

Ethiopia

**READ 1
Trust Fund Grant
2009–2015**

CONTEXT

Ethiopia is the second most populous country in Africa, with 80 percent of its population living in rural areas. The Government of Ethiopia sees education as a means to eradicate poverty but realizes that this will occur only if the education system delivers a quality educational experience that promotes learning. Ethiopia has a long history of conducting assessments—national large-scale assessments (NLSA) have been taking place since 1999 and examinations since 1945, and the country has continued to focus its efforts to better measure, and improve, student learning.

FOCUS AREAS OF READ TRUST FUND GRANT SUPPORT

Strengthening classroom assessment and examination systems

Improving system-level assessment

Introducing sustainable school inspection system

AS A RESULT OF THE READ TRUST FUND, ETHIOPIA:

Strengthened the foundation of its learning assessment system by establishing dedicated institutions for student assessment and inspection activities

Ethiopia established (1) the National Education Assessment and Examinations Agency (NEAEA), responsible for national large-scale assessments and examinations; and (2) a Directorate for School Inspection, within the Ministry of Education. These institutions created new national policies and guidelines on National Large-Scale Assessment (NLSA) activities and examinations and introduced a new school inspection framework and guidelines.

By institutionalizing policy frameworks and designating budget lines for key assessment activities, these agencies have ensured sustainability of assessment reforms.

Improved teachers' classroom assessment practices

In 2014, NEAEA staff introduced the Classroom Assessment Manual for primary and secondary school teachers with guidelines on conducting classroom assessments. The manual includes topics such as scoring criteria and rubrics for grading student work.

The Classroom Assessment Manual was validated in 2013, and in 2014, two rounds of trainings were conducted for 70 NEAEA, Ministry of Education, Regional Education Bureau, University, and Teacher Training College staff on this manual.

Increased the fairness of selection for university admissions by enhancing the policy framework for national examinations

Ethiopia developed a national policy framework for national examinations, and an in-depth review of Ethiopia's system for national examinations was completed in 2011.

Based on the findings and recommendations of this review, a policy framework with guidelines for the grades 8, 10, and 12 examinations was created and adopted by the Ministry of Education in 2013.

Achieved a sustained shift in school improvement culture and evidence-based decision making by institutionalizing a national school inspection system

A new Directorate for School Inspection within Ethiopia's Ministry of Education was established as an agency dedicated specifically to school inspection.

Approximately 35,000 schools (95% of the total) were inspected during the READ 1 Trust Fund grant, and schools were reinspected in subsequent school years following grant closing. The inspection system has also been extended to pre-primary and Alternative Basic Education centers.

School inspection has proven key for evidence-based decision making in the education process from pre-primary through secondary levels of education.

Leveraged the impact of the READ 1 Trust Fund program to continue improving learning outcomes and strengthening the student assessment system

In December 2017, the World Bank approved an International Development Association (IDA) grant of \$300 million to the Government of Ethiopia as part of the new General Education Quality Improvement Program for Equity (GEQIP-E) in support of the country's continued efforts to improve the provision of quality education nationwide, including strengthening its student assessment system.

This grant builds on the results achieved under the first two phases of the GEQIP, which was implemented in coordination with the READ 1 Trust Fund grant, and incorporates a disbursement-linked indicator to improve the availability, quality and use of learning assessment data.

