

Ethiopia Brief Report

2018

Submitted to

Right to Education Index (RTEI)

Prepared by

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1. Introduction /Ethiopia Brief Report

The Right to Education Index (RTEI), an initiative of RESULTS Educational Fund, is a global index designed to catalyze reform related to the right to education, leading to a multi-country advocacy campaign that will drive accountability and progress towards realizing the right to education. The project facilitates ongoing research, analysis, and advocacy in partnership with civil society in the North and South and unites education advocacy campaigns. RTEI reveals key areas in need of improvement, offers country-to-country comparisons, and tracks progress over time. RESULTS Educational Fund partners with organizations to develop country analyses to further interpret RTEI results and support national-level advocacy. RTEI is a research-to-action initiative that provides the means for coordinated advocacy campaigns across partners.

2. RTEI Results

The Ethiopia scores summarized by RTEI indicated the following:

The Overall Index Score is 63%. Regarding Theme and subtheme score, the breakdown is as follows: Overall Governance rated as 85% with details such as: Accessibility is 67%; International Framework: 90%; National Law: 75%; Plan of Action: 100%; Monitoring and Reporting: 100%; Financing of education: 70%; and regarding Data Availability, it is rated as 73%. The Overall Accessibility is rated as 67% with additional detail scores such as: Free Education is 62%; Discrimination is scored as 75%; and Participation is rated as 64%. Overall Acceptability is rated as 80% with details of Aims of Education scored as 100%; Learning Environment at 83%; and Learning Outcomes rated at 56%. With regards to Overall Adaptability, it is rated as 75%; and details as: Children with Disabilities at 67%; Children of Minorities rated as 83%; Out-of-school Education at 55%; and Out-of-school Children at 96%.

Data is not sufficiently available for the Availability theme, with Classroom 100%; insufficient data on Sanitation; Teachers at 85%; and Insufficient data on Textbooks.

As regards to Cross-Cutting Theme Scores, Girls' Education is rated as 93%; Children with Disabilities at 83%; Indigenous and Minority Populations rated as 78%; Private Education at 80%; Teachers at 91%; Content of Education as 93%; Monitoring and Accountability rated as 83%; National Normative Framework as 94%; Opportunity and Indirect Costs as 73%; Alignment of Education Aims rated as 100%; and alignment to Sustainable Development Goal 4 is rated at 82%.

Moreover, regarding Potential Areas of Focus, the *Theme* is Accessibility; *Subtheme*: Sanitation, Out-of-School Education, and Learning Outcomes; and the *Cross-Cutting Theme*: Private Education, Sustainable Development Goal 4.

Issue Area 1: A discussion/analysis of one of the most challenging issue areas revealed by RTEI

The most challenging issue that is identified by RTEI is **SDG 4.a Safe learning environment** with the least Average of 50%. In the Five-Year Education Sector Development Program (ESDP-V) for the period 2015/16 - 2019/20, it is stated that ESDP –V will focus on improving teaching and the quality of the school environment in which staff must lead and teach and in which students must learn. This part of the report focuses on the education of Children with Disabilities (CWDs).

The MoE Education Statistics Annual Abstract (ESAA) 2015/16 (P.83) Inclusive Education is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the school and its system including the attitude of the school community, the teaching style or instructional adaptation, educational provisions, curriculum modification and physical adaptation of the school environment to cater for all children with diverse backgrounds and abilities (MoE, 2012).

As indicated in ESAA) 2015/16, P. 87, ESDP V has a key performance indicator of Gross Enrolment Rate by 2015/16 that the primary GER for SNE students would be 18%. However, the calculated GER for 2015/16 is

8%, which is much lower than the target and it needs improvement in the reporting of special needs data and improvements in the population estimates for those with special needs. There are also wide regional variations that currently exist within Ethiopia in relation to SNE GER. Addis Ababa has the highest GER for both primary cycles, at 39% for grades 1-4 and 31% for Grades 5-8. The national GER averages are 11% primary Grades 1-4 and 5% for Grades 5-8. The GER for grades 1-4 is higher in every region than for grades 5-8, reinforcing the fact that it is harder for SNE students to progress through the education system.

The Abstract (ESAA) 2015/16, in page 88, states that ESDP V has a key performance indicator of Gross Enrolment Rate that by 2008 E.C. the secondary GER for SNE students would be 15%. However, the calculated GER for 2008 E.C. is 1.5%. This is much lower than the target and there needs to be improvement in the reporting of special needs information and improvements in the population estimates for those with special needs.

Moreover, the Abstract (ESAA) 2015/16, in page 89, shows that 23% of primary school teachers and 64% of secondary school teachers have received some form of special needs training. These are teachers who have attended a training course in special needs. The number of teachers with a degree qualification in special needs is considerably low. As the collected data indicates, nationally the number of male SNE trained teachers is higher than female SNE trained teachers.

The major limitations that were identified were Limited budget allocated by government, Lack of commitment on the part of implementers, Limited capacity and awareness; Limited budget and funding for SNE, Lack of data, Limited Provision of Educational Services, Inaccessible facilities and unsafe school environment, Insufficient teaching and learning materials and assistive devices, Lack of interpreters for Deaf learners, and Rigid curriculum. Unless these drawbacks are addressed with high commitment and sufficient budget, the target set in ESDP-V will not be met.

Issue Area 2: A discussion/analysis of another issue area

The RTEI 2018 report has identified that access of *Free and Equitable education* in Ethiopia is at an average of 74%. Access to education at all levels has shown a tremendous increase in the last five years at all levels which is encouraging. However, access of Early Childhood Care and Education (ECCE) is far below than it should be (it was 48.3% for females and 50.8% for males) in 2015/16, even far below compared to Sub-Saharan Africa. Though there are recent efforts to increase access of ECCE through the introduction of a one-year "O" class in primary schools, there is a need to open separate ECCE schools which can provide comprehensive early childhood health care and education through play. On the other hand, access of education to students (NER) in Grades 5–8 for females was 56% and for males was 57.3% which is still a challenge for government that left a large number of children out of school mainly due to dropout (10% in 2015/16), inaccessibility of schools, cultural barriers and poverty.

Issue Area 3: A discussion/analysis of another issue area

SDG 4.c Qualified Teachers: Average, 83%

Since the Ethiopian government gave focus to accessing education to children in the past, making qualified teachers adequately available at all levels has been a challenge. Because of the rapid expansion of schools, the government was forced to place underqualified teachers especially in Second-Cycle Primary (Grades 5-8) and in Secondary schools. For example, as indicated in the Abstract (ESAA) 2015/16 Primary level teachers should have at least a diploma qualification and secondary level teachers should have at least a degree level qualification. Nationally it can be seen that there are more teachers without the appropriate qualifications in grades 1-4 of primary schools, with 72% of teachers appropriately qualified. There is still an existing problem in grades 5-8 and secondary 9-12 grades with inappropriately qualified teachers working in schools, at 93% and 92% respectively.

Data Availability: A section covering the types of data that were unavailable in the course of RTEI Questionnaire completion.

The following were the major types of data that were not directly available in the course of completing the questionnaire:

- Public expenditure per pupil as a percentage of GDP per capita;
- Government expenditure on education as reported as the percentage of GDP allocated to education;
- Percentage of GDP allocated to foreign aid in relation to education? [donor countries];
- Minimum standard in place setting the number of pupils per toilet;
- Mean teacher salary relative to the national mean salary;
- Whether migrant, refugee, or internally displaced children have to present documents stating their legal status to enroll in school;
- Gross enrollment rate for technical and vocational training;
- Percent of students received a passing score on the national assessment/exam on specific subjects;
- Youth literacy rate for specific age groups;
- Percentage of teachers trained to teach children with disabilities;
- Percentage of students that are not taught in their mother tongue;
- Percentage of women who are married by the age of 18;
- Percentage of children under the age of 15 that work in the labor force; and
- Whether children under the age of 15 are recruited by the military in practice.

Recommendations: Concrete recommendations on how the government or other duty bearers may address the above issue areas or data availability:

Children with Disabilities (CWDs):

Major recommendations may include: Community mobilization and awareness creation; Making schools friendly to CWDs (such as ramps); availing learning materials such as Braille and hearing aids; training of teachers on Special Needs Education such as Sign Language; creating a positive attitude among school communities (Teachers, Admin Staff and students) towards CWDs; more engagement of CSOs and the International Community.

Early Childhood Care and Education (ECCE):

The major recommendations are: Allocation of sufficient budget by government; more involvement of CSOs and the International Community; practical participation of other relevant sector ministries of Health, Women and Children, and Labor in ECCE and support the MoE; training of teachers on Child Psychology and teaching methodologies and classroom management; and availing playing materials and play grounds.

Qualification of Teachers:

Major recommendations are: increasing the number of Teacher Education Colleges; opening Teacher Education Universities; improving the qualification of teachers for the levels they teach; motivating teachers through appropriate payments (salary) and other incentives; and public mobilization to increase positive attitude and respect to teachers.