

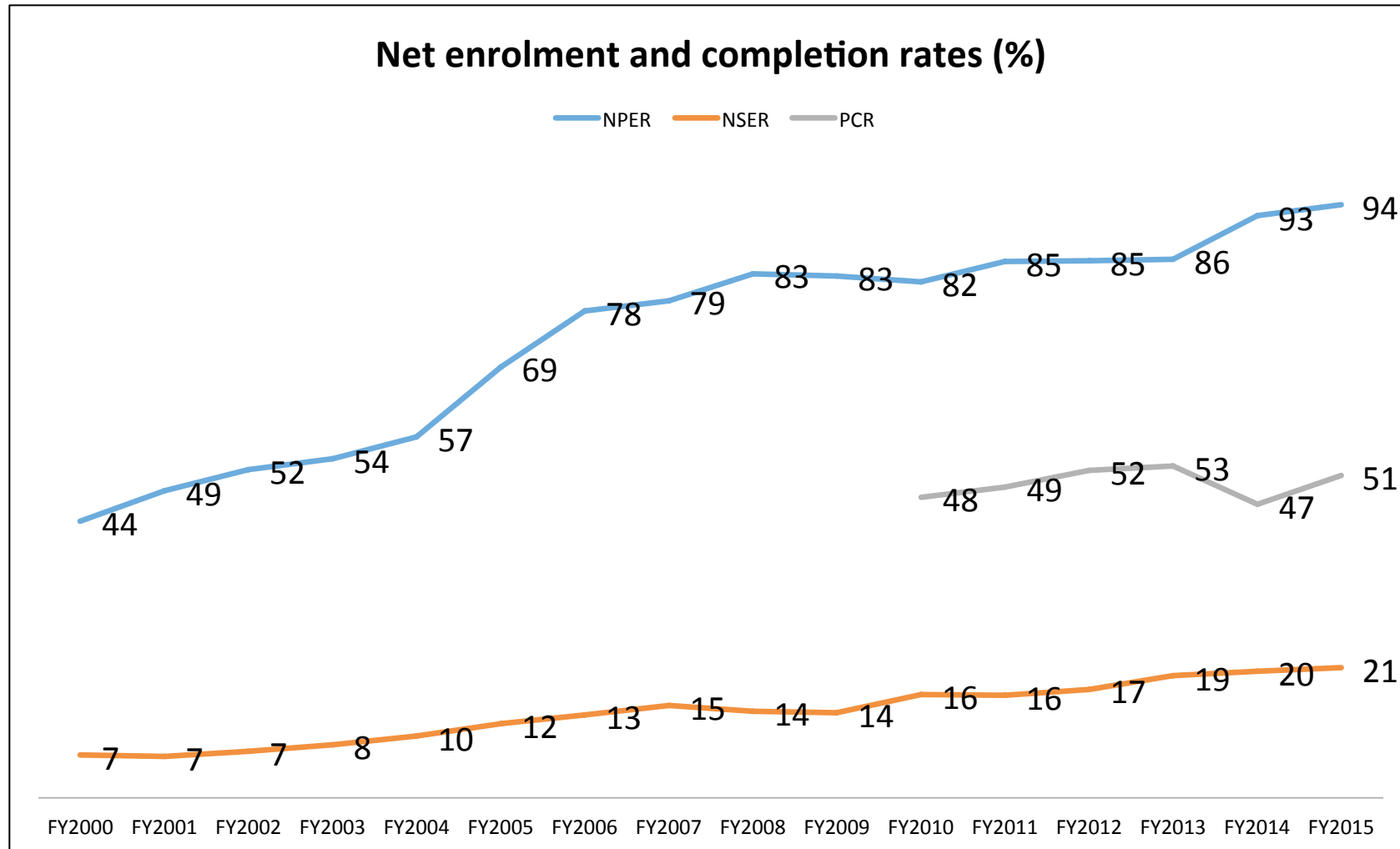
A Rising Tide of Access: What Consequences for Inclusive Learning and Sustainable Development in Ethiopia?

Tassew Woldehanna

Pauline Rose

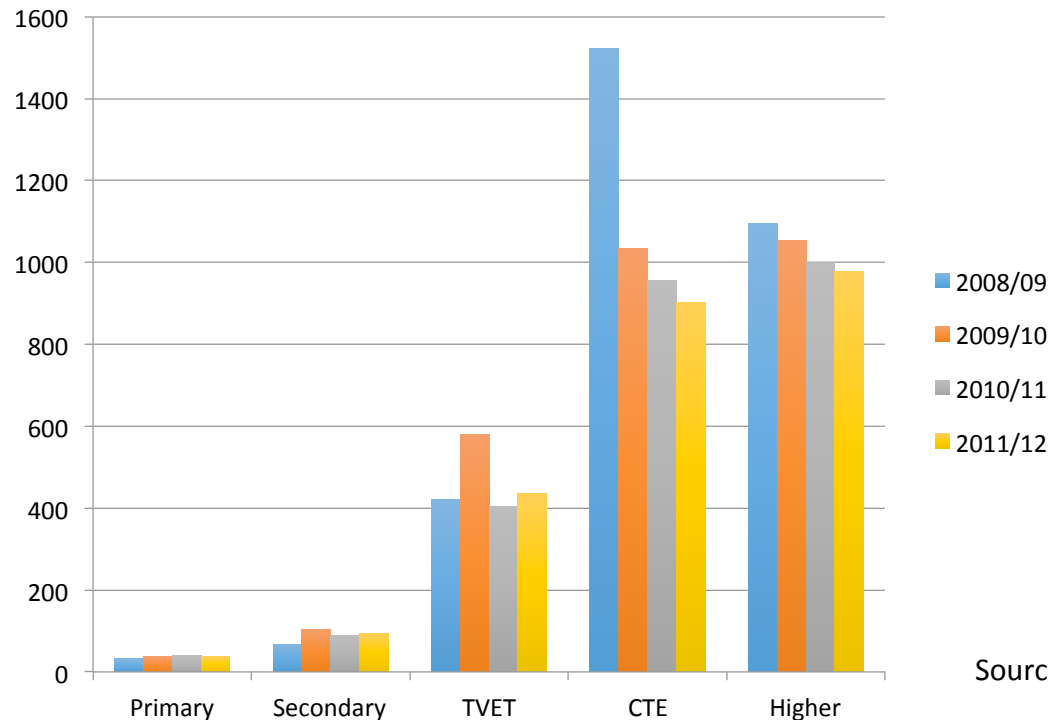
Caine Rolleston

Completion and Progression Remain Low Compared to Initial Enrolment



Resources have not kept pace with increased enrolment

Per pupil public recurrent spending in 2010/11 prices in USD

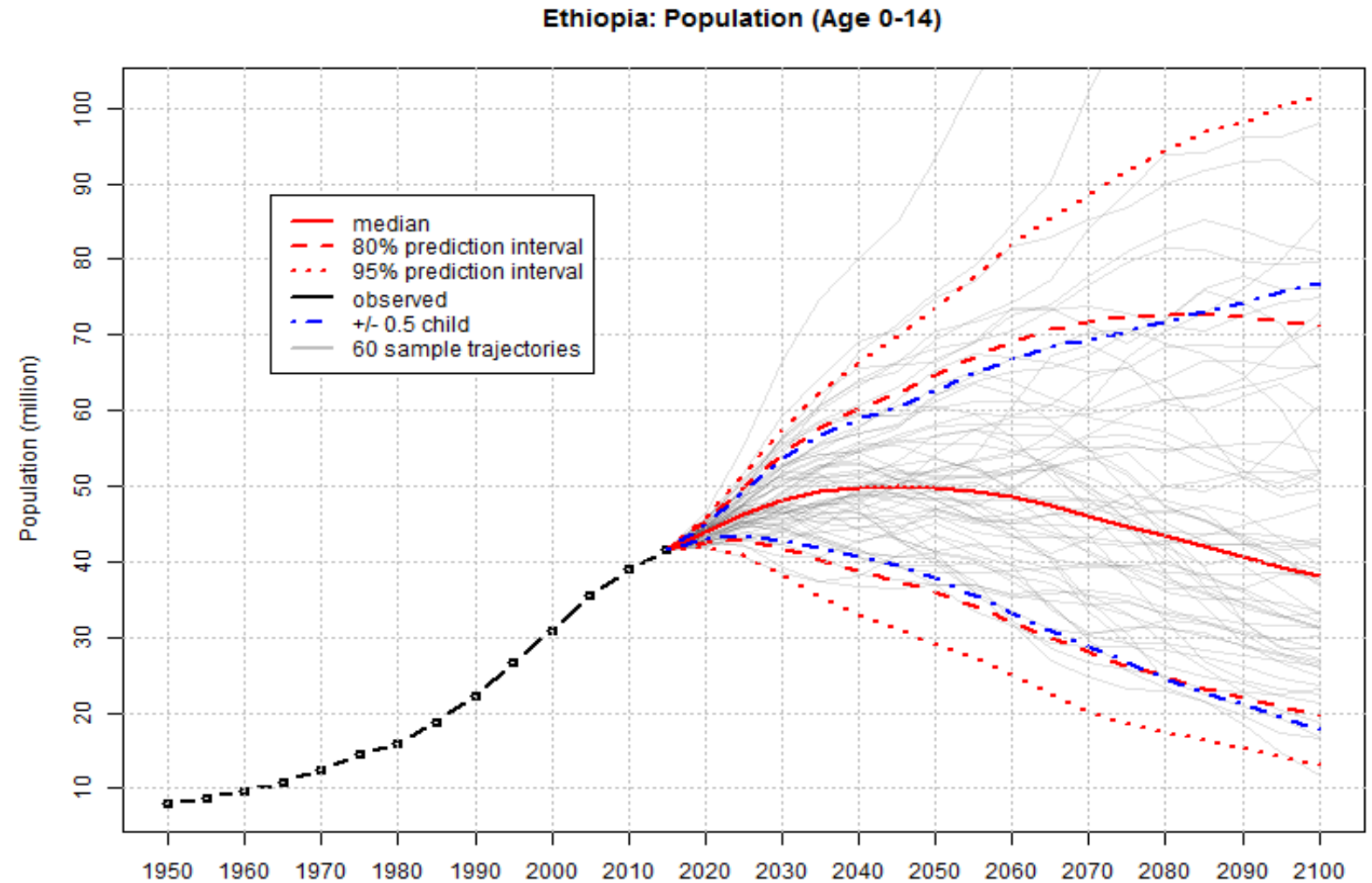


Source: Boost data, EMIS (Woldehanna and Meselele, 2016)

- Stagnation in per-pupil spending at primary level, as increase in public spending struggles to keep pace with increase in enrolment of children in school for primary education
- In 2012/13, per-student recurrent spending at University level was 26 times that of primary education
- Higher education accounts for almost 80% of the education capital budget.

School-Age Population Set to Rise until 2040

- Even with robust growth resource challenges likely to remain
- Issue of budget reallocation towards basic education

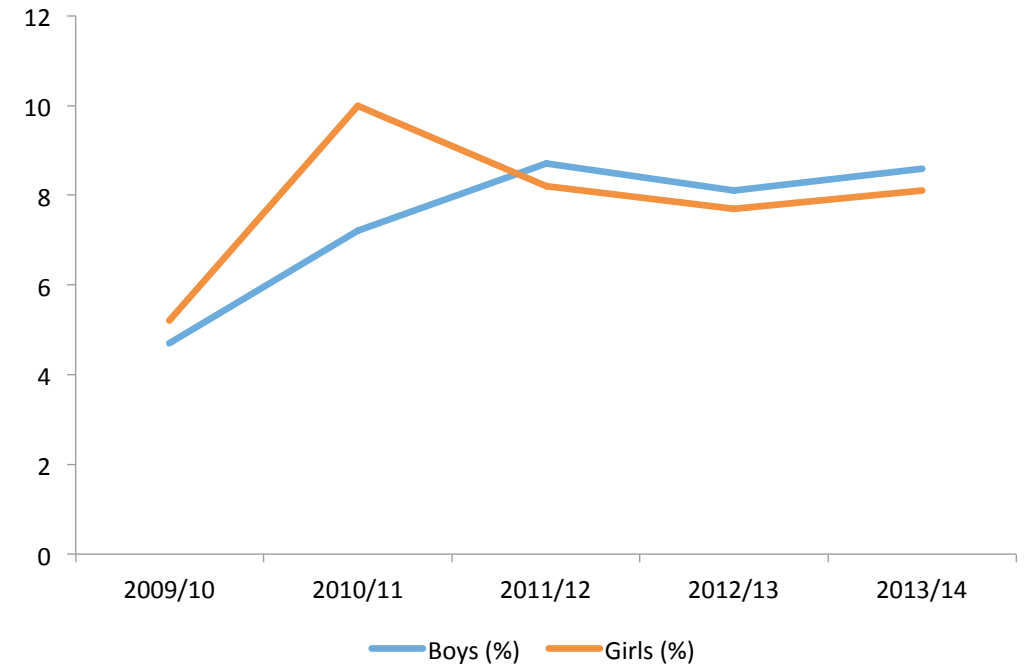


Repetition and dropout have stagnated/increased

Trends in primary repetition rate (grades 1-8)

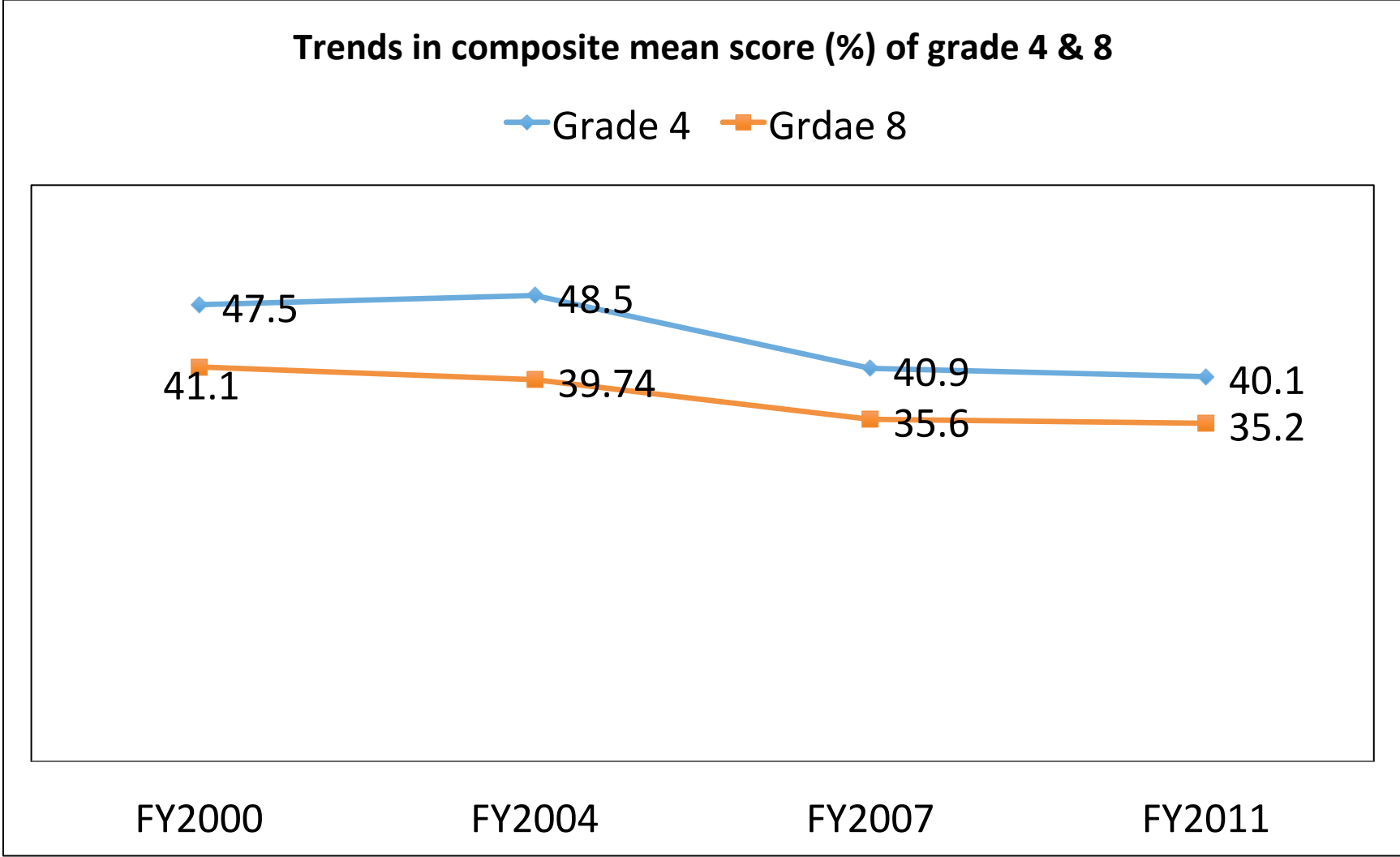


Trends in primary dropout rate (grades 1-8)

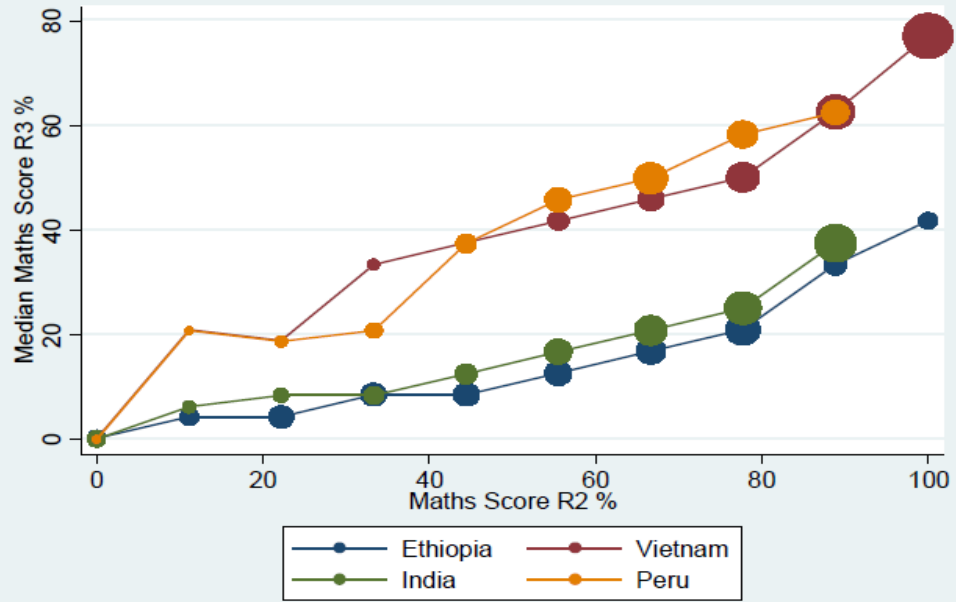


Source: MoE (2012, 2013, 2014)

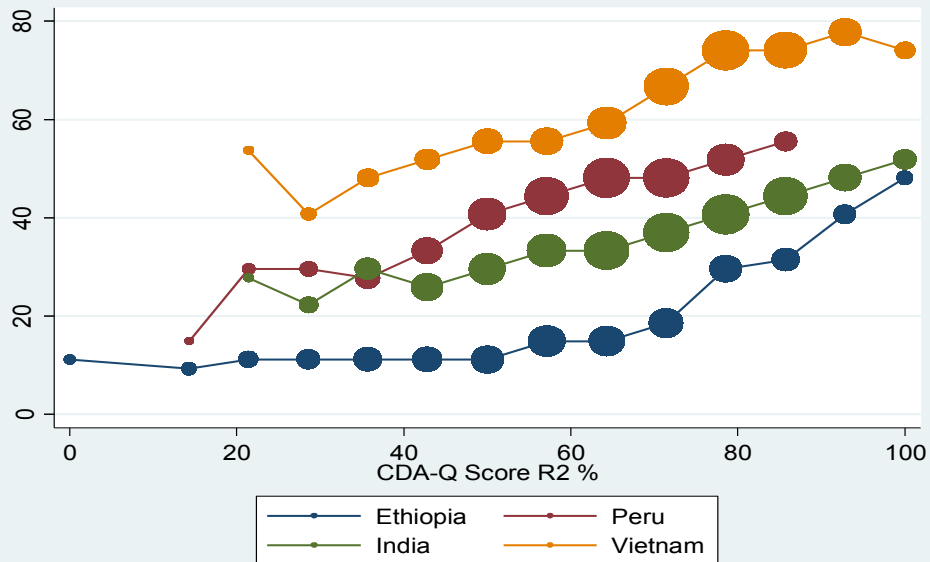
Grade 4 and 8 national learning assessment results are low and stagnating/declining



Where Do Weak Learning Outcomes in Ethiopia Come From?



- Compare gains age 5-8 and 12-15 in Young Lives household surveys:
 - Gaps in learning levels appear to be widening fast in early years (age 5 to 8)
 - Gap with India barely widening between 12 and 15
 - Gaps formed early and persist



Do FGLs Learn Less or Make Less Progress?

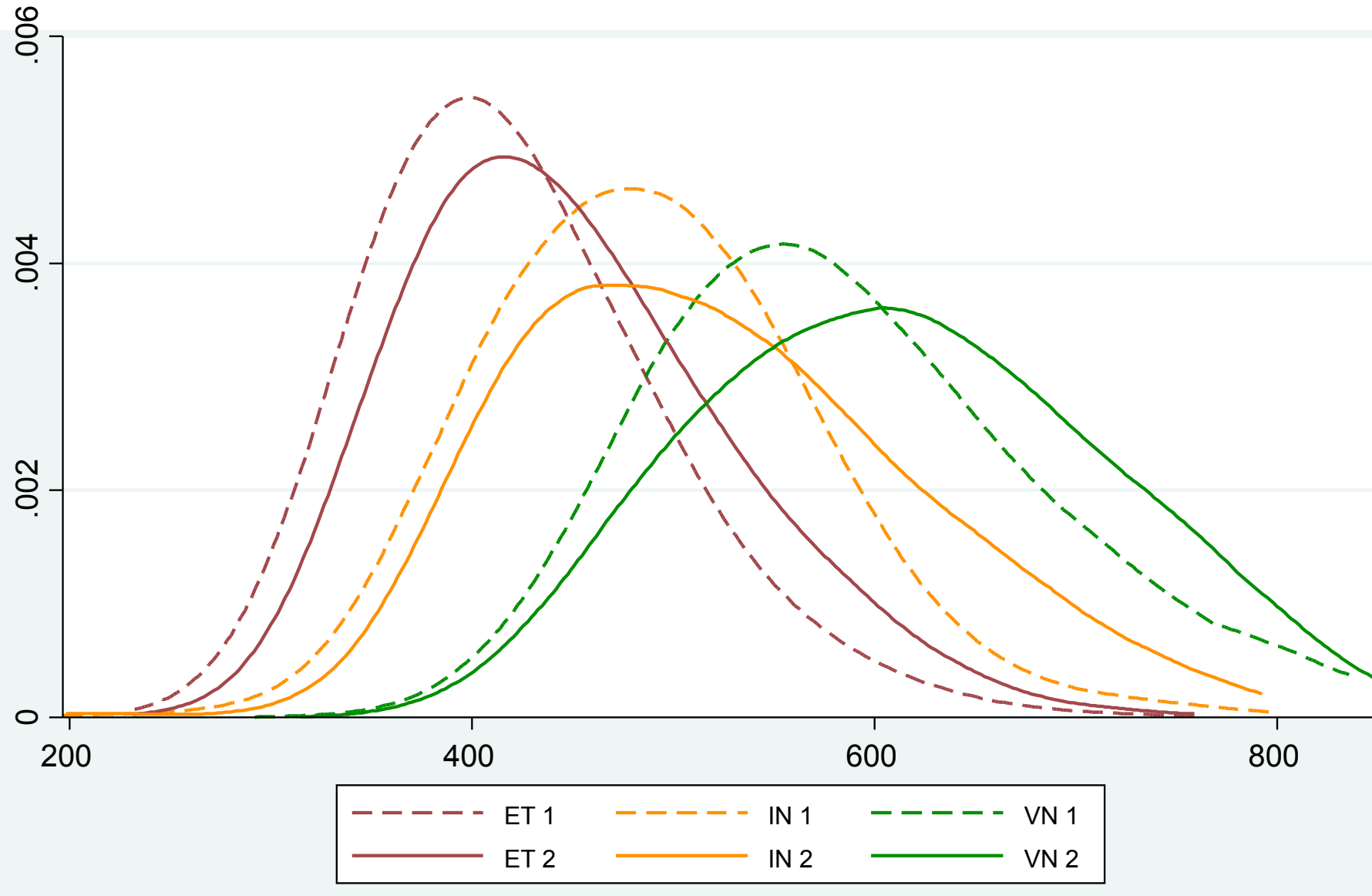
	End of Year Maths Score	Progress in Maths
First Generation Learner	-16.87***	-9.19***
Gender (male)	15.71***	4.60***
Meals per day	13.61***	5.85***
Wealth index	13.39***	2.83***
Age, distance to school, family size	YES	YES
Class fixed effects	YES	YES
Prior test score	NO	YES

- Pupils were tested at the beginning and end of the year
- Mean test score (baseline) is 500 and the SD 100
- Points of progress (y axis) are percentage points of one standard deviation change in the maths test score
- Approx 30 points = one year of schooling

* Defined here as neither parent has ever been to school and neither parent can read or write

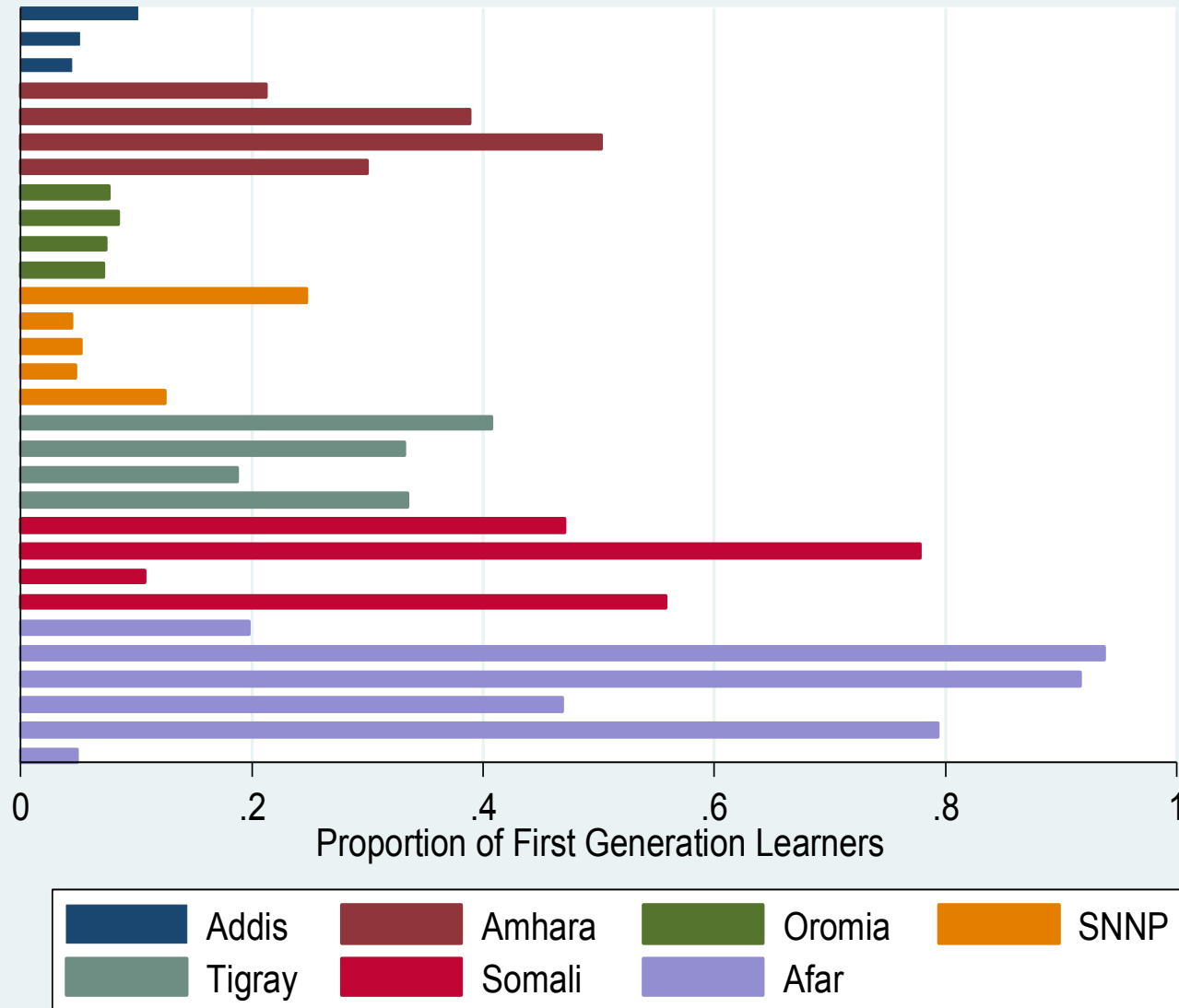
- FGLs within classes remain disadvantaged after controlling for basic background characteristics
- Similar gaps to gender in a cross-section
- Similar to one less meal per day in cross-section
- But twice as large as gender in progress model
- **Suggests gaps WIDENING over time between FGLs and others?**

Within One Grade at G7/8 Ethiopian Pupils Progress Similarly to Others



- YL School Survey measures beginning and end of school year (common scale maths)
- While progress is slightly lower in Ethiopia, pupils have more disadvantaged backgrounds
- Proportionate progress similar
- Little evidence that schools are less effective
- BUT pupils do not catch up and
- Starting point is much lower (3 years or more of schooling)
- Suggests gaps formed early

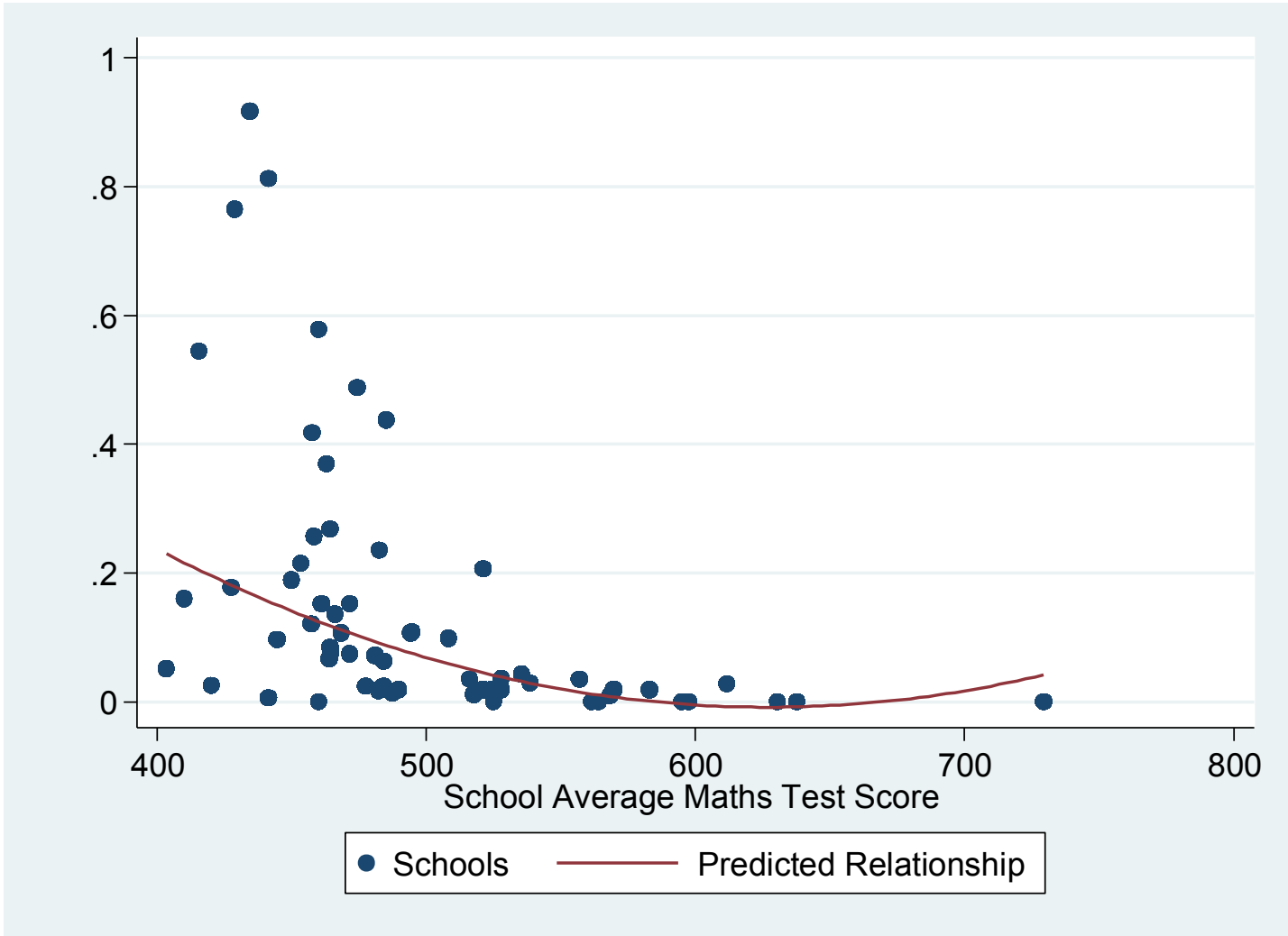
First Generation Learners are Concentrated in Emerging Regions



- Young Lives school survey 2016-17 (G7-8) in 30 sites in 7 regions
- Very wide variation in proportions of FGLs* from 10% to 90%
- Highest proportions in emerging regions of Afar, Somali
- Especially in rural sites

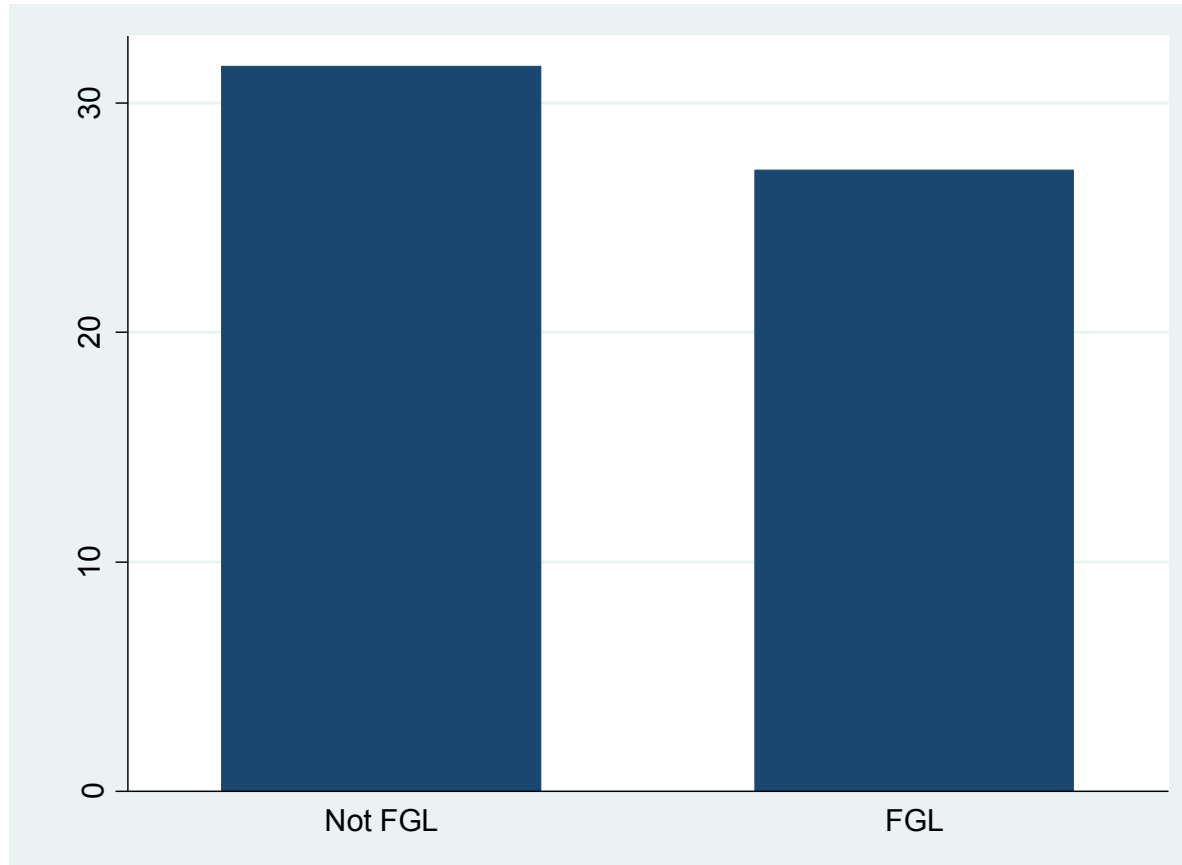
* Defined here as father has never been to school

Schools With More FGLs* Show Lower Learning Outcomes (Maths)



* Defined here as neither parent has ever been to school and neither parent can read or write

FGLs* Make Less Progress During The School Year



- Lower levels of progress mean that FGLs on average fall further behind other pupils during the school year
- Efforts to strengthen school quality for disadvantaged pupils are required to improve equity (compensate for home disadvantage)

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RISE Ethiopia – assessing General Education Quality Program (GEQIP)

- General Education Quality Program (GEQIP) is a comprehensive (dynamic and shifting) set of reforms aimed at raising learning outcomes
- RISE Ethiopia aims to:
 - identify fidelity of implementation of GEQIP components, as well as the pathways that enable or hinder implementation.
 - Identify whether there are heterogeneous outcomes associated with implementation and impact among more different sub-groups of the populations (such as by wealth, gender, language or location).

Focus on six areas of reform associated with GEQIP

General Education Quality Improvement Package (GEQIP)							
	<table border="1"> <tr> <td>Teacher training</td> <td>Teacher salaries and benefits</td> <td>Child preparation for formal schooling</td> <td>New methods of curriculum delivery</td> <td>School feeding program</td> <td>School improvement program</td> </tr> </table>	Teacher training	Teacher salaries and benefits	Child preparation for formal schooling	New methods of curriculum delivery	School feeding program	School improvement program
Teacher training	Teacher salaries and benefits	Child preparation for formal schooling	New methods of curriculum delivery	School feeding program	School improvement program		
	Objective						
Understand	To understand how GEQIP has been designed and implemented						
Evaluate	To evaluate the GEQIP reform initiatives in raising learning outcomes equitably						
Inform	To inform how and why reforms have had the observed effect, and so to inform future policy developments in Ethiopia and internationally						

Questions arising from the analysis for RISE research

Learning has stagnated/declined – but is this partly due to a changing composition of the school population as access has increased?

GEQIP does not in general include an explicit pro-equity focus in its design: Given the overall low levels of learning, and so an overall system failure, to what extent is an approach that benefits all valid/appropriate?

For example:

- Child preparation (through introduction of pre-primary Class) has potential to address gaps in learning between first-generation learners and others. Is it designed in a way that is doing so?
- Are curriculum development reforms designed in a way to ensure that all children are reaching minimum standards?