

Ethiopian Higher Education Institutions Graduate Student Assessment Policies and Guidelines

1

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Ethiopia by Regional Administrations








2



- ❑ Ethiopian is divided into nine regions and two city administrations.
- ❑ The Nine regions are: Afar, Tigre, Amhara, Oromia, Benshangul-Gumuz, Gambella.
- ❑ The Southern People, Somali, and Harare. The two city administrations are Addis Ababa and Dire Dawa.
- ❑ It is located in East Africa and neighbored by Sudan, Kenya, Somalia, Djibouti and Eretria.

The ten populated African countries by rank

3

Rank	Country	Population
1.	 Nigeria	170,123,740
2.	 Ethiopia	91,195,675
3.	 Egypt	83,688,164
4.	 Congo, Democratic Republic of the	73,599,190
5.	 South Africa	48,810,427
6.	 Tanzania	46,912,768
7.	 Kenya	43,013,341
8.	 Algeria	37,367,226
9.	 Sudan	34,206,710
10.	 Uganda	33,640,833

Source: CIA Factbook (2012)

Ethiopia and its culture

4

Major culture of Ethiopia

- ▣ Ethiopia- A Multicultural society
- ▣ Injera-the Ethiopian dish
- ▣ The coffee ceremony
- ▣ Local drinks
- ▣ Villages and cities

Ethiopia-A Multicultural nation

5



- Comprised of no fewer than 80 ethnic groups
- Major ethnic groups are Oromo (40%), Amhara (30%) and Tigre (6%)
- Distinct languages and/or dialects and cultural features
- 21 languages are used as a medium of instruction in primary school (grades 1-8)

Injera – The Ethiopian Dish



The major Ethiopian food is *injera*, made up of small grains called *tef* (bunch grass). Injera is eaten with curry (veg. or beef). Raw meat of goats and beef are also common foods.

Ethiopian-Coffee Ceremony and Local drink



The coffee is prepared (boiled) in special clay pot called *jebena*
Coffee is served with popcorn.
The local drinks are *tej*, *tella* and *areqe* (here picture of *tej* is shown)



The houses in Ethiopia are different stages
In the rural area, the straw roof houses are very common.
In town and cities modern buildings are rapidly expanding

Outline of the Seminar

9

1. Purpose of the presentation
2. Universities in Ethiopia
3. Assessment of learning outcomes
4. Major assessment regulations of Ethiopian universities
5. Example of learning strategies and their relation to students assessment
6. Conclusion

1. Purpose of the seminar

10

The main purpose of this seminar to:

- describe the major policies and regulations of graduate students assessment in Ethiopian Universities, and
- introduce some important cultures of the country.

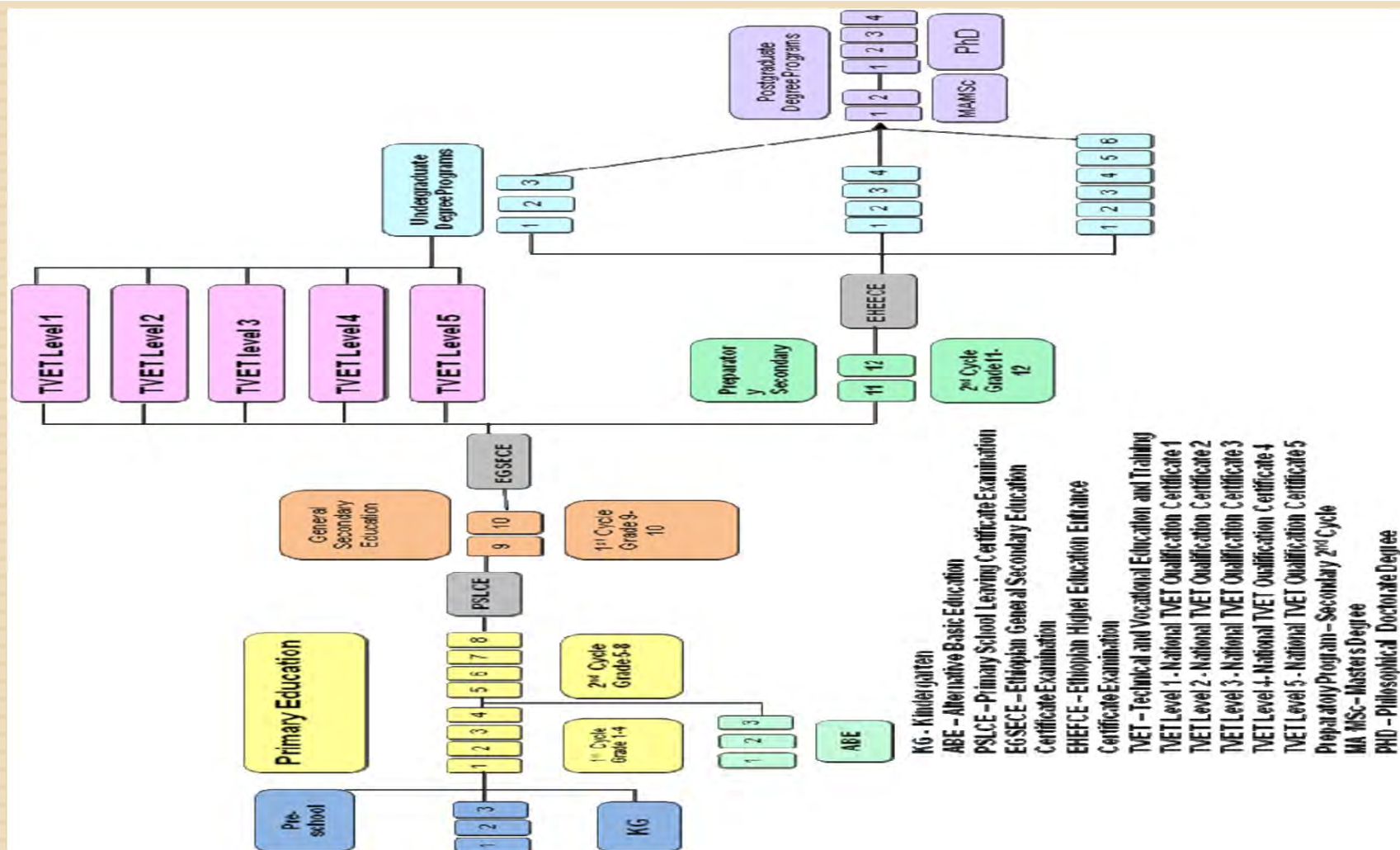
2. Universities in Ethiopia

11

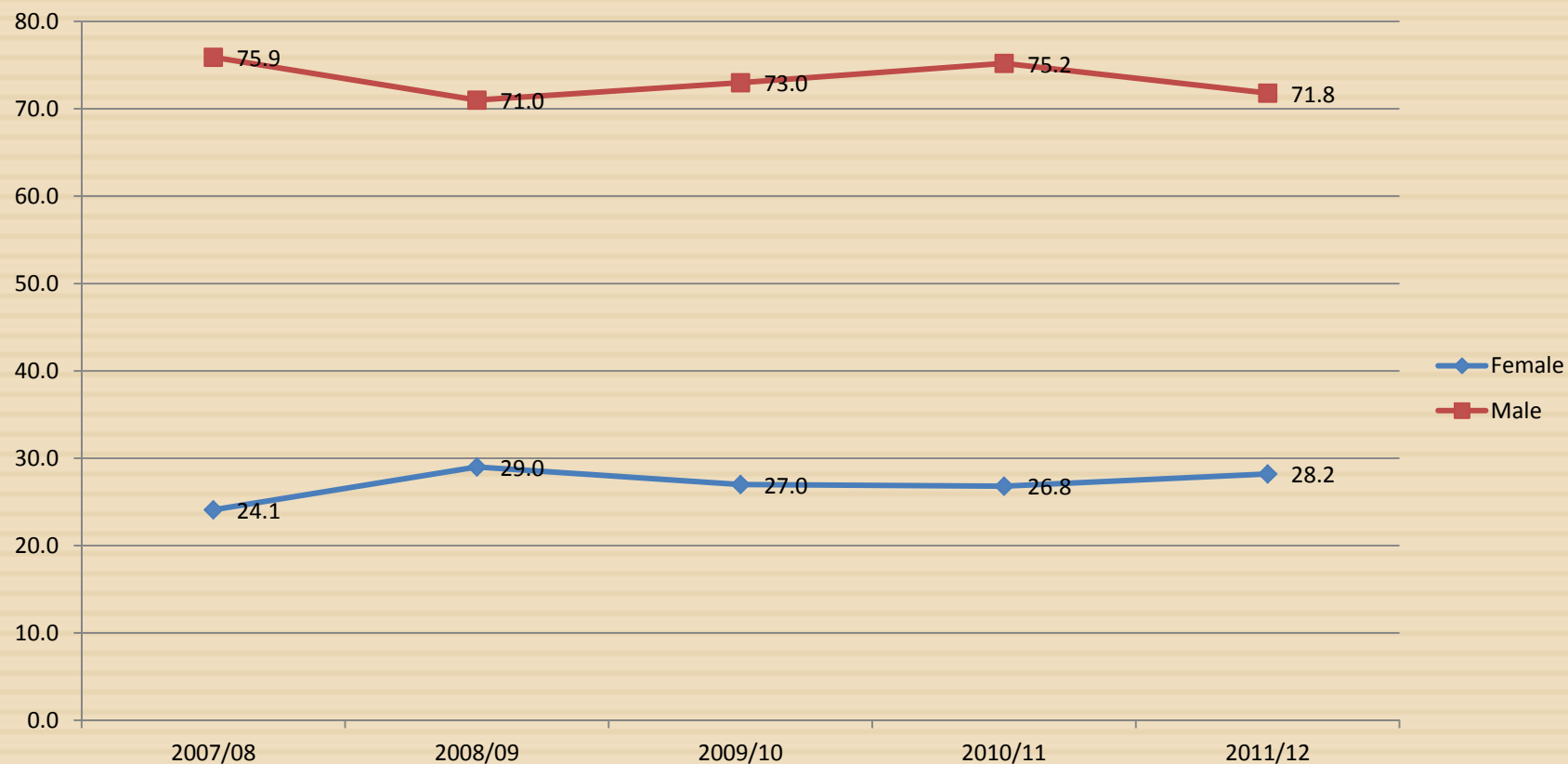
- There are 31 public universities 32 public colleges of teacher education and 80 private higher education institutions (colleges and university colleges) of which 60 are accredited (MOE, 2012).
- The governing authority of the public universities is the Ministry of Education.
- In addition to these, there are four public higher education institutions but not yet under the administration of MOE, which are expected to be raised to universities and their administration to be transferred to MOE.

Structure of the Ethiopian Education System

12

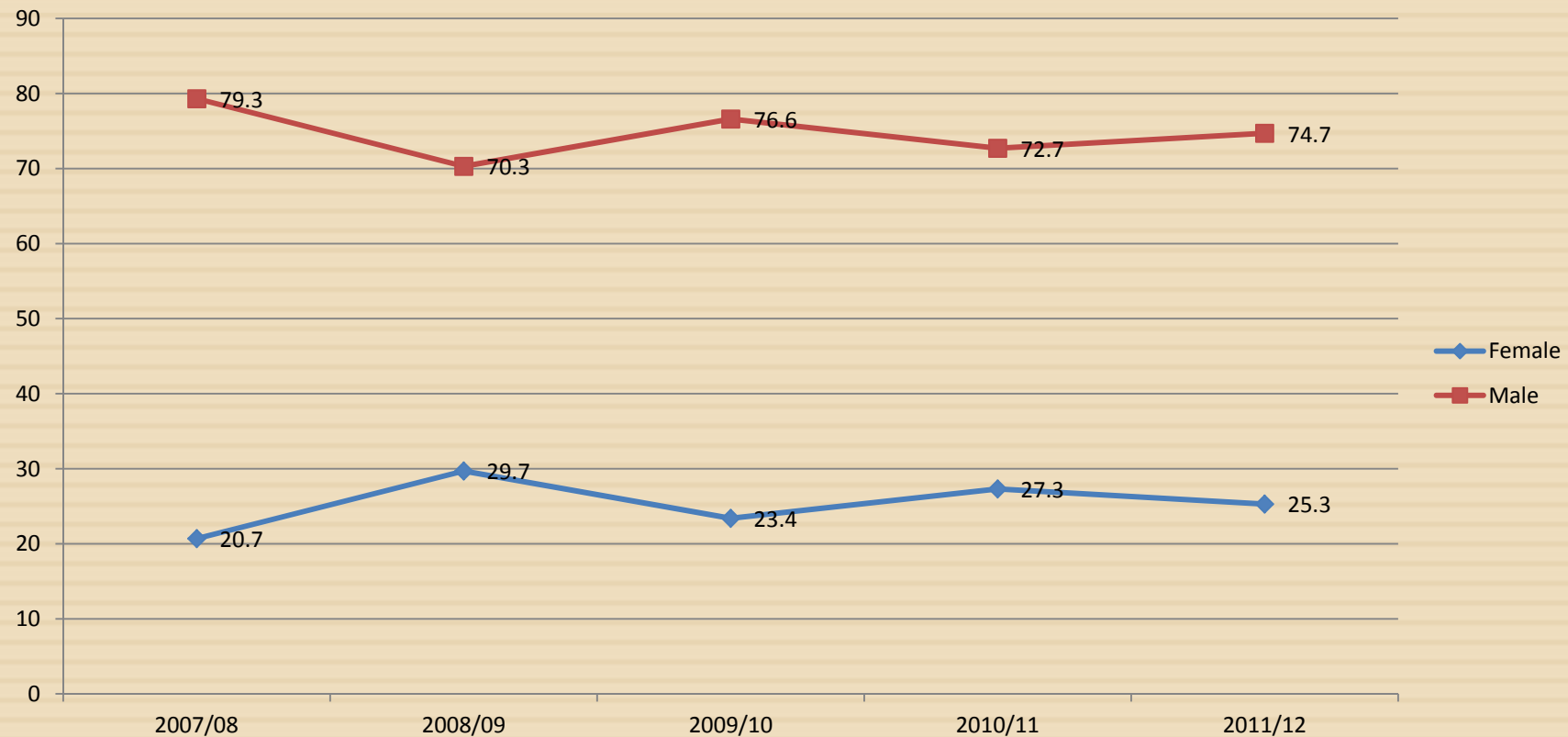


Percentage of undergraduate enrolment by sex (2007/08-2011/12)



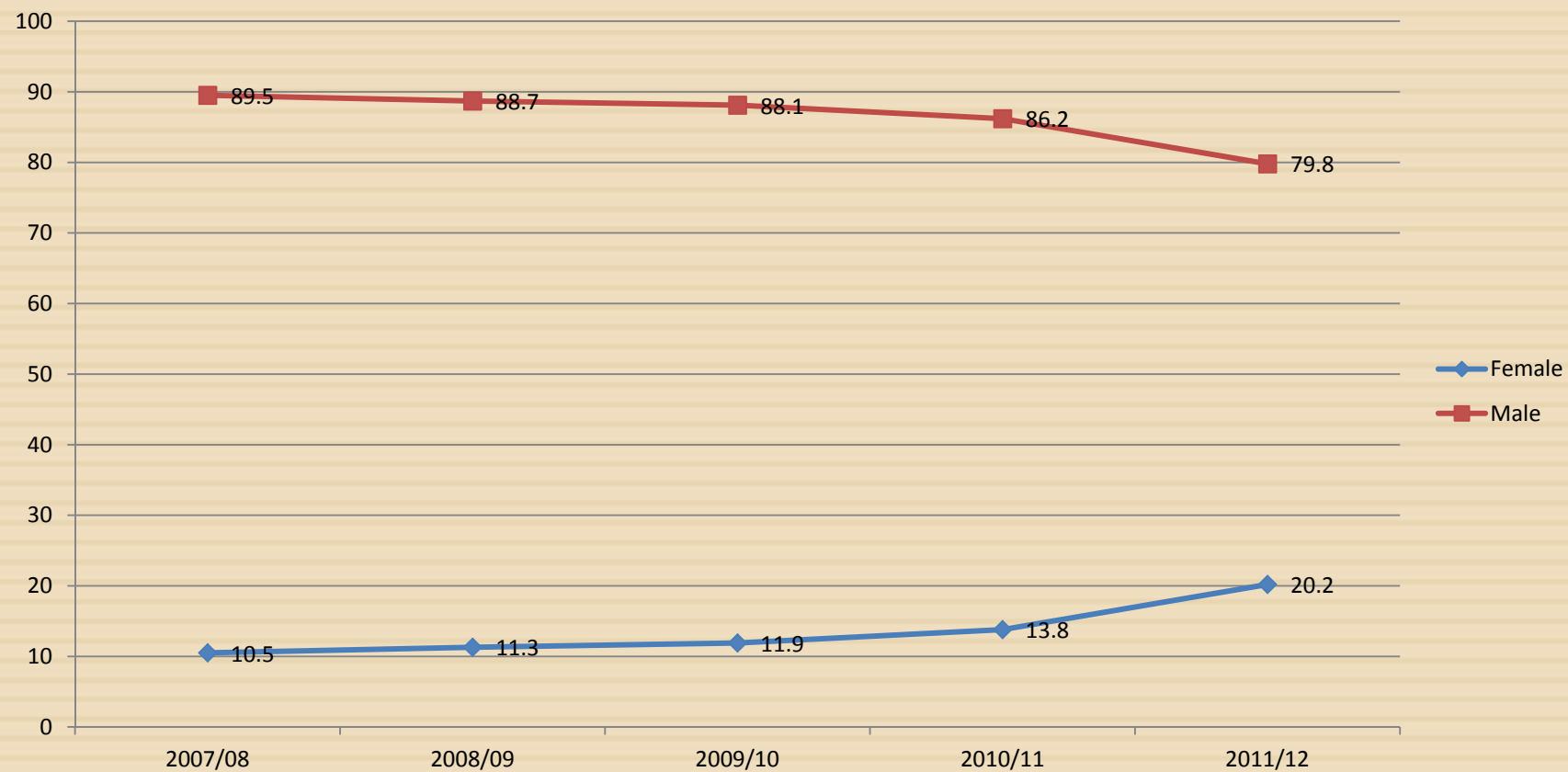
The graph shows the percentage of enrolment by sex in the undergraduate program from 207/8 to 2011/12. There is gender discrepancy as seen in the five years data. There is no consistent trend in the narrowing the gender gap. Percentage of female enrollment increased in 2008/09 but declined in following two years and again increased in the 2011/12.

Percentage of graduates in undergraduate program by sex (2007/08-2011/12)



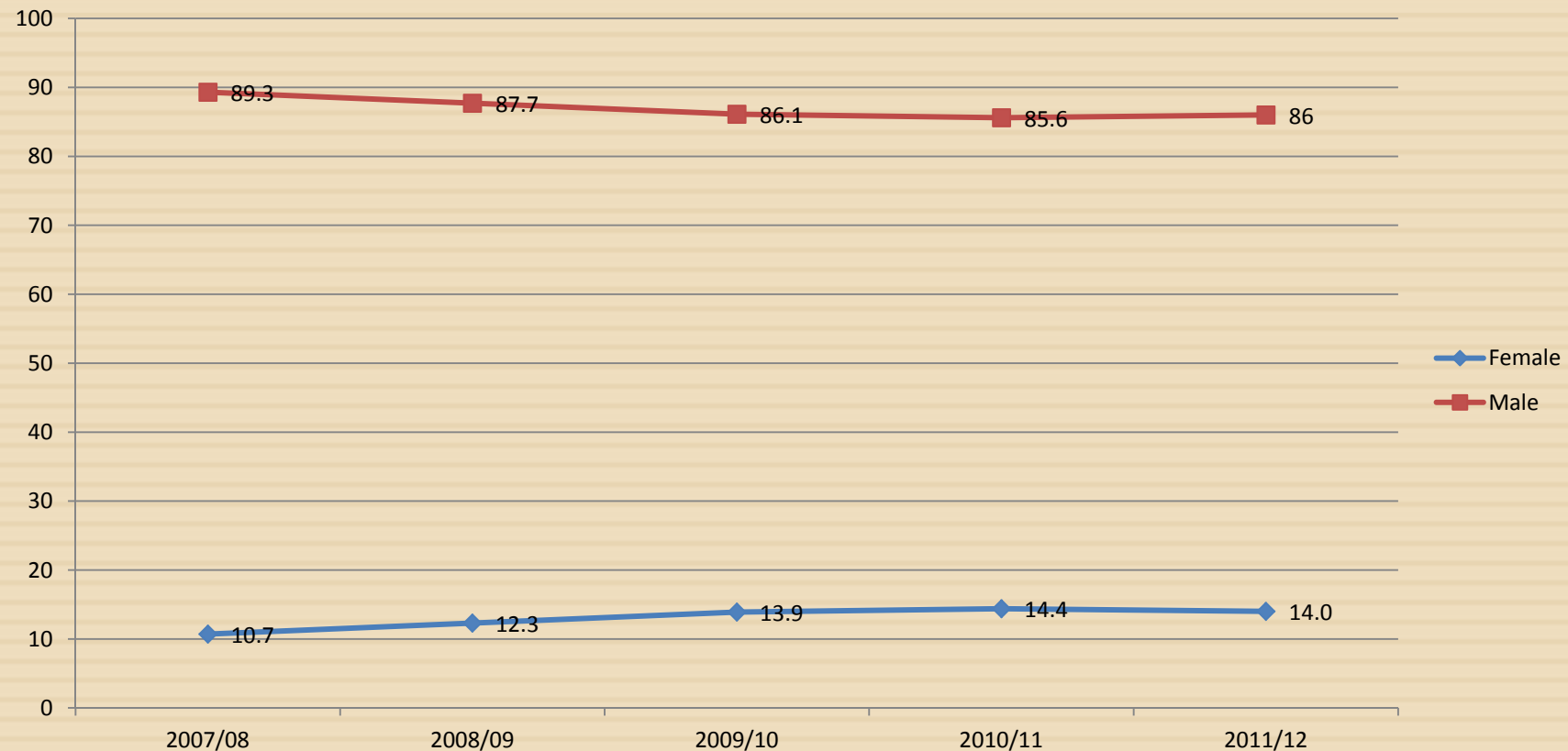
- The graph shows percentage of graduates in undergraduate program by sex
- There is very wide gender gap with inconsistent trend
- The percentage of female enrolment is greater than the percentage of female graduates, which shows high female students attrition rate.

Percentage of Enrolment of Graduate Students in HEIS by Sex (2007/08-2011/12)



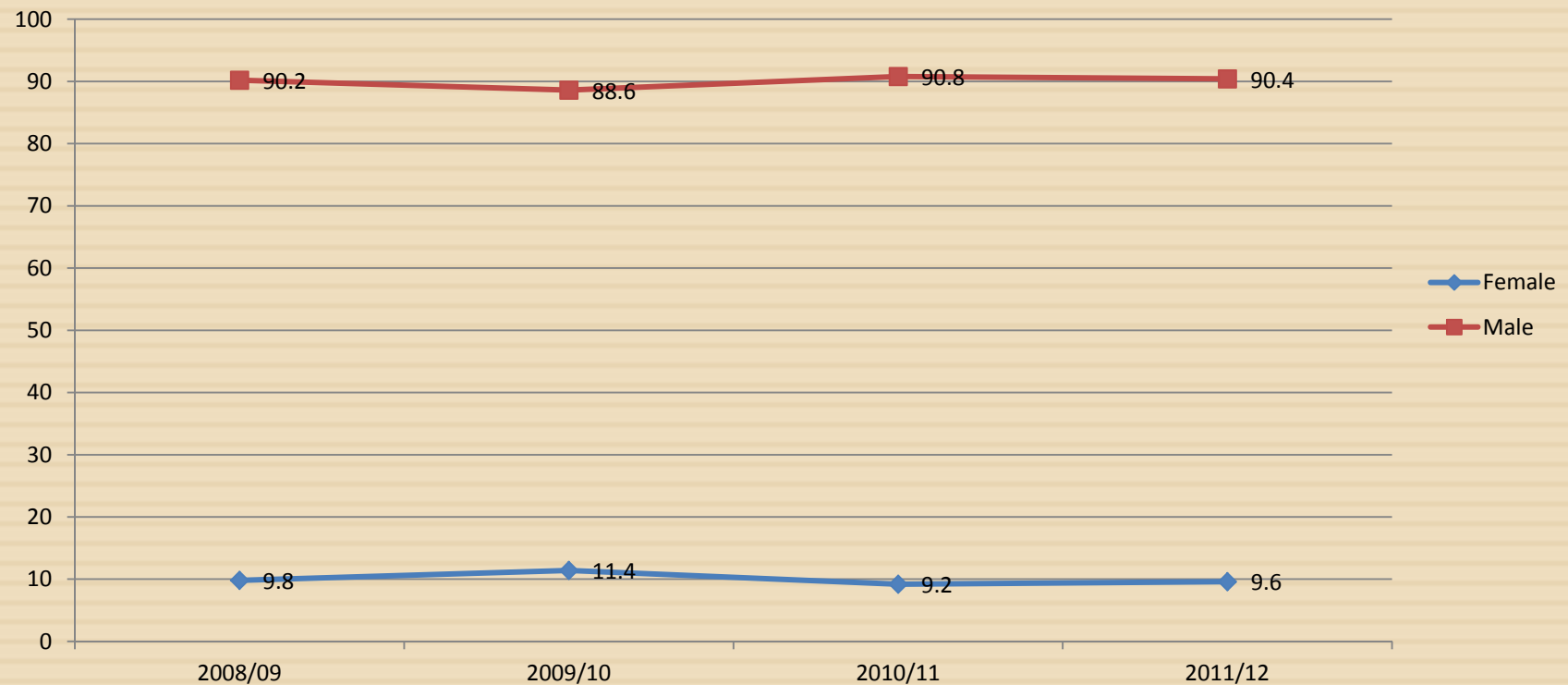
There is a very wide gender gap in the enrollment. However, the percentage of female students' enrollment is constantly increasing.

Percentage of Graduates of Graduate Program by Sex (2007/08-2011/12)



- This data consists of percentage of graduates from the PhD and Masters programs.
- The percentage of graduates of female students is very low as compared to males. The percentage of graduation of students from graduate program is more or less following the same trend as of enrollment.
- Overall, the percentage of graduates of female students has increased from 2007/08 to 2011/11 except for the year 2011/12.

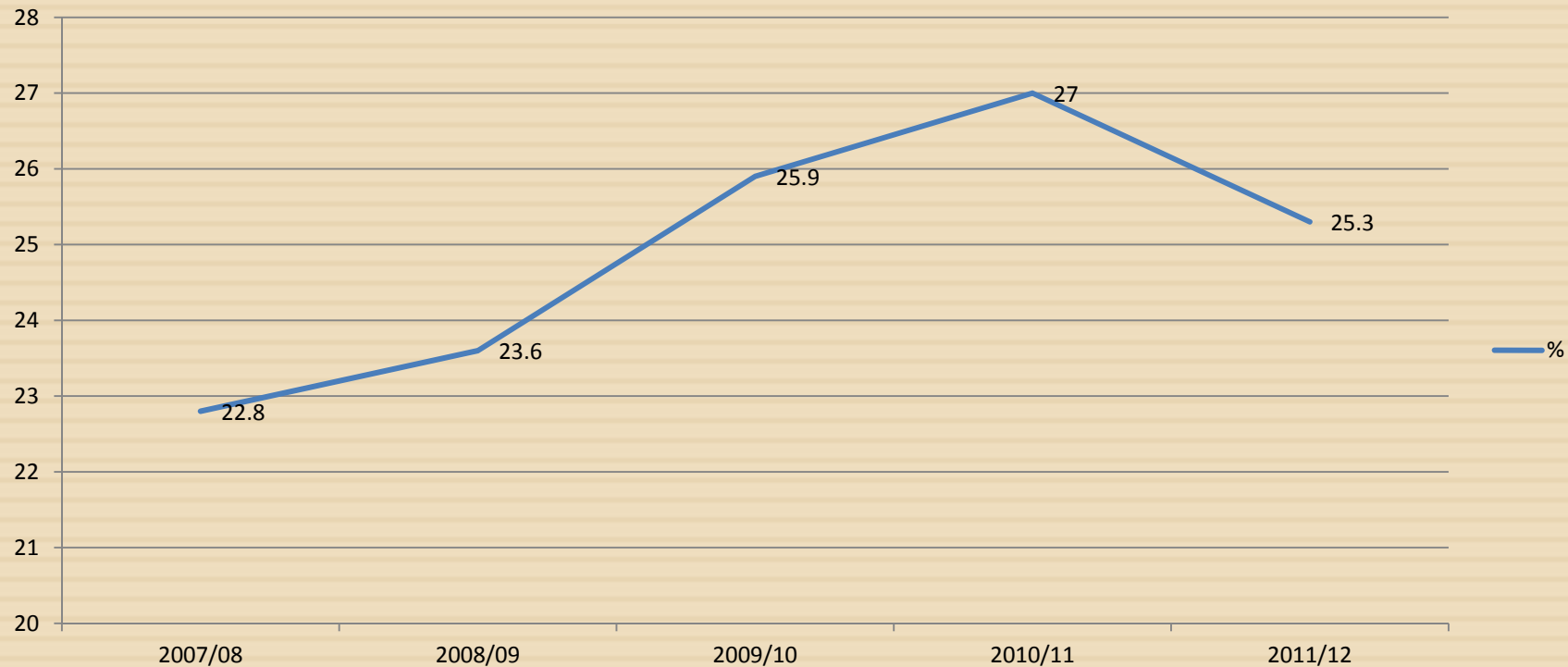
Percentage of Fulltime Instructors by Sex (2007/08-2011/12)



- ☐ There is a wider gap between the percentage of female and male instructors in Ethiopian.
- ☐ On the average the gap is 80%,.
- ☐ This means that the percentage of male instructors is on the average 90% and that of female is 10%.

Percentage of the Education Budget (2007/08-2011/12)

18



The graph shows education budget for the years 2007/08 to 2011/12. The education budget increased yearly until 2010/11 but declined in 2011/12. The share of higher education budget is about six per cent of the national budget.

2. Universities in Ethiopia

19

The first Generation of Ethiopian Universities

No.	Name	Year Established
1	Addis Ababa University	1950
2	Arba Minch University	1999
3	Bahir Dar University	1999
4	Gondar University	1999
5	Haramaya University	1999
6	Hawassa University	1999
7	Jimma University	1999
8	Mekelle University	1999

- **Addis Ababa University was the first only university with some colleges in different parts of the country until 1999.**
- **In 1999 most of the colleges upgraded to universities with additional two new universities (Arba Minch and Mekelle) to raise the number of universities into eight.**

Universities in Ethiopia ...

20

The Second Generation of Ethiopian Universities

No.	Name	Year Established
1	Adama University	2006
2	Aksum University	2006
3	Ambo University	2006
4	Debre Berhan University	2006
5	Debre Markos University	2006
6	Dilla University	2006
7	Dire Dawa University	2006
8	Jijiga University	2006
9	Madawalabu University	2006
10	Mizan-Tepi University	2006
11	Samara University	2006
12	Wollega University	2006
13	Wollo University	2006

In 2006 thirteen universities were added raising the number of universities in the country into 21.

Universities in Ethiopia ...

21

The Third Generation of Ethiopian Universities

No.	University	Year Established
1	Adigrat University	2011
2	Assosa University	2011
3	Bule Hora University	2011
4	Debre Tabor University	2011
5	Wachamo University	2011
6	Wolaita Sodo University	2007
7	Woldia University	2011
8	Wolkite University	2011
9	Metu University	2011
10	Addis Ababa Science & Technology University	2011

- **From 2007 to 2011 additional ten new universities were launched most of them in marginalized regions.**
- **This raised current the number of public universities in Ethiopia into 31.**

2. Universities in Ethiopia ...

22

The Future Generation of Ethiopian Universities

No.	University/College
1	Civil Service University
2	Defense University College
3	Kotebe College of Teacher Education
4	Telecommunications and IT College

- These are universities and colleges currently administered by the army or directly by the government.
- Are functional but to be soon administered by MOE (MOE, 2013).

3. Assessment of learning outcomes

23

Definition of assessment

- Assessment is a formal and informal collection and synthesis of a wide variety of evidence that can be obtained through the use of tests, attitude scales or questionnaire.
- *Assessment is the process of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision about what to do next in the educational process (World Bank, 2012).*
- *An assessment system is a group of policies, structures, practices, and tools for generating and using information on student learning. This system can support a variety of purposes and uses, such as informing instruction, determining progress, and providing data on accountability (World Bank, 2012).*

3. Assessment of learning outcomes ...

24

Philosophy of assessment

- ❑ The philosophy of assessment is derived from outcome-based education or performance-based education.
- ❑ Assessment and evaluation of students should be based on continuous assessment and final exam and focuses on what students able to do rather than relative to the knowledge of their peers.

3. Assessment of learning outcomes

25

Reasons for Growing Interest in Assessment

According to UNESCO (2012) the reasons for increased attention to educational assessment include:

- Focus on outcomes
 - ▣ Focus on student performance rather than inputs (teachers, textbooks and school facilities)
- Attention to accountability
 - ▣ Producing sufficient results which educational institutions are delegated for.
- Pressure to improve teaching and learning
 - ▣ Tests and other forms of assessment can drive teaching and learning.
- Enrollment pressure
 - ▣ To decide students that move into the next educational level
- Efficient allocation of resources
 - ▣ To assure education funds are spent efficiently and effectively

1. Education and Training Policy (TGE, 1994)

26

The assessment policy of the government is stated under Article 3. 3. Article 3.3.1. reads:

“Continuous assessment in academic and practical subjects, including aptitude tests will be conducted to ascertain the formation of all round profile of students at all levels” (p.18).

2. Higher Education Proclamation

27

Responsible body for assessment in HEIs (FDRE, 2009, p. 4998)

- The **Senate** is the leading body of the university for academic matters. It formulates regulations related to students assessment.
- The internal system of quality enhancement of every institution shall provide for clear and comprehensive measures of quality covering professional development of academic staff, course contents, teaching–learning processes, student evaluation, assessment and grading systems, which shall also include student evaluation of course contents together with the methods and systems of delivery, assessment, examinations and grading.

Student Assessment directions (EDRE, 2009, pp.5005–6)

Students shall be assessed properly and fairly on the basis of their learning experience; the marking system shall be reflective of the competences achieved by students.

There shall be institutionally recognized and well–defined student assessment and examination methods and systems **at academic unit levels** to which any academic staff shall adhere, and have been made known to students.

3. The Education and Training Policy and Its Implementation Strategy (MoE, 2000)

28

- Describes why continuous assessment is an assessment policy of the government.
 - ▣ Enables students to master the key knowledge and skills.
 - ▣ Enables teachers to plan for remedial or enrichment programs.
 - ▣ Enables the teacher to know the character and problems of his/her students
 - ▣ Reduce inefficiency by reducing repetition rate.

Examples of students Assessment Legislations

29

1. Jimma University

Jimma University Continuous assessment framework for semester-based courses

S/ N	Continuous Assessment	Scheduling model for continuous assessment in a typical semester	Minimum Mark Weight	Remediation
1.	Continuous Assessment - 1	Administered from the 1 st week – 3 rd week of the semester	10%	<i>*On spot remedial</i>
2.	Continuous Assessment – 2	Administered from the 4 th week – 5 th week of the semester	10%	<i>On spot remedial</i>
3.	Continuous Assessment – 3	Administered from the 6 th week – 8 th week of the semester	10%	<i>On spot remedial</i>
4	Continuous Assessment – 4	Administered from the 9 th week – 10 th week of the semester	10%	<i>On spot remedial</i>
	Decision to place in Academic Remedial Action	11 th week	<i>If <22/40 or 55% of continuous assessment</i>	-
4.	Continuous Assessment – 5	Administered from the 12 th week – 14 ^h week of the semester	10%	<i>On spot remedial + formal remediation</i>
	Total in continuous assessment	To be submitted to Department/course team leader on 15 th week	50%	<i>***Re-assessment and submission of the result</i>
	Decision to sit for final exam	Yes/No	<i>If <25/50 or 50% of the course evaluation</i>	
5.	Final Examination	At the end of the semester	50%	
Total Marks			100%	

*giving on spot support for students who scored less than 50% in any kind of course work assessment

** remedial action, in the form of re-teaching, provided for students who scored <22/40 in the continuous assessment

***assessment during or after remediation

Examples of students **Assessment** Legislations ...

30

2. Addis University

- ❑ Continuous assessment in the form of tests, assignments, presentations, etc. to determine the final grade earned.
- ❑ Continuous assessment shall account for 50% of the total module/course grade. Final examination shall account for 50% of the final grade earned.
- ❑ Instructors shall monitor the student's academic performance by keeping track of records.

Examples of students **grading** legislations...

31

2. Course work grading system of the Addis Ababa University

Raw Mark	Letter Grade	Grade Points
[95, 100]	A+	4.00
[90, 95]	A	4.00
[85, 90]	A-	3.75
[75, 85]	B+	3.50
[70, 75]	B	3.00
[65, 70]	B-	2.75
[58, 65]	C+	2.50
[50, 58]	C	2.00
[40, 50]	D	1.00
< 40	F	0.00

- Grading of students is based on their cumulative scores on different tests and activities. According to the assessment guidelines and regulations of universities. Instructors are expected to use **continuous, performance assessments and comprehensive examinations**. In actual situations, it is instructors discretion whatever measurement is being used. There is no monitoring body whether the regulations are applied or not.

Thesis or dissertation evaluation and grading system

32

Rank	Grading Scale in Percent	Letter Grade
Excellent	≥ 85	A
Very Good	$75 \leq X \leq 85$	B ⁺
Good	$60 \leq X \leq 75$	B
Satisfactory	$50 \leq X \leq 60$	C ⁺
Fail	< 50	C

- In addition to course work, at MA level students can choose either to work on a project or, additional courses and seat on comprehensive examination or write thesis. The student thesis at MA level is evaluated by an external examiner and internal examiner. The thesis is judged in the absence of advisor by external and internal examiners as **excellent, very good, good, satisfactory or fail** based on the quality of work produced by the student. At PhD level writing a dissertation is mandatory and the students defend it in front of three judges (one external and two internal) to their satisfaction to award doctoral degree.

Concluding Observations

33

- Assessment of students learning outcome is one of the major activities of higher education instructors in Ethiopia.
- Instructors of higher education institutions in Ethiopia are expected to use continuous assessment of students using variety of methods (including quizzes, midterm tests, biweekly tests, comprehensive examinations, term papers, projects, etc.)
- The assessment policies of the universities in Ethiopia are essentially the same except variations in the detail as they emerged from the higher education proclamations.
- Continuous assessment and final examination contribute equally to the final grading of students in course.
- This seems that undo emphasis is given for final examinations in the assessment of students learning outcomes at the graduate level.
- After the successful completion of course work students write their thesis or dissertation which is evaluated by internal and external examiners.



Thank you for you attention!
Arigatou gozaimashita!

Questions or comments?