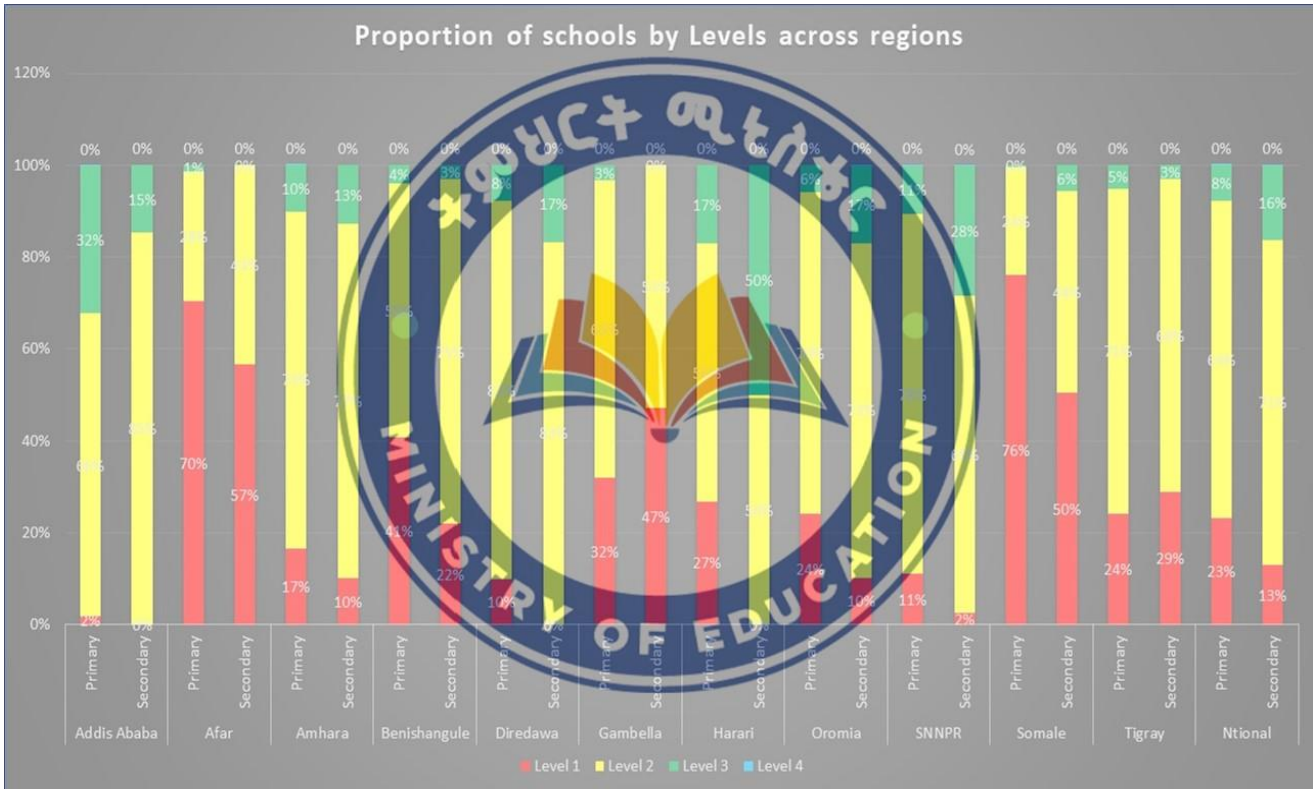
Federal Democratic Republic of Ethiopia

Ministry Of Education



Second Round (2010-2012E.C) National Primary and Secondary School Inspection

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ACRONYMS

CDI	Curriculum Development and Implementation
CPD	Continuous Professional Development
CTE	College of Teacher Education
EFDR	Ethiopian Federal Democratic Republic
EMIS	Education Management Inspection Student
ESDP	Education Sector Development Program
GEI	General Education Inspection
GEQIP	General Education Quality Improvement Program
MoE	Ministry of Education
PRM	Planning and Resource Mobilization
PTSA	Parent Teacher Student Association
REB	Region Education Bureau
REI	Region Education Inspection
SIP	School Improvement Program
SSSNE	Special Support and Special Need Education
TELLR	Teachers And Education Leaders License and Relicense
TELD	Teachers and Education Leaders Development
WASH	Water Sanitation and Hygiene
ZEO	Zone Education Office

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FROWARD

Quality education system is an important device for creating highly skilled and competitive citizens who can make a positive contribution to achieve Sustainable Development Goals /SDGs/ of a nation. Therefore, our country has been working hard to develop quality education system that can produce human led economic, social, and technological development. To this end, the General Education Quality Improvement Programs /GEQIPs/ have been developed and implemented to ensure the quality of education at national level. Specifically, the Education and Training Policy has been implemented for the last 30 years to enhance access, equity, and relevance to ensure the quality of education.

GEQIP was developed and launched in 2006 to succeed the General Education Sector Program. One of the focus areas of this program was geared towards the achievement of school improvement program. Following this, there have been preparations of different documents and strategic plans to execute the program. However, all these strategies haven't brought paramount improvement on the quality of education; rather it has registered good coverage and rapid provision of education across the country.

Besides, Sustainable Development Goals (SDGs) were designed and applied to scaffold the quality of education and to provide equitable access of quality education for all citizens. We have made many efforts to deliver quality and relevant education at all levels. Among these efforts, inspection services are conducted on primary and secondary schools to evaluate them using input, process and output standards. Based on this inspection, levels

are given according to the evaluation results the schools got. About 76% of the national primary and secondary schools in our country were given second-round inspection services in 2010–2012 E.C. Following this, a detailed report of the strengths and weaknesses of the schools was developed. To easily access the report to educational leaders, educational institutions, and stakeholders at all levels, the report was prepared in the form of a magazine.

Therefore, I would like to forward my gratitude to all of you who have been involved in in the process and contributed to the achieved results. I am confident that this document will serve as a planning input for designing new interventions at various school levels. Moreover, higher official will work for the implementation of this document.

Finally, I would like to remind respected educational leaders, supervisors, teachers, students, and school communities at all levels that our efforts in assuring the quality of education are vital in determining the future of our children by providing quality education and in turn, making our country prosperous and internationally competitive. All in all, we all have the responsibility to participate and put our fingerprint in carrying out the great works that the country has started and satisfy the educational needs of all of our millions of children to enhance their future life.

Dr. Muluken Nigatu

General Education Quality Assurance Director General



MESSAGE

Currently, the National Education and Training Policy has been reviewed to incorporate reforms. Among the reforms is "ensuring that schools are constantly being inspected and proved to be effective". In this vein, the General Education Inspection Directorate which was establishment in 2004 E.C with the purpose inspecting schools' performance is one of the ways in which the Ministry of education tries to assure quality. Since its establishment, the directorate has spent seven years in inspecting schools at a national level. In this process every school in every region receives inspection and the total report is compiled every three years. The result of the first-round inspection report was published and disseminated in 2009 E.C and this is the second round (2010-2012E.C) school inspection report.

This second-round school inspection performance national report is published with the purpose of providing inputs to all levels of general education so as to help the quality of education. In the first-round inspection (2006-2008 E.C), 34,126 primary and secondary schools have been inspected. For this second round, more than 29,000 (75%) of primary and secondary schools were inspected from 2010 to 2012 E.C. These schools' performance reports are explained in detail in this analysis report.

As this report has been analyzed particularly in regional, rural and urban areas of Government and Non-Government schools' categories, I hope that it enables educational leaders and professionals at all levels, stakeholders, senior government officials, policymakers, colleges of teachers' education, and partners participated in education will benefit a lot in their effort to improve the quality of education.

Ato Asfaw Mekonnen
Directorate Director, General Education Inspection

Abstract

School inspection is the process of independent external evaluation to assess the quality and performance in terms of input, process, and output measurements. To this end, this inspection covered two to three days per school to inspect against 26 standards which are split into Input, Process, and Output categories. The standards have different focus areas, such as school infrastructure, facilities, human and financial resources, preparations of participatory school improvement planning, learning and teaching effectiveness, school-parents and school-community engagement, internal efficiency, and student attainment of the whole school development.

Based on the overall percentage (input, process & output performance) score, schools are categorized into four Levels. These are: - Level 1 for schools that score below 50%; Level 2 for schools that score between 50% and 69.99%; Level 3 for schools that score between 70% and 89.99%; and Level 4 for schools that score between 90% and 100%. It follows that Level 1 shows schools with the lowest score and have numerous tasks to improve their level of standards. On the other hand, Level 4 is denoted as the model schools which are performing well across standards.

The Federal Ministry of Education and Regional Education Bureaus undertake inspection of primary and secondary schools across the country every year with the aim of inspecting each school at least once every three years. The first-round school inspection was conducted in 34,126 schools (31,594 primary and 2,532 secondaries) between 2012 and 2015 across nine regions and two City Administrations. This analysis focused on the second-round school inspection which was conducted between 2017 and 2020. It targeted 36,871 primary and 3,728 secondary schools. Among these, 26,609 primary schools and 2,209 secondary schools were inspected. In the current report, the analysis focuses on the performance of primary and secondary schools across regions by locations and by school ownership.

The main objective of this analysis report is to identify the standards that have contributed significantly to the improvement of primary and secondary schools' performance and to enable stakeholders to provide the necessary support.

Data were collected by the inspection staff of the Federal, Regional, and City Administration Education Inspection Directorate using a detailed standard reporting template. The findings of this analytical inspection report indicated that school inspection plays a pivotal role in improving quality education. It is also noted that making continuous follow-up would enhance the implementation of the inspection and work efficiency of teachers. Therefore, it is recommended that further in-depth study shall be conducted to determine factors affecting the performance of schools. It is also recommended that the government and education sector's development partners should continue to provide support and regular follow-up throughout the implementation of the interventions to reduce the proportions of Level 1 and Level 2 primary and secondary schools.

1. Introduction

As vividly indicated in the National General Education Inspection Framework (MoE, 2013), school inspectors at regional, zonal and Woreda levels carry out of primary and secondary schools inspection as per the annual plan set for all regions and the two city administrations. The aim of the inspection is to evaluate how much a school meets the requirement that the school is expected to accomplish.

The framework explicitly states that a school should be inspected at least once in three years' time. This implies that any primary or secondary school is entitled to receive inspection service during the inspection lifecycle. To this effect, in the first, second and third year of the inspection cycles, 20%, 40% and 40% of the schools are inspected respectively. The selection of schools for inspection considers regional distribution and geographical location (whether the school is in rural or urban area) as well as school level performance.

Schools that are categorized under Level 1 have the lowest score and are expected to do considerable work to improve their level. On the other hand, Level 4 schools are the model schools which perform well across most standards. The standards are given different weights according to their importance, and the measurements are shown in the following table.

Table 1: Measurements of inspection standards by its weight

Measurement	Number of Standards	Overall weight
Input	7	25%
Process	14	35%
Output	5	40%
Total	26	100%

As can be seen in table 1 above, the national school-inspection framework allocates 25% for seven standards of input, 35% for 14 standards of process and 40% for five standards of output.

The five standards of the output category are given the highest weight because they contribute to the overall score of the learning outcomes of the students. All schools are expected to achieve a minimum of 25% in each standard. Therefore, this 25% is the lowest overall possible score while 100% is the highest possible score.

This is the second-round school-inspection report. It is a sequel to the first one, which was concluded in 2012-2015. This report is concerned with the inspections that were carried out between 2017 and 2020. A total of 2,000,000 row data were collected from all regions and the two city administrations. Analysis was made based on the data.

The second-round inspection targeted 36,871 primary schools; however, the performance was 26,609. In a similar vein, 3,728 secondary schools were targeted out of which 2,209 were given inspection services.

This report is organized in ten sections. Section one is the introduction. Section two outlines the objectives whereas section three discusses the second-round inspection analysis by level. Section four entails comparison of primary and secondary schools' performance by input, process and output. Section five delves deep into Level 1 and Level 2 schools against the 26 standards. While section six is concerned with comparison of primary and secondary schools by level, section seven has to do with school inspection analysis by region, and section eight deals with a comparison of primary and secondary schools by standards across regions. Section nine presents the conclusion. Finally, section nine puts the recommendations forward.

2. Objectives

2.1 General Objective

The general objective of this analytic report is to present the success and challenges of primary and secondary schools through annual inspection services so that they can improve their overall performance.

2.2 Specific Objectives

The specific objectives of this analytical report are to:

I. Identify the main challenges that affect primary and secondary schools' status against the minimum standards;
II. Disclose the status of primary and secondary schools in relation to their performance level;
III. Provide information to policy makers, education practitioners and stakeholders about the implementation and effectiveness of general education quality assurance programs;
IV. Suggest ways to improve the quality of primary and secondary schools; and
V. Provide information to researchers and those who are involved in quality assurance undertakings.

3. General Education Inspection School Classifications

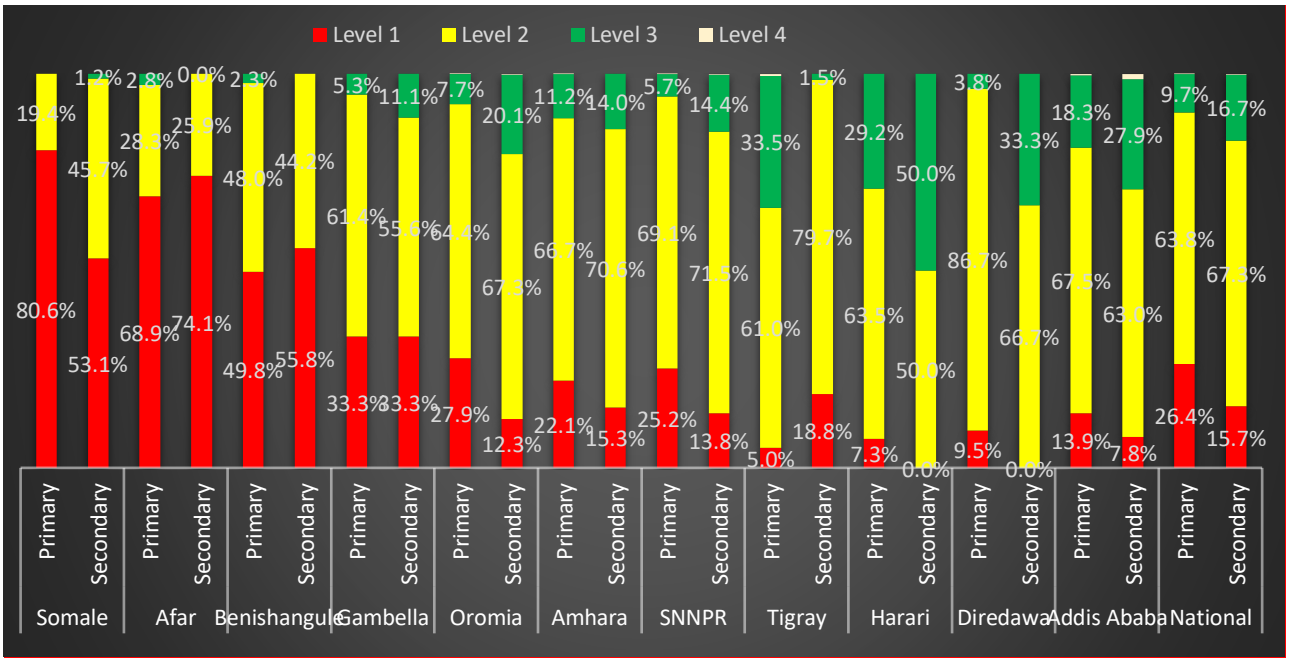
3.1 First Round school-inspection Analysis by Level Summary (2006 -2008 E.C)

The first round of baseline inspection in both primary and secondary schools indicated that the highest proportion was in Level 2. Only 22 (16 primary and 06 secondary) schools were in Level 4 and performing well above the standard. 26.4% of primary schools and 15.7% secondary schools were identified as they are Level 1. Similarly, 63.8% of primary and 67.3% of secondary schools were identified as Level-2. Compared to secondary schools, there were many more primary schools in the country.

Table 2: All regions and two city administrations' baseline (2006-2008 E.C) inspection report by Level

Region/City	Program	Level 1		Level 2		Level 3		Level 4	
Addis Ababa	Primary	100	13.9%	487	67.5%	132	18.3%	3	0.42%
	Secondary	17	7.8%	138	63.0%	61	27.9%	3	1.37%
Afar	Primary	399	68.9%	164	28.3%	16	2.8%	0	0.00%
	Secondary	20	74.1%	7	25.9%	0	0.0%	0	0.00%
Amhara	Primary	1,793	22.1%	5,418	66.7%	912	11.2%	1	0.01%
	Secondary	59	15.3%	272	70.6%	54	14.0%	0	0.00%
Benishangule-Gumuz	Primary	220	49.8%	212	48.0%	10	2.3%	0	0.00%
	Secondary	24	55.8%	19	44.2%	0	0.0%	0	0.00%
Oromia	Primary	3,702	27.9%	8,565	64.4%	1,022	7.7%	1	0.01%
	Secondary	134	12.3%	732	67.3%	219	20.1%	2	0.18%
SNNPR	Primary	1,396	25.2%	3,827	69.1%	313	5.7%	2	0.04%
	Secondary	72	13.8%	372	71.5%	75	14.4%	1	0.19%
Tigray	Primary	95	5.0%	1,156	61.0%	635	33.5%	9	0.47%
	Secondary	25	18.8%	106	79.7%	2	1.5%	0	0.00%
Harari	Primary	7	7.3%	61	63.5%	28	29.2%	0	0.00%
	Secondary	0	0.0%	5	50.0%	5	50.0%	0	0.00%
Somali	Primary	601	80.6%	145	19.4%	0	0.0%	0	0.00%
	Secondary	43	53.1%	37	45.7%	1	1.2%	0	0.00%
Dire Dawa	Primary	10	9.5%	91	86.7%	4	3.8%	0	0.00%
	Secondary	0	0.0%	12	66.7%	6	33.3%	0	0.00%
Gambella	Primary	19	33.3%	35	61.4%	3	5.3%	0	0.00%
	Secondary	3	33.3%	5	55.6%	1	11.1%	0	0.00%
National	Primary	8,342	26.4%	20,161	63.8%	3,075	9.7%	16	0.05%
	Secondary	397	15.7%	1,705	67.3%	424	16.7%	6	0.24%
	Total	8,739	25.6%	21,866	64.1%	3,499	10.3%	22	0.06%

Figure 1: Comparison of primary and secondary schools baseline inspection by region and Level (2006 - 2008 E.C)



Based on the data in the figure above, the performance of primary schools by region shows that Somali and Tigray regions have the highest and the lowest proportion of schools of Level 1 with (80%) and (5%) respectively. On the other hand, it shows that Dire Dawa City Administration has the highest (86.7%) while Somali region has the lowest (19.4%) proportion of Level 2 schools. Besides, Tigray region has the highest (33.5%) proportion whereas Somali region has no Level 3 schools at all. Nationally, the proportion of primary schools can be expressed as 26.4% of Level 1, 63.8% of Level 2 and 9.7% of Level 3.

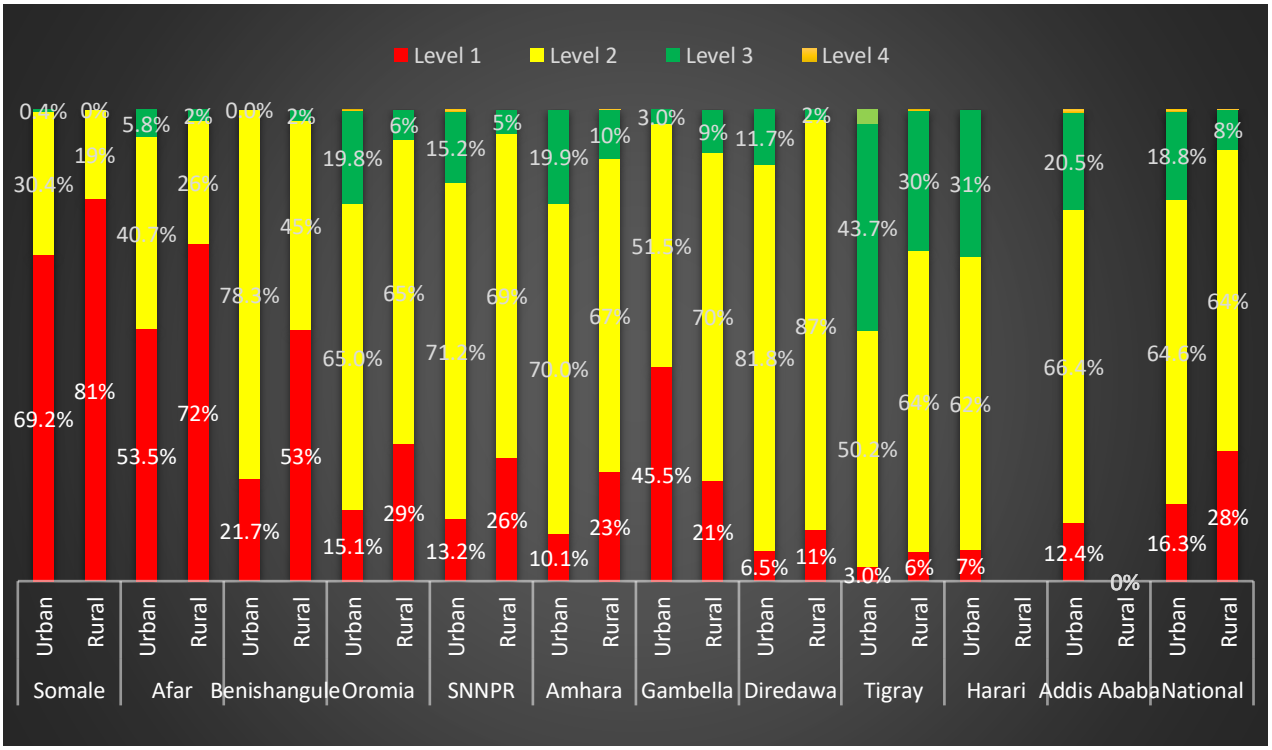
Regarding secondary schools, the performance of schools by region shows that Afar region has the highest proportion (74.1%) while Harari region and Dire Dawa City Administration have no Level 1 schools. Tigray region has the highest proportion (79.7%) and Afar region the lowest with (25.9%) in Level 2 schools whereas the above figure shows that Harari region has the highest proportion (50%) and Afar and Benishangul Gumuz regions have no Level 3 schools at all. At national Level, the proportion of secondary schools at Level 1, Level 2 and Level 3 are 15.7%, 67.3% and 16.7% respectively.1

1 Nationally the proportions of level 4 schools are negligible (primary 0.1% and secondary 0.2%)

3.2 Analysis by Urban vs. Rural Schools

According to the annual Education Statistical Abstract (2018 G.C), 80% and 20% of schools at national Level are found in rural and urban areas respectively. Accordingly, Figure.2 below shows the comparison of the distribution of urban and rural schools by regions and performance Level as per the inspection standards.

Figure 2: Comparison of urban and rural schools baseline inspection by regions and Levels

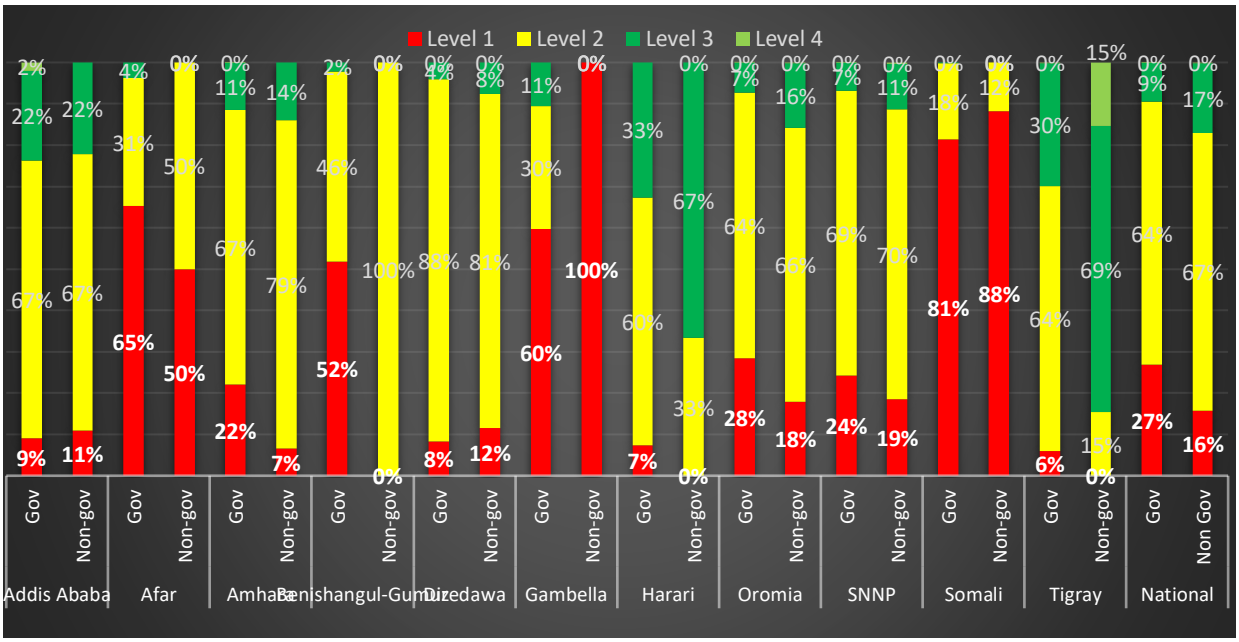


As can be observed in Figure 2, 28% of schools fall to Level 1, 64% to Level 2 and 8% to Level 3 in rural areas at the national Level. On the other hand, 16.3%, 64.6% and 18.8% fall to Level 1, Level 2 and Level 3 respectively in urban area.

In both areas, majority of schools are at Level 2 representing 65% for urban and 64% for rural schools. Nevertheless, the biggest variation was observed in Benishangule Gumuz region where urban schools represent 21.7% and rural schools represent 53%, that is, 31.3% between the proportions of Level 1 schools. In addition, Benishangule Gumuz region has the biggest variation (33.3%) between the proportion of Level 2 schools in urban (78.3%) and rural (45%) schools. In Tigray region, Level 3 schools are of the highest proportion accounting for 44% urban and 30% rural schools.

3.3 Analysis by Government and Non-government

Figure 3: Comparison of government and non-government schools baseline inspection by regions



According to the Education Statistical Annual Abstract (2018 G.C), 93.8% were government schools and 6.2% were non-government schools. Therefore, the national average of schools is heavily influenced by government schools. It implies that, the results for government schools are very close to the national average. The majority of schools in both categories fall to Level 2 representing 64% for government and 67% for non-government schools. However, Somali , Afar and Gambella have the biggest variation between government and non-government in terms of Level 2 schools. Benishangule Gumuz region has 100% of its non-government schools and 46% of Government schools in Level 2. Similarly, Gambella region has 100% of its non-governmental schools are in Level 1 and 60% of Government schools in Level 1.

4 Second Round School Inspection Analysis by Level (2010 E.C-2012 E.C)

Every year, the ministry of education undertakes an inspection on a randomly selected set of primary and secondary schools across the country. As per the national school inspection guidelines, every primary and secondary schools shall have inspection service by Woreda, Zonal or Regional inspection once every three years.

4.1 2017-2020 E.C Second Round Primary Schools Inspection Performance by Level across Regions

Table 3: Plan and performance of second round primary school inspection by region and Levels

Region	Plan	Performance	Performance	Level 1	Level 1 (%)	Level 2	Level 2 (%)	Level 3	Level 3 (%)	Level 4	Level 4 (%)
Addis Ababa	791	709	89.63%	14	1.97%	429	60.51%	265	37.38%	1	0.14%
Afar	709	587	82.80%	413	70.36%	166	28.28%	8	1.36%		0.00%
Amhara	9,001	7,338	81.50%	1,218	16.60%	5,384	73.37%	735	10.02%	1	0.01%
Benishangule	588	256	43.50%	104	40.63%	142	55.47%	10	3.91%		0.00%
Dire Dawa	120	51	42.50%	5	9.80%	42	82.35%	4	7.84%		0.00%
Gambella	273	91	33.30%	29	31.87%	59	64.84%	3	3.30%		0.00%
Harari	94	82	87.20%	22	26.83%	46	56.10%	14	17.07%		0.00%
Oromia	14,674	12,278	83.70%	2,957	24.08%	8,594	70.00%	727	5.92%		0.00%
SNNPR	6,735	3,565	52.90%	394	11.05%	2,790	78.26%	378	10.60%	3	0.08%
Somali	1,676	1,102	65.80%	838	76.04%	260	23.59%	4	0.36%		0.00%
Tigray	2,210	794	35.90%	191	24.06%	563	70.91%	40	5.04%		0.00%
Grand Total	36,871	**26,853**	72.20%	**6,185**	23.03%	**18,475**	68.80%	**2,188**	8.15%	**5**	0.02%

Table 3 summarizes the second-round inspection from 2016/17 to 2019/20 coverage. It shows the general education inspection plans and performances by Levels across all regions and city Administrations. Afar, Amhara, Harari, and Oromia regions were found above 75% of their schools inspected. Except for Somali, the remaining regions and city administrations inspect below 50% of their plan. The performance of schools-inspection planned at the National Level was 36,871 of which 26,853 (72.20%) was achieved.

4.2 2010 - 2012 E.C second round secondary schools' inspection performance by level across regions

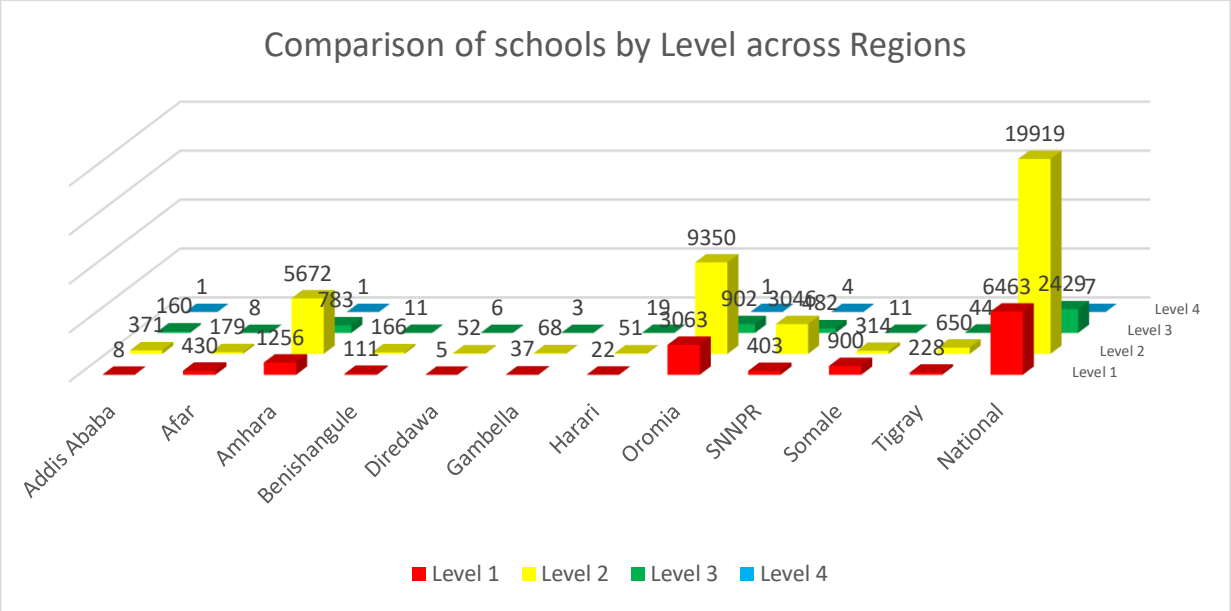
Table 4: Plan and performance of Second round secondary school inspection by region and Levels

Region	Plan	Performance	Performance	Level 1	Level 1 (%)	Level 2	Level 2 (%)	Level 3	Level 3 (%)	Level 4	Level 4 (%)
Addis Ababa	41	30	73.17%	17	56.67%	13	43.33%	-		0	0.00%
Afar	566	374	66.08%	38	10.16%	288	77.01%	48	12.83%	0	0.00%
Amhara	85	32	37.65%	7	21.88%	24	75.00%	1	3.13%	0	0.00%
Benishangule	22	12	54.55%	-	-	10	83.33%	2	16.67%	0	0.00%
Dire Dawa	62	17	27.42%	8	47.06%	9	52.94%	-	-	0	0.00%
Gambella	17	10	58.82%	-	-	5	50.00%	5	50.00%	0	0.00%
Harari	1,465	1,038	70.85%	106	10.21%	756	72.83%	175	16.86%	1	0.10%
Oromia	795	370	46.54%	9	2.43%	256	69.19%	104	28.11%	1	0.27%
SNNPR	183	123	67.21%	62	50.41%	54	43.90%	7	5.69%	0	0.00%
Somali	265	128	48.30%	37	28.91%	87	67.97%	4	3.13%	0	0.00%
Tigray	3,728	2,325	62.37%	290	12.47%	1612	69.33%	421	18.11%	2	0.09%
Grand Total	41	30	73.17%	17	56.67%	13	43.33%	-		0	0.00%

Table 4 shows the second-round school-inspection from 2016/17 to 2019/20 coverage. It shows the general education inspection plans and performances by Levels across all regions and city Administrations. Above 65% of schools in Afar, Amhara, Oromia and Somali regions were found inspected. Except Dire Dawa and Harari, the remaining regions and city administration inspect below 50% of their plan. The performance of schools' inspection planned at national Level was 3,728. Among these, 2,325 (62.37%) was accomplished.

4.3 Primary and Secondary Schools' Classification by Levels across Regions

Figure 4: Comparison of primary and secondary schools' performance levels in number



From figure 4 above, it can be understood that the proportions of schools by Level considerably varied from region to region in accordance with the total number of schools in the regions.

The shapes or sizes of bars on the figure indicate the number of schools in the regions. For example, Oromia and Amhara regions have large number of schools by Level.

4.4 Comparison of Primary and Secondary Schools' Performance by Input Standards

4.4.1 Primary schools by input

The following figure shows the average scores of primary schools by Levels against input standards.

Figure 5: The average score of second round primary schools' inspection by input standards

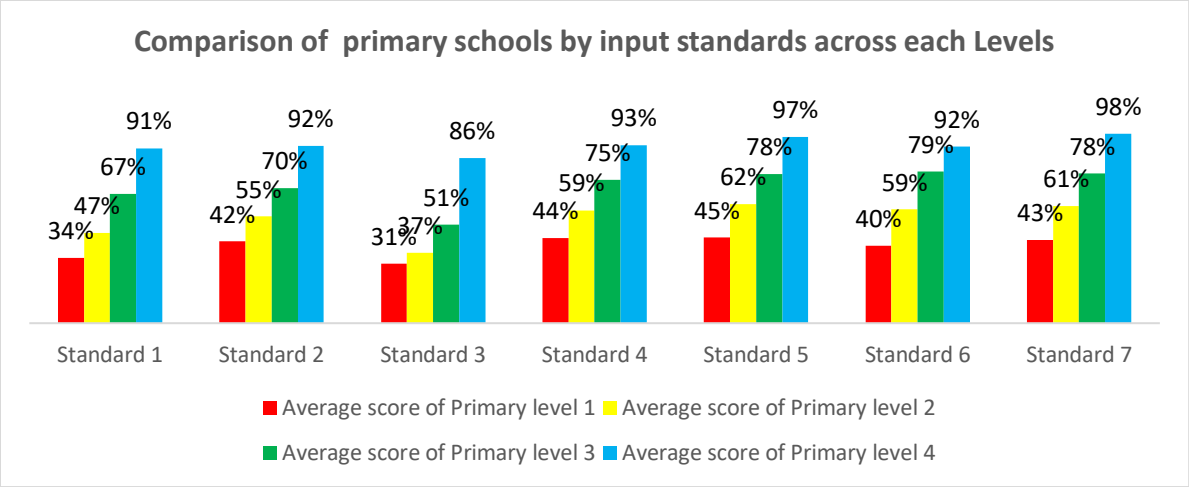


Figure 5 shows the input standards which include standard 1 up to 7. As it can be seen from figure 5 above, standards 1 and 3 have the lowest average score in Level 2 (47% & 37%) and level-3 (67% & 51%) schools. This shows that more schools have moved down to Level 2 or Level 1. These two standards are referring school infrastructure and facilities, availability of qualified academic and supporting staffs. This implies both standards 1 and 3 highly affected those schools which were in a good progress.

4.4.2 Primary schools by process

The following figure shows the average scores of primary schools by Levels against process standards.

Figure 6: Average score of primary schools by process standards

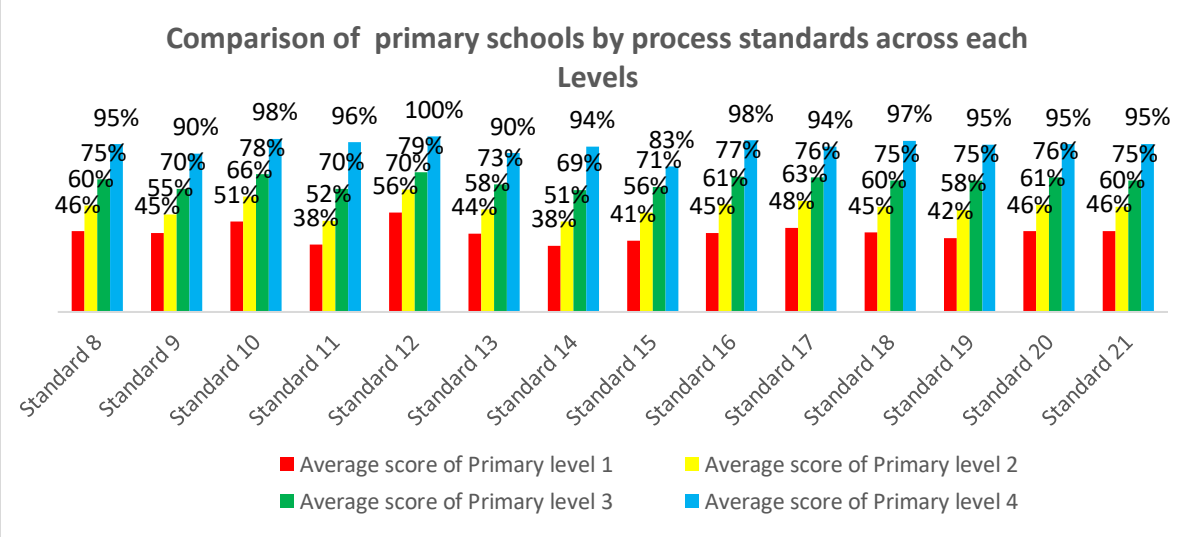


Figure 6 shows the process standards which include standard 8 to 21. As it can be seen above, standards 14 have the lowest average score in Level 3 (69%) schools. This shows most of schools score below the cutoff (70%) point of level 3. This standard is referring provision of special support for female and special need students.

4.4.3 Primary schools by output

The following figure shows the average scores of primary schools by Levels across output standards.

Figure 7: Average score of primary school by output standards

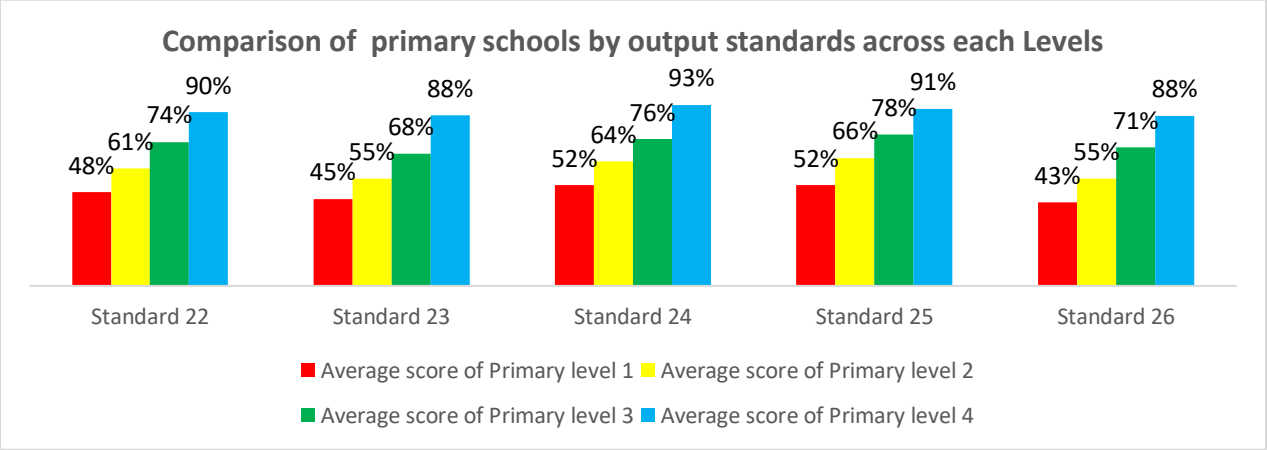


Figure 7 shows the output standards which include standard 22 to 26. As it can be seen from the figure, standards 23 have the lowest average score in Level 3 (68%) schools. This indicates that most of schools' score is below the cutoff (70%) point of level 3 by standard 3. This standard refers students' attainment.

4.4.4 Secondary schools by input

The following figure shows the average scores of secondary schools by Levels against process standards.

Figure 8: Average score of secondary schools by input standards

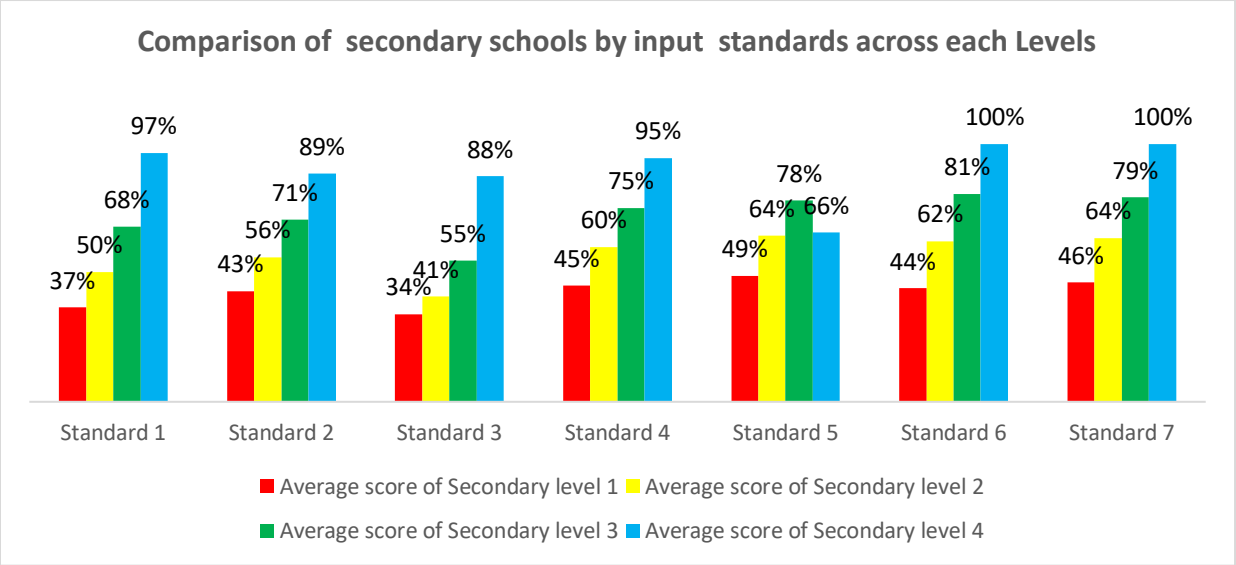


Figure 8 shows the input standards which include standard 1 to 7. As it can be seen above, standards 1, 3 and 5 have lowest average scores (below the cut-off point 70% for a level) for Level 3 secondary schools. These standards refer to school infrastructure and facilities; adequacy of academic and supportive staff and creation of a well-organized Education Development Army. For level 4 secondary schools, standards 2, 3 and 5 have lowest score cut- point of level 4(90%).

4.4.5 Secondary schools by process

The following figure shows the average scores of secondary schools by Levels against process standards.

Figure 9: Average score of secondary schools by process standards

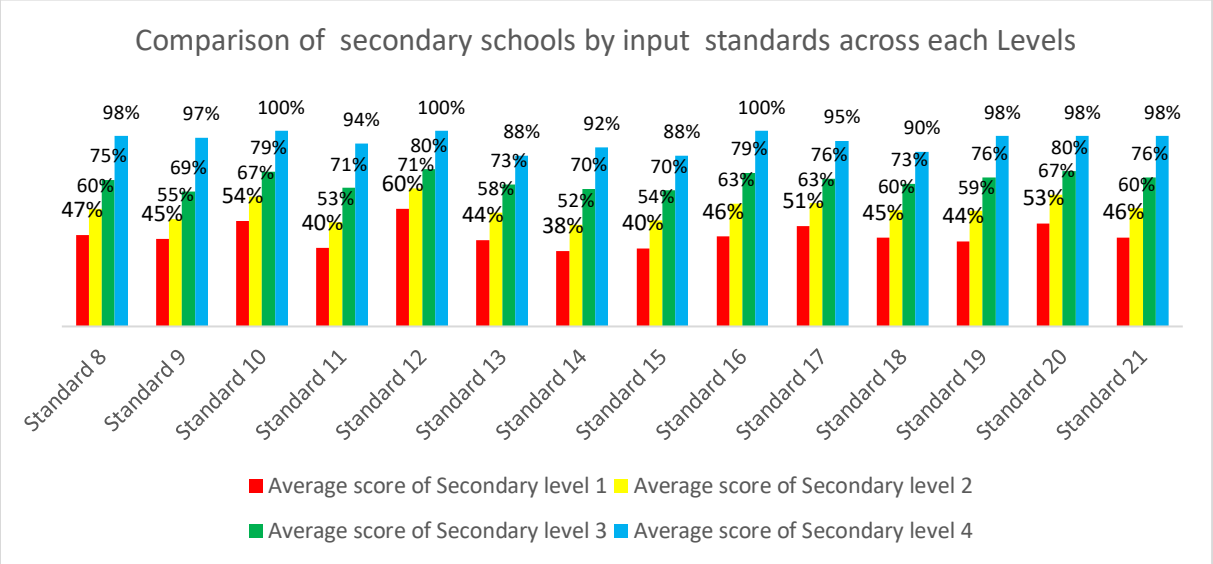


Figure 9 above shows the process standards which include standard 8 to 21. As clearly seen, standards **9** have the lowest average score in Level 3 (69%) schools. This shows that most schools score below the cutoff (70%) point of level 3. This standard demonstrates that students have made progress in their learning.

4.4.6 Secondary schools by output

The following figure shows the average scores of secondary schools by Levels against process standards.

Figure 10: Average score of secondary schools by output standards

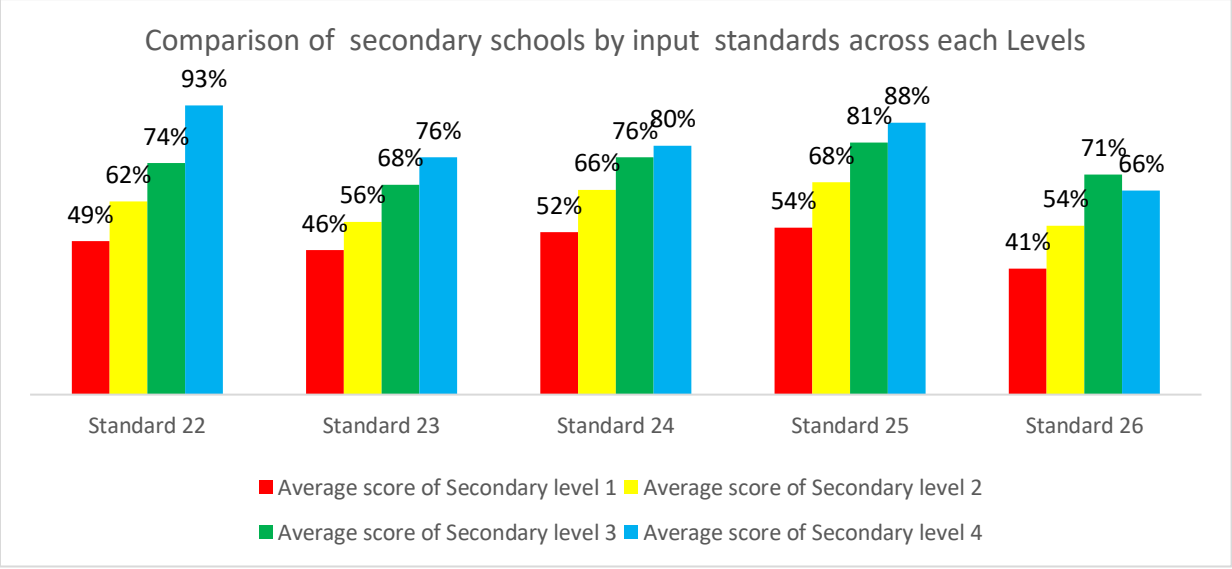


Figure 10 shows the output standards which include standard 22 to 26. It can be understood that standards 23 and 26 have lowest average scores (below the cut-off point, i.e., 70% for a Level) for Level 3 and Level 4 secondary schools. These standards refer to student attainment and the school has secured support due the strong relation to parents and stakeholders.

4.5 Comparison of Primary and Secondary Schools' Performance by Urban and Rural Location across Regions

According to the Education Statistical Annual Abstract (2017/18 G.C), 80% and 20% of primary and secondary schools at national Level were found in rural and urban areas respectively. Therefore, the following figure compares the proportion of these schools' Levels across urban and rural locations by regions as per the inspection standards.

Figure 11: The proportion of primary and secondary schools by their Levels, and rural and urban areas across regions

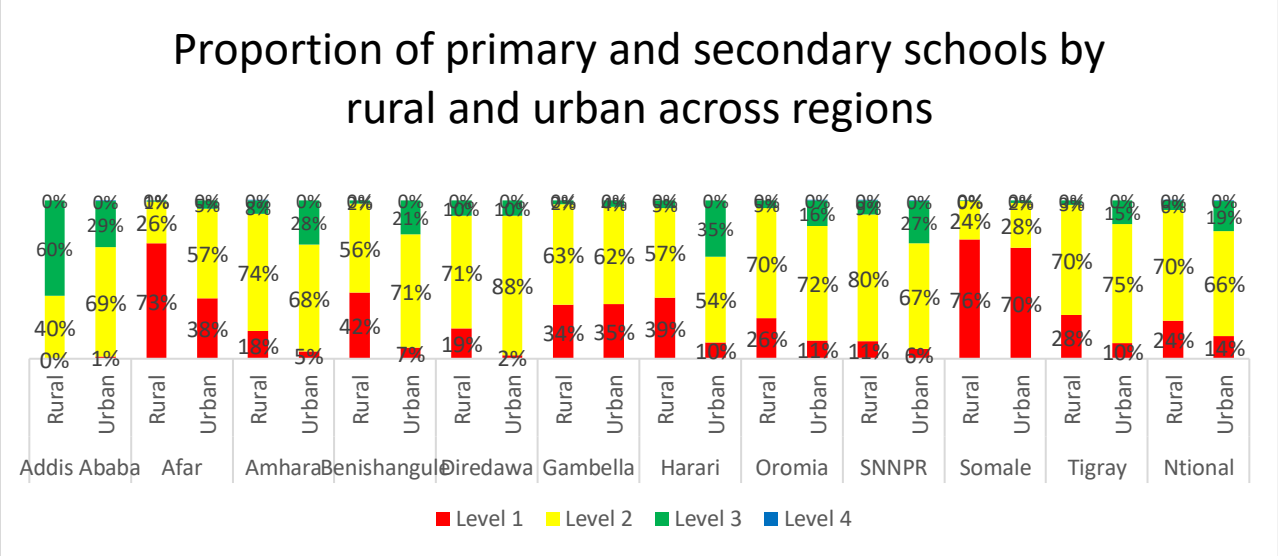


Figure 11 above shows the proportion of both primary and secondary schools' Levels in rural and urban by regions as per the inspection standards. Based on the data, the maximum proportions of Level 1 schools were observed in rural areas of Somali (76%) and Afar (73%) regions. On the other hand, 70% of Level 1 schools were found in urban areas of Somali region. Besides, the highest percentage (88%) of Level 2 schools was found in urban areas of Dire Dawa City Administration, but 80% of Level 2 schools were found in rural areas of SNNPR.

As the chart above also indicated, 60% of Level 3 schools were seen in rural areas of Addis Ababa City Administration whereas 35% of Level 3 schools were found in urban areas of Harari region.

At national Level, 24%, 70% and 8% of the schools in Level 1, Level 2 and Level-3 respectively were placed in rural areas. On the other hand, 14%, 66% and 19% of the schools were retained in Level 1, Level 2 and Level 3 correspondingly in urban areas. This implies that, at national level, the majority of primary and secondary schools are found at Level 2 nearly in equal proportions both in rural and urban areas.

4.6 Comparison of Primary and Secondary Schools' Performance by Level across Regions

The following figure compares the proportion of primary and secondary schools by Levels across regions as per the inspection standards.

Figure 12: Proportions of primary and secondary schools' performance with Levels across regions

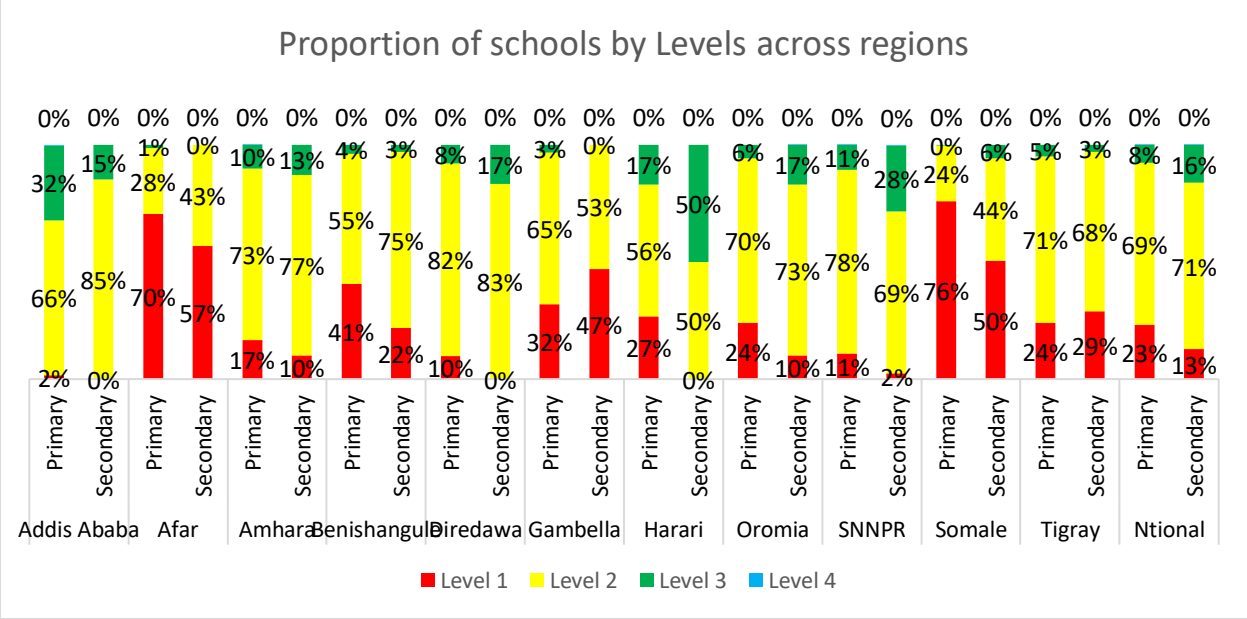


Figure 12 indicates the proportion of both primary and secondary schools by Levels across regions. Based on the above chart, the highest proportions of Level 1 primary schools were observed in Somali (76%) and Afar (70%) regions. Similarly, the maximum percentages of Level 1 secondary schools were seen in Afar (57%) and Somali (50%) regions.

On the other hand, the top scores of Level 2 primary schools were registered in Dire Dawa City Administration (82%) and SNNPR (78%). Besides, 85% and 83% of Level 2 secondary schools were found as high scores in Addis Ababa City and Dire Dawa City Administrations respectively.

Moreover, Addis Ababa City Administration had the highest percentage (32%) of Level 3 primary schools. The only highest percentage (50%) of Level 3 secondary schools was found in Harari region. The percentage of Level 4 primary and secondary schools is insignificant in all regions (0%).

Nationally, 23%, 69% and 8% of the primary schools were placed in Level 1, Level 2 and Level 3 respectively. Moreover, 13%, 71% and 16% of secondary schools fall to Level 1, Level 2 and Level 3 respectively. As a result, it seems the majority of the primary and secondary schools are found in Level 2 at national Level. From this analysis, one can surmise that 92% and 84% of primary and secondary schools respectively are not able to meet the required standard.

4.7 Comparison of Government and Non-government Primary and Secondary Schools' Performance across Regions

The following figure compares the proportion of government and non-government schools by Levels across regions as per the inspection standards.

Figure 13: Proportions of government and non-government schools' Levels across regions

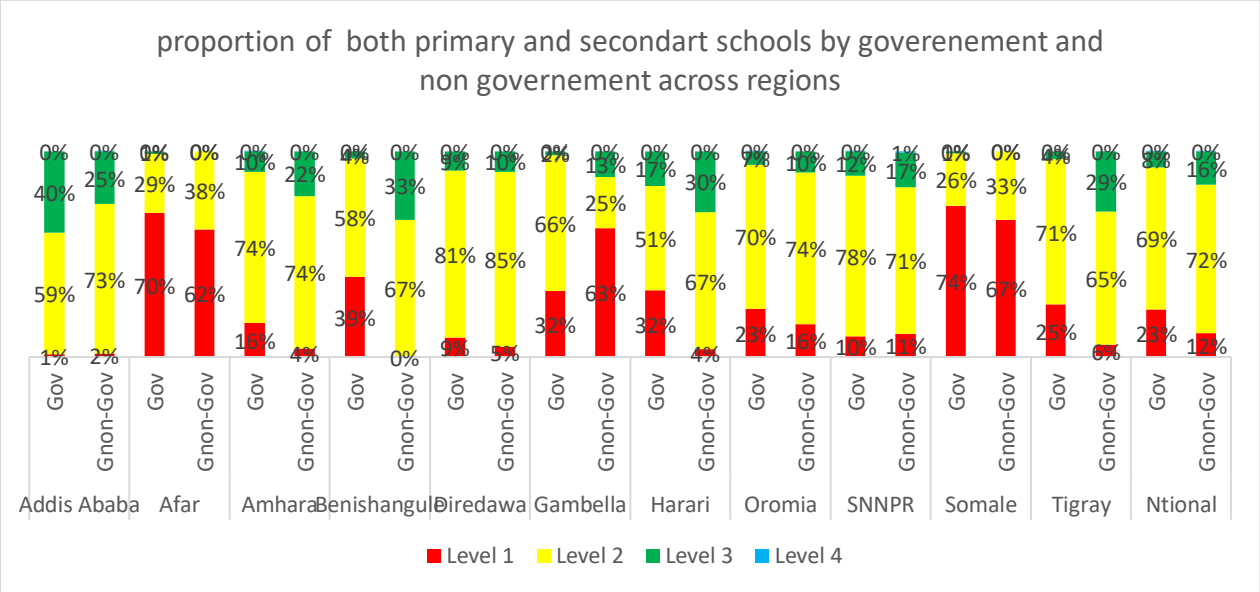


Figure 13 presents the proportions of both government and non-government primary and secondary schools by Levels and regions. Among the government schools, the highest percentages of Level 1 schools were found in Somali (74 %) and Afar (70%) regions.
On the other hand, the maximum proportions of Level 1 non-government schools among all regions were placed in Somali (67%), Gambella (63%) and Afar (62%) regions.

Moreover, it was found that the uppermost proportions of Level 2 government schools were seen in Dire Dawa City Administration (81%) and SNNPR (78%) whereas the highest share of Level 2 non-governmental schools was seen as calculated in Dire Dawa City Administration (85%), Amhara region (74%), Oromia region (74%) and Addis Ababa City Administration (73%). Among other regions, the highest percentages (40%) of Level 3 government schools were observed in Addis Ababa City Administration, but high proportions of Level 3 non-government schools were found in Benishangule (33%) and Harari (30%) regional states.

Nationally, 23%, 69% and 8% of the government schools fall to Level 1, Level 2 and Level 3 respectively. On the other hand, 12%, 72% and 16% of the non-government schools fall to Level 1, Level 2 and Level 3 correspondingly. Therefore, this indicates that the majority of both government and non-government schools are found in Level 2 approximately in equal proportions at the national Level.

4.8 Comparison of Primary and Secondary Schools' Inspection by Level

The subsequent figure narrates and compares the proportion of both primary and secondary schools by Levels across the twenty-six inspection standards.

Figure 14: Proportions of both primary and secondary schools' inspection standards by Levels

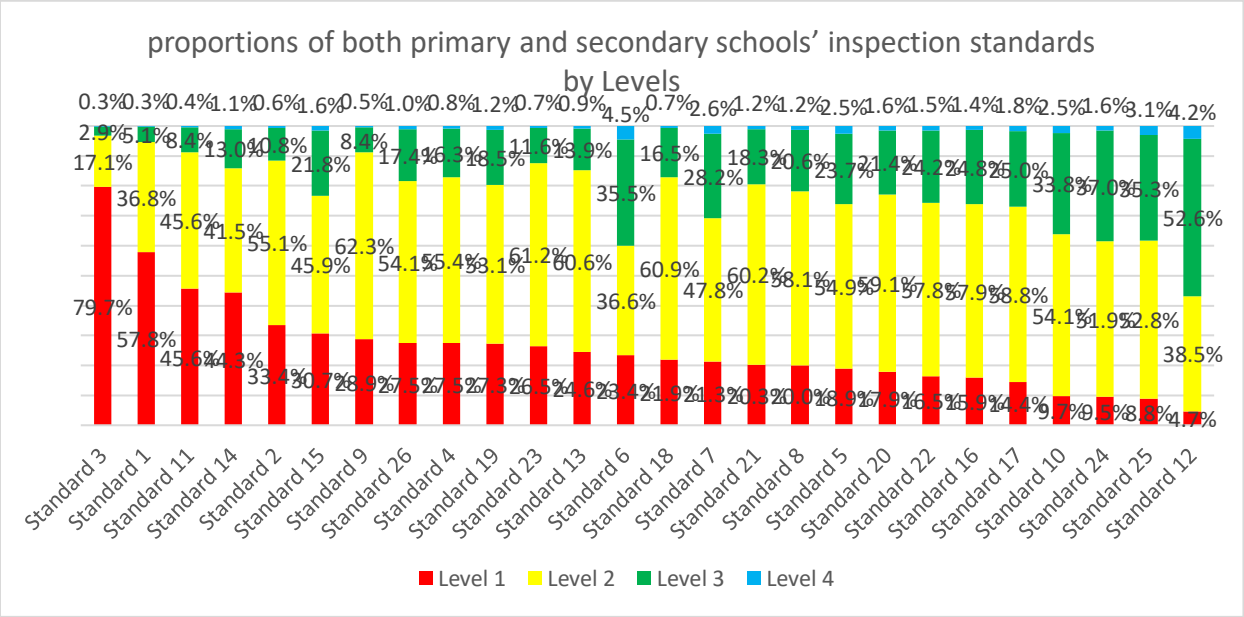


Figure 14 indicates the proportions of both primary and secondary schools by Levels found in each standard. Compared to the other standards, Level 1 schools have the highest proportions in standard 3 (80%) and standard 1 (58%). On the other hand, 62% of the schools were found with highest percentage on Level 2 in standard 9, and 61% of the schools were also laid on Level 2 with equal proportions in standard 13, standard 18 and standard 23. Moreover, 53%, 37% and 35% of Level 3 schools had high proportion in standard 12, standard 24, and both standards 25 and 6 correspondingly.

Hence, the above analysis indicates that the high proportions of Level 1 schools show poor performance on the four standards (1, 3, 11 and 14). Conversely, the high proportions of Level 3 schools which achieved the standards resulted in great performance on the four standards (12, 24, 25 & 6).

4.9 Variation of Urban versus National Schools by Standards

The succeeding figure shows the proportions of urban primary and secondary schools' performance against the national average performance with reference to the standards.

Figure 15: Variation of urban versus national schools by standards

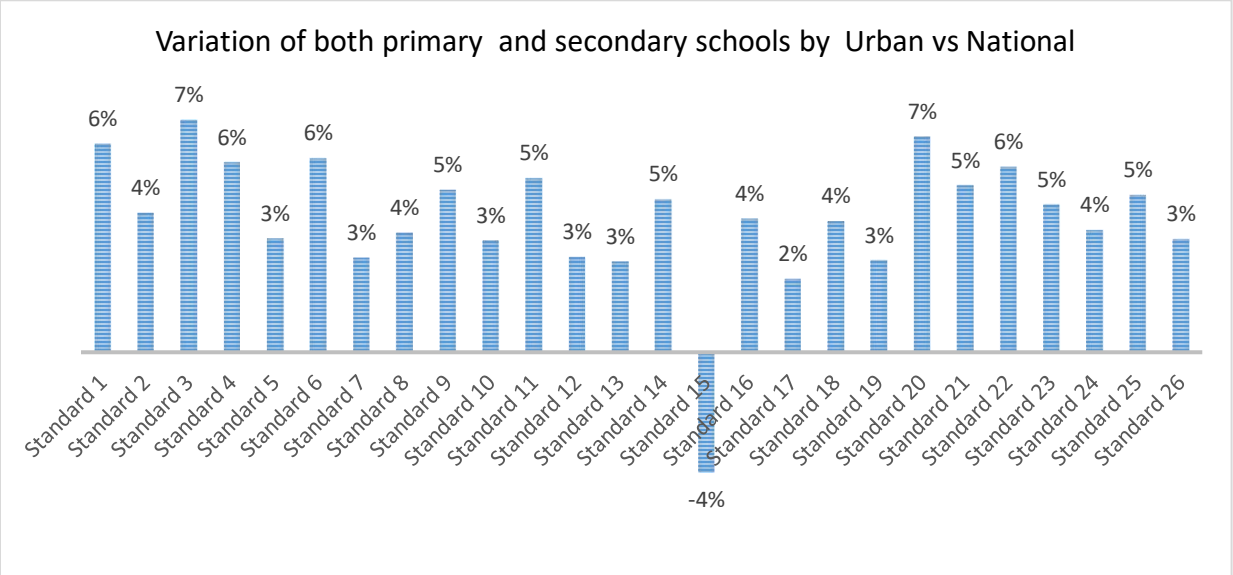


Figure 15 reveals the variation of performance between urban primary and secondary schools against the national average by standards. As can be seen above, almost all the urban schools scored above the national average in all standards except standard 15, especially standards 1, 3, 4, 6, 20 and 22 showed great scores as compared to the other standards. This implies that there is a positive effect in all standards among urban schools in the national Level. However, there is a negative effect only in standard 15 which indicates the problem in all urban schools in implementing Continuous Professional Development (CPD) at the national Level.

4.10 Variation of Rural versus National Schools by Standards

The figure below shows the proportions of rural primary and secondary schools' performance against the national average performance with reference to the standards.

Figure 16: Proportion of both primary and secondary schools by rural vs. national

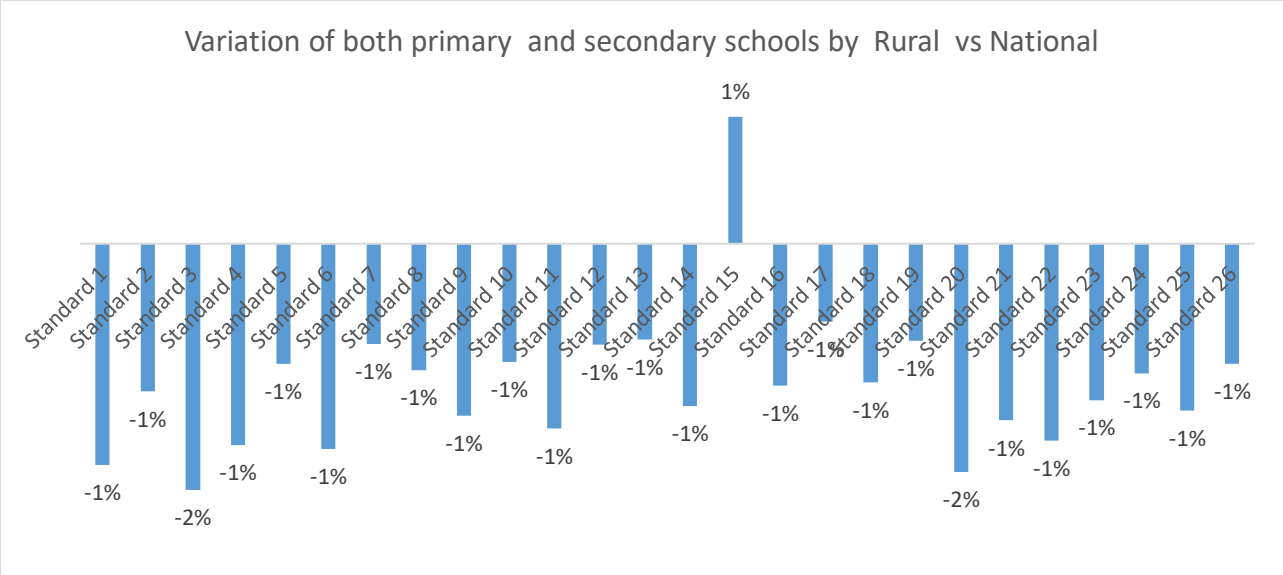


Figure 16 discloses the variation between proportions of rural primary and secondary schools' performance against the national average by standards. According to the above chart, almost all the rural schools scored below the national average in all standards except standard 15. This implies that rural schools are adversely implementing almost all standards in the national Level.

However, there is a positive effect only in standard 15 which implies all rural schools have worked strongly in implementing Continuous Professional Development (CPD) in the national Level.

5 Second Round Level 1 and Level 2 Schools by Standards

The figures below present a comparison of 26 standards by Level 1 and Level 2 primary and secondary schools. The bar-graphs in both figures show the scores of each standard in a descending order.

5.1 Level 1 Primary Schools Inspection Analysis by Standards

The figure below shows the proportion of Level 1 primary schools as per the 26 inspection standards.

Figure 17: Average scores of Level 1 primary schools by standards

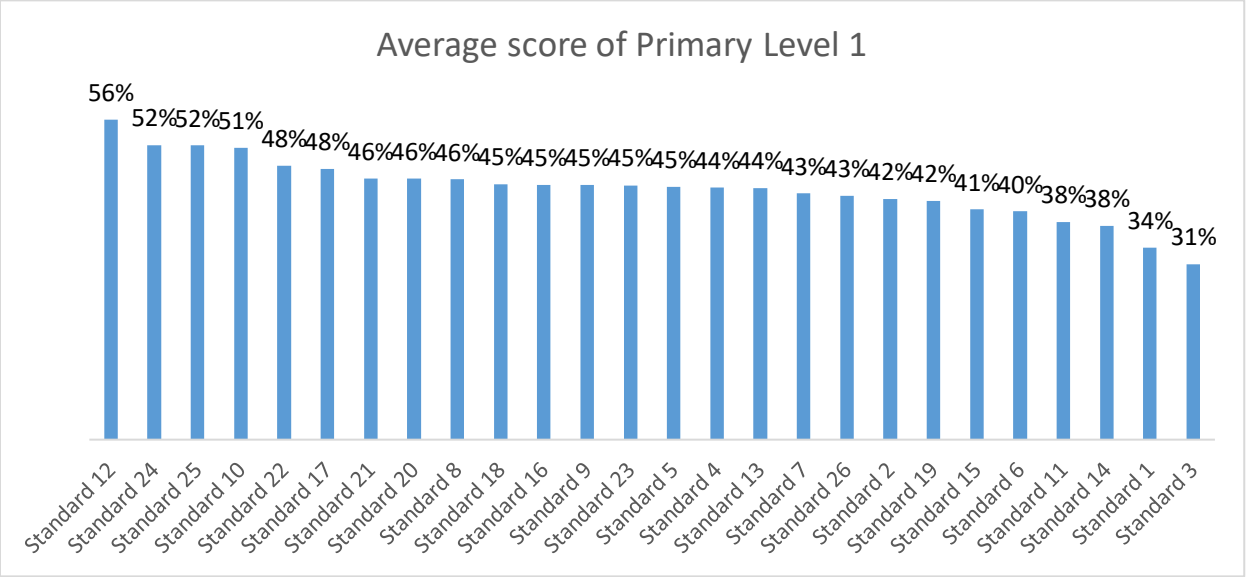


Figure 17 presents the scores of each standard on Level 1 primary schools across the 26 standards. Standards 12, 24, 25 and 10 were above the cut-off point (50%) of Level 2 schools while the remaining standards were below the cut-off point of Level 1 schools. Moreover, standards 3, 1, 14 and 11 were found to be the lowest scores out of all standards found below the cut-off point (50%) Level 1 school.

As it can be seen from the above analysis, standards 3, 1, 14 and 11 have highly affected the improvement of the overall performance of Level 1 primary schools even though the remaining standards found below the cutoff-point (50%) have their own influence on the performance of schools. This implies that there is great lack of school infrastructure, facilities, pedagogical resources and qualified academic and supporting staff. Moreover, there are also problems of planning with suitable teaching-learning materials; special support provided to female and student with special needs in Level 1 primary schools.

5.2 Level 2 Primary Schools Inspection Analysis by Standards

The subsequent figure describes the percentage of Level 2 primary schools as per the 26 inspection standards. So, this section discusses the average scores of each standard in Level 2 primary schools at national Level.

Figure 18: Average scores of Level 2 primary schools by standards

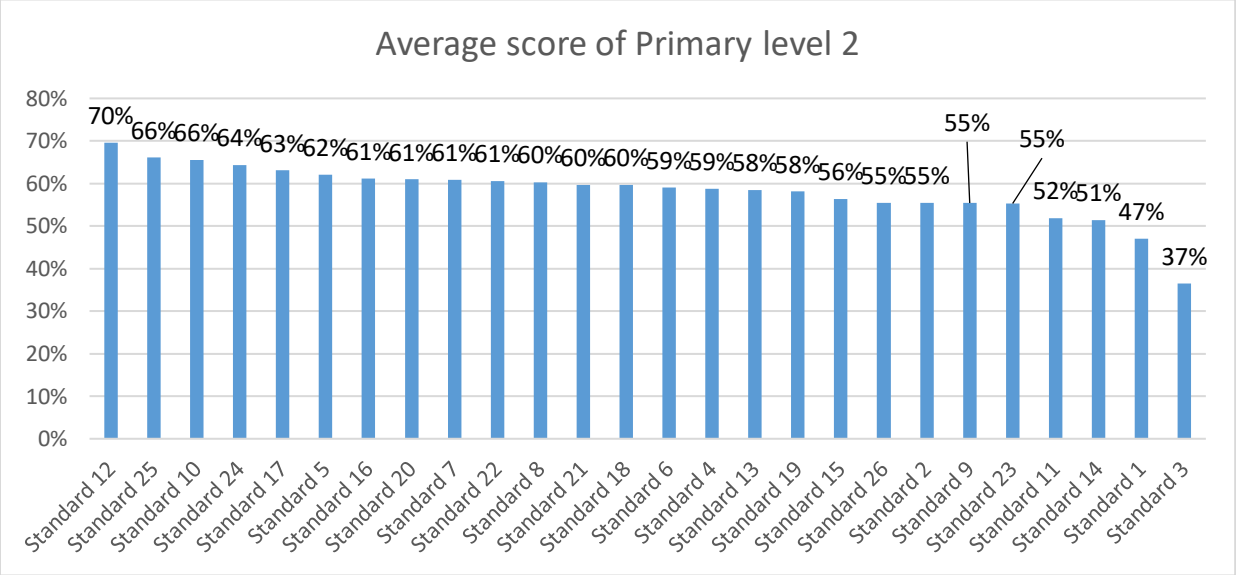


Figure 18 narrates the scores of each standard on Level 2 primary schools across the 26 standards. According to the chart, almost all the Level 2 schools' average score results in this standard are found between (50% & 69.99%). However, standard 12 was the only standard registered a remarkable score in this Level 2 primary schools exactly fit to the cutoff-point (70%) of Level 3 schools.

On the other hand, standards 3 and 1 were particularly found to be the lowest scores and even below the cutoff-point (50%) of Level 1 schools. As a result, these low scored standards (3 and 1) might affect the improvement of the overall performance of schools in Level 2. This denotes that there is excessive lack of school infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff in Level 2 primary schools.

5.3 Level 1 Secondary Schools' Inspection Analysis by Standards

This part explains the average scores of each standard in Level 1 secondary schools at national Level. Moreover, the percentage of Level 1 secondary schools as per the 26 inspection standards is described.

Figure 19: Average scores of Level 1 secondary schools by standards

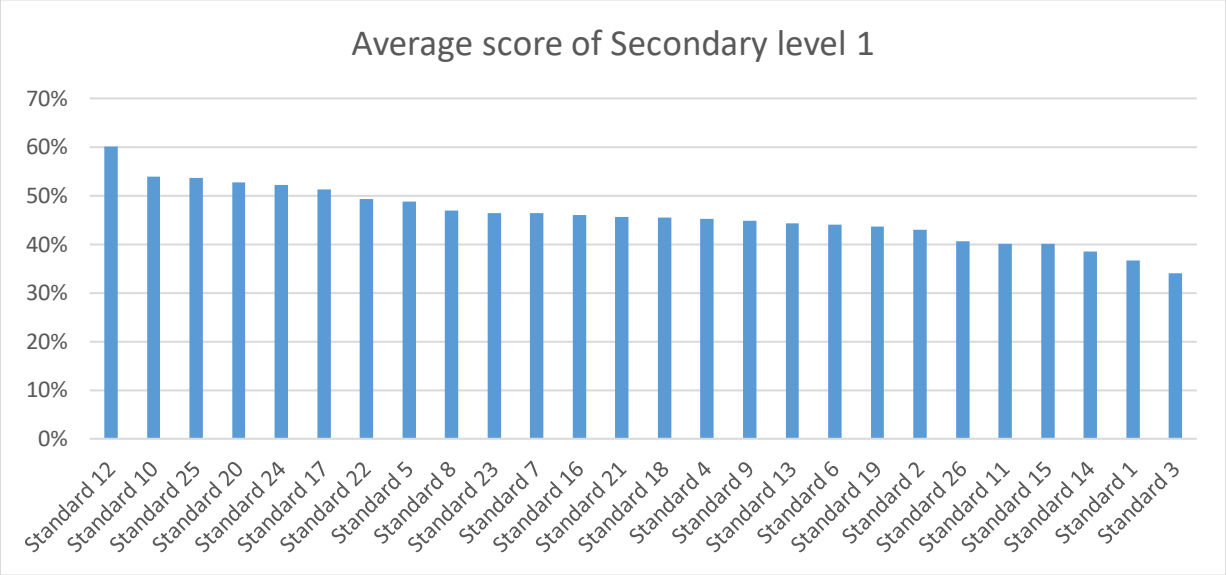


Figure 19 shows the scores of each standard in Level 1 secondary schools across the 26 standards, and standards 12, 10, 25, 20, 24 and 17 were above the cut-off point (50%) of Level 2 schools while the remaining standards were below the cut-off point of Level 1 schools. Contrary to this, standards 3, 1 and 14 were found to be the lowest scores of all standards found below the cut-off point (50%) of Level 1 schools.

As it can be seen from the above analysis, standards 12, 10, 25, 20, 24 and 17 have been highly implemented and have improved the performance of Level 1 secondary schools. On the other hand, standards (3, 1 and 14) have highly affected the improvement of the overall performance of Level 1 secondary schools even though the remaining standards have their own influence on the performance of schools. Therefore, it can be inferred that there are great lack of school infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff. Moreover, there are also problems in implementing special support provided to female and student with special needs in Level 1 secondary schools.

5.4 Level 2 Secondary Schools Inspection Analysis by Standards

Figure 20: Average scores of Level 2 secondary schools by standards

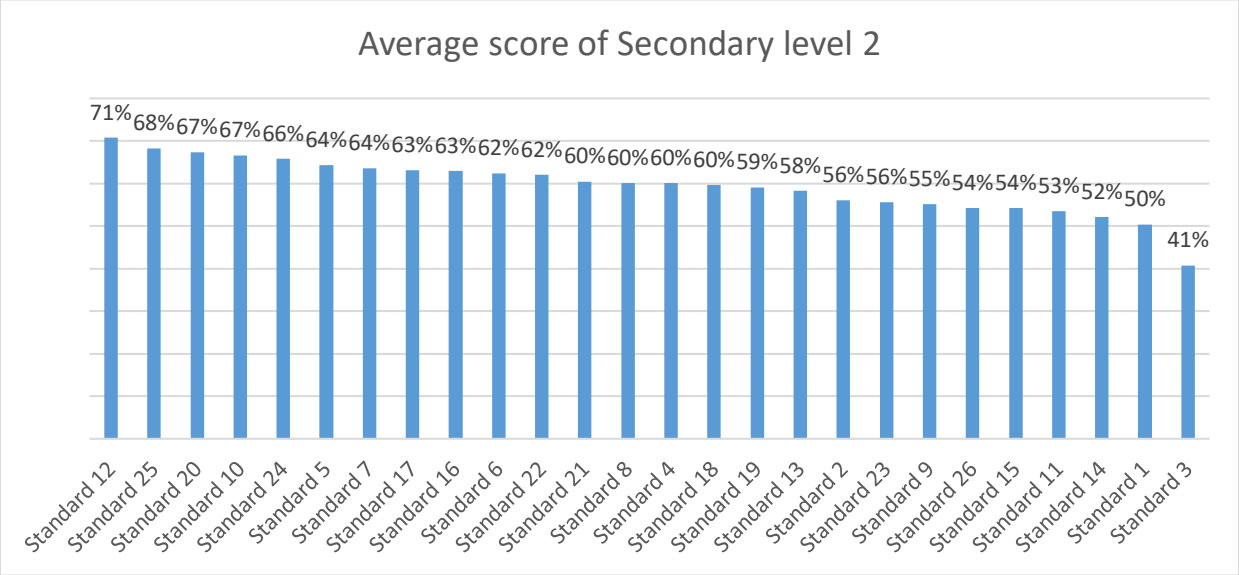


Figure 20 indicates the scores of each standard on Level 2 secondary schools across the 26 standards. As it is shown in the above chart, almost all the Level 2 schools' average score results are between (50% 69.99%). Moreover, standard 12 was the only standard registered a significant score in this Level 2 secondary schools, reaching above the cutoff-point (70%) of Level 3 schools. On the other hand, standards 3 and 1 were particularly found to be the lowest scores, and even at and below the cutoff-point (50%) of Level 1 schools. Consequently, these low scored standards might affect the improvement of the overall performance of Level 2 secondary schools.

In other words, it can be concluded that there are excessive lack of school infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff in Level 2 secondary schools.

6 Comparison of Primary & Secondary Schools by Standards

The following two sub-topics present and discuss the two charts showing the proportions of primary and secondary schools inspection standards across the 26 standards.

6.1 Comparison of Primary Schools by Standards

Figure 21: Average scores of primary schools by standards

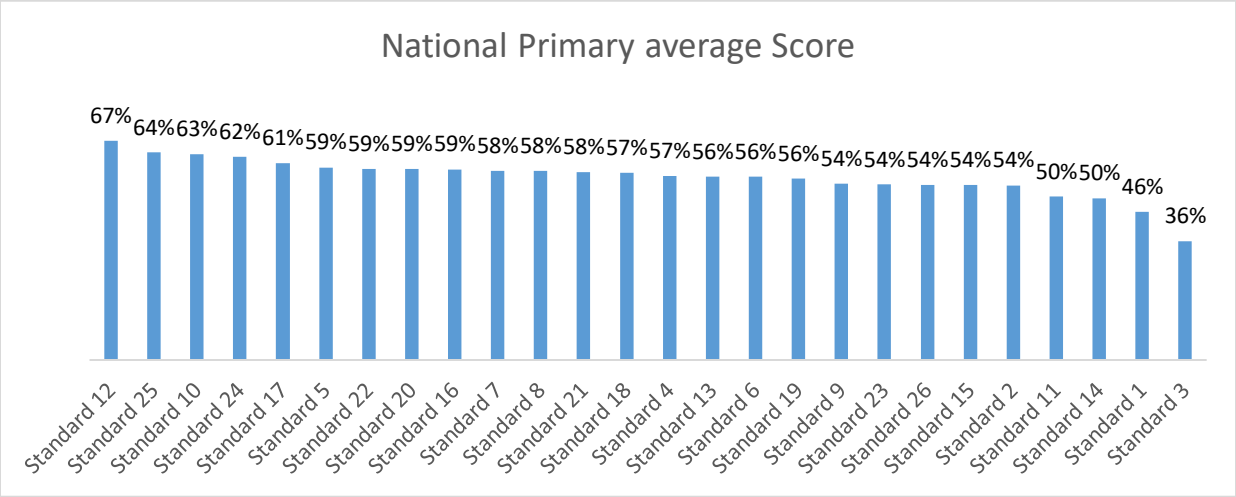


Figure 21 indicates the scores of each standard in the national primary schools across 26 standards. Based on the data in the above chart, almost most of standards are at and above the cutoff-point (50%-69.9%) of Level 2 schools. This shows that nearly all of the primary schools are in Level 2, and the schools are improving but not achieving the standard. In the contrary, standards 3 and 1 were found to be the lowest scores, and even they are at and below the cutoff-point (50%) of Level 1 schools. Due to this, these low scored standards might affect the improvement of the overall primary schools' performance Level. It describes that primary schools at national Level have not done in equipping and fulfilling school infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff to fully improving primary schools in achieving the standards.

6.2 Comparison of Secondary Schools by Standards

Figure 22: Average scores of secondary schools by standards

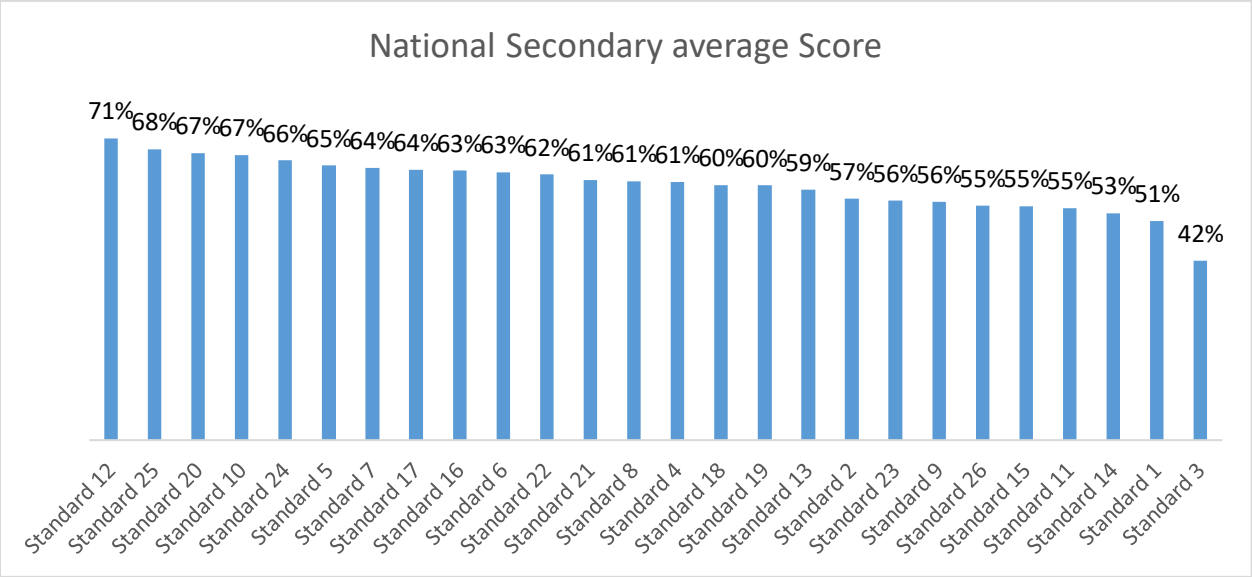


Figure 22 presents the scores of each standard in the national secondary schools across 26 standards. As the chart indicates, most of the standards were found between (50%-69.9%) ranges of Level 2 schools. Moreover, standard 12 was the only standard registered a notable score of secondary schools reaching above the cutoff-point (70%) of Level 3 schools. This shows that nearly all of the secondary schools are in Level 2, and the schools are improving but not achieving the standard. On the contrary, standard 3 was found to be the only lowest score, and even found below the cutoff-point (50%) of Level 1 schools. As a result, these low scored standards might slightly affect the improvement of the overall secondary schools' performance in achieving the standards. Besides, this informs that secondary schools at national Level haven't done a lot in accessing qualified academic and supporting staff to fully improving secondary schools by achieving the standards and performing above the standard.

7. School Inspection Performance Analysis by Regions/ City Administrations

7.1 Addis Ababa City Administration Education Bureau

7.1.1 Addis Ababa Level 1 and Level 2 primary schools' average performance

Figure 23: Addis Ababa City Administration level 1 and level 2 primary schools average performance

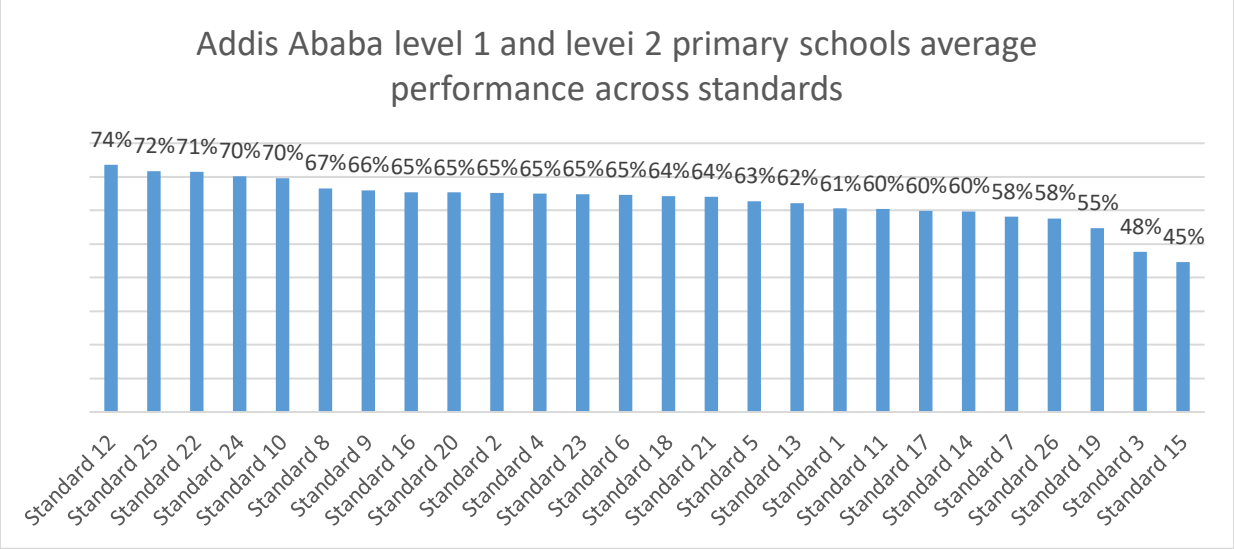


Figure 23 presents the performance of Level 1 and Level 2 primary schools across the 26 standards in Addis Ababa. The data disclosed that standards 12, 25, 22, 24 and 10 are at or above the cutoff point (70%). On the other hand, standards 15 and 3 were found to be the lowest scores. From this data, one can surmise that teachers professional development (CPD) and adequacy of academic and supporting staff were seen less in their effectiveness.

7.1.2 Comparison of Addis Ababa versus national Level 1 and Level 2 primary schools' average performance

Figure 24: Addis Ababa City Administration level 1 and level 2 primary schools average performance vs. national average

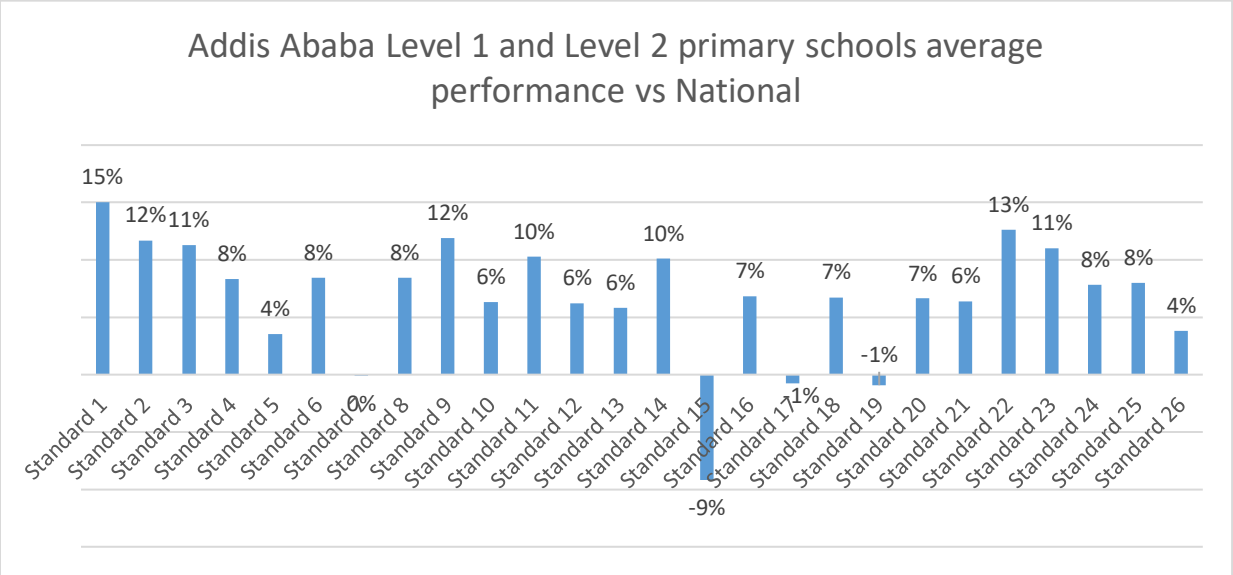


Figure 24 shows the variation between Addis Ababa Level 1 and Level 2 primary schools' performance against the national average. With the exception of standard 15; the rest were above the national average. To this effect, the performance of these schools on standards 1, 22, 2, 9, 3 11 and 14 is considerably better. One can note that standard 15 is a way below the national average. This standard is concerned with implementation of CPD by teachers and school leaders including supervisors.

7.1.3 Addis Ababa Level 1 and Level 2 secondary schools average performance

Figure 25: Addis Ababa City Administration level 1 and level 2 secondary schools average performance

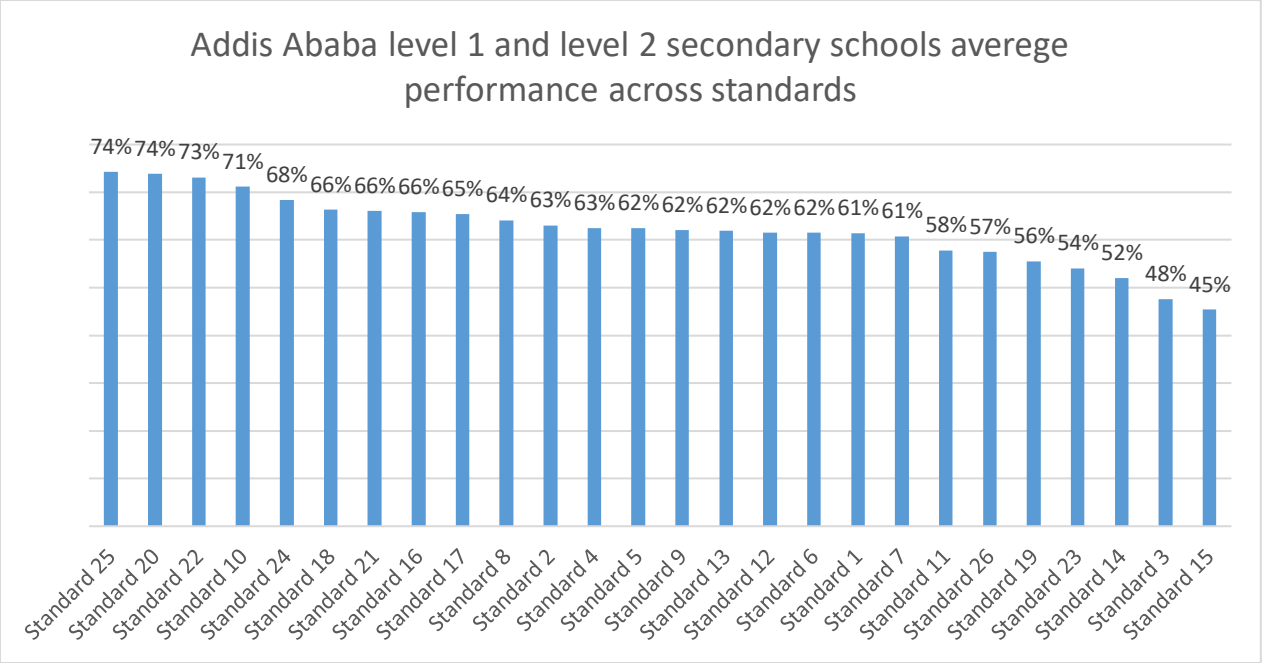


Figure 25 presents the performance of Level 1 and Level 2 secondary schools in each of the 26 standards in Addis Ababa. The results revealed that all except standards 25, 20, 22 and 10 are below the cutoff point (70%). On the contrary, standards 15 and 3 were found to be the lowest scores and these standards have a knock-on effect on the improvement of the overall schools' performance. These standards refer to the ability of teachers, school directors and supervisors in implementing Continuous Professional Development (CPD) and availability of suitably adequate academic and supporting staff. One notes that these two standards have been consistently at the lower ends of the performance score spectrum across all Levels.

7.1.4 Variation of Addis Ababa versus national primary schools' average performance

Figure 26: Addis Ababa City Administration level 1 and level 2 secondary schools average performance vs. national average

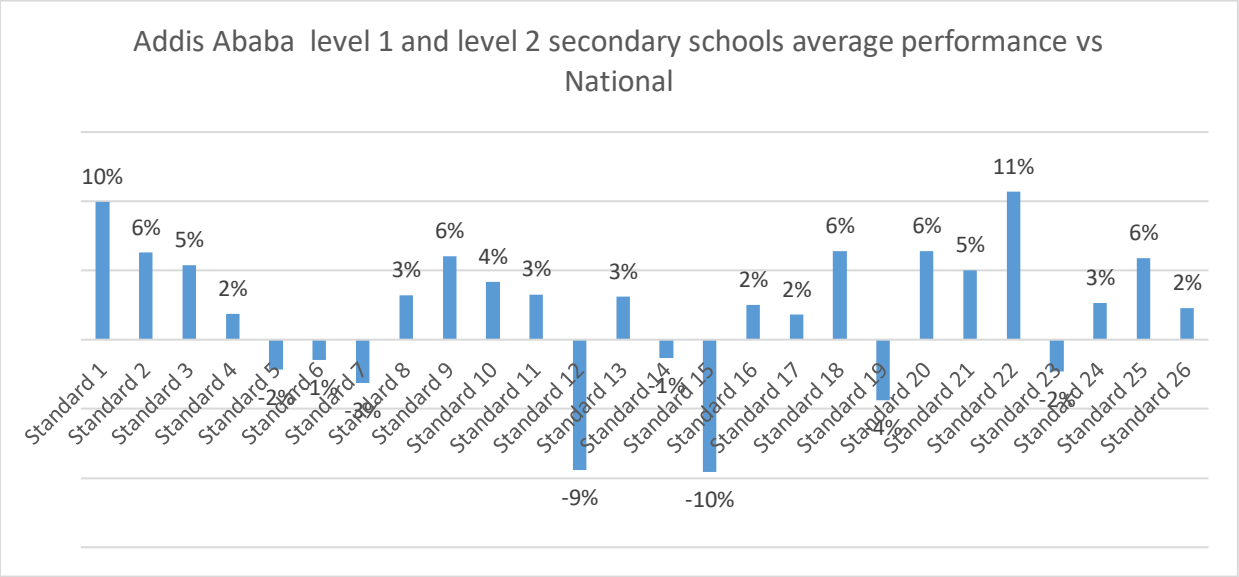


Figure 26 displays the performance variation between Addis Ababa Level 1 and Level 2 secondary schools against the national average. Accordingly, standards 22 and 1 which deal with schools' infrastructure, financial resources, access and internal efficiency respectively show better performance against the national average. On the other hand, standards 12, 15 and 19 are way below the national average.

7.2 Afar Region Education Bureau

7.2.1 Afar region Level 1 and Level 2 primary schools average performance

Figure 27: Afar region level 1 and level 2 primary schools average performance across standards

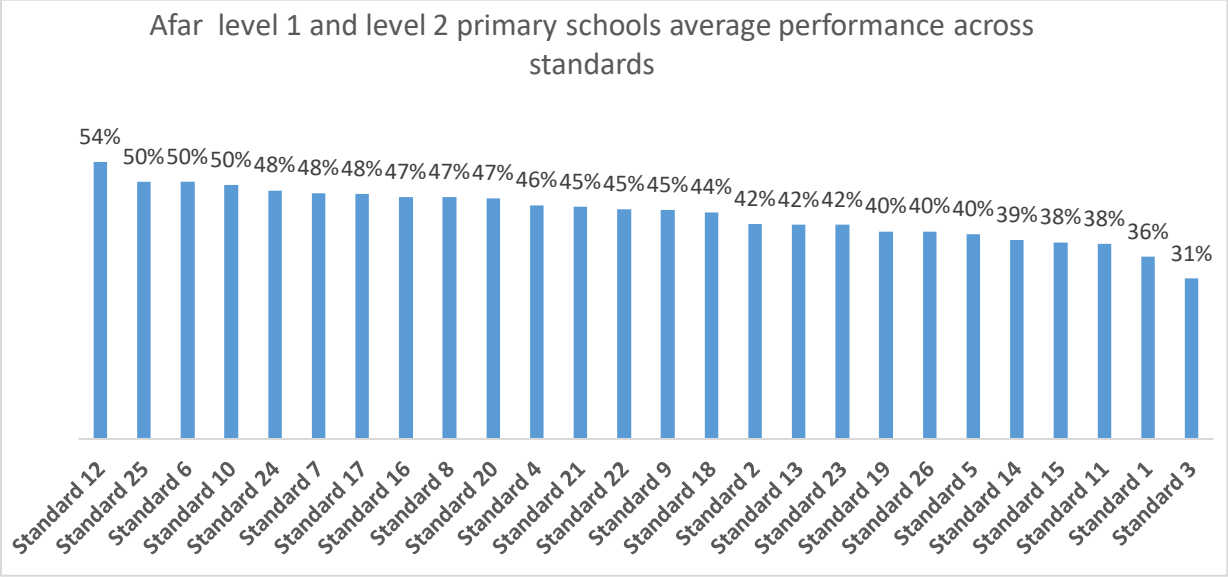
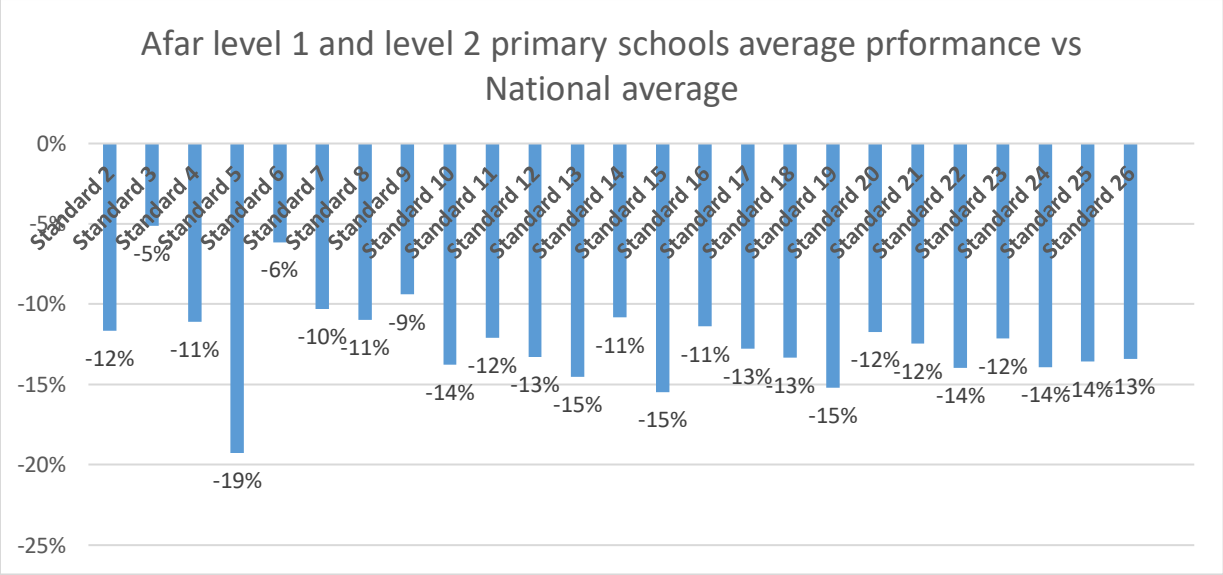


Figure 27 shows scores of Level 1 and Level 2 primary schools average performance in Afar region across 26 standards. As can be seen from the graph, the average performances of all schools across standards were below the cut-off point-70%. Moreover, the performances on standards 3, 1, 11, 15 and 14 regarding qualified teaching & supportive staff and Infrastructure & facilities, teaching planning supported with teaching learning materials, CPD program performance, provision of support to females and student with special needs are found to be at the lowest margin of all the scores.

7.2.2 Variation of Afar region Level 1 and Level 2 primary schools versus national average performance

Figure 28: Afar region level 1 and level 2 primary schools average performance vs. national average



According to figure 28, Level 1 and Level 2 primary schools in Afar region performed below the national average across all standards. In particular, the scores of standard 5, 15, 19, 22, 24, 25 and 26 (well organized development army, CPD program performance, monitoring plans by school responsible bodies, meet national education access, internal efficiency and ESDP goals, students behavior, good communication and sense of accountability and the school strong relation to secure support) are noticeably far below the national average.

7.2.3 **Afar region Level 1 and Level 2 Secondary schools average performance**

Figure 29: Afar region level 1 and level 2 secondary schools average performance across standards

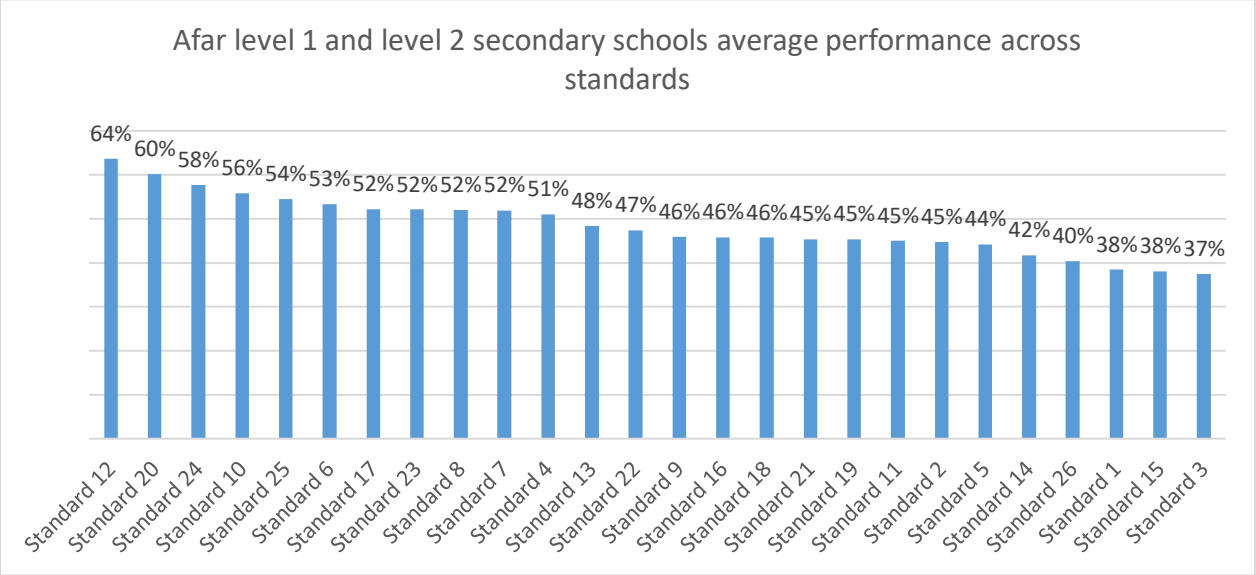
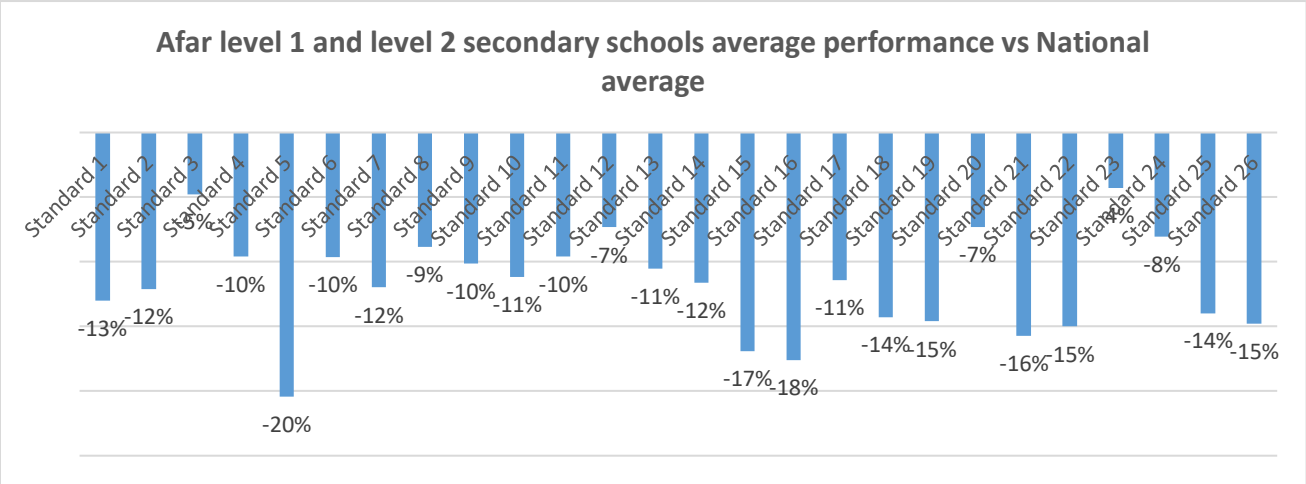


Figure 29 presents the average performance of Level 1 and Level 2 secondary schools' scores in Afar region across 26 standards. All standards are below the cutoff point (70%). Specifically, standard 3, 15 and 1 about qualified teaching & supportive staff, CPD program performance and Infrastructure & facilities are found to be the lowest scores and these standards may affect the improvement of the overall performance of the schools.

7.2.4 Variation Afar region Level 1 and Level 2 secondary schools performance versus national average

Figure 30: Afar region level 1 and level 2 secondary schools average performance vs. national



According to figure 30 above, Level 1 and Level 2 secondary schools in Afar region performed below the national average across all standards. Particularly, standard 5, 16, 15, and 21 about well-organized development army, school team work in development army, CPD program performance and strong partnership with stakeholders are considerably lowest scores compared to the national average.

7.3 Amhara Regional Education Bureau

7.3.1 Amhara Level 1 and Level 2 primary schools average performance

Figure 31: Amhara region level 1 and level 2 primary schools average performance across standards

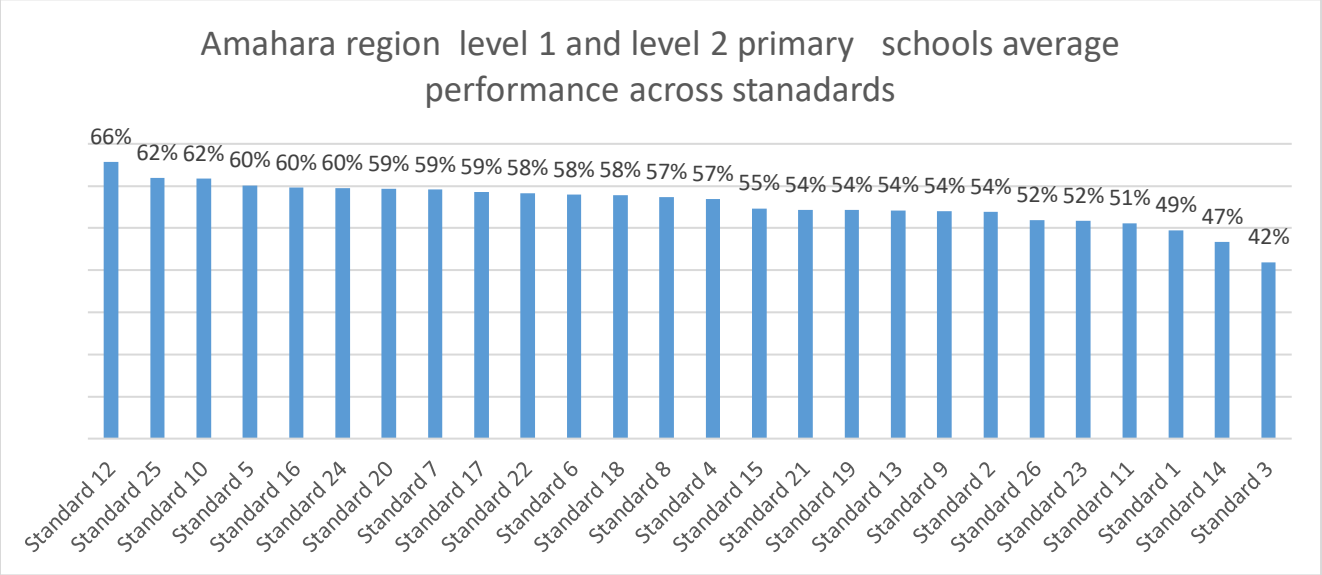


Figure 31 exhibits the performance of Level 1 and Level 2 primary schools across the 26 standards in Amhara region. As can be seen from the data above, all standards are below the cut-off point (70%). However, standards 12, 25 and 10 are nearer to the cut-off point. On the other hand, standards 3, 14 and 1 are found to be with low scores. The most severe challenge is concerned with availability of suitably qualified teachers, directors and other staff members.

7.3.2 Variation of Amhara versus national primary schools' average performance

Figure 32: Amhara region level 1 and level 2 primary schools average performance vs. national

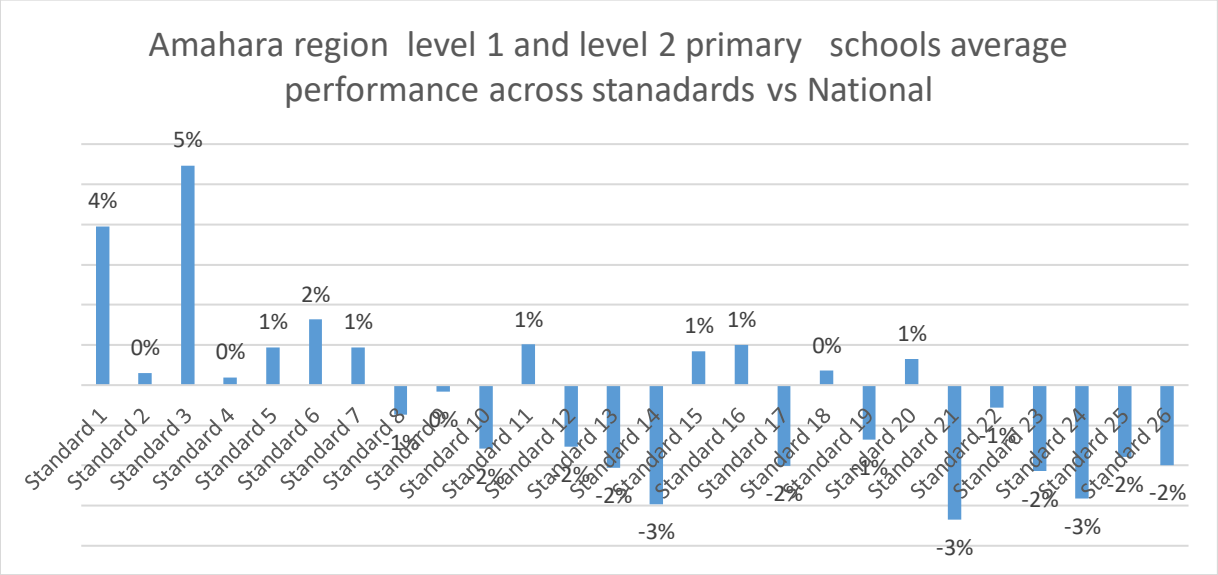


Figure 32 presents performance variation between Level 1 and Level 2 primary schools in Amhara region against the national average. Accordingly, standards 1 and 3 which deal with schools' infrastructure, financial resources and qualification of teachers and supporting staff show better performance compared to the national average. Here, it is important to note that the region records poorly in standard 3 against the other 25 standards. As it stands, standards 2, 4 and 18 that deal with financial resources, conducive school environment and students' assessment show no variation. On the other hand, standards 14, 21 and 24 (data gathering and provision of special support to female students; partnership with parents and the local community; manifestation of responsible behavior, ethical values and cultural understanding and protection of the environment on the part of the students) are away below the national average.

7.3.3 Amhara secondary schools' average performance

Figure 33: Amhara region level 1 and level 2 secondary schools average performance across standards

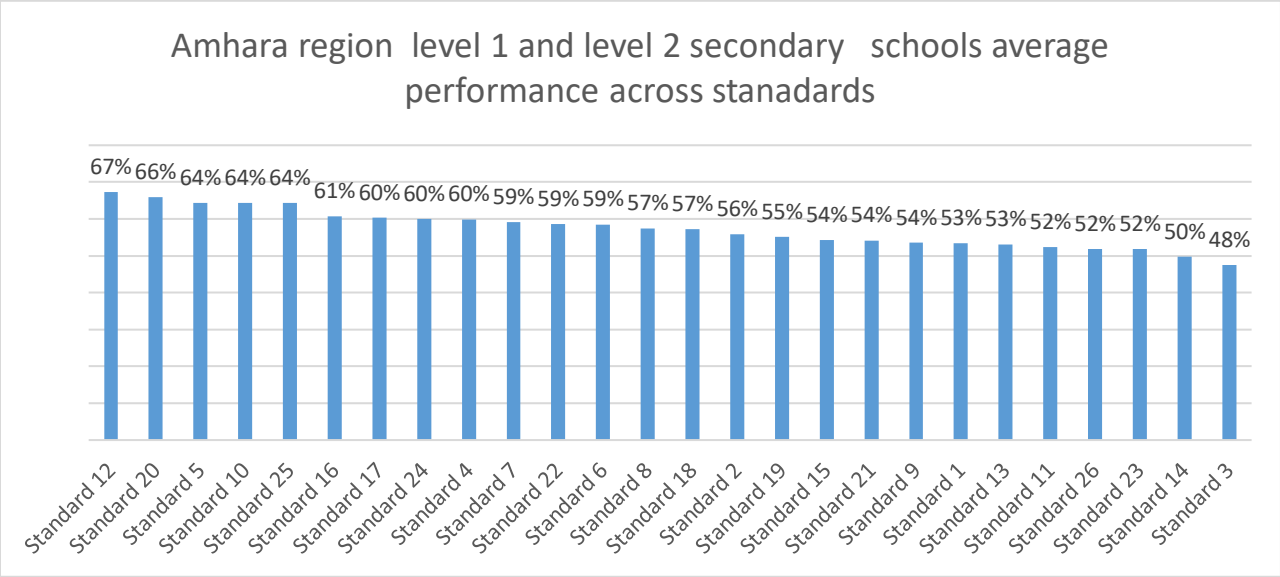


Figure 33 displays the performance of Level 1 and Level 2 secondary schools across the 26 standards in Amhara region. It is noticeable in the chart that all standards are below the cutoff point (70%). However, standards 12, 20, 5, 10 and 25 are nearer to the cut-off point. On the contrary, standards 3, 14 and 23 are consistently found to be with low scores. Again, standard 3, which has to do with availability of suitably qualified directors, teachers and other staff members, is still a major concern.

7.3.4 Variation of Amhara secondary schools performance versus national average

Figure 34: Amhara region level 1 and level 2 primary schools average performance across standards vs. national average

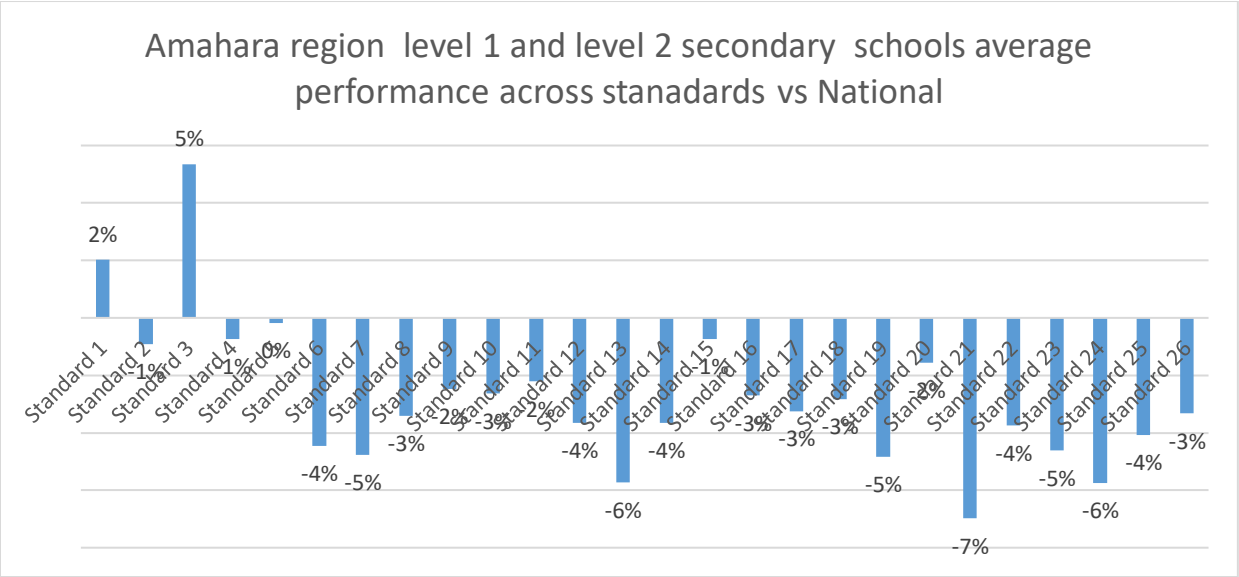


Figure 34 presents the performance variation between Amhara region Level 1 and Level 2 secondary schools against the national average. Thus, standards 3 and 1 show better performance compared to the national average. Apart from this, standard 5, which has to do with the development of a well-organized Education Development Army, shows no variation. On the other hand, standards 21, 13 and 24 are clearly below the national average. The challenges range from forging partnership with parents and the local community, employing active teaching methods to revitalizing cultural values and protection of the environment.

7.4 Benishangule Gumuz Regional Education Bureau

7.4.1 Benishangule Gumuz region Level 1 and Level 2 primary schools average performance

Figure 35: Benishangule Gumuz region level 1 and level 2 primary schools average performance across standards

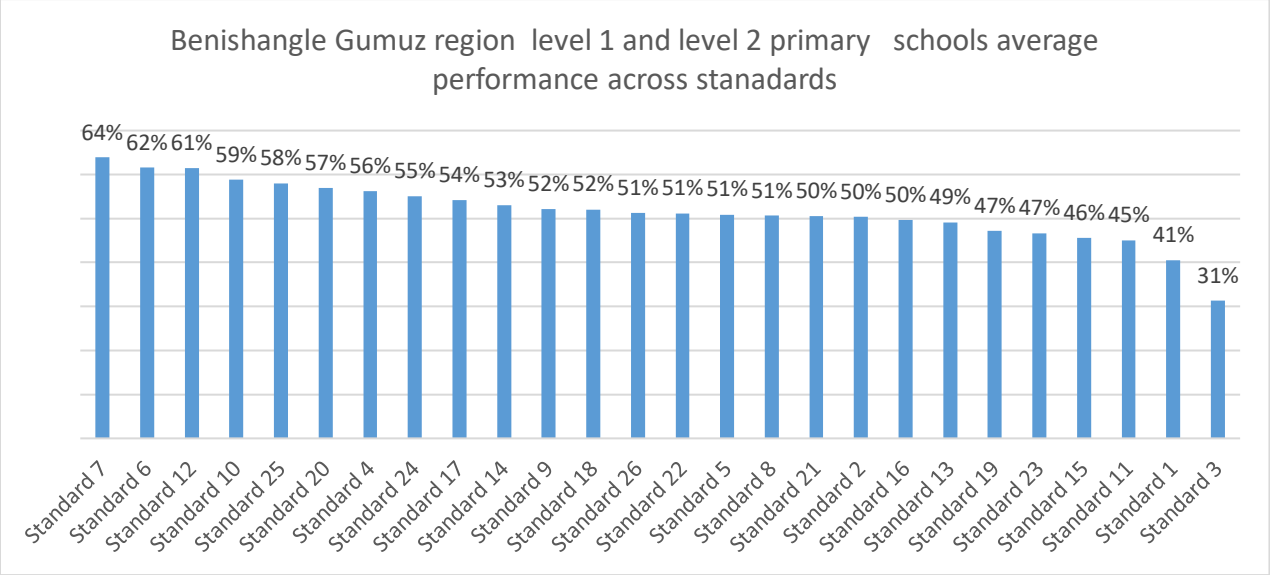


Figure 35 shows the scores of Level 1 and Level 2 primary schools average performance in Benishangule-Gumuz region across the 26 standards. It can be observed that all standards are below the cutoff point (70%). In particular, standard 3, 1, 11, 15, 23, 19 and 13 are relatively lower scores compared to the other scores in the graph.

7.4.2 Variation of Benishangule Gumuz Level 1 and Level 2 primary schools performance versus the national average

Figure 36: Benishangule Gumuz region level 1 and level 2 primary schools average performance across standards vs. national

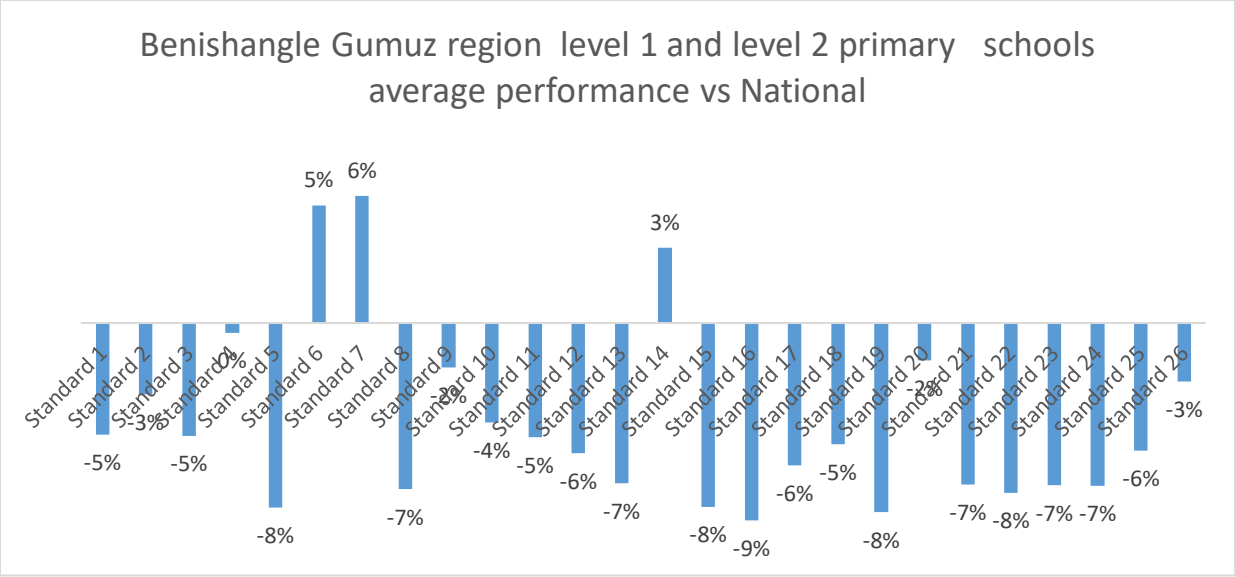


Figure 36 indicates the performance variation between Level 1 and Level 2 primary schools in Benishangule-Gumuz against the national average. Except Standard 7, 6 and 14, most of the standards are below the national average. In particular, standard 16, 5, 15, 19 and 22 (which refers to team work in development army, shared vision, and mission & values, CPD program performance, monitoring plans by school principals, meet the national education access, internal efficiency and ESDP goals) are far from the national average (8%).

7.4.3 Benishangule-Gumuz region Level 1 and Level 2 secondary schools average performance

Figure 37: Benishangule Gumuz region level 1 and level 2 secondary schools average performance across standards

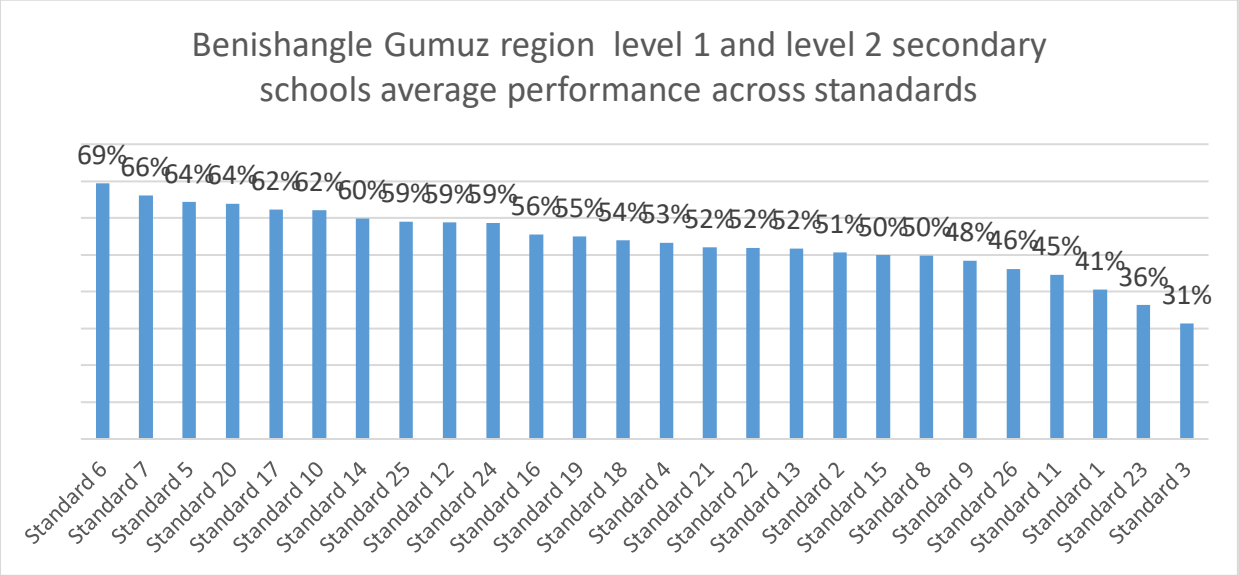


Figure 37 presents scores of Level 1 and Level 2 secondary schools' performance in Benishangule-Gumuz region across 26 standards. Standard 6 is closer to the cut-off point whereas the remaining standards are below the cutoff point (70%). Particularly, standard 3, 23 and 1 (qualified teaching and supportive staff; improvement of student's exam result and infrastructure & facilities) are relatively lower scores when compared to the other scores in the graph.

7.4.4 Variation of Benishangule-Gumuz Level 1 and Level 2 secondary school performance versus national average

Figure 38: Benishangule-Gumuz region level 1 and level 2 secondary schools average performance across standards vs. national

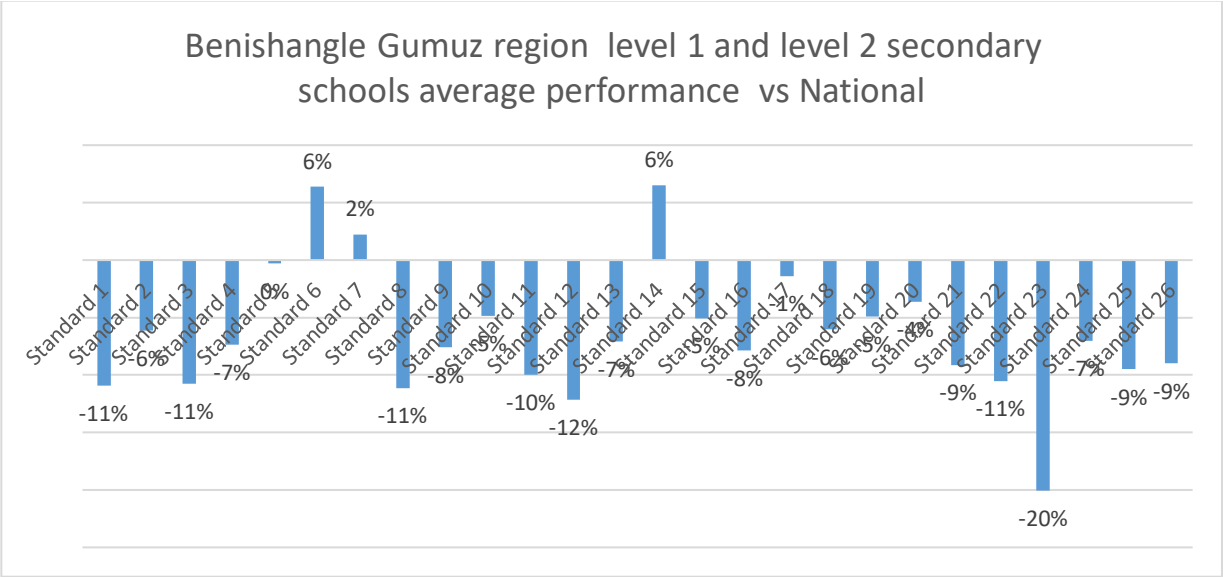


Figure 38 displays the performance variation between Benishangule-Gumz Level 1 and Level 2 secondary schools in comparison to the national average. Compared to the national average, standards 6, 7 and 14 are relatively higher scores. All the other standards are below the national average. Specifically, standard 12, 1, 3, 8 and 22 (teachers subject matter knowledge, infrastructure & facilities, qualified teaching and supportive staff, students participation and meet national education access, internal efficiency and ESDP goals) are relatively lower scores, and standard 23 (improvement of student's exam result) is considerably below the national average.

7.5 Dire Dawa City Administration Education Bureau

7.5.1 Dire Dawa Level 1 and Level 2 primary schools average performance

Figure 39: Dire Dawa City Administration level 1 and level 2 primary schools average performance across standards

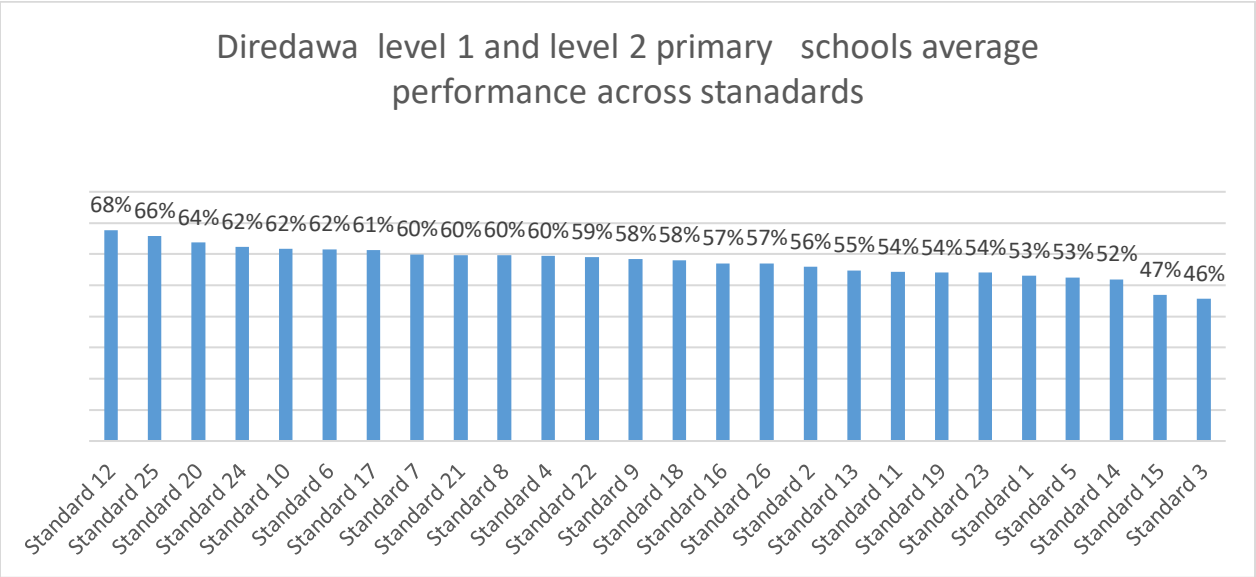


Figure 39 displays the performance of Level 1 and Level 2 primary schools across the 26 standards in Dire Dawa City Administration. As can be seen in the graph, all standards are below the cutoff point (70%). However, standards 12 and 25 are closer to the cut-off point while standards 3 and 15 are relatively found to be with low scores. Overall, the variation observed in performance scores across the standards is small indicating that the schools are performing at similar pace with regard to these standards.

7.5.2 Variation of Dire Dawa City Administration primary schools performance versus national average

Figure 40: Dire Dawa City Administration level 1 and level 2 primary schools average performance across standards vs. national

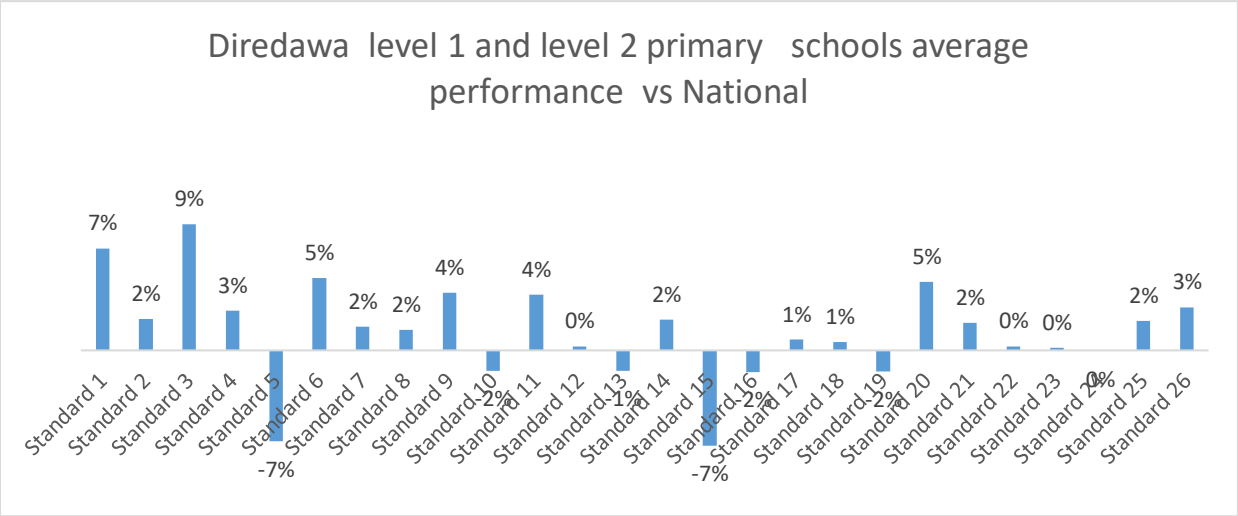


Figure 40 exhibits the performance variation between Dire Dawa City Administration Level 1 and Level 2 primary schools and the national average. Accordingly, standards 3 and 1 show better performance against the national average, but standard 12, 22 and 23 show no variation compared to the national average. On the other hand, standards 5 and 15 are way below the national average. These standards refer to the creation of a profound Education Development Army and implementation of CPD by teachers and school leaders.

7.5.3 Dire Dawa City Administration secondary schools' average performance

Figure 41: Dire Dawa City Administration level 1 and level 2 secondary schools average performance across standards

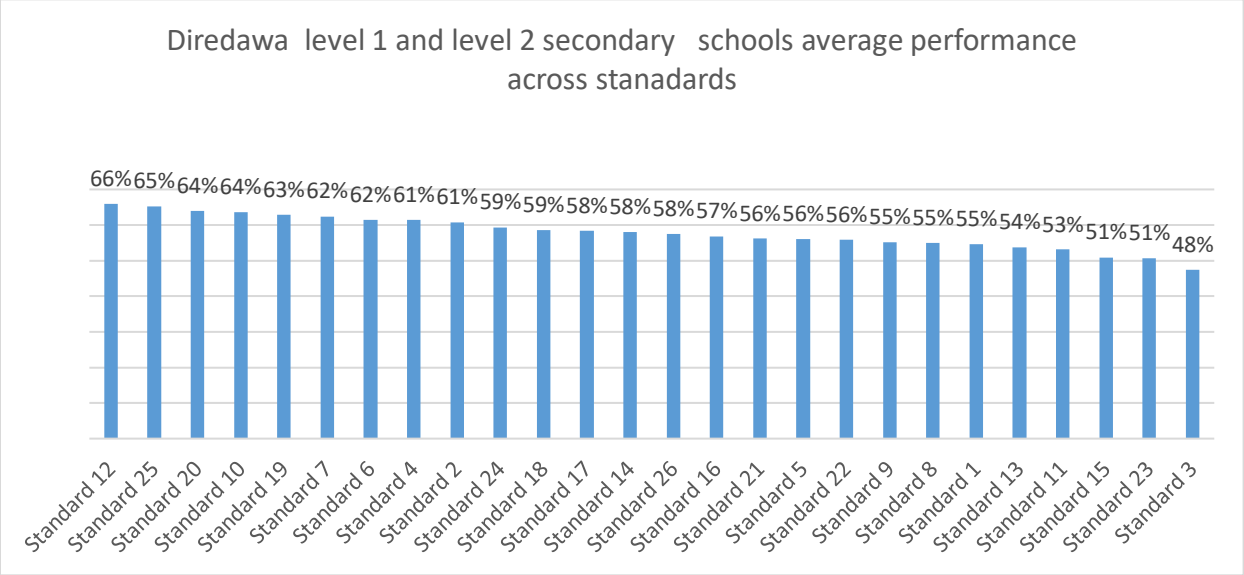


Figure 41 exhibits the performance of Level 1 and Level 2 secondary schools across the 26 standards in Dire Dawa City Administration. As can be seen from the chart, all standards are below the threshold level (70%). Standard 3, as repeatedly discussed in the other regions, is again poorly recorded in Dire Dawa City Administration too.

7.5.4 Variation of Dire Dawa City Administration secondary schools' performance versus national average

Figure 42: Dire Dawa City Administration level 1 and level 2 secondary schools average performance across standards vs. national

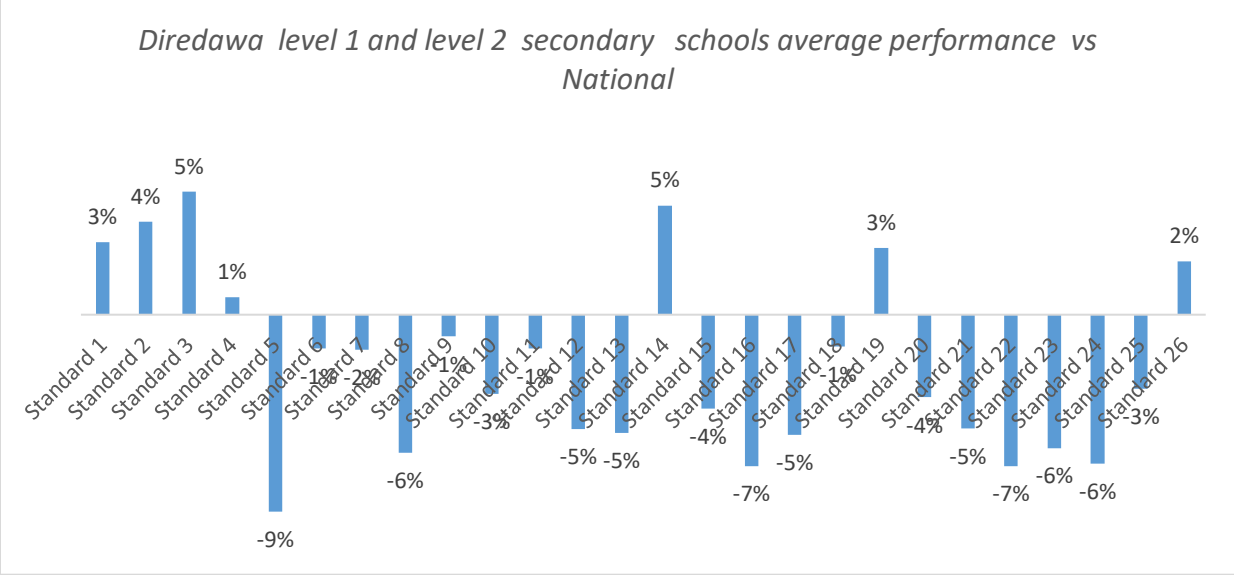


Figure 42 presents the performance variation between Dire Dawa City Administration Level 1 and Level 2 secondary schools against the national average. From the data above, one can observe that observe 1, 2, 3, 14 and 19 are quite above the national average. On the contrary, standard 5, which is about creation of a well-organized Education Development Army, is way below the national average.

7.6 Gambella Regional Education Bureau

7.6.1 Gambella Level 1 and Level 2 primary schools average performance

Figure 43: Gambella region level 1 and level 2 primary schools average performance across standards

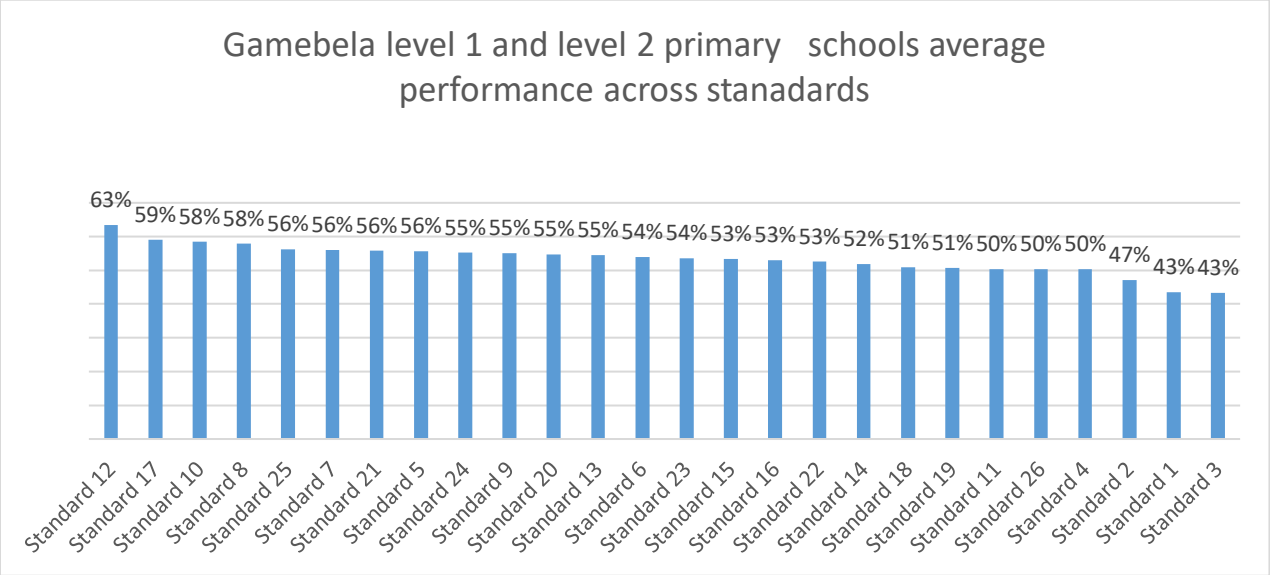


Figure 43 shows scores of Level 1 and Level 2 primary schools performance of Gambella region across 26 standards. Based on the graph, all scores are below the cut-off point (70%), particularly, standard 3, 1, and 2 (qualified teaching and supportive staff, Infrastructure and facilities and financial resource) are found to be the lower scores and these standards might contribute a lot to affect the improvement of the overall schools performance.

7.6.2 Variation Gambella region Level 1 and Level 2 primary schools performance versus national average

Figure 44: Gambella region level 1 and level 2 primary schools average performance across standards vs. national

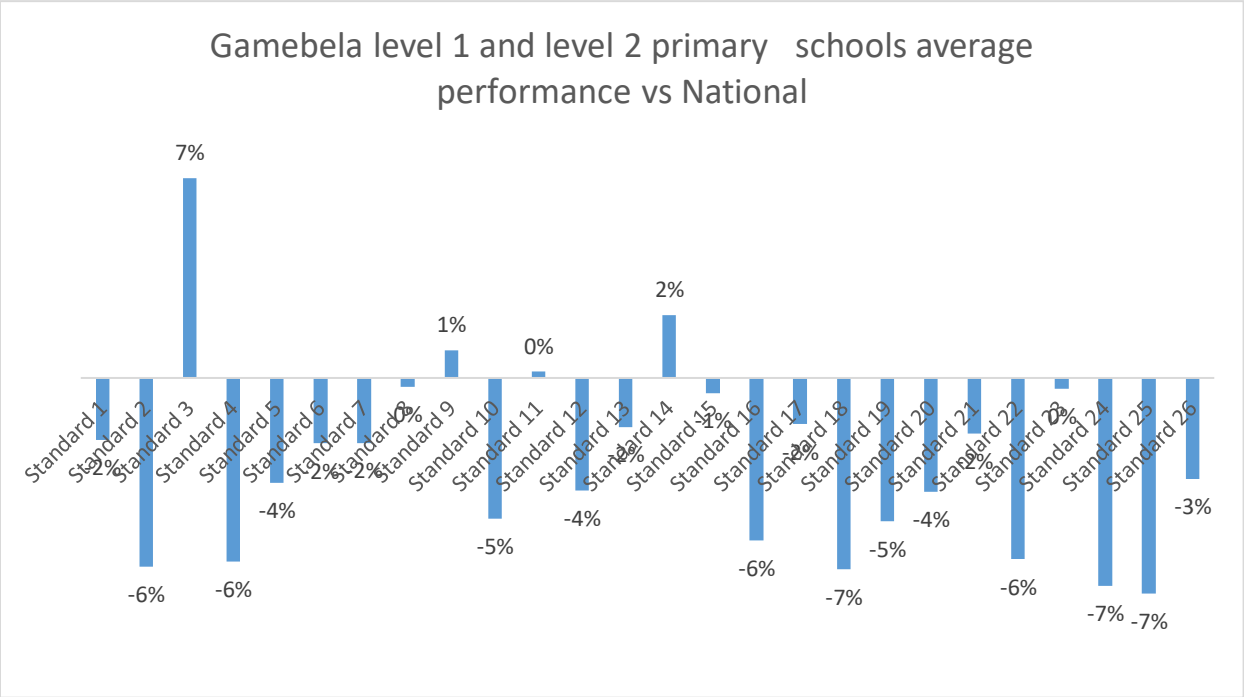


Figure 44 displays the performance variation between Gambella region Level 1 and Level 2 primary schools against the national average. The score of standard 3 is above the national average, and standard 14 and 9 are relatively higher scores than the national average. Compared to the national average, standards 2, 4, 16, 18, 22, 24 and 25 are relatively lower scores.

7.6.3 Gambella region Level 1 and Level 2 secondary schools average performance

Figure 45: Gambella region level 1 and level 2 secondary schools average performance across standards

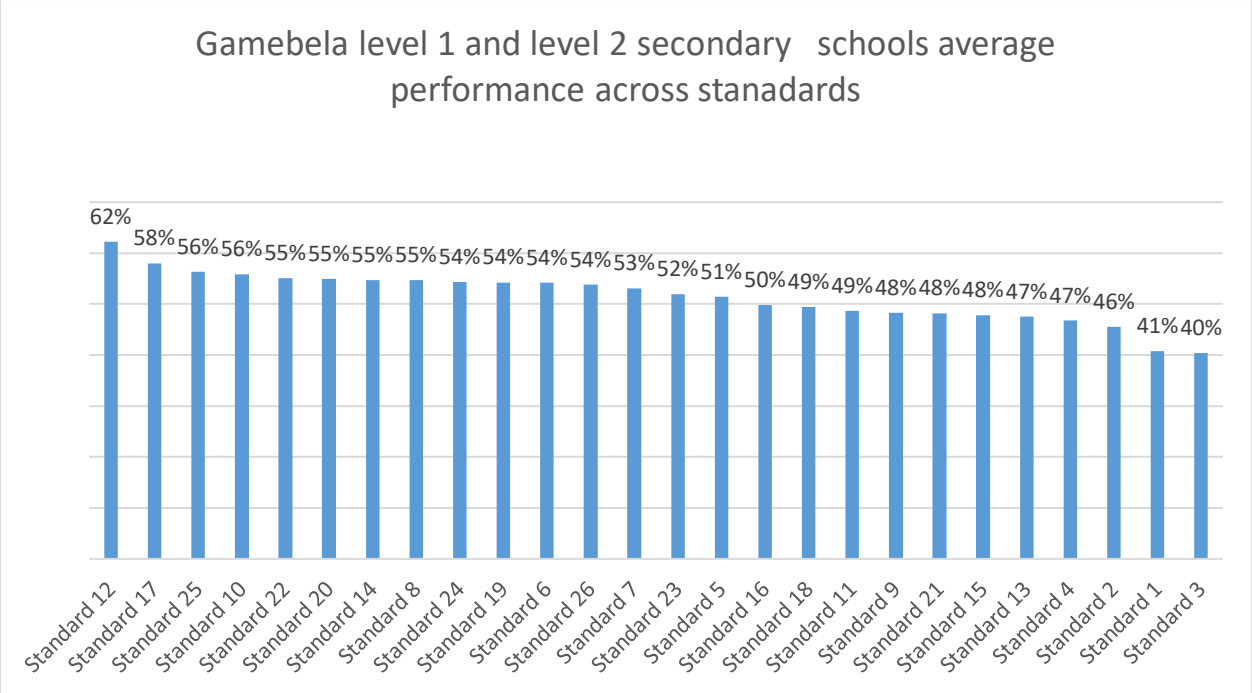
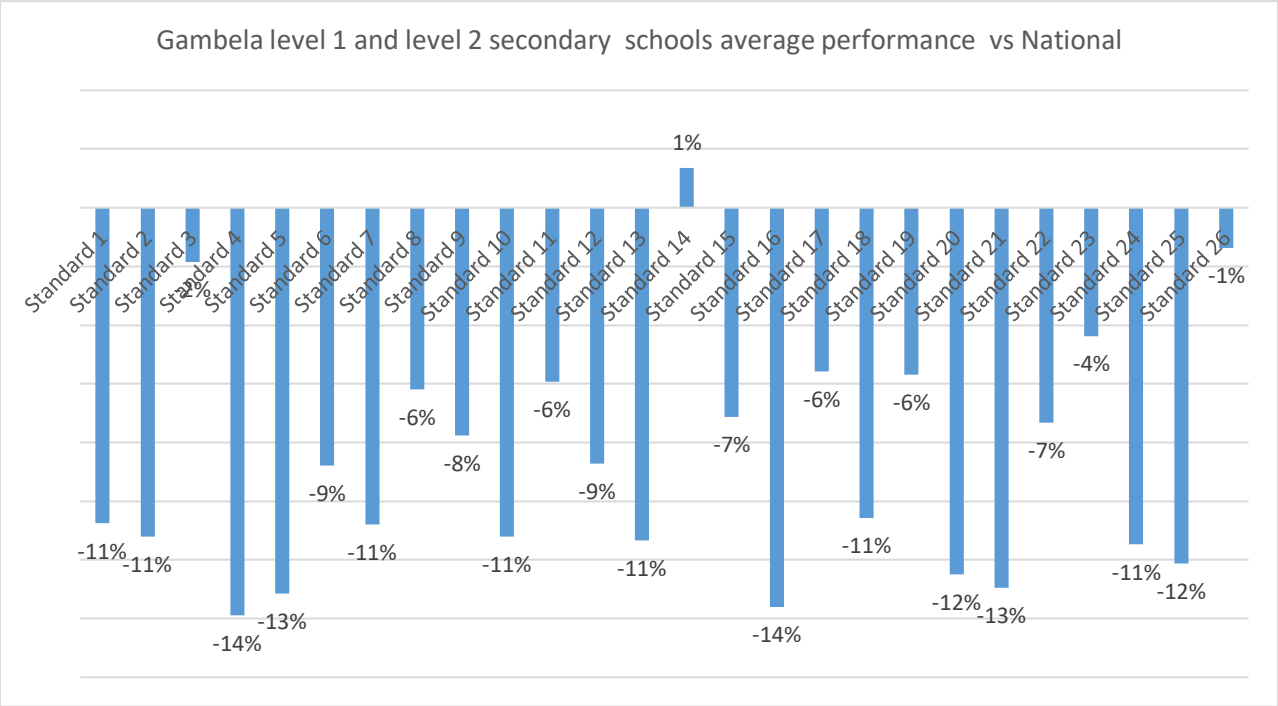


Figure 45 indicates scores of Gambella region Level 1 and Level 2 secondary schools performance across 26 standards. In Gambella region, all standards are below the cut-off point (70%). Particularly, standard 3 and 1 (qualified teaching and supportive staff, Infrastructure and facilities) are relatively lower scores compared to the rest of the scores.

7.6.4 Variation of Gambella region Level 1 and Level 2 secondary schools performance versus national average

Figure 46: Gambella region level 1 and level 2 secondary schools average performance across standards vs. national



According to figure 46, almost all Level 1 and Level 2 secondary schools in Gambella region have performed below the national average across all the standards. Particularly, standard 4, 16, 5, 21, 20, 25 and 21 are considerably below the national average.

7.7 Harari Regional Education Bureau

7.7.1 Harari Level 1 And Level 2 Primary Schools Average Performance

Figure 47: Harari region level 1 and level 2 primary schools average performance across standards

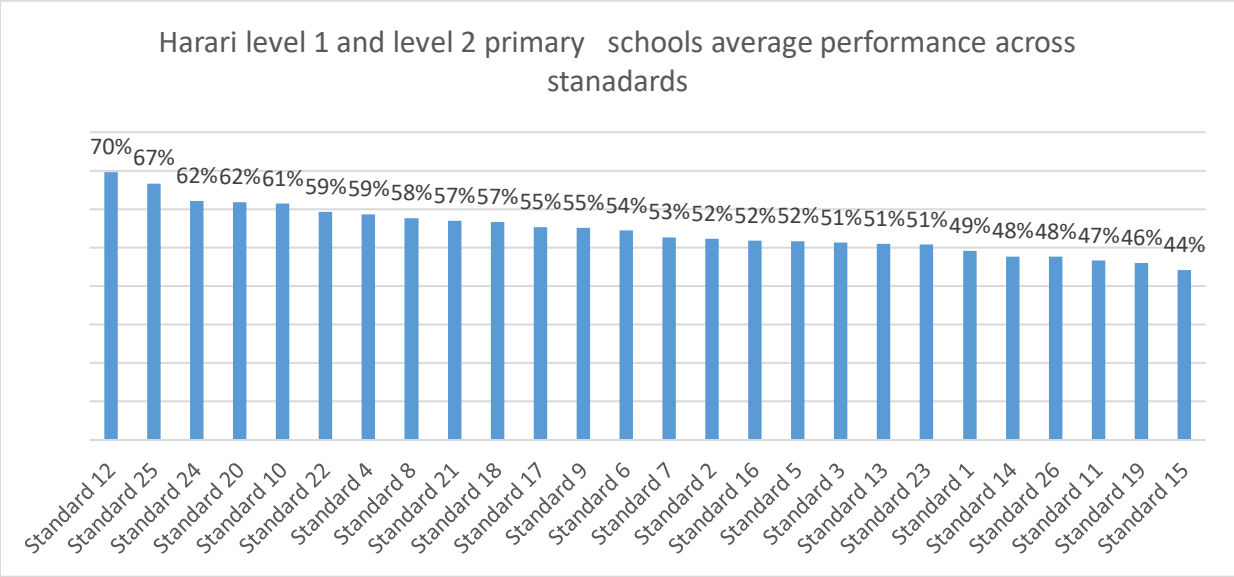


Figure 47 displays the performance of Level 1 and Level 2 primary schools across the 26 standards in Harari region. As can be seen in the chart above, only standard 12 meets the required threshold Level, which is tantamount to 70%. All the other standards are found below the threshold level. Particularly, standards 15, 19 11, 26, 14 and 1 are relatively lower compared to the rest of the scores.

7.7.2 Variation of Harari primary schools' performance versus national average

Figure 48: Harari region level 1 and level 2 primary schools average performance across standards vs. national

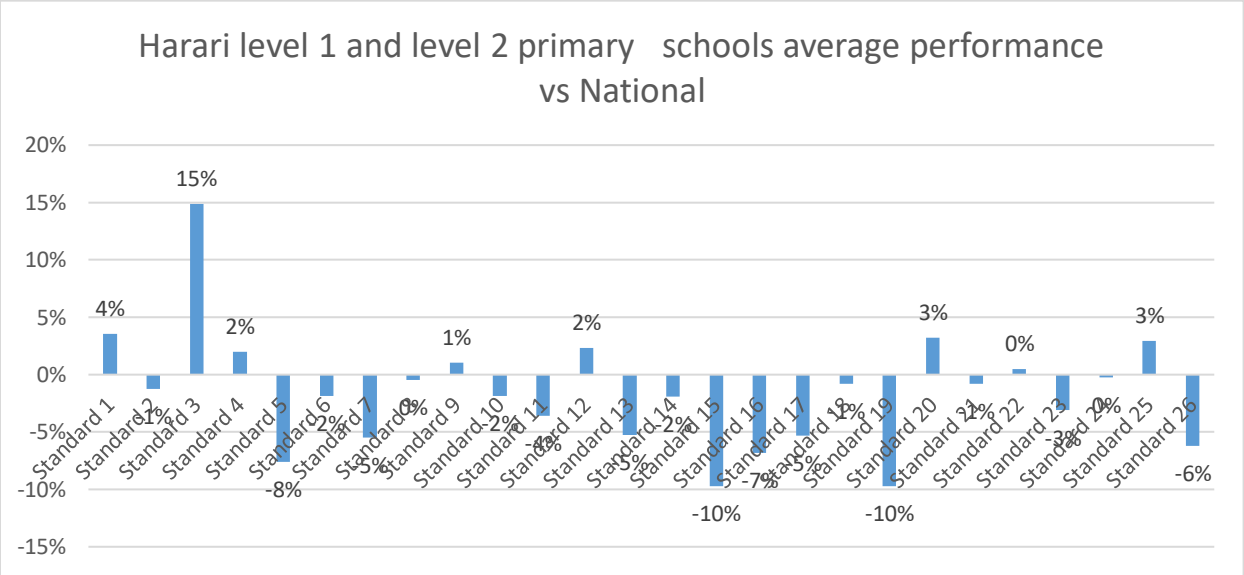


Figure 48 presents the performance variation between Harari Level 1 and Level 2 primary schools and the national average. It is revealed in the score chart that standard 3 is in a better position in-terms of performance compared to the national average while standard 22 shows no variation. On the other hand, standards 15 and 19 are a way below the national average albeit there are other standards that fall under this category.

7.7.3 Harari secondary schools' average performance

Figure 49: Harari region level 1 and level 2 secondary schools average performance across standards

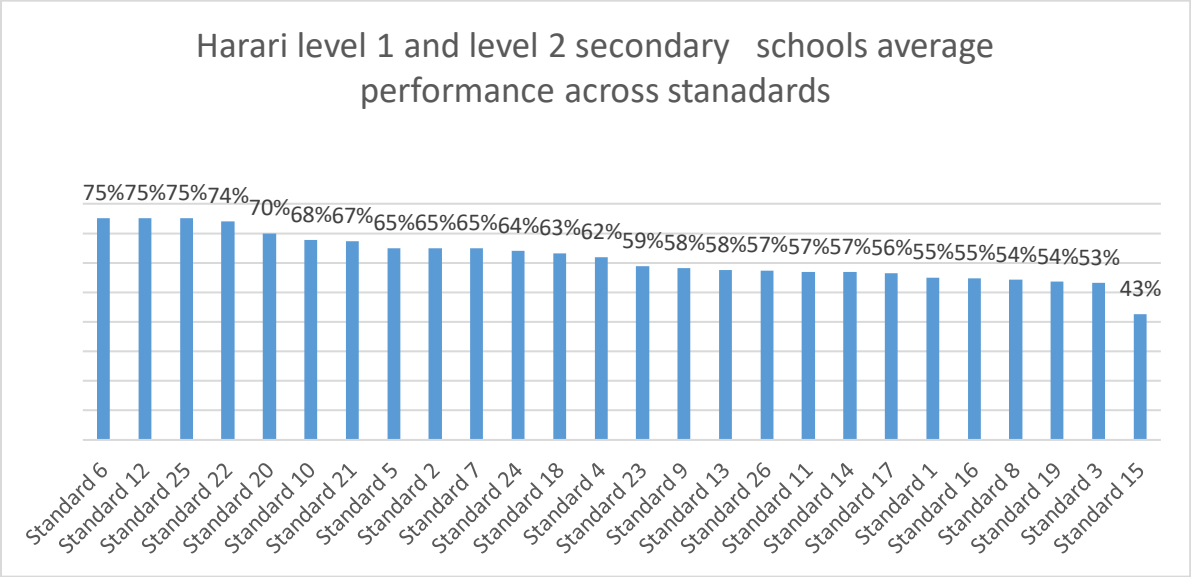


Figure 49 presents the performance of Level 1 and Level 2 secondary schools across the 26 standards in Harari region. Accordingly, standards 6, 12, 25, 22 and 20 are relatively placed in remarkable position as they are at or above the cut-off scores. On the other hand, standard 15 is positioned at the lowest Level in the chart. This standard focuses on the implementation of CPD by teachers and school leaders.

7.7.4 Variation of Harari Secondary schools' performance versus national averages

Figure 50: Harari region level 1 and level 2 secondary schools average performance across standards vs. national

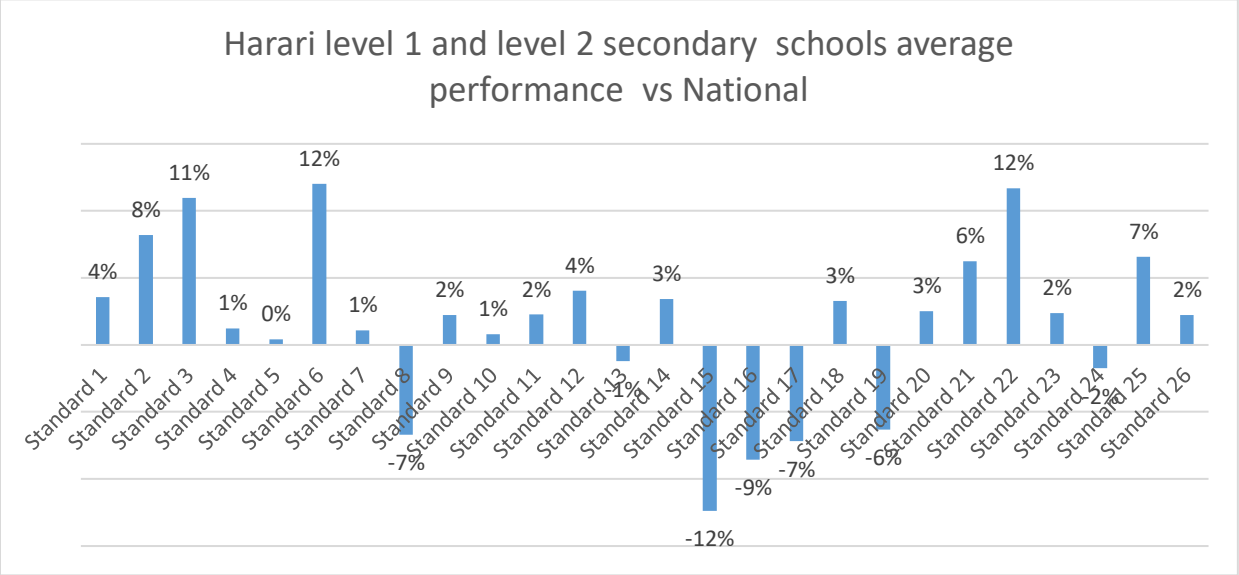


Figure 50 displays the performance variation between Harari Level 1 and Level 2 secondary schools with that of the national average. The data revealed that standard 5 which is at the same level with the national average score, standards 6, 22 and 3 are in better position in-terms of performance compared to the national average. On the other hand, standards 15, 16, 17, 8, and 19 are below the national average.

7.8 Oromia Regional Education Bureau

7.8.1 Oromia region Level 1 and Level 2 primary schools average performance

Figure 51: Oromia region level 1 and level 2 primary schools average performance across standards

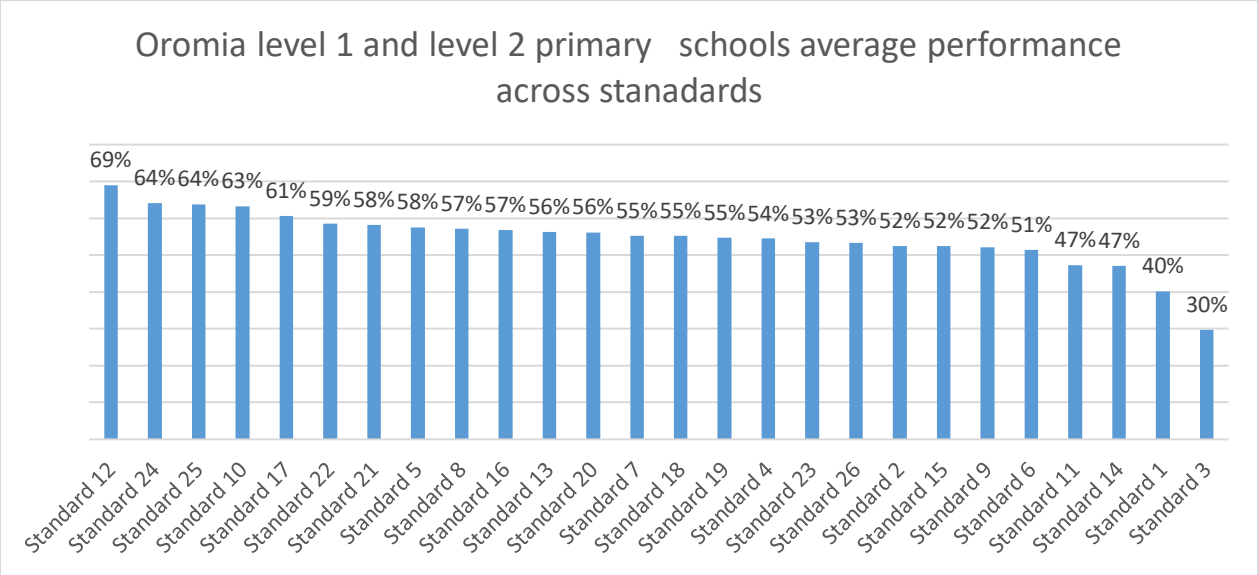


Figure 51 indicates the scores of Level 1 and Level 2 primary schools performance in Oromia region across the 26 standards. Standard 12 is closer to the cut-off point (70%) while all the other standard scores are below the cutoff point. In particular, standard 3,1,14 and 11 (qualified teaching & supportive staff and infrastructure & facilities, provision of support to female students & students with special needs and plan for teaching) are relatively lower scores compared to others.

7.1.1 Variation of Oromia region Level 1 and Level 2 primary schools performance versus national average

Figure 52: Oromia region level 1 and level 2 primary schools average performance across standards vs. national

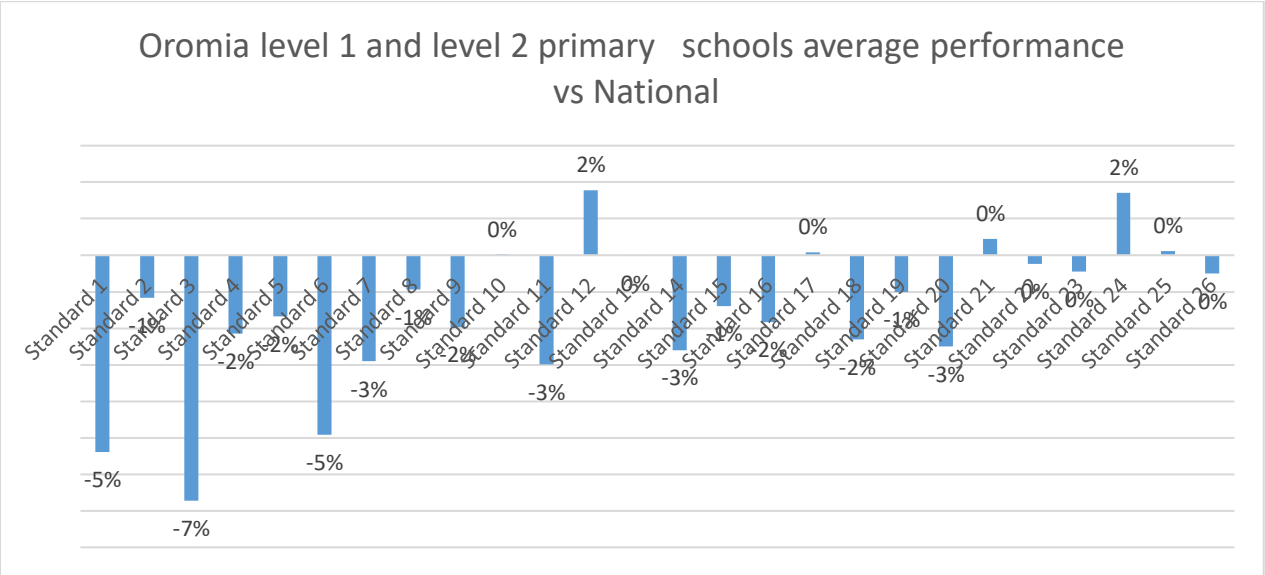


Figure 52 displays the performance variation between Oromia Level 1 and Level 2 primary schools compared to the national average. One can observe that standard 12 and 24 are relatively higher scores than the national average. Standards 10, 13, 17, 21, 22, 23, 25 and 26 have no variation with national average. On the other hand, standard 1, 3 and 6 (infrastructure & facilities, qualified teaching & supportive staff and shared vision, mission & values) are relatively lower scores compared to the national average.

7.1.2 Oromia region Level 1 and Level 2 secondary schools average performance

Figure 53: Oromia region level 1 and level 2 secondary schools average performance across standards

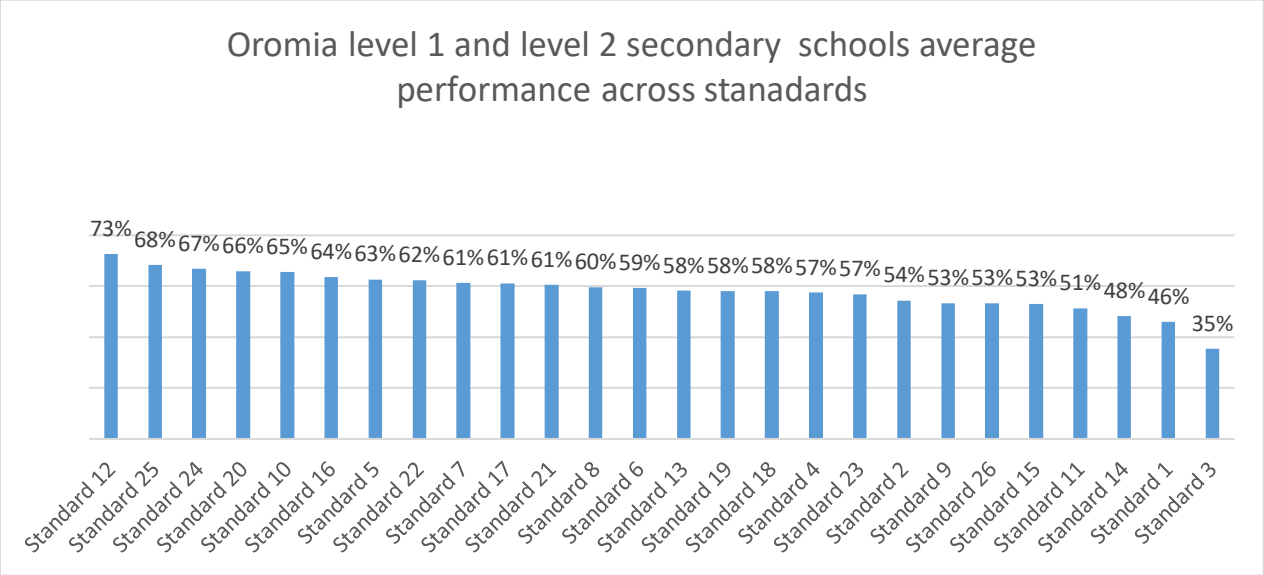


Figure 53 presents the scores of Level 1 and Level 2 secondary schools performance in Oromia region across the 26 standards. Standard 12 is above the cut-off point and standard 25 is closer to the cut-off point (70%) while all the other standard scores are below it. Particularly, standard 3, 1, 14 and 11 (qualified teaching & supportive staff and infrastructure & facilities, provision of support to female students & students with special needs and lesson planning) scores are relatively located at the lower end of the graph.

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7.1.3 Variation of Oromia Level 1 and Level 2 secondary schools performance versus national average

Figure 54: Oromia region level 1 and level 2 secondary schools average performance across standards vs. national

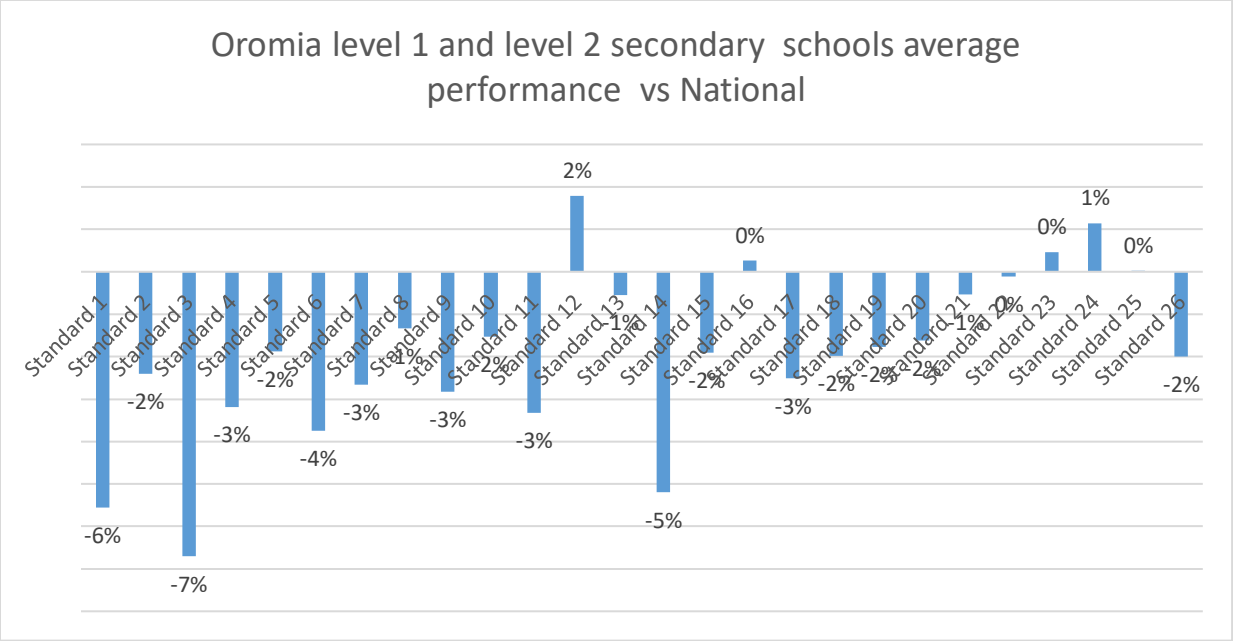


Figure 54 shows the performance variation between Level 1 and Level 2 Oromia region secondary schools compared to the national average. It can be observed that standard 12 and 24 are relatively better scores than the national average. Standards 16, 22, and 25 have no variation with the national average. On the other hand, standard 3, 1 and 14(qualified teaching & supportive staff and infrastructure & facilities and provision of support to female students & students with special needs) are relatively lower scores compared to the national average.

7.2 SNNPR Regional Education Bureau

7.2.1 SNNP Level 1 and Level 2 primary schools average performance

Figure 55: SNNPR level 1 and level 2 primary schools average performance across standards

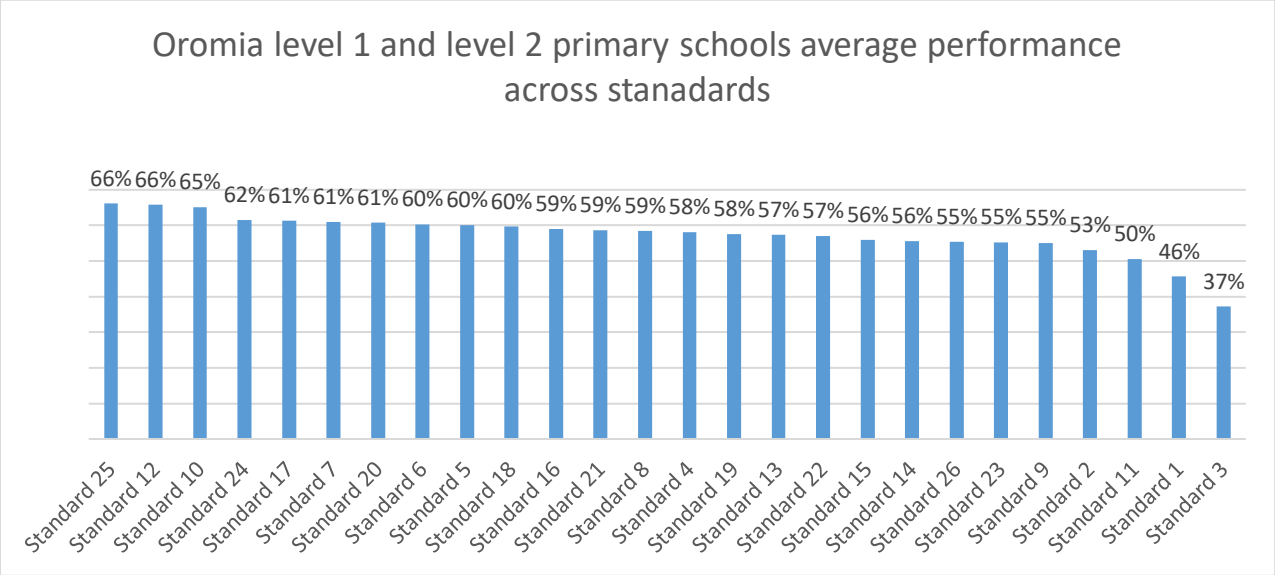


Figure 55 presents the performance of Level 1 and Level 2 primary schools across the 26 standards in SNNPR. From this data, one can observe that all standards are below the threshold level. As this data stands, standards 25, 12 and 10 are closers to the cut-point. Most of standards performance scores fall within the range of 50%-66%. The remaining few standards are at the lower end of the score spectrum. Notably, standard 3 and 1 are below 50% which is less than the threshold level for Level 2.

7.2.2 Variation of SNNP primary schools' performance vs. national average

Figure 56: SNNPR level 1 and level 2 primary schools average performance across standards vs. national

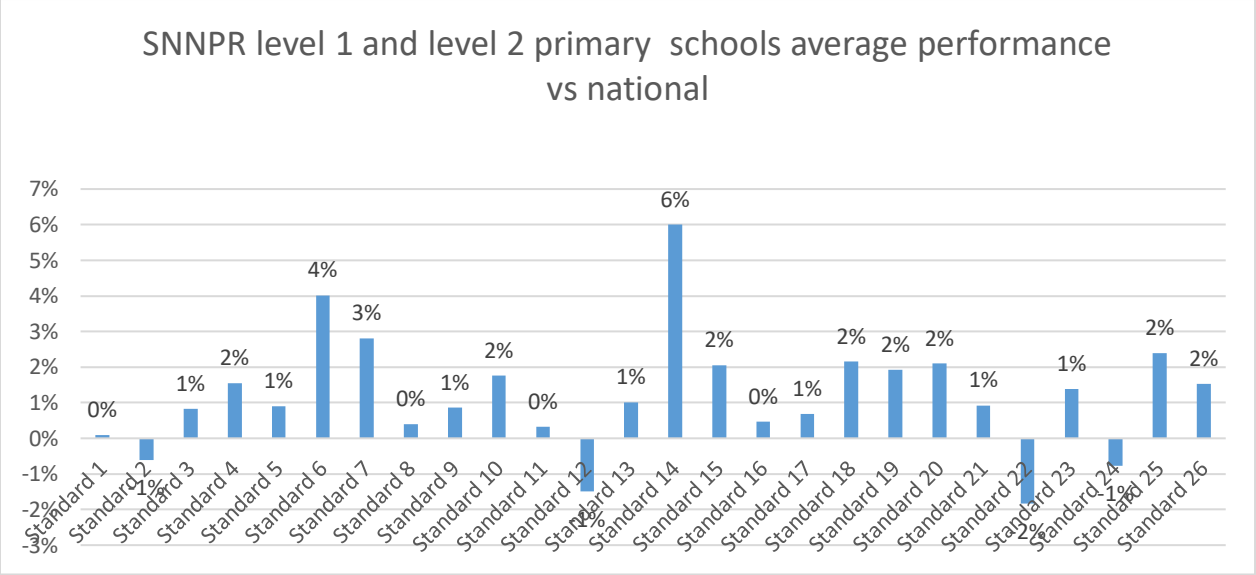


Figure 56 displays the performance variation between Level 1 and Level 2 SNNPR primary schools and the national average. Here, one can note that standards 14 and 6 are remarkably above the national average. Meanwhile, standards 1, 8, 11 and 16 have no variation compared to the national average, while standards 2, 12, 22 and 24 have very little variation from the national average.

7.2.3 SNNP secondary schools' average performance

Figure 57: SNNPR level 1 and level 2 secondary schools average performance across standards

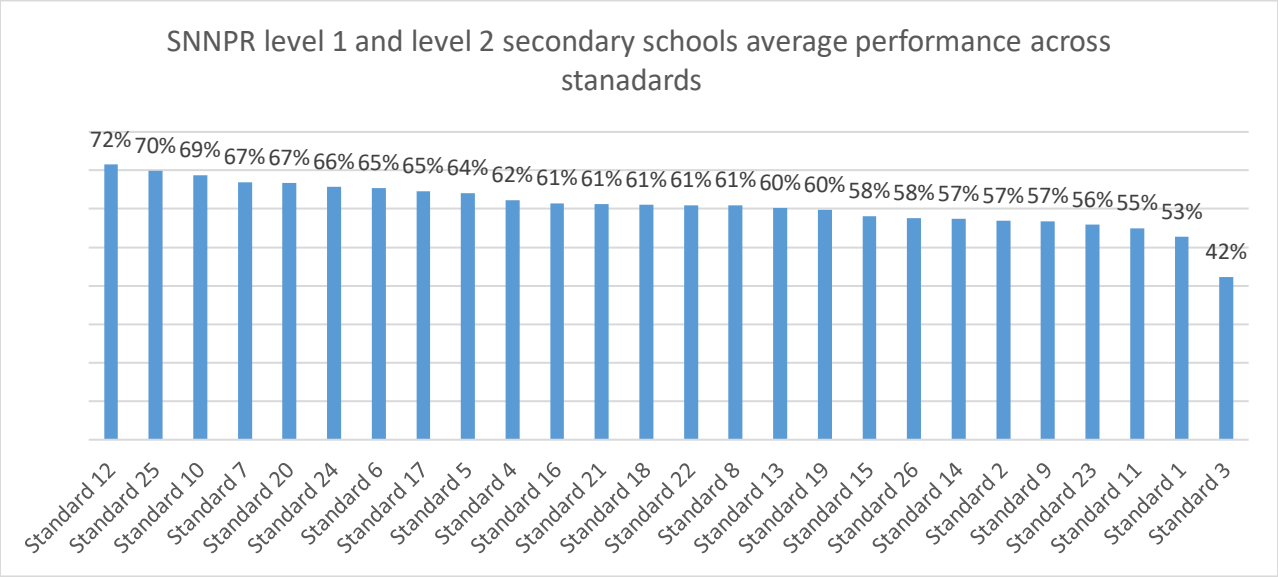


Figure 57 exhibits the performance of Level 1 and Level 2 secondary schools across the 26 standards in SNNPR. The data reveals that standards 12 and 25 are above and at the threshold Level of the cut-off point respectively while the remaining standards are below it. Besides, the data discloses that standard 3 comes out conspicuously as the only standard that plunges below 50%. This standard is concerned with availability of suitably qualified teachers, school leaders and other staff members.

7.2.4 Variation of SNNP secondary schools' performance versus national average

Figure 58: SNNPR level 1 and level 2 secondary schools average performance across standards vs. national

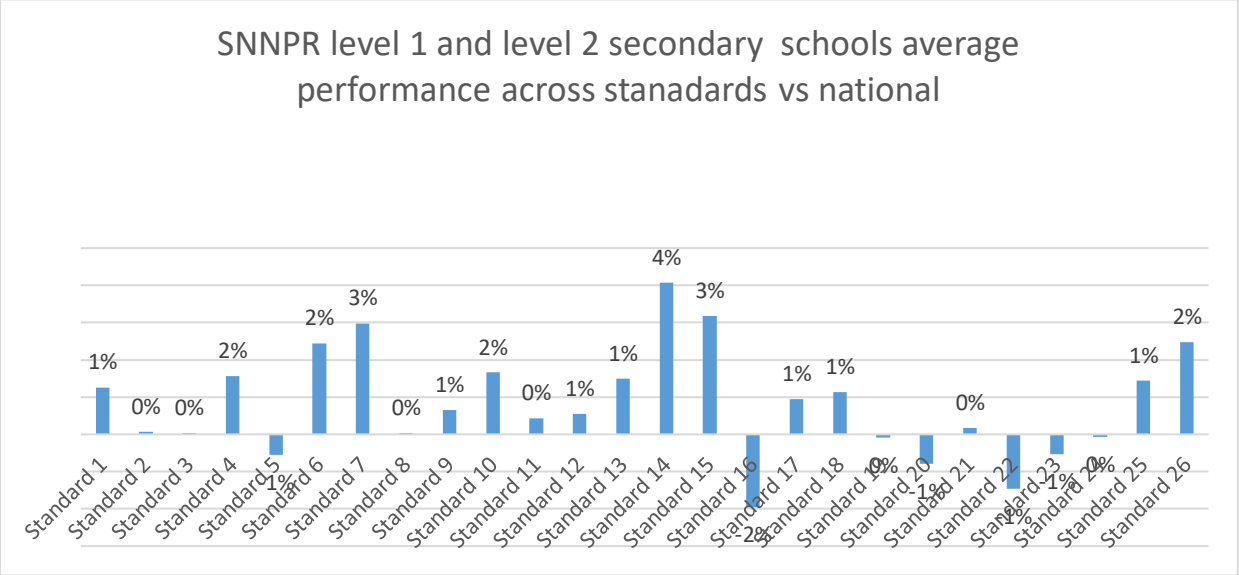


Figure 58 shows the performance variation between Level 1 and Level 2 SNNPR secondary schools and the national average. Accordingly, standards 14, 7 and 15 have relatively high scores in comparison with the national average. As it stands, standards 2, 3, 8, 11 and 21 have no variation compared to the national average. On the contrary, standards 5, 16, 20, 22 and 23 have very little variation from the national average.

7.3 Somali Regional Education Bureau

7.3.1 Somali Level 1 and Level 2 primary schools average performance

Figure 59: Somali region level 1 and level 2 primary schools average performance across standards

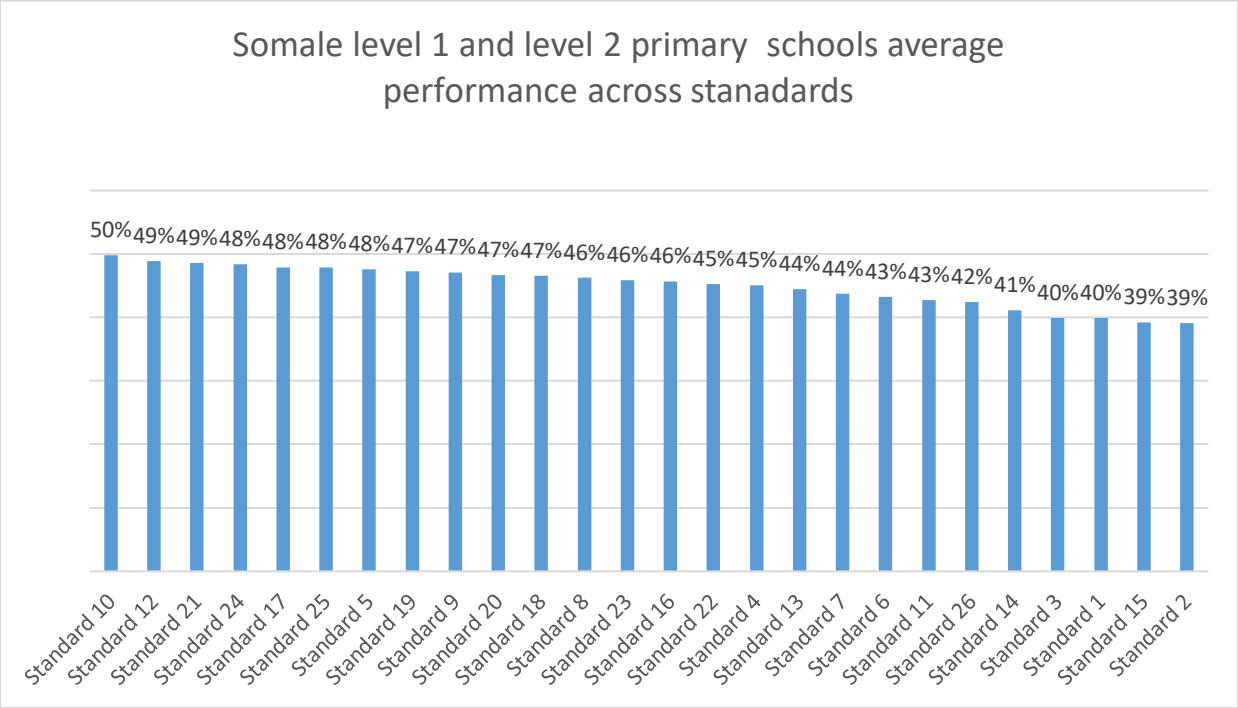


Figure 59 indicates scores of Level 1 and Level 2 primary schools performance in Somali region across the 26 standards. All standards are below the cut-off point (70%). The range difference among the scores is very small. Yet, standard 2 and 15 (financial resource and CPD program performance) are at the lowest periphery of the graph.

7.3.2 Variation of Somali region Level 1 and Level 2 primary schools performance vs. national average

Figure 60: Somali region level 1 and level 2 primary schools average performance across standards vs. national

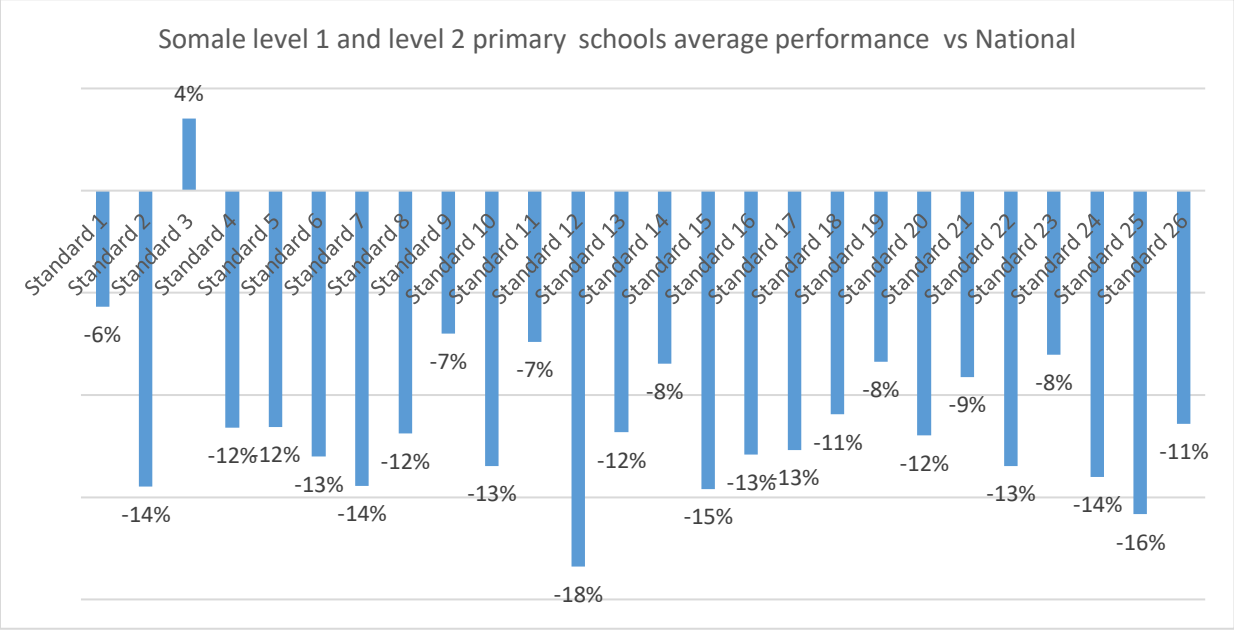


Figure 60 exhibits the performance variation between Level 1 and Level 2 Somali Region primary schools compared to the national average. All standards, but Standard 3, (qualified academic and supporting staff) are markedly below the national average. Particularly, standard, 12, 25 and 15 (teachers knowledge of the subject they teach, good communication & sense of accountability and CPD program performance) are considerably far from the national average.

7.3.3 Somali region Level 1 and Level 2 secondary schools average performance

Figure 61: Somali region level 1 and level 2 secondary schools average performance across standards

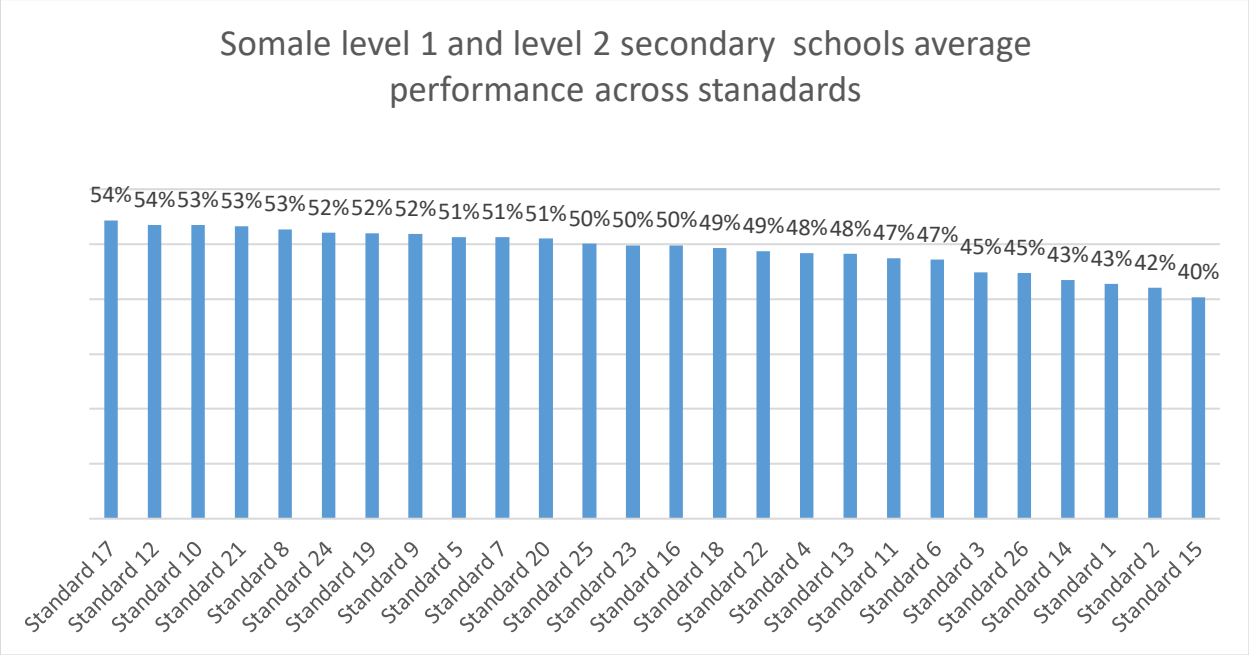


Figure 61 indicates scores of Somali Region Level 1 and Level 2 secondary schools performance across the 26 standards. As can be observed, all the standards are below the cut-off point (70%). The scores are very close to each other; eleven standards are within the range of 51% to 54%, whereas fourteen of them are within the range of 42% to 50%. Standard 15(CPD program performance) is at lower edge of the graph.

7.3.4 Variation of Somali region Level 1 and Level 2 secondary schools performance vs. national average

Figure 62: Somali region level 1 and level 2 secondary schools average performance vs. national

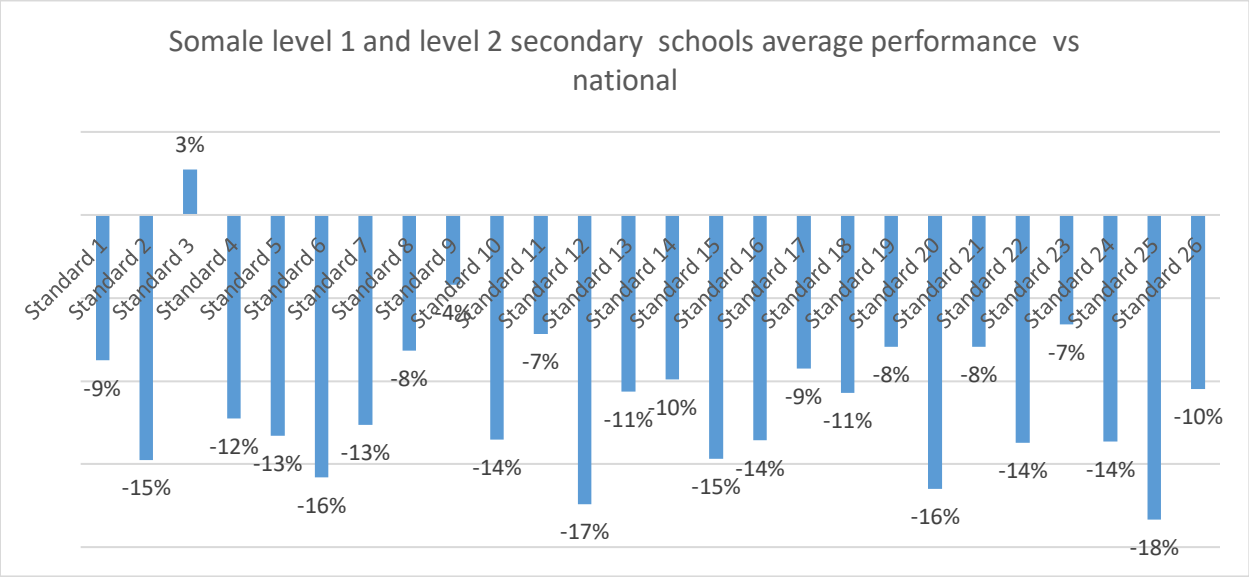


Figure 62 presents the performance variation between Level 1 and Level 2 Somali region secondary schools compared to the national average. All standards but standard 3 are below the national average. Specifically, standards 25, 12, 6, and 20(good communication & sense of accountability, adequate knowledge of the subject they teach, shared vision, mission and values and system establishment) are by far below the national average.

7.4 Tigray Regional State Education Bureau

The sections under this sub-topic focus on the analysis of primary and secondary schools in Tigray region. It specifically narrates the primary and secondary school performance score on standards. Moreover, the analysis touches the comparisons between standards of schools' performance scores with the national average.

7.4.1 Tigray Primary Schools' Average Performance

The following chart displays the average performance scores of the Level 1 and Level 2 primary schools in Tigray region against the 26 standards.

Figure 63: Tigray region Level 1 and Level 2 primary schools average performance across standards

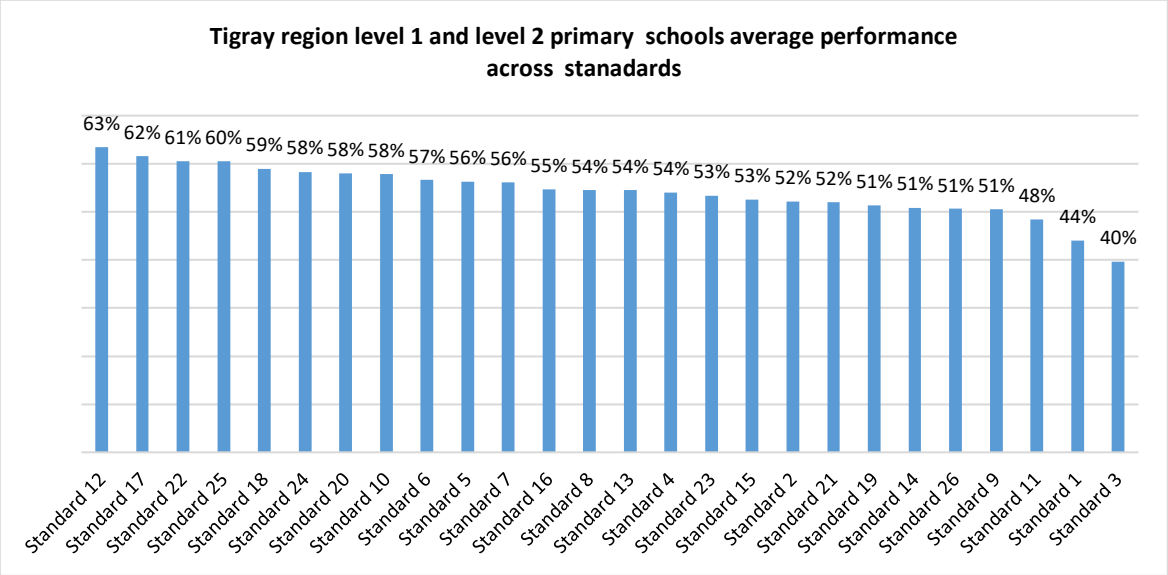


Figure 63 indicates that Tigray primary schools' average performance across the 26 standards. As it is clearly indicated in the figure, almost all the standards were found between the scores 50% and 69.9% range. Specifically, standard 12 attained the score of 63% which had the highest proportion of all standards whereas standards 3(40%), 1(44%) and 11(48%) found at the lower periphery in the bar graph. This implies that there are great lack of school infrastructure, facilities, pedagogical resources, and qualified academic and supporting staff. Moreover, there are also problems of planning with suitable teaching-learning materials in Tigray primary schools.

7.4.2 Variation of Tigray region Primary Schools' Performance versus National Average

The chart below presents the Level 1 and Level 2 primary schools' performance scores versus the national average score in relation to the 26 standards.

Figure 64: Tigray region Level 1 and Level 2 primary schools average performance across standards vs national average

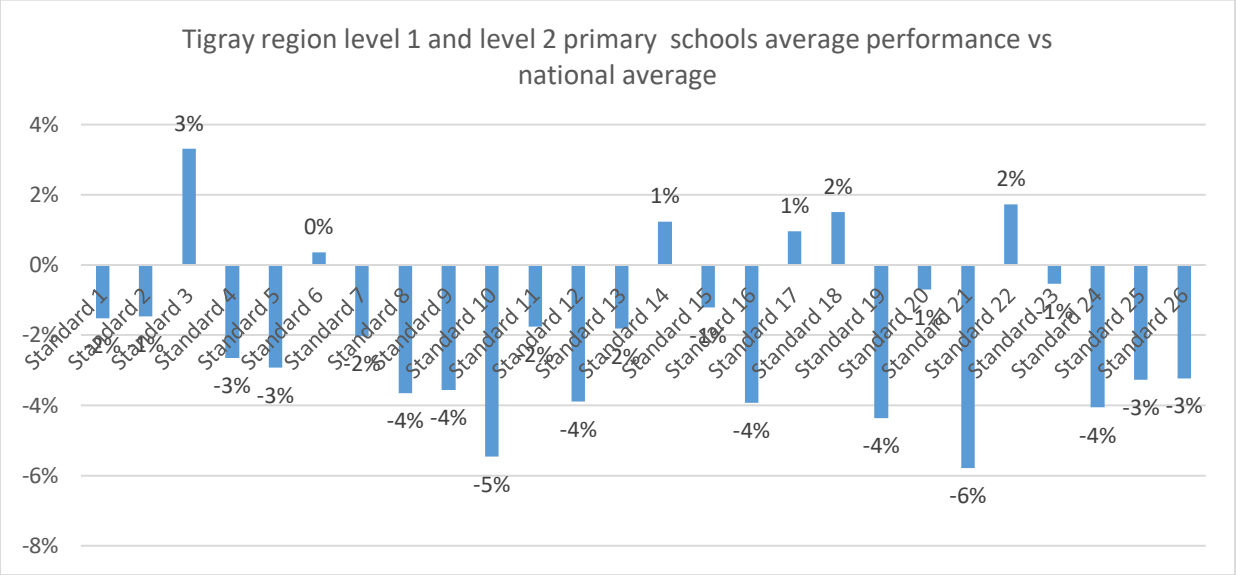


Figure 64 demonstrates the performance variation between Level 1 and Level 2 of Tigray primary schools compared to the national average. As it is observed on the chart, almost all standards scored negative results which were below the national average. Furthermore, standards 10 and 21 were seen relatively far below the national average. On the other hand, standards 3, 14, 17, 18 and 22 scored positive results which were above the national average. Among these standards, standards 3, 18 and 22 have attained better score relative better than those standards above the national average. In a particular condition, standard 6 showed no variation compared to the national average.

7.4.3 Tigray region Secondary Schools' Average Performance

The chart below demonstrates the average performance scores of the Level 1 and Level 2 secondary schools in relation to the 26 standards.

Figure 65: Tigray region Level 1 and Level 2 secondary schools average performance across standards

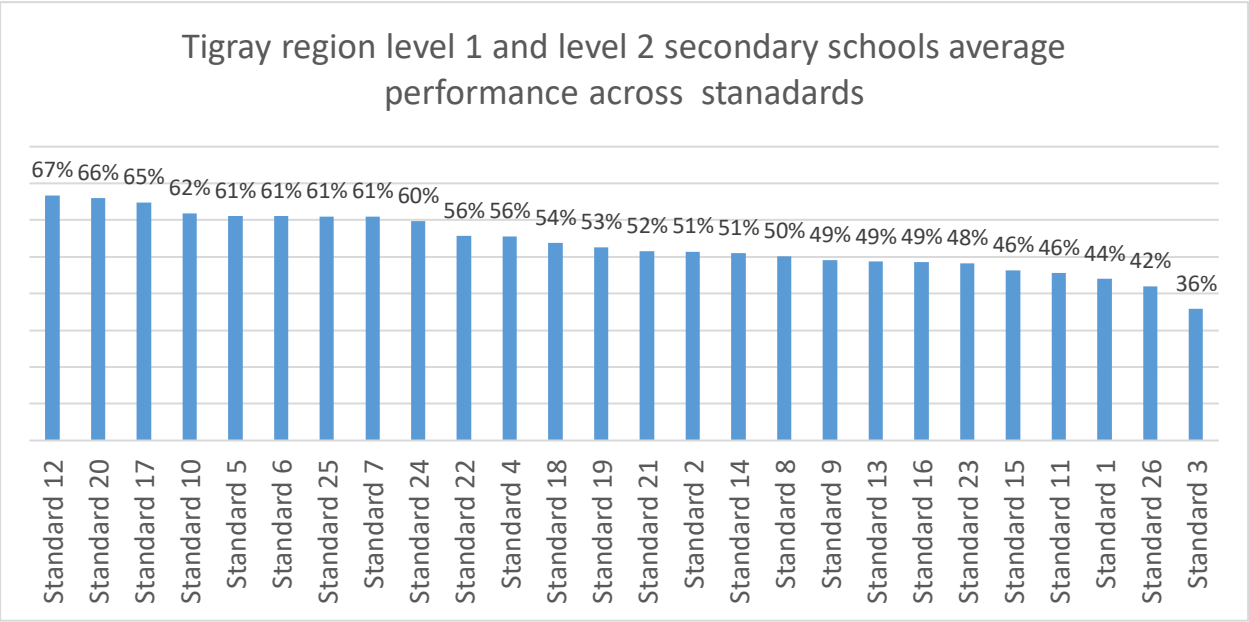


Figure 65 indicates Tigray secondary schools' average performance scores across the 26 standards. As it is revealed in the chart, more than half of the standards were placed between the scores 50% and 69.9% ranges. Peculiarly, standards 12(67%), standard 20(66%), and standard 17 (65%) scored the highest proportion and they are closer to the cutoff-point (70%). On the other hands, standards 9, 13, 16,23,15,11,1,26 and 3 scored low proportion. Uniquely, standards 3(36%) found at the lower periphery in the bar graph, and registered minimum scores than those standards scored below the cutoff-point (50%). This entails that there are great lack of sufficient suitably qualified directors, teachers and other staff in the secondary schools of Tigray region.

7.4.4 Variation of Tigray region secondary schools' performance versus national average

The subsequent chart presents the Level 1 and Level 2 secondary schools' performance scores versus the national average score in relation to the 26 standards.

Figure 66: Tigray region level 1 and level 2 secondary schools average performance across standards vs. national average

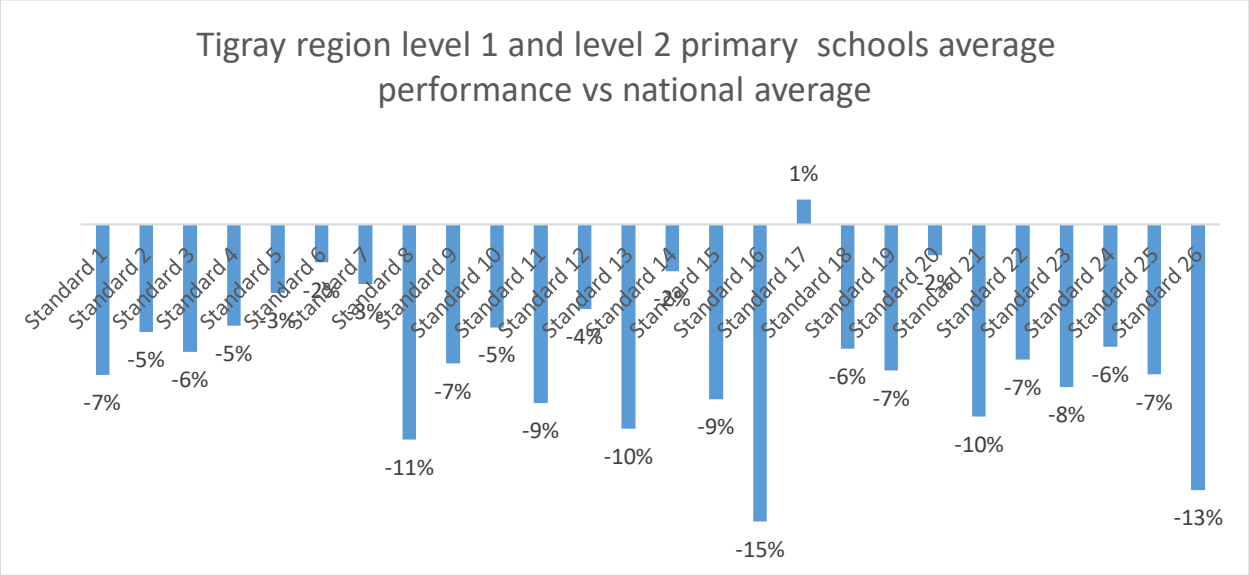


Figure 66 presents the performance variation between Level 1 and Level 2 Tigray secondary schools scores compared to the national average score. It is clearly observed that nearly all standards scored below the national average. Among these standards that scored below the national average, standards 16 and 26 are relatively far below the national average. This implies that all the secondary schools of Tigray didn't perform as per the standards. Nevertheless, standard 17(1%) became the only standard and had a positive score which is slightly greater than the national average.

8. Correlation between Inspection Measurements

Inspection framework classifies schools by the minimum required standards setting by input, process and output. These standards are related to each other. Schools are expected to improve their performance with the effective utilizations of resources.

The following figure shows the correlation between four standards (standard 3, 9, 12, and 23) of both Level 1 and Level 2 primary and secondary schools.

Figure 67: The correlation between standards 3, 9, 12 and 23



Figure 67 shows the correlation between input, process and output standards that are directly related each other by contents. The first upper left scattered graph shows the adequacy of qualified teachers and supportive staff with the teacher knows the subject matter what they teach. The correlation of this is -0.0006489 which is closer to zero or no relationship. The inspection directorate needs to conduct research on this particular issue to ensure whether this kind of relationship due to the inappropriate data collection, the inspection process or school improvement planning etc.

9. Comparison of Primary and Secondary Schools by Selected Standards across Regions

From the above analysis by national, regional, urban and rural, primary and secondary, government and non-government ownership, we get four standards having low scores. These are Standards 1, 3, 11 and 14. The influence of these standards at regional and national level is analyzed below.

9.1 Comparison of Primary Schools' Performance by Standard 1 across Regions

Figure 68: Comparison of primary schools' performance by standard 1 across regions

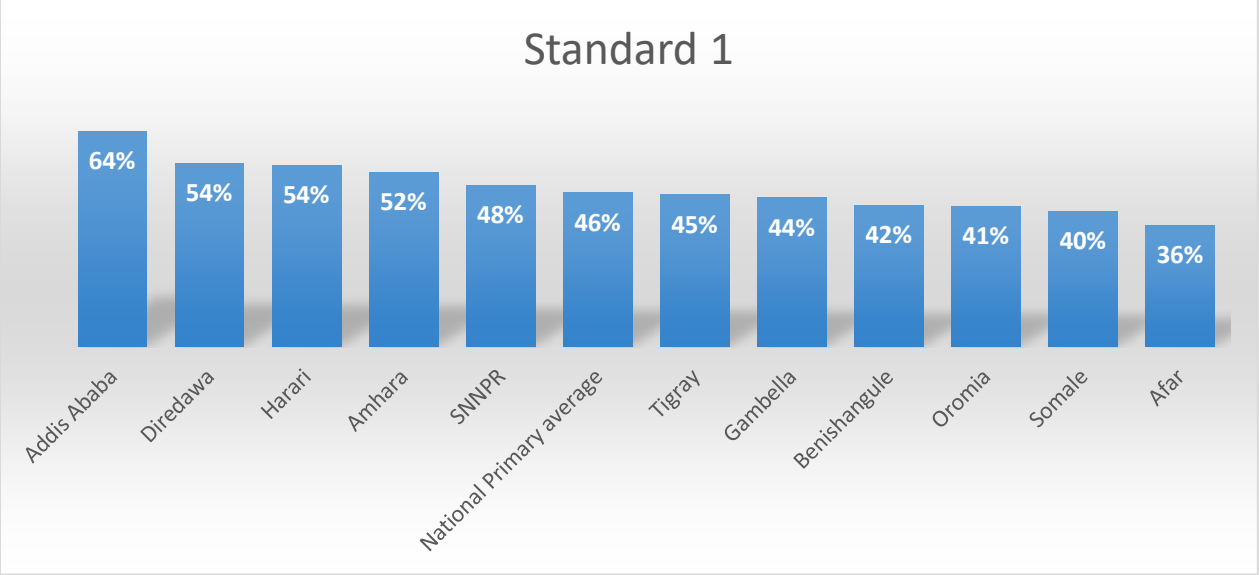


Figure 68 shows regional comparison of primary schools by standard 1 which refers to ***infrastructure, facilities* & educational and management guidelines and frameworks.** Addis Ababa and Diredewa City Administrations and Harari and Amhara regions have above 50% scores; however, the national average (46%) is below 50%. On the other hand, the score of the emerging regions is far below the cut-off point (50%).

9.2 Comparison of Primary Schools' Performance by Standard 3 across Regions

Figure 69: Comparison of primary schools' performance by standard 3 across regions

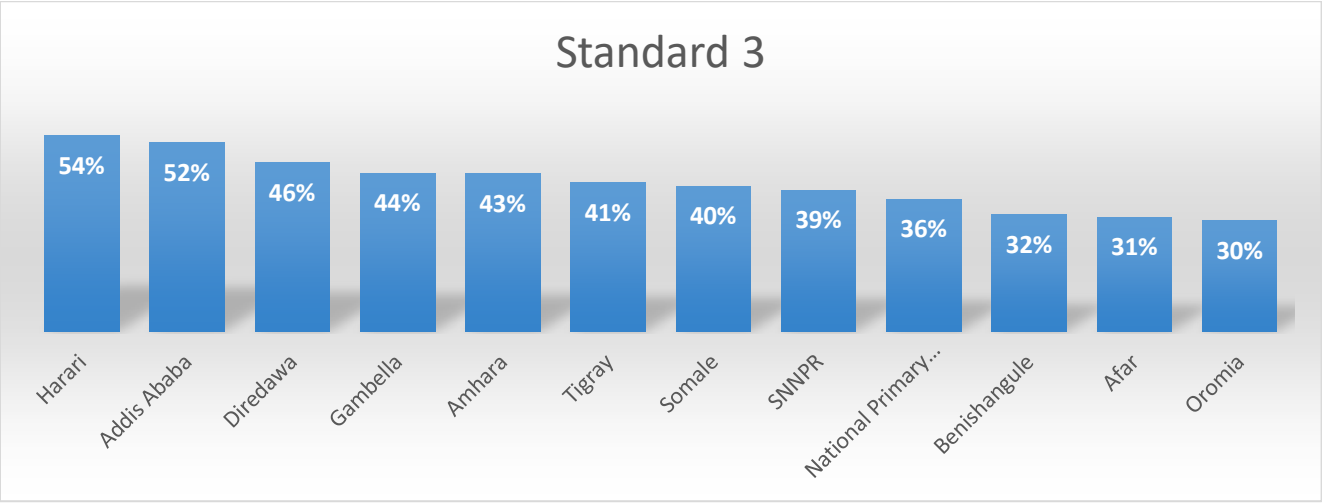


Figure 69 shows regional comparison of primary schools by standard 3 which refers to ***adequacy of academic and supportive staff, and teachers and school leaders licensing certificate*.** The scores of Addis Ababa City Administration and Harari region are above the cut-off point of Level 1 schools. However, the national average itself (36%) is below the cut- off point (50%).

9.3 Comparison of Primary Schools' Performance by Standard 11 across Regions

Figure 70: Comparison of primary schools' performance by standard 11 across regions

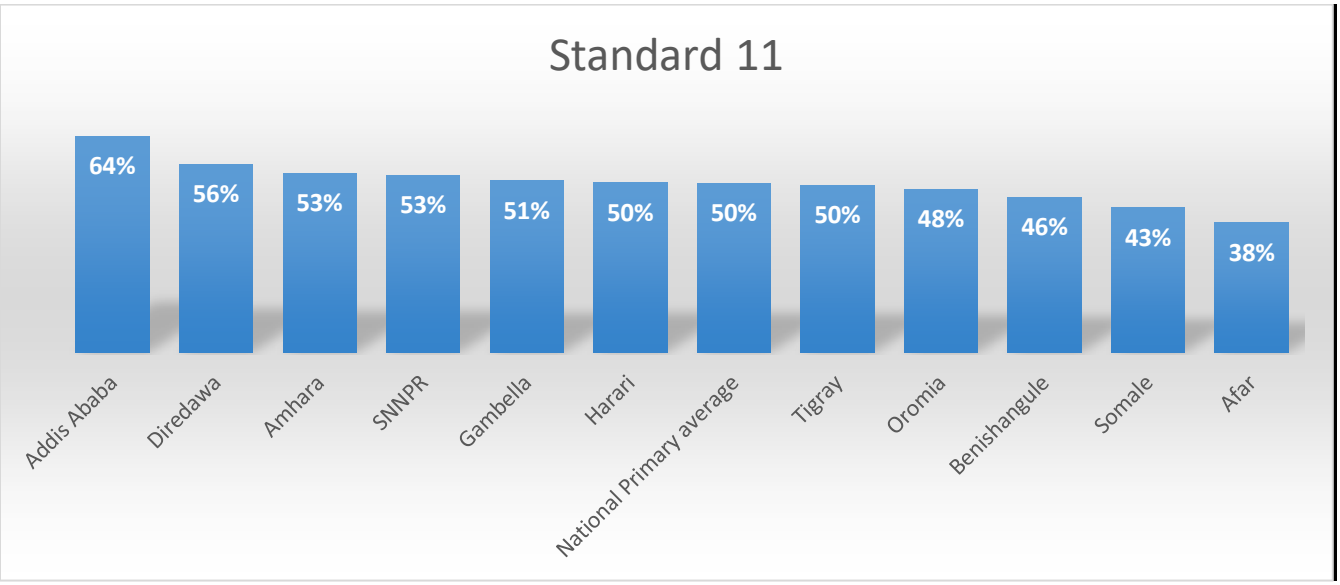


Figure 70 shows regional comparison of primary schools by standard 11 which deals with ***teachers' lesson plan preparation.*** Addis Ababa and Dire Dawa City Administrations, Amhara, SNNPR and Gambella regions score above the cut-off point (50%). Moreover, the score of Tigray, Harari region and the National average are at the cut-off point (50%). However, the scores of Afar, Somali , Benishangule Gumuz and Oromia are relatively far below the cut-off point of Level 1.

9.4 Comparison of Primary Schools' Performance by Standard 14 across Regions

Figure 71: Comparison of primary schools performance by standard 14 across regions

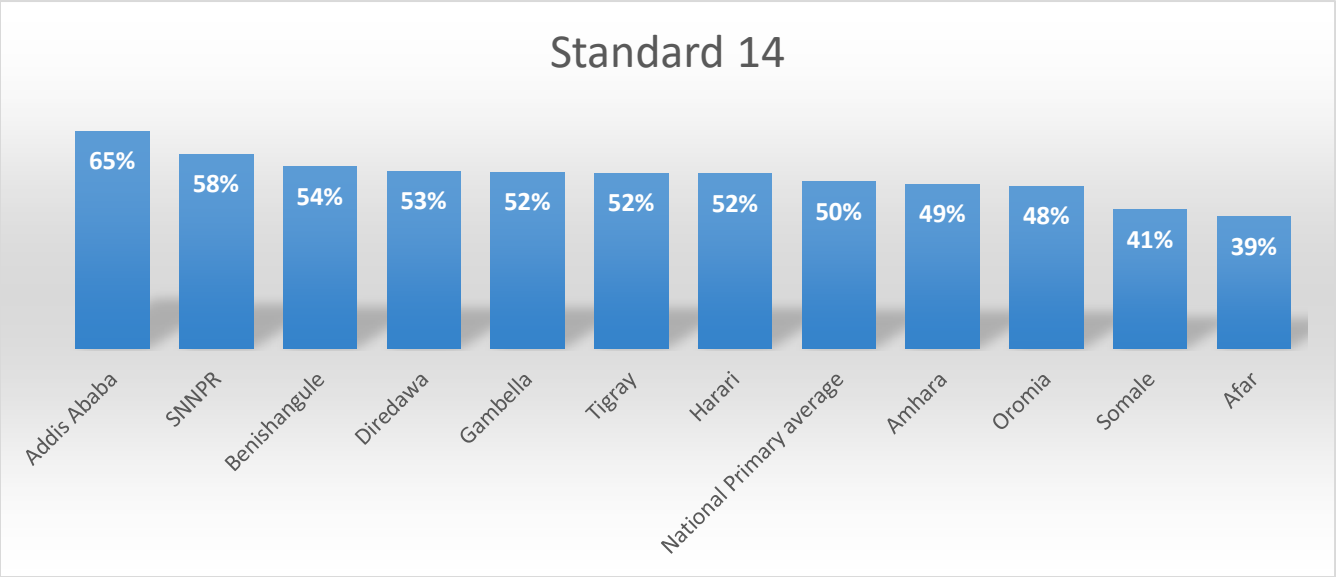


Figure 71 shows the regional comparison of primary schools against standard 14 which refers to ***special support for females and students with special needs.*** All except Afar, Somali, Oromia and Amhara regions score above the cut-off point (50%). The national average is exactly at the cut-off point.

9.5 Comparison of Secondary Schools' Performance against Standard 1 by Regions

Figure 72: Comparison of secondary schools performance by standard 1 across regions

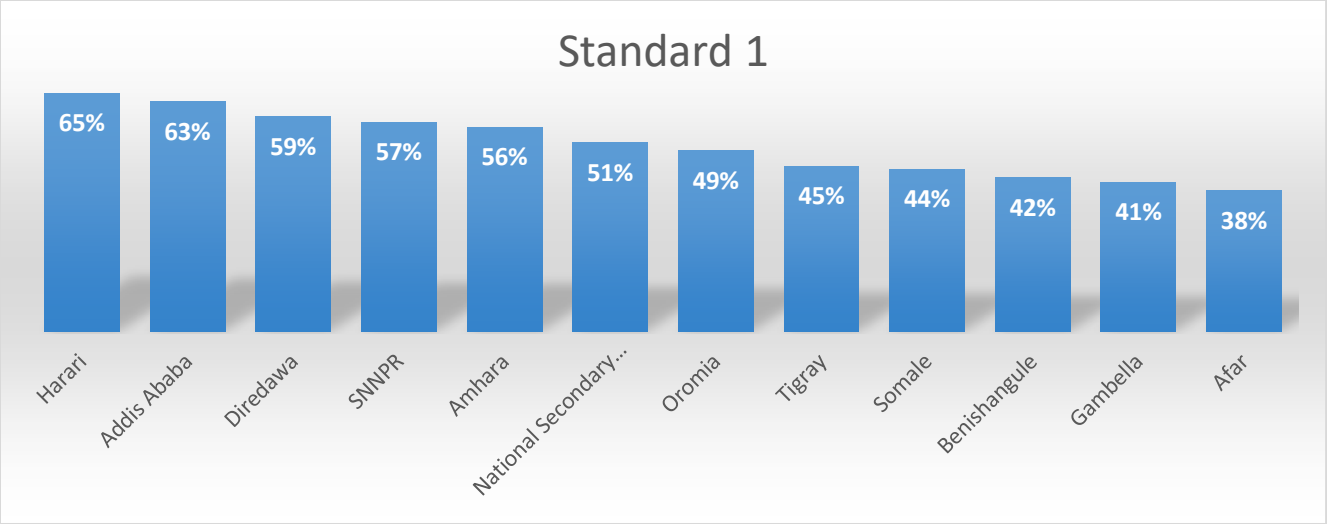


Figure 72 shows regional comparison of Secondary schools by standard 1 which refers to ***infrastructure, facilities* & educational and management guidelines and frameworks.** The scores of Harari**,** Addis Ababa and Dire Dawa City Administrations, SNNPR and Amhara regions are above the cut-off point (50%). The score of the remaining 6 regions is below the national average with Afar and Gambella scoring the least of all. The national average is 51%.

9.6 Comparison of Secondary Schools' Performance against Standard 3 by Regions

Figure 73: Comparison of secondary schools performance by standard 3 across regions

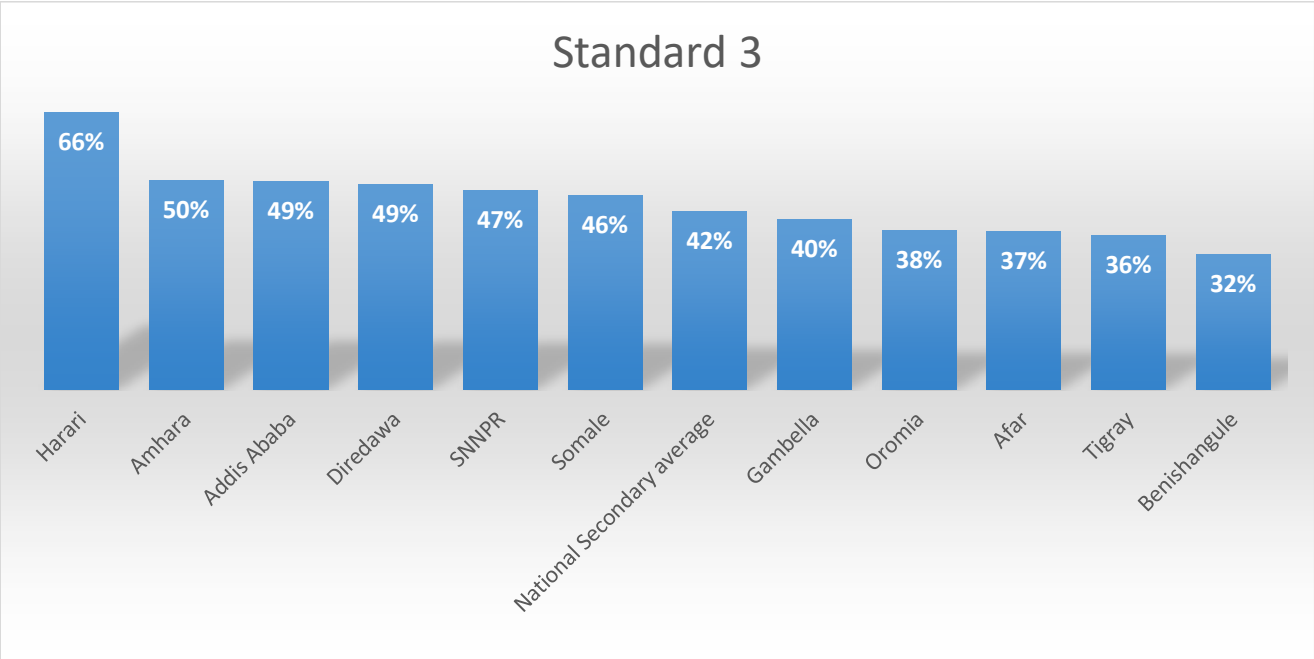


Figure 73 shows regional comparison of secondary schools against standard 3 which is about ***adequacy of academic and supportive staff, and teachers and school leaders licensing certificate*.** Except Harari region and Dire Dawa City Administration, all regions have scores below the cut-off point (50%). Similarly, the national average is 42% still below the cut-off point (50%).

9.7 Comparison of Secondary Schools' Performance by Standard 11 and Regions

Figure 74: Comparison of secondary schools performance by standard 11 across regions

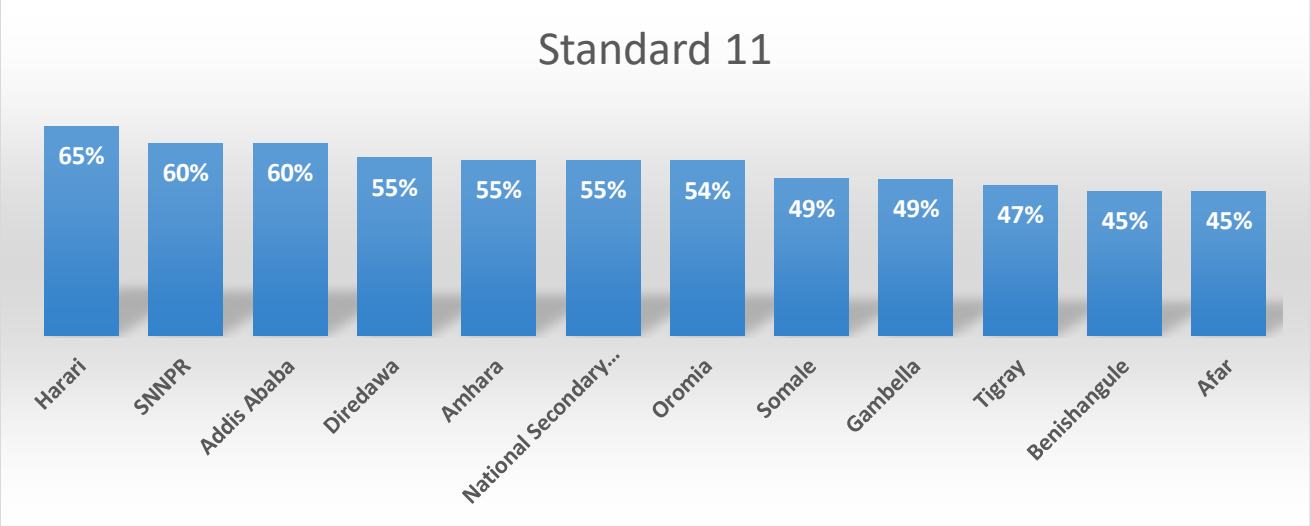


Figure 74 shows regional comparison of secondary schools' against standard 11 which refers to ***teachers' lesson plan preparation.*** *Here, Benishangule, Tigray, Gambella, and Somali regions score above* the cut-off point (50%). The national average is 55%.

9.8 Comparison of Secondary Schools'' Performance against Standard 14 across Regions

Figure 75: Comparison of secondary schools'' performance by standard 14 across regions

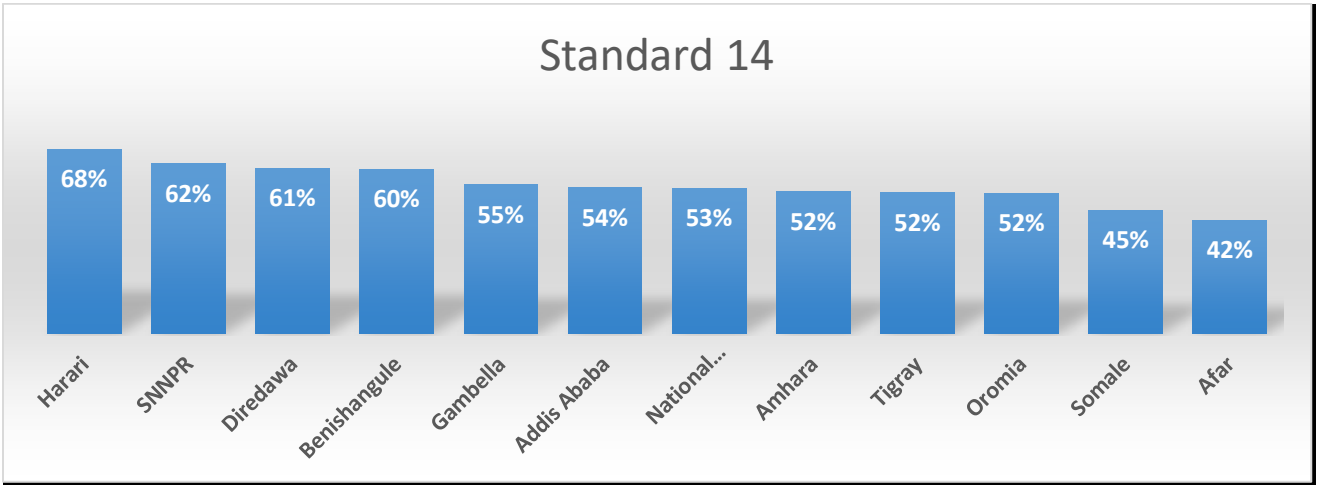


Figure 75 shows regional comparison of secondary schools' against standard 14 which deals with ***special support for females and students with special needs.*** Except Somali and Afar, all regions score above the cut of point (50%).

10. CONCLUSION

10.1 Conclusion on Level 1 and Level 2 Primary and Secondary Schools'

- The national school inspection guidelines suggest that each school should get inspection service once every three years. Therefore, all regions plan to inspect 100% of their respective schools' within three years including (2016/17 (20%) and the next two years (2018/19 & 2019/20 (40% each). Accordingly, 72.2% of the primary and 59.3% of secondary schools were inspected during these three years. It was found that afar, Amhara, Harari and Oromia regions have inspected above 75% of their schools'. Except Somali region and Addis Ababa City Administration, the remaining regions and city administrations inspected below 50%. Generally, all regions performed below their respective targets. Factors such the low performance of the regions themselves and COVID-19 pandemic could be attributed to this poor achievement.
- The second-round inspection results (92.3% of primary and 83.8% of secondary schools') are below standard and do not show any improvement when compared to the first-round inspection result (90.2% of primary and 89.7% of secondary school).
- The proportions of schools' by Levels are limited not only depend by percentage but also by number of schools' in the region.
- Input standards 1 and 3 were found to have low average scores in Level 2 and 3 primary and secondary schools'.
- Level 1 primary and secondary schools' improved their performances on output standards 24 and 25 (at the cut-off point-50%).
- Nationally, the majority of Level 2 primary and secondary schools' were 70% and 66% in rural and urban areas respectively.
- The majority of the schools' were found at Level 2 representing 69% of primary and 71% of secondary schools'.
- Out of 26,609 primary and 2,209 secondary schools', there were high proportions of Level 1 found at standard 3 (22,966(80%)), standard 1 (16,650 (58%)), standard 11 (15,583 (46%)) and standard 14 (12,770 (44%)). These four standards significantly affect the overall performance of both primary and secondary schools'.
- The performance of primary and secondary schools' in urban areas was affected by standard 15.

- All rural primary and secondary schools' performed below the national average across all standards except standard 15.
- Level 1 primary schools' have improved their performance on standards 12, 14, 25 and 10, but they poorly performed on standards 3, 1, 14 and 11.
- All Level 2 primary schools' achieved low score by each standard except standard 12. Particularly, standards 3, 1, 14 and 11 were found to be the lowest scores and these standards affect the improvement of the overall performance of the schools'.
- Level 1 secondary schools' have improved their performance on standards 12, 10, 25, 20, 14, and 17; however, they poorly performed on standards 3, 1, and 14.
- All Level 2 secondary schools' performed low on all standards except standard 12. Particularly, standards 3, 1, 14 and 11 were found to be the lowest scores, and these standards affected the improvement of the overall schools'' performance. One can note that these three standards have been consistently at the lower ends of the performance score spectrum across all Levels.
- Nationally, all primary schools' achieved low scores across all standards. Particular, standards 3, 1, 14 and 11 were found to be the lowest scores and these standards affect the improvement of the overall schools'' performance.
- At the national level, all secondary schools' achieved low scores in all the standards except standard 12. Standards 3 and 1 were also found to be on the lower ends of the performance of score spectrum. Besides, standard 3 was found to be the lowest of all the scores.

10.2 Conclusion on Level 1 and Level 2 Primary and Secondary Schools' by Regions and National Average

10.2.1 Inspection result of schools' in Addis Ababa City Administration

- All primary schools' have registered better scores on standards 12, 25, 22, 24, and 10. Standards 15, 3 and 19 were found to be the lowest scores.
- All primary schools' preformed above the national average in all standards except standard 15.
- Level 1 and Level 2 secondary schools' registered low score in all standards except in 25, 22, 20, 10, and 24. Even more, standards 15, 3 and 14 were found to be the lowest scores.

- Level 1 and Level 2 secondary schools' performed better on standards 1, 2, 3, 90 and 22 whereas standards 5, 6, 7 and 14 showed no variation. On the other hand, standards 12, 15 and 19 were scored below the national average.

10.2.2 Afar region schools'' inspection result

- All primary schools' registered low score across standards below the cut-off point-70%. In addition, the performance of these schools' on standards 3, 1, 11, 15, 14 and 5 were found to be at the lowest periphery of all the scores.
- All primary schools' in Afar region performed below the national average across all standards. In particular, standard 5, 10, 13, 15, 19, 22, 24 and 25 were considerably far below the national average.
- Standards pertaining to **Level 1 and Level 2 secondary** schools' were below the cutoff point (70%). Specifically, standards 3, 15, 1 and 26 were found to be the lowest scores (less than 40%).
- **Level 1 and Level 2 secondary** schools' in Afar region performed below the national average across each standard, particularly, standard 5, 16, 15 and 21 were considerably far below the national average.

10.2.3 Inspection result of schools' in Amhara region

- **All** primary schools'' performance across standards in Amhara region was below the cutoff point (70%). In particular, standards 3, 14 and 1 were found to be with very low scores.
- Although standards 14, 21 and 24 were below the national average, **all** primary schools' in Amhara region performed relatively better performance compared to the national average
- Level 1 and Level 2 secondary schools'' performance across the 26 standards were below the cutoff point (70%) with standards 3, 14 and 23 had low scores.
- Compared to the national average, Level 1 and Level 2 secondary schools' showed better performance on standards 1 and 3. On the other hand, standards 21, 13 and 24 were noticeably below the national average.

10.2.4 Inspection result of schools' in Benishangule Gumuz region

- **All** primary schools' registered scores across the 26 standards below the cutoff point (70%). Moreover, standards 3 and 1 were found with low scores.

- **All** primary school scored low in all standards except standards 7, 6 and 14 compared to the national average. More prominently, standards 16, 5, 15, 19 and 22 were considerably below the national average.
- Level 1 and Level 2 secondary schools' poorly performed on nearly all standards as the scores were below the cut-off point-70%. Notwithstanding this, standards 3, 23 and 1 were very far from the cut-off point.
- Level 1 and Level 2 secondary schools' scored below the national average on all standards except standards 6, 7 and 14. Moreover, standard 23, which deals with student attainment, is considerably below the national average. This score might be influenced by the low scores of standards 12, 1, 3, 8, and 22.

10.2.5 Inspection result of schools' in Dire Dawa City Administration

- **All** primary schools' poorly performed across standards below the cutoff point (70%). Similarly, standards 3 and 15 had relatively low scores.
- Compared to the national average, Level 1 and Level 2 primary schools' relatively performed better across all standards except standards 5.
- With the exception of standards 5, all Level 1 and Level 2 secondary schools' performed below the cut-off point-70%.
- Level 1 and Level 2 secondary schools'' performance on standard 26 was quite above the national average.

10.2.6 Inspection result of schools' in Gambella region

- Level 1 and Level 2 primary schools' performed below the cut-off point (70%) across standards while standard 1, 3 and 2 were relatively very far from the cutoff point.
- Level 1 and Level 2 primary schools' performed below the national average across all standards except standard 3 and 1. On the other hand, standards 2, 4, 16, 18, 22, 24 and 25 were noticeably below the national average.
- The performance of Level 1 and Level 2 secondary schools' was below the cut-off point (70%) across standards, and standards 3 and 1 were found far away from the cut-point.
- Level 1 and Level 2 secondary schools' performed below the national average nearly across all the standards. In particular, standard 4, 16, 5, 21, 20, 25 and 21 were considerably below the national average.

10.2.7 Inspection result of schools' in Harari region

- The performance of Level 1 and Level 2 primary schools' across standards except standards 12 and 25 were at or below the cut-point 70%. In particular, standards 15, 19, 11, 26, 14 and 1 were relatively lower with compared to the remaining scores.
- The performance of Level 1 and Level 2 primary schools' was above the national average in most of the standards. Standard 1, 3 and 20 were in better position while standards 15 and 19 were relatively below the cut-off point.
- Level 1 and Level 2 secondary schools' remarkably performed on standards 22, 6, 3, 25 and 21 as they were above the cut-off scores. On the other hand, standards 15, and 19, failed low compared to the rest.
- Level 1 and Level 2 secondary schools' performed well across most of the standards with compared to the national average. Specifically, standard 15, 16, 17, 8 and 19 was showed low score compared to the national average.

10.2.8 Inspection result of schools' in Oromia region

- The performance of Level 1 and Level 2 primary schools' was below the cut-off point across standards except standards 12 which was at the cut-off point 70%.
- Level 1 and Level 2 primary schools' performed about half of standards below the national average. In addition, standards 1, 3 and 6 were relatively far from the national average.
- The performance of Level 1 and Level 2 secondary schools' was below the cut-off point (70%).
- Compared to the national average, Level 1 and Level 2 secondary schools' performed low in most of the standards. Furthermore, standards 3, 1 and 14 were below the national average.

10.2.9 Inspection result of schools' in SNNPR region

- Level 1 and Level 2 primary schools' carried out below the cut-off point across standards compared to the cut-off point (70%.) Notably, standard 3 and 1 were at the lower end of the spectrum.
- The performance of Level 1 and Level 2 primary schools' was above the national average nearly on all standards; however, standards 2, 12, 22 and 24 were at the lower end of the spectrum.

- Level 1 and Level 2 secondary schools' executed below the cut-off point across standards except standards 12 and 25 which were above or at the cut-off point (70%). Standards 3 was at the lower end of the spectrum.
- The performance of Level 1 and Level 2 secondary schools' had better achievement against the national average except by standard 16 and 22.

10.2.10 Inspection result of schools' in Somali region

- The execution of Level 1 and Level 2 primary schools' across standards were below the cut-off point (70%). Specifically, standards 2 and 15 were at lower periphery of the bar graph.
- Level 1 and Level 2 primary schools' performed below the national average except standard 3. Particularly, standards 12, 25 and 15 were considerably below the national average.
- Level 1 and Level 2 secondary schools' carried out below the cut-off point (70%) in all standards, more prominently, standards *15, 2, 1, and 14* were at the lower end of the spectrum scores below 50%.
- The performance of Level 1 and Level 2 secondary schools' across standards except standard 3 were below the national average. In particular, standards 2, 6, 12, 15, 20 and 25 were by far below the national average.

10.2.11 Inspection result of schools' in Tigray region

- Level 1 and Level 2 primary schools' performed below the cut-off point (70%) across standards. Furthermore, standards 3, 1 and 11 were at the lower periphery of the bar graph.
- The performance of Level 1 and Level 2 primary schools' was below the national average in most of the standards. Specifically, standards 3, 18 and 22 were relatively far below the national average.
- Level 1 and Level 2 secondary schools' were below the cut-off point (70%) across standards. In particular, the regional average performance on standards 9, 13, 16, 23, 15, 11, 1, 2 and 3 was below 50%.
- The performance of Level 1 and Level 2 secondary schools' was below the national average on nearly all the standards. In particular, standards 16 and 26 were by far below the national average.

10.3 Conclusion on Standards that Affect Primary and Secondary Schools' Performance

10.3.1 Conclusion of primary schools'' performance on standards 1, 3, 11 and 14

- The average scores of all primary schools' on standard 1 were below the cut-off point (70%). The national average for standard 1 was 46% which was relatively below the cut-off point (50%) due to the effect of standard 1.
- The average scores of all primary schools' on standard 3 were 37% which was extremely below the cut-off point 50%. This could be ascribed as the effect of standard 3.
- The average scores of all primary schools' on standard 11 were below the cut-off point (70%). The national average for standard 11 was 51%. This was slightly greater than the cut-off points of Level 2 as a result of the effect of standard 11. However, the average score of all primary schools' on standard 11 was far below the cut-off point.
- The average scores of all primary schools' on standard 14 were below the cut-off point (70%). The national average for standard 14 was 50% which was at the cut-off point of Level 2 due to the effect of standard 14. However, the average score of all primary schools' on standard 14 was far below the cut-off point (70%).

10.3.2 Conclusion of secondary schools'' performance on standards 1, 3, 11 and 14

- The average scores of all secondary schools' on standard 1 were below the cut-off point (70%). The national average for standard 1 was 52% which was slightly greater than the cut-off point of Level 2 due to the effect of standard 1. However, the average score of all secondary schools' on standard 1 was far below the cut-off point.
- The average scores of all secondary schools' on standard 3 was 43%. This is extremely below the cut-off point (70%) which could attribute to the effect of standard 3.
- The average scores of all secondary schools' on standard 11 were below the cut-off point (70%).
- The national average for standard 11 was 55% which was greater than the cut-off point of Level 2 due to the effect of standard 11. But, the average score of all secondary schools' on standard 11 was far below the cut-off point.
- The average scores of all secondary schools' on standard 14 were below the cut-off point (70%). The national average for standard 14 was 54%. This was slightly greater than the cut-

off points of Level 2 because of the effect of standard 14. However, the average score of all secondary schools' on standard 14 was far below the cut-off point 70%.

11. Recommendations

Based on the conclusions made regarding the school inspection standards and school classification Levels, the following recommendations are suggested. These recommendations could be very important to the Federal Ministry of Education and REBs as well as other development partners to take their own actions to improve the performance of schools'.

11.1 Primary and Secondary Schools' at National Level

With regard to the primary and secondary schools' at national level, the following specific recommendations are forwarded.

- *All regions* did not perform their plan. Therefore, the General Education Inspection at Federal level should make close monitoring to regions/city administrations in addressing the issues of low performance.
- All Regions have low performance on input standards 1 and 3. It is therefore recommended that, the directorates of SIP, PRM, TELD at the Federal and REBs should look into the delivery of standards 1 & 3 in order to achieve the national target.
- Among Level 2 Primary and secondary schools', 70% in urban and 66% in rural areas have not achieved the target. This calls for the government and regional education bureau to give special attention to these rural and urban schools' to achieve the target.
- The performance of urban primary and secondary schools' regarding standard 15 is considerably low. Therefore, Directorates for TDP at Federal Level and REBs across all regions should design interventions that accelerate the improvement of performance of urban primary and secondary schools'.
- The performance of rural primary and secondary schools' regarding all other standards except standard 15 is below the national average. Therefore, the government and all regions Education bureau should design interventions that can accelerate the improvement of performance standard 15.

- The Level 1 Primary Schools' and Level 2 Secondary Schools' have poorly performed on standards 1, 3, 11 and 14. These standards affect the improvement of the overall performance of schools'. Therefore, the Directorates for TDP, education bureaus of all regions should design interventions that accelerate the improvement of performance of these standards. Therefore, for Standard 1, SIP and PRM Directorates; for Standard 3 TELDP and for Standard 14, Gender Directorate as well as SIP Directorate including SSSNE Directorate should design interventions that accelerate the improvement of performance of this standard.
- All Level 1 secondary schools' have performed poorly on standards 3, 1, 26 and 14. Similarly all Level 2 secondary schools' registered low scores on standards 3, 1 and 14. Therefore, the respective Directorates and their counterparts in the REBs support the delivery of these standards at the Level of the concerned schools'.
- All primary schools' have achieved low scores across all standards and notably in standards 1, 3, 11 and 14. In addition, all secondary schools' scored low in all standards specifically in standards 3 and 1 with the exception of standard 12. As it has been spelt out in the earlier recommendation, the respective Directorates (notably SIP, PRM, TEL, Gender, and SSSNE Directorates) should design interventions that can accelerate the improvement of performance of this standard.

11.2 Primary and Secondary Schools' at Regional Levels

11.2.1 Addis Ababa City Administration Education Bureau

- Among Level 1 and Level 2 standards, in Addis Ababa City Administration, Level 1 and Level 2 schools' primary schools' registered the lowest score in standards 12, 25, 22, 24 and 10. Yet, Standard 15, 3 and 19 were found to be the lowest scores. In addition, in Level 1 and level 2 secondary schools', standard *12, 15, and 19 registered* low scores, below the national average. As a result, it is recommended that the respective Directorates in FDRE Ministry and their counter parts in the REBs should design mechanisms to improve their performance

11.2.2 Afar Regional State Education Bureau

- Level 1 and Level 2 primary schools' in Afar Region have registered low scores (below 70%) across standards, and notably standards *3, 1, 11, 14, 15, and 5* were found to be at the lowest periphery of all the scores.

- In addition, Level 1 and Level 2 primary schools' have performed far below the national average across standards, especially on standards *5, 10, 13, 15, 19, 22, 24 and 25.* With respect to Level 1 and Level 2 secondary schools', standards 3, 5, 15, 16, 1, 21, and 26 registered lowest score. It is recommended that the respective Directorates that are found in FDRE Ministry and their counter parts in the REBs should design mechanisms to improve their performance.

11.2.3 Amhara Regional State Education Bureau

- In Amhara Region, the performance of primary schools' across standards was below the cutoff point (70%). In particular, standards 3, 14 and 1 were found to be with very low scores. In a similar token, standards 14, 21 and 24 were below the national average for all primary schools'. Again, standards 3, 14 and 23 had low scores registered for secondary schools', and standards 21 and 24 are noticeably below the national average.

  Therefore, it is recommended that the respective Directorates that are found in FDRE Ministry and their counter parts in the REBs should design mechanisms to improve their performance.

11.2.4 Benishangule Gumuz Regional State *Education Bureau*

- Level 1 and Level 2 primary schools' registered scores across the 26 standards below the cutoff point (70%). Standards 3 and 1 had by far low scores. Moreover, all primary schools' scored low in all standards except Standards 7, 6 and 14. Specifically, 16, 5, 15, 19 and 22 have registered quite below the national average. Level 1 and Level 2 secondary schools' in this region poorly performed (below the national cut-off point) on nearly all standards particularly on standards 3, 23 and 1 that registered the lowest of all scores. This calls for urgent intervention by the respective Directorate at FDRE Ministry and their counter parts in the REBs identify factors contributing to this low performance and carry out interventions to improve the scores on these standards.

11.2.5 Dire Dawa City Administration Education Bureau

- All primary schools' in the City Administration poorly performed across standards below the cutoff point (70%) with standards 3 and 15 specially achieving low scores. Similarly, Level 1 and Level 2 secondary schools' performed below the cut-off point (70%) when compared across standards with the exception of 12, 20 and 26 standards including standards 6 and 15 which were relatively far from the cut-off point.

- At the national Level, standard 6 has been found to be far below the national average. This calls for urgent intervention by the respective Directorate at FDRE Ministry and their counter parts in the REBs identify factors contributing to this poor performance and carry out interventions to improve the scores on these standards.

11.2.6 Gambella Regional State Education Bureau

- All primary schools' in this region performed below the cut-off point (70%) across standards within the region while standard 1, 3, 2, 26, 4 and 18 were relatively very far from the cutoff point. Similarly, all primary schools' performed below the national average across standards except standard 3 and 1. Notwithstanding this, Level 1 and Level 2 primary schools'' score in standards 2, 4, 16, 18, 22, 24 and 25 are explicitly below the national average. The performance of Level 1 and level 2 secondary schools' was below the cut-off point (70%) across standards. In addition, Level1 and Level 2 secondary schools' performed below the national average nearly across all the standards. In particular, standard 4, 16, 5, 21, 20, 25 and 21were considerably below the national average. All this indicates that a concerted effort on parts of the respective Directorates be undertaken in order to bring these standards at the Level expected both at the regional and national Levels.

11.2.7 Harari Regional State Education Bureau

- Harari region scored low on standards, 15, 19, 11, 26, 14 and 1 for Level 1 and level 2 primary schools'. Therefore, this calls for intervention by TELDP Directorate at the MoE and the REB in terms effective planning and implementation follow up.

11.2.8 Oromia Regional State Education Bureau

- Oromia region's Level 1 and level 2 primary and secondary schools' scored low on standards 3, 1, 14 and 11. Similarly Level 1 and level 2 secondary schools' registered lowest scored in standards 16 and 22. Thus, this calls for intervention by TELD, SIP and SSIE Directorates at MoE and REB should take action to improve performance on the above listed standards.

11.2.9 SNNPR Regional State Education Bureau

- SNNPR region Level 1 and level 2 primary schools' scored low on standards 2, 12, 22 and 24. Thus, these need interventions by TELD and SIP Directorates at MoE and REB to improve the performance on these standards.

11.2.10 Somali Regional State Education Bureau

- All Level 1 and Level 1 primary schools' in this region performed below the cut-off point (70%) across standards within the region while standard 2 and 15 were relatively very far from the cutoff point. Besides, all Level 1 and Level 2 Secondary schools' on standard *15, 2, 1 and 14* were considerably below the national average. All this indicates that a concerted effort on parts of the respective Directorates be undertaken in order to bring these standards at the Level expected both at the regional and national Levels.

11.2.11 Tigray Regional State Education Bureau

- Tigray region scored low on standards 3, 1 and 11 for Level 1 and level 2 primary schools'. Similarly, all Level 1 and Level 2 secondary schools' were low score on standards 9, 13, 16, 23, 15, 11, 1, 2 and 3. Therefore, action should be taken by TELD, SIP, and SSIE Directorates at the MoE and the REB for effective planning and monitoring on these standards.

References

- Education training policy /1994/
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Annex I **Input & Process standards with stockholders**

The following annex focus on primary and secondary school inspection input and process standards with different stockholders from Federal to school Levels. It is obvious that Level 1 and Level 2 schools' are need support by input and process standards. These stockholders set intervention as per the required standards for both primary and secondary schools'. Similarly, DP also expect to set intervention to improve the performance of these schools'.

Standards	***Lists of stockholders from federal to schools'' structure***				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
Standard 1: The school has fulfilled classrooms and other buildings, facilities, pedagogical resources and implementing documents in line with the set standards.	*Sip, PRM, CDID,*	*REB, PRM, SIP, CDID,*	*ZEO, PRM, SIP, CDID,*	*WEO, and PRM*	*PSTA*
Standard 2: The school has secured financial resources to execute its priority areas and improve the teaching-learning process.	*Sip, PRM, EMIS*	*SIP, PRM, and, EMIS*	*SIP, PRM*	*WEO, and PRM*	*school principals, PTSA*
Standard 3: The school has sufficient suitably qualified	*TELD, TELLRD*	*TELD, TELLRD*	*TELD, TELLRD*	*TELD*	*Inbuilt supervision*

Standards	*Lists of stockholders from federal to schools'' structure*				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
directors, teachers and other staff members.					
Standard 4: The school has created a conducive teaching -learning environment which is safe and secure for the school community.	*Sip, Federal Environmental Protection Authority, WASH*	*REO, TELD: Environmental protection Authority, WASH*	*ZEO, Environmental protection Authority, and WASH*	*WEO, Woreda Police center, and WASH*	*School principal and PSTA, WASH*
Standard 5: The school has created a well-organized Education Development Army	*Education sector reform Directorate*	*REBs Education sector reform Directorate*	*Zonal Education sector reform Directorate*	*Woreda Education sector reform Directorate*	*School principal, Club representatives*
Standard 6: The school has shared vision, mission and values.	*Sip, and PRM*	*SIP, and PRM*	*ZEO, Sip, and PRM*	*WEO, and Cluster Supervisor*	*School Principals*
Standard 7: The school has prepared participatory school improvement plan.	*SIP, EMIS*	*SIP, EMIS, PRM*	*SIP, and PRM*	*Cluster Supervisor*	*SIP Committee*

Standards	*Lists of stockholders from federal to schools'' structure*				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
Standard 8: Students' learning and participation has increased.	*SIP, TELD*	*SIP, TELD*	*SIP, TELD*	*SIP, TELD*	*School principals, Inbuilt supervision*
Standard 9: Students have made progress in their learning.	*SIP, TELD*	*SIP, TELD*	*SIP, TELD*	*TELD, Cluster Supervisor*	*Inbuilt supervision ,*
Standard 10: Students have positive attitudes towards their school.	*SIP, TELD*	*SIP, TELD*	*SIP, TELD*	*TELD, Cluster Supervisor*	*Inbuilt supervision , clubs' representatives*
Standard 11: Teaching is well planned, supported by suitable teaching-learning materials, and is aimed to achieve high educational results.	*TELD, CDID*	*TELD, CDID*	*TELD, CDID*	*TELD, Cluster Supervisor*	*School principal, Inbuilt supervision*

Standards	*Lists of stockholders from federal to schools'' structure*				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
Standard 12: Teachers have adequate knowledge of the subject they teach.	*CTE, TELD, CDID*	*CTE, TELD, CDID*	*TELD, CDID*	*TELD, Cluster Supervisor*	*Inbuilt supervision*
Standard 13: The leadership of the school and teachers have used appropriate and modern teaching methods that helped increase the participation of all students.	*TELD, CDID and SIP*	*TELD, CDID and SIP*	*TELD*	*TELD, Cluster Supervisor*	*Inbuilt supervision*
Standard 14: The school keeps record of data regarding female students and students with special needs. It also provides them special support.	*Gender, SSSNE, SIP, and EMIS*	*Gender, SSSNE, SIP, and EMIS*	*Gender, SSSNE, SIP, and EMIS*	*Gender, SSSNE, SIP, and EMIS*	*School principals and clubs' representatives*
Standard 15: Teachers, directors and supervisors have carried out continuous professional development (CPD) program.	*TELD*	*TELD*	*TELD*	*TELD, Cluster Supervisor*	*Inbuilt supervision*

Standards	*Lists of stockholders from federal to schools'' structure*				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
Standard 16: The school leaders, teachers, students and support staff are working as a team in Development Army.	*Education sector reform Directorate*	*REB, Education sector reform Directorate*	*ZEO,*	*Woreda Education sector reform Directorate*	*School principals*
Standard 17: Teachers evaluate, give feedback on-whether the curriculum is meaningful, participatory and meets the development Level and needs of students and they improve it.	*CDID*	*CDID*	*CDID*	*CDID*	*School principal, and department head'*
Standard 18: The assessment of students' performance is accurate; students are given appropriate feedback.	*CDID, TELD*	*CDID, TELD*	*CDID, TELD*	*CDID, TELD*	*School principals, Department heads*
Standard 19: The school's leadership and responsible bodies of various arrangements monitor	*SIP, PRM, and TELD*	*PRM, and TELD*	*ZEO, PRM, and TELD*	*WEO, and PRM*	*School principal, Department heads*

Standards	*Lists of stockholders from federal to schools'' structure*				
	Federal Ministry of Education	***Regional education bureau***	***Zonal Education Office***	***Woreda Education Office***	***School***
whether or not the plans are implemented as per the required time, quality and quantity.					
Standard 20: The school has established and implemented a system for proper utilization of human, financial and material resources.	*Sip, Planning and resource Mobilization,*	*PRM, and TELD*	*ZEO, PRM, and TELD*	*WEO, and PRM*	*School principal, Human resource development*
Standard 21: The school has forged strong partnership with parents and the local community.	*SIP*	*SIP*	*SIP*	*SIP*	*School principals, PSTA*



General Education Inspection Directorate Staff members