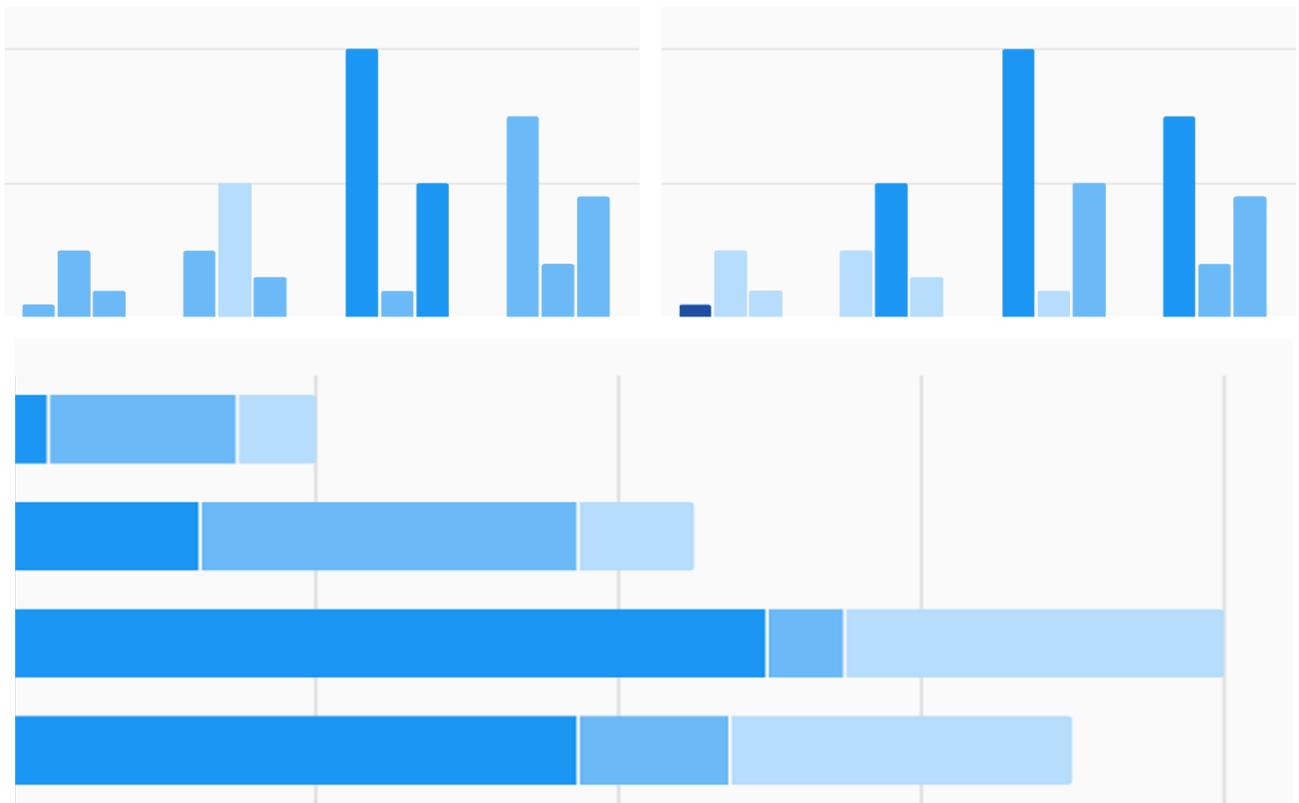




Federal Democratic
Republic of Ethiopia
Ministry of Education



Education Statistics Annual Abstract (ESAA)

2014 E.C/2021/22

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Foreword

The Federal Democratic Republic of Ethiopia, Ministry of Education, is pleased to release 2021/22 Academic Year Education Statistics Annual Abstract. This annual abstract publication covers all levels of General Education; including Pre-Primary, Primary, Secondary, Adult and Non-Formal Education (ANFE), Special Needs Education, Colleges of Teachers Education and Refugee Education.

Education and training are at the center of the Ethiopian government policies targeted at achieving middle income economy status in less than a decade. The general education sector must prepare competent young citizens with core academic knowledge and hands-on skills to feed the higher learning institutions, the TVET sector, and the world of work.

As part of this endeavor, Ministry of Education has a momentous responsibility to keep accurate records and monitor the development status of education and training in the country in terms of access, equity, quality, efficiency, relevance, and learning outcomes. This can only be achieved with a strong and reliable documentation and reporting system, which demands continuous capacity improvement that guarantees the availability of quality and timely education data and information.

Education performance data and statistics, gathered through continuous monitoring and evaluation, are inputs to planning, decision-making and policy formulation. Currently, Education Management Information System (EMIS) which is available at decentralized levels, with support from the respective ICT offices, has been collecting and processing education performance data which can be used for enhanced service delivery.

This Education Statistics Annual Abstract provides information on General Education so that evidence-based decision can be made in any interventions to happen. Previous years educational statistics are used to analyze trends in the educational system overtime. This statistic can serve to measure the success of education and training policy.

Stakeholders in education, such as researchers, publishers, legislative bodies, and development partners are welcome to use the information contained in this education statistical annual abstract in their endeavors to improve the delivery of education and training in the country. The education statistics in this publication also form the basis for preparing education indicators to be reported to UN agencies, which enables Ethiopia to assess its achievement against the requirements of the Education Sector Development Plan and Sustainable Development Goals.



Berhanu Nega (Professor)
Minister

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Acronyms

AAGR	Average Annual Growth Rate
ABE	Alternative Basic Education
AIR	Apparent Intake Rate
AEP	Accelerated Education Program
ALFA	Accelerated Learning For Africa
ALP	Accelerated Learning Program
ANFE	Adult and Non-Formal Education
ARRA	Agency for Refugee and Returnee Affairs
ASR	Accelerated School Readiness
CSA	Central Statistics Agency
CRC	Cluster Resource Center
CTE	College of Teacher Education
CTE	Career and Technical Education (in Secondary Education)
C-to-C	Child to Child
CRPD	Conventions on the Rights of Persons with Disabilities
CRRF	Comprehensive Refugee Response Framework
ECW	Education Cannot Wait
EFA	Education for All
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
EMIS	Education Management Information System
ESDP VI	Education Sector Development Program VI
GCR	Global Compact for Refugees
GER	Gross Enrolment Ratio
GG	Gender Gap
GPI	Gender Parity Index
IFAE	Integrated Functional Adult Education
KG	Kindergarten
MLC	Minimum Learning Competency
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MSE	Micro and Small Enterprises
NER	Net Enrolment Ratio
NIR	Net Intake Rate
PCR	Primary Completion Rate
PPE	Personal Protective Equipment
PSLCE	Primary School Leaving Certificate Examination
PSR	Pupil Section Ratio
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau
SDG	Sustainable Development Goal
SNE	Special Needs Education
SEN	Special Education Needs
TPR	Textbook to Pupil Ratio
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education

1. Introduction

The Education Statistics Annual Abstract 2021/22 provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Program VI (2020/21 – 2024/25 G.C).

The publication reports on all levels of General Education; Pre-primary, Primary, Middle, Secondary, Integrated Functional Adult Education, Special Needs Education, Colleges of Teachers' Education (CTE), and Refugee Education.

1.1. Objectives of the Abstract

The main objectives of the abstract are to:

- Provide insight into the current status of education and training in Ethiopia;
- Indicate progress against the Education Sector Development Program VI (ESDP VI) targets; and
- Provide education planners, policy makers, and administrators with data and evidence to inform strategic decision making.

1.2. Special Issue

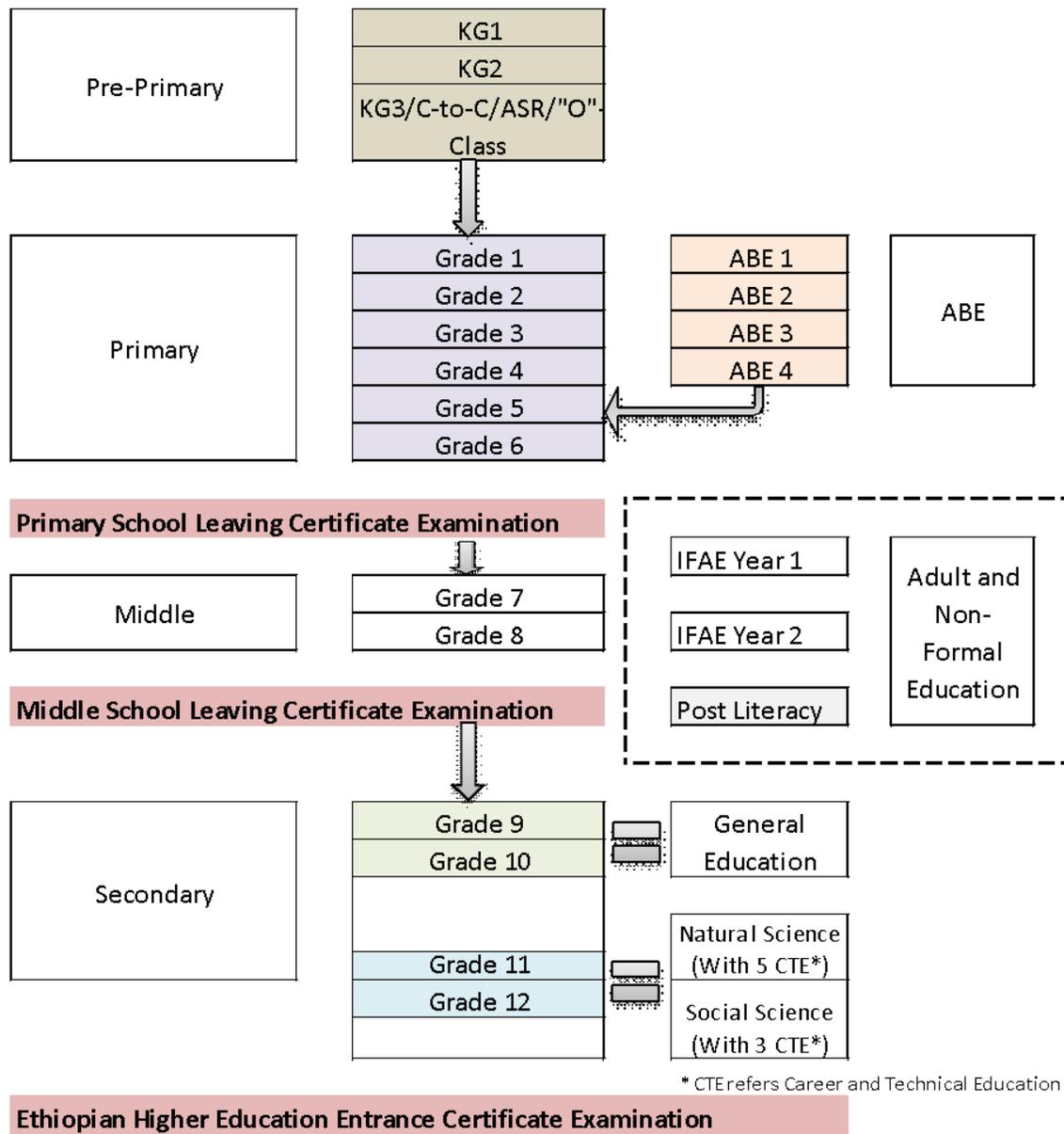
1.2.1. Internal Conflict

The situation in the northern part of Ethiopia has continued to be a burden to the education system since last year. Current reports, by OCHA, revealed that around 4.7 million people from Tigray, Amhara and Afar displaced from their homes, from which 2.4 million are children at their school age. Moreover, the education system is not yet functional at all in the Tigray region and in some parts of Afar and Amhara. Due to this, there might be a gap in the attainment of key performance indicators.

Note:

- In this report, unless otherwise stated, data in the tables and figures refer to the data for both Government and Non-Government schools
- In this edition, due to the situation in the northern part of Ethiopia, teaching-learning is not yet started in Tigray region and hence **DATA FROM TIGRAY REGION IS NOT INCLUDED.**
- In addition to the above, data from some schools in Afar and Amhara also not included due to the same reason.

Figure 1. Education and Training System in Ethiopia



1.3. Indicator Table

The indicator table below outlines progress against Key Performance Indicators (KPIs) set out in ESDP VI related to General Education and other sub-sectors.

Table 1.1 ESDP VI Indicator Table

No.	ESDP VI Key Performance Indicator (all targets are in percentage unless stated)	2018/19 baseline (F/M)	2021/22 Target (F/M)	2021/22 Actual (F/M)
ACCESS				
1	Pre-primary GER	40/41	53/54	42.7/45.3
2	Grade 1 NIR	88/97	90/97	88.3/96.8
3	Grades 1–6, including ABE, GER	109/121	107/117	100.7/111.0
4	Grades 1–6, including ABE, NER	91/105	96/1034	88.3/96.9
5	Grades 7–8, GER	106/118	104/114	67.1/70.0
6	Grades 7–8, NER	93/102	95/1011	46.8/47.2
7	Grades 9–12, GER	30/34	40/43	44.6/46.6
8	Grades 9–12, NER	25/26	36/37	33.4/32.9
Pastoralist				
9	Pre-Primary GER	12.7/14	30.3/31.2	14.2/16.0
10	Primary GER	84.7/106.4	90.8/102.1	91.5/116.5
11	Primary NER	65.7/82.3	73.3/86.2	62.5/79.1
12	Middle School GER	42.2/48.6	50.4/56.6	36.8/47.6
13	Middle School NER	16.1/17.1	29.2/29.9	13.7/16.7
14	Secondary GER	18/24	28.4/32.9	31.5/37.1
15	Secondary NER	12/15	22.6/25	18.7/20.2
INTERNAL EFFICIENCY				
16	Grade 1 dropout rate	25/25	21/21	15/15
17	Grade 1–6 dropout rate	18/17	15/15	12.6/14.2
18	Grade 1–6 repetition rate	6/6	4/4	2/2
19	Grade 7–8 dropout rate	12/12	10/10	11.3/14.5
20	Grade 7–8 repetition rate	5/5	3/3	1/1
21	Completion rate to Grade 6	79/86	83/89	73.2/77.3
22	Completion rate to Grade 8	60/64	66/69	61.9/64.3
23	Survival rate to Grade 7	31/29	39/37	45/40
QUALITY				
24	Textbook/Learner ratios, Pre-Primary (KG)	DNA	1:1	
25	Textbook/Learner ratios, Primary	DNA	1:1	0.7:1
26	Textbook/Learner ratios, Middle	DNA	1:1	0.7:1

No.	ESDP VI Key Performance Indicator (all targets are in percentage unless stated)	2018/19 baseline (F/M)	2021/22 Target (F/M)	2021/22 Actual (F/M)
27	Student Textbook utilization ratio, Primary	DNA	100	NA
28	Student Textbook utilization ratio, Middle	DNA	100	NA
29	Digitized secondary schools teaching and learning materials	0	100	NA
30	Qualified Pre-primary teachers	-	-	80.1/76.5
31	Qualified Primary and Middle school teachers	-	-	68.6/60.2
32	Qualified Secondary school teachers	-	-	95.0/93.5
33	Licensed Teachers in Pre-Primary	DNA	26	
34	Licensed Teachers in Primary and Middle	24.1	35	23.4
35	Licensed Teachers in Secondary	24.1	35	26.8
36	Appropriately qualified school leaders, Pre-Primary	0		
37	Appropriately qualified school leaders, Primary and Middle	11.2/55.2	14.3/65.5	6.8/50.3
38	Appropriately qualified school leaders, Secondary	6.8/56	8.5/68.4	2.0/32.3
39	Qualified school supervisors, Primary and Middle	5/72.8	13.8/72.8	4.4/68.5
40	Qualified school Supervisors, Secondary (Total)	90	100	51.3
41	Licensed school leaders, Pre-Primary	0	26	
42	Licensed school leaders, Primary and Middle	DNA	70	9.3
43	Licensed school leaders, Secondary	DNA	70	24.6
44	Percentage of Pre-Primary schools at level 3 and above	5	25	
45	Percentage of Primary and Middle schools at level 3 and above	11	25	14.1
46	Percentage of Secondary schools at level 3 and above	11	25	29.1
47	Percentage of schools with digitized laboratory	DNA	80	NA
EQUITY				
48	GPI in Pre-Primary (index)	0.95	0.97	0.94
49	GPI in Primary (index)	0.91	0.93	0.91
50	GPI in Middle (index)	0.97	0.99	0.96
51	GPI in Secondary (index)	0.87	0.89	0.96
52	Gross Enrolment rate of children with SENs, Pre-Primary	1.2/1.5	4.4/5.2	2.3/3.0
53	Gross Enrolment rate of children with SENs, Grades 1-8	9.7/12.3	15.8/17.3	9.4/11.5
54	Gross Enrolment rate of children with SENs, Grades 9-12	2.4/3.2	5.9/6.5	3.2/4.1
55	Number of female graduates in youth and adult life-skills education	1,997,123	3,257,265	112,269

1.4. Summary Tables

Below are summary tables displaying trends of the most common educational attributes.

1.4.1 Trend in the Population of Ethiopia

Age Range	2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	5,543,413	5,354,776	10,898,189	5,561,379	5,370,604	10,931,983	5,579,635	5,387,252	10,966,887	5,592,604	5,398,587	10,991,191	5,961,603	5,783,245	11,744,848	1.83	1.94	1.89
Age 4-6	3,972,955	3,864,622	7,837,577	4,003,640	3,891,521	7,895,161	4,025,237	3,909,340	7,934,577	4,045,504	3,926,341	7,971,845	4,288,478	4,180,757	8,469,236	1.93	1.99	1.96
Age 7-10	4,953,158	4,837,207	9,790,365	5,050,900	4,930,543	9,981,443	5,135,263	5,010,583	10,145,846	5,206,072	5,076,937	10,283,009	5,466,139	5,349,398	10,815,537	2.49	2.55	2.52
Age 11-14	4,596,659	4,488,785	9,085,444	4,641,287	4,534,657	9,175,944	4,710,806	4,604,319	9,315,125	4,802,794	4,695,440	9,498,234	5,035,737	4,949,166	9,984,903	2.31	2.47	2.39
Age 15-16	2,244,519	2,184,488	4,429,007	2,274,666	2,223,271	4,497,937	2,278,730	2,227,337	4,506,067	2,283,918	2,232,483	4,516,401	2,288,499	2,249,607	4,538,106	0.49	0.74	0.61
Age 17-18	2,151,258	2,084,144	4,235,402	2,187,085	2,120,935	4,308,020	2,232,890	2,175,880	4,408,770	2,263,182	2,214,801	4,477,983	2,232,974	2,201,949	4,434,923	0.94	1.38	1.16
Age 19-21	3,053,108	2,956,978	6,010,086	3,114,096	3,019,520	6,133,616	3,172,320	3,079,445	6,251,765	3,227,713	3,136,394	6,364,107	3,198,518	3,159,115	6,357,633	1.17	1.67	1.42
>21	21,757,865	22,146,110	43,903,976	22,607,441	23,022,437	45,629,878	23,377,216	23,810,311	47,187,527	24,164,503	24,615,643	48,780,146	24,188,780	24,515,071	48,703,850	2.68	2.57	2.63
Total	48,272,935	47,917,110	96,190,046	49,440,494	49,113,488	98,553,982	50,512,097	50,204,467	100,716,564	51,586,290	51,296,626	102,882,916	52,660,728	52,388,308	105,049,036	2.20	2.26	2.23

1.4.2 Gross Enrolment Trend in General Education

Level	2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)		
	Male	Female	Total												
Pre-Primary	1,793,704	1,667,174	3,460,878	1,673,057	1,543,149	3,216,206	1,874,556	1,725,040	3,599,596	1,528,585	1,406,083	2,934,668	1,849,179	1,698,585	3,547,764
Primary and Middle (G1-8)	10,981,533	9,679,488	20,661,021	10,654,351	9,392,006	20,046,357	10,824,941	9,594,211	20,419,152	9,753,392	8,694,105	18,447,497	10,125,068	9,094,832	19,219,900
First cycle (G1-4)*	7,176,326	6,270,403	13,446,729	6,790,649	5,935,065	12,725,714	6,823,394	5,979,788	12,803,182	8,131,254	7,196,113	15,327,367	8,494,549	7,554,829	16,049,378
Second Cycle (G5-8)**	3,805,207	3,409,085	7,214,292	3,863,702	3,456,941	7,320,643	4,001,547	3,614,423	7,615,970	1,622,138	1,497,992	3,120,130	1,630,519	1,540,008	3,170,522
Secondary (G9-12)	1,430,772	1,235,969	2,666,741	1,526,653	1,293,482	2,820,135	1,874,201	1,592,771	3,466,972	1,858,824	1,681,900	3,540,324	1,988,937	1,878,526	3,867,463
Total	14,206,009	12,582,631	26,788,640	13,854,061	12,228,637	26,082,698	14,573,698	12,912,022	27,485,720	13,140,801	11,781,688	24,922,489	13,963,184	12,671,948	26,635,127

* First cycle (G1-4) becomes Primary (G1-6) starting from 2013 E.C. on wards

** Second cycle (G7-8) becomes Middle (G7-8) starting from 2013 E.C. on wards

1.4.3 Trend in the Number of Teachers for General Education

	2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)		
	Male	Female	Total												
Kindergarten	3,892	30,103	33,995	8,742	33,834	42,576	2,608	32,893	35,501	2,333	26,565	28,898	2,665	32,975	35,640
Primary and Middle	295,047	188,292	483,339	309,668	220,298	529,966	316,554	221,042	537,596	307,948	208,455	516,403	315,921	225,048	540,969
Secondary	83,663	19,657	103,320	93,912	22,433	116,345	102,733	25,008	127,741	103,735	25,298	129,033	111,218	28,492	139,710
Total	382,602	238,052	620,654	412,322	276,565	688,887	421,895	278,943	700,838	414,016	260,318	674,334	429,804	286,515	716,319

Table 1.4.4 Gross Enrolment Trend in Primary and Middle Education (Grades 1-8) by Region

Region	2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)			AAGR		
	Male	Female	Total	Male	Female	Total												
Tigray	613,160	562,291	1,177,451	583,612	550,226	1,133,838	554,156	539,409	1,093,565	-	-	-	-	-	-	-	-	-
Afar	102,905	83,227	186,132	102,829	81,340	184,169	100,796	78,435	179,231	108,593	84,468	193,061	111,653	87,306	198,959	2.06	1.20	1.68
Amhara	2,291,058	2,122,443	4,413,501	2,225,034	2,067,370	4,292,424	2,108,987	1,997,022	4,106,009	1,932,759	1,884,257	3,817,016	1,893,067	1,903,806	3,796,873	-4.66	-2.63	-3.69
Oromia	4,401,506	3,759,320	8,160,826	4,416,565	3,724,268	8,140,833	4,315,047	3,841,103	8,156,150	4,299,435	3,678,686	7,978,121	4,317,475	3,887,343	8,404,818	0.65	0.84	0.74
Somali	572,957	423,883	996,840	541,588	391,971	933,559	621,672	444,262	1,065,934	629,046	464,608	1,093,654	706,803	518,463	1,225,266	3.39	3.16	3.29
Benishangul-Gumuz	139,900	116,463	256,363	137,682	114,937	252,619	135,159	112,911	248,070	127,371	106,371	233,742	127,084	106,089	233,173	-2.37	-2.31	-2.34
SNRP	2,488,032	2,213,336	4,701,368	2,253,810	2,039,802	4,293,712	2,374,969	2,140,911	4,515,880	1,686,296	1,511,607	3,197,903	1,418,079	1,291,077	2,709,156	-13.11	-12.61	-12.87
Gambella	61,028	52,893	113,923	62,973	56,059	119,032	67,705	60,387	128,092	71,061	63,698	134,759	71,008	63,360	134,368	3.86	4.62	4.21
Harari	25,751	20,710	46,461	28,680	22,665	51,345	31,002	24,587	55,589	29,753	24,305	54,058	31,152	25,902	57,054	4.88	3.75	3.27
Addis Abeba	242,899	289,102	532,001	258,563	306,159	564,722	271,997	317,665	589,662	262,767	293,874	556,641	287,489	326,726	614,215	4.30	3.11	3.66
Dire Dawa	40,337	35,816	76,153	42,995	37,109	80,104	43,451	37,519	80,970	42,552	38,690	81,242	44,864	38,993	83,857	2.75	2.15	2.47
Sidama	-	-	-	-	-	-	-	-	-	363,759	343,341	1,107,100	565,576	552,041	1,117,617	-	-	-
SWEP	-	-	-	-	-	-	-	-	-	-	-	-	350,718	293,926	644,644	-	-	-
Total	10,981,533	9,679,488	20,661,021	10,654,351	9,392,006	20,046,357	10,824,941	9,594,211	20,419,152	9,753,392	8,694,105	18,447,497	10,125,068	9,094,832	19,219,900	-2.01	-1.55	-1.79

Table 1.4.5 Gross Enrolment Trend in Secondary Education (Grades 9-12) by Region

Region	2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)			AAGR		
	Male	Female	Total	Male	Female	Total												
Tigray	113,638	109,632	223,270	107,650	101,755	209,405	109,378	107,819	217,197	-	-	-	-	-	-	-	-	-
Afar	10,133	6,098	16,231	9,900	5,754	15,654	12,434	7,769	20,223	13,769	8,629	22,398	16,181	11,549	27,730	12.41	17.31	14.33
Amhara	325,114	343,505	668,619	366,737	377,016	743,753	440,059	454,296	894,355	465,349	517,498	982,847	487,022	566,094	1,053,116	10.63	13.30	12.03
Oromia	501,016	382,379	883,395	584,333	435,794	1,020,127	740,081	548,946	1,289,027	718,330	572,462	1,290,792	754,109	629,449	1,383,558	10.76	13.27	11.87
Somali	41,641	23,914	65,555	45,216	25,637	70,853	55,672	32,947	88,619	62,330	40,011	102,341	69,237	47,283	116,520	13.55	18.58	15.46
Benishangul-Gumuz	20,613	15,421	36,034	21,660	15,855	37,515	23,997	17,702	41,699	23,823	19,135	42,958	26,463	23,092	49,555	6.44	10.62	8.29
SNRP	323,983	250,700	574,683	292,456	229,087	521,543	376,527	302,411	678,938	340,286	297,032	637,318	294,472	263,972	560,444	-2.36	1.49	-0.63
Gambella	13,734	8,769	22,503	15,434	10,260	25,694	18,576	12,462	31,038	20,859	16,087	36,946	24,624	18,912	43,536	13.72	21.18	17.94
Harari	3,978	3,485	7,463	4,525	3,629	8,154	5,133	3,836	8,969	6,263	4,938	11,201	7,400	6,107	13,507	16.79	15.06	15.99
Addis Abeba	70,029	86,225	156,254	71,902	86,548	158,450	83,821	97,247	181,068	86,959	106,372	193,331	103,005	124,472	227,477	10.13	9.61	9.84
Dire Dawa	6,873	5,841	12,714	6,840	6,147	12,987	8,503	7,336	15,839	10,125	8,709	18,834	12,562	10,745	23,307	16.27	16.46	16.36
Sidama	-	-	-	-	-	-	-	-	-	110,731	90,627	201,358	118,181	103,371	221,552	-	-	-
SWEP	-	-	-	-	-	-	-	-	-	-	-	-	73,681	71,480	147,161	-	-	-
Total	1,430,772	1,235,969	2,666,741	1,526,653	1,293,482	2,820,135	1,874,201	1,592,771	3,466,972	1,858,824	1,681,500	3,540,324	1,988,937	1,878,526	3,867,463	8.59	11.03	9.74

2. Early Childhood Care and Education

Preschool programs, known as pre-primary education, are delivered through four modalities in Ethiopia:

Kindergarten (3 years): Predominantly operated by Non-Governmental Organizations (NGOs), communities, private institutions, and faith based organizations. Among the four modalities, children who attend kindergarten are most likely to be sufficiently prepared for primary.

Child to Child (1 year): Older children play with younger siblings or other children in the neighborhood, supervised by qualified teachers, to teach basic skills such as counting, differentiating colors, and identifying letters before joining primary school.

'O' Class (1 year): Reception class based in Government primary schools for children aged 6, before starting Primary education at age 7.

Accelerated School Readiness (ASR) (2 to 3 months): Children with no access for schooling in either of the above modalities will be coached before joining Primary education.

The Government of Ethiopia through the Ministry of Education has embarked on the development of Pre-Primary Sub Sector largely since the launching of the National ECCE Policy Framework (2010) impacted on further learning and significantly dwells on Early Childhood Development education.

The overall goal of the ECCE Policy in Ethiopia is to improve child growth and development through improvement of ECCE services delivery. Since the introduction of the National ECCE Policy Framework (2010), there has been a noticeable improvement in the quality of ECCE services in the country. Enrolment and uptake of ECCE has drastically increased and generally awareness about the need for supporting ECCE has been done and getting proper attention in most of the country.

Like other countries, the government of Ethiopia through the Ministry of Education is devoted to ensuring that all children going to pre-primary school have access and equal opportunity to education, regardless of their social class, ethnicity, background or physical disabilities. The sector annually tracks progress towards ECCE's access and equity through major indicators; such as Enrolment, GER, NER, GPI and Regional Distribution of ECCE centers and enrollments in 'O' Class, Child to Child, Accelerated School Readiness (ASR) and Kindergarten.

Early Childhood Care and Education (ECCE) plays a crucial role in preparing children for primary education, and has the potential to increased levels of enrolment and reduce incidences of drop out and grade repetition, particularly for girls. The importance of ECCE is recognized by the inclusion of a specific indicator under Sustainable Development Goal 4; in line with this, one of the focus areas/indicators under the SDG is "Early childhood development and universal pre-primary education" (SDG 4, Target 4.1).

"By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".

In order to achieve the ECCE objectives, the Government of Ethiopia developed a curriculum, trained teachers and provided supervisory support. As a result, pre-primary enrolment is increasing every year, though underreporting and incompleteness remains a persistent issue in Pre-Primary education.

2.1. Gross Enrolment Ratio (GER) in Pre-Primary Education

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Pre-primary GER Female	39.7	53	42.7
Pre-primary GER Male	40.7	54	45.3
Pre-Primary GPI (index)	0.95	0.97	0.94

Pre-primary Gross Enrolment Ratio (GER) calculates the number of students enrolled in pre-primary education, regardless of age, expressed as a percentage of the official pre-primary school-age population (ages 4-6). This shows the general level of participation in pre-primary education, regardless of whether students are of the correct school age.

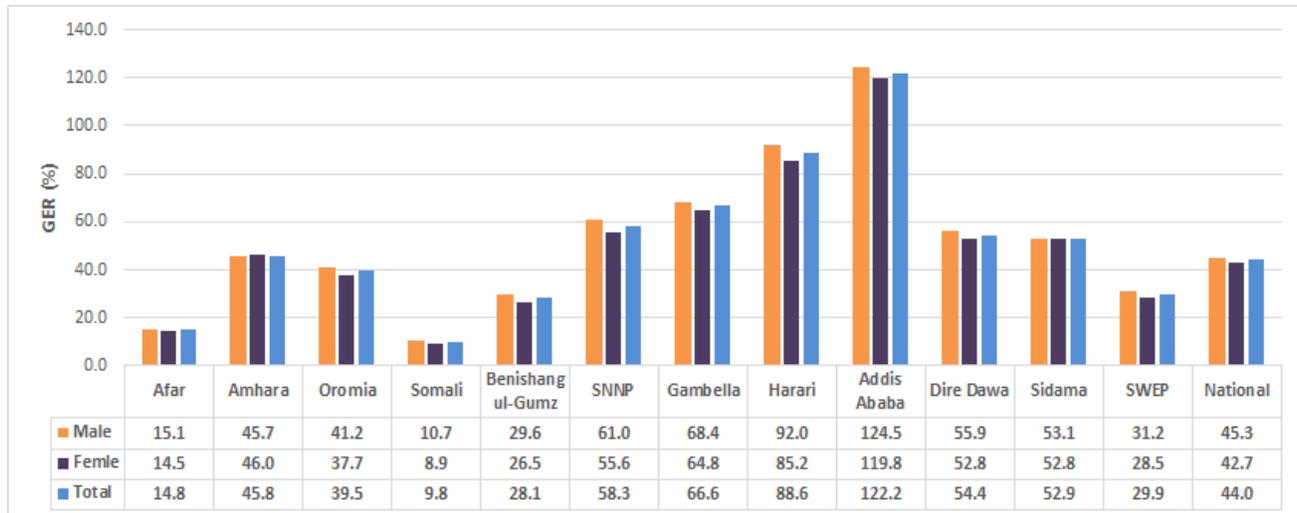
Nationally, 44.0% of children are enrolled in pre-primary classes, which shows an increase by 7.3 percentage points from the previous year's result. However, the target has been missed in both sexes.

Table 2.1 and Chart 2.1 show the enrolment of pre-primary students in each region compared with the official school age population. Enrolment in pre-primary significantly increased this year compared to last year. The Gender Parity Index (GPI) of pre-primary is 0.94, which is the same as the previous year's figure and less than the ESDP VI baseline.

Table 2.1 Pre-Primary Gross Enrolment, GER and GPI by Region and Sex, 2021/22

	Gross Enrollment			School Age Population (4-6)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	10,612	9,676	20,288	70,428	66,788	137,216	15.1	14.5	14.8	0.96
Amhara	377,863	364,422	742,285	827,387	792,505	1,619,892	45.7	46.0	45.8	1.01
Oromia	671,487	596,372	1,267,859	1,628,381	1,583,042	3,211,423	41.2	37.7	39.5	0.91
Somali	29,697	24,048	53,745	277,392	270,477	547,869	10.7	8.9	9.8	0.83
Benishangul-Gumuz	13,915	12,004	25,919	47,059	45,267	92,326	29.6	26.5	28.1	0.90
SNNP	388,038	356,752	744,790	636,400	641,115	1,277,515	61.0	55.6	58.3	0.91
Gambella	11,685	10,745	22,430	17,094	16,570	33,664	68.4	64.8	66.6	0.95
Harari	7,906	7,012	14,918	8,596	8,232	16,828	92.0	85.2	88.6	0.93
Addis Ababa	138,804	132,407	271,211	111,489	110,512	222,001	124.5	119.8	122.2	0.96
Dire Dawa	8,603	7,831	16,434	15,385	14,820	30,205	55.9	52.8	54.4	0.94
Sidama	125,149	119,908	245,057	235,830	227,122	462,952	53.1	52.8	52.9	0.99
SWEP	64,560	58,268	122,828	206,803	204,563	411,367	31.2	28.5	29.9	0.91
National	1,848,319	1,699,445	3,547,764	4,082,244	3,981,013	8,063,258	45.3	42.7	44.0	0.94

Regionally, Afar and Somali perform the least, with a GER of just 14.8% and 9.8% respectively; this figure is greater than last year for Somali but less than from last year for Afar. Addis Ababa and Harari showed commendable achievement, with a GER of 122.2% and 88.6% respectively; with significant increment compared to last year.

Chart 2.1 GER of Pre-Primary by Region and Sex, 2021/22

According to ESDP VI, those who complete three years of kindergarten are more likely to be better prepared to join primary school than a child who has received one year of 'O' Class or Child to Child and ASR Instructions. Although ESDP VI suggests that alternative modalities are improving in quality, it is likely that those able to access three years of pre-primary education are likely to be better prepared for primary level education.

Tables 2.2, 2.3, 2.4 and 2.5 show Pre-Primary enrolment by modality and the associated GER. Nationally "O" class, with a GER of 98.6%, shown a significant increase by 13.4 percentage points from last year. In kindergarten, Addis Ababa out performs the highest proportion of children enrolled, with a GER of 120.3%. Whereas Benishangul-Gumz has the largest enrolment rate in Child to Child provision, with a GER of 1.8%, and SNNP in "O" class, with a GER of 154.1%.

The majority of children in Ethiopia enroll in 'O' class modality, while enrollment in Kindergarten concentrated primarily in Addis Ababa.

2.1.1. Kindergarten

Kindergarten (KG) is a three-year program for 4 to 6-year-old children, nursery at the age of 3-4, lower kindergarten at the age of 4-5 and upper kindergarten at the age of 5-6. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by Non-Governmental organizations such as communities, private institutions, and religious organizations. The program is limited for the private sector and urban areas, and hence attendance in this modality is low compared to the Government owned "O" classes.

Currently, the total number of KG schools nationally are 4,840, from which only 545 (11.3%) of them are Government owned.

Table 2.2 Kindergarten Gross Enrolment and GER by Region and Sex, 2021/22

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	3,002	2,722	5,724	70,428	66,788	137,216	4.3	4.1	4.2
Amhara	47,313	44,999	92,312	827,387	792,505	1,619,892	5.7	5.7	5.7
Oromia	173,449	161,759	335,208	1,628,381	1,583,042	3,211,423	10.7	10.2	10.4
Somali	2,442	2,189	4,631	277,392	270,477	547,869	0.9	0.8	0.8
Benishangul-Gumuz	2,440	2,190	4,630	47,059	45,267	92,326	5.2	4.8	5.0
SNNP	56,534	52,103	108,637	636,400	641,115	1,277,515	8.9	8.1	8.5
Gambella	4,049	3,698	7,747	17,094	16,570	33,664	23.7	22.3	23.0
Harari	4,543	4,009	8,552	8,596	8,232	16,828	52.9	48.7	50.8
Addis Ababa	136,749	130,254	267,003	111,489	110,512	222,001	122.7	117.9	120.3
Dire Dawa	5,352	4,973	10,325	15,385	14,820	30,205	34.8	33.6	34.2
Sidama	21,628	20,116	41,744	235,830	227,122	462,952	9.2	8.9	9.0
SWEP	5,655	5,396	11,051	206,803	204,563	411,367	2.7	2.6	2.7
National	463,156	434,408	897,564	4,082,244	3,981,013	8,063,258	11.3	10.9	11.1

2.1.2. Child to Child

Normally elder brothers or sisters play with their younger siblings and neighborhood children. This can serve as a teaching and learning setting. Therefore, **child-to-child** is part of the early childhood education system by which students of grade 5 or more can support and assist children of age 4-6 in the preparation of primary schooling. The play becomes learning in this program to count or to differentiate colors and identify letters. The main aim of the Child-to-Child initiative is to better prepare young children for primary school. It is considered and believed that such informal modality is an effective low-cost way of improving school readiness.

Table 2.3 Child to Child Gross Enrolment and GER by Region and Sex, 2021/22

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	14	13	27	70,428	66,788	137,216	0.0	0.0	0.0
Amhara	-	126	126	827,387	792,505	1,619,892	0.0	0.0	0.0
Oromia	8,926	7,790	16,716	1,628,381	1,583,042	3,211,423	0.5	0.5	0.5
Somali	602	649	1,251	277,392	270,477	547,869	0.2	0.2	0.2
Benishangul-Gumuz	916	778	1,694	47,059	45,267	92,326	1.9	1.7	1.8
SNNP	991	894	1,885	636,400	641,115	1,277,515	0.2	0.1	0.1
Gambella	130	124	254	17,094	16,570	33,664	0.8	0.7	0.8
Harari	-	-	-	8,596	8,232	16,828	0.0	0.0	0.0
Addis Ababa	-	-	-	111,489	110,512	222,001	0.0	0.0	0.0
Dire Dawa	-	-	-	15,385	14,820	30,205	0.0	0.0	0.0
Sidama	-	-	-	235,830	227,122	462,952	0.0	0.0	0.0
SWEP	2,334	2,095	4,429	206,803	204,563	411,367	1.1	1.0	1.1
National	13,913	12,469	26,382	4,082,244	3,981,013	8,063,258	0.3	0.3	0.3

2.1.3. "O" Class

"O" Class is a one-year program in the Ethiopian early childhood education system which is annexed to primary schools where children enrolled at age 6 and stay for a year till they join primary schools. O-Classes serve as a reception year prior to Grade 1, and this modality is the highest coverage in pre-primary education.

SNNP, Gambela, Amhara and Harari has the largest enrolment rate in "O" Class provision, with a GER of 154.1%,124.3%,119.3% and114% respectively, whereas Addis Ababa, Somali and Afar exhibited list performance with a GER of 5.1%, 25.6% and 31.4% respectively.

Table 2.4 “O” Class Gross Enrolment and GER by Region and Sex, 2021/22

Region	Gross Enrollment			School Age Population (Age 6)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	7,520	6,817	14,337	23,448	22,211	45,659	32.1	30.7	31.4
Amhara	329,256	318,094	647,350	277,282	265,491	542,773	118.7	119.8	119.3
Oromia	487,458	425,286	912,744	536,634	522,347	1,058,981	90.8	81.4	86.2
Somali	25,574	20,518	46,092	91,238	89,090	180,328	28.0	23.0	25.6
Benishangul-Gumuz	10,192	8,710	18,902	15,550	14,975	30,525	65.5	58.2	61.9
SNNP	329,407	302,600	632,007	204,311	205,836	410,147	161.2	147.0	154.1
Gambella	7,194	6,654	13,848	5,652	5,485	11,137	127.3	121.3	124.3
Harari	3,363	3,003	6,366	2,851	2,732	5,583	118.0	109.9	114.0
Addis Ababa	1,823	1,880	3,703	36,469	36,356	72,825	5.0	5.2	5.1
Dire Dawa	3,251	2,858	6,109	5,059	4,879	9,938	64.3	58.6	61.5
Sidama	103,445	99,715	203,160	75,711	72,919	148,631	136.6	136.7	136.7
SWEP	56,152	50,406	106,558	66,393	65,677	132,069	84.6	76.7	80.7
National	1,364,635	1,246,541	2,611,176	1,340,598	1,307,998	2,648,596	101.8	95.3	98.6

2.1.4. Accelerated School Readiness (ASR)

ASR is a two to three months' program to prepare children for primary education. It usually takes place in summer vacation and/or in the months of September and October.

Table 2.5 ASR Gross Enrolment and GER by Region and Sex, 2021/22

Region	Gross Enrollment			School Age Population (Age 6)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	76	124	200	23,448	22,211	45,659	0.3	0.6	0.4
Amhara	1,294	1,203	2,497	277,282	265,491	542,773	0.5	0.5	0.5
Oromia	1,654	1,537	3,191	536,634	522,347	1,058,981	0.3	0.3	0.3
Somali	1,079	692	1,771	91,238	89,090	180,328	1.2	0.8	1.0
Benishangul-Gumuz	367	326	693	15,550	14,975	30,525	2.4	2.2	2.3
SNNP	1,106	1,155	2,261	204,311	205,836	410,147	0.5	0.6	0.6
Gambella	312	269	581	5,652	5,485	11,137	5.5	4.9	5.2
Harari	-	-	-	2,851	2,732	5,583	0.0	0.0	0.0
Addis Ababa	232	273	505	36,469	36,356	72,825	0.6	0.8	0.7
Dire Dawa	-	-	-	5,059	4,879	9,938	0.0	0.0	0.0
Sidama	76	77	153	75,711	72,919	148,631	0.1	0.1	0.1
SWEP	419	371	790	66,393	65,677	132,069	0.6	0.6	0.6
National	6,615	6,027	12,642	1,340,598	1,307,998	2,648,596	0.5	0.5	0.5

2.2. Net Enrolment Ratio (NER) in Pre-Primary Education

Net Enrolment Ratio (NER) calculates the number of students enrolled within the official school age for that level (4-6 years old). It combines the data of Kindergarten, Child to Child, “O” Class and ASR enrolments.

The majority of children enrolled in pre-primary education are not in the appropriate school age for the level, as it shows a significant difference between GER and NER

Table 2.6 and Chart 2.2 below show the data regarding age specific enrolment of students with the official school age population size and the corresponding NER. The pre-primary NER results are 27.7% for Female and 29.4% for Male students which shows a significant difference from the corresponding GER, 42.7% and 45.3% respectively. This implies that there is a significant number of over and under aged children enrolled at pre-

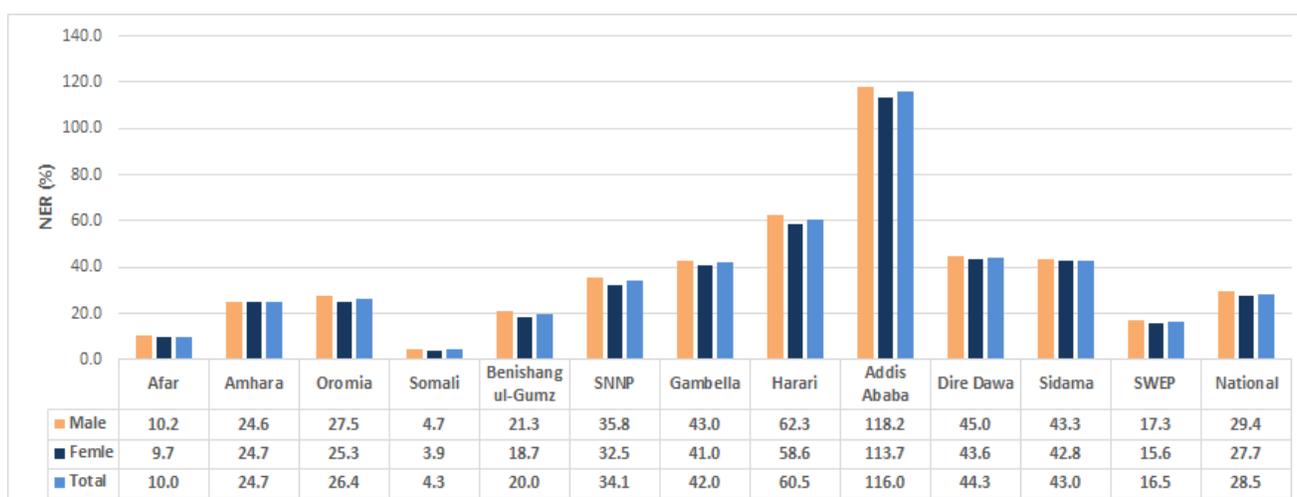
primary level; hence, the sector should give proper attention to narrow the gap between GER and NER and at the same time improving GPI.

NER has been significantly increased from the previous year in both sexes and the total NER has been increased from the previous year by 7.3 percentage points.

Table 2.6 Pre-Primary Net Enrolment and NER by Region and Sex, 2021/22

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	7,218	6,502	13,720	70,428	66,788	137,216	10.2	9.7	10.0
Amhara	203,830	195,959	399,789	827,387	792,505	1,619,892	24.6	24.7	24.7
Oromia	447,958	399,807	847,765	1,628,381	1,583,042	3,211,423	27.5	25.3	26.4
Somali	12,904	10,655	23,559	277,392	270,477	547,869	4.7	3.9	4.3
Benishangul-Gumz	10,007	8,450	18,457	47,059	45,267	92,326	21.3	18.7	20.0
SNNP	227,768	208,095	435,863	636,400	641,115	1,277,515	35.8	32.5	34.1
Gambella	7,342	6,789	14,131	17,094	16,570	33,664	43.0	41.0	42.0
Harari	5,358	4,821	10,179	8,596	8,232	16,828	62.3	58.6	60.5
Addis Ababa	131,801	125,653	257,454	111,489	110,512	222,001	118.2	113.7	116.0
Dire Dawa	6,920	6,461	13,381	15,385	14,820	30,205	45.0	43.6	44.3
Sidama	102,091	97,147	199,238	235,830	227,122	462,952	43.3	42.8	43.0
SWEP	35,739	31,966	67,705	206,803	204,563	411,367	17.3	15.6	16.5
National	1,198,936	1,102,305	2,301,241	4,082,244	3,981,013	8,063,258	29.4	27.7	28.5

Chart 2.2 NER of Pre-Primary Education by Region and Sex, 2021/22



Similar to the gross enrollment, “O” class has the largest share in the net enrollment among the three modalities. Below are the NER in each modality

2.2.1. Kindergarten

Table 2.7 Kindergarten Net Enrolment and NER by Region and Sex, 2021/22

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	2,609	2,365	4,974	70,428	66,788	137,216	3.7	3.5	3.6
Amhara	46,100	43,776	89,876	827,387	792,505	1,619,892	5.6	5.5	5.5
Oromia	165,952	154,668	320,620	1,628,381	1,583,042	3,211,423	10.2	9.8	10.0
Somali	1,855	1,630	3,485	277,392	270,477	547,869	0.7	0.6	0.6
Benishangul-Gumuz	2,336	2,083	4,419	47,059	45,267	92,326	5.0	4.6	4.8
SNNP	52,648	48,142	100,790	636,400	641,115	1,277,515	8.3	7.5	7.9
Gambella	2,817	2,603	5,420	17,094	16,570	33,664	16.5	15.7	16.1
Harari	3,920	3,506	7,426	8,596	8,232	16,828	45.6	42.6	44.1
Addis Ababa	130,711	124,620	255,331	111,489	110,512	222,001	117.2	112.8	115.0
Dire Dawa	4,235	4,124	8,359	15,385	14,820	30,205	27.5	27.8	27.7
Sidama	20,369	18,830	39,199	235,830	227,122	462,952	8.6	8.3	8.5
SWEP	5,420	5,182	10,602	206,803	204,563	411,367	2.6	2.5	2.6
National	438,972	411,529	850,501	4,082,244	3,981,013	8,063,258	10.8	10.3	10.5

2.2.2. Child to Child

Table 2.8 Child to Child Net Enrolment and NER by Region and Sex, 2021/22

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	14	13	27	70,428	66,788	137,216	0.0	0.0	0.0
Amhara	-	126	126	827,387	792,505	1,619,892	0.0	0.0	0.0
Oromia	8,693	7,586	16,279	1,628,381	1,583,042	3,211,423	0.5	0.5	0.5
Somali	144	298	442	277,392	270,477	547,869	0.1	0.1	0.1
Benishangul-Gumuz	876	742	1,618	47,059	45,267	92,326	1.9	1.6	1.8
SNNP	968	859	1,827	636,400	641,115	1,277,515	0.2	0.1	0.1
Gambella	111	104	215	17,094	16,570	33,664	0.6	0.6	0.6
Harari	-	-	-	8,596	8,232	16,828	0.0	0.0	0.0
Addis Ababa	-	-	-	111,489	110,512	222,001	0.0	0.0	0.0
Dire Dawa	-	-	-	15,385	14,820	30,205	0.0	0.0	0.0
Sidama	-	-	-	235,830	227,122	462,952	0.0	0.0	0.0
SWEP	2329	2091	4,420	206,803	204,563	411,367	1.1	1.0	1.1
National	13,135	11,819	24,954	4,082,244	3,981,013	8,063,258	0.3	0.3	0.3

2.2.3. "O" Class

Table 2.9 "O" Class Net Enrolment and NER by Region and Sex, 2021/22

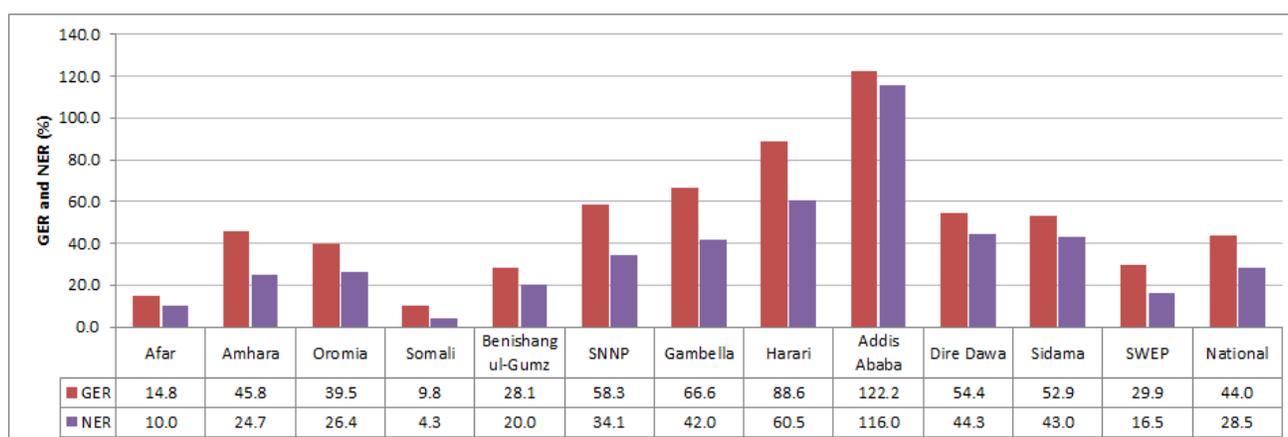
Region	Net Enrollment (Age 6)			School Age Population (Age 6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	4,564	4,088	8,652	23,448	22,211	45,659	19.5	18.4	18.9
Amhara	157,217	151,510	308,727	277,282	265,491	542,773	56.7	57.1	56.9
Oromia	273,313	237,553	510,866	536,634	522,347	1,058,981	50.9	45.5	48.2
Somali	10,840	8,669	19,509	91,238	89,090	180,328	11.9	9.7	10.8
Benishangul-Gumuz	6,582	5,414	11,996	15,550	14,975	30,525	42.3	36.2	39.3
SNNP	174,032	158,948	332,980	204,311	205,836	410,147	85.2	77.2	81.2
Gambella	4,181	3,874	8,055	5,652	5,485	11,137	74.0	70.6	72.3
Harari	1,438	1,315	2,753	2,851	2,732	5,583	50.4	48.1	49.3
Addis Ababa	1,088	1,029	2,117	36,469	36,356	72,825	3.0	2.8	2.9
Dire Dawa	2,685	2,337	5,022	5,059	4,879	9,938	53.1	47.9	50.5
Sidama	81,706	78,304	160,010	75,711	72,919	148,631	107.9	107.4	107.7
SWEP	27,603	24,347	51,950	66,393	65,677	132,069	41.6	37.1	39.3
National	745,249	677,388	1,422,637	1,340,598	1,307,998	2,648,596	55.6	51.8	53.7

2.2.4. Accelerated Learning Readiness (ASR)

Table 2.10 ASR Net Enrolment and NER by Region and Sex, 2021/22

Region	Net Enrollment (Age 6)			School Age Population (Age 6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	31	36	67	23,448	22,211	45,659	0.1	0.2	0.1
Amhara	513	547	1,060	277,282	265,491	542,773	0.2	0.2	0.2
Oromia	-	-	-	536,634	522,347	1,058,981	0.0	0.0	0.0
Somali	65	58	123	91,238	89,090	180,328	0.1	0.1	0.1
Benishangul-Gumz	213	211	424	15,550	14,975	30,525	1.4	1.4	1.4
SNNP	120	146	266	204,311	205,836	410,147	0.1	0.1	0.1
Gambella	233	208	441	5,652	5,485	11,137	4.1	3.8	4.0
Harari	-	-	-	2,851	2,732	5,583	0.0	0.0	0.0
Addis Ababa	2	4	6	36,469	36,356	72,825	0.0	0.0	0.0
Dire Dawa	-	-	-	5,059	4,879	9,938	0.0	0.0	0.0
Sidama	16	13	29	75,711	72,919	148,631	0.0	0.0	0.0
SWEP	387	346	733	66,393	65,677	132,069	0.6	0.5	0.6
National	1,580	1,569	3,149	1,340,598	1,307,998	2,648,596	0.1	0.1	0.1

Chart 2.3 Comparison of GER and NER in Pre-Primary Education by Region, 2021/22



The difference between GER and NER in pre-primary at national level is almost similar to the previous year. However, there is a wide variation across regions, with Gambella, Harari and SNNP showing the largest variation. One reason for this could be enrollment of under and over aged children in Pre-Primary grades in the regions.

3. Primary and Middle Education

The current Education system of Ethiopia consists of 6 grades in Primary (Grades 1-6) and 2 grades in Middle level education (Grades 7-8).

The official age for Primary and Middle school is 7 to 14 years old. As outlined in the Education and Training Roadmap of Ethiopia (2019) and according to the General Education new curriculum framework,

“Primary education has six years’ duration and Middle school with 2 years, offering basic and general primary education to prepare students for further general secondary education and training”.

The official school admission age for primary school is 7 to 12 and middle school is 13 to 14 years old. Since the introduction of Education Policy in 1994, the government has steadily increased its share of primary education through the construction of new schools, availing facilities to schools and carrying out standardized inspections.

For this and related reasons, the highest numbers of learners have been engaged in primary schools compared to any other level of education. Primary Education is basic for citizens to participate in all round socio economic and political activities of the country thereby contributing to the holistic development and thus takes the largest share of government spending on education in Ethiopia. The Ministry of Education annually collects data on the status of General Education, from which Primary Education is the major part, as a whole. This part thus gives a detailed analytical view of the status of Primary Education in Ethiopia based on key indicators of access, equity, quality, internal efficiency and output/outcome.

Primary education is critical to a nation’s development, providing the highest public returns to investment for the state, and is the keystone for later education and economic growth. Access to primary education has seen considerable improvements through the construction of new schools which have reduced the distance children need to travel to attend school (ESDP VI, 2021).

The national Alternative Basic Education (ABE) strategy developed in 2006 also aimed to establish new ABE centers, and to transform existing centers into regular schools. Alternative education provision responds to differing needs and contexts, improving the enrolment and participation of students in pastoralist and semi pastoralist areas. Hence, indicator analysis for primary education includes their corresponding ABE levels.

This section presents data against the basic educational performance indicators, and the current functioning of Primary and Middle education. The indicators measure the extent to which children have access to Primary and Middle levels of education, and the extent to which education provision is efficiently delivered, with what quality, and by what level of equitable access.

3.1 Apparent Intake Rate

Apparent Intake Rate (AIR) is the percentage of new entrants to grade 1 (irrespective of age) compared against the population age of 7. It provides the rate of enrolled students who are under or over the official school admission age.

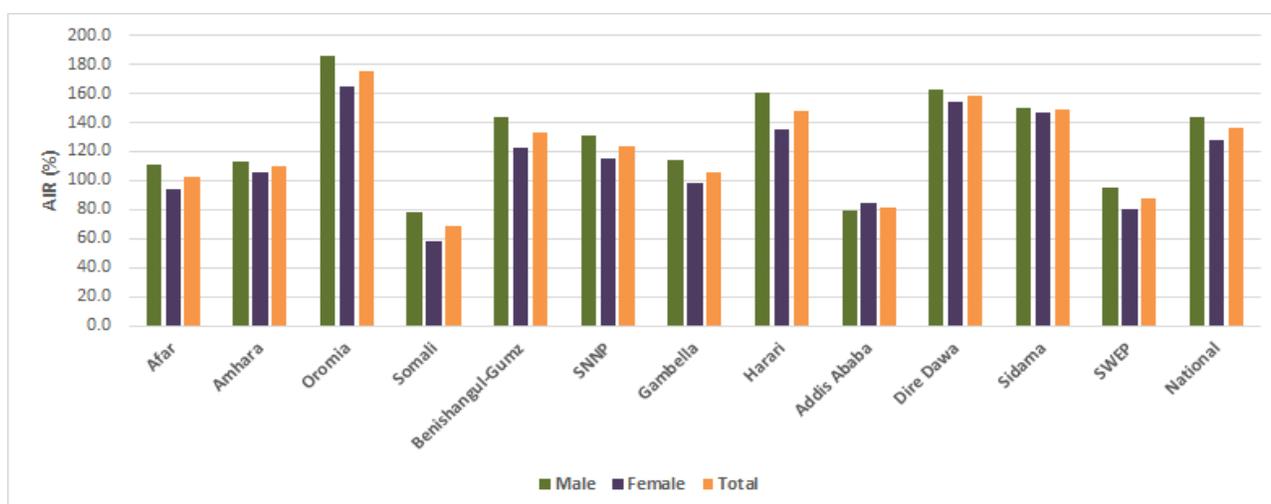
The data shows that there is a high demand for Grade 1, as seen from the long term trend too, with students enrolling over or under the official school admission age of 7 is beyond 100% nationally.

Table 3.1 shows that AIR is 135.8% nationally, with a significant increment from last year, 26.8 percentage points. This might indicate that students are not enrolling with their correct school admission age compared to last year. However, there are still a large number of children, regardless of the official school age, enrolling in grade one and there is a high demand for this grade level across the country. Among the regions, Somali, Addis Ababa and South West Ethiopian People (SWEPE) have AIR scores below 100%, indicating more likely to register children with their official school admission age compared to other regions. Oromia is the region that scored the highest AIR, 175.3%, followed by Dire Dawa, Sidama and Harari with an AIR of 158.7%, 148.6% and 148.3% respectively.

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2021/22

Region	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	23,431	22,178	45,609	25,915	20,752	46,667	110.6	93.6	102.3
Amhara	282,532	270,998	553,530	318,362	287,028	605,390	112.7	105.9	109.4
Oromia	530,818	517,364	1,048,182	985,674	852,277	1,837,951	185.7	164.7	175.3
Somali	89,896	87,903	177,799	70,742	51,384	122,126	78.7	58.5	68.7
Benishangul-Gurr	15,411	14,861	30,272	22,149	18,241	40,390	143.7	122.7	133.4
SNNP	198,161	199,923	398,085	260,486	230,382	490,868	131.5	115.2	123.3
Gambella	5,608	5,449	11,057	6,376	5,355	11,731	113.7	98.3	106.1
Harari	2,831	2,717	5,548	4,554	3,675	8,229	160.9	135.3	148.3
Addis Ababa	35,543	35,672	71,215	28,028	29,974	58,002	78.9	84.0	81.4
Dire Dawa	4,990	4,823	9,813	8,111	7,459	15,570	162.5	154.7	158.7
Sidama	73,433	70,825	144,257	110,041	104,302	214,343	149.9	147.3	148.6
SWEPE	64,394	63,790	128,185	61,527	51,212	112,739	95.5	80.3	88.0
National	1,327,048	1,296,504	2,623,552	1,901,965	1,662,041	3,564,006	143.3	128.2	135.8

Chart 3.1 AIR by Region and Sex, 2021/22



Since 2003/04, Grade 1 enrollment rates were above 100%, with notable fluctuations over time.

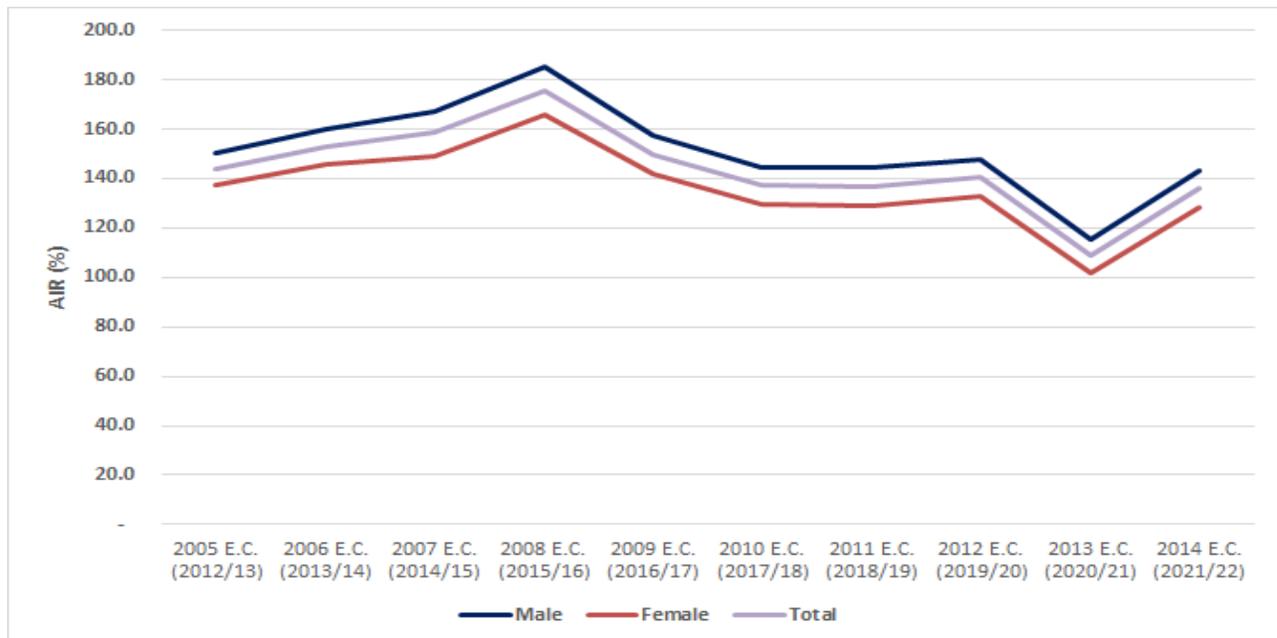
Table 3.2 and Chart 3.2 show the trend in AIR over the last 10 years, from 2012/13 to 2021/22. In general, there is a high rate of children enrolling in Grade 1 over time, although there are some notable fluctuations, in

particular between 2015/16 and 2018/19 showing a total decrease by 39.2% and a significant decrease for this year. AIR has consistently been above 100% since 2003/04 (see the previous years' editions) which implies that more children have been enrolling into grade 1 than the national population of age 7 for the last 19 years; and this will add extra pressure to the education system.

Table 3.2 Apparent Intake Rate (AIR) Trend, 2012/13-2021/22

	AIR (%)		
	Male	Female	Total
2005 E.C. (2012/13)	150.0	137.6	143.9
2006 E.C. (2013/14)	159.7	145.9	152.9
2007 E.C. (2014/15)	167.3	149.3	158.4
2008 E.C. (2015/16)	185.5	165.9	175.8
2009 E.C. (2016/17)	157.6	142.1	149.9
2010 E.C. (2017/18)	144.2	129.8	137.1
2011 E.C. (2018/19)	144.3	128.7	136.6
2012 E.C. (2019/20)	147.7	133.1	140.5
2013 E.C. (2020/21)	115.6	102.1	109.0
2014 E.C. (2021/22)	143.3	128.2	135.8

Chart 3.2 AIR trend, 2012/13-2020/21



3.2 Net Intake Rate

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Grade 1 NIR Female	88	90	88.3
Grade 1 NIR Male	97	97	96.8

Net Intake Rate is a similar indicator to AIR, but it looks only those children who have the correct age to enter grade 1. It is the proportion of 7 year olds who enroll in grade 1.

The national target of NIR for Grade 1 has been met for male and a narrow miss for female; Oromia, Dire dawa and Sidama met the target of the year in both sexes.

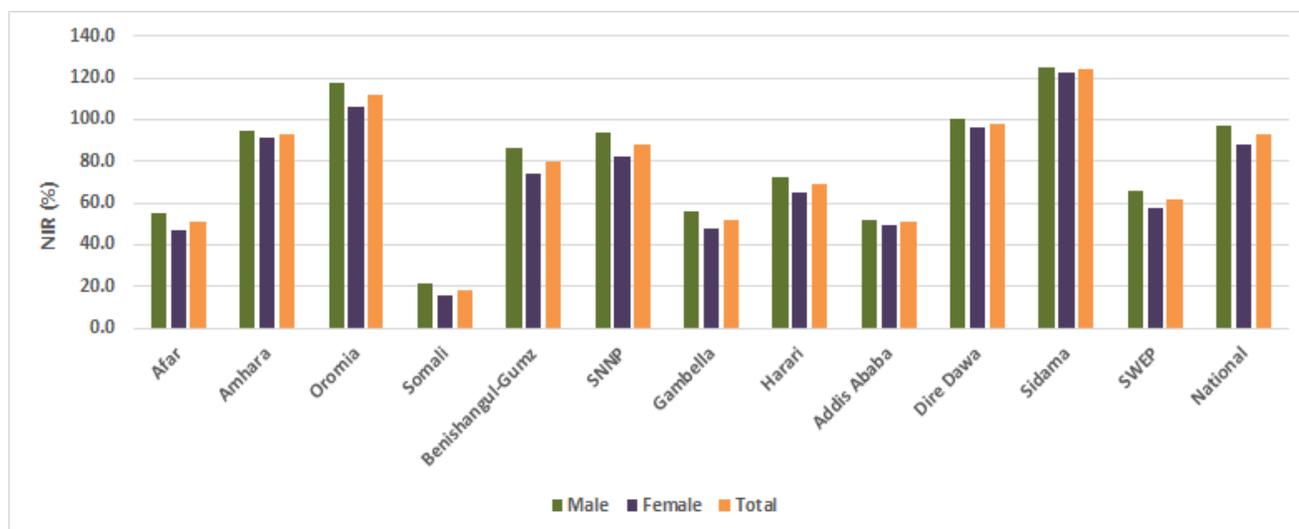
Table 3.3 shows that the total NIR is 92.6% at national level; with 20 percentage points increment from last year. Amhara, Oromia, Dire Dawa and Sidama scored above the national NIR, whereas Sidama showed an exceptionally high NIR as done last year. On the other hand, the NIR in Afar, Somali, Gambella, and Addis Ababa are far below from the national figure.

Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2021/22

Region	School Age Population (Age 7)			New Entrants to Grade 1 (Age 7)			NIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	23,431	22,178	45,609	12,850	10,387	23,237	54.8	46.8	50.9
Amhara	282,532	270,998	553,530	266,418	247,004	513,422	94.3	91.1	92.8
Oromia	530,818	517,364	1,048,182	624,285	549,328	1,173,613	117.6	106.2	112.0
Somali	89,896	87,903	177,799	18,966	13,478	32,444	21.1	15.3	18.2
Benishangul-Gum;	15,411	14,861	30,272	13,249	10,981	24,230	86.0	73.9	80.0
SNNP	198,161	199,923	398,085	185,795	164,102	349,897	93.8	82.1	87.9
Gambella	5,608	5,449	11,057	3,130	2,609	5,739	55.8	47.9	51.9
Harari	2,831	2,717	5,548	2,051	1,758	3,809	72.4	64.7	68.7
Addis Ababa	35,543	35,672	71,215	18,370	17,672	36,042	51.7	49.5	50.6
Dire Dawa	4,990	4,823	9,813	5,005	4,627	9,632	100.3	95.9	98.2
Sidama	73,433	70,825	144,257	91,977	86,678	178,655	125.3	122.4	123.8
SWEP	64,394	63,790	128,185	42,331	36,705	79,036	65.7	57.5	61.7
National	1,327,048	1,296,504	2,623,552	1,284,427	1,145,329	2,429,756	96.8	88.3	92.6

In general, NIR Figures show that most regions share problems on less intake of children enrolling Grade 1 by their official school admission age, compared to the AIR results.

Chart 3.3 NIR by Region and Sex, 2021/22



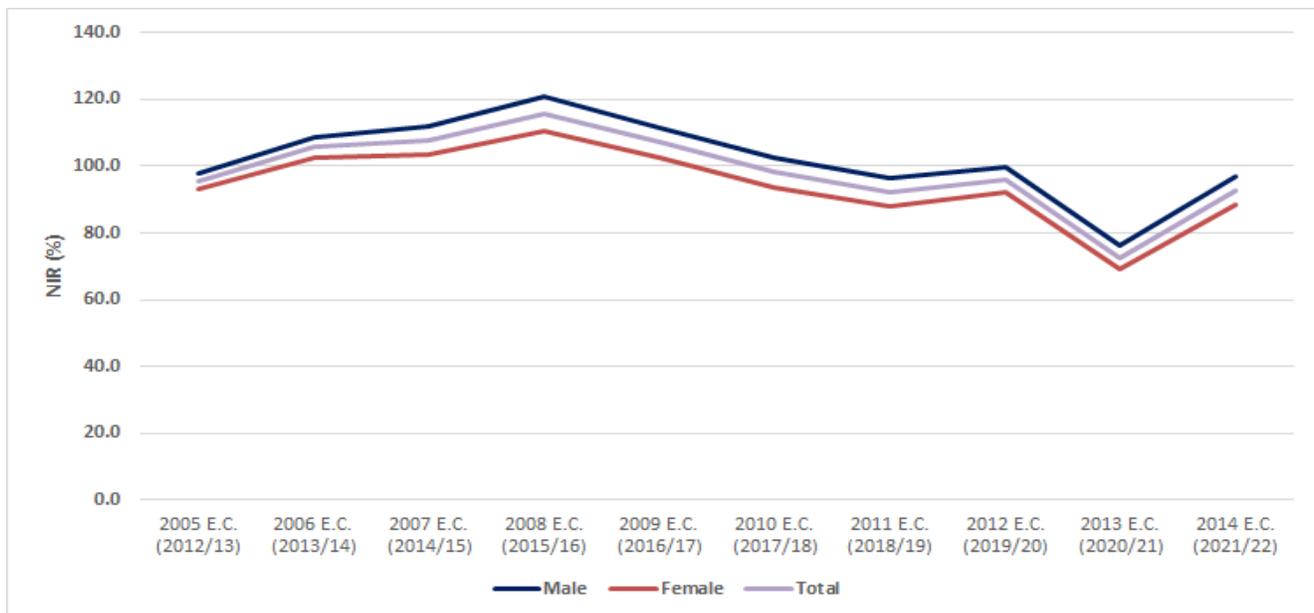
Trends over time show that NIR has started to decrease and below 100% since 2017/18. However, the persisting gender divide is not closing at a sufficient rate to meet the ESDP VI targets, though the male target of this year has been met.

From 2011/12 to 2015/16, there was a continuous increase in NIR, but then started to decrease from 2015/16. The gap between male and female NIR has also started to decrease last year, closing to 7.2 percentage points in 2020/21, but this gap is 8.5 this year and of course there is no regular differences in the last ten years. However, the persistent gender gap and slow speed of progress is a high concern if equity targets are to be reached.

Table 3.4 Net Intake Rate (NIR) Trend, 2012/13-2021/22

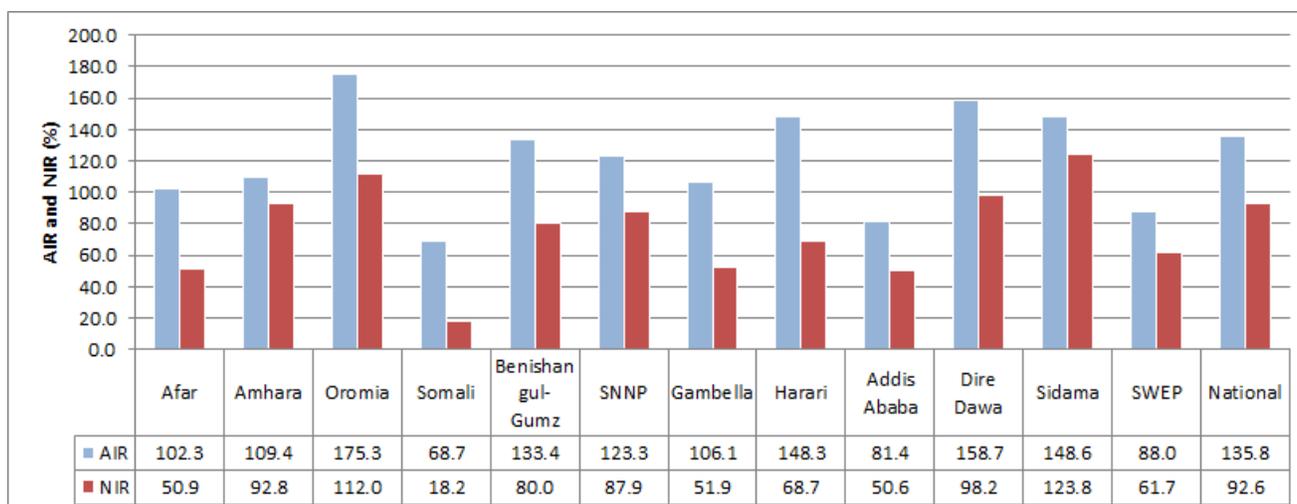
	NIR (%)		
	Male	Female	Total
2005 E.C. (2012/13)	97.9	93.0	95.5
2006 E.C. (2013/14)	108.8	102.3	105.6
2007 E.C. (2014/15)	111.9	103.6	107.8
2008 E.C. (2015/16)	120.8	110.7	115.8
2009 E.C. (2016/17)	111.5	102.6	107.1
2010 E.C. (2017/18)	102.6	93.8	98.3
2011 E.C. (2018/19)	96.5	88.2	92.4
2012 E.C. (2019/20)	99.8	92.1	96.0
2013 E.C. (2020/21)	76.2	69.0	72.6
2014 E.C. (2021/22)	96.8	88.3	92.6

Chart 3.4 NIR Trend, 2012/13-2021/22



When we compare AIR and NIR across regions, it shows that all regions are affected by children outside of the primary school admission age enrolling in Grade 1. Chart 3.5 below shows this comparison.

Chart 3.5 Regional comparisons between AIR and NIR, 2021/22



3.3 Gross Enrolment Ratio in Primary and Middle Level Education

ESDP V Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Primary Grades 1–6, including ABE, GER Female	109	107	100.7
Primary Grades 1–6, including ABE, GER Male	121	117	111.0
Middle Grades 7–8, GER Female	106	104	67.1
Middle Grades 7–8, GER Male	118	114	70.0

Gross Enrolment Ratio (GER) calculates the total number of children that enrolled in a given grade range irrespective of their age as a percentage of the school age population. This indicator includes enrolment both in Alternative Basic Education (ABE) and in Primary education.

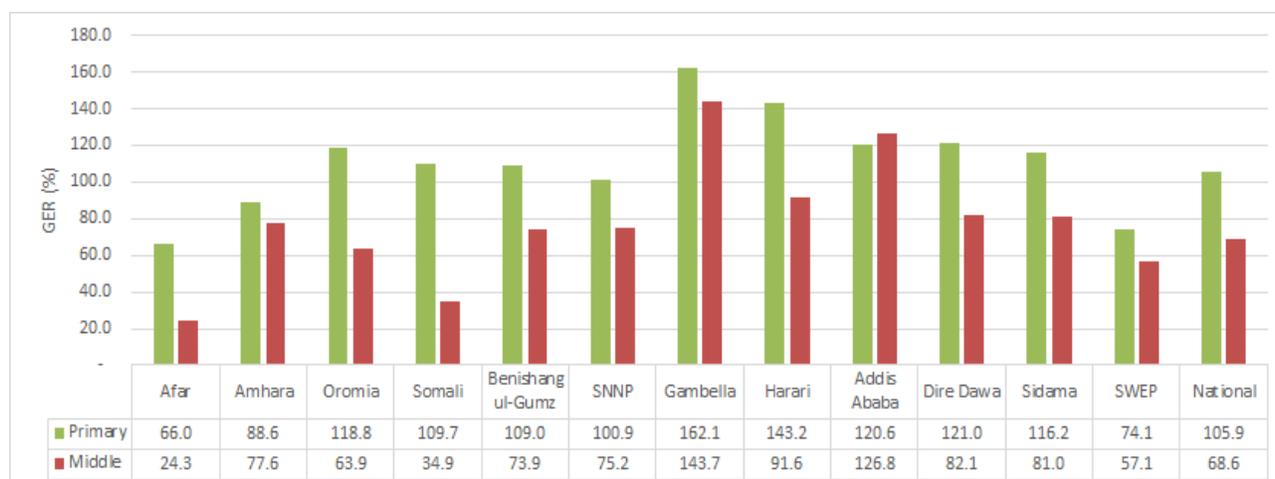
As shown in Table 3.5, the comparison between Primary and Middle levels education, the GER of primary (Grades 1-6) is 105.9% and 68.6% for the Middle school (Grades 7-8), indicating that many students are not progressing to the Middle level education, either because they are repeating grades, or dropping out completely. The GER for Primary level education has increased by 3.3 percentage points from last year, while for Middle level this value has decreased by 1.4 percentage points from last year.

Addis Ababa has a much higher Middle level GER compared to the primary, suggesting that children in Addis Ababa who have enrolled into Middle level education are more likely completing their Primary level. GER of Primary level is greater than that of Middle level in other regions. Table 3.5 and Chart 3.6 show the regional comparison of GER between Primary and Middle level education.

There is a notable gap between Primary and Middle level GER, signifying a low transition rate between the two levels. The ESDP VI Target for this year has been achieved for Primary level and missed for Middle level in both sexes..

Table 3.5 Comparisons of GER for Primary and Middle Level Education by Region and Sex, 2021/22

Region	GER (%)					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	71.6	60.0	66.0	27.7	20.6	24.3
Amhara	88.1	89.1	88.6	71.5	83.8	77.6
Oromia	126.1	111.3	118.8	68.4	59.3	63.9
Somali	125.2	94.0	109.7	40.7	29.0	34.9
Benishangul-Gumuz	116.7	101.0	109.0	79.7	67.9	73.9
SNNP	106.6	95.2	100.9	78.8	71.8	75.2
Gambella	169.2	154.9	162.1	149.6	137.6	143.7
Harari	153.2	132.8	143.2	99.5	83.4	91.6
Addis Ababa	115.5	125.7	120.6	116.7	136.4	126.8
Dire Dawa	127.0	114.9	121.0	90.3	73.8	82.1
Sidama	115.8	116.6	116.2	81.0	81.1	81.0
SWEP	80.8	67.4	74.1	61.1	53.2	57.1
National	111.0	100.7	105.9	70.0	67.1	68.6

Chart 3.6 Comparisons of GER for Primary and Middle Level Education by Region, 2021/22

Enrolment of Children outside of the official school age continues to persist throughout Primary and Middle level education (Grades 1-8) similar to the Pre-Primary level in most regions. The national figure is more realistic than most regional figures, with the total GER value is below 100 for Grades 1-8.

The GER for Grades 1-8 is 97.2%, which is less than 100% after six years starting from last year. It means that children younger than 7 and older than 14 were enrolling into primary level education in the last seven years with a relative exception of this year and last year.

There is a wide regional variation in GER, with Afar having the lowest GER (55.8%), while Gambella is the region with very high GER (157.7%). On the other hand, Sidama, Addis Ababa and Amhara are the only regions where female GER is higher than male.

Table 3.6 Gross Enrolment Ratio by Region and Sex, Grades 1-8, 2021/22

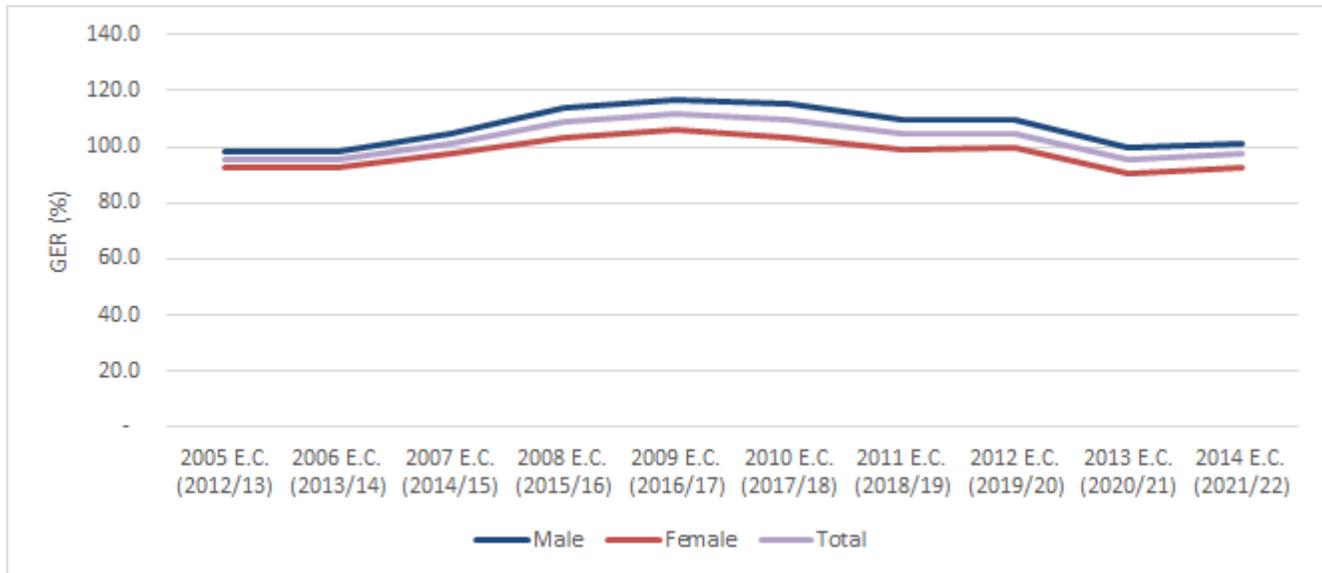
Region	School Age Population (7-14)			Gross Enrolment (G1-8)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	183,445	173,185	356,630	111,653	87,306	198,959	60.9	50.4	55.8
Amhara	2,249,143	2,167,208	4,416,351	1,893,067	1,903,606	3,796,673	84.2	87.8	86.0
Oromia	4,018,040	3,927,076	7,945,116	4,517,475	3,887,343	8,404,818	112.4	99.0	105.8
Somali	669,936	657,538	1,327,474	706,803	518,463	1,225,266	105.5	78.8	92.3
Benishangul-Gumuz	117,816	114,026	231,842	127,084	106,089	233,173	107.9	93.0	100.6
SNNP	1,413,166	1,435,662	2,848,828	1,418,079	1,291,077	2,709,156	100.3	89.9	95.1
Gambella	43,176	42,032	85,208	71,008	63,360	134,368	164.5	150.7	157.7
Harari	22,243	21,478	43,721	31,152	25,902	57,054	140.1	120.6	130.5
Addis Ababa	248,402	255,156	503,558	287,489	326,726	614,215	115.7	128.0	122.0
Dire Dawa	38,043	37,161	75,204	44,964	38,993	83,957	118.2	104.9	111.6
Sidama	523,677	508,598	1,032,274	565,576	552,041	1,117,617	108.0	108.5	108.3
SWEP	459,220	458,083	917,303	350,718	293,926	644,644	76.4	64.2	70.3
National	9,986,307	9,797,202	19,783,509	10,125,068	9,094,832	19,219,900	101.4	92.8	97.2

GER trends in Grades 1-8 indicate some incremental improvement, approaching to 100%, but the gender gap is still wider

Table 3.7 and chart 3.7 below show the trend in GER for Primary and Middle level education (Grades 1-8) for the last ten years. The GER trend for Grades 1-8 shows a straight incremental pattern from 2013/14 E.C. to 2016/17, and then declined. However, the gender gap has increased from 5, in 2012/13, to 8.6 percentage points in this year, though the gap has decreased from year to year.

Table 3.7 Trend in Gross Enrollment Ratio for Grades 1-8, 2012/13 – 2021/22

	GER (Grades 1-8)		
	Male	Female	Total
2005 E.C. (2012/13)	97.9	92.9	95.4
2006 E.C. (2013/14)	98.2	92.4	95.3
2007 E.C. (2014/15)	104.8	97.8	101.3
2008 E.C. (2015/16)	113.7	103.5	108.7
2009 E.C. (2016/17)	117.0	105.7	111.4
2010 E.C. (2017/18)	115.0	103.5	109.3
2011 E.C. (2018/19)	109.9	99.2	104.6
2012 E.C. (2019/20)	109.9	99.8	104.9
2013 E.C. (2020/21)	99.7	90.6	95.1
2014 E.C. (2021/22)	101.4	92.8	97.2

Chart 3.7 GER Trend, Grades 1-8, 2012/13 – 2021/22

3.4 Net Enrolment Ratio in Primary and Middle Level Education

ESDP V Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Primary Grades 1–6, including ABE, NER Female	95	96	88.3
Primary Grades 1–6, including ABE, NER Male	105	103	96.9
Middle School Grades 7–8, NER Female	93	95	46.8
Middle School Grades 7–8, NER Male	102	101	47.2

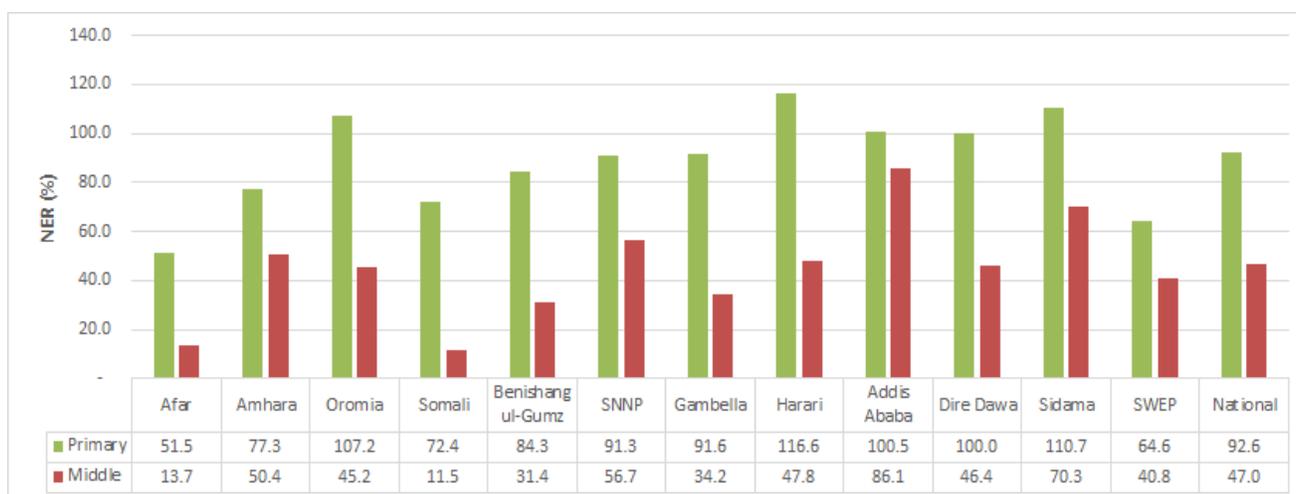
The Net Enrolment Ratio (NER) is a measure of students' enrolment of those who are in the official age group for the given level of education, i.e. in Ethiopia context; it only looks at 7 to 14 years' old that are enrolled in Primary and Middle level education. This indicator includes enrolment in Alternative Basic Education (ABE) in addition to Primary and Middle levels education.

Similar to the GER, the difference in NER between the two levels, Primary for Grades 1-6 and Middle level of Grades 7-8, shows that the proportion of 13-14 years' old who are enrolled in the appropriate grade is too low nationally. Addis Ababa has the highest rate at 86.1% in Middle level, while Afar and Somali show the lowest Middle level NER at 13.7% and 14.3% respectively showing a significant decrease from last year.

A huge gap appears in NER between the two levels in most regions; this might indicate that children with age ranges from 13 to 14 are not progressing through the education system.

Table 3.8 Comparison of NER for Primary and Middle Level Education by Region and Sex, 2021/22

Region	NER (%)					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	55.5	47.2	51.5	15.2	12.1	13.7
Amhara	76.6	77.9	77.3	45.2	55.9	50.4
Oromia	113.6	100.7	107.2	47.6	42.8	45.2
Somali	82.6	62.1	72.4	13.2	9.7	11.5
Benishangul-Gumuz	89.5	78.8	84.3	31.9	30.8	31.4
SNNP	96.6	86.1	91.3	58.8	54.7	56.7
Gambella	95.3	87.7	91.6	34.9	33.4	34.2
Harari	124.3	108.6	116.6	50.2	45.3	47.8
Addis Ababa	99.9	101.1	100.5	83.6	88.5	86.1
Dire Dawa	105.0	94.9	100.0	49.9	43.0	46.4
Sidama	110.7	110.8	110.7	70.4	70.1	70.3
SWEP	69.8	59.4	64.6	42.7	38.8	40.8
National	96.9	88.3	92.6	47.2	46.8	47.0

Chart 3.8 Comparison of NER for Primary and Middle Level Education by Region, 2021/22

The national NER for Primary and Middle level (Grades 1-8) is 88.7%, which shows an increment of 2.3 percentage points from last year. There is a wide regional variation, with Afar, Somali and SWEP having a much lower NER than other regions. On the other hand, Harari, Addis Ababa and Sidama scored above 100%. An NER higher than 100% is technically impossible as it would mean there are more children in a range of 7 to 14 years old enrolled in schools than there are in the country, and it highlights the issue of population projections and/or inaccurate recording of students' age when they start schooling. Children migrating across regions and enrolling in new schools can also affect NER since they are not captured in the region's population size.

Table 3.9 Net Enrollment Ratio by Region and Sex, Grades 1-8, 2021/22

Region	School Age Population (7-14)			Net Enrolment (G1-8)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	183,445	173,185	356,630	92,768	74,140	166,908	50.6	42.8	46.8
Amhara	2,249,143	2,167,208	4,416,351	1,708,302	1,730,819	3,439,121	76.0	79.9	77.9
Oromia	4,018,040	3,927,076	7,945,116	4,218,943	3,658,693	7,877,636	105.0	93.2	99.2
Somali	669,936	657,538	1,327,474	516,206	379,935	896,141	77.1	57.8	67.5
Benishangul-Gumz	117,816	114,026	231,842	105,974	90,920	196,894	89.9	79.7	84.9
SNNP	1,413,166	1,435,662	2,848,828	1,330,461	1,214,536	2,544,997	94.1	84.6	89.3
Gambella	43,176	42,032	85,208	42,530	38,389	80,919	98.5	91.3	95.0
Harari	22,243	21,478	43,721	27,003	22,712	49,715	121.4	105.7	113.7
Addis Ababa	248,402	255,156	503,558	261,079	277,381	538,460	105.1	108.7	106.9
Dire Dawa	38,043	37,161	75,204	39,818	34,925	74,743	104.7	94.0	99.4
Sidama	523,677	508,598	1,032,274	549,149	535,106	1,084,255	104.9	105.2	105.0
SWEP	459,220	458,083	917,303	321,615	273,500	595,115	70.0	59.7	64.9
National	9,986,307	9,797,202	19,783,509	9,213,848	8,331,056	17,544,904	92.3	85.0	88.7

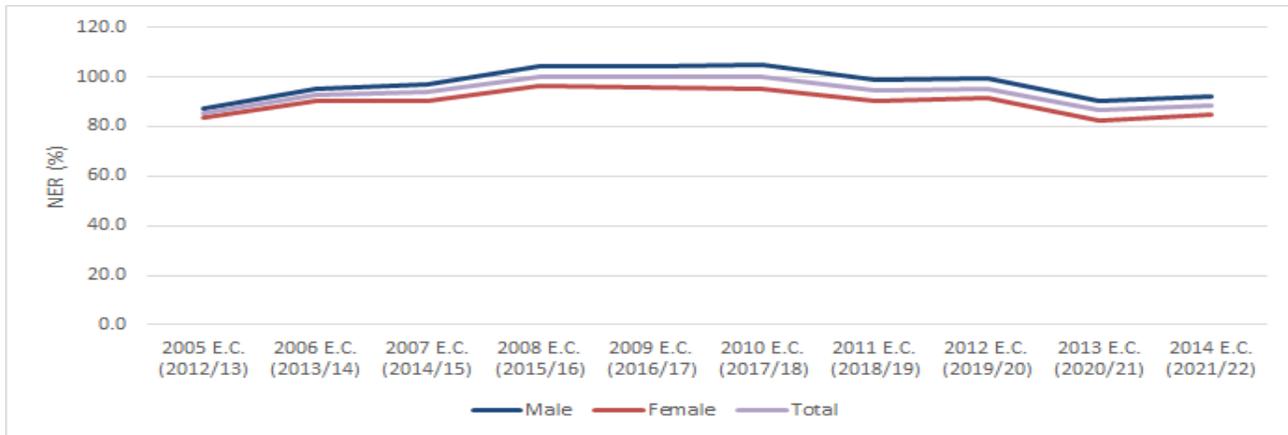
Trends over time show a steady increase in NER for Grades 1-8, with slight ups and downs in some years, however the NER value for this year and last year is the smallest since 2013/14.

The long term trend in NER shows a steady increase until 2015/16, then after the figures decline with values below 100% in each year, with the exception of 2017/18.

Table 3.10 Trend in Net Enrollment Ratio for Grades 1-8, 2012/13 – 2021/22

	NER (Grades 1-8)		
	Male	Female	Total
2005 E.C. (2012/13)	87.5	83.9	85.7
2006 E.C. (2013/14)	95.1	90.1	92.6
2007 E.C. (2014/15)	96.9	90.5	93.7
2008 E.C. (2015/16)	104.2	96.2	100.3
2009 E.C. (2016/17)	104.1	95.5	99.9
2010 E.C. (2017/18)	104.6	95.4	100.1
2011 E.C. (2018/19)	98.9	90.5	94.7
2012 E.C. (2019/20)	99.3	91.3	95.3
2013 E.C. (2020/21)	90.2	82.6	86.4
2014 E.C. (2021/22)	92.3	85.0	88.7

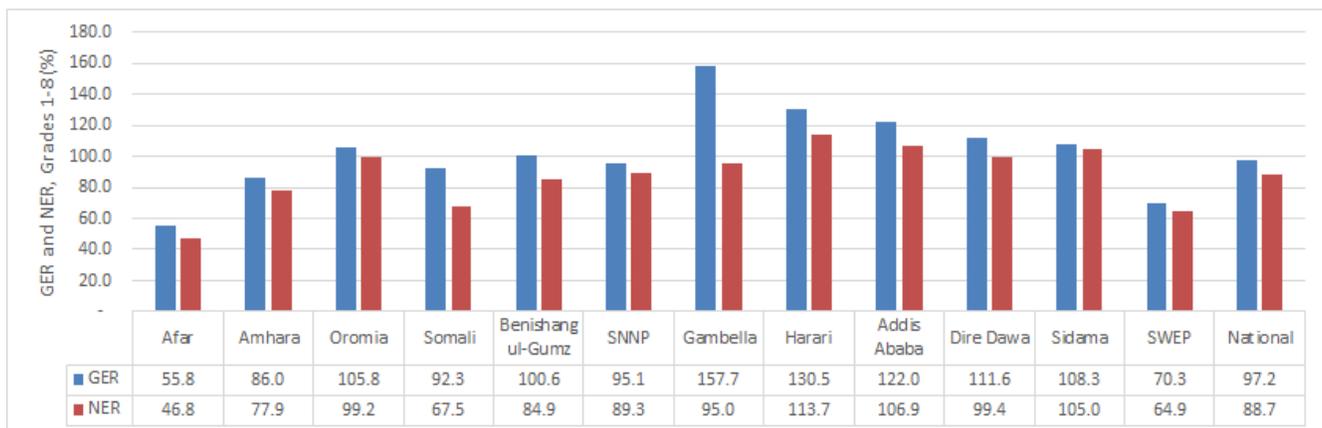
Chart 3.9 NER Trend for Grades 1-8, 2012/13 – 2021/22



Comparison between GER and NER further highlights the issue of children enrolling in Primary and Middle schools (Grades 1-8) at the age above and lower of the official age range.

The comparison of GER and NER in Chart 3.10 shows that nationally there is a difference of 8.5 percentage points between the two rates. Somali, Benishangul-Gumuz, Gambella, Harari and Addis Ababa have the widest gap between GER and NER showing that these regions have the biggest problem of children enrolling in Primary and Middle levels at the age outside of the official school admission age.

Chart 3.10 Comparisons of GER and NER for Grades 1-8 by Region, 2021/22



3.5 Gender Parity Index

ESDP V Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
GPI in Primary (index)	0.91	0.93	0.91
GPI in Middle (index)	0.97	0.99	0.96

Gender Parity Index (GPI) measures the relative access to education/participation of girls and boys. It is the ratio of female to male values of a given indicator. GPI in GER, therefore, can be defined as female gross enrolment ratio divided by male gross enrolment ratio for each level. GPI is an important indicator of balanced programs to boost enrolment and participation of girls in education. It is paramount to make programs assisting girls to

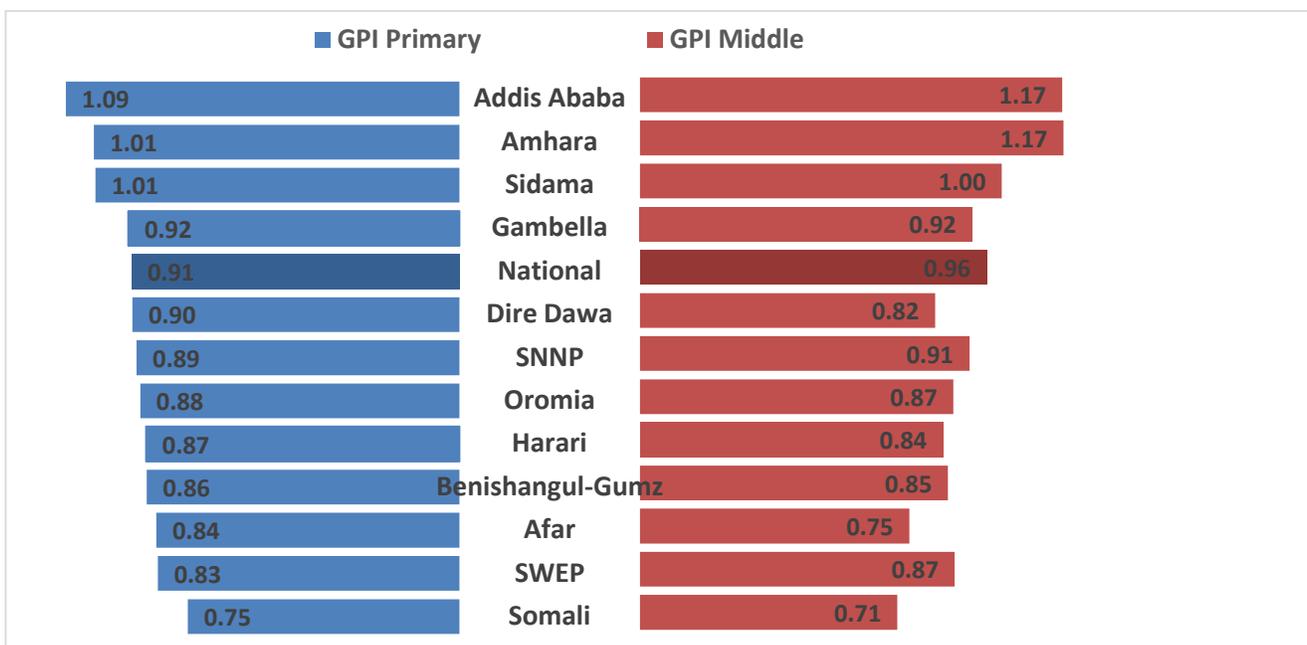
achieve comprehensive basic education at national level. In a situation of seamless equity in enrolment, the gender parity index (GPI) is 1, whereas with highest disparity it is close to 0.

The National GPI target has been missed in both levels this year, though the Primary GPI has a slight decline from the target. On the other hand, female share is more than males in the ratio yielding a GPI value greater than 1 in three regions, Amhara, Addis Ababa and Sidama.

Chart 3.11 presents the regional and national GPI levels. The national GPI is currently 0.91 for Primary and 0.96 for Middle, showing an increment from last year, though the national target in both levels missed. The national GPI for Grades 1-8 is 0.92.

Moreover, the national GPI for Middle level education is below the ESDP VI baseline showing that more work is needed at national level to achieve the ESDP VI and SDG targets of equity.

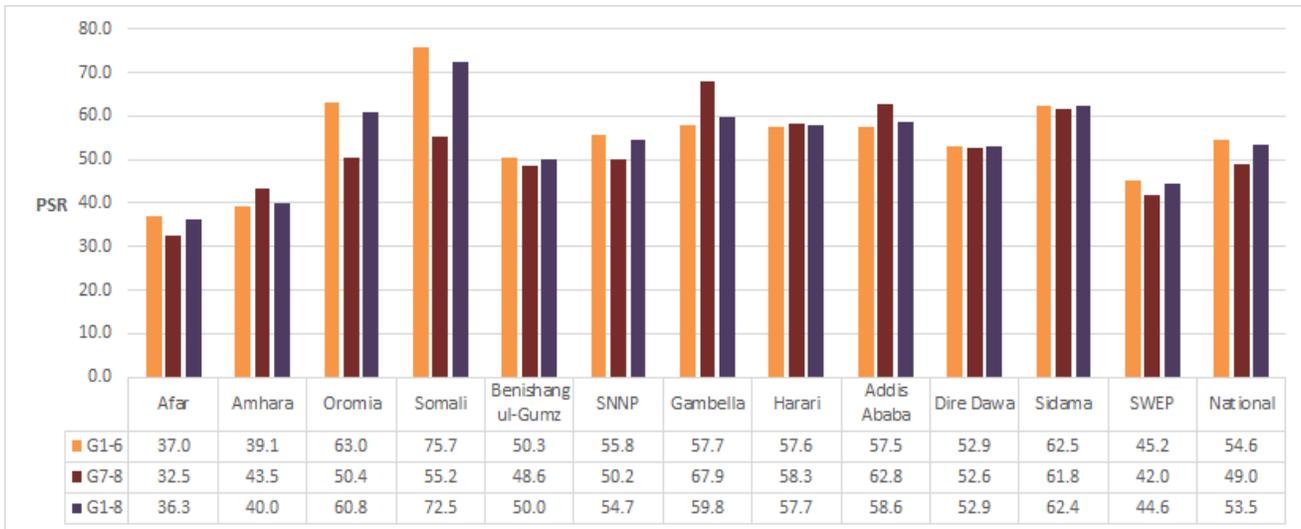
Chart 3.11 Gender Parity Index for Primary and Middle Level Education by Region, 2021/22



3.6 Pupil Section Ratio (PSR) in Primary and Middle Level Education

In Ethiopia there may be more than one section in one grade; Each section can be considered as a classroom for a given grade; however, the same classroom may be used for two or more different sections in shifting systems. Hence, the number of sections in the school can be used as a proxy indicator to calculate the pupil classroom ratio. Nationally PSR is at 53.5 for grades 1-8, which is by far larger than last year, which was 43.7. Larger PSR implies a less conducive learning environment.

PSR is higher in Primary compared to Middle school at national level, with 54.6 and 49.0 respectively. Oromia and Somali have the largest variation between the two levels, similar to last year. Somali has the highest PSR value at 75.7 for Primary, and Gambella for Secondary, with 67.9. The national PSR for Grades 1-8 is 53.5.

Chart 3.12 Pupil Section Ratios (PSR) by Region and Level of Education, 2021/22

3.7 Pupil Teacher Ratio in Primary and Middle Level Education

Pupil-Teacher Ratio (PTR) is commonly used to measure efficiency and quality in the education system. The basic assumptions of PTR are:

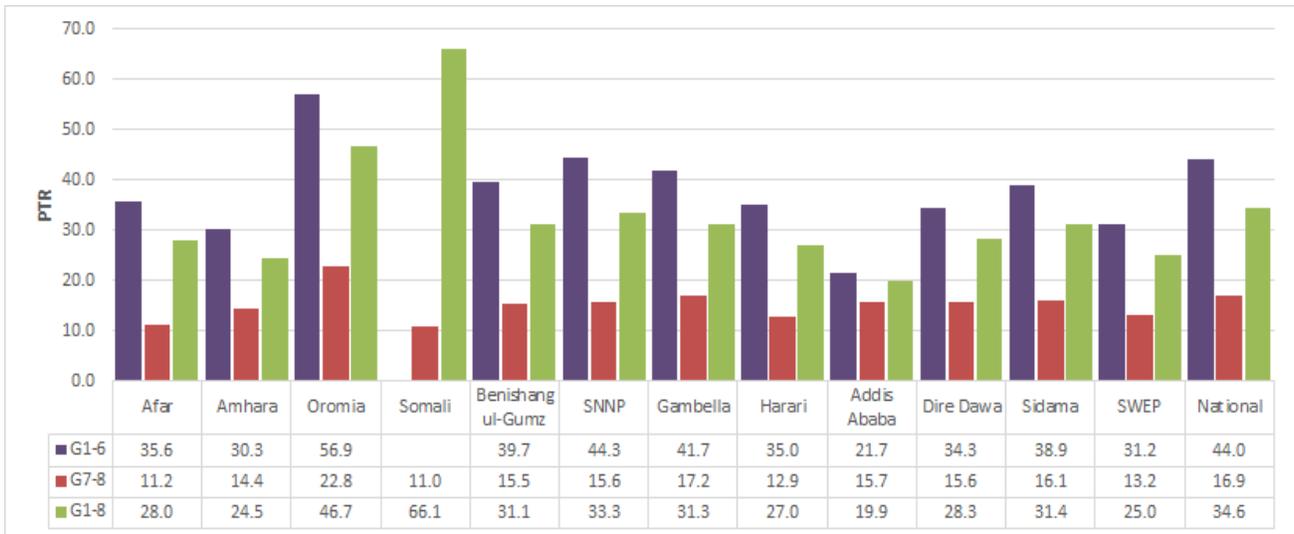
1. Lower PTR indicates better opportunities for contact between the teacher and pupils, and for teachers to provide support to students individually, and hence a better teaching/learning process will be in place which improves the quality of education.
2. PTR is also used to measure the level of human resource input (teachers).
3. On the other hand, very low PTR may also indicate low efficient use or underutilization of teachers.

This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 50 at Primary and Middle level and 40 at Secondary level. Note that; low or high PTR alone does not guarantee the level of quality education, which also depends on various factors such as mode of delivery, teacher commitment and motivation, qualification of teachers, the supply of educational materials, and so on.

All regions achieved a PTR of below 50 for Grades 1-8, with the exception of Somali; while Oromia scored beyond 50 in Primary PTR. The PTR for Middle level is below 25 in all regions. The discrepancy for Primary and Middle schools is due to incompleteness in filling period allotment of teachers as teachers counted to either levels based on their highest load, and this leads that many teachers may not be counted and hence affecting the PTR value.

The national PTR for this year is 34.6 for Grades 1-8, which is an improvement by 0.2 points from last year. PTR is 44.0 for Primary and 16.9 for Middle school at national level, which is almost the same with last year. One reason for unpredictably low PTR in Middle school is the problem in period allotment of teachers between Primary and Middle schools where teaching loads are mostly filled to Middle school levels. PTR is highest in Somali, 66.1, and lowest in Addis Ababa, 19.9, for Grades 1-8.

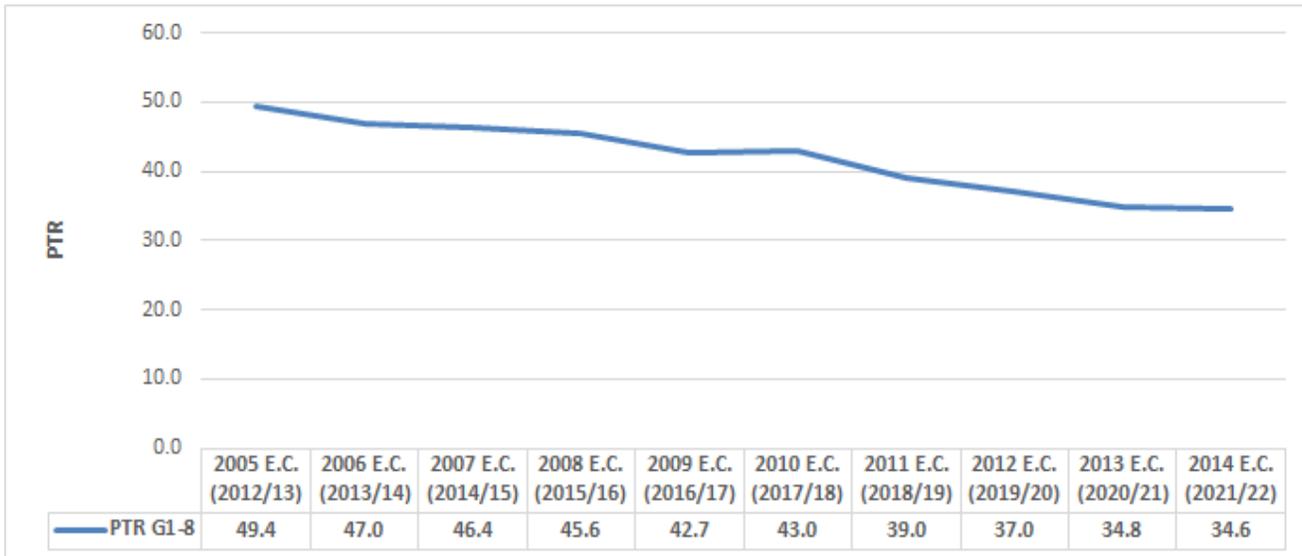
Chart 3.13 Pupil Teacher Ratio (PTR) by Region and Grade Level, 2021/22



Note: Somali region did not report the complete list of teachers by level. This was also the problem that happened for the last couple of years. Accordingly, the PTR by level has also been affected.

PTR trends over time have been improved and lowered from 49.4 in 2012/13 E.C. to 34.6 in 2021/22 E.C at national level. As Chart 3.14 shows, the 10 years’ trend indicates that PTR has been improved in Grades 1-8.

Chart 3.14 Trends in PTR for Grades 1-8, 2012/13-2021/22



3.8 Repetition and Dropout Rates in Primary and Middle Level Education

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Grade 1 dropout rate Female	25	21	15
Grade 1 dropout rate Male	25	21	15
Grade 1-6 dropout rate Female	18	15	12.6
Grade 1-6 dropout rate Male	17	15	14.2
Grade 7-8 dropout rate Female	12	10	11.3
Grade 7-8 dropout rate Male	12	10	14.5
Grade 1-6 repetition rate Female	6	4	2
Grade 1-6 repetition rate Male	6	4	2
Grade 7-8 repetition rate Female	5	3	1
Grade 7-8 repetition rate Male	5	3	1

Repetition and dropout rates measure how well the education system utilizes limited resources efficiently in a timely manner. These measures are commonly used to assess the efficiency of the education system in producing students who have completed a particular education level.

A student in a particular academic year may promote from grade to grade, or repeating a grade or dropout from a grades. Repeating a grade required more resources than allocated to a student; and leaving school (i.e. dropout) before completing a particular level/grade of education also results in a wastage of resources. Overall, lower repetition and lower dropout rates at each grade level are indications of the effective utilization of resources. Data concerning repeaters refer to one year previous to the year in which the data is collected, i.e. in 2021/22 it is only possible to collect information about students who repeated the grade which they attended in 2020/21, and they are therefore “repeaters of 2020/21.” This explains why data concerning repetition and dropout rate are only available one year back from the publication year.

3.8.1 Repetition Rate

This indicator measures the proportion of students who remain in the same grade for two or more consecutive years, by retaking the grade after either leaving the grade prematurely, or returning for a second or third time. Any repetition reduces the efficiency of the education system, and can also be one indication of high PTR, unqualified teachers or lack of learning materials.

In this year, the ESDP VI target on repetition has been achieved in both sexes for both levels (Primary and Middle).

The repetition rate for both sexes is 2% in Primary education and 1% in Middle education, this is to mean that the ESDP VI target for the year has been met for both sexes in both levels. Statistically we use repeaters and re-

admitters in the same sense for calculation purposes, since both are cause for wastage of resources in the teaching-learning for same grade.

The repetition rate for all regions, for Grades 1-8, is between 1% and 4%; with 4% in Benishangul-Gumz, 1% in Somali and Addis Ababa, and the remaining regions fall in between. This range is almost similar in Primary schools.

3.8.2 Dropout Rate

Dropout rate is a measure, typically by grade, of those who have left formal schooling with different reasons. In most cases it is calculated as the remainder of students after subtracting those who have repeated/re-admitted and those who have been promoted to the next grade. It has been revealed in many countries that, often students do not completely dropout, they may join education several years later, or seek out alternative education.

This year, the dropout rate for Grades 1-8 is improved from last year nationally. On the other hand, dropout is by far better in Primary (Grades 1-6) and Middle (Grades 7-8) education compared to last year nationally.

At national level, the female and male dropout rate for Grades 1-8 is 12.2% and 14.1% respectively. Benishangul-Gumz has the highest dropout rate, with 19.4%, followed by Afar and Sidama. Nationally Dropout is highest in Grade 2, at 14.9%, followed by Grade 1 with 14.8%.

Chart 3.15 Dropout Rates for Grades 1-8 by Region and Sex, 2020/21

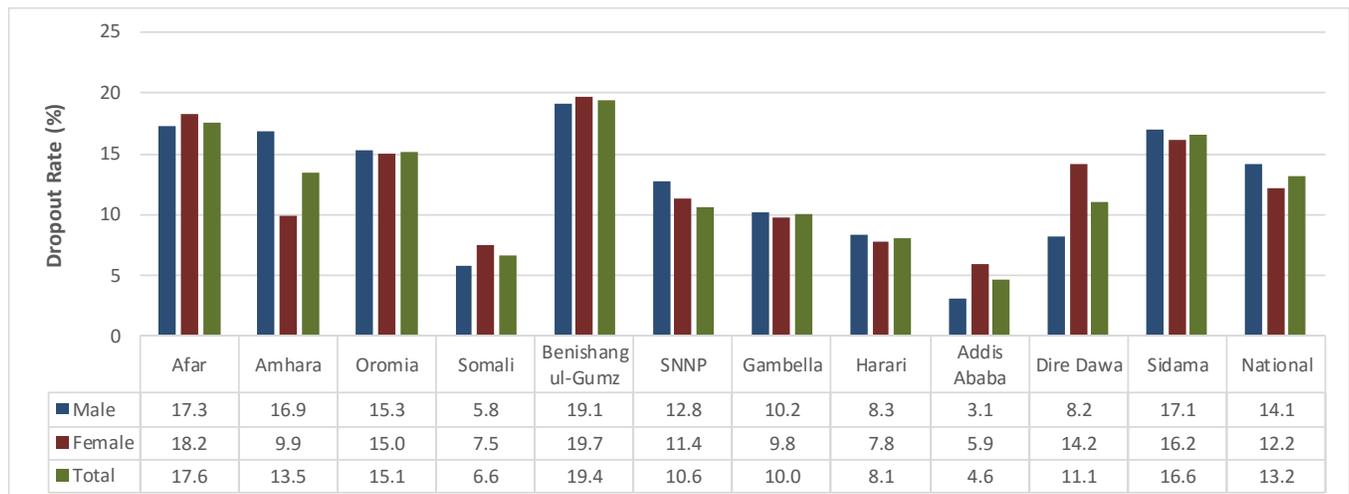
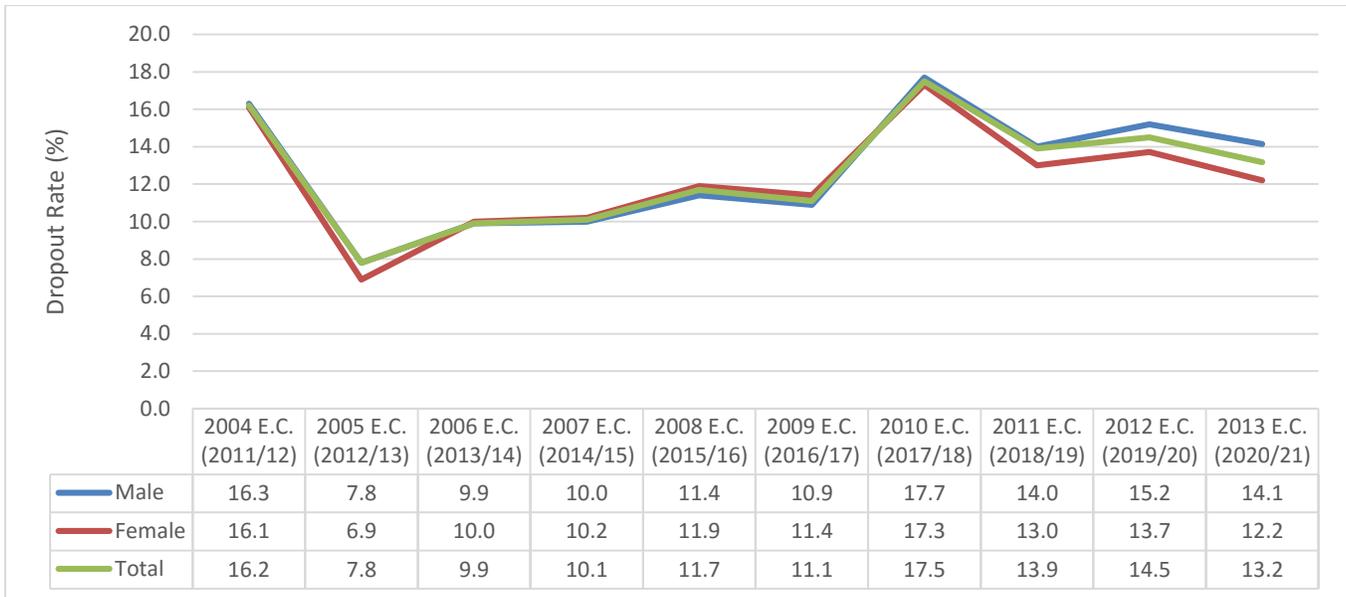


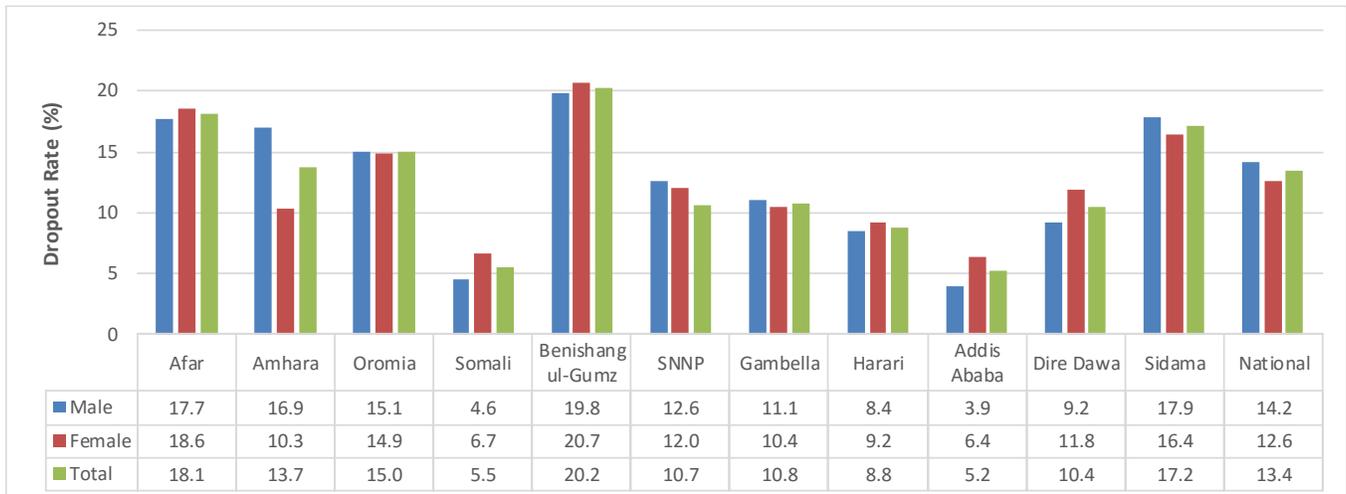
Chart 3.16 Trends in Dropout Rates for Grades 1-8, 2011/12 – 2020/21



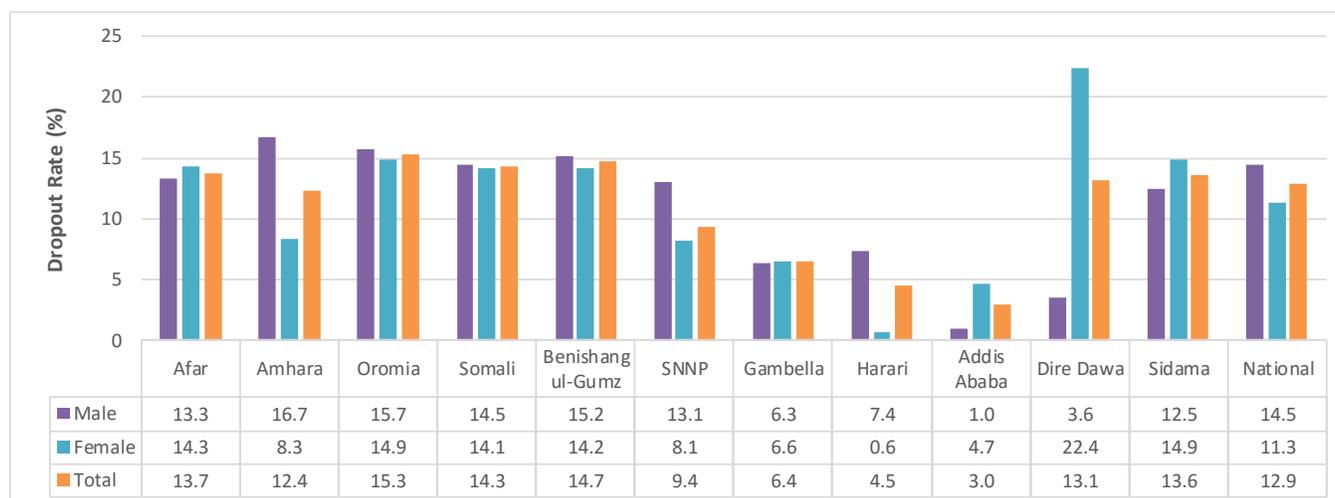
The ESDP VI target of dropout rate in Primary level and Grade 1 have been achieved for both sexes, however the target is missed in Middle level in both sexes.

At national level, the female and male dropout rate for Primary level is 12.6% and 14.2% respectively. Whereas dropout in Middle levels is 11.3% and 14.5% for female and male respectively. It should be noted, however, that dropout has shown a better performance compared to last year in both levels, Primary and Middle.

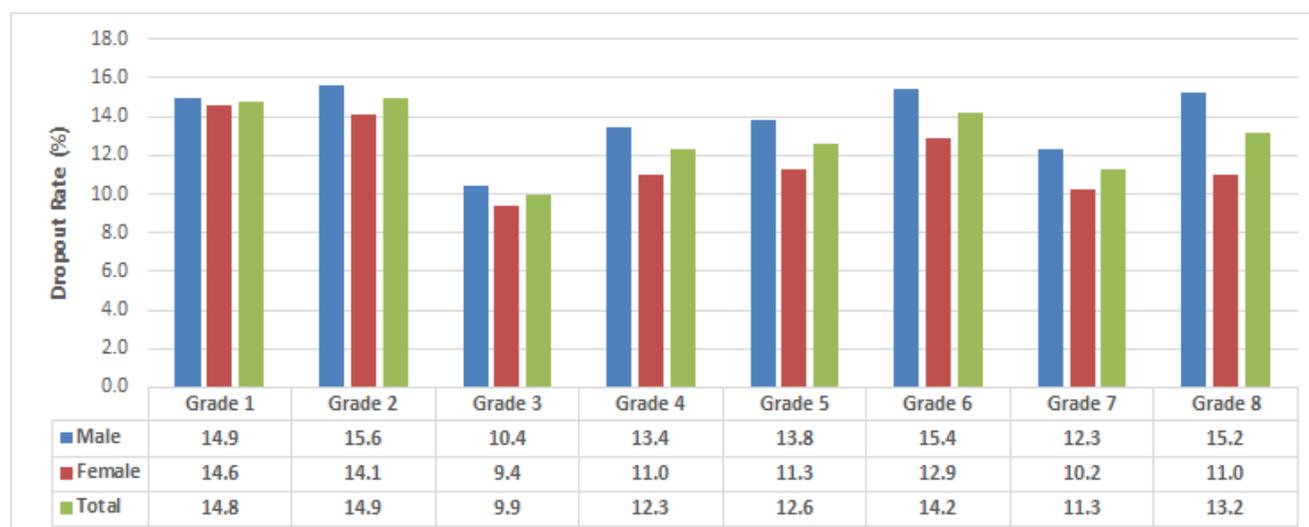
Chart 3.17 Dropout Rates for Primary Level by Region and Sex, 2020/21



Dropout is higher in Primary level, compared to Middle. Benishangul Gumz region shows the highest dropout in both Primary and Middle levels.

Chart 3.18 Dropout Rates for Middle Level by Region and Sex, 2020/21

Furthermore, dropout was higher in grade 1 and grade 8 last year, whereas the rate is highly improved in both grades this year. In this year, dropout is higher in Grades 1 and 2 with a rate of 14.8% and 14.9% respectively.

Chart 3.19 Dropout Rates by Grade Nationally, 2020/21

3.9 Survival Rate to Grade 7

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Survival rate to Grade 7 Female	31	39	45
Survival rate to Grade 7 Male	29	37	40

The survival rate to grade 7 is used to estimate the percentage of students who will complete the primary education of Grades 1-6. Survival rates approaching 100% indicate a high level of retention and low incidence of dropouts. The reliability of this indicator depends on the consistency of data on enrolment and repeaters/re-admitters in terms of coverage overtime and across grades. A “Reconstructed Cohort Method” is applied to calculate this rate by assuming a group of pupils, typically 1,000, who are enrolled together at Grade 1 and proceed to the 7th grade, sometimes with repetition/readmission up to two times, and sometimes without.

The survival rates for Grade 7 in 2021/22 is calculated to be 45% and 40% for females and males respectively. This indicates that ESDP VI target for the year is successfully achieved in both sexes.

There are three key rates used by educational planners to analyze the flow of pupils through the education system; Promotion, Repetition and Dropout rates. These are the three paths of student flow from grade to grade and they characterize the degree of efficiency of the education system in producing graduates. Consequently, these rates are also used for evaluation, monitoring and projection of the efficiency of students' flow in an education system.

The table below shows the national flow rate result generated by using enrollment data on pupils by grade for two consecutive years; 2020/21 and 2021/22, and repeater and re-admitters data by grade for the year 2020/21.

Table 3.11 National Flow Rates by Grade, 2020/21

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Male							
Promotion Rate	0.83	0.82	0.87	0.84	0.84	0.83	0.85	0.83
Repetition Rate	0.02	0.02	0.02	0.02	0.03	0.02	0.02	0.01
Dropout Rate	0.15	0.16	0.10	0.13	0.14	0.15	0.12	0.15
	Female							
Promotion Rate	0.83	0.84	0.89	0.87	0.86	0.85	0.88	0.88
Repetition Rate	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.01
Dropout Rate	0.15	0.14	0.09	0.11	0.11	0.13	0.10	0.11
	Total							
Promotion Rate	0.83	0.83	0.88	0.85	0.85	0.84	0.87	0.85
Repetition Rate	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.01
Dropout Rate	0.15	0.15	0.10	0.12	0.13	0.14	0.11	0.13

Using the result shown in the table above, the reconstructed cohort analysis can be generated for male, female and total.

According to the total cohort, 272 pupils who started schooling eight years before graduate without repeating any one grade during their stay in school.

Chart 3.20 Reconstructed Cohort Analysis for total (Male + Female), 2020/21

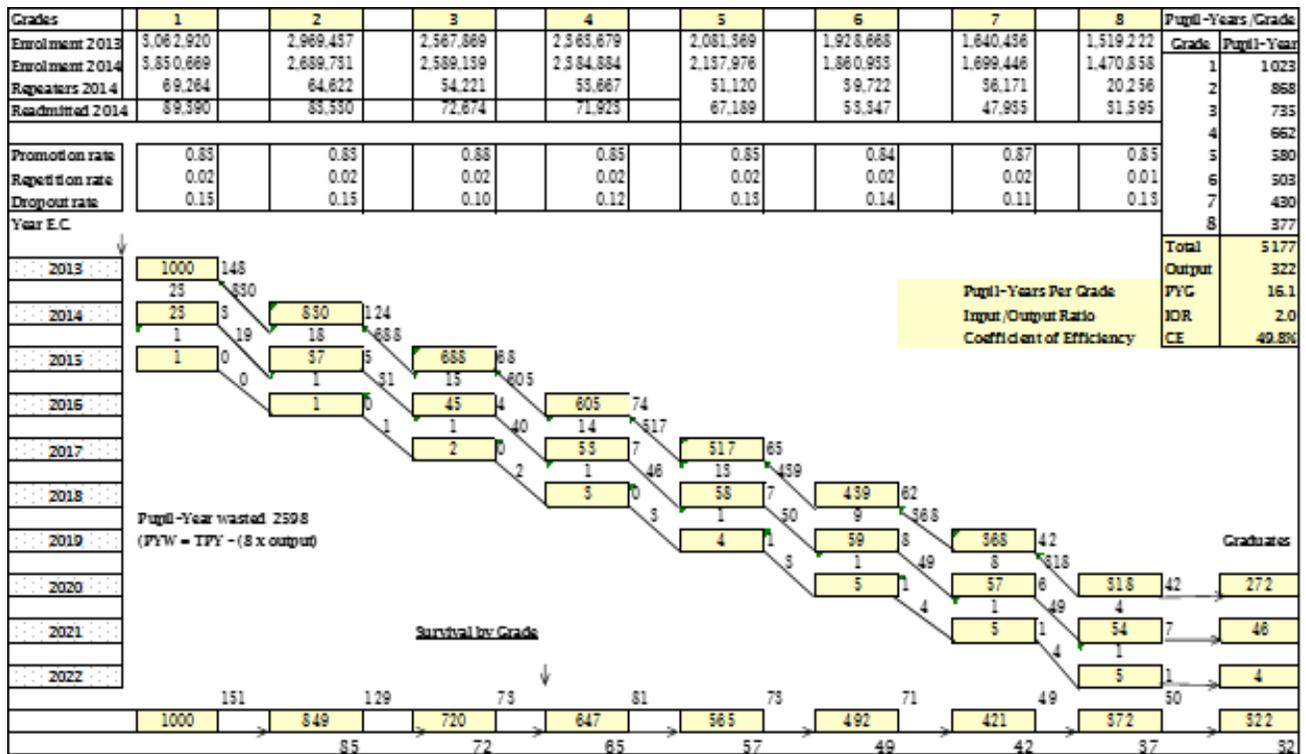


Chart 3.20 is the result from the reconstructed cohort analysis of total (sum of male and female) which shows the number of pupils who eventually graduate from the final primary school grade, i.e. grade 6, and promoted to the next higher grade; i.e. grade 7. In other words, from a 1,000 cohort of pupils, 421 of them (42%) are able to survive to Grade 7.

According to the cohort, 272 pupils who started schooling eight years before graduate without repeating any one grade during their stay in school, whereas another 46 pupils graduated after repeating once, and 4 pupils graduated after repeating twice during their stay in primary school. The total number of graduates for the cohort is 322. In other words, about 32% of pupils who started the cohort eight years ago were eventually able to complete eight years of education and eligible to continue schooling in the next level.

The two charts below show the reconstructed cohort analysis disaggregated by gender nationally.

Chart 3.21 Male Cohort Analyses, 2020/21

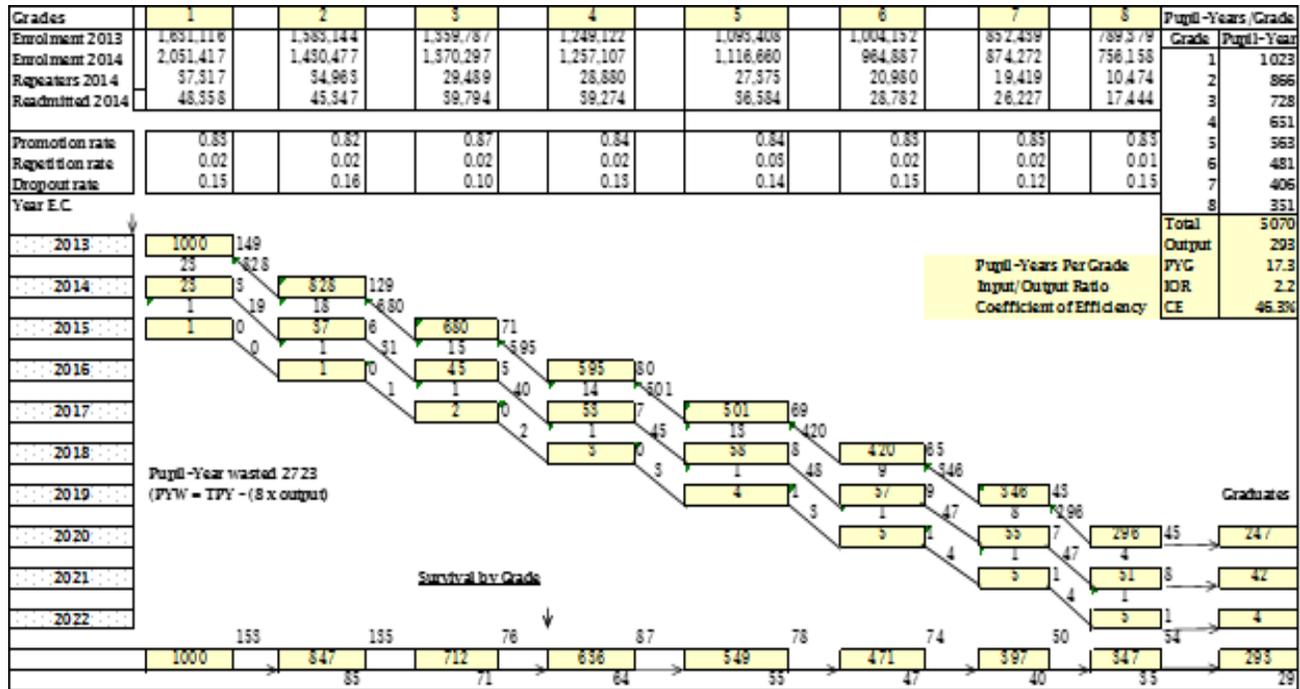
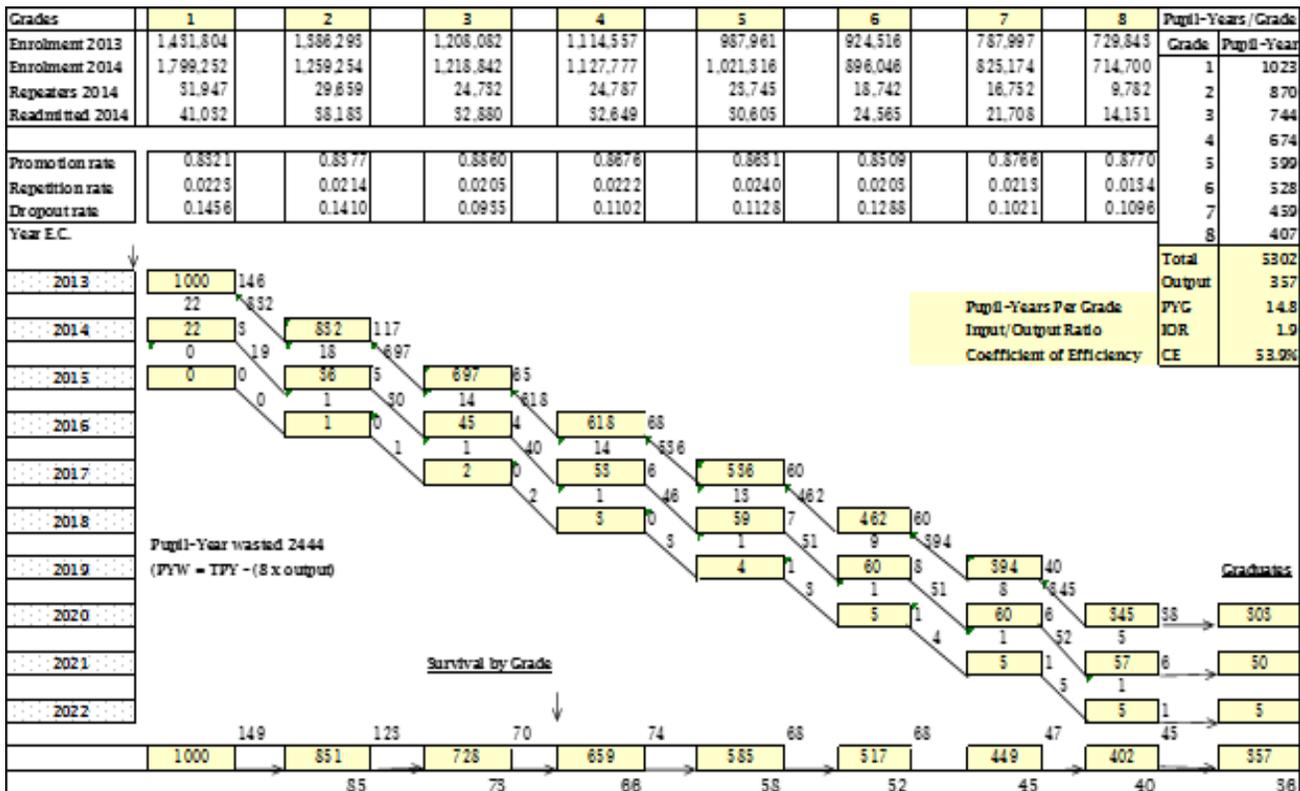


Chart 3.22 Female Cohort Analyses, 2020/21



3.10 Completion Rates

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Completion rate to Grade 6 Female	79	83	73.2
Completion rate to Grade 6 Male	86	89	77.3
Completion rate to Grade 8 Female	60	66	61.9
Completion rate to Grade 8 Male	64	69	64.3

Internationally the Primary Completion Rate (PCR) is an established measure of the outcomes of an education system. It is used as a way of comparing internationally the overall access and quality of the education system in a county. It is calculated in the following way:

$$\frac{\text{New pupils in last grade}}{\text{Population official age in the last grade}}$$

The PCR is highly dependent on the accuracy of the single age population for both points of measurement (for grade 6, age 12, and for grade 8, age 14) and the accurate measurement of repeaters in each grade. Taking into account adjustments for Ethiopian approaches to calculation of both values i.e. single age ranges and repeaters, a steady upward trend in completion rates is important.

Completion rates are higher in Grade 6 than in Grade 8, opposite to last year. The ESDP VI target of the year has been missed for both levels.

Compared to ten years ago, the completion rate for Grade eight has increased from 52.8% to 63.1% this year. Since Grade 6 completion rate is one of the new indicators in ESDP VI and the new education road map, it is not possible to talk on its trend, however the rate has been given in Table 3.12 for each region.

Chart 3.23 Trends in Grade 8 Completion Rates, 2012/13-2021/22

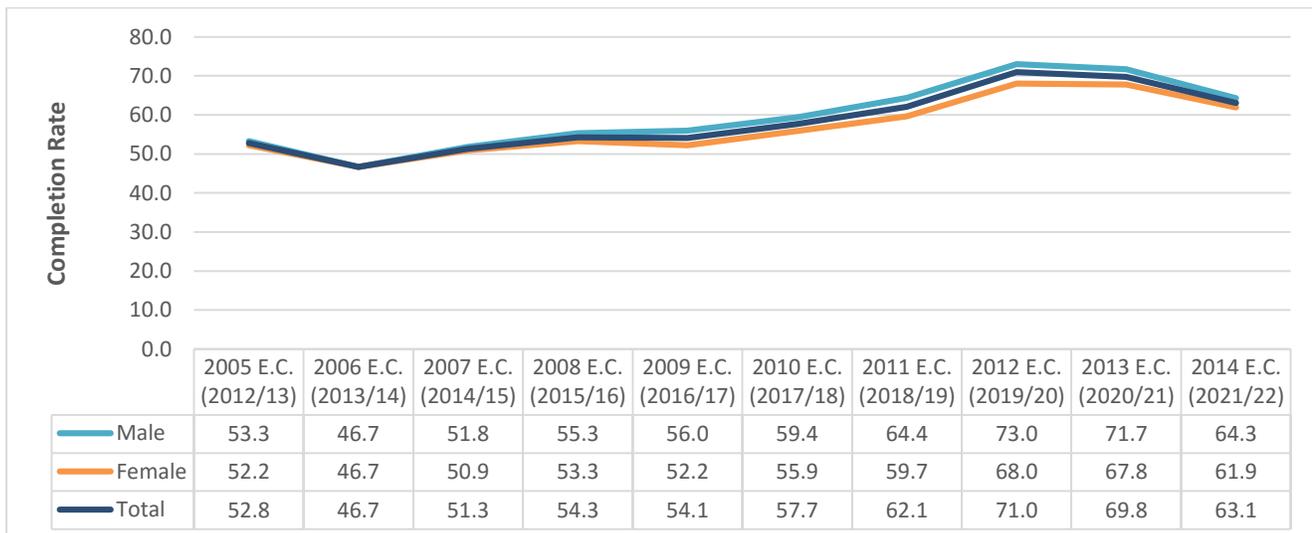


Table 3.12 Completion Rate for Grade 6 by Region and Sex, 2021/22

Region	Population Age 12			New Entrants to Grade 6			Completion Rate (Grade 6)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	22,722	21,417	44,139	7,631	5,712	13,343	33.6	26.7	30.2
Amhara	278,092	268,452	546,544	199,036	214,374	413,410	71.6	79.9	75.6
Oromia	490,092	479,430	969,522	394,512	340,833	735,345	80.5	71.1	75.8
Somali	81,077	79,710	160,787	46,244	33,810	80,054	57.0	42.4	49.8
Benishangul-Gumz	14,455	14,003	28,458	12,214	10,049	22,263	84.5	71.8	78.2
SNNP	167,212	170,456	337,668	140,763	132,766	273,529	84.2	77.9	81.0
Gambella	5,294	5,152	10,446	6,820	6,256	13,076	128.8	121.4	125.2
Harari	2,753	2,663	5,416	3,202	2,563	5,765	116.3	96.2	106.4
Addis Ababa	29,090	30,188	59,278	32,358	36,959	69,317	111.2	122.4	116.9
Dire Dawa	4,647	4,557	9,204	4,649	3,852	8,501	100.0	84.5	92.4
Sidama	61,964	60,386	122,349	52,950	53,310	106,260	85.5	88.3	86.8
SWEP	54,337	54,388	108,725	35,726	30,997	66,723	65.7	57.0	61.4
National	1,211,734	1,190,802	2,402,536	936,105	871,481	1,807,586	77.3	73.2	75.2

3.11 Number of Schools and Clusters

The total number of primary schools for this year is 36,492, with a 1.4 percentage points increment from last year. Oromia has the largest number of primary schools with 15,044; naturally acceptable to serve the larger population accordingly. 92.2% of primary schools are government owned across the country, with the exception of Addis Ababa in which Non-Government primary schools are higher in number than Government.

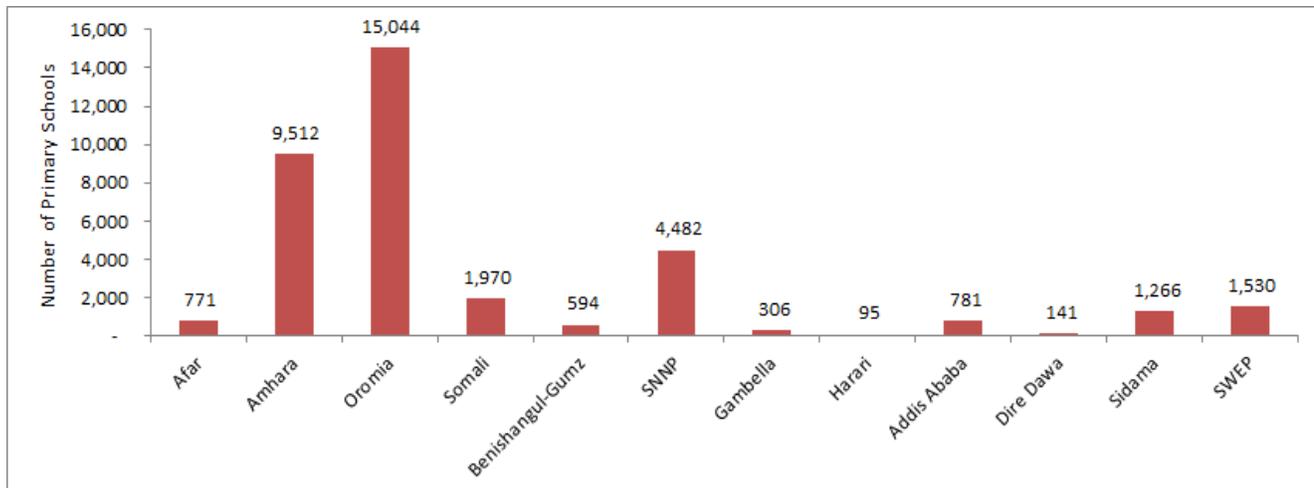
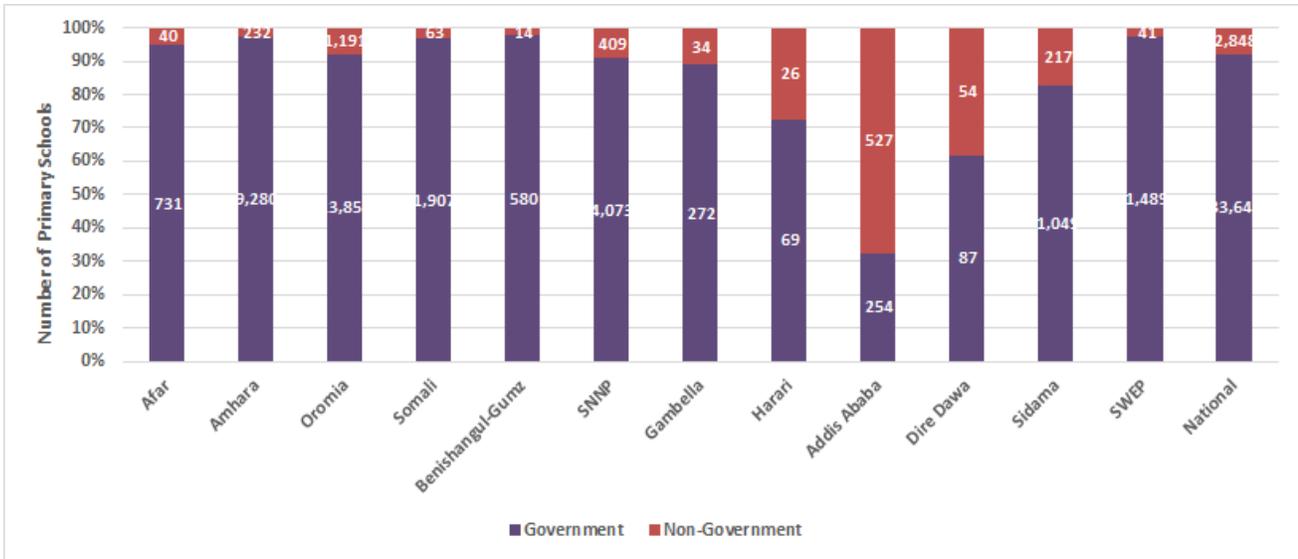
Chart 3.24 Numbers of Primary and Middle Schools (Grades 1-8) by Region, 2021/22

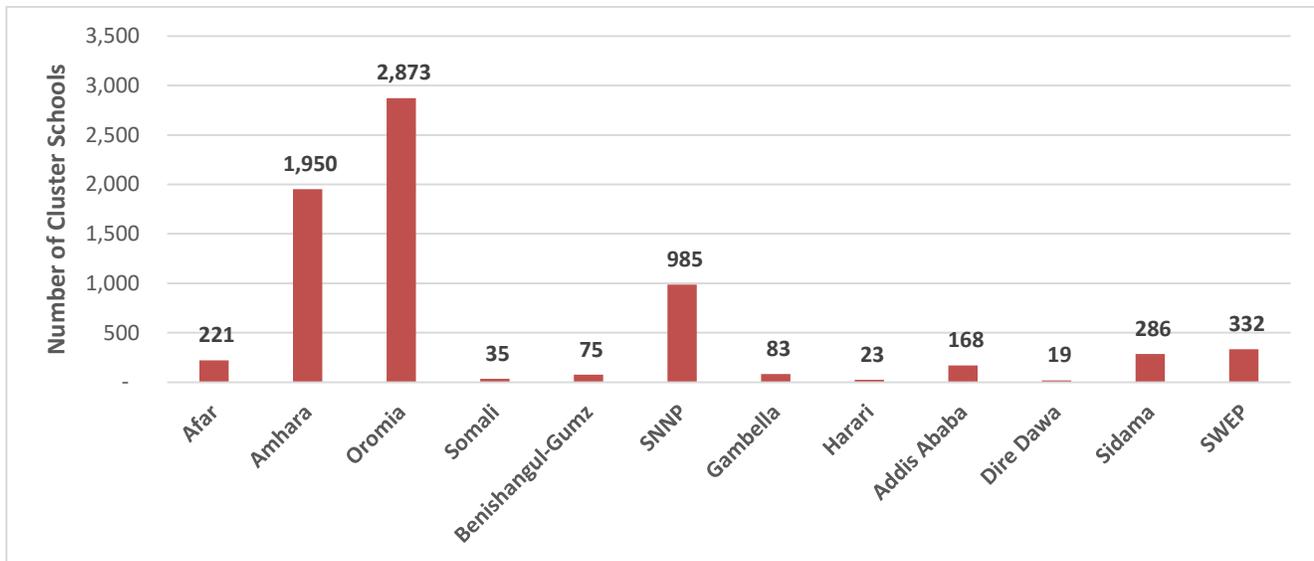
Chart 3.25 Number of Primary and Middle Schools by Region and Ownership, 2021/22



Cluster schools play an important role by allowing neighboring schools to share facilities. In 2021/22, there are 7,050 cluster schools in the country.

Schools are usually grouped into clusters of 5 or more in woredas for better coordination and sharing of resources. In 2021/22 there are 7,050 cluster schools through out the country, the majority being in Oromia where there are 2,873 clusters.

Chart 3.26 Number of Cluster Schools by Region, 2021/22



3.12 Textbooks and School Facilities

3.12.1 Number of Textbooks

The total number of textbooks in Primary and Middle schools is over 58 million, with 49% of which are being categorized as language textbooks. Total number of textbooks has decreased by more than 13 million from last year.

It should be noted that the total number of subjects in Primary schools is 14, and in Middle schools is 15, excluding unknown/unused subjects named as "Others".

Table 3.13 Numbers of Textbooks in Primary Schools by Region and Subject, 2021/22

Region	Amharic	Arts	Integrated Science	Civic and Ethical Education	English	Environmental science	Esthetics	Local language 1	Local language 2	Mathematics	Music	Physical education	Social Studies	Sign Language	Others	Total
Afar	164,295	221	17,820	14,159	182,417	78,893	25,179	90,304	13,162	125,458	837	2,128	16,096	7	475	731,411
Amhara	3,101,228	41,821	453,961	638,755	3,807,485	1,338,434	30,757	156,994	56,406	2,791,922	59,823	65,176	607,553	2,376	14,608	13,167,294
Oromia	270,299	19,008	708,371	376,107	4,721,966	2,444,424	39,759	4,106,053	857,780	3,793,434	184,520	16,348	13,822	3,054	540,569	18,095,509
Somali	19,557	290	4,515	7,669	44,735	35,205	3,532	55,398	14,847	38,699	495	6,647	4,350	10	-	235,949
Benishangul-Gumuz	141,844	144	15,841	24,082	171,457	59,758	2,689	46,472	17,578	97,768	1,961	1,272	27,434	20	785	609,055
SNRP	812,939	1,857	83,510	191,863	1,251,404	316,438	33,132	593,437	87,678	867,916	8,477	15,040	160,096	5,729	4,838	4,434,354
Gambella	30,693	26	7,172	12,644	44,401	23,782	5,060	26,039	13,601	28,024	660	2,261	8,701	7	227	203,298
Harari	25,804	-	3,801	7,109	42,823	18,336	450	32,989	8,676	34,220	250	577	8,209	6	1,613	184,863
Addis Ababa	408,615	7,741	99,935	118,471	431,362	266,302	50,557	86,691	27,061	419,547	18,839	20,784	105,039	386	3,422	2,059,752
Dire Dawa	31,498	179	12,627	7,994	64,839	32,788	4,155	28,030	7,382	48,011	2,228	944	11,485	3	-	252,163
Sidama	135,448	618	27,106	42,750	416,181	100,886	19,470	45,531	38,941	152,481	1,369	9,071	19,372	202	1,320	1,422,746
SWEP	206,191	1,245	31,059	56,882	297,484	123,833	13,055	123,507	26,527	207,591	4,700	5,055	44,694	1,055	251	1,143,129
National	5,343,411	73,145	1,465,718	1,498,435	11,476,554	4,839,079	227,795	5,803,445	1,169,639	8,605,071	284,159	145,303	1,026,791	12,855	568,103	42,539,503

The textbook to pupil ratio (TPR) is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally TPR is 2.7, and 5.1 for Primary and Middle levels respectively; this indicates that on average children have access to just 3 and 5 textbooks when they go to school in Primary and Middle levels respectively.

TPR is high in Afar, Amhara and Addis Ababa at Primary level, and it is lowest in Somali. Whereas Afar, Addis Ababa and Dire Dawa are the top three regions scoring highest TPR in Middle schools (Chart 3.27).

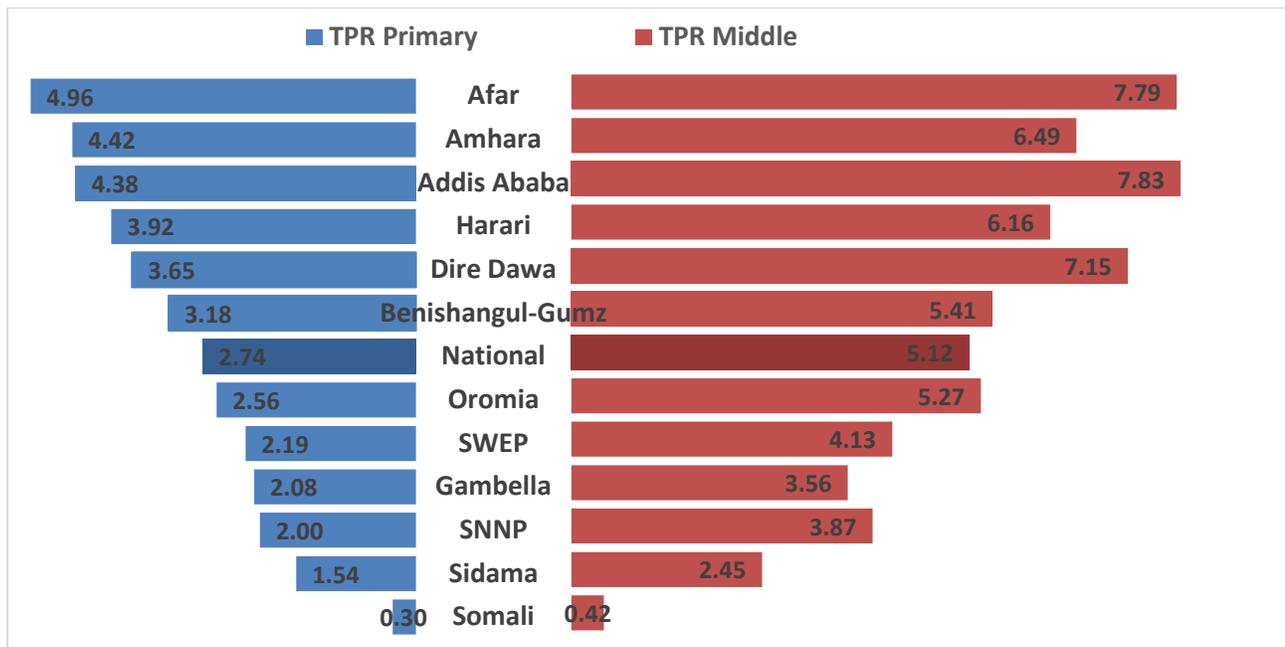
Table 3.14 Numbers of Textbooks in Middle Schools by Region and Subject, 2021/22

Region	Amharic	Arts	Biology	Chemistry	Civic and Ethical Education	English	Esthetics	Local language 1	Local language 2	Mathematics	Music	Physical education	Physics	Social science	Sign Language	Others	Total
Afar	27,627	88	16,218	16,276	13,592	30,499	298	10,744	2,137	19,454	432	1,458	12,053	12,426	13	117	164,432
Amhara	708,262	1,471	527,290	548,464	615,694	794,181	3,926	43,065	18,659	774,500	9,213	85,094	592,237	574,381	336	2,568	5,299,371
Oromia	95,203	899	624,330	631,340	334,381	697,034	5,504	481,823	634,282	852,467	5,692	20,442	1,224,167	597,707	726	110,794	6,316,792
Somali	3,500	110	6,277	6,415	3,638	4,594	52	7,467	3,415	4,331	208	421	2,160	2,664	-	-	45,252
Benishangul-Gumuz	34,732	208	19,384	21,261	17,644	33,025	1,214	11,054	5,065	26,262	914	1,664	26,558	22,698	168	239	222,090
SNNP	247,397	1,933	209,500	219,708	192,353	239,391	9,305	104,535	28,927	247,231	7,965	21,142	186,072	161,546	1,305	1,557	1,873,867
Gambella	10,591	14	12,920	13,624	10,634	10,007	1,173	6,169	5,141	12,144	731	2,691	9,505	9,406	1	48	104,799
Harari	6,935	-	5,820	5,424	7,111	8,118	-	6,248	3,667	5,062	168	707	4,750	6,291	1	363	60,665
Addis Ababa	119,987	4,419	135,045	127,640	122,953	132,939	4,324	34,776	8,432	137,877	9,073	19,578	127,442	105,460	278	1,904	1,092,127
Dire Dawa	11,085	8	12,306	11,460	11,622	15,868	328	4,810	1,760	15,481	493	1,077	10,760	9,339	5	-	106,402
Sidama	48,995	1,015	45,021	44,403	32,603	69,814	7,168	78,194	14,309	48,863	1,502	9,343	34,577	26,874	137	378	463,196
SWEP	69,013	1,000	54,969	59,391	56,718	49,797	1,979	19,656	7,460	67,767	3,758	7,005	41,724	47,043	457	270	488,007
National	1,383,327	11,165	1,663,080	1,705,436	1,418,943	2,085,267	35,271	808,541	733,254	2,211,439	40,149	170,623	2,273,005	1,575,835	3,427	118,238	16,237,000

Nationally, students have access to just three textbooks each in Grades 1-8. Afar, Amhara and Addis Ababa have high textbook to pupil ratios with around five books per pupil, whereas Somali and Sidama have the lowest number of books per child for the level.

TPR is mainly affected by under reporting or missing of textbooks when filling either by subject or by grade; moreover, some books (such as Art, Music, Esthetics and Sign language) has been reported as if they are student textbooks, but they are only teachers guide.

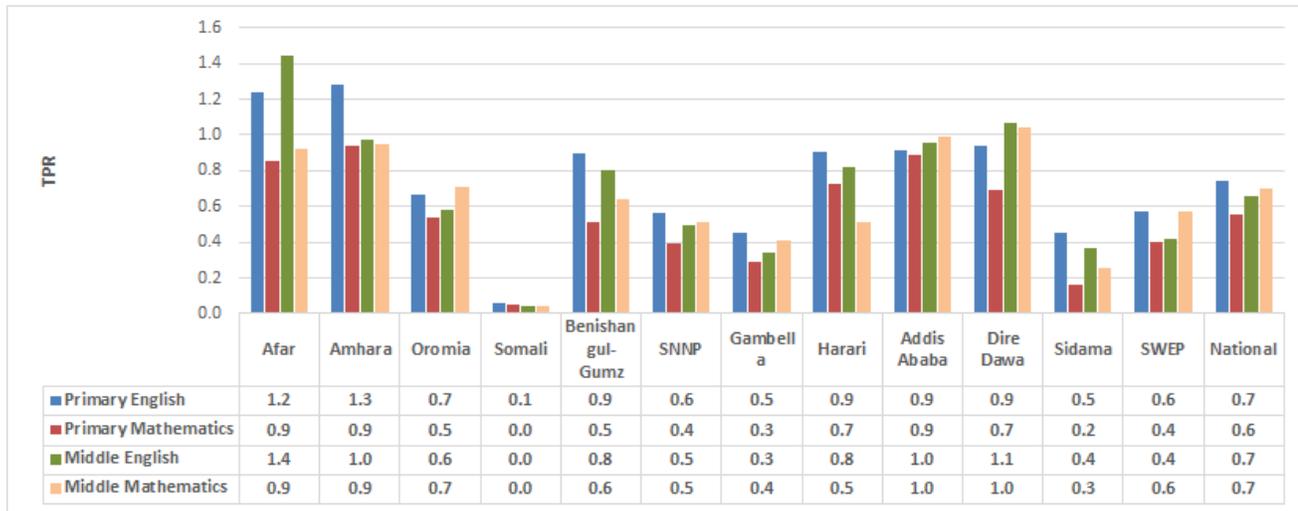
Chart 3.27 Textbook to Pupil Ratios (TPR) for Primary and Middle Schools, 2021/22



Note that; TPR is an indicator simply taking the ratio between students enrolled and all textbooks, however all students might not register for all subjects in many regions, especially those using more than one mother tongue languages, and all subjects are not taken similarly by all grades.

To make the ratio more meaningful, it will be good to see TPR of common subjects taken by all students, such as English and Mathematics. Below are the Textbook to Pupil Ratios for English and Mathematics in Primary and Middle schools.

Chart 3.28 TPR for English and Mathematics in Primary and Middle Schools, 2021/22



From chart 3.28, it can be shown that the average TPR between Mathematics and English in both levels is almost similar, around 0.7:1, which shows a distribution of 7 textbooks for 10 pupils, near to the target of 1:1 at national level. The TPR is exceptionally low in Somali in both subjects at both levels.

3.12.2 School Facility Indicators

Nationally, only 29.4% of Primary and Middle schools have access to electricity among the respondent schools for the item; however, there are significant differences between regions. This result might be affected by low response rates, incompleteness and number mismatch between related items. Among schools with electricity available, 78% of them use hydropower, while those that do not respond for the source of electricity accounts to 10.7% which shows little incremental in response rate than last year data.

On the other hand, radios are available in 33.9% of Primary and Middle schools, 12.7% have tape recorders and 9% have video recorders, with functionality of the equipment still under question.

Table 3.15 Electricity and Access to Multimedia Teaching for Primary and Middle Schools by Region, 2021/22

Region	Availability of Electricity		Source of Electricity (If "Yes")					Radios		Tape Recorders		Video Recorders		
	Number of Respondent Schools	Schools with Electricity	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Availability (Number of Schools)	Functional Radios (Number)	Availability (Number of Schools)	Number	Availability (Number of Schools)	Number
Afar	770	149		1	113	17		18	45	209	69	60	37	168
Amhara	9444	2140		32	1508	98		502	2364	4915	871	1062	1042	1807
Oromia	14987	4482	6	90	3806	574	6		6766	10434	1968	2728	634	2015
Somali	1941	208		1	19	8		180	186	2	141	12	142	0
Benishangul-Gumz	594	122		4	88	17		13	9	4	47	47	11	113
SNNP	4475	1695		28	1245	127	18	277	1426	2720	639	988	502	2185
Gambella	306	109	4	13	35	25	2	30	42	17	42	50	99	468
Harari	94	77		1	64	9		3	16	16	38	43	24	25
Addis Ababa	779	768		8	744	2		14	592	2793	486	1358	457	1378
Dire Dawa	141	99		4	85	4		6	27	75	31	66	48	96
Sidama	1262	492		4	396	58	3	31	472	1266	152	255	223	743
SWEPR	1529	345		6	240	22	4	73	375	725	151	445	114	305
National	36,322	10,686	10	192	8,343	961	33	1,147	12,320	23,176	4,635	7,114	3,333	9,303

Other facility indicators include the availability of library, laboratory and pedagogical center. Among the respondent schools for the availability of libraries, 80% have functional libraries. Similarly, 59% of schools reported having a functional laboratory and 90% with a functional pedagogical center. The table below shows the details of such facilities.

Table 3.16 Library, Laboratory and Pedagogical Center by Region, 2021/22

Region	Availability of Library			Laboratory		Pedagogical Center	
	Number of Respondent Schools	Availability (Number of schools)	Schools with Functional Library	Availability (Number of Schools)	Functional Laboratory (Number)	Availability (Number of Schools)	Functional Pedagogical Center
Afar	774	125	97	51	43	142	121
Amhara	9340	4702	3354	3401	1371	5298	5334
Oromia	15015	7395	6821	1486	952	9336	8789
Somali	1899	171	99	186	119	194	105
Benishangul-Gumz	591	155	156	28	43	297	331
SNNP	4462	2824	1903	1578	1113	2680	1861
Gambella	273	95	57	62	67	71	70
Harari	94	60	58	49	35	41	36
Addis Ababa	776	757	684	681	601	730	690
Dire Dawa	140	93	72	47	29	86	78
Sidama	1262	818	571	501	346	663	443
SWEPR	1524	853	548	289	173	942	674
National	36,150	18,048	14,420	8,359	4,892	20,480	18,532

3.12.3 WASH Facilities

Nationally, among schools responding to water item questions, 39.8% have access to water supply, with 83% of the access are functional; water access is highest in Addis Ababa, Dire Dawa and Harari, with 99, 81 and 57 percent respectively. Somali has the lowest access at 10.2%.

Table 3.17 Water Access in Primary and Middle Schools by Region, 2021/22

Region	Availability of Water			Water Supply Type						Accessible to-	
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Tap	Surface Water (River/Spring)	Rain water reserved	Non Protected Reserved Water	Car/Cart transported Water	Well / Drill	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	699	250	165	158	28	21	11	8	21	99	128
Amhara	9426	3906	3041	901	181	682	282	180	1669	1999	2523
Oromia	15043	5783	5041	3512	392	587	265	95	490	2673	2898
Somali	1906	196	58					1	1	219	241
Benishangul-Gumuz	536	239	201	123	5	14	6		60	86	142
SNNP	4394	1930	1630	1405	76	161	66	28	168	1201	1388
Gambella	269	135	111	58	5	6	17	7	54	105	112
Harari	89	51	45	20	4	13	1		13	38	47
Addis Ababa	751	747	762	732	1	2		6	11	676	744
Dire Dawa	138	113	108	100	4	3	2	6	4	72	91
Sidama	1190	510	473	431	11	12	18	1	35	374	429
SWEP	1502	451	343	213	56	37	71	7	81	158	228
National	35,943	14,311	11,978	7,653	763	1,538	739	339	2,607	7,700	8,971

In 2021/22, among the schools responding to the toilet item of the questionnaire, 97% have functional toilets. On the other hand, the most common toilet type is “Traditional”, with 53% of the total toilet types. Moreover, 84% of the respondent schools have functional teachers’ toilets.

Table 3.18 Toilet Facilities in Primary and Middle Schools by Region, 2021/22

Region	Student Toilet				Toilet Type							Handwash		Teachers Toilet
	Number of Respondent Schools	Schools with Functional Toilets	Accessible to Children with Special Needs	Accessible to Young Children	Biogas producer Toilet	Can be Washed	Fertizer Producer Toilet	Improved	Traditional	Used Water	Other	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets
Afar	0		95	134	2	20	18	92	210	5	6	158	99	187
Amhara	7431	7122	2026	3042	18	304	40	2,847	4,056	81	224	1583	1156	4598
Oromia	14561	14277	2249	3254	-	-	-	7,693	6,650	-	218	3609	3218	10330
Somali	214	25	31	31	2	1	2	11	52	19	136	106	220	28
Benishangul-Gumuz	350	340	119	190										
SNNP	2274	2234	1836	2569	9	71	35	1,317	2,740	51	24	1799	1448	3442
Gambella	165	126	59	78	7	6	7	13	125	13	3	138	115	112
Harari	0		43	46	1	18	5	35	11	5	1	52	46	64
Addis Ababa	244	244	592	672	2	204	3	182	232	106	1	680	664	711
Dire Dawa	126	121	63	95	2	12	5	42	64	2	4	104	87	110
Sidama	0		619	871	3	31		249	759	69	15	434	402	1053
SWEP	1058	1044	296	545	3	7	2	227	1,186	19	5	448	399	1283
National	26,423	25,533	8,028	11,527	49	708	121	12,851	16,325	381	641	9,345	8,038	22,150

4. Secondary Level Education

Secondary education covers from Grade 9 to 12. The official secondary school age is from 15 to 18 years old.

Currently, with the new Education Road Map, Grades 9 and 10 are the level in which General Courses will be given to all students, whereas starting Grade 11 students are able to choose either Natural or Social Science Stream for their future learning.

Students take a national exam (Ethiopian General Secondary Education Certificate Examination) at Grade 12, which certifies completion of secondary general education, and selects students who qualify for university level of education.

Secondary school enrolment has expanded rapidly in the past 20 years; and enrollment has increased with an average annual growth rate of 9.7% in the last five years.

Secondary education offers grades 9 through 12 and covers students between the ages of 15 and 18. It offers a wide range of subjects and prepares students for higher education and the world of work. More specifically, with the new Education Road Map, students at this level will learn all subjects in common as “General Education” and will split into Social and Natural science streams at Grade 11. The Natural Science stream will provide five CTEs (Career and Technical Education) and the Social Science stream will give three CTEs in which students will graduate with a full technical skill in their chosen CTE.

This level of education is quite pivotal in ensuring the continuity and sustainability of all government efforts and hence the government continues to implement different strategies to address the numerous challenges associated with provision of quality and inclusive education, since the level is the entry point to higher education and for future career.

This section presents various indicators of secondary level education with respect to the ESDP VI targets.

4.1 Gross Enrolment Ratio (GER) in Secondary Education

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Grades 9–12, GER Female	30	40	44.6
Grades 9–12, GER Male	34	43	46.6

The GER calculates the total number of children that have enrolled in Grades 9-12, irrespective of their age, as a proportion of the corresponding school age population.

Transition from primary to secondary education is low nationally as the GER for secondary is shown to be much lower than primary, with notable regional disparities.

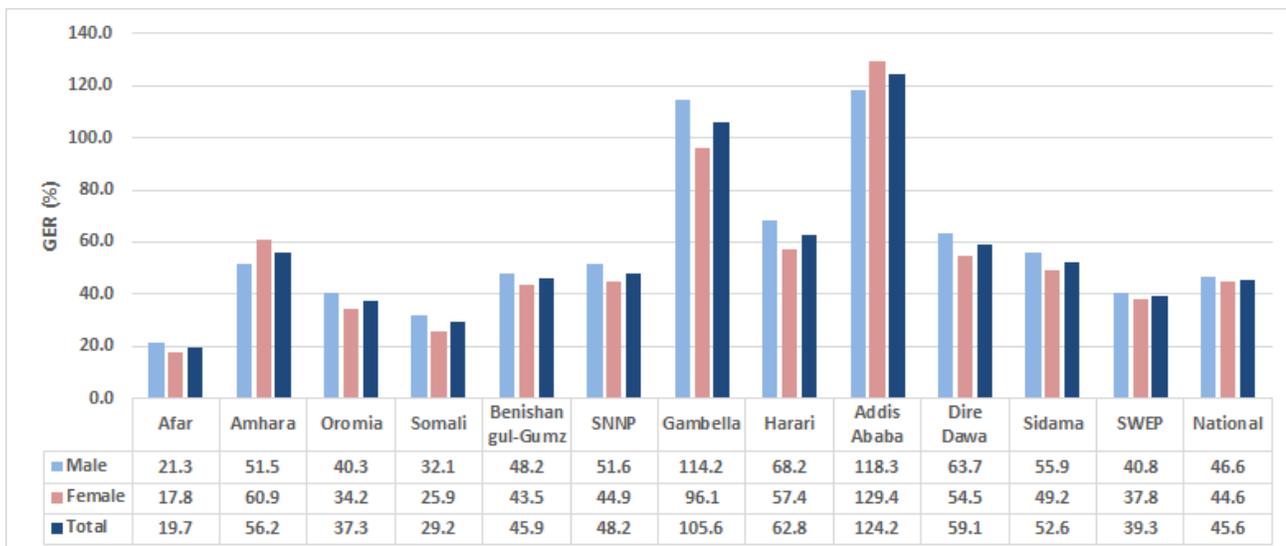
The ESDP VI target of GER for both sexes has been successfully met for this year, as done in last year.

The national GER of secondary education (Grade 9-12) for this year is 45.6%; this indicates that transition from Primary and Middle to secondary education is low, however GER has been increased by 3.5 percentage points from last year. Regional differences are notable, with Addis Ababa having the highest GER at 124.2%, followed by Gambella, with 105.6%, whereas Afar and Somali regions have the lowest enrolment rate in secondary education, with 19.7% and 29.2% respectively. Nationally the GER for males is higher compared to females, however in Amhara and Addis Ababa more females are attending secondary education than males.

Table 4.1 Gross Enrollment Ratio by Region and Sex, Grades 9-12, 2021/22

Region	School Age Population (15-18)			Gross Enrolment (G9-12)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	75,852	64,890	140,742	16,181	11,549	27,730	21.3	17.8	19.7
Amhara	944,953	929,830	1,874,783	487,022	566,094	1,053,116	51.5	60.9	56.2
Oromia	1,871,725	1,838,771	3,710,496	754,109	629,449	1,383,558	40.3	34.2	37.3
Somali	215,972	182,658	398,630	69,237	47,283	116,520	32.1	25.9	29.2
Benishangul-Gumuz	54,878	53,088	107,966	26,463	23,092	49,555	48.2	43.5	45.9
SNNP	570,782	592,726	1,163,507	294,472	265,972	560,444	51.6	44.9	48.2
Gambella	21,553	19,672	41,225	24,624	18,912	43,536	114.2	96.1	105.6
Harari	10,846	10,645	21,491	7,400	6,107	13,507	68.2	57.4	62.8
Addis Ababa	87,055	96,160	183,215	103,005	124,472	227,477	118.3	129.4	124.2
Dire Dawa	19,731	19,729	39,460	12,562	10,745	23,307	63.7	54.5	59.1
Sidama	211,514	209,979	421,494	118,181	103,371	221,552	55.9	49.2	52.6
SWEP	185,480	189,124	374,604	75,681	71,480	147,161	40.8	37.8	39.3
National	4,270,341	4,207,271	8,477,613	1,988,937	1,878,526	3,867,463	46.6	44.6	45.6

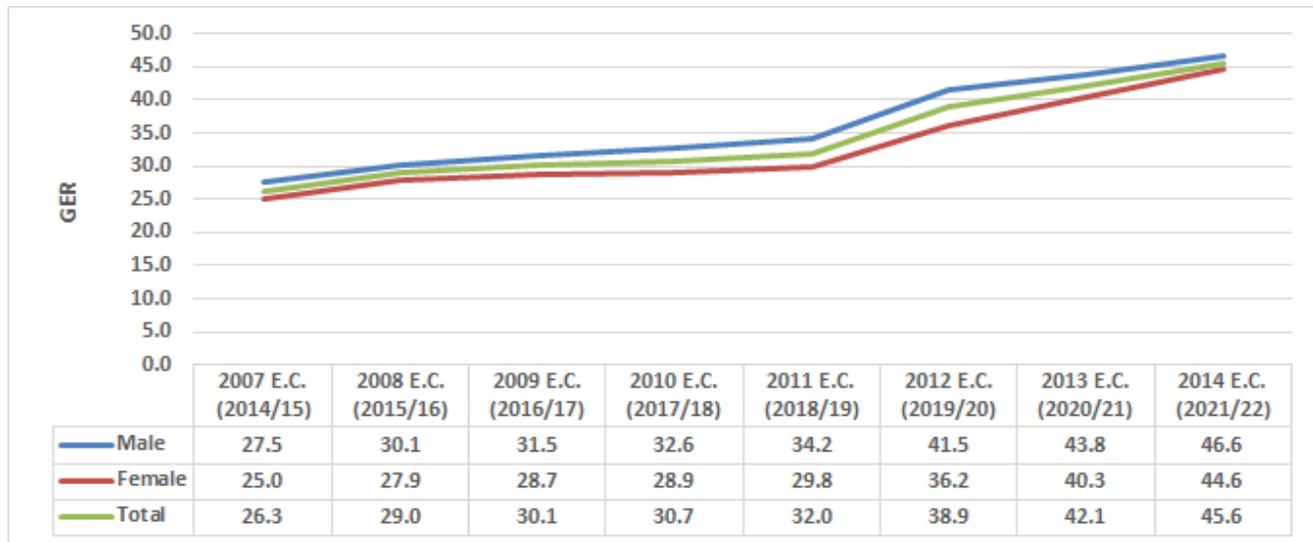
Chart 4.1 GER by Region and Sex, Grades 9-12, 2021/22



GER trend in Grades 9-12 indicates a steady increase over the last ten years, but the gender gap is becoming narrow this year compared to the previous results.

Chart 4.2 below shows the trend in GER for secondary education for the last eight years. The GER trend shows a straight incremental pattern for the period. And, the gender gap has seen a 2 percentage point difference in this year, though the gap has been shown up and down from year to year.

Chart 4.2 Trends in GER for Grades 9-12, 2014/15-2021/22



4.2 Net Enrolment Ratio (NER) in Secondary Education

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Grades 9–12, NER Female	25	36	33.4
Grades 9–12, NER Male	26	37	32.9

NER calculates the enrolment of children who are of the official school admission age for the given level of education. At secondary level, this calculates the proportion of 15 to 18 years' old that are enrolled in secondary education.

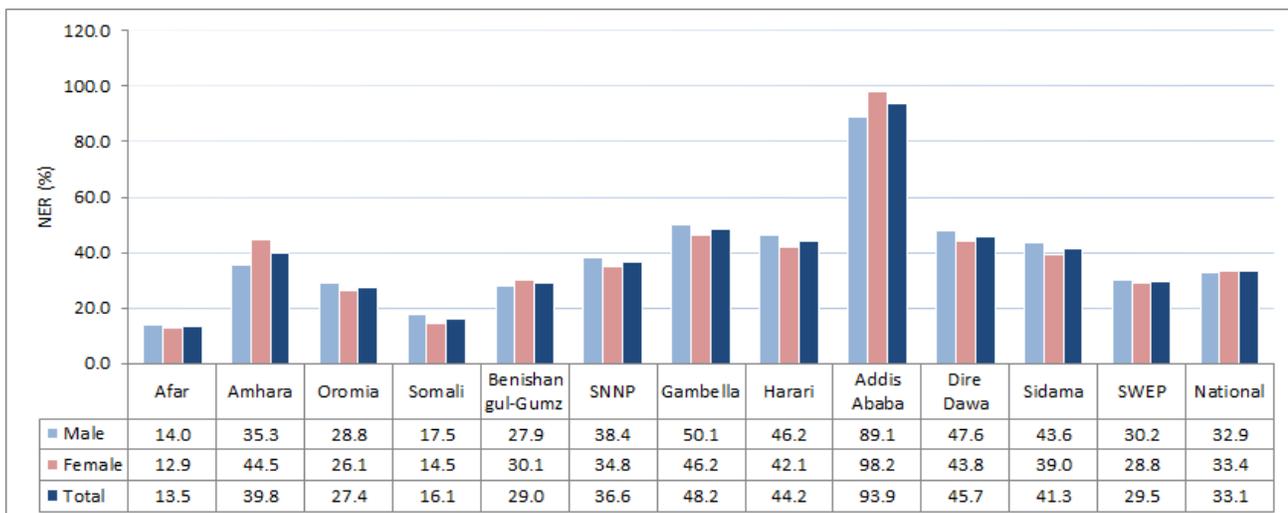
Children enrolled in secondary education are more likely to be the correct age compared to Primary and Middle education, though enrollment rate is too low from the expected school age population.

Nationally, NER for Grades 9-12 is 33.1%, which shows an increment of 3.6 percentage points from last year. More interestingly, there is a very small difference, 0.5 percentage points, between males and females where female GER is greater than male nationally. Addis Ababa has the highest NER at 93.9%, showing that most students in this region enrolled at the official school age, and Afar with the lowest NER at 13.5%.

Table 4.2 Net Enrollment Ratio by Region and Sex, Grades 9-12, 2021/22

Region	School Age Population (15-18)			Net Enrolment (G9-12)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	75,852	64,890	140,742	10,608	8,345	18,953	14.0	12.9	13.5
Amhara	944,953	929,830	1,874,783	333,293	413,393	746,686	35.3	44.5	39.8
Oromia	1,871,725	1,838,771	3,710,496	538,122	480,239	1,018,361	28.8	26.1	27.4
Somali	215,972	182,658	398,630	37,845	26,425	64,270	17.5	14.5	16.1
Benishangul-Gumuz	54,878	53,088	107,966	15,296	15,984	31,280	27.9	30.1	29.0
SNNP	570,782	592,726	1,163,507	219,196	206,116	425,312	38.4	34.8	36.6
Gambella	21,553	19,672	41,225	10,792	9,084	19,876	50.1	46.2	48.2
Harari	10,846	10,645	21,491	5,015	4,484	9,499	46.2	42.1	44.2
Addis Ababa	87,055	96,160	183,215	77,537	94,463	172,000	89.1	98.2	93.9
Dire Dawa	19,731	19,729	39,460	9,400	8,649	18,049	47.6	43.8	45.7
Sidama	211,514	209,979	421,494	92,260	81,841	174,101	43.6	39.0	41.3
SWEP	185,480	189,124	374,604	55,991	54,384	110,375	30.2	28.8	29.5
National	4,270,341	4,207,271	8,477,613	1,405,355	1,403,407	2,808,762	32.9	33.4	33.1

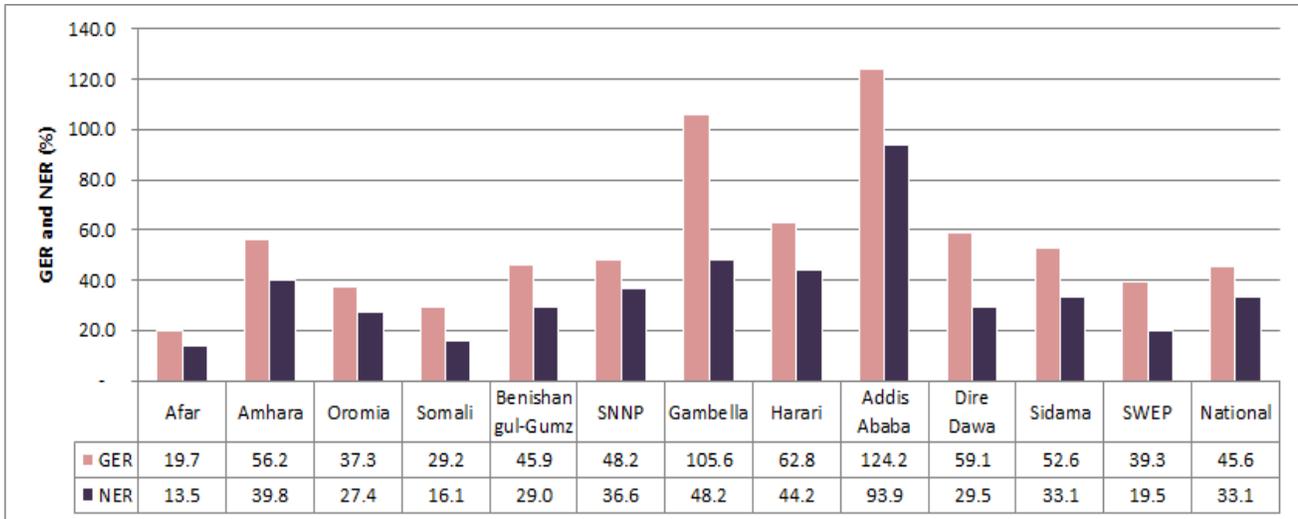
Chart 4.3 NER by Region and Sex, Grades 9-12, 2021/22



The ESDP VI target has been missed for both sexes, with female NER being very close to the target. However, five regions met the target in both sexes.

Nationally the gap between GER and NER is higher in secondary than primary and middle level, indicating that students enrolled in secondary level are more likely to be overaged than in primary and middle level.

Chart 4.4 Comparisons between GER and NER for Grades 9-12 by Region, 2021/22



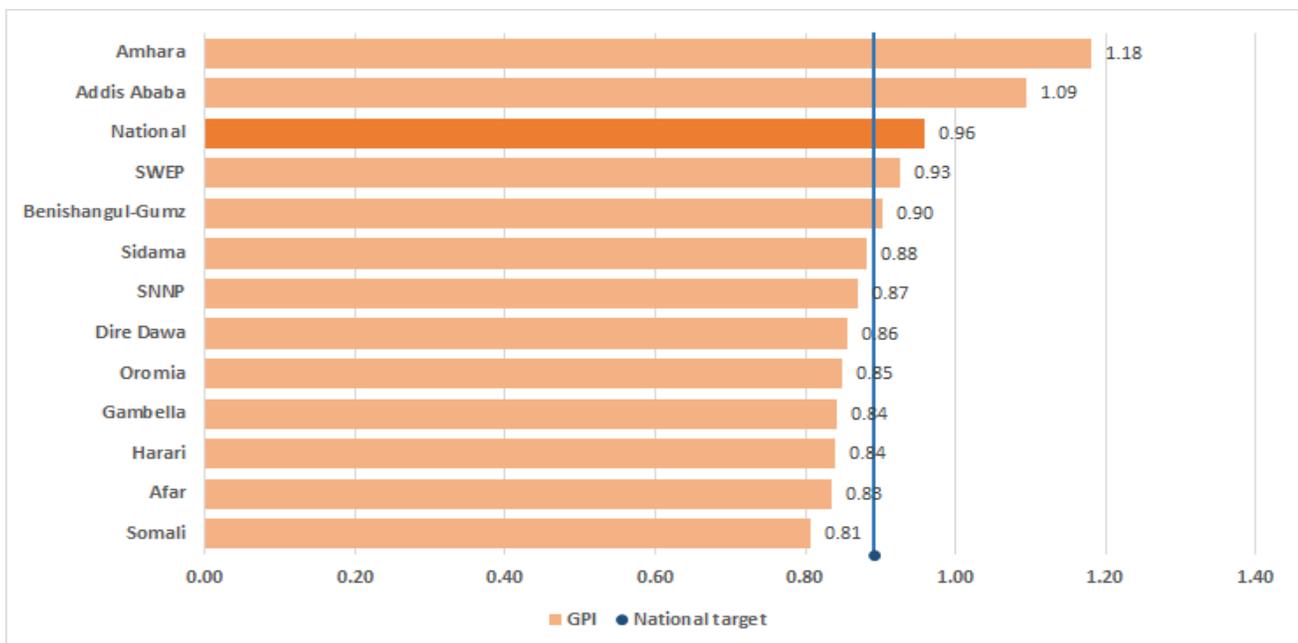
4.3 Gender Parity Index

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
GPI in Grades 9-12 (index)	0.87	0.89	0.96

The ESDP VI target of GPI for secondary education has been successfully met.

The GPI for Grades 9-12 is 0.96 nationally, with 0.07 points beyond the target. The national GPI has increased from last year by 0.04 points, showing a better equity is in progress.

Chart 4.5 GPI for Secondary Schools by Region, 2021/22



As seen from the chart above, the GPI of Amhara and Addis Ababa has a great impact on the leveling of the national figure, since the remaining regions are all below the national figure. In Amhara and Addis Ababa, equity is beyond the perfect value, 1, meaning that female enrollment rate is higher than that of males.

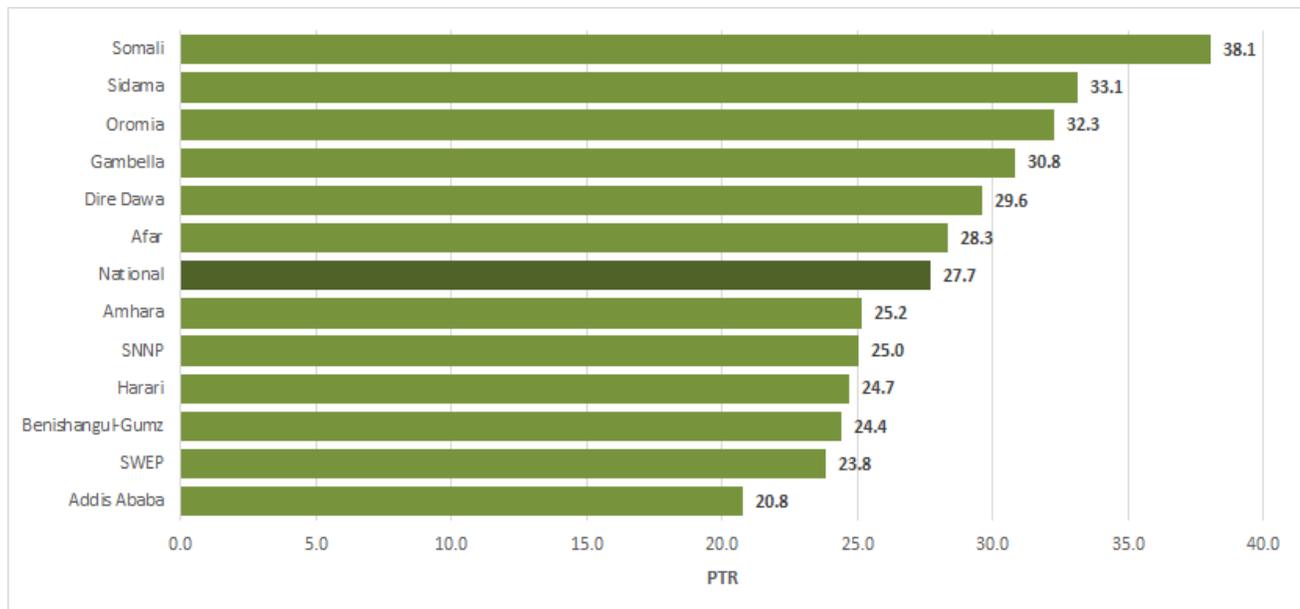
4.4 Pupil Teacher Ratio in Secondary Education

This indicator is useful for setting minimum standards and ensuring a certain level of equality around the country. Low PTR indicates a better learning environment in which monitoring and support to students is believed to be easy for teachers. In Ethiopia, the standard set to PTR is 40 for secondary level. However, it should be noticed that low or high PTR alone does not explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment, qualification level of teachers, the supply of educational materials, and other related issues.

The national PTR in secondary schools is 27.7 in this year, in which Addis Ababa scored the lowest PTR, with 1 teacher for 21 students. It should be noted that the number of Non-Government schools in Addis Ababa is exceptionally higher than Government owned schools, this will have a significant impact on the ratios.

In general, with respect to the data for the year, all regions and the national figure are in a good PTR in which the result tells us that the ratio is better than the standard set for the level.

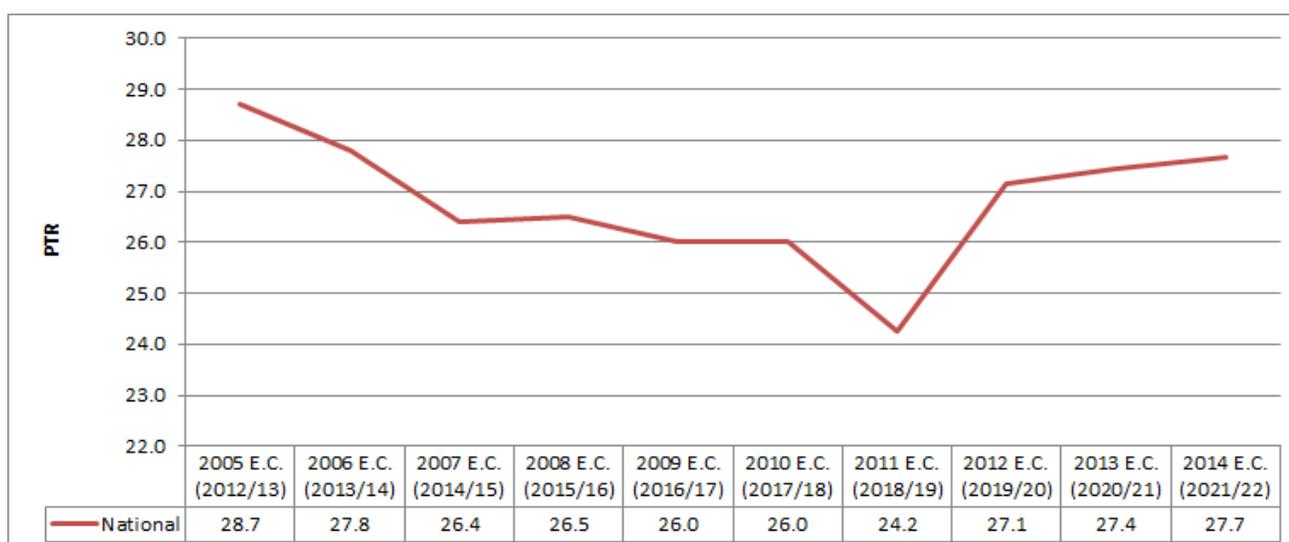
Chart 4.6 PTR of Secondary Education by Region, 2021/22



The national trend in PTR shows that it has been improving since 2011/12. The improvement, that means the smallest ratio, was highest in 2018/19, and since then it goes up until this year. However, the ratio is good throughout the period. The smaller the PTR shows the better the distribution of teachers with respect to students. The table below shows the PTR trend in the last 10 years.

Table 4.3 PTR Trends in Secondary Education by Region, 2012/13 – 2021/22

Region	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)	2011 E.C. (2018/19)	2012 E.C. (2019/20)	2013 E.C. (2020/21)	2014 E.C. (2021/22)
Afar	19.8	20.7	50.8	60.6	37.0	34.0	19.4	21.9	23.2	28.3
Amhara	27.8	26.5	23.1	24.6	23.0	22.0	23.0	24.8	25.6	25.2
Oromiya	29.9	27.4	25.8	25.7	25.0	25.0	28.0	33.8	32.7	32.3
Somali	47.4	42.7	44.0	52.3	40.0	40.0	49.8	35.1	39.7	38.1
Benishangul-Gumz	19.9	23.8	28.4	24.2	24.0	20.0	22.8	23.3	23.7	24.4
SNNP	30.2	31.4	22.9	29.8	29.0	32.0	21.7	25.2	24.3	25.0
Gambella	25.6	29.4	30.4	32.9	29.0	23.0	25.7	28.5	29.0	30.8
Harari	26.3	21.3	17.8	18.4	24.0	18.0	19.0	19.2	21.8	24.7
Addis Ababa	21.5	21.1	20.2	20.0	22.0	23.0	18.3	18.9	18.0	20.8
Dire Dawa	18.9	18.1	20.5	23.7	21.0	20.0	19.9	23.7	25.3	29.6
Sidama									32.2	33.1
SWEP										23.8
National	28.7	27.8	26.4	26.5	26.0	26.0	24.2	27.1	27.4	27.7

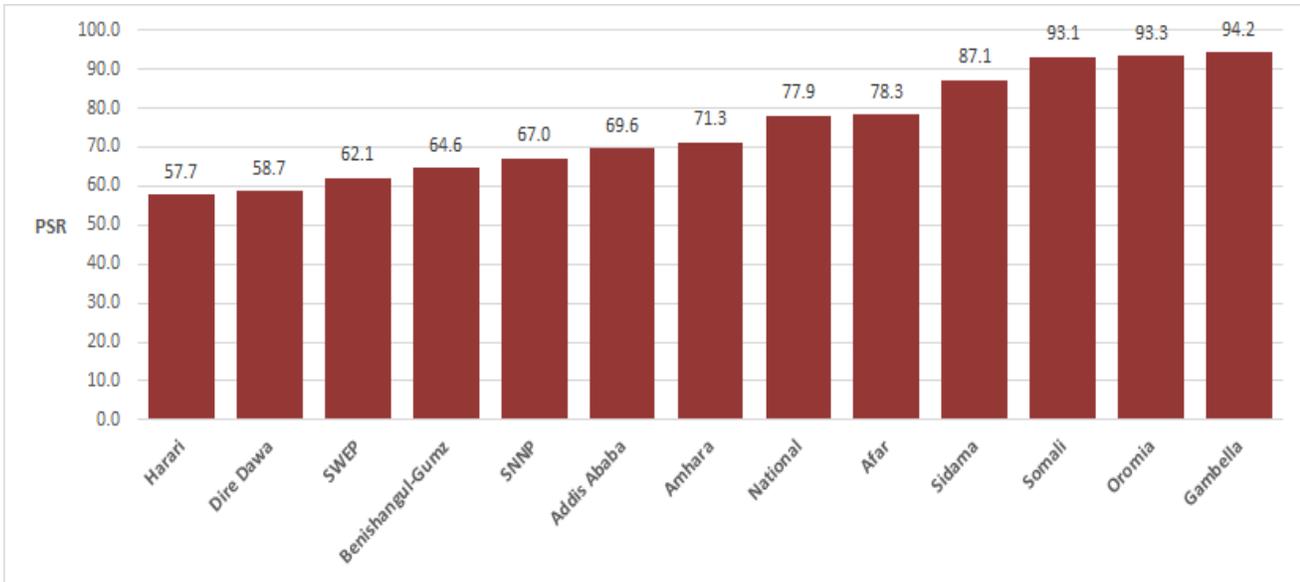
Chart 4.7 National PTR Trend, Grades 9-12, 2012/13 – 2021/22

4.5 Pupil Section Ratio in Secondary Education

Nationally, in 2021/22, PSR is at 77.9 for Grades 9-12, which shows a huge difference from last year. In this edition the maximum number of sections per grade is 20, which is a small number compared to previous years.

PSR is lowest in Harari followed by Dire Dawa and SWEP, indicating that students in these regions have better access to classroom facilities and are in a better conducive learning environment. On the other hand, PSR is highly inflated in Somali and Oromia, with 93.1 and 93.3 respectively. One major reason for this overstated value might be the condition in which a large number of students with a very low number of sections has been filled at the time of encoding.

Chart 4.8 Pupil Section Ratios in Secondary Education by Region, 2021/22



4.6 Number of Schools

The total number of secondary schools for this year is 3,636, with an increment of 155 schools from last year. With respect to ownership, Government schools, similar to primary, took the highest share with 89.8%. In Addis Ababa and Dire Dawa, exceptionally, Non-Government schools are higher in number than Government.

Chart 4.9 Numbers of Secondary Schools by Region, 2021/22

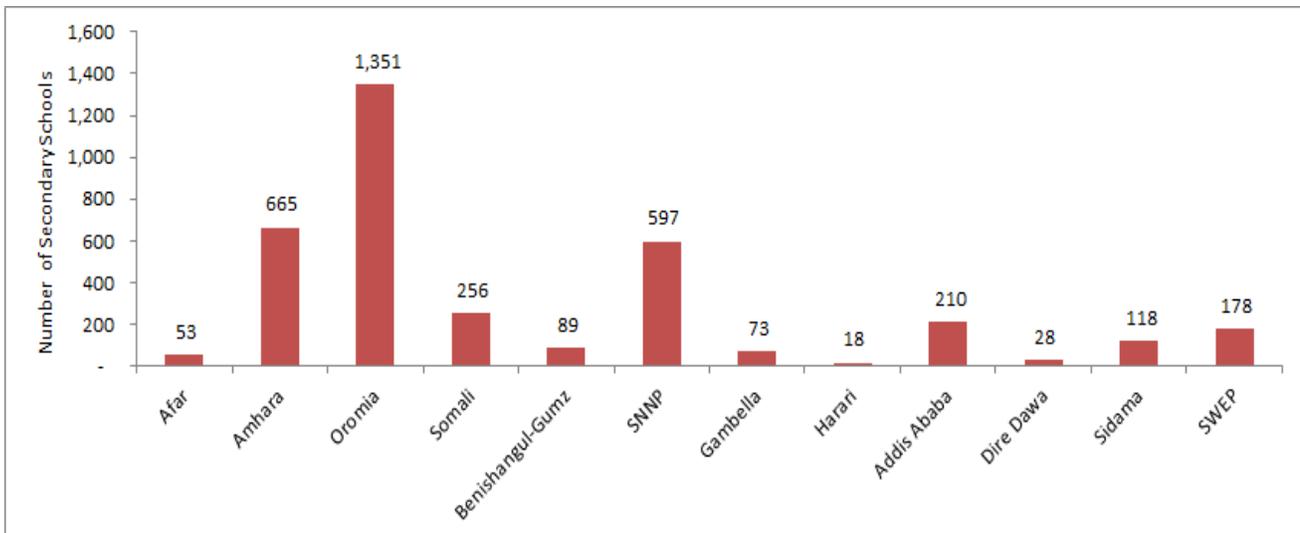
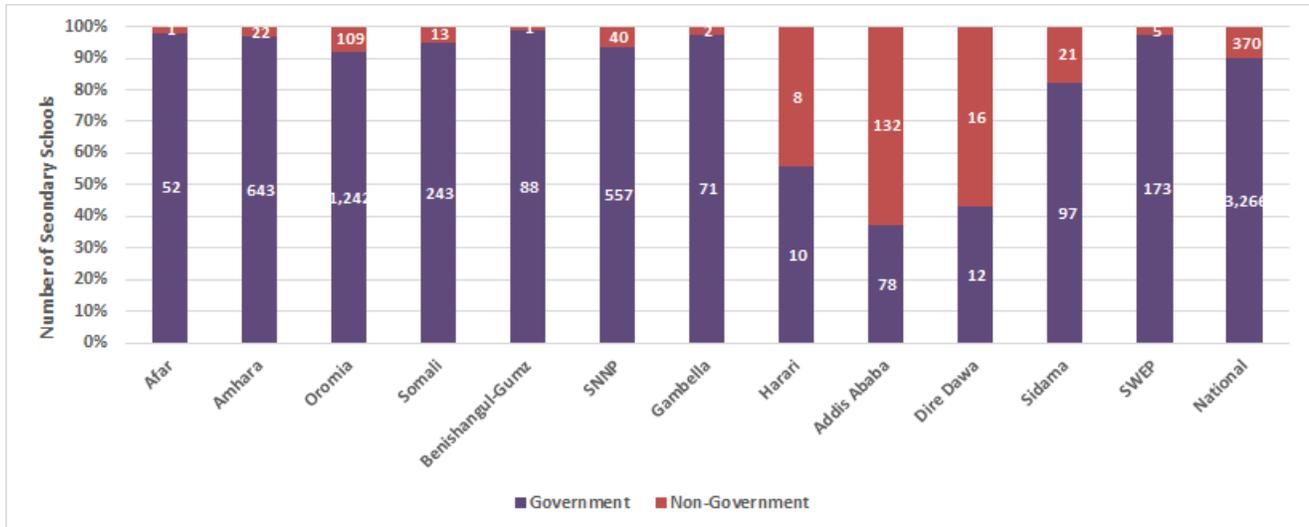


Chart 4.10 Numbers of Secondary Schools by Region and Ownership, 2021/22



4.7 Textbooks and School Facilities

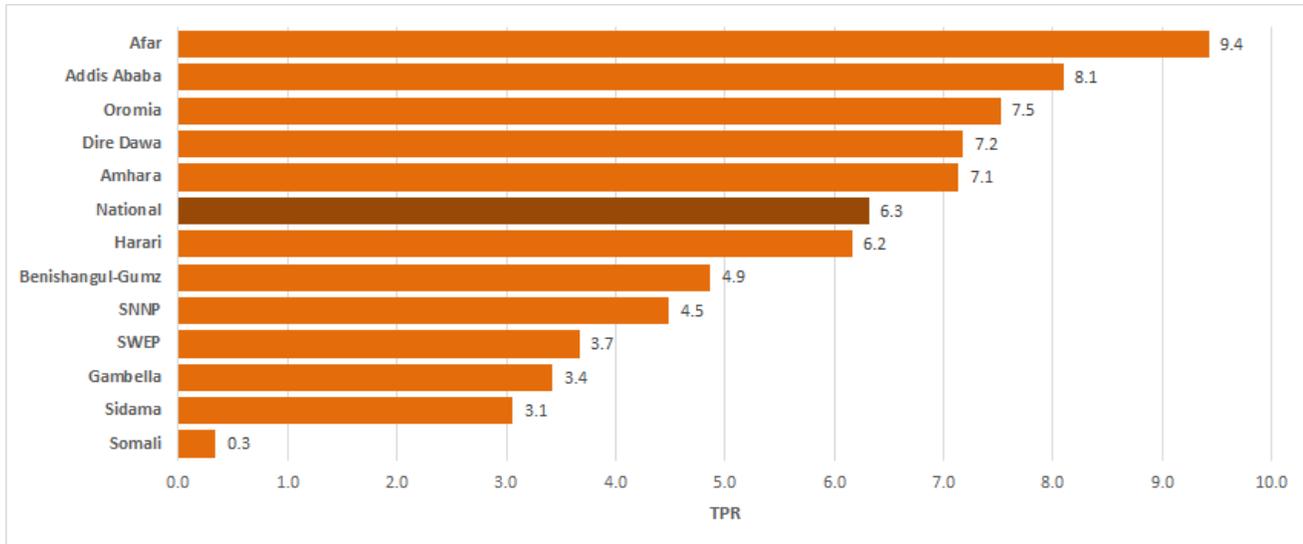
4.7.1 Number of Textbooks

Nationally the Textbook to Pupil ratio for secondary schools in this academic year is 6.3; which is a decrease by 1.6 points from last year. This indicates that on average a student has access to about 6 textbooks per grade from a total of 12 subject books in grades 9 and 10 and 10 subject books in grades 11 and 12. However, there is wide regional variation with Afar having the highest ratio at 9.4, followed by Addis Ababa and Oromia. Somali has the lowest ratio with less than one textbook per student, though the number of textbooks reported is substantially low as last year. The total number of textbooks in secondary schools this year is around 24 million, which is actually less than from last year by around 4 million.

Table 4.4 Numbers of Textbooks by Region and Subject, 2021/22

Regions	Amharic	Basic technical Drawing	Biology	Chemistry	Civics	Information Communication Technology	English	Economics	General Business	Geography	History	Local language	Mathematics	Physical education	Physics	Sign Language	Others	Total
Afar	27,612	7,137	24,156	22,157	21,019	12,585	23,342	5,763	5,141	22,716	21,635	7,703	23,768	14,801	21,548	412	1	261,496
Amhara	782,128	153,225	754,025	714,199	794,354	561,036	725,619	104,519	86,391	631,259	556,784	38,738	689,074	160,623	743,502	4,476	15,176	7,515,128
Oromia	601,858	91,759	951,845	903,458	1,000,013	864,592	915,159	59,286	50,543			743,528	993,108	713,184	970,626	611,390	938,749	10,409,098
Somali	2,815	1,671	5,638	5,243	3,706	1,172	3,473	1,566	814	2,964	1,220	1,025	3,360	853	4,426	-		39,946
Benishang	17,808	5,193	23,003	23,458	24,629	16,988	28,064	2,954	3,524	27,022	8,604	10,539	23,051	3,417	22,577	225	45	241,101
SNNP	164,590	34,007	245,270	269,754	265,633	106,384	240,827	35,407	24,753	204,263	195,595	141,499	239,358	86,217	250,117	8,605	3,806	2,516,085
Gambella	11,296	2,239	14,466	18,089	22,018	9,397	14,204	3,202	2,974	13,618	2,305	2,157	16,948	674	15,443	3		149,033
Harari	7,183	683	8,214	6,910	6,927	6,520	7,700	213	59	6,726	4,790	4,245	7,332	5,021	7,068	1,293	2,394	83,278
Addis Aba	181,500	38,798	172,714	163,583	185,525	115,190	189,518	35,891	30,865	159,191	137,962	2,715	174,567	90,698	161,069	180	891	1,840,857
Dire Dawa	15,076	2,156	16,248	14,495	15,074	10,462	17,449	1,625	1,326	15,417	10,045	5,846	15,861	8,624	16,370	1,181	-	167,255
Sidama	49,710	4,823	60,000	61,575	63,855	54,944	60,196	6,917	3,951	51,471	50,221	54,374	59,602	34,421	59,861	1,554	345	677,820
SWEP	37,835	5,489	52,921	54,301	52,509	19,115	51,658	6,225	5,252	45,598	54,015	32,634	50,133	17,359	53,876	177	261	539,358
National	1,899,411	347,180	2,328,500	2,257,222	2,455,262	1,778,385	2,277,209	263,568	215,593	1,180,245	1,043,176	1,045,003	2,296,162	1,135,892	2,326,483	629,496	961,668	24,440,455

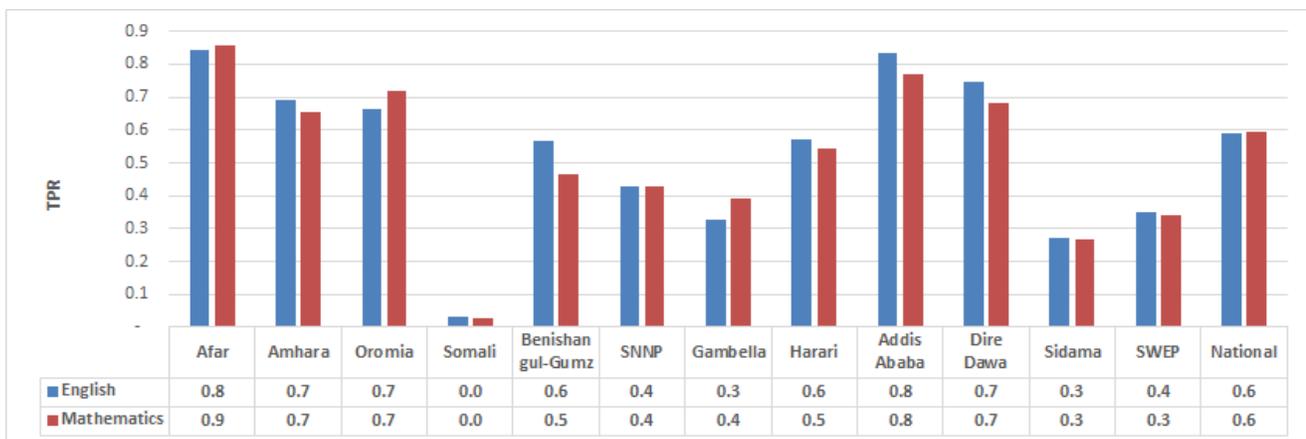
Chart 4.11 Textbook to Pupil Ratios by Region, 2021/22



It should be noted that, TPR is a simple ratio between students and all textbooks, however all students might not register for all subjects because students will be categorized in different streams (Natural and Social). Moreover, there is a problem in data incompleteness in which schools might fill student enrollment for the grade but not the corresponding textbooks.

To make the ratio more meaningful, it will be good to see TPR of common subjects taken by all students, such as English and Mathematics. It can be seen from the chart below that both subjects are not in a one-to-one ratio, i.e. one book is not for one student, with 0.6 for both English and Mathematics (this is to mean 6 English and Mathematics books for 10 students). The chart below shows the Textbook to Pupil ratios for English and Mathematics books in secondary schools.

Chart 4.12 TPR for English and Mathematics, 2021/22



4.7.2 School Facility Indicators

It has been shown that nationally 75.4% of secondary schools responded to having access to electricity, with the majority of the source being hydropower. Dire Dawa, Harari and Addis Ababa have higher proportions of schools with electricity.

Concerning the availability of multimedia teaching, computers are available in 78.4% of schools. Secondary schools in Addis Ababa are the most connected, proportionally, to the internet (77.8%), followed by Dire Dawa and Harari. Whereas internet availability nationally covers only 22% of the total respondent schools.

Table 4.5 School Facility Indicators on Electricity and Multimedia Teaching, 2021/22

Region	Availability of Electricity		Source of Electricity (If "Yes")						VSAT Dish		Computer			Internet		Video Recorders		
	Number of Respondent Schools	Schools with Electricity	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Availability (Number of Schools)	Functional (Number of Schools)	Availability (Number of Schools)	Functional (Number of Computers)	Computers used for Teaching	Computers used for Admin	Availability (Number of Schools)	Computers accessing the Internet (Number)	Availability (Number of Schools)	Number
Afar	53	32			28			4	17	8	33	679	252	60	7	193	6	13
Amhara	655	511	2	66	390	4	3	46	323	196	543	32692	54490	25896	206	48284	80	255
Oromia	1351	1094	2	104	959	29			649	259	1165	33471	25077	4884	193	3008	153	482
Somali	253	57		5	6	3		43	30	14	33	63	104	15	22	0	34	0
Benishangul-Gumz	89	41		6	32			3	29	5	58	874	1239	108	6	1234	5	12
SNNP	594	484	1	51	406	12	1	13	226	97	501	13835	15540	1380	122	10577	106	1053
Gambella	72	32		3	22	2		5	15	6	25	310	70	9	16	13	20	9
Harari	18	17			16			1	7	6	17	373	99	174	8	124	5	26
Addis Ababa	208	204		2	196	1		5	107	65	201	8611	11276	3293	162	13081	101	416
Dire Dawa	28	27			27				14	9	26	624	3881	226	15	2463	7	407
Sidama	118	89		3	85		1		41	18	87	2639	2084	489	30	572	20	268
SWEP	177	138		30	99	8		1	48	16	147	2844	2031	427	20	463	19	222
National	3,616	2,726	5	270	2,266	59	5	121	1,506	699	2,836	97,015	116,143	36,961	807	80,012	556	3,163

Other facility indicators include the availability of library, laboratory and pedagogical center. Among the respondent schools for the availability of libraries, 79% have functional libraries. On the other hand, from the total number of secondary schools less than half of the schools reported to have a functional laboratory for Biology Chemistry and Physics, whereas 93% of the respondent schools reported to have a functional pedagogical center. The table below shows the details of such facilities.

Table 4.6 Library, Laboratory and Pedagogical Center by Region, 2021/22

Region	Availability of Library			Laboratory by Stream												Pedagogical Center	
	Number of Respondent Schools	Availability (Number of schools)	Schools with Functional Library	Biology				Chemistry				Physics				Availability (Number of Schools)	Functional Pedagogical Center
			Functional	Equipped (with materials)	Chemical (Sufficient)	With Technical assistant	Functional	Equipped (with materials)	Chemical (Sufficient)	With Technical assistant	Functional	Equipped (with materials)	Chemical (Sufficient)	With Technical assistant			
Afar	53	34	23	11	6	6	5	10	5	7	3	9	4	4	4	19	21
Amhara	645	574	346	465	244	280	198	478	241	289	200	454	241	238	193	286	311
Oromia	1348	1148	1079	337	215	206	206	311	215	213	188	292	197	181	142	747	693
Somali	253	45	33	53	40	43	43	55	43	43	44	52	42	43	44	39	30
Benishangul-Gumz	88	46	44	1	0	1	0	2	0	1	0	2	0	1	0	35	37
SNNP	595	553	369	375	192	228	203	390	196	244	229	362	170	206	185	421	342
Gambella	69	31	23	5	4	3	5	10	6	4	4	4	1	6	4	24	32
Harari	18	16	14	16	11	12	8	15	12	14	8	14	11	12	6	8	14
Addis Ababa	206	203	173	184	173	173	147	188	174	179	150	186	176	172	141	171	185
Dire Dawa	27	27	20	20	15	16	13	21	15	16	11	21	15	15	12	24	17
Sidama	118	113	93	75	50	54	55	84	53	58	59	73	44	48	45	82	73
	176	155	107	84	26	32	43	89	31	33	44	76	18	26	36	134	97
National	3,596	2,945	2,324	1,626	976	1,054	926	1,653	991	1,101	940	1,545	919	952	812	1,990	1,852

4.7.3 WASH Facilities

Nationally, 64% of schools that responded to water-related questions reported to have water supply. Among schools with water supply, respondents with functional water supply is 87%. Majority of schools have Tap water with 88%, and 66% of schools reported that their water supply is easily accessible by students with special needs.

Table 4.7 Water Access in Secondary Schools, 2021/22

Region	Availability of Water			Water Supply Type						Accessible to-	
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Tap	Surface Water (River/Spring)	Rain water reserved	Non Protected Reserved Water	Car/Cart transported Water	Well / Drill	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	49	24	10	17				2	3	15	
Amhara	661	493	377	195	21	81	28	17	163	272	
Oromia	1351	892	809	826	10	22	7	4	36	562	1
Somali	253	30	14						1	33	
Benishangul-Gumz	81	32	26	23	2	1	1	1	8	7	
SNNP	590	393	355	336	11	7	3		28	297	1
Gambella	60	38	31	11	1		3		20	23	
Harari	18	15	14	6		1			4	11	
Addis Ababa	202	202	198	196					4	173	
Dire Dawa	27	27	26	25						21	
Sidama	116	80	75	70	1	1			6	60	
SWEP	170	72	57	52	6	3	5	1	5	36	
National	3,578	2,298	1,992	1,757	52	116	47	25	278	1,510	2

On the other hand, 98% of secondary schools responded that they have functional students' toilets, with the majority being improved toilets, with 64%, followed by traditional toilets with 30.4%. However, there are significant regional variations of schools with toilets. The majority of teachers' toilets are also reported as functional with 81%. The major challenge of analyzing such data, especially on toilets, is number mismatch in responding to "Availability", "Functionality" and "Type".

Concerning separate teachers' toilets from students 92% are separated. On the other hand, 46.4% of the functional student toilets are reported to be accessible for children with special needs.

Table 4.8 Toilet Facilities in Secondary Schools, 2021/22

Region	Student Toilet			Toilet Type							Handwash		Teachers Toilet	
	Number of Respondent Schools	Schools with Functional Toilets	Accessible to Children with Special Needs	Biogas producer Toilet	Can be Washed	Fertilizer Producer Toilet	Improved	Traditional	Used Water	Other	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets	Schools with Different Teachers Toilet From Students Toilet
Afar	32	29	8				10	21	1	1	14		16	9
Amhara	625	616	326	2	41	14	413	137	16	5	162	16	463	439
Oromia	1327	1316	374	-	-	-	1,073	243	-	11	687	590	1072	884
Somali	41	15	9	1		2	2	9	10	20	27	1	12	11
Benishangul-Gumuz	63	62	13		3	2	26	30	2		35	7	33	33
SNNP	576	564	387		23	2	312	224	10	7	338	53	498	507
Gambella	47	42	20	3	2		4	31	7	1	32	5	36	30
Harari	18	18	9		3		12	3			13	4	14	13
Addis Ababa	190	190	147		48	5	56	58	27	1	184	59	187	187
Dire Dawa	25	25	18		4		16	5			22	5	25	24
Sidama	114	114	86		13		26	57	17	1	70	25	108	111
SWEP	164	164	70		5		67	92	2		79	14	150	144
National	3,222	3,155	1,467	6	142	25	2,017	910	92	47	1,663	779	2,614	2,392

4.8 Grade 12 Examination

Starting from 2012 E.C. (2019/20), there is only one national examination in the country, The Ethiopian Higher Education Entrance Certificate Examination (EHEECE), given at Grade 12. While the national examination at Grade 10 has been terminated by the new education road map, a regional examination is continued to be given at grade 8 throughout the country.

The total number of examinees in 2014 E.C. (2021/22) EHEECE has been increased drastically due to the additions of students came from the 2012 E.C. Grade 10 batches.

A total of 948,322 students were registered for the EHEECE and 937,046 (98.8%) of them sat for the exam. From those sat for the exam, 350,505 are from Natural Science stream and 586,541 are from the Social Science stream.

5. Adult and Non Formal Education

Governments have used Adult and Non-Formal Education to assist development in other sectors of the country's economy. Adult and Non-Formal Education enables adult learners to develop problem solving abilities and to change their mode of life.

Provision of Adult and Non-Formal Education /ANFE/ programs improves the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant.

In several countries of the world, including Ethiopia, Adult and Non-formal Education programs have been given for adults who are over 15 years of age.

The ANFE programs empower communities to utilize their own resources in a better planned way. It also initiates adult learners to use new technologies and inputs for their livelihoods.

5.1 The Current Status of Adult and Non-Formal Education in Ethiopia

From the inception, the Ethiopian government has been working hard to ensure equitable access of the ANFE programs to youth and adult learners. This is because the Government of Ethiopia starting from the inception of Adult and Non-Formal Education, particularly the ANFE program, has worked for the expansion and quality of the program. Prior to this, the government knew that without a significant increase in the adult literacy rate, Ethiopia would not be able to achieve middle-level income status within a foreseeable time period. Therefore, the IFAE program was designed and delivered to the illiterate adults aged 15-60 years old. Increasing adult literacy rates will support the development goals of the country.

Accordingly, in 2008, Ministry of Education developed and published the National Adult Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines, Minimum Learning Competency (MLC) and IFAE Facilitators' Training Manual.

It should also be noted that, in addition with IFAE program, currently there are various programs incorporated under the Adult and Non-Formal Education Sub-sector that includes distance education (grade 5-12), evening school (grade 1-12), accelerated learning program and skill training program.

IFAE is a two years' program designed for illiterate adults aged 15-60.

Based on the CSA 2016/17 abstract, there were around 21,047,152 (Male 7,289,109 and Female 13,758,043) illiterate adults (aged 15 to 60) in the country. Out of these illiterate adults, a total of 3,604,546 adults completed/graduated the two years IFAE program for the last five years, from 2016/17 to 2020/21. In the coming ESDP VI plan, around 19.8 million illiterate adults need to join the program.

5.2 Enrolment in IFAE Programs

In 2021/22 there are 2,250,057 participants in the Integrated Functional Adult Education Program, of which the female share is 43.7 %. Nationally, there is a 5 percentage points increase from last year.

Regionally, Oromia has the highest number of enrolled adults in the IFAE program with 35% of the national figure, followed by SNNP and Amhara, 28% and 23% respectively. Gambella has lower enrollment than other Regions. In Addis Ababa and Sidama regions, there are more females than males. In all regions, there are more adults enrolled in Level 1 compared to Level 2, which shows a possible termination of after Level 1.

Table 6.1 IFAE Enrolments by Region, Level and Sex, 2021/22

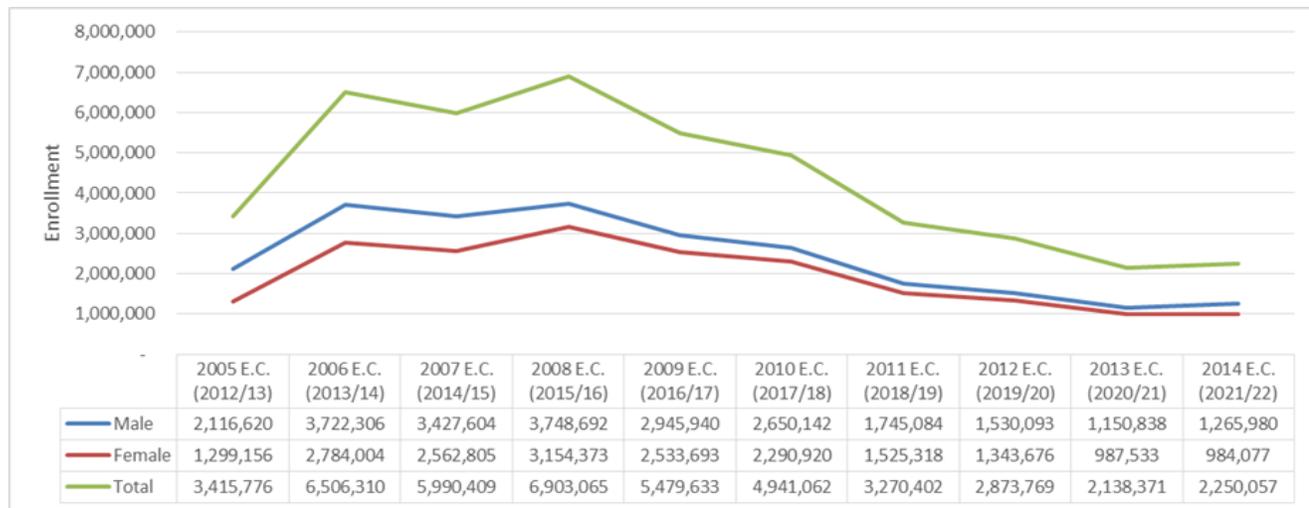
Region	Level 1		Level 2		Total		Regional Total	Regional Share (%)	Female Share (%)
	Male	Female	Male	Female	Male	Female			
Afar	4,422	2,934	2,317	1,637	6,739	4,571	11,310	0.5	40.4
Amhara	173,833	114,885	144,370	83,333	318,203	198,218	516,421	23.0	38.4
Oromia	335,713	227,290	135,894	88,339	471,607	315,629	787,236	35.0	40.1
Somali	12,035	12,257	11,553	10,144	23,588	22,401	45,989	2.0	48.7
Benishangul-Gumuz	5,112	5,321	4,418	3,765	9,530	9,086	18,616	0.8	48.8
SNNP	178,818	181,232	139,668	128,218	318,486	309,450	627,936	27.9	49.3
Gambella	92	123	152	115	244	238	482	0.0	49.4
Harari	1,339	878	790	480	2,129	1,358	3,487	0.2	38.9
Addis Ababa	1,099	3,996	677	1,899	1,776	5,895	7,671	0.3	76.8
Dire Dawa	3,246	2,170	1,777	1,094	5,023	3,264	8,287	0.4	39.4
Sidama	27,302	34,123	22,961	26,484	50,263	60,607	110,870	4.9	54.7
SWEP	33,333	30,968	25,059	22,392	58,392	53,360	111,752	5.0	47.7
National	776,344	616,177	489,636	367,900	1,265,980	984,077	2,250,057	100.0	43.7

5.3 National IFAE Enrolment Trend

The trend shows that since 2012/13, IFAE enrolments have been increased, except in 2014/15, as the program has been rolled out across the country. However, it significantly decreased from 2015/16 up to last year and increased in this academic year.

In general, male enrolment has remained consistently higher than female every year.

Chart 5.1 National IFAE Enrolment Trend, 2012/13-2021/22



5.4 Enrollment of IFAE Students with SENs

The tool also includes ANFE enrollment data with special needs education. Accordingly, data collected from ANFE centers on the number of ANFE enrolled with disability also reported.

A total of 36,006 adults, Table, are enrolled in 2021/22 with special education needs nationally in ANFE programs, of which 16977 (47%) females; Regionally, SNNPR has the highest number of enrolled adults with disability in IFAE program, 70.5% of the national figure

Table 6.2 Enrollment of Students with SENs in IFAE by Region, Sex and Level, 2021/22

Region	Level 1		Level 2		Total			Share of Female (%)
	Male	Female	Male	Female	Male	Female	Total	
Afar	71	26	22	20	93	46	139	33
Amhara	579	438	399	275	978	713	1,691	42
Oromia	1,223	1,110	34	18	1,257	1,128	2,385	47
Somalie	85	50	30	40	115	90	205	44
Beneshangul	70	57	47	30	117	87	204	43
SNNPR	8,313	7,556	5,087	4,421	13,400	11,977	25,377	47
Gambella	14	3	2	-	16	3	19	16
Hareri	9	10	9	8	18	18	36	50
AddisAbaba	26	77	2	45	28	122	150	81
DireDewa	66	32	29	10	95	42	137	31
Sidama	486	435	326	371	812	806	1,618	50
SWEPR	1,300	1,201	800	744	2,100	1,945	4,045	48
National	12,242	10,995	6,787	5,982	19,029	16,977	36,006	47

5.5 Enrolment in Accelerated Education Program (AEP)

Accelerated Education program is primarily designed for those who can't get primary education by the conventional schools due to various reasons; mainly of poverty, man-made and natural factors. This program is organized for those over-aged out of school students aged 9 and above. The program is a non-formal education opportunity that enables over-aged out of school students (OOSS) to complete more than one grade level in one year and later join the conventional schools. To keep the quality of the program, comprehensive and continuous evaluation criteria can be in place. At the end of the program, careful evaluation and promotion systems shall be established.

A total of 3,831 over-aged out of school students have been enrolled in the Accelerated Education Program in the year 2021/22.

Table 6.3 Enrolment in AEP by Region, Sex and Owner/program, 2021/22

Region	ALFA		ALP		Total		Total
	Male	Female	Male	Female	Male	Female	
Afar	2	12	1	6	3	18	21
Amhara	7	406	7	1,134	14	1,540	1,554
Oromia							
Somali	5	13	5	15	10	28	38
Benishangul-Gumuz			1	30	1	30	31
SNNP	8	618	8	359	16	977	993
Gambella	7	212	8	563	15	775	790
Harari							
Addis Ababa	8	113	8	181	16	294	310
Dire Dawa			7	65	7	65	72
Sidama							
SWEP			1	21	1	21	22
National	37	1,374	46	2,374	83	3,748	3,831

5.6 Graduates in IFAE Programs

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Number of female graduates in youth and adults life-skills education	1,997,123	3,257,265	112,269

After completing a two years' program, adults who have met the course evaluation criteria will graduate from the IFAE program.

In 2021/22, 255,024 adults graduated from the IFEA program, the figure is increased by 27.3 % compared with 2020/21

When we compare the year 2 enrolled adults from the total number of graduates, it can be observed that only 29.7% of the enrolled adults graduated in the year. This shows that there are many of the adults who start year two and do not complete the course. From the total graduates, 44% are females.

SNNP has the highest number of Graduates adults in the IFAE program with 34.1% of the national figure, followed by Oromia, 31.5%. Gambella, Dire Dawa, Harari, Afar, Benishangul Gumz and Addis Ababa have lower numbers of graduates than other Regions. In Addis Ababa, Dire Dawa, Sidama, Somali and Benishangul Gumz regions, there are more females than males.

Table 6.3 Graduates from IFAE Programs by Region and Sex, 2021/22

Region	Graduates			Share of
	Male	Female	Total	Female (%)
Afar	752	544	1,296	42
Amhara	23,627	11,464	35,091	33
Oromia	49,316	30,919	80,235	39
Somalie	4,074	4,375	8,449	52
Beneshangul-Gumz	907	915	1,822	50
SNNP	44,540	42,499	87,039	49
Gambella	103	82	185	44
Harari	392	322	714	45
AddisAbaba	524	2,009	2,533	79
Diredewa	287	333	620	54
Sidama	10,539	11,673	22,212	53
SWEP	7,694	7,134	14,828	48
National	142,755	112,269	255,024	44

5.7 “Education Light” Assessment System

On the basis of the research made in Ethiopia, there are many people who have been mistakenly categorized as illiterates. However, though these citizens did not join the conventional schools, through their personal efforts or the support of others, could read religious books, keep records of events using different signs, engage in business and calculate their expenditures and incomes; and do more other daily activities related with and could be covered under the basic education programs. These citizens, as indicated above, conventionally are labeled as illiterates. But, in reality they are literates; meaning they can read, write and count numbers. This wrong categorization of citizens as illiterates has created wrong pictures and given distorted messages about the ratio of adult basic literacy in the country.

To overcome this irony of literacy in the country, an evaluation called “Education Light” has been introduced as a system. The system is set in place to assess youth and adults who can read, write and calculate numbers; or individuals, who, through different opportunities, got skills to read, write and compute numbers. After they are assessed, on the basis of their results, recognition will be given to these citizens.

Table 6.4 below shows that, a total of 1,202,680 youth and adults have been enrolled in the Education Light assessment system, of which, the share of female participants is about 40%. There is a wide regional variations assessed in the Assessment program, with Gambella having the lowest participant (496), while SNNPR is the region with very high Participant (444,192) On the other hand, the total share of Six Regions (Gambella, Harari, Addis Ababa, Afar, Dire Dawa and Benishangul Gumu) score below 1.50 %. SNNPR, Oromia and Amhara are the only regions that have a higher share than other regions.

Table 6.4 Number of Youth and Adults Assessed in “Education Light” by Region and Sex, 2021/22

Region	Assessed in Education light			Share of Female (%)	Regional Share (%)
	Male	Female	Total		
Afar	1,722	878	2,600	33.8	0.22
Amhara	166,346	65,047	231,393	28.1	19.24
Oromiya	206,306	95,621	301,927	31.7	25.10
Somalie	15,788	14,808	30,596	48.4	2.54
Beneshangul Gu	3,026	2,826	5,852	48.3	0.49
SNNPR	234,283	209,909	444,192	47.3	36.93
Gambella	254	242	496	48.8	0.04
Hareri	950	979	1,929	50.8	0.16
AddisAbaba	524	2,009	2,533	79.3	0.21
DireDewa	2,176	1,413	3,589	39.4	0.30
Sidama	67,771	64,378	132,149	48.7	10.99
SWEPR	25,776	19,648	45,424	43.3	3.78
National	724,922	477,758	1,202,680	39.7	100

5.8 IFAE Centers

In 2021/22, there are 23,509 reported IFAE centers nationally. Nationally 13.8 percentage point decrease from last year, it may be due to underreported and data incompleteness. Among the centers, the majority of them are found in regular school compounds, with 42% of the total number of centers. Among the types of centers, “Others” constitute the second proportion next to “Regular School Compound”. “Others” include centers such as “Kebele Hall”, “Private Houses”, “Religious Institutions”, “Shed/Das”, etc.

Table 6.5 IFAE Learning Centers by Region and Type, 2021/22

Region	ABE Center	Edir Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Other	Total
Afar	17	2	20			110	18	167
Amhara	105	117	88	131	10	2,746	1,202	4,399
Oromia	211	294	350	406	49	4,429	2,443	8,182
Somali	28		159			10	86	283
Benishangul-Gumz	6	2	10	27	1	210	9	265
SNNP	396	427	456	762	174	1,700	2,884	6,799
Gambella	2						4	6
Harari	5	17	3	6	2	35	5	73
Addis Ababa	16	15	21	2	1	178	53	286
Dire Dawa	6	1	20	10		15	46	98
Sidama	87	4	56	50	5	82	1,113	1,397
SWEP	58	397	113	138	7	353	488	1,554
National	937	1,276	1,296	1,532	249	9,868	8,351	23,509

5.9 IFAE Facilitators

Teachers in the IFAE program, also termed as Facilitators, are of many types. It ranges from ‘IFAE Expert’ to “Volunteer” facilitators, including experts from agriculture and health.

In 2021/22, there are 21,023 IFAE Facilitators reported across all regions; from which 34.8% are females. When we look at facilitators region wise, Oromia get the largest share with 33.8% of the total Facilitators, followed by Beneshangule Gumuz and Amhara 26% and 20% respectively.

Regarding the level of qualification, the biggest share of Facilitators is “Grade 9-10”, with more than 25.7% of the total, followed by “Degree and above” and “Diploma” 24.3% and 19% respectively.

Table 5.5 IFAE Facilitators by Region, Sex and Qualification Level, 2021/22.

Region	Below										Degree and				Grand Total		Share of Female (%)					
	Grade 8		Grade8		Grade 9-10		Grade 11-12		Grade 12		TTI Certificate		Diploma		Above			Not reported				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		Male	Female	Total		
Afar	31	3	20		17	3	5		18	1	9	1	9	25	1	15	2	149	11	160	6.9	
Amhara	172	117	137	99	941	959	58	80	53	72	117	122	115	120	159	163	335	367	2087	2099	4186	50.1
Oromia							1002	579			26	7	761	451	3055	1088	70	77	4914	2202	7116	30.9
Somalie	4	1	2		1		1	1	5	1	230	9	18	1	26	1	134	9	421	23	444	5.2
Beneshangul	2	2	8	2	110	86	4	3	6	4	6	8	10	17	4	3	4	6	154	131	285	46.0
SNNPR	119	48	86	28	1417	601	293	135	248	115	251	110	966	433	257	105	129	124	3766	1699	5465	31.1
Gambella											6				9				15	0	15	0.0
Hareri	2				4	3	2	3	6	4	4		16	9	18	3	42	16	94	38	132	28.8
AddisAbaba	2	24	7	12	4	50	6	38	18	40	15	29	52	105	53	39	7	10	164	347	511	67.9
DireDewa	1	2	2	4	30	11	1		16	7	7		2		14	1	20	1	93	26	119	21.8
Sidama	15	2	11	4	368	211	9	3	24	35	116	39	339	151	24	7	44	16	950	468	1418	33.0
SWEPR	8	3	9	2	433	151	16	7	10	4	20	12	335	78	50	8	22	4	903	269	1172	23.0
National	356	202	282	151	3325	2075	1397	849	404	283	807	337	2623	1365	3694	1419	822	632	13710	7313	21023	34.8

6. Special Needs Education

The educational environment must be adjusted to meet the needs of all learners (UNESCO, 2005). That means, Inclusive Education is based on an assumption that all children can learn if they are given the right learning environment and support.

Special needs education is a type of education which provides appropriate modifications in curricula, educational resources medium of communication or the learning environment in order to cater for individual differences in learning. This may include everything from special schools, through special classes, to inclusive education

Special Needs Education provides additional support for short or long periods, for those who encounter problems in learning (students with difficulties, disabilities, giftedness, etc.) for a variety of reasons sometimes during their educational career.

Inclusive Education is an approach where by students with special educational needs regardless of age, form of disability, gender religion or culture are provided with appropriate education within regular schools.

An inclusive school for all must put flexibility and variation at the center, structurally as well as in terms of content, with the goal of offering every individual a relevant education and optimal opportunities for development (UNESCO,2005)

Inclusive education requires identifying barriers that hinder learning and reducing or removing these barriers in schools, vocational training centers, higher education, teacher education, and education management. It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement (UNESCO 2005)

Inclusive education is also about practical changes of the school and its system including the attitude of the school community, modifications in content, instructional adaptation, assessment method adaptation and physical adaptation of the school environment to cater for all children with diverse backgrounds and abilities (Special Needs/Inclusive Education Strategy, MoE, 2012).

The identification and assessment of students in school is important to get reliable data on students with special educational needs. The availability of precise data is useful for planning of the education of these students

Access to education is a human right recognized in the Universal Declaration of Human Right and UN Conventions on the Rights of Persons with Disabilities (CRPD) and Sustainable Development goals(SDG) that Ethiopia ratified.

The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. In line with the international declarations, conventions and statements, it establishes the universal right to education, emphasizes the need to allocate resources and provide assistance to disadvantaged groups. Special Needs/Inclusive Education Strategy of the MoE also clearly states the rights of students with special educational needs to get access at all education levels. To increase enrolment and benefit of students with disabilities, targets are set in ESDP VI.

The following analysis indicates the enrollment/access of students with different types of disabilities at Pre-Primary, Primary and Middle, and Secondary levels. When interpreting this data, it should be noted that the understanding of disability and special educational needs within the education system is an evolving area and it is likely that some children with special educational needs have not been recorded in the data or have been miss recorded under an incorrect disability category.

6.1 Enrolment of Pre-Primary Students with SENs

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Gross Enrolment rate of Students with SENs, Pre-Primary Female	1.2	3.0	2.3
Gross Enrolment rate of Students with SENs, Pre-Primary Male	1.5	3.4	3.0

Pre-primary education is essential for all children particularly for students with disabilities. In pre-primary education they learn different skills which are important for their primary education and future life such as Braille reading and writing, mobility, sign language and different life skills. Of course they learn other important aspects of Pre-Primary education including social skills, communication skills, cognitive skills, motor skills and skills which all children attending pre-primary education should acquire.

The population figures in the calculation of Gross and Net Enrollment Ratios have been based on the same assumption used in ESDP VI that 15% of the population live with disabilities based on a World Health Organization estimate. Pre-Primary includes all the three modalities.

Table 6.1 Pre-Primary GER for Students with SENs by Region and Sex, 2021/22.

Region	Population with SENs (Ages 4-6)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	10,564	10,018	20,582	57	40	97	0.5	0.4	0.5
Amhara	124,108	118,876	242,984	1,752	1,493	3,245	1.4	1.3	1.3
Oromia	244,257	237,456	481,713	1,636	1,195	2,831	0.7	0.5	0.6
Somali	41,609	40,572	82,180	186	139	325	0.4	0.3	0.4
Benishangul-Gumuz	7,059	6,790	13,849	129	90	219	1.8	1.3	1.6
SNNP	95,460	96,167	191,627	7,654	6,491	14,145	8.0	6.7	7.4
Gambella	2,564	2,486	5,050	134	111	245	5.2	4.5	4.9
Harari	1,289	1,235	2,524	209	133	342	16.2	10.8	13.5
Addis Ababa	16,723	16,577	33,300	4,543	2,572	7,115	27.2	15.5	21.4
Dire Dawa	2,308	2,223	4,531	109	57	166	4.7	2.6	3.7
Sidama	35,375	34,068	69,443	428	334	762	1.2	1.0	1.1
SWEP	31,020	30,685	61,705	1,439	1,351	2,790	4.6	4.4	4.5
National	612,337	597,152	1,209,489	18,276	14,006	32,282	3.0	2.3	2.7

Gross enrollment in Pre-Primary, though improved from last year, missed the ESDP VI target of the year in both sexes

The Gross Enrolment Ratio nationally for Pre-Primary is 2.7%, which shows an increment by 1% compared with last year's result. This is a result based on assumptions related to the population with special educational needs.

The national figure shows that thousands of children with disabilities are not yet attending Pre-Primary education, or not intently recorded.

With respect to type of disability, “Learning Difficulty” is the highest figure with 29.8% of the total figure, followed by “Intellectual difficulty” with 13.6%. The table below shows the detailed enrollment figure by type of disability.

Table 6.2 Pre-Primary Enrollment of Students with SENs by Region, Sex and Types, 2021/22

Region	Hearing Impairment		Visual Impairment		Physical Disability		Intellectual Difficulty		Learning Difficulty		Behavioral and Social Problems		Communication Difficulty		Multiple Disability		Autism		Total																				
	Some difficulty on hearing		Some difficulty on Vision		Some Physical Disability		Some Difficulty on Intellectual		Some Difficulty on Learning		Some Difficulty on Behavior and Socialization		Some Difficulty on Communication		Hearing problem and physical Disability		Visual Problem and Physical Disability																						
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	T																	
Afar	3	6	-	1	10	6	8	5	1	2	14	11	-	1	2	2	3	2	1	-	2	-	9	4	3	-	1	-	57	40	97								
Amhara	86	66	106	91	107	76	34	26	84	63	40	37	298	258	144	154	237	183	58	37	188	167	35	26	246	240	75	55	-	1	2	4	3	6	9	3	1,752	1,493	3,245
Oromia	102	90	67	41	143	95	9	9	144	84	33	39	304	182	47	44	278	234	79	64	151	121	25	16	185	142	26	12	38	17	5	5	1,636	1,195	2,831				
Somali	84	37	3	2	19	11	19	36	13	5	14	17	2	-	2	11	30	20	11	7	12	8	3	1	1	-	2	-	129	90	219								
Benishangul-Gumuz	10	8	3	-	25	13	-	5	13	9	3	6	12	8	2	2	32	23	11	7	12	8	3	1	1	-	2	-	129	90	219								
SNNP	874	784	114	87	1,166	961	52	59	405	350	104	79	755	600	111	84	1,821	1,551	458	460	708	614	122	140	681	469	125	113	26	22	60	56	27	21	45	41	7,654	6,491	14,145
Gambella	7	12	10	10	15	24	-	2	17	4	6	3	11	8	12	5	25	17	-	1	19	15	8	6	-	1	3	2	1	1	134	111	245						
Harari	8	6	2	3	11	12	3	-	4	10	1	3	46	29	4	-	15	20	6	2	50	21	8	3	15	4	8	5	22	13	6	2	209	133	342				
Addis Ababa	62	42	54	47	426	375	8	16	200	140	108	58	509	240	77	40	1,391	916	160	82	588	240	117	44	567	239	95	32	28	13	19	11	8	4	126	33	4,543	2,572	7,115
Dire Dawa	9	7	2	1	10	6	1	-	6	2	3	2	15	10	5	-	27	16	3	1	11	4	2	1	13	7	1	-	1	-	109	57	166						
Sidama	53	45	15	13	86	41	13	7	22	17	7	7	46	34	17	25	78	57	11	4	45	38	2	4	26	34	3	5	4	2	-	1	428	334	762				
SWEP	48	41	10	13	110	85	6	5	45	34	13	8	90	89	8	3	563	556	79	78	207	198	67	70	159	134	28	33	3	2	-	1	3	1	1,439	1,351	2,790		
National	1,346	1,144	386	309	2,128	1,705	145	165	961	723	319	244	2,114	1,486	427	358	4,469	3,575	859	731	1,981	1,436	380	304	1,951	1,307	366	257	55	36	152	107	39	32	198	87	18,276	14,006	32,282

6.2 Enrolment of Primary and Middle Students with SENs

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Gross Enrolment rate of students with SENs, Grades 1-8 Female	9.7	15.8	9.4
Gross Enrolment rate of students with SENs, Grades 1-8 Male	12.3	17.3	11.5

According to the data collected and shown in the table below, the total number of students with special educational needs who are attending Primary and Middle schools in 2021/22 are 310,014, showing a significant increment from last year, by 33 percentage points.

Table 6.3 GER in Primary and Middle Level of Students with SENs by Region and Sex, 2021/22

Region	Population with SENs (Ages 7-14)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	27,517	25,978	53,495	782	551	1,333	2.8	2.1	2.5
Amhara	337,371	325,081	662,453	29,840	24,174	54,014	8.8	7.4	8.2
Oromia	602,706	589,061	1,191,767	45,827	33,782	79,609	7.6	5.7	6.7
Somali	100,490	98,631	199,121	392	297	689	0.4	0.3	0.3
Benishangul-Gumuz	17,672	17,104	34,776	4,066	2,854	6,920	23.0	16.7	19.9
SNNP	211,975	215,349	427,324	51,950	43,214	95,164	24.5	20.1	22.3
Gambella	6,476	6,305	12,781	1,179	974	2,153	18.2	15.4	16.8
Harari	3,336	3,222	6,558	1,573	1,049	2,622	47.1	32.6	40.0
Addis Ababa	37,260	38,273	75,534	6,328	5,941	12,269	17.0	15.5	16.2
Dire Dawa	5,706	5,574	11,281	675	448	1,123	11.8	8.0	10.0
Sidama	78,551	76,290	154,841	5,519	5,083	10,602	7.0	6.7	6.8
SWEP	68,883	68,712	137,595	23,646	19,870	43,516	34.3	28.9	31.6
National	1,497,946	1,469,580	2,967,526	171,777	138,237	310,014	11.5	9.4	10.4

From the data indicated in the table above, the GER of students with special educational needs in Primary and Middle schools is 10.4%, with a 2.4 percentage point increment from last year. Enrolment of female students is less than males in all regions.

The ESDP VI target for the year has been missed for both sexes

Similar in Pre-Primary level, “Learning Difficulty” is the highest figure with 24.4% of the total figure, followed by “Visual Impairment” with 14.7%. The table below shows the detailed enrollment figure by disability type.

Table 6.4 Primary and Middle Level Enrollment of Students with SENs by Region, Sex and Types, 2021/22.

Region	Hearing Impairment		Visual Impairment		Physical Disability		Intellectual Difficulty		Learning Difficulty		Behavioral and Social Problems		Communication Difficulty		Multiple Disability		Autism		Total																				
	Some difficulty on hearing	Deaf	Some difficulty on Vision	Blind	Some Physical Disability	Severe Physical Disability	Some Difficulty on Intellectual	A lot of difficulty on Intellectual	Some Difficulty on Learning	A lot of difficulty on Learning	Some Difficulty on Behavior and Socialization	A lot of Difficulty on Behavior and Socialization	Some Difficulty on Communication	A lot of Difficulty on Communication	Hearing physical Disability	Disability on Vision and Hearing	Visual Problem and Physical Disability	M		F																			
Afar	98	58	37	27	97	78	14	11	94	77	17	14	112	62	10	4	92	90	41	35	54	27	7	5	84	50	15	10	1	2	3	6	1	782	551	1,333			
Amhara	1,919	1,630	2,213	2,020	1,864	1,604	967	822	1,506	1,162	671	490	4,709	3,752	1,517	1,187	4,579	3,990	911	716	3,903	2,824	1,053	814	2,790	2,105	857	720	71	82	149	126	86	73	75	57	29,840	24,174	54,014
Oromia	5,355	3,777	1,409	1,124	5,632	4,243	651	455	4,419	2,678	1,031	646	7,095	4,644	824	526	9,555	8,805	947	908	3,447	2,310	523	385	3,949	2,457	532	401	419	371	59	52	45,827	33,782	79,609				
Somali	104	94	12	5	38	46	10	4	28	24	1	1	31	16	3	-	27	18			59	53	6	2	37	21	9	3	22	10	5	-			392	297	689		
Benishangul-Gumuz	416	285	93	77	725	458	42	28	432	256	107	79	636	414	70	51	658	588	164	143	382	243	27	11	237	158	49	42	3	7	7	5	2	2	16	7	4,066	2,854	6,920
SNNP	6,060	5,031	1,024	811	8,722	7,017	668	458	3,599	2,790	914	748	4,645	3,619	862	639	9,000	8,376	2,871	2,568	5,787	4,694	1,808	1,584	3,792	3,008	1,078	916	117	79	534	484	156	135	313	257	51,950	43,214	95,164
Gambella	154	114	68	80	261	204	56	39	132	100	62	70	119	99	35	25	43	30	9	4	75	47	40	35	76	55	10	12	21	21	3	3	6	7	9	9	1,179	974	2,153
Harari	142	79	52	29	184	189	23	14	103	52	21	7	196	158	20	18	154	135	23	25	326	170	93	39	152	80	24	17			42	31			18	6	1,573	1,049	2,622
Addis Ababa	490	518	86	107	1,959	2,277	42	44	248	233	45	45	256	206	63	39	1,164	1,100	106	94	1,008	662	239	138	403	295	110	98	1	2	12	15	8	13	88	55	6,328	5,941	12,269
Dire Dawa	80	55	18	15	80	46	7	2	61	39	27	11	63	49	25	9	121	116	17	9	67	33	30	12	67	44	6	6	2	1	2	3	-			675	448	1,123	
Sidama	692	616	243	215	1,079	933	149	120	465	385	197	158	391	387	116	96	743	755	127	136	481	453	126	103	361	341	182	166	8	6	115	163	9	7	34	43	5,519	5,083	10,602
SWEP	1,367	1,013	311	206	1,757	1,292	145	111	1,036	722	239	199	1,807	1,501	357	329	6,428	5,824	1,785	1,670	3,937	3,345	1,165	1,022	2,276	1,805	567	408	22	14	303	262	44	37	100	110	23,646	19,870	43,516
National	16,857	13,270	5,566	4,716	22,398	18,387	2,774	2,108	12,124	8,538	3,332	2,468	20,060	14,907	3,902	2,923	32,564	29,827	7,001	6,308	19,526	14,861	5,117	4,150	14,224	10,419	3,439	2,799	246	211	1,609	1,475	325	274	713	596	171,777	138,237	310,014

6.3 Enrolment of Secondary Students with SENs

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Enrolment rate of students with SENs, Grades 9-12 Female	2.4	5.9	3.2
Enrolment rate of students with SENs, Grades 9-12 Male	3.2	6.5	4.1

A total of 46,379 students with special educational needs are currently attending secondary school. This shows an increment of around 50% from last year. Nationally, 43.2% of the total enrollment of students with SENs are females.

Table 6.5 GER in Secondary Level of Students with SENs by Region and Sex, 2021/22

Region	Population with SENs (Ages 15-18)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	11,378	9,734	21,111	335	197	532	2.9	2.0	2.5
Amhara	141,743	139,475	281,217	4,743	3,771	8,514	3.3	2.7	3.0
Oromia	280,759	275,816	556,574	5,276	3,594	8,870	1.9	1.3	1.6
Somali	32,396	27,399	59,795	32	19	51	0.1	0.1	0.1
Benishangul-Gumuz	8,232	7,963	16,195	455	266	721	5.5	3.3	4.5
SNNP	85,617	88,909	174,526	8,244	6,146	14,390	9.6	6.9	8.2
Gambella	3,233	2,951	6,184	320	236	556	9.9	8.0	9.0
Harari	1,627	1,597	3,224	80	30	110	4.9	1.9	3.4
Addis Ababa	13,058	14,424	27,482	1,628	1,477	3,105	12.5	10.2	11.3
Dire Dawa	2,960	2,959	5,919	13	11	24	0.4	0.4	0.4
Sidama	31,727	31,497	63,224	936	723	1,659	3.0	2.3	2.6
SWEP	27,822	28,369	56,191	4,296	3,551	7,847	15.4	12.5	14.0
National	640,551	631,091	1,271,642	26,358	20,021	46,379	4.1	3.2	3.6

According to ESDP VI, the GER target of secondary education for students with special educational needs is 5.9 and 6.5 percent for females and males respectively, in the year 2021/22. As can be seen in the above table, the calculated GER for both sex in this year is far from the target.

From Table 6.5, SWEP and Addis Ababa have the highest GER at 14.0% and 11.3% respectively; whereas the majority of the regions perform below 10%.

With respect to the type of disability, “Visual Impairment” is the highest figure with 26.2% of the total figure, followed by “Physical Disability” with 20.7%. The table below shows the detailed enrollment figure by disability type.

Table 6.6 Secondary Level Enrollment of Students with SENs by Region, Sex and Types, 2021/22.

Region	Hearing Impairment		Visual Impairment				Physical Disability				Intellectual Difficulty				Learning Difficulty				Behavioral and Social Problem				Communication Difficulty				Multiple Disability				Autism		Total						
	Some difficulty on hearing		Deaf		Some difficulty on Vision		Blind		Some Physical Disability		Severe Physical Disability		Some Difficulty on Intellectual		A lot of Difficulty on Intellectual		Some Difficulty on Learning		A lot of Difficulty on Learning		Some Difficulty on Behavior and Socialization		A lot of Difficulty on Behavior and Socialization		Some Difficulty on Communication		A lot of Difficulty on Communication		Hearing problem and physical Disability		Disability on Vision and Hearing			Visual Problem and Physical Disability					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	M	F	T	
Afar	-	-	6	1	2	5	7	5	3	2	-	-	235	126	3	5	-	1	-	2	-	1	-	10	5	66	46	-	-	-	1	-	-	-	335	197	532		
Amhara	10	9	249	189	373	329	431	282	296	191	498	569	753	502	228	172	301	295	490	285	252	136	89	77	257	359	304	272	6	5	168	70	23	12	15	17	4,743	3,771	8,514
Oromia	2	-	499	317	812	632	810	444	397	217	780	749	702	482	371	196	208	144	114	90	222	131	51	24	105	57	59	39	21	10	40	20	83	42	-	-	5,276	3,594	8,870
Somali	2	-	55	27	113	71	67	47	18	14	36	23	18	8	12	5	20	12	7	1	16	10	14	20	2	1	57	16	1	16	9	1	2	-	-	455	266	721	
Benishangul-Gumuz	-	-	8	5	-	-	8	-	-	2	3	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	4	-	-	-	-	32	19	51
SNWP	19	23	945	724	1,976	1,456	805	612	494	370	967	920	900	579	553	370	194	155	175	73	169	105	117	85	383	270	321	248	17	18	119	98	59	15	31	25	8,244	6,146	14,390
Gambella	3	1	64	50	72	56	63	48	36	20	5	5	7	9	30	27	9	8	13	1	4	3	2	2	-	1	3	1	2	1	5	1	1	2	1	-	320	236	556
Harari	-	-	6	4	12	2	4	2	6	5	10	9	23	3	7	3	-	-	8	1	1	1	-	-	-	3	-	-	-	-	-	-	-	-	-	-	80	30	110
Addis Ababa	9	3	66	63	387	536	75	58	21	11	127	99	411	301	69	75	120	116	33	32	25	11	2	2	8	5	165	122	-	1	99	35	6	1	5	6	1,628	1,477	3,105
Dire Dawa	-	-	-	-	3	2	-	1	2	-	-	-	-	-	-	-	2	5	3	2	2	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	13	11	24
Sidama	3	1	139	115	223	141	130	101	75	67	41	39	43	25	89	90	23	25	15	10	47	30	2	1	22	17	55	59	2	1	25	-	-	1	2	-	936	723	1,659
SWEP	14	15	159	110	361	278	194	127	144	110	1,087	1,110	1,006	726	411	345	18	9	19	7	30	29	11	8	470	437	298	197	3	-	60	40	6	3	5	-	4,296	3,551	7,847
National	62	52	2,196	1,605	4,334	3,508	2,594	1,727	1,492	1,009	3,554	3,531	4,098	2,761	1,773	1,288	895	770	877	502	770	456	289	220	1,257	1,152	1,331	1,000	52	36	546	278	179	78	59	48	26,358	20,021	46,379

In general, under-reporting of children with SENs is partaking in a large impact on the calculated figures in all levels of general education, though the figure has been improved from last year.

7. Teachers in General Education

ESDP VI aims to transform teaching into a profession of choice and to ensure that teachers are of a high quality that is appropriately qualified. Accordingly, this section of the Abstract focuses on the issue of teachers and teachers' qualification in detail.

The analysis of teachers in this edition is backed to the previous qualification levels. So, the minimum qualification requirement is Certificate for Pre-Primary, Diploma for Primary, and First Degree for Middle and Secondary levels.

The analysis of the teaching workforce has been carried out covering the ownership of schools (Government and Non-Government), teachers' distribution based on qualification, female shares as school leaders, as well as the extent of attrition.

7.1 Distribution of Teachers

Nationally, there are a total of 716,319 teaching force across all levels; kindergarten, primary (including "O"-class) and secondary schools in Ethiopia, without the workforce from Tigray region. Out of this, 19.4% are females.

The majority of teachers are male across all levels, with the exception of Kindergarten. In primary, middle and secondary schools, 63% of the teaching force is male, whereas in kindergarten schools this is reversed with 93 % of teachers being females.

With regard to primary school teachers, Oromia, Amhara and SNNP have the highest number of teachers. In addition, Addis Ababa has the highest proportion of kindergarten teachers, with 40.8% of all kindergarten teaching staff in the country, followed by Oromia, SNNP and Amhara. The proportion of teachers in secondary schools is highest in Oromia with 31%; whereas the cumulative score for the six regions, except for Amhara, SNNP, Addis Ababa, Sidama and SWEP is around 11% in aggregate. This low figure might be due to under-reporting of teachers in the regions, apart from the size of the regions.

Table 7.1 Number of Teachers across all Levels by Region and Sex, 2021/22

Region	Kindergarten		Primary		Middle		Secondary		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	25	198	3,094	1,052	1,378	501	829	150	5,326	1,901	7,227
Amhara	204	2,995	46,126	52,253	33,557	23,246	31,343	10,494	111,230	88,988	200,218
Oromia	973	10,098	67,171	56,915	36,538	16,163	35,466	7,379	140,148	90,555	230,703
Somali	78	28	3,250	552	8,254	1,616	2,619	442	14,201	2,638	16,839
Benishangul-Gumuz	6	158	2,971	1,852	1,727	925	1,660	372	6,364	3,307	9,671
SNNP	400	2,861	28,596	21,364	21,151	9,801	17,891	4,494	68,038	38,520	106,558
Gambella	143	123	1,613	732	1,347	371	1,280	132	4,383	1,358	5,741
Harari	18	263	670	679	467	299	413	134	1,568	1,375	2,943
Addis Ababa	541	13,999	9,299	12,433	5,373	3,524	8,726	2,230	23,939	32,186	56,125
Dire Dawa	35	421	1,207	806	657	294	665	122	2,564	1,643	4,207
Sidama	210	1,454	16,433	7,350	8,687	3,042	5,360	1,331	30,690	13,177	43,867
SWEP	32	377	10,008	6,698	6,347	2,580	4,966	1,212	21,353	10,867	32,220
National	2,665	32,975	190,438	162,686	125,483	62,362	111,218	28,492	429,804	286,515	716,319

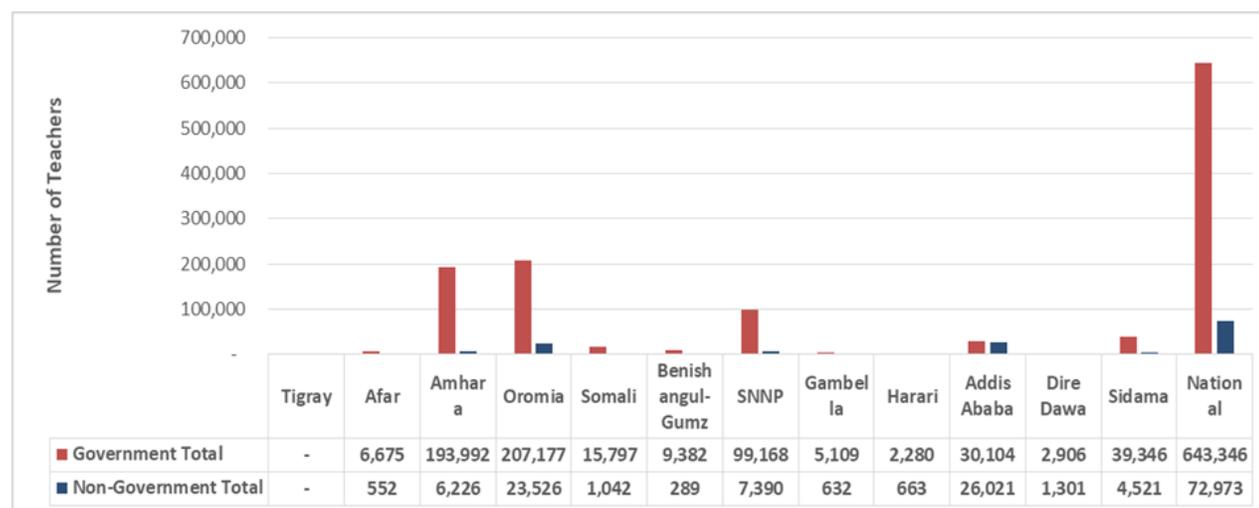
7.2 Government and Non-Government Distribution of Teachers

As expected, the majority of teachers work in Government schools, accounting for 89.8%. Table 7.2 below presents the quantitative distribution of teachers across Government and Non-Government schools.

Table 7.2 Distribution of Teachers across all Levels by Ownership, Sex and Region, 2021/22

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	5,058	1,617	6,675	268	284	552	5,326	1,901	7,227
Amhara	109,155	84,837	193,992	2,075	4,151	6,226	111,230	88,988	200,218
Oromia	130,805	76,372	207,177	9,343	14,183	23,526	140,148	90,555	230,703
Somali	13,318	2,479	15,797	883	159	1,042	14,201	2,638	16,839
Benishangul-Gumz	6,256	3,126	9,382	108	181	289	6,364	3,307	9,671
SNNP	64,511	34,657	99,168	3,527	3,863	7,390	68,038	38,520	106,558
Gambella	3,970	1,139	5,109	413	219	632	4,383	1,358	5,741
Harari	1,342	938	2,280	226	437	663	1,568	1,375	2,943
Addis Ababa	14,567	15,537	30,104	9,372	16,649	26,021	23,939	32,186	56,125
Dire Dawa	1,966	940	2,906	598	703	1,301	2,564	1,643	4,207
Sidama	28,319	11,027	39,346	2,371	2,150	4,521	30,690	13,177	43,867
SWEP	21,046	10,364	31,410	307	503	810	21,353	10,867	32,220
National	400,313	243,033	643,346	29,491	43,482	72,973	429,804	286,515	716,319

Chart 7.1 Distribution of Teachers across all Levels by Ownership and Region, 2021/22



7.2.1 Government and Non-Government Teachers' Distribution in Kindergarten

At national level, there are 35,640 teachers in kindergartens, most of which are found in Non-Government schools.

In Somali, Gambella and Harari, there is no Government teacher reported, and data reporting problems observed in most regions in filling Kindergarten data. The majority of Kindergarten teachers are concentrated in Addis Ababa, with 41% of the national figure.

Table 7.3 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2021/22

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	2	29	31	23	169	192	25	198	223
Amhara	11	125	136	193	2,870	3,063	204	2,995	3,199
Oromia	88	458	546	885	9,640	10,525	973	10,098	11,071
Somali	-	-	-	78	28	106	78	28	106
Benishangul-Gumuz	-	18	18	6	140	146	6	158	164
SNNP	15	118	133	385	2,743	3,128	400	2,861	3,261
Gambella	-	-	-	143	123	266	143	123	266
Harari	-	-	-	18	263	281	18	263	281
Addis Ababa	354	3,911	4,265	187	10,088	10,275	541	13,999	14,540
Dire Dawa	-	4	4	35	417	452	35	421	456
Sidama	3	6	9	207	1,448	1,655	210	1,454	1,664
SWEP	1	24	25	31	353	384	32	377	409
National	474	4,693	5,167	2,191	28,282	30,473	2,665	32,975	35,640

7.2.2 Government and Non-Government Teachers' Distribution in Primary Schools

At national level, there are a total of 353,124 teachers (including O-Class teachers) in Primary schools. The share of government schools is about 92.2%. The share of teachers in each of the regional states logically corresponds to the overall student population of the states.

Table 7.4 Distributions of Primary Teachers by Region, Sex and Ownership, 2021/22

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	2,907	948	3,855	187	104	291	3,094	1,052	4,146
Amhara	44,965	51,183	96,148	1,161	1,070	2,231	46,126	52,253	98,379
Oromia	61,646	53,149	114,795	5,525	3,766	9,291	67,171	56,915	124,086
Somali	3,011	500	3,511	239	52	291	3,250	552	3,802
Benishangul-Gumuz	2,897	1,817	4,714	74	35	109	2,971	1,852	4,823
SNNP	26,585	20,504	47,089	2,011	860	2,871	28,596	21,364	49,960
Gambella	1,448	657	2,105	165	75	240	1,613	732	2,345
Harari	577	539	1,116	93	140	233	670	679	1,349
Addis Ababa	5,046	7,317	12,363	4,253	5,116	9,369	9,299	12,433	21,732
Dire Dawa	951	562	1,513	256	244	500	1,207	806	2,013
Sidama	15,074	6,841	21,915	1,359	509	1,868	16,433	7,350	23,783
SWEP	9,826	6,573	16,399	182	125	307	10,008	6,698	16,706
National	174,933	150,590	325,523	15,505	12,096	27,601	190,438	162,686	353,124

7.2.3 Government and Non-Government Teachers' Distribution in Middle Schools

Based on the new Education Road Map, the previous Primary education (Grades 1-8) is categorized by Primary (Grades 1-6) and Middle (Grades 7-8). And hence the total number of teachers for Grades 1-8 will be the sum of the two levels.

There are a total of 187,845 teachers in Middle schools. The share of government schools is highest as primary schools, which is about 95.5%. It should be clear that, as the Primary and Middle schools are in the same

compound in most of the cases, teachers are counted based on the number of periods they are teaching (in Primary/Middle).

Table 7.5 Distributions of Middle School Teachers by Region, Sex and Ownership, 2021/22

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	1,329	490	1,819	49	11	60	1,378	501	1,879
Amhara	33,170	23,079	56,249	387	167	554	33,557	23,246	56,803
Oromia	34,853	15,542	50,395	1,685	621	2,306	36,538	16,163	52,701
Somali	7,833	1,552	9,385	421	64	485	8,254	1,616	9,870
Benishangul-Gumz	1,706	919	2,625	21	6	27	1,727	925	2,652
SNNP	20,552	9,605	30,157	599	196	795	21,151	9,801	30,952
Gambella	1,265	352	1,617	82	19	101	1,347	371	1,718
Harari	433	282	715	34	17	51	467	299	766
Addis Ababa	3,199	2,388	5,587	2,174	1,136	3,310	5,373	3,524	8,897
Dire Dawa	524	261	785	133	33	166	657	294	951
Sidama	8,233	2,879	11,112	454	163	617	8,687	3,042	11,729
SWEP	6,305	2,561	8,866	42	19	61	6,347	2,580	8,927
National	119,402	59,910	179,312	6,081	2,452	8,533	125,483	62,362	187,845

7.2.4 Government and Non-Government Teachers' Distribution in Secondary Schools

There are 139,710 secondary school teachers nationally. In Addis Ababa the proportion of teachers in Non-Government is the highest of all regions, with 48% share from the entire Non-Government workforce.

It can be noted in Table 7.6 below that the majority of teachers, 80%, are males. The trend is similar across regions with regard to the proportion of male and female teachers.

Table 7.6 Distributions of Secondary School Teachers by Region, Sex and Ownership, 2021/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	820	150	970	9	-	9	829	150	979
Amhara	31,009	10,450	41,459	334	44	378	31,343	10,494	41,837
Oromia	34,218	7,223	41,441	1,248	156	1,404	35,466	7,379	42,845
Somali	2,474	427	2,901	145	15	160	2,619	442	3,061
Benishangul-Gumz	1,653	372	2,025	7	-	7	1,660	372	2,032
SNNP	17,359	4,430	21,789	532	64	596	17,891	4,494	22,385
Gambella	1,257	130	1,387	23	2	25	1,280	132	1,412
Harari	332	117	449	81	17	98	413	134	547
Addis Ababa	5,968	1,921	7,889	2,758	309	3,067	8,726	2,230	10,956
Dire Dawa	491	113	604	174	9	183	665	122	787
Sidama	5,009	1,301	6,310	351	30	381	5,360	1,331	6,691
SWEP	4,914	1,206	6,120	52	6	58	4,966	1,212	6,178
National	105,504	27,840	133,344	5,714	652	6,366	111,218	28,492	139,710

7.3 Qualification Level of Teachers

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Pre-primary (KG) teachers holding Certificate and above Female	-	-	80.1
Pre-primary (KG) teachers holding Certificate and above Male	-	-	76.5
Primary and Middle teachers appropriately qualified Female	-	-	68.6
Primary and Middle teachers appropriately qualified Male	-	-	60.2
Secondary teachers appropriately qualified Female	-	-	95.0
Secondary teachers appropriately qualified Male	-	-	93.5

The qualification level of teachers is an important aspect of improving the quality of education in a country. In this edition, unlike the last year's which was based on the new Ethiopian Education Road Map, the qualification of Kindergarten teachers should have at least Certificate, Diploma is the minimum qualification level for Primary level teachers, whereas Middle level and Secondary school teachers should have at least Bachelor Degree.

7.3.1 The Qualification of Pre-Primary (KG) Teachers

Nationally, most of the teachers who are teaching in Pre-Primary are appropriately qualified for the level, with 79.9% of them are Certificate and above.

When we look at the percentage of qualified teachers, qualified female teachers score above their male counterparts when calculated gender wise, as they do in the total number of teachers for the level.

Table 7.7 Qualified Teachers in Pre-Primary (KG) by Region and Sex, 2021/22

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	21	144	165	84.0	72.7	74.0
Amhara	137	2,484	2,621	67.2	82.9	81.9
Oromia	681	7,138	7,819	70.0	70.7	70.6
Somali	70	20	90	89.7	71.4	84.9
Benishangul-Gumz	5	146	151	83.3	92.4	92.1
SNNP	332	2,423	2,755	83.0	84.7	84.5
Gambella	111	107	218	77.6	87.0	82.0
Harari	14	217	231	77.8	82.5	82.2
Addis Ababa	465	12,263	12,728	86.0	87.6	87.5
Dire Dawa	24	306	330	68.6	72.7	72.4
Sidama	156	880	1,036	74.3	60.5	62.3
SWEP	24	296	320	75.0	78.5	78.2
National	2,040	26,424	28,464	76.5	80.1	79.9

7.3.2 The Qualification of Primary Teachers

Nationally, most of the teachers who are teaching in primary schools are appropriately qualified for the level as the qualification required for the level in this year is considered to be Diploma.

When we look at the percentage of qualified teachers, qualified female teachers score above male, whereas the total male teachers are higher than that of females.

Table 7.8 Qualified Primary Teachers by Region and Sex, 2021/22

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	1,560	753	2,313	50.4	71.6	55.8
Amhara	44,493	50,630	95,123	96.5	96.9	96.7
Oromia	60,620	53,438	114,058	90.2	93.9	91.9
Somali	997	205	1,202	30.7	37.1	31.6
Benishangul-Gumz	2,558	1,611	4,169	86.1	87.0	86.4
SNNP	27,840	20,822	48,662	97.4	97.5	97.4
Gambella	1,366	672	2,038	84.7	91.8	86.9
Harari	574	605	1,179	85.7	89.1	87.4
Addis Ababa	164	187	351	1.8	1.5	1.6
Dire Dawa	1,005	717	1,722	83.3	89.0	85.5
Sidama	16,294	7,287	23,581	99.2	99.1	99.2
SWEP	9,479	6,550	16,029	94.7	97.8	95.9
National	166,950	143,477	310,427	87.7	88.2	87.9

7.3.3 The Qualification of Middle School Teachers

Unlike at the primary level, the percentage of qualified male teachers are higher than females, as their total number do.

Table 7.9 Qualified Middle School Teachers by Region and Sex, 2021/22

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	356	136	492	25.8	27.1	26.2
Amhara	3,516	2,152	5,668	10.5	9.3	10.0
Oromia	11,530	4,895	16,425	31.6	30.3	31.2
Somali	535	142	677	6.5	8.8	6.9
Benishangul-Gumz	363	134	497	21.0	14.5	18.7
SNNP	4,946	2,472	7,418	23.4	25.2	24.0
Gambella	209	72	281	15.5	19.4	16.4
Harari	85	78	163	18.2	26.1	21.3
Addis Ababa	13	5	18	0.2	0.1	0.2
Dire Dawa	259	113	372	39.4	38.4	39.1
Sidama	885	385	1,270	10.2	12.7	10.8
SWEP	512	324	836	8.1	12.6	9.4
National	23,209	10,908	34,117	18.5	17.5	18.2

The table below further elucidates the qualification level of Primary and Middle school teachers (Grades 1-8) in general. Since the qualification required for the two levels is different, the figure reflects neither Diploma teachers nor Degree teachers, but rather the combination of the two.

Table 7.10 Qualified Primary and Middle (Grades 1-8) Teachers by Region and Sex, 2021/22

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	1,916	889	2,805	42.8	57.2	46.6
Amhara	48,009	52,782	100,791	60.2	69.9	65.0
Oromia	72,150	58,333	130,483	69.6	79.8	73.8
Somali	1,532	347	1,879	13.3	16.0	13.7
Benishangul-Gumz	2,921	1,745	4,666	62.2	62.8	62.4
SNNP	32,786	23,294	56,080	65.9	74.7	69.3
Gambella	1,575	744	2,319	53.2	67.5	57.1
Harari	659	683	1,342	58.0	69.8	63.5
Addis Ababa	177	192	369	1.2	1.2	1.2
Dire Dawa	1,264	830	2,094	67.8	75.5	70.6
Sidama	17,179	7,672	24,851	68.4	73.8	70.0
SWEP	9,991	6,874	16,865	61.1	74.1	65.8
National	190,159	154,385	344,544	60.2	68.6	63.7

7.3.4 The Qualification of Secondary Teachers

Out of the total number of teachers teaching in secondary (Grades 9-12) schools, teachers who fulfill the qualification for the level, First Degree and above, are 93.8%. This assures that almost all Secondary school teachers have at least First Degree.

In general, in all levels, lots of work is required to meet the ESDP VI targets for the coming years since the national figure is too far from the target.

Table 7.11 Qualified Secondary Teachers by Region and Sex, 2021/22

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	705	115	820	85.0	76.7	83.8
Amhara	30,271	10,079	40,350	96.6	96.0	96.4
Oromia	33,992	7,095	41,087	95.8	96.2	95.9
Somali	2,619	442	3,061	100.0	100.0	100.0
Benishangul-Gumuz	1,467	332	1,799	88.4	89.2	88.5
SNNP	16,394	4,233	20,627	91.6	94.2	92.1
Gambella	596	72	668	46.6	54.5	47.3
Harari	356	111	467	86.2	82.8	85.4
Addis Ababa	8,560	2,161	10,721	98.1	96.9	97.9
Dire Dawa	647	117	764	97.3	95.9	97.1
Sidama	4,786	1,266	6,052	89.3	95.1	90.4
SWEP	3,612	1,031	4,643	72.7	85.1	75.2
National	104,005	27,054	131,059	93.5	95.0	93.8

7.4 Attrition of Teachers

Attrition can be used as one important piece of evidence about the number of teachers that have left the education system each year and their reasons for doing so, and it will be an input for the extent to which the gap in the teaching workforce is. The attrition rate is calculated by dividing the number of teachers leaving the system by the total number of teachers for that year.

7.4.1 Attrition of Teachers in Primary and Middle Schools

The national attrition rate for Primary and Middle school teachers in 2021/22 is 1.4% with a 0.3 percentage points decrease from last year. Attrition rate is higher in female teachers than male. Harari, Addis Ababa and Dire Dawa scored the highest attrition rate among all regions, whereas Amhara, Somali and Sidama have the lowest score with less than 1%.

Table 7.12 Attrition of Teachers in Primary and Middle Schools by Region and Sex, 2021/22

Region	Total Attrition			All Primary Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	78	44	122	4,472	1,553	6,025	1.7	2.8	2.0
Amhara	304	215	519	79,683	75,499	155,182	0.4	0.3	0.3
Oromia	1674	1674	3348	103,709	73,078	176,787	1.6	2.3	1.9
Somali	1	1	2	11,504	2,168	13,672	0.0	0.0	0.0
Benishangul-Gumuz	69	23	92	4,698	2,777	7,475	1.5	0.8	1.2
SNNP	1037	574	1611	49,747	31,165	80,912	2.1	1.8	2.0
Gambella	66	31	97	2,960	1,103	4,063	2.2	2.8	2.4
Harari	44	37	81	1,137	978	2,115	3.9	3.8	3.8
Addis Ababa	536	448	984	14,672	15,957	30,629	3.7	2.8	3.2
Dire Dawa	49	43	92	1,864	1,100	2,964	2.6	3.9	3.1
Sidama	191	47	238	25,120	10,392	35,512	0.8	0.5	0.7
SWEP	335	200	535	16,355	9,278	25,633	2.0	2.2	2.1
National	4,384	3,337	7,721	315,921	225,048	540,969	1.4	1.5	1.4

Among the reasons for leaving the teaching profession, the highest figure is categorized under “Other” (with reasons not among the list). Apart from “Other”, “Change/Left teaching profession” is the top ranked reason for leaving the profession, followed by “Retirement”.

The table below shows the detailed data on reasons for leaving the teaching profession at Primary and Middle level.

Table 7.13 Reasons for Leaving the Profession in Primary and Middle School Teachers, 2021/22

Region	Change/Left teaching profession		Death		Ethical Problem		Political Post		Prolonged Sickness		Retirement		Other		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	31	18	6	3	3	1	4	1	3	2	1	1	30	18	78	44	122
Amhara	88	52	23	16	16	3	9	6	6	14	69	49	93	75	304	215	519
Oromia	264	268	201	201	123	125	120	120	104	105	306	305	556	555	1674	1674	3348
Somali	-	-	1	1											1	1	2
Benishangul-Gumuz	32	6	13	2			6	2	2	3	6		10	10	69	23	92
SNNP	299	178	92	51	96	48	126	53	75	55	150	62	299	127	1037	574	1611
Gambella	18	12	10	5	8	3	8	2	6	1		1	16	7	66	31	97
Harari	10	11	5	1	8	5	4		2	3	6	11	9	6	44	37	81
Addis Ababa	172	133	42	30	32	19	25	18	15	28	60	68	190	152	536	448	984
Dire Dawa	12	15	7	6	5	1	2	2	5	2	4	7	14	10	49	48	92
Sidama	51	11	23	5	14	5	9	1	22	6	42	13	30	6	191	47	238
SWEP	66	40	18	8	21	6	27	8	9	9	21	7	173	122	335	200	535
National	1,003	739	441	329	326	216	340	213	249	228	665	524	1,360	1,088	4,384	3,337	7,721

7.4.2 Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 7.14 below. Accordingly, it has been found that the national attrition rate is about 1.3%, with a 1.1 percentage points decrease from last year. The highest attrition rate is registered as 4.2% in Harari, followed by 3.4% in Dire Dawa. The lowest attrition rate is observed in Amhara and Somali, with far below 1%.

Table 7.14 Attrition of Teachers in Secondary Schools by Region and Sex, 2021/22

Region	Total Attrition			All Secondary Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	14	3	17	829	150	979	1.7	2.0	1.7
Amhara	94	33	127	31,343	10,494	41,837	0.3	0.3	0.3
Oromia	383	385	768	35,466	7,379	42,845	1.1	5.2	1.8
Somali	1	0	1	2,619	442	3,061	0.0	0.0	0.0
Benishangul-Gumuz	41	17	58	1,660	372	2,032	2.5	4.6	2.9
SNNP	275	80	355	17,891	4,494	22,385	1.5	1.8	1.6
Gambella	13	1	14	1,280	132	1,412	1.0	0.8	1.0
Harari	18	5	23	413	134	547	4.4	3.7	4.2
Addis Ababa	184	96	280	8,726	2,230	10,956	2.1	4.3	2.6
Dire Dawa	22	5	27	665	122	787	3.3	4.1	3.4
Sidama	56	15	71	5,360	1,331	6,691	1.0	1.1	1.1
SWEP	88	32	120	4,966	1,212	6,178	1.8	2.6	1.9
National	1,189	672	1,861	111,218	28,492	139,710	1.1	2.4	1.3

The reasons for attrition in secondary school teachers have also been explored. There are a significant number of undisclosed reasons which are categorized under “Other”.

Among the disclosed reasons, similar to the primary case, “Change/Left teaching profession” took the largest share, with 22.6%, followed by “Retirement” with 17.4% of the attrition at national level. This national pattern is reflected across the regions as well. The information provided in Table 7.15 further elucidates the above narration.

Table 7.15 Reasons for Leaving the Profession in Secondary Teachers, 2021/22

Region	Change/Left teaching profession		Death		Ethical Problem		Political Post		Prolonged Sickness		Retirement		Other		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	7	1	2	1					1				4	1	14	3	17
Amhara	31	7	15	5	3		6	4		1	19	9	20	7	94	33	127
Oromia	55	55	34	35	17	17	34	33	23	23	84	86	136	136	383	385	768
Somali	-	-		1											1	0	1
Benishangul-Gumuz	19	6	2	1	1		3		1		2		13	10	41	17	58
SNNP	70	21	12	6	13	3	55	10	16	5	44	9	65	26	275	80	355
Gambella	6	-			3		3		1					1	13	1	14
Harari	3	1	1	1	3		1		2	1	3	1	5	1	18	5	23
Addis Ababa	57	25	18	9	12	6	34	4	6	5	23	17	54	30	184	96	280
Dire Dawa	7	1	3		4	1	1		2		1	2	4	1	22	5	27
Sidama	20	5	5		3		1		4	1	10	4	13	5	56	15	71
SWEP	18	5	8		2	1	15	6	2	1	8	2	35	17	88	32	120
National	293	127	101	58	61	28	133	57	58	37	194	130	349	235	1,189	672	1,861

In general, compared to last year, total attrition and attrition rate of teachers has decreased both in Primary and Middle and secondary levels, unlike the pattern observed in the previous years.

7.5 School Leaders and Supervisors

Along with aiming to ensure that teachers are of a high quality that is appropriately qualified, schools (at all levels) should also be managed by properly qualified and trained principals.

In addition to the focus on trained manpower, females should penetrate the gender gap in the participation of educational leadership, as their representation is currently increasing in the executive branch of the Government.

In order to bridge the gap of accessing up-to-date information/data for policy makers, planners and researchers, different Development Partners are supporting the country in developing Preliminary Gender Profile to assess the situation of women and gender equality in Ethiopia and to consequently identify key areas of comprehensive gender profile in regions. Such a Gender Profile assessment will help the Government to empower females in bringing them to leadership and filling the gap in equity.

7.5.1 School Leaders and Supervisors in Primary and Middle Schools

In 2021/22, the total number of Primary and Middle school principals and vice principals are 44,589, of which only 11.8% of them are females.

Table 7.16 School Leaders in Primary and Middle Education by Region and Sex, 2021/22

Region	Principals		Vice Principals		CRC Supervisors		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	358	74	41	8	102	12	501	94	595
Amhara	8,281	560	1,011	419	1,900	78	11,192	1,057	12,249
Oromia	12,949	1,217	3,706	1,118	2,527	130	19,182	2,465	21,647
Somali	1,128	41	194	18	155	7	1,477	66	1,543
Benishangul-Gumuz	433	62	33	84	67	3	533	149	682
SNNP	4,051	258	1,650	458	997	50	6,698	766	7,464
Gambella	172	13	66	19	58	4	296	36	332
Harari	69	12	40	25	17	7	126	44	170
Addis Ababa	616	174	711	260	234	160	1,561	594	2,155
Dire Dawa	89	13	52	49	12	1	153	63	216
Sidama	1,178	73	1,037	190	281	26	2,496	289	2,785
SWEP	1,287	52	192	48	286	9	1,765	109	1,874
National	30,611	2,549	8,733	2,696	6,636	487	45,980	5,732	51,712

On the other hand, there are 7,123 cluster supervisors reported in Primary and Middle schools, in which the female share is below 7%.

7.5.2 School Leaders and Supervisors in Secondary Schools

Similarly, the table below shows the detail on the number of principals, vice principals and supervisors in secondary schools. It shows that there are 6,497 principals and vice principals reported in secondary schools across the country, from which, the female share is below 7%.

Table 7.17 School Leaders in Secondary Education by Region and Sex, 2021/22

Region	Principals		Vice Principals		Supervisors		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	46	4	12	2	8	1	66	7	73
Amhara	586	27	510	58	173	12	1,269	97	1,366
Oromia	1266	25	1,097	120	345	18	2,708	163	2,871
Somali	154	9	39	6	22	3	215	18	233
Benishangul-Gumuz	34	1	13	1	15	-	62	2	64
SNNP	548	21	578	49	189	10	1,315	80	1,395
Gambella	58	0	17	5	24	1	99	6	105
Harari	12	4	18	8	2	3	32	15	47
Addis Ababa	185	16	278	44	69	23	532	83	615
Dire Dawa	15	2	22	3	1	-	38	5	43
Sidama	111	3	170	16	47	5	328	24	352
SWEP	166	4	115	19	53	2	334	25	359
National	3,181	116	2,869	331	948	78	6,998	525	7,523

On the other hand, the female share in secondary supervisors is around 8%.

7.6 Qualified School Leaders and Supervisors

ESDP VI Indicator	2018/19 Baseline	2021/22 Target	2021/22 Actual
Primary and Middle School Leaders appropriately qualified Female	11.2	14.3	6.8
Primary and Middle School Leaders appropriately qualified Male	55.2	65.5	50.3
Secondary School Leaders appropriately qualified Female	6.8	8.5	2.0
Secondary School Leaders appropriately qualified Male	56.0	68.4	32.3
Percentage of qualified Primary School Supervisors (CRC) Female	5.0	13.8	4.4
Percentage of qualified Primary and Middle School Supervisors (CRC) Male	72.8	72.8	68.5
Percentage of qualified Secondary School Supervisors (Total)	90	100	51.3

The qualification level of school leaders and supervisors is also an important aspect of improving the quality of education and leadership in a country. The minimum qualification required for school leaders and supervisors is First Degree for Primary and Middle level and Masters Degree for Secondary level. The tables below show the level of qualification of school leaders and supervisors in Primary and Middle and Secondary education.

Table 7.18 Qualified School Leaders and Supervisors in Primary and Middle Education by Region and Sex, 2021/22

Region	Number of Qualified School Leaders and CRC Supervisors						Qualified (%)					
	Principals		Vice Principals		CRC Supervisors		School Leaders			CRC Supervisors		
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Afar	46	13	1	3	11	3	9.8	3.3	13.1	9.6	2.6	12.3
Amhara	5,455	388	595	233	1,184	45	58.9	6.0	64.9	59.9	2.3	62.1
Oromia	8,233	724	2,177	723	2,312	120	54.8	7.6	62.4	87.0	4.5	91.5
Somali	134	6	12	2	15	1	10.6	0.6	11.2	9.3	0.6	9.9
Benishangul-Gumz	42	4	-	7	-	-	6.9	1.8	8.7	-	-	-
SNNP	2,107	151	870	286	741	33	46.4	6.8	53.2	70.8	3.2	73.9
Gambella	30	4	11	3	12	-	15.2	2.6	17.8	19.4	-	19.4
Harari	5	2	4	1	2	-	6.2	2.1	8.2	8.3	-	8.3
Addis Ababa	360	88	438	167	145	83	45.3	14.5	59.8	36.8	21.1	57.9
Dire Dawa	2	1	1	-	-	-	1.5	0.5	2.0	-	-	-
Sidama	723	48	585	115	250	19	52.8	6.6	59.4	81.4	6.2	87.6
SWEP	519	32	78	19	209	8	37.8	3.2	41.0	70.8	2.7	73.6
National	17,656	1,461	4,772	1,559	4,881	312	50.3	6.8	57.1	68.5	4.4	72.9

The percentage is calculated based on the total number of school leaders and supervisors presented in the previous section.

Table 7.19 Qualified School Leaders and Supervisors in Secondary Education by Region and Sex, 2021/22

Region	Number of Qualified School Leaders and Supervisors						Qualified (%)					
	Principals		Vice Principals		Supervisors		School Leaders			Supervisors		
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Afar	0	0	-	-	-	-	-	-	-	-	-	-
Amhara	32	2	25	3	8	1	4.8	0.4	5.2	4.3	0.5	4.9
Oromia	802	20	632	65	305	15	57.2	3.4	60.6	84.0	4.1	88.2
Somali	4	0	-	-	-	-	1.9	-	1.9	-	-	-
Benishangul-Gumz	0	0	-	-	-	-	-	-	-	-	-	-
SNNP	170	9	130	5	107	5	25.1	1.2	26.3	53.8	2.5	56.3
Gambella	1	0	-	-	1	-	1.3	-	1.3	4.0	-	4.0
Harari	1	0	1	-	-	-	4.8	-	4.8	-	-	-
Addis Ababa	55	4	84	14	17	4	26.6	3.4	30.0	18.5	4.3	22.8
Dire Dawa	0	0	-	-	-	-	-	-	-	-	-	-
Sidama	51	2	52	2	27	2	34.3	1.3	35.7	51.9	3.8	55.8
SWEP	42	1	17	3	32	2	19.4	1.3	20.7	58.2	3.6	61.8
National	1,158	38	941	92	497	29	32.3	2.0	34.3	48.4	2.8	51.3

From the figure above, it has been seen that there is a huge gap in female leaders and supervisors. Afar, Benishangul-Gumz and Dire Dawa didn't report any school leader and supervisor, whereas Somali, Gambella and Harari have no female principal at all. Moreover, five regions didn't report the Vice-Principal and Supervisor data.

8. Colleges of Teachers' Education

Colleges of teachers' education (CTEs) are basically aimed at equipping prospective teachers with the necessary knowledge, attitude, behaviors and skills they require to perform their tasks effectively in the classroom/school and to the wider community at large.

As of 2010/21, there are 39 colleges of teachers' education throughout the country. CTEs provide three years' education and training in teaching and award a diploma through regular, summer and extension (evening and weekend) programs.

There are above 20 different departments or streams in most CTEs that are categorized under two modalities; New Modality and Linear Modality.

Currently, CTEs are preparing themselves and also in 5 colleges of teachers' education has been started Degree programs for the provision of Degree programs in teaching to fulfill the gap in qualified teacher so that successfully accomplish the ESDP VI target in line with the new Education Road Map

To assess the capacities and quality of services at CTEs, the Ministry of Education collects educational data on an annual basis. With this, the 2021/22 CTEs data has been organized and collected on students, academic and administrative staff from all colleges of teachers' education in the country.

The response rate for this year is better as of the previous year's collection by an addition of one institution, with a return of completed data from 34 CTEs out of a total of 39. For those CTEs that didn't return the questionnaire, the 2020/21 figure was used so that the national figure could be generated accordingly.

8.1 Enrolment in CTEs

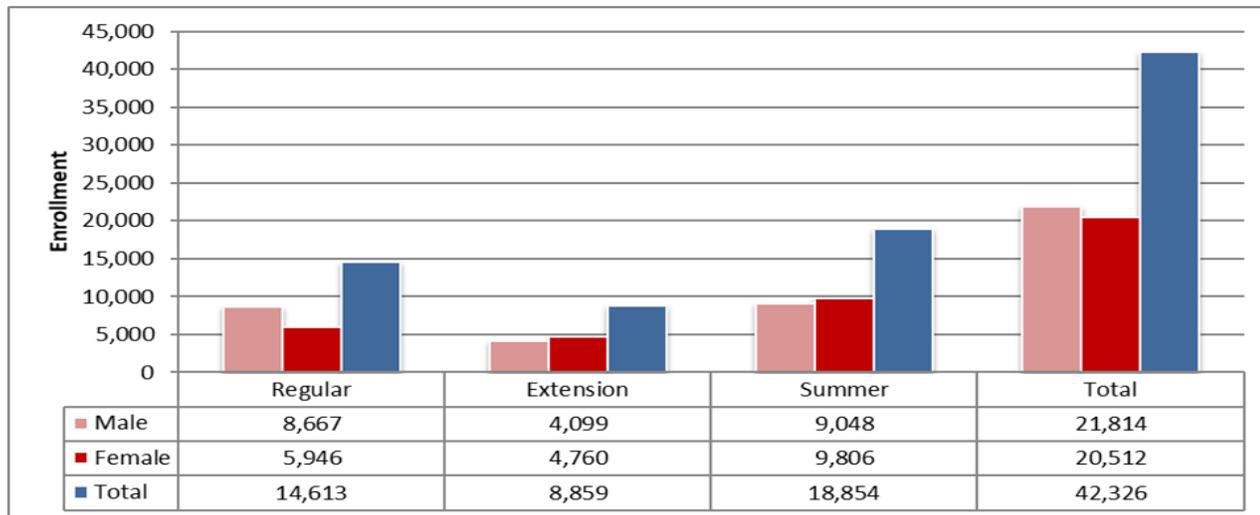
The total enrolment in all programs (regular, extension and summer) for this year is 42,326, which is less by 55 percentage points from last year. There is a steady decline in enrollment starting from the year 2010 E.C. (2017/18); Among the reasons stated by CTE representatives, one is the mass promotion of Grade 10 students directly to Grade 11 in the previous years based on the new education road map where the national exam at Grade 10 has been terminated. These groups of students were the major input for CTEs, and currently CTEs didn't register first year students as they are in the process of upgrading the current diploma programs to degree equivalent. Moreover, prospective teachers are currently joining CTEs by taking an entrance exam, which may decrease the number of mass trainees as before.

The gender share in the total enrollment shows that 51.5% are male and 48.5% female, which is a better achievement with respect to equity. The highest proportion of the enrollment is in Summer programs, constituting 44.5%, followed by Regular and Extension programs with 34.5% and 21% respectively. Table 8.1 and Chart 8.1 show the enrollment data disaggregated by program, year and sex.

Table 8.1 Diploma Enrolments by Program, Year and Sex, 2021/22

Program	Year I		Year II		Year III		Year IV		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Regular	715	848	868	624	7,084	4,474	0	0	8,667	5,946	14,613
Extension	160	304	913	991	2,266	2,909	760	556	4,099	4,760	8,859
Summer	130	419	673	740	1,500	3,117	6,745	5,530	9,048	9,806	18,854
Total	1,005	1,571	2,454	2,355	10,850	10,500	7,505	6,086	21,814	20,512	42,326

/Note: Extension=Evening + Weekend/

Chart 8.1 Diploma Enrolments by Program and Sex, 2021/22

With respect to modality, the majority of prospective teachers enrolled under New Modality, constituting 72.4% of the total enrollment. From the new modality again, most of the prospective teachers are under the program of “Specialist”, which is 63.6% of the total of new modality enrolment while the cluster modality is almost vanishing.

Table 8.2 Diploma Enrolments by Program, Modality and Sex, 2021/22

Modality	Program								
	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Cluster Modality	903	615	378	869	874	340	2,155	1,824	3,979
Linear Modality	3,784	1,617	917	552	510	332	5,211	2,501	7,712
New Modality	3,980	3,714	2,804	3,339	7,664	9,134	14,448	16,187	30,635
Specialist	2,802	3,078	2,048	2,740	4,594	4,223	9,444	10,041	19,485
Generalist	217	155	236	111	598	752	1,051	1,018	2,069
Integrated	742	281	439	215	1,548	1,111	2,729	1,607	4,336
Others	219	200	81	273	924	3,048	1,224	3,521	4,745
Total	8,667	5,946	4,099	4,760	9,048	9,806	21,814	20,512	42,326

Chart 8.2 below also shows enrollment trends in the last ten years. The chart shows that enrolment has been increased since 2011/12 (2004 E.C.) with the exceptional decrease in 2013/14 and 2014/15 and a decrease from 2017/18 onwards. It should also be clear that, even though the data have been increasing from 2009/10, there was still a problem of getting the exact result since all CTEs couldn't submit their data as required.

Chart 8.2 Trends in Diploma Prospective Teachers' Enrolment, 2011/12-2021/22

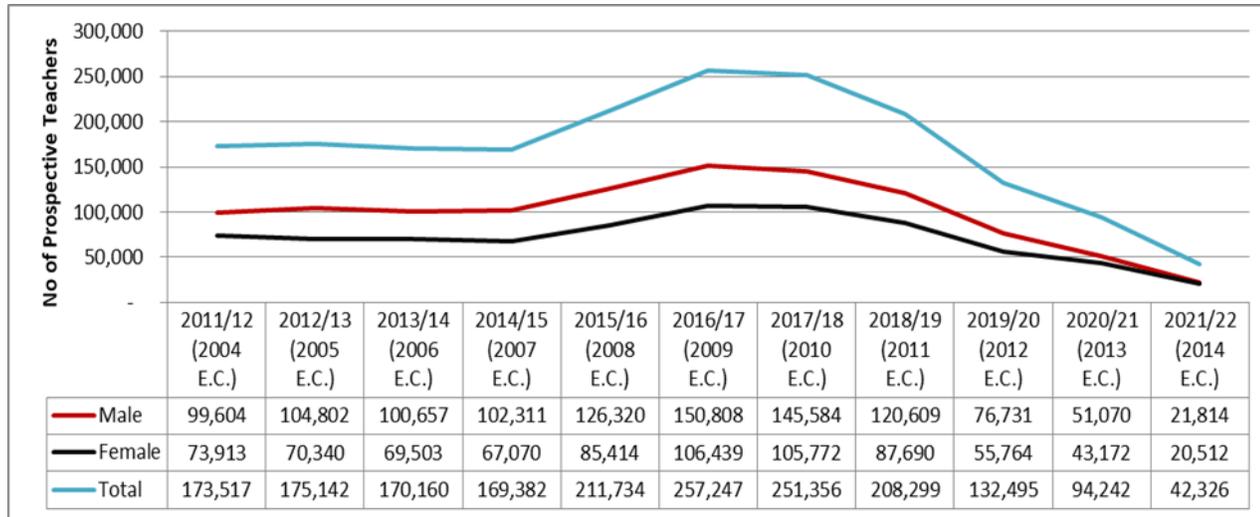


Chart 8.3 Degree Regular Program Enrollment by Department and Year, 2021/22

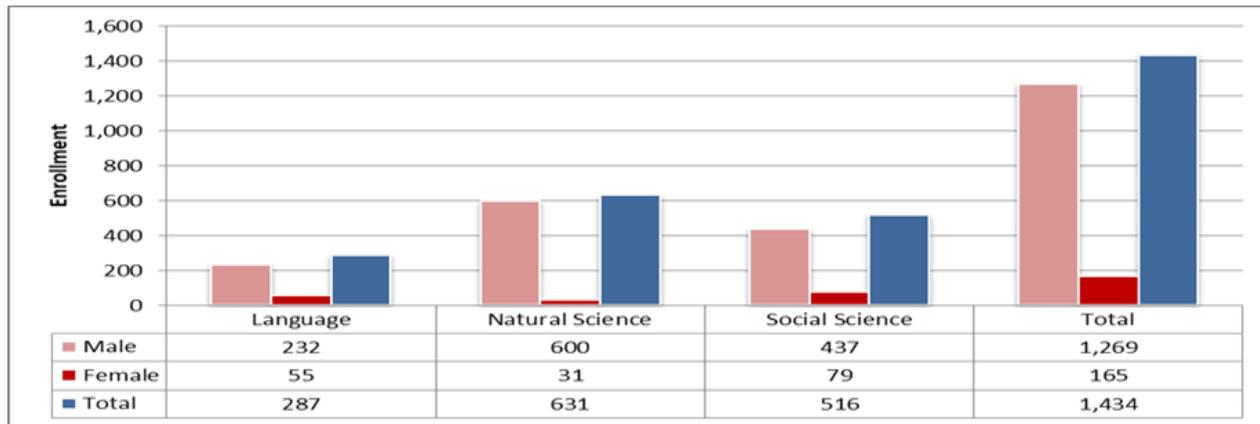


Chart 8.3 above, shows that in the year 2021/22 the total degree program enrolled in three departments/streams is 1,434 of which 165 (11.5%) are females. Natural Science department/stream of prospective teachers enrolled 44% of the total enrollment, followed by Social Science and language, 36% and 20 % respectively.

Table 8.4 Certificate Program Enrollment by Modality and Year, 2021/22

Modality	Year I		Year II		Total		
	Male	Female	Male	Female	Male	Female	Total
Regular	31	3	-	-	31	3	34
summer	-	-	689	366	689	366	1,055
Extention	-	-	72	173	72	173	245
Total	31	3	761	539	792	542	1,334

Table 8.4 above shows that in the year 2021/22 the total certificate for pre primary school prospective teacher enrolment in all modality is 1,334; from which 40.6 % are females. The highest proportion of the enrollment is

in summer programs, which is 79.1%, followed by Extension and Regular programs with 18.4% and 2.5% respectively

8.2 Attrition of Prospective Teachers in CTEs

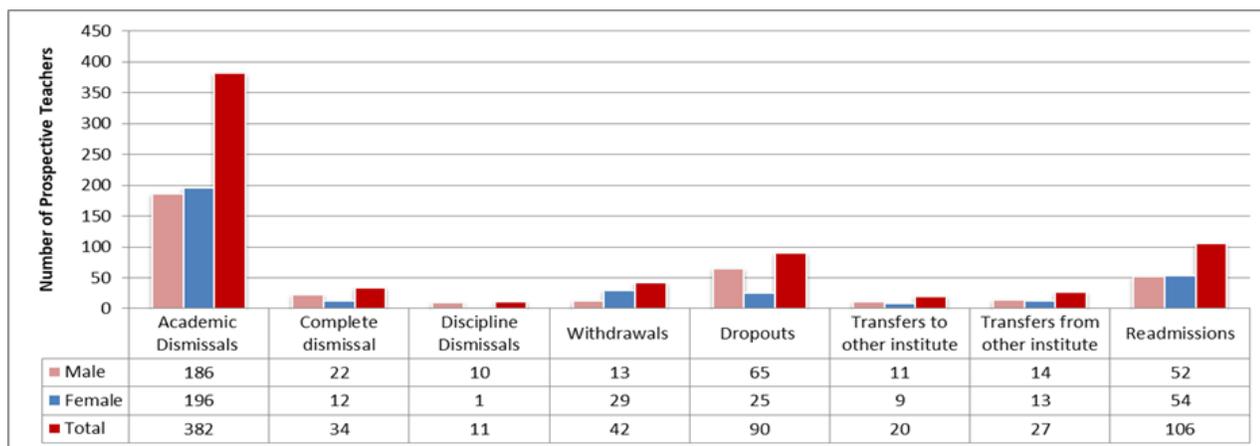
Data also collected on attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons believed to be the most common.

Table 8.4 and Chart 8.4 below show the attrition figure that prospective teachers left the CTE system for different reasons. It can be seen from the table and chart that “Academic Dismissals”, is the reason with the highest figure, 53.6% of the total value, unlike the previous years’ reason in which “Dropouts” was at the top. Attrition has decreased this year by 78.2 percentage points from last year.

Table 8.4 Attrition of Prospective Teachers by Program, Reason and Sex, 2021/22

Reasons for attrition	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Academic Dismissals	67	51	37	39	82	106	186	196	382
Complete dismissal	16	7	3	1	3	4	22	12	34
Discipline Dismissals	6	1	0	0	4	0	10	1	11
Withdrawals	2	8	6	8	5	13	13	29	42
Dropouts	50	15	15	10	0	0	65	25	90
Transfers to other institute	8	7	3	2	0	0	11	9	20
Transfers from other institute	12	8	2	1	0	4	14	13	27
Readmissions	38	25	14	12	0	17	52	54	106
Total	199	122	80	73	94	144	373	339	712

Chart 8.4 Attrition of Prospective Teachers by Reason and Sex, 2021/22

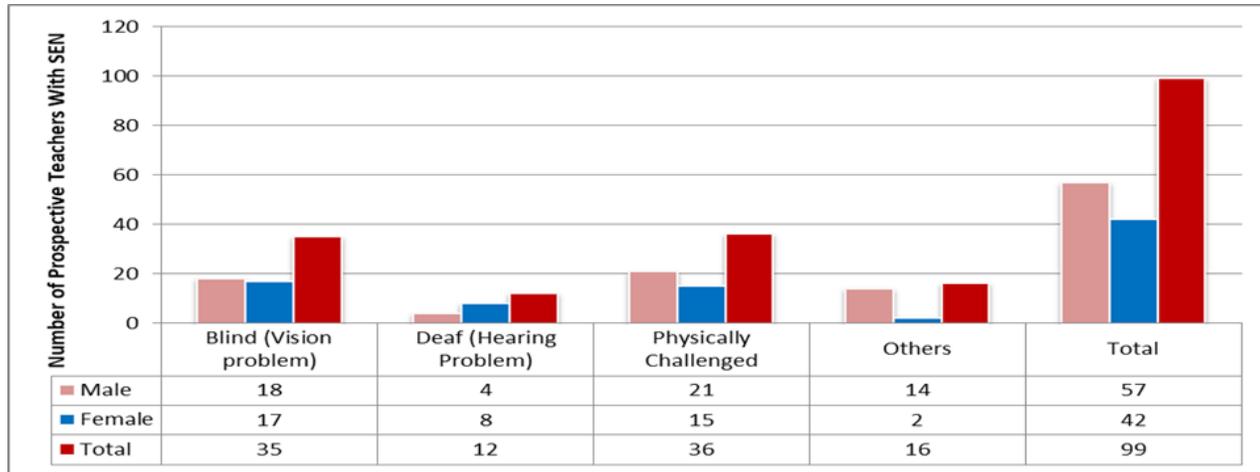


8.3 Diploma Prospective Teachers with SENs in CTEs

The survey tool also includes enrollment data with special needs. Accordingly, data collected from CTEs on the number of prospective teachers enrolled with special education needs also reported. The data has been collected in four different categories; Blind/vision problem, Deaf/Hearing problem, physically challenged and “others”; which is basically not aligned to the more comprehensive categories of disabilities used in the general education questionnaires.

A total of 99 prospective teachers, Chart 8.4, are enrolled in 2021/22 with special education needs nationally in all programs, of which 42 (42.4%) females; from which “Physically Challenged” has the largest share, with 36.4%. However, the data used in this analysis has been subjected to a very low response rate.

Chart 8.5 Diploma Prospective Teachers Enrolled with SENs, 2021/22



8.4 Graduates from CTEs

In 2021/22 the total number of graduates in all programs is 29,539, which started decreasing from last year. The summer program took the largest share of the graduates, with 44.2% of the total graduates. With respect to modality, more than 71.7% of the graduates are from “New Modality” and “Cluster Modality” is the lowest, which is 6%. From the new modality again, most of the graduates are under the program of “Specialist” 68% of the total of new modality graduates. The number of female graduates in all programs in this year is 43.3%. The table below shows graduates by program, modality and sex.

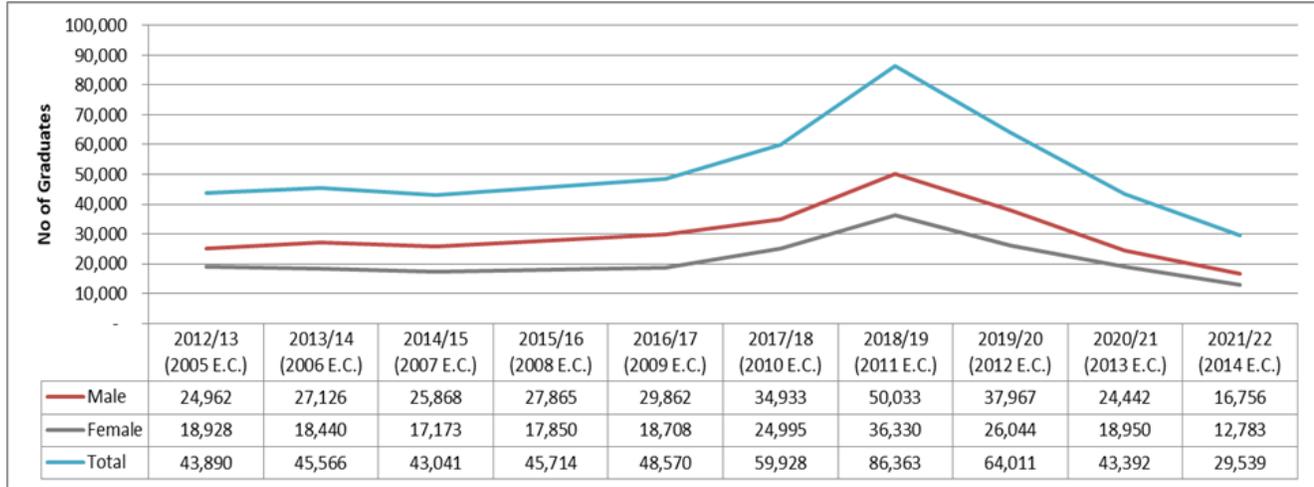
Table 8.5 Diploma Graduates by Program, Modality and Sex, 2021/22

Modality	Program						Total		
	Regular		Extension		Summer		Male	Female	Total
	Male	Female	Male	Female	Male	Female			
Cluster Modality	428	258	173	500	287	139	888	897	1,785
Linear Modality	3,380	1,340	660	417	455	319	4,495	2,076	6,571
New Modality	3,272	2,701	1,557	1,786	6,544	5,323	11,373	9,810	21,183
Specialist	2,196	2,001	1,112	1,247	4,433	3,410	7,741	6,658	14,399
Generalist	260	177	151	66	1,005	965	1,416	1,208	2,624
Integrated	516	223	227	153	1,013	569	1,756	945	2,701
Others	300	300	67	320	93	379	460	999	1,459
Total	7,080	4,299	2,390	2,703	7,286	5,781	16,756	12,783	29,539

When we look at the trend in the number of graduates, the total number has significantly increased throughout the period with the exception of 2014/15. However, the data has been declining from 2018/19 onwards due to the decrease in enrollment by the reason mentioned before.

Chart 8.6 shows the trend in the number of graduates over the last ten years, with a steady increment and decrement before and after 2014/15 and starting declining from 2019/20.

Chart 8.6 Trends in the Number of Diploma Graduates, 2011/12-2021/22

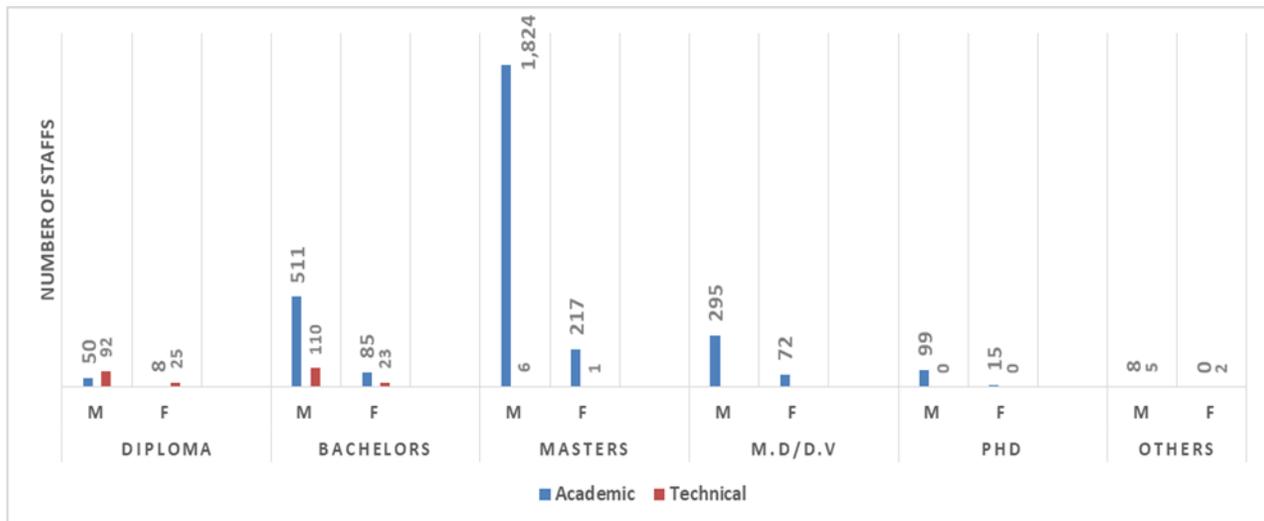


8.5 Staff in CTEs

8.5.1 Academic and Technical Staff

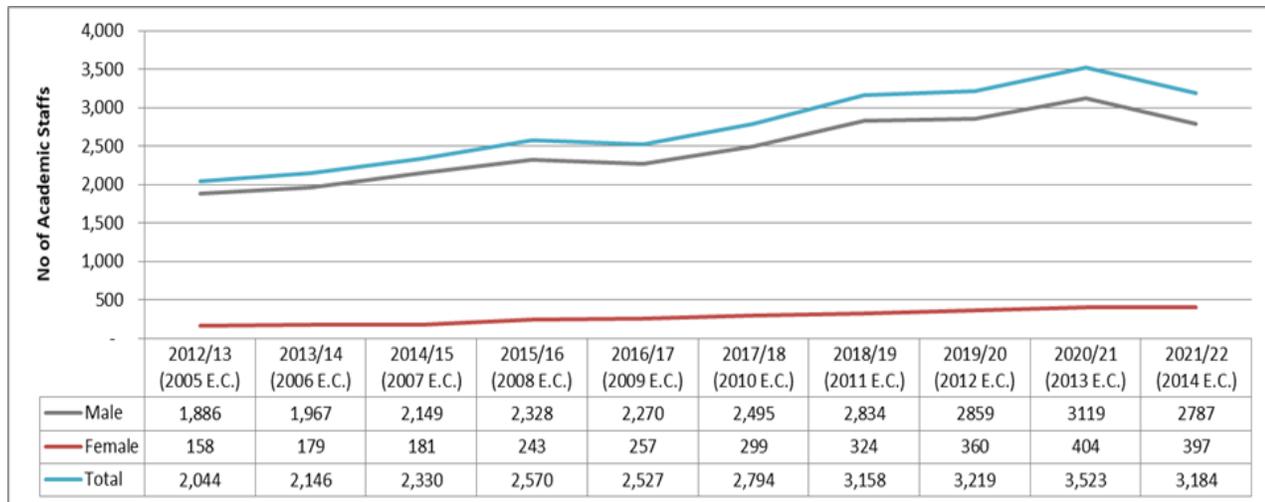
In 2021/22 both the academic and technical staff of CTEs in the country are 3,453, with 8.6 percentage points decline from last year. From this, only 269 of them are technical staff. Among the academic staff, the female share is only 12.5%, however this number is greater by one percentage point from the previous year. The chart below shows the staff distribution by qualification.

Chart 8.7 Numbers of Staff by Qualification and Sex, 2021/22



When we consider the academic staff, the trend over the last ten years is shown in Chart 8.8 and it shows a steady increase over the time period, while in this academic year decreased. The proportion of female academic staff in CTEs has remained very low, and their average annual growth rate is around 8% over the time period.

Chart 8.8 Trends in Academic Staff, 2011/12-2021/22



Academic rank is also an equivalent way to measure the extent for the staff quality in addition to qualification. Majority of the academic staff are “Lecturers”, with more than 76% of the total, followed by “Assistant Lecturer”. “Assistant professors” and “Associate professors” are only 154 in all CTEs, and there are four “Professors” reported from CTEs at all. Below is the staff summary by their academic rank.

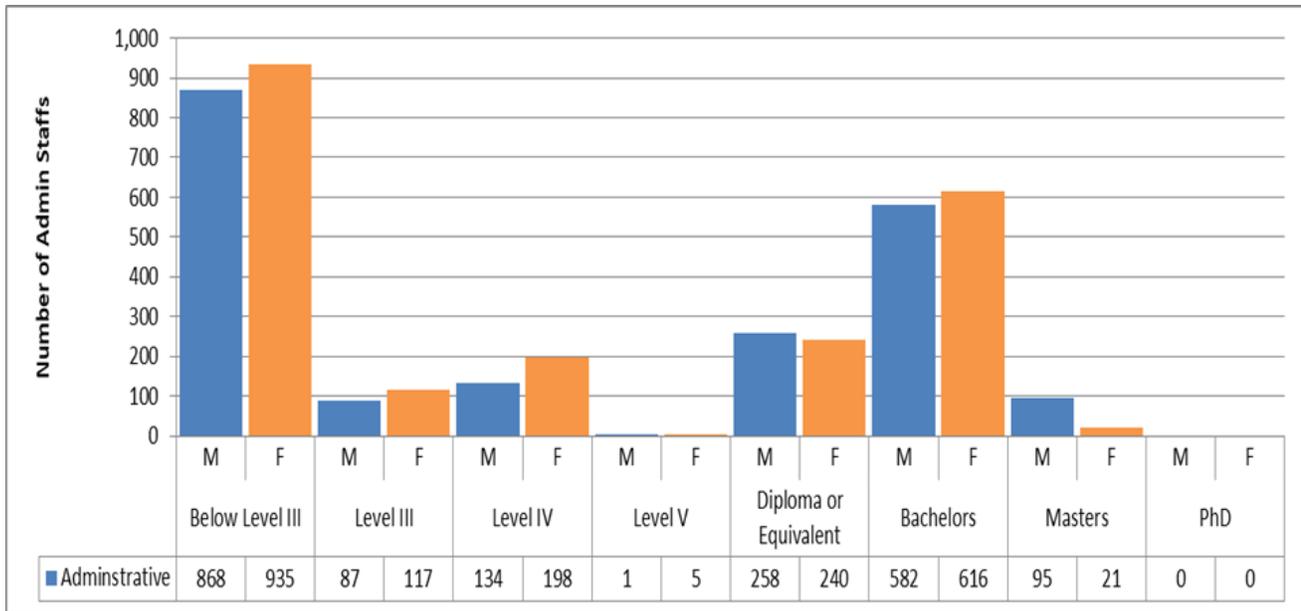
Table 8.6 Academic and Technical Staff by Rank and Sex, 2021/22

Rank	Academic Staff			Rank	Technical Staff		
	Male	Female	Total		Male	Female	Total
Graduate Assistant I	49	11	60	Technical Assistant	57	15	72
Graduate Assistant II	121	24	145	Senior Technical Assistant	80	24	104
Assistant Lecturer	318	47	365	Chief Technical Assistant I	35	11	46
Lecturer	2,143	290	2,433	Chief Technical Assistant II	42	1	43
Assistant Professor	127	14	141	Others	4	0	4
Associate Professor	11	2	13	Total	218	51	269
Professor	4	-	4				
Others	21	2	23				
Total	2,794	390	3,184				

8.5.2 Administrative Staff

Together with academic and technical staff, administrative staffs are playing an important role for the full functioning of colleges. In this academic year, the total number of administrative staff in all CTEs is 4,157. The gender share in the total enrollment shows that 51.3% are female, and 48.7% male, female is a better proportion than male. From the total administrative staff, 43.6% are Diploma and above. The chart below shows the staff distribution by qualification and sex.

Chart 8.9 Administrative Staff by Qualification and Sex, 2021/22



8.6 Staff Attrition

Similar to the attrition of prospective teachers, data also collected on attrition of staff, Academic, Technical and Administrative, in CTEs. In this academic year, the total staff attrition accounts to 170.

Table 8.7 below shows the attrition of staff that left CTEs with different reasons. It can be seen from the table that transfer is higher in Academic Staffs. Among the reasons for attrition, “Resignation” and “Transfer to Higher Education Institution” scored the highest figure, with 26.5 and 24.1 percent respectively of the total attrition value.

Table 8.7 Staff Attrition by Reason and Sex, 2021/22

Reasons for attrition	Academic		Technical		Administrative		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Government Appointment	4	0	0	0	2	0	6	0	6
Transfer to other Higher Education	29	2	2	0	3	5	34	7	41
Transfer to other gov't Agencies	4	0	0	0	1	8	5	8	13
Resignation	12	0	0	0	23	10	35	10	45
Retirement	25	2	0	0	6	1	31	3	34
Death	13	1	0	0	6	4	19	5	24
Discipline	2	0	0	0	1	0	3	0	3
Other	2	0	0	0	2	0	4	0	4
Total	91	5	2	0	44	28	137	33	170

9. Refugee Education

According to UNHCR Ethiopia Quarterly Fact Sheet (April to June 2022), “Ethiopia is the third-largest refugee-hosting country in Africa, with 870,507 refugees and asylum-seekers as of 30 June 2022. The majority originate from South Sudan, Somalia and Eritrea.”

Ethiopia has a long history hosting refugees based on the 1951 Convention on the Status of Refugees and its 1967 Protocol, and the Convention on Governing the Specific Aspects of Refugee Problems in Africa in 1969. The Ministry of Education calculates that more than 60% of them are children in the age of schooling.

Education data in the academic year (2021/22) a total of 149,225 (Male 83,145 and Female 66,080) refugee students enrolled in the different levels of General Education; from ECCE 48,117 (Male 24,343 and Female 23,774), primary 88,506 (Male 49,088 and Female 39,418) and secondary 12,602 (Male 9,714 and Female 2,888).

9.1 Introduction

In its recent policy reforms, the Government of Ethiopia in February 2019 enacted the new Proclamation No. 1110/2019 that provides refugees with access to ECCE and primary education in the same circumstances as nationals. Regarding secondary education, tertiary education, technical and vocational education, as well as adult and non-formal education, the Proclamation aims to meet the standards set out in the 1951 Refugee Convention with a remit to refugee access to basic elementary education. The government's efforts to integrate refugee's education in the national system is reflected in the development of the Education Sector Development Plan Schedule IV (ESDP VI, 2020-2024) and the continued use of the national curriculum in all camps-based schools. In May 2019, the Government Refugee Agency, then ARRA and now renamed as RRS signed Memorandum of Understanding (MoU) with MoE that outlines the principles, technical and coordination arrangements between the two government entities with a long-term aim of facilitating joint efforts on the integration of refugee education.

In 2016, at the Leaders' Summit in New York, Ethiopia reaffirmed its commitment to the protection of refugees and the provision of basic services including education. There, the Government promised to continue improving the enrolment of all refugee children, without any discrimination, by adopting the Comprehensive Refugee Response Framework (CRRF). This is also in line with the UNHCR's Global Education Strategy 2030: “A Strategy for Refugee Inclusion and UNHCR Ethiopia Refugee Education Strategy Towards Inclusion 2020-2025.

The implementation at the federal and regional level of the Global Compact for refugees (GCR)/(CRRF) in Ethiopia and the adoption of the 2017 Djibouti Declaration on Education for Refugees, Returnees, IDPs, and Host Communities' (as IGAD member state) have strengthened these commitments and have paved the way for gradual inclusion of refugee education into the national education system reflected in the government policies, plans, budgets, and the Education Management Information System (EMIS),

More recently, the country's efforts and commitment to advance the quality of life of these children was acknowledged by the allocation of the global fund: ‘Education Cannot Wait’ (ECW) The Building Self-Reliance Program (BSRP). This fund has been crucial in catalyzing the shift of refugee education towards greater inclusion of refugees into the national systems, policies, strategies, investment, and programs.

All these efforts include opening new and expanding old schools' facilities; expanding the teacher force; including refugee education in the national system, planning and policies to improve the quality and the relevance of the refugee education. Concerted efforts from education partners in Ethiopia also contributed to launch of projects including Education Cannot Wait (ECW) for improving access to education by refugee and host community children and youth in Gambella and Benishangul-Gumuz regions targeting both refugees and host community through the construction of inclusive secondary schools, and in-service and pre-service training of refugee's teachers in government teacher's colleges

To have a better understanding of the challenges, UNHCR and RRS had worked closely with the Ministry of Education to integrate refugee education into the national and sub-national EMIS. The customization of EMIS for refugee education began in 2016, which resulted in the first publication that comprises refugee data on the Annual Education Abstract for the 2016/2017 academic year.

Efforts to establish strong linkage between national and refugee education systems has been producing positive results in some key areas. Among these key areas MoE supports the refugee education program in administration of placement examination and assessment of core learning competency targeting children and young refugees who could not present education certificates from their countries of origin. With support from development partners, the Regional Education Bureaus in refugee-hosting regions have extended key quality enhancing initiatives to refugee schools including national standards assessments, supportive inspection and supervision, and capacity development of refugee schools to develop school improvement plans. National Colleges of Teacher Education have included refugee teachers into accelerated training and upgrading programmers.

Therefore, this abstract is the 6th of its kind for refugee education. The Education Sector Annual Abstract 2022/23 (ESAA) continues capturing key indicators in the refugee's population at different levels of education: pre-primary, primary and secondary. Moreover, it will be important to include time comparisons on how the provision of education in the refugee camps has evolved and possibly tertiary education data as well.

Multiple challenges still remain in refugee education when compared to the MoE standards. Challenges persist in the areas of access, quality of education, equity, teacher's quality and supply and safe-learning environment. Despite increasing the share of students enrolled, close to 60% of the school-age children are still out of school. Majority of the schools in camps lack adequate infrastructure, WASH facilities, and qualified teachers. Education materials like textbooks and other learning supplies are in short supply. The majority of the refugee schools still don't fulfill the minimum standards of a safe learning environment as per the government REB/MoE standards.

As stipulated in the National Refugee Education Strategy (2020-2025), the importance of EMIS for measuring progress of refugee education is a top priority for inclusion of refugee education in the national system. The Strategy recognizes the significance of partnership with MoE and other stakeholders converge more meaningfully towards sustainable refugee inclusion in the national system.

The inclusion of refugee education data in the National Statistical Abstract for the sixth time is the result of a collaborative engagement between the MoE, the Refugees and Returnee Services (RRS), UNHCR, and UNICEF, and it marks an important milestone in the integration of refugee education into the national education system.

9.2 Summary Tables

Compared to May 2020, the school-age population increased from 393,325 to 423,609 in June 2021 (Not including Shire). However, it is estimated that the age structure of the refugee population was modified. While in the previous year the school-age population represented approximately 49% the refugee population, this year the share is estimated at 48.7%.

Table 9.1 Refugee school age population, 2021/22

Location	Age 3-6			Age 7			Age 7-12			Age 12			Age 13-14			Age 14			Age 15-18			Age 3-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	4,481	4,419	8,900	1,472	1,422	2,894	6,294	6,125	12,419	1,013	970	1,983	2,203	1,959	4,162	1,058	977	2,035	3,308	3,213	6,521	16,286	15,716	32,002
Amhara	777	736	1,513	217	188	405	1,037	946	1,983	137	109	246	328	240	568	171	109	280	869	589	1,458	3,011	2,511	5,522
Benishangul Gumuz	5,768	5,340	11,308	1,364	1,363	2,727	7,172	6,673	13,845	1,074	947	2,021	2,375	2,048	4,423	1,147	959	2,106	4,782	3,489	8,271	20,097	17,750	37,847
Somali	19,260	18,853	38,113	4,523	4,514	9,037	24,072	23,541	47,613	3,720	3,676	7,396	8,579	8,422	17,001	4,362	4,158	8,520	17,146	16,164	33,310	69,057	66,980	136,037
Gambella	27,784	26,973	54,757	8,798	8,776	17,574	45,698	45,271	90,969	6,900	6,595	13,495	12,829	11,701	24,530	6,123	5,562	11,685	22,645	19,300	41,945	108,956	103,245	212,201
Total	58,070	56,521	114,591	16,374	16,263	32,637	84,273	82,556	166,829	12,844	12,297	25,141	26,314	24,370	50,684	12,861	11,765	24,626	48,750	42,755	91,505	217,407	206,202	423,609

Table 9.2 Trends in the School Age Population, by Age Range, 2017/18-2021/2022

	2010 E.C (2017/18)			2011 E.C (2018/19)			2012 E.C (2019/20)			2013 E.C (2020/21)			2014 E.C (2021/22)		
	Male	Female	Total												
Age 3-6	54,444	53,540	107,984	55,777	55,130	110,907	51,973	52,346	104,319	56,124	54,725	110,849	58,070	56,521	114,591
Age 7-14	112,826	107,543	220,369	101,236	92,998	194,234	96,138	91,564	187,702	102,754	98,700	201,454	110,587	106,926	217,513
Age 15-18	40,241	33,246	73,487	43,694	34,818	78,512	45,873	37,572	83,445	43,404	37,618	81,022	48,750	42,755	91,505
Age 3-18	207,511	194,329	401,840	200,707	182,946	383,653	193,984	181,482	375,466	202,282	191,043	393,325	217,407	206,202	423,609

Table 9.3 Number of Schools and Sections by level and Location, 2021/22

Host_Region	Sections			Schools		
	ECCE	Primary	Secondary	ECCE	Primary	Secondary
Afar	8	33	-	1	1	-
Benishangul Gumuz	119	329	16	6	3	1
Gambella	316	1105	88	38	25	5
Somali	246	525	117	21	22	4
Total	689	1992	221	66	51	10

*Because the number of sections are not completely filled in this year, we use the data of last year (Table 9.2).

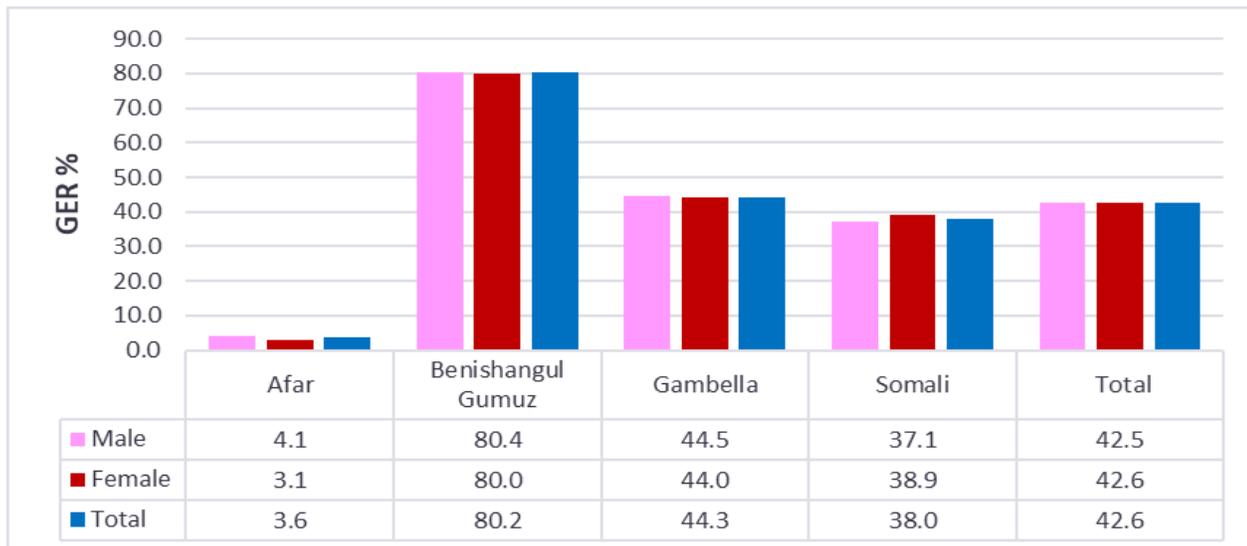
9.3 Early Childhood Care and Education (ECCE)

In refugee education, Pre-primary Gross Enrolment Ratio (GER) calculates the number of students enrolled in pre-primary education, regardless of age, expressed as a percentage of the official pre-primary school-age population (ages 3-6). This shows the general level of participation in pre-primary education, regardless of whether students are of the correct school age.

Table 9.4 Gross Enrollment Ratio in ECCE, 2021/22

Host_Region	Gross Enrollment (All)			School Age Population 3-6			GER %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	184	138	322	4,481	4,419	8,900	4.1	3.1	3.6	0.76
Benishangul Gumuz	4,640	4,430	9,070	5,768	5,540	11,308	80.4	80.0	80.2	0.99
Gambella	12,368	11,865	24,233	27,784	26,973	54,757	44.5	44.0	44.3	0.99
Somali	7,151	7,341	14,492	19,260	18,853	38,113	37.1	38.9	38.0	1.05
Total	24,343	23,774	48,117	57,293	55,785	113,078	42.5	42.6	42.6	1.00

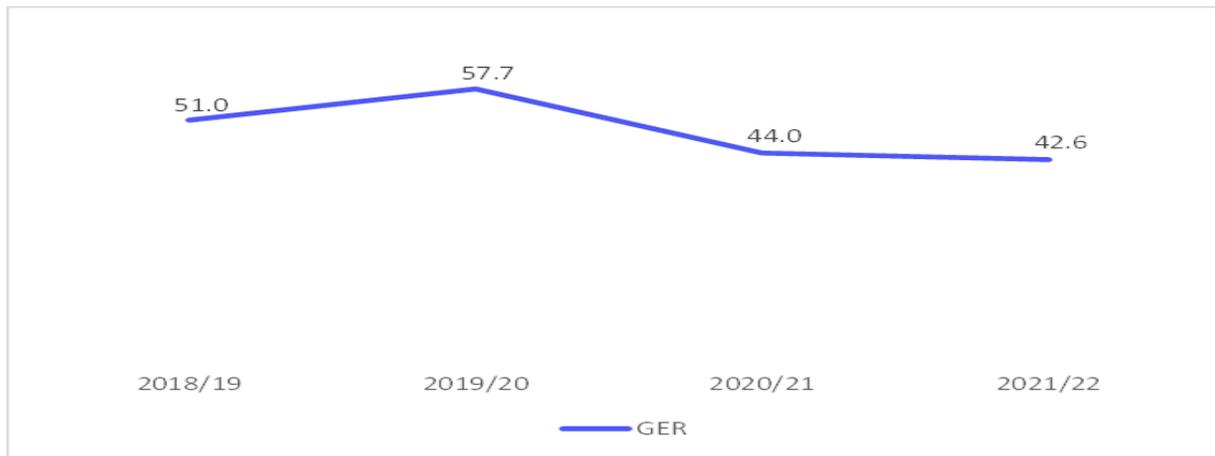
Chart 9.1 Gross Enrollment Ratios in ECCE, 2021/22



According to Table 9.4 and Chart 9.1, the overall GER in ECCE was 42.6% with considerable variations across the host regions. For instance, Benishangul Gumuz achieved a GER of 80.2%, which is by far larger than Afar which is 3.6%. There is no GER report for Amhara and Tigray due to the conflict erupted in the Northern part of Ethiopia. The overall GER in ECCE has been decreased by 1.4 percentage points compared with the 2020/2021 academic year as shown in the chart below. GPI for this year, which is 1, is better than that of the previous year, which was 0.97.

Note that; Majority of the ECCE schools in the camps are community-based schools largely supported by national and international Non-Governmental Organizations.

Chart 9.2 GER trends in ECCE, 2018/19-2021/22



9.4 Primary and Middle Education

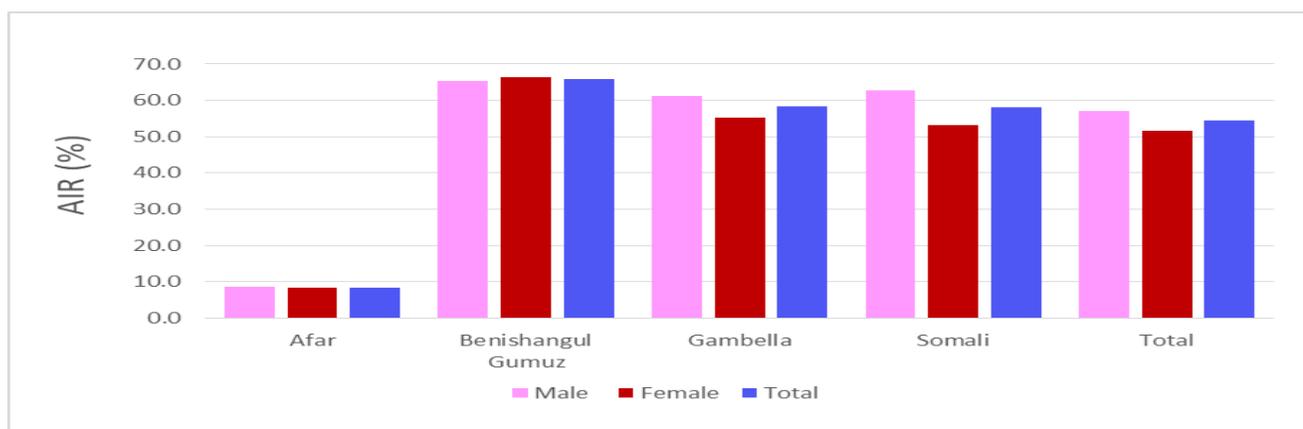
9.4.1 Apparent Intake Rate (AIR)

Apparent Intake Rate (AIR) is the percentage of new entrants to grade 1 (irrespective of age) compared against the population age of 7. It provides the rate of enrolled students who are under or over the official school admission age.

Table 9.5 AIR by Host Region and Sex, 2021/22

Host_Region	School Age Population (Age 7)			New Entrant to Grade 1(All Age)			AIR(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	1,472	1,422	2,894	127	119	246	8.6	8.4	8.5	0.97
Benishangul Gumuz	1,364	1,363	2,727	890	906	1,796	65.2	66.5	65.9	1.02
Gambella	8,798	8,776	17,574	5,386	4,858	10,244	61.2	55.4	58.3	0.90
Somali	4,523	4,514	9,037	2,836	2,402	5,238	62.7	53.2	58.0	0.85
Total	16,157	16,075	32,232	9,239	8,285	17,524	57.2	51.5	54.4	0.90

Chart 9.3. AIR by Host Region and Sex, 2021/22



From the above table and chart, one can see the overall refugee apparent intake rate is 54.4% and the achievement for Afar were far from the overall average and much lower than the rest of the hosting regions.

This implies there needs an immediate intervention to address the problem in Afar refugee camps. GPI is 0.90 for this year, with highest result in Benishangul Gumuz with 1.02 and lowest in Somali with 0.85.

9.4.2 Net Intake Rate (NIR)

Net Intake Rate is a similar indicator to AIR, but it only looks at those children who are of the correct age to enter grade 1. It is the proportion of 7-year-old children who enroll in grade 1.

Table 9.6 NIR by Host Region and Sex, 2021/22

Host_Region	School Age Population (Age 7)			New Entrant to Grade 1(Age 7)			NIR(%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	1,472	1,422	2,894	83	70	153	5.6	4.9	5.3
Benishangul Gumuz	1,364	1,363	2,727	533	567	1,100	39.1	41.6	40.3
Gambella	8,798	8,776	17,574	2,333	2,056	4,389	26.5	23.4	25.0
Somali	4,523	4,514	9,037	1,229	1,075	2,304	27.2	23.8	25.5
Total	16,157	16,075	32,232	4,178	3,768	7,946	25.9	23.4	24.7

As shown in the table above, the average NIR is 24.7% with large regional disparities, in which Benishangul Gumuz scored NIR of 40.3% while Afar has 5.3%.

9.4.3 Gross Enrollment Ratio (GER) in Primary and Middle Education

Gross Enrolment Ratio (GER) calculates the total number of children that enrolled in a given grade range irrespective of their age as a percentage of the school age population.

Based on the new education road map, Primary education covers Grades 1-6 and Middle level is Grades 7-8. GER is significantly higher in Primary than Middle level education, which shows many children are unable to continue their education to Middle level.

Table 9.7 GER in Primary Level by Host Region and Sex, 2021/22

Host_Region	Gross Enrollment (G 1-6)			Age of 7-12			GER%			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	494	290	784	6,294	6,125	12,419	7.8	4.7	6.3	0.60
Benishangul Gumuz	7,554	6,437	13,991	7,172	6,673	13,845	105.3	96.5	101.1	0.92
Gambella	29,407	22,092	51,499	45,698	45,271	90,969	64.4	48.8	56.6	0.76
Somali	11,633	10,599	22,232	24,072	23,541	47,613	48.3	45.0	46.7	0.93
Total	49,088	39,418	88,506	83,236	81,610	164,846	59.0	48.3	53.7	0.82

The overall Primary (Grade 1-6) GER for the academic year 2021/22 is 53.7%, with the highest GER scored by Benishangul Gumuz with 101% and the lowest was 6.3% in Afar.

Table 9.8 GER in Middle Level by Host Region and Sex, 2021/22

Host_Region	Gross Enrollment (G 7-8)			Age of 13-14			GER %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	100	28	128	2,203	1,959	4,162	4.5	1.4	3.1	0.31
Benishangul Gumuz	2,104	1,728	3,832	2,375	2,048	4,423	88.6	84.4	86.6	0.95
Gambella	7,943	4,220	12,163	12,829	11,701	24,530	61.9	36.1	49.6	0.58
Somali	2,590	2,057	4,647	8,579	8,422	17,001	30.2	24.4	27.3	0.81
Total	12,737	8,033	20,770	25,986	24,130	50,116	49.0	33.3	41.4	0.68

The analysis shows that the GER at Middle level for the academic year 2021/22 is 41.4%, showing a 5.8 percentage points increment from last year. The table above shows that Benishangul Gumuz scored the highest and Afar the lowest.

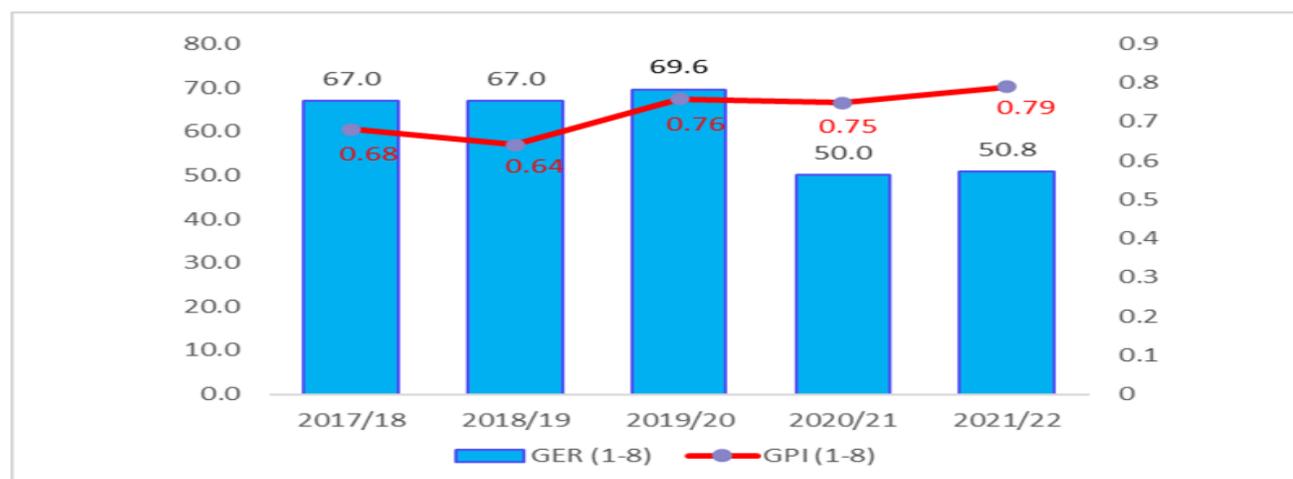
There is a gap in GPI between Primary and Middle level education. GPI in primary is 0.82, where as the index is 0.68 in Middle level showing male enrollment is highly in favour in Middle level than Primary.

Table 9.9 GER for Grades 1-8, 2021/22

Host_Region	Gross Enrollment (G 1-8)			Age of 7-14			GER %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	594	318	912	8,497	8,084	16,581	7.0	3.9	5.5	0.56
Benishangul Gumuz	9,658	8,165	17,823	9,547	8,721	18,268	101.2	93.6	97.6	0.93
Gambella	37,350	26,312	63,662	58,527	56,972	115,499	63.8	46.2	55.1	0.72
Somali	14,223	12,656	26,879	32,651	31,963	64,614	43.6	39.6	41.6	0.91
Total	61,825	47,451	109,276	109,222	105,740	214,962	56.6	44.9	50.8	0.79

Apart from the results shown in Primary and Middle level education, the GER for Grades 1-8 is shown to be 50.8%, with GPI increased by 0.04 from last year

Trends in the GER of Primary and Middle education (Grades 1-8) shows a steady increment for the first three years of the period and become declined. However, the GPI trend shows an up and down in the last four years, with an exceptional increase of this year.

Chart 9.4 Trends in GER and GPI for Grades 1-8, 2017/18-2021/22

9.4.4 Net Enrollment Ratio (NER) in Primary and Middle Education

The Net Enrolment Ratio (NER) is a measure of students' enrolment who are in the official age group for the given level of education, i.e. in Ethiopia context, it only looks at 7 to 14 years' old that are enrolled in Primary and Middle education. Similar to the GER, NER is higher in Primary than Middle schools, with a gap of 21.7 percentage points.

Table 9.10 NER in Primary Level by Host Region and Sex, 2021/22

Host_Region	Net Enrollment (1-6)			Age of 7-12			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	429	260	689	6,294	6,125	12,419	6.8	4.2	5.5
Benishangul Gumuz	4,231	3,648	7,879	7,172	6,673	13,845	59.0	54.7	56.9
Gambella	21,460	17,045	38,505	45,698	45,271	90,969	47.0	37.7	42.3
Somali	9,425	8,602	18,027	24,072	23,541	47,613	39.2	36.5	37.9
Total	35,545	29,555	65,100	83,236	81,610	164,846	42.7	36.2	39.5

Table 9.10 above shows that the total NER for Primary education is 39.5%. Though there is a big difference between GER and NER in Primary schools, the gender gap is lower in NER than GER. The highest NER is in Benishangul Gumuz (56.9%) and the lowest is in Afar (5.5%).

For Middle level, as shown in Table 9.11, the total NER is calculated to be below 18% with a maximum score of 24% in Gambella.

Table 9.11 NER in Middle Level by Host Region and Sex, 2021/22

Host_Region	Net Enrollment (Age13-14)			Age of 13-14			NER%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	36	9	45	2,203	1,959	4,162	1.6	0.5	1.1
Benishangul Gumuz	365	300	665	2,375	2,048	4,423	15.4	14.6	15.0
Gambella	3,904	1,982	5,886	12,829	11,701	24,530	30.4	16.9	24.0
Somali	1,250	1,063	2,313	8,579	8,422	17,001	14.6	12.6	13.6
Total	5,555	3,354	8,909	25,986	24,130	50,116	21.4	13.9	17.8

In addition to Primary and Middle levels, it will be good to see the NER of Grades 1-8, and it has been seen from the table below that total NER is 38.9 % with notable variations across Host Regions.

Table 9.12 NER for Grades 1-8, 2021/22

Host_Region	Net Enrollment (G 1-8)			Age of 7-14			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	465	269	734	8,497	8,084	16,581	5.5	3.3	4.4
Benishangul Gumuz	4,596	3,948	8,544	9,547	8,721	18,268	48.1	45.3	46.8
Gambella	29,351	21,717	51,068	58,527	56,972	115,499	50.1	38.1	44.2
Somali	12,225	11,026	23,251	32,651	31,963	64,614	37.4	34.5	36.0
Total	46,637	36,960	83,597	109,222	105,740	214,962	42.7	35.0	38.9

9.4.5 Pupil Section and Pupil Teacher Ratios

Among the important indicators to measure efficiency and quality in the education system is calculating the ratios between students and the corresponding class rooms and teachers. Lower Pupil-Section and Pupil-Teacher ratios are signs for a better quality of teaching-learning, apart from other factors such as qualification of teachers, supply of education materials and the like.

The total PSR for 2021/22 academic year in Primary and Middle levels (Grades 1-8) is 55, showing a slight increment from last year.

Children in Afar are in the most conducive learning environment compared to other locations, with PSR of 27.6.

Chart 9.5 PSR in Primary and Middle Schools (Grades 1-8) by Location, 2021/22



Pupil-Teacher ratio for Primary level this year is 59, which is a bit higher than the National standard, set to be 50. PTR is low in Afar with 28, and highest in Benishangul Gumuz with 75 and 61 in Gambella, indicating a shortage of teachers in Benishangul Gumuz and Gambella compared to the rest two Host regions. The table below shows PTR by levels of education.

Table 9.13 PTR by Levels of Education and Host Region, 2021/22

Host Regions	PTR		
	Grades 1-6	Grades 7-8	Grades 1-8
Afar	28	12	23
Benishangul Gumuz	75	57	70
Gambella	61	30	51
Somali	49	24	41
Total	59	31	50

In the Middle level (Grades 7-8) PTR of this year is 31, Which is a positive indication for quality education. PTR is low in Afar with 12, and highest in Benishangul Gumuz with 57, indicating above the standard set for the level and showing a shortage of teachers in Benishangul Gumuz compared to the rest of the Host regions.

On the other hand, PTR of Grades 1-8 in this year is 50, which is similar to last year. PTR in Grades 1-8 is low in Afar with 23, and highest in Benishangul Gumuz with 70.

9.4.6 Internal Efficiency

In this section we try to evaluate the efficiency of refugee education by tracing pupils' flow through the education system, which will help us to clearly identify where exactly the problem of wastage in the education system lays, by applying the Reconstructed Cohort Analysis. To apply this method, we organized enrollment data on pupils by grade for two consecutive years; 2013 E.C./2020/21 and 2014 E.C./2021/22 academic year, and repeater and re-admitters data by grade for the latter year, 2014 E.C./2021/22.

There are three key rates used by educational planners to analyze the flow of pupils through the education system. These are Promotion, Repetition and Dropout rates. These are the three paths of student flow from grade to grade and they characterize the degree of efficiency of the education system of producing graduates. Consequently, these rates are used for evaluation, monitoring, and projection of the efficiency of students' flow in the refugee schools across the refugee centers/Host regions. The table below shows the overall flow rate of refugee students

Table 9.14 Flow Rate for Refugee Education (Grades 1-8), 2020/21

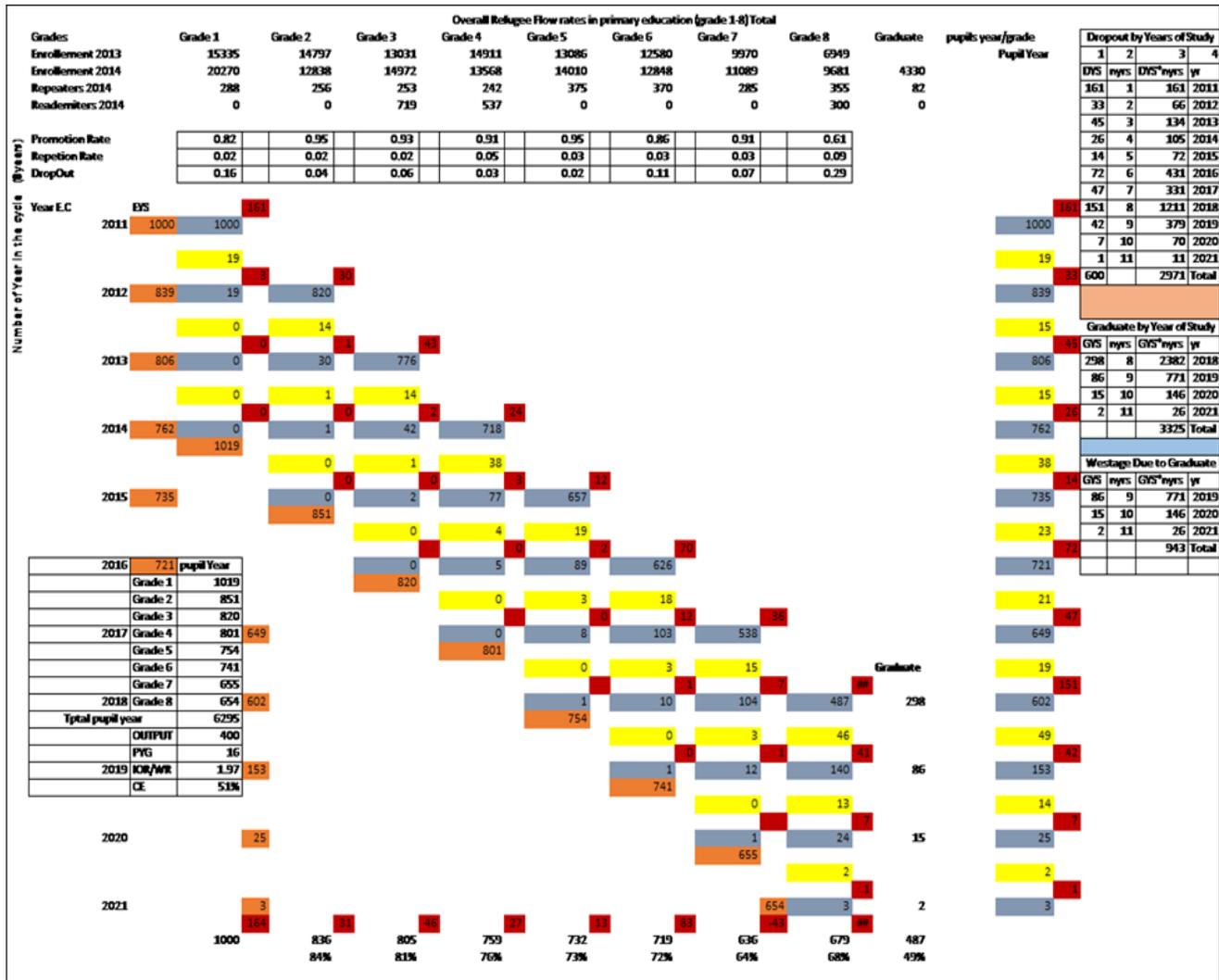
Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Overall Refugee Flow rates in primary education (grade 1-8) male								
Promotion Rate	0.81	0.98	0.91	0.93	0.96	0.85	0.87	0.65
Repetition Rate	0.02	0.02	0.02	0.05	0.03	0.02	0.02	0.05
DropOut	0.17	0.00	0.07	0.01	0.01	0.12	0.10	0.30
Overall Refugee Flow rates in primary education (grade 1-8) Female								
Promotion Rate	0.83	0.91	0.95	0.89	0.94	0.87	0.96	0.52
Repetition Rate	0.02	0.02	0.02	0.05	0.03	0.04	0.04	0.20
DropOut	0.15	0.08	0.04	0.06	0.03	0.10	0.00	0.27
Overall Refugee Flow rates in primary education (grade 1-8) Total								
Promotion Rate	0.82	0.95	0.93	0.91	0.95	0.86	0.91	0.61
Repetition Rate	0.02	0.02	0.02	0.05	0.03	0.03	0.03	0.09
DropOut	0.16	0.04	0.06	0.03	0.02	0.11	0.07	0.29

As shown above, the dropout rate of refugee students was high at grade 1 and grade 8; 16% and 29% respectively. Which implies the majority of the wastage lies at the beginning and final grade of the Primary and Middle level education.

Using the above result, in order to further investigate the efficiency of refugee education in Ethiopia, the reconstructed cohort analysis was applied and the result also displayed in the Charts 9.6, 9.7 and 9.8 below for total, male and female repeatedly.

The result presented below in Chart 9.6 shows the reconstructed cohort analysis of total (sum of male and female) shown the number of pupils who eventually graduate from the final primary school grade i.e. grade 8 and promoted to the next higher grade; i.e. grade 9. According to the cohort, 298 pupils who started schooling eight years back graduate without repeating any one grade during their stay in school. Another 86, 15 and 2 pupils graduated after repeating once, twice and three times respectively during their stay in school. The total number of graduates for the cohort in Table 9.6 is 487. In other word, about 49% of pupils who started the cohort eight years ago were eventually able to complete eight years of education eligible to continue schooling in the next cycle.

Chart 9.6 Reconstructed Cohort Analysis for Total (Male + Female)



Coefficient of Efficiency

Coefficient of Efficiency is the ratio commonly referred to as an indicator of internal efficiency, which entertain the level of repetition and dropout in the education system to generate the ratio. The ideal value of the coefficient, that is if there is no repetition and dropout, is 1 (100%). But as shown in the above cohort, the result indicates the graduates are being produced at a cost of more than half of the students leaving schooling at some point in the education life cycle and the overall refugee schooling coefficient of efficiency becomes 49%. Which implies 51% of wastage is due to repeaters and drop out of students.

Below is the separate reconstructed cohort analysis disaggregated by gender.

Chart 9.7 Reconstructed Cohort Analysis for Male

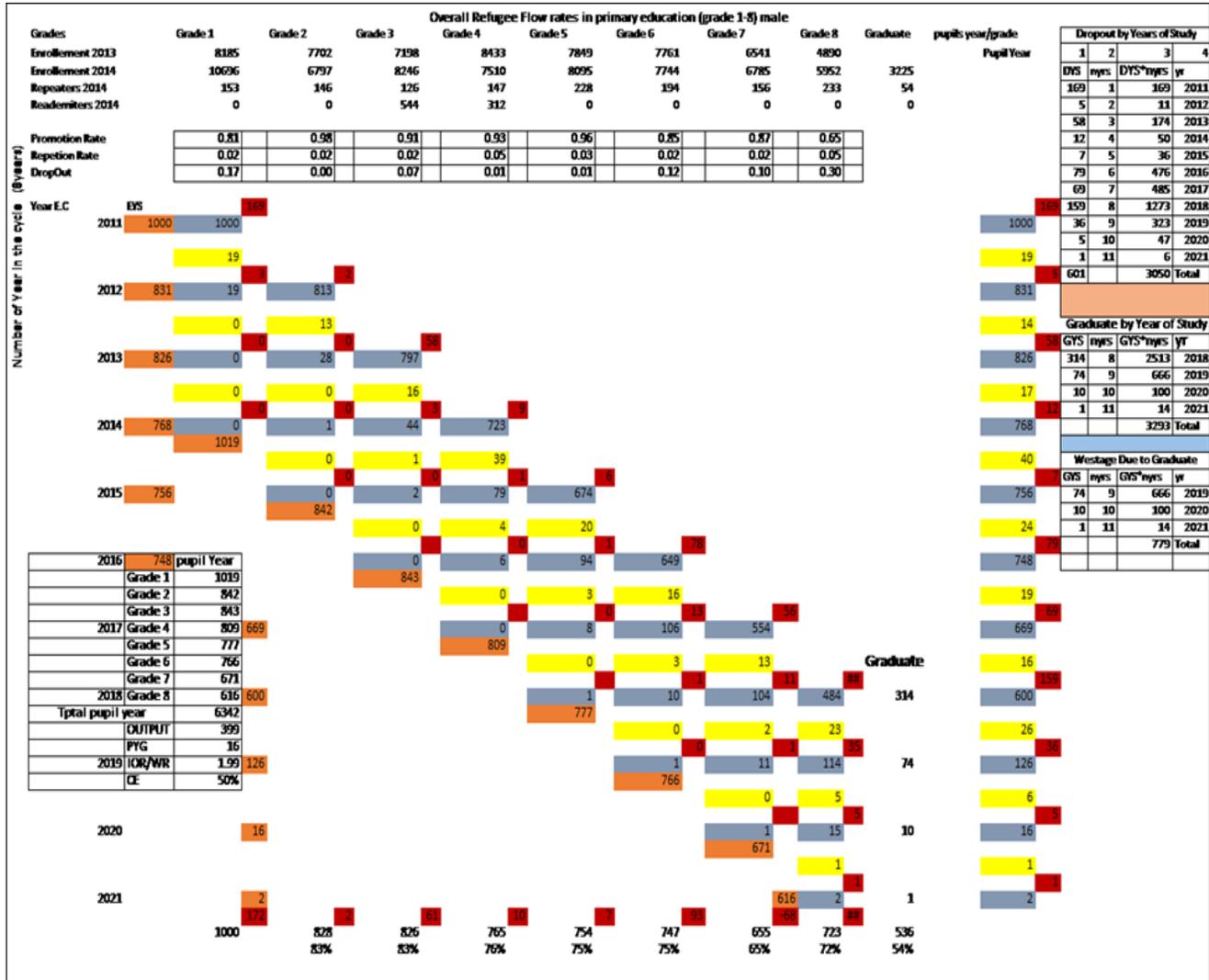
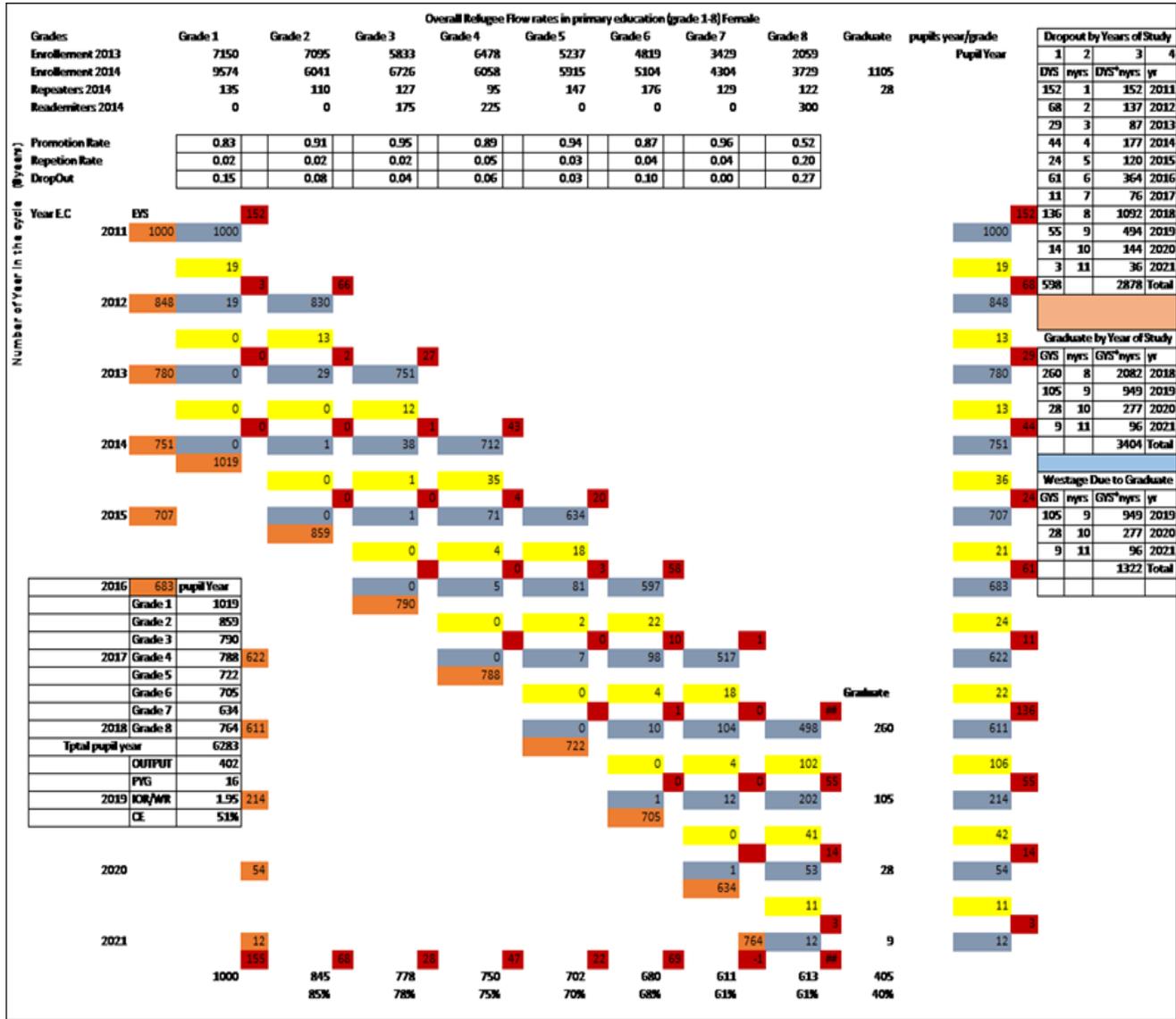


Chart 9.8 Reconstructed Cohort Analysis for Female



9.5 Secondary Education

As has been done in Primary and Middle level education, Gross and Net enrollment rates are the fundamental measures of access in secondary education.

9.5.1 Gross and Net Enrollment Ratios in Secondary Education

The total GER in secondary level for this academic year is 14.0%. According to Table 9.15 below, only 12,602 of the 90,047 pupils who could be secondary school-aged refugees are actually enrolled in secondary education. It is crucial to remember that the vast majority of people who should be in secondary school are either still in primary school, have dropped out, or have never attended any formal schooling. The large percentage of overage pupils in primary schools also suggests that there aren't many people of secondary school age who might have finished primary school and be eligible for secondary education. GER decreased from last year by 1.4%. It should be noted that, in afar, there is no secondary enrollment, while there is the corresponding school age population available.

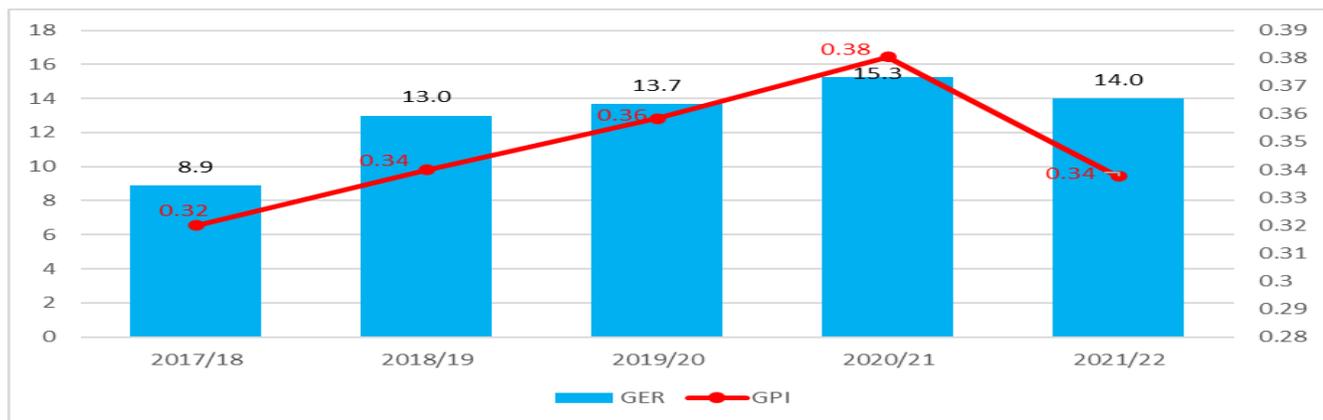
Table 9.15 GER in Secondary Level by Host Region and Sex, 2021/22

Host_Region	Gross Enrollment (G 9-12)			School Age Population (Age 15-18)			GER %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar				3,308	3,213	6,521				
Benishangul Gumuz	1,020	368	1,388	4,782	3,489	8,271	21.3	10.5	16.8	0.49
Gambella	6,863	1,802	8,665	22,645	19,300	41,945	30.3	9.3	20.7	0.31
Somali	1,831	718	2,549	17,146	16,164	33,310	10.7	4.4	7.7	0.42
Total	9,714	2,888	12,602	47,881	42,166	90,047	20.3	6.8	14.0	0.34

The GER trend for secondary schools shows a steady increment for the last four years and dropped down this year, and there is a huge gap in enrollment and population age.

On the other hand, GPI for this academic year is 0.34, which is decreased by 0.02 from last year. Benishangul Gumuz performs better in GPI, with 0.49. The chart below shows the trend in GER and GPI for secondary education.

Chart 9.9 Trends in GER and GPI for Secondary Level, 2017/18-2021/22



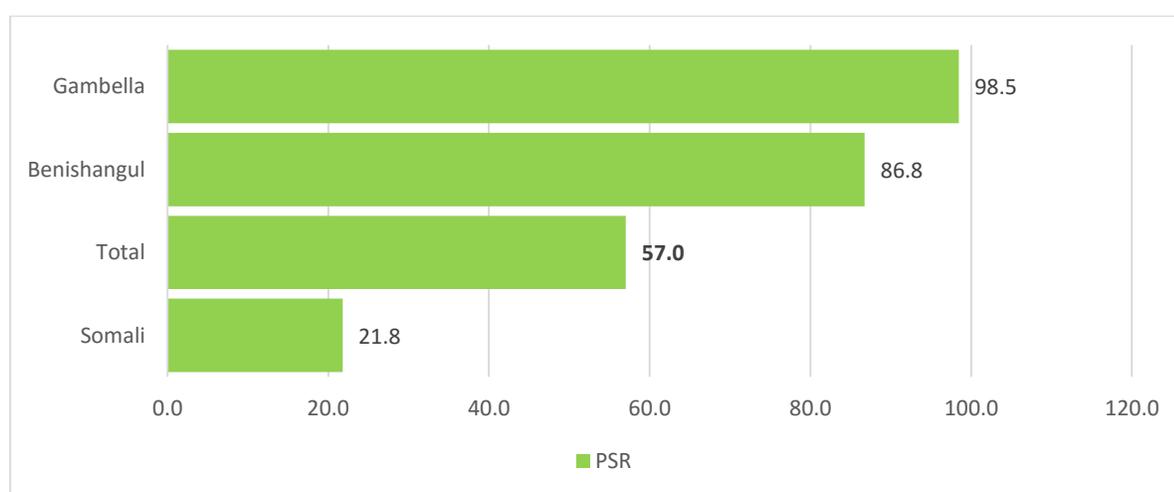
The Net Enrollment Ratio is also too low in secondary schools, with only 5.2%, which is decreased by 1.2% from last year. Gambella performs better in NER with 6.4%, followed by Benishangul Gumuz with 5.9%.

Table 9.16 NER in Secondary Level by Host Region and Sex, 2021/22

Host_Region	Net Enrollment (Age15-18)			Age of15-18			NER %		
	Male	Female	Total	Male	Female	Total	Male	Femal	Total
Afar				3,308	3,213	6,521			
Benishangul Gumuz	319	170	489	4,782	3,489	8,271	6.7	4.9	5.9
Gambella	2,185	501	2,686	22,645	19,300	41,945	9.6	2.6	6.4
Somali	999	510	1,509	17,146	16,164	33,310	5.8	3.2	4.5
Total	3,503	1,181	4,684	47,881	42,166	90,047	7.3	2.8	5.2

9.5.2 Pupil Section and Pupil Teacher Ratios

The total PSR in secondary schools for this academic year is 57, which is beyond the national standard set for the level, i.e. 40. PSR is exactly the same as last year. However, the section data of this year is not filled correctly and hence last year's data has been taken. Somali performs better than other Host regions, with the PSR value of 21.8.

Chart 9.10 PSR in Secondary Level by Location, 2021/22

On the other hand, the total Pupil-Teacher ratio for secondary level in this year is 44, showing a slight decrease from last year, which was 42. The Table below shows the PTR across the Host regions.

Table 9.17 PTR in Secondary Level by Host Region, 2021/22

Host Region	No. of Teachers	Enrolment	PTR
Benishangul Gumuz	21	1,388	66
Gambella	166	8,665	52
Somali	99	2,549	26
Total	286	12,602	44

9.6 Special Needs Education

9.6.1 Enrolment of Students with SENs in Primary and Middle Level

According to the data collected and shown in the table below, the total number of students with special educational needs who are attending Primary and Middle school in 2021/22 is 919. Gambella has the highest enrollment share followed by Somali.

Table 9.18 Enrollment of Students with SENs in Primary and Middle Level by Host Region, Sex and Type, 2021/22

Host_Region	Visually Impaired		Physically Impaired		Hearing Impaired		Intellectually impaired		Multiple impairment		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	29	7	2		2								33	7	40
Benishangul Gumuz	30	12	50	19	13	5	7	3	26	9	17	10	143	58	201
Gambella	35	30	83	63	36	39	24	22			10	7	188	161	349
Somali	59	24	57	40	30	39	17	16	9	10	22	6	194	135	329
Total	153	73	192	122	81	83	48	41	35	19	49	23	558	361	919

9.6.2 Enrolment of Student with SENs in Secondary Level

Table 9.19 below shows a total of 282 students with SENs are currently attending secondary level of education. This shows out of the total of a total of 12,602 students enrolled in secondary level, 2.2% are students with special educational needs.

Table 9.19 Enrollment of Students with SNEs in Secondary Level by Host Region, Sex and Type, 2021/22

Host_Region	Visually Impaired		Physically Impaired		Hearing Impaired		Intellectually impaired		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar											0	0	0
Benishangul Gumuz											0	0	0
Gambella	41	9	88	17	58	12	14	7	9	1	210	46	256
Somali	4	1	16	1	2	2					22	4	26
Total	45	10	104	18	60	14	14	7	9	1	232	50	282

9.7 Teachers in Refugee Education

In this academic year, the total number of teachers in all refugee camps at all levels is reported as 3,139. Out of this, 662 teachers are in ECCE, 2,191 in Primary and Middle, and 286 are in secondary levels. Out of the total number of teaching force, 2,042 (68.7%) are refugee teachers.

Table 9.20 Teachers by Level, Host Region and Sex, 2020/21

Host Region	ECCE			Primary and Middle			Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	3	6	9	25	14	39				28	20	48
Benishangul Gumuz	82	73	155	248	5	253	19	2	21	349	80	429
Gambella	131	168	299	1,142	109	1,251	139	27	166	1,412	304	1,716
Somali	97	102	199	500	148	648	88	11	99	685	261	946
Total	313	349	662	1,915	276	2,191	246	40	286	2,474	665	3,139

The qualification level of teachers is also an important aspect of improving the quality of education. Based on the new education road map, the minimum qualification required is Diploma for ECCE, First Degree for Primary and Middle and second degree for Secondary level.

The tables below describe the detail of teachers with respect to their level of qualification in ECCE, Primary and Middle and Secondary schools

Table 9.21 Teachers by Host Region, Qualification and Sex in ECCE, 2020/21

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)						Total Qualified Teachers (%)
	Male	Female	Total	Total	Share (%)	Below Secondary	Secondary	TTI Certificate	TTI Diploma	BA, BSc, BED	MA, MSC or above	
Semera	3	6	9	0	0.0	4	5	0	0	0	0	0.0
Assossa	82	73	155	148	95.5	133	22	0	0	0	0	0.0
Jigjiga	57	51	108	94	87.0	18	68	11	3	7	1	10.2
Dollo ado	40	51	91	86	94.5	64	11	4	8	4	0	13.2
Gambella	131	168	299	299	100.0	86	101	55	50	5	2	19.1
Total	313	349	662	627	94.7	305	207	70	61	16	3	12.1

In ECCE, 94.7% of the total teaching force is covered by refugee teachers, whereas the percentage of qualified teachers is too low, with 12.1%. Gambella perform relatively better qualified teachers, with 19.1%

Table 9.22 Teachers by Host Region, Qualification and Sex in Primary Level (Grades 1-6), 2021/22

Host Region	Total Number Of Teachers			Share of Female Teachers	Share of REFUGEES			Share of Refugee Teacher	Below TTI		TTI Certificate		Diploma		BA/BSC/BED		MSC/MA or Above		Qualified Teachers (%)
	Male	Female	Total		Male	Female	Total		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	14	14	28	50	7	14	21	75.0	5	0	0	0	4	0	5	0	0	0	32.1
Benishangul Gumuz	184	2	186	1	170		170	91.4	126	14	31	0	16	1	11	1	0	0	15.6
Gambella	763	79	842	9	754	76	830	98.6	327	80	168	7	192	12	76	3	0	0	33.6
Somali	328	128	456	28	212	113	325	71.3	169	78	19	11	93	11	47	5	0	0	34.2
Total	1,289	223	1,512	15	1,143	203	1,346	89.0	627	172	218	18	305	24	139	9	0	0	31.5

Table 9.22 above shows that, in primary school, the total number of teachers are 1,512, of which 15% of teachers are females. On the other hand, the share of refugee teachers in Primary schools is 89%, implying that refugee education is mostly run by teachers within the camp from ECCE to Primary levels. Total qualified teachers are 31.5%, with Somali scored the highest with 34.2%

Table 9.23 Teachers by Host Region, Qualification and Sex in Middle Level (Grades 7-8), 2021/22

Host_Region	Total Number Of Teachers			Share of Female Teachers (%)			Share of Refugee Teacher (%)			Level of Qualification				Qualified Teachers (%)					
	Male	Female	Total	REFUGEES	Male	Female	Total	Below TTI Certificate		TTI Certificate		MA/MS or Above							
								Diploma	BA/BSC/BED	Diploma	BA/BSC/BED	Male	Female		Male	Female			
Afar	11	0	11	0	0	0	0	0.0	0	0	0	0	1	0	10	0	0	0	90.9
Benishangul Gumuz	64	3	67	4	1	0	1	1.5	0	0	0	0	7	1	54	2	3	0	88.1
Gambella	379	30	409	7	192	18	210	51.3	77	12	39	0	57	6	182	11	24	1	53.3
Somali	172	20	192	10	21	3	24	12.5	14	2	4	0	64	11	90	7	0	0	50.5
Total	626	53	679	8	214	21	235	34.6	91	14	43	0	129	18	336	20	27	1	56.6

Table 9.23 shows that, in Middle level education, the total number of teachers are 679, of which 8% of teachers are females. On the other hand, the share of refugee teachers in Middle level is 34.6%, implying that Ethiopian Teachers share is higher when compared to ECCE and Primary Level. Total qualified teachers are 56.6 %, with Afar scored the highest, 90.9%, followed by Benishangul Gumuz which is 88.1%.

Table 9.24 Teachers by Host Region, Qualification and Sex in Secondary Level, 2021/22

Host Region	Total Number of Teachers			Share of Female Teachers (%)			Level of Qualification						Qualified Teachers (%)		
	Male	Female	Total	Male	Female	Total	Below Diploma		Diploma		MA/MS or Above				
							Male	Female	Male	Female	Male	Female		Male	Female
Benishangul Gumuz	19	2	21	9.52	0	0	0	0	0	0	19	2	0	0	0
Gambella	139	27	166	16.27	0	0	0	0	0	135	27	4	0	2	
Somali	88	11	99	11.11	0	0	1	0	79	10	8	1	9		
Total	246	40	286	13.99	0	0	1	0	233	39	12	1	5		

In secondary level, there are no refugee teachers at all, and qualified teachers are exceptionally low, 5%. Somali has better qualified teachers with 9% than the other Host regions. On the other hand, 14% are female from the total teachers with higher share in Gambella, which is 16.27%.

Executive Summary

The Education Statistics Annual Abstract (2021/22) provides education statistical data measuring progress against educational priorities set out in the Education Sector Development Program VI (2020/21 – 2024/25) in Ethiopia.

The publication reports on General Education (including Pre-Primary, Primary, Middle, Secondary), Adult and Non Formal Education (ANFE), Special Needs Education, Colleges of Teachers' Education (CTEs), and Education in Refugees.

A. Overview of Indicators

The Education Statistics Annual Abstract reports progress against a total of 55 ESDP VI indicators in 2021/22, which are divided into 4 categories covering access, equity, quality, and internal efficiency.

Data is obtained from 10 Regions and 2 City Administrations Education Bureaus, 34 (out of 39) Colleges of Teacher Education (CTEs), and from camps in the four (except Tigray) refugee hosting regions.

B. Summary of Findings

Early Childhood Care and Education

- Nationally, 44% of children are enrolled in Pre-Primary classes in all ages
- Most enrolled in Pre-Primary level attend 'O' class, with 74% share of the total Pre-Primary enrollment. Gross enrolment in Kindergarten concentrated in Addis Ababa as usual.
- Gender parity appeared the same from last year and fail to achieve the ESDP VI target of the year.

Primary and Middle Education

- Grade 1 is in high demand, and many students have enrolled outside the official school entry age so that the gross enrollment rate still to be above 100% nationally, and in most regions too. Oppositely, the NIR in all regions are below 100%, with the exception of Oromia and Sidama, with the national figure to be 92.6%.
- Transition from Primary to Middle is low, with gross enrolment dropping from 105.9% (Primary) to 68.6% (Middle)
- The National Gender Parity Index (GPI) target has been missed in both levels (Primary and Middle), and GPI for Grades 1-8 is 0.92, showing a 0.1 percentage increase from last year.
- Unlike the previous years, most of efficiency indicators met the ESDP VI target of the year except dropout in Middle schools and Completion in Grade 6.

<p>Secondary Education</p>	<ul style="list-style-type: none"> ● Transition from Middle to Secondary, as has been seen from Primary to Middle, is low nationally, with notable regional disparities. Addis Ababa and Gambella are the regions with GER greater than 100% in Secondary level. However, the national GER is 45.6%. ● Secondary enrolment has gradually improved over time, with average annual growth rate of 8.5% for the last five years. GER targets for the year have been successfully met in both sexes. ● When we look at the NER, those enrolled in secondary education are more likely to be the appropriate age compared to Primary and Middle education, however the rate is too low, with NER 33.1%, though it has shown a significant increment from last year. ● The GPI target has been met successfully and the national figure is by far higher than last year. However, there is gender imbalance in Amhara and Addis Ababa with GPI score greater than 1, as has been seen last year too.
<p>Adult and Non-Formal Education</p>	<ul style="list-style-type: none"> ● Enrolment in IFAE programs has been increased over time starting from ten years before, but there are signs of decline over the past five years, with a slight increment this year. ● Only 11.3% of the enrolled adults have graduated from two year IFAE courses this year and this figure is by far less than from last year, in which graduates were 23%. ● Females are less than males both in enrollment and graduation rate ● Illiterate 15–60 year olds who have graduated from two-year ANFE course are 255, 024, from which 112,269 are females.
<p>Special Needs Education</p>	<ul style="list-style-type: none"> ● Enrollment rate in children with SENs is still low in all levels. ● GER at Pre-Primary is just 2.7%, of course higher than last year's 1%. The same is true in other levels, with a GER of 10.4% in Primary and Middle and 3.6% in Secondary level. This means, thousands of children with SENs are either not accessing the formal education or not recorded correctly. ● The ESDP VI target for the year could not be achieved at all levels ● “Learning Difficulty” is the type of disability with highest number of children in Pre-Primary and Primary and Middle levels, while “Visual Impairment is the highest level of disability in Secondary level.

Teachers in General education

- Based on the minimum requirement expected for this year, 80% of Pre-Primary (KG) teachers are appropriately qualified.
- 88% Primary and 18% Middle level teachers are appropriately qualified based on the requirements expected for this year. Whereas, the total qualified teachers in Primary and Middle education (Grades 1-8) is 63.7.
- In secondary level, 93.8% of teachers are qualified, holding First Degree and above.
- The national attrition rate for Primary and Middle school teachers is 1.4%, and this rate is 1.3% in secondary schools. There is a slight decrement in both levels from last year.
- From the total number of school leaders, females constitute only 11.8% in Primary and Middle and 6.9% in Secondary schools.
- Qualified school leaders are 57.1% in Primary and Middle schools, and 34.3% in Secondary. On the other hand, 72.9% of Primary and Middle schools and 51.3% of Secondary school supervisors are appropriately qualified.

Colleges of Teachers' Education

- Enrolment in summer program is higher than regular and extension programs and 48.5% of the total enrollment in all programs in Diploma level are females.
- This year, there are 1,434 prospective teachers enrolled in Degree program, from which 165 of them are females. Similarly, there are 1,334 prospective teachers enrolled in Certificate program, from which 542 of them are females.
- Attrition in Diploma program has been significantly decreased from last year.
- Trends over time show that enrolment in CTE's has been decreased in the last five consecutive years (for Diploma Program).
- Enrollment of prospective teachers with special education needs, in Diploma program, dropped from 244 in last year to 99 this year.
- The number of Diploma graduates from CTEs has linearly increased over the last four years, while decreasing from 2019/20 onwards.
- Academic staff show a slight decrease from last year. On the other hand, the female share of the Academic staffs in CTEs is only 12.5%.
- 79.5% of the total academic staff are M.A/M.Sc. and above

Education in Refugee

- GER of ECCE for this year is 42.6, showing a 1.4 percentage points decrement from last year. However, GPI increased from 0.97 to 1
- AIR and NIR are calculated in this year to be 54.4% and 24.7% respectively.
- GER in Primary and Middle (Grades 1-8) has been increased from 50.0% last year to 50.8 this year, and GPI also increased from 0.72 to 0.79
- GER for Primary is 53.7%, with a GPI of 0.82 and in Middle schools GER is 41.4% with a GPI of 0.68. In secondary schools, GER is too low with 14.0% and GPI is 0.34.
- NER is 39.5% in Primary, 17.8% in Middle level and 5.2% in Secondary.
- With respect to qualification level of teachers, 12.1%, 31.5% and 5% of the total teaching force are appropriately qualified in ECCE, Primary, and Secondary levels respectively.