Erasmus+ National Policy Reviews 2024
Ethiopia

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Focal Points

Erasmus+

Ethiopia

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This national policy review provides a detailed analysis of Ethiopia's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Ethiopia.

Reviews of policies, initiatives, projects, and/or stakeholders

Education and Training Policy

The Education and Training Policy is a document designed to improve the quality of the Ethiopian education system. Unlike the previous policy, it emphasises practical teaching over theoretical knowledge.

Key aspects of the new policy include:

- **Practical teaching:** greater focus on practical education and skills.
- **University-Industry linkages:** improved connections between universities and industry.
- **Internationalisation:** enhanced global engagement and standards.
- **Sector integration:** better coordination between different sectors and the education system.
- **Indigenous Knowledge:** Incorporation of local knowledge alongside modern approaches.

Overall, the policy seeks to create an education and training system that is practical, coordinated with industry needs, competitive internationally, and inclusive of indigenous knowledge for national development.

Differentiation of Ethiopian Higher Education Institutions

The differentiation of Ethiopian HEIs aims to reduce repetition and duplication across universities. Based on thorough studies and international best practices, universities are categorised into:

- **Research Universities**: Focused on advanced research and knowledge creation.
- **Universities of Applied Sciences**: Emphasising practical skills and industry-oriented education.
- **Comprehensive Universities:** Offering a wide range of disciplines and programmes.
- **Specialised Science and Technology Universities:** Concentrating on specific areas of science and technology.
- **Universities of Education:** Dedicated to teacher training and educational development.

This classification is based on each institution's internal capacity, as well as local, regional, and global potential.

Higher Education Exit Examination

In 2018, a study in Ethiopia, called the "Education and Training Roadmap Study Document", aimed to identify major challenges in the country's education system. One of the key issues highlighted was the low quality of education. To address this, the study recommended the introduction of a Higher Education Exit Examination.

This exit exam is a mandatory test for all undergraduate students, required before they can graduate. It is now part of the curriculum and ensures that students have achieved a certain level of knowledge and skills before completing their degree programs. All undergraduates must pass this exam to graduate.

University Autonomy

The University Autonomy policy aims to give HEIs more independence and self-governance. The goal is to enhance their effectiveness, improve their ability to produce highly skilled graduates and increase their international competitiveness. By allowing universities more freedom, the policy aims to create institutions where deep learning, innovative research, and community services thrive. It also encourages faculty, researchers, staff, and students to contribute to human development with greater freedom and commitment.

Legislative reforms and/or policies that have been put in place in the past three years or that are still being discussed

- Education and Training Policy
- Differentiating the Higher Education System of Ethiopia
- A Guideline for Exit Exam Implementation
- A Guideline for Higher Education Academic Programme Opening, Review and Approval
- Journal accreditation-related policies

Initiatives and/or programmes that have been launched in the past three years

- Differentiating public universities into categories based on their mission and focus areas
- Registration and accreditation of academic programmes
- Implementation of exit exam
- Administering online exit examination
- University autonomy
- Digitising service delivery in some departments of the Ministry
- Strengthening Training and Education Program – run by GIZ
- e-SHE (e-Learning for Strengthening Higher Education) – a programme to enhance the use of digital technology in Ethiopian higher education

Projects which are examples of good practice that have been launched in the past three years

e-Learning for Strengthening Higher Education (e-SHE)

A programme to enhance the use of digital technology in Ethiopian higher education. The project aims at improving the quality of education using technology.

Key players and networks (stakeholders) at the national level (or at the regional level with a national component)

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

GIZ is a service provider in the field of international cooperation for sustainable development and international education work. It has been working in Ethiopia since 1964.