



Session 1: How Can We Ensure Quality in Examination Programs: The Case of ETHIOPIA?



**BY: The Ethiopian Delegates
At Maputo-Mozambique Regional
Workshop organized by READ
Dec 3-5, 2012**



1. BACKGROUND INFORMATION

@ LOCATION

- ➡ Ethiopia is located in the Horn of Africa
- ➡ With a total area of 1.1 million square km
- ➡ It shares boundary with Eritrea in the North, the Sudan & South Sudan in the West, Kenya and Somalia in the South and Southeast Djibouti in the East.
(b/n 33' and 48' degree longitude east and b/n 3' and 14.8' degree North Latitude).
- ➡ Its elevation ranges from the highest peak at Ras Dashen (4,620 meters ASL) down to the Afar Depression (110 meters BSL).



Cont'd

POPULATION

- Ethiopia is the second populous country in Africa, next to Nigeria
- Ethiopia is a country of Nations, Nationalities, and Peoples with diverse linguistic groups speaking over 80 different languages with more than 200 dialects.
- About 84% of the total population of the country resides in rural areas, while the remaining 16% lives in urban areas.



Cont'd

- The political system of the country is Federalism.
- Administratively, Ethiopia is divided into 9 National Regional States/NRSs/ and 2 City Administration Councils /CACs/ which are under the umbrella of the Federal Government



2. Education System:

- Education Structure
 - Kindergarten : age 4-6
 - Primary level- Grade 1-8 (Cycle 1: Grade 1-4; Cycle2 : Grade 5-8): age 7-14
 - General Secondary- Grade 9-10 : Age 15-16
 - Preparatory – Grade 11-12 : Age 17-18
 - TVET – Organized in to different Levels that may last from months to years
 - Higher Education- Tertiary level of Education : lasts from 3-6 years



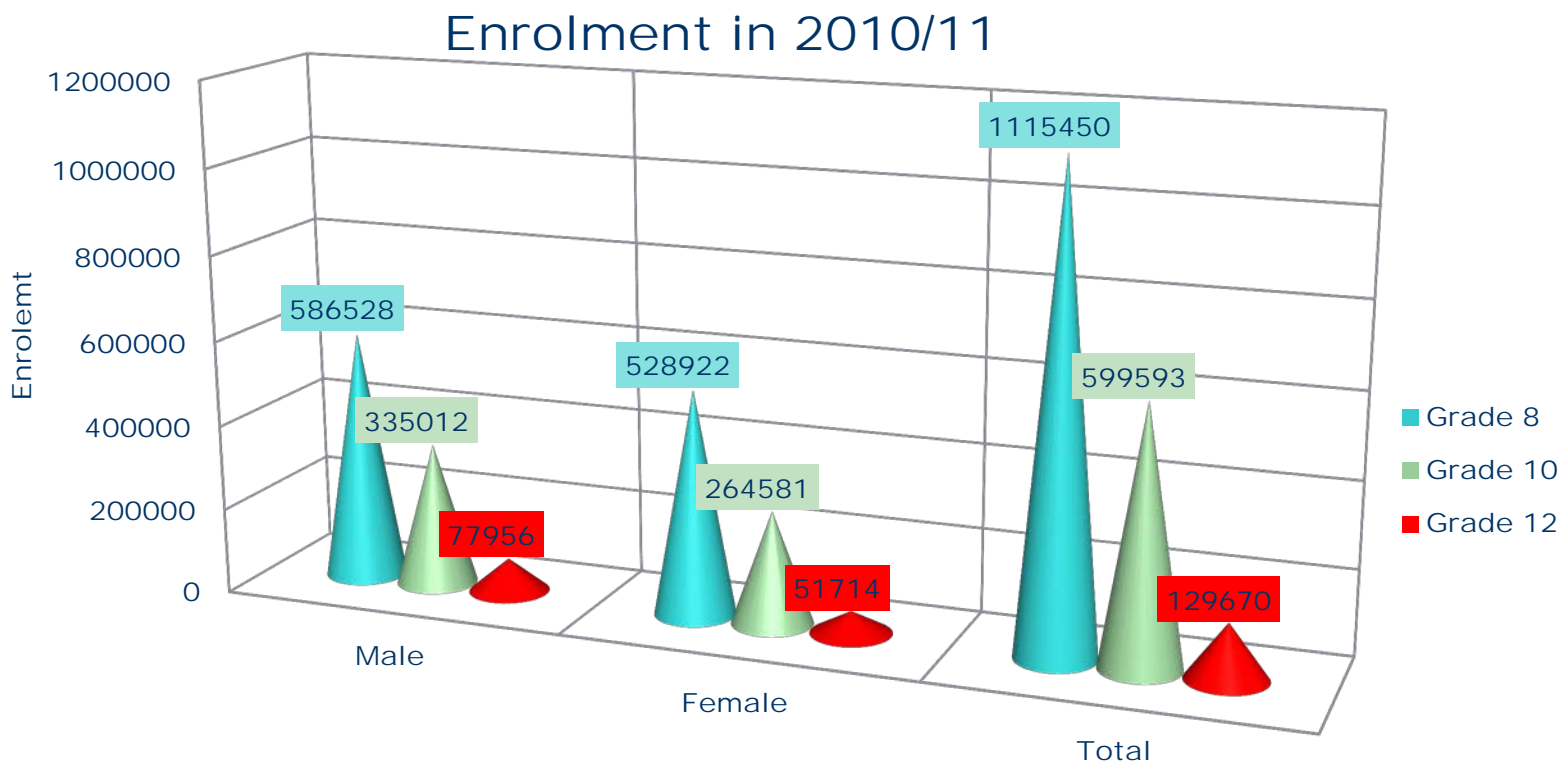
3. Types of National Examinations

Three types of national examinations are being given in Ethiopia today. These are

- Primary School Leaving Certificate Examinations (PSLCE) given to students who have completed second cycle of primary education - which is a mandate of Regional states.
- Ethiopian General Secondary Education Certificate Examination (EGSECE) which is given at the end of the first cycle of secondary education - this is the mandate of the National Educational Assessment and Examinations Agency (NEAEA)
- University Entrance Examination (UEE) which is given at the end of the second cycle of secondary education (preparatory education) - developed by Institute of Educational Research of the Addis Ababa University and administered by the NEAEA.



Enrolment at Target Grades in Regional and National Exams:- Sample Year taken to estimate the population of participants in the regional and national exams- (Private Examinees aren't included here)





4. The purposes and uses of the examinations

The purposes of:

- PSLCE is certifying successful completion of primary education and it used for selecting students who should join the first cycle of secondary (general) education
- EGSECE is certifying successful completion of general secondary education and it used for deciding which students should join the preparatory education and which goes on to Technical and Vocational Education and Training.
- UEE identifying students' ability and inclination in order to assign them into different fields of study in various universities. It is used to place students in universities based on their performance and choice.



5. Current reforms

The reforms that are currently underway are:

- A national Agency is established responsible for national Examination and assessment by Council of Ministers Regulation No. 260/2012
- Examination administration activity is for the most part decentralized (Regions administer the human and finance allocated for each exam center in their respective jurisdiction)
- Efforts are being made to standardize the EGSECE



Cont'd

These reforms are taking place because:

- It was imperative that the body responsible for national examinations should have legal standing in order to effectively overcome its duties and responsibilities.
- Due to the ever increasing number of examinees and examination centers in the country it is becoming increasingly difficult to run the examination administration from the center.
- In order to measure students' achievement the instruments we use should be valid and reliable. To insure this items that are prepared should be pretested and their characteristics known before they become operational. Therefore they should be standardized



Cont'd

The main stakeholders responsible for the reform are:

- Ministry of Education – played pivotal role for the Agency to get legal status
- The Agency – Consistently demanding for legal status; undertaken the decentralization of examination administration; began the process of standardization of the examinations
- Development partners especially READ and World Bank – provided consultants and training on examination development and administration activities (consultant from Australia had been hired to reform the examination process and his recommendations were put in use by the Agency)



Cont'd

- The management of the agency is leading the reforms in collaboration with the Ministry of Education and development partners.
- The fact that the Agency has legal status is appreciated by all stakeholders because it has created a condition in which they can deal with the Agency directly rather than through the Ministry of Education.
- The decentralization has empowered the regions to administer the financial resources allocated from the center. In addition they have power to take action on offending students, teachers and other people involved in the examination process. This has implication in strengthening the drive for providing quality education in their respective jurisdiction.



6. Major Challenges

The major challenges encountered by the Agency are:

- Problem of collecting the examination papers after administration and bringing back to the Agency for future use (made standardization of examination difficult)
- Ever increasing number of examinees and examination centers (though decentralization solved many of the problems this fact is still a challenge because it is a threat to security of the examination)
- Unethical conduct of invigilators, supervisors, center chiefs, school directors, police officers, district/zone examination officers, etc. (After decentralization the number of irregularity reports has shown a remarkable decrease, which shows that all irregularities are not reported)
- Diversified and sophisticated methods of individual and group cheating attempts of examinees
- Misappropriation of funds allocated for examination



Cont'd

The Agency does everything in its power to anticipate and bring solution to the above challenges.

- But some of them are insurmountable at this stage. For instance, there is no way to collect all examination papers after test administration due to the sheer number of the examinees and examination centers. (1243 centers, near a million examinees, an average of 10 subject examinations per examinee).
- The Agency collects reports on unethical conducts related to examination administration and take appropriate action on offenders in accordance with its examination administration manual.



7. Mechanisms that will be Put in Place to Ensure the Quality of Examinations:-

- Reliable and valid examination will be used.



8. Ethiopia's Examination Programme in Five Years:-

- Standardized exams will be provided in five years time.



Thank you!