

## Questionnaire on Norms and Standards for Quality of Education by the Special Rapporteur on the Right to Education:

Both questions raised and responses given are shown from below regarding Ethiopia.

1. Please list existing national laws, regulations and policies establishing norms and standards for quality of education in your country. Please also include any guidelines on the quality of education.

*Ans. There is a national Education and Training Policy along with National Education Sector strategy. These documents are comprehensive in their nature which comprises of issues related to the relevance, quality, access, efficiency and coverage nature of the education system. Each of the above mentioned characteristics of the education system is considered in a plan called Education Sector Development Plan which is used as a means to implement the Education Policy. Currently, the sector plan has reached to its 4<sup>th</sup> version. Each of the education sector plans consisted of five years implementation period where quality of education is at its central point of discussion in the current version of the plan which is now under implementation notwithstanding of the formulation of a policy, quality enhancement measures at all levels of the education hierarchy has been introduced since the last couple of years.*

2. Please describe briefly applicable norms and standards and minimal requirements , especially with regard to the following:  
(Please specify if there are different norms for different types of education institutions including: (i) primary schools, (ii) secondary schools)

### a. School infra-structure

*Ans. Each school is expected to fulfill all the basic requirements of the school infrastructure which are indicated in the education standards set to fulfill at national level framework with respect to each level of education i.e kindergarten to secondary education. Actually the standards are expected to be contextualized with respect to the local context in the regional administrations of the country since the country follows federal political administration system. However, bigger school compound in size and inputs like science laboratories are emphasized at secondary level than primary schools.*

### **Primary Schools**

*Primary schools are located in areas far from markets, factories, and from other environmental pollutions and high traffic flow. Schools are built in areas not far from children residence. The maximum distance between the school and children's residence is 2 kilometers. The school compound area is ranging from 15,000 to 25,000 square meters depend on the availability of land.*

**Secondary schools:**

Secondary schools are also located in areas where there is no any interference to the teaching and learning process. The maximum distance from schools and students residence is 3 to 5 kilometers. Schools have a compound area ranging from 30,000 to 60,000 square meters depending on the availability of land.

**b. Class size and pupil teacher ratio**

**Ans.** Standardized Class size: 1:50 at primary level and 1:40 at secondary level

**Standardized pupils-teachers ratio:** 1:51 at primary level and 1:31 at secondary level

**c. Teacher qualification**

**Ans.** At least teacher training Diploma (cluster/linear) at primary level and at least first degree and additional one year training in teaching methodology specific to each subject matter at secondary level are required.

**d. Working conditions for teachers and their professional development**

**Ans.** Teachers are expected to take different in-service and pre-service trainings with the aim of enhancing their capacities. Teachers of primary and secondary school are required to work 206 days in a year and 40 hours in a week

Teachers' career ladder is in place. The career ladders are seven and ranges from beginner to senior lead teacher. Teachers to promote from one ladder to the next they are required to demonstrate nationally established competencies.

**e. School curricula content and pedagogical materials**

**Ans.** The school curriculum is updated periodically at five years interval with the aim of assuring the relevance of its content in contemporary Ethiopia. As far as possible, pedagogical materials are expected to be fulfilled and utilized properly as intended using local materials and other standardized materials in cooperation with different development partners.

The curriculum is characterized as competency based. It follows teacher directed but student center approach. In each school there is a pedagogical center as a resource for pedagogical materials.

**f. Teacher learning process**

**Ans.** In-service continuous professional development schemes are developed to enhance the learning process of teachers. Pre-service teacher trainings are currently getting focus and are on the agenda of producing competitive teachers in different colleges and universities of the country. So there are different teacher recruitment guidelines and criteria for different level of teachers practicum is one of the major part of teacher educational and training programs.

- g. School management, including student and parents participation

**Ans.** Each school management is composed of one lead principal and two deputy principals. Parents and students are participating through their representatives in different school management aspects and work together with school management and they are part and parcel of it. There is a guideline prepared that comprised of how the roles and responsibilities of parents and local communities look like. Each school is lead by Parent, Student and Teacher Association (PTA). Schools are owned and lead by the community.

- h. Methods of evaluate student performance and assess learning outcomes

**Ans.** Standardized National exams and Learning assessment results at grade 4, 8, 10 and 12 above all at school cluster or wereda (district ) level there are standardized exams and etc in order to ensure whether students are learning or not. All these are used to evaluate and assess students' achievement and learning outcomes.

3. Please identify the institutional mechanisms in your country used to collect and process information and to assess adherence to norms and standards established to ensure quality of education

(Please specify if there are different mechanisms monitoring public or private institutions)

**Ans.** Education data/information is collected from schools through school statistics collection questionnaire by the education sector administrators at lower level. The data will be captured, compiled and verified by regions at regional level and sent to Federal Ministry of Education specifically to Education Management Information System (EMIS) Panel for further compilation and consolidation. The final output is produced in Education Sector abstract form which is used as a reference to look into the performance of the education sector with different education performance indicators. Now, the decentralization process of EMIS to local administrative regions/zones/ districts are underway in cooperation with different partners and stakeholders. This is at federal level. Each region has got also the same way its own Annual Education Abstracts and printed materials.

4. Please provide information on other relevant initiatives and developments aiming to promote quality in education.

**Ans.** There is a package called General Education Quality improvement Programme (GEQIP) which is now under implementation with the aim of improving the quality of Education from garde-1 to 12. GEQIP comprises of six components each of which has something to do with improving curriculum, Teachers development, Information Technology, Civics and Ethical Education, School improvement program(SIP)- focused on improvement of students result and school Management and Administration programme (MAP). At TVET level there is TVET strategy and higher education reform program in order to ensure quality education and produce the relevant and the necessary human resource the country needs.

***N.B: Please refer to the Annual Abstract produced by the Ministry of Education for further information on different issues mentioned from above on our web site [www.moe.gov.et](http://www.moe.gov.et)***