system on NGO financed project activities.

f) Supply procurement related challenges:

i. Prolonged procurement of domestic and over-seas supplies;

ii. Poor inspection and evaluation check-ups made on imported machineries;

iii. Shortage of warehouses;

iv. Lack of alternative options to ship overseas supplies and extended and shipping procedures of the Ethiopian Shipping Lines.

3.3. Challenges Associated with Rural Road Construction

a) Existence of wide rural road supply and demand gap coupled with poor maintenance work;

b) Under-supply of community roads as desired;

c) Shortage of contractors and consultants.

3.4. Urban Development Challenges

a) Despite encouraging starts in enhancing good governance and rapid development, there is still a long way a head to ensure satisfactory progress;

   i. Lack of urban development policy and clear vision for future action;
   ii. Non-compliance of existing urban development rules, regulations and guidelines with current development needs;
   iii. Frequent structural adjustment, staff turn-over and lack of stable working environment to build strong institutional capacity;
   iv. Lack of modern equipments and machineries in urban development offices at all levels.

b) Limited capacity to fully address the development needs of urban centers and inadequacy of current service delivery;

c) Non-existence of housing policy and strategy;

   i. An unprecedented demand increase for residential house;
   ii. Lack of system and transparency in residential plots allocation and weak housing related database;
   iii. Expansion of illegal construction and lack of legal provisions to bring the settlers to legal personality.

d) Poor administration and management and dilapidation of public houses;

   i. Negligible rental charge, clients irresponsibility to settle rental charges as per agreement reached and weak municipal resource base to attend and do rehabilitation of public houses;
   ii. Lack of modern and standard urban land use practices and public residential housing plan, preoccupation of first-class city center with dilapidated and unsanitary old buildings resulting in poor landscaping of the urban scene.

3.5. Challenges Pertinent to Trade and Industrial Development

a) Limited awareness and undue importance beneficiaries, implementing government institutions and other concerned bodies have towards Micro and Small Enterprises (MSE);

b) Entrepreneurship problems;
c) Lack of financial resources for MSEs expansion, engagement in trade and transport venture, as well as creation of fertile grounds for credit facilities;
d) Shortage of qualified technical and managerial skills for promotion of MSEs;
e) Weak integration and complementarity between implementing institutions;
f) Prevalence of non-knowledge-based trade fare; and
g) Absence of clear legal procedures to monitor and control illegal trade operations;

3.5.Transportation Related Challenges

a) Obsolescence of majority of vehicles engaged in public transport service;
b) Wide spread sprit of cooperation than competition among public transport service providers;
c) Unavailability of clear proclamations and directives in promotion of transport sector;
d) Lack of clear and transparent directives and regulations in transport sector and absence of guidelines in trade promotion;
e) Non-existence of clear power and authority demarcation between the federal and the regional bodies in public transport service delivery;
f) Unreliability and poor drivers' competence;
g) Capacity limitations, especially, in trained personnel.

3.7. Challenges Pertinent to Health Service Provision

a) Low and poor health service coverage

Despite due emphasis accorded to expansion of health facilities by the regional government, the coverage remained unsatisfactory because of un-proportionate expansion of health facilities with population growth.

Besides, the mismatch between construction of new health facilities and population growth, lack of proper maintenance and rehabilitation of health institutions, water and electricity supply, toilet facilities; absence/out-datedness of requisite medical equipments,

laboratory instruments and budget constraints opened wide gaps for prevalence of low quality health service provision;

b) Shortage of Health Professionals

The problem of health personnel is attributed to several factors, including limited supply of health professionals, especially physicians and pharmacists, in direct proportion to existing health facilities, preference of trained personnel in the private sector for better salary and benefits, absence of special privileges for such personnel in government human resources management policy inhibited penetration by such professionals deep into rural localities, where the need for their input is high.

c) Prevention, control and monitoring of communicable diseases

i. Weak attendance to balanced dietary system;
ii. Strategic weakness in prevention, control and surveillance of communicable diseases;
iii. Weak organizational base to promote community participation in health service provision;
iv. Lack of health related database and attendance to timely data collection;
v. Segregation of HIV/AIDS victims, lack of coordination and integration between different health actors;
vi. Limited public awareness and insufficiency of sanitation facilities (toilets and waste disposal pits) and uncoordinated approach to environmental sanitation by different actors is constraining the measures all concerned bodies are making to minimize eruption of malaria, the spread of HIV/AIDS and other related diseases.

d) Limitations pertinent to delivery of health equipment, medicines and resource utilization efficiency:

In relative terms, resources available for procurement of medicines at district level are scanty. Lack of strategic approach to make efficient use of available scarce drug stock and limited organizational capacity to monitor its efficient use, lack of delivery of required medicines disaggregated into type and quantity, untimely delivery and unavailability of

qualitatively standard drug warehouses, are some of the outstanding challenges confronting the sector.

e) Failure to complete health construction projects as scheduled

The regional government is undertaking construction of numerous health facilities to raise health service coverage of the region. However, construction of such health facilities rarely complete within pre-set construction schedule and resources allocated, mainly due to lack of well designed project document, project monitoring and evaluation as well as requisite personnel deployment at all government structures to bring flawed contractors to legal procedures.

3.8. Education Related Challenges

Despite remarkable achievements made in school enrolments, spatial distribution and access to school, there are still numerous challenges, the resolution of which requires concerted efforts of all concerned stakeholders to narrow some of the existing challenges. These challenges include:

3.8.1. Access and Equity related Challenges

a) Despite significant improvements in primary school participation, secondary school participation remains low because of,
   i. Prevalence of wide gap in access to education facilities between zones, districts, gender and as well as disparity between pastoralists and the others;
   ii. Slowed expansion of non- formal education (NFE) and alternative basic education;
   iii. Inbuilt organizational weakness to support and standardize community participation in construction of primary schools;
   iv. Limited non-formal education opportunities for adults and young people who have not had the opportunity to attend formal schooling;

b) Biased distribution of teachers between urban and rural areas.

3.8.2. Quality and Efficiency of Education System

a) Dilapidation of schools and school facilities such as student desk, library, laboratory and laboratory equipment from burden of usage for long years;
b) Undue efforts made to promote expansion of secondary education (9-10) without due concern for basic ingredients necessary to keep the quality of education to standard;
c) Shortage of supply and inequitable distribution of text books;
d) Prevalence and attendance of unqualified teachers to delivery of education for upper primary and secondary schools;
e) High pupil - section ratio, congestion of classrooms, and inability to standardize section: pupil ratio;
f) High repetition rate, especially in grades 1, 5 and 7, and prevalence of relatively high drop outs;
g) Insignificance of pupils enrolled in technical and vocational education training centers, and unsatisfactory progress made in this regard.

3.8.3. Other Challenges

a) Despite steady growth of community participation in construction of primary schools, there is marked failure in coordinating community participation and budgeting recurrent costs for constructed schools from the side of concerned government agencies in charge;
b) As clearly stipulated in education policy of the land, students admitted to preparatory schools are expected to join university education after two years of school attendance. However, failure by quite significant number of students to qualify for university education, and the unavailability of provisions made to accommodate detainees is another challenge confronting the education system;
c) Direct and indirect impact of the spread of HIV/AIDS on efficiency and quality of education.

3.9. Public Mobilization, Labor and Social Affairs

Major Challenges pertinent to this sector include:

a) Weak social service expansion and poor service delivery;
b) Limited community participation in development endeavors;
c) Steadily growing unemployment and other related social problems;
d) Lack of coordination and integration among government and non-government organizations' (NGOs) efforts to bring about meaningful change in standard of living of the general public, usually ending-up in duplication of efforts;
e) Because of poor or non-compliance to labour law, the relationship between the employer and employees is not as good as desired.

3.10. Challenges Pertinent to Culture and Tourism

a) Inadequate initiatives taken to study Oromo culture, language, art and history;
b) Limited emphasis given to study, protect and conserve regional historical heritages';
c) Under exploitation and negligible contribution of the tourism industry to rapid economic development and regional poverty reduction endeavors.

4. MAJOR OBJECTIVES OF THE FIVE-YEAR DEVELOPMENT PLAN

The major goal or objectives of the Five Year Development Plan is to bring about rapid and sustainable economic development gradually, and improve the living condition of the population, and lay reliable foundation for sustainable poverty reduction. Major interventions identified in this regard include:

4.1. Accelerating market-led agricultural development to improve the living condition of the peasantry;

4.2. Maximize crops and livestock production and productivity to secure food self-sufficiency and production of industrial raw materials for both domestic and export consumption;

4.3. Securing farmers right to their current land holding through provision of user right certificate and promotion of conservation-based sustainable agricultural development;

4.4. Strengthening the foundation for development and expansion of small and medium-scale industries to improve the living condition of the population and lay the foundation for large scale industrial development;

4.5. Construction of infrastructure facilities basic for enhanced socio-economic development of the region;

4.6. Expanding better quality education and training programs to produce adequate trained personnel that contributes to accelerated democratic system formation, rapid economic development and eradication of poverty on sustainable basis;

4.7. Expand provision of quality and equitable health services to prevent and treat victims against communicable diseases and reduces death incidences, thereby enhancing production and productivity of the population;

4.8. Promote growth and development of Oromo culture, tourist resources and historical heritages to enhance contribution of the sector to socio-economic development of the region.

5. MAJOR STRATEGIES OF THE FIVE-YEAR DEVELOPMENT PLAN

For implementation of the objectives and priority areas of the Five Year Development Plan, the following strategies are identified.

5.1. Accelerating market-led agricultural development to improve the living condition of the peasantry,

a) Establish and expand agricultural development infrastructure in all peasant associations to provide continuous on-site training, improve the working habit of farmers by arranging consultation forums and organization of farmers into development groups/clusters;

b) Provide training on uninterrupted basis to build performance capacity of agricultural and rural development experts, development workers, group leaders and farmers;

c) Promote expansion of extension services with requisite quality standards and engage farmers in production of diverse agricultural products;

d) Improve and strengthen agricultural inputs consumption culture of farmers, supply them with timely as and where demanded; identify the required amount and the delivery (supply) capacity of seed multiplication agency, agricultural research institutes and state farms, fill the gap, if any, through multiplying the seed on farmers' plot on a large scale;

e) Organize the public in primary cooperatives, unions and others to make them beneficiary of the socio-economic development on the one hand, enhance their contribution in overall socio-economic development and raise their managerial capacity, on the other;

f) Expand and modernize market information system; maximize farmers' return from sale of agricultural produces through market infrastructure development;

g) Improve quality of coffee production and other export crops such as pulses, spices, fruits and vegetables to become competitive on global market;

h) Establish new Agricultural Research Centers for irrigation and livestock development in pastoral areas and strengthen existing ones; select and deliver high

yielding local and imported varieties, verify their adaptability to local conditions, and distribute them among existing concerned bodies for replication and distribution;

i) In collaboration with concerned bodies, introduce research outputs, disseminate among beneficiaries, and monitor their implementation; strengthen research-extension-farmers linkage, as well as enact rules and regulations to enforce efficient functional linkages and level-headedness of the system;

j) Strengthen functional relationship between agricultural research, agricultural extension and higher educational institutions;

k) Putting in place enabling working environment for private investors wishing to commercialize agriculture and engage in production of food crops, industrial raw materials and exportable agricultural products;

l) Undertake studies and construction of irrigation schemes; maintain and rehabilitate irrigation infrastructure beyond farmers capacity, and integrate and expand efforts being made by different actors in this regard;

m) Organize or assist to organize farmers into primary cooperatives, unions and marketing cooperatives to enable earn appropriate maximum possible returns from transaction of agricultural produce and engage in self delivery of agricultural inputs with minimum third parties involvement;

n) Improve income of farmers through sustainable small-scale irrigation development, improve traditional irrigation practices, deliver standard extension service to produce quality fruits and vegetables for market, prepare and implement irrigated land use policy; and assist farmers to make efficient and maximum use of arable land in environment friendly manner;

o) Introduce and distribute pre- and post- harvest agricultural machineries to maximize productivity and minimize product loss and hold on necessary preconditions to orient farmers and strengthen the already functioning "Early Warning System";

p) Orient and educate the rural population the dietary importance of root crops, fruits and vegetables;

q) Improve saving culture of farmers and facilitate necessary conditions for expansion of "Rural Micro-Finance Institutions" to assist farmers purchase agricultural inputs and other means of production;

r) Construct livestock health service infrastructure, improve delivery of animal health equipment and strengthen delivery of preventive-focused animal health services, train and assign animal health professionals and expand quarantine service to mitigate expansion of animal diseases;

s) Participate pastoralists in development of fodder/fodder crops;

t) Minimize major challenges confronted by livestock breeding and multiplication centers to increase delivery of improved breed, strengthen their linkage with agricultural research centers;

u) Select and deliver improved Borena breeds to farmers, establish and strengthen nitrogen producing centers and promote Artificial Insemination (AI) services to further improve livestock breed quality;

v) Conduct livestock market research and improve livestock marketing infrastructure to boost marketable livestock products qualitatively and quantitatively;

w) Provide and strengthen delivery of efficient extension service and awareness creation education to farmers to promote production and marketing of quality and healthy livestock to final destination;

x) Improve delivery of better fishing technology and maximize contribution of the sector to overall socio-economic development of the region; constitutional/legalize the act of fishing; conduct study to identify water bodies suitable for fish farming and expand return from the sector;

y) Strengthen and expand rural technology promotion centers; improve delivery of modern beehives and extension service on bee farming;

z) Improve and build reputed traditional communal grazing practices in line with regional conservation practices, focusing on expansion of communal water points, both for human and animal consumption.

5.2. Securing farmers right to their current land holding through provision of user right certificate and promotion of conservation-based sustainable agricultural development,

a) Preparing detailed rural land use plan, in order to further expand the existing land use pattern depending upon the natural resource base of the region;

b) Urging farmers to carry-out both short and long term environment-friendly development activities by ensuring land user right certificate to all farmers for all their current holding;

c) In order to rehabilitate and expand forest resources of the region using tangible examples of reputed forest projects like Adaba-Dodola, Chilimo, Borena...etc facilitate community-based rehabilitation and reforestation programs in such a way the communities guards and benefits from the resources;

d) Facilitate and enhance rehabilitation and expansion of forest resources on sustainable bases, by involving various society groups (private, NGOs cooperatives, schools.... etc) interested in forest development and work on legal procedures that guarantee ownership right;

e) Promote the delivery of other energy sources, minimize dependence on fuel wood and cutting trees for firewood;

f) Prepare, institutionalize and implement clear and usable forest resources utilization regulations and guidelines transparently with all concerned stakeholders;

g) Making integrated and stable institutional arrangements for protection of forest resources and take administrative measures on those who revoke the law;

h) Applying closure area principle to rehabilitate areas severely damaged by improper land use practices;

i) Strengthening expansion of national parks, as sanctuaries for wildlife and economic overrun from the tourist industry, educate the community to care for wild animals and prohibit hunting;

j) Attend to strict environmental protection and supervision in order to prevent environmental pollution and hazards that may crop-up as a result of improper

disposal of used industrial chemicals, urban waste, execution of development activities, and unprecedented growth of both rural and urban population.

5.3. Promote development of small and medium scale industries to lay fertile grounds for growth and development of large-scale industries

a) Study possible job opportunities and organize the unemployed/job seekers and jobless youth;
   i. Identify jobless youth and women groups in urban centers due to lack of seed capital and training;
   ii. Depending upon individual inclination, organize graduates of "TVET" in to cooperatives, and assist create job;

b) Strengthen technical and business management capacity;
   i. Identify and disaggregate individuals' vocational and technical desire, prepare simplified training manuals on business management, distribute to all urban centers and provide training of trainers to experts recruited from urban administration;

c) Facilitate financial sources for credit services;
   i. Identify and conduct credit needs assessment of Micro and Small Enterprises (MSE), establish and strengthen linkages with micro-finance institutions willing to provide loan, and facilitate conditions for efficient use of loan services;
   ii. Preparation, implementation, revision and improvement of loan administration and management, depending upon tangible realities on ground;

d) Facilitate production and sales sites for MSE;
   i. Depending upon enterprises' sectoral engagement, provide land for enterprises development on lease bases;
   ii. Encourage private entrepreneurs who desire to take the initiative to construct buildings and hire out to enterprises development, (both for production and sales purpose);
   iii. Facilitate the construction of sheds and multi-story buildings for production and sales of enterprises outputs;

e) Familiarize micro and small enterprises with appropriate technologies;
   i. Select domestic and imported modern technologies that can be used by MSE to increase productivity, production quality, accelerate production time per unit item and modify further in collaboration with TVET centers;
   ii. Import/purchase improved proto type technologies from abroad/local, replicate them in local technology centers and distribute among all enterprises;
   iii. Facilitate conditions for delivery of easily inaccessible machineries to enterprises on leasing bases;

f) Market Promotion;
   i. Advertise MSEs products among the general public by preparing and disseminating local magazines, organize bazaars and exhibition festivals in different towns in collaboration with government agencies in charge;
   ii. Identify possible areas of backward and forward linkages between small, medium and large enterprises and assess possible job opportunities;

g) Collection and dissemination of market information;
   i. Conduct information need assessment of enterprises, and put in place information net work to get timely and reliable market information;
   ii. Collect, organize and disseminate information on appropriate technologies related to type, price, capacity, location...etc;
   iii. Collect and disseminate information on TVET pertinent to their location, modules, training duration and period and fee charged;

h) Change consumer biased attitude towards MSEs;
   i. Work on public awareness creation on inputs and contribution of cooperatives formed by graduates of TVET;
   ii. Make efforts to raise public awareness on over all campaign being made against unemployment, and arrange site-seeing and visiting programs for some MSEs;

i) Closely monitor and avoid illegal trade undertakings;
   i. Agitate traders to register, draw license and attend to timely renewal; study sources of illegal trade activities, put in place effective monitoring system based on study results;

ii. Undertake house to house monitoring and control illegal trade activities;

iii. Provide awareness creation on free market economy and urge traders to attend to authentic competition on market.

5.4. Construction of infrastructure facilities basic for enhanced socio-economic development of the region,

a) Expand and strengthen construction of roads with labour intensive technology, own force machineries as well as by private constructors;

b) Undertake necessary studies for roads planned for construction;

c) Search for non-governmental organizations fund for expanding roads network;

d) Encourage community participation and provide technical assistance to up-grade rural roads to all weather road;

e) Strengthen existing District Rural Road Desk (DRRD) and enhance progress in construction, maintenance and management of community roads;

f) Encourage and strengthen the already operational Rural Travel and Transport Program (RTTP) to reduce transport burden of the rural population;

g) Expand and strengthen the strategy of "*Length:Person*", labor intensive technology and the use of modern machineries for road maintenance,

h) Appreciate and encourage continued maintenance of roads being studied by consultants; introduce road 'Maintenance Management System' strategy and guarantee quality of maintenance through supervision by qualified road sector consultants;

i) Urge to strengthen road sector trained manpower capacity by recruiting new employees, facilitate in-service training programs phase by phase at all levels, thereby enhancing performance capacity;

j) Besides constructing full-fledged standard roads, engage in expansion of rural roads that can be up-graded through time to keep current road network expansion in tune with growth of other sectors of the economy.

5.5. Expanding better quality education and training programs to produce adequate trained personnel that contributes to accelerated democratic system formation, rapid economic development and eradication of poverty on sustainable basis,

a) Arrange consultation and knowledge transfer forums for teachers by phase to have better knowledge on national economic policy, education and training programs to assist them contribute to production of disciplined and qualified citizens necessary for building a democratic society;

b) Organize teachers and students that have good reputation in schools to strengthen teaching learning processes and management of schools, promote such moves from time to time, depending upon tangible outcomes;

c) Promote students, parents and teachers attitude towards civic education and education system based on good manner, discipline and quality oriented;

d) Construct new schools, both primary and secondary, with due emphasis to under served zones and districts; rehabilitate, expand and up-grade standards of already existing schools, equip with necessary school facilities; and participate the community, private sectors, religious organizations and NGOs to attain the set objectives;

e) Build satellite schools for underserved and sparsely populated districts;

f) Strengthen the already well developed culture of constructing new schools, maintaining and renovating already existence once by the community with local materials through provision of industrial outputs like corrugated iron sheets and nails;

g) Promote and expand multiple-grade system, evening school sessions and depending on tangible local situations, adopt flexible calendar programs to accommodate as many students possible;

h) Promote Non-Formal Education (NFE) to address the problem of gender deprivation in the provision of functional adult literacy of gender disparity in and urge NGOs to contribute towards enhancement of the program;

i) Expand access to education for pastoralists:

i. Promote adoption of especial choice program at all education level that suits tangible living style and climatic conditions;

ii. Construct teachers training institutes and radio stations to be able to train teachers and assist in broadcast education programs in line with pastoralists accepted way of life;

iii. Construct hostels for pastoralist communities to increase address to education opportunities;

j) Continue paying especial attention to promotion of girls' participation in education in a more-intensified manner:

i. Organize girl's education forums at every step at all levels;

ii. Through known figures from the society and religious groups agitate parents to send girls to schools and orient teachers to give especial attention to girl students;

iii. Increase the number of female teachers and female head teachers to increase the role they play as 'model' to attract more girl students;

iv. To attract more girl students to school, accommodate schools with separate toilets for boys and girls, to give girl students privacy,

k) Provide necessary support to private investors and NGOs to play their share in expanding pre-schools/kindergartens; supervise and inspect the quality, relevance and compatibility of education with existing education policy;

l) In rural areas where pre-primary school arrangements are not yet introduced, facilitate pre-school atmosphere in existing regular schools, to qualify them for regular school programs which starts at grade one;

m) Depending upon the existing education policy, select and organize secondary schools that can serve as preparatory schools, to increase the number of students eligible for higher education every year;

n) Besides construction of new schools of all types, due emphasis will be given to equipping them with essential school furniture;

o) School feeding program shall be expanded in partnership with development collaborates in food insecure and vulnerable areas so that the feeding program will serve as an incentive for children to go to school and continue their education

without dropping out. Special attention will be given to areas with low participation rate and chronic food in secured areas to motivate girls to go to school;

p) Promote and strengthen implementation of self-contained educational system;
   i. Assign teachers with better performance, mainly females, to self-contained 1-3 grades;
   ii. Prioritize allocation of better quality education facilities for self-contained classes.

q) Improving delivery of teachers and their performance efficiency;
   i. By up grading the existing Teachers Training Institute (TTI) into colleges, and strengthening the already existing ones, improve the in-take and training of teachers to diploma level;
   ii. By constructing new teachers training institutes, training primary level (1-4) teachers for pastoralist areas in accordance with tangible realities of the community;
   iii. Under qualified teachers serving second cycle primary education will be up-graded through distance education and in -service training programs, and continuous professional development;
   iv. All rounded effort will be made to minimize the acute secondary schools teachers' shortfall by recruiting new graduates and up grading diploma level teachers;
   v. Put in place strong supervision and monitoring system to guarantee quality primary education teachers' training program being addressed by private institutions, and provide necessary support for efficient performance;
   vi. Strengthen and promote teachers performance capacity through consistent and continuous seminars, workshops and school-to-school experience sharing programs, as well as cluster-based local in-service training programs;
   vii. Improve the teaching-learning process at district levels by organizing supervision and monitoring programs at Cluster Resource Centers "CRCs";
   viii. Improve the distribution of teachers between different levels in line with the given standard;

ix. Institutionalize and implement teacher's assignment and transfer policy framework in tune with the ongoing decentralization strategy and specific local situation;

x. Gradually adjust class-student ratio and minimize shift approach in teaching-learning processes.

r) Increase the delivery and utilization of educational materials:

i. Publishing textbooks and other reference materials in large quantities, distribute in proportion to the number of students, and as much as possible strive to keep student-textbook ratio at minimum level;

ii. Improve delivery of science kit, library materials, basic skill training equipment, and classroom facilities to augment effective learning-teaching processes;

iii. Strengthen and expand the use of multi-media like radio broadcasting and TV-satellite through the use of plasma, work on and conduct study to adjust program schedule to region- specific realities and endeavor to implement.

s) Improve the curriculum and learning-teaching processes;

i. Continuously monitor the implementation of the curriculum and improve its contents, if found supportive in addressing challenges confronting the sector;

ii. Ascertain the full implementation of student centered learning-teaching processes and gear evaluation processes towards improving and ascertaining the realization of the existing curriculum and education policy;

t) Prevent and control the spread of HIV/AIDS and its negative effect on quality of education and overall socio-economic development;

i. Strengthen HIV/AIDS clubs in schools, attend to persistent and continuous awareness creation works among school communities and facilitate easy access to magazines and bulletins, on which issues related with HIV/AIDS are addressed;

u) Improve environmental sanitation and overall health situation in school compounds;

v) Promote Afan Oromo as medium of instruction, based on facts and study results work on issues that promote and enrich the language, and prepare various reference materials in Afan Oromo;

w) Strengthen school management capacity and the relationship between the community and school society to maximize public participation in school management system;

x) Searching for various alternative financial sources to culminate schools financial constraints;

   i. Strictly adhere to implementation of "cost sharing" principles as per the policy guideline;

   ii. Arrange preliminary and intermediate skill training programs for primary education complete drop-outs, and strengthen the already functional skill training program for 10 th grade complete dropouts;

   iii. Based on study results, prepare and implement standard TVET curriculum typically reflective of the market demand and socio-economic condition of the region;

5.6. Expand provision of quality and equitable health services to prevent and treat victims against communicable diseases and reduce death incidences,

a) Construct standard health facilities at reasonable resource input by modifying designs of existing health centers in giving priority to underserved and backward areas;

b) Through provision of corrugated iron sheets, nails and other industrial materials undertake construction of health posts through community participation;

c) Strengthen and assist zone and district health offices to effectively monitor and supervise health infrastructure development;

d) Equip and make functional completed health institutions with necessary qualified manpower and equipment,

e) Provide education on prevention of malaria, conduct mass- based awareness creation on spread and prevalence of HIV/AIDS epidemics;

f) Participate all social and economic groups to fight and monitor prevalence of HIV/AIDS, provide necessary care and support to HIV/AIDS patients, both in health institutions and among and within community members, launch program to control mother-to -child transmission of HIV/AIDS, blood safety and sexually-transmitted

diseases, and develop culture of attending to blood test for HIV/AIDS before marriage;

g) Expand and strengthen health extension package; deliver community-based health education using teaching aid materials and create awareness on transmission and preventive measures of HIV/AIDS;

h) Engage in clearing up areas suitable for malaria breeding like irrigation projects, water logged areas, work on human behavioral change... etc in collaboration with other partners like the NGOs;

i) Participate all concerned stakeholders, including community, NGOs, government institutions at all levels in malaria prevention and control campaign, and strengthen the campaign against malaria by improving the health information and effective monitoring and evaluation system

j) Elect community representatives who report on status of communicable diseases to near-by health professionals;

k) Procure medical equipments that assist integrated efforts being made to study and identify communicable diseases;

l) Supervise and periodically monitor the availability and sanitary conditions, toilet facilities in hotels, restaurants and bars, waste disposal pits; provide awareness creation on the use of toilet facilities and overall environmental sanitation issues to community members wherever possible prevent possible eruption of communicable diseases;

m) Promote environmental health in an environment friendly manner to prevent environmental pollution in an integrated manner with other government line bureaus like social and labor affairs, trade and industry, investment, agriculture ...etc bureaus;

n) Equip health institutions to the standard with requisite trained manpower and medical equipments there-by improving their intake capacity and quality of service;

o) Ensure the planned training of health professionals in sufficient number, appropriate knowledge, and skills in local and abroad training institutions;

p) Study the reasons behind frequent health professionals turn-over and come-up with coarse corrective measures;

q) In an endeavor made to augment budget for procurement of medicines, strengthen the use of internal revenue raised by health institutions and implement health care financing strategy;

r) Strengthen effective monitoring system to guarantee and control efficient use of drugs and medicines;

s) Monitor and evaluate the standard and compatibility of health institutions run by NGOs on regular bases, and organize various NGO-Government forums for experience sharing and acquaintance with government health policy and strategy;

5.7 Promote growth and development of Oromo culture, tourist resources and historical heritages to enhance contribution of the sector to socio-economic development of the region;

a) Prepare, approve and implement draft proclamation, rules and guidelines requisite for Founding Regional Art Center;

b) Enumerate, register and conserve the regions' historical and cultural heritages, accord planned development protection initiatives;

c) Conduct in depth study of historical and cultural heritages of the region, maintain those currently at the verge of destruction, improve management system to guarantee their future, take necessary conservation measures to the level they can attract tourists and serve as sources of revenue;

   i. Clearly delineate Sof Omar Natural Cave boundary, provide in-cave road and electric power system, and strengthen the management system of the cave to further intensify its' already significant tourist importance;

d) Strive to implement already studied tourist development projects, invite private investors to engage in collaboration with the Regional State in development of this virgin economic sector of the region, and create enabling environments for engagement of investors in collaboration with the regional state development of the sector,

e) Collaborate with all concerned bodies to prepare documents that make known rare tourist resources endemic to the region so that they can be registered as National and World Heritage Reserve;

f) Finalize the study already underway on Oromo history and the Geda Political System;

g) Collect, organize, publish and distribute written documents and oral literature on Oromo culture;

6. MAJOR TARGETS OF THE FIVE-YEAR DEVELOMENT PLAN

6.1. Agricultural Development

During the next five years, all rounded effort will be made to promote and strengthen irrigation agriculture and wet land farming, increase production and productivity using modern agricultural inputs. Over the plan period, therefore, it is planned to increase:

- Land under irrigated agriculture from current 169,774 hectares to 904,148 hectares;
- Area under wet land farming from 115,070 hectares to 150,000 hectares;
- Area under small rainy season cultivation from 631,621 to one million hectares;
- Area under main rainy season cultivation from 6.26 million hectares to 7.9 million hectares, and boost main rainy production from 91.93 million in 2005/06 to 262.13 million quintals in 2009/10.

For realization of the set objectives, it is expected to boost production from:

- Irrigated agriculture from current 13.5 to 147.13 million quintals through intensive use of agricultural inputs and various farming techniques;
- Wet land farming from 2.5 to 9.0 million quintals;
- Small rainy season cultivation from 8.6 to 14.22 million quintals and
- Main rainy season harvest from 91.93 to 262.13 million quintals;

In general, the production of major crops expected to inflate from 100.5 million quintal in 2004/05 to 276.3 million quintals in 2009/10.

Share of area under cereal crops is generally expected to decline from 81.96% in 2004/05 to 75.23% in 2009/10 while for pulses is expected to increase from 10.6 % to 13.96%, oil seeds from 7.43% to 10.81% in 2004/05-2009/10 respectively. This estimation is based on the assumption that most farmers will allocate a good proportion of their holdings for production of high value market oriented crops. In line with this premises, it is expected that land under 'wild oats' will shift totally to cultivation of other high value crops, while land under

cultivation of maize will decrease to 10 % and that of sorghum by 20 % and be substituted by other cash earning crops like sesame, beans...etc.

As indicated by analytical study carried out on major food crops produced in the region, 100.5 million quintals of crops produced in 2004/05 in the region, which is roughly equivalent to 82.7 million quintals of wheat equivalent. Similarly, the overall food crops production of 276.3 million quintals expected by 2009/10 is equivalent to 227.3 million quintals of wheat equivalent. Per capita net food consumption per head is also expected to rise from 3.2 quintals in 2004/05 to 7.6 quintal in 2009/10. In general, considering food crops supply and demand relations, net food crops supply was in excess of demand by 73 % in 2004/05 and this is expected to rise to 312.5 % in 2009/10.

The supply of improved seeds will increase from 97.84 thousand quintals actually delivered in 2004/05 reaching 700 thousand quintals in 2009/10 showing a growth rate of 48% per annum. Regarding chemical fertilizer consumption, 1,046.84 thousand quintals of DAP and 461.1 thousand quintals of Urea was supplied in 2004/05 will boost-up to 2,461.5 thousand quintals and 1,538.4 thousand quintals respectively in 2009/10. The total supply amount of fertilizer will increase from 1507.94 thousands of quintals in 2004/2005 to 4000 thousand qt. by the end of the plan period. While the delivery of herbicides will increase from 156.803 thousand liters in 2004/05 to 380.00 thousand liters in 2009/10, the amount of loan delivered by credit institutions to farmers is planned to increase from 504 million Birr in 2004/05 to 640 million Birr in 2009/10.

In 2004/05, land covered by coffee plantation was estimated at 359.06 thousand hectares, out of which 306.94 thousands was thought to be productive, while the remaining 52.13 thousand hectares was unproductive. In the forth-coming five years, large expanse of land will come under coffee plantation. The extent of land under coffee plantation will reach 690.78 thousand hectares in 2009/10, increasing by 92.38% from the current total coverage. The area of land under productive coffee plantation will rise to 389.66 thousand hectares, while the remaining 301.12 thousand hectares will not be effectively productive in the years a head. Production of coffee, which was 171.23 thousand tons in 2004/05, will also increase to 313.1 thousand tons