

British Council in Ethiopia

80 Years of Connections

13 December 2022

Contents

1. Some Facts	4
The British Council was the first/or one of the first to.....	4
The British Council Library	4
The British Council’s Building	5
2. Supporting English language learning across Ethiopia.....	7
English by radio	7
Timeless language learning resources	7
English in a box	7
ELIP.....	8
3. Internationalising high quality school education.....	9
General Wingate School.....	9
The Bede Mariam Laboratory School.....	10
Student leadership	10
Discovering a leader through song.....	10
Bulk Loan Scheme	13
Harar School for the Deaf.....	13
4. Creating Opportunities in International Education	14
5. Strong and inclusive communities.....	15
Interaction Leadership Programme	15
Inspiring the future leaders.....	15
Dreams & Teams	16
.....	17
Climate Connections	17
Chewatacon	18
Social Enterprise	19
Effective citizen-state engagement.....	19
6. Creative economies	22
7. International qualifications	23
IELTS- the gateway to international education	23



8. Institutional Capacity Building	24
Ethiopian Heritage Trust.....	24
The Quality Education Strategic Support Programme.....	24
Peacekeeping English Programme (PEP).....	24

1. Some Facts

The British Council was the first/or one of the first to.....

We are proud to have been a pioneer in so many things during these eight decades. These include the fact that we:

- established the General Wingate School and run it for 37 years. This is probably the longest running British Council programme in Ethiopia which ended when the Derg regime came into power and expelled most westerners
- established the Anglo Ethiopian Society
- ran libraries through the British Institute from the outset (before it established its own) in different schools throughout the country. The British Council library in Addis Ababa was an iconic programme that served as, quoting a library member, 'a place where we were able to escape from the communist propaganda and get glimmer of what the outside world looks like through various books and films.'
- helped establish the Institute of Language Studies (ILS) including its undergraduate, masters and PHD programmes. Moreover we also helped establish other departments in Addis Ababa University including the Institute for Peace and Security Studies (IPSS)
- produced one of the first School Radio and Television programmes in collaboration with the Centre for Educational Development Overseas and the Education Mass Media Agency of the Ministry of Education
- were a pioneer in using multimedia products (music, 16 mm film, drama/plays and etc.) in promoting cultural relations even during the 1950's
- established the first ICT Centre with the Ministry of Education
- established the first Internet Café in Addis Ababa which was where many actually opened their first email address and browsed the internet. Actually, we took it a bit further and opened 4 internet cafes in tourist attraction areas including Axum, Gondar, Lalibela and Bahir Dar which allowed many to communicate with loved ones with ease .
- run the Civil Society Support Programme which has been and still is supporting CSO's. It was quoted by a CSO representative that the CSSP has actually saved the Civil Society sector at a time when the draconian CSO law restricted the sector.

The British Council Library

The British Council, from the outset ran libraries through the British Institute. Later on, it started running its own library.

As one former library user noted

'It's (the British Council's) contribution to the generation of the 70's and 80's is beyond words. That British council was a cave of knowledge to escape the nasty propaganda of the fascist military regime '

But the impact of the library in Addis Ababa went beyond the Derg years and it remained a popular point of contact. It stocked books on science and technology and English language learning, documentary videos and English language learning audio cassettes.

In 1996 the library was closed for three months, on its reopening, a queue formed two hours before the door opened, and over 2,500 members visited during the day, forcing the library to remain open late.

In fact, the Library still remains one of the best-remembered programmes of the British council with many residents still associating the organisation with it.

But the Library was closed when the British Council moved to its present venue, which was provided by the British Embassy, some 7 years back.

It was closed as part of a restructuring process (of its library and information services (LIS)) in Addis Ababa. the aim of the restructuring was to offer much higher quality services to the target audiences in Ethiopia which inevitably meant a move away from 'our traditional role as a public library'.

The British Council's Building

- 550 sqm building
- Concept design: Emma Vergette, Head of Architecture at the British Council
- Aim: to project an image of contemporary UK, but have used the city of Addis Ababa as the source of reference for its architectural language
- Replaced high solid with an open railing to maximise the visibility of the new building and creates a feeling of openness and approachability.
- Re-used the eucalyptus and other hardwood trees that had to be felled as part of the site clearance by roughly sawing and cutting the timber into randomly sized plans which were applied to the left hand side of the front façade. .
- One of the most amazing sites in Addis", says Emma Vergette, "is the amorphic, crinkly tin roofed houses and shops' which was used in the design by creating a free standing screen, set away from the main façade using randomly positioned, randomly shaped steel sheets meshed together that will form a walkway to the car park.
- The building showcases some of the latest thinking in environmental design illustrating the British Council's firm commitment to sustainability.
- naturally ventilated using wind-catchers set into the roof structure and the mass of the building's envelope
- the way the windows have been positioned in the façade minimise the solar heat gain and the amount of energy required to heat and cool the building.
- Sun pipes have been installed in the roof that bring natural light to the heart of the building, so saving the need for electrical lighting for most of the day.
- Consultants involved in the projects

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- RAAS Architects PLC as architects with G.T Consulting Engineers for the structural design
 - San-Mech Consult P.L.C and Fastek Consult for the M&E design and CPMS (Ethiopia) PLC as Project Manager and Quantity Surveyor.
 - The UK company Peter Deer Associates were appointed to produce the concept design for environmental design, and
 - Gleeds, a UK company with an office based in Dubai have also assisted in some of the project management and cost consultancy.

Here it would be but fitting to digress a bit to say something about the new building (although 7 years old it is still hard not to think of it as new) which is a cutting-edge contemporary work that provokes thinking. The Architecture fits perfectly with the natural background and the functional purposes of an office plus a training centre. The building itself is fully equipped with natural ventilation and lighting. The trees that were cut when the building was constructed were used to artistically cover the façade of the building transforming it into a joyful blend of wood, plaster and concrete.

Moreover, both British and Ethiopian art collections adorn its walls. One of the most notable of these art works is a poem by Lemn Sisay. In short, this epic building that is considered to be one of the best architectural fits in the city signalled the strategic shift of the British Council's work and programmes that marked the end of the Library.

2. Supporting English language learning across Ethiopia

Better knowledge of English provides access to wider networks and offers more personal and professional opportunities. Cognisant of this, the British Council in Ethiopia has endeavoured to provide access to high quality learning resources that are accessible and culturally appropriate using different delivery channels.

English by radio

British Council helped set up the Education Media Agency in the 1960s. In addition to taking the overall leadership responsibility, British Council helped design, develop and deliver English radio lessons for Ethiopian students across the country. A key part of the intervention was building the capacity of local radio programme producers.

Timeless language learning resources

In 1996 the British Council and the Ethiopian Ministry of Education set up a project to collect stories from traditional storytellers in the many regions of Ethiopia. The aim of the project was to write readers in simplified English, so that Ethiopian school children could increase their fluency in reading English while learning and enjoying their own cultural heritage.

'The stories are profound, wise, funny, exciting and imbued with Ethiopia's many different cultural traditions and showcase the immense oral storytelling heritage of Ethiopia, a huge cultural treasure.' Elizabeth Liard

These resources are recently used to produce a weekly English lesson on TV in partnership with the Ethiopia Lejoch TV station.

English in a box

The British Council Learn English Audio Pilot (LEAP) was an educational initiative to help learners in remote and poorly resourced schools improve their English Language learning skills through quality English learning content produced by the British Council and delivered on micro SD cards and Lifepayer™ solar-powered MP3 players. The British Council team assembled a selection of audio and print resources for students and delivered them to over 500 schools and teacher training colleges in five regions in Ethiopia. The Learning Boxes provided authentic listening content delivered via MP3 audio players and reading and speaking content through Premier Skills ELT (football-related English language resources) as well as reading content selected from British Council web resources.

‘British Council has truly identified a huge gap that is often overlooked in teaching and learning English in our context - listening. The audio and printed materials will be of great help to us to fill in that gap’

Kiros Abay, English Language teacher in Tigray, Ethiopia



In addition to supporting individual learners of English, we have worked with the Ministry of Education, Regional Education Bureaux and partners on large scale English language education reform.

ELIP

The English Language Improvement Programme (ELIP) was a Ministry of Education initiative that used a cascade strategy to improve the level of the English of teachers in state schools. The trainers from across the country trained other teachers, to reach approximately 147,000 English teachers across the country.

As part of the training package, the project also made braille teaching materials available to its visually impaired English teachers. Wagaw Liyew and Assefa Tsegaye two visually impaired trainees spoke passionately about the project, “no one took us seriously when the training of trainers process started. Now it is different, they are impressed by our interactive methods of teaching, just because we were blind, they expected us to stand in the front of the class and lecture—little did they know that we would be just as active as any other English teacher. We moved around the classrooms, we held interactive group sessions we were memorising names by voices. Overall we feel much more confident as English teachers, the teaching methods that we were trained to implement have made su

3. Internationalising high quality school education

We are committed to help young people gain the knowledge and skills they need to contribute effectively to life and work in a global society while broadening their horizons and understanding of the world. We also inspire young people to pursue knowledge and lifelong learning.

General Wingate School

In April 1946 the British Council established an independent boy's school, the General Wingate. It was a centre of Excellence for secondary school education but also a symbol of Political and military victory over Fascism in the Horn of Africa. Boys, not older than fifteen years of age and with the best grade points attended (Only 75 - 100 best performing students chosen from the then 14 provinces of Ethiopia). One third of the accepted boys were given full scholarship

Wingate was an 'Elite' and Model School. Ethiopian School Leaving Certificate Exam (ESLCE) passing rate was close to 100%. High academic standards as a result of physical activities, stimulating teaching practices, challenging expectations and first-class resources.

It was visited by President Charles De Gaulle in 1954, and Her Majesty, Queen Elizabeth in 1965. The school produced outstanding civil servants, technocrats and professionals in different fields both at home and abroad.

The long list of distinguished students of Wingate include

- Former Prime Minister of FDRE, Meles Zenawi
- Tsegaye Gebre Medhin, Poet Laureate of Ethiopia, as well as a poet, playwright, essayist, and art director
- Bealu Girma, acclaimed journalist and influential novelist
- Tesfaye Dinka, the interim prime minister after the dictator Mengistu Hailemariam fled the country
- Tegegnework Getu, the second ever African to have the post of United Nations Under-Secretary-General for General Assembly and Conference

The General Wingate was run by the British Council until it was turned into a teacher training college in 1977.

The picture is the laying of the foundation stone of a new section of the General Wingate School – a ceremony performed by His Imperial Majesty, Haile Selassie I, on May 5, 1949, on the 8 years anniversary of his return to Addis Ababa.

Quote from ATo Tamirat

'The British Council contributed a lot in providing teachers and learning materials. The school reared many young intellectuals who served their country well. The British Council library also provided a lot of opportunities for its users. Wingate was a special school. It was a good place to read and study literature. Since it had simple administration structure, it had given us a chance to get a glimpse of a democratic system. I think support for a quality education should not be a fixed-term work. It should rather be a system to strengthen quality education in a sustainable manner.'

The Bede Mariam Laboratory School

The 'Lab' School, as it was usually called, was a demonstration school built in the grounds of the (then) Haile Selassie I University, which brought students from all over Ethiopia to study for their final school exams in order to prepare them for university and a career in education. The teaching staff were mostly from Britain, funded by the British Council. Elizabeth Laird, a famous children stories writer was a teacher of English there from 1967 to 1969. It was actually her first job. She loved it, and she loved Ethiopia too!

Student leadership

The future of a global society is dependent on those that lead it. It sounds dramatic, but the students of today are the leaders of an unknown tomorrow.

'After the training I have decided to show them they can do it, to let them have their own voice.'
Meskerem, teacher

It is a challenge to empower every individual child in a class of 106 but Meskerem was determined to address her students' lack of self-belief. Even when homework was set they rarely had the conviction to tackle it alone. The Core Skills training gave Meskerem the confidence and tools she needed to address her concerns. She made her lessons varied using different methods like interview role plays, bringing in natural teaching materials from outside and using fun activities like origami and warmups to enhance learning. Meskerem saw her students' confidence grow, because having fun had helped them understand their lessons, they now said to her, 'I can try it on my own!'.

Discovering a leader through song

Misikir Abera's performance at the British Council Schools concert in 2017 was memorable. As a group of students came onto the stage to perform a song about road safety Misikir came to the front to lead them wearing a luminous yellow traffic police jacket. The audience was delighted in his confidence and pure happiness of leading his peers singing, 'stop, look, listen!' to an engaging steady beat.



But Misikir was not only a leader on the stage. Before the performance he had been providing training not only to his classmates but also students from other schools who he had never met before. The World Voice experience has given him a confidence to use English to teach his friends and guide them through songs and actions.

When interviewed in 2018 Misikir reflected on his World Voice experience. His teacher, when he was in Grade 6 had been trained in the British Council Schools project and used its methods in their music lessons. Misiker explained that last year his class learnt so many songs. Through the songs he was able to learn new English vocabulary and his ability to pronounce difficult words was greatly improved. He said that many of the songs were useful also in the message they communicated and he often shared them with friends and family, songs such as, 'This is our World' and, 'Trees, Birds'. He especially enjoyed teaching the songs to his younger sister.

"I ask British Council to train our teachers especially for difficult subjects like Maths and Physics and to give them resources so that learning would be fun."

Misikir Abera

Partnering on a shared agenda

From 2016-17 students in Ethiopia and UK partnered to share ideas about their local rivers and to create artwork about them. In this process of getting to know each other different schools made different types of connections and provided their students with opportunities to develop their communication skills and global knowledge of shared agenda such as pollution and the environment.



“I really am happy to be part of this because this artwork unites the world of different arts and people.”

“The partnership made the project to be more meaningful and interesting. It opened a door for idea and experience sharing.”

“It is the partnership activity that made the project to be more interesting, useful and enjoyable. What I liked most from the partnership is that it created an opportunity to display the partner schools’ artwork in their partner school and partner cities around in the world.”

Students at Beza School, Debre Zeit

Teachers and school leaders have a critical role to play in terms of creating a conducive learning environment for students and ensuring that they acquire the skills for now and the

future. British Council has run numerous training programmes for teachers and school leaders in core skills and inclusive education.

Bulk Loan Scheme

Towards the end of the 1980's the situation for libraries in secondary schools across Ethiopia was not good. Multiple collections of the works of Marx and Lenin were available, together with a miscellaneous selection of other works, often old and out of date and not particularly relevant to Ethiopia.

With the Ministry of Education the Bulk Loan Scheme was launched, which provided a selection of textbooks in English published in the UK; these were for the use of 11th and 12th grade students in every secondary school in Ethiopia.

The choice of the books was made by a committee of the Ministry of Education, with an emphasis on science subjects.

Approximately 100 books were presented to each school, the books being available for loan by the students. At the same time training was given to school librarians as to how to manage the scheme.

Perhaps the number of books involved now seems small, but at the time Ethiopia had a book famine, and the impact of the scheme greatly exceeded expectations.

Harar School for the Deaf

All humans communicate. All humans collaborate. Communication and collaboration are basic human survival skills.

The Harar School for the Deaf is inclusive, teaching students with and without hearing needs. But Head Teacher Abera and teacher Mulu saw problems between students, with poor communication and a divide between those with and without hearing needs. At their Core Skills training Abera and Mulu discovered ways to challenge this. They started to pair and group students mixing those with hearing needs and those without. They collaborated as teachers and modelled good relationships. There was immediate impact, barriers between the students were broken down through a mix of sign language and verbal communication. Students became happier to learn and increasingly engaged as they collaborated. In the long term not only did this make for happier classrooms, it also allowed for deeper learning.

4. Creating Opportunities in International Education

Countries worldwide are working to improve the quality of school systems in order to ensure all students benefit from inclusive and equitable quality education. As a leading international education agency, British Council has provided numerous opportunities for Ethiopian policy makers and practitioners to have access to best practice, the latest research and insight from across the globe both in the form of publications and attendance in international fora.

- a. The Education World Forum (EWF) is the largest annual gathering of education ministers held in London, UK. Contemporary issues in education are discussed. Leading thinkers and system leaders share their experiences. Moreover, the forum provides a safe space for ministers to exchange views on shared challenges. Working with other HMG partners, the British Council has supported Ethiopia's representation at the Forum for the past several years. As well as benefitting from the discussions, Ethiopia has also shared its experience of education reform to other world leaders at the Forum.
- b. A major achievement of the partnership between the British Council and the Ministry of Education includes hosting international education conferences. In 2005 Ethiopia successfully hosted the international Language and Development Conference for the first time in Africa. The conference was attended by hundreds of policy makers, practitioners and academics from across the globe.
- c. In 2012 the MoE, the British Council and DFID organised another major conference on General Education Quality, Access and Equity: research into practice. It brought together leading researchers and academicians and helped provide useful insight and ideas to education programming in Ethiopia.

5. Strong and inclusive communities

Half the world's population are under 30. These young people are disproportionately affected by conflict, economic change, and environmental disasters. Many – especially girls and young women, young disabled people, and refugees – are unable to access education and decent work. Their voices are unheard.

A core element of British Council's work over the years has been giving young people the skills and networks to raise their concerns and be active in their communities.

Interaction Leadership Programme

Narrated by Michael Moore, former Country Director of the British Council in Ethiopia

You may be aware that my late mother (Eine Moore) worked with The institute of Ethiopian Studies from 1969 to 1973 when her and my late father (Alan Moore) who was an ODI technical adviser, was seconded to Ethiopia to support the Ministry of Education's Schools Radio Programme broadcasting effort. The household included myself and my sister Anna and our younger brother Simon. I have included a picture of Rosanna and I from 2005.

Even as a youngster in the 1970s I recall the British Council's Ethiopia's collaborative relationships in Education, Arts and Society, now built up and anchored by three generations of Ethio-UK partnerships by Educators, Artists and Civil Society, representing professional networks that have expanded and extended beyond (often in phases) their initial inception, something quite extraordinary.

An example in the early 2000s was the launch of the Interaction Leadership programme in Addis Ababa. This was an Africa inspired effort led by British Council as a pan African collaborative network of facilitators finding their way, in subsequent years championed by further collaborative input as the 'Intercultural Navigators' in South East Europe and then globally as the Active Citizens Programme; in virtually every region of the World. At heart the collaborative ethos of the programme and its ability to innovate, has meant it is still represented today as a sustainable global network of facilitators working independently in Education, Arts and Civil Society, with 21st Century agendas, taken to the next generation.

The Ethiopia programme and its globe trotting facilitators have been bringing something new and distinctive to the World, part of an 80 year old seam of creative flow; there is no doubt the World needs more of this.

Inspiring the future leaders.

The Horn of Africa Leadership and Learning for Action (HOLLA) project was delivered in two phases between 2014 and 2018 in Ethiopia, Sudan and South Sudan. It aimed to deepen the knowledge, skills and abilities of young people to contribute better to the promotion of peace

and development in the Horn of Africa. By delivering a range of initiatives at local and national levels, the aim was for young people to become more visible and influence other actors to empower young people. It is important to note here that the Active Citizen Programme was at the heart of HOLLA.

The Ministry of Youth and Sports in Ethiopia drafted a national youth volunteer policy in collaboration with government and non-government stakeholders from all over Ethiopia. The initiative came from the Ministry itself as Mr Matiyas, Director of the Youth Division Directorate of the Ministry used to be the Chairperson for the HOLLA advisory board during HOLLA I. He was impressed by the initiatives undertaken by HOLLA youth, their achievements, and their voluntary contributions during HOLLA I & II, and undertook to create a national policy framework that will further facilitate the work of these young people and others.



Dreams & Teams

Dreams & Teams was a flagship youth development project that aimed to develop the leadership skills of young people through sport.

On Friday 17th October 2003 the first ever Dreams + Teams Global Sports Festival happened at Jan Meda. It was a day that the young leaders in Ethiopia designed and executed a sports festival on the same day as other Young Leaders all around the world. The young leaders were able to show off their leadership skills and ability to hold such demanding projects by themselves.

Over 120 eager elementary school students participated in the festival on that day playing various competitive games, games that were created for the festival and existing games. The young leaders also managed to secure the attendance of world famous athlete Tirunesh

Dibaba, 5000 m world champion and athlete Gezahegn Abera, marathon world champion at Edmonton and London marathon in 2002. These two athletes lit the torch before the sports festival began.



Climate Connections

Most young people face exclusion from economic opportunities resulting in marginalisation, inequality and poverty. A major concern for many is jobs, enterprise and livelihood.

Equipping young entrepreneurs with the business skills and connecting them with funding and networking opportunities were central to the British Council's work in Ethiopia for many years.

Abel Hailegiorgis is a young social entrepreneur who is keen to improve mobility for wheelchair users in Addis Ababa. He produces wheelchairs and bikes made from bamboo. Abel benefitted from the skills training and international networking and funding opportunities facilitated by the British Council.



Chewatacon

A team of young creatives first came together during the EU-funded Creatives Futures programme which was delivered by British Council in 2017/18. The creatives received training in event management and marketing and were provided with networking opportunities, which involved a month-long innovation, where artists from different creative sectors joined forces to produce artworks. Several months later the young creatives enrolled new members and created – Chewatacon.

Chewatacon is the first-ever Ethiopian gaming festival which celebrates Ethiopian gaming culture and explores the dimensions of games and play in the local context and beyond. The festival celebrates playfulness and promotes the Ethiopian gaming ecosystem to establish a stronger, synergised and self-sustaining industry. The main objective of the Chewatacon festival is to create a bridge between digitalisation, gamification and other sectors of the larger national economy and to educate and raise awareness on the impact of game development/gamification on adult learning approaches.



Social Enterprise

Promoting positive social change, inclusive growth and sustainable development requires the concerted efforts of all concerned bodies. Improving the business ecosystem to promote social enterprise and creating the platform for social entrepreneurs to collaborate at a national level was one of the key achievements of the British Council.

Social Enterprise Ethiopia is the only membership association for the social enterprise sector in Ethiopia. Since its formation with the support of the British Council, it has strived to create an enabling atmosphere where social enterprises can flourish. It supports social enterprises by building awareness, advocating for policy change, and providing business capacity building support.

Effective citizen-state engagement

Building and maintaining trust between citizens and state and among community members requires providing individuals with opportunities to develop the skills, voice and influence they need to participate fully in and shape their communities. We ensure that those who may be excluded and unheard – young people, women and girls, disabled people and other under-represented groups – are able to influence and take part in decision-making.

The British Council work in voter education targeting women and unrepresented groups resulted in a large number of women politicians elected into parliament. Once elected, the British Council continued providing them with skills training and networking opportunities to enhance their effectiveness as MPs.



CSSP story on HTR and using CSOs as vehicles to address citizen state engagement and representation.

Kaliso Gelino is a 22-year-old woman who lives with her mother, sister, brother and stepfather in Gamole Kebele of Konso Zone in SNNPR - Ethiopia.

When Kaliso was three, and her sister one, their father died. After a while, her mother got remarried and had one son with her new husband. But after five years, Kaliso's family were evicted from their home and other properties including farmlands. They were evicted because there was no son in the family from the deceased husband. As per the culture women do not inherit or own land or other fixed assets. Therefore, their property was given to other men.

The new family began to live by renting a house in same village. "We were living in a very miserable condition after the eviction." Kaliso says. They lost their house, cows, coffee plants, eucalyptus trees and seven plots of land which could have made their living condition much better. "Losing all these we couldn't even afford school uniforms and exercise books for me and my sister." She says. "It was also heart breaking to see our farmlands, house, coffee, cows, eucalyptus trees being used by someone else who contributed nothing. Our mother who invested all her young age did not count, by the culture. It was so unfair yet we couldn't help it."

The Konso Development Association (KDA) is a local CSO supported by the British Council managed Civil Society Support Programme II (CSSPII). It implemented a project that addressed gender-based violence and women land rights issues in Konso Zone. Kaliso actively attended community dialogue sessions and took part in all project activities facilitated by KDA. After two

years of hard work and persistence, Kaliso and her sisters got the certificates for the six plots of land and their houses back.



6. Creative economies



The contribution that vibrant creative economies make to social and economic development is profound. Over the years we have supported creative practitioners and communities with opportunities to develop artistic, technical and enterprise skills through action learning, collaboration and mobility. We have nurtured through mentoring, network building and exchange programmes the next generation of creative innovators, practitioners and entrepreneurs

Dagmawi – Architect and Visual Artist and Nesri – Fashion Designer teamed up to develop a relaxation box which aims to fight off boredom in the office space by bringing the ‘desired’ destination or place to the office. At present they are doing this by using 3D abstract artwork and sound effects. But they envision to go further by bringing 3D live simulation into the picture. The Creative Futures programme took over X-Hub Addis, one of the very few innovation hubs in Ethiopia, for one month – March - in order to provide image sector practitioners with space and equipment to produce collaborative art projects.

Films, paintings, the relaxation box and other creative artworks were products of this month-long engagement. The Innovation month is a brainchild of Creative Futures, a 2-years EU funded programme implemented by the British Council, which has provided various workshops in the photography, film, gaming, design and fashion sectors to help identify areas for potential development and international engagement.

Another important contribution of the British Council to the arts sector in Ethiopia is providing opportunities for exchange, through global networks and cross-regional sharing and learning, expanding the reach of the creative sector into thought leadership and industry forums.

Under our new Arts new Audience (nAnA) project, London to Addis was a pioneering Grime instrumental compilation, combining traditional Ethiopian instruments and an all-star line-up of Grime producers. This was a pioneering Grime instrumental compilation, combining for the first time traditional Ethiopian instruments and an all-star line-up of Grime producers. The release covered the full spectrum of the Grime sound - from the direct percussive bangers of Dexplicit, Ignorants, J Beatz and TC4, melodies of JT The Goon, Wize and Shudan, to the more experimental and abstract sounds of Proc Fiskal and Captain Over. The aim of the project was to bring together the two very different worlds of Grime and traditional Ethiopian Music and explore what can be created by fusing these two styles and exchange knowledge.

The programme was recorded over a week in Ethiopia's capital Addis Ababa, the instruments used are just a small sample of the huge range of Ethiopia's rich musical heritage which remains largely undocumented outside of the country. Ethiopia's music uniquely combines both African and more Arabic sounds and rhythms as a result of its proximity to the middle east. The raw parts from the recording sessions are available to download to enable up and coming producers the chance to create their own tracks with the sounds that were recorded.

7. International qualifications

British Council creates opportunities for people everywhere to achieve their potential. Be it the globally trusted English assessment or UK qualifications, they offer opportunities for internationally recognised qualifications and mobility.

IELTS- the gateway to international education

I was born to a poor family in Konso district of Southern Ethiopia and attended both primary and secondary school there. Later on I joined medical school at University of Gondar and graduated as a medical doctor in 2012. With four years experience as a medical practitioner, I wanted to seek opportunities for further education abroad and I needed a good English language result to secure admission in European universities.

I took the IELTS exam at British Council Addis Ababa and applied for scholarships. I secured admission for a mobility masters study which involves studying in five different institutes in four countries (Belgium, Norway, Spain and Germany). Not only will I have an internationally recognised qualification but also experience of living and studying in four different countries. IELTS has opened the world for me.

The Open University MBA programme benefitted a large group of leaders who didn't have the time for a full time study for an international qualification. Tailored to local needs and schedules, the programme helped build critical leadership capability in Ethiopia over several years.



8. Institutional Capacity Building

Ethiopian Heritage Trust

The Trust was founded in 1993 with the aim of preserving and conserving lands of natural beauty and historic buildings in Ethiopia. The Trust was, and is, an independent charity.

Almost as soon as it was founded its flagship project started – the Entoto Natural Park, 13 square kilometres given to the Trust on 99 year lease. The main aims of the Park are to remove the eucalyptus (a non-native tree) and bring back native trees, shrubs, bird and animals, to encourage volunteering and to be a natural sanctuary for all Ethiopians and visitors to Ethiopia to wander in, learn from and enjoy. Since the Park was founded over 650,000 seedlings have been planted, 10 kilometres of check dams and 200 kilometres of terraces have been built and 13 springs have developed.

The Trust is entirely an Ethiopian organisation, but the British Council is proud to have given it help in its early days, by providing some initial funding, and helping over transport and office accommodation.

The Trust now has two other projects – it is the owner of a rare survival of a 19th century Addis Ababa house, which it has renovated and which serves as its headquarters – and the Ankober-Zego Natural Forest, a 1 kilometre square area of land degraded forest land which it has begun, with help of local farmers to rejuvenate.

The Quality Education Strategic Support Programme

The Quality Education Strategic Support Programme (QESSP) aimed to enhance the capacity of the education sector in Ethiopia to improve outcomes for learners. We supported partners, especially the Ministry of Education, to implement reforms, enhance policy dialogue and improve the evidence base to inform education policy by providing technical assistance, management support and flexible funds. We focus on these areas: teacher education, school leadership, inclusive education, curriculum development, and system wide strengthening.

Peacekeeping English Programme (PEP)

PEP worked in cooperation with the Ethiopian Ministry of National Defence and the Ethiopian Federal Police Commission to support the English language development of personnel prior to engagement chiefly on United Nations missions in Sudan, South Sudan and Somalia.

The very fact that Ethiopia's role on UN and African Union missions has significantly grown during the lifetime of the project, with the country moving from 12th to first position in terms of personnel deployed including deploying more women than any other country, implies that the project is having a positive impact on the quality of the various competencies required in the more senior roles, such as contingent commanders, military observers, liaison and staff officers.

Since 2015 the project has also worked with the Ethiopian Ministry of National Defence, and to a lesser extent the Federal Police, to train albeit a select few to be accepted to Cranfield University's MSc in Security Studies delivered in Ethiopia.

Partners report that in Ethiopia, 87 of those trained have been deployed at least once. Whereas there were a number of cases of repatriation of Ethiopian peacekeepers due to low levels of English before project inception, since September 2010 there have been none.