

An overview of Public Administration

Education and Training Programmes to improve policy capacity in the Ethiopian Civil Service

T Hailemichael Hassen

Department of Management
Wollo University, Ethiopia

L C van Jaarsveldt

Department of Public Administration and Management
University of South Africa

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ABSTRACT

Public policy knowledge and skills are required to transform the Ethiopian civil service and to assist Ethiopia in developing and transforming to a middle-income economy. Accordingly, the study on which this article is based aspired to establish whether Public Administration education and training programmes being used at Ethiopian universities include public policy capacity development in order to provide civil servants with the policy skills that they need to function effectively in the execution of public policy processes. This is done through providing an overview of the Public Administration education and training programmes currently being used in Ethiopia as well as explaining the civil service training setting in Ethiopia. In addition the importance of equipping Ethiopian civil servants with public policy skills and knowledge to be effective in their profession is also contextualised in this article. The study found that although current Public Administration education and training programmes in Ethiopia include some policy knowledge and skills this is very limited and it is therefore recommended that more universities in Ethiopia, especially in remote areas, consider offering Public Administration to meet the need for a public policy-educated and trained civil service.

INTRODUCTION

It is generally accepted that public servants are constantly involved in the formulation and the implementation of public policy (Box 2008:13-14; Denhardt and Denhardt 2007:143). Denhardt and Denhardt (2010:90-94) emphasise specifically the role of public servants in using public policy for transformational purposes. However, the policy process (setting an agenda, identifying the problem, formulating options, and adopting, implementing, and evaluating policy) as identified by Aguilar, Galíndez, and Velasco (2005:23) depends on the knowledge, skills and personal attributes of the people involved. Painter and Pierre (2005:3) refer in this regard to the capacity of government (implying public officials) “to marshal the necessary resources to make intelligent collective choices about and set strategic directions for the allocation of scarce resources to public ends”.

This implies that public officials in general need to be equipped with specific policy competencies. Dougherty (2011:329) states that Public Administration education and training is commonly constituted of core courses including amongst others public policy process and/or analysis. Yildiz, Demircioglu, and Babaoglu (2010:343 and 344) confirm and agree that the study of public policy in the field of public administration is becoming increasingly important around the world and focuses on studying the process of making choices and the consequent results thereof. It is thus of no surprise that a study comparing Master’s of Public Administration programmes in Australia, New Zealand and South Africa revealed that the curricula of nearly all these programmes include core modules related to “policy making skills”, “policy analysis”, “applying theory and analysing data to solve policy problems”, and becoming “effective policy makers ... or policy analyst” (Wessels 2010:182; 188).

Considering the above, it is thus reasonable to expect that public policy plays an equally important role in a country such as Ethiopia. Bearing in mind the specific developmental and transformational challenges of this country (World Bank 2013:19), one can expect that Ethiopian public officials (referred to in Ethiopia as ‘civil servants’) especially need to be equipped with the capacity needed to formulate, analyse and implement public policies transforming the living conditions of citizens (MCS 2007:12). It is equally reasonable to expect that the professional education and training programmes offered by higher education and training institutions for public officials include modules related to policy capacity.

The purpose of this study is consequently to determine whether the reality meets this expectation. This article reports thus on a study determining if the curricula of Public Administration education and training programmes aimed at Ethiopian civil servants include modules on public policy and whether

the number of these offerings and the geographically distribution of the hosting universities are adequate to meet the requirements of the Ethiopian civil service.

To understand the unique context of Ethiopian civil servants, the article firstly provides an overview of the Ethiopian civil service. Secondly the requirements for civil service education and training in Ethiopia are briefly discussed. Thirdly, the article reports on a content analysis of the curricula of the Ethiopian universities to determine whether it includes separate modules related to policy capacity.

METHODOLOGY

This study applied two research methods, namely a qualitative review of official documents and scholarly literature, and a content analysis of curriculum documents. The theoretical perspective was obtained through a comprehensive review of scholarly literature, such as books and journal articles. The official requirements of the Ethiopian government for civil service education and training were obtained through a comprehensive review of official documents which were available online.

For the content analysis of curriculum documents, all thirty two universities in Ethiopia were included in the study population (Babbie and Mouton 2001:174). A comprehensive Internet search revealed that only seven of these universities offer formal or non-formal programmes in Public Administration. As the unit of observation of this part of the study was official calendars or curriculum documents, the relevant websites were surveyed for these documents. Where the curricula of Public Administration programmes were not available online, the institution was contacted by telephone to obtain the curricula currently being used. A content analysis (Babbie and Mouton 2001:383-385) was done on the official calendars or curriculum documents of formal (degree) and non-formal (training) Public Administration programmes to determine whether it includes a module on public policy capacity building or public policy competence. For the purpose of this article "Public Administration education" refers to the degree programmes while "Public Administration training" refers to the non-degree programmes. The purpose of the content analysis was thus to determine whether modules (or any other offerings) related to public policy are included in the curricula, and not to assess the content of these offerings.

However, before analysing the education and the training programmes that are currently being used to train civil servants in Ethiopia it is important to get an overview of the Ethiopian civil service as well as the needs and expectations of the civil service in Ethiopia.

THE ETHIOPIAN CIVIL SERVICE

Ethiopia is a country in East Africa with a mosaic of nationalities speaking a multiplicity of languages (Adejumobi 2007:1) and it is the second most populous state in sub-Saharan Africa with a population of more than 84 million (CSA 2012:3; Lasonen *et al.* 2005:14). Ethiopia has a federal state structure, comprising nine states with a parliamentary form of government (HPR 1995:38). The Central Statistical Agency (CSA) and the Inner City Fund International (ICF) (2012:2) identified Ethiopia as an agrarian economy that focuses on farming. Accordingly only 14.5 million Ethiopians, of which 50% are female, reside in towns (CSA 2012:68). In addition, more than 60% of Ethiopians can not read and write a simple sentence in any language (CSA 2007:232).

Regardless of the level of education, Ethiopia today is a country in transition moving towards a middle-income economy (MoFED, 2010:7; World Bank, 2013:19) with a rapid revival of growth similar to that of Ghana and Benin in Africa (Ndulu, Chakraborti, Ramachandran, and Wolgin, 2007:30). Growth in Ethiopia has emerged after a change from a unitary to a federal political system and from a command to liberalised economy took place in 1991 (Tewfik 2010:5; Geda 2008:116). These changes were driven by new expectations of ethnic rights for self-determination and demands of citizens for better government services. Consequently, as stated by the Organisation for Economic Co-operation and Development (OCED) (1997:3), Ethiopia, like Central and Eastern Europe, faces the challenge of adapting its civil service to this growing and changing new environment. Currently the Ethiopian civil service is poorly staffed with professionals not being able to face these challenges as a top official in the Ethiopian Ministry of Civil Service, stated at a United Nations panel discussion on capacity building held in Addis Ababa in April 2011 (Adebabay 2011:19). Unfortunately the delivery of services to citizens is perceived as any other ordinary administrative work by civil servants. This perception is due to the misguided structure and appointment of people in the wrong posts with a lack of proper civil service training and understanding. The expectations of the Ethiopian Ministry of Civil Service as can be seen in its 2007-2011 strategic performance plan (MCS 2008:75) were, however, to get the public bodies staffed with civil servants who meet a clear understanding of the government policies and strategies, and is competent enough to implement such policies and strategies. This need was reiterated a year later when the Minister of Civil Service, Junedin Sado, while inaugurating the Ethiopian Civil Service Charter stated that civil servants with their unchanged outlook have ill-directed the objectives of civil service reform in the country (EPA 2012:11).

To meet and address these challenges, the Ethiopian government attempted to embark on a comprehensive Civil Service Reform Programme (CSRFP) in 1996

and reformulated its objectives in 2003 (Hailemariam and Common 2006:6) which focused amongst others on the policy capacity of the existing civil service. The objectives of the programme disclosed government's intention to achieve better civil service performance with a new perception among civil servants regarding the changes in civil service role from providing services to facilitating and enabling the services, and from defending law and order to servicing society (HPR 2003; OECD 1998:8; Sado 2012).

The objectives which the Ethiopian government pursue regarding the training of its civil servants (HPR 2007:3557) reveal that with improved competency Ethiopian civil servants can achieve better performance and prepare themselves for higher responsibility based on career development. In order to achieve these objectives a general guideline is required, but Ethiopia lacks a specifically adopted public policy to administer education and training programmes for civil servants as can be seen in the Ugandan Public Service Training Policy (The Republic of Uganda Ministry of Public Service 2006:1). The National Education and Training Policy in Ethiopia currently directs all higher education and training institutes by providing general guidelines to administer all kinds of educational and training programmes in the country (MoE 2009:5) including Public Administration education as can be seen next.

REQUIREMENTS FOR PUBLIC ADMINISTRATION EDUCATION AND TRAINING IN ETHIOPIA

Historically education and training in the Ethiopian civil service began with the establishment of the Imperial Institute of Public Administration in July 1956 to improve the performance of the government through training services rendered to civil servants at all levels (EMI 2012). Although the education and training of civil servants in Ethiopia only started in 1956, Public Administration education in Ethiopia, like that of China (IRG 2013), can be seen from two approaches. The first is the approach of formal schooling or pre-service education and training where by Public Administration education and training is undertaken by ordinary colleges and universities. In this approach students are recruited through the annual Ethiopian Higher Education Entrance Examination (MoE 2011). A student can graduate by obtaining a bachelor's, master's or doctoral degree. All higher education graduates including those students of Public Administration look for employment on their own after graduating. The Graduates may enrol as civil servants after being called for an employment interview or sitting for a written examination for a post in a particular civil service office for example in the Ministry of Trade. Unlike the system of civil service training in China, the Ethiopian civil service system does not require

graduates to sit for a national-level civil service examination to join the civil service (Elman 2009; *The Economist* 2012). The second approach focuses on training provided to incumbent civil servants or in-service training. These programmes normally do not offer diplomas or degrees but can be viewed as short-term civil service training, for example in the areas of civil service reform, public financial management, legal studies, and urban development studies (ECSU 2012).

Some civil services, for example the British, give due regard to in-service training while other civil services, such as the French, look to the pre-service training of civil servants at, for example universities (UNDP 2003:15). Just like the French, Ethiopia pays more attention to the pre-service training of civil servants, at for example universities, (MCS 2008:30-32; UNDP, 2003:15). According to the government of Ethiopia (HPR 2009:4983 and 4992) “university” refers to a higher educational institution which has the authority to confer degrees in various fields of study, with a national standard curriculum, a minimum enrolment capacity of two thousand students, doing research in various fields of studies and the ability to put the knowledge and skills that the university has at the service of the public through different methods such as the training of civil servants. On account of the size of the country and its big population, Ethiopia has 32 universities and 100 colleges (HERQA 2011). However, yearbooks of these universities all reveal that Public Administration education and training is only being provided at seven universities. In addition, according to Saint (2004:109-110) Public Administration education is sometimes poorly organised with government struggling to meet the demand for trained civil servants to enter government offices as most of these universities are newly established. For example it was only during 1995 that the Ethiopian Civil Service College, later the Ethiopian Civil Service University, was established and along with the Ethiopian Management Institute and other Public Administration education and training departments in the remaining six universities, like Addis Ababa University, took the responsibility to carry out the education and training of individuals who would like to enter the Ethiopian civil service.

As far as education is concerned, any higher education and training institution in Ethiopia may develop a curriculum for programmes leading to the awarding of a diploma or degree (HPR 2003:2237). The same institution may also give short-term training to improve a qualification or to impart knowledge and skills in specific fields (HPR 2003:2239). With respect to the content of a curriculum the Higher Education Proclamation (HPR 2003:2238) emphasises that higher education or training offered at any institution in Ethiopia should:

- focus on experience and student participation;
- provide value-oriented training;

- take the social, economic and political situation of the country into consideration;
- encourage independent thinking, reflect modern views, and aim at improving problem-solving.

The Higher Education Relevance and Quality Agency (HERQA) in Ethiopia has been given the power and duty to guide and regulate the higher education sector in the country. Among the key aspects of operation which HERQA identified as points of focus while conducting quality audits in the Ethiopian higher education institutes include internal quality assurance. This focus area (HERQA 2006:12) requires any institution offering higher education and training to:

- have a policy and associated procedures for the assurance of quality and relevance of their programmes;
- commit their resources explicitly to the development of a culture which discern the importance of relevance, quality and quality assurance in all their work; and
- develop and implement a strategy for continuous enhancement of quality.

These points of focus for internal quality assurance serve to audit all education and training offered at Ethiopian higher education and training institutes.

This general approach, however, does not help to ensure a high standard of quality and a relevant education and training system in specific fields of study, including Public Administration education and training (HERQA 2006:3) as each discipline has a nature and scope of its own. The Ethiopian Higher Education Relevance and Quality Agency (HERQA) have audited the Ethiopian Civil Service University (ECSU) from 27 to 30 December 2011 (ECSU 2012). The audit was in terms of the relevance and quality of the education that the university offered in general. HERQA does not consider inputs and processes as well as outcomes regarding what public administration education and training should look like and how it should function in Ethiopia (HERQA 2006:4). Unfortunately HERQA does not perform as other accreditation institutions in other parts of Africa such as the South African Qualification Authority (SAQA) does for public administration education and training in the Republic of South Africa (RSA) (Van Jaarsveldt 2010:67). Amongst others SAQA states that Public Administration education should emphasise policy capacity building with the inclusion of policy analysis and management as one of the eleven main categories of unit standards proposed for Public Administration education (Van Jaarsveldt 2010:68).

For a government to get its civil servants trained and educated the standards of public administration education and training, and the quality of the higher education system particularly public administration education and training

need to be enhanced by adopting innovative methods which include, for example, periodic revision of the public administration curriculum in higher education and training institutions (Mishra 2012:2). Accordingly departments of public administration at Ethiopian universities are expected to produce skilled manpower in quantity and quality that will serve the country and provide quality civil service (HPR 2003:2237). However to do this properly will require guidelines or meeting set standards of excellence and quality for civil service training, something which is currently lacking in Ethiopia.

PUBLIC ADMINISTRATION EDUCATION AND TRAINING PROGRAMMES AT ETHIOPIAN HIGHER EDUCATION AND TRAINING INSTITUTIONS

As stated above Ethiopia currently have 32 universities of which seven offers Public Administration. Public administration education and training is offered to enable civil servants to provide the public with essential goods or services such as electricity, and public transportation; and to direct and monitor the proper and adequate delivery of such services. The study being reported here will specifically be focused on the seven universities that provide Public Administration education in Ethiopia to determine policy related offerings are included. These seven universities and their corresponding department are:

- **Addis Ababa University** (Department of Public Administration and Development Management)

Addis Ababa University is situated in the capital city of Ethiopia, Addis Ababa, in the state of Oromia. Higher education in Ethiopia, according to Saint (2004:84), was initiated only in 1950 with the founding of this institution as the University College of Addis Ababa. In 1961 the University College of Addis Ababa was restructured to expand into a proper university (*Encyclopaedia Britannica*, 2013) and become known as Addis Ababa University. Currently it has about 50,000 students pursuing their studies in a number of different fields including public administration (AAU 2013).

Addis Ababa University offers undergraduate Public Administration education to students as part of a BA degree in Public Administration and Development Management. This degree includes: public personnel administration, research methods in public administration, public policy making and analysis, urban development and management, principles of public administration, development administration and project planning and administration (AAU 2012:25).

At post graduate level, Public Administration is offered to students through a master's degree in Public Management and Policy (MPMP) with

major subjects like Development Management, and Public Policy. Other subjects that form part of the Masters degree that focuses on development include an introduction to development management, management of sustainable development, programme management, and local development administration. The Masters degree for students that choose to major in public policy includes comparative policy analysis, social policies and understanding institutional policies. Addis Ababa University also offers a PhD in Public Management and Public Policy. This degree includes advanced research methods (qualitative and quantitative), comparative policy analysis, organisational management and behaviour, advanced human resource management; and urban governance and management.

From the above, it is clear that the Department of Public Administration and Development Management at Addis Ababa University includes policy education at both undergraduate and post-graduate level. It can therefore be concluded that the Department of Public Administration and Development Management at Addis Ababa University views policy knowledge and skills as an important part of a student's Public Administration education since it is included from undergraduate level up to the PhD level. The Department of Public Administration and Development Management at Addis Ababa University is also the only university in Ethiopia that offers a PhD in Public Administration.

- **Dilla University** (Department of Public Administration and Development Management)

Dilla University is situated in the state of Southern Nations, Nationalities and Peoples (SNNP) of Ethiopia and was established in 1996 with its name Dilla College of Teachers' Education and Health Sciences. The college changed into a full-fledged university since 2004 and currently have around 17,000 students studying different subjects including Public Administration (DU 2012).

At Dilla University in the Department of Public Administration and Development Management students are only offered a BA degree in Public Administration. The degree includes: public personnel administration, research methods in public administration, public policy making and analysis, new public administration and public sector reforms, local government and administration, introduction to public administration, foreign policy and national interests, and project planning and administration (DU 2012).

Dilla University in the Department of Public Administration and Development Management policy knowledge and skills as well as foreign policy are being provided to students only as part of the undergraduate degree. No post-graduate studies are being offered thus limiting the amount of Public Administration education that is being provided to students.

- **Dire Dawa University** (Department of Public Administration and Development Management)

Dire Dawa University (DDU) is situated in the city of Dire Dawa, in the State of Oromia where Addis Ababa is also situated. Dire Dawa University is a new university that was established in 2003. The university provides undergraduate degrees in different fields of studies including business and economics. The university does not offer postgraduate degrees either at master's or doctoral level in the field of Public Administration. At Dire Dawa University, students can enrol for a BA degree in Public Administration and Development Management. The degree comprises an introduction to public administration, research methods for public administration, public policy making, analysis and evaluation, administration of public enterprises, development administration and project planning and administration (DDU 2012:16).

The Department of Public Administration and Development Management at Dire Dawa University as that at Dilla University only provides public policy education as part of the BA degree to Public Administration students at an undergraduate level.

- **Ethiopian Civil Service University** (Department of Public Management)

The Ethiopian Civil Service University, formerly known as the Ethiopian Civil Service College, is situated in the capital city of Ethiopia, Addis Ababa, and has so far graduated more than 17 600 civil servants out of which 2 430 have masters degrees, 7 960 have bachelor degrees in study fields other than Public Administration, for example in federalism or legal studies and 8 165 students have received diplomas. Training has also been provided to more than 42 000 civil servants through face-to-face education and training and via video conferencing modes on topics which are relevant to the needs of the public sector (ECSU 2012).

The Ethiopian Civil Service University is structured in to different academic institutes and centres for example the Institute of Public Management and Development Studies (IPMDS) the Institute of Federalism and Legal Studies, and the Institute of Leadership and Good Governance. The Department of Public Management at the Ethiopian Civil Service University is organised under the Institute of Public Management and Development Studies (IPMDS) with the main objective of educating “public managers capable of attuning to implement the government development policies in the interest of the public at large (ECSU 2012). The Department of Public Management does not offer a BA degree or a PhD in Public Administration but provides students with a MA degree in Public Management (ECSU 2012). The courses for the MA degree include governance and the Ethiopian public management, public policy formulation and implementation, public sector information

management, human resource management, and public sector strategic management.

The Ethiopian Civil Service University also has a special unit for civil service training, the Centre for Training and Consultancy (CTC). The training centre is governed by a Civil Service Training Policy with the objective of contributing to the federal and regional efforts of government. The contribution relies on building the public sector capacity through short term training programmes extending to two weeks, one or three months, and consultancy services in areas of Civil Service Programmes. The training programmes include amongst others Policy Development and Management, and Decision-Making Skills, Public Financial Management, Legal Studies, and Urban Development (ECSC 2012).

Training programmes at the Centre for Training and Consultancy (CTC) in the Ethiopian Civil Service University mainly give due concern to training in operational management and administrative aspects like recruitment and the selection of employees, accounting and reporting, surveying, and civil procedure. Training with regard to policy only forms part of civil service reform training; however, policy training could also benefit the other training programmes being provided by the Civil Service University. Policy training can assist all public servants to understand and implement government policy more effectively.

- **Haramaya University** (Department of Public Administration and Development)

Haramaya University is situated in the state of Oromia, in the town of Haromaya. The university was established in 2003. Haramaya University provides students with a BA degree in Public Administration in the Department of Public Administration and Development Management. The degree covers content like: human resource administration, introduction to politics and government, gender and community development, leadership and conflict management, research methods in public administration, development administration, public policy making and analysis, and urban development and management and public financial administration (HU 2012:3). The Department of Public Administration and Development Management at Haramaya University includes policy knowledge and skills as part of a student's education but as Dawa University and Dilla University only at an undergraduate level.

- **Jimma University** (Department of Management)

Jimma University is situated in the city of Jimma in the state of Oromia and was established in December 1999 by the amalgamation of Jimma College of Agriculture and Jimma Institute of Health Sciences. At Jimma University the Department of Management in the Collage of Business and Economics does not offer a BA degree or PhD in the field of Public Administration (JU

2013). Students at Jimma University are only provided with a MA in Public Management (MPM) and a MA in Business Management (MBA).

The Public Management curriculum for the Master's degree in Public Management include public policy formulation, implementation and evaluation, urban governance and management, research methods in public management, human resource management, local governance and development, and principles of public management (JU 2012:4).

From the above it can be seen that public policy education in the Department of Management at Jimma University is only available to students at a postgraduate Master's level.

- **Wellega University** (Department of Public Administration and Development Management)

Wellega University is situated in the city of Nekemte, also in the state of Oromia. It is a new university that was established in 2003. The Department of Public Administration and Development Management at Wollega University provides undergraduate Public Administration students with a BA degree in Public Administration and Development Management. The curriculum includes urban development and management, administrative law, public budgeting and controlling, project management, administration of public enterprises, law of contract, public policy making and analysis, leadership and conflict management, and development administration (WU 2013). Wollega University does not offer any post graduate degree either at Master's or Doctoral level, policy education is only provided to students at an undergraduate level like at the Universities of Dire Dawa and Dilla.

From the above it can be seen that six of the seven universities that offer Public Administration education to students are situated in the state of Oromia and one in the state of the Southern Nations, Nationalities and Peoples (SNNP). Since Ethiopia consists of nine states it can be concluded that, universities in the seven remaining states, namely Tigray, Afar, Amhara, Somalia, Benshangul/Gumuz, Gambela and Harari do not provide any Public Administration education and training to students. Therefore most of the citizens, students and local governments in Ethiopia do not have access to Public Administration education and therefore also do not have access to policy education. Considering that Public Administration education could benefit civil servants in performing their duties more effectively and the Ethiopian government to transform to a middle-income economy and to develop, access to education would also benefit the government of Ethiopia. In addition, offering Public Administration education and training only in two regional states could lead to a disparity in access to Public Administration and policy education and training among civil servants of different states in the country. In view of this fact, the Ethiopian government has

been exerting its efforts to promote regional access to higher education in all fields of studies including Public Administration (Teshome 2003:7).

It was also seen that all seven of the universities that offer Public Administration education in Ethiopia include policy knowledge and skills in their curriculum to students. It can therefore be concluded that policy is seen as an important part of Public Administration education in Ethiopia. It was also determined that of the seven universities that offer Public Administration education, four universities (Dire Dawa University, Dilla, Haramaya, and Wellega) only offer undergraduate Public Administration education to students, which limits students access to education in Public Administration further.

Two universities, namely Jimma and Ethiopian Civil Service, only offer masters degrees in Public Management. Addis Ababa University is the only university that offers bachelors, masters, and doctoral degrees in Public Administration. It can therefore be concluded that students in Ethiopia are limited to only one university if they would like to do a doctoral degree in Public Administration limiting opportunities to further their education. As far as policy knowledge and skills are concerned, policy is being provided at all seven universities that offer Public Administration in Ethiopia. This is still very limited in relation to the need for a properly educated and trained civil service, staffed with civil servants that should meet a clear understanding of government policies and strategies, and are competent enough to implement such policies and strategies (MCS 2008:75).

CONCLUSION

This article set out to report on a study determining if the curricula of Public Administration education and training programmes aimed at Ethiopian civil servants include modules on public policy and whether the number of these offerings and the geographical distribution of the hosting universities are adequate to meet the requirements of the Ethiopian civil service. The study has shown that only seven of the 32 universities in Ethiopia offer Public Administration as part of their formal or non-formal programmes. Furthermore, the study has shown that six of these universities are concentrated in only one of the nine states of Ethiopia.

The findings also indicated that some of the seven universities are poorly organised. Although all seven universities include offerings related to public policy, policy knowledge and skills in either their undergraduate, postgraduate or non-formal programmes, the number of offerings has shown to be limited compared to the national need for an educated and trained Ethiopian civil service. The fact that the overwhelming majority of these universities are

located in one state is a clear indication of the inadequacy of the availability of formal and non-formal offerings in public policy to the civil servants in seven of the nine states of this country.

While it can be regarded as common knowledge that civil servants indeed need public policy skills in order to actively engage in the public policy process, this article has shown that the provision of formal and non-formal education and training on public policy for the Ethiopian civil service is limited. The implication of this finding is that civil servants in most of the states in Ethiopia do not have access to education and training to build their capacity for formulating, analysing, interpreting and implementing public policies successfully. This lack of access to policy education and training may have a direct impact on the role of civil servants in Ethiopia to implement public policy for transformational purposes (see Denhardt and Denhardt 2010:90-94 in this regard). This article has contributed to the limited scholarly literature on public policy and training education and training in Ethiopia by showing that the capacity of the Ethiopian government to implement transformational policies, may be seriously hampered by not only the few public policy education and training offerings in Ethiopia, but also by the geographical concentration of these few offerings.

It is therefore recommended that more universities in Ethiopia, especially in remote areas should consider offering Public Administration to meet the needs of a public policy-educated and trained civil service. If this is not possible, opportunities for short learning programmes or more in-service training programmes in public policy for civil servants should be considered to improve their policy knowledge and skills. It is only through education and training that the Ethiopian government will be able to implement and execute policies properly and develop the country.

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AUTHORS’ CONTACT DETAILS

Mr. Teferi Hailemichael
 Department of Management
 Wollo University
 P O Box 16019
 Addis Ababa,
 Ethiopia
 Cell: +251 91 202 0384
 E-mail: 49055518@mylife.unisa.ac.za
 tefalg@yahoo.com

Prof. Liza Ceciel van Jaarsveldt
 Department of Public Administration
 University of South Africa
 AJH van der Walt Building – Room 4-91
 P O Box 392, UNISA, 0003, South Africa
 Tel: 012 429 3771
 Fax: 012 429 6075
 E-mail: vjaarl@unisa.ac.za