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**Folder ID:** 200171

**Project ID:** P000687

**Dates:** 05/01/1974 - 05/01/1974

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**ISAD Reference Code:** WB IBRD/IDA AFR

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# RETURN TO E. AFRICA FILES

HAILE SELASSIE I UNIVERSITY

(FOURTH FIVE YEAR PLAN)

PROPOSED FIVE YEAR PLAN 1967-1971 (E.C.)  
MAY 74 - SEPT 1979

(including modifications proposed by the Faculty Council at the Tikemil 10, 1966 meeting.)

OCT 1975

MAY - 1974  
Guenbot 1966

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 Haile Selassie I University - Five Year Plan 1967 - 1971 - Including modifications proposed by the faculty council at the October 10, 1966 meeting - May 1974

A1995-009 Other #: 391 120980B  
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Doc # 42.461 (15)

HAILE SELASSIE I UNIVERSITY

FIVE YEAR PLAN 1967-1971 (E.C.)

(including modifications proposed by  
the Faculty Council at the Tikemit  
10, 1966 meeting.)

Guenbot 1966



INTRODUCTION

This document is the second five year plan drawn up for Haile Sellassie I University. This current plan has evolved under the policy guidance of the Development and Finance Committee of the Faculty Council. This draft was accepted by the Faculty Council on October 20, 1973 with the understanding that modifications proposed at that meeting would be incorporated. These modifications have been made. Numerous faculty participated in deliberations and made proposals through planning task forces established in mid-1965 E.C.\* This plan has a broader base of participation underpinning it than did its predecessor, A Blueprint for Development. Looking ahead another five years, it is safe to say that the subsequent plan will represent an even broader base of all-university involvement than does this one. To a degree we were experimenting in the methods we used. We will learn from this experience.

The main instrument in the planning process has been the task force. Originally seven task forces were appointed in December 1972 as sub-committees of the Development and Finance Committee of the Faculty Council. They covered all the broad subject matter concerns of the University: Languages and Humanities, Agriculture, Social Sciences, Education, Law, Science and Technology, and Medicine and Public Health. Subsequently, task forces on Student Affairs, University Administration, and Physical Facilities were established. All of the task forces produced written reports which have been widely distributed to the University Community by the way of the Faculty Council and the offices of the Deans. The first seven reports were reviewed and commented upon by the Development and Finance Committee in a two-day session. Following that, the first draft of this plan document was reviewed. The Planning Officer had drafted a comprehensive summary of the reports and added additional information. In the light of the criticisms of the Committee, the draft plan was rewritten, then submitted to the Faculty Council and its components for its review.

At the same time that HSIU was working on its planning internally, it was participating in a number of the work groups established by the Planning Commission Office for the development of Ethiopia's national Fourth Five Year Plan. An assessment of the University's accomplishments under the Third Five Year Plan was carried out through the Education Work Group as part of the Education Sector assessment.

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\*To conform to IEG Planning Commission practice, most dates are stated in terms of the Ethiopian Calendar.



As key portions of the first draft of the University's plan were developed, particularly regarding possible enrollments and finances, they were provided to the PCO so as to enable the beginning of the dialogue necessary to fit HSIU's plans into the national development schemes.

The continuity in substance of this plan with the preceding one is greater than the continuity of methodology. Ethiopia's problems have not changed much during the past five years. The basic functions of a university available for dealing with the nation's problems have not changed. But the relative breadth, sophistication and purposefulness of the University have so changed, we think, and will change further during the period of the Fourth Five Year Plan. The Blueprint with its insightful analyses should thus be looked upon as a reference work behind this plan document.

This plan document opens with a summary of the assessment of what the University did and how well it did during the past five years before it turns to the plan. The full assessment document provided to the PCO is appended. This plan states what the University should do in and for Ethiopia during the next five years. It tells how it proposes to go about it through various teaching, research, and service activities. And it tells how much these efforts are likely to require in the way of resources.

PART I

ASSESSMENT OF HSIU PERFORMANCE

1961-1966 D.C.



## ASSESSMENT

(Note: This is primarily a summary of the assessment prepared for the Planning Commission. The complete paper is included as an appendix. Some additional material is included here, however.)

The Imperial Ethiopian Government's Third Five Year Plan (TFYP) contained relatively few references to Haile Sellassie I University. In preparation of the document for the Fourth Five Year Plan, the necessary assessment of performance had most frequently to use the University's own document, A Blueprint for Development. As files were reviewed and existing documentation identified, it became obvious that the HSIU had undergone continuous analysis and constructive criticism throughout the TFYP period, both from external agencies and with the use of its own internal resources. Thus, when a paper entitled Assessment of Accomplishment 1961-65 E.C., was prepared for the Education Work Group of the PCO, it contained no surprising revelations.

In terms of students, HSIU enrolled somewhat fewer in total than projected in the Blueprint. HSIU enrolled 3,460 in 1968-69 and 4,750 in 1972-73 (excluding EUS) as compared to the projected 5,460. Over 1900 degrees and 3000 diplomas and certificates were granted from February 1966 through July 1972. The lack of useful manpower studies from the government left HSIU with limited guidance as to demand for the various specialties. Whether or not graduates were finding employment within a reasonable time after leaving the University was the practical indicator of manpower demand. No unemployment was noted for any graduates. The most serious shortage of personnel to be educated by HSIU was in secondary school teachers. Although the specific numerical targets of the TFYP for secondary school teachers from HSIU were met, all concerned parties agreed that demand existed for a far greater number than was graduated. Growth in resources lagged behind growth in numbers of potential students. During the last two years of the TFYP, HSIU for the first time had to deny admission to students with ESLCE GPA of 2.00.

Enrollments at HSIU reflected the geographical imbalance of secondary school opportunity in Ethiopia, with Addis Ababa, Shoa and Eritrea far over-represented. The University took some measures on its own to provide opportunities to some of the less advantaged areas. No matter from where they came, however, a lower percentage of students was annually lost or "wasted" at the end of the TFYP period than previously. The Freshman Program and the raising of entrance standards probably were major contributors to the improved retention.



Staff growth was limited. The student-staff ratio thus rose during the TFYP as enrollments increased. The staff is increasingly Ethiopian, with over 60% of full-time teaching staff being Ethiopian in E.C. 1966. The administration is effectively Ethiopianized.

Curriculum revision and Ethiopianization continued as development of teaching materials occupied a position of importance during the TFYP. Academic staff generally considered that inadequate staff time was made available for desired progress in teaching materials development.

The completion of the Kennedy Library during the TFYP signalled the availability of a first-class study facility. Problems in managing the library stocks to prevent damage, pilferage, and other forms of loss were very real, however. Education of the students and faculty in effective use of this type of library was only gradual. A continuing problem was maintaining an adequate flow of books and materials. Nevertheless, continuing adjustment in materials handling systems and the continuing buildup of trained Ethiopian professional staff made the main library a key learning resource. Effective, economical provision of specialized services such as small specialty collections in departments and institutes remains a continuing problem.

Throughout the TFYP, HSIU continued to promote and support academic research by faculty through research grants and reduced teaching loads. During the same period the Institute of Development Research in the social sciences was organized and concrete steps were taken to initiate an institute for research and development in science and technology. These institutes, together with the well established Institute of Ethiopian Studies, gave HSIU the organizational structure to handle research, consultations and special projects that might emanate from government or private industry. The relative responsibilities of the institutes and academic departments in defining research priorities, deciding upon projects to be supported, and staff rewards for performance were not, however, adequately clarified as yet, but were under careful study. The need to have research results fed into public agencies was recognized, particularly in Agriculture where the Task Force identified the problem of insufficient professional communications flow.



Strengthening of the regional campuses proceeded faster at Alemaya than at Gondar because of the larger investments in facilities and staff development at the former. Gondar, while its enrollments grew at as rapid a rate as those in Alemaya, was more troubled with maintaining relevant curriculum, holding qualified staff, operating with outmoded facilities, and having to maintain a large hospital as a public facility. Near the end of the TFYP, development plans for the new campus in Gondar were being drawn, but further study on curriculum and staffing was necessary.

Extension enrollments continued their long-term upward trend, but problems of space and availability of qualified staff were heightened as day programs absorbed more of both, leaving less for Extension. That access to higher education by adults should be made easier was recognized. A Unesco evaluation of Extension was under study by the University as the TFYP ended. EUS continued to provide needed manpower to the nation and practical experience to students. Measures for its improvement were being undertaken.

Actual recurrent expenditure ran at slightly more than 75% of TFYP proposed expenditures during the initial five years of the TFYP period. They reflected a continuing drop in per student costs. The University was on record as favoring a student loan plan so as to release some government funds for program expansion.

Capital expenditure provided by the government on projects and with funds identified in the TFYP was below the Plan targets. Funds not identified in the plan were made available by the German government for the Faculty of Technology facility; funds from the U.S. built the Kennedy Library. Thus the total capital expenditures approached the target but the sources and objects of expenditures did not totally coincide with the TFYP. Major facilities completed during the TFYP include staff housing and the new dormitory (under construction at this writing) on the Alemaya campus, the Kennedy Library, the Faculty of Technology building and a number of new dormitories in Addis Ababa and the related cafeteria.

The administration of the University continued to develop and deepen, primarily through the elaboration of the offices of the two Vice Presidents, Systems development and design, more modern personnel administration, and improved accounting practices were introduced. Preparation for computerization of key information and accounting elements was proceeding in order to take advantage of the accuracy and timeliness of the modern technology without excessive displacement of manpower. A University Planning Office was established in 1969. Planning to merge that office with other related financial and external relations functions was carried out so that the reorganization would coincide with the phase-out of the last foreign advisor in the post at the outset of the FFYP.



In summary, HSIU admitted increasing numbers of better qualified students as the Plan period progressed. They performed better and a smaller percentage was lost through attrition in later years than had previously been lost. Ethiopian faculty qualifications continued to rise through improved staff development programs as Ethiopians took control of teaching, research and administrative functions. Teaching improvements were made but there was general agreement within the University that the pace was not satisfactory. Research programs gradually expanded and normal coordination problems arose as the research institute structure became articulated. Extension continued to grow but had reached a point where some very important decisions about its future nature would have to be made, since its growth had begun to bring it into competition with day programs for scarce space and staff.

HSIU was provided less money during the TFYP than planned, particularly on the capital side, although enrollment grew about as planned. Unit costs continued to be reduced through better utilization of resources.

The cloudiest area for the future was the extent and composition of manpower needs to which it should respond. No reliable official forecasts were in existence as preparation of the Fourth Five Year Plan proceeded.



PART II

THE PLAN FOR UNIVERSITY

PROGRAMS



THE OBJECTIVES OF THE  
UNIVERSITY

Universities, as complex institutions in complex societies, have several orders of objectives. At the most general level the Haile Sellassie I University shares with other public agencies the objective of aiding in the broadest and most rapid improvement of the intellectual, social and economic life of Ethiopia. A University is, however, different from other public agencies. To be efficient, a university needs to have a significant degree of freedom for its staff to choose the objects of their study and to follow their studies where the evidence leads them. To merit this freedom, a university staff must follow the highest forms of academic procedures as these are understood internationally.

The University's operational objective is to contribute specifically to the general national objective through meeting national manpower needs, the continuing search for more knowledge, the preservation of existing knowledge, the dissemination of knowledge and the cultural development of the nation. It must be remembered that contributing to knowledge also includes raising questions which can not currently be answered. The research function of the University--one of its most important--will not often provide magical answers. As is noted in a subsequent section it might even be somewhat embarrassing to some parties at some times. Research on topics which may appear to have no immediate practical results will also be carried on as part of the activities necessary to maintain a free intellectual atmosphere.

The basic change to Haile Sellassie I University was given by H.I.M. Haile Sellassie I at the founding ceremony on Tahsas 11, 1954. He very heavily stressed HSIU's cultural role, while urging a broad range of utilitarian functions.

He said that a fundamental objective of the Haile Sellassie I University must be the safeguarding and the developing of the culture. He pointed out that the University would be a place where men and women cooperatively would study the well-springs of the culture, trace its development, and mould its future. The humanities were not to be neglected.

On another front, he indicated that Haile Sellassie I University was not to be a closed corporation existing for the edification of its staff. It is to serve wherever citizens need it and it is to serve economically and effectively.



In sum, Haile Sellassie I University is to be neither an ivory tower nor a technical institute interested only in material things. The University is to be one of Ethiopia's major tools in bringing the benefits of science and technology to the nation. Educating scientific and technological manpower is a prime responsibility. Though the training of teachers and other needed specialists is emphasized, attitudes, moral understanding, and aesthetic appreciation are not to be sacrificed simply to increase the numbers graduated. The focus is on teaching, research and service activities which will foster development, but cultural values are to be enhanced also.

#### THE UNIVERSITY'S POLICY ORIENTATION

The University was established and is supported for the public good. Both students and staff have an obligation to work directly on problems of national importance rather than pursue private interests, if the latter differ from the former. The objectives of the University were described in the preceding section. The objectives of the University and the existing evidence about national needs come together to indicate quite clearly the necessary policy orientation for the University.

The basic Haile Sellassie I University policy orientation is to stress problems of national development in teaching, research and service activities. Because Ethiopia is overwhelmingly rural and agricultural, HSIU places a strong emphasis on the development of the College of Agriculture. Particularly does the University wish to make a contribution to increasing agricultural production and to improving rural health. Examples of this orientation during the TFYP included the acceptance in principle by the Institute of Development Research of the recommendations of the first Consultative Seminar on Development Problems and Research Needs in 1972. The Seminar agreed on three broad areas of research in Ethiopia for the Institute of Development Research. These were: (1) study of the relationship between growth and equity in rural development; (2) socio-economic evaluation of planned agricultural development; and (3) study of means to stimulate local participation, motivation, and initiative. Those priorities still hold. Another example is the work done by the Law Faculty on land tenure issues.



Existing in a nation which is more than 85 percent rural, almost anything the University does will have impact on rural areas, but particular effort will be made to aid graduates to be more useful to rural areas. Proposed funded research will be guided in these directions. One of the important concerns will be in the development of appropriate technology for rural areas.

Increasing industrial and commercial capability is another major policy goal of the nation to which the University is committed. The establishment of the new institute for research and development in science and technology indicates the HSIU determination to follow through on the policy of industrial and commercial stimulation, which is necessary to provide nationally produced consumer goods and work implements for rural dwellers, to substitute for imports, and to expand exports.

Aiding in educational, health, and social welfare programs is another important aspect of the general policy orientation. Professionals trained in these fields have been and will increasingly be exposed to materials and learning situations to equip them better for service to the non-urban areas.

Budget, personnel, capital investment, staff development and other key decisions will be guided by this policy orientation throughout the FFYP.

The University recognizes that it is weak in living up to His Majesty's charge regarding cultural and aesthetic development. The Institute of Ethiopian Studies enjoys a wide reputation in historical research and antiquities preservation. But the visual and performing arts, music, and other humanistic activities will be developed further during the FFYP. The operational problem will be to assure that at HSIU they are lively and enticing to student minds rather than analytic and dry as in too many other institutions of higher learning. Then too, they will have to be low-cost. Ingenuity will be necessary to develop uniquely Ethiopian studies and opportunities for cultural experiences.



THE UNIVERSITY IN SEARCH OF KNOWLEDGE

In one of the concluding paragraphs of his speech on the inauguration of HSIU, H.I.M. Haile Sellassie I stressed the idea of scholarship and research. These are central concerns of the University.

Since its founding the University has attempted to define one aspect of its role that arises out of research. This is the role of the critic. In an imperfect world inhabited and organized by imperfect people, it is not hard for any path of organized research to identify imperfections of ideas and/or performance among individuals and institutions. This can take place in a study of corporate finance or a study of local government or building design. What happens after research has identified an unsolved problem or a public program that actually does not work very well? There are two common reactions. Some researchers feel that their task is finished when they have identified and analyzed a problem. In others the researchers see the results they have produced as an invitation to help to solve the problem they have identified.

The social function of research by Ethiopians on problems is quite new to both the Ethiopian faculty carrying it out and the society which is paying for it. The framework or methodology for dissemination of results and for interpretation on the part of those affected is relatively undeveloped. Regular communications channels need to be developed. These can be extremely important in avoiding the isolation of the University from those whose work or affairs are an object of scholarly interest. They are also important to those whose work can be furthered by utilizing University research results.

Cooperation in this area between government agencies and the University will be extremely important. Longstanding habits of official secrecy will have to change so that objective analysis can take place.

During the next plan period the volume and quality of research by HSIU staff will rise. HSIU staff will need constantly to recall the tentativeness of all human knowledge, the imperfection of research design, and the limitations of any data. Those whose performance or policies may be shown to be less than perfect will need to accept that which is justified and call on the critics to work cooperatively for the national good. Humility well tied to careful scholarship will be the best combination for HSIU researchers to earn respect and will justify the critical role in which the University will find itself if it does its research job well.



The Ethiopian society needs the analysis and additions to knowledge which University specialists can and will carry out during the FFYP. The University must, for the sake of its innate purposes, foster research. Some strains are to be expected as the quality and quantity of that research grow. But the ultimate objective of national improvement through cooperative efforts should provide the framework for the use of research results.

### TEACHING

I. Ethiopianization of staff will be effectively completed during the FFYP. Ethiopianization of teaching materials will be accelerated. The search for and additions to knowledge are never completed; scholarship is a continuing endeavor. Normal turnover and growth will require continuing staff development efforts; there will be no time when the academic staff is complete or static.

#### A. Language

1. The pedagogic and linguistic development of Amharic will be energetically pursued through the development of vocabulary and conceptual materials appropriate to modern life.

2. A new Language Center will enable students to improve their English and/or Amharic speaking and writing skills. Skill training will be provided in other important languages where national need is clear. Examples are Arabic, French and Swahili. It will also allow the appropriate separation between teaching language skills and the study of languages and literature.

3. The teaching done in Amharic will increase considerably. A number of the non-degree programs in non-technical areas will be in Amharic. Likewise appropriate courses in degree programs will be taught in Amharic. Ethiopian studies in geography, history, etc., will move in this direction. This will proceed as necessary teaching materials in Amharic are prepared over a period of time.

#### B. Teaching materials

1. Use of research findings (reports, monographs etc.,) from Ethiopian sources, particularly the institutes, will become general in teaching, providing students knowledge about Ethiopian phenomena and problems.



2. Investment of faculty time in teaching materials development will continue to be made. By the end of the Plan period, a lesser scale of time released from teaching will be required for this purpose than is currently necessary. Development of teaching materials will have then become a regular, continuing part of university teaching.

C. Staff

1. All faculties, with the possible exception of Medicine, will have 80% or more Ethiopian staff by the end of the FFYP. Some portion of international staff in specialty areas will always be desirable.

2. Staff will increasingly be called upon by the IEG to move laterally into important posts for fixed periods in their fields of training and specialization. This will both broaden staff experience and widen the nation's high level manpower pool. Experienced people from government and private industry will increasingly move in and out of the University, bringing the benefits of this experience to teaching and research. A two-way flow between the University and Ethiopian society will be fostered.

II. Teaching Methods

- A. Teaching methods will increasingly move away from reliance on the lecture method and textbooks. Greater use of library and non-book materials will be stressed. (This is, of course, conditional on the availability of resources in relation to number of students, since the lecture-text book method is usually the least costly approach.)
- B. The University will make conscious efforts to improve the teaching competence of its staff.
- C. There will be a considerable increase of practical and field work as a component of student learning experiences. (Education Faculty internships, and involvement of Technology students in the technology institute are important examples of this direction. Increased opportunities for part-time work for students will also be sought.)



### III. Curriculum

- A. There will be a greater problem orientation of teaching as opposed to concentration on a discipline, in part due to increased involvement in problem-oriented research. Widened staff experience in non-university employment will also increase the efficacy of teaching as exposure to practical problems brings more realism to the classroom.
- B. A Language Center will be developed to offer skill training in all languages for which there is a demonstrable national need.
- C. Programs will increasingly include internships, particularly EUS, and other direct-experience methods to increase job-relatedness.
- D. The introduction of several carefully selected areas of masters degree-level work will add to the national pool of high level manpower, particularly in agriculture and development administration.
- E. Curriculum evaluation and improvement in the light of feed-back from employers and graduates will be institutionalized both at the faculty level and in the newly organized planning and development office.

### IV. Student Services

- A. Services for the students will be significantly increased, particularly in the areas of counselling, guidance, and testing. These, along with greater faculty involvement in students' affairs should help to reduce alienation and increase positive attitudes which should lead to greater learning and more satisfying experiences.
- B. Health services for students will be increased and improved. Mental health, as noted above, will receive increased attention.
- C. Because academic decisions have such powerful influences on the futures of students, increased student involvement in academic decision - making will be fostered.
- D. Increased student involvement in non-academic activity will be explored with students and the strengthening of student government and other forms of active participation in university affairs will be pursued.



- E. Assistance to aid students in gaining employment will be instituted early in the FFYP through establishment of a Student Placement Bureau which should be fully and effectively functioning by the end of the period. This will reduce lags in employment after graduation and assure faster utilization of university-educated personnel.
- F. Living conditions will improve considerably on all campuses, with the opening of new dormitories and cafeterias.
- G. Sports, recreation activities and opportunities for other creative activities will be expanded.



## EXPANDING THE KNOWLEDGE BASE THROUGH RESEARCH

### I. Research Institutes

- A. A conscious policy of using the research institutes as contacts with the non-university community will be followed. The institutes will provide research and consultative services to non-university agencies as far as their resources permit.
- B. A new institute, specializing in problem oriented research in the sciences and technology, will be organized during the last year of the TFYP and actual operations will be begun at the outset of the FFYP. It will join the existing Ethiopian Studies and Development Research Institutes in the over-all research structure centered in Addis Ababa. As need is determined, other institutes may be established. Coordinating mechanisms, such as overlapping memberships of governing boards, and maximum feasible sharing of facilities will be built into new institutes.
- C. The Agricultural Experiment Station at Debre Zeit and the College of Agriculture campus at Alemaya will be improved in both facilities and staff and continue to be the source for most agricultural research, with an increased number of specialized farms (such as at Dakata) and a new station at Gondar. Coordination with the Ministry of Agriculture will be improved.
- D. By the end of the FFYP the total University research effort should receive an increasing portion of all funding from grants and contracts through the institutes, depending upon the willingness of government agencies and industry to utilize services available and the capability of the University to respond effectively when called upon.

### II. Research Policy

- A. As a matter of policy, almost all research undertaken will be required, to one degree or another, to contribute to the knowledge base for teaching and service, to the development of research skills in students and staff, or both. Proposed projects must demonstrate one or more of these features before approval. With most research focused on national problems, this should lead to a greater degree of interdisciplinary and multi-disciplinary work. Interdisciplinary research will be actively fostered through preference in funding.



- B. In the light of the university's responsibilities for leadership and because of its inherent nature, as noted in the section on Objectives, research on problems of professors' choice, which may have no immediate practical application, will also be carried on. This is necessary to maintain the intellectual quality of the staff, to protect the free, rational discussion necessary within a community of scholars, and to add to the general theoretical base from which practical applications may be developed. High academic standards will be maintained through the methods of mutual criticism and publication.\*
- C. In all research fields coordination with related agencies will be pursued energetically.
- D. Research topics focusing on rural development will receive priority in the Institute of Development Research and , wherever feasible, in the science and technology institute and other institutes.
- E. The agricultural research effort will be doubled in volume and its geographic diversity increased as recommended in the strategy outline of the PCO. Improved coordination with the Ministry of Agriculture will avoid duplication of effort and assure that appropriate priorities are followed.
- F. Masters degree programs instituted near the middle of the FFYP period will increase the pool of personnel trained in basic research techniques and add to the research output.
- G. Research findings will be disseminated through an increasingly broad spectrum of written and other methods. Information channels with related government ministries will be improved for an accelerated two-way flow of information. Existing journals will be continued and several more developed. Increasing use will be made of pamphlets and other written materials as literacy increases among the general population. Increased use of radio will, in particular, provide farmers with better information.

\* See HSIU, Consolidated Legislation of the Faculty Council, September, 1973. Title II, Sec. 1, (a) (i) (1).



- H. A general policy regarding scholarly journals will be established. It will deal with decision-making structure, editorial policy, financial self-support, and the disciplinary breadth to be encompassed.
- I. In order to make most efficient use of scarce resources, research administration will be improved. More definite procedures will be developed and communicated. Administrative issues, such as the relative responsibilities for research of the institutes and academic departments, will, after appropriate consultation, be clarified. A policy regarding the degree of self support of institutes will be developed.

#### DEVELOPING OUTREACH SERVICES

- I. Extension will undertake a broader, more varied and geographically better distributed role with more diverse programs. The development of correspondence study program and greater use of media, particularly radio, will increase access to University education. Additional Extension centers will be initiated, usually in conjunction with existing educational institutions and governmental agencies. The exact nature of changes will undoubtedly be affected by the recommendations of the Unesco report, currently under study.
- II. If public and private agencies increase their use of the exceptional resource it represents, EUS will become better integrated with campus programs, with a greater variety of work specialties and increased university counselling and supervision. This latter means real costs in staff time but will pay off in a significantly improved educational experience for EUS students. Involvement in rural development programs will be particularly sought.
- III. In addition to its national responsibilities for research and teaching, the regional campus in Alemaya will provide a broad spectrum of teaching, research, cultural and consultative services, to the surrounding area. They will be based primarily in the College of Agriculture. The same approach will be central to the process of development at the new Gondar site, with the public health focus being maintained.
- IV. The in-service training of teachers will be expanded through geographic dispersion, by undertaking a program for secondary teachers, and by making it a year-round operation rather than concentrated in the summer months. Its extent will, of course, ultimately depend on the policies of the Ministry of Education and Fine Arts regarding such training for teachers in service.



V. Involvement with government ministries and agencies in development activities (already close with the Ministry of Education and Fine Arts and several others), will be intensified through personnel exchanges, use of advisory boards, and other innovative methods. Research involvement is noted under the Research heading.

VI. Although the concept is not fully developed as yet, the intent is to open some provincial centers in cooperation with ministries involved in Integrated Rural development. The satellite centers for teacher internships being developed by the Faculty Education would make useful starting points for the provincial centers. But excessive dilution of effort will be avoided. Adequate funding will be necessary.



### REGIONALIZATION

The nature of and the justification for geographic decentralization presented in the Blueprint for Development of the University will continue to represent University policy. Progress has been somewhat slower than desired due to the aforementioned shortfall in planned revenues. With Alemaya having met its planned size and program, with planning for the new campus and program expansion in Gondar now in the short range (five-years), first steps will be taken to reach out to the South and West. The assumption is that the increased energy and program improvement at the Yohannes IV University (University of Asmara) will, with HSIU cooperation through Extension and other means, result in an appropriate level of service in the North.

During the FFYP, HSIU will study carefully the economic, social, and educational characteristics of various population centers and secure land in two of them by the end of the FFYP so as to begin modest development there during the Fifth Five Year Plan. Smaller centers will also develop during the FFYP which will become University service centers but will not be destined for development into regional campuses in less than 10 years.

University administrative structure will be adjusted to provide for greater autonomy of the major campuses as they progress and grow. Proposals are under study at the time of this writing to accomplish greater administrative decentralization.

### ENROLLMENTS

HSIU is committed to tailoring its enrollments, both in total and in subject-matter distribution, to national manpower needs. Several important factors currently qualify this policy.

1. Reliable estimates of future need for university-educated manpower do not exist in Ethiopia.
2. The consensus within the University, which has been formally endorsed by the Faculty Council, is that growth of freshman admissions should be at about 12 percent per year. However, considering the problem of obtaining adequate, timely funding, the University proposes to have first year admissions grow at a minimum of about 9 percent per year. Policies on Extension and Summer School enrollments are still under study and will be elaborated later. Even the 9 percent figure, although lower than the preferred level, will require adequate resource allocations. There is no more slack or unused resources within the University. The Education Sector Review



recommended a growth rate for HSIU of about 5.4%. In part because the growth of secondary schools will be slowed only gradually during the FFYP, and in part, as noted above, because of the shortage of university-educated manpower, the ESR figure is viewed as a long term target. Should implementation of the ESR be proceeding by the end of the FFYP, HSIU will plan to move toward the proposed growth rate during the Fifth Five Year Plan. At the time of this writing reconsideration of the ESR by the IEG is continuing.

3. Claims have been made that there will be some excess supply of University graduates. This has not been demonstrated. In any case, HSIU believes that a modest surplus situation in terms of educated manpower is better for the nation than a shortage. The difference between need for university-educated personnel and employment demand for their services is recognized. In the absence of defensible demand projections, HSIU believes that to proceed carefully in the light of national need is a reasonable position. Although HSIU is not, as a matter of course, informed of them, various development break-throughs being planned will generate high level manpower requirements and the university wishes to be in position to respond to them. During the FFYP, HSIU enrollment growth will be determined by freshman admissions, since attrition rates will have stabilized.
4. Twelfth grade enrollments constitute the primary source of applicants for admission to HSIU the following year. Estimates of twelfth grade enrollments, therefore, give an idea of the numbers of possible aspirants for admission to HSIU during the FFYP. All of these young people are already in the school system. Using grade-to-grade continuation rates of the Ministry of Education and Fine Arts, the youth in the 8th grade during 1966 can be followed through until they become the 12th graders of 1970, from whence come the bulk of the applicants for admission as HSIU freshman in 1971. Using this methodology with provisions for applicants from sources other than through the ESLCE, the number of qualified applicants to the freshman class during the FFYP has been projected as shown below.\*

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\*The problems regarding the boycott of the secondary schools and the ESLCE had not been resolved as of early Guenbot, 1967 and could change the situation from what is projected here.



These numbers are compared with projected freshman class sizes derived from the alternative assumptions of 9% and 12% growth rates.

TABLE I

Projected Qualified Candidates vs. Admissions

Year E.C.	Qualified Applicants	Freshman Class		Surplus	
		(9%)	(12%)	9%	12%
1967	3200	2680	2960	520	240
1968	3500	2920	3310	580	190
1969	4300	3180	3710	1120	590
1970	4900	3470	4150	1430	750
1971	5500	3780	4650	1720	850

Note: Projections made using a similar methodology for years 1965 and 1966 have been realized to be correct.

It can be readily seen that, even at the highest proposed rate of growth of freshman admissions, the number of qualified students who would be allowed to enter is still well below those qualified for admission. Any rate lower than 9 percent growth will, therefore, result in very large numbers of qualified young people being turned away.



5. Table II and Table III project the two main alternative growth patterns. Table II projects University enrollment if freshman admissions increase by 9 percent per year during the FFYP. Table III projects University enrollment if freshman admissions were to grow at 12 percent per year.

Table IV compares the projected annual enrollment figures of the two growth rates during the Fourth Five Year Plan. As can be seen, the numerical differences are not great. This is because many of the FFYP students are already enrolled in HSIU.

6. If freshman enrollments increase by 9 percent per year and the main enrollment assumptions are reasonable accurate, the University would enroll a total of about 13,000 during the first semester of 1971, including students on EUS.

If the freshman increase rate were 12 percent, the University enrollment would be about 15,500 at the start of the academic year in 1971, including EUS students.

7. Projections of the two growth rates to the end of the Fifth Five Year Plan (1976) are shown in Table V. They indicate that the 12 percent annual increment in freshman enrollments would produce a total enrollment of about 25,000 in 1976, as compared to the 19,000 of the 9 percent. This is about 30 percent greater.

8. The target distribution of post-freshman day enrollments by area is as follows. (Note that all current faculties are not listed as such.) This distribution reflects current HSIU assessment of manpower needs--as has been repeated, in the absence of authoritative studies--and will be changed if experience indicates the necessity. The most likely changes involve increasing the percentages for Agriculture, Education, and Technology.



Agriculture	12%	Public Health	15%
Education	28%	Science	8%
Languages & Humanities	3%	Social Science	15%
Law	8%	Technology	12%
Medicine	7%	Theology	1%

These percentages do not reflect actual percentages of teaching performed, but rather the distribution which degrees granted would have if all or an equal percentage of students from all faculties received degrees.

More than 250 fifth-year professional engineering, law, medicine, and graduate students are projected for the final year of the Plan period. Of these about 50 should be in the newly-established masters degree programs.

#### NUMBERS OF GRADUATES

The total number of students graduating in any given year is determined by two factors, the number who enrolled as freshman five or six years before, and subtracted from that number, how many dropped out or were dropped for academic or other reasons. The estimates of total numbers of graduates made here are affected by one very important assumption: that attrition of freshmen will average about 15 percent, which was the experience of the most recent year, 1965. It is very doubtful that it will fall any further. If it rises somewhat, which would not be unreasonable to expect then the numbers of graduates in the later years of the plan would be somewhat lower. Attrition could fall somewhat if the University were forced to adopt a very restrictive freshman admissions policy. In such a case the cream of the candidates would be admitted, increasing probabilities of success.

Estimating numbers of graduates by field of study presents considerable difficulty also. HSIU has not as yet adopted a rigid quota policy among faculties, although there is a ceiling on admissions to some individual faculties, such as Medicine, which now must turn away some aspirants. The more students are given freedom of choice, the greater the possibility that the estimates of graduates by field will be inaccurate.

Table VI indicates that HSIU contemplates graduating almost 5,000 students during the period.



TABLE II

Enrollment Projections at 9% Freshman  
Growth

Academic Class	1965 actual	1966 actual*	1967	1968	1969	1970	1971
I	1864	2460	2680	2920	3180	3470	3780
II	532	1830	2090	2280	2480	2700	2950
III	424	880	1470	1700	1870	2050	2250
EUS	342	540	790	1350	1570	1730	1900
IV	638	450	530	770	1320	1540	1700
V	128	160	180	200	220	250	280
Upper Class	1722	3220	4270	4950	5890	6540	7180
Total University (without EUS)	3590	5780	6950	7870	9070	10010	10960
Total University	3932	6320	7740	9220	10640	11740	12860

Enrollment Assumptions

- Year II = 85% of previous year's Year I
- Year III = 90% of previous year's Year II. Less about 200 diploma graduates after Year II
- EUS = 95% of previous year's Year III, less about 50 diploma graduates.
- Year IV = 98% of previous year's EUS; beginning 1970 plus returning Science Teachers.
- Year V = Increase by 20 students per year first 3 years, then by 30. Composed of all post-year IV students, including medical interns in Year VI.

\* Actual. As of Meskerem 20, 1966



TABLE III

Enrollment Projections at 12% Freshman

Growth

Academic Class	1965 actual	1966 actual*	1967	1968	1969	1970	1971
I	1864	2460	2760	3090	3460	3870	4340
II	532	1830	2090	2350	2630	2940	3290
III	424	880	1470	1700	1940	2190	2470
EUS	342	540	790	1350	1570	1800	2030
IV	638	450	530	770	1320	1540	1760
V	128	160	180	200	220	250	280
Upper Class	1722	3220	4270	5020	6110	6920	7800
Total University (without EUS)	3590	5780	7030	8110	9570	10790	12140
Total University	3932	6320	7820	9460	11140	12590	14170

Enrollment Assumptions: See Table I

\* Actual. As of Meskerem 20, 1966.



TABLE IV

Comparison of Annual  
Total Enrollments with Two  
Different Growth Rates During FFYP

Total Enrollments

Annual Rate of Increase of Freshman Enrollment	Total University Enrollment.				
	1967	1968	1969	1970	1971
9%	7700	9290	10700	11830	12980
12%	7980	9920	11960	13820	15760
Ratios					
9%	1.00	1.100	1.00	1.00	1.00
12%	1.04	1.07	1.12	1.17	1.21



TABLE V

Comparison of Total 1976  
Enrollments using 12 percent and 9 percent  
Annual Increments of Freshman Enrollments

Rate	Total University	
	Number	Ratio
9%	19,420	1.00
12%	25,220	1.30



TABLE VI

Estimates of Degree Graduates\*  
1968-1971

Field	Expected Graduates
Agriculture	600
Education	900
Languages & Humanities	150
Law	250
Medicine & Pharmacy	200
Public Health	180
Science	1000
Social Science (incl. Arts, Business Admin., Social Work)	800
Technology	400
Theology	70
Extension	250
Total	4800

\* Does not include diplomas and certificates



ADMINISTRATIVE ORGANIZATION\*

I. General

The evolutionary development of the central administration will continue, with specialties added as necessary. Although criticized in the past for being under-staffed at the top policy levels, the central administration will continue to be kept small so as to avoid unwieldiness and pursue the goal of an increase of responsibility devolved upon the deans.

II. Academic Administration

In line with the frequent call by the Task Forces, the studies of the Board of Governors and the recommendations of outside experts, a high priority will be given to the improvement of academic administration. This will include the appointment of professional administrators in the academic decision making structure (Faculty Council and its bodies) and, where desirable, at the dean's level. Greater use of part time assistant and associate deans will also be made. This latter policy will also develop a cadre of experienced administrators. Personnel administration procedures will be simplified.

III. Structure for planning

Two possibilities are being considered. One will be implemented early in the FFYP. The one recommended by the O & M task force is basically a continuation of the current pattern where the Planning Officer reports directly to the President. A few additional specialized staff would be added to the office, but it would remain small and completely advisory in nature.

The other possibility would provide that the over-all planning for finances, physical plant investment, and enterprises management, along with institutional research functions, would be brought together into an integrated structure under a Vice President who would have at his disposal an improved management information system. The current position of Planning Officer would be amalgamated into the structure. This option would require a Charter amendment.

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\* This section will be modified on the basis of actions to be taken by the Board of Governors resulting from the work of the Task Force on Organizational Structure and Management.



IV. Business Administration

An integrated Finance Department will be established as will an Engineering and Maintenance Services Department. The personnel functions will be upgraded and routine matters in academic and non academic personnel affairs will be merged administratively. Personnel policies and procedures will be institutionalized and management improved, particularly the records system.

V. Geographic Decentralization

In order to maximize flexibility in meeting regional needs, reduce decision making delays, and foster a sense of responsibility, the current policy of maximum delegation will continue to be pursued, most particularly in the case of Alemaya. By the end of the FFYP, only decisions with university-wide impact will have to be referred to Addis Ababa. This is likely to require some administrative rearrangement. A senior experienced administrator will be appointed as head of the campus (the exact title as yet being undecided) above the level of Dean.

VI. Charter Revision

The Charter needs to be a living document, guiding HSIU in the light of past experiences, but flexible to accommodate changing conditions. New developments since the Charter was written include a changing concept of the organization of the central administration, regional campuses, and research institutes. Charter revision will be sought during the FFYP.

LIBRARIES

The Library system will require considerable continuing investment in collections, physical facilities and staff development. As the University becomes more specialized and complex, provision of adequate services becomes more difficult. The internal organization of the Library system will need to undergo modification as will its programs and its physical facilities. One of the important functions of the library system will be to assist academic staff to move away from reliance on textbooks and lectures as the primary teaching devices. Several other factors are particularly important to future of the library system.



Research and graduate programs. An integrated research library will be developed in Addis Ababa. It will serve the research institutes and graduate programs based in Addis Ababa. It will probably be physically connected with the Kennedy Library. Collections for the graduate programs will be begun with costs tied to the graduate programs rather than as part of the general library budget.

Strengthening regional and specialized libraries. The libraries at Alemaya and Gondar will have to be considerably strengthened, particularly through increased acquisitions to meet current program needs. As programs are broadened, the libraries' collections and services also must be broadened. This will be especially true at Alemaya where the proposed graduate program will require considerable additional investment.

Coping with increased numbers of students. By the end of the FFYP some 11,000 students may be enrolled. This is almost three times the number in Semester II, 1965. Total volumes for undergraduate work will have to more than double. In addition to providing increased tables and chairs, new arrangements for student study space will be made in buildings in Addis Ababa other than the library so that space can be maintained for those actually employing library materials. The assumption is that teaching methods of the faculties will improve, which will require increased use of libraries.

Other problems which still require special attention include reducing losses from theft and damage. Management of dispersed specialized collections such as law and medicine will require additional staff training and improved physical facilities for those collections.

Innovative approaches will have to be developed to utilize the collections which, though increasing in absolute numbers, will drop in volumes per student. Even though library expenditures as a percentage of university expenditures will rise, the rapidly rising prices of textbooks and other factors will bring about a reduction of volumes per student of about 30 percent during the FFYP.

Above all the University libraries must have an adequate stock of materials. These materials will, however, change from near total concentration on books to include an increasing proportion of other materials and other formats.

Before the end of the FFYP, the Science Centre will be completed, adding about 4,000 m<sup>2</sup> of library space to the Addis Ababa facilities. It will entail increased costs for administration.



PART III

RESOURCE BASE NECESSARY

FOR THE PLAN



RESOURCE BASE

I. Staff

- A. By 1971 the over-all staff-student ratio, including all academic administrators, but excluding purely research staff of Institutes, will rise by about 30% to about 14 to 1 if the 9 percent growth rate is pursued. At the 12 percent growth rate it will probably have to rise to 15 to 1, which coincides with a Unesco recommendation of many years standing. The 9 percent pattern is shown in Table VII. The pattern for the 12 percent rate moving to 15 to 1 is shown in Table VIII. Requirements for the 9 percent rate and the 15 to 1 ratio are shown in Table IX.
- B. Approximately 420 Ethiopian staff will have attained the Master's or higher by 1971 as compared to 165 in 1966. A flow of about 50 returnees with advanced degrees is expected per year throughout the FFYP.
- C. Staff competence will be more widely diversified as extension and research institute functions broaden and require new skills.
- D. As externally supported staff development activities diminish, particular care will be taken to avoid inbreeding. Staff recruiting will stress more diversified educational experiences as will staff development programs in order to minimize intellectual inbreeding.

II. Physical Plant, General

- A. A Task Force on Physical planning was established as part of the over all planning activity. Its basic recommendation was that the University develop an integrated space management-capital development program. The program (or system) will include the following elements:
  - 1. A physical planning information system stressing inventory and utilization information and having access to constantly updated, reliable student and staff numbers and program projections.

(As part of its work, the task force arranged for the first complete space inventory. This will be annually updated and published.)



2. A set (or system) of periodically reviewed space standards to be applied to the student and staff projections so as to provide the necessary estimates of space needs by general type for any given period of time.

(The space needs estimates in this plan document are made using the space standards and estimating methodology recommended by the task force. Their applicability and utility will be annually reviewed during the FFYP)

3. A space management program designed to obtain optimum use of existing facilities through continuous inventory and centralized assignment of classroom, laboratory, office, and auxiliary space. Space management should be closely tied to the physical plant maintenance program.

The estimates of space needs made in this plan are based on the assumption that, since Ethiopia is not a wealthy country, use of space must be quite intensive so as to mainimize necessary capital expenditures. A barrier to optimal utilization is the physical dispersion of the University. Gondar and Alemaya are very obviously separate. The fact that there are five campuses in Addis Ababa makes difficult the flexible use of space. Nevertheless, utilization rates for classrooms and laboratories will rise during the FFYP particularly in Technology (Northern) and Sidist Kilo. It must be recognized, however, that intensive use requires energetic management. Centralization of that management will take place to assure that faculties do not hoard space.

B. Physical facilities construction requires relatively long periods of time. The larger the project, the longer the time. From the signing of the contract for the architectural consulting services for the IDA-financed Science Centre until the completed facility is accepted by the University for use will require at least four years. The loan was in negotiation, review and acceptance for a period of more than three years. The "pipeline" for the project thus extends for at least seven years. This has implications for the capital budgeting for the period of the FFYP.



Given the pipeline length, the assumption is made that the only large project to be completed during the FFYP will be the Science Centre. Financing would have to be arranged before the end of 1967 in order for the completion of the Social Science Centre before the end of the FFYP. This seems unlikely as of late 1966. Physical facilities needs thus are projected to 1976. In order to meet predictable needs during the 1971-76 period, project planning must be carried forward on an extensive scale during the FFYP, a good deal of capital funding arranged, and design and some construction work carried out.

Smaller projects will ordinarily be undertaken out of annual IEG appropriations for capital expenditures. Their design and construction periods are shorter. Several of those will be completed during the FFYP.

Land use plans for Addis Ababa and Gondar developed during the TFYP will form the basis for the construction program. Land acquisition for future sites in southern and western Ethiopia will begin after careful study to establish the best sites.

Table X indicates HSIU net space needs by major type and location for the last year of the FFYP. Table XI indicates instructional space needs by campus for the last year of the expected Fifth Five Year Plan.

### III. Capital Costs

#### A. Instructional Space

Table XII gives cost estimates of instructional space which will need to be constructed at all three locations by 1976. Planning for some of this should begin by 1970, so some costs will be incurred in addition to the costs for the Social Science building, work on which should begin by 1968 or 1969. It indicates a particularly pressing need for laboratory space in Alemaya. Preparations for additional construction should begin as soon as possible there.

#### B. Office Space

Office space for functions of the University other than the research institutes should be adequate in Addis Ababa and Alemaya through 1971, assuming the construction of the Science Centre, which would release considerable space for conversion to office space. Office space needs for Addis Ababa to 1976 indicate that planning for construction of about 1000m<sup>2</sup> of office space should begin in 1971.



### C. Auxiliary Space

This is difficult to estimate. Reliance on the space standards developed by the Task Force seems a bit premature because of the lack of experience in this area as compared to office and instructional space. Auxiliary space is the least expensive to construct--consisting mostly of sheds and storage buildings. It has not, therefore, been calculated in detail.<sup>2</sup> A rough estimate could be 1,000m<sup>2</sup> at \$200 per m, or \$200,000.

### D. Research Space

As yet the University has not developed a policy regarding the degree of self support to be required of the research institutes. In their early days, subsidies have been rather extensive in the form of physical facilities and administrative and clerical salaries.

To provide incentives to the institutes to be client oriented and provide services desired by clients, a formula will be developed whereby a certain amount of income from grants, contracts, and fees will be required for every dollar to be provided from the regular university budget. Given the organization of ISTRAD, in particular, on the premise that there is a large market for services, the assumption is that ISTRAD will be largely self-sufficient in short order and will be able to provide space for its functioning out of its revenues.

Therefore, a relatively small amount--\$250,000-- is estimated for research space for institutes.

## IV. Recurrent Costs.

Recurrent costs have proven very difficult to predict. Some of the possible recurrent cost configurations are presented below.

A. Table XIII indicates recurrent costs if the 12% freshman growth rate holds. The annual cost per student from the Education Sector Review is used. Not counting EUS students (for whom real but lower costs are incurred), recurrent costs would reach about \$46,000,000.

B. Table XIV indicates the probable scope of recurrent costs for the 9% freshman growth rate, also using the annual cost figures projected by the Education Sector Review. Recurrent costs would rise to about \$42,000,000 by the end of the period on these assumptions.



C. Table XV projects recurrent costs if the 12 percent freshman growth rate is implemented and per-student costs are lowered initially because of the austerity program and are held low because of economies of scale (which the University believes would not be this extensive). Costs in 1971 would be about \$33,000,000.

D. Table XVI projects recurrent costs on the assumption of a major reduction in per student costs in 1967 because of the austerity program and a subsequent annual growth of 2 percent following the ESR. Costs in 1971 would be about \$33,000,000.

E. The University favors the implementation of a student loan scheme. The Government is considering the issue. If approved, this could release some funds and probably slow the growth of recurrent expenditures.

F. Budgeting Procedures

Attempts will continue to develop a three-year rolling budget with the Ministry of Finance in order to allow more orderly financial planning.



TABLE VII

Total Number of Full-Time Faculty  
Needed during FFYP

(9% Growth Rate 14:1 Target Student/Staff Ratio)

Year	Enrollment Projection*	Ratio	Staff Needed
1965	3590**	8.2**	438**
1966	5860**	11.2**	525**
1967	6905	12.0	580
1968	7980	12.5	640
1969	9070	13.0	700
1970	10140	13.5	750
1971	11040	14.0	790

\*Based on Table I (without EUS)

\*\*Actual. 1966 as of Meskerem 20.



TABLE VIII

Total Number of Full-Time Faculty  
Needed during FFYP

(12% Growth Rate 15:1 Target Student/Staff Ratio)

Year	Enrollment Projection*	Ratio	Staff Needed
1965	3590**	8.2**	438**
1966	5860**	11.2**	525**
1967	7180	12.0	600
1968	8610	12.75	680
1969	10330	13.5	770
1970	11700	14.25	820
1971	13400	15.0	890

\*Based on Table II (without EUS)

\*\*Actual. As of Meskerem 20, 1966.



TABLE IX

Total Number of Full-Time Faculty  
Needed during FFYP

(9% Growth Rate 15:1 Target Student/Staff Ratio)

Year	Enrollment Projection*	Ratio	Staff Needed
1965	3590**	8.2**	438**
1966	5860**	11.2**	525**
1967	6905	12.0	580
1968	7980	12.75	630
1969	9070	13.5	670
1970	10140	14.25	710
1971	11040	15.0	740

\*Based on Table I (without EUS)

\*\*Actual. As of Meskerem 20, 1966.



TABLE X

HSIU Net Space Needs by Major Type and Location  
1971 (in M<sup>2</sup>)

9% Growth Rates)				
Facility Type	Alemaya	Gondar	Addis Ababa*	Total
Classrooms & Labs**	3470	1035	22910	27415
Library	1410	705	9830	11945
Offices***	1490	710	9540	11740
Other Space	1350	750	9200	11120

\*15% added to instructional space and 10% to office space for locational problems.

\*\* Includes preparation space.

\*\*\* Does not include professional librarians' offices.



TABLE XI

Instructional Space Construction Needs

1976 (M<sup>2</sup>)

(9% Growth)

	Inventory* 1971	Need 1971	Need 1976	Construction Needed by 1976
<b>Addis Ababa**</b>				
Lecture Halls, general & special classrooms	9560	10110	15550	7340
Laboratories	13510	12800	19680	8080
<b>Alémaya</b>				
Lecture Halls, general & special classrooms	1430	720	1080	-
Labs	990	2750	4130	3280
<b>Gondar</b>				
Lecture Halls, general & special classrooms		420	650	650
Labs		615	950	950

\* Inventory assumes construction of Science Centre completed.  
 Current inventory of lecture and classrooms = 8830 plus 730 Sci. Cent.  
 " " labs = 7310 plus 6200 Sci. Cent.  
 To calculate inventory, total is reduced 3% per year to represent depreciation and reduction of stock.

\*\* Need figures include 15% adjustment for geographic distribution.



TABLE XII

Cost Estimates, Instructional Space Construction

Needs by 1976

(9% growth)

	1983-84 Need (m <sup>2</sup> )	Estimated Cost Eth. \$
Addis Ababa		
Lecture halls, etc. @ \$400/m <sup>2</sup>	7340	\$2,936,000
Laboratories @ \$550/m <sup>2</sup>	8080	4,400,000
Alemaya		
Lecture halls, etc. @ \$450/m <sup>2</sup>	-	-
Labs @ \$550/m <sup>2</sup>	3280	1,800,000
Gondar		
Lecture halls, etc. @ \$450/m <sup>2</sup>	650	293,000
Labs @ \$550/m <sup>2</sup>	950	523,000



TABLE XIII

Recurrent Cost Projections Using ESR/Student Cost &  
12% Growth Rate\*

Year	Number of Students	ESR Per Student Recurrent Cost	Total Recurrent Cost
1966	5780	3260*	\$19,100,000*
1967	7030	3502	24,600,000
1968	8110	3572	29,000,000
1969	9570	3643	34,900,000
1970	10790	3715	40,100,000
1971	12140	3791	46,000,000

\* Actual



TABLE XIV

Recurrent Cost Projections Using ESR/Student Cost &  
9% Growth Rate\*\*

Year	Number of Students	ESR* Per Student Recurrent Cost	Total Recurrent Cost
1966	5780	\$3260 *	\$19,100,000*
1967	6950	3502	24,300,000
1968	7870	3572	28,000,000
1969	9070	3643	33,000,000
1970	10010	3716	37,200,000
1971	10960	3791	41,500,000

\* Actual

\*\* Education Sector Review, "projected Enrollment, Unit Costs and total costs of tertiary Educational (sic) by Institution", pp. IV-14-15.



TABLE XV

Recurrent Cost Projections Using Reduced Per-Student  
Cost\* and 12% Growth Rate

Year	Number of Students	Recurrent Cost Per Student	Total Recurrent Cost
1966**	5780	\$ 3260	\$ 19,100,000
1967	7030	2750	19,300,000
1968	8110	2730	22,100,000
1969	9570	2730	26,100,000
1970	10790	2730	29,500,000
1971	12140	2730	33,100,000

\* To reflect possible austerity program

\*\* Actual



TABLE XVI

Recurrent Cost Projections Using Reduced Per Student  
Cost for 1967\* and Subsequent 2%  
Annual Increase as per ESR.

Year	Number of Students	Recurrent Cost Per Student	Total Recurrent Cost
1966**	5780	\$ 3260	\$ 19,100,000
1967	6950	2750	19,100,000
1968	7870	2810	22,100,000
1969	9070	2870	26,000,000
1970	10010	2930	29,300,000
1971	10960	2990	32,800,000

\* To reflect possible austerity program

\*\* Actual



PART IV

REGIONAL GEOGRAPHIC SUMMARY

As noted earlier, the longstanding HSIU policy of developing facilities and programs throughout the nation continues. As secondary school facilities away from the major population centers improve, the necessary base of secondary school graduates to justify a branch campus will be available in more parts of the country. Also, as modernization proceeds widely throughout the country, job opportunities for graduates in the private sector will be more widely dispersed, as they will become in the governmental sector as decentralization proceeds.

In order to try to provide some sense of the actual outcomes of enrollment policies, teaching programs, etc., by the end of the FFYP, brief summaries of salient factors regarding each of the main geographical locations of the University are presented. They are phrased in terms of what is to be expected by the end of the Plan period or earlier if so stated. For Addis Ababa, statements of program goals and activities are given for each faculty.

## ADDIS ABABA

### Size

The percentage of all HSIU students studying in Addis Ababa will drop somewhat by the end of the TFYP. If the proposed construction program for Gondar were carried out it could drop faster. Nevertheless, more than 70% of day students will still be enrolled on the Addis Ababa campuses at the end of the FFYP. This will mean day enrollments in the neighborhood of 6,500 in Addis Ababa.

No additional faculties will be added, except perhaps a graduate school, although some reorganization will take place, particularly consolidations in the languages, humanities, and social sciences.

### Teaching Program

The closer integration of teaching into the working world of business and government will be sought. Modern facilities for science should aid learning as the Science Center Building will be completed at the end of the Plan period.



If growth of secondary education is only gradually slowed and teacher certification is supported by the Ministry, preparation of secondary teachers will be the single largest professional program. Under those circumstances upwards of 30% of upperclass students will be enrolled in the Faculty of Education. This will mean that the faculties of arts and science will continue to have their very large service roles.

The 60/40 ratio of science and technology enrollments to other enrollments will have been achieved before the middle of the period. The Technology facility on the Northern Campus will be operating at full capacity.

#### Research

Headquarters of the main research institutes will be in Addis Ababa, with agricultural research centered in Alemaya and Debre Zeit. Graduate programs in applied biology, educational management, and development administration will be offered and provide a manpower base for research in those areas. Research on medical problems will be expanded.

The science and technology research institute will be occupying new facilities on the Southern campus.

The Institute of Development Research will have grown to encompass specialized research centers dealing with child development and development administration.

#### Physical Plant

The University District in the Makakalegna area have been legally defined and a majority of land within will have passed into University control. Development will take place in the light of an integrated plan, currently under elaboration. A second series of dormitories will have been completed by the end of the Plan period. Major remodelling and replacement in the Arat Kilo and Sidist Kilo locations will have upgraded the over-all quality of the plant. Auxiliary, service, and administration facilities quality will thus be approximating that of the teaching facilities. Sports and recreation facilities for students will have been considerably expanded.



### Faculty Plans

The following statements contain elaborations of goals, objectives, and programs as seen by the faculties.

#### Faculty of Arts

The Faculty of Arts will continue to be primarily a service faculty for the Freshman Program and for the Faculty of Education.

Nevertheless, majors in the constituent departments of the Faculty will increase considerably during the FFYP. The considerable projected growth will require administrative adjustments. The Faculty will be divided into two major sub-units, Social Sciences and Arts, in order to simplify administration and assure coordination. Further internal "tightening up" will be pursued to parallel the merger of Political Science and Public Administration into Government Affairs. Hopefully, the extremely heavy student-staff ratio will be reduced somewhat.

The substantive problem which will receive the most attention will be to increase the relevance of the work of the Faculty to rural development. This will depend heavily on the IDR from several aspects. IDR will provide the primary source of funding for problem-oriented research which will provide the professional vehicle for work in and with the rural sector for most staff members. Also, the base line studies of IDR will provide basic social, economic, and political data for staff to use substantively in their teaching.

Along the same line of increasing relevance, social science staff, in particular, will be encouraged to take various administrative and planning posts in government and industry for fixed periods. At any given time two or three staff should be on leave for this purpose. The development of Ethiopian instructional materials will continue to receive high priority.

#### College of Business Administration

The most important change to be carried through in the CBA during the FFYP will be the introduction of specialties in Finance, Marketing, Personnel, and Production. Students will thus be rather more specialized than at present as employers have strongly indicated that they should be.



Another important change will be the reduction of the core program within the College. This will allow students to take minors in public administration, economics, or other relevant subjects. The result should be that graduates will have a broader grounding in issues of public policy and administration.

The College will have a student-staff ratio of between 15 and 20 to 1. If it is at or near the lower limit, an important amount of research by faculty will be possible. If the ratio is at the higher figure, research production must be more modest. In either case or something in between, the first priority will be to produce studies which contribute to the Ethiopianization of teaching materials. This indicates that research should be heavily descriptive and analytical in order to lend itself to the production of case studies for teaching purposes.

#### Faculty of Education

In terms of head count of enrollments, the Faculty of Education will become one of the largest in the University. The Faculty of Education will experience a very rapid growth in teaching loads. The student-staff ratio will rise from the approximately 8:1 level of 1973-74 to about 15:1 by 1978. The number of FTE students will be more than double in 1978 than the 1973 number. Staff will number about 39 or 40 by the end of the FFYP.

Pressure will be felt in all three years as previously small student enrollments are replaced by very large ones. Teaching loads will be heavier. Staff currently teaching part-time in the Faculty of Arts will almost certainly be brought back in to full-time work in the Faculty of Education. Enrollment and work load increases will stimulate further development of continuous program and staff evaluation--with staff participation. It is likely to require reorganization within the Faculty to recognize new programs.

In terms of teaching programs, the Faculty tries to be as responsive as possible to the needs of the Ministry of Education and the private schools. The current reassessment of the national commitment to the educational sector review should clarify the likely nature of those needs. In particular, if growth of government secondary schools is allowed to proceed at a rate substantially above that of the ESR, the demand for Education graduates would almost certainly be very strong. Joint program development and improvement with the faculties of Science and Arts will be intensified. A degree in technical education should be offered before 1971.



Two important changes in teaching programs involve EUS and in-service programs for secondary school teachers. The EUS year will become a year of supervised practice teaching. Currently, EUS students in Education are placed in the field and treated by the Ministry as more-or-less available for the staff time and travel costs involved. Periodic supervision, visits, conferences, and the like will be instituted to provide a well organized learning experience for the EUS students to enable them to acquire valuable theory and general insights as they confront the day-to-day demands of teaching.

In-service programs for teachers should follow a somewhat similar pattern. Involvement in organized learning activities should be continuous for secondary teachers. The existing summer program will be strengthened and program for secondary teachers established. This will mean a year-round program. This will require the establishment of staff at several key points outside of Addis Ababa so as to be able to provide evening and Saturday courses.

The Educational Research Centre will be developed in close coordination with the IDR. The director will become full time, a budget established, and full time research staff appointed. Its focus will be purely on the problems of Ethiopian education.

Library science will move from minor program to a diploma program.<sup>a</sup>

#### Faculty of Law

The program objectives of the Faculty of Law for the Fourth Five Year Plan period include:

##### A. Manpower

1. To train the maximum number of degree and diploma holders which can be absorbed into practice at the various court levels, including diplomas for advocates in lower courts and degrees for an increasing share of those practicing before the High and Supreme courts.

2. To provide sufficient degree holders so that all civilian prosecutors operating in the Awraja, High, and Supreme Courts have degrees.

3. Provide a supply of degree holders adequate to move into fields of need in the operating ministries of the government.



## B. Research

For the nation, the Faculty proposes to play a central, although not exclusive role in:

1. Explication of the vast body of new legal material introduced into the system in the recent past.
2. Indexing of legislation
3. Development of legal terminology in Amharic
4. Investigation of the application of laws and whether or not (and how) intended consequences are obtained
5. Collection and indexing of judgements
6. Research into traditional and customary legal or quasi-legal institutions to aid in public policy decisions about their future.

C. Direct provision of Legal Services. This will be primarily in drafting and advising, calling upon the Faculty's pool of legal specialists.

The enrollments in the faculty should rise proportionally to the growth of the whole university. With its close ties to the Ministry of Justice and other key employing agencies, the Faculty will continually monitor the employment situation of its graduates and adjust its intake accordingly, except that staff availability will be the main constraint on growth in enrollments.

## Faculty of Medicine

The Faculty of Medicine plans to quadruple the number of physicians graduating annually by the end of the FFYP compared with the number in 1966. At present the pre-clinical teaching is fully carried out in the Faculty building of the Duke of Harrar Hospital. Plans are progressing to start the teaching of Clinical Year I in the same building for the academic year 1967. The intention is to centralise all the medical teaching in the Duke of Harrar compound.

Accordingly, it is hoped, that the Duke of Harrar Hospital will become fully functional as the primary clinical teaching facility of the faculty by the end of the FFYP. With the Faculty Medical Library already situated there, the entire teaching activity of the Faculty of Medicine will be wholly centered in the Duke of Harrar medical facility. In addition, a student hostel is planned to be built soon and by the end



of the FFYP, three hundred student will be living in the compound. These developments should result in large savings in staff and student time, savings from transportation, and improve the environment and climate for the study of Medicine.

With the increased intake of students envisaged, the clinical physical facilities of the Duke of Harar will not be adequate. Relationships with both Princess Tsehai Hospital and St. Paul's Hospital will, therefore, continue.

The obligation for graduates to work in the rural areas has now become an accepted phenomenon. The Faculty will, therefore, not only have to prepare its graduates for work in the rural areas of Ethiopia without lowering its standards; but needs to make the graduates self-sufficient to enable them to work in the rural areas. This will come about as part of continuing curriculum review and reform.

The research activity of the faculty has been hampered up until now by the load of the clinical teaching and practice and the unavailability of funds for research. As the staff situation is improved, however, the research activity is expected to increase. Additional funds for research will, therefore, be necessary. The large share of the research funds should be forthcoming from sources outside the University.

The School of Pharmacy will be strengthened through the provision of full-time staff, although the annual number of graduates will not increase greatly.

#### Faculty of Science

By the end of the FFYP the Faculty of Science is likely to have the largest staff of any other faculty. This will logically develop as a result of national commitments to utilize science for economic and social development. The basic commitments of the Faculty of Science, and its interconnections with ISTRAD will mean also that it will have the largest work load of any other Faculty.

There will be a much larger number of graduates in pure science. More of these than in the past can gradually be absorbed into the economy. The primary employment for science graduates, however, will continue for some time to be secondary school teaching. Many science students will take some education courses. All science students will be kept abreast of recent developments in science, new applications, and the relevance of science to society, its development, and its maintenance.



Research will be stressed. Machinery will be established to assist researchers to identify critical areas and to expedite their work once a committee of peers have concurred on priority and feasibility. Some of this research will be done in collaboration with ISTRAD.

Due to the large size of the Faculty of Science, a periodic review of organization, responsibilities, and lines of communication will be required. Clear definitions can be formulated; maximum efficiency can be assured by studied adherence to approved guidelines. The curriculum will be reviewed periodically for its effectiveness not only in preparing science graduates but also in preparing science graduates who can function effectively in the society and for the society.

Student guidance and advisement will be improved by institutionalizing an advisory service embracing most of the members of the Science Faculty in collaboration with the central guidance office to be established. This office will keep abreast of world and national trends in science education and employment so that the student may more realistically make vital career decisions.

To avoid duplication, expense, and shortages of supplies and equipment a Central Stores will be established from which each department can draw. Inventory control procedures will assure that all necessary items and materials are in stock and that sufficient lead time is allowed for replenishing dwindling stocks.

All of the above items can be implemented successfully only with the assistance of trained and responsible technical personnel. Some of these can be trained abroad and others locally on the job.

#### School of Social Work

The main change taking place in the School of Social Work during the Fourth Five Year Plan period will involve the revision of the curriculum to make it more broad based and development oriented. Sequences in development administration, the sociology of development and other related courses will be added to the already interdisciplinary curriculum of the School. The revision would, as much as possible, attempt to reflect the government policy on social development during the plan period. This will broaden the range of knowledge and skills commanded by the graduates of the School. They should be more flexible professionally and better be able to develop careers in a variety of fields related to social welfare and community development both in urban and rural areas.



The enrollments in the School will grow considerably during the period, but staff size will not increase. However, the staff will be completely Ethiopianized and the proportion of staff with higher degrees will substantially increase during the period. Course enrollments will increase, thereby improving the student-staff ratio. Nevertheless, the School of Social Work will continue to be one of the two smallest faculties.

#### Theological College

The Theological College of the Holy Trinity seeks to serve the Ethiopian nation as a whole and the Ethiopian Orthodox Church in particular. As regards the latter, the College aims to provide for the Church's university-trained man-power needs. Three ways in which the College tries to accomplish this during the next five year plan period are the following.

Firstly, the College endeavours to relate its teaching of theological subjects and other activities to Ethiopia's history as well as to its religious and cultural background. This aim has been more strongly embodied in the revised curriculum adopted from 1971, which the College hopes to improve still further during the FFYP. Research projects have been chosen for work during FFYP, which will enable them to implement this idea. A great deal more of interdisciplinary activity between the academic programme of the College and those of the University's departments of Ethiopian Language and Literature and the Humanity studies will be promoted. The College expects to develop, in collaboration with these departments, research in the history, religion, art, and culture of Ethiopia. Theological education in Ethiopia should not be merely a copy of what is done anywhere else in the world.

Secondly, in view of the rapid modernization in the educational welfare programmes which the Ethiopian Orthodox Church has currently undertaken, the College has a special role to play. The College staff will themselves be involved in the planning and provide the men needed for carrying on the work. The College will expand its academic programme to provide facilities for degree students to study courses in one or another of the social sciences, either as minor fields or as electives. Students will be encouraged to choose their minor or elective courses in Ethiopian Languages and Literature, History, Psychology, Sociology and so on, in addition to their majors in the theological field. With this background in social sciences, the graduates of the College will fit in well as workers and leaders in the various activities which the Church has undertaken and will undertake in future.



Thirdly, the College foresees an increased role in continuing education for priests. Under the auspices of the Development Commission of the Ethiopian Orthodox Church, a programme to offer a refresher course for priests was started in 1965. The project will either be integrated with the College as part of its service for the Church, or be run in cooperation with the College staff, as it is currently. In addition, the College has taken up with Church authorities the starting of a refresher programme for young priests and Church workers in order to improve their religious and secular education. The staff is working on the needed curriculum, syllabi and teaching materials for the program and should begin in the near future.

In order to see that the services of the College are properly utilized by the Church and that the College renders its services in a way relevant for the Church's need, the appointment of a board of advisors consisting of nine members - three from the University, three from the Church and three from the public - has been approved by the Board of Governors of the University. It should be appointed early during the Plan period.

As the Theological Faculty of the national University of Ethiopia, the College plans to extend its services to the nation at large, rather than confining to the service of the Ethiopian Orthodox Church only. From this point of view, men will be trained to serve in various areas of Ethiopia's social and national life, including the Ministry of Education which needs teachers able to provide moral instruction in secondary schools.

The enrollment of full-time students will grow slowly, and the staff size will stay about the same during the FFYP so that the student-staff ratio will rise.



### Faculty of Technology

Two main developments will affect the Faculty of Technology the most. The development ISTRAD is almost certain to mean greater involvement of the academic staff in research and consultation on important technological problems of the nation. It will provide an opportunity for direct problem solving activities much broader than currently exists.

The second major development will be an increase in enrollment to the full capacity of the physical plant and the staff

Growth of teaching staff will be very modest. Although the theoretical student/staff ratio sought is 15 to 1, the average student in Technology takes a very heavy load. The ratio, therefore, may realistically be somewhat lower than the theoretical target. Therefore, the Faculty probably will increase its staff to about 58 to 60 by the end of the FFYP.

In addition to meeting the much heavier teaching load, there will also be some elaboration of programs. A design center will be established attached to the Department of Architecture and Town Planning. A chemical engineering option will be made available to a limited number of students by the second year of the FFYP.



ALEMAYA

1. Size

By the third year of the FFYP Alemaya will approach its planned capacity of about 1,000 students. The level of the next enrollment plateau will have been decided by the same time, with planning for the Fifth Five Year Plan under way.

2. Teaching. By the end of FFYP:

- A. In addition to providing service teaching to the College of Agriculture and Science Teacher Program, the Alemaya Arts and Science unit will be offering a two year program enabling transfer to Addis Ababa and Gondar for specialties not available in Alemaya if facilities to carry out such teaching are made available in Alemaya.
- B. A small graduate program will be under way in one or two selected fields in agriculture.
- C. The first Science Teacher Training students will have returned for further work toward the B.S.
- D. The Faculty of Agriculture will be a mature, completely Ethiopianized unit; providing about 150 graduates per year in various agricultural specialties and doing research on Ethiopian agriculture.
- E. Planning for the establishment of a Faculty of Veterinary Medicine will be completed and first steps taken to develop the teaching program for implementation in 1972.

3. Research

- A. The research program will be expanded considerably with staff increases at Debre Zeit and Alemaya and physical and staff development at those two locations plus Dakata and other experiment stations.
- B. Research output will be disseminated more widely. Closer ties with the EPID will be developed so that extension agents will use research findings more widely and rapidly. This will be partially accomplished through various educational activities offered for Ministry of Agriculture staff.



2. Teaching

- A. The Public Health College curriculum will continue to be under continuous review. This study will help to adapt the PHC program in the light of the Ministry of Public Health policy decisions which will develop out of the Health Sector Review. New programs and increased numbers of health personnel will broaden the academic work of the institution.

The PHC will be the core program of the Gondar campus throughout the FFYP period. The hospital may be turned over to the Ministry of Public Health by the middle of the period but continue in use as a clinical facility.

- B. A small two-year Arts and Science program will be planned to begin upon completion of the new facilities.

It will not, however, become fully functioning until into the Fifth Five Year Plan. It will provide two-year core or basic studies suitable for transfer to Addis Ababa or Alemaya. Current tentative plans are to provide a short vocational program for those who are unable to go to the second year.

- C. A teacher education program will be begun during the last years of the FFYP if demand from the Ministry of Education and Fine Arts warrants it. It will likely specialize in the social sciences.

3.m Research and Extension

Some additional land will be obtained in the region and a modest agricultural research station will be established. Work in local crop and animal improvement, conservation and forestry will be stressed. A small branch of the Institute of Ethiopian Studies will be established near the end of the Plan period so that the Institute may have direct access to the history- and culture-rich region. Research in public health will be stimulated upon completion of the modern facilities.

4. Campus Planning

Current facilities are obsolete and inadequate. The general land use plan developed during the TFYP will be the basis for detailed planning based on program decisions now being made. Design work will be begun by about the second year of the Plan period. Funding for construction of the new facilities should have become available about the middle of the FFYP period and construction of several core buildings leading to the planned capacity of 1,000 will be undertaken by the last year of the period.



- C. A relatively greater emphasis on husbandry and health problems of animals will be made possible by the addition of the facility.

4. Service

- A. A major effort will be under way to provide continuing education to professionals working in agriculture and rural development. Particular attention will be paid to the needs of extension workers. This will consist of short courses, conferences, and the like.
- B. Increased extension-type work, including demonstrations and consultations will be carried out in the region, although the functions of the Ministry of Agriculture extension workers will not be duplicated.

5. Administration

- A. Policy matters not affecting the total HSIU system will be decided through a locally-based decision-making structure parallel to that in Addis Ababa.
- B. The head of the campus will be a senior officer at the vice presidential level.

GONDAR

The orientation will be strongly to rural development and community development. As Alemaya provides rural development with knowledge for economic and social improvement through agriculture, Gondar will contribute to rural quality of life through intimate involvement in the basic health system of the government.

1. Size

Enrollment will exceed 400 only late in the plan period. Expansion of public health programs will put pressure on the College for expansion. New facilities will be under construction by the end of the plan period. Enrollment will grow slowly until they are available. The goal of 1,000 by the end of the Fifth Five Year Plan period will be the target for the University on the basis of which planning will proceed.



OTHER REGIONS

As noted elsewhere, studies will be undertaken to establish the relative economic, social, and educational situation in several possible locations in southern and western Ethiopia for establishment of additional branch campuses. The methodologies for such studies are well established and upon completion of the studies, steps will be taken to acquire land for eventual construction of new branches at the indicated locations.

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HAILE SELASSIE I UNIVERSITY

ASSESSMENT OF ACCOMPLISHMENT 1961-1965 E.C.

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## HAILE SELLESSIE I UNIVERSITY

### Introduction

The TFYP contained relatively few references to Haile Sellassie I University. As the University's detailed five-year plan known as a Blueprint for Development was developed, it was, however, carefully coordinated with those sections of the TFYP which refer to the University. Particularly of interest to HSIU were references to high level manpower needs although these were generally "educated guesses" rather than the result of careful analyses. In most cases in this report, comparisons are made with the Blueprint.

#### 1.10 Enrollments

Actual enrollments were somewhat lower than projected in the University as a whole. As noted in the table, the introduction of the Freshman Program since the Blueprint makes difficult faculty-by-faculty comparisons of enrollments. Therefore, the ratios developed should not be taken as totally accurate except in the cases of Agriculture and Public Health, which are basically self contained by reason of geography.

Table I provides the comparisons.

Table I

#### 1972-73 Actual Enrollments\* Compared to Blueprint Projection

<u>Faculty</u>	<u>Projection**</u>	<u>1972-73 Actual***</u>	<u>Ratio Actual/Projection</u>
Agriculture	545	443	0.81
Arts	655	609	0.93
C.B.A.	510	619	1.02
Education	1605	1344	0.84
Law	255	286	1.11
Medicine	180	165	0.92
Public Health	290	248	0.82

../



<u>Faculty</u>	<u>Projection**</u>	<u>1972-73 Actual***</u>	<u>Ratio Actual/Projection</u>
Science	595	488	0.82
Soc. Work	110	116	1.05
Technology	665	481	0.72
Theology	<u>50</u>	<u>58</u>	<u>1.16</u>
Totals	5440	4754	0.87

Source: Registrar's Office

\*Prior to announcement of 1st. Sem. failures. Excluding EUS.

\*\*A Blueprint for Development, p./106

\*\*\*Because the Freshman Program has been instituted since the "Blueprint" was written, comparison is difficult. To try to make current enrollments comparable, the Freshman Program enrollment has been distributed among all faculties except Public Health and Agriculture, which still have their "own" Freshman as they did in 1968-69.

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### 1.20 Admissions

The proportion of students entering on the basis of the ESLCE has risen considerably since 1969, the last year for which data were presented in the Blueprint.

Table II  
ESLCE as Source of HSIU Admissions

	<u>Entered University with ESLCE</u>	<u>Total University Admissions</u>	<u>% by ESLCE</u>
1969	876	1720	80.7
1972	1415	2014	70.2

### 1.21 Admission to Degree Programs

The basis for admission to degree programs only during the TFYP is shown in Table II A. In 1968-69, 64 per cent of freshmen entering degree programs did so on the basis of the ESLCE. In 1972-73 the ESLCE group accounted for about 80 per cent. The other bases had shrunk in numbers from 430 to 357 in absolute numbers during the period.



Table II A

SOURCES OF FRESHMEN ADMITTED\*, 1st. Semester  
(For Degree Program only)

	<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
ESLCE	781	876	1018	1271	1415
Lab. School	217	210	203	213	216
Elem.Ed.Degree Program	44	32	24	51	41
Theological College, 12th. Grade	6	-	-	24	30
Awassa	10	8	13	12	4
Armed Forces	22	28	19	25	13
Ambo & Jimma	27	-	2	2	4
Technical Sch.	15	33	15	16	6
Foreign Exam.	46	30	39	41	33
Pub. Health (through special exam.)	11	4	4	5	10
Other (AFS)**	33	19	10	-	-
<b>TOTALS</b>	<u>1212</u>	<u>1240</u>	<u>1347</u>	<u>1660</u>	<u>1772</u>

SOURCE: HSIU Registrar's Office

\*Excludes readmitted students, students on advanced standing, and diploma students.

\*\* (American Field Service)

1.22 Applicants for the ESLCE

In 1972 the University for the first time rejected applicants who had achieved a GPA of 2.00 on the ESLCE due to lack of space and staff. 510 applicants with G.P.A. of 2.00 were not admitted. The problem of "surplus" candidates was foreseen in the Blueprint and will continue.

The ESLCE was not designed as an admissions screening device for HSIU. Up to this time, however, no testing instrument with superior predictive power has been developed by the University Testing Services. The administrative relationships of HSIU and the ESLCE office are being studied.

The ESLCE program faces an increasingly severe problem with persons who register to take the exam after having failed it in a previous year.



Table III

Registered Candidates for ESLCE, January, 1973

Government schools	7754
Private and Mission	1621
Private candidates	<u>8502</u>
	17877

The "private candidates" are largely made up of those who have failed previously. They now represent over 40% of the applicants for the ESLCE. Of the 1412 students admitted on the basis of the ESLCE for 1972-73, 336 or about 24 per cent had sat for some portion of the exam at least twice. These were classified as "private candidates." Also, 46 others were admitted on a quota basis who attained the minimum average of 2.00.

1.23 Geographical Distribution

The quotas for provinces with less educational opportunity do not overcome a serious geographical imbalance among the ESLCE candidates with the highest grades. Excluding the quota admissions, of the freshmen admitted in 1972 with ESLCE grade point average of 2.20 or above, 966 or about 71 per cent were from Addis Ababa, Shoa, and Eriteria. Some portion of these actually had homes outside these three areas but had attended secondary schools in the three areas. Nevertheless, the inequality of secondary school opportunity is well illustrated.

1.30 Graduates

The total production of graduates from February 1966, through July, 1972 was 1905 with degrees and 3009 with diplomas and certificates. Total graduates, with degree and diploma, for the period are shown in Table IV. Day program graduates numbered 1803 with degrees and 2202 with diplomas and certificates. 102 degrees were awarded through Extension and 807 diplomas and certificates.

1.31 Secondary Teachers

Regarding secondary school teachers, the TFYP stated, "the University is likely to train no more than 540." (p.92). (this apparently assumed that improved facilities would be provided). It also stated, "the existing university training facilities will at most provide 350." (p.301) As shown in Table IV, the University actually produced 436, partly attributable to improved retention. In addition there were 490 graduates of the Summer program for Directors and Supervisors.



Average annual production during the two most recent full years is shown in Table V. The production of degree graduates was greater by one-sixth, on the average, than the average numbers projected in the Blueprint. The faculties of Law, Social Work, Medicine, and Business Administration were the highest above the projection. Output for the University as a whole, then, was quite strong in terms of total numbers. Again, improved retention as stressed in the TFYP, was an important factor. In 1971-72, however, the desired concentration of 60 per cent in science and technology was not met. About 47 per cent were in those fields. Over the total period 1969-72, the proportion was between 45 and 50 per cent.

#### 1.32 Diplomas and Certificates

In terms of meeting needs for training for improved performance or meeting minimum standards for job qualification, the diploma and certificate programs have made a major contribution. For example, over 500 certificates were awarded in Law and more than 250 in Public Health.

Studies of the location and job performance of graduates in sciences and technology and social services are currently under way.

#### 1.40 Retention Rates

In the absence of boycotts, upper class retention rates seem to have been relatively high. Through 1966-67 the retention rates were thus (including diploma students);

II-III	-	92.5%
III-IV	-	94
IV-V	-	94 (Engineering College only)

Current rates developed by the Registrar's office are shown in the Annex. The important point is the relatively low rates of academic dismissals, which diminish to practically nothing in the fourth and fifth years. A recent analysis of the retention (attrition) problem is included in the Annex.



TABLE IV

Graduates of HSIU 1968-1972

<u>College/ Faculty</u>	<u>Bachelors Degrees</u>	<u>Professional Degrees</u>	<u>Total Degrees</u>	<u>Diploma and Certificates</u>
Agriculture	219		219	
Arts	237		237	
Business	384		384	39
Education	436		436	1529
Law		154	154	605
Medicine	38	49	87	3
Public Health	212		212	337
Science	100		100	61
Social Work	56		56	36
Technology		153	153	86
Theology	28		28	2
Extension	123		123	891
Totals	<u>1833</u>	<u>356</u>	<u>2189</u>	<u>3589</u>



Table V

HAILE SELASSIE I UNIVERSITY DEGREE GRADUATES PROJECTED AND ACTUAL 1970-71 AND 1971-72\*\*

<u>Faculty</u>	(1)	(2)	(3)	(4)	(5)
	<u>Projected*</u> <u>Average</u>	<u>A C T U A L</u> <u>1970-71</u>	<u>1971-72</u>	<u>Average</u>	<u>Ratio: Actual/</u> <u>Projected Averages(4÷1)</u>
Agriculture	45	50	49	49	1.09
Arts	55	18	104	66	1.20
C.B.A.	70	114	83	98	1.40
Education	120	119	90	99	0.83
Medicine	20	29	30(18 Med; 12 Ph.)	29	1.45
Law	25	55	41	48	1.92
P.Health	35	46	46	46	1.31
Social Work	10	20	16	18	1.80
Science	30	23	39	31	1.03
Technology	50	51	35	43	0.86
Theology	5	10	6	8	1.60
Extension	--	22	35	28	-
	<u>465</u>	<u>538</u>	<u>574</u>	<u>563</u>	<u>1.16</u>

\*Blueprint, p./64

\*\*Office of the Registrar, "Graduates of the Academic Year 1971-72," Oct. 23, 1972.  
Office of the Registrar "Graduates of the Academic Year 1970-71", August 6, 1971.



The major improvement has come about in reduction of the freshman failure rate. The first improvement was to a fairly stable 80% retention rate. The success rate at the end of the first semester, 1972-73, apparently has been well above 90%. The exercise of greater selectivity in admissions is probably the major factor operating here, although the "settling down" of the Freshman Program and improved preparation of new students in secondary schools probably contribute significantly. Whether or not this will continue cannot be foretold, but the expectation is that it will.

## 2.00 Staff

The main thrust of staffing has been to Ethiopianize. The first requirement has been to educate Ethiopians to assume academic staff positions. The following table illustrates progress in staff development.

Table VI

	<u>1969-70*</u>	<u>1972-73</u>
Ph.D. or M.D.	49**	74
MA or M.Sc.	60	91

Source: Academic Vice President, "Ethiopian Existing Teaching staff with Last Degrees and those on Study Leave abroad and Degree Objectives," n.d.

\*Blueprint, p./26

\*\*Plus 5 part-time

The Blueprint included some rough projections of Ethiopianization by Faculty. These projections included some assumptions about growth of staff that have not come about, especially in Public Health.

The proportion of Ethiopian staff on the job has risen faster than projected. The Blueprint projected 259 Ethiopian staff out of 515 or 50.2 per cent. In November 1972, the actual figure was 265 Ethiopians out of 430 or 61.6 per cent. Those on study leave are excluded from this count.



## 2.20 Growth of Staff

Almost no staff growth took place between 1968 and 1972, if only those teaching in Ethiopia are counted. There were 425 full-time academic staff in 1968-69 (Blueprint, p./116). There were 430 full-time staff in January, 1973.

## 2.30 Staff Development

Currently about 115 staff are studying abroad. Of these, 50 are working for the M.D. or Ph.D. Another 38 are studying for Masters degrees. If 90 per cent of these two groups return, or about 80, the number of Ethiopian staff with advanced degrees (as shown in Table VI) will rise by almost 50 per cent. This excludes the possible early return of trainees to be sent beginning September, 1973 and after.

## 2.40 Staff Utilization

In January, 1973 the University began intensive work on the problem of staff utilization. During the TFYP, staff development was pointed at providing trained staff to round out curriculum offerings. With the growth in number of students and the stagnation in staff size, the over-all student-ratio has been rising. Studies currently under way involve student-staff ratio by faculty and defining normal faculty work load.

## 2.50 Administrative Staff

The administration is now Ethiopianized. The few expatriates remaining are as follows: The central administration has one expatriate, the Planning Officer. The Associate Registrar is the only expatriate in the Registrar's Office. The EUS has no foreign staff. The Testing Center has one Expatriate. Three expatriate deans, remain. Haile Sellassie I University is studying their gradual replacement.

## 3.00 Curriculum

In the Blueprint repeated emphasis was placed on the need, desirability and urgency of curricular revision and restructuring in order to increase relevance and orientation to the Ethiopian environment and leading development issues. This means courses and materials focused on Ethiopian rather



than reflecting other universities' practices. Additional grounds for curricular revision were the need to remove duplication in existing course offerings and the need to improve students' performance levels. The need for such revision and restructuring was deemed to be great in the Faculty of Arts, College of Business Administration and School of Social Work.

### 3.10 Faculty of Arts

In the Arts Faculty, the Departments of Economics, Geography and English have already effected major revisions of their curricula in the light of the broad guidelines specified above. New courses on Ethiopia have been introduced and more content about Ethiopia is offered in other courses. The instructional program in English has moved away from literature to a stress on language because most English majors will teach English in secondary schools. Revised major-minor programs been submitted this year for consideration by the Academic Commission of the Arts Faculty. The Faculty Council is expected to approve these proposals before the end of the current academic year. A proposal on the merger of Public Administration and Political Science into a single department along with a common curriculum for both is currently under study and a final action on this is expected this academic year. The social science departments of the Arts Faculty should have finalized revision of their curricula by the end of the current academic year.

### 3.20 College of Business Administration

In the College of Business Administration and the School of Social Work substantial revisions of their curricula are presently under way. Early submission of their recommendations to the Faculty Council for final approval is anticipated.

### 3.30 Curriculum Model for Social Sciences

The curricular reforms that have been introduced and those which are still in the pipe-line closely follow the basic principles spelled out in the final report on the College of Social Sciences and Development Administration by faculty committee. In effect, the actions on curricular changes already taken reflect a policy of successive approximation of the



curricular model implicit in the report on the College of Social Sciences and Development Administration. Such a procedure has been necessitated by the need to develop instructional materials supportive of the new curricula and by the administrative problems that often accompany the phasing-in of a new curriculum and the phasing-out of the old. Such a procedure should ensure a basic rather than a marginal change in curricula.

#### 3.40 Faculty of Science

Curricular reforms in the Faculty of Science have centered on making courses more inquiry oriented and adjusting, where possible, to require less mathematics of non-majors. Additionally, courses are designed more with the education of secondary teachers in mind than for majors in the disciplines.

#### 3.50 Medicine and Public Health

A Presidential Committee was formed to study the programs of the Public Health College. It submitted its report in July, 1971. Final decisions about curricular changes recommended in the report have not yet been made. In a general report on the school of Pharmacy in May, 1972, Professor E. Shotton, University of London, recommended some curricular changes in the School of Pharmacy. These are now being discussed by the Academic Commission of the Faculty of Medicine. The British Inter-University Council and the World Health Organization have been approached to provide a Consultant to study the Medical School curriculum.

#### 4.00 Research

The Blueprint recommended the greater emphasis on and attention to research in order to:

- a. Ethiopianize instructional materials;
- b. generate research knowledge relevant for formulation of developmental policies;
- c. provide research knowledge necessary for the launching of a relevant and Ethiopia-oriented post-graduate program; and
- d. generate knowledge relevant for self-understanding.



#### 4.10 Administration of Research

In the past, research effort and productivity were largely "a matter of individual Faculty opportunity, initiative and effort." To coordinate research and to focus research effort on priority research needs, the University:

- a. established the Institute of Development Research to act as a center of interdisciplinary research in the social sciences and to promote, facilitate and co-ordinate research in the social sciences;
- b. streamlined the statutes of the already existing institutes, the Institute of Ethiopian Studies and Institute of Pathobiology. Each institute is now governed by its own board, which has the power to define and review research programs, to establish research priorities, to receive research grants and donations from within as well as outside the University. The new institutional framework of the research institutes is expected to ensure their responsiveness to the research needs of both the University and the nation as a whole.

#### 4.20 Teaching Materials and Funded Research

In the period 1969/71 the Ford Foundation grant for the Ethiopianization of instructional materials allowed the Arts Faculty to start 24 teaching materials projects. Of these 14 are completed, 7 are in progress and 3 are either discontinued or left unfinished. About Eth. \$37,000 has been appropriated for the support of these projects. The completed projects on teaching materials have enabled the Arts Faculty to Ethiopianize the content of the social sciences freshman courses in Geography, Economics, Sociology, History (in part) and Ethiopian Languages. Further, the Foundation grant has enabled the same Faculty to increase the Ethiopian content of some second, third and even fourth year courses offered in some of its Departments.

In the period 71/72, with the establishment of the office of Associate Academic Vice President for Research and Publications, the scope for the Ethiopianization of the Foundation grant was enlarged to include the preparation of instructional materials in education, science teachers training, Business and Social Work. In 1971/72, 11 projects for a total of Eth.\$29,240 were approved from the Foundation grant. In addition, 24 research projects for a total of Eth. \$50,245 have been approved from HSIU's own research fund. Grant funds for research are summarized in Table VII.



4.30 Other Research and Assistance

The above does not include the very extensive research conducted on a more or less regular basis in the Faculty of Law, the Department of Geology, the Geophysical Observatory, the Faculty of Technology, etc. The Faculty of Technology provides assistance to government ministries and to private enterprises in the areas of testing and developing of local materials, in testing and calibration of instruments, and in planning and design.

4.40 Research Constraints

The principal constraints on the promotion of research have been finance, inadequacy of manpower that could be released from teaching and allocated to research, essential equipment and apparatus, particularly for the physical sciences, scientific journals and essential books of reference, and so forth.

Table VII  
Special Research Funds\* 1969-1972

<u>Source of Funds</u>	<u>Number of Projects</u>	<u>Amount</u>
HSIU Research Fund	24	50,254
Ford Foundation	<u>35</u>	<u>66,228</u>
	59	116,482

\*Does not include research carried on out of regular academic budgets as part of regular work load of staff and other grant funds for specialized research; usually granted directly from an external source to a department, institute, or individual.

5.00 Regional Development

The Blueprint stated no specific goals in this area for the plan period. The generalized goals of making education more available to all qualified students, movement to more generalized programs, and using the University presence to aid with important aspects of national development were stressed. Both Gondar and Alemaya were proposed to move toward becoming more varied types of institutions. Science teacher training is being introduced in Alemaya. Land for a new campus was acquired in Gondar.



### 5.10 Enrollments

In order to provide the basis for economical introduction of more specialities, the enrollments need to be increased. These are noted below:

Table VIII

Enrollments in Alemaya and Gondar

	<u>1968-69</u>	<u>1972-73</u>	<u>Change %</u>
Alemaya	305	443	+45%
Gondar	170	248	+46%
Total Univ.	3460	4754	+37%

These figures show that the move to regionalize is proceeding, since the regional campuses' enrollments grew more rapidly than the of the Addis Ababa campus, but the figures are not indicative of any very major current shift.

### 5.20 Future Capacity

The capacity of all the campuses will grow by discrete steps--especially the regional campuses as facilities are expanded. The opening of a new dormitory, for example, in Alemaya has a greater impact than in Addis Ababa due to the lack of alternative housing for students. Alemaya is at the "take-off" stage, only lacking two apartment buildings and the administration building to have full capacity for 1,000 students. The new Gondar campus is in the stage of preliminary examination and no decisions about capacity have been reached.

### 6.00 Extension

During the TFYP Extension Division enrollments experienced a high growth rate. Whether or not to freeze enrollment at the present level for a few years became an issue. Shortage of classroom space, lack of adequate teaching staff and the limited supporting, administrative, and clerical staff would be reasons for such a freeze. Up to the end of the TFYP, no freeze had been instituted. Enrollment by program and location for the first semesters 1968-1969 through 1971-1972 is shown in Table IX.



6.10 Extension Graduates

The Extension student is a working man or woman, in his/her twenties, with a few in their thirties and above. In most cases they pay for their education. The training in new vocations or the up-grading of this category of working citizens is viewed by HSIU as contributing in a large measure towards the needed high level and middle-level manpower requirements of the country. The breakdown by program of graduates is given in Table IX.

Table IX  
Extension Graduates from 1968-69 to 1971-72 (1961-64 E.C.)

Ac. Year	DEGREE		CERTIFICATE			DIPLOMA						
	Arts	Bus.	Law	Statis- tics	A/C	Econ.	Eng.	Elem. Ed.	Pol. Sc.	Pub. Adm	Sec. Sc.	Law
1968-69 (1961)	16	24	111		62	9	5D	-	2	-	50	145
1969-70 (62)	13	15	230	-	97	15	15D	-	8	-	46	--
1960-71 (63)	10	14	146	2	114	12	10D	-	17	-	48	--
1971-72 (64)	5	29	-	6	72	12	12C	14	9	18	-	2
<b>TOTAL</b>	<b>44</b>	<b>82</b>	<b>487</b>	<b>8</b>	<b>345</b>	<b>48</b>	<b>42</b>	<b>14</b>	<b>36</b>	<b>18</b>	<b>144</b>	<b>147</b>

Table X  
Extension Enrollment by Center and Program Ist. Semester 1968-72

Area of Study (by center)	1968-69	1969-70*	1970-71	1971-72
	I Sem	II Sem*	I Sem	I Sem
<u>Main Campus Extension</u>				
<u>Degree</u>				
Arts Degree	100	106	130	188
Business Degree	339	321	407	468
Education Degree	-	-	46	82
Law Degree	25	125	67	141
Social Work	-			
<u>Diploma</u>				
Accountancy	471	254	381	362



Table X Cont'd.

Extension Graduates from 1968-69 to 1971-72 (1961-64 F.C.)

Area of Study (by center)	1968-69	1969-70*	1970-71	1971-72
	I Sem	II Sem*	I Sem	I Sem
<u>Main Campus Extension</u>				
<u>Diploma</u>				
Economics	151	96	59	31
Education	33	69	34	42
Law (certificate)	362	297	124	-
Pol. Science	60	36	42	17
Public Administration	--	45	163	252
Secretarial Science	93	110	67	57
Social Work	--	-	-	34
Law Diploma	152	-	-	282
<u>Engineering Extension</u>				
Degree Level: Pre-Eng.	138	136	228	174
<u>Diploma Level:</u>				
Civil Engineering	11	61	127	103
Building Drafting	107	42	100	
Statistics (Certificate)	32	15	10	54
Sp. Program Advanced Maths.	-	11	-	-
<u>Asmara Extension</u>				
Education (Dip.)	18	14	-	123
Accounting (Dip.)	45	56	84	53
Pub. Administration (Dip.)	-	-	-	30
Pol. Sc. & Government	32	15	30	-
Law Certificate	86	69	-	-
<u>Harar Extension</u>				
Pub. Adm. (Dip.)	-	-	-	34
Accountancy	10	-	-	-
Education (Diploma)	10	-	-	55
Law (Certificate)	47	42	32	-



Table X Cont'd.

Extension Graduates from 1968-69 to 1971-72 (1961-64 E.C.)

Area of Study (by center)	1968-69	1969-70*	1970-71	1971-72
	I Sem	II Sem*	I Sem	I Sem
<u>Debre-Zeit Extension</u>				
Accounting (Diploma)	25	15	-	64
Economics	14	-	-	-
<u>Jima Extension</u>				
Law Certificate	-	43	-	-
	2,361	1,978	2,231	2,646

\*I semester data not available

6.20 Program Modification

From 1969 to the present, revised and up-graded diploma programs in Secretarial Science and Law have been offered. The Diploma in Elementary Education has been introduced at the Asmara and Harar centers. The diplomas in Economics and Political Science are being phased out because of lack of tangible vocational purpose. The diploma programs in Civil, Mechanical and Electrical Engineering have been introduced. The old programs of Surveying and Drafting and Highway Technology have been phased into the new ones.

6.30 Finances

Except for unassigned or overhead costs, Extension is currently on a self-supporting basis.\*

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\*Further coordination seems necessary at the national level regarding the educational roles and financial responsibilities of Extension as compared, say, to the Institute of Public Administration and the C.E.M.



#### 7.00 Ethiopian University Service

Although not mentioned in the TFYP, a major activity of HSIU is the Ethiopian University Service. The EUS has several main functions:

- a. It involves advanced university students in the practical realities of the nation's workday life through their assignment to responsible jobs outside the University.
- b. It provides a flexible pool of intelligent young people to meet short-run shortages of staff in important sectors of public activity.
- c. The low-paid service acts as a first return by the university student to the nation for the relatively high cost to Ethiopia of a university education.
- d. The University as an institution is required to deal with more mature and sophisticated students in the post-EUS year. These students are better able to press the University toward greater relevance in its activities because they have a broader understanding of the problems and needs of the nation.

#### 7.10 Fields of EUS Service

The bulk of EUS students have served as secondary school teachers, thus helping to meet the shortage in this area. Table XI shows the distribution of EUS students between teaching and non-teaching posts, by faculty.

#### 7.20 Problems Receiving Attention

Problems identified by the students when surveyed included lack of cooperation from professional workers, irrelevant field placements and community resistance. Because the University is not basically organized to manage a geographically dispersed program of this magnitude (in 1971-72, there were 590 in EUS) the question of the most appropriate agency for its administration was raised by HSIU during the latter years of the TFYP. The Education Sector Review recommended a National Service Commission to oversee such activities.



Table XI

EUS Service Fields 1968 through 1972-73

Faculty	Teaching	Non Teaching	Total
Agriculture	142	74	216
Arts	270	37	307
C.B.A.	262	57	319
Education	738	15	753
Engineering	83	137	220
Law	11	111	122
Science	154	53	207
Pharmacy	1	63	64
Social Work	15	33	48
Theology	28	--	28
	<u>1704</u>	<u>580</u>	<u>2284</u>

Source: HSIU, EUS Office "A brief statistical data on EUS from 1964-1972"

8.00 Physical Facilities

8.10 Capital expenditures were far below those proposed in the Third-Five-Year-Plan and the Blueprint.

Capital Expenditure During the Third-Five-Year-Plan Period:

1962-1965 E.C.

Table XII

<u>Source</u>	<u>Plan</u>	<u>Actual</u>	<u>Percent Accomplished.</u>
IEG	\$12.3 million	\$4.5 million	35.8%
External	<u>7.5 million</u>	<u>5.7 million*</u>	<u>76.0%</u>
	\$19.8 million	\$10.1 million	51.0%
	=====	=====	=====

\*In addition, the Kennedy Library and Faculty of Technology building, begun during the SFYP were completed during the TFYP. Of the \$13,000,000 total cost for construction and equipment donated by the U.S. and German Governments for the two projects, about \$6,000,000 was spent during the TFYP.



8.20 Current Construction Programs:

8.21 Addis Ababa

- a. Five dormitories with a capacity of 500 students each
- b. A student cafeteria/auditorium building with seating for 760 for dining and 960 for auditorium use

8.22 Alemaya

- a. One dormitory with a capacity of 500 students
- b. One two-storey classroom building
- c. A staff apartment with 12 units

9.00 New Programs

The Blueprint stated: "One immediate need is recognized in the field of teacher education; another area is in development administration!"

- a. Accelerated Science Teacher Training-Approved by Faculty Council, May, 1972. Begins operation Summer, 1973.
- b. Institute of Development Research established; Director appointed. Research program begun 1972.
- c. Natural History Museum of Department of Biology inaugurated, 1972.
- d. New diploma program in Law, 1971.
- e. Nekemte Rural Medicine Project developed, 1971.
- f. Diploma program for surveyors approved by Faculty Council, 1972.

10.00 Administration

The TFYP stated that HSIU administrative services "need to be strengthened and diversified." It was stated that the University would set up a planning unit. The Blueprint stated that HSIU administration was (a) understaffed, (b) not designed for planned expansion, (c) in need of reorganization and strengthening.

10.10 Academic Vice President

There were several developments in the Academic Vice President's area:

- a. The responsibilities of the AVP's office were grouped into three functional units: Student Affairs, Staff Affairs, and Research and Publications. Student Affairs was visualized as



comprising the functions of student services (now under the Dean of Students), and Student Personnel (now under the Registrar). The duties and responsibilities in this area will be further elaborated and crystallized.

- b. An Associate Vice-President for Staff Affairs was appointed. This division of the AVP office is responsible for staff recruitment, the preparation and issuing of staff contracts, and for the provision of services (housing, work permit, visas, etc.) to foreign, and in some regards, Ethiopian staff.

It has also been assigned the responsibility for developing appropriate criteria and mechanism for staff evaluation.

- c. The newly created Office of Research and Publication was instrumental in facilitating the birth of the Institute of Development Research, following the approval of its statutes by the Faculty Council. It was instrumental in developing criteria and procedures for the disbursement of research funds. It also liaised the AVP Office with the three existing Research Centers.

#### 10.20 Vice President for Business and Development

In the area of the V.P. for Business and Development there was a general deepening of staff and efforts on a broad front to improve the management systems of the University.

- a. A major reorganization of the central administrative system was implemented involving separation of business, financial, and planning services.
- b. Continued progress was made to revise and improve general operative policies and procedures, with the goals of efficiency, strengthening controls, and standardization. Especially was this so in purchasing and personnel. The Systems Design and Data Processing Services unit was formed to coordinate and provide leadership in this area.
- c. Institutionalization of the management system was pursued through staff training, seminars, and improved communication systems throughout the University.
- d. The University's budgetary process was improved and strengthened and increasingly tied to the general planning system.
- e. The newly established Architecture and Engineering Department has successfully undertaken planning, coordination and supervision of all capital projects during the plan period.
- f. Financial administration, including payroll and accounts, was computerized, utilizing equipment at the Ministry of Finance. The University is now preparing to install a computer next year in cooperation with the Ministry of Education.
- g. Studies have been underway to set up a University unit responsible for planning investments and fund-raising.



### 10.30 University Planning Office

A University Planning Office was established in 1969 as recommended by the TFYP and has been staffed with foreign assistance up to the present. An Ethiopian staff member is currently on study leave to return to work in the planning function. Studies are under way to assess the possibility of merging a number of central administration functions which have important planning responsibilities at the Vice presidential level.

### 11.00 Recurrent Expenditures

The Third-Five-Year Plan proposed IEG expenditures of \$86.4 million for the period E.C. 1961-1965. The proposed allocation for E.C. 1965 was 21.8 million. The actual IEG appropriation for E.C. 1965 was 15.2 million. Table XIII shows the history of HSIU appropriations from the IEG. It also shows the relationship of HSIU appropriations to those of the IEG as a whole and to the education sector. 1961 through 1965, HSIU received \$67.3 million or 78% of the TFYP amount.

### 12.00 Some Implications of the Assessment of HSIU Performance During the TFYP

Among the implications of the review of achievements, several points stand out.

12.10 If the current stability of staff size is maintained, the University may have as high as 70 per cent Ethiopian staff by 1975-76. Thus Ethiopianization of personnel will no longer be a central issue, since the bulk of staff are already nationals. Ethiopianization of curriculum has proceeded rapidly and its completeness during the FFYP will depend on the investment of faculty time which the University is able and willing to make.

12.20 The underspending on capital projects during the TFYP combined with the very long cycle involved in moving from concept to completion of construction means that HSIU will for some years to come be operating with a large proportion of inappropriate or outmoded facilities in its too-small physical plant.

12.30 As secondary school enrollment grows very rapidly, an increasingly large number of candidates with ESLCE GPA of 2.00 or better will be rejected by the University because its intake of Freshmen is almost certain to grow at a lower rate than the 12th. grade students. The University



Table XIII

Relation of IEG Budgetary Appropriations to HSIU  
To Total Government Operating Budget and the "Education Sector".  
1964-65 to 1972-73  
(in millions of Eth. dollars)

Fiscal Year	Total IEG Operating Budget	Growth Rate	Education Sector IEG Budget	As % of Total IEG	Growth Rate	HSIU IEG Appropriation	HSIU Budget (IEG)	
							Growth Rate	As % of Total Educational Budget
<i>GDDG CLKLAKA</i>								
1964-65	\$330.4	-	\$48.1	13.4	-	\$8.5	-	17.8
1965-66	397.4	11.5	51.6	12.9	7.2	10.2	20.0	19.9
1966-67	425.8	7.1	62.6	14.7	21.3	10.2	0.0	16.4
1967-68	453.2	6.4	50.3	11.0	(24.4)	10.8	5.8	21.6
1968-69	497.1	9.6	60.4	12.1	20.0	11.1	2.7	18.3
1969-70	501.4	0.8	70.5	14.0	16.7	12.6	11.9	17.8
1970-71	516.2	2.9	75.4	14.6	6.9	13.2	4.7	17.4
1971-72	538.3	4.2	85.5	15.8	13.3	14.2	7.5	16.4
1972-73	583.2	8.3	99.8	17.1	16.7	15.2	7.0	15.2

SOURCE: Negarit Gazette



has been investigating the application of additional admissions tests to improve the reliability of its admissions decision.

12.40 With better qualified students entering a freshman program which guides most of them into science and technology, the target of 60 per cent graduates in science and technology could be reached by 1975, if adequate facilities were provided, but they are not yet under construction and it is unlikely that the target will be reached before the end of the FFYP.

12.50 Alemaya is likely to be functioning as a regional institution with a moderately generalized curriculum before the end of the FFYP. Although the land for the new campus at Gondar is in hand, the construction cycle and length of the staff development pipeline indicate that at best, by the end of the FFYP Gondar will be no more than at the "takeoff" stage to become a general regional institution with a health emphasis. This assumes adequate IEG support for such development both through domestic appropriations and foreign assistance.

12.60 The University will have to adopt a more aggressive stance regarding contract research and consultant services by actively seeking it out and organizing more effectively to carry out such work. Research is as yet an internal function of HSIU in the sense that almost all research funds spent on Ethiopian faculty are from grants made to the University to stimulate its research function or from regular IEG appropriations. There is an insufficient flow of people and ideas between HSIU and public and private agencies. Contact is sporadic and needs to be better institutionalized.

12.70 The University needs a broader and more dynamic view of continuing education, especially for persons working at professional levels. Extension, though large and growing, is on a rather narrow track, as it offers mostly the same courses as are taught on the campus to full-time students.



A N N E X



HAILE SELASSIE I UNIVERSITY  
OFFICE OF THE REGISTRAR

March 5, 1973

IMPORTANT Notes on student Attrition Rates of  
1968/69 to 1971/72

The attached statistics show the percentage of academic dismissals, official withdrawals and dropouts for each semester of the year 1968/69 through 1971/72. It is very important that these figures be taken lightly in view of the following facts:

- (1) All data for the first semesters of all years given are correct and present a true picture.
- (2) Data for the second semesters, specially for 1968/69, 1970/71, and 1971/72 include students who boycotted classes and, hence, cannot represent normal semesters.
- (3) Again, enrollment figures for 1969/70 are unusually high because of the returnees and, therefore, the attrition of this year cannot be comparable to those of other years.
- (4) Although students withdrew from classes for the second semester 1970/71, attrition was calculated as if they did not boycott classes, because, the same students were immediately retrieved through the crash or summer program. Thus, the attrition of this year may not be similar to those of other years.

Obviously, the above points make it difficult to calculate the attrition rate and show a true picture of a flow of students from one year to the next for the requested number of years.



HAILE SELASSIE I UNIVERSITY  
OFFICE OF THE REGISTRAR

ATTRITION RATE 1968/69 - 1971/72  
BY SEMESTER AND YEAR IN %

1968/69		I	II	III	IV	V	TOTAL	
I Sem.	Acad. Dism.	5.28	2.59	1.54	-	-	4.05	
	Withdrawal	6.28	5.09	2.00	.84	-	4.57	
	& Dropouts							
	BOTH	11.56	10.68	3.54	.84	-	8.62	
II Sem.	Acad. Dism.	1.14	1.08	0.16	-	-	.76	
Boycot	Withdrawal	62.32	66.40	56.96	26.44	49.25	57.56	
	& Dropouts							
	BOTH	63.46	67.48	57.12	26.44	49.25	58.32	
(YEAR OF RETURNEES)								
1969/70		Fresh	I	II	III	IV	V	TOTAL
I Sem.	Acad. Dism	8.21	9.41	3.73	1.36	0.39	-	5.64
	Withdrawal							
	& Dropouts	3.55	11.69	13.13	3.31	4.05	-	8.82
	BOTH	16.76	21.10	16.37	5.18	4.44	-	14.47
II Sem.	Acad. Dism.	13.92	*-	5.90	1.52	-	-	6.98
	Withdrawal	3.16	-	6.50	4.05	0.98	7.41	4.04
	& Dropouts							
	BOTH	17.07	-	12.40	5.57	0.98	7.41	11.02

\* First year were promoted to 2nd year during II semester.



		Fresh.	II	III	IV	V	TOTAL
1970/71	Academic Dism.	9.95	6.84	3.52	0.17	-	6.37
I Sem.							
	Withdrawal & Dropouts	5.04	6.17	2.43	0.68	-	4.02
	BOTH	15.69	13.01	5.95	0.85	-	10.38
II Sem.							
	Acad. Dism.	20.66	2.40	1.97	-	-	8.38
	Withdrawal & Dropouts	12.22	6.76	5.12	1.81	1.14	7.41
	BOTH	32.88	9.16	7.10	1.81	1.14	15.80
1971/72							
I Sem							
	Acad. Dism.	8.58	5.18	2.29	0.64	-	5.16
	Withdrawal & Dropouts	4.32	6.50	2.53	3.68	-	4.37
	BOTH	12.90	11.69	4.82	4.32	-	9.53
II Sem.							
	Boycot Acad. Dism.	5.92	1.29	2.48	-	-	3.09
	Withdrawal & Dropouts	71.41	52.09	40.37	14.96	6.76	50.74
	BOTH	77.33	53.38	42.86	14.96	6.76	53.83



HAILE SELASSIE I UNIVERSITY  
OFFICE OF THE REGISTRAR

ATTRITION RATES 1968/69 - 1971/72

March 8, 1973

1968/69 I Sem.	I	II	III	IV	V	TOTAL
Registered	1609	805	650	358	34	3456
Acad. Dism.	85	45	10	-	-	140
Withdrawal & Dropouts	101	41	13	3	-	158
Attrition %	11.6%	10.7%	3.5%	0.8%	-	8.6%

  

II Sem.	I	II	III	IV	V	TOTAL
Registered	1319	741	639	382	67	3148
Acad. Dism.	15	8	1	-	-	24
Withdrawal & Dropouts	822	492	364	101	33	1812
Attrition %	63.5%	67.5%	57.1%	26.4%	42.3%	58.3%

  

1969/70 I Sem.	Fresh	I	II	III	IV	V	VI	TOTAL
Registered	1450	744	830	367	518	114	-	4023
Acad. Dism.	119	73	31	5	2	-	-	330
Withdrawal & Dropouts	124	87	109	14	21	-	-	355
Attrition %	16.8%	21.5%	16.9%	5.2%	4.4%	-	-	14.5%

  

II Sem.	Fresh	II	III	IV	V	VI	TOTAL
Registered	1236	1000	592	508	81	21	3438
Acad. Dism.	172	59	9	-	-	-	240
Withdrawal & Dropouts	39	65	24	5	6	-	139
Attrition %	17.1%	12.4%	5.6%	1.0%	7.4%	-	11.0%



1970/71 I Sem.	Fresh	II	III	IV	V	VI	TOTAL
Registered	1447	1038	823	586	113		4006
Acad. Dism.	154	71	29	1	-	-	161
Withdrawals & Dropouts	73	64	20	4	-	-	416
Attrition %	15.7%	13.0%	6.0%	0.9%	-	-	10.4%

  

II Sem.	Fresh	II	III	IV	V	VI	TOTAL
Registered	1326	917	761	608	88	10	3710
Acad. Dism.	274	22	15	-	-	-	311
Withdrawal & Dropouts	162	62	39	11	1	-	275
Attrition %	32.9%	9.2%	7.1%	1.8%	1.1%	-	15.8%

  

1971/72 I Sem.	Fresh	II	III	IV	V	IV	TOTAL
Registered	1643	1138	830	625	78	11	4325
Acad. Dism.	141	59	19	4	-	-	223
Withdrawal & Dropouts	71	74	21	23	-	-	189
Attrition	12.9%	11.7%	4.8%	4.3%	-	-	9.5%

  

II Sem.	Fresh	II	III	IV	V	VI	TOTAL
Registered	1553	1006	805	595	74	11	4044
Acad. Dism.	92	13	20	-	-	-	125
Withdrawals & Dropouts	1109	524	325	89	5	-	2052
Attrition %	77.3%	53.4%	42.9%	15.0%	6.8%	-	53.8%



