

Enhancing the Quality of English Language Education in Ethiopia

Report on a Future Search Conference

Sponsored by the
Embassy of the United States of America

In collaboration with
The Ministry of Education of the Government of the Federal Democratic Republic
of Ethiopia, the Institute of International Education, and Ambo University



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Ambo University

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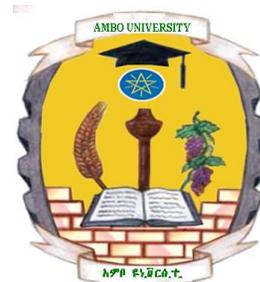


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I. Introduction

By Cheryl Francisconi, Director, IIE/Ethiopia

The Education and Training Policy of the Government of Ethiopia, established in 1994, outlined the prescribed medium of instruction for primary, secondary, and tertiary education in Ethiopia. At the primary level (grades 1-8), the medium of instruction is the mother tongue (Amharic, Oromifa, Tigrinya, etc.), with English being taught as a subject. At the secondary level, the medium of instruction shifts to English, which continues as the primary medium of instruction at tertiary levels.

The U.S. government has collaborated with the Government of Ethiopia to assist with the expansion and quality of primary education in Ethiopia, providing some \$18 million per year in assistance to the Ethiopian education system. With Millennium Development Goal #2—providing for *universal access* to primary education—being nearly met in Ethiopia, there is an increased focus on improving the quality of education. The U.S. government is currently contributing to improving reading comprehension both in a student’s mother tongue and in English.

Teaching English to non-English speaking students is a significant challenge in Ethiopia, since many teachers of English are not native speakers. Many efforts are underway to address these challenges, including investments in improving English-teaching skills at teacher training colleges, and the expansion of English language departments at selected universities. An English Language Improvement Program (ELIP) was established from which more than 150,000 teachers have already benefitted, while English Language Improvement Centers were set up at most teacher training colleges and universities. As part of the new ELIP, 45,000 English teachers will be provided with tailor-made trainings to improve their English proficiency. Nevertheless, a significant gap remains.

It is in this context that the idea for a conference on “Enhancing the Quality of English Language Education in Ethiopia” was conceived. In 2011, the U.S. Embassy provided support to Dr. Tadesse Boyessa from Ambo University to attend the Teaching English to Speakers of Other Languages (TESOL) conference. He returned to Ethiopia with a desire to create a TESOL movement in Ethiopia, and had the idea of hosting a conference.

Subsequently, the U.S. Embassy approached the Institute of International Education (IIE) in Ethiopia and asked the Institute to work together with the Embassy, the Ministry of Education, Dr. Tadesse, and other stakeholders to host a conference on improving English language education in Ethiopia. A planning team was convened, consisting of various representatives of the Ministry of Education, English-language researchers and professors, and U.S. Embassy and IIE staff. Through various conversations, the planning team and other stakeholders noted that continuing to support efforts to improve English language training was relevant and deeply desired. Such a conference, however, should require a systemic and strategic approach involving multiple stakeholder groups that could review and analyze the state of English language teaching and strategize around a common vision for the future. Thus, the planning team wanted the conference to help stakeholders reflect and take stock of the past history of English

language education in Ethiopia, explore current trends, and plan for future efforts toward improvement.

They articulated several clearly desired outcomes for the conference:

- Stakeholders develop a shared vision toward the quality of English language education in Ethiopia, and are committed to work in partnership to achieve goals;
- Modes of English language instruction and best practices, both in Ethiopia and globally, are explored and reflected on;
- The Ethiopian policy context for English language teaching and learning is explored and reflected on;
- Linkages and interdependencies across the hierarchy of the education system (primary, secondary, tertiary), with regard to English language education, are explored and reflected on;
- The Ministry of Education has received input on its vision and strategy for English Language Improvement;
- There are recommendations and action plans for a way forward.

Given the goals and desired outcomes for the conference, the planning team decided to host a different kind of conference, one that would bring together all stakeholders interested in the issue and promoted linkages and action plans which were collaborative in nature. The unique conference, called “Future Search,” is an 18-hour workshop usually spread over two-and-a-half days. Future Search uses a rigorous, set process to help people understand their past, acknowledge their present, develop a common vision, and create action plans for the future. What makes Future Search powerful is that everyone who has a stake in the issue is represented.

Participants work together in three ways with each other: 1) as a large group; 2) in stakeholder groups; and 3) in mixed groups that represent a variety of stakeholder viewpoints. They are given guidelines and instructions for completing tasks and managing their small groups. The conference methodology helps participants develop a full picture of what is happening around a particular issue so that systemic solutions can be proposed and acted on.

The planning team for the conference identified nine stakeholder groups who would engage in this process:

1. English Language Teachers/Practitioners at the Tertiary Level
2. English Language Teachers/Practitioners at the School Level
3. Curriculum and Materials Developers
4. English Language Researchers and University Professors
5. Teacher Trainers at Colleges of Teacher Education
6. Donors and Education Partners
7. Graduate Students in English Language Teaching
8. Policymakers and Government Representatives
9. Private Sector/Business Leaders

Approximately 9-10 individuals representing each stakeholder group were invited to be part of the Future Search conference, which was held at Ambo University on March 22-24, 2012. More than 80 participants took part in the conference along with keynote speakers and panelists in the field who helped set the context for the conference discussions. The theme of the conference was “Enhancing the Quality of English Language Education in Ethiopia: A Future Search Conference.”

The conference participants were welcomed by Dr. Mitiku Tesso, President of Ambo University, and opening keynote addresses were made by H.E. Fuad Ibrahim, State Minister of Education for the FDRE of Ethiopia, and Ambassador Donald E. Booth, Ambassador of the United States of America to Ethiopia. Following these remarks, a panel of six members, moderated by Ms. Rebecca Smoak, U.S. Department of State Regional English Language Officer for Africa, presented reflections on the context of the field both in Ethiopia and globally.

The Future Search process began in the late afternoon of March 22 and continued until March 24, when participants presented recommendations and action plans for the future. The conference was facilitated by Ato Ayalew Zegeye and W/t Ethiopia Tilahun. This report documents the various discussions generated by the Future Search process as well as the recommendations and proposed actions.

II. Remarks of Keynote Speakers

Welcome Message from Ambo University President Dr. Mitiku Tesso

H.E. Ato Fuad Ibrahim, State Minister for the Ministry of Education; H.E. Donald Booth, Ambassador of the United States of America to Ethiopia; dear members of Ambo University Senate; dear conference participants; ladies and gentlemen:

It is a great honor and privilege for me to welcome you all to Ambo University.

I am also very delighted to be among you on occasions like this where we are gathered to share experiences on how to improve quality education in our country. As we all understand, education is the best tool for ensuring the economic, social, and political development of a country. Countries that have developed today have proven to us that human resource development is the base for the development of other sectors, and it is achieved only through the provision of quality education to their citizens. Our country has recognized this fact and made remarkable progress in the development of its education sector. A very simple proof of that can be found in the number of public universities we have in our country today as compared to what we had a couple of decades ago. As we all remember, there were only two universities in Ethiopia before 1991, and today we have more than thirty government universities, without mentioning the private ones. If we look at the enrollment rate, I think Ambo University is a good example. A few years ago, only hundreds of students were joining the university every year. Today, there are nearly 20,000 students in our university in regular, extension, and summer programs.

Ladies and gentlemen, besides this remarkable expansion, we all agree that we have to work hard to enhance the quality of education. Ambo University is working rigorously toward that, and the reason we are gathering here today is also one part of that.

It is known that English is a language of wider communication in today's world. It is a dominant language throughout the world in areas like academics, science and technology, media, politics, and so on. In Ethiopia as well, English language is widely exercised in education and other sectors. In universities, in particular, it is a language of instruction, research, and publication. Hence, our students' good command of the language plays a significant role in their academic success.

In spite of this, we all agree that our students' English language ability needs further improvement. As it is often reported, our students' spoken and written communication skills should be enhanced. Hence, our efforts of enhancing the quality of education in this country should also give due attention to the improvement of the language of instruction. It is my strong belief that this conference is one step toward achieving that. Different scholars who are gathered here today from different parts of the country as well as from abroad will definitely share their best experiences regarding how to improve English language instruction in Ethiopia, and my university is more than glad to collaborate with all stakeholders in this regard.

Ladies and gentlemen, finally, please allow me to thank all parties that have put their time, money, energy, knowledge, and skills to the realization of this conference. My heartfelt

appreciation goes to the Embassy of the United States of America for sponsoring this conference. I would also like to thank the Institute of International Education for its active collaboration in the organization of this conference. I would also like to thank you, all the participants, for coming to Ambo University to share with us your valuable experiences.

I am quite sure that your stay at Ambo University will be a memorable one and please enjoy our warm hospitality.

Finally, I wish you a very good time at Ambo University, and I am looking forward to your active participation in the conference.

Thank you.

Message from State Minister Fuad Ibrahim, State Minister of Education of the Federal Democratic Republic of Ethiopia

Dear Mr. Donald Booth, U.S. Ambassador to Ethiopia; dear colleagues; dear participants; ladies and gentlemen:

I am very pleased to have this opportunity to make a keynote address in this august gathering called to deliberate upon the quality of English language education in Ethiopia.

Since the transition to democracy, great efforts have been exerted to expand educational opportunities to citizens and achieve equity, relevance, and quality of education, areas that have been neglected for many years in Ethiopia. To date, our achievements in all these areas are commendable and well noted by international organizations and our donor partners. As most of you know, before 1991, there were very few primary and secondary schools and two universities in the country. The enrollment rate was only in the thousands. Presently, however, there are more than 29,000 primary and secondary schools, and 32 public universities in the country. And the enrollment rate has exceeded 20,000,000. These achievements were made possible by the relentless as well as joint efforts of our government, our people, and our development partners. As a result of our success in education, Ethiopia is believed to be one of the few countries to attain the Millennium Development Goals within the period prescribed.

However, in view of our interest to consolidate our young democratic system and accelerate the country's economic growth, the quality of our education is not up to the standard level that we desire it to be. To deal with the problems of quality in education, different mechanisms have been formulated and set in place at various levels of the education system. Particularly, at the General Education Level, a General Education Quality Improvement Package (GEQIP), which consists of six programs, has been crafted and implemented.

Dear participants, the importance of English language instruction is obvious. In our context, English as a language is offered as one subject starting from first grade. Moreover, not only at the secondary and tertiary levels but in most cases starting from seventh grade onward, it is a medium of instruction; there is a region that uses English as a medium of instruction starting from the fifth grade. Presumably, without due attention and unreserved efforts to promote the quality of the English language in the country, it is nearly impossible to realize our objectives of

quality education in general so that students could easily grasp their academic studies. That is why the promotion of quality English language instruction is part and parcel of our general program aimed at the improvement of quality of education.

As I have already indicated, whatever we have achieved so far in the education sector we believe that it is the result of the collaborative work between our government, our people, and our stakeholders. It is with this due regard that we receive any support that boosts our educational undertakings. This kind of a forum, no doubt, supports our efforts of promoting the cause of education in general and quality of education in particular. In this conference, I hope that your scholarly discussions will result in fruitful proposals and plans of action to be used by all the concerned to enhance the quality of English language education in Ethiopia.

At last, I would like to express my sincere appreciations for those who shouldered and executed their responsibilities successfully for this conference to happen. Finally, wishing you all success in your deliberations, I would like to officially declare the opening of the conference.

Thank you.

**Message from Ambassador Donald E. Booth,
Ambassador of the United States of America to Ethiopia**

Thank you, Dr. Mitiku Tesso, President of Ambo University; thank you, Ato Fuad Ibrahim, Education State Minister; friends, colleagues, professors, and conference participants:

I am delighted to join you today as you gather to share your expertise and develop a plan to strengthen the English language teaching system in Ethiopia. Over the past two decades, the government of Ethiopia has rightly focused its resources on expanding educational opportunities for all of its citizens. We in the United States admire the significant Ethiopian investment in education, which greatly expanded access to primary education and increased the number of universities from two to thirty-one over that 20-year period.

These are truly impressive achievements. Now the challenge is to ensure that the quality of education matches the quantity. In particular, as long as English is the medium of instruction, teachers in all fields must have strong English language competency, and students must master the skills of comprehension and expression.

These fundamental skills are essential if students are to fully realize educational opportunities at the university level. These skills will also provide tangible benefits to students as they transition to the professional world. As international trade, investment, and communication in Ethiopia increase, those who can effectively interact in English with the rest of the world will be best positioned to succeed.

But in my travels and meetings across Ethiopia, many have expressed dissatisfaction with the current status of English language skills. This anecdotal perspective is backed up by research. For example, a May 2011 assessment of secondary school teaching found systemic weaknesses in English listening, reading, speaking, and writing skills. Unfortunately, many students who reach university carry those weaknesses with them.

These findings will not be a surprise to you. That is why we have asked you to gather together for these few days, to participate in the search for practical solutions. The format of this conference is designed to be catalytic. We want this meeting to be different, to draw from the experience of other U.S. government programs designed to strengthen English language teaching and learning.

Let me briefly recap our ongoing activities in this sector. In a significant contribution in support of the educational priorities outlined in the government's Growth and Transformation Plan, USAID has provided more than \$24 million in the last six years to develop and publish English language textbooks for grades 1-8 and to support related teacher training programs. As you will appreciate, putting quality textbooks in the hands of Ethiopian primary students is the first crucial step toward English language competency.

Second, we reintroduced the USAID-supported Peace Corps English language volunteers project in 2011. I expect many of you may remember earlier generations of volunteers, and may even have been lucky enough to have had a Peace Corps volunteer as a teacher. We are very happy to have 35 new volunteers and look forward to 70 additional volunteers this year and another 70 next year. This Peace Corps cohort is working in Ethiopian teachers colleges, to help prepare primary school teachers.

Third, the Embassy's Public Diplomacy section has provided two-year intensive extracurricular English language training programs for almost 300 public high school students in Harar and Addis Ababa through what we call the "Access Micro-scholarship." We are preparing a new round that will add almost 200 more students from other cities later this year. The Access program targets students from low income families to provide them with opportunities otherwise unavailable to them.

Fourth, this year we are hosting 19 volunteers who are part of a program known as the International Foundation for Education Self-Help, or IFESH. These volunteers are serving as advisors to university administrations throughout the country.

As you can see by my description of these different programs and activities, we in the Embassy are supporting English language training at all levels throughout the country. This insight has driven the design, with the support of the Institute of International Education, of this conference. But our ideas are only a starting point. It is your ideas, perspectives, and experiences that will make a difference. Notwithstanding the significant resources we and other donors provide, it is your leadership that will advance the quality of instruction.

Now, let me talk a little about why we think this conference is different and what we hope you will accomplish. This conference is designed to be interactive rather than pedagogical. That is why the steering committee has organized you into nine different groups representing the various sectors of the educational system and its end users, including leaders in tertiary, secondary, and university instruction; curriculum development, research; and government and the private sector. Within your groups, we encourage you to collaborate on an analysis of the strengths and weaknesses of the educational system.

Moreover, we will also ask each group to draft an action plan to address weaknesses you identify. We believe in the objectives of this conference and want to support you in the implementation of your recommendations. Our goal is to help transform this discussion from ideas to results, to encourage you to champion the ideas that emerge from your discussions into change in the classroom, and we will work with you to make that change happen.

To facilitate your dialogue, I am delighted to introduce Rebecca Smoak, a U.S. government English language specialist who promotes English language teaching and learning throughout East Africa. Normally based in Dar es Salaam, Rebecca has joined us here in Ambo to share her expertise. Please get to know her and turn to her as a resource for training, methodology, and publications.

In conclusion, I want to thank you for joining us and for dedicating your time and talent to this important endeavor. We are proud to be your partners.

Thank you and I wish you all the best over the next few days.

III. Panel Discussion: Setting the Context

Setting the Tone: Remarks of Dr. Tadesse Boyossa Dean, College of Social Sciences & Humanities, Ambo University

I strongly believe that there is a vision that all of us share: to see a prosperous Ethiopia, and to see a country whose name shall never be associated with the common and painfully Ethiopian-stereotyped terms like famine and poverty. It is my contention that there is no better way of achieving that goal than educating our citizens. I say so partly because the experiences of most, if not all, developed nations testify that human resource is an indispensable and irreplaceable tool for development. What I read about Germany could be a good example worth mentioning here. During WWII, Germany had no resource left behind except one thing: the great minds of its people. And if you share my judgment, the Germans, in fact, without denying others' support, rebuilt their nation.

Accordingly, there cannot be any higher agenda in our country than educating the citizens so as to mobilize them toward economic development. Cognizant of this fact, the country has undergone massive education sector developments in the last couple of decades, and, undoubtedly, remarkable achievements have been scored. It is everybody's belief that this massive growth should be complemented by quality education. To this end, the government of Ethiopia is extensively working toward rendering quality education to its citizens. The strategies designed in this regard have started to show good progress. But the issue of quality education should not be wrongly viewed as if it is exclusively the business of one party, namely that of the government. Education by its very nature is a very complex business that involves a number of stakeholders; hence, the active participation of all is needed, and that would be best achieved if it is done in unison.

When we talk about quality education in Ethiopia, the role that English language plays cannot be oversimplified. As we all know, English language has played a central role in the education system of the country, and this goes as far as the introduction of modern education in Ethiopia at the beginning of the 19th century. To mention at least the present scenario, the new Education and Training Policy (1994) of Ethiopia recognizes English to be offered as a subject starting from grade 1 and to be used as a language of instruction in secondary and tertiary levels of education.

Globally, English language has also established itself as a lingua franca. It has become the language of worldwide communication in media, science and technology, business, academia, politics, and so on. This calls for the need to produce citizens who can competitively and easily avail themselves to the world arena, which has already become a global village.

In order to meet these demands, it is worth giving due attention to enhancing the quality of English language education in Ethiopia. A number of studies have shown that our students' English language performance needs improvement. More importantly, all of us in this hall representing different stakeholder groups can give our own testimony about our students' ability to communicate in English both orally and in writing. Classroom teachers at all levels of the education ladder can witness their lived experiences about the present status of English language education in our country. At secondary and tertiary levels, in particular, where English

is the language of instruction, we, the teachers, are experiencing daily that English language is becoming an obstacle to our learners when they learn their fields of specializations, though it should have been otherwise. In fact, I am not trying to belittle the experiences of employers about the ability of our graduates as far as English language performance is concerned. Most of all, our students themselves are showing huge demands toward improving their English language performance. In one way or another, the impacts can be felt by all of us here and beyond. So the issue of enhancing English language education in this country is worth discussing.

It is my belief that everybody gathered here and all the stakeholders you represent have been thinking about the issue at hand, and mine was not an exception. As a teacher of English for more than a decade, I have been thinking about ways of improving my students' English language skills, but, frankly, achieved nothing or, at most, very little, partly because I have been worrying alone. And I believe that many of you here share the same experience.

The International Visitor Leadership Program (IVLP) scholarship offered to me by the U.S. Embassy in Ethiopia last year opened my eyes to ways of handling the issue. The scholarship gave me the opportunity to meet teachers of English as a second language from 13 different countries. We all shared the experiences of our respective countries as far as English language education is concerned. More importantly, I got the opportunity to participate in the 45th Annual TESOL Convention and Exhibit organized in New Orleans, USA. In this convention, I got the opportunity to meet my fellow ELT professionals from more than 100 countries. More than 700 engaging presentations and workshops were held. Those I was able to attend gave me new ideas, showed me how to meet challenges, and helped me to critically reflect on the current understandings and practices in the field of ELT.

One important lesson I learned from the IVLP visit in general is the importance of collaboration to tackle challenges, and of internalizing issues rather than externalizing them.

Hence, this conference is organized with the prime objective of sharing experiences about English language education in Ethiopia and looking for ways of improving it in a collaborative manner. It is also meant to provide an international forum for all stakeholders and English language teachers in Ethiopia, in particular, to share their tales rooted in professional experience. The conference aims to bring together a spectrum of academia—researchers, teachers, educators, material developers, students, and policy-makers—to present their evidence-based best practices on a wide range of topics related to English language education.

Lastly, I would like to comment that this conference, more than anything, will create good opportunities for ELT professionals to start sharing our experiences and thinking collectively toward the same goal. And this conference should be only the beginning; all of us should have the courage to organize similar events. If we dedicate ourselves, it is my strong belief that we will have the potential to enhance the quality of English language instruction in our country.

Thank you.

English Language Education: 1974 to Present

Remarks of Dr. Tesfaye Dagneu

Department of English Language and Literature, Faculty of Humanities,
Bahir Dar University

My reading makes a survey of policy matters and curricular issues (including texts and teachers) related to English language teaching since the coming of the Dergue to power in 1974.

1974 was a turbulent period in Ethiopia. It was a time of student and public riots and dissidents in the army, which resulted in the removal of Emperor Haile Selassie and the coming to power of the military government. When the military council took power, one of its decisions was to close the university, colleges, teacher training institutes, and secondary schools (grades 11 and 12), and send students to the countryside on a campaign called “Development Through Cooperation.” Education came to a standstill for two years. That period could perhaps be traced to be the beginning of the sustained deterioration of the country’s education. When the universities and the schools reopened in 1976, the government issued a new guideline on education with slogans that reflected socialist ideology. Consequently, the former school text, the *Contact* series, was abandoned and replaced by *English for New Ethiopia*, a series of textbooks that was developed to inculcate Marxist Leninist ideology. The texts were criticized for the lack of diversity in their contents and for their teacher-centeredness.

The other problem in 1976 was the critical shortage of teachers. The situation was so desperate that school dropouts without any training were recruited to teach in schools (these included dropouts from grades 10, 11, or 12 who were given the name “Digoma” teachers). University students, irrespective of their fields of study, were also recruited in big numbers to teach in secondary schools, not because they wanted to be teachers but to run away from the frightening political fight that was taking place in the university campus, which ultimately led to the “Red Terror.” One could imagine what the consequences could be. In any case, education was not and could not have been a priority for the Dergue government because the country was in a state of war. The situation continued until 1991 when the Dergue was defeated and the Transitional Government of Ethiopia (TGE) was formed.

With the coming of the new government, a new Education and Training Policy (ETP) was published in 1994. This policy made a radical overhaul in education, including school structure, teacher training, and curriculum. The policy stipulated that English would be taught as a subject starting from grade one, and would be the medium of instruction for secondary and higher education.

The policy prescribed student-centered education, and, consistent with that, *English for New Ethiopia* was replaced by *English for Ethiopia*, which is said to be communicative, learner-centered, realistic, and meaningful.

One attempt that was made to alleviate the problem of trained teachers was the launching of a program called English Language Improvement Program in 2002 with the support of the UK government. The project trained Key English Language Trainer Advisors (KELTA), Key English Language Trainers (KELT), and English Language Trainees in a cascading process for four years.

Another project that needs to be mentioned in this regard is AIR TELL (American Institute of Research - Teaching English for Life Learning). This project helped in giving training to primary school teachers and helped in the development of materials for grades 1,2,6,7, and 8). USAID has also supported the Ministry of Education in conducting Early Grade Reading Assessment (EGRA) in English in support of the General Education Quality Improvement Program (GEQIP). These are some of the positive steps that have been taken to improve the quality of English language teaching.

In spite of such efforts, however, there are serious complaints regarding the English language proficiency of students. Many students who join universities and colleges can hardly express themselves in English. It is unfortunate to hear that many primary and secondary school teachers and even some teachers in higher institutions of learning do not have the required level of proficiency in English.

Why is it that we have a low level of English in spite of all the endeavors? One can come with a long list of problems that are related practice.

Consider the teaching of English at the primary level, which is taught as a subject from grades one to four. In order to increase access to primary education, we are engulfed with too many schools and a huge number of school children. During these formative years, we need to give our children the best teachers and the best materials. I have doubts whether English teachers are well equipped with the required skills and methods for teaching children. The children are also not provided with supplementary materials to help them develop their reading. It is hardly possible to get such materials in many places.

The lack of reading resources also holds true in secondary schools. Another observation that I can make with regard to training secondary school teachers is that, until recently, there was too much focus on methodology and very little was done to improve students' language skills. Now, with the introduction of the add-on program, there may be a chance to work on the improvement of the language proficiency of the trainees in the universities.

We claim that we are following the communicative approach of language teaching. This methodology demands various prerequisites, such as small class sizes, pair and group work, and, of course, teachers who are well trained in the approach. It is difficult to fulfill these and other demands in our context; yet, we have to try to do what we can.

I would like to recommend that communities be highly involved in establishing reading places, and that parents commit themselves to providing their children with reading materials and to helping them at home.

But the most crucial issue is the commitment of teachers. Do we as teachers of English give our students the best we have? Do we make self-assessments? Do we make use of the research outputs that we get? In asking these questions, I have not forgotten that the ground is not all fertile. We have to find ways in which English teachers can discuss by participating in various and forming professional associations.

I would like to conclude by saying that without education we can reach nowhere, and without solving the challenges related to English language education, we cannot improve the quality of our education. We need to do something!

Thank you.

Influence of History on English Language Education in Ethiopia
Remarks of Dr. Tamene Kitila
Department of Foreign Languages and Literature, Addis Ababa University

The purpose of this talk is to trace the history of English language education in Ethiopia and see how earlier global trends in language teaching influenced English teaching in Ethiopia in the past. Some important questions that may be pursued further in the next two conference days will also be raised in the presentation.

I like to begin my talk with the second purpose. There has always been a growing need for good communication skills in English. Parents send their children to school to help them achieve a good command of English. Employers want their employees to have good English language skills. Today, the need for effective use of English for communication is heard every day, everywhere. In short, effective English language skills are prerequisite for success and advancement in today's world of work.

But the question is: "What conditions need to be in place for students to achieve effective English language skills?" The search for a precise answer might be tiresome, if not fruitless, but the majority of us, if asked, might say, "appropriate conditions."

If we are pressed to explain further what we mean by appropriate conditions for effective learning, our explanations may vary widely, but most of us might include in our explanation: the syllabus, teaching material, teaching/learning activities, teacher education, learner motivation, teacher competence, teaching methodology, and many more.

The term "enhancing" in the theme of this conference perhaps arose from the recognition that some of these pieces that constitute appropriate conditions for effective learning are missing. If we wish to understand the current status of the English language education in this country today, then we may need to raise the following important questions in the next two conference days.

- What might the missing pieces be in our English language education?
- Why are they missing?
- How have the methods of teaching English in the local context over the last years led to inadequate development of students' language skills?
- Why have the efforts made so far not been successful enough?
- What do we need to do now to make conditions appropriate for effective English language skills learning?

The term “effective” in the context of English language skills is itself a vague notion. Do the stakeholders gathered here for the conference have similar conceptions of “effectiveness” in the context of learning English as a foreign language? Maybe we are effective enough, but we don’t know.

Enhancing quality requires identifying quality “infecting” agents, tracing their sources, and developing coping mechanisms. These might be among the issues the conference will raise in the next two days.

The theme of this conference, “Enhancing the Quality of English Language Education,” reminds us of the report of a seminar held nearly 50 years ago. According to a relevant source, a seminar was held at the Department of Education of the Faculty of Arts at Haile Silassie I University in January 1967. The main concern of the seminar was “Secondary School Curriculum Development and the Ethiopian School Leaving Examination,” but one important point in the report states: “The state of English teaching in Ethiopia is critical, and the crisis has its origin in the elementary school.”

It is true to state, even today, that the state of English teaching in Ethiopia is as critical, if not more, as it used to be fifty years ago; but today the origin of the crisis is not confined to elementary school. The observation of classroom practices at different levels of English teaching and learning reveals that every level has its own fair share in the making of the crisis.

Let me take you back to the first purpose of this talk: a brief historical survey of English language education in Ethiopia. Because of the ever-growing need for effective English communication skills, the search for a more effective way of language teaching and learning has characterized the history of English language teaching and learning. Dissatisfaction with one teaching method has led to the emergence of another method. As a result, a wide range of methods have come into and gone out of the language teaching profession.

According to relevant sources in the area, the adoption of grammar-based teaching methods—more commonly known as “grammar translation,” or the “structural approach,” or “situational language teaching” (in the UK), and “audio-lingualism” (in the U.S.)—marks a decisive stage in the history of the development of language teaching. These language teaching methods largely dominated language teaching education in Europe and North America in the years prior to the 1970s.

To enable us to see the effect of this early global trend in language education in Ethiopia in those years, first we need to look at the English curriculum that had been in use in the country up to the first few years of the 1970s.

Curriculum records prior to the 1940s in Ethiopia are either nonexistent or they are difficult to access.

- The period before the introduction of modern education (around 1908) is entirely characterized by religion-based education. No English.

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- The period between the introduction of modern education (around 1908) and the Italian occupation (1928) was characterized by religion-based education (mainly) and modern education (with a little English, French, etc.).
 - The period of Italian occupation is characterized by distraction from earlier attempts.
 - The first few years after the Italian occupation were either years of confusion or restoration.
 - The 1947/8 English curriculum is believed to be the earliest book-form curriculum document.
 - The 1958/9 curriculum marks the second development in English language education.
 - The third English curriculum appeared in 1963/4.
 - The 1967/8 curriculum marks the last (or perhaps close to the last) English curriculum in the years prior to the imperial regime in Ethiopia.

The opening statement of *The 1947/8 English Curriculum* contains the following rationale for teaching English in Ethiopia:

- Foreign teachers all speak English.
- Textbooks are available in all subjects in English.
- The first step toward professions is to pass an examination. The examination referred to was probably that of the University of London (General Certificate of Education).
- Further reading can be done in English.

This survey is limited in many ways to give us a clear picture of the quality of the English language skills that students could achieve at the time. But I think that it is sufficient enough to give us useful insight into the following aspects of English language education in the past:

- Grammar-based teaching and the audio-lingual approach dominate the curriculum.
- The language teaching syllabus mainly consisted of word lists and grammar items graded across grade levels.
- Grammar was the starting point in planning language courses.
- The curriculum specified the grammar and vocabulary learners needed to master.
- Elementary school English teachers had limited English language competence.
- There was no specialized training to teach English at different levels of education.
- Almost all secondary school English teachers were expatriates from different countries.
- Many of the expatriate teachers did not have appropriate training to teach English.
- There were no teaching materials that reflected the local culture.
- Simplified Readers were recommended for use at different levels including the elementary level.
- English had the highest periods in the school curriculum.
- English used to serve as a medium of instruction in the early years of the development of school curriculum in the country.

It is natural to expect a gap between curriculum provisions and classroom practice but, given the orientations that were imported with teaching materials, expatriate teachers, and the understanding held about the purpose and processes of language education, we can make our

own idiosyncratic conclusions of the quality of the English language skills that students could obtain at the time.

Dissatisfaction with traditional language teaching approaches began to spread around the world in the early years of the 1970s. Important questions about the centrality of grammar in language teaching and learning characterize the reaction. It was argued that language ability involved much more than grammar competence. It is true that grammatical competence is needed to produce grammatically correct sentences, but it is also true that what is needed for communication goes beyond this. This shifted attention to the knowledge and skills needed to use grammar, vocabulary, and all other aspects of language appropriately for different communicative purposes. Here, what was needed to use language communicatively was communicative competence. Communicative competence is a broader concept than grammar competence per se. It includes knowing what to say and how to say it appropriately in a given situation.

This new thinking in the aim and processes of language education gave rise to a more communicatively oriented language teaching approach. This approach to language education reached here after nearly 30 years of its inception in Europe and in many other parts of the world.

Analyzing the status of English language education in Ethiopia will give us the picture of the influence. Partly, this will be the focus of the next presentation.

Thank you.

USAID and Donor Efforts
Remarks of Ato Tesfaye Kelemework
Deputy Chief, Education Office, USAID/Ethiopia

I have been invited to give some background on the investment of USAID in Ethiopia's education sector and how it relates to English language education.

The objective of USAID's investment has been to improve quality and equity in primary schools. Since 1995, USAID has been supporting activities in this area, predominantly:

- Teacher training (pre-service and in-service)
- Building the capacity of education officers (from school to Ministry of Education level)
- Building the capacity of parent–teacher associations (PTAs) and increase their involvement in school management
- Increasing access to children and adults through non-formal education (alternative basic education) program

There have been two major periods of support, 1995-2005 and 2006 to date, and some differences in the investment.

From 1995-2005, our activities included:

- Financial support to the English Language Improvement Program (ELIP)
- Building the capacity of college of teacher education (CTE) instructors through IFESH
- Established English language improvement centers (ELIC) in 22 CTEs

Teacher training accomplishments included:

- Trained 71,129 primary school English teachers (51,983 for grades 1-4 and 19,146 for grades 6, 7, and 8) in using the new textbooks.
- Training is being provided for grades 1-4 teachers in teaching reading in early grades for teachers in about 2,600 target primary schools.
- The Peace Corps is contributing to the effort of teaching English. They have assigned 35 volunteers, and will bring an additional 70 this year and another 70 next year. They have also assigned volunteers in CTEs and linkage primary schools.
- Early Grade Reading Assessment (EGRA) conducted in 2011.

Over \$24 million has been provided to date. The focus of future support will be teaching English language through Peace Corps volunteers, and the Reading for Ethiopia's Achievement Developed (READ) Program, which includes:

- Teacher training (pre-service and in-service) in early grade reading and writing
- EGRA midterm and end of project.

Thank you.

English Language Education: Experiences from Similar Contexts
Remarks of Mr. Bertram Grant
U.S. State Department English Language Fellow, Ambo University

I'd like to thank the U.S. Embassy for its role in bringing me to Ethiopia as an English Language Fellow. I would also like to thank Ambo University for its warm hospitality and for its students who are intelligent, respectful, and eager to learn and develop their English.

Also, I'd like to say that Ethiopia is a rich country in so many ways. I am honored to work with you, live with you, eat injera with you, and share your vision for the future.

Being an ESL teacher in the New York public school system really exposed me to the deep complexities of English as a Second Language. With the No Child Left Behind policy and other governmental acts designed to improve the English proficiency of newcomers to our country, ESL was put under the spotlight in a major way.

In a city where English language learners comprise nearly half of the one million students enrolled, and where politicians, administrators, and parents constantly demand results, it seemed that the expectation to deliver came from all sides. In order to perform under such pressure, ESL teachers in NYC met once a month to discuss the challenges we faced. Among

ourselves, we conducted professional development workshops, published material, and addressed current issues.

It was in these sessions that teachers reinforced their prior knowledge of teaching skills such as scaffolding, differentiation of instruction, making our classrooms print-rich, creating student-centered environments, and other best practices.

Several years after New York City, I accepted the position of English Language Fellow in Burkina Faso, a West African, Francophone country with a fledgling English language program. As you can imagine, teachers in Burkina Faso faced a variety of problems stemming from scant teaching materials to a lack of information on the latest methodologies and ELT strategies. To counteract this, the U.S. Embassy, through the American Language Center in the capital, Ouagadougou, formed BETA, Burkina English Teachers Association.

BETA met every first Thursday of the month on U.S. Embassy grounds. Among themselves, Burkinabe teachers would conduct workshops, give presentations, and discuss current English language teaching issues. I sponsored this group by providing refreshments, doing teacher training, and inviting guest speakers, such as the Senior English Language Fellow who was stationed in Senegal and the Regional English Language Officer. I also accompanied representatives from this group to a three-day regional conference where Burkinabe English teachers met with their peers from Senegal, Mali, Mauritania, Cape Verde, Togo, and other West African countries.

As an English Language Fellow in Ethiopia, I feel that an active and well-funded English teachers' association would benefit not only the teachers but the students whom we serve. A TESOL Ethiopia or an Ethiopian English Teachers Association (EETA) would be a key element in building an English language infrastructure here in Ethiopia.

Why not have an English teachers' association that meets regularly here in Ethiopia? From my perspective, it's a win-win situation where we meet, exchange ideas, network, and publish newsletters and other materials. My experience has been that these groups make us better teachers and give a stronger voice to our profession.

Thank you.

Global Trends in English Language Teaching
Remarks of Dr. Christopher Medalis
Director of Global Scholarship and Learning Programs
Institute of International Education, New York, NY USA

The field of teaching a second or foreign language draws from several academic disciplines, most specifically theoretical and applied linguistics as well as education and psychology. Many different approaches to teaching a foreign language have evolved especially from the 1930s until the present time, including structuralist and behavioral approaches, and approaches based on grammar translation and cognitive psychology. Until the 1930s, the approach to teaching a foreign language was focused on grammar translation, based on an analysis of written text. But

the grammar translation approach focused on form not function, was explained in terms of Latin, taught in isolation, and had a reading-focused source of vocabulary building.

Between 1930-1960, the field moved toward more structuralist and behavioral approaches, which were not concerned about function or use of language, but its structure and corpus. Behaviorism meant that teaching English was based on behavior stimulation, modification, and conditioning. Language was learned by forming habits.

In the 1970s and 80s, the audio-lingual approach was prominent, which included memorizing patterns, mimicry, input, and new material through dialogue, repetitive drills, focus on habit formation rather than true understanding of meaning, and teacher control.

The application of transformational grammar finally included the idea that language includes both competence *and* performance, and focused on the creative aspect of the language and the human mind as being preprogrammed for language.

Some other overall developments have included an understanding of cognitive psychology, which seeks to explore underlying motivation, and cognitive code, which means attention paid to reasoning processes.

We have also evolved to look at 1) physical response: how students learn through physical actions; and 2) communicative approaches: emphasizing real, authentic communication that uses a lot of group and project work. This is a more integrated skills approach. Teachers of English have also become cognizant of learning differences, emphasizing learning styles, personality variables, and attitudes. There is more of an emphasis on learning strategies and learner autonomy. Certainly other factors such as technology and the use of interactive computer technology like CD-Roms, DVDs, and now multimedia have an impact, as well as cross-cultural awareness, which recognizes the central role that culture plays in instruction and establishing meaning. Learner autonomy is important, as is the use of integrated, holistic skills teaching. There is now an important call for students to become active players in their own learning.

This is just a brief background on the history of the development of English language teaching. What are the key questions we are concerned about in ELT now? How is it continuing to change, building off the historical chart? In the rest of my remarks, I want to highlight six trends in the teaching of English globally today. They are:

- Purposes for learning
- Approaches to teaching
- Role of the learner
- Teaching the four skills (listening, speaking, reading, writing), grammar
- Assessment; and
- Teacher training

First, in the past, native speakers were seen as “owners” of the language, but today English is the language of globalization, international communication, technology, commerce, media, and pop culture. It is an international commodity. There is the view that you can acquire the

language without the culture of the English-speaking world, and that English is needed to advance in the workplace, which may not be related at all to the English speaking world. My overall point is that the purpose of learning English is not to try and become like a native speaker, but to comprehend and use the language as a communication tool.

Second, the approaches to teaching have changed. As I noted above, previously there have been structural, audio-lingual approaches, then experimentation with many new methods, especially in the 70s. Learners were viewed as passive recipients of the methods, a very top-down approach. Today, these philosophies have largely disappeared, or rather the best of the methods have remained, especially communicative language teaching. The result is that the goals are communicative competence, meaningful communication, fluency and accuracy, and reflective teaching. The field has borrowed practices from the corporate sector, which emphasize planning, efficiency, targets, and standards. Out of this have come learning outcomes, competencies, quality assurance, and performance appraisals. As a result, there has been a shift away from the centrality of pedagogical theory and processes to a focus on organizational systems and how they can create successful language learners.

Third, the role of the learner has been emphasized. Before, all learners were treated alike; teaching meant controlling the learner and applying fixed methods. Today, we take into account motivation; individual differences such as age, aptitude, and life status; and we employ a more humanistic approach recognizing that people learn in different ways and from a variety of sources. The result is that we do a variety of needs analyses on learners, learning strategies, and learning styles. This leads me to the fourth point.

Before, language learning was focused heavily on grammar, but often isolated from context. Today, fluency is equally important but grammar is taught in a more meaningful context, such as through discourse, text, or task-based exercises.

Fifth, with regard to assessment, tests in the past were based on discrete items, usually connected to grammar, artificial tasks, and teaching to the test. Today, there is a qualitative focus on assessments, and such tools are portfolios, learner journals, interviews, observation, and peer assessments. These build on real-world experiences. Tests are used to improve instruction, and we do not simply teach to the test.

Finally, with regard to teacher training, teacher training used to mean acquiring the correct teaching methodologies and sets of skills (lesson planning, teaching the 4 skills), and having limited theoretical knowledge, which was mainly focused on linguistics (syntax, morphology, phonetics), and English culture and literature. This was not necessarily bad or wrong, just a bit narrowly focused. Today, the knowledge base has expanded tremendously, and includes applied linguistics and psychology. Teachers now must understand how a second language is acquired both in theory and in practice in the classroom, and how a teacher's role changes based on the types of students. They must learn how to facilitate, mentor, and guide learners, rather than just transfer language. The result is that teacher training has developed, and teaching has become more reflective. Teachers increasingly learn from each other through professional associations. However, professional qualifications are still not standardized or harmonized.

In summary, what does all this mean for the ELT field and for teachers today?

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- Teachers need a much wider knowledge base, both in theory and practice.
 - The purposes for students studying English are now so diverse (academic and research, career and workforce, communications, to use technology, to “go global”) that teachers are more important than ever in bringing these wider benefits of language learning to individuals, and thus to society.
 - Technology will speed things up, changing the learning process. We need to make sure that teachers stay on top of this.

I am not entirely familiar with the Ethiopian context, and I look forward to learning about it from you over the next two days. So I would not presume to tell you what to do. However, I do have a few ideas that I would like to bring to you, based on what I have observed while involved in designing global programs, teacher training programs, and university internationalization initiatives. I hope to explore these with you during our time together.

- Teacher Training Summer Institutes like those given in Taiwan, Chile, and Bulgaria, for example;
- EFL credit-bearing certification for pre-service teachers; and
- Technology: use Moodle for teacher collaboration; even YouTube (there is a session being given at TESOL in Philadelphia next week on that).

Why should you strengthen ELT at Ethiopian universities?

- Students need it due to global education, employment opportunities, mobility schemes;
- Faculty and researchers need it to take part in current developments in their fields; and
- University leadership, administration, and staff need it to develop and implement international cooperation and linkages.

I thank you for your attention and look forward to further discussion during this conference.

IV. Future Search Conference Proceedings

Following the panel discussion, the participants began the Future Search process. The conference officially began with participants joining together in pre-organized groups with a mixed representation of all stakeholders. Conference facilitators Ato Ayalew Zegeye and W/t Ethiopia Tilahun gave an overview of the agenda, established ground rules, and shared information about how the conference would be conducted. The concept of this conference was to think globally but act locally. English is learned and taught not in a vacuum but rather in a cultural context; through this conference, participants were given the opportunity to consider the contexts.

Focusing on the Past

In the first activity, participants discussed past events in four key areas in order to create a broad perspective on the histories that have impacted English language education at various levels: the personal, the global, in Ethiopia, and in the field of English language education broadly. Participants created four distinct timelines on large wall charts in the room, capturing key milestones or events during three time periods: 1954-1973, 1974-1990, and 1991-2011. Once the charts were complete, groups formed to analyze and synthesize the information and discuss how it has impacted English language education.

Personal Experiences

The educational experiences of the participants varied, with some having completed their education between 1954-1973, and others afterward. As a result, people had different experiences in how they learned English based on differences in policies and contexts at those times. For example, some learned English in the grounded theory method while others used the audio-lingual method, where they were taught English directly without using the mother tongue.

Some participants did not come from educated families and did not have the opportunity to attend school. Since transportation was a luxury, some were forced to travel long distances to school if they were able to go at all.

In later periods, some participants traveled abroad to further their education. Many participants had received their master's degrees. Some were employed as teachers and a few participated in literature campaigns. Participants were married and had children.

In the period from 1991 to the present, most participants were pursuing higher education, with some obtaining Ph.D.s, which created more opportunities for employment. Some obtained professorships or top research positions. Many of the participants were motivated to improve the quality of their English; as a result, a great number of participants took English language training courses. This time period was crucial for some participants as they became diplomats and served their country.

Global Events

In the years that followed the two World Wars, decolonization had a big impact on Africa and the rest of the world. Western countries, weakened from the wars, began losing their colonies,

which led to the liberation of many African countries. From 1954-1973, socialist ideology was predominant. This time period had its share of conflicts, including the Cold War, Vietnam War, and Arab-Israeli conflict, among others. Racism in South Africa spiraled, with many people losing their lives. During this time, oil prices increased globally.

From 1974-1990, Communism and the Soviet Union fell, as the West took power over the East. Religious fundamentalism and terrorism increased globally. This was an important time for Africa, with the fall of Apartheid and the release of Nelson Mandela. At the same time, the foundation of computers and the expansion of international business introduced new global markets.

Post-1990, new global players have taken their place as economic superpowers, including China, the European Union, and the BRIC countries (Brazil, Russia, India, and China). The United States elected its first African-American president in 2008. Technology has advanced, playing a key role in globalization, and English has become the language of the global world.

In a similar vein, new economic development goals were established in Ethiopia as the Socialist regime collapsed. Despite all these positive movements, this time period brought its own share of conflicts, such as the Gulf War and the Rwandan genocide. The attacks on the U.S. World Trade Center in New York had global economic repercussions, as did the Iraq War and “the war on terror.” As the influence of the United States on the world increases, the desire for democracy has become a global demand, leading to revolutions in Libya and Egypt.

Ethiopian Events

Ethiopian history marks the years between 1954 and 1973 as a monarchy and a feudalistic society. During this time, Ethiopia played a big role in Pan-Africanism. In addition, this marked the time of the Wollo famine, and was also the heart of the first Ethio-Somalia War.

In 1974, the abolishment of the monarchy and the establishment of socialist ideology affected every aspect of life in Ethiopia. At this time, the military junta, the Dergue, ruled the country. This regime was accepted by some but not all. This created division, which led to the Red/White Terror, and ultimately to the death of many university students and Ethiopian youth. Ethiopia lost many of its educated young during this time; some died, some fled to rural areas of Ethiopia to start a revolutionary movement against the government, while others escaped to neighboring countries and ultimately to the West. During this time, the Second Ethio-Somalia War also occurred. Despite these events, from 1973-1990, the government focused much attention on the quality of education and launched a literacy campaign; literacy was a governmental requirement. Education media and programs were developed and people were trained to utilize these media for better education in Ethiopia.

The Dergue regime collapsed in 1991, bringing about a tidal wave of change, as Ethiopia became a democratic country. From 1991 until the present, new education policies, strategies, and trainings were implemented. Along with these came programs related to teacher development and improving teaching of the English language. In addition, there have been curriculum reforms, as the previous curriculum was based on socialist ideology. To date, many universities were founded throughout the nation and the use of the mother tongue has been encouraged. One of the biggest developments in post-Dergue Ethiopia was the expansion of infrastructure, such as building roads and establishing train routes for easy access to trading, and establishing a

stronger economy by implementing irrigation systems in rural areas, making it feasible for agriculture.

English Language Education Events

Between 1954 and 1973, English language teaching focused on communication. Grammar-based and audio-lingual methods became dominant. English was taught in schools beginning in the third grade, and the language started to establish itself in all subjects. Over the next few decades, however, English began to decline gradually due to the Dergue regime's emphasis on the mother tongue, and the fact that English was considered the "language of capitalists." As a result, situational and contextualized English language teaching began in Ethiopia. From 1974-1990, a new series of textbooks that reflected socialist ideology, *English for the New Ethiopia*, was published. Despite the dilution of the English language in Ethiopia during this period, the expansion of information technology was slowly making English the global language, and studies such as Sacks Conversation Analysis and the Austin Speech Act began to examine the importance of language and communication.

Since 1991, English has become the primary global language. From 1991 to the present, MA and Ph.D. degrees in teaching English as a foreign language have been established, and many organizations have been founded to improve the teaching of English in Ethiopia. Technology has also played a significant role in English education with such innovations as interactive radio instruction (IRI), computer-assisted language training (CAL), as well as computer-based testing (TOEFL). Despite these efforts and reforms to improve English language education in Ethiopia, progress has been slow.

Participant Observations and Synthesis

After these discussions, participants commented on the issues that had arisen in the previous activity. Despite the importance of English language education, participants commented on the fact that quality education in Ethiopia should not boil down to a good English language background. Participants gave examples of other countries like China and Japan that have excelled in technology and science but do not use English as their primary language, as well as the fact that publications used in Ethiopia to teach the English language come from countries that use their own language. Knowledge cannot be made indigenous through a foreign language. Therefore, ELT in Ethiopia should not be viewed as the means to bring quality education at all levels. English is only one part of it.

Exploring Present Trends

The next activity focused on a review of present trends currently affecting English language education in Ethiopia. Participants met in plenary in front of a mind map, a chart which helped them generate both positive and negative trends in the field. Once the trend map was developed, each participant was given seven dots to vote on the trends that they were most concerned about from their stakeholder perspective. Participants then met in their stakeholder groups and identified three to five trends that were important to them. Stakeholder groups compiled a list of what they were currently doing in response to the trends that their group identified as important, and what they should be doing. Finally, each stakeholder group identified the three activities they are proudest of and the three they are sorriest about. The culmination of this session was a presentation by each stakeholder group in plenary followed by

a group reflection on the present situation regarding English language education in Ethiopia. The following summarizes the reflections of each group.

ELT Graduate Students

The trends chosen by this group were: 1) a decline in the quality of students; and 2) declining teacher competency. This group stated that if they felt that the methodology a teacher is using is unsuitable, they should inform their teacher to change the way he/she teaches. As students, this group also uses mass media as a means of improving their English language proficiency. With regard to lack of actions, this stakeholder group addressed the fact that they do not use English outside the classroom or learn independently. They also mentioned the absence of teaching the four language skills in an integrative manner and the lack of active learning methods.

Researchers and University Professors

The trends chosen by this stakeholder group were: 1) the lack of practical effort and coordination to bring real change; 2) the lack of ownership of the problem of English language improvement and its outcome; and 3) the lack of critical cognitive engagement in the educational process. The group acknowledged that current students are encouraged to think through English and be independent learners. They acknowledged that there was a lack of coordination of stakeholders at the national level, a lack of connecting English language to real societal problems, and a lack of exploiting the available resources wisely and meaningfully.

CTE Teacher Trainers

The trends chosen by this stakeholder group were: 1) a decline in the quality of English education; 2) a decline in the recruitment of capable candidates to be English teachers; 3) an increase in exam-oriented teaching and learning; 4) a decline in the quality of teaching materials; and 5) the development of negative attitudes and motivation of trainers/trainees. Current methods to improve these trends include ELT IP tests, the revision of teaching modules, and the upgrading of trainers. This stakeholder group recognized that despite all the efforts being put forth, English education is weakening because available candidates being trained in colleges to teach English are not as capable as desired. This is due to the lack of continuous assessment and the lack of implementation of active learning methods.

Education Partners/Donors

The 1) decreasing level of coordination and communication, 2) increasing need for systematic assessment and performance, and 3) increasing need for quality at all levels were the trends that this stakeholder group found to be important. The group noted that efforts made to improve these trends currently include the convening of this Future Search Conference, capacity building of teachers and teacher educators, and providing learning opportunities, resources, and experience sharing. Regardless of these efforts, the group concurred that there is a failed or limited implementation of strategy, a breakdown in challenging policies and practices, and under-utilization of already limited resources.

Policymakers/Government Representatives

This stakeholder group chose the following trends to focus on: 1) the increasing professional development of ELT teachers; 2) a decline in producing competent ELT teachers at all levels; 3) a decline in the commitment of teachers for personal and professional development; and 4) the fact that teachers teach for exams. The present actions that this group focused on included the

professional development of teachers and the increase in the alignment of the English curriculum with the general education curriculum. The group's chief concern was that teachers continue to teach for exams, which produces exam-oriented students who do not internalize their learning. They also expressed concern about the overall absence of commitment of teachers for personal and professional development.

Private Sector/Business Leaders

This group chose the following trends to focus on: 1) the government's declining focus on English education; 2) the declining trend in critical thinking; and 3) an increase in investment in infrastructure but a decrease in investment in the people and skills needed in schools. They agreed with several actions being put forward now, including additional training and skill-upgrading workshop seminars, the changes in software that are providing quality research, and the increase in marketing. However, the group unanimously believed that there needs to be more encouragement for partnerships and more resource mobilization.

Curriculum/Materials Developers

The 1) decline in the level of literacy, 2) the limited use of audiovisual materials, 3) the lack of developing materials based on student needs and interest, and 4) the lack of systematic assessment based on the MLC were the focus of this stakeholder group. Presently, the steps to improve these trends included introducing early grade reading assessments, using technology in education, establishing multimedia language labs, and encouraging unit-by-unit assessments of textbooks. The actions that have yet to be taken included implementing four skills-based teaching assessments, developing relevant reading materials, and introducing new educational TV programs and curriculum textbooks.

Tertiary-Level Practitioners

The trends that this group acknowledged included: 1) the decrease in the quality of students, which may be attributed to the fact that students do not join their departments by their own choice, and the decrease in the number of English courses required by university students; 2) the decreased coordination and follow-up evaluation and research among stakeholders; 3) the decrease in effective program development, which can be credited to lack of proper understanding, lack of appropriate methods, and lack of open-mindedness; and 4) the decrease in implementing appropriate theory, such as sequencing and needs analysis. The group consented that there are actions being taken currently to work on these trends. With regards to the decrease in program development, there is research being conducted, training materials being prepared, and workshops being offered in training on classroom English to other departments. The decrease in the quality of students is being addressed by the English Language Improvement Program, tutorials, placement exams, and seminars. Classroom research is being conducted to respond to the lack of implementing theory. This stakeholder group sees some things, though, that are not being done to maintain and enhance ELT in Ethiopia, which mainly focus on the lack of follow-up and the deficiency in sharing or spreading research.

ELT School-Level Practitioners

This group focused on 1) the fact that classrooms are exam-oriented; 2) problems in selecting teachers; and 3) the fact that STS textbooks are bulky. As teachers, this group was aware of the actions being taken to improve these trends. However, this group believed that certain aspects require more work, including the need to be more focused, the need to increase the time given to exams, and the need for feedback to be given on time so that changes can be implemented.

Desired Future Scenarios

After they had reflected on the past and examined the present, the conference participants moved to an exercise that focused on the future. For this activity, they returned to their mixed groups and envisioned themselves twenty years in the future, in March 2022. They imagined a future that highlighted the progress made in English language education, how that progress would be achieved, and the obstacles they would have to overcome.

Participant presentations were interesting and imaginative. Some presented in skit form, others portrayed TV and radio programs, and some portrayed a Future Search Conference in the year 2022. The groups touched on several themes equally, including:

- the establishment of reading clubs and, consequently, the increase in a reading culture, which would lead to critical thinking
- the importance of teachers who undergo ESL teaching training
- the collaboration of stakeholders at every level
- the necessity of having experts trained in developing textbooks and teacher guides at world standards
- the significance of radio and TV programs that provide English language educational shows and use English in everyday situations.

Discovering Common Ground Themes

During the next stage, the participants reflected on the future scenario presentations. As a group, they were asked to list the recommendations or interventions that each group supported. The common ground recommendations captured from this exercise were clustered around the following themes:

- 1) the formation of a TESOL chapter in Ethiopia,
- 2) curriculum reform,
- 3) the use of technology in language instruction,
- 4) continuous professional development for English language teachers,
- 5) the formation of reading clubs to improving general literacy,
- 6) the establishment of a shared vision around the role of English in the country,
- 7) the creation of strong partnerships and coordination among stakeholders,
- 8) improved leadership in the field,
- 9) improved resource utilization,
- 10) practice-based language teaching.

Formation of TESOL

Participants strongly recommended that a TESOL chapter or association of English language teachers in Ethiopia be formed. The group felt that this kind of intervention, in whatever form, is imperative for improving the quality of English language instruction among professionals.

Curriculum Reform

As discussed throughout the conference, the syllabi at every level are lacking. Thus, a recommendation was made that a more standardized curriculum with appropriate syllabi be developed in collaboration with the Ministry of Education and teachers.

The Use of Technology in Language Instruction

The development of school-based technologies is considered vital to the improvement of English language education. This includes the availability of Internet for students, the establishment of virtual labs, and the use of audiovisuals. The use of these technologies should be made free and open to enhance self-directed learning.

Continuous Professional Development

The base for quality teaching is the enhancement of teachers' competence. The main points that were suggested included the implementation of merit-based teacher support, better training in line with textbooks, and certifying teachers. In addition, the group emphasized strengthening the English Language Teacher Improvement Program and other current programs that could play a larger role in furthering English language education.

Improving General Literacy

The establishment of a reading society/culture is fundamental to the improvement of general literacy. Implementing resources in individual districts (kebeles), school compounds, or any place that could allow full access to the public will immensely benefit society and advance its English language proficiency. Parent and teacher intervention is also crucial.

Understanding the Vision of the Role of English

It is important to set a clear vision with regard to the role of English in Ethiopia. As English takes a primary role in many areas of life, including education and employment in Ethiopia, this vision needs to be understood by all stakeholders. With this understanding, it is easier to establish threshold levels, including a system of measurement in attempting to improve the proficiency of students and teachers in the English language.

Strong Partnerships and Coordination Among Stakeholders

Change comes only through collaboration and partnerships. The enhancement of quality education is the concern of all entities. Therefore, coordination and communication among stakeholders, and the enhancement and empowerment of public-private partnerships are crucial for the desired transformation. This conference was a start in bringing all stakeholders together.

Leadership

Leadership at all levels and an ELT-conscious support system are necessary for the success of English in Ethiopia. Directors need to be aware of all education-related information in order to better allocate their budgets. If teachers were introduced to English as an instructional leadership assignment and if research and practice could feed into each other, then the quality of education, English language in particular, would be maximized.

Resource Utilization

Resources are limited in Ethiopia, from up-to-date textbooks to monetary resources. Despite these limitations, the few available resources are inefficiently utilized. In addition, resources are

not usually equally allocated, which creates imbalances in the education of one group in comparison with another.

Practice-Based Language Teaching

For any education, particularly one in language, students must practice what they have learned in order to hone their abilities. There needs to be a greater focus on skills and encouragement for team-building and outside class activities. This will in turn encourage students to take responsibility for their own learning.

Action Planning

The final conference session allowed participants to choose a common ground theme and develop an action plan for addressing that theme. Among the ten that were addressed, three were selected by participants for immediate action planning, although the conference participants recognized that more action plans could be formulated over time. The three selected themes were: 1) the formation of a TESOL chapter or English teacher's association; 2) curriculum reform; and 3) continuing professional development (CPD). Participants met in these groups and created both a short-term (three-month) and a long-term (three-year) action plan that explained intended outcomes from the envisioned action, possible impacts, the participation of stakeholders, applied resources, and intended actions. The following charts summarize the group action plans.

Formation of TESOL Chapter or English Language Teachers' Association

No.	Action plan	Outcome	Resources	Due Date
1	Formation of ELT Network: Creating a seven-member steering committee. Compiling rationale and approaching Ministry of Education for approval. Searching for international leads			April-July 2012 ¹
2	Forum for discussion for EL teachers (AAU, BDU, HU, AU, MOE, AASTU)	Means to share research, place to publish articles, professional and self-development, place to address teacher and student needs.	Internet, steering committee, transportation	July 2015

¹ The action planning teams have continued to work toward their goals, and follow-up activities are continuing.

Improving Continuous Professional Development

No.	Action plan	Outcome	Impact	Due Date
1	Develop merit-based ELT career group	System in place. An objective measurable filtering tool. Incentive package (monetary, certification, scholarship, promotion)	Shared vision. More teacher motivation and involvement. Strict professionalism. Methodological content and communicative proficiency improved. Transparency. Confident and responsible learners	April 2012-March 2015
2	Revise and implement ELT-focused CPD strategy and program	Working program. Awareness and communication		April 2012-March 2015

Curriculum Reform

No.	Action plan	Outcome	Resources	Due Date
1	Sensitization, concept note, TOR, selection of model schools	Gap analysis. Concept note. TOR. Selection of schools	Number of experts is 9 for 3 months; 27 months; Rate per expert per month 15,000 EB; total: 405,000 EB; transport 30,000 EB; workshops of stakeholders is 300,000 EB; Computers 52,000 EB; total 787,000 EB	April 15, 2012-July 15, 2012

Individual Action Plans

I am committed to establishing a reading society by orienting people that reading is one of the ways of obtaining knowledge and also enjoying oneself.

—Bezuneh Olbemo

I commit to establish and organize an English language club at the school level, taking the initiative to organize English language teachers to work collaboratively, and practicing SBEM with other preparatory schools.

—Askalu Kifle and Getnsh Tesfaya

I am committed to making the establishment of an ELT teachers' network/association a reality, to boosting my own motivation and confidence in my ELT career, and to taking part in experience-sharing forums.

—Jeylan Aman

I will conduct action research and act upon it, motivating teachers and also learners to be active in the learning and teaching processes and creating a conducive environment in the school.

—Senbeto Ababa

I am committed to involving the steering committee at the Ministry of Education toward preparing the guidelines for the implementation of merit-based professional career development. I will also get involved in setting up an implementation mechanism of continuous professional development and have a consultation meeting with MOE officials if they will be interested to have technical volunteer from America/IFESH in the area of merit-based career development and continuous professional development.

—Mamo Mengesha

I committed to serving the steering committee of the Ethiopian TESOL initiative and assisting the development of a continuous professional development proposal.

—Michael Martucci

I commit to professional improvement in all aspects for the betterment of the English language teaching learning process, for developing more of a reading culture, and for enhancing my status and value through practical work.

—Birhanu Beka

I'm encouraged about engaging in a partnership arrangement for English language education in the effort to identify the need for business communication proficiency in English.

—Gizachew W/yes

I commit to help teachers develop their teaching profession in teaching English language as an ESL.

—Workalemahu Dessie

I commit to sensitize teachers with a new curriculum, develop a concept paper/draft/ for the sensitization process, and identify the sample schools from each region and woreda.

—Girma Alemayehu

I commit to do a gap analysis for the utilization of English satellite plasma television programs, develop concept note and term of reference and select model schools.

—Elias Gebre

I commit to use media technology to support the English language teaching and learning process.

—Marsie Assefa

I commit to diverse strategies to scale up the work of school-based English mentoring/SBEM, improve the already prepared SBEM manuals with relevant stakeholders, and popularize the teachers' competency standard document.

—Solomone Worku

I commit to sensitize on the basic problems the curriculum has, analyze the content of the materials at hand in school, and identify areas of the curriculum which need amendment by discussing with different teachers of the level.

—Nesibu Gudina

I commit to participate in the concept note preparation for sensitization and GAP analysis, participate in the preparation of terms of reference for GAP analysis, and be a part of the model schools' selection process.

—Asrat Bulbula

I commit to offer training on reflective thinking practice and use of ALM, do research on assessing assessment quality of practicum in the College of Teacher Education in Oromia, present critical thinking training for my college students, and produce a research report on familiarizing portfolio building.

—Gabi Mish

I commit to coordination and communication development improvement among donor and government bodies.

—Jason Martin

I commit to the implementation of the curriculum and GAP analysis of the curriculum.

—Elfinesh Keno

I commit to support the formation of an English teachers' network at all levels of learning, design activities which lend to active learning methods, and work toward accessing reading materials for students at different levels.

—Getachew Asrat

I commit to assist Dr. Emily Boersina in her activities as a member of the steering committee for forming an English teachers' association and participate in any activity that has come as an outcome of this conference.

—Tesfaye Dagne

I commit to prepare a well detailed continuous professional development guideline for teachers' professional development like incentives, promotion, scholarship etc., and create a network among teachers so that sharing different materials would be possible.

—Gebre Hishe

I commit to take any role in supplying information about the school and College of Teacher Education in my working area and identify some gaps with regard to current teachers training practice and the new curriculum.

—Mulu Desta

I commit to contribute my share in training competent and proficient English language teachers in the college I'm working in/Harar CTE; produce teachers who are autonomous and reflective practitioners and who know what to teach, when to teach and why; and practice active learning methodologies in the training program and to make the trainees aware of this teaching technique.

—Molla Nuru

I commit to participate as a member of the steering committee to be conducted after a month in Addis Ababa, work with the group in articulating the guidelines, and be part of the team in the Ministry of Education. I will work with TDP in developing and implementing a continuous professional development plan.

—Abreham Asfaw

I commit to work toward the establishment of TESOL Ethiopia, act on the steering committee, create a Google group, and contact TESOL international.

—Emily Boersma

I commit to take the initiative to establish a reading center in the Addis Ababa women entrepreneurs' association office. I will create strong partnerships with IIE to enhance business women learning and business English, and I'll actively participate in public-private partnerships.

—Achamyesh Ashenafi

I commit to be a member of the steering committee to establish a TESOL chapter in Ethiopia, contribute to the drafting of the proposal that includes the rationale for the setting up of a TESOL chapter, and assist in the process of approval by the bodies concerned.

—Jasti Appa

I commit to the formation of a TESOL chapter in Ethiopia, enhancing ELT by using technology and organizing a reading club in Ambo University.

—Tadesse Boyossa

I commit to the formation of TESOL and to contribute ideas and create a strong bond with the members, and share experience with all stakeholders.

—Dessalegn Oljira

I commit to the formation of TESOL Ethiopia by supporting the steering committee until the formation of the society and looking for different sources of useful information relevant to the preparation of the draft document.

—Mulugeta Teka

I commit to create an English language teachers' network at the department level, form a reading club, contribute to continuous professional development materials development, contribute to an English language teachers' forum, and identify gaps that need intervention in teaching English as a foreign language.

Actions that I commit to are related to curriculum reform and I will assess the English syllabus and textbook series for grades 1-4, read both and see how fitting they are, and observe English classes and see what the classroom practice is like in the context of the syllabus, the textbook, and the teachers.

—Tamene Kitela

I commit to provide online access to journals, textbooks, and videos.

—Semira Alhadi

I commit to show strong effort on a professional development network and work on making the developed materials more lively.

—Anteneh Abebe

I commit to use ALM and modern technology in my own learning, and obtain and use adequate resources to improve my language skills.

—Wondimu Tegegne

I commit to actively participate in the designing, dissemination, and implementations as per the assignment of my group, carry the ideas of merit-based teacher support to my pre-service teacher trainees, and spread the issues of ELT support to teachers in schools and in-service trainees I meet in my routine work.

—Seife Hassen

I commit to contribute the information I have gathered about TESOL and other international organizations to the steering committee we have formed to help them develop a sound rationale for the establishment of the Ethiopian ELT teachers network. I will also work devotedly with the steering committee to the realization of the ELT network in all my capacity with the spare time I have.

—Melkamu Dumessa

I commit to prepare and present a paper on teacher learning, help teachers have individual professional development plans, engage in research activities on continuous professional development and other related activities, and develop materials on continuous professional development.

—Eba Mijena

I commit to become a reflective practitioner, encourage students to understand the value of active learning methods, and motivate them to reflect on their own learning.

—Taddese G/Medhin

I commit to establish reading centers, teach the four language skills equally, and use technology to improve the quality of English language education.

—Niguse Ketema

I will conduct action research and act upon it, and I will encourage parents to be involved so as to bring radical change to English language education.

—Hailu Mulisaa

I commit to develop a proposal to be approved by the Ministry of Education, plan to search international organizations to be linked to, and publicize the formation of an ELT network.

—Feda Negesse

I commit to contribute a draft concept note for curriculum sensitization, and prepare an evaluation draft paper of English textbooks for primary and secondary schools.

—Tesfaye Gebreyes

I commit to develop a list of out-of-class activities with Peace Corps volunteers, contribute to the merit-based teaching ELT career growth, help revise the continuous professional development plan to initiate an ELT-focused continuous professional development for teachers, contribute to the establishment of TESOL Ethiopia, and work for textbook alignment with CTE methodology.

—Daniel Okubit

I commit to support the continuous professional development of teachers through the capacity-building workshop on gender responsiveness pedagogy that NCBA intends to organize for teachers for lower secondary students, and also contribute to skill-based/practice-oriented ELT teaching training sessions if the Ministry of Education organizes such trainings.

—Awol Endale

I commit to contribute to the merit-based recruitment of English language teachers.

—Tihitinaw Amare

Conclusion

As the conference came to an end, participants sat in a circle to reflect on the past two-and-a-half days and share their opinions of the experience. Many thanked IIE and the U.S. Embassy for the great endeavor and were amazed at how engaging the facilitators had been. Facilitators were further thanked for making the process easy to understand. Those who doubted the process shared that while they were confused at some points, they felt that they had learned a lot.

One participant noted that on the first day of the conference, there was hesitation among participants who could not understand having a conference where no papers were presented. They were concerned that the conference had little to do with English language training. The second day, participants believed that it was a unique method because they could not point their fingers at anybody else but themselves. Finally, on the third day, participants felt that the method had taught them to soul-search. Overall, they felt that the ideas from the conference were important and actionable, and would move forward if participants remained committed.

Dr. Christopher Medalis stated that, as an outsider, he was impressed at the willingness of participants to attend the conference. He said he has worked in many countries and had never seen such a joint effort. He encouraged participants to continue all their efforts; through them, he predicted a great future for ELT in Ethiopia.

Dr. Tadesse Boyossa thanked all the participants for coming to Ambo. He believed that everybody present had contributed something to his or her children. “We have just started and this is not the end,” he stated and encouraged participants to take their assignments seriously and to commit themselves. He urged participants to come together in groups and reflect on the conference; through that, they could bring change.

Ato Ayalew Zegeye said he was pleased to have been part of the process but reminded participants that the outcomes depend on them. While the facilitators may have brought the process to them, the participants are the ones who will be able to make a change using what they have learned.

Ms. Cheryl Francisconi, Director of IIE/Ethiopia, described the process of planning the conference. She thanked participants for remaining committed for the entire two-and-a-half days, understanding that it takes time and commitment, especially giving up a Saturday. She went on to thank the people who had made the conference possible, including the planning team and all those who presented.

Finally, Mr. Jason Martin, U.S. Embassy Cultural Attache, thanked everyone for their involvement and participation, especially for the work that IIE and the planning team had put into making the conference a success. On behalf of the Embassy, he dedicated aid not only for ELT, but also for education in general. He especially thanked Dr. Tadesse Boyossa for his vision because it was through his dream that the conference was made possible.

Appendix A: Conference Participants

ENGLISH LANGUAGE PRACTITIONERS AT SCHOOL LEVEL

W/ro	Askalu Kifle	Bole High School
W/ro	Birke Kebede	Chief Primary School, Ambo
Ato	Bizuneh Olbemo	Ambo High School 2
Ato	Dessalegn Oljira	Holeta High School
W/ro	Getenesh Tesfaye	Addis Ababa Secondary School Teacher
Ato	Girma Assefa	Ambo High School 1
Ato	Hailu Mulisaa	Jeldu High School
Ato	Samuel Woldetensay	Bete-Kehenet Primary School, Ambo
Ato	Senbeto Abebe	Wolmera Defense Preparatory School

ELT PRACTITIONERS AND EDUCATORS AT TERTIARY LEVEL

Ato	Adinew Tadesse	Haramaya University
Ato	Berhanu Bekana	Ambo University
Dr.	Eba Mijena	Wollega University
Dr.	Emily Borsama	Bahir Dar University
Ato	Getachew Asrat	St. Mary University College
Dr.	Getachew Seyoum	Jimma University
Dr.	Melaku Wakuma	Addis Ababa University
Ato	Shiferaw Gudeta	Ambo University
Ato	Workalemaw Dese	Ambo University

GRADUATE STUDENTS IN ENGLISH LANGUAGE TEACHING

Ato	Derege Negene	Bahir Dar University
Ms	Elfinesh Keno	Ambo University
Ato	Fedha Negesse	Addis Ababa University
Ato	Melkamu Dumessa	Jimma University
Ato	Mengistu Tulu	Addis Ababa University
Ato	Negussie Kefeni	Adama University
Ato	Nesibu Gudina	Ambo University
Ato	Tadesse Gebremedhin	Bahir Dar University
Ato	Wondimu Tegegne	Wollayita University

RESEARCHERS IN ENGLISH LANGUAGE

Dr.	Alemu Hailu	Addis Ababa University
Dr.	Dereje Tadesse	Haramaya University
Dr.	Jasti Swami	Ambo University
Dr.	Jeylan Welliye	Haramaya University
Dr.	Mulugeta Teka	Bahir Dar University
Dr.	Tadesse Boyessa	Ambo University

Dr.	Tamene Kitila	Addis Ababa University
Dr.	Tesfaye Dagnew	Bahir Dar University
Ato	Tibebe Alemayehu	Addis Ababa University
Prof.	ZT Motsa	University of South Africa (UNISA)

TEACHER TRAINERS AT COLLEGES OF TEACHER EDUCATION

Ato	Alelign Aschale	D/Markos College of Teachers Education
Dr.	Animaw Anteneh	Addis Ababa University
Ato	Berhanu Beyene	Bonga College of Teachers Education
Ato	Gebi Misha	Assela College of Teachers Education
Ato	Mola Nuru	Harar College of Teachers Education
Ato	Mulu Desta	Dr Abdulmejid Hussein College of Teachers Education
Ato	Seife Hassen	Kotebe College of Teachers Education

POLICYMAKERS/GOVERNMENT REPRESENTATIVES

Ato	Girma Alemayehu	Ministry of Education
Hon.	Girma Mekonnen	House of People Representative Human Resource Development Affairs Standing Committee Chair Person
Dr.	Solomon Mogus	Higher Education Strategy Center (HESC)
Ato	Solomon Shiferew	EMIS, Planning and Resource Mobilization Ministry of Education
Ato	Solomon Worku	Teacher Development Directorate Ministry of Education
Ato	Thewodros Shewarget	Teachers Education Leaders Development Directorate, Ministry of Education
Mr	Abraham Asfaw	Teachers Development Directorate Ministry of Education
Mr.	Mekonnen Taddese	Teachers Development Directorate Ministry of Education
Mr.	Tehetinaw Amare	Higher Education Department Ministry of Education
Mr.	Tsegaw Bahiru	Teachers' Licensing and Re licensing Directorate Ministry of Education
Mr.	Asalaf Habtgiorgis	Higher Education Department Ministry of Education

CURRICULUM AND MATERIALS DEVELOPERS

Ato	Ahmed Dedo	Haramaya University
Ato	Anteneh Abebe	Dire Dawa Regional Education Bureau
Ato	Ejeta Negeri	Ministry of Education Curriculum Development and Implementation Directorate

Ato	Gebre Hishe	Mekelle University
Ato	Jeylan Aman	Adama University
Ato	Marse Assefa	Ministry of Education- Information Communication Technology
Ato	Taye Melese	Ambo University
Ato	Tesfaye Gebreyes	Harar Regional Education Bureau
Ato	Elias Gebremariam	Ministry of Education, Curriculum Development and Implementation Directorate

EDUCATIONAL PARTNERS

Ms	Almaz Baraki	British Council
Dr.	Awol Endris	UNESCO, IICBA
Dr.	Chris Berry	DFID
Ato	Daniel Okubit	Peace Corps
Ato	Desalegn Garsamo	AIR-TELL
Mr.	Jason Martin	U.S. Embassy
Ato	Mamo Mengesha	IFESH
Ms.	Rebecca Smoak	Regional English Language Officer U.S. Department of State
Ms.	Semira Alhadi	U.S. Embassy
Ato	Tesfaye Kelemework	USAID
Mr.	Michael Martucci	IFESH
Mr.	Robert Post	U.S. Embassy
Ato	Woubshet W/Mariam	Voluntary Services Overseas
Dr.	Christopher Medalis	Institute of International Education
Ms.	Cheryl Francisconi	Institute of International Education

PRIVATE SECTOR/BUSINESS LEADERS

W/ro	Achamelesh Ashenafi	Addis Ababa Women Entrepreneurs Association
Ato	Asrat Bulbula	MIDROC Ethiopia
Eng.	Girma Afework	GATEPRO Plc.
Ato	Gizachew Woldeyes	Equatorial Business Group
Ato	Haddush Hintsay	Association of Ethiopian Insurance
Ato	Shimeles Abera	Ethiopian Honey Beeswax Producers and Exporters Association
Ato	Tedla Zegeye	Ethiopian Horticulture Producers and Exporters Association

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Ato Solomon Shiferew, Director- EMIS, Planning and Resource Mobilization Directorate, Ministry of Education

Ato Solomon Worku, English Language Quality Improvement Directorate, Ministry of Education

Dr. Tadesse Boyessa, Assistant Professor of English Language Education; Dean, College of Social Sciences & Humanities, Ambo University

Dr. Tamene Kitila, English Language Faculty, Addis Ababa University

Dr. Tesfaye Dagneu, English Language Faculty, Bahir Dar University

Ato Ayalew Zegeye, Consultant, Amdamu

Mr. Jason Martin, Cultural Attaché, U.S. Embassy

W/o Semira Alhadi, Education Advisor, U.S. Embassy

Mr. Robert Post, Public Affairs Officer, U.S. Embassy

Ms. Rebecca Smoak, Regional English Language Officer, U.S. Department of State

Ms. Cheryl Francisconi, Director, Institute of International Education/Ethiopia

W/t Helina Mengistu, Program Officer, Scholarship and Training Programs, Institute of International Education/Ethiopia

W/t Ethiopia Tilahun, Program Officer, Leadership Programs, Institute of International Education

We would also like to thank all of the speakers and participants who gave so generously of their time to participate in and support the conference.

The conference report was prepared by W/t Axum Woldegabriel, W/o Seble Mengesha, and Ms. Cheryl Francisconi.

IIE Editorial Team

Daniel Obst, Executive Editor

Luke Epplin, Managing Editor

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