

EMMANUEL

Development Association

Education Quality in Ethiopia

Addis Ababa, Ethiopia

2011

www.edaethiopia.org

Message from the Executive Director

"Education is the most powerful weapon we can use to change the world"

Nelson Mandela

Emmanuel Development Association believes that Ethiopia can have a better future. Ethiopia has many great resources, but EDA has identified a lack of leadership not only in Ethiopia, but in Africa as well. EDA recognizes how important good leadership will be for the future of our country. We also recognize that to build great leaders, we must begin at a very young age. Early childhood development is very important for developing the potential in children, primary school builds the foundations of education, secondary school prepares young people to be adults and professionals and adult and tertiary education provide the skills necessary to be successful. Every step is important, and if any stage is not addressed, the potential in those children and youths will not be realized, and the whole country will suffer.

"Development Through Education" is the motto for EDA, because we believe that education can bring positive change, innovation and development to every nation and every person. Through education, we try to develop the "Four-C's" in people – their character, their calling, their competence and their community. If these children can become great academics, scientists, doctors, politicians and businesspeople, they can play a large role in their communities and help the future of Ethiopia.

We have developed this strategic paper to act as a roadmap to guide our efforts as we work to make the education in our target communities as powerful as possible. EDA would like to thank all the individuals and organizations who have worked with us in the past to help bring quality education to Ethiopians. We look forward to working with you in the future, as we continue our important efforts to build strong communities and strong individuals through quality education.

Sincerely,

Tessema Bekele

“The direction in which education starts a man
will determine his future in life”

Plato



TABLE OF CONTENTS:

	Vision	5
	Mission	5
	Acronyms	5
1	Preamble	6
2	Introduction	7
3	Ethiopian Context	7
4	Emmanuel Development Association and Education	11
5	Overview of Human Development	13
6	Framework for Quality Education	14
	6.1 Early Childhood Development	16
	6.2 Lower Primary Education	18
	6.3 Upper Primary Education	20
	6.4 Secondary Education	22
	6.5 Adult Education	24
	6.6 Community Awareness and Engagement	26
	6.7 Computers and the Internet	28
7	EDA and Education (part 2)	29
8	Stakeholders	32
9	Summary	35
10	References	37

Vision:

EDA envisions bringing positive change Ethiopian children through empowering their families and communities by providing education of the highest possible quality.

Mission:

EDA is committed to improving the quality of education at all levels through needs-based, integrated, and collaborative community-based programs.

Acronyms:

ABE	Alternative Basic Education
ASI	Ayrton Senna Institute
CBO	Community-Based Organization
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
EDA	Emmanuel Development Association
EGRA	Early Grade Reading Assessment
FAL	Functional Adult Literacy
FBO	Faith-Based Organization
GDP	Gross Domestic Product
HDI	Human Development Index
HIV	Human Immunodeficiency Virus
NGO	Nongovernmental Organization
PPP	Purchasing Power Parity
PTA	Parent-Teacher Association
TVT	Technical and Vocational Training
wpm	words per minute

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people"

Chinese Proverb

.....
"Are our children learning?"

1. Preamble

In accordance with its longstanding commitment to **Ethiopia's children, and recognizing** the fundamental role played by education in developing the natural **potential within Ethiopia's families** and communities, Emmanuel Development Association has endeavoured to explore means by which to answer the question: ***"how can we maximize the quality of education experienced by Ethiopia's people."*** These efforts will be directed at target communities within the Amhara Region, and the areas surrounding Addis Ababa where EDA has historically directed its efforts.

Objective 1.1 in EDA's strategic five year plan (2010) identifies the provision of quality education to beneficiary children **and adults as central to EDA's** ongoing mission. To this end, a ***Strategic Operational Plan for Improving the Quality of Education in Ethiopia*** was identified as relevant. This document is expected to function as a roadmap to guide future decision making, and as a communications tool to enable current and future stakeholders to clearly understand the evolving vision of EDA in regards to enhancing the quality of education in the schools and communities in which EDA works. ***Quality Education in Ethiopia*** is a modified and expanded Executive Summary to that document.

EDA Strategic Five-Year Plan: 2010-1014

Objective 1: Increase Early Childhood Development, Child Protection Program and access to basic services for 115,050 disadvantaged children and community groups at the end of 2014.

Sub-Objective 1.1: Provide quality education for 21,800 children and 1250 adults.

Sample Activities: Strengthen Early Childhood Development; Teachers capacity building training and experience sharing; Promote and provide adult education and basic life skills; Promote and support girls' education.

"Intellectual growth should commence at birth and cease only at death."

Albert Einstein



2. Introduction

Since 1996, Emmanuel Development Association has striven to improve the lives of **Ethiopia's children**, in order to empower them to become the community-leaders of the next generation. Central to this effort has been an exploration of ways to effectively educate all people, especially children.

In recognition of:

- the fundamental role played by education in empowering

- individuals, families and communities,
- the necessity of quality for education to be truly successful,
- the fundamental lack of quality in education currently available in most Ethiopian public schools,

it was seen as desirable to assess the situation and plot a course for the years ahead. This report seeks to advise future planning and decision making in the pursuit of its goal:

GOAL:

To sustainably maximize the quality of education experienced by the Ethiopian children, youth and adults who live in EDA's target communities.

3. Ethiopian Context

Having suffered persistently since it's conception, Ethiopia's education system has accumulated successes recently. In the years between 1995 and 2005, the net enrolment rate for primary school increased from below 30% to

above 90% (UNESCO Global Monitoring Report, 2009). Unlike **any other time in Ethiopia's history**, most Ethiopian children are now in school, learning to read and write, to perform basic and complex mathematics and to fill the basic bureaucratic roles required by

government and business. Ethiopian girls, also, are finally getting wide exposure to formal education, and the many doors it creates and opens for them as individuals. The quality is suffering greatly, however. Millions of students are pouring in, and the necessary educational infrastructure to educate them is largely absent.

Ethiopia remains one of the poorest nations on Earth – a per capita GDP (PPP) of \$1009 ranks Ethiopia 160 out of 172 nations – so it lacks the national wealth required to quickly build a fully functioning, universal education system (World Bank, 2010). Still, the country has made formidable progress in honouring its commitments to various international agreements.

Ethiopia’s commitments include:

The United Nations Universal Declaration of Human Rights (1948)

“Everyone has the right to education.”

The United Nations Convention on the Rights of the Child (1991)

The child’s right to education “shall be directed to the development of the child’s personality, talents and physical abilities to their fullest potential.”

The World Conference on Education for All – Jomtien (1990)

and

The Dakar Framework for Action (2000)

“Expanding and improving comprehensive early childhood care and education...”

“Ensuring that by 2015, all children ... have access to and complete free and compulsory primary education of good quality.” “Improving all aspects of the quality of education...”

The Constitution of the Federal Democratic Republic of Ethiopia (1995)

“...policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security.”

The Millennium Development Goals (2000)

“Children everywhere ... will be able to complete a full course of primary school.”

In spite of recent successes, it is widely recognized that a severe 'quality gap' still exists, and that there are many holes, such as early childhood care and education,

that need to be mended. The challenges that stand between Ethiopia's children and high quality education are diverse and daunting.

Some of the obstacles facing Ethiopia's children:

- Only 6% of births are attended by qualified medical personnel, and almost 11% of children die before they reach pre-school age.
 - Pervasive societal challenges create difficult life-circumstances for children. More than 11% of Ethiopian children have lost one or both of their parents. More than 60% of 20-something women, 70% of 30-something women and 90% of 40-something women have never received any education.
 - Pre-school exists, but primarily for Addis Ababa's wealthier class. Only 5.9% of Amhara region 2nd graders attended pre-school.
 - Adult illiteracy is the norm (58.5%). 73% of the 2nd and 3rd graders in Amhara region have illiterate mothers.
 - As such, many children are among the first in their families (the average woman has 4.8 children) to attend school, but only if their parents allow them to attend.
 - When the children arrive, they find severely overcrowded classrooms. The average Ethiopian teacher teaches a class of 59.3 students, and often between 90 and 120.
 - The teachers are under-qualified. More than 2/3 of Ethiopian primary school teachers have never been taught how to teach reading.
 - There is a severe shortage of books (30% of Amhara students don't even have textbooks), computers (many schools don't have electricity) and other useful educational resources (reference books, science equipment, basic stationary).
-

(United Nations: Human Development Index, 2010; USAID: Ethiopia Early Grade Reading Assessment, 2010; Ministries of Education, Health and Women's Affairs: National Policy Framework for Early Childhood Care and Education (ECCE) in Ethiopia (2010); Ministry of Education: National Adult Education Strategy (2008); Ethiopia Demographic and Health Survey (2005))

Consultation with teachers, students and development practitioners has suggested that teachers in the classroom dedicate considerable time to rote memorization of specific information. A good student is one who most effectively regurgitates this information on tests. Many important and relevant aspects of education are given no overt attention in either classroom

methodology or curriculum. With an eye to the future, fundamental questions need to be addressed as to the knowledge, skills and competencies which will best serve **Ethiopia's current** children and youth as they grow into adults, and assume responsibility for the future of their families and their nation.

"In most schools in the Ethiopian context, the teacher considers himself as the only authority and source of knowledge. Most of the students also see the teacher as the only knowledge provider. The students refrain from giving feedback. They are afraid of asking questions, and are afraid of making mistakes."

-- Admasu, 28 (Secondary school teacher)

"The job of the student is to memorize. The teachers want the students to memorize and remember the information they are given."

-- Asheanfi, 25 (Primary school teacher)

Some elements of education neglected by the current curriculum and methodology:

- Students aren't provided with the capacities necessary to function and succeed in our dynamic, internet-based, globalized world.
 - Students aren't aided in understanding themselves as individuals, citizens and social beings.
 - The meta-cognitive abilities (how to learn, how to teach, how to know) in students are not developed, and students are not put on a path for life-long learning.
 - There is no effort to develop the productive capacities of students, to empower them to be active and effective participants in their families, their professions and their communities,
 - The potential for individuals to be great analytical and calculating thinkers, or creative problem-solvers or cooperative team-players is not nurtured.
 - The 'human potential' in students is not developed.
-

4. Emmanuel Development Association and Education

EDA's motto is "Development Through Education." Focused on improving the wellbeing of children, EDA has spent 15-years, creating relevant and useful educational opportunities for the **people living in Ethiopia's Amhara Region**. Partnering with numerous local and international NGOs, EDA has had the opportunity to design and implement various development programs, seizing the successes as well as the set-backs as opportunities to learn and improve.

EDA has constructed more than 40 schools. Recognizing the numerous obstacles preventing many vulnerable and at-risk children from accessing education, EDA seized on a concept called Alternative Basic Education (ABE). Through the ABE centers they have built, staffed and supplied, EDA has been able to provide 42,500 marginalized children with access to education. At the same time, EDA has used the schools as a training ground for teachers, **helping develop teachers' and facilitators' ability to deliver high-quality, student-centred education**. Twenty-nine of these schools, and their teachers, have now been handed over to the government to

operate. EDA has used this handover process to strengthen its linkages and partnerships with the formal school system. Today, EDA still serves more than 1,500 children in the 11 schools it continues to operate.

Concordant with the construction and development of ABE schools, EDA has created opportunities for life-changing education in the communities where the schools exist. Parents of ABE students have been mobilized and trained to take an active role **in their children's education** through the formation and support of Parent-Teacher Associations (PTAs). Empowered and vibrant Community-Based Organizations (CBOs) have been organized to run and lead community schools. Parents of ABE students have also received training and financial support to empower livelihood generation, creating more stable and nurturing home environments for their children. At the community level, EDA has conducted workshops and trainings for thousands of individuals, around issues like gender, HIV, reproductive health and family planning. Workshops have also targeted livelihood generation, assisting community members in their capacity to earn a living income in order to provide for their

families. EDA has also provided material and financial support for community Early Childhood Development (ECD) programs, school libraries, cluster centers and community reading rooms.

EDA's positive track-record in empowering education is also demonstrated in its support for formal schooling. EDA has built and renovated government schools, provided them with the necessary equipment and furniture, latrines and clean water, as well as thousands of books, teaching aids, computers and educational resources. In the schools, EDA has organized dozens of student clubs around issues relating to gender and child protection, and supplied them with the materials they required to succeed. EDA has hosted teacher development workshops for thousands of educators, and life-skills workshops

for more than ten-thousand students.

For 15 years, EDA has applied varying educational ideas and approaches to address the challenges facing the vulnerable **children in EDA's target** communities. In the process, while improving thousands of lives, EDA has learned a great deal about **what works, what doesn't work and** where future emphasis and energy is best placed. Through its experience, EDA has developed a keen ability to build partnerships, to collaborate with relevant stakeholders and to share information and ideas. It is on the basis of this accumulated knowledge, and with a firm commitment to partnership and stakeholder engagement, that EDA has endeavoured to look strategically at the future of its education programming.

A few of EDA's education achievements:

<u>2,702</u>	Number of youth trained in business skills.
<u>13,930</u>	Number of formal school children provided with life-skills training.
<u>423</u>	Number of students who accessed formal primary government schools in 2010, through graduation from EDA-run ABE centers.
<u>4,563</u>	Number of educational reference books provided to partner schools.
<u>535</u>	Number of EDA-coordinated sponsor children who graduated from preschool from 2008 through 2010.

She who does not yet know how to walk, cannot climb a ladder.

Ethiopian Proverb



5. Overview of Human Development

Research into human development is diverse, and humans develop along numerous dimensions simultaneously (i.e. physical, social, intellectual/ cognitive, emotional/psychological, moral). Most theorists divide development into roughly similar stages that human beings tend to progress through as they grow from infancy into adulthood. Erickson’s Stages of Psychosocial Development are just one example

of such a progression. Though there are disagreements, it is widely acknowledged that certain types of experiences are especially valuable at specific stages in an **individual’s growth**. Recognizing the value of natural growth, an effort has been made to give appropriate consideration to optimal human development as questions are answered regarding potential solutions to ‘the quality gap.’

Erickson’s Stages of Psychosocial Development		
Stage 1: Hope	Trust vs. Mistrust	Birth to 1 year
<p><u>Question:</u> “Am I safe?”</p> <p>The infant depends on the parents. If the child experiences warmth, regularity, and dependable affection, the infant’s view of the world will be one of trust.</p>		
Stage 2: Will	Autonomy vs. Shame & Doubt	2 to 4 years
<p><u>Question:</u> “Can I do things myself or must I always rely on others?”</p> <p>The child begins to explore its surroundings, constantly learning about the environment. Security, patience and encouragement from parents helps foster autonomy in the child.</p>		
Stage 3: Purpose	Initiative vs. Guilt	4 to 6 years
<p><u>Question:</u> “Am I good or am I bad?”</p> <p>The child wants to be active. They purposefully undertake, plan and carry out their own tasks begin and complete their own actions. Guilt, courage and independence appear.</p>		
Stage 4: Competence	Industry vs. Inferiority	7 to 13 years
<p><u>Question:</u> “How can I be good?”</p> <p>The growing individual is less and less interested in play, and more and more interested in productivity – being responsible, being good and doing it right. Self-confidence is critical.</p>		
Stage 5: Fidelity	Identity vs. Role Confusion	14 to 24 years
<p><u>Question:</u> “Who am I and where am I going?”</p> <p>Adolescents transition from childhood into adulthood. Increasingly social, the experiment with roles and attempt to discover and define their identity. Rapid sexual, physical, social, personal and intellectual development occurs.</p>		

6. Framework For Quality Education

EDA believes in the crucial role played by quality education in empowering people and communities. EDA further recognizes that quality education must begin at a very young age, and continue throughout formal schooling, and beyond. Through the building of strong foundations in early childhood, and the continual development of their personal, intellectual and

productive competencies, EDA strives to assist individuals in identifying, defining, pursuing and achieving their life-goals as individuals, citizens and professionals.

Within EDA's current framework, largely in unison with the formal education structures of the Ethiopian Government, individual education is categorized, based loosely on age and development, into four stages.

The Stages of EDA's Framework For Education

1. **Early Childhood Development** – Age 4-6
2. **Lower Primary Education** – Age 7-10
3. **Upper Primary Education** – Age 10-14
4. **Secondary Education** – Age 14-18

To these can be added a fifth stage.

5. **Adult Education** – i.e. agriculture skills, general business skills, life-skills, microfinance and basic literacy and numeracy.

Adult education also includes **Tertiary Education**, such as university, teachers college, and trade school. EDA's primary involvement with tertiary education is through its teacher development programs. Teacher development is addressed according to the relevant needs at each of the five stages.

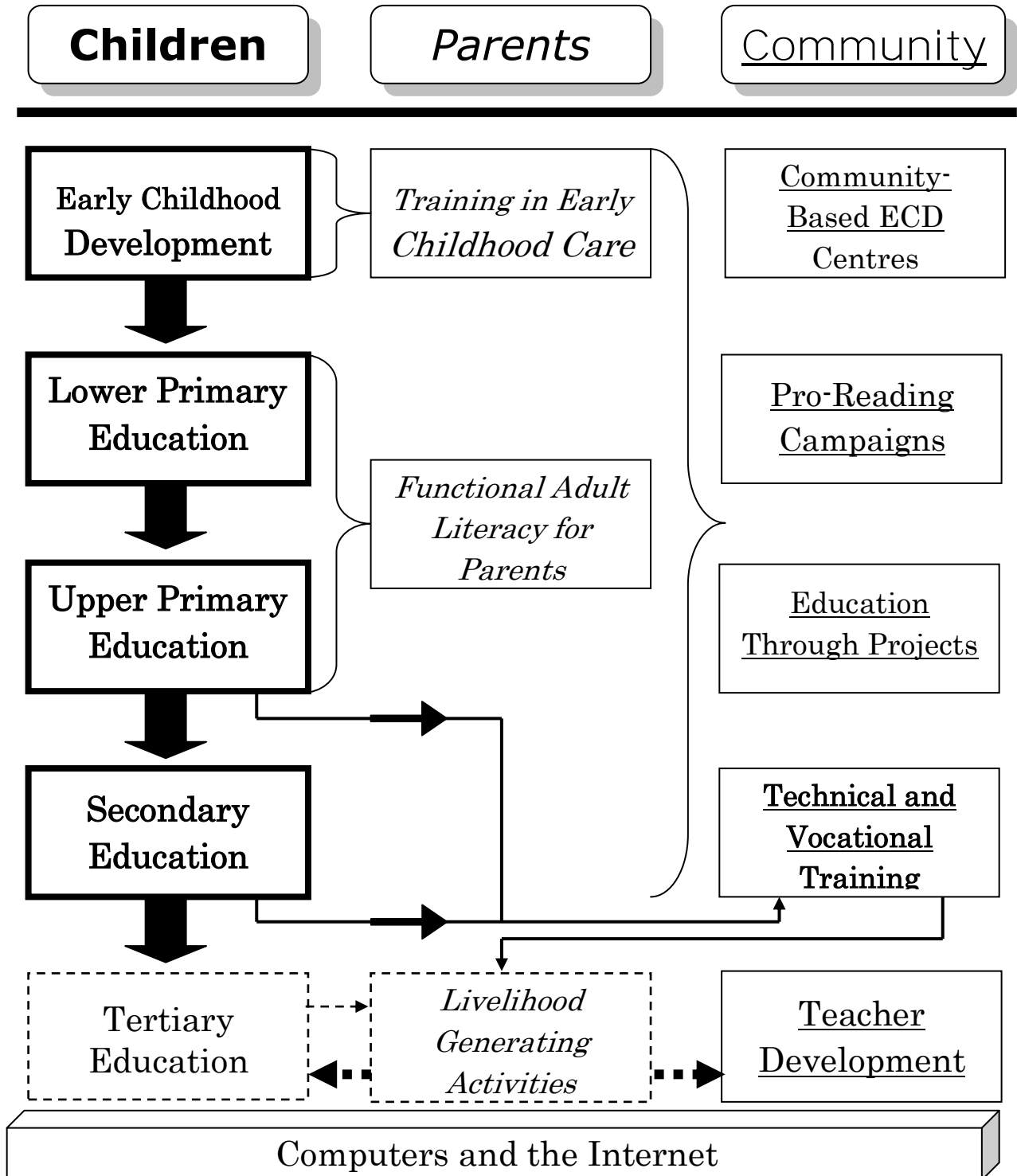
It is also recognized that education does not exist in a vacuum, and as such, **Community Awareness and Engagement** must be carried out in conjunction with other educational activities.

Finally, with consideration for modern global realities, **Computers and the Internet** must be integrated as deeply as possible into education at all levels.

Figure 1.

Emmanuel Development Association

Framework for Quality Education (2011)



"In the human life cycle, the early childhood period is a critical period that requires due attention and great deal of investment. Failing to provide children at this stage of development with better nutrition, health care and education deprives them of their right to develop as productive citizens, enjoy a better quality of life and eventually contribute to society's growth."

Ethiopian Ministries of Education, Health and Women's Affairs



1. Early Childhood Development (0-6)

The people we become are the product of our experiences during early childhood. Before their first day of school, humans develop from helpless newborns into increasingly independent and unique individuals with unique potentials. By the end of an **individual's sixth year, their brain has stopped developing, and the period during which life's most fundamental foundations can be built has ended.** It is essential that babies are cared for, and receive proper nutrition, as damage and deficiency early in life are impossible to undo. If they are cared for, babies and young children will naturally learn how the world works and how to live in it by exploring it, touching it and playing with it. They will also naturally learn about themselves as individuals and the methods of communication and social interaction by engaging with the

world and interacting with the many people in it.

Early childhood education centers, Pre-Kindergarten programs and pre-schools have been very successful at taking what a child does naturally - exploring, touching and playing with people and things - and creating an environment in which those activities can be optimized towards the development of the individual. Such centres generally incorporate educative themes into play activity in an environment that is safe, stimulating and nurturing for the children. As language development is a fundamental **element of early childhood, "pre-reading" materials, that expose children to the basic elements of language and literacy, are especially relevant.**

In concert with such centers, parents are recognized as the first, best and most important teachers a child has. Parents must understand the nutritional, educational and developmental

needs of their babies and young children. Unfortunately, even with such information, many will still live lives too impoverished to afford the nutrition and health-care the child needs. Accordingly, the ability of families to generate a **sustainable livelihood can't be** ignored as a crucial contributor to the health of babies and young children. EDA addresses this economics through its various livelihood generating activities

In Ethiopia, quality early childhood education is virtually

inaccessible to most Ethiopian families; only 5.9% of Amhara region 2nd and 3rd graders attended ECCE, Pre-Kindergarten or Pre-School programs (USAID, 2010), while 11% of Ethiopian children **didn't make it to age five (HDI, 2010)**. EDA fully recognizes the value in empowering young children, and the importance of developing a strong foundation upon which character development, a positive and productive life-plan and a fulfilling career can be built.

1. Early Childhood Development

EDA plans to address these challenges by coordinating groups of like minded organizations at the community level in the creation and maintenance of community-based, early childhood care and education centers. In support of effective parenting, EDA will continue to develop and evolve its work with adult education in communities, and explore options for programming aimed directly at early childhood education for parents.

Some statistics about 2nd and 3rd grade reading ability in Ethiopia, from the USAID: EGRA (2010):

- 49% of Amhara region 2nd graders scored 0% on a test of reading comprehension.
- 30% of Amhara region 3rd graders scored 0% on the same test of reading comprehension.
- 25% of Amhara region students have access to a book (other than their textbook) in their homes.
- 1.7% of Amhara region 2nd graders read at benchmark levels (60wpm).

2. Lower Primary Education (7-10)

A central purpose of lower primary education is to build the basic foundations of literacy, numeracy and life-skills, upon which future education can be constructed. Children of this age are eager for hands-on experience, and are naturally adept at learning rules. It is very important that primary school aged children are given reason to feel hope and competence with faced with frustrations, as their experiences at this time can play a significant role in their attitudes and self-esteem throughout their lives.

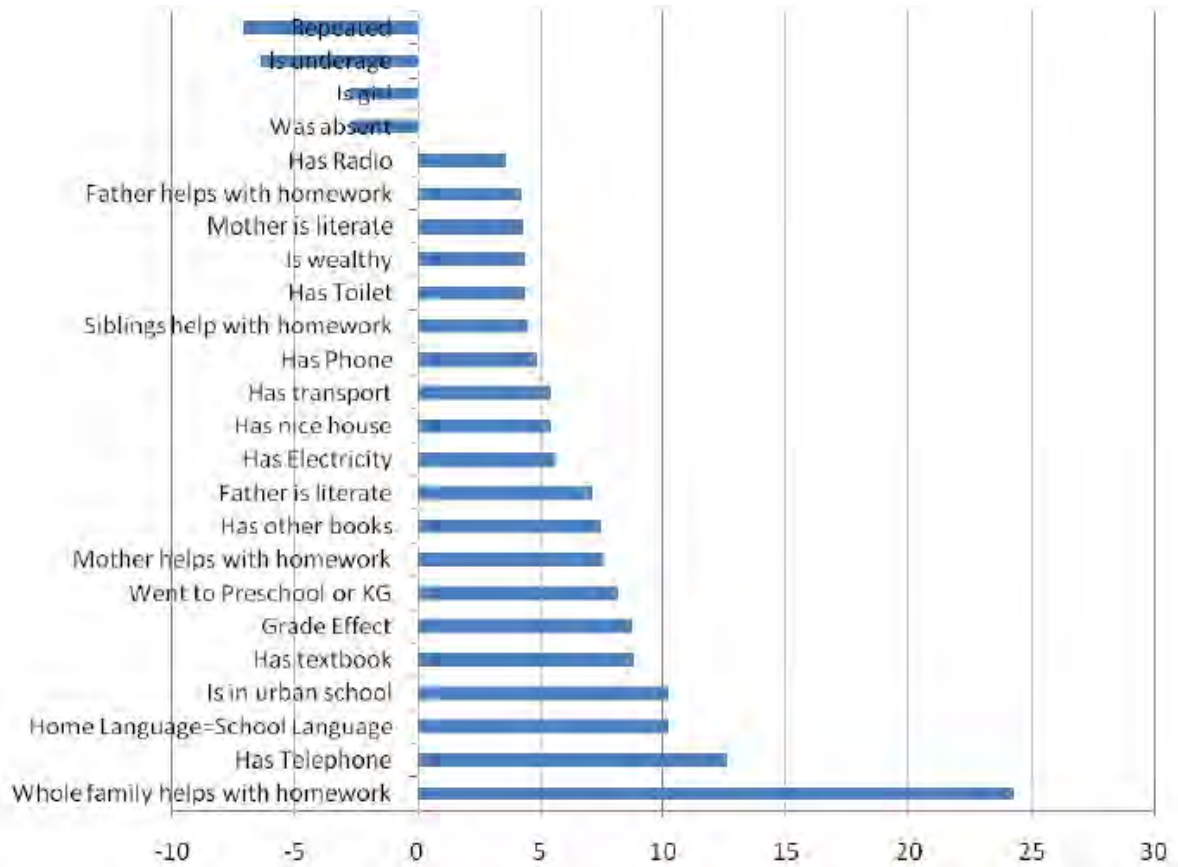
In 2010, The Ethiopia National Early Grade Reading Assessment (EGRA) conducted by USAID, assessed more than 13,000 children from every region of the country. The study revealed an alarming reading deficit in Ethiopian primary schools. For example, in the Amhara region, 49% of 2nd graders scored 0/6 on a basic test of reading comprehension and 94% of Amhara region children were not reading at benchmark levels.

A similar study commissioned by EDA in its target communities (Gebrekidan, Zewdu. Early Grade Reading and Writing Assessment of

Grades 2, 3 and 4 Students in Selected Schools of the Amhara Region, 2011) revealed significantly better results, possibly due to the urban nature of most of the schools, the historical presence of EDA in those communities or differences in testing methodology. Still, the results revealed that a large percentage of students were not reading at acceptable levels (>90% below baseline wpm), and that many failed to grasp the basic elements of language (i.e. spaces between words). Considering the vital role that reading plays in an individual's progression through formal education, and the destructive impact of frustration and defeat on children at this stage in their lives, this reading deficiency needs to be addressed.

Both studies recognized similar problems and proposed similar solutions. They agreed that reading, especially at lower levels, needs to be prioritized. They both found that rural-areas are particularly weak. They both uncovered a inhibitive lack of books available to children, whether textbooks or additional reading materials. Finally, they both found that the majority of teachers have received little or no effective training on how to teach reading.

Figure 2. Factors influencing oral reading fluency in Amhara - wpm. (USAID, 2010)



2. Lower Primary Education

EDA plans to address these challenges by mobilizing local individuals and organizations to attend to the three fundamental elements of reading education:

- 1) Children will be motivated to read, through community awareness campaigns, school reading weeks, spelling bees and after-school reading clubs.
- 2) Supplementary reading materials will be developed and made available to students and community members, through the creation and expansion of school and community libraries, reading corners and book sheds.
- 3) Pre-school and primary school teachers will be taught how to teach reading, and will be supported in doing so.

"The only person who is educated is the one who has learned how to learn - and change"

Carl Rogers

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3. Upper Primary Education (10-14)

Students in their upper primary years show a natural desire for productive pursuits, and it is during this time that personal interests and an enthusiasm for learning develop. The roots of morality and personality also develop at this time, and peer-groups become more important, as children increasingly associate and identify with, and learn from, their in-groups. General primary education strives to build on the foundations of basic education by introducing students to new subjects and increasingly complex ideas. At this stage in an **individual's academic development**, self-efficacy is crucially important, as students who succeed academically generally continue to do so, while those who experience frustration tend to struggle throughout the remainder of their formal education.

The **'memorize and regurgitate'** methodology that is common in Ethiopian classrooms fails students at this stage. It relegates students to the role of **'passive-observers'** in their own

educations. In doing so, it fails to develop their self-efficacy, at a stage when their natural desire to learn and be productive in pursuit of their interests could be **blooming**. **'Memorize and regurgitate'** also does little to support those students who are struggling. As such, it can lead to alienation, and the squandering of their academic potential. Finally, as the cognitive capacities of students are developing, the methods employed in Ethiopian classrooms fail to provide students with the skills necessary to develop and evolve their own frameworks for understanding – they don't teach students how to learn. Contemporary learning theory emphasizes learning with deep understanding rather than shallow **memorization of facts**. **'Memorize and regurgitate'** neglects to develop the ability to link ideas, to analyze and synthesize information, to direct their own learning and to apply creative solutions to problem-solving. As such, it fails to develop the **students' potential as academics, professionals, citizens and people.**

Why formative assessment?

"The achievement gains associated with formative assessment have been described as 'among the largest ever reported for educational interventions'." (OECD website, 2005)

"Improved formative assessment helps low achievers most and so reduces the range of achievement while raising achievement overall." (Black and William, 1998)

What is formative assessment?

"When the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs." (Black and Wiliam, 1999)

"The bidirectional process between teacher and student to enhance, recognize and respond to the learning." (Cowie and Bell, 1999)

"In the assessment of meaningful learning...what is important is how and whether students organise, structure and use [information] in context to solve complex problems" (Dietel, Herman & Knuth, 1991)

What are the key elements of formative assessment?

- 1. the provision of effective feedback to pupils;*
- 2. the active involvement of pupils in their own learning;*
- 3. adjusting teaching to take account of the results of assessment;*
- 4. a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;*
- 5. the need for pupils to be able to assess themselves and understand how to improve." (Emphasis added; Black and Wiliam, 1999)*

3. Upper Primary Education

EDA plans to address these challenges by consulting with pertinent individuals and organizations with intent to develop a strategy for training teachers in formative assessment techniques and implementing, testing and improving the methodology in a gradually increasing number of target schools.

"The great aim of education is not knowledge, but action"

Herbert Spencer



4. Secondary Education (14-18)

Adolescence is a time for identity formation. Through school, and especially through their peer-groups, teenagers pursue their adult selves and attempt to understand their place in the world by experimenting with different ways of being and behaving. Whether individuals enter adulthood perceiving themselves as capable, conscientious, constructive and happy people, or whether the turmoil of adolescence leads them to anti-social tendencies and despair is largely a product of their social interactions and academic and extra-curricular experiences during their secondary school years.

In Ethiopia today, secondary school, especially second cycle secondary (grades 11 and 12), functions to prepare students for their tertiary education as professionals in various fields. While this is valuable, it is based largely on a limited conception of the work-place, and fails to take into account the needs of an

aspiring professional in the modern, dynamic, technology-and-information-driven, globalized world of work. Even more than this, there is no emphasis placed on giving students the capacities they need to act as positive agents for change in their families, their companies, their communities or their nation.

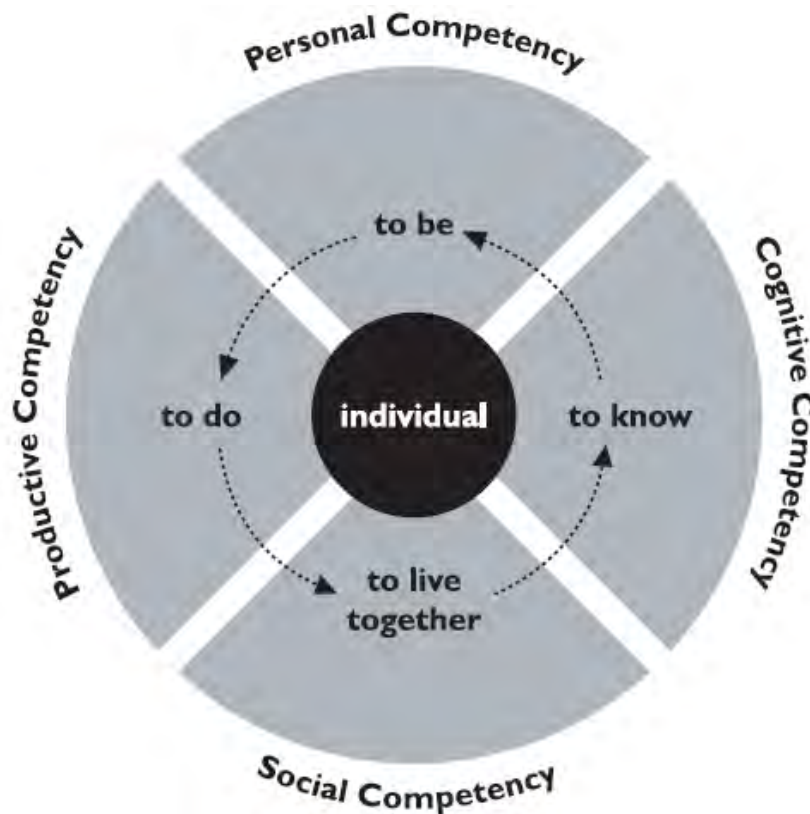
Education for Human Development is a paradigm that focuses directly on developing the human potential in students to be effective and productive professionals, citizens and human beings. It places community projects, designed and carried out by groups of students, at the centre of the education process. Learning is then oriented around the successful completion of a project. In the process, students take various active roles in groups, including: planning, seeking relevant knowledge, coordinating and carrying out the project, communicating about the project to the community, and building partnerships with other organizations to successfully complete the project.

In the sphere of human development, freedom is expressed in the process of broadening the scope of opportunities and options given to these individuals so they can truly develop their potential.

...a clear view of the individual that understands human beings not as a flat board but as subjects filled with great wealth for this world. This wealth comprises capabilities, talents, abilities and innate potentials.

Education for Human Development, UNESCO (2005)

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Figure 3. Education for Human Development Model (UNESCO & Ayrton Senna Institute, 2005)



4. Secondary Education

EDA plans to address this challenge by working with schools and community groups to conduct a student-driven pilot ‘project,’ which aims to develop the personal, social, intellectual and productive competencies in students as they work together to improve their own community.

"Human resource development will take the first priority to take our country out of the current low level of development to an accelerated and sustained development ... there is a necessity to build the capacity of the economically active human power through education and training in order to increase productivity by proper utilization of land and other material resources"

Ethiopian Ministry of Education's National Adult Education Strategy (2008)



5. Adult Education (14+)

In adult education, the focus shifts explicitly onto providing individuals with the concrete skills and understanding they require to improve their circumstances. Accordingly, the two primary purposes of adult education are:

a) to provide individuals with the capacity to be economically active and

b) to teach the basic skills (i.e. literacy, numeracy, health and hygiene, gender awareness) necessary for individuals to experience the highest possible quality of life.

As Ethiopians work to improve their lives and develop their communities, relevant education and training for adults and out of school youth is invaluable. For those engaged in common activities, such as agriculture and entrepreneurship, education can represent access to the shared experiences of billions

of people over thousands of years. As individuals are faced with challenges and opportunities in their day-to-day lives, it can be of great (and potentially life-saving) benefit to be able to learn from such experiences and adapt accordingly. Though progress has been made in providing adult education, there are still significant challenges relating to accessibility, relevance and quality. Many young people who can't continue their formal education are unable to receive relevant training. Beneath everything, the fact that 58.5% of Ethiopians over the age of 15 can't read or write, creates a serious impediment to creating a sustainable and effective system for educating adults (UNESCO, 2006). Moreover, the number of illiterate adults exacerbates the challenges surrounding provision of quality education to children, as recent studies have highlighted the positive impact of competent and **engaged parents on their children's** educational outcomes.

What is Functional Adult Literacy?

FAL is a literacy program specially designed to provide illiterate adults with the basic foundations of reading and writing within a context that is directly **relevant to their daily lives (i.e. tax receipts, bus signs, children's report cards)**. The goal of FAL is to build the foundations of literacy while imparting the knowledge and skills necessary for individuals to participate more actively and productively in their communities, their families and their country. FAL is generally included in addition to more directly-relevant, needs-based programming, such as agricultural development, microfinance and business skills or life-skills programming.

What is Technical and Vocational Training?

TVT is specialized education designed to give individuals economically beneficial skills. As Ethiopia works to develop, it is of tremendous benefit to have skilled and trained human resources available. Modern TVT is thus market-oriented, and based on feasibility studies conducted in the Ethiopian context. Agro-industry and construction are current focus areas. Processing skills that nurture innovation in order to create and add value to production and manufacturing processes are also seen as increasingly valuable.

5. Adult Education

EDA will target its continuing efforts in adult education at the parents of the marginalized children in the communities EDA serves. FAL will provide the backbone of these efforts, specifically for the parents of children currently enrolled in lower and upper primary grades. Valuable opportunities for TVT will also be provided to out of school children, who are unable to continue within the formal education system.

Binding Strategic Direction 4.1.1

Conduct massive awareness creation and popularization activities at Regional, Woreda and Kebele levels to create common understanding on the contributions of adult education in accelerating development, creating democratic culture, eradicating poverty as well as on its importance to improve individual and societal living standards.

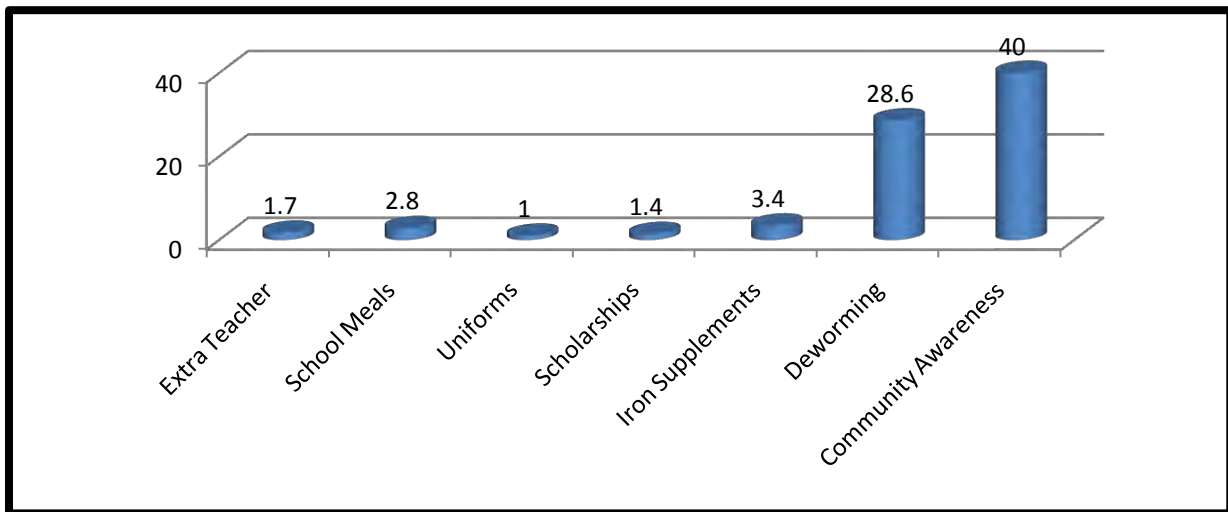
Ethiopian Ministry of Education (2008)

6. Community Awareness and Engagement

Schools are not islands. In order to fully address what goes on inside the school, it is necessary to examine and mobilize the larger community context in which the school exists. Various studies have shown the benefits of community

engagement. Esther Duflo and her research team at MIT found that, in attempting to get children into school, informing communities about the importance of education was almost 15 times more effective than hiring teachers, providing hot lunches or offering scholarships (see Figure 2).

Figure 4. Extra Years of Schooling Achieved per \$100 Spent on Various Interventions (Esther Duflo; TED2010 (2010))



Duflo, Dupas and Kremer (2009), conducting a study in Kenya, found a significant improvement in school performance in classes where the

community and parents had the training and power to assess, fire and give bonuses to teachers, saying:

"Parental involvement in school management seems to be effective... teachers were more likely to be in class and teaching during random visits in schools where the school committee was empowered to monitor teachers... students...in schools with empowered parent committees performed better (particularly in math) than their counterparts in schools without empowered committees ... These two results suggest once again the importance of a significant reform of the education system: paying lip service to parents' participation is not sufficient, if they are not given concrete means of being effective." (Duflo, Dupas and Kremer, 2009)

The Ethiopian EGRA (2010) found that the single most powerful predictor of student reading ability was the availability of family members in the home to help with homework (see Figure 1.1).

In Ethiopia, where 96.1% of rural women and 89.6% of rural men have never attended school, or dropped out prior to the beginning of secondary school, it **can't be assumed that all** families understand what education is or appreciate its value (CSA, 2006). A recent situational analysis **conducted by EDA into "Children on the Move" in the Amhara region** revealed many cases of families requiring that children spend their time outside of school. Many Amhara children are expected to work, whether supporting the **family's agriculture or small** business, or managing the household, instead of attending school. There are also many cases of young girls being forced out of

school and into early marriage. Many of those are preyed upon by traffickers or fall into dangerous urban professions, like sex-trade work, are fleeing from families that refuse to let them attend school.

In accordance with EDA's various educational-based, community-level activities, it only seems natural to dedicate adequate time and energy to the promotion of these initiatives, and education itself. The education that has the greatest probability of success is that which is recognized by the community as the most valuable asset in the region; if community members recognize how central education is to lifting their families out of poverty, improving their quality of life and creating a brighter future for their children, they will do whatever is necessary to ensure that education is successful.

6. Community Awareness and Engagement

As it initiates various educational programs, EDA will involve local community groups whenever possible. Central to this will be an exploration of options in terms of promoting EDAs activities. In tandem with this promotion will be a specific effort to highlight and communicate the value of education, in and of itself, in improving lives, families and communities.

"Never before in history has innovation offered promise of so much to so many in so short a time."

Bill Gates

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7. Computers and the Internet

It would be a terrible mistake to address the quality of education in any country today without due consideration for the rapidly expanding global-significance of computers and the internet. In the Western world, the internet has moved to the very centre of life, and is now indelibly tied to most daily activities. Nowhere is this more prominent than in the world of commerce. Technology and the internet are increasingly relevant with each passing day as economies and individuals all over the world strive to compete and grow in the global, web-based business environment. As Ethiopia and its people look to grow economically, the relevance of global business cannot be overstated. Beyond business, modern advancements in wireless technology and social-networking

are opening the doors of the world of people, information and ideas to anybody with an internet connection. In spite of this, in 2008, there were only seven computers for every 1000 Ethiopians (HDI, 2010).

Though computers and internet access are spreading rapidly in Ethiopia, there are still an enormous number of people who don't have access to computers, who don't know how to use computers and who are unable to unlock the tremendous potential to learn, earn, grow and be heard that exists through the internet. The present and future opportunities which are created by computer and internet literacy are too great to be ignored, and no modern education can have any quality if it does not incorporate **technology, and the 'information age.'**

7. Computers and the Internet

EDA will address this challenge by working with local stakeholders to develop internet laboratories. These computers will be available to students and teachers, and through training programs, to the community at large.

"If you hold a cat by the tail you learn things you cannot learn any other way."

Mark Twain

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7. EDA and Education (part 2)

Through its various programs, EDA has dedicated considerable energy to improving the quality of education experienced by the citizens of its target communities. Below is a greatly abbreviated summary of some of EDA's past and present

programming. These activities, and the valuable lessons learned through them, are seen as relevant to the strategic issues and interventions outlined in this document.

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1. Early Childhood Development: Through its child sponsorship programs, EDA has been supporting ECD since 2002. It has supported hundreds of children and provided educational resources and support to ECD centers.
 2. Lower Primary Education: EDA has built, supplied, staffed and managed more than 40 ABE schools, designed primarily to provide education to lower primary students. EDA has also built and supported libraries and community reading rooms, and has worked to develop custom educational resources for teachers and students.
 3. Upper Primary Education: EDA has provided training and material support to government schools in its target communities. EDA has also trained teachers in student-centered techniques, and created cluster centers to allow teachers from different contexts to share their experiences.
 4. Secondary Education: EDA has engaged 15-18 year olds in their communities through its youth venture initiatives, its business skill training and its various livelihood programs.
 5. Adult Education: EDA has designed and carried out numerous programs to educate adults, including FAL training for marginalized women and TVT for youth.
 6. Community Awareness and Engagement: EDA has a long history of community outreach, utilizing local groups and customs to generate dialogue with its beneficiaries
 7. Computers and the Internet: A computer-lab has been provided to one school, and that school has been used as a training ground for teachers, helping them use computers to improve the quality of education in their classrooms.
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Figure 5.

LEVEL	STRATEGIC ISSUES	CHALLENGES
<p>1</p> <p>Early Childhood Development</p>	<ul style="list-style-type: none"> - 11% of children die before age 5 - < 6% of Amhara children attend pre-school 	<ul style="list-style-type: none"> - Parents lack basic child-care knowledge - Lack of available ECD services in communities
<p>2</p> <p>Lower Primary Education</p>	<ul style="list-style-type: none"> - 50% of Amhara 2nd graders can't read - <5% of 2nd graders read at benchmark levels 	<ul style="list-style-type: none"> - Teachers are inadequately trained - Lack of available reading materials
<p>3</p> <p>Upper Primary Education</p>	<ul style="list-style-type: none"> - classroom methodologies don't promote understanding or develop meta-cognition 	<ul style="list-style-type: none"> - Teachers are inadequately and inappropriately trained
<p>4</p> <p>Secondary Education</p>	<ul style="list-style-type: none"> - young adults are given no opportunity to develop their personal, social or productive competencies 	<ul style="list-style-type: none"> - Lack of productive co and extra-curricular activities available for students
<p>5</p> <p>Adult Education</p>	<ul style="list-style-type: none"> - >50% of adults are illiterate - endemic poverty - high youth unemployment 	<ul style="list-style-type: none"> - Adult education with FAL lacks relevancy - Inaccessible TVT for youth
<p>6</p> <p>Community Awareness and Engagement</p>	<ul style="list-style-type: none"> - Many families prevent or fail to encourage their children's attendance in school 	<ul style="list-style-type: none"> - Insufficient appreciation for the value of education. - Inadequate community involvement in education
<p>7</p> <p>Computers and the Internet</p>	<ul style="list-style-type: none"> - Most Ethiopian have never used a computer, and have never accessed the internet 	<ul style="list-style-type: none"> - Absence accessible computers with internet capacity - Lack of useful training

EDA: PAST AND PRESENT

- Life-skills training for community members
- Material support for ECD centers
- Sponsor children enrolled in ECD

- Various teacher training and development programs
- Books provided to schools and communities
- Education resources developed

- Teacher training and development in interactive, student-centered, and facilitation-based teaching and learning methodologies

- Formation and support of student clubs and community groups, and various youth empowerment programs

- Numerous livelihood and life-skills based adult education programs carried out in target communities
- Business start-up training for youth

- Foundation and support for PTAs and CBOs engaged in education
- Education-related trainings conducted with community members

- Creation of a computer lab in one school
- Training of teachers in utilizing technology for education

EDA: FUTURE

- Educate parents in early childhood developmental needs.
- Mobilize communities to create and sustain quality ECD centers

- Develop and provide appropriate training to teachers
- Design, produce and distribute appropriate reading materials
- Generate pro-reading atmosphere

- Explore feasibility of Formative Assessment, and train teachers in effective assessment techniques

- Mobilize students and teachers to carry out a pilot-project, designed on AIS/UNESCO framework for Human Development

- Provide FAL-based programs for parents of lower and upper primary students
- Improve quality and accessibility of TVT for formal-school drop-outs

- Increase capacity of PTAs
- In conjunction with other programs, scale up efforts to communicate with communities about education

- Develop a specific strategy for providing all age groups with access to computers and relevant training with the internet

A single stick may smoke, but it will not burn.

Ethiopian Proverb



8. Stakeholders

Through 15-years of experience, EDA has learned that deep collaboration with relevant stakeholders is fundamental to the success of every project. As the initiatives outlined in this document are varied, relevant stakeholders will vary based on the project itself. Generally, stakeholders fall into one of four categories:

1. Non-Governmental Organizations

Emmanuel Development Association itself is the coordinating force behind the initiatives outlined in this document. EDA has worked hard to position itself as leader among local organizations and plays both coordinating and supporting roles in numerous education and development projects.

EDA actively seeks to develop partnerships with other NGOs. These NGOs may be other local organizations working in the same communities or towards similar goals. EDA also works with numerous international organizations, such as OXFAM and Save the Children, mandated to deliver and improve education in Ethiopia.

2. Communities

EDA recognizes that projects which are 'owned' by their communities have a greater likelihood of sustained success. As such, EDA always places active community involvement at the center of its projects. This can entail facilitating the creation of community based groups, such as parent-teacher associations and the support for and involvement of existing groups, such as Community Based Organizations (CBOs), Faith Based Organizations (FBOs) and Idirs.

3. The Private Sector

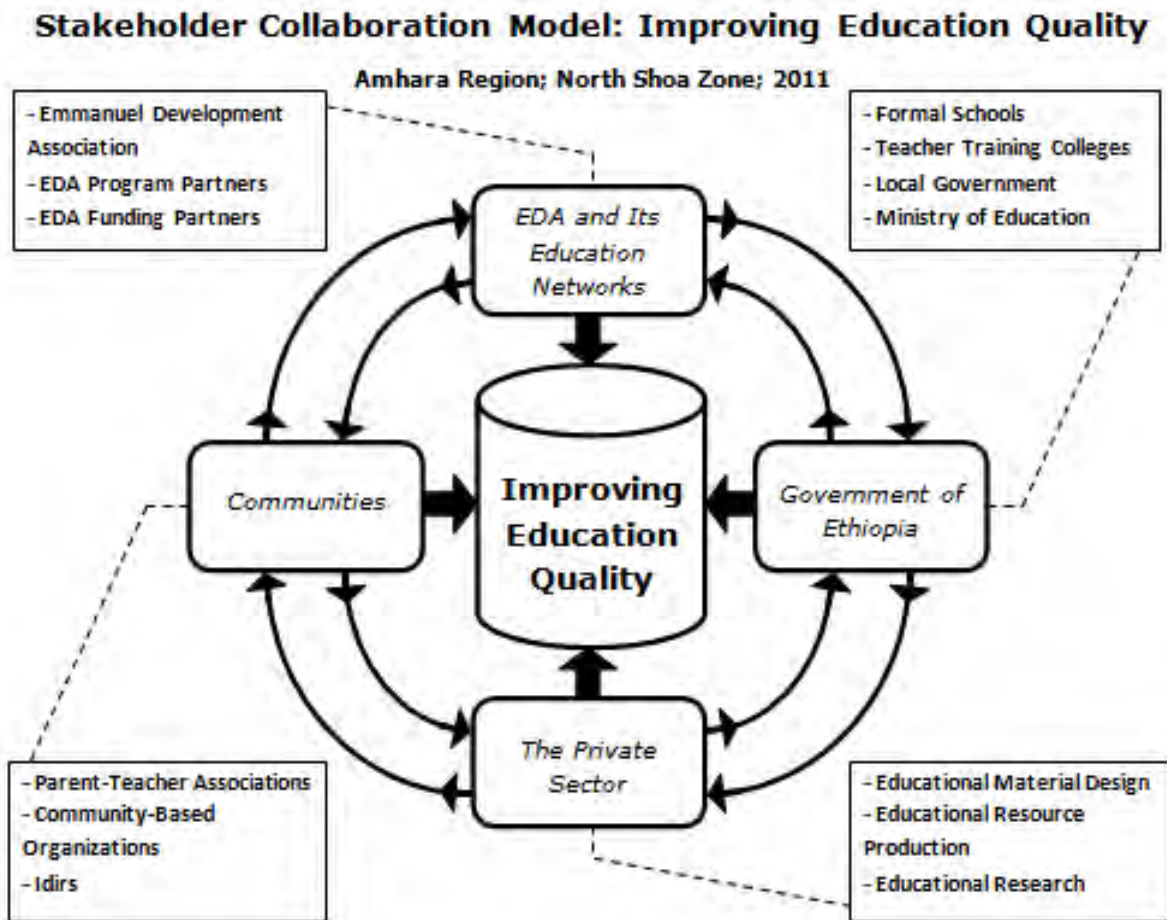
The expertise and resources that exist within the private sector, when used appropriately, can be of tremendous benefit . In the context of education quality, EDA employs the private sector for three main purposes. Businesses are contracted to conduct research into specific elements of

education, so as to advise programming and decision making. Businesses are also employed to develop educational materials, such as books, teacher resources and supplementary materials. Finally, EDA uses the private sector to produce educational materials in sufficient quantities to achieve its objectives.

4. The Government of Ethiopia

Various government ministries have developed specific strategies to address some of the education quality issues being tackled by EDA. As government administrative bodies have experience, expertise and potentially available resources, there is tremendous value in synchronizing with every level of government – national, woreda and kebele – as well as with government institutions such as formal schools and teacher training colleges.

Figure 6. EDA Stakeholder Collaboration Model: Improving Education Quality (2011)



"If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children."

Mahatma Gandhi

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9. Summary

Though Ethiopia has made significant progress in providing children, especially girls, with access to education, there is a serious lack of quality that must be addressed. Recognizing the fundamental necessity of quality for education to be optimal, EDA has endeavoured to explore means by which to enhance the quality of education delivered in its target communities.

In examining the development of an individual from birth through adulthood, it is clear that there are certain broad developmental needs that exist at each stage of **a person's life**. It is assumed that education tailored to the developmental needs of students will be of the greatest benefit.

Between birth and the beginning of formal schooling, a tremendous amount of foundational development takes place. At present, there is an endemic lack of awareness about the needs of early childhood and a

severe shortage of effective ECD centres for children to develop in.

1) Dedicated efforts will be made to develop adult education programming for parents about the needs of their young children. As children grow to the age of four, communities will provide safe and nurturing environments where children can develop their intellectual, social and personal capacities through play.

In the early years of formal schooling – the lower primary years – it is essential that the foundations of formal education are built within students, and that they feel capable of being educated. The EGRA study revealed an alarming inability of lower primary students to read and write, which **can't but hinder their progress** through the remainder of their education.

2) Efforts will be made to increase the desire of children to read, to increase the accessibility of quality, graded reading materials and to improve the capacity of teachers to instruct their young students in foundational literacy. Community pro-education campaigns and FAL for parents are also expected to impact student reading ability.

In the upper primary years, the foundations are built upon, as students are required to understand increasingly complicated concepts. It is **important that a student's ability to understand and learn is developed.** At present, classroom methodologies view students as passive spectators, who are expected to memorize and regurgitate information. This method does little to develop **students' meta**-cognitive abilities.

3) **Formative assessment, a pedagogy that uses assessment to enhance education and gives students an active role in their own learning, will be tested in target classrooms.**

In the secondary years, it is valuable to assist students in taking the things they have learned and applying them as competencies in their daily lives. Education fails students when it does little to assist students in understanding themselves, when it

doesn't assist them in developing their capacities as social beings, when it neglects to improve their ability to learn and to know and **when it doesn't provide them with** opportunities for productive citizenship.

4) **An educational pilot project will be undertaken, based on the model developed by ASI and UNESCO in Brazil, in order to develop the human potential in secondary students.**

Adults, especially those who have received little education, can benefit greatly from relevant training and information. Such training, which can improve basic skills, quality of life and economic productivity, is in short supply in Ethiopia.

5) **In tandem with a focus on lower primary literacy, parents of lower and upper primary students will be given access to relevant education of high quality, with functional adult literacy as it's backbone. Quality opportunities for TVT will be created for youth who can progress no further in formal schooling.**

Numerous studies have found that educational outcomes improve when the larger community recognizes the value in education, and is actively participating in its development. Many Ethiopian adults, however, have received

little or no schooling, and cultural practices which prevent children's education are still common.

6) In conjunction with other activities, specific efforts will be made to help communities to appreciate that education is of the greatest value, and to involve them in the education process.

As the world, and its economy, is increasingly globalized, technology has become a vital tool. Computers and the internet are omnipresent in developed countries, and their potential for economic and personal development is enormous. Currently, there is little access to computers and the internet, especially in rural areas.

7) Efforts will be made to provide wide access to computers and relevant training with the internet to all age groups in target communities.

Recognizing the value of consultation and collaboration, every effort will be made to involve and develop partnerships and information sharing systems with relevant individuals and organizations, nationally, internationally and especially at the community level. Recognizing the necessity of learning and improving in the creation and development of effective and sustainable programs,

comprehensive monitoring and evaluation represents a core element of all proposed programming.

Anthony Lake, the Executive Director of UNICEF said recently that "ending the cycle of poverty for children, their families and their communities begins with **education**" (UNESCO, 2011). INEE, in their Guidance Notes on **Teaching and Learning** say "quality education contributes directly to an individual's ability to engage in society as well as contribute directly to the social, economic and political stability of the society in which the individual lives (2010).

Enhanced quality education at all levels will play a vital role in EDA's continuing efforts to improve the quality of life of Ethiopia's children, and to develop the next generation of leaders. Statistics such as "a child born to a mother who can read is 50% more likely to survive past the age of five" (UNESCO, 2010) are powerful reminders of the value of education. Equally powerful, however, are the human stories of those who have used education to build prosperous and healthy lives. As EDA, Ethiopia and Africa look to a brighter future, quality education will form the foundation.

"It's not what we eat but what we digest that makes us strong; not what we gain but what we save that makes us rich; not what we read but what we remember that makes us learned; and not what we profess but what we practice that gives us integrity."

Francis Bacon

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