

Online Guide to

Educational Systems



Around the World—Ethiopia



NAFSA

Association of
International Educators

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In 1948, NAFSA pioneered the concept of providing professional services for postsecondary exchange students. Early efforts to enhance living and learning environments for exchange students have blossomed into today's active association of accomplished professionals whose numbers continue to grow worldwide.

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Instructions for Using the *Online Guide to Educational Systems Around the World*

Susan Whipple, Editor

December 2008

These documents are updates to those in the 1999 publication *A Guide to Educational Systems Around the World* (which was an update to *The Handbook on the Placement of Foreign Graduate Students*, published in 1990 and colloquially known as the "Graduate Handbook.")

It is important to note that these documents do not replace either of the earlier publications, which should be used for credentials issued prior to 1999, the period those publications cover.

Readers familiar with the original version of *A Guide to Educational Systems Around the World* will note that these updates use the same format:

1. Each of these publications provides lists of credentials and other data that can be used both for undergraduate and graduate admissions.
2. "Advice for admissions officers" is intentionally not provided. We have attempted to avoid all types of subjective interpretation, relying instead on objective data. Users of these updates should use the information provided in conjunction with other resources to determine their own placement recommendations and possibility of transfer credit. Questions about credentials can be posted on the Admission and Credential Evaluation discussion forum on the Recruitment, Admissions, and Preparation Knowledge Community Web site:
http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/admissions_and_credential/forums.

Please note that these updates should be supplemented by additional written materials that describe complete foreign educational systems, including data on specific institutions, and by professional training in the theory and practice of credential evaluation. Many of these resources are available from NAFSA, either as printed publications or on-line. The need for institution support for budgetary resources and training for undergraduate and graduate admissions personnel remains important, regardless of the increased availability of resources on the Web.

These publications were compiled by many authors using a standardized template and style. Although minor variations among entries do occur, the basic guidelines are explained as follows:

Educational Ladder

1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2
1 - 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
A B B

The year or half-year at which a credential is awarded is the point at which the corresponding credential letter is placed. In the example above, credential A is awarded after the 9th year of education. Note that the corresponding letter is placed directly below the number 9.

All *normal* possibilities of the total number of years of education that a credential might require are indicated on the ladder. This occurs for credential B, in which the credential can be awarded after either 12 or 13 total years of education. An explanation is provided in the description of the credential whenever a letter appears on the ladder more than once. There are a few cases when this multiple-listing style was not used; in these cases, there are explanatory comments.

An arrow (→) is used after a credential letter in cases where no maximum length of study for a particular program is specified, or where the study time is open-ended. For example, a doctor of philosophy degree program may require a minimum of three years of enrollment. The corresponding credential letter with an arrow will appear under the minimum number of total years of education required to earn the Ph.D.

Explanations About Documents

Credentials are divided into two categories: secondary and postsecondary. The decision to include the credential under one or the other category is not a subjective one—a credential is determined to be either secondary or postsecondary according to its designation by the country of origin, regardless of how individual institutions might perceive the level (and recommend transfer credit).

Numerical endnotes, placed directly after the complete list of credentials, are used when a lengthy explanation about a credential is necessary.

Foreign Terms and Words

Foreign terms are used whenever possible, and are translated literally, in most cases. Literal translations are used to avoid subjectivity. We have attempted to be consistent with translations across languages, though readers may notice some differences between countries because of preferences indicated by the submitters. Credential evaluators and admissions personnel should always rely on official foreign language documents, using translations only as guides.

Grading Information

Only the most common grading scales used in each country are listed. Evaluators understand that variations in grading are common and that one should always consult the grading information that may be provided on official transcripts. Rather than making grade equivalency statements, the submitter(s) of the update provided information regarding grading practices within the countries.

- F** General Secondary Education Certificate: Awarded up to 2001; offered at comprehensive secondary schools in the vocational stream; students entered the four-year program upon completion of Grade 8; signified completion of the vocational secondary education cycle
- G** Technical Diploma: Awarded up to 2001; offered at technical schools; students entered the three-year program upon completion of Grade 10; diploma holders were eligible to appear for the Ethiopian School Leaving Certificate Examination (ESLCE) upon completion of the program; signified completion of the technical secondary education cycle
- H** Technical and Vocational Education and Training (TVET) Level III Diploma: Offered at technical schools and junior colleges; signifies completion of a three-year vocational training program requiring credential **A** for admission; students may be eligible for professional registration in the chosen discipline upon completion of program
- I** Teacher Training College Diploma: Offered at Teacher Training Colleges (TTC); signifies completion of a three-year teacher training program requiring credential **A** for admission; qualifies diploma holders to teach grades 5–8 (i.e. the second cycle of primary education or the general education cycle)

Postsecondary

- J₁, J₂, J₃** Diploma and Advanced Diploma: Offered at agricultural colleges, polytechnics, engineering and technical institutes, as well as health and commercial institutes; one, two or three-year professionally-oriented programs in fields such as agriculture and accountancy requiring credentials **E₁** or **E₂** for admission; some programs are designed to articulate into bachelor degree programs
- K** Bachelor of Education: Offered at colleges or universities; signifies completion of a three-year undergraduate program in education requiring credentials **E₁** or **E₂** for admission; prior to 1994, these degrees were four years in duration; qualifies degree holders to teach grades 9–12 (i.e. the first and second cycle of secondary education or the general and preparatory secondary education cycle); graduates in other fields are able to become secondary teachers through a six-month bridging course
- L** Bachelor of Arts/Science: Offered at colleges or universities; signifies completion of a four-year undergraduate program requiring credentials **E₁** or **E₂** for admission; from the 2007-08 academic year onwards, the Ministry of Education has given accredited colleges and universities the authority to determine whether they wish to offer three-year undergraduate programs instead of four-year ones
- M** Bachelor of Architecture/ Engineering/Laws/Pharmacy: Offered at universities; signifies completion of a five-year program in a professional field requiring credentials **E₁** or **E₂** for admission
- N** Doctor in Medicine/Veterinary Medicine: Offered at universities; signifies completion of a five-year program in medicine requiring credentials **E₁** or **E₂** for admission; mandatory year of internship is included.

- O** Master of Arts/ Business Administration/ Public Health/Science: Offered at universities; signifies completion of a two to three-year graduate program requiring credential **L** for admission; a final paper is usually required in order to graduate
- P** Specialization Diploma: Offered at universities in the field of medicine; signifies completion of a minimum of three years of study requiring credential **N** for admission; advanced, specialized education in professional area within medicine
- Q** Doctor of Philosophy: Offered at universities; signifies completion of three to four years of graduate studies requiring credential **O** for admission; students who enroll with credential **L** or **M** may take up to 7 years to finish doctoral programs; candidates defend their doctoral thesis during an oral examination

GRADING SCALES

Secondary

Ethiopian General Secondary Education

Certificate

A	Excellent
B	Very Good
C	Good
D	Satisfactory
F	Failure

Ethiopian Higher Education Entrance

Qualification Certificate

75	-	100%	Excellent
63	-	74%	Very Good
50	-	62%	Good
25	-	49%	Satisfactory
Below		25%	Poor

Postsecondary

Addis Ababa University

A	4.00	Excellent
B	3.00	Good
C	2.00	Satisfactory
D	1.00	Unsatisfactory
F	0.00	Failing

POSTSECONDARY INSTITUTION RECOGNITION BODY

Ministry of Education: P.O. Box 1367, Addis Ababa, Ethiopia

<http://www.moe.gov.et/>

RESOURCES FOR ADDITIONAL INFORMATION

Printed

Damtew, Teferra, and Altbach, Philip G., ed. *African Higher Education: An International Reference Handbook*. Bloomington, IN: Indiana University Press, 2003.

International Association of Universities. *Guide to Higher Education in Africa*. New York, NY: Palgrave Macmillan, 2010.

Lin, I. Ethiopia. *The New Country Index: Volume I*. Berkeley, CA. Ten Speed Press, 2004.

National Office of Overseas Skills Recognition (NOOSR). *Ethiopia: A Comparative Study*. Canberra, Australia: Australian Government Department of Education, Science and Technology, 1997.

On-line

American Association of Collegiate Registrars and Admissions Officers – Electronic Database for Global Education (AACRAO – EDGE): <http://www.aacraoedge.aacrao.org/> (accessible by subscription)

International Association of Universities (IAU). World Higher Education Database: <http://www.unesco.org/iau/onlinedatabases/index.html>

The National Recognition Information Centre for the United Kingdom (UK NARIC): www.naric.org.uk (accessible by subscription)

Bibliography of publications on education in Ethiopia in Boston College's Center for International Higher Education's *International Network for Higher Education in Africa*: http://www.bc.edu/bc_org/avp/soe/cihe/inhea/pubs_country/Ethiopia.htm

United Nations Educational Scientific and Cultural Organization (UNESCO). World Data on Education for Ethiopia: http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/SUB-SAHARAN_AFRICA/Ethiopia/Ethiopia.htm

Ethiopian Ministry of Education's List of Public Universities and Colleges: <http://www.ethiopia.gov.et/English/MOE/Information/Pages/Education%20and%20Learning%20Institutions.aspx>

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