

Using Student Assessment Results for Education Quality and Systems Strengthening



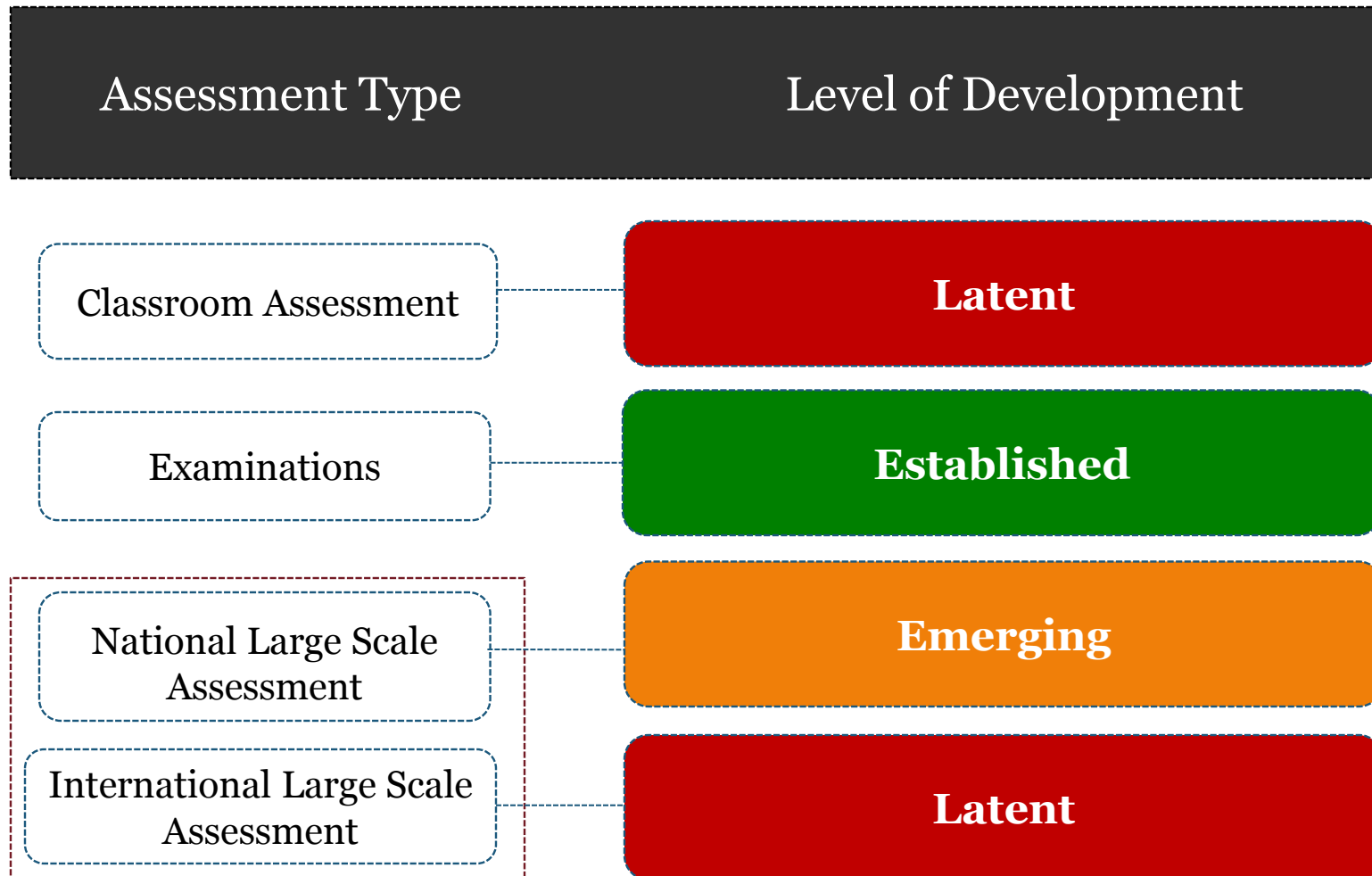
READ ETHIOPIA

ESCHBORN, GERMANY – OCTOBER 25, 2011



SABER Student Assessment System Benchmarking Results – ETHIOPIA

(Baseline 2009, Pre-READ)



What assessment type(s) is your country working on with READ Funds?

- **With READ Trust Fund**
 - National Large-Scale Assessments
 - ✦ Self-Diagnostic Study was disseminated
 - ✦ Policy/Procedure Framework Document drafted
 - National Examinations
 - ✦ Self-Diagnostic Study is undertaken
 - School Inspection
 - ✦ Self-diagnostic study was disseminated
 - ✦ Basic documents for school inspection are prepared
 - ✦ Exposure visit to Ghana was made by 3 experts

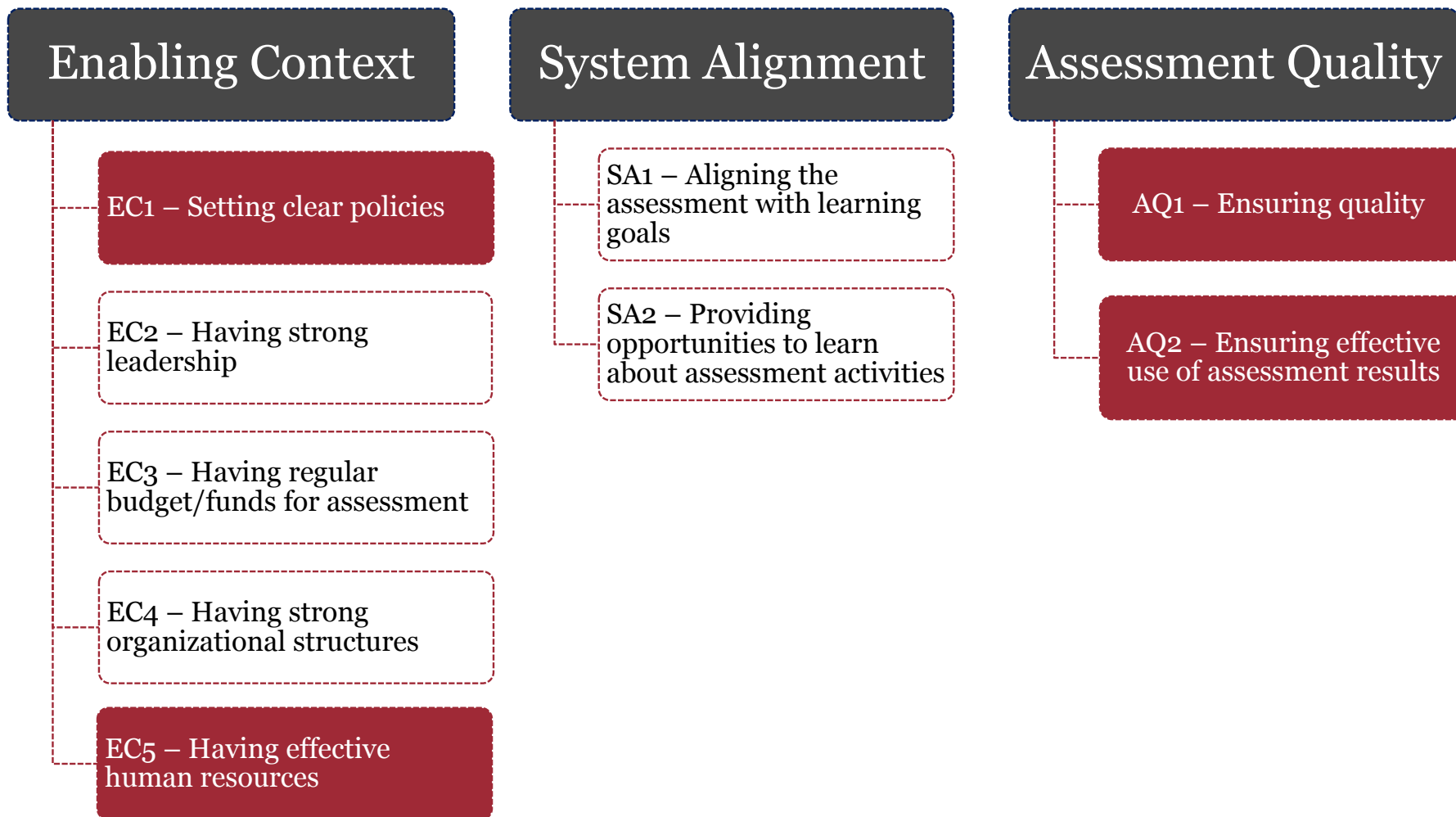
What assessment type(s) is your country working on with other funds?

- **With USAID Funding**

- National Learning Assessments
- Early Grade Reading Assessments
 - ✦ On mother tongues in Grades 2 & 3 (National level/8 Regions)
 - Largest ever implementation of EGRA
 - 8 regions and 338 schools
 - 13,079 children
 - ✦ On English Language in Grades 2–4 (National level/All Regions)
 - Instruments developed
 - Pretesting carried out
 - Test Administrators Training given

READ Results Framework:

Priority Areas for ETHIOPIA



Recent Achievements for READ ETHIOPIA

(October 2010 until Present)

Indicator	Activity Description/Date	Output/Outcome
EC1 Clear policies	<ul style="list-style-type: none"> • Draft NLSA Policy/Procedure framework document is developed and submitted to the MoE top leadership for discussion 	<ul style="list-style-type: none"> • Initial draft NLSA Policy/Procedure framework document • The NLSA now a stable program, operating regularly
EC3 Regular budget	<ul style="list-style-type: none"> • Based on self-diagnostic study recommendation a regular budget is instituted for NLSA activities 	<ul style="list-style-type: none"> • Regular budget annually allocated on time
EC4 Strong organizational structures for NLSA	<ul style="list-style-type: none"> • After the self-diagnostic study recommendation and by the support aggressively made by READ/WB, the NLSA and NE components are now under the same agency soon to be led by a board 	<ul style="list-style-type: none"> • A strong and autonomous National Agency for Examinations and Educational assessment

Recent Achievements for READ ETHIOPIA

(October 2010 until Present)

Indicator	Activity Description/Date	Output/Outcome
SA1 Aligning the assessment with learning goals	<ul style="list-style-type: none"> The curriculum dev't and teachers dev't directorates of MoE and the NLSA and NE processes are working jointly towards the enhancement of quality general education 	<ul style="list-style-type: none"> Improved harmonization and streamlining between the NLSA & NE and the other elements of the education system
EC5 Having effective human resources	<ul style="list-style-type: none"> International conferences like the READ global conferences and some other short term hands-on trainings Exposure visit to one country, Ghana as recommended by the consultant, was made by 3 experts; 	<ul style="list-style-type: none"> Progress in working out assessment and examination tasks is being exhibited with in the agency; Improved capacity in conducting school inspection

Expected Achievements for READ ETHIOPIA

(October 2011 thru 2014)

Indicator	Activity Description	Output/Outcome
EC1 Setting clear policies	<ul style="list-style-type: none">The School Inspection and NLSA Policy/ Procedure framework and other basic documents will be disseminated while these documents will be drafted for the NEs	<ul style="list-style-type: none">NLSA NE Policy/ Procedure framework documents that are widely communicated to and agreed upon by the wider stakeholders group
EC4 Strong organizational structures	<ul style="list-style-type: none">A legal basis will be established for a dedicated agency for general education quality assurance	<ul style="list-style-type: none">A strong and autonomous quality assurance agency, which comprises NEs, NLSA, School Inspection and the like;
EC5 Having effective human resources	<ul style="list-style-type: none">Adequately staff the directorates to carry out the NLSA and NEs effectively, with minimal issues.Intensive training will be offered to both assessment and examinations staffs	<ul style="list-style-type: none">Adequately staffed and trained human resources who can effectively carry out NLSA, NE, Classroom assessment and others

Expected Achievements for READ ETHIOPIA (October 2011 thru 2014)

Indicator	Activity Description	Output/Outcome
AQ1 Ensuring quality	<ul style="list-style-type: none"> • Various options offered to include all groups of students in the NLSA • A variety of mechanisms will be in place to ensure the quality of the NEs and NLSA • A comprehensive and high quality technical reports on assessments made available to the general public • Laying transparent and secured assessment system 	<ul style="list-style-type: none"> • All student groups inclusive NLSA , NEs, CA and ILSA; • NLSA with more quality ensuring mechanisms; • A comprehensive and high quality technical report which is better than the current; • Increased public confidence on the assessment system
AQ2 Ensuring effective use of assessment results	<ul style="list-style-type: none"> • Various options will be offered to include all groups of students in the NLSA 	<ul style="list-style-type: none"> • Widely and effectively disseminated NLSA results

Implementation Challenges/Issues for ETHIOPIA

- Lack of stable institutional arrangement or organizational structure
- Fluctuating support from donors
- Lack of adequate human resource in number, experience and know-how to shoulder the assessment tasks

Achievements of the ETHIOPIAN Assessment System (Prior to 2010)

Indicator	Activity Description/Date	Output/Outcome
SA1 Aligning the assessment with learning goals	<ul style="list-style-type: none">• The NE and NLSA tests are developed drawing from the national curriculum	<ul style="list-style-type: none">• Improved harmonization and streamlining between the NLSA & NE and the other elements of the education system

Achievements of the ETHIOPIAN Assessment System (Prior to 2010)

Indicator	Activity Description /Date	Output/ Outcome
AQ1 Ensuring Quality	<ul style="list-style-type: none"> • Usually stratified two-stage cluster sampling is used, at regional states and schools level, considering male and female students as sub-groups; • Some mechanisms, such as Content validation, pretesting and improvement of assessment instruments is done so as to ensure the quality of the NLSA to a certain level; • A comprehensive technical report is usually prepared and disseminated, but with limited circulation; 	<ul style="list-style-type: none"> • Relatively improved quality ensuring activities, particularly with regard to online dissemination of NLSA reports;

Achievements of the ETHIOPIAN Assessment System (Prior to 2010)

Indicator	Activity Description/Date	Output/Outcome
AQ2 Ensuring effective use of assessment results	<ul style="list-style-type: none"> • The 10th and 12th grades NLSA results are disseminated in an effective way; • Some stakeholder groups randomly used NLSA results in a way that is consistent with the purposes and technical characteristics of the assessment. 	<ul style="list-style-type: none"> • Beginning 2009 the NLSA results were, to a certain extent, used for curriculum, teacher training and other school improvement programs.



4TH AND 8TH Grade NLSA Validation Workshop



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4TH AND 8TH Grade NLSA Validation Workshop

**THANK YOU
FOR YOUR ATTENTION**