

Evaluation of the Education Sector of
Austria's Development Cooperation
and Cooperation with South-East Europe
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Annex 6:
Country Report Ethiopia

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in cooperation with KEK-CDC Consultants

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Austrian
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List of Acronyms Used

AAU	Addis Ababa University
ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
AEDC	Austrian Embassy Development Cooperation; the Addis Ababa Austrian Development Coordination Office is known under this name and acronym
ARARI	Amhara Region Agricultural Research Institute
BoA	Bureau of Agriculture
BOKU	Universität für Bodenkultur Wien (Vienna University of Natural Resources and Applied Sciences)
CSA	Central Statistical Authority
CSC	Civil Service College
DHS	Demographic and Health Survey
ESDP III	Education Sector Development Program III 2005/06 – 2010/11
ETP	Education and Training Policy
EWS	Eine Welt-Stipendienprogramm (One World Scholarship Programme)
FAO	Food and Agriculture Organisation
FST	Faculty of Science and Technology
GDP	Gross Domestic Product
GTZ	Gesellschaft für Technische Zusammenarbeit
HDI	Human Development Index
IPRSP	Interim Poverty Reduction Strategy Paper
ITH	Institute of Tourism and Hotel Management, Salzburg, Austria
MAS	Master of Advanced Studies
MEDaC	Ministry of Economic Development and Cooperation
MU	Mekelle University
NSD	Nord-Süd-Dialog-Stipendienprogramm (North-South Dialogue scholarship programme)
ÖAD	Österreichischer Austauschdienst (Austrian Exchange Service)
ODA	Official Development Aid
TVET	Technical and Vocational Education and Training
VLIR	Flemish Inter-University Council

1. Introduction

1.1. Background

The present country report is the result of a field mission to Ethiopia, carried out from September 16-30, 2006. The mission took place as one of the case studies to be carried out in four countries within the overall framework of the evaluation of the sector policy education in the Austrian Development Cooperation. The case study was conducted by Günther Lanier. The country overview was contributed by Ayalew Shibeshi. Conceptually and methodically, the case study was guided by a *“Checklist for the Country Studies Uganda and Ethiopia”* jointly developed by Matthias Jäger and Günther Lanier. Matthias Jäger edited the report and aligned it structurally with the country report Uganda.

1.2. Mandate

This country report, together with those for Bosnia/Herzegovina, Serbia/Montenegro, Uganda, a portfolio analysis and a review of the Austrian scholarship programs, will constitute an integral part of the evaluation of Austria's Sector Policy Education.

As per the inception report, dated May 15, 2006, the leading questions for this case study read as follows:

- | | |
|---------------|--|
| Relevance | <ul style="list-style-type: none"> • How is the sector policy guiding the country programming, monitoring and evaluation processes (internal relevance of the sector policy) • How is the country program with its educational project portfolio aligned with the country needs and priorities? • How are the country program and the educational project portfolio harmonised with other donors? |
| Effectiveness | <ul style="list-style-type: none"> • Does the project portfolio effectively translate the defined goals into action? • What do the projects leave behind? • How are the cross-cutting issues (poverty reduction, gender equality, inclusion of special needs groups) met? • Are the resources of the coordination office and the support structures sufficient? |

1.3. Country brief

Ethiopia is an ancient African country which maintained its freedom from colonial rule with the exception of the 1936-41 Italian occupation. The monarchy that ruled the country was deposed by a military junta in 1974 which established a socialist state. This regime was toppled in 1991 by a coalition of rebel forces led by Meles Zenawi, presently the country's Prime Minister. A constitution was adopted in 1994 and a Federal Democratic Republic was formed. The country is divided into 9 ethnically-based regional states and two self-governing city administrations.

The government has long been on good terms with donors. But the costly war with Eritrea 1998 to 2000 (with tensions persisting to this day), and then even more the actions of the prime minister and his team after the 2005 elections, made Ethiopia fall out of favour. Budget support has been substantially reduced since last year.

With an estimated population of about 75 million, the country is second in terms of population in sub-Saharan Africa. 43.7% of the population is under 14 years of age, while 53.6 % are within the age range of 15-64 years.

Ethiopia is predominantly an agrarian country and agriculture accounts for 54 percent of the gross domestic product (GDP), employs about 80 percent of the population and provides for about 90 percent of the exports¹. The country is one of the least developed in the world and poverty is widespread and multifaceted. Food insecurity is systemic and thus persistent².

According to MEDaC³ the per capita income level in the country is USD 137. This is one of the lowest in the world and it is lower than the minimum income necessary to overcome a situation of absolute poverty.

Using the popular measure of a standard of living which falls short of satisfying the basic needs of households who consequently become unable to attain a minimum desirable level of living, an estimate made in 1995/96 indicates that 45.5 percent of the population were below poverty line. With coverage of 47 and 33 percent of the respective population, poverty is wide spread both in rural and urban areas.

Indicators other than the income based measure of poverty also reflect that poverty is wide spread in the country. FAO estimates that 49 percent of the population is under-nourished⁴. Daily per capita food availability is about 1410 kilocalories (kcal) for the undernourished, which implies a daily deficit of 340 kcal per capita. The Demographic and Health Survey (DHS) conducted in 2000 found that 51.5 percent of children below the age of five suffer from chronic malnutrition (stunting) and that 47.2 Percent are under-weight.

With a ratio of one doctor for 38,365 people, one nurse for 14,860 and one hospital bed per 4,779 people⁵, access to health services is very limited. Only 51 percent of the population have access to health services. Infant and under-five mortality rates stand at 97.0 and 166.2 per 10,000 respectively. The maternal mortality ratio is 871 per 1,000,000. Life expectancy at birth is 46 years for the total population, 45 for male and 47 for female⁶.

Access to clean water is limited to 30 percent of the population⁷ only. With only 0.3 percent of households having flush toilets⁸, the availability and use of sanitation facilities are also at a very low level in the country in general and in rural areas in particular.

The state of infrastructure such as road, transport, communications, markets etc is very low. The majority of the population is devoid of electricity, telephone and similar public utilities.

In order to improve this situation, the government has worked out a development strategy and economic policy, which it thought is consistent with long term economic transformation. Included in this Among this is the education sector policy.

¹ See Central Statistical Authority, Statistical Abstract of Ethiopia, Addis Ababa (CSA) 2000.

² Alem Abraha calculates an average number of 10.5m people per year affected by drought/disaster in Ethiopia for the period 1984-95, see his Table 1 on p.73 of Alem Abraha, Review of the Agricultural Sector in Ethiopia, in: Christian Fellner (ed.), Ethiopia. An Introduction into Culture, Economics, Politics and Cooperation, Frankfurt a.M. (Brandes&Apsel) 2000.

³ See Ministry of Economic Development and Cooperation, Poverty Situation in Ethiopia, Addis Ababa (MEDaC) 1999.

⁴ See Food and Agricultural Organisation, The State of Food and Agriculture 2001, Rome (FAO Agricultural Series no.33) 2001.

⁵ See Kibour Genna, More economic freedom and less government can reverse the present growing poverty level, in: Economic Focus, Addis Ababa (Ethiopian Economic Association) 1999.

⁶ See Haub, C. and Cornalissius, D., 2000 World Population Data Sheet, Washington, D.C. (Population Reference Bureau) 2000.

⁷ See Interim Poverty Reduction Strategy Paper 2000/01-2002/03, Addis Ababa, November 2000.

⁸ See the Demographic and Health Survey conducted in 2000.

1.4. The Ethiopian Education Sector⁹

The Government is placing particular emphasis on education with the firm belief that the long term development of the country rests upon the provision and expansion of quality education. The government declared a New Education and Training Policy (ETP) in 1994. In 1997 it launched the first five years Education Sector Development Program (ESDP-I) within the framework of ETP as a part of a twenty year education sector indicative plan. The third ESDP has commenced as of September 2006.

The structure of the educational system consists of pre-primary (children aged 4-6), primary (grades 1-8), General Secondary (grades 9-10), Preparatory Secondary Schools (grades 11-12), Technical-Vocational Schools (10+1, 10+2, 10+3) and higher education of 3-5 years for undergraduate study.

The curriculum for the primary school is regional, while from the secondary onwards it is national. The medium of instruction at the primary level varies from region to region while English is used at the secondary and tertiary levels.

The government envisages attaining universal primary education by the years 2015. In 2004/05 a total of 8.6 million children were enrolled in 16,513 primary schools. **The gross enrolment rate in primary education had reached 79.8%.** However, the system is plagued with problems of quality and high wastage rate.

In that same year there were 706 secondary and 199 TVET schools in the country with an enrolment of 953,117 and 106,336 students respectively. **The participation rate at the secondary level was 27.3 %.** Although there is a significant increase from the past, wide gender as well as regional variations persist.

At the tertiary level great strides have been made to expand access in the past five years. Apparent intake rate has reached 31,997 in 2004/05, while the total enrolment in higher education institutions (both government and private) has increased from 42,132 in 1996/97 to 172,111 in 2003/04. However, the country's **tertiary level gross enrolment rate is only 1.5%**, which is low even by sub-Saharan Africa standards.

Currently there are 8 government universities and about 71 diploma and 34 degree offering private institutions. The government sees higher education as a means of satisfying the demand for higher level trained human power requirements of the country. It has thus planned to expand the existing eight universities to have a capacity of accommodating 8-10 thousands additional students and to establish thirteen new higher education institutions, which will ultimately develop into universities.

2. ADA country program¹⁰

2.1. Program structure

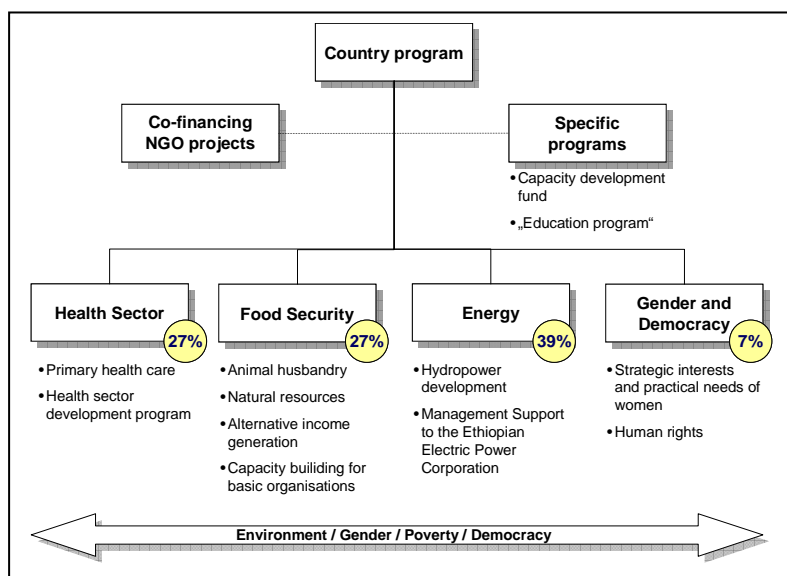
Ethiopia has been a priority country for Austrian development cooperation since 1993. In 1996 a bilateral framework agreement was concluded and the AEDC was established in Addis Ababa. The first country programme (1998-2000) rested on two pillars, i.e. health and energy.

⁹ All figures in this sub-chapter taken from Ministry of Education, Education Sector Program III (ESDP III) 2005/06 – 2010/11. Program Action Plan (PAP), Addis Ababa, August 2005.

¹⁰ For this sub-chapter see Austrian Development Cooperation, Ethiopia. Country Program 2004-2006, Vienna 2003.

The present (third) country programme runs from 2004 through 2006. It is likely to be extended for one more year, 2007 – time to reflect and discuss in depth the strategies pursued and changes needed.

The country programme focuses on four sub-programmes or priority sectors as depicted in the graph¹¹. The health sector has a regional focus on the Somali region, whereas the Gender and Democracy sector is concentrated on the North Gondor Zone (part of Amhara Regions). The distribution of the overall local budget allocation of € 12.6 million for the 3-years' period is also indicated in the graph. Internally the co-financing of NGO projects, the capacity development fund (also called "Scientific Pool") and the Education Program are not considered to be part of the country program, as they are financed through separate budget lines. The country program is implemented both through individual projects and through program aid.



2.2. Portfolio educational programs

Education is not a priority sector in the Ethiopian country program of ADA. Educational activities are basically limited to scholarship programs in Austria and to a Capacity Development Fund, though the latter is to be discontinued from 2006. Thus, the education sector activities, including the Capacity Development Fund¹², are considered to be "complementary tools" with an objective to develop know-how, to strengthen institutions, and build scientific networks.

In addition to ADA's own projects, a number of Austrian Non-Governmental Organisations make scattered contributions in the educational field, co-financed through contributions from ADA. In 2005, for example, *Menschen für Menschen* ('People for People') disbursed € 193,501¹³ for the construction of a student hostel in Babile District; KOO member organisations (KOO = Koordinierungsstelle der österreichischen Bischofskonferenz für internationale Entwicklung und Mission/Co-ordination Office of the Austrian Episcopal Conference for International Development and Mission) spent € 118,791 on education projects; *Menschen für Menschen* financed the construction and equipment of a school in Derra District, with € 67,532 while *Brücke nach Äthiopien/Bridge to Ethiopia* paid € 25,255 towards a school project in Awasa, *Sonne International*, the Support Organisation for non-formal Needy Education, invested € 23,582 into an alternative education programme in Afar Region, and *Pro Homine* accorded € 16,300 in scholarships to students and apprentices.

¹¹ ibid. p.22 for the overview, following pages for more details for the sub-programmes.

¹² ibid. pp.32f.

¹³ All information in this paragraph is taken from material provided by Hedwig Riegler, head of statistics at ADA, in September 2006, more specifically from "Country Report Ethiopia. No. 238 (LDC) for the year 2005.

Despite education is not being a priority sector, in the year 2005 a sum of € 745,696 or 12.1% of Austria's total official bilateral development aid of € 6.15 million went into education¹⁴.

From 1995 to 2005 education aid flows from Austria to Ethiopia averaged just above € 700,000, out of which almost exactly € 600,000 yearly were earmarked for scholarship programs in Austria. While the second half of the 1990s witnessed a steady increase, the tendency since then has been less clear – 2000 through 2005 shows more of a sideways movement with an exceptional peak in 2002.

While scholarship programs persistently have a high – even very high – share in total education expenditure, the share of education in overall Austrian ODA to Ethiopia has shown wide variations, with the peak of 32% in 1997 seemingly well out of reach in the new millennium.

3. Case study

3.1. Evaluation subject

As education is not a priority sector, as the Capacity Development Fund was discontinued in 2006, and as co-financing of NGO projects in education is not considered activity of the ADA country program, one could be tempted to ask, what will have to be evaluated, and whether there is an evaluation subject at all. However, as a considerable share of the overall budget allocation is spent on educational activities, namely scholarship programs in Austria, the country study Ethiopia will primarily make a contribution to the overall analysis of the scholarship programs. Thus, the case study will take a closer look at the following specific programs:

- North-South Dialogue (NSD) Programme, including Mountain Forestry studies¹⁵
- Hotel and Tourism Management course at ITH Klessheim, Salzburg
- Capacity Development Fund for Education, Science and Research.

3.2. Inventory of scholarship programs

a) *Scholarship programs in Austria*

North-South Scholarships	<p>NSD scholarships have PhD training as their main, and short-term research grants as a secondary activity.</p> <p>For PhD training – typically of three years duration –, topical priority was given – in accordance with national priorities as expressed by the Ethiopian Ministry of Education – to the fields of Business, Technology and Education. Pre-condition for acceptance of scholarship applications is an Austrian professor who agrees to act as supervisor.</p> <p>Short-term research grants of 3 to 12 months have been mostly awarded to academic staff on sabbatical leave and former scholarship holders for PhD degrees. These stays are also meant to be used to maintain and strengthen ties with Austrian scientific institutions. Candidates from former and current partner institutions have been encouraged to apply. Occasional awards to excellent scholars have been made possible as well.</p> <p>Annually about 10 PhD and about 5 research scholarships are</p>
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¹⁴ All statistical data in this sub-chapter, also those that underlie the graph, are from material provided by Hedwig Riegler in September 2006, especially from "Country Report Ethiopia. No. 238 (LDC) for the years 1995 through 2005.

¹⁵ Two scholarships for Mountain Forestry studies can be granted to Ethiopian studies each year, in the framework of the NSD scholarship program (since 2002, Master course at the BOKU Vienna, in English language).

	<p>granted to Ethiopian scholars.</p> <p>Mountain Forestry Master program at the BOKU: This two-year MSc programme has been developed for developing country students at the beginning of the new millennium and has been conducted at the Vienna University of Natural Resources and Applied Life Sciences (BOKU) as part of the NSD program since January 2002. 2 Ethiopian candidates are accepted every year preferably from the Agricultural Research partner institutions of Amhara Region.</p> <p>MSc Engineering Geology: This two-year MSc program is on offer by TU Graz (Graz University of Technology) only since January 2006. The first Ethiopian applicant was accepted for the winter 2006 course. Modalities for selection of Ethiopian candidates are being developed (preferably from Mekelle University).</p>
Diploma in Community Health	<p>This is a one-year course intended for medical doctors from developing countries. Each year, two to three places in this course were reserved for candidates from Ethiopia. Since 1998, the Ethiopian students also had the additional opportunity to conduct thesis research on a community health topic after their return to Ethiopia. The thesis was supervised by and defended at the Department of Community Health at the University of Addis Abeba. Such cooperation was possible due to the established cooperation between the School of Public Health at the Medical University of Innsbruck, and the Department of Community Health at AAU. After successful defence, the students were granted the academic title "Master of Science in Community Health for Developing Countries" from the University of Innsbruck. Research cost and living expenses were covered by AEDC within the framework of "Scientific Cooperation".</p> <p>This program was discontinued in 2004.</p>
Hotel & Tourism Management	<p>For this eight-month intensive programme at the Institute of Tourism and Hotel Management (ITH), Klessheim, Salzburg, 1 to 2 Ethiopian students are selected every year from candidates presented by the Ethiopian Tourism Commission and Regional Bureaus of Tourism, Culture & Information, or private hotels.</p>

Peace & Development Studies	The three-month post-graduate course by the European Peace University (Burg Stadtschlaining, Burgenland) accepts 1-2 Ethiopian candidates per year with preference given to junior staff members of the Ethiopian Civil Service College, government offices and local NGOs.
Groundwater Tracing Techniques	Post-graduate course in groundwater tracing: 1-2 Ethiopian candidates from the Ethiopian Institute for Geological Survey participate in this six-weeks summer course at the Joanneum Research Institute, Technical University Graz, which takes place every two years. A long-standing relationship exists with the Ethiopian Geological Survey (EGS).
MSc Post-graduate Course in Limnology	The specialization in limnology is jointly given by UNESCO-IHE Institute and the Austrian Academy of Sciences, Institute of Limnology, Mondsee, in cooperation with Egerton University (Kenya) and Makerere University (Uganda) and the Czech Academy of Sciences, Třebon, Czech Republic. The first six months training is given at UNESCO-IHE and the subsequent six months are given in Austria and the Czech Republic. The Austrian Government is giving fellowships to applicants seeking to specialize in limnology and wetland ecosystems.
One World Scholarships	EWS scholarships are also provided to Ethiopian students studying in Austria. There is no information available on this programme at AEDC. Statistical data provided by ADA show that in the year 2005, a total of € 10,580 was spent on such One World Scholarships (EWS = Eine Welt-Stipendien) for Ethiopians, of which half was channelled through AAI Vienna and the other half through AAI Salzburg

In the framework of the NSD scholarship program, field research in Ethiopia is granted in a rather generous way. The home institutions of the beneficiaries are requested to provide logistical and infrastructural support for the field research projects (in kind of assistants, workplace, transport facilities, etc.). Regularly, the ADA coordination office is informed about field research projects; the project resources may be supplemented with means from the Capacity Development fund.¹⁶

b) Capacity development fund

The Capacity Development Fund for Education, Science and Research had mainly a complementary function. First and foremost, present or former beneficiaries of scholarship programs in Austria are to be given the opportunity for research in Ethiopia itself. This fund fills a gap that other donor programmes in Ethiopia mostly overlook: such relatively small sums – a maximum of € 12,000 (up to 2004/05 it was € 6,600) per project was fixed – are rarely available, also because the administrative effort involved for the donor is relatively big (relative to the sum of money involved). To fund research “back home” is intended to help stop the up-rooting of scholars and to thus reduce the incidence of brain-drain.

Funding Austrian scholars' research inside Ethiopia is accorded priority in the context of the Capacity Development Fund. If not all available funds – of late approved by ADA for one year-periods – is used by such research, then additional activities can also be financed, such as:

- Projects connected with the main sectors of Austrian development cooperation in Ethiopia,
- Support of publications,

¹⁶ Information provided by the ÖAD, 19 March 2007.

- Participation in workshops and conferences,
- Support of scientific projects (especially with former PhD scholarship holders),
- Support of short-term training projects and scientific exchange,
- Strengthening of scientific networking.

A total of 39 projects were approved in 2004/05 when the budget approved amounted to 110,000 Euros. The number of projects supported was reduced to 17 in 2005/06 with total funds reduced to 70,000 Euros and maximum amount per project increased by a factor of almost two.

The Capacity Development Fund programme is presently on hold. When the 2005/06 programme terminated as planned at the end of June 2006, no new funds were approved by ADA head office.

3.3. Procedural and organisational aspects

Up to mid-1996, the selection of scholarship candidates under the NSD program was handled by the Austrian Embassy in Addis Ababa. With the establishment of the Coordination Office for Austrian Development Cooperation in October 1996, this agenda was taken over by the new office. Due to limited capacities, applications were at first handled strictly on an individual basis. This made applications possible for candidates from both private and public institutions, in all fields of study and from all parts of the country. Ensued also a distribution of scholarships to such a variety of study fields and institutions that follow up of returnees and measurement of impact became difficult if not impossible. In 1998/99, for example, the 45 Ethiopian scholars studying in Austria came from 25 different institutions. Also, this open-for-all approach meant that word-of-mouth dissemination led to partial one-sidedness of the fields promoted (geology).

In December 1998, the visit to Ethiopia of Lydia Saadat, Educational Department Head at the Austrian Ministry of Foreign Affairs, led to a restructuring of these modalities and the introduction of a more institutionalised approach with respect to the selection of candidates, to fields of studies and to partner institutions. The new approach took into account the educational priorities defined by the Ethiopian Government, supported selected institutions in the implementation of their staff development plans, and intended to provide opportunities that would facilitate cooperation between Ethiopian and Austrian universities.

Decisions on the acceptance of candidates are taken in Austria by the respective institutions themselves or by organs instituted by them.

At the cooperation office in Addis, one out of four programme officers is the education programme officer. Her role is that of liaising Austrian and Ethiopian institutions as well as spreading the information about the Austrian offer in Ethiopia and passing on the applications. Up to very recently, she dedicated 100 per cent of her working time to education. She has now also been assigned responsibility for gender questions.

Out in the field, various personnel of partner institutions are involved in the pre-selection of scholarship and research grant applicants. They are not remunerated for this.

At the Austrian Embassy in Addis Ababa, the consul (no. 2 at the embassy) is involved when visas and legalisation of diplomas and other documents are required.

Staff of ÖAD, ITH and of the other implementing agencies accompany the scholars during their stay in Austria.

3.4. Beneficiaries

The number of new awards for PhD grants to Ethiopian scholars reached a high of 14 in 1999 that has never been matched since. After a low of only 2 scholarships granted in 2001, numbers have grown again and have reached almost 20% of all new grants of the NSD programme in 2005/2006¹⁷.

13 short-term research grants were accorded to Ethiopians in 1998 – a one-time peak. In no other year since 1996 have short-term research grants approved surpassed 6, with 2005 and 2006 each seeing just 2 approvals.

The Mountain Forestry course has since its inception in 2002 had two participants from Ethiopia each year.

The Hotel and Tourism Management course at ITH Klessheim between 1997 and 2004 registered 9 Ethiopian participants, two in 1998 and 2004, none in 2002 and one in the other years, nine in all.

In the academic year 2005/2006, a total of 36 Ethiopian students received ADA financed scholarships (29 thereof in the NSD program)¹⁸.

3.5. Scholarships by field of study or research

Generally speaking, Austrian PhD scholarships and research grants lean heavily towards the natural sciences. When contacted in the second half of the 1990s, the Ethiopian Ministry of Education expressed interest in giving priority to the fields of Business, Technology, Education and Health. The Austrian educational development cooperation did in the past cater for all four of these fields of study. With the community health course in Innsbruck cancelled and with the relation with Alemaya University in-active since 2003, education and health are no longer offered on a regular basis. Agriculture-related subjects have however been added.

3.6. Types of supported activities

The most typical support is that for PhD training. Fees and living expenses are financed by the Austrians, generally by means of a lump-sum. Tuition fees are not charged because the NSD program is officially recognised as mobility programme. Many ex-scholarship holders complain that their financial situation in Austria was very tight. This is all the more true for scholarship holders who have a family to look after¹⁹.

The situation is similar for MSc courses and research grants.

Under the Capacity Development Fund, other kinds of activity could be financed if money is left after the Ethiopian research needs of (ex-)scholarship beneficiaries are satisfied. Contributions towards printing costs or participation in international conferences have thus been financed by AEDC.

¹⁷ Statistic provided by the ÖAD on 19 March 2007.

¹⁸ Source: ADA, quoted from: KEF fact Sheet 3/06 of 30.10.2006: Research and Higher Education in Austro-Ethiopian Relations, p.2.

¹⁹ In the view of the ÖAD, this is surprising, because the monthly grant is EUR 940.- and on top, some students continue receiving their regular wage from their employer in Ethiopia. Information provided by the ÖAD, 19 March, 2007.

3.7. Partner institutions²⁰

As described above, the former free-for-all approach of the AEDC education approach was given up in the late 1990s in favour of focussing on a limited number of partner institutions. In the selection of these partners, development priorities and wishes of the Ethiopian government were taken into account, though independence from official institutions were and remain the fundament of AEDC educational cooperation.

PhD scholarships as well as research grants were and/or are thus first and foremost accorded to:

Addis Ababa University (AAU): about 2 per year; AAU did not want to limit these opportunities to one particular faculty, but invited candidates from all faculties for internal competition. AAU has not been an active partner since 2003.

Alemaya²¹ University: situated in Eastern Ethiopia; 1-2 scholarships per year; promotion was focussed on the then recently-established Faculty of Education, which suffered from serious staff shortages. Alemaya University has not been an active partner since expiry of the memorandum of understanding in 2003.

Ethiopian Civil Service College (CSC, in Addis Ababa): 1-2 scholarships per year with focus on the Faculty of Business Administration; this College is in theory exclusively dedicated to educate manpower for the regional states of the Ethiopian Federation.

Mekelle University (MU, in Tigray province): 1-2 scholarships per year with focus on the Faculty of Science and Technology (FST). MU, a very dynamic and active AEDC partner, would be interested in enlarging (deepening and broadening) its cooperation with AEDC.

Partner Agricultural Institutions: Three agricultural institutions in the Amhara Region (where AEDC has its focus on food security) have been included as partners into the scholarship program in 2003. These three institutions are **Amhara Regional Agricultural Research Institute (ARARI)**, the **Amhara Regional Bureau of Agriculture (BoA)**, and the **Ethiopian Agricultural Research Organization (EARO)**; 2-3 scholarships per year with focus on soil and water conservation and forestry. Bahir Dar University as well as other agricultural research institutions at Bahir Dar have expressed – they are supported in this by ARARI and BoA – their interest in joining the partnership with AEDC.

4. Analysis of educational projects on the basis of leading questions

4.1. Relevance of the sector policy education

As education is not a priority sector in the country program, and as the coordination office primarily plays a liaising role, the education sector policy doesn't play any substantial role in programming and steering the country program in Ethiopia.

4.2. What do educational projects leave behind?

Educational programs can have an impact at different levels, i.e. they can give an **individual**, an **organisational** and/or a **social** return.

²⁰ This sub-chapter again owes much to Emebet Zerfu, Education Cooperation Ethiopia, Addis Ababa (AEDC internal document), September 2006.

²¹ Alemaya University has recently been renamed Hara Maya University, the appropriate Oromiffa name. This paper sticks to the old name as this was valid when the partnership was intact.

a) *The beneficiaries' perspective*

The participants in the various training programmes were asked to indicate the benefits that accrued from their participation for themselves as individuals, for the organisation they work for and Ethiopia (society) as a whole. Their views are summarised below.

Doctoral scholarships

The recipients of doctoral scholarships from all institution (Addis Ababa University, Alemaya University, Ethiopia Civil Service College, Mekelle University and Amhara Regional Agriculture Research Institute) have indicated that the scholarships they were offered has benefited them as individuals, their institutions and the country in general.

The individual benefits cited include personal development in terms of knowledge, skill and values; career progress and self advancement; improved educational qualification and research capacity; exposure to the life and culture of the developed world; opportunity for access to journals, books laboratories and other equipment which are not available within Ethiopia; and promotion in academic rank and of course relatively better salary and status upon their return to Ethiopia after completion of their respective programmes.

In the beneficiaries own perception, the scholarship programmes have also contributed to the organisations they work for. Ethiopia is currently under massification of higher education. Lack of competent and qualified staff is one of the major and acute problems of the system.

Beneficiaries have a self-perception as competent staff, proud of their education in Austria, who have positively influenced the quality and quantity of education by introducing new programmes as well as delivering courses in a more desirable way. They have also helped in the development and expansion of graduate programs. Besides, they are conducting research projects both independently as well as jointly with other junior staffs and at times with their former professors in Austria. Thus, they are helping develop a new research culture.

In addition to their academic activities, a good number of returnees are engaged in the provision of academic leadership. This includes the country's Minister of Education, the Academic and Research Vice President of Alemaya University, the Academic and Research Vice President of Mekelle University; the Academic and Research Vice President of Axum University; the Director of Graduate Programmes of Addis Ababa University and several others who serve as deans and department heads. The PhD graduates are thus making significant contributions in the management of the higher learning institutions and implementation of the country's higher education proclamation which provides extensive autonomy and accountability.

Mountain Forestry Master course participants (part of the NSD program)

The interviewed participants felt that on personal level they have upgraded their knowledge in forestry, improved their skills and increased their working efficiency. The confidence to accept and carry out assignments has also been augmented.

Beneficiaries perceive the contribution of this program to Ethiopia to be of great magnitude, all the more so as no mountain forestry courses are available in the country itself.

Short-term research grants

The interviewed participants indicated that their research stays in Austria have helped them to upgrade their skills and knowledge, acquire new experience, meet international scholars, and for some of them to maintain and strengthen their ties to Austria.

Their organisations benefit primarily in that new technology, publications and experiences are brought in. The societal benefits in the perception of participants include improved service provision.

b) The organisational perspective

Generally speaking, from the perspective of organisational relevance, scholarship programs comprise three stages of equal importance:

- Pre-training stage (selection and preparation)
- Training delivery stage (Implementation)
- Post-training stage (return and re-integration into the organisation)

From application to return home

The typical scholarship/research grant applicant will have received information about the possibility of Austrian support from the institution she or he works for (which in turn will have been informed or reminded by the AEDC programme officer). Friends or colleagues or the internet are secondary sources of information about Austrian scholarship programmes or the possibility of research grants.

Typically, the applicant will then go through a pre-selection process that has been set up and structured entirely by the AEDC partner institution.

Upon completion of the process of pre-selection, the partner institution will pass on the selected applications to the Austrian Coordinator Office. He is after checking it, will pass it on to Vienna for decision.

In un-typical cases the applicants may address themselves to the AEDC programme officer directly who will encourage their applications if they fit into the overall guidelines of the education programme.

In some recent cases, the Addis Ababa office has been by-passed completely. Applicants in such cases have addressed the ÖAD in Vienna directly and some of them have apparently been accepted. About these cases, no information has been passed on to the Addis office.

Post-training stage

There is no systematic follow-up for returning beneficiaries, neither at the individual nor at the institutional level; neither from the sending or employing institution, nor from ADA. An attempt was made some years back to found an alumni organisation of Ethiopian returning scholars from Austria, but this did not go further than a single invitation to the Austrian Embassy.

However, it was at least possible for the ADA education sector officer – despite the short notice – to put the evaluator in contact with a considerable number of former (and some present) beneficiaries. Files and statistics are up-to-date and look accurate.

c) Interfaces with other ADA priority sectors

Connections with other ADA priority sectors are hardly observable. While the awareness of the concerned staff on the priorities of ADA's country strategy is high, and while these priorities are taken into account in decision making, there has been little cross-sector cooperation within the ADA program. Even with the Simien National Park or the Integrated Livestock Development Project, which are well integrated into the partnership with the agricultural research institutions in Bahir Dar, there has been a negligible level of interaction with the respective sector programme officer.

d) Return on Investment

The benefits at the individual level are undisputed, and they are also highly appreciated by the participants themselves. The beneficiaries are traceable through the ADA coordination office, and in practice, a high number of beneficiaries of Austrian educational support do continue to work for their former employers. This is despite the fact that financial rewards in the public universities and

research institutions are scarce (the maximum salary of a university professor at a public institution in Ethiopia is € 315 per month). Ample possibilities to rise in the university hierarchy – especially in these times of rapid tertiary education sector expansion – seem to largely compensate the lack of financial incentives. In the field of economics (though hardly at Civil Service College), switches to the private sector, to multi-national or donor organisations are reportedly more frequent.

Through the switch from an open-to-all approach to a focus on selected, institutions an attempt to increase the return on the organisational/institutional level has been made. However, in the absence of systematic efforts for follow-up and reintegration of returning beneficiaries – not to speak about the integration of scholarships into a broader endeavour of capacity development of partner institutions – the organisational return hardly exceeds the sum of individual benefits.

The benefits on the societal level (for the country/society as a whole) are difficult if not impossible to pinpoint or estimate. This is already due to the fact, that in a country with 75 million inhabitants 10-15 scholars per year, unless selected from strategically highly relevant areas, represent a highly insignificant number.

Special attention needs to be paid to brain-drain: 5 out of 9 ITH scholars from Ethiopia²² have not returned to their home country and have taken up better paying employment abroad. This is an alarmingly high figure!

4.3. Gender equality standards

Though awareness of gender matters is high in the ADA office, results look bad. Because the subjects chosen for focussing are male-dominated, often to extreme extents, the male-female relationship leans largely in favour of the former.

The only exception to this overall picture was the Community Health course in Innsbruck where female participation exceeded fifty per cent. But this programme was discontinued two years ago.

No special efforts to improve the gender-balance in scholarship programs have been initiated thus far by the ADA office. However, as the education officer is at the same time in charge of the gender desk, this might change in future.

4.4. Alignment with local policies and priorities

The Austrian offer is enthusiastically taken up by individuals and – where they are well organised and aware of the offer – also by institutions. Individual institutes (e.g. Bahir Dar agricultural research institutions, Mekelle University, Civil Service College) express a high interest and show a high degree of ownership. The same cannot be said for the big Addis Ababa University or for the Alemaya University.

However, a contribution to the national priorities in tertiary education (substantial increase of the low enrolment rate of 1.5%) is not observable, and not even intended.

4.5. Donor harmonisation

In the educational field, ADA doesn't participate in donor harmonisation. The co-chair of the Education Donor Group in Addis Ababa even was surprised to hear that Austria is spending funds for educational activities at all. The Education Sector Donor Group is mostly active in macro-

²² There has been some not-returning also from Ethiopian PhD scholars (see the column 'Remarks' in the PhD Training table in Annex IX c); this phenomenon was more pronounced in earlier times. Institutional embedding of the programme is likely to reduce brain drain.

matters (support or not to the government's ESDP III), but exchanges between members go further than that.

Apart from the macro level, donor harmonisation would also be desirable at the regional or local level. At Mekelle University, for example, a number of other projects are going on. GTZ is amongst others engaged in university curriculum review within the framework of its nation-wide Engineering Capacity Building Programme. And VLIR (Flemish Inter-University Council) has in 2004 signed a ten-year partnership agreement with Mekelle University with scholarships as one out of many components. If implemented at all, Austrian scholarships should at least be harmonised with other donors at this lowest level.

5. Observations of the evaluator

5.1. Brief reflexion on the adequacy of tertiary education

Tertiary education is much more expensive on a per-person-basis than secondary education which again is more expensive per person than primary education. So given a certain amount of money, fewer people will benefit if tertiary education is targeted²³ as compared to targeting primary education. Are the higher costs justified by indirect benefits to the country? Will there be an educational trickle-down?

In economics, the trickle down effect (i.e. that if you develop the rich, their wealth will eventually trickle down to the poor and help them develop as well) has been seen to be not much more than a fairy-tale. Can the trickle-down work in education? It is far beyond this paper to try and answer this question. In a recent paper²⁴, Harvard economists financed by the World Bank found some but not very strong evidence that increasing the tertiary education level of a country does push up its economic growth. Be that as it may, the decision to focus Austrian educational development cooperation on the tertiary sector needs to be evaluated on a very fundamental level, in particular if the support targets individuals and not institutions

5.2. Operational aspects

At present, the AEDC education programme officer has mostly a channelling function. In the absence of decision making authority, sometimes also in the absence of clear-cut rules, ownership tends to be weak. Under such circumstances job satisfaction can be gained mostly from optimising the services of intermediation between applicants and grant-deciders i.e. smoothing potential scholars' way to Austria. There is thus little incentive to accumulate factual or local knowledge that could optimise the decision process.

The main influence that the education programme officer has on the decision is

- to pass on or not applications;
- to help or not, respectively to help more or less with applications;
- to encourage or not applications from certain organisations, individuals, in certain fields;
- to select who the word about scholarships is spread to.

²³ This is even truer if we keep in mind that under the Austrian scholarship programme – may be a case of **tied aid** - money is not spent in Ethiopia but in Austria. If we consider **opportunity costs** and try to compare aid money spent on Austrian scholarships with aid money spent in Ethiopia directly and what the two can achieve, we also need to take into account that the PhD scholar – a highly trained and therefore most likely a highly productive Ethiopian – will for three years (the duration of her or his absence due to the scholarship in Austria) not contribute hardly anything to the Ethiopian economy nor to intellectual life there.

²⁴ Bloom, David, Canning, David, Chan, Kevin, Higher Education and Economic Development in Africa, Harvard University Feb.2006.

It seems that the current arrangement systemically hinders the accumulation of local knowledge beyond the partner organisations' role in pre-selection, in cross-sectoral communication and coordination within the ADA office, and in efforts towards donor harmonisation at the level of individual institutions.

If scholarship programs are continued, serious efforts for follow-up and re-integration of returning beneficiaries have to be initiated.

6. Summary and Conclusion

Ethiopia is in the process of undertaking major efforts in tertiary education, with financing and teaching staff availability being the two major bottle-necks. As Austrian scholarships and research grants bring some relief with respect to the second aspect, they go in the direction of educational policies chosen by the Ethiopian government in tertiary education. However, the Austrian educational program doesn't make any direct, observable or measurable contribution to the improvement of the Ethiopian Higher Education system as a whole in terms of accessibility (enrolment rate), equity (gender balance and/or social inclusion), and – except for scattered changes in individual topics or institutes – possibly not even in terms of quality.

In short, the key question is less, whether and to which extent individual beneficiaries and their employers benefit from the scholarship programs, but whether Austria disburses its aid money to Ethiopia through scholarship programs in Austria in the most efficient possible way.

Annex 1: Field study set-up, interview schedule, questionnaire

This country report was researched and written by Prof. Ayalew Shibeshi (Associate Professor at the Department of Educational Planning and Management, University of Addis Ababa) and Günther Lanier, MSc (overall responsibility). Field research in Ethiopia was done between 18th and 30th of September 2006, most of it in the capital Addis Ababa with two one-day trips to Bahir Dar (capital of Amhara region) and Mekelle (capital of Tigray region).

Our work owes very much to the ground-work, preparatory research and support of Emebet Zerfu, education programme officer at AEDC.

Our thanks also go especially to Carmen Steingruber (head of administration) and Dr. Leonhard Moll (coordinator) for their inputs and overall support as well as to Felleku Tefera, Betelihem Argaw and Aklog Yilak for their logistical and practical support as well as to all the other AEDC staff who welcomed us most hospitably.

A big thank you also to all interview partners (see the following interview schedule) who were generous enough to accord us their time and knowledge.

Interview Schedule²⁵

Day	Time	Activity	Topic	Remarks
Sat 16.09.	21:15	Arrival Airport, LH 590		
Sun 17.09.				
Mon.18.09	09:00 – 09:30	AEDC office, meeting with staff and local consultant	Short briefing	AEDC Coordinator AEDC Head of Admin.
	09:30 – 10:30		Briefings on scholarship program and capacity development fund	AEDC program officer, education
	10:30 – 11:30		Discussion of education sector in Ethiopia	Prof. Ayalew Shibeshi
	14:00 – 16:00	Meeting at AEDC with the Ethiopian Civil Service College staff	Capacity development program and briefings from Ph.D. scholarship holders	Dr. Samson Kassahun, Academic Vice President, Dr. Emmanuel G/Y, Dr. Molla M, Dr. Tariku A, Dr. Tesfaye Debela, Mr. Genanew B.

²⁵ This is a reworked version of Emebet Zerfu's „Schedule of Activities“ for the evaluation mission.

Day	Time	Activity	Topic	Remarks
Tue 19.09.	09:00 – 10:30	AEDC office, meeting	Meeting with short-term research grant participants	Dr. Muluberhan, Dr. Assefa S, Mr. Adane M, Dr. Rahel B., Dr. Zufan L., Mr. Negash M., Dr. Tirsit A.
	11:00 – 12:30	AEDC office, meeting	Discussions with ITH participant	Getahun Yewondater
	12:30 – 13:45	GTZ office, meeting Green View, 5 th floor	Engineering Capacity Building Program (ECBP)	Dr. Eckart Bode
	14:00 – 15:30	AEDC office, meeting	Capacity Development Fund	Prof. Woldeghiorgis, Dr. Guday K., Dr. Tilahun, Mr. Kindu, Mr. Fekadu S.
	16:30 – 17:30	German Embassy, meeting	DAAD program	Dr. Klucke, 0111 235139
Wed.20.09.	09:00 – 10:30	AEDC office, meeting	Ph.D. ex-scholarship holders	Dr. Ephrem, Dr. Nebiye, Desta Gebeyehu, Dr. Yekuno A, Dr. Wondifraw M, Dr. Yimam Hassen
	14:00 – 15:00	Austria Embassy, meeting	Document legalization and visa process for scholarship holders	Ms. Christine Moosbrugger
Thr. 21.09.	9:00 – 10:00 cancelled in situ because of trip abroad of minister	Ministry of Education, meeting	Discussion on the Ethiopian Education Sector	Dr. Sintayehu W/Michael, Minister of Education
	11:00- 12:30	AEDC office, meeting	Meeting with Mekelle University staff	Dr. Nata Tadesse
	14:00 – 16:00	AEDC office, meeting	Mountain Forestry participants	Belay, Biruktayet, Lalisa

Day	Time	Activity	Topic	Remarks
Fri 22.09	7:20 – 8:00 AM 09:00-13:00 14:00-17:00	Flight to ET 120 Trip to Bahir Dar (Günther Lanier only)	Discussion on cooperation programme with Agricultural Research Institutions Continuation of morning programme	Dr. Zerfu Hailu Dr. Getachew Alemayehu Dr. Mulugeta Kibret Dr. Abiy Yigzaw Dr. Yalew Endawoke Mr. Koyachew Muluye Mr. Mulugeta W.(Park Authority), Mr. Zewdu W. (ILDP) Incl. MF students Tenaw, Abreham, Menale And incl. ITH participant Mr. Gedefaw Amsalu
23.09	8:40 – 9:40 AM	Flight back to Addis		
24.09.				
Mon 25	7:00 – 8:20 10:00 – 13:00 14:30 – 15:30 16:00 – 17:00	Flight to Mekelle ET 100 (Günther Lanier only)	Cooperation programme meeting with staff of Mekelle University Briefing on women's project funded by AEDC ITH participant, Mekelle Tourism Office	Dr. Mulu Bayray, Vice President, Dr. Dessie N, Dr. Kassa A, Dr. Kifle W, Dr. Tesfay R, Dr. Abdelkader Ms. Tigist Mr. Jemal Biadgiligne Kedir 0914470 9011

Day	Time	Activity	Topic	Remarks
Tue 26.09	08:40 – 10:20 Flight cancelled Trip back thus late afternoon 14:00 – 16:30	Flight back from Mekelle AEDC Office (Prof. Ayalew only)	 Alemaya University	 Dr. Tena Alamirew, Dr. Gutema Imana, Dr. Daniel Alemu, Dr. Kebede Kassa (the last two cancelled)
Wed 27.09 Meskal – public hol.	9:30-11:30	AEDC Office	Internal Meeting Compiling of data	
Thu 28.09	13:30-14:00 14:30 – 15:30	AEDC Office DFID meeting	Reporting back of evaluation mission Education Donor Group	AEDC Coordinator Ms. Laure Beaufils
Fri 29.09.		AEDC office	Compiling of data	
Sat 30.09.	22:45	AEDC office Departure Airport, LH 591	Compiling of data	

Questionnaires

In all of the group interviews, a questionnaire was used. After a short introduction, participants were first asked to fill in this questionnaire. Only then did we go ahead with a group discussion. A typical group meeting would take about two hours, with the first half hour dedicated to the filling in of the questionnaire.

The questionnaire (s. below) used was adapted to some extent to each target group: "scholarship" was thus replaced by "research grant" or "mountain forestry course" etc. wherever adequate.

When there was only a single interviewee, the entire exchange took place orally as this permitted to formulate questions in a more adequate way for the person vis-à-vis and in closer accordance with the progress of the interaction.

What follows here is one of the versions of the questionnaire. In the originals, space was of course left between the questions for the interviewees' answers. The originals of the filled-in questionnaires can be consulted at ÖSB.

A Sample Questionnaire

*Evaluation of Austrian education sector policy / Ethiopia
Meeting on Monday 25/09/2006
Mekelle*

General

Your name

Your address

Your subject and field of specialisation

What Austrian scholarship and/or other education support measure from the Austrians did you benefit from?

Where are you working now?

Where did you work before the scholarship?

How/where did you first hear about the possibility of Austrian support?

What do you like about the Austrian scholarships respectively the Capacity Development Fund?

Selection procedure

Are the selection criteria the right ones?

If not: what is missing? What is too much?

Were the application forms well structured and clear?

Did you get all the necessary information on the application process?

To your knowledge, were personnel dealing with your application competent?

If not – what was missing? What went wrong?

Was the whole application and selection process cumbersome? Was it reasonably fast?

During the scholarship

Were you being looked after well? Too little? Too much?

What was missing?

After the scholarship

Did “the Austrians” keep contact? The Austrian universities/professors? The Austrian office in Addis?

Did you stay in contact?

Do you feel that something is or was missing in the follow-up?

Benefits

What benefits do you see:

- a) for yourself as an individual
- b) for the organisation you work for
- c) for Ethiopia/society as a whole

Follow-up

Please make suggestions for improvement for the Austrian education programme in Ethiopia

Were you ever asked for feedback before?

If yes, when and by whom?

Do you think that partner organisations could or should be more involved in the Austrian education sector programme for Ethiopia?

What local needs could realistically be met by the Austrians in the education sector that have not been addressed so far?

Do you think that the Austrian priorities in their scholarship policies are right?

If not: What is missing?

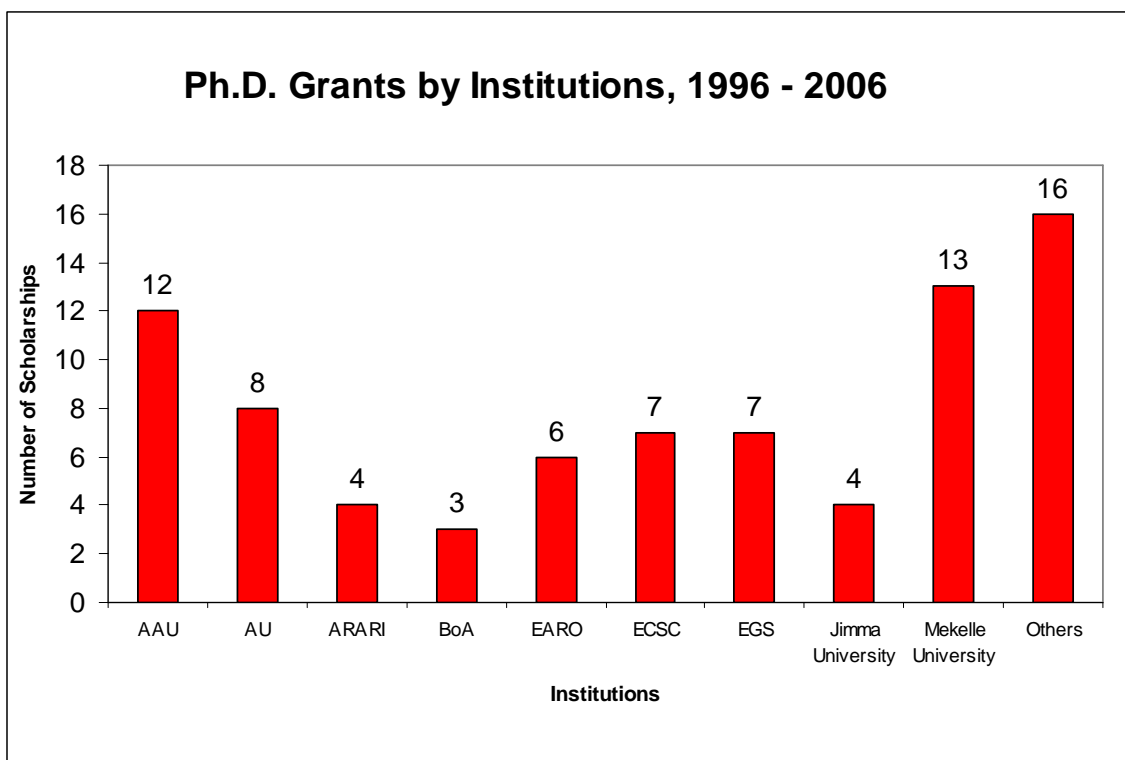
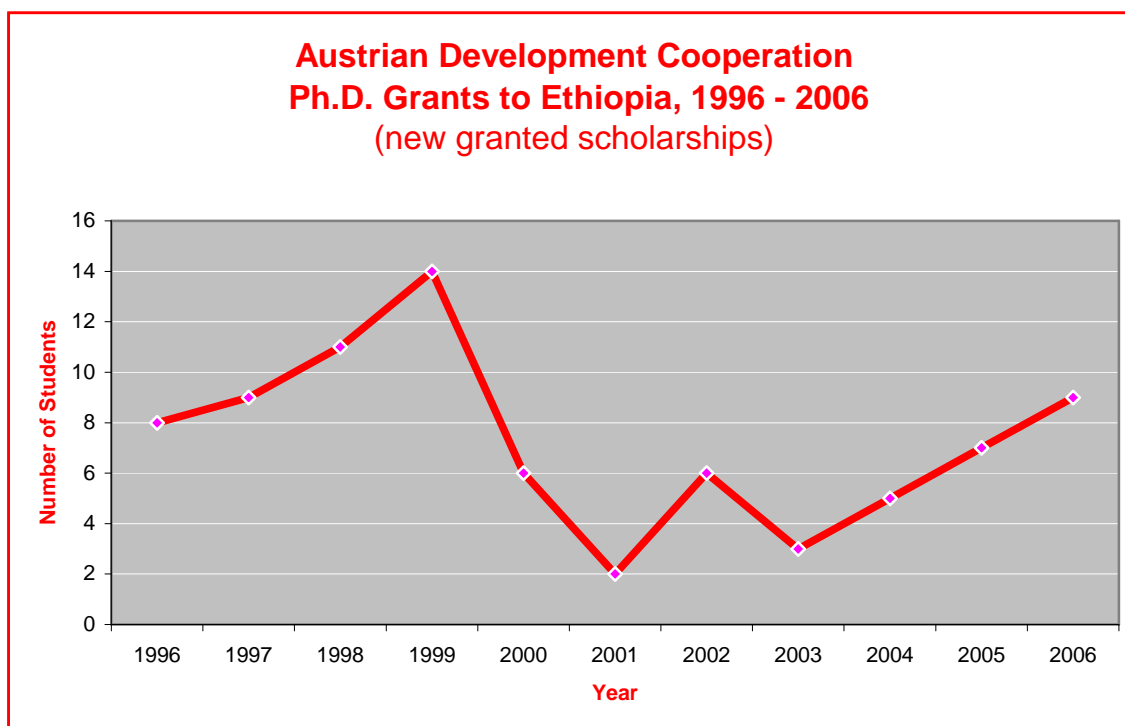
Thank you very much for your cooperation! All information will be dealt with in the strictest confidence.

Annex 2: Bibliography

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Annex 3: Additional Statistics

The statistics presented here are the eight annexes of Emebet Zerfu, Education Cooperation Ethiopia, Addis Ababa (AEDC internal document), September 2006.



Austrian Development Cooperation Grants to Ethiopia

Ph.D. Training

1996 - 2006

No.	Name	Field of Study	Award Year	Study Duration	Home Institutions	Remark
1	Asfaw Debela, Dr.	Pharmacy	1996	10/1/1996- 9/30/1999	Ethiopian Health & Nutrition Research Institute	
2	Mulugeta kibret	Biology	1996	10/1/1996- 9/30/1999	Bahir Dar University	
3	Masresha Bekele, Dr.	Geology	1996	10/1/1996- 1/31/2000	Ethiopian Geological Survey	
4	Hambisa Gobena	Geology	1996	10/1/1996- 9/30/1999	Ethiopian Geological Survey	
5	Lulu Tsige , Dr.	Geology	1996	10/1/1996- 11/30/1999	Ethiopian Geological Survey	
6	Almaz Gezahegn	Geology	1996	10/1/1996- 10/30/1999	Ethiopian Geological Survey	
7	Deksissa Debele	Geology	1996	10/1/1996-1/31/2000	Ethiopian Geological Survey	
8	Lulu Belete	Microbiology	1996	10/1/1996- 11/30/1999	Jimma College of Agriculture	
9	Kebede Kassa, Dr.	Sociology	1997	01/10/97 - 30/11/00	Alemaya University	
10	Desta Gebeyehu, Dr.	Chemistry	1997	01/03/97 - 01/09/01	Addis Ababa University	
11	Tesfaye Kebede	Geology	1997	01/03/97 - 28/02/00	Ethiopian Geological Survey	
12	Woldeyesus Sinebo, Dr.	Crop physiology	1997	10/01/97 - 15/10/00	EARO	
13	Yimam Hassen, Dr.	Animal breeding	1997	01/10/97 - 30/06/01	EARO, Sheno Research Center	
14	Wondwosen Teshome, Dr.	Anthropology	1997	1/10/1997- 9/30/2000	Ethiopia Adventist College	Not returned
15	Elias Aba-Dulla Mamma	Microbiology	1997	10/1/1997- 9/30/2000	Oromia Trade Industry & Tourism Bureau	Not returned
16	Shibru Daba	Vermessungswesen	1997	1/10/1997- 9/30/2000	Alemaya University	Not returned
17	Kebede Hailu	Petrology	1997	10/1/1997- 9/30/2000	EARO	
18	Habte Gebru, Dr.	Mathematics	1998	01/10/98 - 31/12/99	Asmara University	Not returned
19	Bekele Gutema, Dr.	Philosophy	1998	01/03/98 - 23/01/02	Addis Ababa University	
20	Dejene Ayele	Analytical chemistry	1998	03/01/98 - 28/02/01	Jimma College of Agriculture	

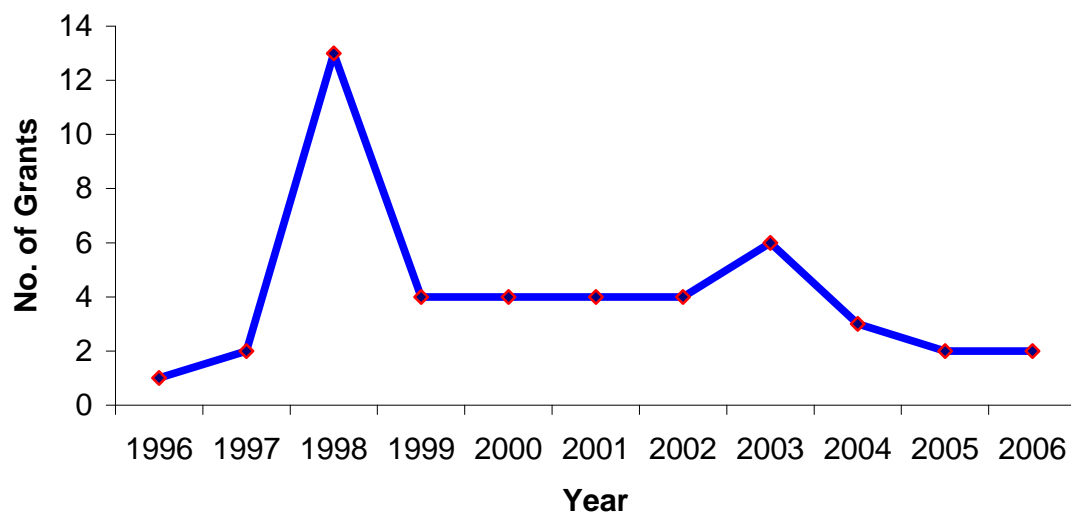
					Environmental Protection, Rural	
21	Zerfu Hailu, Dr.	Forestry- Env't. Science	1998	01/10/98 - 30/09/01	Land Administration and Use Authority	
22	Ahmed Mustefa, Dr.	Chemistry	1998	01/10/98 - 30/11/01	Addis Ababa University	
23	Daniel Alemu, Dr.	Public international law	1998	01/10/98 - 30/09/02	Alemaya University	
24	Girma Messelu	Photogrammetric Engineering	1998	3/1/1998-2/28/2001	EMA , Ethiopian Mapping Authority	Not returned
25	Tadesse Yihunie	Tectonics and Petrology	1998	1/10/1998-9/92001	Ethiopian Geological Survey	Not returned
26	Azene Zenebe	Information	1998	10/1/1998-9/30/2001	Addis Ababa University	Not returned
27	Addisu Berhan	Forestry	1998	10/1/1998-9/30/2001		Not returned
28	Bedassa Tadesse	Agricultural Economics	1998	10/1/1998-9/30/2001	Jimma College of Agriculture	
29	Elias Nasir, Dr.	Pedagogy	1999	01/03/99 - 28/02/02	Addis Ababa University	
30	Yirsaw Ayalew, Dr.	Computer science	1999	01/10/99 - 30/09/01	Addis Ababa University	
31	Mulu Bayray, Dr.	Engineering	1999	10/01/99 - 28/02/02	Mekelle University	
32	Nata Tadesse, Dr.	Geology	1999	10/01/99 - 28/02/02	Mekelle University	
33	Emmanuel G/Yohannes, Dr.	Statistics	1999	10/01/99 - 30/09/03	Ethiopian Civil Service College	
34	Alemayehu Balcha, Dr.	Agronomy	1999	01/10/99 - 30/09/02	Jimma College of Agriculture	
35	Ephrem Engidawork, Dr.	Microbiology	1999	01/10/99 - 30/09/02	Addis Ababa University	
36	Ms Elizabeth Yohannes	Zoology	1999	01/10/99 - 30/09/02	Addis Ababa University	Not returned
37	Teshome Soromessa, Dr.	Botany	1999	01/10/99 - 30/09/02	Addis ababa university, National Herbarium	
38	Tena Alamirew, Dr.	Water Resource Management	1999	01/10/99 - 30/09/02	Alemaya University	
39	Sewnet Mamo	Psychology	1999	01/10/99 - 30/09/02	Alemaya University	Not returned
40	Negussie Wodajo	Chemistry	1999	01/10/99 - 30/09/02	Addis Ababa University, prev. Ministry of Health	

Blue = female

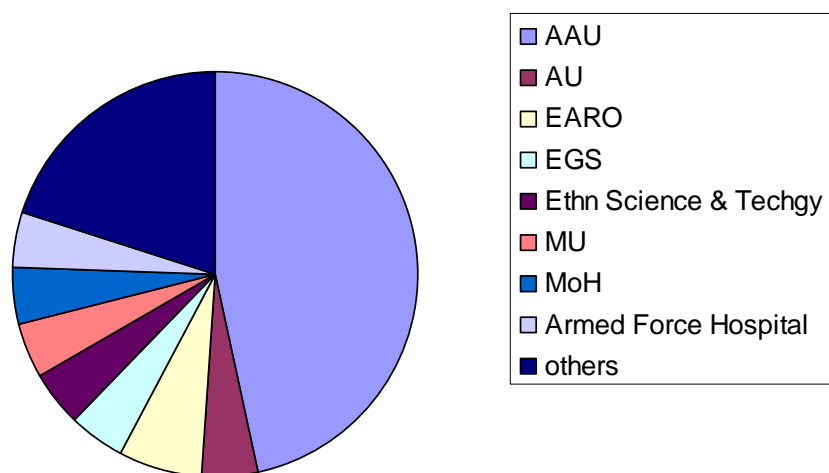
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No.	Name	Field of Study	Award Year	Study Duration	Home Institution	Remark
41	Esubalew Abate, Dr.	Animal nutrition	1999	01/10/99 - 30/09/02	Ministry of Agriculture	
42	Assegid Gardew	Biology	1999	10/1/1999-9/30/2002	Ministry of Education	Not returned
43	Tesfay Belay, Dr.	Entomology	2000	10/01/00 - 31/07/03	Mekelle University	
44	Tesfaye Debela, Dr.	Project Mgt. Info. System	2000	10/01/00 - 30/09/03	Ethiopian Civil Service College Mekelle U. previously Bureau of Water, Mines & Energy, Tigray	
45	Kassa Amare	Geology	2000	10/01/00 - 30/09/03		
46	Sentayehu Woldemichael	Public Finance/Economics	2000	03/01/00 - 28/02/03	Ethiopian Civil Service College	
47	Getnet Demissie	Pedagogy	2000	10/01/00 - 30/09/03	Alemaya University	
48	Dessie Nadaw, Dr.	Geology	2000	01/03/00 - 28/02/03	Mekelle University	
49	Dereje Zeleke, Dr.	Law	2001	01/10/01 - 28/02/04	Ethiopian Civil Service College	
50	Mulugeta G/Mariam	Agricultural economics	2001	01/10/01 - 30/09/04	Ethiopian Civil Service College	
51	Abdelkader Kadir	Industrial engineering	2002	01/10/02 - 30/09/05	Mekelle University	
52	Tesfaye Taddese	Chemistry	2002	01/11/02 - 30/10/05	Alemaya University	
53	Kifle Woldearegay, Dr.	Geology	2002	01/03/02 - 28/02/05	Mekelle University	
54	Gutema Imana, Dr.	Sociology	2002	1/3/2002 - 28/02/05	Alemaya University	
55	Solomon Abebe, Dr.	Land Information/geoinformatics	2002	01/03/02 - 28/02/05	BoFED	Not returned
56	Abraham Abebe, Dr.	Pharmacognosy	2002	01/11/02 - 30/11/05	Addis Ababa University	Not returned
57	Yekunoamlak Alemu	Pedagogy	2003	01/04/03 - 30/09/06	Addis Ababa University	
58	Sintayoh Fissaha	Economics	2003	01/03/03 - 28/02/06	Mekelle University	on study
59	Kindu Mekonnen	Forestry	2003	01/03/03 - 30/09/06	EARO	on study
60	Yigardu Muluatu	Farm Forestry	2004	01/10/04 - 30/09/07	ARARI	interrupted
61	Endalkachew Teshome	Forest Ecology	2004	01/10/04 - 30/09/07	ILDP, AEDC funded project	on study
62	Gebreemeskel Kahsay	Mechanical Engineering	2004	01/10/04 - 30/09/07	Mekelle University	on study
63	Yohannes Alemseged	Electrical Engineering	2004	01/10/04 - 30/09/07	Mekelle University	on study
64	Genanew Bekele	Development Economics	2004	01/10/04 - 30/09/07	Ethiopian Civil Service College	on study
65	Teshome Tesema	Natural Resources Mangement	2005	1/3/2005-2/8/2008	Bureau of Agriculture, Amhara Region	on study
66	Trufat H/Mariam	Geology	2005	1/10/05 - 30/9/08	Mekelle University	on study
67	Alemgena Alene	Road engineering	2005	1/10/05 - 30/9/08	Mekelle University	on study
68	Fentahun Mengistu	Agroforestry	2005	1/10/05 - 30/9/08	ARARI, Adet Agricultural Research Center	on study
69	Redeat Habteselassie	Aquatic Ecosystem, Env't.	2005	01/09/05 - 30/09/08	EARO, National Fisheries	on study
70	Yitaye Alemayehu	Animal Production	2005	01/10/05 - 30/09/08	ARARI, Andassa Livestock Research Center	on study
71	Firdissa Eticha Bokore	Applied genetics, biology	2005	01/10/05 - 30/09/08	Bako Agricultural Research Center	on study
72	Temesgen Belayneh	Applied genetics, biology	2006	01/03/06 - 28/02/09	EARO, private applicant	on process
73	Gizaw Desta	Applied genetics, biology	2006	01/03/06 - 28/02/09	ARARI, Debre Birhan Agricultural Res. Center	on process
74	Teshome Adugna	Economics	2006	01/10/06-30/09/09	Ethiopian Civil Service College	on process
75	Negash Geleta	Plant breeding	2006	01/10/06-30/09/09	Bako Agricultural Research Center	on process
76	Tensay G/Medhin		2006	01/10/06-30/09/09	private applicant	on process
77	Asres Elias		2006	01/10/06-30/09/09	Mekelle University, private applicant	on process
78	Biedebrhan Medhany		2006	01/10/06-30/09/09	private applicant	on process
79	Wolde Mekuria Bori		2006	01/10/06-30/09/09	private applicant	on process
80	Nehemia Solomon	CPU Technology College	2006	01/10/06-30/09/09	private applicant, CPU Technology College	

Short-term Research Grant to Ethiopia, 1996 - 2006



Short-term Research Grants by Institutions, 1996 - 2006



Austrian Government Scholarship Grants to Ethiopia

Short-term Research

1996 - 2006

No.	Name	Field of Study	Award Year	Study Duration	Home Institutions	Remark
1	Tadesse Alemu	Petrology	1996	01/03/96 - 30/06/97	Ethn. Institute of Geological Survey (EIGS)	
2	Getahun Seyid	Geology	1997	01/03/97 - 24/08/98	EIGS	
3	Frehiwot Fisseha	Information Systems	1997	3/1/1997-11/30/1998	Ethiopian Science and Technology Commission	
4	Efrem mulatu	Chemistry	1998	01/10/98 - 30/09/99	Ministry of Health, Black Lion Hospital	
5	Makeda Tsegaye	Research on credit	1998	01/10/98 - 30/09/99	USAID	
6	Yetmyet Berhanu	Rural energy planning	1998	01/03/98 - 06/06/99	Ethiopian Mines and Energy	
7	Dr. Shewarega Areda	Intensive care	1998	01/03/98 - 28/02/99	Armed Force General Hospital	
8	Dr. Adane Mekonnen	Dermatologie	1998	01/03/98 - 29/11/98	Ministry of Health	
9	Dr. Mussie Haile	Research work	1998	01/03/98 - 31/08/98	Armed Force General Hospital	
10	Yiftusera Shiferaw	Information	1998	01/10/98 - 31/08/99	Ethiopian Science and Technology Commission	
11	Dr. Kaleab Asres	Pharmacy	1998	01/07/98 - 30/09/98	Addis Ababa University	
12	Dr. Girma Zewde	Veterinary medicine	1998	01/07/98 - 30/09/98	Addis Ababa University	
13	Dr. Girma Zerayohannes	Research	1998	01/08/98 - 30/09/98	Addis Ababa University	
14	Dr. Ensermu Kelbessa	Botany	1998	01/03/98 - 31/08/98	Addis Ababa University	
15	Ato Hamid Hassen	Chemistry	1998	10/1/1998-9/30/1999	Addis Ababa University	not returned
16	Ato Girma Messelu	Photogrammetric Engineering	1998	3/1/1998-2/28/2001	EMA, Ethiopian Mapping Authority	
17	Dr. Teketel Yohannes	Chemistry	1999	03/01/99 - 28/02/00	Addis Ababa University	
18	Ato Bekele Eshetu	Medical oil crops	1999	01/10/99 - 31/03/00	EORC, Ethiopian Oil Research Center	
19	Dr. Sileshi Nemomissa	Botany	1999	1/6/1999-8/31/1999	Addis Ababa University	
20	Mrs. Eleni Akililu	Research in Genetics	1999	3/1/1999-9/30/1999	EPHARM	
21	Seyoum Yirgalem	Soil & water management	2000	03/01/00 - 31/07/00	Commission for sustainable Agriculture	
22	Dr. Zufan Lakew	Medicine	2000	10/01/00 - 31/12/00	Addis Ababa University	
23	Ato Molla Jemere	Pedagogy	2000	10/01/00 - 31/12/00	Alemaya University	
24	Dr. Girmai Gebru	Histology and Embryology	2000	1/10/00-12/31/00	Addis Ababa University, Faculty of Medicine	
25	Dr. Amha Gebremedhin	Hermatology	2001	01/11/01 - 30/04/02	Addis Ababa University, Faculty of Medicine	
26	Mr. Wondimu Tadesse	Trace elements in crude oils	2001	01/07/01 - 30/09/01	Addis Ababa University	
27	Mr. Yitbarek Tilahun	Engineering	2001	01/10/01 - 31/03/02	Mekelle University	
28	Dr. Tekelewold Ayalew	Geology	2001	07/01/01 - 30/09/01	Addis Ababa University	
29	Dr. Muluberhan Aleme	Radiology	2002	01/10/02 - 31/12/03	Addis Ababa University	
30	Dr. Asfaw Atnafu	Radiology	2002	01/10/02 - 31/12/02	Addis Ababa University	
31	Mr. Zewdu Wuletaw	Animal science	2002	01/10/02 - 28/02/03	ILD, AEDC funded project	
32	Dr. Wondyeferaw Mekonen	Short term research	2002	01/09/02 - 30/11/02	Addis Ababa University	
33	Yeshimebrat Mersha	Pedagogy	2003	01/03/03 - 30/09/03	Bahir Dar University	
34	Getinet Desalegn	Microbiology	2003	01/03/03 - 29/02/04	EARO	not returned
35	Assefa Sergawie	Chemistry	2003	01/02/03 - 31/01/04	Addis Ababa University	
36	Dr. Teketel Yohannes	Research on Spectrochemistry	2003	6/1/2003-8/31/2003	Addis Ababa University	
37	Dr. Wondyeferaw Mekonnen	Research work	2003	6/1/2003-8/31/2003	Addis Ababa University	
38	Dr. Bekele Gutema	Introductory African Philosophy	2003	1/6/2003-8/31/2003	Addis Ababa University	
39	Ms. Hirut Abebe	Soil & water engineering	2004	01/06/04 - 30/08/04	Alemaya University	not returned
40	Belayneh Admassu	Molecular technique, agriculture	2004	01/10/04 - 31/03/05	EARO	
41	Dr. Nata Tadesse	Geology	2004	01/10/04 - 30/09/05	Mekelle University	
42	Rahel Bekele	computer science	2005	01/10/05 - 31/12/05	Addis Ababa University	
43	Negash Mamo	Growth & Yield Study	2005	01/10/05 - 31/03/06	EARO, Forestry Research Center	
44	Dr. Nebiyeleul Gessese	Environment	2006	15/03/06 - 14/05/06	Addis Ababa University	
45	Dr. Zerfu Hailu	Ecology	2006	01/03/06 - 31/08/06	Land Administration Authority	postponment

Austrian Government Grants to Ethiopia

Community Health Training Program

1997 – 2004

No.	Name	Field of Study	Award Year	Home Institution /Current/	Remark
1	Dr. Ahmed Mohammed	Community Health	1997	Somali Health Bureau	certificate program, taking specialization course
2	Dr. Endalamaw Abera	Community Health	1997	World Health Organization	certificate program
3	Dr. Asrat Dibaba	Community Health, M.A.S.	1998	Light for the World	
4	Dr. Aida Bayou	Community Health, M.A.S.	1998	GTZ-PRHE	
5	Dr. Seblewengel Abate	Community Health, M.A.S.	1998	GTZ-PRHE	
6	Dr. Mesfin Beyero	Community Health, M.A.S.	1999	World Food Program	
7	D. Kassahun Negash	Community Health, M.A.S.	1999	Ministry of Health	
8	Dr. Yeshimebet Semunigus	Community Health	1999	Ministry of Health, Adama Hospital	Not Returned, female
9	Dr. Mesfin Etana	Community Health	1999	Oromia Health Bureau	Not Returned
10	Dr. Abdurahman Seid	Community Health, M.A.S.	2000	Ministry of Health, Somali Region	currently in Austria
11	Dr. Tirsit Assefa	Community Health, M.A.S.	2000	Ministry of Health	certificate program
12	Dr. Daniel Argaw	Community Health, M.A.S.	2001	World Health Organization	
13	Dr. Seyoum Dejene	Community Health, M.A.S.	2001	MSF, Holland	
14	Dr. Wondwosen Yimam	Community Health	2001	USAID funded project/Awassa	certificate program
15	Dr. Tajudin Ahmed	Community Health	2002	Ministry of Health, Somali Region	certificate program
16	Dr. Mekdim Enkossa	Community Health, M.A.S.	2002	Catholic Relief Service	
17	Dr. Metasebia Gizaw	Community Health	2003	Menelik II Hospital	certificate program
18	Dr. Zenebech Yadeta	Community Health	2003	Oromia Health Bureau	certificate program
19	Dr. Feven Tassew	Community Health, M.A.S.	2004	Yirgalem Hospital	
20	Dr. Wegene Tamire	Community Health, M.A.S.	2004	Dilla College of Teachers	currently in Austria

Female = Blue = 9

Male = Black = 11

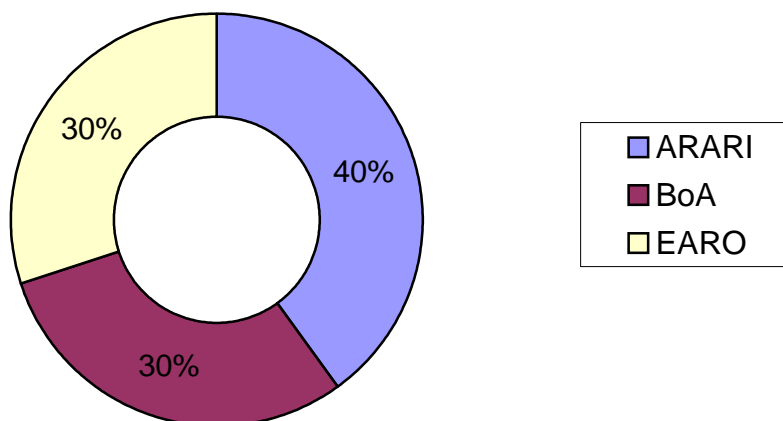
Austrian Government Scholarship Grants to Ethiopia

Mountain Forestry Masters Program (NSD scholarships)

2002 - 2006

No.	Name	Field of Study	Study Duration	Institution	Remark
1	Tenaw Hailu	Mountain Forestry, Masters	2/24/02-2/29/04	Environmental Protection, Rural Land Administration and Use Authority	
2	Biruktayet Assefa	Mountain Forestry, Masters	2/24/02-2/29/04	EARO, Forestry Research Center	
3	Ahraham Abiyu	Mountain Forestry, Masters	01/10/03 - 30/09/05	ARARI	
4	Lalisa Alemayehu	Mountain Forestry, Masters	01/10/03 - 30/09/05	EARO	
5	Sisay Asfaw	Mountain Forestry, Masters	01/10/04 - 30/09/06	ARARI	planned return Oct 2006
6	Bayleyegn Azene	Mountain Forestry, Masters	01/10/04 - 09/05/06	Bureau of Agriculture, MoA	planned return Oct 2006
7	Belay Gebre	Mountain Forestry, Masters	01/10/05 - 30/09/07	EARO	on study
8	Menale Wondie	Mountain Forestry, Masters	01/10/05 - 30/09/07	ARARI	on study
9	Enideg Deres	Mountain Forestry, Masters	01/10/06 - 30/09/08	Bureau of Agriculture, MoA	on process
10	Semahegne Workneh	Mountain Forestry, Masters	01/10/06 - 30/09/08	ARARI	on process

**MSc Mountain Forestry Scholarships (NSD program)
by Institutions, 2002 - 2006**



Austrian Government Grants to Ethiopia
Hotel And Tourism Management
1997 - 2004

No	Name	Field of Study	Study Duration	Home Institutions	Remark
1	Berihun Shiferaw	Hotel Management	10/1/1993-5/31/1994	West Gojam Trade and Industry Department	
2	Abebe Anose	Tourism Management	10/1/1997-6/5/1998	Trade Industry and Tourism Bureau of Southern Ethiopia	
3	Leila Abdulkerim	Hotel Management	10/10/1998-10/11/1999	Imperial Hotel	not returned
4	Abenet Gebrehana	Hotel Management	1/10/1998-9/30/1999	Catering and Tourism Training Institution	
5	Gegefaw Amsalu	Tourism Management	1/10/1999-5/30/2000	Amhara National State Bureau Of Cultur	
6	Jemal Kedir Biadgligne	Tourism Management	10/2/2000-5/31/2001	Tigray Culture Tourism and Information Bureau	
7	Mohammed Ismail	Tourism Management	10/1/2001-8/15/2001	Harari People National Regional State	not returned
8	Tsegaye Tiruwuha	Hotel Management	1/10/2003-5/3/2004	Sheraton Addis	
9	Tamirat Legesse	Hospitality Management	1/10/2004-5/5/2004	Debub University	not returned
10	Getahun Yewendater	Hotel Management	1/10/2004-5/5/2004	Sheraton Addis	

Austrian Government Scholarship Grants to Ethiopia
Ground Water Tracing Techniques
1997 - 2004

No	Name	Field of Study	Study Duration	Home Institutions	Remark
1	Mr. Trufat H/Mariam	Ground Water Tracing Techniques	8/18/2003-9/26/2003	Mekelle University	
2	Mr. Asrat Tadesse	Ground Water Tracing Techniques	8/13/2001-9/21/2001	North and South Omo ICDP	
3	Ato Tadesse Dessie	Ground Water Tracing Techniques	8/16/1999-9/25/1999	Ministry of Mines and Energy	
4	Ato Eyilachew Yitayew Abate	Ground Water Tracing Techniques	8/13/2001-9/21/2001	Bureau of Work and Urban Development	
5	Ato Abera Haile	Ground Water Tracing Techniques	8/16/1999-9/25/1999	Ministry of Mines and Energy	

Austrian Government Scholarship Grants to Ethiopia
Postgraduate Course in Limnology
1997 - 2004

No	Name	Field of Study	Study Duration	Home Institutions	Remark
1	Mr. Adamneh Dagne	Limnology	3/28/2003-9/30/2003	EARO, National Fisheries	did Masters course
2	Mr. Kassahun Asaminew	Limnology	3/8/2004-9/7/2004	EARO	did Masters course
3	Ato Yirgaw Teferi	Limnology	4/6/1998-10/30/1998	MOA	
4	Ato Redeat Habteselassie	Limnology	2/4/2001-4/30/2002	EARO	did Masters course