



Flemish Interuniversity Council – University Development Cooperation (VLIR-UOS)

Country Sheet Ethiopia

(May / 2011)

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Foreword

This country sheet incorporates a broad spectrum of information about Ethiopia and has been compiled from many sources (research documents, fact sheets, websites etc.). Attempts were made to find relevant and recent data, unfortunately some data are several years old and more recent data were not available.

The information in this country sheet contains aspects of the geographical, political, economic, social, educational and developmental issues of Ethiopia. It is prepared so as to enable readers to have a deeper and better understanding of the country's status.

This country sheet was last updated on 23rd May, 2011.

List of Abbreviations

GI I-----	Gender Inequality Index
HDI -----	Human Development Index
WGI -----	World Governance Indicator
WDI -----	World Development Indicator
GDP -----	Gross Domestic Product
MDG -----	Millennium Development Goals
ESI -----	Environmental Sustainable Index
TVET -----	Technical and Vocational Education Training
ABE -----	Alternative Basic Education
HERQA -----	Higher Education Relevance and Quality Agency
HEI -----	Higher Education Institutes
PRSP -----	Poverty Reduction Strategy Papers
PASDEP -----	Plan for Accelerated and Sustained Development to End Poverty
NGO -----	Non Governmental Organization
MU-----	Mekele University
IUC-----	Institutional University Co-operation
JU -----	Jimma University
UNDP-----	United Nations Development Programme

Country Fact Sheet

Location:	Eastern Africa, west of Somalia
Map references:	Africa
Area:	<i>total: 1,127,127 sq km land: 1,119,683 sq km water: 7,444 sq km</i>
Climate:	<i>tropical monsoon with wide topographic-induced variation</i>
Terrain:	<i>high plateau with central mountain range divided by Great Rift Valley</i>
Elevation extremes:	<i>lowest point: Denakil Depression -125 m highest point: Ras Dejen 4,620 m</i>
Natural resources:	<i>small reserves of gold, platinum, copper, potash, natural gas, hydropower</i>
Land use:	<i>arable land: 10.71% permanent crops: 0.75% other: 88.54% (2001)</i>
Environment - current issues:	<i>deforestation; overgrazing; soil erosion; desertification; water shortages in some areas from water-intensive farming and poor management</i>
Population:	<i>73,053,286</i>
Age structure:	<i>0-14 years: 43.9% (male 16,082,504/female 15,999,602) 15-64 years: 53.4% (male 19,452,737/female 19,525,746) 65 years and over: 2.7% (male 905,648/female 1,087,049) (2005 est.)</i>
Population growth rate:	<i>2.36% (2005 est.)</i>
Birth rate:	<i>38.61 births/1,000 population (2005 est.)</i>
Death rate:	<i>15.06 deaths/1,000 population (2005 est.)</i>
Infant mortality rate:	<i>total: 95.32 deaths/1,000 live births male: 105.3 deaths/1,000 live births female: 85.05 deaths/1,000 live births (2005 est.)</i>
Life expectancy at birth:	<i>56 Years (2009)</i>
Total fertility rate:	<i>5.33 children born/woman (2005 est.)</i>
Ethnic groups:	<i>Oromo 40%, Amhara and Tigre 32%, Sidamo 9%, Shankella 6%, Somali 6%, Afar 4%, Gurage 2%, other 1%</i>

Literacy:	<i>definition: age 15 and over can read and write total population: 42.7% male: 50.3% female: 35.1% (2003 est.)</i>
Economy:	<i>Agricultural Based Economy, building its way to industrialization</i>
GDP (purchasing power parity):	<i>\$54.89 billion (2004 est.)</i>
GDP - real growth rate:	<i>7%(2010)</i>
GDP - per capita:	<i>purchasing power parity - \$800 (2004 est.)</i>
GDP - composition by sector:	<i>agriculture: 42.9 %, industry: 13.7%, services: 43.4% (2009)</i>
Population below poverty line:	<i>38.7%</i>
Budget:	<i>revenues: \$1.887 billion expenditures: \$2.388 billion, including capital expenditures of \$788 million (2004 est.)</i>
Current account balance:	<i>-\$464.4 million (2004 est.)</i>
Exports - commodities:	<i>coffee, qat, gold, leather products, live animals, oilseeds</i>
Imports - commodities:	<i>food and live animals, petroleum and petroleum products, chemicals, machinery, motor vehicles, cereals, textiles</i>
Imports - partners:	<i>Saudi Arabia 25.3%, US 15.8%, China 6.6% (2004)</i>
Reserves of foreign exchange and gold:	<i>\$923.1 million (2004 est.)</i>
Debt - external:	<i>\$2.9 billion (2001 est.)</i>
Economic aid - recipient:	<i>\$3 billion (2008)</i>
Currency (code):	<i>birr (ETB)</i>

Source: CIA world fact book

1. Country Profile

1.1. Geographical Presentation



Ethiopia is in east-central Africa, bordered on the west by the Sudan, the east by Somalia and Djibouti, the south by Kenya, and the northeast by Eritrea. Its total area is 1,127,127 sq Km of which 1,119,683 sq km is land and 7,444 sq km is water. Its elevation varies from -125m at the lowest point (Danakil Depression) to 4620m at the highest point (Ras Dashen). The climate is characterized by a tropical monsoon with wide topographic-induced variation. Current environmental problems include deforestation, overgrazing, soil erosion, desertification, water shortages in some areas from water-intensive farming and poor management. Natural hazards like frequent droughts, volcanic eruptions and earth quakes also occur. The Blue Nile, the chief headstream of the Nile by water volume, takes its source from Lake Tana in northwest Ethiopia. The country has small reserves of gold, platinum, copper, potash, natural gas, and hydropower. Ethiopia is landlocked and uses the ports of Assab and Massawa in Eritrea and port of Djibouti. It has a total of 681km railways (2004), 33,297 km highways (2002) and 83 airports or landing strips (2004). (CIA world fact book, 2005).

1.2. Socio-economic Analysis

Ethiopia has great ethnic diversity with 84 ethnic groups. Twelve of these ethnic groups have a population of half a million or more, out of a population of 53 million in 1994. The two major ethnic groups (the Oromo and the Amhara) constitute over 62 percent of the population. The third largest ethnic group, the Tigray, has been the politically dominant ethnic group since 1991, but comprises only 6 percent of the population. The three ethnic groups constitute more than two-thirds of the population. In 1994, four other ethnic groups, namely, Somali, Gurage, Sidama, and Welaita, had a population of over one million. The seven largest ethnic groups comprise 84.5 percent of the country's population. Five ethnic groups (Afar, Hadiya, Gamo, Gedeo, and Keffa) had populations between 599,000 and 1,000,000. The twelve largest ethnic groups constitute almost 92 percent of the population. Fourteen ethnic groups had populations between 100,000 and 500,000, while twenty-eight ethnic groups had a population of between 10,000 and 100,000. Twenty-three ethnic groups had a population of less than 10,000 each in 1994.²⁶ For the most part, each ethnic group has its own language. (*Alem Habtu, Pg 7, 2003*)

Life expectancy at birth (years)	56 years		2009
Under-five mortality rate (per 1000 live births)	109		2008
Combined gross enrolment ratio (primary, secondary and tertiary)	36%female, 48%male		
Adult Literacy Rate (Total, % aged 15 or older)	36%		2003-2008
Adult Literacy Rate (Female, % aged 15 or older)	38%		2003-2007
Population undernourished (% of total population)	44%		2008
the Human Development Index (HDI)	0.328		
Maternal Mortality /100.000	720		
Number of births	3,721,462		2009
Prenatal Mortality Rate	--		
Under-five Mortality Rate	119 per 1000 lives birth		2007
Infant [0-12] Mortality Rate	95.32 deaths/1,000 live births		
HIV prevalence [age15-49]	2.1%		2007
Nr of malaria cases / 100.000	730		2003
Health % of national budget	--		
Inequality-adjusted Human Development Index	0.216		
GINI coefficient	0.29		
Gender Inequality Index (GII)	--		

(Source: CIA World Fact Book, 2005)

1.3. Political Structure

The Federal Democratic Republic of Ethiopia adopted its present constitution in 1994, after several decades of political unrest (during which Ethiopia transitioned from an imperial regime towards a democratic one). The constitution of 1994 establishes the prime minister as the head of the government and the president as chief of state. The government is composed of an executive branch, a legislative branch and a national supreme court. The bicameral parliament has a 117-seat Council of the Federation and a 548-seat Council of People's Representatives. The prime minister of Ethiopia, Meles Zenawi, was elected in 1995 and then re-elected in 2005 and 2010. His regime follows a “policy of ethnic federalism”

(http://library.thinkquest.org/05aug/01259/current_political_situation.htm accessed on 23/5/2011)

http://info.worldbank.org/governance/wgi/sc_country.asp		
Political and Institutional Indicators		WGI
1	Voice and Accountability	10 th -25 th percentile
2	Political Stability and Absence of Violence	0-10 th percentile
3	Control of Corruption	25 th -50 th percentile

(Source: World Bank, World Governance Indicator, 2010)

The above table shows the performance of Ethiopia in the World Governance Indicator (WGI). The voice and accountability indicator shows that Ethiopia performs better than 10% and worse than 75% of the countries in the world in voice and accountability. Ethiopia is performing among the lowest in political stability and absence of violence, it is in the lowest 10% of countries in the world. When it comes to control of corruption, Ethiopia’s performance seems relatively better, it is ranked 25-50%.

1.4. Economic Performance - synthesis

Ethiopia has experienced strong economic growth in recent years. With real GDP growth at or near double digit levels since 2003/04, the country has consistently outperformed most other countries in Africa and expanded much faster than the continent-wide average. Real GDP growth averaged 11.2% per annum during the 2003/04 and 2008/09 period, placing Ethiopia among the top performing economies in Sub-Saharan Africa. This growth performance is well in excess of the population growth rate and the 7 percent rate required for attaining the MDG goal of halving poverty by 2015. At the same time, the country still faces some structural weaknesses that present significant challenges. A number of issues warrant the attention of policy makers. Ethiopia’s economy is highly vulnerable to exogenous shocks by virtue of its dependence on primary commodities and rain fed agriculture. Ethiopia has experienced major exogenous shocks during the past five to seven years. These are notably droughts and adverse terms of trade (e.g., prices of coffee and fuel). There is a strong correlation between weather conditions and Ethiopia’s growth performance. A change of 1 percent in average annual rainfall is associated with a change of 0.3 percent in real GDP in the following year. The last major shock to growth was in 2002/03 when the economy suffered a major decline in real GDP growth on account of severe drought. Since then real GDP growth has consistently been above or near two-digit levels. (Peter Mwanakatwe and Lamin Barrow ,Pg 1, 2010)

Demographical and Economical Indicators		WDI
1	Age dependency ratio (% of working-age population)	88% (2009)
2	Labor participation rate, total (% of total population ages 15+)	85% (2009)
3	GDP per capita, PPP (constant 2005 international \$)	\$848 (2009)
4	Improved water source (% of population with access)	38% (2008)
5	Improved sanitation facilities (% of population with access)	12% (2008)
6	Internet users (per 100 people)	0.5 (2009)

(Source: World Bank, World Development Indicators, 2010)

Other Indices:

- GDP – real growth rate: 7 % (2010)
- GDP – composition by sector: agriculture: 42.9 %, industry: 13.7%, services: 43.4% (2009)
- Population below poverty line: 38.7%
- Household income or consumption by percentage share:
 - Lowest 10%: 4.1 (2005)
 - Highest 10%: 25.6 (2005)
- Inflation rate (consumer prices): 7% (2010)
- Labor force – by occupation: agriculture 85%%, industry 5 %, services 10 %
- Unemployment rate:-- NA
- Agriculture – products: cereals,pulses, coffee, oilseed, cotton, sugarcane, potatoes, qat, cut flowers, hides, cattle, sheep, goats, fish
- Exports: coffee, qat, gold, leather products, live animals, oilseeds
- Industries food processing, sugar alcohol, soft drinks, cigarettes, cotton, textile, footwear, soap, ethyl alcohol, quicklime and cement.
- Imports: food and live animals, petroleum and petroleum products, chemicals, machineries, motor, vehicles, cereals and textiles.
- Debt – external: Present value of external debt: \$2,930,700,000.00 (2009)
- Economic aid – recipient: \$3billion (2008)
- Currency: Birr (ETB)

(Source: Index Mundi, 2010 <http://www.indexmundi.com/> accessed on 5/23/2011)

2. Education

2.1. Structure

The education system in Ethiopia consists of three major components: i) General education, consisting of primary and secondary schooling of 12 years and some special and alternative education facilities, ii) Technical and vocational education and training (TVET), and iii) Higher education. Primary education consists of two cycles of four years each: i.e., first primary cycle being 1-4 grades and second cycle 5-8. Alternative basic education (ABE) facilities offer three years of an alternative curriculum as a substitute for the four years of regular primary first cycle. The secondary level consists of two cycles of two years each: 9-10 and 11-12. Those who complete 10 years of schooling may either enter the second cycle to prepare for higher education, or enter the TVET institutions to be trained for productive employment. (V.J. Ravishankar, Abdulhamid Kello and Alebachew Tiruneh, Pg. 1 2010)

In 2006, 7.8 million Ethiopian children – including 4 million girls – were missing out on education. The largest single reason for non-attendance (69 per cent) was that parents could not afford school fees. The second biggest reason (29 per cent), was lack of school materials; families simply couldn't afford to buy basic supplies such as uniforms, books, pens and paper. Other obstacles also include children staying home to do housework (18%), carry water (8%), having no one to take them to school (7%) and having too far to walk (13%). (Andrew Heavens, 2006). Since then, there have been significant advances in the move towards free primary education for all, which the Ethiopian Government has vowed to achieve by 2015 as one of the Millennium Development Goals (MDG). In 2010, enrolment was already over 90% so that MDG achievement is likely.

Efforts are being made to improve the status of education in Ethiopia. Public spending on education, which during the 1980s remained under 10% of total spending, had increased to 23.6% of total expenditure by 2008/09. This constitutes 5.5% of gross domestic product (GDP) (Living Proof, 2011__ <http://one.org/livingproof/en/article/ethiopias-progress-in-education/> accessed on 23/5/2011). Rate of literacy has been increasing gradually but there is still a long way to go it now stands at 35.5% of the total population.

2.2. Data and Policy focus in terms of higher education

Comprehensive education and training policies have been prepared and implemented since 1994, the so-called Education Sector Development Plans (ESDP). They have stressed issues of quality and relevance in education programs; quality of teaching staff and facilities; improvement of learning process towards a focus on students; improvement of management and leadership; introduction of financial diversification, including income generation and cost-sharing by students; and improvement in the system of evaluation, monitoring, autonomy and accountability. Previous plans had a strong focus on quantity, leading to massive expansion of Higher Education; the current ESDP 4 includes provisions on quality.

The Higher Education Proclamation of 2003 provided the establishment of an autonomous legal body, HERQA (Higher Education Relevance and Quality Agency). HERQA was thus established by the Ethiopian Government (Proclamation no. 351, 2003) to enhance the quality of higher education provisions. The Government of Ethiopia has decided that all public and private institutions shall seek accreditation. The

duties and responsibilities of HERQA are: Ensuring that the higher education and training offered at any higher education institution are up to the standard, relevant and have quality, ensuring that the higher education and training offered at any higher education institution are in line with economic, social and other appropriate policies of the country, evaluating higher education institutions at least once every five years, examining the applications submitted for pre accreditation, accreditation and renewal of accreditation permits and submitting its recommendations to the Ministry, giving periodic information to the public about the current situation and status of higher education institutions. (Prof. Abebe Dinku, 2007)

In the years following the introduction of university education in Ethiopia, students participating in regular programs were provided with free room and boarding and were given pocket money. In 2003, a cost-sharing mechanism (called the *Graduate Tax*) was introduced by which students have to reimburse their full costs of food and lodging plus a minimum of 15 percent of the total instructional costs for their university program. Payment begins after a one-year grace period following the completion of higher education and is spread over 15 years. Students also have the option of paying the calculated amount up-front at a 5 percent discount. Meanwhile austerity in higher education, partly driven by the expansion of the higher education sector, has increased the number of students enrolled on fee-paying bases. According to some accounts, close to half (46 percent) of students in public institutions in 2003/2004 were enrolled in fee paying evening and summer programs (Teshome, 2007).

In 2006, public education spending accounted for approximately 6 percent of GDP and 17.5 percent of total government expenditures. Of the public expenditure on education, higher education accounts for about 31 percent (World Bank 2008). The recurrent budget increased from approximately \$10 million in 1996 to over \$60 million in 2004 and the capital budget investment grew from less than \$8 million in 1996 to over \$90 million in real terms in 2004 (Teshome 2007). Estimated public recurrent spending per student at higher education level for 2005/06 was reported as 6,646 Birr (2006/07 Annual Education Abstract of the Ministry of Education). (http://gse.buffalo.edu/org/inthigheredfinance/files/Country_Profiles/Africa/Ethiopia.pdf accessed on 5/23/2011). The most recent xxx (public expenditure review, 2010)

Thirteen new public universities were created in 2007, and a further ten are being under construction an due to open in 2011/2012.....

Over 200,000 students were enrolled in public universities in 2007, while about 70,000 students wre enrolled in private HEI (Prof. Abebe Dinku, 2007). In 2010, enrollment rose to xxx, lifting it the sub sahara african average of 5.3% (xxx). A list of public and private higher education institutes is given in annex.

Funding from VLIR UOS

3. Development Aid Analysis

3.1. Development strategy with focus on poverty reduction

Ethiopia was one of the 189 member states that adopted the *Millennium Declaration* in 2000 and in doing so committed itself to the achievement of the *Millennium Development Goals (MDGs)*. The main development objective of the Ethiopian Government is poverty eradication. Hence, the country's development policies and strategies are geared towards this end. The country's medium term development plans such as the Plan for Accelerated and Sustained Development to End Poverty (PASDEP - 2005/06-2009/10) and its successor Growth and Transformation Plan (2010/11-2014/15) are MDG based development plans that were conceived to be implemented in the medium term. (UNDP in Ethiopia, 2010, http://www.et.undp.org/index.php?option=com_content&task=view&id=30&Itemid=113 accessed on 23/5/2011)

The Government of Ethiopia has launched the current five-year plan (2010/11-2014/15), called the Growth and Transformation Plan (GTP), which is geared towards fostering broad-based development in a sustainable manner to achieve the MDGs. Over the next five years, the GTP envisions a major leap in terms of not only economic structure and income levels but also the level of social indicators. The plan seeks to double the current GDP with an expected yearly economic growth of a minimum 11 percent and high scenario of 14.9 percent, including doubling the agricultural production of the country by the end of 2014/15. The plan seeks to increase access to electricity coverage from 41 percent to 100 percent and total access to safe water coverage from 68.5 percent to 98.5 percent. While extremely ambitious, the general directions of the GTP seem to respond to the needs of the country. **To illustrate the ambition level: coffee... meat... railway... energy...** The ESDP 4 is an integral part of the GTP and therefore the achievement of ESDP 4 depends on achievement of the GTP, especially for financing.

Ethiopia has also launched a project that addresses basic needs under the name "Protection of Basic Services (PBS) Project", which became effective in mid-2006. It was about delivering basic services to the poor. The rationale for PBS was that critical support for the delivery of basic services to poor people should not be withheld, but that the political context required it to be delivered with additional safeguards (Stephen Lister, Pg 28, 2007)

3.2. Actors

NGOs in Ethiopia play great role in providing basic social services such as building infrastructure, providing basic education, undertaking agricultural extension, filling development gap where government is short etc... (*Sisay Gebre-Egziabher, 2003*). However, the charities and societies proclamation of 2009 puts strict controls on NGO's that receive more than 10% of their funds from abroad and stipulates that such organisations are not allowed to work on gender, democratisation, human rights and other so-called sensitive issues.

3.3. Donor Aid

Ethiopia is one of the world's largest recipients of development aid, more than US\$3 billion in 2008 alone. The World Bank and donor nations provide direct support to district governments in Ethiopia for basic services such as health, education, agriculture, water and support a "food-for-work" program for some of the country's poorest people. The European Union, the United States, the United Kingdom, and Germany are the largest bilateral donors. (Human Rights Watch, Oct 19, 2010).

US aid for Ethiopia in 2011 was \$583.5million and UK aid was £290million but in terms of per capita Ethiopia ranks among the lowest recipients of most Sub-Saharan African countries because population growth is very high. In 2011 Ethiopia received about \$7.5 and £3.7 US and UK aid per capita respectively. (Daniel Berhane, 2011)

Ethiopia is the foremost beneficiary of European development assistance. Tim Clarke, head of EU mission in Ethiopia, said more than 2.3 billion euro (2.89 billion U.S. dollars) has been allocated to the Horn of Africa country since 1975. EU has earmarked 500 million euros (627 million dollars) in grant for the execution of various development activities in Ethiopia between 2002 and 2007. http://english.peopledaily.com.cn/200604/28/eng20060428_261857.html accessed on 5/23/2011

Belgian DGD investment is zero in Ethiopia since Ethiopia is not on the list of country with a bilateral relation to Belgium. However, tertiary actors and private charities from Belgium do play a role.

Ethiopia's share of education in total aid is very low between 1997–2001 it was about 10% its share in 2002 was only 7% (Stephen Lister, Pg 23, 2007). In 2010...

The major development partners in the education sector in Ethiopia include UNICEF, European Union (EU), USA/USAID, UK/DFID, UNDP, World Bank (WB), Japan, Ireland, Finland, World Food Program (WFP), Germany, ADB and UNESCO for the general education (primary and secondary) levels of education. The TVET sector is mainly supported by Italy, Germany, Iran, Belgium and WB. The tertiary level gets development assistance from Belgium through VLIR UOS and from Sweden, Norway, the Netherlands, Ireland, Italy, WB and EU. These supports are mainly provided as financial and technical assistances.

4. University Development Cooperation

4.1. VLIR-UOS Activity in/with the Country

Ethiopian and Belgian Universities have a long-standing tradition of close cooperation. VLIR-UOS has been running a successful programme in partnership with Mekelle University for several years in which Katholieke Universiteit Leuven plays the lead role for the Flemish side. A similar programme has also been launched with Jimma University on the Ethiopian side and Ghent University on the Flemish side.

The IUC Partner Programme with MU is constituted by the following synergetic projects:

- Upgrading of library services
- Enhancement and optimisation of ICT usage
- Cluster Support Service
- More crop per drop
- Socio economic research for sustainable rural livelihood
- Water resources management and optimised utilisation in Geba catchment
- Ecological integrity and sustainable management of standing water
- Land degradation and rehabilitation at the scale of Geba catchment
- Appropriate farm technology for Vertisols management

The theme of the IUC in JU is “Investigating the impact of the Gilgel Gibe Dam: A multidisciplinary Approach Towards Capacity Building”. The IUC Partner Programme with JU is constituted by the following synergetic projects:

- Zoonotic and Animal diseases
- Child Health and Nutrition
- Environmental Health and Ecology
- Epidemiology and Modelling of Infectious diseases
- Soil Fertility
- ICT-Library
- Research Coordination

VLIR-UOS funds and facilitates academic cooperation and exchange between higher education institutions in Flanders (Belgium) and those in developing countries, which aims at building capacity, knowledge and experience for a sustainable development. As part of the Flemish Interuniversity Council, VLIR-UOS is responsible for managing and dispersing the university development cooperation funds of Belgium’s minister of Development Cooperation.

Scholarship programs provided by VLIR-UOS

[VLIR-UOS: ICP PhD scholarships for ICP graduates](#)

[VLIR-UOS: Master Programmes](#)

[VLIR-UOS: Training Programmes](#)

4.2. Focus of other university development cooperation donors

For a long time there have been strong ties between Ethiopian and Dutch research institutes including Wageningen UR. Everywhere in Ethiopia Wageningen graduates occupy important positions at universities or research institutes. Ethiopian scholars have a very good reputation in Wageningen and are in the top-3 of foreign MSc and PhD students. Specific cooperation in the fields of horticulture and natural resource management is further embedded in the specific, joint programmes of Wageningen UR with respectively Jimma, Haramaya, Mekelle and Addis Ababa Universities.

Ethiopia and Norway have entered into agreement on university cooperation. The 3 year agreement concerning academic cooperation between Mekelle and Hawassa Universities and the University of Life Sciences in Norway, is aimed at improving livelihood of rural poor communities in the rift valley and arid highlands of Ethiopia. Strengthening education quality, development oriented research and organizing of training programmes of stakeholders to tune their programmes and policies in an environmentally friendly manner are components of the programme. Earlier support has contributed to increased research and educational competence within natural resource-management, food-security and environment.

List of Resources and interesting Links

- Ethnic Federalism in Ethiopia: Background, Present Conditions and Future Prospects. Alem Habtu 2003
- Ethiopia's Economic growth Performance: Current Situation and Challenges, Economic Brief, Volume1, Issue 5, Peter Mwanakatwe and Lamin Barrow, 17 September, 2010
- Quality Assurance in Ethiopian Higher Education, Abebe Dinku, Prof., 5 November 2007
- Agriculture, Growth and Poverty Reduction in Ethiopia: Policy Processes Around the New PRSP (PASDEP), A paper for the Future Agricultures Consortium workshop, Institute of Development Studies, 20-22 March 2006, Amdissa Teshome 1, Draft, March 2006
- Ethiopia, Education Public Expenditure Review, V.J. Ravishankar, Abdulhamid Kello and Alebachew Tiruneh, December 2010
- Challenges faced by local NGOs in Ethiopia with the global shift in development approach: from need based to right based approach, Sisay Gebre-Egziabher, 30, September, 2003
- Reality Check: Top Recipients of US, UK aid in sub-saharan Africa, Daniel Berhane, March 24, 2011
- Scaling Up Aid for Education in Ethiopia, Stephen Lister, April 2007
- Government- Donor Relations in the Preparation and Implementation of the Education Sector Development Programs of Ethiopia, Teshome Yizengaw, 2006
- CIA World Fact Book, 2005
- World Bank, 2010
- Index Mundi
- GTP
- ESDP 4

ANNEXES

List of public and private HE Institutes

- Abay Health College
- Abbiy Addi College of Teacher Education
- Adama University
- Addis Ababa Commercial College
- Addis Ababa Medical College
- Addis Ababa Mulu Wongel Believers' Church Theological College
- Addis Ababa University
- Addis College
- Addis Continental Institute of Public Health
- Admas University College
- Adoa College of Teacher Education
- Afro-Canadian College
- Africa Beza College
- Africa University College
- Alage College
- Alem Business College
- Alfa College of Distance Education (Harar)
- Alpha University College (Head Office Addis Ababa)
- ALKAN University College (Bahir Dar)
- Ambo University
- AME Information Technology College
- Arba Minch University [1]
- Arte Ethiopia College
- Atlanta College
- Awassa College of Teacher Education
- Aweliya college
- Axum University
- Awasa Adventist College (Awasa)
- Aysaita Teachers Education College
- Arbaminch College of Teacher Education

- Bahir Dar University [2]
- Bale International University
- Betezta College of Medical Science
- Beza College
- Blue Nile College
- Bulehora University

- Central Health College
- Century University College
- CPU College
- Computer Science and Business College[3]
- Commercial College of Addis Ababa

- Dandii Boruu University College [4]
- Debre Berhan University
- Debre Markos University
- Defence University College
- Dessie Teacher's Education College [5]
- Dessie-Kombolcha University
- Dilla University
- Dire Dawa University
- Dynamic International University College

- Eprom Technology College
- Ethiopian Civil Service College
- Ethiopian Management Institute (EMI) [6]
- Ethiopian Police College
- Ethiopian University College
- Evangelical Theological College [7]

- Gambella Teachers and Health Science College
- Gewane Agricultural College
- Gondar, University of
- Gondar College of Medical Sciences
- Gondar College of Teacher Education
- Grace College of Business and Computer Science
- Graduate School of Telecommunications & Information Technology [8]

- Hashenge College
- Haramaya University
- Hawassa College of Health Sciences
- Hawassa University
- HiLCoE School of Computer Science and Technology college
- Hope University College
- Horn of Africa College
- Hossana University
- HZ college

- Infonet College
- Institute of Land Administration
- International Leadership Institute

- Jethro Leadership & Management Institute
- Jijiga University
- Jimma University

- Kisama Africa University College
- Kotebe Teachers' Education College/Kotebe College of Teacher Education
- Kunuz College
- Lucy Water Technology College, Awash Arba, Afar

- Mars Engineering College
 - Medawolabu University est.2006
 - Medico Health College
 - Mekane Yesus Seminary
 - Mekelle Institute of Technology(www.mekit.net)
 - Mekelle College of Teacher Education
 - Mekelle Nursing School
 - Mekelle University
 - MENSCHEN FÜR MENSCHEN-ATTC
 - Meserete Kristos College[9]
 - Metu University
 - Michew Technic College[10]
 - Microlink College
 - Mizan Tepi University
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- National College
 - Nazareth College of Technical Teachers (NCTTE)
 - Nekempt (Wollega) University
 - New Abyssinia College
 - New Generation University College
 - New Millennium College
 - Nile College (Mekelle)
 - Nifas Silk TVET College (Addis Ababa)
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- Omega Health College
 - Orbit IT College
-
- Pan African College
 - People to People College (Harar)
 - PESC Information Systems College (Addis Ababa, Ethiopia)
 - Poly Institute of Technology (Mekelle)
 - Public Service College of Oromia (PSCO)(Zeway, Head office in Addis Ababa)
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- Queens College (Addis Ababa, no affiliation with the US Queens College as previously stated)
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- Rift Valley University College
 - Royal College/Ethiopia
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- Saint Mary's University College
 - Samara University
 - School of Fine Arts & Design
 - School of Medicine Laboratory Technology
 - Selam Nursing College
 - Semera Health College
 - Sheba Info Tech & Business College
 - Soddo University
 - SOFTNET Computer Science & Business College

- Unity University
- Universal Technology College
- Urban Planning College (Ecole)
- US College <http://www.us-college.net>

- Washera College
- Wolayta University
- Wondo Genet College of Forestry
- Wollega University

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