



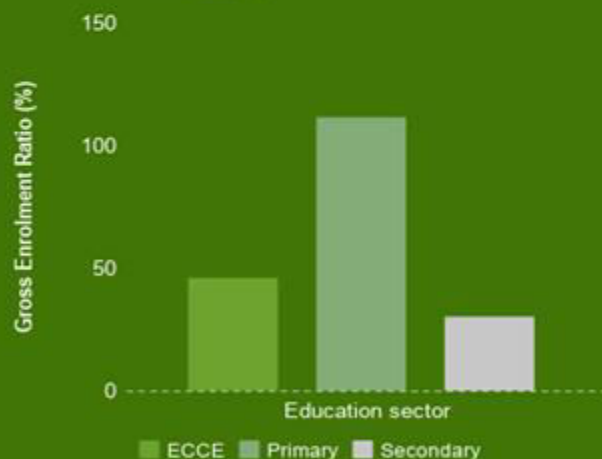
FDRE



Ministry of  
Education

# EDUCATION STATISTICS

## ANNUAL ABSTRACT 2009 E.C. (2016/17)



- Early Childhood Care and Education
- Primary Education
- Secondary Education
- Adult and Non-formal Education
- Colleges of Teachers' Education
- Refugee Education
- Higher Education
- TVET

EMIS AND ICT DIRECTORATE

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION

Federal Ministry of Education  
Education Management Information System (EMIS) and ICT Directorate  
Addis Ababa, Ethiopia  
Tel.: +251 111-559705  
Fax: +251 111-551093  
Website: [www.moe.gov.et](http://www.moe.gov.et)

A complete set of the annual abstract publication addresses:

- EMIS and ICT Directorate, MoE
- MoE website ([www.moe.gov.et](http://www.moe.gov.et))
- UNESCO library, MoE

For more inquiries or requests, please use the following contact information:

*Million Bekele, Acting EMIS & ICT Director, [millionb13@gmail.com](mailto:millionb13@gmail.com)*

*YihunAlemu, GEQIP Training Specialist, [yihuna@gmail.com](mailto:yihuna@gmail.com)*

*Erica Aiazzi, EMIS Expert, [ericaaiazzi@gmail.com](mailto:ericaaiazzi@gmail.com)*

*Debebe Wordofa, EMIS Expert, [debewbir@yahoo.com](mailto:debewbir@yahoo.com)*

*LeulsegedAmlaku, EMIS Expert, [lamlaku@yahoo.com](mailto:lamlaku@yahoo.com)*

*Sebsib Lemma, EMIS Expert, [lemmasebsibe@gmail.com](mailto:lemmasebsibe@gmail.com)*

*AmhaBirru, GEQIP IT Specialist, [amha.biru99@gmail.com](mailto:amha.biru99@gmail.com)*

# Foreword

The Ministry of Education (MoE) is pleased to release its 2009 E.C. (2016/17) Education Statistics Annual Abstract. This publication reports on all levels of General Education; including Pre-Primary, Primary, Secondary, Integrated Functional Adult Literacy, Special Needs Education and Teachers in General Education. Data for TVET, Higher Education and College of Teacher's Education also published in this abstract.

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 Ministry of Education 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 2009 E.C. (2016/17) 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) have been achieving their objectives in regards to General Education.

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).

**Dr. Telaye Gete**  
**Minister, Ministry of Education**

## Contents

Foreword .....	2
Acronyms.....	6
1. Introduction.....	7
1.1 Indicator Table .....	9
1.2 Summary Tables.....	16
2. Early Childhood Care and Education .....	19
2.1 Gross Enrolment Rate (GER) .....	19
2.2 Net Enrolment Rate (NER) .....	21
3. Primary Education .....	24
3.1 Apparent Intake Rate .....	24
3.2 Net Intake Rate .....	26
3.3 Gross Enrolment Ratio .....	28
3.4 Net Enrolment Ratio (NER) .....	31
3.5 Gender Parity Index .....	35
3.6 Pupil Section Ratio .....	35
3.7 Pupil Teacher Ratio .....	36
3.8 Repetition Rate and Dropout Rate .....	38
3.9 Survival Rate to Grade 5 .....	40
3.10 Primary Completion Rate .....	41
3.11 Number of Primary Schools and Clusters .....	44
3.12 Textbooks and School Facilities .....	45
4. Secondary Education .....	52
4.1 Secondary Gross Enrolment Ratio (GER) .....	52
4.2 Secondary Net Enrolment Rate (NER).....	56
4.3 Gender Parity Index .....	60
4.4 Pupil Teacher Ratio .....	61
4.5 Pupil Section Ratio .....	62
4.6 Number of Schools.....	63
4.7 Textbooks and School Facilities .....	64
5. Examination Results .....	70
5.1 Grade 8 Examinations .....	70
5.2 Grade 10 Examinations .....	71
5.3 Grade 12 Examination Results .....	72
6. Adult and Non Formal Education .....	74
6.1 Introduction .....	74

6.2 The Current Status of Adult and Non-Formal Education in Ethiopia .....	74
6.3 Enrolment in IFAE Programs .....	74
6.4 Graduates in IFAE Programs .....	77
6.5 IFAE Centers .....	78
7. Special Needs Education .....	80
7.1 Introduction .....	80
7.2 Enrolment of Pre-Primary Students with Disabilities .....	80
7.3 Enrolment of Primary Students with Disabilities .....	82
7.4 Enrolment of Secondary Students with Disabilities .....	86
7.5 Number of Teachers Trained in SNE .....	87
8. Teachers in General Education .....	89
8.1 Introduction .....	89
8.2 Distribution of Teachers .....	89
8.3 Government and Non-Government Distribution of Teachers .....	91
8.3.1 Government and Non-Government Teachers' Distribution in Kindergarten .....	92
8.3.2 Government and Non-Government Teachers' Distribution in Primary Schools .....	93
8.3.3 Government and Non-Government Teachers' Distribution in Secondary Schools .....	93
8.4 Qualification Level of Teachers .....	94
8.5 Attrition of Teachers .....	95
8.5.2 Attrition of Secondary School Teachers .....	97
9. Colleges of Teachers' Education .....	101
9.1 Enrolment in CTEs .....	101
9.2 Attrition of Prospective Teachers in CTEs .....	102
9.3 Prospective Teachers with Special Needs in CTEs .....	103
9.4 Graduates from CTEs .....	103
9.5 Staff in CTEs .....	104
10. Refugee Education .....	107
10.1. Summary Tables .....	109
10.2. Enrollment by Level .....	112
10.3. Primary Education .....	113
10.4. Secondary Education .....	120
11. Technical and Vocational Education and Training (TVET) .....	124
11.1 Introduction .....	124
11.2 TVET Enrollment .....	125
11.3 Share of Female Trainees and Trainers in TVET System .....	130
11.4 Graduates in TVET program .....	132

11.5 Trainee-Trainer Ratio (TTR) in TVET .....	132
12. Higher Education .....	135
12.1 Enrolment in Undergraduate Programs .....	135
12.2 Enrolment in Postgraduate Programs.....	142
12.3 Graduates from Undergraduate Programs.....	147
12.4 Graduates from Postgraduate Programs.....	150
12.5 Academic Staff in Higher Education Institutions .....	151
12.6 Pupil-Teacher Ratio (PTR) in Higher Education.....	155
Summary.....	156

# 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>C2C</b>	Child to Child
<b>EFA</b>	Education for All
<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 V</b>	Education Sector Development Program V
<b>GER</b>	Gross Enrolment Ratio
<b>GG</b>	Gender Gap
<b>GPI</b>	Gender Parity Index
<b>HEI</b>	Higher Education Institution
<b>IFAL</b>	Integrated Functional Adult Literacy
<b>KG</b>	Kindergarten
<b>MoE</b>	Ministry of Education
<b>MoFEC</b>	Ministry of Finance and Economic Cooperation
<b>NER</b>	Net Enrolment Ratio
<b>NIR</b>	Net Intake Rate
<b>PCR</b>	Primary Completion Rate
<b>PSLCE</b>	Primary School Leaving Certificate Examination
<b>PSR</b>	Pupil Section Ratio
<b>PTR</b>	Pupil Teacher Ratio
<b>PTR</b>	Pupil Textbook 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.

This release contains information on General Education, including; Preprimary, Primary, Secondary, Integrated Functional Adult Literacy and Special Needs. This abstract contains summary information on a regional level for these sectors, detailed numerical data is available in an excel annex which can be downloaded from the Ministry of Education website. For users that require woreda level data, the Regional Education Bureaus produce regional statistical abstracts; these can be accessed by contacting the relevant REB office.

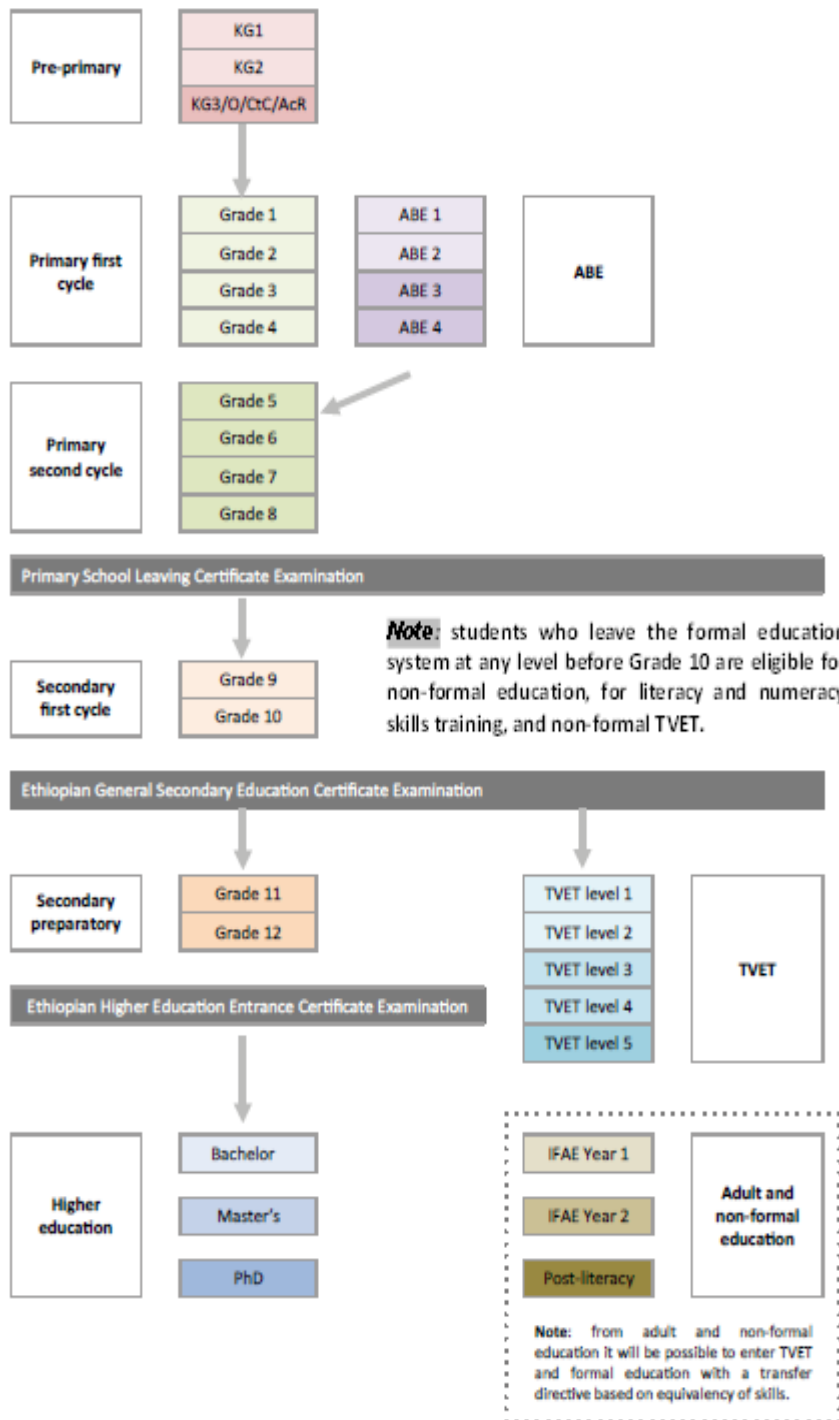
The achievements of the education system in relation to General Education are highlighted in the indicator table at the start of the document. Comparisons with previous years and with the targets set in the Education Sector Development Program (ESDP V) are also shown. For some indicators, historical data is shown so that the progress that has been made in General Education in Ethiopia can be observed.

This abstract uses an updated population projection for 2008 E.C. (2015/16) issued from the Central Statistical Agency. These population projections may be inaccurate as they are based on the old census. Many of the enrolment indicators depend on accurate population data and it is expected that when the new census takes place, planned for November 2009 E.C. (2017), the indicators are likely to shift in relation to the more accurate population data.

In this abstract, unlike the previous years' publication, educational data in refugees has been incorporated for the first time.



Figure 1. Education and Training System in Ethiopia



## 1.1 Indicator Table

The indicator table includes the Key Performance Indicators from ESDP V related to General Education and indicators of other sub sectors. Data is not currently available for every indicator; they have been included in the table but have not been assessed.

**Table 1.1 ESDP V Indicator Table**

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
Access						
1	Pre-primary GER female	33	56	44.5	✗	↓ 48.3*
2	Pre-primary GER male	35	58	47.1	✗	↓ 50.8
3	Grade 1 NIR female**	102	101	91.0	✓	↓ 110.8
4	Grade 1 NIR male	109	105	98.0	✓	↓ 120.8
5	Grades 1–4, including ABE, GER female	131	120	132.7	✓	↓ 136.6
6	Grades 1–4, including ABE, GER male	143	129	148.8	✓	↓ 152.5
7	Grades 1–4, including ABE, NER female	104	103	107.7	✓	↓ 112.9
8	Grades 1–4, including ABE, NER male	112	107	117.9	✓	↓ 123.8
9	Grades 5–8, GER female	63	74	71.4	✗	↑ 68.91
10	Grades 5–8, GER male	35	75	77.3	✓	↑ 73.26
11	Grades 5–8, NER female	50	56	58.5	✓	↑ 56
12	Grades 5–8, NER male	49	55	60.9	✓	↑ 57.3
13	Grade 1–8, including ABE, GER female	98	96	105.7	✓	↑ 103.5
14	Grade 1–8, including ABE, GER male	105	103	117.0	✓	↑ 113.7
15	Grade 1–8, including ABE, NER female	90	93	95.5	✓	↓ 96.2
16	Grade 1–8, including ABE, NER male	95	96	104.1	✓	↔ 104.2
17	Grades 9–10, GER female	37	48	45.2	✗	↑ 43.4
18	Grades 9–10, GER male	40	50	48.9	✗	↑ 46.21
19	Grades 9–10, NER female	21	28	25.1	✗	↑ 24.4
20	Grades 9–10, NER male	20	28	24.1	✗	↑ 23

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
21	Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	47	38.5	×	↑ 4.5
22	Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	67	35.8	×	↑ 14.9
23	Students enrolled in TVET formal training (number)	265,745	304,775	302,083	×	↓ 304,139
24	Undergraduate GER female	6	8	data not available		data not available
25	Undergraduate GER male	13	14	data not available		data not available
<b>Efficiency</b>						
26	Grade 1 dropout rate female	23	17	18.1	×	↓ 17.7
27	Grade 1 dropout rate male	21	15	18.2	×	↔ 18.1
28	Grade 1–8 dropout rate female	11	9	11.9	×	↓ 10.8
29	Grade 1–8 dropout rate male	11	9	11.4	×	↓ 10.6
30	Grade 1–8 repetition rate female	8	6	6.8	×	↓ 6.2
31	Grade 1–8 repetition rate male	9	6	7.5	×	↓ 7.1
32	Survival rate to Grade 5 female	57	62	53.4	×	↓ 57.2
33	Survival rate to Grade 5 male	54	61	53.6	×	↓ 55.8
34	Completion rate to Grade 8 female	47	55	52.2	×	↓ 55.3
35	Completion rate to Grade 8 male	47	55	56.0	✓	↑ 53.3
36	MSEs supported through industry extension services (Number)	428,529	430,864	data not available		data not available
37	Year one undergraduate completion rate male	-	95	85	×	↓ 75
38	Year one undergraduate completion rate female	-	95	93	×	↑ 87
<b>Quality</b>						
39	Pre-primary teachers holding the ECCE diploma female	0	2	data not available		0
40	Pre-primary teachers holding the ECCE diploma male	0	2	data not available		0

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
41	Grades 1–4 teachers appropriately qualified female	63	77	79.9	✓	↑ 79
42	Grades 1–4 teachers appropriately qualified male	48	68	66.3	✗	↔ 66
43	Teachers in Grades 1–12 that are licensed female	0	21	data not available		data not available
44	Teachers in Grades 1–12 that are licensed male	0	21	data not available		data not available
45	Primary schools at level three or above classification – baseline set on internal inspection	21	37			9.8
46	Secondary schools at level three or above classification – baseline set on internal inspection	30	42			17.0
47	Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction (all varieties)	46	63	data not available		data not available
48	TVET completers who are assessed as competent	60	66/66	data not available		data not available
49	TVET OS approved in all priority sectors (Number)	650	738	data not available		data not available
50	Academic staff mix in universities (Bachelor: Master's: Doctorate)	27: 58: 15	16: 63: 21	34.5:52.7:12.1	✗	↓35: 55: 10
<b>Equity</b>						
51	GPI in pre-primary (index)	0.95	0.97	0.94	✗	↓ 0.95
52	GPI in Grades 1–8 (index)	0.93	0.95	0.90	✗	↓ 0.91
53	GPI in Grades 9–12 (index)	0.91	0.94	0.91	✗	↓ 0.93
54	Enrolment rate of children with SNE, Grades 1–8	4	32	7.8	✗	↓ 8.1
55	Enrolment rate of children with SNE, Grades 9–12	7	22	2.3	✗	↑ 1.5

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
56	Females as a share of school leaders (principals and supervisors)	8	10	data not available		data not available
57	Females as a share of students in formal TVET system	51	50	51.3	✓	↓ 51.9
58	Females as a share of undergraduate enrolment	32	36	35.7	✓	↑ 34.1
<b>Outcomes</b>						
59	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Oromo	46	60	data not available		data not available
60	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Somali	74	60	data not available		data not available
61	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Amharic	75	60	data not available		data not available
62	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Hadiyyisa	24	60	data not available		data not available
63	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension SiadmuuAfoo	21	60	data not available		data not available
64	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Tigrinya	69	60	data not available		data not available
65	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Wolayttatto	50	60	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
66	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Oromo	25	40	data not available		data not available
67	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Somali	61	40	data not available		data not available
68	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Amharic	27	40	data not available		data not available
69	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Hadiyyisa	11	40	data not available		data not available
70	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension SiadmuuAfoo	16	40	data not available		data not available
71	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Tigrinya	35	40	data not available		data not available
72	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Wolayttatto	32	40	data not available		data not available
73	Students assessed reaching basic or above proficiency in the Early Grade Mathematics Assessment (EGMA) (%)	n/a	No assessment in 2009	data not available		data not available
74	Grade 4 students who achieve 50% and above (composite score) in NLA female	25	No assessment in 2009	data not available		data not available
75	Grade 4 students who achieve 50% and above (composite score) in NLA male	25	No assessment in 2009	data not available		data not available
76	Grade 8 students who achieve 50% and above (composite score) in NLA female	8	No assessment in 2009	data not available		data not available
77	Grade 8 students who achieve 50% and above (composite score) in NLA male	8	No assessment in 2009	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
78	Grade 10 students who achieve 50% and above (composite score) in NLA female	23	No assessment in 2009	data not available		data not available
79	Grade 10 students who achieve 50% and above (composite score) in NLA male	23	No assessment in 2009	data not available		data not available
80	Grade 12 students who achieve 50% and above (composite score) in NLA female	34	No assessment in 2009	data not available		data not available
81	Grade 12 students who achieve 50% and above (composite score) in NLA male	34	No assessment in 2009	data not available		data not available
82	Grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate female	64	73	66	x	↓ 69
83	Grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate male	76	81	74	x	↓ 78
84	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) female	41	54	data not available		50
85	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) male	51	61	data not available		65.2
86	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) female	21	35	data not available		24.9

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2009 (2016/17) target	2009 (2016/17) actual	Target reached	Direction of target compared against 2008 (2015/16)
87	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) male	32	42	data not available		42.8
88	University graduates (first degree) with degree-relevant employment within 12 months after graduation	-	80	data not available		data not available

*\*Indicator in 2008*

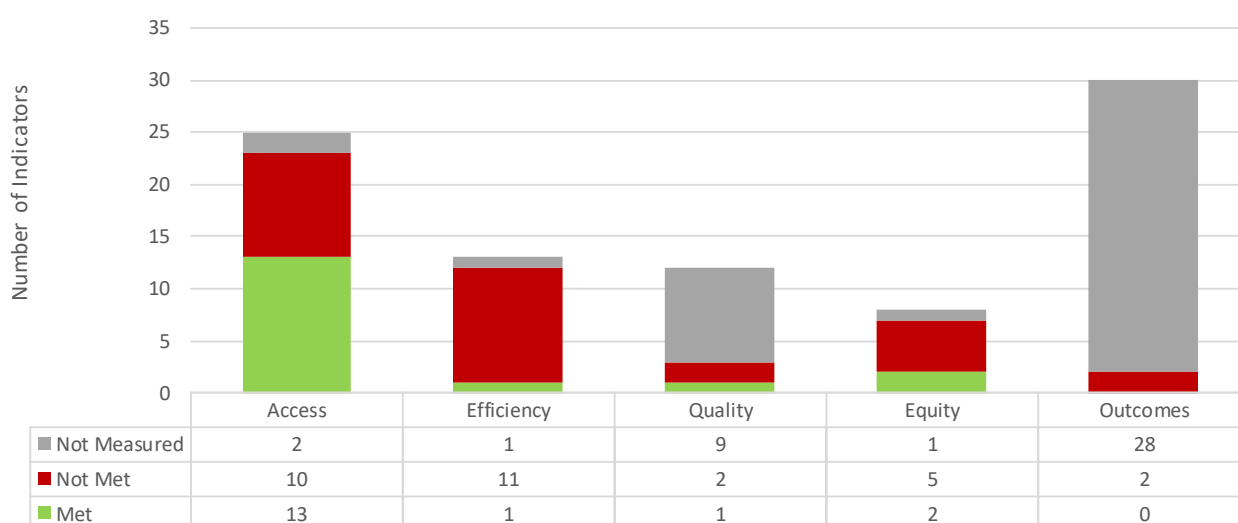
*\*\*The target NIR female and male is considered as met because the objective of ESDP V is to eventually bring the NIR below 100%. In 2008 NIR was 110.8% and 120.8%, while in 2009 it is at 91% and 98%, so the goal of lowering the NIR below 100% has already been reached in 2009. In spite of having achieved the objective of decreasing NIR in 2009, this indicator (especially for females) is now below the target set for 2009 E.C., therefore in this respect the target for 2009 could be considered as not met*

**Table 1.2 Key to Indicator Table**

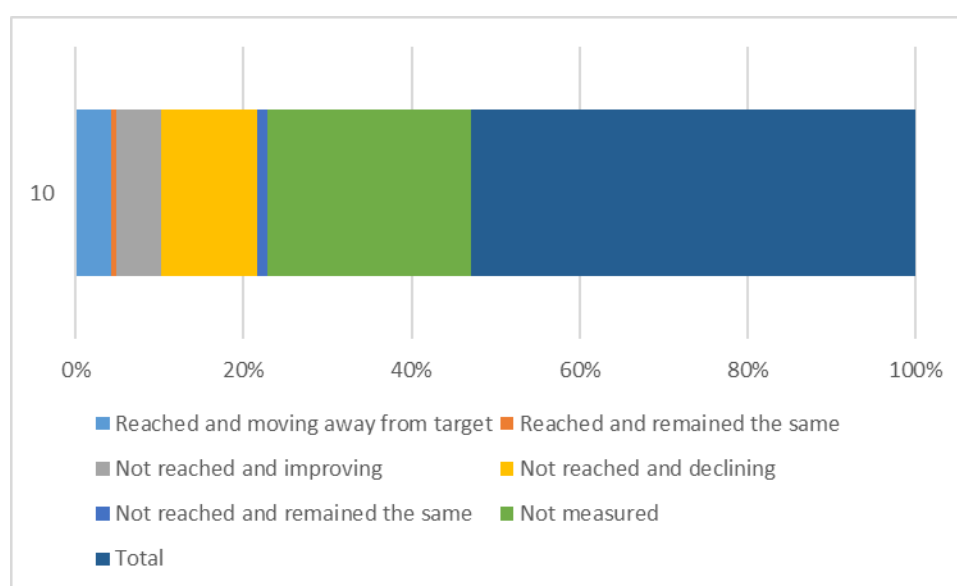
Explanation	Symbol
Reached and improving towards target	↑
Reached and moving away from target	↓
Reached and remained the same	↔
Not reached and improving	↑
Not reached and declining	↓
Not reached and remained the same	↔
Comparison against previous years data was not possible	-

There are 86 Indicators in the ESDP V Key Performance Indicator table; they are split into five different categories covering access, efficiency, quality, equity and outcomes. 18 of the indicators have met the target set for 2009 E.C., 30 targets were not met and 40 indicators have not been measured. The majority of the indicators that have not been measured are in the outcomes section, see chart 1.1.



**Chart 1.1 Statuses of Indicators, 2009 E.C. (2016/17)****Table 1.3 Directions of Indicators, 2009 E.C. (2016/17)**

Reached and improving towards target	10
Reached and moving away from target	7
Reached and remained the same	1
Not reached and improving	9
Not reached and declining	19
Not reached and remained the same	2
Not measured	40
Total	88

**Chart 1.2 Directions of Indicators, 2009 E.C. (2016/17)**

## 1.2 Summary Tables

### 1.4 Trends in the Population of Ethiopia

Year	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)		
Age Range	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	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	5,560,804	5,395,688	10,956,492	5,525,499	5,340,200	10,865,699
Age 4-6	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	3,863,471	3,771,952	7,635,423	3,927,120	3,830,632	7,757,752
Age 7-10	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	4,745,162	4,644,092	9,389,254	4,840,621	4,737,415	9,578,036
Age 11-14	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	4,550,022	5,502,354	10,052,376	4,589,124	4,492,010	9,081,134
Age 15-16	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	2,161,498	2,096,265	4,257,762	2,198,746	2,134,722	4,333,468
Age 17-18	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	2,071,616	2,006,997	4,078,613	2,113,171	2,049,717	4,162,888
Age 19-21	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	2,924,834	2,839,021	5,763,855	2,989,668	2,893,105	5,882,773
>21	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	20,346,907	20,748,010	41,094,917	21,124,141	21,501,078	42,625,219
Total	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	46,224,313	47,004,379	93,228,692	47,308,090	46,978,879	94,286,969

### 1.5 Enrolment Trends in General Education

Year	2004 E.C (2011/12)			2005 E.C (2012/13)			2006 E.C (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)		
Enrolment	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Pre-Primary	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	1,975,381	1,833,917	3,809,298	1,854,583	1,708,742	3,563,325
Primary	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	10,569,951	9,407,490	19,977,441	11,029,506	9,753,572	20,783,078
First cycle (1-4)	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	7,236,606	6,344,602	13,581,208	7,201,648	6,286,900	13,488,548
Second Cycle (5-8)	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	3,333,345	3,062,888	6,396,233	3,827,858	3,466,672	7,294,530
Secondary	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	1,276,046	1,145,117	2,421,163	1,358,168	1,201,009	2,559,177
First cycle(9-10)	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	998,734	910,044	1,908,778	1,074,674	964,461	2,039,135
Second Cycle (11-12)	184,913	138,872	323,785	199,147	159,346	358,493	213,545	175,495	389,040	230,764	195,010	425,774	277,312	235,073	512,385	283,494	236,548	520,042

### 1.6 Trend in the Number of Teachers by Sector

Year	2004 E.C (2011/12)			2005 E.C (2012/13)			2006 E.C (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	704	11,776	12,480	734	11,905	12,639	4,400	10,737	15,137	1,341	18,365	19,706	1,710	20,924	22,634	1,607	21,860	23,467
Primary	203,676	118,218	321,894	210,816	124,076	334,892	230,413	137,576	367,989	242,329	153,770	396,099	256,528	168,032	424,560	277,407	183,657	461,064
Secondary	50,525	8,824	59,349	55,380	9,759	65,139	59,625	11,362	70,987	68,182	13,750	81,932	75,354	16,114	91,468	80,368	18,562	98,930
Total	254,905	138,818	393,723	266,930	145,740	412,670	294,438	159,675	454,113	311,852	185,885	497,737	333,592	205,070	538,662	359,382	224,079	583,461

### Table 1.7 Trends in Primary Enrolment by Region

Region	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	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	590,368	548,530	1,138,898	609,257	557,905	1,167,162
Afar	83,960	65,935	149,895	75,933	57,990	133,923	117,427	92,703	210,130	117,253	85,431	202,684	109,274	86,130	195,404	110,689	89,058	199,747
Amhara	2,010,251	1,991,917	4,002,168	2,006,040	1,966,546	3,982,586	2,066,419	2,020,231	4,086,650	2,182,345	2,099,656	4,282,001	2,230,637	2,115,832	4,346,469	2,118,488	2,182,542	4,501,030
Oromiya	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	4,183,219	3,609,667	7,792,886	4,316,391	3,710,780	8,027,171
Somali	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	512,650	376,793	889,443	522,542	370,509	893,051
Benishangul Gumuz	108,143	85,416	193,559	107,286	85,347	192,633	113,289	90,928	204,217	121,928	98,434	220,362	126,454	102,693	229,147	138,220	111,956	250,176
SNPN	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	2,458,662	2,173,362	4,632,024	2,651,032	2,338,466	4,989,498
Gambella	59,388	47,780	107,168	56,193	45,996	102,189	60,998	51,394	112,392	62,496	51,151	113,647	63,798	53,601	117,399	62,681	53,080	115,761
Harari	19,471	16,755	36,226	20,359	16,846	37,205	21,091	18,267	39,358	22,668	18,668	41,336	24,290	20,027	44,317	25,299	20,648	45,947
Addis Ababa	227,417	281,769	509,186	227,367	276,510	503,877	240,508	318,136	558,644	233,079	282,836	515,915	232,626	287,244	519,870	233,670	282,115	515,785
Dire Dawa	33,820	30,603	64,423	33,894	30,382	64,276	34,542	30,735	65,277	36,076	32,249	68,325	37,973	33,611	71,584	41,237	36,513	77,750
Total	8,865,491	8,124,293	16,989,784	9,112,266	8,276,029	17,388,295	9,601,324	8,705,172	18,306,496	9,846,502	8,844,716	18,691,217	10,569,951	9,407,490	19,977,441	11,029,506	9,753,572	20,783,078

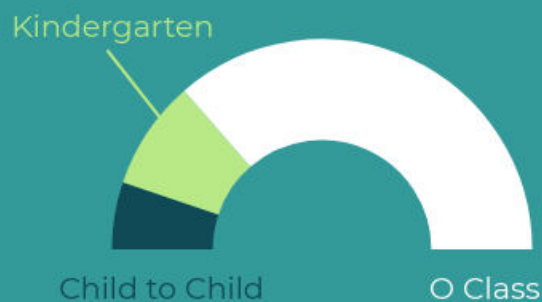
**Table 1.8 Trends in Secondary Enrolment by Region**

Region	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2015/16)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	72,908	78,202	151,110	83,731	90,894	174,625	91,924	97,735	189,659	94,053	98,159	192,212	106,227	106,794	213,021	106,028	106,287	212,315
<b>Afar</b>	5,315	2,824	8,139	4,870	2,410	7,280	5,775	3,182	8,957	7,338	3,944	11,282	8,587	4,628	13,215	11,763	6,562	18,325
<b>Amhara</b>	214,985	208,375	423,360	237,247	240,271	477,518	246,007	253,031	499,038	246,007	253,031	499,038	289,198	307,402	596,600	301,423	317,222	618,645
<b>Oromiya</b>	345,011	268,016	613,027	355,229	287,052	642,281	355,324	292,454	647,778	368,146	307,863	676,009	421,232	342,410	763,642	449,305	358,478	807,783
<b>Somali</b>	24,979	10,479	35,458	28,867	14,569	43,436	33,349	15,271	48,620	37,859	18,301	56,160	33,737	17,531	51,268	34,475	17,836	52,311
<b>Benishangul Gumuz</b>	13,159	10,372	23,531	12,754	10,675	23,429	12,918	10,501	23,419	14,384	11,427	25,811	16,631	13,024	29,655	18,375	14,081	32,456
<b>SNNP</b>	191,367	132,208	323,575	204,553	154,803	359,356	217,741	176,465	394,206	245,154	203,530	448,684	302,730	247,541	550,271	343,855	278,206	622,061
<b>Gambella</b>	10,147	5,422	15,569	10,048	6,224	16,272	11,844	6,991	18,835	13,216	8,115	21,331	16,755	10,021	26,776	15,206	9,546	24,752
<b>Harari</b>	3,446	2,854	6,300	4,038	3,444	7,482	3,385	2,803	6,188	3,728	3,212	6,940	3,784	3,448	7,232	3,765	3,410	7,175
<b>Addis Ababa</b>	72,363	81,848	154,211	62,986	73,650	136,636	72,858	78,179	151,037	66,355	81,358	147,713	69,572	85,888	155,460	66,977	83,395	150,372
<b>Dire Dawa</b>	6,673	5,058	11,731	6,498	4,918	11,416	5,899	4,719	10,618	6,419	5,363	11,782	7,593	6,430	14,023	6,996	5,986	12,982
<b>Total</b>	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	1,276,046	1,145,117	2,421,163	1,358,168	1,201,009	2,559,177

# Early Childhood Care and Education

2009 E.C. 2016/17

## Type of ECCE



72.8 % of the children enroled in ECCE attend O Class

## Net Enrolment Ratio

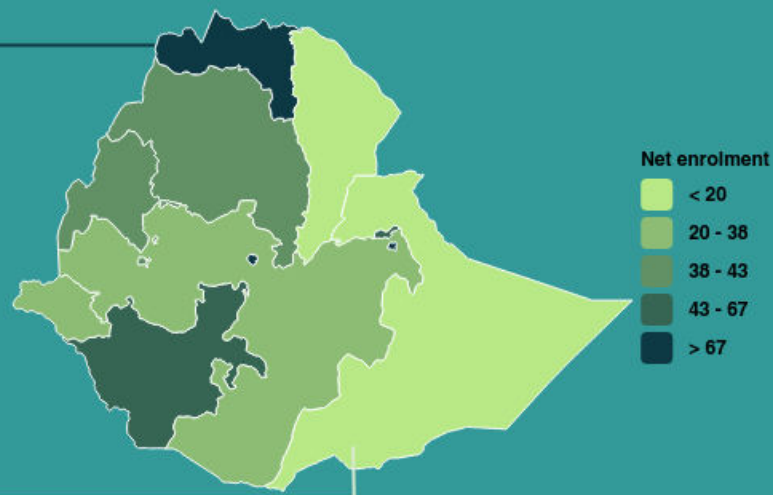
45.9%

In Ethiopia just under half of the children aged between 4-6 attend an ECCE program

## Regional Net Enrolment

Tigray has the highest Net Enrolment at 91%

Somali has the lowest Net Enrolment at 4.1%



## 2. Early Childhood Care and Education

Pre-school programs, known as pre-primary education, are delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school service is being delivered mainly through child to child initiatives. The third is the most widespread response of local governments and that has been the setting up of 'O' class. O-Class is a one-year reception class (nine-month program) based in government primary schools for children aged 6 years, before formal schooling starts at age 7.

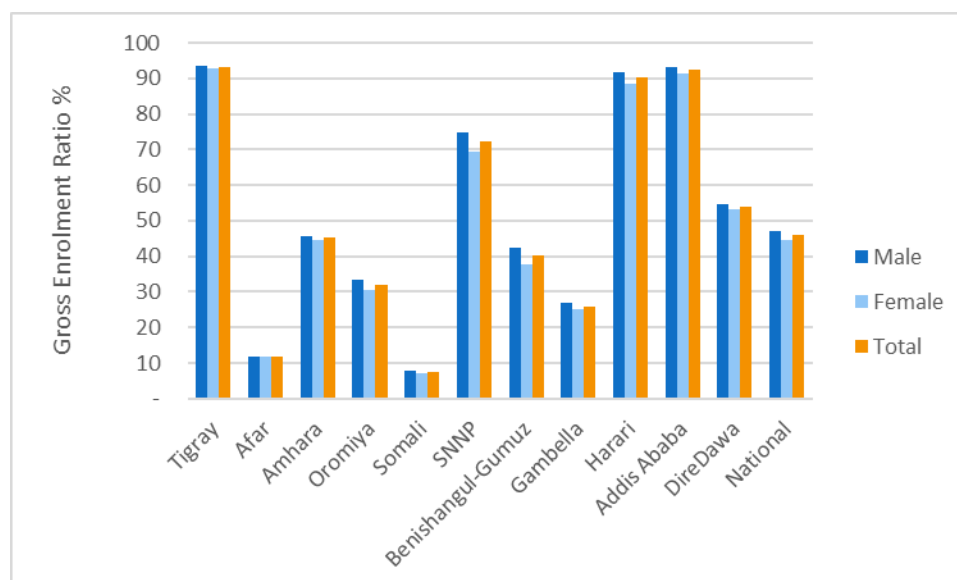
The importance of early childhood care and education (ECCE) is articulated in the Education Sector Development Program (ESDP V). ECCE is one of the priorities for the education sector because it is one of the inputs to the overall improvement of the quality of education and may lead to the reduction 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 bedrock of education for all (EFA) and the first step in meeting all the other EFA goals. ECCE also has its own dedicated Sustainable Development Goal, which states that by "2030 ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education". 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. In order to evaluate the achievement so far attained by the preprimary education system the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicators have been calculated.

### 2.1 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 and chart 2.1 below show the data regarding enrolment of students in each region associated with the official expected population size and calculated result. The Gender Parity Index of pre-primary education is 0.94.

**Table 2.1 Preprimary School Age Population (ages 4-6), Enrolment and GER by Region, 2009 E.C. (2016/17)**

Region	Gross enrolment			Population age 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	185,393	178,815	364,208	198,229	192,459	390,688	93.5	92.9	93.2
Afar	8,106	7,624	15,730	68,830	65,199	134,029	11.8	11.7	11.7
Amhara	403,245	380,509	783,754	883,539	852,987	1,736,526	45.6	44.6	45.1
Oromiya	514,860	461,746	976,606	1,544,731	1,514,279	3,059,010	33.3	30.5	31.9
Somali	20,047	17,692	37,739	258,455	252,677	511,132	7.8	7.0	7.4
SNNP	597,279	543,508	1,140,787	797,853	781,381	1,579,235	74.9	69.6	72.2
Benishangul-Gumuz	18,519	15,976	34,495	43,725	42,274	85,999	42.4	37.8	40.1
Gambella	4,186	3,792	7,978	15,614	15,146	30,760	26.8	25.0	25.9
Harari	7,561	6,948	14,509	8,228	7,862	16,090	91.9	88.4	90.2
Addis Ababa	87,876	85,064	172,940	94,136	93,069	187,205	93.4	91.4	92.4
DireDawa	7,511	7,068	14,579	13,779	13,298	27,078	54.5	53.2	53.8
National	1,854,583	1,708,742	3,563,325	3,933,667	3,836,322	7,769,989	47.1	44.5	45.9

**Chart 2.1 GER of Preprimary, 2009 E.C. (2016/17)**

The GER for all forms of preprimary education has slightly decreased compared to 2008 E.C. (2015/16), where the GER was 49%. The gender split of 47.1% for males and 44.5% for females means that the ESDP V target for 2017 has not been reached, the target being 56% for females and 58% for males. This shows that the achievement is less by 8.9 and 13.5 percentage points for females and males respectively from the target set for the year. There are wide regional variations with Afar and Ethiopia-Somali only having a GER of 11.7% and 7.4% respectively. Tigray, Addis Ababa and Harari have above 90% children age 4-6 in preprimary education

Tables 2.2, 2.3 and 2.4 show the split in preprimary enrolment by sector and associated GER indicators. Nationally the modality that is providing the majority of preprimary education is O class, with a GER of 33.4%, this has increased from 25% compared to 2007 E.C. The Kindergarten sector is largest in Addis Ababa, with a GER of 90.8% compared to the national GER of 7.7% for Kindergarten. Tigray has the largest enrolment in Child to Child provision, at 58.2% GER.

### 2.1.1 Kindergarten

**Table 2.2 Kindergarten Enrolment 2009 E.C. (2016/17)**

Region	Gross enrolment			Population age 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	14,901	14,548	29,449	198,229	192,459	390,688	7.5	7.6	7.5
Afar	1,936	1,604	3,540	68,830	65,199	134,029	2.8	2.5	2.6
Amhara	26,197	24,993	51,190	883,539	852,987	1,736,526	3.0	2.9	2.9
Oromiya	108,753	102,387	211,140	1,544,731	1,514,279	3,059,010	7.0	6.8	6.9
Somali	2,074	1,930	4,004	258,455	252,677	511,132	0.8	0.8	0.8
SNNP	56,794	51,488	108,282	797,853	781,381	1,579,235	7.1	6.6	6.9
Benishangul-Gumuz	1,893	1,785	3,678	43,725	42,274	85,999	4.3	4.2	4.3
Gambella	1,370	1,234	2,604	15,614	15,146	30,760	8.8	8.1	8.5
Harari	3,554	3,339	6,893	8,228	7,862	16,090	43.2	42.5	42.8
Addis Ababa	86,480	83,437	169,917	94,136	93,069	187,205	91.9	89.7	90.8
DireDawa	5,710	5,343	11,053	13,779	13,298	27,078	41.4	40.2	40.8
National	309,662	292,088	601,750	3,933,667	3,836,322	7,769,989	7.9	7.6	7.7

## 2.1.2 Child to Child

**Table 2.3 Child to Child Enrolment 2009 E.C. (2016/17)**

Region	Gross enrolment			Population age 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	116,240	111,191	227,431	198,229	192,459	390,688	58.6	57.8	58.2
Afar	197	200	397	68,830	65,199	134,029	0.3	0.3	0.3
Amhara	31,434	29,234	60,668	883,539	852,987	1,736,526	3.6	3.4	3.5
Oromiya	31,974	27,567	59,541	1,544,731	1,514,279	3,059,010	2.1	1.8	1.9
Somali	221	145	366	258,455	252,677	511,132	0.1	0.1	0.1
SNNP	3,650	3,448	7,098	797,853	781,381	1,579,235	0.5	0.4	0.4
Benishngul-Gumuz	4,468	4,173	8,641	43,725	42,274	85,999	10.2	9.9	10.0
Gambella	450	432	882	15,614	15,146	30,760	2.9	2.9	2.9
Harari	1,634	1,471	3,105	8,228	7,862	16,090	19.9	18.7	19.3
Addis Ababa	118	106	224	94,136	93,069	187,205	0.1	0.1	0.1
DireDawa	222	274	496	13,779	13,298	27,078	1.6	2.1	1.8
National	190,608	178,241	368,849	3,933,667	3,836,322	7,769,989	4.8	4.6	4.7

## 2.1.3 “0” Class

**Table 2.4 Enrolment in 0 Class 2009 E.C. (2016/17)**

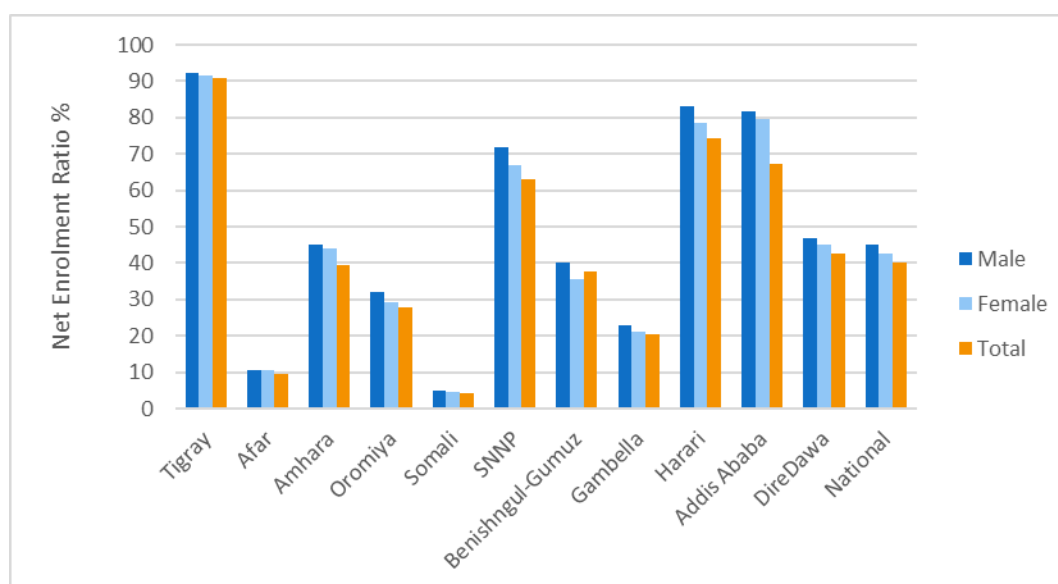
Region	Gross enrolment			Population age 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	54,252	53,076	107,328	198,229	192,459	390,688	27.4	27.6	27.5
Afar	5,973	5,820	11,793	68,830	65,199	134,029	8.7	8.9	8.8
Amhara	345,614	326,282	671,896	883,539	852,987	1,736,526	39.1	38.3	38.7
Oromiya	374,133	331,792	705,925	1,544,731	1,514,279	3,059,010	24.2	21.9	23.1
Somali	17,752	15,617	33,369	258,455	252,677	511,132	6.9	6.2	6.5
SNNP	536,835	488,572	1,025,407	797,853	781,381	1,579,235	67.3	62.5	64.9
Benishngul-Gumuz	12,158	10,018	22,176	43,725	42,274	85,999	27.8	23.7	25.8
Gambella	2,366	2,126	4,492	15,614	15,146	30,760	15.2	14.0	14.6
Harari	2,373	2,138	4,511	8,228	7,862	16,090	28.8	27.2	28.0
Addis Ababa	1,278	1,521	2,799	94,136	93,069	187,205	1.4	1.6	1.5
DireDawa	1,579	1,451	3,030	13,779	13,298	27,078	11.5	10.9	11.2
National	1,354,313	1,238,413	2,592,726	3,933,667	3,836,322	7,769,989	34.4	32.3	33.4

## 2.2 Net Enrolment Rate (NER)

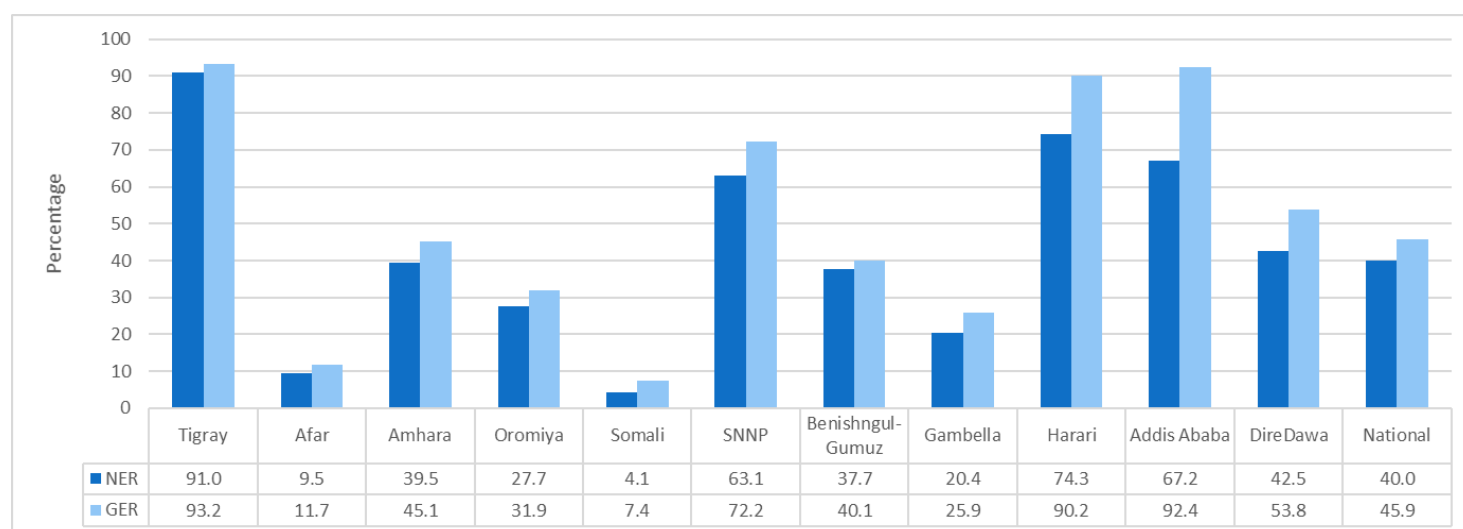
Net Enrolment Rate (NER) is a ratio obtained by taking the number of appropriate aged enrolment of students in the preprimary school systems to the expected official preprimary school age population; it combines the data for Kindergarten, Child to Child and O Class enrolment. Table 2.5 and chart 2.2 below show the data regarding age specific enrolment of students in each region associated with the official expected population size and NER result.

**Table 2.5 Preprimary NER,2009 E.C. (2016/17)**

Region	Enrolment age specific			Population age 4-6			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	183,004	176,387	355,579	198,229	192,459	390,688	92.3	91.6	91.0
Afar	7,360	6,986	12,710	68,830	65,199	134,029	10.7	10.7	9.5
Amhara	397,611	375,212	685,960	883,539	852,987	1,736,526	45.0	44.0	39.5
Oromiya	494,072	442,608	847,753	1,544,731	1,514,279	3,059,010	32.0	29.2	27.7
Somali	13,083	11,794	21,072	258,455	252,677	511,132	5.1	4.7	4.1
SNNP	572,290	522,159	997,178	797,853	781,381	1,579,235	71.7	66.8	63.1
Benishngul-Gumuz	17,629	15,116	32,421	43,725	42,274	85,999	40.3	35.8	37.7
Gambella	3,556	3,224	6,287	15,614	15,146	30,760	22.8	21.3	20.4
Harari	6,829	6,162	11,962	8,228	7,862	16,090	83.0	78.4	74.3
Addis Ababa	76,869	74,185	125,750	94,136	93,069	187,205	81.7	79.7	67.2
DireDawa	6,464	6,019	11,508	13,779	13,298	27,078	46.9	45.3	42.5
National	1,778,767	1,639,852	3,108,180	3,933,667	3,836,322	7,769,989	45.2	42.7	40.0

**Chart 2.2 NER of Preprimary, 2009 E.C. (2016/17)**

The net enrolment rate as presented in table 2.5 and chart 2.2 is almost similar to the calculated result obtained for GER in table 2.1, with NER currently at 40% and GER currently at 45.9%. This implies that out of all the children enrolled in preprimary, the majority are of the appropriate school age for the level. This can also be observed in chart 2.3. It can be observed that even in the preprimary level gender equity is not observed in enrolments, with proportionally more males attending than females, with a gender parity index of 0.94 for the gross enrollment rate. To achieve gender parity at higher levels of education it is highly important that gender equity is observed in preprimary education.

**Chart 2.3 Comparison of GER and NER at Preprimary by Region 2009 E.C. (2016/17)**

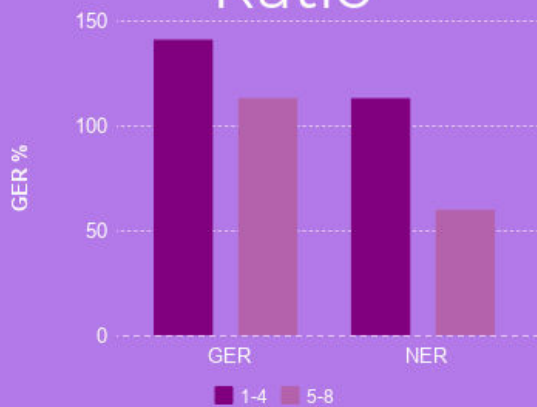
Nationally the difference between NER and GER at preprimary level is much lower than at primary and secondary levels. However, within the regions there is a wider variation, with SNNP, Harari, Addis Ababa and Dire Dawa showing the largest variation. One reason for this could be enrollment of 3 year olds and 7 year olds in preprimary grades in these regions.



# Primary Education

2009 E.C. 2016/17

## Gross Enrolment Ratio



GER and NER are lower in grades 5-8

## Gender Parity Index

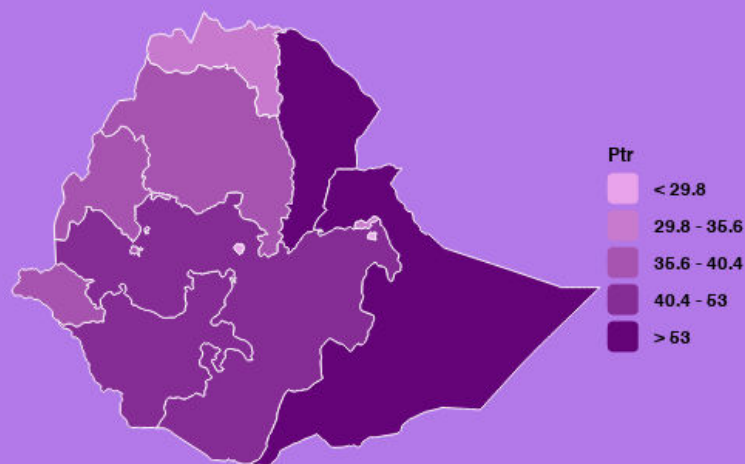
0.90

In Grades 1-8 there are more boys enrolled compared to females

## Grade 1-8 Pupil Teacher Ratio

Addis Ababa has the lowest PTR at 24 students for every 1 teacher in grades 1-8

Somali has the highest PTR at 63 students for every 1 teacher in grades 1-8



Ministry of Education, Ethiopia

### 3. Primary Education

According to the education and training policy for Ethiopia “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 of Ethiopia, the official entry age is 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.

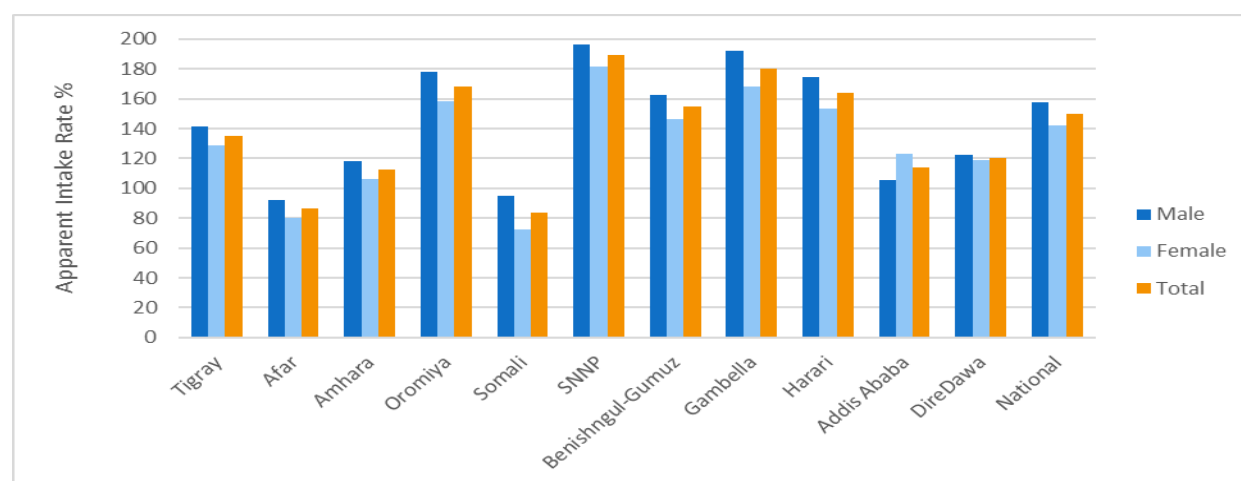
#### 3.1 Apparent Intake Rate

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

**Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2009 E.C. (2016/17)**

Region	New entrants into grade 1			Population age 7			AIR %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	90,677	80,118	170,795	64,112	62,387	126,499	141.4	128.4	135.0
Afar	20,817	17,123	37,940	22,569	21,337	43,906	92.2	80.3	86.4
Amhara	334,819	290,434	625,253	282,571	273,294	555,865	118.5	106.3	112.5
Oromiya	882,234	771,448	1,653,682	495,126	486,236	981,362	178.2	158.7	168.5
Somali	77,865	58,382	136,247	82,032	80,453	162,485	94.9	72.6	83.9
SNNP	501,726	456,111	957,837	255,392	250,818	506,210	196.5	181.8	189.2
Benishngul-Gumuz	22,993	20,041	43,034	14,152	13,709	27,861	162.5	146.2	154.5
Gambella	9,699	8,242	17,941	5,054	4,910	9,963	191.9	167.9	180.1
Harari	4,716	3,975	8,691	2,702	2,589	5,291	174.5	153.5	164.3
Addis Ababa	30,038	35,072	65,110	28,478	28,506	56,984	105.5	123.0	114.3
DireDawa	7,251	6,754	14,005	4,453	4,326	8,779	122.1	118.9	120.5
National	1,982,835	1,747,700	3,730,535	1,258,127	1,229,919	2,488,047	157.6	142.1	149.9

**Chart 3.1 AIR by Region and Sex, 2009 E.C. (2016/17)**



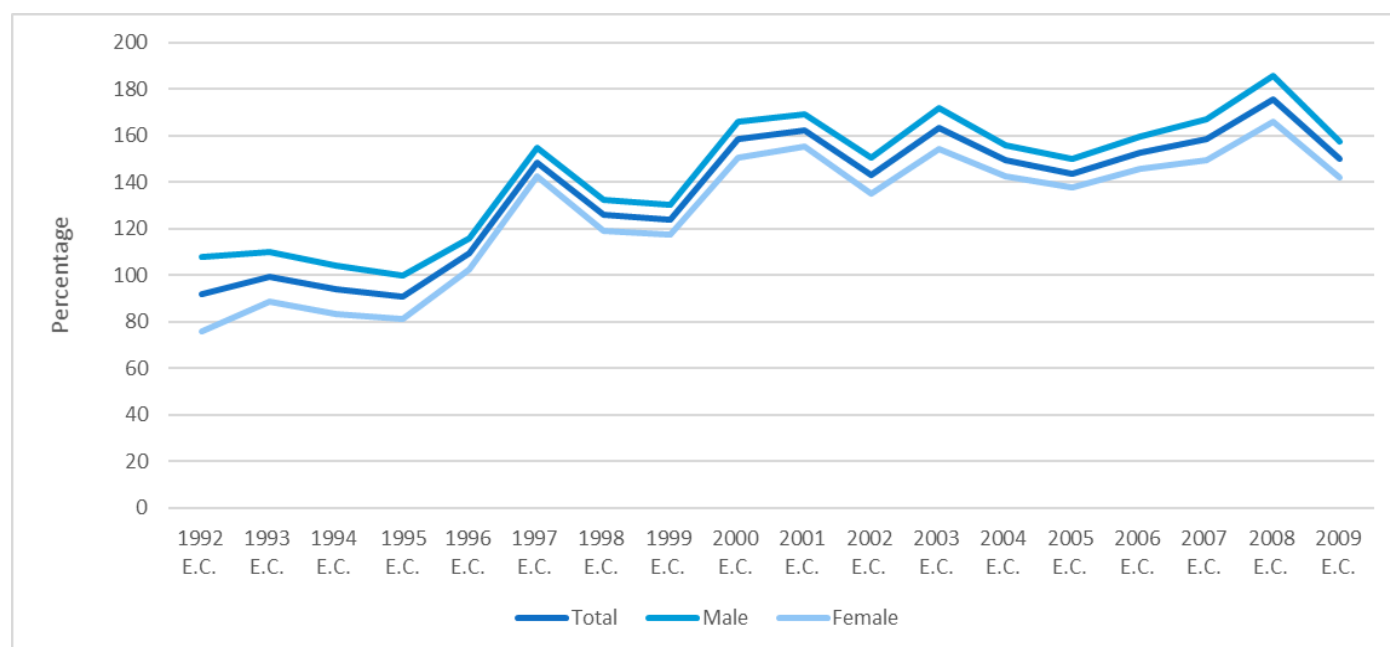
From table 3.1 it can be seen that nationally the AIR is 149.9%, this shows that there are many children who are not 7 years old enrolling in grade 1. It shows there is a high demand for grade 1 primary classes across the

country. The only regions that have an AIR lower than 100% are Afar and Ethiopia-Somali, Moreover, the number of male children entering grade 1 is much higher than female children. This statistics is likely to be heavily influenced by inaccurate population estimates.

**Table 3.2 Apparent Intake Rate (AIR) Trends, 1992 E.C.-2009 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)	158.4	167.3	149.3
2008 E.C. (2015-2016)	175.8	185.5	165.9
2009 E.C. (2016-2017)	149.9	157.6	142.1

**Chart 3.2 AIR trends, 1992 – 2009 E.C.**



The trend in AIR over the last 16 years between 1992 E.C. and 2008 E.C. shows an improving picture with more children enrolling into grade 1 year on year, and a slight decrease between 2008 and 2009. AIR has consistently been above 100% since 1996 E.C. this implies that more children than the population of 7 year olds have been

enrolling into grade 1 for the last 12 years. This will add extra pressure to the education system at the first entry point for many students and may affect their continuation in the Ethiopian education system after grade 1.

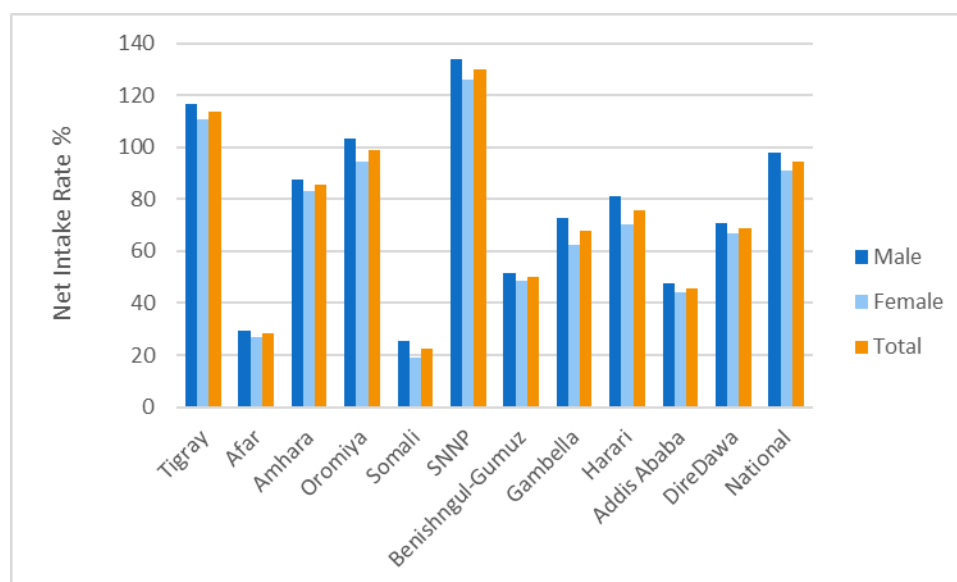
### 3.2 Net Intake Rate

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. It is the proportion of 7 year olds who enroll in grade 1.

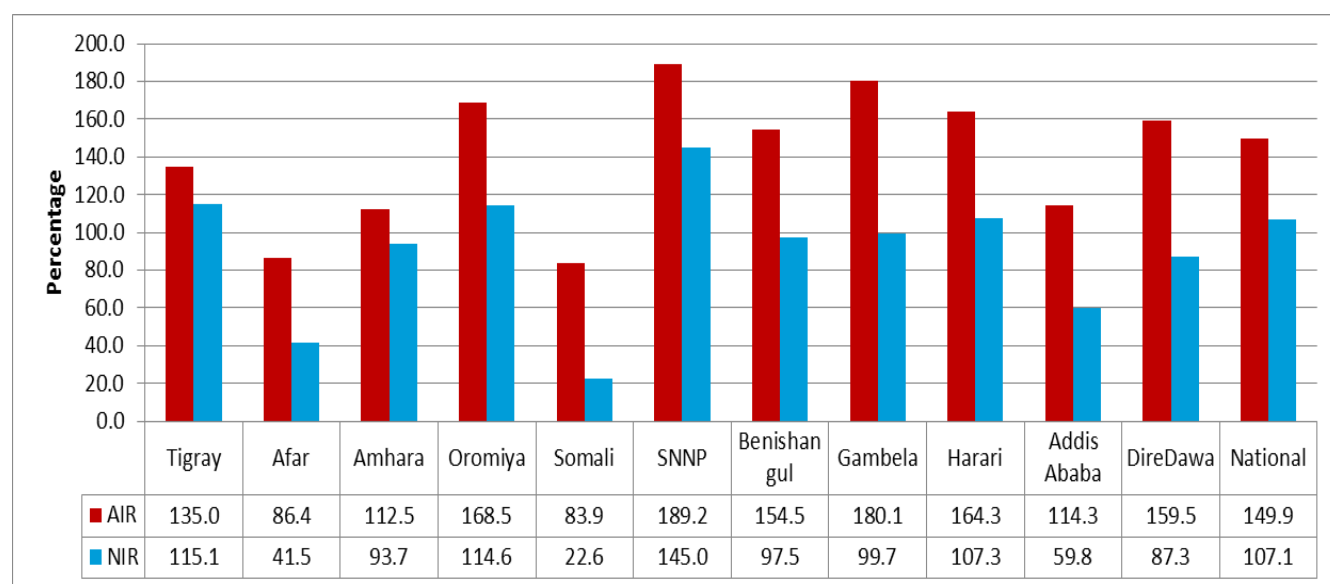
**Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2009 E.C. (2016/17)**

Region	Population age 7			Enrollment Grade 1 age 7			NIR %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	64,112	62,387	126,499	75,695	69,890	145,585	118.07	112.03	115.09
Afar	22,569	21,337	43,906	9,849	8,392	18,241	43.64	39.33	41.55
Amhara	282,571	273,294	555,865	273,637	247,419	521,056	96.84	90.53	93.74
Oromiya	495,126	486,236	981,362	595,617	529,387	1,125,004	120.30	108.87	114.64
Somali	82,032	80,453	162,485	21,059	15,657	36,716	25.67	19.46	22.60
SNNP	255,392	250,818	506,210	382,497	351,402	733,899	149.77	140.10	144.98
Benisha-gu	14,152	13,709	27,861	14,398	12,754	27,152	101.74	93.04	97.46
Gambela	5,054	4,910	9,963	5,353	4,584	9,937	105.93	93.37	99.74
Harari	2,702	2,589	5,291	3,062	2,613	5,675	113.32	100.93	107.26
Addis Ababa	28,478	28,506	56,984	17,324	16,734	34,058	60.83	58.70	59.77
DireDawa	4,453	4,326	8,779	4,050	3,615	7,665	90.96	83.56	87.31
National	1,258,127	1,229,919	2,488,047	1,402,541	1,262,447	2,664,988	111.48	102.64	107.11

**Chart 3.3 NIR by Region and Sex, 2009 E.C. (2016/17)**



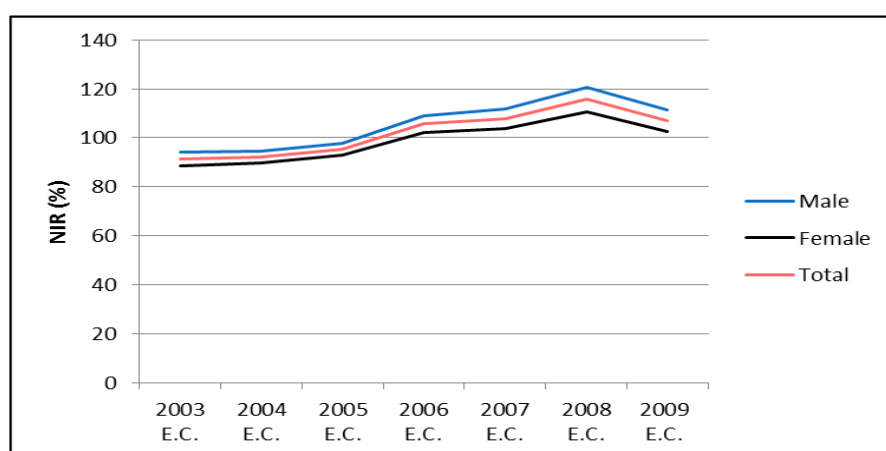
The national NIR is at 107.11% and there are regional differences with SNNP and Tigray having the highest NIR, at 144.98% and 115.09% respectively. The 2016/17 NIR target is 105% for male and 101% for female, and it should become 98% for both in 2020. National NIR being 107.11% in 2016/17 shows that, it didn't succeed the target set for the year; even though there is a significant change compared to last year's value, which was 115.8%.

**Chart 3.4 Regional comparisons between AIR and NIR, 2009 E.C. (2016/17)**

The comparison between AIR and NIR shows that every region is affected by the issue of children other than the age of 7 enrolling in grade 1. The NIR in Addis Ababa, Afar and Ethiopia-Somali is too far from the national average compared to other regions. This is surprising in Addis Ababa, where enrolment tends to be proportionally higher than other regions; this lower statistics could be due to more accurate birth recording practices taking place in the urban areas and children giving an accurate age.

**Table 3.4 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
2008 E.C.	120.8	110.7	115.8
2009 E.C.	111.5	102.6	107.1

**Chart3.5 Net Intake Rate (NIR) Trends**

NIR has been increasing until 2008, but shows a decrease between 2008 and 2009. The inequality between male and females has also decreased from ten to nine percentage points. The persisting gender difference is however concerning if equity targets in ESDP V are to be reached as an early age in the education system and it may take many years to reach equal access to education.

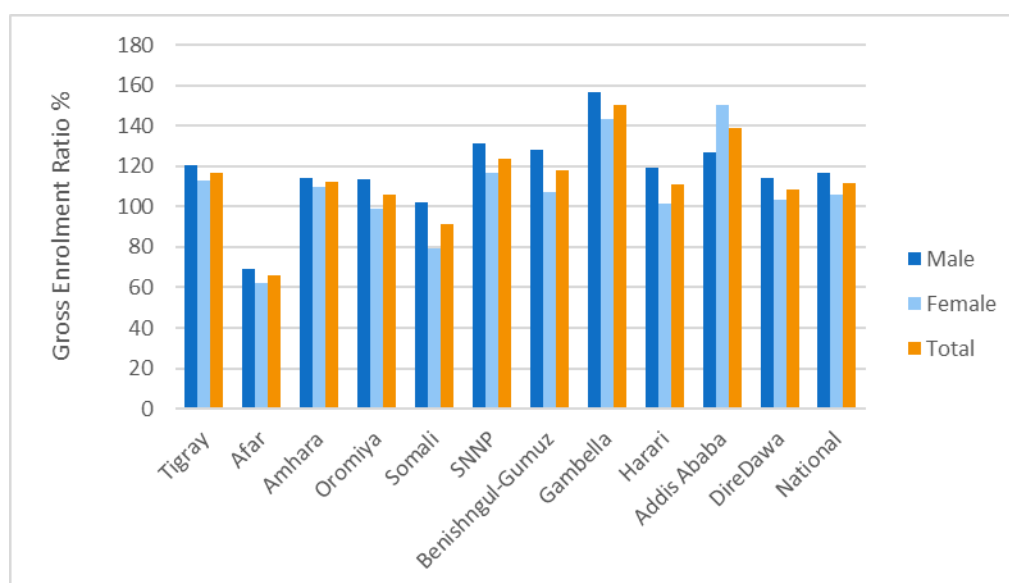
### 3.3 Gross Enrolment Ratio

The Gross Enrolment Ratio (GER) 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 both in Alternative Basic Education (ABE) centers and formal primary schools.

**Table 3.5 Gross Enrolment Ratio Disaggregated by Region and Sex, Grades 1-8, 2009 E.C. (2016/17)**

Region	Gross enrolment			Population age 7-14			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	609,257	557,905	1,167,162	506,816	493,506	1,000,322	120.2	113.0	116.7
Afar	110,689	89,058	199,747	159,974	142,675	302,649	69.2	62.4	66.0
Amhara	2,318,488	2,182,542	4,501,030	2,028,116	1,988,689	4,016,805	114.3	109.7	112.1
Oromiya	4,316,391	3,710,780	8,027,171	3,809,212	3,751,465	7,560,677	113.3	98.9	106.2
Somali	522,542	370,509	893,051	512,464	465,897	978,361	102.0	79.5	91.3
SNNP	2,651,032	2,338,466	4,989,498	2,023,730	2,002,434	4,026,164	131.0	116.8	123.9
Benishngul-Gumuz	138,220	111,956	250,176	108,106	104,270	212,376	127.9	107.4	117.8
Gambella	62,681	53,080	115,761	40,061	36,984	77,045	156.5	143.5	150.3
Harari	25,299	20,648	45,947	21,186	20,335	41,521	119.4	101.5	110.7
Addis Ababa	233,670	282,115	515,785	183,873	187,803	371,676	127.1	150.2	138.8
DireDawa	41,237	36,513	77,750	36,207	35,368	71,575	113.9	103.2	108.6
National	11,029,506	9,753,572	20,783,078	9,429,744	9,229,426	18,659,170	117.0	105.7	111.4

**Chart 3.6 Regional GER for Grades 1-8 Disaggregated by Sex, 2009 E.C. (2016/17)**



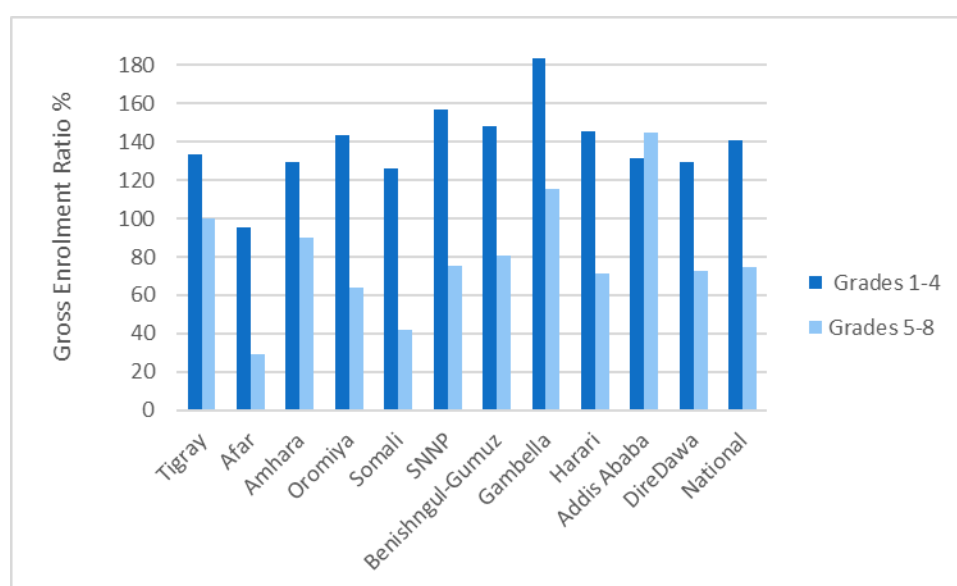
The GER for grades 1-8 is 111.4%. This shows that nationally there are more children in primary grades than there are children between 7 and 14. It indicates that children younger than 7 and older than 14 are enrolling into primary schools. The target for the end of ESDP V in 2020 is 103%. For this to be achieved, more children will need to be enrolled in the correct grade for their age. There is wide regional variation, with Afar having the lowest GER at 66%. Gambella, Ethiopia-Somali and Addis Ababa have very high GERs over 135%. It will be very ambitious for these regions to meet the target set in ESDP V. Addis Ababa is the only region where female GER is higher than male GER at 145.3% compared to 124.8%.

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 3.6 GER for Grades 1-4 and Grades 5-8 by Region, 2009 E.C. (2016/17)**

Region	GER % grades 1-4 (+ ABE)			GER % grades 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	139.1	127.4	133.3	101.4	98.7	100.0
Afar	101.6	88.8	95.4	30.2	27.6	29.0
Amhara	135.1	123.3	129.3	88.5	92.1	90.3
Oromiya	153.2	134.4	143.9	68.7	58.6	63.7
Somali	144.0	107.1	125.9	45.4	37.4	41.7
SNNP	164.5	149.3	156.9	80.9	69.9	75.5
Benishngul-Gumuz	157.8	138.4	148.3	90.7	70.0	80.5
Gambella	192.6	174.5	183.8	120.4	110.6	115.8
Harari	156.1	134.4	145.5	77.7	64.2	71.1
Addis Ababa	120.0	143.2	131.7	133.1	155.7	144.6
DireDawa	134.7	124.3	129.6	77.2	67.7	72.5
National	148.8	132.7	140.8	77.3	71.4	74.4

**Chart 3.7 Regional comparison of GER for Grades 1-4 and 5-8, 2009 E.C. (2016/17)**

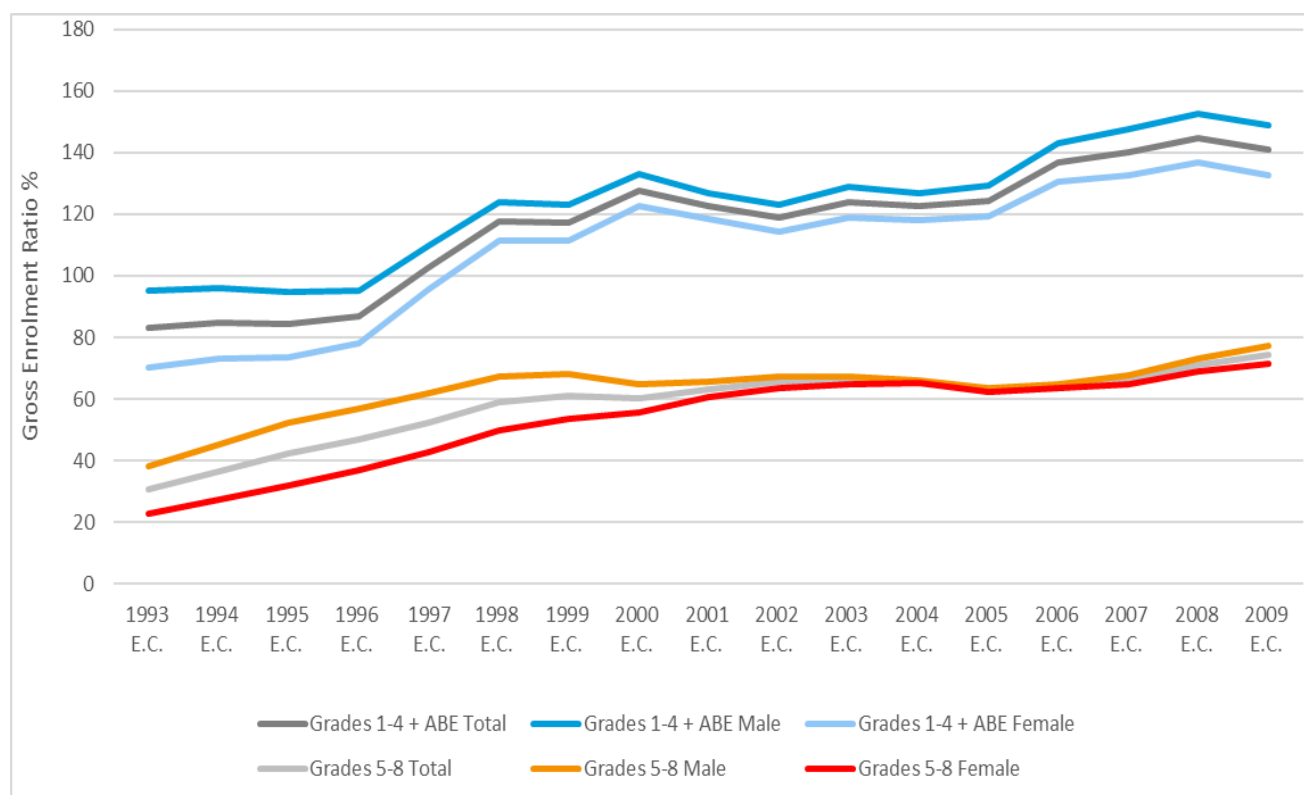


The comparison between GER for grades 1-4 and grades 5-8 shows that there is a wide discrepancy between the two cycles. Nationally the first cycle has a GER of 140.8% compared to 74.4% for second cycle. This difference shows that many 11-14 are enrolled in the first cycle and are not progressing through the education system, having either repeated or been readmitted into first cycle grades; Or even dropping out after completing Grade primary grades(4,5,6,7,8). Every region except Addis Ababa shows this trend, with a much higher first cycle GER compared to second cycle. The high second cycle GER in Addis Ababa shows that children that should have enrolled into secondary grades are still completing primary school.

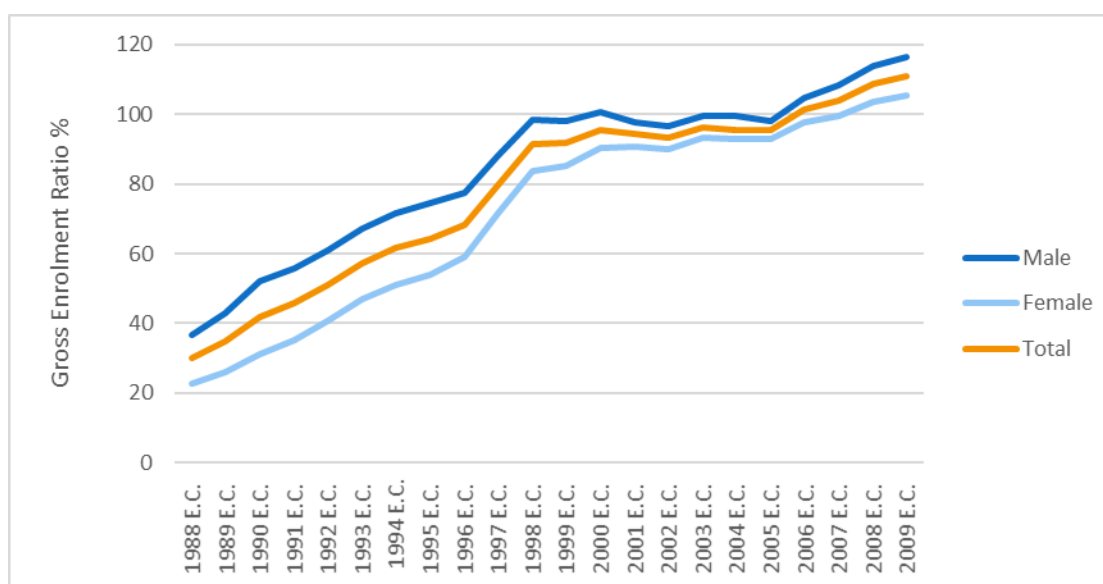
The trend of GER over the last 16 years for the two cycles shows that they have both increased. However, the second cycle GER has been plateau since 1998 E.C. and has only shown a small rate of increase compared to the first cycle, which shows a fairly constant increase over the time period. This difference in trends highlights the issue of children repeating first cycle grades or dropping out completely from the education system.

**Table 3.7 Trends of GER split by Cycle, 1993 E.C. – 2009 E.C.**

Year	Grades 1-4 + ABE			Grades 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)	140.3	147.6	132.7	66.3	67.8	64.8
2008 E.C. (2015-2016)	144.7	152.5	136.6	71.1	73.3	68.9
2009 E.C. (2016-2017)	140.8	148.8	132.7	74.4	77.3	71.4

**Chart 3.8 Trend of GER split by Cycle, 1993 E.C. – 2009 E.C.**



**Chart 3.9 Gross Enrolment Trend, Grades 1-8, 1988 E.C.-2009 E.C.**

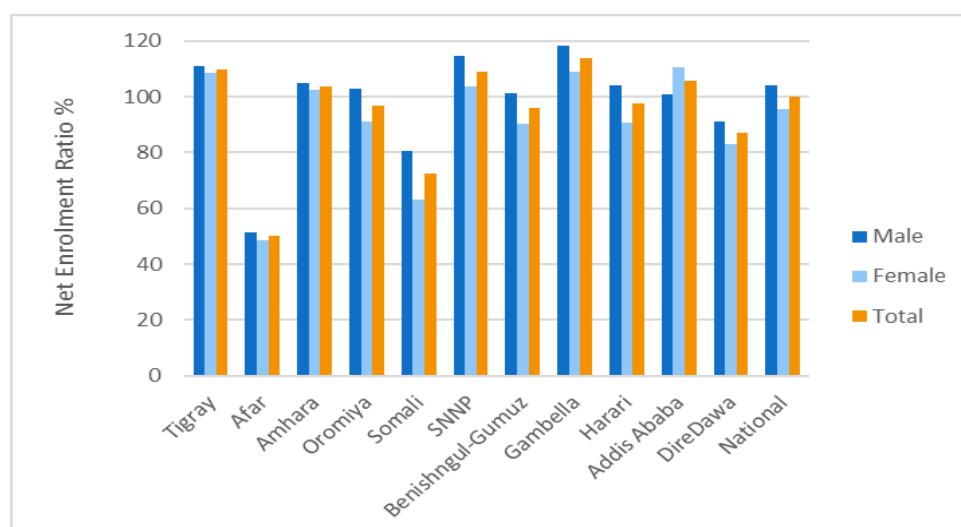
### 3.4 Net Enrolment Ratio (NER)

The NER is similar to the GER and calculates an enrolment ratio. It is different to the GER in that it only takes the enrolment of the official age-group for a given level of education

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) centers as well as formal primary schools.

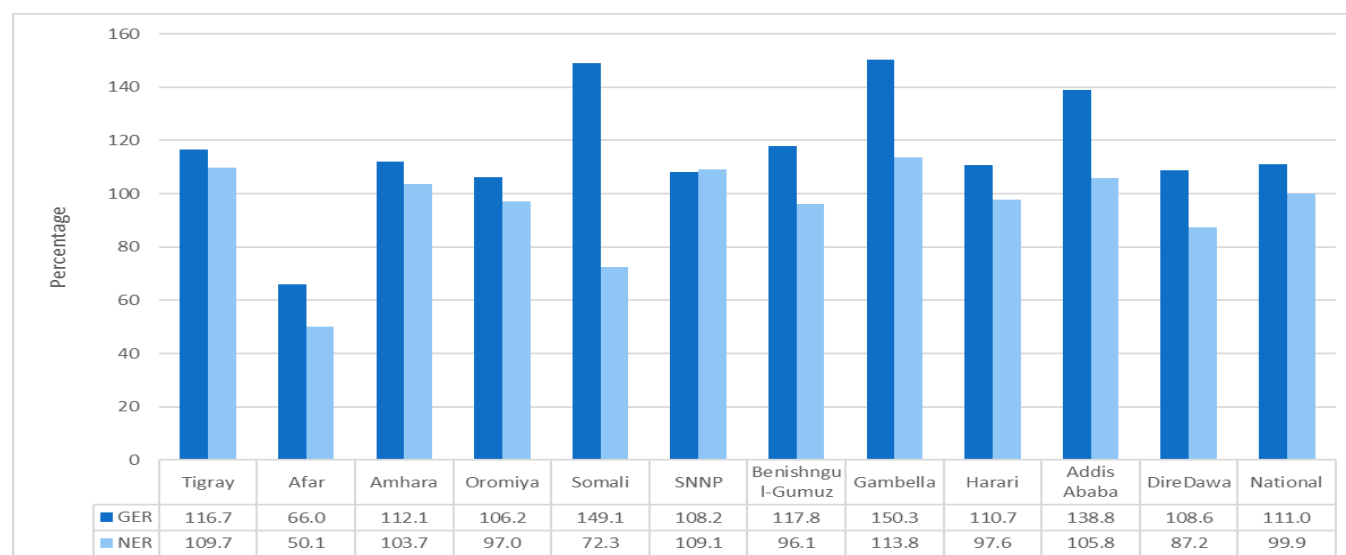
**Table 3.9 Net Enrolment Rate of Primary (including ABE) Disaggregated by Region and Sex, 2009 E.C. (2016/17)**

Region	Net enrolment			Population age 7-14			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	562,270	534,884	1,097,154	506,816	493,506	1,000,322	110.9	108.4	109.7
Afar	82,469	69,095	151,564	159,974	142,675	302,649	51.6	48.4	50.1
Amhara	2,126,980	2,038,237	4,165,217	2,028,116	1,988,689	4,016,805	104.9	102.5	103.7
Oromiya	3,918,797	3,413,081	7,331,878	3,809,212	3,751,465	7,560,677	102.9	91.0	97.0
Somali	413,233	294,252	707,485	512,464	465,897	978,361	80.6	63.2	72.3
SNNP	2,318,800	2,072,411	4,391,211	2,023,730	2,002,434	4,026,164	114.6	103.5	109.1
Benishngul-Gumuz	109,673	94,338	204,011	108,106	104,270	212,376	101.4	90.5	96.1
Gambella	47,393	40,250	87,643	40,061	36,984	77,045	118.3	108.8	113.8
Harari	22,062	18,473	40,535	21,186	20,335	41,521	104.1	90.8	97.6
Addis Ababa	185,583	207,581	393,164	183,873	187,803	371,676	100.9	110.5	105.8
DireDawa	32,994	29,426	62,420	36,207	35,368	71,575	91.1	83.2	87.2
National	9,820,254	8,812,028	18,632,282	9,429,744	9,229,426	18,659,170	104.1	95.5	99.9

**Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2009 E.C. (2016/17)**

The national NER is at 99.9% in 2009 E.C., which shows a decrease from the 2008 net enrollment rate at 100.25%. NER higher than 100% is technically impossible as it would mean having more 7 to 14 year olds enrolled in schools than there are in the country, and it highlights the issues with having an outdated population projections and children not recording their age correctly when they enter the school system. Moreover, the other reason to be mentioned is the fact that children might migrate from one region to another and enrolled in schools; while their number is not captured in the region's population size. Again there is wide regional variation with Afar and Ethiopia-Somali having a much lower NER than other regions. Gambella has the largest NER at 118.30% for males. The ESDP V target for NER by 2020 is that NER will be 98%, this has now been surpassed and ideally it should not be higher than 100% going forward. It is likely that NER will increase above 100% nationally over the coming years until a more accurate population projection is produced from the Central Statistics Agency.

The comparison of NER and GER in chart 3.11 shows that nationally there is a difference in 11.1 percentage points between the two. Ethiopia-Somali, Addis Ababa and Gambella have the largest difference between GER and NER showing that these regions have the biggest problem of children enrolling in primary grades that are too old or too young for these grades.

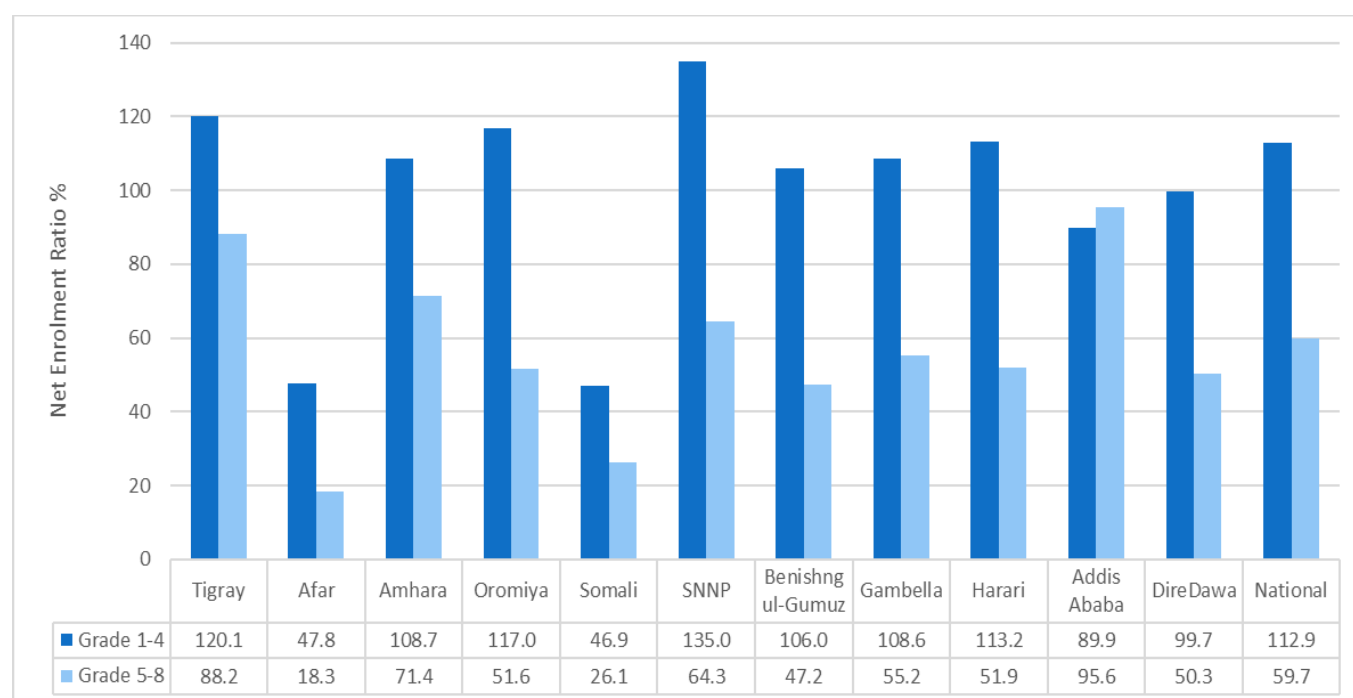
**Chart 3.11 Comparisons of GER and NER for Grade 1-8 by Region, 2009 E.C. (2016/17)**

The difference in NER between the two cycles of primary is similar to the GER and shows that the proportion of 11-14 year olds who are enrolled in the appropriate grade is low nationally. Addis Ababa has the highest rate at 96%. Afar and Ethiopia-Somali show the lowest rates at 18.3 % and 26.1% respectively. Many regions have a large gap between the first cycle and second cycle NER, this indicates that 11-14 year olds are not progressing through the education system.

**Table 3.10NER for Grades 1-4 and Grades 5-8 by Region, 2009 E.C. (2016/17)**

Region	Grade 1-4			Grade 5-8		
	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	122.8	117.3	120.1	86.3	90.1	88.2
<b>Afar</b>	49.6	45.9	47.8	18.3	18.4	18.3
<b>Amhara</b>	111.8	105.5	108.7	67.9	74.9	71.4
<b>Oromiya</b>	123.6	110.3	117.0	54.6	48.5	51.6
<b>Somali</b>	53.3	40.2	46.9	28.2	23.6	26.1
<b>SNNP</b>	140.8	129.1	135.0	68.2	60.4	64.3
<b>Benishngul-Gumuz</b>	110.7	101.2	106.0	49.9	44.4	47.2
<b>Gambella</b>	113.5	103.5	108.6	57.4	52.6	55.2
<b>Harari</b>	120.6	105.5	113.2	54.8	48.9	51.9
<b>Addis Ababa</b>	88.2	91.6	89.9	91.8	99.2	95.6
<b>DireDawa</b>	104.2	95.0	99.7	53.2	47.4	50.3
<b>National</b>	117.9	107.7	112.9	60.9	58.5	59.7

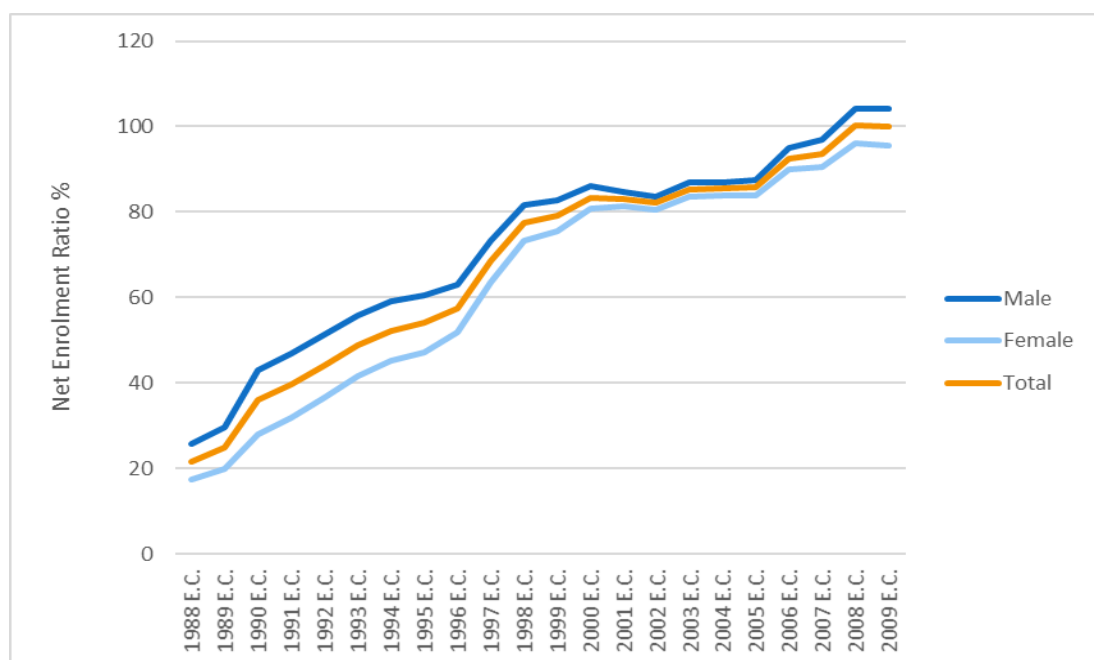
**Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8 by Region, 2009 E.C. (2016/17)**



The 20 year trend in NER shows a steady increase that in recent years has shown a steeper increase. This steeper increase could be due to the increasingly inaccurate population projections that are currently being produced by the CSA as well as a genuine increase in enrolment.

**Table3.11 NER Trend for Grade 1-8 1988 E.C. – 2009 E.C.**

Year	Total	Male	Female
1988 E.C. (1995-1996)	21.6	25.7	17.4
1989 E.C. (1996-1997)	24.9	29.5	20
1990 E.C. (1997-1998)	36	43	28
1991 E.C. (1998-1999)	39.5	46.9	31.9
1992 E.C. (1999-2000)	44	51.2	36.6
1993 E.C. (2000-2001)	48.8	55.7	41.7
1994 E.C. (2001-2002)	52.2	59	45.2
1995 E.C. (2002-2003)	54	60.6	47.2
1996 E.C. (2003-2004)	57.4	62.9	51.8
1997 E.C. (2004-2005)	68.5	73.2	63.6
1998 E.C. (2005-2006)	77.5	81.7	73.2
1999 E.C. (2006-2007)	79.1	82.6	75.5
2000 E.C. (2007-2008)	83.4	86	80.7
2001 E.C. (2008-2009)	83	84.6	81.3
2002 E.C. (2009-2010)	82.1	83.7	80.5
2003 E.C. (2010-2011)	85.3	87	83.5
2004 E.C. (2011-2012)	85.4	86.8	83.9
2005 E.C. (2012-2013)	85.7	87.5	83.9
2006 E.C. (2013-2014)	92.6	95.1	90.1
2007 E.C. (2014-2015)	93.7	96.9	90.5
2008 E.C. (2015-2016)	100.3	104.2	96.2
2009 E.C. (2016-2017)	99.9	104.1	95.5

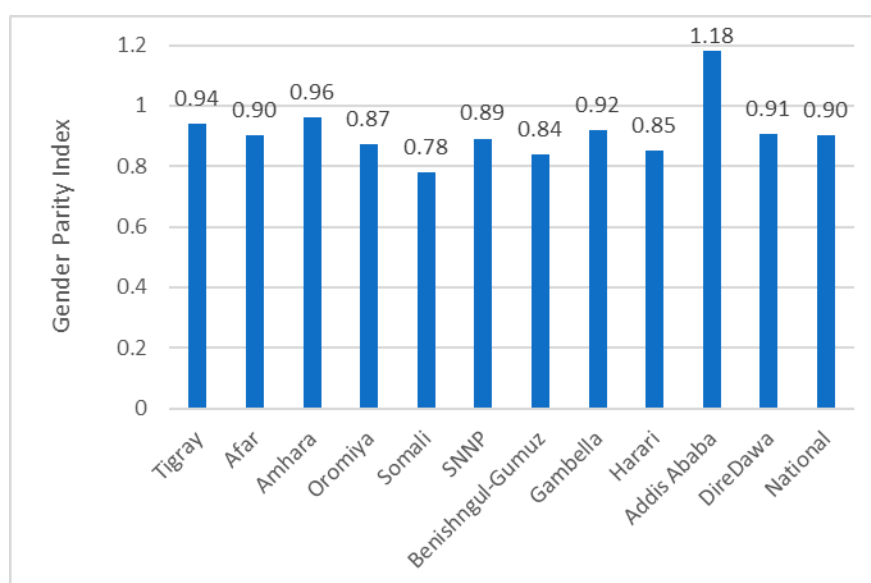
**Chart 3.13 NER Trend for Grades 1-8 1988 E.C. – 2009 E.C.**

### 3.5 Gender Parity Index

By definition, Gender Parity Index (GPI) measures the equity between girls and boys. It is ratio of female to male values of a given indicator. GPI in GER, therefore, it can be 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 equity in enrolment, the gender parity index (GPI) is 1, whereas with highest disparity it is close to 0. The following chart is presented to demonstrate the current situation (2009 E.C. 2016/17 academic year) regionally and nationally.

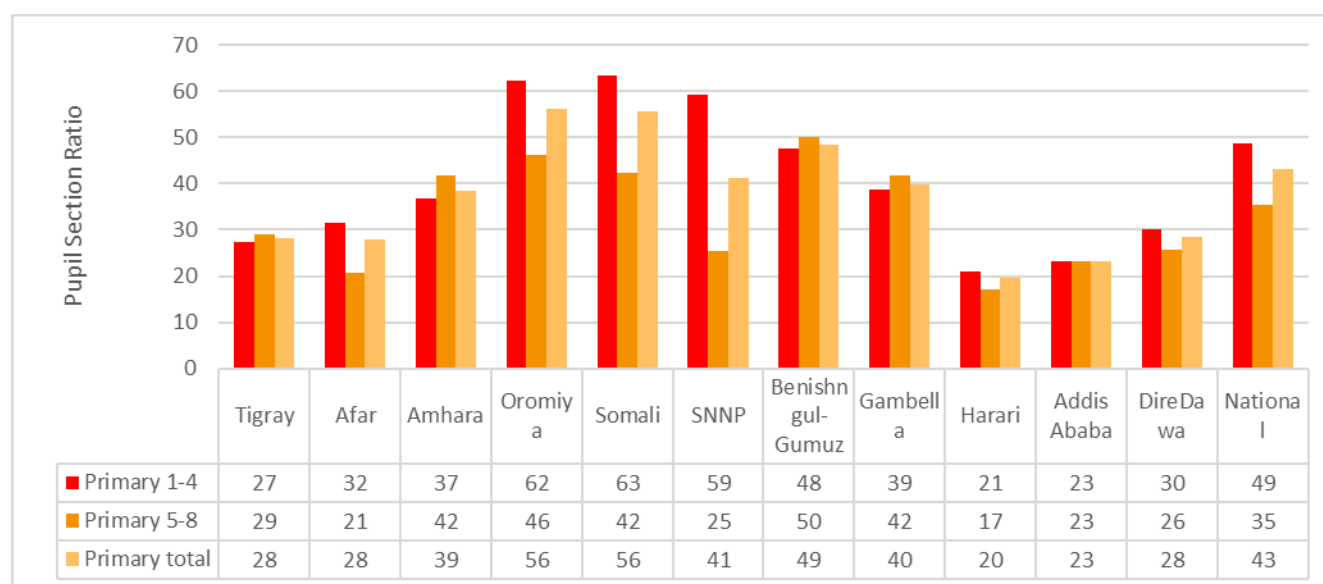
The national GPI is currently at 0.90, this means that the target for GPI for this year in the ESDP V of 0.95 has been missed. It is hoped that by the end of ESDP V GPI will have reached perfect parity and will be at 1 nationally, there is still more work needed in many regions for this to be achieved. The current figures are influenced by the high result in Addis Ababa of 1.18, which shows that more females are attending school than males. The lowest GPI is in Ethiopia-Somali at 0.78.

**Chart 3.14 Gender Parity Index, Grades 1-8, 2009 E.C. (2016/17)**



### 3.6 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. Nationally PSR is at 43 for grades 1-8 and it is higher in the first cycle compared to the second cycle. Ethiopia-Somali and SNNP have the biggest variation between cycles, and Oromia and Ethiopia-Somali have the highest pupil section ratio at 56 for primary and secondary cycles combined.

**Chart 3.15 Pupil Section Ratios in Primary Schools 2009 E.C. (2016/17)**

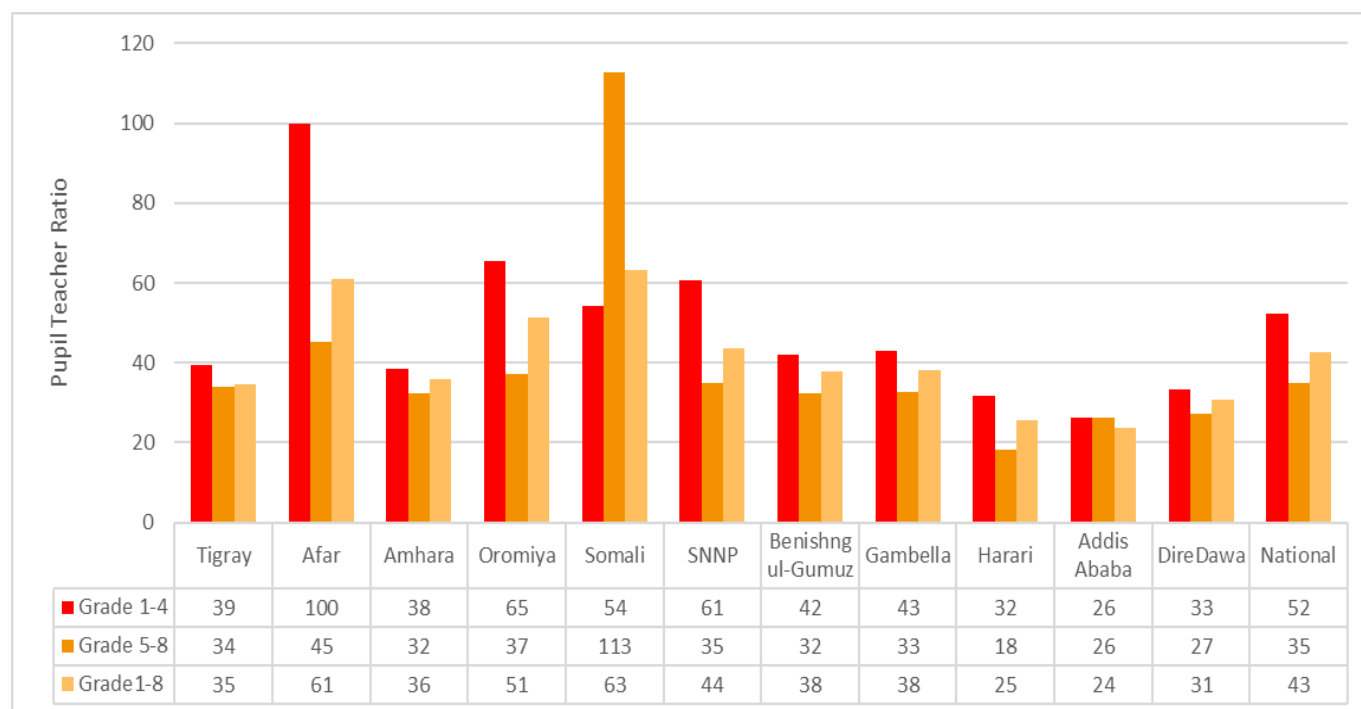
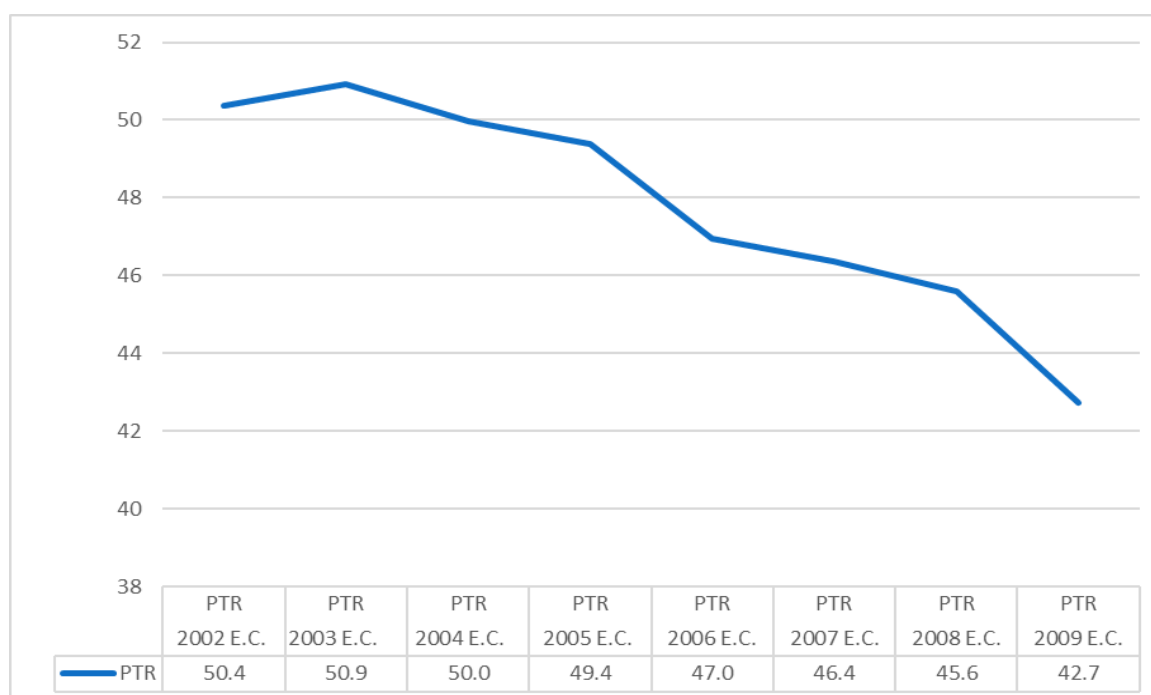
### 3.7 Pupil Teacher Ratio

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;

- 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;
- PTR is also used to measure the level of human resource input (teachers).
- 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 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.

The national PTR in 2009 E.C. is 43 for grades 1-8, with first cycle having 52 and second cycle with 35. PTR is highest in Ethiopia-Somali, followed by Afar and Oromia. With the exception of Afar, Oromia and Ethiopia-Somali, all regions succeed a primary PTR of below 50. Addis Ababa is the only region where the PTR for both cycles are the same. The trend in PTR has fallen over the last 8 years from 50.4 to 42.7.

**Chart 3.16 PTR in Primary schools, 2009 E.C. (2016/17)****Chart 3.17 Trends in PTR**

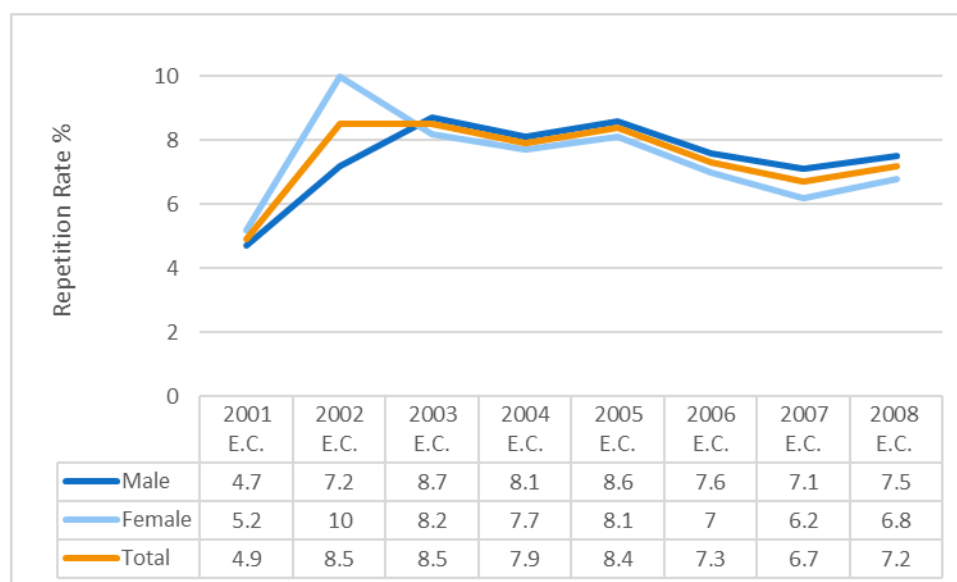
### 3.8 Repetition Rate and Dropout Rate

These rates help to understand how well the education system utilizes limited resources efficiently and in a timely manner. 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. Data concerning repeaters refer to the year before the one in which data is collected, i.e. in 2009 it is only possible to collect information about students who repeated the grade which they attended in 2008, and they are therefore “repeaters of 2008.” This explains why data concerning repetition and drop-out rate is only available until 2008.

#### 3.8.1 Repetition Rate

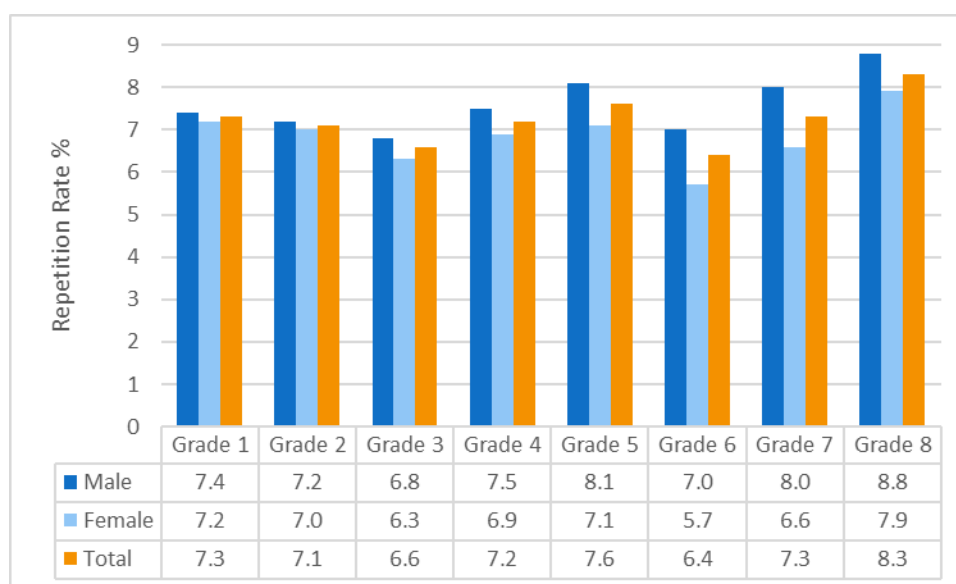
This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education system and can also be 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. The repetition rate is slightly higher in males compared to females, following the historic trend. The female repetition rate of 6.8% and the male repetition rate of 7.5% mean that the ESDP V target for 2017(6%) has not been met.

**Chart 3.18 Trends in Repetition Rates, Grades 1-8**



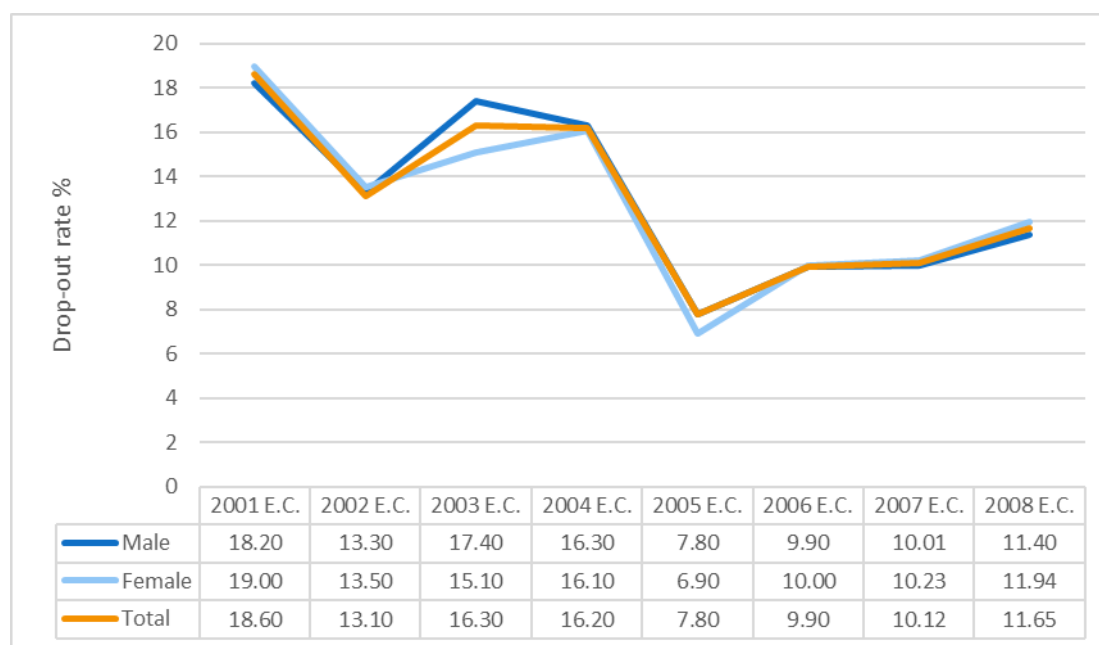
It can be seen that repetition rates are highest in grade 8, where students need to pass the grade 8 exam to successfully complete primary education. Male repetition is higher in every grade compared to females, with an increased difference between the genders in grades 5, 6 and 7 (see Chart 3.19). The repetition rates both for male and female in 2008 E.C. are greater than the previous year.



**Chart 3.19 Repetition Rates split by Grade, 2008 E.C. (2015/16)**

### 3.8.2 Dropout Rate

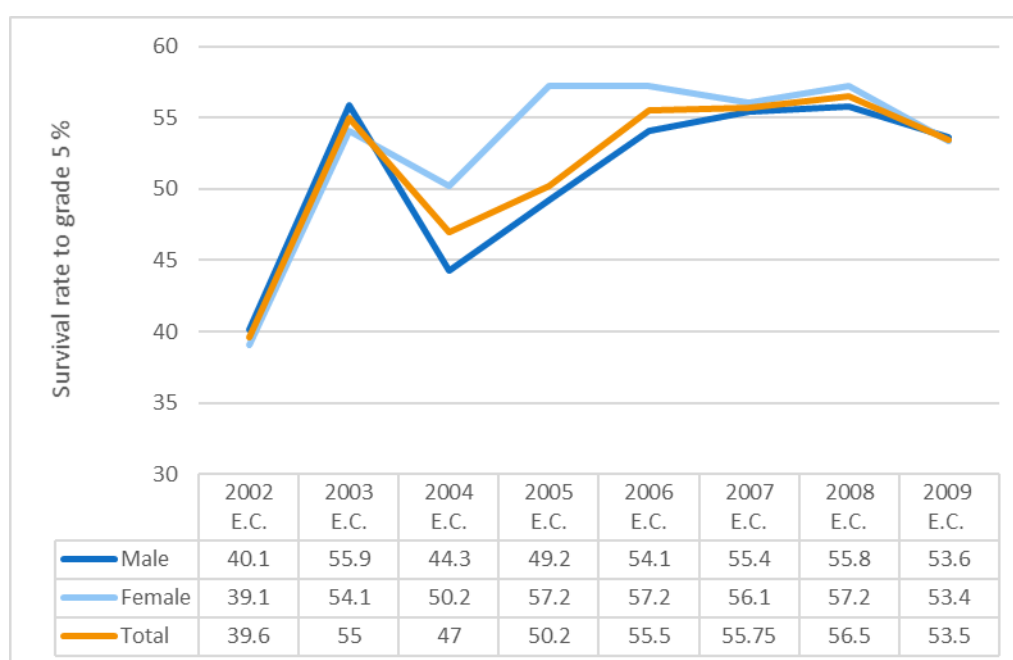
The dropout rate is a measure, typically by grade, of those who left formal schooling the previous year. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those who have been promoted to the next grade. As many countries have discovered, often students do not completely dropout, they may join education several years later, or seek out alternative education. Dropout rates have increased slightly over the last year, and grade 1-8 dropout rates are now at 11.65%. Dropout is much lower than it was 6 years ago. Dropout is highest in grade 1, at 18%. This means that many children join in grade 1 and then leave the education system within the next year. Dropout in the rest of the grades is around 9%.

**Chart 3.20 Trends in Dropout Rates by Sex, Grade 1-8, 2001 E.C. to 2008 E.C.**

### 3.9 Survival Rate to Grade 5

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. The survival rates in 2009 E.C. for females and males were 53.4 and 53.6 % respectively. The trend in survival rate shows a very slight increase in the last three years, the ESDPV target of 59 for females and 57 for males has not been reached for either gender and improvements in the retention of students need to be made.

**Chart 3.21 Trends in Survival Rate to Grade 5 by Sex**



As shown in Table 3.12 below, the survival rate to grade 5 reaches 84% in Tigray and 80% in Addis Ababa, while in Gambella, SNNPR, Oromia and Afar the survival rate is less than 50%. Afar has a particularly low survival rate at 28% for males and 30 for females.

**Table 3.12 Survival Rate to Grade 5 by Region, 2009 E.C. (2016/17)**

Region	Survival rate to grade five (%)		
	Male	Female	Total
<b>Tigray</b>	83	85	84
<b>Afar</b>	28	30	29
<b>Amhara</b>	70	77	74
<b>Oromiya</b>	47	45	46
<b>Somali</b>	58	45	52
<b>Benishangul Gumuz</b>	75	69	72
<b>SNNP</b>	46	45	46
<b>Gambella</b>	48	50	49
<b>Harari</b>	54	48	51
<b>Addis Ababa</b>	83	77	80
<b>Dire Dawa</b>	54	48	51
<b>Total</b>	54	53	53

### 3.10 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:

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

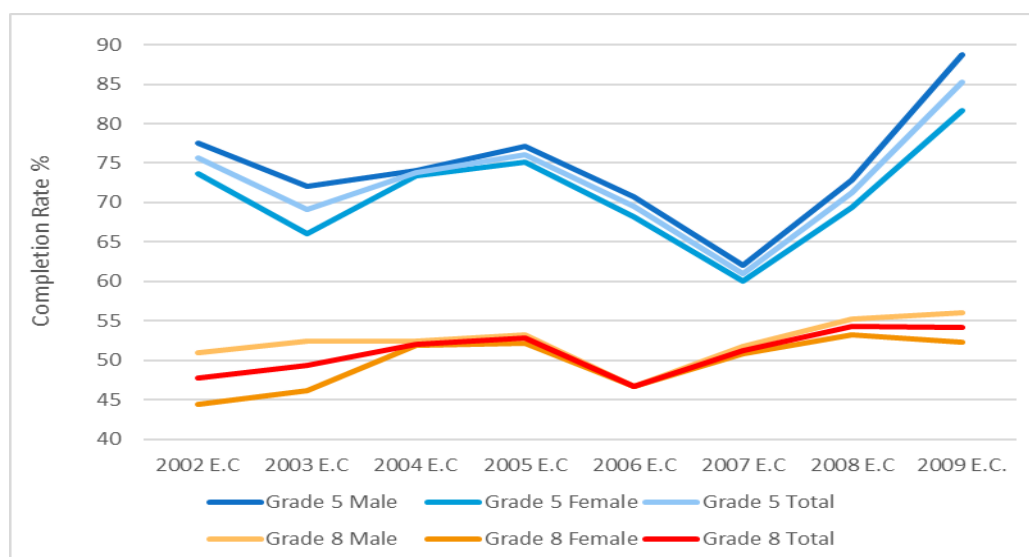
The PCR is highly dependent on the accuracy of the single age population for both points of measurement (for grade 5, age 11, and for grade 8, age 14) and the accurate measurement of repeaters in each grade. Taking into account adjustments for Ethiopian approaches to calculation of both values i.e. single age ranges and repeaters, a steady upward trend in completion rates is important.

The completion rate remains higher for Grade 5 compared to Grade 8 in 2009 E.C., the gap also appears to have widened to 31 percentage points in 2009 from 16.8 percentage points in 2008. This shows that more children are moving through grade 5, and there may be a few years lag in grade 8 completion rate responding to interventions. The ESDP V target for grade 8 completion rate for 2017 is 55%; it can be seen from the figures this year that this target has been met only for males. Compared to seven years ago, the completion rate for grade five has increased from 75.6% to 85.2% and the completion rate for grade 8 has increased from 47.8% to 54.1%.

**Table 3.13 Trends in Grade 5 and 8 Completion Rates**

Year	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
2008 E.C. (2015/16)	72.8	69.4	71.2	55.3	53.3	54.3
2009 E.C. (2016/17)	88.7	81.7	85.2	56.0	52.2	54.1

**Chart 3.22 Trends in Grade 5 and 8 Completion Rates**



**Table 3.13 Male Cohort Analysis, 2009 E.C. (2016/2017)**

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	Graduates							
	Enrolment 2008		2280865	1811342	1510474	1284935	1075067	874633	732043	651602	604,807							
	Enrolment 2009		2154797	1827013	1557680	1348996	1114674	938714	797830	696511								
	Repeaters 2009		169792	130699	102178	96535	87360	60889	58334	57035								
	Promotion Rate		0.74	0.80	0.83	0.80	0.82	0.85	0.87	0.93								
	Repetition Rate		0.07	0.07	0.07	0.08	0.08	0.07	0.08	0.09								
Drop-Out		0.18	0.12	0.10	0.13	0.10	0.08	0.05	0.00									
Number of Year in the cycle (8years)	Year E.C																	
	2008		182								182							
		1000									1000							
			74								74							
			14		92						106							
	2009	74		744							818							
			6		54						59							
			1		14		62				76							
	2010	6		109		598					712							
			0		8		40				49							
			0		1		13		62		77							
	2011	0		12		128		496			636							
				1		9		37			47							
				0		2		18		40	61							
	2012		1		18		143		396		559							
					1		11		32		44							
							3		15		27							
	2013			2		26		147		323	499							
						2		12		23	36							
								3		12		28						
2014				4		33		142		274	453							
							3		10		34							
								3		22								
2015						7		37		142	239	218						
									3		11		35					
								1		2		0	3					
2016							9		42		145	132	197					
										3		13	16					
												0	0					
2017									12		50	45	62					
										4			4					
											0		0					
										16		16	16					
											0							
				196		108		77		83		59		43		21		0
	Survival by grade		1000		804		696		619		536		477		434		412	412
					80%		70%		62%		54%		48%		43%		41%	41%

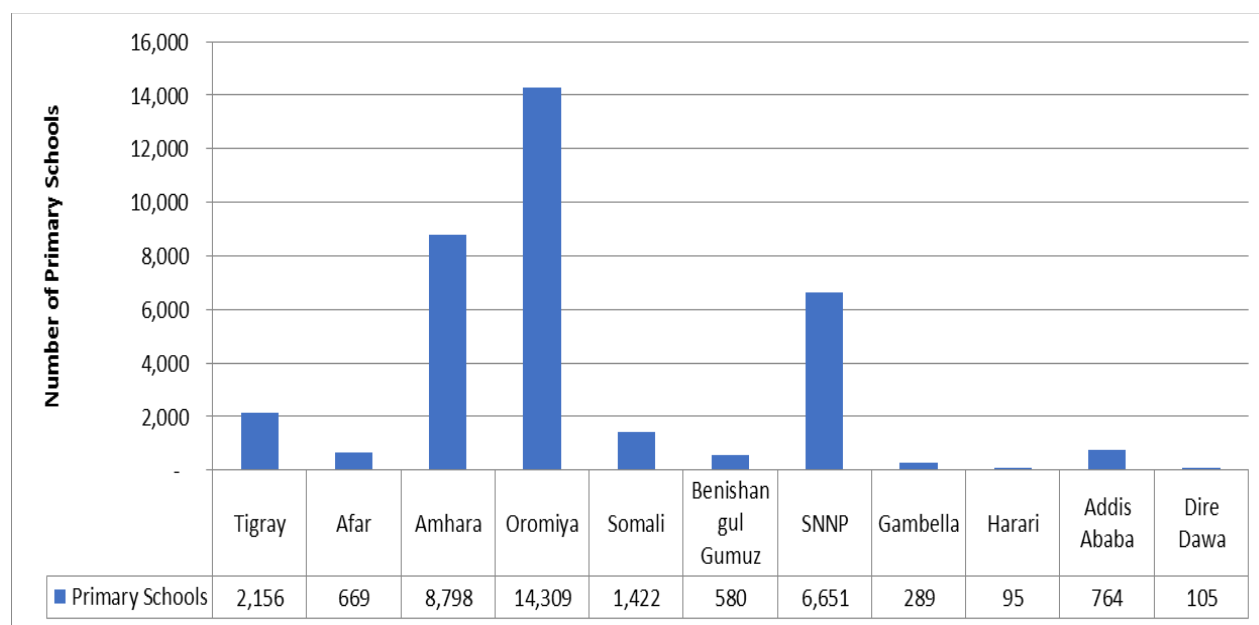
**Table 3.14 Female Cohort Analysis, 2009 E.C. (2016/2017)**

Flow rates in primary education of ethiopia (grade 1-8) Female																			
Summary information	Grades		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Graduates
	Enrolment 2008		1995846		1582031		1347764		1153861		970862		807763		677315		606948		540,015
	Enrolment 2009		1892685		1600740		1360976		1199054		994096		855481		724850		631928		
	Repeaters 2009		143644		109965		85529		79406		68478		46395		44815		47966		
	Promotion Rate		0.75		0.81		0.83		0.80		0.83		0.84		0.86		0.89		
	Repetition Rate		0.07		0.07		0.06		0.07		0.07		0.06		0.07		0.08		
Drop-Out		0.18		0.12		0.11		0.13		0.10		0.10		0.07		0.00			
Number of Year in the cycle (8years)	Year E.C																		
	2008		1000	181															181
																			1000
																			72
				13															106
	2009		72		747		93												819
			5		52														57
				1		13													78
	2010		5		106		64												713
			0		7		38												46
				0		1		13											79
	2011		0		11		123		500										635
					1		8		34										43
						0		2		18									58
	2012			1		17		137		401		39							556
							1		9		28								39
										3		13							50
	2013					2		23		138		334		34					498
									2		10		19						31
												3		14					36
	2014					4		29		134		282		20					448
											2		8		19				28
												3		9		0		13	
2015									6		32		132		243		224	412	
											2		9		19			30	
												1		3		0		3	
2016											7		35		133		122	175	
													2		10			13	
																0		0	
2017													9		41		38	50	
																3		3	
																	0	0	
																12		12	
																	0		

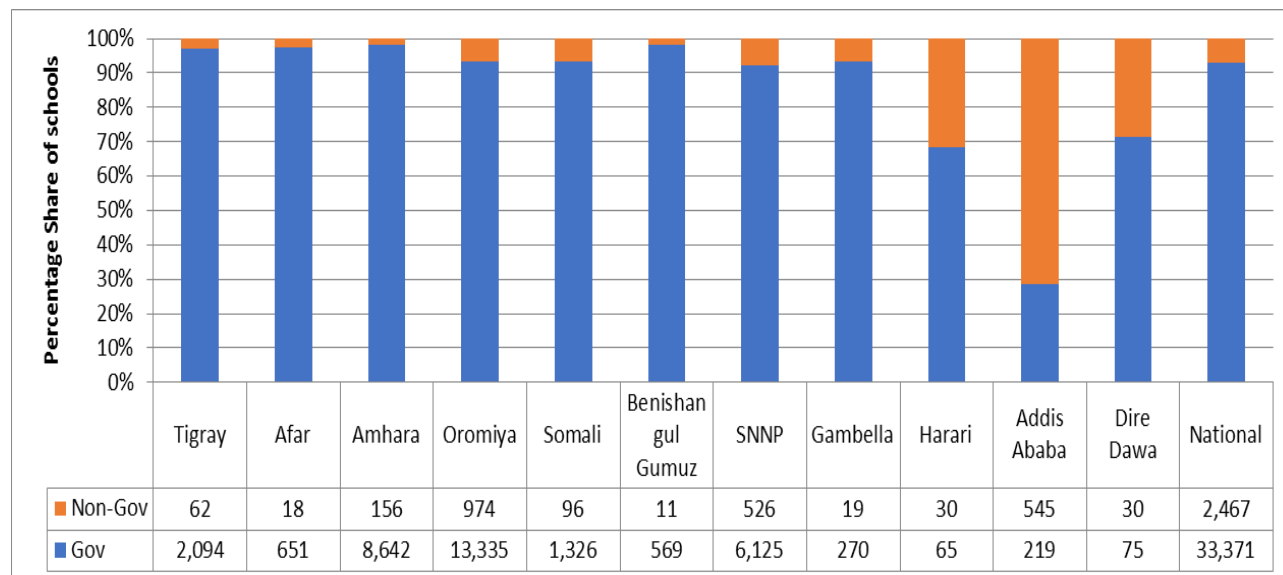
### 3.11 Number of Primary Schools and Clusters

The total number of primary schools in Ethiopia is 35,838 in 2009 E.C.; this is an increase from 34,867 reported in the 2007 E.C. This means that in one year there are around 971 primary schools were built across the country. Oromia has the largest number of primary schools at 14,309; naturally acceptable to serve the larger population accordingly. Oromia has also seen the largest increase in the number of primary schools, with 456 new schools opening in 2009 E.C. 93% of primary schools are government owned across Ethiopia. With the exception of Addis Ababa (in which non-government schools are higher in number than government ones), government shares in the number of schools is by far higher than the non-government in all regions.

**Chart 3.23 Numbers of Primary Schools by Region, 2009 E.C. (2016/17)**

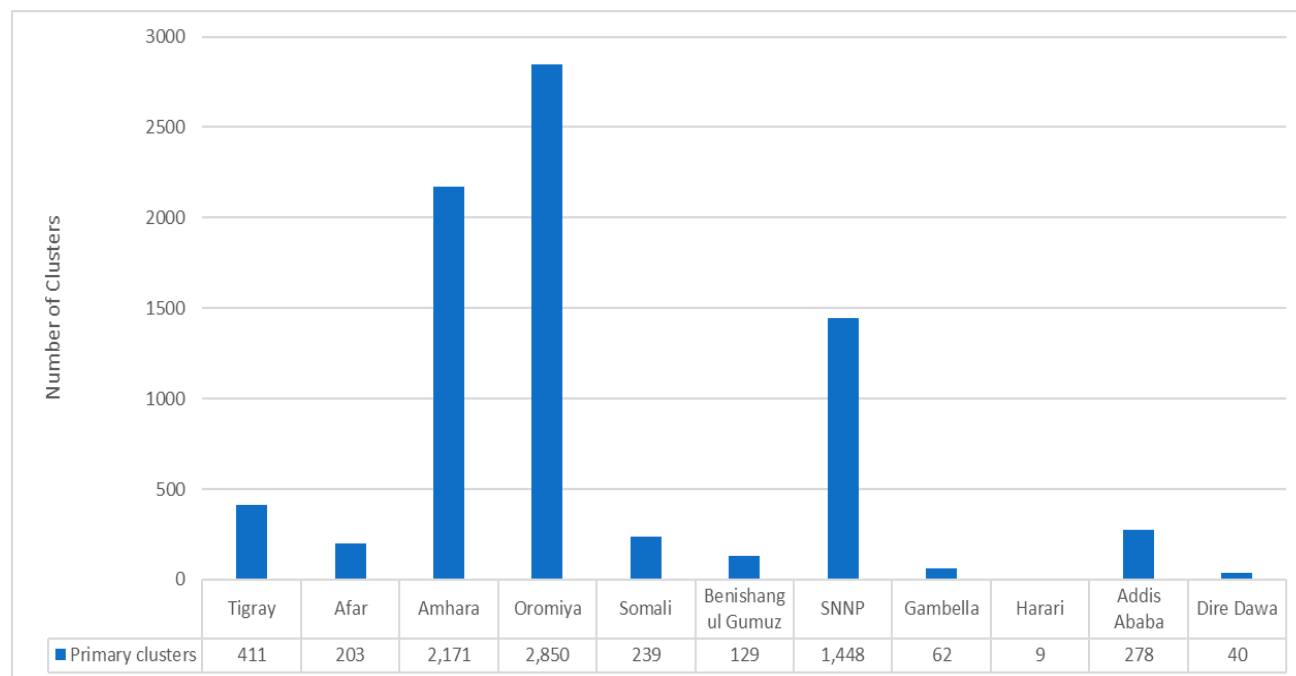


**Chart 3.24 Primary Schools Split by Ownership, 2009 E.C. (2016/17)**



It is also important to look at the number of cluster schools in Ethiopia. Cluster schools allow schools to share some facilities. Schools are usually grouped into clusters of 5 schools within one woreda. In 2009 E.C. there were 7,840 clusters in Ethiopia, the majority being in Oromia where there are 2,850 clusters.

**Chart 3.25 Number of Cluster Schools, 2009 E.C. (2016/17)**



## 3.12 Textbooks and School Facilities

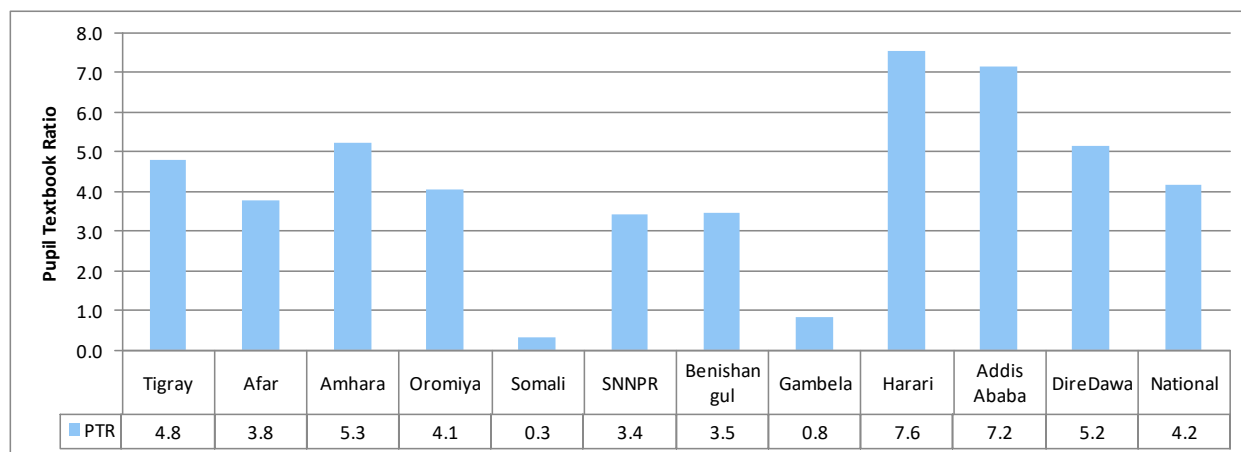
### 3.12.1 Number of Textbooks

The pupil/textbook ratio is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil/textbook ratio for primary schools is 4.2; this indicates that on average children have access to just 4 textbooks when they go to school. There is wide regional variation with Harari having the highest pupil/textbook ratio at 7.6. Ethiopia-Somali and Gambella have the lowest pupil/textbook ratio where there is less than one textbook per child.

The total number of textbooks in primary schools is over 82 million, with 36% of these textbooks being classed as language textbooks.

**Table 3.16 Numbers of Textbooks by Subject, 2009 E.C. (2016/17)**

Textbooks	Number
Arts	297,289
Civics	5,753,256
Esthetics	125,738
Geography	28,185
History	28,721
Languages	32,287,843
Mathematics	17,125,331
Music	795,762
Other	74,159
Physical ed	645,396
Science	19,290,483
Social science	5,677,073
Total	82,129,236

**Chart3.26 Pupil/Textbook Ratios, 2009 E.C. (2016/17)**

### 3.12.2 School Facility Indicators

It can be seen that nationally 11,963 primary schools have electricity available. Although there are significant differences among regions, this represents about 33% of all primary schools; however this result might be affected by the low response rate on the total number of respondents. Among schools with electricity available, 80% of them use hydropower. 67% of primary schools have radios available, 33% have tape recorders and 11% have video recorders.



**Table 3.17 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2009 E.C. (2016/17)**

Region	Availability of electricity	Hydropower	Solar	Generator	Biogas	Other electricity	Number of schools with radio available	Number of functional radios	Number of non-functional radios	Availability of tape recorders	Number of tape recorders	Availability of video recorders	Number of video recorders
Tigray	616	498	80	4	-	-	842	1,626	1,183	694	1,277	141	5,556
Afar	128	64	95	3	-	1	39	25	8	63	74	19	76
Amhara	1,565	1,382	171	25	-	5	4,238	17,288	10,922	1,527	2,715	497	1,314
Oromiya	3,633	2,823	725	76	6	10	7,485	17,740	10,149	3,443	4,263	1,176	2,859
Somali	3,633	2,823	725	76	6	10	7,485	17,740	10,149	3,443	4,263	1,176	2,859
SNNP	1,339	1,016	167	27	2	9	3,299	7,521	2,718	2,045	5,779	467	10,631
Benishangul-Gumuz	103	57	102	2	-	1	30	1,006	60	73	182	29	70
Gambella	60	46	33	34	5	8	32	23	11	37	66	30	2
Harari	73	65	12	-	-	-	20	60	46	46	95	38	374
Addis Ababa	745	723	9	1	-	-	628	2,552	557	590	1,514	502	3,252
DireDawa	68	65	13	3	-	-	41	96	66	50	111	26	26
National	11,963	9,562	2,132	251	19	44	24,139	65,677	35,869	12,011	20,339	4,101	27,019

### 3.12.3 WASH Facilities

In 2009 E.C. the WASH data shows that 40% of primary schools have access to water supply; Addis Ababa and Dire Dawa have the highest access at 94% and 80% respectively, while Afar has the lowest at 27%. However, nationally only 33% of schools reported a functional water access. The majority of schools have water from protected water sources (59%), while 17% of the schools reported to use water from unprotected sources. Gambella, Amhara, Oromia and Afar reported the highest percentages of unprotected water sources. Though 33% of schools have functional water supply nationally, only 21% of schools have enough water to meet the demand. The majority of schools have water available for 5 to 7 days per week, especially in Addis Ababa, Tigray, Benishangul-Gumuz and Amhara. Somali and SNNPR are the regions with less availability of water. In Addis Ababa, 82% of children with disability can access to water, whereas nationally only 20% of special needs children can access water. Similarly, only 22% of schools reported to secure access to water to young children.

**Table 3.18 Water Access in Primary Schools, 2009 E.C. (2016/17)**

REGION	% Schools that responded to water questions	% Schools that have water from those that responded	% Protected water sources	% Unprotected water sources	% Schools with functional water supply	% Schools with sufficient water for demand	% School with water available for 5 to 7 days/week	% School with water available for 2 to 4 days/week	% Schools with water available for less than 2 days/week	% Schools with treated water	% Schools with water accessible for special needs students	% Schools with water accessible to young children	% Schools which responded to water questions and have protected source/functional/5-7 days/meets demand
Tigray	86	44	87	11	39	24	77	11	11	25	28	26	2
Afar	96	27	74	23	26	21	59	25	16	19	20	21	8
Amhara	100	36	73	25	34	24	82	10	8	27	20	23	15
Oromiya	100	38	69	24	28	14	64	20	16	16	16	16	9
Somali	97	41	87	13	37	35	54	8	38	13	29	29	6
Benishangul-Gumuz	98	37	76	21	33	21	78	15	6	15	17	18	10
SNNP	97	39	35	10	34	20	40	27	34	27	18	21	7
Gambella	84	58	58	42	40	37	20	77	3	33	37	36	4
Harari	100	48	92	8	46	42	50	31	19	52	44	55	17
Addis Ababa	97	94	99	0	96	85	77	18	5	78	82	91	68
Dire Dawa	99	80			73	47	43	46	11	55	47	55	22
Total	98	40	59	17	33	21	63	19	18	23	20	22	11

Note: Percentages are calculated based on the number of schools that responded to the water-related part of the questionnaire.

When we look at the toilet facilities, the majority (83%) of schools in Ethiopia has toilets, and these are mostly traditional. Nationally, 37% of schools that responded to the toilet-related part of the questionnaire have improved toilets; this statistics is 90% in Addis Ababa. 34% of schools have toilets accessible to children with special needs, whereas 46% are accessible to young children. At a regional level, these percentages are lowest in Afar, where 22% of special needs students and 27% of young children has access to toilets. Nationally, 65% of schools have solid waste disposal, 61% is free from open defecation and only 20% has a sewerage system. The detail is given by the table below.

**Table 3.19 Toilet Facilities in Primary Schools, 2009 E.C. (2016/17)**

REGION	% Schools that responded to toilet, handwash and menstruation sanitation questions	% Schools that have toilet	% Schools with traditional toilets	% Schools with improved toilets	% Schools with functioning students toilets	% Schools with functioning teachers toiletst	% Schools with male and female toilets far from each other	% Schools with toilets accessible for special needs students	% Schools with toilets accessible for young children	% Schools with solid waste disposal	% Schools with sewage system	% Schools free from open defecation
Tigray	86	70	28	72	62	46	43	35	47	62	15	45
Afar	96	41	21	79	44	34	28	22	27	49	21	49
Amhara	100	80	57	43	71	68	27	29	41	73	15	60
Oromiya	100	89	67	33	82	72	43	38	51	69	14	63
Somali	97	50	45	55	48	44	22	21	23	23	17	21
Benishangul-Gumuz	98	73	30	70	75	53	39	34	42	69	23	63
SNNP	97	93	68	32	89	83	52	30	43	60	33	66
Gambella	84	24	44	56	87	88	88	89	90	91	91	89
Harari	100	77	27	73	71	66	52	37	54	57	35	35
Addis Ababa	97	89	10	90	96	96	75	71	90	60	85	92
Dire Dawa	99	90	28	72	87	66	48	28	53	79	47	73
Total	98	83	63	37	78	70	41	34	46	65	20	61

As table 3.20 shows, access to hand-wash is still limited nationally, with the exception of Addis Ababa; less than 20% of schools nationally have a functional hand-wash, 49% of schools do not have soap available and less than 10% of schools reported to have all hand-washes available to special needs students and young children.

On the other hand, almost half of primary schools have menstruation sanitation available, but only 8% have a menstruation room and 12% a menstruation pad bin. Overall, more than 80% of schools provide health and sanitation education, 75% have a WASH budget available and 19% have a WASH committee and WASH club composed by students. The three tables below describe the detail on hand-wash, menstruation sanitation and WASH sustainability.

**Table 3.20 Hand washes in primary schools, 2009 E.C. (2016/2017)**

REGION	% Schools that responded to handwash questions	% Schools with handwash	% Schools with functional handwash	% Schools with soap always available	% Schools with soap not available	% Schools with all handwash accessible for special needs students	% Schools with some handwash accessible for special needs students	% Schools with all handwash accessible for lower age children	% Schools with some handwash accessible for lower age children
Tigray	86	26	19	4	29	9	7	10	6
Afar	96	19	15	8	35	8	4	9	4
Amhara	100	15	12	2	45	6	2	8	3
Oromiya	100	14	11	3	62	6	4	7	4
Somali	97	37	28	6	0	2	10	1	9
Benishangul-Gumuz	98	42	30	9	19	8	17	7	13
SNNP	97	44	37	8	53	13	16	15	16
Gambella	84	2	1	0	0	0	0	0	0
Harari	100	54	44	9	23	24	8	27	6
Addis Ababa	97	95	92	52	22	65	20	78	9
Dire Dawa	99	49	46	13	38	21	13	32	10
Total	98	24	19	5	49	9	7	10	7

**Table 3.21 Menstruation Sanitation in Primary Schools, 2009 E.C. (2016/17)**

REGION	% Schools with menstruation sanitation available	% Schools with menstruation sanitation room	% Schools with menstruation pad bin	% Schools with other menstruation sanitation	WASH INDICATOR - percentage Water indicator, plus improved toilet and handwashing available
Tigray	28	6	8	15	8
Afar	33	4	3	19	10
Amhara	37	2	7	29	7
Oromiya	37	5	16	29	7
Somali	18	2	0	3	20
Benishangul-Gumuz	28	12	14	6	6
SNNP	93	22	12	35	5
Gambella	0	0	0	0	0
Harari	58	9	15	6	9
Addis Ababa	73	20	26	24	11
Dire Dawa	59	7	18	30	4
Total	46	8	12	27	7

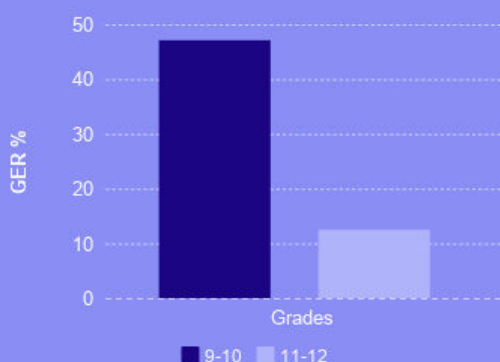
Table 3.22 WASH Sustainability, 2009 E.C. (2016/17)

REGION	% Schools giving health and sanitation education	% Schools with WASH budget available	% Schools with WASH Maintenance System	% Schools with WASH Committee	% Schools with WASH Club
Tigray	80	85	58	68	40
Afar	49	47	41	45	23
Amhara	89	91	4	3	2
Oromiya	84	72	2	1	1
Somali	50	75	48	48	53
Benishangul-Gumuz	58	48	37	53	24
SNNP	75	56	42	41	43
Gambella	-	92	100	100	-
Harari	71	50	29	57	57
Addis Ababa	91	96	82	38	41
Dire Dawa	82	92	73	43	48
Total	81	75	24	19	19

# Secondary Education

2009 E.C. 2016/17

## Gross Enrolment Ratio



GER is much lower in Grades 11-12 compared to Grades 9-10

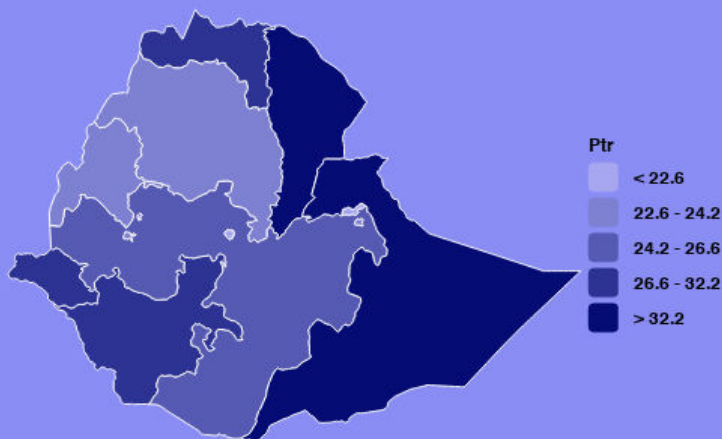
## Gender Parity Index

0.91

In Grades 9-12 there are more boys enrolled compared to females

## Grade 9-12 Pupil Teacher Ratio

DireDawa, Addis Ababa and Amhara have the lowest PTR at 21, 22 and 23 students for every 1 teacher



Ministry of Education, Ethiopia

## 4. 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. About 80% of students are enrolled in the first cycle secondary in grades 9-10.

At the end of the first cycle when students complete 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 who 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 fulfill the criteria for the preparatory level can be enrolled in colleges of teachers' education and technical and vocational education and training schools (TVET). This section presents various indicators in relation to secondary level education.

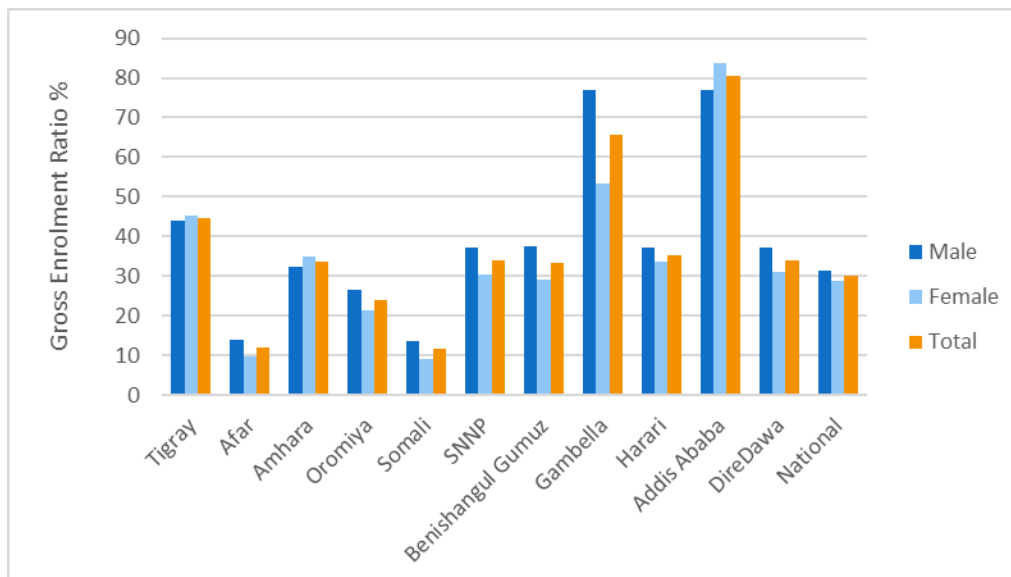
### 4.1 Secondary Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio shows the total number of children that have enrolled in grades 9-12, irrespective of their age, as a proportion of the school age population (In Ethiopia the official secondary school age population is between 15 and 18).

The national GER of secondary grades is 30.01%, this indicates that nationally there are many children who are not completing primary education and proceeding to secondary education. There are of course wide regional variations, with Addis Ababa having the highest GER at 80.6%, followed by Gambella and Tigray with 65.8% and 44.7% respectively. Nationally the GER for males is higher compared to females, however in Tigray, Amhara and Addis Ababa it can be seen that more females are attending secondary education than males. Afar and Ethiopia-Somali regions have the lowest enrolment rate in secondary education.

**Table 4.1 GER for Grades 9-12, by Region, 2009 E.C. (2016/17)**

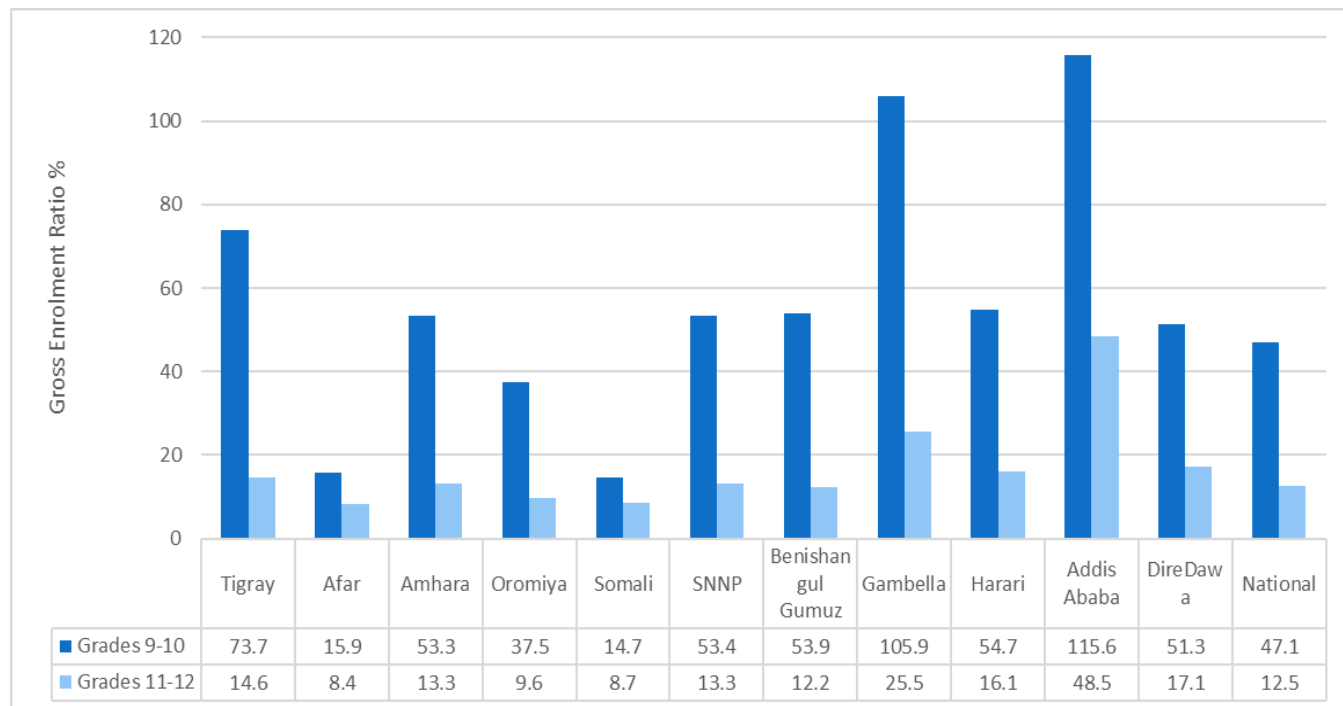
Region	Population 15-18			Gross enrollment 9-12			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	240,281	235,068	475,349	106,028	106,287	212,315	44.1	45.2	44.7
Afar	84,793	66,668	151,461	11,763	6,562	18,325	13.9	9.8	12.1
Amhara	930,842	909,042	1,839,884	301,423	317,222	618,645	32.4	34.9	33.6
Oromiya	1,697,516	1,670,378	3,367,894	449,305	358,478	807,783	26.5	21.5	24.0
Somali	252,177	196,379	448,557	34,475	17,836	52,311	13.7	9.1	11.7
SNNP	921,261	912,115	1,833,376	343,855	278,206	622,061	37.3	30.5	33.9
Benishangul Gumuz	49,121	48,028	97,150	18,375	14,081	32,456	37.4	29.3	33.4
Gambella	19,770	17,862	37,632	15,206	9,546	24,752	76.9	53.4	65.8
Harari	10,110	10,147	20,257	3,765	3,410	7,175	37.2	33.6	35.4
Addis Ababa	87,194	99,436	186,629	66,977	83,395	150,372	76.8	83.9	80.6
DireDawa	18,852	19,316	38,168	6,996	5,986	12,982	37.1	31.0	34.0
National	4,311,918	4,184,439	8,496,357	1,358,168	1,201,009	2,559,177	31.5	28.7	30.1

**Chart 4.1 GER for Grades 9-12, by Region 2009 E.C. (2016/17)**

It is also interesting to look at the split between the first cycle (grades 9-10) and second cycle (grades 11-12) enrolment. It is expected in the Ethiopian education system that after grade 10, majority of students (around 80%) will join TVET, TTIs, and other training centers; therefore it is expected that the GER would drop between the two cycles. As can be seen in the table and chart below this is reflected in the GER figures, with a national figure of 47.1% for grades 9-10 and 12.5% for grades 11-12. Splitting the data between regions also shows the high enrolments is in Addis Ababa and Gambella, where GER is over 100% for grades 9-10; this indicates that many of the students in secondary schools in these regions are not in the correct age grade and are under 15 or over 16.

**Table 4.2 GER Split by Cycle, 2009 E.C. (2016/17)**

Region	Grades 9-10			Grades 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	71.4	76.1	73.7	15.9	13.2	14.6
Afar	18.3	12.9	15.9	9.6	6.8	8.4
Amhara	50.3	56.4	53.3	13.9	12.7	13.3
Oromiya	41.3	33.6	37.5	10.7	8.6	9.6
Somali	17.3	11.4	14.7	10.2	6.8	8.7
SNNP	58.8	47.8	53.4	14.5	12.1	13.3
Benishangul Gumuz	61.2	46.4	53.9	12.7	11.7	12.2
Gambella	114.8	96.0	105.9	38.7	11.0	25.5
Harari	57.9	51.4	54.7	16.2	16.0	16.1
Addis Ababa	107.7	122.9	115.6	47.0	49.7	48.5
DireDawa	55.4	47.3	51.3	19.0	15.3	17.1
National	48.9	45.2	47.1	13.4	11.5	12.5

**Chart 4.2 Total GER Split by First and Second Cycle, 2009 E.C. (2016/17)**

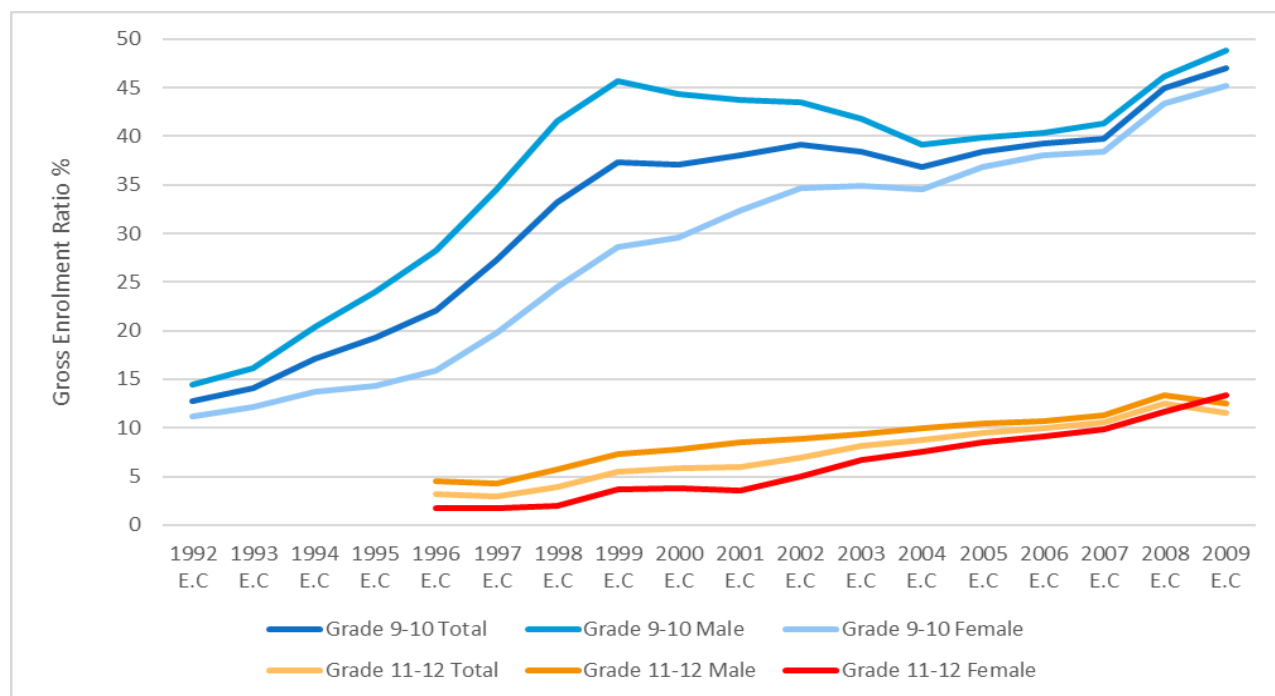
The trend for GER in secondary schools starts in 1992 E.C. and shows that there has been a large increase in enrolment in both cycles. The enrolment in grades 9-10 at 1999 E.C. shows an early peak in male enrolment which then fell with various unspecified reasons. Over the last few years, grade 9-10 trends have been observed as plateau, the latest figures indicate that there has been an increase in 2009 enrolment. The ESDP V targets in relation to grade 9-10 GER for 2009 have not been met, the target being 50% for male and 48% for females. Grade 11-12 GER also shows a slow increase since 1996 E.C.



Table 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 1992 E.C. – 2009 E.C.

Year	Grade 9-10			Grade 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
2008 E.C. (2015-2016)	45.0	46.2	43.4	12.6	13.4	11.7
2009 E.C. (2016-2017)	47.1	48.9	45.2	11.5	12.5	13.4

Chart 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 1992 E.C. – 2009 E.C.



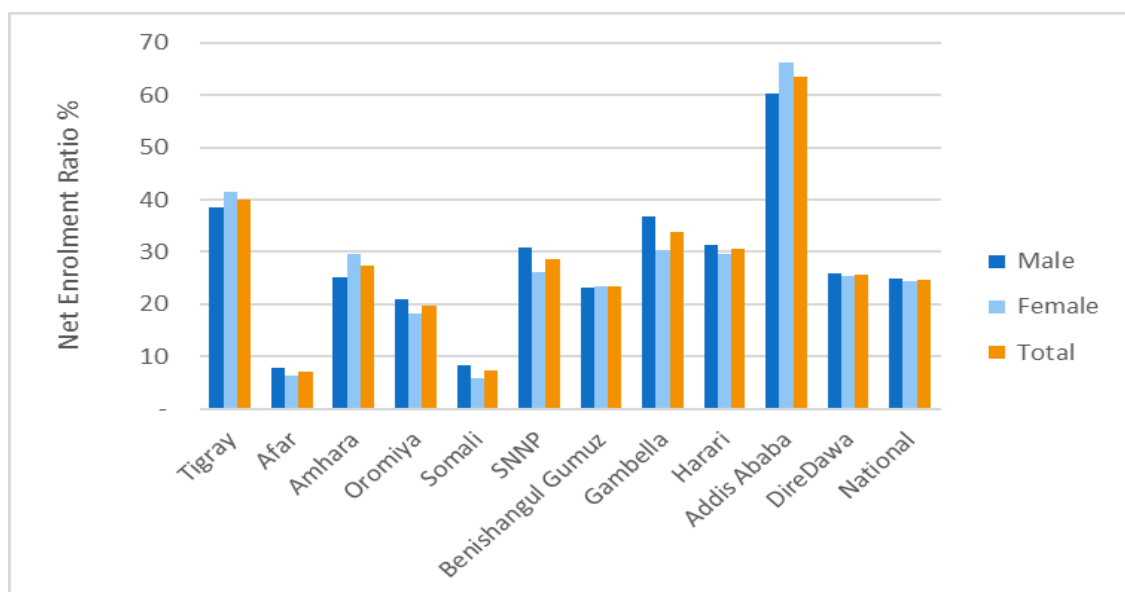
## 4.2 Secondary Net Enrolment Rate (NER)

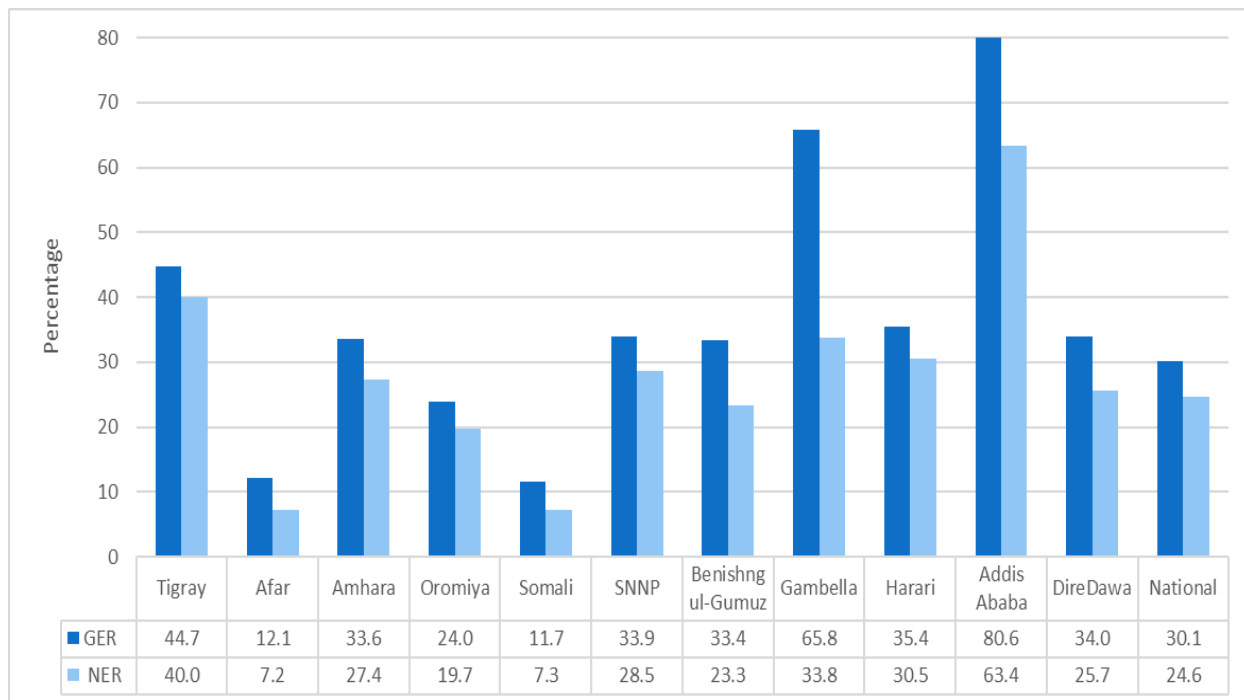
The NER is similar to the GER and calculates an enrolment ratio. It differs from GER in that it only takes those of the correct school age for those grades, i.e. it only looks at 15 to 18 years old that are enrolled in secondary education. Nationally the grade 9-12 NER is calculated to be 24.6% and there is a small difference, 0.5 percentage points, between males and females. Addis Ababa has the highest NER at 63.4%, showing that this is the region with most students enrolled in their correct grade age. Gambella has the biggest difference between its GER and NER statistic at 32 percentage points. This indicates that in this region there are many students attending secondary schools that are not in the correct age range. Nationally the gap between GER and NER is smaller compared to the primary level, indicating that if a student has enrolled in secondary level they are more likely to be of the correct age range.

**Table 4.4 NER for Grades 9-12, 2009 E.C. (2016/17)**

Region	Net enrolment			Population 15-18			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	92,765	97,417	190,182	240,281	235,068	475,349	38.6	41.4	40.0
Afar	6,705	4,203	10,908	84,793	66,668	151,461	7.9	6.3	7.2
Amhara	234,169	269,926	504,095	930,842	909,042	1,839,884	25.2	29.7	27.4
Oromiya	356,748	306,815	663,563	1,697,516	1,670,378	3,367,894	21.0	18.4	19.7
Somali	21,026	11,506	32,532	252,177	196,379	448,557	8.3	5.9	7.3
SNNP	284,321	238,959	523,280	921,261	912,115	1,833,376	30.9	26.2	28.5
Benishangul Gumuz	11,442	11,221	22,663	49,121	48,028	97,150	23.3	23.4	23.3
Gambella	7,262	5,444	12,706	19,770	17,862	37,632	36.7	30.5	33.8
Harari	3,170	3,013	6,183	10,110	10,147	20,257	31.4	29.7	30.5
Addis Ababa	52,520	65,769	118,289	87,194	99,436	186,629	60.2	66.1	63.4
DireDawa	4,907	4,897	9,804	18,852	19,316	38,168	26.0	25.4	25.7
National	1,075,035	1,019,170	2,094,205	4,311,918	4,184,439	8,496,357	24.9	24.4	24.6

**Chart 4.4 NER for Grades 9-12, 2009 E.C. (2016/17)**

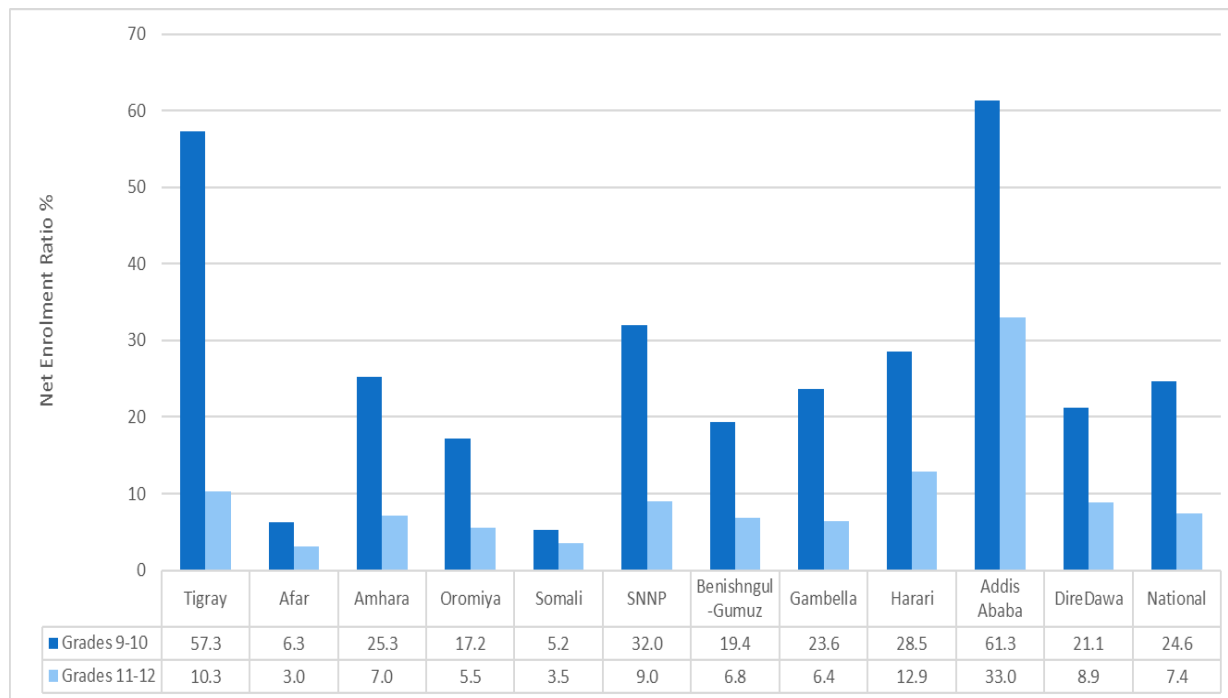


**Chart 4.5 Comparisons between GER and NER for Grades 9-12 by Region, 2009 E.C. (2016/17)**

Again the split between grades 9-10 and 11-12 shows the expected decrease between the two cycles. The ESDP V target for NER at grades 9-10 is 28 for both male and female, but this target could not be met. However, the target has been succeeded in Addis Ababa, Harari, SNNPR and Tigray. On the other hand, Tigray has the biggest difference in NER between grades 9-10 and grades 11-12 indicating that many students have left the education system after grade 10, possibly to attend TVET courses.

**Table 4.5 Comparison of NER in Grades 9-10 and 11-12 by Region, 2009 E.C. (2016/17)**

Region	Grades 9-10			Grades 11-12		
	Male	Female	Total	Male	Female	Total
<b>Tigray</b>	53.1	61.5	57.3	11.0	9.7	10.3
<b>Afar</b>	6.8	5.7	6.3	3.3	2.7	3.0
<b>Amhara</b>	21.9	28.7	25.3	7.0	7.1	7.0
<b>Oromiya</b>	17.7	16.7	17.2	5.8	5.3	5.5
<b>Somali</b>	5.9	4.4	5.2	4.0	2.8	3.5
<b>SNNP</b>	34.2	29.7	32.0	9.6	8.4	9.0
<b>Benishngul-Gumuz</b>	17.7	21.1	19.4	5.9	7.6	6.8
<b>Gambella</b>	25.7	21.3	23.6	8.4	4.3	6.4
<b>Harari</b>	28.3	28.7	28.5	12.4	13.4	12.9
<b>Addis Ababa</b>	57.2	65.2	61.3	31.8	33.9	33.0
<b>DireDawa</b>	19.7	22.6	21.1	9.1	8.6	8.9
<b>National</b>	24.1	25.1	24.6	7.6	7.2	7.4

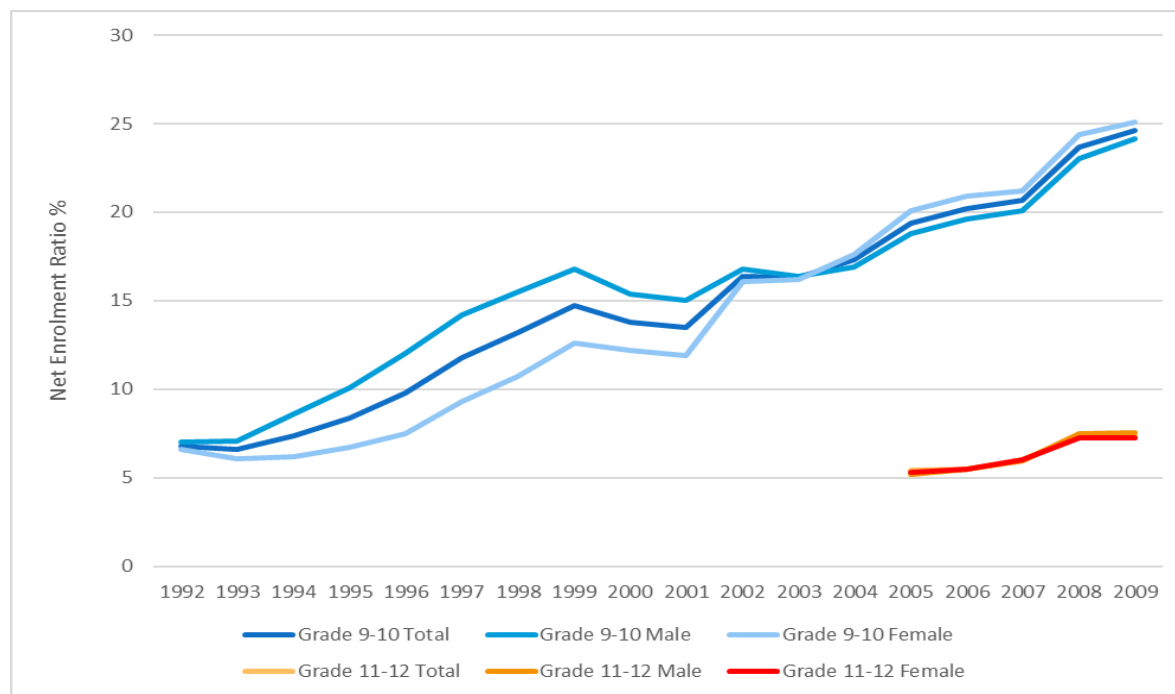
**Chart 4.6 Comparison of NER in Grades 9-10 and Grades 11-12 by Region, 2009 E.C. (2016/17)**

The trend for NER is shown since 1992 E.C. for grades 9-10 and from 2005 E.C. for grades 11-12. The grade 9-10 NER trend shows a switch between male and female in 2004, this is the year in which female NER became higher than male NER and it has remained higher ever since. These are the years in which females have a higher NER than males. The trend for grade 11-12 is limited by its time period, but it can be seen there is a small increase over the last 4 years.

Table 4.6 Trends in NER, 1992 E.C. - 2009 E.C.

Year	Grade 9-10			Grade 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	6.0	6.0	6.0
2008 E.C. (2015-2016)	23.7	23.0	24.4	7.4	7.5	7.3
2009 E.C. (2016-2017)	24.6	24.1	25.1	7.4	7.6	7.2

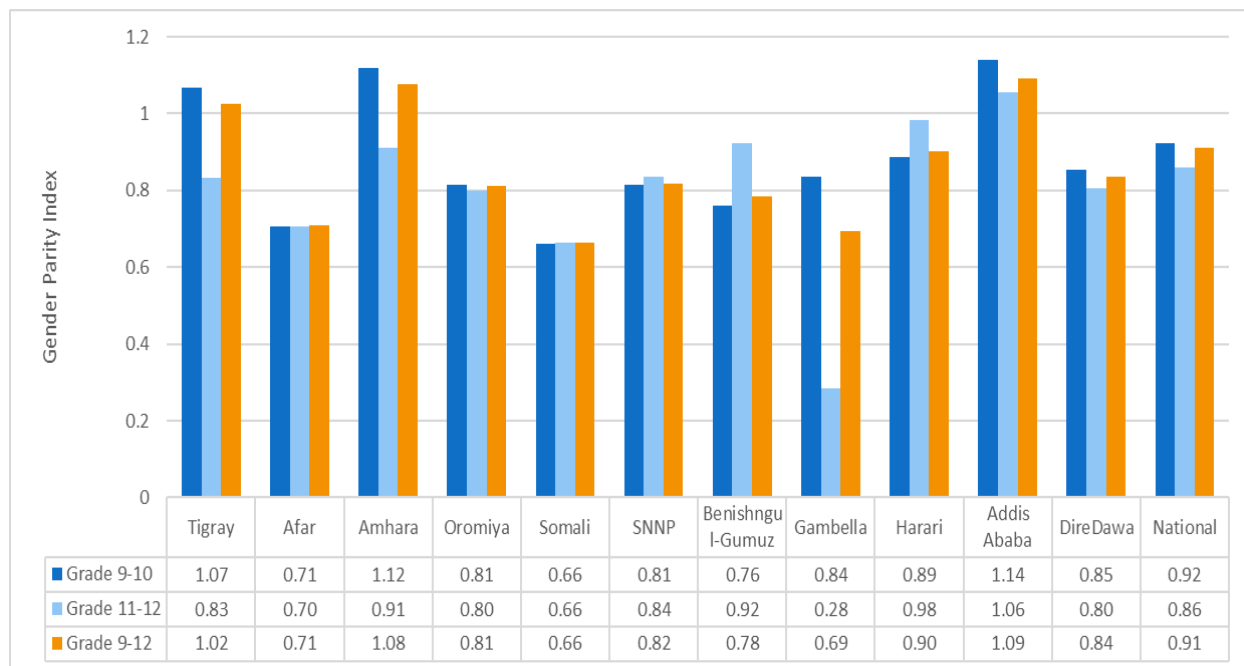
Chart 4.7 Trends in NER for 1992 E.C. -2009 E.C.



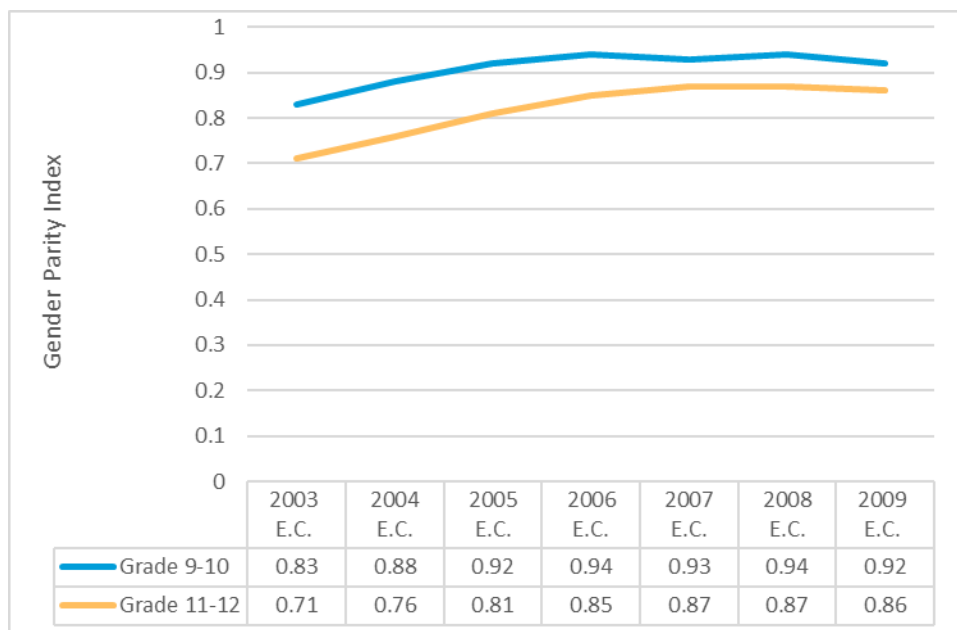
### 4.3 Gender Parity Index

The GPI for grades 9-12 has not met the ESDP 2009 target of 0.94 in all regions and at national level too. Tigray, Amhara and Addis Ababa have a GPI higher than 0.94. Equity is higher in grades 9-10 compared to grades 11-12. Gambella has the biggest difference in GPI between the two cycles, dropping to 0.28 for grades 11-12, this shows that many females are leaving secondary school after grade 10 in this region. GPI is higher for grades 11-12 in Addis Ababa, followed by Harari and Benishangul Gumuz showing that more females in this region continue onto second cycle secondary grades compared to males than other regions.

**Chart 4.8 GPI for Secondary Schools by Region, 2009 E.C. (2016/17)**



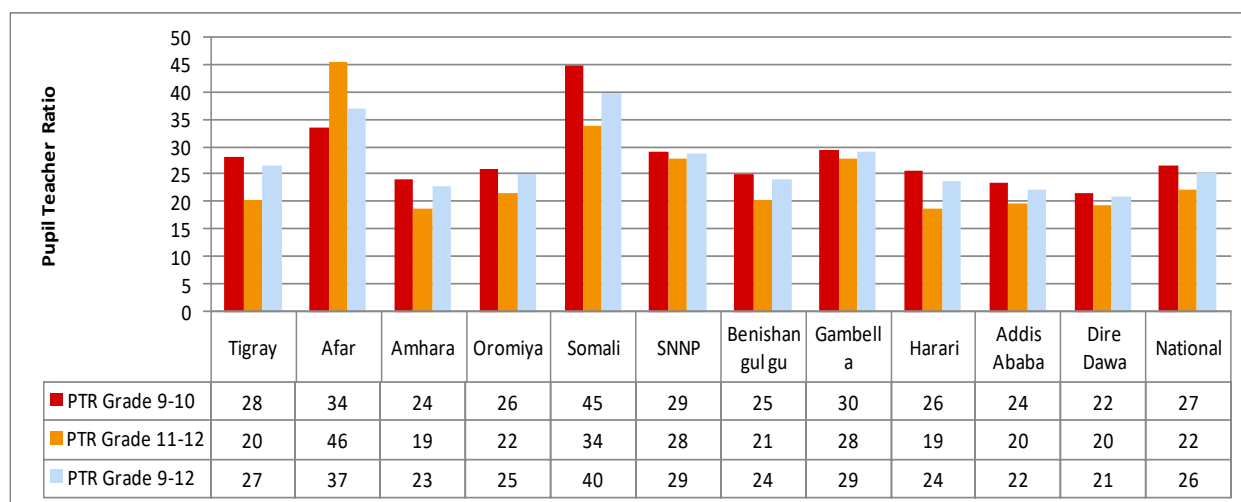
By the end of ESDPV it is hoped that the GPI will be 1 and there will be equal enrolment shares, with respect to school age population, between both males and females. From the trend over the last 7 years it can be seen that GPI in grades 9-10 has been flat and has not increased by a substantial amount since 2005. GPI for grades 11-12 has increased more over the time period but also looks like starting to plateau over the last few years.

**Chart 4.9 Trends in GPI, 2002 E.C.-2009 E.C.**

#### 4.4 Pupil Teacher Ratio

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 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.

The PTR in secondary grades is 26 in 2009; the PTR in first cycle of secondary is higher compared to the PTR in second cycle, with the exception of Afar. In Ethiopia-Somali, PTR is disproportionally higher.

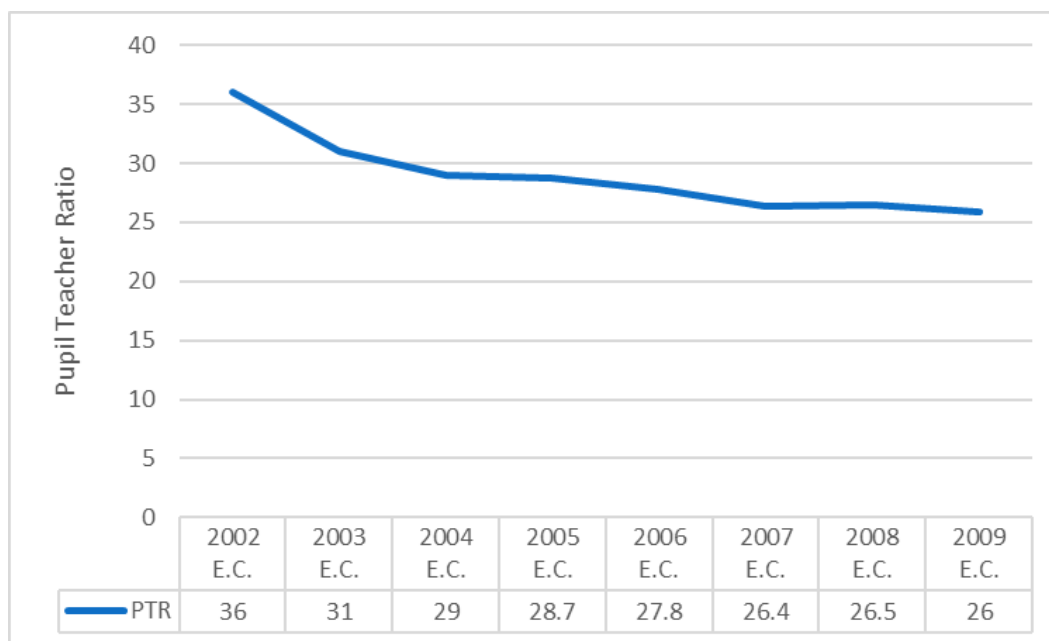
**Chart 4.10 PTR by Region, 2009 E.C. (2016/17)**

The trend in PTR shows that it has been decreasing since 2002 E.C. The decrease was largest between 2002 E.C. and 2004 E.C. and since then the change has been slower.

**Table 4.7 Trends in PTR by Region, 2009 E.C. (2016/17)**

Region	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.	2008 E.C.	2009 E.C.
	(2009/10)	(2010/11)	(2011/12)	(2012/13)	(2013/14)	(2014/15)	(2015/16)	(2016/17)
Tigray	41	33	34	31.3	32.5	29.6	29.8	27
Afar	32	0	26	19.8	20.7	50.8	69.6	37
Amhara	36	29	27	27.8	26.5	23.1	24.6	23
Oromiya	39	33	31	29.9	27.4	25.8	25.7	25
Somali	34	21	34	47.4	42.7	44.0	52.3	484
Benishangul Gumuz	31	26	29	19.9	23.8	28.4	24.2	24
SNNP	42	35	34	30.2	31.4	22.9	29.8	29
Gambella	24	23	30	25.6	29.4	30.4	32.9	29
Harari	26	24	23	26.3	21.3	17.8	18.4	24
Addis Ababa	22	26	20	21.5	21.1	20.2	20.0	22
Dire Dawa	24	22	21	18.9	18.1	20.5	23.7	21
National	36	31	29	28.7	27.8	26.4	26.5	26

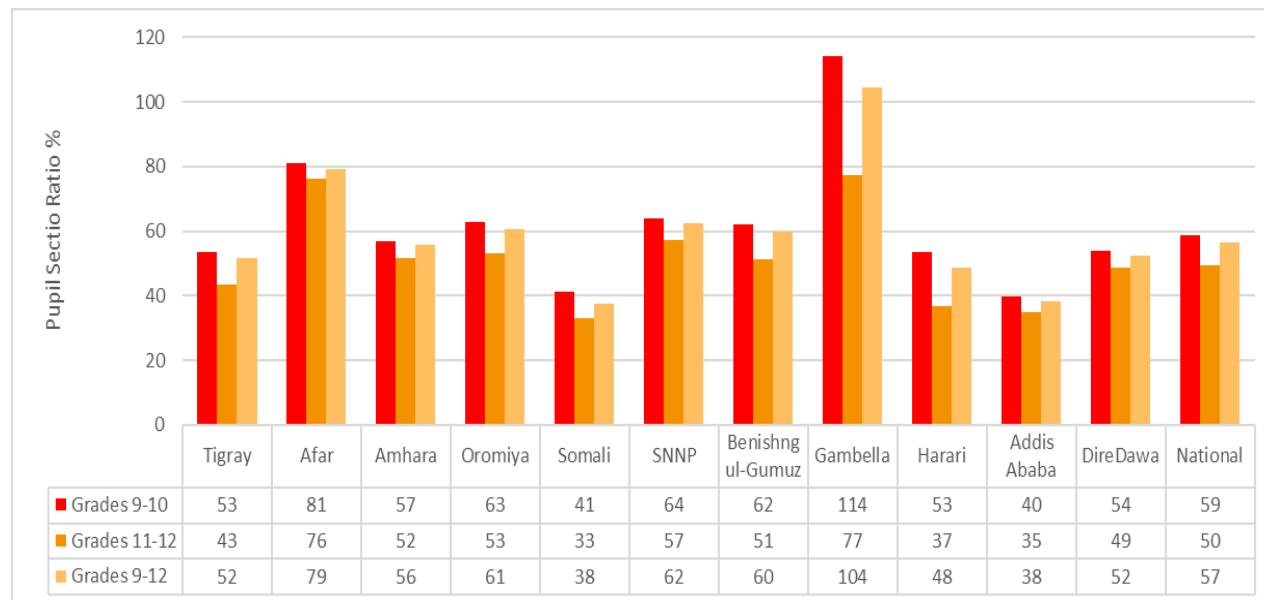
**Chart 4.11 National PTR Trend**



## 4.5 Pupil Section Ratio

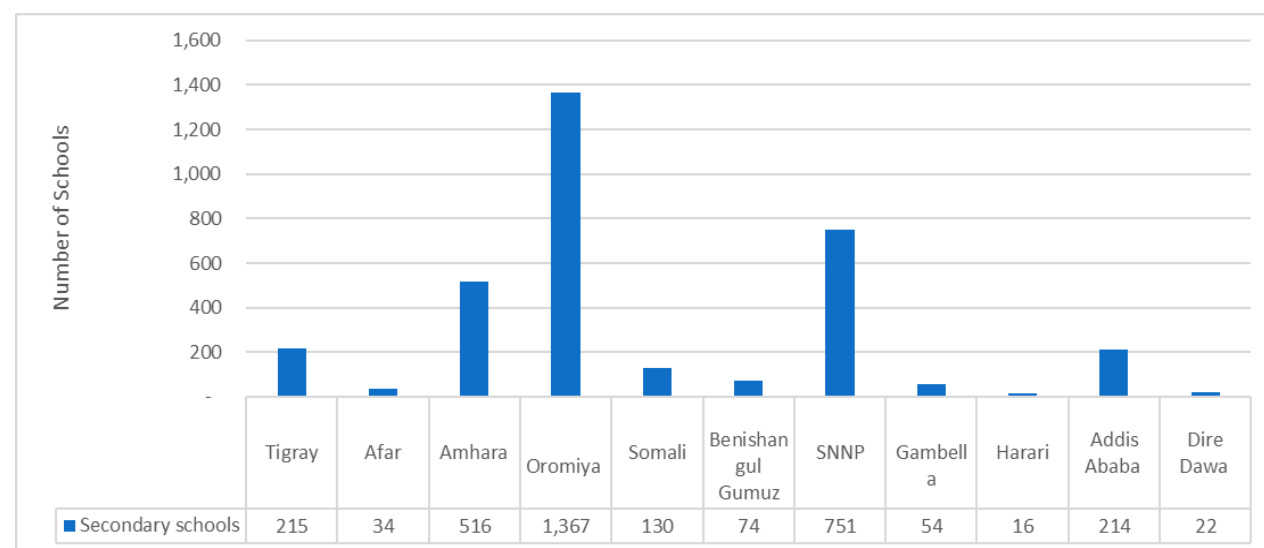
Nationally PSR is at 57 for grades 9-12 and it is higher in the first cycle compared to the second cycle. Gambella has the biggest variation between cycles, with 114 in the first cycle compared to 77 in the second cycle. This indicates that children in this region are in overcrowded classrooms compared to children in other regions. PSR is lowest in Addis Ababa indicating that students in this region have better access to classroom facilities and are in a better conducive learning environment.

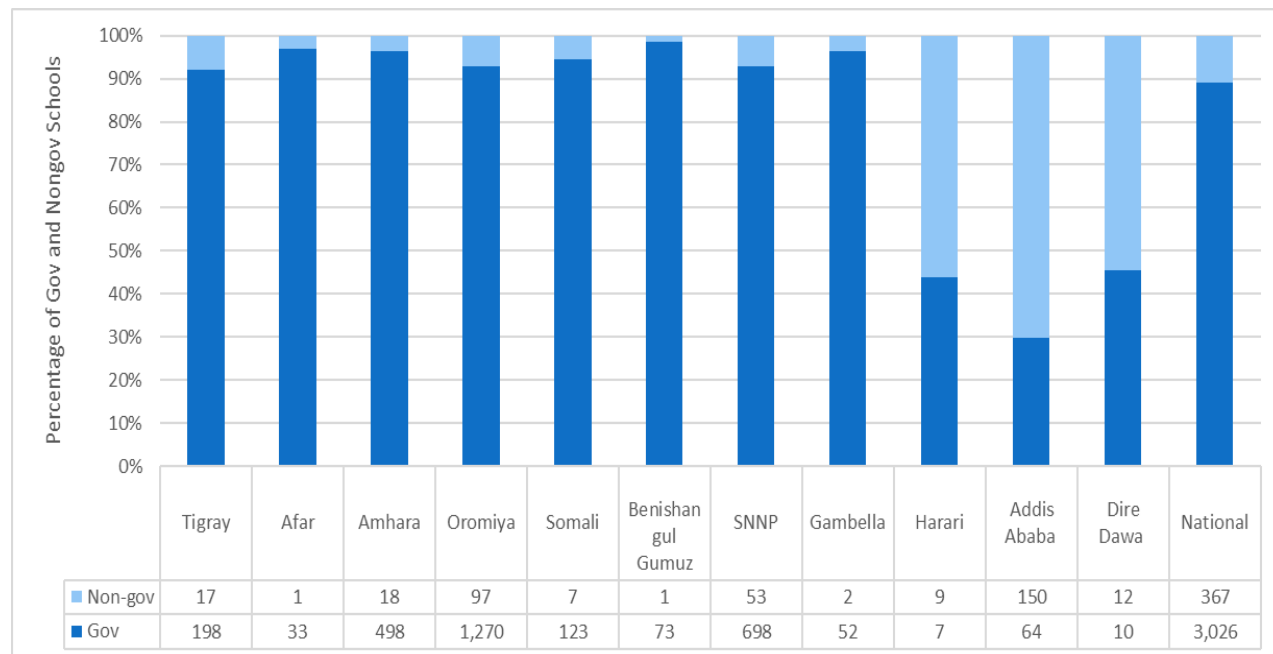


**Chart 4.12 Pupil Section Ratios by Region, 2009 E.C. (2016/17)**

## 4.6 Number of Schools

Nationally there are 3,393 secondary schools, with over 40% found in Oromia. This is an increase of 237 schools nationally from 2008 E.C. Most new primary schools were opened in Oromia and Ethiopia-Somali region, while most secondary schools are opened in Amhara and Oromia. 89% of schools nationally are government owned schools, however in Addis Ababa, Harari and Dire Dawa number of non-government schools are higher than government ones as can be seen from chart 4.14.

**Chart 4.13 Numbers of Secondary Schools by Region, 2009 E.C. (2016/17)**

**Chart 4.14 Numbers of Secondary Schools by Region and Ownership, 2009 E.C. (2016/17)**

## 4.7 Textbooks and School Facilities

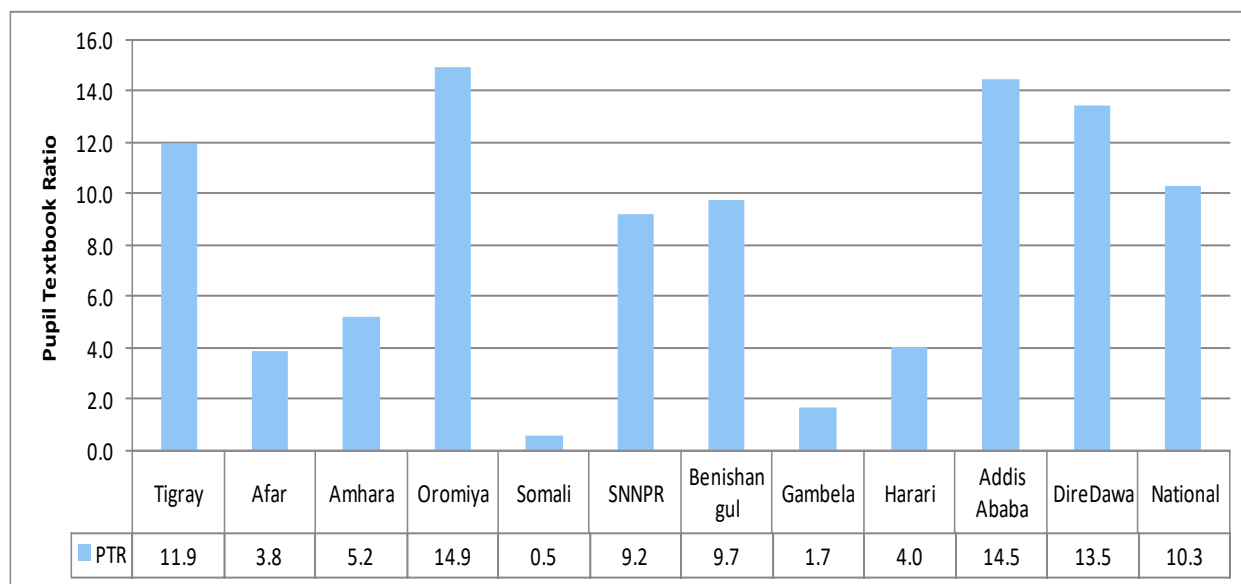
### 4.7.1 Number of Textbooks

The pupil/textbook ratio is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil/textbook ratio for secondary schools is 10.3; a decrease since 2008, when it was at 11.8. This indicates that on average children have access to about 10 textbooks when they go to school. There is wide regional variation with Oromia having the highest pupil/textbook ratio at 14.9. Ethiopia-Somali and Gambella have the lowest pupil/textbook ratio where there is less than one textbook per student.

The total number of textbooks in secondary schools is 30.5 million.

**Table 4.8 Numbers of Textbooks by Subject, 2009 E.C. (2016/17)**

Textbooks	Number
Technical drawing	447,694
Civics	2,535,713
Computer science/IT	2,719,256
Ethiopian economy	65,988
General Business	251,670
General Economics	207,249
Geography	2,058,362
History	2,133,116
Languages	6,577,982
Mathematics	3,119,018
Sciences	8,855,079
Physical education	1,500,318
Other	53,045
Total	30,524,490

**Chart4.15 Pupil/Textbook Ratios by Region, 2009 E.C. (2016/17)**

#### 4.7.2 School Facility Indicators

It can be seen that nationally 68% of secondary schools have electricity available, mostly hydropower; this is highly dependent on the region. The city administrations of Addis Ababa and Harari have higher proportions of schools with electricity. About 75% of schools have computers available, but only 19% have an internet lab. Secondary schools in Addis Ababa are the most connected to the internet (67%). These numbers might be affected by the low response rate in school facilities questions, especially in some regions.

**Table 4.9 School Facility Indicators on Electricity and Multimedia Teaching, 2009 E.C. (2016/17)**

Region	Availability of electricity	Hydropower	Solar	Generator	Biogas	Other electricity
Tigray	157	138	2	3	-	-
Afar	14	12	1	-	-	-
Amhara	330	305	7	24	-	1
Oromiya	1,044	912	10	122	1	1
Somali	65	9	3	-	1	-
SNNP	431	270	22	32	2	1
Benishangul-Gumuz	35	23	6	6	5	-
Gambella	15	10	3	1	1	2
Harari	15	15	-	-	-	-
Addis Ababa	201	190	4	-	-	-
DireDawa	16	12	-	1	-	-
National	2,323	1,896	58	189	10	5

Region	Number of functional plasma screens	Availability of (VSAT) Satellite Dish	Number of functional (VSAT) Satellite Dish	Availability of computers	Number of functional computers	Computers used for administration	Computers used for teaching	Availability of internet lab	Number of computers in internet lab	Availability of video recorders	Number of video recorders
Tigray	1,017	96	42	145	3,522	367	3,356	32	897	5	13
Afar	41	8	1	11	219	39	125	5	5	7	5
Amhara	8,610	297	195	458	14,644	6,728	16,808	170	13,612	100	377
Oromiya	7,249	611	403	1,094	19,776	28,716	24,188	182	20,673	220	878
Somali	91	50	27	46	208	24	175	22	1	23	-
SNNP	3,021	226	150	439	9,799	5,197	10,917	70	2,091	29	48
Benishangul-Gumuz	6,438	32	10	44	339	2,331	1,038	10	782	9	56
Gambella	23	6	7	14	41	21	77	6	39	2	-
Harari	81	8	5	15	403	200	271	8	199	7	6
Addis Ababa	2,075	118	46	197	13,432	7,088	8,392	143	13,261	88	172
DireDawa	105	9	3	14	243	1,808	982	6	813	6	14
National	28,751	1,461	889	2,477	62,626	52,519	66,329	654	52,373	496	1,569

### 4.7.3 WASH Facilities

Nationally, 63% of the schools that responded to water-related questions reported to have water, the majority (92%) having a protected source of water, whereas 36% of schools have enough water to meet water demand, and more schools have water available 5 to 7 days per week than 2 to 4 or less than 2 days. 39% of schools reported to secure access to water to special needs students; in Gambella and Addis Ababa this percentage raises to 76%.

In general, 22% of schools meet the water indicator, having a protected and functional source of water with availability for 5 to 7 days per week.

**Table 4.10 Water Access in Secondary Schools, 2009 E.C. (2016/17)**

REGION	% Schools that responded to water questions	% Schools that have water from those that responded	% Protected water sources	% Unprotected water sources	% Schools with functional water supply	% Schools with sufficient water for demand	% School with water available for 5 to 7 days/week	% School with water available for 2 to 4 days/week	% Schools with water available for less than 2 days/week	% Schools with treated water	% Schools with water accessible for special needs students	% Schools which responded to water questions and have protected source/functional/5-7 days/meets demand
Tigray	84	71	100	0	62	37	39	13	6	44	42	3
Afar	18	83	100	0	50	50	33	0	17	50	33	0
Amhara	100	68	92	8	64	38	48	9	7	53	43	27
Oromiya	99	59	92	8	55	29	36	13	8	27	35	20
Somali	92	50	88	12	54	45	10	3	11	49	37	5
Benishangul-Gumuz	97	44	77	23	35	15	25	7	3	18	22	75
SNNP	97	59	91	9	54	33	29	23	14	0	33	11
Gambella	78	90	95	5	83	86	19	57	0	79	76	14
Harari	100	81	93	7	88	44	31	44	13	38	38	19
Addis Ababa	96	99	96	4	97	80	76	16	5	68	76	64
Dire Dawa	100	91	100	0	86	55	55	27	5	36	50	45
Total	96	63	92	8	59	36	38	15	9	30	39	22

*Note: Percentages are calculated based on the number of schools that responded to the water-related part of the questionnaire.*

Toilets can be found in 90% of secondary schools in Ethiopia, with the majority being improved toilets and only 25% of schools reporting to have traditional toilets. However, there are significant regional

variations with Afar and Somali having 33% and 58%, respectively, of schools with toilets. In overall, the majority of students' and teachers' toilets are reported as functional and 64% of schools have female and male toilets far from each other. More than half of schools that reported on their toilet situation have a solid waste disposal system in place, and 50% has sewerage system. Nationally, 54% of schools are free from open defecation. Regional variations are significant with Afar having only 17% of schools free for open defecation and Gambella and Addis Ababa more than 90%. The table below shows the detail on toilet facilities.

**Table 4.11 Toilet Facilities in Secondary Schools, 2009 E.C. (2016/17)**

REGION	% Schools that responded to toilet, handwash and menstruation sanitation	% Schools that have toilet	% Schools with traditional toilets	% Schools with improved toilets	% Schools with functioning students toilets	% Schools with functioning teachers toiletst	% Schools with male and female toilets far from each other	% Schools with toilets accessible for special needs students	% Schools with solid waste disposal	% Schools with sewage system	% Schools free from open defecation
<b>Tigray</b>	84	78	7	19	77	62	57	37	64	30	49
<b>Afar</b>	18	33	-	50	50	33	50	17	33	33	17
<b>Amhara</b>	100	95	15	53	94	88	61	50	81	36	77
<b>Oromiya</b>	99	92	33	44	82	71	62	40	56	58	30
<b>Somali</b>	92	58	7	8	50	50	25	21	28	18	25
<b>Benishangul-Gumuz</b>	97	74	4	32	72	50	50	28	63	17	61
<b>SNNP</b>	97	92	35	53	95	93	71	45	68	45	71
<b>Gambella</b>	78	71	12	45	95	93	98	100	100	100	98
<b>Harari</b>	100	100	6	38	94	69	63	38	75	75	75
<b>Addis Ababa</b>	96	92	1	9	97	96	86	65	69	87	94
<b>Dire Dawa</b>	95	90	5	5	90	76	67	48	86	57	76
<b>Total</b>	96	90	25	42	86	79	64	44	64	50	54

As far as hand-washes are concerned, very few schools (8%) reported to have soap always available, although 32% of schools reported to have a functional hand-wash. Hand-washes are always available for special needs students in 17% of schools whereas 9% of schools have only some hand-wash available for special needs students.

On the other hand, Harari and Addis Ababa have the highest menstruation sanitation available, with 81% and 84%, respectively, of schools providing menstruation sanitation, whereas nationally only 45% of schools provide menstruation sanitation. Most secondary schools in Ethiopia (78%) provide health and sanitation education in secondary schools and 43% provide menstruation education for girls (see the table below).

**Table4.12 Sanitation in Secondary Schools, 2009 E.C. (2016/17)**

REGION	% Schools that responded to handwash questions	% Schools with handwash	% Schools with functional handwash	% Schools with soap always available	% Schools with soap not available	% Schools with all handwash accessible for special needs students	% Schools with some handwash accessible for special needs students	% Schools with menstruation sanitation available	% Schools with menstruation sanitation room	% Schools with menstruation pad bin	% Schools with other menstruation sanitation	WASH INDICATOR - percentage Water indicator, plus improved toilet and handwashing available
Tigray	84	32	28	5	37	12	8	1	0	1	0	0
Afar	18	17	0	0	0	0	0	33	17	0	17	0
Amhara	100	31	25	3	37	16	4	56	6	21	30	13
Oromiya	99	34	24	4	62	12	7	31	7	7	17	15
Somali	92	42	30	12	0	3	14	2	2	0	0	8
Benishangul-Gumuz	97	35	26	1	40	1	13	28	8	7	13	6
SNNP	97	49	38	11	53	21	14	72	32	17	24	7
Gambella	78	2	2	0	0	0	0	2	2	0	0	0
Harari	100	69	50	25	19	31	0	81	19	56	6	22
Addis Ababa	96	98	94	41	29	60	19	84	23	33	28	9
Dire Dawa	95	48	43	5	38	19	10	19	10	0	10	20
Total	96	41	32	8	49	17	9	45	13	12	19	11

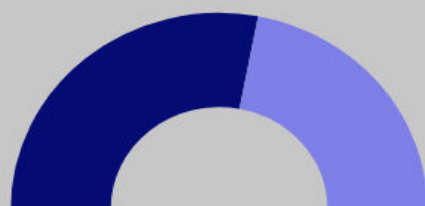
**Table4.13 WASH Sustainability in Secondary Schools, 2009 E.C. (2016/17)**

REGION	% Schools giving health and sanitation education	% Schools with menstruation education for girls	% Schools with WASH Maintenance System	% Schools with WASH Committee	% Schools with WASH Club
Tigray	80	60	100	80	60
Afar	-	-	-	-	-
Amhara	90	63	-	34	25
Oromiya	70	48	-	35	28
Somali	52	66	-	57	70
Benishangul-Gumuz	60	55	90	60	40
SNNP	82	-	59	50	45
Gambella	61	5	100	98	2
Harari	45	73	-	36	18
Addis Ababa	86	76	83	40	38
Dire Dawa	70	60	70	50	30
Total	78	43	32	43	34

# Examination Results

2009 E.C. 2016/17

Students who  
scored  $\geq 2$  in  
Grade 10  
Examination



■ Male (56.02%) ■ Female (43.98%)

Students sitting  
Grade 10  
Examination

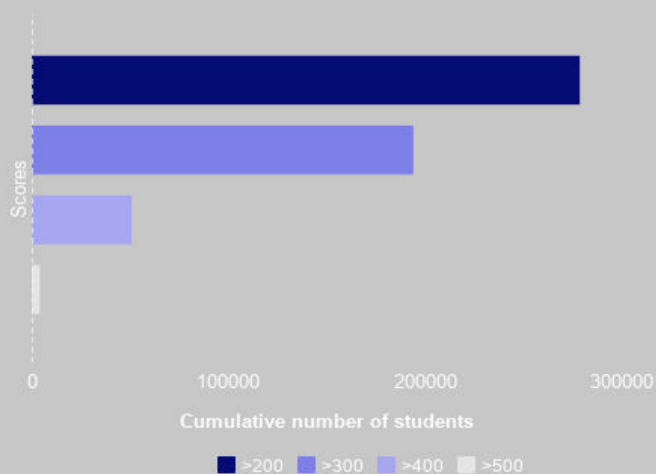


53%



47%

## Grade 12 Examination Results



4,038 students scored  
above 400 in Grade 12  
Examination

Ministry of Education, Ethiopia

## 5. Examination Results

According to the Ethiopian education and training policy, a regional examination is 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.

### 5.1 Grade 8 Examinations

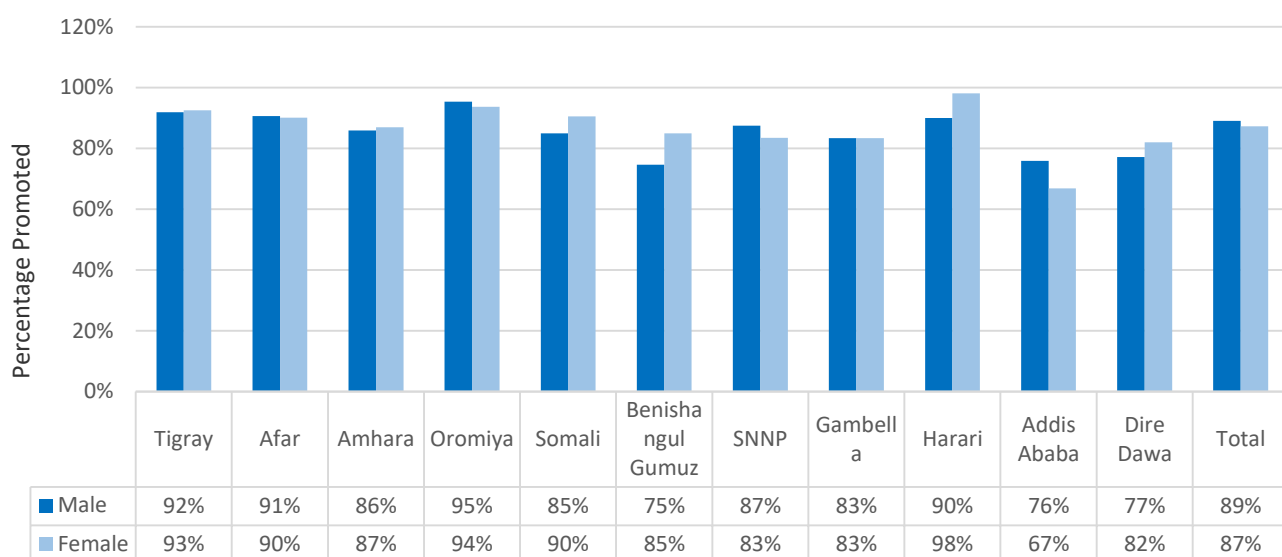
It can be seen that nationally 88% of students achieve a mark that allows them to be promoted and to proceed on to secondary school. Nationally more males get promoted compared to females, however in Tigray, Ethiopia-Somali, Benishangul-Gumuz and Dire Dawa proportionally more females are promoted out of those who sat for the exam. *(Note: The data is of 2008 E.C. since the 2009 E.C. data is not ready at the time of this release)*

**Table 5.1 Grade 8 Examination Results 2008 E.C. (2015/16)**

Region	Registered for Exam			Sat for Exam			Promoted			% Promoted		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	55,472	55,588	111,060	53,768	54,692	108,460	49,376	50,602	99,978	92%	93%	92%
Afar	3,882	2,148	6,030	3,530	2,025	5,555	3,198	1,823	5,021	91%	90%	90%
Amhara	151,487	164,024	315,511	143,640	156,247	299,887	123,379	135,803	259,182	86%	87%	86%
Oromiya	201,768	175,387	377,155	193,617	164,725	358,342	184,491	154,199	338,690	95%	94%	95%
Somali	17,554	9,340	26,894	16,613	8,195	24,808	14,101	7,414	21,515	85%	90%	87%
Benishangul Gumuz	10,398	6,669	17,067	9,652	6,357	16,009	7,205	5,399	12,604	75%	85%	79%
<b>SNNP</b>	-	-	-	154,775	132,588	287,363	135,334	110,605	245,939	87%	83%	86%
Gambella	9,341	6,358	15,699	7,988	5,504	13,492	6,657	4,589	11,246	83%	83%	83%
<b>Harari</b>	-	-	-	1,401	1,173	2,574	1,260	1,151	2,411	90%	98%	94%
Addis Ababa	28,713	38,354	67,067	27,566	37,179	64,745	20,908	24,846	45,754	76%	67%	71%
Dire Dawa	-	-	-	2,775	2,342	5,117	2,139	1,920	4,059	77%	82%	79%
<b>Total</b>	<b>478,615</b>	<b>457,868</b>	<b>936,483</b>	<b>615,325</b>	<b>571,027</b>	<b>1,186,352</b>	<b>548,048</b>	<b>498,351</b>	<b>1,046,399</b>	<b>89%</b>	<b>87%</b>	<b>88%</b>

*Note: Data for SNNP and Harari are of 2007 E.C.*

**Chart 5.1 Promotion Rate by Region, 2008 E.C. (2015/16)**





## 5.2 Grade 10 Examinations

A total of 1,183,242 students sat for grade 10 exam in 2009 E.C., from which 47% of them were females. Table 5.2 shows the exam results by grade in each region, while the full list of exam results are available in the annex.

**Table 5.2 Grade 10 Results by Region, 2009 E.C. (2016/17)**

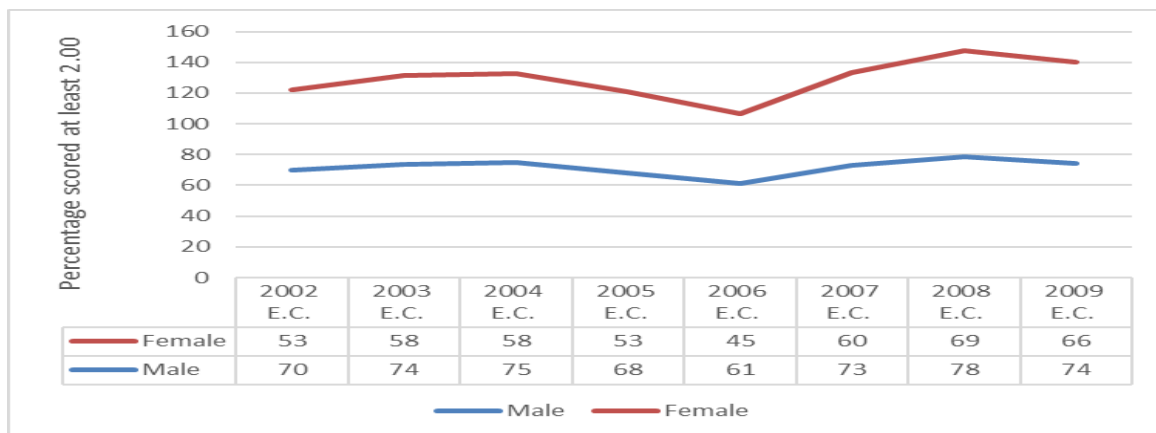
Region	< 1.86	= 1.86	= 2.00	= 2.14	= 2.29	= 2.43	= 2.57	= 2.71	= 2.86	= 3.00	= 3.14	= 3.29	= 3.43	= 3.57	= 3.71	= 3.86	= 4.00
Tigray	25,125	10,892	11,065	10,052	8,386	7,022	5,815	5,109	4,450	4,185	3,201	2,343	1,555	1,079	786	788	1,222
Afar	2,207	1,068	1,192	1,074	906	632	399	261	132	118	85	66	56	30	10	4	5
Amhara	42,848	22,948	25,290	24,685	23,129	21,046	19,321	17,946	17,394	17,134	14,854	10,225	6,859	4,857	3,603	3,133	4,171
Oromia	73,713	38,297	42,392	40,888	36,520	30,772	25,874	21,690	17,806	15,180	11,422	8,145	5,426	3,716	2,794	2,162	2,902
Somali	1,149	552	688	879	853	1,039	1,212	1,223	1,394	1,500	1,560	1,523	1,321	874	864	671	282
Benishan- gul- Gumuz	4,201	1,813	1,770	1,567	1,235	933	683	611	475	403	262	172	128	78	49	46	47
SNNP	71,964	37,891	40,644	37,585	30,229	22,524	16,567	12,346	9,809	7,712	5,474	3,773	2,691	2,020	1,420	1,324	2,174
Gambella	3,888	1,418	1,431	1,277	990	740	549	404	246	195	101	66	44	29	20	18	3
Harari	374	205	183	222	194	171	143	149	100	97	122	74	71	65	50	39	75
Addis Ababa	5,731	3,026	3,505	3,768	3,957	3,806	3,750	3,326	3,091	3,055	2,832	2,695	2,445	2,355	2,067	1,991	4,249
Dire Dawa	988	461	503	431	366	294	244	231	210	201	155	146	145	124	84	79	166
Abroad	5	1	3	5	10	14	31	39	42	36	37	40	37	16	9	10	11
Total	232,193	118,572	128,666	122,433	106,775	88,993	74,588	63,335	55,149	49,816	40,105	29,268	20,778	15,243	11,756	10,265	15,307

Table 5.3 and Chart 5.2 below show the trend over the last 8 years for those that have achieved the pass mark. As can be seen from the trend, the percentage of students achieving the pass mark fell to a low of 53.6% in 2006 E.C. but has since recovered in spite of a slight decrease between 2008 and 2009 E.C.

**Table 5.3 Trends in Grade 10 Examination Results, 2002 E.C.-2009 E.C. (2009/10-2016/17)**

Year	Total Scored $\geq 2.0$			Total Sat for exam			Percent		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002 E.C.	206,641	120,860	327,501	296,629	229,279	525,908	69.7	52.7	62.3
2003 E.C.	229,087	145,689	374,776	311,247	252,193	563,440	73.6	57.8	66.5
2004 E.C.	212,521	137,093	349,614	283,711	236,235	519,946	74.9	58	67.2
2005 E.C.	283,783	179,478	463,261	417,941	338,696	756,637	67.9	53	61.2
2006 E.C.	282,214	183,558	465,772	461,919	406,498	868,417	61.1	45.2	53.6
2007 E.C.	382,216	282,088	664,304	522,855	468,131	990,986	73.1	60.3	67.0
2008 E.C.	421,707	339,054	760,761	538,248	491,534	1,029,782	78.3	69.0	73.9
2009 E.C.	466,371	366,106	832,477	627,752	555,490	1,183,242	74.3	65.9	70.4

**Chart 5.2 Trends in Grade 10 Examination Results, 2002 E.C.-2009 E.C. (2009/10-2016/17)**



### 5.3 Grade 12 Examination Results

In 2009 E.C. 97.55% of students received a score over 200. This is a slight decline on the same statistics for 2007, where 99% of students received over 200, but a small increase since the 97.4% of 2008. 41.27% of students received over 350, which is the pass mark for the grade 12 examination. This shows a decline since the 49.5% achieved in 2008.

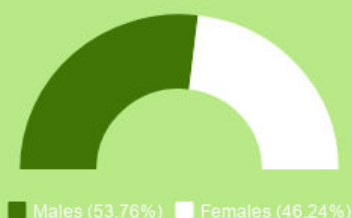
**Table 5.4 Grade 12 Examination Results, 2009 E.C. (2016/17)**

Score	Number	Score	Cumulative Number
<b>&lt;= 200</b>	6,992	<b>&gt;= 0</b>	285,628
<b>201-225</b>	10,163	<b>&gt; 200</b>	278,636
<b>226-249</b>	16,651	<b>&gt; 225</b>	268,473
<b>250-275</b>	25,686	<b>&gt; 249</b>	251,822
<b>276-300</b>	32,150	<b>&gt; 275</b>	226,136
<b>301-325</b>	37,821	<b>&gt; 300</b>	193,986
<b>326-349</b>	38,296	<b>&gt; 325</b>	156,165
<b>350-375</b>	38,063	<b>&gt; 349</b>	117,869
<b>376-400</b>	29,152	<b>&gt; 375</b>	79,806
<b>401-425</b>	21,367	<b>&gt; 400</b>	50,654
<b>426-450</b>	13,614	<b>&gt; 425</b>	29,287
<b>451-475</b>	7,602	<b>&gt; 450</b>	15,673
<b>476-500</b>	4,033	<b>&gt; 475</b>	8,071
<b>501-525</b>	2,259	<b>&gt; 500</b>	4,038
<b>526-550</b>	1,046	<b>&gt; 525</b>	1,779
<b>551-575</b>	501	<b>&gt; 550</b>	733
<b>576-600</b>	187	<b>&gt; 575</b>	232
<b>601-700</b>	45	<b>&gt; 600</b>	45

# Adult and Non-formal Education

2009 E.C. 2016/17

## Enrolment by gender



46% of adults who attend a literacy course are female

## Graduates



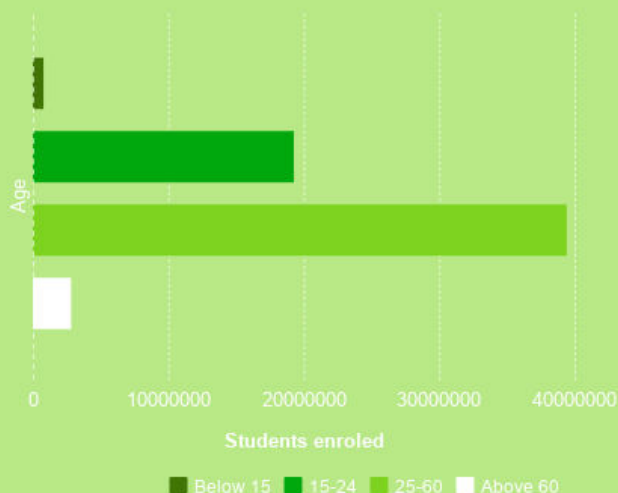
561,739



454,545

Over 1 million adults graduated from literacy courses in 2009

## Enrolment by age



In 2009, most graduates of CTE programs attended a Summer program

Ministry of Education, Ethiopia

## 6. Adult and Non Formal Education

### 6.1 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 the 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, Integrated Functional Adult 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.

### 6.2 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.

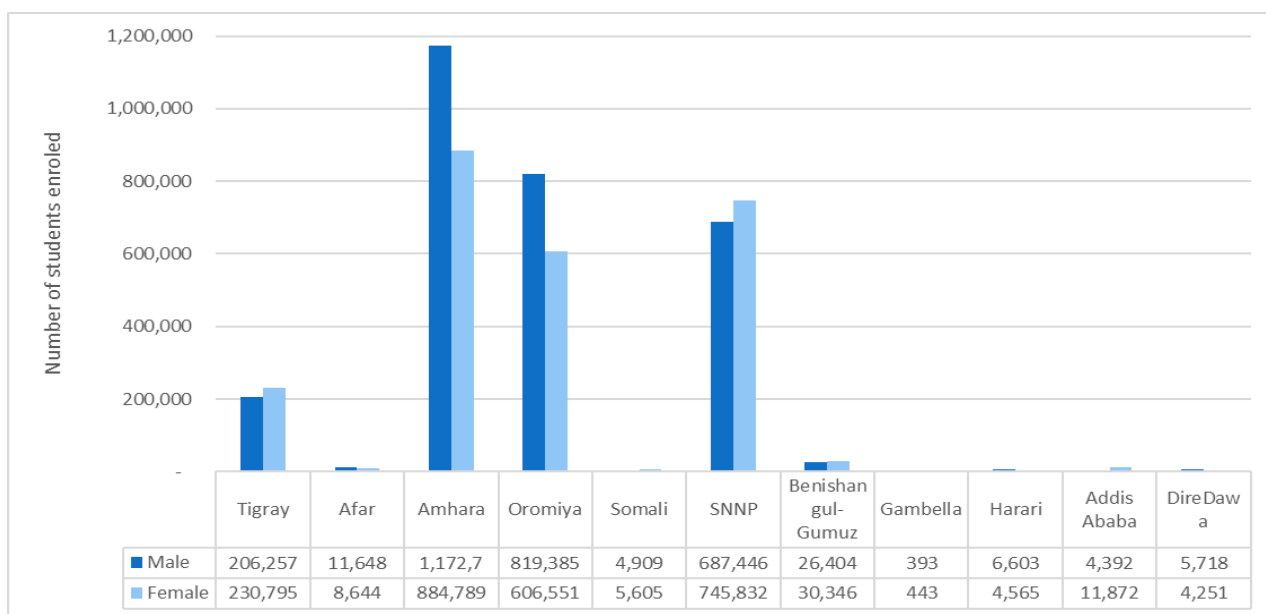
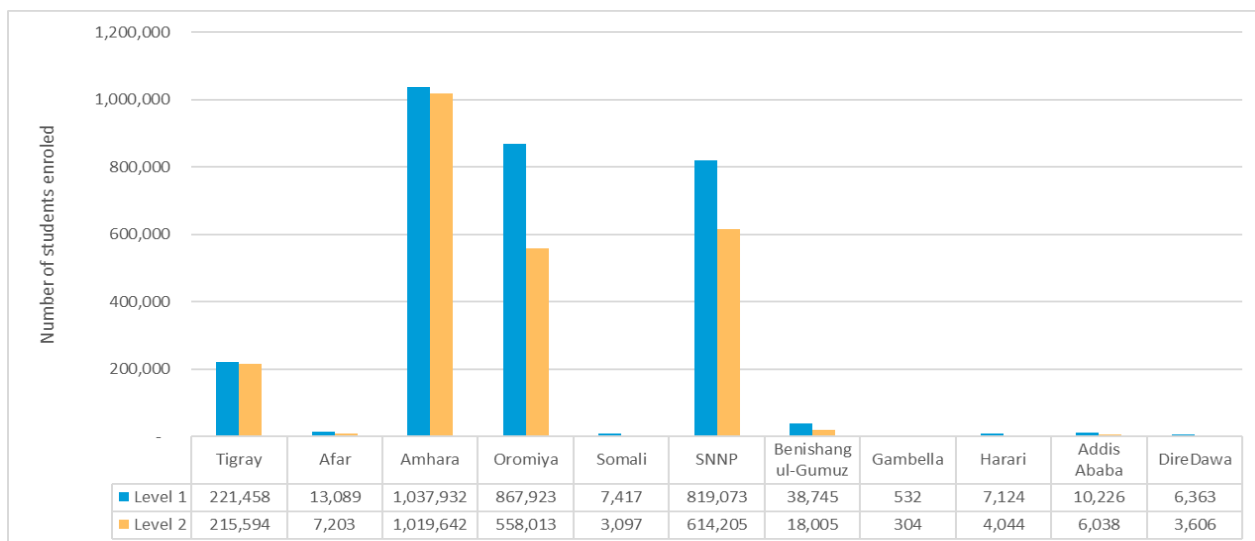
Accordingly, the Ministry of Education developed and published the National Adult and Non-Formal Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines and IFAE Facilitators' Training Manual. IFAE is a two year program designed for illiterate adults. Based on the C.S.A. 2004 E.C abstract, there were around 20.4 million illiterate adults in the country. The Ministry of Education planned in ESDP IV to decrease this number by 95% at the end the plan period. This planned target was not successfully achieved, although good progress was made. Out of the 20.4 million illiterate adults around 12 million adults are able to write, read and perform simple arithmetic through participating in IFAE program during the ESDP IV period. ESDP V's goal for the academic year 2009 E.C. is 47% female graduates and 67% male graduates from all students enrolled in Year 2.

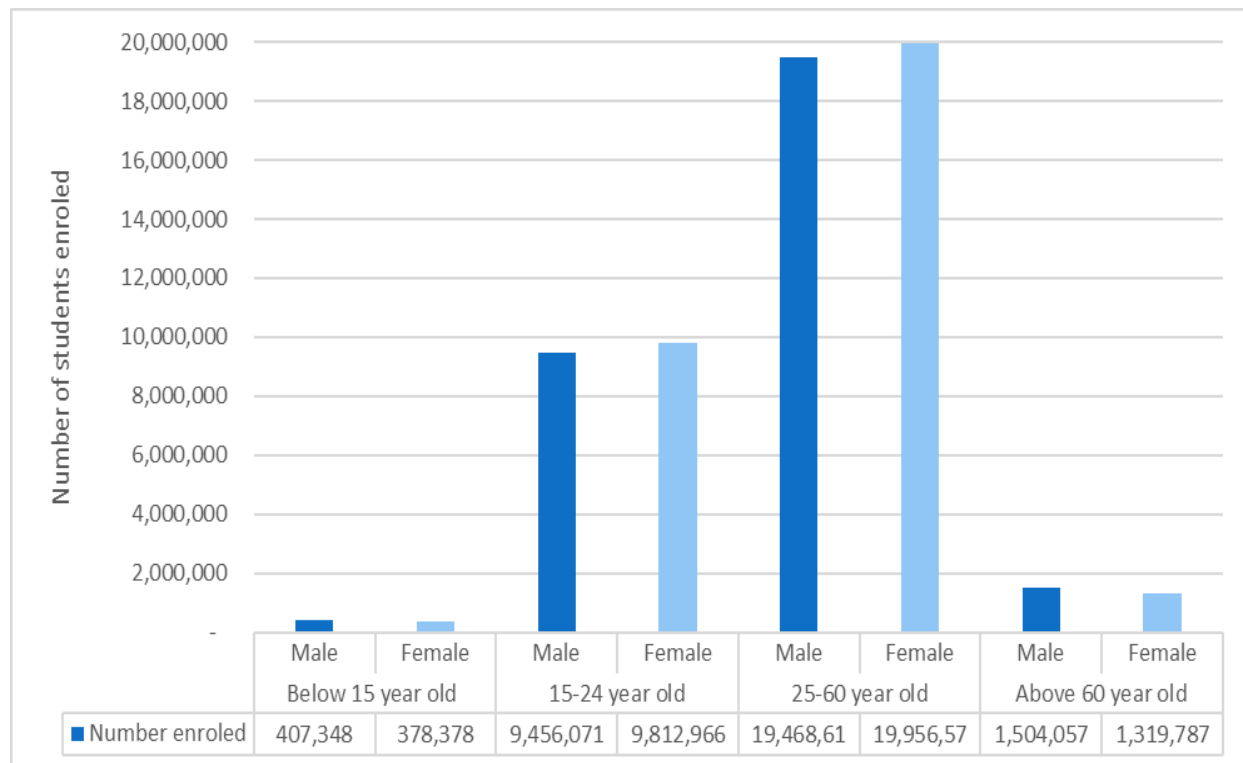
### 6.3 Enrolment in IFAE Programs

In 2009 E.C. there are 5,479,633 adults taking part in Integrated Functional Adult Education programs. The majority of these adults are enrolled in year 1, with 55%. Nationally there are more males enrolled in IFAE, with 54%. Regionally, Amhara has the highest number of enrolled adults in IFAE with 37.5% of all those enrolled being in this region. In Tigray, Ethiopia-Somali, SNNP, Gambella and Addis Ababa there are more females enrolled than males; and in Addis Ababa female enrolment constitutes 73% of the total. In every region there are more adults enrolled in year 1 compared to year 2, Oromia has the largest difference between the two different levels, this shows that there may be many adults who are dropping out and not completing the course. The majority of people enrolling are aged between 25-60 years nationally, with 63% of students falling within this age range.

**Table 6.1 Adult (ages 15-60) Participants in IFAE Program by Region and Sex, 2009 E.C. (2016/17)**

Region	Level 1			Level 2			Total			Percentage	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tigray	102,803	118,655	221,458	103,454	112,140	215,594	206,257	230,795	437,052	47.2	52.8
Afar	7,653	5,436	13,089	3,995	3,208	7,203	11,648	8,644	20,292	57.4	42.6
Amhara	570,883	467,049	1,037,932	601,902	417,740	1,019,642	1,172,785	884,789	2,057,574	57.0	43.0
Oromiya	493,313	374,610	867,923	326,072	231,941	558,013	819,385	606,551	1,425,936	57.5	42.5
Somali	3,479	3,938	7,417	1,430	1,667	3,097	4,909	5,605	10,514	46.7	53.3
SNNP	387,097	431,976	819,073	300,349	313,856	614,205	687,446	745,832	1,433,278	48.0	52.0
Benishangul-Gumuz	17,204	21,541	38,745	9,200	8,805	18,005	26,404	30,346	56,750	46.5	53.5
Gambella	233	299	532	160	144	304	393	443	836	47.0	53.0
Harari	4,026	3,098	7,124	2,577	1,467	4,044	6,603	4,565	11,168	59.1	40.9
Addis Ababa	2,654	7,572	10,226	1,738	4,300	6,038	4,392	11,872	16,264	27.0	73.0
DireDawa	3575	2788	6,363	2143	1463	3,606	5,718	4,251	9,969	57.4	42.6
National	1,592,920	1,436,962	3,029,882	1,353,020	1,096,731	2,449,751	2,945,940	2,533,693	5,479,633	53.8	46.2

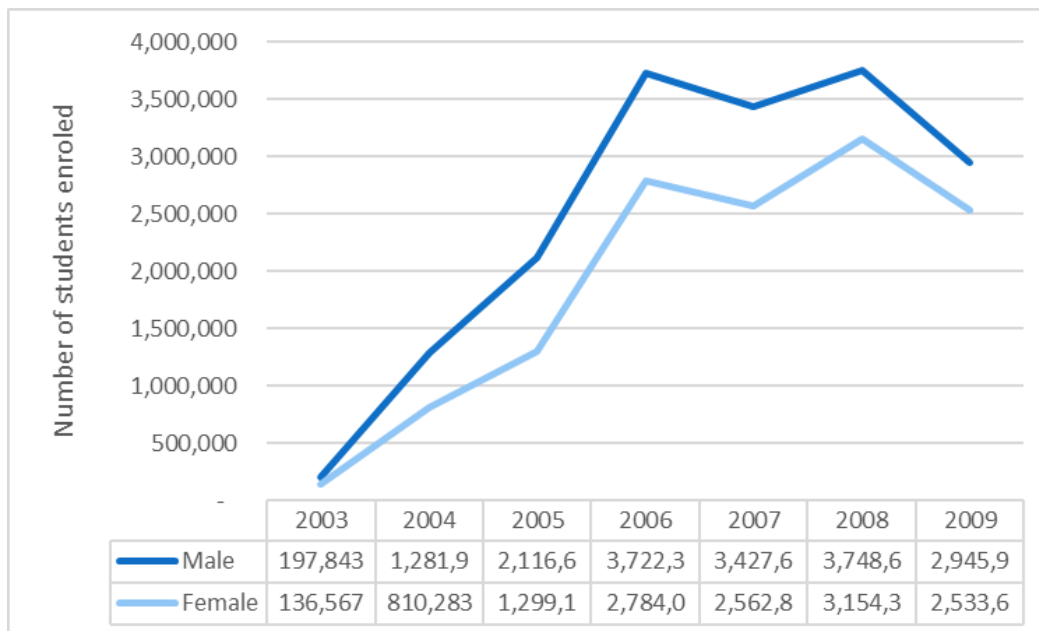
**Chart 6.1 Adult Enrolments by Region and Sex, 2009 E.C. (2016/17)****Chart 6.2 Adult Enrolment by Region and Year/Level of participation, 2009 E.C. (2016/17)**

**Chart 6.3 Number Enrolled in IFAE by Age and Sex, 2009 E.C. (2016/17)**

The trend in IFAE enrolment shows that since 2003 E.C. enrolment have been increased as the program has been rolled out across the country, but enrolment has decreased between 2008 E.C. and 2009 E.C. In general, male enrolment has remained consistently higher than female every year.

**Table 6.2 Adult Enrolment Trend in IFAE Program by Region and Sex, 2009 E.C. (2016/17)**

Year	Gender	Tigray	Afar	Amhara	Oromiya	Somali	Ben. Gumz	SNNP	Gambella	Harari	Addis Ababa	Dire dawa	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
2008EC (2015/16)	M	241,080	10,054	1,670,499	1,054,735	4,779	35,196	706,820	857	8,939	7,387	8,346	3,748,692
	F	264,399	8,754	1,276,490	795,589	6,420	33,578	736,624	674	6,012	19,990	5,843	3,154,373
	T	505,479	18,808	2,946,989	1,850,324	11,199	68,774	1,443,444	1,531	14,951	27,377	14,189	6,903,065
2009EC (2016/17)	M	206,257	11,648	1,172,785	819,385	4,909	26,404	687,446	393	6,603	4,392	5,718	2,945,940
	F	230,795	8,644	884,789	606,551	5,605	30,346	745,832	443	4,565	11,872	4,251	2,533,693
	T	437,052	20,292	2,057,574	1,425,936	10,514	56,750	1,433,278	836	11,168	16,264	9,969	5,479,633

**Chart 6.4 National Adult Enrolment Trend**

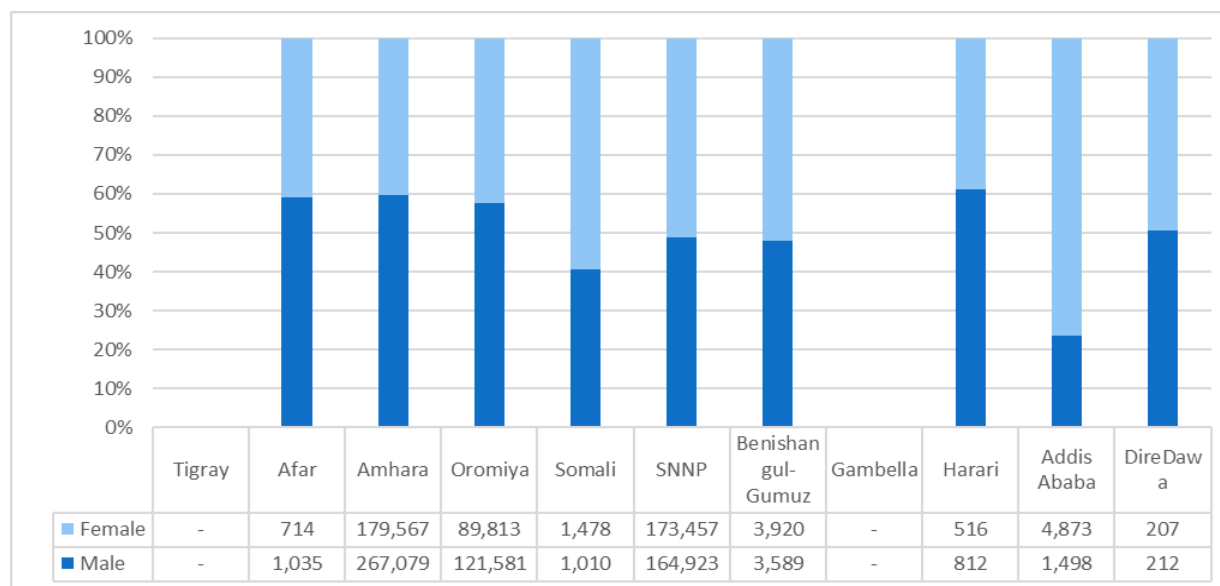
## 6.4 Graduates in IFAE Programs

After completing the two year program those adults who have met the course criteria graduate from the IFAE program. In 2009 E.C. over 1 million adults graduated from the program with a slight increase compared to 2008 E.C. graduates, which were 1,008,982. It would appear that many of the adults who start the course do not complete the course. With the exception of SNNP, Benishangul-Gumuz and Addis Ababa, in other regions and nationally, there are more male graduates compared to female.

**Table 6.3 Graduates from IFAE Programs, 2009 E.C. (2016/17)**

Region	Graduates		
	Male	Female	Total
Tigray	-	-	-
Afar	1,035	714	1,749
Amhara	267,079	179,567	446,646
Oromiya	121,581	89,813	211,394
Somali	1,010	1,478	2,488
SNNP	164,923	173,457	338,380
Benishangul-Gumuz	3,589	3,920	7,509
Gambella	-	-	-
Harari	812	516	1,328
Addis Ababa	1,498	4,873	6,371
DireDawa	212	207	419
National	561,739	454,545	1,016,284

*Note: Data for Tigray and Gambella was not available at the time of release*

**Chart 6.5 Graduates in IFAE Programs, 2009 E.C. (2016/17)**

*Note: Data for Tigray and Gambella was not available at the time of release*

## 6.5 IFAE Centers

There are 81,298 IFAE centers across Ethiopia, 31% of these can be found in regular school compounds and 33% in 'other' centers.

**Table 6.4 Adults' Learning Centers (IFAE Centers) by Region and Type, 2009 E.C. (2016/17)**

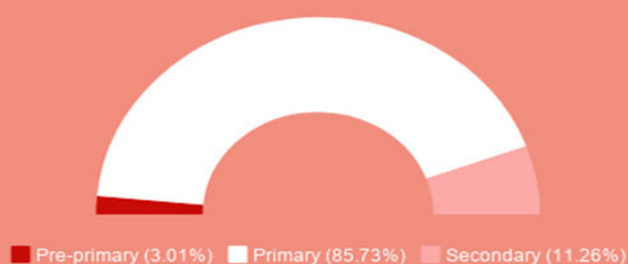
Region	Type IFAL Centers						
	ABE Center	Regular school compound	Farmers association	Health Center	Edre Center	IFAL Center	Other
Tigray	202	1,938	285	36	35	2,988	1,778
Afar	152	422	48	12	10	138	84
Amhara	1,739	12,236	1,352	139	1,314	4,671	7,855
Oromiya	1,309	4,989	1,002	318	1,972	2,388	3,923
Somali	179	73	1	6	2	31	78
SNNP	1,283	5,129	1,637	459	2,013	2,125	13,041
Benishangul-Gumuz	225	319	110	11	66	26	23
Gambella	17	1	59	-	-	1	-
Harari	20	70	8	1	26	51	116
Addis Ababa	51	287	6	3	62	131	115
DireDawa	5	37	8	-	-	2	49
National	5,182	25,501	4,516	985	5,500	12,552	27,062



# Special Needs Education (SNE)

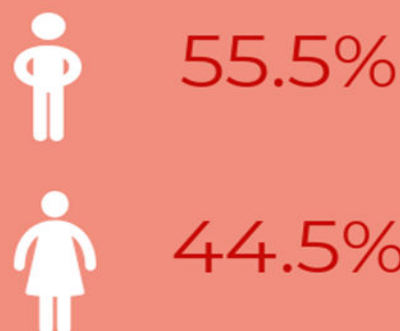
2009 E.C. 2016/17

## Enrolment



85.7% of students with special needs are enrolled in primary education

## Gender Split

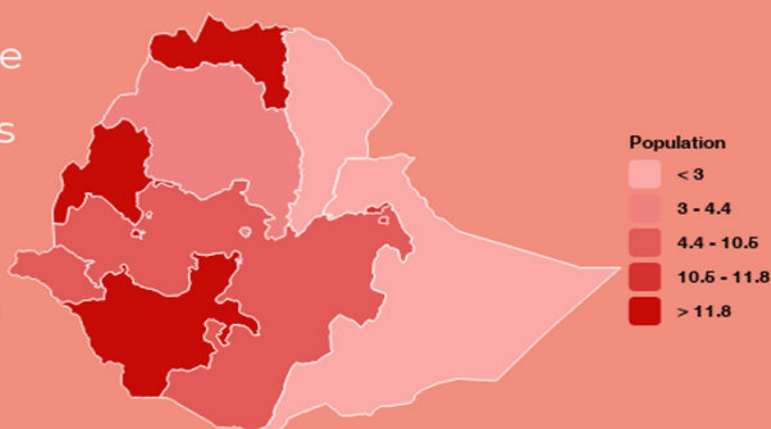


There are more boys than girls with special needs in primary education

## Primary SNE Gross Enrolment Ratio

Tigray and SNNPR have the highest GER for special needs students in primary school

Afar and Somali region have the lowest GER for special needs students in primary school



Ministry of Education, Ethiopia

## 7. Special Needs Education

### 7.1 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 centers, 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 stipulate the rights of students with special needs to participate at all education levels. The MoE's commitment to inclusive education is clearly stated in the ESDP V document and there are specific plans that target the increasing enrolment of SNE students into the Ethiopian education system. In the 2008 school census new categories were introduced into the SNE section and updated categories are shown in tables of the following years, for the detailed categories please see the excel annex that relates to this section.

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 or have been miss recorded under an incorrect disability category. Gross Enrolment Ratios have been calculated for each sector, the population figures for this calculation have been based on the same assumption used in ESDP V that 15% of the population would be classed as having special needs based on a World Health Organization estimate.

### 7.2 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 are 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. They of course learn other important aspects

of preprimary education, including social skills, communication skills, cognitive skills and motor skills, skills which all children attending preprimary education acquire.

**Table 7.1 National Enrolment of Students with Disabilities in Kindergarten, 2009 E.C. (2016/17).**

(Note: The total in the second table refers to the sum of students with all types of disability (autism, multi-disability, partial disability and severe disability)).

Region	Autism		Multi-Disability of Hearing and Movement		Multi-Disability of Vision and Hearing		Multi-Disability of Vision and Movement		Partial Behavioral and Social Difficulty		Partial Communication Difficulty		Partial Hearing Problem		Partial Learning Problem		Partial Mental Difficulty		Partial Physical Impairment		Partial Vision Problem	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	2	-	1	2	2	3	-	-	5	1	8	4	3	2	-	1	11	14	5	2	6	2
Afar	-	-	-	-	-	-	-	-	-	-	-	-	1	#	3	5	-	1	1	-	-	-
Amhara	-	-	-	1	7	2	-	-	12	4	24	21	-	3	27	20	23	16	4	4	6	7
Oromiya	3	1	15	10	14	20	5	4	22	13	29	31	21	14	22	20	78	48	48	25	31	26
Somali	-	-	-	-	-	2	1	-	-	-	-	-	3	1	-	-	-	-	-	-	1	-
SNNP	1	-	3	-	-	1	-	-	135	97	116	88	62	38	143	116	80	49	64	50	127	112
Benishangul-Gumuz	-	-	-	-	-	-	-	-	-	-	-	-	-	#	-	-	-	-	-	-	-	-
Gambella	-	-	-	-	-	-	-	-	-	-	-	-	-	#	-	-	-	-	-	-	-	-
Harari	1	1	-	1	-	1	-	-	19	14	14	10	3	1	17	21	4	4	-	-	11	6
Dire Dawa	11	9	-	-	5	3	-	-	-	-	7	2	7	2	-	-	6	3	1	-	5	5
Addis Ababa	49	17	16	5	60	45	-	1	498	237	336	191	41	35	818	588	269	180	134	102	236	188
Total	67	28	35	19	88	77	6	5	691	366	534	347	141	96	1,030	771	471	315	257	183	423	346

Region	Severe Behavioral and Social Problem		Severe Communication Difficulty		Severe Hearing Problem		Severe Learning Problem		Severe Mental Difficulty		Severe Physical Impairment		Severe Vision Problem		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	-	-	1	1	-	2	-	-	3	5	2	1	-	-	49	40
Afar	7	-	-	-	-	-	-	-	-	-	-	-	-	-	12	6
Amhara	5	1	8	5	1	-	4	3	14	6	2	5	1	-	138	98
Oromiya	7	6	18	13	12	11	6	21	16	20	24	17	4	-	375	300
Somali	-	-	-	-	2	1	-	-	-	-	-	-	-	-	7	4
SNNP	30	16	4	3	13	4	3	5	15	7	17	13	9	1	822	600
Benishangul-Gumuz	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gambella	3	-	2	-	-	-	6	6	3	-	-	1	-	-	14	7
Harari	18	5	18	9	-	1	21	10	-	2	-	4	-	-	126	90
Dire Dawa	13	7	8	11	5	-	22	14	10	3	8	2	1	1	109	62
Addis Ababa	73	44	67	29	38	26	161	137	73	32	51	42	7	4	2,927	1,903
Total	156	79	126	71	71	45	223	196	134	75	104	85	22	6	4,579	3,110

As table 7.1 shows, the participation of students with SNE attending preprimary grades is 7,689. SNNP and Addis Ababa have the highest number of SNE students in preprimary grades and there are more boys attending than girls, with a GPI of 0.7. This GPI statistic is much lower than the total preprimary GPI of 0.94. The recorded data shows that the most common disability amongst preprimary students is that students with partial learning problems.

The Gross Enrolment Rate has been calculated; and nationally for preprimary it is 0.7%, this is an estimate based on assumptions related to the population with special needs. The national figure of 0.7% shows that there are many hundreds of thousands of children with disabilities that are not attending preprimary education.

**Table 7.2 Gross Enrolment Rate for Kindergarten with SNE, 2009 E.C. (2016/17)**

Region	Population age 4-6			Population with SNE age 4-6			Number of students with SNE			GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	198,229	192,459	390,688	29,734	28,869	58,603	49	40	89	0.2	0.1	0.2
Afar	68,830	65,199	134,029	10,325	9,780	20,104	12	6	18	0.1	0.1	0.1
Amhara	883,539	852,987	1,736,526	132,531	127,948	260,479	138	98	236	0.1	0.1	0.1
Oromiya	1,544,731	1,514,279	3,059,010	231,710	227,142	458,852	375	300	675	0.2	0.1	0.1
Somali	258,455	252,677	511,132	38,768	37,902	76,670	7	4	11	0.0	0.0	0.0
SNNP	797,853	781,381	1,579,235	119,678	117,207	236,885	822	600	1,422	0.7	0.5	0.6
Benishangul-Gumuz	43,725	42,274	85,999	6,559	6,341	12,900	-	-	-	-	-	-
Gambella	15,614	15,146	30,760	2,342	2,272	4,614	14	7	21	0.6	0.3	0.5
Harari	8,228	7,862	16,090	1,234	1,179	2,414	126	90	216	10.2	7.6	8.9
Addis Ababa	94,136	93,069	187,205	14,120	13,960	28,081	2,927	1,903	4,830	20.7	13.6	17.2
DireDawa	13,779	13,298	27,078	2,067	1,995	4,062	109	62	171	5.3	3.1	4.2
National	3,933,667	3,836,322	7,769,989	590,050	575,448	1,165,498	4,579	3,110	7,689	0.8	0.5	0.7

*Note: Population with SNE has been calculated by taking 15% of the total population based on work from the World Health Organization*

### 7.3 Enrolment of Primary Students with Disabilities

According to the data collected and shown in the following tables, the total number of students with special education needs who are attending their primary schools is 219,039 in 2009 E.C (2016/17). In first cycle (Grades 1-4) the number of SEN students is 150,736, which shows a decrease from the 156,903 students enrolled in 2008. In the upper primary level (Grades 5-8) it is 68,303, which shows an increase from the 67,283 students enrolled in 2008. It can be seen that there is a large decrease in the number of SEN students between the first cycle and second cycle indicating that many SEN students are not progressing through the education system and likely to be a high dropout and repetition rate within this group of students.

Similar to kindergarten, the most prevalent disability reported in primary education is partial learning problem. Under reporting remains a large problem in Ethiopia-Somali, Afar and Gambella where the reported figures are proportionally very small compared to other regions.

**Table 7.3 Enrolment of Children with Special Needs Education in Primary Education, Grades 1-4, 2009 E.C. (2016/17)**

Region	Gender	Partial Vision Problem	Severe Vision Problem	Partial Hearing Problem	Severe Hearing Problem	Partial Physical Impairment	Severe Physical Impairment	Partial Mental Difficulty	Severe Mental Difficulty	Partial Communication Difficulty	Severe Communication Difficulty	Partial Behavioral and Social Problem	Severe Behavioral and Social Problem	Partial Learning Problem	Severe Learning Problem	Multi-Disability of Vision and Hearing	Autism	Multi-Disability of Vision and Movement	Multi-Disability of Hearing and Movement	Other Multiple Disability	Total
Tigray	M	908	91	731	326	641	355	1,992	512	1,323	349	858	322	913	332	114	23	46	50	-	9,886
	F	776	84	518	246	437	264	1,438	362	1,127	289	647	287	829	288	81	12	35	37	-	7,757
Afar	M	14	2	17	15	18	2	21	-	1	-	2	-	-	-	1	1	-	-	-	94
	F	13	1	4	4	11	-	8	-	2	-	-	-	-	-	1	-	-	-	-	44
Amhara	M	493	543	593	1,071	449	145	1,692	521	421	73	402	76	585	206	97	16	156	24	-	7,563
	F	417	353	446	936	278	126	1,255	416	306	65	295	63	530	166	75	17	156	24	-	5,924
Oromiya	M	2,149	3,040	2,359	853	1,724	554	3,847	470	1,131	333	948	241	2,478	333	263	39	331	80	-	21,173
	F	1,622	2,936	1,750	610	1,030	374	2,874	309	632	229	628	174	2,295	305	247	23	311	79	-	16,428
Somali	M	6	4	9	10	21	15	11	12	5	3	-	1	-	-	-	-	2	-	-	99
	F	3	-	3	10	14	5	7	11	6	5	-	2	-	-	-	-	2	-	-	68
SNNP	M	7,233	666	4,534	1,053	2,865	754	3,377	472	3,486	552	5,065	913	7,569	815	221	239	125	56	1,458	41,453
	F	5,939	453	3,678	818	2,048	538	2,612	466	2,752	467	4,402	871	6,679	687	208	185	138	65	1,379	34,385
Ben.-Gumuz	M	176	12	176	30	199	50	186	34	111	6	32	12	112	55	51	2	41	27	-	1,312
	F	166	5	167	14	193	41	178	13	107	4	30	9	95	38	56	-	38	32	-	1,186
Gambella	M	72	9	51	23	63	5	15	7	8	7	4	5	25	25	10	-	13	-	-	342
	F	37	10	54	12	38	5	12	11	7	3	5	2	10	10	4	1	15	-	-	236
Harari	M	51	-	22	5	7	-	46	2	9	8	41	-	33	3	29	3	-	-	-	259
	F	25	3	17	6	4	-	32	1	3	2	27	-	16	-	22	1	-	-	-	159
Dire Dawa	M	32	2	27	26	40	4	43	1	28	2	54	7	180	12	32	-	-	25	-	515
	F	29	2	17	21	20	6	21	-	23	-	43	13	164	8	26	-	-	6	-	399
Addis Ababa	M	108	4	32	19	10	1	48	11	30	15	63	47	266	113	-	2	2	-	-	771
	F	120	-	33	12	18	4	25	4	18	12	37	29	250	111	1	7	1	1	-	683
Total	M	11,242	4,373	8,551	3,431	6,037	1,885	11,278	2,042	6,553	1,348	7,469	1,624	12,161	1,894	818	325	716	262	1,458	83,467
	F	9,147	3,847	6,687	2,689	4,091	1,363	8,462	1,593	4,983	1,076	6,114	1,450	10,868	1,613	721	246	696	244	1,379	67,269
	T	20,389	8,220	15,238	6,120	10,128	3,248	19,740	3,635	11,536	2,424	13,583	3,074	23,029	3,507	1,539	571	1,412	506	2,837	150,736

**Table 7.4 Enrolments of Children with Special Needs Education in Primary Education, Grades 5-8, 2009 E.C. (2016/17)**

Region	Gender	Partial Vision Problem	Severe Vision Problem	Partial Hearing Problem	Severe Hearing Problem	Partial Physical Impairment	Severe Physical Impairment	Partial Mental Difficulty	Severe Mental Difficulty	Partial Communication Difficulty	Severe Communication Difficulty	Partial Behavioral and Social Problem	Severe Behavioral and Social Problem	Partial Learning Problem	Severe Learning Problem	Multi-Disability of Vision and Hearing	Autism	Multi-Disability of Vision and Movement	Multi-Disability of Hearing and Movement	Other Multiple Disability	Total
Tigray	M	692	81	470	163	502	227	756	202	545	184	580	213	577	141	101	16	27	10	-	5,487
	F	611	64	345	133	311	174	558	141	426	164	480	172	506	137	85	23	19	9	-	4,358
Afar	M	15	1	6	6	10	1	8	-	7	-	4	-	1	-	-	-	-	-	-	59
	F	5	-	1	1	5	1	4	2	1	-	1	-	1	-	-	-	-	-	-	22
Amhara	M	264	293	192	167	239	63	334	45	235	30	259	52	188	48	62	5	41	7	-	2,524
	F	242	148	156	175	170	62	232	43	162	20	137	33	152	44	40	2	36	9	-	1,863
Oromiya	M	1,041	191	988	373	840	279	1,268	151	416	109	485	139	698	142	95	9	124	31	-	7,379
	F	773	161	618	237	586	205	961	93	177	64	280	79	612	197	90	5	77	28	-	5,243
Somali	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SNNP	M	4,042	303	2,149	472	1,496	355	1,450	249	1,617	296	3,173	566	3,431	314	173	97	52	26	780	21,041
	F	3,345	233	1,803	402	1,072	312	1,142	196	1,336	255	2,479	448	3,123	319	144	80	36	22	705	17,452
Ben.-Gumuz	M	139	5	140	19	145	26	84	10	46	6	19	2	16	12	3	-	8	8	-	688
	F	128	5	122	7	135	14	74	4	35	5	14	2	11	3	4	2	12	7	-	584
Gambella	M	42	9	33	4	20	9	3	6	4	2	2	2	4	9	-	-	8	-	-	157
	F	32	6	22	15	20	3	4	17	2	3	4	1	5	8	-	-	8	-	-	150
Harari	M	26	1	16	3	3	1	8	2	5	6	56	-	-	1	24	-	-	1	-	153
	F	17	-	4	-	1	1	5	1	1	1	28	-	-	1	20	-	-	-	-	80
Dire Dawa	M	26	1	27	20	11	3	7	-	11	-	27	12	16	-	-	-	-	-	-	161
	F	22	1	8	12	7	3	6	-	1	-	18	14	17	-	-	-	-	-	-	109
Addis Ababa	M	87	4	13	9	12	-	30	1	20	6	110	21	104	9	-	2	-	5	-	433
	F	118	2	17	9	21	-	13	-	15	11	49	11	74	14	1	4	-	1	-	360
Total	M	6,374	889	4,034	1,236	3,278	964	3,948	666	2,906	639	4,715	1,007	5,035	676	458	129	260	88	780	38,082
	F	5,293	620	3,096	991	2,328	775	2,999	497	2,156	523	3,490	760	4,501	723	384	116	188	76	705	30,221
	T	11,667	1,509	7,130	2,227	5,606	1,739	6,947	1,163	5,062	1,162	8,205	1,767	9,536	1,399	842	245	448	164	1,485	68,303

**Table 7.5 Enrolments of Children with Special Needs Education in Primary Education, Grades 1-8, 2009 E.C. (2016/17)**

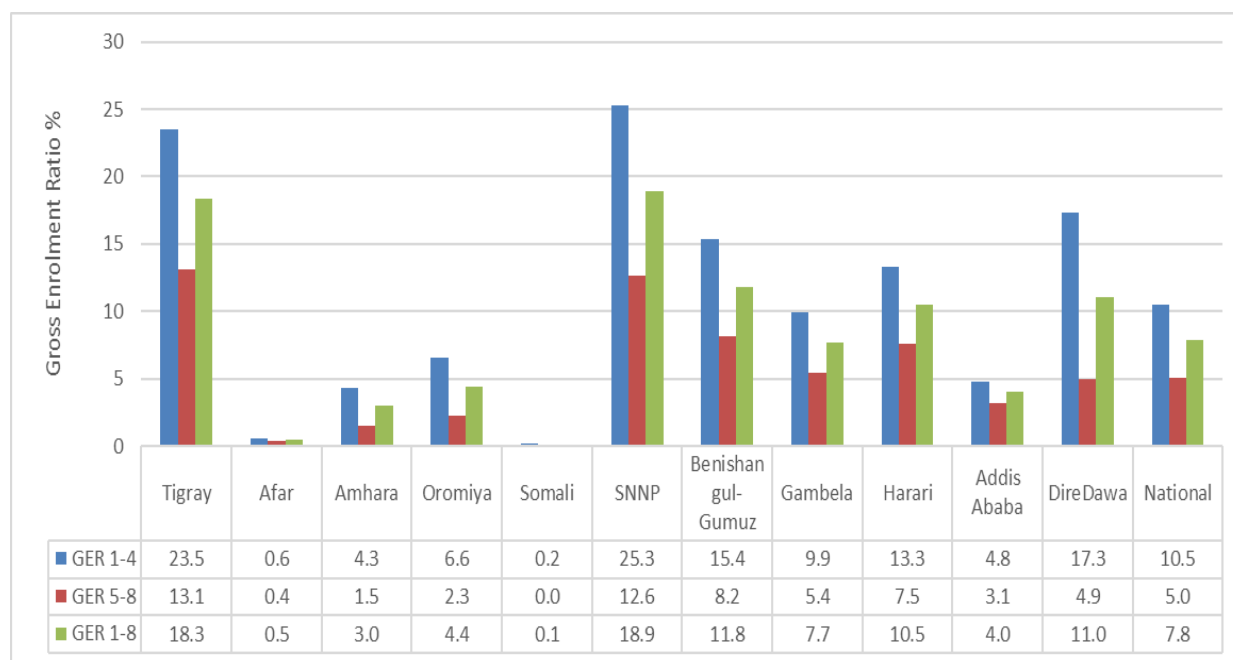
Region	Gender	Partial Vision Problem	Severe Vision Problem	Partial Hearing Problem	Severe Hearing Problem	Partial Physical Impairment	Severe Physical Impairment	Partial Mental Difficulty	Severe Mental Difficulty	Partial Communication Difficulty	Severe Communication Difficulty	Partial Behavioral and Social Problem	Severe Behavioral and Social Problem	Partial Learning Problem	Severe Learning Problem	Multi-Disability of Vision and Hearing	Autism	Multi-Disability of Vision and Movement	Multi-Disability of Hearing and Movement	Other Multiple Disability	Total
Tigray	M	1,600	172	1,201	489	1,143	582	2,748	714	1,868	533	1,438	535	1,490	473	215	39	73	60	-	15,373
	F	1,387	148	863	379	748	438	1,996	503	1,553	453	1,127	459	1,335	425	166	35	54	46	-	12,115
Afar	M	29	3	23	21	28	3	29	-	8	-	6	-	1	-	1	1	-	-	-	153
	F	18	1	5	5	16	1	12	2	3	-	1	-	1	-	1	-	-	-	-	66
Amhara	M	757	836	785	1,238	688	208	2,026	566	656	103	661	128	773	254	159	21	197	31	-	10,087
	F	659	501	602	1,111	448	188	1,487	459	468	85	432	96	682	210	115	19	192	33	-	7,787
Oromiya	M	3,190	3,231	3,347	1,226	2,564	833	5,115	621	1,547	442	1,433	380	3,176	475	358	48	455	111	-	28,552
	F	2,395	3,097	2,368	847	1,616	579	3,835	402	809	293	908	253	2,907	502	337	28	388	107	-	21,671
Somali	M	6	4	9	10	21	15	11	12	5	3	-	1	-	-	-	-	2	-	-	99
	F	3	-	3	10	14	5	7	11	6	5	-	2	-	-	-	-	2	-	-	68
SNNP	M	11,275	969	6,683	1,525	4,361	1,109	4,827	721	5,103	848	8,238	1,479	11,000	1,129	394	336	177	82	2,238	62,494
	F	9,284	686	5,481	1,220	3,120	850	3,754	662	4,088	722	6,881	1,319	9,802	1,006	352	265	174	87	2,084	51,837
Ben.-Gumuz	M	315	17	316	49	344	76	270	44	157	12	51	14	128	67	54	2	49	35	-	2,000
	F	294	10	289	21	328	55	252	17	142	9	44	11	106	41	60	2	50	39	-	1,770
Gambella	M	114	18	84	27	83	14	18	13	12	9	6	7	29	34	10	-	21	-	-	499
	F	69	16	76	27	58	8	16	28	9	6	9	3	15	18	4	1	23	-	-	386
Harari	M	77	1	38	8	10	1	54	4	14	14	97	-	33	4	53	3	-	1	-	412
	F	42	3	21	6	5	1	37	2	4	3	55	-	16	1	42	1	-	-	-	239
Dire Dawa	M	58	3	54	46	51	7	50	1	39	2	81	19	196	12	32	-	-	25	-	676
	F	51	3	25	33	27	9	27	-	24	-	61	27	181	8	26	-	-	6	-	508
Addis Ababa	M	195	8	45	28	22	1	78	12	50	21	173	68	370	122	-	4	2	5	-	1,204
	F	238	2	50	21	39	4	38	4	33	23	86	40	324	125	2	11	1	2	-	1,043
Total	M	17,616	5,262	12,585	4,667	9,315	2,849	15,226	2,708	9,459	1,987	12,184	2,631	17,196	2,570	1,276	454	976	350	2,238	121,549
	F	14,440	4,467	9,783	3,680	6,419	2,138	11,461	2,090	7,139	1,599	9,604	2,210	15,369	2,336	1,105	362	884	320	2,084	97,490
	T	32,056	9,729	22,368	8,347	15,734	4,987	26,687	4,798	16,598	3,586	21,788	4,841	32,565	4,906	2,381	816	1,860	670	4,322	219,039

ESDP V has a key performance indicator of Gross Enrolment Rate in such a way that by 2009 E.C. the primary GER for SNE students would be 32%, as can be seen from table 7.6 the calculated GER for 2009 E.C. is 7.8%. This is much lower than the target and there needs to be improvement in the reporting of special needs information and improvements in the population estimates for those with special needs. Chart 7.1 shows the wide regional variations that currently exist within Ethiopia in relation to GER of SNE. SNNPR has the highest GER for grades 1-4 at 25.3 and Tigray for grades 5-8 at 13.1. The GER for grades 1-4 is higher in every region than for grades 5-8, reinforcing the fact that it is harder for SNE students to progress through the education system.

**Table 7.6 Gross Enrolment Rate for primary Grades for Students with Disabilities, 2009 E.C. (2016/17)**

Region	GER 1-4			GER 5-8			GER 1-8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	26.0	21.0	23.5	14.4	11.8	13.1	20.2	16.4	18.3
Afar	0.7	0.4	0.6	0.5	0.2	0.4	0.6	0.3	0.5
Amhara	4.7	3.8	4.3	1.8	1.3	1.5	3.3	2.6	3.0
Oromiya	7.3	5.8	6.6	2.6	1.9	2.3	5.0	3.9	4.4
Somali	0.2	0.2	0.2	-	-	-	0.1	0.1	0.1
SNNP	27.5	23.1	25.3	13.8	11.5	12.6	20.6	17.3	18.9
Benishangul-Gumuz	15.9	14.8	15.4	8.6	7.6	8.2	12.3	11.3	11.8
Gambela	11.4	8.3	9.9	5.2	5.6	5.4	8.3	7.0	7.7
Harari	16.2	10.3	13.3	9.7	5.3	7.5	13.0	7.8	10.5
Addis Ababa	5.1	4.5	4.8	3.5	2.8	3.1	4.4	3.7	4.0
DireDawa	19.3	15.3	17.3	5.8	4.0	4.9	12.4	9.6	11.0
National	11.5	9.5	10.5	5.5	4.5	5.0	8.6	7.0	7.8

*Note: Population with SNE has been calculated by taking 15% of the total population based on work from the World Health Organization*

**Chart 7.1 Gross Enrolment Rate for SNE Students in Primary Education, 2009 E.C. (2016/17)**

## 7.4 Enrolment of Secondary Students with Disabilities

**Table 7.7 Enrolment of Students with Special Needs Education in Secondary Education, 2009 E.C. (2016/17)**

Region	Gender	Partial Vision Problem	Severe Vision Problem	Partial Hearing Problem	Severe Hearing Problem	Partial Physical Impairment	Severe Physical Impairment	Partial Mental Difficulty	Severe Mental Difficulty	Partial Communication Difficulty	Severe Communication Difficulty	Partial Behavioral and Social Problem	Severe Behavioral and Social Problem	Partial Learning Problem	Severe Learning Problem	Multi-Disability of Vision and Hearing	Autism	Multi-Disability of Vision and Movement	Multi-Disability of Hearing and Movement	Other Multiple disability	Total
Tigray	M	304	83	148	54	212	77	190	33	217	125	494	111	92	7	3	-	-	-	-	2,150
	F	279	33	122	45	167	52	150	28	148	96	462	76	84	3	1	1	1	-	-	1,748
Afar	M	17	-	9	-	11	-	7	1	3	-	15	-	5	12	8	-	-	-	-	88
	F	7	-	2	-	3	-	2	-	3	-	3	-	2	3	2	-	-	-	-	27
Amhara	M	208	211	88	57	207	86	54	9	64	35	267	110	209	72	127	-	2	3	-	1,809
	F	180	94	59	41	124	49	30	4	39	17	165	84	156	42	138	2	3	2	-	1,229
Oromiya	M	1,048	189	130	67	244	101	83	35	65	11	170	16	155	34	-	-	1	2	-	2,351
	F	983	129	88	34	158	70	42	22	29	4	114	7	132	31	-	-	2	1	-	1,846
Somali	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SNNP	M	1,579	120	748	135	932	210	398	66	863	154	1,640	358	1,423	213	72	70	24	30	248	9,283
	F	1,093	61	632	98	608	156	305	40	715	145	1,317	261	1,400	213	39	51	15	16	339	7,504
B/Gu	M	107	5	57	10	57	37	21	5	25	5	24	1	2	4	10	3	-	5	-	378
	F	37	-	22	2	27	4	17	4	3	-	6	1	-	-	2	-	-	1	-	126
Gambella	M	1	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
	F	1	-	-	1	1	-	3	-	1	-	-	-	-	-	-	-	-	-	-	7
Harari	M	-	3	-	2	1	-	2	-	3	-	1	-	-	-	-	1	-	-	-	13
	F	2	1	2	5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11
Dire Dawa	M	2	5	10	-	11	1	-	2	-	-	-	-	-	-	-	-	-	-	-	31
	F	3	1	3	-	3	2	1	-	-	-	-	-	-	-	-	-	-	-	-	13
Addis Ababa	M	6	3	2	-	4	2	-	-	1	-	26	19	-	36	-	-	-	-	-	99
	F	6	2	1	-	8	2	-	-	2	-	12	17	-	18	-	-	-	-	-	68
Total	M	3,272	619	1,192	325	1,679	514	755	151	1,241	330	2,637	615	1,886	378	220	74	27	40	248	16,203
	F	2,591	321	931	225	1,099	335	547	98	939	262	2,079	446	1,774	310	182	54	21	20	339	12,573
	T	5,863	940	2,123	550	2,778	849	1,302	249	2,180	592	4,716	1,061	3,660	688	402	128	48	60	587	28,776

28,776 students with SEN are currently attending secondary school, which shows an increase from the 18,969 student enrolled in 2008. Out of the total number of students with SEN 12,573 are females and 16,203 are males. 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, such as Ethiopia-Somali and Afar. The most common disability reported is a visually impairment, with 24% of SNE students at secondary level having this disability.

ESDP V has a key performance indicator of Gross Enrolment Rate in that by 2009 E.C. the secondary GER for SNE students would be 22%, as can be seen in table 7.8 below the calculated GER for 2009 E.C. is 2.3%. Though the target did not meet, the GER has increased since 2008, it was at 1.5%. Regionally, SNNP has the highest GER at 6.1% followed by Tigray with 5.5%. In general, under reporting is having a large impact on the calculated figures for secondary SNE students.



**Table 7.8 Gross Enrolment Rate for Secondary Schools for Students with Disabilities, 2009 E.C. (2016/17)**

Region	Population 15-18			Population with SNE age 15-18			Number of students with SNE			GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	240,281	235,068	475,349	36,042	35,260	71,302	2,150	1,748	3,898	6.0	5.0	5.5
Afar	84,793	66,668	151,461	12,719	10,000	22,719	88	27	115	0.7	0.3	0.5
Amhara	930,842	909,042	1,839,884	139,626	136,356	275,983	1,809	1,229	3,038	1.3	0.9	1.1
Oromiya	1,697,516	1,670,378	3,367,894	254,627	250,557	505,184	2,351	1,846	4,197	0.9	0.7	0.8
Somali	252,177	196,379	448,557	37,827	29,457	67,284	-	-	-	-	-	-
SNNP	921,261	912,115	1,833,376	138,189	136,817	275,006	9,283	7,504	16,787	6.7	5.5	6.1
Benisha-gu	49,121	48,028	97,150	7,368	7,204	14,572	378	126	504	5.1	1.7	3.5
Gambela	19,770	17,862	37,632	2,966	2,679	5,645	6	7	13	0.2	0.3	0.2
Harari	10,110	10,147	20,257	1,517	1,522	3,039	13	11	24	0.9	0.7	0.8
Addis Ababa	87,194	99,436	186,629	13,079	14,915	27,994	99	68	167	0.8	0.5	0.6
DireDawa	18,852	19,316	38,168	2,828	2,897	5,725	31	13	44	1.1	0.4	0.8
National	4,311,918	4,184,439	8,496,357	646,788	627,666	1,274,453	16,208	12,579	28,787	2.5	2.0	2.3

## 7.5 Number of Teachers Trained in SNE

**Table 7.9 Number of Teachers Qualified for SNE by Sex, 2009 E.C. (2016/17)**

Region	Number of teachers qualified for SNE			Total Number of teachers in primary	Porportion of teachers qualified for SNE
	Male	Female	Total		
Tigray	315	248	563	33,568	0.02
Afar	6	11	17	2,573	0.01
Amhara	490	363	853	124,217	0.01
Oromiya	463	491	954	150,737	0.01
Somali	1	-	1	9,547	0.00
Benishangul-Gumuz	12	47	59	6,369	0.01
SNNP	119	215	334	105,926	0.00
Gambella	8	30	38	2,828	0.01
Harari	1	1	2	1,769	0.00
Addis Ababa	237	155	392	21,191	0.02
Dire Dawa	9	3	12	2,339	0.01
National	1,661	1,564	3,225	461,064	0.01

Table 7.9 shows that only 1% of primary school teachers are qualified (degree qualification) for Special Needs Education. The proportion of teachers with degree qualification in Special Needs Education is similar across regions, and highest in Tigray and Addis Ababa at 2%. As the collected data indicates, nationally the number of male SNE trained teachers is higher than female SNE trained teachers.

# Teachers in General Education

2009 E.C. 2016/17

## Distribution



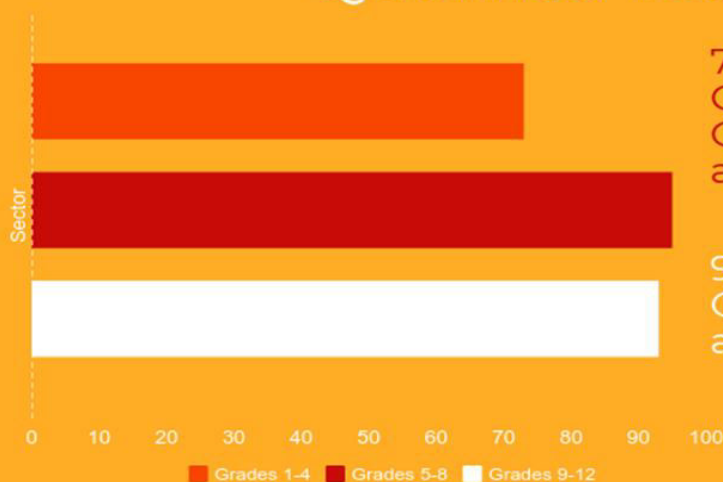
There are 583,461 teachers in general education, 79% teach in primary grades

## Gender Split



62% of teachers in General Education are male

## Qualified Teachers



73% of teachers in Grades 1-4 and 95% in Grades 5-8 are appropriately qualified

93% of teachers in Grades 9-12 are appropriately qualified

Ministry of Education, Ethiopia

## 8. Teachers in General Education

### 8.1 Introduction

Analysis of the teaching population of Ethiopia was undertaken on both at regional and national level focusing the split between government and non-government schools, their distribution based on qualification and their number that have left the profession in 2009 E.C. ESDP V aims to transform teaching into a profession of choice and to ensure that teachers are of a high quality who are appropriately qualified.

### 8.2 Distribution of Teachers

There are 583,461 teachers in kindergarten, primary and secondary schools across Ethiopia. 23,467 teachers work in kindergarten; 461,064 in primary schools and 98,930 in secondary schools. Across all sectors the majority of teachers are male at 61.6%. 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 25% of all teaching staff in the region working in this sector. Across all regions, except Ethiopia-Somali, the proportion of teachers in secondary schools stays fairly constant, with a range between 16%-22% of the teaching population working in the secondary sector. In Ethiopia-Somali only 1% of teachers work in secondary schools, this low figure might be due to under reporting of teachers in this region. Chart 8.2 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 8.1 Number of Teachers across all sectors, 2009 E.C. (2016/17)**

Region	Kindergarten			Primary school			Secondary school			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	16	791	807	17,068	16,500	33,568	6,265	1,705	7,970	23,349	18,996	42,345
Afar	24	62	86	1,931	642	2,573	447	47	494	2,402	751	3,153
Amhara	56	1,678	1,734	67,191	57,026	124,217	20,452	6,501	26,953	87,699	65,205	152,904
Oromiya	647	6,679	7,326	88,906	61,831	150,737	27,123	4,906	32,029	116,676	73,416	190,092
Somali	35	7	42	8,512	1,035	9,547	96	12	108	8,643	1,054	9,697
Benishangul-Gumuz	8	101	109	4,397	1,972	6,369	1,153	187	1,340	5,558	2,260	7,818
SNNP	446	2,638	3,084	74,033	31,893	105,926	17,749	3,766	21,515	92,228	38,297	130,525
Gambella	50	75	125	2,208	620	2,828	757	90	847	3,015	785	3,800
Harari	15	214	229	983	786	1,769	247	54	301	1,245	1,054	2,299
Addis Ababa	271	9,331	9,602	10,659	10,532	21,191	5,535	1,224	6,759	16,465	21,087	37,552
Dire Dawa	39	284	323	1,519	820	2,339	544	70	614	2,102	1,174	3,276
National	1,607	21,860	23,467	277,407	183,657	461,064	80,368	18,562	98,930	359,382	224,079	583,461

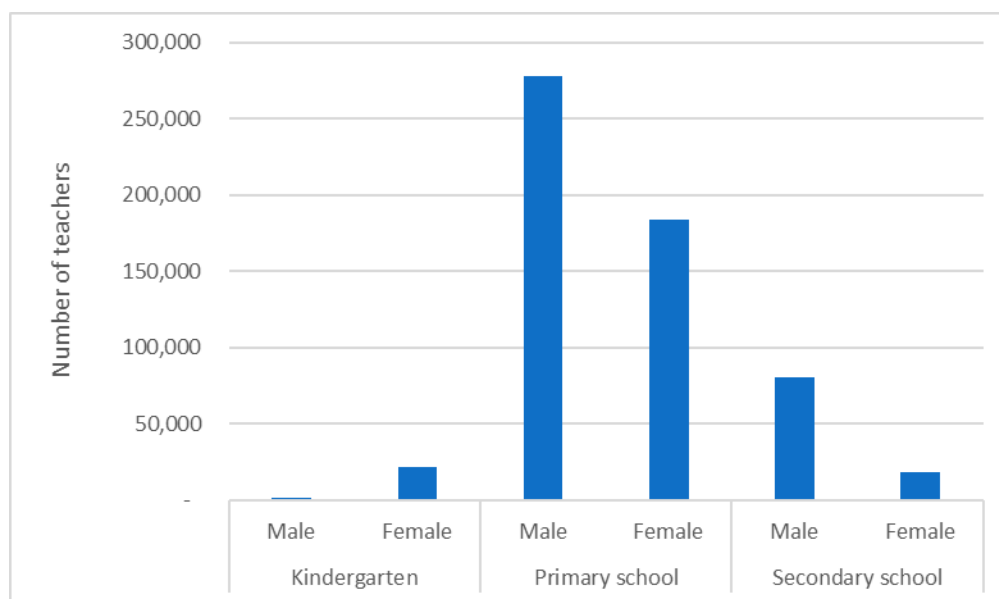
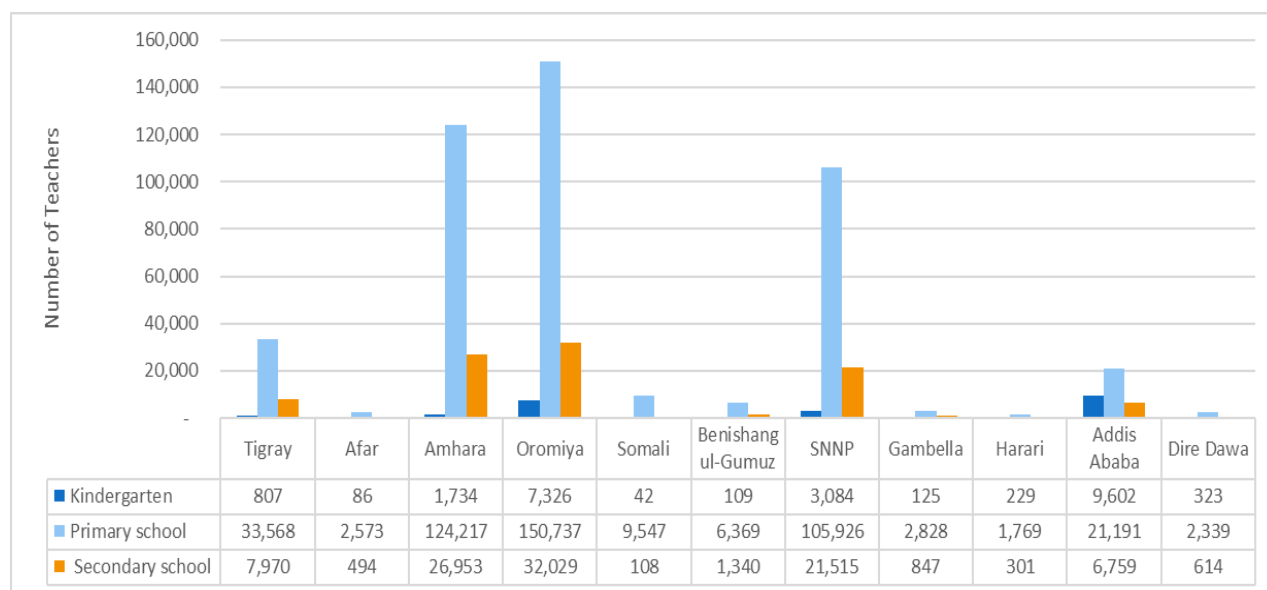
**Chart 8.1 Gender Split of Teachers by Sector, 2009 E.C. (2016/17)****Chart 8.2 Regional split of Teachers by Sector, 2009 E.C. (2016/17)**

Table 8.2 shows the split of teachers between the different cycles within primary and secondary schools in Ethiopia. It can be seen that the majority of teachers in Ethiopia are in the first cycle of primary education, with 79% of teachers in this cycle. In every region there are more primary teachers in the first cycle of primary compared to second cycle.

**Table 8.2 Number of Teachers by Cycle, 2009 E.C. (2016/17)**

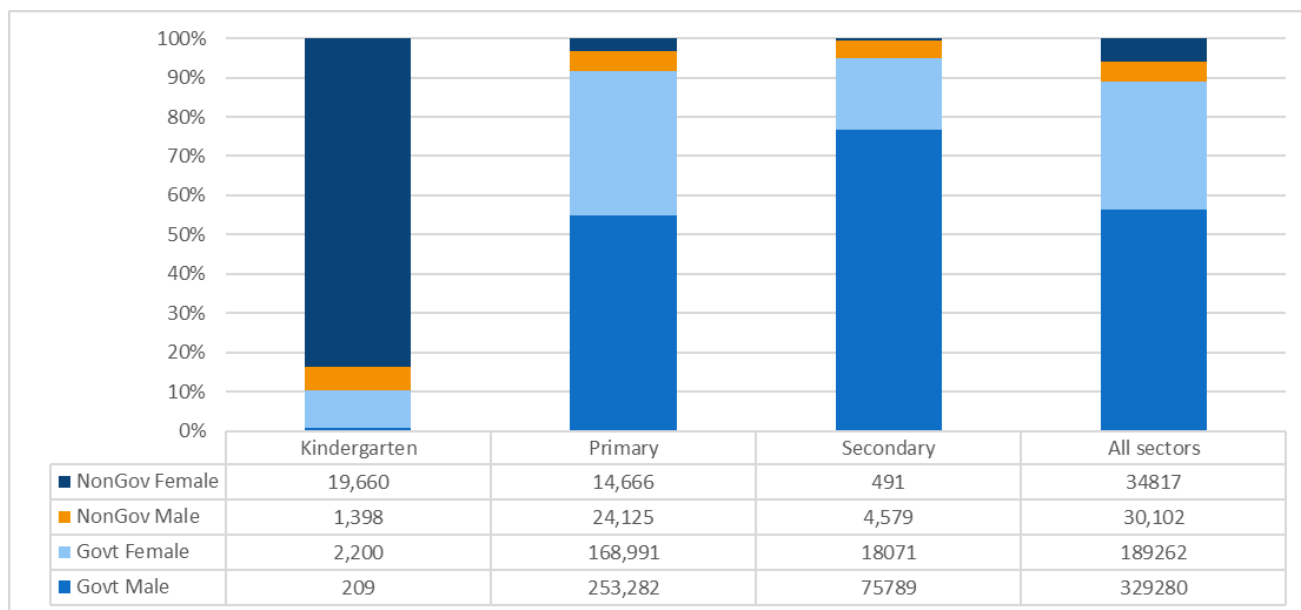
Region	1 To 4		5 To 8		Undefined		9 To 10		11 To 12	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	7,080	9,715	9,908	4,873	80	1,912	4,787	1,517	1,478	188
Afar	859	311	674	212	398	119	316	36	131	11
Amhara	31,716	39,136	35,346	17,692	129	198	14,852	5,688	5,600	813
Oromiya	40,749	41,037	46,298	17,901	1,859	2,893	20,426	4,337	6,697	569
Somali	7,185	875	1,327	160	-		56	6	40	6
Benishangul-Gumuz	2,401	1,366	1,996	606			890	166	263	21
SNNP	33,306	17,685	33,968	9,848	6,759	4,360	13,962	3,313	3,787	453
Gambella	1,131	355	1,077	265			599	76	158	14
Harari	474	491	507	292	2	3	171	44	76	10
Addis Ababa	3,844	6,034	5,938	3,344	877	1,154	3,455	902	2,080	322
Dire Dawa	814	551	705	269			388	57	156	13
National	129,559	117,556	137,744	55,462	10,104	10,639	59,902	16,142	20,466	2,420

### 8.3 Government and Non-Government Distribution of Teachers

The majority of teachers in Ethiopia work in government schools, with 518,542 teachers, or 89% of the teaching staff working in these institutions. At the kindergarten level the inverse is true, with 90% of teachers working in non-government institutions, see chart 8.3. Table 8.3 shows the number of teachers in government schools.

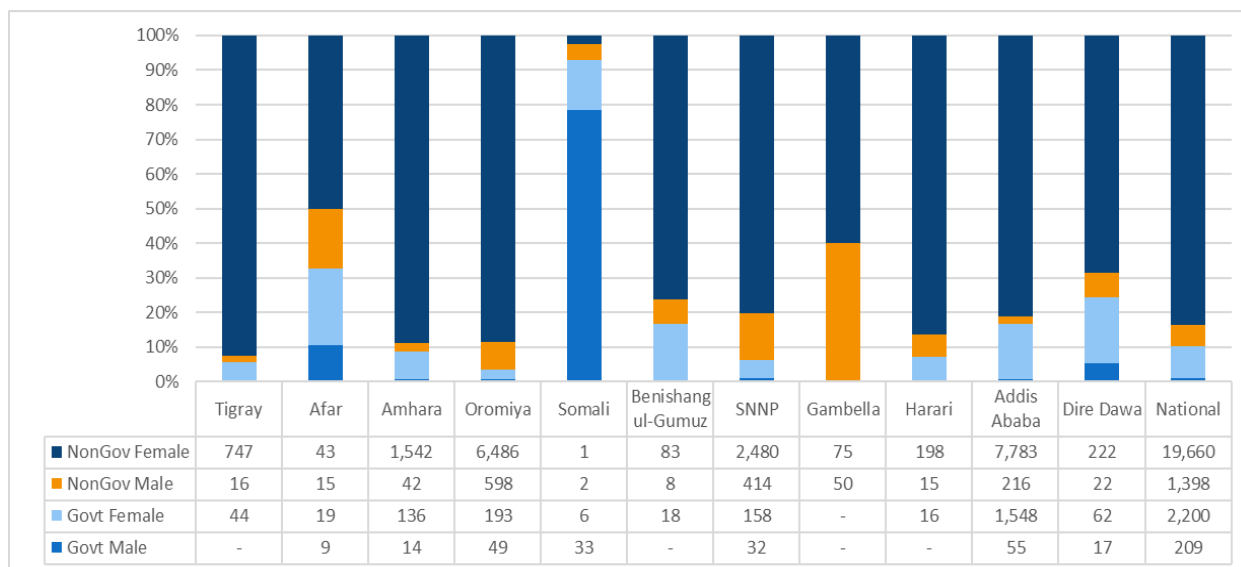
**Table 8.3 Teachers' Distribution in Government and Non-Government by Region, 2009 E.C. (2016/17)**

REGION	Govt		NonGov	
	Male	Female	Male	Female
Tigray	22,440	17,816	909	1,180
Afar	2,309	674	93	77
Amhara	86,407	62,895	1,292	2,310
Oromiya	109,756	63,780	6,920	9,636
Somali	8,116	988	527	66
Benishangul-Gumuz	5,474	2,150	84	110
SNNP	80,930	30,315	11,298	7,982
Gambella	2,825	662	190	123
Harari	959	702	286	352
Addis Ababa	8,412	8,523	8,053	12,564
Dire Dawa	1,652	757	450	417
National	329,280	189,262	30,102	34,817

**Chart 8.3 Number of Teachers in Government and Non-Government Schools by Sex, 2009 E.C. (2016/17)**

### 8.3.1 Government and Non-Government Teachers' Distribution in Kindergarten

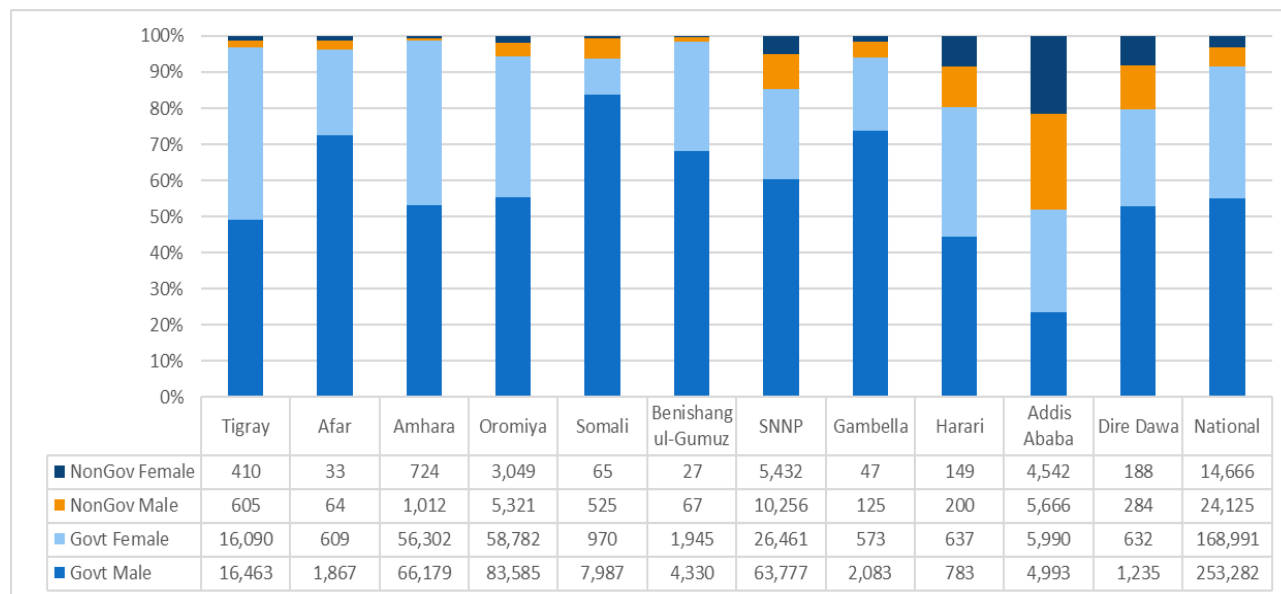
Teachers in the kindergarten sector tend to be in non-government institutions, with the exception of Ethiopia-Somali. This is especially true in Gambella, where there is no government teacher in kindergarten.

**Chart 8.4 Proportional shares of Kindergarten Teachers by Government and Nongovernment Ownership, 2009 E.C. (2016/17)**

### 8.3.2 Government and Non-Government Teachers' Distribution in Primary Schools

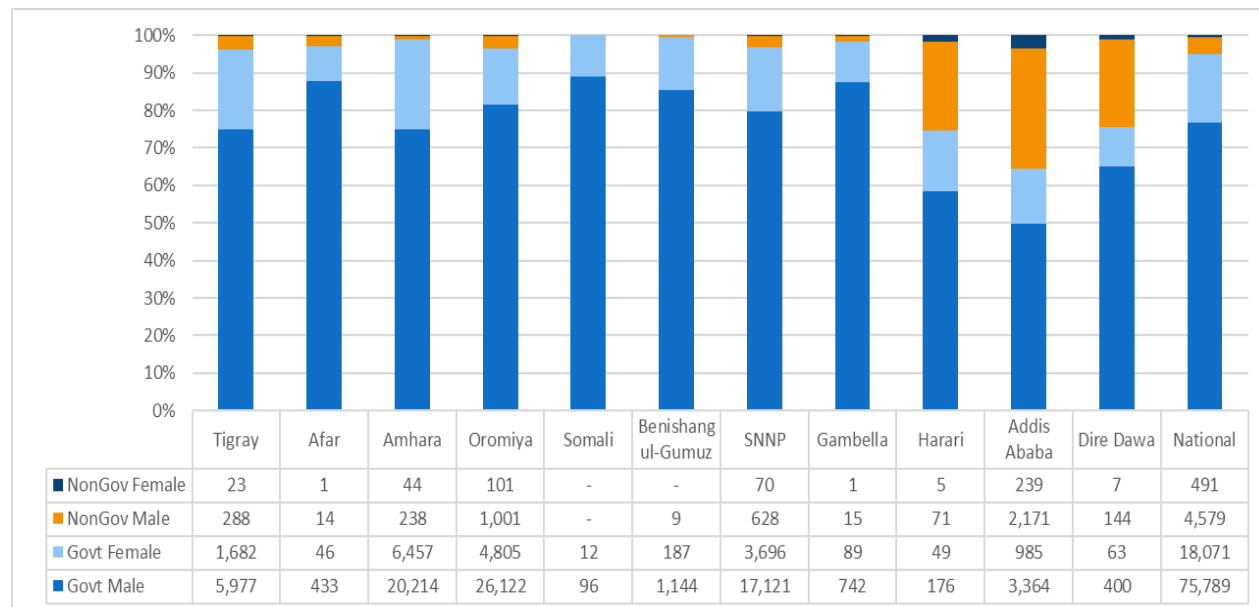
Teachers in primary schools tend to be in government institutions, with 93% of teachers working in government schools. This is especially true in Amhara and Benishangul where more than 98% of teachers are in government primary schools. Addis Ababa has a nearly equal split between government (52%) and non-government (48%) primary schools going against the trend.

**Chart 8.5 Proportional shares of Primary Teachers by Government and Nongovernment Ownership, 2009 E.C. (2016/17)**



### 8.3.3 Government and Non-Government Teachers' Distribution in Secondary Schools

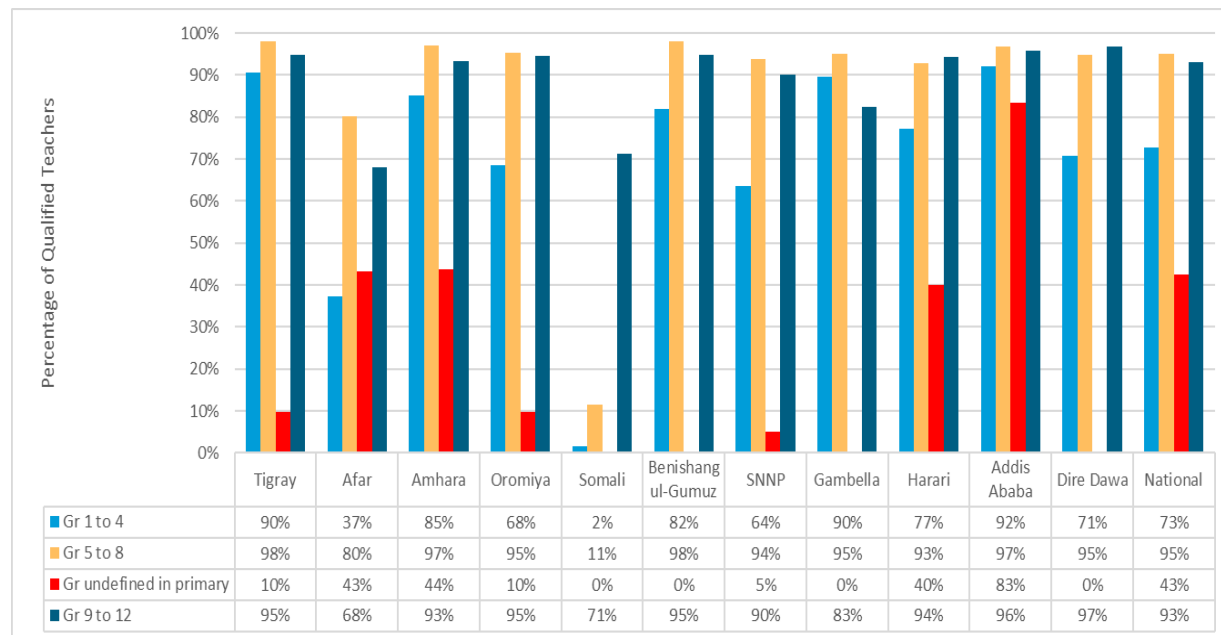
The majority of secondary school teachers work in government institutions, with 95% of teachers working in these institutions. This is especially true in Benishangul where only 9 teachers work in non-government institutions, Afar and Gambella where 15 and 16 teachers work in non-government secondary schools respectively. Addis Ababa has the highest proportion of non-government teachers in secondary schools, with 35%.

**Chart 8.6 Proportional shares of Secondary Teachers by Government and Nongovernment Ownership, 2009 E.C. (2016/17)**

## 8.4 Qualification Level of Teachers

The qualification level of teachers is an important aspect of improving the quality of education within the country. Primary level teachers should have at least a diploma level qualification and secondary level teachers should have at least a degree level qualification. Nationally it can be seen that there are more teachers without the appropriate qualifications in grades 1-4 of primary schools, with 73% of teachers appropriately qualified. The ESDP V KPI in relation to the qualification of teachers is in relation to grades 1-4 only, the 2017 indicator for this has been met nationally only for women, as more than 68% of female teachers in grades 1-4 are appropriately qualified. Regionally not every region has met this target, with Ethiopia-Somali, Afar, Oromia and SNNP falling short of the 2017 ESDP V target.



**Chart 8.7 Percentages of Appropriately Qualified Teachers, 2009 E.C. (2016/17)**

## 8.5 Attrition of Teachers

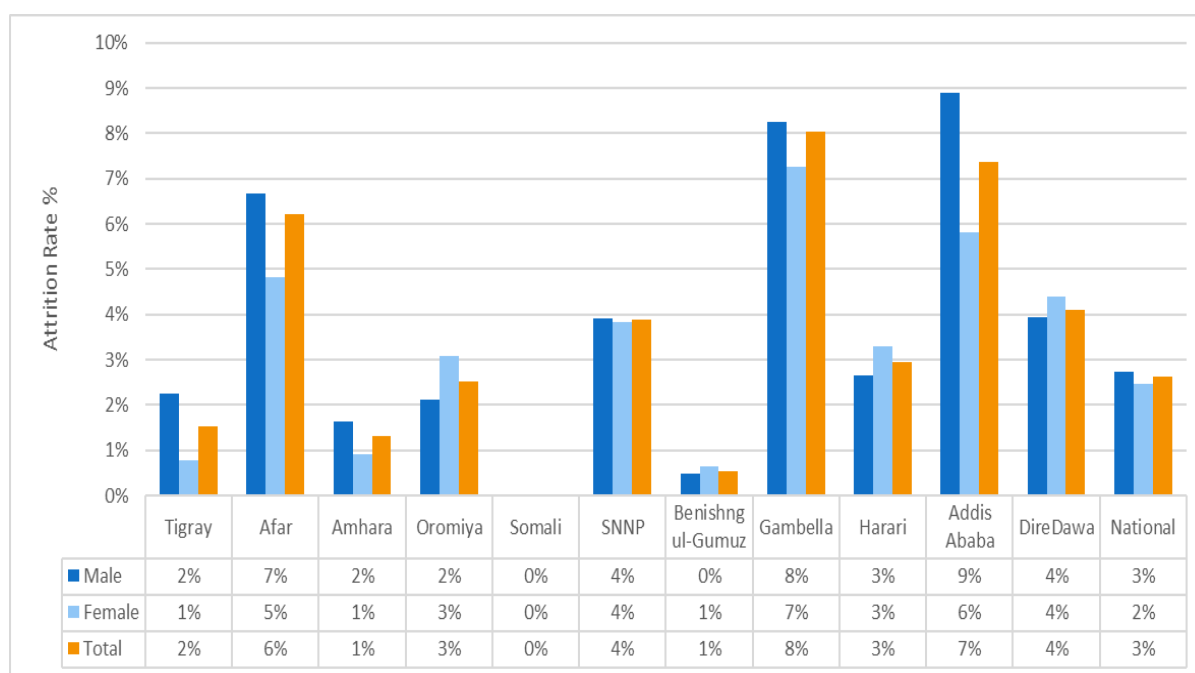
The attrition of teachers gives us information about the number of teachers that have left the education system each year and their reasons for doing so. The attrition rate is calculated by dividing the number of teachers leaving the system with the total number of teachers for that year.

### 8.5.1 Attrition of Primary School Teachers

The national attrition rate for primary school teachers in 2009 E.C. is 3%; this is lower than the figure for 2008 E.C., which was 4.4%. The ESDP V target for attrition is that it will fall to 2% by the end of the plan in 2020, so if the decrease in attrition continues by 1% per year, the target will be reached. The 3% statistics hides a large regional variation in attrition, with Gambella and Addis Ababa having a higher attrition rate compared to other regions, as can be seen in chart 8.8. Male attrition rate tends to be higher than female one, showing that the retention of male teachers in schools is harder to achieve compared to females in primary schools. Data for Ethiopia-Somali were not available for this analysis.

**Table 8.4 Number of Active Teachers and Number of Teachers left Teaching in Primary Schools, 2009 E.C. (2016/17)**

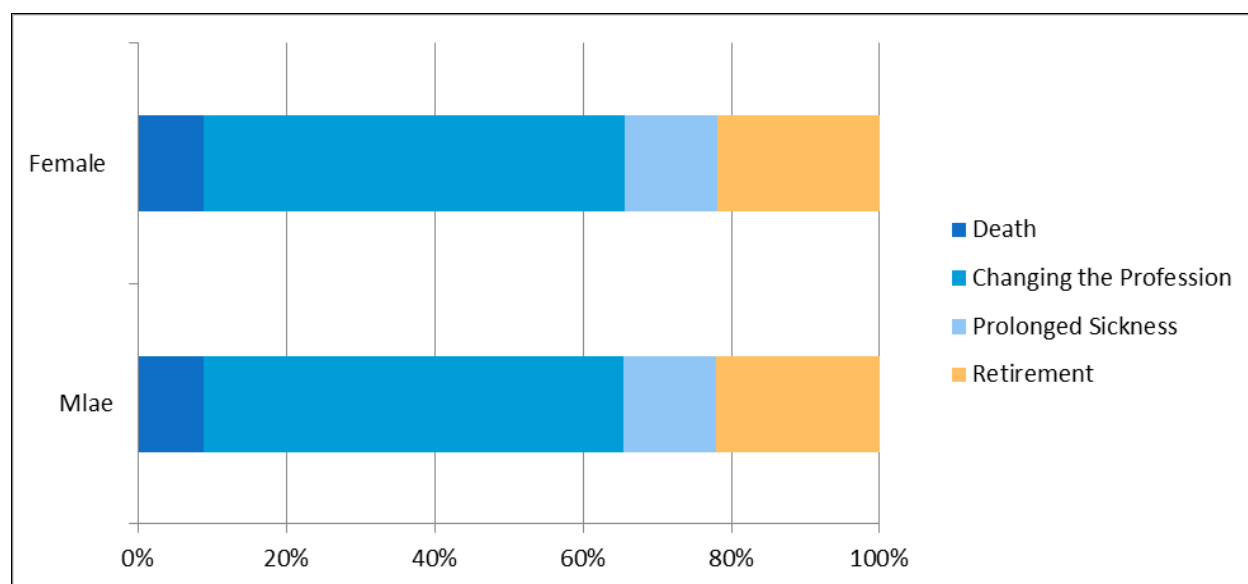
Region	Total Attrition			Total number of Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	385	127	512	17,068	16,500	33,568	2%	1%	2%
Afar	129	31	160	1,931	642	2,573	7%	5%	6%
Amhara	1,100	524	1,624	67,191	57,026	124,217	2%	1%	1%
Oromiya*	1,873	1,069	2,942	88,906	61,831	150,737	2%	2%	2%
Somali	-	-	-	8,512	1,035	9,547			
SNNP	2,897	1,222	4,119	74,033	31,893	105,926	4%	4%	4%
Benishngul-Gumuz	21	13	34	4,397	1,972	6,369	0%	1%	1%
Gambella	182	45	227	2,208	620	2,828	8%	7%	8%
Harari	26	26	52	983	786	1,769	3%	3%	3%
Addis Ababa	949	612	1,561	10,659	10,532	21,191	9%	6%	7%
DireDawa	60	36	96	1,519	820	2,339	4%	4%	4%
National	7,622	3,705	11,327	277,407	183,657	461,064	3%	2%	3%

**Chart 8.8 Attrition Rates of Primary School Teachers, 2009 E.C. (2016/17)**

As chart 8.9 and table 8.5 show the most given response as to why a teacher was leaving a school was 'changing the profession', at 57% followed by 'retirement', with 22% of all respondents giving this reason for leaving the school they were teaching in.

**Table 8.5 Reasons given by Primary Teachers for Leaving the Profession, 2009 E.C. (2016/17)**

Region	Death		Changing the Profession		Prolonged Sickness		Retirement		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	18	7	315	94	6	3	46	23	385	127	512
Afar	11	1	109	25	4	-	5	5	129	31	160
Amhara	64	51	798	375	50	23	188	75	1,100	524	1,624
Oromiya*	118	61	1,211	646	110	74	434	288	1,873	1,069	2,942
Somali	-	-	-	-	-	-	-	-	-	-	-
SNNP	370	176	1,000	434	746	325	781	287	2,897	1,222	4,119
Benishngul-Gumuz	2		9	6	4	5	6	2	21	13	34
Gambella	50	7	3	3	3	3	126	32	182	45	227
Harari	1	1	17	15	1	3	7	7	26	26	52
Addis Ababa	31	20	823	484	25	22	70	86	949	612	1,561
DireDawa	4	5	41	21	3	3	12	7	60	36	96
National	669	329	4,326	2,103	952	461	1,675	812	7,622	3,705	11,327

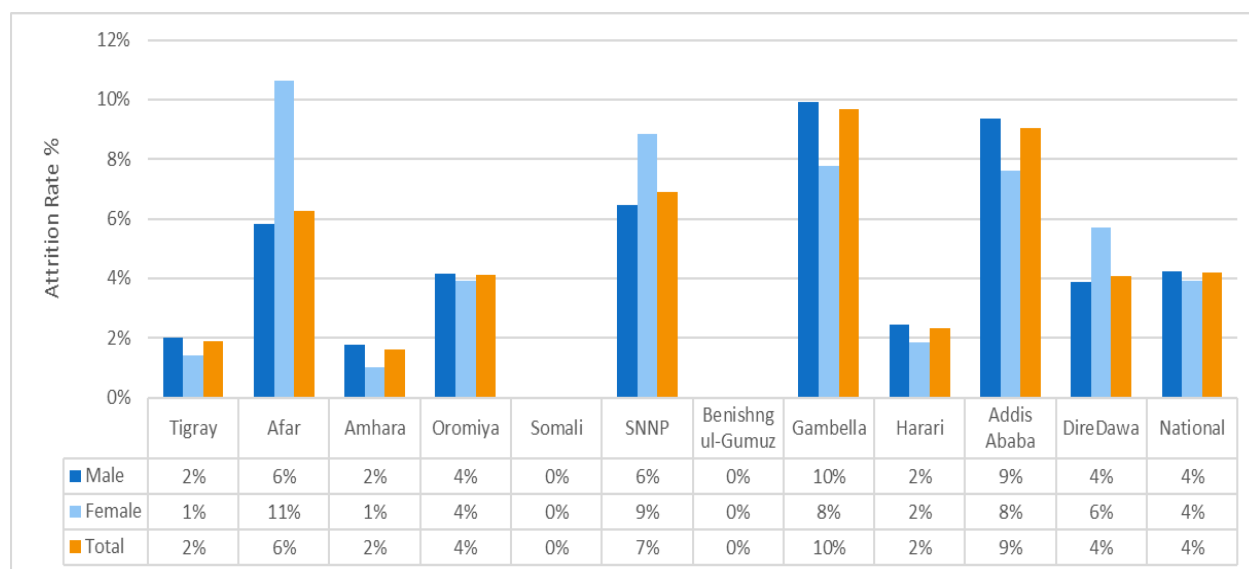
**Chart 8.9 Reasons given by Primary Teachers for Leaving the Profession, 2009 E.C. (2016/17)**

### 8.5.2 Attrition of Secondary School Teachers

The attrition rate in secondary schools is slightly higher than primary schools, with 4%, and decreasing since 2008, when it was at 5.7%. Gambella has the highest regional attrition rate, with 10% of teachers leaving teaching in this region. The attrition rate at national level is at 4% for both males and females. Because the number of male teachers in secondary schools is significantly higher than that of female teachers, most of the teachers leaving the secondary school sector are male in absolute figures. No data was available for Ethiopia-Somali and Benishangul-Gumuz.

**Table 8.6 Number of Active Teachers and Number of Teachers left Teaching in Secondary Schools, 2009 E.C. (2016/17)**

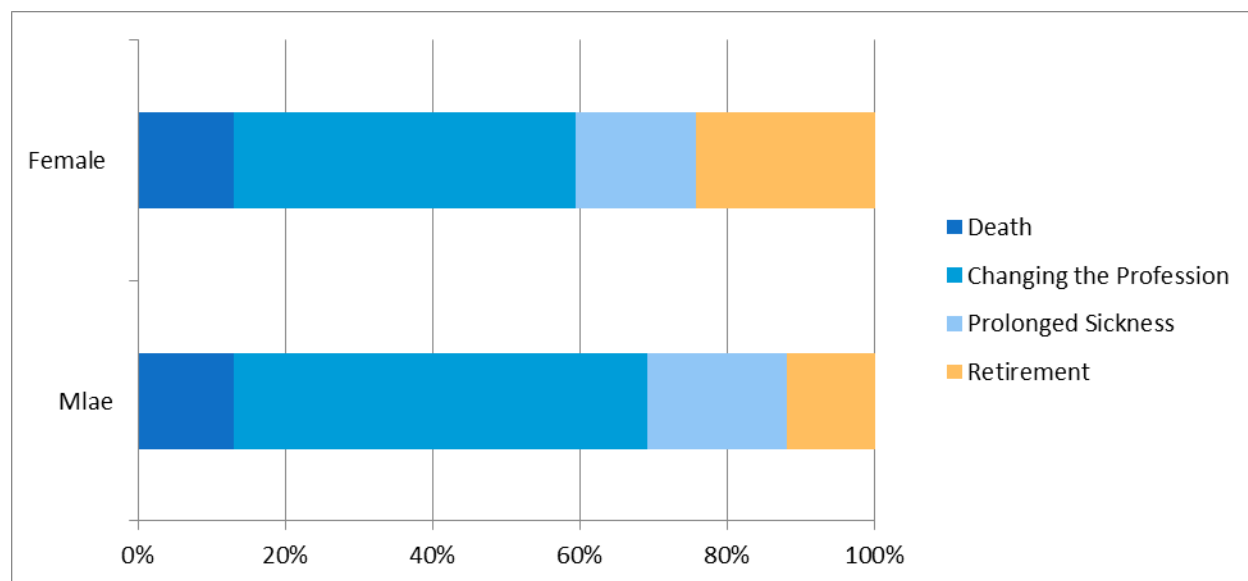
Region	Total Attrition			Total number of Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	126	24	150	6,265	1,705	7,970	2%	1%	2%
Afar	26	5	31	447	47	494	6%	11%	6%
Amhara	364	67	431	20,452	6,501	26,953	2%	1%	2%
Oromiya	1,129	193	1,322	27,123	4,906	32,029	4%	4%	4%
Somali	-	-	-	96	12	108			
SNNP	1,147	333	1,480	17,749	3,766	21,515	6%	9%	7%
Benishngul-Gumuz	-	-	-	1,153	187	1,340			
Gambella	75	7	82	757	90	847	10%	8%	10%
Harari	6	1	7	247	54	301	2%	2%	2%
Addis Ababa	517	93	610	5,535	1,224	6,759	9%	8%	9%
DireDawa	21	4	25	544	70	614	4%	6%	4%
National	3,411	727	4,138	80,368	18,562	98,930	4%	4%	4%

**Chart 8.10 Attrition Rates of Secondary School Teachers by Region, 2009 E.C. (2016/17)**

The most common reason given by teachers leaving the school was 'changing the profession', with 56% of male teachers and 46% of female teachers giving this response. This shows that approximately the same proportion of male teachers leave the teaching profession in primary and secondary schools, while proportionately more women tend to leave the teaching profession in primary schools.

**Table 8.7 Reasons given by Secondary School Teachers for Leaving the Profession, 2009 E.C. (2016/17)**

Region	Death		Changing the Profession		Prolonged Sickness		Retirement		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	5	1	96	16	4	2	21	5	126	24	150
Afar	1		19	5	5		1		26	5	31
Amhara	20	4	287	43	7	2	50	18	364	67	431
Oromiya	30	6	471	110	439	29	189	48	1,129	193	1,322
Somali	-	-	-	-	-	-	-	-	-	-	-
SNNP	363	83	536	83	164	84	84	83	1,147	333	1,480
Benishngul-Gumuz	-	-	-	-	-	-	-	-	-	-	-
Gambella	7	-	54	5	11	-	3	2	75	7	82
Harari	-	-	5	1	-	-	1	-	6	1	7
Addis Ababa	16	1	427	71	17	2	57	19	517	93	610
DireDawa	2		17	3			2	1	21	4	25
National	444	95	1,912	337	647	119	408	176	3,411	727	4,138

**Chart 8.11 Reasons given by Secondary School Teachers for Leaving the Profession, 2009 E.C. (2016/17)**

# Colleges of Teachers' Education

2009 E.C. 2016/17

## Enrolment by type of program



■ Regular (24.68%) ■ Extension (37.45%) ■ Summer (37.88%)

Most CTE students are enrolled in Extension and Summer programs

## Enrolment by gender

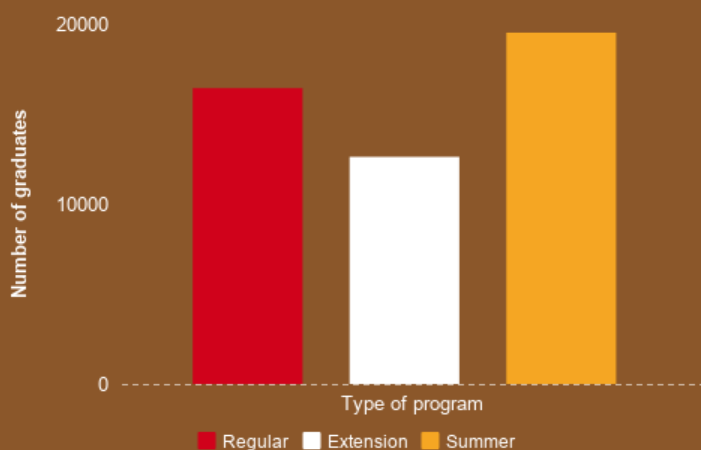


58.6%



41.4%

## CTE Graduates



In 2009, most graduates of CTE programs attended a Summer program

Ministry of Education, Ethiopia

## 9. Colleges of Teachers' Education

Colleges of teachers' education (CTEs) are basically designed to equip prospective teachers with the necessary knowledge, attitude, behaviors and skills they require to perform their tasks effectively in the classroom/school and to the wider community at large. To assess, therefore, the capacities and quality of services at CTEs, the Ministry of Education collects educational data on annual basis. In line with this, the 2009 E.C CTEs data collection was organized to collect data on students, academic and administrative staff from all colleges of teachers' education in the country.

As of 2009 E.C. (2016/17), there are 36 colleges of teachers' education throughout the country. CTEs are providing a three years education and training in teaching and award a diploma through regular, summer and extension (evening and weekend) programs. There are above 20 different departments or streams in most CTEs that are categorized under two modalities; New Modality, Linear and Cluster Modality.

The questionnaire response for 2009 E.C. is almost similar to that of the previous year's collection, with a return of completed data from 26 CTEs out of a total of 36; which is only 1 less than the 2008 E.C. collection (which was 27). For those CTEs that didn't return the 2009 E.C. questionnaire, the 2008 figure was used so that the national figure could be generated accordingly.

### 9.1 Enrolment in CTEs

In 2009 E.C. (2016/17), the total enrolment of CTEs in all programs (regular, extension and summer) was 257,247. This has an increment by 21.5% from the 2008 E.C. data. The gender shares of enrollment across all programs has seen comparable, 59% are male and 41% female. The highest proportion of the enrollment is in summer programs, which was around 38% of the total enrollment. Chart 9.1 shows the detail of the enrollment data split by program and sex.

**Chart 9.1 Enrolments by Program and Sex, 2009 E.C. (2016/17)**

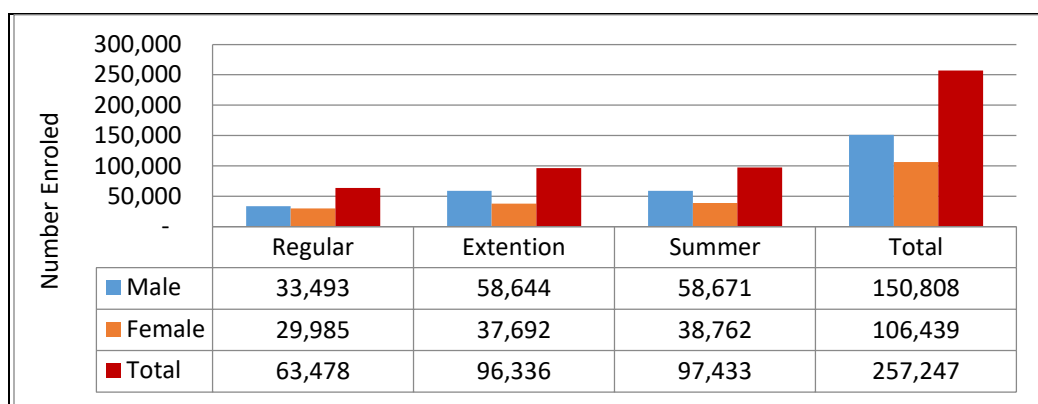
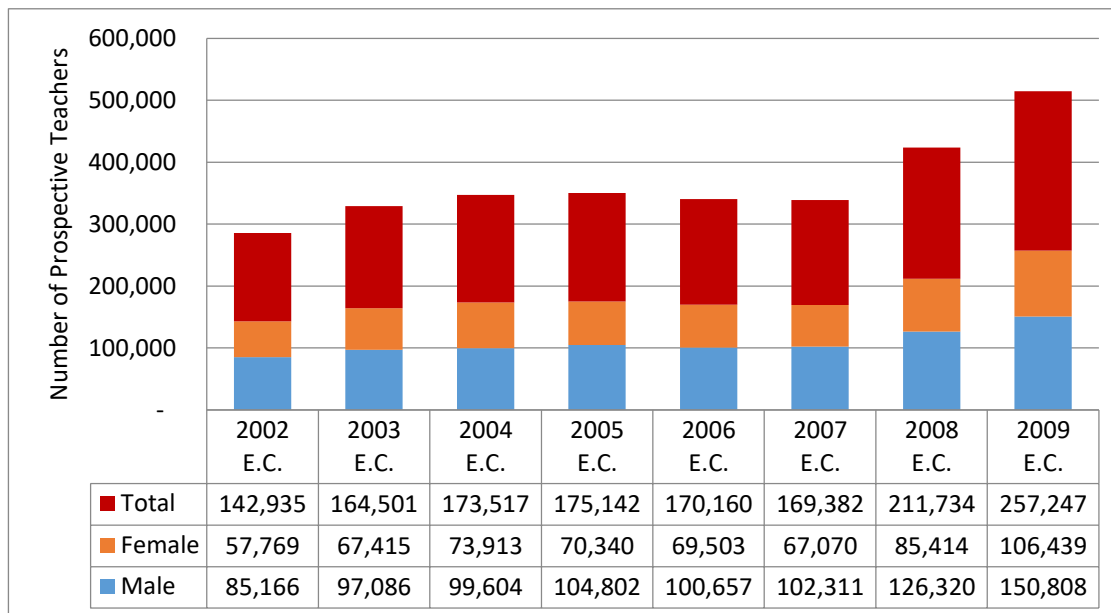


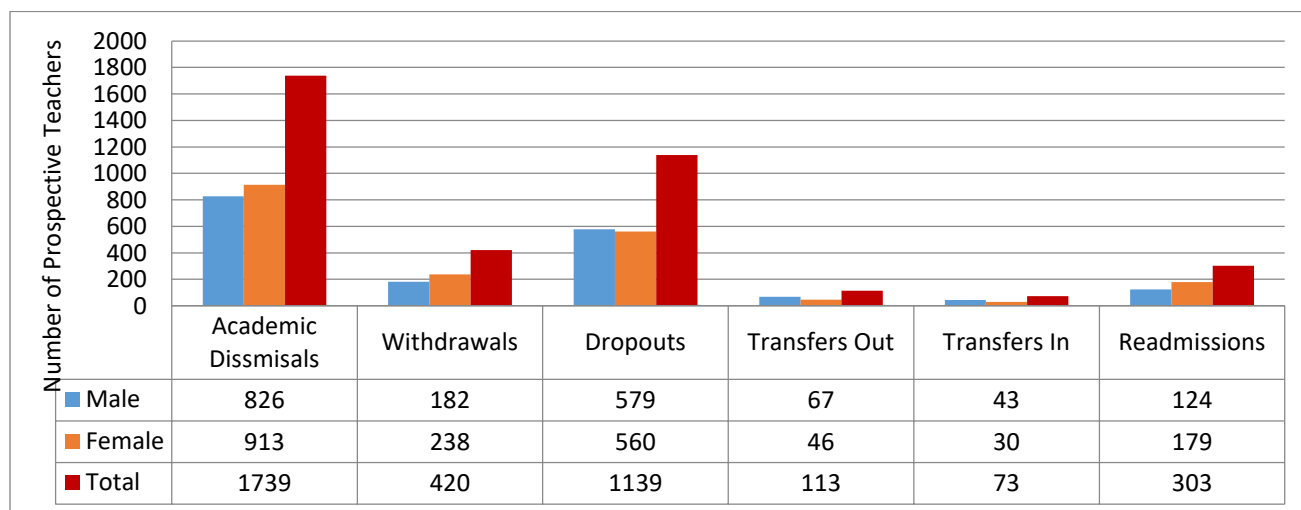
Chart 9.2 below also shows the eight years trend in enrollment. The chart shows that enrolment in CTEs has increased since 2002 E.C. with the exceptional decrease in 2006 and 2007 E.C. It should also be clear that, even the data have been seen increasing there is still a problem of getting the perfect result since all CTEs couldn't submit their data as required.

**Chart 9.2 Trends in Prospective Teachers' Enrolment, 2002 E.C.-2009 E.C. (2009/10-2016/17)**

## 9.2 Attrition of Prospective Teachers in CTEs

Similar to that of enrollment, data was collected on the attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate six major reasons of attrition as shown in the chart below.

Chart 9.3 below shows the attrition amount that prospective teachers left the CTE system with different reason. It can be seen from the chart that “academic dismissal”, followed by “dropouts”, is the reason with the highest figure, i.e. 1,739, from which 53% were females.

**Chart 9.3 Attrition of Prospective Teachers by Reason and Sex, 2009 E.C. (2016/17)**

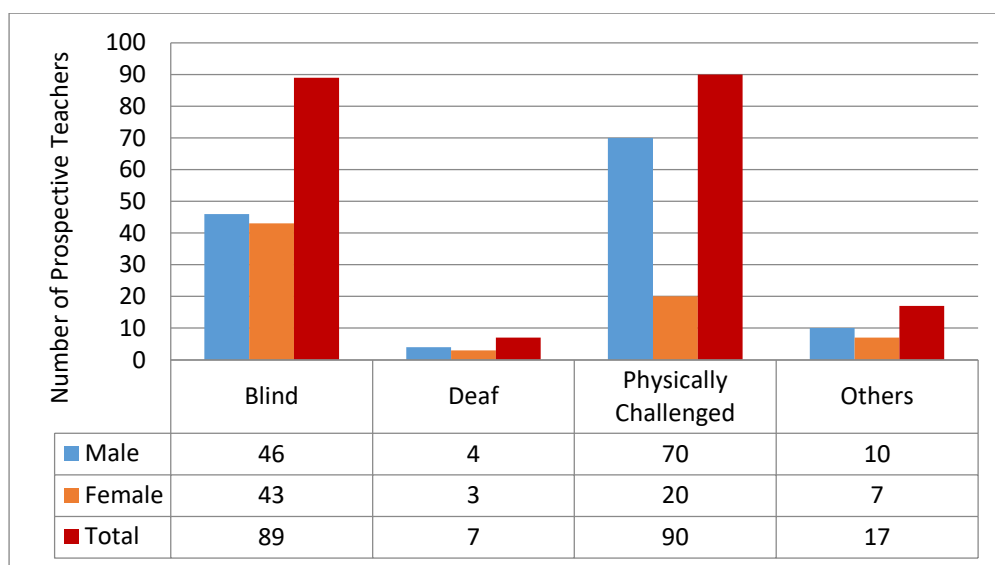


### 9.3 Prospective Teachers with Special Needs in CTEs

The survey tool also includes enrollment data with special needs. So, data was collected from CTEs on the number of prospective teachers enrolled with special needs. The categories used were limited to blind, deaf, physically disabled/challenged and “other”; which is basically not aligned to the more comprehensive categories of disabilities used in the general education questionnaires.

From Chart 9.4 it can be seen that there are a total of 203 prospective teachers enrolled in 2009 E.C. with special needs in all CTEs, from which “Physically Challenged” and “Blind” constitute the highest figure, 44% each.

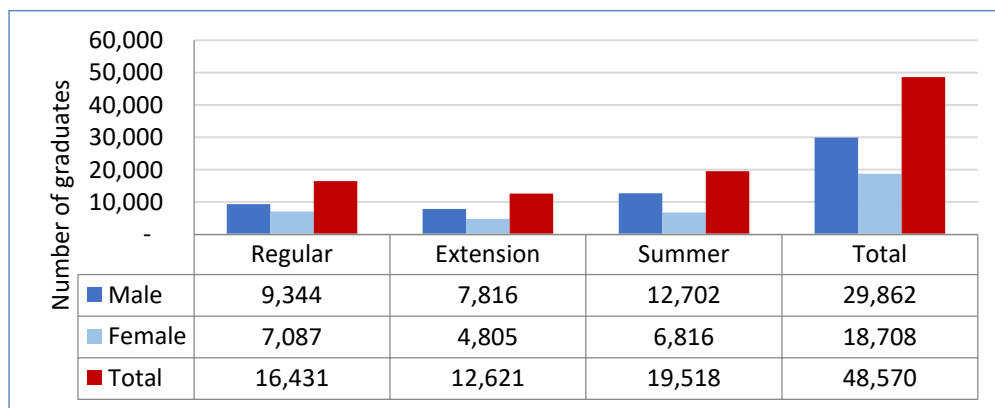
**Chart 9.4 Prospective Teachers Enrolled with Special Needs, 2009 E.C. (2016/17)**



### 9.4 Graduates from CTEs

In 2009 E.C. the total number of graduates in all programs was 48,570, which has an increment of 6% from the 2008 E.C. data. The summer program took the largest share of the graduates both in the previous and this year. The number of female graduates in all programs in this year was 39%, which is almost the same to that of the previous year. The chart below shows graduates by program and sex.

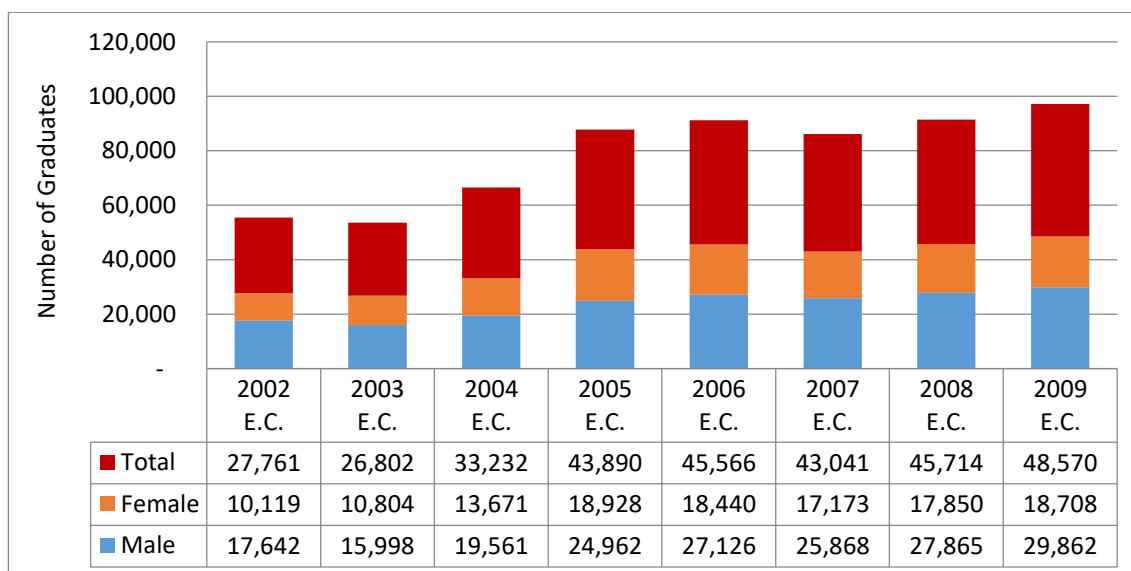
**Chart 9.5 Graduates by Program and Sex, 2009 E.C. (2016/17)**



When we look at the trend in the number of graduates, it can be seen that the total number of graduates has increased slightly compared to 2008 E.C. however this is not a large increment as has been seen in the trend of enrolment.

Chart 9.6 shows the trend in the number of graduates over the last 8 years, and the values didn't show any uniform increment or decrement in the number of graduates.

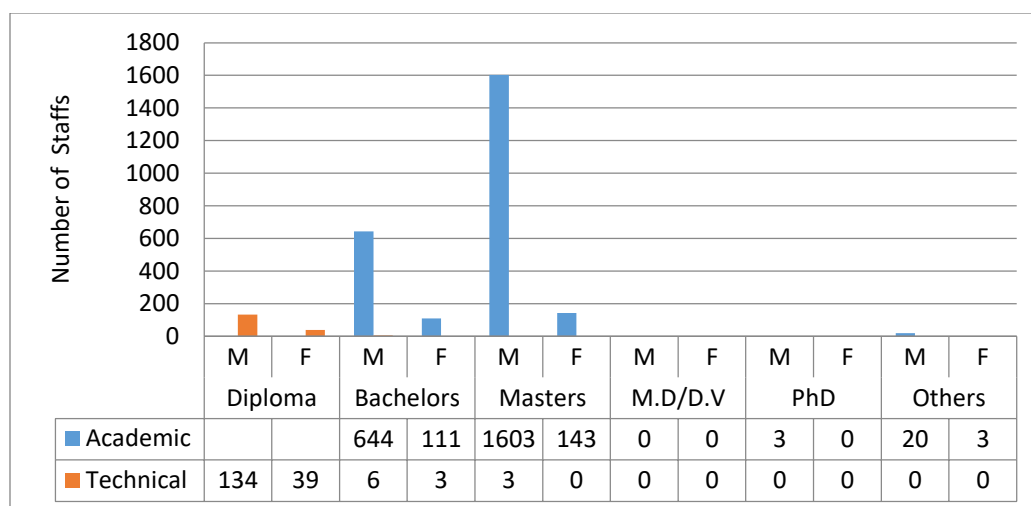
**Chart 9.6 Trends in the Number of Graduates, 2002 E.C.-2009 E.C. (2009/10-2016/17)**



## 9.5 Staff in CTEs

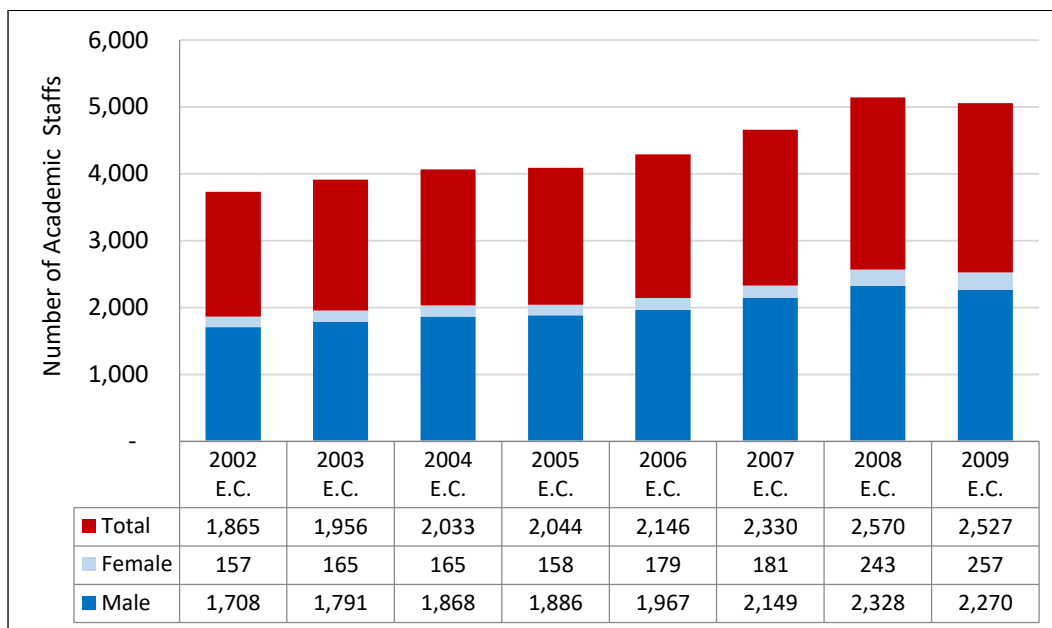
In the 2009 E.C. data, both the academic and technical staffs of CTEs in the country were counted as 2,712 from which 185 of them are technical staffs. The female shares are only 10% in the academic staffs and 23% in the technical staffs. This share is almost the same with the 2008 E.C data. The chart below shows the staff distribution by qualification and sex

**Chart 9.7 Numbers of Staff by Qualification and Sex, 2009 E.C. (2016/17)**



Considering the academic staffs, the trend over the last 8 years is shown in Chart 9.8. The trend shows a steady increase in the number of teachers in CTEs over this time period, with the exception of this year. The proportion of female academic staff in CTEs has remained very low, roughly at an average of 8% over the time period.

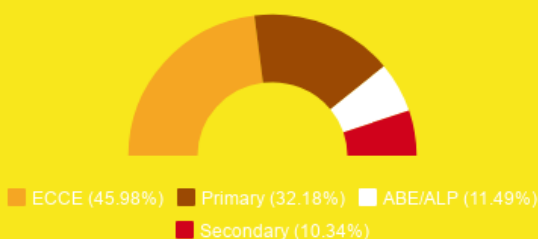
**Chart 9.8 Trends in Academic Staff, 2002 E.C.-2009 E.C. (2009/10-2016/17)**



# Refugee Education

2009 E.C. 2016/17

## Number of schools



There are 80 ECCE schools, 56 primary schools, 20 ABE/ALP schools and 18 secondary schools

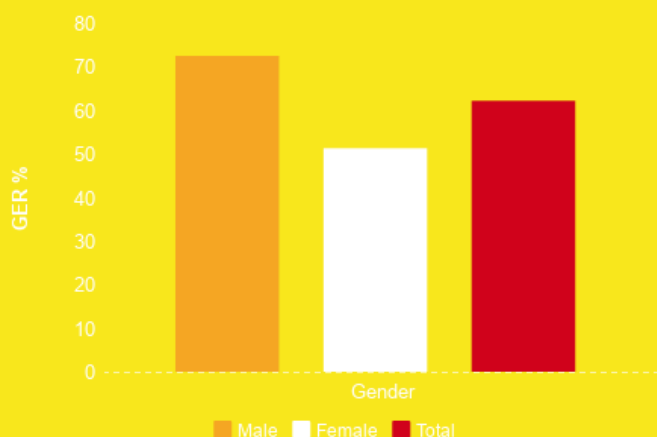
## Gender Parity Index



0.71



## Gross Enrolment Ratio in primary schools



The GER of refugee education is lower than the GER of the host community in primary schools

Ministry of Education, Ethiopia

## 10. Refugee Education

Ethiopia is a State party to the 1951 Convention relating to the Status of Refugees, and its 1967 Protocol, as well as to the 1969 Organization of African Union (OAU) Convention Governing the Specific Aspects of Refugee Problems in Africa. The Government of has also enacted a national Refugee Proclamation in 2004. The Government of Ethiopia has re-affirmed its commitment to protection of refugees and provision of basic services including education when it made milestone pledges at the Leaders' Summit in New York in 2016. The government pledged to 'increase the enrolment of refugee children without discrimination and within available resources.'

Ethiopia has a long history of hosting refugees and currently provides protection to over 850,000 refugees from 24 countries, with the majority originating from South Sudan, Ethiopia-Somali, Eritrea, Sudan, Yemeni and other countries. Children of school-age population constitute 44% of the refugee population. As of December 2016, the number of school-age going refugee children in Ethiopia was 344330<sup>1</sup> out of which 177,745 were enrolled in 174 schools in or around refugee camps. The enrolment ratio of refugee children was 51% overall - 45% of girls and 58% of boys.

Ethiopia has been implementing National Refugee Education Strategy 2015-2018, which adopted the global Refugee Education Strategy 2012 – 2016, and aligned along with MoE's Education Sector Development Plan IV (ESPDP IV) 2010/11 – 2014/15. ARRA, UNHCR, humanitarian and development partners have been making concerted efforts to enhance refugees' access to all level of education. These efforts include opening up new and/or expanding of school facilities and employment of additional teachers to enable enrolment of 51% school-age children. Improving the quality and relevance of education by more inclusion of refugee education in the national systems, planning and implementation have been other areas of focus in the past few years.

Moreover, as part of the effort to track progresses towards the target set in the national strategy, ARRA and UNHCR have been collaborating with the Ministry of Education that helped in adaptation and implementation of Education Management Information System (EMIS) since December 2016. The customized EMIS for refugee education, which works along the national MoE's EMIS processes, has now captured key education indicators for preschool, primary and secondary schools and becomes one of the important tools for planning and monitoring of education progresses. Resolute effort among education partners in Ethiopia, was also seen in development of the a joint Education Cannot Wait project proposal, that won about USD 13.5 million for improving access to quality education for refugees in Ethiopia, with focus on South Sudanese and Sudanese refugees and their host communities.

Efforts to establish strong linkage between national and refugee education systems has been producing positive results in some key areas. Among these key areas is MoE's supports refugee education program in administration of placement examination and assessment of core learning competency targeting children and young refugees who could not present education certificates from their countries of origins.

---

<sup>1</sup> This data does not include refugee students in urban centers, who are enrolled in over 166 government schools in Addis Ababa and other major cities. Over 20,000 refugees are residing in Addis Ababa and refugee students' enrollment is believed to have been captured through the national EMIS.

Provision of education for refugees is massively challenging due in part to the continuing influx of refugees, the trauma which children may have experienced as a result of displacement, differences in curriculum and language instruction, and educational delays due to lack of schools or insecurity in their countries of origin. Despite significant efforts to increase access to quality education for refugee children in Ethiopia, challenges still remain in the areas of access, quality, equity and safe-learning environment. About 49% school-age children are still out of school; classrooms and teachers as well as education materials are in short supply and the majority of the refugee schools still don't fulfill the minimum standards of a safe learning environment. On average a teacher is for 80 students, a classroom (in double shift) serves 103 students and only 56% of the teachers are qualified to teach at primary school level.

Global Education Strategy (2012-2016) envisioned to achieve "100% of program use data and related impact monitoring to inform and adapt education program planning" by the end of 2016. In its National Refugee Education Strategy (2015-2018), Ethiopia also underscored the importance of implementing Education Management Information System (EMIS) for measuring progress of refugee education. The Strategy recognizes the significance of partnership with Ministry of Education (MoE) and other stakeholders for the establishment of EMIS for refugee education.

In August 2014, UNHCR and ARRA have initiated collaboration with MoE's department of EMIS and ICT to operationalize EMIS in the context of refugee education. With the support of MoE capacity building training was organized for over 250 staff of ARRA, UNHCR, and NGOs partners through 2015 and 2016. The training helped in introduction of theoretical framework and practical application of EMIS for refugee education. The next step was to customize the EMIS Questionnaires and Software so as to fit the context of refugee education while ensuring synchronization of EMIS for refugees with the national EMIS system of the MoE. EMIS customization also involved simplification of the system to meet the current needs and addresses future challenges in education data collection, verification, analysis and dissemination and management.

The publication of EMIS for refugee education came at a time when the Government made milestone pledges to increase enrollment ratio for refugees in Ethiopia from approximately 148,361 students to 212,800 students. These include increasing refugee enrolment for preschool from 46,276 to 63,000; primary school enrolment from 96,700 to 137,000; secondary school enrolment from 3,785 to 10,300; and increasing refugee enrolment in higher education from 1,600 to 2,500. The EMIS will track trends and target set in the pledges and National Refugee Education. As refugee education used EMIS data for the first, this sub-sector does not show trends in this publication.

This publication of EMIS for refugee education as sub-sector within the national MOE's Education Annual Statistical Abstract is the first of its kind in Ethiopia; and perhaps in the East African region. ARRA, UNHCR, UNICEF and all education stakeholders are grateful to the support provided by the Ministry of Education towards this end.

## 10.1. Summary Tables

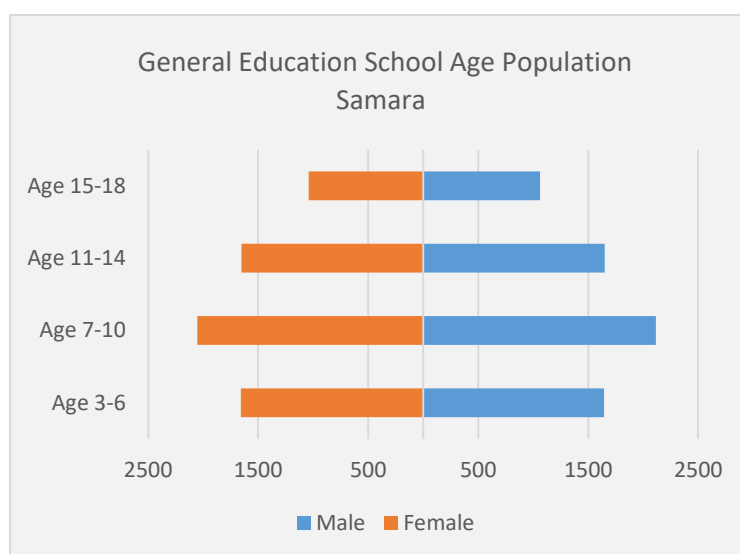
**Table 10.1 Refugee School Age Population in 2016/17**

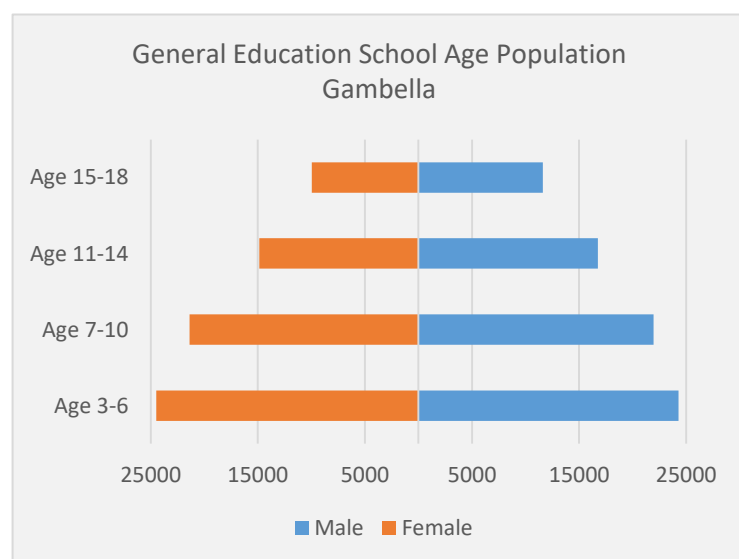
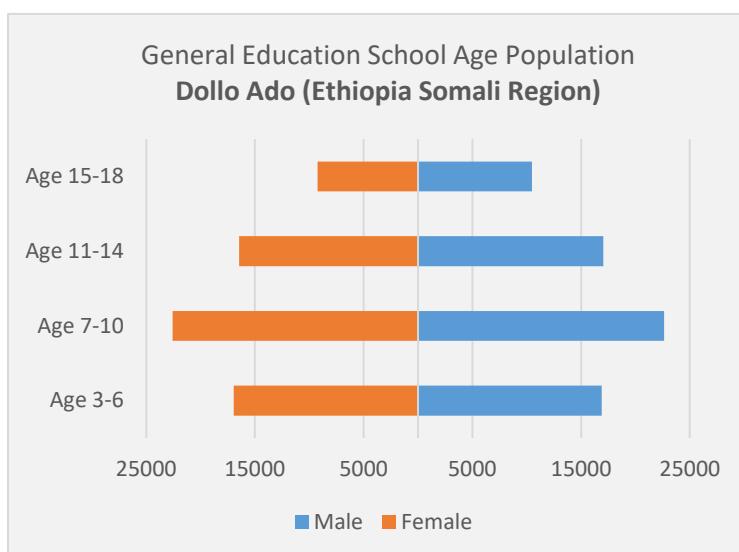
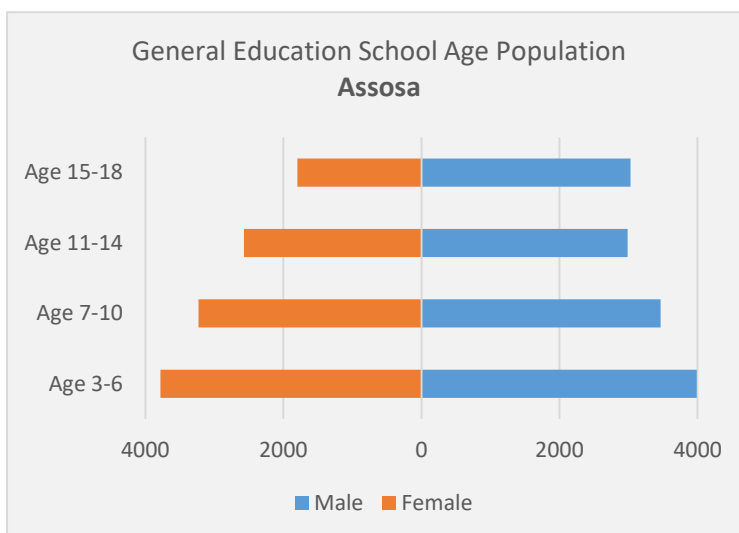
Location	Age 3-6			Age 7-10			Age 11-14			Age 15-18			Age 3-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	1,645	1,658	3,303	2,115	2,053	4,168	1,650	1,652	3,302	1,061	1,041	2,102	6,471	6,404	12,875
Assosa	3,989	3,780	7,769	3,466	3,229	6,695	2,989	2,571	5,560	3,030	1,797	4,827	13,474	11,377	24,851
Dollo Ado	16,894	16,949	33,843	22,622	22,579	45,201	17,052	16,470	33,522	10,482	9,255	19,737	67,050	65,253	132,303
Gambella	24,275	24,469	48,744	21,959	21,372	43,331	16,747	14,862	31,609	11,606	9,960	21,566	74,587	70,663	145,250
Jigjiga	1,758	1,764	3,522	1,783	1,727	3,510	2,451	2,476	4,927	1,712	1,630	3,342	7,704	7,597	15,301
Shire	1,485	1,298	2,783	1,220	1,106	2,326	2,174	1,072	3,246	3,559	1,836	5,395	8,438	5,312	13,750
All	50,046	49,918	99,964	53,165	52,066	105,231	43,063	39,103	82,166	31,450	25,519	56,969	177,724	166,606	344,330

The school age range largely follows MOE's classification of school-age for education sub-sectors, except in the preschool-age where age 3 is included as school-age population for Early Childhood Care and Education (ECCE).

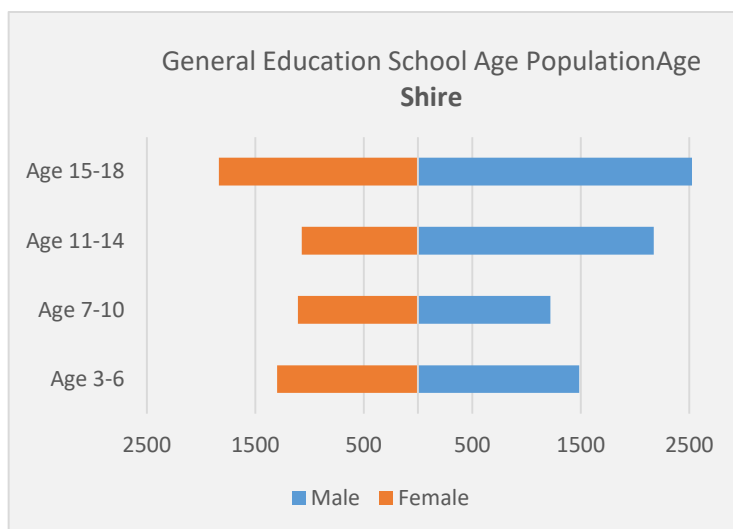
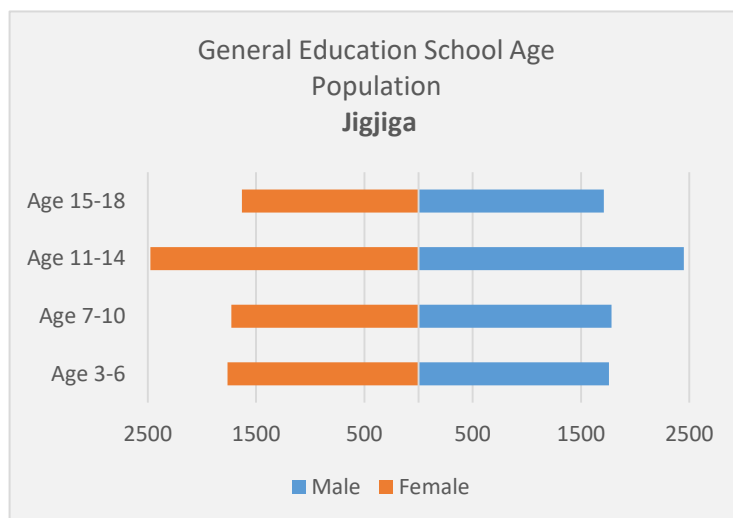
Location in the above refers to names of UNHCR Sub-Offices and/or ARRA Zonal Coordination Offices. So, the name locations are offices responsible for administration and coordination of refugee camps under their domain.

**Chart 10.1 School Age Population Distribution by Sub-Offices, 2016/17**









**Table 10.2 Number and Type of Schools by School-Age Population, 2016/17**

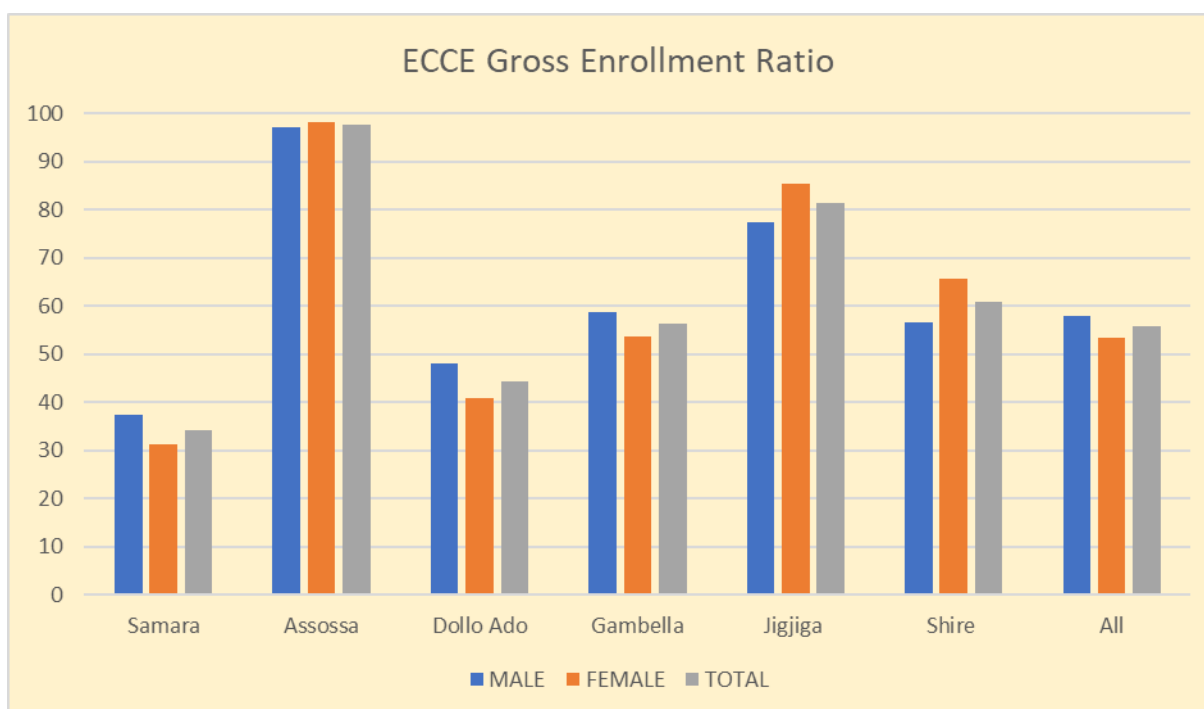
Number of School and school age population					
Sub-Office	Population Age 3-18	ECCE	Primary	ABE/ALP	Secondary
Samara	12875	3	4		2
Assosa	24851	16	5	2	4
Dollo	132303	16	19	12	1
Gambella	145250	27	21	6	5
Jigjiga	15301	14	3		3
Shire	13750	4	4		3
<b>Total</b>	<b>344330</b>	<b>80</b>	<b>56</b>	<b>20</b>	<b>18</b>

## 10.2. Enrollment by Level

**Table 10.3 Gross Enrollment Ratio (GER) in Early Childhood Care and Education (ECCE)**

Location	Age 3-6			Enrollment in ECCE			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	1645	1658	3303	616	518	1134	37.4	31.2	34.3	0.83
Assosa	3989	3780	7769	3875	3714	7589	97.1	98.3	97.7	1.01
Dollo Ado	16894	16949	33843	8112	6933	15045	48	40.9	44.5	0.85
Gambella	24275	24469	48744	14244	13164	27408	58.7	53.8	56.2	0.92
Jigjiga	1758	1764	3522	1363	1508	2871	77.5	85.5	81.5	1.10
Shire	1485	1298	2783	842	852	1694	56.7	65.6	60.9	1.16
All	50046	49918	99964	29052	26689	55741	58.1	53.5	55.8	0.92

Overall GER in ECCE was 59% with considerable variations across camps. For instance sub-office Assosa coordinating four camps in Benishangul-Gumuz Regional State have achieved GER of 97.7% while the ECCE GER in two camps under Samara in Afar region was only 34.3%. Majority of the 80 ECCE schools in the camps are community-based run schools largely supported by national and international Non-Governmental Organizations. 96.7% of teachers at ECCE are from refugee communities.

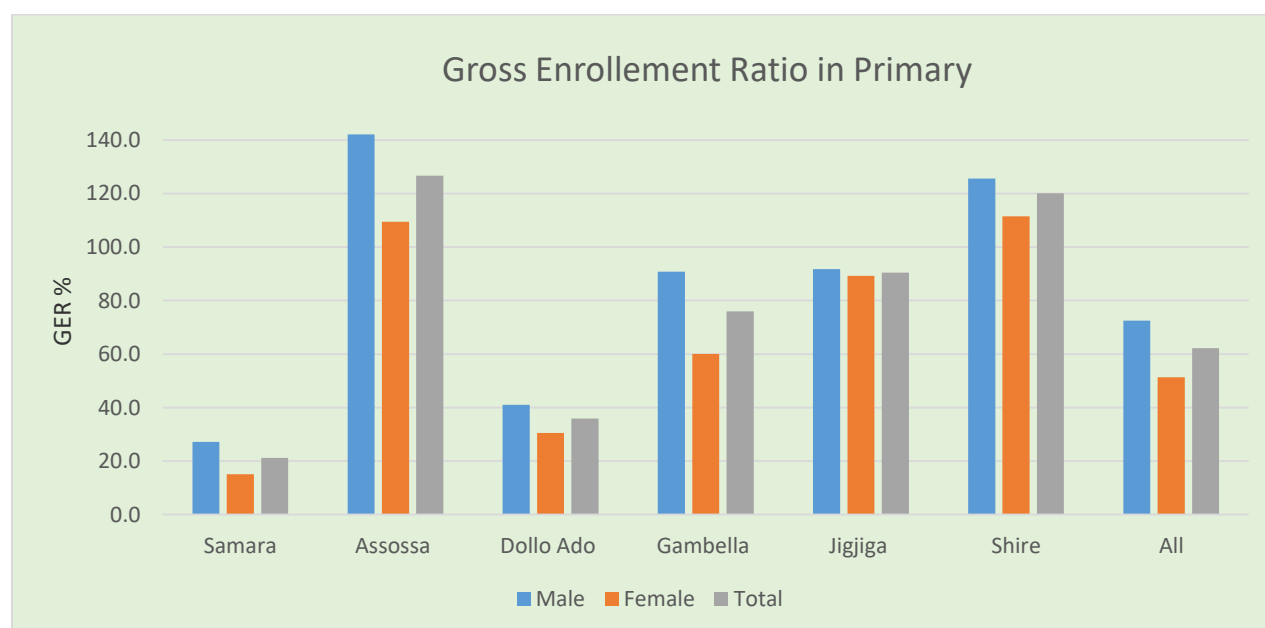
**Chart 10.2 Gross Enrollment Ratios in ECCE**

### 10.3. Primary Education

**Table 10.4 GER in Primary School**

Location	Population Age 7-14			Enrollment in Primary			GER			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	3765	3705	7470	1024	561	1585	27.2	15.1	21.2	0.56
Assosa	6455	5800	12255	9173	6349	15522	142.1	109.5	126.7	0.77
Dollo Ado	39674	39049	78723	16310	11918	28228	41.1	30.5	35.9	0.74
Gambella	38706	36234	74940	35139	21765	56904	90.8	60.1	75.9	0.66
Jigjiga	4234	4203	8437	3886	3749	7635	91.8	89.2	90.5	0.97
Shire	3394	2178	5572	4264	2428	6692	125.6	111.5	120.1	0.89
<b>All</b>	<b>96228</b>	<b>91169</b>	<b>187397</b>	<b>69796</b>	<b>46770</b>	<b>116566</b>	<b>72.5</b>	<b>51.3</b>	<b>62.2</b>	<b>0.71</b>

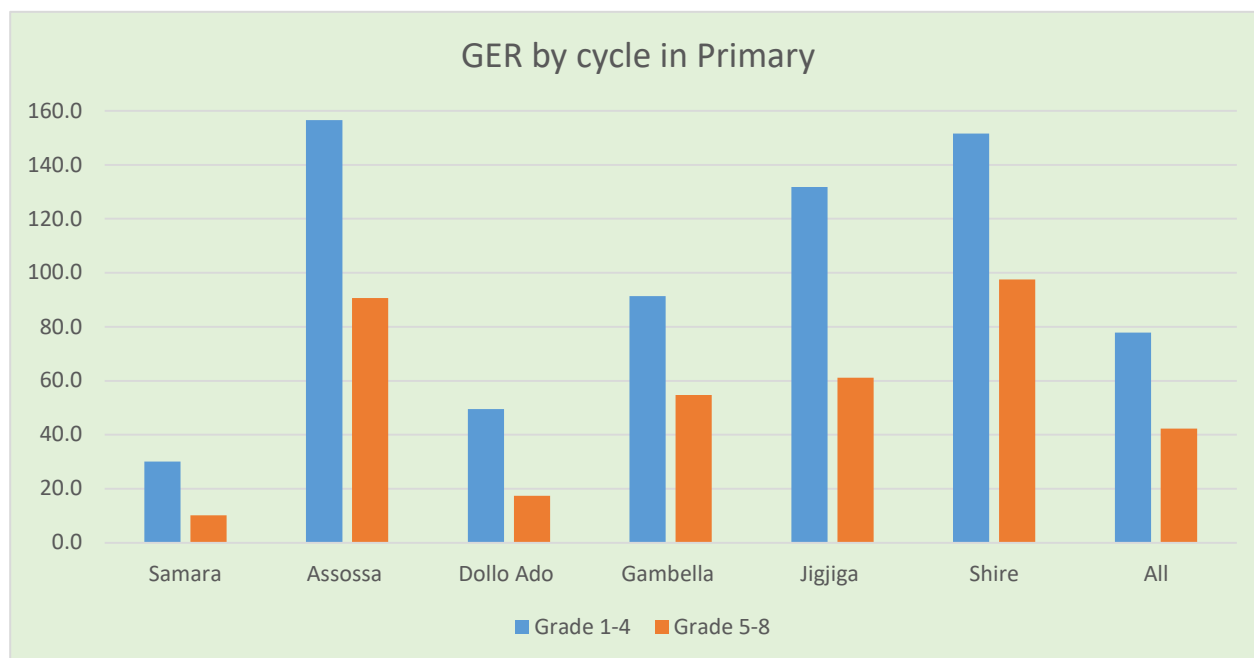
The overall GER in primary education including students enrolled in Alternative Basic Education (ABE) is 62.2%. The camp/site variation in GER is considerable – Assosa camps have the highest GER (126/.7%) while Samara has GER of 21.2%.

**Chart 10.3 Refugee Gross Enrollment Ratios in Primary, 2016/17****Table 10.5 Gross Enrolment Ratios by Cycle**

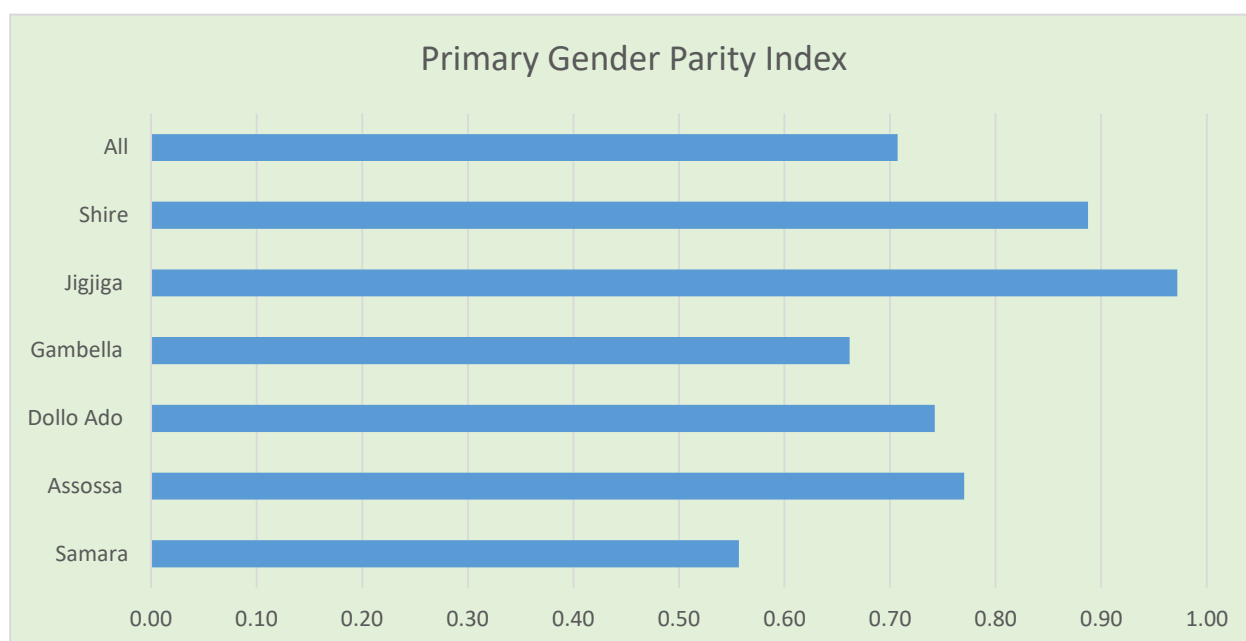
SUB OFFICE	GER 1-4			GER 5-8		
	Male	Female	Total	Male	Female	Total
Samara	37.2	22.6	30.0	14.4	5.8	10.1
Assosa	168.3	144.0	156.6	111.7	66.1	90.6
Dollo Ado	54.3	44.8	49.5	23.7	10.9	17.4
Gambella	102.8	79.6	91.4	75.0	32.0	54.8
Jigjiga	134.6	128.8	131.8	60.6	61.6	61.1
Shire	178.9	121.6	151.6	95.8	101.0	97.5
All	86.6	68.8	77.8	55.1	28.0	42.2

As the table above shows GER decreases from 77.8 in in first cycle primary school to 42.2% in second cycle or upper primary grades.

**Chart 10.4 GER by Cycle in Primary Schools**



**Chart 10.5 Gender Parity Index in Refugee primary education, 2016/17**



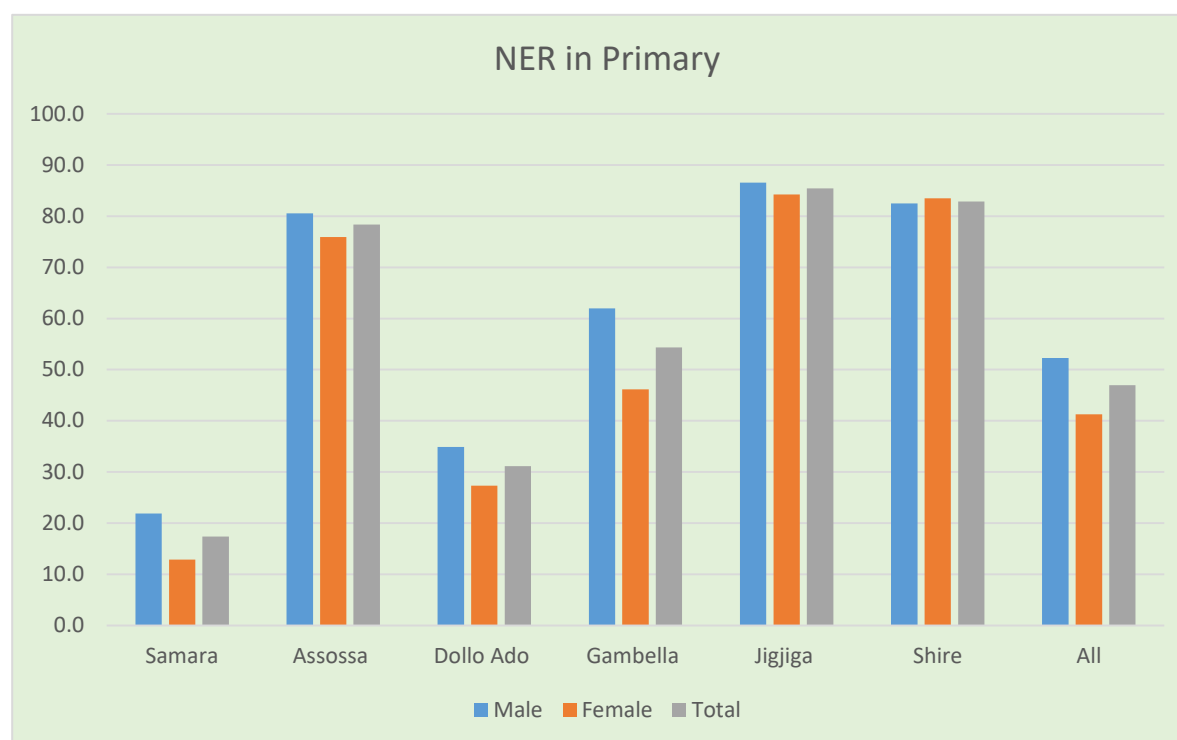
**Table 10.6 Over-Age Enrollment in 1st cycle (Grade 1-4), 2016/17**

Sub Office	Population of 7-10			Overage Enrollment			Over Age GER		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Samara</b>	2115	2053	4168	276	146	422	13.05	7.11	<b>10.12</b>
<b>Assosa</b>	3466	3229	6695	2763	2006	4769	79.72	62.12	<b>71.23</b>
<b>Dollo Ado</b>	22622	22579	45201	3040	2255	5295	13.44	9.99	<b>11.71</b>
<b>Gambella</b>	21959	21372	43331	9422	7496	16918	42.91	35.07	<b>39.04</b>
<b>Jigjiga</b>	1783	1727	3510	537	499	1036	30.12	28.89	<b>29.52</b>
<b>Shire</b>	1220	1106	2326	1119	418	1537	91.72	37.79	<b>66.08</b>
<b>All</b>	<b>53165</b>	<b>52066</b>	<b>105231</b>	<b>17157</b>	<b>12820</b>	<b>29977</b>	<b>32.27</b>	<b>24.62</b>	<b>28.49</b>

As the table above shows some 28.5% of the students enrolled in first cycle primary school are over-aged for their grades. The majority of refugee children in Ethiopia are known to have come from countries where access to education has been challenging due to lack of or inaccessibility of schools owing to internal conflicts, distance or limited school facilities. For instance, in central or southern Ethiopia-Somali, formal education has been collapsed for more than 20 years and some refugees have accessed formal education in refugee camps first time in decades. Therefore, over-age enrollment in lower primary grades is expected in refugee camps. To make schooling appropriate for some over-aged children alternative basic education was introduced in refugee schools that have contributed to accelerated education of over-aged children.

**Table 10.7 Net Enrollment Ratio in Primary Education, 2016/17**

Location	Population of Age 7-14			Enrollment of Age Group 7-14			NER (1-8)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Samara</b>	3765	3705	7470	824	476	1300	21.9	12.8	17.4
<b>Assosa</b>	6455	5800	12255	5200	4405	9605	80.6	75.9	78.4
<b>Dollo Ado</b>	39674	39049	78723	13838	10661	24499	34.9	27.3	31.1
<b>Gambella</b>	38706	36234	74940	23999	16721	40720	62.0	46.1	54.3
<b>Jigjiga</b>	4234	4203	8437	3666	3540	7206	86.6	84.2	85.4
<b>Shire</b>	3394	2178	5572	2799	1819	4618	82.5	83.5	82.9
<b>All</b>	<b>96228</b>	<b>91169</b>	<b>187397</b>	<b>50326</b>	<b>37622</b>	<b>87948</b>	<b>52.3</b>	<b>41.3</b>	<b>46.9</b>

**Chart 10.6 Net Enrollment Ratios in Primary Education, 2016/17**

The overall net enrollment ratio is 46% and likewise in GER indicator, Samara has the lowest NER while Jigjiga has the highest NER in primary education.

**Table 10.8 Primary Completion Ratio, 2016/17**

Location	Age 14			Grade 8			Primary Completion Ratio		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	316	332	648	40	14	54	12.7	4.2	8.3
Assosa	719	574	1293	302	108	410	42.0	18.8	31.7
Dollo Ado	3455	3298	6753	337	133	470	9.8	4.0	7.0
Gambella	4500	3857	8357	2649	583	3232	58.9	15.1	38.7
Jigjiga	561	562	1123	268	323	591	47.8	57.5	52.6
Shire	615	261	876	322	173	495	52.4	66.3	56.5
<b>Total</b>	<b>10166</b>	<b>8884</b>	<b>19050</b>	<b>3918</b>	<b>1334</b>	<b>5252</b>	<b>38.5</b>	<b>15.0</b>	<b>27.6</b>

As one of the key educational efficiency indicators, the EMIS has also captured the primary school completion ratio for the first time. As shown in Table 10.8 above, the average completion ratio for refugee primary school in 2016/17 academic year was 27.6%. As the data indicates, primary schools in Dollo Ado camps in South-western part of Ethiopia Ethiopia-Somali region have the lowest completion ratio of 7% as compared to 52.6% for same population group of Ethiopia-Somalis who are residing in three camps in Jigjiga area. The refugees in Jigjiga area, who have been in Ethiopia for much longer than the refugees in Dollo Ado, have had better educational opportunity in Ethiopia.

**Table 10.9 Student Section Ratio in primary Schools, 2016/17**

Location	Enrollment in refugee Schools			Number of Sections			Students Section ratio		
	(1-4)	(5-8)	(1-8)	(1-4)	(5-8)	(1-8)	(1-4)	(5-8)	(1-8)
<b>Samara</b>	1231	231	1462	26	6	32.0	47:1	39:1	<b>46:1</b>
<b>Assosa</b>	9869	5040	14909	100	67	167.0	99:1	75:1	<b>89:1</b>
<b>Dollo Ado</b>	13984	5831	19815	157	79	236.0	89:1	74:1	<b>84:1</b>
<b>Gambella</b>	35040	17316	52356	270	118	388.0	130:1	147:1	<b>135:1</b>
<b>Jigjiga</b>	4625	3010	7635	50	40	90.0	93:1	75:1	<b>85:1</b>
<b>Shire</b>	3527	3165	6692	49	39	88.0	72:1	81:1	<b>76:1</b>
<b>Total</b>	<b>68276</b>	<b>34593</b>	<b>102869</b>	<b>652</b>	<b>349</b>	<b>1001.0</b>	<b>105:1</b>	<b>99:1</b>	<b>103:1</b>

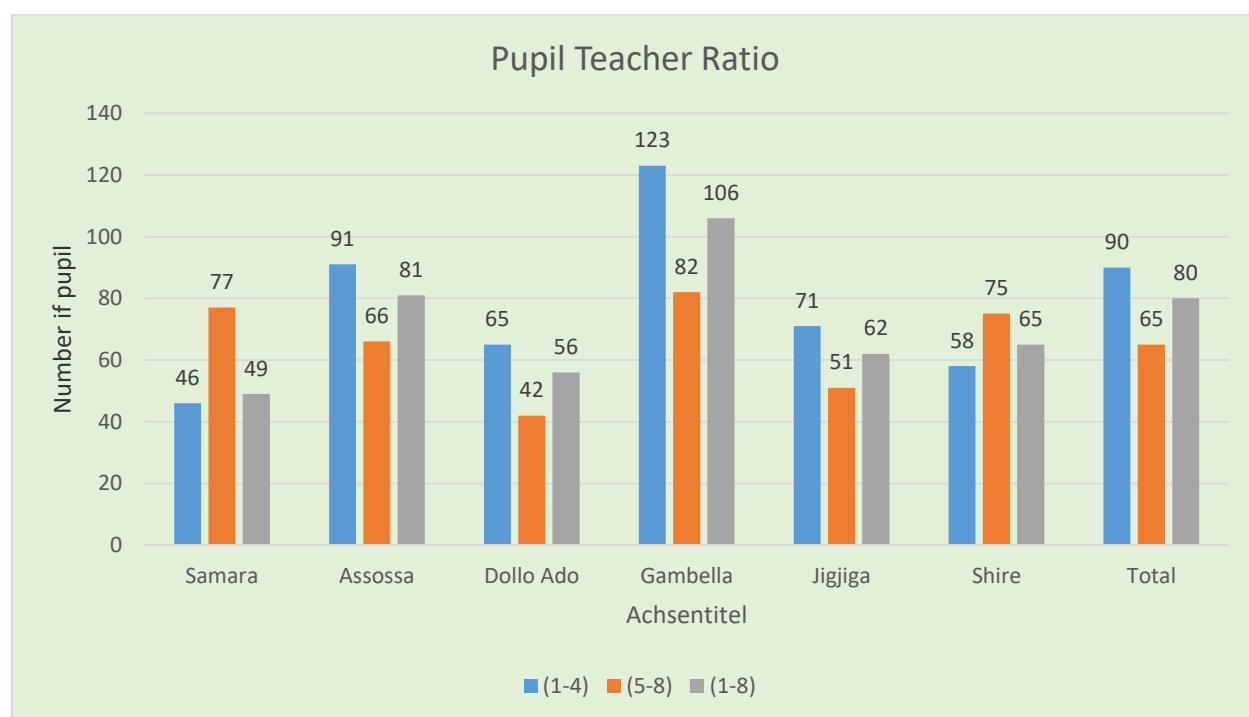
As shown in the above table, refugee primary schools have on average 103 children learning in a classroom meant for 50 students. In Samara, where there is lowest GER and NER, student-classroom ratio was 46:1 as compared to enormously overcrowded classrooms in Gambella camps where student-classroom ratio was 135:1. Gambella camps by then was receiving many new refugee influxes on daily basis where the school expansion could not keep pace with increasing population size.

**Table 10.10 Pupil-Teacher Ratio in Primary Schools, 2016/17**

Primary Education Pupil-Teacher Ratio			
SUB OFFICE	(1-4)	(5-8)	(1-8)
<b>Samara</b>	<b>46:1</b>	<b>77:1</b>	<b>49:1</b>
<b>Assosa</b>	<b>91:1</b>	<b>66:1</b>	<b>81:1</b>
<b>Dollo Ado</b>	<b>65:1</b>	<b>42:1</b>	<b>56:1</b>
<b>Gambella</b>	<b>123:1</b>	<b>82:1</b>	<b>106:1</b>
<b>Jigjiga</b>	<b>71:1</b>	<b>51:1</b>	<b>62:1</b>
<b>Shire</b>	<b>58:1</b>	<b>75:1</b>	<b>65:1</b>
<b>All</b>	<b>90:1</b>	<b>65:1</b>	<b>80:1</b>

In refugee primary schools a teacher teaches on average 80 students. This indicates shortage of teachers for refugee primary schools.

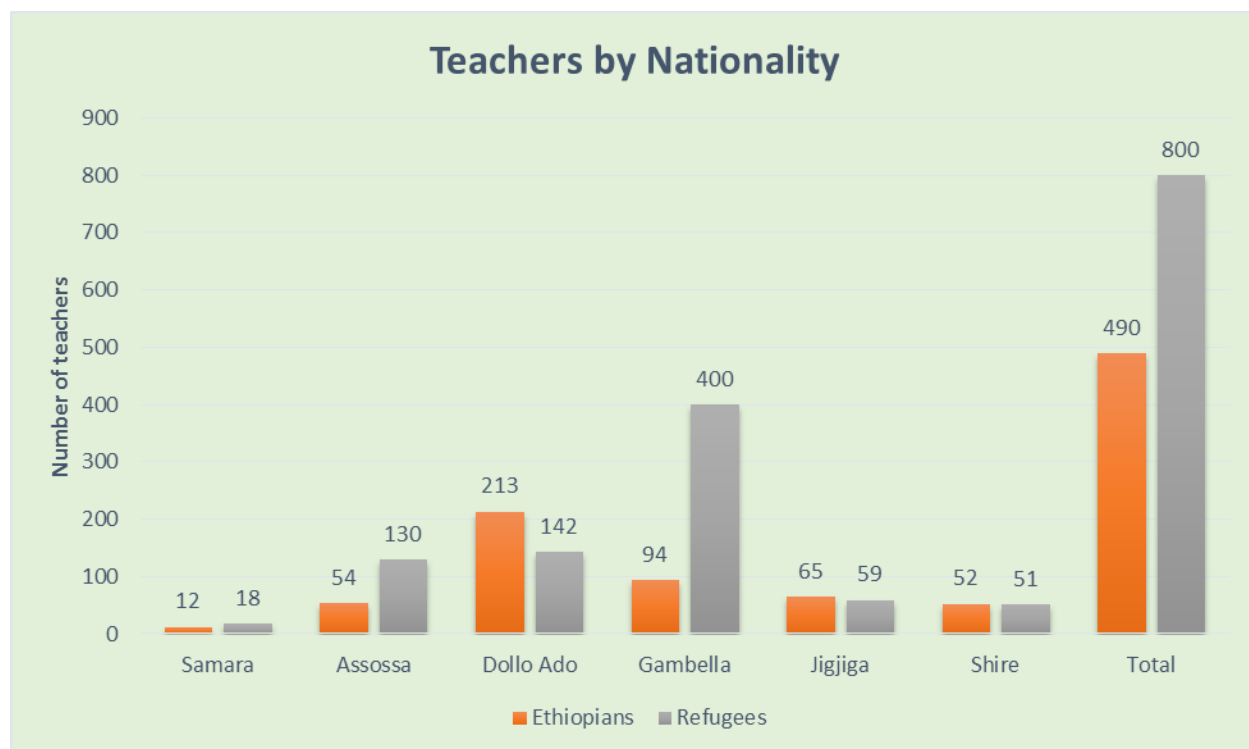


**Chart 10.7 Pupil-Teachers Ratio in Primary Education by Cycle, 2016/17****Table 10.11 Summary of Qualification of Teachers in Primary School, 2016/17**

	Below Secondary		Secondary		TTI Certificate		Diploma		BA/BSC/BED		MSC/MA or Above	Grand Total
Location	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Samara			19				10		1			30
Assosa	15		78	6	6		28	3	45	2	1	184
DolloAddo	79	12	25	4	1		169	22	41	3		356
Gambella	15	5	252	19	17	1	72	4	98	8	3	494
Jijiga	3	3	19	3	2		58	13	18	5		124
Shire			14	2	18	3	29	4	32	1		103
Total	112	20	407	34	44	4	366	46	235	19	4	1291

As shown in Table 10.11 above, only 55.6% of teachers have minimum qualification to teach at primary school level while 44.4% of the teachers in refugee primary schools were unqualified.

**Chart 10.8 Numbers of Teachers in Primary School by Nationality (Ethiopian vs Non-Ethiopian), 2016/17**



From Chart 10.8 above, it is observable that majority of the teachers in primary schools are refugees/Non-Ethiopians (62%) and only 38% are Ethiopians. Although majority of the refugees' teachers (70%) did not have the minimum qualification, the large numbers of teachers from the refugee community have helped in the use and implementation of mother-tongue as medium of instruction in majority of the schools.

## 10.4. Secondary Education

**Table 10.12 Gross Enrollment of Refugee Students in Secondary Schools, 2016/17**

Location	(9-10)			(11-12)			(9-12)		TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	
Samara	69	15	84	18	3	21	87	18	105
Assosa	306	42	348	30	1	31	336	43	379
Dollo Ado	160	48	208	179	26	205	339	74	413
Gambella	2011	440	2451	236	19	255	2247	459	2706
Jigjiga	645	413	1058	275	170	445	920	583	1503
Shire	186	136	322	4	6	10	190	142	332
<b>Total</b>	<b>3377</b>	<b>1094</b>	<b>4471</b>	<b>742</b>	<b>225</b>	<b>967</b>	<b>4119</b>	<b>1319</b>	<b>5438</b>

As Table 10.12 shows, the enrollment of refugees in secondary school is minimal, only 5,438 out of the possible 56,969 school-age population for the sub-sector. However, it is also important to note that overwhelming majority of the secondary school-age population are either still attending education at

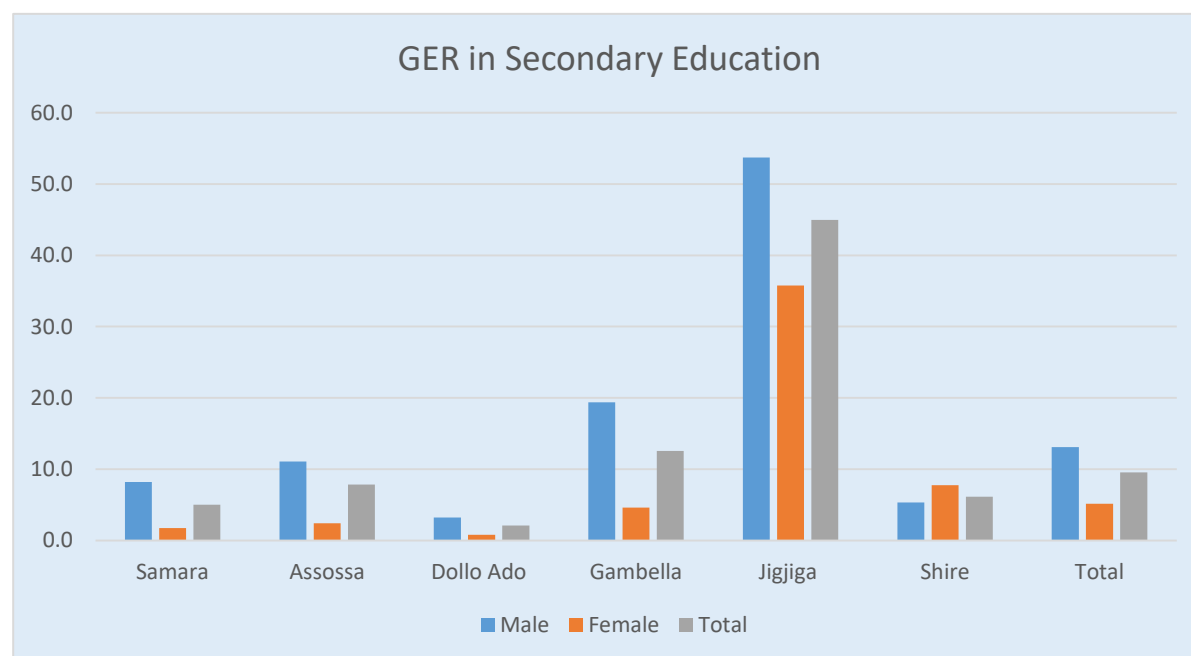
primary school level, or dropped out of primary or never been to school at all. The high over-age students in primary school also indicate that there are limited secondary school-age populations who have may have completed primary education and qualify for secondary education.

**Table 10.13 GER and GPI of Refugee Students in Secondary Schools, 2016/17**

Location	Secondary School GER									GPI		
	(9-10)			(11-12)			(9-12)			(9-10)	(11-12)	(9-12)
	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Samara	12.1	2.7	7.5	3.7	0.6	2.1	8.2	1.7	5.0	0.2	0.2	0.2
Assosa	18.4	4.2	13.0	2.2	0.1	1.4	11.1	2.4	7.9	0.2	0.1	0.2
Dollo Ado	2.7	0.9	1.9	3.9	0.7	2.4	3.2	0.8	2.1	0.3	0.2	0.2
Gambella	29.6	7.6	19.5	4.9	0.5	2.8	19.4	4.6	12.5	0.3	0.1	0.2
Jigjiga	67.3	43.2	55.2	36.5	25.2	31.2	53.7	35.8	45.0	0.6	0.7	0.7
Shire	12.6	19.7	14.8	0.2	0.5	0.3	5.3	7.7	6.2	1.6	2.7	1.4
<b>Total</b>	<b>19.5</b>	<b>7.7</b>	<b>14.1</b>	<b>5.3</b>	<b>2.0</b>	<b>3.8</b>	<b>13.1</b>	<b>5.2</b>	<b>9.5</b>	<b>0.4</b>	<b>0.4</b>	<b>0.4</b>

The average enrollment ratio for secondary school for refugees was about 10% - the highest enrollment ratio being in Jigjiga campus (45%) as compared to the same population group of Ethiopia-Somalis residing in Dollo Ado camps (2.1). This data also correlates to the primary school completion ratio whereby Dollo Ado has the lowest.

**Chart 10.9 Gross Enrollment Ratios in Secondary Education, 2016/17**



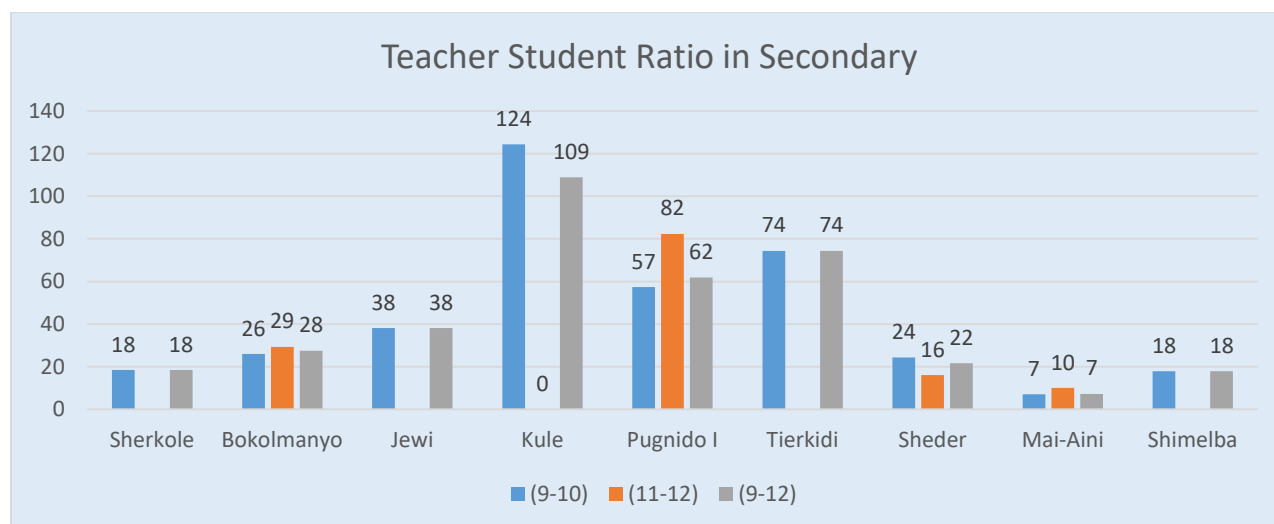
**Table 10.14 Student Section Ratios for Secondary Schools by Camp, 2016/17**

SUB OFFICE	CAMP	(9-10)	(11-12)	(9-12)
Assosa	Sherkole	55:1		55:1
Dollo Ado	Bokolmanyoo	104:1	103:1	103:1
Gambella	Jewi	76:1		76:1
Gambella	Kule	124:1		124:1
Gambella	Pugnido I	80:1	124:1	88:1
Gambella	Tierkidi	93:1		93:1
Jigjiga	Sheder	49:1	65:1	52:1
Shire	Mai-Aini	21:1	10:1	20:1
Shire	Shimelba	63:1		63:1

The average student classroom ratio in secondary schools in the refugee camps is 63:1. Two secondary schools namely Bokolmanyoo in Dollo Ado and Kule in Gambella had severe shortage of classrooms compared to other schools in refugee camps.

**Table 10.15 Pupil-Teacher Ratios by Cycle in Secondary Education, 2016/17**

SUB OFFICE	CAMP	(9-10)	(11-12)	(9-12)
Assosa	Sherkole	18		18
Dollo Ado	Bokolmanyoo	26	29	28
Gambella	Jewi	38		38
Gambella	Kule	124	0	109
Gambella	Pugnido I	57	82	62
Gambella	Tierkidi	74		74
Jigjiga	Sheder	24	16	22
Shire	Mai-Aini	7	10	7
Shire	Shimelba	18		18

**Chart 10.10 Pupil-Teacher Ratios in Secondary Schools by Camp, 2016/17.**

# Technical and Vocational Education and Training (TVET)

2009 E.C. 2016/17

## Enrolment by type of program

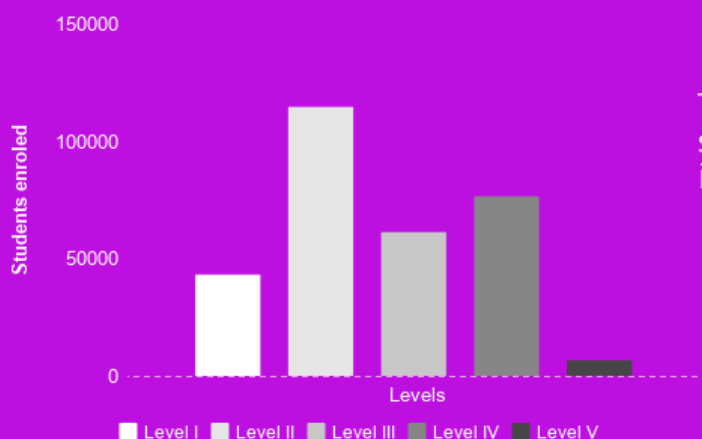


The majority of TVET students are enrolled in government programs

## Enrolment by gender



## TVET by level



The majority of TVET students are enrolled in Level II

Ministry of Education, Ethiopia

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

## 11.1 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 labor 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 labor market.

The overall objective of the National TVET Strategy aligns with the ESDP V and aims 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 2009 E.C. (2016/17). ***However only four regions (Tigray, Amhara, Oromia and Harari) sent the 2009 E.C. data timely, the remaining seven regions didn't send their current data. The national figure, therefore, may not be represented as expected.***

## 12.2 TVET Enrollment

The total enrolment in TVET has fallen from a total of 346,160 (in 2007 E.C.) to 302,083 (in 2009 E.C.). The total enrolment, of 302,083, is still much smaller than the expected number of students who should be enrolled in the program. Even though the number of institutions and enrollment/intake has increased in the latest year, it is expected to be higher in order to achieve GTP 2. As can be seen from Table 11.1 below, in the year 2009 E.C (2015/16), female trainees constitute 51.3 percent of the total enrolment; this indicates that female participation in TVET sector is balanced at the national level. As can be seen from Table 11.1 below, in the year 2009 E.C (2016/17), female trainees constitute 51.32 percent of the total enrolment; this indicates that female participation in TVET sector is balanced at the national level. The Average Annual Growth Rate for female participation also shows a positive growth, exceeding the male AAGR over the last five years. In contrast, this figure incorporates only the four regions' (Tigray, Amhara, Oromia and Harari) 2009 E.C. data; since other regions did not respond to the annual questionnaire, we have used the previous years' data for these regions, and this will definitely affect the quality of the national data.

**Table 11.1 TVET Enrolment Trends by Sex**

	Sex	2005 E.C (2012/13)	2006 E.C (2013/14)	2007 E.C (2014/15)	2008 E.C (2014/15)	2009 E.C (2015/16)	AAGR (%)
<b>Trainees</b>	Male	116,457	115,942	164,658	146,163	147,066	6.01
	Female	122,427	122,107	181,502	157,976	155,017	6.08
	Total	238,884	238,049	346,160	304,139	302,083	6.04
	% Female	51.25	51.29	52.43	51.94	51.32	0.03

The chart below also shows the gender wise enrollment trend across the last five consecutive years (from 2005 E.C. to 2009 E.C.)

**Chart 11.1 TVET Enrolment Trends by Sex**

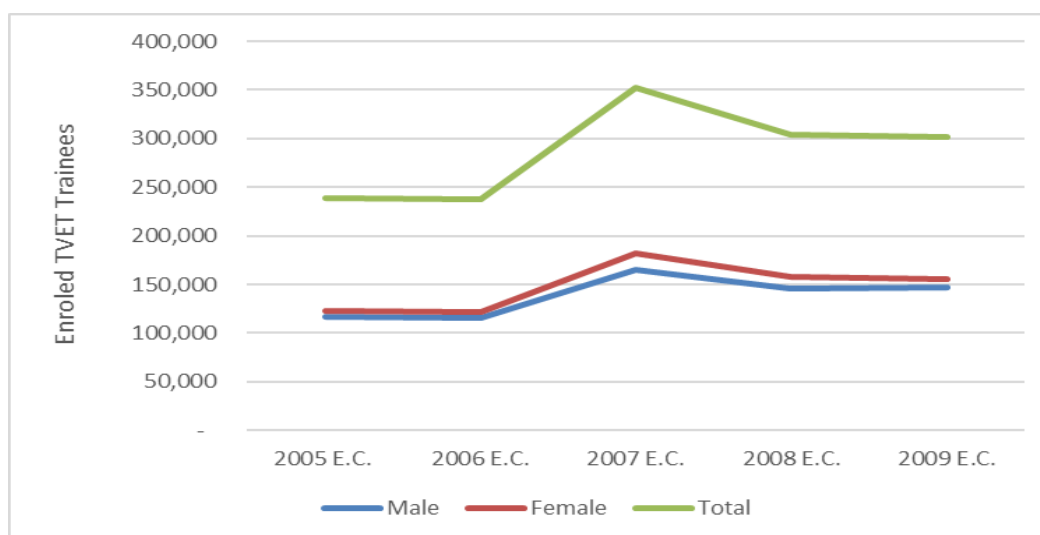


Table 11.2 and Chart 11.2 below show that, the total number of enrolment in 2009 E.C. (2016/17), in all regions, is 302,083. The table illustrates that, from the 2009 E.C. data, the largest shares of enrollment are taken by Amhara and Oromia. On the other hand, Ethiopia-Somali, Gambella and Afar constitute the bottom three lowest enrollment shares. Regarding the gender enrollment shares at the national

level, based on 2008 E.C. data, Amhara, Harari and Oromia performed best with percentage female enrollment of 56.4%, 52.8% and 50.7% respectively.

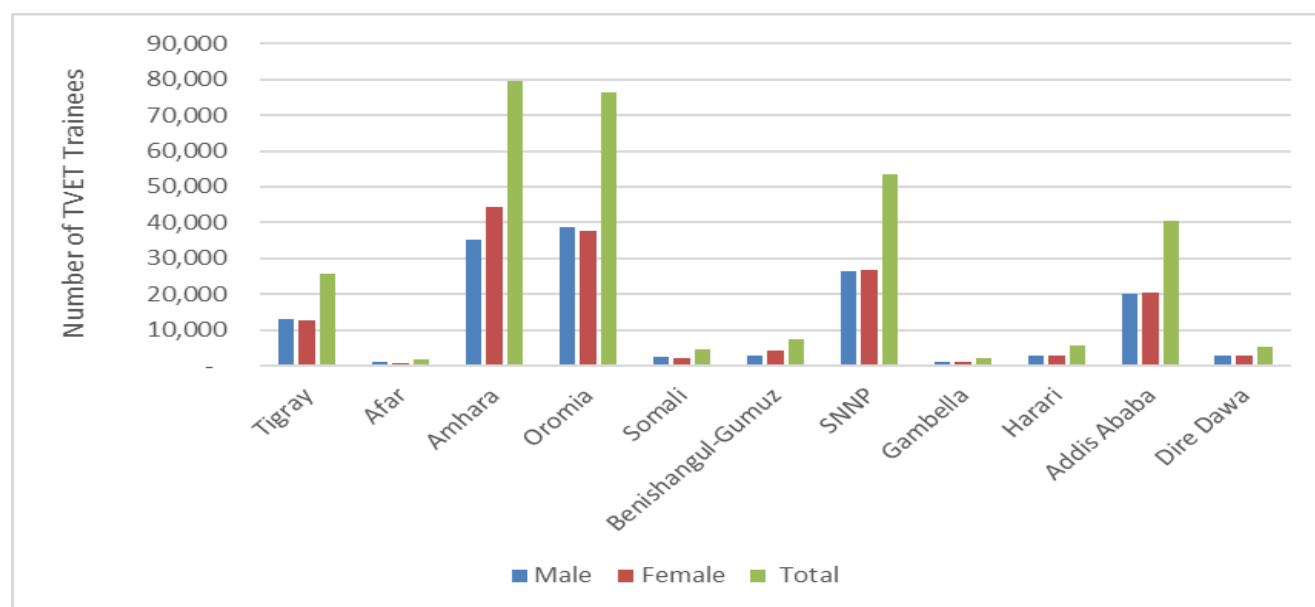
Moreover, compared to the total female enrollment shares at national level, Amhara scored the larger female enrolment exceeding the total national female enrollment value, 51.3%, whereas Harari and Oromia have a good proportion in female enrollment with the current data

**Table 11.2 TVET Enrolment by Region, Level and Sex 2009 E.C. (2016/17)**

REGION	Level I		Level II		Level III		Level IV		Level V		level I-V			% of Female
	M	F	M	F	M	F	M	F	M	F	M	F	T	
Tigray	2265	2397	4689	4239	1828	1607	3719	3602	689	676	13,190	12,521	25,711	48.7
Afar*	187	160	444	230	209	126	150	132	-	-	990	648	1,638	39.6
Amhara	876	1101	11802	15474	7997	10509	13258	15517	1392	1591	35,325	44,192	79,517	55.6
Oromia	6856	5951	16624	16740	6810	7164	8138	7490	297	218	38,725	37,563	76,288	49.2
Somali*	441	377	752	385	270	267	1,098	1,061	-	-	2,561	2,090	4,651	44.9
Benishangul-Gumuz*	1,180	1,594	847	1,269	597	810	330	641	6	18	2,960	4,332	7,292	59.4
SNNP*	4,599	4,589	13,037	12,865	4,297	4,328	3,930	4,627	633	499	26,496	26,908	53,404	50.4
Gambella*	598	604	477	241	61	78	2	9	-	-	1,138	932	2,070	45.0
Harari	582	564	1027	967	747	838	434	407	86	6	2,876	2,782	5,658	49.2
Addis Ababa*	3,326	4,845	6,867	4,587	5,398	5,721	4,460	5,154	58	61	20,109	20,368	40,477	50.3
Dire Dawa*	14	28	471	523	643	944	1,196	1,133	372	53	2,696	2,681	5,377	49.9
<b>National</b>	<b>20,924</b>	<b>22,210</b>	<b>57,037</b>	<b>57,520</b>	<b>28,857</b>	<b>32,392</b>	<b>36,715</b>	<b>39,773</b>	<b>3,533</b>	<b>3,122</b>	<b>147,066</b>	<b>155,017</b>	<b>302,083</b>	<b>51.3</b>

\*Afar, Ethio-Somali, Benishangul-Gumuz and Gambella regions data from 2007 E.C (2014/15); SNNP, Addis Ababa and Dire Dawa data from 2008 E.C. (2015,

**Chart 11.2 TVET Enrolment by Region and Sex, 2009 E.C. (2016/17)**



Regarding the enrollment shares in the government and non-government TVET centers, the total share of the government owned centers exceeds that of the total non-government almost by six fold as seen from Table 11.3. Proportionally, non-government institutions enrolled more female students compared to government institutions, with 62% of those enrolled in non-government institutions being female while the government institutions have 50% female enrolment share. With respect to regional totals, the Amhara region performs the best for female TVET enrollment shares both from the government and non-government institutions, with 55% and 69% shares respectively. On the other hand, Afar constitutes the lowest female enrollment share among all regions with 39% female share in government and 40% in the non-government institutions. The female and male total shares at national and regional level are shown in Table 11.3.



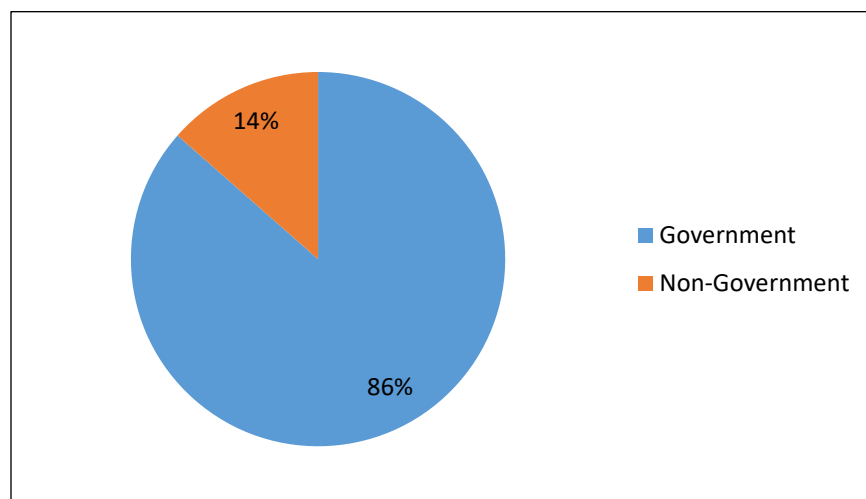
**Table 11.3 Government and Non-Government Enrolment by Region and Sex, 2009 E.C. (2016/17)**

REGION	Government			Non-Government			Government+Non-Government		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	13,190	12,521	25,711			-	13,190	12,521	25,711
Afar	680	442	1,122	310	206	516	990	648	1,638
Amhara	33,416	40,889	74,305	1,616	3,596	5,212	35,032	44,485	79,517
Oromia	36,457	35,506	71,963	1,916	2,409	4,325	38,373	37,915	76,288
Somali	2,203	1,707	3,910	358	383	741	2,561	2,090	4,651
Benishangul-Gumuz	1,504	1,932	3,436	1,456	2,400	3,856	2,960	4,332	7,292
SNNP	24,601	23,052	47,653	1,895	3,856	5,751	26,496	26,908	53,404
Gambella	755	538	1,293	383	394	777	1,138	932	2,070
Harari	1,514	1,116	2,630	1,351	1,677	3,028	2,865	2,793	5,658
Addis Ababa	14,478	10,971	25,449	5,631	9,397	15,028	20,109	20,368	40,477
Dire Dawa	2,167	1,608	3,775	529	1,073	1,602	2,696	2,681	5,377
<b>National</b>	<b>130,965</b>	<b>130,282</b>	<b>261,247</b>	<b>15,445</b>	<b>25,391</b>	<b>40,836</b>	<b>146,410</b>	<b>155,673</b>	<b>302,083</b>

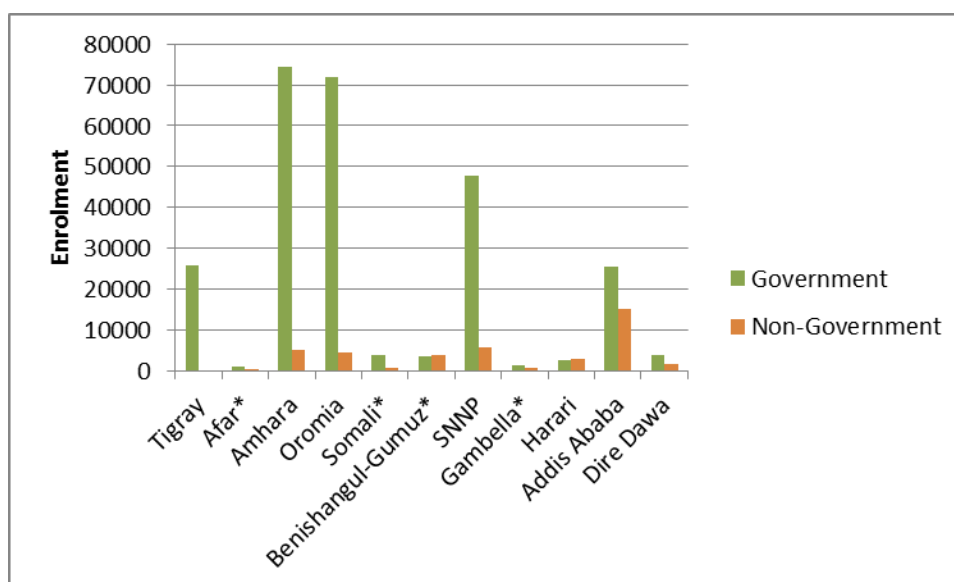
\*Afar, Ethiopia-Somali, Benishangul-Gumuz and Gambella regions data from 2007 E.C (2014/15), SNNP, Addis Ababa and Dire Dawa data from 2008 E.C. (2015/16)

As shown in Table 11.3 above, in all regions except Harari, with an outstanding non-government share of 53.5%, the share of non-government enrolment in all regions is below 40% whereas the non-government share in the 2009 E.C. (the four regions) data is below 10%.

The chart below also shows how much the government TVET institutions are higher than the non-government ones at national level, which is almost by six times.

**Chart 11.3 Percent Share of Enrolment by ownership at the National level, 2009 E.C. (2016/17)**

Similarly, Chart 11.4 shows the total TVET enrollment shares of the government and non-government institutions by region.

**Chart 11.4 Share of Enrolment by Ownership and Region, 2009 E.C. (2016/17)**

Concerning the enrollment shares by levels, Table 11.4 displays the data across regions. Based on the table at the national level, the largest number of enrollment is registered under level II, with 37.9%, and level V is of the smallest enrollment amount, with 2.2% (with an increment of 0.5 percentage points from last year). On the regional level, though all regions have smallest value in level V, Tigray with 5.3% constitute the maximum shares under level V enrollment with current data. Looking at the other levels, Gambella constitutes the maximum enrollment share in level I, SNNP in level II, Dire Dawa in level III and Ethiopia-Somali in level IV with their percent shares 58.1, 48.5, 29.5, and 46.4 respectively.

(Note: the comparison also included regions with 2007 and 2008 E.C. data)

**Table 11.4 Share of Enrolment by Level and Region, 2009 E.C. (2016/17)**

Region	Enrolment shares by level (in %)				
	I	II	III	IV	V
Tigray	18.1	34.7	13.4	28.5	5.3
Afar	21.2	41.1	20.5	17.2	0.0
Amhara	2.5	34.3	23.3	36.2	3.8
Oromia	16.8	43.7	18.3	20.5	0.7
Ethiopia-Somali*	17.6	24.4	11.5	46.4	0.0
Benishangul-Gumuz	38.0	29.0	19.3	13.3	0.3
SNNP	17.2	48.5	16.2	16.0	2.1
Gambella	58.1	34.7	6.7	0.5	0.0
Harari	20.3	35.2	28.0	14.9	1.6
Addis Ababa	20.2	28.3	27.5	23.8	0.3
Dire Dawa	0.8	18.5	29.5	43.3	7.9
<b>National</b>	14.3	37.9	20.3	25.3	2.2

\*Afar, Ethiopia-Somali, Benishangul-Gumuz and Gambella regions' data are of 2007 E.C (2014/15), whereas SNNP, Addis Ababa and Dire Dawa regions' data are from 2008 E.C. (2015/16)

The chart below also shows the enrollment shares of levels in each region and the national share.

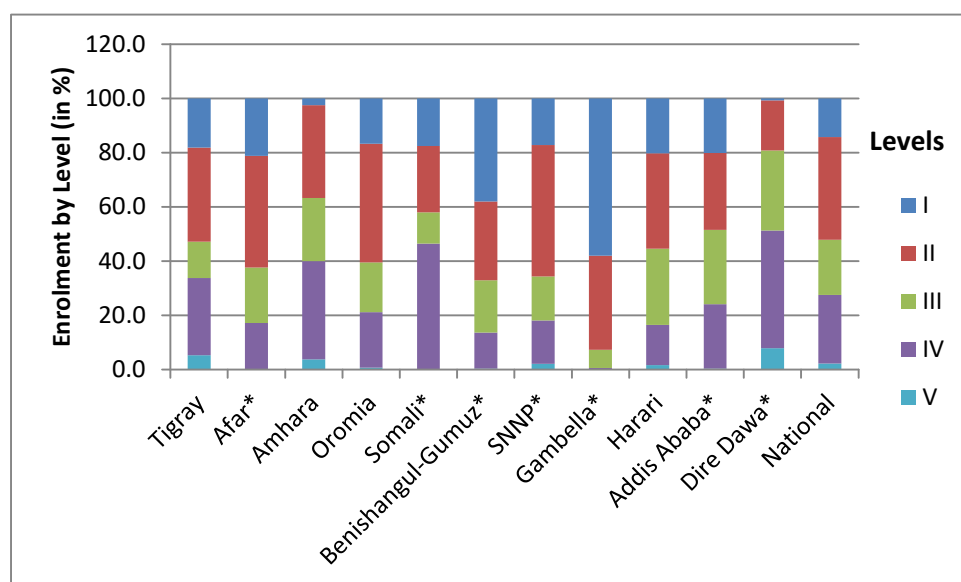
**Chart 11.5 Share of Enrolment by Level and Region, 2009 E.C. (2016/17)**

Table 11.4 and Chart 11.5 above show that enrolment at level II shares the largest proportion of total national enrolment in TVET sector at 37.9%. This is compared to enrolment at level V, which has the lowest share of enrolment at 2.2%. Specifically, in Afar, Gambella, and Ethiopia-Somali regions there are no enrolled trainees at level V (considering 2007 E.C. dat). In contrast to this, the Tigray region (with the current data) has the highest enrolment at level V at 5.3%.

**Table 11.5 Trainers by Rank, Region, and Sex, 2009 E.C. (2016/17)**

REGION	Institution	No. of trainers by Level of Rank						Not Ranked		Total No.of Trainers			% of Female trainers	Share of level of Rank (%)			
		A		B		C								A	B	C	Not Ranked
		M	F	M	F	M	F	M	F	M	F	TOTAL		A	B	C	Not Ranked
Tigray	22	510	95	1,017	156	1,541	513	28	28	3,096	792	3,888	20.4	15.6	30.2	52.8	1.4
Afar	6			40	5	134	23	3	1	177	29	206	14.1	0.0	21.8	76.2	1.9
Amhara	92	175	79	2,344	527	4,799	1,156	154	21	7,472	1,783	9,255	19.3	2.7	31.0	64.3	1.9
Oromia	253	209	33	1,100	175	4,643	1,275	39	43	5,991	1,526	7,517	20.3	3.2	17.0	78.7	1.1
Somali	11			58	9	190	44	5	1	253	55	307	17.7	0.0	21.9	76.1	2.0
Benishangul-Gumuz	11	7	3	80	19	255	87	7	2	349	112	461	24.3	2.3	21.6	74.2	2.0
SNNP	74	100	61	376	159	1,178	709		150	1,654	1,079	2,733	39.5	5.9	19.6	69.0	5.5
Gambella	8			18	2	58	10	1	0	77	13	90	14.0	0.0	22.5	75.6	2.0
Harari	9	68	6	306	62	56	14	16	12	446	94	540	17.4	13.7	68.1	13.0	5.2
Addis Ababa	90	117	65	616	207	791	291	451	53	1,975	616	2,591	23.8	7.0	31.8	41.8	19.5
Dire Dawa	6	23	8	149	14	195	15			367	37	404	9.2	7.7	40.3	52.0	0.0
National	582	1,209	350	6,104	1,336	13,840	4,137	704	312	21,857	6,135	27,992	21.9	5.6	26.6	64.2	3.6

\*Afar, Ethiopia-Somali, Benishangul-Gumuz and Gambella regions' data are of 2007 E.C (2014/15), whereas SNNP, Addis Ababa and Dire Dawa regions' data are from 2008 E.C. (2015/16)

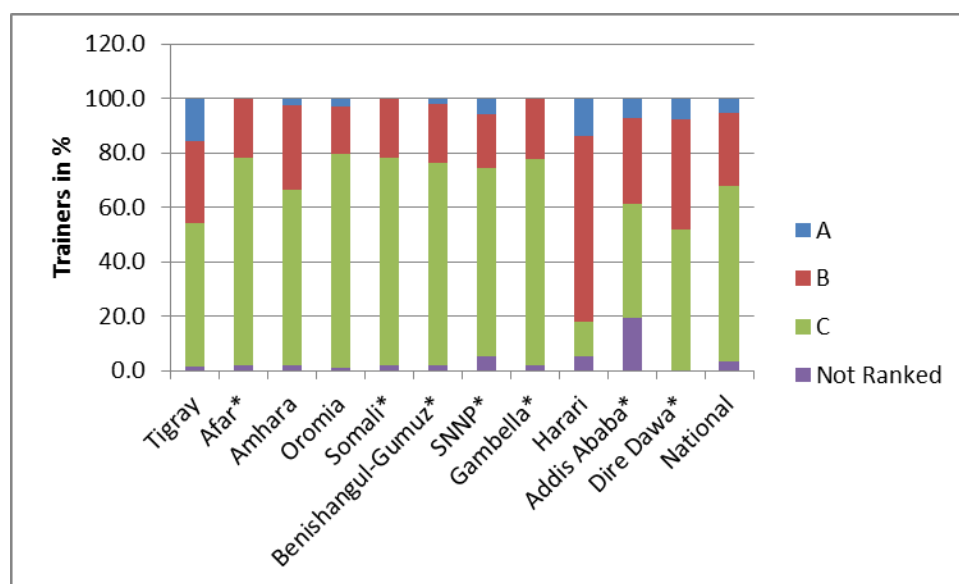
**Chart 11.6 TVET Trainers by Rank and Region, 2009 E.C. (2015/17)**

Table 11.5 and Chart 11.6 above show that, in 2009 E.C. (2016/17) there are 582 TVET institutions in the country under government and non-government ownership, which is the same to that of the previous year. This is due to the non-reporting regions. These institutions have a total of 27,992 trainers, out of which 22% are female. It is noted that there has been growth in the number of trainers from last year by 15.8%. Oromia had the largest number of trainers in the TVET Sector followed by, Amhara, Tigray and Addis Ababa. In contrast, Gambella, Harari, Afar, Ethiopia-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 I-V require trainers with minimum C level rank. Table 11.5 and Chart 12.6 above show the proportions of trainers by rank at national and Regional level. Nationally, out of the total number of trainers 64.2% have 'C' level rank, followed by 26.6% having a 'B' rank and 5.6% having an 'A' level rank and 3.6% trainers reported as having no rank.

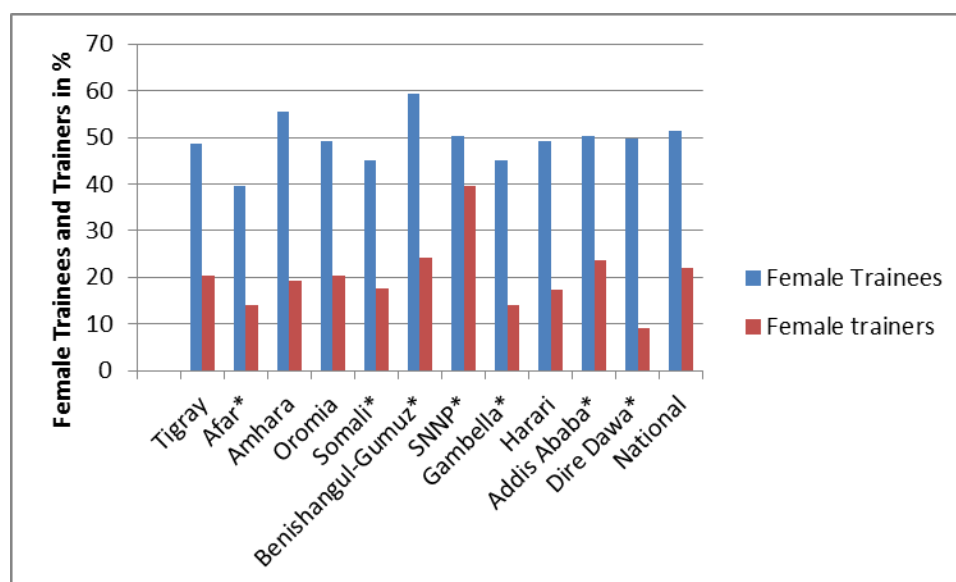
### 11.3 Share of Female Trainees and Trainers in TVET System

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 2009 E.C. (2016/17) academic year regionally and nationally.

**Table 11.6 Share of Female Trainees and Trainers by Region, 2009 E.C. (2016/17)**

REGION	Trainees		% of Female Trainees	Trainers		% of Female trainers
	Male	Female		Male	Female	
Tigray	13,190	12,521	48.7	3,096	792	20.4
Afar	990	648	39.6	177	29	14.1
Amhara	35,325	44,192	55.6	7,472	1,783	19.3
Oromia	38,725	37,563	49.2	5,991	1,526	20.3
Somali	2,561	2,090	44.9	253	55	17.7
Benishangul-Gumuz	2,960	4,332	59.4	349	112	24.3
SNNP	26,496	26,908	50.4	1,654	1,079	39.5
Gambella	1,138	932	45.0	77	13	14.0
Harari	2,876	2,782	49.2	446	94	17.4
Addis Ababa	20,109	20,368	50.3	1,975	616	23.8
Dire Dawa	2,696	2,681	49.9	367	37	9.2
<b>National</b>	<b>147,066</b>	<b>155,017</b>	<b>51.3</b>	<b>21,857</b>	<b>6,135</b>	<b>21.9</b>

\*Afar, Ethiopia-Somali, Benishangul-Gumuz and Gambella regions' data are of 2007 E.C (2014/15), whereas SNNP, Addis Ababa and Dire Dawa regions' data are from 2008 E.C. (2015/16)

**Chart 11.7 Shares of Female Trainees and Trainers by Region, 2009 E.C. (2016/17)**

As shown in Table 11.6 and Chart 11.7 above, at the national level, share of female trainees and trainers are 51.3% and 21.9% respectively. This shows that female trainee's participation in the sector has had good improvement compared with female trainers. Benishangul-Gumuz and Amhara have the highest female trainee participation in the sector. On the other hand, the status of regions regarding share of female trainer's is under 40%, especially, Dire Dawa, Afar and Gambella have the lowest share of female trainer's compared with other regions at 9.2%, 14.1% and 14% respectively.

## 11.4 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. **(Note: The table below refers to graduates in 2008, as graduates data in 2009 were not collected)**

**Table 11.7 Completers or Graduates by Level, Region and Sex, 2008 E.C. (2015/16)**

Region	LEVEL										I-V			Share of female (%)
	I		II		III		IV		V					
	M	F	M	F	M	F	M	F	M	F	M	F	Total	
Tigray	1,315	1,185	3,126	2,935	1,325	1,590	1,135	1,868	61	74	6,962	7,652	14,614	52
Afar			86	68	13	1	218	163			317	232	549	42
Amhara	1,791	1,731	8,195	9,591	3,199	6,359	3,666	5,923	522	467	17,373	24,071	41,444	58
Oromia	1,907	2,179	5,641	5,069	2,084	2,044	1,621	2,415	46	26	11,299	11,733	23,032	51
Somali														
Benishangul-Gumuz														
SNNP	1,986	2,408	5,387	5,123	3,366	2,965	688	1,022	314	323	11,741	11,841	23,582	50
Gambella	67	61	12	23	27	10	16	17			122	111	233	48
Harari	297	550	686	711	685	609	499	628	35	12	2,202	2,510	4,712	53
Addis Ababa	2,602	3,050	3,015	2,811	2,042	2,431	1,840	2,535	42	21	9,541	10,848	20,389	53
Dire Dawa	274	157	685	492	137	206	171	323	63	34	1,330	1,212	2,542	48
National	10,239	11,321	26,833	26,823	12,878	16,215	9,854	14,894	1,083	957	60,887	70,210	131,097	54

\* Afar and Gambella regions data from 2007 E.C (2014/15)

Note: Benishangul-Gumuz and Ethiopia-Somali Data with blank indicate that no data was available.

Table 11.7 above shows that in the TVET program at the national level and at all levels there are 131,097 students that have graduated from government and non-government institutions in 2008 E.C. (2015/16). Out of which 54% are female trainees.

## 11.5 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 the table and chart below, The Trainee-Trainer Ratio (TTR) in TVET program has positively decreased from 19 to 11 from 2005 E.C. (2012/13) to 2009 E.C. (2016/17).

**Table 11.8 Trend of Trainee-Trainer Ratio (TTR) In TVET Program, 2009 E.C. (2016/17)**

	2005 E.C (2012/13)	2006 E.C (2013/14)	2007 E.C (2014/15)	2008 E.C (2015/16)	2009 E.C (2015/16)
Enrolment (Trainees)	238,884	238,049	352,144	<b>304,139</b>	302083
Trainers	12,779	12,779	21,830	<b>24,179</b>	27992
Trainee-trainer ratio	19	19	16	13	11

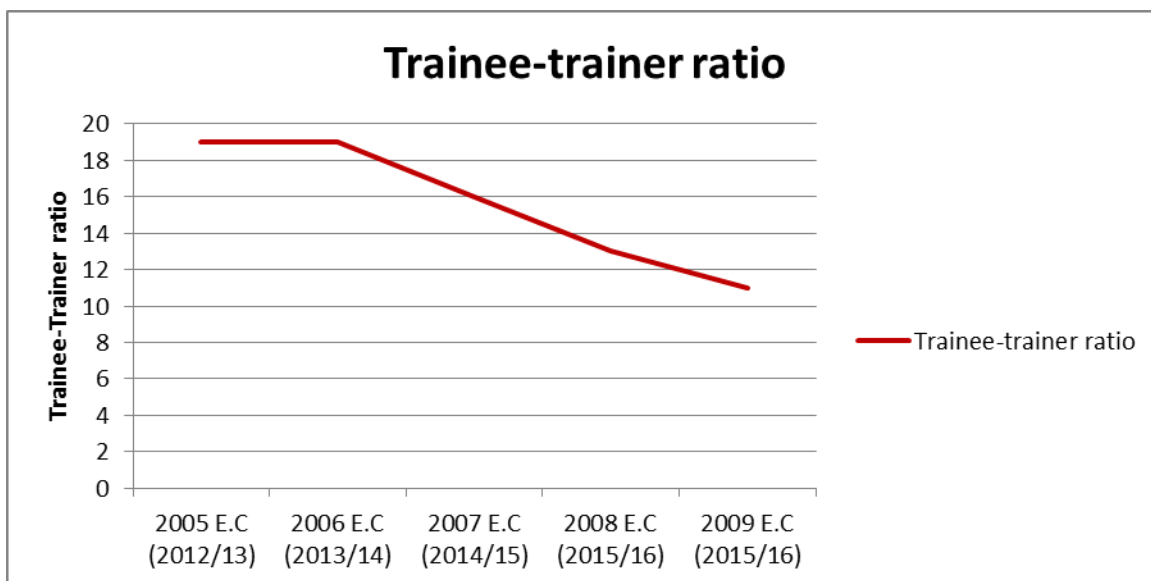
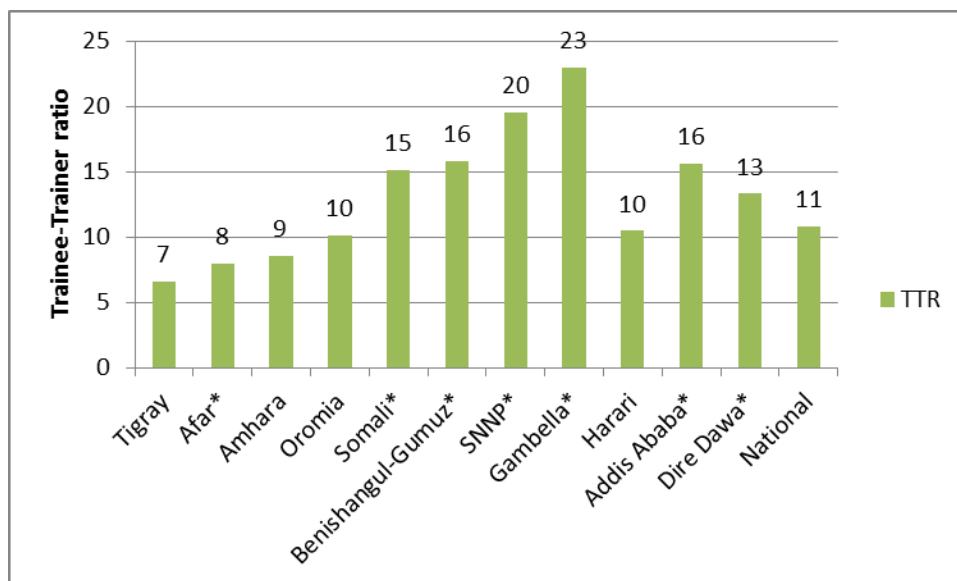
**Char 11.8 Trend of Trainee-Trainer Ratio (TTR) In TVET Program, 2009 E.C. (2016/17)**

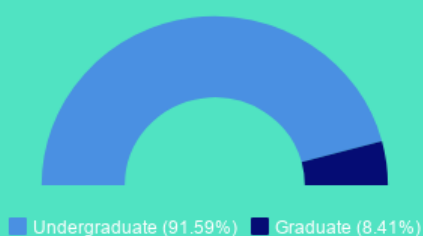
Chart 11.9 below shows that at the national level TTR is 11 for the year 2009 E.C (2016/17). TTR in Gambella, Benishangul-Gumuz, Addis Ababa and SNNP is relatively high, and low in Tigray, Afar and Amhara.

**Chart 11.9 Trainee Trainer Ratios by Region, 2009 E.C. (2016/17)**

# Higher Education

2009 E.C. 2016/17

## Enrolment



The majority of higher education students are enrolled in an undergraduate degree

## Graduates of undergraduate programs by gender

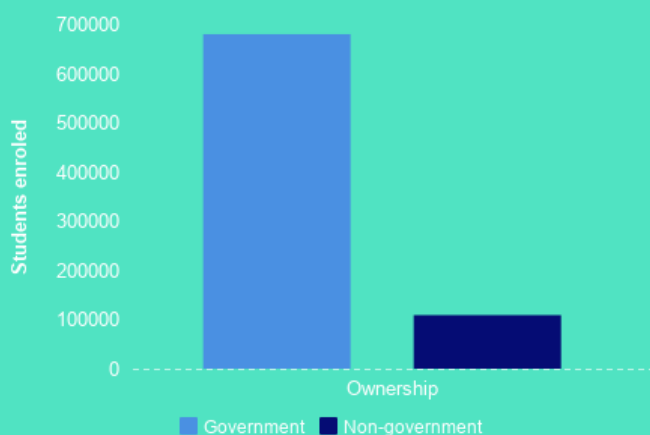


94,525



47,155

## Students enrolled in government and non-government undergraduate education



The majority of undergraduate students attend a government higher education institution

Ministry of Education, Ethiopia



## 12. Higher Education

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 focus areas of higher education institutions are teaching learning, research and community service. The higher education data has been collected from 38 Government higher education institutions (35 are accountable to the Ministry of Education and others are Ethiopian Civil Service University, KotebeMetropolitan University and Oromia State University) and accredited Non-Government higher education institutions.

The 2009 E.C. (2015/16) higher education data collection process has been challenged by poor response especially from non-government institutions. From Government institutions, questionnaire responses were received from 33 out of 38 universities and from 98 Non-Government institutions only 35 submitted the completed questionnaire. Data from 2008 E.C. was used for those universities/institutions that did not respond. Thus, the figures shown are an underestimate of the true situation of higher education in Ethiopia. The higher education data contains lots of attributes in its data collection tool; however the abstract contains the most basic ones such as students' enrolment (graduate and under graduate), number of graduates, academic staff (both Ethiopians and Expatriates) and student-teacher ratios.

### 12.1 Enrolment in Undergraduate Programs

In 2009 E.C, a significant number of students got admission for the 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 classified under undergraduate programs and are included in the data. In the mentioned academic year, there were 788,033 students enrolled in all programs both in Government and Non-Government institutions.

**Table 12.1 Enrolments in Undergraduate by Program, 2009 E.C. (2016/17)**

Program	Sex	Government	Non-Government	Total	Non-Government (in %)
<b>Regular</b>	Male	255,657	19,821	275,478	7.2
	Female	137,131	23,371	160,502	14.6
	Total	392,788	43,192	435,980	9.9
<b>Extension</b>	Male	68,143	14,773	82,916	17.8
	Female	40,124	16,097	56,221	28.6
	Total	108,267	30,870	139,137	22.2
<b>Summer</b>	Male	104,251	507	104,758	0.5
	Female	37,138	241	37,379	0.6
	Total	141,389	748	142,137	0.5
<b>Distance</b>	Male	23,624	19,828	43,452	45.6
	Female	13,231	14,096	27,327	51.6
	Total	36,855	33,924	70,779	47.9
<b>Total</b>	Male	451,675	54,929	506,604	10.8
	Female	227,624	53,805	281,429	19.1
	Total	679,299	108,734	788,033	13.8

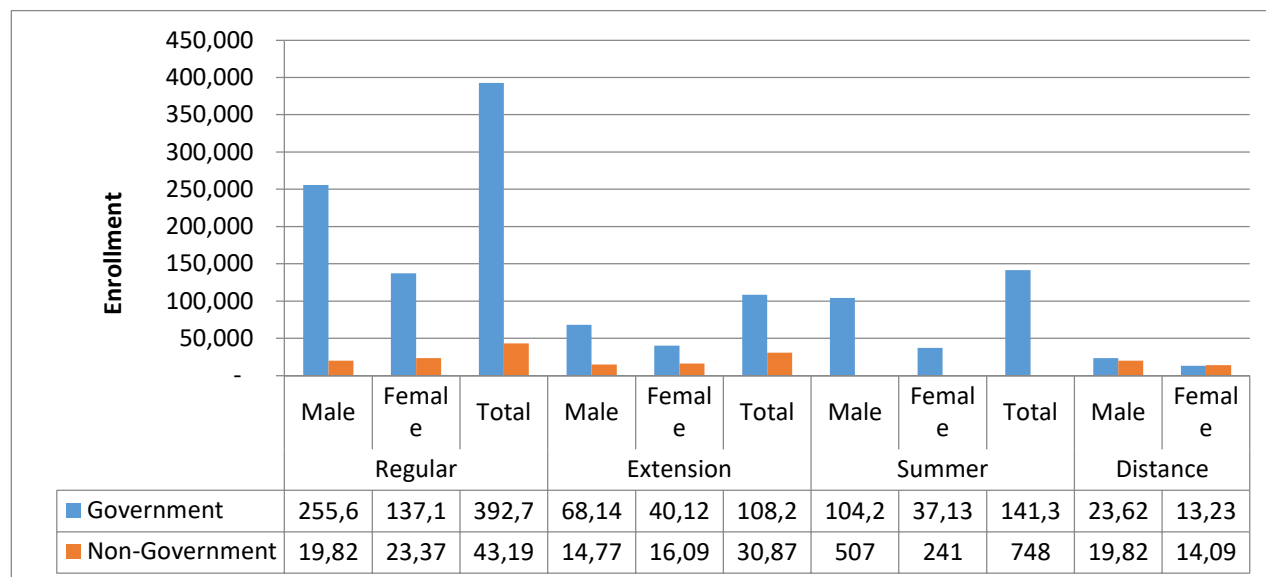
**Chart 12.1 Enrolments in Undergraduate by Program, 2009 E.C. (2016/17)**

Table 12.1 and Chart 12.1 above, show that in the year 2009 E.C. (2016/17) the total undergraduate enrolment (government and non-government) in all programs is 788,033 of which 281,429 (35.7%) are females. From these, private institutions cover only 13.8%. 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 55.3%.

**Table 12.2 Enrolments in Regular Undergraduate by Year, 2009 E.C. (2016/17)**

Ownership	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 and above	Total
Government	125,140	99,260	89,218	44,545	31,951	2,674	392,788
NonGovernment	16,337	12,532	10,280	3,535	397	111	43,192
Total	141,477	111,792	99,498	48,080	32,348	2,785	435,980
%NonGovernment	11.55	11.21	10.33	7.35	1.23	3.99	9.91

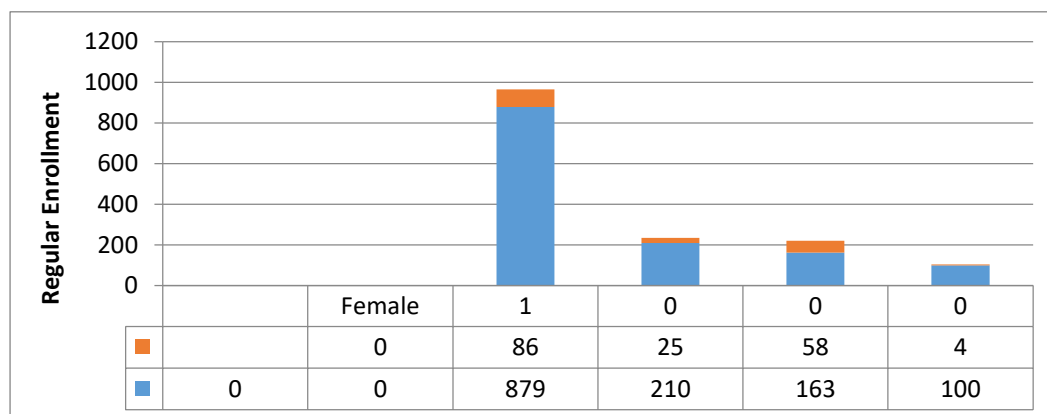
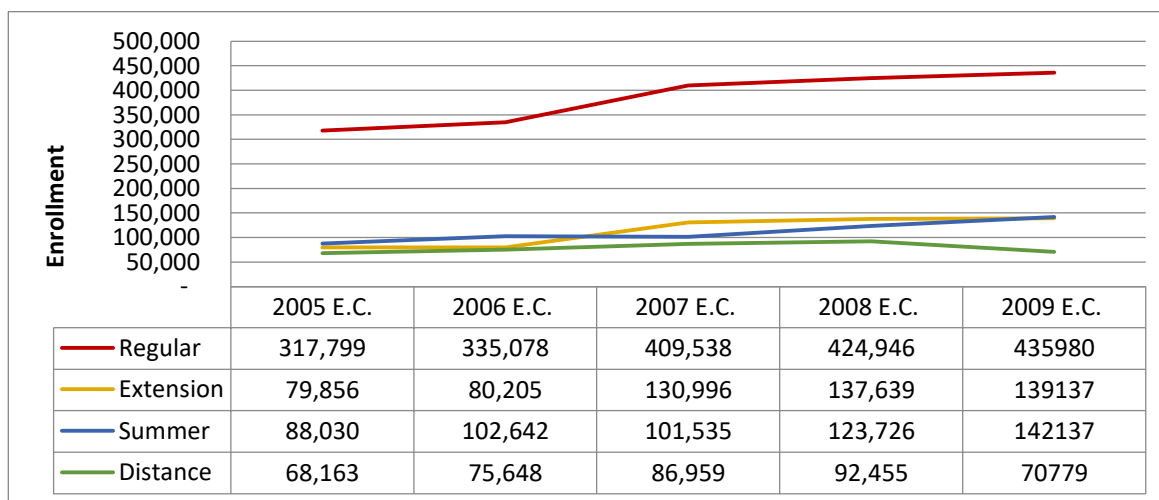
**Chart 12.2 Enrolments in Regular Undergraduate by Year, 2009 E.C. (2016/17)**

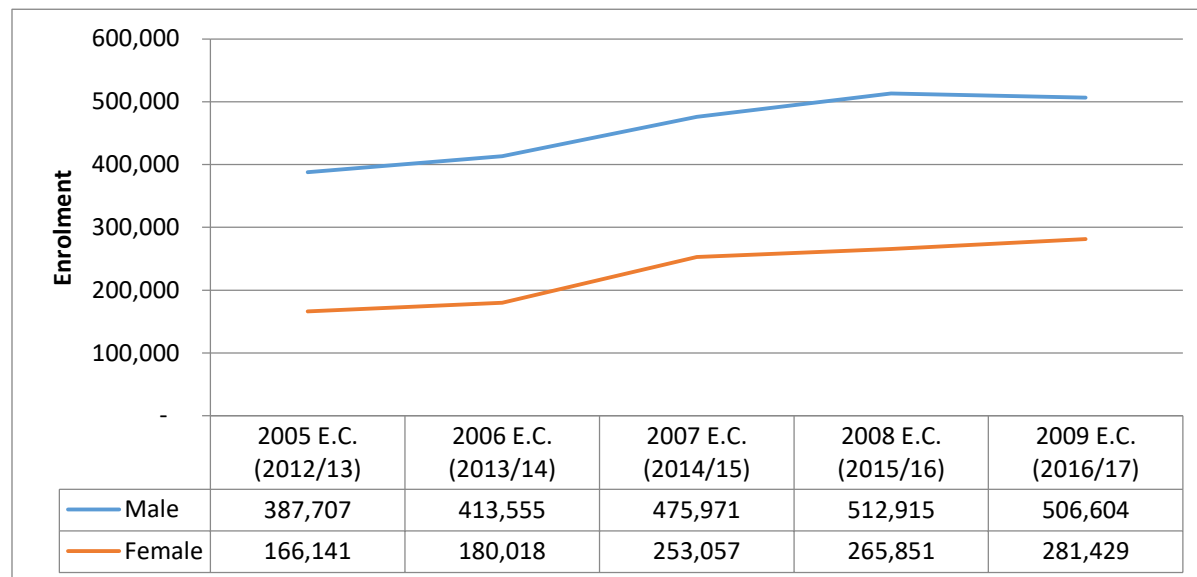
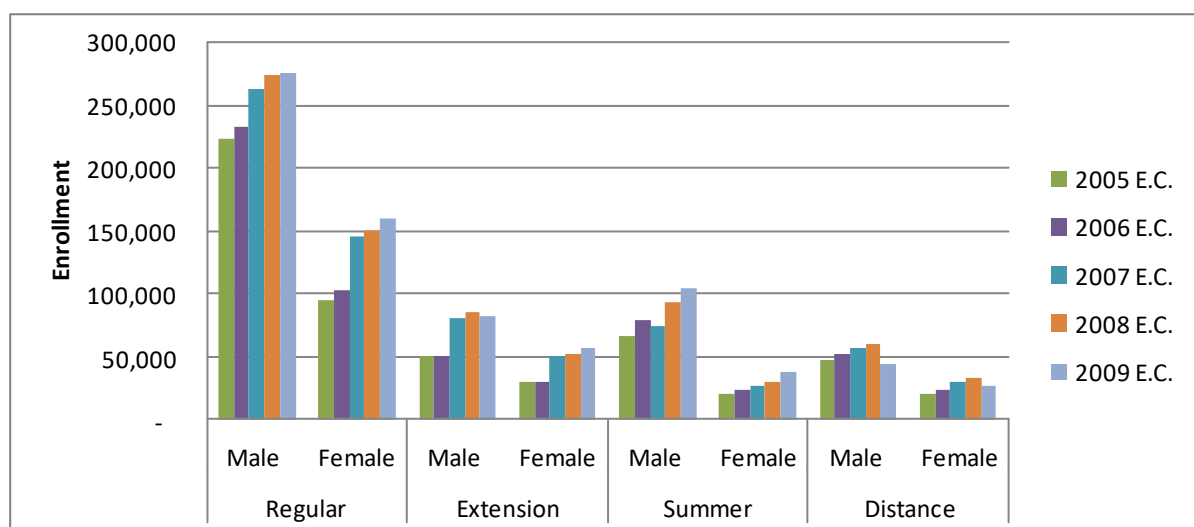
Table 12.2 and Chart 12.2 above, show that in the year 2009 E.C. (2016/17) from the total undergraduate enrolment (government and Non-Government), the percentage of Non-Government undergraduates enrolled in years I, II,III,IV, V and year VI and above is 11.55, 11.21, 10.33, 7.35, 1.23 and 3.99 respectively. It can also be seen from the table and the chart that, undergraduate enrolment in year I contains approximately one-third (32.5%) of all enrolment in the programs, which is an indication for the problem of completion.

**Table 12.3 Trends in Undergraduate Enrolment in Government and Non-government Institutions by Program and Sex, 2009 E.C. (2016/17)**

Program	Sex	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)
Regular	Male	222,846	232,645	263,883	274,180	275,478
	Female	94,953	102,433	145,655	150,766	160,502
	Total	317,799	335,078	409,538	424,946	435,980
Extension	Male	50,605	50,423	80,827	85,822	82,916
	Female	29,251	29,782	50,169	51,817	56,221
	Total	79,856	80,205	130,996	137,639	139,137
Summer	Male	67,118	78,527	74,062	93,246	104,758
	Female	20,912	24,115	27,473	30,480	37,379
	Total	88,030	102,642	101,535	123,726	142,137
Distance	Male	47,138	51,960	57,199	59,667	43,452
	Female	21,025	23,688	29,760	32,788	27,327
	Total	68,163	75,648	86,959	92,455	70,779
Total	Male	387,707	413,555	475,971	512,915	506,604
	Female	166,141	180,018	253,057	265,851	281,429
	Total	553,848	593,573	729,028	778,766	788,033

**Chart 12.3.1 Trends in Undergraduate Enrolment in Government and Non-government institutions by Program**



**Chart 12.3.2 Trends in Undergraduate Enrolment in Government and Non-government Institutions by Sex****Chart 12.3.3 Trends in Undergraduate Enrolment-Government and Non-Government by Programs and Sex**

From Table 12.3 and Charts 12.3.1, 12.3.2 and 12.3.3 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, except of the decline in this year. The total enrolment in all programs (regular, evening, summer and distance) has also increased substantially for the period, with enrolment increasing by 42.3% from 2005 E.C. However, there remains a large gender gap in enrolment in higher education; with only 35.7% of those enrolled in 2009 E.C. being female though this figure is larger by 1.6 percentage points from last year's value.

**Table 12.4 Long term Trend in Undergraduate Enrolments in Government and Non-Government Institutions in all Programs**

Academic Year	Male	Female	Total
1996 E.C. (2003/04)	44,657	11,415	56,072
1997 E.C. (2004/05)	105,013	33,146	138,159
1998 E.C. (2005/06)	130,835	43,066	173,901
1999 E.C. (2006/07)	150,530	52,869	203,399
2000 E.C. (2007/08)	199,684	63,317	263,001
2001 E.C. (2008/09)	219,300	89,792	309,092
2002 E.C. (2009/10)	286,758	133,629	420,387
2003 E.C. (2010/11)	326,769	120,924	447,693
2004 E.C. (2011/12)	355,006	139,104	494,110
2005 E.C. (2012/13)	387,707	166,141	553,848
2006 E.C. (2013/14)	413,556	180,018	593,574
2007 E.C. (2014/15)	475,971	253,057	729,028
2008 E.C. (2015/16)	512,915	265,851	778,766
2009 E.C. (2016/17)	506,604	281,429	788,033

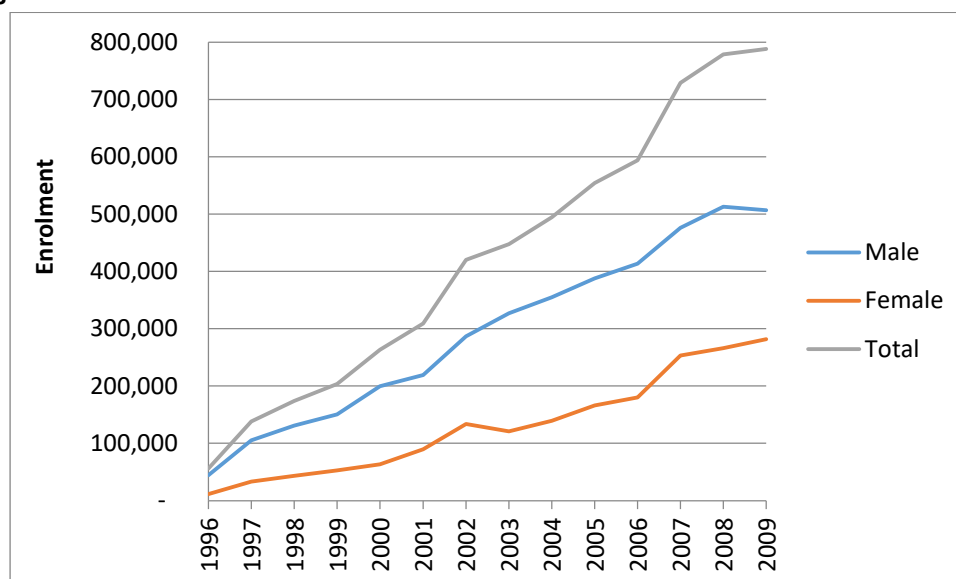
**Chart 12.4 Long term Trend in Undergraduate Enrolments in Government and Non-Government Institutions**

Table 12.4 and Chart 12.4 show the long term figures for undergraduate enrolment. A large increase has been observed from 1996 E.C. to 2009 E.C., with an annual average enrolment growth rate of 26.1%. Female enrolment has big increment over the time period showing that progress is being made in narrowing gender gap in enrolment.

**Table 12.5 Undergraduate Enrolments in Government Institutions by Program, Sex and Band, 2009 E.C. (2016/17)**

Program	Sex	Band						Total
		Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities	
Regular	Male	125,171	22,646	27,288	20,795	33,047	26,710	255,657
	Female	49,657	18,447	14,130	15,046	19,158	20,693	137,131
	Total	174,828	41,093	41,418	35,841	52,205	47,403	392,788
Extension	Male	16,917	2,531	7,404	1,108	34,644	5,539	68,143
	Female	4,478	984	5,909	545	24,186	4,022	40,124
	Total	21,395	3,515	13,313	1,653	58,830	9,561	108,267
Summer	Male	11,476	39,042	3,272	7,642	3,663	39,156	104,251
	Female	3,157	12,009	1,277	1,205	1,347	18,143	37,138
	Total	14,633	51,051	4,549	8,847	5,010	57,299	141,389
Distance	Male	-	2,669	786	533	10,332	9,304	23,624
	Female	-	823	217	101	5,957	6,133	13,231
	Total	-	3,492	1,003	634	16,289	15,437	36,855
Total	Male	153,564	66,888	38,750	30,078	81,686	80,709	451,675
	Female	57,292	32,263	21,533	16,897	50,648	48,991	227,624
	Total	210,856	99,151	60,283	46,975	132,334	129,700	679,299

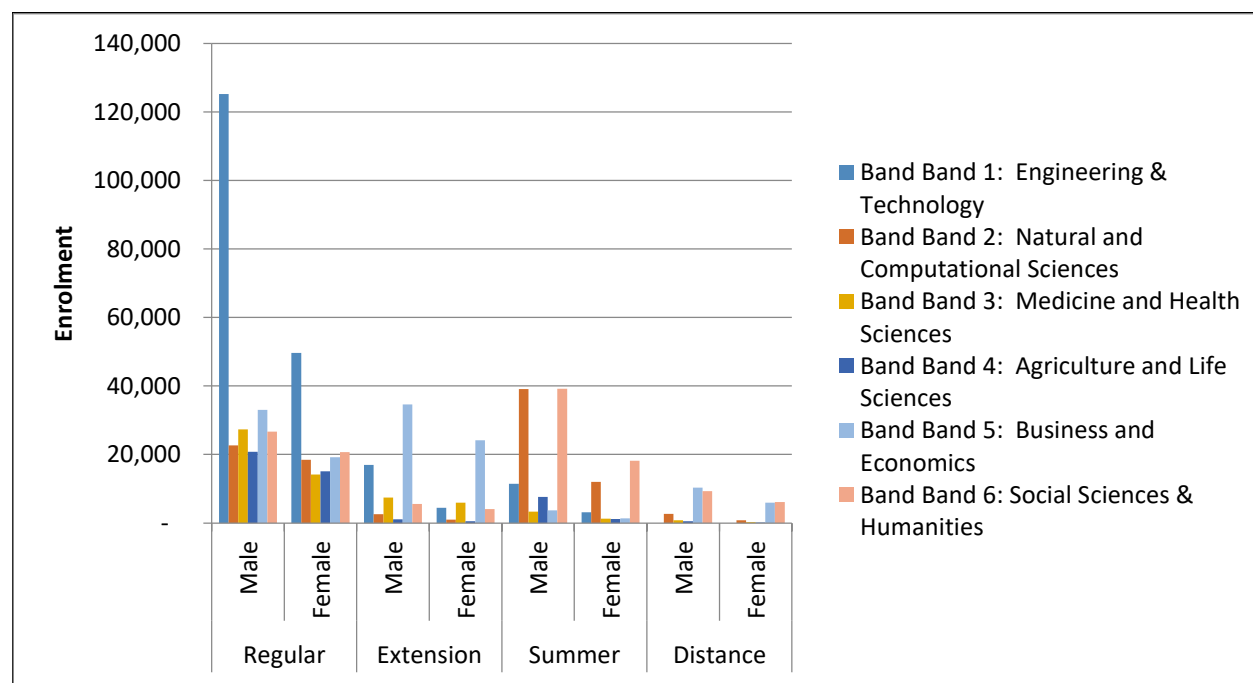
**Chart 12.5 Undergraduate Enrolments in Government Institutions by Program, Sex and Band, 2009 E.C. (2016/17)**

Table 12.5 and Chart 12.5 above show that in 2009 E.C. (2016/17), Band 1 (Engineering and Technology) had the highest number of enrolment with 31% share out of the total undergraduate enrolment, and 83% of these shares were in regular programs. Band 4 has the lowest proportion of students enrolled at

7% of all those enrolled. Ratio of enrollment in natural science to that of social science is 61:39 (last year it was 62:38). Thus it needs some improvement to achieve 70: 30 proportions.

**Table 12.6 Undergraduate Enrolments in Non-Government Institutions by Program, Sex and Band, 2009 E.C. (2016/17)**

Program	Sex	Band						Total
		Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities	
Regular	Male	5,673	102	4,703	223	8,971	149	19,821
	Female	3,038	52	7,189	97	12,854	141	23,371
	Total	8,711	154	11,892	320	21,825	290	43,192
Extension	Male	3,585	16	3,551	53	7,461	107	14,773
	Female	2,012	8	4,574	49	9,329	125	16,097
	Total	5,597	24	8,125	102	16,790	232	30,870
Summer	Male	277				230		507
	Female	127				114		241
	Total	404	-	-	-	344	-	748
Distance	Male	104			684	14,471	4,569	19,828
	Female	49			202	12,035	1,810	14,096
	Total	153	-	-	886	26,506	6,379	33,924
Total	Male	9,639	118	8,254	960	31,133	4,825	54,929
	Female	5,226	60	11,763	348	34,332	2,076	53,805
	Total	14,865	178	20,017	1,308	65,465	6,901	108,734

**Chart 12.6 Undergraduate Enrolments in Non-Government Institutions by Program, Sex and Band**

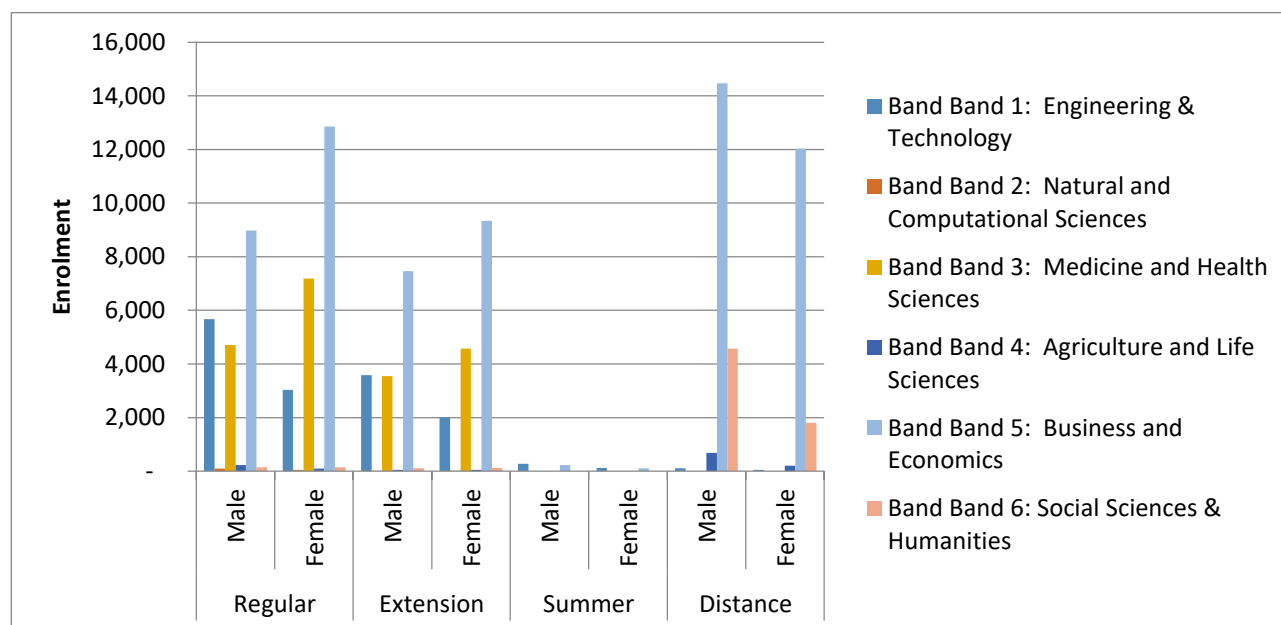


Table 12.6 and Chart 12.6 above show that in 2009 E.C. (2016/17) the total number of undergraduate students enrolled in all programs in Non-Government institutions is 108,734, which has a decrement of 8.3 percentage points from last year's data. Band 5 (Business and Economics) have the highest number

of students enrolled with 60.2% share out of the total enrolment. On the other hand, distance program contributes the highest enrolment share in Non-Government institutions, with 31.2% enrolled in this program. Band 2 (Natural and computational sciences) has the lowest enrollment with only 0.2% of students being enrolled in this field. As compared to 70:30 ratios, private enrolment status is 33:67 which is very far from the national target.

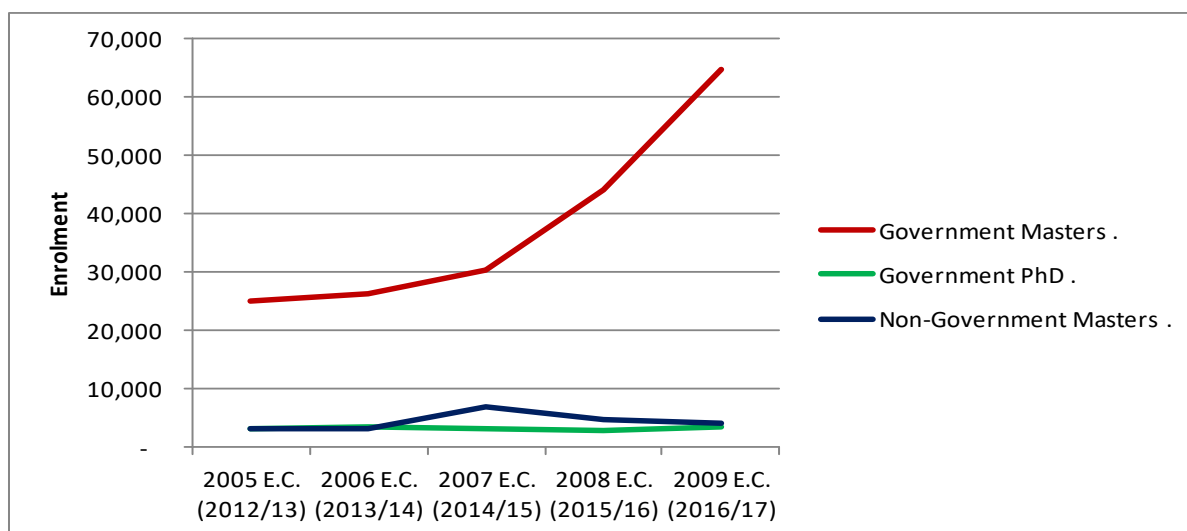
## 12.2 Enrolment in Postgraduate Programs

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.

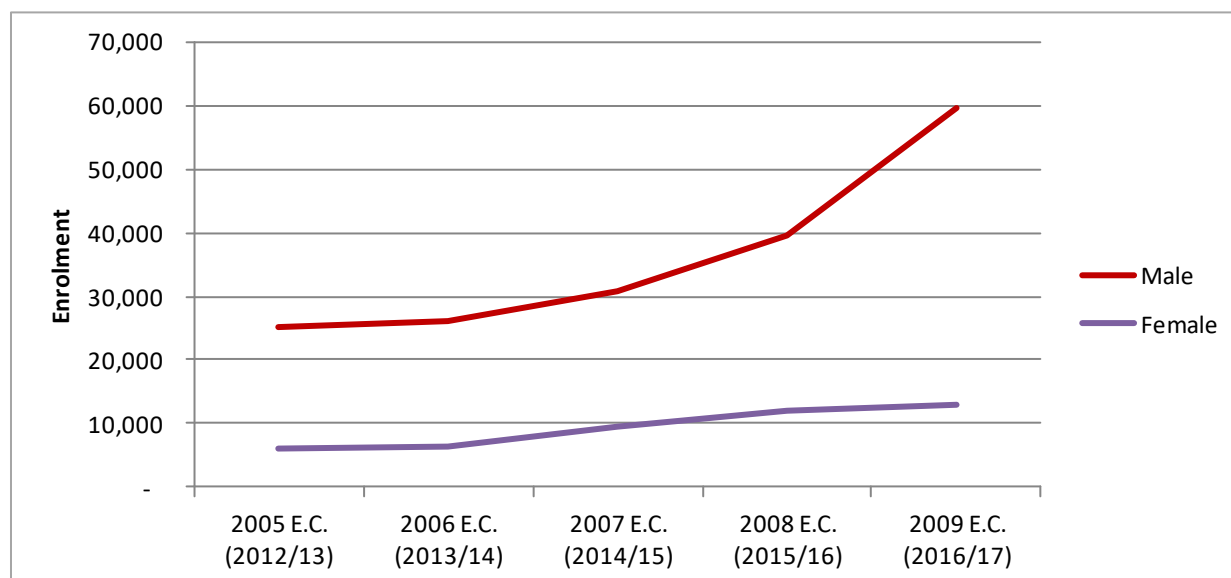
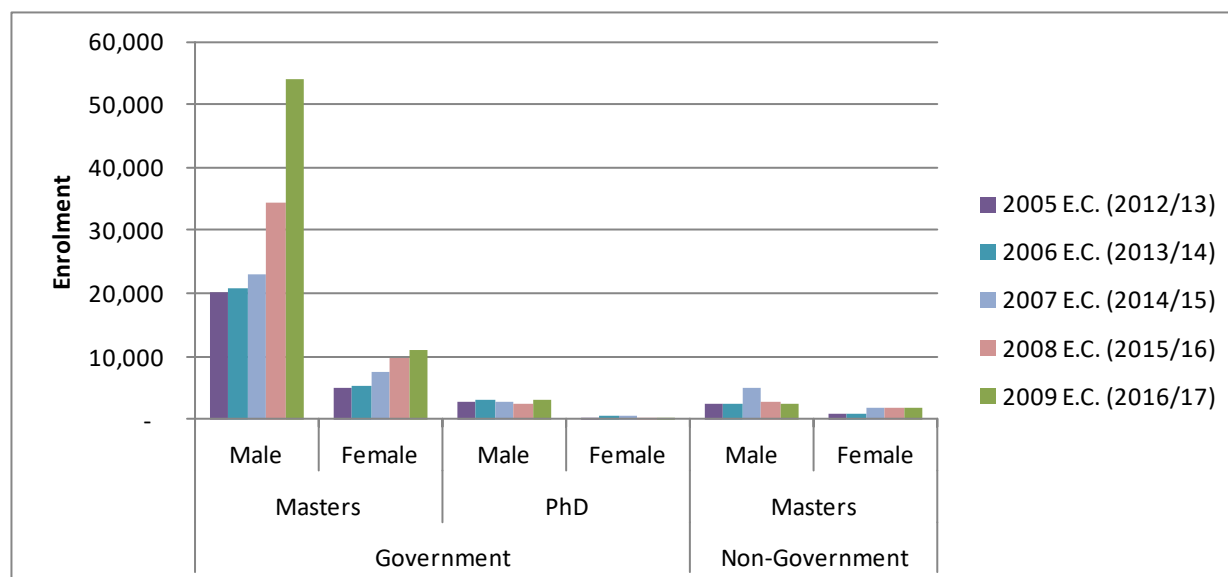
**Table 12.7 Trends in Postgraduate Enrolment in Government and Non-Government Institutions, 2009 E.C. (2016/17)**

			2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)
Government	Masters	Male	20,060	20,871	23,129	34,398	53,937
		Female	5,043	5,246	7,337	9,706	10,943
		Total	25,103	26,117	30,466	44,104	64,880
	PhD	Male	2,809	2,922	2,755	2,444	3,075
		Female	356	370	380	281	294
		Total	3,165	3,292	3,135	2,725	3,369
Non-Government	Masters	Male	2,339	2,433	4,820	2,779	2,438
		Female	697	725	1,866	1,913	1,658
		Total	3,036	3,158	6,686	4,692	4,096
Grand Total		Male	25,208	26,226	30,704	39,621	59,450
		Female	6,096	6,341	9,583	11,900	12,895
		Total	31,304	32,567	40,287	51,521	72,345
		Female (in %)	19.5	19.5	23.8	23.1	17.8

**Chart 12.7.1 Trends in Postgraduate Enrolment Government and Non-Government Institutions**





**Chart 12.7.2 Trends of Postgraduate Enrolment in Government and Non-Government Institutions by Sex****Chart 12.7.3 Trends of Postgraduate Enrolment in Government and Non-Government Institutions by Ownership**

As can be seen in Table 12.7 and Charts 12.7.1, 12.7.2 and 12.7.3 above, there has been a significant enrolment increase in both postgraduate programs (Masters and PhD) in the past five years and total enrolment has been increased by a total of 41,041 in 2009 E.C. (2016/17) compared to the first data, 2005 E.C. (2012/13), and by 20,824 when compared to last year's data. Total enrolment increased by more than double in the past four years. When we are looking at the distribution of enrolments, only 5.6% are enrolled in Non-Government institutions, though they didn't have PhD program, and the total percentage of female postgraduate students is 17.8%. This highlights that there remains high gender gap in higher education postgraduate programs though the percent share of female enrolment has been increased from the last year.

**Table 12.8 Long term Trends in Postgraduate Enrolment in Government and Non-Government Institutions**

Academic Year	Male	Female	Total
1996 E.C. (2003/04)	2,388	172	2,560
1997 E.C. (2004/05)	3,274	330	3,604
1998 E.C. (2005/06)	5,746	639	6,385
1999 E.C. (2006/07)	6,349	708	7,057
2000 E.C. (2007/08)	6,652	703	7,355
2001 E.C. (2008/09)	8,979	1,146	10,125
2002 E.C. (2009/10)	12,569	1,703	14,272
2003 E.C. (2010/11)	17,368	2,782	20,150
2004 E.C. (2011/12)	20,478	5,182	25,660
2005 E.C. (2012/13)	25,208	6,096	31,304
2006 E.C. (2013/14)	26,266	6,341	32,607
2007 E.C. (2014/15)	30,704	9,583	40,287
2008 E.C. (2015/16)	39,621	11,900	51,521
2009 E.C. (2016/17)	59,450	12,895	72,345

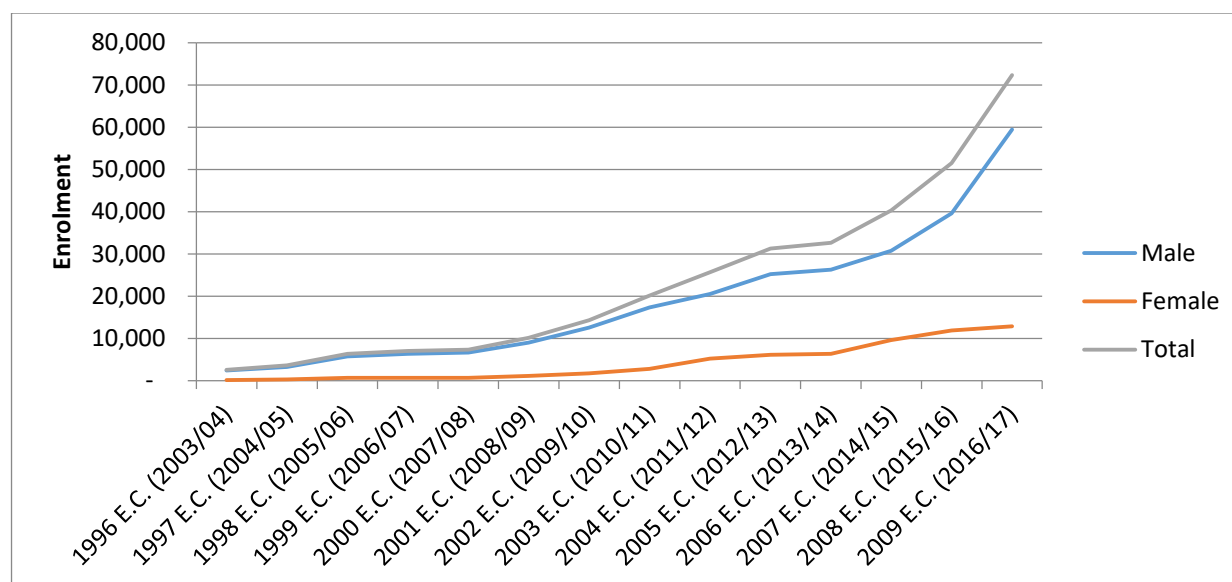
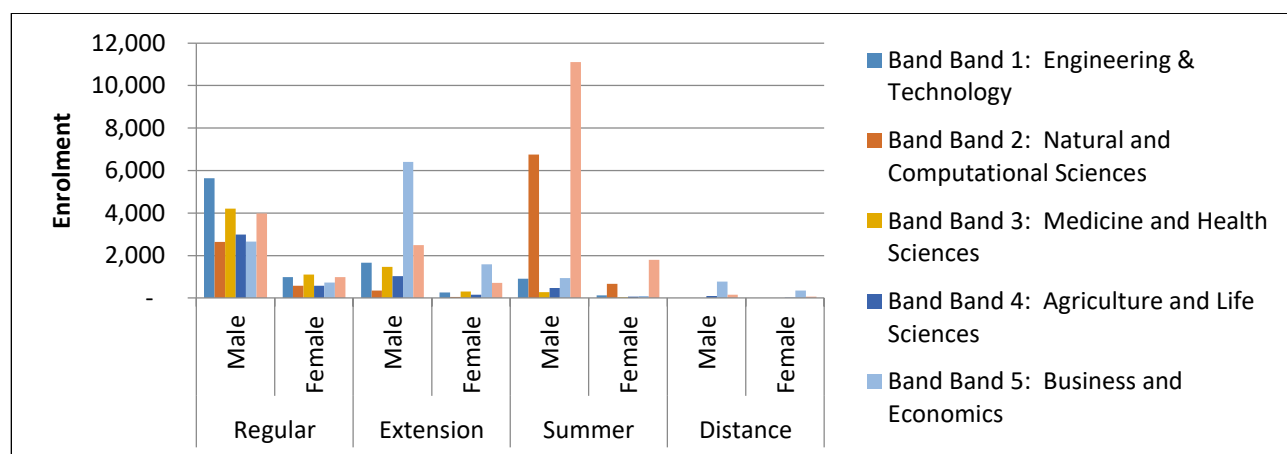
**Chart 12.8 Long term Trends in Postgraduate Enrolment in Government and Non-Government Institutions by Sex**

Table 12.8 and Chart 12.8 show a large improvement in enrolment in postgraduate programs over the last 14 years, with total enrolment increasing by almost 28 times over the time period, while the enrolment increases by 40% from the previous year's data. Similar to undergraduate enrolment, the majority of the increment is in male enrolment and gender gap is wide in postgraduate programs too.

**Table 12.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2009 E.C. (2016/17)**

Program	Sex	Band						Total
		Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities	
Regular	Male	5,635	2,635	4,215	2,985	2,660	3,980	22,110
	Female	988	576	1,109	586	731	979	4,969
	Total	6,623	3,211	5,324	3,571	3,391	4,959	27,079
Extension	Male	1,670	352	1,469	1,029	6,404	2,487	13,411
	Female	262	45	313	150	1,591	707	3,068
	Total	1,932	397	1,782	1,179	7,995	3,194	16,479
Summer	Male	905	6,751	285	476	944	11,110	20,471
	Female	126	668	30	62	95	1,804	2,785
	Total	1,031	7,419	315	538	1,039	12,914	23,256
Distance	Male	-	-	-	93	770	157	1,020
	Female	-	-	-	7	346	62	415
	Total	-	-	-	100	1,116	219	1,435
Total	Male	8,210	9,738	5,969	4,583	10,778	17,734	57,012
	Female	1,376	1,289	1,452	805	2,763	3,552	11,237
	Total	9,586	11,027	7,421	5,388	13,541	21,286	68,249

**Chart 12.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2009 E.C. (2016/17)**

From Table 12.9 and Chart 12.9, it is shown that Social Science and Humanities (Band 6) have the highest number of postgraduate students, with 31.2% of postgraduate students studying these subjects, which is followed by Business and Economics (Band 5) students with 19.8% enrolment shares. On the other hand, Agriculture and Life Sciences (Band 4) are the least studied with only 7.9% of students enrolled in these fields.

**Table 12.10 Postgraduate Students in Non-Government Institutions by, Program, Sex and Band, 2009 E.C. (2016/17)**

Program	Sex	Band						Total
		Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities	
Regular	Male	242	9	252	8	1,287	66	1,864
	Female	50	4	198	4	957	76	1,289
	Total	292	13	450	12	2,244	142	3,153
Extension	Male			112		462		574
	Female			74		295		369
	Total	-	-	186	-	757	-	943
Total	Male	242	9	364	8	1,749	66	2,438
	Female	50	4	272	4	1,252	76	1,658
	Total	292	13	636	12	3,001	142	4,096

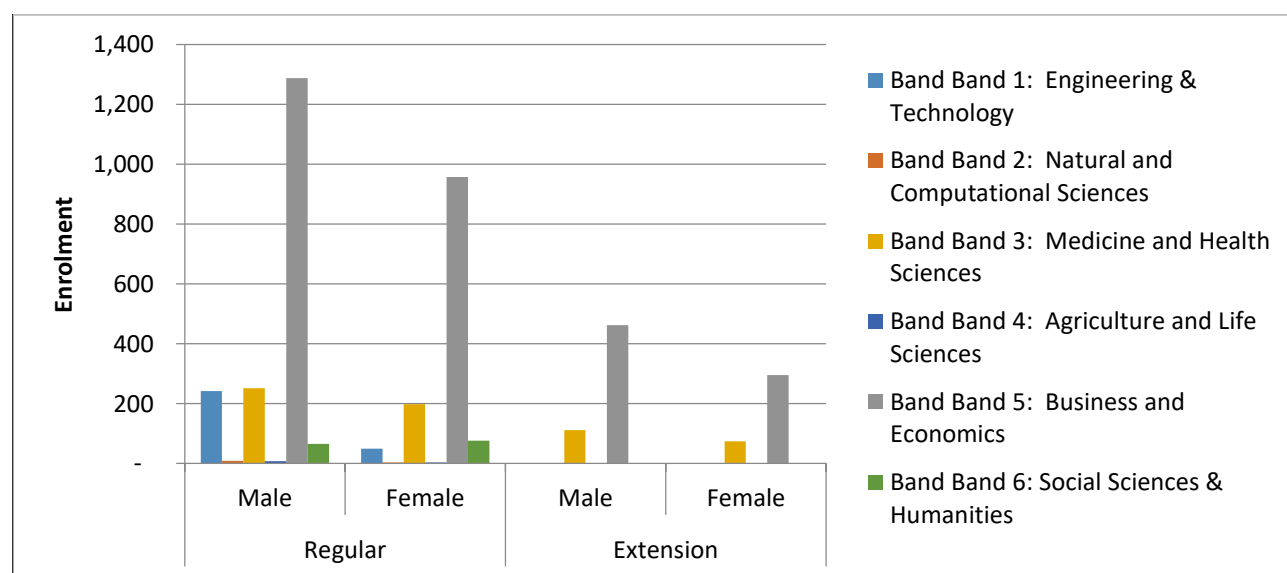
**Chart 12.10 Postgraduate Students in Non-Government Institutions by, Program, Sex and Band, 2009 E.C. (2016/17)**

Table 12.10 and Chart 12.10 show that the majority of postgraduate students in Non-Government institutions enrolled in the field of Business and Economics (Band 5), with 73.3% enrolment share followed by Medicine and Health Sciences (Band 3) with 15.5% enrolment (last year the second largest enrolment share was taken by Engineering and Technology (Band 1) with 13.7%). Again, there were no data reported in postgraduate students studying Natural and Computational Sciences in non-government institutions last year, but 13 students reported this year registered for this field, which is higher than those enrolled in Agriculture and Life Sciences (with 12 students registered in Agriculture and Life Sciences constituting the least enrolment share).

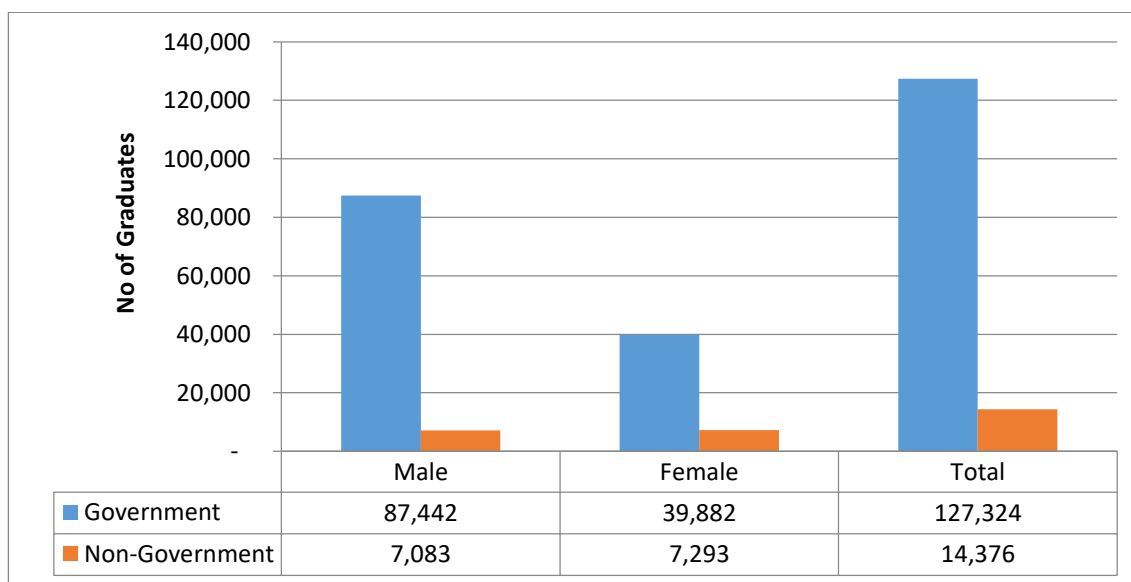
## 12.3 Graduates from Undergraduate Programs

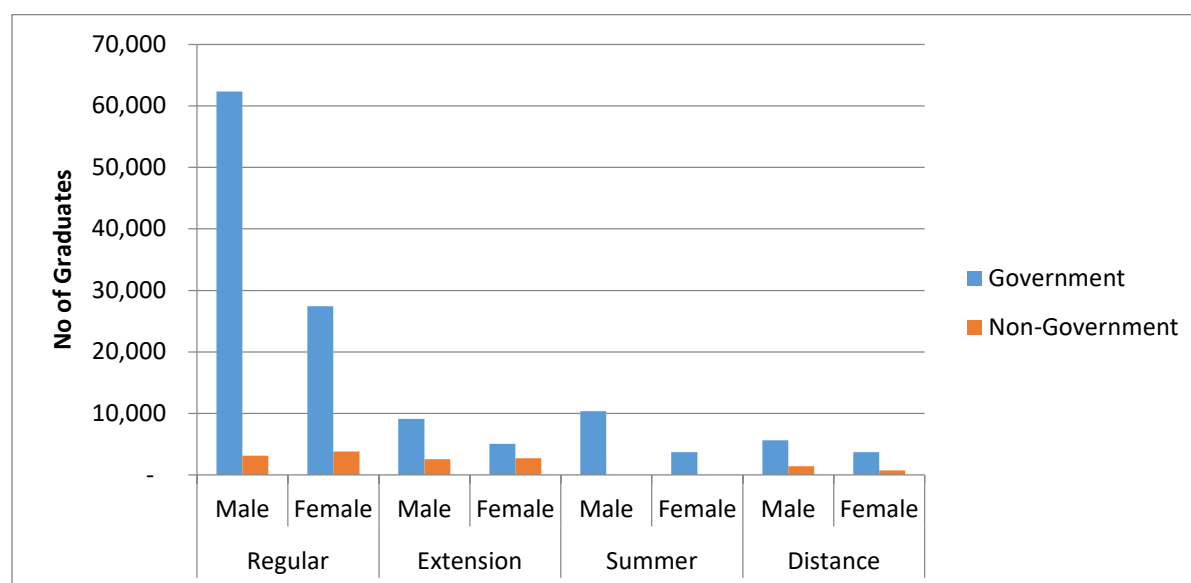
Undergraduate graduates are those who successfully completed their study at higher education institutions, and have been awarded a bachelor's or first degree.

**Table 12.11 Graduates in Undergraduate Programs by Ownership and Sex, 2009 E.C. (2016/17)**

Program	Sex	Government	Non-Government	Total
Regular	Male	62,336	3,126	65,462
	Female	27,418	3,815	31,233
	Total	89,754	6,941	96,695
Extension	Male	9,122	2,552	11,674
	Female	5,072	2,734	7,806
	Total	14,194	5,286	19,480
Summer	Male	10,362	-	10,362
	Female	3,708	-	3,708
	Total	14,070	-	14,070
Distance	Male	5,622	1,405	7,027
	Female	3,684	744	4,428
	Total	9,306	2,149	11,455
Total	Male	87,442	7,083	94,525
	Female	39,882	7,293	47,175
	Total	127,324	14,376	141,700

**Chart 12.11.1 Graduates in Undergraduate Programs by Ownership and Sex, 2009 E.C. (2016/17)**



**Chart 12.11.2 Graduates in Undergraduate by Program, Ownership and Sex, 2009 E.C. (2016/17)**

As noted in Table 12.11 and charts 12.11.1 and 12.11.2 above, there are a total of 141,700 graduates in undergraduate programs with a bachelor's degree in 2009 E.C. of whom 47,175 are females accounting 33.3% of all graduates. In addition, it can be observed that 127,324 (89.9%) of the undergraduate graduates are from government institutions. The number of graduates in this year much higher than last year's, with an increment of 11.3 percentage points.

**Table 12.12 Trends in Number of Undergraduate Graduates in Government and Non-Government Institutions**

Program	Sex	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)
Regular	Male	39,497	53,447	51,798	54,024	65,462
	Female	14,820	16,302	19,357	25,336	31,233
	Total	54,317	69,749	71,155	79,360	96,695
Extension	Male	6,278	6,906	7,805	7,762	11,674
	Female	3,721	4,093	4,226	4,725	7,806
	Total	9,999	10,999	12,031	12,487	19,480
Summer	Male	5,774	6,352	12,671	12,582	10,362
	Female	1,551	1,706	3,771	4,789	3,708
	Total	7,325	8,058	16,442	17,371	14,070
Distance	Male	4,917	5,408	4,642	10,405	7,027
	Female	2,515	2,767	3,297	7,652	4,428
	Total	7,432	8,175	7,939	18,057	11,455
Total	Male	56,466	72,113	76,916	84,773	94,525
	Female	22,607	24,868	30,651	42,502	47,175
	Total	79,073	96,981	107,567	127,275	141,700

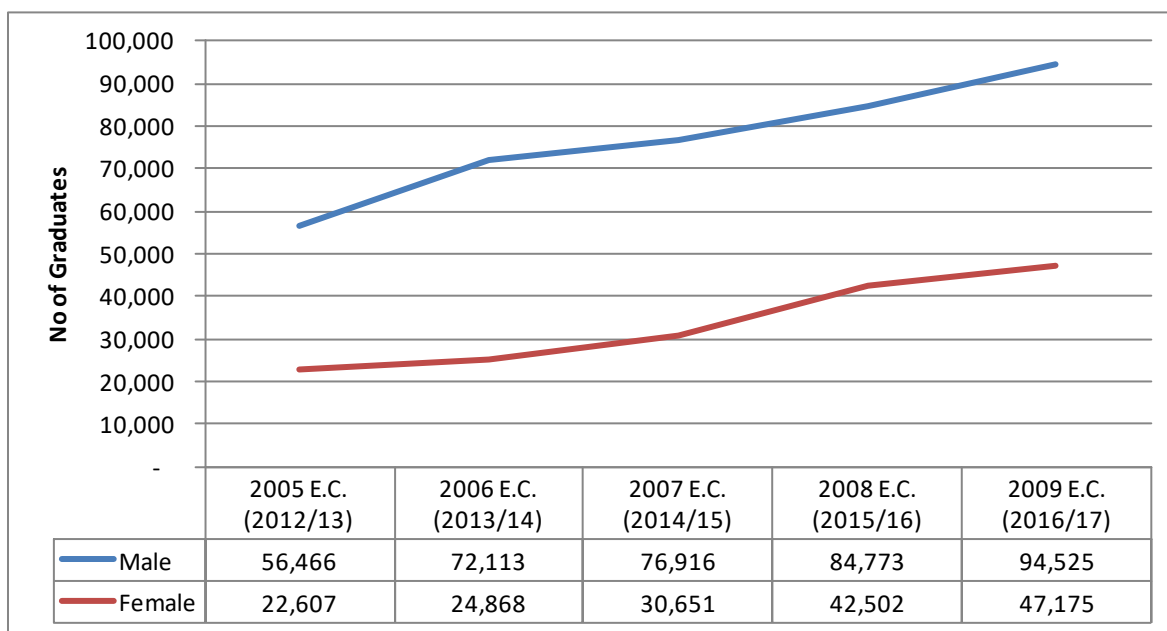
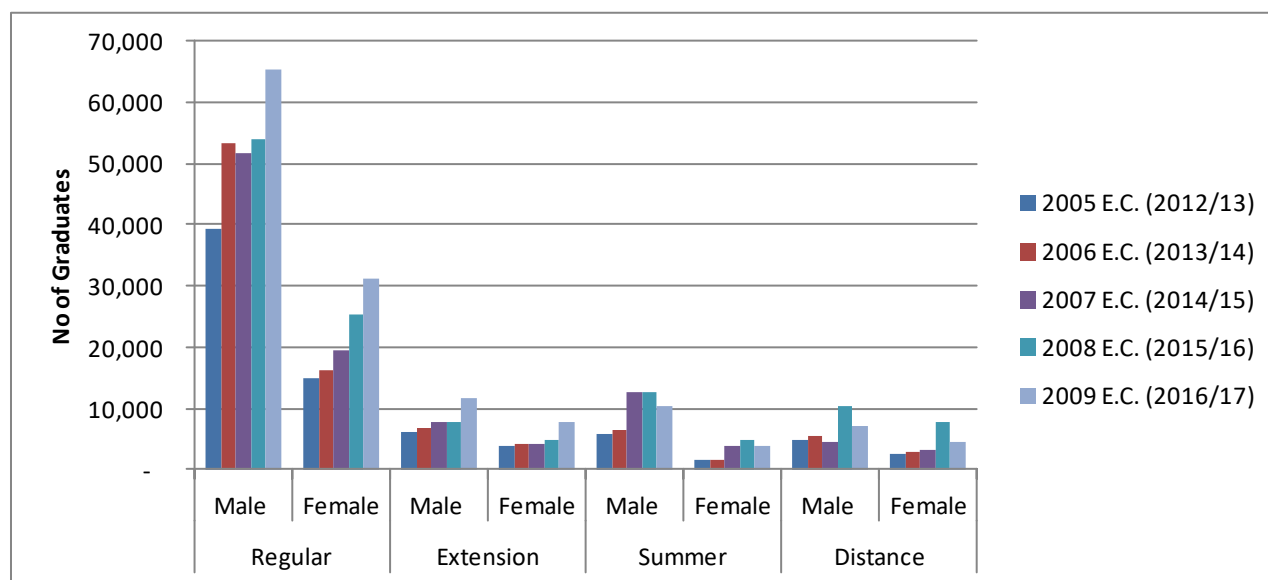
**Chart 12.12.1 Trends in Number of Undergraduate Graduates in Government and Non-Government Institutions by Sex****Chart 12.12.2 Trends in Number of Undergraduate Graduates in Government and Non-Government Institutions by Program and Sex**

Table 12.12, Charts 12.12.1 and 12.12.2 above show the trend in undergraduate graduates by program for the last five years. There is a steady increase in the overall undergraduate graduates for the past five years, increasing by 79.2% over the time period. The greatest increase in the number of female graduates was observed between 2007 E.C. and 2008 E.C. growing by 38.7% while female graduates noticeably increasing for the entire period. On the other hand, regular and extension graduates dramatically increase between 2008 and 2009 E.C. while a significant decrement has been observed in summer and distance programs within this period.

## 12.4 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 12.13 Graduates in Postgraduate Programs, 2009 E.C. (2016/17)**

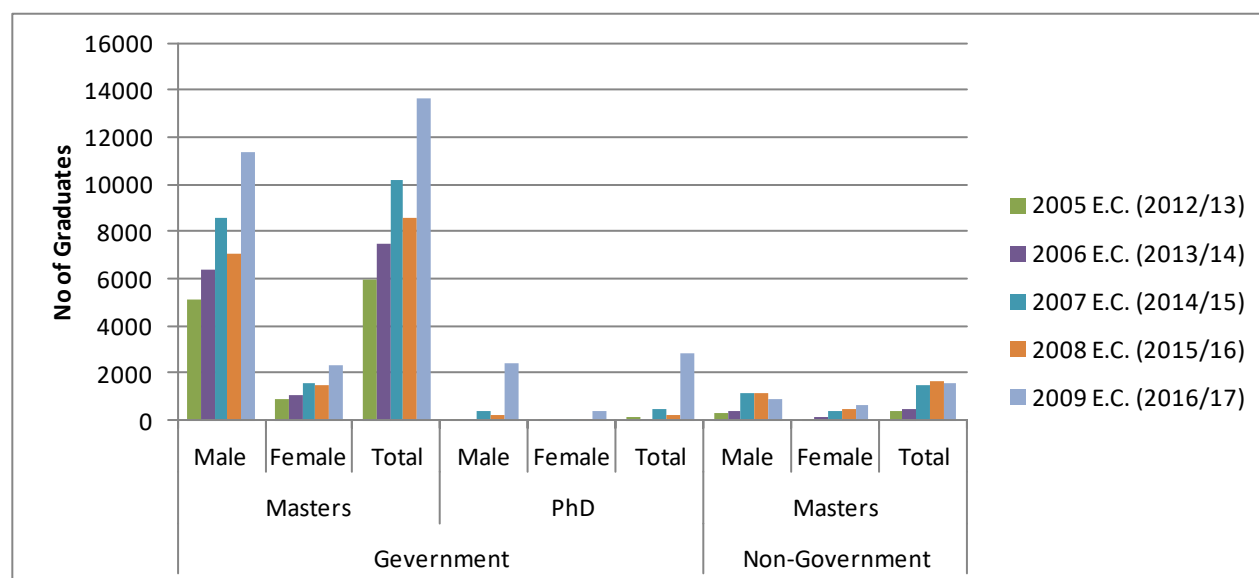
			No of Graduates
Government	Masters	Male	11,358
		Female	2,312
		Total	13,670
	PhD	Male	2,446
		Female	360
		Total	2,806
Non-Government	Masters	Male	912
		Female	628
		Total	1,540
Grand Total		Male	14,716
		Female	3,300
		Total	18,016
		Female (in %)	18.3

Table 12.13 shows that 18,016 students graduate in postgraduate programs both from Government and Non-Government institutions in 2009 E.C. and government institutions contribute 16,476 (91.5%). In addition, 15.6% of the total postgraduate graduates are from PhD program, which is around seven times higher than the previous year's number (it was 2.5%). It can also be seen from the table that, 18.3% of the graduates are female, which is almost the same figure with last year's data. The overall number of graduates in this year has been increased by 72% from the last year's data.

**Table 12.14 Trends in Number of Postgraduate Graduates in Government and Non-government Institutions**

			2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)
Government	Masters	Male	5095	6369	8595	7107	11358
		Female	865	1081	1608	1481	2312
		Total	5960	7450	10203	8588	13670
	PhD	Male	64	67	424	239	2446
		Female	70	13	61	24	360
		Total	134	80	485	263	2806
Non-Government	Masters	Male	309	386	1111	1146	912
		Female	84	105	366	471	628
		Total	393	491	1477	1617	1540
Grand Total		Male	5,468	6,822	10,130	8,492	14,716
		Female	1,019	1,199	2,035	1,976	3,300
		Total	6,487	8,021	12,165	10,468	18,016
		Female (in %)	15.7	14.9	16.7	18.9	18.3



**Chart 12.13 Trends in Number of Postgraduate Graduates in Government and Non-government Institutions**

The trend in the number of postgraduate graduates for the last seven years is shown in Table 12.14 and Chart 12.13 above. It can be seen from the table and chart that there was a continuous increment in postgraduate graduates for the last six years with the exception from 2003 to 2004 E.C. However, it has been seen that the 2008 E.C. data has been decreased from the 2007 E.C. data by 14.2% while this year's data has been increased by 72% from last year's (2008 E.C.) data.

## 12.5 Academic Staff in Higher Education Institutions

Academic staffs in this context mean, both Ethiopian and Expatriate. The data presented below calculates the academic staff of HEIs with respect to their qualification, citizenship and field of study (Band).

**Table 12.15 Trends in Number of Academic Staff in Higher Education Institutions**

			2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)
Government	Ethiopian	Male	18,141	18,171	21,547	23,196	24,857
		Female	1,910	2,218	2,443	3,259	3,904
		Total	20,051	20,389	23,990	26,455	28,761
	Expatriate	Male	1,611	1,587	937	1,241	1,659
		Female	237	225	141	196	211
		Total	1,848	1,812	1,078	1,437	1,870
Non-Government	Ethiopian	Male	1,597	1,626	2,042	2,025	1,755
		Female	373	389	478	517	319
		Total	1,970	2,015	2,520	2,542	2,074
	Expatriate	Male	27	27	46	59	24
		Female	9	9	4	3	5
		Total	36	36	50	62	29
Grand Total		Male	21,376	21,411	24,572	26,521	28,295
		Female	2,529	2,841	3,066	3,975	4,439
		Total	23,905	24,252	27,638	30,496	32,734

Table 12.15 above shows the trends in the number of higher education academic staff for the last six years. The number has increased substantially from a total of 20,822 in the year 2004 E.C. (2011/12) to a total of 32,734 in the year 2009 E.C. (2016/17), which is a 57.2% increment over the period. Compared to last year's data, the current data (2009 E.C.) has been increased by 7.3%.

**Table 12.16 Academic Staff in Higher Education Institutions by Level of Qualification, Sex, Ownership and Citizenship, 2009 E.C. (2016/17)**

Qualification	Sex	Government		Non-Government		Total
		Ethiopian	Expatriate	Ethiopian	Expatriate	
Bachelors	Male	6,974	5	485	4	7,468
	Female	1,682	3	137	-	1,822
M.D/D.V.M	Male	1,643	8	21	-	1,672
	Female	314	-	7	-	321
Masters	Male	13,019	691	1,058	10	14,778
	Female	1,593	120	157	5	1,875
PhD	Male	2,641	890	115	7	3,653
	Female	219	83	6	-	308
Speciality	Male	403	33	51	3	490
	Female	45	3	6	-	54
Sub-Speciality	Male	26	27	1	-	54
	Female	2	1	-	-	3
Others	Male	151	5	24	-	180
	Female	49	1	6	-	56
Total	Male	24,857	1,659	1,755	24	28,295
	Female	3,904	211	319	5	4,439
	Total	28,761	1,870	2,074	29	32,734

Table 12.16 shows that in 2009 E.C. (2016/17), the total number of academic staffs in Government and Non-Government HEIs are 30,631 and 2,103 respectively. The total number of Ethiopian academic staff is 30,835 out of which 28,761 are in Government. The share of female academic staffs is 13.6% from which 12.6% are from Government side. Concerning expatriate staffs, 216 (0.7%) out of the total staffs are females from which only 5 of them are from the Non-Government institutions.

**Table 12.17 Government Full Time Academic Staff by Qualification, Sex, Citizenship and Band, 2009 E.C.(2016/17)**

			Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities		
Nationality	Qualification	Sex							Total	
Ethiopian	Bachelors	Male	3,820	389	1,258	420	419	668	6,974	
		Female	675	143	347	192	124	201	1,682	
	M.D/D.V.M	Male	92	129	878	343	79	122	1,643	
		Female	6	8	199	74	9	18	314	
	Masters	Male	2,535	2,500	1,772	1,571	1,673	2,968	13,019	
		Female	265	222	266	224	229	387	1,593	
	PhD	Male	559	502	324	295	227	734	2,641	
		Female	43	28	32	30	15	71	219	
	Speciality	Male	-	-	363	40	-	-	403	
		Female	-	-	45	-	-	-	45	
	Sub-Speciality	Male	-	-	25	1	-	-	26	
		Female	-	-	2	-	-	-	2	
	Others	Male	7	5	58	9	14	58	151	
		Female	2	-	17	2	1	27	49	
	Total	Male	7,013	3,525	4,678	2,679	2,412	4,550	24,857	
		Female	991	401	908	522	378	704	3,904	
		Total	8,004	3,926	5,586	3,201	2,790	5,254	28,761	
	Expatriate	Bachelors	Male	1	-	1	1	-	2	5
			Female	-	1	-	-	-	2	3
M.D/D.V.M		Male	1	-	7	-	-	-	8	
		Female	-	-	-	-	-	-	-	
Masters		Male	540	24	73	16	19	19	691	
		Female	63	5	41	-	4	7	120	
PhD		Male	304	182	61	78	154	111	890	
		Female	20	19	13	4	15	12	83	
Speciality		Male	8	3	14	3	-	5	33	
		Female	-	-	3	-	-	-	3	
Sub-Speciality		Male	18	1	3	2	-	3	27	
		Female	1	-	-	-	-	-	1	
Others		Male	1	-	-	-	4	-	5	
		Female	1	-	-	-	-	-	1	
Total		Male	873	210	159	100	177	140	1,659	
		Female	85	25	57	4	19	21	211	
		Total	958	235	216	104	196	161	1,870	
Grand Total			8,962	4,161	5,802	3,305	2,986	5,415	30,631	

Table 12.17 shows that there are 28,761 (from which 13.4% are females) Ethiopian and 1,870 (from which 11.3% are females) Expatriate working as full time academic staffs in Government HEIs.

**Table 12.18 Non- Government Full Time Academic Staff by Qualification, Sex, Citizenship and Band, 2009 E.C. (2016/17)**

			Band 1: Engineering & Technology	Band 2: Natural and Computational Sciences	Band 3: Medicine and Health Sciences	Band 4: Agriculture and Life Sciences	Band 5: Business and Economics	Band 6: Social Sciences & Humanities	
Nationality	Qualification	Sex							Total
Ethiopian	Bachelors	Male	112	2	143	8	208	12	485
		Female	18	1	59	3	52	4	137
	M.D/D.V.M	Male	-	-	20	1	-	-	21
		Female	-	-	7	-	-	-	7
	Masters	Male	206	5	335	10	459	43	1,058
		Female	15	-	88	1	42	11	157
	PhD	Male	22	2	15	1	66	9	115
		Female	1	-	4	-	1	-	6
	Speciality	Male	-	-	51	-	-	-	51
		Female	-	-	6	-	-	-	6
	Sub-Speciality	Male	-	-	1	-	-	-	1
		Female	-	-	-	-	-	-	-
	Others	Male	2	-	11	-	11	-	24
		Female	1	-	3	-	2	-	6
	Total	Male	342	9	576	20	744	64	1,755
		Female	35	1	167	4	97	15	319
		Total	377	10	743	24	841	79	2,074
Expatriate	Bachelors	Male	2		-		2		4
		Female	-		-		-		-
	M.D/D.V.M	Male	-		-		-		-
		Female	-		-		-		-
	Masters	Male	3		1		6		10
		Female	1		1		3		5
	PhD	Male	1		-		6		7
		Female	-		-		-		-
	Speciality	Male	-		3		-		3
		Female	-		-		-		-
	Sub-Speciality	Male	-		-		-		-
		Female	-		-		-		-
	Others	Male	-		-		-		-
		Female	-		-		-		-
	Total	Male	6	-	4	-	14	-	24
		Female	1	-	1	-	3	-	5
		Total	7	-	5	-	17	-	29
Grand Total			384	10	748	24	858	79	2,103

Table 12.18 shows that, in 2009 E.C. (2016/17), there are 2,074 (15.4% of them are females) Ethiopian and 29 (17.2% of them are female) Expatriate full time academic staffs in Non-Government HEIs. It can also be noted that majority of the staffs are in the field of Business and Economics, accounting 40.8% of the total staffs followed by Medicine and Health Sciences, with 35.6%.

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. In this regard, part-time academic staffs are too low in the Government institutions compared to the Non-Governments. The following table shows the composition of part-time academic staffs of Non-Government HEIs by sex and band. This helps for comparison of full time and part-time academic staffs in higher education institutions. The share of Government institutions is not considered due to negligible number of part-time staffs.

**Table 12.19 Part-Time Academic Staff of Non-Government Institutions by Sex and Band, 2009 E.C. (2016/17)**

	Male	Female	Total
<b>Band 1: Engineering &amp; Technology</b>	110	23	133
<b>Band 2: Natural and Computational Sciences</b>	10	2	12
<b>Band 3: Medicine and Health Sciences</b>	368	107	475
<b>Band 4: Agriculture and Life Sciences</b>	7		7
<b>Band 5: Business and Economics</b>	356	19	375
<b>Band 6: Social Sciences &amp; Humanities</b>			0
<b>Grand Total</b>	<b>851</b>	<b>151</b>	<b>1002</b>

The above table shows that in 2009 E.C. (2016/17) the total number of part-time academic staffs in Non-Government HEIs is 1,002 which are almost double of the previous year's data.

## 12.6 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 make 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, the following table shows a rough comparison of regular undergraduate students and the full time academic staff in government and non-government institutions for 2009 E.C. (2016/17).

**Table 12.20 Pupil-Teacher Ratio (PTR): Undergraduate Regular Degree Programs, 2009 E.C. (2016/17)**

	Government	Non-Government	Total
<b>Under Graduate Regular Enrolment</b>	392,788	43,192	435,980
<b>Full Time Teachers</b>	30,631	2,103	32,734
<b>PTR</b>	12.8	20.5	13.3

As can be seen in table 12.20 above, the Pupil-Teacher-Ratio (PTR) for higher education undergraduate program is much better in Government institutions than Non-Government, showing few numbers of students per teacher in the Government institutions.

## Summary

This document focuses on the coverage of the education system in Ethiopia, with particular emphasis on general education. The document tried to cover the most prevalent key performance indicators reflecting the status of the Ethiopian education system with respect to ESDP V and SDG 2 in all sectors of the system.

The abstract categorized the ESDP V indicators in to five groups (Access, Efficiency, Quality, Equity and Outcomes) and return their result of the year 2009 E.C. (2016/17) against the ESDP V baseline and target. General Education, the document's main focus area, covered more than half of the entire content reflecting the statistical result and the corresponding interpretation of the 2009 E.C. (2016/17) Ethiopian education status including pre-primary education, primary education (including Alternative Basic Education), secondary education, and Adult and Non Formal Education.

From the total of 88 key performance indicators reflected in this document, 48 of them have been measured and their status has been explained. From those indicators which are not able to be measured, 30 of them (75%) are outcome indicators which are mainly from EGMA and NLA.

The EMIS and ICT Directorate of the Ministry of Education of Ethiopia, responsible for the publication of this abstract in an annual basis, use a software tool for the educational data encoding, repository and report generation. With its limited capacity of the software, experts of the directorate use their maximum effort to incorporate additional indicators in consultation with regional and other concerned experts every year and customize the software tool accordingly.

Despite continued efforts to sensitize many of the indicators assumed to be the most representatives of the education sectors of the country, some institutions/school do not only give incomplete information about their schools but also unable to respond in the scheduled time, if not responding at all, so that making the expected national figure less than expected. This stems from factors including poor record keeping system of some regions/zones/woredas, skill gap among the data workers across regions, an extremely high turnover rate of experts, low response rate, less follow up and monitoring, and the like.

With all the aforementioned and related challenges, the abstract has been released every year in its soft copy format through the Ministry's web site, in addition to be placed in the UNESCO library of MoE and the EMIS and ICT Directorate's office for reference.