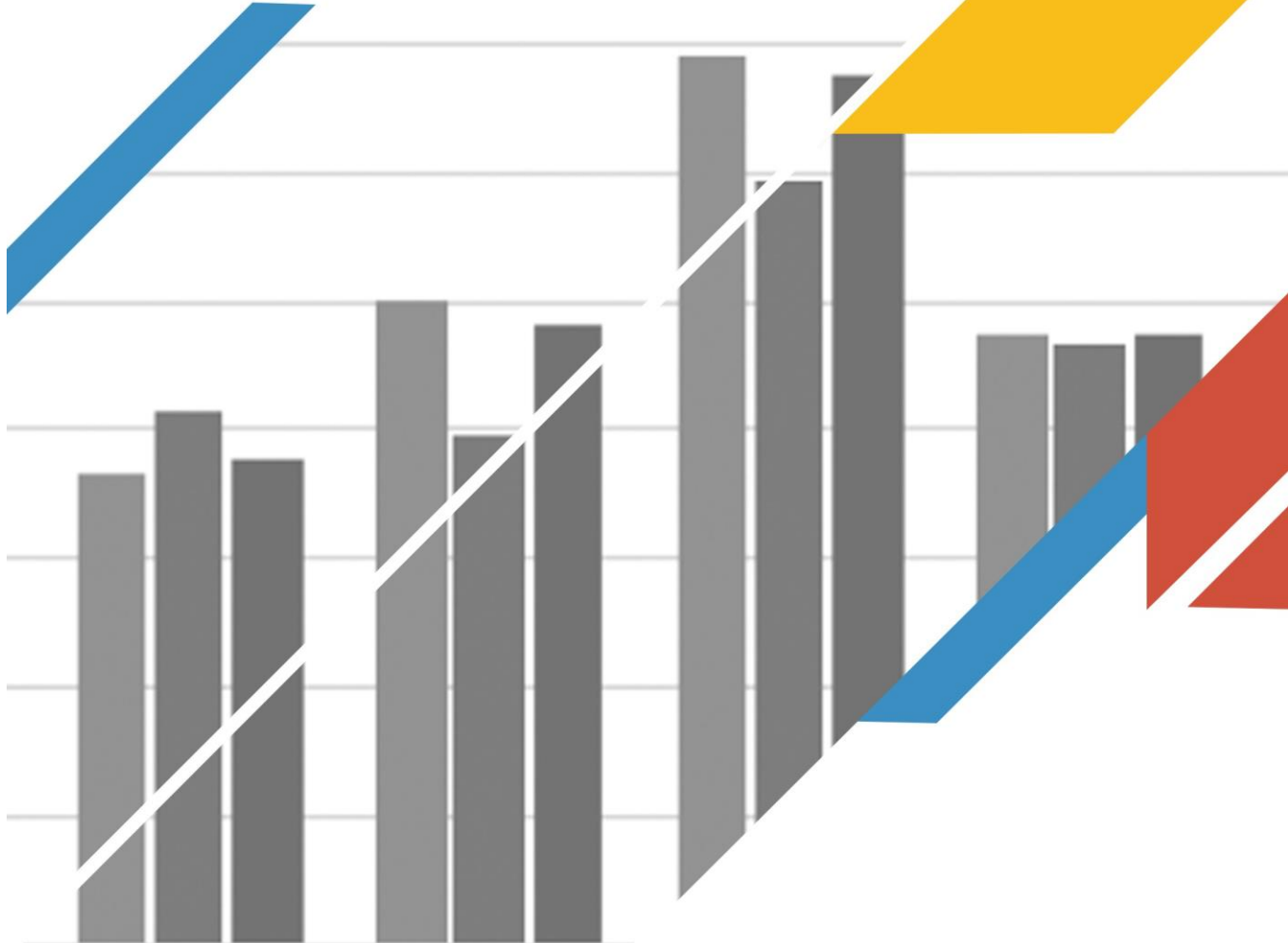




**FDRE
MINISTRY OF EDUCATION**



EDUCATION STATISTICS

ANNUAL ABSTRACT

2022/2023 (2015E.C.)

OCTOBER 2023

ADDIS ABABA, ETHIOPIA

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Foreword

The Federal Democratic Republic of Ethiopia, Ministry of Education, is pleased to release the 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, the 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 discussion and decision making can be undertaken for future interventions. Previous educational statistics were used to analyze trends in the educational system overtime. This abstract can also serve to measure the success of our 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
ECCE	Early Childhood Care and Education
ECDE	Early Childhood Development and Education
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
NNP	National Nutrition Program
OOSS	Over-aged Out of School Students
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
SF	School Feeding
SFP	School Feeding Program
SHN	School Health and Nutrition
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 2022/23 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, Adult and Non-Formal Education, Special Needs Education, Colleges of Teachers' Education (CTE), and Refugee Education.

1.1. Objective

The main objective of the abstract is to provide annual statistical information in the Ethiopian education system to support the process of evidence-based decision making.

In line with the above main objective, the abstract also aimed 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, administrators and other stakeholders in the education sector with data and evidence to improve the delivery of education and training in the country.

1.2. Vision and Mission

Below are the vision and mission of the FDRE Ministry of Education

Vision:

Sustainably building an education and training system that ensures quality and equitable education for all citizens and that continuously produces a competent and competitive workforce fueling the country's economic development.

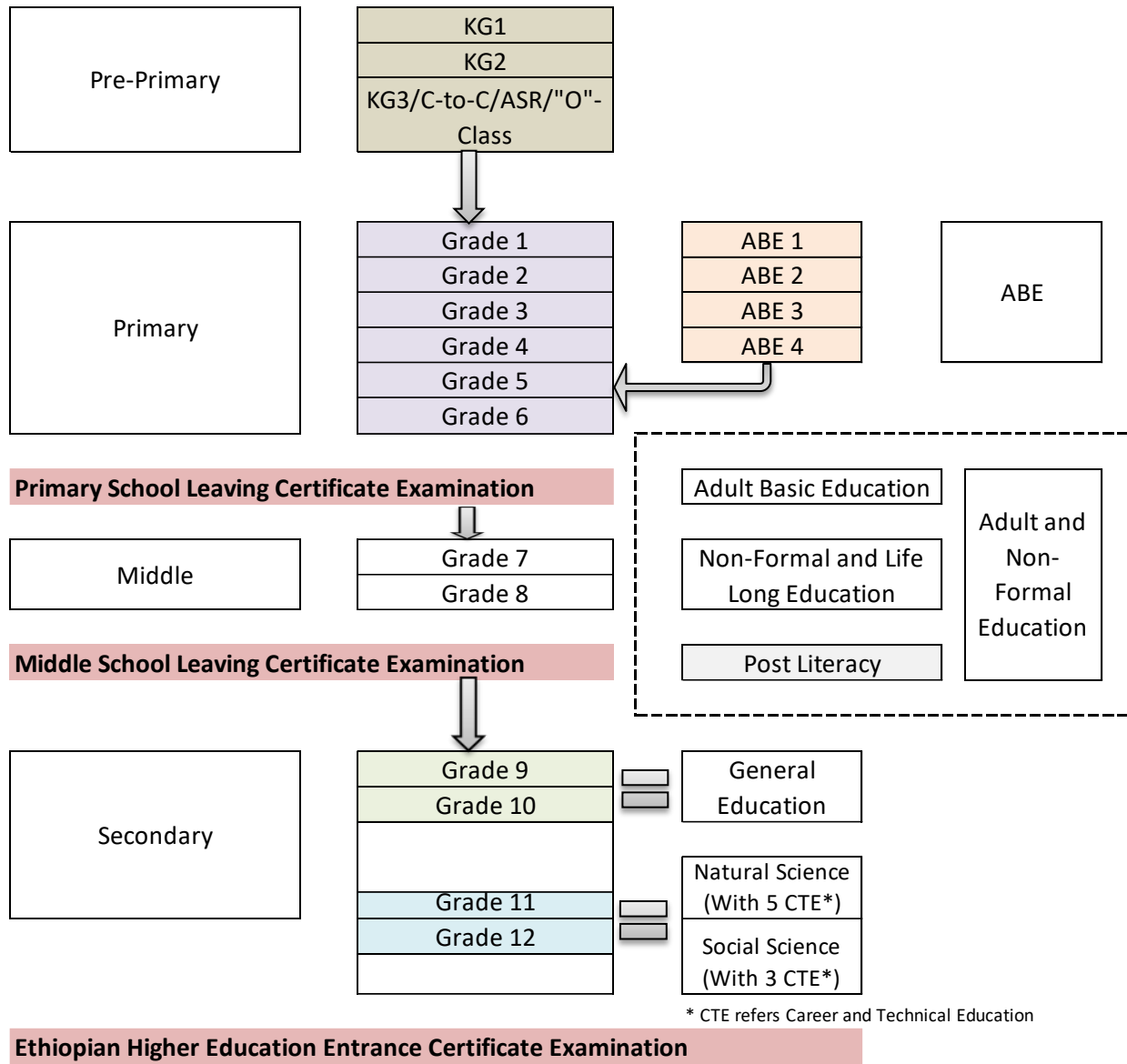
Mission:

Ensuring effective, quality and equitable education and training system through building the implementation capacity of the education sector at all levels, designing and regulating standards of efficiency, expanding standardized education throughout the country, as well as complementing and leveraging education sector development interventions with strategic communications and public awareness.

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 previous conflict in the northern part of Ethiopia, teaching-learning is not yet started in Tigray region and hence **DATA FROM TIGRAY REGION IS NOT INCLUDED.**

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)	2022/23 Target (F/M)	2022/23 Actual (F/M)
ACCESS				
1	Pre-primary GER	40/41	60/60	48.6/51.4
2	Grade 1 NIR	88/97	92/98	99.8/112.2
3	Grades 1–6, including ABE, GER	109/121	106/114	100.6/110.0
4	Grades 1–6, including ABE, NER	91/105	97/103	90.0/98.1
5	Grades 7–8, GER	106/118	104/112	65.1/66.6
6	Grades 7–8, NER	93/102	95/101	46.7/46.5
7	Grades 9–12, GER	30/34	45/48	44.0/43.6
8	Grades 9–12, NER	25/26	41/43	33.9/32.0
Pastoralist				
9	Pre-Primary GER	12.7/14	39.1/39.8	15.1/16.8
10	Primary GER	84.7/106.4	93.8/100	92.3/112.9
11	Primary NER	65.7/82.3	77.1/88.1	69.9/86.3
12	Middle School GER	42.2/48.6	54.6/60.6	41.0/49.4
13	Middle School NER	16.1/17.1	35.8/36.4	16.4/19.7
14	Secondary GER	18/24	33.6/37.4	30.6/37.5
15	Secondary NER	45/275	27.9/30	17.7/19.7
INTERNAL EFFICIENCY				
16	Grade 1 dropout rate	25/25	19/19	21/22
17	Grade 1–6 dropout rate	18/17	14/13	15/17
18	Grade 1–6 repetition rate	6/6	3/3	2/2
19	Grade 7–8 dropout rate	12/12	9/9	12/17
20	Grade 7–8 repetition rate	5/5	2/2	3/3
21	Completion rate to Grade 6	79/86	85/90	70/73
22	Completion rate to Grade 8	60/64	69/72	61/61
23	Survival rate to Grade 7	31/29	43/41	39/34
QUALITY				
24	Textbook/Learner ratios, Pre-Primary (KG)	DNA	1:1	NA ¹
25	Textbook/Learner ratios, Primary	DNA	1:1	NA ¹
26	Textbook/Learner ratios, Middle	DNA	1:1	NA ¹
27	Student Textbook utilization ratio, Primary	DNA	100	NA

¹ Textbook related indicators do not have data because the new curriculum is underway for printing and distribution

No.	ESDP VI Key Performance Indicator (all targets are in percentage unless stated)	2018/19 baseline (F/M)	2022/23 Target (F/M)	2022/23 Actual (F/M)
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	-	-	65.0/7.9
31	Qualified Primary and Middle school teachers	-	-	34.5/46.5
32	Qualified Secondary school teachers	-	-	19.2/74.9
33	Licensed Teachers in Pre-Primary	DNA	35	NA
34	Licensed Teachers in Primary and Middle	24.1	45	NA
35	Licensed Teachers in Secondary	24.1	45	NA
36	Appropriately qualified school leaders, Pre-Primary	0	DNA	NA
37	Appropriately qualified school leaders, Primary and Middle	11.2/55.2	15.8/70.7	4.8/64.5
38	Appropriately qualified school leaders, Secondary	6.8/56	9.3/75	3.7/52.6
39	Qualified school supervisors, Primary and Middle	5/72.8	18.3/72.8	5.4/82.9
40	Qualified school Supervisors, Secondary (Total)	90	100	73.6
41	Licensed school leaders, Pre-Primary	0	35	NA
42	Licensed school leaders, Primary and Middle	DNA	70	NA
43	Licensed school leaders, Secondary	DNA	70	NA
44	Percentage of Pre-Primary schools at level 3 and above	5	30	NA
45	Percentage of Primary and Middle schools at level 3 and above	11	30	13.5
46	Percentage of Secondary schools at level 3 and above	11	30	30.6
47	Percentage of schools with digitized laboratory	DNA	95	NA
EQUITY				
48	GPI in Pre-Primary (index)	0.95	0.98	0.95
49	GPI in Primary (index)	0.91	0.94	0.91
50	GPI in Middle (index)	0.97	1.0	0.98
51	GPI in Secondary (index)	0.87	0.9	1.01
52	Gross Enrolment rate of children with SENs, Pre-Primary	1.2/1.5	6.8/7	3.1/3.8
53	Gross Enrolment rate of children with SENs, Grades 1-8	9.7/12.3	18.8/19.8	10.5/13.0
54	Gross Enrolment rate of children with SENs, Grades 9-12	2.4/3.2	7.6/8.2	3.7/4.3
55	Number of female graduates in youth and adult life-skills education	1,997,123	3,887,336	970,329
Refugee Education				
56	Pre-primary GER	58.6/63.7	72.9/75.8	37.6/39.1
57	Primary 1-8 GER	54.9/78.6	66.6/85.3	44.1/57.7
58	Secondary 9-12 GER	7.2/17.2	33.1/41.4	7.4/21.1
59	Number of youth and adult aged 15 years old participated in life-skills education program	4,438,051	7,952,193	NA

1.4. Summary Tables

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

1.4.1 Population trend in Ethiopia

Age Range	2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)			2015 E.C. (2022/23)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	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	5,958,719	5,778,578	11,737,297	1.74	1.85	1.79
Age 4-6	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	4,298,434	4,189,516	8,487,951	1.79	1.86	1.83
Age 7-10	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	5,487,531	5,366,682	10,854,213	2.09	2.14	2.12
Age 11-14	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	5,115,926	5,025,844	10,141,770	2.46	2.60	2.53
Age 15-16	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	2,341,278	2,305,317	4,646,595	0.72	0.91	0.82
Age 17-18	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	2,237,251	2,207,023	4,444,274	0.57	1.00	0.78
Age 19-21	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	3,229,507	3,199,613	6,429,120	0.91	1.46	1.18
>21	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	24,831,121	25,161,829	49,992,949	2.37	2.25	2.31
Total	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	53,499,767	53,234,402	106,734,169	1.99	2.03	2.01

1.4.2 Gross Enrolment Trend in General Education

Level/Sub-Sector	2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2021/22)			2015 E.C. (2022/23)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Primary	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	2,102,019	1,939,896	4,041,915
Primary and Middle (G1-8)	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	10,064,213	9,116,197	19,180,410
First Cycle/Primary (G1-4/G1-6)*	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	8,483,696	7,596,493	16,080,189
Second Cycle/Middle (G5-8/G7-8)**	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	1,540,003	3,170,522	1,580,517	1,519,704	3,100,221
Secondary (G9-12)	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	1,889,487	1,879,700	3,769,187
Total	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	12,671,943	26,635,127	14,055,719	12,935,793	26,991,512

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

** Second cycle (G5-8) becomes Middle (G7-8) starting from 2013 E.C.

1.4.3 Trend in the Number of Teachers for General Education

Level/Sub-Sector	2011 E.C. (2017/18)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			2014 E.C. (2020/21)			2015 E.C. (2020/21)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	8,742	33,834	42,576	2,608	32,893	35,501	2,333	26,565	28,898	2,665	32,975	35,640	9,266	62,705	71,971
Primary and Middle	309,668	220,298	529,966	316,554	221,042	537,596	307,948	208,455	516,403	315,921	225,048	540,969	306,918	205,847	512,765
Secondary	93,912	22,433	116,345	102,733	25,008	127,741	103,735	25,298	129,033	111,218	28,492	139,710	113,125	28,446	141,571
Total	412,322	276,565	688,887	421,895	278,943	700,838	414,016	260,318	674,334	429,804	286,515	716,319	429,309	296,998	726,307

2. Early Childhood Development 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).

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.

However, despite relatively encouraging trends over the last ten years, holistic child development has not reached the desired level for a variety of reasons. Beside this, inequalities and disparities in access also persist in regions between rural and urban settings. For better operationalization and alignment with the global ECD strategic recommendations and the current national documents, the Ministry of Education, Health, Women and Social Affairs have together, and with consideration to the feedback of senior leadership, revised the policy framework as ECDE in 2023 to achieve quality early childhood development and education services that promote holistic development and give every child the best start in life.

Following this, the Ethiopian government has made it clear in the revised Education and Training Policy of 2023 that it will provide 2 years of free and compulsory education for 5 and 6-year-old children, while for a 4-year-old children Pre-Primary education to be taken as optional. However, currently some regions are opening additional classes for children who have reached age 4 and are providing a full 3-year Pre-Primary education.

To strengthen early childhood education program, 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 Pre-Primary's access and equity through major indicators; such as Enrolment, GER, NER, GPI and Regional distribution of ECDE centers and enrollments in 'O' Class, Child to Child, Accelerated School Readiness (ASR) and Kindergarten.

The importance of ECDE 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 ECDE objectives, Ministry of Education has developed a curriculum, trained teachers and provided supervisory support. As a result, Pre-Primary enrolment is increasing every year.

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

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Pre-primary GER Female	40	60	48.6
Pre-primary GER Male	41	60	51.4
Pre-Primary GPI (index)	0.95	0.98	0.95

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 GER is the general level of participation in Pre-Primary education, regardless of whether students are of the correct school age or not.

Nationally, 50.0% of children are enrolled in Pre-Primary classes from the expected school age population, which shows an increase by 6 percentage points from the previous year's result. However, the ESDP target has been missed in both sexes.

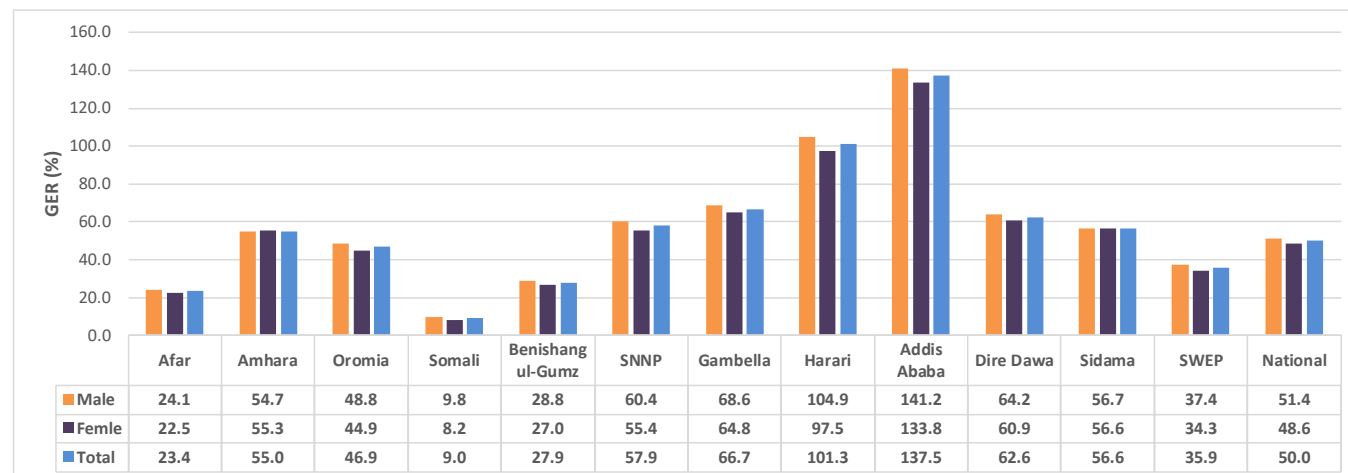
Table 2.1 and Chart 2.1 show the enrolment of Pre-Primary students in each region compared with the official school age population. Enrolment in Pre-Primary significantly increased this year compared to last year. The Gender Parity Index (GPI) is 0.95, which also shows an increment by 0.1 from the previous year but less than the ESDP target of the year.

Table 2.1 Pre-Primary Gross Enrolment, GER and GPI by Region and Sex, 2022/23

	Gross Enrollment			School Age Population (4-6)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	17,000	15,089	32,089	70,467	66,933	137,400	24.1	22.5	23.4	0.93
Amhara	448,661	433,960	882,621	819,604	784,570	1,604,174	54.7	55.3	55.0	1.01
Oromia	799,522	715,396	1,514,918	1,639,829	1,593,562	3,233,391	48.8	44.9	46.9	0.92
Somali	27,351	22,378	49,729	279,622	272,546	552,168	9.8	8.2	9.0	0.84
Benishangul-Gumuz	13,644	12,325	25,969	47,445	45,698	93,143	28.8	27.0	27.9	0.94
SNNP	408,896	377,453	786,349	677,110	681,081	1,358,190	60.4	55.4	57.9	0.92
Gambella	11,888	10,950	22,838	17,337	16,897	34,234	68.6	64.8	66.7	0.95
Harari	9,085	8,030	17,115	8,659	8,232	16,891	104.9	97.5	101.3	0.93
Addis Ababa	160,057	150,145	310,202	113,338	112,257	225,595	141.2	133.8	137.5	0.95
Dire Dawa	10,075	9,256	19,331	15,699	15,194	30,893	64.2	60.9	62.6	0.95
Sidama	133,659	128,443	262,102	235,830	227,122	462,952	56.7	56.6	56.6	1.00
SWEP	62,181	56,471	118,652	166,093	164,598	330,691	37.4	34.3	35.9	0.92
National	2,102,019	1,939,896	4,041,915	4,091,033	3,988,689	8,079,723	51.4	48.6	50.0	0.95

Regionally, Afar and Somali perform the least enrollment ratio, with a GER of just 23.4% and 9.0% respectively; this figure is greater than last year for Somali but less than from last year for Afar. Harari and Addis Ababa showed commendable achievement, with a GER of 101.3% and 137.5% respectively; with significant increment compared to last year.

Chart 2.1 GER of Pre-Primary by Region and Sex, 2022/23



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 contributes the majority of Pre-Primary enrollment, with a GER of 85.8%; though the GER has been decreased by 12.8 percentage points from last year. In Kindergarten, Addis Ababa outperforms the highest proportion of children enrolled, with a GER of 134.9%. On the other hand, though all regions perform less than 1% in C2C GER, Benishangul-Gumuz has the largest enrolment rate in the provision for this modality, with a GER of 0.7%. In "O" class modality, SNNP performs the highest, with a GER of 149.6% followed by Amhara and Gambella.

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 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.

Table 2.2 Kindergarten Gross Enrolment and GER by Region and Sex, 2022/23

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	4,351	3,989	8,340	70,467	66,933	137,400	6.2	6.0	6.1
Amhara	61,547	59,424	120,971	819,604	784,570	1,604,174	7.5	7.6	7.5
Oromia	560,188	503,865	1,064,053	1,639,829	1,593,562	3,233,391	34.2	31.6	32.9
Somali	2,602	2,420	5,022	279,622	272,546	552,168	0.9	0.9	0.9
Benishangul-Gumz	3,224	3,180	6,404	47,445	45,698	93,143	6.8	7.0	6.9
SNNP	67,375	60,389	127,764	677,110	681,081	1,358,190	10.0	8.9	9.4
Gambella	3,712	3,349	7,061	17,337	16,897	34,234	21.4	19.8	20.6
Harari	5,126	4,601	9,727	8,659	8,232	16,891	59.2	55.9	57.6
Addis Ababa	157,381	147,014	304,395	113,338	112,257	225,595	138.9	131.0	134.9
Dire Dawa	6,429	6,076	12,505	15,699	15,194	30,893	41.0	40.0	40.5
Sidama	28,247	26,370	54,617	235,830	227,122	462,952	12.0	11.6	11.8
SWEP	6,159	5,734	11,893	166,093	164,598	330,691	3.7	3.5	3.6
National	906,341	826,411	1,732,752	4,091,033	3,988,689	8,079,723	22.2	20.7	21.4

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 to count numbers, 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, 2022/23

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	244	260	504	70,467	66,933	137,400	0.3	0.4	0.4
Amhara	465	517	982	819,604	784,570	1,604,174	0.1	0.1	0.1
Oromia	851	803	1,654	1,639,829	1,593,562	3,233,391	0.1	0.1	0.1
Somali	115	107	222	279,622	272,546	552,168	0.0	0.0	0.0
Benishangul-Gumz	337	286	623	47,445	45,698	93,143	0.7	0.6	0.7
SNNP	680	630	1,310	677,110	681,081	1,358,190	0.1	0.1	0.1
Gambella	-	-	-	17,337	16,897	34,234	0.0	0.0	0.0
Harari	-	-	-	8,659	8,232	16,891	0.0	0.0	0.0
Addis Ababa	14	14	28	113,338	112,257	225,595	0.0	0.0	0.0
Dire Dawa	-	-	-	15,699	15,194	30,893	0.0	0.0	0.0
Sidama	-	-	-	235,830	227,122	462,952	0.0	0.0	0.0
SWEP	1,001	862	1,863	166,093	164,598	330,691	0.6	0.5	0.6
National	3,707	3,479	7,186	4,091,033	3,988,689	8,079,723	0.1	0.1	0.1

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 until 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, Amhara, Gambela, Sidama and Harari has the largest enrolment rate in "O" Class provision, with a GER greater than 100%. Whereas Somali and Addis Ababa show the list performance with a GER of 24.3% and 5.9% respectively.

Table 2.4 "O" Class Gross Enrolment and GER by Region and Sex, 2022/23

Region	Gross Enrollment			School Age Population (Age 6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	12,123	10,572	22,695	23,505	22,293	45,798	51.6	47.4	49.6
Amhara	385,079	372,560	757,639	275,555	263,795	539,350	139.7	141.2	140.5
Oromia	236,986	209,106	446,092	541,682	527,006	1,068,688	43.8	39.7	41.7
Somali	24,540	19,763	44,303	92,141	89,939	182,080	26.6	22.0	24.3
Benishangul-Gumz	9,947	8,735	18,682	15,686	15,112	30,798	63.4	57.8	60.7
SNNP	338,258	313,902	652,160	217,381	218,667	436,047	155.6	143.6	149.6
Gambella	8,176	7,601	15,777	5,732	5,580	11,312	142.6	136.2	139.5
Harari	3,849	3,335	7,184	2,876	2,732	5,608	133.8	122.1	128.1
Addis Ababa	2,095	2,267	4,362	37,310	37,158	74,468	5.6	6.1	5.9
Dire Dawa	3,538	3,090	6,628	5,169	4,997	10,166	68.4	61.8	65.2
Sidama	102,860	99,436	202,296	75,711	72,919	148,631	135.9	136.4	136.1
SWEP	54,796	49,697	104,493	53,323	52,846	106,168	102.8	94.0	98.4
National	1,182,247	1,100,064	2,282,311	1,346,071	1,313,044	2,659,115	87.8	83.8	85.8

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. This is the modality with the lowest enrollment share next to C2C.

Table 2.5 ASR Gross Enrolment and GER by Region and Sex, 2022/23

Region	Gross Enrollment			School Age Population (Age 6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	282	268	550	23,505	22,293	45,798	1.2	1.2	1.2
Amhara	1,570	1,459	3,029	275,555	263,795	539,350	0.6	0.6	0.6
Oromia	1,497	1,622	3,119	541,682	527,006	1,068,688	0.3	0.3	0.3
Somali	94	88	182	92,141	89,939	182,080	0.1	0.1	0.1
Benishangul-Gumz	136	124	260	15,686	15,112	30,798	0.9	0.8	0.8
SNNP	2,583	2,532	5,115	217,381	218,667	436,047	1.2	1.2	1.2
Gambella	-	-	-	5,732	5,580	11,312	0.0	0.0	0.0
Harari	110	94	204	2,876	2,732	5,608	3.8	3.4	3.6
Addis Ababa	567	850	1,417	37,310	37,158	74,468	1.5	2.3	1.9
Dire Dawa	108	90	198	5,169	4,997	10,166	2.1	1.8	1.9
Sidama	2,552	2,637	5,189	75,711	72,919	148,631	3.4	3.6	3.5
SWEP	225	178	403	53,323	52,846	106,168	0.4	0.3	0.4
National	9,724	9,942	19,666	1,346,071	1,313,044	2,659,115	0.7	0.8	0.7

2.1.5. Pre-Primary Enrollment in Pastoralist Areas

In Pastoral area, the livelihood of communities is based on pastoralist way of life, characterized by moving from one place to another and have a strong reliance on livestock, presents unique challenges that must be addressed to ensure the provision of quality education for these communities.

In line with this, the Ethiopian Government gives due attention for the pastoralist and semi pastoralist communities. Accordingly, the constitution of Federal Republic of Ethiopia in article 89 sub article 4 stipulates that ‘Government shall provide special assistance to Nations, Nationalities, and Peoples least advantaged in economic and social development.’

Ministry of Education has been developed Pastoralist education Strategy and Provides Special support for Emerging Regions (Afar, Somali, Benishangul- Gumz and Gambela) and also for pastoral woredas in (Oromia, SNNP and South West Ethiopia) regions.

The table below shows the enrollment shares of pastoralist areas/woredas of the three regions (Oromia, SNNP and SWEP) against the total regional enrollment.

Table 2.6 Enrolment Share in Pastoralist Areas for Pre-Primary Education by Region and Sex, 2022/23

Region	Gross Pastoralist Enrollment			Gross Regional Enrollment			Pastoralist Share (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Oromia	68,079	56,421	124,500	799,522	715,396	1,514,918	8.5	7.9	8.2
SNNP	7,008	6,767	13,775	408,896	377,453	786,349	1.7	1.8	1.8
SWEP	6,611	5,014	11,625	62,181	56,471	118,652	10.6	8.9	9.8
Total	81,698	68,202	149,900	1,270,599	1,149,320	2,419,919	6.4	5.9	6.2

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 from Kindergarten, Child to Child, “O” Class and ASR enrolments.

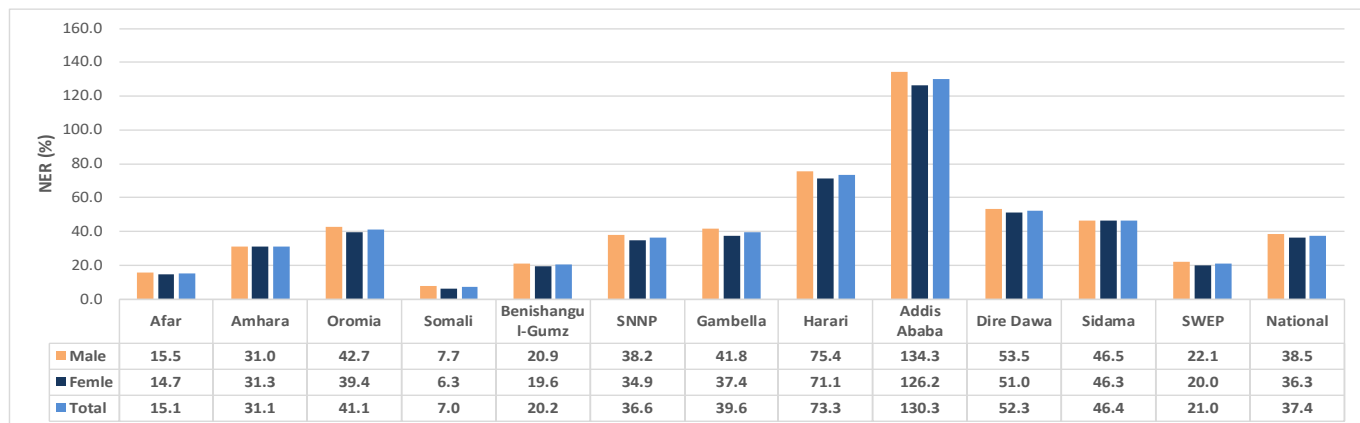
The majority of children enrolled in Pre-Primary education are not in the appropriate school age for the level, as it shows a significant difference between GER and NER

Tables 2.1, 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 36.3% for Female and 38.5% for Male students which shows a significant difference from the corresponding GER, 48.6% and 51.4% 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 8.9 percentage points.

Table 2.7 Pre-Primary Net Enrolment and NER by Region and Sex, 2022/23

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	10,929	9,819	20,748	70,467	66,933	137,400	15.5	14.7	15.1
Amhara	253,720	245,216	498,936	819,604	784,570	1,604,174	31.0	31.3	31.1
Oromia	700,578	627,226	1,327,804	1,639,829	1,593,562	3,233,391	42.7	39.4	41.1
Somali	21,525	17,300	38,825	279,622	272,546	552,168	7.7	6.3	7.0
Benishangul-Gumz	9,921	8,940	18,861	47,445	45,698	93,143	20.9	19.6	20.2
SNNP	258,675	237,865	496,540	677,110	681,081	1,358,190	38.2	34.9	36.6
Gambella	7,252	6,321	13,573	17,337	16,897	34,234	41.8	37.4	39.6
Harari	6,529	5,851	12,380	8,659	8,232	16,891	75.4	71.1	73.3
Addis Ababa	152,163	141,713	293,876	113,338	112,257	225,595	134.3	126.2	130.3
Dire Dawa	8,395	7,751	16,146	15,699	15,194	30,893	53.5	51.0	52.3
Sidama	109,681	105,089	214,770	235,830	227,122	462,952	46.5	46.3	46.4
SWEP	36,658	32,901	69,559	166,093	164,598	330,691	22.1	20.0	21.0
National	1,576,026	1,445,992	3,022,018	4,091,033	3,988,689	8,079,723	38.5	36.3	37.4

Chart 2.2 NER of Pre-Primary Education by Region and Sex, 2022/23

Similar to the gross enrollment, “O” class has the largest share in the net enrollment among the four modalities. The NER in each modality is presented in the tables below.

2.2.1. Kindergarten

Table 2.8 Kindergarten Net Enrolment and NER by Region and Sex, 2022/23

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	3,890	3,576	7,466	70,467	66,933	137,400	5.5	5.3	5.4
Amhara	60,141	58,174	118,315	819,604	784,570	1,604,174	7.3	7.4	7.4
Oromia	549,014	493,261	1,042,275	1,639,829	1,593,562	3,233,391	33.5	31.0	32.2
Somali	1,735	1,586	3,321	279,622	272,546	552,168	0.6	0.6	0.6
Benishangul-Gumz	3,098	3,080	6,178	47,445	45,698	93,143	6.5	6.7	6.6
SNNP	64,654	57,825	122,479	677,110	681,081	1,358,190	9.5	8.5	9.0
Gambella	2,797	2,395	5,192	17,337	16,897	34,234	16.1	14.2	15.2
Harari	4,541	4,068	8,609	8,659	8,232	16,891	52.4	49.4	51.0
Addis Ababa	150,936	140,532	291,468	113,338	112,257	225,595	133.2	125.2	129.2
Dire Dawa	5,416	5,171	10,587	15,699	15,194	30,893	34.5	34.0	34.3
Sidama	27,245	25,365	52,610	235,830	227,122	462,952	11.6	11.2	11.4
SWEP	6,097	5,676	11,773	166,093	164,598	330,691	3.7	3.4	3.6
National	879,564	800,709	1,680,273	4,091,033	3,988,689	8,079,723	21.5	20.1	20.8

2.2.2. Child to Child

Table 2.9 Child to Child Net Enrolment and NER by Region and Sex, 2022/23

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	84	63	147	70,467	66,933	137,400	0.1	0.1	0.1
Amhara	396	441	837	819,604	784,570	1,604,174	0.0	0.1	0.1
Oromia	836	787	1,623	1,639,829	1,593,562	3,233,391	0.1	0.0	0.1
Somali	71	70	141	279,622	272,546	552,168	0.0	0.0	0.0
Benishangul-Gumz	337	286	623	47,445	45,698	93,143	0.7	0.6	0.7
SNNP	627	579	1,206	677,110	681,081	1,358,190	0.1	0.1	0.1
Gambella	-	-	-	17,337	16,897	34,234	0.0	0.0	0.0
Harari	-	-	-	8,659	8,232	16,891	0.0	0.0	0.0
Addis Ababa	14	14	28	113,338	112,257	225,595	0.0	0.0	0.0
Dire Dawa	-	-	-	15,699	15,194	30,893	0.0	0.0	0.0
Sidama	-	-	-	235,830	227,122	462,952	0.0	0.0	0.0
SWEP	1,001	862	1,863	166,093	164,598	330,691	0.6	0.5	0.6
National	3,366	3,102	6,468	4,091,033	3,988,689	8,079,723	0.1	0.1	0.1

2.2.3. "O" Class

Table 2.10 "O" Class Net Enrolment and NER by Region and Sex, 2022/23

Region	Net Enrollment (Age 6)			School Age Population (Age 6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	6,924	6,146	13,070	23,505	22,293	45,798	29.5	27.6	28.5
Amhara	192,620	185,980	378,600	275,555	263,795	539,350	69.9	70.5	70.2
Oromia	150,575	133,033	283,608	541,682	527,006	1,068,688	27.8	25.2	26.5
Somali	19,651	15,580	35,231	92,141	89,939	182,080	21.3	17.3	19.3
Benishangul-Gumz	6,418	5,514	11,932	15,686	15,112	30,798	40.9	36.5	38.7
SNNP	193,052	179,170	372,222	217,381	218,667	436,047	88.8	81.9	85.4
Gambella	4,455	3,926	8,381	5,732	5,580	11,312	77.7	70.4	74.1
Harari	1,947	1,748	3,695	2,876	2,732	5,608	67.7	64.0	65.9
Addis Ababa	1,213	1,167	2,380	37,310	37,158	74,468	3.3	3.1	3.2
Dire Dawa	2,979	2,580	5,559	5,169	4,997	10,166	57.6	51.6	54.7
Sidama	82,230	79,511	161,741	75,711	72,919	148,631	108.6	109.0	108.8
SWEP	29,560	26,363	55,923	53,323	52,846	106,168	55.4	49.9	52.7
National	691,624	640,718	1,332,342	1,346,071	1,313,044	2,659,115	51.4	48.8	50.1

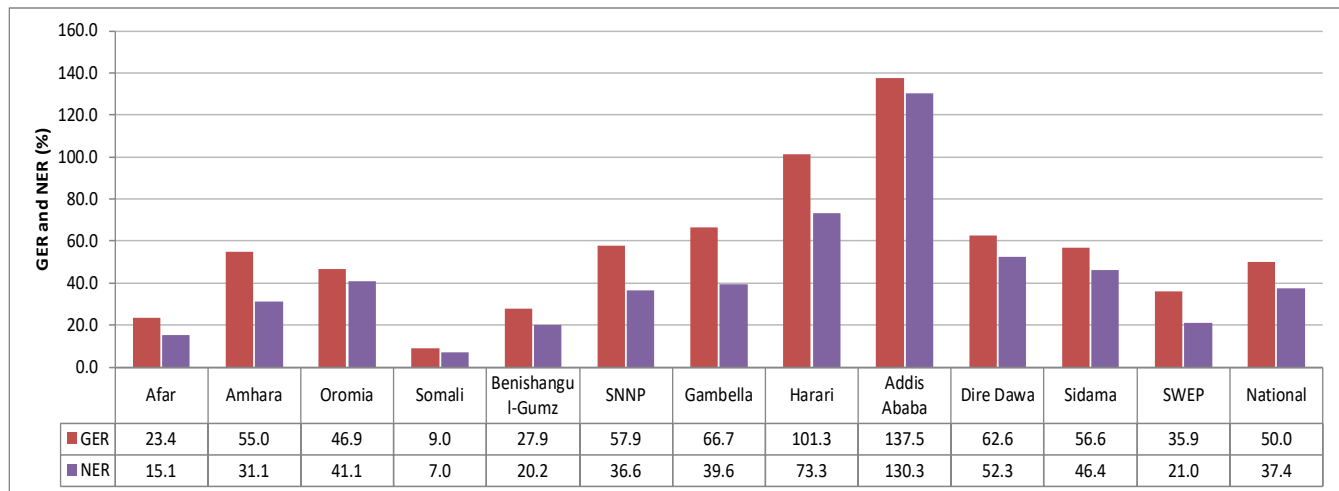
2.2.4. Accelerated School Readiness (ASR)

Table 2.11 ASR Net Enrolment and NER by Region and Sex, 2022/23

Region	Net Enrollment (Age 6)			School Age Population (Age 6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	31	34	65	23,505	22,293	45,798	0.1	0.2	0.1
Amhara	563	621	1,184	275,555	263,795	539,350	0.2	0.2	0.2
Oromia	153	145	298	541,682	527,006	1,068,688	0.0	0.0	0.0
Somali	68	64	132	92,141	89,939	182,080	0.1	0.1	0.1
Benishangul-Gumuz	68	60	128	15,686	15,112	30,798	0.4	0.4	0.4
SNNP	342	291	633	217,381	218,667	436,047	0.2	0.1	0.1
Gambella	-	-	-	5,732	5,580	11,312	0.0	0.0	0.0
Harari	41	35	76	2,876	2,732	5,608	1.4	1.3	1.4
Addis Ababa	-	-	-	37,310	37,158	74,468	0.0	0.0	0.0
Dire Dawa	-	-	-	5,169	4,997	10,166	0.0	0.0	0.0
Sidama	206	213	419	75,711	72,919	148,631	0.3	0.3	0.3
SWEP	-	-	-	53,323	52,846	106,168	0.0	0.0	0.0
National	1,472	1,463	2,935	1,346,071	1,313,044	2,659,115	0.1	0.1	0.1

The difference between GER and NER in Pre-Primary at national level is almost similar to the previous year. There is a wide variation across regions; Amhara, SNNP, Gambella and Harari show the largest variation in which the gap between GER and NER is beyond 20%. One reason for this could be enrollment of under and over aged children in Pre-Primary grades in the regions.

Chart 2.3 Comparison of GER and NER in Pre-Primary Education by Region, 2022/23



3. Primary and Middle Level Education

The current Education system of Ethiopia consists of 6 grades in Primary level (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 age for primary school is 7 to 12 and middle school is 13 to 14 years old. Since the introduction of Education Training and 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 and Middle Level Education is the major part, as a whole. This part thus gives a detailed analytical view of the status of Primary and Middle Education in Ethiopia based on key indicators of access/coverage, equity, quality, and internal efficiency.

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.

In this section the results of the basic educational performance indicators of the academic year, 2022/23 (2015 E.C.) has been measured and compared against the target set by ESDP VI. 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.

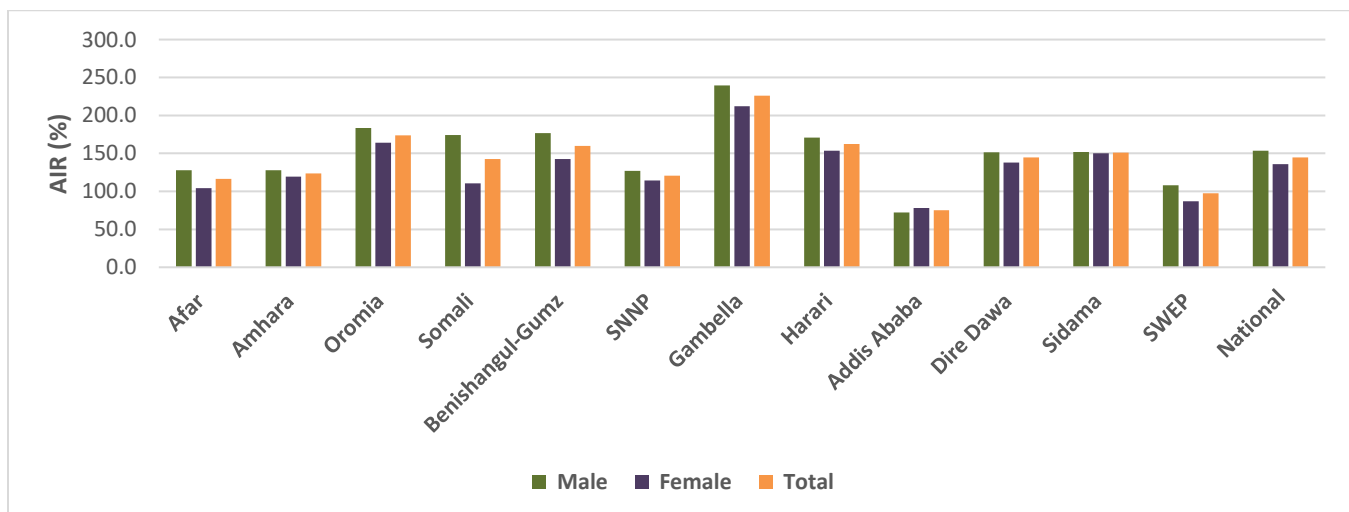
The data shows that there is a high demand for Grade 1, as seen from the long-term trend too, with students enrolling over or under the official school admission age of 7 is beyond 100% nationally.

Table 3.1 shows that national AIR is 144.7%, with an increment of 8.9 percentage points from last year. This might indicate that students are not enrolling with their correct school admission age. However, there are still a large number of children, regardless of the official school age, enrolling in Grade 1 and there is a high demand for this grade level across the country. Among the regions, only Addis Ababa and South West Ethiopian People (SWEP) have AIR scores below 100%, indicating more likely to register children with their official school admission age compared to other regions. Gambella region has scored exceptionally the highest AIR, 226.1%, followed by Oromia and Harari.

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2022/23

Region	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Afar	23,477	22,237	45,714	30,032	23,148	53,180	127.9	104.1	116.3	0.81
Amhara	276,184	264,308	540,492	353,388	315,793	669,181	128.0	119.5	123.8	0.93
Oromia	535,224	521,379	1,056,603	981,518	854,726	1,836,244	183.4	163.9	173.8	0.89
Somali	90,968	88,905	179,873	158,399	98,353	256,752	174.1	110.6	142.7	0.64
Benishangul-Gumuz	15,572	15,014	30,586	27,536	21,385	48,921	176.8	142.4	159.9	0.81
SNNP	210,837	212,386	423,224	267,390	242,750	510,140	126.8	114.3	120.5	0.90
Gambella	5,699	5,550	11,249	13,649	11,783	25,432	239.5	212.3	226.1	0.89
Harari	2,862	2,717	5,579	4,893	4,171	9,064	171.0	153.5	162.5	0.90
Addis Ababa	36,588	36,682	73,270	26,473	28,597	55,070	72.4	78.0	75.2	1.08
Dire Dawa	5,108	4,940	10,048	7,733	6,806	14,539	151.4	137.8	144.7	0.91
Sidama	73,433	70,825	144,257	111,600	106,462	218,062	152.0	150.3	151.2	0.99
SWEP	51,718	51,328	103,046	55,903	44,677	100,580	108.1	87.0	97.6	0.81
National	1,327,670	1,296,271	2,623,941	2,038,514	1,758,651	3,797,165	153.5	135.7	144.7	0.88

Chart 3.1 AIR by Region and Sex, 2022/23



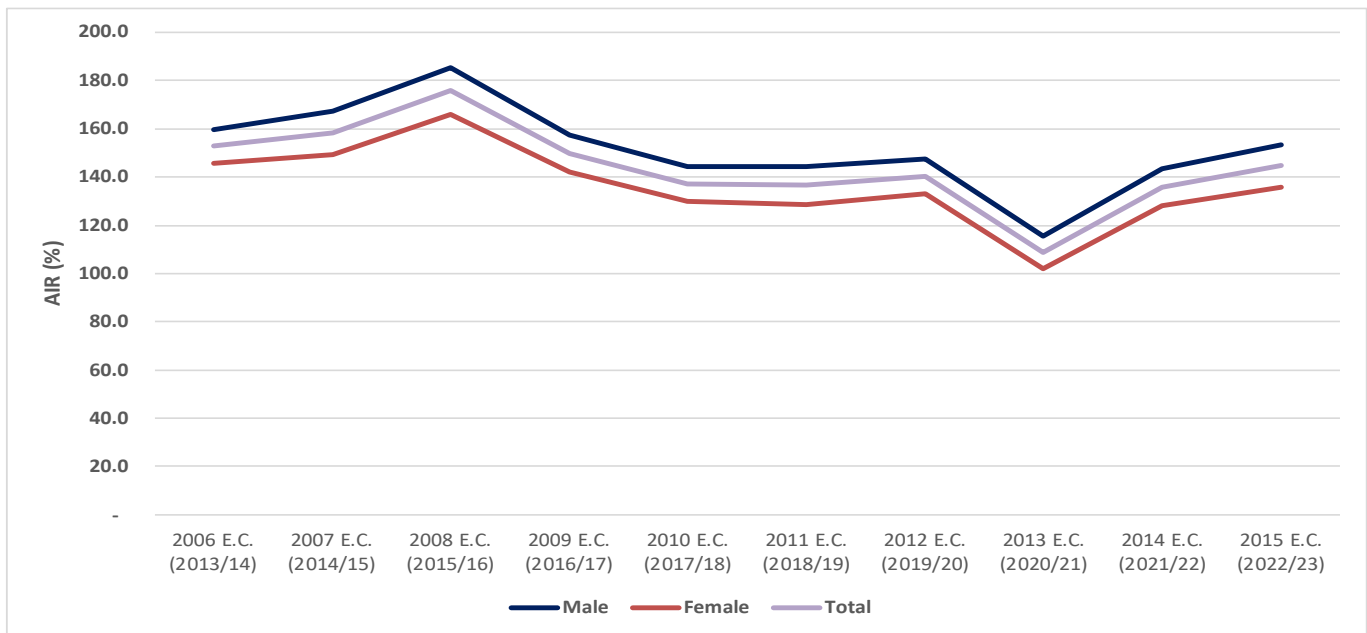
Since 2003/04, Grade 1 enrollment rates were above 100%, with notable fluctuations over time.

Table 3.2 and Chart 3.2 show the trend in AIR over the last 10 years, from 2006 E.C (2013/14) to 2015 E.C (2022/23). 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% in the period. 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 20 years.

Table 3.2 Apparent Intake Rate (AIR) Trend, 2013/14-2022/23

	AIR (%)		
	Male	Female	Total
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
2015 E.C. (2022/23)	153.5	135.7	144.7

Chart 3.2 AIR trend, 2013/14-2022/23



3.2 Net Intake Rate

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Grade 1 NIR Female	88	92	99.8
Grade 1 NIR Male	97	98	112.2

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

The national target of NIR for Grade 1 has been met in both sexes; Amhara, Oromia and Sidama scored beyond the target of the year in both sexes.

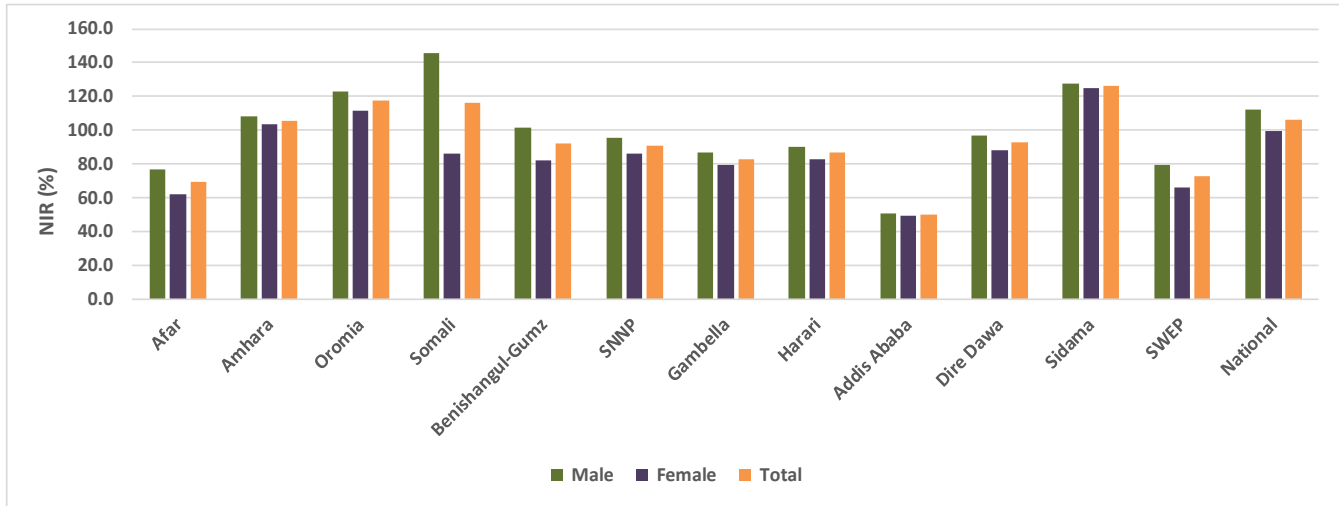
Table 3.3 shows that the total NIR is 106.1% at national level; with 13.5 percentage points increment from last year. Oromia, Somali and Sidama scored above the national NIR, whereas the NIR in Afar, Addis Ababa and SWEP are far below the national figure.

Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2022/23

Region	School Age Population (Age 7)			New Entrants to Grade 1 (Age 7)			NIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	23,477	22,237	45,714	18,100	13,764	31,864	77.1	61.9	69.7
Amhara	276,184	264,308	540,492	298,489	272,904	571,393	108.1	103.3	105.7
Oromia	535,224	521,379	1,056,603	658,812	582,911	1,241,723	123.1	111.8	117.5
Somali	90,968	88,905	179,873	132,208	76,570	208,778	145.3	86.1	116.1
Benishangul-Gumz	15,572	15,014	30,586	15,832	12,353	28,185	101.7	82.3	92.2
SNNP	210,837	212,386	423,224	201,119	183,119	384,238	95.4	86.2	90.8
Gambella	5,699	5,550	11,249	4,939	4,415	9,354	86.7	79.5	83.2
Harari	2,862	2,717	5,579	2,588	2,247	4,835	90.4	82.7	86.7
Addis Ababa	36,588	36,682	73,270	18,468	18,152	36,620	50.5	49.5	50.0
Dire Dawa	5,108	4,940	10,048	4,962	4,343	9,305	97.1	87.9	92.6
Sidama	73,433	70,825	144,257	93,535	88,692	182,227	127.4	125.2	126.3
SWEP	51,718	51,328	103,046	41,162	33,948	75,110	79.6	66.1	72.9
National	1,327,670	1,296,271	2,623,941	1,490,214	1,293,418	2,783,632	112.2	99.8	106.1

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, 2022/23



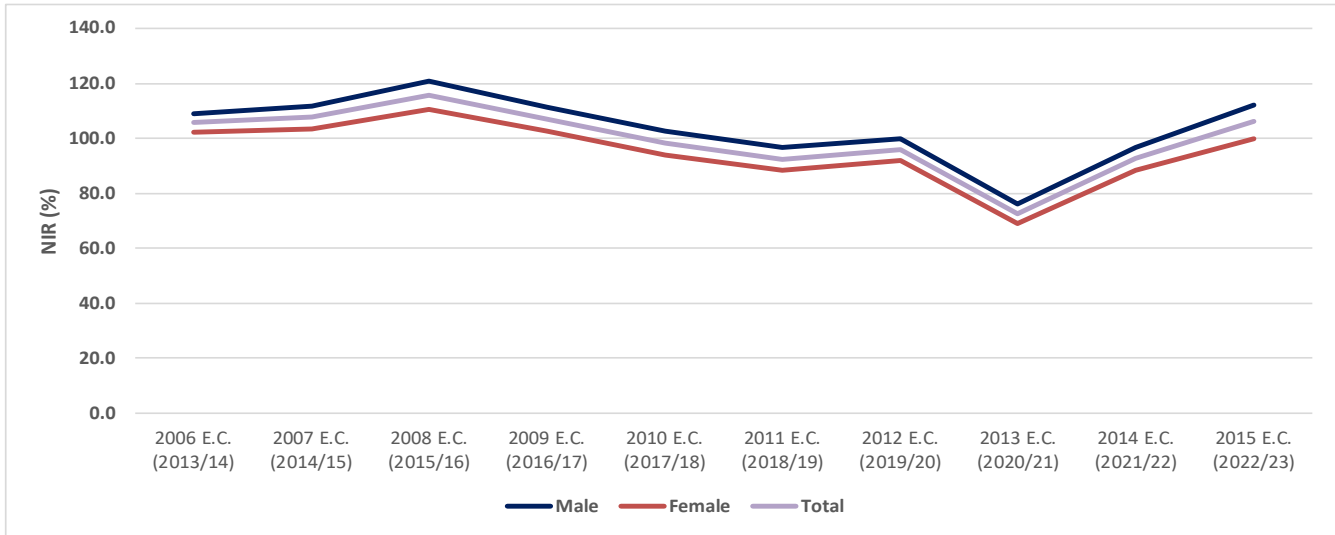
Trends over time show that NIR has started to decrease and below 100% since 2017/18. However, the persisting gender divide is not closing at a sufficient rate, though the target for this year has been met in both sexes.

From 2013/14 to 2015/16, there was a continuous increase in NIR, but then started to decrease from 2015/16. In general, 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, 2013/14-2022/23

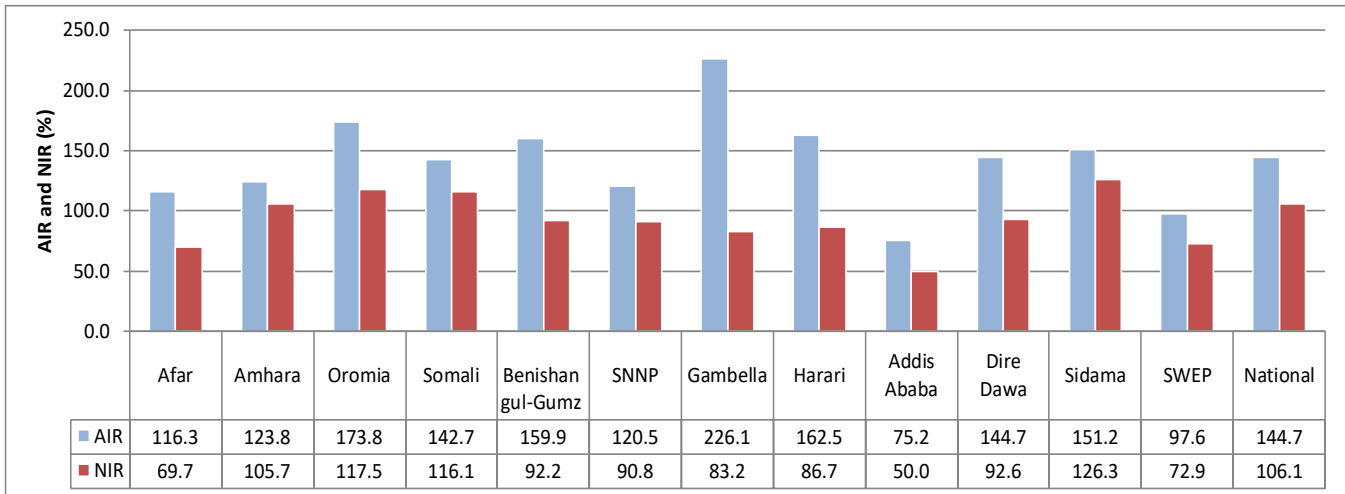
	NIR (%)		
	Male	Female	Total
2006 E.C. (2013/14)	108.8	102.3	105.6
2007 E.C. (2014/15)	111.9	103.6	107.8
2008 E.C. (2015/16)	120.8	110.7	115.8
2009 E.C. (2016/17)	111.5	102.6	107.1
2010 E.C. (2017/18)	102.6	93.8	98.3
2011 E.C. (2018/19)	96.5	88.2	92.4
2012 E.C. (2019/20)	99.8	92.1	96.0
2013 E.C. (2020/21)	76.2	69.0	72.6
2014 E.C. (2021/22)	96.8	88.3	92.6
2015 E.C. (2022/23)	112.2	99.8	106.1

Chart 3.4 NIR Trend, 2013/14-2022/23



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, 2022/23



3.3 Gross Enrolment Ratio in Primary and Middle Level Education

ESDP V Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Primary Grades 1–6, including ABE, GER Female	109	106	100.6
Primary Grades 1–6, including ABE, GER Male	121	114	110.0
Middle Grades 7–8, GER Female	106	104	65.1
Middle Grades 7–8, GER Male	118	112	66.6

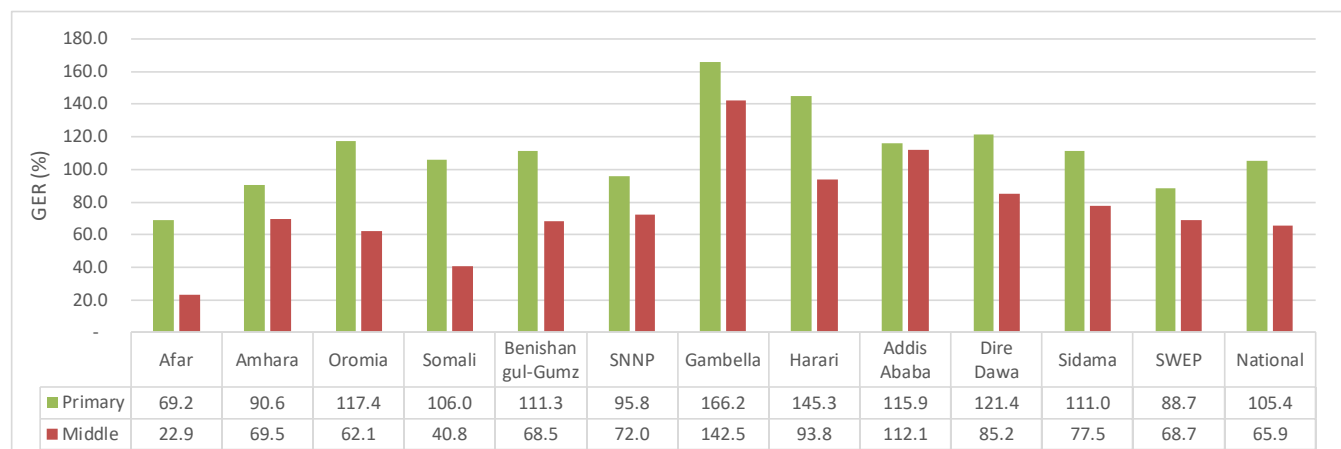
Gross Enrolment Ratio (GER) calculates the total number of children that enrolled in a given grade range irrespective of their age as a percentage of the school age population. This indicator includes enrolment in Alternative Basic Education (ABE) and in Primary education.

As shown in Table 3.5 below, the comparison between Primary and Middle levels education, the GER of Primary level (Grades 1-6) is 105.4% and for the Middle level (Grades 7-8) it is 65.9% indicating that many students could not transit to the Middle level education, either because they are repeating grades or dropping out from the education system. Compared from last year, the GER for Primary almost the same (last year result was 105.9) while for Middle level it has been decreased by 2.7 percentage points. Table 3.5 and Chart 3.6 show the regional comparison of GER between Primary and Middle level education.

There is a wide variation between Primary and Middle level GER, indicating a low transition between the two levels.

Table 3.5 Comparisons of GER for Primary and Middle Level Education by Region and Sex, 2022/23

Region	GER (%)					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	75.1	62.9	69.2	25.8	19.9	22.9
Amhara	90.2	90.9	90.6	63.9	75.3	69.5
Oromia	124.1	110.6	117.4	65.4	58.6	62.1
Somali	117.8	94.0	106.0	45.1	36.5	40.8
Benishangul-Gumuz	120.2	102.1	111.3	72.8	64.0	68.5
SNNP	100.8	90.9	95.8	74.2	69.8	72.0
Gambella	174.5	157.6	166.2	151.9	132.9	142.5
Harari	154.8	135.3	145.3	100.0	87.3	93.8
Addis Ababa	115.1	116.7	115.9	109.8	114.2	112.1
Dire Dawa	127.6	115.0	121.4	92.3	78.0	85.2
Sidama	110.0	112.1	111.0	75.3	79.8	77.5
SWEP	96.7	80.7	88.7	71.6	65.7	68.7
National	110.0	100.6	105.4	66.6	65.1	65.9

Chart 3.6 Comparisons of GER for Primary and Middle Level Education by Region, 2022/23

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 Seven regions. However, the national figure of the total GER value is below 100 for Grades 1-8.

The GER for Grades 1-8 is 96.1% for this year, which shows a decrease by 1.1 percentage points from last year. The result also shows a wide regional variation in GER, with Afar having the lowest GER (57.8%), while Gambella is the region with very high GER (160.5%). On the other hand, Amhara, Harari Sidama and Addis Ababa are the regions where female GER is higher than male.

Table 3.6 Gross Enrolment Ratio by Region and Sex, Grades 1-8, 2022/23

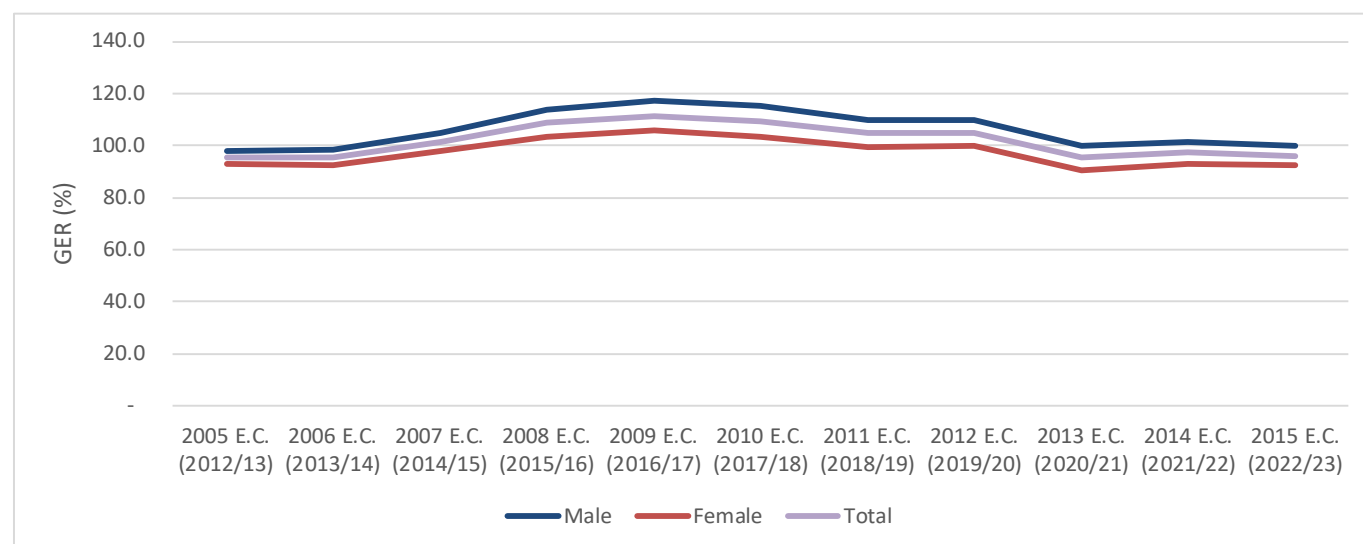
Region	School Age Population (7-14)			Gross Enrolment (G1-8)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	184,901	174,677	359,578	116,474	91,530	208,004	63.0	52.4	57.8
Amhara	2,255,350	2,169,703	4,425,053	1,891,318	1,890,169	3,781,487	83.9	87.1	85.5
Oromia	4,078,377	3,984,918	8,063,295	4,492,255	3,915,522	8,407,777	110.1	98.3	104.3
Somali	682,751	669,734	1,352,485	688,014	538,977	1,226,991	100.8	80.5	90.7
Benishangul-Gumz	119,645	115,797	235,442	130,172	107,606	237,778	108.8	92.9	101.0
SNNP	1,503,565	1,525,157	3,028,723	1,426,021	1,313,200	2,739,221	94.8	86.1	90.4
Gambella	44,048	42,966	87,014	74,462	65,155	139,617	169.0	151.6	160.5
Harari	22,463	21,478	43,941	31,754	26,522	58,276	141.4	123.5	132.6
Addis Ababa	259,955	266,539	526,494	296,179	309,488	605,667	113.9	116.1	115.0
Dire Dawa	38,966	38,052	77,018	46,425	40,347	86,772	119.1	106.0	112.7
Sidama	523,677	508,598	1,032,274	535,202	532,803	1,068,005	102.2	104.8	103.5
SWEP	368,821	368,587	737,408	335,937	284,878	620,815	91.1	77.3	84.2
National	10,082,519	9,886,206	19,968,725	10,064,213	9,116,197	19,180,410	99.8	92.2	96.1

The trend shows the GER value for Grades 1-8 was over 100% from the year 2014/15-2019/20, but over the past three years, the result has been declining to a realistic value while 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 5.8, in 2012/13, to 6.8 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, 2013/14 – 2022/23

	GER (Grades 1-8)		
	Male	Female	Total
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
2015 E.C. (2022/23)	99.8	92.2	96.1

Chart 3.7 GER Trend, Grades 1-8, 2013/14 – 2022/23

3.3.1 Enrollment in Pastoralist Areas

In addition to the four emerging regions (Afar, Somali, Benishangul-Gumuz, Gambella) considered as pastoralist and Semi-Pastoralist areas, data should also be presented for the pastoralist areas of Oromia, SNNP and SWEP to provide special support to the communities in the areas.

There are 63 pastoralist woredas in these regions, as reported in 2015 E.C. (2022/23, from which 45 are in Oromia, 7 in SNNP and 11 in SWEP. The table below shows the enrollment shares of pastoralist areas/woredas of the three regions (Oromia, SNNP and SWEP) against the total regional enrollment.

Table 3.8 Enrolment Share in Pastoralist Areas for Primary and Middle Education by Region and Sex, 2022/23

Region	Gross Pastoralist Enrollment (Grades 1-8)			Gross Regional Enrollment (Grades 1-8)			Pastoralist Share (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Oromia	464,238	354,951	819,189	4,492,255	3,915,522	8,407,777	10.3	9.1	9.7
SNNP	35,024	29,142	64,166	1,426,021	1,313,200	2,739,221	2.5	2.2	2.3
SWEP	47,830	27,995	75,825	335,937	284,878	620,815	14.2	9.8	12.2
Total	547,092	412,088	959,180	6,254,213	5,513,600	11,767,813	8.7	7.5	8.2

Note: Enrollment in the above table includes ABE

3.4 Net Enrolment Ratio in Primary and Middle Level Education

ESDP V Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Primary Grades 1–6, including ABE, NER Female	95	97	90.0
Primary Grades 1–6, including ABE, NER Male	105	103	98.1
Middle School Grades 7–8, NER Female	93	95	46.7
Middle School Grades 7–8, NER Male	102	101	46.5

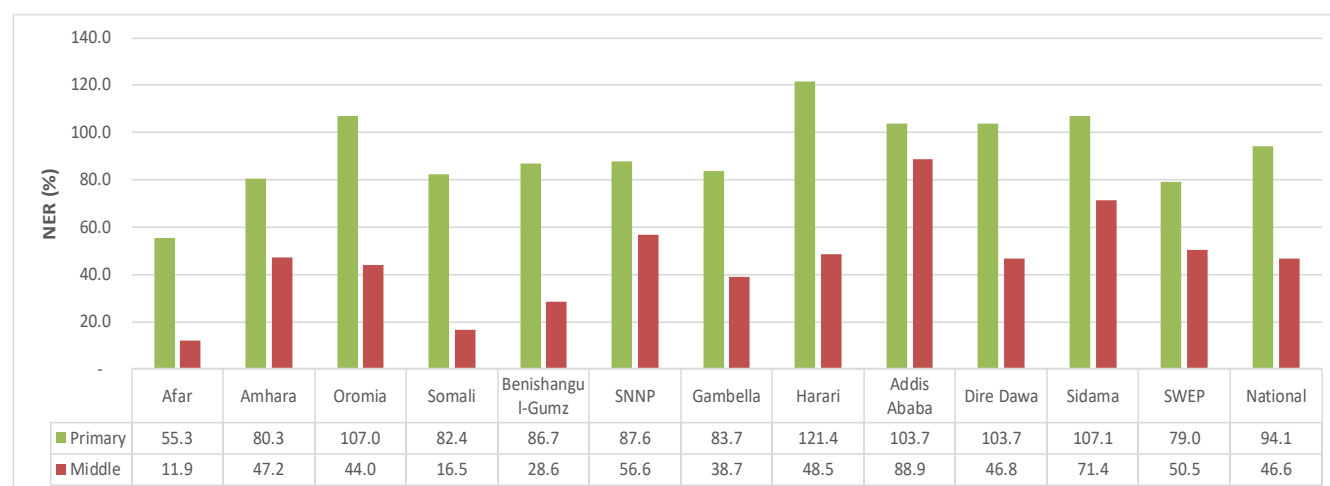
The Net Enrolment Ratio (NER) is a measure of students' enrolment who are in the official age group for the given level of education, i.e., in Ethiopia context; it only looks at 7 to 12 years' old that are enrolled in Primary and 13 to 14 years' old in Middle level education. This indicator includes enrolment of Alternative Basic Education (ABE) in addition to Primary level.

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 88.9% in Middle level, while Afar and Somali show the lowest Middle level NER at 11.9% and 16.5% respectively.

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 3.9 Comparison between NER of Primary and Middle Level Education by Region and Sex, 2022/23

Region	NER (%)					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	60.0	50.3	55.3	13.2	10.4	11.9
Amhara	79.9	80.8	80.3	42.5	52.0	47.2
Oromia	112.8	101.0	107.0	45.9	42.0	44.0
Somali	92.1	72.6	82.4	18.5	14.5	16.5
Benishangul-Gumz	92.5	80.6	86.7	28.6	28.6	28.6
SNNP	92.2	83.1	87.6	58.0	55.3	56.6
Gambella	88.2	79.2	83.7	41.4	36.0	38.7
Harari	128.2	114.3	121.4	49.4	47.5	48.5
Addis Ababa	104.0	103.4	103.7	86.9	90.7	88.9
Dire Dawa	108.6	98.6	103.7	49.2	44.3	46.8
Sidama	106.2	108.0	107.1	69.3	73.5	71.4
SWEP	85.5	72.5	79.0	52.0	49.0	50.5
National	98.1	90.0	94.1	46.5	46.7	46.6

Chart 3.8 Comparison of NER for Primary and Middle Level Education by Region, 2022/23

On the other hand, the national NER for Primary and Middle level (Grades 1-8) is 83.3%, which shows a 5.4 percentage points decrement from last year.

Looking at the regional variation, Afar is the only region scoring below 50% while Harari and Addis Ababa scored above 100% NER. 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 3.10 Net Enrollment Ratio by Region and Sex, Grades 1-8, 2022/23

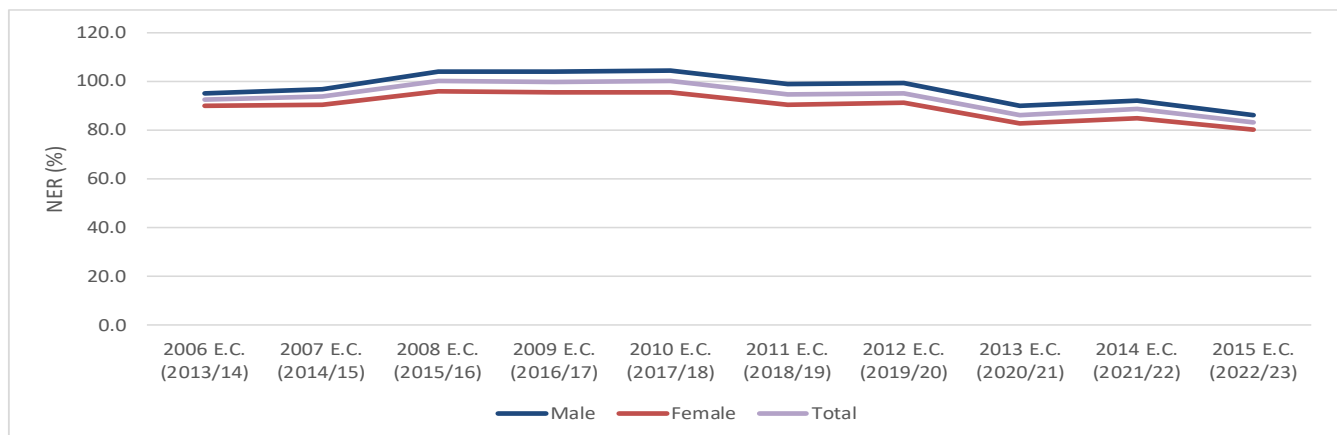
Region	School Age Population (7-14)			Net Enrolment (G1-8)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	184,901	174,677	359,578	89,729	70,860	160,589	48.5	40.6	44.7
Amhara	2,255,350	2,169,703	4,425,053	1,597,163	1,600,438	3,197,601	70.8	73.8	72.3
Oromia	4,078,377	3,984,918	8,063,295	3,953,706	3,465,032	7,418,738	96.9	87.0	92.0
Somali	682,751	669,734	1,352,485	511,105	394,754	905,859	74.9	58.9	67.0
Benishangul-Gumuz	119,645	115,797	235,442	92,318	78,867	171,185	77.2	68.1	72.7
SNNP	1,503,565	1,525,157	3,028,723	1,270,812	1,170,905	2,441,717	84.5	76.8	80.6
Gambella	44,048	42,966	87,014	33,867	29,554	63,421	76.9	68.8	72.9
Harari	22,463	21,478	43,941	24,444	21,010	45,454	108.8	97.8	103.4
Addis Ababa	259,955	266,539	526,494	297,963	306,208	604,171	114.6	114.9	114.8
Dire Dawa	38,966	38,052	77,018	36,779	32,521	69,300	94.4	85.5	90.0
Sidama	523,677	508,598	1,032,274	512,789	509,477	1,022,266	97.9	100.2	99.0
SWEP	368,821	368,587	737,408	287,659	247,483	535,142	78.0	67.1	72.6
National	10,082,519	9,886,206	19,968,725	8,708,334	7,927,109	16,635,443	86.4	80.2	83.3

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 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 3.11 Trend in Net Enrollment Ratio for Grades 1-8, 2013/14 – 2022/23

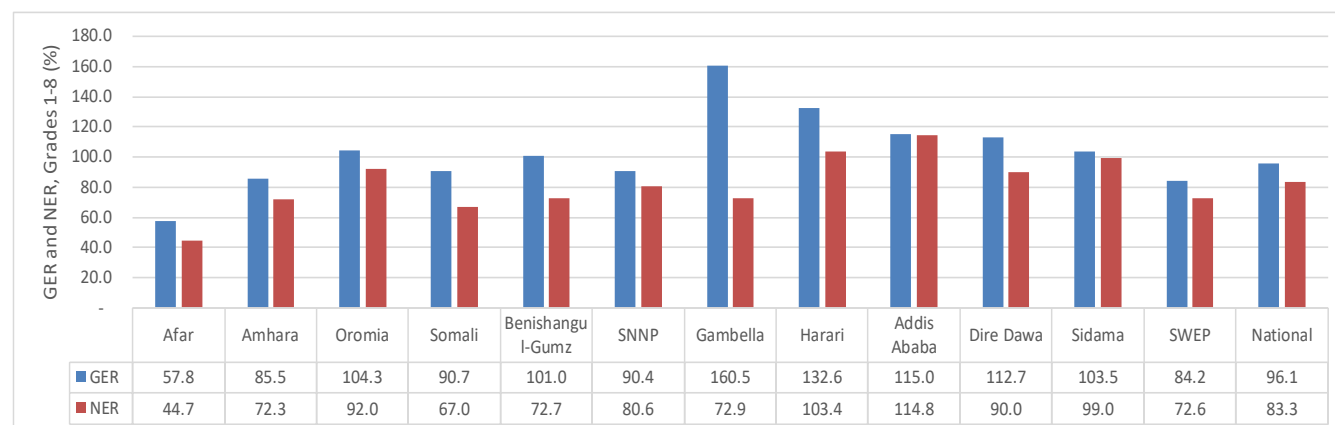
	NER (Grades 1-8)		
	Male	Female	Total
2006 E.C. (2013/14)	95.1	90.1	92.6
2007 E.C. (2014/15)	96.9	90.5	93.7
2008 E.C. (2015/16)	104.2	96.2	100.3
2009 E.C. (2016/17)	104.1	95.5	99.9
2010 E.C. (2017/18)	104.6	95.4	100.1
2011 E.C. (2018/19)	98.9	90.5	94.7
2012 E.C. (2019/20)	99.3	91.3	95.3
2013 E.C. (2020/21)	90.2	82.6	86.4
2014 E.C. (2021/22)	92.3	85.0	88.7
2015 E.C. (2022/23)	86.4	80.2	83.3

Chart 3.9 NER Trend for Grades 1-8, 2013/14 – 2022/23

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 below the official age range.

The comparison of GER and NER in Chart 3.10 nationally shows a difference of 12.8 percentage points, which shows a significant increase in the gap from last year. Gambella exceptionally shows a gap more than double between the two rates, whereas Sidama and Addis Ababa have almost similar GER and NER values.

Chart 3.10 Comparisons between GER and NER for Grades 1-8 by Region, 2022/23



3.5 Gender Parity Index

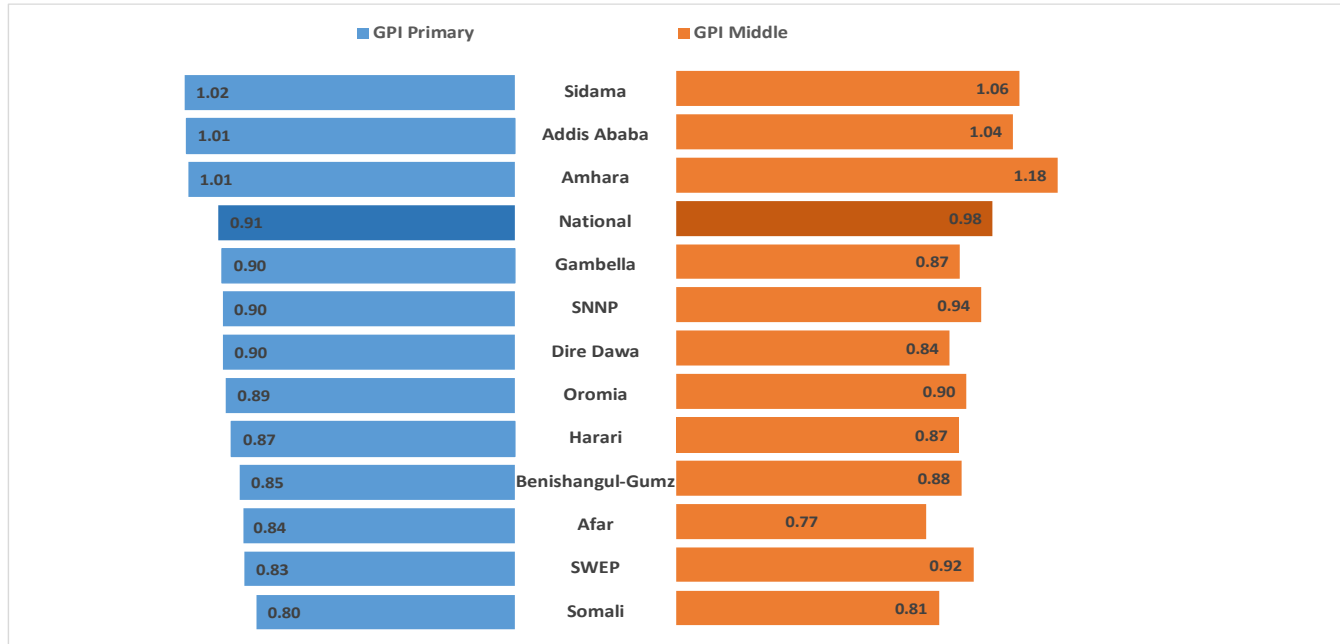
ESDP V Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
GPI in Primary (index)	0.91	0.94	0.91
GPI in Middle (index)	0.97	1.0	0.98

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 Middle level 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 in the Primary level.

Chart 3.11 presents the regional and national GPI levels. The national GPI is currently 0.91 for Primary and 0.98 for Middle. The Primary GPI is exactly similar from last year while the GPI of Middle level education shows an increment of 0.02, though the national target in both levels missed. On the other hand, the national GPI for Primary and Middle (Grades 1-8) is 0.92.

Chart 3.11 Gender Parity Index for Primary and Middle Level Education by Region, 2022/23

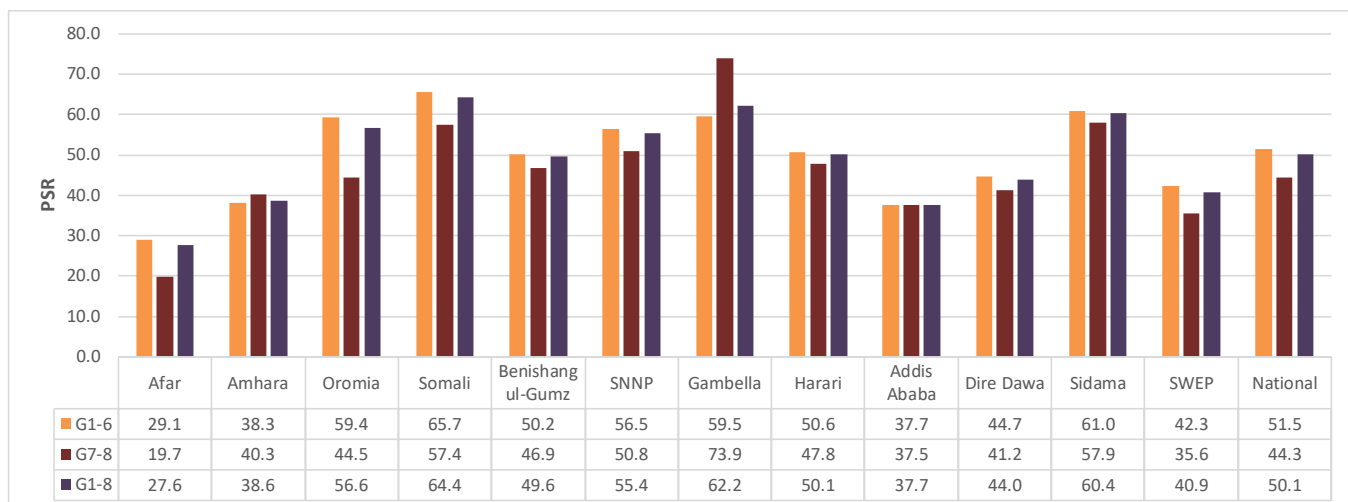


3.6 Pupil Section Ratio (PSR) in Primary and Middle Level Education

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 50.1 for Grades 1-8, which is slightly better than last year, which was 53.5. Larger PSR implies a less conducive learning environment.

PSR is higher in Primary compared to Middle school at national level, with 51.5 and 44.3 respectively. However, the ratio shows a significant improvement from last year. Oromia shows the largest variation between the two levels, similar to last year. On the contrary, Gambella shows an exceptionally large variation between the two levels with Middle level PSR is greater than Primary by 14.4.

Chart 3.12 Pupil Section Ratios (PSR) by Region and Level of Education, 2022/23



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 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.

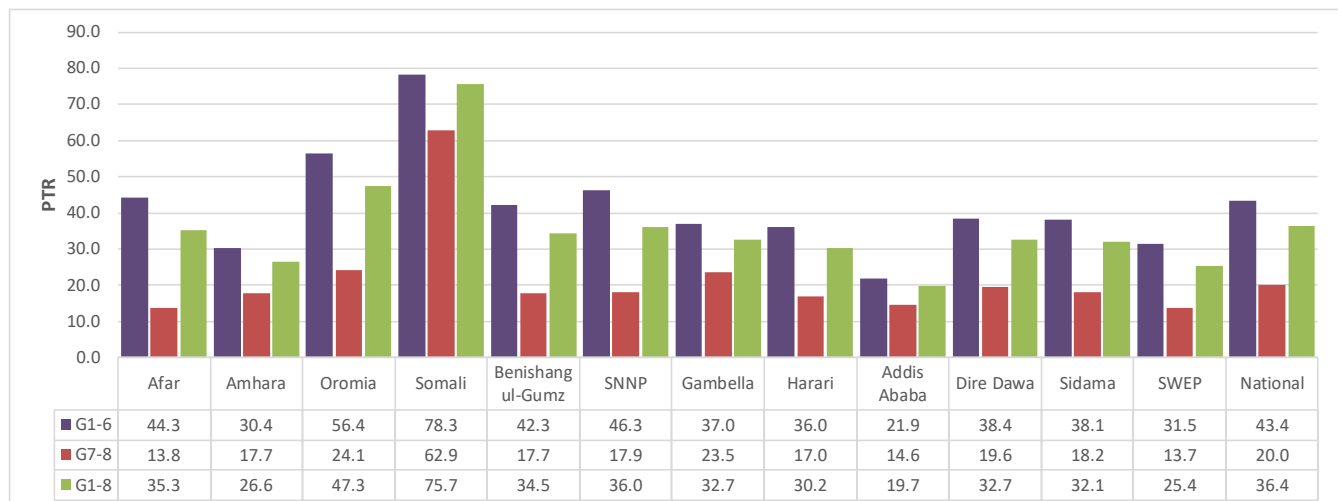
This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality throughout the country. In Ethiopia, the standard set for PTR is 50 at Primary and Middle level and 40 at Secondary level.

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 level of teachers, supply of educational materials, and so on.

All regions achieved a PTR of below 50 in all levels, with the exception of Somali; and Oromia scored beyond 50 in Primary PTR. The PTR for Middle level is below 25 in all regions (except Somali). The discrepancy for Primary and Middle levels and the low ratio value in most regions for Middle level is due to incompleteness in counting teachers by their level of teaching (either Primary or Middle).

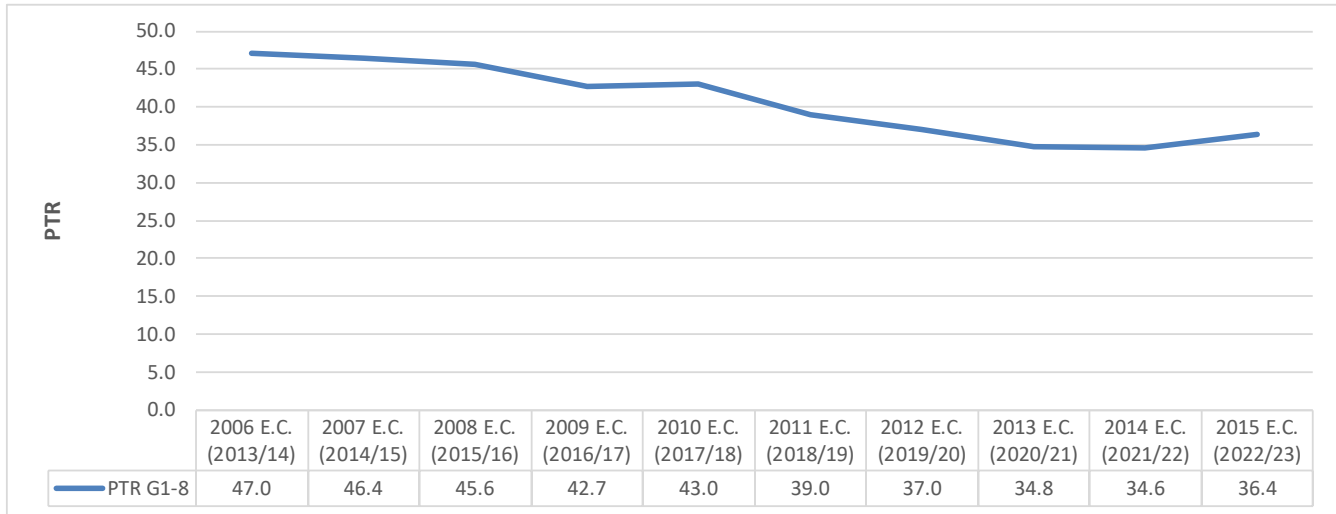
The national PTR for this year is 36.4 for Grades 1-8. PTR is 43.4 for Primary and 20.0 for Middle school at national level, which shows an improvement for Primary from last year. PTR is highest in Somali, 75.7, and lowest in Addis Ababa, 19.7, for Grades 1-8.

Chart 3.13 Pupil Teacher Ratio (PTR) by Region and Grade Level, 2022/23



PTR trends over time have been improved and lowered from 47.0 in 2013/14 E.C. to 36.4 this year at national level. As Chart 3.14 shows, the 10 years' trend indicates that PTR has been improved for Grades 1-8.

Chart 3.14 Trends in PTR for Grades 1-8, 2013/14-2022/23



3.8 Repetition and Dropout Rates

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Grade 1 dropout rate Female	25	19	21
Grade 1 dropout rate Male	25	19	22
Grade 1-6 dropout rate Female	18	14	15
Grade 1-6 dropout rate Male	17	13	17
Grade 7-8 dropout rate Female	12	9	12
Grade 7-8 dropout rate Male	12	9	17
Grade 1-6 repetition rate Female	6	3	2
Grade 1-6 repetition rate Male	6	3	2
Grade 7-8 repetition rate Female	5	2	3
Grade 7-8 repetition rate Male	5	2	3

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 be promoted from grade to grade, or repeating a grade or dropout from a grade. Repeating a grade requires 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 and dropout refer to one year previous to the year in which the data is collected, i.e., in 2022/23 it is only possible to collect information about students who repeated the grade which they attended in 2021/22, and they are therefore “repeaters of 2021/22.” 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 Primary level, but failed to achieve for Middle level.

The repetition rate for both sexes is 2% in Primary level and 3% in Middle level, this is to mean that the ESDP VI target for the year has been met for both sexes in Primary level but not in Middle. 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 the same grade.

The repetition rate for all regions, Grades 1-8, is between 0.1% and 4.9%; the rate is above 4% in Amhara, Benishangul-Gumuz, Harari and Dire Dawa. The national average of repetition rate is 2.9% for Grades 1-8, 2% for Primary and 3% for Middle level.

3.8.2 Dropout Rate

Dropout rate is a measure 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 has been increased from last year nationally. The increment also seen in Primary and Middle levels.

At national level, dropout rate is 16% in Primary and 15% in Middle levels. Afar has the highest dropout rate in Primary, with 20.5%, and Dire Dawa in Middle level, with 26%.

Chart 3.15 Dropout Rates for Grades 1-8 by Region and Sex, 2021/22

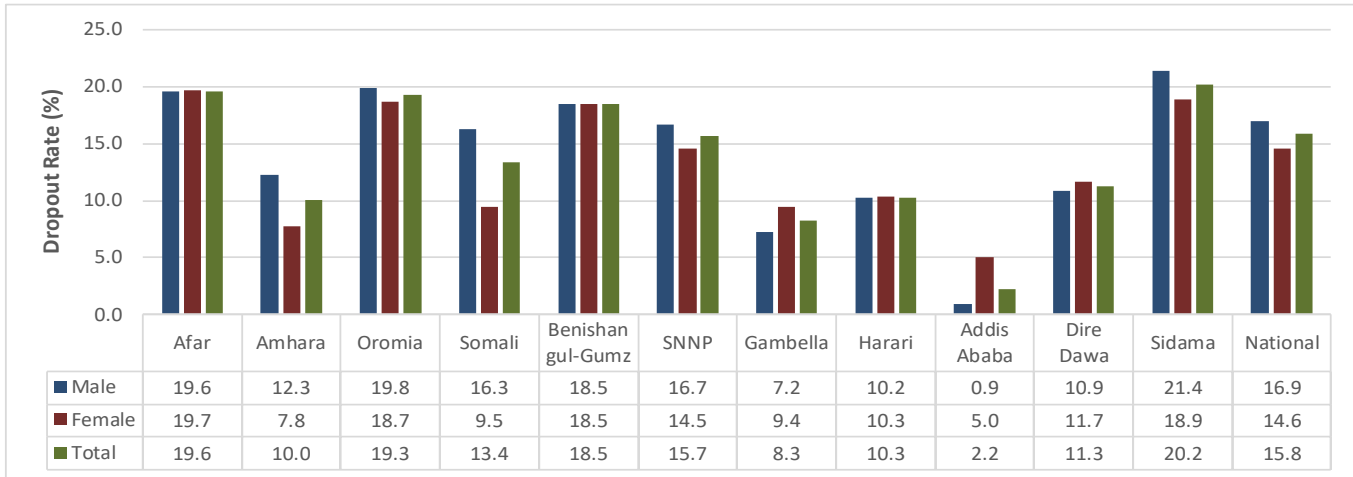
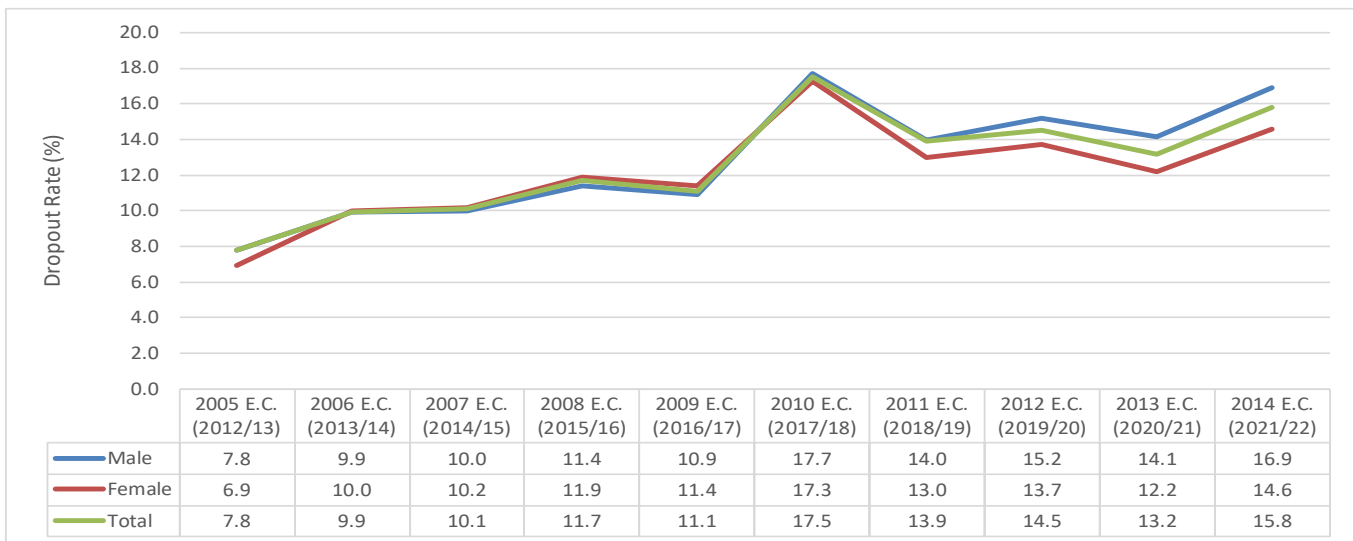
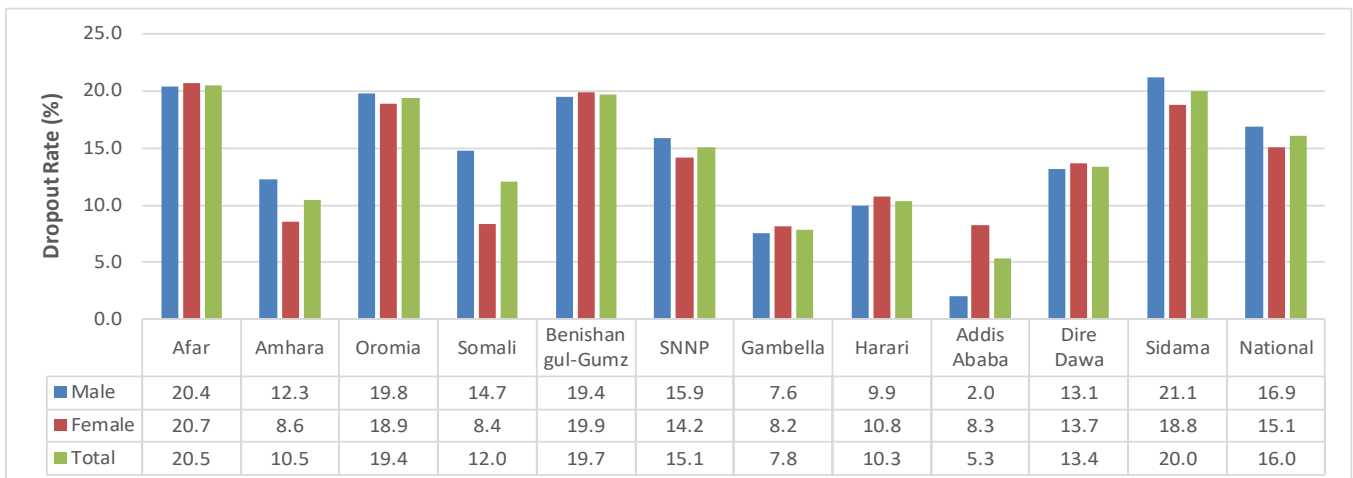


Chart 3.16 Trends in Dropout Rates for Grades 1-8 Nationally, 2012/13 – 2021/22



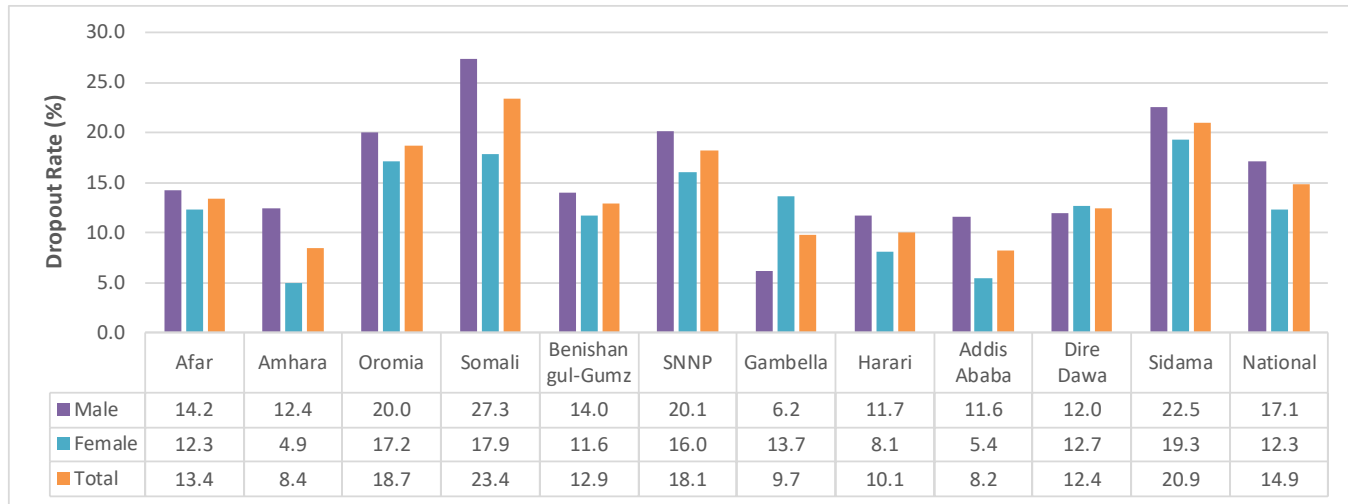
The ESDP VI target of dropout rate has been missed in both levels.

Chart 3.17 Dropout Rates for Primary Level by Region and Sex, 2021/22



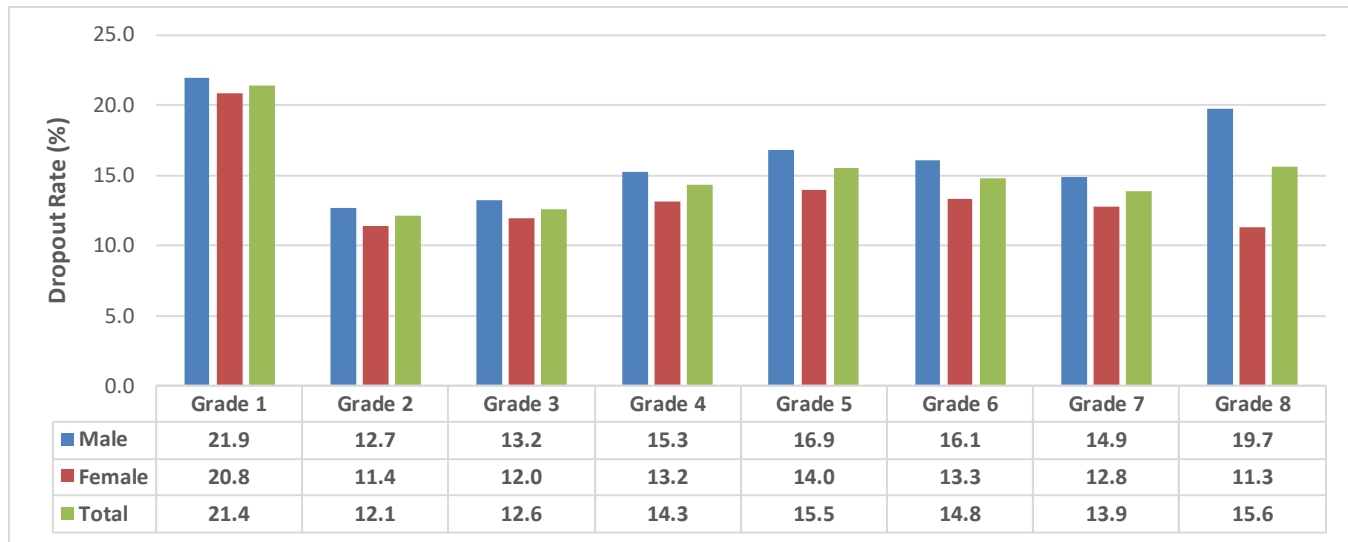
Dropout is higher in Primary level, compared to Middle level nationally.

Chart 3.18 Dropout Rates for Middle Level by Region and Sex, 2021/22



Furthermore, nationally, Dropout is highest in Grade 1, at 21%, followed by Grade 5 with 15.5%.

Chart 3.19 Dropout Rate by Grade and Sex Nationally, 2021/22



3.9 Survival Rate to Grade 7

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Survival rate to Grade 7 Female	31	43	39
Survival rate to Grade 7 Male	29	41	34

The survival rate to grade 7 is used to estimate the percentage of students who completes 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 this year is calculated to be 39% and 34% for females and males respectively. This value is significantly decreased from last year.

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 student flow rate result generated by using enrollment data on pupils by grade for two consecutive years; 2021/22 and 2022/23, and repeater and re-admitters data by grade for the year 2021/22.

Table 3.12 National Student Flow Rates by Grade and Sex, 2021/22

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Male							
Promotion Rate	0.75	0.84	0.84	0.82	0.80	0.81	0.82	0.77
Repetition Rate	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03
Dropout Rate	0.22	0.13	0.13	0.15	0.17	0.16	0.15	0.20
	Female							
Promotion Rate	0.76	0.86	0.86	0.84	0.83	0.84	0.85	0.85
Repetition Rate	0.03	0.03	0.02	0.03	0.03	0.02	0.03	0.03
Dropout Rate	0.21	0.11	0.12	0.13	0.14	0.13	0.13	0.11
	Total							
Promotion Rate	0.76	0.85	0.85	0.83	0.81	0.83	0.83	0.81
Repetition Rate	0.03	0.03	0.03	0.03	0.03	0.03	0.03	0.03
Dropout Rate	0.21	0.12	0.13	0.14	0.15	0.15	0.14	0.16

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, 195 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), 2021/22

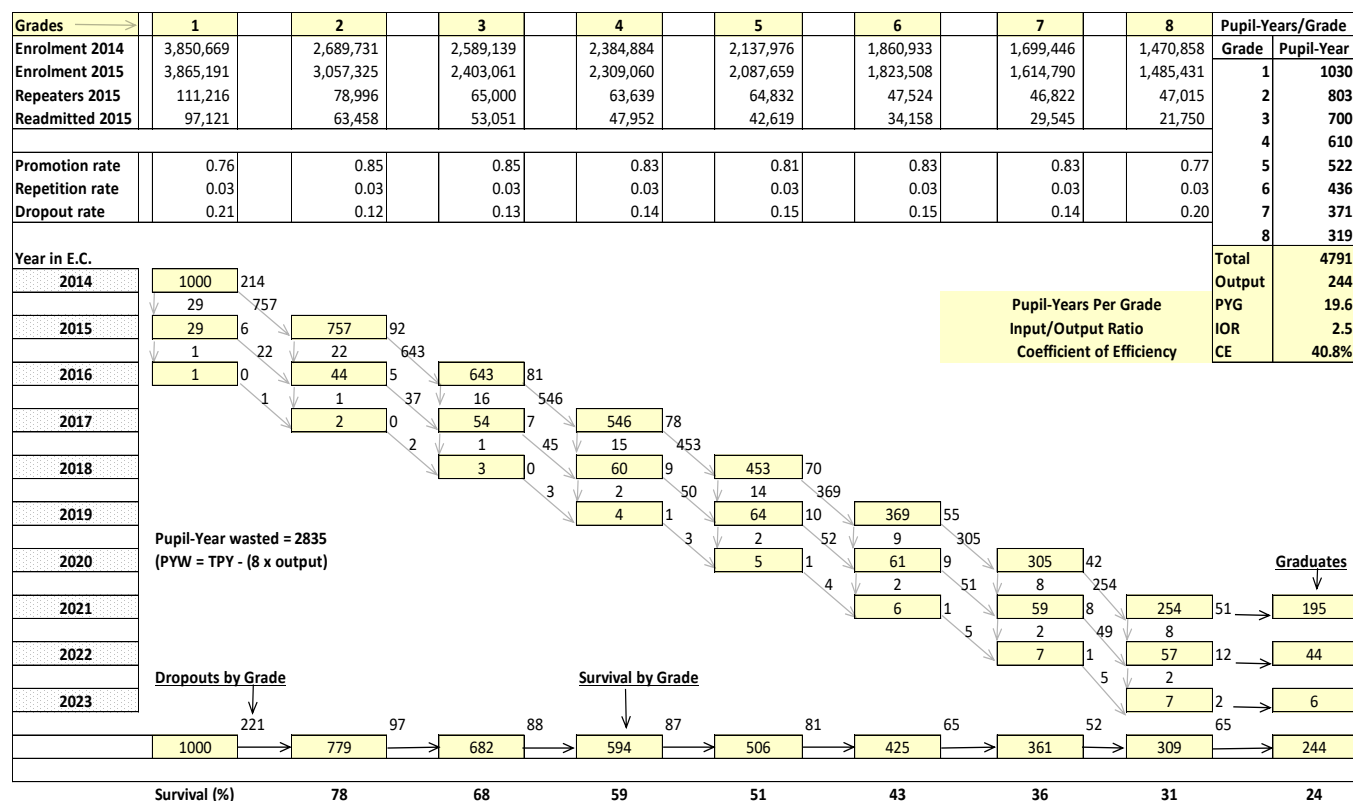


Chart 3.20 is the result from the reconstructed cohort analysis of total (sum of male and female) which shows the number of pupils who eventually graduate from the final (Primary and Middle school) grade, i.e., grade 8, and promoted to the next higher grade; i.e., grade 9, though our focus for this particular cohort is those promoted to Middle level, i.e., survival to grade 7. Hence, from a 1,000 cohort of pupils, 361 of them (36%) are able to survive to Grade 7.

According to the cohort, 195 pupils who started schooling eight years before graduate without repeating any one grade during their stay in school, whereas another 44 pupils graduated after repeating once, and 6 pupils graduated after repeating twice during their stay in Primary and Middle school (Grades 1-8). The total number of graduates for the cohort is 244; In other words, about 24% 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 table below shows survival rates by grade disaggregated by gender nationally based on the reconstructed cohort analysis.

Table 3.13 Survival Rates (%) by Grade and Sex, 2021/22

Sex	Grades							Graduates (%)
	2	3	4	5	6	7	8	
Male	77.4	67.2	58.1	49.0	40.4	33.7	28.5	23.0
Female	78.6	69.3	60.8	52.6	45.0	38.8	33.7	30.0
Total	77.9	68.2	59.4	50.6	42.5	36.1	30.9	24.4

The cohort produces the above rates of survival at each grade in the period. In addition to this, from a cohort of 1,000 pupils, the system produces only 24.4% of graduates in the period.

3.10 Completion Rates

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Completion rate to Grade 6 Female	79	85	70
Completion rate to Grade 6 Male	86	90	73
Completion rate to Grade 8 Female	60	69	61
Completion rate to Grade 8 Male	64	72	61

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 the overall access and quality of the education system in a county. It is calculated in the following way:

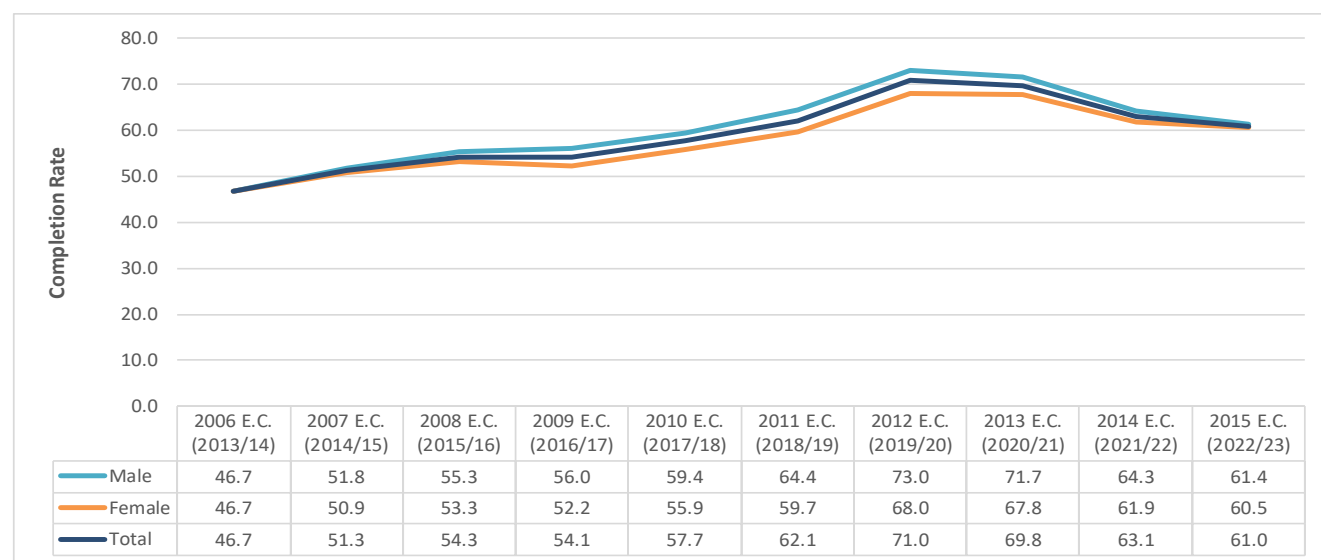
New pupils in last grade

Population of official age in the last grade

Completion rate 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, similar to last year. The ESDP VI target of the year has been missed for both levels.

Chart 3.21 Trends in Grade 8 Completion Rates, 2013/14-2022/23



Back to ten years ago, the completion rate for Grade eight has increased from 46.7% to 61.0% this year. Since Grade 6 completion rate is one of the new indicators in the current 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 3.14 by region.

Table 3.14 Completion Rate for Grade 6 by Region and Sex, 2022/23

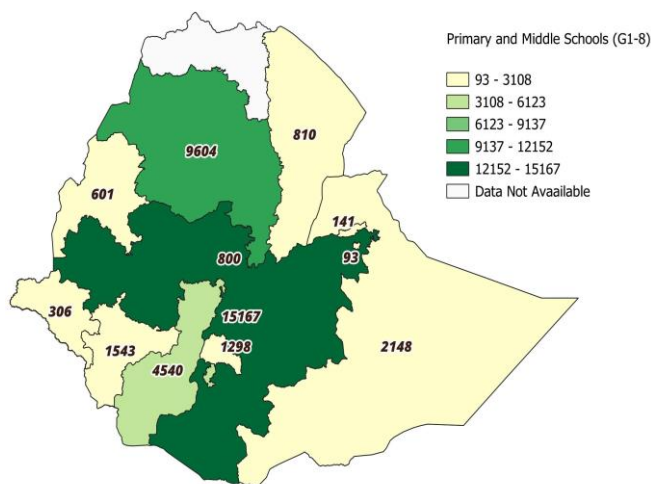
Region	Population Age 12			New Entrants to Grade 6			Completion Rate (Grade 6)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	22,916	21,632	44,548	7,018	5,698	12,716	30.6	26.3	28.5
Amhara	284,232	273,939	558,171	183,311	203,146	386,457	64.5	74.2	69.2
Oromia	499,086	488,280	987,366	380,622	337,575	718,197	76.3	69.1	72.7
Somali	82,923	81,476	164,399	49,870	39,481	89,351	60.1	48.5	54.4
Benishangul-Gumz	14,686	14,243	28,929	11,190	9,440	20,630	76.2	66.3	71.3
SNNP	177,908	181,082	358,990	135,118	127,715	262,833	75.9	70.5	73.2
Gambella	5,418	5,288	10,706	6,952	6,398	13,350	128.3	121.0	124.7
Harari	2,786	2,663	5,449	2,966	2,533	5,499	106.5	95.1	100.9
Addis Ababa	30,740	31,823	62,563	32,991	35,309	68,300	107.3	111.0	109.2
Dire Dawa	4,764	4,680	9,444	4,337	3,746	8,083	91.0	80.0	85.6
Sidama	61,964	60,386	122,349	49,312	51,237	100,549	79.6	84.8	82.2
SWEP	43,640	43,762	87,403	29,794	26,067	55,861	68.3	59.6	63.9
National	1,231,063	1,209,254	2,440,317	893,481	848,345	1,741,826	72.6	70.2	71.4

3.11 Number of Schools and Clusters

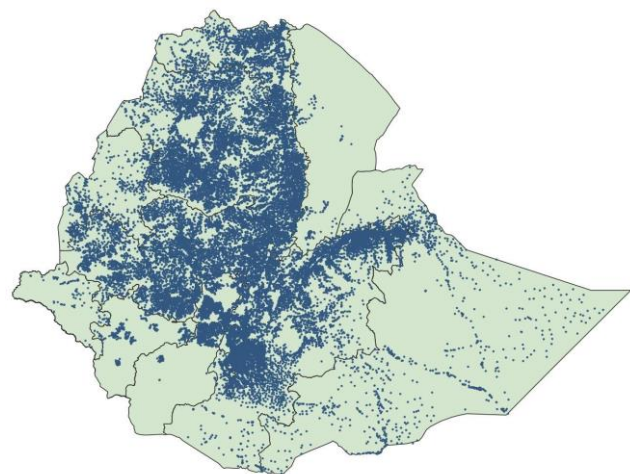
The total number of Primary and Middle level schools (schools with Grades 1-8) for this year is 37,051, with an increment of 559 schools from last year. Oromia has the largest number of primary schools with 15,167; naturally acceptable to serve the larger population accordingly. 91.7% of primary schools are government owned across the country, with the exception of Addis Ababa in which Non-Government primary schools are higher in number than Government owned.

Chart 3.22 Primary and Middle Schools (Grades 1-8) by Region

(a) Number of schools, 2022/23

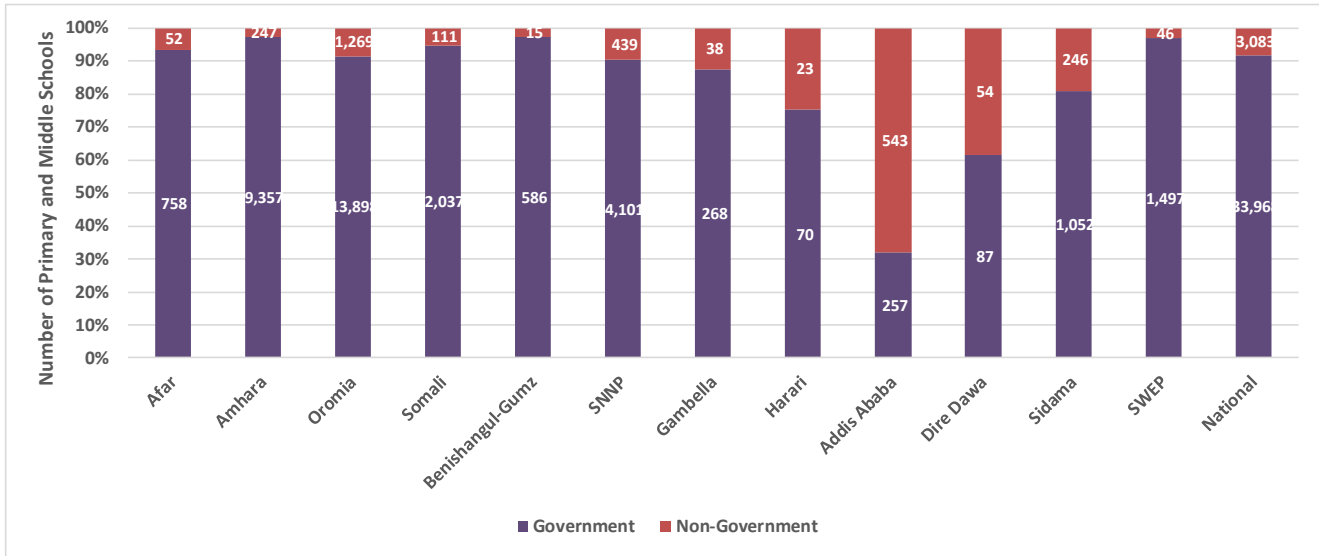


(b) Primary School Distribution²



² The school map covers only 82% of the total Primary and Middle schools

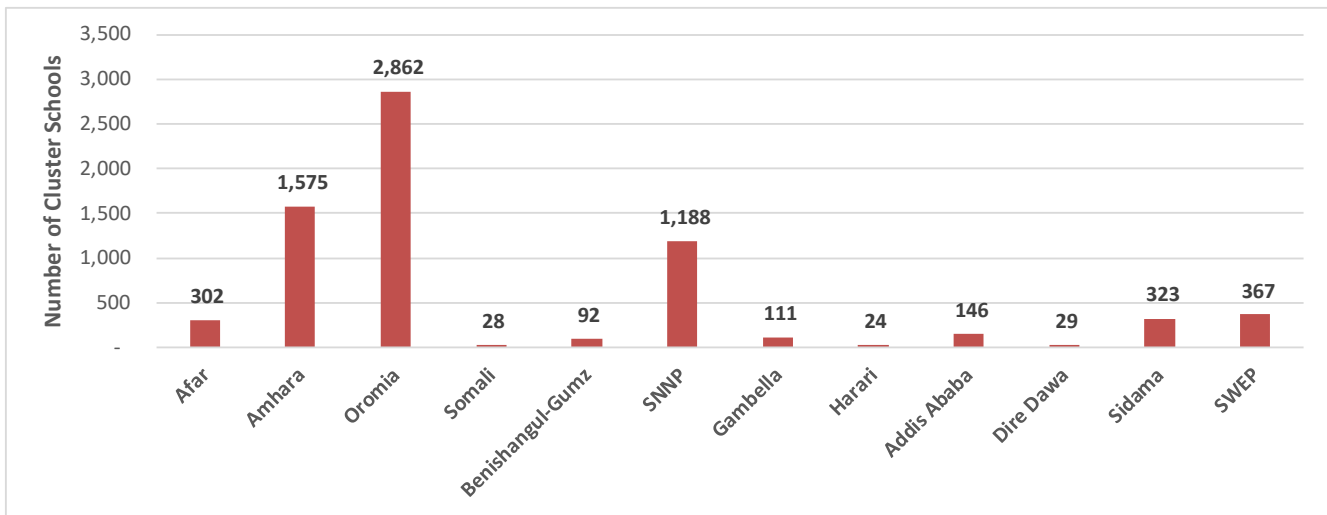
Chart 3.23 Number of Primary and Middle Schools by Region and Ownership, 2022/23



Cluster schools play an important role by allowing neighboring schools to share facilities. In 2022/23, there are 7,047 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 2022/23 there are 7,047 cluster schools throughout the country, the majority being in Oromia where there are 2,862 clusters.

Chart 3.24 Number of Cluster Schools by Region, 2022/23



3.12 Textbooks

For this academic year, the textbook for the new curriculum is not completely printed and distributed to regions; and hence the data could not be incorporated in this edition. However, the Ministry of Education and regional education bureaus are rigorously working on the printing and delivery of the textbooks to make them ready for the 2016 E.C. academic year.

According to the general education curriculum change, in the 2015 E.C. academic year;

- At primary level, the student text book and teacher's guide were accessible to students and teachers for selected subjects and selected grade levels in most regions, though the coverage was not successful according to the plan.
- At the middle level, the student text book and teacher's guide were accessible better than the primary level but not yet satisfactory.

3.13 School Facilities

3.13.1 Electricity and Multimedia

Nationally, only 27.7% of Primary and Middle schools have access to electricity among the total respondent schools; however, there are significant differences between regions. Among schools with electricity available, 85.6% of them use hydropower, followed by Solar. Those that do not respond for the source of electricity accounts to 4.5% which shows a significant decrement from last year.

On the other hand, radios are available in 26.8% of Primary and Middle schools, with a significant decrease from last year.

Table 3.15 Electricity and Access to Multimedia Teaching for Primary and Middle Schools by Region, 2022/23

Region	Availability of Electricity		Source of Electricity (If "Yes")						Radios	
	Number of Respondent Schools	Schools with Electricity	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Availability (Number of Schools)	Functional Radios (Number)
Afar	758	107			77	3		27	18	2
Amhara	9,604	2,051	3	22	1,628	79		319	1,173	17,483
Oromia	15,166	4,441	1	61	3,855	503	18	3	6,663	15,500
Somali	2,006	63		26	37				2	
Benishangul-Gumz	552	115		6	95	14			8	8
SNNP	4,513	1,631	3	19	1,417	141	2	49	809	2,142
Gambella	294	84		3	60	18	1	2	29	74
Harari	90	68			63	3		2	19	21
Addis Ababa	799	744		3	705	1		35	549	2,741
Dire Dawa	123	82		2	76	3		1	51	183
Sidama	1,298	473	1	6	415	30	2	19	463	1,630
SWEP	1,543	303		3	270	27		3	60	607
National	36,746	10,162	8	151	8,698	822	23	460	9,844	40,391

3.13.2 Library and Pedagogical Centers

Other facility indicators include the availability of library, laboratory and pedagogical center. Among the respondent schools, only 39.2% have functional libraries. Similarly, 11% of schools reported having a functional laboratory and 41.4% with a functional pedagogical center. The table below shows the details of such facilities.

Table 3.16 Library, Laboratory and Pedagogical Center by Region, 2022/23

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 of Schools)	Availability (Number of Schools)	Functional Pedagogical Center (Number of Schools)
Afar	758	65	33	39	19	65	31
Amhara	9,604	4,113	3,446	2,658	1,125	4,242	3,828
Oromia	15,166	8,751	6,501	1,354	787	8,228	7,500
Somali	2,010	22	3			4	3
Benishangul-Gumuz	552	118	93	23	19	211	172
SNNP	4,513	2,647	2,106	1,437	972	2,418	1,802
Gambella	294	61	37	16	11	36	24
Harari	90	52	42	37	18	41	27
Addis Ababa	799	757	734	681	624	723	682
Dire Dawa	123	81	71	50	22	76	68
Sidama	1,298	738	695	404	256	468	393
SWEP	1,543	782	625	232	144	812	666
National	36,750	18,187	14,386	6,931	3,997	17,324	15,196

3.13.3 WASH Facilities

Nationally, among schools responding to water item questions, 36.2% have access to functional water supply. From the type of water supply, “Pipeline water” accounts the largest score with 31% of the total respondent schools, followed by “Protected well/spring” and “Contained rain water”.

Table 3.17 Water Access in Primary and Middle Schools by Region, 2022/23

Region	Availability of Water			Water Supply Type						Accessible to-		
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Contained rain water	Pipeline water	Protected well/spring	Unprotected well/spring	Surface water	Tanker truck/cart	Undefined	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	101	45	31	3	34	1	1	1	1	4	25	30
Amhara	2,183	1,152	774	129	319	453	104	37	65	45	545	727
Oromia	11,516	5,227	4,153	444	3,451	537	217	339	239		2,468	2,885
Somali	621	183	67	10	49		1		115	8	10	42
Benishangul-Gumuz	317	123	98	2	73	42	4		2		44	67
SNNP	2,609	1,155	875	36	959	91	19	17	17	16	703	817
Gambella	175	110	62	8	73	21	3	2	3		47	57
Harari	52	34	30	2	22	4		2		4	23	31
Addis Ababa	675	668	640	1	637	10	2	2	1	15	601	640
Dire Dawa	119	98	89		84	7	2	1	4		61	80
Sidama	934	471	328	20	421	16	3	9	2		335	348
SWEP	971	285	200	8	171	65	17	14		10	127	161
National	20,273	9,551	7,347	663	6,293	1,247	373	424	449	102	4,989	5,885

In 2022/23, 20,273 schools, 55% of the total Primary and Middle level schools, responded to the toilet type of questions. Among the schools responding to the toilet item, 92.5% reported to have functional toilets. On the other hand, 72% of the functional toilets are “Improved” type and the remaining 28% are “Traditional”. Moreover, 69% of schools also reported to have functional teachers’ toilets.

Table 3.18 Toilet Facilities in Primary and Middle Schools by Region, 2022/23

Region	Student Toilet					Toilet Type		Improved Toilet Type				Handwash		Teachers Toilet	
	Number of Respondent Schools	Schools with Functional Toilets	Schools with Separate Boys and Girls Toilet	Accessible to Children with Special Needs	Accessible to Young Children	Improved	Traditional	Cemented Toilets	Composite Toilets	Not cemented Toilets	Pour flush Toilets	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets	Schools with Different Teachers Toilet From Students Toilet
Afar	101	77	42	38	39	59	18	40		3	16	28	17	58	43
Amhara	2,183	1,798	953	554	884	413	1,385	36	63	17	297	509	391	1,413	983
Oromia	11,516	11,035	5,546	2,381	2,802	11,035		4,581	90	4,402	1,962	2,785	2,528	7,443	5,189
Somali	621	297	61	25	28	15	282	8	1	2	4	18	14	147	53
Benishangul-Gumuz	317	261	105	65	104	62	199	33	2	4	23	95	65	146	105
SNNP	2,609	2,526	1,955	1,212	1,574	872	1,654	497	64	105	206	1,110	902	2,130	1,936
Gambella	175	102	62	52	52	49	53	21	4	3	21	70	43	84	66
Harari	52	48	30	22	28	10	38	3			7	42	31	36	29
Addis Ababa	675	655	626	566	617	378	277	145	10	3	220	652	612	664	637
Dire Dawa	119	112	83	66	72	53	59	22	11		20	78	61	102	84
Sidama	934	913	795	525	616	302	611	252	18	16	16	349	326	885	788
SWEP	971	920	754	294	415	262	658	153	11	68	30	319	243	842	758
National	20,273	18,744	11,012	5,800	7,231	13,510	5,234	5,791	274	4,623	2,822	6,055	5,233	13,950	10,671

3.13.4 School Feeding

School feeding is the traditional term for programs that provide food for children through school. It can take two different forms: providing school meals or snacks to be eaten during school hours or distributing dry take home food rations to pupils at the end of each month or school term if they attended school regularly. This is an emerging social safety net and child development program for children living in poverty and food insecurity in developing countries, but it is dated back to the middle of the twentieth century in the high-income countries.

School Feeding Program (SFP) has been officially launched in Ethiopia in 1994 with an initial pilot project covering 40 schools in Tigray, Amhara, Afar and Oromia regions. It was implemented as an important safety net for expanding children’s access to education and to ensure equity of Primary and Middle school children (Grades 1 to 8) in food insecure districts. Currently, Ethiopia is implementing a large-scale national school feeding program targeting all regions of the country. The program targets the government’s pre-primary and primary schools. In 2022/2023 academic year, 6.9 million Pre-Primary and Primary school children have received school meal services. The number of students reached has almost tripled when compared with a year before due to the start of an extensive school feeding program in Oromia region in 2022 that reached over 5 million children.

The government of Ethiopia recognizes the impact that poor health and nutrition can have on children’s ability to learn and on their school attendance in general. Hence, the government incorporated SFP in various policies, strategies, programs and initiatives of the country such as social protection policy, food and nutrition policy, National Nutrition Program (NNP), School Health and Nutrition (SHN) strategy, ESDP (IV-VI) and others. Recently, separate National School Feeding Policy Framework and Implementation Strategy, Home-Grown School Feeding Guidelines and Standards and National Food and Personal Hygiene Protocol for SFP has been developed to

provide guidance for the implementation of effective and sustainable national school feeding program in the country.

According to the data collected and shown in the table below, the total number of students who are benefiting in 2022/23 is 6,771,094 from 13,462 schools with school feeding program nationally.

Table 3.19 School Feeding Beneficiaries by Region, 2022/23³

Region	Schools With SFP	Number of SF Beneficiaries Supported by			No of Cooks	Schools with Garden
		Government and community	NGOs	Total Number of Beneficiaries		
Afar	755	29,448	117,885	147,333	1,507	16
Amhara	510	81,543	157,221	238,764	1,530	1,818
Oromia	10,495	5,107,333	160,285	5,267,618	31,455	2,099
Somali	228	800	70,185	70,985	684	-
Benishangul-Gumz	5	1,346	200	1,546	15	-
SNNP	461	154,642	77,304	231,946	1,383	230
Gambella	14	10,768	9,512	20,280	75	8
Harari	67	36,804	-	36,804	593	35
Addis Ababa	835	701,000	-	701,000	2,600	-
Dire Dawa	24	7,607	1,075	8,682	72	10
Sidama	21		32,154	32,154	106	20
SWEP	47	5,184	8,798	13,982	141	5
National	13,462	6,136,475	634,619	6,771,094	40,161	4,241

Oromia has the highest beneficiary share, with 77.8% followed by Addis Ababa city administration, with 10.3% share. Addis Ababa provide school meal service to significant number of pupils across all public schools in the city. Among schools with school feeding, there are 40,161 cooks.

³ The data in this table is provided by the School Infrastructure and Services desk of MoE

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; starting from 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 7.5% 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	2022/23 Target	2022/23 Actual
Grades 9–12, GER Female	30	45	44.0
Grades 9–12, GER Male	34	48	43.6

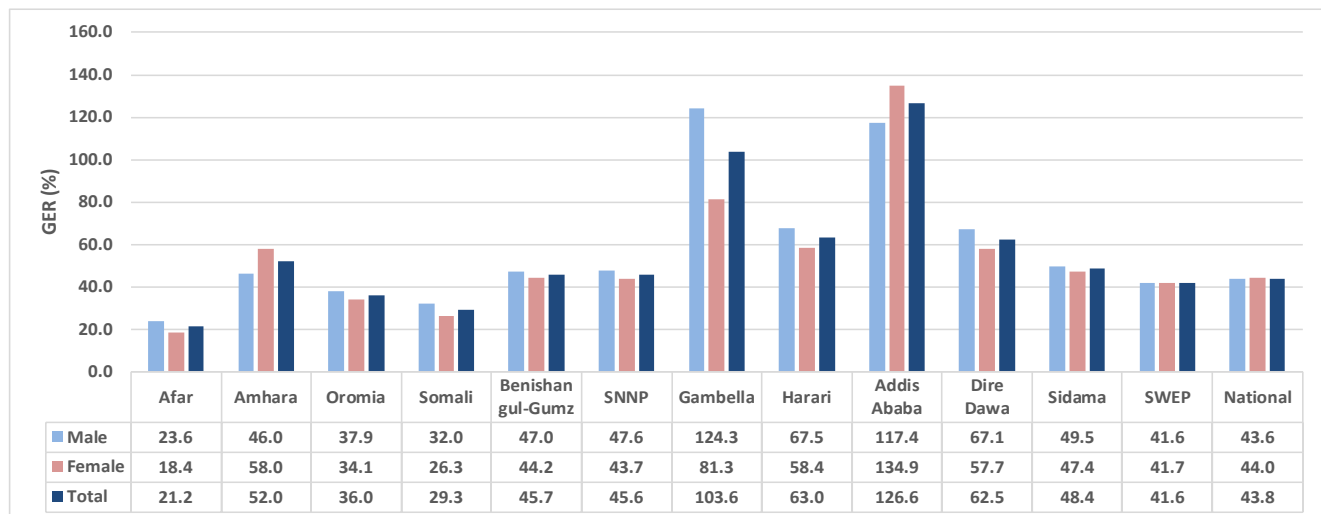
The GER calculates the total number of children that have enrolled in Grades 9-12, irrespective of their age, as a proportion of the corresponding school age population.

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

The national GER of secondary education (Grade 9-12) for this year is 43.8%; this indicates that transition from Primary and Middle schools to secondary education is low. GER has decreased by 1.8 percentage points from last year. Regional differences are notable, with Gambella and Addis Ababa scored above 100% while Somali and Afar have a GER below 30%. Nationally the GER for females is higher than males for this year.

Table 4.1 Gross Enrollment Ratio by Region and Sex, Grades 9-12, 2022/23

Region	School Age Population (15-18)			Gross Enrolment (G9-12)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	79,573	69,778	149,351	18,799	12,867	31,666	23.6	18.4	21.2
Amhara	970,686	951,525	1,922,211	446,630	552,138	998,768	46.0	58.0	52.0
Oromia	1,872,390	1,838,530	3,710,920	709,926	626,050	1,335,976	37.9	34.1	36.0
Somali	238,714	212,607	451,321	76,312	56,005	132,317	32.0	26.3	29.3
Benishangul-Gumuz	55,427	53,460	108,887	26,076	23,642	49,718	47.0	44.2	45.7
SNNP	607,294	629,675	1,236,969	289,288	274,857	564,145	47.6	43.7	45.6
Gambella	21,637	20,042	41,679	26,888	16,294	43,182	124.3	81.3	103.6
Harari	10,930	10,645	21,575	7,373	6,221	13,594	67.5	58.4	63.0
Addis Ababa	92,326	101,953	194,279	108,402	137,572	245,974	117.4	134.9	126.6
Dire Dawa	19,652	19,368	39,020	13,195	11,182	24,377	67.1	57.7	62.5
Sidama	211,514	209,979	421,494	104,631	99,429	204,060	49.5	47.4	48.4
SWEP	148,968	152,175	301,142	61,967	63,443	125,410	41.6	41.7	41.6
National	4,329,111	4,269,736	8,598,848	1,889,487	1,879,700	3,769,187	43.6	44.0	43.8

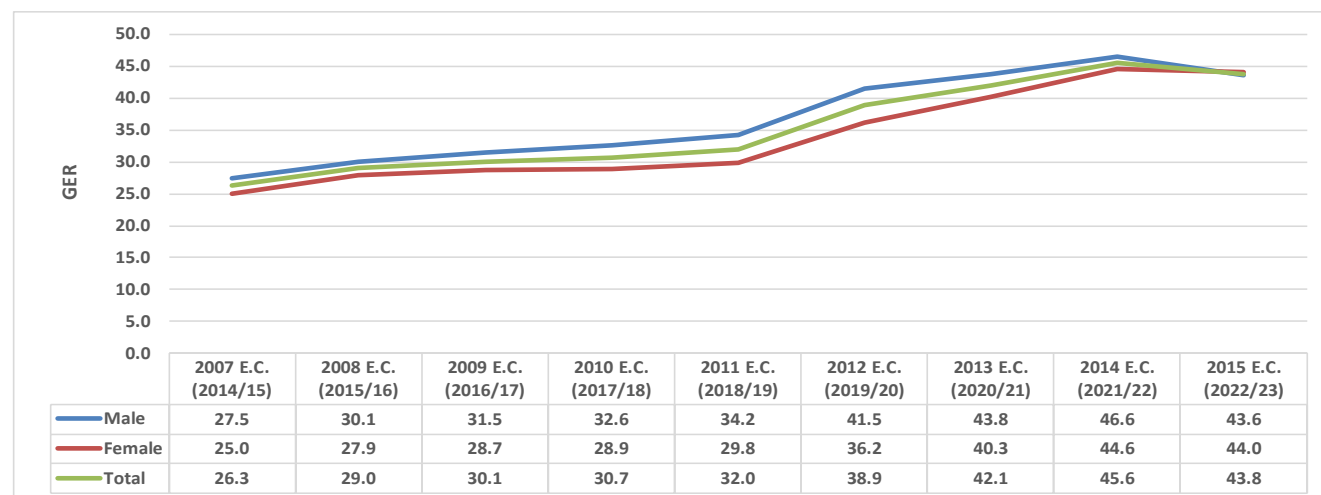
Chart 4.1 GER by Region and Sex, Grades 9-12, 2022/23

GER trend in Grades 9-12 indicates a steady increase over the past eight years, except this year but the gender gap is minimized compared to last year.

Chart 4.2 below shows the trend in GER for Secondary education for the last nine years. The GER trend shows a straight incremental pattern for the period except the current year with a slight decrement from last year.

On the other hand, the gender gap has seen minimized to a percentage less than 1 for the first time in a decade.

Chart 4.2 Trends in GER for Grades 9-12, 2014/15-2022/23



4.1.1. Enrollment in Pastoralist Areas

Similar to Pre-Primary, Primary and Middle level education, enrollment of Secondary level students in pastoralist areas has been collected and presented in the table below.

The total share of pastoralist students in Secondary level is lower compared to Pre-Primary and Primary and Middle level education, with 4.3%

Table 4.2 Enrolment Share in Pastoralist Areas for Secondary Education by Region and Sex, 2022/23

Region	Gross Pastoralist Enrollment (Grades 9-12)			Gross Regional Enrollment (Grades 9-12)			Pastoralist Share (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Oromia	43,261	28,181	71,442	709,926	626,050	1,335,976	6.1	4.5	5.3
SNNP	4,779	4,838	9,617	289,288	274,857	564,145	1.7	1.8	1.7
SWEP	4,197	2,351	6,548	61,967	63,443	125,410	6.8	3.7	5.2
Total	52,237	35,370	87,607	1,061,181	964,350	2,025,531	4.9	3.7	4.3

4.2 Net Enrolment Ratio (NER) in Secondary Education

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Grades 9–12, NER Female	25	41	33.9
Grades 9–12, NER Male	26	43	32.0

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.

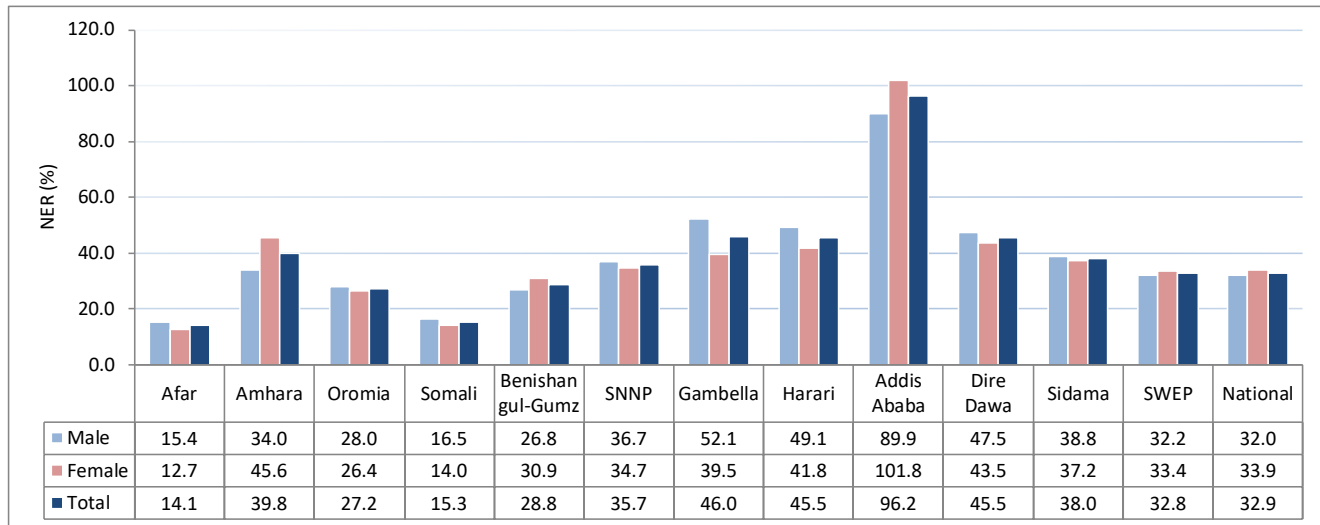
Children enrolled in secondary education are more likely to be the correct age compared to Primary and Middle education, though enrollment rate is too low from the expected school age population.

Nationally, NER for Grades 9-12 is 32.9%, which slightly decreases from last year. More remarkably female NER is greater than male nationally. Addis Ababa has the highest NER at 96.2% while all other regions have NER of less than 50%.

Table 4.3 Net Enrollment Ratio by Region and Sex, Grades 9-12, 2022/23

Region	School Age Population (15-18)			Net Enrolment (G9-12)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	79,573	69,778	149,351	12,259	8,846	21,105	15.4	12.7	14.1
Amhara	970,686	951,525	1,922,211	330,125	434,266	764,391	34.0	45.6	39.8
Oromia	1,872,390	1,838,530	3,710,920	524,637	484,726	1,009,363	28.0	26.4	27.2
Somali	238,714	212,607	451,321	39,372	29,756	69,128	16.5	14.0	15.3
Benishangul-Gumuz	55,427	53,460	108,887	14,865	16,531	31,396	26.8	30.9	28.8
SNNP	607,294	629,675	1,236,969	223,156	218,624	441,780	36.7	34.7	35.7
Gambella	21,637	20,042	41,679	11,264	7,908	19,172	52.1	39.5	46.0
Harari	10,930	10,645	21,575	5,364	4,453	9,817	49.1	41.8	45.5
Addis Ababa	92,326	101,953	194,279	83,015	103,835	186,850	89.9	101.8	96.2
Dire Dawa	19,652	19,368	39,020	9,325	8,431	17,756	47.5	43.5	45.5
Sidama	211,514	209,979	421,494	82,065	78,129	160,194	38.8	37.2	38.0
SWEP	148,968	152,175	301,142	47,995	50,772	98,767	32.2	33.4	32.8
National	4,329,111	4,269,736	8,598,848	1,383,442	1,446,277	2,829,719	32.0	33.9	32.9

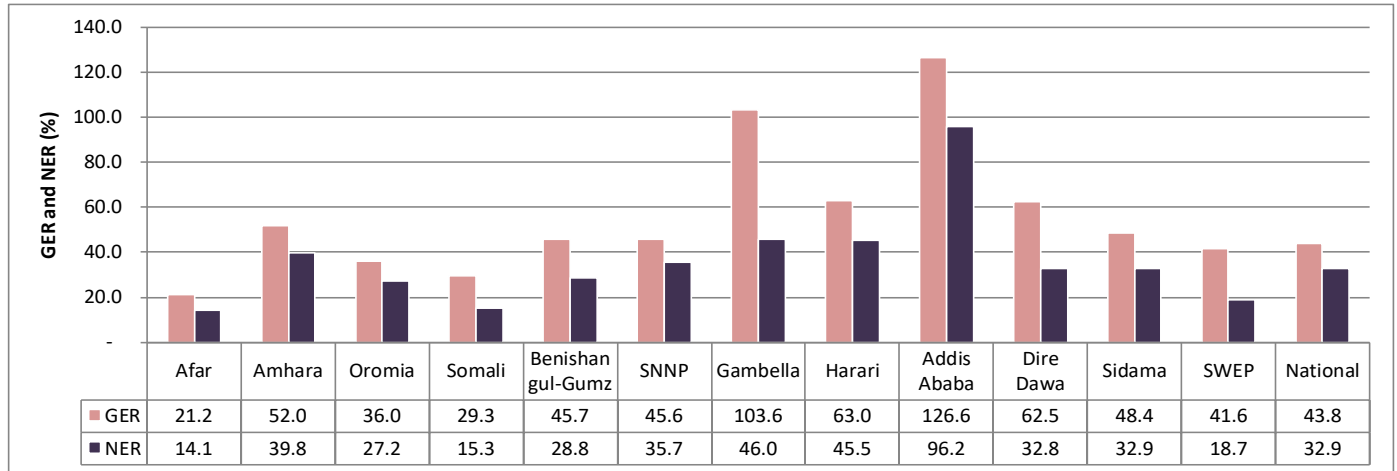
Chart 4.3 NER by Region and Sex, Grades 9-12, 2022/23



The ESDP VI target has been missed for both sexes, with female NER better than that of male. Harari and Dire Dawa, however, are the two regions that met the target in both sexes in addition to Addis Ababa.

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, 2022/23



4.3 Gender Parity Index

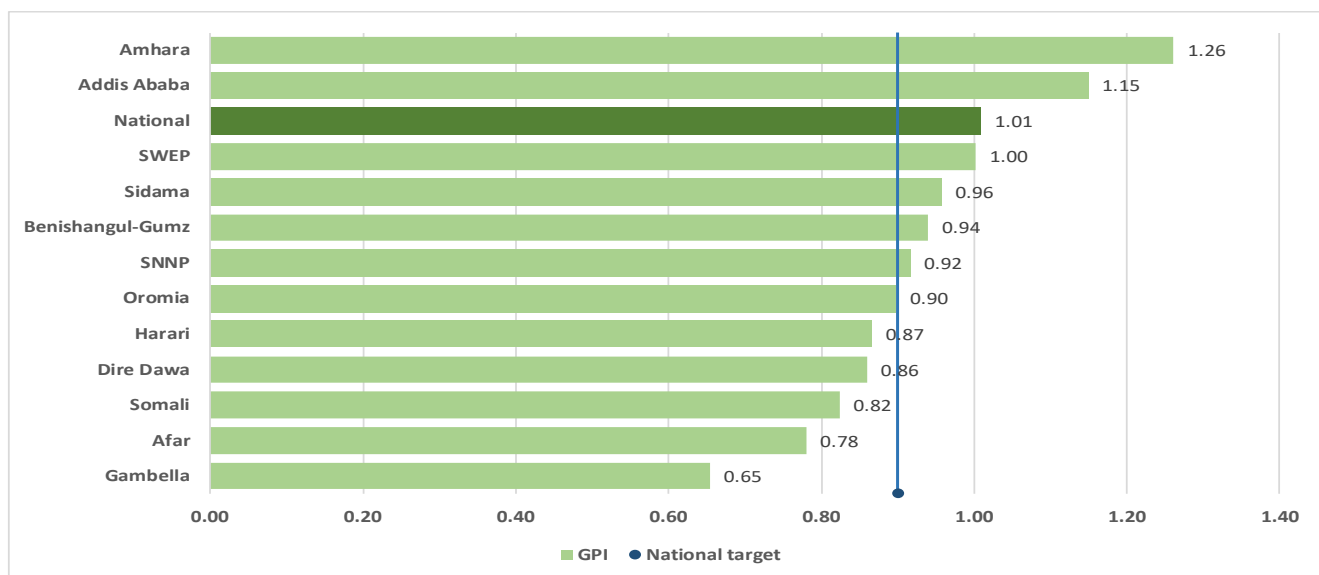
ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
GPI in Grades 9-12 (index)	0.87	0.9	1.01

The ESDP VI target of GPI for secondary education has been successfully met with the score beyond the ideal value, 1.0.

The GPI for Grades 9-12 is 1.01 nationally, with 0.11 points beyond the target. The national GPI has increased from last year by 0.05 points and the value is beyond 1.0, showing more females than males are enrolled in the level with respect to their population size.

GPI exceeds the ideal value, 1.0, for the first time since 2015/16 and shows a steady increase from 2018/19.

Chart 4.5 GPI for Secondary Schools by Region, 2022/23



As seen from the chart above, the GPI of Amhara and Addis Ababa has a great impact on the result 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.

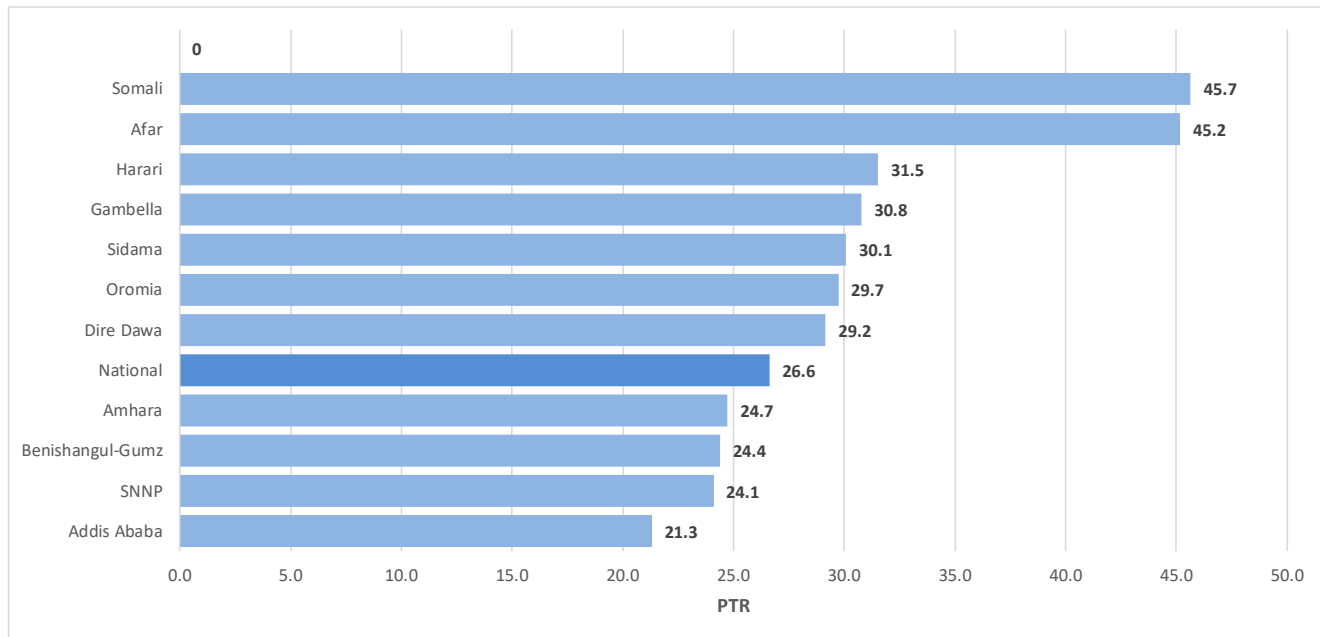
4.4 Pupil Teacher Ratio in Secondary Education

This indicator is useful for setting minimum standards and ensuring a certain level of equality throughout 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.

The national PTR of secondary schools is 26.6 in this year, in which Addis Ababa scored the lowest PTR, with 1 teacher for around 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 students per teacher.

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.

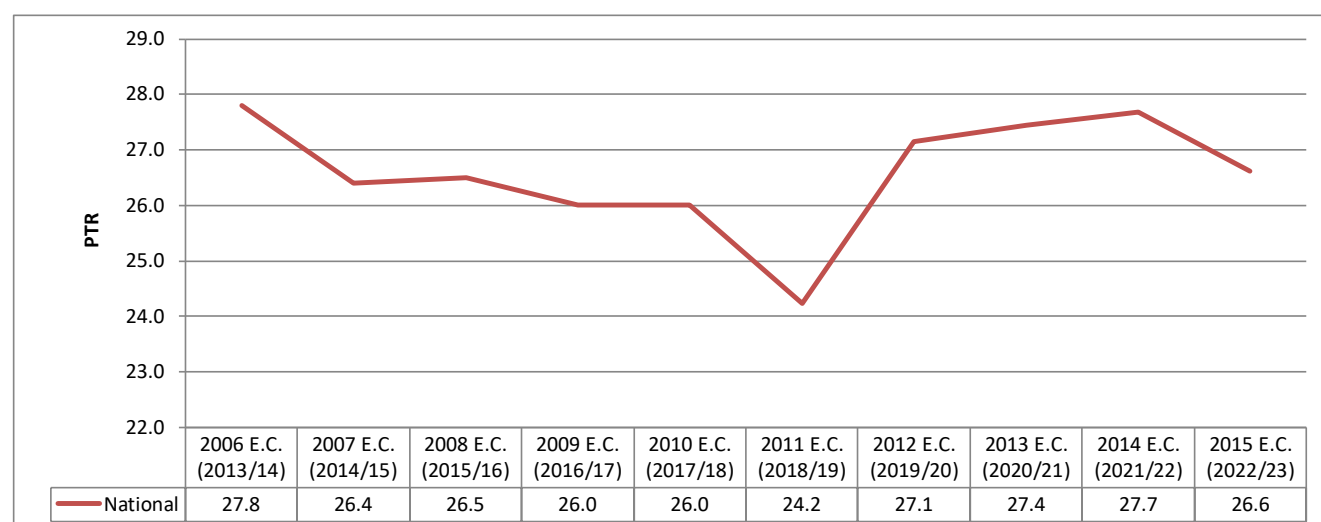
Chart 4.6 PTR of Secondary Education by Region, 2022/23



The national trend in PTR shows that it has been improving since 2013/14 to 2018/19. The improvement, that means the smallest ratio, was highest in 2018/19 in the last 10 years, 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 4.4 PTR Trends in Secondary Education by Region, 2013/14 – 2022/23

Region	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)	2015 E.C. (2022/23)
Afar	20.7	50.8	60.6	37.0	34.0	19.4	21.9	23.2	28.3	45.2
Amhara	26.5	23.1	24.6	23.0	22.0	23.0	24.8	25.6	25.2	24.7
Oromiya	27.4	25.8	25.7	25.0	25.0	28.0	33.8	32.7	32.3	29.7
Somali	42.7	44.0	52.3	40.0	40.0	49.8	35.1	39.7	38.1	45.7
Benishangul-Gumz	23.8	28.4	24.2	24.0	20.0	22.8	23.3	23.7	24.4	24.4
SNNP	31.4	22.9	29.8	29.0	32.0	21.7	25.2	24.3	25.0	24.1
Gambella	29.4	30.4	32.9	29.0	23.0	25.7	28.5	29.0	30.8	30.8
Harari	21.3	17.8	18.4	24.0	18.0	19.0	19.2	21.8	24.7	31.5
Addis Ababa	21.1	20.2	20.0	22.0	23.0	18.3	18.9	18.0	20.8	21.3
Dire Dawa	18.1	20.5	23.7	21.0	20.0	19.9	23.7	25.3	29.6	29.2
Sidama								32.2	33.1	30.1
SWEP									23.8	20.2
National	27.8	26.4	26.5	26.0	26.0	24.2	27.1	27.4	27.7	26.6

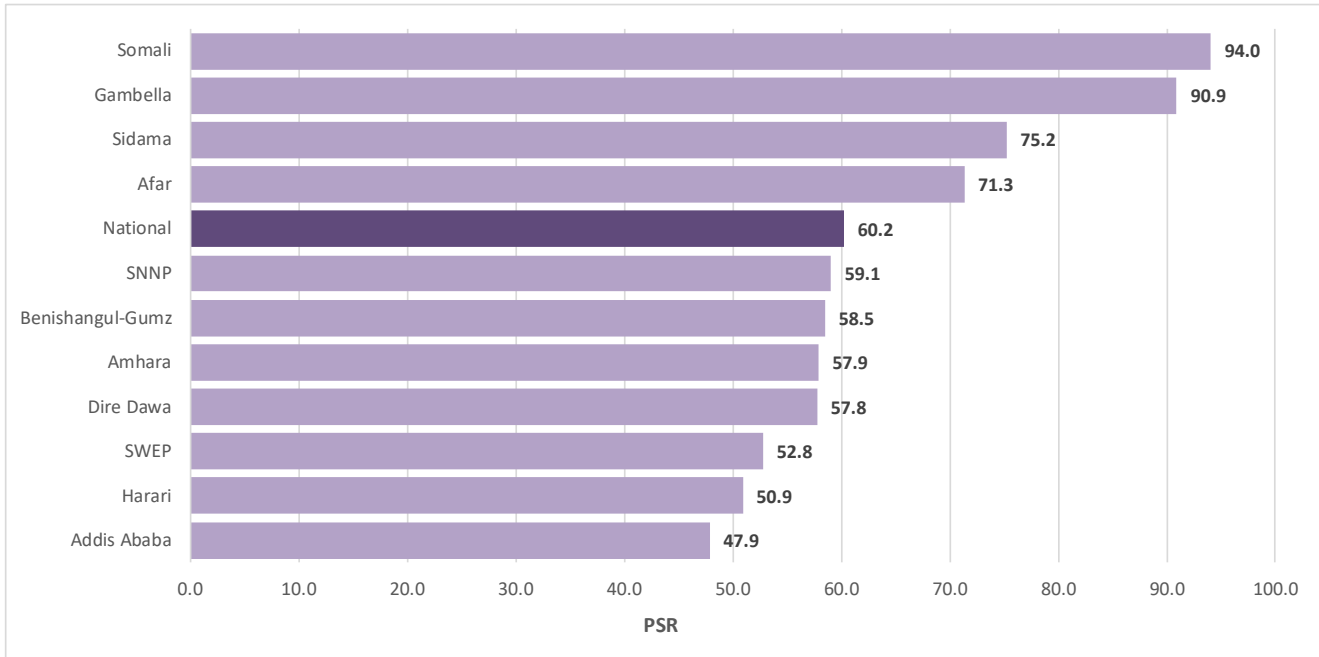
Chart 4.7 National PTR Trend, Grades 9-12, 2013/14 – 2022/23

4.5 Pupil Section Ratio in Secondary Education

Nationally, in 2022/23, PSR is at 60.2 for Grades 9-12, this shows a huge difference from last year, which was 77.9.

PSR is lowest in Addis Ababa followed by Harari 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 Gambella, with 94.0 and 90.9 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, 2022/23



4.6 Number of Schools

The total number of secondary schools for this year is 3,733, with an increment of 97 schools from last year. With respect to ownership, Government schools, similar to primary, took the highest share with 89.1%. In Addis Ababa and Dire Dawa, Non-Government schools are higher in number than Government.

Chart 4.9 Numbers of Secondary Schools by Region, 2022/23

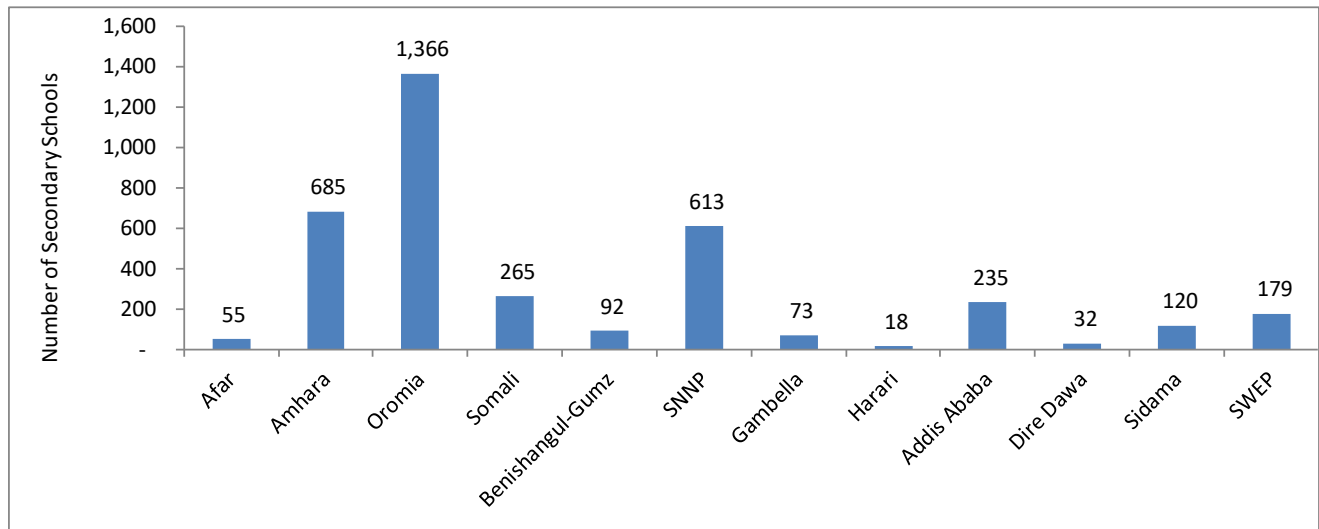
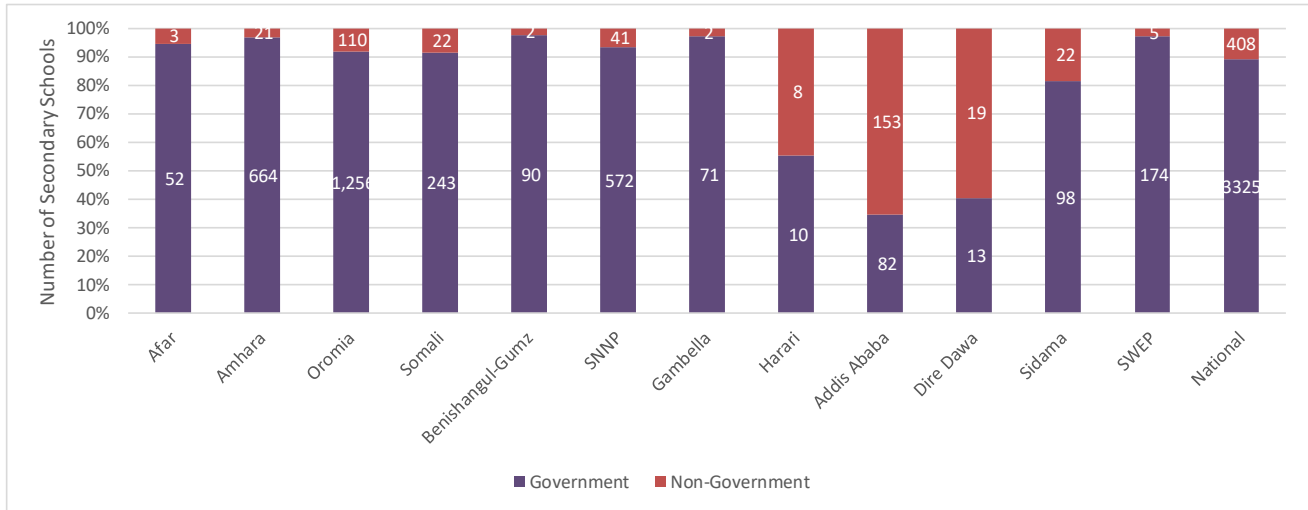


Chart 4.10 Numbers of Secondary Schools by Region and Ownership, 2022/23

4.7 Textbooks

Similar to the Primary and Middle level, the textbook and teachers guide for the new curriculum were not printed and distributed, accordingly;

- The pilot implementation was being carried out in selected secondary schools in all regions and city administrations, but the student textbooks and teachers' guides were not distributed to students and teachers.

4.8 School Facilities

4.8.1 Electricity and Multimedia

In 2022/23, 69.7% of secondary schools responded to having access to electricity nationally, with the majority of the source being hydropower. Harari and Addis Ababa have higher proportions of schools with electricity, with above 90% coverage.

Concerning the availability of multimedia teaching, computers are available in 62.4% of schools. Secondary schools in Addis Ababa are the most connected, proportionally, to the internet (33%), followed by Dire Dawa and Harari. Whereas internet availability nationally covers only 11% of the total respondent schools.

Table 4.5 School Facility Indicators on Electricity and Multimedia Teaching, 2022/23

Region	Availability of Electricity		Source of Electricity (If "Yes")					VSAT Dish		Computer			Internet			
	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)
Afar	53	30			29			1	7		18	294	290	4	2	60
Amhara	685	435	1	18	370	11	8	27	152	26	255	14,118	24,661	10,393	91	3,868
Oromia	1,366	1,052		81	941	28	2		521	143	1,099	30,648	36,369	7,386	164	2,756
Somali	257	61		16	43	1		1	6		27	936				
Benishangul-Gumuz	85	43		10	31	1	1		20	1	44	498	9,541	59	1	21
SNNP	607	460	1	29	397	20	1	12	220	53	436	11,990	8,031	3,436	44	8,921
Gambella	62	22			14	2		6	11	1	16	151		357		
Harari	18	17			15			2	4		15	267	432	30	3	39
Addis Ababa	235	217			207	1		9	99	26	195	8,313	4,661	28,241	78	3,334
Dire Dawa	28	17			17				10	2	17	799	4,023	1,011	6	3,664
Sidama	120	92		2	85	1		4	32	5	57	1,584	377	261	10	2,334
SWEP	179	130		14	104	12			46	4	126	2,383	1,713	383	3	12
National	3,695	2,576	2	170	2,253	77	12	62	1,128	261	2,305	71,981	90,098	51,561	402	25,009

4.8.2 Library and Laboratory

Other facility indicators include the availability of library, laboratory and pedagogical center. Among the respondent schools for the availability of libraries, 66.1% have functional libraries. On the other hand, functional laboratory is below 40% nationally, with Biology 34.6%, Chemistry 35.9% and Physics lab 31.9%; whereas 54.2% 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, 2022/23

Region	Availability of Library			Laboratory by Stream (Measured in Number of Schools)										Pedagogical Center			
	Number of Respondent Schools	Availability (Number of schools)	Schools with Functional Library	Biology				Chemistry				Physics				Availability (Number of Schools)	Functional Pedagogical Center (Number of Schools)
				Functional	Equiped (with materials)	With Sufficient Chemicals	With Technical assistant	Functional	Equiped (with materials)	With Sufficient Chemicals	With Technical assistant	Functional	Equiped (with materials)	With Sufficient Chemicals	With Technical assistant		
Afar	53	26	17	4	3	3	1	4	3	3	1	4	3	3	1	15	15
Amhara	685	449	396	356	277	286	217	365	277	288	217	331	249	257	208	296	296
Oromia	1,366	1,216	1,043	276	161	162	144	269	168	171	168	236	150	145	121	741	741
Somali	257	44	22	8	9	7	8	8	8	7	7	9	7	8	7	15	15
Benishangul-Gumuz	85	42	28	4	3	3	5	4	5	5	5	3	4	4	4	34	34
SNNP	607	535	453	312	188	188	210	343	209	217	251	283	167	162	187	452	452
Gambella	62	20	6	2	4	4	3	3	4	5	4	2	4	4	3	10	10
Harari	18	17	17	16	11	12	10	16	11	12	11	15	10	10	11	12	12
Addis Ababa	235	224	220	178	171	169	152	186	175	172	159	181	173	168	153	205	205
Dire Dawa	28	17	13	21	16	17	15	22	17	18	15	21	17	17	15	18	18
Sidama	120	108	103	79	60	61	59	87	62	62	64	73	54	56	56	78	78
SWEP	179	151	124	21	10	10	17	20	11	9	14	19	9	8	10	126	126
National	3,695	2,849	2,442	1,277	913	922	841	1,327	950	969	916	1,177	847	842	776	2,002	2,002

4.8.3 WASH Facilities

Nationally, among the respondent schools, 59.8% of them reported to have functional water supply. Majority of schools, 56.9%, have “Pipeline water” followed by “Protected well/spring”.

Table 4.7 Water Access in Secondary Schools, 2022/23

Region	Availability of Water			Water Supply Type							Accessible to-	
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Contained rain water	Pipeline water	Protected well/spring	Unprotected well/spring	Surface water	Tanker truck/cart	Undefined	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	7	3			3							3
Amhara	263	199	166	23	83	56	10	12	7	8	124	199
Oromia	1,203	843	736	16	757	30	11	12	17		535	843
Somali	119	71	51	5	17		1		48		16	71
Benishangul-Gumuz	52	24	18	2	15	6	1				8	24
SNNP	414	258	216	2	234	16				6	181	258
Gambella	30	21	13	1	16	2		1		1	11	21
Harari	14	11	10		9			2			7	11
Addis Ababa	179	177	177	1	170	2	1			3	157	177
Dire Dawa	24	22	22		22						19	22
Sidama	90	72	64		65	6	1				55	72
SWEP	136	60	42		50	9				1	35	60
National	2,531	1,761	1,515	50	1,441	127	25	27	72	19	1,148	1,761

On the other hand, 95% of secondary schools responded to have functional students’ toilets, with the majority being improved toilets. 80.4% of schools have functional teachers’ toilet, and among these 88% are separated from students’ toilet.

Table 4.8 Toilet Facilities in Secondary Schools, 2022/23

Region	Student Toilet				Toilet Type			Improved Toilet Type				Handwash	Teachers Toilet			
	Number of Respondent Schools	Schools with Functional Toilets	Schools with Separate Boys and Girls Toilet	Accessible to Children with Special Needs	Improved	Traditional	Undefined	Cemented Toilets	Composite Toilets	Not cemented Toilets	Pour flush Toilets	Undefined	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets	Schools with Different Teachers Toilet From Students Toilet
Afar	7	5	2	3	2	2	1	2					1		3	2
Amhara	263	247	205	130	133	50	64	15	3		29	86	111	97	213	195
Oromia	1,203	1,173	834	432	1,045	128		705	25		315		539	467	941	796
Somali	119	82	20	20	20	57	5	1				19	7	4	56	20
Benishangul-Gumuz	52	41	23	6	21	19	1	9			1	11	19	12	26	21
SNNP	414	403	339	241	244	142	17	96	3	1	43	101	224	178	357	336
Gambella	30	22	14	6	3	14	5	1		1	1		14	9	19	16
Harari	14	14	11	7	12	1	1	2	1		2	7	11	9	11	9
Addis Ababa	179	175	171	145	87	36	52	27			39	21	176	175	176	174
Dire Dawa	24	22	21	17	12	3	7	2			2	8	22	21	22	21
Sidama	90	89	83	67	45	41	3	40	2		2	1	60	57	86	81
SWEP	136	133	123	60	69	57	7	37		1	1	30	56	44	125	122
National	2,531	2,406	1,846	1,134	1,693	550	163	937	34	3	435	284	1,240	1,073	2,035	1,793

4.9 Grade 12 Examination

The 2014 E.C. Ethiopian Higher Education Entrance Certificate Examination (EHEECE) result were not ready at the time of the 2014 E.C. ESAA publication; hence this edition contains the summary of the exam statistics for the two consecutive years, 2014 E.C. and 2015 E.C.

The total number of examinees are 896,520 in 2014 E.C. (2021/22) and 845,099 in 2015 E.C. (2022/23). From which only 3.2% have scored 50% and above in 2015 E.C. (2022/23) to join the Ethiopian higher education institutions.

Table 4.9 Grade 12 Exam Statistics By Stream, 2021/22 and 2022/23

Stream	Total Number of Students Sat for the Exam		Scored 50% and above				Remark
	2014 E.C.	2015 E.C.	2014 E.C.		2015 E.C.		
			Number	%	Number	%	
Natural Science	339,642	356,878	22,974	6.8	19,017	5.3	>= 350
Social Science	556,878	488,221	7,060	1.3	8,250	1.7	>=300 and >=250 for Blind
Total	896,520	845,099	30,034	3.3	27,267	3.2	

In both years, the pass rate of students in the natural science stream is by far better than that of the social science. However, the pass rate of students in the social science stream of this year are better than last year.

Table 4.10 Grade 12 Exam Statistics By Sex, 2021/22 and 2022/23

Sex	Total Number of Students Sat for the Exam		Scored 50% and above			
	2014 E.C.	2015 E.C.	2014 E.C.		2015 E.C.	
			Number	%	Number	%
Male	485,393	447,567	20,438	4.2	18,383	4.1
Female	411,127	397,532	9,596	2.3	8,884	2.2
Total	896,520	845,099	30,034	3.3	27,267	3.2

On the other hand, male students achieved better than female in both years, though their pass rate decreased from last year.

5. Adult and Non-Formal Education

Adult and Non-Formal Education (ANFE) has paramount important in playing an indispensable role in educational as well as economic development of a nation. Cognizant to this, the Ethiopian government has given strong emphasis in the area of Adult and Non-Formal Education.

Adult and Non-Formal Education strives to enrich adults' capabilities and enhance their knowledge, improve technical and professional qualifications or turn themselves in a new direction and bring about changes in their attitudes and behaviors in the personal development and participation in balanced and independent social, economic and cultural development.

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 contributes for their livelihoods.

Through Adult and Non-Formal education, the learners are able to augment their experiences and develop skills and abilities. Apart from development of knowledge and skills, individuals are able to generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of a country.

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

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

Adult and Non-Formal education has gone several structural changes from its inception with different naming and erratic emphasis till recent times. Starting from 2015 E.C, it is organized as Adult and Non-Formal Education Chief Executive Office (CEO) with two Desks, Adult Basic Education and Non-Formal and Lifelong Education, under the CEO. It should also be noted that, in addition to adult basic education program, currently there are various programs incorporated under the Adult and Non-Formal Education, including Distance Education (Grades 7-12), Evening School (Grades 1-12), Accelerated Education Program and Skill Training Program.

The Ethiopian government has been exerting maximum effort 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, 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 Basic adult Literacy 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.

It is clear that, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labor productivity.

Adult Basic Literacy is a one-year 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 Adult Basic Education Programs⁴

In 2022/23 there are 4,151,321 participants in the Adult Basic Education Program, of which the female share is 43.7%. The enrollment includes those assessed in Education Light program.

Regionally, Oromia has the highest number of total enrollments with 64.7% of the national share, followed by SNNP and Amhara. Gambella has no enrollment reported for this year. In Somali, Benishangul-Gumz, Addis Ababa and Sidama, there are more females than males.

Adults assessed in education light accounts 19% of the total enrollment.

Table 6.1 Enrolment in Adult Basic Education by Region and Sex, 2022/23

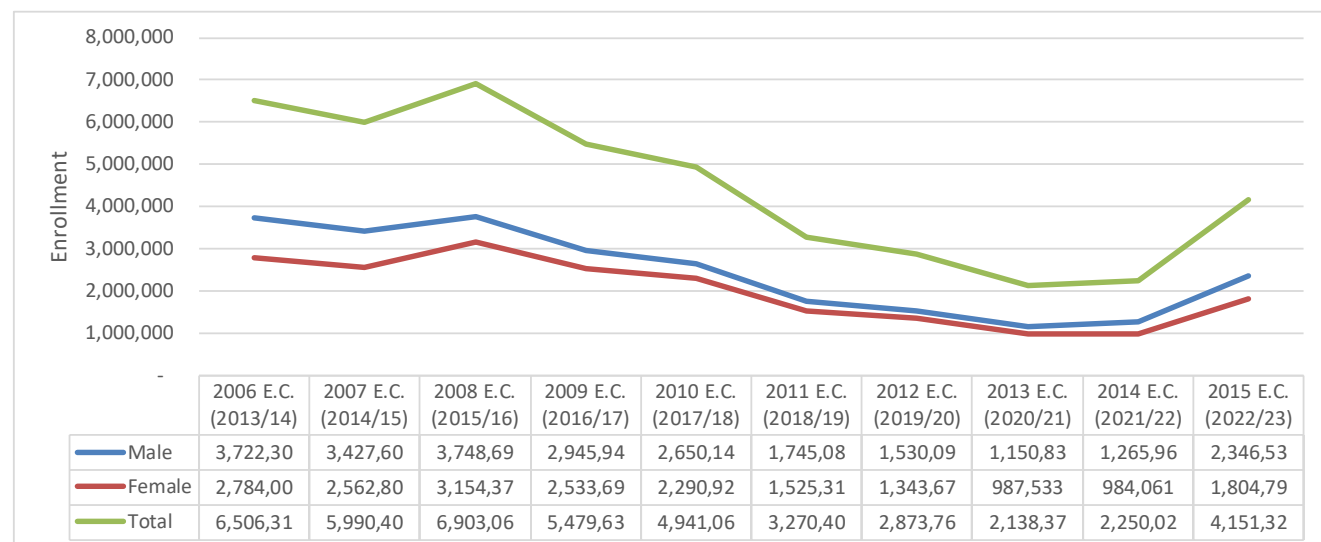
Region	Assessed in Education Light		Enrollment in Adult Basic Education		Total		Regional Share (%)	Female Share (%)	
	Male	Female	Male	Female	Male	Female			
Afar	863	708	4,371	3,340	5,234	4,048	9,282	0.2	43.6
Amhara	43,890	18,304	298,848	173,886	342,738	192,190	534,928	12.9	35.9
Oromia	385,593	232,291	1,152,827	917,253	1,538,420	1,149,544	2,687,964	64.7	42.8
Somali	-	-	26,512	26,825	26,512	26,825	53,337	1.3	50.3
Benishangul-Gumz	819	824	9,439	10,326	10,258	11,150	21,408	0.5	52.1
SNNP	41,375	39,008	278,079	274,798	319,454	313,806	633,260	15.3	49.6
Gambella	-	-	-	-	-	-	-	0.0	-
Harari	446	276	1,958	1,109	2,404	1,385	3,789	0.1	36.6
Addis Ababa	1,202	4,249	1,215	5,500	2,417	9,749	12,166	0.3	80.1
Dire Dawa	1,320	522	4,812	3,199	6,132	3,721	9,853	0.2	37.8
Sidama	9,270	9,586	37,638	45,255	46,908	54,841	101,749	2.5	53.9
SWEP	1,177	1,262	44,877	36,269	46,054	37,531	83,585	2.0	44.9
National	485,955	307,030	1,860,576	1,497,760	2,346,531	1,804,790	4,151,321		43.5

5.3 Enrolment Trend in Adult Basic Education

The trend shows that the enrollment was at the pick in 2015/16, since then it drastically decreased until 2020/21. In this year, enrollment goes up to more than 4 million and this is mainly because of the addition of adults assessed in Education Light, and the highest number enrolled in Oromia.

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

⁴ In this edition, Adult figures of Oromia is provided by the Oromia REB

Chart 5.1 National Adult Basic Education Enrolment Trend, 2013/14-2022/23

5.4 Enrollment of Adult Basic Education for Students with SENs

The EMIS tool also includes adult enrollment data for participants with special educational needs.

Accordingly, a total of 30,091 adults are enrolled in 2022/23 with special educational needs nationally in Adult Basic Education, from which 47.5% are females; Regionally, SNNPR has the highest number of enrolled adults with SENs, scoring 71.3% of the national figure.

Table 6.2 Enrollment of Adult Students with SENs by Region and Sex, 2022/23

Region	Male	Female	Total
Afar	26	7	33
Amhara	256	93	349
Oromia	1,835	1,335	3,170
Somali	3	11	14
Benishangul-Gumuz	190	180	370
SNNP	10,982	10,471	21,453
Gambella	-	-	-
Harari	42	43	85
Addis Ababa	45	151	196
Dire Dawa	68	37	105
Sidama	473	448	921
SWEP	1,881	1,514	3,395
National	15,801	14,290	30,091

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, etc. This program is organized for those over-aged out of school students with 9 years old 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 are in place. At the end of the program, careful evaluation and promotion systems shall be established.

A total of 43,109 Over-aged Out of School Students have been enrolled in the Accelerated Education Program in the year 2022/23 in two modalities, ALFA and ALP. This enrollment is by far greater than last year; this is due to a large number of enrollments has been registered in Oromia region.

Table 6.3 Enrolment in AEP by Region, Sex and Owner/Program, 2022/23

Region	ALFA		ALP		Total		Total
	Male	Female	Male	Female	Male	Female	
Afar	150	124			150	124	274
Amhara	81	54	119	78	200	132	332
Oromia	1,772	195	10,250	9,391	12,022	9,586	21,608
Somali					-	-	-
Benishangul-Gumz	36	28			36	28	64
SNNP	801	1,202	430	899	1,231	2,101	3,332
Gambella					-	-	-
Harari	2	7			2	7	9
Addis Ababa	524	722	151	284	675	1,006	1,681
Dire Dawa	9	16			9	16	25
Sidama	5,615	6,092	1,336	1,351	6,951	7,443	14,394
SWEP	829	561			829	561	1,390
National	9,819	9,001	12,286	12,003	22,105	21,004	43,109

5.6 Graduates in ANFE Programs

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Number of female graduates in youth and adults' life-skills education	1,997,123	3,887,336	970,329

After completing a one-year program, adults who have met the course evaluation criteria will graduate from the Adult Basic Education program.

In 2022/23, 2,184,691 adults graduated from the program, this figure is by far increased from last year mainly due to a large number of graduates reported from Oromia region. However, the actual value for the year is too far from the ESDP VI target.

Among the graduates, 44.4% are females. Oromia has the highest number of Graduate adults in the program with 94.8% of the national figure. In Benishangul Gumz, Addis Ababa, Sidama and SWEP regions there are more females than male graduates.

Table 6.3 Graduates from Adult Basic Education Programs by Region and Sex, 2022/23

Region	Graduates			Female Share (%)	Regional Share (%)
	Male	Female	Total		
Afar	881	807	1,688	47.8	0.1
Amhara	18,828	8,645	27,473	31.5	1.3
Oromia	1,152,827	917,253	2,070,080	44.3	94.8
Somali			-		-
Benishangul-Gumz	479	566	1,045	54.2	0.0
SNNP	29,394	28,438	57,832	49.2	2.6
Gambella			-		-
Harari	249	231	480	48.1	0.0
Addis Ababa	373	1,483	1,856	79.9	0.1
Dire Dawa	370	165	535	30.8	0.0
Sidama	10,097	11,311	21,408	52.8	1.0
SWEP	864	1,430	2,294	62.3	0.1
National	1,214,362	970,329	2,184,691	44.4	

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 1,437,195 youth and adults have been enrolled in the Education Light assessment system, of which, the share of female participants is about 35% nationally. There is a wide regional variation in the assessment program, with Afar, Benishangul-Gumz, Harari and Dire Dawa having the lowest share of participant (0.1% each), while Oromia is the region with the largest number of participants, 87.8%.

Table 6.4 Youth and Adults Assessed in “Education Light” by Region and Sex, 2022/23

Region	Youth and Adults Assessed in Education Light			Female Share (%)	Regional Share (%)
	Male	Female	Total		
Afar	863	708	1,571	45.1	0.1
Amhara	43,890	18,304	62,194	29.4	4.3
Oromia	837,532	424,562	1,262,094	33.6	87.8
Somali	-	-	-		0.0
Benishangul-Gumz	819	824	1,643	50.2	0.1
SNNP	41,375	39,008	80,383	48.5	5.6
Gambella	-	-	-		0.0
Harari	446	276	722	38.2	0.1
Addis Ababa	1,202	4,249	5,451	77.9	0.4
Dire Dawa	1,320	522	1,842	28.3	0.1
Sidama	9,270	9,586	18,856	50.8	1.3
SWEP	1,177	1,262	2,439	51.7	0.2
National	937,894	499,301	1,437,195	34.7	

5.8 Adult Basic Education Centers

In 2022/23, there are 30,227 reported centers nationally, with an increment of 6,718 centers from last year. Among the centers, the majority of them are found in regular school compounds, with 52.3% 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 ANFE Learning Centers by Region and Type, 2022/23

Region	ABE Center	Edir Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Others	Total
Afar	17	1	2	1	1	53	34	109
Amhara	456	70	92	134	3	3,277	652	4,684
Oromia	1,340	516	1,213	732	299	9,399	2,084	15,583
Somali	9					263	5	277
Benishangul-Gumz	6		2	26		262	13	309
SNNP	478	391	256	760	139	1,849	2,256	6,129
Gambella							-	-
Harari		14	20			18	29	81
Addis Ababa	20	7		20	1	173	23	244
Dire Dawa	17			8		24	54	103
Sidama	5		1	78	1	150	1,048	1,283
SWEP	66	343	97	156	4	319	440	1,425
National	2,414	1,342	1,683	1,915	448	15,787	6,638	30,227

5.9 Facilitators

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

In 2022/23, there are 50,789 Facilitators reported across the country; from which 35.8% are females. Oromia took the largest share with 79% of the total Facilitators, followed by SNNP and Amhara.

Regarding the level of qualification, the highest number of Facilitators are ‘Grade 9-10’, which accounts 35.6% of the total, followed by ‘BA and Above’.

Table 5.5 Facilitators in Adult Basic Education by Region, Sex and Level of Qualification, 2022/23

Region	Below Grade 8		Grade 8		Grade 9-10		Grade 11-12		Grade 12		TTI Certificate		Diploma		BA and Above		Not reported		Grand Total		Female	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total Share (%)	
Afar	7		9		10		4		3		4	1	13	1			8	2	58	4	62	6.5
Amhara	48	51	54	42	569	601	53	57	48	69	25	29	210	233	37	42	64	56	1,108	1,180	2,288	51.6
Oromia					9,166	5,069	4,647	3,027	366	53	28	518	995	318	9,747	5,114	817	322	25,766	14,421	40,187	35.9
Somali	7								3		4						-	-	14	-	14	0.0
Benishangul-Gumuz	1		3	3	120	76	7	2	2	8	14	11	22	24	5	4	6	5	180	133	313	42.5
SNNP	116	52	61	31	1,120	471	131	53	460	188	100	77	1,202	530	139	68	123	71	3,452	1,541	4,993	30.9
Gambella																	-	-	-	-	-	
Harari			3	1	7	2	2	2	2		11	4	32	16	6	7	31	3	94	35	129	27.1
Addis Ababa		5	1	8	6	34	3	22	11	38	11	23	38	85	42	28	9	27	121	270	391	69.1
Dire Dawa		2			33	5			2		28	9	32	3	4		3	-	102	19	121	15.7
Sidama	6	4	16	4	258	90	13	3	143	46	87	17	345	159	16	7	26	22	910	352	1,262	27.9
SWEP	14	2	5		315	108	11	1	25	5	10	8	392	77	24	12	15	5	811	218	1,029	21.2
National	199	116	152	89	11,604	6,456	4,871	3,167	1,065	407	322	697	3,281	1,446	10,020	5,282	1,102	513	32,616	18,173	50,789	35.8

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 whereby 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 and assessment methods. Physical adaptation and support system in schools have been established to cater children with special educational needs (Special Needs/Inclusive Education Strategy, MoE, 2022).

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.

This section provides insight on 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	2022/23 Target	2022/23 Actual
Gross Enrolment rate of Students with SENs, Pre-Primary Female	1.2	6.8	3.1
Gross Enrolment rate of Students with SENs, Pre-Primary Male	1.5	7.0	3.8

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 Education includes all the four modalities (KG, O-Class, C2C and ASR).

Table 6.1 Pre-Primary GER for Students with SENs by Region and Sex, 2022/23

Region	Population with SENs (Ages 4-6)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	10,570	10,040	20,610	162	143	305	1.5	1.4	1.5
Amhara	122,941	117,686	240,626	2,120	1,687	3,807	1.7	1.4	1.6
Oromia	245,974	239,034	485,009	3,001	2,351	5,352	1.2	1.0	1.1
Somali	41,943	40,882	82,825	3	7	10	0.0	0.0	0.0
Benishangul-Gumz	7,117	6,855	13,971	150	113	263	2.1	1.6	1.9
SNNP	101,566	102,162	203,729	9,360	8,666	18,026	9.2	8.5	8.8
Gambella	2,601	2,535	5,135	75	58	133	2.9	2.3	2.6
Harari	1,299	1,235	2,534	212	141	353	16.3	11.4	13.9
Addis Ababa	17,001	16,839	33,839	5,786	3,267	9,053	34.0	19.4	26.8
Dire Dawa	2,355	2,279	4,634	196	108	304	8.3	4.7	6.6
Sidama	35,375	34,068	69,443	733	663	1,396	2.1	1.9	2.0
SWEP	24,914	24,690	49,604	1,430	1,376	2,806	5.7	5.6	5.7
National	613,655	598,303	1,211,958	23,228	18,580	41,808	3.8	3.1	3.4

GER in Pre-Primary, though significant improvement shown from last year, missed the ESDP VI target of the year in both sexes.

The Gross Enrolment Ratio nationally for Pre-Primary is 3.4%, which shows an increment by 0.7% 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 22.7% of the total, followed by "Visual Impairment" and "Intellectual difficulty". 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, 2022/23

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 Problem and Intellectual Disability	Disability on Vision and Hearing	Visual Problem and Physical Disability	Autism	M	F	M	F	M	F	M	F	M	F	M	F										
Afar	24	11	5	4	25	28	-	2	16	21	6	9	20	17	8	9	2	3	6	6	22	17	-	-	11	9	16	6	-	-	-	-	-	-	1	1	162	143	305	
Amhara	147	121	87	85	154	150	29	35	107	82	152	87	354	294	263	225	175	144	37	31	225	149	37	35	252	189	64	35	3	1	6	5	2	-	26	19	2,120	1,687	3,807	
Oromia	255	215	72	54	276	276	29	34	230	157	120	69	433	299	139	93	458	388	110	94	245	171	50	51	316	231	49	40	6	10	13	17	49	50	151	102	3,001	2,351	5,352	
Somali	-	1	-	-	1	2	-	-	1	-	-	-	-	1	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	1	-	-	-	-	-	3	7	10	
Benishangul-Gumuz	20	12	-	2	22	13	-	-	10	12	3	3	27	19	1	4	17	12	19	9	8	17	3	4	11	4	5	1	-	-	-	-	-	-	4	1	150	113	263	
SNMP	1,323	1,303	92	76	1,874	1,786	41	32	865	729	104	110	842	672	234	234	1,366	1,318	524	547	627	481	257	295	715	566	297	291	14	38	38	43	19	24	128	121	9,360	8,666	18,026	
Gambella	6	4	3	3	24	25	-	-	21	7	-	-	3	1	3	2	3	8	-	-	4	3	2	-	3	2	-	-	1	-	-	-	-	1	3	1	-	75	58	133
Harari	16	9	3	6	23	10	-	3	14	10	1	6	27	25	19	9	39	26	7	3	24	11	1	2	15	13	6	3	-	-	8	1	-	-	9	4	212	141	353	
Addis Ababa	84	47	68	59	499	465	20	26	289	185	85	48	555	321	218	111	1,387	877	213	108	709	269	259	150	815	377	171	77	8	4	14	8	9	9	383	126	5,786	3,267	9,053	
Dire Dawa	18	15	5	1	22	15	-	2	17	7	12	6	46	17	3	4	12	10	3	4	14	11	3	2	21	11	4	2	-	1	1	-	-	15	-	196	108	304		
Sidama	94	88	19	15	110	115	9	10	55	41	18	9	80	68	16	14	130	117	37	42	45	48	2	4	73	49	9	6	1	1	10	14	-	-	25	22	733	663	1,396	
SWEP	68	56	4	5	92	77	3	4	42	34	12	6	176	140	29	38	372	372	208	237	143	126	66	74	130	128	50	44	2	1	12	10	6	6	15	18	1,430	1,376	2,806	
National	2,055	1,882	358	310	3,122	2,962	131	148	1,666	1,286	513	353	2,563	1,874	933	743	3,961	3,275	1,164	1,081	2,067	1,305	680	617	2,362	1,579	671	505	35	55	103	99	86	92	758	414	23,228	18,580	41,808	

6.2 Enrolment of Primary and Middle Students with SENs

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Gross Enrolment rate of students with SENs, Grades 1-8 Female	9.7	18.8	10.5
Gross Enrolment rate of students with SENs, Grades 1-8 Male	12.3	19.8	13.0

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 (Grades 1-8) in 2022/23 are 352,410, showing a significant increment from last year, by 13.7 percentage points.

Table 6.3 GER in Primary and Middle Level for Students with SENs by Region and Sex, 2022/23

Region	Population with SENs (Ages 7-14)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	27,735	26,202	53,937	1,913	1,347	3,260	6.9	5.1	6.0
Amhara	338,303	325,455	663,758	30,079	22,132	52,211	8.9	6.8	7.9
Oromia	611,757	597,738	1,209,494	43,023	32,012	75,035	7.0	5.4	6.2
Somali	102,413	100,460	202,873	382	189	571	0.4	0.2	0.3
Benishangul-Gumuz	17,947	17,370	35,316	4,603	3,000	7,603	25.6	17.3	21.5
SNNP	225,535	228,774	454,308	59,242	49,850	109,092	26.3	21.8	24.0
Gambella	6,607	6,445	13,052	1,034	789	1,823	15.6	12.2	14.0
Harari	3,369	3,222	6,591	1,873	1,206	3,079	55.6	37.4	46.7
Addis Ababa	38,993	39,981	78,974	14,399	12,616	27,015	36.9	31.6	34.2
Dire Dawa	5,845	5,708	11,553	1,371	929	2,300	23.5	16.3	19.9
Sidama	78,551	76,290	154,841	7,598	6,717	14,315	9.7	8.8	9.2
SWEP	55,323	55,288	110,611	30,559	25,547	56,106	55.2	46.2	50.7
National	1,512,378	1,482,931	2,995,309	196,076	156,334	352,410	13.0	10.5	11.8

From the data indicated in the table above, the GER of students with special educational needs in Primary and Middle schools is 11.8%, with a 1.4 percentage points increment from last year.

Note that, enrollment in Primary and Middle levels include students with SENs in ABE

Though enrollment increases significantly from last year, 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 23.3% of the total figure, followed by “Visual Impairment” and “Behavioral and Social Problems”. The table below shows enrollment figure by disability type.

Table 6.4 Primary and Middle Level Enrollment of Students with SENs by Region, Sex and Types, 2022/23

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 problem and physical Disability	Disability on Vision and Hearing	Visual Problem and Physical Disability	M			F																		
Afar	235	154	38	46	348	240	22	25	167	123	52	44	131	74	56	36	222	174	85	67	187	110	111	87	160	104	64	42	6	1	8	4	10	6	11	10	1,913	1,347	3,260
Amhara	1,956	1,606	1,892	1,722	1,679	1,454	793	685	1,369	1,075	3,705	894	5,140	3,950	2,029	1,661	2,831	2,478	675	581	2,804	1,929	1,087	983	2,271	1,725	1,430	1,001	79	64	71	81	123	105	145	138	30,079	22,132	52,211
Oromia	4,947	3,682	1,164	899	6,023	4,426	620	542	4,049	2,590	1,163	777	6,251	4,056	1,176	763	7,098	6,584	1,125	990	3,461	2,423	811	604	3,323	2,198	792	571	197	187	424	411	283	207	116	102	43,023	32,012	75,035
Somali	115	48	14	9	65	21	15	4	84	44	16	10	33	23	23	18	1	6	-	-	3	1	-	-	3	3	9	2	-	-	-	-	-	-	1	-	382	189	571
Benishangul-Gumuz	429	285	67	57	746	503	53	26	438	276	111	96	610	436	111	88	564	433	99	74	741	310	144	97	349	215	75	56	11	14	14	5	20	9	21	20	4,603	3,000	7,603
SNNP	7,413	6,305	1,065	801	10,636	8,800	389	378	3,903	2,758	1,041	834	4,681	3,711	1,289	984	10,197	9,494	3,581	3,183	5,769	4,801	2,192	1,861	3,871	3,154	1,554	1,360	242	193	285	302	376	316	758	615	59,242	49,850	109,092
Gambella	149	132	70	38	225	169	32	20	172	109	41	44	75	55	37	24	25	32	16	18	61	40	20	20	34	23	37	26	13	15	13	8	7	11	7	5	1,034	789	1,823
Harari	207	128	27	21	294	247	42	33	130	67	29	11	223	174	83	71	181	117	16	14	354	152	52	27	79	54	106	46	2	2	13	9	27	27	8	6	1,873	1,206	3,079
Addis Ababa	1,133	1,241	246	254	4,868	5,274	202	142	415	395	157	127	547	406	163	87	2,450	1,929	638	544	1,964	1,059	542	400	456	311	154	80	10	14	45	32	16	22	393	299	14,399	12,616	27,015
Dire Dawa	151	96	43	51	220	156	13	14	107	54	32	13	131	78	52	29	212	179	27	23	140	66	73	55	131	84	23	8	2	2	1	1	1	2	12	18	1,371	929	2,300
Sidama	1,017	958	239	194	1,389	1,152	135	86	663	577	251	203	734	640	162	159	838	844	161	177	742	669	272	203	641	551	173	120	19	21	25	25	37	36	100	102	7,598	6,717	14,315
SWEP	1,423	1,095	199	167	1,601	1,208	139	107	945	636	330	230	2,383	1,960	712	579	8,429	7,749	3,561	3,272	4,245	3,358	2,438	1,892	2,480	1,982	1,172	915	97	70	66	44	89	58	250	225	30,559	25,547	56,106
National	19,175	15,770	5,064	4,259	28,094	23,650	2,455	2,062	12,442	8,704	6,928	3,283	20,939	15,563	5,893	4,499	33,048	30,019	9,984	8,943	20,471	14,918	7,742	6,229	13,798	10,404	5,589	4,227	678	583	965	922	989	799	1,822	1,540	196,076	156,334	352,410

6.3 Enrolment of Secondary Students with SENs

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Enrolment rate of students with SENs, Grades 9-12 Female	2.4	7.6	3.7
Enrolment rate of students with SENs, Grades 9-12 Male	3.2	8.2	4.3

A total of 51,736 students with special educational needs are currently attending secondary level of education. This shows an increment of around 12% from last year.

Table 6.5 GER in Secondary Level for Students with SENs by Region and Sex, 2022/23

Region	Population with SENs (Ages 15-18)			Students with SENs			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	11,936	10,467	22,403	299	250	549	2.5	2.4	2.5
Amhara	145,603	142,729	288,332	5,511	4,954	10,465	3.8	3.5	3.6
Oromia	280,859	275,780	556,638	4,389	3,148	7,537	1.6	1.1	1.4
Somali	35,807	31,891	67,698	386	398	784	1.1	1.2	1.2
Benishangul-Gumz	8,314	8,019	16,333	479	322	801	5.8	4.0	4.9
SNNP	91,094	94,451	185,545	7,333	5,763	13,096	8.0	6.1	7.1
Gambella	3,246	3,006	6,252	271	174	445	8.3	5.8	7.1
Harari	1,640	1,597	3,236	37	24	61	2.3	1.5	1.9
Addis Ababa	13,849	15,293	29,142	3,234	3,288	6,522	23.4	21.5	22.4
Dire Dawa	2,948	2,905	5,853	72	57	129	2.4	2.0	2.2
Sidama	31,727	31,497	63,224	1,163	862	2,025	3.7	2.7	3.2
SWEP	22,345	22,826	45,171	4,992	4,330	9,322	22.3	19.0	20.6
National	649,367	640,460	1,289,827	28,166	23,570	51,736	4.3	3.7	4.0

According to ESDP VI, the GER target of secondary education for students with special educational needs is 7.6 and 8.2 percent for females and males respectively for 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, Addis Ababa and SWEP have the highest GER at 22.4% and 20.6% respectively; whereas the rest of the regions perform below 10%.

With respect to type of disability, “Behavioral and Social Problems” is the highest figure with 20.7% of the total, followed by “Visual Impairment” and “Learning Difficulty”. The table below shows enrollment figure by disability type.

Table 6.6 Secondary Level Enrollment of Students with SENs by Region, Sex and Types, 2022/23

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 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	37	39	2	2	85	86	3	7	15	10	4	-	36	17	20	8	9	4	64	53	4	4	13	15	7	5									299	250	549		
Amhara	234	185	239	251	421	469	469	319	357	302	138	98	343	282	84	53	879	1,013	132	128	1,117	936	336	240	541	539	144	60	13	15	5	8	14	12	45	44	5,511	4,954	10,465
Oromia	487	323	206	143	730	632	87	74	656	403	201	135	325	193	59	28	555	533	54	36	559	336	69	53	325	196	39	25	4	12	6	5	19	18	8	3	4,389	3,148	7,537
Somali	16	9	1	2	350	374			5	2	1	-	4	5					9	6																	386	398	784
Benishangul-Gumuz	47	42	12	7	143	94	10	5	84	49	12	5	48	45	3	-	3	2	1	-	25	21	41	26	38	15	8	7			4	2	-	1	-	1	479	322	801
SNMP	769	554	182	130	1,557	1,228	81	70	718	514	193	155	453	375	76	41	778	670	369	374	965	725	321	234	532	425	197	167	25	22	44	21	30	29	43	29	7,333	5,763	13,096
Gambella	32	17	21	9	51	36	10	10	42	22	11	4	7	6	1	3	32	27	-	3	36	12			26	23	1	-			-	2			1	-	271	174	445
Harari	4	2	9	8	8	4			6	5			4	4	3	1				2	-			1	-												37	24	61
Addis Ababa	198	223	127	94	970	1,300	62	49	146	138	25	15	58	53	14	11	239	230	82	97	808	632	180	161	230	202	49	23	4	3	11	16	1	5	30	36	3,234	3,288	6,522
Dire Dawa	5	5	8	8	16	20	3	2	10	3	8	-	3	6			5	-			4	9			7	3											72	57	129
Sidama	150	104	45	18	214	143	22	13	130	114	48	34	102	91	7	2	68	56	6	6	197	135	30	34	98	79	17	10	16	15	5	4	5	1	3	3	1,163	862	2,025
SWEP	228	187	26	15	381	307	9	1	262	178	54	28	362	297	29	23	912	921	660	622	941	790	343	227	576	559	153	133	5	3	11	11	28	20	12	8	4,992	4,330	9,322
National	2,207	1,690	878	687	4,926	4,693	756	550	2,431	1,740	695	474	1,745	1,374	296	170	3,480	3,456	1,304	1,266	4,727	3,655	1,324	979	2,387	2,056	615	430	70	71	86	69	97	86	142	124	28,166	23,570	51,736

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

6.4 Teachers with SENs

Teachers with disabilities are valuable and realistic role models for all students and bring unique qualities to the classroom, including a passion for inclusive education and creative methods of instruction. However, prejudicial barriers to success often restrict these teachers with disabilities from access to our classrooms, undermining the inclusion movement present in most special needs education programs and schools today.

The research findings of Cambridge University also suggests that teachers with disabilities can be highly empathetic and skilled at differentiating their teaching and learning methods to suit all students. By definition, they also help to make schools more inclusive and promote positive attitudes towards people with disabilities.

When we think about inclusive classroom or integrated classroom in mainstream school, it is commonly believed that role models are essential for strong and positive identity construction. Towards this end, children with disabilities deserve to see successful teachers with disabilities in classrooms and schools. Thus, this section provides insight on data collected and organized based on three types of disabilities (Blind, Deaf and Physical disability) in the country. Hence the availability of consolidated data is used for the preparation of sustainable planning, assistive technologies, monitoring, evaluating and reporting system as well as helps to design program, projects and make decisions.

Table 6.7 Primary and Middle Level Teachers with Disabilities by Region, Sex and Types, 2022/23

Region	Blind		Deaf		Physical Disability		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	18	7			13	1	31	8	39
Amhara	72	67	7	4	99	54	178	125	303
Oromia	86	57	21	17	258	113	365	187	552
Somali	207	68					207	68	275
Benishangul Gumz	3	2		1	20	3	23	6	29
SNNP	95	70	29	12	136	73	260	155	415
Gambella						1		1	1
Harari	2	2	2	1	3	4	7	7	14
Addis Ababa	103	95	29	36	22	15	154	146	300
Dire Dawa	8	4	4		7	1	19	5	24
Sidama	40	10	2	1	11	4	53	15	68
SWEP	36	23	10		46	16	92	39	131
National	670	405	104	72	615	285	1,389	762	2,151

The above table shows that half of the total number of Primary and Middle level teachers with SENs are “Blind”, and the other 42% have “Physical Disability”.

Table 6.8 Secondary Level Teachers with Disabilities by Region, Sex and Types, 2022/23

Region	Blind		Deaf		Physical Disability		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	1				1		2	-	2
Amhara	21	5	1		12	5	34	10	44
Oromia	47	14	4	2	108	24	159	40	199
Somali	13				1		14	-	14
Benishangul Gumz	2	1			5		7	1	8
SNNP	67	19	9	1	51	5	127	25	152
Gambella					1		1	-	1
Harari	3		1		1		5	-	5
Addis Ababa	81	37	2	1	21	1	104	39	143
Dire Dawa	2				2		4	-	4
Sidama	9	3	2	1	4		15	4	19
SWEP	23	5	1		4		28	5	33
National	269	84	20	5	211	35	500	124	624

Similarly, around 57% of Secondary level teachers with disabilities are “Blind”, followed by “Physical Disability” with 39% as shown in the table above. On the other hand, among the total number of teachers reported with disabilities, 20% of them are females.

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 is a total of 752,580 teaching force across all levels; Kindergarten, O-Class, Primary, Middle and Secondary schools in Ethiopia, without the workforce from Tigray region. Out of this, 42% are females.

The majority of teachers are male across all levels, with the exception of Kindergarten. In Primary, Middle and Secondary schools, 64.2% of the teaching force is male, whereas in Kindergarten schools this is reversed in which 87% of teachers being females.

Oromia, Amhara and SNNP have the highest number of teachers. In addition, Oromia has the highest proportion of Kindergarten teachers, with 40% of all Kindergarten teaching staff in the country, followed by Addis Ababa, Amhara and SNNP.

Table 7.1 Number of Teachers across all levels by Region and Sex, 2022/23

Region	Kindergarten		O-Class		Primary		Middle		Secondary		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	61	272	132	116	2,642	888	1,081	383	600	101	4,516	1,760	6,276
Amhara	852	5,349	2,626	8,788	47,368	52,339	27,381	14,963	29,976	10,405	108,203	91,844	200,047
Oromia	4,432	24,455	1,042	3,151	69,199	56,220	37,163	12,121	37,407	7,524	149,243	103,471	252,714
Somali	51	94	130	53	7,877	2,019	1,660	398	2,586	312	12,304	2,876	15,180
Benishangul-Gumuz	52	290	86	407	2,951	1,745	1,644	550	1,661	377	6,394	3,369	9,763
SNNP	937	4,286	1,939	3,575	27,237	21,002	20,336	7,108	18,735	4,681	69,184	40,652	109,836
Gambella	145	182	145	91	1,897	852	973	299	1,278	125	4,438	1,549	5,987
Harari	82	504	43	101	696	640	384	212	334	97	1,539	1,554	3,093
Addis Ababa	1,926	23,873	107	190	8,794	12,707	5,843	3,127	9,295	2,247	25,965	42,144	68,109
Dire Dawa	112	602	50	96	1,082	764	609	196	705	131	2,558	1,789	4,347
Sidama	500	2,213	738	1,235	16,178	7,005	8,046	1,872	5,519	1,262	30,981	13,587	44,568
SWEP	116	585	432	1,000	9,310	6,667	6,567	1,770	5,029	1,184	21,454	11,206	32,660
National	9,266	62,705	7,470	18,803	195,231	162,848	111,687	42,999	113,125	28,446	436,779	315,801	752,580

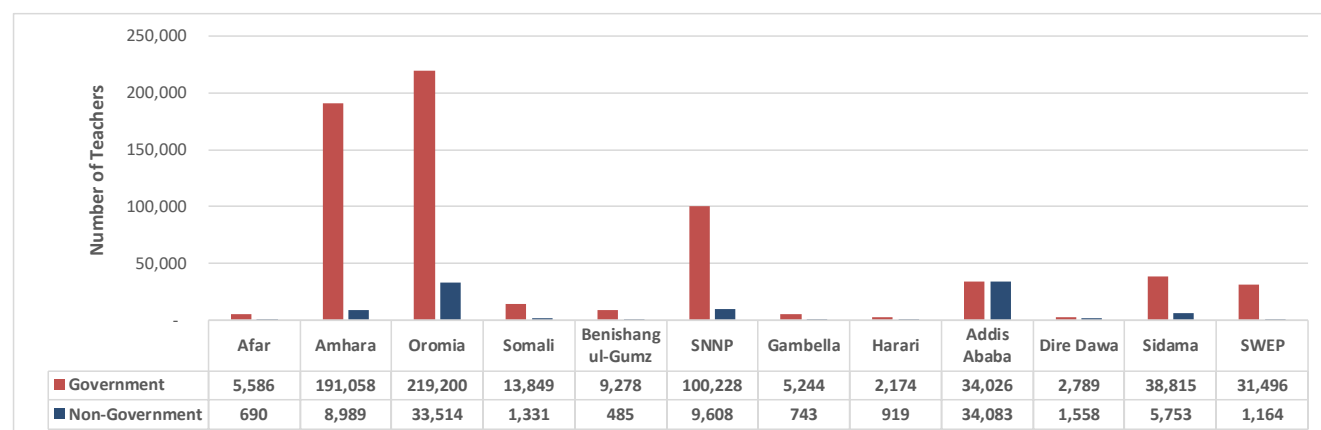
7.2 Government and Non-Government Distribution of Teachers

As expected, the majority of teachers work in Government schools, accounting for 86.9%. 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, 2022/23

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	4,161	1,425	5,586	355	335	690	4,516	1,760	6,276
Amhara	105,486	85,572	191,058	2,717	6,272	8,989	108,203	91,844	200,047
Oromia	137,291	81,909	219,200	11,952	21,562	33,514	149,243	103,471	252,714
Somali	11,262	2,587	13,849	1,042	289	1,331	12,304	2,876	15,180
Benishangul-Gumuz	6,228	3,050	9,278	166	319	485	6,394	3,369	9,763
SNNP	64,970	35,258	100,228	4,214	5,394	9,608	69,184	40,652	109,836
Gambella	3,997	1,247	5,244	441	302	743	4,438	1,549	5,987
Harari	1,278	896	2,174	261	658	919	1,539	1,554	3,093
Addis Ababa	15,446	18,580	34,026	10,519	23,564	34,083	25,965	42,144	68,109
Dire Dawa	1,890	899	2,789	668	890	1,558	2,558	1,789	4,347
Sidama	28,228	10,587	38,815	2,753	3,000	5,753	30,981	13,587	44,568
SWEP	21,017	10,479	31,496	437	727	1,164	21,454	11,206	32,660
National	401,254	252,489	653,743	35,525	63,312	98,837	436,779	315,801	752,580

Chart 7.1 Distribution of Teachers across all levels by Ownership and Region, 2022/23



7.2.1 Government and Non-Government Teachers' Distribution in Kindergarten

At national level, there are 71,971 teachers in Kindergartens, most of which are found in Non-Government schools. The total number of KG teachers this year is more than double of last year; one reason is the large number of new Pre-Primary schools opened in the country, especially in Oromia.

In Somali, 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 Oromia and Addis Ababa, covering 76% of the national figure.

Table 7.3 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2022/23

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	10	41	51	51	231	282	61	272	333
Amhara	56	436	492	796	4,913	5,709	852	5,349	6,201
Oromia	1,884	7,812	9,696	2,548	16,643	19,191	4,432	24,455	28,887
Somali	-	-	-	51	94	145	51	94	145
Benishangul-Gumz	4	17	21	48	273	321	52	290	342
SNNP	31	127	158	906	4,159	5,065	937	4,286	5,223
Gambella	7	-	7	138	182	320	145	182	327
Harari	-	7	7	82	497	579	82	504	586
Addis Ababa	653	6,604	7,257	1,273	17,269	18,542	1,926	23,873	25,799
Dire Dawa	1	1	2	111	601	712	112	602	714
Sidama	6	29	35	494	2,184	2,678	500	2,213	2,713
SWEP	2	12	14	114	573	687	116	585	701
National	2,654	15,086	17,740	6,612	47,619	54,231	9,266	62,705	71,971

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

At national level, there are a total of 358,079 teachers in Primary schools. The share of Government schools is about 92%. 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, 2022/23

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	2,455	806	3,261	187	82	269	2,642	888	3,530
Amhara	46,102	51,167	97,269	1,266	1,172	2,438	47,368	52,339	99,707
Oromia	62,988	52,148	115,136	6,211	4,072	10,283	69,199	56,220	125,419
Somali	7,255	1,881	9,136	622	138	760	7,877	2,019	9,896
Benishangul-Gumz	2,870	1,705	4,575	81	40	121	2,951	1,745	4,696
SNNP	25,213	20,113	45,326	2,024	889	2,913	27,237	21,002	48,239
Gambella	1,734	764	2,498	163	88	251	1,897	852	2,749
Harari	601	513	1,114	95	127	222	696	640	1,336
Addis Ababa	4,892	7,628	12,520	3,902	5,079	8,981	8,794	12,707	21,501
Dire Dawa	844	536	1,380	238	228	466	1,082	764	1,846
Sidama	14,693	6,369	21,062	1,485	636	2,121	16,178	7,005	23,183
SWEP	9,106	6,564	15,670	204	103	307	9,310	6,667	15,977
National	178,753	150,194	328,947	16,478	12,654	29,132	195,231	162,848	358,079

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

There are a total of 154,686 teachers in Middle level schools, from which 27.8% are females. Similar to Primary level schools, the share of Government schools is by far higher than Non-Government. It should be noted that, as the Primary and Middle schools are in the same compound in most of the cases, teachers may teach in both Primary and Middle schools but 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, 2022/23

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	990	368	1,358	91	15	106	1,081	383	1,464
Amhara	27,057	14,837	41,894	324	126	450	27,381	14,963	42,344
Oromia	35,421	11,518	46,939	1,742	603	2,345	37,163	12,121	49,284
Somali	1,450	364	1,814	210	34	244	1,660	398	2,058
Benishangul-Gumz	1,619	544	2,163	25	6	31	1,644	550	2,194
SNNP	19,577	6,957	26,534	759	151	910	20,336	7,108	27,444
Gambella	860	272	1,132	113	27	140	973	299	1,272
Harari	348	185	533	36	27	63	384	212	596
Addis Ababa	3,488	2,261	5,749	2,355	866	3,221	5,843	3,127	8,970
Dire Dawa	490	162	652	119	34	153	609	196	805
Sidama	7,641	1,744	9,385	405	128	533	8,046	1,872	9,918
SWEP	6,501	1,735	8,236	66	35	101	6,567	1,770	8,337
National	105,442	40,947	146,389	6,245	2,052	8,297	111,687	42,999	154,686

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.

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

There are 141,571 Secondary school teachers nationally. In Addis Ababa the proportion of teachers in Non-Government is the highest of all regions, covering half of the total Non-Government workforce.

It can be noted in Table 7.6 below that the majority of teachers, 80%, are males. The share 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, 2022/23

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	582	101	683	18	-	18	600	101	701
Amhara	29,674	10,365	40,039	302	40	342	29,976	10,405	40,381
Oromia	36,028	7,388	43,416	1,379	136	1,515	37,407	7,524	44,931
Somali	2,444	304	2,748	142	8	150	2,586	312	2,898
Benishangul-Gumz	1,649	377	2,026	12	-	12	1,661	377	2,038
SNNP	18,235	4,625	22,860	500	56	556	18,735	4,681	23,416
Gambella	1,259	123	1,382	19	2	21	1,278	125	1,403
Harari	286	90	376	48	7	55	334	97	431
Addis Ababa	6,337	1,938	8,275	2,958	309	3,267	9,295	2,247	11,542
Dire Dawa	505	117	622	200	14	214	705	131	836
Sidama	5,166	1,232	6,398	353	30	383	5,519	1,262	6,781
SWEP	4,979	1,178	6,157	50	6	56	5,029	1,184	6,213
National	107,144	27,838	134,982	5,981	608	6,589	113,125	28,446	141,571

7.3 Qualification Level of Teachers

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Pre-primary (KG) teachers holding Certificate and above Female	-	-	65.0
Pre-primary (KG) teachers holding Certificate and above Male	-	-	7.9
Primary and Middle teachers appropriately qualified Female	-	-	34.5
Primary and Middle teachers appropriately qualified Male	-	-	46.5
Secondary teachers appropriately qualified Female	-	-	19.2
Secondary teachers appropriately qualified Male	-	-	74.9

The qualification level of teachers is an important aspect of improving the quality of education in a country. In this edition, starting last year, the minimum qualification level for Kindergarten teachers was changed to a Certificate, while Primary level teachers require a Diploma. For Middle and Secondary school teachers, at least a Bachelor/First Degree is expected for them to be a teacher for the levels.

7.3.1 The Qualification of Pre-Primary (KG) Teachers

Nationally, most of the teachers in Pre-Primary are appropriately qualified for the level, with 72.9% of them have Certificate and above.

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

Table 7.7 Qualified Pre-Primary (KG) Teachers by Region and Sex, 2022/23

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	47	201	248	14.1	60.4	74.5
Amhara	443	4,238	4,681	7.1	68.3	75.5
Oromia	3,099	18,606	21,705	10.7	64.4	75.1
Somali	43	73	116	29.7	50.3	80.0
Benishangul-Gumuz	30	252	282	8.8	73.7	82.5
SNNP	551	3,298	3,849	10.5	63.1	73.7
Gambella	123	143	266	37.6	43.7	81.3
Harari	42	343	385	7.2	58.5	65.7
Addis Ababa	804	16,981	17,785	3.1	65.8	68.9
Dire Dawa	63	427	490	8.8	59.8	68.6
Sidama	384	1,807	2,191	14.2	66.6	80.8
SWEP	65	393	458	9.3	56.1	65.3
National	5,694	46,762	52,456	7.9	65.0	72.9

7.3.2 The Qualification of Primary Teachers

Nationally, most of the teachers who are teaching in Primary schools are appropriately qualified, 94.3%, for the level as the minimum qualification level required is Diploma.

When we look at the percentage of qualified teachers, qualified male teachers score above female as opposed to the Pre-Primary level.

Table 7.8 Qualified Primary Teachers by Region and Sex, 2022/23

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	1,283	603	1,886	36.3	17.1	53.4
Amhara	45,342	49,927	95,269	45.5	50.1	95.5
Oromia	65,096	54,219	119,315	51.9	43.2	95.1
Somali	4,184	1,141	5,325	42.3	11.5	53.8
Benishangul-Gumuz	2,686	1,586	4,272	57.2	33.8	91.0
SNNP	26,633	20,629	47,262	55.2	42.8	98.0
Gambella	1,690	789	2,479	61.5	28.7	90.2
Harari	611	580	1,191	45.7	43.4	89.1
Addis Ababa	8,497	12,048	20,545	39.5	56.0	95.6
Dire Dawa	926	677	1,603	50.2	36.7	86.8
Sidama	16,115	6,930	23,045	69.5	29.9	99.4
SWEP	8,914	6,566	15,480	55.8	41.1	96.9
National	181,977	155,695	337,672	50.8	43.5	94.3

7.3.3 The Qualification of Middle School Teachers

The percentage of qualified teachers in Middle Level schools is by far lower than Primary teachers nationally. The minimum qualification level for Middle school teachers is Bachelor/First degree.

Table 7.9 Qualified Middle School Teachers by Region and Sex, 2022/23

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	291	126	417	19.9	8.6	28.5
Amhara	4,972	2,720	7,692	11.7	6.4	18.2
Oromia	36,614	11,983	48,597	74.3	24.3	98.6
Somali	339	92	431	16.5	4.5	20.9
Benishangul-Gumuz	446	184	630	20.3	8.4	28.7
SNNP	6,355	2,762	9,117	23.2	10.1	33.2
Gambella	197	67	264	15.5	5.3	20.8
Harari	114	89	203	19.1	14.9	34.1
Addis Ababa	4,424	2,302	6,726	49.3	25.7	75.0
Dire Dawa	267	119	386	33.2	14.8	48.0
Sidama	1,225	574	1,799	12.4	5.8	18.1
SWEP	1,036	397	1,433	12.4	4.8	17.2
National	56,280	21,415	77,695	36.4	13.8	50.2

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, 2022/23

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	1,574	729	2,303	31.5	14.6	46.1
Amhara	50,314	52,647	102,961	35.4	37.1	72.5
Oromia	101,710	66,202	167,912	58.2	37.9	96.1
Somali	4,523	1,233	5,756	37.8	10.3	48.2
Benishangul-Gumz	3,132	1,770	4,902	45.5	25.7	71.1
SNNP	32,988	23,391	56,379	43.6	30.9	74.5
Gambella	1,887	856	2,743	46.9	21.3	68.2
Harari	725	669	1,394	37.5	34.6	72.2
Addis Ababa	12,921	14,350	27,271	42.4	47.1	89.5
Dire Dawa	1,193	796	1,989	45.0	30.0	75.0
Sidama	17,340	7,504	24,844	52.4	22.7	75.1
SWEP	9,950	6,963	16,913	40.9	28.6	69.6
National	238,257	177,110	415,367	46.5	34.5	81.0

Percentage of qualified teachers in general for Primary and Middle (Grades 1-8) is 81.0% as shown above nationally. Oromia is the region with nearly all teachers for the level are qualified.

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 94.1%. This assures that almost all Secondary school teachers have at least First Degree.

Note that, in all levels, the ESDP VI target and baseline could not be compared against the actual result because the qualification levels have been revised and modified after the values set by ESDP VI.

Table 7.11 Qualified Secondary Teachers by Region and Sex, 2022/23

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	529	91	620	75.5	13.0	88.4
Amhara	28,894	10,052	38,946	71.6	24.9	96.4
Oromia	36,168	7,339	43,507	80.5	16.3	96.8
Somali	1,978	237	2,215	68.3	8.2	76.4
Benishangul-Gumz	1,502	350	1,852	73.7	17.2	90.9
SNNP	17,439	4,441	21,880	74.5	19.0	93.4
Gambella	812	78	890	57.9	5.6	63.4
Harari	305	88	393	70.8	20.4	91.2
Addis Ababa	9,002	2,176	11,178	78.0	18.9	96.8
Dire Dawa	573	108	681	68.5	12.9	81.5
Sidama	5,082	1,224	6,306	74.9	18.1	93.0
SWEP	3,798	1,023	4,821	61.1	16.5	77.6
National	106,082	27,207	133,289	74.9	19.2	94.1

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 2022/23 is 1.1% with a 0.3 percentage points decrease from last year. Attrition rate is higher in male teachers than female. Afar, Gambella and Harari scored the highest attrition rate among all regions, whereas in Somali and Addis Ababa there is no teachers' attrition recorded for the year.

Table 7.12 Attrition of Teachers in Primary and Middle Schools by Region and Sex, 2022/23

Region	Total Attrition			All Primary and Middle Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	277	108	385	3,723	1,271	4,994	7.4	8.5	7.7
Amhara	567	390	957	74,749	67,302	142,051	0.8	0.6	0.7
Oromia	1260	723	1983	106,362	68,341	174,703	1.2	1.1	1.1
Somali	0	0	0	9,537	2,417	11,954	0.0	0.0	0.0
Benishangul-Gumz	73	20	93	4,595	2,295	6,890	1.6	0.9	1.3
SNNP	1013	429	1442	47,573	28,110	75,683	2.1	1.5	1.9
Gambella	178	65	243	2,870	1,151	4,021	6.2	5.6	6.0
Harari	98	64	162	1,080	852	1,932	9.1	7.5	8.4
Addis Ababa	0	0	0	14,637	15,834	30,471	0.0	0.0	0.0
Dire Dawa	74	39	113	1,691	960	2,651	4.4	4.1	4.3
Sidama	161	69	230	24,224	8,877	33,101	0.7	0.8	0.7
SWEP	65	17	82	15,877	8,437	24,314	0.4	0.2	0.3
National	3,766	1,924	5,690	306,918	205,847	512,765	1.2	0.9	1.1

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 "Death".

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, 2022/23

Region	Reason																Total
	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	
Afar	95	38	28	8	8	0	4	0	10	1	1	0	131	61	277	108	385
Amhara	118	72	79	54	5	2	20	7	5	6	51	37	289	212	567	390	957
Oromia	222	136	232	164	59	21	44	9	44	31	168	112	491	250	1260	723	1983
Somali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benishangul-Gumuz	24	7	16	3	2	0	11	2	0	2	2	0	18	6	73	20	93
SNNP	245	119	51	20	67	30	71	14	31	27	148	47	400	172	1013	429	1442
Gambella	55	22	33	11	17	7	24	6	14	6	0	0	35	13	178	65	243
Harari	10	7	9	3	30	4	7	7	3	3	12	21	27	19	98	64	162
Addis Ababa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dire Dawa	32	18	3	3	7	1	2	1	3	1	3	5	24	10	74	39	113
Sidama	60	30	13	7	9	3	9	0	13	6	26	13	31	10	161	69	230
SWEP	27	5	8	0	3	0	6	1	1	0	5	2	15	9	65	17	82
National	888	454	472	273	207	68	198	47	124	83	416	237	1,461	762	3,766	1,924	5,690

7.4.2 Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 7.14 below. It has been found that the national attrition rate is about 1.4%, with a 0.1 percentage points increment from last year. The highest attrition rate is registered as 9.0% in Gambella, followed by Afar with 8.3%. The lowest attrition rate is observed in Amhara and SWEP, with far below 1% while there is no attrition recorded in Somali.

Table 7.14 Attrition of Teachers in Secondary Schools by Region and Sex, 2022/23

Region	Total Attrition			All Secondary Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	49	9	58	600	101	701	8.2	8.9	8.3
Amhara	87	26	113	29,976	10,405	40,381	0.3	0.2	0.3
Oromia	456	108	564	37,407	7,524	44,931	1.2	1.4	1.3
Somali	0	0	0	2,586	312	2,898	0.0	0.0	0.0
Benishangul-Gumuz	51	12	63	1,661	377	2,038	3.1	3.2	3.1
SNNP	397	106	503	18,735	4,681	23,416	2.1	2.3	2.1
Gambella	108	18	126	1,278	125	1,403	8.5	14.4	9.0
Harari	16	3	19	334	97	431	4.8	3.1	4.4
Addis Ababa	305	75	380	9,295	2,247	11,542	3.3	3.3	3.3
Dire Dawa	28	4	32	705	131	836	4.0	3.1	3.8
Sidama	111	36	147	5,519	1,262	6,781	2.0	2.9	2.2
SWEP	31	7	38	5,029	1,184	6,213	0.6	0.6	0.6
National	1,639	404	2,043	113,125	28,446	141,571	1.4	1.4	1.4

The reasons for attrition in secondary school teachers have also been explored. Similar to Primary and Middle there are a significant number of undisclosed reasons which are categorized under “Other”.

Among the disclosed reasons, “Change/Left teaching profession” took the largest share, with 5.2%, followed by “Retirement” 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, 2022/23

Region	Reason																Total
	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	
Afar	19	5	1	0	5	0	0	0	0	0	1	0	23	4	49	9	58
Amhara	40	9	5	1	4	1	3	5	0	0	17	8	18	2	87	26	113
Oromia	97	15	35	7	19	3	32	12	20	10	97	28	156	33	456	108	564
Somali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Benishangul-Gumuz	10	3	2	0	1	0	0	0	0	0	3	0	35	9	51	12	63
SNNP	106	33	18	6	7	0	63	14	10	3	80	17	113	33	397	106	503
Gambella	5	2	77	15	4	0	3	0	2	0	0	0	17	1	108	18	126
Harari	8	3	0	0	2	0	1	0	0	0	1	0	4	0	16	3	19
Addis Ababa	107	24	3	1	14	0	7	0	7	2	18	11	149	37	305	75	380
Dire Dawa	8	1	2	1	6	0	0	0	1	0	3	0	8	2	28	4	32
Sidama	28	9	4	0	2	0	4	0	8	1	14	3	51	23	111	36	147
SWEP	18	2	1	0	0	0	3	0	0	0	2	2	7	3	31	7	38
National	446	106	148	31	64	4	116	31	48	16	236	69	581	147	1,639	404	2,043

In general, compared to last year, total attrition and attrition rate of teachers has decreased in Primary and Middle and increased in Secondary levels.

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 leaders.

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 2022/23, the total number of school leaders (principals and vice principals) in Primary and Middle level are 43,658, from which only 6.7% of them are females.

Table 7.16 School Leaders in Primary and Middle Education by Region and Sex, 2022/23

Region	Principals		Vice Principals		CRC Supervisors		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	325	62	42	3	38	3	405	68	473
Amhara	8,673	630	1,057	32	1,906	108	11,636	770	12,406
Oromia	13,187	1,280	3,754	65	2,545	149	19,486	1,494	20,980
Somali	1,400	21	329	17	266	18	1,995	56	2,051
Benishangul-Gumz	423	55	32	5	76	2	531	62	593
SNNP	4,059	213	1,761	29	1,003	56	6,823	298	7,121
Gambella	210	16	76	8	63	5	349	29	378
Harari	61	15	46	11	18	5	125	31	156
Addis Ababa	598	186	709	111	200	110	1,507	407	1,914
Dire Dawa	103	11	43	9	7	2	153	22	175
Sidama	1,209	68	1,110	29	293	14	2,612	111	2,723
SWEP	1,330	42	199	4	298	8	1,827	54	1,881
National	31,578	2,599	9,158	323	6,713	480	47,449	3,402	50,851

On the other hand, there are 7,193 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 data on the number of principals, vice principals and supervisors in Secondary schools. It shows that there are 6,875 principals and vice principals reported in secondary schools across the country, from which the female share is below 8%.

Table 7.17 School Leaders in Secondary Education by Region and Sex, 2022/23

Region	Principals		Vice Principals		Supervisors		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Afar	42	3	10	3	6	2	58	8	66
Amhara	560	62	514	84	171	28	1,245	174	1,419
Oromia	1244	27	1,161	144	364	16	2,769	187	2,956
Somali	156	4	73	3	33	2	262	9	271
Benishangul-Gumz	73	2	19	8	36	1	128	11	139
SNNP	564	18	587	56	194	11	1,345	85	1,430
Gambella	61	1	42	4	26	2	129	7	136
Harari	15	3	19	6	10	3	44	12	56
Addis Ababa	213	19	328	42	75	16	616	77	693
Dire Dawa	23	2	35	7	1	-	59	9	68
Sidama	112	3	198	22	40	1	350	26	376
SWEP	150	3	134	16	56	1	340	20	360
National	3,213	147	3,120	395	1,012	83	7,345	625	7,970

The total number of supervisors in secondary schools this year is slightly increased from last year, however the female share is still less than 8%.

7.6 Qualified School Leaders and Supervisors

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Primary and Middle School Leaders appropriately qualified Female	11.2	15.8	4.8
Primary and Middle School Leaders appropriately qualified Male	55.2	70.7	64.5
Secondary School Leaders appropriately qualified Female	6.8	9.3	3.7
Secondary School Leaders appropriately qualified Male	56.0	75.0	52.6
Percentage of qualified Primary and Middle School Supervisors Female	5.0	18.3	5.4
Percentage of qualified Primary and Middle School Supervisors Male	72.8	72.8	82.9
Percentage of qualified Secondary School Supervisors (Total)	90	100	73.6

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, 2022/23

Region	Number of Qualified School Leaders and Supervisors						Qualified (%)					
	Principals		Vice Principals		CRC Supervisors		School Leaders			CRC Supervisors		
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Afar	126	38	29	1	21	1	35.9	9.0	44.9	51.2	2.4	53.7
Amhara	7,061	476	760	7	1,718	81	75.3	4.6	79.9	85.3	4.0	89.3
Oromia	9,479	962	2,457	39	2,410	139	65.3	5.5	70.7	89.5	5.2	94.6
Somali	201	4	69	3	114	11	15.3	0.4	15.7	40.1	3.9	44.0
Benishangul-Gumuz	331	37	29	2	68	2	69.9	7.6	77.5	87.2	2.6	89.7
SNNP	2,758	159	1,178	11	893	51	64.9	2.8	67.7	84.3	4.8	89.1
Gambella	99	7	38	1	32	1	44.2	2.6	46.8	47.1	1.5	48.5
Harari	32	12	20	4	18	4	39.1	12.0	51.1	78.3	17.4	95.7
Addis Ababa	510	144	633	87	161	79	71.3	14.4	85.7	51.9	25.5	77.4
Dire Dawa	79	8	33	4	7	-	67.5	7.2	74.7	77.8	-	77.8
Sidama	836	46	647	9	270	13	61.4	2.3	63.7	87.9	4.2	92.2
SWEP	670	29	102	2	253	7	49.0	2.0	51.0	82.7	2.3	85.0
National	22,182	1,922	5,995	170	5,965	389	64.5	4.8	69.3	82.9	5.4	88.3

The percentage is calculated based on the total number of school leaders and supervisors presented in the previous section. The female share in both school leaders and supervisors are too low in all levels of education nationally and across the regions.

Table 7.19 Qualified School Leaders and Supervisors in Secondary Education by Region and Sex, 2022/23

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	14	0	3	1	1	1	29.3	1.7	31.0	12.5	12.5	25.0
Amhara	385	31	298	41	131	19	56.0	5.9	61.9	65.8	9.5	75.4
Oromia	856	16	729	77	330	13	61.5	3.6	65.1	86.8	3.4	90.3
Somali	15	1	5	-	3	1	8.5	0.4	8.9	8.6	2.9	11.4
Benishangul-Gumz	42	1	11	1	18	-	52.0	2.0	53.9	48.6	-	48.6
SNNP	323	10	267	22	161	10	48.2	2.6	50.8	78.5	4.9	83.4
Gambella	22	0	8	-	8	-	27.8	-	27.8	28.6	-	28.6
Harari	6	2	3	1	4	-	20.9	7.0	27.9	30.8	-	30.8
Addis Ababa	150	13	223	26	20	2	62.0	6.5	68.4	22.0	2.2	24.2
Dire Dawa	12	1	12	2	-	-	35.8	4.5	40.3	-	-	-
Sidama	67	1	74	5	33	1	42.1	1.8	43.9	80.5	2.4	82.9
SWEP	63	1	27	3	49	1	29.7	1.3	31.0	86.0	1.8	87.7
National	1,955	77	1,660	179	758	48	52.6	3.7	56.3	69.2	4.4	73.6

From the figures above, it has been seen that there is a huge gap in female leaders and supervisors. Afar, Soamli, Gambella and Harari reported a lower figure compared to their number of schools, and there is no supervisor reported by Dire Dawa.

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.

Currently 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 three modalities; New Modality, Linear Modality and Cluster Modality.

Currently, CTEs are preparing themselves for the provision of Degree programs, with 5 colleges of teachers' education has been started the program 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 2022/23 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 similar to the previous year's collection, with a return of completed data from 34 CTEs out of a total of 37, with the exception of CTEs from Tigray. For those CTEs that didn't return the questionnaire, the 2022/23 figure was used so that the national figure could be generated accordingly.

8.1 Enrolment in CTEs

The total diploma enrolment in all programs (regular, extension and summer) for this year is 13,706, which is below one-third of last year. There is a steady decline in enrollment starting from the year 2010 E.C. (2017/18). Moreover, CTEs are not registering first year students due to many reasons; some of them are in the process of upgrading the current diploma programs to degree. Moreover, prospective teachers are currently joining CTEs by taking an entrance exam, which may decrease the number of trainees joining the colleges as before.

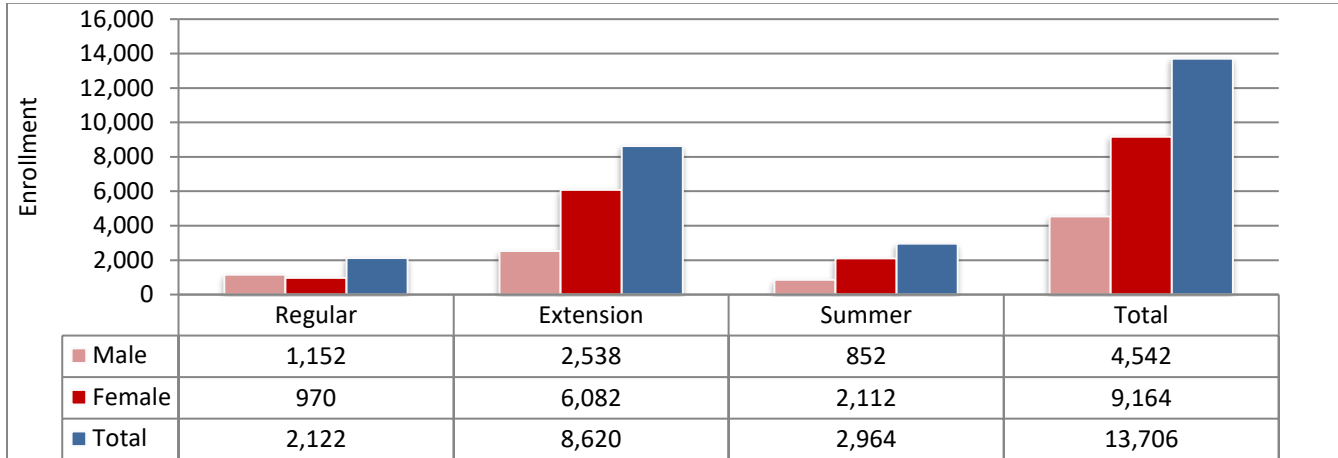
Table 8.1 and Chart 8.1 show the diploma enrollment data disaggregated by program, year and sex. The gender share in the total enrollment shows that 66.9% are females. The highest proportion of enrollment is in Extension programs, constituting 62.9%, followed by Summer and Regular programs with 21.6% and 15.5% respectively.

Table 8.1 Diploma Enrolments by Program, Year and Sex, 2022/23

Program	Year I		Year II		Year III		Year IV		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Regular	557	503	346	433	249	34	0	0	1,152	970	2,122
Extension	100	263	877	2,716	648	775	913	2,328	2,538	6,082	8,620
Summer	84	224	170	1,219	388	451	210	218	852	2,112	2,964
Total	741	990	1,393	4,368	1,285	1,260	1,123	2,546	4,542	9,164	13,706

/Note: Extension=Evening + Weekend/

Chart 8.1 Diploma Enrolments by Program and Sex, 2022/23



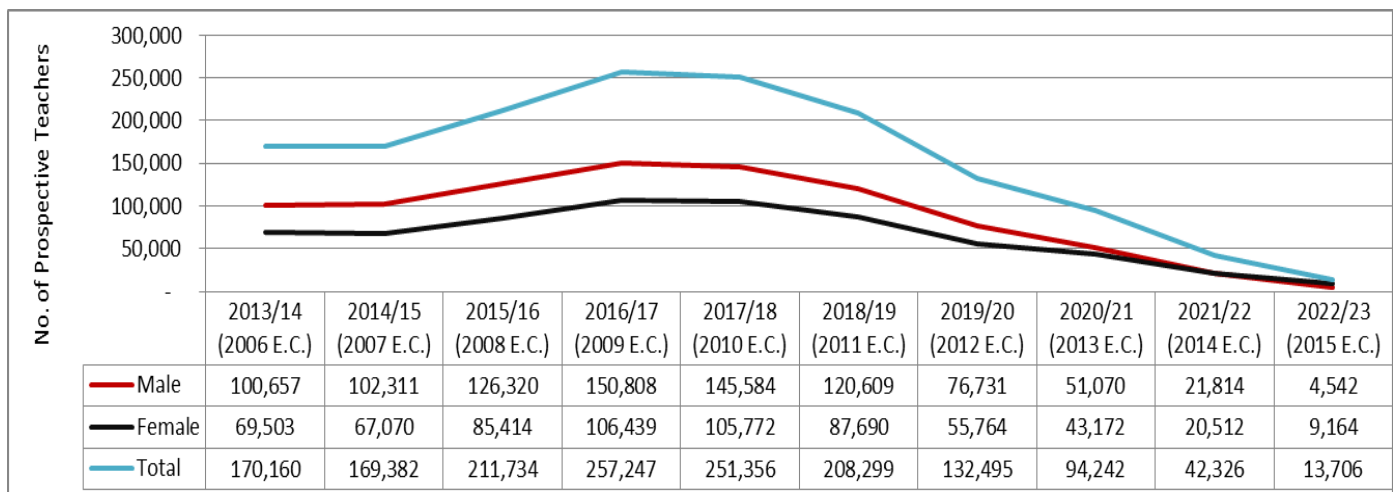
With respect to modality, the majority of prospective teachers enrolled under New Modality, constituting 83.9% of the total enrollment, followed by Cluster and Linear Modalities with 10.74% and 5.4% respectively.

Table 8.2 Diploma Enrolments by Program, Modality and Sex, 2022/23

Modality	Program								Total
	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	
Cluster Modality	230	21	322	518	262	119	814	658	1,472
Linear Modality	194	98	136	74	178	57	508	229	737
New Modality	957	789	859	985	2,129	5,778	3,945	7,552	11,497
Total	1,381	908	1,317	1,577	2,569	5,954	5,267	8,439	13,706

Chart 8.2 below also shows enrollment trends in the last ten years. The chart shows that enrolment has been started to decrease from 2017/18 onwards. It should also be clear that, 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, 2011/12-2022/23



On the other hand, enrollment in degree program has been significantly increased from last year. The gender share in the total enrollment shows that 41.3% are female, which shows a slight gender gap with respect to equity. The highest proportion of enrollment shown in summer programs, constituting 46.3%, followed by Regular and Extension programs.

Table 8.3. Degree Enrollment by Program and Sex, 2022/23

Program	Year I		Year II		Year III		Year IV		Year V		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Regular	2,772	2,942	1,136	135	-	-	-	-	-	-	3,908	3,077	6,985
Summer	2,833	1,990	1,888	1,013	-	-	-	-	-	-	4,721	3,003	7,724
Extension	1,168	799	-	-	-	-	-	-	-	-	1,168	799	1,967
National	6,773	5,731	12,504	1,148	-	-	-	-	-	-	9,797	6,879	16,676

Table 8.4 below shows that the total number of prospective teachers enrolled in certificate program for Pre-Primary school in all modalities is 1,473; from which 45.3 % are females. The highest proportion of the enrollment is in summer programs, which is 70.9%, followed by Regular and Extension programs.

Table 8.4 Certificate Enrollment by Program and Year, 2022/23

Program	Year I		Year II		Total		
	Male	Female	Male	Female	Male	Female	Total
Regular	13	168	80	91	93	259	352
summer	53	17	645	329	698	346	1,044
Extension	14	63	0	0	14	63	77
Total	80	248	725	420	805	668	1,473

8.2 Attrition of Prospective Teachers in CTEs

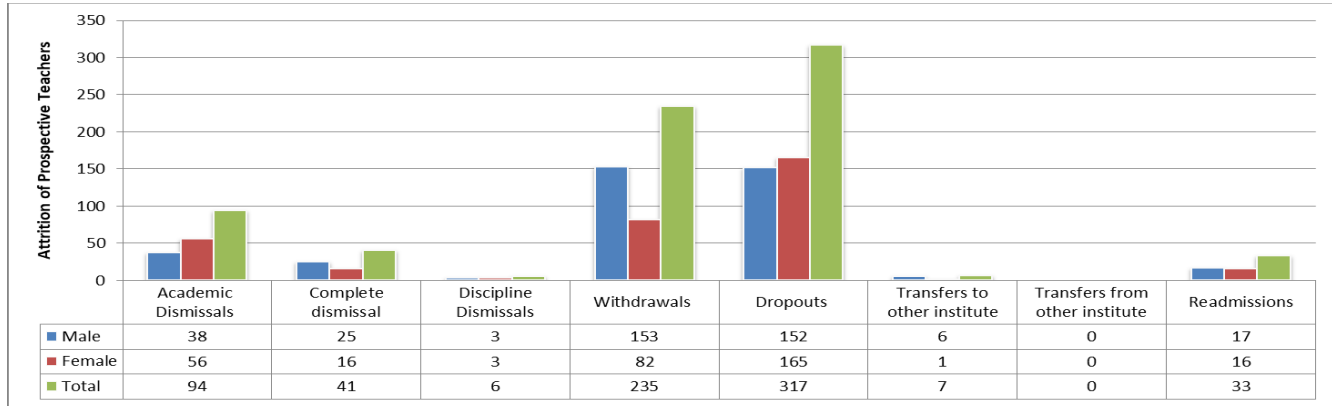
Data also collected on attrition of prospective teachers in CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons believed to be the most common.

Table 8.5 and Chart 8.3 below show the number and reason of diploma prospective teachers left the CTEs. It can be seen from the table and chart that “Dropouts” is the reason with the highest figure, 43.3% of the total attrition, unlike the previous years’ reason in which “Academic Dismissals” was at the top. Attrition has slightly increased this year.

Table 8.5 Attrition of Diploma Prospective Teachers by Program, Reason and Sex, 2022/23

Reasons for attrition	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Academic Dismissals	34	41	2	1	2	14	38	56	94
Complete dismissal	22	12		1	3	3	25	16	41
Discipline Dismissals	3	3					3	3	6
Withdrawals	153	80		2			153	82	235
Dropouts	152	164		1			152	165	317
Transfers to other institute	1	1	5				6	1	7
Transfers from other institute							0	0	0
Readmissions	17	15		1			17	16	33
Total	382	316	7	6	5	17	394	339	733

Chart 8.3 Attrition of Diploma Prospective Teachers by Reason and Sex, 2022/23

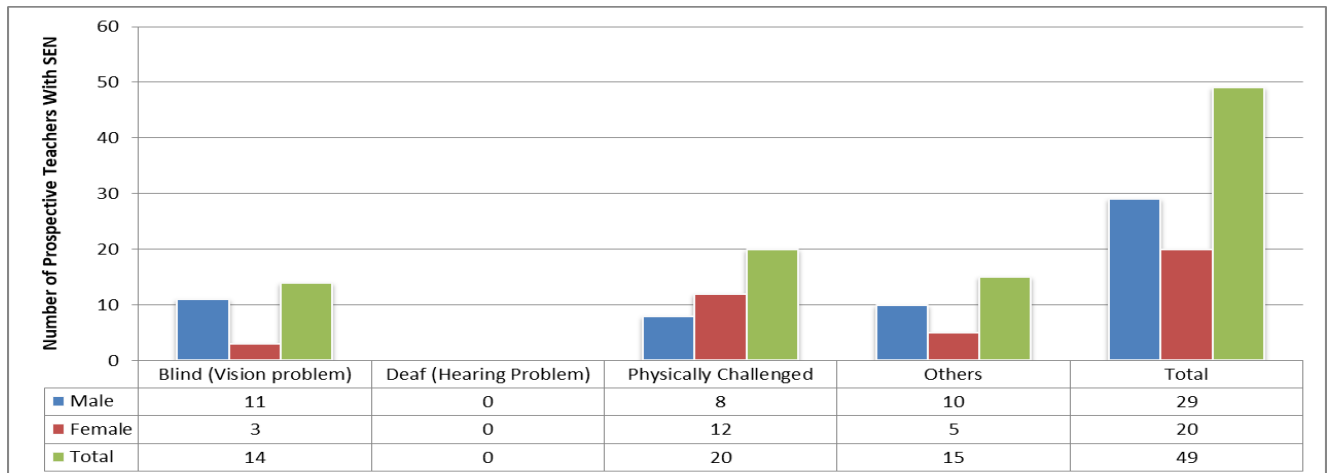


8.3 Diploma Prospective Teachers with SENs in CTEs

The survey tool also includes enrollment data with Special Educational Needs. Accordingly, data collected from CTEs on the number of prospective teachers enrolled with special educational needs. The data has been collected in four different categories; Blind/Vision problem, Deaf/Hearing problem, Physically Challenged and “Others.”

Chart 8.5 below show a total of 49 prospective teachers are enrolled in 2022/23 with special education needs nationally in all programs, of which 20 (40.8%) females; from which “Physically Challenged” has the largest share, with 24.5%. However, the data used in this analysis has been subjected to a very low response rate.

Chart 8.4 Prospective Teachers with SENs, 2022/23



8.4 Graduates from CTEs

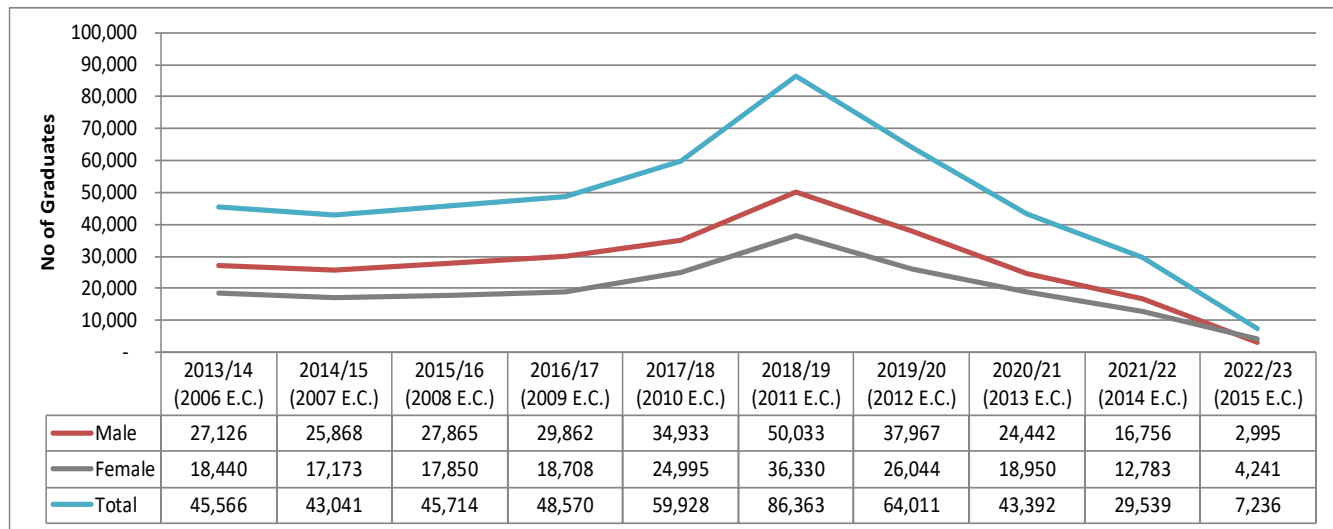
In 2022/23 the total number of Diploma graduates in all programs is 7,236, which started decreasing from 2012 E.C. The summer program took the largest share, with 50.1% of the total graduates. With respect to modality, more than 71% of the graduates are from “Linear Modality” and “New Modality” constitutes the lowest share. The number of female graduates in all programs in this year is 58.6%.

Table 8.6 Diploma Graduates by Program, Modality and Sex, 2022/23

Modality	Program								Total
	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	
Cluser Modality	636	98	341	137	62	35	1,039	270	1,309
Linear Modality	451	438	411	402	811	2,667	1,673	3,507	5,180
New Modality	129	51	127	391	27	22	283	464	747
Total	1,216	587	879	930	900	2,724	2,995	4,241	7,236

When we look at the trend in the number of graduates, the total number has significantly increased for long period with the exception of 2014/15. However, the data has been started declining from 2019/20 onwards due to the decrease in enrollment by the reason mentioned before.

Chart 8.5 shows the trend in the number of graduates over the last ten years, with a steady increment before 2014/15 and starting declining from 2019/20.

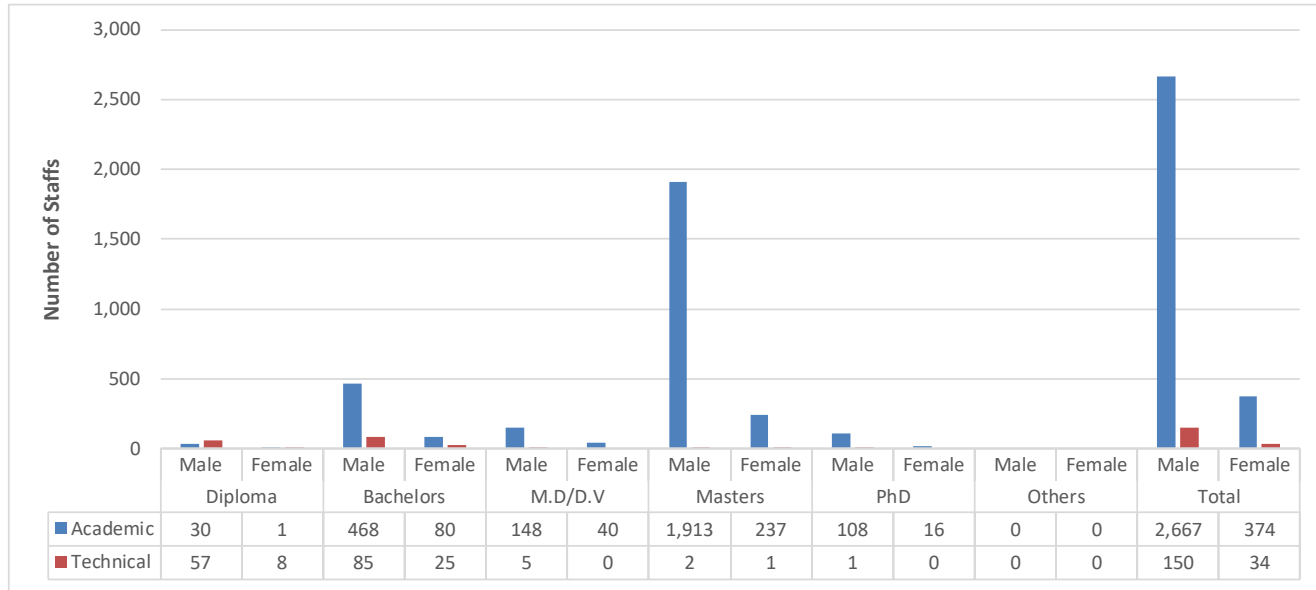
Chart 8.5 Trends in the Number of Diploma Graduates, 2013/14-2022/23

8.5 Staff in CTEs

8.5.1 Academic and Technical Staff

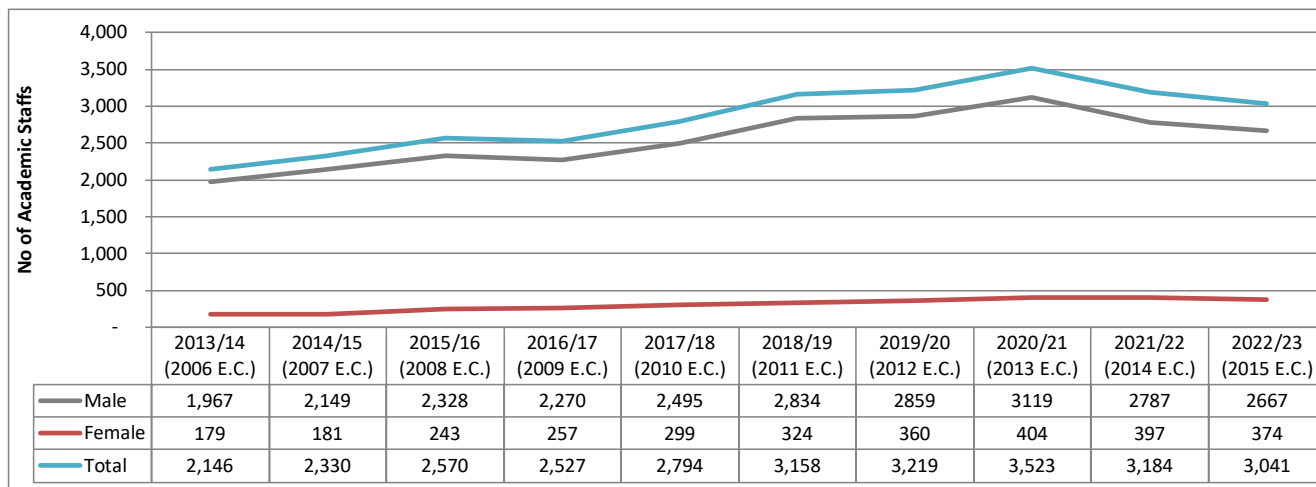
In 2022/23 both the academic and technical staff of CTEs nationally are 3,225, which shows a 6.6 percentage points decrement from last year. Among the academic staffs, the female share is only 12.3%. The chart below shows the staff distribution by qualification and sex.

Chart 8.6 Numbers of Staff by Qualification and Sex, 2022/23



When we look at the academic staff, the trend over the last ten years is shown in Chart 8.7 and it shows a steady increase over the time period, with the exception of 2016/17 and the last two years. The proportion of female academic staff has remained very low.

Chart 8.7 Trends in Academic Staff, 2013/14-2022/23



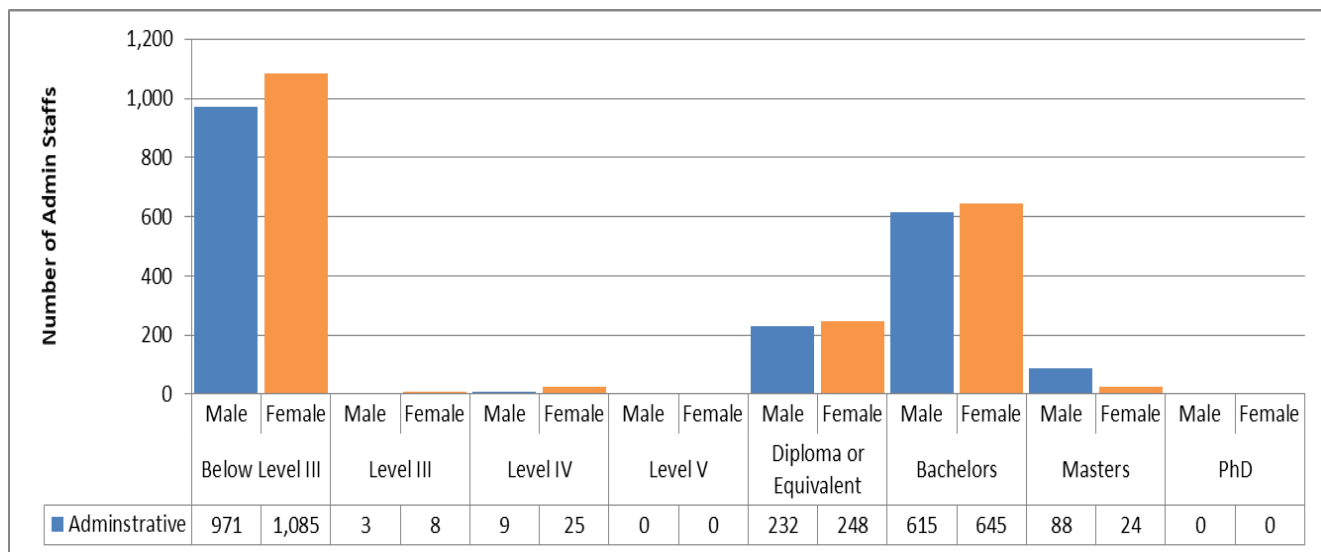
Academic rank is also an equivalent way to measure the extent for the staff quality in addition to qualification. Majority of the academic staffs are “Lecturers”, with more than 76% of the total, followed by “Assistant Lecturer” and “Assistant Professor”. Below is the staff summary by their academic rank.

Table 8.7 Academic and Technical Staff by Rank and Sex, 2022/23

Academic Staff				Technical Staff			
Rank	Number			Rank	Number		
	Male	Female	Total		Male	Female	Total
Graduate Assistant I	54	5	59	Technical Assistant	26	9	35
Graduate Assistant II	88	16	104	Senior Technical Assistant	65	17	82
Assistant Lecturer	346	56	402	Chief Technical Assistant I	30	6	36
Lecturer	2,039	279	2,318	Chief Technical Assistant II	27	4	31
Assistant Professor	125	15	140	Others			0
Associate Professor	7	1	8	Total	148	36	184
Professor			-				
Others	10		10				
Total	2,669	372	3,041				

8.5.2 Administrative Staff

Together with academic and technical staff, administrative staffs are playing an important role for the full functioning of CTEs. In this academic year, the total number of administrative staffs in all CTEs are 3,953; with the female share of 51.5%. From the total administrative staffs, 47% are Diploma and above. The chart below shows the staff distribution by qualification and sex.

Chart 8.8 Administrative Staff by Qualification and Sex, 2022/23

8.6 Staff Attrition

Similar to prospective teachers, data also collected on attrition of Academic, Technical and Administrative staffs in CTEs. In this academic year, the total staff attrition accounts to 175.

Table 8.8 below shows the attrition of staffs that left CTEs with different reasons. It can be seen from the table that “Resignation” is higher both in Academic and Administrative Staffs. There is no attrition reported in Technical Staffs this year.

Table 8.8 Staff Attrition by Reason and Sex, 2022/23

Reasons for attrition	Academic		Technical		Administrativ		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Government Appointment	8	3	0	0	9	7	17	10	27
Transfer to other Higher Education	10	2	0	0	3	1	13	3	16
Transfer to other gov't Agencies	6		0	0	5	4	11	4	15
Resignation	25	7	0	0	15	8	40	15	55
Retirement	15		0	0	17	4	32	4	36
Death	7	2	0	0	1	2	8	4	12
Discipline	5	0	0	0	8	1	13	1	14
Other	0	0	0	0	0	0	0	0	0
Total	76	14	0	0	58	27	134	41	175

9. Refugee Education

According to UNHCR Ethiopia Monthly Statistics for May 2023, “Ethiopia is the third-largest refugee-hosting country in Africa, with 916,436 refugees and asylum-seekers. 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 46.8% of them are children in the age of schooling.

Education data in the academic year (2022/23) a total of 168,269 (Male 96,858 and Female 71,411) refugee students enrolled in the different levels of General Education; from ECCE 40,339 (Male 20,862 and Female 19,477), primary 114,076 (Male 65,458 and Female 48,618) and secondary 13,854 (Male 10,538 and Female 3,316).

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, 2020/21-2024/25) and the continued use of the national curriculum in all camp-based schools. In May 2019, the Government Refugee Agency, then ARRA and now renamed as Refugees and Returnees Service (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).

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 include MoE supports on the refugee education program in administration of placement examination and assessment of core learning competencies 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 (CTE) have included refugee teachers into accelerated training and upgrading programmers.

Therefore, this abstract is the 7th 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. The recent refugee influx from the neighboring Somalia in Lassanod into the Doollo Zone of Somali Regional State of Ethiopia and the influx from Sudan into Amhara through Metama, Benishangul-Gumuz through kumruk and Gambella are present additional education needs.

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 2022, the school-age population increased from 423,609 to 429,258 in June 2023 (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 48.7% the refugee population, this year the share is estimated at 46.8 %.

Table 9.1 Refugee school age population, 2022/23

location	Ages 3-6			Age 7			Ages 7-12			Ages 13-14			Ages 15-18			Ages 3-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	3,544	3,536	7,080	1,063	981	2,044	5,950	5,668	11,618	2,010	1,835	3,845	3,467	3,319	6,786	14,971	14,358	29,329
Assosa	5,664	5,512	11,176	1,512	1,373	2,885	7,615	7,103	14,718	2,341	2,051	4,392	4,800	3,667	8,467	20,420	18,333	38,753
Dolo Ado	15,875	15,459	31,334	3,750	3,691	7,441	21,024	20,527	41,551	6,979	6,969	13,948	14,964	14,072	29,036	58,842	57,027	115,869
Jigjiga	2,966	2,811	5,777	712	692	1,404	3,612	3,588	7,200	918	933	1,851	2,405	2,386	4,791	9,901	9,718	19,619
Gambella	26,947	26,057	53,004	8,013	7,802	15,815	46,933	46,594	93,527	13,770	12,853	26,623	23,246	20,426	43,672	110,896	105,930	216,826
Dabat	1,354	1,211	2,565	305	344	649	1,746	1,772	3,518	462	408	870	1,085	824	1,909	4,647	4,215	8,862
Total	56,350	54,586	110,936	15,355	14,883	30,238	86,880	85,252	172,132	26,480	25,049	51,529	49,967	44,694	94,661	219,677	209,581	429,258

Table 9.2 Trends in the School Age Population, by Age Range, 2018/19-2022/2023

	2011 E.C (2018/19)			2012 E.C (2019/20)			2013 E.C (2020/21)			2014 E.C (2021/22)			2015 E.C (2022/23)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age 3-6	55,777	55,130	110,907	51,973	52,346	104,319	56,124	54,725	110,849	58,070	56,521	114,591	56,350	54,586	110,936
Age 7-14	101,236	92,998	194,234	96,138	91,564	187,702	102,754	98,700	201,454	110,587	106,926	217,513	113,360	110,301	223,661
Age 15-18	43,694	34,818	78,512	45,873	37,572	83,445	43,404	37,618	81,022	48,750	42,755	91,505	49,967	44,694	94,661
Age 3-18	200,707	182,946	383,653	193,984	181,482	375,466	202,282	191,043	393,325	217,407	206,202	423,609	219,677	209,581	429,258

Table 9.3 Number of Schools and Sections by level and Location, 2022/23

Location	Number of Schools			Number of Sections			
	Primary and			ECCE	Primary	Middle	Secondary
	ECCE	Middle	Secondary				
Semera	1	1		6	12	2	-
Assosa	13	4	1	57	170	39	15
Dollo Ado	15	19	3	110	219	52	22
Jigjiga		3	1	-	65	18	11
Gambella	33	24	5	218	689	169	71
Dabat	1	1		8	22	-	-
Total	63	52	10	399	1,177	280	119

9.3 Early Childhood Care and Education (ECCE)

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Pre-Primary GER Female	58.6	72.9	37.6
Pre-Primary GER Male	63.7	75.8	39.1

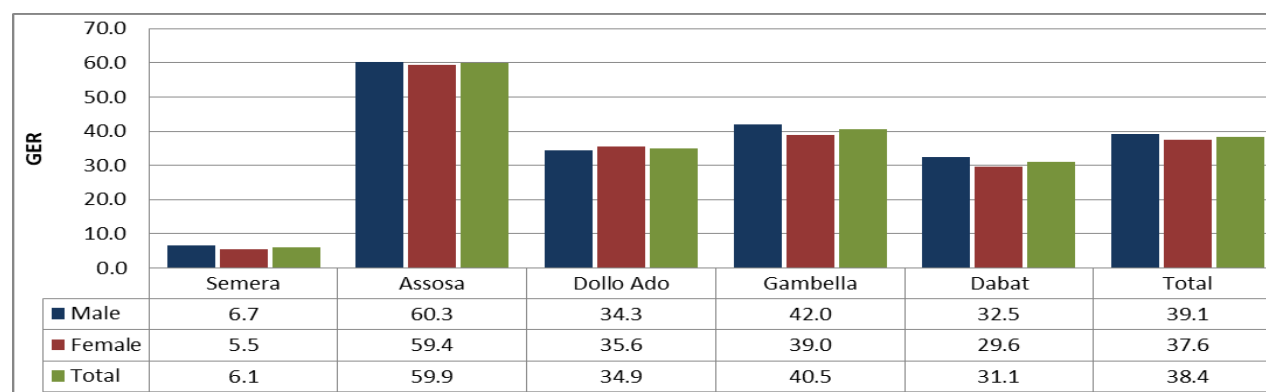
In refugee education, Pre-primary Gross Enrolment Ratio (GER) calculates the number of students enrolled in pre-primary education, regardless of age, expressed as a percentage of the official pre-primary school-age population (ages 3-6). This shows the general level of participation in pre-primary education,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

Table 9.4 Gross Enrollment Ratio in ECCE, 2022/23

Location	School Age Population (Ages 3-6)			Gross Enrollment (All Age)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	3,544	3,536	7,080	237	194	431	6.7	5.5	6.1	0.82
Assosa	5,664	5,512	11,176	3,416	3,276	6,692	60.3	59.4	59.9	0.99
Dollo Ado	15,875	15,459	31,334	5,442	5,498	10,940	34.3	35.6	34.9	1.04
Gambella	26,947	26,057	53,004	11,327	10,151	21,478	42.0	39.0	40.5	0.93
Dabat	1,354	1,211	2,565	440	358	798	32.5	29.6	31.1	0.91
Total	53,384	51,775	105,159	20,862	19,477	40,339	39.1	37.6	38.4	0.96

Note: there is no GER report for Jigjiga due to un-response.

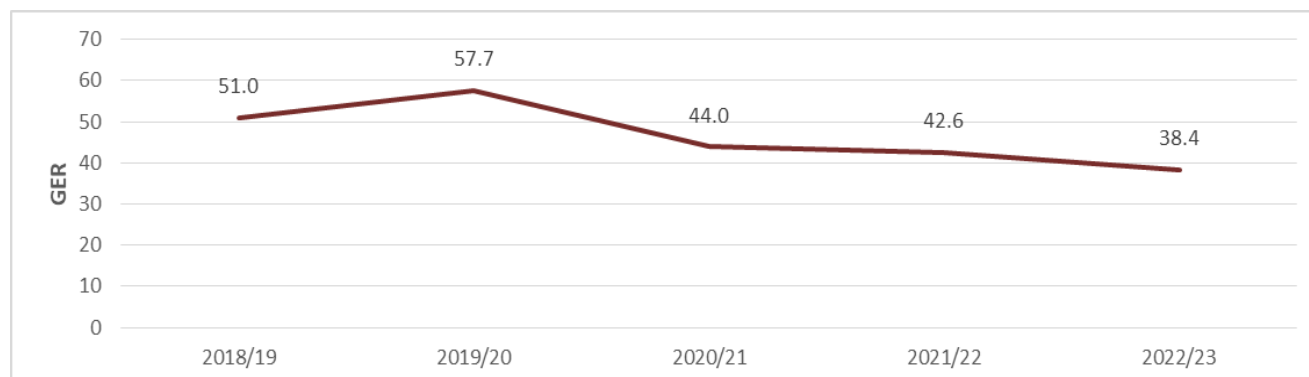
Chart 9.1 Gross Enrollment Ratios in ECCE, 2022/23



According to Table 9.4 and Chart 9.1, the overall GER in ECCE was 38.4% with considerable variations across the host regions. Assosa performed a GER of 59.9%, which is by far larger than Semera which is 6.1%. The overall GER in ECCE has been decreased by 4.2 percentage points compared with the 2021/2022 academic year as shown in the chart below. GPI for this year is 0.96, has also decreased from the previous year, which was 1.

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, 2018/19-2022/23



From the above Chart 9.2, trends in the GER of ECCE shows from 2018/19 to 2019/20, there was a steady increment. But then it started to decrease from 2020/21.

9.4 Primary and Middle Education

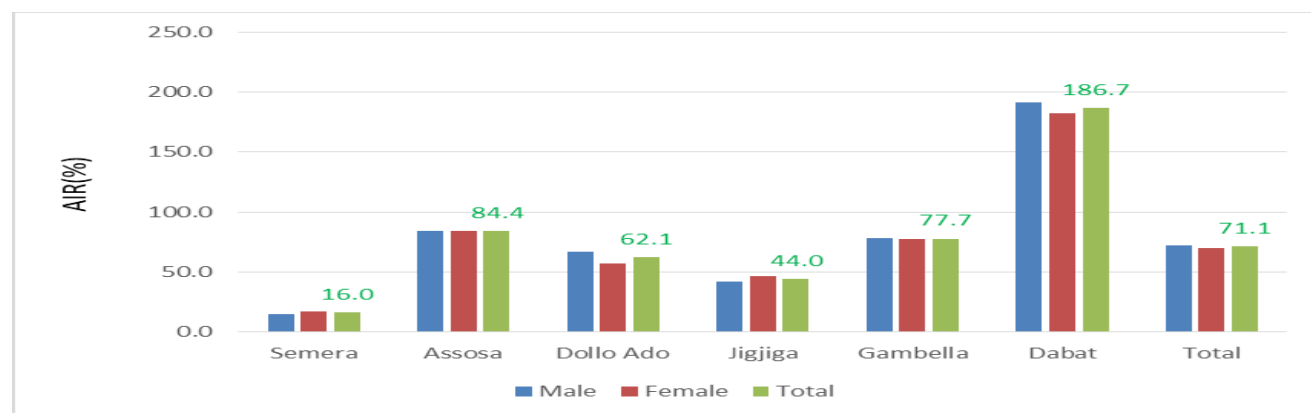
ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Primary (Grades 1-8) GER Female	54.9	66.6	44.1
Primary (Grades 1-8) GER Male	78.6	85.3	57.7

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, 2022/23

Location	School Age Population (Age 7)			Apparent Intake (All Age)			AIR (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	1,063	981	2,044	160	167	327	15.1	17.0	16.0	1.13
Assosa	1,512	1,373	2,885	1,275	1,160	2,435	84.3	84.5	84.4	1.00
Dollo Ado	3,750	3,691	7,441	2,510	2,110	4,620	66.9	57.2	62.1	0.85
Jigjiga	712	692	1,404	296	322	618	41.6	46.5	44.0	1.12
Gambella	8,013	7,802	15,815	6,284	6,012	12,296	78.4	77.1	77.7	0.98
Dabat	305	344	649	585	627	1,212	191.8	182.3	186.7	0.95
Total	15,355	14,883	30,238	11,110	10,398	21,508	72.4	69.9	71.1	0.97

Chart 9.3. AIR by Host Region and Sex, 2022/23

From the above table and chart, one can see the overall refugee apparent intake rate is 71.1% and the achievement for Dabat were far from the overall average and much higher than the rest of the hosting regions. This might be due to overage students. Semera achieves the lowest AIR, this implies there needs an immediate intervention to address the problem in Semera refugee camps. GPI is the highest result in Semera, Jigjiga and Assosa with above 1, and lowest in Dolo Ado 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, 2022/23

Location	School Age Population (Age 7)			Net Intake (Age 7)			NIR (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	1,063	981	2,044	53	48	101	5.0	4.9	4.9	0.98
Assosa	1,512	1,373	2,885	1,059	918	1,977	70.0	66.9	68.5	0.95
Dollo Ado	3,750	3,691	7,441	1,128	904	2,032	30.1	24.5	27.3	0.81
Jigjiga	712	692	1,404	190	164	354	26.7	23.7	25.2	0.89
Gambella	8,013	7,802	15,815	4,237	3,872	8,109	52.9	49.6	51.3	0.94
Dabat	305	344	649	87	95	182	28.5	27.6	28.0	0.97
Total	15,355	14,883	30,238	6,754	6,001	12,755	44.0	40.3	42.2	0.92

As shown in the table above, the average NIR is 42.2% with large regional disparities, in which Assosa scored 68.5% while Semera 4.9%.

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, 2022/23

Location	School Age Population (7-12)			Gross Enrollment (G1-6)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	5,950	5,668	11,618	517	365	882	8.7	6.4	7.6	0.7
Assosa	7,615	7,103	14,718	8,814	6,574	15,388	115.7	92.6	104.6	0.8
Dollo Ado	21,024	20,527	41,551	8,711	7,602	16,313	41.4	37.0	39.3	0.9
Jigjiga	3,612	3,588	7,200	2,395	2,273	4,668	66.3	63.4	64.8	1.0
Gambella	46,933	46,594	93,527	30,244	23,017	53,261	64.4	49.4	56.9	0.8
Dabat	1,746	1,772	3,518	1,238	1,251	2,489	70.9	70.6	70.8	1.0
Total	86,880	85,252	172,132	51,919	41,082	93,001	59.8	48.2	54.0	0.81

The overall Primary (Grade 1-6) GER for the academic year 2022/23 is 54%, with the highest GER scored by Assosa with 104.6% and the lowest was 7.6% in Semera.

Table 9.8 GER in Middle Level by Host Region and Sex, 2022/23

Location	School Age Population (13-14)			Gross Enrollment (G7-8)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	2,010	1,835	3,845	97	18	115	4.8	1.0	3.0	0.20
Assosa	2,341	2,051	4,392	2,292	1,207	3,499	97.9	58.8	79.7	0.60
Dollo Ado	6,979	6,969	13,948	1,500	1,192	2,692	21.5	17.1	19.3	0.80
Jigjiga	918	933	1,851	756	724	1,480	82.4	77.6	80.0	0.94
Gambella	13,770	12,853	26,623	8,894	4,395	13,289	64.6	34.2	49.9	0.53
Dabat	462	408	870	-	-	-	0.0	0.0	0.0	0.0
Total	26,480	25,049	51,529	13,539	7,536	21,075	51.1	30.1	40.9	0.59

The analysis shows that the GER at Middle level for the academic year 2022/23 is 40.9% showing a 0.5 percentage points decrement from last year. The table above shows that Jigjiga scored the highest and Semera the lowest.

There is a gap in GPI between Primary and Middle level education. GPI in primary is 0.81, whereas the index is 0.59 in Middle level showing male enrollment is highly in favor in Middle level than Primary.

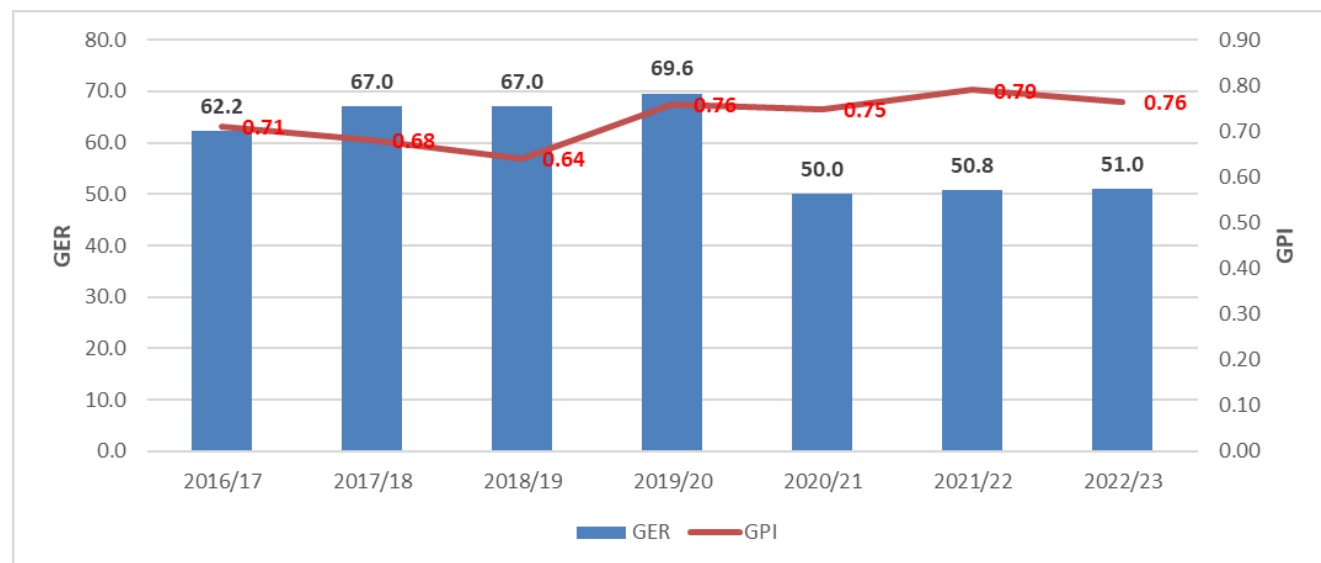
Table 9.9 GER for Grades 1-8, 2022/23

Location	School Age Population (7-14)			Gross Enrollment (G1-8)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	7,960	7,503	15,463	614	383	997	7.7	5.1	6.4	0.66
Assosa	9,956	9,154	19,110	11,106	7,781	18,887	111.6	85.0	98.8	0.76
Dollo Ado	28,003	27,496	55,499	10,211	8,794	19,005	36.5	32.0	34.2	0.88
Jigjiga	4,530	4,521	9,051	3,151	2,997	6,148	69.6	66.3	67.9	0.95
Gambella	60,703	59,447	120,150	39,138	27,412	66,550	64.5	46.1	55.4	0.72
Dabat	2,208	2,180	4,388	1,238	1,251	2,489	56.1	57.4	56.7	1.02
Total	113,360	110,301	223,661	65,458	48,618	114,076	57.7	44.1	51.0	0.76

Apart from the results shown in Primary and Middle level education, the GER for Grades 1-8 is shown to be 76%, with GPI decrement by 0.03 from last year

Trends in the GER of Primary and Middle education (Grades 1-8) show a steady increment for the first three years of the period. 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, 2017/18-2022/23



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, 2022/23

Location	School Age Population (7-12)			Net Enrollment (G1-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	5,950	5,668	11,618	407	300	707	6.8	5.3	6.1
Assosa	7,615	7,103	14,718	5,735	4,540	10,275	75.3	63.9	69.8
Dollo Ado	21,024	20,527	41,551	6,851	5,967	12,818	32.6	29.1	30.8
Jigjiga	3,612	3,588	7,200	2,043	2,041	4,084	56.6	56.9	56.7
Gambella	46,933	46,594	93,527	21,819	17,807	39,626	46.5	38.2	42.4
Dabat	1,746	1,772	3,518	928	942	1,870	53.2	53.2	53.2
Total	86,880	85,252	172,132	37,783	31,597	69,380	43.5	37.1	40.3

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 Assosa(63.9%) and the lowest is in Semera (5.3%).

For Middle level, as shown in Table 9.11, the total NER is calculated to be below 16.8% with a maximum score of 52.5% in Jigjiga.

Table 9.11 NER in Middle Level by Host Region and Sex, 2022/23

Location	School Age Population (13-14)			Net Enrollment (G7-8)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	2,010	1,835	3,845	31	2	33	1.5	0.1	0.9
Assosa	2,341	2,051	4,392	674	563	1,237	28.8	27.5	28.2
Dollo Ado	6,979	6,969	13,948	641	508	1,149	9.2	7.3	8.2
Jigjiga	918	933	1,851	509	462	971	55.4	49.5	52.5
Gambella	13,770	12,853	26,623	3,465	1,819	5,284	25.2	14.2	19.8
Dabat	462	408	870	-	-	-	0.0	0.0	0.0
Total	26,480	25,049	51,529	5,320	3,354	8,674	20.1	13.4	16.8

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 40.9 % with notable variations across Host Regions.

Table 9.12 NER for Grades 1-8, 2022/23

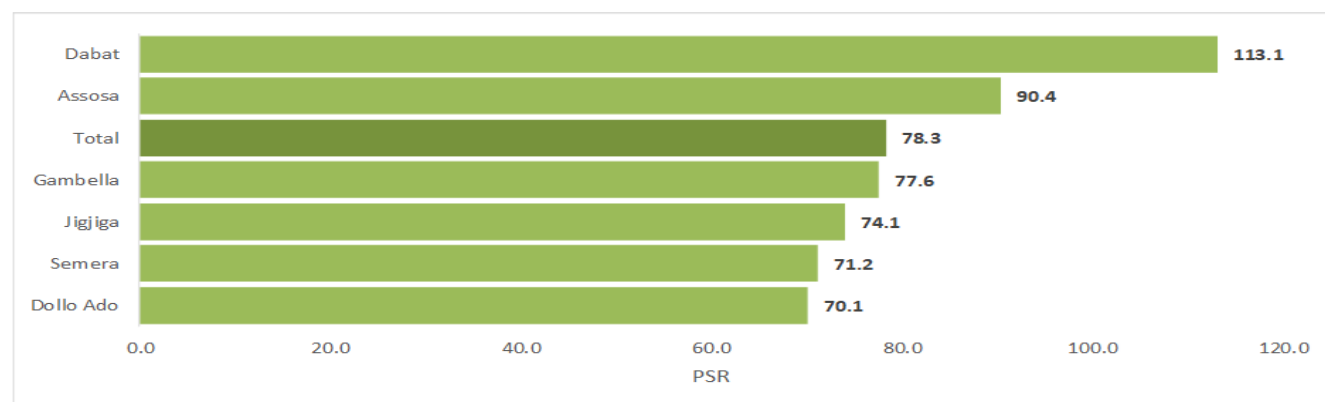
Location	School Age Population (7-14)			Net Enrollment (G1-8)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	7,960	7,503	15,463	492	336	828	6.2	4.5	5.4
Assosa	9,956	9,154	19,110	7,785	6,017	13,802	78.2	65.7	72.2
Dollo Ado	28,003	27,496	55,499	8,840	7,684	16,524	31.6	27.9	29.8
Jigjiga	4,530	4,521	9,051	2,867	2,763	5,630	63.3	61.1	62.2
Gambella	60,703	59,447	120,150	29,980	22,526	52,506	49.4	37.9	43.7
Dabat	2,208	2,180	4,388	1,060	1,109	2,169	48.0	50.9	49.4
Total	113,360	110,301	223,661	51,024	40,435	91,459	45.0	36.7	40.9

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 2022/23 academic year in Primary and Middle levels (Grades 1-8) is 78.3, showing higher increment from last year.

Children in Semera and Dolo Ado are in a better learning environment compared to other locations, with PSR of 71.2 and 70.1 respectively.

Chart 9.5 PSR in Primary and Middle Schools (Grades 1-8) by Location, 2022/23

Pupil-Teacher ratio for Primary level this year is 63, which is higher than the National standard, set to be 50. PTR is low in Semera with 25, and highest in Dabat with 119 and 76 in Gambella, indicating a shortage of teachers in Dabat and Gambella compared to the rest four Host regions. The table below shows PTR by levels of education.

Table 9.13 PTR by Levels of Education and Location, 2022/23

Location	PTR		
	Grade 1-6	Grade 7-8	Grade 1-8
Semera	25	12	22
Assosa	47	51	47
Dollo Ado	51	19	41
Jigjiga	58	31	48
Gambella	76	40	64
Dabat	119		
Total	63	35	55

In the Middle level (Grades 7-8) PTR of this year is 35, Which is a positive indication for quality education. PTR is low in Semera with 12, and highest in Assosa with 51, indicating above the standard set for the level and showing a shortage of teachers in Assosa compared to the rest of the Host regions.

On the other hand, PTR of Grades 1-8 in this year is 55, which is a bit higher than last year. PTR in Grades 1-8 is low in Semera with 22, and highest in Dabat with 119.

9.4.6 Internal Efficiency

In this section we 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; 2014 E.C. (2021/22) and 2015 E.C. (2022/23) academic year, and repeater and re-admitters data by grade for the latter year, 2015 E.C. (2022/23).

The three rates, Promotion, Repetition and Dropout rates are the key to show paths of student flow from grade to grade and they characterize the degree of efficiency of the education system of producing graduates. The table below shows the overall flow rate of refugee students

Table 9.14 Flow Rate for Refugee Education (Grades 1-8), 2021/22

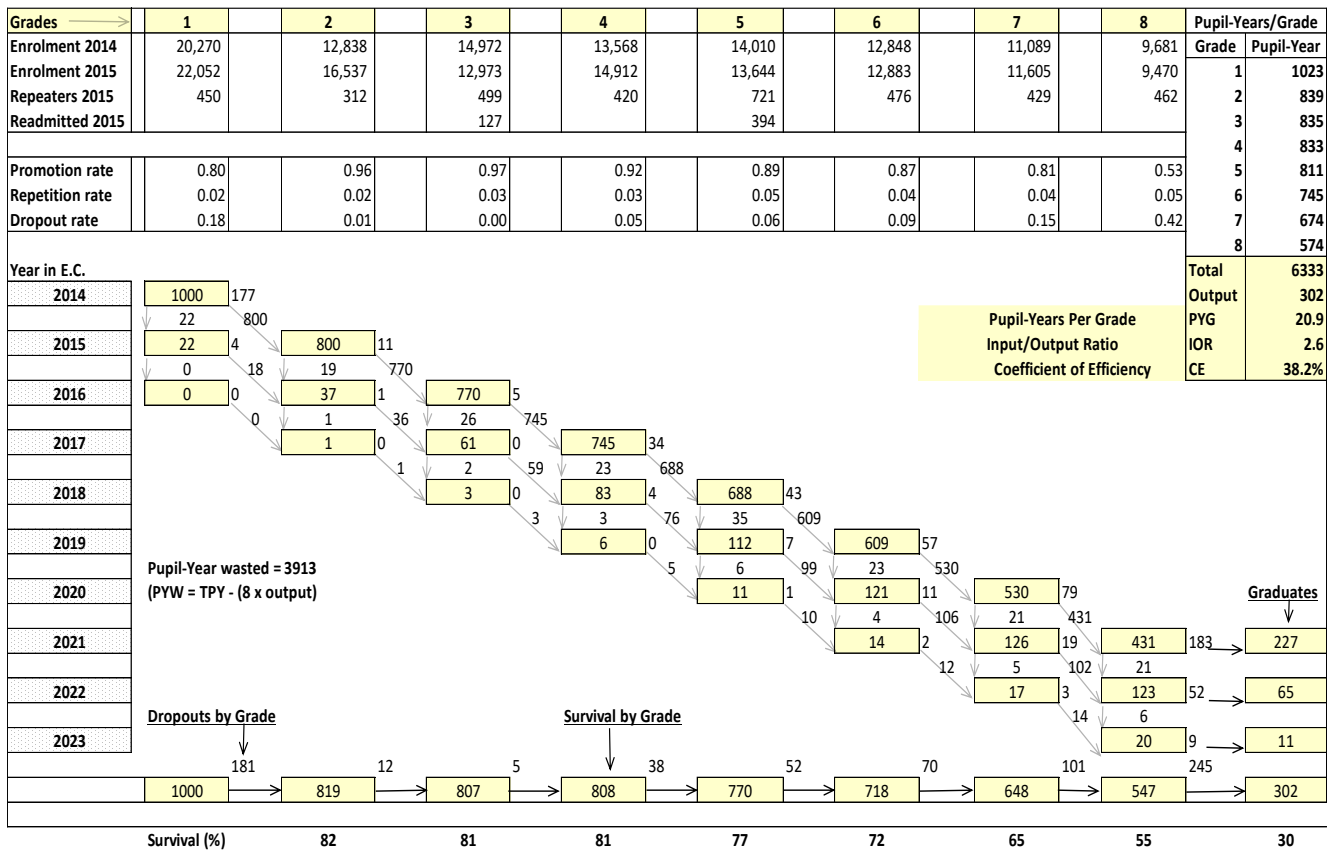
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Male							
Promotion Rate	0.84	0.97	0.96	0.96	0.93	0.92	0.86	0.63
Repetition Rate	0.02	0.02	0.03	0.03	0.03	0.03	0.04	0.05
Dropout Rate	0.14	0.01	0.00	0.01	0.04	0.05	0.09	0.32
	Female							
Promotion Rate	0.76	0.94	0.97	0.85	0.82	0.80	0.73	0.36
Repetition Rate	0.02	0.02	0.03	0.03	0.03	0.04	0.03	0.05
Dropout Rate	0.21	0.04	0.00	0.11	0.15	0.16	0.23	0.59
	Total							
Promotion Rate	0.80	0.96	0.97	0.92	0.89	0.87	0.81	0.53
Repetition Rate	0.02	0.02	0.03	0.03	0.05	0.04	0.04	0.05
Dropout Rate	0.18	0.01	0.00	0.05	0.06	0.09	0.15	0.42

As shown above, the total dropout rate of refugee students was high at grade 8 and grade 1; 42% and 18% 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.

The result presented below in Chart 9.6 shows the reconstructed cohort analysis of total (sum of male and female) 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, 227 pupils who started schooling eight years back graduate without repeating any one grade during their stay in school. Another 65 and 11 pupils graduated after repeating once and twice respectively during their stay in school. The total number of graduates for the cohort are 302. In other word, about 30% 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.

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



9.5 Secondary Education

ESDP VI Indicator	2018/19 Baseline	2022/23 Target	2022/23 Actual
Secondary GER Female	7.2	33.1	7.4
Secondary GER Male	17.2	41.4	21.1

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 14.6%, which is a 0.6 percentage point increment from last year. According to Table 9.15 below, only 13,854 of the 94,661 pupils who could be secondary school-aged refugees are actually enrolled in secondary education. It is crucial to remember that the vast majority of pupils who should be in secondary school are either still in primary school, have dropped out, or have never attended any formal schooling. It should be noted that, in Semera and Dabat there is no secondary enrollment, while there is a significant number of school age population available, and this is one major reason for the lower achievement of GER.

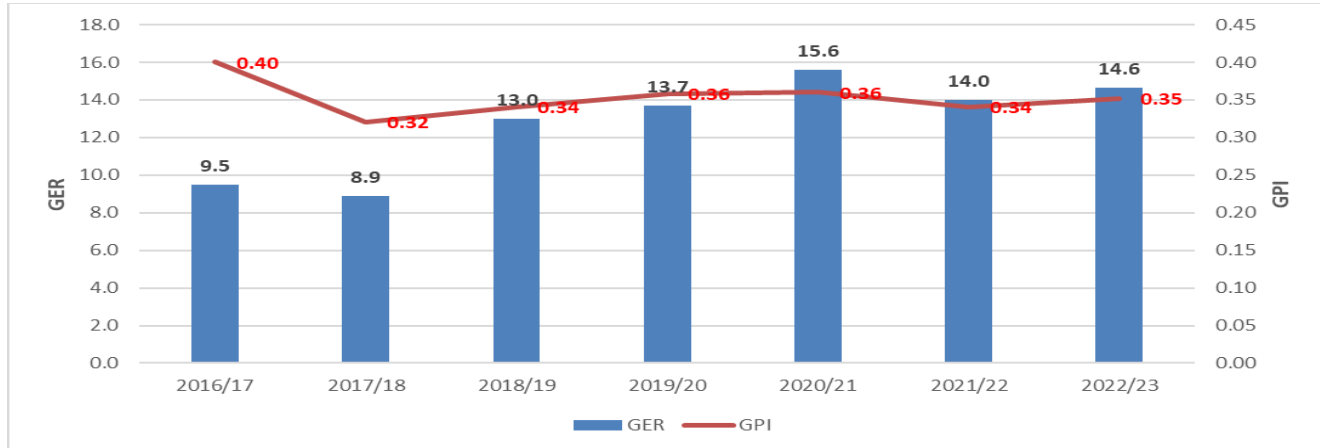
Table 9.15 GER in Secondary Level by Location and Sex, 2022/23

Location	School Age Population (15-18)			Gross Enrollment (G9-12)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	3,467	3,319	6,786	-	-	-	-	-	-	-
Assosa	4,800	3,667	8,467	781	240	1,021	16.3	6.5	12.1	0.40
Dollo Ado	14,964	14,072	29,036	1,027	360	1,387	6.9	2.6	4.8	0.37
Jigjiga	2,405	2,386	4,791	416	361	777	17.3	15.1	16.2	0.87
Gambella	23,246	20,426	43,672	8,314	2,355	10,669	35.8	11.5	24.4	0.32
Dabat	1,085	824	1,909	-	-	-	0.0	0.0	0.0	-
Total	49,967	44,694	94,661	10,538	3,316	13,854	21.1	7.4	14.6	0.35

The GER trend for secondary schools shows a steady increment for four consecutive years and dropped down starting from 2021/22, and there is a huge gap in enrollment and population age.

On the other hand, GPI for this academic year is 0.35, which shows a slight increment from last year, 0.1 percentage point. Better GPI has been observed in Jigjiga, with 0.87 this year. The chart below shows the trend in GER and GPI for secondary education.

Chart 9.9 Trends in GER and GPI for Secondary Level, 2016/17-2022/23



The Net Enrollment Ratio is also too low in secondary schools, with only 3.6%, which is decreased by 1.6 percentage points from last year. Jigjiga performs better in NER, with 11.8%, while there is no enrollment in Semera and Dabat.

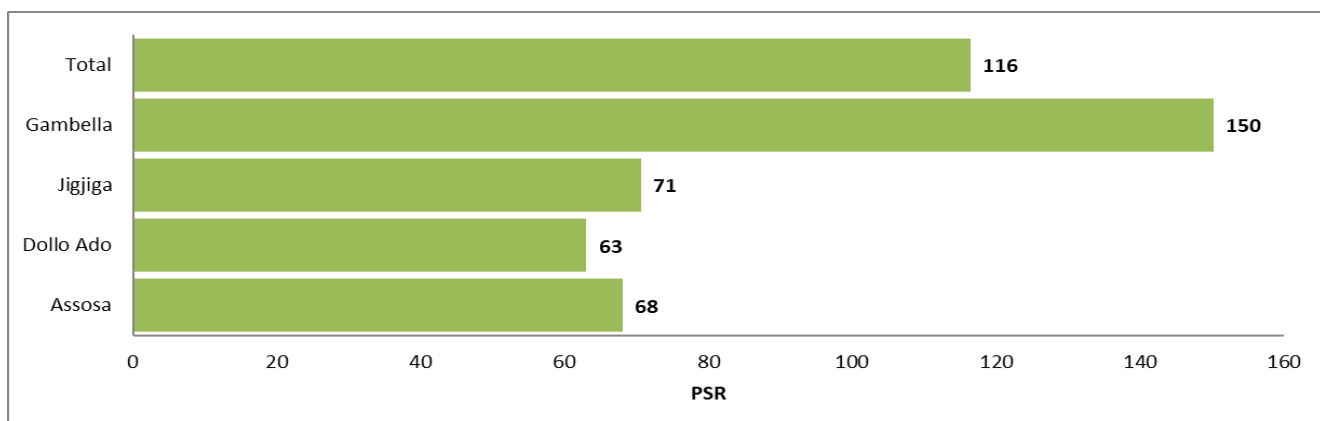
Table 9.16 NER in Secondary Level by Location and Sex, 2022/23

Location	School Age Population (15-18)			Net Enrollment (G9-12)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	3,467	3,319	6,786	-	-	-	-	-	-
Assosa	4,800	3,667	8,467	238	111	349	5.0	3.0	4.1
Dollo Ado	14,964	14,072	29,036	472	221	693	3.2	1.6	2.4
Jigjiga	2,405	2,386	4,791	309	255	564	12.8	10.7	11.8
Gambella	23,246	20,426	43,672	1,281	482	1,763	5.5	2.4	4.0
Dabat	1,085	824	1,909	-	-	-	0.0	0.0	0.0
Total	49,967	44,694	94,661	2,300	1,069	3,369	4.6	2.4	3.6

9.5.2 Pupil Section and Pupil Teacher Ratios

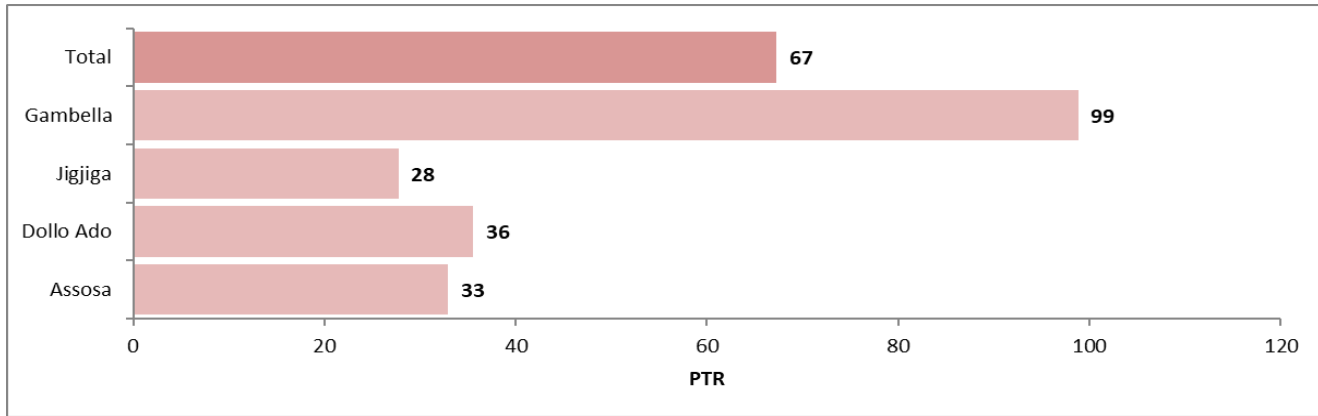
The total PSR in secondary schools for this academic year is 116, which is too far from the national standard set for the level, i.e. 40, and double of last year. However, the section data of this year is not filled correctly and hence last year's data has been taken. Dollo Ado is relatively better than others, with the PSR value of 63.

Chart 9.10 PSR in Secondary Level by Location, 2022/23



On the other hand, the total Pupil-Teacher ratio for secondary level in this year is 67, showing a huge increase from last year, which was 44. The Chart below shows the PTR across locations.

Chart 9.11 PTR in Secondary Level by Location, 2022/23



9.6 Special Needs Education

9.6.1 Enrolment of Students with SENs in ECCE

Table 9.18 Enrollment of Students with SENs in ECCE by Host Region, Sex and Type, 2022/23

Location	Visually		Physically		Hearing		Intellectually		Multiple		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Semara	2	0	1	3									3	3	6
Assosa	3	0	1	2	1	0	1	0					6	2	8
Dollo ado	3	4	1	3	2	1	0	0	0	0	0	0	6	8	14
Gambella	6	4	16	15	8	10	12	8	2	1	5	5	49	43	92
Total	14	8	19	23	11	11	13	8	2	1	5	5	64	56	120

9.6.2 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 2022/23 is 1030. Gambella has the highest enrollment share followed by Dolloado.

Table 9.19 Enrollment of Students with SENs in Primary and Middle Level by Host Region, Sex and Type, 2022/23

Location	Visually		Physically		Hearing		Intellectually		Multiple		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Semara	14	6	16	7	0	0	0	0	0	0	0	0	30	13	43
Assosa	24	7	50	15	11	8	3	3	0	0	0	18	88	51	139
Dolloado	32	21	57	27	33	24	26	17	7	6	12	8	167	103	270
Jigjiga	7	4	4	4	2	4	0	0	0	0	0	0	13	12	25
Gambella	60	47	81	70	68	61	15	13	22	19	32	17	278	227	505
Dabat	0	0	2	1	3	4	3	1	0	0	17	17	25	23	48
Total	137	85	210	124	117	101	47	34	29	25	61	60	601	429	1030

9.6.3 Enrolment of Student with SENs in Secondary Level

Table 9.19 below shows a total of 174 students with SENs are currently attending secondary level of education. This shows out of the total of 13,854 students enrolled in secondary level, 1.5% are students with special educational needs.

Table 9.19 Enrollment of Students with SNEs in Secondary Level by Host Region, Sex and Type, 2022/23

Location	Visually		Physically		Hearing		Intellectually		Multiple		Other		Total			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
Semara																0
Assosa			2	0	4	4							6	4		10
Dollo			4	1	1	0	1	0					6	1		7
Jigiga	0	0	0	0	0	0	0	0	0	0	0	0	0	0		0
Gambella	33	4	55	3	39	17	5	0	0	1			132	25		157
Dabat																0
Total	33	4	61	4	44	21	6	0	0	1	0	0	144	30		174

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 2,985. Out of this, 689 teachers are in ECCE, 1,486 in Primary, 604 in Middle, and 206 are in secondary levels. Out of the total number of teaching force, 2,166 (72.6%) are refugee teachers.

Table 9.20 Teachers by Level, Location and Sex, 2022/23

Location	ECCE			Primary			Middle			Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	20	14	34	11	24	35	-	10	10	-	-	-	31	48	79
Assosa	43	94	137	305	25	330	3	66	69	31	-	31	382	185	567
Dollo Ado	63	65	128	218	101	319	16	127	143	39	-	39	336	293	629
Jigjiga	-	-	-	60	21	81	5	43	48	28	-	28	93	64	157
Gambella	197	193	390	695	5	700	189	145	334	108	-	108	1,189	343	1,532
Dabat	-	-	-	21	-	21	-	-	-	-	-	-	21	-	21
Total	323	366	689	1,310	176	1,486	213	391	604	206	-	206	2,052	933	2,985

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 Location, Qualification and Sex in ECCE, 2022/23

Location	Total Number of Teachers			Refugee Number	Share (%)	Teachers By Level of qualification (Total)						Total Qualified Teachers (%)	
	Male	Female	Total			Below Secondary	Secondary	TTI Certificate	Diploma	BA, BSc, MA, MSC or above	MA, MSC or above		
Semera	20	14	34	34	100.0	26	8						0.0
Assosa	43	94	137	135	98.5	104	31		1	1			1.5
Dollo Ado	63	65	128	113	88.3	43	66	4	5	10			11.7
Gambella	197	193	390	361	92.6	157	177	23	20	13			8.5
Dabat	0	0	0										
Total	323	366	689	643	93.3	330	282	27	26	24	0		7.3

In ECCE, 93.3% of the total teaching force is covered by refugee teachers, whereas the percentage of qualified teachers is too low, with 7.3%. Dollo Ado perform relatively better qualified teachers, with 11.7%

Table 9.22 Teachers by Location, Qualification and Sex in Primary Level (Grades 1-6), 2022/23

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)					Total Qualified Teachers (%)
	Male	Female	Total	Number	Share (%)	Below			BA, BSc,	MA, MSC	
						Certificate	Certificate	Diploma	BED	or above	
Semera	11	24	35	11	31.4	11	3	10	9	2	60.0
Assosa	305	25	330	305	92.4	204	16	35	10	65	33.3
Dollo Ado	218	101	319	218	68.3	198	12	62	47	-	34.2
Jigjiga	60	21	81	60	74.1	7	46	16	12	-	34.6
Gambella	695	5	700	695	99.3	436	102	122	40	-	23.1
Dabat	21	-	21	21	100.0	18	1	2	-	-	9.5
Total	1,310	176	1,486	1,310	88.2	874	180	247	118	67	29.1

Table 9.22 above shows that, in primary school, the total number of teachers are 1,486, of which 11.8% of them are females. On the other hand, the share of refugee teachers in Primary schools is 88.2%, implying that refugee education is mostly run by teachers within the camp from ECCE to Primary levels. Total qualified teachers are only 29.1%, with Semera scoring the highest value with 60%. Both the total number and qualified teachers have slightly decreased from last year.

Table 9.23 Teachers by Location, Qualification and Sex in Middle Level (Grades 7-8), 2022/23

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)					Total Qualified Teachers (%)
	Male	Female	Total	Number	Share (%)	Below			BA, BSc,	MA, MSC	
						Certificate	Certificate	Diploma	BED	or above	
Semera	-	10	10	0	0.0	-	-	2	6	2	80.0
Assosa	3	66	69	3	4.3	1	-	13	47	8	79.7
Dollo Ado	16	127	143	16	11.2	9	13	38	68	15	58.0
Jigjiga	5	43	48	5	10.4	-	4	10	34	-	70.8
Gambella	189	145	334	189	56.6	89	43	41	135	26	48.2
Dabat	-	-	0	0	-	-	-	-	-	-	-
Total	213	391	604	213	35.3	99	60	104	290	51	56.5

Table 9.23 shows that, in Middle level education, the total number of teachers are 604, of which 64.7% are females. On the other hand, the share of refugee teachers in Middle level is 35.3%, implying that Ethiopian Teachers share is higher when compared to ECCE and Primary Level. Total qualified teachers are 56.5%, Semera scored the highest, 80%, followed by Assosa and Jigjiga with 79.7 and 70.8%.

Table 9.24 Teachers by Location, Qualification and Sex in Secondary Level, 2022/23

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)					Total Qualified Teachers
	Male	Female	Total	Number	Share (%)	Below		BA, BSc,	MA, MSC		
						Diploma	Diploma	BED	or above		
Semera	-	-	0								
Assosa	31	-	31	0	0	0	0	29	2	100	
Dollo Ado	39	-	39	0	0	0	0	35	4	100	
Jigjiga	28	-	28	0	0	0	0	28	0	100	
Gambella	108	-	108	0	0	0	0	108	0	100	
Dabat	-	-	0								
Total	206	0	206	0	0	0	0	200	6	100	

In the secondary level, there are no refugee teachers at all, and 100% of the teaching force in this level are qualified, with a qualification level of BA/BSc./BEd. and above. On the other hand, there is no female teacher for the level.

Executive Summary

The Education Statistics Annual Abstract (2022/23) 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 59 ESDP VI indicators (including indicators of the Pastoralist communities and Refugees) in 2022/23, which are divided into 4 categories covering access, equity, quality, and internal efficiency.

Among the 59 indicators to be measured, 16 of them do not have data available for this academic year. Five of them are textbook related indicators wherein textbooks are not completely printed and distributed nationally, and six of them are indicators of Licensing in which no data available for the year.

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

B. Summary of Findings

Early Childhood Development and Education

- Nationally, 50% of children from the official school age population for the level are enrolled in Pre-Primary classes in all ages and all modalities.
- Most enrolled in Pre-Primary level attend 'O' class, with 57% share of the total Pre-Primary enrollment. Gross enrolment in Kindergarten concentrated in Oromia and Addis Ababa as usual.
- Gender parity shows a slight increment from last year but fail to achieve the ESDP VI target of the year.

Primary and Middle Level Education

- Grade 1 is in high demand, and many students have enrolled outside of 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 most regions are below 100%; only four regions have above 100%. The national NIR is 106.1%.
- Transition from Primary to Middle is low, with gross enrolment dropping from 105.4% (Primary) to 65.9% (Middle)
- The National GPI target has been missed in both levels, though there is an improvement from last year. GPI for Grades 1-8 is 0.92, similar with last year.
- Among the efficiency indicators, repetition rate for Primary level has met the ESDP VI target of the year in both sexes.

<p>Secondary Level 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. Gambella and Addis Ababa are the regions with GER greater than 100% in Secondary level. However, the national GER is 43.8%. ● Secondary enrolment has gradually improved over time, with an average annual growth rate of 7.5% for the last five years. ● 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 32.9% nationally, which is almost similar with last year. ● The GPI target has been met successfully, as done in last year, and the national figure is by far higher than last year. However, there is gender imbalance with GPI scores greater than 1 nationally.
<p>Adult and Non-Formal Education</p>	<ul style="list-style-type: none"> ● Enrolment in IFAE programs has increased over time starting from ten years before, but there are signs of decline over the past five years. This year's enrollment is almost double of last year, due to a large number of adult enrollments reported from Oromia. ● The ANFE programs become a one-year program including enrollment in Adult Basic Education and those assessed in Education Light. Graduates are 45.6% of the enrolled adults for the year, and the high number of graduates is because of the high number reported from Oromia. ● Females are less than males both in enrollment and graduates. ● Adults, 15 to 60-year-olds, who have graduated from the one-year ANFE course are 2,184,691, from which 970,329 are females. ● Total enrollment from Accelerated Education Programs (Both from ALFA and ALP) are 43,109, which is more than 11 times that of last year.
<p>Special Needs Education</p>	<ul style="list-style-type: none"> ● Enrollment rate in children with SENs is still low, with respect to the national target, in all levels. ● GER at Pre-Primary is just 3.4%, of course higher than last year's 2.7%. The same is true for other levels, with a GER of 11.8% in Primary and Middle and 4.0% in Secondary level. This means, thousands of children with SENs are either not accessing the formal education or not recorded correctly, though the result shows an improvement from year to year. ● 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 and Primary and Middle levels, while "Behavioral and Social Problems" is the highest level of disability in Secondary level.

Teachers in General education

- Based on the minimum qualification requirement expected for this year, 73% of Pre-Primary (KG) teachers are appropriately qualified.
- 94.3% Primary and 50.2% Middle level teachers are appropriately qualified based on the requirements expected for the levels. Whereas, the total qualified teachers in Primary and Middle education (Grades 1-8) are 81.0.
- In secondary level, 94.1% of teachers are appropriately qualified, holding First Degree and above.
- The national attrition rate for Primary and Middle school teachers is 1.1%, and 1.4% in secondary schools. The rate shows a decrement for Primary and Middle while an increment for Secondary levels from last year.
- From the total number of school leaders, females constitute only 6.7% in Primary and Middle and 7.8% in Secondary schools.
- Qualified school leaders are 69.3% in Primary and Middle schools, and 56.3% in Secondary. This shows a significant increment from last year in both levels.
- On the other hand, 88.3% of Primary and Middle schools and 73.6% of Secondary school supervisors are appropriately qualified. This figure also shows a substantial improvement from last year.
- The total number of teachers with disabilities are 2,151 in Primary and Middle levels, and 624 in Secondary level.
- The highest number of teachers with disabilities are “Blind” in both Primary and Middle level and Secondary.

Colleges of Teachers' Education

- Enrolment in Extension programs is higher than Regular and Summer programs, with 63% share of the total enrollment in Diploma program. Females constitute 67% of the total enrollment. Majority of the Diploma prospective teachers are under “New Modality”
- There are 16,676 prospective teachers enrolled in Degree programs, from which 6,879 of them are females. Regular and Summer programs constitute 88% of the total enrollments.
- Attrition in Diploma program has slightly increased from last year.
- Trends over time show that enrolment in CTE's has been decreased in the last six consecutive years (for Diploma Program).
- Enrollment of prospective teachers with special education needs, in the Diploma program, dropped from 99 last year to 49 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. The female share is only 12.2%.
- 81% of the total academic staff are M.A/M.Sc. and above

Education in Refugee

- GER of ECCE for this year is 38.4%, showing a 4.2 percentage points decrement from last year. GPI for the level is 0.96
- AIR and NIR for this academic year are 71.1% and 42.2% respectively, showing a significant increase from last year.
- GER for Primary is 54.0%, with a GPI of 0.81 and in Middle schools GER is 40.9% with a GPI of 0.59.
- On the other hand, GER in Primary and Middle (Grades 1-8) has been increased from 50.8% last year to 51.0% this year, however GPI has been decreased from 0.79 to 0.76.
- In secondary schools, GER is too low with 14.6% and GPI is 0.35, with a slight increment from last year.
- NER is 40.3% in Primary, 16.8% in Middle level and 3.6% in Secondary.
- With respect to the qualification level of teachers, 7.3%, 29.1%, 56.5% and 100% of the total teaching force are appropriately qualified in ECCE, Primary, Middle and Secondary levels respectively.