1. Country and Sector Background
With the change in Government in 1991, and the consequent opening up of the administration and the private sector that followed, combined with the decentralization of real authority to nine regional states and two city administrations in 1994, human capacity in the public sector has been stretched beyond its limits. Of the 300,000 federal and regional civil servants 83% do not even have a post secondary diploma. By far the largest number of civil servants are employed by the regions. In September 1998 a high level Capacity Development Committee was established, chaired by the Prime Minister, and made up with a number of key ministers. In December 1998 the committee issued its first draft capacity building strategy document, in which the Civil Service College occupied a central role. Six sub-committees were then established which reported to a national capacity building seminar in early June 1999, again chaired by the Prime Minister. The key role of the CSC was discussed, and it was agreed that the existing five year plan of the college would need to be re-examined, taking account of the overall civil service reform program. At that time there was no discussion of distance learning options. Concurrently in 1998 the CSC held a "Visioning Conference" with the college stakeholders, which forged agreement on a more up-to-date and precise mission statement for the College. This statement was formally considered and adopted by a joint meeting of the Board of the College and key staff on January 16, 2000. It emphasized the key role the College will play in using appropriate distance education media, and in running appropriate programs to strengthen the capacity of Ethiopia's civil service, both at the federal and regional levels through: Training and producing competent civil servants; Giving special assistance to civil services in the newly emerging regional states; Contributing to the strengthening of public and private partnerships; and Conducting research and providing consultancy services in key areas of civil service development.
2. Objectives
As a Learning and Innovation Credit (LIL), the prime objective of this project is to test the comparative learning outcomes, the comparative demand, the comparative costs and cost effectiveness, and the sustainability of several different distance learning approaches being implemented by the Institute of Distance Education (IDE) in the Civil Service College (CSC). The findings of this comparative analyses will be disseminated widely, both inside and outside the country. A secondary objective is to develop the capacity of the IDE at the CSC to manage; a) the Global Distance Learning Network (GDLN) link, both at the federal, and at five regional centers; b) the development and use of appropriate printed distance learning materials; and c) the establishment of regional and sub regional distance learning outreach centers.

3. Rationale for Bank’s Involvement
Initially it was planned to go ahead with only upgrading the GDLN site in the CSC in Addis. However, as a central part of the mandate of the CSC is to serve the development of the civil services in the Regional States, especially those in emerging regions, any system that only helps train people in Addis Ababa misses the large proportion of civil servants most needing training. If there had not already been considerable sunk capital in the GDLN it would have been difficult to justify the costs of the network link, given the difficulty, in the Ethiopian context, to charge sufficiently high user fees to cover satellite rental and other operational costs. Government then looked at the economics of extending the GDLN and web based training to the regions, in order to make the whole program cost effective. Two-way video conferencing systems (which allow interactivity) currently cost more than three times as much as unidirectional systems to establish, and require well trained technicians to maintain. It is thus not cost effective or feasible to establish and operate such sophisticated systems in regional centers. A unidirectional video link (with multidirectional voice and internet connections) is a much more cost effective option, and is also simpler to maintain. This was the choice that was finally made for the regional connections. Finally, only by expanding the use of the regional centers to also cover print based distance learning leading towards recognized diplomas, could a fully justified range of services be implemented.

4. Description
A range of different Distance Learning approaches is being developed by the IDE to enable it to reach its huge potential audience of civil servants needing training in Addis Ababa and in seven regional centers; including: Component 1. GDLN Facilities Upgrading and Extension; upgrading the existing GDLN videoconferencing and internet link at the CSC to the highest international standards, and to use both for international training, and for beaming local courses to regional centers; establishing modified GDLN links with five regional centers, (Bahir Dar, Makelle, Nazareth, Awassa, and Dire Dawa) beaming programs developed at the IDE, and also drawn from the international GDLN, to these centers. The centers can be considered as extension arms of the IDE/GDLN, offering regional students the same programs as those in the CSC, by July 2002. These regional centers will be established in existing tertiary level institutions, and the rooms provided will only need wiring, computer networking, and security modifications. They will be equipped with computers (on which learners will view the video programs), and audio
visual equipment for participant use; Component 2. Satellite Rental, Maintenance, and Other Operational Costs for GDLN Centers: satellite rental, facility maintenance, and other related operational cost activities resulting from the central GDLN from March 2001. 22% of these costs to be generated from learners (directly or via sponsorship) in 2001/2, 41% in 2002/3, and 65% in 2003/4; Component 3. Development of Printed Media Distance Learning: developing printed distance learning materials, eventually in three disciplines, and launching courses in these (June 2002 diploma in accounting and diploma in management, and January 2004 diploma in a third subject) to be administered through trained tutors at 7 selected regional sites, with each enrolled learner taking three years to complete; Component 4. Training: running large scale computer literacy, and remedial English courses for civil servants at the regional centers on a full cost basis, designed to bring them into the computer age, and prepare them to benefit from the internet; enrolling at least 1300 learners in the print based distance learning in 2002, 2600 in 2003, and 4700 in 2004. Participants and their employers will be expected to pay two thirds of the total running costs of their courses. On the basis of current estimates the participant share is expected to be ETB 800 per year. On the basis of information collected during the needs assessment, ETB 600 could be paid by the employer per year; Component 5. Capacity Development and TA: establishing two other regional centers without the GDLN satellite link (Jijiga, and Addis Ababa), equipped with computers and audio visual equipment; providing technical assistance and training in effective use of interactive video and internet, the development and use of print based correspondence courses, the development and use of internet courses, and training in procurement and financial management. In addition constant monitoring and reporting on all activities, combined with a detailed evaluation (Annex 11) at the mid point, and the end of the project will be an integral part of the project.

1. GDLN Facilities Upgrading & Extension
2. Satellite Rental, Maint., & Other Oper. Costs for GDLN Centers
3. Dev. Of Printed Media Distance Learning
4. Training
5. Capacity Development & TA

5. Financing

Total ( US$m)
Total Project Cost 7.1

6. Implementation
The CSC is a semi-autonomous training institution established in 1995 by proclamation from the Council of Ministers (Regulation No 3/1996: Annex 12). Under this proclamation CSC was established as a higher level institution falling directly under the Prime Minister, created to train civil servants both at the federal and the regional state levels. What programs are launched by the college is decided by a Board, made up largely of Government Ministers and leading public servants. The project, and its three inter-linking components has been considered and endorsed by the board. IDE is an integral part of the CSC. It will be responsible for all distance education activities including the GDLN center, the printed media distance education, and the video and internet links with regional centers. Currently it is constrained with what it can do, not only because it is dependent on normal government administrative procedures,
but also because of shortages of full time professional staff. Regional staff can be recruited as their salaries will be funded through regional incomes.

7. Sustainability
N/A

8. Lessons learned from past operations in the country/sector
All of the distance learning projects funded by the World Bank are at their early stage of implementation and it is, therefore, not possible to reflect in the design of this project appropriate lessons learned from these operations. However, in order to carry out implementation activities more efficiently, the project design has been kept simple, with IDE and the regional centers having significant autonomy, and flexibility in administrative and financial management arrangements. Nevertheless, it should also be noted that given resource constraints it will never be possible to have either the personnel or the recurrent budget necessary for effective implementation for any high cost and high tech project provided from Government budgets alone, and thus high levels participant cost sharing will be expected from those benefiting in all the programs, with any excess capacity marketed to the private and NGO sector. UNDP has been supporting the regular face-to-face programs at CSC almost since its inception five years ago, and still its support is needed. Six other donors have either been supporting particular regular instruction, or helping finance advanced studies for CSC teaching staff.

9. Program of Targeted Intervention (PTI) N

10. Environment Aspects (including any public consultation)
Issues : There are no environmental risks of any kind that can be identified. There is no new construction, but only some rehabilitation/rewiring of existing buildings both in the center and in the regions. This is a training project.

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Note: This is information on an evolving project. Certain components may not be necessarily included in the final project.

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