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Ministry of  
Education

# EDUCATION STATISTICS 2007 E.C. (2014/15)

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## **Foreward**

The Ministry of Education (MoE) is pleased to release its 2007 E.C. (2014/15) Education Statistics Annual Abstract. This publication reports on all levels of the education system namely: General Education including Alternative Basic Education (ABE) and Integrated Adult Literacy programs, College of Teacher's Education, Special Needs Education, Technical and Vocational Education Training (TVET), General Education Teachers, Higher Education.

Education is at the centre of the government's policies targeted at achieving middle income country status in the next decade. The education sector must provide capable citizens with core literacy and numeracy skills and with the middle- and higher-level capacities needed by the emerging productive sectors. As part of this endeavour, there is a momentous responsibility on the MoE to understand the status of education and training in the country in terms of access, equity, quality, efficiency, relevance and outcomes for students. This can only be achieved with a strong reporting system, which demands continuous improvement, the capacity of which is demonstrated by the availability of quality and timely education data and information.

Education performance data and statistics, gathered through routine monitoring and evaluation, are inputs to planning, decision-making and policy formulation. Ethiopia's Education Management Information System (EMIS) has grown in strength in recent years. Now, EMIS is available at decentralized levels, and with support from the respective ICT directorates and offices, are collecting and processing education performance data which can be used for enhanced service delivery.

This publication is the output of this annual exercise. The 2007 E.C. (2014/15) Education Statistics Annual Abstract provides the information on which evidence based decision-making depends. The availability of organized educational statistics for the past several years facilitates the analysis of trends in the education system over time. These statistics also serve as a measure of the success of education policies, and as a demonstration that the MoE and the Regional Education Bureaus (REBs), the Regional TVET Agencies, Bureaus or Commissions and the Higher Education Institutions (HEIs) have been achieving their objectives.

This publication will help education planners and decision makers, and those entrusted with monitoring and evaluation, to act in a proper manner in order to achieve key education objectives including increased efficiency and effectiveness in the system.

Stakeholders in education, such as researchers, publishers, legislative bodies and development partners are welcome to use the information contained in this publication in their endeavours to improve the delivery of education in the country. The education statistics in this publication also form the basis for preparing education indicators reported to UNESCO, which enables Ethiopia to assess its achievement against the requirements of Education For All (EFA) and the Sustainable Development Goals (SDGs).

**Shiferaw Shigutie**

**Minister of Education**

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## Acronyms

<b>AAGR</b>	Average Annual Growth Rate
<b>ABE</b>	Alternative Basic Education
<b>AIR</b>	Apparent Intake Rate
<b>CSA</b>	Central Statistics Agency
<b>CTE</b>	College of Teacher Education
<b>EGSECE</b>	Ethiopian General Secondary Education Certificate Examination
<b>EHEECE</b>	Ethiopian Higher Education Entrance Certificate Examination
<b>EMIS</b>	Education Management Information System
<b>ESDP</b>	Education Sector Development Program
<b>GER</b>	Gross Enrolment Ratio
<b>GG</b>	Gender gap
<b>GPI</b>	Gender parity Index
<b>HEI</b>	Higher Education Institution
<b>KG</b>	Kindergarten
<b>MA</b>	Masters of Art
<b>MoE</b>	Ministry of Education
<b>MoFED</b>	Ministry of Finance and Economy Development
<b>NER</b>	Net Enrolment Ratio
<b>NIR</b>	Net Intake Rate
<b>PCR</b>	Primary Completion Rate
<b>PhD</b>	Philosophy of Doctorate
<b>PSLCE</b>	Primary School Leaving Certificate Examination
<b>PSR</b>	Pupil Section Ratio
<b>PTR</b>	Pupil Teacher Ratio
<b>REB</b>	Regional Education Bureau
<b>SDG</b>	Sustainable Development Goal
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

# 1. Introduction

The Ministry of Education (MoE) collects, processes and integrates education data obtained from Regional Education Bureaus and city administrations (REBs), government and non-government Higher Education Institutions (HEIs), Colleges of Teacher Training (CTEs) and regional Technical and Vocational Education and Training (TVET) Agencies, Bureaus or Commissions. The MoE then analyses these data on learners, educators and institutions and reports the conclusion of the analysis.

In this year considerable effort has been made to improve the quality of the data being collected by conducting a series of consultative and evaluative workshops with the Educational Management Information System (EMIS) experts of the REBs, HEIs and TVET Bureaus and Agencies. These efforts are bearing fruit but problems of completeness, accessibility, quality and timeliness of education data still exist.

This publication contains both descriptive and analytical summaries of population, enrolment, teacher profiles, schools and sections, facilities, learning materials, examination results, education budget and expenditures. The data is further disaggregated by level of education, gender, ownership and region, in order to allow the user to see variation in these dimensions. Users can access further detailed information at the woreda or school/institution levels from the MoE and REBs. A Regional Education Abstract, with woreda level indicators, can be accessed from REBs.

The achievements of the education system are highlighted and comparisons with previous years and with the targets set in the Education Sector Development Program (ESDP IV) are also shown.

This publication covers data for the 2007 E.C. (2014/15) reporting year. Data for up to the previous five years is also provided for comparative analysis over time. The sources of the data used for the report are as follows:

- **General Education (pre-primary, primary, ABE, secondary, Integrated Functional Adult Education (IFAE):** collected from REBs.
- **TVET:** collected from regional TVET Bureaus, Agencies or Commissions.
- **Higher Education:** collected from respective governmental and non-governmental higher education institutions.
- **Regional and national examination results:** collected from REBs (grade eight) and the National Educational Assessment and Examinations Agency (grades ten and twelve).
- **School age population:** collected from the Central Statistics Agency (CSA).
- **Education Expenditure Data:** collected from MoFED
- **CTE:** collected from college of teacher education

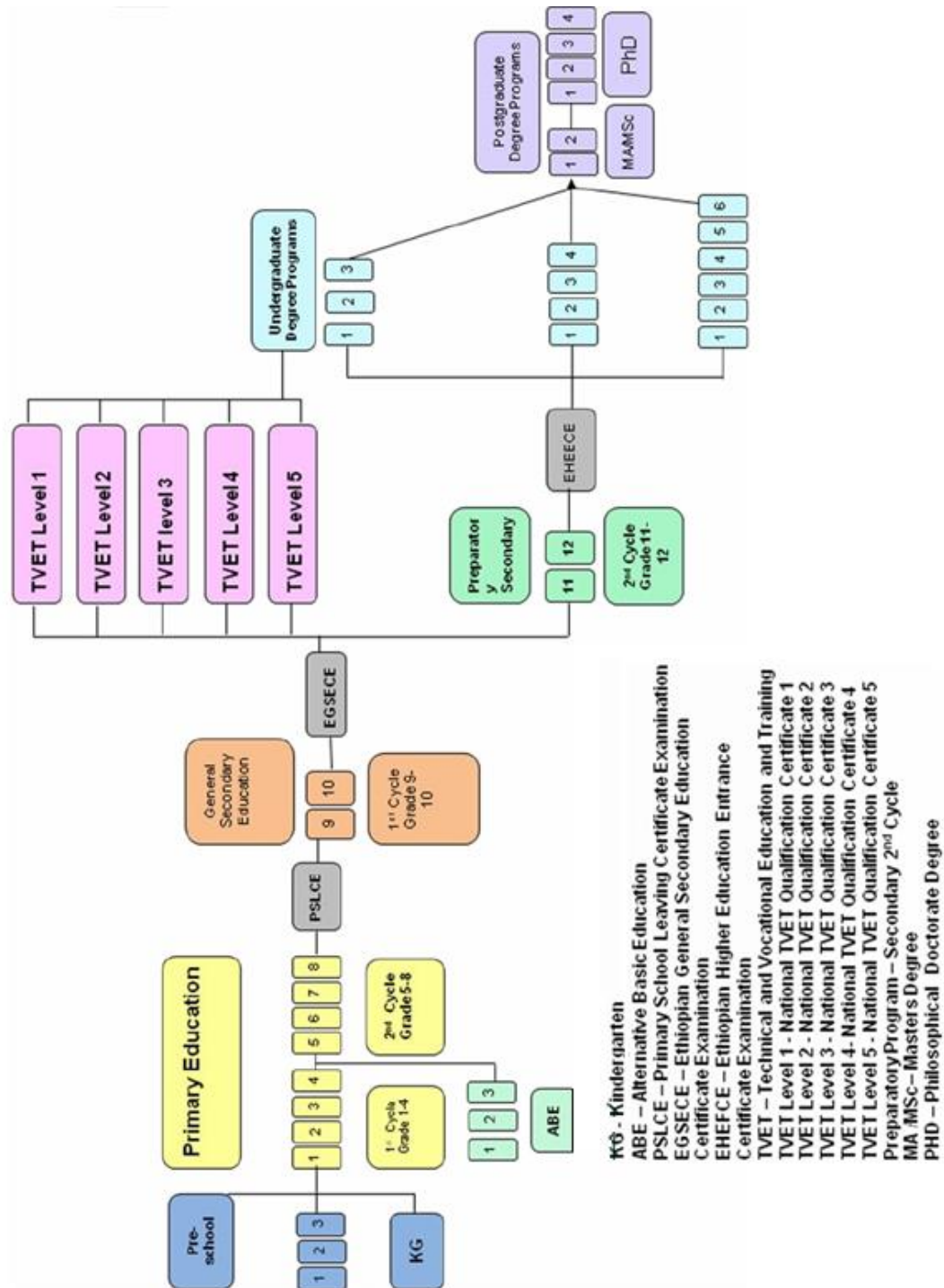
In 2006 E.C. (2013/14) the CSA released an updated population projection. This update includes significant changes which affect the rates (for example the gross enrolment rate, which depends on a population) reported in this statistical abstract.



# 1.1 Education Structure

Figure 1 shows the structure of both the formal and informal Ethiopian Education system, including how examinations are reflected in the system.

Figure 1. Structure of the Ethiopian Education System



## 1.2 Summary and Analysis of Indicators

Table 1.2.1 Key Indicators and figures, compared with ESDP IV targets for 2014/15 (expenditure data is only available up to 2006 E.C.)

No.	Indicators	Base Year 2002 E.C. (2009/10)	Target for 2006 E.C. (2013/14)	Status of 2006 E.C. (2013/14)	Indicator met	Direction of indicator
<b>1 Budgetary and Expenditure Indicators</b>						
1.1	% of education budget in total budget	17.5%	17.5%	24.9%	✓	↔
1.2	% of general education in total education budget	46.8%	60.0%	47.3%	✗	-
1.3	% of TVET in the total education budget	8.4%	7.3%	6.8%	✗	-
1.4	% of Higher Education in the total education budget	31.7%	21.7%	45.9%	✓	-
	Indicators	Base Year 2002 E.C. (2009/10)	Target for 2007 E.C. (2014/15)	Status of 2007 E.C. (2014/15)	Indicator met	Direction of indicator
<b>2 Access Indicators</b>						
2.1	Grade 1 Net Intake Rate	84.2%	100%	107.8%	✓	↑
	2.1.1 Male	86.2%	100%	111.9%	✓	↑
	2.1.2 Female	82.7%	100%	103.6%	✓	↑
2.2	Net Enrolment Rate –Primary 1-4 (incl. ABE)	86.6%	95%	111.2%	✓	↑
	2.2.1 Male	88.2%	95%	115.9%	✓	↑
	2.2.2 Female	84.9%	95%	106.5%	✓	↑
2.3	Net Enrolment Rate –Primary 5-8	46.4%	80%	51.7%	✗	↑
	2.3.1 Male	46.0%	80%	51.8%	✗	↑
	2.3.2 Female	46.9%	80%	51.6%	✗	↑
2.4	Net Enrolment Rate –Primary 1-8	82.1%	97%	94.3%	✗	↑
	2.4.1 Male	83.7%	97%	97.5%	✗	↑
	2.4.2 Female	80.5%	97%	90.9%	✗	↑
	2.4.3 Adjusted NER Primary 1-8	-	n/a	95.2%	-	-
2.5	Gross Enrolment Rate –Primary 1-4 (incl. ABE)	118.8%	125.9%	137.7%	✓	↑
	2.6.1 Male	123.2%	129.5%	144.7%	✓	↑
	2.6.2 Female	114.3%	122.1%	130.6%	✓	↑
2.6	Gross Enrolment Rate –Primary 5-8	65.5%	100.4%	66.3%	✗	↑
	2.7.1 Male	67.4%	100.4%	67.8%	✗	↑
	2.7.2 Female	63.5%	102.3%	64.8%	✗	↑
2.7	Gross Enrolment Rate –Primary 1-8	93.4%	112.1%	102.7%	✗	↑
	2.8.1 Male	96.6%	114.9%	107.0%	✗	↑
	2.8.2 Female	90.1%	109.2%	98.4%	✗	↑
2.8	Gross Enrolment Rate –Secondary 9-10	39.1%	62.0%	39.8%	✗	↑
	2.9.1 Male	43.5%	61.8%	41.3%	✗	↑
	2.9.2 Female	34.7%	62.3%	38.4%	✗	↑

	Indicator	Base Year 2002 E.C. (2009/10)	Target for 2007 E.C. (2014/15)	Status of 2007 E.C. (2014/15)	Indicator met	Direction of indicator
	2.9 Admission to Preparatory Secondary Education (Grades 11-12)	243,080	360,000	425,774	✓	↑
	2.9.1 percent share of females (grades11-12)	35.7%	48%	46%	✗	↑
	2.10 Enrolment in Functional Adult Literacy (in millions)	5.2	9,100,000	5,990,409	✗	↑
	2.11 Enrolment TVET	353,420	1,127,330	352,144	✗	↑
	2.11.1 % Females	44.3 %	50%	52.3%	✓	↑
	2.12 Number of TVET trainers	11,716	22,547	21,830	✗	↑
	2.13 Number TVET institutions	448	1,147	919	✗	↑
	2.14 Admission HE(Government undergraduate regular) % Females	26.3	40%	33.1%	✗	↑
	2.15 Enrolment HE (Undergraduate)	190,043	467,455	729,028	✓	↑
	2.16.Ratio of Science and Technology to Social and Humanities Sciences (Government-Regular)	61:39	70:30	3:1	✓	↓
<b>3 Quality Indicators</b>						
	3.1 % Primary school teachers with at least diploma qualification (Grades 1- 8)	38.4%	94.6%	75%	✗	↑
	3.2 % Secondary school teachers with at least degree qualification (Grades 9- 12)	77.4%	98.2%	91%	✗	↓
	3.3 Primary School Students/Textbook Ratio*	1.5:1	6(1:1)	4 (1:1)	✗	↓
	3.4 Secondary School Student/Textbook Ratio*	1:01	10 (1:1)	13 (1:1)	✓	↑
	3.5 Primary education (1-8) Student/Teacher Ratio	51	50	46	✓	↓
	3.6 Primary education (1-8) Student-Section Ratio	57	50	54	✗	↑
	3.7 Secondary education (9-12) Student-Section Ratio	64	40	57	✗	↓
	3.8 Completion rate at grade 5	75.6	112%	61.0%	✗	↓
	3.8.1 Male	77.5	116%	62.0%	✗	↓
	3.8.2 Female	73.7	109%	60.0%	✗	↓
	3.9 Completion rate grade 8	47.8	79%	51.3%	✗	↑
	3.9.1 Male	51	79%	51.8%	✗	↑
	3.9.2 Female	44.5	79%	50.9%	✗	↑
<b>4 Efficiency Indicators</b>						
	4.1 Grade 1 dropout rate	28.1	1%	19%	✗	↓
	4.1.1. Male	28	1%	19%	✗	↓
	4.1.2 Female	28.1	1%	19%	✗	↓
	4.2 Dropout rate grades 1-8	18.6	1%	9.9%	✗	↑
	4.2.1 Male	18.2	1%	9.9%	✗	↓
	4.2.2. Female	19	1%	10.0%	✗	↑
	4.3 Repetition rate grades 1-8	4.9	1%	7.3%	✗	↓

	Indicator	Base Year 2002 E.C. (2008/09)	Target for 2007 E.C. (2014/15)	Status of 2007 E.C. (2014/15)	Indicator met	Direction of indicator
	4.3.1 Male	4.7	1%	7.6%	✗	↓
	4.3.2 Female	5.2	1%	7.0%	✗	↓
<b>5 Equity Indicators</b>						
	5.1 GPI for GER					
	5.1.1 Primary (1-4)	0.90	1.0	0.90	✗	↓
	5.1.2 Primary (5-8)	0.96	1.0	0.96	✗	↓
	5.1.3 Secondary (9-10)	0.80	1.0	0.93	✗	↓
	5.1.4 Preparatory (11-12)	0.56	1.0	0.87	✗	↑
<b>6 Emerging Regions (GER 1-8)</b>						
	Afar	39.3	98%	70.3%	✗	↑
	Somali	65.6	100%	91.7%	✗	↑

*Note: Direction of indicator is assessed against 2006 E.C. data and whether the 2007 data has moved in a positive or negative direction in regards to the target.*

Table 1.2.2 Key to indicator table

Symbol	Explanation
✗	Did not reach target set for 2007 E.C. in ESDP IV
✓	Met target set for 2007 E.C. in ESDP IV
-	Lack of available data to assess indicator
↑	Indicator has increased in comparison with 2006 E.C. and moving towards target
↓	Indicator has decreased in comparison with 2006 E.C. and moving towards target
↓	Indicator has decreased in comparison with 2006 E.C. and moved away from the target
↑	Indicator has increased in comparison with 2006 E.C. and moved away from the target (especially used in relation to the GER and NER indicators)
↔	Indicator has remained the same in comparison with 2006 E.C.

There are a total of 66 indicators which are used to track the progress that Ethiopia is making in improving its education system. These indicators cover finance, access, quality, efficiency, equity and two indicators focusing on the emerging regions of Afar and Somali. It can be seen that the majority of indicators focus on improving access to education, with 34 indicators assessing this area. 74% of the indicators were not reached in 2007 and the target set in ESDP IV was not achieved, the majority of these indicators were in the access and efficiency subsections. This could be due to over ambitious targets being set for ESDP IV.

Table 1.2.3 Summary of the status of indicators in 2007 E.C. (2014/15)

Indicator type	Indicator Status			Total
	Met	Missed	Not measured	
Budgetary and expenditure	1	0	3	4
Access	14	20	3	37
Quality	3	5	6	14
Efficiency	0	9	0	9
Equity	2	2	0	4
Emerging regions	0	2	0	2
<b>Total</b>	<b>20</b>	<b>38</b>	<b>12</b>	<b>70</b>

Indicator type	Indicator Status		
	Reached	Not Reached	Total
Budgetary and expenditure	2	2	4
Access	13	21	34
Quality	2	11	13
Efficiency	0	9	9
Equity	0	4	4
Emerging regions	0	2	2
<b>Total</b>	<b>17</b>	<b>49</b>	<b>66</b>

Chart 1.2.1 Summary of the state of indicators by group, 2007 E.C. (2014/15)

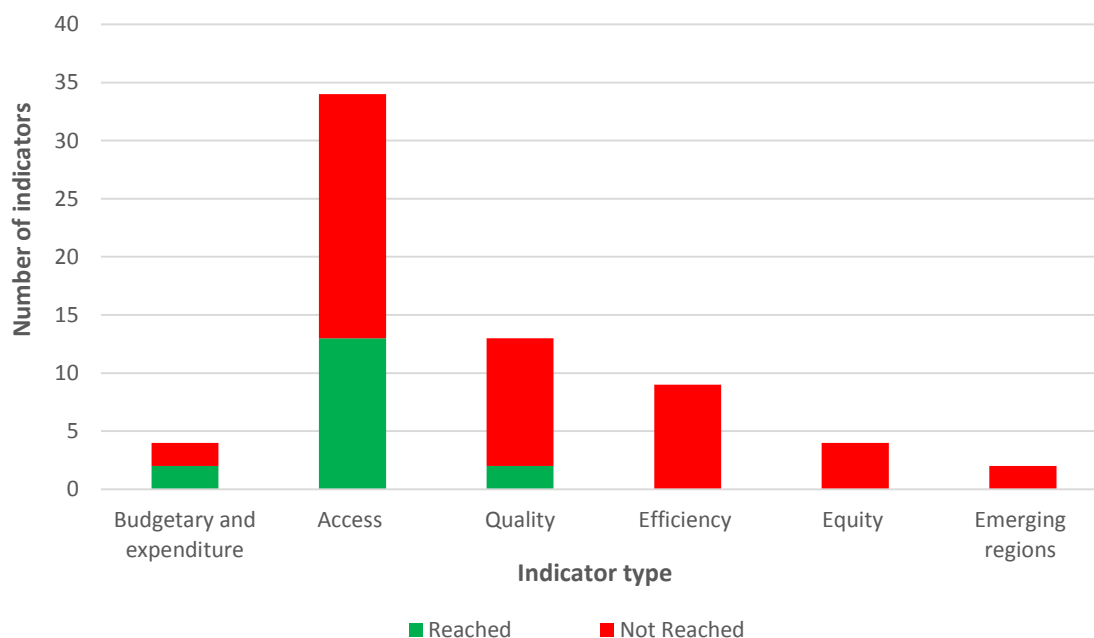


Table 1.2.4 Summary of the direction of movement in indicators when comparing the 2006 E.C. data with the 2007 E.C. data

Status of Indicator	Number
Reached and improving towards target	5
Reached and moving away from target	10
Reached and remained the same	1
Not reached and improving	36
Not reached and declining	11
Not reached and remained the same	0
Not measured	3
Total	66

Chart 1.2.2 Summary of the direction of movement in indicators when comparing the 2006 E.C. data with the 2007 E.C. data

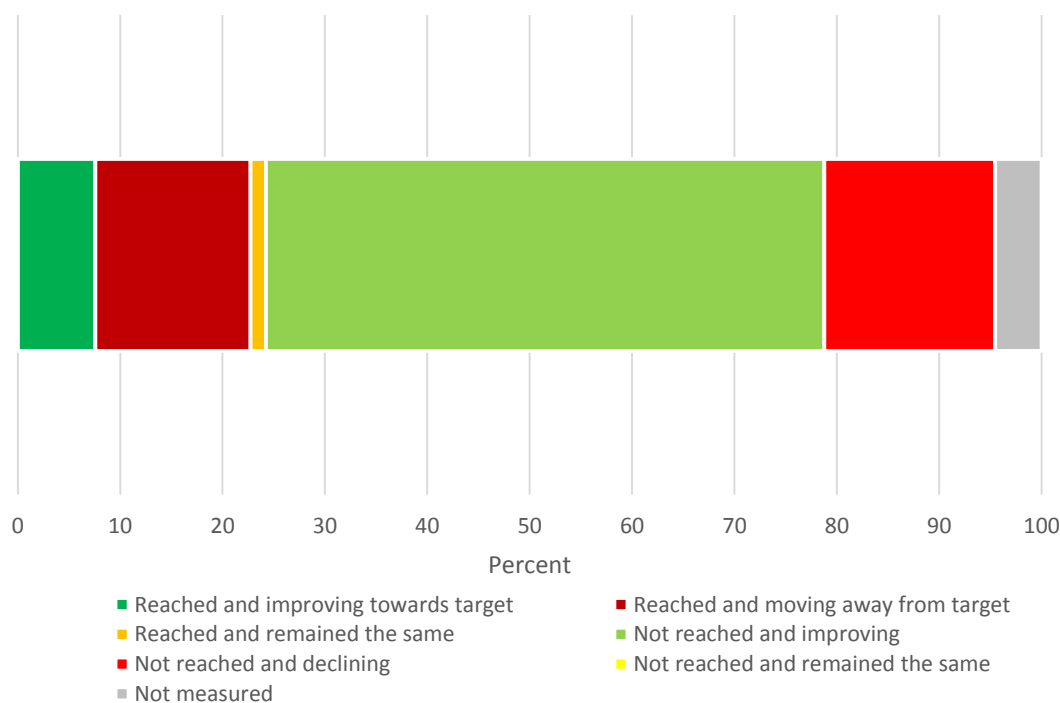


Table 1.2.4 and the accompanying chart shows that although over half of the indicators were missed 36 of these indicators are moving in the correct direction, as in they are moving towards the set target in ESDP IV for 2007 E.C. In total 54.5% of the indicators are improving showing that good progress is being made across many sectors of the Ethiopian education system. Focus should take place on the 11 indicators which have been not been reached in 2007 and are moving away from the target, these indicators include the dropout rate in grade 1 and the repetition rates in grades 1-8. 1 indicator have remained at the same value when comparing the data from 2006 with that from 2007. There are also 10 indicators where the target has been exceeded and are now increasing away from the target, in the instances of GER and NER

where these indicators increase high above the target level it shows that improvement needs to occur in ensuring that the correct age students are enrolled in the appropriate grade for their age.

## 1.3 Growth Rates for Major Indicator Measures

A summary of the most important education summary measures are shown in the table below.

Table 1.3.1 Indicator Trends

Indicators	2003	2004	2005	2006	2007	AAGR
<b>I GENERAL EDUCATION</b>						
<b>1. Enrolment</b>						
<b>0. pre-primary education</b>	<b>382,741</b>	<b>1,622,762</b>	<b>2,012,473</b>	<b>2,498,360</b>	<b>2,958,803</b>	<b>50.54</b>
0.1 Kindergarten	-	397,861	478,534	486,393	522,106	7.03
0.2 "O" Class	-	1,031,151	1,242,108	1,578,494	1,916,823	16.77
0.3 Child to Child	-	193,750	291,831	433,473	519,874	27.99
<b>1. Primary Education</b>	<b>16,718,111</b>	<b>16,989,784</b>	<b>17,388,295</b>	<b>18,139,200</b>	<b>18,691,217</b>	<b>2.26</b>
1 <sup>st</sup> Cycle (1-4)	11,254,696	11,425,055	11,913,430	12,539,260	12,781,278	2.58
2 <sup>nd</sup> Cycle (5-8)	5,463,415	5,564,729	5,474,865	5,599,940	5,909,940	1.58
<b>2. Secondary Education</b>	<b>1,750,134</b>	<b>1,766,011</b>	<b>1,899,731</b>	<b>1,998,355</b>	<b>2,108,115</b>	<b>3.79</b>
1 <sup>st</sup> Cycle (9-10)	1,461,918	1,442,226	1,541,238	1,609,315	1,682,341	2.85
2 <sup>nd</sup> Cycle (11-12)	288,216	323,785	358,493	389,040	425,774	8.12
<b>2. Teachers</b>						
<b>0. Kindergarten</b>	<b>13,963</b>	<b>12,480</b>	<b>12,639</b>	<b>15,137</b>	<b>19,706</b>	<b>7.13</b>
<b>1. Primary Education</b>	<b>308,286</b>	<b>321,894</b>	<b>334,892</b>	<b>367,989</b>	<b>396,099</b>	<b>5.14</b>
<b>2. Secondary Education</b>	<b>52,525</b>	<b>59,349</b>	<b>65,139</b>	<b>70,987</b>	<b>81,932</b>	<b>9.30</b>
<b>3. Schools</b>						
<b>0. Kindergarten</b>	<b>3,418</b>	<b>3,580</b>	<b>3,688</b>	<b>4,560</b>	<b>4,117</b>	<b>3.79</b>
<b>1. Primary Education</b>	<b>28,349</b>	<b>29,482</b>	<b>30,495</b>	<b>32,048</b>	<b>33,373</b>	<b>3.32</b>
<b>2. Secondary education</b>	<b>1,517</b>	<b>1,710</b>	<b>1,912</b>	<b>2,333</b>	<b>2,830</b>	<b>13.28</b>
<b>4. Gross Enrolment Ratios</b>						
<b>0. pre-primary education</b>	<b>-</b>	<b>21.60%</b>	<b>26.10%</b>	<b>33.70%</b>	<b>39.00%</b>	<b>15.92</b>
0.1 Kindergarten	5.30%	5.30%	6.20%	6.60%	7.00%	5.72

0.2 "O" Class	-	13.70%	16.10%	21.60%	25.00%	<b>16.23</b>
0.3 Child to Child	-	2.60%	3.80%	5.80%	7.00%	<b>28.09</b>
<b>1. Primary Education</b>	<b>96.40%</b>	<b>95.40%</b>	<b>95.10%</b>	<b>101.30%</b>	<b>102.70%</b>	<b>1.27</b>
1 <sup>st</sup> Cycle (1-4)	124.00%	122.60%	124.50%	136.90%	137.70%	<b>2.12</b>
2 <sup>nd</sup> Cycle (5-8)	66.10%	65.60%	62.80%	64.10%	66.30%	<b>0.06</b>
<b>2. Secondary Education</b>	<b>23.70%</b>	<b>23.90%</b>	<b>24.40%</b>	<b>25.00%</b>	<b>25.61%</b>	<b>1.56</b>
1 <sup>st</sup> Cycle (9-10)	38.40%	36.90%	38.40%	39.30%	39.80%	<b>0.72</b>
2 <sup>nd</sup> Cycle (11-12)	8.10%	8.80%	9.50%	10.00%	10.60%	<b>5.53</b>
<b>Indicators</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>AAGR</b>
<b>5.Net Enrolment Ratios</b>						
<b>1. Primary Education</b>	<b>85.30%</b>	<b>85.40%</b>	<b>85.70%</b>	<b>92.60%</b>	<b>94.30%</b>	<b>2.03</b>
1 <sup>st</sup> Cycle (1-4)	91.80%	92.20%	95.30%	107.90%	111.20%	<b>3.91</b>
2 <sup>nd</sup> Cycle (5-8)	47.30%	48.10%	47.20%	49.50%	51.70%	<b>1.79</b>
<b>2. Secondary Education</b>	-	-	-	-	21.00%	-
1 <sup>st</sup> Cycle (9-10)	16.30%	17.30%	19.40%	20.20%	20.65%	<b>4.84</b>
2 <sup>nd</sup> Cycle (11-12)	4.20%	4.80%	5.30%	5.50%	5.99%	<b>7.36</b>
<b>6. Pupil-Section Ratio (Regular)</b>						
1. Primary education	57	54.5	53.6	54	54	<b>-1.08</b>
2. Secondary education	61.6	56.1	59.3	56.9	57	<b>-1.54</b>
<b>7. Pupil-Teacher Ratio (Regular)</b>						
1. Primary education	51	50	49.4	47	46	<b>-2.04</b>
2. Secondary education	31	29	28.7	27.8	26	<b>-3.46</b>
<b>8. Percentage of female students</b>						
1. Primary education	47.50%	47.80%	47.70%	48%	47%	<b>-0.13</b>
2. Secondary education (9-10)	44.80%	46.30%	47.30%	47%	48%	<b>1.18</b>
<b>9. Percentage of female teachers</b>						
1. Primary education	37.10%	36.70%	37.00%	37.40%	37.00%	<b>-0.05</b>
2. Secondary education	18.40%	14.90%	15.00%	16%	17%	<b>-1.80</b>
<b>II. TEACHER EDUCATION</b>						
1. Enrolment	164,501	173,517	173,628	170,160	169,382	<b>0.59</b>
% of female students	41.00%	43.00%	40.70%	40.80%	40.0%	<b>-0.49</b>
2. Teachers (Teaching Staff)	1,956	2,033	2,052	2,146	2,330	<b>3.56</b>
% of female teachers	8.40%	8.10%	7.90%	8.00%	7.8%	<b>-1.47</b>
3. Graduates	26,802	33,232	43,890	45,566	43,041	<b>9.94</b>
% of female teachers	40.30%	41.10%	43.40%	40.50%	39.9%	<b>-0.20</b>
4. Colleges	32	32	34	35	37	<b>2.95</b>
<b>III. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)</b>						



1. Enrolment	371,347	320,225	237,877	238,049	352,144	-1.06
2. Teachers	12,890	12,990	12,779	14,445	21,830	11.11
3. Schools	505	505	437	1350	919	12.72
4. % of female students	46.10%	47.70%	51.30%	51%	52%	2.56
<b>IV. HIGHER EDUCATION</b>						
<b>1. Undergraduate Degree</b>						
1.1 Enrolment	444,553	494,110	553,848	593,571	729,028	10.40
% of female students	26.80%	28.20%	30.00%	30.30%	34.70%	5.30
<b>Indicators</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>AAGR</b>
1.2 Graduates	75,348	78,144	79,786	96,980	107,567	7.38
% of female graduates	27.30%	25.30%	28.70%	25.60%	28.50%	0.86
<b>2. Postgraduate Degree</b>						
2.1 Enrolment	20,150	25,660	31,304	33,882	32,567	10.08
% of female students	13.80%	20.20%	20.60%	19.50%	19.50%	7.16
2.2 Graduates	6,250	6,162	6,424	8,021	12,165	14.25
% of female graduates	14.40%	14.00%	14.90%	15.00%	16.70%	3.01



## 1.4 Summary Tables

Table 1.4.1 and Chart 1.4.1 Population, 2007 E.C. (2014/15)

Year	2003 E.C. (2010/11)			2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			AAGR		
Age Range	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	5,306,527	5,128,183	10,434,711	5,449,107	5,257,473	10,706,580	5,599,559	5,410,880	11,010,439	5,428,950	5,255,089	10,684,039	5,303,302	5,308,051	10,611,287	-0.01	0.69	0.34
Age 4-6	3,719,863	3,593,199	7,313,062	3,819,645	3,689,353	7,508,998	3,924,540	3,790,416	7,714,956	3,724,824	3,629,802	7,354,626	3,805,523	3,717,419	7,522,942	0.46	0.68	0.57
Age 7-10	4,618,604	4,455,827	9,074,431	4,742,252	4,574,620	9,316,872	4,871,628	4,699,092	9,570,720	4,638,432	4,523,843	9,162,275	4,690,019	4,589,081	9,279,099	0.31	0.59	0.45
Age 11-14	4,203,723	4,063,071	8,266,794	4,315,991	4,171,016	8,487,007	4,432,892	4,283,602	8,716,494	4,436,821	4,301,706	8,738,527	4,513,241	4,398,959	8,912,200	1.43	1.60	1.51
Age 15-16	1,929,355	1,877,445	3,806,800	1,980,797	1,927,301	3,908,099	2,034,277	1,979,082	4,013,358	2,085,838	2,013,547	4,099,385	2,129,835	2,093,771	4,223,606	2.00	2.21	2.10
Age 17-18	1,801,551	1,769,950	3,571,501	1,849,519	1,816,913	3,666,432	1,899,367	1,865,635	3,765,002	1,989,330	1,919,263	3,908,593	2,036,277	1,970,541	4,006,819	2.48	2.17	2.33
Age 19-21	2,412,236	2,426,820	4,839,056	2,476,312	2,491,090	4,967,402	2,555,446	2,570,799	5,126,245	2,790,517	2,713,870	5,504,387	2,887,445	2,789,214	5,676,464	3.66	2.82	3.24
>21	16,213,237	16,191,960	32,405,196	16,638,255	16,619,760	33,258,015	17,081,681	17,057,483	34,139,165	19,053,886	19,343,798	38,397,684	19,768,479	20,144,396	39,912,457	4.04	4.47	4.26
Total	40,205,096	39,506,455	79,711,551	41,271,878	40,547,526	81,819,405	42,399,390	41,656,989	84,056,379	44,148,598	43,700,918	87,849,516	45,134,121	45,011,431	90,144,874	2.34	2.64	2.49

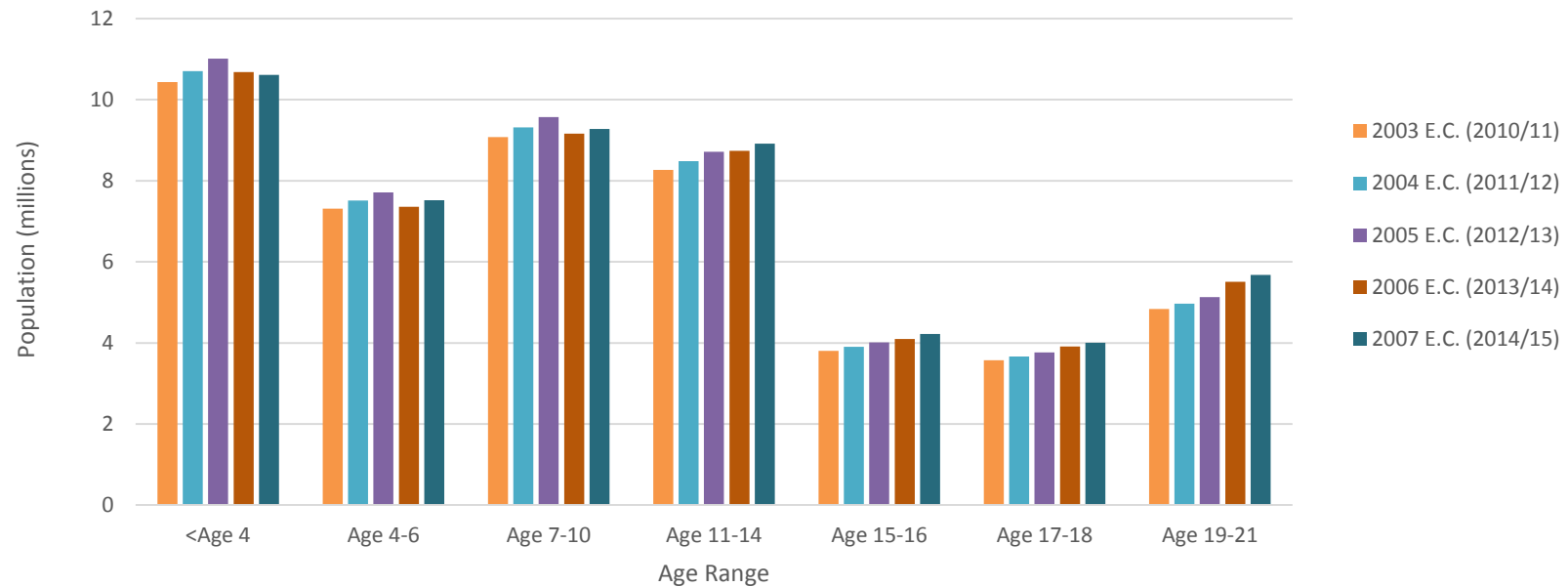


Table 1.4.2 and Chart 1.4.2 Trends in Enrolment

Year	2003 E .C (2010/11)			2004 E .C (2011/12)			2005 E .C (2012/13)			2006 E .C (2013/14)			2007 E.C. (2014/15)			AAGR		
Enrolment	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Pre-Primary	197,671	185,070	382,741	844,901	777,861	1,622,762	1,045,797	966,676	2,012,473	1,299,263	1,199,097	2,498,360	1,536,794	1,422,009	2,958,803	50.71	50.35	50.54
Primary	8,196,498	7,356,644	15,553,142	8,865,491	8,124,293	16,989,784	9,112,266	8,276,029	17,388,295	9,507,203	8,631,997	18,139,200	9,846,502	8,844,716	18,691,217	3.74	3.75	3.74
First cycle (1-4)	5,947,467	5,307,229	11,254,696	6,022,357	5,402,698	11,425,055	6,301,766	5,611,664	11,913,430	6,635,021	5,904,239	12,539,260	6,787,776	5,993,502	12,781,278	2.68	2.46	2.58
Second Cycle (5-8)	2,831,621	2,631,794	5,463,415	2,843,134	2,721,595	5,564,729	2,810,500	2,664,365	5,474,865	2,872,182	2,727,758	5,599,940	3,058,726	2,851,214	5,909,940	1.55	1.61	1.58
Secondary	976,822	773,312	1,750,134	960,353	805,658	1,766,011	1,010,821	888,910	1,899,731	1,057,024	941,331	1,998,355	1,109,877	998,238	2,108,115	2.59	5.24	3.79
First cycle(9-10)	807,251	654,667	1,461,918	775,440	666,786	1,442,226	811,674	729,564	1,541,238	843,479	765,836	1,609,315	879,113	803,228	1,682,341	1.72	4.18	2.85
Second Cycle (11-12)	169,571	118,645	288,216	184,913	138,872	323,785	199,147	159,346	358,493	213,545	175,495	389,040	230,764	195,010	425,774	6.36	10.45	8.12
CTE	97,086	67,415	164,501	124,585	48,932	173,517	102,997	70,631	173,628	100,657	69,503	170,160	102,311	67,070	169,382	1.05	-0.10	0.59
T VET	197,463	169,150	366,613	167,423	152,832	320,225	115,879	121,998	237,877	115,942	122,107	238,049	167,881	184,263	352,144	-3.19	1.73	-0.80
Higher Education	338,607	121,444	460,051	353,163	138,708	491,871	411,785	172,185	583,970	413,556	180,018	593,574	506,675	262,640	769,315	8.39	16.68	10.83
Total	10,004,147	8,673,035	18,677,182	11,315,917	10,048,283	21,364,170	11,799,545	10,496,429	22,295,974	12,493,645	11,144,053	23,637,698	13,270,040	11,778,936	25,048,976	5.81	6.31	6.05

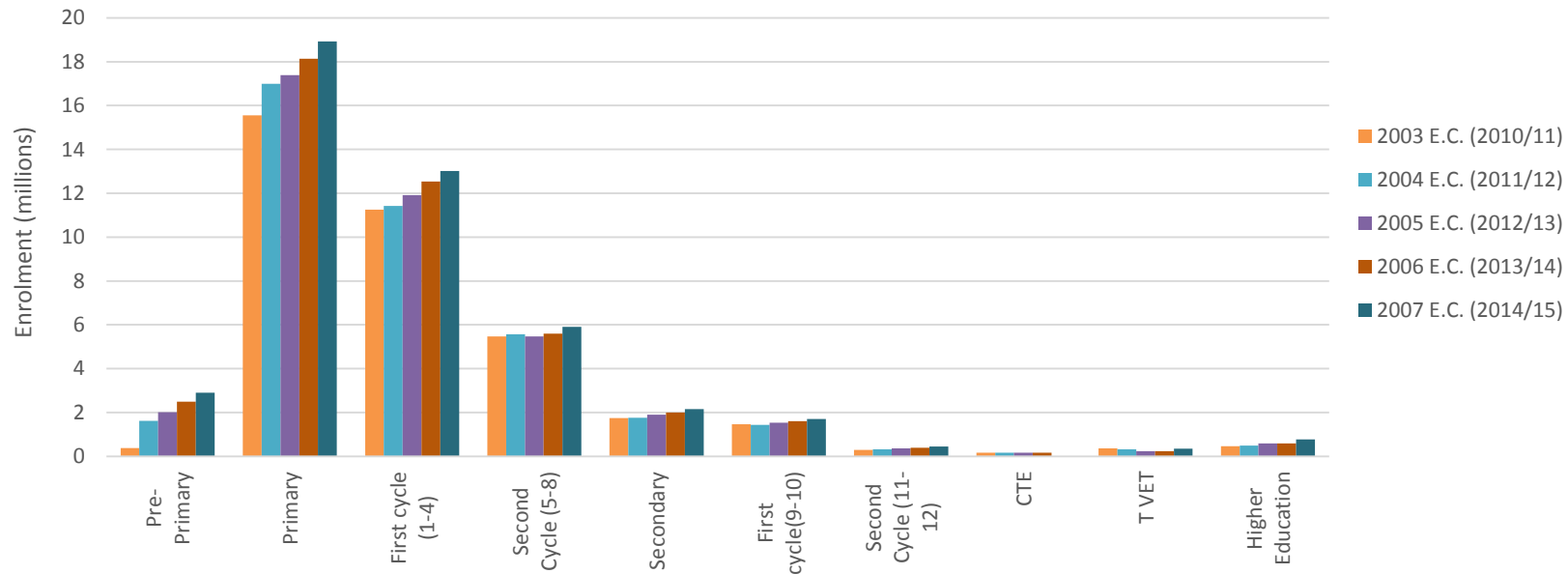


Table 1.4.3 and Chart 1.4.3 Trends in Numbers of Teachers

Year	2003 E.C. (2010/11)			2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			AAGR		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	4,199	9,764	13,963	704	11,776	12,480	734	11,905	12,639	4,400	10,737	15,137	1,341	18,365	19,706	-20.41	13.47	7.13
Primary	193,599	114,687	308,286	203,676	118,218	321,894	210,816	124,076	334,892	230,413	137,576	367,989	242,329	153,770	396,099	4.59	6.04	5.14
Secondary	42,862	9,663	52,525	50,525	8,824	59,349	55,380	9,759	65,139	59,625	11,362	70,987	68,182	13,750	81,932	9.73	7.31	9.30
Teachers Education	1,792	165	1,957	1,870	163	2,033	1,890	162	2,052	1,967	179	2,146	2,149	181	2,330	3.70	1.91	3.55
TVET	10,758	2,132	12,890	10,845	2,145	12,990	10,678	2,101	12,779	11,854	2,591	14,445	16,912	4,918	21,830	9.47	18.20	11.11
Higher Education	15,798	1,604	17,402	18,695	1,973	20,668	21,376	2,529	23,905	21,411	2,841	24,252	24,572	3,066	27,638	9.24	13.83	9.69
Total	267,522	137,282	404,804	286,315	143,099	429,414	298,281	149,064	447,345	329,670	165,286	494,956	355,485	194,050	549,535	5.85	7.17	6.30

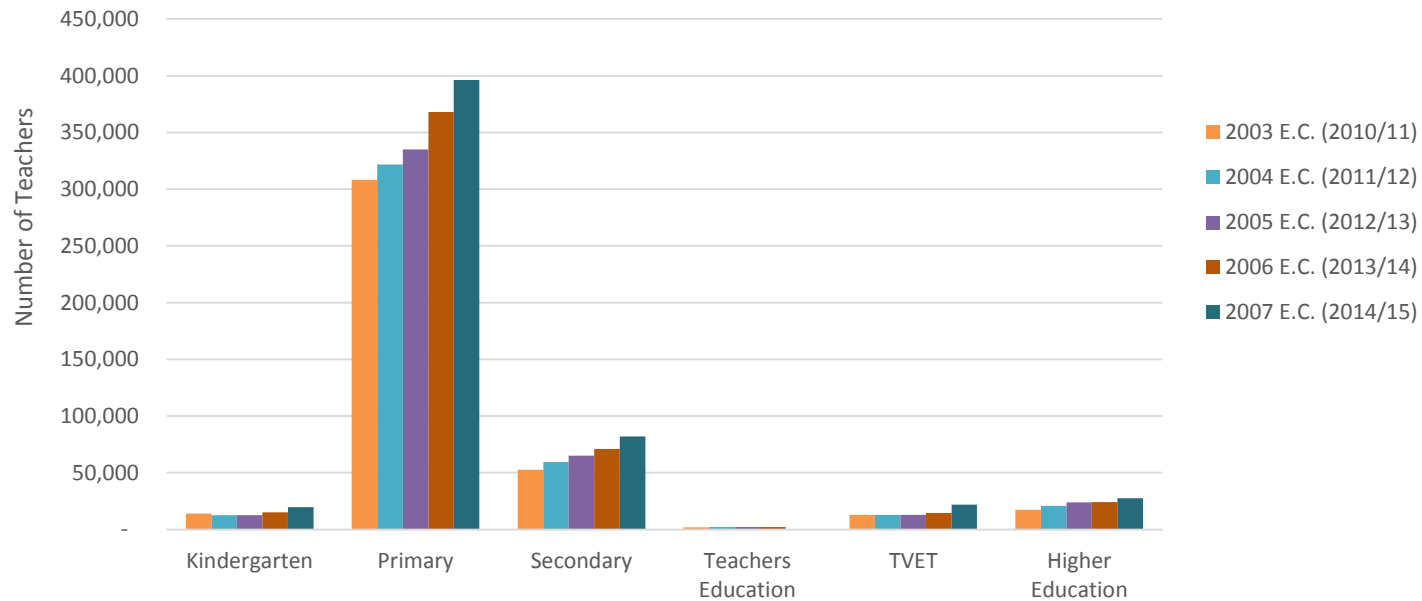


Table 1.4.4 and Chart 1.4.4 Trends in the number of Graduates

Education Level	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	AAGR (%)
<b>Secondary Education</b>	<b>429,899</b>	<b>516,200</b>	<b>502,828</b>	<b>630,612</b>	<b>661,412</b>	<b>870,776</b>	<b>11.0</b>
Grade 10 students with score $\geq 2.00$ in EGSECE	327,501	374,776	349,614	463,261	465,772	664,304	12.1
Grade 12 students who took exam in EHEECE	102,398	141,424	153,214	167,351	195,640	206,472	7.9
<b>Teachers' Education</b>	<b>27,761</b>	<b>26,802</b>	<b>33,232</b>	<b>44,299</b>	<b>45,989</b>	<b>43,041</b>	<b>9.9</b>
<b>TVET</b>		<b>109,853</b>	<b>140,461</b>	<b>125,738</b>	<b>125,738</b>	<b>304,850</b>	<b>22.6</b>
Level I		3,546	7,958	12,510	12,510	57,205	74.4
Level II		8,587	24,783	25,644	25,644	110,704	66.7
Level III		44,205	51,427	34,388	34,388	66,716	8.6
Level IV		52,295	56,161	52,756	52,756	64,390	4.2
Level V		1,220	32	440	440	5,835	36.8
<b>Higher Education</b>	<b>71,723</b>	<b>76,358</b>	<b>83,651</b>	<b>86,210</b>	<b>86,210</b>	<b>115,055</b>	<b>8.5</b>
Undergraduate	66,999	70,317	77,489	79,786	96,980	102,890	7.9
Postgraduate	4,724	6,041	6,162	6,424	8,021	12,165	15.0

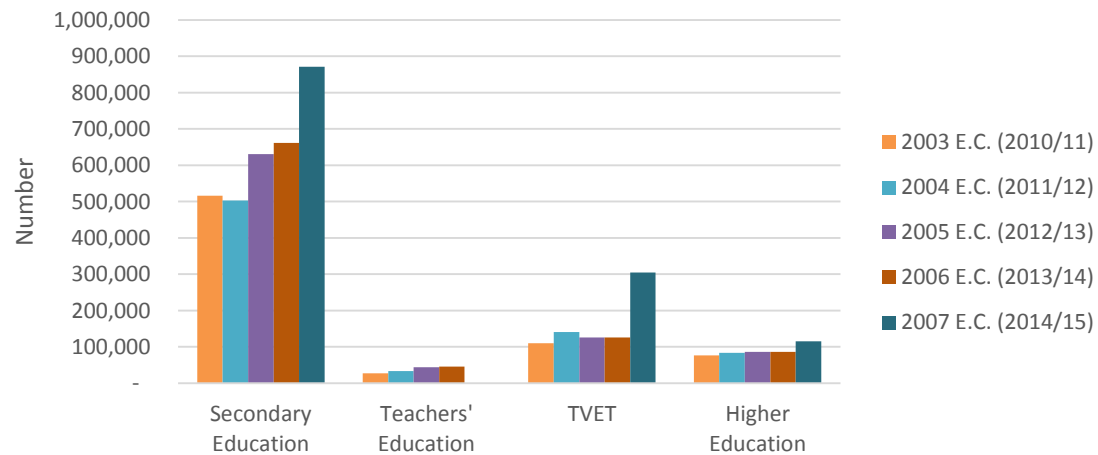


Table 1.4.5 and Chart 1.4.5 Trends in the Number of Primary Enrolments by Region

Region	2003 E.C. (2010/11)			2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			AAGR
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	503,792	497,811	1,001,603	504,632	502,341	1,006,973	515,263	504,812	1,020,075	536,575	520,534	1,057,109	572,982	541,663	1,114,645	2.2
Afar	78,959	55,741	134,700	83,960	65,935	149,895	75,933	57,990	133,923	117,427	92,703	210,130	117,253	85,431	202,684	8.5
Amhara	1,996,638	1,981,540	3,978,178	2,010,251	1,991,917	4,002,168	2,006,040	1,976,546	3,982,586	2,066,419	2,020,231	4,086,650	2,182,345	2,099,656	4,282,001	1.5
Oromiya	3,356,420	2,929,706	6,286,126	3,321,727	2,959,947	6,281,674	3,403,316	3,011,011	6,414,327	3,528,489	3,099,831	6,628,320	3,740,227	3,257,756	6,997,983	2.2
Somali	390,637	262,757	653,394	488,182	341,845	830,027	640,179	460,064	1,100,243	656,812	480,468	1,137,280	465,116	343,761	808,876	4.4
Benishang	110,171	83,706	193,877	108,143	85,416	193,559	107,286	85,347	192,633	113,289	90,928	204,217	121,928	98,434	220,362	2.6
SNNP	2,013,010	1,757,137	3,770,147	2,009,152	1,798,887	3,808,039	2,026,436	1,810,525	3,836,961	2,225,174	1,981,945	4,207,119	2,292,332	2,033,111	4,325,443	2.8
Gambella	54,373	43,675	98,048	59,388	47,780	107,168	56,193	45,996	102,189	60,998	51,394	112,392	62,496	51,151	113,647	3.0
Harari	19,414	16,210	35,624	19,471	16,755	36,226	20,359	16,846	37,205	21,091	18,267	39,358	22,668	18,668	41,336	3.0
Addis Ababa	222,045	280,237	502,282	227,417	281,769	509,186	227,367	276,510	503,877	240,508	318,136	558,644	233,079	282,836	515,915	0.5
Dire Dawa	33,629	30,503	64,132	33,820	30,603	64,423	33,894	30,382	64,276	34,542	30,735	65,277	36,076	32,249	68,325	1.3
<b>Total</b>	<b>8,779,088</b>	<b>7,939,023</b>	<b>16,718,111</b>	<b>8,865,491</b>	<b>8,124,293</b>	<b>16,989,784</b>	<b>9,112,266</b>	<b>8,276,029</b>	<b>17,388,295</b>	<b>9,601,324</b>	<b>8,705,172</b>	<b>18,306,496</b>	<b>9,846,502</b>	<b>8,844,716</b>	<b>18,691,217</b>	<b>2.3</b>

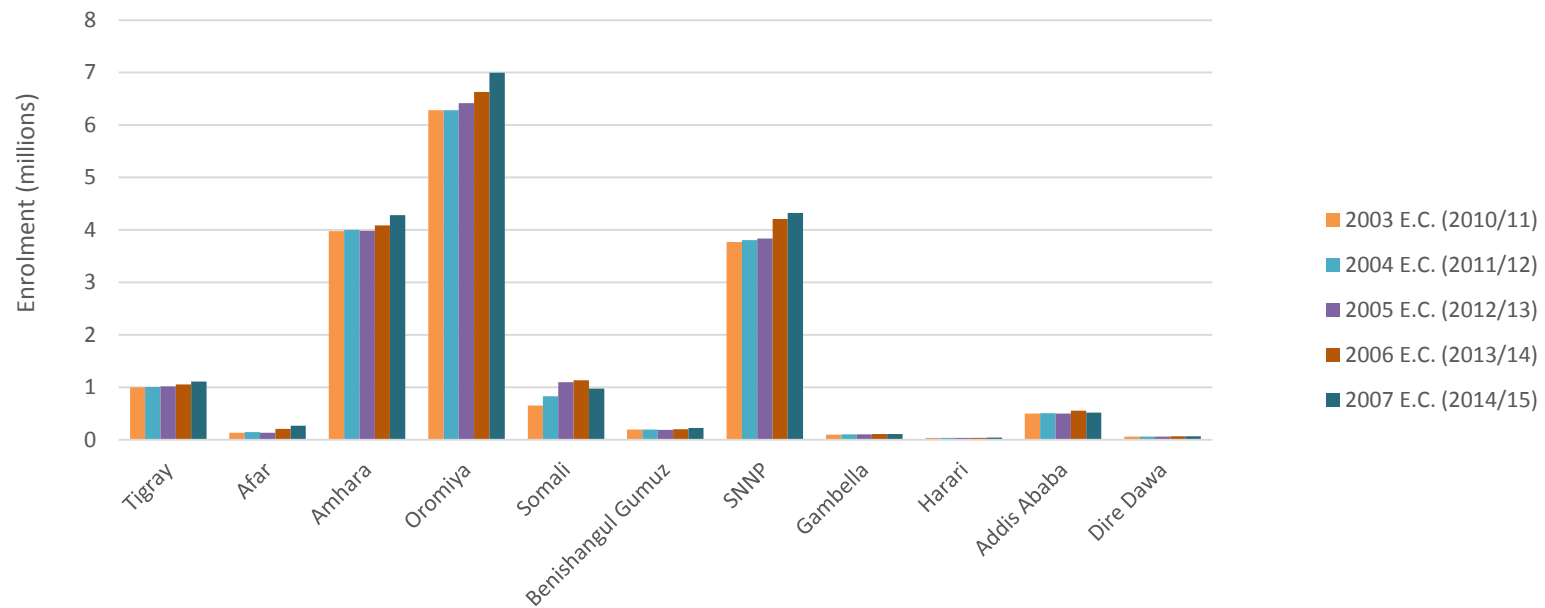


Table 1.4.6 and Chart 1.4.6 Trends in the Number of Secondary Enrolments by Region

Region	2003 E.C. (2010/11)			2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			AAGR
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	69,856	72,229	142,085	72,908	78,202	151,110	83,731	90,894	174,625	91,924	97,735	189,659	94,053	98,159	192,212	6.2
Afar	4,902	2,845	7,747	5,315	2,824	8,139	4,870	2,410	7,280	5,775	3,182	8,957	14,556	7,879	22,435	23.7
Amhara	220,760	204,063	424,823	214,985	208,375	423,360	237,247	240,271	477,518	246,007	253,031	499,038	246,007	253,031	499,038	3.3
Oromiya	365,559	256,867	622,426	345,011	268,016	613,027	355,229	287,052	642,281	355,324	292,454	647,778	368,146	307,863	676,009	1.7
Somali	19,102	9,584	28,686	24,979	10,479	35,458	28,867	14,569	43,436	33,349	15,271	48,620	37,859	18,301	56,160	14.4
Benishangul	13,155	9,155	22,310	13,159	10,372	23,531	12,754	10,675	23,429	12,918	10,501	23,419	14,384	11,427	25,811	3.0
SNNP	192,899	125,783	318,682	191,367	132,208	323,575	204,553	154,803	359,356	217,741	176,465	394,206	245,154	203,530	448,684	7.1
Gambella	8,065	4,273	12,338	10,147	5,422	15,569	10,048	6,224	16,272	11,844	6,991	18,835	13,216	8,115	21,331	11.6
Harari	3,743	2,690	6,433	3,446	2,854	6,300	4,038	3,444	7,482	3,385	2,803	6,188	3,728	3,212	6,940	1.5
Addis Ababa	71,945	80,626	152,571	72,363	81,848	154,211	62,986	73,650	136,636	72,858	78,179	151,037	66,355	81,358	147,713	(0.6)
Dire Dawa	6,836	5,197	12,033	6,673	5,058	11,731	6,498	4,918	11,416	5,899	4,719	10,618	6,419	5,363	11,782	(0.4)
<b>Total</b>	<b>976,822</b>	<b>773,312</b>	<b>1,750,134</b>	<b>960,353</b>	<b>805,658</b>	<b>1,766,011</b>	<b>1,010,821</b>	<b>888,910</b>	<b>1,899,731</b>	<b>1,057,024</b>	<b>941,331</b>	<b>1,998,355</b>	<b>1,109,877</b>	<b>998,238</b>	<b>2,108,115</b>	<b>3.8</b>

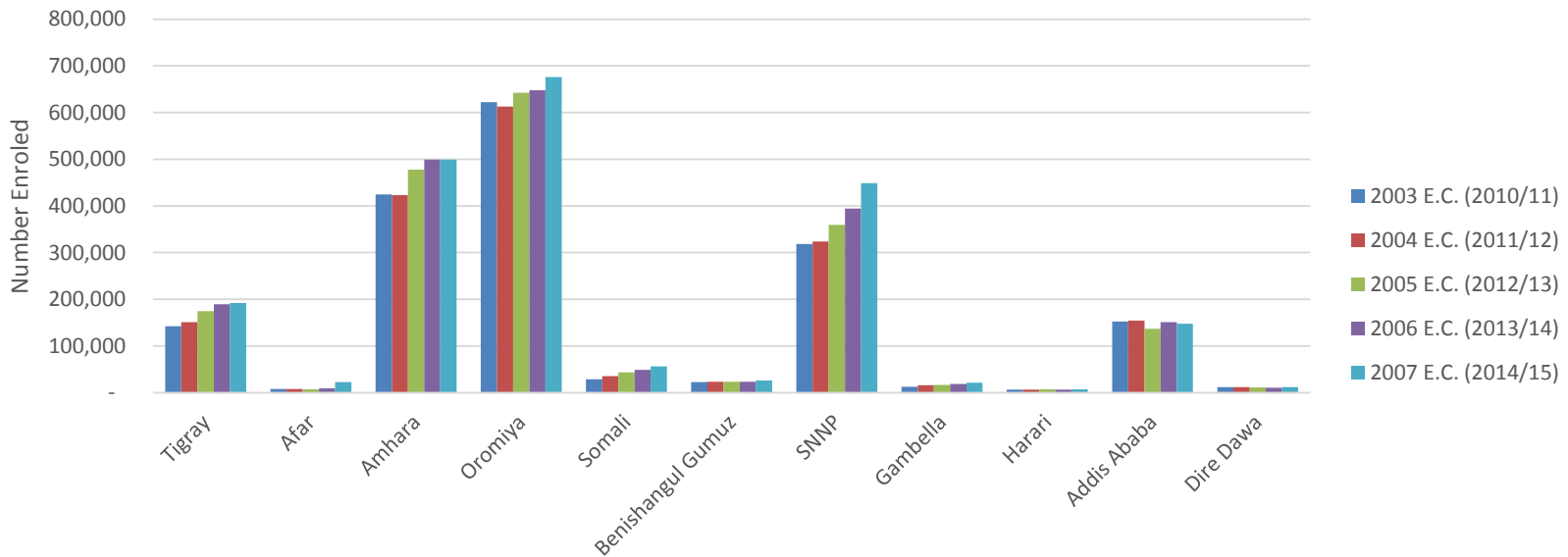
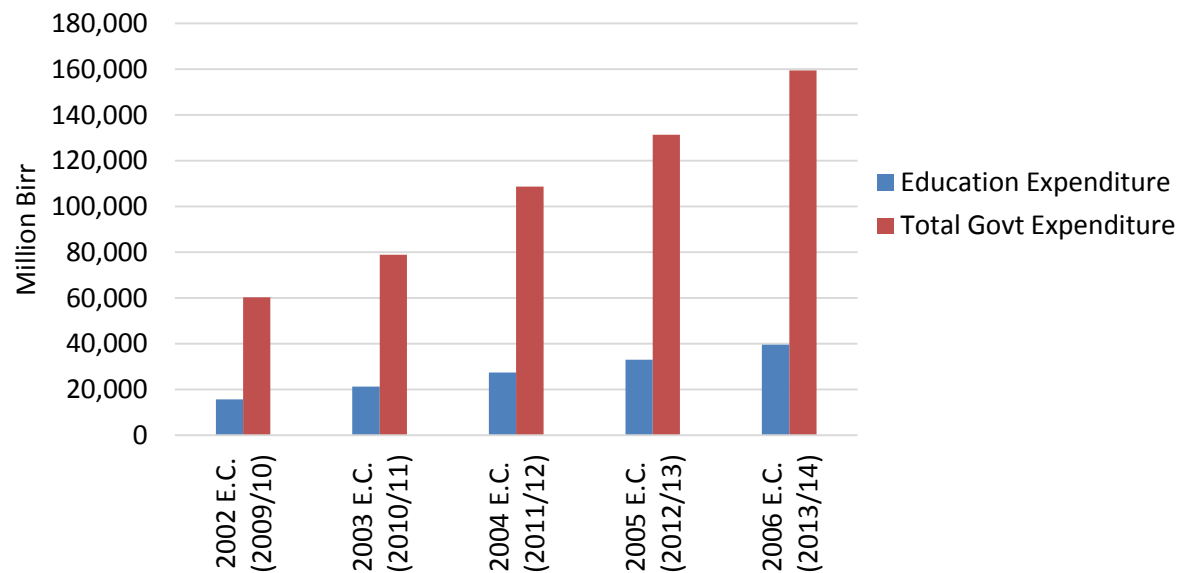




Table 1.4.7 and Chart 1.4.7 Education Expenditure

	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)
Education Expenditure (million Birr)	15,658.6	21,328.1	27,447.2	33,063.90	39,652.20
Total Government Expenditure (million Birr)	60,342.3	78,986.5	108,687.0	131,297.60	159,465.05
% Education of Total Government Expn.	25.9%	27.0%	25.3%	25.20%	24.9%



Note: 2007 E.C. data was not available at the time of publication

Table 1.4.8 Recurrent Expenditure by Region, millions of birr, 2006 E.C. (2013/14)

	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
<b>Total Education Expenditure</b>	1,290.8	237.7	4,072.9	5,224.7	465.1	241.6	2,888.1	157.6	84.9	1,398.6	169.9	7,988.1	24,220.0
<i>of which</i>													
<b>Primary</b>	746.7	122.8	2,385.8	3,172.6	321.9	136.7	1,902.6	80.5	44.2	524.0	66.7	92.8	9,597.3
<b>Secondary</b>	185.9	18.8	656.1	888.8		37.9	4.8	15.9	13.0	264.1	54.0	180.0	2,319.3
<b>TVET</b>	229.8	29.3	328.9	692.2	53.2	10.8	184.9	11.1	6.3	104.8	-	27.9	1,679.2
<b>Higher Education</b>	5.3	4.5	120.0	72.6	1.4	-	4.7	20.8	2.0	-	32.6	7,641.2	7,905.1
<b>Other</b>	123.1	62.3	582.1	398.5	88.6	56.2	791.1	29.3	19.4	505.7	16.6	46.2	2,719.1

Table 1.4.9 Capital Expenditure by Region, millions of birr, 2006 E.C. (2013/14)

	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
<b>Total Education Expenditure</b>	214.7	83.0	874.7	1,156.0	227.7	58.2	477.0	29.1	27.1	355.3	37.1	11,892.3	15,432.2
<i>of which</i>													
<b>Primary</b>	19.3	55.4	2.9	259.4	5.8	40.7	178.0	20.0	11.7	11.5	11.9	1,143.0	1,759.6
<b>Secondary</b>	4.9	12.6	10.8	581.4	107.8	-	1.8	3.9	1.4	6.2	1.4	119.0	851.2
<b>TVET</b>	61.9	8.8	261.1	242.6	51.9	0.9	182.5	3.0	2.9	21.5	-	166.7	1,003.8
<b>Higher Education</b>	-	0.7	8.2	0.2	2.6	-	6.8		1.6	-	9.8	10,277.0	10,306.9
<b>Other</b>	128.6	5.5	591.7	72.4	59.6	16.6	107.9	2.2	9.5	316.1	14.0	186.6	1,510.7

Table 1.4.10 Total Expenditure by Region, millions of birr, 2006 E.C. (2013/14)

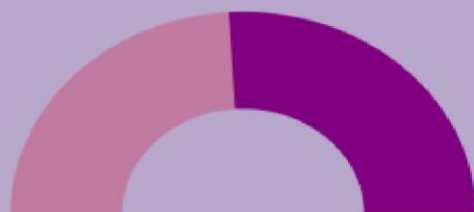
	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
<b>Total Education Expenditure</b>	1,505.5	320.7	4,947.6	6,380.7	692.8	299.8	3,365.1	186.7	112.0	1,753.9	207.0	19,880.4	39,652.2
<i>of which</i>													
<b>Primary</b>	766.0	178.2	2,388.7	3,432.0	327.7	177.4	2,080.6	100.5	55.9	535.5	78.6	1,235.8	11,356.9
<b>Secondary</b>	190.8	31.4	666.9	1,470.2	107.8	37.9	6.6	19.8	14.4	270.3	55.4	299.0	3,170.5
<b>TVET</b>	291.7	38.1	590.0	934.8	105.1	11.7	367.4	14.1	9.2	126.3	-	194.6	2,683.0
<b>Higher Education</b>	5.3	5.2	128.2	72.8	4.0	-	11.5	20.8	3.6	-	42.4	17,918.2	18,212.0
<b>Other</b>	251.7	67.8	1,173.8	470.9	148.2	72.8	899.0	31.5	28.9	821.8	30.6	232.8	4,229.8

# GENERAL EDUCATION

## 2007 E.C. (2014/15)



### ENROLMENT IN PREPRIMARY



girls (48.06%) boys (51.94%)

2,958,803 CHILDREN ARE ENROLLED

### GROSSENLROLEMENT RATIO

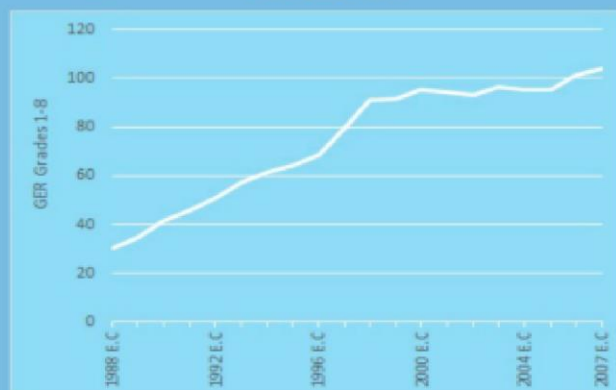
**39.0%** PREPRIMARY  
KINDERGARTEN, OCLASS  
AND CHILD TO CHILD

**102.7%** PRIMARY  
GRADES 1-8

**25.6%** SECONDARY  
GRADES 9-12

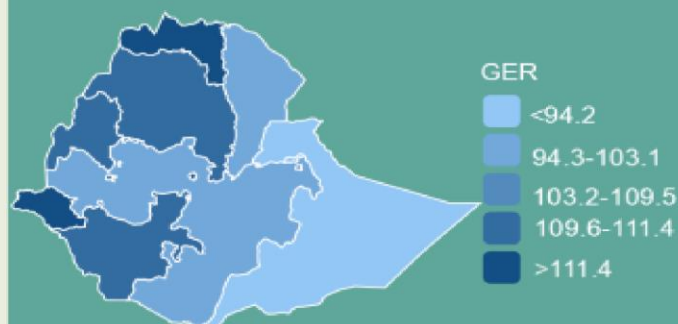


### PRIMARY GER TREND



The Primary (Grades 1-8) GER has increased significantly over the last 20 years showing that access to education is widely available across the country

### REGIONAL PRIMARY GER

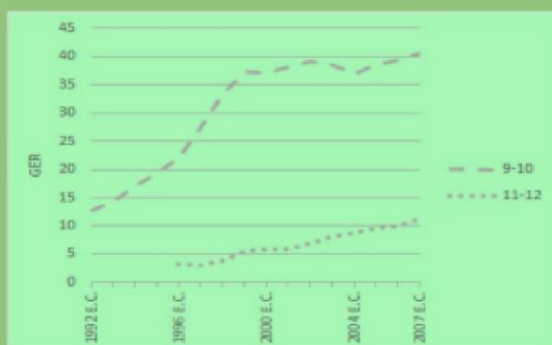


GER varies greatly across Ethiopia, Dire Dawa has the lowest GER at 66%, Gambella and Addis Ababa have the highest at 151%



## SECONDARY GER TREND

Secondary GER rates are much lower than primary and there are also large variations between grades 9-10 and 11-12



## GENDER EQUITY

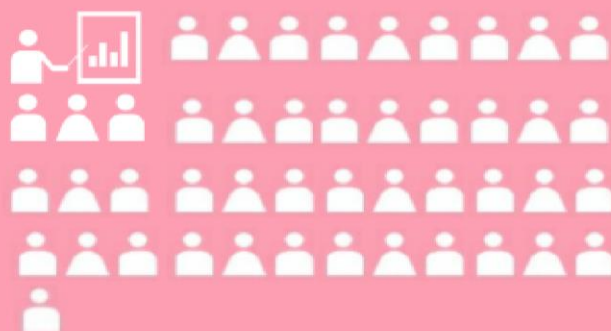
0.92 PRIMARY GRADES

0.89 SECONDARY GRADES

Ideally males and females will have equal access to education. Gender Equity is measured using an index, 1 indicates equal numbers of boys and girls, scores of less than 1 show that there are more boys.



## PRIMARY PUPIL TEACHER RATIO



## GRADUATES



GRADE 10 PASS RATE

67%

NUMBER OF STUDENTS ACHIEVING OVER 200 IN GRADE 12

203,544

## 2. General Education

### 2.1 Early Childhood Care and Education

Pre-school programmes, known as pre-primary education, are delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organisations (NGOs), communities, private institutions, and faith-based organisations. The second, non-formal pre-school service is being delivered mainly through the child to child initiatives. The third one is the most widespread response of local governments and that has been the setting up of 'O' class.

The importance of early childhood care and education (ECCE) is articulated in the education sector development plan (ESDP V). ECCE is one of the priorities for the education sector because it is one of the inputs to the overall improvement of the quality of education and may lead to the reduction of drop out and repetition rates in primary grades. ECCE also leads to higher enrolment in primary education, particularly for girls. Also, participating in early childhood and care education (ECCE) is a right of every child and it has been considered as a bedrock of education for all (EFA) and the first step in meeting all the other EFA goals. This in turn contributes to the overarching Sustainable Development Goal of reducing poverty and providing education for all. In order to achieve the above objectives the government has been working to develop a curriculum, train teachers and provide supervisory support. As a result the enrolment of pre-primary education is increasing every year, though underreporting remains a persistent issue in kindergarten centers. To this end in order to evaluate the achievement so far attained by the education system Gross Enrolment Rate (GER), Net Enrolment Rate (NER) and Adjusted Enrolment Rates (ANER) have been calculated and presented using tables and associated charts.

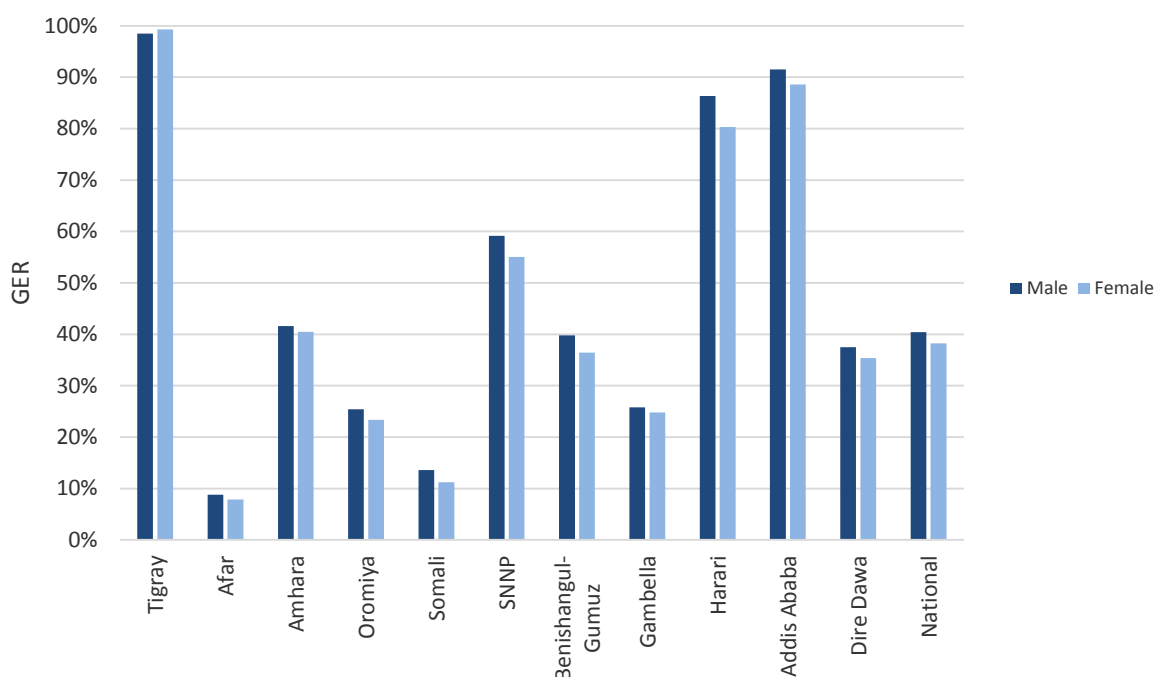
#### 2.1.1 Gross Enrolment Rate (GER)

Gross Enrolment Rate (GER) is a ratio obtained by dividing the total enrolment of preprimary students by the expected official preprimary school age population. Table 2.1.1 and chart 2.1.1 below show the data regarding enrolment of students in each region associated with the official expected population size and calculated result.

Table 2.1.1 School Age Population (age 4-6), Enrolment, and by Region 2007 E.C. (2014/15)

Regions	School Age population(4-6)			Enrolment in preprimary(all age)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	191,221	187,383	378,604	99%	99%	99%
Afar	67,649	64,008	131,657	5,932	5,038	10,970	9%	8%	8%
Amhara	856,070	828,267	1,684,337	355,972	335,356	691,328	42%	40%	41%
Oromiya	1,496,937	1,469,129	2,966,066	380,433	343,531	723,964	25%	23%	24%
Somali	248,116	242,829	490,945	33,647	27,273	60,920	14%	11%	12%
SNNP	772,580	758,110	1,530,690	456,788	417,142	873,930	59%	55%	57%
Benishangul-Gumuz	42,527	41,128	83,655	16,920	14,983	31,903	40%	36%	38%
Gambella	15,039	14,662	29,701	3,879	3,631	7,510	26%	25%	25%
Harari	8,063	7,699	15,762	6,961	6,184	13,145	86%	80%	83%
Addis Ababa	84,963	84,766	169,729	77,750	75,081	152,831	92%	89%	90%
Dire Dawa	19,447	18,119	37,566	7,291	6,407	13,698	37%	35%	36%
National	3,805,523	3,717,419	7,522,942	1,536,794	1,422,009	2,958,803	40%	38%	39%

Chart 2.1.1 GER of preprimary, 2007 E.C. (2014/15)



As shown in both Table 2.1.1 and its associated chart 2.1.1, the national gross enrolment rate is 39% and the gross enrolment rate for girls has attained 38%. However if we look at regional achievement Tigray, Addis Ababa and Harari attained the highest GER; 99%, 90% and 83% respectively. In contrary the achievement by Gambella, Afar and Somali; 25%, 8% and 12% respectively attained the lowest GER. In ESDP V the target that is stated that needs to be reached is 80% GER by 2019/20. Some regions have achieved this already but at a national level there needs to be a large increase in enrolment in the coming years for this target to be reached.

Tables 2.1.2, 2.1.3 and 2.1.4 show the breakdown by preprimary sector by kindergarten, child to child and 0 class. 0 class contributes the most to the total preprimary enrolment, with 65% of all preprimary enrolment taking place in this category. Addis Ababa has the highest kindergarten GER enrolment, with very few children enrolled in child to child programs in this region. Tigray region has the greatest number of students' enrolled in Child to Child with 47% of all students enrolled in Child to Child taking place in this region. Enrolment in 0 class is high in Amhara, Oromia and SNNP.

Enrolments in 0 class have increased by 18% between 2006 E.C. and 2007 E.C. and is now at 1,916,823, this shows that preprimary programs are increasing and more children are enrolling. Enrolments in the child to child program have also increased by 68,906 between 2006 E.C. and 2007 E.C. These large increases in enrolment will help the country to achieve the ESDP V target.

**Kindergarten Sector**

Table 2.1.2 Kindergarten Enrolment 2007 E.C. (2014/15)

Regions	School Age population(4-6)			Enrolment in kindergarten (all age)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	12,670	12,237	24,907	7%	6%	7%
Afar	67,649	64,008	131,657	1,018	978	1,996	2%	2%	2%
Amhara	856,070	828,267	1,684,337	21,359	20,739	42,098	2%	3%	2%
Oromiya	1,496,937	1,469,129	2,966,066	92,824	87,097	179,921	6%	6%	6%
Somali	248,116	242,829	490,945	11,476	8,643	20,119	5%	4%	4%
SNNP	772,580	758,110	1,530,690	43,348	39,606	82,954	6%	5%	5%
Benishangul-Gumuz	42,527	41,128	83,655	1,957	1,716	3,673	5%	4%	4%
Gambella	15,039	14,662	29,701	1,428	1,252	2,680	9%	9%	9%
Harari	8,063	7,699	15,762	2,726	2,482	5,208	34%	32%	33%
Addis Ababa	84,963	84,766	169,729	75,627	72,561	148,188	89%	86%	87%
Dire Dawa	19,447	18,119	37,566	5,426	4,936	10,362	28%	27%	28%
National	3,805,523	3,717,419	7,522,942	269,859	252,247	522,106	7%	7%	7%

**Child to Child**

Table 2.1.3 Child to Child enrolment 2007 E.C. (2014/15)

Regions	School Age population (4-6)			Enrolment in child to child (all age)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	123,233	121,363	244,596	63%	64%	64%
Afar	67,649	64,008	131,657	361	242	603	1%	0%	0%
Amhara	856,070	828,267	1,684,337	65,580	61,741	127,321	8%	7%	8%
Oromiya	1,496,937	1,469,129	2,966,066	24,820	21,994	46,814	2%	1%	2%
Somali	248,116	242,829	490,945	8	4	12	0%	0%	0%
SNNP	772,580	758,110	1,530,690	45,941	43,839	89,780	6%	6%	6%
Benishangul-Gumuz	42,527	41,128	83,655	4,271	3,915	8,186	10%	10%	10%
Gambella	15,039	14,662	29,701	-	-	-	0%	0%	0%
Harari	8,063	7,699	15,762	1,361	1,106	2,467	17%	14%	16%
Addis Ababa	84,963	84,766	169,729	29	48	77	0%	0%	0%
Dire Dawa	19,447	18,119	37,566	8	10	18	0%	0%	0%
National	3,805,523	3,717,419	7,522,942	265,612	254,262	519,874	7%	7%	7%

**Enrolment in 0 Class**

Table 2.1.4 Enrolment in 0 Class 2007 E.C. (2014/15)

Regions	School Age population (4-6)			Enrollment in 0 Class (all age)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	55,318	53,783	109,101	28%	29%	28%
Afar	67,649	64,008	131,657	4,553	3,818	8,371	7%	6%	6%
Amhara	856,070	828,267	1,684,337	269,033	252,876	521,909	31%	31%	31%
Oromiya	1,496,937	1,469,129	2,966,066	262,789	234,440	497,229	18%	16%	17%
Somali	248,116	242,829	490,945	22,163	18,626	40,789	9%	8%	8%
SNNP	772,580	758,110	1,530,690	367,499	333,697	701,196	48%	44%	46%
Benishangul-Gumuz	42,527	41,128	83,655	10,692	9,352	20,044	25%	23%	24%
Gambella	15,039	14,662	29,701	2,451	2,379	4,830	16%	16%	16%
Harari	8,063	7,699	15,762	2,874	2,596	5,470	36%	34%	35%
Addis Ababa	84,963	84,766	169,729	2,094	2,472	4,566	2%	3%	3%
Dire Dawa	19,447	18,119	37,566	1,857	1,461	3,318	10%	8%	9%
National	3,805,523	3,717,419	7,522,942	1,001,323	915,500	1,916,823	26%	25%	25%

**2.1.2 Net Enrolment Rate (NER)**

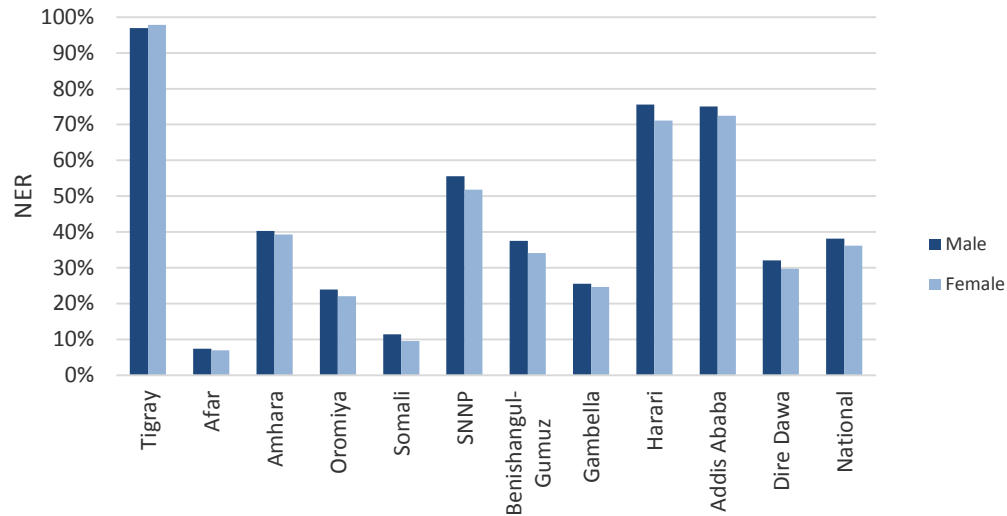
Net Enrolment Rate (NER) is a ratio obtained by taking the number of appropriate aged enrolment of students in the preprimary school systems to the expected official preprimary school age population. Table 2.1.5 and chart 2.1.2 below show the data regarding age specific enrolment of students in each region associated with the official expected population size and NER result.

Table 2.1.5 Preprimary NER 2007 E.C. (2014/15)

Regions	School Age population(4-6)			Enrollment of preprimary (age specific)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	188,148	184,559	372,707	97%	98%	97%
Afar	67,649	64,008	131,657	4,967	4,421	9,388	7%	7%	7%
Amhara	856,070	828,267	1,684,337	345,127	325,682	670,809	40%	39%	40%
Oromiya	1,496,937	1,469,129	2,966,066	358,601	324,105	682,706	24%	22%	23%
Somali	248,116	242,829	490,945	28,301	23,043	51,344	11%	9%	10%
SNNP	772,580	758,110	1,530,690	429,069	392,476	821,545	56%	52%	54%
Benishangul-Gumuz	42,527	41,128	83,655	15,939	14,010	29,949	37%	34%	36%
Gambella	15,039	14,662	29,701	3,839	3,607	7,446	26%	25%	25%
Harari	8,063	7,699	15,762	6,092	5,475	11,567	76%	71%	73%
Addis Ababa	84,963	84,766	169,729	63,730	61,400	125,130	75%	72%	74%
Dire Dawa	19,447	18,119	37,566	6,241	5,387	11,628	32%	30%	31%
National	3,805,523	3,717,419	7,522,942	1,450,054	1,344,165	2,794,219	38%	36%	37%



Chart 2.1.2 NER of preprimary, 2007 E.C. (2014/15)



The net enrolment rate as presented in the above table 2.1.5 and chart 2.1.2 is almost similar to the calculated result obtained for GER in table 2.1.1. This implies that out of all the children enrolled in preprimary the majority are of the appropriate school age for the level. In the Tigray region there are more females of the correct age attending preprimary programs, this is the only region where this takes place.

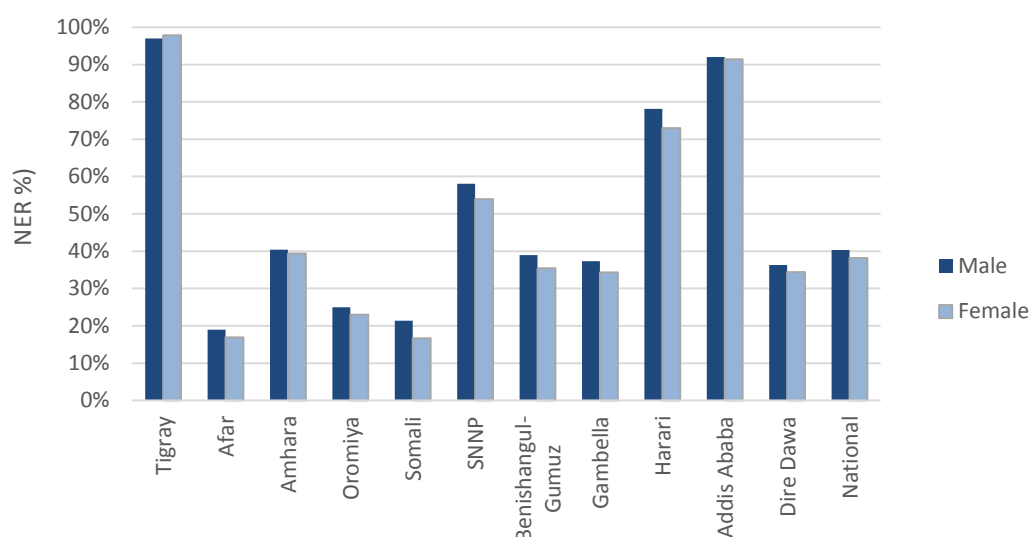
## 2.1.3 Adjusted Net Enrolment Rate

The calculation that has been used traditionally to calculate NER, and is shown above, only includes those children who are between 4-6 and enrolled in preprimary programs. This excludes those children who have enrolled in primary school grades who are below 7. For example there may be 6 year olds who have enrolled in grade 1 in a primary grade who would be excluded from both the preprimary NER and the primary NER because they have not enrolled in the correct modality for their age. From table 2.1.6 and chart 2.1.3 it can be seen that there is an overall 3% increase in NER when children under 7 in primary grades are included in the calculation. Some regions are more affected then others, with Afar, Somali and Addis Ababa showing the greatest increase in their preprimary NER calculation. This indicates that there are many children who have enrolled in primary grades who are under 7 in these regions.

Table 2.1.6 Preprimary adjusted NER, 2007 E.C. (2014/15)

Regions	School Age population (4-6)			Enrolment of preprimary (4 -6) and under 7 year olds in primary grades			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	194,132	188,703	382,835	188,235	184,632	372,847	97%	98%	97%
Afar	67,649	64,008	131,657	12,855	10,813	21,260	19%	17%	16%
Amhara	856,070	828,267	1,684,337	345,700	326,229	671,929	40%	39%	40%
Oromiya	1,496,937	1,469,129	2,966,066	373,459	338,026	702,478	25%	23%	24%
Somali	248,116	242,829	490,945	53,062	40,472	74,197	21%	17%	15%
SNNP	772,580	758,110	1,530,690	448,690	408,943	845,575	58%	54%	55%
Benishangul-Gumuz	42,527	41,128	83,655	16,573	14,572	30,941	39%	35%	37%
Gambella	15,039	14,662	29,701	5,611	5,029	9,244	37%	34%	31%
Harari	8,063	7,699	15,762	6,302	5,619	11,921	78%	73%	76%
Addis Ababa	84,963	84,766	169,729	78,197	77,489	155,508	92%	91%	92%
Dire Dawa	19,447	18,119	37,566	7,053	6,229	13,282	36%	34%	35%
National	3,805,523	3,717,419	7,522,942	1,535,737	1,418,053	2,909,182	40%	38%	39%

Chart 2.1.3 Preprimary adjusted NER, 2007 E.C. (2014/15)



## 2.2 Primary Education

According to the education and training policy “Primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training” (ETP, 1994). Primary education is critical to a nation’s development, providing on average the highest public returns to investment for the state, and is the keystone for later education and economic growth. In Ethiopia, primary education, defined as eight years in duration, is conducted from grades 1-8. It is implemented in two cycles, which are known as primary 1<sup>st</sup> cycle (grades 1-4) and primary 2<sup>nd</sup> cycle (grades 5-8). According to the Educational policy, ETP1994, the official admission age is stated as 7.

Within this perspective the following sub sections are presented to show how the system is functioning and depicts the achievements through educational performance indicators. These indicators measure the extent to which children have access to primary levels of education.

### 2.2.1 Apparent Intake Rate

This is the percentage of new entrants (irrespective of the age) compared against the population of school admission age, in Ethiopia this is 7. It provides a rough estimate of access to school, due to the inclusion of over aged and under aged students in the enrolment.

Table 2.2.1 Apparent Intake Rate (AIR) by region and gender 2007 E.C. (2014/15)

Region	Population Age 7			Enrolment to G1			AIR %		
	M	F	T	M	F	T	Male	Female	Total
<b>Tigray</b>	62,491	60,851	123,342	95,666	85,673	181,339	153.1	140.8	147.0
<b>Afar</b>	22,067	20,857	42,923	18,855	14,554	33,409	85.4	69.8	77.8
<b>Amhara</b>	270,269	261,713	531,981	392,089	355,741	747,830	145.1	135.9	140.6
<b>Oromiya</b>	475,672	467,783	943,455	816,128	711,904	1,528,032	171.6	152.2	162.0
<b>Somali</b>	78,234	76,815	155,050	115,460	85,439	200,899	147.6	111.2	129.6
<b>SNNP</b>	245,886	242,013	487,899	475,916	421,469	897,385	193.6	174.2	183.9
<b>Benishangul-Gumuz</b>	13,648	13,227	26,875	22,886	20,473	43,359	167.7	154.8	161.3
<b>Gambella</b>	4,843	4,729	9,571	10,031	8,543	18,574	207.1	180.7	194.1
<b>Harar</b>	2,644	2,532	5,176	5,048	4,110	9,158	190.9	162.3	176.9
<b>Addis Ababa</b>	25,091	25,421	50,511	21,758	24,726	46,484	86.7	97.3	92.0
<b>Dira dawa</b>	5,671	5,415	11,086	4,777	4,550	9,327	84.2	84.0	84.1
<b>National</b>	1,206,514	1,181,356	2,387,870	1,978,614	1,737,182	3,715,796	164.0	147.0	155.6

From table 2.2.1 we can see that the nationally the AIR is 155.6%, this shows that there are many children who are not 7 years old enrolling in grade 1. This could be due to students repeating this grade or starting primary school later than age 7. It shows there is a high demand for grade 1 primary classes across the country. Only three regions have an AIR under 100%, they are Addis Ababa, Afar and Dire Dawa.

Chart 2.2.1 AIR by region and gender, 2007 E.C. (2014/15)

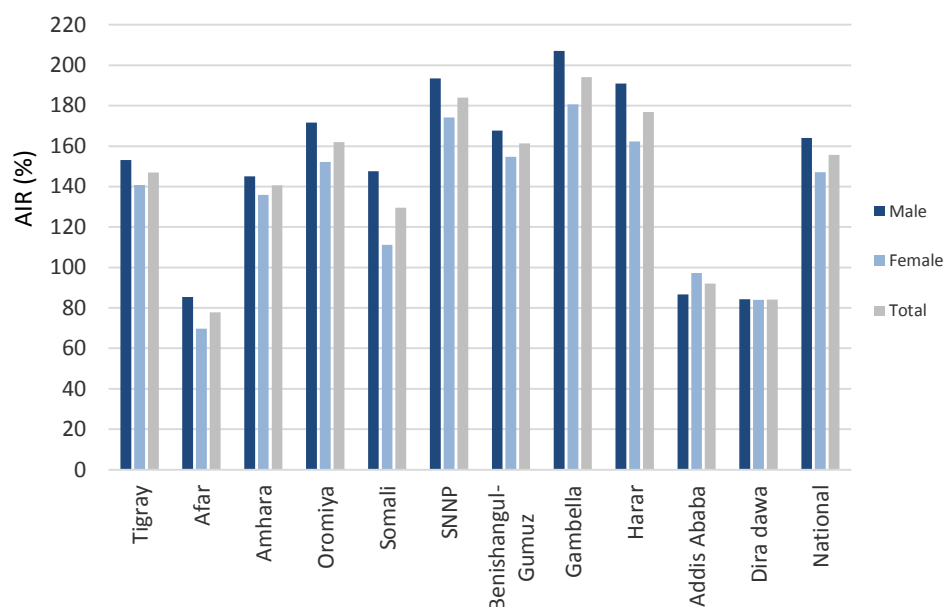
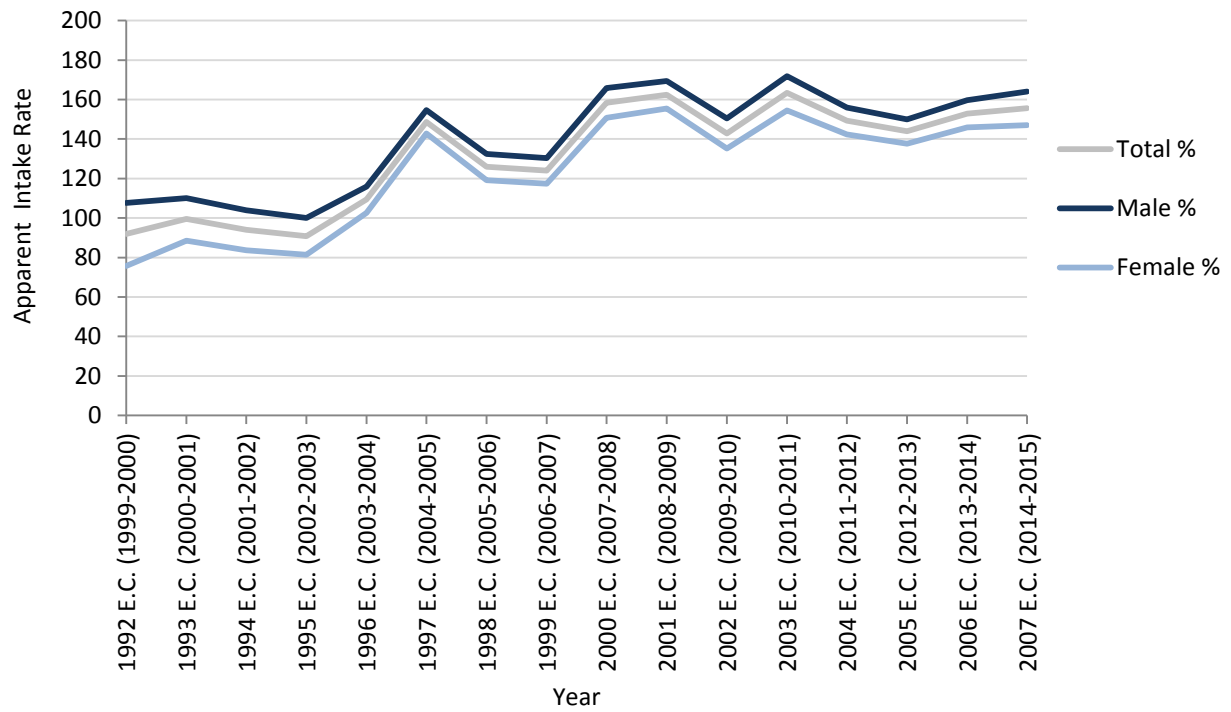


Table 2.2.2 Apparent Intake Rate (AIR) Trends, 1992 E.C.-2007 E.C.

Year	Total %	Male %	Female %
1992 E.C. (1999-2000)	92	107.7	75.8
1993 E.C. (2000-2001)	99.5	110.1	88.5
1994 E.C. (2001-2002)	94	104	83.6
1995 E.C. (2002-2003)	90.8	100	81.4
1996 E.C. (2003-2004)	109.4	116	102.6
1997 E.C. (2004-2005)	148.7	154.7	142.8
1998 E.C. (2005-2006)	125.9	132.5	119.2
1999 E.C. (2006-2007)	124	130.4	117.4
2000 E.C. (2007-2008)	158.4	165.8	150.8
2001 E.C. (2008-2009)	162.5	169.4	155.4
2002 E.C. (2009-2010)	142.9	150.4	135.2
2003 E.C. (2010-2011)	163.4	171.9	154.5
2004 E.C. (2011-2012)	149.3	156	142.4
2005 E.C. (2012-2013)	143.9	150	137.6
2006 E.C. (2013-2014)	152.9	159.7	145.9
2007 E.C. (2014-2015)	155.6	164	147

Table 2.2.2 and chart 2.2.2 show the trend of the apparent intake rate over the last 16 years. From the chart below it can be observed that the overall AIR trend has increased by 63.6 percentage points between 1992 and 2007 E.C. There is a large amount of fluctuation in the trend, however it now appears that the AIR is plateauing and the increase that was observed between 1992 and 2003 E.C. has slowed.

Chart 2.2.2 AIR trends, 1992 – 2007 E.C.



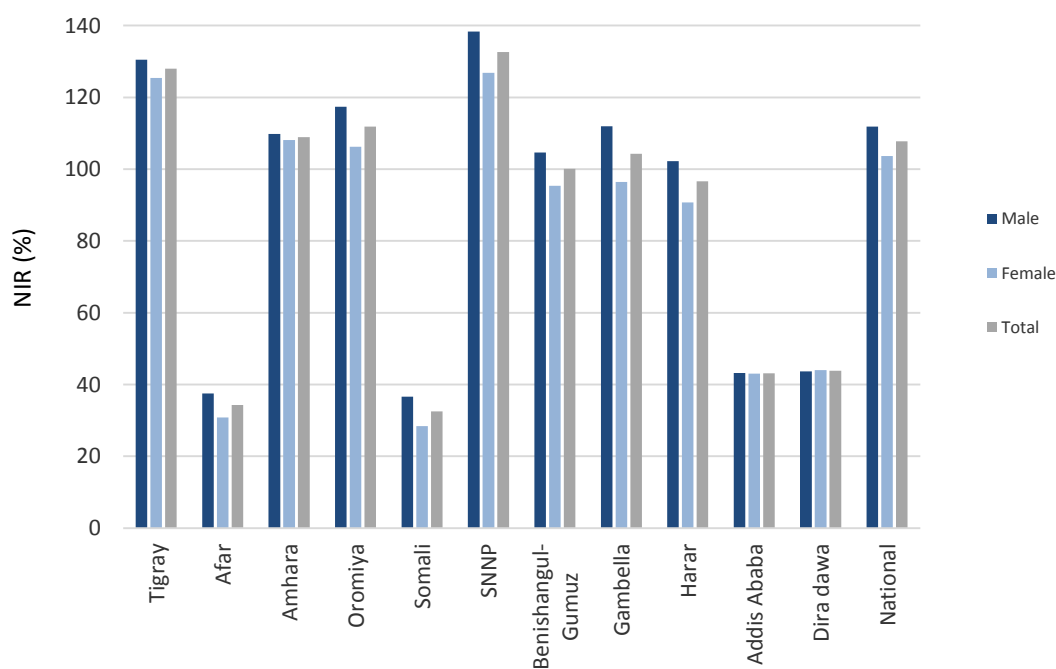
## 2.2.2 Net Intake Rate

Net Intake Rate is a similar indicator to AIR, however this indicator only looks at those children who are of the correct age to enter grade 1. In the case for Ethiopia it is the proportion of 7 year olds who enroll in grade 1.

Table 2.2.3 Net Intake Rate (NIR) by region and gender 2007 E.C. (2014/15)

Region	Population Age 7			Enrolment in G1 at age 7			NIR (%)		
	M	F	T	M	F	T	Male	Female	Total
<b>Tigray</b>	62,491	60,851	123,342	81,546	76,334	157,880	130.5	125.4	128.0
<b>Afar</b>	22,067	20,857	42,923	8,283	6,423	14,706	37.5	30.8	34.3
<b>Amhara</b>	270,269	261,713	531,981	296,799	282,834	579,633	109.8	108.1	109.0
<b>Oromiya</b>	475,672	467,783	943,455	558,319	497,049	1,055,368	117.4	106.3	111.9
<b>Somali</b>	78,234	76,815	155,050	28,626	21,832	50,458	36.6	28.4	32.5
<b>SNNP</b>	245,886	242,013	487,899	340,182	306,854	647,036	138.3	126.8	132.6
<b>Benishangul-Gumuz</b>	13,648	13,227	26,875	14,285	12,617	26,902	104.7	95.4	100.1
<b>Gambella</b>	4,843	4,729	9,571	5,421	4,562	9,983	111.9	96.5	104.3
<b>Harar</b>	2,644	2,532	5,176	2,704	2,298	5,002	102.3	90.8	96.6
<b>Addis Ababa</b>	25,091	25,421	50,511	10,852	10,935	21,787	43.3	43.0	43.1
<b>Dira dawa</b>	5,671	5,415	11,086	2,478	2,382	4,860	43.7	44.0	43.8
<b>National</b>	1,206,514	1,181,356	2,387,870	1,349,495	1,224,120	2,573,615	111.9	103.6	107.8

Chart 2.2.3 NIR by region and gender 2007 E.C. (2014/15)



The NIR indicates that the proportion of children, of the correct admission age, who are coming to school for the first time nationally reached 107.8%. This means that there are more 7 year olds enrolled in Grade 1 nationally than there are 7 year olds in the country, according to the population data. There is wide regional variation in this statistic, with Somali region only having 32.5% of the 7 year olds enrolling in Grade 1. Addis Ababa also has a surprisingly low NIR at 43%, this indicates that there are many children who are not 7 enrolling in Grade 1 in this region. The NIR for SNNP, Tigray, Oromia and Amhara is higher than 100%. This highlights the problem of accurate population data not being available and children not having an accurate record of their birthday. This also might reflect difficulties in the recording of the movement of children from region to region, currently this is not recorded accurately in the EMIS data or in the population data.

Comparing the AIR and NIR by region shows those regions where the problem of children enrolling in Grade 1 at the unofficial enrolment age, i.e. at an age other than 7. Chart 2.2.4 shows that Tigray has the smallest difference between AIR and NIR indicating that the majority of children enrolling in grade 1 are 7 year olds. Nationally there is a 48 percentage point difference between AIR and NIR highlighting that there is still a large gap to close in regard to children of the correct age enrolling in Grade 1.

Chart 2.2.4 Regional comparison between AIR and NIR, 2007 E.C. (2014/15)

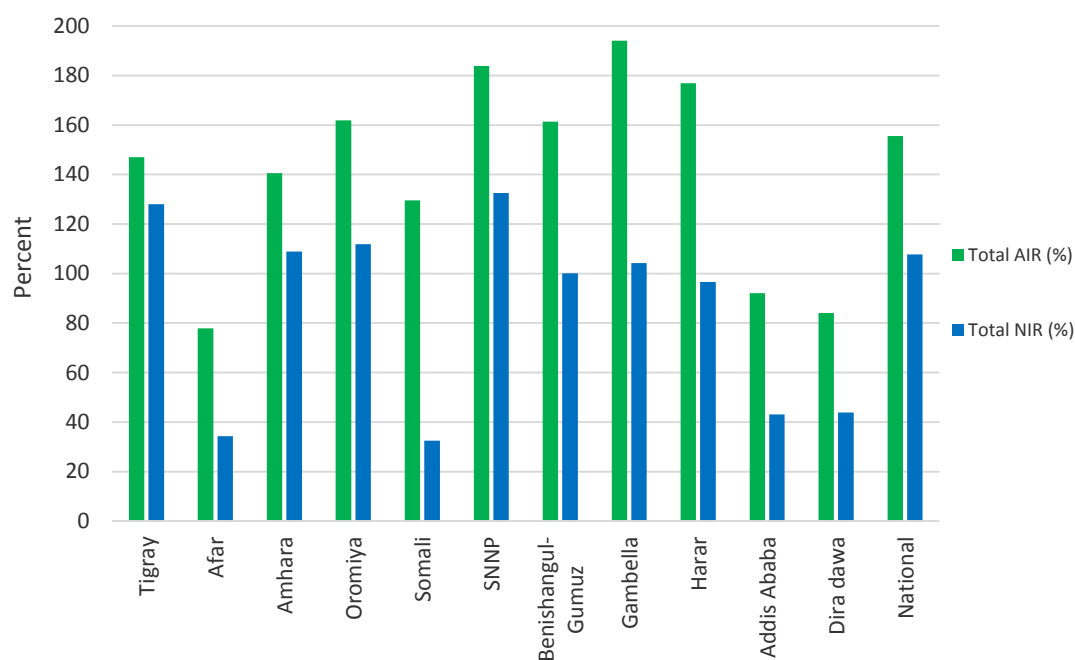
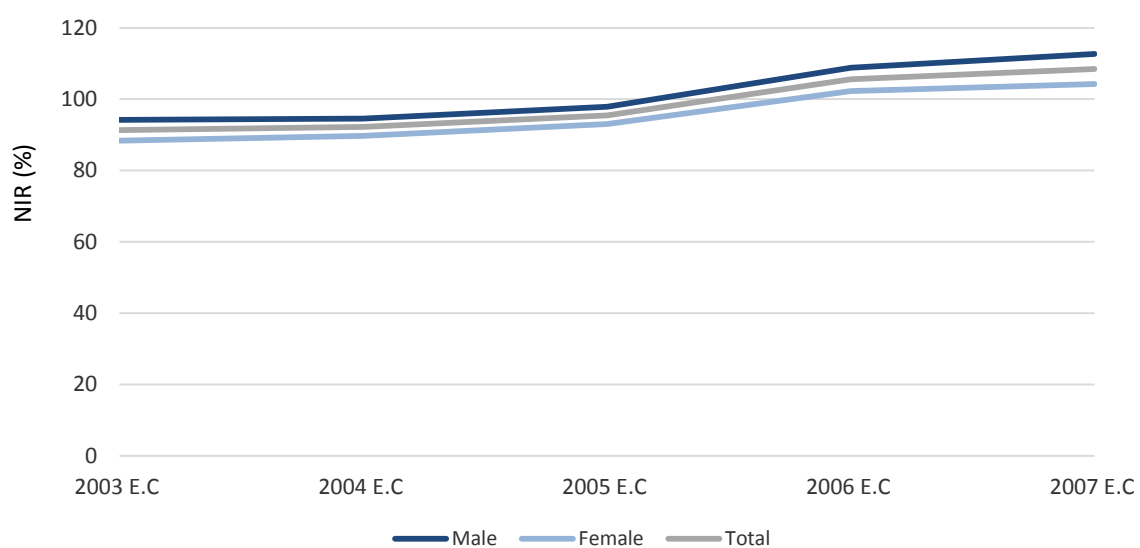


Table 2.2.4 and Chart 2.2.5 show the trend in NIR for the last 5 years, it can be seen that the national NIR continues to increase, with little variation in female and male NIR compared to the national trend. Male NIR is maintained at a higher rate compared to the female NIR showing that nationally equity issues remain in regards to access. The NIR target for 2019/20 in the ESDP V is 98%, currently NIR displays an increasing trend and for the target NIR to be achieved the recording of age data within the school system needs to be improved.

Table 2.2.4 Net Intake Rate (NIR) Trends

Year	Male	Female	Total
2003 E.C	94.2	88.4	91.3
2004 E.C	94.6	89.7	92.2
2005 E.C	97.9	93	95.5
2006 E.C	108.8	102.3	105.6
2007 E.C	111.9	103.6	107.8

Chart 2.2.5 Net Intake Rate (AIR) Trends





### 2.2.3 Gross Enrolment Ratio

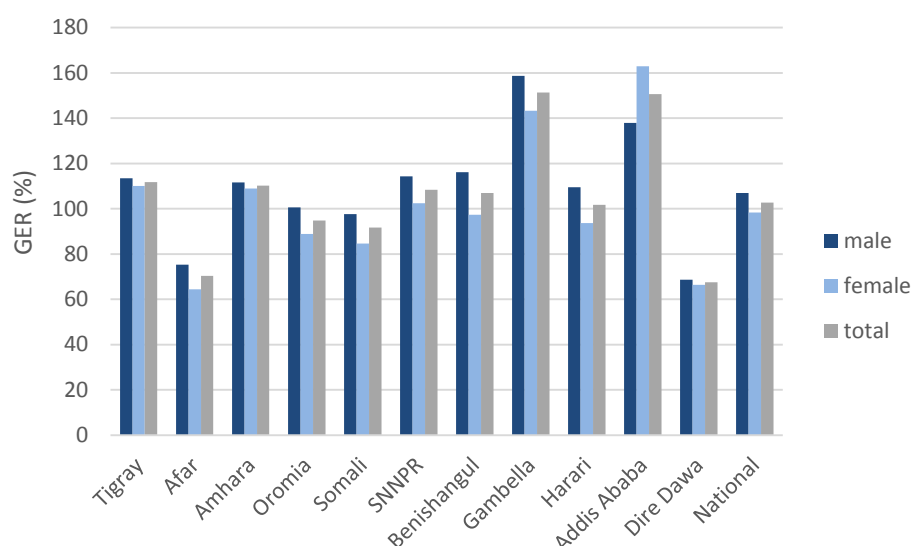
The Gross Enrolment Ratio shows the total number of children that have enrolled in grades 1-8, irrespective of their age, as a proportion of the school age population (In Ethiopia the official primary school age population is between 7 and 14). This indicator includes enrolment in Alternative Basic Education (ABE) centres as well as formal primary schools.

Table 2.2.5 Gross Enrolment Ratio disaggregated by region and gender, 2007 E.C. (2014/15)

Region	Age 7-to-14 Population			1-to-8 Gross Enrolment			GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	504,887	492,089	996,976	572,982	541,663	1,114,645	113.5	110.1	111.8
<b>Afar</b>	155,721	132,567	288,288	117,253	85,431	202,684	75.3	64.4	70.3
<b>Amhara</b>	1,955,944	1,927,583	3,883,527	2,182,345	2,099,656	4,282,001	111.6	108.9	110.3
<b>Oromia</b>	3,719,401	3,665,213	7,384,614	3,740,227	3,257,756	6,997,983	100.6	88.9	94.8
<b>Somali</b>	476,031	406,094	882,125	465,116	343,761	808,876	97.7	84.7	91.7
<b>SNNPR</b>	2,004,746	1,985,632	3,990,378	2,292,332	2,033,111	4,325,443	114.3	102.4	108.4
<b>Benishangul</b>	104,936	101,067	206,002	121,928	98,434	220,362	116.2	97.4	107.0
<b>Gambella</b>	39,378	35,699	75,077	62,496	51,151	113,647	158.7	143.3	151.4
<b>Harari</b>	20,698	19,920	40,618	22,668	18,668	41,336	109.5	93.7	101.8
<b>Addis Ababa</b>	168,939	173,586	342,525	233,079	282,836	515,915	138.0	162.9	150.6
<b>Dire Dawa</b>	52,579	48,591	101,170	36,076	32,249	68,325	68.6	66.4	67.5
<b>National</b>	9,203,260	8,988,039	18,191,299	9,846,502	8,844,716	18,691,217	107.0	98.4	102.7

From the table we can see nationally, the number of students who have the chance to attend primary education has reached 102.7%. Again there is wide regional variation in GER with Addis Ababa and Gambella having a GER of 151%, indicating that a high proportion of students are enrolled in Grades 1-8 in these regions who are not of the official age (between 7-14). Dire Dawa has a low GER, at 67.5%, indicating that a large proportion of the 7-14 population are not attending primary school. Generally male enrolment is higher than female, except in Addis Ababa where female enrolment is 25 percentage points higher than male enrolment.

Chart 2.2.6 Regional GER for grades 1-8 disaggregated by gender, 2007 E.C. (2014/15)



As the national primary education is conducted in two cycles, first cycle (G1-G4) and second cycle (G5-G8), it is also interesting to show the GER statistics for these two cycles separately.

Table 2.2.6 GER for Grades 1-4 and Grades 5-8, 2007 E.C. (2014/15)

Region	GER Grades 1-4			GER Grades 5-8		
	M	F	T	M	F	T
<b>Tigray</b>	135.1	126.8	131.0	91.4	93.0	92.2
<b>Afar</b>	122.4	104.5	114.0	28.3	21.7	25.3
<b>Amhara</b>	148.6	136.7	142.7	72.8	80.0	76.4
<b>Oromia</b>	139.7	123.4	131.6	59.6	52.8	56.2
<b>Somali</b>	155.9	131.2	144.3	36.8	31.6	34.5
<b>SNNPR</b>	152.4	137.7	145.1	75.2	66.2	70.7
<b>Benishangule</b>	148.0	130.6	139.5	83.0	62.7	73.0
<b>Gambella</b>	195.5	177.4	186.8	121.7	108.3	115.3
<b>Harari</b>	148.3	129.7	139.2	69.8	57.4	63.7
<b>Addis Ababa</b>	140.3	168.5	154.5	135.5	157.2	146.6
<b>Dire Dawa</b>	83.7	83.5	83.6	53.1	48.7	51.0
<b>National</b>	144.7	130.6	137.7	67.8	64.8	66.3

Chart 2.2.7 Regional comparison of GER for Grades 1-4 and 5-8, 2007 E.C. (2014/15)

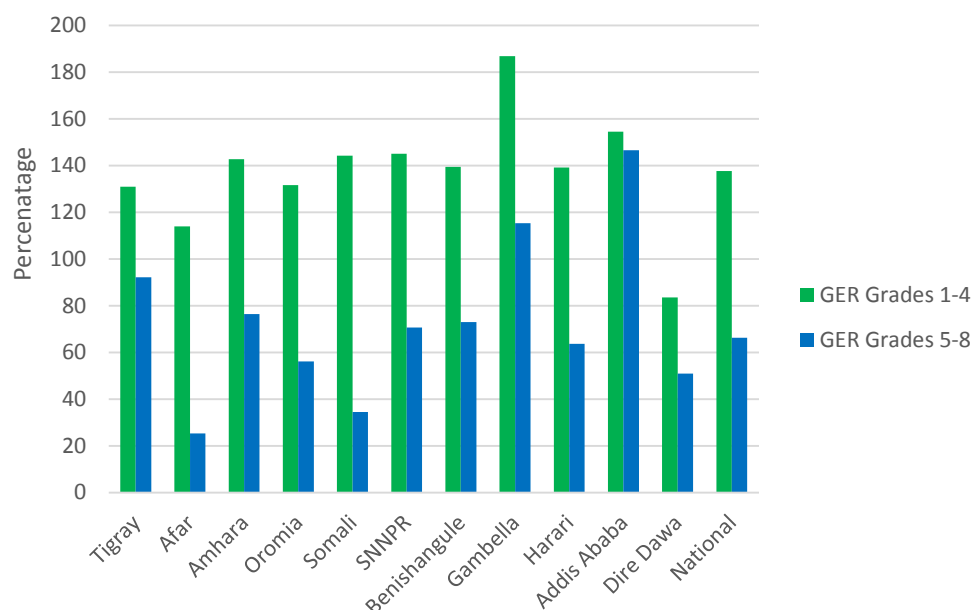


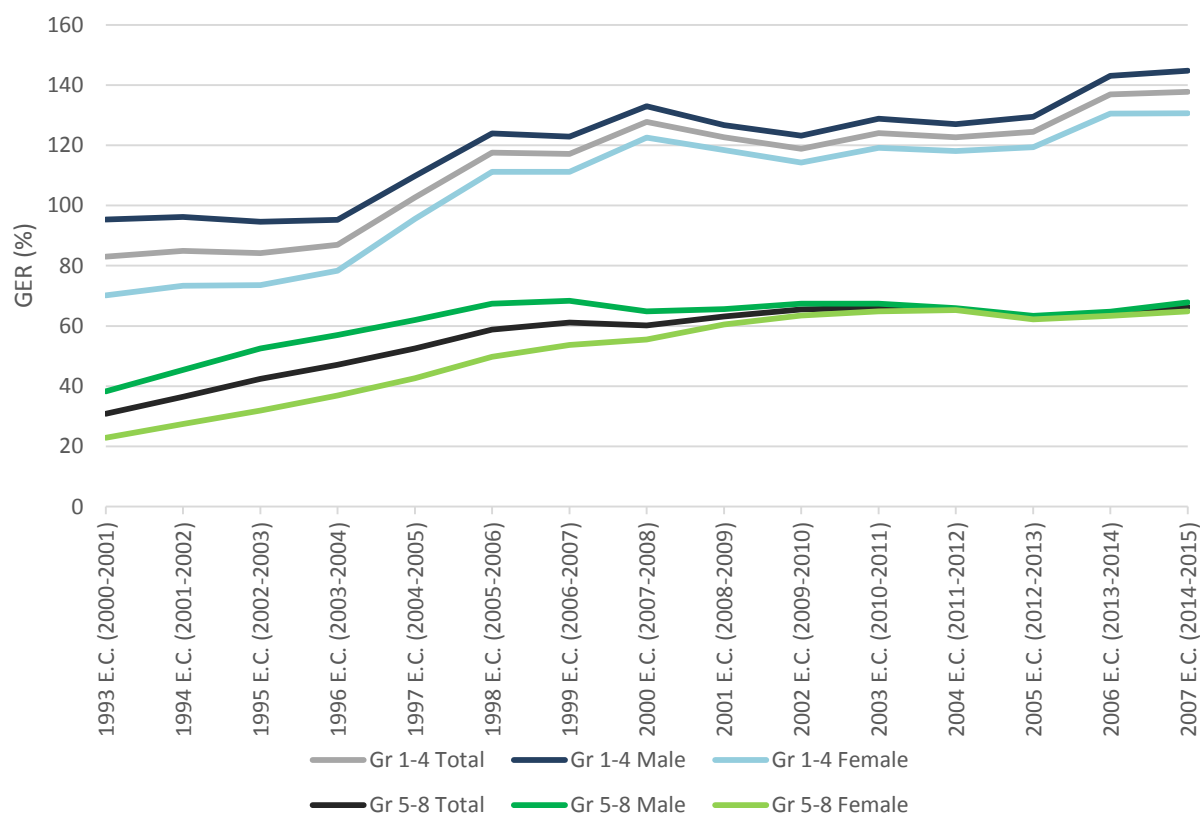
Chart 2.2.7 shows that there is a large difference in many regions between the GER for grades 1-4 and the GER for grades 5-8. Nationally there is a 71.4 percentage point difference indicating that many more students are enrolling in grades 1-4 compared to grade 5-8. Somali has the biggest variation, with a difference of 110 percentage points. Addis Ababa has the smallest difference at 8 percentage points. The large difference between the two cycles indicates that there is high repetition of students in grades 1-4, with fewer students progressing on to grades 5-8.

Large improvements have been made over the last 15 years to improve access to primary education, table 2.7 and chart 2.8 show how improvements have been made on a national level. It can be seen that GER for grades 1-4 have greatly improved over the time period, nearly doubling in 15 years. Improvements in GER in grades has also taken place, with GER also doubling in this time period. However, enrolment in grades 5-8 still lags behind enrolment in grades 1-4 indicating that many children are not continuing their primary education into the second cycle of education. The GER ESDPV target for grades 1-4 is 115% and for grades 5-8 is 95%, chart 2.8 shows that there needs to be a change in the trend direction for grades 1-4 and the GER needs to start to decrease. For grades 5-8 there needs to be a large increase in enrolment in these grades to reach the target.

Table 2.2.7 Trend of GER split by Grade 1-4 and Grade 5-8, 1993 E.C. – 2007 E.C.

Year	Gr 1-4			Gr 5-8		
	Total	Male	Female	Total	Male	Female
1993 E.C. (2000-2001)	83	95.3	70.2	30.8	38.3	22.9
1994 E.C. (2001-2002)	84.9	96.2	73.3	36.5	45.4	27.4
1995 E.C. (2002-2003)	84.2	94.6	73.5	42.4	52.5	31.9
1996 E.C. (2003-2004)	86.9	95.2	78.3	47.1	57	36.9
1997 E.C. (2004-2005)	102.7	109.8	95.5	52.5	62	42.6
1998 E.C. (2005-2006)	117.6	123.9	111.2	58.8	67.4	49.8
1999 E.C. (2006-2007)	117.1	122.9	111.2	61.1	68.3	53.7
2000 E.C. (2007-2008)	127.8	133	122.5	60.2	64.8	55.5
2001 E.C. (2008-2009)	122.6	126.7	118.4	63.1	65.6	60.5
2002 E.C. (2009-2010)	118.8	123.2	114.3	65.5	67.4	63.5
2003 E.C. (2010-2011)	124	128.8	119.1	66.1	67.4	64.8
2004 E.C. (2011-2012)	122.6	127	118.1	65.6	65.9	65.3
2005 E.C. (2012-2013)	124.5	129.4	119.4	62.8	63.4	62.2
2006 E.C. (2013-2014)	136.9	143	130.5	64.1	64.7	63.4
2007 E.C. (2014-2015)	137.7	144.7	130.6	66.3	67.8	64.8

Chart 2.2.8 Trend of GER split by Grade 1-4 and Grade 5-8, 1993 E.C. – 2007 E.C.



## 2.2.4 Net Enrolment Ratio (NER)

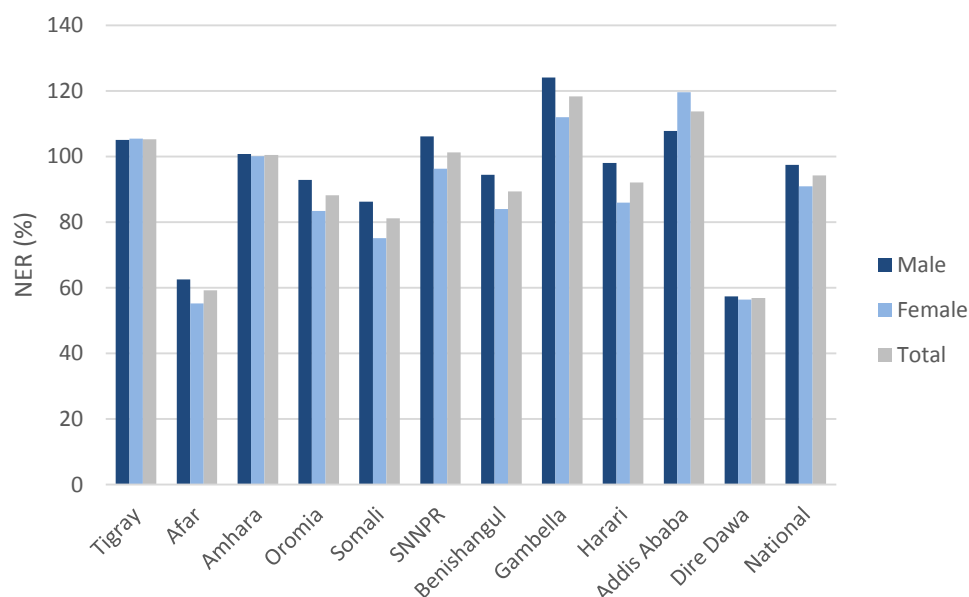
The NER is similar to the GER and calculates an enrolment ratio. It is different to the GER in that it only takes those of the correct school age for those grades, i.e. it only looks at the 7 to 14 year olds that are enrolled in primary education. This indicator includes enrolment in Alternative Basic Education (ABE) centres as well as formal primary schools.

Table 2.2.8 Net Enrolment Rate of primary disaggregated by Region and gender, 2007 E.C.  
(2014/15)

Region	Age 7-to-14 Population			1-to-8 Net Enrolment			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	504,887	492,089	996,976	530,653	518,974	1,049,627	105.1	105.5	105.3
<b>Afar</b>	155,721	132,567	288,288	97,438	73,250	170,688	62.6	55.3	59.2
<b>Amhara</b>	1,955,944	1,927,583	3,883,527	1,971,472	1,929,240	3,900,712	100.8	100.1	100.4
<b>Oromia</b>	3,719,401	3,665,213	7,384,614	3,454,708	3,058,515	6,513,223	92.9	83.4	88.2
<b>Somali</b>	476,031	406,094	882,125	410,464	305,237	715,700	86.2	75.2	81.1
<b>SNNPR</b>	2,004,746	1,985,632	3,990,378	2,128,202	1,911,693	4,039,895	106.2	96.3	101.2
<b>Benishangul</b>	104,936	101,067	206,002	99,068	84,933	184,001	94.4	84.0	89.3
<b>Gambella</b>	39,378	35,699	75,077	48,855	39,980	88,835	124.1	112.0	118.3
<b>Harari</b>	20,698	19,920	40,618	20,289	17,118	37,407	98.0	85.9	92.1
<b>Addis Ababa</b>	168,939	173,586	342,525	182,186	207,529	389,715	107.8	119.6	113.8
<b>Dire Dawa</b>	52,579	48,591	101,170	30,194	27,388	57,582	57.4	56.4	56.9
<b>National</b>	9,203,260	8,988,039	18,191,299	8,973,529	8,173,857	17,147,385	97.5	90.9	94.3

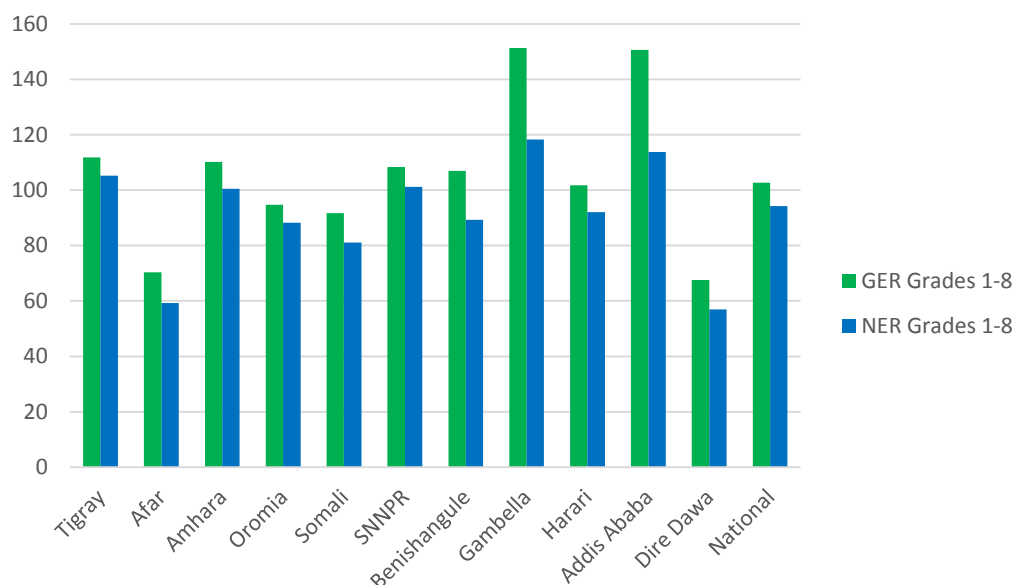
From the table, NER nationally reached 94.3%, which indicates a high degree of participation of the official school-age population in primary schools. Again there is a high amount of regional variation with Dire Dawa having a low NER and Gambella, Tigray and Addis Ababa having an NER greater than 100, which is technically impossible. This indicates the same problems as mentioned when discussing NIR of population inaccuracies and difficulties in recording children that cross regional borders.

Chart 2.2.9 NER for Grades 1-8 disaggregated by Region and gender, 2007 E.C. (2014/15)



Comparing the GER and NER for Grade 1-8 shows the regions that have the largest proportional difference between GER and NER over grades 1-8 are Addis Ababa and Gambella. This indicates that these regions have the largest problem of children being older or younger than the official school age.

Chart 2.2.10 Comparison of GER and NER for Grade 1-8, 2007 E.C. (2014/15)

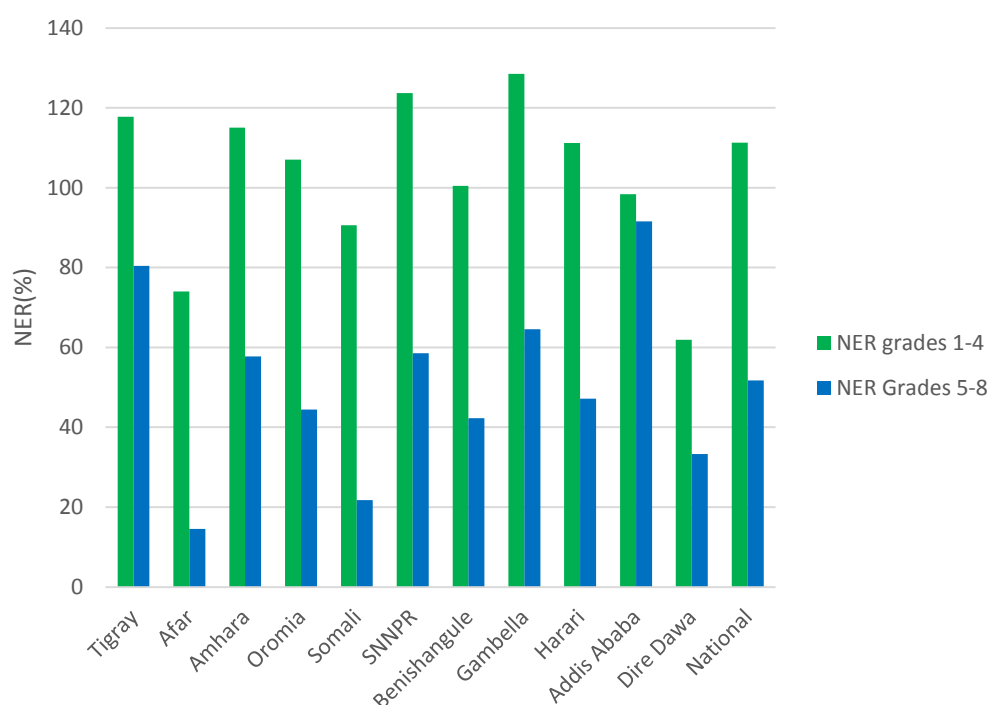


The same split by cycle is also relevant in NER and the same differences are observed. Addis Ababa has the smallest difference in NER between cycles showing that children are progressing from the first cycle to the second cycle at the correct age on a more frequent basis compared to the national average. The Somali region has the biggest difference between the two cycles, indicating that very few 11-14 year olds are in the correct age for their grade in this region. The ESDPV targets for NER for grades 1-4 is 100% and for grades 5-8 is 65%, similarly to the GER trend the grade 1-4 trend needs to decrease and grade 5-8 needs to increase for this to be achieved.

Table 2.2.9 Comparison of NER for Grades 1-4 and Grades 5-8, 2007 E.C. (2014/15)

Region	NER Grades 1-4			NER Grades 5-8		
	M	F	T	M	F	T
<b>Tigray</b>	118.9	116.7	117.8	77.1	83.8	80.4
<b>Afar</b>	78.4	69.1	74.0	15.6	13.2	14.5
<b>Amhara</b>	118.1	111.9	115.0	53.3	62.3	57.8
<b>Oromia</b>	112.8	101.3	107.1	46.1	42.7	44.4
<b>Somali</b>	97.5	82.9	90.6	23.1	20.0	21.7
<b>SNNPR</b>	129.4	118.0	123.7	61.5	55.6	58.6
<b>Benishangule</b>	104.9	95.9	100.5	45.2	39.3	42.3
<b>Gambella</b>	134.4	122.1	128.5	68.7	59.9	64.6
<b>Harari</b>	117.8	104.3	111.2	50.5	43.7	47.1
<b>Addis Ababa</b>	95.8	100.9	98.4	88.7	94.4	91.6
<b>Dire Dawa</b>	62.1	61.7	61.9	34.0	32.6	33.3
<b>National</b>	115.9	106.5	111.2	51.8	51.6	51.7

Chart 2.2.11 Comparison of NER for Grades 1-4 and Grades 5-8, 2007 E.C. (2014/15)

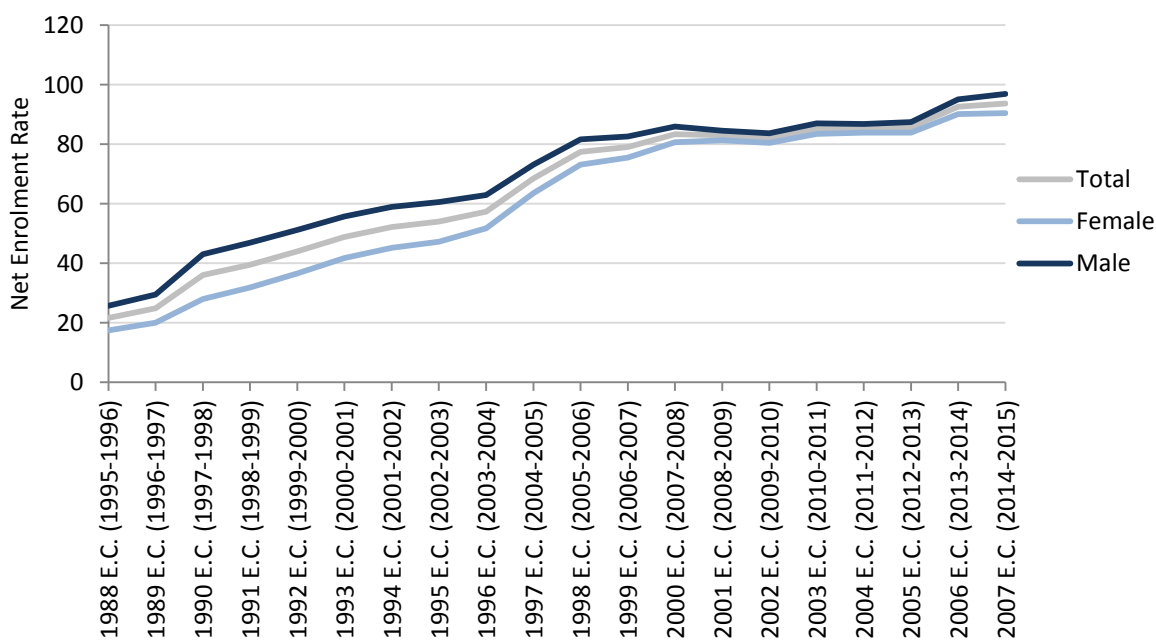


Looking at the trend over the last 20 years it can be seen that NER has increased greatly over this time period, as show in table 2.2.10 and chart 2.2.12. Over this time period NER has increased by 72 percentage points showing the large improvements that have been achieved in providing access to education, with more children being enroled at the correct age and education stage.

Table 2.2.10 NER trend for Grade 1-8 1988 E.C. – 2007 E.C.

Year	Total	Female	Male
1988 E.C. (1995-1996)	21.6	17.4	25.7
1989 E.C. (1996-1997)	24.9	20	29.5
1990 E.C. (1997-1998)	36	28	43
1991 E.C. (1998-1999)	39.5	31.9	46.9
1992 E.C. (1999-2000)	44	36.6	51.2
1993 E.C. (2000-2001)	48.8	41.7	55.7
1994 E.C. (2001-2002)	52.2	45.2	59
1995 E.C. (2002-2003)	54	47.2	60.6
1996 E.C. (2003-2004)	57.4	51.8	62.9
1997 E.C. (2004-2005)	68.5	63.6	73.2
1998 E.C. (2005-2006)	77.5	73.2	81.7
1999 E.C. (2006-2007)	79.1	75.5	82.6
2000 E.C. (2007-2008)	83.4	80.7	86
2001 E.C. (2008-2009)	83	81.3	84.6
2002 E.C. (2009-2010)	82.1	80.5	83.7
2003 E.C. (2010-2011)	85.3	83.5	87
2004 E.C. (2011-2012)	85.4	83.9	86.8
2005 E.C. (2012-2013)	85.7	83.9	87.5
2006 E.C. (2013-2014)	92.6	90.1	95.1
2007 E.C. (2014-2015)	94.3	90.9	97.5

Chart 2.2.12 NER Trend for Grades 1-8 1988 E.C. – 2007 E.C.





### 2.2.4.1 Adjusted Net Enrolment Rate

Similarly to the Preprimary NER there are also students who are of the correct age for primary but who have completed primary grades at a quicker rate and are therefore included in secondary enrolment. These students will not be included in the secondary NER and are therefore not included in an NER calculation. Taking into account those students who are 14 but are already enrolled in secondary grades the national NER for primary grades 1-8 increases to 95.2% from 94.3%.

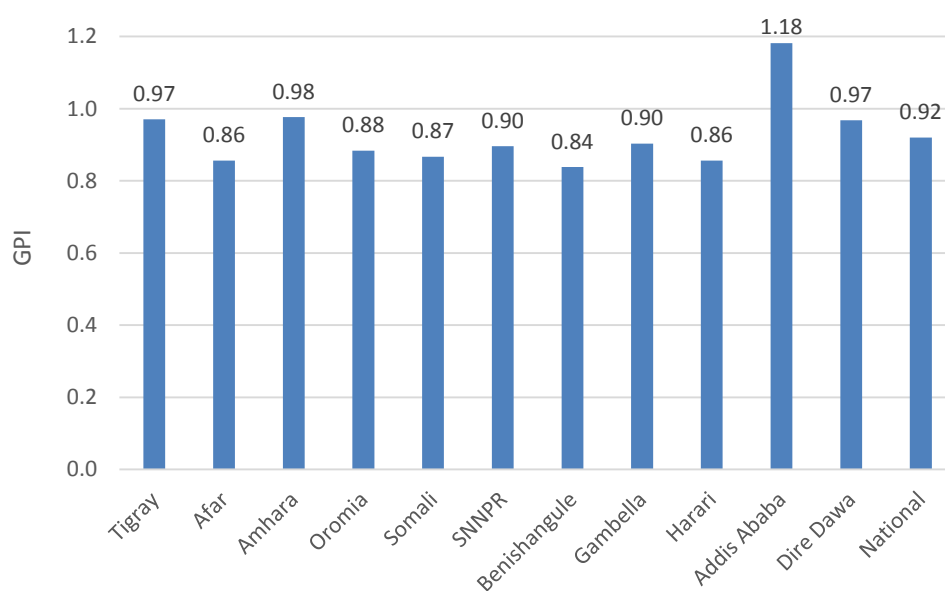
### 2.2.5 Gender Parity Index

Gender Parity Index (GPI) is defined as female gross enrolment ratio divided by male gross enrolment ratio for all levels. GPI is an important indicator of balanced programs to boost enrolment and participation of girls in education. No nation has been able to achieve comprehensive basic education without programs that assist girls. Note that GPI is used to measure the level of equity between boys and girls. In a situation of equality between boys and girls the gender parity index (GPI) is 1, whereas with highest inequality it is close to 0. The following chart is presented to demonstrate the current situation (2007 E.C. 2014/15 academic year) regionally and nationally.

Addis Ababa has a GPI that indicates that more girls attend primary school than boys, which is very different from the other regions and indicates that more boys are leaving school to work within the capital whilst girls are more likely to stay in education. Across the rest of the regions boys are more likely to attend school, especially in Benishangul-Gumuz and Harari.

In ESDPV the target GPI in primary grades for 2019/20 is 1.00. It can be seen that Addis Ababa is the only region where this has been exceeded and nationally there is a small gap to close in achieving equitable enrolment between genders.

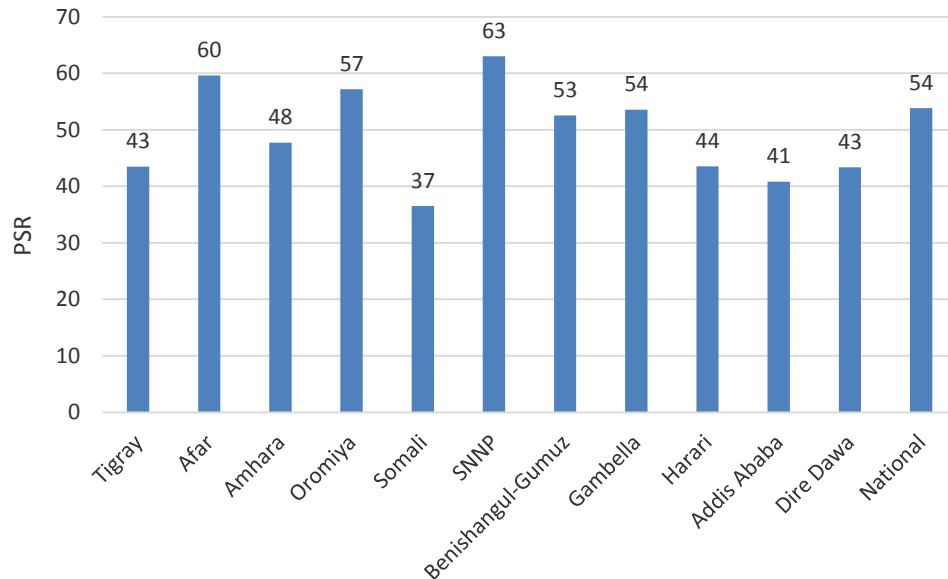
Chart 2.2.13 Gender Parity Index, 2007 E.C. (2014/15)



## 2.2.6 Pupil Section Ratio

In Ethiopia in one grade there may be more than one section, for example grade 1 might have three sections so that class sizes are smaller. Each section has its own classroom so to calculate the pupil section ratio the number of classrooms in the school can be used as a proxy indicator. Chart 2.2.14 shows that nationally there are on average 54 children per section. Addis Ababa has the smallest number of children per section and SNNP has the highest.

Chart 2.2.14 Pupil Section Ratio in Primary Schools 2007 E.C. (2014/15)



## 2.2.7 Pupil Teacher Ratio

The Pupil-Teacher Ratio (PTR) is one of the common education indicators used to measure the education system efficiency and quality. The basic assumptions of PTR are;

- a) The lower the PTR indicates the better the opportunity for contact between the teacher and pupils and for the teacher to provide support to students individually and hence a better teaching/learning process, thereby improving the quality of education;
- b) PTR is also used to measure the level of human resource input (teachers).
- c) On the other hand, very low PTR may indicate low efficient use or underutilization of teachers.

This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 50 at primary (1-8) and 40 at secondary level. Note that low or high PTR alone does not explain the quality of education because quality of education depends on other factors such as mode of delivery, commitment, qualification of teachers, the supply of educational materials, and other issues.

Chart 2.2.15 shows that the national PTR is 46, however this hides wide regional variations. Class sizes are smallest in Harari and Addis Ababa and largest in Somali and Afar. The PTR for Somali highlights the problem in this region of recruiting teachers into this region and how it is difficult to then retain those teachers.

Chart 2.2.15 PTR in primary schools, 2007 E.C. (2014/15)

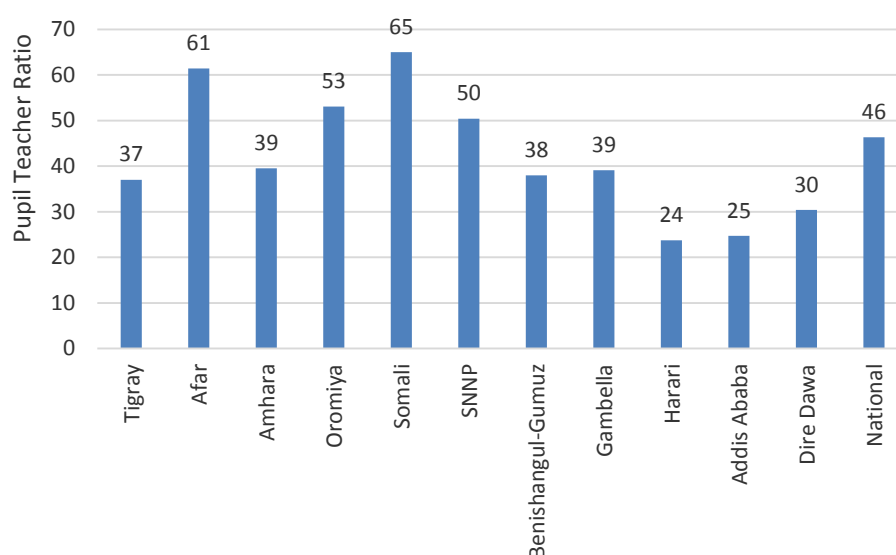
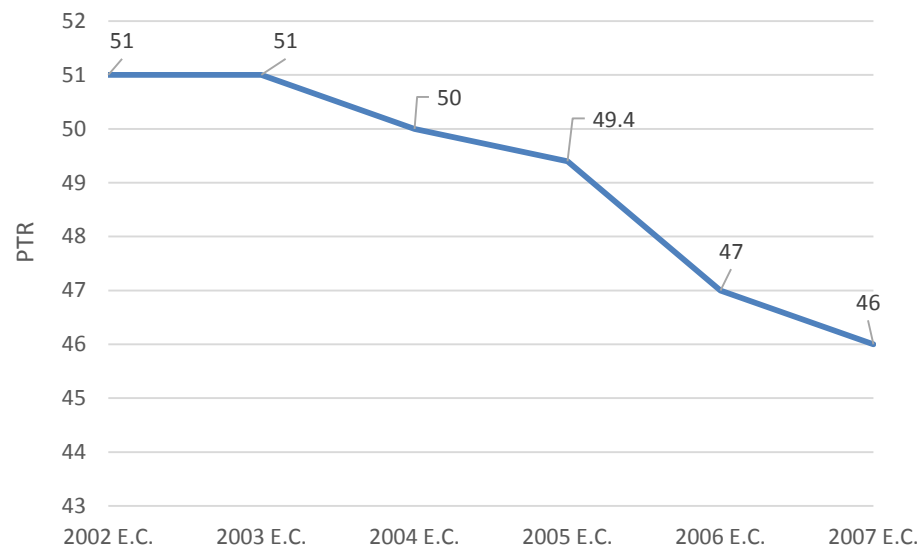


Chart 2.2.16 below shows the relative change in primary PTR for the last six years. As indicated, despite substantial growth in enrolment, Ethiopia has managed to reduce PTR in the last consecutive six years. This shows that teacher recruitment is helping to reduce class size but that the average class size is still large.

Chart 2.2.16 Trend in PTR



## 2.2.8 Repetition Rate and Dropout Rate

These rates help to understand how well the education system utilizes limited resources efficiently and timely. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A student has three paths in a particular academic year, i.e. promotion, repetition or dropout. Repeating a grade means using more resources than allocated to a student; and leaving school (i.e. a dropout) before completing a particular cycle or level of education also results in a waste of resources. Overall lower repetition and lower dropout rates at each grade level are indications of the proper utilization of limited resources.

### 2.2.8.1 Repetition Rate

This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education system and can also be an indication of high PTR, unqualified teachers or lack of learning materials. The current national policy requires that promotion is based on students' continuous assessment results for the first three grades of primary. Ethiopia uses the term "readmit" to characterize any student who has dropped out of school during the year and then re-enrolls at the start of the next school year, these students are not included in the repetition rate as they did not fail the end of year exam.

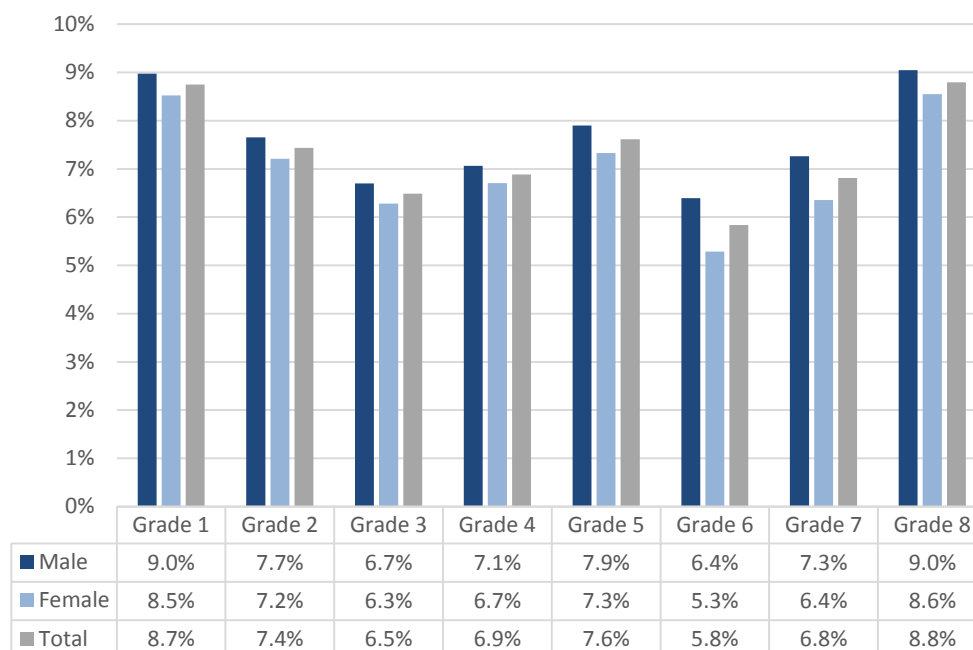
Table 2.2.11 shows that boys repetition rate is higher than girls except in the years 2001 E.C. (2008/09) and 2002 E.C. (2009/10), in which the girls repetition rate is higher than boys. It can also be observed that the total repetition rate was at its lowest in 2001 E.C. (2008/09) compared with 2006 E.C. (2013/14) and is now at 7.3. Over the last year of analysis the repetition rate has dropped slightly from 8.4 to 7.3. The ESDPV target for grade 1-8 repetition for 2019/20 is 2%, the trend is currently falling and therefore moving in the correct direction for this target to be met.

Table 2.2.11 and Chart 2.2.17 Trends in repetition rates, Grades 1-8



From table 2.2.12 and chart 2.2.18 it can be seen that Grades 1 and 8 have the highest repetition rate in 2006 E.C. at 8.7% and 8.8% respectively. Grade 6 has by far the lowest repetition rate, at 5.8% indicating that children are more likely to proceed to grade 7 at the first attempt of this grade.

Table 2.2.12 and Chart 2.2.18 Repetition Rates split by grade, 2006 E.C. (2014/13)

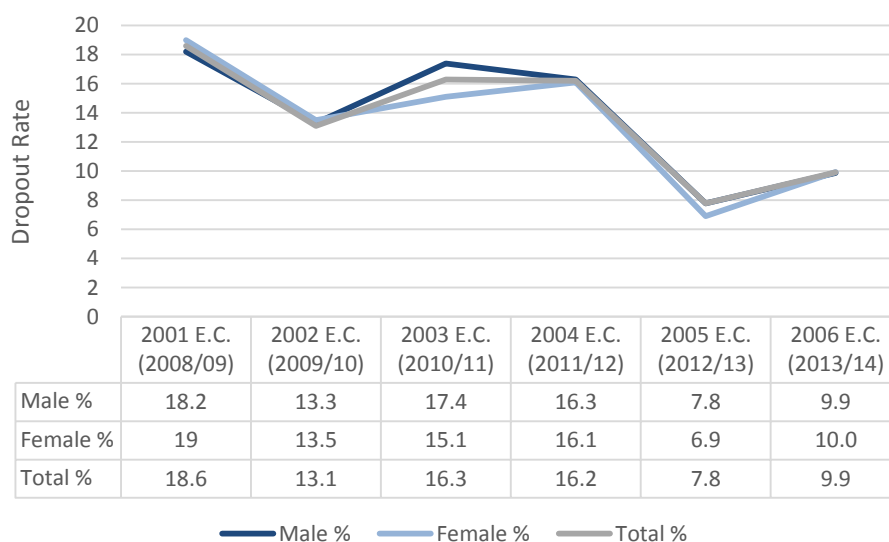


### 2.2.8.2 Dropout Rate

The dropout rate is a measure, typically by grade, of those who left formal schooling the previous year. In most cases it is calculated as the remainder after subtracting those who have repeated and those who have been promoted to the next grade. As noted earlier, Ethiopia's use of the concept of "readmit", artificially lowers repetition, but raises dropout rates. As many countries have discovered, often students do not completely dropout, they may join education several years later, or seek out alternative education.

As noted in table 2.2.13 and chart 2.2.19, the trend in dropout rates nationally has an irregular pattern with the highest dropout rate in the year 2001 E.C. (2008/09), which then decreases in 2002 E.C. (2009/10) and then increases in the next two consecutive years but this situation has changed dramatically in the year 2006 E.C. (2013/14) and has fallen to 9.9% nationally. The ESDP V target for dropout rates in grade 1-8 is 2%, the recent trend in dropout is variable but over time is falling and it is hoped that this trend continues.

Table 2.2.13 and Chart 2.2.19 Dropout Rates, 2001 E.C. to 2006 E.C.



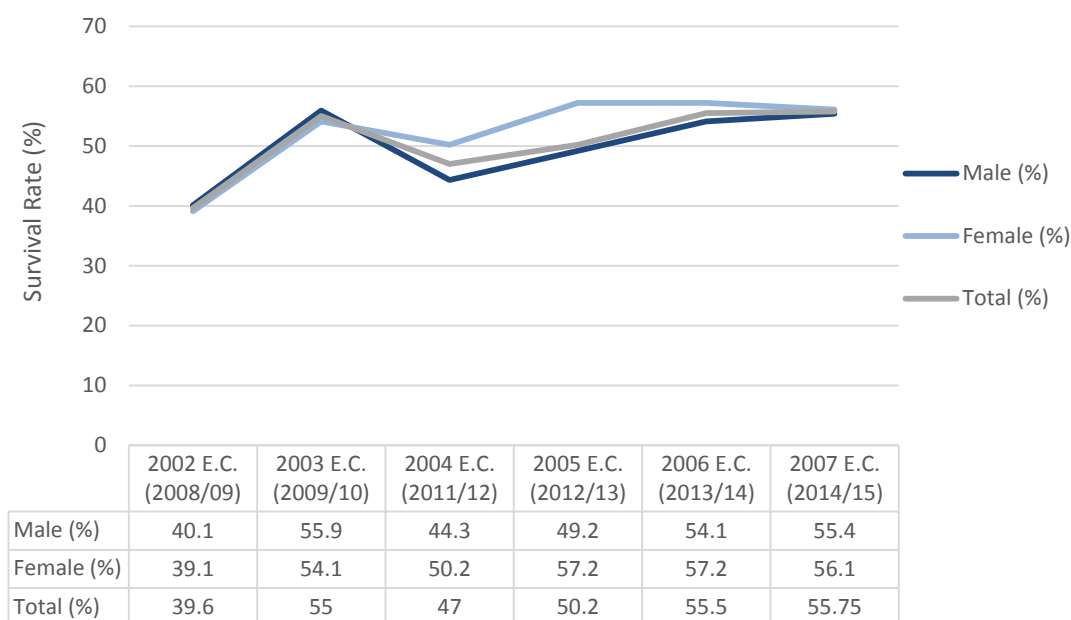
The proportion of pupils who leave school varies from grade to grade. The dropout rate is higher for grades 1 and 5 whereas the lowest dropout rate is at grade 6 and 7. At the national level, 19% of pupils enrolled in grade 1, in 2006 E.C. (2013/14), have left school before reaching grade 2 in 2007 E.C. (2014/15). Therefore, to decrease the dropout rate at primary school (grades 1 to 8), the Ethiopian education system should focus on decreasing the number of grade 1 students who dropout, as if grade 1 students are kept in the system the probability of the student dropping out in future grades is less.

## 2.2.9 Survival Rate

The survival rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a pre-requisite for a sustainable level of literacy. 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 both in terms of coverage overtime and across grades. A “synthetic cohort method” is applied to calculate this rate by assuming a group of pupils, typically 1,000 who are enrolled together and proceed to the 5<sup>th</sup> grade, sometimes with repetition up to two times, and sometimes without, see tables 2.2.16 and 2.2.17 for a summary of the cohort method.

Chart 2.2.20 below shows the six year trend in survival rate to grade 5. Survival rates will always be one year behind the current year data since it requires measurement of enrolment and repetition from the next year. The ESDPV target for survival rate to grade 5 is 70% by 2019/20, it is hoped that the increase in enrolment in grades 1-4 will ensure that the survival rate increases to meet this target.

Table 2.2.14 and Chart 2.2.20 Trends in survival rate to Grade 5



## 2.2.10 Primary Completion Rate

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

$$\frac{\text{New Pupils in Last Grade}}{\text{Population official age in the last grade}}$$

The PCR is highly dependent on the accuracy of the single age population for both points of measurement (for grade 5, age 11, 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. In Ethiopia it is likely that the actual completion rate is higher than the indicator suggests as the indicator does not take into account those students who have joined Grade 8 at an age other than 14, i.e. 13 or 15 year olds that complete grade 8. The indicator is used to show the rate at which children pass through the primary education system within the expected 8 years, assuming that they have started grade 1 at age 7.

As chart 2.21 shows there is no clear trend in the completion rate of grade 8 students. However, the completion rate does increase by 5 percentage points between 2006 E.C. and 2007 E.C. What is interesting is that the completion gap between males and females has decreased over the last six years, indicating that more girls are now completing primary school. The ESDPV target for grade 8 completion is 74%, chart 2.21 shows that completion rates have remained at approximately 50%, again it is hoped that as more children progress through the education system the completion rate will improve. The Grade 5 completion rate has been decreasing over the last six years, falling by 14.6 percentage points. This indicates that there are many students not completing grade 5 and the problem of students repeating grades or leaving the education system completely. This could also indicate differences in how this indicator has been calculated, in the latest calculation those students who have repeated or have been readmitted into grade



5 are not included in the calculation according to UNESCO guidelines, in the past they may have been included giving a higher completion rate.

Table 2.2.15 Grade 5 and 8 Completion Rates, 2007 E.C. (2014/15)

	Grade 5			Grade 8		
	Male	Female	Total	Male	Female	Total
2002 E.C. (2009/10)	77.5	73.7	75.6	51.0	44.5	47.8
2003 E.C. (2010/11)	72.0	66.1	69.1	52.5	46.2	49.4
2004 E.C. (2011/12)	74.1	73.4	73.8	52.4	51.9	52.1
2005 E.C. (2012/13)	77.1	75.1	76.1	53.3	52.2	52.8
2006 E.C. (2013/14)	70.7	68.2	69.5	46.7	46.7	46.7
2007 E.C. (2014/15)	62.0	60.0	61.0	51.8	50.9	51.3

Chart 2.2.21 Grade 5 and 8 Completion Rates, 2007 E.C. (2014/15)

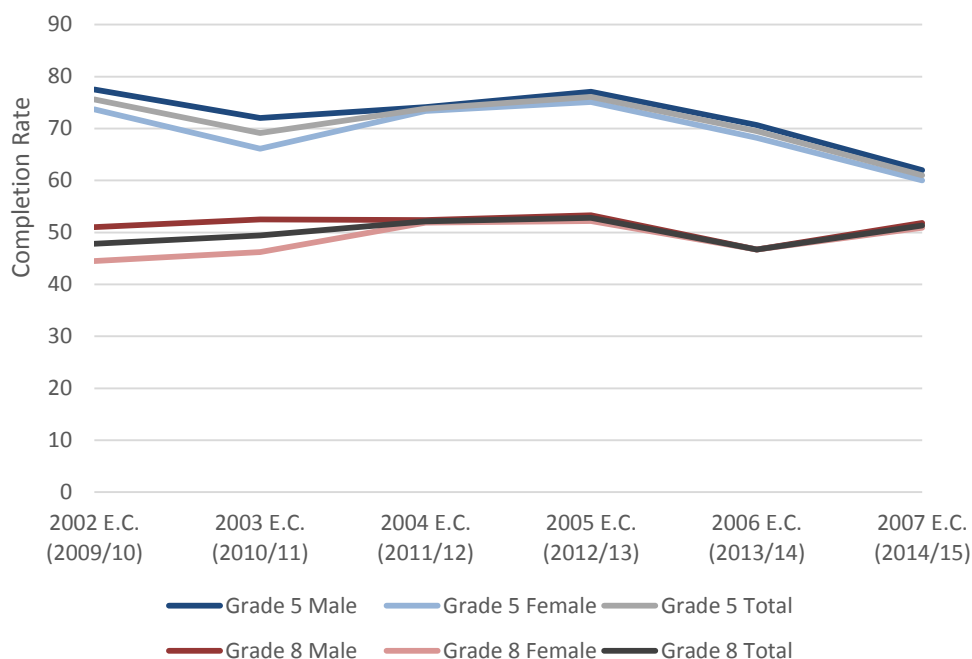


Table 2.2.16 Male Cohort Analysis 2007 E.C. (2014/15)

Flow rates in primary education of Ethiopia (grade 1-8) Male										
Summary information	Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate
Enrolment 2006		2,192,467	1,576,016	1,321,896	1,121,026	903,823	739,953	660,895	563,268	514,714
Enrolment 2007		2,235,327	1,720,540	1,399,568	1,205,794	1,002,401	775,456	691,289	630,637	
Repeaters 2007		196,688	120,632	88,522	79,183	71,409	47,321	47,995	50,943	
Reademifers 2007		23,734	20,658	18,715	18,519	18,461	14,602	14,150	12,062	
Promotion Rate		0.72	0.82	0.84	0.81	0.79	0.85	0.86	0.91	
Repetition Rate		0.09	0.08	0.07	0.07	0.08	0.06	0.07	0.09	
DropOut		0.19	0.10	0.09	0.12	0.13	0.09	0.07	0.00	

Year E.C	Pupils year/grade									
	Grade	Pupil Year								
	Grade 1	1098								
	Grade 2	857								
	Grade 3	753								
	Grade 4	679								
	Grade 5	601								
	Grade 6	508								
	Grade 7	465								
	Grade 8	440								
	Total pupil yr	5400								

Number of Year in the cycle (8years)	Graduates									
	Grade	Pupil Year								
	Grade 1	1098								
	Grade 2	857								
	Grade 3	753								
	Grade 4	679								
	Grade 5	601								
	Grade 6	508								
	Grade 7	465								
	Grade 8	440								
	Total pupil yr	5400								

Survival by Grade	Survival by Grade									
	Grade	Pupil Year								
	Grade 1	1098								
	Grade 2	857								
	Grade 3	753								
	Grade 4	679								
	Grade 5	601								
	Grade 6	508								
	Grade 7	465								
	Grade 8	440								
	Total pupil yr	5400								

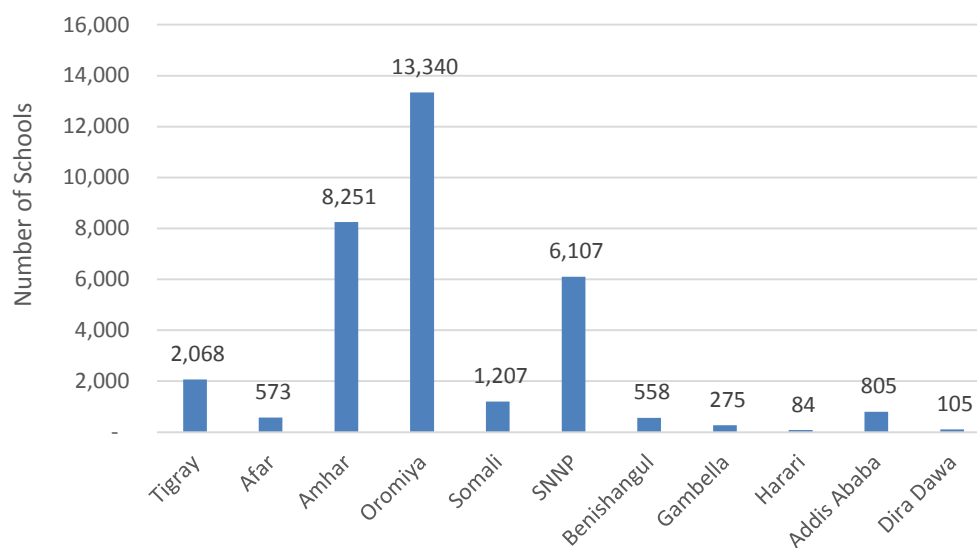
Table 2.2.17 Female Cohort Analysis 2007 E.C. (2014/15)

[illegible]

## 2.2.11 Number of Primary Schools

In total there are 33,373 primary schools in Ethiopia, this only includes formal primary schools and does not include ABE centres. Oromia has the largest number of schools to serve the larger population in this region.

Chart 2.2.22 Number of primary schools, 2007 E.C. (2014/15)



## 2.2.12 School Facilities

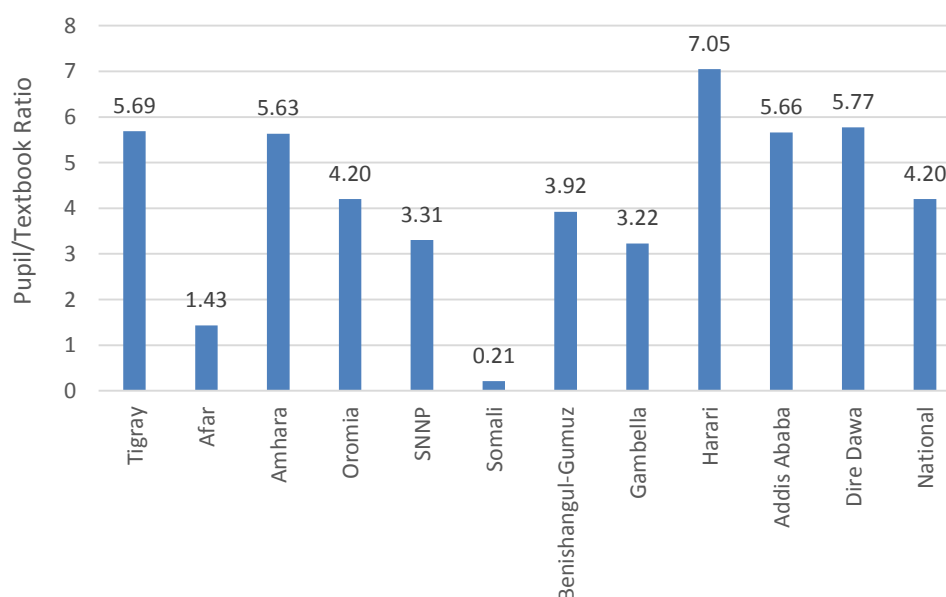
### 2.2.12.1 Number of textbooks

Ideally each student in primary school would have one textbook per child per subject. Ethiopia has made good progress on increasing the number of textbooks available to students and the national average ratio is now 4.2, this indicates that for every primary school student there are over 4 textbooks. Of course there are large regional variations in this statistic with SNNP having a large ratio at 7.05 and Somali only having a ratio of 0.21, which may indicate that in some classes there are no textbooks.

Table 2.2.18 Number of textbooks per student, 2007 E.C. (2014/15)

Region	Number of textbooks	Number of students Gr1-8	Ratio
Tigray	6,333,216	1,112,762	5.69
Afar	382,562	267,508	1.43
Amhara	24,110,764	4,282,146	5.63
Oromia	29,403,960	6,997,983	4.20
SNNP	14,297,314	4,325,443	3.31
Somali	173,782	808,876	0.21
Benishangul-Gumuz	886,172	225,847	3.92
Gambella	366,491	113,647	3.22
Harari	291,313	41,336	7.05
Addis Ababa	2,930,974	517,969	5.66
Dire Dawa	386,975	67,068	5.77
National	79,563,523	18,927,380	4.20

Chart 2.2.23 Pupil/Textbook Ratio, 2007 E.C. (2014/15)



It is also possible to provide a summary of the number of textbooks by subject, as shown in table 2.2.19. It can be seen that Languages have the most textbooks, with 37% of all textbooks in primary schools covering these subjects. Science and Mathematics are also well covered, contributing 46% of all textbooks.

Table 2.2.19 Number of textbooks by subject, 2007 E.C. (2014/15)

Subject	Number of textbooks
Art	422,109
Civics	5,539,814
Esthetics	232,646
Geography	45,166
History	33,678
Languages	29,359,884
Mathematics	16,676,946
Music	1,207,903
Other	42,690
Physical education	846,689
Science	19,830,612
Social science	5,325,386
Total	79,563,523

### 2.2.12.2 Schools with Electricity

The proportion of primary and ABE schools with electricity is 24%, indicating that there are over three quarters of schools that do not have an electricity supply.

Table 2.2.20 Number of schools with electricity, 2007 E.C. (2014/15)

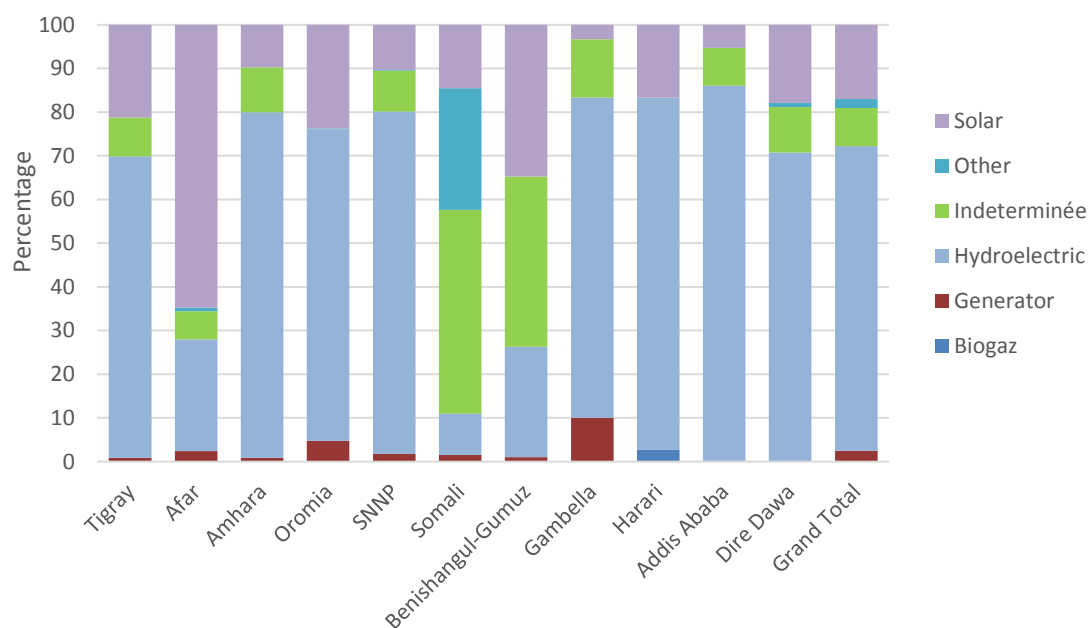
Region	Number of Primary and ABE schools
Tigray	564
Afar	125
Amhara	1348
Oromiya	2916
SNNP	1354
Somali	529
Benishangul-Gumuz	95
Gambella	30
Harari	72
Addis Ababa	768
Dire Dawa	106
National	7907

There is a range of electricity supply used by those schools that have electricity, with the majority of schools using hydroelectric power to provide electricity to the schools. In Harari and Addis Ababa over 80% of all electricity supply to primary schools is through hydroelectric supply.

Table 2.2.21 Source of electricity, 2007 E.C. (2014/15)

Region	Biogaz	Generator	Hydroelectric	Indeterminée	Other	Solar	Grand Total
Tigray		5	389	50		120	564
Afar		3	32	8	1	81	125
Amhara		12	1066	138		132	1348
Oromiya	1	137	2078		7	693	2916
SNNP	1	23	1061	127	2	140	1354
Somali		8	50	247	147	77	529
Benishangul-Gumuz		1	24	37		33	95
Gambella		3	22	4		1	30
Harari	2		58			12	72
Addis Ababa		1	660	66		41	768
Dire Dawa			75	11	1	19	106
Grand Total	4	193	5515	688	158	1349	7907

Chart 2.2.24 Proportional split of electricity supply, 2007 E.C. (2014/15)



### 2.2.12.3 Toilet Facilities

Table 2.2.22 Information on the number of toilets, 2007 E.C. (2014/15)

Region	Number of schools with toilets	Total number of pits	Number of pits for boys	Number of pits for girls	Number of pits for boys and girls	Number of pits for teachers	Number of pits for teachers and students
Tigray	1,636	14,699	5,416	5,124	1,742	1,637	2,330
Afar	154	984	379	372	143	65	52
Amhara	6,771	45,021	12,140	11,661	4,190	10,956	7,861
Oromiya	11,969	76,275	27,815	25,457	6,898	14,379	8,136
SNNP	6,164	46,528	18,284	16,658	1,659	9,624	1,487
Somali	1,285	692	1,027	1,161	913	182	500
Benishangul-Gumuz	415	3,049	1,199	1,144	588	617	615
Gambella	95	737	252	261	73	165	20
Harari	77	475	198	175	31	102	40
Addis Ababa	739	9,368	3,992	3,889	1,266	2,187	741
Dire Dawa	89	1,052	358	357	127	160	111
Grand Total	29,394	198,880	71,060	66,259	17,630	40,074	21,893

88% of primary schools have toilet facilities nationally however in Gambella and Afar this proportion is much lower at 34% and 26% respectively. This shows that WASH programs should be encouraged in these regions.

### 2.2.12.4 Summary of other facilities

Table 2.2.23 Number of schools with laboratories and libraries, 2007 E.C. (2014/15)

Region	Number of labs with chemical supplies	Number of labs with equipment	Number of labs with a science kit	Number of schools with a library
Tigray	4	30	24	179
Afar	15	55	20	53
Amhara	330	205	363	3613
Oromiya	289	580	689	5525
SNNP	8	5	18	56
Somali	1	32	0	87
Benishangul-Gumuz	13	28	16	68
Gambella	0	0	0	0
Harari	16	24	14	49
Addis Ababa	197	267	121	459
Dire Dawa	9	5	10	43
Grand Total	882	1231	1275	10132



Table 2.2.24 Number of schools with a pedagogical centre and clinic, 2007 E.C. (2014/15)

Region	Number of schools with pedagogical centres	Number of schools with a clinic
Tigray	44	604
Afar	24	124
Amhara	4,185	1,936
Oromiya	8,537	1,678
SNNP	102	1,415
Somali	18	301
Benishangul-Gumuz	160	82
Gambella	-	27
Harari	32	58
Addis Ababa	413	723
Dire Dawa	51	90
Grand Total	13,566	7,038

Table 2.2.25 Information on radio and broadcasts, 2007 E.C. (2014/15)

Region	Number of schools with a radio	Number of schools who broadcast lessons	Number of functional radios	Number of non-functional radios
Tigray	838	113	1,625	1,186
Afar	47	19	46	
Amhara	6,292	4,925	18,162	10,177
Oromiya	7,288	14,548	17,812	9,215
SNNP	3,366	100	7,116	2,597
Somali	188		4	177
Benishangul-Gumuz	26	249	55	54
Gambella	19		13	2
Harari	45	16	82	60
Addis Ababa	664	400	2,299	486
Dire Dawa	38	4	71	76
Grand Total	18,811	20,374	47,285	24,030

Radio broadcasts are used widely in many regions ensuring that all children achieve a similar standard of education. No primary schools have any computer supplies or an internet connection hindering IT learning at an early age.

Table 2.2.26 Number of tape cassettes, 2007 E.C. (2014/15)

Region	Number of schools with a tape cassette player	Number of functional tapes	Number of tapes used for teaching
Tigray	704	1,295	705
Afar	27	56	21
Amhara	2,128	3,986	30,875
Oromiya	3,353	29,019	2,024
SNNP	2,164	6,406	33,349
Somali	151	17	55
Benishangul-Gumuz	96	213	97
Gambella	30	54	16
Harari	53	105	52
Addis Ababa	631	1,911	1,146
Dire Dawa	59	191	101
Grand Total	9,396	43,253	68,441

Table 2.2.27 Access to video players, 2007 E.C. (2014/15)

Region	Number of schools with a video player	Number of videos	Number of videos used for teaching
Tigray	143	5,572	296
Afar	20	31	13
Amhara	553	6,080	61,324
Oromiya	1,008	89,861	23,753
SNNP	514	10,846	21,099
Somali	119	1	421
Benishangul-Gumuz	22	25,073	214
Gambella	20	3	157
Harari	40	63	31
Addis Ababa	537	21,850	9,992
Dire Dawa	32	105	46
Grand Total	3,008	159,485	117,346

Table 2.2.28 Number of schools with clubs, 2007 E.C. (2014/15)

Region	Number of schools with sports facilities	Number of schools with a sports field	Number of schools with a girls club
Tigray	-	1,260	1,723
Afar	-	420	166
Amhara	34	6,106	7,071
Oromiya	-	11,097	12,032
SNNP	259	5,344	5,430
Somali	1	1,324	736
Benishangul-Gumuz	-	444	437
Gambella	156	107	152
Harari	-	47	65
Addis Ababa	-	629	616
Dire Dawa	9	65	71
Grand Total	459	26,843	28,499

Table 2.2.29 Other information on facilities, 2007 E.C. (2014/15)

Region	Number of schools with environmental clubs	Number of schools with strategic plans	Number of schools with a vegetable garden
Tigray	1,685		1,490
Afar	239		144
Amhara	7,313	6,792	4,051
Oromiya	12,406		7,289
SNNP	5,187	5,043	5,019
Somali	836	778	491
Benishangul-Gumuz	464	344	196
Gambella	142	167	82
Harari	56	41	44
Addis Ababa	598		371
Dire Dawa	82	76	49
Grand Total	29,008	13,241	19,226

## 2.3 Secondary Education

Secondary education has been implemented in Ethiopia for many years providing for post-primary education. It is split into two cycles; the first cycle covering grades 9-10 and the second cycle covering grades 11-12. The focus of secondary education is predominantly on the first cycle with 80% of students in secondary education enrolled in grades 9-10.

At the end of the first cycle when the student finishes grade 10 (general secondary education) they take the National examination (Ethiopian General Secondary Education Certificate Examination). This is used to certify completion of general secondary education and to select students that qualify for the next higher level of education called the preparatory level. The preparatory level is the second cycle of secondary education and prepares students for university education. Those who do not fulfil the criteria for the preparatory level can be enrolled to Teachers education colleges and to technical and vocational training schools (TVET). This section presents various indicators in relation to secondary level education.

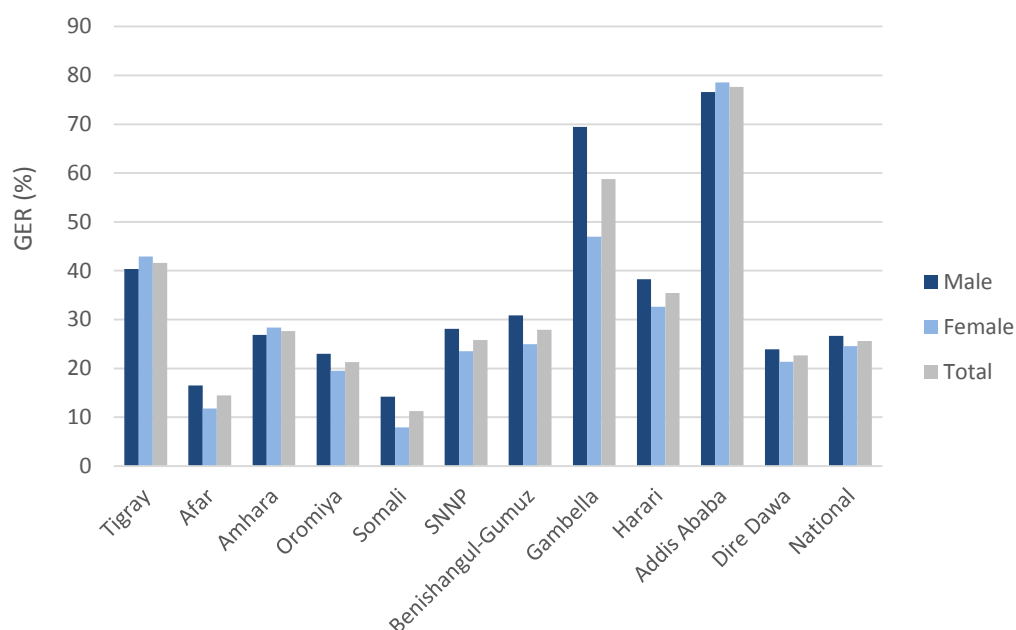
### 2.3.1 Secondary Gross Enrolment Rate (GER)

The national GER for 2007 E.C. is 25.6% for grades 9-12. This indicates that nationally there is low enrolment in secondary schools and there are many 15 to 18 year olds who are not in secondary education. The national figure hides the regional variation that exists, with Addis Ababa, Gambella and Tigray having a much higher GER then compared to the national average. This shows that in these regions secondary education is more wide spread.

Table 2.3.1 GER for grades 9-12, 2007 E.C. (2014/15)

Region	Population of Age 15-18			Enrolment G9-12 (All age)			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	232,934	228,890	461,824	94,053	98,159	192,212	40.38	42.88	41.62
<b>Afar</b>	88,223	66,910	155,133	14,556	7,879	22,435	16.50	11.78	14.46
<b>Amhara</b>	915,582	892,137	1,807,718	246,007	253,031	499,038	26.87	28.36	27.61
<b>Oromiya</b>	1,601,811	1,577,446	3,179,257	368,146	307,863	676,009	22.98	19.52	21.26
<b>Somali</b>	266,572	231,656	498,228	37,859	18,301	56,160	14.20	7.90	11.27
<b>SNNP</b>	872,105	865,624	1,737,729	245,154	203,530	448,684	28.11	23.51	25.82
<b>Benishangul-Gumuz</b>	46,590	45,814	92,404	14,384	11,427	25,811	30.87	24.94	27.93
<b>Gambella</b>	19,021	17,274	36,295	13,216	8,115	21,331	69.48	46.98	58.77
<b>Harari</b>	9,744	9,851	19,595	3,728	3,212	6,940	38.26	32.61	35.42
<b>Addis Ababa</b>	86,669	103,591	190,260	66,355	81,358	147,713	76.56	78.54	77.64
<b>Dire Dawa</b>	26,860	25,120	51,980	6,419	5,363	11,782	23.90	21.35	22.67
<b>National</b>	4,166,112	4,064,313	8,230,425	1,109,877	998,238	2,108,115	26.64	24.56	25.61

Chart 2.3.1 GER grades 9-12, 2007 E.C. (2014/15)

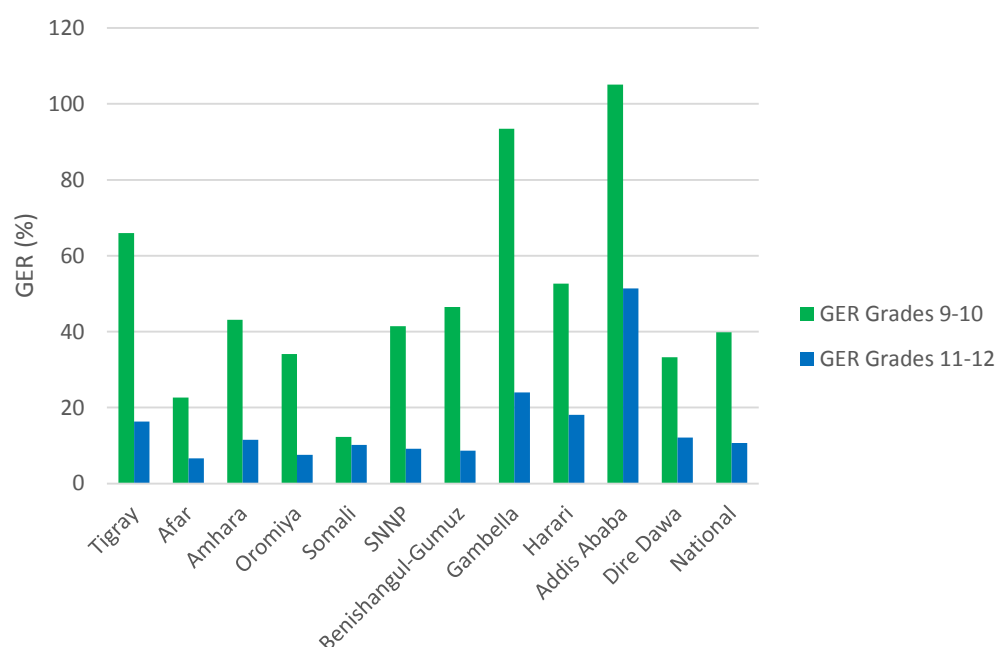


It is also interesting to look at the split between the first cycle (grades 9-10) and second cycle (grades 11-12) enrolment. It can be seen that nationally the first cycle GER is 39.83 and the second cycle is 10.6. This indicates that many students drop out of formal secondary education at the end of grade 10, these students are then able to continue on a TVET course or into teacher training. In Addis Ababa, Tigray and Gambella the GER between the first and second cycle falls by more than 50 percentage points indicating a very large reduction in enrolment in the second cycle. All regions except Somali show a large drop in GER between the two cycles. In the Somali region enrolment in grades 9-10 is already very low indicating that many students are leaving the education system before reaching secondary grades.

Table 2.3.2 GER split by first and second cycle, 2007 E.C. (2014/15)

Region	GER Grades 9-10			GER Grades 11-12		
	M	F	T	M	F	T
<b>Tigray</b>	63.4	68.5	65.9	16.4	16.3	16.3
<b>Afar</b>	25.9	18.4	22.6	7.6	5.3	6.6
<b>Amhara</b>	41.0	45.4	43.2	12.3	10.8	11.6
<b>Oromiya</b>	36.7	31.5	34.1	8.4	6.7	7.6
<b>Somali</b>	16.4	8.1	12.3	12.1	7.6	10.2
<b>SNNP</b>	45.1	37.7	41.4	10.0	8.4	9.2
<b>Benishangul-Gumuz</b>	51.1	41.7	46.5	9.7	7.6	8.7
<b>Gambella</b>	103.3	82.5	93.4	35.3	11.6	24.0
<b>Harari</b>	57.3	48.1	52.7	18.9	17.2	18.1
<b>Addis Ababa</b>	103.8	106.2	105.1	49.5	52.9	51.4
<b>Dire Dawa</b>	34.6	31.9	33.3	13.1	11.0	12.1
<b>National</b>	41.3	38.4	39.8	11.3	9.9	10.6

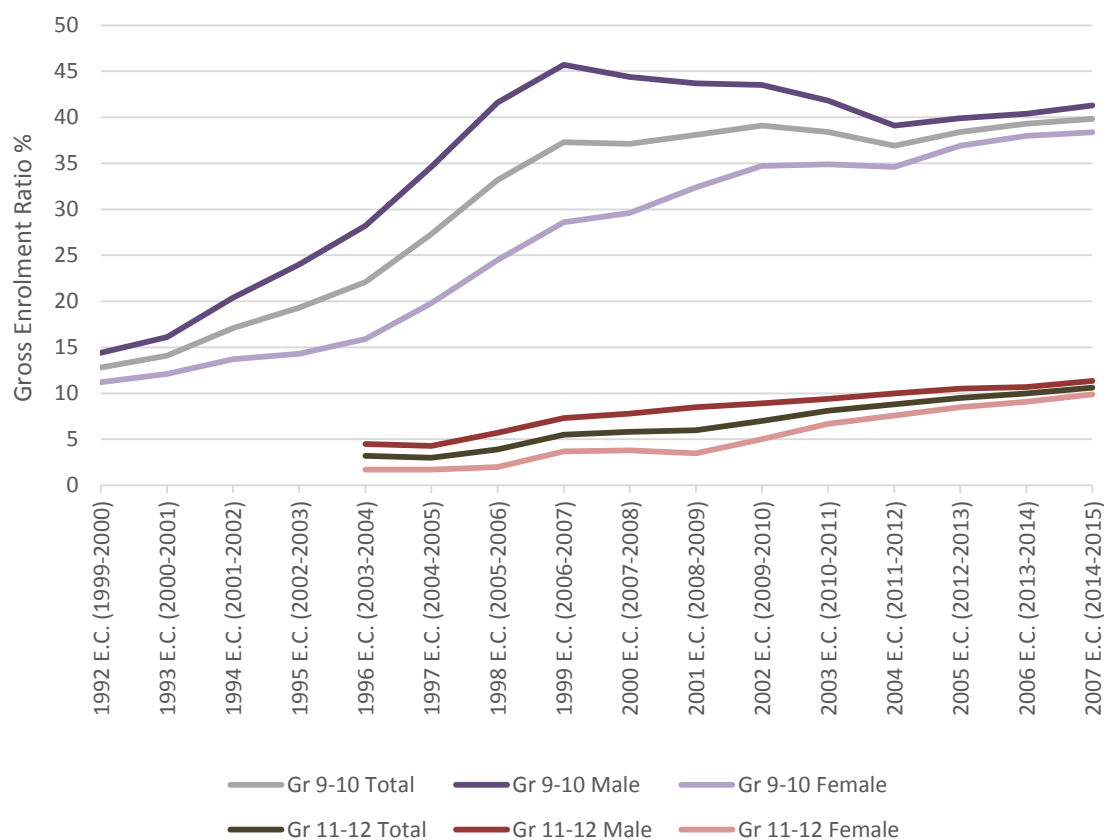
Chart 2.3.2 Total GER split by first and second cycle, 2007 E.C. (2014/15)



Although the 2007 E.C. GER figures are low nationally it is important to look at the previous year's trends to understand the improvements in access that have occurred. It can be seen that over the past 16 years the enrolment in grades 9-10 has increased by 28 percentage points indicating that access to secondary school education is increasing. It can be seen in chart 2.3.3 that the GER peaked in 1999 for males grades 9-10 and since this year the male GER has decreased whilst the female GER has continue to increase. The ESDPV target for grade 9-10 GER is 74% by 2019/20, the current statistic of 40.5% indicates that a large increase in enrolment is needed in these grades for this to be achieved. Chart 2.3.3 also shows the slow rate of growth in grades 11-12, it is not expected that all of 17 to 18 year olds will attend the secondary cycle so it is also important to consider the increase in enrolment that has taken in TVET programs during this time period (see the TVET section for details).

Table 2.3.3 and Chart 2.3.3 GER for grades 9-10 and grades 11-12, 1992 E.C. – 2007 E.C.

Year	Gr 9-10			Gr 11-12		
	Total	Male	Female	Total	Male	Female
1992 E.C. (1999-2000)	12.8	14.4	11.2	-	-	-
1993 E.C. (2000-2001)	14.1	16.1	12.1	-	-	-
1994 E.C. (2001-2002)	17.1	20.4	13.7	-	-	-
1995 E.C. (2002-2003)	19.3	24.0	14.3	-	-	-
1996 E.C. (2003-2004)	22.1	28.2	15.9	3.2	4.5	1.7
1997 E.C. (2004-2005)	27.3	34.6	19.8	3.0	4.3	1.7
1998 E.C. (2005-2006)	33.2	41.6	24.5	3.9	5.7	2.0
1999 E.C. (2006-2007)	37.3	45.7	28.6	5.5	7.3	3.7
2000 E.C. (2007-2008)	37.1	44.4	29.6	5.8	7.8	3.8
2001 E.C. (2008-2009)	38.1	43.7	32.4	6.0	8.5	3.5
2002 E.C. (2009-2010)	39.1	43.5	34.7	7.0	8.9	5.0
2003 E.C. (2010-2011)	38.4	41.8	34.9	8.1	9.4	6.7
2004 E.C. (2011-2012)	36.9	39.1	34.6	8.8	10.0	7.6
2005 E.C. (2012-2013)	38.4	39.9	36.9	9.5	10.5	8.5
2006 E.C. (2013-2014)	39.3	40.4	38.0	10.0	10.7	9.1
2007 E.C. (2014-2015)	39.8	41.3	38.4	10.6	11.3	9.9



## 2.3.2 Secondary Net Enrolment Rate (NER)

NER in grades 9-12 is 21.4, which is only 5 percentage points lower than the GER for these grades. This indicates that nationally students are in the correct grade for their age and there are few people older than 18 and younger than 15 that are enrolled in secondary schools. Gambella has the largest difference between the regions GER and NER indicating that many people in this region attending secondary school are not of the official age range (15-18). Addis Ababa has a much higher NER than any other region, with 60% of 15-18 year olds attending secondary school in this region. It is also interesting that in Tigray, Amhara, Addis Ababa and Dire Dawa the NER for females is higher than for males indicating that more females are attending school in these regions than males.

Table 2.3.4 NER Grades 9-12, 2007 E.C. (2014/15)

Region	Population of Age 15-18			Enrolment G9-12(age sp)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	232,934	228,890	461,824	83,278	89,865	173,143	35.75	39.26	37.49
Afar	88,223	66,910	155,133	9,602	6,058	15,660	10.88	9.05	10.09
Amhara	915,582	892,137	1,807,718	190,429	211,249	401,678	20.80	23.68	22.22
Oromiya	1,601,811	1,577,446	3,179,257	297,261	268,748	566,009	18.56	17.04	17.80
Somali	266,572	231,656	498,228	22,570	11,409	33,979	8.47	4.92	6.82
SNNP	872,105	865,624	1,737,729	203,216	175,004	378,220	23.30	20.22	21.77
Benishangul-Gumuz	46,590	45,814	92,404	9,610	9,494	19,104	20.63	20.72	20.67
Gambella	19,021	17,274	36,295	6,965	4,328	11,293	36.62	25.06	31.11
Harari	9,744	9,851	19,595	3,094	2,829	5,923	31.75	28.72	30.23
Addis Ababa	86,669	103,591	190,260	50,842	63,825	114,667	58.66	61.61	60.27
Dire Dawa	26,860	25,120	51,980	4,581	4,438	9,019	17.05	17.67	17.35
National	4,166,112	4,064,313	8,230,425	881,448	847,247	1,728,695	21.16	20.85	21.00

Chart 2.3.4 NER Grades 9-12, 2007 E.C. (2014/15)

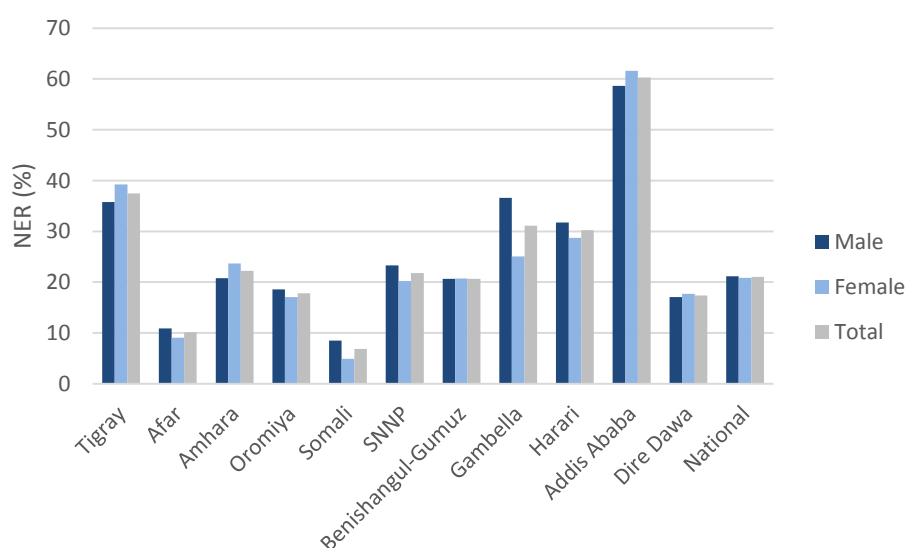
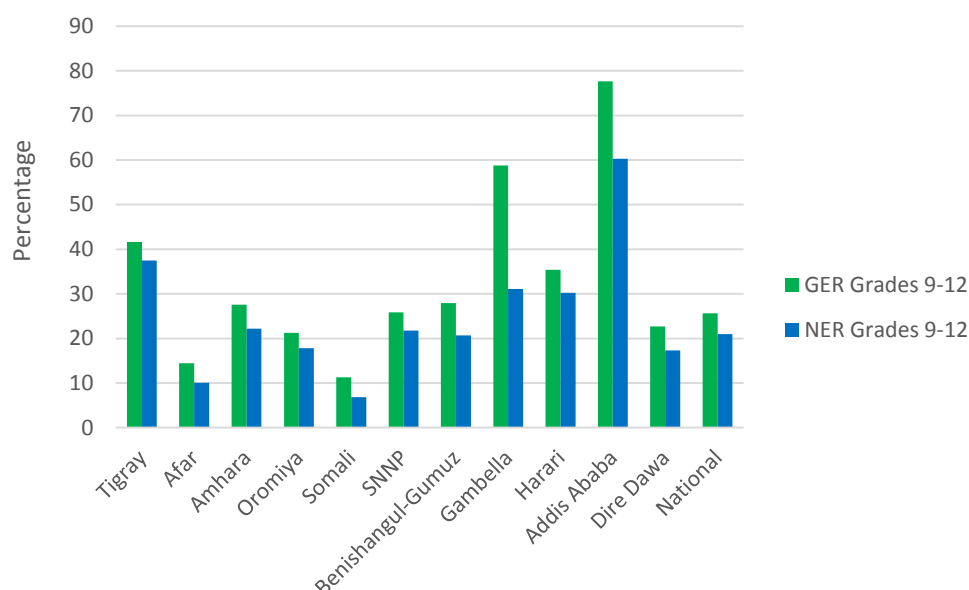




Chart 2.3.5 Comparison between grades 9-12 GER and NER, 2007 E.C. (2014/15)

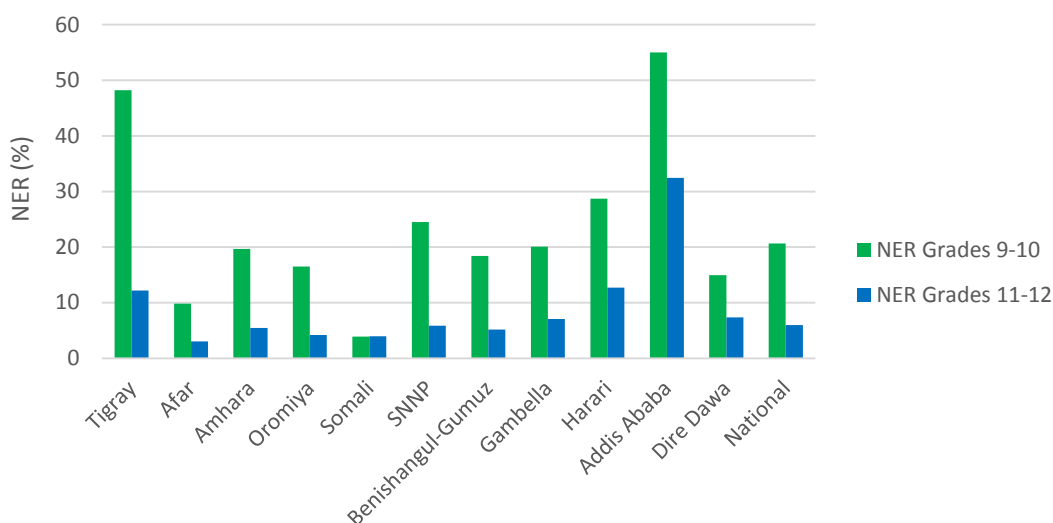


The NER split between the first cycle and second cycle of secondary education is also an interesting indicator to understand. There are wide regional differences in the NER in both cycles. Afar has the lowest grade 11-12 NER at 3% indicating that very few 17-18 year olds are attending school. Addis Ababa has the highest NER at 32%. These low NERs for grades 11-12 indicate that in some regions there are very few people taking the university entrance exam at the end of grade 12, and therefore for the expansion of the higher education system to be successful, there needs to be an increase in enrolment up to grade 12 so more people have the opportunity to take the entrance exam.

Table 2.3.5 Comparison of NER for Grades 9-10 and 11-12, 2007 E.C. (2014/15)

Region	NER Grades 9-10			NER Grades 11-12		
	M	F	T	M	F	T
<b>Tigray</b>	44.57	51.91	48.20	12.05	12.32	12.18
<b>Afar</b>	10.44	9.07	9.85	3.08	2.91	3.01
<b>Amhara</b>	17.37	21.98	19.65	5.42	5.50	5.46
<b>Oromiya</b>	16.23	16.73	16.48	4.26	4.11	4.19
<b>Somali</b>	5.03	2.74	3.88	4.65	2.98	3.94
<b>SNNP</b>	25.87	23.15	24.52	6.24	5.51	5.88
<b>Benishangul-Gumuz</b>	16.84	19.99	18.40	5.14	5.13	5.14
<b>Gambella</b>	22.54	17.28	20.04	10.68	3.14	7.08
<b>Harari</b>	28.80	28.64	28.72	13.30	12.16	12.73
<b>Addis Ababa</b>	53.49	56.35	55.02	30.65	33.93	32.47
<b>Dire Dawa</b>	13.45	16.61	14.97	7.25	7.50	7.37
<b>National</b>	20.10	21.21	20.65	6.01	5.97	5.99

Chart 2.3.6 Comparison of NER in grades 9-10 and grades 11-12, 2007 E.C. (2014/15)

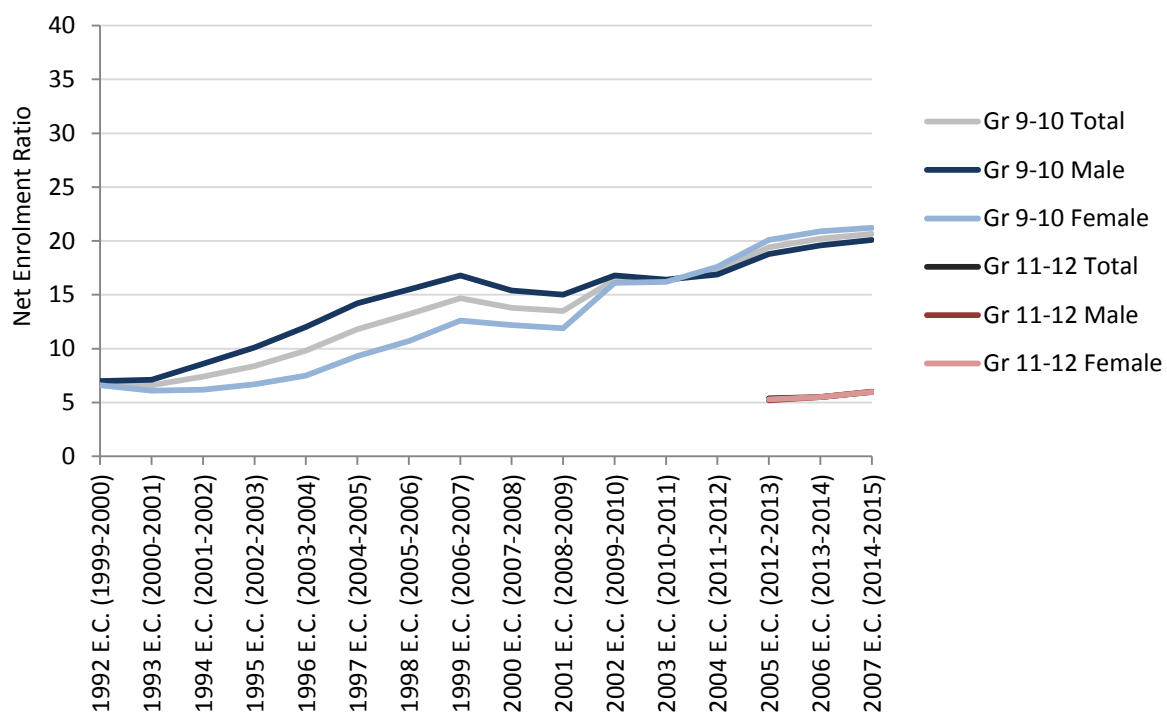


The trend in NER over the last 16 years also indicates the slow expansion of secondary education in Ethiopia in grades 9-10. It is interesting to observe that in 2004 E.C. female NER increased compared to male and has consistently remained higher than male enrolment. The trend in grade 9-10 NER is increasing and over the period of ESDPV it is hoped that this indicator increases to 47% by 2019/2020. The data collection for NER grades 11-12 separately is only available for the last 3 years and it is therefore difficult to understand trends.

Table 2.3.6 Trend in NER, 1992 E.C. - 2007 E.C.

Year	Gr 9-10			Gr 11-12		
	Total	Male	Female	Total	Male	Female
1992 E.C. (1999-2000)	6.8	7	6.6	-	-	-
1993 E.C. (2000-2001)	6.6	7.1	6.1	-	-	-
1994 E.C. (2001-2002)	7.4	8.6	6.2	-	-	-
1995 E.C. (2002-2003)	8.4	10.1	6.7	-	-	-
1996 E.C. (2003-2004)	9.8	12	7.5	-	-	-
1997 E.C. (2004-2005)	11.8	14.2	9.3	-	-	-
1998 E.C. (2005-2006)	13.2	15.5	10.7	-	-	-
1999 E.C. (2006-2007)	14.7	16.8	12.6	-	-	-
2000 E.C. (2007-2008)	13.8	15.4	12.2	-	-	-
2001 E.C. (2008-2009)	13.5	15	11.9	-	-	-
2002 E.C. (2009-2010)	16.4	16.8	16.1	-	-	-
2003 E.C. (2010-2011)	16.3	16.4	16.2	-	-	-
2004 E.C. (2011-2012)	17.3	16.9	17.6	-	-	-
2005 E.C. (2012-2013)	19.4	18.8	20.1	5.4	5.2	5.3
2006 E.C. (2013-2014)	20.2	19.6	20.9	5.5	5.5	5.5
2007 E.C. (2014-2015)	20.7	20.1	21.2	5.99	6.0	6.0

Chart 2.3.7 Trend in NER for 2007 E.C.

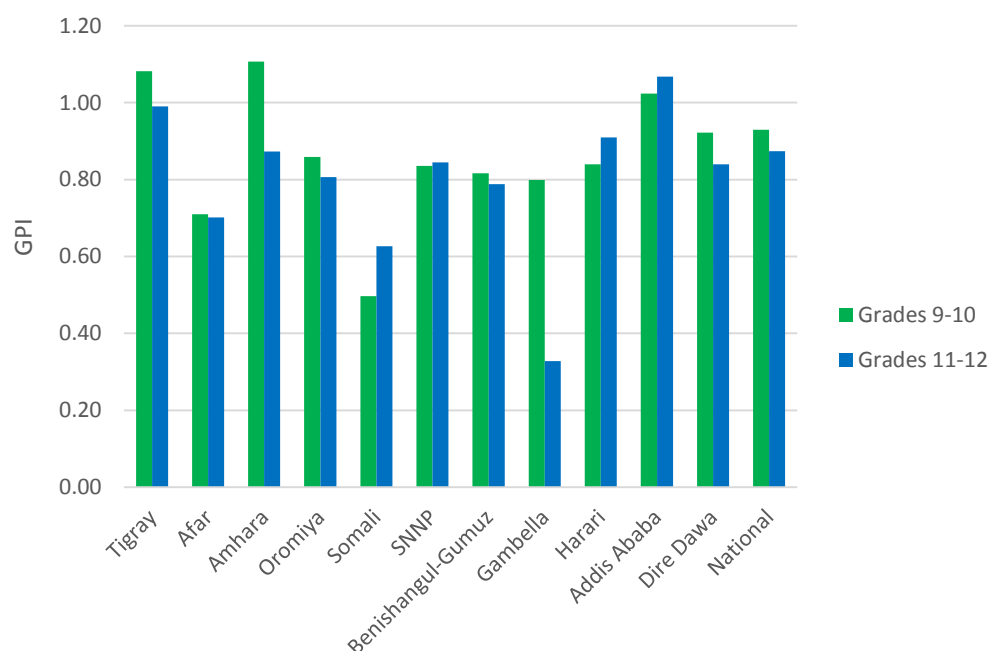


### 2.3.3 Gender Parity Index

The GPI in secondary grades varies greatly by region and at the national level it decreases in the second cycle. Addis Ababa has a GPI higher than 1 for both cycles indicating that more females are in secondary education compared to males. Harari, Somali and Addis Ababa have GPIs that increase into the second cycle indicating that more females are passing the grade 10 exam and progressing on to the preparatory grades. Gambella shows a large drop in GPI from 0.8 to 0.33 between the two cycles, this indicates that many females are leaving the secondary education system. This could be due to these students joining TVET courses or that they are leaving to get married and stopping their education completely.

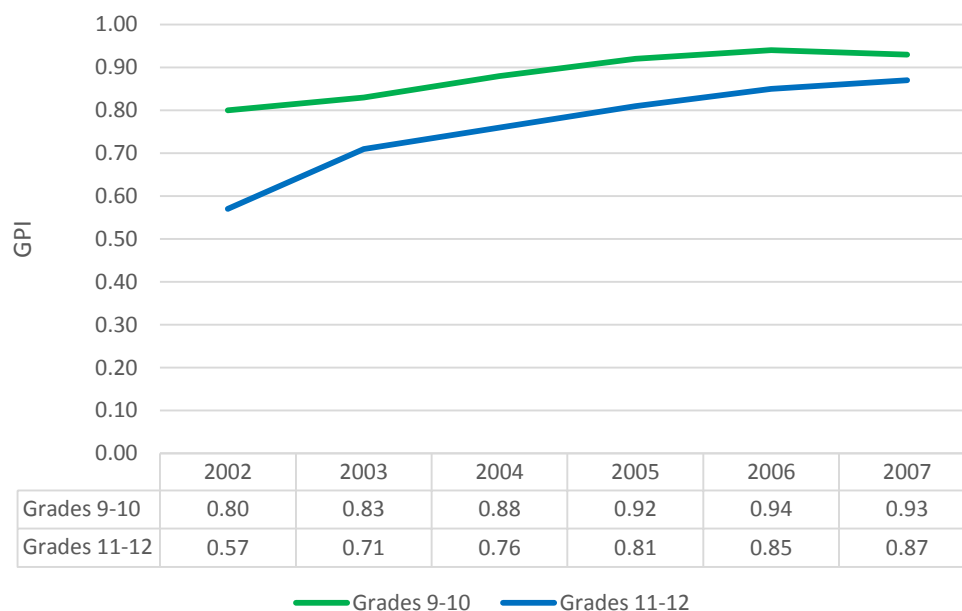
Table 2.3.7 and Chart 2.3.8 GPI for secondary schools, 2007 E.C. (2014/15)

Region	Grades 9-10	Grades 11-12
Tigray	1.08	0.99
Afar	0.71	0.70
Amhara	1.11	0.87
Oromiya	0.86	0.81
Somali	0.50	0.63
SNNP	0.84	0.84
Benishangul-Gumuz	0.82	0.79
Gambella	0.80	0.33
Harari	0.84	0.91
Addis Ababa	1.02	1.07
Dire Dawa	0.92	0.84
National	0.93	0.87



The trend over time for GPI (see chart 2.3.9) shows that GPI is improving but it looks like the grade 9-10 GPI has started to plateau and is no longer increasing on an annual basis. The grade 11-12 GPI is also showing a similar trend. By the end of ESDPV it is hoped that the GPI will be 1 and there will be equal enrolment between both males and females.

Table 2.3.8 and Chart 2.3.9 Trends in GPI, 2002 E.C.-2007 E.C.



## 2.3.4 Pupil Teacher Ratio

The national PTR for secondary schools (grades 9-12) is 26. Somali and Afar have a much higher PTR at 44 and 51 respectively indicating the difficulty of teacher retention and recruitment in these regions. It can be seen in chart 2.3.11 that the national secondary PTR is falling and has fallen by approximately third over the last 6 years.

Chart 2.3.10 PTR by region 2007 E.C. (2014/15)

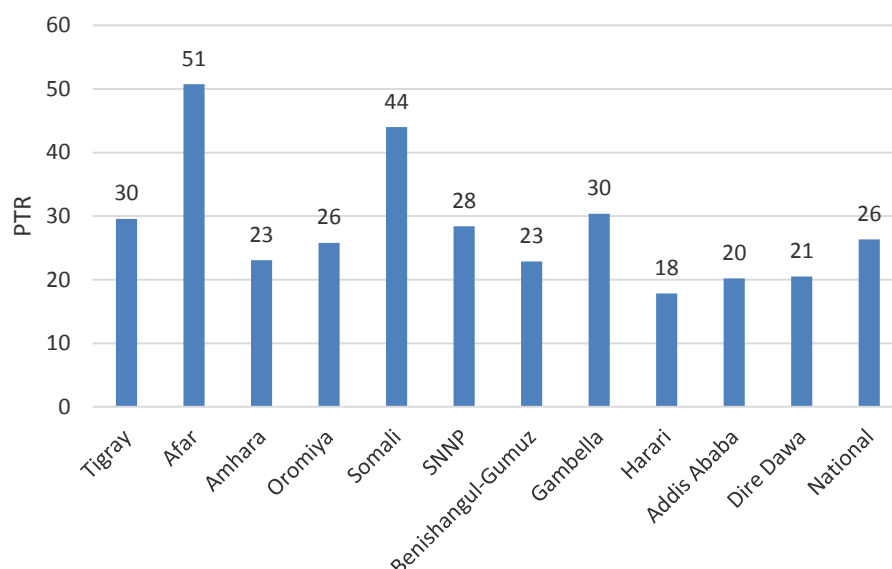
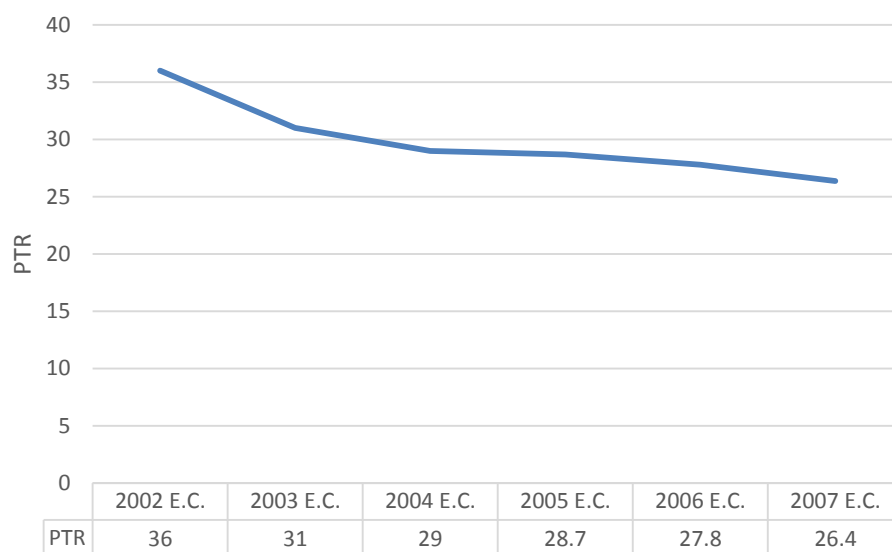


Table 2.3.9 Trend in national PTR

Region	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.
	(2009/10)	(2010/11)	(2011/12)	(2012/13)	(2013/14)	(2014/15)
<b>Tigray</b>	41	33	34	31.3	32.5	29.6
<b>Afar</b>	32	0	26	19.8	20.7	50.8
<b>Amhara</b>	36	29	27	27.8	26.5	23.1
<b>Oromiya</b>	39	33	31	29.9	27.4	25.8
<b>Somali</b>	34	21	34	47.4	42.7	44.0
<b>Benishangul Gumuz</b>	31	26	29	19.9	23.8	28.4
<b>SNNP</b>	42	35	34	30.2	31.4	22.9
<b>Gambella</b>	24	23	30	25.6	29.4	30.4
<b>Harari</b>	26	24	23	26.3	21.3	17.8
<b>Addis Ababa</b>	22	26	20	21.5	21.1	20.2
<b>Dire Dawa</b>	24	22	21	18.9	18.1	20.5
<b>National</b>	<b>36</b>	<b>31</b>	<b>29</b>	<b>28.7</b>	<b>27.8</b>	<b>26.4</b>

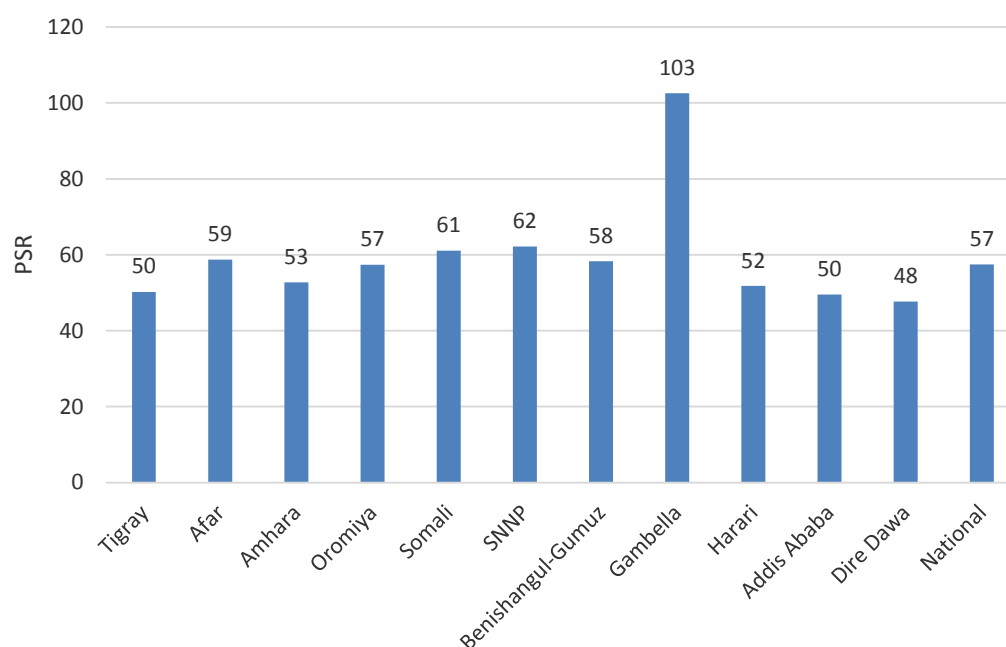
Table 2.3.10 and Chart 2.3.11 National PTR trend



## 2.3.5 Pupil Section Ratio

The pupil section ratio can also be used to assess the quality of education. Nationally there are 57 children per section (as with the primary PSR number of classrooms has been used as a proxy for section). Gambella has a very high PSR scores at 103. This indicates that there is a lack of secondary school buildings in these regions and more classrooms are needed.

Chart 2.3.12 Pupil Section Ratio, 2007 E.C. (2014/15)

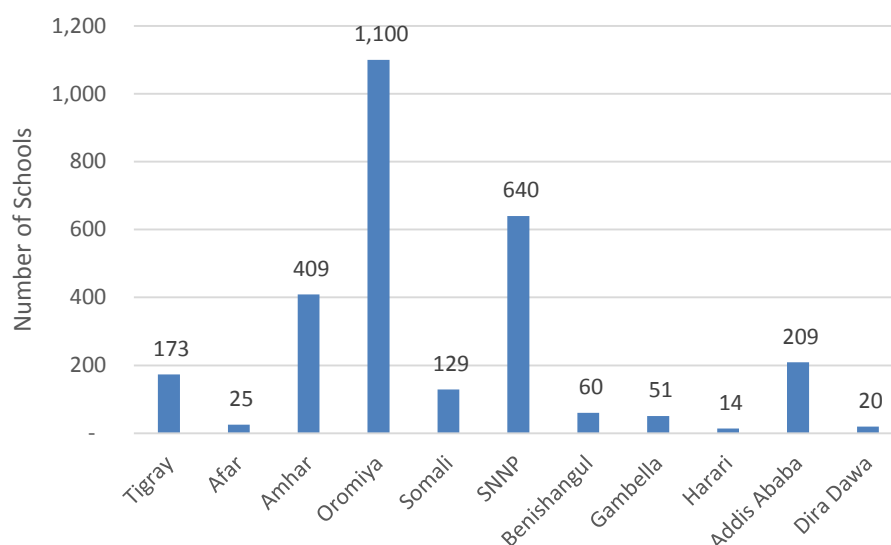




## 2.3.6 Number of Schools

Nationally there are 2,830 secondary schools, nearly half of these are in Oromia to cater for the large population in this region. Addis Ababa has a large number of schools for its population.

Chart 2.3.13 Number of secondary schools by region, 2007 E.C. (2014/15)



## 2.3.7 School Facilities

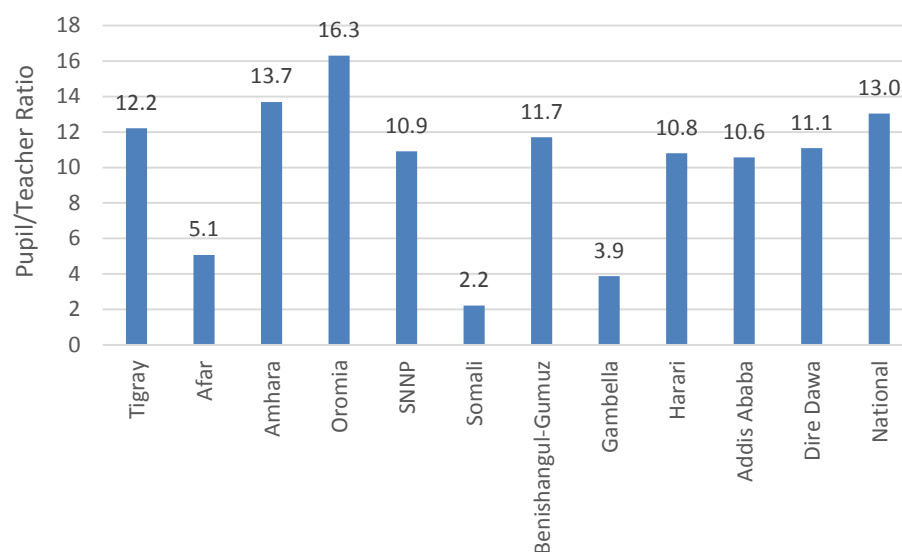
### 2.3.7.1 Number of Textbooks

The ratio of textbooks at secondary school level is higher than that of primary schools, with a ratio of 13.0. This indicates that nationally there are 13 textbooks per student. Again there are large regional variations with Oromia having a high ratio at 16.3 and Somali having a low ratio of 2.2.

Table 2.3.11 Pupil/Textbook ratio by region, 2007 E.C. (2014/15)

Region	Number of textbooks	Number of students	Ratio
Tigray	2,347,773	192,212	12.2
Afar	113,742	22,435	5.1
Amhara	6,834,311	499,038	13.7
Oromia	11,027,913	676,009	16.3
SNNP	4,892,768	448,684	10.9
Somali	123,744	56,160	2.2
Benishangul-Gumuz	301,964	25,811	11.7
Gambella	82,644	21,331	3.9
Harari	75,010	6,940	10.8
Addis Ababa	1,561,658	147,713	10.6
Dire Dawa	130,743	11,782	11.1
National	27,492,270	2,108,115	13.0

Chart 2.3.14 Pupil/Textbook Ratio, 2007 E.C. (2014/15)



Assessing the number of textbooks by subject it can be seen that sciences and mathematics have the largest proportional share at 49% of all the textbooks at secondary level.

Table 2.3.12 Number of textbooks by subject, 2007 E.C. (2014/15)

Subject	Number of textbooks
Art	373,085
Civics	2,746,552
Computer Science/IT	2,409,908
Ethiopian Economy	52,883
General Business	204,146
General Economics	159,907
Geography	2,162,127
History	1,752,388
Languages	5,345,540
Mathematics	2,766,593
Other	30,916
Physical education	1,437,477
Science	8,050,748
Grand Total	27,492,270

### 2.3.7.2 Electricity Supply

Table 2.3.13 Number of schools with an electricity supply, 2007 E.C. (2014/15)

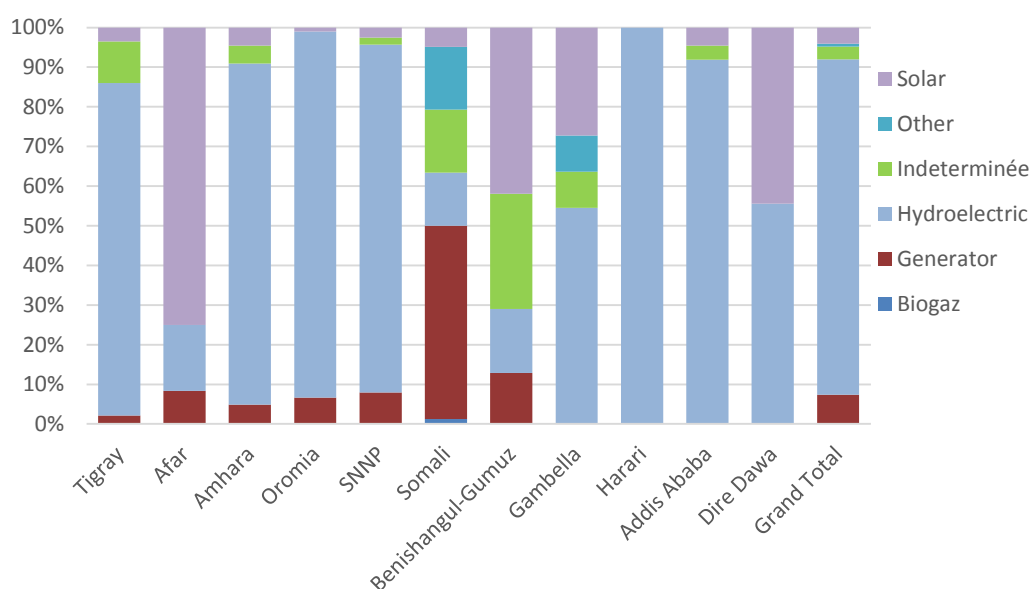
Region	Number of Secondary schools with electricity
Tigray	143
Afar	12
Amhara	286
Oromiya	828
SNNP	351
Somali	82
Benishangul-Gum	31
Gambella	11
Harari	14
Addis Ababa	198
Dire Dawa	18
National	1974

The proportion of secondary schools with an electricity supply is lower than primary schools at 70% of schools. The regions which have the biggest problem regionally are Gambella, where 22% of the schools have electricity and Afar, where 48% of schools have electricity. Again the biggest supplier of electricity is hydroelectric, which provides 85% of all electricity to secondary schools.

Table 2.3.14 Source of electricity by region, 2007 E.C. (2014/15)

Region	Biogaz	Generator	Hydroelectric	Indeterminée	Other	Solar	Grand Total
Tigray	-	3	120	15	-	5	143
Afar	-	1	2	-	-	9	12
Amhara	-	14	246	13	-	13	286
Oromiya	1	54	765	-	-	8	828
SNNP	-	28	308	6	-	9	351
Somali	1	40	11	13	13	4	82
Benishangul-Gumuz	-	4	5	9	-	13	31
Gambella	-	-	6	1	1	3	11
Harari	-	-	14	-	-	-	14
Addis Ababa	-	-	182	7	-	9	198
Dire Dawa	-	-	10	-	-	8	18
Grand Total	2	144	1,669	64	14	81	1,974

Chart 2.3.15 Proportional split of electricity supply, 2007 E.C. (2014/15)



### 2.3.7.3 Toilet Facilities

Table 2.3.15 Number of toilets in secondary schools, 2007 E.C. (2014/15)

Region	Number of schools with toilets	Total number of pits	Number of pits for boys	Number of pits for girls	Number of pits for boys and girls	Number of pits for teachers	Number of pits for teachers and students
Tigray	163	2,233	988	916	317	328	239
Afar	20	106	51	45	26	14	2
Amhara	391	6,295	2,190	2,031	535	1,465	620
Oromiya	905		4,817	4,016	1,317	2,742	1,548
SNNP	556	7,510	3,053	2,626	457	1,500	263
Somali	99	173	82	75	34	30	45
Benishangul-Gumuz	46	408	291	156	117	164	58
Gambella	14	224	90	70	62	33	8
Harari	14	140	69	67	18	17	2
Addis Ababa	210	3,102	1,429	1,439	301	723	265
Dire Dawa	17	325	130	124	97	53	28
Grand Total	2,435	20,516	13,190	11,565	3,281	7,069	3,078

86% of secondary schools have toilet facilities nationally, many regions have toilets in almost every school. Gambella has the largest lack in toilet facilities, with only 27% of schools having toilet facilities.

### 2.3.7.4 Other Facilities

Table 2.3.16 Number of laboratories and libraries, 2007 E.C. (2014/15)

Region	Number of labs with a science kit	Number of schools with a library
Tigray	3	51
Afar	14	18
Amhara	70	290
Oromiya	221	804
SNNP	55	133
Somali	0	10
Benishangul-Gumuz	12	21
Gambella	0	0
Harari	4	13
Addis Ababa	54	124
Dire Dawa	0	0
Grand Total	433	1464

Table 2.3.16 Number of schools with pedagogical centres and clinics, 2007 E.C. (2014/15)

Region	Number of schools with pedagogical centres	Number of schools with a clinic
Tigray	24	44
Afar	16	3
Amhara	196	102
Oromiya	532	166
SNNP	103	171
Benishangul-Gumuz	23	5
Gambella	0	11
Harari	8	8
Somali	1	39
Addis Ababa	109	182
Dire Dawa	0	15
Grand Total	1012	746

Table 2.3.17 Number of computers, 2007 E.C. (2014/15)

Region	Number of computers	Number of non-functional computers	Number of computers used for teaching	Number of computers connected to the internet	Number of schools with an internet connection
<b>Tigray</b>	3,498	987	3,355	897	32
<b>Afar</b>	440	131	266	8	6
<b>Amhara</b>	10,149	4,452	9,888	2,057	86
<b>Oromiya</b>	11,201	1,974	14,210	-	114
<b>SNNP</b>	8,582	1,668	12,521	1,834	67
<b>Somali</b>	208	30	175	1	15
<b>Benishangul-Gumuz</b>	422	446	1,371	999	4
<b>Gambella</b>	41	76	77	39	6
<b>Harari</b>	225	71	191	60	7
<b>Addis Ababa</b>	8,553	1,623	6,605	6,793	143
<b>Dire Dawa</b>	540	163	1,044	427	6
<b>Grand Total</b>	43,859	11,621	49,703	13,115	486

Nearly a quarter of the computers that are available at secondary school level are nonfunctioning, indicating that there is a problem of schools having the capability to maintain computers once they have been installed within the school.

Table 2.3.18 Schools with plasma screens, 2007 E.C. (2014/15)

Region	Number of schools with a plasma screen	Number of functional plasma screens	Number of non-functional plasma screens
<b>Tigray</b>	167	1,024	153
<b>Afar</b>	12	76	11
<b>Amhara</b>	373	5,660	1,389
<b>Oromiya</b>	1,101	6,024	1,770
<b>Somali</b>	126	91	26
<b>Benishangul-Gumuz</b>	48	204	134
<b>SNNP</b>	428	2,673	464
<b>Gambella</b>	32	23	9
<b>Harari</b>	14	89	6
<b>Addis Ababa</b>	201	1,566	215
<b>Dire Dawa</b>	20	134	15
<b>National</b>	2,522	17,564	4,192

89% of the secondary schools nationally have plasma screens, however 24% of these plasmas are nonfunctioning. Similarly to computers that are nonfunctioning there is a lack of trained staff equipped with the skills to fix technological issues in secondary schools.

Table 2.3.19 Number of schools with clubs, 2007 E.C. (2014/15)

Region	Number of schools with sports facilities	Number of schools with a sports field	Number of schools with a girls club
Addis Ababa	0	184	177
Afar	0	21	19
Amhara	0	321	376
Benishangul-Gumuz	0	34	54
Dire Dawa	1	17	14
Gambella	0	13	22
Harari	0	10	11
Oromiya	0	749	1021
SNNP	19	487	569
Somali	0	152	56
Tigray	0	112	151
Grand Total	20	2100	2470

Table 2.3.20 Number of schools with plans and other facilities 2007 E.C. (2014/15)

Region	Number of schools with environmental clubs	Number of schools with strategic plans	Number of schools with a vegetable garden
Tigray	147	-	99
Afar	21	-	12
Amhara	360	270	224
Oromiya	1,016	-	534
SNNP	549	273	453
Somali	67	65	51
Benishangul-Gumuz	52	35	17
Gambella	24	21	18
Harari	10	-	9
Addis Ababa	159	-	144
Dire Dawa	19	13	13
Grand Total	2,424	677	1,574

## 2.4 Examination Results

According to the Ethiopian education and training policy, a regional examination will be given at grade 8 to certify completion of primary education. The first national examination, the Ethiopian General Secondary Education Certificate Examination (EGSECE), is given at grade 10 to certify the completion of general secondary education and to select students that qualify for preparatory education. Similarly, a second national examination, the Ethiopian Higher Education Entrance Certificate Examination (EHEECE) will be given at grade 12 to place students in higher education institutions.

### 2.4.1 Grade 8 Examinations

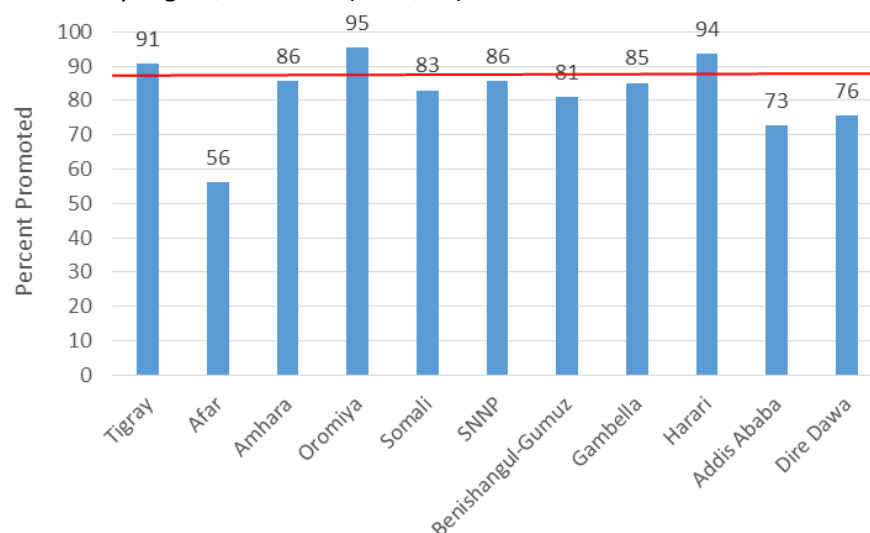
Table 2.4.1 Grade 8 Examination Results 2007 E.C. (2014/15)

Region	Sat for Exam			Number of Promoters			% of promoters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	50,186	53,328	103,514	45,677	48,207	93,884	91.02	90.40	91
<b>Afar</b>	<b>3,960</b>	<b>2,310</b>	<b>6,271</b>	<b>2,421</b>	<b>1,102</b>	<b>3,523</b>	<b>61.14</b>	<b>47.70</b>	<b>56</b>
<b>Amhara</b>	<b>130,393</b>	<b>142,599</b>	<b>272,992</b>	<b>110,189</b>	<b>124,115</b>	<b>234,304</b>	<b>84.51</b>	<b>87.04</b>	<b>86</b>
Oromiya	187,834	163,475	351,309	178,517	156,391	334,908	95.04	95.67	95
Somali	16,794	7,841	24,635	14,234	6,207	20,441	84.76	79.16	83
SNNP	154,775	132,588	287,363	135,334	110,605	245,939	87.44	83.42	86
Benishangul-Gumuz	8,890	5,914	14,804	6,978	5,005	11,983	78.49	84.63	81
Gambella	6,705	4,852	11,557	5,682	4,161	9,843	84.74	85.76	85
Harari	1,401	1,173	2,574	1,260	1,151	2,411	89.94	98.12	94
Addis Ababa	28,391	37,777	66,168	21,884	26,332	48,216	77.08	69.70	73
Dire Dawa	3,212	2,751	5,963	2,341	2,164	4,505	72.88	78.66	76
<b>National</b>	<b>592,541</b>	<b>554,609</b>	<b>1,147,150</b>	<b>524,517</b>	<b>485,440</b>	<b>1,009,957</b>	<b>88.52</b>	<b>87.53</b>	<b>88</b>

Note: Data for Afar and Amhara has been estimated as these regions were unable to supply data within the given time frame.

From table 2.4.1 it can be seen that nationally 12% of those that take the Grade 8 exam do not achieve a grade that allows them to pass the grade and progress to secondary school. There is large regional variation with Afar and Addis Ababa having the lower pass rates in comparison to other regions, as shown in chart 2.4.1.

Chart 2.4.1 Promotion Rate by region, 2007 E.C. (2014/15)



Note: the red line indicates the national average (86%)



## 2.4.2 Grade 10 Examinations

To pass the grade 10 exam you must score more than 2.00. Table 4.1 shows that 67% of students scored more than 2.00 in 2007 exams, this has increased from 2006 E.C. when 50.5% of those that took the exam scored higher than 2.00. There were more males than females who completed the grade 10 exam, with 53% of entrants being male.

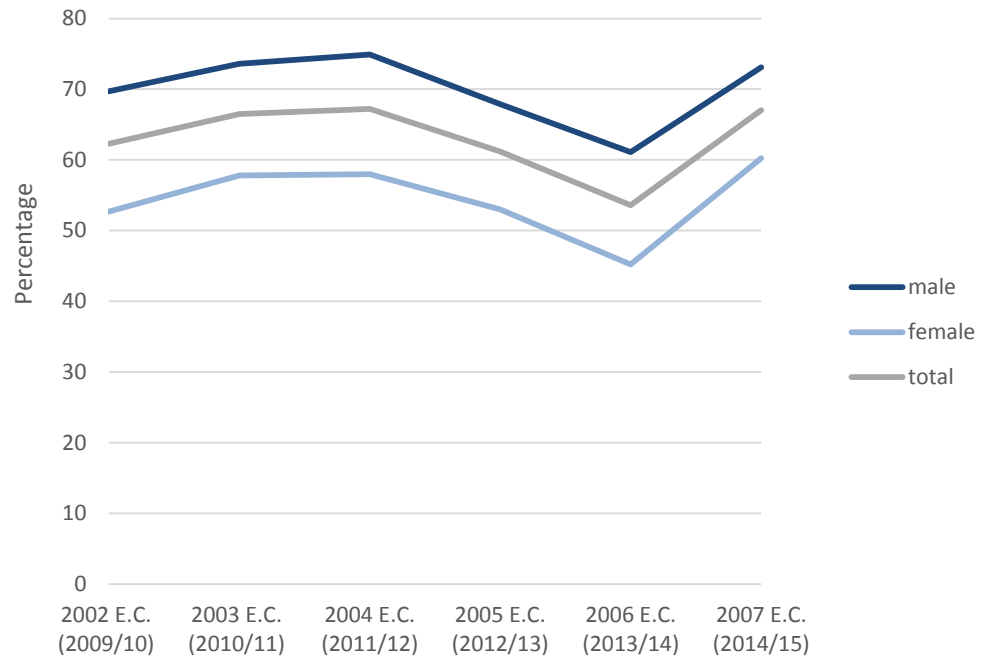
Table 2.4.2 Grade 10 results, 2007 E.C. (2014/15)

Gender	Male	Female	Total	Cumulative scores		
Reg'd	536,042	476,258	1,012,300			
Took Exam	522,855	468,131	990,986			
Not Sat	13,187	8,127	21,314			
< 1.86	101,420	139,909	241,329	>= 0.00	749,657	75.65
= 1.86	39,219	46,134	85,353	>= 1.86	749,657	75.65
= 2.00	45,111	46,722	91,833	>= 2.00	664,304	67.03
= 2.14	45,593	43,220	88,813	>= 2.14	572,471	57.77
= 2.29	42,320	37,033	79,353	>= 2.29	483,658	48.81
= 2.43	37,892	31,036	68,928	>= 2.43	404,305	40.80
= 2.57	34,469	25,999	60,468	>= 2.57	335,377	33.84
= 2.71	32,269	21,649	53,918	>= 2.71	274,909	27.74
= 2.86	31,361	18,893	50,254	>= 2.86	220,991	22.30
= 3.00	28,613	16,198	44,811	>= 3.00	170,737	17.23
= 3.14	22,071	11,898	33,969	>= 3.14	125,926	12.71
= 3.29	16,409	8,429	24,838	>= 3.29	91,957	9.28
= 3.43	11,963	6,041	18,004	>= 3.43	67,119	6.77
= 3.57	8,940	4,194	13,134	>= 3.57	49,115	4.96
= 3.71	7,188	3,086	10,274	>= 3.71	35,981	3.63
= 3.86	7,227	3,086	10,313	>= 3.86	25,707	2.59
= 4.00	10,790	4,604	15,394	= 4.00	15,394	1.55

Table 2.4.3 Trends in those who have passed the Grade 10 exam

Year	Total Scored >=2.0			Total Sat for exam			Percent		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002 E.C. (2009/10)	206,641	120,860	327,501	296,629	229,279	525,908	69.7	52.7	62.3
2003 E.C. (2010/11)	229,087	145,689	374,776	311,247	252,193	563,440	73.6	57.8	66.5
2004 E.C. (2011/12)	212,521	137,093	349,614	283,711	236,235	519,946	74.9	58	67.2
2005 E.C. (2012/13)	283,783	179,478	463,261	417,941	338,696	756,637	67.9	53	61.2
2006 E.C. (2013/14)	282,214	183,558	465,772	461,919	406,498	868,417	61.1	45.2	53.6
2007 E.C. (2014/15)	382,216	282,088	664,304	522,855	468,131	990,986	73.1	60.3	67.0

Chart 2.4.2 Trends in those who have passed the Grade 10 exam



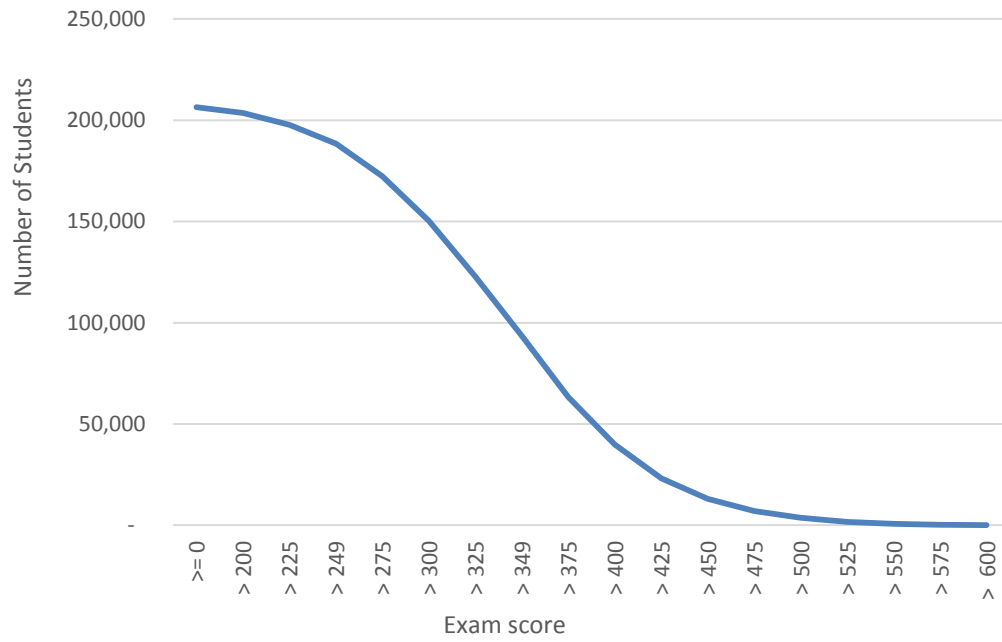
### 2.4.3 Grade 12 Examination Results

99% of those students who took the Grade 12 exam passed achieved a score of over 200, however only 3% of students achieved a score higher than 500.

Table 2.4.4 Grade 12 Examination Results 2007 E.C. (2014/15)

<b>Reg'd</b>	211,781	<b>Exam Score Range</b>	
<b>Took Exam</b>	206,472		
<b>Not Sat</b>	5,309		
<b>&gt;= 0</b>	206,472	<b>&lt;= 200</b>	2,621
<b>&gt; 200</b>	203,544	<b>201-225</b>	5,784
<b>&gt; 225</b>	197,760	<b>226-249</b>	9,406
<b>&gt; 249</b>	188,354	<b>250-275</b>	16,089
<b>&gt; 275</b>	172,265	<b>276-300</b>	21,921
<b>&gt; 300</b>	150,344	<b>301-325</b>	27,595
<b>&gt; 325</b>	122,749	<b>326-349</b>	29,283
<b>&gt; 349</b>	93,466	<b>350-375</b>	30,112
<b>&gt; 375</b>	63,354	<b>376-400</b>	23,519
<b>&gt; 400</b>	39,835	<b>401-425</b>	16,625
<b>&gt; 425</b>	23,210	<b>426-450</b>	10,136
<b>&gt; 450</b>	13,074	<b>451-475</b>	6,025
<b>&gt; 475</b>	7,049	<b>476-500</b>	3,390
<b>&gt; 500</b>	3,659	<b>501-525</b>	1,937
<b>&gt; 525</b>	1,722	<b>526-550</b>	963
<b>&gt; 550</b>	759	<b>551-575</b>	524
<b>&gt; 575</b>	235	<b>576-600</b>	178
<b>&gt; 600</b>	57	<b>601-700</b>	57

Chart 2.4.3 Numbers of students achieving certain grades, 2007 E.C. (2014/15)



## **2.5 Adult and Non Formal Education**

### **2.5.1 Introduction**

In several countries of the world Adult and Non-formal Education has been given for adults who are over 15 and under 60. Governments have used Adult and Non-formal Education to assist development in other sectors of their economy. A literate population is a precondition for any nation to become competitive within a global economy. Therefore, an Adult and Non-Formal Education program has been used to combat illiteracy and focuses on literacy, numeracy and life skills training. This is to enable adult learners to develop problem solving abilities and to change their mode of life. Moreover, Adult and Non-Formal Education/IFAE enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant. The IFAE program empowers communities to utilize their money in a better planned way. It also has positive impacts on children's school enrolment and gender issues and also initiates adult learners to use new technologies and inputs according to their livelihoods.

### **2.5.2 The Current Status of Adult and Non-Formal Education in Ethiopia**

The Government of Ethiopia starting from the inception of Adult and Non-Formal Education, particularly the IFAE program, has worked for the expansion and quality of the program. Prior to this the government knew that without a significant increase in the adult literacy rate Ethiopia would not be able to achieve middle-level income status within a foreseeable time period. Therefore, the IFAE program was developed and the program was delivered to the illiterate adults. Increasing adult literacy rates will support to achieve all development goals.

Accordingly, the Ministry of Education developed and published the National Adult and Non-Formal Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines and IFAE Facilitators Training Manual. IFAE is a two year program designed for illiterate adults. Based on C.S.A. 2004 E.C abstract, there were around 20.4 million illiterate adults in the country. Then the Ministry of Education planned in ESDP IV to decrease this number by 95% at the end the plan period. Even if, the planned target is not successfully achieved, the result is promising, which means out of these 20.4 million illiterate adults around 12 million adults are able to write, read and perform simple arithmetic through participating in IFAE program. However, on the other hand this indicates the need for strong effort and coordination at all levels to make the remaining around 8 million illiterate adults to become literate within the ESDP V plan period.

Table 2.5.1 Adult (15-60 age) Participants in IFAE Program by Region, Gender and Year, 2007 E.C. (2014/15 G.C.)

Region	Year 1				Year 2				Grand Total			
	M	F	T	F%	M	F	T	F%	M	F	T	F%
Tigray	140,624	184,738	325,362	56.8	94,048	85,347	179,395	47.6	234,672	270,085	504,757	53.51
Afar	13,352	9,934	23,286	42.7	4,624	3,356	7,980	42.1	17,976	13,290	31,266	42.51
Amhara	1,046,713	745,892	1,792,605	41.6	572,526	237,765	810,291	29.3	1,619,239	983,657	2,602,896	37.79
Oromiya	589,853	443,285	1,033,138	42.9	330,409	211,277	541,686	39.0	920,262	654,562	1,574,824	41.56
Somali	2,390	3,274	5,664	57.8	2,533	4,014	6,547	61.3	4,923	7,288	12,211	59.68
Ben. Gumz	24,535	24,381	48,916	49.8	7,748	7,463	15,211	49.1	32,283	31,844	64,127	49.66
SNNP	368,625	367,542	736,167	49.9	203,986	201,794	405,780	49.7	572,611	569,336	1,141,947	49.86
Gambella	242	591	833	70.9	28	36	64	56.3	270	627	897	69.90
Harari	5,186	2,983	8,169	36.5	3,209	1,228	4,437	27.7	8,395	4,211	12,606	33.40
Addis Ababa	6,485	16,929	23,414	72.3	2,343	5,524	7,867	70.2	8,828	22,453	31,281	71.78
Diredewa	5,051	3,583	8,634	41.5	3,094	1,869	4,963	37.7	8,145	5,452	13,597	40.10
National	2,203,056	1,803,132	4,006,188	45.0	1,224,548	759,673	1,984,221	38.3	3,427,604	2,562,805	5,990,409	42.78

Chart 2.5.1 Adult Enrolment by Region and Year disaggregated by Gender, 2007 E.C. (2014/15)

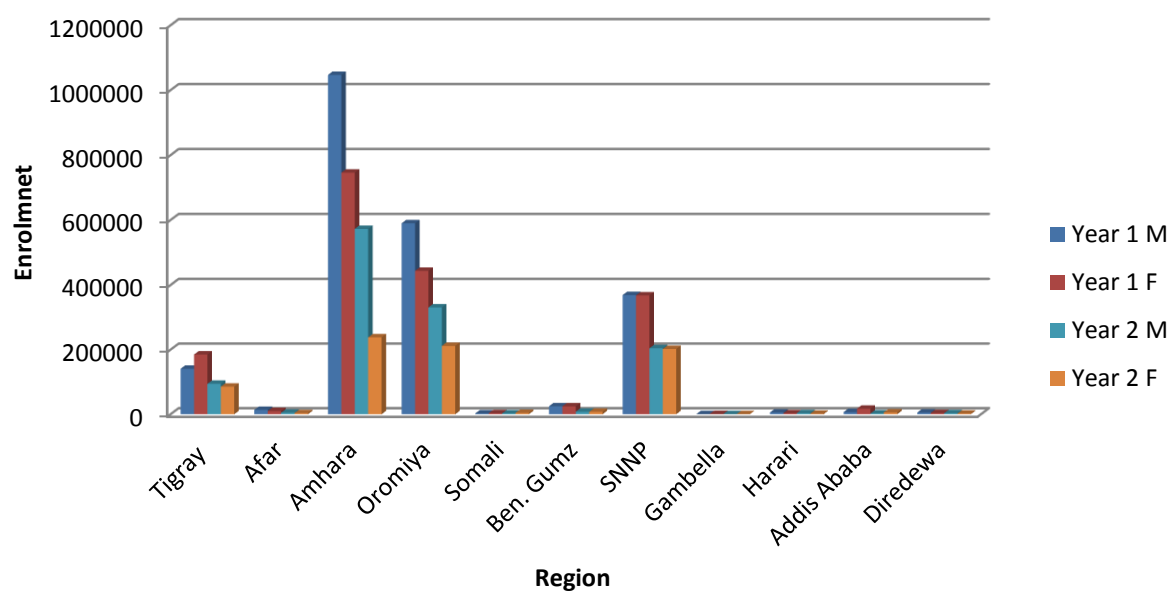


Table 2.5.1 and Chart 2.5.1 show 2007 E.C. Adult Enrolment by Region, Year/ Level of participation and disaggregated by gender. The table indicates that regions with better adult enrolment are Amhara, Oromia and SNNP. However, in the Gambella region the number of adult participants is very small compared to other regions. In 2007 E.C. female participation is better in Tigray, Somali, Gambella and Addis Ababa for level 1 and Somali, Gambella and Addis Ababa by level 2 adult enrolment. However, at the national level there is still a large gender disparity. This is because the share of illiterate adult females is more than the illiterate adult male population from the total illiterate population of CSA abstract of 2004 E.C.

Table 2.5.2 Adult Enrolment Trend in IFAE Program by Region and Sex 2007 E.C. (2014/15)

Year	Gender	Tigray	Afar	Amhara	Oromiya	Somali	Ben. Gumz	SNNP	Gambella	Harari	Addis Ababa	Dire dewa	National
2003EC (2010/11)	M	20	227	1,133	175,045	2,265	1,200	11,451	193	-	6,309	-	197,843
	F	57	110	511	110,679	2,362	1,148	7,734	188	-	13,778	-	136,567
	T	77	337	1,644	285,724	4,627	2,348	19,185	381	-	20,087	-	334,410
2004EC (2011/12)	M	54,192	1,460	168,219	814,415	3,191	226,348	2,609	8,510	-	3,007	-	1,281,951
	F	39,588	1,742	56,432	526,233	2,341	165,527	2,339	14,780	-	1,301	-	810,283
	T	93,780	3,202	224,651	1,340,648	5,532	391,875	4,948	23,290	-	4,308	-	2,092,234
2005EC (2012/13)	M	95,942	8,663	741,755	883,183	18,017	11,580	340,146	1,616	-	6,780	8,938	2,116,620
	F	78,030	5,868	304,868	559,734	28,925	9,117	292,315	1,728	-	12,751	5,856	1,299,156
	T	173,972	14,531	1,046,623	1,442,917	46,942	20,697	632,461	3,344	-	19,495	14,794	3,415,776
2006EC (2013/14)	M	143,251	13,872	1,575,365	1,324,858	94,521	13,845	518,640	568	9,132	17,968	10,286	3,722,306
	F	132,966	9,554	944,633	962,724	149,416	14,273	524,117	979	6,652	31,304	7,386	2,784,004
	T	276,217	23,426	2,519,998	2,287,582	243,937	28,118	1,042,757	1,547	15,784	49,272	17,672	6,506,310
2007EC (2014/15)	M	234,672	17,976	1,619,239	920,262	4,923	32,283	572,611	270	8,395	8,828	8,145	3,427,604
	F	270,085	13,290	983,657	654,562	7,288	31,844	569,336	627	4,211	22,453	5,452	2,562,805
	T	504,757	31,266	2,602,896	1,574,824	12,211	64,127	1,141,947	897	12,606	31,281	13,597	5,990,409
AAGR	M	5.51	1.4	3.28	0.39	0.17	0.93	1.19	0.07	-0.04	0.07	-0.03	0.77
	F	4.43	1.61	3.54	0.43	0.25	0.94	1.36	0.27	-0.2	0.1	-0.02	0.8
	T	4.8	1.47	3.36	0.41	0.21	0.94	1.26	0.19	-0.11	0.09	-0.03	0.78

Chart 2.5.2 National Adult Enrolment Trend

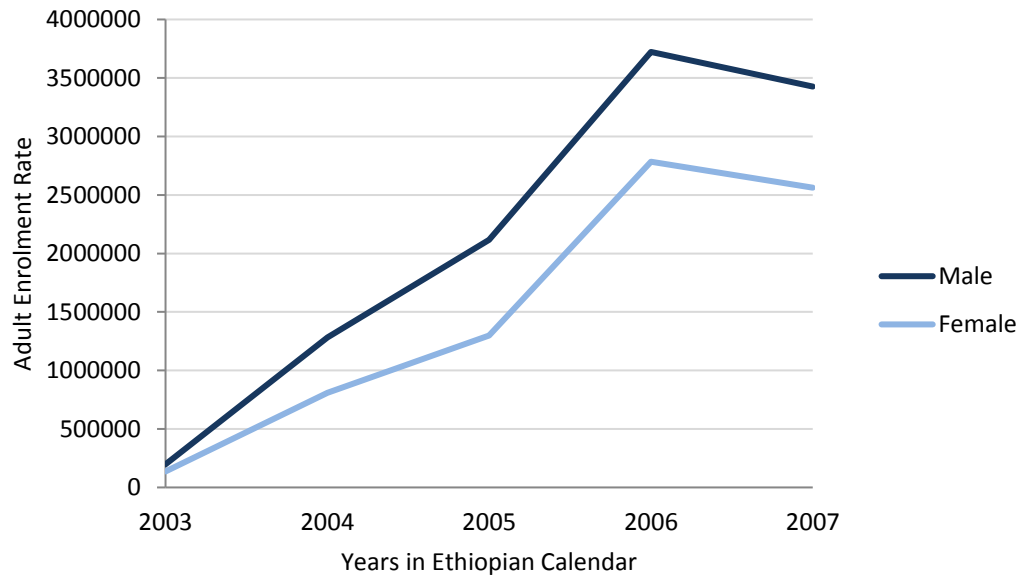


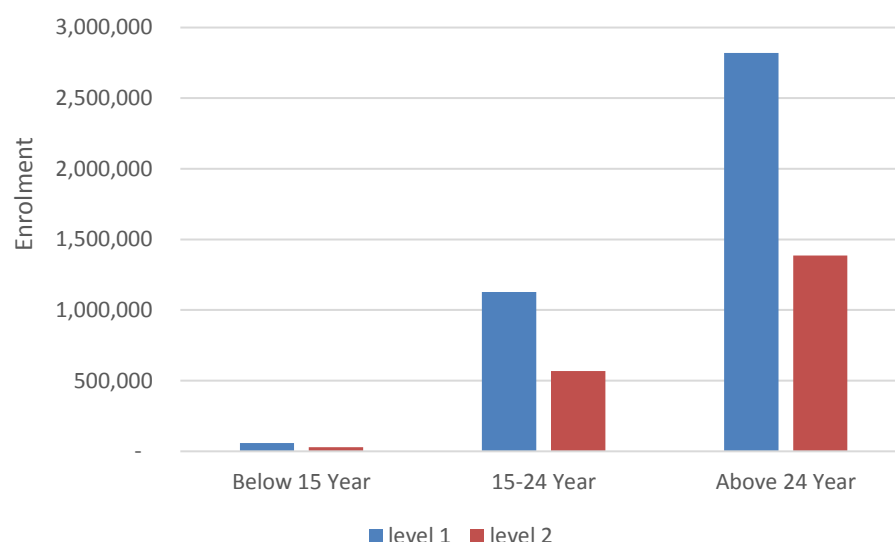
Table 2.5.2 and Chart 2.5.2 show the enrolment trend of adult learners in IFAE program from 2003 E.C. to 2007 E.C. According to the above table and chart starting from 2003 E.C. to 2006 E.C. the enrolment of adult learners in most region increased. But in 2007 E.C. in regions like Oromia, Somali, SNNP, Gambella, Addis Ababa, Harari and Dire-Dewa adult enrolment in IFAE Program declined. The average annual growth rates of adult enrollment in some regions are increasing, such as in Tigray 4.8 (Male 5.51, Female 4.3), Amhara 3.36 (Male 3.28, Female 3.54), Afar 1.47 (Male 1.4, Female 1.61) and SNNP 1.26 (Male 1.19, Female 1.36). On the other hand Dire-Dewa and Harari show a negative AAGR of adult enrollment in IFAE program. The National AAGR for adult enrollment is 0.78 (Male 0.77 and Female 0.80). This indicates female adult enrolment growth is still not satisfactory.

Table 2.5.3 Adult (15-60 age) Participants in IF AE Program by Region, Sex, Year and age, 2007 E.C. (2014/15)

Region	Age	Level 1		Level 2		TOTAL		Grand Total
		Male	Female	Male	Female	Male	Female	
Tigray	Below 15 Year	1,557	1,431	798	747	2,355	2,178	4,533
	15-24 Year	30,843	35,797	19,432	15,917	50,275	51,714	101,989
	Above 24 Year	108,224	147,510	73,818	68,683	182,042	216,193	398,235
Afar	Below 15 Year	574	583	191	137	765	720	1,485
	15-24 Year	4,427	3,287	1,855	1,558	6,282	4,845	11,127
	Above 24 Year	8,351	6,064	2,578	1,661	10,929	7,725	18,654
Amhara	Below 15 Year	10,227	5,837	4,546	1,816	14,773	7,653	22,426
	15-24 Year	292,067	199,097	159,866	67,463	451,933	266,560	718,493
	Above 24 Year	744,419	540,958	408,114	168,486	1,152,533	709,444	1,861,977
Oromiya	Below 15 Year	13,681	10,508	7,374	4,947	21,055	15,455	36,510
	15-24 Year	182,743	141,468	105,382	68,725	288,125	210,193	498,318
	Above 24 Year	393,429	291,309	217,653	137,605	611,082	428,914	1,039,996
Somali	Below 15 Year	498	459	442	333	940	792	1,732
	15-24 Year	684	601	454	479	1,138	1,080	2,218
	Above 24 Year	1,208	2,214	1,637	3,202	2,845	5,416	8,261
Ben. Gumz	Below 15 Year	211	210	31	77	242	287	529
	15-24 Year	4,222	5,076	1,091	1,350	5,313	6,426	11,739
	Above 24 Year	20,102	19,095	6,626	6,036	26,728	25,131	51,859
SNNP	Below 15 Year	6,114	5,309	3,601	3,172	9,715	8,481	18,196
	15-24 Year	105,761	105,205	60,260	58,288	166,021	163,493	329,514
	Above 24 Year	256,750	257,028	140,125	140,334	396,875	397,362	794,237
Gambella	Below 15 Year	-	-	-	-	-	-	-
	15-24 Year	35	71	-	-	35	71	106
	Above 24 Year	207	520	28	36	235	556	791
Harari	Below 15 Year	99	40	70	27	169	67	236
	15-24 Year	1,662	853	1,054	352	2,716	1,205	3,921
	Above 24 Year	3,425	2,090	2,085	849	5,510	2,939	8,449
Addis Ababa	Below 15 Year	196	770	89	268	285	1,038	1,323
	15-24 Year	4,390	6,703	1,503	2,790	5,893	9,493	15,386
	Above 24 Year	1,899	9,456	751	2,466	2,650	11,922	14,572
Diredewa	Below 15 Year	48	36	50	33	98	69	167
	15-24 Year	1,400	876	858	442	2,258	1,318	3,576
	Above 24 Year	3,603	2,671	2,186	1,394	5,789	4,065	9,854
National	Below 15 Year	33,205	25,183	17,192	11,557	50,397	36,740	87,137
	15-24 Year	628,234	499,034	351,755	217,364	979,989	716,398	1,696,387
	Above 24 Year	1,541,617	1,278,915	855,601	530,752	2,397,218	1,809,667	4,206,885



Chart 2.5.3 National enrolment by level, 2007 E.C. (2014/15)



The above table 2.5.3 and chart 2.5.3 show adult learners enrolment by age category, year/level and disaggregated by gender. As one can observe from the table most of adults that have participated in IFAE program are aged over 15 years. However, there are some IFAE participants who are below 15, the presence of these participants contradicts with the program aim and action should be taken to rectify this issue.

Table 2.5.4 Urban and Rural Enrolment of Adults in IFAE program, 2007 E.C. (2014/15)

Region	Urban				Rural				Grand Total		
	Male	Female	Total	Female	Male	Female	Total	Female	Male	Female	Total
Tigray	2,372	17,143	19,515	87.80%	232,300	252,942	485,242	52.10%	234,672	270,085	504,757
Afar	1,431	1,125	2,556	44.00%	16,545	12,165	28,710	42.40%	17,976	13,290	31,266
Amhara	33,583	54,723	88,306	62.00%	1,585,656	928,934	2,514,590	36.90%	1,619,239	983,657	2,602,896
Oromiya	27,980	31,307	59,287	52.80%	892,282	623,255	1,515,537	41.10%	920,262	654,562	1,574,824
Somali	738	837	1,575	53.10%	4,185	6,451	10,636	60.70%	4,923	7,288	12,211
Ben. Gumz	1,028	1,598	2,626	60.90%	31,255	30,246	61,501	49.20%	32,283	31,844	64,127
SNNP	15,411	24,765	40,176	61.60%	557,200	544,571	1,101,771	49.40%	572,611	569,336	1,141,947
Gambella	-	-	-	0.00%	270	627	897	69.90%	270	627	897
Harari	424	1,005	1,429	70.30%	7,971	3,206	11,177	28.70%	8,395	4,211	12,606
Addis Ababa	7,603	19,206	26,809	71.60%	1,225	3,247	4,472	72.60%	8,828	22,453	31,281
Diredewa	360	594	954	62.30%	7,785	4,858	12,643	38.40%	8,145	5,452	13,597
National	90,930	152,303	243,233	62.60%	3,336,674	2,410,502	5,747,176	41.90%	3,427,604	2,562,805	5,990,409

Chart 2.5.4 Enrolment in IF AE programs by rural/urban

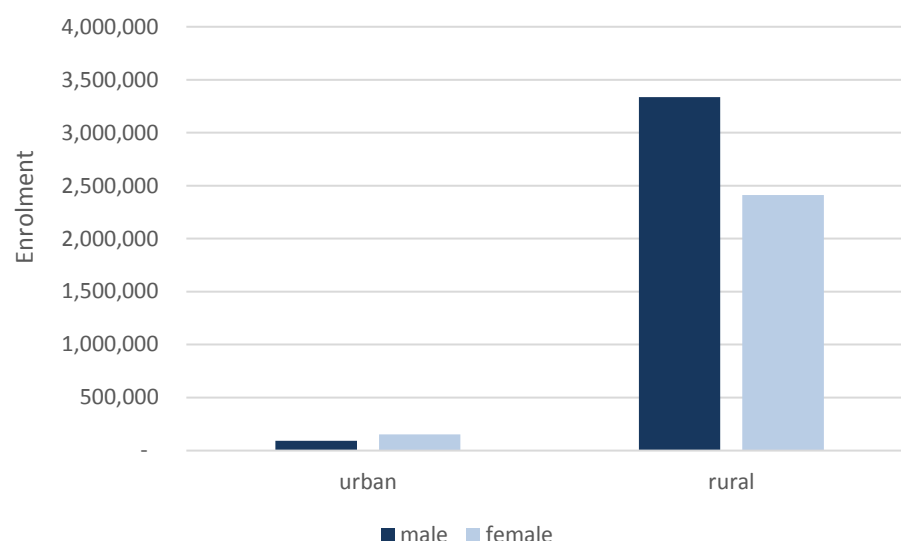


Table 2.5.4 and chart 2.5.4 show the adult enrolment in the IF AE program in urban and rural disaggregated by gender. Both male and female adult IF AE program participants have more number (M =3336674, F=2410502) in rural areas than in urban areas (M=90330, F=152303). The table indicates that female participants are higher in urban areas and more male participants in rural IF AE programs. Gambella region has no urban IF AE program participants. In Tigray, Somali and Addis Ababa regions both in urban and rural areas female IF AE participants are exceeding male IF AE participants.

Table 2.5.5 shows the IF AE facilitators by region and type. As the table indicates Amhara and Oromia regions used formal school teachers for IF AE programs over other types of facilitators. Amhara region has 8851 female and 9136 male hired facilitators, this number is much larger compared to the other regions. At the national level there are more male (120380) facilitators than female (77303) facilitators. Gambella has the smallest number of facilitators compared to other regions at 83.

Table 2.5.5 Types of Facilitators by Region 2007 E.C. (2014/15)

Region	Facilitators																Grand Total	Trained Facilitators		Volunteer	
	ABE Facilitator		Agriculture Extension Expert		Cooperative Expert		Health Extension Expert		Hired Facilitator		Formal School Teacher		Other		Total						
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		F	M	F	M
Tigray	22	62	199	499	8	44	420	96	848	863	486	789	65	100	2,048	2,453	4,501	292	254	34	58
Afar	3	24	5	17	-	-	15	12	21	136	30	206	1	3	75	398	473	6	19	3	2
Amhara	38	53	3,633	10,809	28	138	7,533	638	8,851	9,136	15,314	27,465	365	1,641	35,762	49,880	85,642	2,869	3,056	386	775
Oromiya	186	366	2,164	9,457	96	304	9,793	693	1,110	1,797	18,952	36,622	150	590	32,451	49,829	82,280	662	1,121	556	1,700
Somali	-	-	3	14	-	-	-	7	-	7	10	146	-	5	13	179	192	-	-	-	3
Ben. Gumz	12	35	333	930	12	38	644	104	180	320	629	1,710	2	15	1,812	3,152	4,964	156	282	19	21
SNNP	75	169	196	1,097	18	57	792	78	2,026	7,053	1,122	4,694	82	359	4,311	13,507	17,818	611	2,158	124	661
Gambella	-	-	21	28	-	3	2	1	1	26	-	-	-	1	24	59	83	3	28	1	-
Harari	1	1	7	48	-	4	44	14	5	35	82	283	1	17	140	402	542	42	117	3	17
Addis Ababa	11	6	3	2	-	1	-	-	549	302	35	27	12	3	610	341	951	147	92	4	2
Dire-Dewa	-	-	2	14	-	-	28	1	20	123	7	41	-	1	57	180	237	7	27	2	3
National	348	716	6,566	22,915	162	589	19,271	1,644	13,611	19,798	36,667	71,983	678	2,735	77,303	120,380	197,683	4,795	7,154	1,132	3,242

Table 2.5.6 indicates adults learning center by region and type. Most of the regions have used regular school and IF AE centers for IF AE learning. But Gambella region has used only farmers' association centers for IF AE learning. SNNP region is better in utilization of traditional association centers (Edir Bet) for IF AE learning. According to the table shown below Amhara (19115), Oromia (16918) and SNNP (12414) have the most dedicated IF AE centers.

Table 2.5.6 Adults' Learning Centres (IFAE Centres) by Region and Type 2007 E.C. (2014/15)

Region	Type of Centres							
	ABE centres	Farmers Association Centers	Health centre	Traditional association centres (Edir Bet)	IFAE Centre	Regular Schools	Others	Total
<b>Tigray</b>	94	71	7	4	396	724	208	1,504
<b>Afar</b>	134	3	1	1	3	130	9	281
<b>Amhara</b>	1,767	896	126	764	3,898	7,482	4,182	19,115
<b>Oromiya</b>	1,144	684	145	2,068	3,259	4,816	4,802	16,918
<b>Somali</b>	-	-	-	-	9	22	-	31
<b>Ben. Gumz</b>	253	40	11	1	13	112	7	437
<b>SNNP</b>	503	688	237	1,055	1,390	2,464	6,077	12,414
<b>Gambella</b>	-	29	-	-	-	-	-	29
<b>Harari</b>	1	5	1	3	28	47	115	200
<b>Addis Ababa</b>	33	4	3	35	91	191	76	433
<b>Diredewa</b>	3	8	1	2	20	39	84	157
<b>National</b>	3,932	2,428	532	3,933	9,107	16,027	15,560	51,519

Table 2.5.7 Adults' Learning Centers (IFAE Centers) by Region and Ownership, 2007 E.C. (2014/15)

Region	Ownership							
	Government	International community	Developmental Partner	Missionaries	Church	Mosque	Local community / Public	Other
<b>Tigray</b>	1,483	1	3	3	-	-	11	3
<b>Afar</b>	275	2	-	-	-	-	2	2
<b>Amhara</b>	18,042	29	-	55	44	3	863	79
<b>Oromiya</b>	15,448	6	-	39	146	31	1,223	25
<b>Somali</b>	26	-	-	-	-	-	5	-
<b>Ben. Gumz</b>	429	-	-	-	-	-	6	2
<b>SNNP</b>	10,465	99	9	28	650	17	939	207
<b>Gambella</b>	28	1	-	-	-	-	-	-
<b>Harari</b>	174	1	-	-	-	1	13	11
<b>Addis Ababa</b>	374	9	-	2	3	1	11	33
<b>Diredewa</b>	137	2	-	-	-	-	3	15
<b>National</b>	<b>46,881</b>	<b>150</b>	<b>12</b>	<b>127</b>	<b>843</b>	<b>53</b>	<b>3,076</b>	<b>377</b>

Table 2.5.7 shows the ownership of IFAE centers. 46,881 IFAE centers are owned by the government and next to the government the local community own 3,076 IFAE centers. The local community has control of 1,223 IFAE centers in Oromia, 939 IFAE centers in SNNP and 863 IFAE centers in Amhara. Developmental Partners own 12 IFAE centers, out of this 3 IFAE centers in Tigray and 9 IFAE centers in SNNP.

## 2.6 College of Teachers Education

Data collection for 2007 E.C was organized to collect data on students, academic and administrative staff of all colleges of teachers' education in the country. As of 2007 E.C. (2014/15), there are 37 colleges of teachers' education in the country in all regions.

CTEs give the three years and above diploma program in regular, evening and summer programs. There are more than 20 different departments or streams in most CTEs that are categorized under two modalities; Linear and Cluster. Some of the departments under the Linear Modality are; Amharic, English, Local language, History, Geography, Civics, Chemistry, Biology, Physics, Mathematics, Educational Planning and Management (EDPM), Adult and Non-Formal Education (ANFE), Music, Art, and Health and Physical Education. The Cluster Modality includes Languages, Social Science, Natural Science and Mathematics, and Aesthetics.

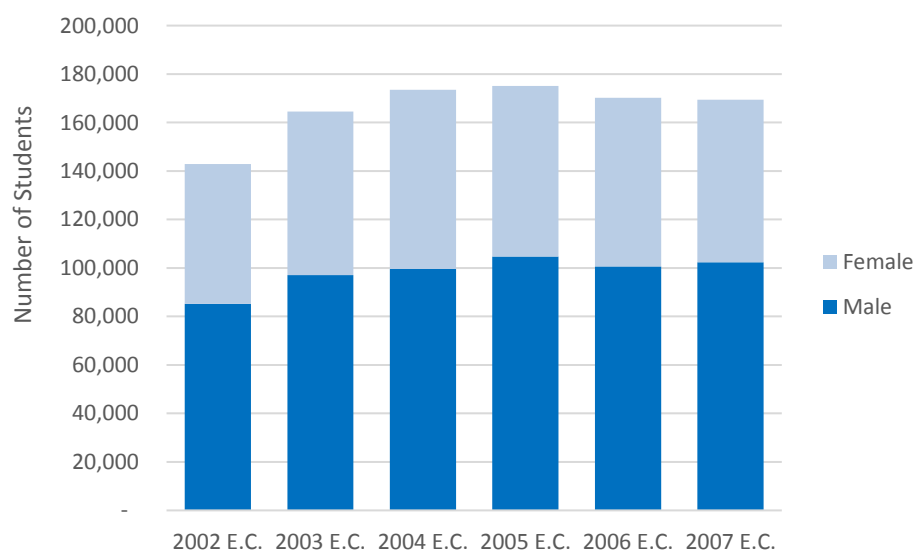
The data collection process for 2007 E.C. was not completed by the majority of CTEs, questionnaires were only returned for 11 out of the 37 CTEs. **To produce the 2007 figures in this abstract a forecasting process was undertaken for those CTEs that did not provide any data, therefore the figures presented here are advisory only.** Work is ongoing to improve the data return in future years.

### 2.6.1 Enrolment in CTEs

As of 2007 E.C. (2014/15), the total enrolment of the CTEs in all programs including regular, evening and summer is 169,382. Table 2.6.1 and chart 2.6.1 below, show that enrolment in CTEs has increased since 2002 E.C. but that enrolments are starting to stabilize over the last three years. Enrolment of males remains higher than females, with 60% of those enrolled being male.

Table and Chart 2.6.1 Trends in enrolment

	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.
<b>Male</b>	85,166	97,086	99,604	104,802	100,657	102,311
<b>Female</b>	57,769	67,415	73,913	70,340	69,503	67,070
<b>Total</b>	142,935	164,501	173,517	175,142	170,160	169,382

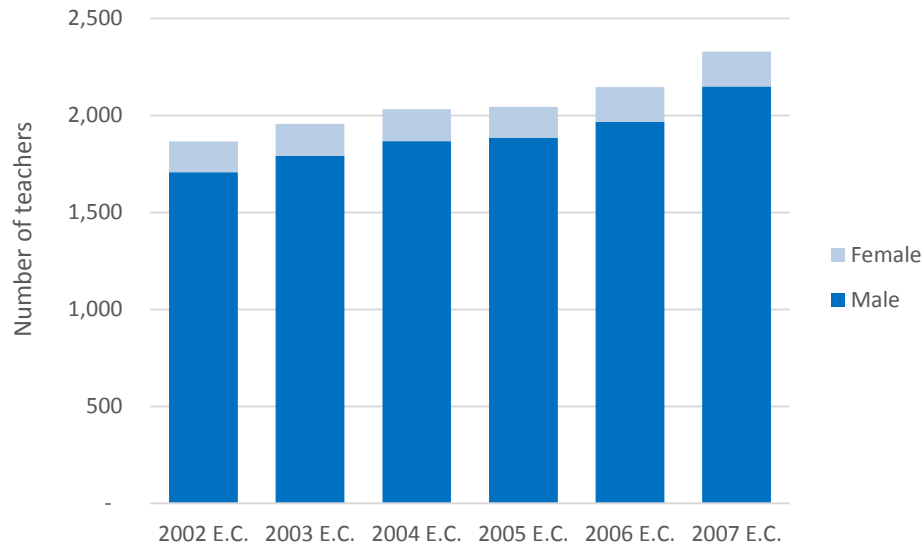


## 2.6.2 Teachers in CTEs

As table and chart 2.6.2 shows the number of teachers in CTEs have increased steadily over the last 6 years and there are now 2,330 teachers. There remain far more male teachers compared to female teachers, with 92% of the teaching staff being male.

Table and Chart 2.6.2 Trends in number of teachers

	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.
<b>Male</b>	1,708	1,791	1,868	1,886	1,967	2,149
<b>Female</b>	157	165	165	158	179	181
<b>Total</b>	1,865	1,956	2,033	2,044	2,146	2,330

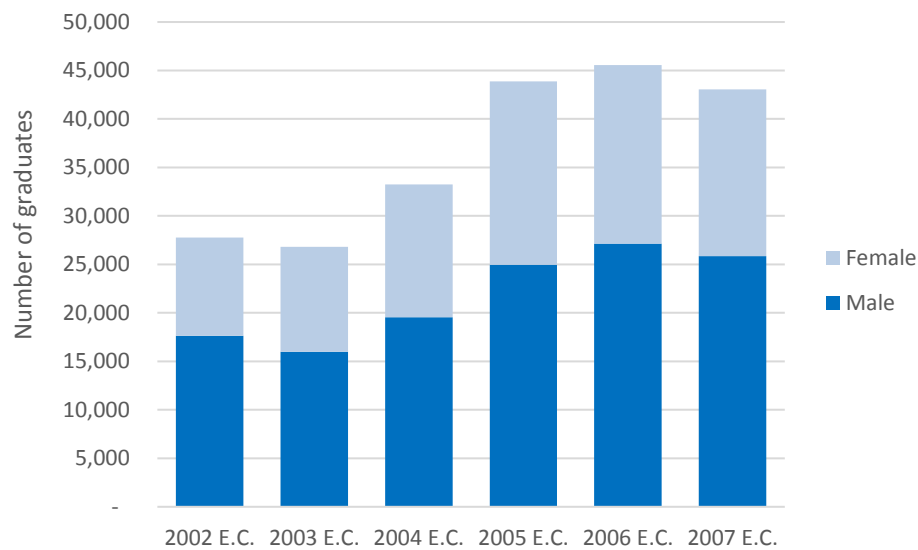


## 2.6.3 Graduates in CTEs

As table and chart 2.6.3 shows the number of graduates in CTEs have increased steadily over the last 6 years, with 43,041 students graduating in 2007 E.C. The number of graduates appears to be stabilizing in recent years, however without a complete data return from all 37 CTEs it is difficult to know the exact figure.

Table and Chart 2.6.3 Trends in Graduates in CTEs

	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.
<b>Male</b>	17,642	15,998	19,561	24,962	27,126	25,868
<b>Female</b>	10,119	10,804	13,671	18,928	18,440	17,173
<b>Total</b>	27,761	26,802	33,232	43,890	45,566	43,041



# SPECIAL NEEDS EDUCATION

2007 E.C. (2014/15)

84,568

Number of students with  
Special Needs enroled in  
education in Ethiopia

- Pre-Primary - 5%
- Primary - 84%
- Secondary - 8%
- Higher Education - 2%



84%

The proportion of Special  
Needs students enroled in  
primary education

## Teachers trained in Special Needs Education



- Primary - 84%
- Secondary - 16%

228,586

Teachers trained in  
Special Needs Education



## 3. Special Needs Education

### 3.1 Introduction

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials. While inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. Inclusion emphasizes that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management.

It also gives emphasis on groups of learners at risk of marginalization, exclusion or underachievement. 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. It is about practical changes of the school and its system including the attitude of the school community, the teaching style or instructional adaptation, educational provisions, curriculum modification and physical adaptation of the school environment to cater for all children with diverse backgrounds and abilities (MOE, 2012).

Access to education is a human right recognized in Principle of Universal Primary Education (UPE), Education for All (EFA) 2015 goals, and UN Conventions on the Rights of Persons with Disabilities (CRPD) that Ethiopia ratified. The Federal Democratic Republic of Ethiopia (FDRE) constitution and the Special Needs/Inclusive Education Strategy of the MOE also clearly stipulates the rights of students with special needs to participate at all education levels. To maximize the benefit of students with disabilities targets were set in ESDP IV and have been continued into ESDPV.

The following analysis shows the current educational situation of students with different disabilities. It deals with three major points; enrolment of children with special educational needs (SEN) at all levels of education, the number of trained teachers in SNE/inclusive education and the institutional capacity of schools in addressing the academic and social needs of children with SEN. When interpreting this data it should be noted that the understanding of disability and special needs within the education system is an evolving area and it is likely that some children with special needs have not been recorded in the data.

### 3.2 Enrolment of Pre-Primary students with Disabilities

Pre- primary education is essential for all children particularly for students with disabilities. In pre-primary education they learn different skills which is important for their primary education and future life such as Brail reading and writing, reading and mobility for Blind students, Sign language for deaf and different life skills for students with intellectual disability.

Table 3.2.1 National Enrolment of students with Disabilities in Pre-Primary Schools in 2007 E.C. (2014/15)

Type of disabilities	Child-2-Child			0-class			Total		
	M	F	T	M	F	T	M	F	T
Blind	115	56	119	526	302	828	641	358	947
Physically Disabled	99	44	143	582	263	845	681	307	988
Deaf	83	43	126	316	259	568	399	302	694
Intellectually Disabled	100	62	157	479	349	828	579	411	985
Other	30	29	59	482	462	942	512	491	1001
Total	427	234	604	2385	1635	4011	2812	1869	4615

As table 3.2.1 shows, the participation of students with SEN in pre-primary education program (Child to Child and 0 class) is 4,615. The proportion of SEN students who attend the Child 2 Child program is 13%, with the remaining 87% attending 0 class. There are more male students with SEN attending pre-primary compared to females, with 60% of those enrolled being male.

As the recorded data indicates, the participation of intellectually disabled students is the highest at 22% of SEN students within this category. There are also a large amount of SEN students in the 'other' category which indicates that there might be problems of correctly identifying the category of disability experienced by the child. There are likely to be more children with disability within the regions but understanding and the recording of this information is low, especially in regions such as Gambella and Somali.

Table 3.2.2 Regional Enrolment of students with Disabilities in Pre-Primary Schools in 2007 E.C. (2014/15)

Region	Type of disabilities	Child-2-Child			0-class			Total		
		M	F	T	M	F	T	M	F	T
Tigray	Blind	7	6	13	17	21	38	24	27	51
	Physically Disabled	19	14	33	21	7	28	40	21	61
	Deaf	15	6	21	18	15	33	33	21	54
	Intellectually Disabled	26	14	40	49	21	70	75	35	110
	Other	1	0	1	5	3	8	6	3	9
	Total	68	40	108	110	67	177	178	107	285
Afar	Blind	0	0	0	0	0	0	0	0	0
	Physically Disabled	1	0	1	46	36	82	47	36	83
	Deaf	2	0	2	4	1	5	6	1	7
	Intellectually Disabled	1	2	3	3	0	3	4	2	6
	Other	0	0	0	2	2	2	2	2	2
	Total	4	2	6	55	39	92	59	41	98
Amhara	Blind	66	19	85	115	33	148	181	52	233
	Physically Disabled	53	7	60	76	28	104	129	35	164
	Deaf	15	14	29	66	62	128	81	76	157
	Intellectually Disabled	19	16	35	92	73	165	111	89	200
	Other	6	8	14	10	4	14	16	12	28
	Total	159	64	223	359	200	559	518	264	782
Oromia	Blind	29	23	0	141	45	186	170	68	186
	Physically Disabled	9	11	20	110	57	167	119	68	187
	Deaf	15	4	19	85	64	149	100	68	168
	Intellectually Disabled	9	4	13	114	77	191	123	81	204
	Other	4	5	9	157	115	272	161	120	281
	Total	66	47	61	607	358	965	673	405	1026
Somali	Blind	0	0	0	0	0	0	0	0	0
	Physically Disabled	0	0	0	110	23	133	110	23	133
	Deaf	0	0	0	12	7	19	12	7	19
	Intellectually Disabled	0	0	0	6	3	9	6	3	9
	Other	0	0	0	0	0	0	0	0	0
	Total	0	0	0	128	33	161	128	33	161
Benishangule Gumuz	Blind	3	0	3	17	25	42	20	25	45
	Physically Disabled	4	2	6	11	2	13	15	4	19
	Deaf	8	5	13	3	4	0	11	9	13
	Intellectually Disabled	5	1	6	6	4	10	11	5	16
	Other	5	4	9	0	0	0	5	4	9
	Total	25	12	37	37	35	65	62	47	102
SNNPR	Blind	9	8	17	183	119	302	192	127	319
	Physically Disabled	12	10	22	181	75	256	193	85	278
	Deaf	25	14	39	103	89	192	128	103	231
	Intellectually Disabled	30	18	48	165	127	292	195	145	340
	Other	14	12	26	295	321	616	309	333	642
	Total	90	62	152	927	731	1658	1017	793	1810
Harar	Blind	1	0	1	11	13	24	12	13	25
	Physically Disabled	1	0	1	2	1	3	3	1	4
	Deaf	3	0	3	16	8	24	19	8	27
	Intellectually Disabled	4	2	6	11	8	19	15	10	25
	Other	0	0	0	7	8	15	7	8	15
	Total	9	2	11	47	38	85	56	40	96
Addis Ababa	Blind	0	0	0	18	23	41	18	23	41
	Physically Disabled	0	0	0	23	34	57	23	34	57
	Deaf	0	0	0	9	8	17	9	8	17
	Intellectually Disabled	5	5	5	30	35	65	35	40	70
	Other	0	0	0	6	9	15	6	9	15
	Total	5	5	5	86	109	195	91	114	200
Dire Dawa	Blind	0	0	0	24	23	47	24	23	47
	Physically Disabled	0	0	0	2	0	2	2	0	2
	Deaf	0	0	0	0	1	1	0	1	1
	Intellectually Disabled	1	0	1	3	1	4	4	1	5
	Other	0	0	0	0	0	0	0	0	0
	Total	1	0	1	29	25	54	30	25	55

### 3.3 Enrolment of Primary students with Disabilities

According to in the data collected in the following table, the total number of students with special education needs who are attending their primary schools is 72,110 in 2007 E.C (2014/15). In first cycle (Grades 1-4) the number of SEN students is 51,167 and in the upper primary level (Grades 5-8) is 19,840. There are 29,266 girls with disability and 41,741 boys. This shows a much lower proportion of girls with SEN compared to boys. It can be seen that there is a large decrease in the number of SEN students between the first cycle and second cycle, this indicates that many SEN students are not progressing through the education system and there is a high dropout and repetition rate within this group of students.

It was planned in ESDP IV to increase enrolment of students with SNE from 47,461 in 2009/10 to 1,739,000 in 2014/15. However, the data shows that there are only 71,007 SEN students currently attending primary education. This indicates that there might be a misunderstanding of special needs education among many schools members who record this information and unavailability of data from some regions like Somali.

Table 3.3.1 National Enrolment of Children with Special Education Needs in Primary Education 2007 E.C. (2014/15)

Type of Disabilities	Grade 1-4								Grade 5-8								Total		
	1		2		3		4		5		6		7		8		M	F	T
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Blind	1,204	868	763	526	710	522	691	482	587	438	482	324	378	294	364	266	5,179	3,720	8,899
Physically Disabled	2,148	1,341	1,584	1,017	1,694	990	1,712	1,008	1,099	812	922	675	926	664	921	647	11,006	7,154	18,160
Deaf	2,854	2,089	1,726	1,283	1,395	1,110	1,315	963	812	680	620	494	497	396	394	259	9,613	7,274	16,887
Intellectually Disabled	3,745	2,546	1,978	1,416	1,408	1,055	1,136	853	689	475	463	339	392	273	273	194	10,084	7,151	17,235
Other	1,421	904	939	723	1,162	596	757	533	527	383	399	329	321	261	333	238	5,859	3,967	9,826
Total	11,372	7,748	6,990	4,965	6,369	4,273	5,611	3,839	3,714	2,788	2,886	2,161	2,514	1,888	2,285	1,604	41,741	29,266	71,007

Table 3.3.2 Regional Enrolment of Children with Special Education Needs in Primary Education 2007 E.C. (2014/15)

Region	Type of Disabilities	Grade 1-4								Grade 5-8								Total		
		1		2		3		4		5		6		7		8		M	F	T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Tigray	Blind	89	63	78	74	90	78	86	57	80	75	70	53	57	70	63	59	613	529	1142
	Physically Disabled	142	89	121	81	138	75	121	66	142	77	93	73	92	68	121	93	970	622	1592
	Deaf	163	112	124	101	100	95	107	88	89	74	90	65	71	52	63	47	807	634	1441
	Intellectually Disabled	480	323	390	265	295	233	250	186	137	89	92	67	86	68	56	44	1786	1275	3061
	Other	80	54	62	57	73	56	73	37	35	25	27	35	29	19	47	31	426	314	740
	Total	954	641	775	578	696	537	637	434	483	340	372	293	335	277	350	274	4602	3374	7976
Afar	Blind	10	4	5	1	3	0	2	1	1	1	1	0	1	0	0	0	23	7	30
	Physically Disabled	38	17	14	6	5	4	8	3	5	5	4	2	7	2	3	1	84	40	124
	Deaf	22	27	14	5	8	3	8	9	5	2	4	1	2	1	2	0	65	48	113
	Intellectually Disabled	28	13	16	18	10	8	9	7	5	2	1	0	2	5	2	0	73	53	126
	Other	5	3	4	1	2	1	3	0	0	1	2	3	0	0	4	0	20	9	29
	Total	103	64	53	31	28	16	30	20	16	11	12	6	12	8	11	1	265	157	422
Amhara	Blind	412	302	180	126	161	99	156	88	132	85	108	51	81	37	63	30	1293	818	2111
	Physically Disabled	300	194	196	128	147	122	136	103	137	103	107	86	112	87	113	83	1248	906	2154
	Deaf	560	490	192	178	149	138	134	95	80	100	58	49	35	34	36	25	1244	1109	2353
	Intellectually Disabled	1,339	1,008	394	369	249	217	158	143	98	75	55	43	28	28	29	27	2350	1910	4260
	Other	113	71	66	67	78	48	63	34	24	19	18	21	25	19	21	8	408	287	695
	Total	2724	2065	1028	868	784	624	647	463	471	382	346	250	281	205	262	173	6543	5030	11573
Oromiya	Blind	417	312	323	197	290	224	281	200	252	175	174	128	146	117	112	77	1995	1430	3425
	Physically Disabled	1,044	602	806	479	707	457	620	397	504	375	406	271	368	262	270	163	4725	3006	7731
	Deaf	1,328	938	847	634	760	555	594	449	412	303	269	205	230	172	135	78	4575	3334	7909
	Intellectually Disabled	954	595	609	377	418	292	344	228	211	132	145	111	127	79	59	46	2867	1860	4727
	Other	817	514	511	331	455	271	365	243	249	173	171	132	133	104	117	73	2818	1841	4659
	Total	4560	2961	3096	2018	2630	1799	2204	1517	1628	1158	1165	847	1004	734	693	437	16980	11471	28451
Somali	Blind	6	4	14	8	2	2	0	0	0	0	0	0	0	0	0	0	22	14	36
	Physically Disabled	4	0	0	0	0	0	380	120	0	0	0	0	0	0	120	80	504	200	704
	Deaf	0	2	0	0	0	0	50	28	0	0	0	0	0	0	5	4	55	34	89
	Intellectually Disabled	0	0	0	0	0	0	13	10	0	0	0	0	0	0	4	3	17	13	30
	Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	10	6	14	8	2	2	443	158	0	0	0	0	0	0	129	87	598	261	859

Region	Type of Disabilities	Grade 1-4								Grade 5-8								Total		
		1		2		3		4		5		6		7		8		M	F	T
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Ben. Gumuz	Blind	23	17	13	7	15	16	18	13	15	10	16	6	8	3	11	4	119	76	195
	Physically Disabled	78	48	60	38	44	24	34	22	24	21	31	15	32	15	30	8	333	191	524
	Deaf	49	52	60	34	37	28	33	18	29	16	27	13	21	12	20	5	276	178	454
	Intellectually Disabled	114	66	72	34	54	24	35	29	24	17	10	9	17	8	10	4	336	191	527
	Other	25	14	24	24	9	18	30	9	32	12	22	10	11	6	16	9	169	102	271
	Total	289	197	229	137	159	110	150	91	124	76	106	53	89	44	87	30	1233	738	1971
SNNPR	Blind	130	69	96	74	98	73	95	80	63	61	79	60	53	50	82	62	696	529	1225
	Physically Disabled	399	251	289	192	257	216	319	209	206	167	219	181	194	166	203	164	2086	1546	3632
	Deaf	617	374	443	287	286	234	326	221	150	135	126	103	90	74	93	59	2131	1487	3618
	Intellectually Disabled	665	412	427	306	321	239	283	215	181	132	129	85	117	79	92	63	2215	1531	3746
	Other	302	170	207	175	180	145	155	142	128	103	107	82	83	72	87	78	1249	967	2216
	Total	2113	1276	1462	1034	1142	907	1178	867	728	598	660	511	537	441	557	426	8377	6060	14437
Gambella	Blind	13	12	10	11	9	6	7	6	12	6	8	5	6	3	9	7	74	56	130
	Physically Disabled	30	26	19	15	17	17	17	8	17	9	12	5	60	10	8	5	180	95	275
	Deaf	30	25	9	5	16	15	10	7	11	10	7	12	12	5	6	1	101	80	181
	Intellectually Disabled	11	10	5	4	10	6	2	1	6	4	4	9	2	0	4	0	44	34	78
	Other	11	9	2	1	1	0	0	1	1	3	14	15	0	0	4	4	33	33	66
	Total	95	82	45	36	53	44	36	23	47	32	45	46	80	18	31	17	432	298	730
Harar	Blind	3	2	2	1	2	1	8	3	7	5	2	2	1	2	0	0	25	16	41
	Physically Disabled	16	8	12	7	8	3	3	4	3	2	1	0	2	0	1	0	46	24	70
	Deaf	19	12	6	8	8	4	15	3	2	6	5	7	2	7	1	0	58	47	105
	Intellectually Disabled	46	36	16	12	11	12	7	4	6	7	3	2	1	2	2	0	92	75	167
	Other	24	17	8	6	6	0	7	5	0	0	1	3	1	0	0	0	47	31	78
	Total	108	75	44	34	35	20	40	19	18	20	12	14	7	11	4	0	268	193	461
Addis Ababa	Blind	7	6	3	4	4	4	8	6	7	4	2	10	14	8	13	22	58	64	122
	Physically Disabled	54	56	20	12	15	16	14	15	10	11	12	14	21	13	18	17	164	154	318
	Deaf	64	56	27	25	27	33	35	42	33	31	31	37	31	39	31	39	279	302	581
	Intellectually Disabled	94	77	39	23	36	19	30	28	18	16	22	9	11	4	11	5	261	181	442
	Other	43	50	47	59	356	56	60	61	51	42	37	28	38	41	34	33	666	370	1036
	Total	262	245	136	123	438	128	147	152	119	104	104	98	115	105	107	116	1428	1071	2499
Dire Dawa	Blind	94	77	39	23	36	19	30	28	18	16	22	9	11	4	11	5	261	181	442
	Physically Disabled	43	50	47	59	356	56	60	61	51	42	37	28	38	41	34	33	666	370	1036
	Deaf	2	1	4	6	4	5	3	3	1	3	3	2	3	0	2	1	22	21	43
	Intellectually Disabled	14	6	10	8	4	5	5	2	3	1	2	4	1	0	4	2	43	28	71
	Other	1	2	8	2	2	1	1	1	7	5	0	0	1	0	3	2	23	13	36
	Total	154	136	108	98	402	86	99	95	80	67	64	43	54	45	54	43	1015	613	1628

### 3.4 Enrolment of Secondary students with Disabilities

Table 3.4.1 National Enrolment of Student with Special Education Needs in Secondary Education 2007 E.C. (2014/15)

Type of disabilities	Grade 9		Grade 10		Grade 11		Grade 12		Total		
	M	F	M	F	M	F	M	F	M	F	T
<b>Blind</b>	348	234	240	145	123	65	124	40	835	484	1,319
<b>Handicapped</b>	861	648	769	537	180	132	210	136	2,020	1,453	3,613
<b>Deaf &amp; Mute</b>	296	173	202	152	16	15	28	14	542	354	895
<b>Mentally impaired</b>	202	114	114	84	21	15	11	11	348	224	575
<b>Others</b>	350	246	177	170	36	37	26	20	589	473	1,062
<b>Total</b>	2,057	1,415	1,502	1,088	376	264	399	221	4,334	2,988	7,464

7,464 Students with SEN are currently attending secondary school. In secondary lower level (Grades 9-10) there are 6,062 SEN students and in the secondary upper level (Grades 11-12) there are 1,260. Out of the total number of students with SEN 2,988 are females and 4,334 are males, this indicates there are fewer females with SEN in secondary education. The number of children with special education needs who are currently attending schools is expected to exceed this figure as there is a lack of available data from some regions on students with SEN.

Table 3.4.2 Regional Enrolment of Student with Special Education Needs in Secondary Education 2007 E.C. (2014/15)

Region	Type of disabilities	Grade 9		Grade 10		Grade 11		Grade 12		Total		
		M	F	M	F	M	F	M	F	M	F	T
Tigray	Blind	58	33	46	40	8	4	7	6	119	83	202
	Physically Disabled	110	70	86	80	15	11	21	11	232	172	404
	Deaf	50	32	30	25	1	3	4	2	85	62	147
	Intellectually Disabled	25	18	20	21	0	1	2	2	47	42	89
	Other	29	18	13	27	5	9	6	7	53	61	114
	Total	272	171	195	193	29	28	40	28	536	420	956
Afar	Blind	2	0	0	0	0	0	0	0	2	0	2
	Physically Disabled	16	10	12	0	4	0	0	2	32	12	44
	Deaf	2	0	0	0	2	0	0	0	4	0	4
	Intellectually Disabled	0	0	0	2	0	0	0	0	0	2	2
	Other	0	0	0	0	0	0	0	0	0	0	0
	Total	20	10	12	2	6	0	0	2	38	14	52
Amhara	Blind	125	98	74	25	49	24	42	6	290	153	443
	Physically Disabled	179	170	124	124	60	52	59	34	422	380	802
	Deaf	44	20	27	23	1	3	5	5	77	51	128
	Intellectually Disabled	30	19	11	9	13	3	1	5	55	36	91
	Other	45	37	23	32	3	4	6	0	77	73	150
	Total	423	344	259	213	126	86	113	50	921	693	1614
Oromia	Blind	112	70	83	53	38	16	55	16	288	155	443
	Physically Disabled	314	228	235	188	50	17	24	14	623	447	1070
	Deaf	85	56	66	39	5	6	11	7	167	108	275
	Intellectually Disabled	88	50	56	33	6	9	4	2	154	94	248
	Other	132	88	64	52	6	7	7	5	209	152	361
	Total	731	492	504	365	105	55	101	44	1441	956	2397



Region	Type of disabilities	Grade 9		Grade 10		Grade 11		Grade 12		Total		
		M	F	M	F	M	F	M	F	M	F	T
Somali	Blind	0	0	0	0	0	0	0	0	0	0	0
	Physically Disabled	0	0	160	38	0	0	67	49	227	87	454
	Deaf	0	0	2	3	0	0	0	0	2	3	4
	Intellectually Disabled	0	0	3	0	0	0	0	0	3	0	6
	Other	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	165	41	0	0	67	49	232	90	464
Ben. Gumuz	Blind	5	2	1	0	0	0	0	0	6	2	8
	Physically Disabled	31	19	28	9	1	1	4	0	64	29	93
	Deaf	13	2	7	3	0	1	0	0	20	6	26
	Intellectually Disabled	6	5	2	2	0	1	0	0	8	8	16
	Other	14	7	11	3	2	0	1	0	28	10	38
	Total	69	35	49	17	3	3	5	0	126	55	181
SNNPR	Blind	30	25	29	21	20	13	16	7	95	66	161
	Physically Disabled	190	143	112	88	47	46	31	22	380	299	679
	Deaf	53	37	43	27	7	1	8	0	111	65	176
	Intellectually Disabled	48	22	18	13	2	1	4	1	72	37	109
	Other	118	86	62	54	17	14	5	7	202	161	363
	Total	439	313	264	203	93	75	64	37	860	628	1488
Harar	Blind	1	0	0	0	0	0	0	0	1	0	1
	Physically Disabled	2	0	0	0	0	0	2	0	4	0	4
	Deaf	0	0	1	4	0	0	0	0	1	4	5
	Intellectually Disabled	0	0	0	0	0	0	0	1	0	1	1
	Other	0	0	0	0	0	0	0	0	0	0	0
	Total	3	0	1	4	0	0	2	1	6	5	11
Addis Ababa	Blind	14	5	6	5	8	8	3	5	31	23	54
	Physically Disabled	13	7	9	10	3	4	1	4	26	25	51
	Deaf	43	26	24	28	0	1	0	0	67	55	122
	Intellectually Disabled	5	0	4	4	0	0	0	0	9	4	13
	Other	12	10	2	2	3	3	1	1	18	16	34
	Total	87	48	45	49	14	16	5	10	151	123	274
Dire Dawa	Blind	1	1	1	1	0	0	1	0	3	2	5
	Handicapped	6	1	3	0	0	1	1	0	10	2	12
	Deaf & Mute	6	0	2	0	0	0	0	0	8	0	8
	Mentally impaired	0	0	0	0	0	0	0	0	0	0	0
	Others	0	0	2	0	0	0	0	0	2	0	2
	Total	13	2	8	1	0	1	2	0	23	4	27

## 3.5 Enrolment of students in Higher Education with Disabilities

Table 3.5.1 Enrolment of Student with SEN in Higher Education by Program and gender 2007 E.C. (2014/15)

Type of disability	Under graduate degree			Post graduate - Masters			Post Graduate - phd			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>Blind</b>	350	134	484	17	6	23	0	0	0	367	140	507
<b>Deaf</b>	75	28	103	3	1	4	0	0	0	78	29	107
<b>Physically Disabled</b>	495	164	659	33	7	40	0	0	0	528	171	699
<b>Others</b>	96	53	149	16	4	20	0	0	0	112	57	169
<b>Total</b>	<b>1,016</b>	<b>379</b>	<b>1,395</b>	<b>69</b>	<b>18</b>	<b>87</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1085</b>	<b>397</b>	<b>1482</b>

As table 3.5.1 shows that the total number of SEN students who are currently attending higher education programs is 1,482. The largest number of students with SEN is found in the under graduate program at 94% of higher education students found in these programs, the rest are attending post graduate master's program, unfortunately no one is found in post graduate PHD programs. As the data shows, only 397 female students are attending in higher education the other 1085 are male. This indicates less participation of female students with SEN than males. Regarding to disabilities, physically disabled students are large in number at 699. Although the numbers of SEN students is low the ESDP IV target for 2014/15 of 946 has been exceeded.

## 3.6 Number of teachers trained to teach Special Needs Students

Table 3.6.1 Number of SNE Trained Teachers by Program and Gender 2007 E.C. (2014/15)

Region	Primary Education			Secondary Education			Total		
	M	F	T	M	F	T	M	F	T
<b>Tigray</b>	224	190	414	891	251	1,142	1,115	441	1,556
<b>Afar</b>	0	0	0	88	5	93	88	5	93
<b>Amhara</b>	3,572	2,702	6,274	1,073	218	1,291	4,645	2,920	7,565
<b>Oromia</b>	66,616	42,784	109,400	17,587	2,811	20,398	84,203	45,595	129,798
<b>Somali</b>	4	0	4	22	4	26	26	4	30
<b>Ben. Gumuz</b>	3,114	1,145	4,259	771	81	852	3,885	1,226	5,111
<b>SNNPR</b>	49,621	20,460	70,081	10,850	2,012	12,862	60,471	22,472	82,943
<b>Gambella</b>	0	0	0	11	0	11	11	-	11
<b>Harari</b>	105	43	148	194	45	239	299	88	387
<b>Addis Ababa</b>	334	332	666	196	23	219	530	355	885
<b>Dire Dawa</b>	173	25	198	7	2	9	180	27	207
<b>Total</b>	<b>123,763</b>	<b>67,681</b>	<b>191,444</b>	<b>31,690</b>	<b>5,452</b>	<b>37,142</b>	<b>155,453</b>	<b>73,133</b>	<b>228,586</b>

Table 3.6.1 shows that the highest number of teachers trained in SEN is highest in primary schools. Nationally there are 228,586 teachers have been trained in SNE, out of this 84% are working in primary schools. These are teachers who have attended a training course in special needs, the number of teachers with a degree qualification in special needs will be considerably lower. There is a large variation in the number of SNE teachers by region. Oromia and SNNPR have the higher number of SNE qualified teachers whereas Addis Ababa, Gambella and Somali have lower number of SNE qualified teachers. As the collected data indicates nationally, the number of male SNE trained teachers is higher than female SNE trained teachers.

### 3.7 Number of schools that practice Special Needs education

Table 3.7.1 Number of Schools that Practice Special Needs Education of 2007 E.C. (2014/15)

Region	No. of schools	Ownership			
		Government		Non-Government	
		No.	%	No.	%
<b>Tigray</b>	1,057	1,025	97%	32	3%
<b>Afar</b>	63	59	94%	4	6%
<b>Amhara</b>	1,777	1,739	98%	38	2%
<b>oromia</b>	5,478	5,198	95%	280	5%
<b>somali</b>	452	425	94%	27	6%
<b>Ben. Gumuz</b>	367	359	98%	8	2%
<b>SNNPR</b>	4,508	4,263	95%	245	5%
<b>Gambella</b>	69	64	93%	5	7%
<b>Harar</b>	49	42	86%	7	14%
<b>Addis Ababa</b>	365	144	39%	221	61%
<b>Dire Dawa</b>	40	33	83%	7	18%
<b>Total</b>	14,225	13,351	94%	874	6%

As table 3.7.1 indicates, nationally there are 14,225 schools that practice special needs education. Out of the total, around 94% of the schools are run by the government. There is considerable variation in the number of schools with SEN facilities among the regions. Oromia and SNNPR have largest number of schools which provide special needs education whereas Afar and Gambella have smallest number of schools.

# TEACHERS IN ETHIOPIA

2007 E.C. 2014/15

## Gender Split



63% of the teaching staff in Ethiopia are male

497,737 teachers



in kindergarten, primary and secondary schools

## Distribution of teaching staff by sector

Kindergarten



Primary



Secondary



= 10% of teachers

## 4. Teachers in General Education

### 4.1 Introduction

Analysis of the teaching population of Ethiopia was undertaken on both a regional and national level focusing on the age range of teaching staff and the number of years to retirement, the split between government and nongovernment schools and the number of teachers that have left the profession in 2007 E.C. Before any analysis took place the data was investigated for inaccuracies in reporting and a cleaning process took place. This focused on the removing of birth dates which were reported where the teacher would be older than 80 or younger than 16, these teachers were still included in the analysis but were placed in the 'unknown' age category.

### 4.2 Distribution of teachers

There are 497,737 teachers in kindergarten, primary and secondary schools across Ethiopia, with 80% of the teaching staff working in primary schools (see chart 4.2.1). Across all sectors the majority of teachers are male at 63% of the teaching staff, however in kindergarten schools this is reversed with 93% of teachers being female. Oromia, Amhara and SNNPR have the greatest number of teachers, with the majority working in primary schools. Addis Ababa has the highest proportion of kindergarten teachers, with 23% of all teaching staff in the region working in this sector. Across all regions the proportion of teachers in secondary schools stays fairly constant, with between 14%-20% of the teaching population working in the secondary sector. Chart 4.2.3 shows the regional split in where the most teachers are working, Oromia and Amhara have the most teachers to serve the larger population in these regions.

Table 4.2.1 Number of teachers across all sectors, 2007 E.C. (2014/15)

Region	Total			Kindergarten			Primary School			Secondary School		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Addis Ababa	36,131	17,104	19,027	8,327	167	8,160	20,489	10,872	9,617	7,315	6,065	1,250
Afar	4,075	3,124	951	69	21	48	3,564	2,697	867	442	406	36
Amhara	131,172	77,256	53,916	1,129	40	1,089	108,428	60,051	48,377	21,615	17,165	4,450
Benishangul	6,879	5,217	1,662	90	13	77	5,661	4,178	1,483	1,128	1,026	102
Dire Dawa	3,074	1,935	1,139	291	43	248	2,209	1,388	821	574	504	70
Gambella	3,550	2,793	757	180	80	100	2,668	2,080	588	702	633	69
Harari	2,374	1,302	1,072	241	23	218	1,744	963	781	389	316	73
Oromia	161,213	100,592	60,621	6,063	577	5,486	128,930	77,585	51,345	26,220	22,430	3,790
Somali	9,074	7,650	1,424	6	5	1	7,804	6,491	1,313	1,264	1,154	110
SNNPR	103,014	73,683	29,331	2,414	354	2,060	84,813	60,028	24,785	15,787	13,301	2,486
Tigray	37,181	21,196	15,985	896	18	878	29,789	15,996	13,793	6,496	5,182	1,314
<b>Total</b>	<b>497,737</b>	<b>311,852</b>	<b>185,885</b>	<b>19,706</b>	<b>1,341</b>	<b>18,365</b>	<b>396,099</b>	<b>242,329</b>	<b>153,770</b>	<b>81,932</b>	<b>68,182</b>	<b>13,750</b>

Chart 4.2.1 National distribution of teachers by sector 2007 E.C. (2014/15)

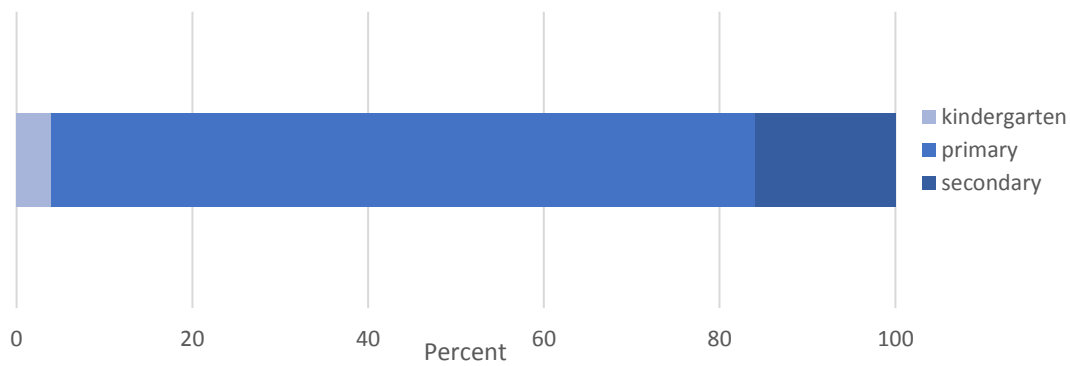


Chart 4.2.2 Gender split of teachers by sector, 2007 E.C. (2014/15)

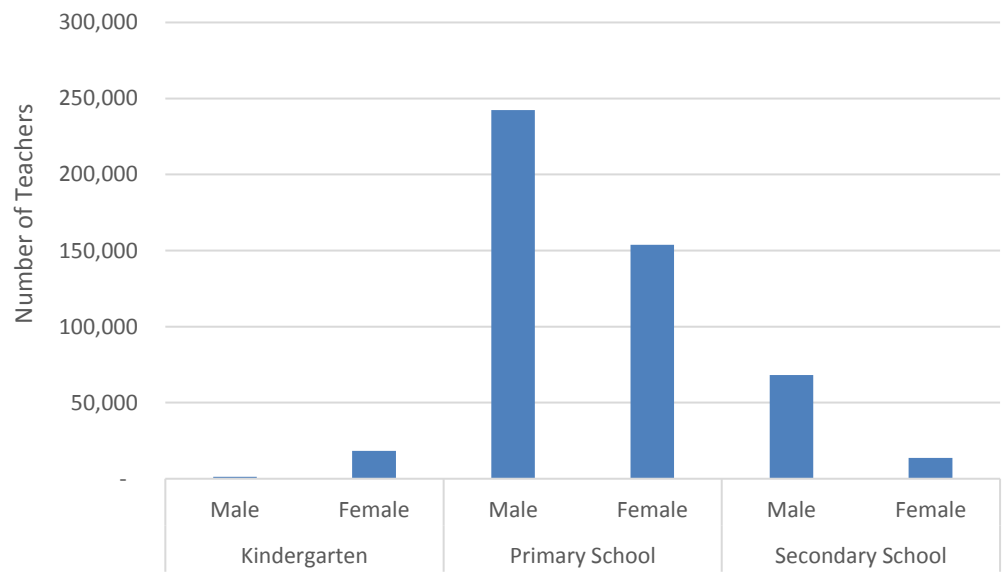
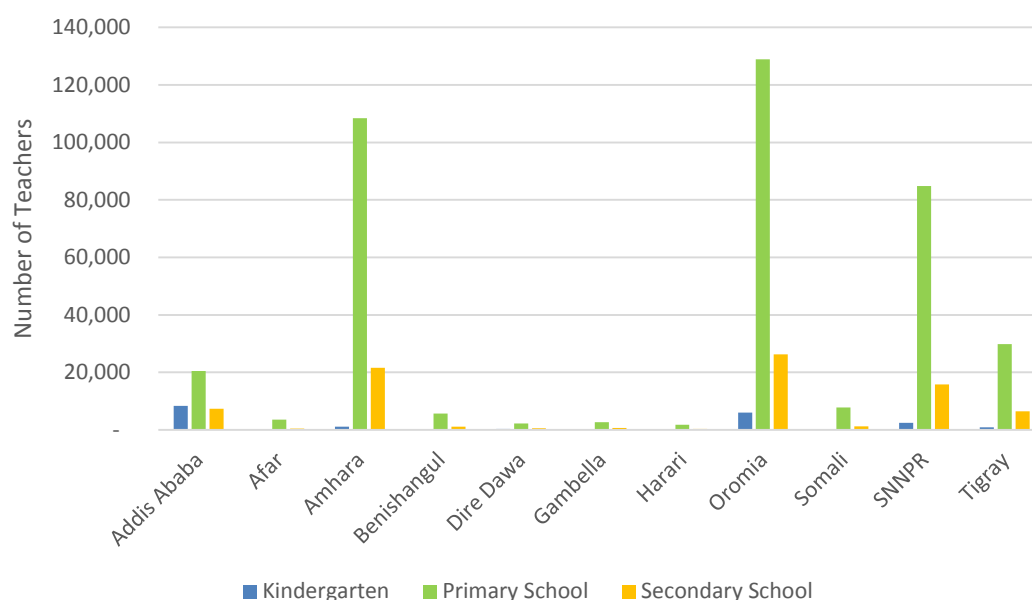


Chart 4.2.3 Regional split of teachers by sector, 2007 E.C. (2014/15)



## 4.3 Government and Non-Government Distribution of teachers

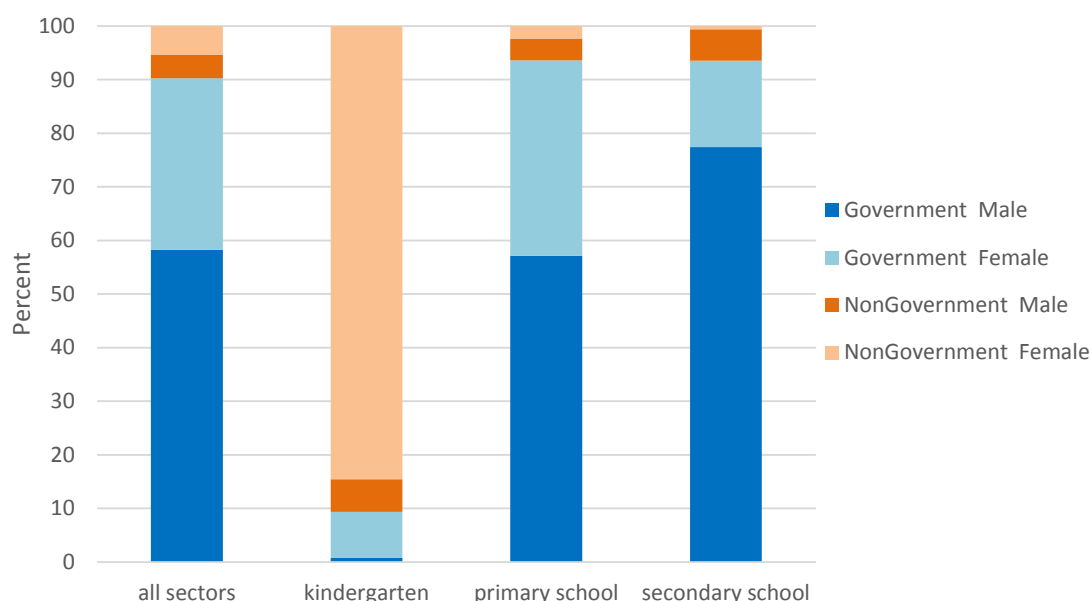
The majority of teachers in Ethiopia work in government run schools, with 449,327 teachers or 90% of the teaching staff working in these institutions. At the kindergarten level the inverse is true, with 91% of teachers working in non-government institutions, see chart 4.3.1. Table 4.3.1 shows the number of teachers split by government or non-government ownership.

Table 4.3.1 All sector Government and Non-Government teaching distribution 2007 E.C. (2014/15)

Region	Government			NonGovernment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	8,709	7,630	16,339	8,395	11,397	19,792	17,104	19,027	36,131
Afar	3,040	909	3,949	84	42	126	3,124	951	4,075
Amhara	76,096	52,369	128,465	1,160	1,547	2,707	77,256	53,916	131,172
Benishangul	5,142	1,576	6,718	75	86	161	5,217	1,662	6,879
Dire Dawa	1,513	740	2,253	422	399	821	1,935	1,139	3,074
Gambella	2,632	630	3,262	161	127	288	2,793	757	3,550
Harari	1,013	729	1,742	289	343	632	1,302	1,072	2,374
Oromia	94,342	52,703	147,045	6,250	7,918	14,168	100,592	60,621	161,213
Somali	7,404	1,347	8,751	246	77	323	7,650	1,424	9,074
SNNPR	69,741	26,052	95,793	3,942	3,279	7,221	73,683	29,331	103,014
Tigray	20,253	14,757	35,010	943	1,228	2,171	21,196	15,985	37,181
<b>Total</b>	<b>289,885</b>	<b>159,442</b>	<b>449,327</b>	<b>21,967</b>	<b>26,443</b>	<b>48,410</b>	<b>311,852</b>	<b>185,885</b>	<b>497,737</b>



Chart 4.3.1 Sector split in government and non-government schools 2007 E.C. (2014/15)



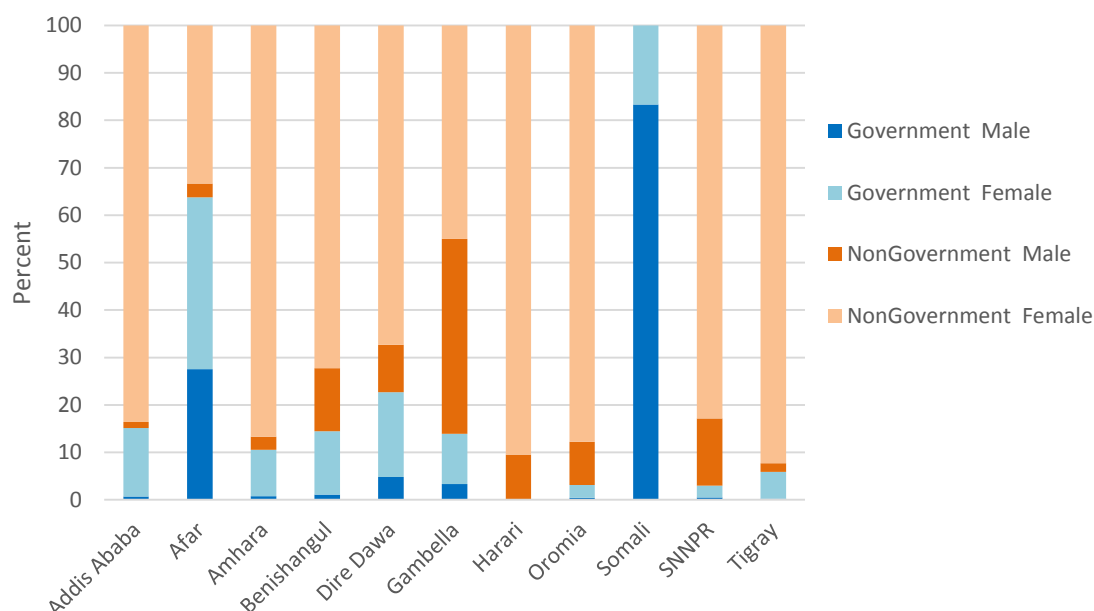
### 4.3.1 Kindergarten Government and Non-government teachers distribution

Teachers in the kindergarten sector tend to be in non-government institutions, this is especially true in Addis Ababa where 84% of the teachers in this sector work. There are no government kindergarten teachers in Harari and there are no non-government kindergarten teachers in Somali. The number of kindergarten teachers in Somali is very low, with only 6 teachers working in this region. Afar has a higher proportion of government kindergarten teachers compared to the national average, with 64% teachers being in government institutions.

Table 4.3.2 Kindergarten teacher's distribution by government and nongovernment institutions 2007 E.C. (2014/15)

Region	Government			NonGovernment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	58	1,200	1,258	109	6,960	7,069	167	8,160	8,327
Afar	19	25	44	2	23	25	21	48	69
Amhara	9	110	119	31	979	1,010	40	1,089	1,129
Benishangul	1	12	13	12	65	77	13	77	90
Dire Dawa	14	52	66	29	196	225	43	248	291
Gambella	6	19	25	74	81	155	80	100	180
Harari	-	-	-	23	218	241	23	218	241
Oromia	25	166	191	552	5,320	5,872	577	5,486	6,063
Somali	5	1	6	-	-	-	5	1	6
SNNPR	12	61	73	342	1,999	2,341	354	2,060	2,414
Tigray	2	51	53	16	827	843	18	878	896
<b>Total</b>	<b>151</b>	<b>1,697</b>	<b>1,848</b>	<b>1,190</b>	<b>16,668</b>	<b>17,858</b>	<b>1,341</b>	<b>18,365</b>	<b>19,706</b>

Chart 4.3.2 Kindergarten distribution of teachers by region 2007 E.C. (2014/15)



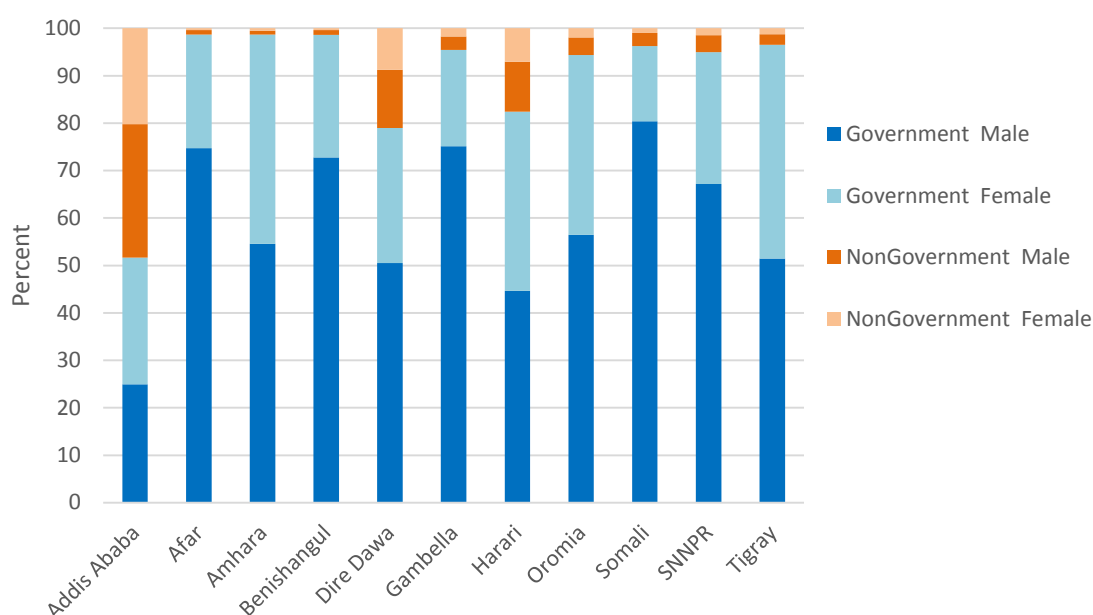
### 4.3.2 Primary Schools Government and Non-Government teachers distribution

Teachers in primary schools tend to be in government institutions, with 94% of teachers working in government schools. This is especially true in Afar, Amhara and Benishangul where 99% of teachers are in government run primary schools. Addis Ababa has a nearly equal split between government (52%) and non-government (48%) run primary schools going against the trend.

Table 4.3.3 Primary School teacher's distribution by government and non-government institutions 2007 E.C. (2014/15)

Region	Government			NonGovernment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	5,108	5,474	10,582	5,764	4,143	9,907	10,872	9,617	20,489
Afar	2,664	854	3,518	33	13	46	2,697	867	3,564
Amhara	59,132	47,832	106,964	919	545	1,464	60,051	48,377	108,428
Benishangul	4,119	1,462	5,581	59	21	80	4,178	1,483	5,661
Dire Dawa	1,116	628	1,744	272	193	465	1,388	821	2,209
Gambella	2,005	542	2,547	75	46	121	2,080	588	2,668
Harari	779	658	1,437	184	123	307	963	781	1,744
Oromia	72,783	48,835	121,618	4,802	2,510	7,312	77,585	51,345	128,930
Somali	6,276	1,238	7,514	215	75	290	6,491	1,313	7,804
SNNPR	56,992	23,567	80,559	3,036	1,218	4,254	60,028	24,785	84,813
Tigray	15,332	13,413	28,745	664	380	1,044	15,996	13,793	29,789
<b>Total</b>	<b>226,306</b>	<b>144,503</b>	<b>370,809</b>	<b>16,023</b>	<b>9,267</b>	<b>25,290</b>	<b>242,329</b>	<b>153,770</b>	<b>396,099</b>

Chart 4.3.3 Primary School distribution of teachers by region 2007 E.C. (2014/15)



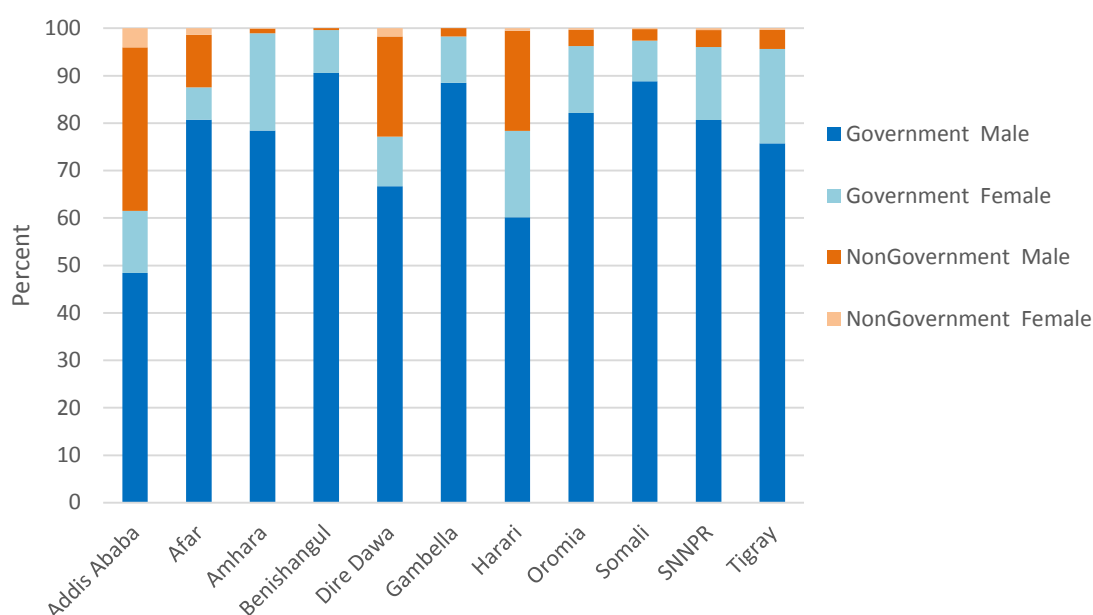
### 4.3.3 Secondary Schools Government and Non-Government teachers distribution

The majority of secondary school teachers work in government institutions, with 94% of teachers working in these institutions. This is especially true in Benishangul and Gambella where only 4 and 12 teachers respectively work in non-government institutions. Addis Ababa has the highest proportion of non-government teachers in secondary schools, with 38% of teachers working in these institutions.

Table 4.3.4 Secondary School teacher's distribution by government and non-government institutions 2007 E.C. (2014/15)

Region	Government			NonGovernment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	3,543	956	4,499	2,522	294	2,816	6,065	1,250	7,315
Afar	357	30	387	49	6	55	406	36	442
Amhara	16,955	4,427	21,382	210	23	233	17,165	4,450	21,615
Benishangul	1,022	102	1,124	4	-	4	1,026	102	1,128
Dire Dawa	383	60	443	121	10	131	504	70	574
Gambella	621	69	690	12	-	12	633	69	702
Harari	234	71	305	82	2	84	316	73	389
Oromia	21,534	3,702	25,236	896	88	984	22,430	3,790	26,220
Somali	1,123	108	1,231	31	2	33	1,154	110	1,264
SNNPR	12,737	2,424	15,161	564	62	626	13,301	2,486	15,787
Tigray	4,919	1,293	6,212	263	21	284	5,182	1,314	6,496
<b>Total</b>	<b>63,428</b>	<b>13,242</b>	<b>76,670</b>	<b>4,754</b>	<b>508</b>	<b>5,262</b>	<b>68,182</b>	<b>13,750</b>	<b>81,932</b>

Chart 4.3.4 Secondary School distribution of teachers by region 2007 E.C. (2014/15)



## 4.4 Age Range of the teaching population

The teaching population of Ethiopia is young, with the majority of teachers being under the age of 35, with 79% of the teaching population falling into this category, the age distribution of the teaching population can be seen in chart 4.4.1. Nationally 710 teachers are older than 65 and would be eligible for retirement. It is also interesting to look at the proportions of the ages ranges within the region, as can be seen in chart 4.4.2. Chart 4.4.2 shows that the majority of teachers in Tigray are between 30-34, this is in contrast to the rest of the regions where teachers are most likely to be between 25-29. Somali has the oldest teaching population with 34% of teachers being older than 35.

Table 4.4.1 Age range distribution of teachers 2007 E.C. (2014/15)

	Age range															
Region	16-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	unknown	Grand Total	
Addis Ababa	137	4,010	13,795	8,245	3,400	1,858	1,083	1,091	1,071	472	198	54	25	692	36,131	
Afar	41	548	1,793	999	351	155	52	20	13	7	2	-	-	94	4,075	
Amhara	369	19,539	60,250	27,633	8,747	5,157	2,740	3,330	2,469	425	48	8	1	456	131,172	
Benishangul	57	1,311	2,696	1,560	549	274	86	61	27	6	1	-	-	252	6,880	
Dire Dawa	15	270	966	872	365	200	89	109	69	24	12	1	1	82	3,075	
Gambella	60	552	1,348	914	440	142	22	9	4	2	2	1	-	54	3,550	
Harari	17	307	739	416	286	169	90	144	129	41	23	1	3	9	2,374	
Oromia	820	24,242	63,350	39,377	10,922	7,488	4,236	5,249	3,510	825	147	31	13	1,003	161,213	
Somali	43	647	2,899	2,418	1,440	1,424	154	6	12	-	1	-	-	30	9,074	
SNNPR	536	16,424	39,665	21,873	9,171	5,214	3,172	3,102	2,301	486	91	10	3	966	103,014	
Tigray	114	5,176	10,831	13,057	2,688	1,615	1,068	773	584	144	20	9	4	1,098	37,181	
Total	2,209	73,026	198,332	117,364	38,359	23,696	12,792	13,894	10,189	2,432	545	115	50	4,736	497,739	
kindergarten	206	4003	6953	4345	2111	1003	384	184	90	57	34	6	4	326	19706	
primary	1880	64712	160408	89546	28446	17113	8819	10395	8214	1978	510	77	43	4045	396099	
secondary	123	4311	30971	23473	7802	5580	3589	3315	1885	397	88	29	6	363	81932	

Chart 4.4.1 Population distribution of the age range of teachers 2007 E.C. (2014/15)

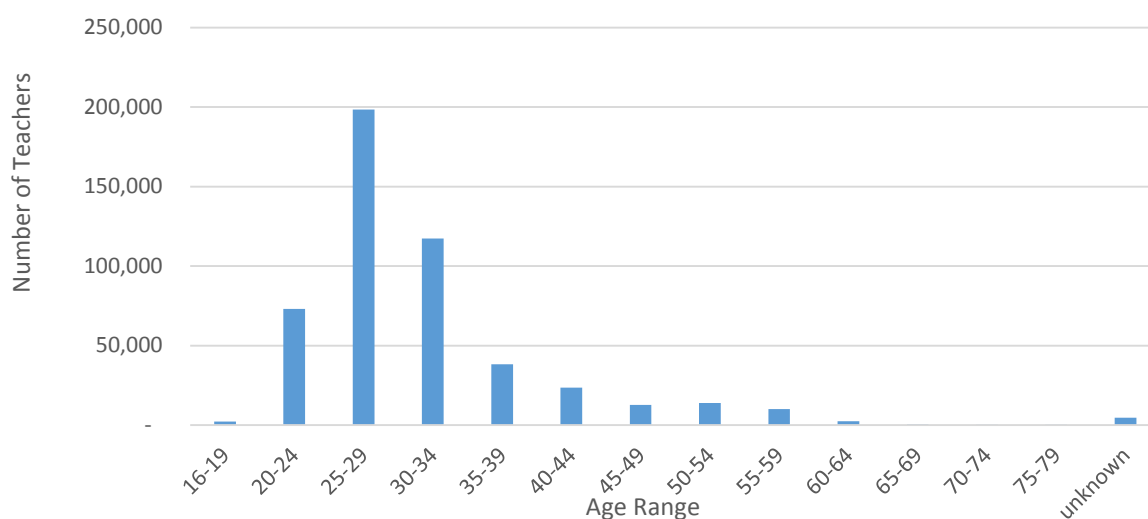
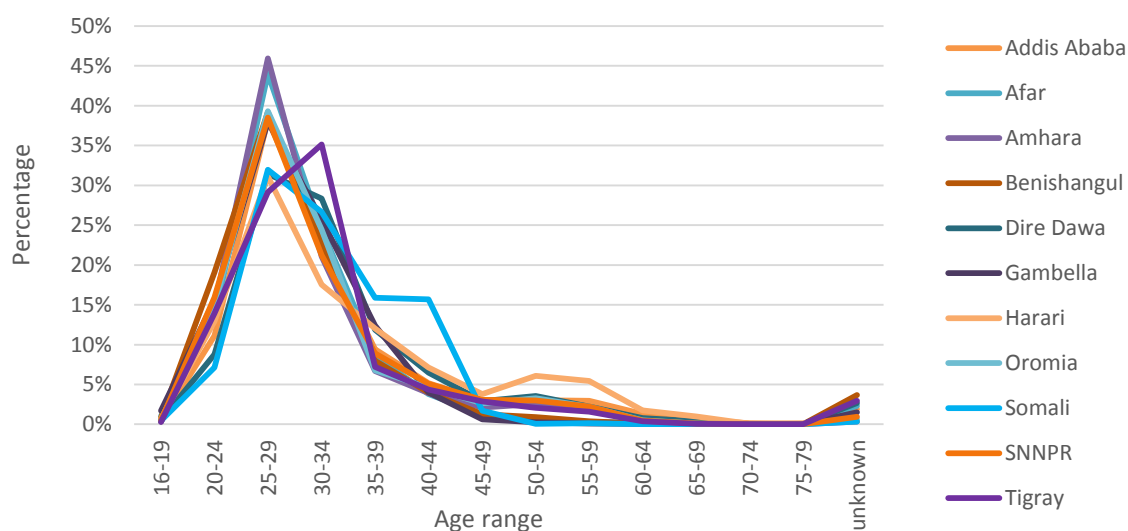


Chart 4.4.2 Proportional split by Age Ranges by Region 2007 E.C. (2014/15)



## 4.5 Distance to retirement of the teaching population

The retirement age for teachers in Ethiopia ranges between 55 and 60, both of these possible ages for retirement were used in the analysis to show the full range of possibilities. As chart 4.5.1 shows the majority of teachers have between 25-29 years before they retire at 55 or between 30-34 years if they retire at 60. A total of 37,442 teachers will be due to retire at 55 in 10 years time, this is 8% of the teachers across Ethiopia, this figure also includes those teachers who are already over 55 and could retire at any time. A total of 12,656 teachers will be due to retire at 60 between 0-4 years time, this includes those teachers already over 60 and equates to 2.5% of the teaching population. Chart 4.5.2 shows the regional picture for all sectors for retirement at 55, as can be seen the national picture is fairly well reflected across the regions. Due to the older age profile of teachers in Somali region a larger proportion of the teachers in this region will reach retirement age earlier compared to other regions.

Table 4.5.1 Years to retirement at age 55 in all sectors 2007 E.C. (2014/15)

Region	Years to retirement at age 55								over retirement age	unknown	Grand Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39			
Addis Ababa	1,150	1,076	1,598	3,095	6,671	13,543	6,448	326	1,532	692	36,131
Afar	15	50	131	312	782	1,752	849	70	20	94	4,075
Amhara	3,340	2,853	4,380	8,125	19,796	57,597	31,536	837	2,252	456	131,172
Benishangul	53	88	205	496	1,179	2,586	1,891	103	27	252	6,880
Dire Dawa	101	92	178	323	726	1,090	360	35	88	82	3,075
Gambella	9	20	91	431	675	1,405	761	97	7	54	3,550
Harari	144	102	141	267	375	684	459	24	169	9	2,374
Oromia	4,978	4,694	6,464	10,283	28,817	65,717	33,782	1,936	3,539	1,003	161,213
Somali	4	142	951	1,895	1,947	3,186	840	66	13	30	9,074
SNNPR	2,842	3,289	4,660	8,502	16,988	39,015	23,065	1,300	2,387	966	103,014
Tigray	721	1,036	1,509	2,335	9,616	13,113	6,708	436	609	1,098	37,181
<b>Total</b>	<b>13,357</b>	<b>13,442</b>	<b>20,308</b>	<b>36,064</b>	<b>87,572</b>	<b>199,688</b>	<b>106,699</b>	<b>5,230</b>	<b>10,643</b>	<b>4,736</b>	<b>497,739</b>

Chart 4.5.1 Years to retirement for the teaching population in Ethiopia 2007 E.C. (2014/15)

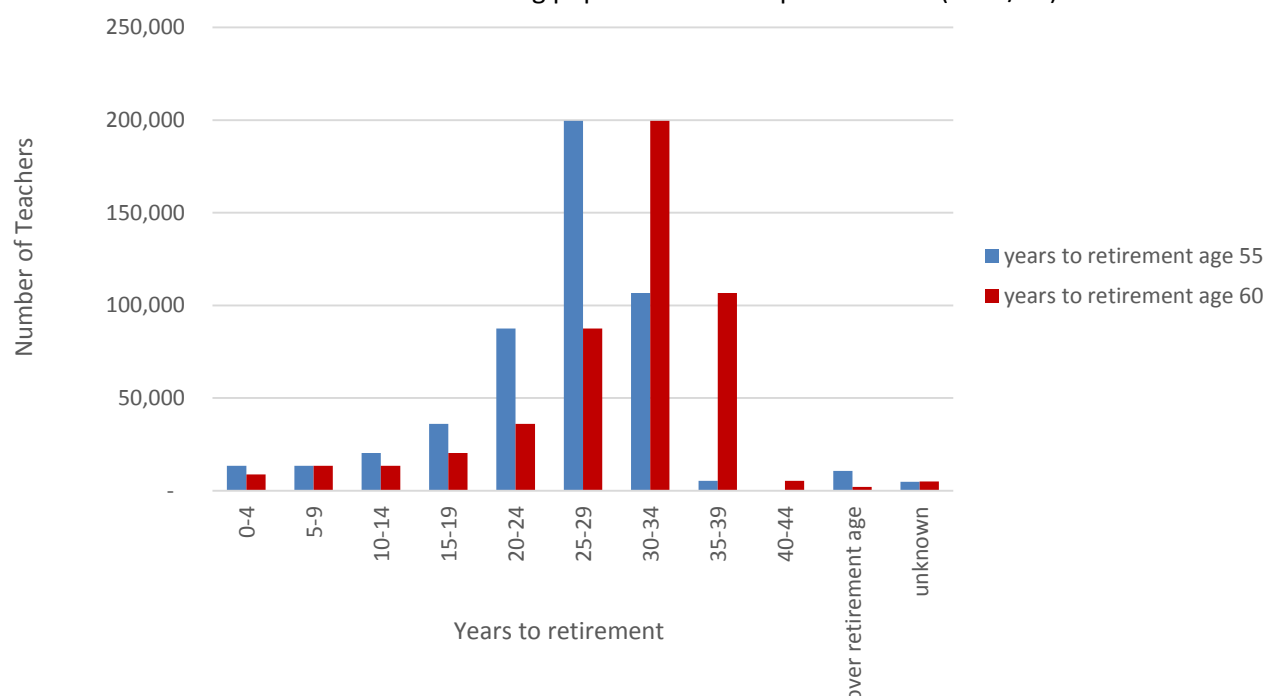
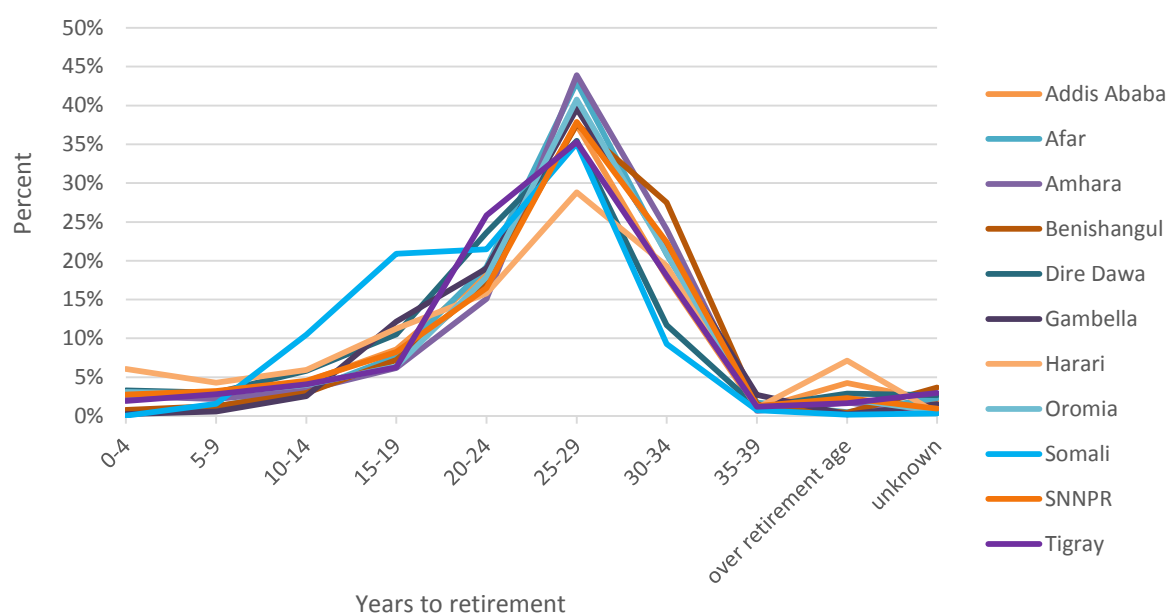


Chart 4.5.2 Years to retirement at 55 by Region 2007 E.C. (2014/15)



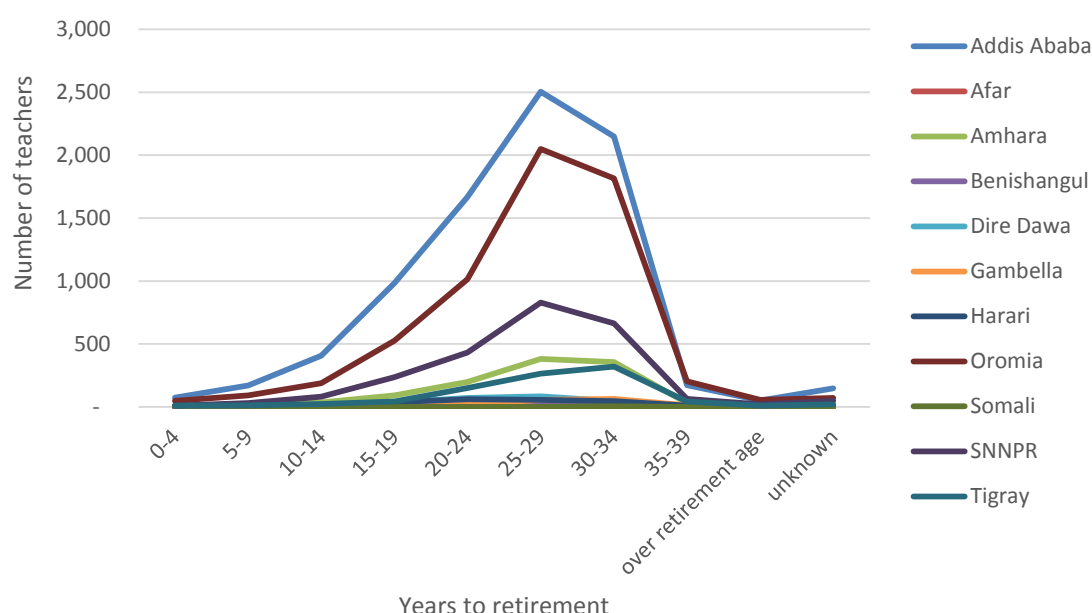
### 4.5.1 Kindergarten Sector

There are fewer teachers in the kindergarten sector, with Addis Ababa containing the most teachers in this sector with over 40% of the teaching population in this sector in this region. Again the majority of teachers will reach retirement age in 25-29 years. 669 teachers will be due for retirement within the next 10 years in this sector.

Table 4.5.2 Years to retirement at age 55 in the kindergarten sector 2007 E.C. (2014/15)

Region	Years to retirement 55								over retirement age	unknown	Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39			
Addis Ababa	73	171	407	984	1,668	2,505	2,149	173	50	147	8,327
Afar	-	1	-	7	10	26	16	1	2	6	69
Amhara	14	14	36	92	197	380	356	30	6	4	1,129
Benishangul	-	1	1	7	13	26	25	4	-	13	90
Dire Dawa	8	10	16	35	70	83	45	3	6	15	291
Gambella	1	2	4	19	18	55	64	12	4	1	180
Harari	3	7	12	37	61	57	46	9	8	1	241
Oromia	49	91	189	526	1,013	2,050	1,816	202	56	71	6,063
Somali	-	-	-	-	1	1	4	-	-	-	6
SNNPR	11	30	80	237	433	828	664	64	20	47	2,414
Tigray	9	12	22	44	151	265	319	43	10	21	896
<b>Total</b>	<b>168</b>	<b>339</b>	<b>767</b>	<b>1,988</b>	<b>3,635</b>	<b>6,276</b>	<b>5,504</b>	<b>541</b>	<b>162</b>	<b>326</b>	<b>19,706</b>

Chart 4.5.3 Years to retirement at 55 in the kindergarten sector – number of teachers 2007 E.C. (2014/15)



## 4.5.2 Primary School Sector

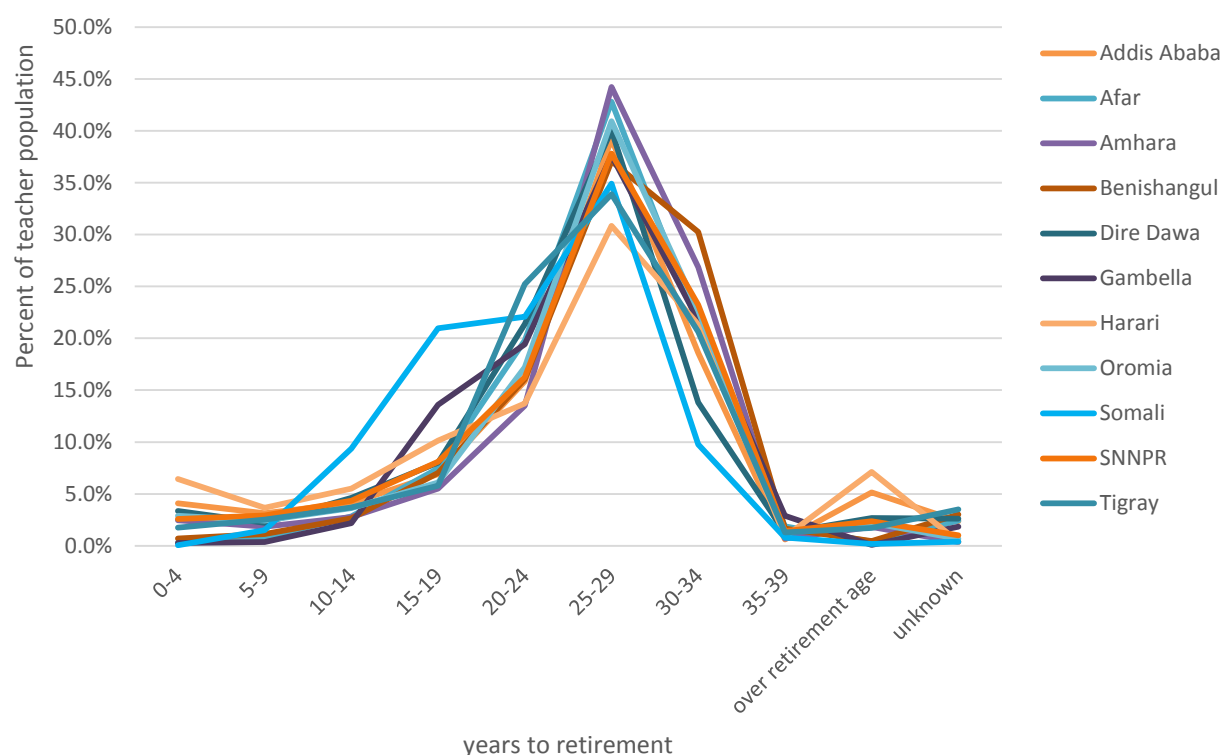
Chart 4.5.4 shows the number of years before retirement at age 55 for teachers in the primary sector. In the next 10 years there will be 28,143 primary teachers that are eligible for retirement at age 55. In all regions there are 8,618 teachers who are already over the retirement age and 4,045 teachers who have not supplied an accurate birth year. The Somali region has the highest proportion of primary teachers that will be eligible for retirement in the next 15-19 years at 21% of the teaching staff.

Table 4.5.3 Years to retirement in the primary school sector 2007 E.C. (2014/15)

Region	Years to retirement 55								over retirement age	unknown	Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39			
Addis Ababa	840	644	845	1,412	3,247	8,030	3,806	126	1,056	483	20,489
Afar	11	28	101	266	706	1,526	758	67	14	87	3,564
Amhara	2,682	1,985	2,984	5,969	14,647	47,968	29,105	750	1,963	375	108,428
Benishangul	40	64	149	397	910	2,099	1,713	93	25	171	5,661
Dire Dawa	74	49	102	177	472	885	305	28	59	58	2,209
Gambella	7	10	58	363	518	1,004	580	77	2	49	2,668
Harari	112	64	96	177	239	538	372	15	124	7	1,744
Oromia	3,738	3,119	4,677	7,846	22,176	52,757	29,224	1,687	2,833	873	128,930
Somali	4	118	730	1,636	1,724	2,725	762	62	13	30	7,804
SNNPR	2,185	2,475	3,677	6,871	13,775	32,057	19,704	1,187	2,018	864	84,813
Tigray	525	751	1,097	1,722	7,511	10,093	6,148	383	511	1,048	29,789
<b>Total</b>	<b>10,218</b>	<b>9,307</b>	<b>14,516</b>	<b>26,836</b>	<b>65,925</b>	<b>159,682</b>	<b>92,477</b>	<b>4,475</b>	<b>8,618</b>	<b>4,045</b>	<b>396,099</b>



Chart 4.5.4 Years to retirement at 55 in the primary sector – proportion of teachers 2007 E.C. (2014/15)



### 4.5.3 Secondary School Sector

Chart 4.5.5 shows the number of years before retirement at age 55 for teachers in the secondary sector. In the next 10 years there will be 8,630 teachers that are eligible for retirement at age 55. In all regions there are 1,863 teachers who are already over the retirement age and 363 teachers who we do not have an accurate birth year for. The Somali region has the highest proportion of secondary teachers that will be eligible for retirement in the next 15-19 years at 17.5% of the teaching staff.

Table 4.5.4 Years to retirement in the secondary sector 2007 E.C. (2014/15)

	Years to retirement 55								over retirement age	unknown	Total
Region	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39			
Addis Ababa	237	261	346	699	1,756	3,008	493	27	426	62	7,315
Afar	4	21	30	39	66	200	75	2	4	1	442
Amhara	644	854	1,360	2,064	4,952	9,249	2,075	57	283	77	21,615
Benishangul	13	23	55	92	256	461	153	6	2	67	1,128
Dire Dawa	19	33	60	111	184	122	10	4	23	8	574
Gambella	1	8	29	49	139	346	117	8	1	4	702
Harari	29	31	33	53	75	89	41	-	37	1	389
Oromia	1,191	1,484	1,598	1,911	5,628	10,910	2,742	47	650	59	26,220
Somali	-	24	221	259	222	460	74	4	-	-	1,264
SNNPR	646	784	903	1,394	2,780	6,130	2,697	49	349	55	15,787
Tigray	187	273	390	569	1,954	2,755	241	10	88	29	6,496
Total	2,971	3,796	5,025	7,240	18,012	33,730	8,718	214	1,863	363	81,932

Chart 4.5.5 Years to retirement at 55 in the secondary sector - proportion of teachers 2007 E.C. (2014/15)



## 4.6 Attrition of Teachers

The attrition of teachers gives us information about the number of teachers that have left the education system each year and their reasons for doing so. The attrition rate is calculated by dividing the number of teachers leaving the system with the total number of teachers for that year.

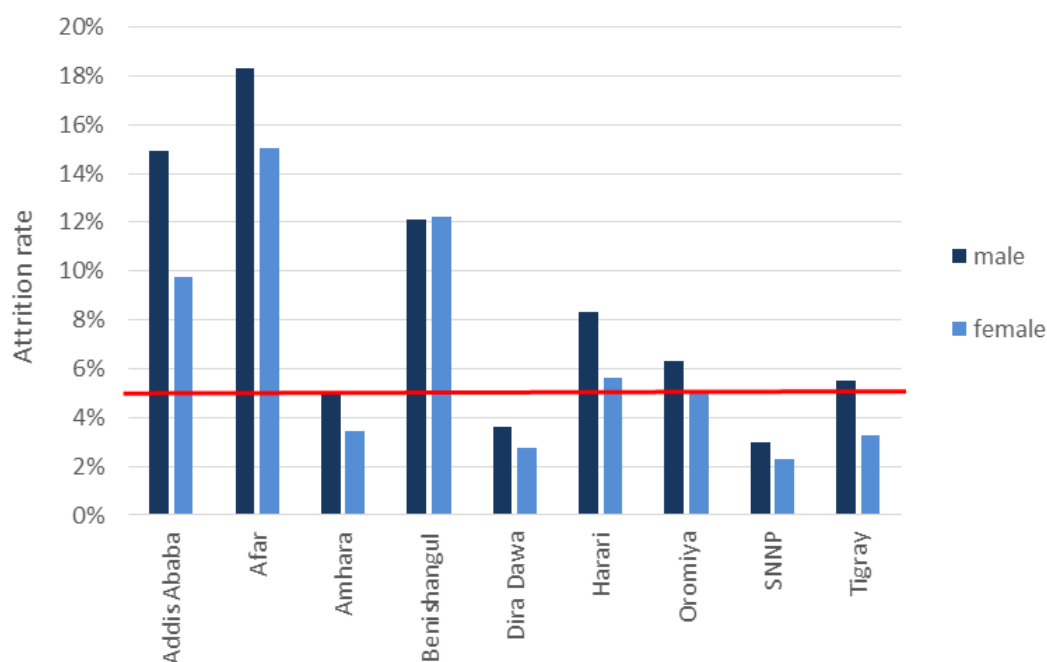
### 4.6.1 Attrition of Primary School Teachers

The national attrition rate for primary school teachers in 2007 E.C. is 5%. This hides a large regional variation in attrition, with Afar, Benishangul and Addis Ababa having a much higher attrition rate compared to other regions, as can be seen in chart 4.6.1. Every region except Benishangul has a higher male attrition rate compared to female, showing that the retention of male teachers in schools is harder to achieve compared to females in primary schools. Data for Somali and Gambella were not available for this analysis.

Table 4.6.1 Number of active teachers and number of teachers that have left teaching in primary schools, 2007 E.C. (2014/15)

Region	Total Teachers attrition			Total Primary School Teachers			Attrition Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	1,627	942	2,569	10,910	9,645	20,555	15%	10%	12%
Afar	450	120	570	2,458	799	3,257	18%	15%	18%
Amhara	3,044	1,679	4,723	60,631	48,960	109,591	5%	3%	4%
Benishangule	512	184	696	4,221	1,503	5,724	12%	12%	12%
Dira Dawa	51	23	74	1,409	842	2,251	4%	3%	3%
Gambella	-	-	-	2,080	588	2,668	-	-	-
Harari	80	44	124	963	781	1,744	8%	6%	7%
Oromiya	4,889	2,587	7,476	77,588	51,346	128,934	6%	5%	6%
SNNP	1,779	568	2,347	59,436	24,502	83,938	3%	2%	3%
Somali	-	-	-	6,493	1,313	7,806	-	-	-
Tigray	884	454	1,338	15,999	13,795	29,794	6%	3%	4%
<b>National</b>	<b>13,316</b>	<b>6,601</b>	<b>19,917</b>	<b>242,188</b>	<b>154,074</b>	<b>396,262</b>	<b>5%</b>	<b>4%</b>	<b>5%</b>

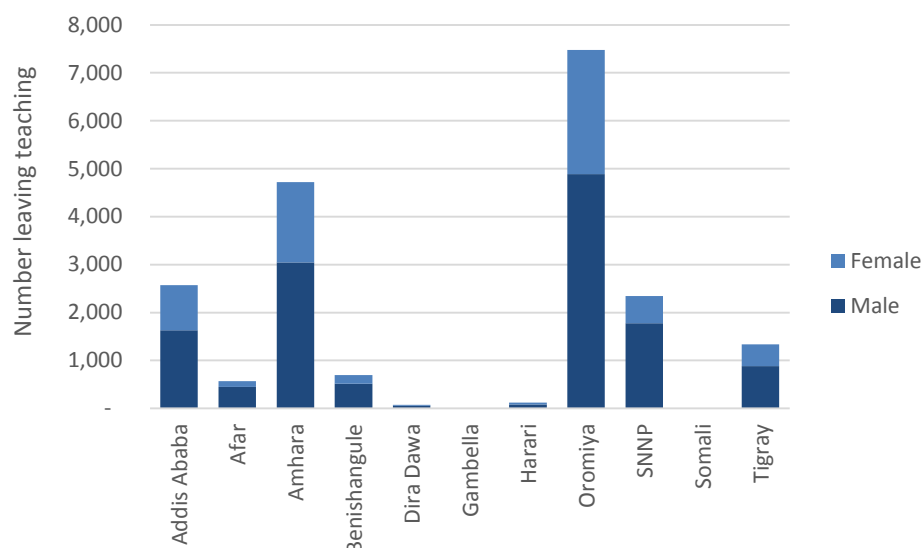
Chart 4.6.1 Attrition Rate of Primary School Teachers, 2007 E.C. (2014/15)



Note: The red line indicates the national average attrition rate of 5%. Data for Somali and Gambella regions were not submitted and could not be included in national calculations.

Amhara and Oromia regions have the highest gross number of teachers that have left the system, with 7,476 teachers leaving in Oromia in 2007 E.C., as shown in chart 4.6.2.

Chart 4.6.2 Number of teachers leaving schools, 2007 E.C. (2014/15)

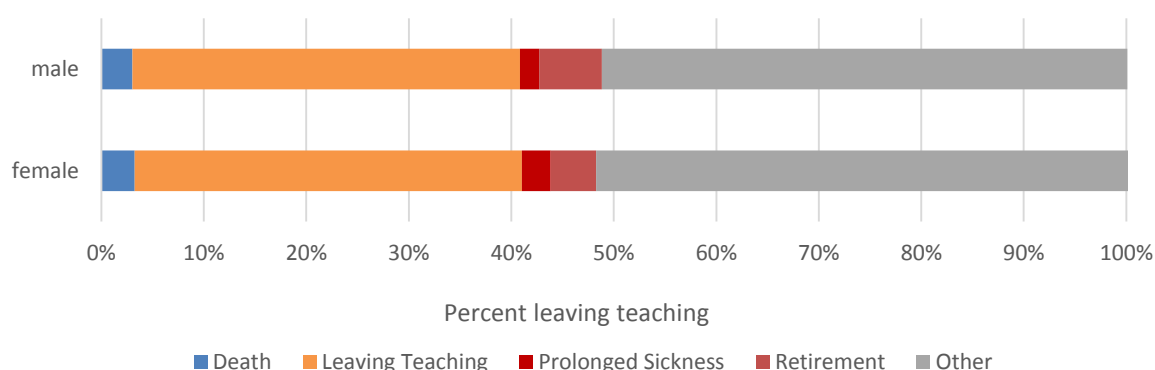


As chart 4.6.3 and table 4.6.2 show the most given response as to why a teacher was leaving a school was 'other', at 52% for females and 51% for males. The next most given response was that they were leaving the teaching profession completely, with 38% of all respondents giving this reason for leaving the school they were teaching in.

Table 4.6.2 Reasons given by primary teachers for leaving the profession in 2007 E.C. (2014/15)

Region	Death			Leaving teaching profession			Prolonged sickness			Retirement			Other			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Addis Ababa	17	51	68	286	545	831	6	16	22	63	65	128	570	950	1,520	942	1,627	2,569
Afar	3	10	13	51	207	258	2	8	10		2	2	64	223	287	120	450	570
Amhara	66	91	157	662	1,373	2,035	60	48	108	68	204	272	823	1,328	2,151	1,679	3,044	4,723
Benishangule	2	2	4	32	101	133	3	5	8	2	4	6	145	400	545	184	512	696
Diredawa	2	2	4	6	21	27	2	3	5	2	1	3	11	24	35	23	51	74
Gambella																		
Harari	1	1	2	18	45	63	3	2	5	4	4	8	18	28	46	44	80	124
Oromia	76	152	228	930	1,449	2,379	82	131	213	88	292	380	1,411	2,865	4,276	2,587	4,889	7,476
SNNPR	31	70	101	269	822	1,091	19	55	74	17	162	179	232	670	902	568	1,779	2,347
Somali																		
Tigray	15	22	37	240	471	711	11	9	20	18	43	61	170	339	509	454	884	1,338
<b>Total</b>	<b>213</b>	<b>401</b>	<b>614</b>	<b>2,494</b>	<b>5,034</b>	<b>7,528</b>	<b>188</b>	<b>277</b>	<b>465</b>	<b>262</b>	<b>777</b>	<b>1,039</b>	<b>3,444</b>	<b>6,827</b>	<b>10,271</b>	<b>6,601</b>	<b>13,316</b>	<b>19,917</b>

Chart 4.6.3 Reasons given for leaving the school, 2007 E.C. (2014/15)



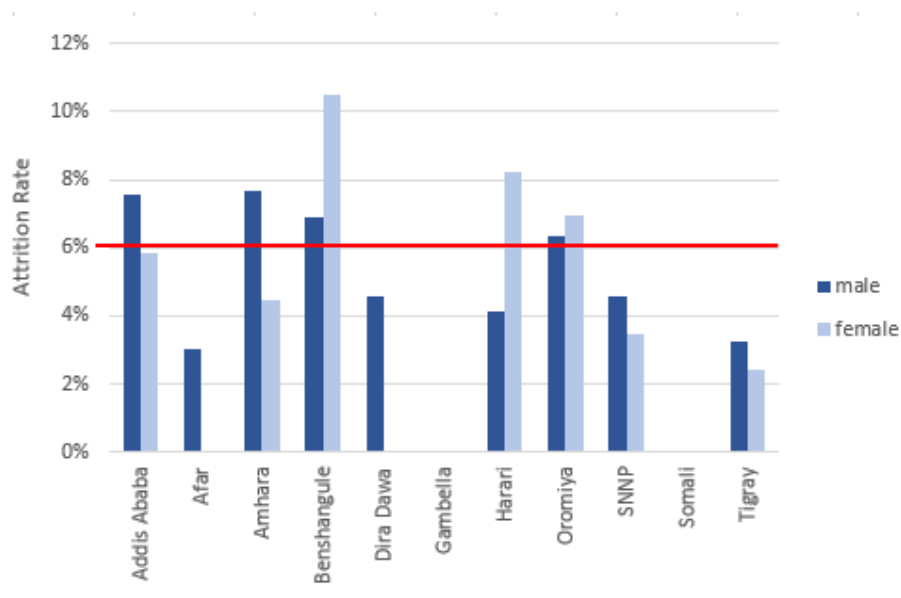
## 4.6.2 Attrition of Secondary School Teachers

The attrition rate in secondary schools is slightly higher than primary schools at 6%, compared to 5% in primary schools. There is less variation around national average for secondary schools compared to primary schools and in Benishangul, Oromia and Harari the attrition rate is higher for females compared to men, see chart 4.6.4. However, when the numbers of teachers leaving the system are observed in chart 4.6.5 it can be seen that many more males compared to females left teaching in secondary schools in 2007 E.C. This is because there are many more male teachers compared to female teachers, with 83% of the teaching staff in secondary schools being men. Again Oromia region has the highest number of teachers leaving the education system.

Table 4.6.3 Number of active teachers and number of teachers that have left teaching in secondary schools, 2007 E.C. (2014/15)

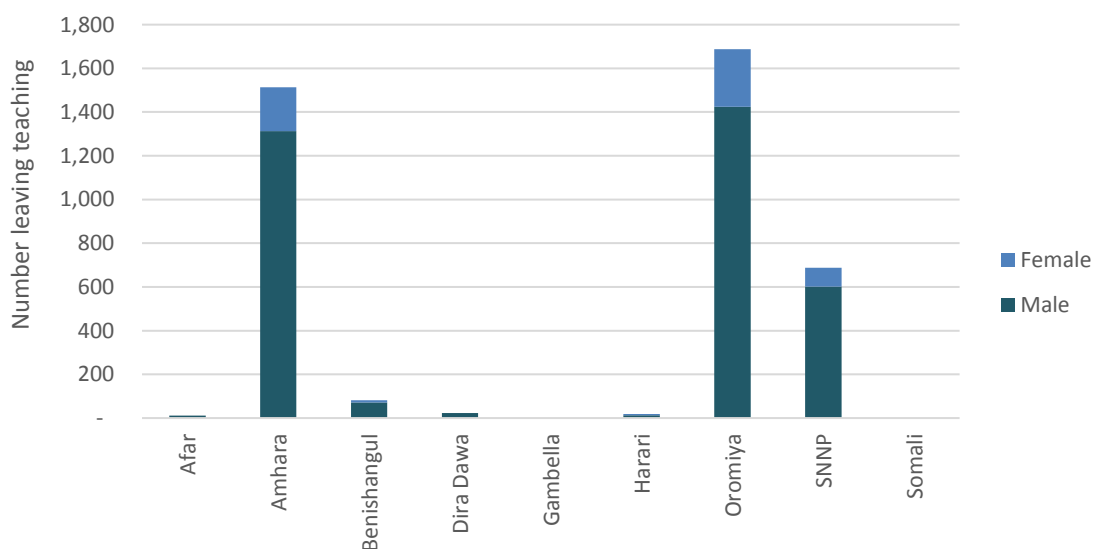
Region	Left teaching			Secondary Teachers			Attrition Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Addis Ababa	461	74	535	6079	1261	7340	8%	6%	7%
Afar	12	0	12	394	34	428	3%	0%	3%
Amhara	1313	200	1513	17119	4463	21582	8%	4%	7%
Benishangule	71	11	82	1027	105	1132	7%	10%	7%
Dira Dawa	23	0	23	504	70	574	5%	0%	4%
Gambella	-	-	-	633	69	702	0%	0%	0%
Harari	13	6	19	316	73	389	4%	8%	5%
Oromiya	1424	263	1687	22434	3790	26224	6%	7%	6%
SNNP	602	85	687	13147	2469	15616	5%	3%	4%
Somali	-	-	-	1161	110	1271	0%	0%	0%
Tigray	169	32	201	5184	1314	6498	3%	2%	3%
National	4088	671	4759	67998	13758	81756	6%	5%	6%

Chart 4.6.4 Attrition rate of Secondary Teachers, 2007 E.C. (2014/15)



Note: The red line indicates the national average of 6%. No data was submitted for Somali and Gambella regions.

Chart 4.6.5 Number of teachers leaving a secondary school, 2007 E.C. (2014/15)

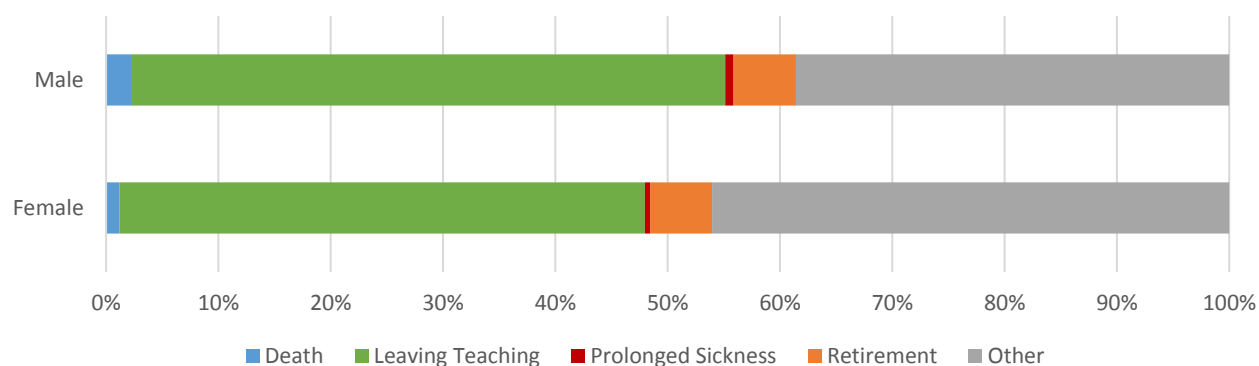


The most common reason given by teachers leaving the school system is that they were leaving the teaching profession completely, with 52% of responses giving this response. This shows that proportionately more secondary teachers are leaving the teaching profession than primary school teachers, 38% of whom said they were leaving the profession. In the Tigray region 73% of male teachers that left a school said they were leaving the teaching profession completely, which is 20 percent higher than the national average for men.

Table 4.6.4 Reasons given by secondary school teachers for leaving teaching 2007 E.C. (2014/15)

Region	Death			Leaving teaching			Prolonged sickness			Retirement			Other			Total		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Addis Ababa	1	5	6	27	217	244	0	3	3	2	46	48	44	190	234	74	461	535
Afar	0	0	0	0	8	8	0	0	0	0	0	0	0	4	4	0	12	12
Amhara	4	22	26	101	895	996	2	6	8	10	44	54	83	346	429	200	1313	1513
Benishangul	0	2	2	6	30	36	0	1	1	0	2	2	5	36	41	11	71	82
Dira Dawa	0	2	2	0	6	6	0	1	1	0	1	1	0	13	13	0	23	23
Oromiya	2	42	44	115	573	688	0	15	15	8	73	81	138	721	859	263	1424	1687
Gambella	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harari	0	0	0	1	4	5	0	0	0	5	7	12	0	2	2	6	13	19
SNNP	0	17	17	48	303	351	0	2	2	4	49	53	33	231	264	85	602	687
Somali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tigray	1	4	5	16	124	140	1	2	3	8	5	13	6	34	40	32	169	201
<b>National</b>	<b>8</b>	<b>94</b>	<b>102</b>	<b>314</b>	<b>2160</b>	<b>2474</b>	<b>3</b>	<b>30</b>	<b>33</b>	<b>37</b>	<b>227</b>	<b>264</b>	<b>309</b>	<b>1577</b>	<b>1886</b>	<b>671</b>	<b>4088</b>	<b>4759</b>

Chart 4.6.6 Reasons given for leaving the school, 2007 E.C. (2014/15)



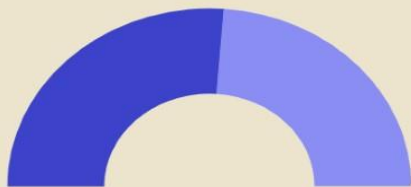


# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING 2007 E.C. (2014/15)



## Total Enrolment

**352,144** students are enroled



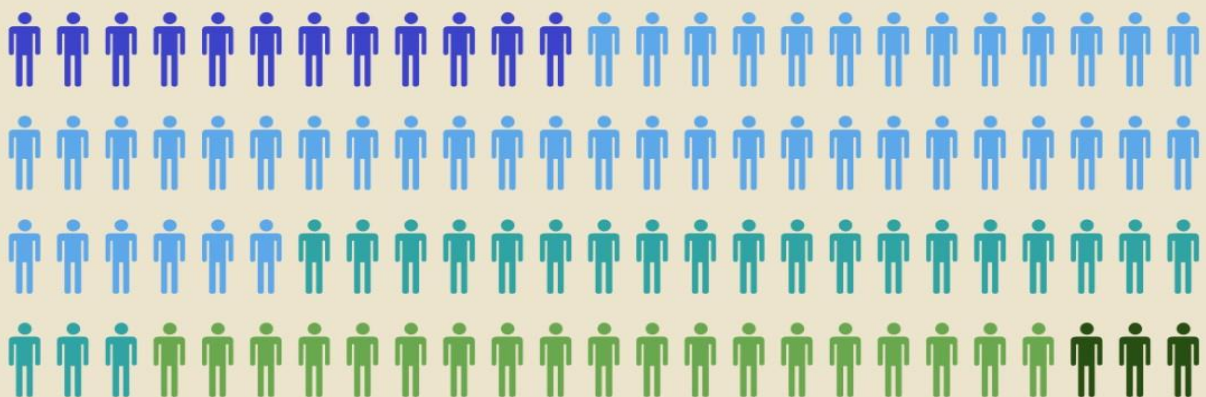
■ Female (52%) ■ Male (48%)

## Ownership of Centers

**78%** Government

**22%** Non-Government

## Level of Students



■ 1 (12%) ■ 2 (44%) ■ 3 (22%) ■ 4 (19%) ■ 5 (3%)

**44%** of students are enroled in Level 2



## 5. Technical and Vocational Education and Training (TVET)

### 5.1 Introduction

TVET are "those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life" (UNESCO and ILO, 2002). TVET can be regarded as a means of preparing for different occupations, which will lead to effective participation in the world of work. It also implies lifelong learning and preparation for responsible citizenship. In its broadest definition TVET includes technical education, vocational education, vocational training, on-the-job training or apprenticeship training, which can be delivered in a formal or non-formal way.

The Ethiopian National TVET Strategy replaces an older version, the Ethiopian Education and training policy, which was first adopted in 2002. It reflects an important paradigm shift in recent years which places quality and relevance of TVET as its priority. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET has to respond to the needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development. The strategy was developed with the involvement of a broad range of stakeholders from both the private and public sectors. It defines the major principles of TVET development in the coming years. TVET development relies on an outcome-based system, which depends upon the cooperation, dedication and trust of its stakeholders.

Ethiopia is committed to participating in the competitive global market economy. This requires technical and professional citizens trained in the "ability to learn" and in specific occupations. Hence, Technical Vocational Education and Training (TVET) are often at the center of Ethiopia's education strategy, which is aimed at the development of marketable entrepreneurial skills. Ethiopia is putting in place, in part via TVET, a comprehensive human resource development program. TVET provides training on market oriented programs based on the demands of industry for various target groups, such as: graduates of grade 10, school leavers, people who are in employment, school drop outs and marginalized groups in the labour market.

The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable and innovative workforce in Ethiopia. The workforce will be able to contribute to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and available to all people. Therefore, this Education and Training statistical annual abstract presents the overall enrolment, completion, competency and Industry Extension Services achievements and staff, institutions and other information of the TVET sector in 2007 E.C. (2014/15).

## 5.2 TVET Enrolment

The total enrolment in TVET between 2003 E.C. (2010/11) and 2007 E.C. (2014/15) has fallen by 5 percent, with enrolment falling from 371,247 to 352,144 during this time period. However, when we compare the latest data for 2007 E.C. with last year (2006 E.C.) the enrolment has increased by 48 percent. Although this shows the expansion of the TVET program, the total enrolment of 352,144 is still much smaller than the expected number of students who could be enrolled on the program. Even though, the number of institutions and enrolment/intake has increased in the latest year, it is expected to be higher in order to achieve GTP 2, which aims to have 859,227 people enrolled in TVET programs by 2017. As can be seen in Table 5.2.1 below, in the year 2007 E.C. (2014/15), female trainees constitute 52.3 percent of total enrolment, which indicates that female participation in TVET sectors is balanced at the national level. The Average Annual Growth Rate for female participation also shows positive growth, in contrast to the male AAGR over the last five years.

Some TVET institutions in regions such as Amhara, Gambella, and Somali did not respond to the annual questionnaire and this will affect the quality of data. Therefore the data returns for these regions is not complete, the data that was received is shown in the tables and charts below. Work is ongoing to follow up with these non-respondents and corrective action to improve responses will be taken at all levels.

Table 5.2.1 TVET Enrolment Trends by Gender

Gender	2003 E.C (2010/11)	2004 E.C (2011/12)	2005 E.C (2012/13)	2006 E.C (2013/14)	2007 E.C (2014/15)	AAGR (%)
Male	199,799	173,148	116,457	115,942	167,881	-3.4
Female	171,548	157,261	122,427	122,107	184,263	1.4
Total	371,347	314,159	238,884	238,049	352,144	-1.1
% Female	48	46.2	51.2	51.3	52.3	

Chart 5.2.1 TVET Enrolments Trends by Gender

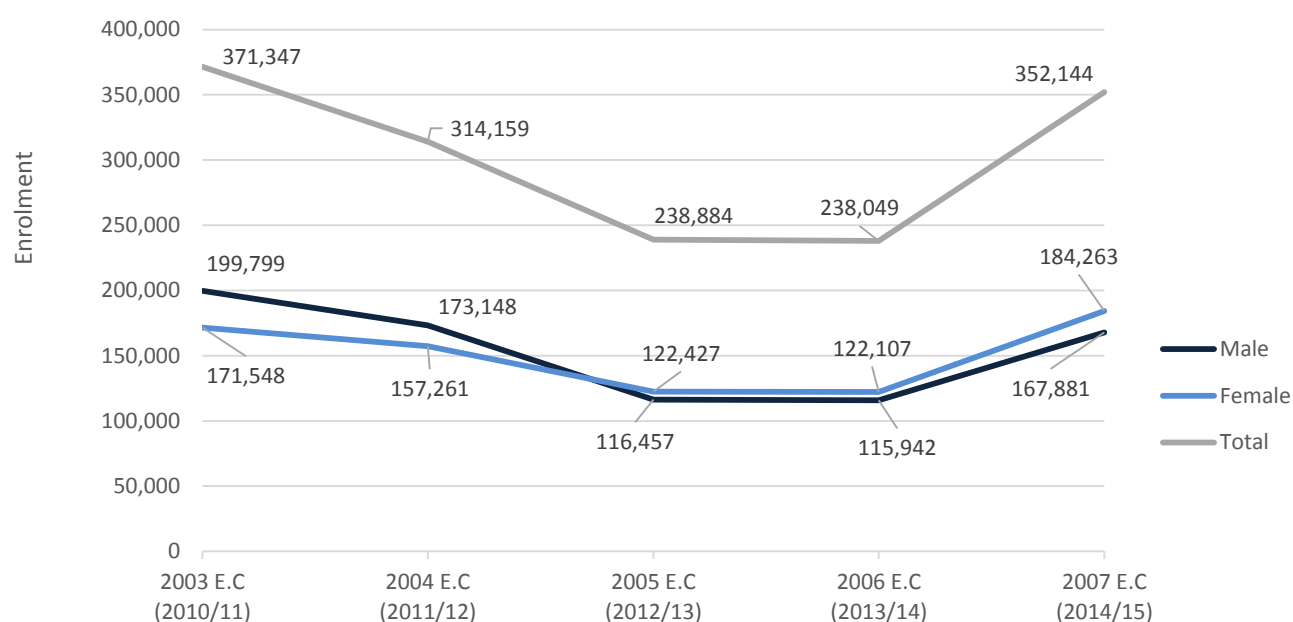


Table 5.2.2 and Chart 5.2.2 below show that in 2007 E.C. (2014/15) there a total of 352,144 trainees by region and level. Oromia, SNNP and Amhara regional states have the largest enrolments, at 42.5 %, 23.7% and 13.8% respectively. On the other hand, Afar, Gambella, Harari and Dire Dawa have the lowest share of trainees of the national total, with a combined percentage share of 4.7%. It also indicates that, the percent of female trainees of Benishangul-Gumuz, Amhara and SNNP is higher than the national figure of 52.3%.

Table 5.2.2 TVET Enrolment by Region, Level and Gender –2007 E.C. (2014/15)

REGION	Level 1		Level 2		Level 3		Level 4		Level 5		level 1-5			% of Females
	M	F	M	F	M	F	M	F	M	F	M	F	T	
Amhara	1452	1506	7994	10187	4042	7296	6152	8708	569	561	20209	28258	48467	58.3
Afar	187	160	444	230	209	126	150	132	0	0	990	648	1638	39.6
Benishangul-Gumuz	1180	1594	847	1269	597	810	330	641	6	18	2960	4332	7292	59.4
Dire Dawa	292	280	2311	2030	967	1095	949	1309	372	44	4891	4758	9649	49.3
Gambella	598	604	477	241	61	78	2	9	0	0	1138	932	2070	45.0
Harari	256	200	250	272	430	382	40	30	704	746	1680	1630	3310	49.2
SNNP	6265	5402	18868	17059	8661	13349	4103	6774	1634	1508	39531	44092	83623	52.7
Somali	441	377	752	385	270	267	1098	1061	0	0	2561	2090	4651	44.9
Oromia	5147	5280	39201	35349	14860	17736	11593	16434	2238	1735	73039	76534	149573	51.2
Tigray	2808	2465	6070	4666	1499	1780	1580	2918	353	256	12310	12085	24395	49.5
Addis Ababa	2718	1918	2768	2042	1460	2359	1590	2489	36	96	8572	8904	17476	50.9
National	21344	19786	79982	73730	33056	45278	27587	40505	5912	4964	167881	184263	352144	52.3

Chart 5.2.2 TVET Enrolments by Region and Gender 2007 E.C. (2014/15)

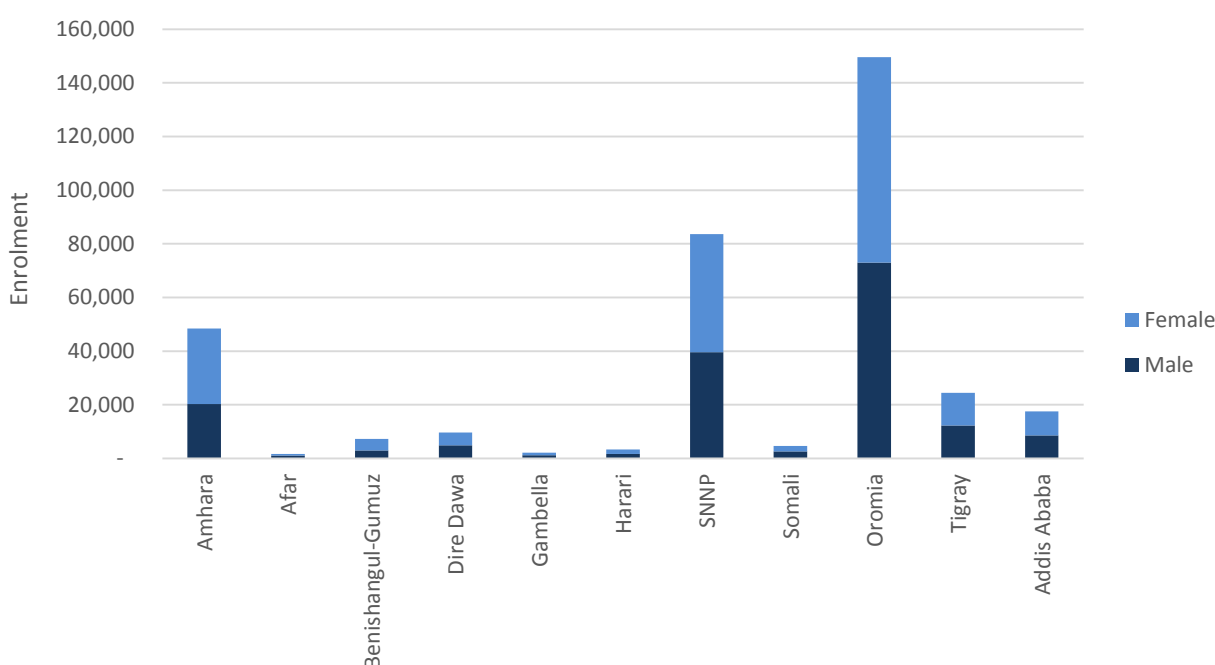


Table 5.2.3 Government and Non-Government Enrolment by Region and Gender, 2007 E.C. (2014/15)

Region	Government			Non-Government			Gov. and Non-Gov			Share of Non-Gov (%)		
	M	F	T	M	F	T	M	F	T	M	F	T
Amhara	15,516	20,778	63,294	4,693	7,480	12,173	20,209	28,258	48,467	23.2	26.5	25.1
Afar	680	442	1,122	310	206	516	990	648	1,638	31.3	31.8	31.5
Benishangul-Gumuz	1,504	1,932	3,436	1,456	2,400	3,856	2,960	4,332	7,292	49.2	55.4	52.9
Dire Dawa	3,688	2,846	6,534	1,203	1,912	3,115	4,891	4,758	9,649	24.6	40.2	32.3
Gambella	755	538	1,293	383	394	777	1,138	932	2,070	33.7	12.3	37.5
Harari	986	956	1,942	964	974	1,368	1,680	1,630	3,310	41.3	41.3	41.3
SNNP	27,431	26,147	53,578	12,100	17,945	30,045	39,531	44,092	83,623	30.6	40.7	35.9
Somali	2,203	1,707	3,910	358	383	741	2,561	2,090	4,651	14	18.3	15.9
Oromia	68,077	69,472	137,549	4,962	7,062	12,024	73,039	76,534	149,573	6.8	9.2	8
Tigray	9,583	9,140	18,723	2,727	2,945	5,672	12,310	12,085	24,395	22.2	24.4	23.3
Addis Ababa	5,559	3,661	9,220	3,013	5,243	8,256	8,572	8,904	17,476	35.1	58.9	47.2
National	135,982	137,619	273,601	31,899	46,644	78,543	167,881	184,263	352,144	19	25.3	22.3

As noted in Table 5.2.3 above, at the national level, the share of non-government enrolment is 22.3%. In all regions except Benishangul-Gumuz and Addis Ababa the share of non-government enrolment is lower than 42%. The above data reveals that in the Oromia region total government enrolment shares 92% of the national total enrolment, this is higher than any other region. In addition, female enrolment in Oromia government institutions is 51%. Similarly female enrolment in government institutions of Amhara and Benishangul-Gumuz is 57.2% and 56.2% respectively. In non-government institutions female participation in all regions is greater than males, except in Afar and Harari. Generally, at the national level female participation in non-government institutions is 59.4%.

Chart 5.2.3 Share of Enrolment by ownership at the National level 2007 E.C. (2014/15)

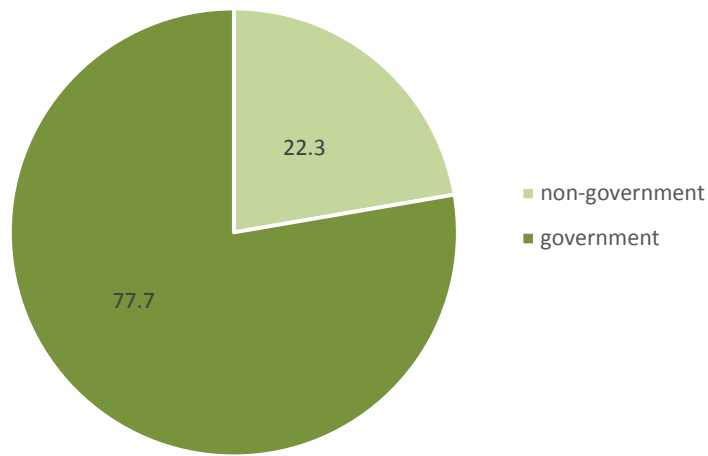


Chart 5.2.4 Share of Enrolment by ownership and Region 2007 E.C. (2014/15)

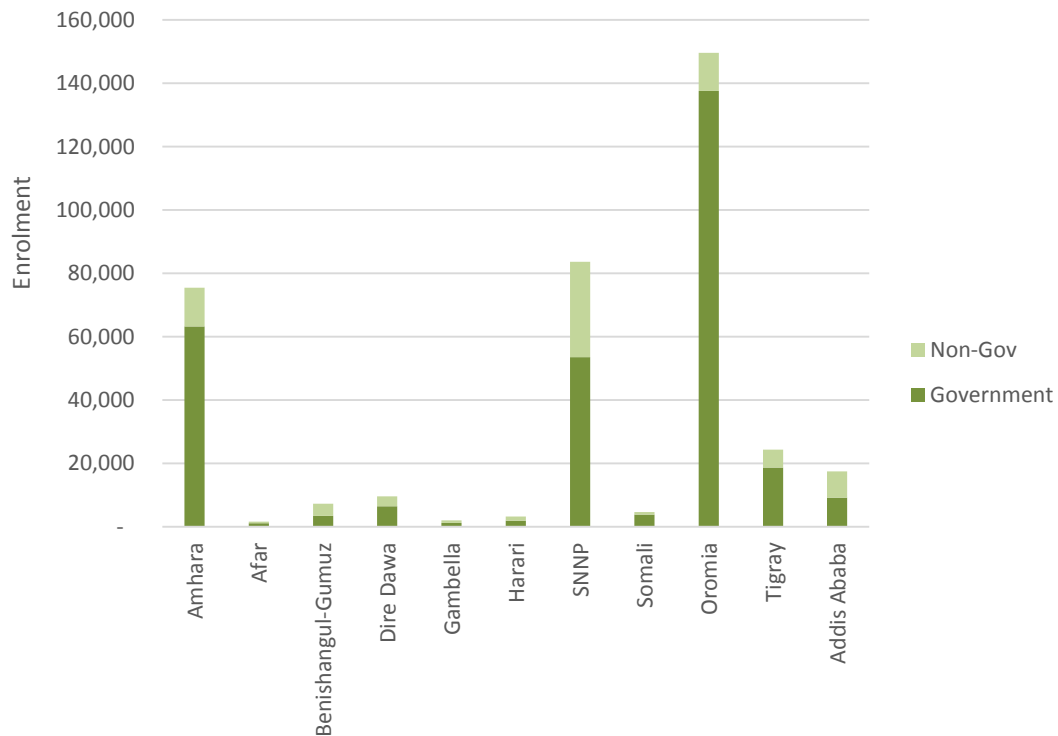


Table 5.2.4 Share of Enrolment by level and Region 2007 E.C. (2014/15)

Region	Share of enrolment by level (%)				
	1	2	3	4	5
Amhara	6.1	37.5	23.4	30.7	2.3
Afar	21.2	41.1	20.5	17.2	0
Benishangul-Gumuz	38	29	19.3	13.3	0.3
Dire Dawa	5.9	45	21.4	23.4	4.3
Gambella	58.1	34.7	6.7	0.5	0
Harari	13.8	15.8	24.5	2.1	43.8
SNNP	14	43	26.3	13	3.8
Somali	17.6	24.4	11.5	46.4	0
Oromia	7	49.8	21.8	18.7	2.7
Tigray	21.6	44	13.4	18.4	2.5
Addis Ababa	26.5	27.5	21.9	23.3	0.8
National	11.7	43.7	22.2	19.3	3.1

Chart 5.2.5 Share of Enrolment by level and Region 2007 E.C. (2014/15)

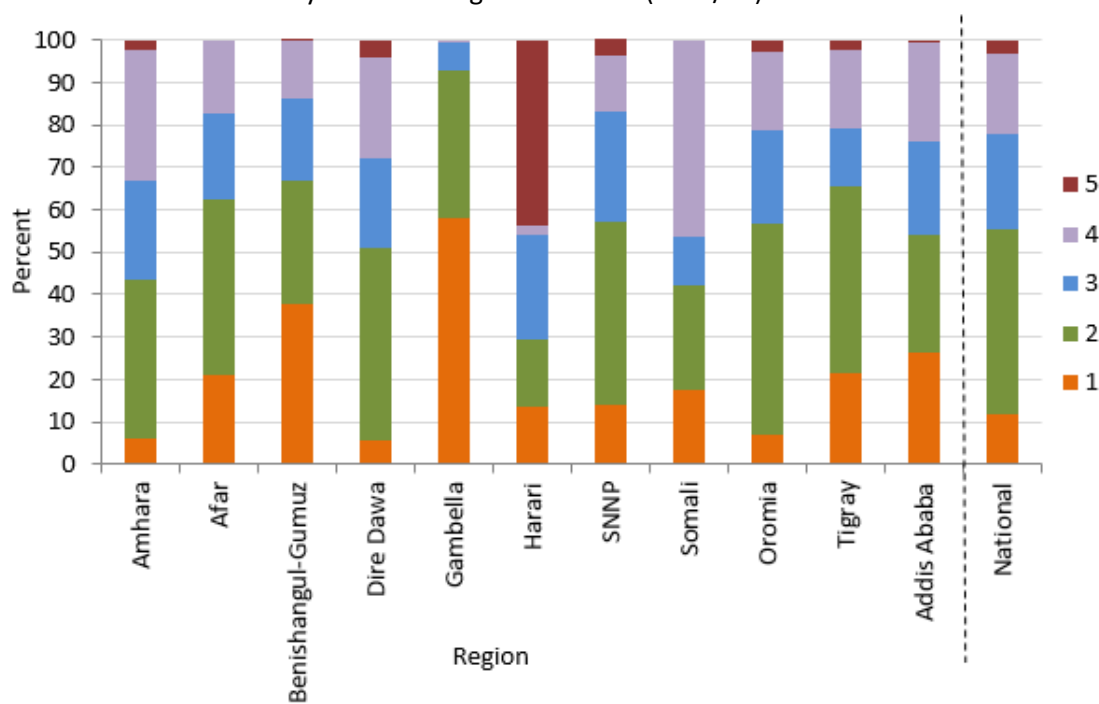


Table 5.2.4 and Chart 5.2.5 above show that enrolment at level 2 shares the largest proportion of total national enrolment in TVET schemes at 43.7%. This is compared to enrolment at level 5, which has the lowest share of enrolment at 3.1%. Specifically, in the Afar, Gambella, and Somali regions there are no enrolled trainees at level

5. In contrast to this, the Harari region has the highest enrolment at level 5 at 43.8%. The Oromia region has the highest enrolment at level 2, at 49.8% of all students at this grade. SNNP has the highest enrolment at level 3, at 26.3%. Somali has the highest enrolment at level 4, at 46.4%. The Gambella region has the highest enrolment at level 1, at 58.1%.

Table 5.2.5. TVET Institutions, Trainers by Rank, Region, and Gender 2007 E.C. (2014/15)

REGION	Institution	No. of trainers by Level of Rank						Not		No. of Trainers			% of	Share of level of Rank (%)			
		A		B		C		Ranked					Female	A	B	C	Not Ranked
		M	F	M	F	M	F	M	F	M	F	TOTAL	trainers				
Amhara	128	136	31	651	171	1982	768	55	22	2825	992	3817	26.0	4.4	21.6	72.1	2.0
Afar	6			40	5	134	23	3	1	178	28	206	13.6	0.0	21.8	76.2	2.0
Benishangul-Gumuz	11	7	3	80	19	255	87	7	2	349	112	461	24.3	2.3	21.7	74.1	2.0
Dire Dawa	18	24	2	117	13	355	57	10	2	506	74	580	12.8	4.6	22.3	71.1	2.0
Gambella	8			18	2	58	10	1	0	77	13	90	14.4	0.0	22.2	75.6	2.0
Harari	8	6	2	28	10	86	45	2	1	122	58	180	32.2	4.3	21.2	72.5	2.0
SNNP	66	161	37	770	204	2343	916	65	26	3339	1183	4522	26.2	4.4	21.5	72.1	2.0
Somali	11			58	9	190	44	5	1	253	54	307	17.6	0.0	21.9	76.2	2.0
Tigray	55	96	26	460	146	1401	656	39	19	1996	847	2843	29.8	4.3	21.3	72.3	2.0
Oromia	247	259	35	1237	194	3764	870	104	25	5364	1124	6488	17.3	4.5	22.1	71.4	2.0
Addis Ababa	361	86	18	662	104	846	198	309	113	1903	433	2336	18.5	4.5	32.8	44.7	18.1
National	919	776	155	4122	878	11414	3673	600	213	16912	4918	21830	22.5	4.3	22.9	69.1	3.7

Note: blank cells indicate that there is no data available.

Chart 5.2.6 TVET Trainers by Rank and Region of 2007 E.C. (2014/15)

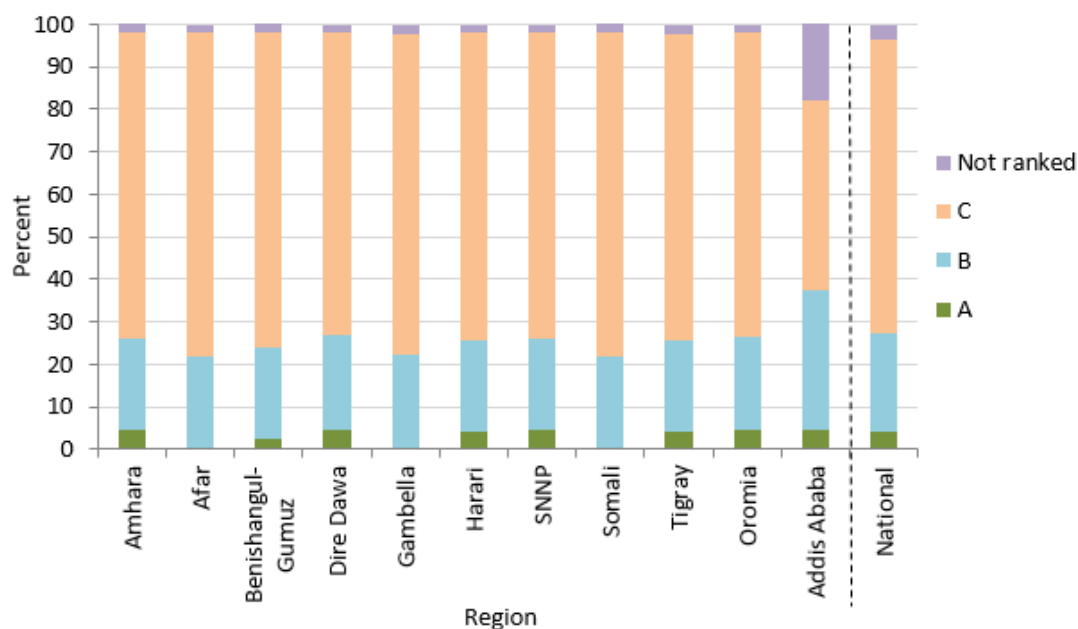


Table 5.2.5 and Chart 5.2.6 above show that in 2007 E.C. (2014/15) there are 919 TVET institutions in the country under both Government and Non- government ownership. The numbers of TVET institutions have increased from last year at 437. This might be due to the non-reporting data from some regions. These institutions have a total of 21,830 trainers, out of which 22.5 % are female. It is noted that there has been a rapid growth in the

number of trainers from last year by 41.5%, rising from 12,779 in 2006 E.C. to 21,830 in the latest year. Oromia had the largest number of trainers in the TVET Sector followed by SNNP, Amhara, Tigray and Addis Ababa. In contrast, Gambella, Harari, Afar, Somali and Benishangul-Gumuz have the lowest number of trainers.

In addition to sufficient trainers, qualified trainers to the required level are a vital device to enhance the quality of education and training. According to national standards TVET programs at levels 1-5 require trainers with minimum C level rank. Table 5.2.5 and Chart 5.2.6 above show the proportions of trainers ranking at national and Regional level. Nationally, out of the total number of trainers 69.1% have 'C' level rank, followed by 22.9% having a 'B' rank and 4.3% having an 'A' level rank. This leaves 3.7% trainers reported as having no rank.

## 5.3 Share of Female Trainees and Trainers in TVET System

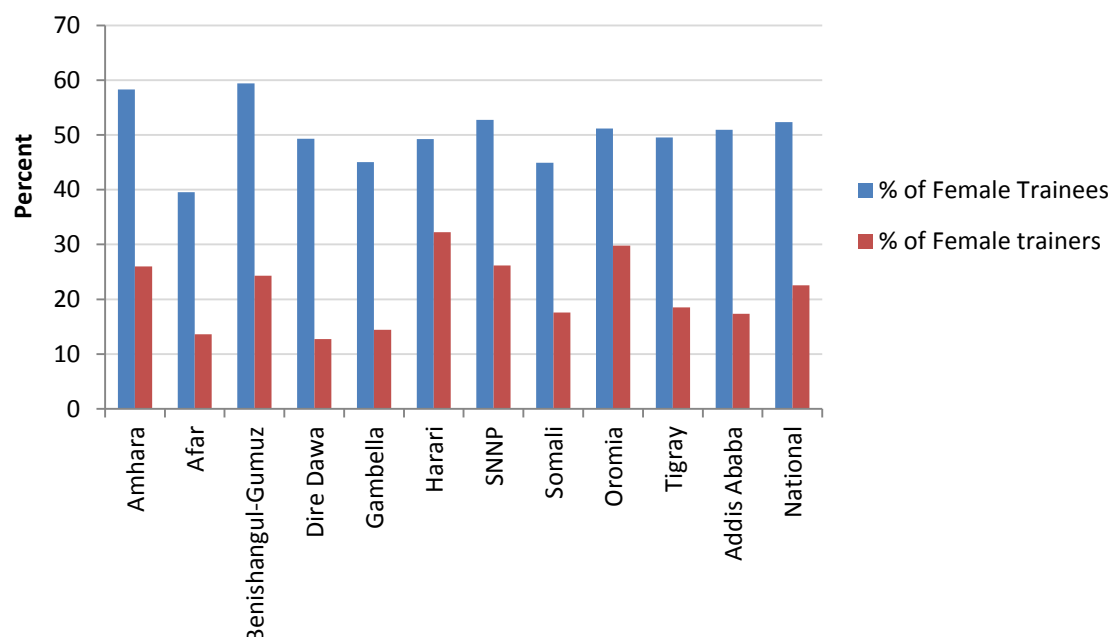
The share of female trainees and trainers is an important indicator of balanced programs to enhance enrolment and participation of females in TVET institutions (or in short in relation to access measures disaggregated by gender). Share of gender is considered here as it is used to highlight the level of equity between boys and girls in the education system. The following table and chart is presented to demonstrate the current situation of female participation in 2007 E.C. (2014/15) academic year regionally and nationally.

Table 5.3.1 Share of Female Trainees and Trainers by Region 2007 E.C. (2014/15)

Region	Trainees		% of Female Trainees	Trainers		% of Female trainers
	M	F		M	F	
Tigray	12310	12085	49.5	1996	847	18.5
Afar	990	648	39.6	178	28	13.6
Amhara	20209	28258	58.3	2825	992	26.0
Oromia	73039	76534	51.2	5364	1124	29.8
Somali	2561	2090	44.9	253	54	17.6
Benishangul-Gumuz	2960	4332	59.4	349	112	24.3
SNNP	39531	44092	52.7	3339	1183	26.2
Gambella	1138	932	45.0	77	13	14.4
Harari	1680	1630	49.2	122	58	32.2
Addis Ababa	8572	8904	50.9	1903	433	17.3
Dire Dawa	4891	4758	49.3	506	74	12.8
National	167881	184263	52.3	16912	4918	22.5



Chart 5.3.1 Share of Female Trainees and Trainers by Region 2007 E.C. (2014/15)



As shown in Table 5.3.1 and Chart 5.3.1 above, at the national level, share of female trainees and trainers are 52.3% and 22.5% respectively. This shows that female trainee's participation in the sector has had good improvement compared with female trainers. The status of regions, such as Benishangul-Gumuz and Amhara have the highest female trainee participation in the sector. On the other hand, Afar, Gambella and Somali have the lowest female trainee's participation at 39.6%, 44.9% and 45% respectively.

## 5.4 Graduates in TVET program

Graduates, or completers, are those who completed their training in their field of study at TVET institutions, typically those that have been awarded a certificate in each level of the program.

Table 5.4.1 Completers or Graduates by level and gender and Short term Training, 2007 E.C. (2014/15)

Region	LEVEL										National			Share of female	Short term Training		
	ONE		TWO		THREE		FOUR		FIVE								
	M	F	M	F	M	F	M	F	M	F	M	F	Total		M	F	Total
Oromia	6252	7176	13704	12656	6708	5744	4840	7368	20	36	31524	32980	64504	51.1	44524	24549	69073
Tigray	9200	8060	20256	16348	9412	10764	13032	10484	2648	572	54548	46228	100776	45.9	11796	6145	17941
SNNP	5700	4736	18972	13880	10264	8744	4500	5552	1104	1080	86072	79208	165280	47.9	51840	26278	78118
Addis Ababa	6768	7832	5216	4972	2784	4540	2332	3472	68	92	17168	20908	38076	54.9	7844	11644	19488
Afar			86	68	13	1	218	163			317	232	549	42.3			
Amhara	567	702	1887	2047	3549	3843	5538	6516	131	84	11672	13192	24864	53.1			
Somali																	
Beshangul gumuz																	
gambela	67	61	12	23	27	10	16	17			122	111	233	47.6			
Harari																	
Dire dawa	37	47	295	282	151	162	162	180	0	0	645	671	1316	51.0			
National	28591	28614	60428	50276	32908	33808	30638	33752	3971	1864	202068	193530	395598	48.9	116004	68616	184620

Note: Data with blank cells indicate that no data was available from these regions

Table 5.4.1 above shows that in the TVET program at the national level and at all levels there are 395,598 students that have graduated from government and non-government institutions in 2007 E.C. (2014/15). Out of which 48.9% are female trainees. In addition, 184,620 trainees have enrolled and have benefited from completing a short term training program.

## 5.5 Trainee-Trainer Ratio (TTR) in TVET

It is difficult to measure quality with a list of quantitative indicators. However pupil/teacher ratios can be used as an indicator that can infer quality of teaching. Hence, trainers are people whose professional activity involves the transfer of knowledge and skills to trainees enrolled in a TVET institution. The Trainee Trainer Ratio (TTR) is the average number of regular trainees during the year divided by the total number of regular trainers of the program year.

As noted in table and chart below, The Trainee-Trainer Ratio (TTR) in TVET program has positively decreased from 29 to 16 from 2003 E.C. (2010/11) to 2007 E.C. (2014/15).

Table 5.5.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program

	2003 E.C (2010/11)	2004 E.C (2011/12)	2005 E.C (2012/13)	2006 E.C (2013/14)	2007 E.C (2014/15)
Enrolment	371,347	314,159	238,884	238,049	352,144
Trainers	12,890	12,990	12,779	12,779	21,830
Trainee-trainer ratio	29	24	19	19	16

Char 5.5.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program

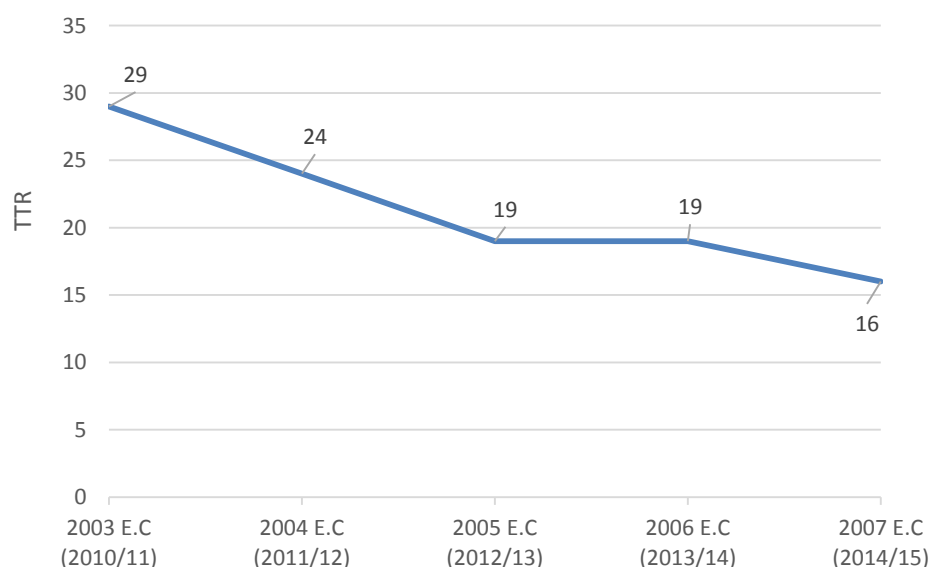
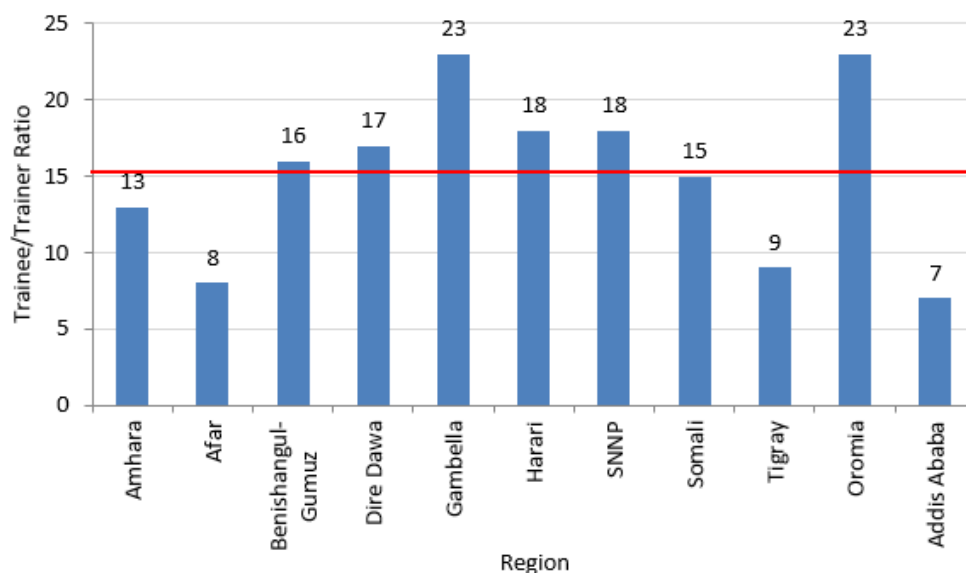


Chart 5.5.2 below shows that at the national level TTR is 16 for the year 2007 E.C (2014/15). TTR in Oromia and Gambella is relatively high and low in Addis Ababa, Afar and Tigray. Regions such as Tigray, Amhara, Afar, Somali, and Addis Ababa have a TTR which is below from the national average whereas the remaining six regions have a TTR which is above the national average.

Chart 5.5.2 Trainee Trainer Ratio 2007 E.C. (2014/15)



Note: red line shows the national average of 16%

## 5.6 Occupational Standard Development and Assessment

Occupational standards are particular descriptions of what an individual is expected to be able to do in his or her work role. They are defined in terms of ideal benchmarks against which competence is assessed and certification granted. It also defined as the competences of a worker according to requirements in the labour market. Competence includes the entire range of skills, knowledge and attitudes necessary to perform a specific job. Occupational standards will be developed for all occupational fields at all relevant qualification levels attainable within the TVET system.

Occupational assessment and subsequent certification is the main feature of the outcome-based TVET system to verify individual occupational competences. For all defined occupational qualifications at all levels, occupational assessment and certification will be offered. Occupational qualification certificates will be awarded upon passing the occupational assessments. Occupational assessment and certification will be accessible to all candidates who feel competent that they meet the requirements of the respective occupational standard, irrespective of how or where they were trained or learned.

Table 5.6.1 Number of Assessment Centers, Assessors, assessed and those found to be competent by Region 2007 E.C. (2014/15)

Region	Extra version assessment tool	Assessment centre	No. of assessors	Regular program			Short term training			Total		
				Assessed	Competent		Assessed	Competent		Assessed	Competent	
					No.	%		No.	%		No.	%
Amhara	131	2,460	4,644	95,891	66,733	69.6	295,558	254,877	86.2	391,449	321,610	82.2
Afar												
Benishangul-Gumuz		9	145									
Dire Dawa	11	37	44	4,816	2,617	54.3	1,307	786	60.1	6,123	3,403	55.6
Gambella		7	75									
Harari	-	18	82	2,383	1,493	62.7	1,313	1,294	98.6	3,696	2,787	75.4
SNNP	21	818	2,182	48,800	32,905	67.4	8,266	6,840	82.7	57,066	39,745	69.6
Somali	10	13	219	6,266	4,314	68.8	-	-	0	6,266	4,314	68.8
Oromia	151	671	2,030	34,895	20,618	59.1	12,796	9,403	73.5	47,691	30,021	62.9
Tigray	67	612	1,283	35,435	23,215	65.5	18,221	15,779	86.6	53,656	38,994	72.7
Addis Ababa	134	118	580	14,385	10,213	71.0	16,827	11,156	66.3	31,212	21,369	68.5
National	525	4,763	11,284	272,871	162,108	59.4	354,288	300,135	84.7	627,159	462,243	73.7

Note: blank cells indicate that no data was available

Table 5.6.1 above shows that, in 2007 E.C. (2014/15) there are 4,763 assessment centers in the country. These assessment centers have a total of 11,284 assessors. The number of assessment centers and number of assessors is largest in Amhara followed by SNNP, Oromia, Tigray and Addis Ababa. In contrast, Gambella, Harari, Somali and Benishangul-Gumuz have a lower number of assessment centers and assessors. At the national level, 597,159 trainees were assessed of which 77.4% were competent.

## 5.7 Cooperative Training

A cooperative training program can be defined as a program aimed at achieving the highest degree of harmony between what the trainee learns and what is required and used in the actual work sites. Through cooperation of the institutions with the business/Industries to provide training to the trainees they are systematically exposed to the world of work and learn the occupational practice in real life situations. This leads to significantly better training outcomes, practical skills, work attitudes and theoretical comprehension of the occupational requirements. Through cooperative TVET schemes companies can also contribute to the further development of the TVET system.

Table 5.7.1 Cooperative Training centers and Trainees Support by Cooperative Training by Region 2007 E.C. (2014/15)

Regions	Cooperative Training Center	No. Of Trainees	No. of trainees Support by Cooperative Training	% of trainees Support in Cooperative Training
Oromia	2,022	149,573	87,654	58.6
Amhara	4,703	48,467	58,311	120.3
SSNP	1,937	83,623	29,937	35.8
Tigray	250	24,395	26,931	110.4
Somali	117	4,651	5,054	108.7
Afar	7	1,638	263	16.1
Benishangul Gumuz	41	7,292	1,104	15.1
Gambella	0	2,070	33	1.6
Harari	173	3,310	4,420	133.5
Addis Ababa	1,191	17,476	21,920	125.4
Dire Dawa	68	9,649	2,963	30.7
National	10,509	352,144	238,590	67.8

As Table 5.7.1 shows, there are 10,509 Cooperative Training Centers at the national level. In the Cooperative Training Centers there are 238,590 trainees, showing that 67.8% are supported by cooperative training. It also highlights that there may be problems with the data as in Amhara, Tigray, Somali, Harari and Addis Ababa more than 100% of trainees are in Cooperative Training, which is an impossible figure.

## 5.8 Industry Extension Service and Technology Transfer

The Industrial Extension Service is working to improve manufacturing in small- and micro enterprises (SMEs) by applying proven, commercially relevant technologies to the companies. The Ethiopian government has launched an 'Industry Extension Service' package targeting urban Small and Micro Enterprises (SMEs). TVET institutions will provide the new service package, which targets solving all the major problems of SMEs in the country. According to the strategy SMEs who are engaged in the manufacturing sector, especially those who produce products for the export market or replace import items and those who are already clustered, will primarily have access to the Industry Extension Service. The services that will be provided to the SMEs by TVET institutions includes skills training on entrepreneurship, business management, best technology adaptation and transfer, productivity, quality maintenance and product standardization and certifications.

Table 5.8.1 Number of IESs, MSEs, operators that have been assessed and found Competent and Technology Transfer by Region 2007 E.C. (2014/15)

Region	Industry Extension Service coverage					Number Of Transferred Technologies
	Enterprise	Operators	Assessed	Competent	% of Competent	
Oromia	7,143	14,198	10,790	8,607	79.7	526
Amhara	9,678	19,355	23,481	15,244	62	205
SSNP	11,125	80,065	9,165	7,999	87.3	212
Tigray	80,948	91,186	18,384	11,744	63.9	483
Somali	41	520	0	0	0	6
Afar	28	60	0	0	0	0
Benishangul - Gumuz	35	203	50	42	84	3
Gambella	0	0	0	0	0	3
Harari	50	356	31	31	100	2
Addis Ababa	3,683	15,473	3,177	2,928	92.2	199
Dire Dawa	371	1852	260	172	97	32
National	113,102	223,268	65,338	46,767	71.6	1,671

In 2007 E.C. (2014/15) there were 113,102 enterprises run by 223,268 operators that are included, or are supported, by the Industry Extension Service in Ethiopia. Of the total 65,388 operators assessed 46,767 (71%) were found to be competent. As can be seen in the table above, at the national level 1,671 technologies have been transferred and adopted by users. Tigray had the largest number of enterprises that support Industry Extension Services followed by SSNP, Amhara, Oromia and Addis Ababa. In contrast, there are zero in Gambella, and very few in Afar, Benishangul-Gumuz, Somali and Harari and Dire Dawa.

# Higher Education

2007 E.C. (2014/15)

Total enrolment in Undergraduate and Postgraduate courses



769,315 people

## Gender Split in Enrolment

### Undergraduate



female (33%) male (67%)

### Postgraduate



female (24%) male (76%)

## Number of Graduates



In 2007 E.C.  
155,055 students  
graduated with  
undergraduate  
and postgraduate  
degrees

# 6. Higher Education

## 6.1 Introduction

Higher Education in Ethiopia includes education programs which are offered as undergraduate degree for three, four or more years and specialized degrees such as Master's and PhD programs. The higher education data has been collected from 37 government higher education institutions (33 are owned by the Ministry of Education the others are the Ethiopian Civil Service University, the Defense University College, the Kotebe College of Teachers Education and the Oromiya Public Service College) and accredited non-government higher education institutions.

The 2007 E.C. (2014/15) higher education data collection process has been better compared to previous years, however the education data from 33.7% of the accredited non-government institutions is not complete or not reported at all. This effects the completeness of the data and data for non-government institutions will be an under representation of the actual coverage of non-governmental higher education institutions. The higher education data contains students enrolled; students graduated academic staff (both Ethiopians and expatriates), administrative staff and a financial report.

## 6.2 Enrolment in Undergraduate programs

Undergraduate programs are offered for three, four or more years after completing secondary education. There are a significant number of students who get admission for the undergraduate programs, in 2007 E.C. there were 729,028 students enrolled in undergraduate programs. Completion of this program is certified by awarding a bachelor's degree. The degree of Doctor of Medicine (MD) and the degree of Doctor of Veterinary Medicine (DVM) are also undergraduate programs and is included in the data.

Table 6.2.1 and Chart 6.2.1 Enrolment in Undergraduate by Programs, 2007 E.C. (2014/15)

Ownership	Gender	Government	Non-government	Total	% of non gov't
<b>Regular</b>	Male	243,955	19,928	263,883	7.6
	Female	124,359	21,296	145,655	14.6
	Total	368,314	41,224	409,538	10.1
<b>Evening</b>	Male	68,851	11,976	80,827	14.8
	Female	38,845	11,324	50,169	22.6
	Total	107,696	23,300	130,996	17.8
<b>Summer</b>	Male	74,062	-	74,062	0.0
	Female	27,473	-	27,473	0.0
	Total	101,535	-	101,535	0.0
<b>Distance</b>	Male	26,748	30,451	57,199	53.2
	Female	14,077	15,683	29,760	52.7
	Total	40,825	46,134	86,959	53.1
<b>Total</b>	Male	413,616	62,355	475,971	13.1
	Female	204,754	48,303	253,057	19.1
	Total	618,370	110,658	729,028	15.2
	% Female	33.1	43.7	34.7	19.1



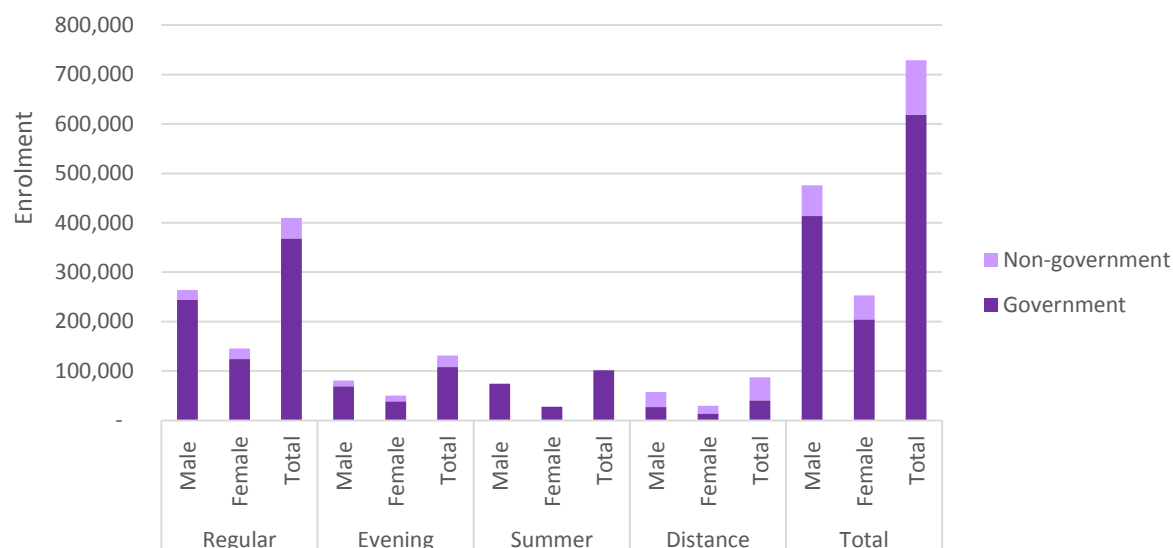


Table 6.2.1 and chart 6.2.1 above, show that in the year 2007 E.C. (2014/15) the total undergraduate enrolment (government and non-government) regular, evening, summer and distance programs is 729,028 of which 253,057 are females and which accounts for 35% of the total enrolment. The majority of enrolments are in government institutions, with 85% of students attending classes in these institutions. It can also be seen from the table and chart that undergraduate enrolment is highest in regular programs and lowest in distance programs. The share of the regular program from the total undergraduate enrolment is 56%.

Table 6.2.2 and Chart 6.2.2 Enrolments in Undergraduate by Year, 2007 E.C. (2014/15)

Ownership	Year I	Year II	Year III	Year IV	Year V	Year VI and above	Total
<b>Government</b>	192,213	144,180	136,265	88,241	51,247	6,224	618,370
<b>Non-government</b>	50,368	30,535	24,414	5,259	1,523	280	112,379
<b>Total</b>	242,581	174,715	160,679	93,500	52,770	6,504	730,749
<b>% of Non Gov't</b>	20.8	17.5	15.2	5.6	2.9	4.3	15.4

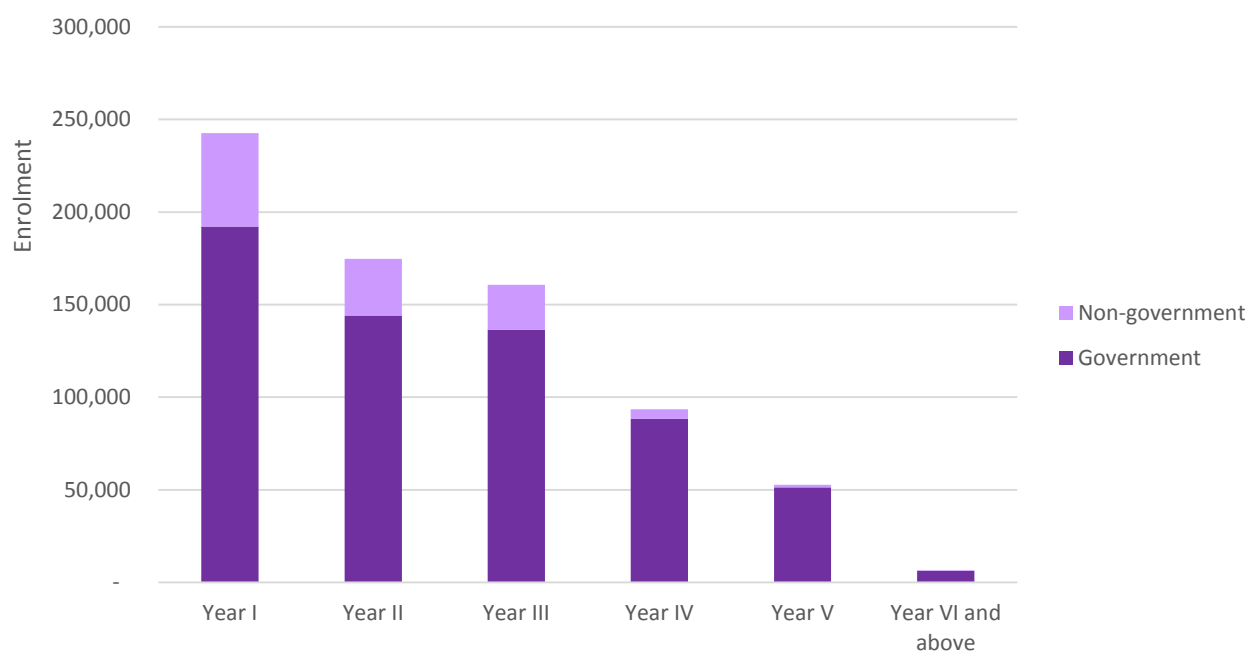


Table 6.2.2 and chart 6.2.2 above, show that in the year 2007 E.C. (2014/15) from the total undergraduate enrolment (government and non-government), the percentage of non-government undergraduates enrolled in years I, II, III, IV, V and year VI & above is 20.8, 17.5, 15.2, 5.6, 2.9 and 4.3 respectively. It can also be seen from the table and chart that year I undergraduate enrolment contains approximately one-third of the total enrolment of all enrolment in undergraduate programs.

Table 6.2.3 Trends in Undergraduate Enrolment in Government & Non-government institutions

Program	Gender	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)
<b>Regular</b>	Male	165,371	194,028	222,846	232,645	263,883
	Female	62,371	75,834	94,953	102,433	145,655
	Total	227,688	269,862	317,799	335,078	409,538
<b>Evening</b>	Male	42,814	47,308	50,605	50,423	80,827
	Female	20,911	26,370	29,251	29,782	50,169
	Total	63,725	73,678	79,856	80,205	130,996
<b>Summer</b>	Male	57,787	66,086	67,118	78,527	74,062
	Female	17,649	19,610	20,912	24,115	27,473
	Total	75,436	85,696	88,030	102,642	101,535
<b>Distance</b>	Male	60,797	47,585	47,138	51,960	57,199
	Female	20,047	17,289	21,025	23,688	29,760
	Total	80,844	64,874	68,163	75,648	86,959
<b>Total</b>	Male	326,769	355,006	387,707	413,556	475,971
	Female	120,978	139,104	166,141	180,018	253,057
	Total	447,693	494,110	553,848	593,574	729,028

Chart 6.2.3 Trends in Undergraduate Enrolment in Government and Non-government institutions by program

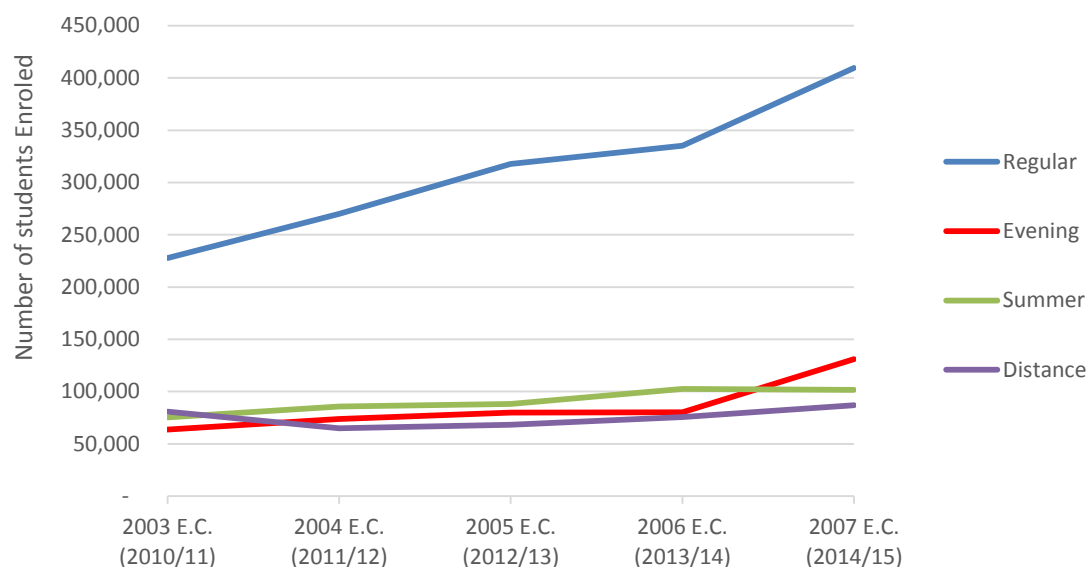


Chart 6.2.4 Trends in Undergraduate Enrolment in Government and Non-government institutions by gender

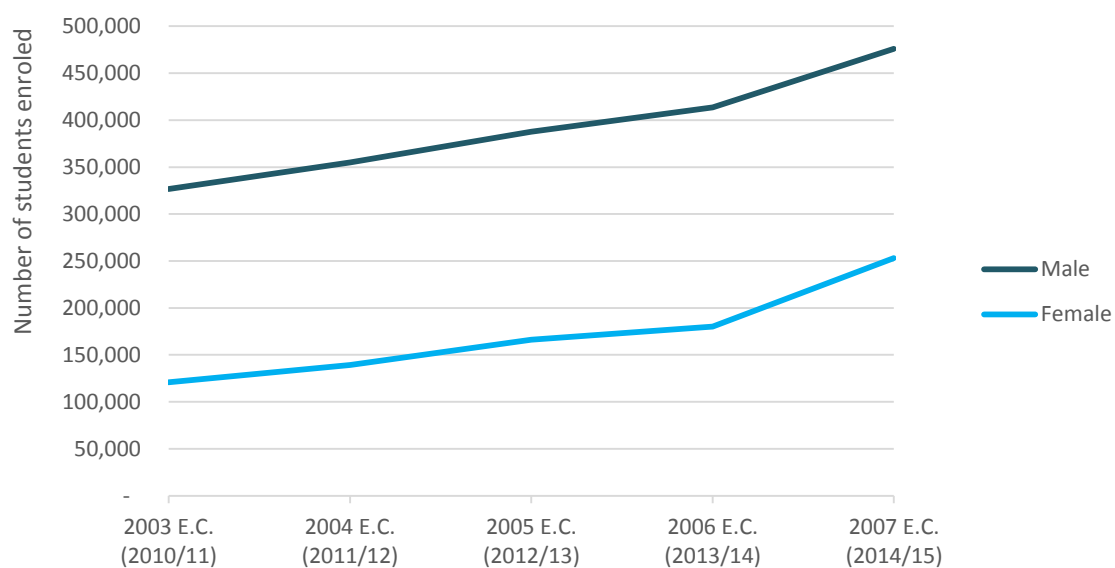
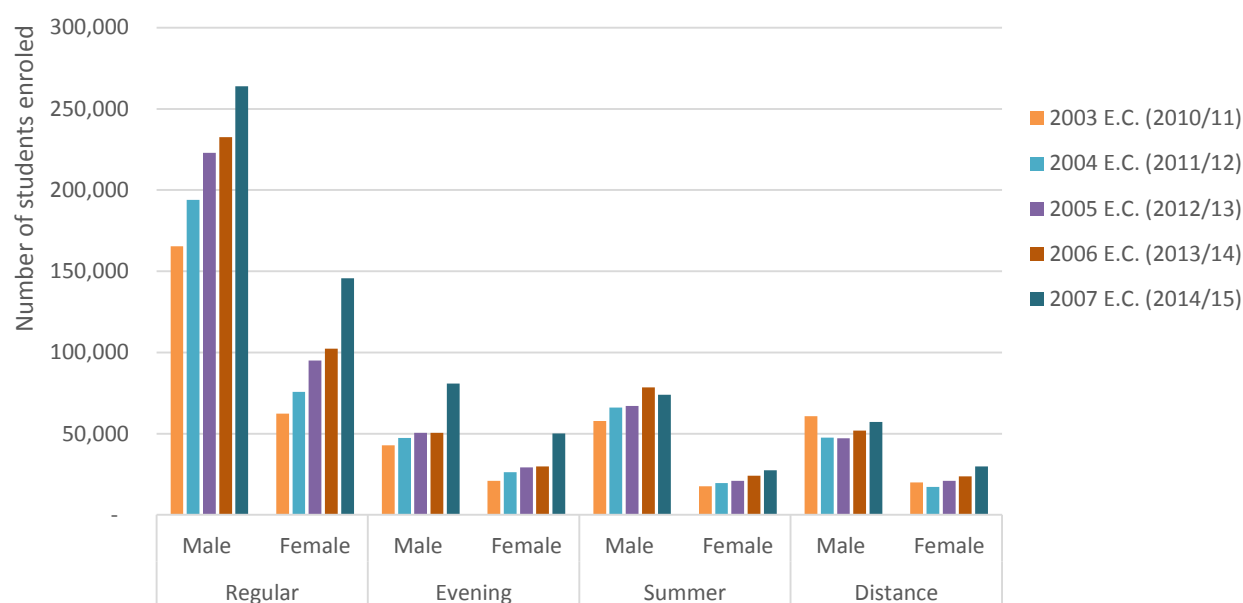


Chart 6.2.5 Trends in Undergraduate Enrolment-Government &amp; Non-government by programs by gender



From the table 6.2.3 and charts 6.2.3, 6.2.4 and 6.2.5 above, it can be seen that undergraduate enrolment in regular programs has been increasing significantly for the last five years and has the largest share of all the program types, similarly enrolment in distance programs has increased slightly for the last three years. The total enrolment in all the programs (regular, evening, summer and distance) has increased substantially for the last five years, with enrolment increasing by 39% over the time period. However, there remains a large gender gap in enrolment in higher education with only 35% of those enrolled in higher education in 2007 E.C. being female.

Table. 6.2.4 Long term trend in Undergraduate Enrolment in Government and Nongovernment institutions

	Male	Female	Total
<b>1996 E.C. (2003-2004)</b>	44657	11415	56,072
<b>1997 E.C. (2004-2005)</b>	105013	33146	138,159
<b>1998 E.C. (2005-2006)</b>	130835	43066	173,901
<b>1999 E.C. (2006-2007)</b>	150530	52869	203,399
<b>2000 E.C. (2007-2008)</b>	199684	63317	263,001
<b>2001 E.C. (2008-2009)</b>	219300	89792	309,092
<b>2002 E.C. (2009-2010)</b>	286758	133629	420,387
<b>2003 E.C. (2010-2011)</b>	326769	120924	447,693
<b>2004 E.C. (2011-2012)</b>	355006	139104	494,110
<b>2005 E.C. (2012-2013)</b>	387707	166141	553,848
<b>2006 E.C. (2013-2014)</b>	413556	180018	593,574
<b>2007 E.C. (2014-2015)</b>	475971	253057	729,028

Chart 6.2.6 Long term trend in Undergraduate Enrolment in Government and Nongovernment institutions

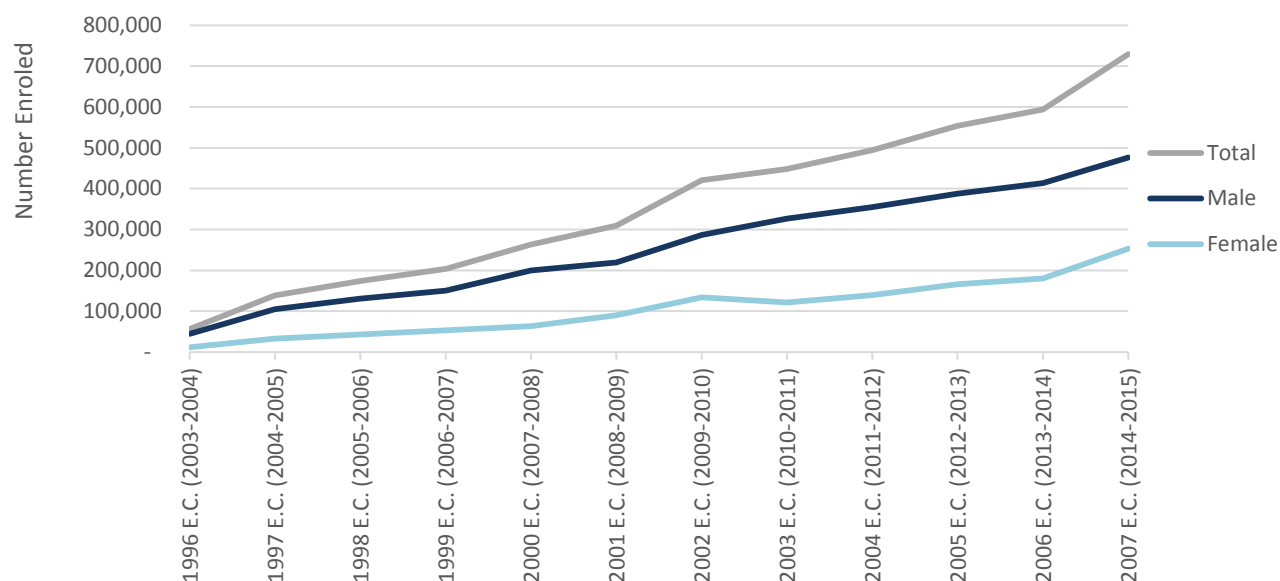


Table 6.2.4 and chart 6.2.6 show the long term figures for undergraduate enrolment, it shows a large increase between 1996 E.C. to 2007 E.C., increasing by 92% over the time period. The majority of this increase has been in male enrolment, however, female enrolment has increased by 95% over the time period showing that progress is being made in improving gender equity of enrolment. There still needs to be improvements in this area with nearly double the number of men enrolling in undergraduate programs compared to women in 2007 E.C. (2014/15).

Table 6.2.5 Undergraduate Enrolment in Government institutions by Program, Gender and Band, 2007 E.C. (2014/15)

Band		Band1.Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3.Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Regular	Male	118,078	24,586	23,324	19,362	25,785	32,820	243,955
	Female	52,881	14,393	10,870	10,722	17,437	18,056	124,359
	Total	170,959	38,979	34,194	30,084	43,222	50,876	368,314
Evening	Male	22,606	2,357	9,996	3,112	23,916	6,864	68,851
	Female	8,467	1,080	7,149	1,100	16,473	4,576	38,845
	Total	31,073	3,437	17,145	4,212	40,389	11,440	107,696
Summer	Male	6,377	25,261	2,682	8,247	1,307	30,188	74,062
	Female	1,836	8,331	1,318	1,449	598	13,941	27,473
	Total	8,213	33,592	4,000	9,696	1,905	44,129	101,535
Distance	Male	1,011	428	1,184	1,515	11,790	10,820	26,748
	Female	640	180	400	384	7,152	5,321	14,077
	Total	1,651	608	1,584	1,899	18,942	16,141	40,825
Total	Male	148,072	52,632	37,186	32,236	62,798	80,692	413,616
	Female	63,824	23,984	19,737	13,655	41,660	41,894	204,754
	Total	211,896	76,616	56,923	45,891	104,458	122,586	618,370
% Female		30.1	31.3	34.7	29.8	39.9	34.2	

Chart 6.2.7 Undergraduate Enrolment in Government institutions by Program, Gender and Band, 2007 E.C. (2014/15)

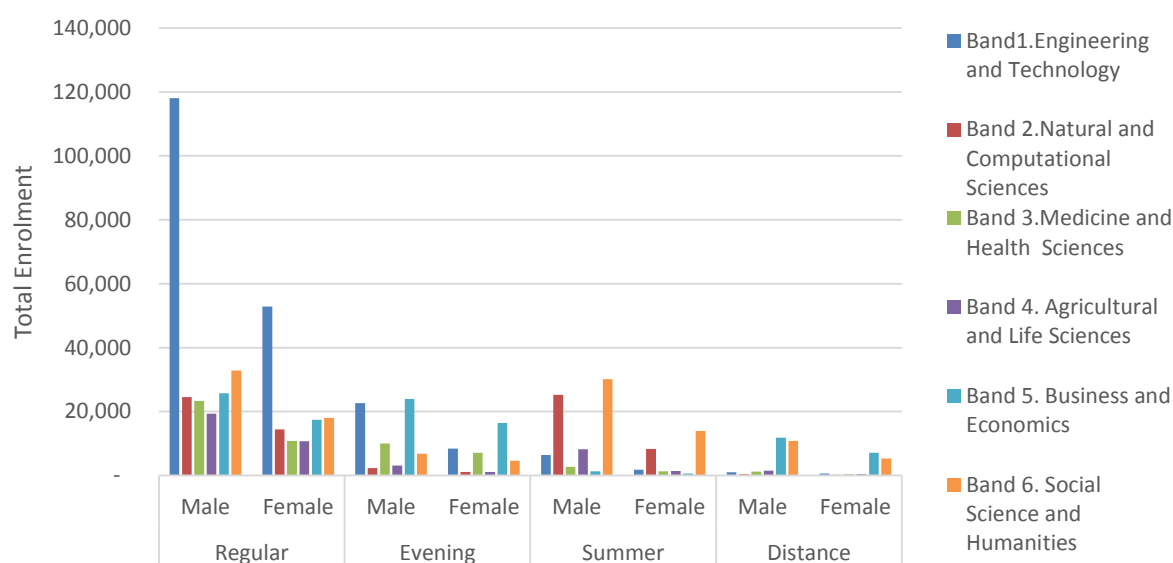


Table 6.2.5 and chart 6.2.7 above show that in 2007 E.C. (2014/15) Band 1 programs had the most students enrolled in subjects in engineering and technology at 34% of all those enrolled in these subjects, 81% of whom were in regular programs. Band 4 has the lowest proportion of students enrolled at 7% of all those enrolled.

Table 6.2.6 and chart 6.2.8 Undergraduate Enrolment in Non-government institutions by, Program, Gender and Band, 2007 E.C. (2014/15)

Band		Band1.Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3.Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Regular	Male	4,867	45	5,848	142	8,249	777	19,928
	Female	2,436	12	8,338	61	10,037	412	21,296
	Total	7,303	57	14,186	203	18,286	1,189	41,224
Evening	Male	4,417	-	1,950	-	5,201	408	11,976
	Female	1,592	-	2,875	-	6,682	175	11,324
	Total	6,009	-	4,825	-	11,883	583	23,300
Distance	Male	191	-	147	4,621	21,068	4,424	30,451
	Female	173	-	33	691	13,370	1,416	15,683
	Total	364	-	180	5,312	34,438	5,840	46,134
Total	Male	9,475	45	7,945	4,763	34,518	5,609	62,355
	Female	4,201	12	11,246	752	30,089	2,003	48,303
	Total	13,676	57	19,191	5,515	64,607	7,612	110,658
	% Female	30.7	21.1	58.6	13.6	46.6	26.3	

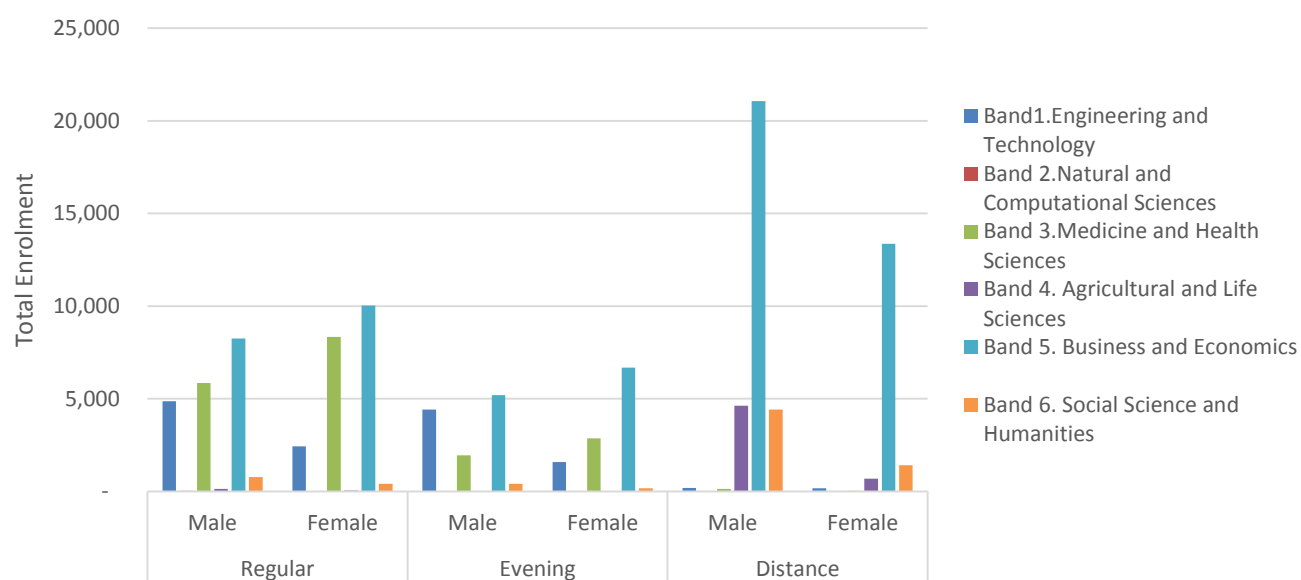


Table 6.2.6 and chart 6.2.8 above show that in 2007 E.C. (2014/15) the total number of undergraduate students enrolled in the Non-Government HEIs is 110,658. Band 5 Business and Economics have the greatest number of students at 58% of all those enrolled. Distance learning has the highest number of students in non-government institutions, with 42% of those enrolled in this program. Band 2 (Natural and computational sciences) has the fewest enrolled in non-government institutions with 0.05% of students being enrolled in these subjects.

## 6.3 Gross Entry Ratios and Gross Enrolment Ratios in Undergraduate Programs

The Gross Entry Ratio is the ratio of the total number of new entrants regardless of age, compared with the population at the theoretical entrance age (population age 19 in 2014/15 is 971,812). Therefore, taking the total year I enrolment of 242,581 as new admission (neglecting readmissions of year I), the Gross Entry Ratio is 25%. If we consider the undergraduate higher education enrolment for year I, II and III, the Gross Enrolment Rate (GER) will be 13.7%. However, if we consider the undergraduate higher education enrolment for year I, II, III, IV, V and VI the Gross Enrolment Rate (GER) will be 10.2%.

## 6.4 Intake Ratio of Science and Technology compared with Social and Humanities Sciences in Undergraduate programs

In 2007 E.C. (2014/15), the ratio between those studying Science & Technology and those studying Social and Humanities Sciences as an undergraduate in government regular programs is 3 to 1 (taking the year I enrolment as new admission, i.e. not including those readmitted). This shows that over double the amount of students are choosing to study Science & Technology courses over Humanities & Social Sciences.

## 6.5 Enrolment in Postgraduate programs

The postgraduate program is a specialized program offered under schools of graduate studies to students who already have been awarded a bachelor's or first degree. Completion of this program is certified by awarding either a Master's degree, or equivalent, or a PhD degree.

Table 6.5.1 Trends in Postgraduate Enrolment in Government and Non-government institutions, 2007 E.C. (2014/15)

13)

			2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)
Government	Masters	Male	15,996	18,169	20,060	20,871	23,129
		Female	2,490	4,635	5,043	5,246	7,337
		Total	18,486	22,804	25,103	26,117	30,466
	PhD	Male	690	1,530	2,809	2,922	2,755
		Female	99	319	356	370	380
		Total	789	1,849	3,165	3,292	3,135
Non-Gov	Masters	Male	682	779	2,339	2,433	4,820
		Female	193	228	697	725	1,866
		Total	875	1,007	3,036	3,158	6,686
Total		Male	17,368	20,478	25,208	26,226	30,704
		Female	2,782	5,182	6,096	6,341	9,583
		Total	20,150	25,660	31,304	32,567	40,287
		% female	13.8	20.2	19.5	19.5	23.8



Chart 6.5.1 Trends in Postgraduate Enrolment-Government and Non-government institutions

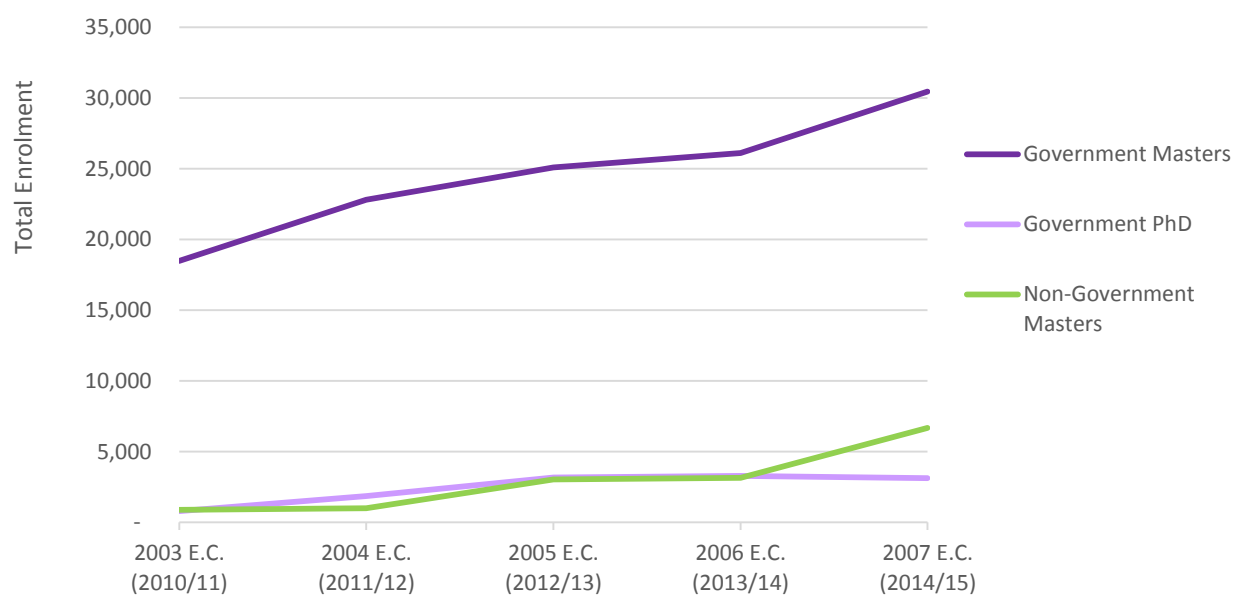


Chart 6.5.2 Trends of Postgraduate Enrolment in Government and Non-government institutions by Gender

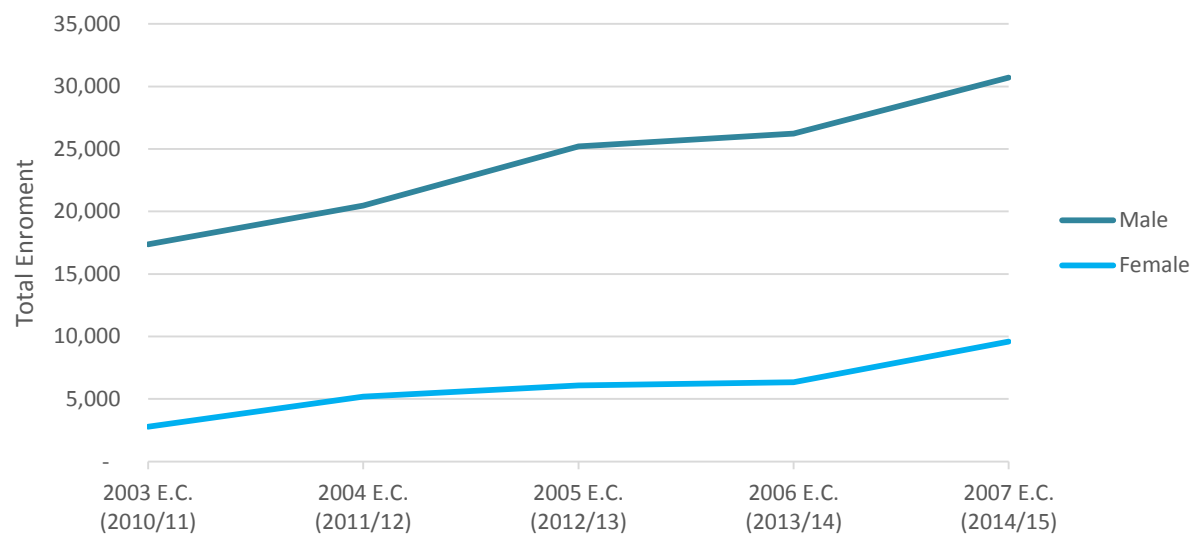
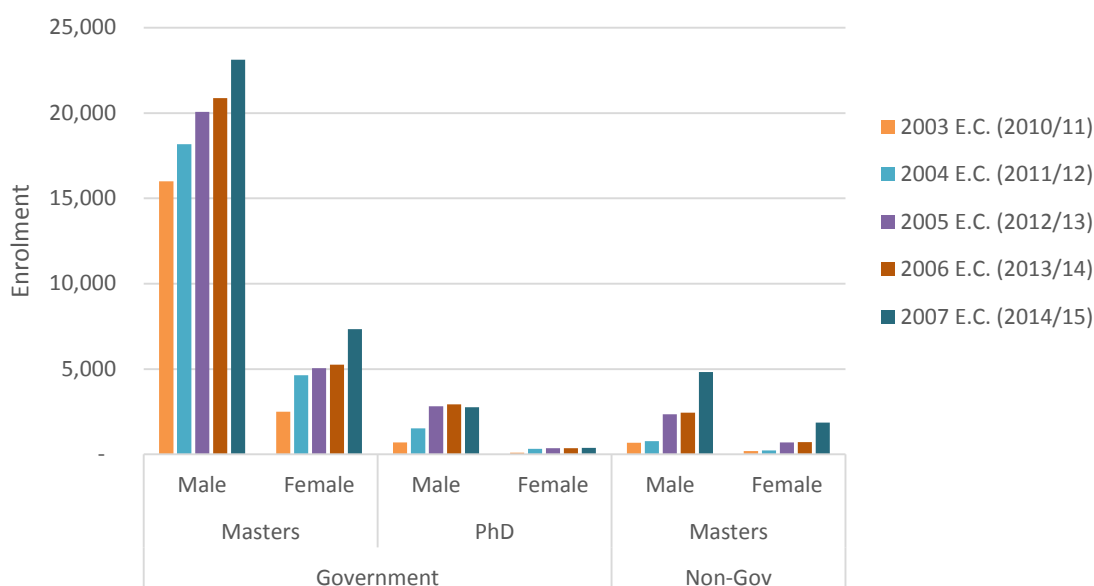


Chart 6.5.3 Trends of Postgraduate Enrolment in Government and Non-government institutions



As can be seen in table 6.5.1 and charts 6.5.1, 6.5.2 and 6.5.3 above there has been a significant increase in all types of postgraduate enrolment in the past five years and total enrolment has increased by a total of 20,137 in 2007 E.C. (2014/15) compared to 2003 E.C. (2010/11). This shows that total enrolment has doubled in the last five years. Looking at the distribution of enrolments 83% are enrolled in government institutions and the total percentage of female postgraduate students is 23.8% in 2007 E.C. (2014/15). This highlights that there remains high gender inequality in higher education institutions.

Table 6.5.2 Long term trends in postgraduate enrolment in government and non-government institutions

	male	female	total
1996 E.C. (2003-2004)	2,388	172	2,560
1997 E.C. (2004-2005)	3,274	330	3,604
1998 E.C. (2005-2006)	5,746	639	6,385
1999 E.C. (2006-2007)	6,349	708	7,057
2000 E.C. (2007-2008)	6,652	703	7,355
2001 E.C. (2008-2009)	8,979	1,146	10,125
2002 E.C. (2009-2010)	12,569	1,703	14,272
2003 E.C. (2010-2011)	17,368	2,782	20,150
2004 E.C. (2011-2012)	20,478	5,182	25,660
2005 E.C. (2012-2013)	25,208	6,096	31,304
2006 E.C. (2013-2014)	26,266	6,341	32,607
2007 E.C. (2014-2015)	30,704	9,583	40,287

Chart 6.5.4 Long term trends in postgraduate enrolment in government and non-government institutions

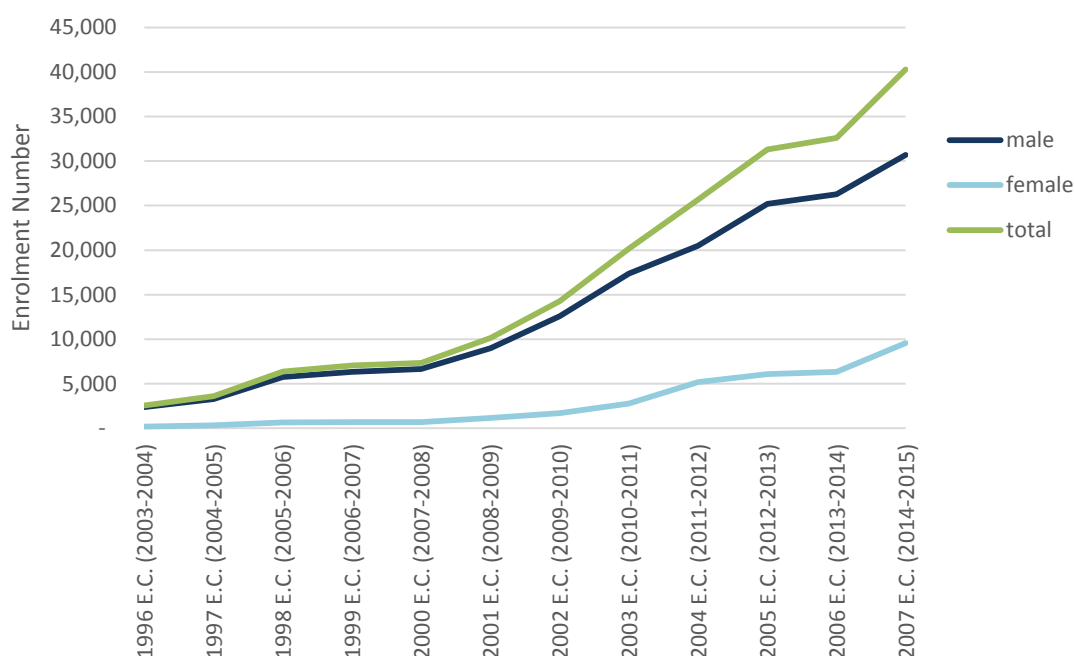


Table 6.5.2 and chart 6.5.4 show the large improvement in enrolment in postgraduate degree subjects over the last 11 years, with total enrolment increasing by 94% over the time period. Similarly to undergraduate enrolment the majority of the increase is in male enrolment and gender inequality is high in postgraduate studies.

Table 6.5.3 and chart 6.5.5 Postgraduate students enrolled in Government institutions by Program, Gender and Band, 2007 E.C. (2014/15)

Band		Band1.Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3.Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Regular	Male	2,938	924	2,523	1,827	1,503	2,057	11,772
	Female	1,945	927	1,678	589	739	2,162	8,040
	Total	4,883	1,851	4,201	2,416	2,242	4,219	19,812
Evening	Male	894	174	200	308	1,412	1,059	4,047
	Female	126	30	78	39	283	209	765
	Total	1,020	204	278	347	1,695	1,268	4,812
Summer	Male	212	2,113	272	312	554	1,901	5,364
	Female	12	131	38	49	37	195	462
	Total	224	2,244	310	361	591	2,096	5,826
Distance	Male	-	-	-	-	249	47	296
	Female	-	-	-	-	90	24	114
	Total	-	-	-	-	339	71	410
Total	Male	4,044	3,211	2,995	2,447	3,718	5,064	21,479
	Female	2,083	1,088	1,794	677	1,149	2,590	9,381
	Total	6,127	4,299	4,789	3,124	4,867	7,654	30,860
	% Female	34.0	25.3	37.5	21.7	23.6	33.8	

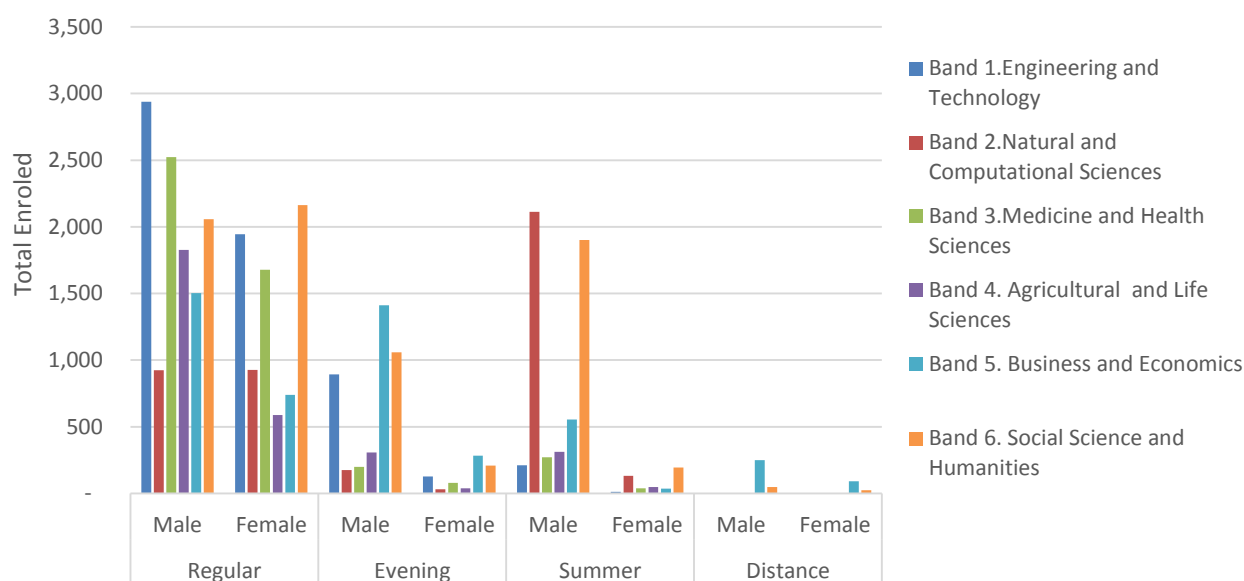


Table 6.5.3 and chart 6.5.5 show that Social Science and Humanities subjects have the highest number of postgraduate students, with 25% of postgraduate students studying these subjects, this is followed by Engineering and Technology students with 20% of students studying these subjects. Agriculture and Life Sciences are the least studied with 10% of the students in these subjects.

Table 6.5.4 and chart 6.5.5 Postgraduate Students in Non-Government institutions by, Program, Gender and Band, 2007 E.C. (2014/15)

Band		Band 1. Engineering and Technology	Band 2. Natural and Computational Sciences	Band 3. Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Regular	Male	288		52	16	1,828	30	2,214
	Female	105		28	9	757	19	918
	Total	393		80	25	2,585	49	3,132
Evening	Male			37		287		324
	Female			23		193		216
	Total			60		480		540
Distance	Male	5			198	1,507	572	2,282
	Female	-			30	408	294	732
	Total	5			228	1,915	866	3,014
Total	Male	293	-	89	214	3,622	602	4,820
	Female	105	-	51	39	1,358	313	1,866
	Total	398	-	140	253	4,980	915	6,686
	% Female	26.4	0.0	36.4	15.4	27.3	34.2	

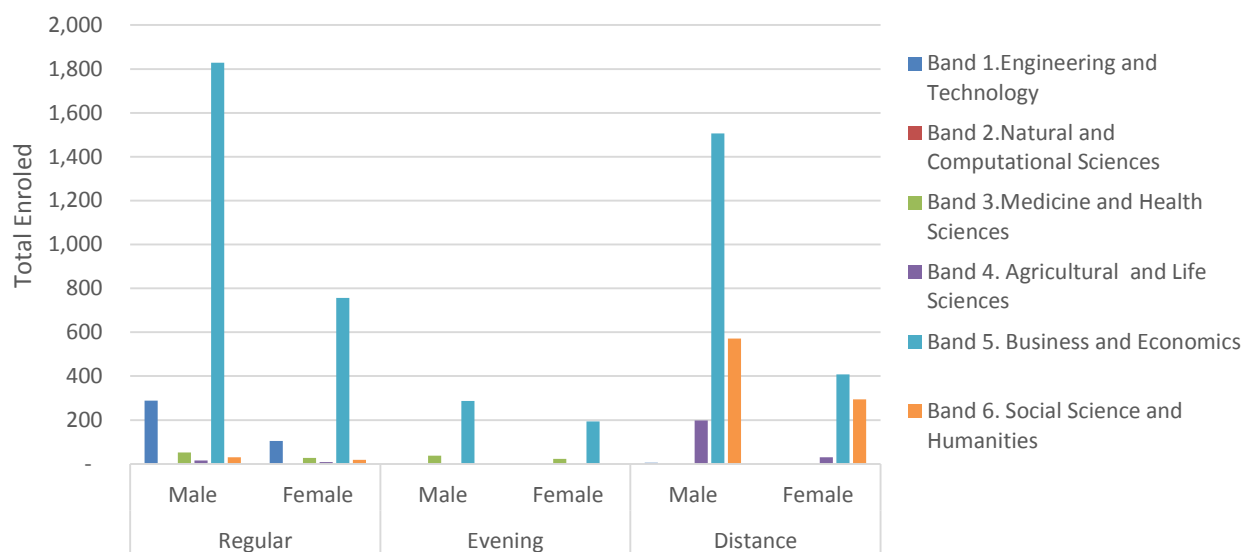


Table 6.5.4 and chart 6.5.5 show that the majority of postgraduate students in non-government institutions study Business and Economics, with 74% of students studying these subjects. There are no postgraduate students studying Natural and Computational Sciences in non-government institutions.

## 6.6 Graduates from Undergraduate programs

Undergraduate graduates are those who successfully completed their study at higher education institutions, and have been awarded a bachelor's or first degree.

Table 6.6.1 Graduates in Undergraduate Programs 2007 E.C. (2014/15)

	Gender	Government	Non-government	Total	% of non gov't
Regular	Male	48,907	2891	51,798	5.6
	Female	16,990	2367	19,357	12.2
	Total	65,897	5,258	71,155	7.4
Evening	Male	6,547	1258	7,805	16.1
	Female	3,117	1109	4,226	26.2
	Total	9,664	2,367	12,031	19.7
Summer	Male	12,671	-	12,671	0.0
	Female	3,771	-	3,771	0.0
	Total	16,442	-	16,442	0.0
Distance	Male	1,523	3119	4,642	67.2
	Female	730	2567	3,297	77.9
	Total	2,253	5,686	7,939	71.6
Total	Male	69,648	7,268	76,916	9.4
	Female	24,608	6,043	30,651	19.7
	Total	94,256	13,311	107,567	12.4
	% Female	26	45.4	28.5	

Chart 6.6.1 Graduates in Undergraduate Programs split by government and non-government institutions, 2007 E.C. (2014/15)

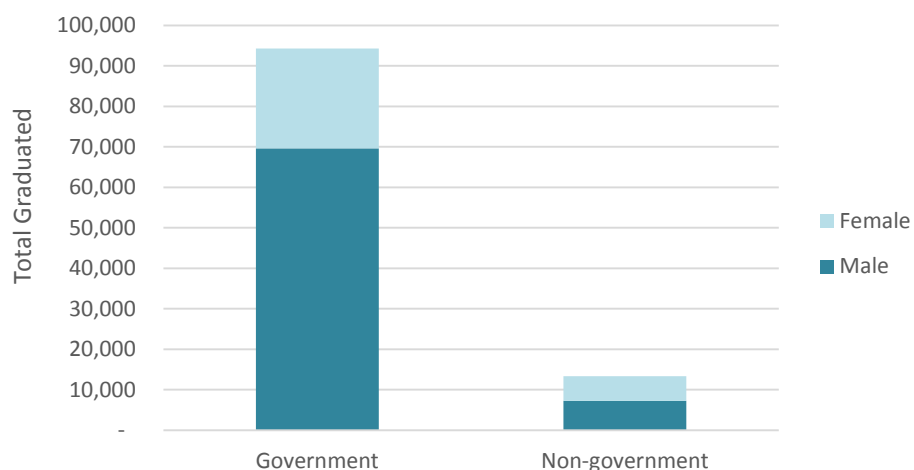
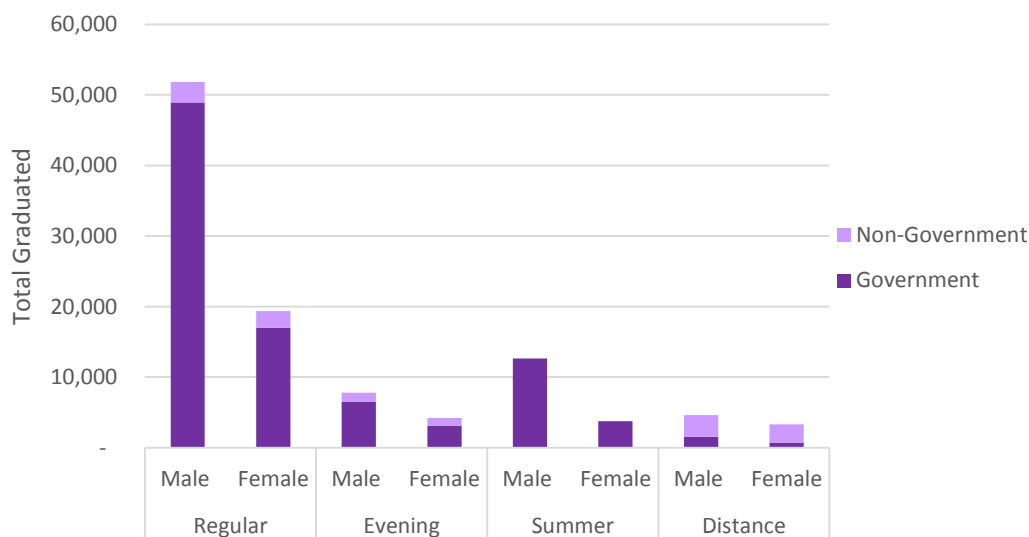


Chart 6.6.2 Graduates in Undergraduate degrees by Program and Gender, 2007 E.C. (2014/15)



As noted in table 6.6.1 and charts 6.6.1 and 6.6.2 above, there are a total of 107,567 graduates in undergraduate programs who have graduated with a degree in 2007 E.C. of which 30,651 are females and account for 28.5% of all graduates. In addition, it can be observed that 94,256 (88%) of the undergraduate graduates have graduated from government institutions.

Table 6.6.2 Trends in Undergraduate Graduates in Government and non-government institutions

Program	Gender	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)
Regular	Male	31,131	38,697	39,497	53,447	51,798
	Female	13,911	12,886	14,820	16,302	19,357
	Total	45,042	51,583	54,317	69,749	71,155
Evening	Male	9,807	6,884	6,278	6,906	7,805
	Female	4,589	3,407	3,721	4,093	4,226
	Total	14,396	10,291	9,999	10,999	12,031
Summer	Male	5,979	5,380	5,774	6,352	12,671
	Female	973	1,470	1,551	1,706	3,771
	Total	6,952	6,850	7,325	8,058	16,442
Distance	Male	7,866	7,424	4,917	5,408	4,642
	Female	1,092	1,996	2,515	2,767	3,297
	Total	8,958	9,420	7,432	8,175	7,939
Total	Male	54,783	58,385	56,466	72,113	76,916
	Female	20,565	19,759	22,607	24,868	30,651
	Total	75,348	78,144	79,073	96,981	107,567
	% Female	27.3	25.3	28.6	25.6	

Chart 6.6.3 Trends in Undergraduate Graduates in government and non-government institutions by Gender

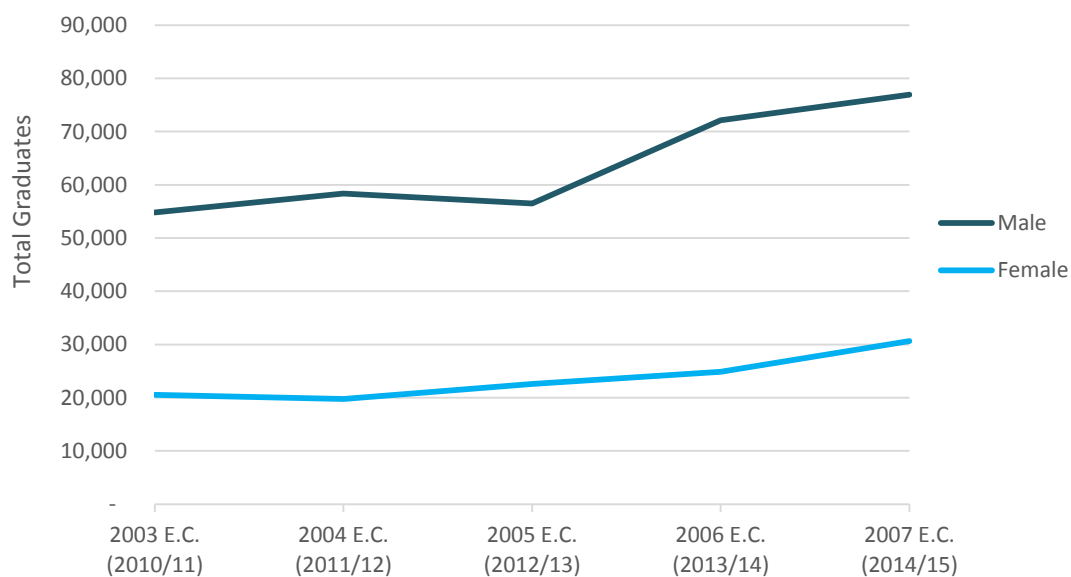


Chart 6.6.4 Trends in Undergraduate Graduates in government and non-government institutions by Program

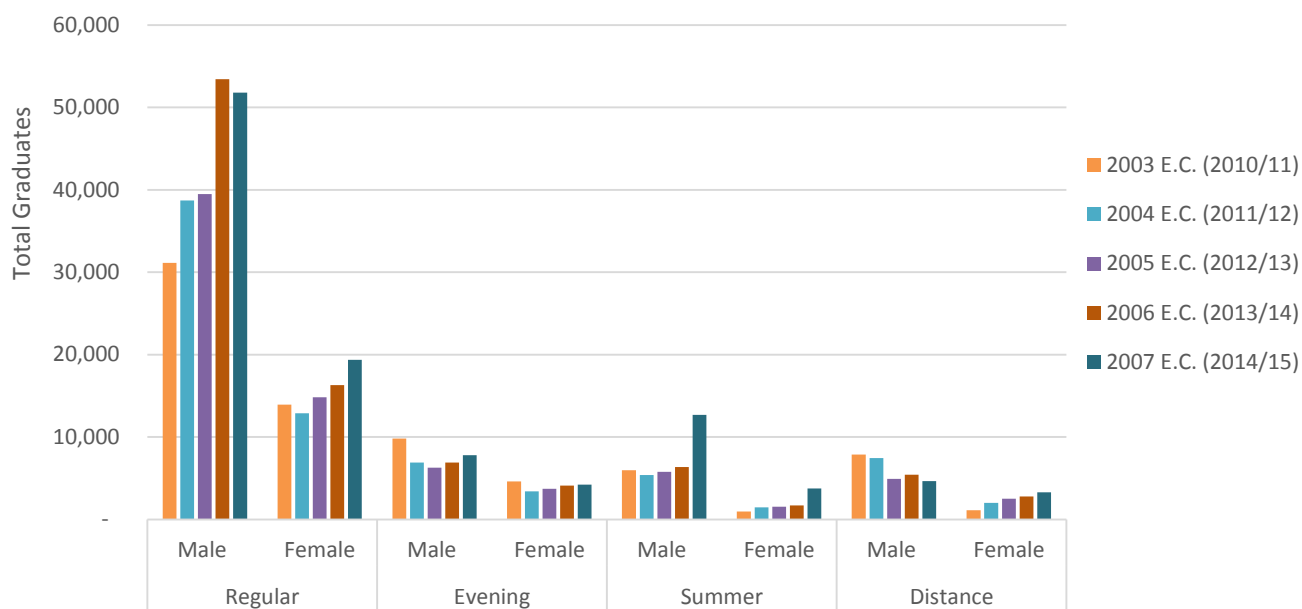


Table 6.6.2 and charts 6.6.3 and 6.6.4 above show the trend in undergraduate graduates by program for the last five years. There is a steady increase of overall undergraduate graduates for the last five years, increasing by 27% over the time period. However, there may be a change in the trend with the number of males starting to plateau between 2006 E.C. and 2007 E.C. with only a 1.4% increase. The trend for females is more positive increasing by 16% between 2006 E.C. and 2007 E.C.



Table 6.6.3 Long term trend in undergraduates compared with enrolment in government and non-government institutions

	Graduates			Enroled		
	Total	Male	Female	Total	Male	Female
1996 E.C. (2003-2004)	-	-	-	56,072	44,657	11,415
1997 E.C. (2004-2005)	10768	9169	1,599	138,159	105,013	33,146
1998 E.C. (2005-2006)	24501	20674	3,827	173,901	130,835	43,066
1999 E.C. (2006-2007)	29354	24158	5,196	203,399	150,530	52,869
2000 E.C. (2007-2008)	38202	30938	7,264	263,001	199,684	63,317
2001 E.C. (2008-2009)	43272	33660	9,612	309,092	219,300	89,792
2002 E.C. (2009-2010)	66999	51300	15,699	420,387	286,758	133,629
2003 E.C. (2010-2011)	75348	54783	20,565	447,693	326,769	120,924
2004 E.C. (2011-2012)	78144	58385	19,759	494,110	355,006	139,104
2005 E.C. (2012-2013)	79073	56466	22,607	553,848	387,707	166,141
2006 E.C. (2013-2014)	96980	72112	24,868	593,574	413,556	180,018
2007 E.C. (2014-2015)	102890	73110	29,780	729,028	475,971	253,057

Chart 6.6.5 Long term trend in undergraduates compared with enrolment in government and non-government institutions

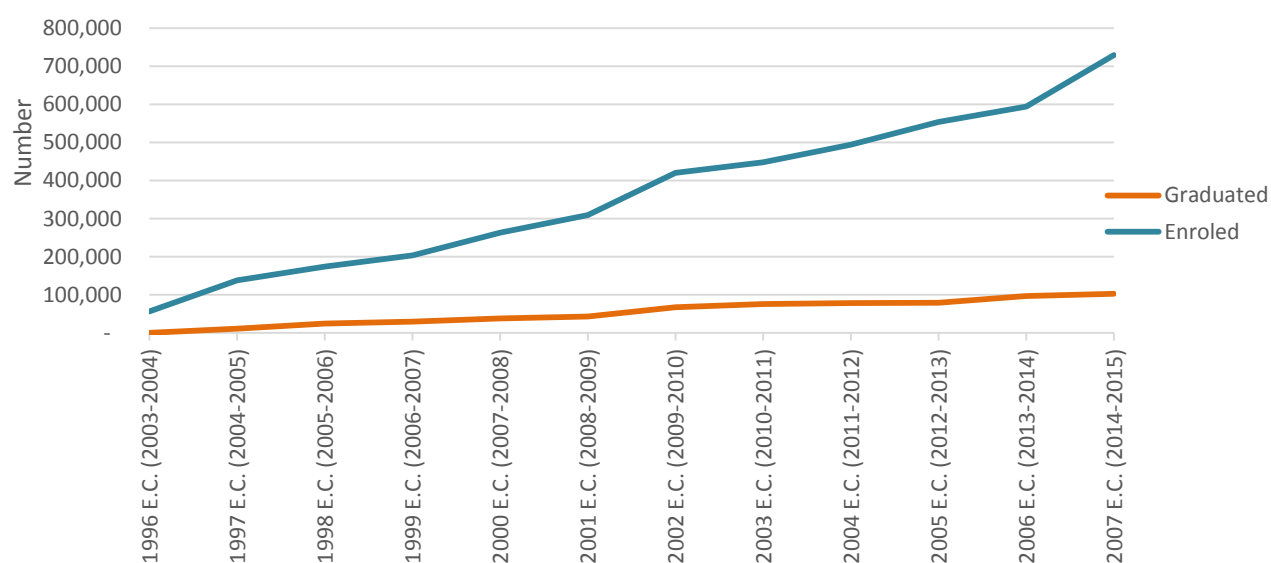


Table 6.6.3 and chart 6.6.5 show how the number of undergraduate students that have enroled has increased greatly over the last 11 years, however the same increase is not observed in the number of graduates. There has only been an increase of 96,799 graduates compared to an increase of 672,956 in those enroled. It would be expected that there would be a time lag between the two measures increasing, as it takes at least three years for an enroled student to complete their degree, however the gap that is observed in 2007 E.C. is very high and cannot only be explained by this time lag. This indicates that many students do not complete their degree in the usual three year time period and either drop out completely, repeat years or attend on a part time basis. Data is currently not available to support these theories.

## 6.7 Graduates from Postgraduate programs

Postgraduate graduates are those who have completed their study in higher education institutions and have been awarded a Master's, or second degree, and PhD, or third degree.

Table 6.7.1 Graduates in Postgraduate Programs, 2007 E.C. (2014/15)

			Number of Graduates
Government	Masters	Male	8,595
		Female	1,608
		Total	10,203
	PhD	Male	424
		Female	61
		Total	485
Non-government	Masters	Male	1,111
		Female	366
		Total	1,477
Total		Male	10,130
		Female	2,035
		Total	12,165

Table 6.7.1 above shows there are 12,165 postgraduate graduate students of which 10,203 (83.9%) have graduated from government institutions. In addition, 4% of the total postgraduate graduates are from PhD programs. It can be seen from the table that from the total postgraduate graduates 16.7% are female.

Table 6.7.2 and chart 6.7.1 Trends in Postgraduate Graduates in Government & Nongovernment institutions

			2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)
Government	Masters	Male	5,057	5,025	5,095	6,369	8,595
		Female	819	792	865	1,081	1,608
		Total	5,876	5,817	5,960	7,450	10,203
	PhD	Male	20	63	64	67	424
		Female	1	7	7	13	61
		Total	21	70	71	80	485
Non-Gov	Masters	Male	274	214	309	386	1,111
		Female	79	61	84	105	366
		Total	353	275	393	491	1,477
Total		Male	5,351	5,302	5,468	6,822	10,130
		Female	899	860	956	1,199	2,035
		Total	6,250	6,162	6,424	8,021	12,165
		% female	14.4	14.0	14.9	14.9	16.7

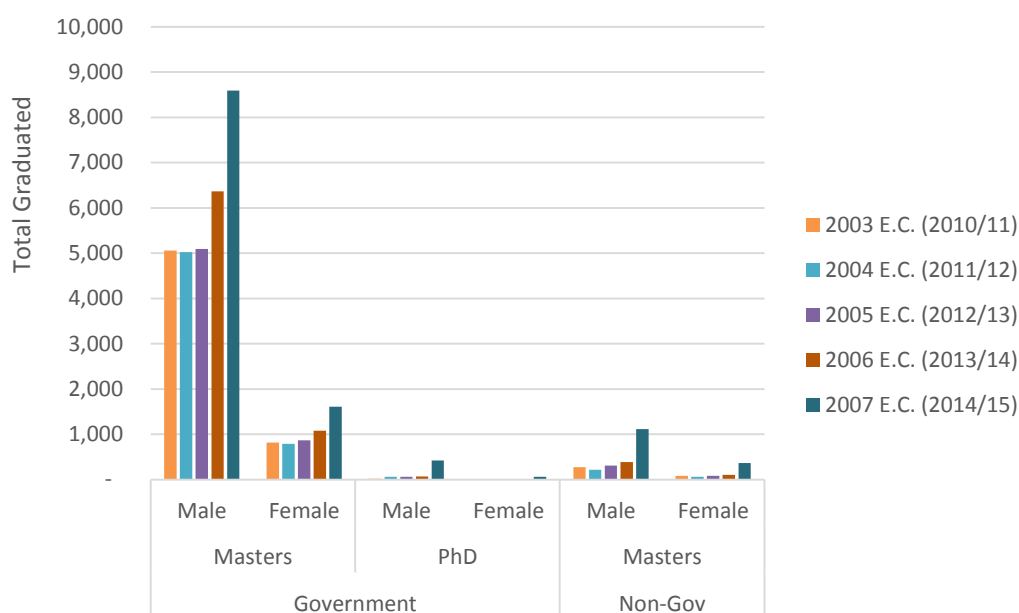


Table 6.7.2 and chart 6.7.1 above show the trend in postgraduate graduates for the last five years. It can be seen from the table and chart that there was a continuous increase of postgraduate graduates for the last five years, increasing by 48% over the time period.

Table 6.7.3 Long term trends in postgraduate enrolment and graduation in government and non-government institutions

	graduates			enroled		
	total	male	female	total	male	female
1996 E.C. (2003-2004)				2,560	2,388	172
1997 E.C. (2004-2005)	1,126	1,025	101	3,604	3,274	330
1998 E.C. (2005-2006)	1,388	1,252	136	6,385	5,746	639
1999 E.C. (2006-2007)	2,671	2,412	259	7,057	6,349	708
2000 E.C. (2007-2008)	2,664	2,380	284	7,355	6,652	703
2001 E.C. (2008-2009)	3,589	3,166	423	10,125	8,979	1,146
2002 E.C. (2009-2010)	4,873	4,194	679	14,272	12,569	1,703
2003 E.C. (2010-2011)	6,250	5,351	899	20,150	17,368	2,782
2004 E.C. (2011-2012)	6,162	5,302	860	25,660	20,478	5,182
2005 E.C. (2012-2013)	6,424	5,468	956	31,304	25,208	6,096
2006 E.C. (2013-2014)	8,021	6,822	1,199	33,882	27,285	6,597
2007 E.C. (2014-2015)	12,165	10,130	2,035	40,287	30,704	9,583

Chart 6.7.2 Long term trends in postgraduate enrolment and graduation in government and non-government institutions

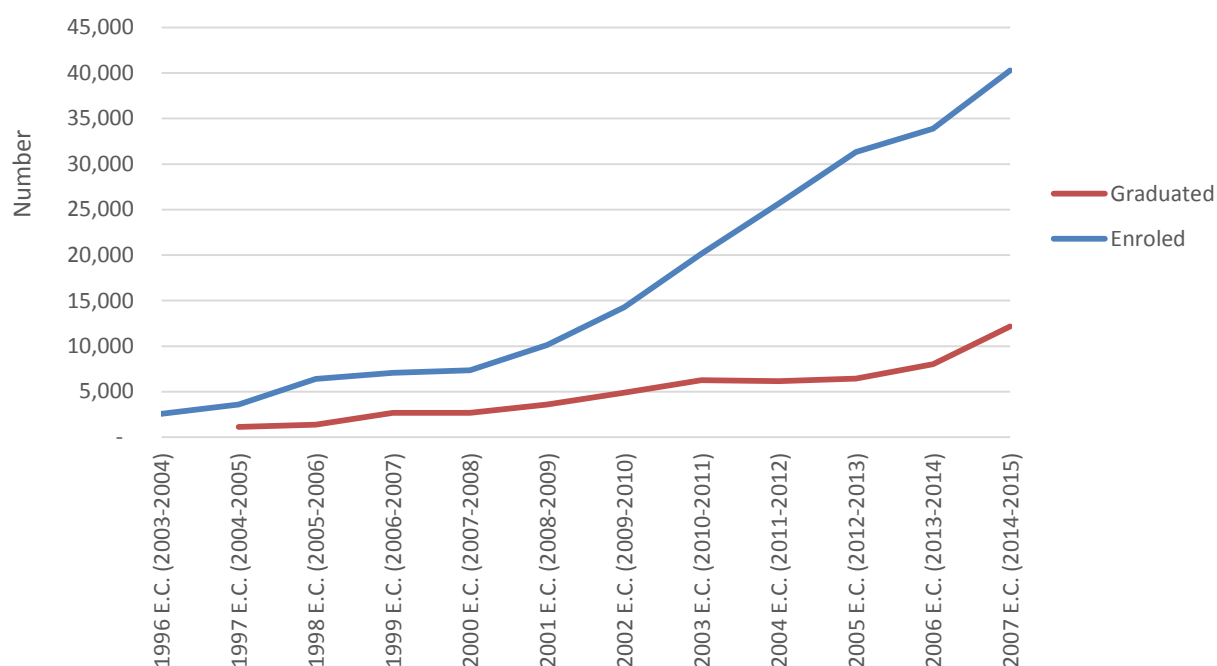


Table 6.7.3 and chart 6.7.2 show the difference between the number of postgraduate students enrolling in degree subjects and those completing their studies with a degree. This is a similar trend to the undergraduate enrolment and graduates. There again may be a time lag between those enrolling and those completing degrees, especially in PhD programs which can take many years to complete. However, the majority of postgraduate study is for Master's degrees, which take one or two years to complete. Again this indicates there must be many students who repeat or dropout of studies once they have enrolled, or attend on a part time basis.

## 6.8 Academic Staff in Higher Education Institutions

Table 6.8.1 Trends of Academic Staff in Higher Education Institutions

			2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)
Government	Ethiopian	Male	13,969	16,359	18,141	18,171	21,547
		Female	1,286	1,631	1,910	2,218	2,443
		Total	15,255	17,990	20,051	20,389	23,990
	Expatriate	Male	521	600	1,611	1,587	937
		Female	110	121	237	225	141
		Total	631	721	1,848	1,812	1,078
Non-government	Ethiopian	Male	1,298	1,858	1,597	1,626	2,042
		Female	195	224	373	389	478
		Total	1,493	2,082	1,970	2,015	2,520
	Expatriate	Male	10	15	27	27	46
		Female	13	14	9	9	4
		Total	23	29	36	36	50
Total		Male	15,798	18,832	21,376	21,411	24,572
		Female	1,604	1,990	2,529	2,841	3,066
		Total	17,402	20,822	23,905	24,252	27,638

Table 6.8.1 above shows the trends of higher education academic staff for the last five years has increased substantially from a total of 17,402 in the year 2003 E.C. (2010/11) to a total of 27,638 in the year 2007 E.C. (2014/15).

Table 6.8.2 Academic Staff in Higher Education Institutions by level of qualification, band, ownership and citizenship, 2007 E.C. (2014/15)

		Government		Non Government		Total
		Ethiopian	Expatriate	Ethiopian	Expatriate	
Diploma	Male	0	-	-	-	-
	Female	0	-	-	-	-
	Total	0	-	-	-	-
Bachelors	Male	6,289	8	660	8	6,965
	Female	964	2	211	1	1,178
	Total	7,253	10	871	9	8,143
MD/MDV	Male	1,525	-	116	13	1,654
	Female	171	4	24	-	199
	Total	1,696	4	140	13	1,853
Masters	Male	11,816	456	1,105	22	13,399
	Female	1,140	77	213	2	1,432
	Total	12,956	533	1,318	24	14,831
PhD	Male	1,426	464	128	2	2,020
	Female	80	58	18	1	157
	Total	1,506	522	146	3	2,177
Others	Male	491	9	31	1	532
	Female	88	-	14	2	104
	Total	579	9	45	3	636
Total	Male	21,547	937	2,040	46	24,570
	Female	2,443	141	480	6	3,070
	Total	23,990	1,078	2,520	52	27,640

Table 6.8.2 above shows that in 2007 E.C. (2014/15) the total number Ethiopian academic staff in government and nongovernment HEIs is 23,990 and 2,520 respectively. The total number of expatriate academic staff in government and non-government HEIs is 1,078 and 52 respectively. The grand total of both Ethiopian and expatriate academic staff is 24,570 males and 3,070 females. The percentage of female academic staff is 11.1% of the total.

Table 6.8.3 Government Full Time Academic Staff by level, gender and band, 2007 E.C. (2014/15)

			Band 1. Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3.Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Ethiopian	Bachelors	Male	3,423	415	876	376	441	759	6,290
		Female	382	81	173	90	80	158	964
		Total	3,805	496	1,049	466	521	917	7,254
	MD/MDV	Male	215	240	705	87	103	175	1,525
		Female	-	3	148	13	-	7	171
		Total	215	243	853	100	103	182	1,696
	Masters	Male	1,765	2,441	1,585	1,271	1,498	3,255	11,815
		Female	108	169	201	146	148	368	1,140
		Total	1,873	2,610	1,786	1,417	1,646	3,623	12,955
	PhD	Male	168	375	161	213	72	438	1,427
		Female	6	14	15	13	1	30	79
		Total	174	389	176	226	73	468	1,506
	Others	Male	160	77	141	69	24	20	491
		Female	38	10	13	11	9	7	88
		Total	198	87	154	80	33	27	579
	Total	Male	5,731	3,548	3,468	2,016	2,138	4,647	21,548
		Female	534	277	550	273	238	570	2,442
		Total	6,265	3,825	4,018	2,289	2,376	5,217	23,990
Expatriate	Bachelors	Male	-	-	7	-	-	1	8
		Female	-	-	2	-	-	-	2
		Total	-	-	9	-	-	1	10
	MD/MDV	Male	-	-	-	-	-	-	-
		Female	4	-	-	-	-	-	4
		Total	4	-	-	-	-	-	4
	Masters	Male	354	22	33	8	17	12	446
		Female	37	6	18	2	2	12	77
		Total	391	28	51	10	19	24	523
	PhD	Male	129	101	44	48	72	61	455
		Female	8	13	11	3	10	13	58
		Total	137	114	55	51	82	74	513
	Others	Male	7	-	-	1	1	-	9
		Female	-	-	-	-	-	-	-
		Total	7	-	-	1	1	-	9
	Total	Male	490	123	84	57	90	74	918
		Female	49	19	31	5	12	25	141
		Total	539	142	115	62	102	99	1,059

Table 6.8.4 Non-Government Full Time Academic Staff by level, gender and band, 2007 E.C. (2014/15)

			Band 1. Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3.Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Ethiopian	Bachelors	Male	112	69	115	203	140	21	660
		Female	19	29	48	93	18	4	211
		Total	131	98	163	296	158	25	871
	MD/MDV	Male	4	-	94	11	7	-	116
		Female	3	-	14	2	5	-	24
		Total	7	-	108	13	12	-	140
	Masters	Male	188	101	185	245	324	62	1,105
		Female	28	20	46	83	23	13	213
		Total	216	121	231	328	347	75	1,318
	PhD	Male	29	3	19	9	60	8	128
		Female	2	-	5	9	2	-	18
		Total	31	3	24	18	62	8	146
	Others	Male	6	-	17	3	3	2	31
		Female	6	-	6	2	-	-	14
		Total	12	-	23	5	3	2	45
	Total	Male	339	173	430	471	534	93	2,040
		Female	58	49	119	189	48	17	480
		Total	397	222	549	660	582	110	2,520
Expatriate	Bachelors	Male	4	-	-	-	4	-	8
		Female	-	-	-	-	1	-	1
		Total	4	-	-	-	5	-	9
	MD/MDV	Male	-	-	13	-	-	-	13
		Female	-	-	-	-	-	-	-
		Total	-	-	13	-	-	-	13
	Masters	Male	8	-	5	-	9	-	22
		Female	-	-	-	-	1	1	2
		Total	8	-	5	-	10	1	24
	PhD	Male	-	-	-	-	2	-	2
		Female	-	-	1	-	-	-	1
		Total	-	-	1	-	2	-	3
	Others	Male	-	-	-	-	1	-	1
		Female	-	-	-	-	2	-	2
		Total	-	-	-	-	-	-	-
	Total	Male	12	-	18	-	16	-	46
		Female	-	-	1	-	4	1	6
		Total	12	-	19	-	17	1	49

Tables 6.8.3 and 6.8.4 above show that in 2007 E.C. (2014/15) the total number of Ethiopian academic Full time staff in both government and non-government institutions is 26,510. The grand total of both Ethiopian and Expatriate academic staff is 27,618, with 89% being male and 11% being female.



Higher education quality enhancement needs highly committed and qualified academic staff. Academic staff with a full time contract in a HEI should have enough time to actively participate in teaching, learning, research, community service, student support and the realization of good governance at institutional level. The following tables show the composition of part time Academic Staff of Government and Non-Government HEIs by level, gender and band. This will help to take into consideration the commitment of the HEIs in line with fulfilling the minimum required number of full-time HEIs instructors and to minimize the percentage of part-time instructors in HEIs.

Table 6.8.5 Part-Time Academic Staff of Government and Nongovernment institutions by level, gender and band, 2007 E.C. (2014/15)

		Band 1. Engineering and Technology	Band 2.Natural and Computational Sciences	Band 3. Medicine and Health Sciences	Band 4. Agricultural and Life Sciences	Band 5. Business and Economics	Band 6. Social Science and Humanities	Grand total
Regular	Male	167	56	597	94	160	148	1222
	Female	10	5	101	8	34	20	178
	Total	177	61	698	102	194	168	1400
Evening	Male	58	19	110	0	132	74	393
	Female	8	1	11	0	20	9	49
	Total	66	20	121	0	152	83	442
Summer	Male	0	4	0	0	0	9	13
	Female	0	0	0	0	0	1	1
	Total	0	4	0	0	0	10	14
Distance	Male	0	1	0	2	26	12	41
	Female	0	0	0	0	10	0	10
	Total	0	1	0	2	36	12	51
Total	Male	225	80	707	96	318	243	1669
	Female	18	6	112	8	64	30	238
	Total	243	86	819	104	382	273	1907

Table 6.8.5 above shows that in 2007 E.C. (2014/15) the total number of part- time academic staff in both government and Non-Government HEIs is 1,907, with 87.5% of part time staff male and 12.5% female.

## 6.9 Pupil-Teacher Ratio (PTR) in Higher Education

The Pupil Teacher Ratio (PTR) in higher education is difficult to calculate without the concept of a full-time equivalent (FTE) student and full-time-equivalent teaching staffs. This occurs because not all students attend on a full-time-equivalent basis and so the actual number of students in a class would be lower than indicated in enrolment figures. Secondly, non-government higher education institutions often employ part-time teaching staffs which makes it more difficult to calculate an accurate PTR. The available numbers reported show only “fulltime” academic staff, so the contributions to teaching of part-time teaching staffs are not taken into consideration.

Despite these problems, a rough comparison of listed students at the undergraduate level and the listed academic staff show the following for 2007 E.C. (2014/15).

Table 6.9.1 Pupil-Teacher Ratio (PTR): Undergraduate degree programs, 2007 E.C. (2014/15)

	<b>Government</b>	<b>Non-Government</b>	<b>Total</b>
<b>Undergraduate Enrolment</b>	618,730	110,658	729,388
<b>Full Time Teachers</b>	25,049	2,569	27,618
<b>PTR</b>	24.70	43.07	26.41

As can be seen in table 6.9.1 above the Pupil-Teacher-Ratio (PTR) for higher education undergraduate program is much higher in non-government institutions compared with government institutions. Over the last four years PTR has positively decreased from 28.2 to 26.41 across all institutions.