

# Trends in National Learning Assessment in Ethiopia

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# Outline of Presentation

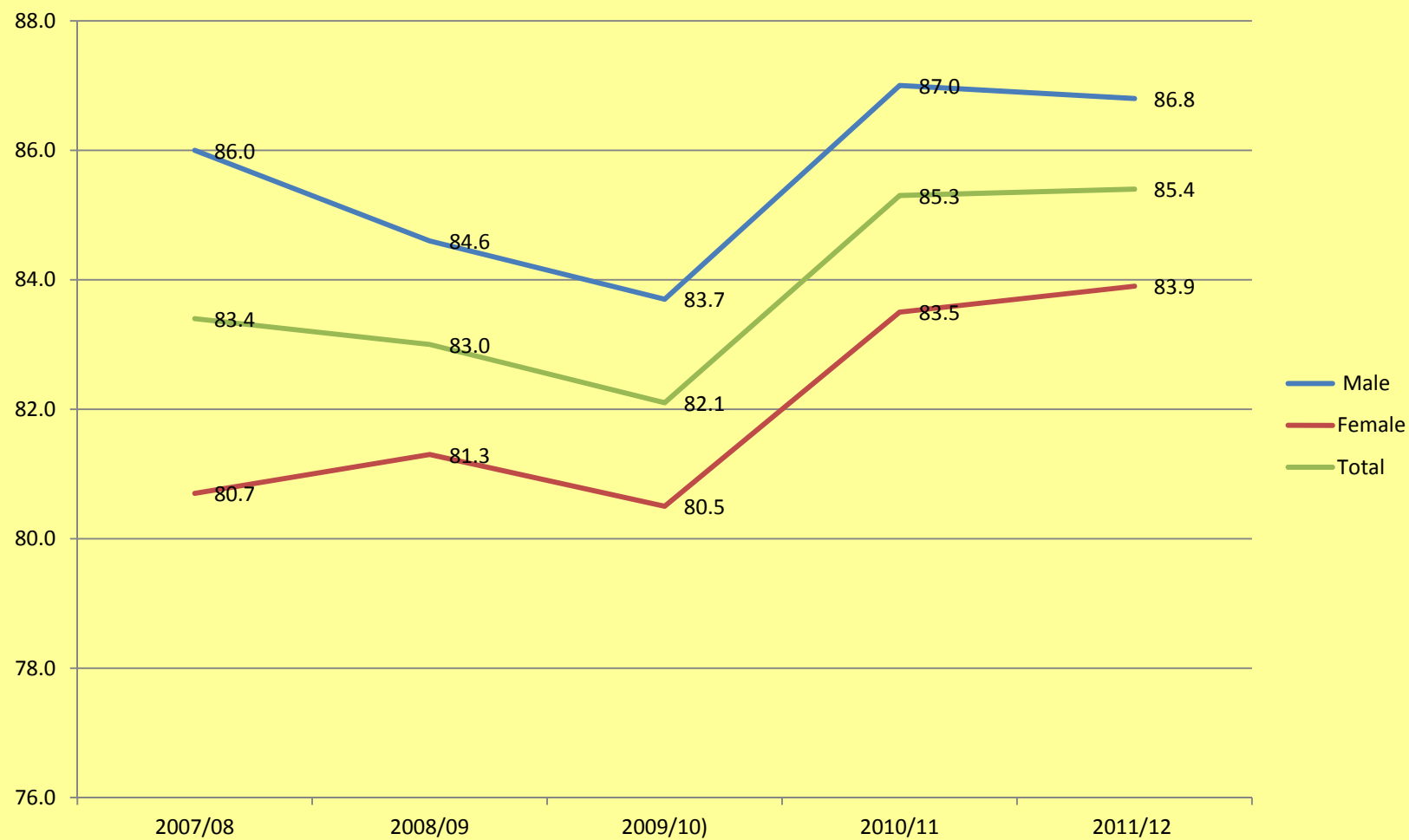
- 1. Purpose of the presentation**
- 2. Primary and secondary education data**
- 3. The Ethiopian National Learning Assessments (ENLAs)**
- 4. Implications of the NLAs for quality of education**

# Purpose

- To present primary and secondary education data
- To compare the trends of grades 4 and 8 students achievement in the core subjects in the three ENLA.
- To present the major findings of grade 12 students achievement in terms of core subject areas and gender
- To identify the major variables that contributed to the students achievement in ENLA

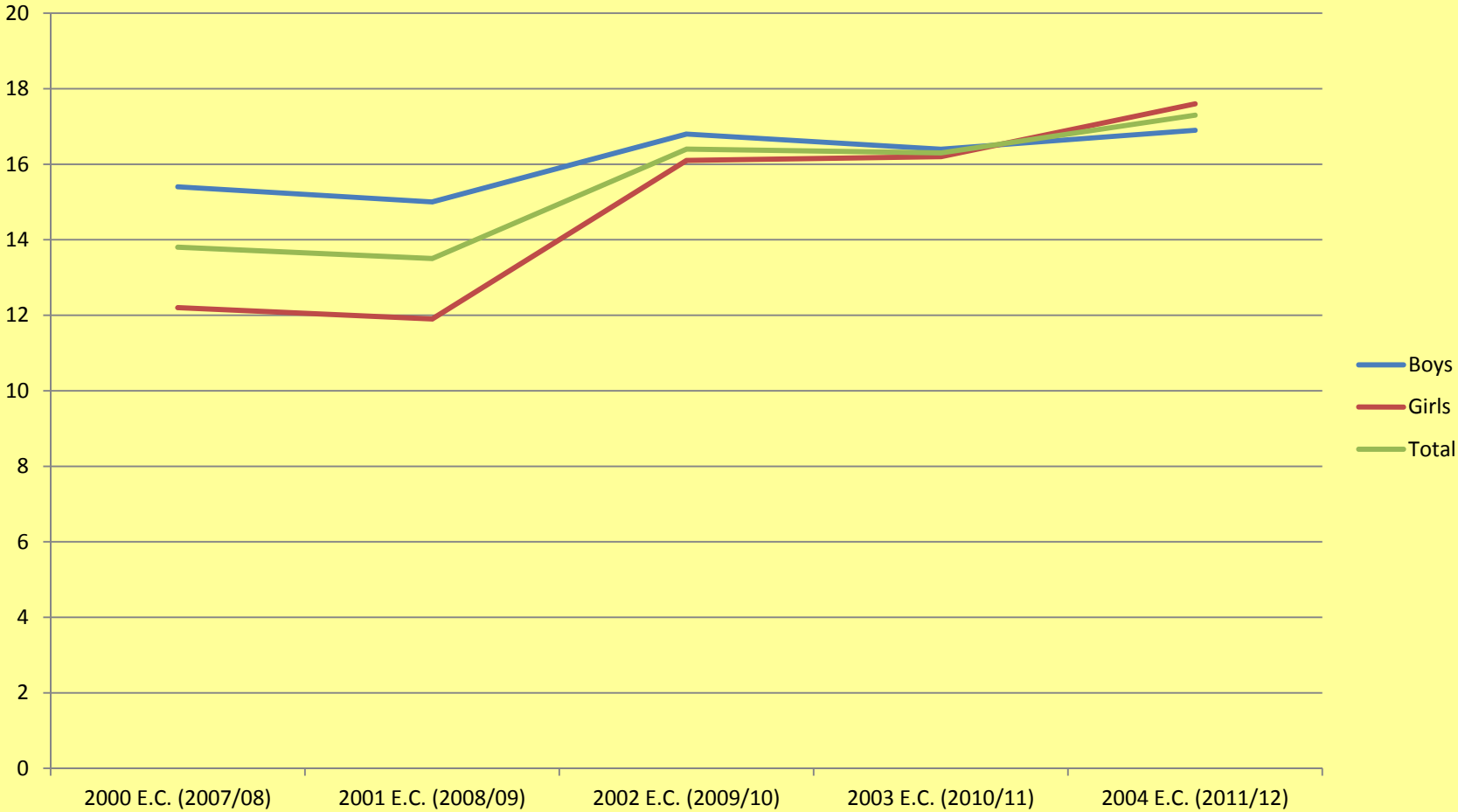
# Primary and secondary education data

## Net enrolment ratio primary grade 1-8 (2008/09-2011/12)



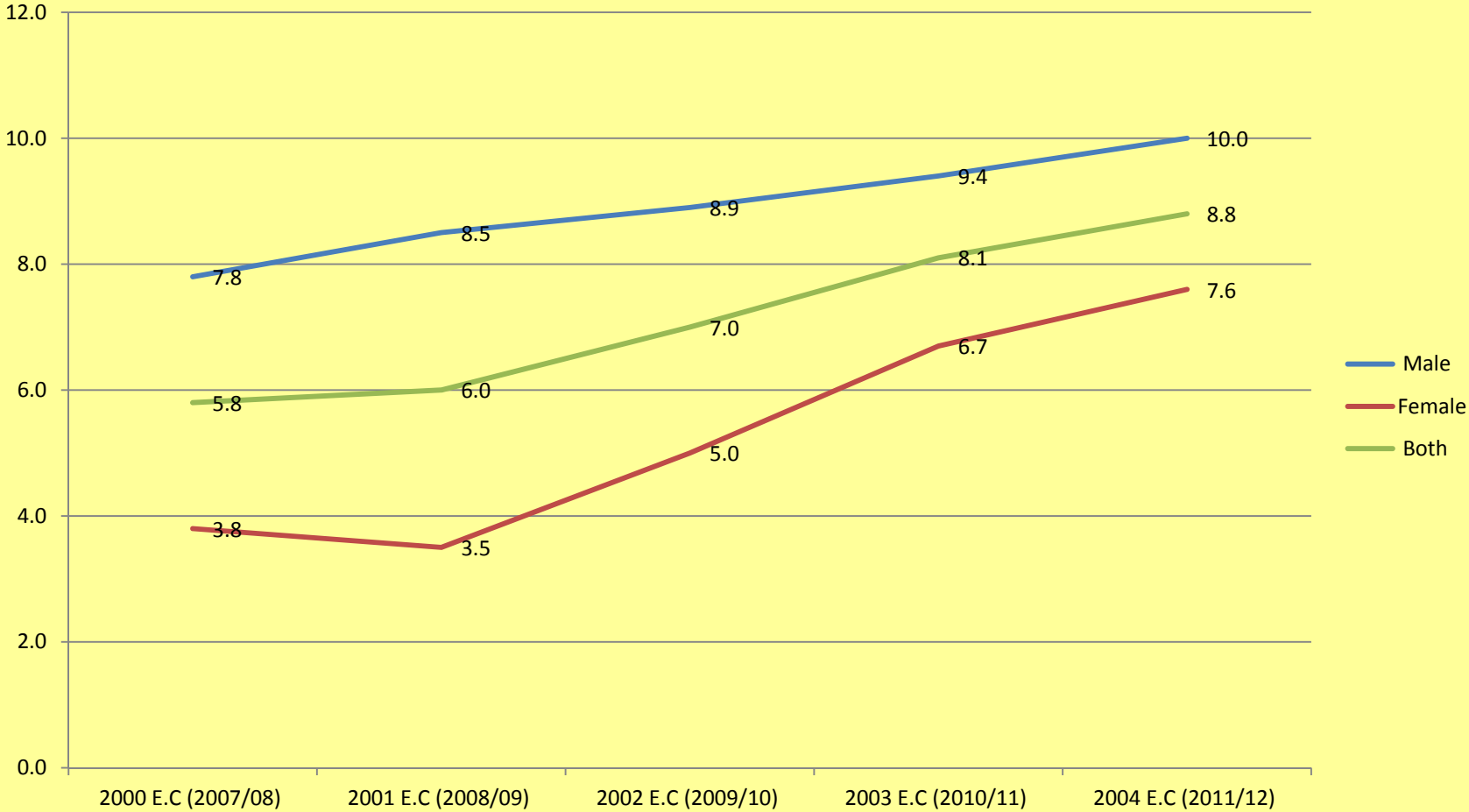
# Primary and secondary education data ...

**Net enrolment** ratio secondary grade 9-10 (2008/09-2011/12)



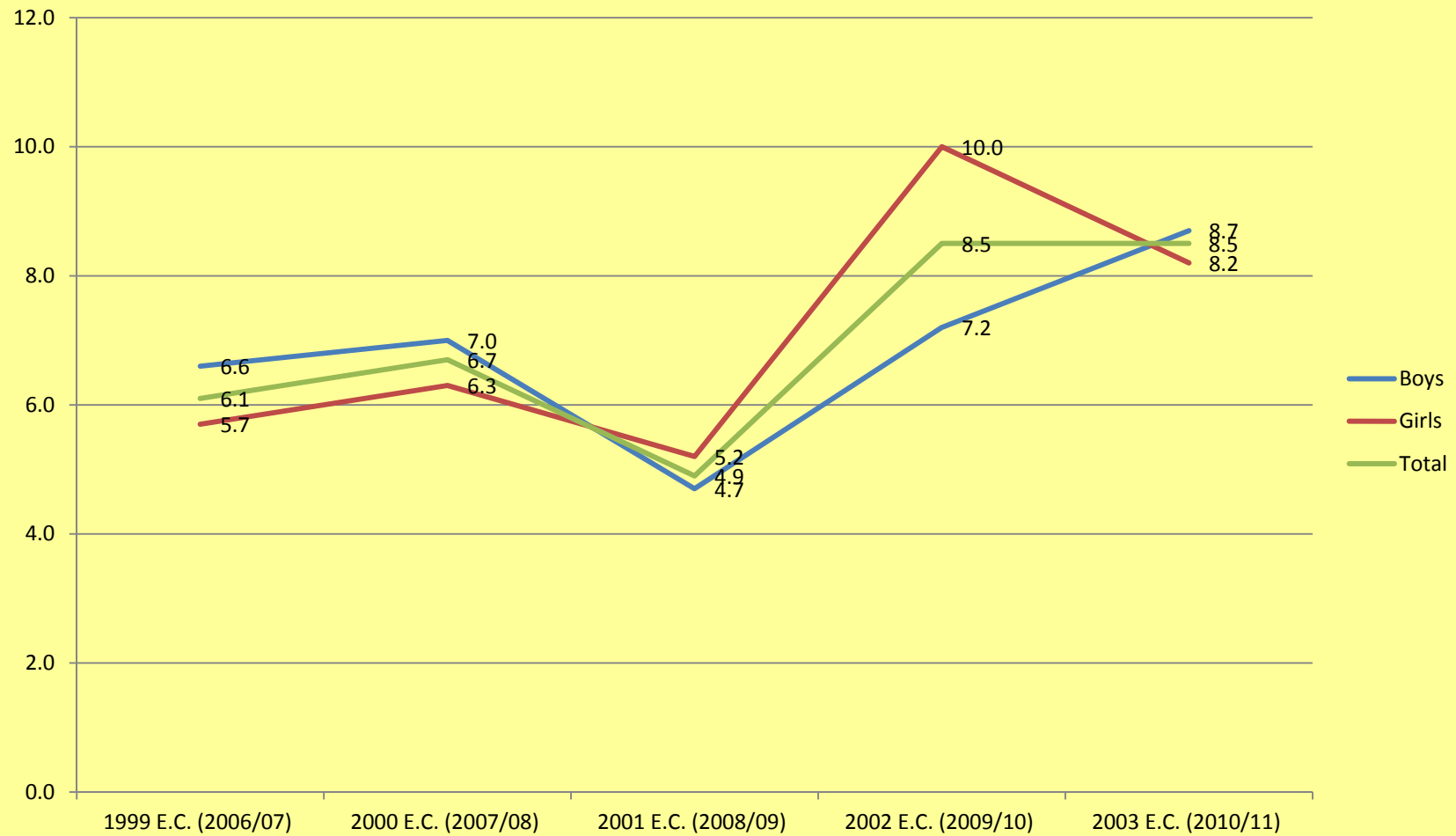
# Primary and secondary education data ...

Gross enrolment ratio secondary grade 11-12 (2008/09-2011/12)



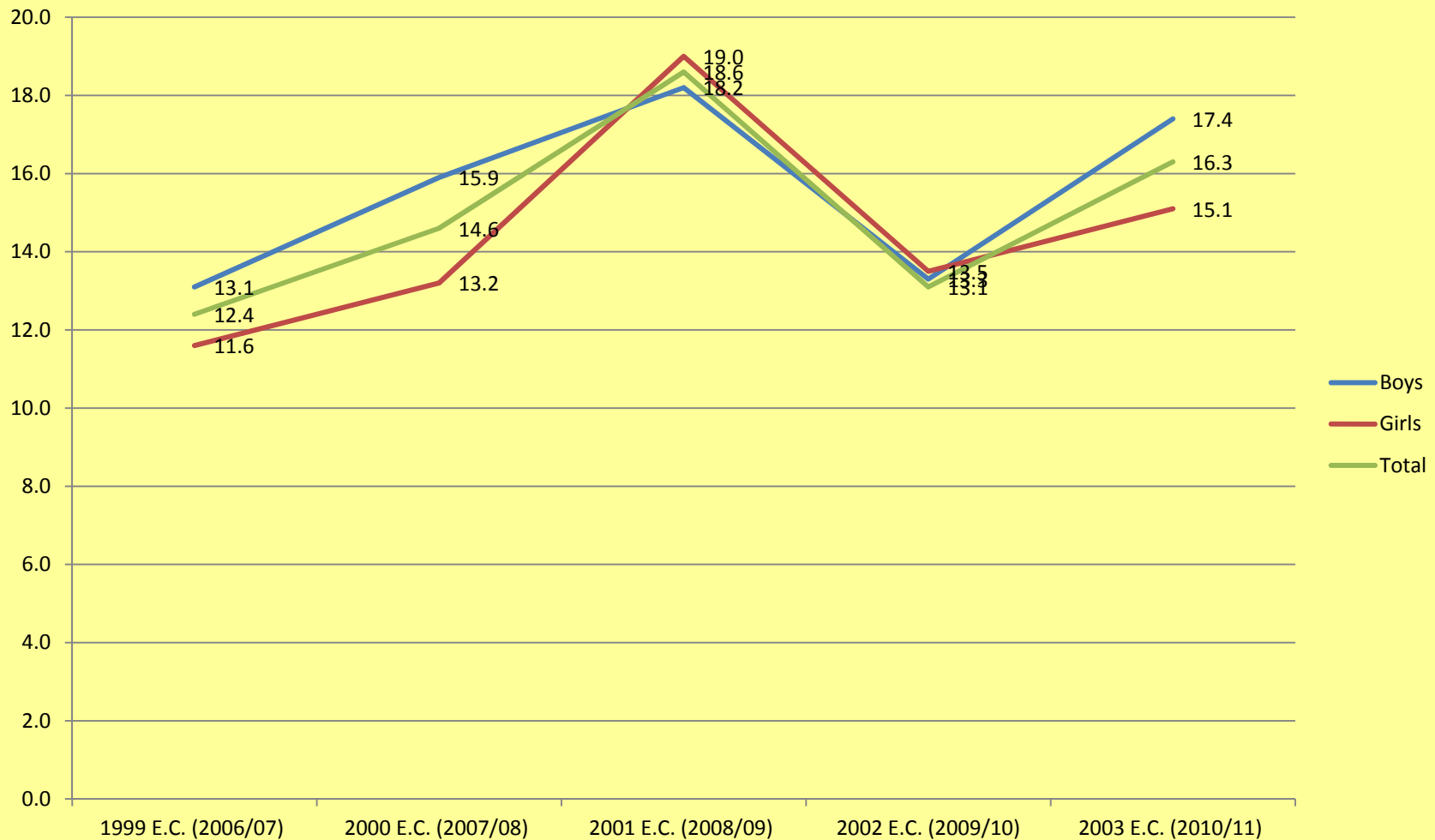
# Primary and secondary education data ...

## Primary Repetition Rate by Gender (Grades 1-8)



# Primary and secondary education data ...

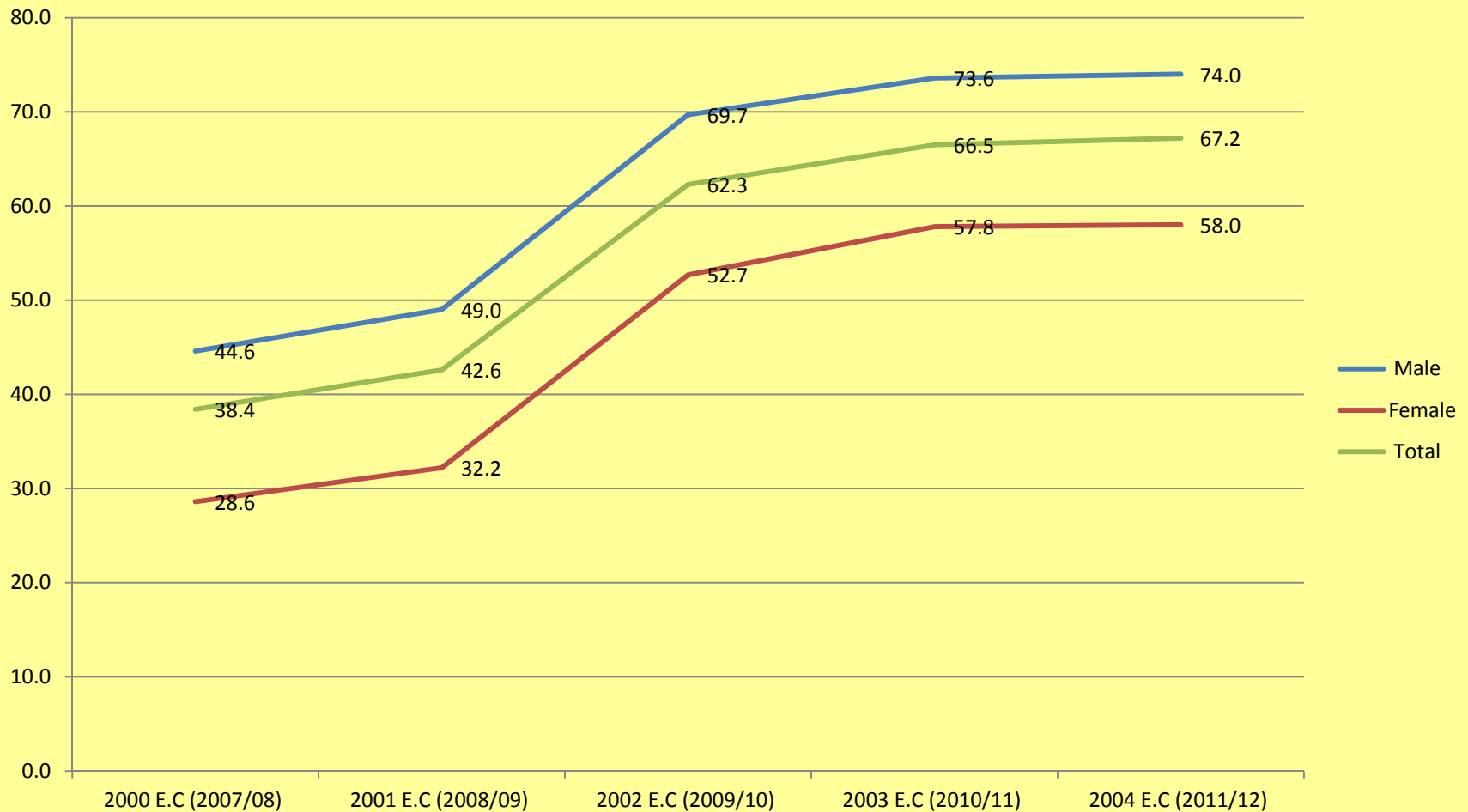
## Primary (Grades 1-8) Drop out Rate





# Primary and secondary education data ...

## Percentage Trends of students who achieved $\geq 2.00$ in Grade 10 (EGSECE)



## Percentage of trained primary teachers by sex (2009)

Country	Male	Female	Diff.
Mauritania	100.0	100.0	0.0
Mauritius	100.0	100.0	0.0
Tanzania	100.0	100.0	0.0
Rwanda	92.0	96.0	-4.0
South Africa	86.0	93.0	-7.0
Swaziland	77.0	68.0	9.0
Mali	56.0	48.0	8.0
Burkina Faso	91.0	84.0	7.0
Cape Verde	88.0	82.0	6.0
<b>Ethiopia</b>	<b>84.6</b>	<b>81.3</b>	<b>3.3</b>
DR Congo	95.0	93.0	2.0
Lesotho	62.0	43.0	19.0
Guinea	84.0	69.0	15.0
Mozambique	77.0	67.0	10.0
<b>Continental weighted average</b>	<b>88.0</b>	<b>84.0</b>	<b>4.0</b>

# The Ethiopian National Learning Assessments (ENLA)

Four ENLA were conducted since 2000 as shown in the next table.

<b>Year</b>	<b>ENLA Conducted</b>	<b>Grade</b>
2000	Baseline or the First National Learning Assessment	Grades 4 and 8
2004	The Second National Learning Assessment	Grades 4 and 8
2008	The Third National Learning Assessment	Grades 4 and 8
2010	The Fourth National Learning Assessment (Baseline)	Grades 10 and 12

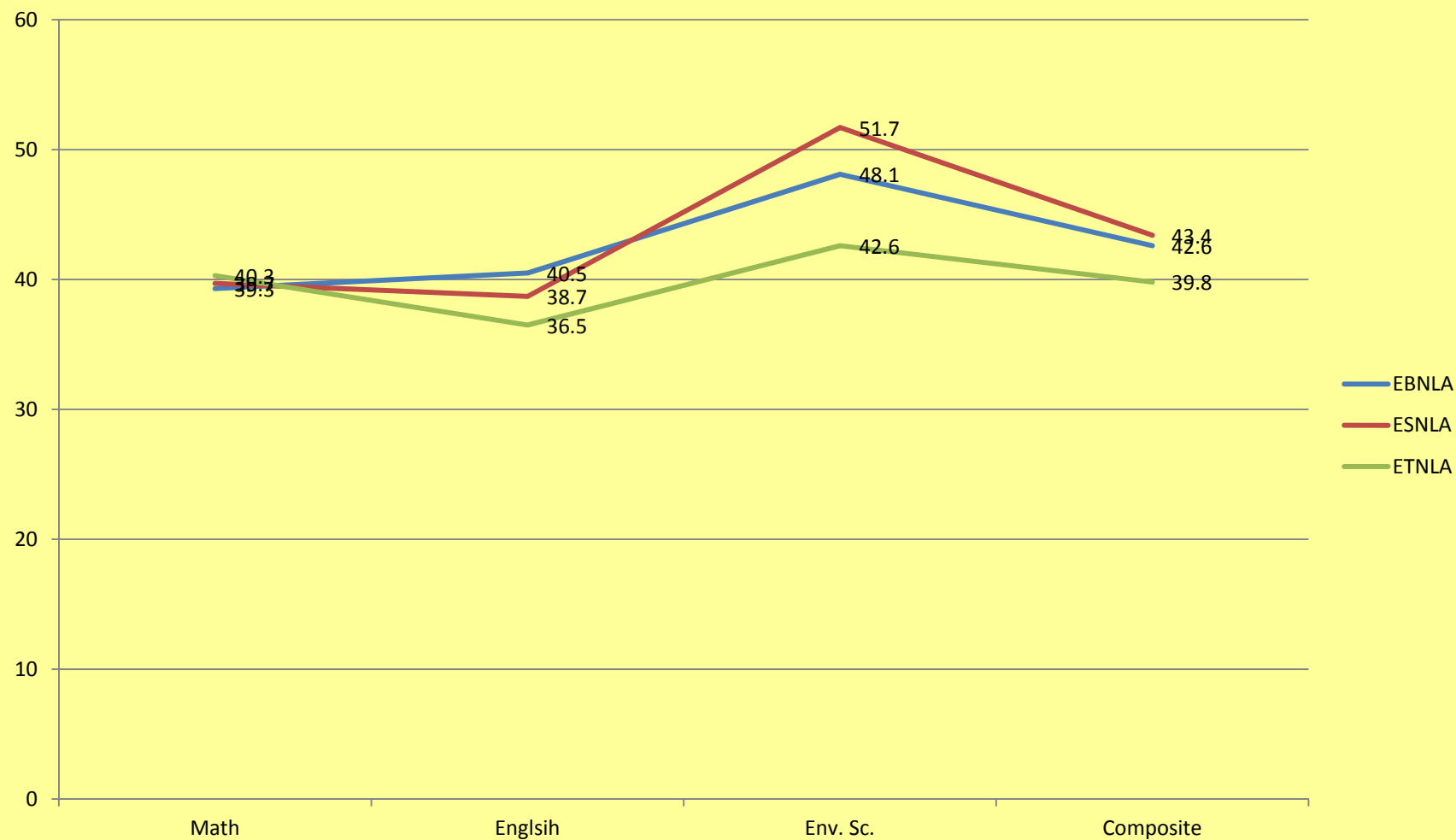
# Sample of the ENLAs

<b>Year</b>	<b>Grade</b>	<b>Students</b>	<b>Teachers</b>	<b>Parents</b>	<b>School</b>
2000	4	10495			110
	8	10495			110
2004	4	13346	10506	246	376
	8	8127	5099	246	213
2008	4	12220	832	95	318
	8	12000	832	95	300
2010	10	5640			140
	12	2812			73

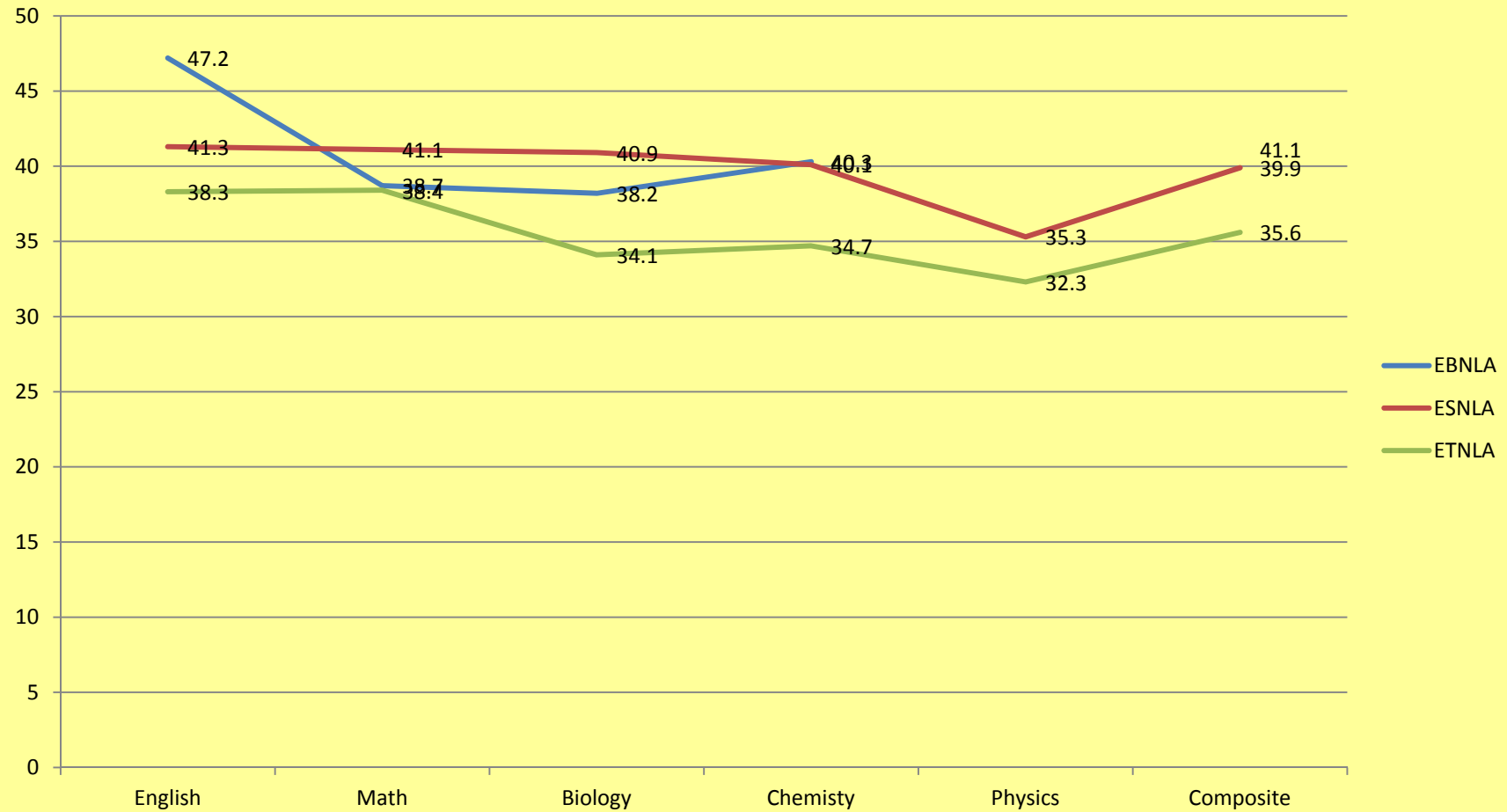
# Variables of the ENLA

	<b>Variables</b>	<b>Description</b>
<b>Dependent variables</b>	Students achievement	Achievement in English, Mathematics, Mother tongue and environmental sciences
	Students attitude	Attitude of students towards socially relevant issues such as health, environment, civics and ethics and education
<b>Independent variables</b>	Students home background	Family size, education and occupation; learning support,
	Students personal characteristics	gender, leisure and intersect in the subject matters
	School structure and curriculum materials	Location, program, level, instructional language, class size, classroom conditions, facilities, provision of instructional materials and period allotment
	Instructional inputs	Textbooks, pupil-teacher ratio, use of library, laboratory and pedagogical centers
	Teachers variables	Qualification, experience, knowledge of subject matter, teaching load, attendance, absenteeism , distance from school
	School management	Directors qualification, evaluation of teachers, number of meetings with staff and community
	Parent and community views	Attitude toward students and collaboration with school

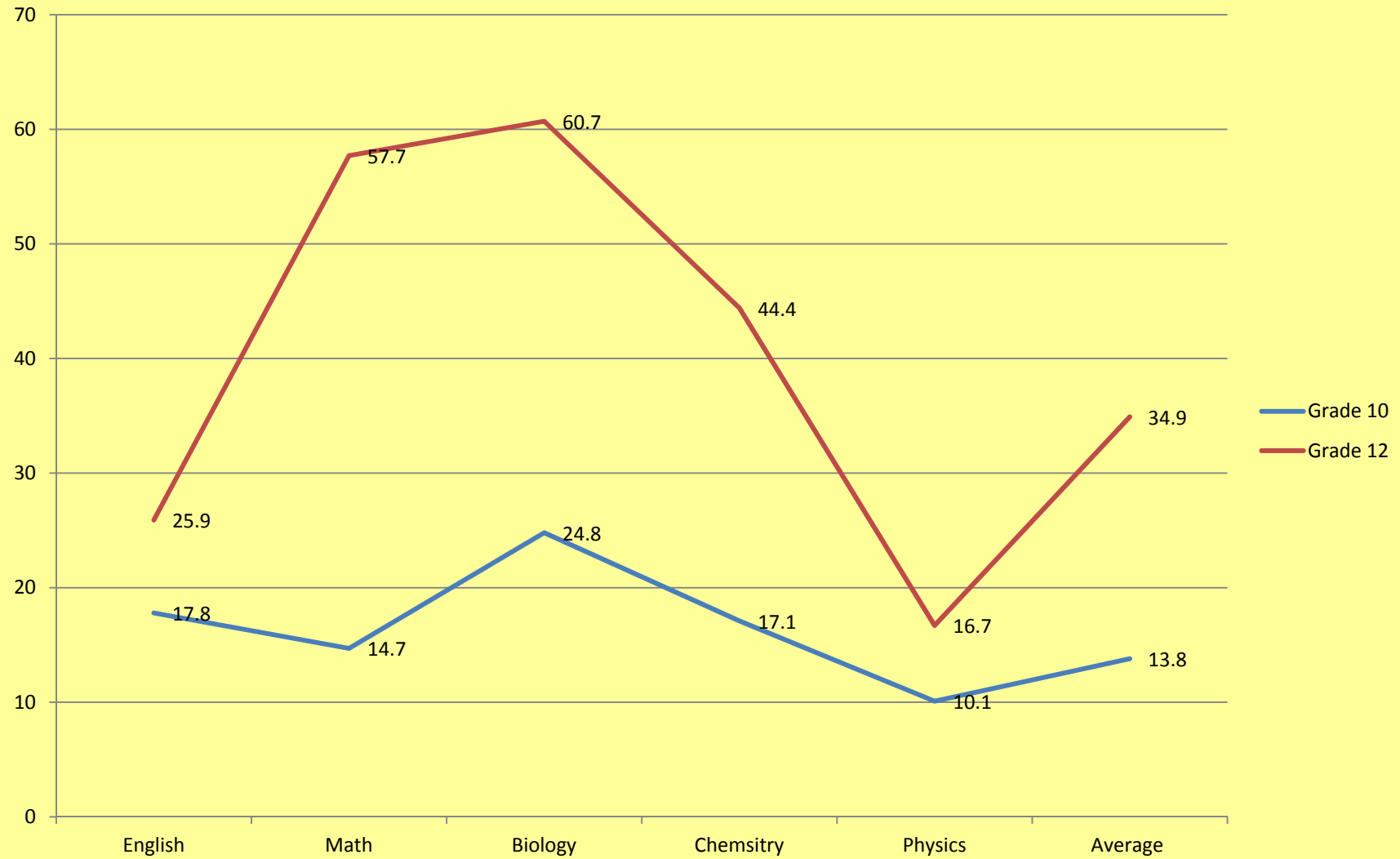
# Trends in grade 4 ENLA by subject



# Trends in grade 8 ENLA by subjects

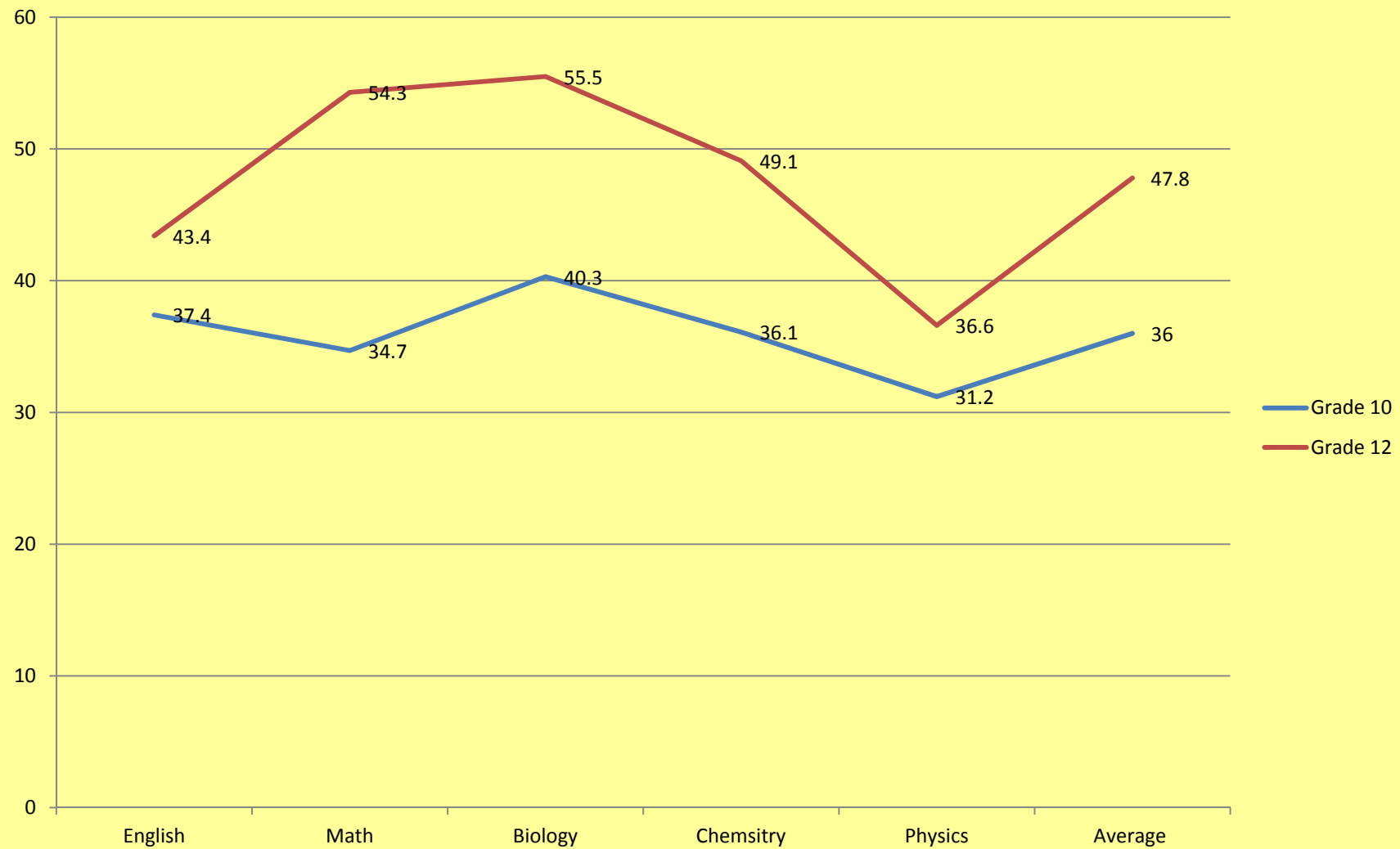


## Percent achieving 50% and above in grades 10 and 12 by subjects





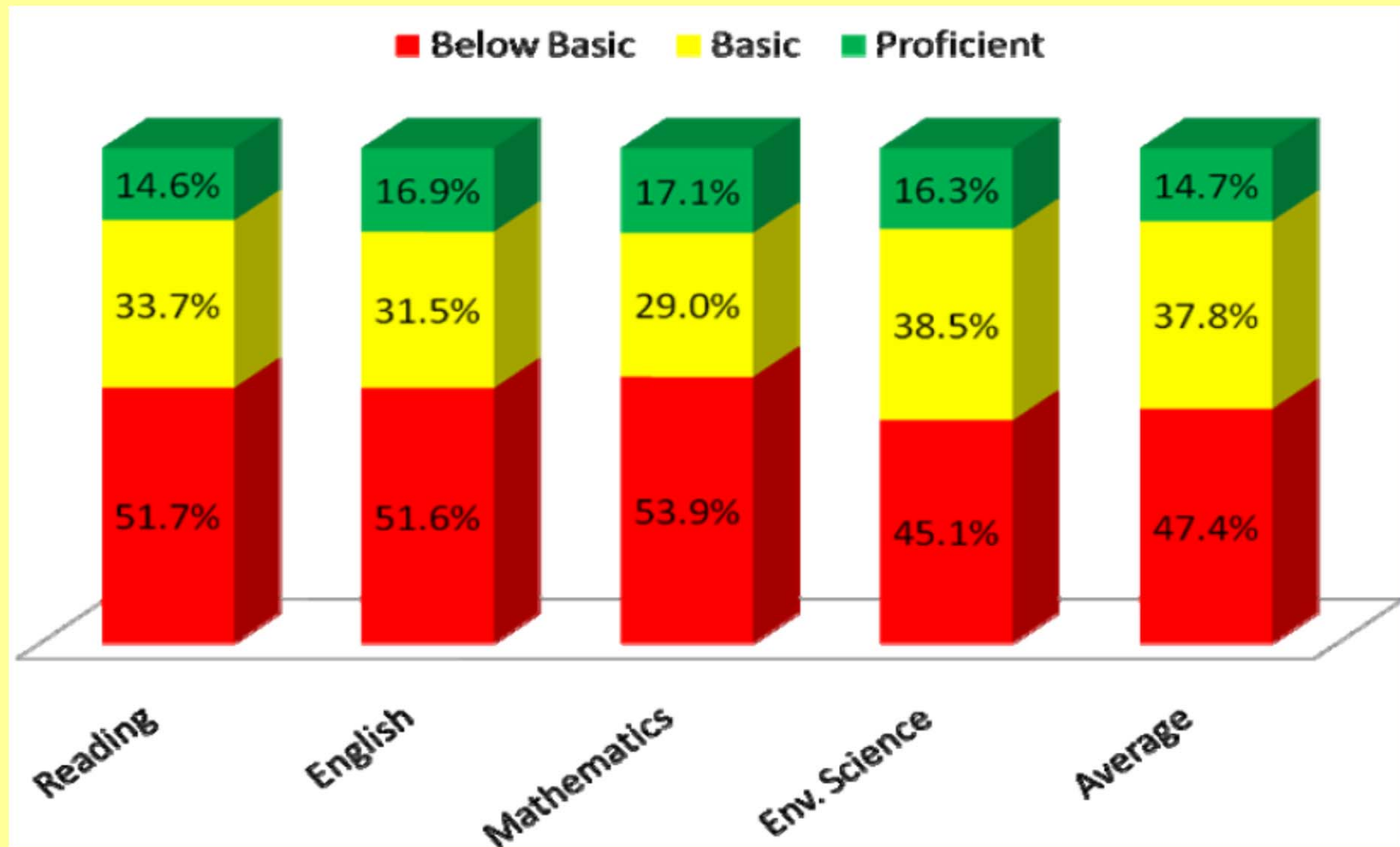
# Mean scores by subjects for grade 10 and 12



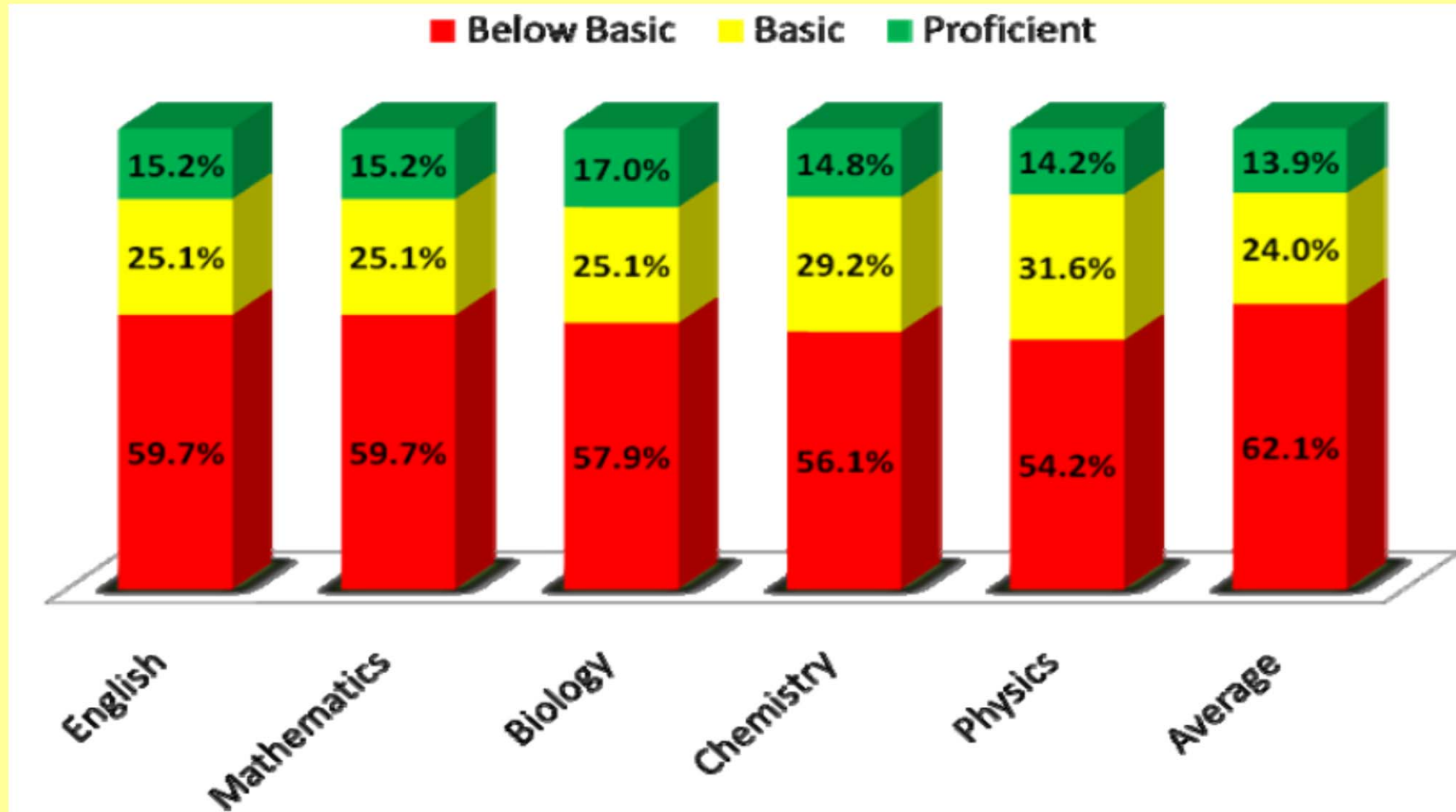
# NLA Achievement standards

<b>standard</b>	<b>criteria</b>
Proficient	One standard deviation above the mean (the top 16%)
Basic	Within one standard deviation above the mean (about 34% )
Below basic	Below the mean score (about 50%)

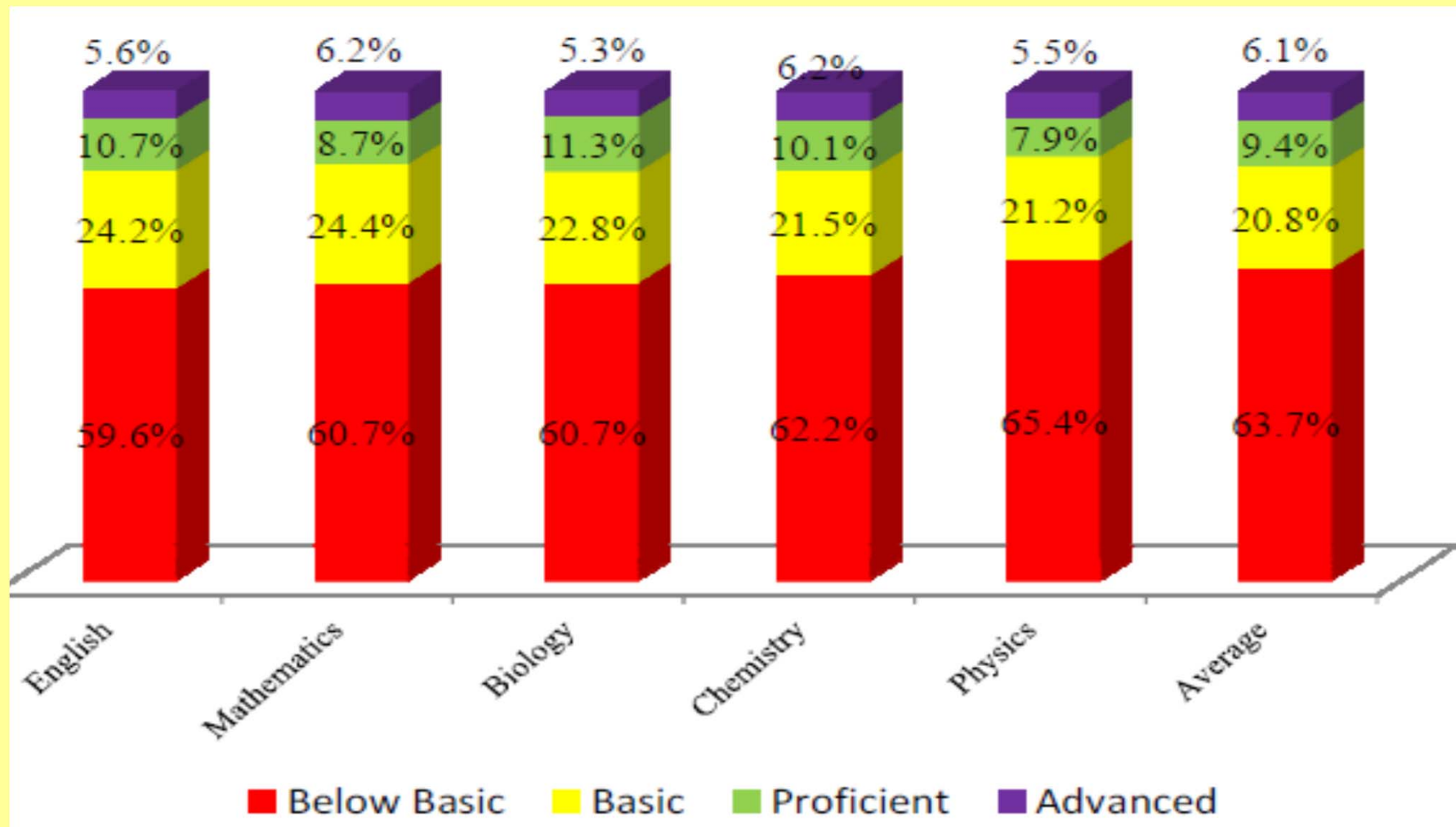
## Proficiency level of grade 4 students (2008)



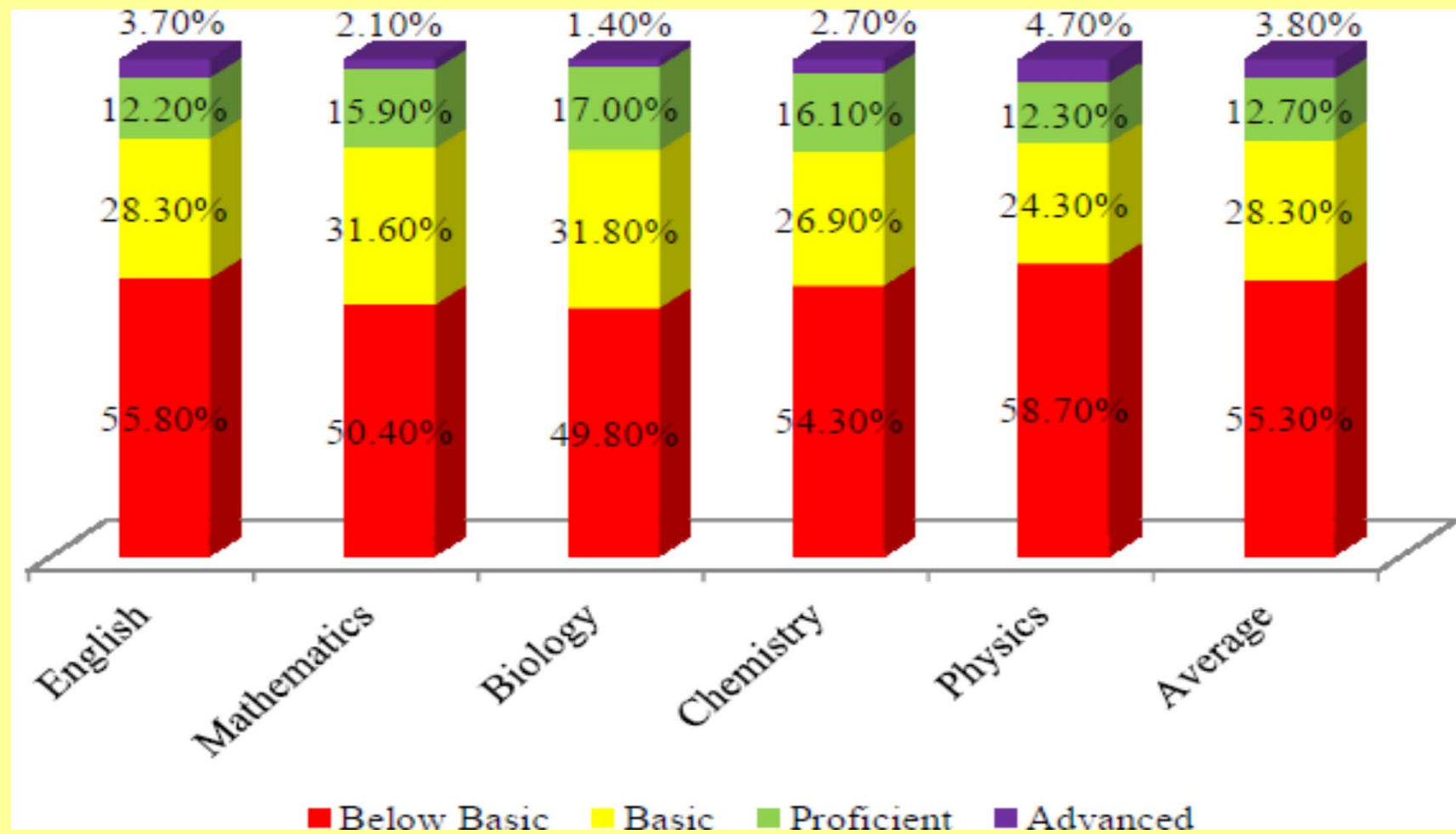
# Proficiency level of grade 8 students (2008)



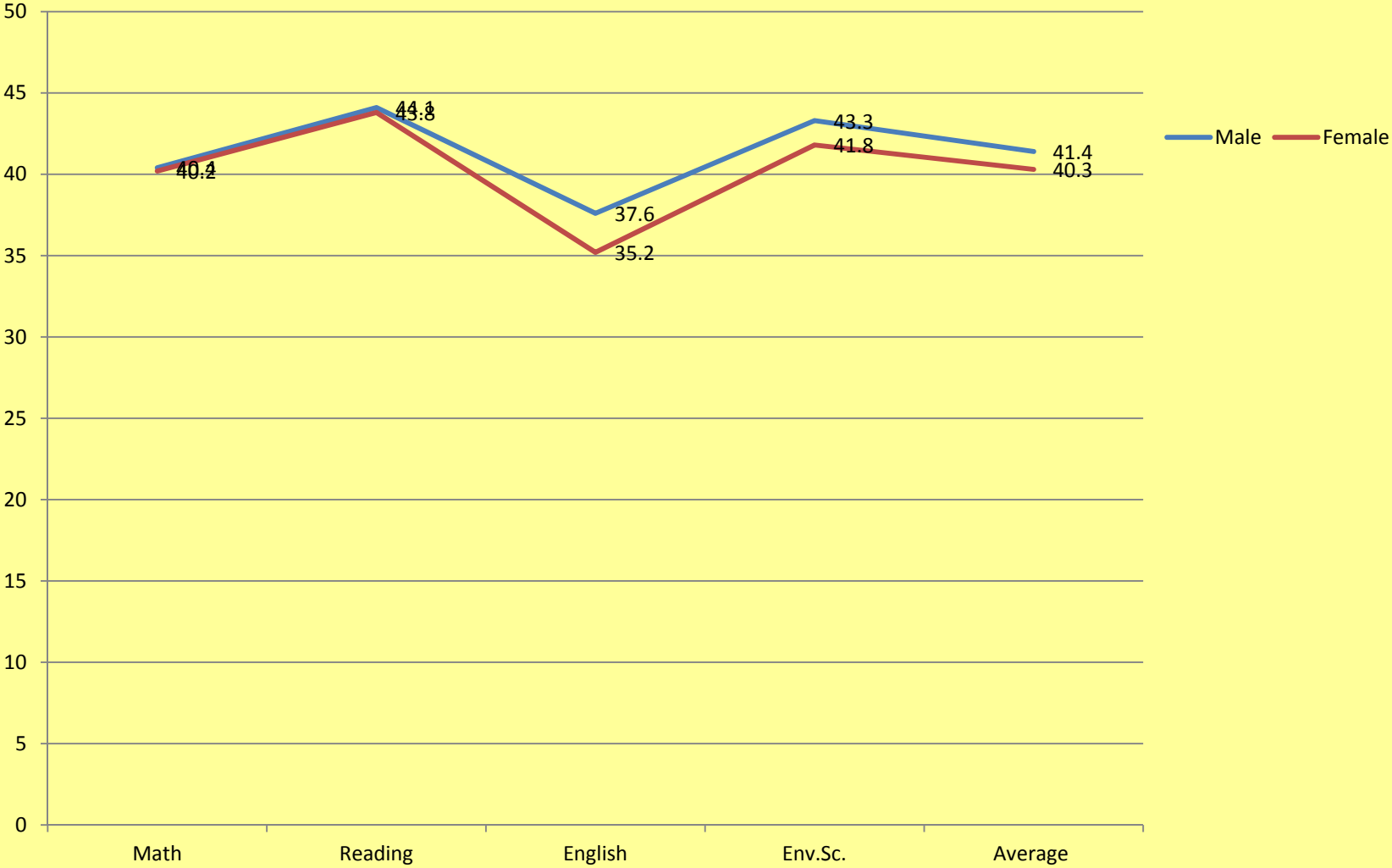
## Proficiency level of grade 10 students (2010)



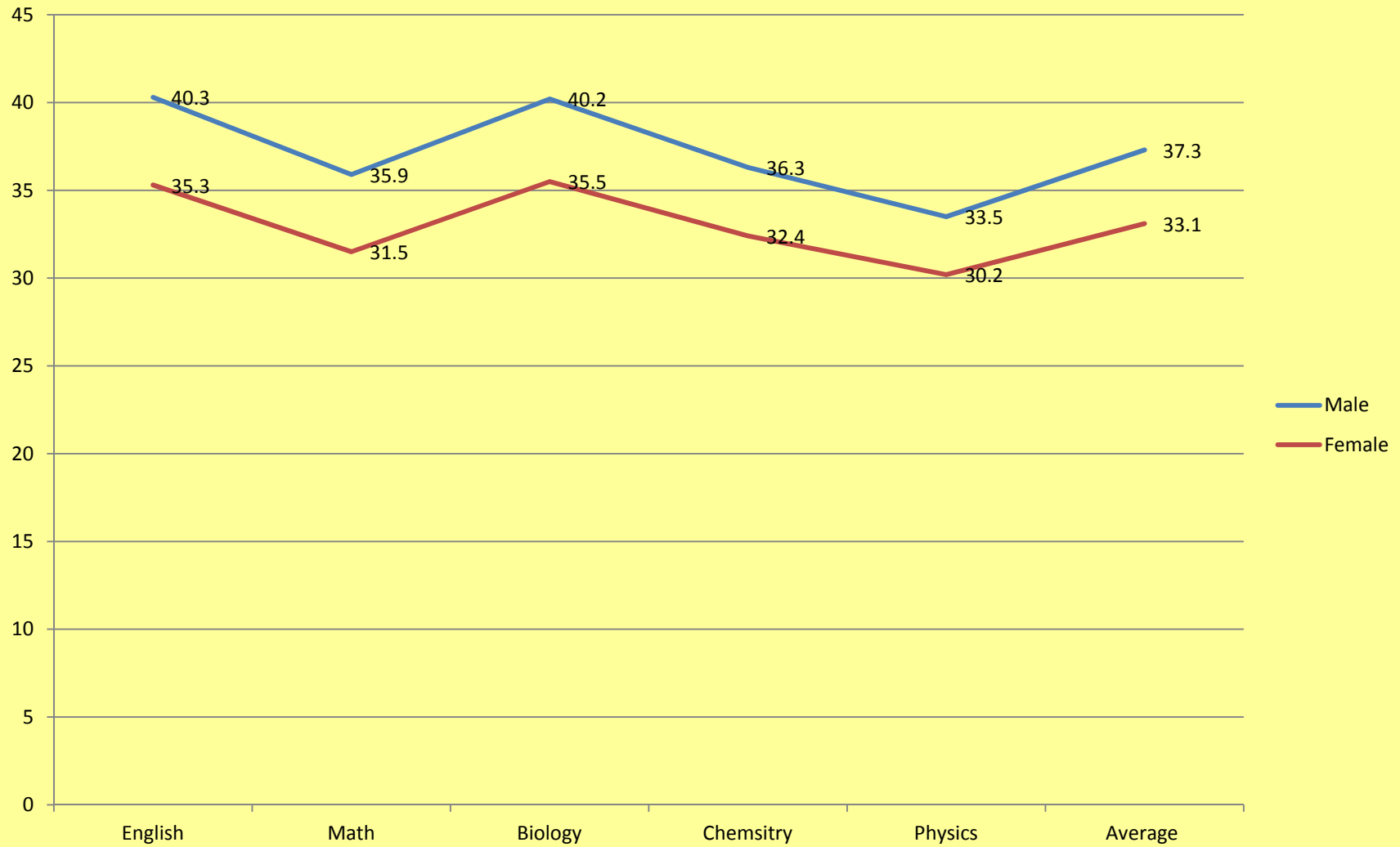
## Proficiency level of grade 12 students (2010)



# Gender differences by subject in grade 4 (2007)

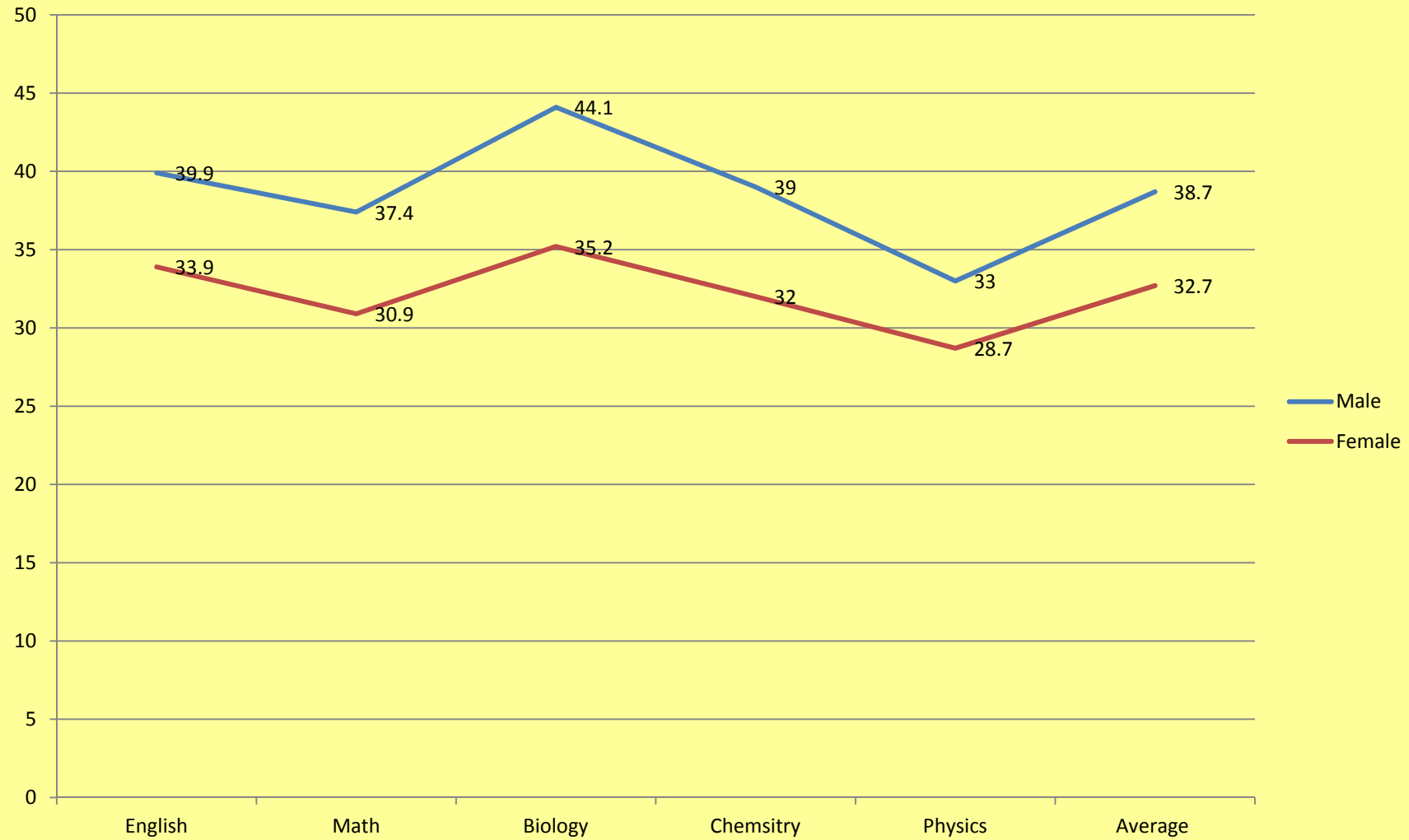


# Gender differences by subject in grade 8 (2007)

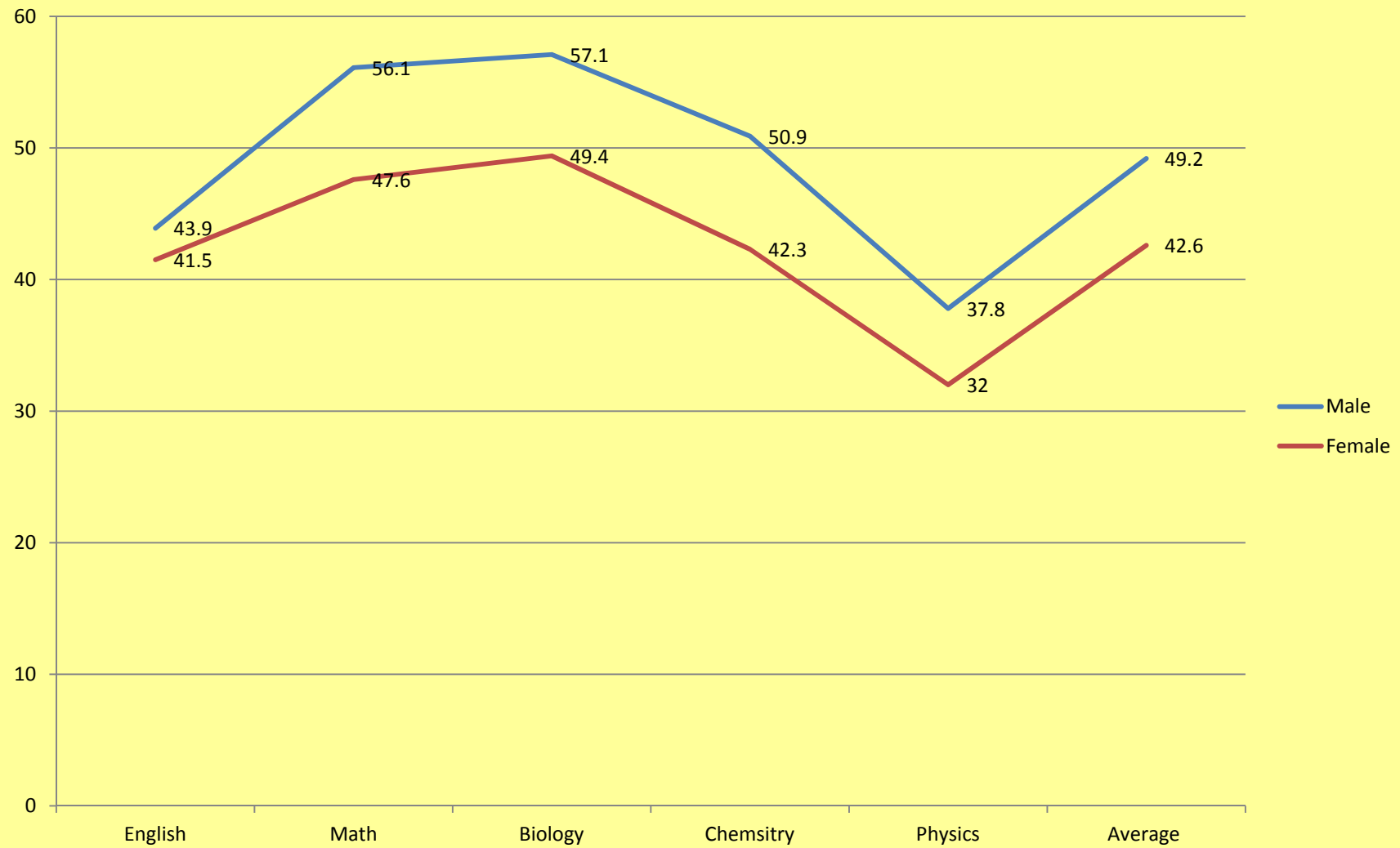




# Gender differences by subject in grade 10 (2010)



# Gender differences by subject in grade 12 (2010)



## Major factors attributed to students achievement in ENLA

Factor		2004	
		G 4	G8
<b>Distance from school</b>	Up to 60 min.	49.21	38.80
	Above 60 min.	45.72	41.35
<b>Watching TV</b>	1-2 days/week	48.68	40.56
	3-4 days/week	44.84	38.89
	5-7 days/week and above	44.65	37.07
<b>Interest in learning English</b>	Low	38.20	37.99
	Average	46.05	39.70
	High	50.80	40.80
<b>Interest in learning Math</b>	Low	37.43	35.00
	Average	45.76	36.86
	High	50.35	40.80

## Major Factors attributed to Grade 4 students achievement in ENLA

<b>Listening to radio</b>	1-2 days/week	50.21
	3-4 days/week	49.99
	5-6 days/week and above	47.30
<b>School absenteeism</b>	1-5 days	49.78
	6-10 days	46.66
	11 days and above	41.28
<b>Frequency at which attendance is taken</b>	Never	35.83
	Sometimes	44.49
	Always	50.84
<b>Daily meals and achievement</b>	Once	41.97
	Twice	49.01
	Three times	49.60
<b>English textbook ratio</b>	1:1	49.65
	1:2	48.29
	1:3	48.01
	1:4	45.89
<b>Mathematics textbook ratio</b>	1:1	50.25
	1:2	47.78
	1:3	43.77
	1:4	45.80

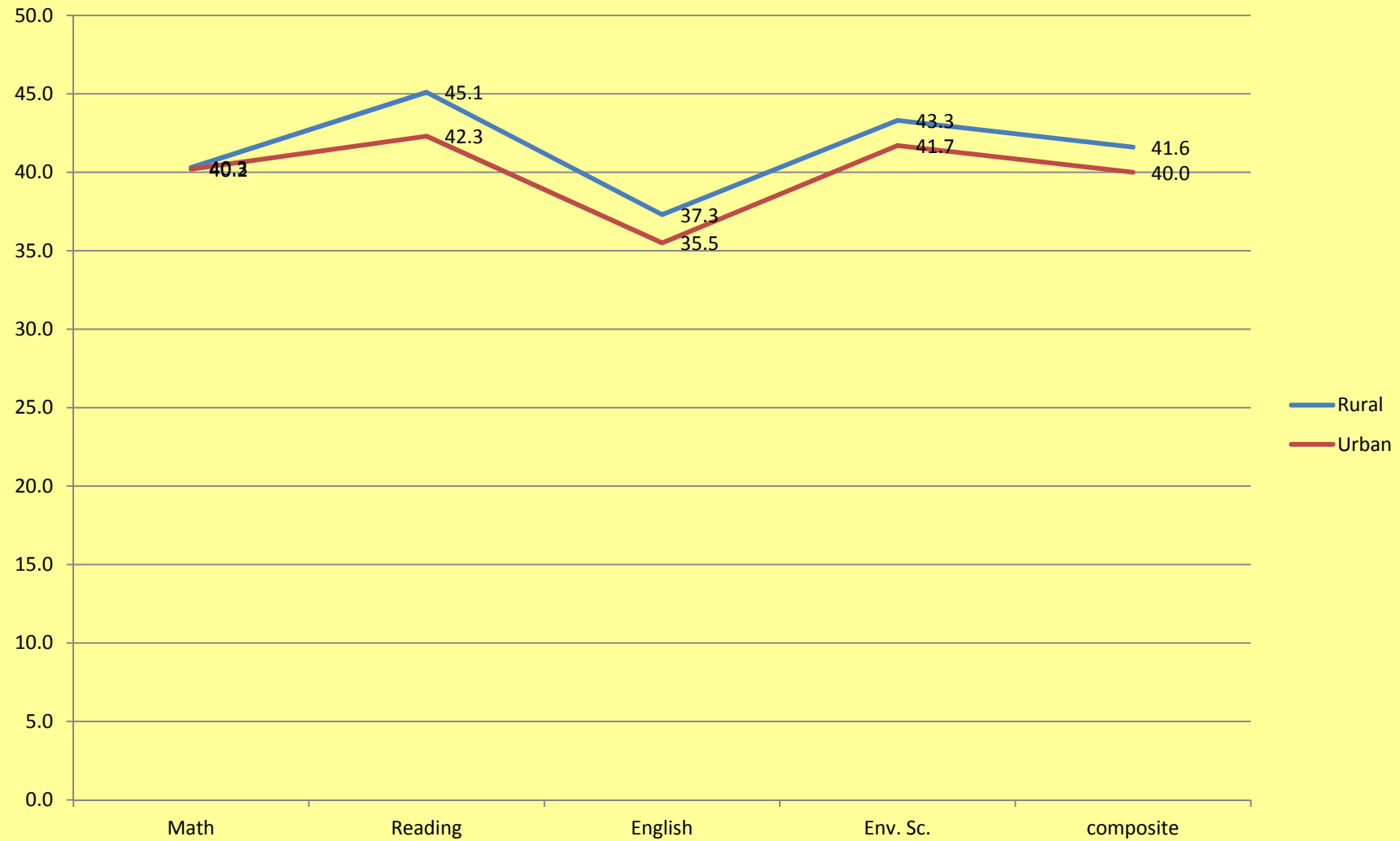
## Multiple correlation between students composite mean score and independent variables (2008)

Variables	Grade 4		Grade 8	
	R	R <sup>2</sup>	R	R <sup>2</sup>
Student related variables	0.656	0.430	0.517	0.267
Teacher related variables	0.551	0.303	0.704	0.496
School related variables	0.412	0.161	0.487	0.237
Home related variables	0.481	0.231	0.342	0.117
School management related variables	0.253	0.064	0.281	0.079

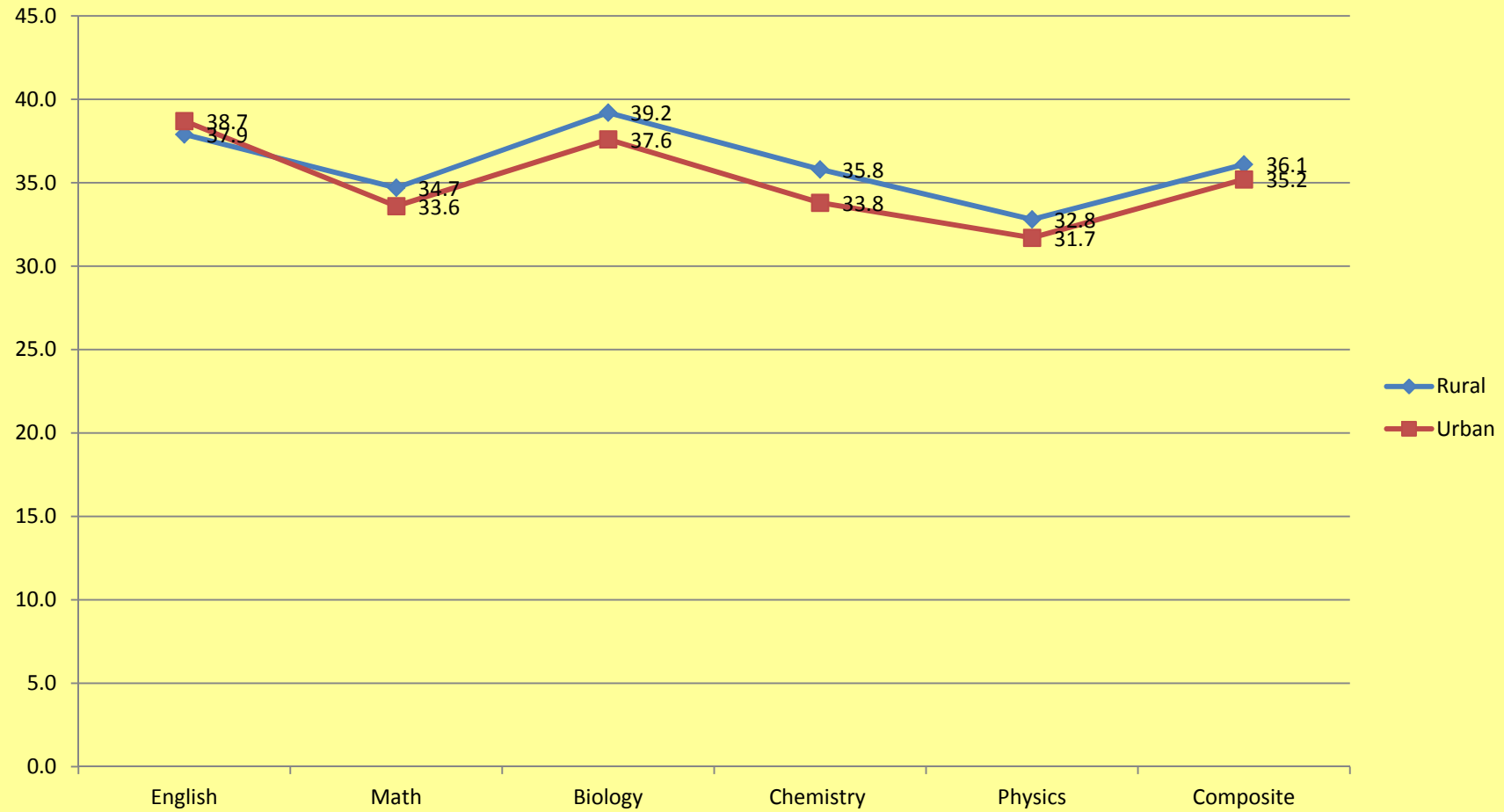
**Correlation of some variables with average students' achievement (2010)**

<b>Variable</b>	<b>Grade 10</b>	<b>Grade 12</b>
Mother literacy	0.067	0.051
Father literacy	0.019	0.006
Family economic status	-0.071	-0.051
Distance from school	-0.054	-0.078
<b>Family support</b>	<b>-0.174</b>	<b>-0.166</b>
Intereset in school	0.237	0.173
Interesst in reading	0.198	0.219
Doing homework	0.163	0.127
Teachers support	0.130	0.019
Possessoion of textbooks	0.083	0.102
Use of other reference materials	0.031	0.031

## Mean scores of grade 4 students in ETNLA by location (2008)



## Mean scores of grade 8 students in ETNLA by location (2008)

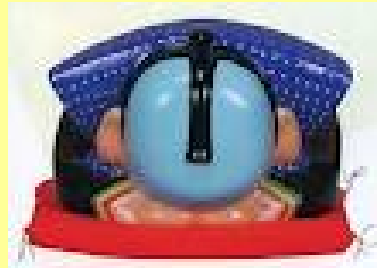




# Implications of ENLAs for Quality of Education

- **Implication of ENLAs for Quality of Education**
- **Some steps were taken to improve the academic performance of students**
  - **New textbooks with better quality**
  - **Better teachers' qualification**
  - **Construction of schools to reduce the class size**
  - **Introduction of school grant that is at the disposal of schools**
- **Girls education was emphasized by providing special support**
  - **Establishment of girls club where girls assist each other in education**
  - **Separate toilets for girls and boys**
  - **Girls libraries in schools**
  - **Establishment of gender office at district level which advocates girls rights to education**
- **Decline in the quality of education was accepted by policy makers**
  - **Arrange training for school leaders**
  - **Better communication between the district education offices and school leadership on issues related to quality of education**

**Arigatou gozaimashita!**



**Questions or comments?**