



## **Quality Education for all School-Aged Children**

### **Right to Education Index Findings for Ethiopia 2016**

#### **Introduction**

Basic Education Network Ethiopia (BEN-E) is a network (consortium) of 90 Ethiopian Resident and International organizations working on basic education, established in 1998 with a membership of 13 local NGOs that wanted to work for a common voice, to create a conducive platform and to make greater impact in the provision of education. BEN-E has been registered as per the government Charities and Societies Agency (ChSA) proclamation of 2009 and re-registered in 2016 with license No. 1372.

BEN-E uses the following strategies that enable it to realize its objectives: Effectively promoting members' efforts through policy consultation for the expansion of quality basic education in the country; Promoting broader partnership and linkage for the expansion of quality basic education; Building the capacity of members for effective implementation of their education programs effectively in partnership with Regional Education Bureaus; Contributing to the achievement of equity in access to primary education for disadvantaged groups in society such as girls, people with disabilities; Monitoring and regularly informing policy makers and the public on challenges of addressing access, equity and quality in the provisions of basic education; and Generating, documenting and disseminating information, best practices and innovative approaches to promote quality basic education.

BEN-E has become a partner of the Right to Education Index (RTEI) since 2016. 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 is designed to track progress on key right to education indicators in the areas of Governance, Availability, Accessibility, Acceptability, and Adaptability (the 4 As). RTEI further provides the means to monitor progress across additional issue areas, such as girls' education, children with disabilities, privatization, data availability, and more for civil society to strategically use such findings to support national-level campaigns around the world.



## **RTEI Results: An overview of RTEI scores**

Ethiopia scored 79 in the 2016 RTEI. It scored high in **Acceptability** and **Governance**, but **Availability** indicators appear to present challenges to the satisfaction of the right to education, with indications of considerable deficits concerning **Classrooms** and **Textbooks**. Education for **Children with disabilities** and **Children of minorities** also decrease Ethiopia's RTEI score. Cross-cutting themes further revealed that education **Beyond K-12** and **Free and equitable** access are additional focus issues in the right to education in Ethiopia.

### **Issue Area 1: A discussion/analysis of Girls Education**

The past decade has been one of the periods when rapid progress towards the goal of UPE has been achieved; In 2014 and 2015, Ethiopia had witnessed significant boost in gross enrolment across all regions; The national GER for primary (grades 1-8) was 144.7% for boys, 130.6% for girls and 137.7% across both sexes in 2014/15. The national NER for primary grades (1-8) was 97.5% for boys, 90.9% for girls & 94.3% across both sexes in 2014/15. This indicates that there is gender disparity in primary. Moreover, drop out is higher for girls because of distance from schools, economic and cultural barriers more for girls in higher primary grades; achievement and completion rates are lower for girls. This becomes more significant in lower and upper secondary schools. Thus, this is an area of lobby for BEN-Ethiopia.

### **Issue Area 2: A discussion/analysis of Inclusive Education**

According to the WHO, about 15% of the population of any country are Persons with Disabilities (PWDs). The Federal Ministry of Education of Ethiopia has introduced a National Strategy for CWDS which is good for systematic implementation. The education of CWDs is integrated in the Education Sector Development Program V (ESDP-V). However, access of primary education to these children is very negligible since only a little over 200,000 (less than 6%) are enrolled in schools. Recently the government has started allocating more than 1% of education budget to CWDs which is not enough to bring out-of-school CWDs to schools.

### **Issue Area 3: A discussion/analysis of Quality of Education**

A shift in emphasis is now discernible towards quality& learning, which are likely to be more central to the post-2015 global framework. The Government has been implementing the General Education Quality Improvement Program (GEQIP) with the objective of improving quality with packages of (i) Curriculum, Textbooks, Assessment, Examinations % Inspection; (ii) Teacher Development Program (TDP); (iii) School Improvement Plan (SIP), including school grants; (iv) Management & Capacity Building, including EMIS; (v) Improving the Quality of Learning and Teaching.



Though the government is exerting efforts, Repetition rate still persists at around 7.3% in primary; Dropout remains at 19% for grade 1 and 9.9 % for all grades in primary; Early Grade Reading Assessment (EGRA) indicated that: Students in grade 2 and 3 were not developing basic skills required to learn effectively; 34% in Grade 2 were unable to read a simple word of the grade level; 48% were unable to answer a single comprehension question; Only 5 % were able to read 60 words per minute in reading fluency. Schools lack teaching aids and teachers usually don't use active learning methods. Thus, BEN-E would like to lobby for more focus by government to improve the quality of education at all levels.

### **Data Availability**

A section covering the types of data that were unavailable during RTEI Questionnaire completion. Data on issues such as availability of textbooks by subject and or by student; clean water by school and students; percentage or number of toilets separate for boys and girls were missing.

### **Recommendations**

Concrete recommendations on how the government or other duty bearers may address the above issue areas or data availability. Since such data are important, especially to assess the level of school friendliness, the Ministry of Education should collect data from schools and compile for public use. For example, it was not possible to present regional Disparities in terms of availability of toilet for boys and girls, and textbooks by subject.