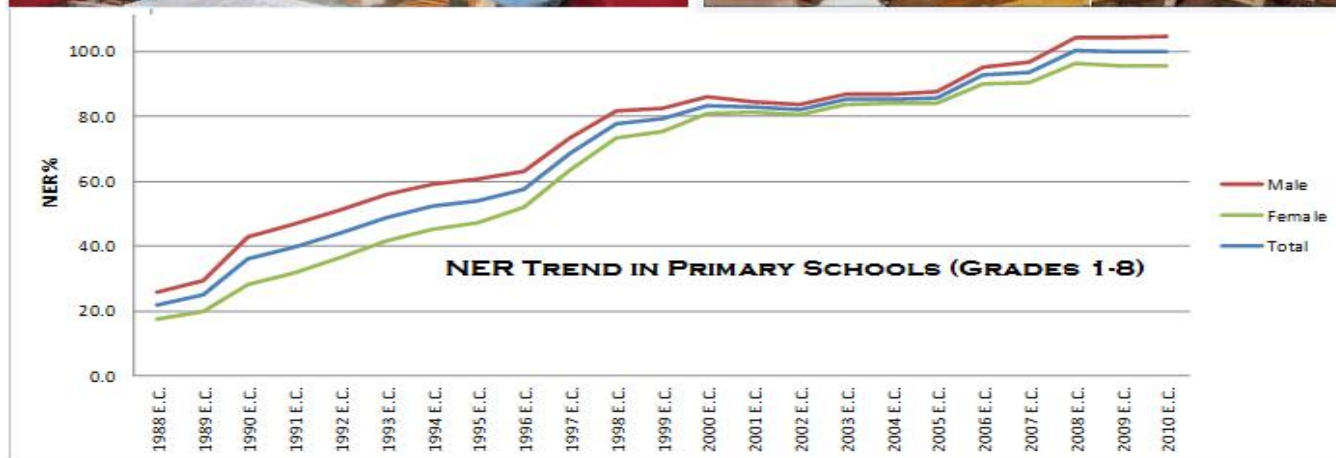


Education Statistics Annual Abstract 2010 E.C. (2017/18)



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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Foreword

The Ministry of Education (MoE) is pleased to release its 2010 E.C. (2017/18) 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 Colleges of Teacher's Education.

Education and training is at the centre of the Ethiopian government 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 learning outcomes. 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. Now, EMIS (Education Management Information System) is available at decentralized levels, and with support from the respective ICT directorates and offices, is collecting and processing education performance data which can be used for enhanced service delivery.

This publication is the output of the annual exercise. The 2010 (2017/18) 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. The statistics also serve as a measure of the success of education and training 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 and training 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 the Sustainable Development Goals (SDGs).

Telaye Gete (PhD)
Minister of Education

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Acronyms

AAGR	Average Annual Growth Rate
ABE	Alternative Basic Education
AIR	Apparent Intake Rate
CSA	Central Statistics Agency
CTE	College of Teacher Education
C2C	Child to Child
CRPD	Conventions on the Rights of Persons with Disabilities
EFA	Education for All
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
EMIS	Education Management Information System
ESDP V	Education Sector Development Program V
GER	Gross Enrolment Ratio
GG	Gender Gap
GPI	Gender Parity Index
HEI	Higher Education Institution
IFAE	Integrated Functional Adult Education
KG	Kindergarten
MoE	Ministry of Education
MoFEC	Ministry of Finance and Economic Cooperation
NER	Net Enrolment Ratio
NIR	Net Intake Rate
PCR	Primary Completion Rate
PSLCE	Primary School Leaving Certificate Examination
PSR	Pupil Section Ratio
PTR	Pupil Teacher Ratio
PTxR	Pupil Textbook Ratio
REB	Regional Education Bureau
SDG	Sustainable Development Goal
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
MSE	Micro and Small Enterprises

1. Introduction

The Education Statistics Annual Abstract 2010 E.C. (2017/18) provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Programme V (2008 – 2012 E.C./2015 – 2020 G.C).

The publication reports on all education sectors; General Education (Pre-primary, Primary, Secondary, Integrated Functional Adult Literacy, and Special Needs), Colleges of Teachers' Education (CTE), Technical and Vocational Education and Training (TVET), Higher Education institutions (HEIs). Regional data are available for all 9 regional states and 2 city administrations.

1.1. Objective of the Report

The main objectives of the report are to:

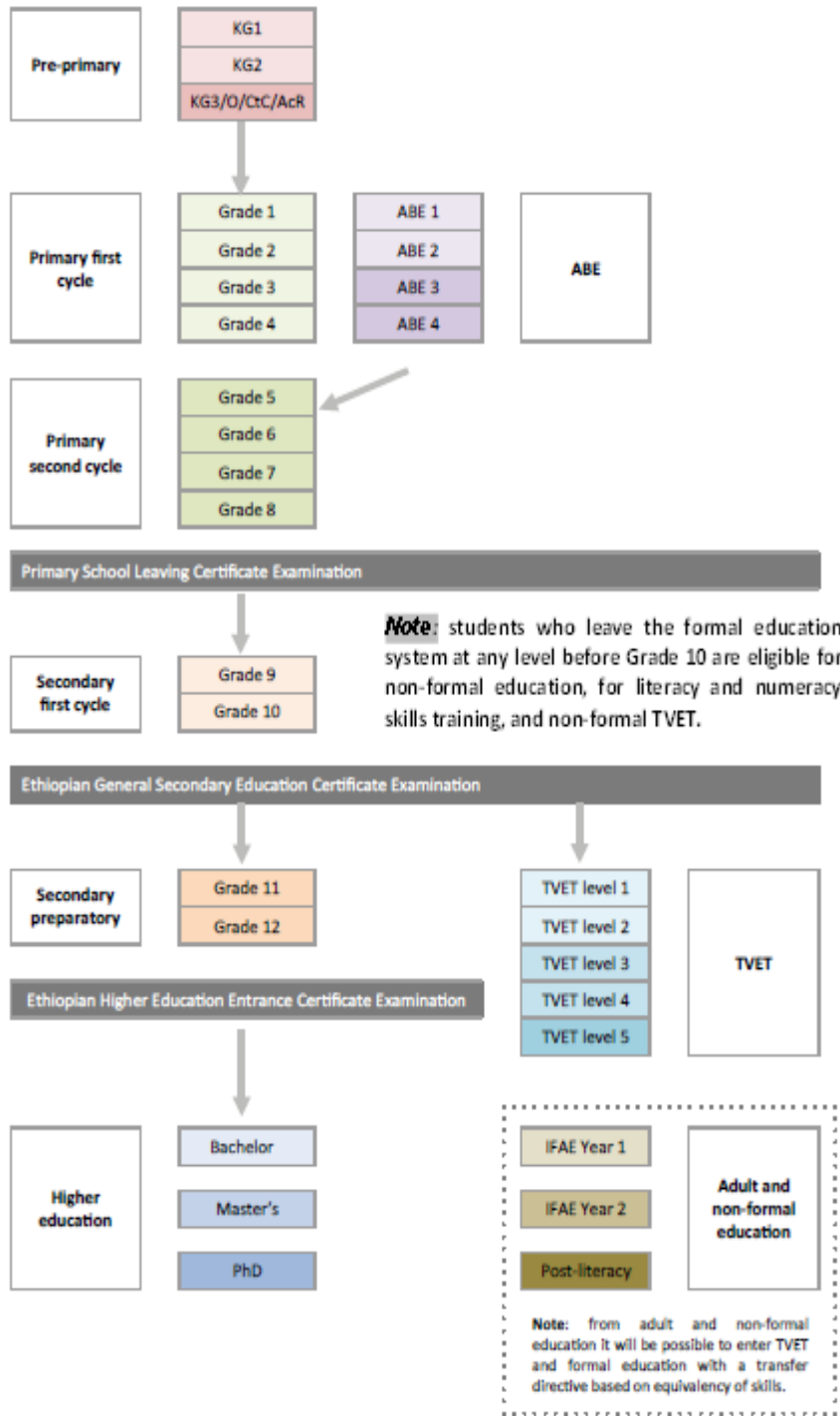
- Provide insight into the current status of education and training in Ethiopia;
- Indicate progress against the Education Sector Development Plan V (ESDP V) targets; and
- Provide education planners, policy makers, and administrators with data and evidence to inform strategic decision making.

The abstract reports progress against 88 indicators set out in the ESDP V, as well as other measures of educational performance. Data used for preparing this abstract have been obtained from Regional Education Bureaus and City Administrations (REBs), government and non-government Higher Education Institutions (HEIs), Colleges of Teacher Education (CTEs) and regional Technical and Vocational Education and Training (TVET) Agencies/Bureaus/ or Commissions.

Achievements in relation to General Education are presented in Table 1.1., including comparisons with previous years and with the targets set in the Education Sector Development Program (ESDP V).

This abstract uses an updated population projection for 2010 E.C. (2017/18) issued by the Ethiopian Central Statistical Agency. The population projection may not be perfect as it is based on the old census data

Figure 1. Education and Training System in Ethiopia



1.2. Indicator Table

The indicator table below outlines progress against Key Performance Indicators (KPIs) set out in ESDP V related to General Education and indicators of other sub sectors. Data may not be available for every indicator at the time of publication; and hence some indicators have been included but not 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	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
<i>Access</i>						
1	Pre-primary GER female	33	64	43.1	×	↓
2	Pre-primary GER male	35	65	45.1	×	↓
3	Grade 1 NIR female**	102	100	93.8	✓	↑
4	Grade 1 NIR male	109	103	102.6	✓	↓
5	Grades 1–4, including ABE, GER female	131	118	129.4	✓	↓
6	Grades 1–4, including ABE, GER male	143	124	144.9	✓	↓
7	Grades 1–4, including ABE,NER female	104	102	107.3	×	↑
8	Grades 1–4, including ABE, NER male	112	105	118.4	×	↓
9	Grades 5–8, GER female	63	82	75.7	×	↑
10	Grades 5–8, GER male	35	83	82.7	✓	↑
11	Grades 5–8, NER female	50	59	61.1	✓	↑
12	Grades 5–8, NER male	49	59	64.5	✓	↑
13	Grade 1–8, including ABE, GER female	98	99	103.5	✓	↓
14	Grade 1–8, including ABE, GER male	105	105	115.0	✓	↓
15	Grade 1–8, including ABE, NER female	90	94	95.4	✓	↔
16	Grade 1–8, including ABE, NER male	95	96	104.6	✓	↓
17	Grades 9–10, GER female	37	55	45.2	×	↔
18	Grades 9–10, GER male	40	55	50.1	×	↑
19	Grades 9–10, NER female	21	34	24.3	×	↓
20	Grades 9–10, NER male	20	34	23.8	×	↓
21	Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	79	43.5	×	↑
22	Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	87	56.5	×	↑
23	Students enrolled in TVET formal training (number)	265,745	365,154	292,378	×	↓
24	Undergraduate GER female	6	10	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
25	Undergraduate GER male	13	15	data not available		data not available
<i>Efficiency</i>						
26	Grade 1 dropout rate female	23	13	19	x	↑
27	Grade 1 dropout rate male	21	12	20	x	↑
28	Grade 1–8 dropout rate female	11	7	11.4	x	↓
29	Grade 1–8 dropout rate male	11	7	10.9	x	↓
30	Grade 1–8 repetition rate female	8	4	5.0	x	↓
31	Grade 1–8 repetition rate male	9	5	5.5	x	↓
32	Survival rate to Grade 5 female	57	64	55	x	↑
33	Survival rate to Grade 5 male	54	63	52	x	↓
34	Completion rate to Grade 8 female	47	61	55.9	x	↑
35	Completion rate to Grade 8 male	47	61	59.5	x	↑
36	MSEs supported through industry extension services (Number)	428,529	437,337	data not available		data not available
37	Year one undergraduate completion rate female	-	95	77.7	x	↓
38	Year one undergraduate completion rate male	-	95	83.6	x	↓
<i>Quality</i>						
39	Pre-primary teachers holding the ECCE diploma female	0	5	data not available		data not available
40	Pre-primary teachers holding the ECCE diploma male	0	5	data not available		data not available
41	Grades 1–4 teachers appropriately qualified female	63	84	83.3	x	↑
42	Grades 1–4 teachers appropriately qualified male	48	79	75.9	x	↑
43	Teachers in Grades 1–12 that are licensed female	0	38	data not available		data not available
44	Teachers in Grades 1–12 that are licensed male	0	38	data not available		data not available
45	Primary schools at level three or above classification – baseline set on internal inspection	21	44	data not available		data not available
46	Secondary schools at level three or above classification – baseline set on internal inspection	30	48	data not available		data not available
47	Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction (all varieties)	46	73	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
48	TVET completers who are assessed as competent	60	69	data not available		data not available
49	TVET OS approved in all priority sectors (Number)	650	775	data not available		data not available
50	Academic staff mix in universities (Bachelor: Master's: Doctorate)	27: 58: 15	11:65:24	33:54:13	x	↓
Equity						
51	GPI in pre-primary (index)	0.95	0.98	0.95	x	↑
52	GPI in Grades 1–8 (index)	0.93	0.96	0.90	x	↔
53	GPI in Grades 9–12 (index)	0.91	0.96	0.89	x	↓
54	Enrolment rate of children with SNE, Grades 1–8	4	47	9.8	x	↑
55	Enrolment rate of children with SNE, Grades 9–12	7	30	2.8	x	↑
56	Females as a share of school leaders (principals and supervisors)	8	13	data not available		data not available
57	Females as a share of students in formal TVET system	51	50	51	✓	↓
58	Females as a share of undergraduate enrolment	32	38	36	x	↔
Outcomes						
59	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Oromo	46	No assessment Data	data not available		data not available
60	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Somali	74	No assessment Data	data not available		data not available
61	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Amharic	75	No assessment Data	data not available		data not available
62	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Hadiyyisa	24	No assessment Data	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
63	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension SiadmuuAfoo	21	No assessment Data	data not available		data not available
64	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Tigrinya	69	No assessment Data	data not available		data not available
65	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Wolayttatto	50	No assessment Data	data not available		data not available
66	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Oromo	25	No assessment Data	data not available		data not available
67	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Somali	61	No assessment Data	data not available		data not available
68	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Amharic	27	No assessment Data	data not available		data not available
69	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Hadiyyisa	11	No assessment Data	data not available		data not available
70	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension SiadmuuAfoo	16	No assessment Data	data not available		data not available
71	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Tigrinya	35	No assessment Data	data not available		data not available
72	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Wolayttatto	32	No assessment Data	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 Data	data not available		data not available
74	Grade 4 students who achieve 50% and above (composite score) in NLA female	25	No assessment Data	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
75	Grade 4 students who achieve 50% and above (composite score) in NLA male	25	No assessment Data	data not available		data not available
76	Grade 8 students who achieve 50% and above (composite score) in NLA female	8	No assessment Data	data not available		data not available
77	Grade 8 students who achieve 50% and above (composite score) in NLA male	8	No assessment Data	data not available		data not available
78	Grade 10 students who achieve 50% and above (composite score) in NLA female	23	50	data not available		data not available
79	Grade 10 students who achieve 50% and above (composite score) in NLA male	23	50	data not available		data not available
80	Grade 12 students who achieve 50% and above (composite score) in NLA female	34	70	data not available		data not available
81	Grade 12 students who achieve 50% and above (composite score) in NLA male	34	70	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	78	60	x	↓
83	Grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate male	76	84	69	x	↓
84	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) female	41	61	data not available		data not available
85	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) male	51	66	data not available		data not available
86	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) female	21	42	data not available		data not available

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached	Direction of target compared against 2009 (2016/17)
87	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) male	32	47	data not available		data not available
88	University graduates (first degree) with degree-relevant employment within 12 months after graduation	-	80	data not available		data not available

****The target NIR female is considered as met because the objective of ESDP V is to eventually bring the NIR below 100%.**

Table 1.2 Key to the Direction of Target in the Indicator Table

Explanation	Symbol
Reached and improving	↑
Reached but declining	↓
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 88 Indicators in the ESDP V Key Performance Indicator table; they are split into five different categories covering access, efficiency, quality, equity and outcomes. 12 of the indicators have met the target set for 2010 E.C., 35 targets were not met and 41 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, 2010 E.C. (2017/18)

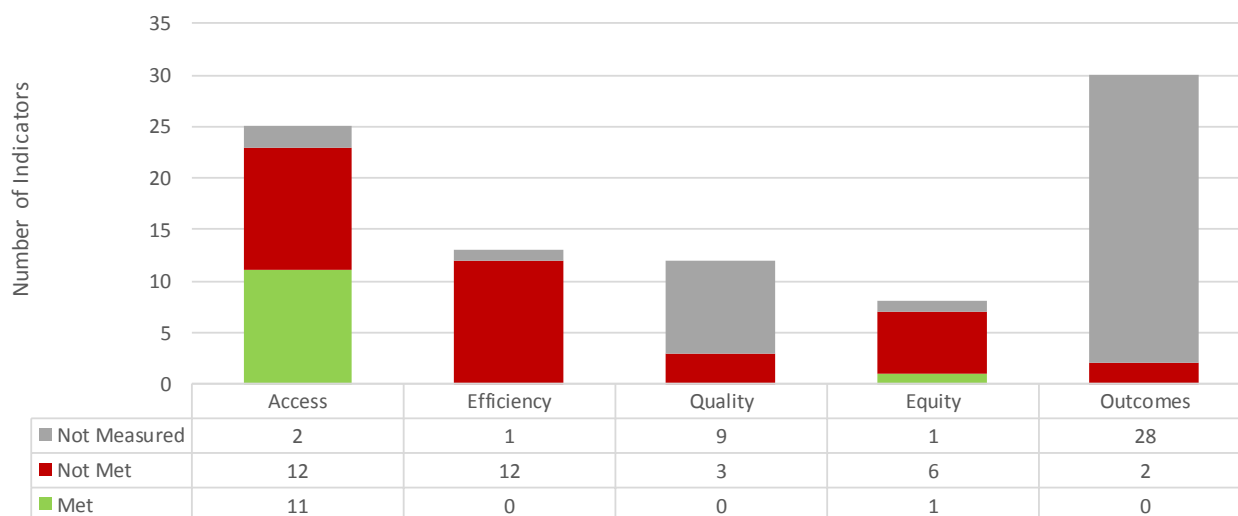
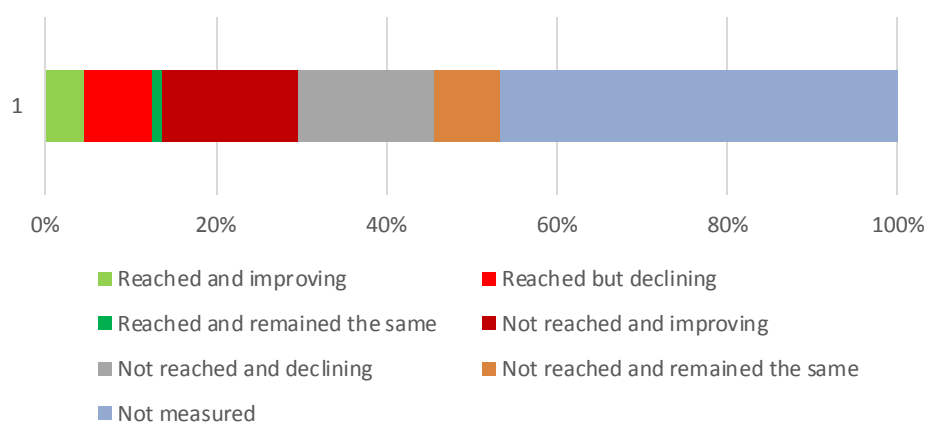


Table 1.3 Directions of Indicators, 2010 E.C. (2017/18)

Reached and improving	4
Reached but declining	7
Reached and remained the same	1
Not reached and improving	15
Not reached and declining	17
Not reached and remained the same	3
Not measured	41
Total	88

Chart 1.2 Directions of Indicators, 2010 E.C. (2017/18)

1.3. Summary Tables

Below are summary tables of ESAA displaying trends of the most commonly referred indicators.

1.4 Trends in the Population of Ethiopia

Year	2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)		
Age Range	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	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	5,543,413	5,354,776	10,898,189
Age 4-6	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	3,972,955	3,864,622	7,837,577
Age 7-10	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	4,953,158	4,837,207	9,790,365
Age 11-14	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	4,596,659	4,488,785	9,085,444
Age 15-16	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	2,244,519	2,184,488	4,429,007
Age 17-18	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	2,151,258	2,084,144	4,235,402
Age 19-21	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	3,053,108	2,956,978	6,010,086
>21	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	21,757,865	22,146,110	43,903,976
Total	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	48,272,935	47,917,110	96,190,046

1.5 Enrolment Trends in General Education

Year	2006 E.C (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Primary	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	1,793,704	1,667,174	3,460,878
Primary (1-8)	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	10,981,533	9,679,488	20,661,021
First cycle (1-4)	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	7,176,326	6,270,403	13,446,729
Second Cycle (5-8)	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	3,805,207	3,409,085	7,214,292
Secondary (9-12)	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	1,430,772	1,235,969	2,666,741
First cycle(9-10)	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	1,124,171	988,552	2,112,723
Second Cycle (11-12)	213,545	175,495	389,040	230,764	195,010	425,774	277,312	235,073	512,385	283,494	236,548	520,042	306,601	247,417	554,018

1.6 Trends in the Number of Teachers for General Education

Year	2006 E.C (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)		
Level	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	4,400	10,737	15,137	1,341	18,365	19,706	1,710	20,924	22,634	1,607	21,860	23,467	3,892	30,103	33,995
Primary	230,413	137,576	367,989	242,329	153,770	396,099	256,528	168,032	424,560	277,407	183,657	461,064	295,047	188,292	483,339
Secondary	59,625	11,362	70,987	68,182	13,750	81,932	75,354	16,114	91,468	80,368	18,562	98,930	83,663	19,657	103,320
Total	294,438	159,675	454,113	311,852	185,885	497,737	333,592	205,070	538,662	359,382	224,079	583,461	382,602	238,052	620,654

Table 1.7 Primary (Grades 1-8) Enrolment Trends by Region

Region	2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	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	615,160	562,291	1,177,451
Afar	117,427	92,703	210,130	117,253	85,431	202,684	109,274	86,130	195,404	110,689	89,058	199,747	102,905	83,227	186,132
Amhara	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	2,318,488	2,182,542	4,501,030	2,291,058	2,122,443	4,413,501
Oromiya	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	4,401,506	3,759,320	8,160,826
Ethiopia-Somali	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	572,957	423,883	996,840
Benishangul-Gumz	113,289	90,928	204,217	121,928	98,434	220,362	126,454	102,693	229,147	138,220	111,956	250,176	139,900	116,465	256,365
SNNP	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	2,488,032	2,213,336	4,701,368
Gambella	60,998	51,394	112,392	62,496	51,151	113,647	63,798	53,601	117,399	62,681	53,080	115,761	61,028	52,895	113,923
Harari	21,091	18,267	39,358	22,668	18,668	41,336	24,290	20,027	44,317	25,299	20,648	45,947	25,751	20,710	46,461
Addis Ababa	240,508	318,136	558,644	233,079	282,836	515,915	232,626	287,244	519,870	233,670	282,115	515,785	242,899	289,102	532,001
Dire Dawa	34,542	30,735	65,277	36,076	32,249	68,325	37,973	33,611	71,584	41,237	36,513	77,750	40,337	35,816	76,153
Total	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	10,981,533	9,679,488	20,661,021

Table 1.8 Secondary (Grades 9-12) Enrolment Trends by Region

Region	2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	91,924	97,735	189,659	94,053	98,159	192,212	106,227	106,794	213,021	106,028	106,287	212,315	113,658	109,632	223,290
Afar	5,775	3,182	8,957	7,338	3,944	11,282	8,587	4,628	13,215	11,763	6,562	18,325	10,133	6,098	16,231
Amhara	246,007	253,031	499,038	246,007	253,031	499,038	289,198	307,402	596,600	301,423	317,222	618,645	325,114	343,505	668,619
Oromiya	355,324	292,454	647,778	368,146	307,863	676,009	421,232	342,410	763,642	449,305	358,478	807,783	501,016	382,379	883,395
Ethiopia-Somali	33,349	15,271	48,620	37,859	18,301	56,160	33,737	17,531	51,268	34,475	17,836	52,311	41,641	23,914	65,555
Benishangul-Gumz	12,918	10,501	23,419	14,384	11,427	25,811	16,631	13,024	29,655	18,375	14,081	32,456	20,613	15,421	36,034
SNNP	217,741	176,465	394,206	245,154	203,530	448,684	302,730	247,541	550,271	343,855	278,206	622,061	323,983	250,700	574,683
Gambella	11,844	6,991	18,835	13,216	8,115	21,331	16,755	10,021	26,776	15,206	9,546	24,752	13,734	8,769	22,503
Harari	3,385	2,803	6,188	3,728	3,212	6,940	3,784	3,448	7,232	3,765	3,410	7,175	3,978	3,485	7,463
Addis Ababa	72,858	78,179	151,037	66,355	81,358	147,713	69,572	85,888	155,460	66,977	83,395	150,372	70,029	86,225	156,254
Dire Dawa	5,899	4,719	10,618	6,419	5,363	11,782	7,593	6,430	14,023	6,996	5,986	12,982	6,873	5,841	12,714
Total	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	1,430,772	1,235,969	2,666,741

2. Early Childhood Care and Education

Pre-school programs, known as pre-primary education, are delivered through three modalities in Ethiopia:

1. **Kindergarten (3 years):** Predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith based organizations. Of the three modalities, children who attend kindergarten are most likely to be sufficiently prepared for pre-primary.
2. **Child to Child (1 year):** Older children play with younger siblings or other children in the neighborhood, supervised by qualified teachers. To teach basic skills such as counting, differentiating colors, and identifying letters before joining primary school
3. **'O' Class (1 year):** Reception class based in government primary schools for children aged 6, before starting formal schooling at age 7.

Early Childhood Care and Education (ECCE) plays a crucial role in preparing children for primary education, and has the potential to increased levels of enrolment and reduced incidences of drop out and grade repetition, particularly for girls. ECCE is a right of every child and is considered the first step in meeting all other Education for All (EFA) goals. The importance of ECCE is recognized by the inclusion of a specific indicator under Sustainable Development Goal 4:

“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 ECCE objectives, the Government of Ethiopia developed a curriculum, trained teachers and provided supervisory support. As a result, pre-primary enrolment is increasing every year, though under reporting remains a persistent issue in kindergarten centers.

2.1. Pre-Primary Gross Enrolment Ratio (GER)

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Pre-primary GER female	33	64	43.1	×
Pre-primary GER male	35	65	45.1	×
GPI in pre-primary (index)	0.95	0.98	0.96	×

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

Nationally, 44.2% of children are enrolled in pre-primary classes, a decrease on the previous year's result of 46%

Table 2.1 and Chart 2.1 show the enrolment of pre-primary students in each region compared with the official school age population size. Enrolment in all modalities of pre-primary education has fallen compared with

2009 E.C. figures, and the ESDP V targets has been missed by 20.9 percentage points for females, and 19.9 percentage points for males. The Gender Parity Index (GPI) of pre-primary education is 0.95, which is an increment of 0.01 percentage points.

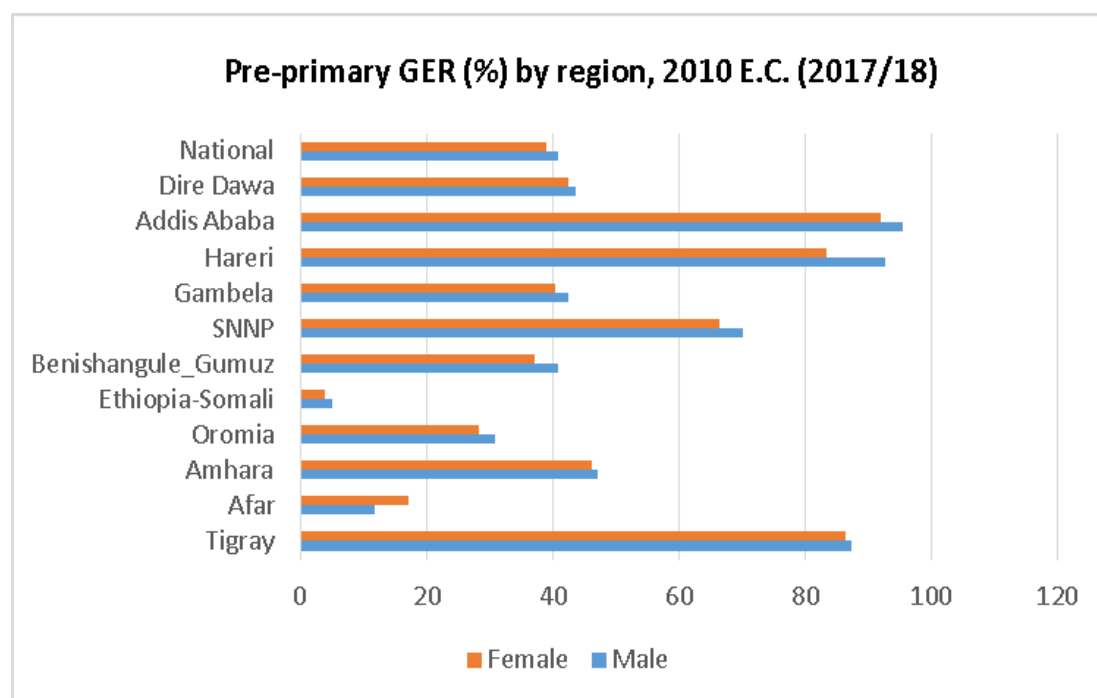
Regionally, Afar and Ethiopia-Somali perform the worst, with GER of just 14.3% and 4.5% respectively. Addis Ababa is the only region performing above 93.6% GER in preprimary education.

Table 2.1 Pre-primary School Age Population (ages 4-6), Enrolment and GER by Region, 2010 E.C. (2017/18)

Region	Gross Enrolment (thousands)			Population Age 4-6 (thousands)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	174.8	167.5	342.3	200.0	194.1	394.2	87.4	86.3	86.8	0.99
Afar	8.1	11.2	19.3	69.3	65.7	135.0	11.7	17.1	14.3	1.46
Amhara	415.6	392.2	807.8	882.3	850.7	1,733.0	47.1	46.1	46.6	0.98
Oromia	481.9	435.8	917.7	1,566.1	1,525.4	3,091.5	30.8	28.6	29.7	0.93
Ethiopia-Somali	13.1	10.3	23.4	263.2	257.1	520.3	5.0	4.0	4.5	0.81
Benishangule_Gumuz	18.1	15.9	34.0	44.9	43.4	88.3	40.3	36.6	38.5	0.91
SNNP	567.8	525.7	1,093.5	810.3	793.4	1,603.6	70.1	66.3	68.2	0.95
Gambela	6.7	6.2	13.0	16.0	15.6	31.6	41.9	40.1	41.0	0.96
Hareri	7.7	6.6	14.3	8.3	7.9	16.2	92.7	83.3	88.1	0.90
Addis Ababa	93.8	89.9	183.6	98.3	97.8	196.2	95.3	91.9	93.6	0.96
Dire Dawa	6.2	5.8	11.9	14.1	13.6	27.7	43.7	42.4	43.1	0.97
National	1,793.7	1,667.2	3,460.9	3,973.0	3,864.6	7,837.6	45.1	43.1	44.2	0.96

Table 2.1 shows that gender equality at preprimary level is increasingly balanced, with a value of 0.96. To achieve gender parity at higher levels of education, it is important for gender equity to be attained in preprimary education.

Chart 2.1 GER of Preprimary, 2010 E.C. (2017/18)



The majority of children in Ethiopia are enrolling in ‘O’ class modalities of pre-primary education, with enrolment in Kindergarten concentrated primarily in Addis Ababa

Tables 2.2, 2.3 and 2.4 show the split in preprimary enrolment by modality and the associated GER. Nationally the modality providing the majority of pre-primary education is “O” class, with a GER of 70.1%. Addis Ababa has the highest proportion of children enrolled in the Kindergarten modality with a GER of 91.7%. Tigray has the largest enrolment in Child to Child provision, with a GER of 51.9%, and SNNP in “O” class, with a GER of 185.3%.

According to the ESPD V document, those who complete three years of kindergarten are more likely to be better prepared to enter school than a child who has received one year of ‘O’ Class or Child to Child Instruction. Although the ESPD V document suggests that alternative modalities are improving in quality, it is likely that those able to access three years of pre-primary education are likely to be better prepared for primary level education.

2.1.1. Kindergarten

Table 2.2 Kindergarten Enrolments, 2010 E.C. (2017/18)

	Gross Enrolment			Population age 4-6 (thousands)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	17.3	16.7	34.0	200.0	194.1	394.2	8.6	8.6	8.6
Afar	2.6	2.3	4.9	69.3	65.7	135.0	3.7	3.5	3.6
Amhara	28.9	27.1	56.1	882.3	850.7	1,733.0	3.3	3.2	3.2
Oromia	121.2	114.6	235.8	1,566.1	1,525.4	3,091.5	7.7	7.5	7.6
Ethiopia-Somali	11.5	8.9	20.4	263.2	257.1	520.3	4.4	3.4	3.9
Benishangule_Gumuz	2.1	2.0	4.1	44.9	43.4	88.3	4.7	4.6	4.6
SNNP	63.7	58.4	122.1	810.3	793.4	1,603.6	7.9	7.4	7.6
Gambela	2.5	2.3	4.7	16.0	15.6	31.6	15.4	14.5	14.9
Hareri	3.8	3.5	7.4	8.3	7.9	16.2	46.2	44.5	45.4
Addis Ababa	91.9	87.9	179.8	98.3	97.8	196.2	93.4	89.9	91.7
Dire Dawa	4.1	3.9	8.0	14.1	13.6	27.7	29.1	29.0	29.1
National	349.6	327.7	677.3	3,973.0	3,864.6	7,837.6	8.8	8.5	8.6

2.1.2. Child to Child

Table 2.3 Child to Child Enrolments, 2010 E.C. (2017/18)

	Gross Enrolment			Population age 4-6 (thousands)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	105.2	99.3	204.5	200.0	194.1	394.2	52.6	51.1	51.9
Afar	0.9	0.1	0.2	69.3	65.7	135.0	0.1	0.2	0.1
Amhara	1.3	1.3	2.6	882.3	850.7	1,733.0	0.1	0.2	0.1
Oromia	22.5	19.4	42.0	1,566.1	1,525.4	3,091.5	1.4	1.3	1.4
Ethiopia-Somali	0.3	0.3	0.6	263.2	257.1	520.3	0.1	0.1	0.1
Benishangule_Gumz	3.7	3.4	7.1	44.9	43.4	88.3	8.3	7.7	8.0
SNNP	0.4	0.4	0.9	810.3	793.4	1,603.6	0.1	0.1	0.1
Gambela	0.6	0.5	1.1	16.0	15.6	31.6	3.6	3.4	3.5
Hareri	1.5	1.2	2.7	8.3	7.9	16.2	18.1	14.5	16.4
Addis Ababa	0.2	0.2	0.3	98.3	97.8	196.2	0.2	0.2	0.2
Dire Dawa				14.1	13.6	27.7	0.0	0.0	0.0
National	135.9	126.1	262.0	3,973.0	3,864.6	7,837.6	3.4	3.3	3.3

2.1.3. “O” Class

Table 2.4 Enrolments in “O” Class, 2010 E.C. (2017/18)

	Gross Enrolment (thousands)			Population age 6 (thousands)			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	52.3	51.5	103.8	65.8	63.9	129.7	79.5	80.6	80.1
Afar	5.4	8.8	14.2	22.9	21.7	44.6	23.7	40.5	31.9
Amhara	385.3	363.8	749.2	295.7	285.4	581.2	130.3	127.5	128.9
Oromia	338.2	301.7	639.9	1,025.5	1,005.9	2,031.4	33.0	30.0	31.5
Ethiopia-Somali	1.2	1.2	2.4	85.8	84.0	169.8	1.4	1.4	1.4
Benishangule_Gumuz	12.3	10.5	22.8	14.6	14.1	28.7	84.4	74.7	79.6
SNNP	503.6	466.8	970.5	264.3	259.4	523.7	190.5	180.0	185.3
Gambela	3.7	3.4	7.1	5.2	5.1	10.3	70.5	67.9	69.2
Hareri	2.4	1.9	4.3	2.7	2.6	5.4	86.1	73.3	79.8
Addis Ababa	1.7	1.7	3.5	31.4	31.4	62.9	5.5	5.6	5.5
Dire Dawa	2.1	1.8	3.9	4.6	4.5	9.1	44.8	40.5	42.7
National	1,308.3	1,213.4	2,521.6	1,818.6	1,778.0	3,596.6	71.9	68.2	70.1

2.2. Pre-primary Net Enrolment Ratio (NER)

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

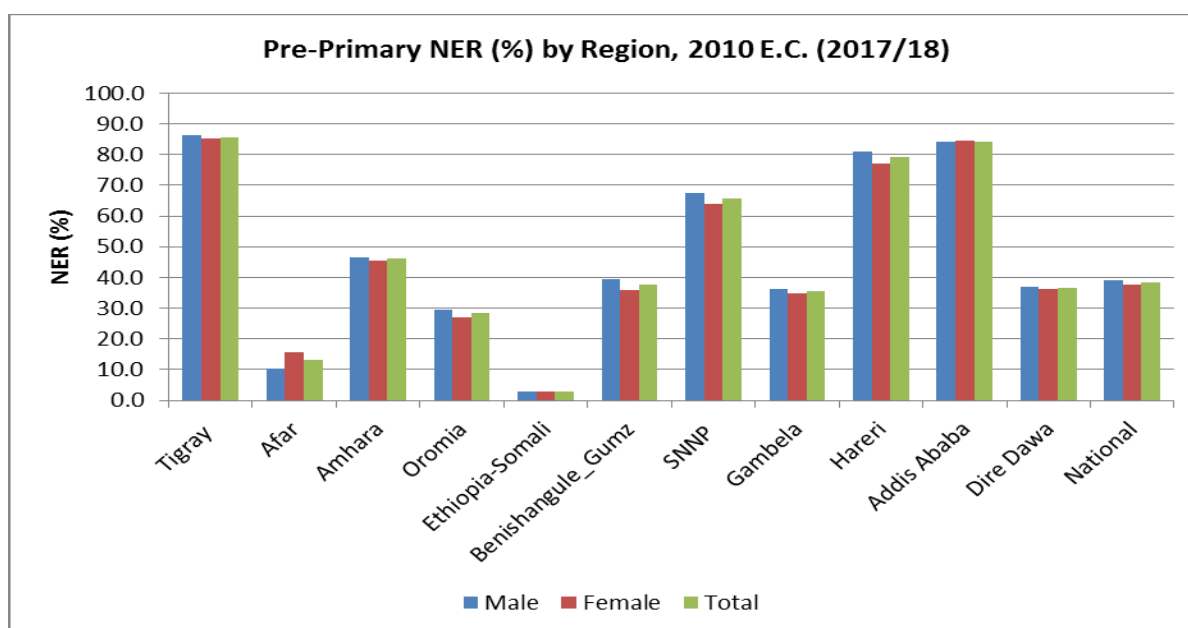
The majority of children enrolled in pre-primary education are the appropriate school age for the level of education

Table 2.5 and Chart 2.2 below show the data regarding age specific enrolment of students in each region with the official expected population size and the corresponding NER. The pre-primary NER results are broadly consisted with the GER, with 41.6% Female and 43.4% Male respectively. This implies that the majority of children enrolled at pre-primary level are the appropriate school age.

Table 2.5 Pre-Primary School Age Population (ages 4-6), Enrolment and NER by Region, 2010 E.C. (2017/18)

	Enrolment age specific (thousands)			Population age 4-6 (thousands)			NER %		
	M	F	T	Male	Female	Total	Male	Female	Total
Tigray	172.3	165.2	334.1	200.0	194.1	394.2	86.1	85.1	85.6
Afar	7.2	10.4	17.5	69.3	65.7	135.0	10.4	15.8	13.0
Amhara	410.7	387.7	790.8	882.3	850.7	1,733.0	46.5	45.6	46.1
Oromiya	460.7	416.3	854.4	1,566.1	1,525.4	3,091.5	29.4	27.3	28.4
Somali	7.6	5.9	16.9	263.2	257.1	520.3	2.9	2.9	2.9
Benisha-gu	17.4	15.3	32.3	44.9	43.4	88.3	38.8	35.3	37.1
SNNPR	547.9	507.3	1,045.9	810.3	793.4	1,603.6	67.6	63.9	65.8
Gambela	5.7	5.4	11.2	16.0	15.6	31.6	35.8	34.6	35.2
Harari	6.7	5.9	12.3	8.3	7.9	16.2	81.1	76.9	79.1
Addis Ababa	82.7	79.2	144.9	98.3	97.8	196.2	84.1	84.4	84.3
DireDawa	5.2	4.8	9.9	14.1	13.6	27.7	36.8	36.2	36.5
National	1,724.3	1,603.4	3,270.3	3,973.0	3,864.6	7,837.6	43.4	41.6	42.5

Chart 2.2 NER of Pre-primary, 2010 E.C. (2017/18)



The net enrolment ratio as presented in table 2.5 and chart 2.2 is almost similar to the calculated national result obtained for GER in table 2.1, where NER currently is 42.5% and GER currently at 44.2%. 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 also be observed that, in the preprimary level, gender equity is approaching to be balanced with a value of 0.95 showing an improvement from last year. To achieve gender parity at higher levels of education, it is highly recommended that the gender equity should be successfully attained in preprimary education. Below are tables showing the net enrollment in each modality of the preprimary education.

2.2.1. Kindergarten

Table 2.6 Kindergarten Net Enrolments, 2010 E.C. (2017/18)

	Net Enrolment (thousands)			Population age 4-6 (Thousands)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	15.8	15.4	27.8	200.0	194.1	394.2	7.9	8	7.1
Afar	2.2	1.9	4.1	69.3	65.7	135.0	3.1	3	3
Amhara	27.7	26.0	46.0	882.3	850.7	1,733.0	3.1	3.1	2.7
Oromia	109.3	103.2	189.8	1,566.1	1,525.4	3,091.5	7	6.7	6.1
Ethiopia-Somali	6.6	5.0	15.0	263.2	257.1	520.3	2.5	1.9	2.9
Benishangul-Gumuz	2.0	1.9	3.4	44.9	43.4	88.3	4.5	4.4	3.9
SNNPR	57.3	52.5	100.5	810.3	793.4	1,603.6	7.1	6.6	6.3
Gambela	1.9	1.8	3.7	16.0	15.6	31.6	11.8	11.4	11.9
Harari	3.3	3.1	6.2	8.3	7.9	16.2	40.1	39.4	38
Addis Ababa	81.7	78.2	142.9	98.3	97.8	196.2	83.1	80	72.9
DireDawa	3.3	3.2	6.5	14.1	13.6	27.7	23.6	23.5	23.4
National	311.0	292.2	545.8	3,973.0	3,864.6	7,837.6	7.1	6.8	6.3

2.2.2. Child to Child

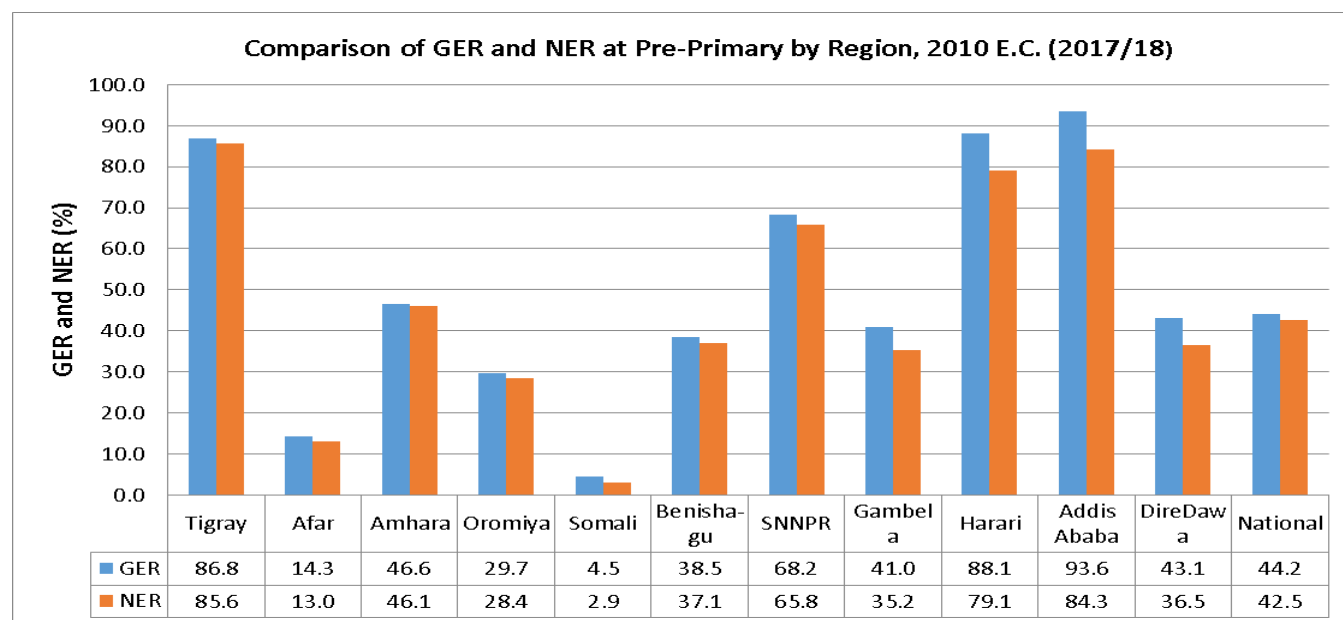
Table 2.7 Child to Child Net Enrolments, 2010 E.C. (2017/18)

	Net Enrolment (thousands)			Population age 4-6 (Thousands)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	104.6	98.7	203.3	200.0	194.1	394.2	52.3	50.8	51.6
Afar	0.1	0.1	0.2	69.3	65.7	135.0	0.1	0.1	0.1
Amhara	1.3	1.3	2.5	882.3	850.7	1,733.0	0.1	0.1	0.1
Oromia	21.6	18.6	40.3	1,566.1	1,525.4	3,091.5	1.4	1.2	1.3
Ethiopia-Somali	0.1	0.1	0.2	263.2	257.1	520.3	0.0	0.0	0
Benishangul-Gumuz	3.6	3.2	6.8	44.9	43.4	88.3	8	7.5	7.8
SNNP	0.2	0.2	0.3	810.3	793.4	1,603.6	0	0	0
Gambela	0.5	0.5	1.0	16.0	15.6	31.6	3.2	3	3.1
Harari	1.3	1.1	2.4	8.3	7.9	16.2	15.7	13.3	14.5
Addis Ababa	0.1	0.0	0.1	98.3	97.8	196.2	0.1	0	0
DireDawa	-	-	-	14.1	13.6	27.7	0	0	0
National	133.2	123.8	257.0	3,973.0	3,864.6	7,837.6	3	2.9	3

2.2.3. "0" Class

Table 2.8 Net Enrolments in "0" Class, 2010 E.C. (2017/18)

	Net Enrolment (thousands)			Population age 6 (thousands)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	48.3	47.4	95.7	65.8	63.9	129.7	73.40	74.15	73.77
Afar	1.8	1.7	3.5	22.9	21.7	44.6	7.76	7.99	7.87
Amhara	130.0	120.9	250.9	295.7	285.4	581.2	43.95	42.36	43.17
Oromiya	123.4	109.1	232.6	1,025.5	1,005.9	2,031.4	12.04	10.85	11.45
Somali	0.2	0.2	0.5	85.8	84.0	169.8	0.28	0.25	0.27
SNNP	6.7	5.7	12.4	14.6	14.1	28.7	46.30	40.22	43.31
Benisha-Gumuz	199.8	184.5	384.3	264.3	259.4	523.7	75.59	71.15	73.39
Gambela	0.7	0.6	1.3	5.2	5.1	10.3	13.26	11.42	12.36
Harari	0.8	0.7	1.5	2.7	2.6	5.4	30.74	26.26	28.54
Addis Ababa	0.6	0.5	1.1	31.4	31.4	62.9	1.82	1.63	1.72
DireDawa	1.1	0.9	2.1	4.6	4.5	9.1	24.76	21.17	22.99
National	513.5	472.3	985.8	1,818.6	1,778.0	3,596.6	28.2	26.6	27.4

Chart 2.3 Comparison of GER and NER at Preprimary by Region, 2010 E.C.(2017/18)

Nationally the difference between NER and GER at preprimary level is much lower than at primary and secondary levels, indicating that children enrolled in pre-primary are broadly the appropriate school age. However, there is a wide variation across regions, with Harari, Addis Ababa and Dire Dawa showing the largest variation. One reason for this could be enrollment of under and over aged children in preprimary grades in these regions.

3. Primary Education

Primary Education in Ethiopia consists of 8 grades, implemented in two cycles: Primary 1st cycle (grades 1-4), and Primary 2nd cycle (grades 5-8).

The official primary school age is 7 – 14 years old. As outlined in the Education and Training Policy (ETP) 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. Access to primary education has seen considerable improvements through the construction of new schools which have reduced the distance children need to travel to attend school (ESDP V, 2015).

The National Alternative Basic Education (ABE) strategy developed in 2006 aimed to establish new ABE centers, and transform existing centers into regular schools. Alternative education provision responds to differing needs and contexts, improving the enrolment of disadvantaged and under-served ethnic groups (ESDP V, 2015).

This section presents data against educational performance indicators, and the current functioning of the primary education system. The indicators measure the extent to which children have access to primary levels of education, and the extent to which education provision is: efficiently delivered; of a high quality; and accessed equitably.

3.1. Apparent Intake Rate

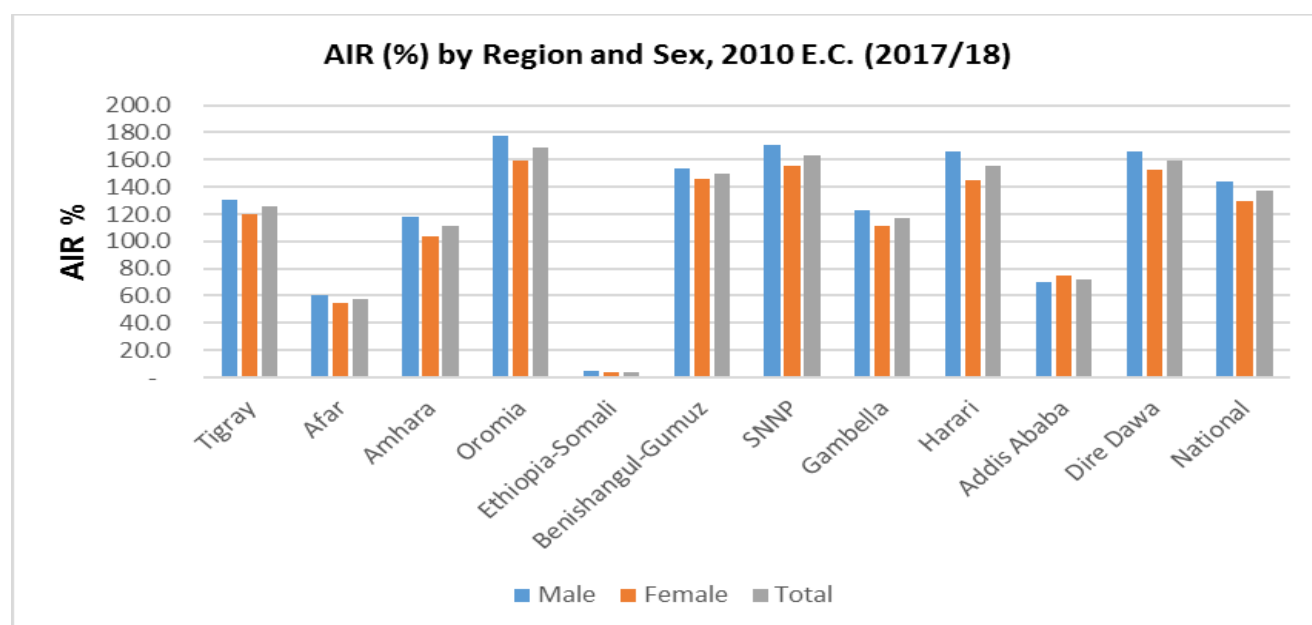
Apparent Intake Rate (AIR) is the percentage of new entrants to grade 1 (irrespective of the age) compared against the population age of 7. It provides an estimate of the number of enrolled students who are under or over the official school admission age.

There is high demand for Grade 1 level education, with students enrolling who are over or under the official school admission age of 7

Table 3.1 shows that AIR is 137.1% nationally. This indicates that children outside of the official school age are enrolling in grade one, and there is a high demand for grade 1 primary classes across the country. The only regions that have an AIR lower than 100% are Addis Ababa, Afar and Ethiopia-Somali.

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2010 E.C. (2017/18)

Region	New Entrants to Grade 1			Population Age 7			AIR (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	84.4	74.9	159.3	64.9	62.2	127.1	130.1	120.4	125.4
Afar	13.7	11.8	25.6	22.8	21.5	44.3	60.4	55.0	57.8
Amhara	341.6	289.2	630.8	288.7	278.9	567.6	118.3	103.7	111.1
Oromia	896.4	788.9	1,685.2	504.0	494.8	998.7	177.9	159.4	168.7
Ethiopia-Somali	3.9	3.3	7.2	83.9	82.2	166.0	4.6	4.0	4.3
Benishangul-Gumuz	22.1	20.3	42.4	14.4	13.9	28.3	154.0	145.8	150.0
SNNP	445.4	397.1	842.5	260.2	255.5	515.7	171.2	155.4	163.4
Gambella	6.3	5.6	12.0	5.2	5.0	10.2	123.1	111.8	117.5
Harari	4.5	3.8	8.3	2.7	2.6	5.4	165.6	145.2	155.6
Addis Ababa	21.0	22.6	43.6	30.1	30.4	60.5	69.8	74.4	72.1
Dire Dawa	7.6	6.8	14.3	4.6	4.4	9.0	166.0	153.0	159.6
National	1,847	1,624.3	3,471.3	1,281.3	1,251.4	2,532.7	144.2	129.8	137.1

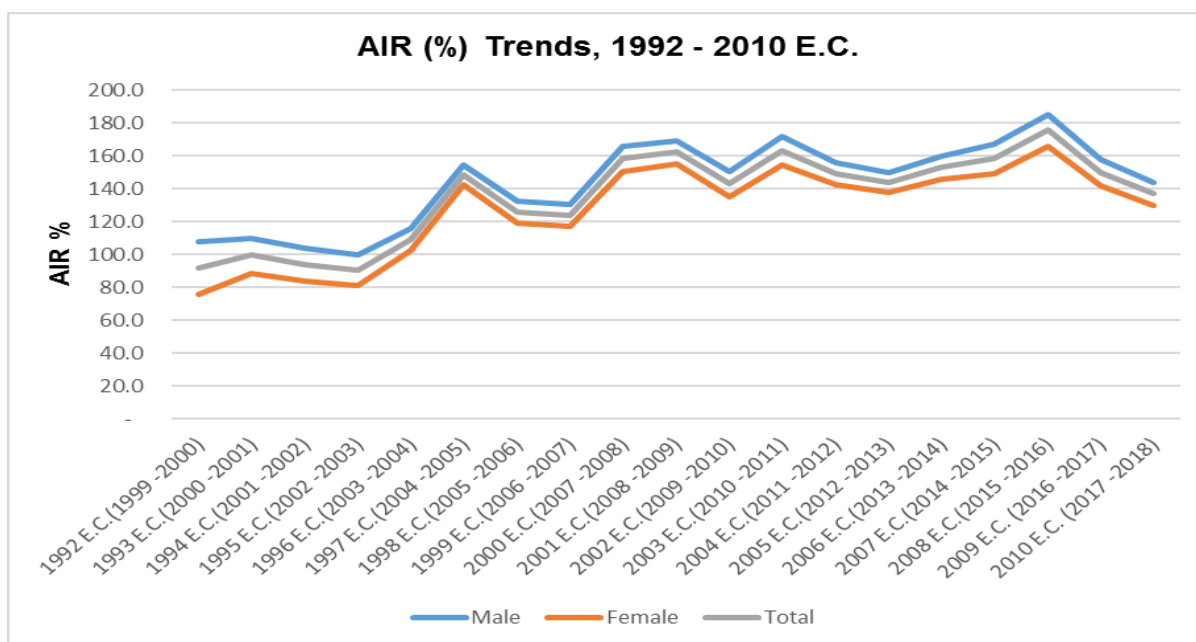
Chart 3.1 AIR by Region and Sex, 2010 E.C. (2017/18)

Since 1992 E.C., Grade 1 enrollment rates have improved, but there are notable fluctuations over time.

Table 3.2 and Chart 3.2 show the trend in AIR over the last 19 years, from 1992 E.C. to 2010 E.C. There is a general positive trend of children enrolling in Grade 1 over time, although there are some notable fluctuations, in particular between 2008 and 2010 showing a decrease by 38.7%. AIR has consistently been above 100% since 1996 E.C. which implies that more children have been enrolling into grade 1 than the National population of age 7 for the last 15 years. This will add extra pressure to the education system at the first entry point.

Table 3.2 Apparent Intake Rate (AIR) Trends, 1992 E.C.-2010 E.C.

Year	AIR (%) by year		
	Male	Female	Total
1992 E.C.(1999 -2000)	107.7	75.8	92.0
1993 E.C.(2000 -2001)	110.1	88.5	99.5
1994 E.C.(2001 -2002)	104.0	83.6	94.0
1995 E.C.(2002 -2003)	100.0	81.4	90.8
1996 E.C.(2003 -2004)	116.0	102.6	109.4
1997 E.C.(2004 -2005)	154.7	142.8	148.7
1998 E.C.(2005 -2006)	132.5	119.2	125.9
1999 E.C.(2006 -2007)	130.4	117.4	124.0
2000 E.C.(2007 -2008)	165.8	150.8	158.4
2001 E.C.(2008 -2009)	169.4	155.4	162.5
2002 E.C.(2009 -2010)	150.4	135.2	142.9
2003 E.C.(2010 -2011)	171.9	154.5	163.4
2004 E.C.(2011 -2012)	156.0	142.4	149.3
2005 E.C.(2012 -2013)	150.0	137.6	143.9
2006 E.C.(2013 -2014)	159.7	145.9	152.9
2007 E.C.(2014 -2015)	167.3	149.3	158.4
2008 E.C.(2015 -2016)	185.5	165.9	175.8
2009 E.C. (2016 -2017)	157.6	142.1	149.9
2010 E.C. (2017 -2018)	144.2	129.8	137.1

Chart 3.2 AIR trends, 1992 – 2010 E.C.

3.2. Net Intake Rate

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Grade 1 NIR female	102	100	93.8	✓
Grade 1 NIR male	109	103	102.6	✓

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.

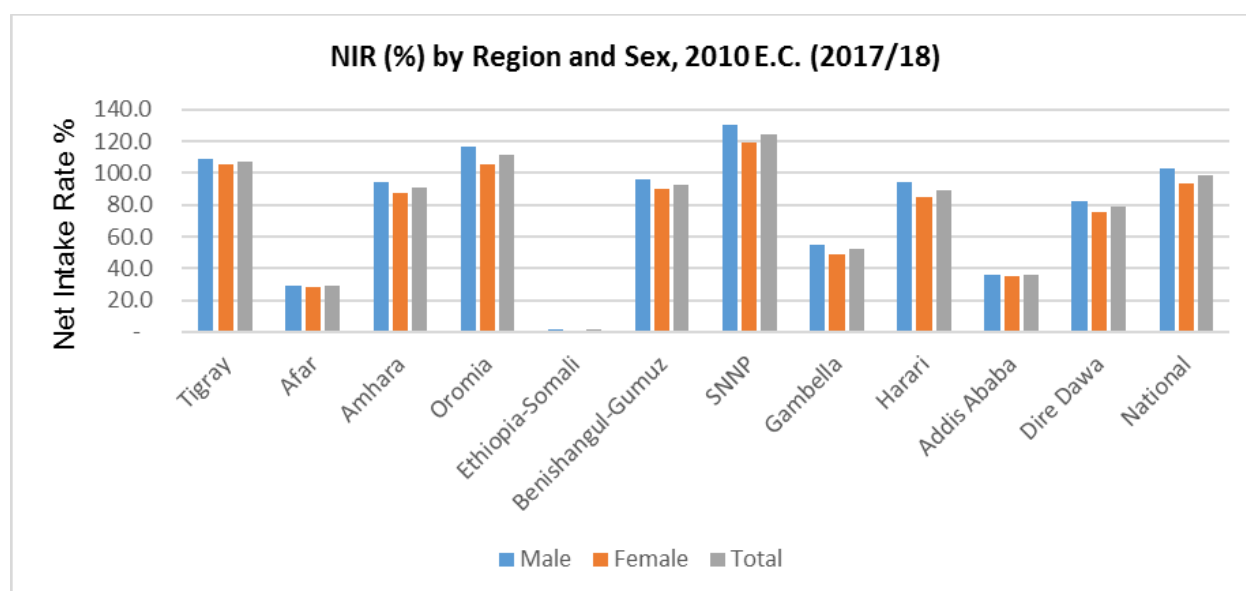
The national target of NIR for Grade 1 education has been met, but there are notable regional differences.

The 2017/18 NIR target is 103% for males and 100% for females, and it should become 98% for both in 2020. Table 3.3 shows that at a NIR of 98.26% in 2017/18, the National target has been met for the year, but there are wide regional variations. The SNNP and Oromia regions have the highest NIR, at 124.7% and 111.5% respectively. The NIR in Ethiopia Somali, Afar, and Addis Ababa compared with the national average at 28.7%, 1.19% and 35.7% in this order.

Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2010 E.C. (2017/18)

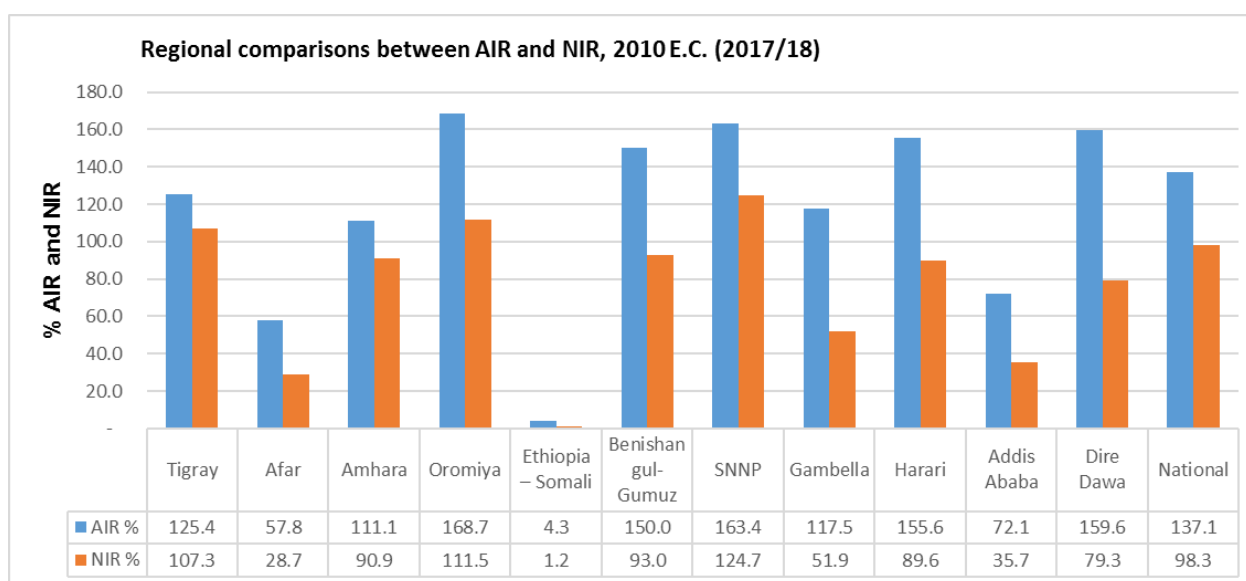
Region	Enrolment Grade 1 Age 7			Population Age 7			NIR (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	70.84	65.44	136.28	64.87	62.19	127.06	109.20	105.23	107.26
Afar	6.69	6.02	12.71	22.76	21.51	44.26	29.38	27.99	28.70
Amhara	273.37	242.79	516.17	288.68	278.88	567.56	94.70	87.06	90.94
Oromia	589.41	523.84	1,113.25	503.99	494.75	998.75	116.95	105.88	111.47
Ethiopia-Somali	1.09	0.88	1.97	83.86	82.19	166.05	1.30	1.07	1.19
Benishangul-Gumuz	13.80	12.51	26.31	14.38	13.91	28.29	96.03	89.90	93.01
SNNP	338.92	304.15	643.07	260.19	255.52	515.71	130.26	119.03	124.70
Gambella	2.84	2.44	5.29	5.16	5.02	10.18	55.14	48.63	51.93
Harari	2.57	2.23	4.80	2.74	2.62	5.36	93.97	85.01	89.58
Addis Ababa	10.93	10.67	21.61	30.11	30.39	60.50	36.31	35.12	35.71
Dire Dawa	3.76	3.36	7.12	4.55	4.43	8.98	82.66	75.87	79.31
National	1,314.23	1,174.33	2,488.56	1,281.27	1,251.41	2,532.68	102.57	93.84	98.26

Figures presented as thousands

Chart 3.3 NIR by Region and Sex, 2010 E.C. (2017/18)

Most regions share problems on children enrolling in Grade 1 outside of the official school admission age

Chart 3.4 compares AIR and NIR across all regions, and shows that all regions are affected by children outside of the primary admission age enrolling in Grade 1. The NIR in Addis Ababa, Afar and Ethiopia-Somali are particularly far from the national average compared to other regions.

Chart 3.4 Regional comparisons between AIR and NIR, 2010 E.C. (2017/18)

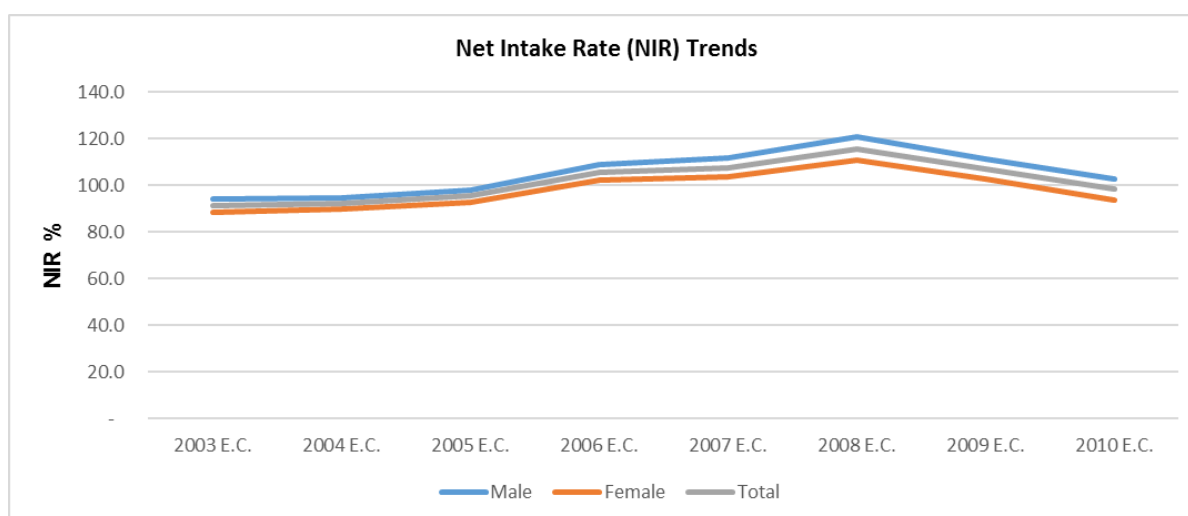
Trends over time show that NIR has started to decrease since 2008 E.C., as has gender inequality – however, the persisting gender divide is not closing at a sufficient rate to meet the ESDP V targets.

From 2003-2008 E.C., there was a continuous increase in NIR, but has since started to decrease. The gap between male and female NIR has also started to decrease, with the gap closing from 10 to 8.8 percentage points between 2008 and 2010. However, the persistent gender gap and slow speed of progress is concerning if equity targets in ESDP V are to be reached, and it may take many years to reach equal access to education.

Table 3.4 Net Intake Rate (NIR) Trends

Year	NIR (%) by year		
	Male	Female	Total
2003 E.C.(2010 -2011)	94.2	88.4	91.3
2004 E.C.(2011 -2012)	94.6	89.7	92.2
2005 E.C.(2012 -2013)	97.9	93.0	95.5
2006 E.C.(2013 -2014)	108.8	102.3	105.6
2007 E.C.(2014 -2015)	111.9	103.6	107.8
2008 E.C.(2015 -2016)	120.8	110.7	115.8
2009 E.C. (2016 -2017)	111.5	102.6	107.1
2010 E.C. (2017 -2018)	102.6	93.8	98.3

Chart3.5 Net Intake Rate (NIR) Trends



3.3. Primary Gross Enrolment Ratio

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Grades 1–4, including ABE, GER female	131	118	129.4	✓
Grades 1–4, including ABE, GER male	143	124	144.9	✓
Grades 5–8, GER female	63	82	75.7	✗
Grades 5–8, GER male	35	83	82.7	✓
Grade 1–8, including ABE, GER female	98	99	103.5	✓
Grade 1–8, including ABE, GER male	105	105	115.0	✓

Gross Enrolment Ratio (GER) calculates the total number of children that have enrolled in grades 1-8, irrespective of their age, as a percentage of the school age population (between 7 and 14). This indicator includes enrolment both in Alternative Basic Education (ABE) centers and formal primary schools.

Enrolment of Children outside of the official school age continues to persist throughout all grades of primary education

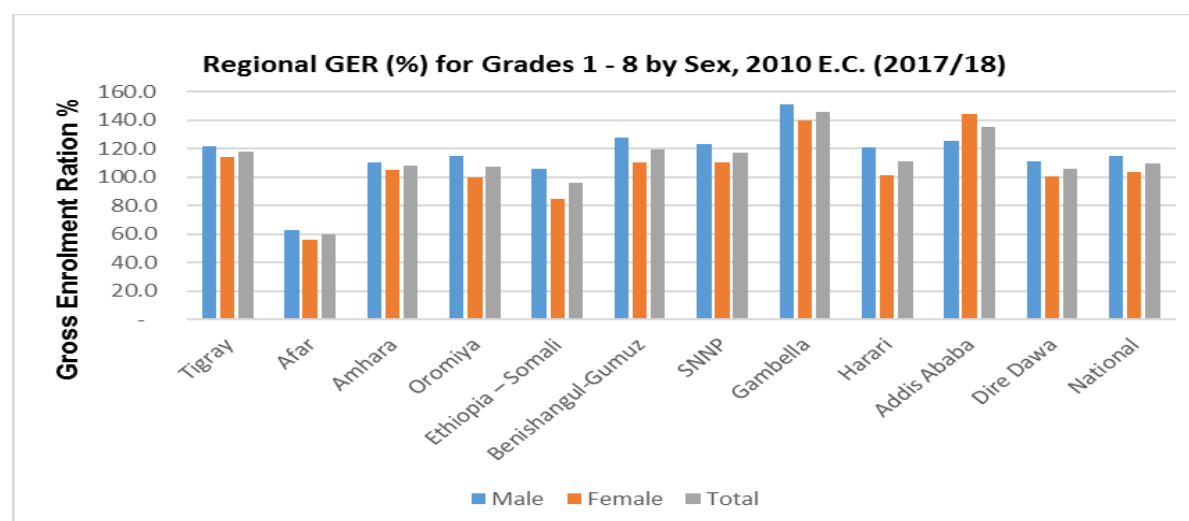
The GER for grades 1-8 is 109.3%, which shows that nationally there are more children in primary grades than there are children aged between 7 and 14. It indicates that children younger than 7 and older than 14 are enrolling into primary schools. The target for the end of ESDP V in 2020 is 103%. For this to be achieved, more children need to enroll at the correct age.

There is wide regional variation, with Afar having the lowest GER (59.5%), while Gambella and Addis Ababa have very high GER (145.7% and 134.9% respectively). Reaching the ESDP V targets for those regions is an ambitious goal. Addis Ababa is the only region where female GER is higher than male.

Table 3.5 Gross Enrolment Ratio Disaggregated by Region and Sex, Grades 1-8, 2010 E.C. (2017/18)

Region	Gross Enrolment			Population Age 7-14			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	615.2	562.3	1,177.5	507.5	494.1	1,001.7	121.2	113.8	117.5
Afar	102.9	83.2	186.1	164.5	148.5	312.9	62.6	56.1	59.5
Amhara	2,291.1	2,122.4	4,413.5	2,072.5	2,025.0	4,097.5	110.5	104.8	107.7
Oromiya	4,401.5	3,759.3	8,160.8	3,838.3	3,777.8	7,616.1	114.7	99.5	107.2
Ethiopia – Somali	573.0	423.9	996.8	541.0	501.4	1,042.4	105.9	84.5	95.6
Benishangul-Gumuz	139.9	116.5	256.4	109.4	105.6	215.1	127.8	110.3	119.2
SNNP	2,488.0	2,213.3	4,701.4	2,026.6	2,003.4	4,029.9	122.8	110.5	116.7
Gambella	61.0	52.9	113.9	40.4	37.8	78.2	151.1	140.0	145.7
Harari	25.8	20.7	46.5	21.4	20.5	41.9	120.5	100.8	110.8
Addis Ababa	242.9	289.1	532.0	194.2	200.2	394.4	125.0	144.4	134.9
Dire Dawa	40.3	35.8	76.2	36.3	35.6	72.0	111.0	100.6	105.8
National	10,982	9,679	20,661	9,552	9,350	18,902	115.0	103.5	109.3

(Figures presented as thousands)

Chart 3.6 Regional GER for Grades 1-8 Disaggregated by Sex, 2010 E.C. (2017/18)

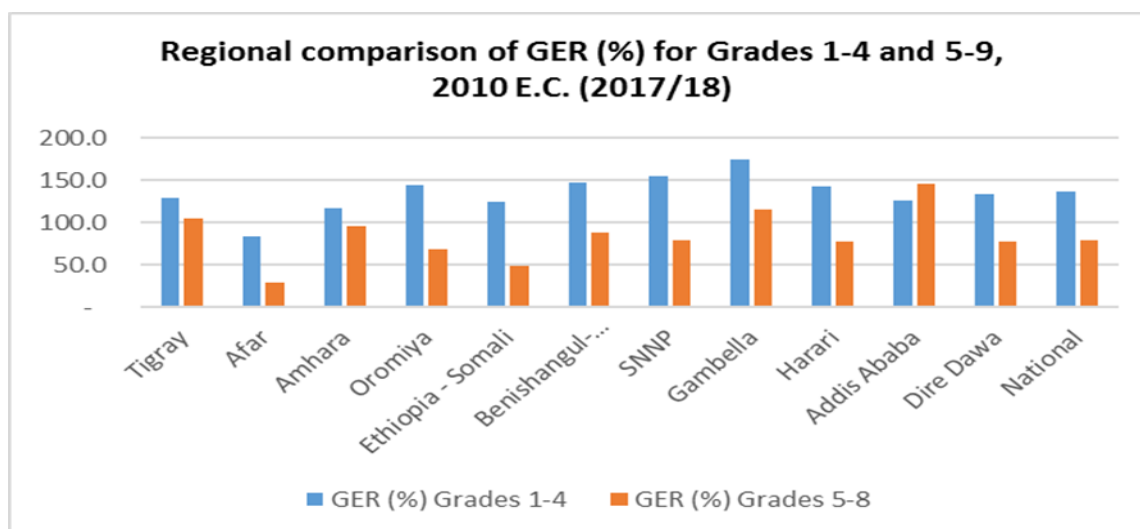
GER decreases notably between Grades 1-4 and Grades 1-5, suggesting a low transition rate between first cycle and second cycle of primary education.

The comparison between GER for grades 1-4 and grades 5-8 shows that there is a notable gap in enrolment between the two cycles. Nationally, the GER for the first cycle is 137.2% compared to 79.3% for second cycle, indicating that many students are not progressing to the second cycle of primary education, either because they are repeating grades, or dropping out completely.

Every region shows this trend, other than Addis Ababa which has a much higher second cycle GER compared to the first cycle, suggesting that children in Addis Ababa who should have enrolled into secondary grades are still completing primary school.

Table 3.6 GER for Grades 1-4 and Grades 5-8 by Region, 2010 E.C. (2017/18)

Region	GER (%) Grades 1-4			GER (%) Grades 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	135.4	124.0	129.8	107.1	103.6	105.3
Afar	88.8	77.5	83.3	31.0	27.5	29.4
Amhara	123.3	111.3	117.4	95.8	97.4	96.6
Oromiya	153.9	135.7	144.9	74.1	62.1	68.1
Ethiopia - Somali	141.6	107.1	124.5	53.1	45.8	49.8
Benishangul-Gumuz	155.3	140.3	147.9	98.9	78.3	88.8
SNNP	161.6	147.5	154.6	84.6	74.3	79.5
Gambella	182.8	165.6	174.3	119.4	112.1	115.9
Harari	155.0	131.8	143.6	85.1	69.1	77.2
Addis Ababa	117.3	135.2	126.3	135.4	156.5	146.1
Dire Dawa	140.0	128.8	134.5	83.1	73.5	78.4
National	144.9	129.4	137.2	82.7	75.7	79.3

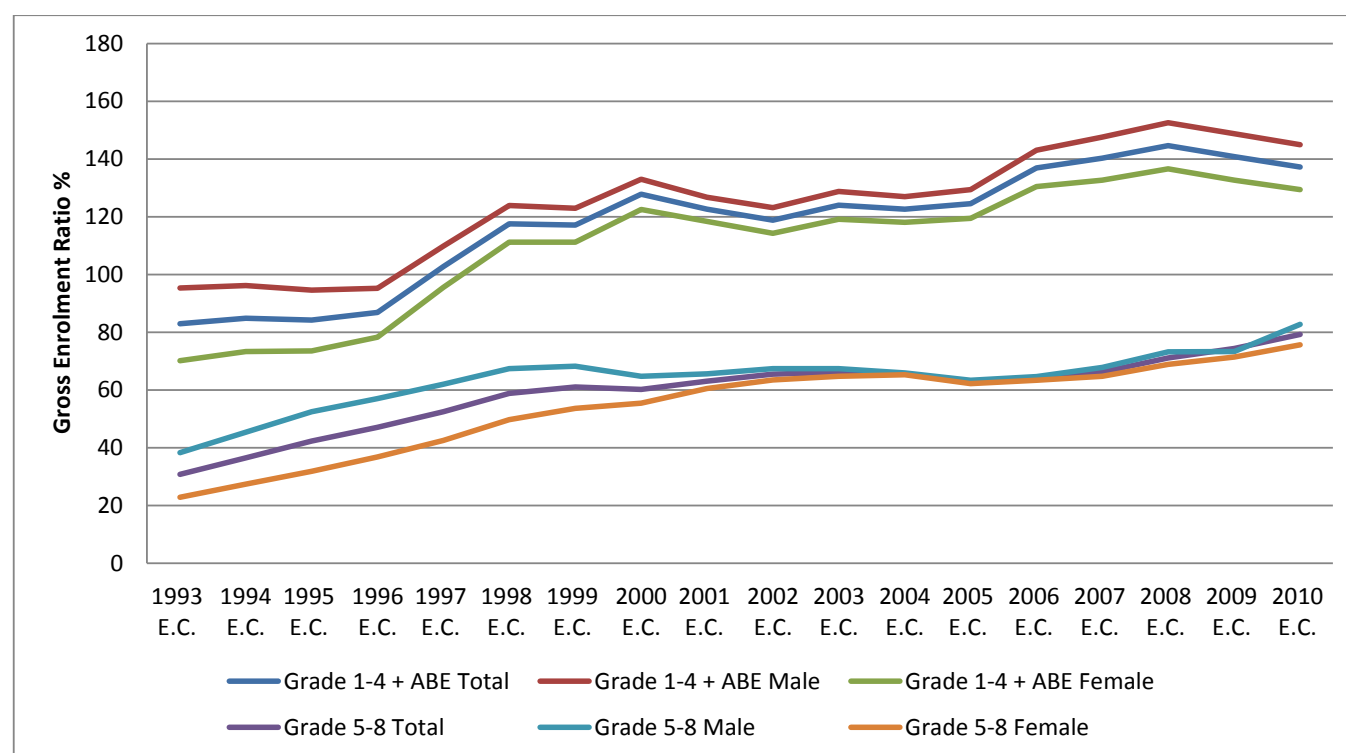
Chart 3.7 Regional comparison of GER for Grades 1-4 and 5-8, 2010 E.C. (2017/18)

While GER trends over time have seen an overall increase in primary enrolment, second cycle primary enrolment rates have stalled since 1998 E.C. further indicating low levels of student transition.

The trend of GER has increased for both cycles over the last 18 years. However, while GER of first cycle primary shows a consistent increase over time, second cycle GER has plateaued since 1998 E.C. The difference in trends further highlights the issue of children repeating first cycle grades or dropping out completely from the education system.

Table 3.7 Trend of GER Disaggregated by Cycle, 1993 E.C. – 2010 E.C

Year	Grade 1-4 GER (%)			Grade 5-8 GER (%)		
	Total	Male	Femal	Total	Male	Female
1993 E.C. (2000-2001)	83.0	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	57.0	36.9
1997 E.C. (2004-2005)	102.7	109.8	95.5	52.5	62.0	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	133.0	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)	124.0	128.8	119.1	66.1	67.4	64.8
2004 E.C. (2011-2012)	122.6	127.0	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	143.0	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	73.3	71.4
2010 E.C. (2017-2018)	137.2	144.9	129.4	79.3	82.7	75.7

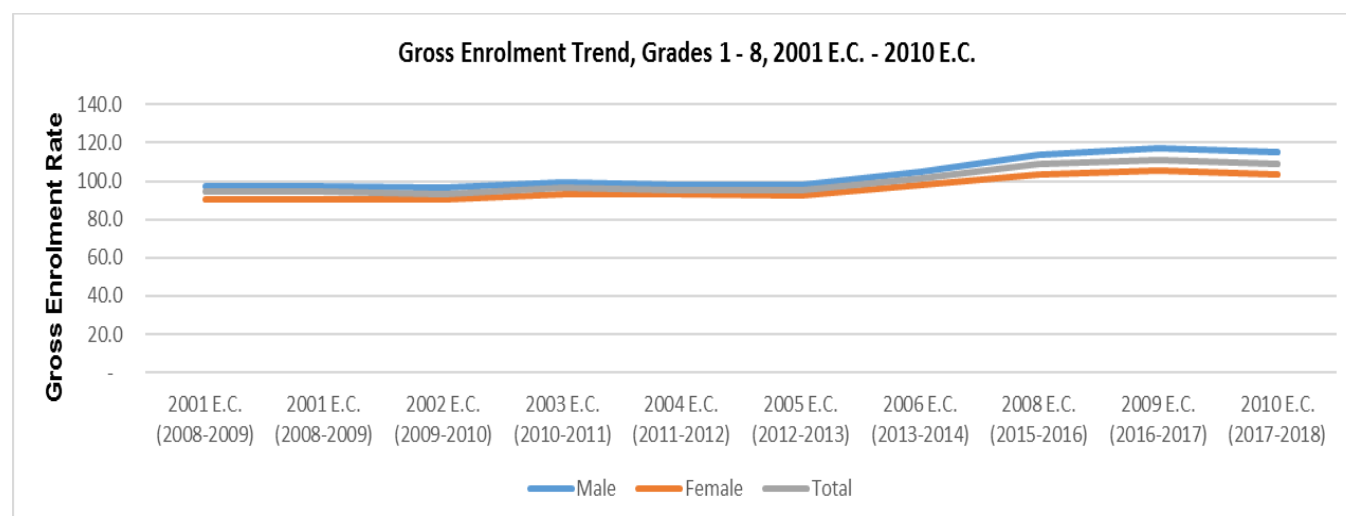
Chart 3.8 Trend of GER split by Cycle, 1993 E.C. – 2010 E.C.

GER trends in Grades 1-8 indicate some incremental improvement, but the gender gap has become wider

Table 3.8 and chart 3.9 below show the trend in GER for primary education for the last successive 10 years. The GER trend for grades 1-8 shows a slight incremental pattern. However, the gender gap has increased from 5 in 2004 to 11.5 percentage points in 2010 E.C.

Table 3.8 Gross Enrolment Trend, Grades 1-8, 2001 E.C. - 2010 E.C

Year	GER Grades 1-8 (%)		
	Male	Female	Total
2001 E.C. (2008-2009)	97.6	90.7	94.4
2001 E.C. (2008-2009)	97.6	90.7	94.4
2002 E.C. (2009-2010)	96.6	90.1	93.4
2003 E.C. (2010-2011)	99.5	93.2	96.4
2004 E.C. (2011-2012)	97.9	92.9	95.4
2005 E.C. (2012-2013)	98.2	92.4	95.3
2006 E.C. (2013-2014)	104.8	97.8	101.3
2008 E.C. (2015-2016)	113.7	103.5	108.7
2009 E.C. (2016-2017)	117.0	105.7	111.4
2010 E.C. (2017-2018)	115.0	103.5	109.3

Chart 3.9 Gross Enrolment Trend, Grades 1-8, 2001 E.C. - 2010 E.C.

3.4. Primary Net Enrolment Ratio (NER)

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Grades 1–4, including ABE, NER female	104	102	107.3	×
Grades 1–4, including ABE, NER male	112	105	118.4	×
Grades 5–8, NER female	50	59	61.1	✓
Grades 5–8, NER male	49	59	64.5	✓
Grade 1–8, including ABE, NER female	90	94	95.4	✓
Grade 1–8, including ABE, NER male	95	96	104.6	✓

The Net Enrolment Ratio (NER) is a measure of student enrolment of those who are of the official age group for the 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.

The NER target for Primary level has been exceeded, but figures suggest inaccuracies in population projections, and recorded child age at point of enrolment.

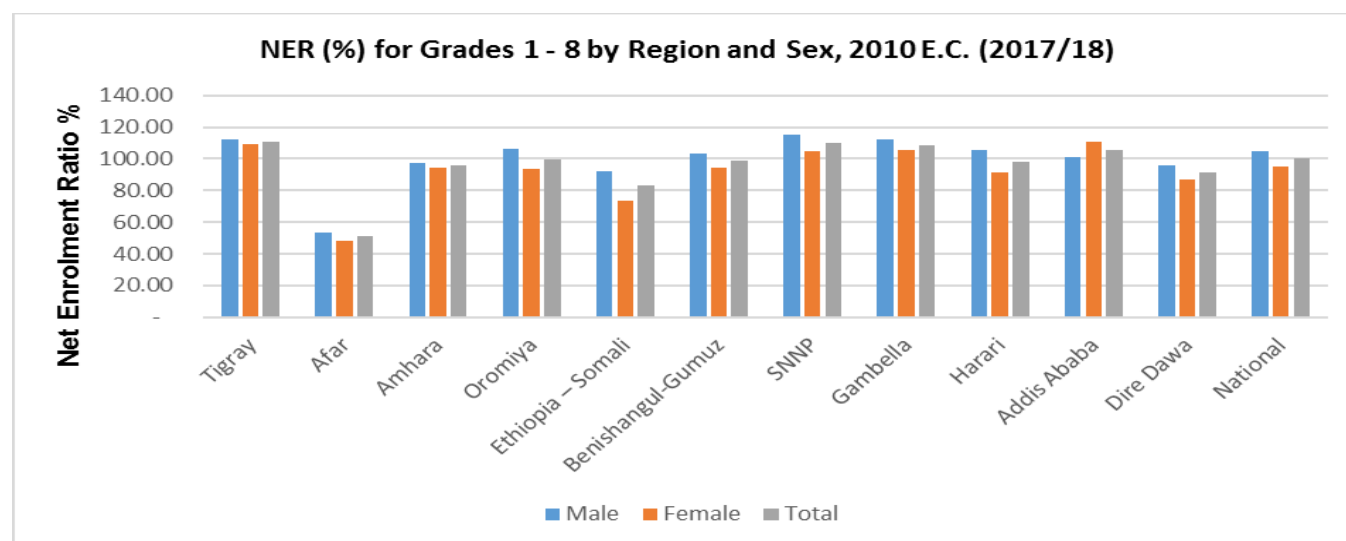
The national NER is 100.05% in 2010 E.C., which shows a slight increase from the 2009 net enrolment rate of 99.9%. An NER higher than 100% is technically impossible as it would mean there are more 7 to 14 year olds enrolled in schools than there are in the country, and it highlights the issue of outdated population projections and inaccurate recording of student as when they enter school. Children migrating across regions and enrolling in new schools can also affect this since they are not captured in the region's population size.

Again there is a wide regional variation, with Afar having a much lower NER than other regions. The ESDP V target for NER by 2020 is 98%, which has been surpassed and should not be higher than 100% going forward. It is likely that NER will increase above 100% nationally over the coming years unless population related challenges are minimized.

Table 3.9 Primary NER (including ABE) Disaggregated by Region and Sex, 2010 E.C. (2017/18)

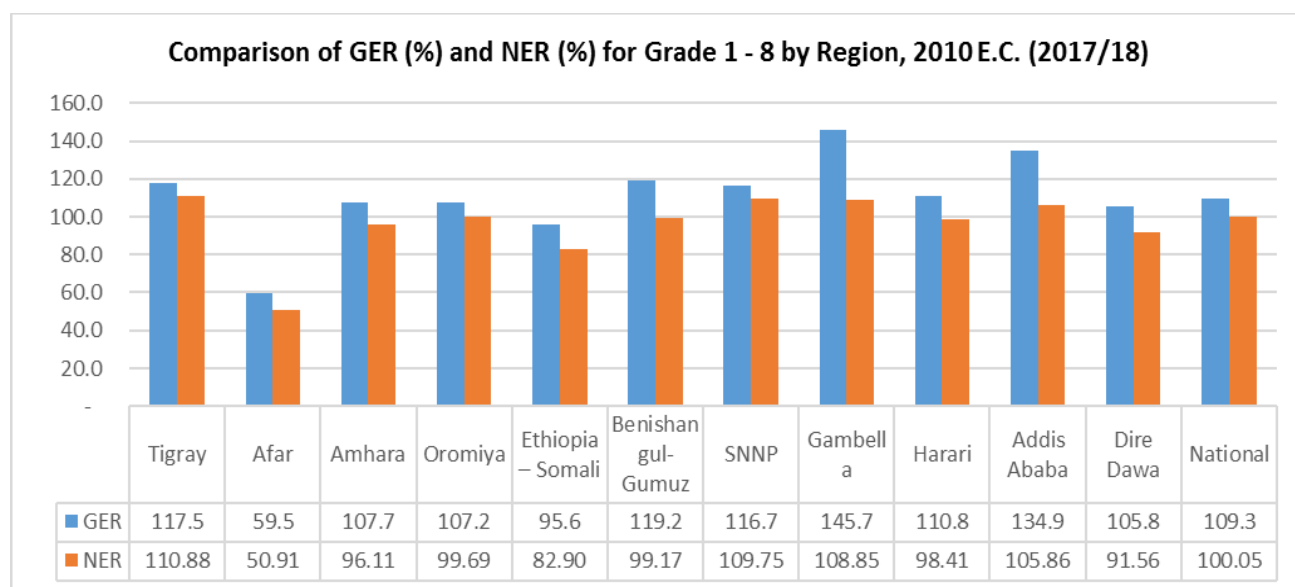
Region	Net Enrolment (thousands)			Population Age 7-14 (thousands)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	571.2	539.5	1,110.7	507.5	494.1	1,001.7	112.54	109.18	110.88
Afar	87.3	72.0	159.3	164.5	148.5	312.9	53.08	48.49	50.91
Amhara	2,024.8	1,913.4	3,938.1	2,072.5	2,025.0	4,097.5	97.70	94.49	96.11
Oromiya	4,066.1	3,526.8	7,592.9	3,838.3	3,777.8	7,616.1	105.93	93.36	99.69
Ethiopia – Somali	496.6	367.5	864.1	541.0	501.4	1,042.4	91.80	73.30	82.90
Benishangul-Gumuz	113.4	99.9	213.3	109.4	105.6	215.1	103.62	94.56	99.17
SNNP	2,329.0	2,094.0	4,423.0	2,026.6	2,003.4	4,029.9	114.92	104.52	109.75
Gambella	45.3	39.8	85.1	40.4	37.8	78.2	112.05	105.43	108.85
Harari	22.5	18.7	41.3	21.4	20.5	41.9	105.29	91.26	98.41
Addis Ababa	196.4	221.2	417.6	194.2	200.2	394.4	101.12	110.47	105.86
Dire Dawa	34.8	31.1	65.9	36.3	35.6	72.0	95.80	87.24	91.56
National	9,987.4	8,923.8	18,911.2	9,552.2	9,349.9	18,902.1	104.56	95.44	100.05

Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2010 E.C. (2017/18)



Comparison between GER and NER further highlights the issue of children enrolling in primary schooling at the wrong age.

The comparison of NER and GER in Chart 3.11 shows that nationally there is a difference of 9.2 percentage points between the two. Benishangul-Gumuz, Addis Ababa and Gambella have the widest gap between GER and NER showing that these regions have the biggest problem of children enrolling in primary grades at the wrong age.

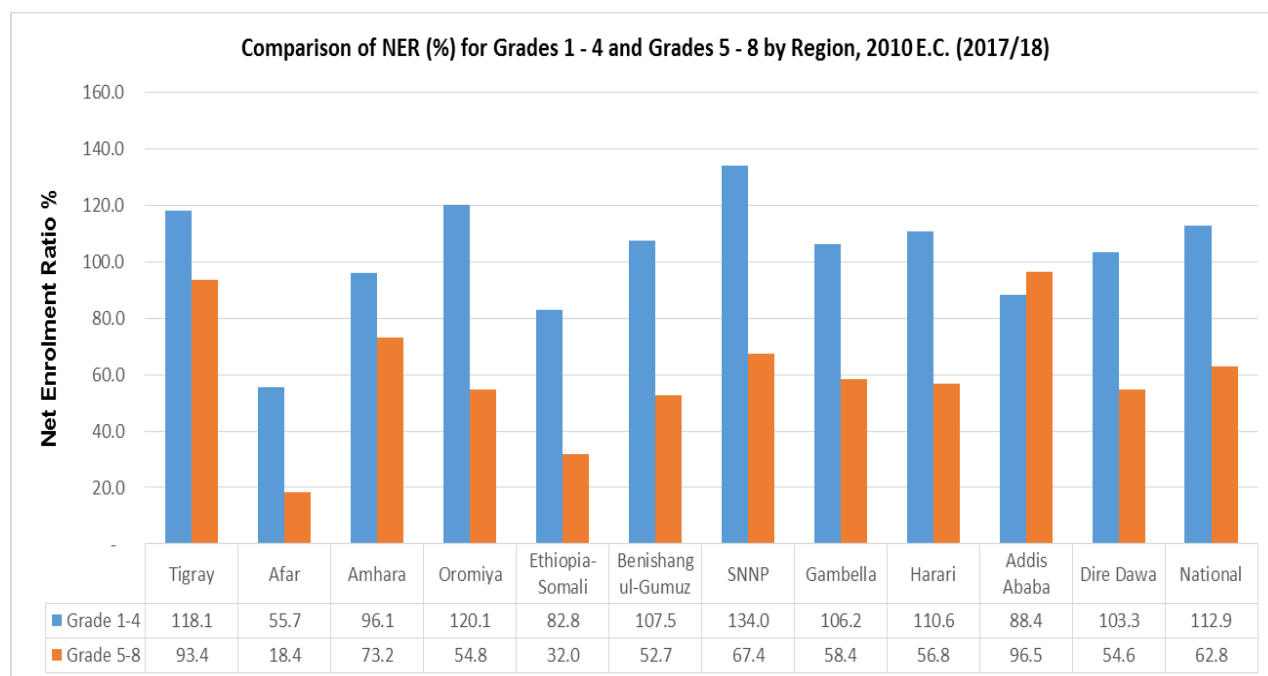
Chart 3.11 Comparisons of GER and NER for Grade 1-8 by Region, 2010 E.C. (2017/18)

Comparisons between NER and GER split by the first and second cycle show that the proportion of 11-14 year olds enrolled at the appropriate grade is low, and poor transition from first to second cycle is evident.

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 96.5% in the second cycle. Afar and Ethiopia-Somali show the lowest rates at 18.4 % and 32% respectively. Most 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 3.10 NER for Grades 1-4 and Grades 5-8 by Region, 2010 E.C. (2017/18)

Region	Grade 1 - 4 + (ABE)			Grade 5 - 8		
	Male	Female	Total	Male	Female	Total
Tigray	121.1	115.0	118.1	92.1	94.8	93.4
Afar	58.9	52.3	55.7	19.0	17.7	18.4
Amhara	99.3	92.9	96.1	70.6	75.8	73.2
Oromiya	126.9	113.2	120.1	58.5	50.9	54.8
Ethiopia-Somali	94.6	70.9	82.8	33.9	29.9	32.0
Benishangul-Gumuz	111.5	103.4	107.5	55.5	49.7	52.7
SNNP	139.5	128.3	134.0	71.1	63.8	67.4
Gambella	110.1	102.2	106.2	59.6	57.2	58.4
Harari	117.5	103.4	110.6	60.0	53.4	56.8
Addis Ababa	87.0	89.6	88.4	93.2	99.6	96.5
Dire Dawa	107.6	98.8	103.3	57.4	51.7	54.6
National	118.4	107.3	112.9	64.5	61.1	62.8

Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8 by Region, 2010 E.C. (2017/18)

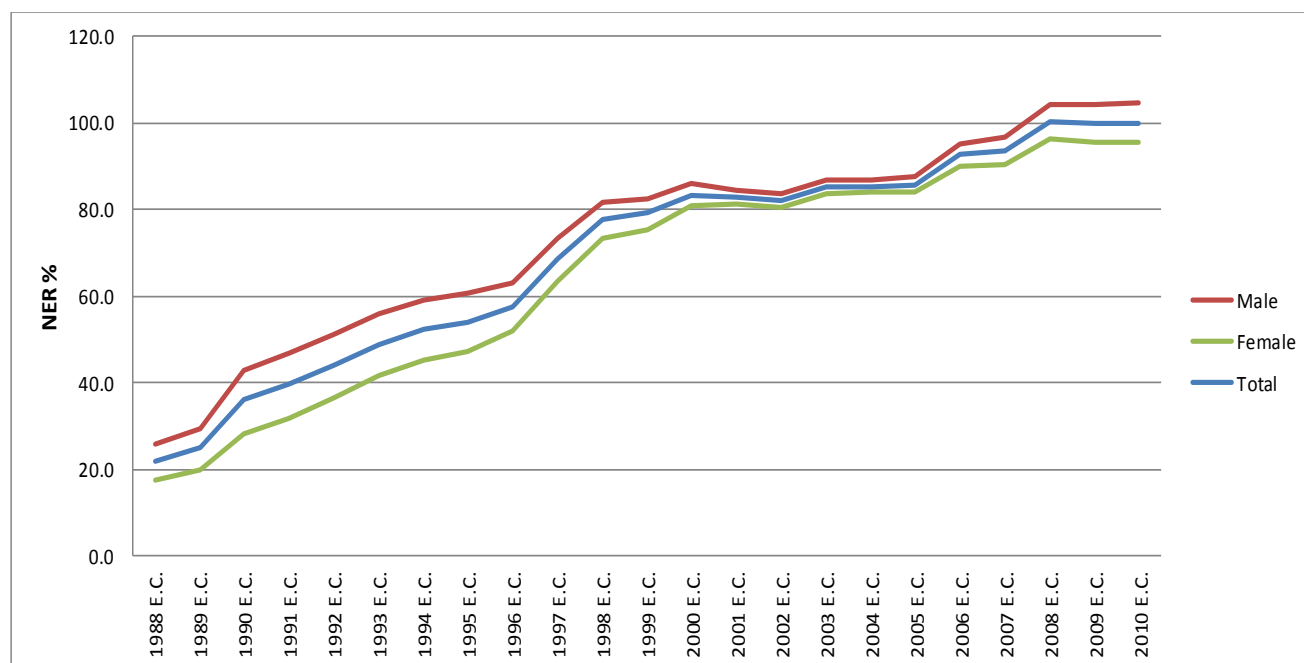
Trends over time show a steady increase in Primary NER, with a more sharp increase in recent years.

The 20 year trend in NER shows a steady increase and has shown a steeper increase in recent years. One reason for such sudden increase could be the increasingly population projections results.

Table 3.11 Long Term NER Trend for Grade 1-8, 1988 E.C. – 2010 E.C.

Year	NER (%)		
	Male	Female	Total
1988 E.C.	25.7	17.4	21.6
1989 E.C.	29.5	20.0	24.9
1990 E.C.	43.0	28.0	36.0
1991 E.C.	46.9	31.9	39.5
1992 E.C.	51.2	36.6	44.0
1993 E.C.	55.7	41.7	48.8
1994 E.C.	59.0	45.2	52.2
1995 E.C.	60.6	47.2	54.0
1996 E.C.	62.9	51.8	57.4
1997 E.C.	73.2	63.6	68.5
1998 E.C.	81.7	73.2	77.5
1999 E.C.	82.6	75.5	79.1
2000 E.C.	86.0	80.7	83.4
2001 E.C.	84.6	81.3	83.0
2002 E.C.	83.7	80.5	82.1
2003 E.C.	87.0	83.5	85.3
2004 E.C.	86.8	83.9	85.4
2005 E.C.	87.5	83.9	85.7
2006 E.C.	95.1	90.1	92.6
2007 E.C.	96.9	90.5	93.7
2008 E.C.	104.2	96.2	100.3
2009 E.C.	104.1	95.5	99.9
2010 E.C.	104.6	95.4	100.1

Chart 3.13 NER Trend for Grades 1-8 1988 E.C. – 2010 E.C.



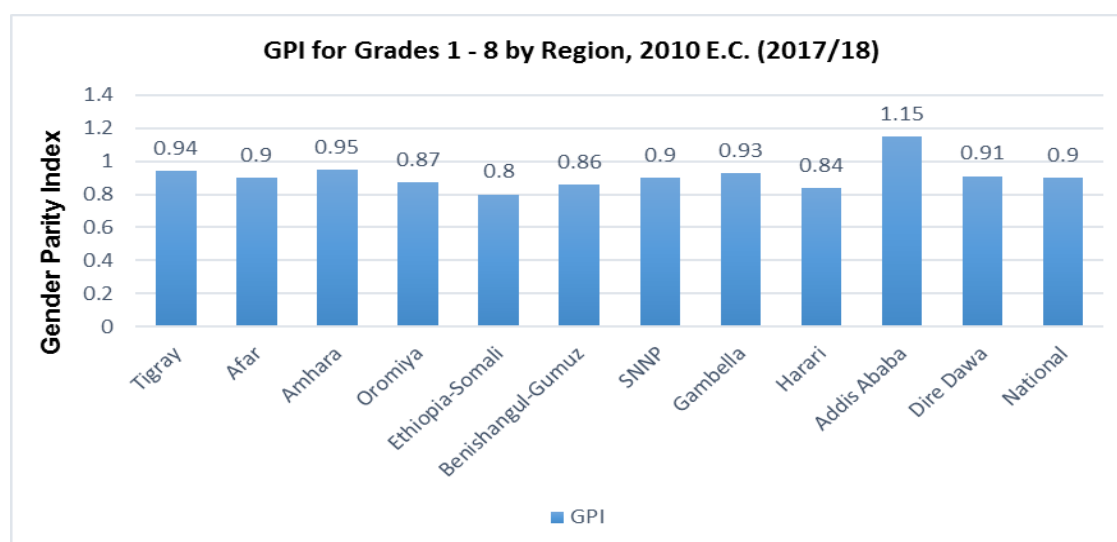
3.5. Gender Parity Index

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
GPI in Grades 1–8 (index)	0.93	0.96	0.90	x

Gender Parity Index (GPI) measures equity between girls and boys. It is the 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. In a situation of equity in enrolment, the gender parity index (GPI) is 1, whereas with highest disparity it is close to 0.

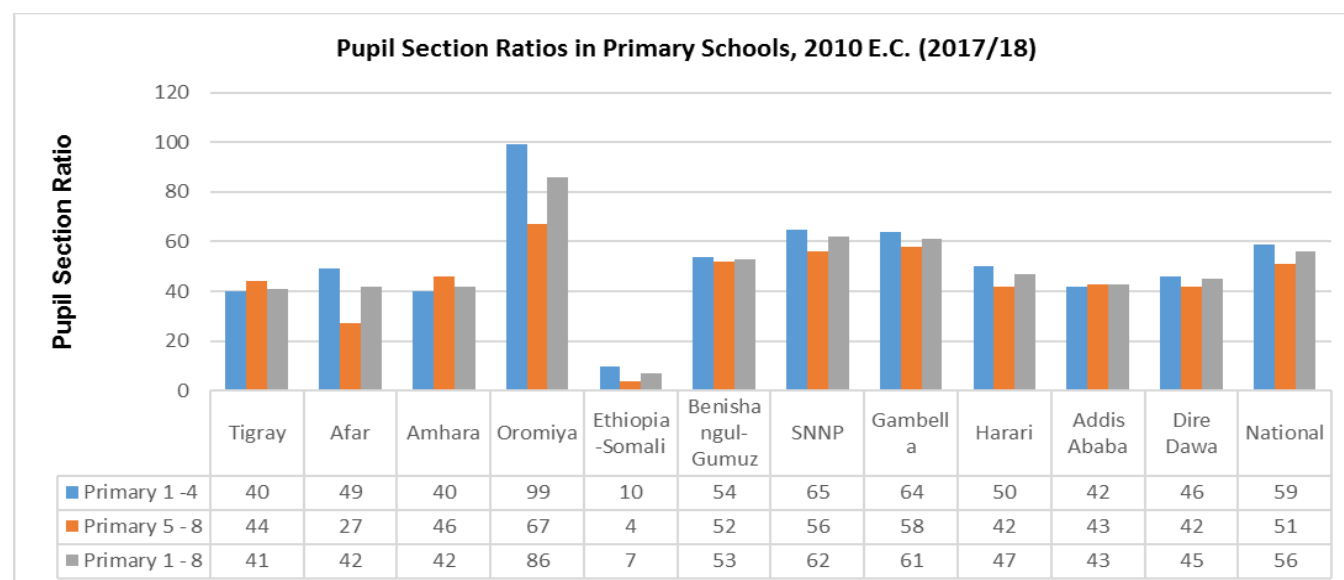
The National GPI target has been missed, and GPI has decreased since baseline.

Chart 3.14 presents the regional and national GPI levels. The national GPI is currently 0.90, missing the ESDP V of 0.96. Moreover, GPI has decreased compared to ESDP V baseline at 0.93. More work is needed in all regions if ambitions of gender parity are to be met by the end of ESDP V. The current figures are influenced by the high result in Addis Ababa of 1.15, which shows that more females are attending school than males. The lowest regional GPI is Ethiopia-Somali at 0.8.

Chart 3.14 Gender Parity Index for Grades 1-8 by Region, 2010 E.C. (2017/18)

3.6. Primary 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 could be 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 56 for grades 1-8 and it is higher in the first cycle compared to the second cycle. Afar and Oromia have the biggest variation between cycles, and Oromia has the highest pupil section ratio at 86 for primary and secondary cycles combined. Ethiopia-Somali has the smallest pupil section ratio at 7 for primary grade 1 – 8.

Chart 3.15 Pupil Section Ratios in Primary Schools, 2010 E.C. (2017/18)

3.7. Primary Pupil Teacher Ratio

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

1. Lower PTR indicates better opportunities for contact between the teacher and pupils, and for teachers to provide support to students individually, therefore a better teaching/learning process which improves the quality of education.
2. PTR is also used to measure the level of human resource input (teachers).
3. On the other hand, very low PTR may 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 guarantee the level of education quality, which is depend on various other factors such as mode of delivery, teacher commitment and motivation, qualification of teachers, the supply of educational materials.

All regions achieved a Primary PTR of below 50, with the exception of Ethiopia-Somali and Oromia

The national PTR in 2010 E.C. is 43 for grades 1-8. PTR for the First Cycle is 55, and 35 for the Second Cycle. PTR is highest in Ethiopia-Somali, followed by Oromia and Afar. With the exception of Ethiopia-Somali and Oromia, all regions achieved a primary PTR of below 50. Addis Ababa is the only region where the PTR for both cycles are almost the same. PTR trends over time have increased from 42.7 in 2009 to 43 in 2010.

Chart 3.16 PTR in Primary schools, 2010 E.C. (2017/18)

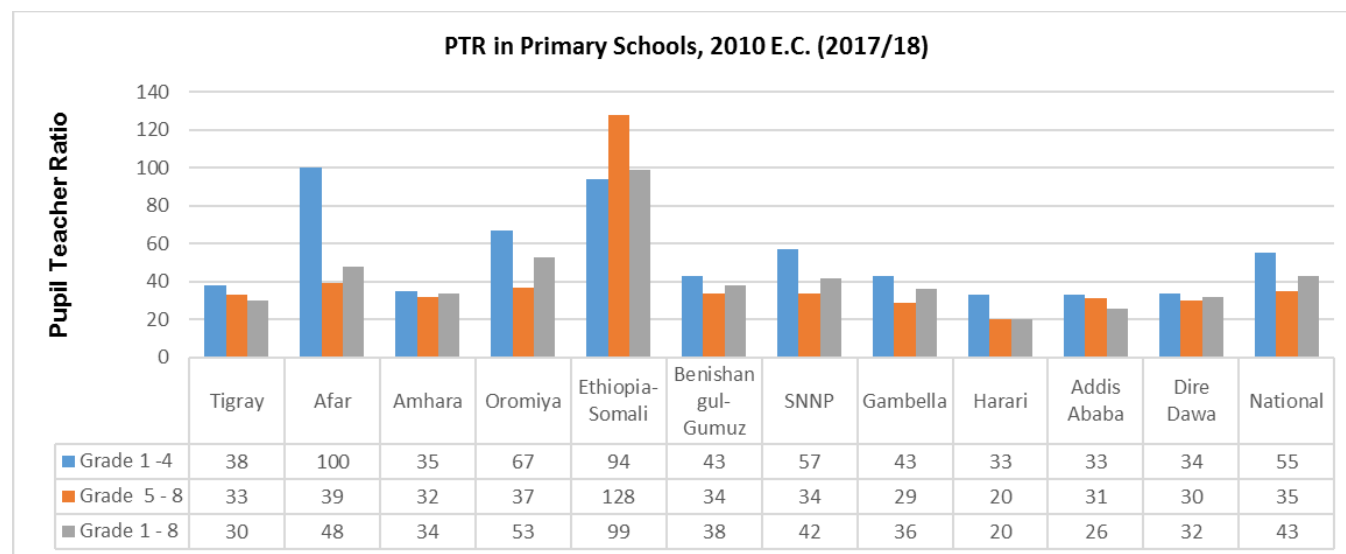
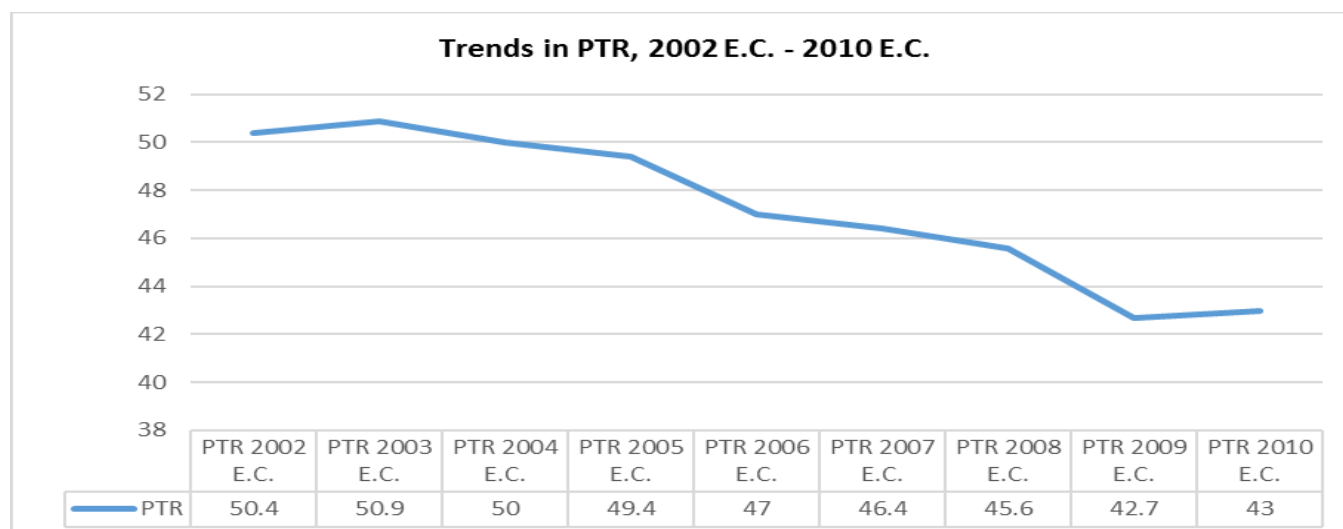


Chart 3.17 Trends in PTR



3.8. Primary Repetition Rate and Dropout Rate

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Grade 1 dropout rate female	23	13	19	x
Grade 1 dropout rate male	21	12	20	x
Grade 1–8 dropout rate female	11	7	11.4	x
Grade 1–8 dropout rate male	11	7	10.9	x
Grade 1–8 repetition rate female	8	4	5.0	x
Grade 1–8 repetition rate male	9	5	5.5	x

Repetition and dropout rates provide a measure of how well the education system utilizes limited resources efficiently and in a timely manner. These measures are commonly used to assess 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: promotion, repetition or dropout. Repeating a grade required 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 effective utilization of limited resources. Data concerning repeaters refer to one year previous to the year in which data is collected, i.e. in 2010 it is only possible to collect information about students who repeated the grade which they attended in 2009, and they are therefore “repeaters of 2009.” This explains why data concerning repetition and drop-out rate are only available until 2009.

3.8.1. Repetition Rate

This indicator measures the proportion of students who remain in the same grade for two or more consecutive years, by retaking the grade after either leaving the grade prematurely, or returning for a second or third time.

Any repetition reduces the efficiency of the education system, and can also be 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.

Male students are slightly more likely than female students to repeat a grade, which has been the trend since 2003. The ESDP V target has not been met.

The repetition rate is slightly higher in males compared to females, following a historic trend. The female repetition rate of 5% and the male repetition rate of 5.5% mean that the ESDP V target for 2018 (4% for female and 5% for male) has not been met. Chart 3.19 shows that repetition is highest at Grade 8, where students need to pass the grade 8 exams to successfully complete primary education. Male repetition is higher in every grade compared to females, with an increased sex differences in grades 5, 6 and 7 (see Chart 3.19). The repetition rates both for male and female in 2009 E.C. has reduced since the previous year.

Chart 3.18 Trends in Repetition Rates, Grades 1-8

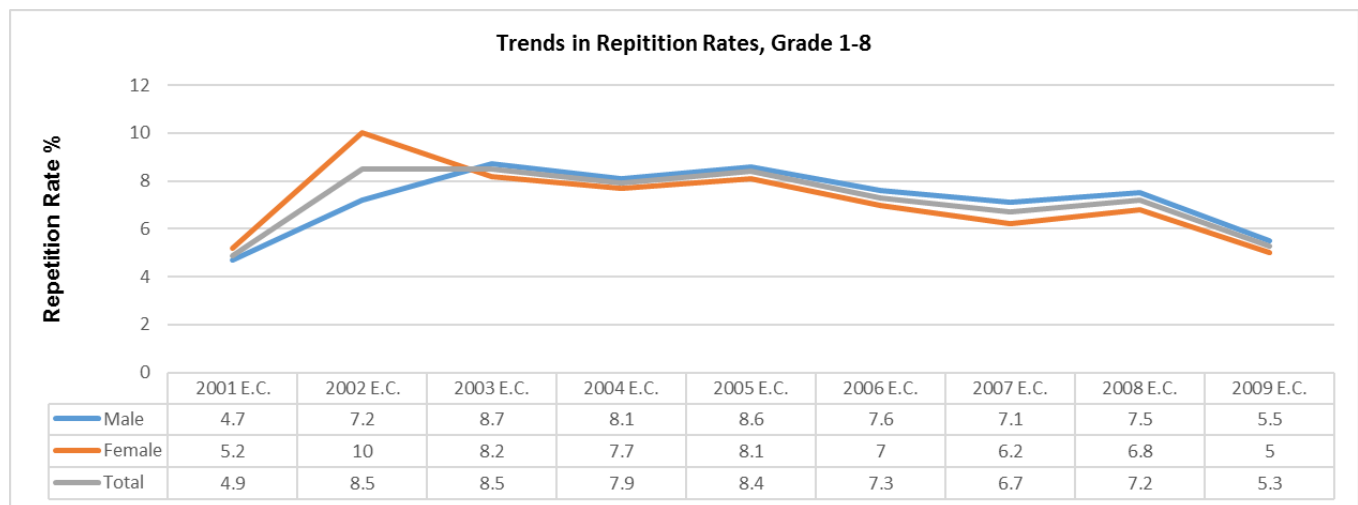
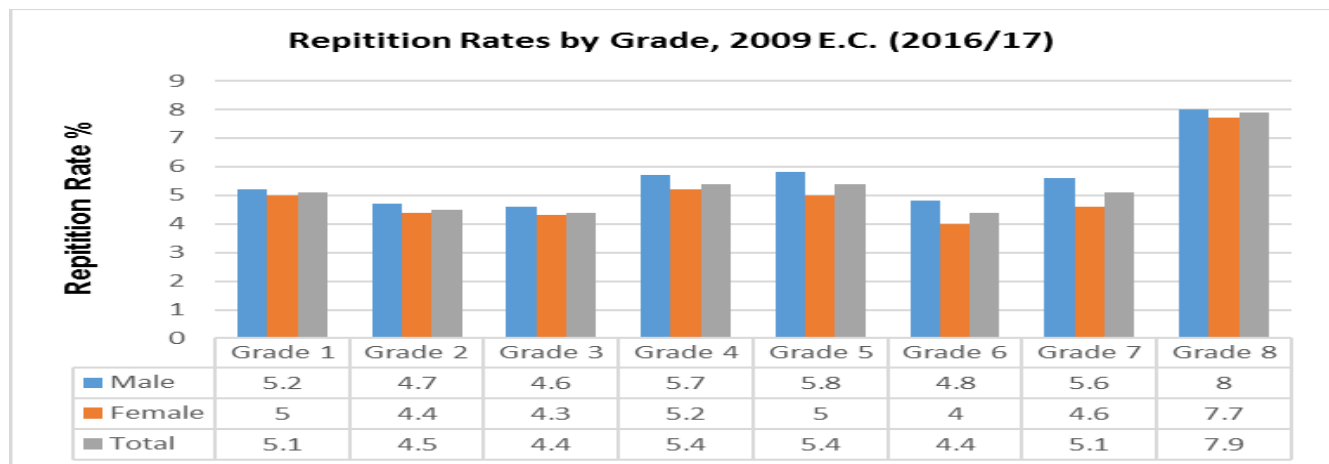


Chart 3.19 Repetition Rates disaggregated by Grade, 2009 E.C. (2016/17)



3.8.2. Dropout Rate

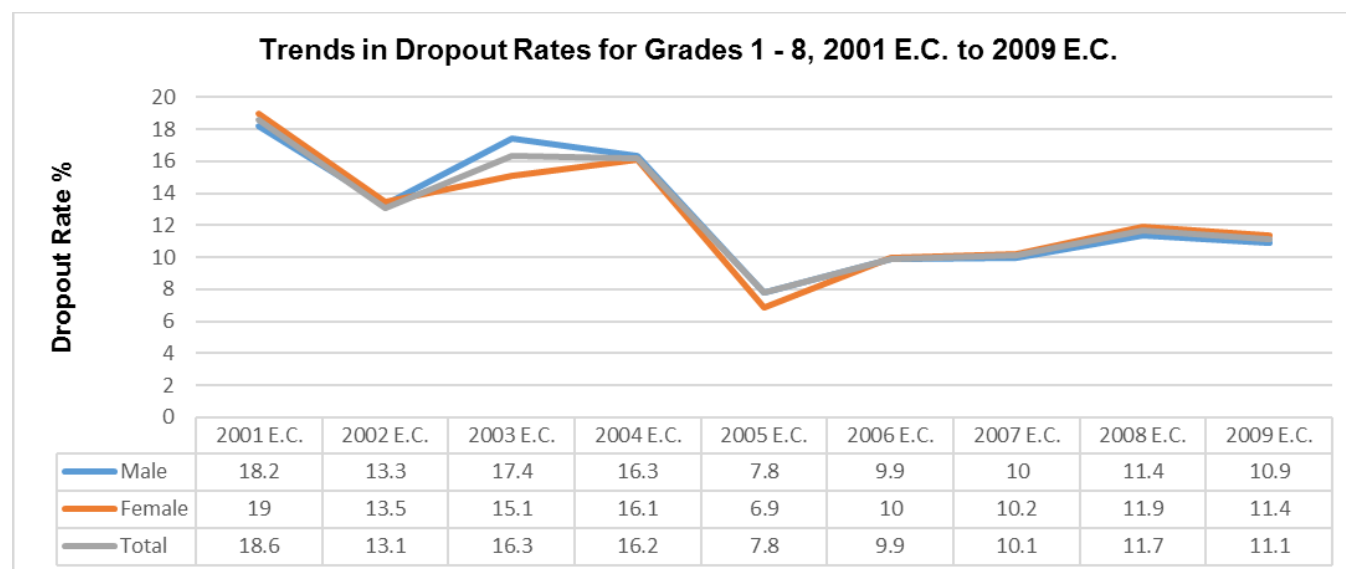
Dropout rate is a measure, typically by grade, of those who have left formal schooling the previous year. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those

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, but remain much lower than 5 years ago.

Dropout rates have increased slightly over the last year, and grade 1-8 dropout rates are now at 11.12%. Dropout is much lower than it was 5 years ago. Dropout is highest in grade 1, at 19.5%. 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 10%.

Chart 3.20 Trends in Dropout Rates for Grades 1-8, 2001 E.C to 2009 E.C.

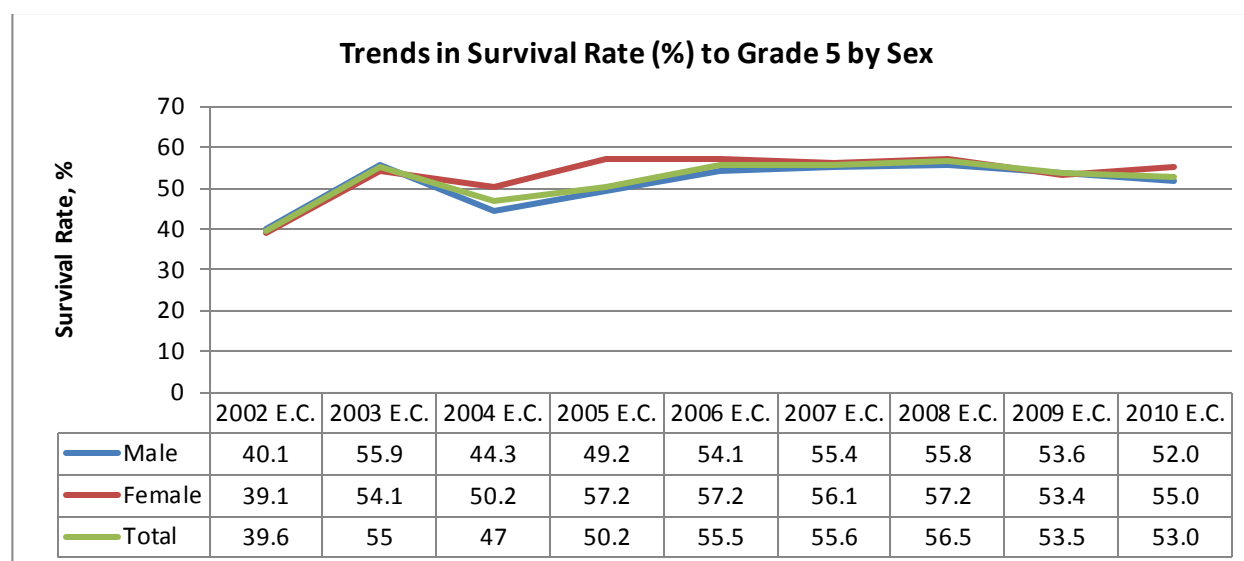


3.9. Survival Rate to Grade 5

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Survival rate to Grade 5 female	57	64	55	X
Survival rate to Grade 5 male	54	63	52	X

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 5th grade, sometimes with repetition up to two times, and sometimes without. The survival rates in 2010 E.C. for females and males were 55 and 52 % respectively.

The trend in survival rate shows a very slight increase in the last three years before 2009 E.C, however the ESDPV target have not been reached for either gender.

Chart 3.21 Trends in Survival Rate to Grade 5 by Sex, 2010 E.C. (2017/18)

3.10. Primary Completion Rate

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Completion rate to Grade 8 female	47	61	55.9	x
Completion rate to Grade 8 male	47	61	59.5	x

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.

Completion rates are higher in Grade 5 than in Grade 8, but the gap is beginning to narrow. Both Grade 5 and Grade 8 completion rates have improved over time.

The completion rate remains higher for Grade 5 compared to Grade 8 in 2010 E.C., and the gap has narrowed to 30.3 percentage points in 2010 E.C. showing that more children are moving through Grade 5. The ESDP V target for Grade 8 completion rate for 2010 E.C is 61% for both sexes; this target has not been met for males and females.

Compared to eight years ago, the completion rate for Grade five has increased from 75.6% to 88.0% and the completion rate for Grade 8 has increased from 47.8% to 57.7%.

Table 3.12 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	0.1	44.5	47.8
2003 E.C. (2010/11)	72.0	66.1	69.1	0.1	46.2	49.4
2004 E.C. (2011/12)	74.1	73.4	73.8	0.1	51.9	52.1
2005 E.C. (2012/13)	77.1	75.1	76.1	0.1	52.2	52.8
2006 E.C. (2013/14)	70.7	68.2	69.5	0.0	46.7	46.7
2007 E.C. (2014/15)	62.0	60.0	61.0	0.1	50.9	51.3
2008 E.C. (2015/16)	72.8	69.4	71.2	0.1	53.3	54.3
2009 E.C. (2016/17)	88.7	81.7	85.2	0.1	52.2	54.1
2010 E.C. (2017/18)	91.6	84.3	88.0	0.1	55.9	57.7

Chart 3.22 Trends in Grade 5 and 8 Completion Rates

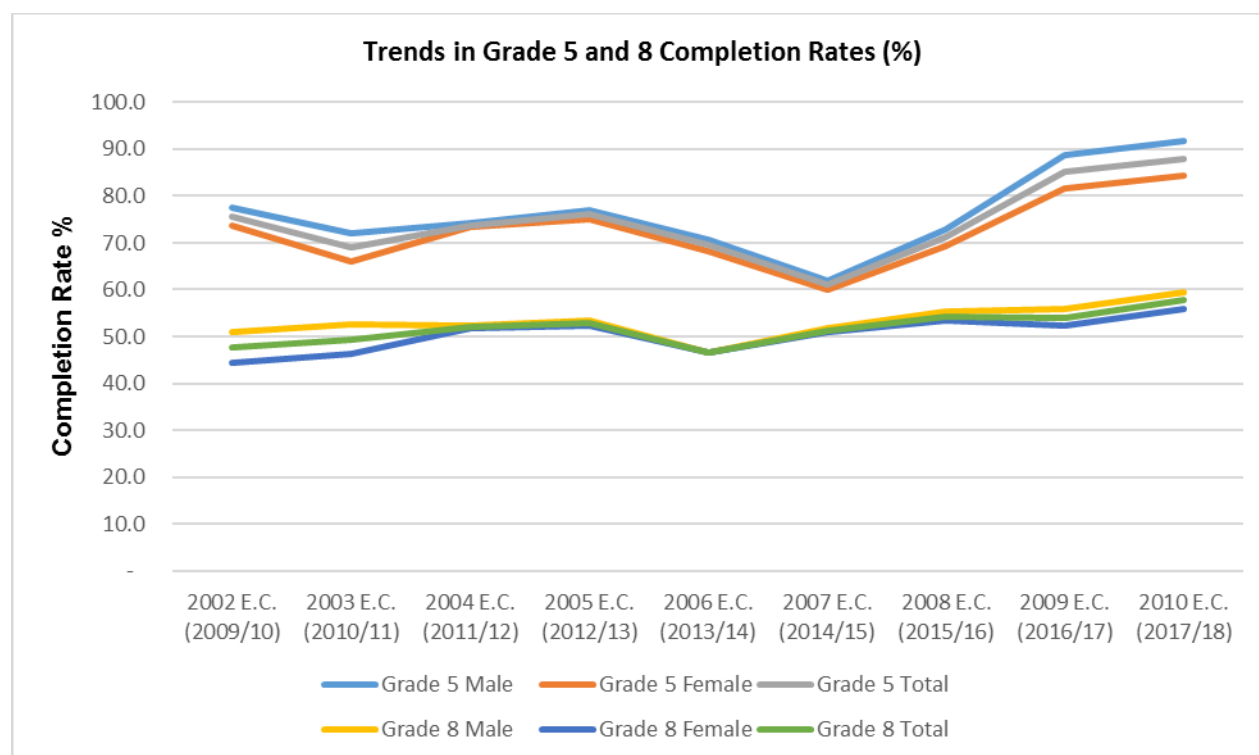


Table 3.13 Male Cohort Analyses, 2010 E.C. (2017/2018)

Flow rates in primary education of ethiopia (grade 1-8) Male											
Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	pupils year/grade	
Promotion Rate	0.76	0.82	0.86	0.83	0.84	0.87	0.90	0.91			
Repetition Rate	0.05	0.05	0.05	0.06	0.06	0.05	0.06	0.08			
DropOut	0.18	0.13	0.09	0.11	0.10	0.08	0.05	0.00			
Number of Year in the cycle (8years)	Year E.C										
	2009	133									133
		1000									1000
		47									47
	2010	6	74								80
		47	820								867
		2	38								40
	2011	0	7	79							86
		2	76	709							787
		0	3	40							44
	2012	0	0	12	59						71
		0	5	106	590						701
			0	6	34						40
			0	1	12	40					53
			0	11	122	497					630
				1	7	24					31
					2	10	21				33
				1	16	127	434				577
	pupil Year										
	Grade 1	1049									
	Grade 2	902		1	6	24					31
	Grade 3	826				2	6	0			8
	Grade 4	730		2	19	135	388				544
	Grade 5	646									
	Grade 6	597			1	8	31				40
	Grade 7	581					1	0	0		1
	Grade 8	535			3	24	152	357	357		536
	Total	5866									
						1	12	0			14
							0	0	0		0
						4	34	140	140		178
							3	0			3
								0			0
							7	31	31		38
								0			0
								7	7		7
								0			0
		139	81	92	72	52	29	0			
		1000	861	779	688	615	564	535	535	535	
			86%	77%	68%	61%	56%	53%	53%	53%	

Table 3.14 Female Cohort Analyses, 2010 E.C. (2017/2018)

Flow rates in primary education of ethiopia (grade 1-8) Female												
Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	pupils	year/grade	
Promotion Rate	0.77	0.83	0.87	0.83	0.85	0.88	0.89	0.86				
Repetition Rate	0.05	0.04	0.04	0.05	0.05	0.04	0.05	0.08				
DropOut	0.18	0.13	0.08	0.12	0.10	0.08	0.06	0.00				
Year E.C												
2009	1000	128										128
	44	6	70									44
2010	44	828										872
	2	36	6	84								38
2011	2	72	723									797
	0	3	38									41
2012	0	5	100	601								707
		0	5	30								35
		0	9	114	514							637
			0	6	20							27
pupil Year			1	13	117	450						581
Grade 1	1046											
Grade 2	905			1	5	21						26
Grade 3	833					1	8	0				9
Grade 4	730			1	16	124	402					543
Grade 5	650					1	6	31				37
Grade 6	596						1	0				1
Grade 7	577							0				
Grade 8	532					2	20	141	371	371		534
Total	5869											
							1	11	0			12
							0	0	0			0
							3	29	130	130		162
								2	0			2
								5	26	26		31
									0			0
									5	5		5
									0	0		
	1000	134	76	96	70	55	36	0	0	532	532	532
			87%	79%	69%	62%	57%	53%	53%	53%		

3.11. Number of Primary Schools and Clusters

In the last year, 628 primary schools were built across the country.

The total number of primary schools in Ethiopia is 36,466 in 2010 E.C.; this is an increase from 35,838 reported in the 2009 E.C. Oromia has the largest number of primary schools at 14,519; naturally acceptable to serve the larger population accordingly. 93% of primary schools are government owned across the country. 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, 2010 E.C. (2017/18)

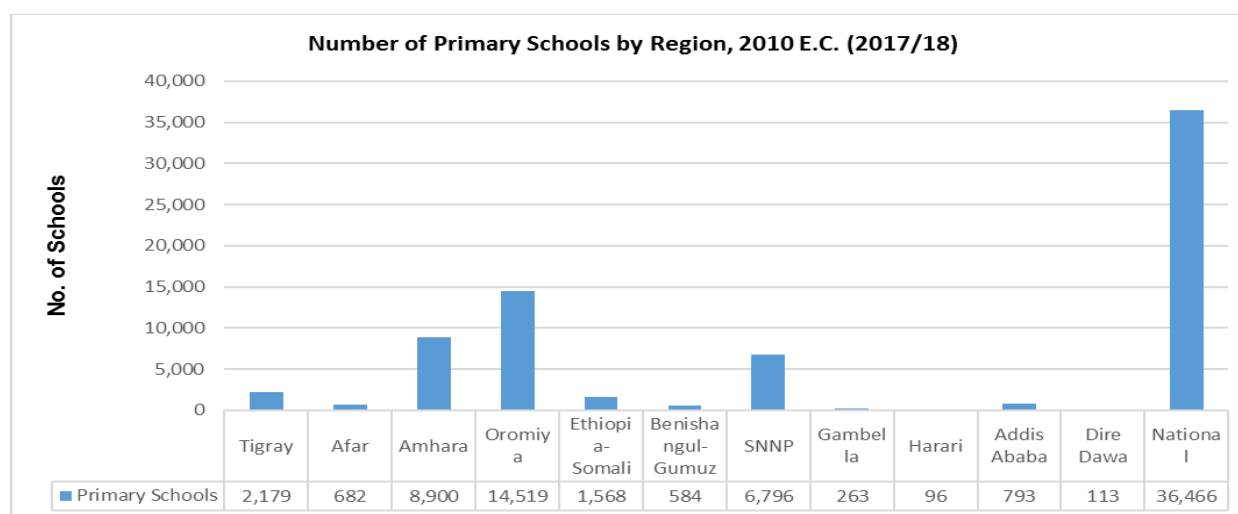
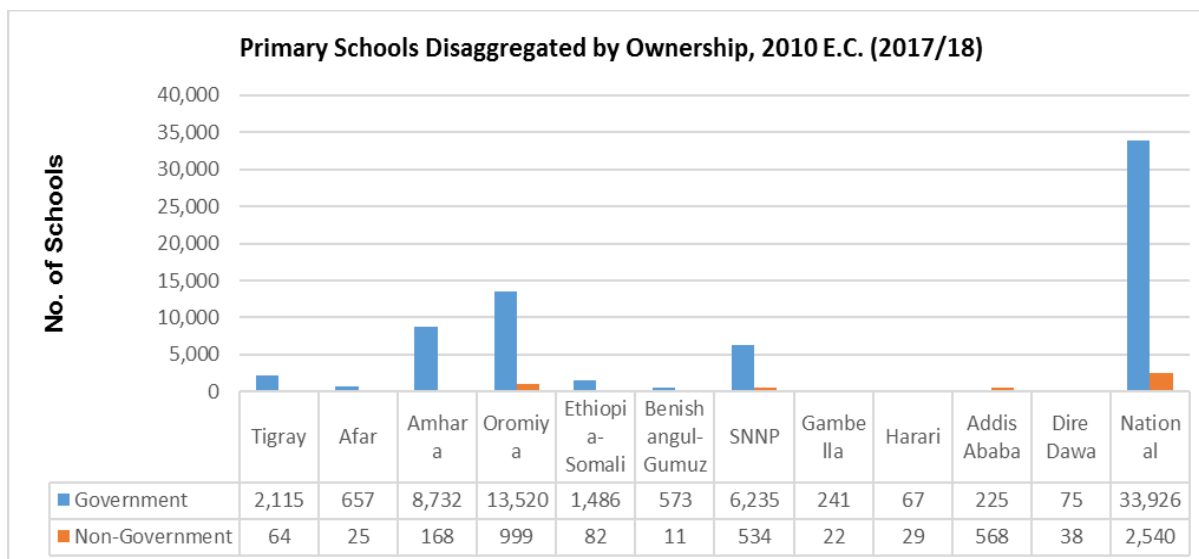


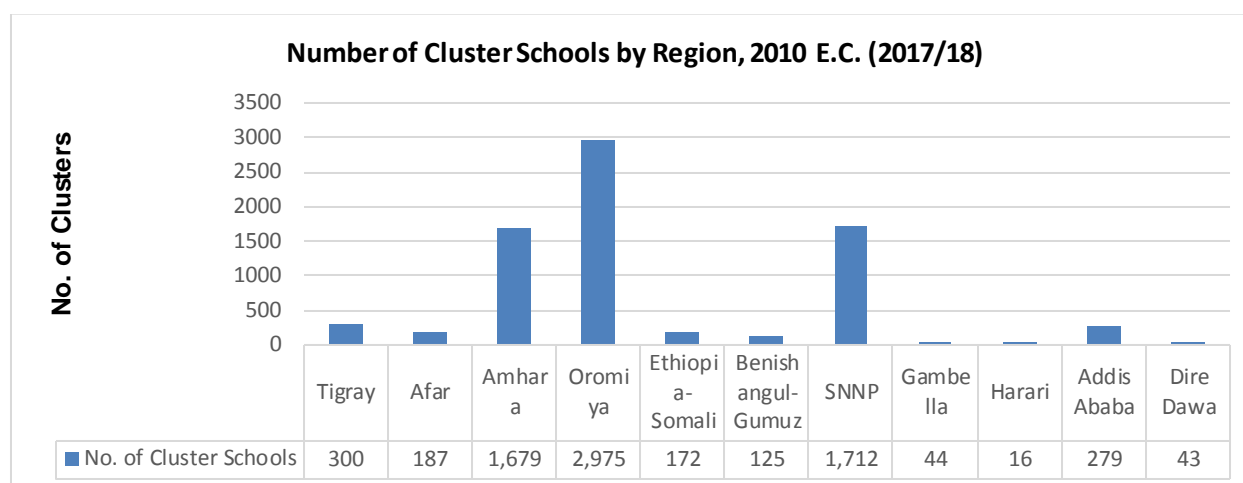
Chart 3.24 Primary Schools Disaggregated by Ownership, 2010 E.C. (2017/18)



Cluster schools allow schools to share facilities. In 2010 E.C., there were 7,532 clusters in Ethiopia.

It is also important to look at the number of cluster schools in the country. Schools are usually grouped into clusters of 5 or more in woredas. In 2010 E.C. there were 7,532 clusters in Ethiopia, the majority being in Oromia where there are 2,975 clusters.

Chart 3.25 Number of Cluster Schools Dis aggregated by Region, 2010 E.C. (2017/18)



3.12. Textbooks and School Facilities

3.12.1. Number of Textbooks

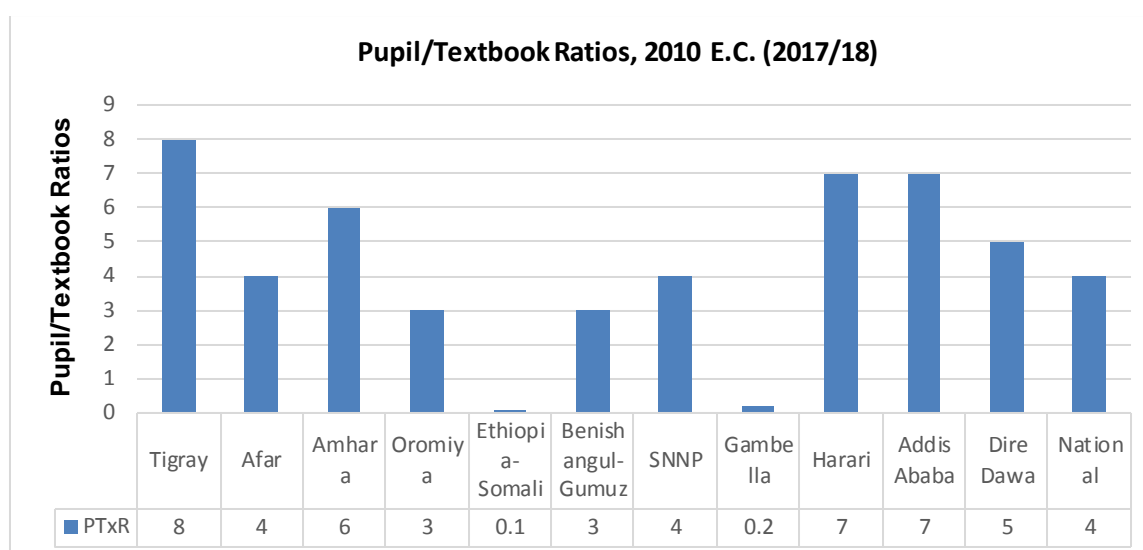
Nationally, students have access to just four textbooks each. Tigray and Harari have high pupil/textbook ratios, while Ethiopia-Somali and Gambella have the lowest with less than one book per child.

The pupil/textbook ratio (PTxR) 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 4.1; this indicates that on average children have access to just 4 textbooks when they go to school. There is wide regional variation with Tigray and Harari having the highest PTxR at 8 and 7.4 respectively. Ethiopia-Somali and Gambella have the lowest PTxR where there is less than one textbook per child.

The total number of textbooks in primary schools is over 84 million, with 42 % of these textbooks being classed as language textbooks.

Table 3.15 Numbers of Textbooks by Subject, 2010 E.C. (2017/18)

Text books	Number
Amharic	8,804,902
Local language 1	9,735,946
Local language 2	279,132
English	16,181,771
Mathematics	16,882,931
Environmental sc	7,807,352
Social science	5,975,342
Esthetics	108,071
Basic science	2,480,666
Biology	2,634,111
Chemistry	2,714,388
Physics	2,786,281
Civics & Ethical e	6,104,325
Geography	29,984
History	22,331
Physical educatic	579,136
Music	860,760
Arts	226,832
Other	59,096
Total	84,273,357

Chart 3.26 Pupil/Textbook Ratios (PTxR), 2010 E.C. (2017/18)

3.12.2. School Facility Indicators

8,871 primary schools have electricity available in Ethiopia; however there are significant differences between regions. This represents about 24% of all primary schools, but the result might be affected by low response rates. Among schools with electricity available, 81% of them use hydropower. 42% of primary schools have radios available, 23% have tape recorders and 8% have video recorders.

Table 3.16 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2010 E.C. (2017/18)

Region	Availability of electricity	Source of 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
		Hydropower	Solar	Generator	Biogas	Other electricity							
Tigray	621	497	79	4			842	1,611	1,179	691	1,264	140	3,075
Afar	129	88	87	3		-	48	16	18	55	52	25	64
Amhara	1,627	1,480	169	33	4	2	3,057	17,601	12,296	1,328	2,522	407	981
Oromiya	3,797	3,093	640	55	4	5	7,425	18,509	10,521	3,435	4,524	1,186	2,134
Ethio-Somali	288	6	18	1	0	0	230	6	211	181	37	162	53
SNNP*	1339	1016	167	27	2	9	3299	7521	2718	2045	5779	467	10631
Benishangul-Gumuz	99	70	78	0	0	0	20	287	74	61	128	22	59
Gambella	60	49	23	32	5	5	31	19	11	36	66	27	2
Harari	74	68	13	0	0	0	17	44	39	40	81	34	47
Addis Ababa	762	725	7	8	0	0	671	2,887	723	593	1,737	511	3,534
DireDawa	75	65	13	2	0	0	41	141	63	57	142	31	44
National	8,871	7,157	1,294	165	15	21	15,681	48,642	27,853	8,522	16,332	3,012	20,624

/Note: SNNP data is of 2009 E.C. /

3.12.3. WASH Facilities

2010 E.C. WASH data, as seen in Table 3.17 below, shows that 38% of primary schools have access to water supply, two percentage points less than the previous year; Access is highest in Addis Ababa and Gambella with 95% and 82% respectively, with Gambella improving by 24 percentage points since last year. Afar has the lowest access at 23%. Nationally, 38% of primary schools have access to water and 86% of the available water supply is reported as “Functional”.

Ethiopia-Somali, Amhara and Oromia reported the highest percentages of unprotected water sources by their order. The majority of schools have water available for 5 to 7 days per week with the exception of Ethiopia-Somali, Gambella, Harari and Dire Dawa. Gambella and Addis Ababa are the top regions with higher percentage value for water access to disabilities; whereas nationally only 54% of children with special needs can access water.

Table 3.17 Water Access in Primary Schools, 2010 E.C. (2017/18)

Region	Number responded to water	having water	have water Supply Functional	sources that are protected	sources that are unprotected	Schools with water Supply 5 to 7 days	Schools with water Supply 2 to 4 days	Schools with water Supply less than 2 days	schools with treated water	water accessible for special needs	accessible to young children
Tigray	2,179	42%	90%	97%	3%	63%	10%	4%	24%	61%	59%
Afar	686	23%	87%	88%	12%	62%	22%	2%	22%	64%	64%
Amhara	8,893	38%	93%	54%	46%	77%	13%	3%	18%	50%	62%
Oromiya	14,511	35%	79%	59%	41%	54%	18%	6%	15%	47%	48%
Ethiopia-Somali	1,570	26%	90%	150%	250%	12%	7%	1%	3%	75%	71%
Benishangul-Gumuz	583	35%	92%	69%	31%	78%	15%	1%	13%	42%	53%
Gambella	262	82%	88%	100%	0%	0%	55%	18%	1%	94%	93%
Harari	96	53%	102%	95%	5%	37%	43%	16%	33%	51%	90%
Addis Ababa	792	95%	96%	99%	1%	76%	15%	4%	58%	89%	94%
Dire Dawa	113	80%	86%	87%	13%	46%	38%	12%	39%	41%	70%
National	29,685	38%	86%	65%	35%	61%	16%	4%	19%	54%	58%

Note: Percentages are calculated based on the number of schools that responded to the water-related part of the questionnaire. And SNNP data was not available at the time of abstract preparation

The majority (83%) of primary schools have toilets. At national level, 47% are traditional toilets and 35% are improved toilets. 42% of schools have toilets accessible to children with special needs, whereas 57% are accessible to young children. At regional level, Benishangul-Gumuz has the lowest proportion of toilets accessible for students with special needs, with 31%, and Ethiopia Somali has the lowest proportion of toilets accessible for young children, with 38%.

Table 3.18 Toilet Facilities in Primary Schools, 2010 E.C. (2017/18)

Region	number responded to water questions	have toilets from those that responded	toilets that are traditional	toilets that are improved	schools with functional student toilet	schools with functional Teachers Toilet	accessible for special needs	toilets accessible for young children	schools Male and Female differ Toilet	Schools having Water swarage	schools have handwash	always have hand wash soap available	schools with functional handwash	Schools never hand wash Soap never	Schools with menstruation Sanitation Room	Schools having hand wash Soap sometimes menstruation sanitation	School all handwash accessible for Special need	School all handwash accessible for Children
Tigray	2,049	65%	16%	48%	95%	74%	51%	63%	67%	24%	38%	15%	70%	85%	24%	35%	34%	39%
Afar	533	43%	0%	48%	96%	75%	41%	52%	58%	38%	40%	11%	76%	52%	11%	22%	14%	13%
Amhara	8,886	83%	45%	41%	91%	86%	33%	51%	33%	17%	21%	13%	83%	252%	37%	40%	33%	44%
Oromiya	14,511	91%	57%	33%	91%	82%	43%	59%	50%	17%	17%	20%	79%	413%	36%	32%	44%	49%
Ethiopia-Somali	1,560	48%	14%	1%	65%	56%	44%	38%	44%	39%	31%	43%	112%	19%	14%	5%	6%	3%
Benishangul-Gumuz	573	83%	25%	41%	95%	70%	31%	44%	42%	15%	42%	16%	74%	73%	36%	38%	20%	14%
Gambella	259	76%	12%	84%	105%	106%	101%	106%	101%	103%	2%	25%	50%	0%	2%	0%	0%	0%
Harari	96	90%	26%	33%	92%	85%	36%	64%	47%	52%	50%	37%	88%	65%	44%	40%	35%	67%
Addis Ababa	778	95%	10%	8%	102%	99%	83%	93%	82%	90%	101%	63%	92%	14%	73%	18%	67%	77%
Dire Dawa	112	93%	9%	37%	74%	86%	38%	60%	51%	56%	59%	21%	87%	64%	67%	46%	39%	69%
National	29,357	83%	47%	35%	91%	82%	42%	57%	47%	21%	23%	24%	82%	246%	35%	32%	40%	47%

In addition to toilet facilities, Table 3.18 above has data on hand wash and water sewerage. At regional level, Gambella and Addis Ababa perform best in schools having water sewerage; whereas Addis Ababa is by far the top performing region in Hand Wash availability.

4. Secondary Education

Secondary education has two cycles; the first cycle covering grades 9-10 and the second cycle covering grades 11-12. The official secondary school age is between 15 and 18 years old.

Students take a national exam (Ethiopian General Secondary Education Certificate Examination) at the end of Grade 10, which certifies completion of secondary general education, and selects students who qualify for the next level of education: preparatory level. The preparatory level is the second cycle of secondary education and prepares students for university education. Those who do not fulfil the criteria for the preparatory level can be enrolled in Colleges of Teachers' Education and Technical and Vocational Education and Training (TVET) institutes.

Secondary school enrolment has expanded rapidly in the past 20 years, but has previously been found to disproportionately favor those in urban areas.

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

4.1. Secondary Gross Enrolment Ratio (GER)

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	Actual	
Grades 9–10, GER female	37	55	45.2	x
Grades 9–10, GER male	40	55	50.1	x

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

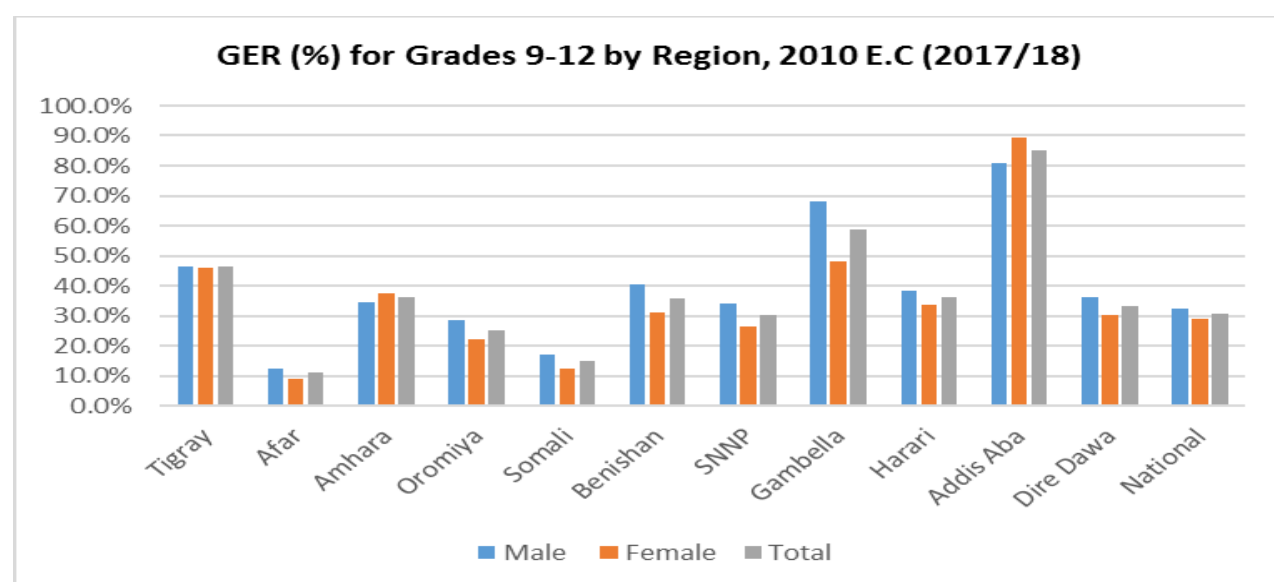
Transition from primary to secondary education is low nationally, with notable regional disparities.

The national GER of secondary grades (Grade 9-12) is 30.7% in 2010 E.C, this indicates that transition from primary to secondary education is low. Regional differences are notable, with Addis Ababa having the highest GER at 85.3%, followed by Gambella and Tigray with 58.6% and 46.3% respectively. Nationally the GER for males is higher compared to females, however in Amhara and Addis Ababa 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, 2010 E.C. (2017/18)

Region	Gross Enrolment			Population Age 15-18			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	113.7	109.6	223.3	244.0	238.3	482.3	46.6%	46.0%	46.3%
Afar	10.1	6.1	16.2	81.7	65.9	147.6	12.4%	9.2%	11.0%
Amhara	325.1	343.5	668.6	936.3	916.7	1,853.0	34.7%	37.5%	36.1%
Oromiya	501.0	382.4	883.4	1,756.3	1,729.3	3,485.6	28.5%	22.1%	25.3%
Somali	41.6	23.9	65.6	240.1	191.8	432.0	17.3%	12.5%	15.2%
Benishan	20.6	15.4	36.0	50.7	49.4	100.1	40.6%	31.2%	36.0%
SNNP	324.0	250.7	574.7	950.0	942.3	1,892.3	34.1%	26.6%	30.4%
Gambella	13.7	8.8	22.5	20.1	18.3	38.4	68.2%	48.0%	58.6%
Harari	4.0	3.5	7.5	10.3	10.3	20.6	38.5%	33.9%	36.2%
Addis Aba	70.0	86.2	156.3	86.7	96.4	183.1	80.8%	89.4%	85.3%
Dire Dawa	6.9	5.8	12.7	19.0	19.4	38.4	36.2%	30.1%	33.1%
National	1,430.8	1,236.0	2,666.7	4,395.3	4,278.1	8,673.4	32.6%	28.9%	30.7%

Figures presented as thousands

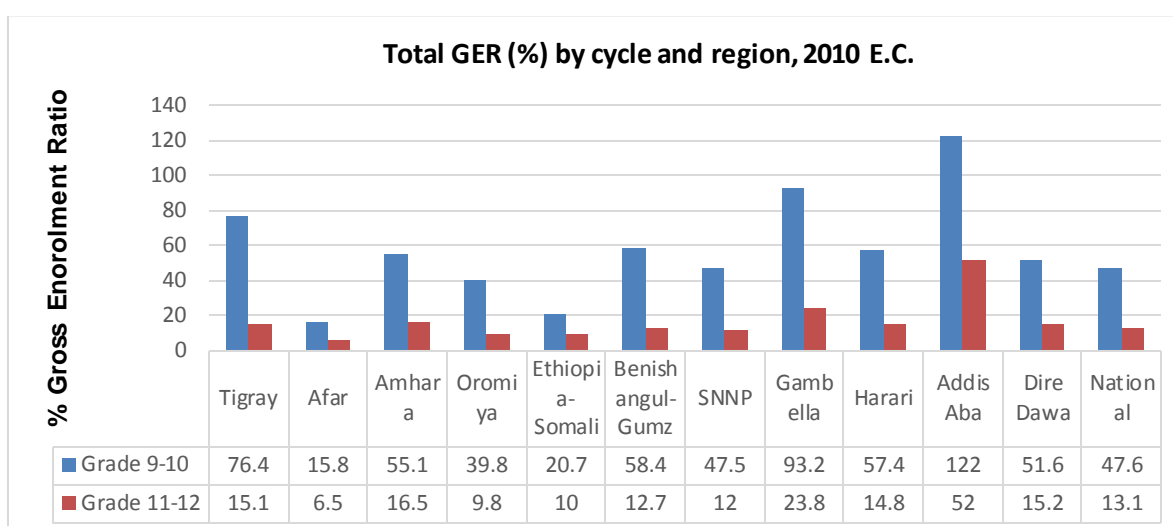
Chart 4.1 GER for Grades 9-12 by Region, 2010 E.C. (2017/18)

Transition from first cycle to second cycle secondary education is low, likely due to high numbers of students joining Technical and Vocational Education and Training (TVET), and other training centers.

Approximately 80% of students from the first cycle secondary are expected to join TVET, CTEs, and other training centers, which are clearly reflected in the drop in GER between the two cycles. Table 4.2 and Chart 4.2 below show that nationally the GER drops from 47.6% for Grades 9-10 to 13.1% for Grades 11-12. High levels of enrolment are observed in Addis Ababa, Gambella and Tigray in Grade 9-10. Addis Ababa has a GER over 100% for Grades 9-10; which may be the result of students enrolling outside of the official school admission age.

Table 4.2 Secondary GER Split by Cycle, 2010 E.C. (2017/18)

	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	75.3	77.6	76.4	16.8	13.3	15.1
Afar	18.2	12.9	15.8	7.1	5.7	6.5
Amhara	51.9	58.4	55.1	17.2	15.9	16.5
Oromiya	44.6	34.9	39.8	11.2	8.3	9.8
Somali	23.8	17.0	20.7	11.4	8.1	10.0
Benishang	66.3	50.2	58.4	13.7	11.6	12.7
SNNP	53.1	41.8	47.5	13.7	10.3	12.0
Gambella	100.7	84.9	93.2	35.4	11.1	23.8
Harari	61.2	53.5	57.4	15.2	14.4	14.8
Addis Aba	113.7	129.7	122.0	49.4	54.2	52.0
Dire Dawa	56.2	47.1	51.6	16.4	14.0	15.2
National	50.1	45.2	47.6	14.3	11.8	13.1

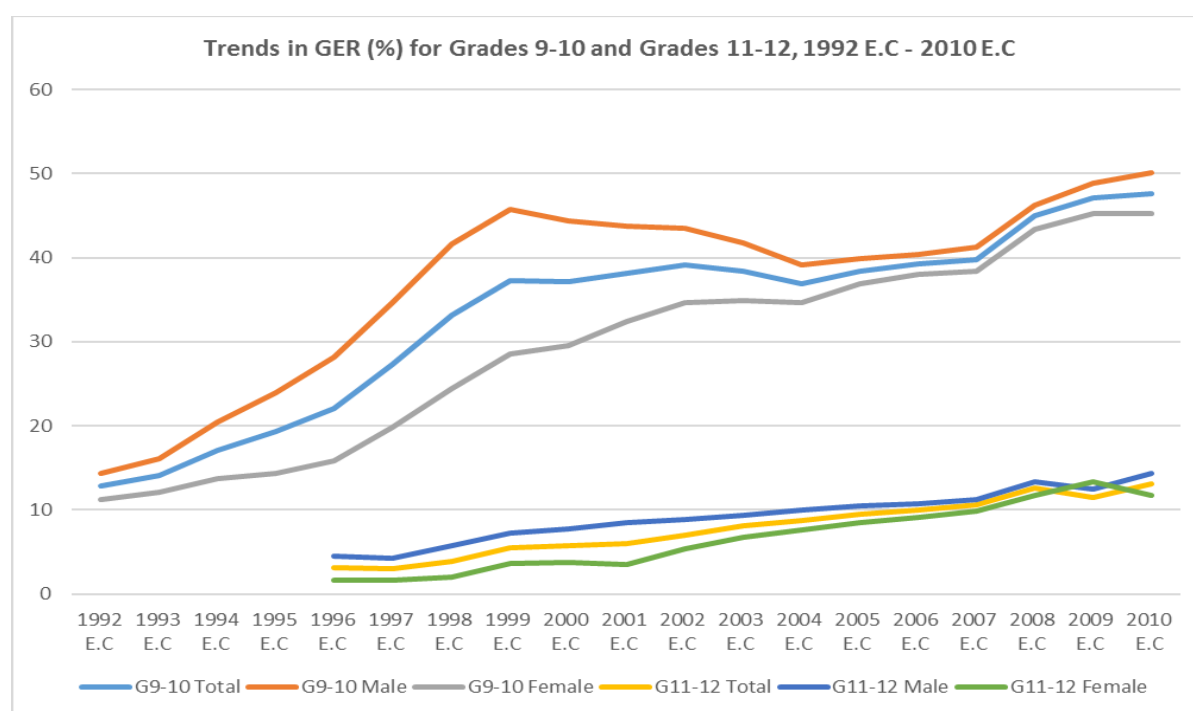
Chart 4.2 GER Split by First and Second Cycle, 2010 E.C. (2017/18)

Secondary enrolment has gradually improved over time, but GER targets for the year have not been met.

Table 4.3 and Chart 4.3 below show the GER trend over time, starting from 1992 E.C. to 2002 E.C. There have been incremental improvements in enrolment in both cycles, other than a decline in Grade 9-10 enrolment between 2003 E.C. and 2005 E.C. The latest figures indicate that there has been an increase in 2010 E.C. enrolment. The ESDP V target GER for Grade 9-10 GER for 2010 E.C. have not been met. Grade 11-12 GER also shows a slow increase since 1996 E.C. to 2010 E.C.

Table 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 1992 E.C.–2010 E.C.

	GRADE 9-10			GRADE 11-12		
	Male	Female	Total	Male	Female	Total
1992E.C(1999-2000)	14.4	11.2	12.8			
1993E.C(2000-2001)	16.1	12.1	14.1			
1994E.C(2001-2002)	20.4	13.7	17.1			
1995E.C(2002-2003)	24.0	14.3	19.3			
1996E.C(2003-2004)	28.2	15.9	22.1	4.5	1.7	3.2
1997E.C(2004-2005)	34.6	19.8	27.3	4.3	1.7	3.0
1998E.C(2005-2006)	41.6	24.5	33.2	5.7	2.0	3.9
1999E.C(2006-2007)	45.7	28.6	37.3	7.3	3.7	5.5
2000E.C(2007-2008)	44.4	29.6	37.1	7.8	3.8	5.8
2001E.C(2008-2009)	43.7	32.4	38.1	8.5	3.5	6.0
2002E.C(2009-2010)	43.5	34.7	39.1	8.9	5.4	7.0
2003E.C(2010-2011)	41.8	34.9	38.4	9.4	6.7	8.1
2004E.C(2011-2012)	39.1	34.6	36.9	10.0	7.6	8.8
2005E.C(2012-2013)	39.9	36.9	38.4	10.5	8.5	9.5
2006E.C(2013-2014)	40.4	38.0	39.3	10.7	9.1	10.0
2007E.C(2014-2015)	41.3	38.4	39.8	11.3	9.9	10.6
2008E.C(2015-2016)	46.2	43.4	45.0	13.4	11.7	12.6
2009E.C(2016-2017)	48.9	45.2	47.1	12.5	13.4	11.5
2010E.C(2017-2018)	50.1	45.2	47.6	14.3	11.8	13.1

Chart 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 1992 E.C. – 2010 E.C.

4.2. Secondary Net Enrolment Ratio (NER)

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Grades 9–10, NER female	21	34	24.3	x
Grades 9–10, NER male	20	34	23.8	x

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

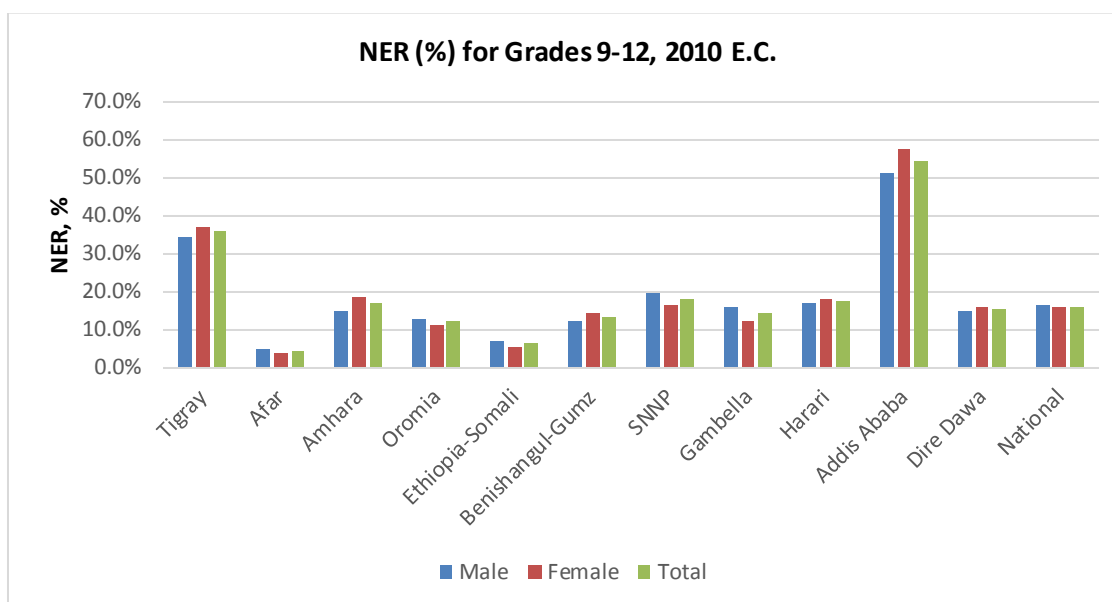
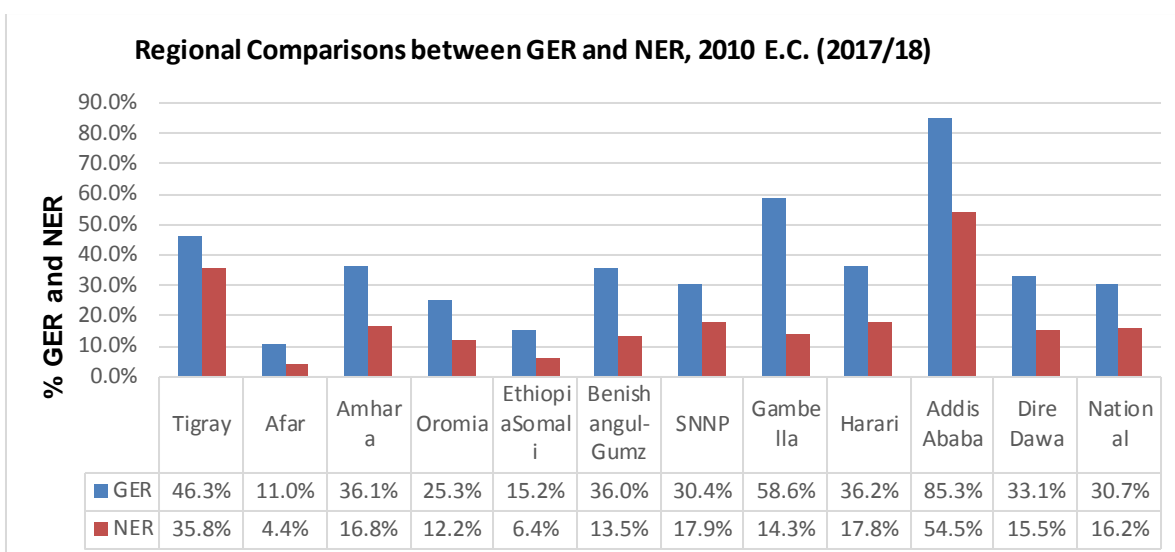
Children enrolled in secondary education are more likely to be the correct age when compared to primary education.

Nationally, NER for Grades 9–12 is 16.2% and there is a small difference, 0.1 percentage points, between males and females. Addis Ababa has the highest NER at 54.5%, showing that most students in this region enrolled at the official school age. Nationally the gap between GER and NER is smaller than seen at primary level, indicating that if a student has enrolled in secondary level they are more likely to be the correct age.

Table 4.4 NER for Grades 9–12, 2010 E.C. (2017/18)

Region	Net Enrolment Grade 9 to 12			Population Age 15–18			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	84.3	88.2	172.5	244.0	238.3	482.3	34.6%	37.0%	35.8%
Afar	4.0	2.5	6.6	81.7	65.9	147.6	4.9%	3.9%	4.4%
Amhara	141.1	169.5	310.6	936.3	916.7	1,853.0	15.1%	18.5%	16.8%
Oromia	225.0	198.6	423.7	1,756.3	1,729.3	3,485.6	12.8%	11.5%	12.2%
Ethiopia-Somali	17.1	10.7	27.8	240.1	191.8	432.0	7.1%	5.6%	6.4%
Benishangul-Gumuz	6.3	7.2	13.5	50.7	49.4	100.1	12.4%	14.5%	13.5%
SNNP	186.3	153.3	339.6	950.0	942.3	1,892.3	19.6%	16.3%	17.9%
Gambella	3.2	2.2	5.5	20.1	18.3	38.4	16.1%	12.2%	14.3%
Harari	1.8	1.9	3.7	10.3	10.3	20.6	17.3%	18.2%	17.8%
Addis Ababa	44.3	55.4	99.7	86.7	96.4	183.1	51.1%	57.5%	54.5%
Dire Dawa	2.8	3.1	5.9	19.0	19.4	38.4	14.9%	16.1%	15.5%
National	716.3	692.7	1,409.0	4,395.3	4,278.1	8,673.4	16.3%	16.2%	16.2%

Figures presented as thousands

Chart 4.4 NER for Grades 9-12, 2010 E.C. (2017/18)**Chart 4.5 Comparisons between GER and NER for Grades 9-12 by Region, 2010 E.C. (2017/18)**

Regionally, only Addis Ababa and Tigray meet the NER targets for 2010 E.C., nationally the targets were missed.

The split between Grades 9-10 and Grades 11-12 shows the expected decrease between the two cycles. The ESDP V target NER of 34 for Grades 9 - 10 was missed. Only Addis Ababa, and Tigray achieved the target NER regionally, however 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 institutes.

Table 4.5 Comparison of NER in Grades 9-10 and 11-12 by Region, 2010 E.C. (2017/18)

Region	NER Grade 9-10			NER Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	62.2%	58.7%	55.4%	9.6%	10.7%	11.8%
Afar	5.1%	5.9%	6.7%	2.5%	2.8%	3.0%
Amhara	27.6%	24.5%	21.4%	8.6%	8.4%	8.2%
Oromia	17.6%	18.3%	19.1%	4.6%	5.2%	5.7%
Ethiopia-Somali	6.8%	7.7%	8.5%	3.3%	4.0%	4.4%
Benishangul-Gumuz	21.1%	19.5%	17.9%	7.0%	6.7%	6.4%
SNNP	24.6%	26.8%	29.0%	6.8%	7.8%	8.9%
Gambella	20.2%	21.6%	22.8%	4.1%	6.6%	8.9%
Harari	22.8%	22.2%	21.5%	11.2%	11.0%	10.8%
Addis Ababa	70.5%	66.1%	61.5%	36.8%	35.3%	33.6%
Dire Dawa	21.6%	20.4%	19.2%	8.2%	8.3%	8.4%
National	24.3%	24.0%	23.8%	7.0%	7.4%	7.7%

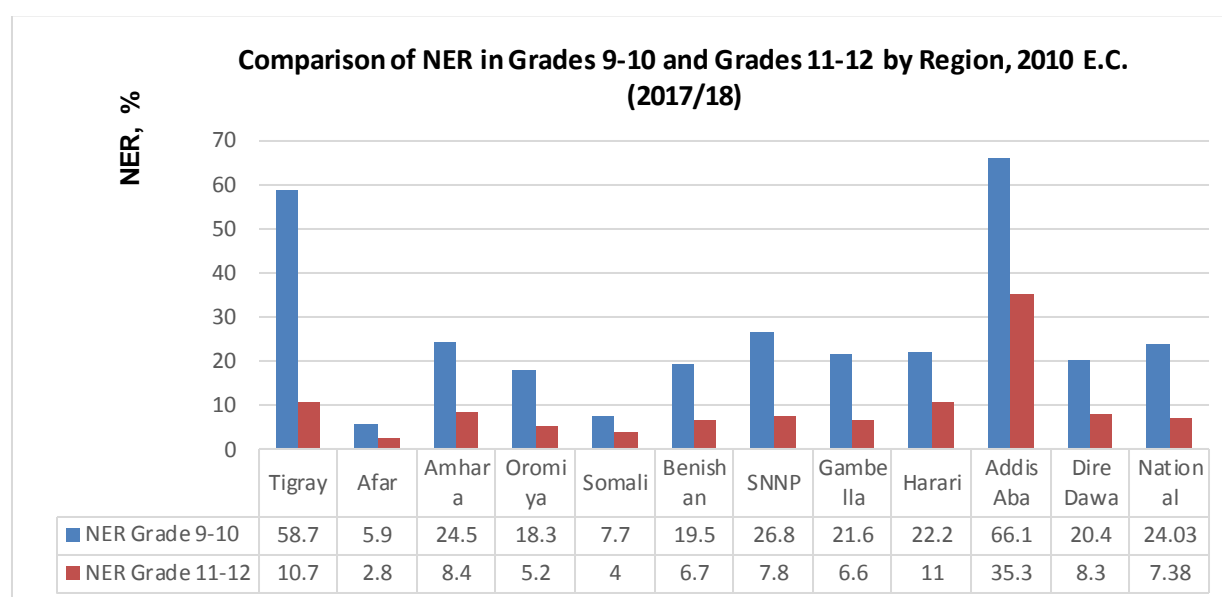
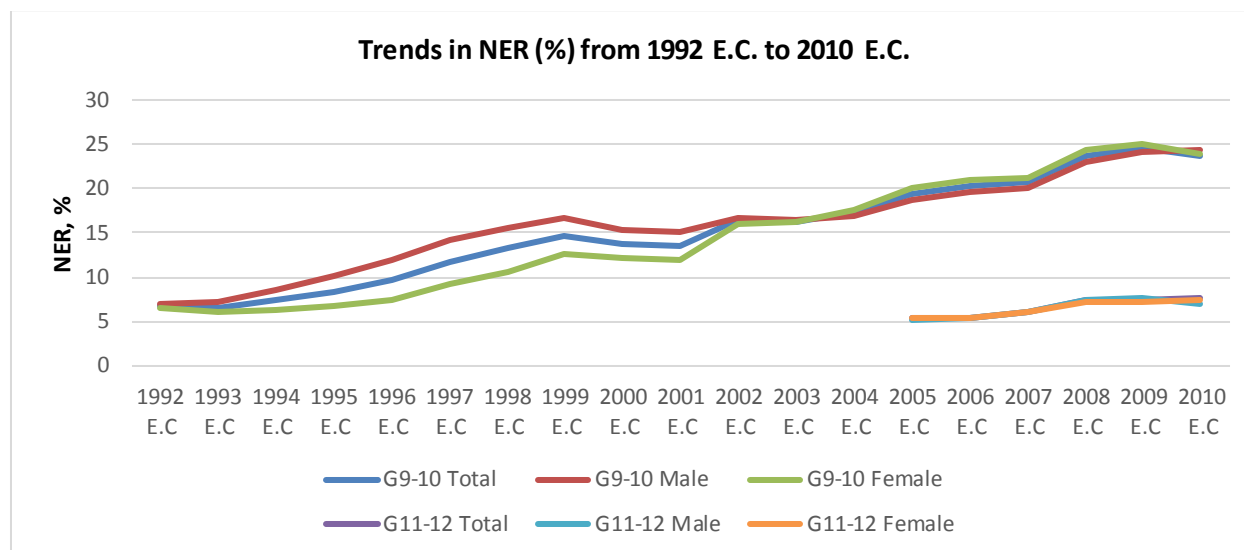
Chart 4.6 Comparison of NER in Grades 9-10 and Grades 11-12 by Region, 2010 E.C. (2017/18)

Table 4.6 below shows the trend for NER, since 1992 E.C. for grades 9-10 and from 2005 E.C. for grades 11-12. The NER for grades 9-10 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 didn't have long history before 2005 E.C. In general, Even though there is a small increase over the last 4 years, both grades 9-10 and grades 11-12 has been decreased by 1.08 and 0.18 percentage points respectively from the last year.

Table 4.6 Trends in NER, 1992 E.C. - 2010 E.C.

Year	NER Grade 9-10			NER Grade 11-12		
	Total	Male	Female	Total	Male	Female
1992E.C(1999-2000)	6.8	7.0	6.6			
1993E.C(2000-2001)	6.6	7.1	6.1			
1994E.C(2001-2002)	7.4	8.6	6.2			
1995E.C(2002-2003)	8.4	10.1	6.7			
1996E.C(2003-2004)	9.8	12.0	7.5			
1997E.C(2004-2005)	11.8	14.2	9.3			
1998E.C(2005-2006)	13.2	15.5	10.7			
1999E.C(2006-2007)	14.7	16.8	12.6			
2000E.C(2007-2008)	13.8	15.4	12.2			
2001E.C(2008-2009)	13.5	15.0	11.9			
2002E.C(2009-2010)	16.4	16.8	16.1			
2003E.C(2010-2011)	16.3	16.4	16.2			
2004E.C(2011-2012)	17.3	16.9	17.6			
2005E.C(2012-2013)	19.4	18.8	20.1	5.4	5.2	5.3
2006E.C(2013-2014)	20.2	19.6	20.9	5.5	5.5	5.5
2007E.C(2014-2015)	20.7	20.1	21.2	6	6	6
2008E.C(2015-2016)	23.7	23.0	24.4	7.4	7.5	7.3
2009E.C(2016-2017)	24.6	24.1	25.1	7.4	7.6	7.2
2010E.C(2017-2018)	23.8	24.3	24.0	7.8	7.0	7.4

Chart 4.7 Trends in NER for 1992 E.C. -2010 E.C.



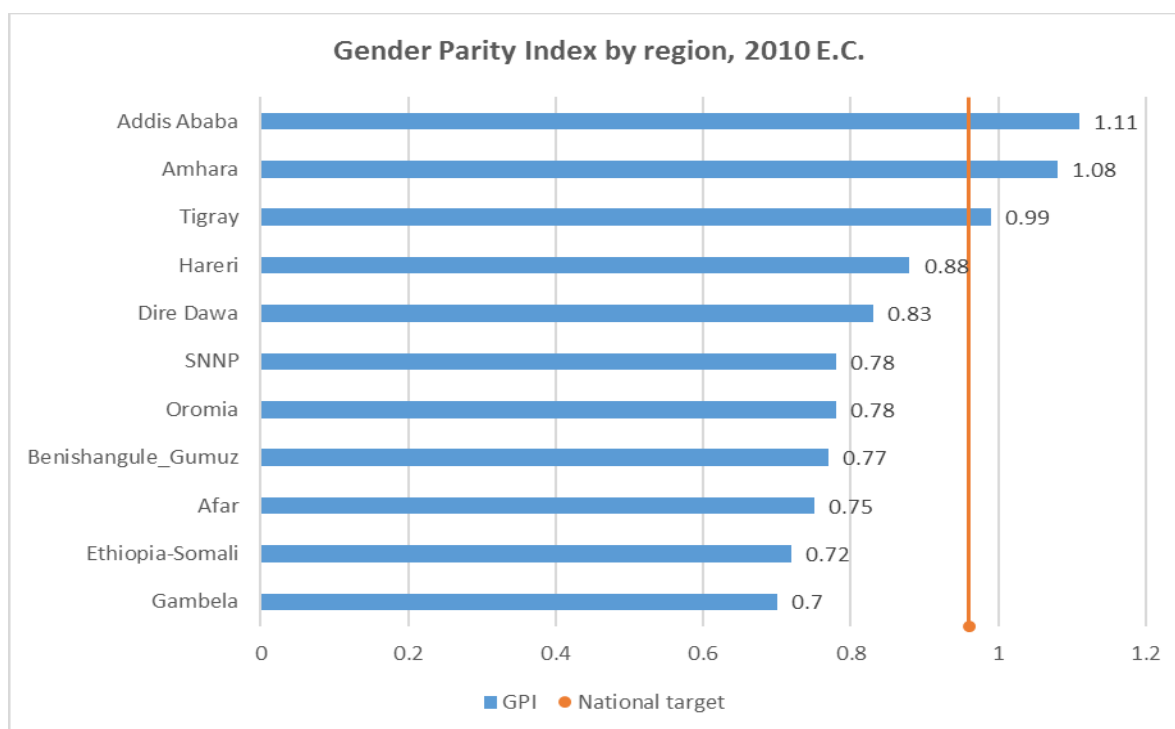
4.3. Gender Parity Index

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
GPI in Grades 9-12 (index)	0.91	0.96	0.89	x

The GPI target for 2010 E.C. has not been met; however Addis Ababa, Tigray and Amhara all perform beyond the target value.

The GPI for Grades 9-12 has not met the 2010 E.C. target of 0.96 at the national level. However, Addis Ababa, Tigray and Amhara perform beyond the target value. Equity is higher in Grades 9-10 national level. Gambella has the biggest difference in GPI between the two cycles, dropping from 0.84 in the first cycle to 0.31 for second cycle; 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 Amhara, Harari and Benishangul-Gumuz showing that more females in these regions continue to second cycle secondary grades compared to males than other regions.

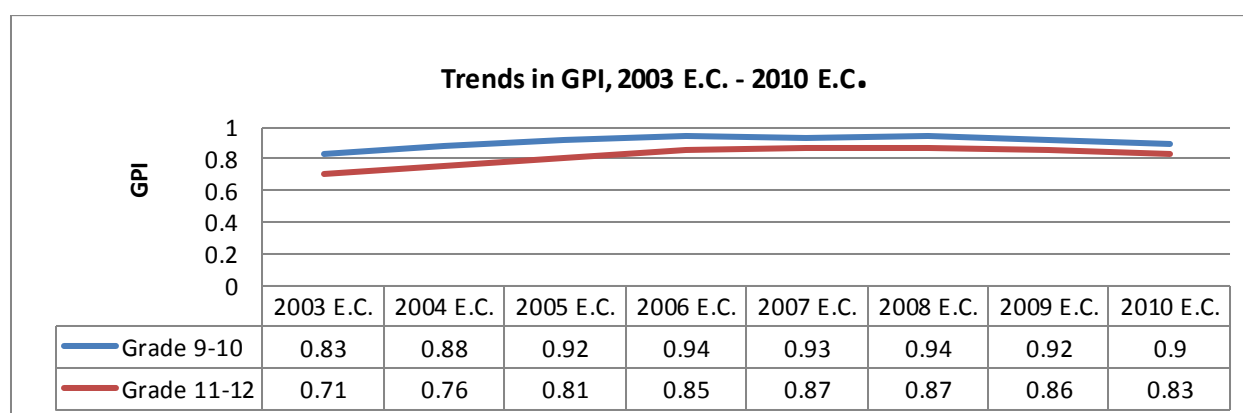
Chart 4.8 GPI for Secondary Schools by Region, 2010 E.C. (2017/18)



Trends show minimal change in gender parity between Grades 9-10, and only a small increase between Grades 11-12.

By the end of ESDP V, the target is to reach complete gender parity, with a GPI of 1. This will mean equal enrolment shares, with respect to school age population, between males and females. GPI trends over the last seven years shows that there has been no substantial increase in GPI from Grade 9-10, and only a slight increase for Grades 11-13.

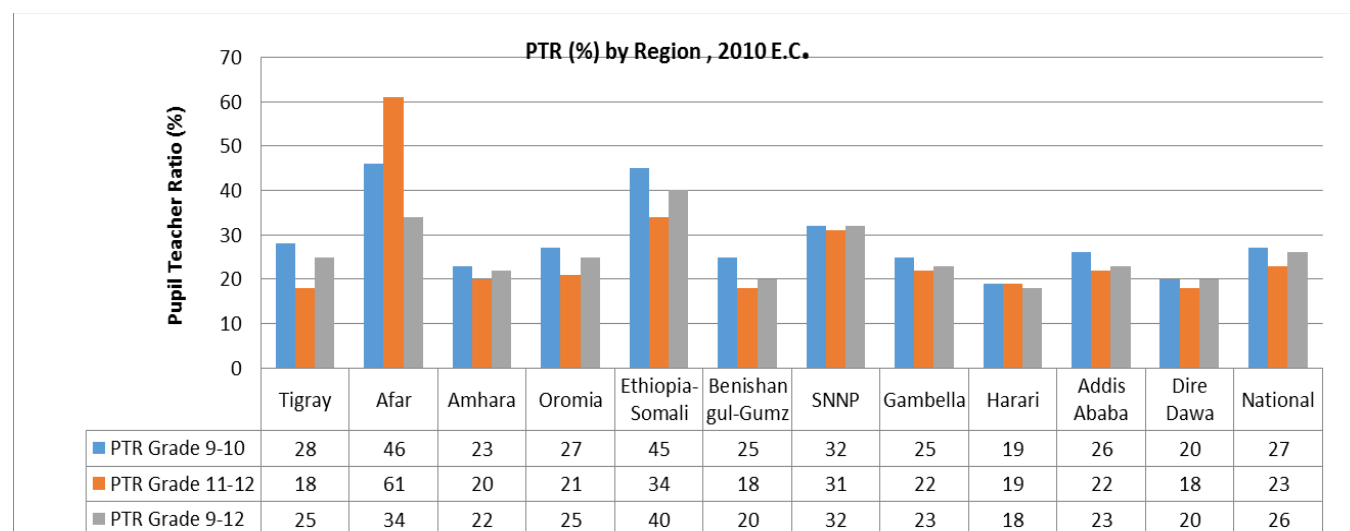
Chart 4.9 Trends in GPI, 2003 E.C.-2010 E.C.



4.4. Secondary Pupil Teacher Ratio

This indicator is useful for setting minimum standards 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.

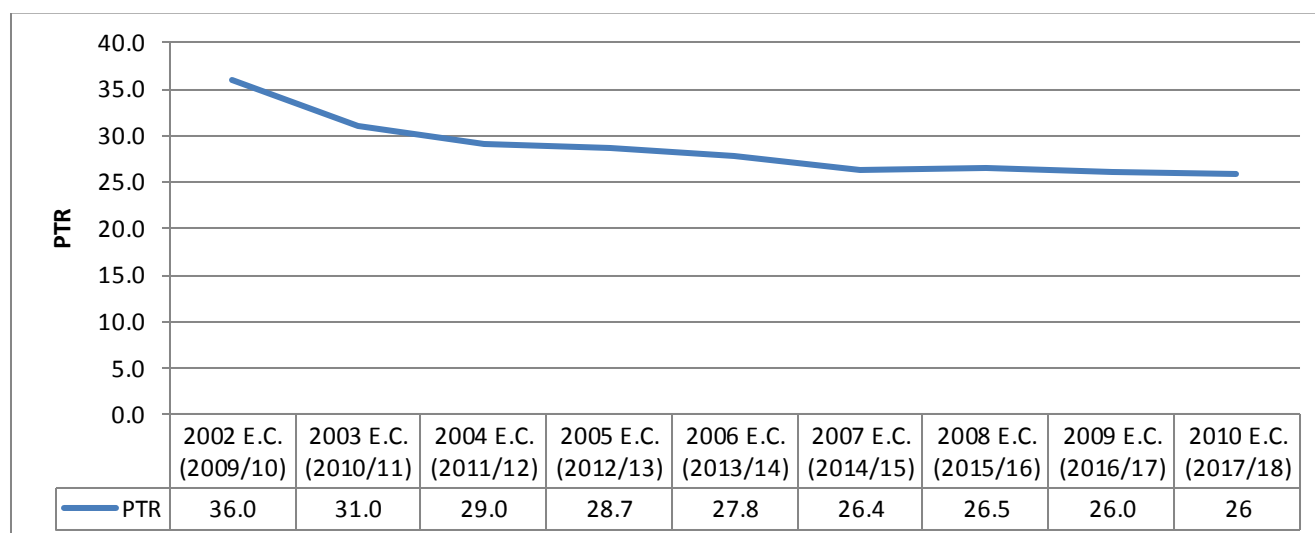
The PTR in secondary grades is 26 in 2010 E.C. similar to the previous year's result; the PTR in first cycle of secondary is higher compared to the PTR in second cycle, with the exception of Afar and Harari. In Ethiopia-Somali, the total PTR is unacceptably high.

Chart 4.10 PTR by Region, 2010 E.C. (2017/18)

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.

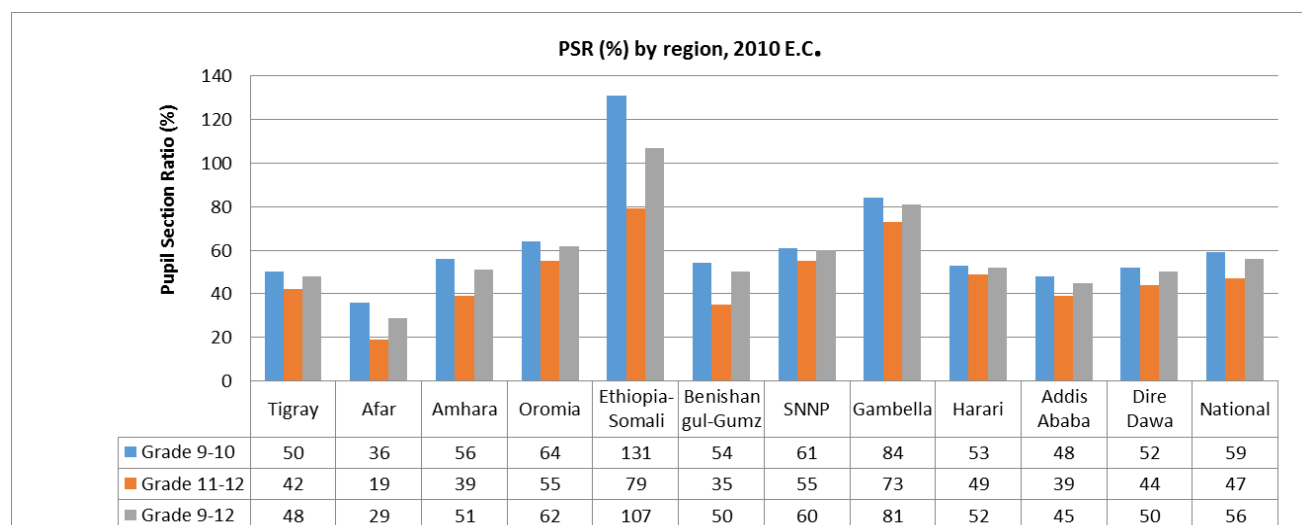
Table 4.7 Trends in PTR by Region, 2010 E.C. (2017/18)

	2002 E.C. (2009/10)	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)
Tigray	41.0	33.0	34.0	31.3	32.5	29.6	29.8	27.0	25.0
Afar	32.0	0.0	26.0	19.8	20.7	50.8	60.6	37.0	34.0
Amhara	36.0	29.0	27.0	27.8	26.5	23.1	24.6	23.0	22.0
Oromiya	39.0	33.0	31.0	29.9	27.4	25.8	25.7	25.0	25.0
Ethiopia-Somali	34.0	21.0	34.0	47.4	42.7	44.0	52.3	40.0	40.0
Benishangul-Gumuz	31.0	26.0	29.0	19.9	23.8	28.4	24.2	24.0	20.0
SNNP	42.0	35.0	34.0	30.2	31.4	22.9	29.8	29.0	32.0
Gambella	24.0	23.0	30.0	25.6	29.4	30.4	32.9	29.0	23.0
Harari	26.0	24.0	23.0	26.3	21.3	17.8	18.4	24.0	18.0
Addis Ababa	22.0	26.0	20.0	21.5	21.1	20.2	20.0	22.0	23.0
Dire Dawa	24.0	22.0	21.0	18.9	18.1	20.5	23.7	21.0	20.0
PTR (National)	36.0	31.0	29.0	28.7	27.8	26.4	26.5	26.0	26.0

Chart 4.11 National PTR Trend

4.5. Secondary Pupil Section Ratio

Nationally PSR is at 56 for grades 9-12, which is a 1 percentage point improvement from last year. It is higher in the first cycle compared to the second cycle. Ethiopia-Somali has the biggest variation between cycles, with 131 in the first cycle compared to 79 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 Afar, followed by Addis Ababa, indicating that students in these regions have better access to classroom facilities and are in a better conducive learning environment.

Chart 4.12 Pupil Section Ratios by Region, 2010 E.C. (2017/18)

4.6. Number of Schools

Nationally there are 3,597 secondary schools, with 40% found in Oromia. This is an increase of 204 (6%) schools nationally from 2009 E.C. Most new secondary schools were opened in Ethiopia-Somali and Tigray regions. 92.2% 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, 2010 E.C. (2017/18)

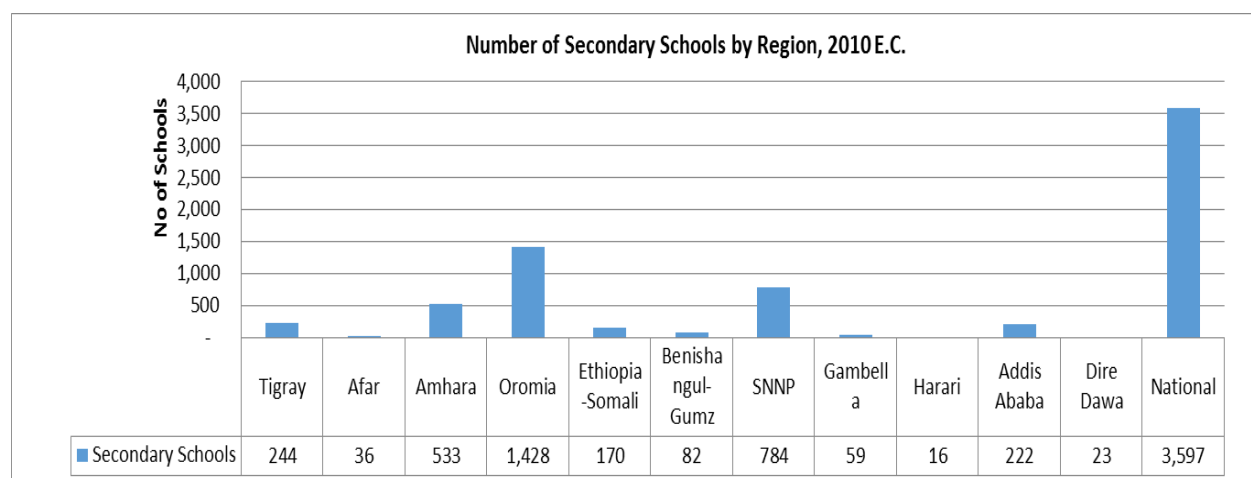
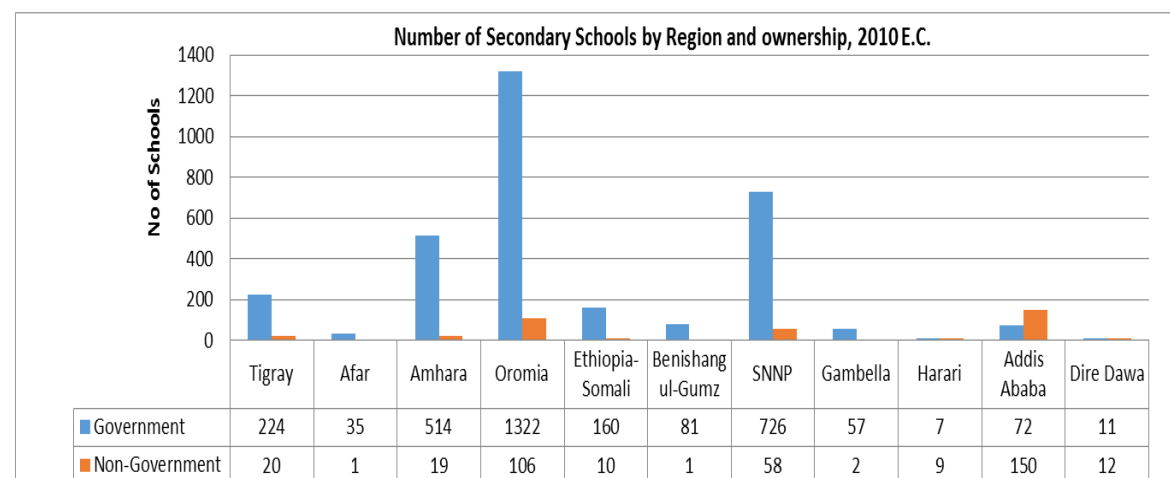


Chart 4.14 Numbers of Secondary Schools by Region and Ownership, 2010 E.C. (2017/18)



4.7. Textbooks and School Facilities

4.7.1. Number of Textbooks

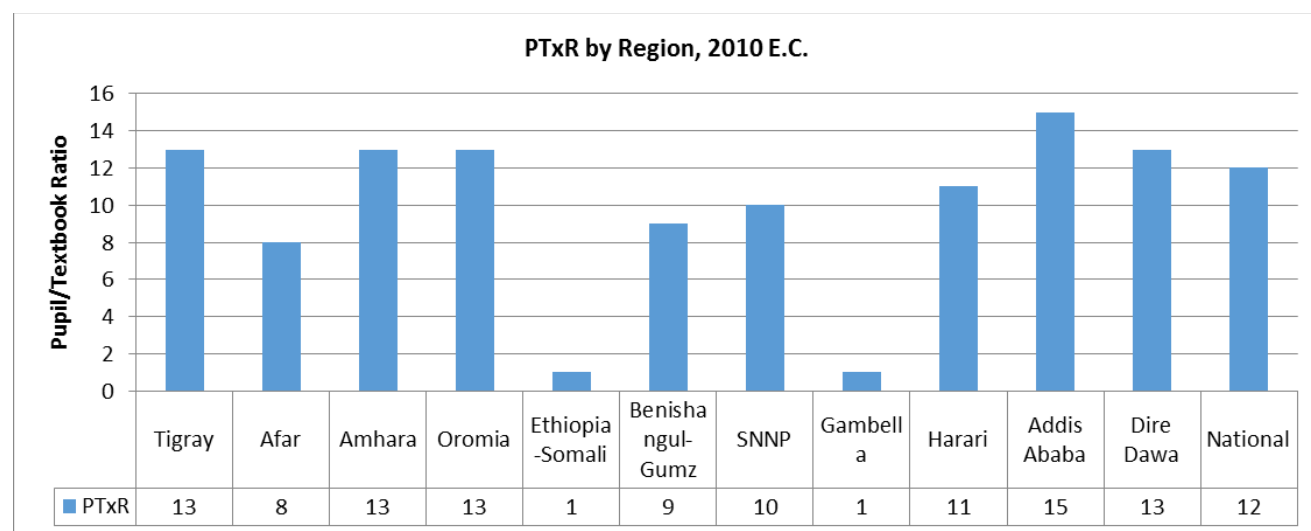
The pupil/textbook ratio (PTxR) is an important assessment of how much access to learning materials children receive when in school. Nationally the pupil/textbook ratio for secondary schools is 12; an increase since 2009, when it was at 10.3. This indicates that on average children have access to about 12 textbooks in school. There is wide regional variation with Addis Ababa having the highest pupil/textbook

ratio at 15. Ethiopia-Somali and Gambella have the lowest pupil/textbook ratio with one textbook per student. The total number of textbooks in secondary schools is 31.9 million.

Table 4.8 Numbers of Textbooks by Subject, 2010 E.C. (2017/18)

Textbooks	Number
Amharic	2,386,319
Local language	1,481,423
English	2,900,998
Mathematics	2,992,857
Biology	2,942,106
Chemistry	2,903,709
Physics	2,955,878
Geography	2,551,044
History	2,281,604
Civics & Ethical Edu	3,050,158
Physical education	1,605,512
Computer /IT	2,748,684
Technical Drawing	486,009
Ethiopian Economy	53,475
General Business	281,730
General Economics	242,002
Other	61,353
Total	31,924,861

Chart 4.15 Pupil/Textbook Ratios by Region, 2010 E.C. (2017/18)



4.7.2. School Facility Indicators

It can be calculated that nationally 68% of secondary schools have electricity available, with majority of the source is hydropower; 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 items in the questionnaire in some regions.

Table 4.9 School Facility Indicators on Electricity and Multimedia Teaching, 2010 E.C. (2017/18)

Region	AVAILABILITY OF ELECTRICITY (No OF SCHOOLS)	SOURCE OF ELECTRICITY					OTHER ELECTRICITY SOURCE	FUNCTIONAL GENERATORS	FUNCTIONAL PLASMA	NON FUNCTIONAL PLASMA	AVAILABILITY OF VSAT DISH	FUNCTIONAL VSAT DISH	AVAILABILITY OF COMPUTERS (No OF SCHOOLS)	FUNCTIONAL COMPUTERS	NON-FUNCTIONAL COMPUTERS	COMPUTERS USED FOR TEACHING	AVAILABILITY OF INTERNET LAB (No OF SCHOOLS)	COMPUTERS IN THE INTERNET LAB	AVAILABILITY OF VIDEO RECORDER (No OF SCHOOLS)	No OF VIDEO RECORDERS
		HYDROPOWER	SOLAR	GENERATOR	BIOGAS															
Tigray	164	140	2	3	-	-	1	974	156	100	43	155	3,512	941	3,369	37	897	9	17	
Afar	19	15	1	-	-	-	-	59	24	12	3	21	334	64	79	6	248	7	6	
Amhara	366	335	5	34	1	1	62	6,906	2,960	316	218	486	19,186	8,824	22,050	175	23,417	105	336	
Oromia	1,113	984	10	118	1	-	236	8,699	3,029	766	488	1,198	27,530	6,479	29,311	191	26,293	221	893	
Ethiopia-Somali SNNP	78	9	3	6	1	-	-	78	16	59	33	45	186	27	120	32	150	32	-	
Benishangul-Gumuz	36	29	5	8	2	-	1	253	142	34	14	51	551	718	711	7	34	9	59	
Gambella	20	11	4	3	1	2	-	23	9	6	7	14	41	76	77	6	39	4	-	
Harari	16	16	#	-	-	-	1	178	21	9	6	16	677	277	333	7	284	9	163	
Addis Ababa	209	190	4	3	-	-	30	2,833	806	132	62	208	10,456	3,460	7,412	163	14,558	117	351	
DireDawa	17	19	#	1	-	-	-	145	114	12	5	18	678	271	501	10	3,013	6	16	
National	2,038	1,748	34	176	6	3	331	20,148	7,277	1,446	879	2,212	63,151	21,137	63,963	634	68,933	519	1,841	

4.7.3. WASH Facilities

Nationally, 66% of the schools that responded to water-related questions reported to have water, with only 42% having a protected source of water. More schools have water available 5 to 7 days per week than 2 to 4 or less than 2 days. 62% of schools reported to secure access to water to special needs students; Gambella and Addis Ababa performs the highest percentage in water availability for students with special needs.

Table 4.10 Water Access in Secondary Schools, 2010 E.C. (2017/18)

Region	Number responded to water	having water	have water Supply Functional	sources that are protected	sources that are	Schools with water Supply 5 to 7 days	Schools with water Supply 2 to 4 days	Schools with water Supply less than 2	schools with treated water	water accessible for special needs	accessible to young children
Tigray	243	64%	68%	4%	2%	63%	12%	6%	39%	56%	74%
Afar	37	43%	31%	48%	3%	25%	56%	5%	0%	56%	56%
Amhara	532	70%	62%	111%	5%	67%	20%	6%	23%	61%	70%
Oromiya	1,426	62%	44%	28%	5%	53%	20%	10%	22%	56%	58%
Ethiopia-Somali	170	54%	60%	66%	3%	30%	5%	0%	39%	68%	52%
Benishangul-Gumz	81	31%	44%	97%	8%	68%	12%	4%	20%	40%	52%
Gambella	58	97%	96%	0%	0%	0%	80%	14%	0%	102%	98%
Harari	16	75%	58%	5%	5%	58%	33%	13%	17%	50%	58%
Addis Ababa	218	92%	78%	2%	2%	77%	15%	4%	51%	87%	92%
Dire Dawa	23	96%	59%	9%	0%	68%	23%	9%	41%	59%	68%
National	2,804	66%	56%	42%	4%	57%	20%	7%	27%	62%	67%

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

On the other hand, 89% of secondary schools in the country have access to toilets, with the majority being improved toilets and only 24% of schools reporting to have traditional toilets. However, there are significant regional variations of schools with toilets. In overall, the majority of students' and teachers' toilets are reported as functional with 92% and 81% respectively.

Table 4.11 Toilet Facilities in Secondary Schools, 2010 E.C. (2017/18)

Region	number responded to water questions	have toilets	toilets that are traditional	toilets that are improved	schools with functional student	schools with functional Teachers Toilet	accessible for special needs	toilets accessible for young children	schools with Male and Female Toilet differ	Schools having Water swareage	schools have handwash	always have hand wash soap available	schools with functional handwash	Schools never hand wash Soap	Schools having hand wash Soap Sometimes	School all handwash accessible for Special need	School all handwash accessible for Children	Schools with menstruation PAD bin	Schools with menstruation PAD Other
Tigray	232	75%	14%	38%	96%	75%	54%	75%	69%	41%	50%	10%	80%	71%	18%	28%	30%	0%	1%
Afar	29	72%	5%	57%	100%	90%	48%	48%	57%	24%	52%	0%	64%	64%	18%	0%	18%	0%	3%
Amhara	531	96%	9%	63%	96%	90%	50%	59%	58%	37%	35%	11%	81%	162%	17%	41%	50%	18%	24%
Oromiya	1426	93%	35%	37%	88%	75%	45%	36%	64%	61%	39%	10%	64%	166%	21%	38%	41%	7%	17%
Ethiopia-Somali	170	46%	20%	1%	82%	77%	71%	51%	67%	61%	51%	88%	113%	0%	5%	0%	0%	0%	0%
Benishangul-Gumz	75	79%	20%	51%	92%	75%	32%	44%	63%	19%	22%	15%	85%	131%	69%	23%	23%	8%	16%
Gambella	58	88%	0%	104%	110%	108%	102%	104%	104%	106%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Harari	15	100%	0%	47%	100%	93%	27%	53%	73%	60%	73%	9%	91%	73%	36%	27%	64%	67%	13%
Addis Ababa	213	94%	10%	6%	100%	96%	75%	90%	84%	94%	100%	53%	93%	24%	17%	58%	68%	24%	11%
Dire Dawa	22	91%	5%	15%	100%	95%	50%	65%	70%	60%	85%	18%	76%	59%	18%	24%	41%	32%	0%
National	2771	89%	24%	40%	92%	81%	51%	50%	66%	57%	44%	21%	76%	121%	19%	39%	45%	10%	15%

5. Examination Results

There are two National Examinations in Ethiopia,

- The Ethiopian General Secondary Education Certificate Examination (EGSECE) to be given at the end of Grade 10, and
- The Ethiopian Higher Education Entrance Certificate Examination (EHEECE) to be given at Grade 12

“A regional examination is given at grade 8 in each region throughout the country”

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 10 Examination

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Grade 10 students that score 2.0 or above (pass mark) in EGSECE female	64	78	60	x
Grade 10 students that score 2.0 or above (pass mark) in EGSECE male	76	84	69	x

A total of 1,222,677 students were registered for the EGSECE; from which 1,205,789 of them took the exam.

A total of 1,205,789 students sat for grade 10 examination (EGSECE) in 2010 E.C., from which 47.2% of them were females. The share of females has been increased by 0.2 percentage points from last year.

Table 5.1 below shows the examination results by grade in each region, while the full list of exam results is available in the annex part of the abstract, which is a separate document available in the EMIS and ICT Directorate of MoE.

Table 5.1 Grade 10 Examination Results by Region and Sex, 2010 E.C. (2017/18)

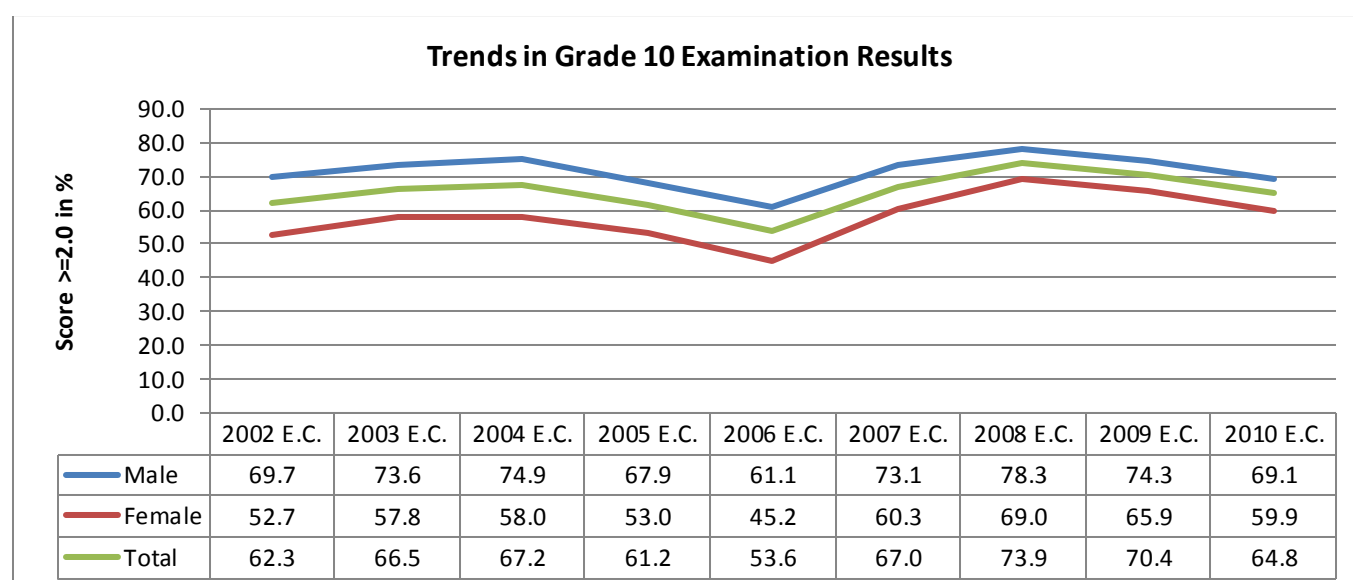
		Grade/Result																
Sex		<1.86	=1.86	=2.00	=2.14	=2.29	=2.43	=2.57	=2.71	=2.86	=3.00	=3.14	=3.29	=3.43	=3.57	=3.71	=3.86	=4.00
Tigray	M	20,041	4,943	4,844	4,259	3,518	2,603	2,244	1,831	1,705	1,460	1,155	743	465	288	254	321	282
	F	25,278	5,414	4,984	4,035	3,107	2,180	1,584	1,230	951	811	600	394	231	134	107	106	91
	T	45,319	10,357	9,828	8,294	6,625	4,783	3,828	3,061	2,656	2,271	1,755	1,137	696	422	361	427	373
Afar	M	1,696	410	443	466	488	498	436	351	299	256	198	139	100	56	23	6	3
	F	966	273	256	273	227	232	179	183	141	104	103	62	51	25	24	6	1
	T	2,662	683	699	739	715	730	615	534	440	360	301	201	151	81	47	12	4
Amhara	M	22,393	8,420	10,309	10,990	10,456	9,959	9,491	9,436	9,393	8,779	6,948	4,605	3,106	2,093	1,624	1,500	1,239
	F	35,199	12,714	14,251	14,439	13,153	11,925	10,581	9,277	8,056	6,842	4,877	2,792	1,724	1,049	693	650	372
	T	57,592	21,134	24,560	25,429	23,609	21,884	20,072	18,713	17,449	15,621	11,825	7,397	4,830	3,142	2,317	2,150	1,611
Oromia	M	26,338	10,661	12,782	13,512	14,196	14,733	15,568	16,690	17,951	19,219	18,413	16,200	12,256	8,290	5,067	3,157	1,539
	F	30,433	10,221	10,914	11,148	11,334	11,189	11,452	12,219	12,677	13,059	12,484	10,988	8,292	5,338	3,199	1,812	734
	T	56,771	20,882	23,696	24,660	25,530	25,922	27,020	28,909	30,628	32,278	30,897	27,188	20,548	13,628	8,266	4,969	2,273
Ethiopia-Somali	M	392	93	98	187	251	376	539	794	1,113	1,525	1,721	1,814	1,604	1,496	1,175	641	83
	F	143	38	47	74	130	204	248	379	564	760	908	1,009	852	744	536	269	37
	T	535	131	145	261	381	580	787	1,173	1,677	2,285	2,629	2,823	2,456	2,240	1,711	910	120
Benishangul-Gumuz	M	3,422	850	859	777	621	519	439	359	301	258	165	91	59	61	31	45	12
	F	2,569	650	652	618	515	374	314	254	204	128	87	68	40	19	11	19	3
	T	5,991	1,500	1,511	1,395	1,136	893	753	613	505	386	252	159	99	80	42	64	15
SNNP	M	67,486	18,512	17,622	14,817	11,273	8,319	6,261	4,973	4,405	3,669	2,315	1,490	938	618	583	768	551
	F	76,010	14,426	12,614	9,836	6,856	4,865	3,413	2,384	1,915	1,490	990	606	439	291	220	308	212
	T	143,496	32,938	30,236	24,653	18,129	13,184	9,674	7,357	6,320	5,159	3,305	2,096	1,377	909	803	1,076	763
Gambella	M	3,090	790	721	663	544	399	316	229	149	93	58	39	26	15	6	10	1
	F	2,902	497	427	321	258	169	116	62	28	28	7	12	14	2	3	6	-
	T	5,992	1,287	1,148	984	802	568	432	291	177	121	65	51	40	17	9	16	1
Harari	M	389	128	147	124	72	54	48	49	40	37	32	36	37	30	16	33	35
	F	536	136	126	120	88	47	40	37	42	33	48	29	17	19	16	24	17
	T	925	264	273	244	160	101	88	86	82	70	80	65	54	49	32	57	52
Addis Ababa	M	4,076	1,563	1,856	1,933	1,754	1,496	1,302	1,192	1,200	1,310	1,203	1,070	804	696	615	933	1,052
	F	6,240	2,266	2,578	2,663	2,233	1,814	1,548	1,323	1,234	1,297	1,362	1,148	934	735	630	998	883
	T	10,316	3,829	4,434	4,596	3,987	3,310	2,850	2,515	2,434	2,607	2,565	2,218	1,738	1,431	1,245	1,931	1,935
Dire Dawa	M	767	195	183	179	147	108	114	90	104	108	91	60	39	30	27	44	31
	F	951	212	173	139	115	96	82	70	88	82	47	50	45	21	14	23	18
	T	1,718	407	356	318	262	204	196	160	192	190	138	110	84	51	41	67	49
Abroad	M	6	-	3	7	7	4	10	11	25	25	26	27	6	5	8	6	-
	F	-	-	2	8	13	10	10	13	14	17	29	21	5	3	5	8	8
	T	6	-	5	15	20	14	20	24	39	42	55	48	11	8	13	14	8
Total	M	150,096	46,565	49,867	47,914	43,327	39,068	36,768	36,005	36,685	36,739	32,325	26,314	19,440	13,678	9,429	7,464	4,828
	F	181,227	46,847	47,024	43,674	38,029	33,105	29,567	27,431	25,914	24,651	21,542	17,179	12,644	8,380	5,458	4,229	2,376
	T	331,323	93,412	96,891	91,588	81,356	72,173	66,335	63,436	62,599	61,390	53,867	43,493	32,084	22,058	14,887	11,693	7,204

From the total number of students who sat for the exam, 64.78% of them scored 2.0, the pass mark, and above. On the other hand, from the total number of students who scored 2.0 and above, 43.7% are females.

Table 5.2 and Chart 5.1 below show the trend over the last 9 years for those who achieved the pass mark. The trend shows that, the percentage of students achieving the pass mark is decreasing for the last two consecutive years.

Table 5.2 Trends in Grade 10 Examination Results, 2002 E.C.-2010 E.C. (2009/10-2017/18)

	Total Scored ≥ 2.0			Total Sat for exam			Total Scored ≥ 2.0 (%)		
	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	58.0	67.2
2005 E.C.	283,783	179,478	463,261	417,941	338,696	756,637	67.9	53.0	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
2010 E.C.	439,851	341,203	781,054	636,512	569,277	1,205,789	69.1	59.9	64.8

Chart 5.1 Trends in Grade 10 Examination Results, 2002 E.C.-2010 E.C. (2009/10-2017/18)

5.2. Grade 12 Examination Results

In 2010 E.C. 98.05% of students scored over 200. This has a slight increase compared to last year's value, by 0.5 percentage points.

For this academic year, 350 is set as the pass mark for Grade 12. Among those who sat for the EHEECE, 52.9% scored 350 and above, and this has an increment of 11.6 percentage points from last year.

From the total number of students who scored 350 and above, 39.5% are females.

Table 5.4 Grade 12 Examination Results, 2010 E.C. (2017/18)

Score	Number	Score	Cumulative Number
<= 200	5,508	>= 0	281,974
201-225	9,217	> 200	276,466
226-249	14,645	> 225	267,249
250-275	20,899	> 249	252,604
276-300	24,137	> 275	231,705
301-325	28,026	> 300	207,568
326-349	30,480	> 325	179,542
350-375	35,811	> 349	149,062
376-400	34,564	> 375	113,251
401-425	30,039	> 400	78,687
426-450	22,218	> 425	48,648
451-475	13,079	> 450	26,430
476-500	6,869	> 475	13,351
501-525	3,431	> 500	6,482
526-550	1,758	> 525	3,051
551-575	871	> 550	1,293
576-600	330	> 575	422
601-700	92	> 600	92

6. Adult and Non Formal Education

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

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.

In several countries of the world Adult and Non-formal Education has been given for adults who are over 15 and under 60

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.

6.1. 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 the 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 target 19.4 million adults and youth to complete the two-year IFAE program in the plan period. From this, 7.2 million (35% of all illiterate 15–60 year olds) graduated from the two-year IFAE program (of whom 54% were female). The goal of ESDP V targets the remaining 13.2 Million Adults to complete the two year IFAE program in the plan period. From this, in 2010 E.C academic year, 1,328,249 Adults graduates in Year 2, with 56% (749,939) male and 44% (578,310) female.

6.2. Enrolment in IFAE Programs

In 2010 E.C. there are 4,941,062 adults Participated in Integrated Functional Adult Education programs. The majority of these adults are in Level 1 enrolment, with 55.5%. Nationally there are more males enrolled in IFAE, with 53.6% of the total share.

Regionally, Amhara has the highest number of enrolled adults in IFAE program with 41.6% of the national figure. In Tigray, Ethiopia-Somali, SNNP, Benishangul-Gumuz, Gambella and Addis Ababa regions there are more females enrolled than males. In all regions, there are more adults enrolled in year 1 compared to year 2 except Tigray region.

Table 6.1 Adult Enrolments by Region, Level and Sex, 2010 E.C. (2017/18)

Region	Level 1		Leve 2		Total			Percentage		
	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Tigray	79,674	88,189	90,302	91,742	169,976	179,931	349,907	48.6	51.4	7.1
Afar	7,729	5,689	3,484	2,551	11,213	8,240	19,453	57.6	42.4	0.4
Amhara	609,800	468,669	578,352	398,592	1,188,152	867,261	2,055,413	57.8	42.2	41.6
Oromia	333,050	262,433	211,895	151,787	544,945	414,220	959,165	56.8	43.2	19.4
Ethiopia-Somali	14,031	15,409	8,597	9,703	22,628	25,112	47,740	47.4	52.6	1.0
Benishangul-Gumuz	14,945	18,864	8,814	9,002	23,759	27,866	51,625	46.0	54.0	1.0
SNNP	371,603	424,068	299,599	322,258	671,202	746,326	1,417,528	47.4	52.6	28.7
Gambella	233	299	160	144	393	443	836	47.0	53.0	0.0
Harari	2,673	2,083	2,124	1,387	4,797	3,470	8,267	58.0	42.0	0.2
Addis Ababa	3,104	9,076	1,872	3,392	4,976	12,468	17,444	28.5	71.5	0.4
Dire Dawa	5,346	3,634	2,755	1,949	8,101	5,583	13,684	59.2	40.8	0.3
National	1,442,188	1,298,413	1,207,954	992,507	2,650,142	2,290,920	4,941,062	53.6	46.4	100

Note: Data for Gambella is of 2009 E.C

Chart 6.1 Adult Enrolments by Region and sex, 2010 E.C. (2017/18)

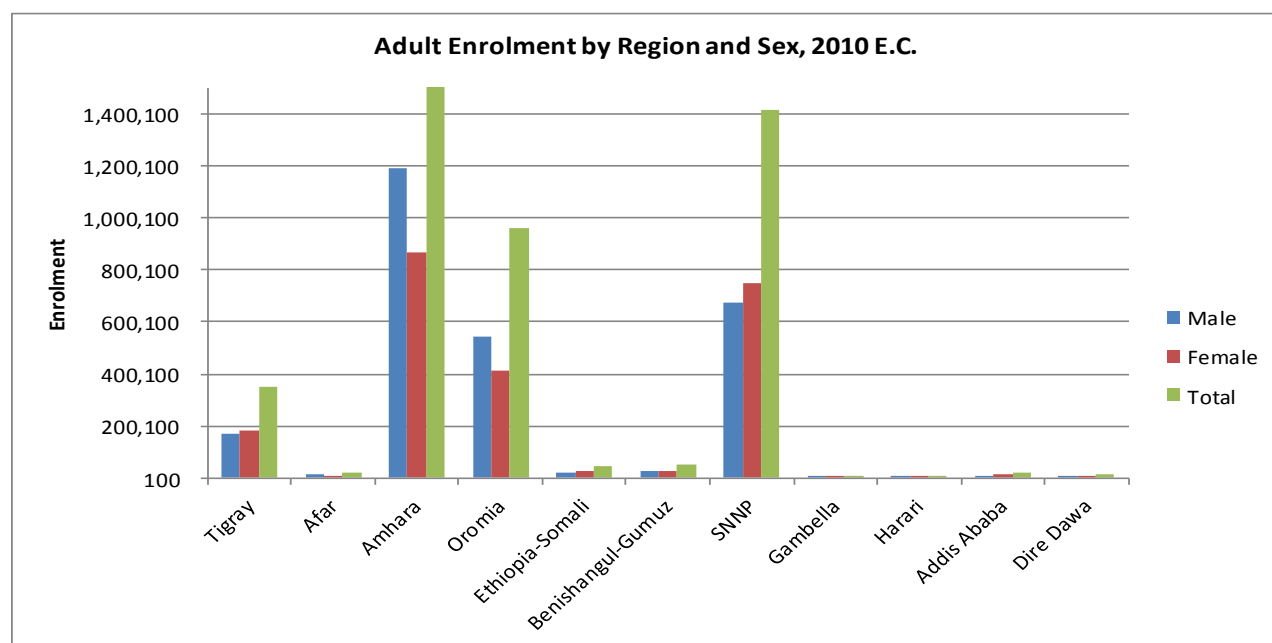
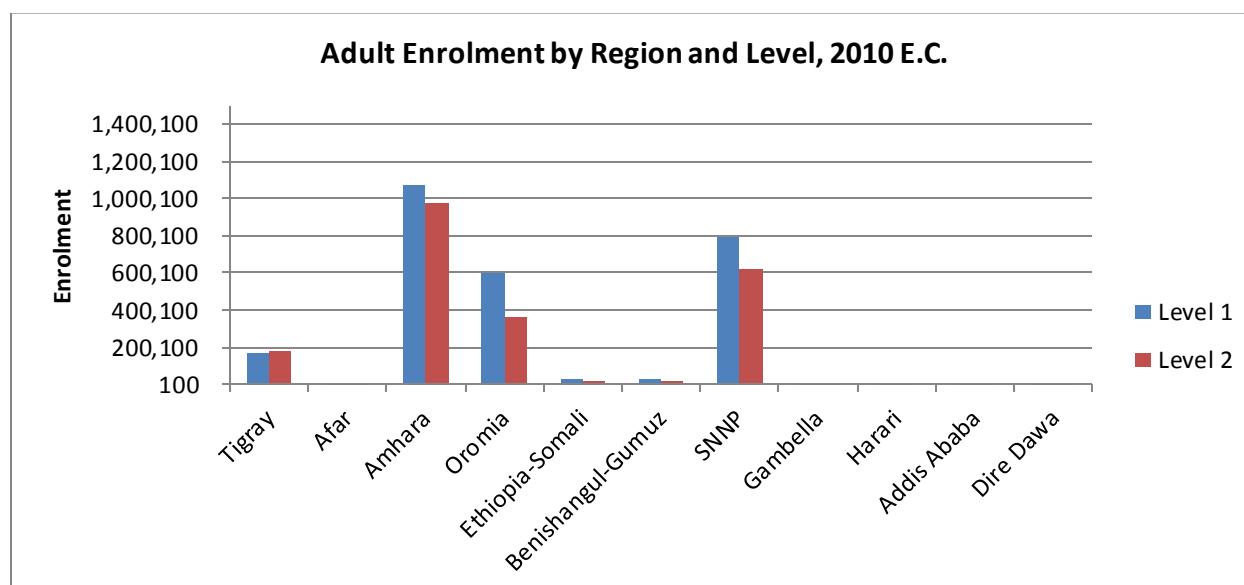


Chart 6.2 Adult Enrolments by Region and Year/Level, 2010 E.C. (2017/18)

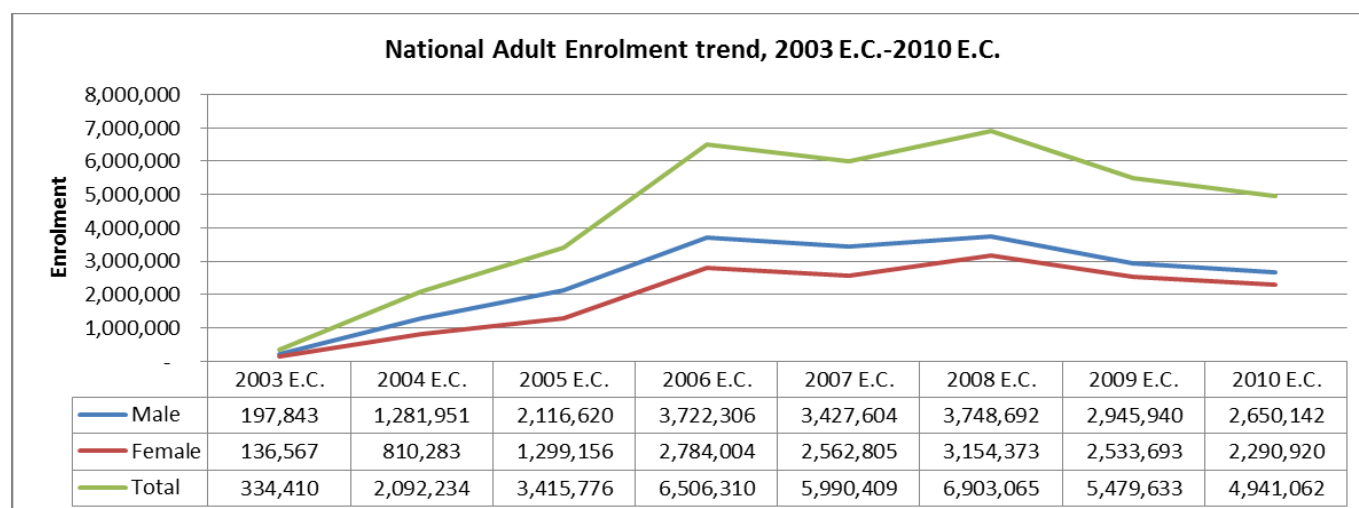
6.3. National Adult Enrolment Trend

The trend shows that since 2003 E.C., IFAE enrolment have been increased as the program has been rolled out across the country, however it has been decreased from 2008 E.C. up to 2010 E.C.

In general, male enrolment has remained consistently higher than female every year. When compared to 2009 E.C, IFAE participants of this year's data has been decreased by 9.8%.

Table 6.3 National Adult Enrolment Trend, 2003E.C-2010 E.C

Year	Gender	Tigray	Afar	Amhara	Oromiya	Ethiopia-Somali	Benishangul Gumuz	SNNP	Gambella	Harari	Addis Ababa	Dire Dawa	National
2003EC (2010/11)	Male	20	227	1,133	175,045	2,265	1,200	11,451	193	-	6,309	-	197,843
	Female	57	110	511	110,679	2,362	1,148	7,734	188	-	13,778	-	136,567
	Total	77	337	1,644	285,724	4,627	2,348	19,185	381	-	20,087	-	334,410
2004EC (2011/12)	Male	54,192	1,460	168,219	814,415	3,191	226,348	2,609	8,510	-	3,007	-	1,281,951
	Female	39,588	1,742	56,432	526,233	2,341	165,527	2,339	14,780	-	1,301	-	810,283
	Total	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)	Male	95,942	8,663	741,755	883,183	18,017	11,580	340,146	1,616	-	6,780	8,938	2,116,620
	Female	78,030	5,868	304,868	559,734	28,925	9,117	292,315	1,728	-	12,751	5,856	1,299,156
	Total	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)	Male	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
	Female	132,966	9,554	944,633	962,724	149,416	14,273	524,117	979	6,652	31,304	7,386	2,784,004
	Total	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)	Male	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
	Female	270,085	13,290	983,657	654,562	7,288	31,844	569,336	627	4,211	22,453	5,452	2,562,805
	Total	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)	Male	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
	Female	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
	Total	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)	Male	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
	Female	230,795	8,644	884,789	606,551	5,605	30,346	745,832	443	4,565	11,872	4,251	2,533,693
	Total	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
2010EC (2017/18)	Male	169,976	11,213	1,188,152	544,945	22,628	23,759	671,202	393	4,797	4,976	8,101	2,650,142
	Female	179,931	8,240	867,261	414,220	25,112	27,866	746,326	443	3,470	12,468	5,583	2,290,920
	Total	349,907	19,453	2,055,413	959,165	47,740	51,625	1,417,528	836	8,267	17,444	13,684	4,941,062

Chart 6.3 National Adult Enrolment Trend, 2003-2010 E.C

6.4. Graduates in IF AE Programs

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Illiterate 15–60 year olds who have graduated from two-year IF AE course female	0	79	43.5	x
Illiterate 15–60 year olds who have graduated from two-year IF AE course male	0	87	56.5	x

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

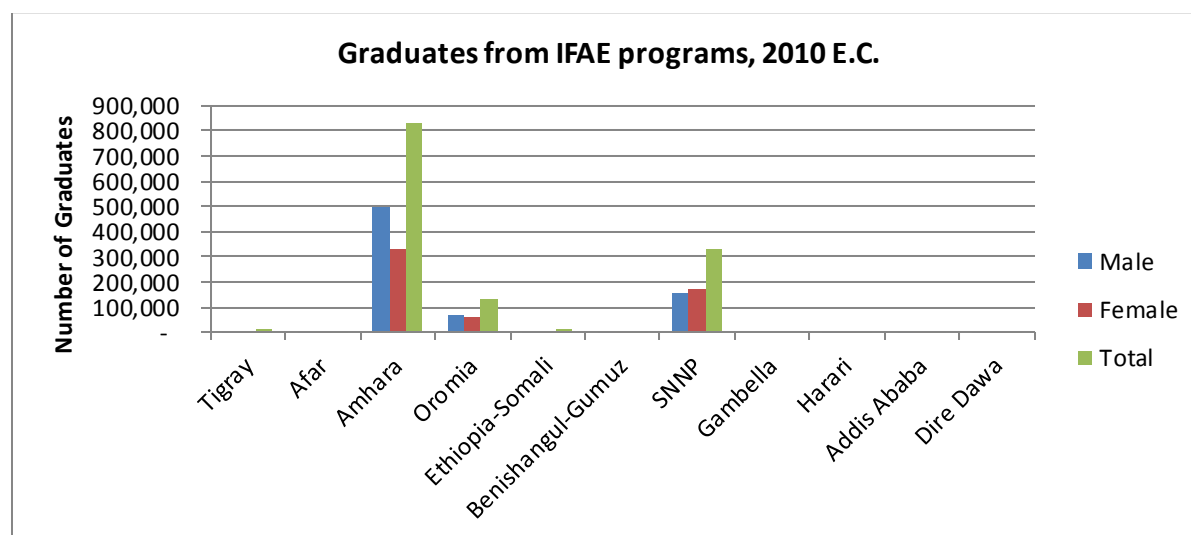
In 2010 E.C. 1,328,249 adults graduated from the program with a slight increase compared to 2009 E.C. graduates, which were 1,016,284.

When we compare the 2010 E.C year two enrolled adults (2,200,461) from the 2010 E.C total number of graduates, it can be observed that only 60.4% of the enrolled adults graduated in that year. This shows that there are many of the adults who start year two and do not complete the course. From the total graduates, 56.5 % are male and 43.5% female.

Table 6.4 Graduates from IFAE Programs, 2010 E.C. (2017/18)

Region	Graduates		
	Male	Female	Total
Tigray	7,405	3,113	10,518
Afar	2,045	1,446	3,491
Amhara	497,347	330,519	827,866
Oromia	72,476	58,567	131,043
Ethiopia-Somali	5,702	6,359	12,061
Benishangul-Gumuz	2,472	2,961	5,433
SNNP	160,223	170,854	331,077
Gambella			-
Harari	474	493	967
Addis Ababa	1,321	3,690	5,011
Dire Dawa	474	308	782
National	749,939	578,310	1,328,249

Note: Data for Gambella is not available in either 2008 or 2009 E.C.

Chart 6.4 Graduates from IFAE Programs, 2010 E.C. (2017/18)

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

6.5. IFAE Centers

There are 63,322 reported IFAE centers across all regions in 2010 E.C. Among the centers, 34.3% of them are found in regular school compounds. Compared to the 2009 E.C. number, the 2010 E.C IFAE centers are less by 22%.

Table 6.5 Adults' Learning Centers (IFAE Centers) by Region and Type, 2010 E.C. (2017/18)

Region	ABE Center	Edre Center	FAL Center	Farmers Association	Healthy Center	indeterminate	Others	Regular School Compound	Grand Total
Tigray	198	13	516	226	10	14	239	920	2,136
Afar	83	2	14	10	2	8	12	177	308
Amhara	1,766	1,385	4,853	1,418	145	116	8,504	12,563	30,750
Oromia	1,075	1,311	1,373	681	237	483	2,356	4,346	11,862
Ethiopia-Somali	113		6		2	48	29	146	344
Benshangul-Gumuz	85	62	34	91	4	19	28	323	646
SNNPR	738	1,649	955	1,162	249	2,761	6,066	2,927	16,507
Gambella	7			6		3			16
Harari	27	14	25	17		2	61	51	197
Addis Ababa	31	37	47	6		5	74	250	450
Dire Dawa	6	1	2	8		3	53	33	106
National	4,129	4,474	7,825	3,625	649	3,462	17,422	21,736	63,322

6.6. IFAE Facilitators

In 2010 E.C., there are 48,961 IFAE Facilitators across all regions; from which 64.1% are males and 35.9% are females. When we look at centers region wise, Amhara get the largest share with 36.6% of the total Facilitators, Oromia and SNNP followed.

Table 6.6 IFAE Facilitators by Region and Type, 2010 E.C. (2017/18)

Region	Adult Education																														Agriculture												Cooperatives												Grand Total
	Trained Trainer			Other			IFAL Expert			Specialist			Teacher			Extension Expert			Health Extension			Volunteer			ABE Facilitator			Expert			Undefined																								
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total																									
Tigray	176	135	311	56	37	93	332	339	671	28	13	41	12	11	23	3	1	4	3	1	4	4	2	6	2	2	4	2	1	3	5	1	6	1,166																					
Afar		10	10	1	18	19		25	25	1	14	15	8	102	110		4	4		18	18	1	5	6		10	10		1	1			218																						
Amhara	1,258	1,387	2,645	2,674	3,248	5,922	1,994	1,798	3,792	103	100	203	1,123	2,437	3,560	209	599	808	495	54	549	84	196	280	22	32	54	21	37	58	8	31	39	17,910																					
Oromia	424	717	1,141	469	963	1,432	1,619	3,009	4,628	396	689	1,085	1,768	4,778	6,546	52	145	197	158	45	203	85	269	354	46	109	155	13	25	38	232	442	674	16,453																					
Ethiopia-Somali		1	1							1	1	11	137	148										3	3						13	13	166																						
Benshangul-Gumuz	36	109	145	10	17	27	73	129	202		2	2	7	15	22	7	9	16	14	2	16		3	3	9	10	19				5	1	6	458																					
SNNPR	211	631	842	1,409	3,618	5,027	258	688	946	29	93	122	238	1,251	1,489	43	150	193	131	32	163	548	1,614	2,162	274	740	1,014	24	67	91				12,049																					
Gambella	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-																						
Harari		6	6			2	2	1	8	9			2	24	26	1	1	2						1	1						3	5	8	54																					
Addis Ababa	73	15	88	105	53	158	55	26	81	15	4	19	34	32	66	1	3	4	15	10	25	18	12	30				2	2	4	1	1	476																						
Dire Dawa	1	1	2		1	1		5	5					1	1																2	2	11																						
National	2,179	3,012	5,191	4,724	7,955	12,681	4,333	6,020	10,358	581	916	1,488	3,203	8,788	11,991	316	912	1,228	816	162	978	740	2,101	2,841	353	907	1,260	62	133	195	254	495	749	48,961																					

7. Special Needs Education

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

Special needs education is 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.

Inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments.

Inclusive education requires identifying barriers that hinder learning and reducing or removing these barriers in schools, vocational training centers, higher education, teacher education, and education management.

It also gives emphasis on groups of learners at risk of marginalization, exclusion or underachievement. 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 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.

The following analysis indicates that the participation of students with different disabilities at pre-primary, primary and secondary grade level. 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.

7.1. 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, mobility, Sign language and different life skills.

Of course they learn other important aspects of pre-primary education including social skills, communication skills, cognitive skills and motor skills, skills in which all children attending pre-primary education should acquire.

Table 7.1 Enrollments of Students with Disabilities in Kindergarten by Region, Sex and Level, 2010 E.C. (2017/18).

Region	KG 1		KG 2		KG 3		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	36	26	26	26	20	17	82	69	151
Afar	7	4	2	4	3		12	8	20
Amhara	71	48	55	31	66	44	192	123	315
Oromia	247	174	87	69	105	115	439	358	797
Ethiopia-Somali	39	19	7	5	3	1	49	25	74
Benishangul-Gumz	11	8	3				14	8	22
SNNP	448	336	312	228	254	164	1,014	728	1,742
Gambella	9	8			2	2	11	10	21
Harari	44	35	62	28	44	31	150	94	244
Addis Ababa	978	631	727	413	697	438	2,402	1,482	3,884
Dire Dawa	4	3	2	3	12	9	18	15	33
National	1,894	1,292	1,283	807	1,206	821	4,383	2,920	7,303

As table 7.1 shows, the participation of students with different disabilities attending pre-primary grades is 7,303. Relatively, Addis Ababa has the highest number of students with disabilities in pre-primary grades. In contrast; their participation is much lower in Afar, Benishangul-Gumz and Gambella.

Nationally, the participation of males with different disabilities is more than girls in almost all grade levels and regions.

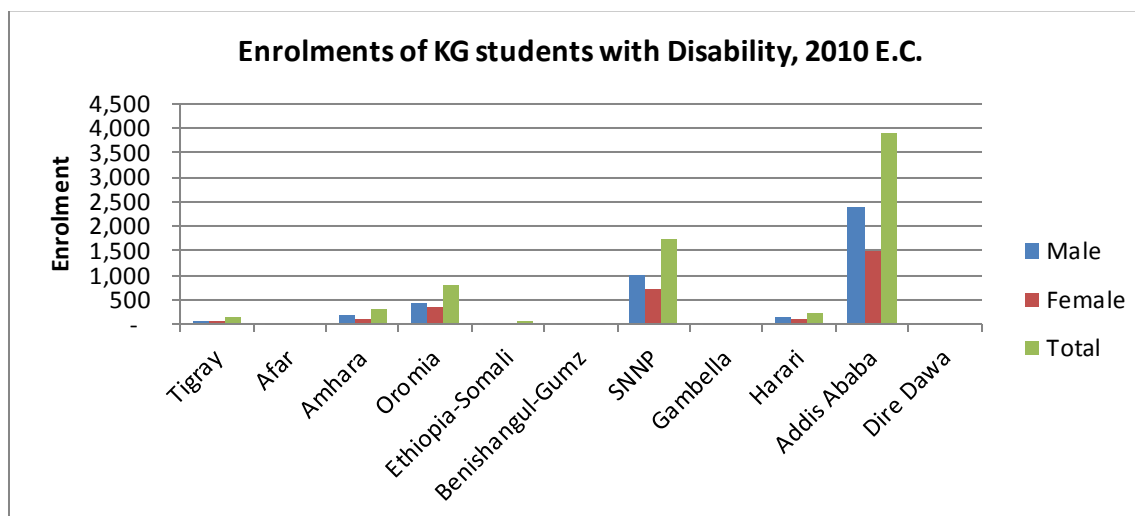
Chart 7.1 Enrollments of Students with Disabilities in Kindergarten by Region and Sex, 2010 E.C. (2017/18)

Table 7.1 above shows enrolments in all types of disabilities; however it will be informative to see each disability type to prioritize the severe type of disability among the lists. The recorded data in the table shows that students with “partial learning difficulty” are large in number; this shows the stated problem is the most common disability problem in pre-primary students. On the other hand, students registered under “Other multiple disabilities” are only two.

Table 7.2 Enrolments of Students with different Disabilities in Kindergarten, Disaggregated by Region, Sex and Disability types, 2010 E.C (2017/18)

Region	Gender	Disability Type/Level																			Total
		Autism	Multi-Disability of Hearing and Movement	Multi-Disability of Vision and Hearing	Multi-Disability of Vision and Movement	Other Multi-Disability	Partial Behavioral and Social	Partial Communication Difficulty	Partial Hearing Problem	Partial Learning Difficulty	Partial Mental Difficulty	Partial Physical Movement Difficulty	Partial Vision Problem	Sever Behavioral and Social Problem	Sever Learning Difficulty	Sever Communication Difficulty	Sever Hearing Problem	Sever Mental Difficulty	Sever Physical Impairment	Sever Vision Problem (Blind)	
Tigray	M	2					7	13	7	5	21	13	2			3	4	2	3		82
	F						7	16	7	3	16	5				2	3	6	3	1	69
Afar	M						3	1		1	1	2			2				2		12
	F						1			2					2	1	2				8
Amhara	M	2		20			17	13	8	30	25	7	11	4	19	15	1	9	11		192
	F	1		21			8	7	5	18	13	3	9	7	16	5	1	5	4		123
Oromia	M	4	2	15	10		24	40	22	33	78	65	40	9	15	18	14	17	26	7	439
	F	1	6	16	16		22	33	13	22	59	49	37	10	2	15	12	13	25	7	358
Ethiopia-Somali	M			1					1	6	1	4	6	1	1	10	7	2	9		49
	F			2				1	2	3	1		3	1		3	2		7		25
Benishangul-Gumuz	M							1		6	2	4					1				14
	F		1							5	1	1									8
SNNP	M	2	1	1	1		128	141	75	267	86	68	120	13	16	33	17	13	16	16	1,014
	F	2	6	1		2	69	91	53	190	56	40	118	13	9	24	16	17	12	9	728
Gambella	M								1	5	1				1		1	2			11
	F								1	5	1				3						10
Harari	M	1					28	21	1	22	28	7	17		2			23			150
	F	1					12	8	3	12	23	6	11		1		2	14	1		94
Addis Ababa	M	39		18	16		377	283	33	561	254	133	250	74	101	70	55	72	54	12	2,402
	F	12		11	12		184	112	33	391	176	101	191	33	56	28	48	48	39	7	1,482
Dire Dawa	M							1		2	2	1		4	3	1	1	2		1	18
	F								1	3	2			3	1	2		1	2		15
National	M	50	3	55	27	-	584	514	148	938	499	304	446	106	159	150	101	142	121	36	4,383
	F	17	13	51	28	2	303	268	118	654	348	205	369	70	87	80	86	104	93	24	2,920
	T	67	16	106	55	2	887	782	266	1,592	847	509	815	176	246	230	187	246	214	60	7,303

Gross Enrolment Ratios have been calculated for each level, 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.

Table 7.3 Pre-primary GER for Students with Disabilities, 2010 E.C. (2017/18)

Region	Population with SNE, Ages 4-6			Number of Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	30,009	29,121	59,130	82	69	151	0.3	0.2	0.3
Afar	10,400	9,845	20,245	12	8	20	0.1	0.1	0.1
Amhara	132,338	127,593	259,931	192	123	315	0.1	0.1	0.1
Oromia	234,921	230,114	465,035	439	358	797	0.2	0.2	0.2
Ethiopia-Somali	39,475	38,570	78,045	49	25	74	0.1	0.1	0.1
Benishangul-Gumuz	66,556	6,427	72,983	14	8	22	0.0	0.1	0.0
SNNP	121,486	118,989	240,475	1,014	728	1,742	0.8	0.6	0.7
Gambella	2,380	2,314	4,694	11	10	21	0.5	0.4	0.4
Harari	1,246	1,191	2,437	150	94	244	12.0	7.9	10.0
Addis Ababa	14,745	14,673	29,418	2,402	1,482	3,884	16.3	10.1	13.2
Dire Dawa	2,110	2,039	4,149	18	15	33	0.9	0.7	0.8
National	655,666	580,876	1,236,542	4,383	2,920	7,303	0.7	0.5	0.6

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

The Gross Enrolment Ratio nationally for pre-primary is 0.6%. This is an estimate based on assumptions related to the population with special needs. The national figure of 0.6% shows that thousands of children with disabilities are not attending pre-primary education.

7.2. Enrolment of Primary Students with Disabilities

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Enrolment rate of children with SNE, Grades 1-8	4	47	9.8	x

According to the data collected and shown in the table below, the total number of students with special education needs who are attending their primary school is 277,165 in 2010 E.C (2017/18).

Similar to kindergarten, the most prevalent disability reported in primary education is “partial learning difficulty”.

Under reporting remains a large problem in Ethiopia-Somali, Afar and Gambella where the reported figures are proportionally very small compared to other regions, as indicated in table 7.4 below. SNNP has the largest number of SNE students, with 58% of the national figure. Similar to the enrollment of Kindergarten children, the number of female students who enrolled in the primary level is much smaller than boys in all regions.

Table 7.4 Enrolments of Children with Special Needs Education in Primary Education (Grades 1-8) by Region, Sex and Type of Disability, 2010 E.C. (2017/18)

Region	Gender	Disability Type/Level																			Total
		Autism	Multi-Disability of Hearing and Movement	Multi-Disability of Vision and Hearing	Multi-Disability of Vision and Movement	Other Multi-Disability	Partial Behavioral and Social Problem	Partial Communication Difficulty	Partial Hearing Problem	Partial Learning Difficulty	Partial Mental Difficulty	Partial Physical Movement Difficulty	Partial Vision Problem	Sever Behavioral and Social Problem	Sever Communication Difficulty	Sever Hearing Problem	Sever Learning Difficulty	Sever Mental Difficulty	Sever Physical Impairment	Sever Vision Problem (Blind)	
Tigray	M	49	37	128	116		1,445	1,715	1,026	1,312	2,539	1,079	1,458	474	566	457	400	611	577	173	14,162
	F	29	29	93	87		1,017	1,366	795	1,133	1,838	692	1,216	331	427	326	283	447	370	126	10,605
Afar	M							9	20	1	19	25	9			3	7	4	4	1	102
	F							2	6		9	14	6			2	1	4	4		48
Amhara	M	23	36	111	132		1,164	845	1,143	1,450	3,518	1,040	1,214	269	187	2,034	255	748	351	1,213	15,733
	F	12	34	86	134		618	571	931	1,219	2,603	690	949	206	141	1,842	206	585	239	797	11,863
Oromia	M	153	51	214	171		2,166	2,188	3,607	3,806	3,627	3,730	3,280	374	379	1,482	622	643	943	702	28,138
	F	102	41	152	149		1,357	1,260	2,591	3,514	2,388	2,453	2,391	281	288	1,047	541	486	662	515	20,218
Ethiopia-Somali	M								27	10	6	1	712			9					765
	F								7	9	4	3	677			5					705
Benishangul-Gumuz	M	17	14	8	3		184	144	413	90	432	450	590	47	32	105	5	61	97	42	2,734
	F	6	1	4	8		99	58	252	39	336	303	376	24	15	55	7	37	52	21	1,693
SNNP	M	275	270	534	224	1,241	10,034	8,081	9,879	16,358	6,977	5,956	14,845	2,894	1,952	2,119	2,602	1,353	1,625	1,336	88,555
	F	241	194	413	223	1,062	7,820	6,625	7,842	14,680	5,661	4,385	11,754	2,421	1,659	1,785	2,456	1,054	1,298	1,024	72,597
Gambella	M				2		47	42	110	88	61	89	196	82	18	56	5	15	33	35	879
	F		2		1		45	26	77	112	46	59	182	76	8	47	5	8	23	37	754
Harari	M			14	6		217	103	113	115	195	48	166	24	14	25	7	26	4	9	1,086
	F			14	4		104	73	59	104	138	29	143	20	10	15	5	24	3	5	750
Addis Ababa	M	5		27	1		337	103	161	659	129	62	418	103	58	145	155	36	21	14	2,434
	F	2		18	1		153	72	155	532	88	52	501	37	60	143	123	19	21	14	1,991
Dire Dawa	M	2	8				158	38	65	196	75	59	86	3	4	72	3	13	15	9	806
	F		2		2		87	23	40	149	48	41	75	3	2	43	2	5	17	8	547
National	M	524	416	1,036	655	1,241	15,752	13,268	16,564	24,085	17,578	12,539	22,974	4,270	3,210	6,507	4,061	3,510	3,670	3,534	155,394
	F	392	303	780	609	1,062	11,300	10,076	12,755	21,491	13,159	8,721	18,270	3,399	2,610	5,310	3,629	2,669	2,689	2,547	121,771
	T	916	719	1,816	1,264	2,303	27,052	23,344	29,319	45,576	30,737	21,260	41,244	7,669	5,820	11,817	7,690	6,179	6,359	6,081	277,165

Table 7.5 GER of Primary Schools for Students with Disabilities, 2010 E.C. (2017/18)

Region	Population with SNE, Ages 7-14			Number of Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	76,130	74,122	150,252	14,162	10,605	24,767	18.6	14.3	16.5
Afar	24,672	22,269	46,941	102	48	150	0.4	0.2	0.3
Amhara	310,871	303,753	614,624	15,733	11,863	27,596	5.1	3.9	4.5
Oromia	575,749	566,669	1,142,418	28,138	20,218	48,356	4.9	3.6	4.2
Ethiopia-Somali	81,148	75,206	156,354	765	705	1,470	0.9	0.9	0.9
Benishangul-Gumuz	16,417	15,844	32,261	2,734	1,693	4,427	16.7	10.7	13.7
SNNP	303,986	300,506	604,492	88,555	72,597	161,152	29.1	24.2	26.7
Gambella	6,059	5,669	11,728	879	754	1,633	14.5	13.3	13.9
Harari	3,206	3,081	6,287	1,086	750	1,836	33.9	24.3	29.2
Addis Ababa	29,137	30,030	59,167	2,434	1,991	4,425	8.4	6.6	7.5
Dire Dawa	5,452	5,341	10,793	806	547	1,353	14.8	10.2	12.5
National	1,432,827	1,402,490	2,835,317	155,394	121,771	277,165	10.8	8.7	9.8

As the data indicated in table 7.5 above, the Gross Enrolment Ratio of students with SNE in primary schools is 9.8% by 2010 E.C. This is much lower than the target that stated in ESDP V, where the primary GER for SNE students would be 47% by 2010 E.C. (2017/18)

7.3. Enrolment of Secondary Students with Disabilities

ESDP V Indicator	2007 (2013/14) Baseline	2010 (2017/18) target	2010 (2017/18) actual	Target reached
Enrolment rate of children with SNE, Grades 9-12	7	30	2.8	x

A total of 35,880 students with special education needs are currently attending secondary school. Out of which 42.5% are females.

Table 7.6 Enrolment of Secondary students with Disabilities Disaggregated by Region, Sex and Types of Disability, 2010 E.C. (2017/1018)

		Gender	Disability Type/Level																		Total
			Autism	Multi-Disability of Hearing and Movement	Multi-Disability of Vision and Hearing	Multi-Disability of Vision and Movement	Other Multi-Disability	Partial Behavioral and Social Problem	Partial Communication Difficulty	Partial Hearing Problem	Partial Learning Difficulty	Partial Mental Difficulty	Partial Physical Movement Difficulty	Partial Vision Problem	Sever Behavioral and Social Problem	Sever Communication Difficulty	Severe Hearing Problem	Severe Learning Difficulty	Severe Mental Difficulty	Severe Physical Impairment	
Region																					
Tigray	M	3					346	184	84	202	114	164	222	86	18	64	17	27	47	42	1,620
	F	4					291	171	69	202	85	116	201	72	6	39	20	15	51	38	1,380
Afar	M								5			11			2			1			19
	F								1			3				1					5
Amhara	M		22	13	2		238	32	73	171	50	209	255	40	25	73	120	8	92	287	1,710
	F		9				148	16	50	90	30	163	162	33	12	58	60	4	59	142	1,036
Oromia	M	46	2	17	18		133	227	274	114	184	434	1,264	114	31	95	45	13	124	126	3,261
	F	32		16	18		122	170	184	97	126	289	336	68	13	59	40	15	81	97	1,763
Ethiopia-Somali	M	78	3	1	-	-	-	78	45	27	150	30									412
	F								7	9	4	3	677				5				705
Benishangul-Gumuz	M		1	1	1		15	12	53	3	7	75	104	3	1	16			13	4	309
	F						6	5	33	2	5	30	57		3	4			7	1	153
SNNP	M	40	88	81	36	388	2,592	907	1,135	1,521	601	1,269	2,267	629	252	232	406	89	164	116	12,813
	F	38	47	57	43	298	2,075	653	850	1,406	498	832	1,476	455	198	155	360	89	155	66	9,751
Gambella	M				1		2	1	3	3	3		4	1		5	12	1	1	1	38
	F				1				4	2	4	1	3	1		2	21	1	1	3	44
Harari	M						5	1			1	1	2						1	1	11
	F						3						5			1					9
Addis Ababa	M			2			125	12	14	116	8	16	80			1	33		7	3	417
	F			7			67	15	12	103	3	17	102				22		3	9	360
Dire Dawa	M	2					2	1	5		4	4	7		1	5			2	3	36
	F			2					2		2	1	14			2			5		28
National	M	169	116	115	58	388	3,458	1,455	1,691	2,157	1,122	2,213	4,205	873	330	491	633	139	450	583	20,646
	F	74	56	82	62	298	2,712	1,030	1,212	1,911	757	1,455	3,033	629	232	321	528	124	362	356	15,234
	T	243	172	197	120	686	6,170	2,485	2,903	4,068	1,879	3,668	7,238	1,502	562	812	1,161	263	812	939	35,880

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 special education needs, such as Ethiopia-Somali, Afar and Gambella.

The most common disability reported in secondary students is “partial vision problem”, unlike to kindergarten and primary, which covers 20.2% of the total disability figure at national level.

Table 7.7 GER of Secondary Schools for Students with Disability, 2010 E.C. (2017/18)

Region	Population with SNE, Ages 15-18			Number of Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	36,605	35,740	72,345	1,620	1,380	3,000	4.4	3.9	4.1
Afar	12,257	9,890	22,147	19	5	24	0.2	0.1	0.1
Amhara	140,440	137,512	277,952	1,710	1,036	2,746	1.2	0.8	1.0
Oromia	263,444	259,395	522,839	3,261	1,763	5,024	1.2	0.7	1.0
Ethiopia-Somali	36,022	28,773	64,795	412	705	1,117	1.1	2.5	1.7
Benishangul-Gumuz	7,608	7,408	15,016	309	153	462	4.1	2.1	3.1
SNNP	142,502	141,340	283,842	12,813	9,751	22,564	9.0	6.9	7.9
Gambella	3,022	2,741	5,763	38	44	82	1.3	1.6	1.4
Harari	1,550	1,544	3,094	11	9	20	0.7	0.6	0.6
Addis Ababa	13,000	14,462	27,462	417	360	777	3.2	2.5	2.8
Dire Dawa	2,850	2,910	5,760	36	28	64	1.3	1.0	1.1
National	659,300	641,715	1,301,015	20,646	15,234	35,880	3.1	2.4	2.8

According to ESDP V, Gross Enrolment Ratio of secondary education for SNE students would be 30% by 2010 E.C. As can be seen in the above table, the calculated GER for 2010 E.C. is 2.8%. This is too far from the target and it needs an improvement in the reporting of special needs' data and improvements in the population estimates for those with special needs.

From table 7.7, SNNP has the highest GER at 7.9%; whereas majority of the regions perform below 2%. In general, under reporting of children with SEN is having a large impact on the calculated figures in all levels of general education.

8. Teachers in General Education

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

The analysis of the teaching task force in the Ethiopian education sector has been carried out at both regional and national level. The analysis covers the ownership of schools (government and non-government schools), teachers' distribution based on qualification, as well as extent of attrition in 2010 E.C.

8.1. Distribution of Teachers

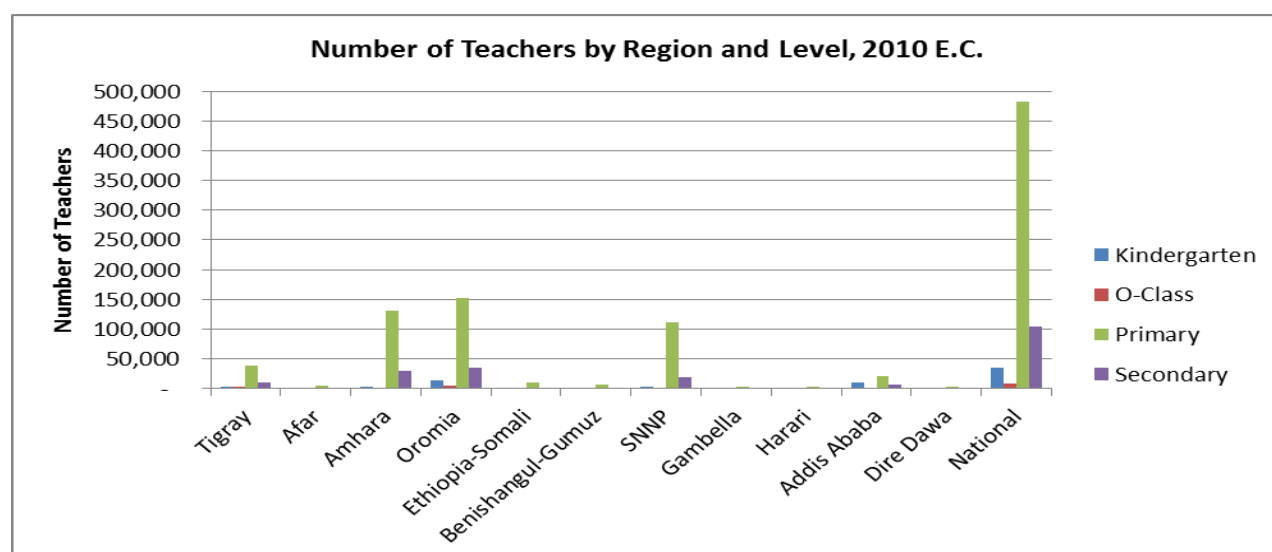
There are a total of 633,442 teaching force across all levels: kindergarten, "O"-class, primary and secondary schools in Ethiopia. Out of this, 33,995 teachers are deployed in kindergarten; 7,780 in "O" class; 483,339 in primary schools and 108,328 in secondary schools.

Across primary and secondary levels the majority of teachers are male accounting for 61.2%. However in kindergarten schools this is reversed with 88.5% of teachers being females.

With regard to primary school teachers, Oromia, Amhara and SNNPR have the greatest number of teachers. In addition, Oromia has the highest proportion of kindergarten teachers, with 38% of all teaching staff in the region working in this level. The proportion of teachers in secondary schools is highest in Oromia as well accounting for 31.6% and the lowest in Ethiopia-Somali accounting for 0.3%. In Ethiopia-Somali this low figure might be due to under reporting of teachers in the region. Table 8.1 presents the information about the size and distribution of teachers in the country.

Table 8.1 Number of Teachers across all Levels, 2010 E.C. (2017/18)

Region	Kindergarten			O-class			Primary school			Secondary			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Tigray	1,722	228	1,950	2,067	98	2,165	17,083	21,660	38,743	1,901	6,917	8,818	22,773	28,903	51,676
Afar	179	60	239	52	52	104	946	2,944	3,890	61	602	663	1,238	3,658	4,896
Amhara	2,831	495	3,326	31	24	55	59,983	71,370	131,353	7,305	22,649	29,954	70,150	94,538	164,688
Oromiya	10,935	1,976	12,911	2,723	1,820	4,543	62,316	90,404	152,720	5,490	28,791	34,281	81,464	122,991	204,455
Ethiopia-Somali	91	279	370	-	3	3	956	9,110	10,066	26	263	289	1,073	9,655	10,728
Benishangul-Gumuz	114	5	119	228	47	275	2,053	4,780	6,833	243	1,314	1,557	2,638	6,146	8,784
SNNP	3,045	461	3,506	-	-	-	32,351	78,998	111,349	4,029	18,802	22,831	39,425	98,261	137,686
Gambella	126	93	219	10	9	19	768	2,358	3,126	78	666	744	982	3,126	4,108
Harari	427	58	485	45	20	65	994	1,363	2,357	76	316	392	1,542	1,757	3,299
Addis Ababa	10,368	221	10,589	305	211	516	10,096	10,447	20,543	1,474	6,690	8,164	22,243	17,569	39,812
Dire Dawa	265	16	281	19	16	35	746	1,613	2,359	96	539	635	1,126	2,184	3,310
National	30,103	3,892	33,995	5,480	2,300	7,780	188,292	295,047	483,339	20,779	87,549	108,328	244,654	388,788	633,442

Chart 8.1 Numbers of Teachers by Region and Level, 2010 E.C. (2017/18)

In every region there are more primary teachers in the first cycle of primary compared to second cycle.

Table 8.2 also shows teachers in the different cycles within primary and secondary schools in the country. It can be seen that the majority of teachers in Ethiopia are in the first cycle of primary education, with 77% of teachers in this cycle.

Table 8.2 Numbers of Teachers by Cycle, 2010 E.C. (2017/18)

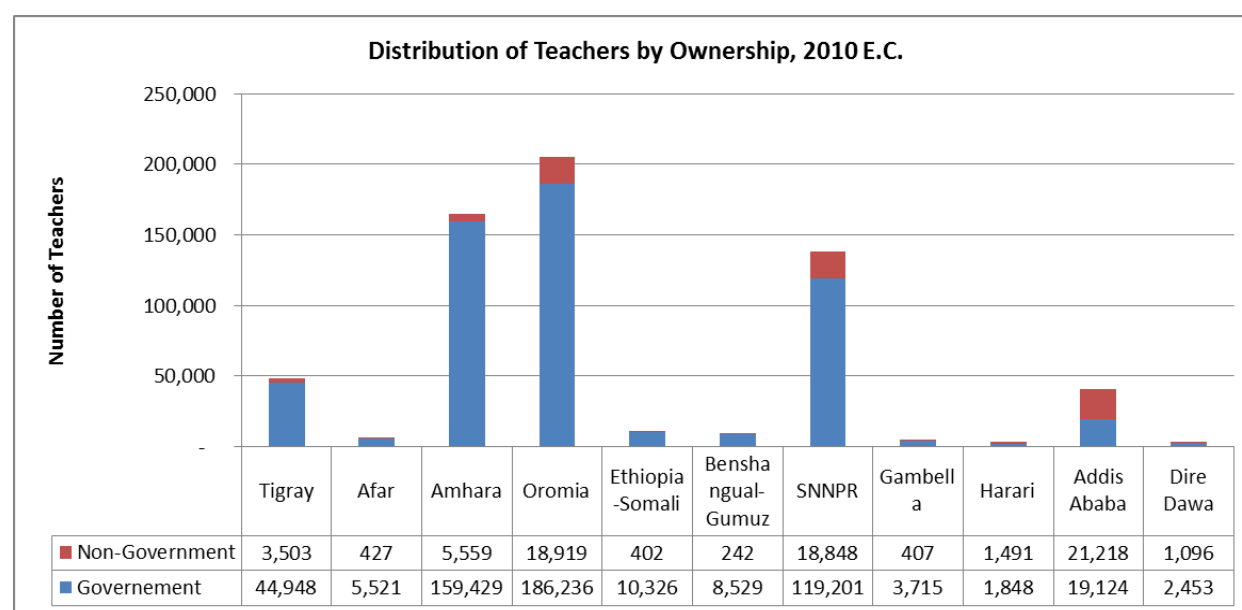
Region	Kindergarten		O-Class		Primary 1-4		Primary 5-8		Secondary 9-10		Secondary 11-12		Undefined	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Tigray	1,722	228	2,067	98	10,032	7,095	5,384	10,484	1,610	5,207	291	1,710	1,667	4,081
Afar	179	60	52	52	352	1,107	262	778	32	205	2	79	359	1,377
Amhara	2,831	495	31	24	40,352	32,458	19,630	38,902	6,277	16,020	1,013	6,596	16	43
Oromia	10,935	1,976	2,723	1,820	42,392	41,938	19,924	48,466	4,821	21,572	669	7,219	-	-
Ethiopia-Somali	91	279	-	3	8	76	11	74	-	-	-	1	963	9,222
Benishangul-Gumuz	114	5	228	47	1,383	2,407	622	2,079	214	993	28	320	49	295
SNNP	3,045	461	-	-	19,842	34,018	10,830	37,347	2,821	11,741	367	3,144	2,520	11,550
Gambella	126	93	10	9	463	1,143	305	1,215	65	508	13	158	-	-
Harari	427	58	45	20	469	453	284	504	69	244	7	72	241	406
Addis Ababa	10,368	221	305	211	5,055	3,541	2,962	5,055	792	3,243	239	2,010	2,522	3,288
Dire Dawa	265	16	19	16	503	872	238	735	77	393	19	146	5	6
National	30,103	3,892	5,480	2,300	120,851	125,108	60,452	145,639	16,778	60,126	2,648	21,455	8,342	30,268

8.2. Government and Non-Government Distribution of Teachers

In 2010 (2017/18), there are 633,442 teachers in the education system. As expected, the majority of these teachers work in government schools, accounting for 561,330 teachers, or 88.6% of them, with almost equal proportion of females and males. Table 8.3 below presents the quantitative distribution of these teachers across government and non-government schools by gender and Regions.

Table 8.3 Distribution of Teachers across all Levels by Ownership, Sex and Region, 2010E.C. (2017/18)

Region	Government			Non Government			Grand total
	Female	Male	Total	Female	Male	Total	
Tigray	21,129	23,819	44,948	2,214	1,289	3,503	48,451
Afar	1,282	4,239	5,521	210	217	427	5,948
Amhara	66,680	92,749	159,429	3,570	1,989	5,559	164,988
Oromia	70,094	116,142	186,236	11,570	7,349	18,919	205,155
Ethiopia-Somali	1,002	9,324	10,326	71	331	402	10,728
Benshangual-Gumuz	2,703	5,826	8,529	150	92	242	8,771
SNNPR	33,548	85,653	119,201	6,020	12,828	18,848	138,049
Gambella	814	2,901	3,715	172	235	407	4,122
Harari	792	1,056	1,848	775	716	1,491	3,339
Addis Ababa	9,669	9,455	19,124	12,874	8,344	21,218	40,342
Dire Dawa	710	1,743	2,453	521	575	1,096	3,549
National	208,423	352,907	561,330	38,147	33,965	72,112	633,442

Chart 8.2 Distribution of Teachers across all Levels by Ownership and Region, 2010E.C. (2017/18)

8.2.1. Government and Non-Government Teachers' Distribution in Kindergarten

At the national level, there are 33,995 teachers in kindergartens, most of which found in non-government schools.

In Benishanguli-Gumuz there are 104 Non-Government kindergarten teachers while the Government teachers are just 15. On the other hand, all teachers of kindergartens in Gambella belong to Non-Government since there is no Government kindergarten school in the region. Table 8.4 below presents the distribution across regions.

Table 8.4 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2010 E.C. (2017/18)

Region	Government			Non Government			Grand Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Tigray	63	1	64	1,659	227	1,886	1,722	228	1,950
Afar	29	2	31	150	58	208	179	60	239
Amara	122	9	131	2,709	486	3,195	2,831	495	3,326
Oromia	264	70	334	10,671	1,906	12,577	10,935	1,976	12,911
Ethiopia-Somali	34	195	229	57	84	141	91	279	370
Benshangual-Gumuz	15		15	99	5	104	114	5	119
SNNPR	123	33	156	2,922	428	3,350	3,045	461	3,506
Gambella				126	93	219	126	93	219
Harari	23	1	24	404	57	461	427	58	485
Addis Ababa	1,845	44	1,889	8,523	177	8,700	10,368	221	10,589
Dire Dawa	10	2	12	255	14	269	265	16	281
National	2,528	357	2,885	27,575	3,535	31,110	30,103	3,892	33,995

8.2.2. Government and Non-Government Teachers' Distribution in Primary Schools

At national level, there are a total of 483,339 teachers (about 39% females) in primary schools across both First and Second Cycles. Whereas the share of those in government schools is about 92.7%, the rest, about 7.3%, are in non-government schools. The share of teachers in each of the regional states logically corresponds to the overall population of the States.

Table 8.5 Distributions of Primary Teachers by Region, Sex and Ownership, 2010 E.C. (2017/18)

Region	Government			Non Government			Grand Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Tigray	17,129	17,114	34,243	474	651	1,125	17,603	17,765	35,368
Afar	1,140	3,596	4,736	60	146	206	1,200	3,742	4,942
Amhara	59,261	70,308	129,569	722	1,062	1,784	59,983	71,370	131,353
Oromia	61,736	86,547	148,283	580	3,857	4,437	62,316	90,404	152,720
Somali	945	8,875	9,820	11	235	246	956	9,110	10,066
Benshangual	2,218	4,469	6,687	25	75	100	2,243	4,544	6,787
SNNPR	29,452	67,610	97,062	2,899	11,388	14,287	32,351	78,998	111,349
Gambella	728	2,240	2,968	40	118	158	768	2,358	3,126
Harari	657	799	1,456	337	564	901	994	1,363	2,357
Addis Ababa	6,342	5,283	11,625	3,754	5,164	8,918	10,096	10,447	20,543
Dire Dawa	596	1,321	1,917	150	292	442	746	1,613	2,359
National	180,204	268,162	448,366	8,088	26,885	34,973	188,292	295,047	483,339

8.2.3. Government and Non-Government Teachers' Distribution in Secondary Schools

There are 108,328 secondary school teachers in which majority of which work in government schools, representing about 94.4%. In Addis Ababa and Dire Dawa City Administrations the proportion of teachers in non-government are about 37.6% and 23% respectively. In Harari regional state, the proportion of these teachers is about 22.7%.

It can be noted in Table 8.6 below that the majority of teachers (about 81%) are males. The trend is similar across the regions with regard to the proportion of male and female teachers.

Table 8.6 Distributions of Secondary School Teachers by Region, Sex and Ownership, 2010 E.C. (2017/18)

Region	Government			Non Government			Grand Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Tigray	1,870	6,606	8,476	31	311	342	1,901	6,917	8,818
Afar	61	589	650	-	13	13	61	602	663
Amhara	7,266	22,408	29,674	39	241	280	7,305	22,649	29,954
oromia	5,371	27,705	33,076	119	1,086	1,205	5,490	28,791	34,281
Somali	23	251	274	3	12	15	26	263	289
Benshangual	242	1,310	1,552	1	4	5	243	1,314	1,557
SNNPR	3,973	18,010	21,983	56	792	848	4,029	18,802	22,831
Gambella	76	652	728	2	14	16	78	666	744
Harari	67	236	303	9	80	89	76	316	392
Addis Ababa	1,177	3,917	5,094	297	2,773	3,070	1,474	6,690	8,164
Dire Dawa	85	404	489	11	135	146	96	539	635
National	20,211	82,088	102,299	568	5,461	6,029	20,779	87,549	108,328

8.3. Qualification Level of Teachers

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Grades 1–4 teachers appropriately qualified female	63	84	83.3	x
Grades 1–4 teachers appropriately qualified male	48	79	75.9	x

The qualification level of teachers is an important aspect of improving the quality of education in a country. In Ethiopian education system, Primary level teachers should have at least a Diploma level qualification and in secondary level teachers should have at least Bachelor Degree qualification for First Cycle (Grades 9-10) and Master's Degree qualification for Preparatory/Second Cycle (Grades 11-12). This information is presented in Table 8.7 below,

There are a total of 483,339 teachers teaching in primary 1-8 grade level and out of this 245,959 or 80% are qualified for primary (grade1-4) levels. Similarly, out of 206,091 teachers teaching in primary (grade5-8), 96% are qualified. Out of the total number of teaching staff in primary 1-8, about 31,289 teacher's qualification and teaching grade level cannot be identified in the original data and difficult to categorize under either categories.

Table 8.7 Qualification of Teachers in primary Schools by Region, Cycle and Sex, 2010 E.C. (2017/18)

Region	First Cycle (Grades 1-4)				Second Cycle (Grades 5-8)				Unidentified Qualification and Grade Level (Grades 1-8)	
	Unqualified		Qualified		Unqualified		Qualified			
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Tigray	669	385	9,363	6,710	270	451	5,114	10,033	1,667	4,081
Afar	194	905	158	202	50	214	212	564	332	1,059
Amhara	4,420	3,827	35,932	28,631	427	1,074	19,203	37,828	1	10
Oromia	9,129	14,258	33,263	27,680	791	2,900	19,133	45,566	-	-
Ethiopia -Somali	4	58	4	18	11	54	-	20	937	8,960
Benishangul-Gumz	231	523	1,152	1,884	35	93	587	1,986	48	294
SNNP	4,053	8,657	15,789	25,361	237	1,380	10,593	35,967	1,679	7,633
Gambella	136	342	327	801	26	163	279	1,052	-	-
Harari	112	138	357	315	42	64	242	440	241	406
Addis Ababa	1,101	656	3,954	2,885	333	483	2,629	4,572	2,079	1,851
Dire Dawa	113	353	390	519	15	94	223	641	5	6
National	20,162	30,102	100,689	95,006	2,237	6,970	58,215	138,669	6,989	24,300

8.3.1. The Qualification of Primary Teachers

Nationally, more teachers who are teaching in primary 1-8 are appropriately qualified for the level.

The ESDP V target, at the end of the period (2019/20), in relation to the qualification of teachers for primary first cycle (Grades 1-4) and primary second cycle (Grades 5-8), is 100% and one may notice that it is on the track.

In the same manner, it is noticed that many teachers in big cities like Addis Ababa and Bahir Dar have over qualified teachers. This is because considerable numbers of them at this level have Bachelor Degrees and Master's degree. This is contrary to the required Diploma qualification at this level. As a result, the achievement of teachers' qualification for this level is likely to be delayed.

Table 8.8 Percentage of Primary Teachers' Qualification by Region, Level and Sex, 2010 E.C. (2017/18)

Region	First Cycle (Grades 1-4)						Second Cycle (Grades 5-8)					
	Unqualified		Qualified		Qualified (%)		Unqualified		Qualified		Qualified (%)	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Tigray	669	385	9,363	6,710	93.3	94.6	270	451	5,114	10,033	95.0	95.7
Afar	194	905	158	202	44.9	18.2	50	214	212	564	80.9	72.5
Amhara	4,420	3,827	35,932	28,631	89.0	88.2	427	1,074	19,203	37,828	97.8	97.2
Oromia	9,129	14,258	33,263	27,680	78.5	66.0	791	2,900	19,133	45,566	96.0	94.0
Ethiopia -Somali	4	58	4	18	50.0	23.7	11	54	-	20	-	27.0
Benishangul-Gumz	231	523	1,152	1,884	83.3	78.3	35	93	587	1,986	94.4	95.5
SNNP	4,053	8,657	15,789	25,361	79.6	74.6	237	1,380	10,593	35,967	97.8	96.3
Gambella	136	342	327	801	70.6	70.1	26	163	279	1,052	91.5	86.6
Harari	112	138	357	315	76.1	69.5	42	64	242	440	85.2	87.3
Addis Ababa	1,101	656	3,954	2,885	78.2	81.5	333	483	2,629	4,572	88.8	90.4
Dire Dawa	113	353	390	519	77.5	59.5	15	94	223	641	93.7	87.2
National	20,162	30,102	100,689	95,006	83.3	75.9	2,237	6,970	58,215	138,669	96.3	95.2

8.3.2. The Qualification of Secondary Teachers

The total number of teachers teaching in secondary first cycle (Grades 9-10) is 78,178 and out of this, teachers who fulfill the standard qualification for the level are 93.8%. The qualification required in secondary first cycle 9-10 is first degree in teaching. Similarly, the total number of teachers teaching in secondary second cycle (grade 11-12) is 27,827 and out of this, those who fulfill the standard or having Master's degree in teaching are only 14.6%. The remaining 84.4% teachers teaching in secondary second cycles (Preparatory) are below the standard because most of them have first degree as opposed to the Master's degree required for the Cycle.

There are also many teachers who have a TVET qualification in secondary schools who teach vocational subjects. On the other hand, it must be understood that from the given data the qualification and teaching grade level for 2,293 teachers was unreported and hence excluded from the ratio.

The ESDP V KPI in relation to the qualification of teachers for secondary first cycle (Grades 9-10) and for secondary second cycle (Grades 11-12) is 100% in the year 2019/20.

When compared to the indicator, secondary first cycle is on the right track towards achieving it. However, in the case of the second cycle, it lags behind in achieving the indicator.

Table 8.9 Qualifications of Secondary Teachers by Region and Cycle, 2010 E.C. (2017/18)

Region	First Cycle (Grades 9-10)			Second Cycle (Grades 11-12)			Unreported and Unknown Qualification (Grades 9-12)
	Unqualified	Qualified	Total	Unqualified	Qualified	Total	
Tigray	153	6,879	7,032	1,690	262	1,952	1
Afar	17	183	200	9	117	126	345
Amhara	374	22,015	22,389	6,433	1,188	7,621	48
Oromiya	1,506	25,411	26,917	6,413	1,513	7,926	-
Ethiopia-Somali	23	43	66	10	2	12	288
Benishangul-Gumuz	164	1,293	1,457	287	80	367	269
SNNP	2,036	12,526	14,562	3,075	436	3,511	563
Gambella	198	499	697	185	27	212	7
Harari	14	309	323	58	28	86	-
Addis Ababa	330	3,728	4,058	5,519	360	5,879	772
Dire Dawa	10	467	477	107	58	165	-
National	4,825	73,353	78,178	23,786	4,071	27,857	2,293

The largest share of the unqualified teachers' pool in secondary schools comes from CTE graduates (Diploma) and Diplomas from the former Teachers' Training Colleges (TTCs)

8.4. 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 by the total number of teachers for that year.

8.4.1. Attrition of Teachers in Primary Schools

The national attrition rate for primary school teachers in 2010 E.C. is 2% with female and male teachers registering the same rate at national level but with minor variations across Regional States. This rate is lower than the figure for 2009 E.C., which was 3%.

The ESDP V target for attrition is that it will fall to 2% by the end of the plan in 2020. Accordingly, the figure for 2010 E.C. demonstrates that the attrition of teachers in the general education system has already achieved its target of 2020, provided that the data depicts accurately the fact on the ground.

Indeed, the 2% statistics hides a large regional variation with Afar having 7% which is much higher than the national average, followed by Addis Ababa (5%) and Dire Dawa (4%) as can be seen in Table 8.10 below

Table 8.10 Number Teachers left Teaching in Primary Schools by Region and Sex, 2010 E.C. (2017/18)

Region	All Primary Teacher			Total Attrition			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	21,660	17,083	38,743	244	104	348	1.1	0.6	0.9
Afar	2,944	946	3,890	188	72	260	6.4	7.6	6.7
Amhara	71,370	59,983	131,353	1,716	1,199	2,915	2.4	2.0	2.2
Oromia	90,404	62,316	152,720	1,372	632	2,004	1.5	1.0	1.3
Ethiopia-Somali	9,110	956	10,066	28	5	33	0.3	0.5	0.3
Benishangul-Gumuz	4,780	2,053	6,833	57	20	77	1.2	1.0	1.1
SNNP	78,998	32,351	111,349	2,210	1,055	3,265	2.8	3.3	2.9
Gambella	2,358	768	3,126	49	14	63	2.1	1.8	2.0
Harari	1,363	994	2,357	34	22	56	2.5	2.2	2.4
Addis Ababa	10,447	10,096	20,543	619	419	1,038	5.9	4.2	5.1
Dire Dawa	1,613	746	2,359	57	33	90	3.5	4.4	3.8
National	295,047	188,292	483,339	6,574	3,575	10,149	2.2	1.9	2.1

As table 8.11 below shows, the most given response as to why a teacher has leaving a school was 'changing the profession', at 50.4% followed by 'retirement', with 20.8% of all respondents giving this reason for leaving the school they were teaching in.

Table 8.11 Reasons given by Primary Teachers for Leaving the Profession, 2010 E.C. (2017/18)

Region	Death		Leaving teaching profession		Other		Prolonged sickness		Retirement		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	13	13	143	55			11	6	77	30	244	104	348
Afar	19	5	146	51			13	7	10	9	188	72	260
Amhar	634	675	740	340			35	35	307	149	1,716	1,199	2,915
Oromiya	132	57	758	382			102	39	380	154	1,372	632	2,004
Somali	28	5									28	5	33
Benishangul-Gumuz	8	6	44	13				1	5		57	20	77
SNNPR	138	86	1,074	528			393	210	605	231	2,210	1,055	3,265
Gambella	12	2	4				5	2	28	10	49	14	63
Harari	2		26	15			2	2	4	5	34	22	56
Addis Ababa	85	37	455	295	18	17	17	23	44	47	619	419	1,038
Dire Dawa	5	3	31	16			12	5	9	9	57	33	90
National	1,076	889	3,421	1,695	18	17	590	330	1,469	644	6,574	3,575	10,149

8.4.2. Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 8.12 below. Accordingly, it has been found out that it is about 6% nationally with female teachers being 9% and that of male teachers being 5%. The highest attrition rate is registered in Addis Ababa with 19%, followed by Afar with about 11% and in Oromiya with about 8%. The lowest attrition rate is observed in Amhara and Gambella each with just 1%. The attrition rate for Ethiopian Somali is not calculated due to absence of data.

Table 8.12 Number Teachers left Teaching in Secondary Schools by Region and Sex, 2010 E.C. (2017/18)

Region	All Secondary Teachers			Total Attrition			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	7,083	1,912	8,995	139	25	164	2.0	1.3	1.8
Afar	427	53	480	43	9	52	10.1	17.0	10.8
Amhara	22,705	7,311	30,016	347	75	422	1.5	1.0	1.4
Oromia	29,291	5,550	34,841	1,643	978	2,621	5.6	17.6	7.5
Ethiopia-Somali	137	6	143	-	-	-	0.0	0.0	0.0
Benishangul-Gumuz	1,554	270	1,824	42	11	53	2.7	4.1	2.9
SNNP	14,885	3,188	18,073	778	206	984	5.2	6.5	5.4
Gambella	878	102	980	8	6	14	0.9	5.9	1.4
Harari	342	81	423	10	1	11	2.9	1.2	2.6
Addis Ababa	5,818	1,085	6,903	798	547	1,345	13.7	50.4	19.5
Dire Dawa	543	99	642	30	3	33	5.5	3.0	5.1
National	83,663	19,657	103,320	3,838	1,861	5,699	4.6	9.5	5.5

The reasons for attrition among secondary school teachers have also explored. They are: “death”, “leaving the profession”, “prolonged sickness” and “retirement”. There are a number of ‘other’ undisclosed reasons albeit insignificant. Among the disclosed reasons, death accounts for 51% of attrition, followed by leaving the profession accounting for 34% of attrition at national level. This national pattern is reflected across the Regions as well. The information provided in Table 8.12 further elucidates the above narration.

Table 8.12 Reasons by Secondary Teachers for Leaving the Profession, 2010 E.C. (2017/18)

Region	Death		Leaving Teaching Profession		Other		Prolonged Sickness		Retirement		Total		
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Total
Tigray	2	6	20	97			1	3	2	33	25	139	164
Afar		3	9	32				3		5	9	43	52
Amhar	5	18	43	221			13	7	14	101	75	347	422
Oromia	815	1,032	78	356			41	73	44	182	978	1,643	2,621
Ethiopia-Somali													
Benishangul-Gumuz	1	2	9	32				1	1	7	11	42	53
SNNPR	7	39	137	570			20	83	42	86	206	778	984
Gambella	1						2	3	3	5	6	8	14
Harari		1	1	2						7	1	10	11
Addis Ababa	485	460	45	268	1	9	8	24	8	37	547	798	1,345
Dire Dawa	2	5	1	17				2		6	3	30	33
National	1,318	1,566	343	1,595	1	9	85	199	114	469	1,861	3,838	5,699

8.5. School Principals

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

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

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

8.5.1. Primary School Principals

In 2010 (2017/18), the total number of primary school principals were 44,730, from which only 9.2% of them are females. Trained principals' accounts 30.2% of the total number and trained female principals have a share of 8.5% from the total trained principal.

Table 8.13 Numbers of Primary School Principals by Region, 2010 E.C. (2017/18)

Region	Trained		On Training		Not Trained		Unreported		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	496	89	42	12	674	170	1,365	299	2,577	570	3,147
Afar	28	6	10	1	65		282	42	385	49	434
Amhara	3,871	327	636	50	2,885	189	1,294	132	8,686	698	9,384
Oromia	3,610	299	1,126	82	8,849	765	2,932	350	16,517	1,496	18,013
Ethiopia-Somali	511	4	65	1	3		1,276	20	1,855	25	1,880
Benishangul-Gumz	152	23	28	1	177	21	82	16	439	61	500
SNNP	3,336	307	322	24	4,663	369	56	5	8,377	705	9,082
Gambella	23	4	7		36		252	16	318	20	338
Harari	43	16	7	2	15	4	32	11	97	33	130
Addis Ababa	215	60	29	12	77	26	930	317	1,251	415	1,666
Dire Dawa	68	13	8	3	13	2	31	18	120	36	156
National	12,353	1,148	2,280	188	17,457	1,546	8,532	1,226	40,622	4,108	44,730

8.5.2. Secondary School Principals

Similarly, the table below shows the detail on the number of principals and vice principals of secondary schools with respect the proportion on “Trained”, “Not Trained” and “On Training” across regions.

Table 8.14 Numbers of Secondary School Principals by Region, 2010 E.C. (2017/18)

Region	Trained		On Training		Not Trained		Unreported		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	83	7	15	1	78	4	219	22	395	34	429
Afar	3	1	2				32	1	37	2	39
Amhara	230	9	26	3	340	11	234	19	830	42	872
Oromia	521	14	183	4	977	36	505	29	2,186	83	2,269
Ethiopia-Somali	43		4	1	1		192	4	240	5	245
Benishangul-Gumz	26	2	10		17		21		74	2	76
SNNP	630	34	37	3	708	33	10	1	1,385	71	1,456
Gambella	9		3		5		73	2	90	2	92
Harari	8		3		4	1	10	1	25	2	27
Addis Ababa	82	11	1		39	5	291	45	413	61	474
Dire Dawa	19	2	1		11	2	16	7	47	11	58
National	1,654	80	285	12	2,180	92	1,603	131	5,722	315	6,037

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.

As of 2010 E.C. (2017/18), there are 38 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.

To assess 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.

The questionnaire response for 2010 E.C. is almost similar to that of the previous year's collection, with a return of completed data from 27 CTEs out of a total of 38; which is only an additional of 1 college from 2009 E.C. collection (which was 26). For those CTEs that didn't return the 2010 E.C. questionnaire, the 2009 figure was used so that the national figure could be generated accordingly.

9.1. Enrolment in CTEs

In 2010 E.C. (2017/18), the total enrolment of CTEs in all programs (regular, extension and summer) is 251,356. This figure is less by 0.02% from the 2009 E.C. data. The gender share of enrollment across all programs has seen almost similar to the previous year's data, 58% are male and 42% female. The highest proportion of the enrollment is in Extension programs, which was around 36.8% of the total enrollment, followed by Summer programs with 36.6%. Table 9.1 and Chart 9.1 show the detail of the enrollment data disaggregated by program and sex.

Table 9.1 Enrolments by Program, Year and Sex, 2010 E.C. (2017/18)

Program	Year I		Year II		Year III		Year IV		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Regular	11,382	8,628	13,816	10,863	11,463	10,705			36,661	30,196	66,857
Evening	11,752	8,970	15,866	10,752	11,182	8,440	2,625	1,745	41,425	29,907	71,332
Summer	7,975	5,769	13,849	10,615	19,432	13,575	13,363	7,374	54,619	37,333	91,952
Weekend	871	538	8,757	5,879	3,251	1,919	0	0	12,879	8,336	21,215
Grand Total	31,980	23,905	52,288	38,109	45,328	34,639	15,988	9,119	145,584	105,772	251,356

/Note: Extension=Evening + Weekend/

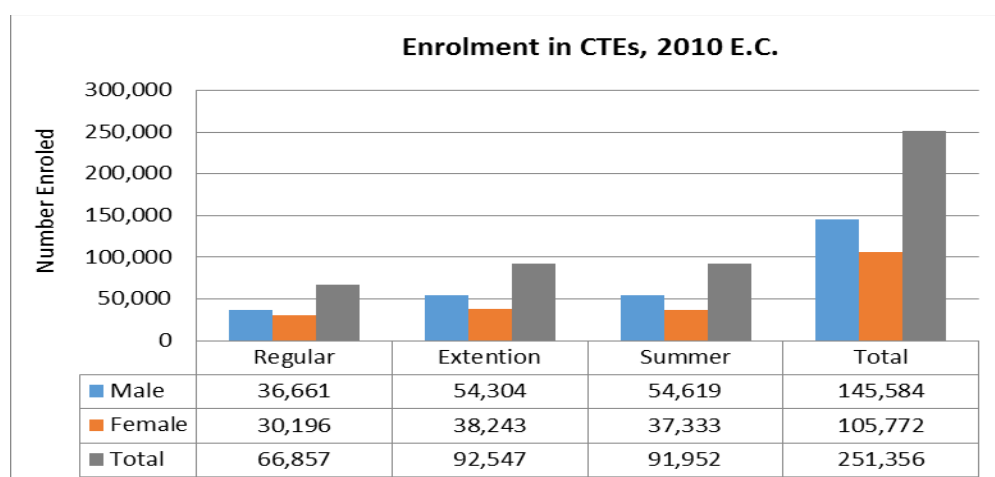
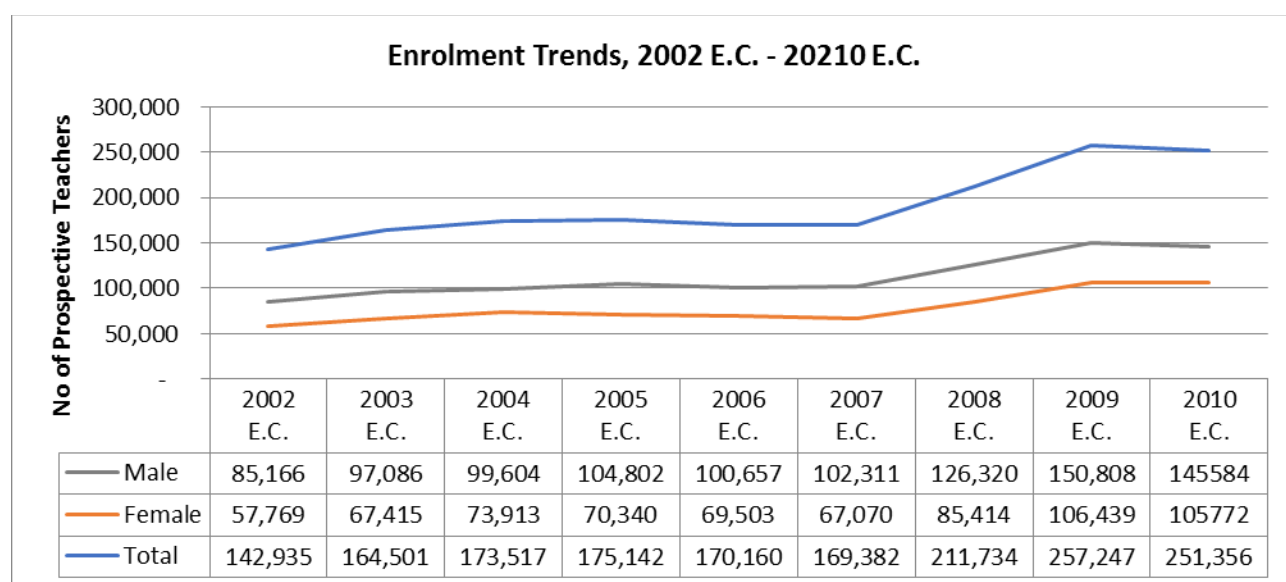
Chart 9.1 Enrolments by Program and Sex, 2010 E.C. (2017/18)

Chart 9.2 below also shows enrollment trend in the last nine years. The chart shows that enrolment in CTEs has increased since 2002 E.C. with the exceptional decrease in 2006 and 2007 E.C. compared with 2005 E.C. data and a slight decrease in 2010 E.C. data from last year's figure by 0.02% as stated above. 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.-2010 E.C. (2009/10-2017/18)

9.2. Attrition of Prospective Teachers in CTEs

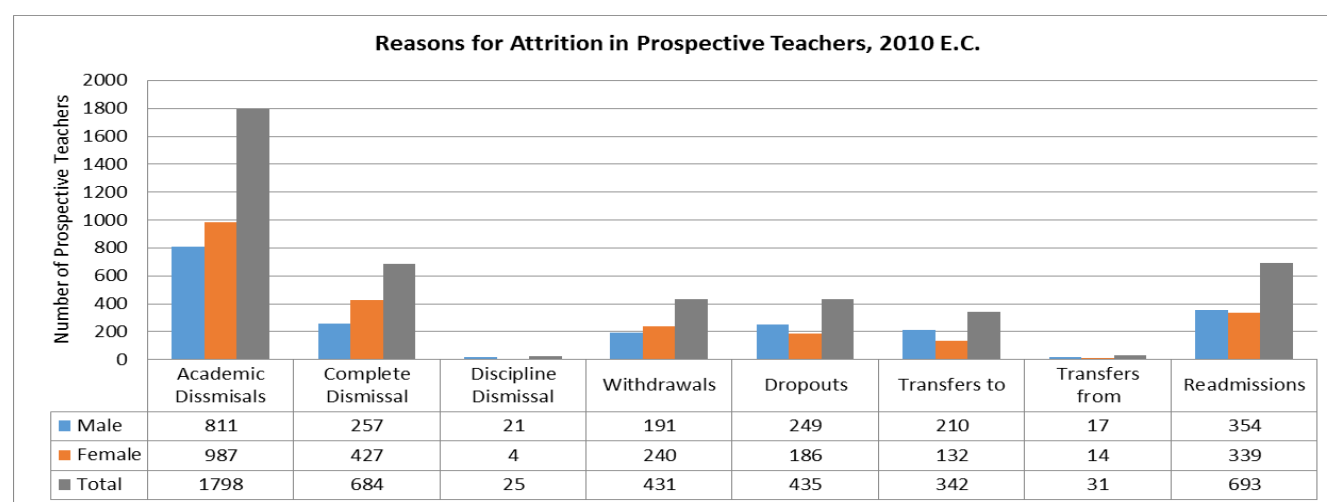
Similar to that of enrollment, data was collected on attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons of attrition entitled by “Attrition and Other Information” as shown in the chart below.

Table 9.2 and Chart 9.3 below show the attrition amount that prospective teachers left the CTE system with different reasons. It can be seen from the table and chart that “academic dismissal with readmission” is the reason with the highest figure, with 40.5%.

Table 9.2 Attrition of Prospective Teachers by Program, Reason and Sex, 2010 E.C. (2017/18)

Reason	Regular		Evening		Summer		Weekend		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Academic Dismissals with readmission of previous semester	174	271	397	423	85	94	155	199	811	987	1,798
Academic Dismissals for good (complete dismissal) of previous semester	59	104	143	265	20	19	35	39	257	427	684
Discipline Dismissals of previous semester	9	3	7	1	3	-	2	-	21	4	25
Withdrawals of previous semester	51	49	82	84	58	101	-	6	191	240	431
Dropouts of previous semester	96	89	94	54	19	13	40	30	249	186	435
Transfers to other institutes in the previous semester	16	16	8	4	185	112	1	-	210	132	342
Transfers from other institutes in this semester	10	8	4	5	2	1	1	-	17	14	31
Readmissions of this semester	101	110	144	90	85	94	24	45	354	339	693
Grand Total	516	650	879	926	457	434	258	319	2,110	2,329	4,439

Chart 9.3 Attrition of Prospective Teachers by Reason and Sex, 2010 E.C. (2017/18)

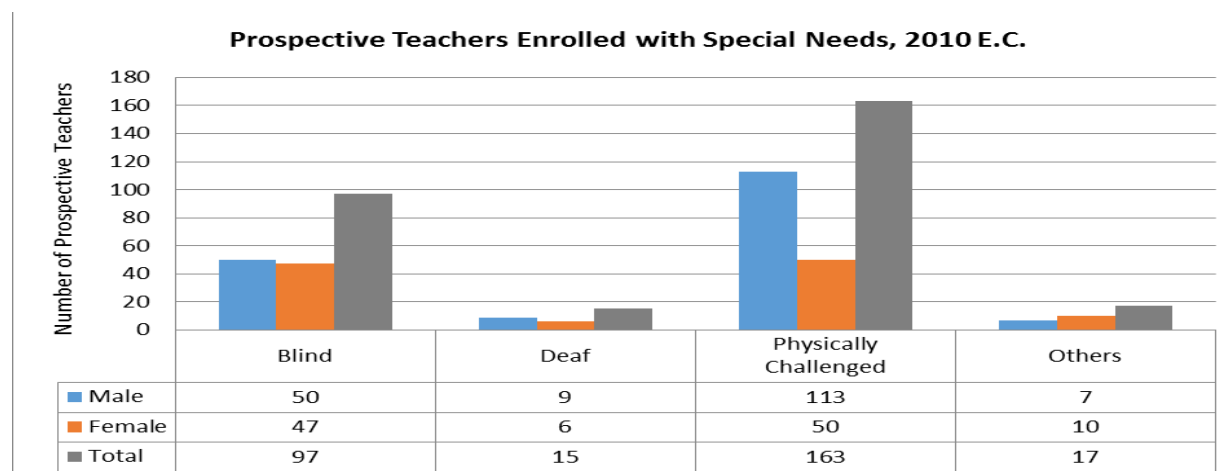


9.3. Prospective Teachers with Special Needs in CTEs

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 “others”; 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 292 prospective teachers enrolled in 2010 E.C. with special needs in all CTEs, from which “Physically Challenged”, with 55.8% share, followed by “Visually Impaired/Blind” constituting 33.2%. However the data used in this analysis has been subjected to very low response rate.

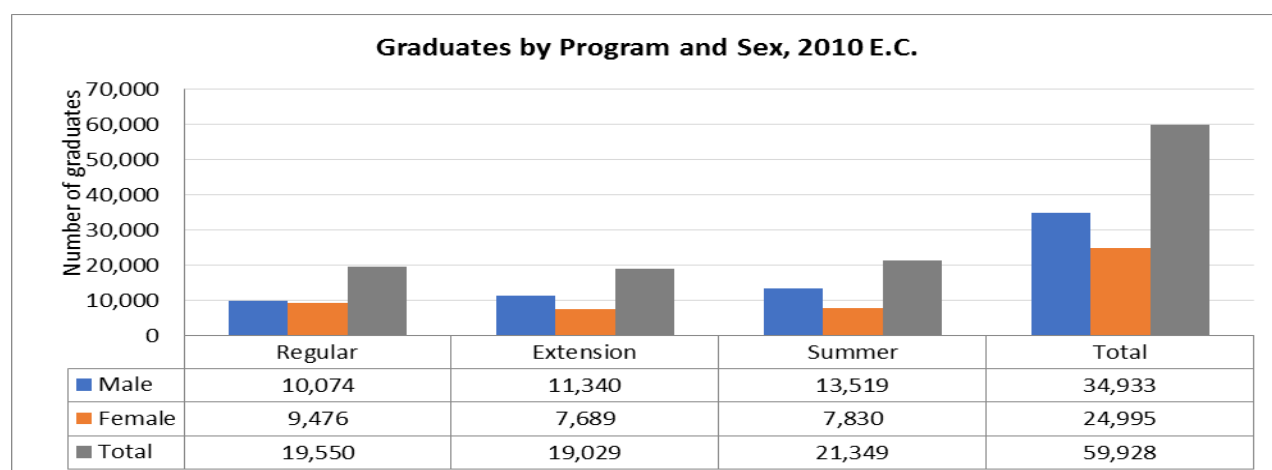
Chart 9.4 Prospective Teachers Enrolled with Special Needs, 2010 E.C. (2017/18)



9.4. Graduates from CTEs

In 2010 E.C. the total number of graduates in all programs is 59,928, which has an increment of 23.4% from the 2009 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 is 41.7%, which shows a 2.7 percentage point increment from last year. The chart below shows graduates by program and sex.

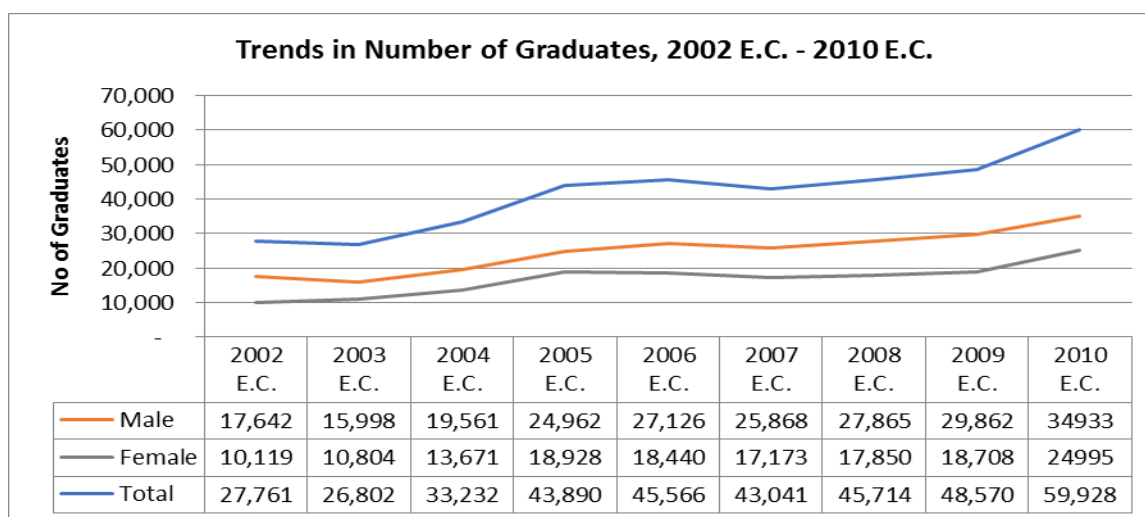
Chart 9.5 Graduates by Program and Sex, 2010 E.C. (2017/18)



When we look at the trend in the number of graduates, the total number has increased slightly compared to 2009 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 nine years, and the values didn't show any uniform increment or decrement in the number of graduates.

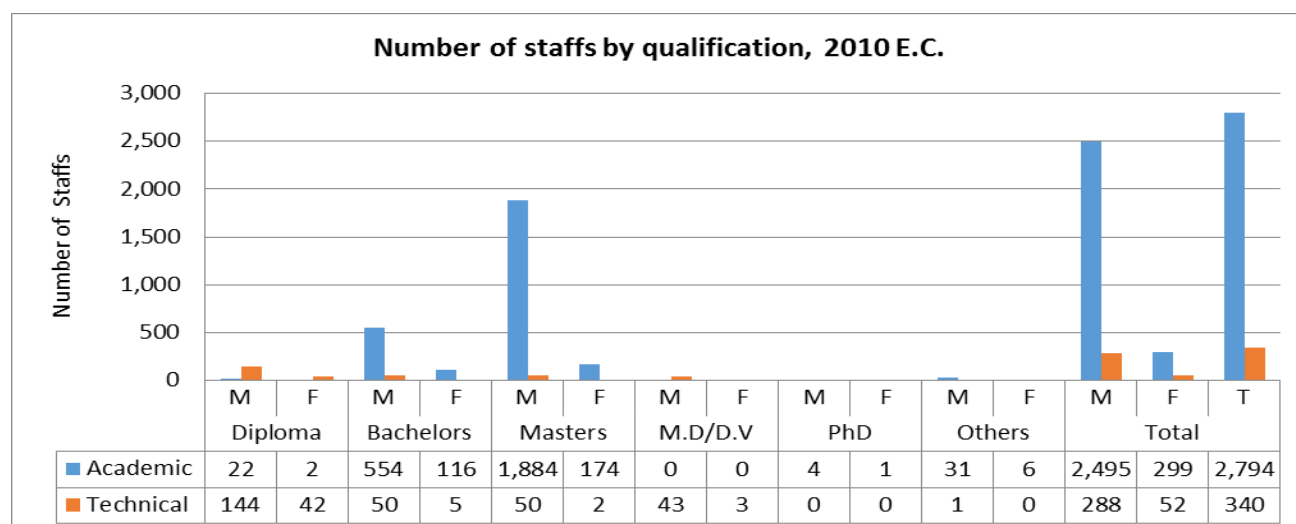
Chart 9.6 Trends in the Number of Graduates, 2002 E.C.-2010 E.C. (2009/10-2017/18)



9.5. Staff in CTEs

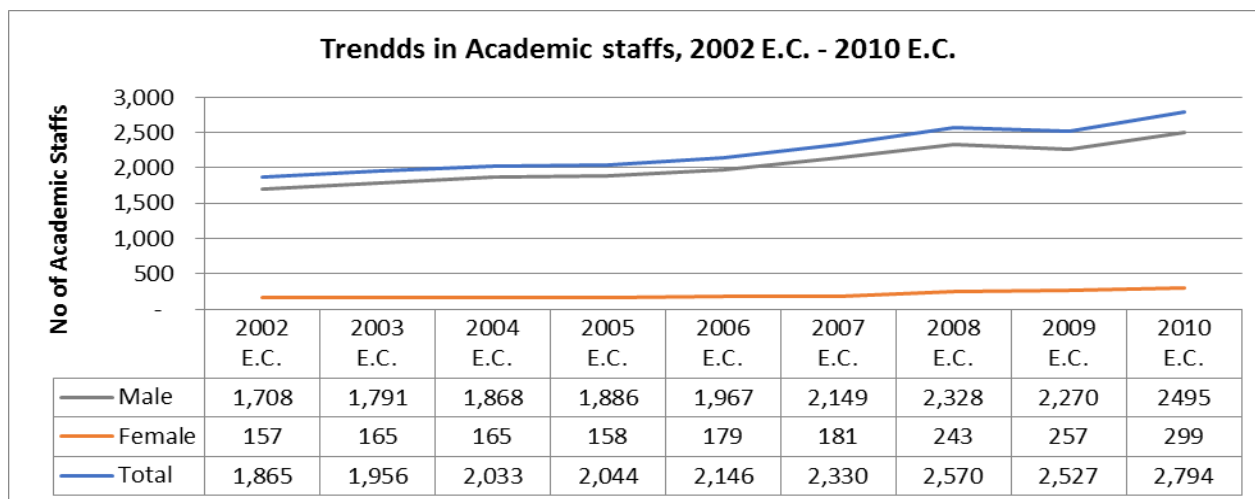
In the 2010 E.C. data, both the academic and technical staffs of CTEs in the country were counted as 3,134, which have an increment of 422 staff members from the previous year. From this total figure, 340 of them are technical staffs. The female shares are only 11.2%, though this number is greater by 1.2 percentage points from the previous year's data. The chart below shows the staff distribution by qualification and sex

Chart 9.7 Numbers of Staff by Qualification and Sex, 2010 E.C. (2017/18)



Considering the academic staffs, the trend over the last nine years is shown in Chart 9.8. The trend shows a steady increase in the number of teachers in CTEs over the time period. 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.-2010 E.C. (2009/10-2017/18)



10. Technical and Vocational Education and Training (TVET)

TVET in Ethiopia contains of five levels to provide relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment 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.

The TVET system strive for social inclusion by increasing overall access to relevant formal, non-formal TVET and informal learning opportunities by all target groups, while ensuring equality of access. The previous neglect of people without relevant schooling, school drop-outs, and people living in the rural areas, people with special needs, and people who are already in work will be overcome.

TVETs 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, and so on that 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 (Ethiopian National TVET Strategy, 2008 E.C.).

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 and Vocational Education and Training (TVET) is 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 contributing 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.

This section of the abstract presents the overall enrollment, completion, competency and Industry Extension Services achievements and staff, institutions and other information of the TVET sector in 2010 E.C. (2017/18).

However, four regions (Afar, Ethiopia-Somali, Gambella and Addis Ababa) have not sent the 2010 E.C. data; and hence the national figure may not provide a real image as expected. We use the 2008 E.C. data for Addis Ababa and the 2007 E.C. data for the rest three regions, which is of their latest data.

10.1. TVET Enrollment

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Trainees enrolled in TVET formal training (number)	265,745	365,154	292,378	x

The total enrolment in TVET has fallen from a total of 302,083 in 2009 E.C. to 292,378 in 2010 E.C. The total enrolment, of the current figure, is still much smaller than the expected number of trainees who should be enrolled in the TVET program. Even though, the number of institutions and enrollment/intake has decreased from the year 2007 E.C (2013/14) up to now, one reason for this is missing of the four regions' (Afar, Ethio-Somali, Gambella and Addis Ababa) data. As can be seen from Table 11.1 below, in the year 2010 E.C (2017/18), share of female trainees constitute 50.8 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; though this figure incorporates only the seven regions' (Tigray, Amhara, Oromia, Dire Dawa, SNNP, Benishangul-Gumuz and Harari) data of 2010 E.C. Since other regions did not respond to the annual questionnaire, we have used the 2007 E.C (2014/15) data for these regions and this will definitely affect the quality of the national figure.

Table 10.1 TVET Enrolment Trends by Sex, 2010 E.C. (2017/18)

	Sex	2006 E.C	2007 E.C	2008 E.C	2009 E.C	2010 E.C	AAGR (%)
		(2013/14)	(2014/15)	(2015/16)	(2016/17)	(2017/18)	
Trainees	Male	115,942	164,658	146,163	147,066	143,747	6.13
	Female	122,107	181,502	157,976	155,017	148,631	6.15
	Total	238,049	352,144	304,139	302,083	292,378	6.14
	% Female	51.3	51.5	51.9	51.3	50.8	

The chart below also shows the gender wise enrollment trend across the last five consecutive years (from 2006 E.C. to 2010 E.C.)

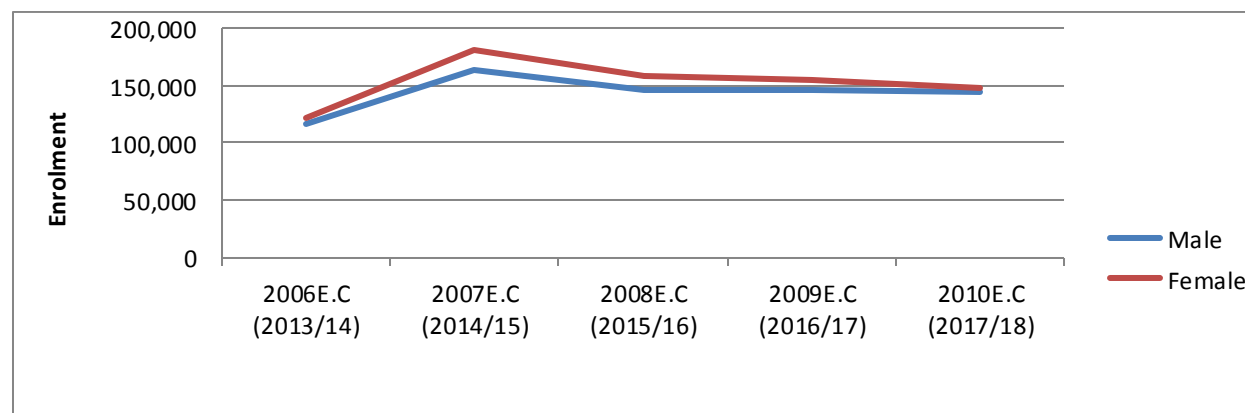
Chart 10.1 TVET Enrolment Trends by Sex, 2010 E.C. (2017/18)

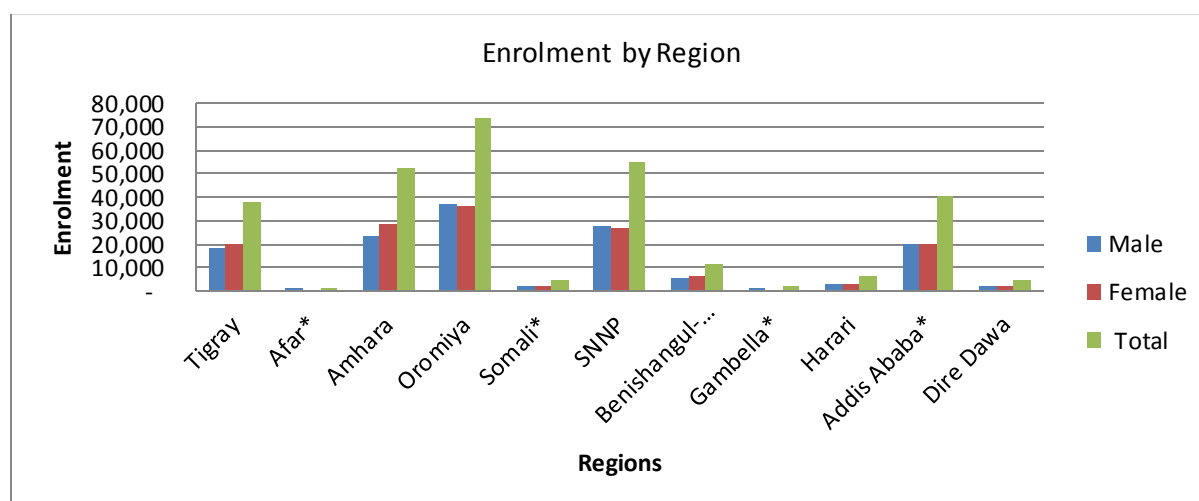
Table 10.2 and Chart 10.2 below also show that the total number of enrolment in 2010 E.C. (2017/18), in all regions, is 292,378. The table illustrates that, the largest shares of enrollment are taken by Oromia, SNNP and Amhara. On the other hand, Afar, Gambella and Ethiopia-Somali constitute the bottom three lowest enrollment shares. Regarding the gender enrollment shares at the national level, based on 2010 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 share of female exceeding the total national female enrollment value, with 50.8%, whereas Tigray and Benishangul-Gumuz have a good proportion in female enrollment share.

Table 10.2 TVET Enrolments by Region, Level and Sex, 2010 E.C. (2017/18)

REGION	Level I		Level II		Level III		Level IV		Level V		level I-V		T	% of Females
	M	F	M	F	M	F	M	F	M	F	M	F		
Tigray	2422	2688	7142	8223	2049	2527	6078	6054	455	311	18,146	19,803	37,949	52.2
Afar*	187	160	444	230	209	126	150	132	-	-	990	648	1,638	39.6
Amhara	761	1028	6864	8552	5770	7438	9339	10589	974	1121	23,708	28,728	52,436	54.8
Oromia	7142	7478	15032	13906	5787	6406	8784	8673	445	258	37,190	36,721	73,911	49.7
Somali*	441	377	752	385	270	267	1,098	1,061	-	-	2,561	2,090	4,651	44.9
SNNP	5,331	5,664	9,380	9,593	6,845	6,785	5,855	4,937	657	380	28,068	27,359	55,427	49.4
Benishangul-Gumuz	1,560	1,433	1,527	1,542	1,381	1,823	1,148	1,315	47	19	5,663	6,132	11,795	52.0
Gambella*	598	604	477	241	61	78	2	9	-	-	1,138	932	2,070	45.0
Harari	701	472	1072	869	935	1094	686	547	34	0	3,428	2,982	6,410	46.5
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	45	87	296	427	514	599	1,199	1,313	331	33	2,385	2,459	4,844	50.8
National	22,514	24,836	49,853	48,555	29,219	32,864	38,799	39,784	3,001	2,183	143,386	148,222	291,608	50.8

*Afar, Ethio-Somali, Addis Ababa and Gambella regions data from 2007 E.C (2014/15)

Chart 10.2 TVET Enrolments by Region and Sex, 2010 E.C. (2017/18)

Regarding the enrollment shares in the government and non-government TVET Institutions, the total share of the government owned Institutions exceeds that of the total non-government almost by five times as seen from Table 11.3. Proportionally, non-government institutions enrolled more female students compared to government institutions, with 57.6% of those enrolled in non-government institutions being female while the government institutions have 49.4% female enrolment share. Afar constitutes the lowest female enrollment share among all regions with 39% female share in government and 40% in the non-government institutions.

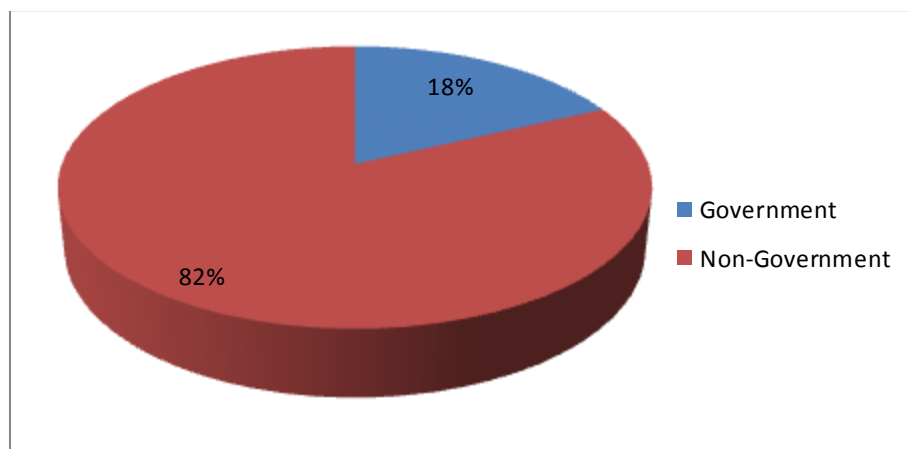
Table 10.3 Government and Non-Government Enrollment by Region and Sex, 2010 E.C. (2017/18)

REGION	Government			Non-Government			Government and Non-Government			Share of Non Gov.(%)
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	
Tigray	13,944	13,663	27,607	4,202	6,140	10,342	18,146	19,803	37,949	27.3
Afar*	680	442	1,122	310	206	516	990	648	1,638	31.5
Amhara	23,708	28,728	52,436	-	-	-	23,708	28,728	52,436	0.0
Oromia	34,443	34,112	68,555	2,596	2,760	5,356	37,039	36,872	73,911	7.2
Ethio. Somali*	2,203	1,707	3,910	358	383	741	2,561	2,090	4,651	15.9
SNNP	25,771	23,854	49,625	2,297	3,505	5,802	28,068	27,359	55,427	10.5
Benishangul-Gumuz	1,819	1,835	3,654	3,844	4,297	8,141	5,663	6,132	11,795	69.0
Gambella*	755	538	1,293	383	394	777	1,138	932	2,070	37.5
Harari	1,773	1,323	3,096	1,655	1,659	3,314	3,428	2,982	6,410	51.7
Addis Ababa*	14,478	10,971	25,449	5,631	9,397	15,028	20,109	20,368	40,477	37.1
Dire Dawa	1,509	1,053	2,562	876	1,406	2,282	2,385	2,459	4,844	47.1
National	121,083	118,226	239,309	22,152	30,147	52,299	143,235	148,373	291,608	17.9

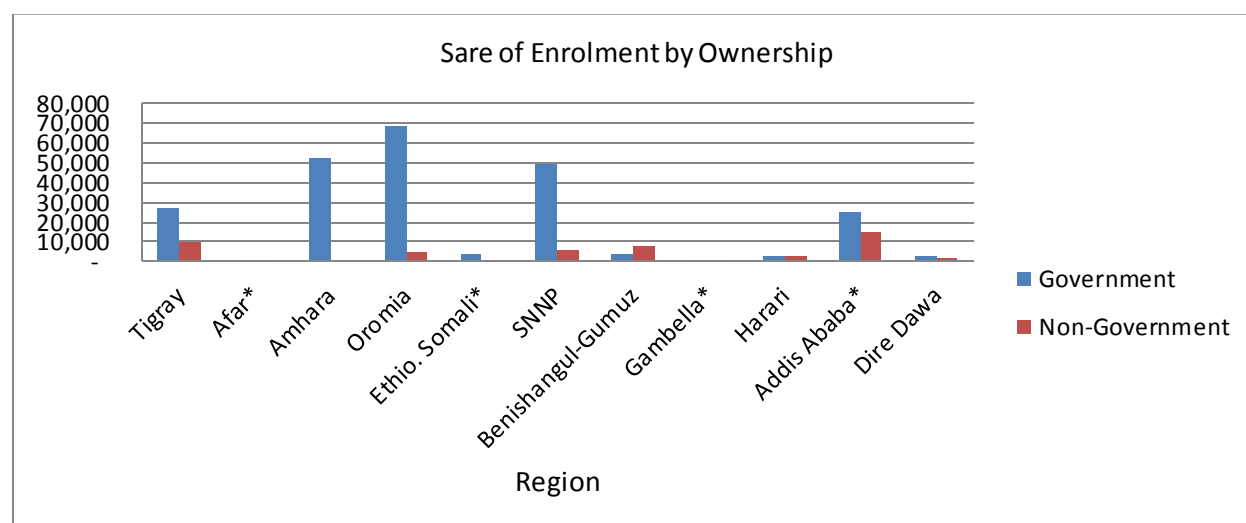
*Afar, Ethio-Somali, Addis Ababa and Gambella regions data from 2007 E.C (2014/15)

As shown in Table 10.3 above, in all regions except Benishangul-Gumz and Harari, with an exceptional non-government share of 69% and 51.7% respectively, the share of non-government enrolment in most regions is below 45% whereas in the 2010 E.C. non- Government data for Amhara region is null (not reported).

The chart below shows how much enrollment in the government TVET institutions are higher than the non-government ones at national level.

Chart 10.3 Percent Share of Enrolment by Ownership at National level, 2010 E.C. (2017/18)

Similarly, Chart 10.4 shows the total TVET enrollment shares of the government and non-government institutions region wise.

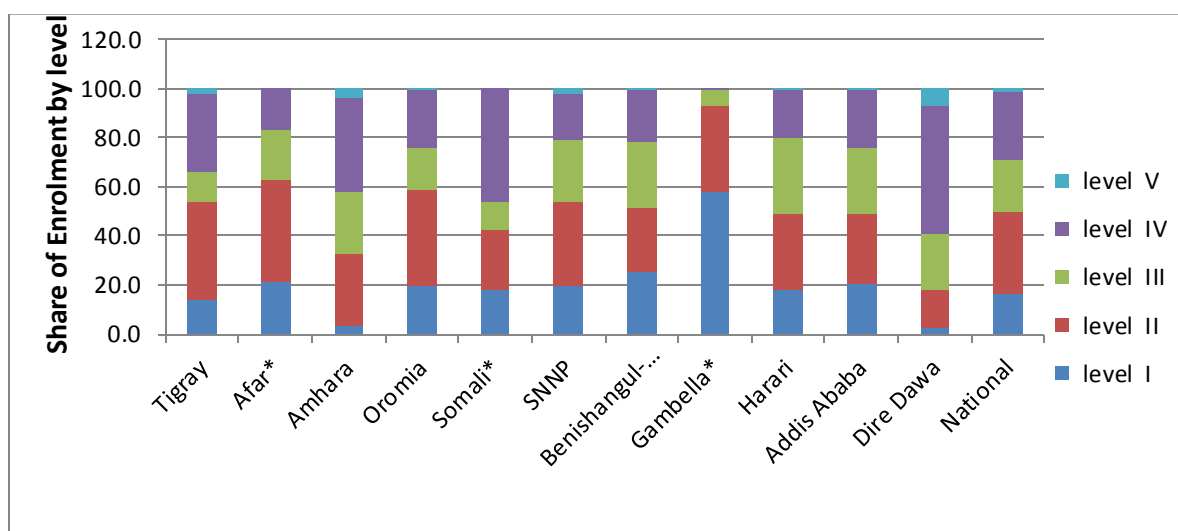
Chart 10.4 Share of Enrolment by Ownership and Region, 2010 E.C. (2017/18)

Concerning the enrollment shares by levels, Table 10.4 displays the data across regions. Based on the table, the largest number of enrollment is registered under level II, with 33.7%, and level V is of the smallest enrollment amount, with 1.8%. On the regional level, though all regions have smallest value in level V, Dire Dawa with 7.5% constitutes the maximum shares under level V enrollment. Looking at the other levels, Gambella constitutes the maximum enrollment share in level I (58.1%), Afar and Tigray in level II (41.1% and 40.5% respectively), Harari in level III (31.7%) and Ethiopia-Somali in level IV (46.4%) shares in the program. (Note: the comparison also included regions with 2007 E.C. data)

Table 10.4 Share of Enrolment by Region and Level, 2010 E.C. (2017/18)

Region	Share of level enroled (%)				
	I	II	III	IV	V
Tigray	13.5	40.5	12.1	32.0	2.0
Afar*	21.2	41.1	20.5	17.2	0.0
Amhara	3.4	29.4	25.2	38.0	4.0
Oromia	19.8	39.2	16.5	23.6	1.0
Somali*	17.6	24.4	11.5	46.4	0.0
SNNP	19.8	34.2	24.6	19.5	1.9
Benishangul-Gumuz*	25.4	26.0	27.2	20.9	0.6
Gambella*	58.1	34.7	6.7	0.5	0.0
Harari	18.3	30.3	31.7	19.2	0.5
Addis Ababa	20.2	28.3	27.5	23.8	0.3
Dire Dawa	2.7	14.9	23.0	51.9	7.5
National	16.2	33.7	21.3	26.9	1.8

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

Chart 10.5 Share of Enrolment by Region and Level, 2010 E.C. (2017/18)

From Table 10.4 and Chart 10.5 above, it can be seen that in Afar, Ethiopia-Somali, and Gambella regions there are no enrolled trainees at level V (though we are considering their 2007 E.C. data). In contrast to this, Dire Dawa region (with the current data) has the highest enrolment at level V at 7.5%.

10.2. Trainers in TVET

Highly competent, qualified, motivated, flexible and creative TVET teachers and instructors are the backbone of any TVET system, capable of adjusting to changing technological environments and creating conducive learning environments for different target groups. To this end, the Government of Ethiopia is in the process of fundamentally overhauling the system and provision of TVET teacher/instructor trainings. The aim of this process is to create a corps of TVET teachers/instructors capable of preparing trainees to successfully pass occupational assessment. Systematic training, education and further training will be provided for teachers and instructors in the TVET system at all levels in the formal programs. (Ethiopian National TVET Strategy, 2008 E.C.)

Table 10.6 Trainers by Rank, Region, and Sex, 2010 E.C. (2017/18)

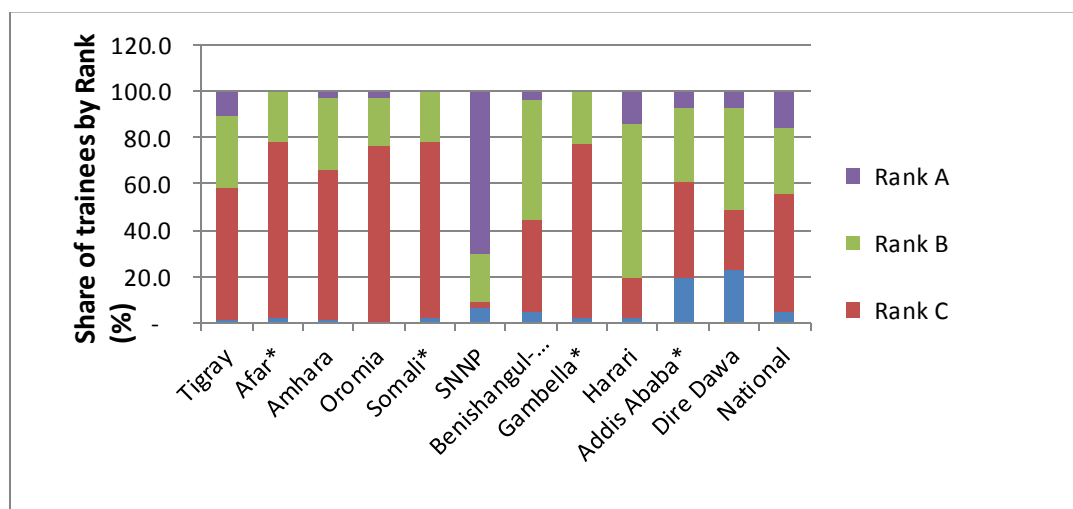
REGION	No. of trainers by Level of Rank						Not Ranked and			Total No.of Trainers			% of Female trainers
	A		B		C		Undifind						
	M	F	M	F	M	F	M	F	M	F	TOTAL		
Tigray	466	85	1,299	251	2,248	626	50	15	4,063	977	5,040	19.4	
Afar*			40	5	134	23	3	1	177	29	206	14.1	
Amhara	72	31	938	192	1845	480	26	3	2,881	706	3,587	19.7	
Oromia	89	26	634	103	2,167	520	15	5	2,905	654	3,559	18.4	
Somali*			58	9	190	44	5	1	253	55	307	17.7	
SNNP	1631	407	468	117	54	18	180	15	2,333	557	2,890	19.3	
Benishangul-Gumuz*	6	0	78	8	55	10	8	-	147	18	165	10.9	
Gambella*			18	2	58	10	1	0	77	13	90	14.0	
Harari	60	4	256	46	66	10	8	3	390	63	453	13.9	
Addis Ababa	117	65	616	207	791	291	451	53	1,975	616	2,591	23.8	
Dire Dawa	20	6	90	62	62	27	26	54	198	149	347	42.9	
National	2,461	624	4,495	1,003	7,670	2,059	773	150	15,399	3,836	19,236	19.9	

Table 10.6 shows that, in 2010 E.C. (2017/18) there are 19,236 trainers, out of which 20% are female. It should be noted that there is a decrement from a total of 27,992 trainers in 2009 E.C. to 19,236 in 2010 E.C. The reason is similar to the enrollment case (not reporting of data from four regions). Tigray had the largest number of trainers in the TVET Sector followed by Amhara and Oromia. In contrast, Gambella, Benishangul-Gumuz, Afar, Ethiopia-Somali and Dire Dawa have the lowest number of trainers.

Table 10.7 Shares of Trainers by Region and Rank, 2010 E.C. (2017/18)

REGION	Share of level of Rank (%)			
	A	B	C	Not Ranked
Tigray	10.9	30.8	57.0	1.3
Afar*	0.0	21.8	76.2	1.9
Amhara	2.9	31.5	64.8	0.8
Oromia	3.2	20.7	75.5	0.6
Somali*	0.0	21.9	76.1	2.0
SNNP	70.5	20.2	2.5	6.7
Benishangul-Gumuz*	3.6	52.1	39.4	4.8
Gambella*	0.0	22.5	75.6	2.0
Harari	14.1	66.7	16.8	2.4
Addis Ababa	7.0	31.8	41.8	19.5
Dire Dawa	7.5	43.8	25.6	23.1
National	16.0	28.6	50.6	4.8

Chart 10.8 Shares of Trainers by Region and Rank, 2010 E.C. (2017/18)



Regarding to sufficient and qualified trainers to the required level are a vital device to enhance quality training. According to national standards, TVET programs at levels I-V require trainers with minimum of “C” level rank. Table 10.7 and Chart 10.8 above show the proportions of trainers by rank at national and Regional level. Nationally, out of the total number of trainers 50.6% have “C” level rank, followed by 28.6% having a “B” rank and 16% having an “A” level rank and 4.8% trainers reported as having no rank and undefined.

10.3. Gender Issue in TVET

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Females as a share of Trainees in formal TVET system	51	50	51	✓

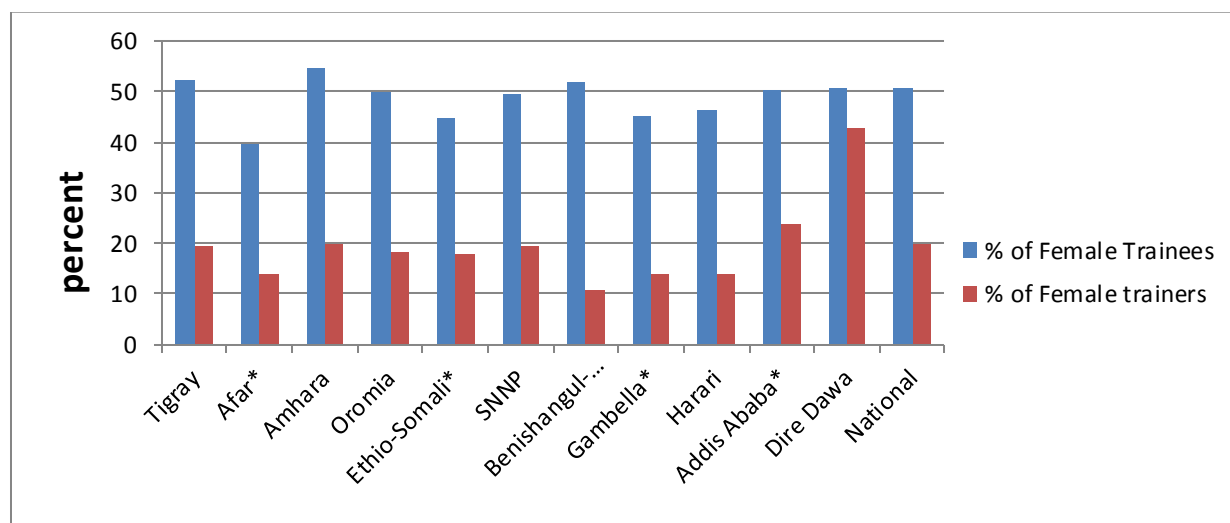
All TVET opportunities will be equally accessible to females. TVET institutions should have to develop gender sensitive policies in order to ensure that they are not discriminated against through content or organization of TVET programs and to effectively prevent harassment of female trainees and staff members. (Ethiopian National TVET Strategy, 2008)

The share of female in both trainees and trainers is an important indicator of balanced programs to increase enrolment and participation of females in TVET institutions (or in short in relation to access measures disaggregated by gender). Share of females is considered here as it is used to highlight the status of equity between boys and girls in the education and training system. The following table and chart is presented to demonstrate the current situation of female participation in 2010 E.C. (2017/18) regionally and nationally.

Table 10.9 Share of Female Trainees and Trainers by Region, 2010 E.C. (2017/18)

REGION	Trainees		% of Female Trainees	Trainers		% of Female trainers
	M	F		M	F	
Tigray	18,146	19,803	52	4063	977	19
Afar*	990	648	40	177	29	14
Amhara	23,708	28,728	55	2881	706	20
Oromia	36,239	36,181	50	2905	654	18
Somali*	2,561	2,090	45	252.91	54.521	18
SNNP	28,068	27,359	49	2333	557	19
Benishangul-Gumuz*	5,663	6,132	52	147	18	11
Gambella*	1,138	932	45	77.493	12.595	14
Harari	3,428	2,982	47	390	63	14
Addis Ababa	20,109	20,368	50	1975	616	24
Dire Dawa	2,385	2,459	51	198	149	43
National	142,435	147,682	51	15399	3836	20

*Afar, Ethio-Somali, Benishangul-Gumuz and Gambella regions data from 2007 E.C (2014/15)

Chart 10.10 Shares of Female Trainees and Trainers by Region, 2010 E.C. (2017/18)

As shown in Table 10.9 and Chart 10.10 above, at the national level, share of female trainees and trainers are 51% and 20% respectively. This shows that female trainees' participation in the sector has had good improvement compared with female trainers. Amhara, Tigray and Benishangul-Gumuz have the highest female trainee share in the sector. On the other hand, the status of regions regarding share of female trainers is under 43%, especially, Benishangul-Gumuz (11%), Afar, Gambella and Harari (each with 14%) have the lowest share of female trainers compared with other regions.

10.4. 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 2009, as graduates data in 2010 were not collected/

Table 10.11 Completers or Graduates by Region and Sex, 2009 E.C. (2016/17)

Region	Male	Female	Total	Share of Female (%)
Tigray	8,698	7,984	16,682	48
Afar*	317	232	549	42
Amhara	17,373	24,071	41,444	58
Oromia	8,017	6,046	14,063	43
Somali			-	
SNNP	10,024	9,265	19,289	48
Benishangul-Gumuz	2,067	1,876	3,943	48
Gambella*	122	111	233	48
Harari	2,202	2,510	4,712	53
Addis Ababa*	9,541	10,848	20,389	53
Dire Dawa	1,330	1,212	2,542	48
National	59,691	64,155	123,846	52

Note: Ethiopia-Somali Data with blank indicates that no data was available.

Table 10.11 above shows that in the TVET program at the national level and at all levels there are 123,846 students that have graduated from government and non-government institutions in 2009 E.C. (2016/17), out of which 52% are female trainees.

10.5. Trainee-Trainer Ratio (TTR) in TVET

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

As noted in Table 10.11 and Chart 10.12 below, the trend of Trainee-Trainer Ratio (TTR) in TVET program has positively decreased from 19 to 15 from 2006 E.C. (2013/14) to 2010 E.C. (2017/18).

Table 10.12 Trend of Trainee-Trainer Ratio (TTR) In TVET Program, 2010 E.C. (2017/18)

	2006 E.C (2013/14)	2007 E.C (2014/15)	2008 E.C (2015/16)	2009 E.C (2015/16)	2010 E.C (2017/18)
Enrolment (Trainees)	238,049	352,144	304,139	302,083	292,378
Trainers	12,779	21,830	24,179	27,992	19,236
Trainee-trainer ratio	19	16	13	11	15

Char 10.13 Trend of Trainee-Trainer Ratio (TTR) In TVET Program, 2010 E.C. (2017/18)

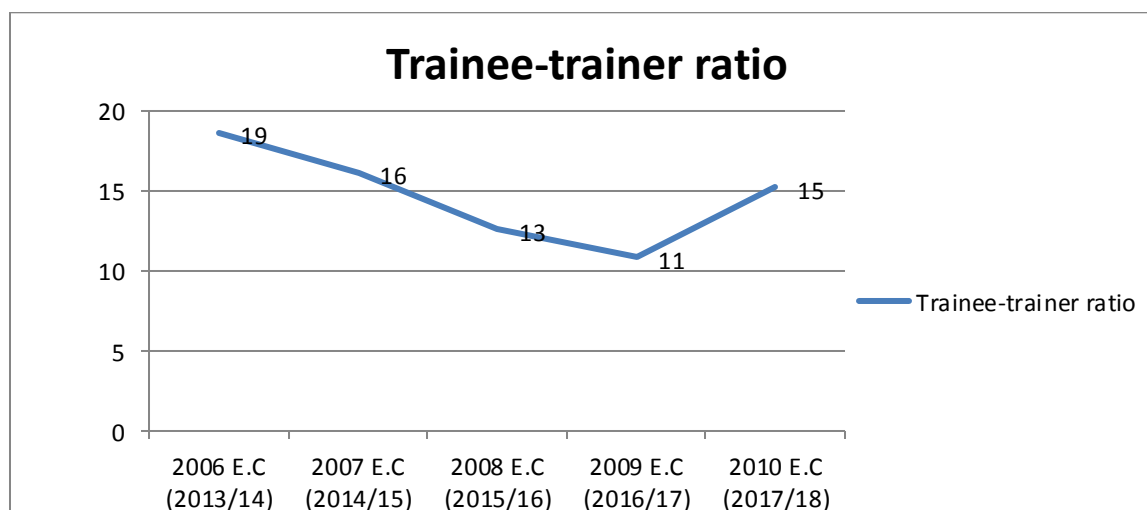
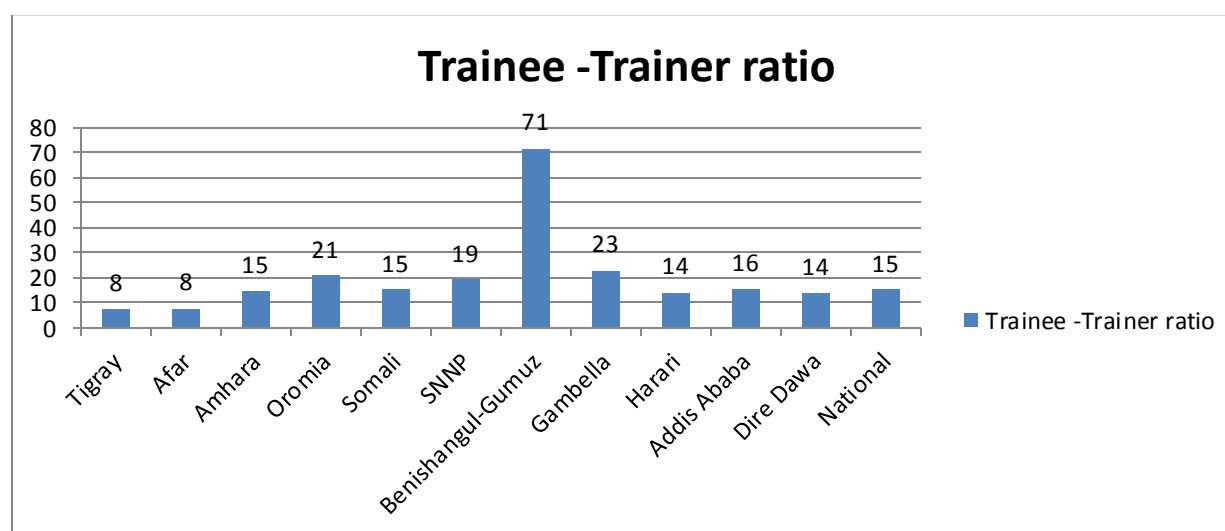


Table 10.13 and Chart 10.14 below show that at national level TTR is 15 for the year 2010 E.C (2017/18). TTR in Benishangul-Gumuz, however, is high and low in Tigray, Afar and Dire Dawa at 8,8, and 14 respectively.

Table 10.14 Trainee Trainer Ratios by Region, 2010 E.C. (2017/18)

REGION	Enrolment	No.of Trainers	Trainee -Trainer ratio
Tigray	37949	5,040	8
Afar	1638	206	8
Amhara	52436	3,587	15
Oromia	73911	3,559	21
Somali	4651	307	15
SNNP	55427	2,890	19
Benishangul-Gumuz	11795	165	71
Gambella	2070	90	23
Harari	6410	453	14
Addis Ababa	40477	2,591	16
Dire Dawa	4844	347	14
National	291608	19,236	15

Chart 10.15 Trainee Trainer Ratios by Region, 2010 E.C. (2017/18)

11. 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 services.

Currently there are 49 Government higher education institutions (including Ethiopian Civil Service University, Kotebe Metropolitan University and Oromia State University) and 128 accredited Non-Government higher education institutions (as the data from HERQA showed).

The 2010 E.C. (2017/18) higher education data collection process has been challenged by poor response rate similar to last year's case. However, in this year, the response rate is low in the Government Institutions compared to last year's case.

In this academic year, from Government institutions, questionnaire responses received from 34 Universities out of 49 and from 128 Non-Government institutions 44 of them submitted the completed questionnaire.

For those institutions that didn't submit the 2010 E.C. data, we used the 2009 E.C. data instead. Thus, the figures shown may underestimate the true situation of higher education in the country. 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. Details of other attributes of the entire data are incorporated in the annex part of the abstract.

11.1. Enrolment in Undergraduate Programs

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Year one undergraduate completion rate female	-	95	77.7	x
Year one undergraduate completion rate male	-	95	83.6	x
Females as a share of Undergraduate enrolment	32	38	36	x

/The indicator above showed the result in Government Higher Education Institutions/

In 2010 E.C, compared to the previous year, the total number of undergraduate enrollment in all programs (Regular, Extension, Summer, Distance) increased by 4.7 percentage points.

Completion of this program (the undergraduate) 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.

Table 11.1 Undergraduate Enrolments by Program and Sex, 2010 E.C. (2017/18)

Program	Sex	Government	Non-Government	Total	Non-Government (in %)
Regular	Male	248,322	26,641	274,963	9.7
	Female	139,864	36,413	176,277	20.7
	Total	388,186	63,054	451,240	14.0
Extension	Male	69,436	16,855	86,291	19.5
	Female	39,685	18,454	58,139	31.7
	Total	109,121	35,309	144,430	24.4
Summer	Male	112,579	-	112,579	0.0
	Female	42,222	-	42,222	0.0
	Total	154,801	-	154,801	0.0
Distance	Male	21,903	24,441	46,344	52.7
	Female	12,657	15,531	28,188	55.1
	Total	34,560	39,972	74,532	53.6
Total	Male	452,240	67,937	520,177	13.1
	Female	234,428	70,398	304,826	23.1
	Total	686,668	138,335	825,003	16.8

Chart 11.1 Undergraduate Enrolments by Program and Sex, 2010 E.C. (2017/18)

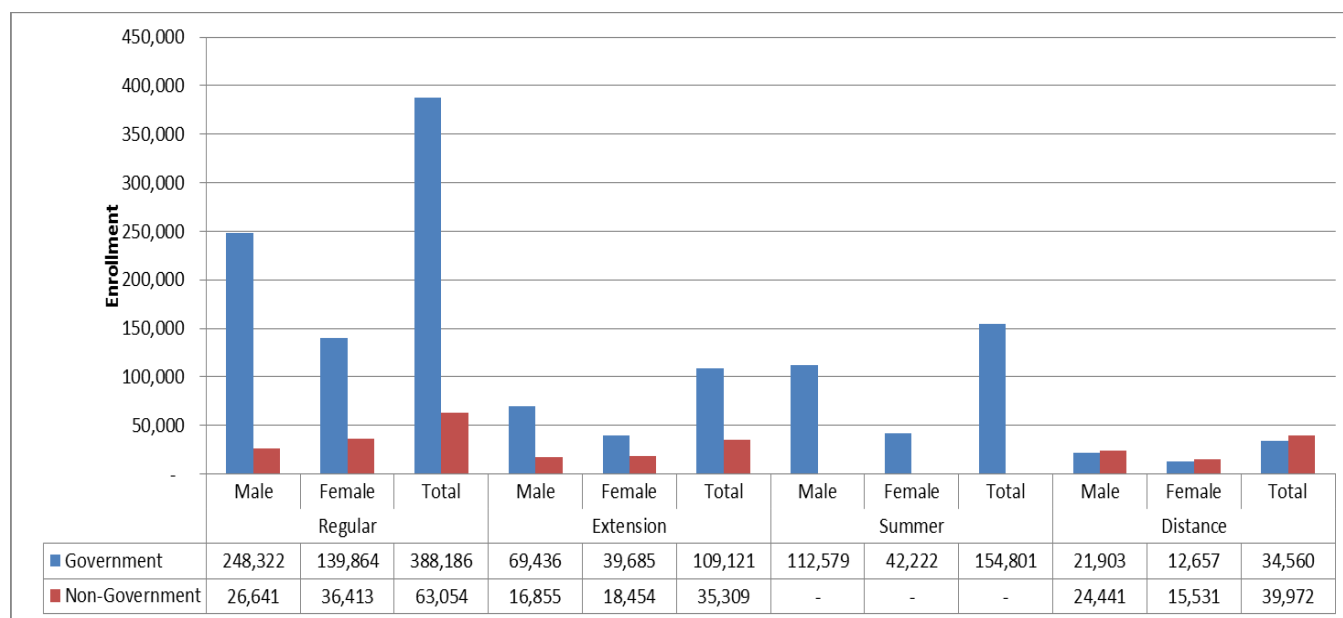
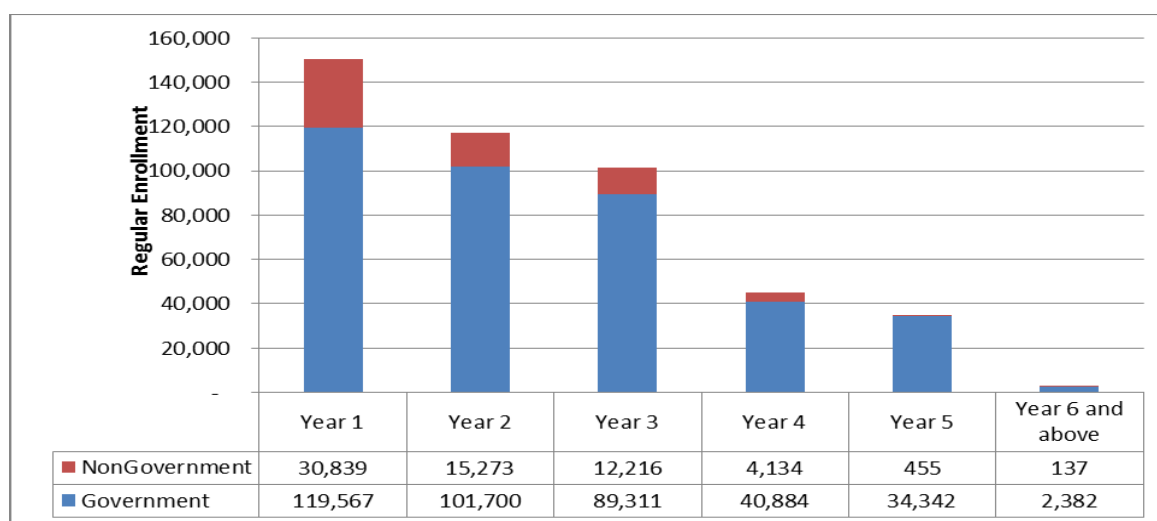


Table 11.1 and Chart 11.1 above show that in the year 2010 E.C. (2017/18) the total undergraduate enrolment in all programs is 825,003; from which 37% are females, where the female share has been increased by 1.7 percentage points compared with the 2009 E.C. figure. It can also be seen from the table 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 54.7%.

Table 11.2 Enrolments in Regular Undergraduate program by Year, 2010 E.C. (2017/18)

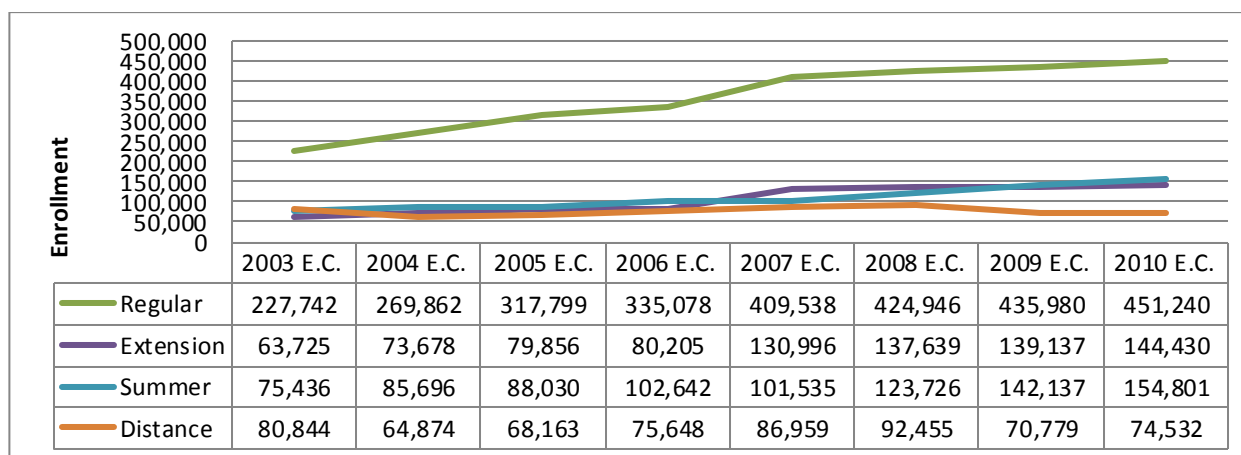
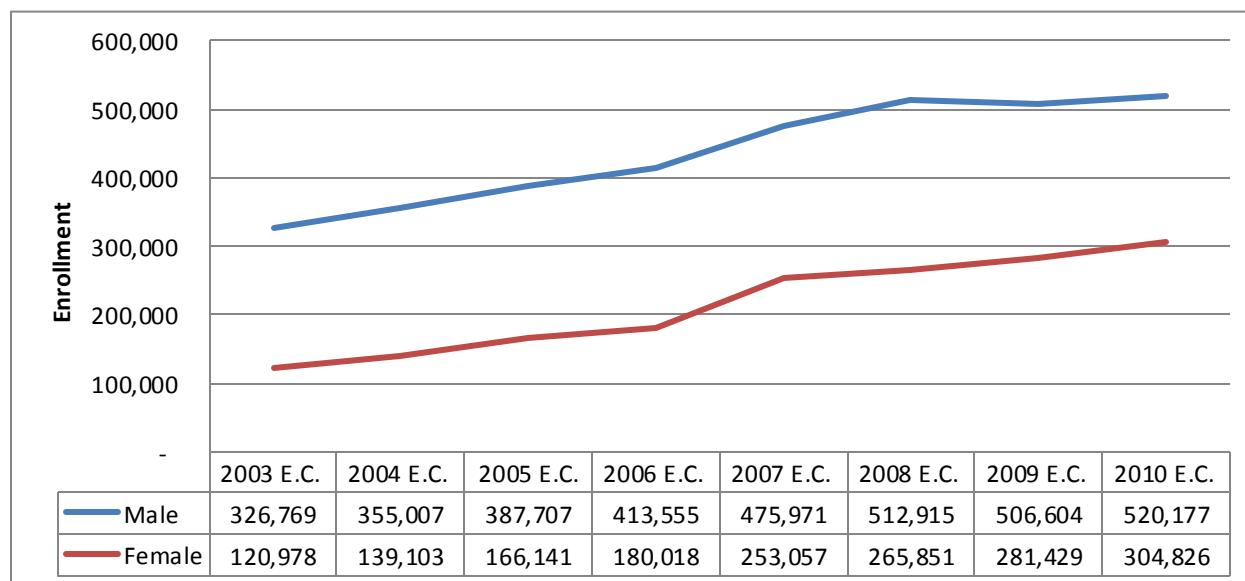
Ownership	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 and above	Total
Government	119,567	101,700	89,311	40,884	34,342	2,382	388,186
NonGovernment	30,839	15,273	12,216	4,134	455	137	63,054
Total	150,406	116,973	101,527	45,018	34,797	2,519	451,240
NonGovernment (%)	20.50	13.06	12.03	9.18	1.31	5.44	13.97

Chart 11.2 Enrolments in Regular Undergraduate by Year and Sex, 2010 E.C. (2017/18)

From Table 11.2 and Chart 11.2 above, it can be seen that enrolment decreases year after year from Year I to VI showing a problem of completion.

Table 11.3 Trends in Undergraduate Enrolment by Program and Sex, 2010 E.C. (2017/18)

Program	Sex	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)
Regular	Male	165,371	194,028	222,846	232,645	263,883	274,180	275,478	274,963
	Female	62,371	75,834	94,953	102,433	145,655	150,766	160,502	176,277
	Total	227,742	269,862	317,799	335,078	409,538	424,946	435,980	451,240
Extension	Male	42,814	47,308	50,605	50,423	80,827	85,822	82,916	86,291
	Female	20,911	26,370	29,251	29,782	50,169	51,817	56,221	58,139
	Total	63,725	73,678	79,856	80,205	130,996	137,639	139,137	144,430
Summer	Male	57,787	66,086	67,118	78,527	74,062	93,246	104,758	112,579
	Female	17,649	19,610	20,912	24,115	27,473	30,480	37,379	42,222
	Total	75,436	85,696	88,030	102,642	101,535	123,726	142,137	154,801
Distance	Male	60,797	47,585	47,138	51,960	57,199	59,667	43,452	46,344
	Female	20,047	17,289	21,025	23,688	29,760	32,788	27,327	28,188
	Total	80,844	64,874	68,163	75,648	86,959	92,455	70,779	74,532
Total	Male	326,769	355,007	387,707	413,555	475,971	512,915	506,604	520,177
	Female	120,978	139,103	166,141	180,018	253,057	265,851	281,429	304,826
	Total	447,747	494,110	553,848	593,573	729,028	778,766	788,033	825,003

Chart 11.3.1 Trends in Undergraduate Enrolment by Program, 2010 E.C. (2017/18)**Chart 11.3.2 Trends in Undergraduate Enrolment by Sex, 2010 E.C. (2017/18)**

From Table 11.3 and Charts 11.3.1 and 11.3.2 above, it can be seen that undergraduate enrolment in regular programs has been increasing significantly for the last eight years and has the largest share of all the program types. In contrast, enrollment in distance programs has no uniform progress throughout the period.

Table 11.4 Long term Trend in Undergraduate Enrolments 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
2010 E.C. (2017/18)	520,177	304,826	825,003

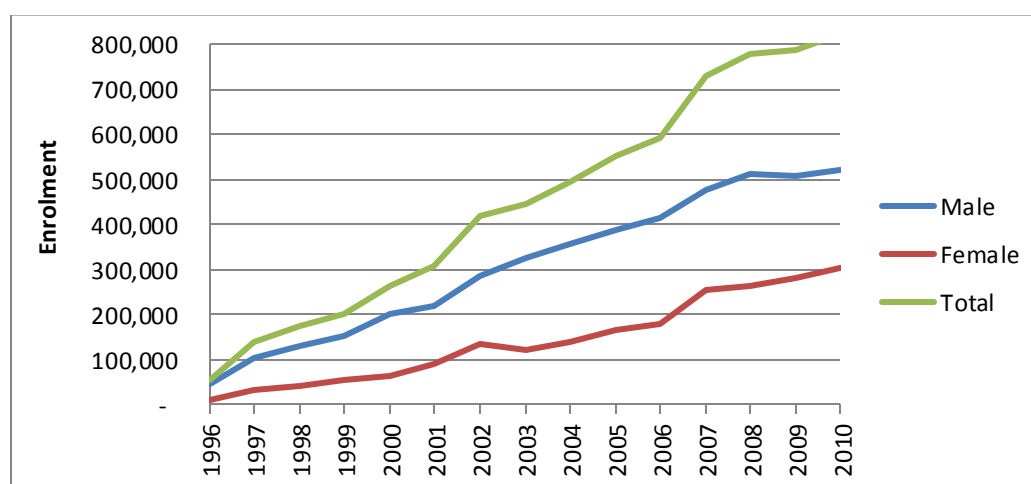
Chart 11.4 Long term Trend in Undergraduate Enrolments in all Programs

Table 11.4 and Chart 11.4 show the long term figures for undergraduate enrolment. A large increase has been observed throughout the period 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 11.5 Undergraduate Enrolments in Government Institutions by Program, Sex and Band, 2010 E.C. (2017/18)

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	114,883	19,907	28,893	21,471	36,370	26,798	248,322
	Female	43,302	19,191	16,356	18,008	18,919	24,088	139,864
	Total	158,185	39,098	45,249	39,479	55,289	50,886	388,186
Extension	Male	14,467	2,404	5,578	1,515	40,631	4,841	69,436
	Female	3,913	1,006	4,176	477	26,726	3,387	39,685
	Total	18,380	3,410	9,754	1,992	67,357	8,228	109,121
Summer	Male	14,376	40,404	3,440	7,271	4,019	43,069	112,579
	Female	4,718	12,184	1,450	1,379	1,209	21,282	42,222
	Total	19,094	52,588	4,890	8,650	5,228	64,351	154,801
Distance	Male	-	2,669	561	319	10,173	8,181	21,903
	Female	-	823	232	76	5,812	5,714	12,657
	Total	-	3,492	793	395	15,985	13,895	34,560
Total	Male	143,726	65,384	38,472	30,576	91,193	82,889	452,240
	Female	51,933	33,204	22,214	19,940	52,666	54,471	234,428
	Total	195,659	98,588	60,686	50,516	143,859	137,360	686,668

Table 11.5 above shows that in 2010 E.C. (2017/18), Band 1 (Engineering and Technology) scored the highest number of enrolment among all bands, and it was in the regular program, followed by Band 5 in the Extension program and Band 6 in the Summer program.

Enrollment ratio of natural science to that of social science is calculated to be 59:41 (last year it was 61:39). This shows that the ratio is decreasing from year to year, and thus it needs a serious attention to improve the ratio so as to achieve the 70:30 proportions.

11.2. 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 degree. Completion of this program is certified by awarding either a Master's degree, or equivalent, or a PhD degree.

Table 11.6 Government and Non-Government Postgraduate Enrolments by Program and Sex, 2010 E.C. (2017/18)

Program	Postgraduate-Masters			Postgraduate-PhD			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Regular	22,839	6,492	29,331	3,432	321	3,753	26,271	6,813	33,084
Extension	14,125	3,549	17,674	90	10	100	14,215	3,559	17,774
Summer	21,354	3,007	24,361	128	13	141	21,482	3,020	24,502
Distance	1,020	415	1,435	-	-	-	1,020	415	1,435
Total	59,338	13,463	72,801	3,650	344	3,994	62,988	13,807	76,795

Enrolment in postgraduate has been increased by 6.6 percentage points from last year. Table 11.6 also shows that female contribution is 18% with an increment of 1.4 percentage points from last year.

Table 11.7 Postgraduate Enrolment trends in Government and Non-Government Institutions

			2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)
Government	Masters	Male	15,996	18,169	20,060	20,871	23,129	34,398	53,937	56,481
		Female	2,490	4,635	5,043	5,246	7,337	9,706	10,943	11,580
		Total	18,486	22,804	25,103	26,117	30,466	44,104	64,880	68,061
	PhD	Male	690	1,530	2,809	2,922	2,755	2,444	3,075	3,650
		Female	99	319	356	370	380	281	294	344
		Total	789	1,849	3,165	3,292	3,135	2,725	3,369	3,994
Non-Government	Masters	Male	682	779	2,339	2,433	4,820	2,779	2,438	2,857
		Female	193	228	697	725	1,866	1,913	1,658	1,883
		Total	875	1,007	3,036	3,158	6,686	4,692	4,096	4,740
Grand Total	Male		17,368	20,478	25,208	26,226	30,704	39,621	59,450	62,988
	Female		2,782	5,182	6,096	6,341	9,583	11,900	12,895	13,807
	Total		20,150	25,660	31,304	32,567	40,287	51,521	72,345	76,795
	Female (in %)		13.8	20.2	19.5	19.5	23.8	23.1	17.8	18.0

Chart 11.5 Postgraduate Enrolment trends in Government and Non-Government Institutions

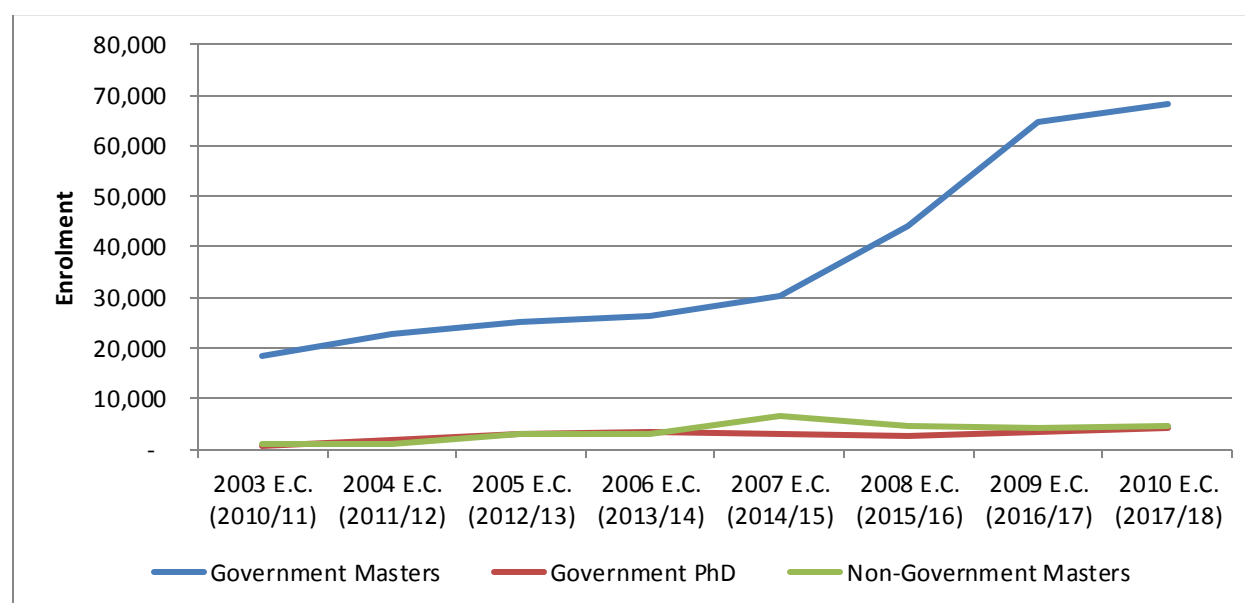
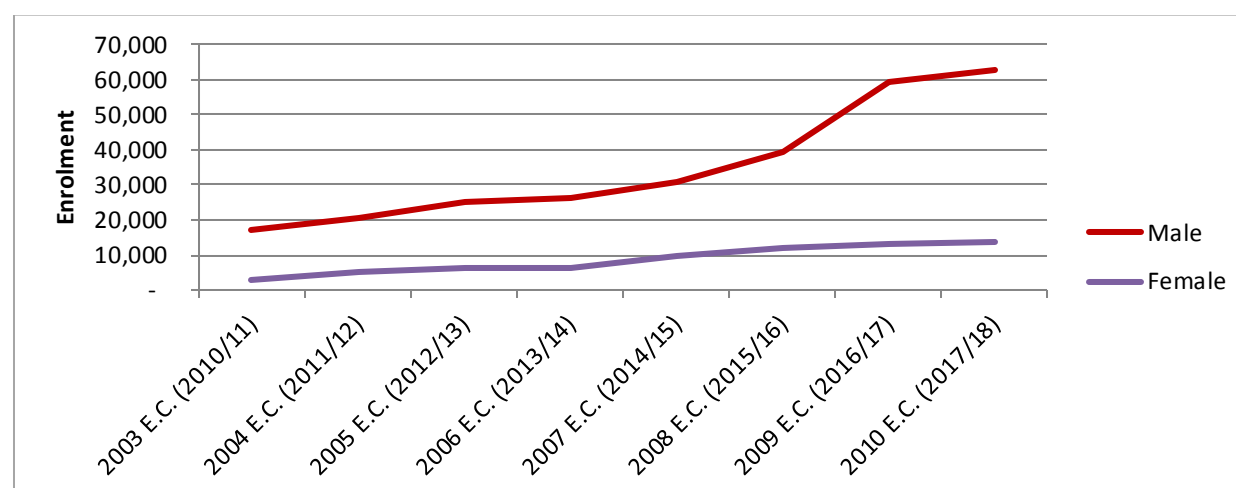


Chart 11.6 Postgraduate Enrolment trends in Government and Non-Government Institutions by Sex

From the above tables and charts, it can be observed that total enrollment increased by more than double in the past four years especially in Postgraduate-Masters.

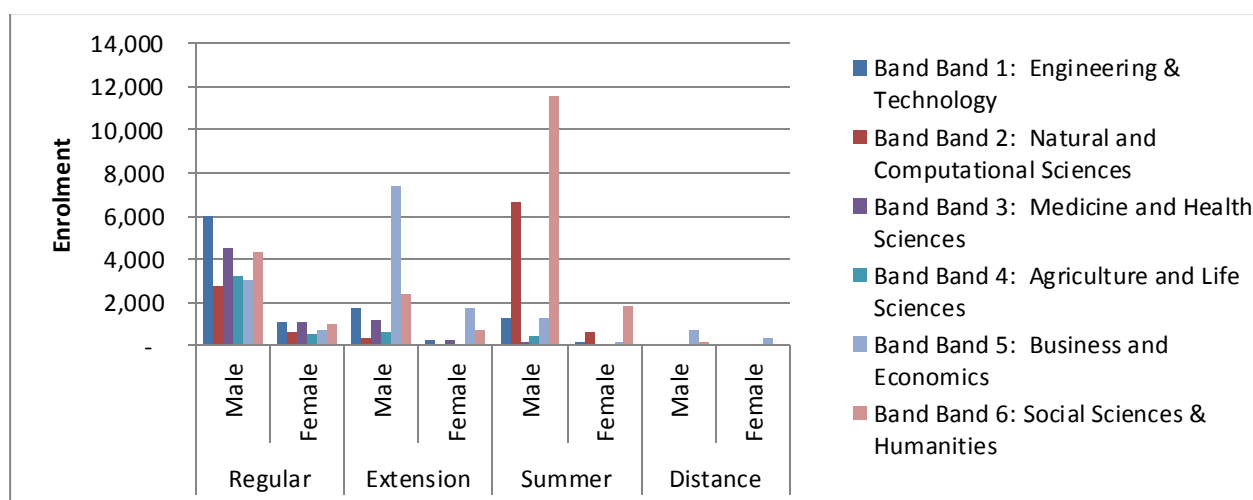
Table 11.8 Long term Trends in Postgraduate Enrolments

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
2010 E.C. (2017/18)	62,988	13,807	76,795

Below are detail data on Government institutions' postgraduate enrollment disaggregated by program, sex and band

Table 11.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2010 E.C. (2017/18)

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	6,003	2,736	4,526	3,268	3,096	4,311	23,940
	Female	1,142	617	1,093	580	746	1,062	5,240
	Total	7,145	3,353	5,619	3,848	3,842	5,373	29,180
Extension	Male	1,766	364	1,163	619	7,382	2,395	13,689
	Female	275	53	262	130	1,763	766	3,249
	Total	2,041	417	1,425	749	9,145	3,161	16,938
Summer	Male	1,285	6,710	178	480	1,254	11,575	21,482
	Female	184	685	28	84	152	1,887	3,020
	Total	1,469	7,395	206	564	1,406	13,462	24,502
Distance	Male	-	-	-	93	770	157	1,020
	Female	-	-	-	7	346	62	415
	Total	-	-	-	100	1,116	219	1,435
Total	Male	9,054	9,810	5,867	4,460	12,502	18,438	60,131
	Female	1,601	1,355	1,383	801	3,007	3,777	11,924
	Total	10,655	11,165	7,250	5,261	15,509	22,215	72,055

Chart 11.7 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2010 E.C. (2017/18)

From Table 11.9 and Chart 11.7, it is shown that Social Sciences and Humanities (Band 6) have the highest number of postgraduate students, with 30.8% of the total postgraduate enrollment followed by Business and Economics (Band 5) with 21.5% enrolment shares. On the other hand, similar from the previous year, Agriculture and Life Sciences (Band 4) are the least studied with only 7.3% of students enrolled in these fields.

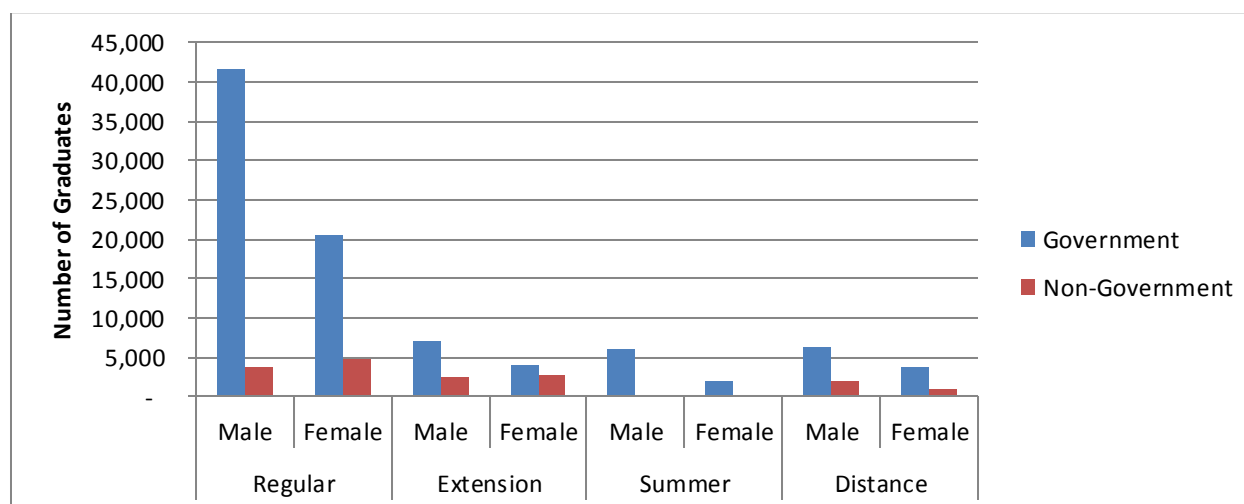
11.3. Graduates from Undergraduate Programs

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

Table 11.10 Undergraduate Graduates by Program, Ownership and Sex, 2010 E.C. (2017/18)

Program	Sex	Government	Non-Government	Total
Regular	Male	41,615	3,696	45,311
	Female	20,584	4,775	25,359
	Total	62,199	8,471	70,670
Extension	Male	7,058	2,554	9,612
	Female	3,965	2,834	6,799
	Total	11,023	5,388	16,411
Summer	Male	5,983	-	5,983
	Female	2,032	-	2,032
	Total	8,015	-	8,015
Distance	Male	6,427	2,038	8,465
	Female	3,784	1,092	4,876
	Total	10,211	3,130	13,341
Total	Male	61,083	8,288	69,371
	Female	30,365	8,701	39,066
	Total	91,448	16,989	108,437

Chart 11.8 Undergraduate Graduates by Program, Ownership and Sex, 2010 E.C. (2017/18)



As noted in Table 11.10 and Chart 11.8 above, there are a total of 108,437 graduates in undergraduate programs with a bachelor's degree in 2010 E.C. from Government and Non-Government institutions, with 36% are females. The total number of graduates in this year is much lower than that of last year's, with a decrement of 23.5 percentage points; however graduates from Non-Government institutions showed an increment by 18.2 percentage points.

Table 11.11 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)	2010 E.C. (2017/18)
Regular	Male	39,497	53,447	51,798	54,024	65,462	45,311
	Female	14,820	16,302	19,357	25,336	31,233	25,359
	Total	54,317	69,749	71,155	79,360	96,695	70,670
Extension	Male	6,278	6,906	7,805	7,762	11,674	9,612
	Female	3,721	4,093	4,226	4,725	7,806	6,799
	Total	9,999	10,999	12,031	12,487	19,480	16,411
Summer	Male	5,774	6,352	12,671	12,582	10,362	5,983
	Female	1,551	1,706	3,771	4,789	3,708	2,032
	Total	7,325	8,058	16,442	17,371	14,070	8,015
Distance	Male	4,917	5,408	4,642	10,405	7,027	8,465
	Female	2,515	2,767	3,297	7,652	4,428	4,876
	Total	7,432	8,175	7,939	18,057	11,455	13,341
Total	Male	56,466	72,113	76,916	84,773	94,525	69,371
	Female	22,607	24,868	30,651	42,502	47,175	39,066
	Total	79,073	96,981	107,567	127,275	141,700	108,437

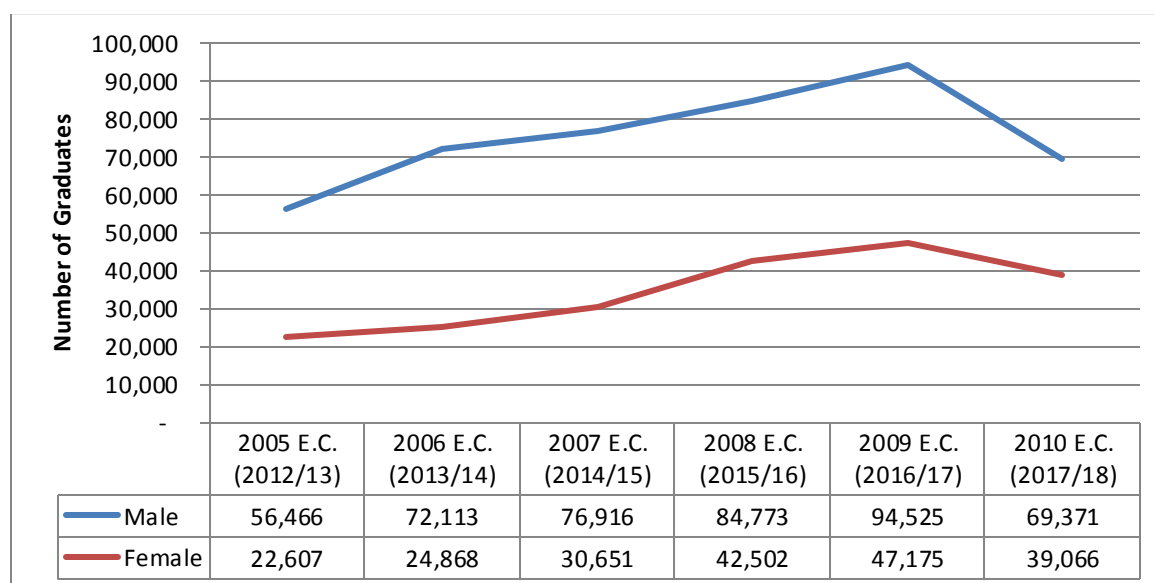
Chart 11.9 Trends in Number of Undergraduate Graduates in Government and Non-Government Institutions by Sex

Table 11.11 and Chart 11.9 above show the trend in undergraduate graduates by program for the last six years. There is a steady increase in the overall undergraduate graduates for the past five years, growing by 79.2% over the time period, with the exception of this year. The increment is also hold true for female graduates, and the greatest increase in the number of female graduates was observed between 2007 E.C. and 2008 E.C. growing by 38.7%. 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.

11.4. 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 11.12 Postgraduate Graduates by Program and Sex, 2010 E.C. (2017/18)

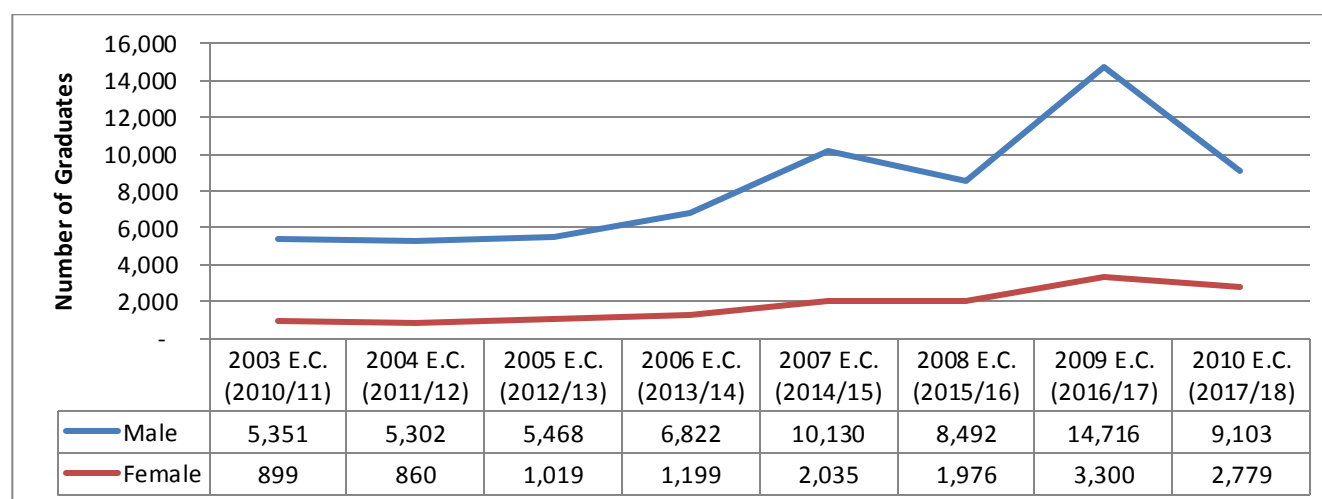
Program	Postgraduate-Masters			Postgraduate-PhD			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Regular	4,868	1,951	6,819	218	19	237	5,086	1,970	7,056
Extension	1,720	483	2,203	-	-	-	1,720	483	2,203
Summer	2,099	263	2,362	-	-	-	2,099	263	2,362
Distance	198	63	261	-	-	-	198	63	261
Total	8,885	2,760	11,645	218	19	237	9,103	2,779	11,882

Table 11.12 shows that 11,882 students graduate in postgraduate programs from Government and Non-Government institutions in 2010 E.C. This figure is by far less than the previous year's data, which were 18,016.

It can also be seen from the table that, 23.4% of the graduates are female, which has a 5.1 percentage point's increment from last year.

Table 11.13 Trends in Number of Postgraduate Graduates in Government and Non-Government Institutions

		2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)
Government	Male	5,057	5,025	5,095	6,369	8,595	7,107	11,358	7,258
	Masters Female	819	792	865	1,081	1,608	1,481	2,312	1,579
	Total	5,876	5,817	5,960	7,450	10,203	8,588	13,670	8,837
	Male	20	63	64	67	424	239	2,446	218
	PhD Female	1	7	70	13	61	24	360	19
	Total	21	70	134	80	485	263	2,806	237
Non-Governr	Male	274	214	309	386	1111	1146	912	1,627
	Masters Female	79	61	84	105	366	471	628	1,181
	Total	353	275	393	491	1477	1617	1540	2,808
Grand Total	Male	5,351	5,302	5,468	6,822	10,130	8,492	14,716	9,103
	Female	899	860	1,019	1,199	2,035	1,976	3,300	2,779
	Total	6,250	6,162	6,487	8,021	12,165	10,468	18,016	11,882
	Female (%)	14.4	14.0	15.7	14.9	16.7	18.9	18.3	23.4

Chart 11.10 Trends in Number of Postgraduate Graduates in Government and Non-Government Institutions by Sex

11.5. Academic Staff in Higher Education Institutions

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Academic staff mix in universities (Bachelor: Master's: Doctorate)	27:58:15	11:65:24	33:54:13	x

/The above indicator shows only for Government Higher Education Institutions/

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

Table 11.14 Academic Staff of Higher Education Institutions by Qualification, Sex, Citizenship and Ownership, 2010 E.C. (2017/18)

Qualification	Sex	Government		Non-Government		Total
		Ethiopian	Expatriate	Ethiopian	Expatriate	
Bachelors	Male	6,962	3	450	4	7,419
	Female	1,808	1	174	-	1,983
M.D/D.V.M	Male	1,354	4	26	-	1,384
	Female	275	3	9	-	287
Masters	Male	13,729	536	878	10	15,153
	Female	1,788	86	159	5	2,038
PhD	Male	2,900	896	140	7	3,943
	Female	231	84	7	-	322
Speciality	Male	351	30	73	3	457
	Female	34	2	8	-	44
Sub-Speciality	Male	36	24	1	-	61
	Female	-	1	-	-	1
Others	Male	91	4	26	-	121
	Female	36	-	10	-	46
Total Male		25,423	1,497	1,594	24	28,538
Total Female		4,172	177	367	5	4,721
Total		29,595	1,674	1,961	29	33,259

/Expatriate staffs of the Non-Government institutions are taken from 2009 data/

The table above shows a comparison of academic staff distribution in Government and Non-Government institutions by sex, qualification and citizenship. It can be observed that, the Non-Government academic staffs share only 6% of the total. Similarly, expatriate staffs constitute 5.1% of the total number.

On the other hand, female academic staffs constitute 14.2% from the total; from this 13.1% are from the Government side.

Table 11.15 Trends in Number of Academic Staff in Higher Education Institutions

			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)	2010 E.C. (2017/18)
Government	Ethiopian	Male	16,359	18,141	18,171	21,547	23,196	24,857	25,423
		Female	1,631	1,910	2,218	2,443	3,259	3,904	4,172
		Total	17,990	20,051	20,389	23,990	26,455	28,761	29,595
	Expatriate	Male	600	1,611	1,587	937	1,241	1,659	1,497
		Female	121	237	225	141	196	211	177
		Total	721	1,848	1,812	1,078	1,437	1,870	1,674
Non-Government	Ethiopian	Male	1,858	1,597	1,626	2,042	2,025	1,755	1,594
		Female	224	373	389	478	517	319	367
		Total	2,082	1,970	2,015	2,520	2,542	2,074	1,961
	Expatriate	Male	15	27	27	46	59	24	24
		Female	14	9	9	4	3	5	5
		Total	29	36	36	50	62	29	29
Grand Total	Male		18,832	21,376	21,411	24,572	26,521	28,295	28,538
	Female		1,990	2,529	2,841	3,066	3,975	4,439	4,721
	Total		20,822	23,905	24,252	27,638	30,496	32,734	33,259

The trend shows, the number of academic staffs has been increased substantially from a total of 20,822 in the year 2004 E.C. (2011/12) to a total of 33,259 in the year 2010 E.C. (2017/18), which is a 59.7% increment over the period. Compared to last year's data, the current data has been increased by 1.6% showing that increment has been lowered by 5.6 percentage points.

Table 11.16 Government Full Time Academic Staff by Qualification, Sex, Citizenship and Band, 2010 E.C. (2017/18)

Nationality	Qualification	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	
Ethiopian	Bachelors	Male	3,521	386	1,391	456	474	734	6,962
		Female	689	137	415	179	156	232	1,808
	M.D/D.V.M	Male	8	9	1,098	238	-	1	1,354
		Female	2	3	216	54	-	-	275
	Masters	Male	2,738	2,353	2,124	1,718	1,702	3,094	13,729
		Female	291	235	313	298	252	402	1,791
	PhD	Male	573	613	297	357	257	800	2,897
		Female	44	35	32	29	13	78	231
	Speciality	Male	-	-	326	25	-	-	351
		Female	-	-	33	1	-	-	34
	Sub-Speciality	Male	-	-	36	-	-	-	36
		Female	-	-	-	-	-	-	-
	Others	Male	7	5	7	1	13	58	91
		Female	2	-	5	1	1	27	36
	Total	Male	6,847	3,366	5,279	2,795	2,446	4,687	25,420
		Female	1,028	410	1,014	562	422	739	4,175
	Total	Total	7,875	3,776	6,293	3,357	2,868	5,426	29,595
Expatriate	Bachelors	Male	-	-	1	1	-	1	3
		Female	1	-	-	-	-	-	1
	M.D/D.V.M	Male	1	-	3	-	-	-	4
		Female	-	-	3	-	-	-	3
	Masters	Male	432	12	45	9	17	21	536
		Female	47	9	24	3	2	3	88
	PhD	Male	353	178	58	72	132	102	895
		Female	20	15	13	7	16	12	83
	Speciality	Male	12	4	9	3	-	2	30
		Female	1	-	1	-	-	-	2
	Sub-Speciality	Male	18	1	-	2	-	3	24
		Female	1	-	-	-	-	-	1
	Others	Male	-	-	-	-	4	-	4
		Female	-	-	-	-	-	-	-
	Total	Male	816	195	116	87	153	129	1,496
		Female	70	24	41	10	18	15	178
	Total	Total	886	219	157	97	171	144	1,674
Grand Total			8,761	3,995	6,450	3,454	3,039	5,570	31,269

Table 11.16 shows that there are a total of 29, 595 Ethiopian (from which 14.1% are females) and 1,674 Expatriates (from which 10.6% are females) working as full time academic staffs in Government Higher Education Institutions in 2010 E.C. The total number of Ethiopian academic staffs has been increased by 2% from last year.

Table 11.16 Non-Government Full Time Academic Staff by Qualification, Sex, Citizenship and Band, 2010 E.C. (2017/18)

			Band						
			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	Total
Nationality	Qualification	Sex							
Ethiopian	Bachelors	Male	99	1	132	7	200	11	450
		Female	23	1	69	3	74	4	174
	M.D/D.V.M	Male	-	-	25	1	-	-	26
		Female	-	-	6	-	3	-	9
	Masters	Male	166	-	222	11	438	41	878
		Female	16	-	78	-	55	10	159
	PhD	Male	23	2	19	2	84	10	140
		Female	1	-	4	-	2	-	7
	Speciality	Male	-	-	53	-	20	-	73
		Female	-	-	8	-	-	-	8
	Sub-Speciality	Male	-	-	1	-	-	-	1
		Female	-	-	-	-	-	-	-
	Others	Male	2	-	3	-	21	-	26
		Female	1	-	3	-	6	-	10
		Male	290	3	455	21	763	62	1,594
	Total	Female	41	1	168	3	140	14	367
	Total		331	4	623	24	903	76	1,961
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	-	-	-	-	-	-	-
		Male	6	-	4	-	14	-	24
		Female	1	-	1	-	3	-	5
Total	Total		7	-	5	-	17	-	29
Grand Total			338	4	628	24	920	76	1,990

11.6. 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 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 the indicated 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 only “fulltime” academic staff, so the contributions of part-time teaching staffs are not taken into consideration.

Despite these problems, the following table shows a comparison of regular undergraduate students and the full time academic staff, with qualification above first degree, in Higher Education Institutions for 2010 E.C. (2017/18).

Table 11.17 Pupil-Teacher Ratio (PTR): Undergraduate Regular Programs, 2010 E.C. (2017/18)

	Government	Non-Government	Total
Under Graduate Regular Enrolment	388,186	63,054	451,240
Full Time Teachers	20,859	1,327	22,186
PTR	18.6	47.5	20.3

12. Education in Refugee

Ethiopia has a long history of hosting refugees and currently provides protection to over approximately 920,262 refugees as of May 2018 from 24 countries, with the majority originating from South Sudan, Somalia, Eritrea, Sudan, Yemeni and other countries. Children of school-age population constitute 44% of the refugee population.

As of May 2018, the number of school-age going refugee children in Ethiopia was 401,840¹ out of which 203,903 were enrolled in 176 schools in or around refugee camps. The enrolment ratio of refugee children was 50.7%, with 42.7% of girls and 57.8% of boys.

12.1. Introduction

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. 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.' These Pledges paved the way for Ethiopia to become a recipient country for the global 'Education Cannot Wait' (ECW) fund, signaling a shift towards greater inclusion of refugees into national systems, policies, and programs. The implementation of the Comprehensive Refugee Response Framework (CRRF) in Ethiopia and the adoption of the 2017 Djibouti Declaration on Education for Refugees, Returnees, IDPs, and Host Communities as IGAD member state further underlines these commitments and paves the way for the inclusion of to ensure refugee education into the national education system.

Following the New York Declaration on Refugees and Migrants which gave birth to Comprehensive Refugee Response Framework (CRRF), Ethiopia has been selected as pilot country for the implementation of the framework. As such, the country has taken progressive steps in launching the CRRF at federal and regional levels. Prior to that the Ethiopian Refugee Education Strategy 2015 - 2018 has been implemented which was adopted from Global Refugee Education Strategy 2012 – 2016. It was aligned with the Education Sector Development V Strategy of the Ministry of Education of Federal Democratic Republic of Ethiopia. UNHCR and its partners, together with the Ethiopian Government Refugee Agency-ARRA have been making their concerted efforts to enhance access of refugee children to education. The efforts made so far focused on creating access including opening new schools, expanding existing school facilities and recruitment of additional teachers

¹ 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 22,000 refugees are residing in Addis Ababa and refugee students' enrollment is believed to have been captured through the national EMIS.

These efforts include opening up new and/or expanding of school facilities and employment of additional teachers to enable enrolment of 36.7% 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. Concerted efforts from education partners in Ethiopia also contributed to launch projects including Education Cannot Wait (ECW) for improving access to education by refugee and host community children and youth in Gambella and Benishangul-Gumuz regions

In addition, UNHCR and ARRA have been in close collaboration with Ministry of Education so that the Education Management Information System (EMIS) is integrated into the national system. As one of the area of integration, in line with Djibouti Declaration, 2017 and guided by the national education strategy, customization of EMIS for refugee education began in 2016 that led to the publishing of the Annual Education Abstract for 2016/2017 academic year. The current abstract is the second of its kind for refugee education to be published integrated into Education Statistics Annual Abstract (ESAA). This captures key education indicators at different levels (pre-primary, primary and secondary) which is very crucial for monitoring progress and planning purposes.

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 support for 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. With support from development partners, the Regional Education Bureaus in refugee-hosting regions have extended key quality enhancing initiatives to refugee schools including national standards assessments, supportive inspection and supervision, and capacity development of refugee schools to develop school improvement plans. Colleges of Teacher Education in the country have also included refugee teachers into accelerated training and upgrading programs.

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 46.8% 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 fulfil the minimum standards of a safe learning environment.

As stipulated in National Refugee Education Strategy (2015-2018), the importance of implementing Education Management Information System (EMIS) for measuring progress of refugee education is paramount. The Strategy recognizes the significance of partnership with Ministry of Education (MoE) and other stakeholders for the establishment of EMIS for refugee education.

The inclusion of refugee education data in the Education Statistics Annual Abstract for the second time marks an important milestone in the integration of refugee education into the national education system

and is the result of a collaborative engagement between the Ministry of Education, the Agency for Refugees and Returnee Affairs (ARRA), UNHCR, and UNICEF.

12.2. Summary Tables

Table 12.1 Refugee School-Age population, 2017/18

Location	Age 3-6			Age 7-10			Age 11-14			Age 15-16			Age 17-18			Age 3-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	2,690	2,558	5,248	3,329	3,100	6,429	2,883	2,748	5,631	1,151	1,037	2,188	993	948	1,941	11,046	10,391	21,437
Asossa	3,750	3,623	7,373	3,398	3,081	6,479	3,005	2,638	5,643	1,261	1,053	2,314	1,253	800	2,053	12,667	11,195	23,862
Dollo Ado	13,809	13,422	27,231	19,808	20,177	39,985	20,399	19,967	40,366	7,535	7,184	14,719	5,691	5,123	10,814	67,242	65,873	133,115
Gambella	30,211	30,055	60,266	28,805	28,100	56,905	22,745	20,604	43,349	8,857	7,167	16,024	7,222	5,700	12,922	97,840	91,626	189,466
Jigjiga	2,141	2,181	4,322	1,865	1,859	3,724	2,605	2,561	5,166	1,333	1,340	2,673	1,101	1,103	2,204	9,045	9,044	18,089
Shira	1,843	1,701	3,544	1,541	1,348	2,889	2,443	1,360	3,803	1,584	706	2,290	2,260	1,085	3,345	9,671	6,200	15,871
All	54,444	53,540	107,984	58,746	57,665	116,411	54,080	49,878	103,958	21,721	18,487	40,208	18,520	14,759	33,279	207,511	194,329	401,840

Table 12.2 Number and type of schools by School-Age population, 2017/18

Lcation	Population Age 3-18	ECCE	Primary	ABE/ALP	Secondary
Samara	21,437	3	4	0	2
Assosa	23,862	19	6	2	1
Dollo Ado	133,115	19	21	15	3
Gambella	189,466	37	25	2	4
Jigjiga	18,089	14	3	0	3
Shire	15,871	6	4	0	3
Total	401,840	98	63	19	16

12.3. Early Childhood Care and Education

The GER of refugee education in ECCE is calculated to be 45.5%, for all locations, with considerable regional/location variations

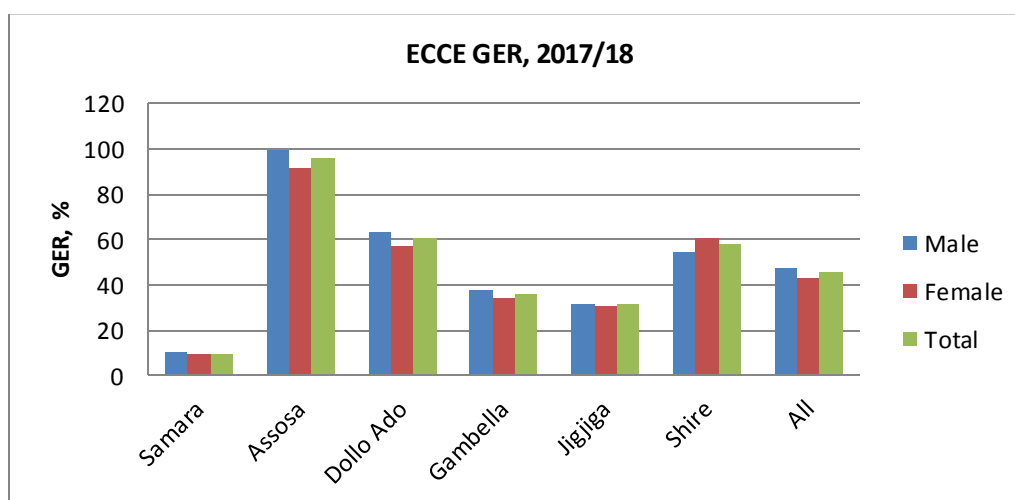
Table 12.3 Gross Enrollment Ratio (GER) in Early Childhood Care and Education (ECCE), 2017/18

Location	Population Age 3-6			Enrolment in ECCE			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	2,690	2,558	5,248	279	234	513	10.37	9.15	9.78	0.88
Assosa	3,750	3,623	7,373	3,746	3,312	7,058	99.89	91.42	95.73	0.92
Dollo Ado	13,809	13,422	27,231	8,800	7,681	16,481	63.73	57.23	60.52	0.90
Gambella	30,211	30,055	60,266	11,503	10,147	21,650	38.08	33.76	35.92	0.89
Jijiga	2,141	2,181	4,322	677	671	1,348	31.62	30.77	31.19	0.97
Shire	1,843	1,701	3,544	1,012	1,032	2,044	54.91	60.67	57.67	1.10
All	54,444	53,540	107,984	26,017	23,077	49,094	47.79	43.10	45.46	0.90

From the table above, for instance, Assosa location coordinating four camps in Benishangul-Gumuz Regional State have achieved GER of 95.73% while the GER in two camps under Samara in Afar region is only 9.8% and in Jijiga with three camps is 31.2%. The overall GER in ECCE has been decreased by 17.5% compared with 2009 E.C.

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

Chart 12.1 Gross Enrollment Ratios in ECCE, 2017/18



12.4. Primary Education

Table 12.4 Gross Enrollment Ratio (GER) in Primary Education, 2017/18

Location	Population Age 7-14			Enrolment in Primary (G 1-8)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	6,212	5,848	12,060	787	442	1,229	12.67	7.56	10.19	0.60
Assosa	6,403	5,719	12,122	10,758	7,361	18,119	168.01	128.71	149.47	0.77
Dollo Ado	40,207	40,144	80,351	21,506	15,975	37,481	53.49	39.79	46.65	0.74
Gambella	51,550	48,704	100,254	45,267	27,899	73,166	87.81	57.28	72.98	0.65
Jigjiga	4,470	4,420	8,890	4,552	3,898	8,450	101.83	88.19	95.05	0.87
Shire	3,984	2,708	6,692	6,057	3,128	9,185	152.03	115.51	137.25	0.76
All	112,826	107,543	220,369	88,927	58,703	147,630	78.82	54.59	66.99	0.69

As the above table shows, the overall GER in primary education is 67%. The regional variation in GER is considerable; Assosa location has the highest GER, with 149.5%, while Samara has GER of 10.2%.

Chart 12.2 Primary Gross Enrollment Ratios, 2017/18

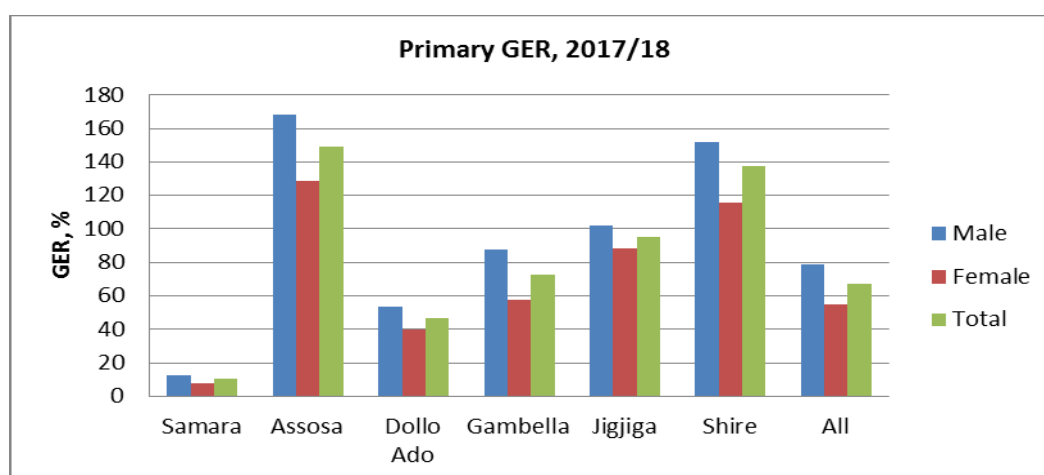


Table 12.5 GER of Primary Education by cycle, 2017/18

Location	GER First Cycle (Grades 1-4)			GER Second Cycle (Grades 5-8)		
	Male	Female	Total	Male	Female	Total
Samara	18.0	12.7	15.4	6.6	1.8	4.2
Assosa	197.9	169.5	184.4	134.3	81.0	109.4
Dollo Ado	80.7	66.2	73.4	27.1	13.1	20.2
Gambella	105.7	79.0	92.5	65.1	27.7	47.4
Jigjiga	142.8	125.3	134.0	72.5	61.3	66.9
Shire	189.0	124.5	158.9	128.7	106.6	120.8
All	101.0	78.3	89.8	54.7	27.1	41.5

As the table above shows, GER in the first cycle is 89.8% and in the second cycle it is 41.5%, showing that a bigger challenge for children to go from the first to the second cycle

Chart 12.3 GER of Primary Education by cycle, 2017/18

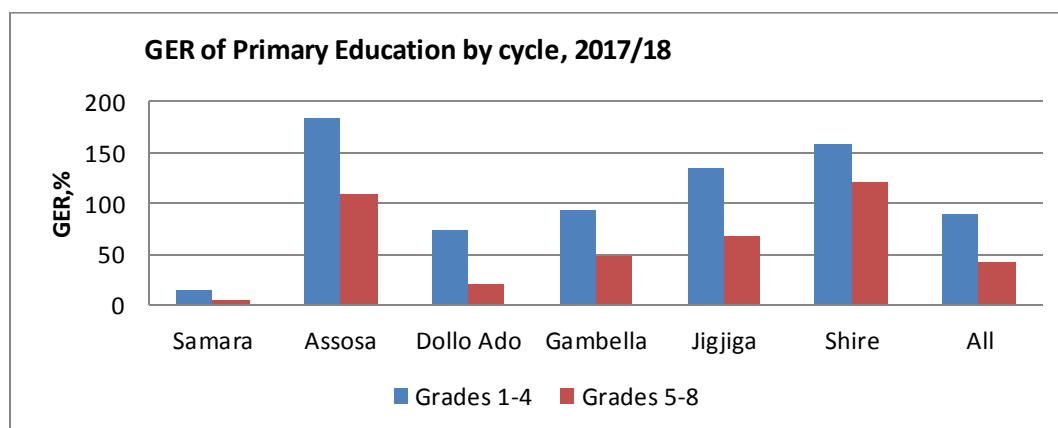
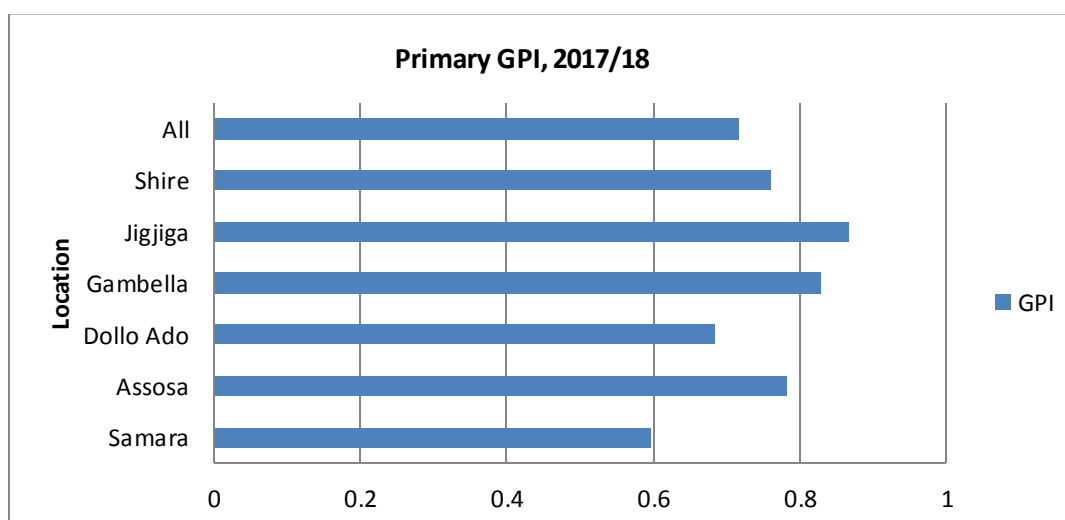


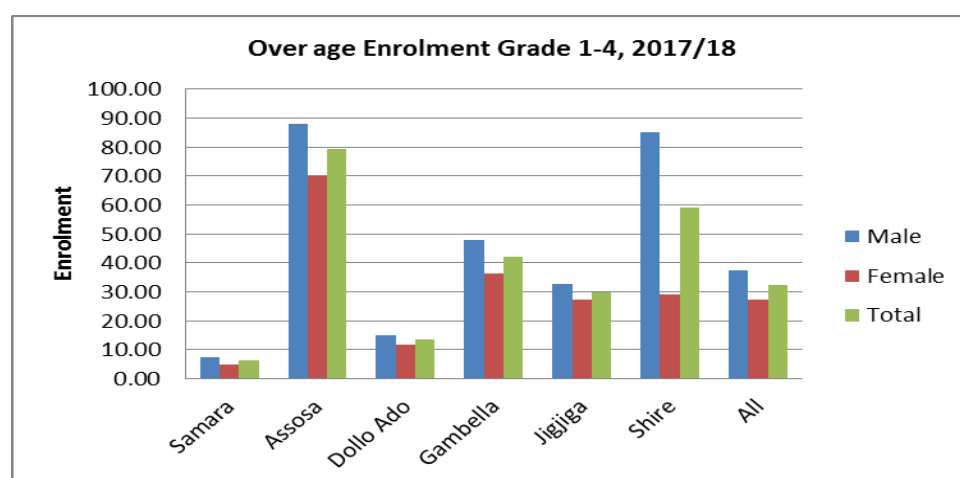
Chart 12.4 Gender Parity Index in primary education, 2017/18



The other thing to be considered is the enrolment of children out of the official school admission ages. The table and chart below show the over aged students enrolled in the first cycle primary.

Table 12.6 Over-Age Enrollment in Primary First Cycle (Grades 1-4), 2017/18

Location	Over Age Enrolment in								
	Population Age 7-10			Primary (G 1-4)			GER(%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	3,329	3,100	6,429	248	150	398	7.45	4.84	6.19
Assosa	3,398	3,081	6,479	2,987	2,153	5,140	87.90	69.88	79.33
Dollo Ado	19,808	20,177	39,985	2,993	2,382	5,375	15.11	11.81	13.44
Gambella	28,805	28,100	56,905	13,780	10,259	24,039	47.84	36.51	42.24
Jigjiga	1,865	1,859	3,724	608	508	1,116	32.60	27.33	29.97
Shire	1,541	1,348	2,889	1,314	390	1,704	85.27	28.93	58.98
All	58,746	57,665	116,411	21,930	15,842	37,772	37.33	27.47	32.45

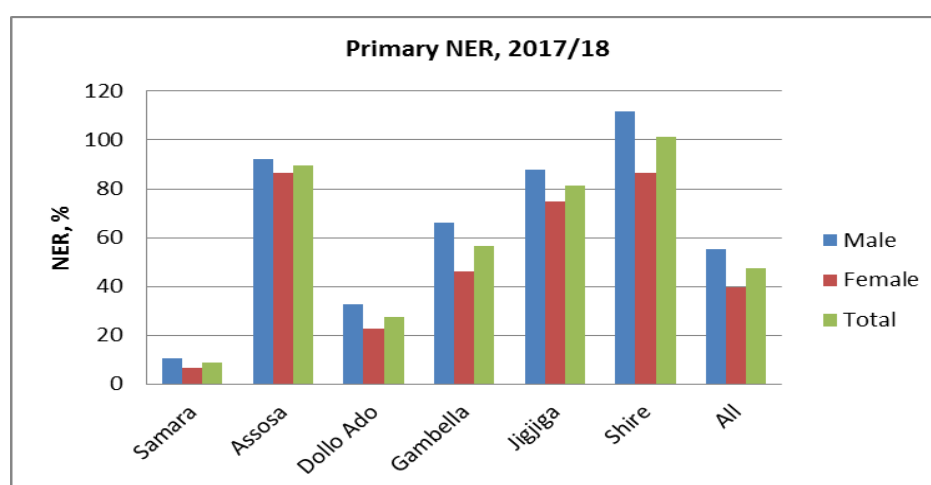
Chart 12.5 Over-Age Enrollment in Primary First Cycle (Grades 1-4), 2017/18

As the table and chart above show, 32.45% students enrolled in the first cycle primary school are over-aged for the 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 Somalia, formal education has been collapsed for more than 20 years and some refugees have accessed to formal education in refugee camps the first time before 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 for them.

Table 12.7 Net Enrollment Ratios (NER) in Primary Education, 2017/18

Location	Population Age 7-14			Enrolment in Primary (G 1-8)			NER(%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	6212	5848	12060	673	394	1067	10.83	6.74	8.85
Assosa	6403	5719	12122	5907	4938	10845	92.25	86.34	89.47
Dollo Ado	40207	40144	80351	13094	9179	22273	32.57	22.87	27.72
Gambella	51550	48704	100254	34119	22572	56691	66.19	46.35	56.55
Jigjiga	4470	4420	8890	3928	3304	7232	87.87	74.75	81.35
Shire	3984	2708	6692	4445	2340	6785	111.57	86.41	101.39
All	112826	107543	220369	62166	42727	104893	55.10	39.73	47.60

Chart 12.6 Net Enrollment Ratios (NER) in Primary Education, 2017/18

The overall net enrollment ratio in primary education is 47.6%, and similar with GER indicator for location variation, Samara has the lowest NER while Shire has the highest NER in primary education.

As one of the key educational efficiency indicators, the EMIS has also captured the primary school completion ratio in refugee education. The table below explains the completion rate for refugee primary education.

Table 12.8 Primary Completion Rate, 2017/18

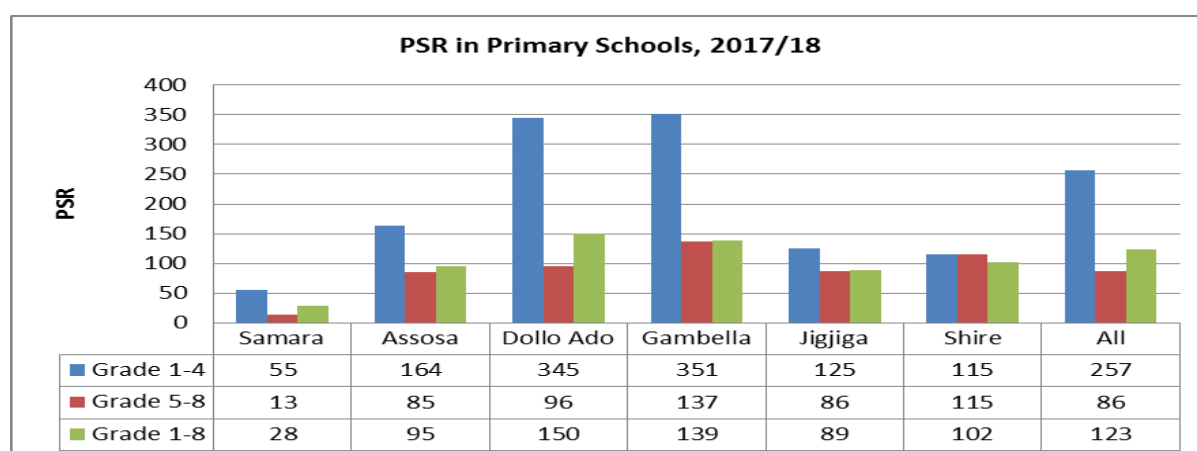
Location	Population Age 14			Enrolment (Grade 8)			Primary Completion Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	641	574	1,215	40	14	54	6.2	2.4	4.4
Assosa	748	619	1,367	594	147	741	79.0	23.6	53.9
Dollo Ado	4,543	4,344	8,887	915	276	1,191	20.1	6.4	13.4
Gambella	6,055	3,890	9,945	2,942	761	3,703	48.5	19.5	37.1
Jigjiga	711	739	1,450	392	317	709	55.0	42.9	48.9
Shire	805	379	1,184	609	290	899	72.9	70.4	72.5
All	18,046	14,889	32,935	5,492	1,805	7,297	30.3	11.9	22.0

As shown from Table 12.8 above, the average completion rate for refugee primary school in 2017/18 academic year is 22%. Primary schools in Samara location in Afar region have the lowest completion rate of 4.4%.

Similarly, pupil-section and pupil-teacher ratios are other major educational indicators. Below are tabular representations of these indicators in refugee primary education

Table 12.9 Pupil-Section Ratios (PSR) in Primary Education, 2017/18

Location	Enrolment			Number of Sections			PSR		
	Grade 1-4	Grade 5-8	Grade 1-8	Grade 1-4	Grade 5-8	Grade 1-8	Grade 1-4	Grade 5-8	Grade 1-8
Samara	991	238	1,229	26	18	44	55	13	28
Assosa	11,946	6,173	18,119	117	73	190	164	85	95
Dollo Ado	29,338	8,143	37,481	165	85	250	345	96	150
Gambella	52,639	20,527	73,166	378	150	528	351	137	139
Jigjiga	4,992	3,458	8,450	55	40	95	125	86	89
Shire	4,591	4,594	9,185	50	40	90	115	115	102
All	104,497	34,990	147,630	791	406	1,197	257	86	123

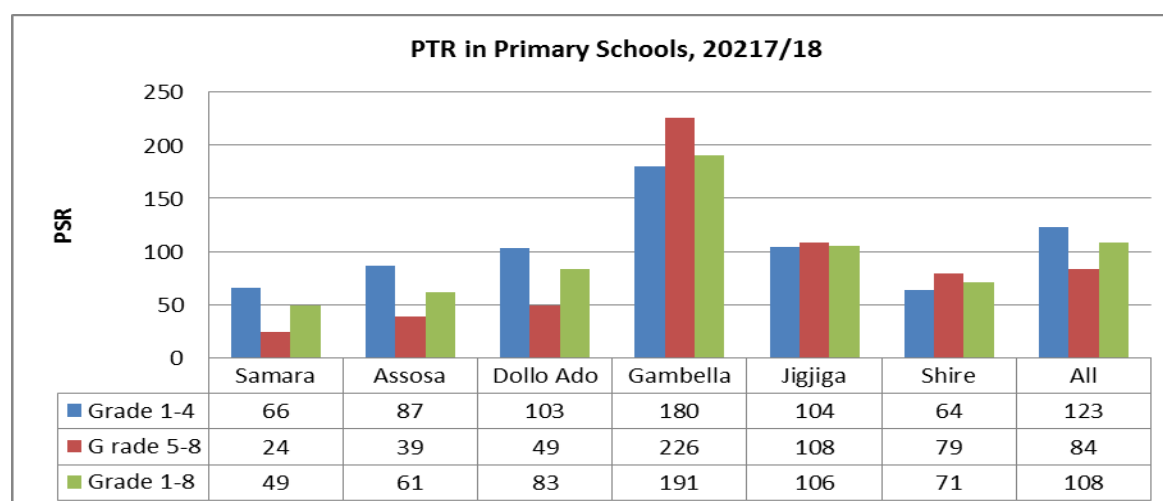
Chart 12.7 Pupil-Section Ratios (PSR) in Primary Education, 2017/18

As shown in the above table and chart, refugee primary schools have 123 children, on average, learning in a classroom. In Samara, where there is lowest GER and NER, Pupil-Section ratio is 28:1 as compared to hugely overcrowded classrooms in Gambella/Dollo Ado location where the ratio is 150:1.

Table 12.10 Pupil-Teacher Ratios (PTR) in Primary Education, 2017/18

Location	Enrolment			Number of Teachers			PTR		
	Grade 1-4	Grade 5-8	Grade 1-8	Grade 1-4	Grade 5-8	Grade 1-8	Grade 1-4	Grade 5-8	Grade 1-8
Samara	991	238	1,229	15	10	25	66	24	49
Assosa	11,946	6,173	18,119	138	158	296	87	39	61
Dollo Ado	29,338	8,143	37,481	285	167	452	103	49	83
Gambella	52,639	20,527	73,166	292	91	383	180	226	191
Jigjiga	4,992	3,458	8,450	48	32	80	104	108	106
Shire	4,591	4,594	9,185	72	58	130	64	79	71
All	104,497	43,133	147,630	850	516	1,366	123	84	108

Chart 12.8 Pupil-Teacher Ratios (PTR) in Primary Education, 2017/18



In refugee primary schools, a teacher teaches 108 students on average. This indicates that there is a shortage of teachers in refugee primary schools.

Table 12.11 Summary of Qualification of Teachers in Primary Education, 2017/18

Lcation	Below Secondary		Secondary		TTI Certificate		Diploma		BA/BSC/BED		MSC/MA or above		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Samara	1	0	9	0	0	0	9	0	6	0	0	0	25	0	25
Assosa	43	4	88	8	3	0	54	6	82	7	1	0	271	25	296
Dollo Ado	158	26	0	0	11	17	117	4	99	9	11	0	396	56	452
Gambella	40	0	228	20	44	4	5	1	36	3	2	0	355	28	383
Jigjiga	11	2	3	0	13	2	25	3	20	1	0	0	72	8	80
Shire	0	0	11	0	28	4	29	1	48	0	9	0	125	5	130
All	253	32	339	28	99	27	239	15	291	20	23	0	1,244	122	1,366

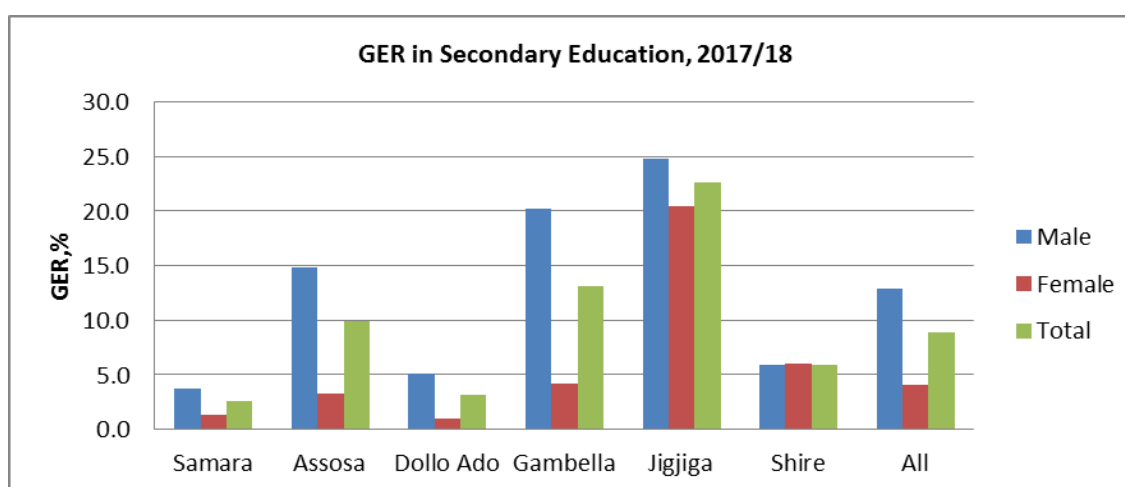
As shown in Table 12.11, only 43% of teachers have minimum qualification to teach at primary school level in refugee, questioning the quality of education in the level.

12.5. Secondary Education

Below are summaries of GER in secondary education

Table 12.12 Gross Enrollment Ratios (GER) in Secondary Education, 2017/18

Lcation	Population Age 15-18			Enrolment in Secondary (G 9-12)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	2,144	1,985	4,129	80	27	107	3.7	1.4	2.6	0.36
Assosa	2,514	1,853	4,367	374	60	434	14.9	3.2	9.9	0.22
Dollo Ado	13,226	12,307	25,533	671	122	793	5.1	1.0	3.1	0.20
Gambella	16,079	12,867	28,946	3,244	546	3,790	20.2	4.2	13.1	0.21
Jigjiga	2,434	2,443	4,877	603	499	1,102	24.8	20.4	22.6	0.82
Shire	3,844	1,791	5,635	227	107	334	5.9	6.0	5.9	1.01
All	40,241	33,246	73,487	5,199	1,361	6,560	12.9	4.1	8.9	0.32

Chart 12.9 Gross Enrollment Ratios (GER) in Secondary Education, 2017/18

As table 12.12 shows, the enrollment of secondary school is minimal, only 6,560 out of the possible 73,487 school-age population for the level. 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-aged students in primary school also indicate that there are limited secondary school-age populations who may have completed primary education and qualify for secondary education. The average enrollment ratio for secondary school in refugees is about 9%; the highest enrollment ratio being in Jigjiga with 22.6%.

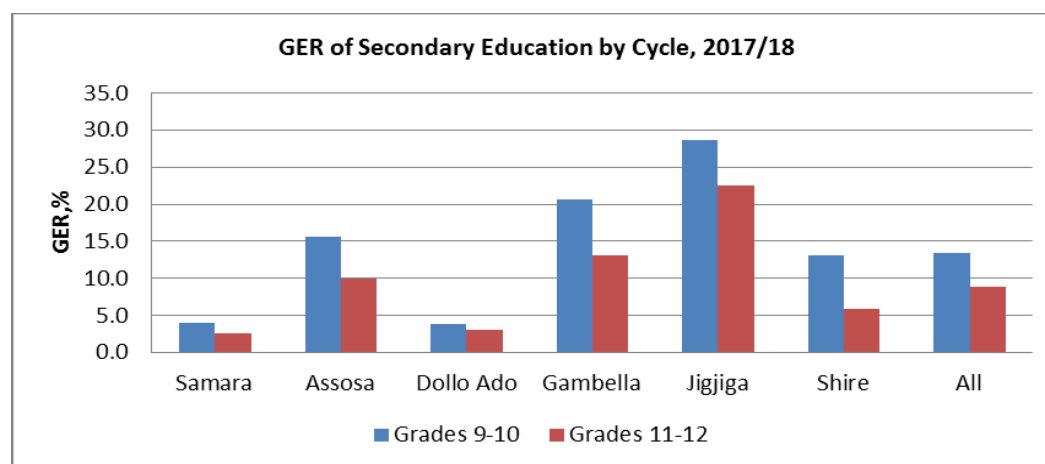
Table 12.13 Gross Enrollment Ratio (GER) in Secondary First Cycle (Grades 9-10), 2017/18

Location	Population Age 15-16			Enrolment in Secondary (G 9-10)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	1,151	1,037	2,188	62	24	86	5.4	2.3	3.9	0.43
Assosa	1,261	1,053	2,314	307	56	363	24.3	5.3	15.7	0.22
Dollo Ado	7,535	7,184	14,719	479	90	569	6.4	1.3	3.9	0.20
Gambella	8,857	7,167	16,024	2,788	528	3,316	31.5	7.4	20.7	0.23
Jigjiga	1,333	1,340	2,673	337	429	766	25.3	32.0	28.7	1.27
Shire	1,584	706	2,290	202	99	301	12.8	14.0	13.1	1.10
All	21,721	18,487	40,208	4,175	1,226	5,401	19.2	6.6	13.4	0.35

Table 12.14 Gross Enrollment Ratio (GER) in Secondary Second Cycle (Grades 11-12), 2017/18

Location	Population Age 17-18			Enrolment in Secondary (G 11-12)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	993	948	1,941	18	3	21	1.8	0.3	1.1	0.17
Assosa	1,253	800	2,053	67	4	71	5.3	0.5	3.5	0.09
Dollo Ado	5,691	5,123	10,814	192	32	224	3.4	0.6	2.1	0.19
Gambella	7,222	5,700	12,922	456	18	474	6.3	0.3	3.7	0.05
Jigjiga	1,101	1,103	2,204	266	70	336	24.2	6.3	15.2	0.26
Shire	2,260	1,085	3,345	25	8	33	1.1	0.7	1.0	0.67
All	18,520	14,759	33,279	1,024	135	1,159	5.5	0.9	3.5	0.17

Chart 12.10 GER of Secondary Education by Cycle, 2017/18



Summary

The Education Statistics Annual Abstract 2010 E.C. (2017/18) provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Programme V (2008 – 2012 E.C./2016 – 2020 G.C).

The publication reports on all education sectors; General Education (Pre-primary, Primary, Secondary, Integrated Functional Adult Literacy, and Special Needs), Colleges of Teachers' Education (CTEs), Technical and Vocational Education and Training (TVET), Higher Education institutions (HEIs). Regional data is available for all 9 regional states and two city administrations.

A. Objectives of the Annual Abstract

The main objectives of the report are to:

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

The abstract reports progress against 88 indicators set out in the ESDP V, as well as other measures of educational performance. Data is obtained from Regional Education Bureaus and city administrations (REBs), Government and Non-Government Higher Education Institutions (HEIs), Colleges of Teacher Education (CTEs) and Technical and Vocational Education and Training (TVET) Agencies, Bureaus or Commissions.

B. Overview of Progress

The Education Statistics Annual Abstract reports progress against a total of 88 ESDP V indicators in the year 2010 E.C., which are divided into 5 categories covering access, equity, quality, efficiency and outcomes.

Out of the 88 indicators, 12 targets set for 2010 E.C. were achieved, 35 were missed, and 41 have not been measured. The majority of the indicators that have not been measured are outcome indicators.

C. Summary of Findings

Early Childhood Care and Education	<ul style="list-style-type: none"> Nationally, 44% of children are enrolled in pre-primary classes Most enrolled in pre-primary attend 'O' class, with Kindergarten concentrated in Addis Ababa and regional capital cities Ethiopia is close to achieving gender parity at pre-primary level.
Primary Education	<ul style="list-style-type: none"> Grade 1 is in high demand, and many students have enrolled outside the official school entry age Transition from primary 1st cycle to primary 2nd cycle is low, with gross enrolment dropping from 137% to 79.3% The National Gender Parity Index (GPI) target has been missed, and GPI has decreased slightly since baseline. Efficiency targets for the year have been missed, but there are signs of improvement in repetition, drop out, and completion rates.
Secondary Education	<ul style="list-style-type: none"> Transition from primary to secondary education is low, with notable regional disparities Secondary enrolment has gradually improved over time, but GER targets for the year have not been met Those enrolled in secondary education are more likely to be the appropriate age compared to primary education The GPI target has not been met, however Addis Ababa, Tigray and Amhara all perform beyond the target value
Adult and Non-Formal Education	<ul style="list-style-type: none"> Enrolment in IFAE programs has increased over time, but there are signs of decline over the past two years 60.4% of enrolled adults have graduated from two year IFAE courses, and females are less likely to graduate
Special Needs Education	<ul style="list-style-type: none"> The estimated rate of enrolment at pre-primary level is just 0.6%, meaning thousands of disabled children are not accessing pre-primary education 9.8% of children with disabilities are enrolled in primary education, whereas only 2.8% are enrolled in secondary education

Teachers in General education	<ul style="list-style-type: none"> • 81.2% of primary school teachers (Grade 1-8) are appropriately qualified • 93.8% of teachers in Grades 9-10 are qualified, however this drops to just 14.6% between Grades 11-12 • The national attrition rate for primary school teachers is 2%, which increases to 6% at secondary level
Colleges of Teachers' Education	<ul style="list-style-type: none"> • Enrolment in summer and extension programs is high and more men than women are enrolling nationally • Trends over time show that enrolment in CTE's has increased over the past nine years • The number of graduates from CTEs has increased over time, but the results have varied over the years.
Technical and Vocational Education and Training	<ul style="list-style-type: none"> • Data was not obtained for four regions in 2010, limiting the ability to draw an accurate view of progress in TVET • The numbers enrolled in TVET has decreased in the last reporting year, and numbers enrolled failed to hit targets • Gender parity targets have been achieved, with 51% female enrollment in the formal TVET system
Higher Education	<ul style="list-style-type: none"> • Undergraduate enrolment has increased significantly in the past year, and female enrolment has increased accordingly • Postgraduate enrolment is increasing, but females only account for 18% of the total • The percentage of successful undergraduates has decreased by almost 24 percentage points since last year • The percentage of successful postgraduates has decreased by 34 percentage points since last year
Education in Refugee	<ul style="list-style-type: none"> • GER for ECCE in refugee is 45.46% this year, showing a decrement by 10 percentage points from last year. Similarly GPI decreased from 0.92 to 0.90 • GER in primary increased from 62% in last year to 67% in this year, however GPI decreased from 0.71 to 0.69 • The GER in secondary education is very low, performing only to 8.9%