



EDUCATION STATISTICS ANNUAL ABSTRACT 2008 E.C. (2015/16)



**FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
EMIS AND ICT DIRECTORATE
MINISTRY OF EDUCATION**

Sene 2009 E.C. (June 2017)

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Foreword

Among the mandates of the Ministry of Education (MoE) are to publicize national performance in education and training; undertake study and research; collect, compile and disseminate information. To fulfill this, MoE collects data from each education institution throughout the country, analyzes and publishes a report annually. MoE is thus pleased to release its 2008 E.C. (2015/16) Education Statistics Annual Abstract, which contains analytical data on the three sub-sectors, i.e. General Education, Technical and Vocational Education and Training (TVET) and Higher Education. The year 2008 E.C. (2015/2016) was special in that it was the first year of implementation of the Second Growth and Transformation Plan (GTP II) as well as the Fifth Education Sector Development Programme (ESDP V).

This publication reports the results of the data gathered from the annual education census carried out in the 2008 E.C. academic year. It contains a detailed compilation of statistical information covering key indicators of the education sector, from pre-primary to higher education; and assists in providing critical information to monitor our performance against key indicators of GTP II, ESDP V, Global Partnership for Education (GPE) and the Sustainable Development Goals (SDGs). The information helps in identifying education needs and priorities, in designing appropriate interventions, allocating limited resources in the face of competing priorities, and in planning and managing our education system effectively in subsequent years.

The Ethiopian Government has made education a key priority in all its development endeavors with a strong conviction that quality education and training is both foundational to human development and critically linked to broad-based economic growth and democratic governance. This is evidenced by the fact that the share of education and training budget has become nearly one-quarter of the total annual government budget.

More children have access to better education today than ever before. The enrolment and number of fields and disciplines of training and education in TVET centers and higher education institutions have significantly increased in the year under review as compared to the previous years. The progress made in improving the quality of general education under the General Education Quality Improvement Program (GEQIP), result oriented TVET and quality teaching in higher education institutions is very promising. Establishing a transparent, accountable and efficient system at every level of the education hierarchy is given due attention and as a result there are encouraging changes being observed through time. In general, status of most of the education indicators in ESDP V confirms that we have made progress on many fronts.

We also recognize from the Abstract that there are critical issues that require extraordinary efforts for the better. In this connection, MoE fully understands the scope of challenges confronting the education and training system and is working with greater zeal and commitment focusing on improving the learning outcome of students, skill training and employability of the adolescent/youth as well as quality and relevance of higher education.

It is envisaged that the information contained in this Statistics Annual Abstract will be of great benefit primarily to policy makers at all levels, Ministry of Education, Regional Education Bureaus, TVET Agencies, higher education institutions, woreda education offices, educational institutions including schools, sector ministries, NGOs, researchers, development partners, and other education stakeholders. The status of performance indicators will inform the processes of policy formulation, planning and strategy development; strategic decision making; reforming; monitoring and evaluation; research as well as managing the distribution and allocation of educational resources and services if used appropriately and in context.

At this juncture, we would like to underline and give due recognition that the progress we have made so far was achieved through a high level of commitment and consensus at all levels; active engagement and contribution of all stakeholders, including officials at all levels, teachers, principals, parents, students and learners, local communities, civil society organizations, the private sector and development partners. We are very optimistic in that the momentum will continue with renewed dedication, ownership and partnership in the years ahead.

ShiferawTeklemariam (Dr.)
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Table of Contents

Foreword	iii
Acronyms.....	xiii
1. Introduction.....	1
1.1 Indicator Table	3
1.2 Summary Tables	11
2. Early Childhood Care and Education	15
2.1 Gross Enrolment Rate (GER)	15
2.2 Net Enrolment Rate (NER).....	18
3. Primary Education	21
3.1 Apparent Intake Rate	21
3.2 Net Intake Rate	23
3.3 Gross Enrolment Rate (GER)	26
3.4 Net Enrolment Ratio (NER).....	30
3.5 Gender Parity Index	34
3.6 Pupil Section Ratio	35
3.7 Pupil Teacher Ratio	36
3.8 Repetition Rate and Dropout Rate.....	37
3.9 Survival Rate.....	39
3.10 Primary Completion Rate	40
3.11 Number of Primary Schools and Clusters	44
3.12 Number of Textbooks.....	45
3.13 School Facilities	47
4. Secondary Education	52
4.1 Secondary Gross Enrolment Rate (GER).....	52
4.2 Secondary Net Enrolment Rate (NER).....	56
4.3 Gender Parity Index	59
4.4 Pupil Teacher Ratio	61
4.5 Pupil Section Ratio	62
4.6 Number of Schools.....	63
4.7 Textbooks	64
4.8 School Facilities	66
5. Examination Results	71
5.1 Grade 8 Examinations	71
5.2 Grade 10 Examinations	72
5.3 Grade 12 Examination Results	74

6. Adult and Non Formal Education	76
6.1 Introduction	76
6.2 The Current Status of Adult and Non-Formal Education in Ethiopia	76
6.3 Enrolment in IFAE Programs	76
6.4 Graduates in IFAE Programs.....	79
6.5 IFAE Centers	81
7. Special Needs Education	83
7.1 Introduction	83
7.2 Enrolment of Pre-Primary students with Disabilities.....	84
7.3 Enrolment of Primary students with Disabilities	85
7.4 Enrolment of Secondary students with Disabilities	88
7.5 Number of teachers with training in SNE.....	89
8. Teachers in General Education.....	91
8.1 Introduction	91
8.2 Distribution of Teachers.....	91
8.3 Distribution of Teachers in Government and Non-Government Schools.....	93
8.3.1 Distribution of Teachers in Government and Non-government Kindergarten.....	94
8.3.2 Teachers' Distribution in Government and Non-Government Primary Schools.....	95
8.3.3 Teachers' Distribution in Government and Non-government Secondary Schools	96
8.4 Qualification Level of Teachers	97
8.5 Attrition of Teachers	98
8.5.1 Attrition of Primary School Teachers	98
8.5.2 Attrition of Secondary School Teachers.....	100
9. College of Teachers Education	104
9.1 Enrolment in CTEs	104
9.2 Attrition of Prospective Teachers in CTEs	105
9.3 Prospective Teachers with Special Needs in CTEs.....	106
9.4 Graduates from CTEs.....	106
9.5 Staff in CTEs.....	107
10. Technical and Vocational Education and Training (TVET)	109
10.1 Introduction	109
10.2 TVET Enrollment.....	109
10.3 TVET Trainers and Institutions	114
10.4 Share of Female Trainees and Trainers in TVET System	116
10.5 Graduates in TVET Program	117
10.6 Trainee-Trainer Ratio (TTR) in TVET	117

11. Higher Education Institutions	119
11.1 Enrolment in Undergraduate Programs.....	119
11.2 Enrolment in Postgraduate Programs.....	126
11.3 Graduates from Undergraduate Programs	130
11.4 Graduates from Postgraduate Programs	134
11.5 Academic Staff in Higher Education Institutions.....	135
11.6 Pupil-Teacher Ratio (PTR) in Higher Education.....	139

List of Tables

Table 1.1 ESDP V Indicator Table	3
Table 1.2 Key to Indicator Table	8
Table 1.3 Status of Indicator, 2008 E.C. (2015/16)	9
Table 1.4 Trends in the Population of Ethiopia	11
Table 1.5 Enrolment Trends	11
Table 1.6 Trend in the Number of Teachers by Level	11
Table 1.7 Trends in Graduates	12
Table 1.8a Trends in Primary Enrolment by Region	12
Table 1.8b Trends in Secondary Enrolment by Region	13
Table 1.9 Education Expenditure 2007 E.C. (2014/15)	13
Table 2.1 Preprimary School Age Population (age 4-6) Enrolment and GER by Region 2008 E.C. (2015/16)	15
Table 2.2 Kindergarten Enrolment 2008 E.C. (2015/16)	17
Table 2.3 Child to Child Enrolment 2008 E.C. (2015/16)	17
Table 2.4 Enrolment in 0 Class 2008 E.C. (2015/16)	17
Table 2.5 Preprimary NER 2008 E.C. (2015/16)	18
Table 3.1 Apparent Intake Rate (AIR) by Region and Sex 2008 E.C. (2015/16)	21
Table 3.2 AIR Trends (in %), 1992 E.C.-2008 E.C. (1999/00-2015/16)	22
Table 3.3 Net Intake Rate (NIR) by Region and Sex 2008 E.C. (2015/16)	23
Table 3.4 Net Intake Rate (NIR) Trends (in %)	25
Table 3.5 Gross Enrolment Ratio disaggregated by Region and Sex, Grades 1-8, 2008 E.C. (2015/16)	26
Table 3.6 GER for Grades 1-4 and Grades 5-8 by Region (in %), 2008 E.C. (2015/16)	28
Table 3.7 Trend of GER Split by Grade 1-4 and Grade 5-8, 1993 E.C. – 2008 E.C. (2000/01-2015/16)	29
Table 3.9 Net Enrolment Ratio of Primary Disaggregated by Region and Sex, 2008 E.C. (2015/16)	30
Table 3.10 Comparison of NER for Grades 1-4 and Grades 5-8, 2008 E.C. (2015/16)	32
Table 3.11 NER trend for Grade 1-8 1988 E.C. – 2008 E.C. (1995/96-2015/16)	33
Table 3.12 Grade 5 and 8 Completion Rates (in %)	40
Table 3.13 Male Cohort Analysis 2008 E.C. (2015/16)	42
Table 3.14 Female Cohort Analysis 2008 E.C. (2015/16)	43
Table 3.15 Number of Textbooks by Subject, 2008 E.C. (2015/16)	46
Table 3.16 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2008 E.C. (2015/16)	47
Table 3.17 Water Facility Information, 2008 E.C. (2015/16)	48
Table 3.18 Sanitation Facilities, 2008 E.C. (2015/16)	48
Table 3.19 Hygiene and WASH, 2008 E.C. (2015/16)	49
Table 3.20 Summary of School Facility Information, 2008 E.C. (2015/16)	50
Table 4.1 GER for grades 9-12, by Region, 2008 E.C. (2015/16)	52
Table 4.2 GER Split by First and Second Cycle, 2008 E.C. (2015/16)	53
Table 4.3 GER for Grades 9-10 and Grades 11-12, 1992 E.C. – 2008 E.C. (1999/00-2015/16)	55
Table 4.4 NER Grades 9-12, 2008 E.C. (2015/16)	55
Table 4.5 Comparison of NER for Grades 9-10 and 11-12, 2008 E.C. (2015/16)	57
Table 4.6 Trend in NER, 1992 E.C. - 2008 E.C. (1999/00-2015/16)	58
Table 4.7 Trends in National PTR	62
Table 4.8 Number of Textbooks by Subject, 2008 E.C. (2015/16)	65
Table 4.9 Various Facility Indicators, 2008 E.C. (2015/16)	66
Table 4.10 Water Facilities, 2008 E.C. (2015/16)	67

Table 4.11 Sanitation Facilities, 2008 E.C. (2015/16)	67
Table 4.12 Hygiene and WASH, 2008 E.C. (2015/16)	68
Table 5.1 Grade 8 Examination Results 2008 E.C. (2015/16)	71
Table 5.2 Grade 10 Results, 2008 E.C. (2015/16)	72
Table 5.3 Trend in Grade 10 Examination Results, 2002 E.C. to 2008 E.C. (2009/10-2015/16)	73
Table 5.4 Grade 12 Examination Results, 2008 E.C. (2015/16)	74
Table 6.1 Adult (15-60 age) Participants in IFAE Program by Region, Sex and Year, 2008 E.C. (2015/16)	77
Table 6.2 Adult Enrolment Trend in IFAE Program by Region and Sex 2008 E.C. (2015/16)	79
Table 6.3 Graduates from IFAE Programs, 2008 E.C. (2015/16)	80
Table 6.4 Adults' Learning Centers (IFAE Centers) by Region and Type 2008 E.C. (2015/16)	81
Table 7.1 National Enrolment of Students with Disabilities Preprimary in 2008 E.C. (2015/16)	84
Table 7.2 Gross Enrolment Rate for Kindergarten SNE, 2008 E.C. (2015/16)	85
Table 7.3 Enrolment of Children with Special Education Needs in Primary Education, Grades 1-4, 2008 E.C. (2015/16)	86
Table 7.4 Enrolments of Children with Special Education Needs in Primary Education, Grades 5-8, 2008 E.C. (2015/16)	86
Table 7.5 Enrolments of Children with Special Education Needs in Primary Education, Grades 1-8, 2008 E.C. (2015/16)	86
Table 7.6 Gross Enrolment Rate for Primary Grades for Students with Disability 2008 E.C. (2015/16)	87
Table 7.7 Enrolment of Students with Special Education Needs in Secondary Education 2008 E.C. (2015/16)	88
Table 7.8 Gross Enrolment Rate for Secondary Grades for Students with Disability, 2008 E.C. (2015/16)	88
Table 7.9 Number of Teachers with SNE Training by Program and Sex 2008 E.C. (2015/16)	89
Table 8.1 Number of Teachers in KG, Primary and Secondary by Region, 2008 E.C. (2015/16)	91
Table 8.2 Number of Teachers by Cycle, 2008 E.C. (2015/16)	93
Table 8.3 Number of Teachers in Government and Non-Government Schools , 2008 E.C. (2015/16)	93
Table 8.4 Attrition of Teachers in Primary Schools, 2008 E.C. (2015/16)	99
Table 8.5 Reasons Given by Primary Teachers for Leaving the Profession in 2008 E.C. (2015/16)	100
Table 8.6 Attrition of Teachers in Secondary Schools, 2008 E.C. (2015/16)	101
Table 8.7 Reasons Given by Secondary School Teachers for Leaving the Teaching Profession, 2008 E.C. (2015/16)	102
Table 10.2.1. TVET Enrolment Trends by Sex	110
Table 10.2.2 TVET Enrolment by Region, Level and Sex –2008 E.C. (2015/16)	111
Table 10.2.3 Government and Non-Government Enrolment by Region and Sex, 2008 E.C. (2015/16)	112
Table 10.2.4 Share of Enrolment by Level and Region 2008 E.C. (2015/16)	113
Table 10.3.1 TVET Institutions, Trainers by Rank, Region, and Sex 2008 E.C. (2015/16)	114
Table 10.4.1 Share of Female Trainees and Trainers by Region 2008 E.C. (2015/16)	116
Table 10.5.1 Completers or Graduates by Level and Sex in Short Term Training, 2008 E.C. (2015/16)	117
Table 10.6.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program	118
Table 11.1 Enrolments in Undergraduate by Programs, 2008 E.C. (2015/16)	119
Table 11.2 Enrolments in Undergraduate by Year, 2008 E.C. (2015/16)	120
Table 11.3 Trends in Undergraduate Enrolment in Government and Non-government Institutions	121
Table 11.4 Long term Trend in Undergraduate Enrolment in Government and Non-government Institutions in all Programs (Regular, Extension, Summer and Distance)	123

Table 11.5 Undergraduate Enrolment in Government institutions by Program, Sex and Band, 2008 E.C. (2015/16)	124
Table 11.6 Undergraduate Enrolment in Non-government Institutions by, Program, Sex and Band, 2008 E.C. (2015/16)	125
Table 11.7 Trends in Postgraduate Enrolment in Government and Non-government Institutions, 2008 E.C. (2015/16)	126
Table 11.8 Long term Trends in Postgraduate Enrolment in Government and Non-government Institutions	128
Table 11.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	129
Table 11.10 Postgraduate Students in Non-Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	130
Table 11.11 Graduates in Number of Undergraduate Programs 2008 E.C. (2015/16)	131
Table 11.12 Trends in Undergraduate Graduates in Government and Non-government Institutions	132
Table 11.13 Graduates in Postgraduate Programs, 2008 E.C. (2015/16)	134
Table 11.14 Trends in Number of Postgraduate Graduates in Government and Non-government Institutions	134
Table 11.15 Trends in Number of Academic Staff in Higher Education Institutions	135
Table 11.16 Academic Staff in Higher Education Institutions by Level of Qualification, Band, Ownership and Citizenship, 2008 E.C. (2015/16).	136
Table 11.17 Government Full Time Academic Staff by Level, Sex and Band, 2008 E.C. (2015/16).	137
Table 11.18 Non-Government Full Time Academic Staff by Level, Sex and Band, 2008 E.C. (2015/16).	138
Table 11.19 Part-Time Academic Staff of Nongovernment Institutions by Level, Sex and Band, 2008 E.C. (2015/16)	139
Table 11.20 Pupil-Teacher Ratio (PTR): Undergraduate Degree Programs, 2008 E.C. (2015/16)	139

List of Figures/Charts

Figure 1. Structure of the Ethiopian Education System	2
Chart 1.1 Statuses of Indicators under Access, Efficiency, Quality, Equity and Outcome, 2008 E.C. (2015/16)	9
Chart 1.2 Direction of Indicator, 2008 E.C. (2015/16)	10
Chart 2.1 GER of Preprimary, 2008 E.C. (2015/16)	16
Chart 2.2 NER of Preprimary, 2008 E.C. (2015/16)	18
Chart 2.3 Comparison of GER and NER at Preprimary Level 2008 E.C. (2015/16)	19
Chart 3.1 AIR by Region and Sex, 2008 E.C. (2015/16)	22
Chart 3.2 AIR Trends, 1992 E.C. – 2008 E.C. (1999/00-2015/16)	23
Chart 3.3 NIR by Region and Sex 2008 E.C. (2015/16)	24
Chart 3.4 Regional Comparisons Between AIR and NIR, 2008 E.C. (2015/16)	25
Chart 3.5 Net Intake Rate (NIR) Trends	26
Chart 3.6 Regional GER for Grades 1-8 Disaggregated by Sex, 2008 E.C. (2015/16)	27
Chart 3.7 Regional Comparison of GER for Grades 1-4 and 5-8, 2008 E.C. (2015/16)	28
Chart 3.8 Trend of GER Split by Grade 1-4 and Grade 5-8, 1993 E.C. – 2008 E.C. (2000/01-2015/16)	29
Chart 3.9 Gross Enrolment Trend, Grades 1-8, 1988 E.C.-2008 E.C. (1995/96-2015/16)	30
Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2008 E.C. (2015/16)	31
Chart 3.11 Comparison of GER and NER for Grade 1-8, 2008 E.C. (2015/16)	32
Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8, 2008 E.C. (2015/16)	33
Chart 3.13 NER Trend for Grades 1-8 1988 E.C. – 2008 E.C. (1995/96-2015/16)	34
Chart 3.14 Gender Parity Index, Grades 1-8, 2008 E.C. (2015/16)	35
Chart 3.15 Pupil Section Ratios in Primary Schools 2008 E.C. (2015/16)	35
Chart 3.16 PTR in Primary Schools, 2008 E.C. (2015/16)	36
Chart 3.17 Trends in PTR	37
Chart 3.18 Trends in Repetition Rates, Grades 1-8	38
Chart 3.19 Repetition Rates Split by Grade, 2007 E.C. (2014/15)	38
Chart 3.20 Dropout Rates, Grade 1-8, 2001 E.C. to 2007 E.C. (2008/09-2014/15)	39
Chart 3.21 Trends in Survival Rate to Grade 5	39
Chart 3.22 Grade 5 and 8 Completion Rates Trends	41
Chart 3.23 Number of Primary Schools, 2008 E.C. (2015/16)	44
Chart 3.24 Split in Government and Non-Government Schools, 2008 E.C. (2015/16)	44
Chart 3.25 Number of Clusters Schools, 2008 E.C. (2015/16)	45
Chart 3.26 Pupil/Textbook Ratios, 2008 E.C. (2015/16)	46
Chart 3.27 Comparison of Water and WASH Indicator, 2008 E.C. (2015/16)	49
Chart 4.1 GER grades 9-12, by Region 2008 E.C. (2015/16)	53
Chart 4.2 Total GER Split by First and Second Cycle, 2008 E.C. (2015/16)	54
Chart 4.3 GER for Grades 9-10 and Grades 11-12, 1992 E.C.-2008 E.C. (1999/00-2015/16)	55
Chart 4.4 NER Grades 9-12, 2008 E.C. (2015/16)	56
Chart 4.5 Comparison between Grades 9-12 GER and NER, 2008 E.C. (2015/16)	57
Chart 4.6 Comparison of NER in Grades 9-10 and Grades 11-12, 2008 E.C. (2015/16)	58
Chart 4.7 Trends in NER for 1992 E.C. - 2008 E.C. (1999/00-2015/16)	59
Chart 4.8 GPI for Secondary Schools, 2008 E.C. (2015/16)	60
Chart 4.9 Trends in GPI, 2002 E.C.-2008 E.C. (2009/10-2015/16)	60
Chart 4.10 PTR by Region 2008 E.C. (2015/16)	61
Chart 4.11 National PTR Trend	62
Chart 4.12 Pupil Section Ratio, 2008 E.C. (2015/16)	63
Chart 4.13 Number of Secondary Schools by Region, 2008 E.C. (2015/16)	63

Chart 4.14 Number of Secondary Schools by Region and Ownership, 2008 E.C. (2015/16)	64
Chart 4.15 Pupil/Textbook Ratio, 2008 E.C. (2015/16)	65
Chart 4.16 Comparison of WASH and Water Indicators, 2008 E.C. (2015/16)	68
Chart 5.1 Promotion Rate by Region, 2008 E.C. (2015/16)	71
Chart 5.2 Grade 10 Results by Subject, 2008 E.C. (2015/16)	72
Chart 5.3 Trend in Grade 10 Examination Results, 2002 E.C. -2008 E.C. (2009/10-2015/16)	73
Chart 6.1 Adult Enrolment by Region, Disaggregated by Sex, 2008 E.C. (2015/16)	77
Chart 6.2 Adult Enrolment by Region and Year of Participation, 2008 E.C. (2015/16)	78
Chart 6.3 Adults Enrolled in IFAE by Age and Sex, 2008 E.C. (2015/16)	78
Chart 6.4 National Adult Enrolment Trend	79
Chart 6.5 Graduates in IFAE Programs, 2008 E.C. (2015/16)	80
Chart 7.1 Gross Enrolment Rate for SNE Students in Primary Education, 2008 E.C. (2015/16)	87
Chart 8.1 Number of Teachers by Sex and Level, 2008 E.C. (2015/16)	92
Chart 8.2 Number of Teachers by Region and Level, 2008 E.C. (2015/16)	92
Chart 8.3 Teachers in Government and Non-government Schools, 2008 E.C. (2015/16)	94
Chart 8.4 Proportional Shares of Kindergarten Teachers by Government and Nongovernment Schools, 2008 E.C. (2015/16)	95
Chart 8.5 Proportional Shares of Primary Teachers by Government and Nongovernment Schools, 2008 E.C. (2015/16)	96
Chart 8.6 Proportional Shares of Secondary Teachers by Government and Nongovernment Schools, 2008 E.C. (2015/16)	97
Chart 8.7 Percentage of Qualified Teachers, 2008 E.C. (2015/16)	98
Chart 8.8 Attrition Rate of Primary School Teachers, 2008 E.C. (2015/16)	99
Chart 8.9 Reasons Given for Leaving the Profession, 2008 E.C. (2015/16)	100
Chart 8.10 Attrition Rate of Secondary School Teachers, 2008 E.C. (2015/16)	101
Chart 8.11 Reasons Given for Leaving the Profession, 2008 E.C. (2015/16)	102
Chart 9.1 Enrolments in CTEs, 2008 E.C. (2015/16)	104
Chart 9.2 Trend in Prospective Teachers' Enrolment 2002 E.C. -2008 E.C. (2009/10-2015/16)	105
Chart 9.3 Reasons for Attrition in CTEs, 2008 E.C. (2015/16)	105
Chart 9.4 Prospective Teachers Enrolled with Special Needs, 2008 E.C. (2015/16)	106
Chart 9.5 Graduates from CTEs, 2008 E.C. (2015/16)	107
Chart 9.6 Trend in the Number of Graduates from CTEs, 2002 E.C.-2008 E.C. (2009/10-2015/16)	107
Chart 9.7 Number of Staff in CTEs by Qualification Level, 2008 E.C. (2015/16)	108
Chart 9.8 Trend in Academic Staff in CTEs, 2002 E.C. -2008 E.C. (2009/10-2015/16)	108
Chart 10.2.1 TVET Enrolment Trends by Sex	110
Chart 10.2.2 TVET Enrolment by Region and Sex-2008 E.C. (2015/16)	111
Chart 10.2.3 Percent Share of Enrolment by Ownership at the National Level 2008 E.C. (2015/16)	112
Chart 10.2.4 Share of Enrolment by Ownership and Region 2008 E.C. (2015/16)	113
Chart 10.2.5 Share of Enrolment by Level and Region 2008 E.C. (2015/16)	114
Chart 10.3.2 TVET Trainers by Rank and Region of 2008 E.C. (2015/16)	115
Chart 10.4.1 Share of Female Trainees and Trainers by Region 2008 E.C. (2015/16)	116
Chart 10.6.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program	118
Chart 10.6.2 Trainee-Trainer Ratio 2008 E.C. (2015/16)	118
Chart 11.1 Enrolments in Undergraduate by Programs, 2008 E.C. (2015/16)	120
Chart 11.2 Enrolments in Undergraduate by Year, 2008 E.C. (2015/16)	120
Chart 11.3.1 Trends in Undergraduate Enrolment in Government and Non-government Institutions by Program	121
Chart 11.3.2 Trends in Undergraduate Enrolment in Government and Non-government Institutions by Sex	123

Chart 11.3.3 Trends in Undergraduate Enrolment-Government and Non-government by Programs by Sex	123
Chart 11.4 Long term Trend in Undergraduate Enrolment in Government and Non-government Institutions	123
Chart 11.5 Undergraduate Enrolment in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	124
Chart 11.6 Undergraduate Enrolment in Non-government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	125
Chart 11.7.1 Trends in Postgraduate Enrolment-Government and Non-government Institutions	126
Chart 11.7.2 Trends of Postgraduate Enrolment in Government and Non-government Institutions by Sex	127
Chart 11.7.3 Trends of Postgraduate Enrolment in Government and Non-government Institutions	127
Chart 11.8 Long term Trends in Postgraduate Enrolment in Government and Non-government Institutions	128
Chart 11.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	129
Chart 11.10 Postgraduate Students in Non-Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)	130
Chart 11.11.1 Graduates in Undergraduate Programs Split by Government and Non-government Institutions, 2008 E.C. (2015/16)	131
Chart 11.11.2 Graduates in Undergraduate Degrees by Program and Sex, 2008 E.C. (2015/16)	132
Chart 11.12.1 Trends in Number of Undergraduate Graduates in Government and Non-government Institutions by Sex	133
Chart 11.12.2 Trends in Number of Undergraduate Graduates in Government and Non-government Institutions by Program	133
Chart 11.13 Trends in Number of Postgraduate Graduates in Government and Nongovernment Institutions	135

Acronyms

AAGR	Average Annual Growth Rate
ABE	Alternative Basic Education
AIR	Apparent Intake Rate
CSA	Central Statistical Agency
CTE	College of Teacher Education
CtC	Child to Child
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 Literacy
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

1. Introduction

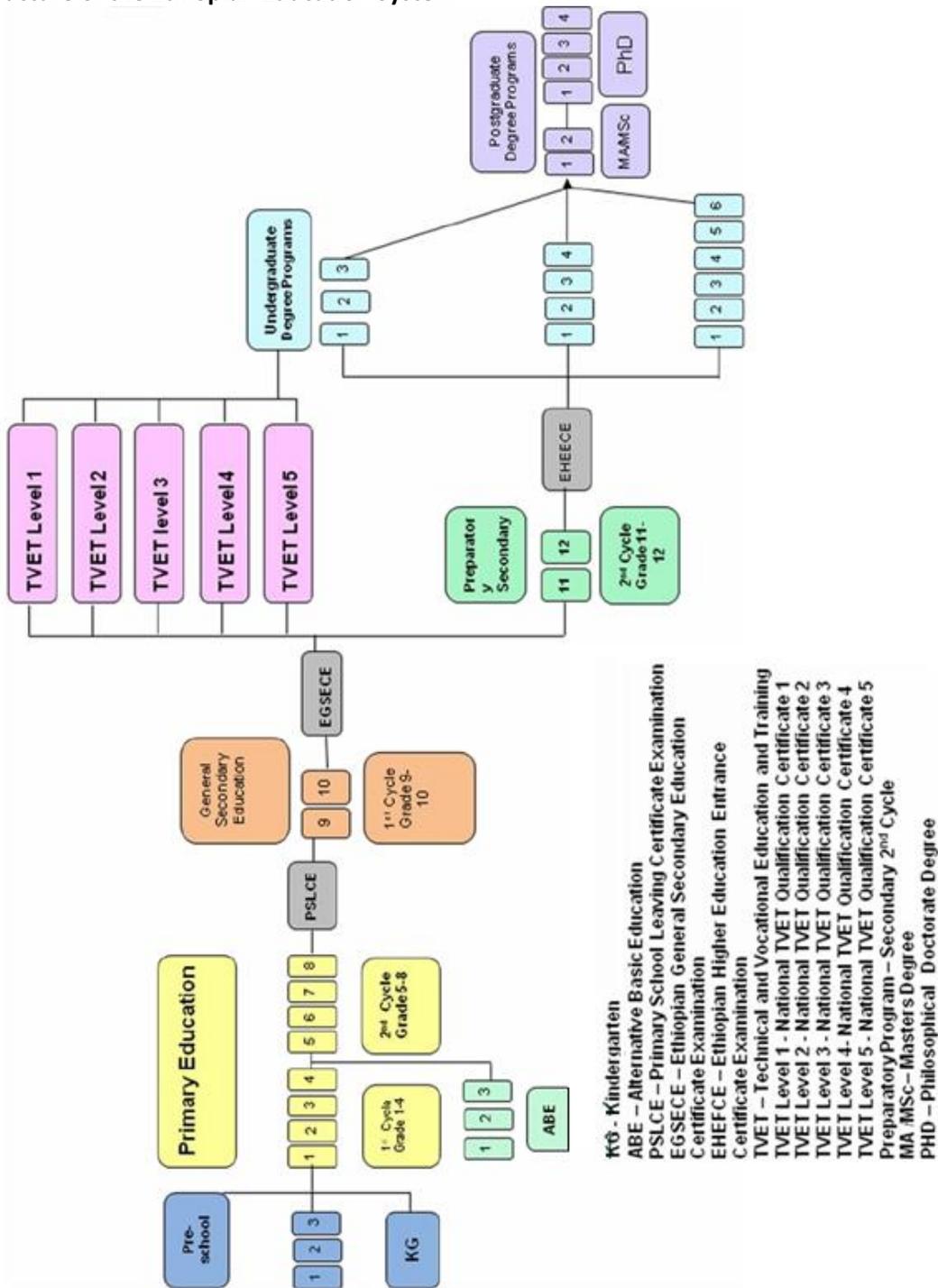
The Ministry of Education (MoE) collects, processes and integrates education data obtained from Regional Education Bureaus (REBs) and city administrations, government and non-government higher education institutions (HEIs), colleges of teacher education (CTEs) and regional technical and vocational education and training (TVET) agencies, bureaus or commissions. The MoE then analyses these data on learners, educators and institutions and reports the conclusion of the analysis.

This release contains information on General Education (including preprimary, primary, secondary, adult and non-formal education and special needs), Colleges of Teachers Education (CTEs), Technical and Vocational Education and Training institutes (TVETs), and Higher Education Institutions (HEIs). This document also contains summary information on a regional level for these sectors, and the detailed numerical data is available in an excel annex which can be downloaded from the Ministry of Education website. For users that require woreda level data, the Regional Education Bureaus produce regional statistical abstracts; these can be accessed by contacting the relevant REB office.

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

This abstract uses an updated population projection for 2008 E.C. (2015/16) issued from the Central Statistical Agency. These population projections are based on the old census and may have some statistical errors. Many of the enrolment indicators depend on accurate population data and it is expected that when the new census takes place, planned for November 2009 E.C. (2016/17), the indicators are likely to shift in relation to the more accurate population data.

Figure 1 Structure of the Ethiopian Education System



1.1 Indicator Table

The indicator table includes the Key Performance Indicators from ESDP V related to all education programs. Data is not currently available for every indicator; they have been included in the table but have not been assessed.

Table 1.1 ESDP V Indicator Table

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
Access						
1	Pre-primary GER female	33	48	48.3	✓	↑
2	Pre-primary GER male	35	50	50.8	✓	↑
3	Grade 1 NIR female	102	102	110.8	✓	↑
4	Grade 1 NIR male	109	107	120.8	✓	↑
5	Grades 1–4, including ABE, GER female	131	122	136.6	✓	↑
6	Grades 1–4, including ABE, GER male	143	132	152.5	✓	↑
7	Grades 1–4, including ABE, NER female	104	104	112.9	✓	↑
8	Grades 1–4, including ABE, NER male	112	110	123.8	✓	↑
9	Grades 5–8, GER female	63	67	68.91	✓	↑
10	Grades 5–8, GER male	65	70	73.26	✓	↑
11	Grades 5–8, NER female	50	53	56	✓	↑
12	Grades 5–8, NER male	49	52	57.3	✓	↑
13	Grade 1–8, including ABE, GER female	98	93	103.5	✓	↑
14	Grade 1–8, including ABE, GER male	105	102	113.7	✓	↑
15	Grade 1–8, including ABE, NER female	90	91	96.2	✓	↑
16	Grade 1–8, including ABE, NER male	95	95	104.2	✓	↑
17	Grades 9–10, GER female	37	41	43.4	✓	↑
18	Grades 9–10, GER male	40	44	46.21	✓	↑
19	Grades 9–10, NER female	21	24	24.4	✓	↑
20	Grades 9–10, NER male	20	24	23	✗	↑
21	Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	30	4.5	✗	this is based on 9.2million female illiterate adults

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
22	Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	55	14.9	✗	this is based on 4million male illiterate adults
23	Students enrolled in TVET formal training (Number)	265,745	280,006	304,139	✓	↓
24	Undergraduate GER	6/13	7/13	data not available	n/a	n/a
Efficiency						
25	Grade 1 dropout rate female	23	20	17.7	✓	↓
26	Grade 1 dropout rate male	21	19	18.1	✓	↓
27	Grade 1–8 dropout rate female	11	10	10.8	✗	↑
28	Grade 1–8 dropout rate male	11	10	10.6	✗	↑
29	Grade 1–8 repetition rate female	8	7	6.2	✓	↓
30	Grade 1–8 repetition rate male	9	7	7.1	✗	↓
31	Survival rate to Grade 5 female - currently completion rate	57	59	57.2	✗	↑
32	Survival rate to Grade 5 male - currently completion rate	54	57	55.8	✗	↑
33	Completion rate to Grade 8 female	47	50	55.3	✓	↑
34	Completion rate to Grade 8 male	47	50	53.3	✓	↑
35	MSEs supported through industry extension services (Number)	428,529	429,608	data not available	n/a	n/a
36	Year one undergraduate completion rate	-	95/95	87/75	✗	n/a
Quality						
37	Pre-primary teachers holding the ECCE diploma female	0	0	0	n/a	n/a
38	Pre-primary teachers holding the ECCE diploma male	0	0	0	n/a	n/a
39	Grades 1–4 teachers appropriately qualified female	63	70	79	✓	↑
40	Grades 1–4 teachers appropriately qualified male	48	58	66	✓	↑
41	Teachers in Grades 1–12 that are licensed female	0	10	data not available	n/a	n/a
42	Teachers in Grades 1–12 that are licensed male	0	10	data not available	n/a	n/a
43	Primary schools at level three or above classification – baseline set on internal inspection	21	29	9.8	✗	n/a

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
44	Secondary schools at level three or above classification – baseline set on internal inspection	30	36	17.0	✗	n/a
45	Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction [all varieties]	46	53	data not available	n/a	n/a
46	TVET completers who are assessed as competent	60	63/63	data not available	n/a	n/a
47	TVET OS approved in all priority sectors (Number)	650	701	data not available	n/a	n/a
48	Academic staff mix in universities (Bachelor: Master's: Doctorate)	27 : 58 : 15	22 : 60 : 18	35: 55: 10	✗	↑
Equity						
49	GPI in pre-primary (index)	0.95	0.96	0.95	✗	↑
50	GPI in Grades 1–8 (index)	0.93	0.94	0.91	✗	↑
51	GPI in Grades 9–12 (index)	0.91	0.92	0.93	✓	↑
52	Enrolment rate of children with SNE, Grades 1–8	4	18	8.1	✗	↑
53	Enrolment rate of children with SNE, Grades 9–12	7	15	1.5	✗	↓
54	Females as a share of school leaders (principals and supervisors)	8	9	data not available	n/a	n/a
55	Females as a share of students in formal TVET system	51	50	51.9	✓	↓
56	Females as a share of undergraduate enrolment	32	34	34.1	✓	↓
Outcomes						
57	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Oromo	46	-	data not available	n/a	n/a
58	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Afaan Somali	74	-	data not available	n/a	n/a
59	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Amharic	75	-	data not available	n/a	n/a

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
60	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Hadiyyisa	24	-	data not available	n/a	n/a
61	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Siadmuu Afoo	21	-	data not available	n/a	n/a
62	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Tigrinya	69	-	data not available	n/a	n/a
63	Grade 2 students reaching 'Below Basic' or above proficiency in reading and comprehension Wolayttatto	50	-	data not available	n/a	n/a
64	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Oromo	25	-	data not available	n/a	n/a
65	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Afaan Somali	61	-	data not available	n/a	n/a
66	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Amharic	27	-	data not available	n/a	n/a
67	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Hadiyyisa	11	-	data not available	n/a	n/a
68	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Siadmuu Afoo	16	-	data not available	n/a	n/a
69	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Tigrinya	35	-	data not available	n/a	n/a
70	Grade 2 students reaching 'Basic' or above proficiency in reading and comprehension Wolayttatto	32	-	data not available	n/a	n/a

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
71	Students assessed reaching basic or above proficiency in the Early Grade Mathematics Assessment (EGMA) (%)	-	-	data not available	n/a	n/a
72	Grade 4 students who achieve 50% and above (composite score) in NLA female	25	35	data not available	n/a	n/a
73	Grade 4 students who achieve 50% and above (composite score) in NLA male	25	35	data not available	n/a	n/a
74	Grade 8 students who achieve 50% and above (composite score) in NLA female	8	30	data not available	n/a	n/a
75	Grade 8 students who achieve 50% and above (composite score) in NLA male	8	30	data not available	n/a	n/a
76	Grade 10 students who achieve 50% and above (composite score) in NLA female	23	-	data not available	n/a	n/a
77	Grade 10 students who achieve 50% and above (composite score) in NLA male	23	-	data not available	n/a	n/a
78	Grade 12 students who achieve 50% and above (composite score) in NLA female	34	-	data not available	n/a	n/a
79	Grade 12 students who achieve 50% and above (composite score) in NLA male	34	-	data not available	n/a	n/a
80	Grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate female	64	68	69	✓	↑
81	Grade 10 students that score 2.0 or above (pass mark) in Ethiopian General Secondary Education Certificate male	76	78	78	✓	↑

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2008 (2015/16) target	2008 (2015/16) actual	Target reached	Direction of target compared against 2014/15
82	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) female	41	47	50	✓	n/a
83	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (natural sciences stream) male	51	56	65.2	✓	n/a
84	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) female	21	28	24.9	✗	n/a
85	Grade 12 students that score 350 or above (pass mark) in Ethiopian Higher Education Entrance Certificate (social sciences stream) male	32	37	42.8	✓	n/a
86	University graduates (first degree) with degree-relevant employment within 12 months after graduation	-	80	data not available	n/a	n/a

Table 1.2 Key to Indicator Table

Symbol	Explanation
✗	Did not reach target set for 2008 E.C. in ESDP V
✓	Met target set for 2008 E.C. in ESDP V
-	Target/Baseline not set for the indicator
n/a	"not applicable" due to lack of data
↑	Indicator has increased in comparison with 2007 E.C. and moving towards target
↓	Indicator has decreased in comparison with 2007 E.C. and moving towards target
↓	Indicator has decreased in comparison with 2007 E.C. and moved away from the target
↑	Indicator has increased in comparison with 2007 E.C. and moved away from the target (especially used in relation to the GER and NER indicators)
↔	Indicator has remained the same in comparison with 2007 E.C.

According to ESDP V Key Performance Indicator table, there are 86 education indicators in the three education sub sectors (General Education, TVET, and HEI). These indicators are categorized in five different groups covering access, efficiency, quality, equity and outcomes. The table shows that 35 of the indicators have met the target set for 2008 E.C., 17 targets were not met and 34 indicators have not been measured. The majority of the indicators that have not been measured are those in the outcomes category as depicted in Chart 1.1

Chart 1.1 Statuses of Indicators under Access, Efficiency, Quality, Equity and Outcome, 2008 E.C. (2015/16)

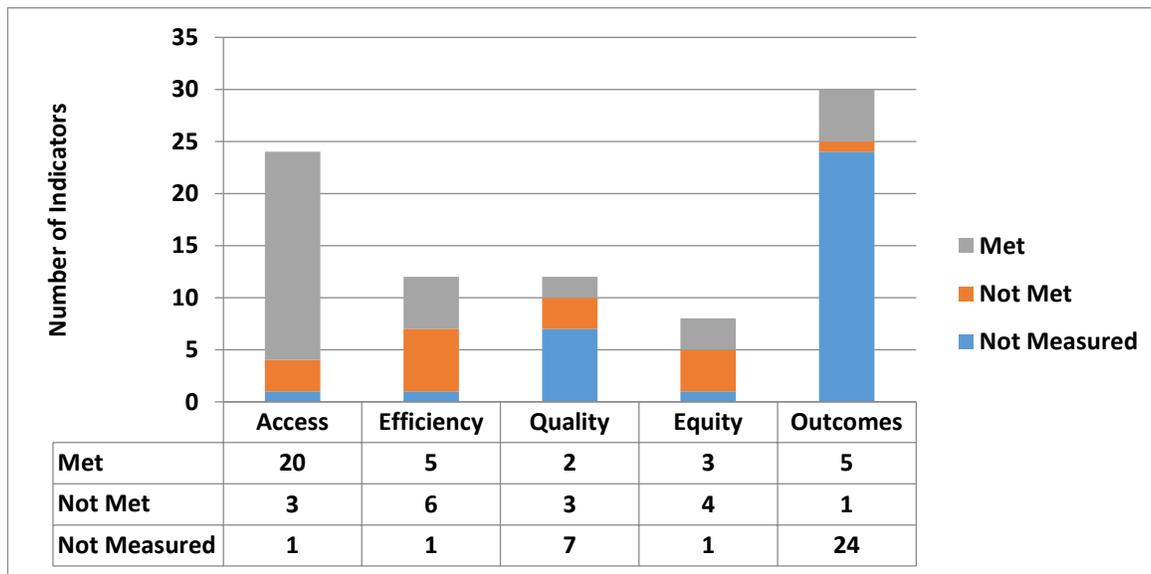
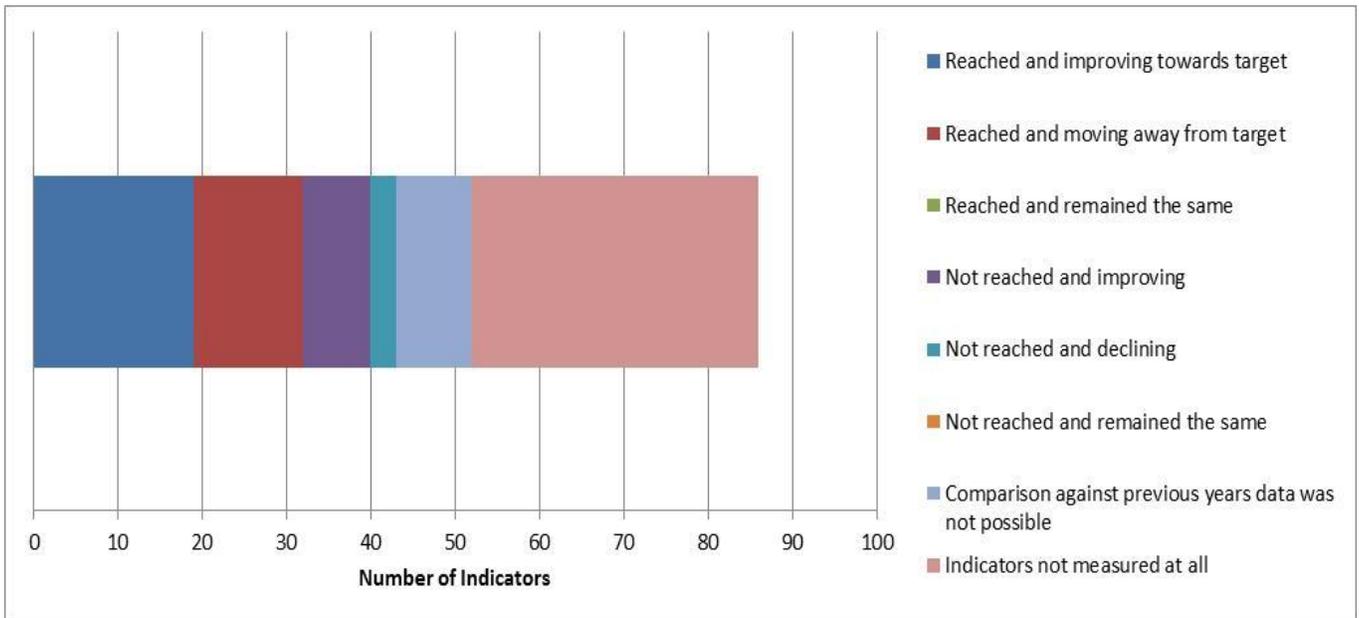


Table 1.3 Status of Indicator, 2008 E.C. (2015/16)

Status	No of Indicators
Reached and improving towards target	19
Reached and moving away from target	13
Reached and remained the same	0
Not reached and improving	8
Not reached and declining	3
Not reached and remained the same	0
Comparison against previous years data was not possible	9
Indicators not measured at all	34
Total	86

Chart 1.2 Direction of Indicator, 2008 E.C. (2015/16)



1.2 Summary Tables

1.4 Trends in the Population of Ethiopia

Year	2004 E.C. (2013/14)			2005 E.C. (2013/14)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			AAGR (%)		
	Male	Female	Total	Male	Female	Total												
<Age 4	5,449,107	5,257,473	10,706,580	5,599,559	5,410,880	11,010,439	5,428,950	5,255,089	10,684,039	5,303,302	5,308,051	10,611,287	5,560,804	5,395,688	10,956,492	0.51	0.65	0.58
Age 4-6	3,819,645	3,689,353	7,508,998	3,924,540	3,790,416	7,714,956	3,724,824	3,629,802	7,354,626	3,805,523	3,717,419	7,522,942	3,863,471	3,771,952	7,635,423	0.29	0.56	0.42
Age 7-10	4,742,252	4,574,620	9,316,872	4,871,628	4,699,092	9,570,720	4,638,432	4,523,843	9,162,275	4,690,019	4,589,081	9,279,099	4,745,162	4,644,092	9,389,254	0.02	0.38	0.19
Age 11-14	4,315,991	4,171,016	8,487,007	4,432,892	4,283,602	8,716,494	4,436,821	4,301,706	8,738,527	4,513,241	4,398,959	8,912,200	4,550,022	5,502,354	10,052,376	1.33	7.17	4.32
Age 15-16	1,980,797	1,927,301	3,908,099	2,034,277	1,979,082	4,013,358	2,085,838	2,013,547	4,099,385	2,129,835	2,093,771	4,223,606	2,161,498	2,096,265	4,257,762	2.21	2.12	2.17
Age 17-18	1,849,519	1,816,913	3,666,432	1,899,367	1,865,635	3,765,002	1,989,330	1,919,263	3,908,593	2,036,277	1,970,541	4,006,819	2,071,616	2,006,997	4,078,613	2.88	2.52	2.70
Age 19-21	2,476,312	2,491,090	4,967,402	2,555,446	2,570,799	5,126,245	2,790,517	2,713,870	5,504,387	2,887,445	2,789,214	5,676,464	2,924,834	2,839,021	5,763,855	4.25	3.32	3.79
>21	16,638,255	16,619,760	33,258,015	17,081,681	17,057,483	34,139,165	19,053,886	19,343,798	38,397,684	19,768,479	20,144,396	39,912,457	20,346,907	20,748,010	41,094,917	5.16	5.70	5.43
Total	41,271,878	40,547,526	81,819,405	42,399,390	41,656,989	84,056,379	44,148,598	43,700,918	87,849,516	45,134,121	45,011,431	90,144,874	46,224,313	47,004,379	93,228,692	2.87	3.76	3.32

1.5 Gross Enrolment Trends

Year	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			AAGR (%)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Pre-Primary	844,901	777,861	1,622,762	1,045,797	966,676	2,012,473	1,299,263	1,199,097	2,498,360	1,536,794	1,422,009	2,958,803	1,975,381	1,833,917	3,809,298	23.65	23.91	23.78
Primary	8,865,491	8,124,293	16,989,784	9,112,266	8,276,029	17,388,295	9,507,203	8,631,997	18,139,200	9,846,502	8,844,716	18,691,217	10,569,951	9,407,490	19,977,441	4.49	3.73	4.13
First cycle (1-4)	6,022,357	5,402,698	11,425,055	6,301,766	5,611,664	11,913,430	6,635,021	5,904,239	12,539,260	6,787,776	5,993,502	12,781,278	7,236,606	6,344,602	13,581,208	4.70	4.10	4.42
Second Cycle (5-8)	2,843,134	2,721,595	5,564,729	2,810,500	2,664,365	5,474,865	2,872,182	2,727,758	5,599,940	3,058,726	2,851,214	5,909,940	3,333,345	3,062,888	6,396,233	4.06	3.00	3.54
Secondary	960,353	805,658	1,766,011	1,010,821	888,910	1,899,731	1,057,024	941,331	1,998,355	1,109,877	998,238	2,108,115	1,276,046	1,145,117	2,421,163	7.36	9.19	8.21
First cycle(9-10)	775,440	666,786	1,442,226	811,674	729,564	1,541,238	843,479	765,836	1,609,315	879,113	803,228	1,682,341	998,734	910,044	1,908,778	6.53	8.09	7.26
Second Cycle (11-12)	184,913	138,872	323,785	199,147	159,346	358,493	213,545	175,495	389,040	230,764	195,010	425,774	277,312	235,073	512,385	10.66	14.06	12.16
CTE	124,585	48,932	173,517	102,997	70,631	173,628	100,657	69,503	170,160	102,311	67,070	169,382	126,320	85,413	211,733	0.35	14.94	5.10
TVET	167,423	152,832	320,225	115,879	121,998	237,877	115,942	122,107	238,049	167,881	184,263	352,144	146,163	157,976	304,139	3.34	0.83	1.28
Higher Education	353,163	138,708	491,871	411,785	172,185	583,970	413,556	180,018	593,574	506,675	262,640	769,315	552,536	277,751	830,287	11.84	18.96	13.98

1.6 Trend in the Number of Teachers by Level

Year	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			AAGR		
	Male	Female	Total	Male	Female	Total												
Kindergarten	704	11,776	12,480	734	11,905	12,639	4,400	10,737	15,137	1,341	18,365	19,706	1,710	20,924	22,634	24.84	15.45	16.05
Primary	203,676	118,218	321,894	210,816	124,076	334,892	230,413	137,576	367,989	242,329	153,770	396,099	256,528	168,032	424,560	5.94	9.19	7.17
Secondary	50,525	8,824	59,349	55,380	9,759	65,139	59,625	11,362	70,987	68,182	13,750	81,932	75,354	16,114	91,468	10.51	16.25	11.42
Teachers Education	1,870	163	2,033	1,890	162	2,052	1,967	179	2,146	2,149	181	2,330	2,971	243	3,214	12.27	10.50	12.13
TVET	10,845	2,145	12,990	10,678	2,101	12,779	11,854	2,591	14,445	16,912	4,918	21,830	18,804	5,375	24,179	14.75	25.82	16.80
Higher Education	18,695	1,973	20,668	21,376	2,529	23,905	21,411	2,841	24,252	24,572	3,066	27,638	26,521	3,975	30,496	9.14	19.14	10.21
Total	286,315	143,099	429,414	298,281	149,064	447,345	329,670	165,286	494,956	353,336	193,869	547,205	381,888	214,663	596,551	7.47	10.67	8.57

1.7 Trends in Graduates

Education Level	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)	AAGR (%)
Secondary Education	516,200	502,828	630,612	661,412	870,776	1,007,216	14.30
Grade 10 students with score >=2.00 in EGSECE	374,776	349,614	463,261	465,772	664,304	760,761	15.21
Grade 12 students who took exam in EHEECE	141,424	153,214	167,351	195,640	206,472	246,455	11.75
Teachers' Education	26,802	33,232	44,299	45,989	43,041	45,715	11.27
TVET	109,853	140,461	125,738	125,738	304,850	131,097	3.60
Level I	3,546	7,958	12,510	12,510	57,205	21,560	43.48
Level II	8,587	24,783	25,644	25,644	110,704	53,656	44.26
Level III	44,205	51,427	34,388	34,388	66,716	29,093	- 8.03
Level IV	52,295	56,161	52,756	52,756	64,390	24,748	- 13.90
Level V	1,220	32	440	440	5,835	2,040	10.83
Higher Education	76,358	83,651	86,210	86,210	115,055	137,708	12.52
Undergraduate	70,317	77,489	79,786	96,980	102,890	127,275	12.60
Postgraduate	6,041	6,162	6,424	8,021	12,165	10,468	11.62

Gross Enrolment Trends in General Education

Table 1.8a Trends in Primary Enrolment by Region

Region	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)		
	Male	Female	Total												
Tigray	504,632	502,341	1,006,973	515,263	504,812	1,020,075	536,575	520,534	1,057,109	572,982	541,663	1,114,645	590,368	548,530	1,138,898
Afar	83,960	65,935	149,895	75,933	57,990	133,923	117,427	92,703	210,130	117,253	85,431	202,684	109,274	86,130	195,404
Amhara	2,010,251	1,991,917	4,002,168	2,006,040	1,976,546	3,982,586	2,066,419	2,020,231	4,086,650	2,182,345	2,099,656	4,282,001	2,230,637	2,115,832	4,346,469
Oromiya	3,321,727	2,959,947	6,281,674	3,403,316	3,011,011	6,414,327	3,528,489	3,099,831	6,628,320	3,740,227	3,257,756	6,997,983	4,183,219	3,609,667	7,792,886
Somali	488,182	341,845	830,027	640,179	460,064	1,100,243	656,812	480,468	1,137,280	465,116	343,761	808,876	512,650	376,793	889,443
Benishangul Gumuz	108,143	85,416	193,559	107,286	85,347	192,633	113,289	90,928	204,217	121,928	98,434	220,362	126,454	102,693	229,147
SNNP	2,009,152	1,798,887	3,808,039	2,026,436	1,810,525	3,836,961	2,225,174	1,981,945	4,207,119	2,292,332	2,033,111	4,325,443	2,458,662	2,173,362	4,632,024
Gambella	59,388	47,780	107,168	56,193	45,996	102,189	60,998	51,394	112,392	62,496	51,151	113,647	63,798	53,601	117,399
Harari	19,471	16,755	36,226	20,359	16,846	37,205	21,091	18,267	39,358	22,668	18,668	41,336	24,290	20,027	44,317
Addis Ababa	227,417	281,769	509,186	227,367	276,510	503,877	240,508	318,136	558,644	233,079	282,836	515,915	232,626	287,244	519,870
Dire Dawa	33,820	30,603	64,423	33,894	30,382	64,276	34,542	30,735	65,277	36,076	32,249	68,325	37,973	33,611	71,584
Total	8,865,491	8,124,293	16,989,784	9,112,266	8,276,029	17,388,295	9,601,324	8,705,172	18,306,496	9,846,502	8,844,716	18,691,217	10,569,951	9,407,490	19,977,441

Table 1.8b Trends in Secondary Enrolment by Region

Region	2004 E.C. (2011/12)			2005 E.C. (2012/13)			2006 E.C. (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)		
	Male	Female	Total	Male	Female	Total									
Tigray	72,908	78,202	151,110	83,731	90,894	174,625	91,924	97,735	189,659	94,053	98,159	192,212	106,227	106,794	213,021
Afar	5,315	2,824	8,139	4,870	2,410	7,280	5,775	3,182	8,957	7,338	3,944	11,282	8,587	4,628	13,215
Amhara	214,985	208,375	423,360	237,247	240,271	477,518	246,007	253,031	499,038	246,007	253,031	499,038	289,198	307,402	596,600
Oromiya	345,011	268,016	613,027	355,229	287,052	642,281	355,324	292,454	647,778	368,146	307,863	676,009	421,232	342,410	763,642
Somali	24,979	10,479	35,458	28,867	14,569	43,436	33,349	15,271	48,620	37,859	18,301	56,160	33,737	17,531	51,268
Benishangul Gumuz	13,159	10,372	23,531	12,754	10,675	23,429	12,918	10,501	23,419	14,384	11,427	25,811	16,631	13,024	29,655
SNNP	191,367	132,208	323,575	204,553	154,803	359,356	217,741	176,465	394,206	245,154	203,530	448,684	302,730	247,541	550,271
Gambella	10,147	5,422	15,569	10,048	6,224	16,272	11,844	6,991	18,835	13,216	8,115	21,331	16,755	10,021	26,776
Harari	3,446	2,854	6,300	4,038	3,444	7,482	3,385	2,803	6,188	3,728	3,212	6,940	3,784	3,448	7,232
Addis Ababa	72,363	81,848	154,211	62,986	73,650	136,636	72,858	78,179	151,037	66,355	81,358	147,713	69,572	85,888	155,460
Dire Dawa	6,673	5,058	11,731	6,498	4,918	11,416	5,899	4,719	10,618	6,419	5,363	11,782	7,593	6,430	14,023
Total	960,353	805,658	1,766,011	1,010,821	888,910	1,899,731	1,057,024	941,331	1,998,355	1,109,877	998,238	2,108,115	1,276,046	1,145,117	2,421,163

Table 1.9 Education Expenditure 2007 E.C. (2014/15) (In Birr)

Note: Data for Harari Region for 2007 E.C. was not available. So 2006 E.C. data has been used

Recurrent Expenditure

	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
Total Education Expenditure	1,892,488,786.8	340,849,084.3	2,780,764,013.7	7,622,919,400.4	679,196,266.9	380,199,835.4	4,240,433,338.5	240,158,210.2	84,908,392.4	2,024,458,886.8	224,692,342.6	11,967,029,852.3	32,478,098,410.2
of which													
Primary	1,582,240,737.1	185,066,839.9	1,674,064,090.4	4,686,312,544.7	493,727,602.6	238,885,674.1	2,561,735,597.1	123,852,903.9	44,220,749.8	941,095,553.3	94,389,222.0	69,244,769.6	12,694,836,284.5
Secondary	57,016,564.9	26,153,032.5	449,449,602.4	972,418,545.3	-	60,342,889.8	4,695,983.4	23,302,608.3	13,042,562.2	370,354,248.6	67,302,725.7	29,460,267.0	2,073,539,030.0
TVET	253,231,484.8	43,831,981.3	271,145,232.7	863,955,185.4	86,209,480.6	18,732,150.0	269,499,977.8	16,627,180.8	6,304,044.9	211,225,523.9	40,372,747.6	101,861,510.4	2,182,996,500.0
Higher Education	-	5,107,132.2	180,563,403.2	139,282,732.3	5,779,865.7	12,449,383.8	6,841,884.9	29,791,484.7	2,043,729.5	191,113,284.3	-	11,560,234,150.6	12,133,207,051.1
Other	-	80,690,098.4	205,541,685.1	960,950,392.7	93,479,318.0	49,789,737.7	1,397,659,895.4	46,584,032.6	19,297,306.0	310,670,276.8	22,627,647.3	206,229,154.7	3,393,519,544.7

Capital Expenditure

	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
Total Education Expenditure	213,479,668.1	118,890,471.0	359,542,489.1	1,118,440,782.7	405,594,863.8	74,438,965.3	1,013,655,444.5	50,907,549.7	27,087,350.1	621,956,986.4	25,988,504.0	14,193,337,738.0	18,223,320,812.7
of which													
Primary	101,897,555.0	38,586,309.3	21,126,020.3	198,633,119.5	36,116,182.1	23,623,795.9	226,197,115.3	23,490,556.3	20,433,436.0	160,646,024.9	8,938,314.3	2,043,521,560.9	2,903,209,989.9
Secondary	17,289,473.6	38,377,003.5	26,891,844.7	494,865,473.9	121,631,713.5	28,531,724.5	382,960,131.0	6,989,189.7	1,420,131.2	5,902,168.6	-	-	1,124,858,854.2
TVET	45,941,498.5	17,875,312.0	277,597,913.3	250,911,002.2	151,590,681.8	1,397,863.4	308,530,222.2	1,564,295.4	2,931,850.9	24,201,943.1	13,653,518.5	115,912,807.9	1,212,108,909.1
Higher Education	-	1,645,988.5	2,712,056.3	140,703,208.4	15,051,144.6	-	16,152,901.3	-	1,588,324.9	38,906,874.0	-	12,012,811,034.5	12,229,571,532.6
Other	48,351,141.1	22,405,857.7	31,214,654.4	33,327,978.7	81,205,141.7	20,885,581.6	79,815,074.6	18,863,508.3	713,607.2	392,299,975.9	3,396,671.2	21,092,334.7	753,571,527.1

Total Expenditure

	Tigray	Afar	Amhara	Oromiya	Somali	Benishangul	SNNPR	Gambella	Harari	Addis Ababa	Dire Dawa	Federal	National
Total Education Expenditure	2,105,968,454.9	459,739,555.4	3,140,306,502.7	8,741,360,183.2	1,084,791,130.7	454,638,800.7	5,254,088,783.0	291,065,759.9	111,995,742.4	2,646,415,873.2	250,680,846.6	26,160,367,590.3	50,701,419,222.9
of which													
Primary	1,684,138,292.1	223,653,149.3	1,695,190,110.7	4,884,945,664.2	529,843,784.7	262,509,470.0	2,787,932,712.4	147,343,460.2	64,654,185.8	1,101,741,578.1	103,327,536.4	2,112,766,330.5	15,598,046,274.3
Secondary	74,306,038.5	64,530,036.0	476,341,447.1	1,467,284,019.2	121,631,713.5	88,874,614.3	387,656,114.4	30,291,797.9	14,462,693.4	376,256,417.2	67,302,725.7	29,460,267.0	3,198,397,884.2
TVET	299,172,983.2	61,707,293.3	548,743,146.0	1,114,866,187.6	237,800,162.4	20,130,013.3	578,030,200.0	18,191,476.2	9,235,895.8	235,427,467.0	54,026,266.1	217,774,318.2	3,395,105,409.1
Higher Education	-	6,753,120.7	183,275,459.5	279,985,940.7	20,831,010.3	12,449,383.8	22,994,786.2	29,791,484.7	3,632,054.3	230,020,158.3	-	23,573,045,185.1	24,362,778,583.6
Other	48,351,141.1	103,095,956.1	236,756,339.5	994,278,371.4	174,684,459.7	70,675,319.3	1,477,474,970.0	65,447,541.0	20,010,913.2	702,970,252.6	26,024,318.5	227,321,489.4	4,147,091,071.8

Early Childhood Care and Education

2008 E.C. 2015/16

Type of ECCE



69% of the children enrolled in ECCE attend O Class

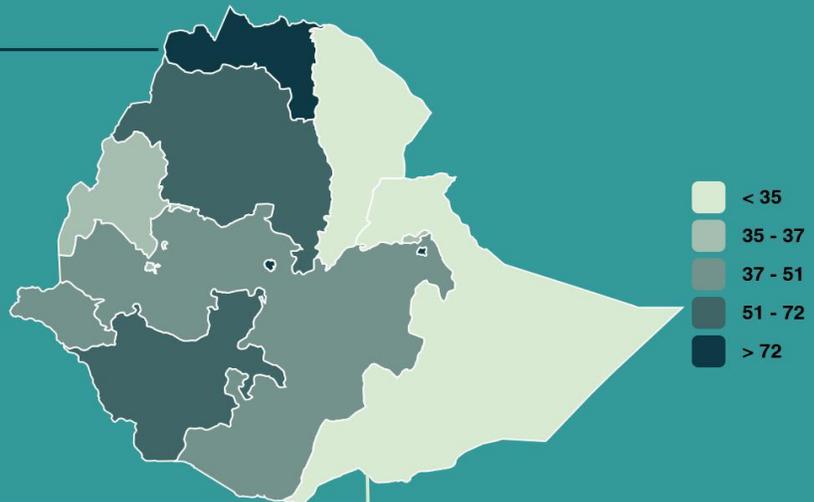
Net Enrolment Ratio

48.1%

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

Regional Net Enrolment

Tigray has the highest Net Enrolment at 93.6%



Somali has the lowest Net Enrolment at 5.1%

Ministry of Education, Ethiopia

2. Early Childhood Care and Education

Pre-school programs, known as pre-primary education, are delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school service is being delivered mainly through child to child initiatives. The third is the most widespread response of local governments and that has been the setting up of 'O' class. This is a grade before grade 1 where children are introduced to the school environment and take part in learning focused play.

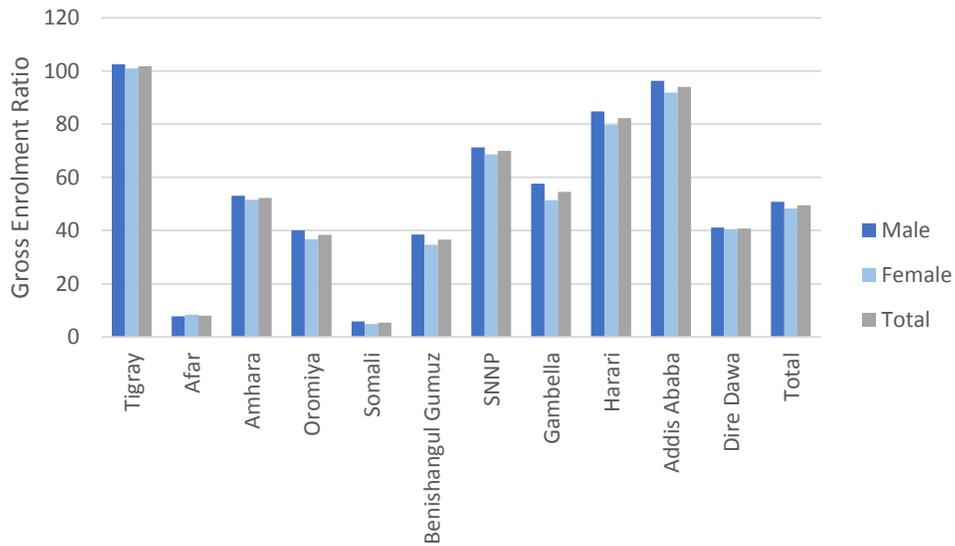
The importance of early childhood care and education (ECCE) is articulated in the fifth education sector development program (ESDP V). ECCE is one of the priorities for the education sector because it is one of the inputs to the overall improvement of the quality of education and may lead to the reduction of drop out and repetition rates in primary grades. ECCE also leads to higher enrolment in primary education. ECCE also has its own dedicated Sustainable Development Goal, which states that by "2030 ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education". In order to achieve the above objectives the government has been working to develop a curriculum, train teachers and provide supervisory support. As a result the enrolment of pre-primary education is increasing every year, though underreporting remains a persistent issue in kindergarten centers. In order to evaluate the achievement so far attained by the preprimary education system the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) indicators have been calculated.

2.1 Gross Enrolment Rate (GER)

Gross Enrolment Rate (GER) is a ratio obtained by dividing the total enrolment of preprimary students by the expected official preprimary school age population. Table 2.1 and chart 2.1 below show the data regarding enrolment of students in each region associated with the official expected population size and calculated result.

Table 2.1 Preprimary School Age Population (age 4-6) Enrolment and GER by Region 2008 E.C. (2015/16)

Region	Gross enrolment			Population Ages 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	201,078	192,581	393,659	196,209	190,685	386,894	102.5	101.0	101.7
Afar	5,314	5,363	10,677	68,257	64,617	132,875	7.8	8.3	8.0
Amhara	457,661	429,079	886,740	862,085	833,498	1,695,584	53.1	51.5	52.3
Oromiya	609,605	548,421	1,158,026	1,521,774	1,492,666	3,014,441	40.1	36.7	38.4
Somali	14,738	12,199	26,937	253,497	247,933	501,430	5.8	4.9	5.4
Benishangul Gumuz	16,631	14,431	31,062	43,164	41,694	84,858	38.5	34.6	36.6
SNNP	560,170	528,396	1,088,566	785,475	770,274	1,555,749	71.3	68.6	70.0
Gambella	8,831	7,660	16,491	15,327	14,904	30,231	57.6	51.4	54.6
Harari	6,904	6,195	13,099	8,142	7,777	15,919	84.8	79.7	82.3
Addis Ababa	86,272	82,076	168,348	89,634	89,370	179,004	96.2	91.8	94.0
Dire Dawa	8,177	7,516	15,693	19,906	18,533	38,440	41.1	40.6	40.8
Total	1,975,381	1,833,917	3,809,298	3,863,471	3,771,952	7,635,423	51.1	48.6	49.9

Chart 2.1 GER of Preprimary, 2008 E.C. (2015/16)

The GER for all forms of preprimary education has increased compared to 2007 E.C. (2014/15), where the GER was 39%. This shows that it is growing at a rapid rate year on. Moreover, the GER (49.9%) is above the target set in ESDP V for 2015/16, which is 49%. This shows a positive national picture for the preprimary level. However, there are wide regional variations with Afar and Ethio-Somali only having GERs of 8% and 5.4% respectively. Moreover Oromiya, Benishangul Gumuz and Dire Dawa are below ESDP V target, whereas Tigray, Addis Ababa and Harari having GER above 80%. Afar, Oromiya, Ethio-Somali, Benishangul Gumuz, and Dire Dawa are below the national average 49.9%.

Tables 2.2, 2.3 and 2.4 show the split in preprimary enrolment by the different modalities and associated GER indicators. It can be seen that Child to Child modality is not implemented in Gambella and Addis Ababa. These two regions have focused their provision of preprimary education in the O class and Kindergarten modalities. Nationally the modality that is providing the majority of preprimary education is O class, with a GER of 34.5%. This has increased from 25% compared to 2007 E.C. The Kindergarten modality is highest in Addis Ababa, with a GER of 91.7% compared to the national GER of 8% for Kindergarten. Tigray has the highest enrolment in Child to Child provision, at 59.9% GER. The increase in enrolment in preprimary is fueled by the increase in O Class enrolment, which shows a 9.5 percentage point increase from 2007 to 2008, compared to KG and Child to Child which show a 1 percentage or lower increment between 2007 and 2008.

Kindergarten Modality

Table 2.2 Kindergarten Enrolment 2008 E.C. (2015/16)

Region	Gross enrolment			Population Ages 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	27,574	26,500	54,074	196,209	190,685	386,894	14.1	13.9	14.0
Afar	1,757	1,529	3,286	68,257	64,617	132,875	2.6	2.4	2.5
Amhara	25,552	24,099	49,651	862,085	833,498	1,695,584	3.0	2.9	2.9
Oromiya	103,011	97,084	200,095	1,521,774	1,492,666	3,014,441	6.8	6.5	6.6
Somali	1,651	1,294	2,945	253,497	247,933	501,430	0.7	0.5	0.6
Benishangul Gumuz	1,969	1,767	3,736	43,164	41,694	84,858	4.6	4.2	4.4
SNNP	57,686	52,791	110,477	785,475	770,274	1,555,749	7.3	6.9	7.1
Gambella	3,162	2,712	5,874	15,327	14,904	30,231	20.6	18.2	19.4
Harari	3,032	2,700	5,732	8,142	7,777	15,919	37.2	34.7	36.0
Addis Ababa	83,954	80,118	164,072	89,634	89,370	179,004	93.7	89.6	91.7
Dire Dawa	5,879	5,353	11,232	19,906	18,533	38,440	29.5	28.9	29.2
Total	315,227	295,947	611,174	3,863,471	3,771,952	7,635,423	8.2	7.8	8.0

Child to Child

Table 2.3 Child to Child Enrolment 2008 E.C. (2015/16)

Region	Gross enrolment			Population Ages 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	118,838	112,841	231,679	196,209	190,685	386,894	60.6	59.2	59.9
Afar	112	128	240	68,257	64,617	132,875	0.2	0.2	0.2
Amhara	90,098	83,706	173,804	862,085	833,498	1,695,584	10.5	10.0	10.3
Oromiya	46,024	38,378	84,402	1,521,774	1,492,666	3,014,441	3.0	2.6	2.8
Somali	185	143	328	253,497	247,933	501,430	0.1	0.1	0.1
Benishangul Gumuz	4,079	3,695	7,774	43,164	41,694	84,858	9.4	8.9	9.2
SNNP	33,895	30,044	63,939	785,475	770,274	1,555,749	4.3	3.9	4.1
Gambella	-	-	-	15,327	14,904	30,231	-	-	-
Harari	1,293	1,171	2,464	8,142	7,777	15,919	15.9	15.1	15.5
Addis Ababa	-	-	-	89,634	89,370	179,004	-	-	-
Dire Dawa	233	221	454	19,906	18,533	38,440	1.2	1.2	1.2
Total	294,757	270,327	565,084	3,863,471	3,771,952	7,635,423	7.6	7.2	7.4

Enrolment in O Class

Table 2.4 Enrolment in O Class 2008 E.C. (2015/16)

Region	Gross enrolment			Population Ages 4-6			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	54,666	53,240	107,906	196,209	190,685	386,894	27.9	27.9	27.9
Afar	3,445	3,706	7,151	68,257	64,617	132,875	5.0	5.7	5.4
Amhara	342,011	321,274	663,285	862,085	833,498	1,695,584	39.7	38.5	39.1
Oromiya	460,570	412,959	873,529	1,521,774	1,492,666	3,014,441	30.3	27.7	29.0
Somali	12,902	10,762	23,664	253,497	247,933	501,430	5.1	4.3	4.7
Benishangul Gumuz	10,583	8,969	19,552	43,164	41,694	84,858	24.5	21.5	23.0
SNNP	468,589	445,561	914,150	785,475	770,274	1,555,749	59.7	57.8	58.8
Gambella	5,669	4,948	10,617	15,327	14,904	30,231	37.0	33.2	35.1
Harari	2,579	2,324	4,903	8,142	7,777	15,919	31.7	29.9	30.8
Addis Ababa	2,318	1,958	4,276	89,634	89,370	179,004	2.6	2.2	2.4
Dire Dawa	2,065	1,942	4,007	19,906	18,533	38,440	10.4	10.5	10.4
Total	1,365,397	1,267,643	2,633,040	3,863,471	3,771,952	7,635,423	35.3	33.6	34.5

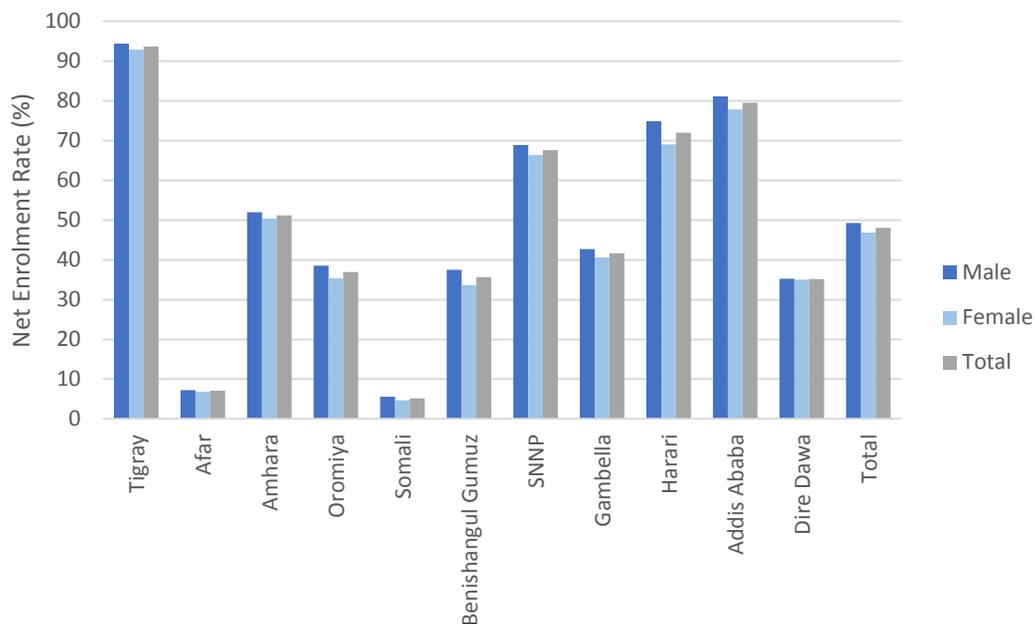
2.2 Net Enrolment Rate (NER)

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

Table 2.5 Preprimary NER 2008 E.C. (2015/16)

Region	Net Enrolment			Population Ages 4-6			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	185,135	177,123	362,258	196,209	190,685	386,894	94.4	92.9	93.6
Afar	4,967	4,421	9,388	68,257	64,617	132,875	7.3	6.8	7.1
Amhara	447,850	419,696	867,546	862,085	833,498	1,695,584	51.9	50.4	51.2
Oromiya	586,444	527,758	1,114,202	1,521,774	1,492,666	3,014,441	38.5	35.4	37.0
Somali	14,117	11,686	25,803	253,497	247,933	501,430	5.6	4.7	5.1
Benishangul Gumuz	16,177	14,038	30,215	43,164	41,694	84,858	37.5	33.7	35.6
SNNP	540,675	510,979	1,051,654	785,475	770,274	1,555,749	68.8	66.3	67.6
Gambella	6,538	6,053	12,591	15,327	14,904	30,231	42.7	40.6	41.6
Harari	6,095	5,368	11,463	8,142	7,777	15,919	74.9	69.0	72.0
Addis Ababa	72,695	69,563	142,258	89,634	89,370	179,004	81.1	77.8	79.5
Dire Dawa	7,015	6,494	13,509	19,906	18,533	38,440	35.2	35.0	35.1
Total	1,902,460	1,768,022	3,670,482	3,863,471	3,771,952	7,635,423	49.2	46.9	48.1

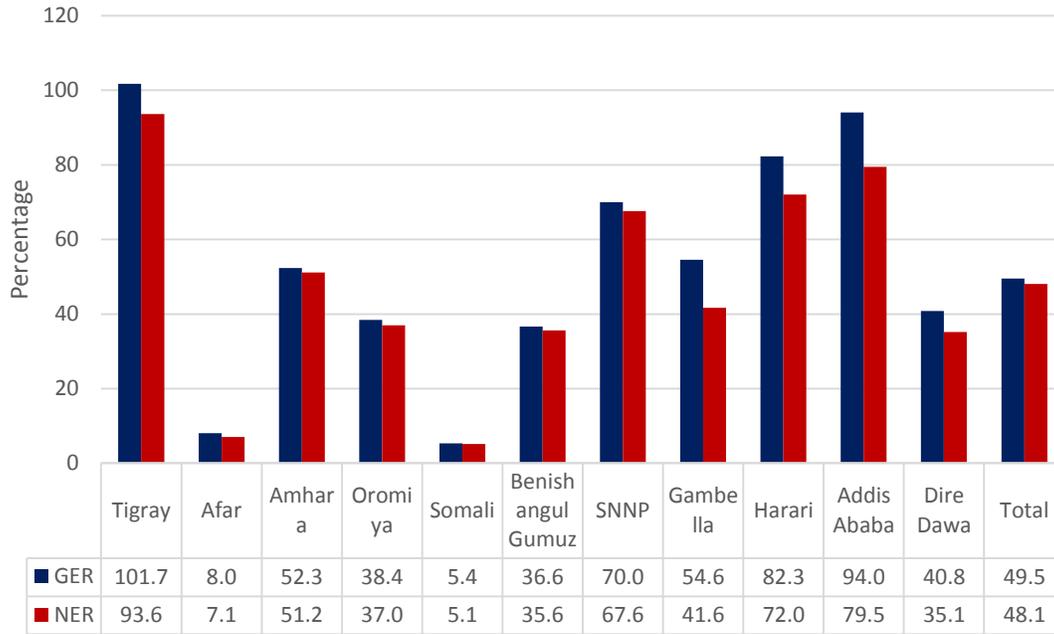
Chart 2.2 NER of Preprimary, 2008 E.C. (2015/16)



The net enrolment rate as presented in the above Table 2.5 and Chart 2.2 is almost similar to the calculated result obtained for GER in table 2.1, with NER currently at 48.1% and GER currently at 49.9%. This implies that out of all the children enrolled in preprimary the majority is of the appropriate school age for the level. This can also be observed in Chart 2.3. It is interesting that even in the preprimary level gender equity is not observed in enrolments, with proportionally more males attending than females, with a gender parity index of 0.95. To achieve gender parity at higher levels of education it is highly important that gender equity is observed

in preprimary education.

Chart 2.3 Comparison of GER and NER at Preprimary Level 2008 E.C. (2015/16)



Nationally the difference between NER and GER at preprimary level is much lower than at primary and secondary levels. However, within the regions there is a wider variation, with Gambella showing the largest variation. This implies that there are many children below and above the appropriate age i.e. below 4 and above 7 years. The fact that NER was 48.1 % signals that 51.9% of the total population of age 4, i.e. nearly 4 million children, did not get the opportunity to attend preprimary education in 2008E.C.

Primary Education

2008 E.C. 2015/16

Gross Enrolment Ratio



GER is much lower in Grades 5-8 compared to Grades 1-4

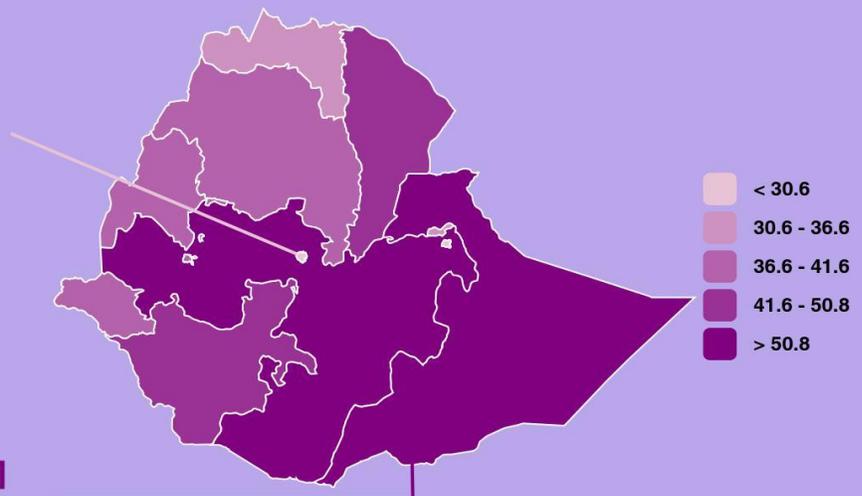
Gender Parity Index

0.91

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

Grade 1-8 Pupil Teacher Ratio

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



Somali has the highest PTR at 75 students for every 1 teacher in grades 1-8

Ministry of Education, Ethiopia

3. Primary Education

According to the education and training policy of Ethiopia, “Primary education is 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, and is the foundation for further education and economic growth. In Ethiopia primary education is conducted from grades 1-8 and is implemented in two cycles; primary 1st cycle (grades 1-4) and primary 2nd cycle (grades 5-8). According to ETP 1994, the official admission age is 7.

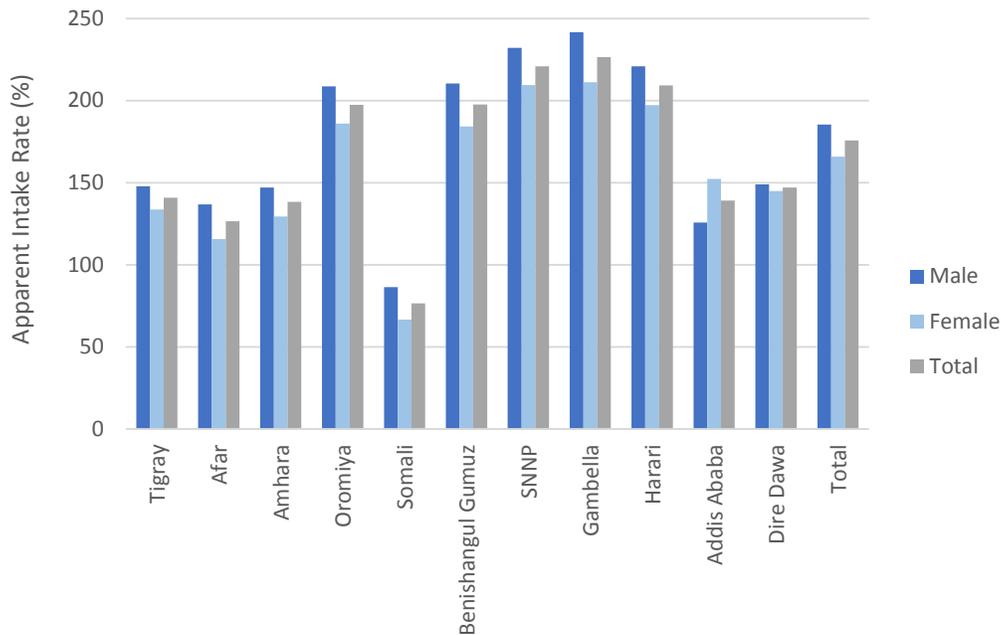
Within this perspective the following sub sections are presented to show how the system is functioning and depicts the achievements through educational performance indicators. These indicators measure the extent to which children have access to primary levels of education.

3.1 Apparent Intake Rate

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

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex 2008 E.C. (2015/16)

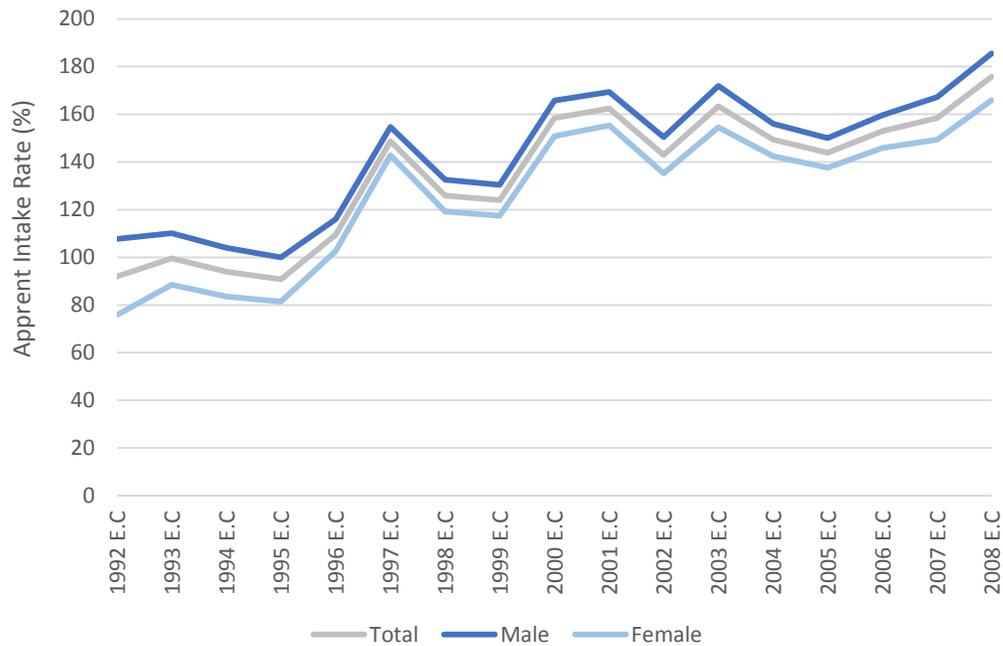
Region	Gross Enrolment Grade 1 (not including ABE)			Population Age 7			AIR %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	93,636	82,368	176,004	63,300	61,641	124,941	147.92	133.63	140.87
Afar	30,563	24,430	54,993	22,334	21,109	43,443	136.84	115.73	126.59
Amhara	401,180	342,117	743,297	272,763	264,112	536,875	147.08	129.53	138.45
Oromiya	1,014,356	888,379	1,902,735	485,917	477,473	963,390	208.75	186.06	197.50
Somali	69,251	52,377	121,628	80,146	78,638	158,784	86.41	66.61	76.60
Benishangul Gumuz	29,255	24,774	54,029	13,899	13,451	27,350	210.48	184.18	197.55
SNNP	582,379	516,825	1,099,204	250,929	246,808	497,738	232.09	209.40	220.84
Gambella	11,985	10,200	22,185	4,960	4,832	9,792	241.63	211.11	226.57
Harari	5,909	5,056	10,965	2,676	2,564	5,240	220.81	197.19	209.26
Addis Ababa	33,690	41,280	74,970	26,780	27,099	53,879	125.80	152.33	139.15
Dire Dawa	8,661	8,040	16,701	5,811	5,549	11,360	149.04	144.90	147.02
Total	2,280,865	1,995,846	4,276,711	1,229,515	1,203,276	2,432,791	185.51	165.87	175.79

Chart 3.1 AIR by Region and Sex, 2008 E.C. (2015/16)

From Table 3.1 it can be seen that nationally the AIR is 175.8%. This shows that there are many children who are not 7 years old enrolling in grade 1. This could be due to over and under age student enrolment. It indicates that there is a high demand for grade 1 primary classes across the country. The only region that has an AIR lower than 100% is Ethio-Somali. This statistic is likely to be highly influenced by inaccurate population estimates.

Table 3.2 AIR Trends (in %), 1992 E.C.-2008 E.C. (1999/00-2015/16)

Year	Total	Male	Female
1992 E.C. (1999-2000)	92	107.7	75.8
1993 E.C. (2000-2001)	99.5	110.1	88.5
1994 E.C. (2001-2002)	94	104	83.6
1995 E.C. (2002-2003)	90.8	100	81.4
1996 E.C. (2003-2004)	109.4	116	102.6
1997 E.C. (2004-2005)	148.7	154.7	142.8
1998 E.C. (2005-2006)	125.9	132.5	119.2
1999 E.C. (2006-2007)	124	130.4	117.4
2000 E.C. (2007-2008)	158.4	165.8	150.8
2001 E.C. (2008-2009)	162.5	169.4	155.4
2002 E.C. (2009-2010)	142.9	150.4	135.2
2003 E.C. (2010-2011)	163.4	171.9	154.5
2004 E.C. (2011-2012)	149.3	156	142.4
2005 E.C. (2012-2013)	143.9	150	137.6
2006 E.C. (2013-2014)	152.9	159.7	145.9
2007 E.C. (2014-2015)	158.4	167.3	149.3
2008 E.C. (2015-2016)	175.8	185.5	165.9

Chart 3.2 AIR Trends, 1992 E.C. – 2008 E.C. (1999/00-2015/16)

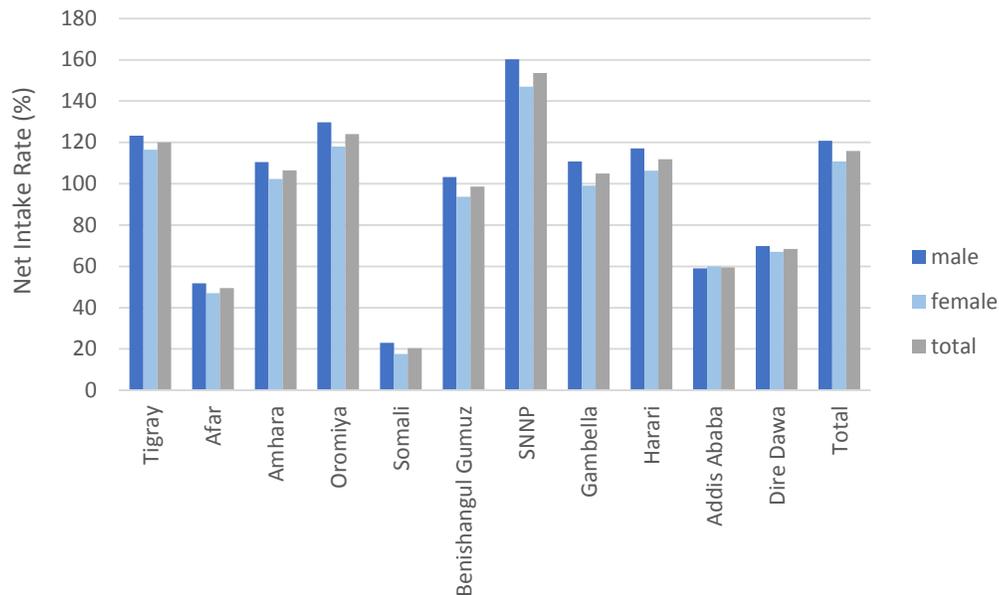
The trend in AIR over the last 16 years between 1992 E.C. and 2008 E.C. shows an improving picture with more children enrolling into grade 1 year on year. AIR has consistently been above 100% since 1996 E.C. this implies that more children than the population of 7 year olds have been enrolling into grade 1 for the last 12 years. This will add extra pressure to the education system at the first entry point for many students. Moreover, late entry may affect their continuation after grade 1. One of the reasons being overaged children may likely dropout at later grades as their age increases.

3.2 Net Intake Rate

Net Intake Rate is an indicator that looks at those children who are of the correct age to enter grade 1. In the case for Ethiopia it is the proportion of 7 year olds who enroll in grade 1.

Table 3.3 Net Intake Rate (NIR) by Region and Sex 2008 E.C. (2015/16)

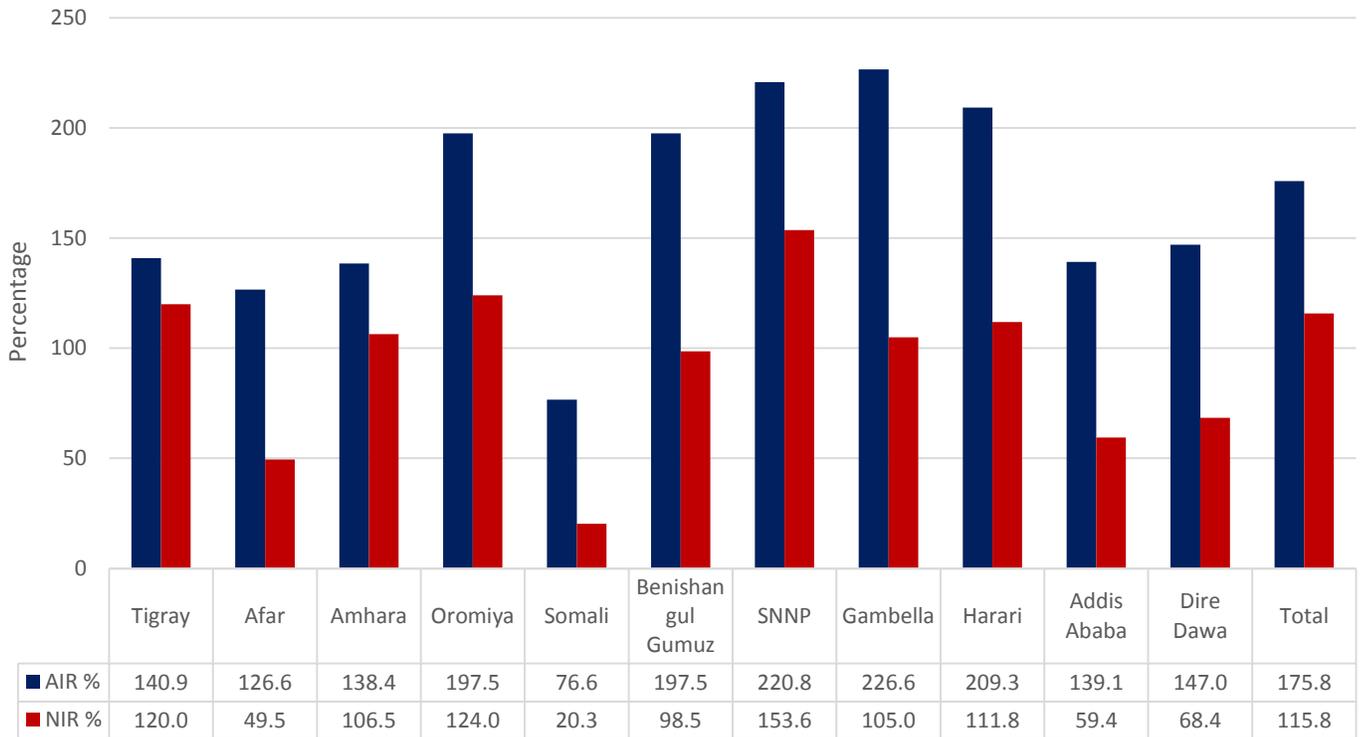
Region	Net Enrolment Grade 1 (not including ABE)			Population Age 7			NIR %		
	male	female	total	male	female	total	male	female	total
Tigray	78,042	71,827	149,869	63,300	61,641	124,941	123.29	116.53	119.95
Afar	11,566	9,937	21,503	22,334	21,109	43,443	51.79	47.07	49.50
Amhara	301,144	270,361	571,505	272,763	264,112	536,875	110.41	102.37	106.45
Oromiya	630,678	563,744	1,194,422	485,917	477,473	963,390	129.79	118.07	123.98
Somali	18,458	13,849	32,307	80,146	78,638	158,784	23.03	17.61	20.35
Benishangul Gumuz	14,346	12,606	26,952	13,899	13,451	27,350	103.22	93.72	98.54
SNNP	401,953	362,703	764,656	250,929	246,808	497,738	160.19	146.96	153.63
Gambella	5,494	4,785	10,279	4,960	4,832	9,792	110.76	99.03	104.98
Harari	3,132	2,727	5,859	2,676	2,564	5,240	117.04	106.36	111.81
Addis Ababa	15,788	16,234	32,022	26,780	27,099	53,879	58.95	59.91	59.43
Dire Dawa	4,058	3,716	7,774	5,811	5,549	11,360	69.83	66.97	68.43
Total	1,484,659	1,332,489	2,817,148	1,229,515	1,203,276	2,432,791	120.75	110.74	115.80

Chart 3.3 NIR by Region and Sex 2008 E.C. (2015/16)

The national NIR is at 115.8%. This is technically an impossible figure as it indicates that there are more 7 year olds in grade 1 than there are in the population. This reflects the problems with the population projection; but is also due to many children not having an accurate birth date and being unsure of how old they are. Again there are many regional differences with SNNP and Oromiya having the highest NIR, both considerably higher than 100% at 153.6% and 124% respectively. The targets in relation to NIR in ESDP V have been met for both males and females for the 2015/16 target, the ongoing issue is that NIR remains very high and will continue to put a strain on the education system in the first cycle of primary education.

The number of male new entrants outweighs, by far, the number of female entrants. All efforts have to be exerted so that female children enter school at an earlier age

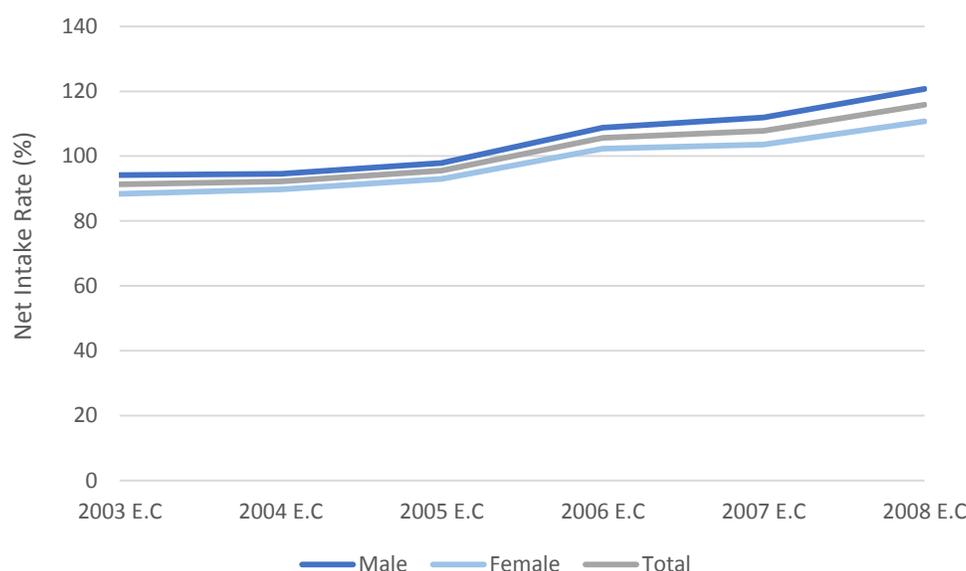
The difference between the AIR and NIR is 60 percentage points. This implies that nearly 1.5 million children enrolled in grade 1 were not of the appropriate age.

Chart 3.4 Regional Comparisons between AIR and NIR, 2008 E.C. (2015/16)

The comparison between AIR and NIR shows that every region is varied by children with under and over age 7 enrolling in grade 1. There are nearly, or over double, the number of 7 year olds in grade 1 in regions like Addis Ababa, Harari, Gambella and Benishangul Gumuz. The NIR in Addis Ababa, Dire Dawa, Afar and Ethio-Somali is much lower than the national average. In Addis Ababa, enrolment tends to be higher than other regions. This lower statistic could be due to more accurate birth recording practices taking place in the urban areas and children giving an accurate age.

Table 3.4 Net Intake Rate (NIR) Trends (in %)

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	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

Chart 3.5 Net Intake Rate (NIR) Trends

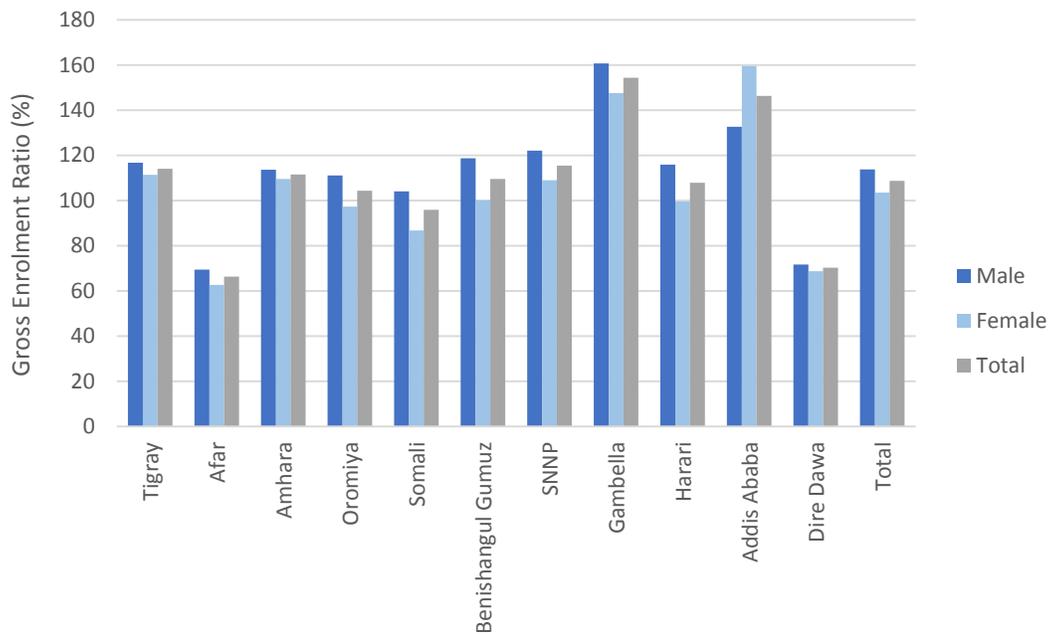
NIR has been increasing over the last 6 years. The statistic shows a widening of the inequity gap between males and females. It was at its narrowest gap in 2004 E.C. when there was a 5 percentage point's difference between males and females and has now increased to 10 percentage points. This trend is of great concern because if equity targets in ESDP V are to be reached as planned equity has to start from an early age in the education system and it will take many years to reach equal access to education.

3.3 Gross Enrolment Rate (GER)

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

Table 3.5 Gross Enrolment Ratio Disaggregated by Region and Sex, Grades 1-8, 2008 E.C. (2015/16)

Region	Gross Enrolment			Population Age 7-14			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	590,368	548,530	1,138,898	505,704	492,790	998,494	116.74	111.31	114.06
Afar	109,274	86,130	195,404	157,522	137,492	295,014	69.37	62.64	66.24
Amhara	2,230,637	2,115,832	4,346,469	1,964,019	1,931,757	3,895,776	113.58	109.53	111.57
Oromiya	4,183,219	3,609,667	7,792,886	3,765,079	3,709,130	7,474,208	111.11	97.32	104.26
Somali	512,650	376,793	889,443	492,482	434,785	927,267	104.10	86.66	95.92
Benishangul Gumuz	126,454	102,693	229,147	106,548	102,576	209,124	118.68	100.11	109.57
SNNP	2,458,662	2,173,362	4,632,024	2,014,753	1,994,844	4,009,597	122.03	108.95	115.52
Gambella	63,798	53,601	117,399	39,718	36,338	76,056	160.63	147.51	154.36
Harari	24,290	20,027	44,317	20,952	20,131	41,083	115.93	99.48	107.87
Addis Ababa	232,626	287,244	519,870	175,365	179,977	355,342	132.65	159.60	146.30
Dire Dawa	37,973	33,611	71,584	53,043	48,940	101,982	71.59	68.68	70.19
Total	10,569,951	9,407,490	19,977,441	9,295,184	9,088,760	18,383,944	113.71	103.51	108.67

Chart 3.6 Regional GER for Grades 1-8 Disaggregated by Sex, 2008 E.C. (2015/16)

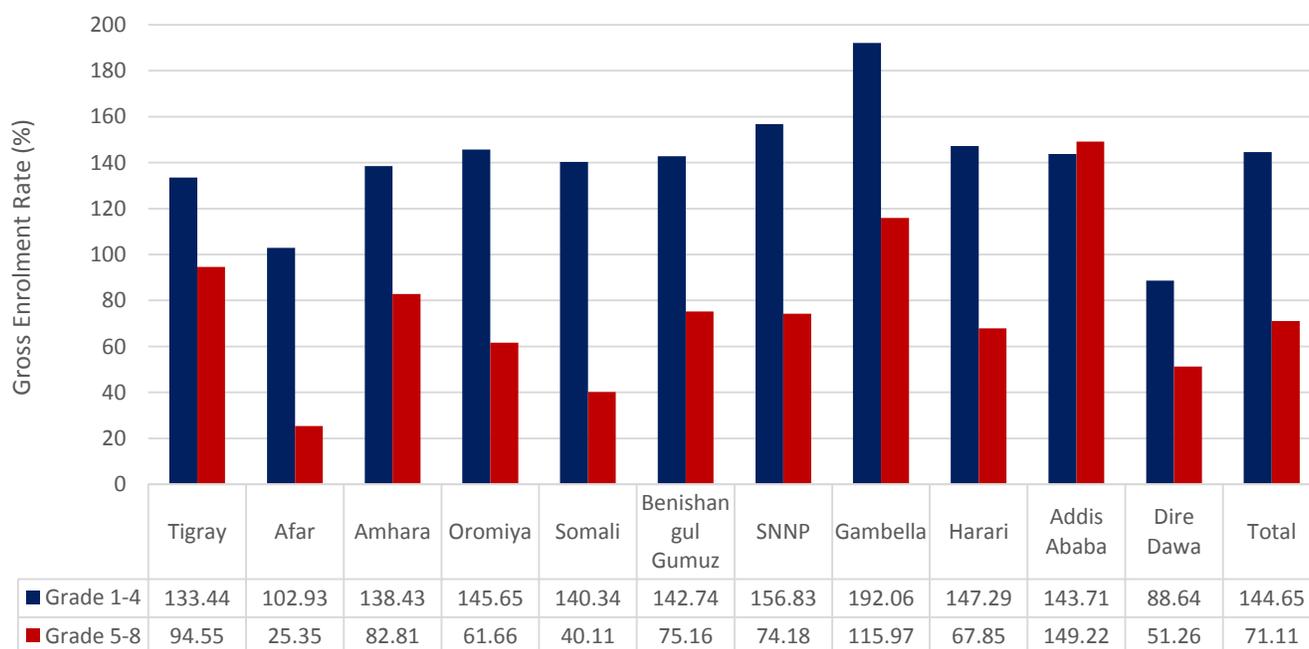
The GER for grades 1-8 is 108.7%; this shows that nationally there are more children in primary grades than there are children between 7 and 14. It indicates that children younger than 7 and older than 14 are enrolling into primary schools. The target in 2015/16 is 93 % Female (102 Total), and with respect to the target, Afar, Dire Dawa and Ethio-Somali regions GERs are below the target. There is wide regional variation, with Dire Dawa and Afar having the lowest GER at 70% and 66% respectively. Gambella and Addis Ababa have very high GERs both over 140%. It will be very challenging for Dire Dawa and Afar to meet the target set in ESDP V. Addis Ababa is the only region where female GER is higher than male GER at 159.6% compared to 132.7%.

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

Table 3.6 GER for Grades 1-4 and Grades 5-8, by Region (in %), 2008 E.C. (2015/16)

Region	Grade 1-4			Grade 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	138.56	128.19	133.44	94.77	94.33	94.55
Afar	108.74	96.50	102.93	26.98	23.42	25.35
Amhara	144.72	132.00	138.43	80.07	85.59	82.81
Oromiya	154.86	136.30	145.65	66.05	57.21	61.66
Somali	155.47	123.98	140.34	42.66	37.04	40.11
Benishangul Gumuz	151.66	133.48	142.74	84.50	65.44	75.16
SNNP	164.98	148.59	156.83	78.97	69.35	74.18
Gambella	200.40	183.12	192.06	120.92	110.44	115.97
Harari	156.31	137.87	147.29	74.81	60.62	67.85
Addis Ababa	130.18	156.96	143.71	135.45	162.56	149.22
Dire Dawa	89.39	87.84	88.64	53.33	49.01	51.26
Total	152.50	136.62	144.65	73.26	68.91	71.11

Chart 3.7 Regional Comparison of GER for Grades 1-4 and 5-8, 2008 E.C. (2015/16)



The comparison between GER for grades 1-4 and grades 5-8 shows that there is a wide discrepancy between the two cycles. When we compare the GER of 1-4 to ESDP V 2015/16 target, Dire Dawa achieved lower than others. Moreover the comparison with GER 5-8 in ESDP V, Afar, Ethio-Somali and Dire Dawa achieved less than the target. Nationally the first cycle has a GER of 144.7% compared to 71.1% for second cycle. This difference shows that many 11-14 are enrolled in the first cycle and are not progressing through the education system, having either repeated or readmitted into first cycle grades, or they were enrolled but dropped out from the second cycle. Every region except Addis Ababa shows this trend, with a much higher first cycle GER compared to second cycle. The high second cycle trend in Addis Ababa shows that children that should have enrolled into secondary grades are still completing primary school.

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

Table 3.7 Trend of GER Split by Grade 1-4 and Grade 5-8, 1993 E.C.- 2008 E.C. (2000/01-2015/16)

Year	Grade 1-4			Grade 5-8		
	Total	Male	Female	Total	Male	Female
1993 E.C. (2000-2001)	83	95.3	70.2	30.8	38.3	22.9
1994 E.C. (2001-2002)	84.9	96.2	73.3	36.5	45.4	27.4
1995 E.C. (2002-2003)	84.2	94.6	73.5	42.4	52.5	31.9
1996 E.C. (2003-2004)	86.9	95.2	78.3	47.1	57	36.9
1997 E.C. (2004-2005)	102.7	109.8	95.5	52.5	62	42.6
1998 E.C. (2005-2006)	117.6	123.9	111.2	58.8	67.4	49.8
1999 E.C. (2006-2007)	117.1	122.9	111.2	61.1	68.3	53.7
2000 E.C. (2007-2008)	127.8	133	122.5	60.2	64.8	55.5
2001 E.C. (2008-2009)	122.6	126.7	118.4	63.1	65.6	60.5
2002 E.C. (2009-2010)	118.8	123.2	114.3	65.5	67.4	63.5
2003 E.C. (2010-2011)	124	128.8	119.1	66.1	67.4	64.8
2004 E.C. (2011-2012)	122.6	127	118.1	65.6	65.9	65.3
2005 E.C. (2012-2013)	124.5	129.4	119.4	62.8	63.4	62.2
2006 E.C. (2013-2014)	136.9	143	130.5	64.1	64.7	63.4
2007 E.C. (2014-2015)	140.3	147.6	132.7	66.3	67.8	64.8
2008 E.C. (2015-2016)	144.7	152.5	136.6	71.1	73.3	68.9

Chart 3.8 Trend of GER Split by Grade 1-4 and Grade 5-8, 1993 E.C. -2008 E.C. (2000/01-2015/16)

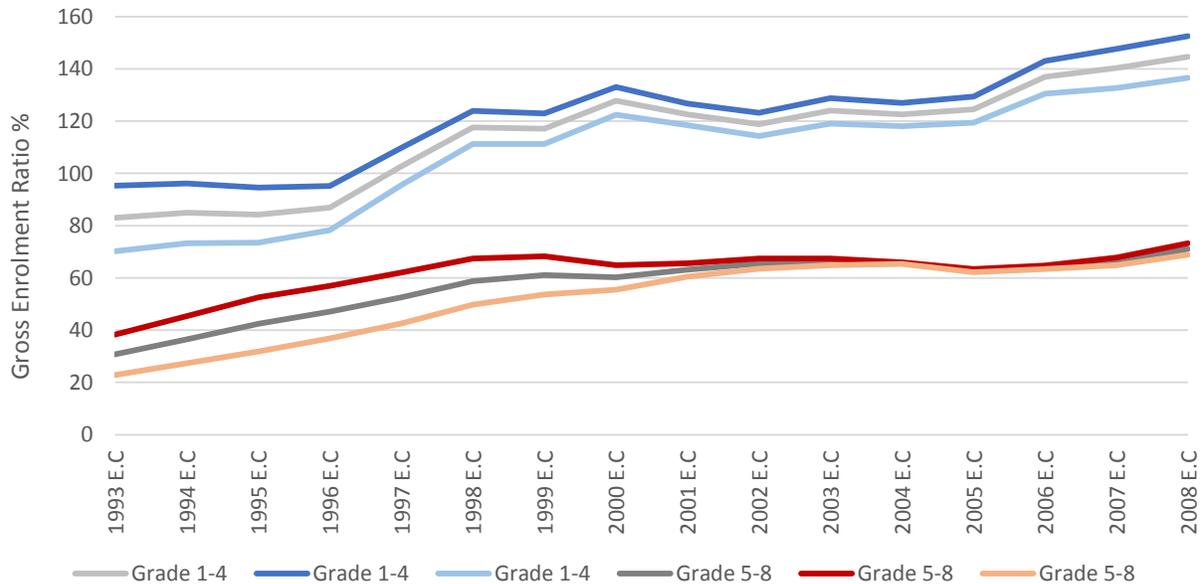
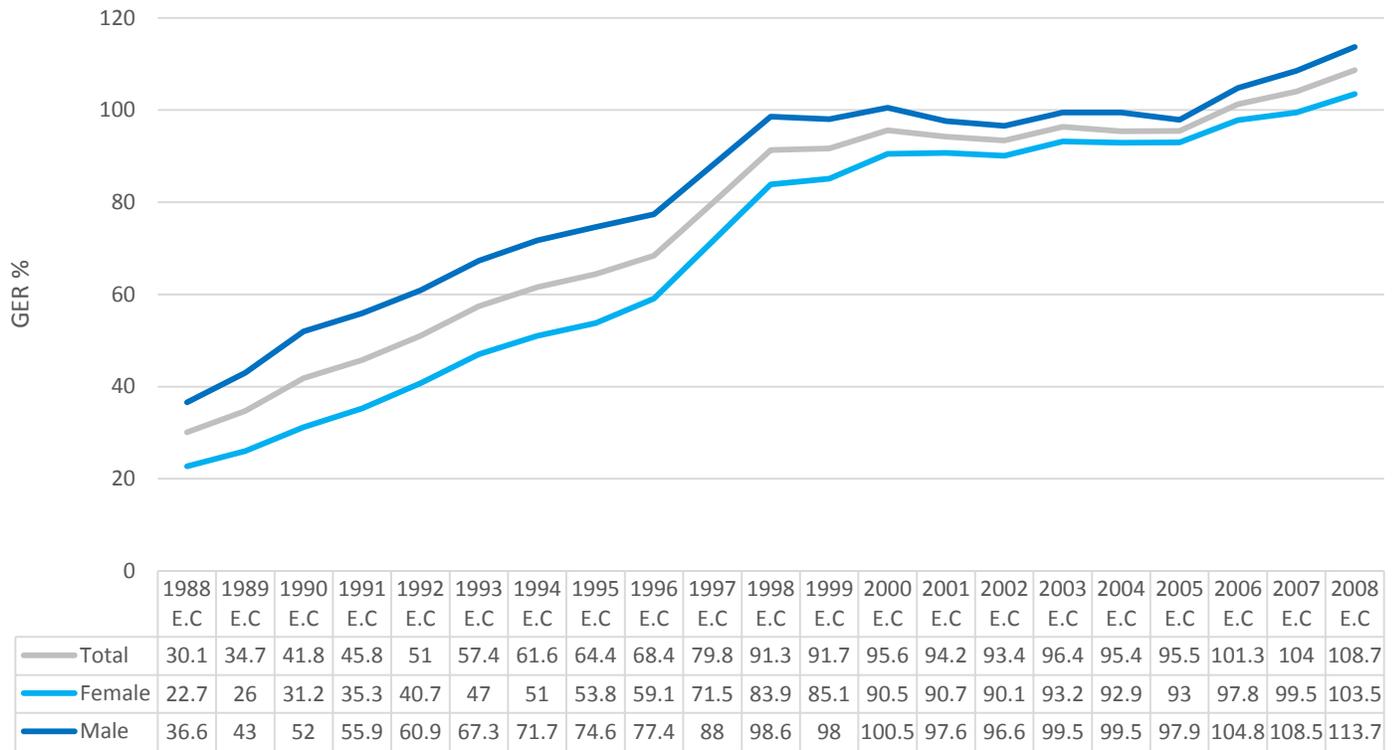


Chart 3.9 Gross Enrolment Trend, Grades 1-8, 1988 E.C.-2008 E.C. (1995/96-2015/16)

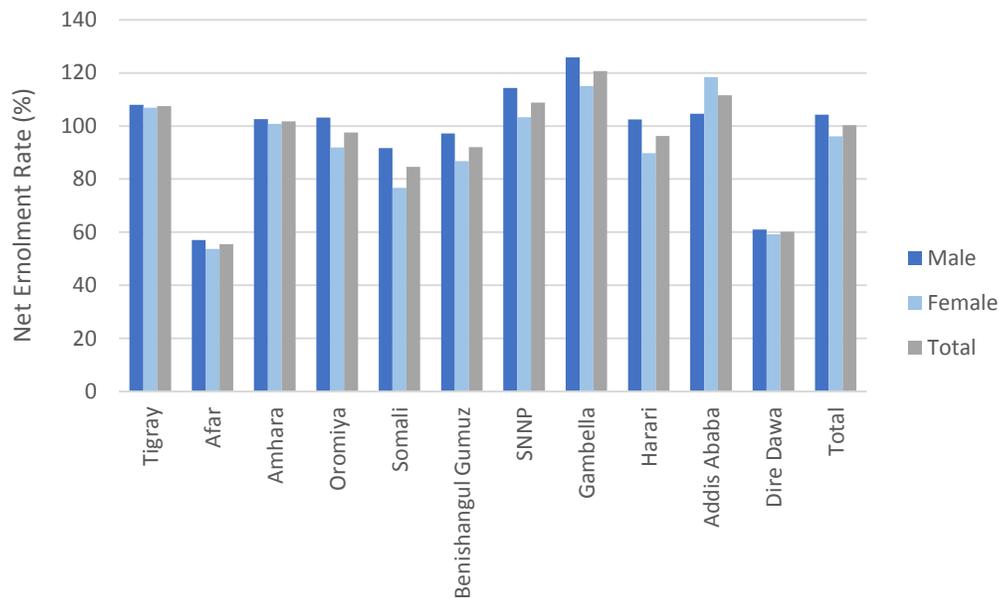


3.4 Net Enrolment Ratio (NER)

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

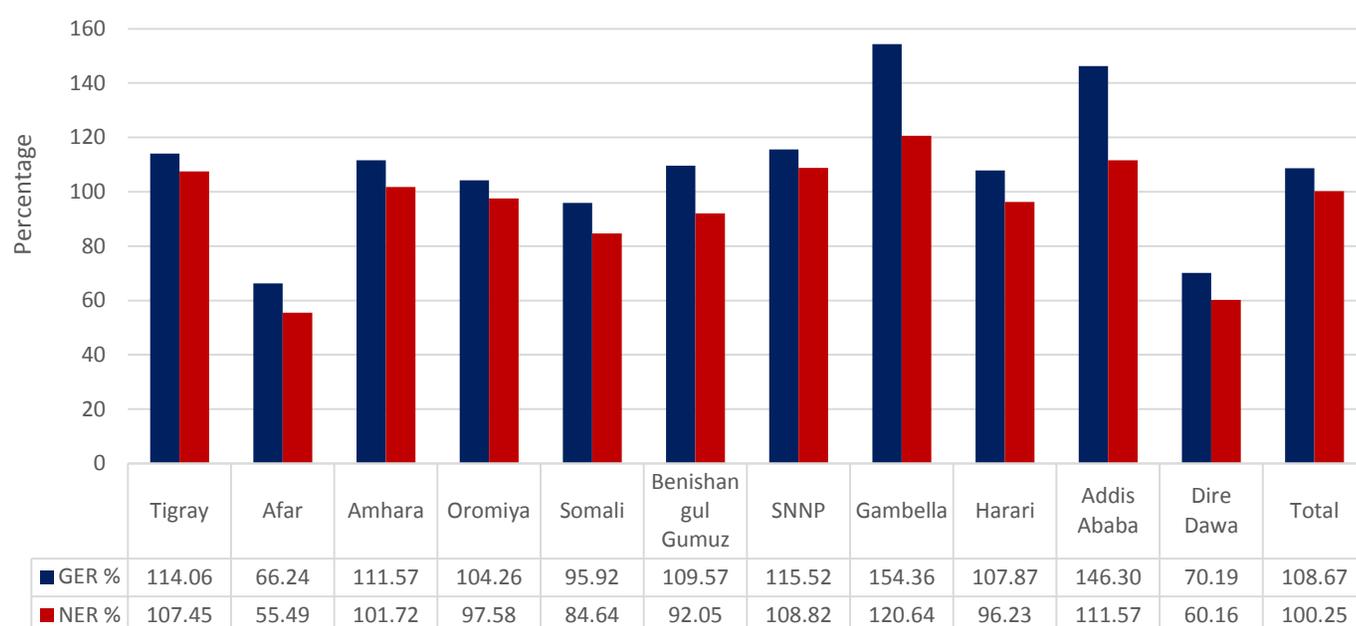
Table 3.9 Net Enrolment Ratio of Primary Disaggregated by Region and Sex, 2008 E.C. (2015/16)

Region	Net Enrolment			Population Age 7-14			NER%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	546,254	526,646	1,072,900	505,704	492,790	998,494	108.02	106.87	107.45
Afar	89,880	73,824	163,704	157,522	137,492	295,014	57.06	53.69	55.49
Amhara	2,015,570	1,947,293	3,962,863	1,964,019	1,931,757	3,895,776	102.62	100.80	101.72
Oromiya	3,884,877	3,408,488	7,293,365	3,765,079	3,709,130	7,474,208	103.18	91.89	97.58
Somali	451,392	333,478	784,870	492,482	434,785	927,267	91.66	76.70	84.64
Benishangul Gumuz	103,561	88,948	192,509	106,548	102,576	209,124	97.20	86.71	92.05
SNNP	2,303,077	2,060,315	4,363,392	2,014,753	1,994,844	4,009,597	114.31	103.28	108.82
Gambella	49,959	41,791	91,750	39,718	36,338	76,056	125.79	115.01	120.64
Harari	21,457	18,078	39,535	20,952	20,131	41,083	102.41	89.80	96.23
Addis Ababa	183,414	213,030	396,444	175,365	179,977	355,342	104.59	118.37	111.57
Dire Dawa	32,359	28,995	61,354	53,043	48,940	101,982	61.01	59.25	60.16
Total	9,689,358	8,740,312	18,429,670	9,295,184	9,088,760	18,383,944	104.24	96.17	100.25

Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2008 E.C. (2015/16)

The national NER is at 100.25% in 2008 E.C. This is technically impossible as it indicates that there are more 7 to 14 year olds in school than there are in the country. This highlights the issues of having an outdated population projection and children not recording their age correctly when they enter the school system. The target for NER in ESDP V for 2015/16 is 91F/95M. Afar and Dire Dawa have a much lower NER to the target than other regions. Gambella has the highest NER at 125.8% for males. The ESDP V target for NER by 2019/20 is 98%. This has now been surpassed and ideally should not be higher than 100%. It is likely that NER will increase above 100% nationally over the coming years until a more accurate population projection is produced from the Central Statistical Agency and the correct age of students is recorded in schools.

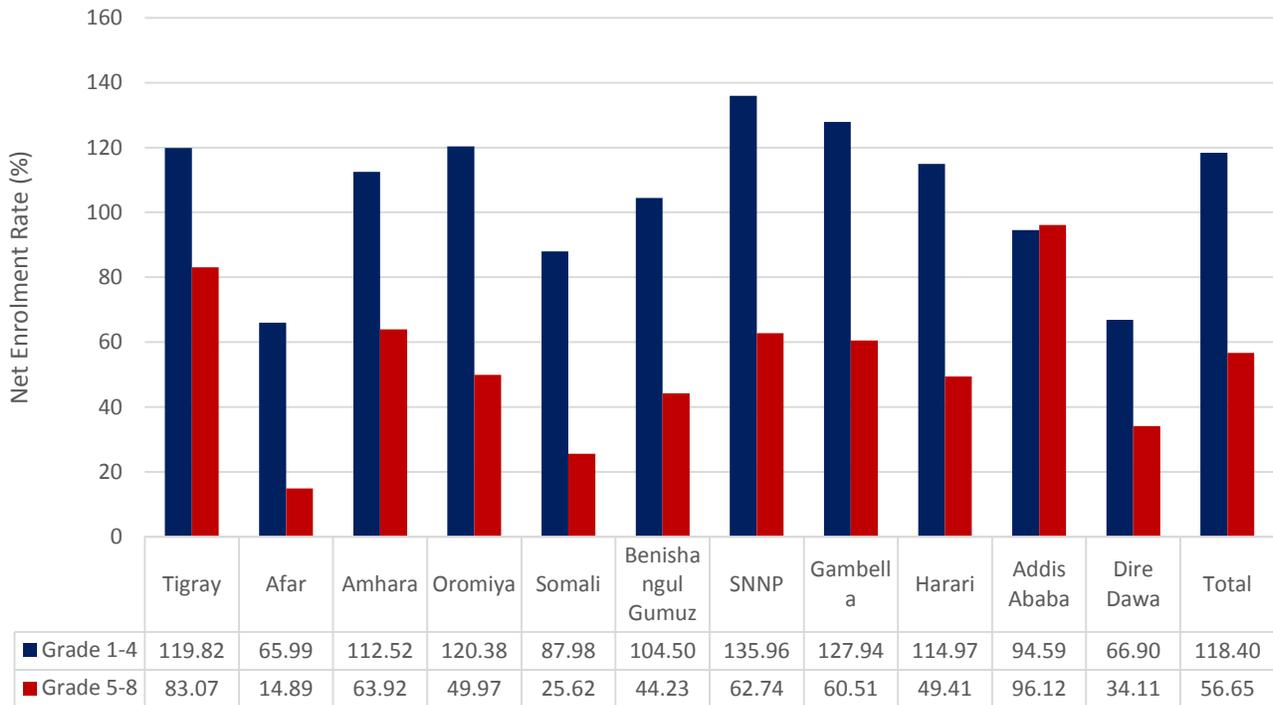
The comparison of NER and GER in chart 3.11 shows that nationally there is an 8 percentage point's difference between the two. Addis Ababa and Gambella have the largest difference between GER and NER showing that these regions have the biggest problem of children enrolling in primary grades that are old or too young for the these grades.

Chart 3.11 Comparisons of GER and NER for Grade 1-8, 2008 E.C. (2015/16)

The difference in NER between the two cycles of primary is similar to the GER and shows that the proportion of 11-14 year olds who are enrolled in the appropriate grade is low nationally. Addis Ababa has the highest rate at 96%. Afar and Ethio-Somali show the lowest rates at 14.9% and 25.6% respectively. In Grade 1-4, Afar and Dire Dawa have lowest NER as compared to the ESDP V target of 2015/16. Moreover for Grade 5-8 Afar, Ethio-Somali and Dire Dawa have lowest NER to ESDP V target of 2015/16. Nationally ESDP V target 2015 /2016 NER in Grade 5-8 is achieved even for 2016/17 target. In Addis Ababa, unlike other regions and national NER, NER of Grade 5-8 is greater than that of Grade 1-4. Furthermore, the difference in NER between the two cycles in Addis Ababa is too small (1.53).

Table 3.10 Comparison of NER for Grades 1-4 and Grades 5-8, 2008 E.C. (2015/16)

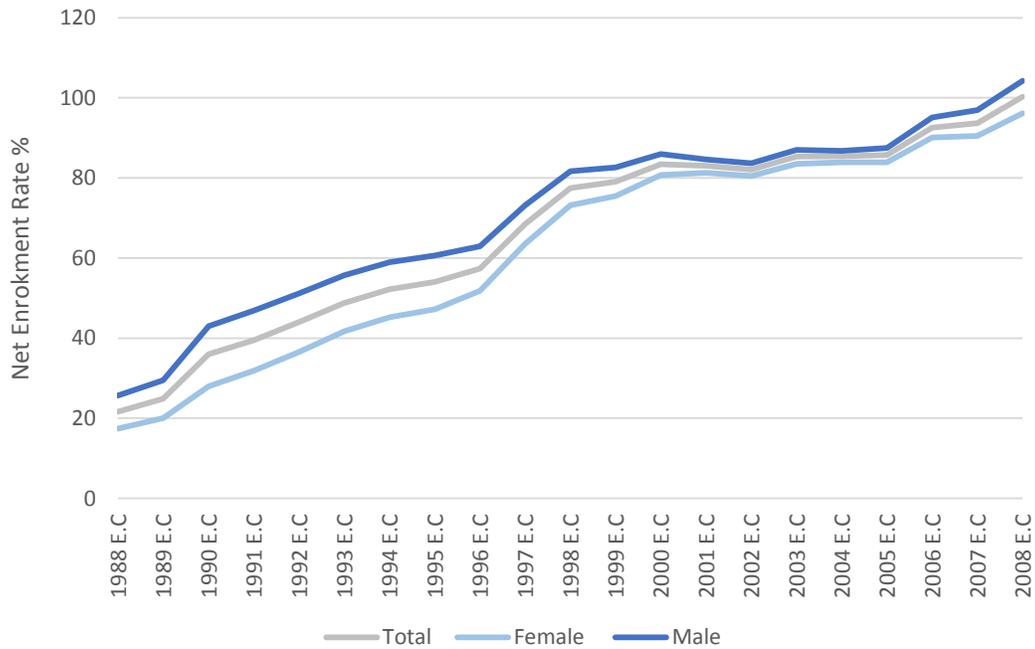
Region	Grade 1-4			Grade 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	121.78	117.81	119.82	80.36	85.85	83.07
Afar	68.19	63.56	65.99	14.87	14.92	14.89
Amhara	115.74	109.23	112.52	59.96	67.93	63.92
Oromiya	127.01	113.66	120.38	52.47	47.44	49.97
Somali	97.36	77.85	87.98	27.07	23.89	25.62
Benishangul Gumuz	109.23	99.59	104.50	46.87	41.48	44.23
SNNP	142.33	129.51	135.96	66.06	59.39	62.74
Gambella	133.41	122.07	127.94	63.78	56.87	60.51
Harari	121.85	107.79	114.97	53.29	45.39	49.41
Addis Ababa	92.25	96.89	94.59	91.29	100.81	96.12
Dire Dawa	67.52	66.23	66.90	34.97	33.18	34.11
Total	123.78	112.90	118.40	57.30	55.99	56.65

Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8, 2008 E.C. (2015/16)

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

Table 3.11 NER Trend for Grade 1-8, 1988 E.C. to 2008 E.C. (1995/96-2015/16)

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

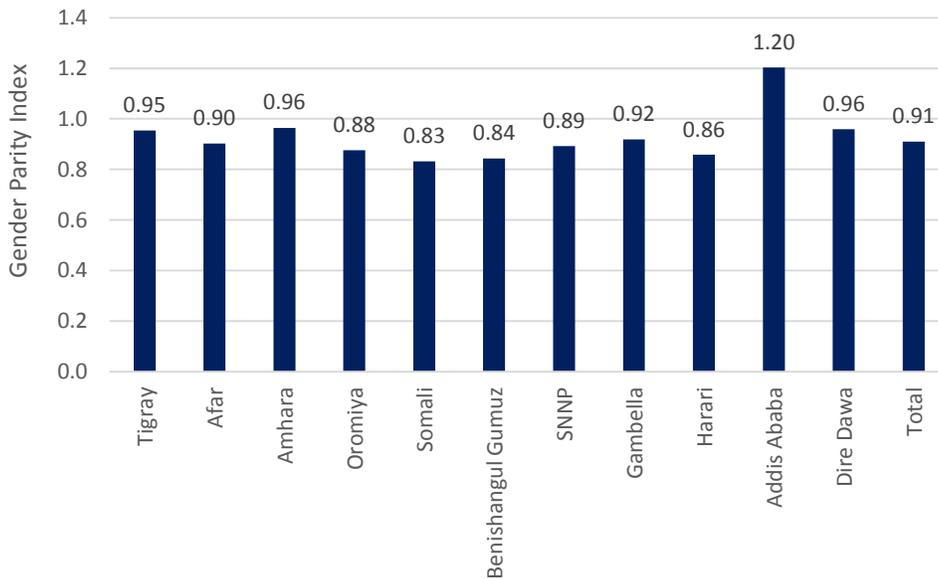
Chart 3.13 NER Trend for Grades 1-8 1988 E.C.– 2008 E.C. (1995/96-2015/16)

3.5 Gender Parity Index

Gender Parity Index (GPI) is the value of an indicator for girls divided by that of boys. As related to enrolment, Gender Parity Index is defined as female gross or net enrolment ratio divided by male gross or net 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. GPI is used to measure the level of equity between boys and girls. In a situation of equity between boys and girls the gender parity index is 1, whereas with highest inequity it is close to 0. The following chart is presented to demonstrate the current situation (2008 E.C. 2015/16 academic year) regionally and nationally.

The national GPI is currently at 0.91, this means that the target for GPI for this year in the ESDP V (of 0.94) has been missed. It is hoped that by the end of ESDP V GPI will have reached perfect parity and will be at 1 nationally. There is still more work needed in many regions for this to be achieved. The current figures are influenced by the high result in Addis Ababa of 1.20, which shows that more females are attending school than males. The lowest GPI is in Ethio-Somali at 0.83 and Harari at 0.86. It must be noted that a GPI of 1.2 in Addis Ababa is not a positive trend as boys are at a disadvantage and that gender parity is not maintained.

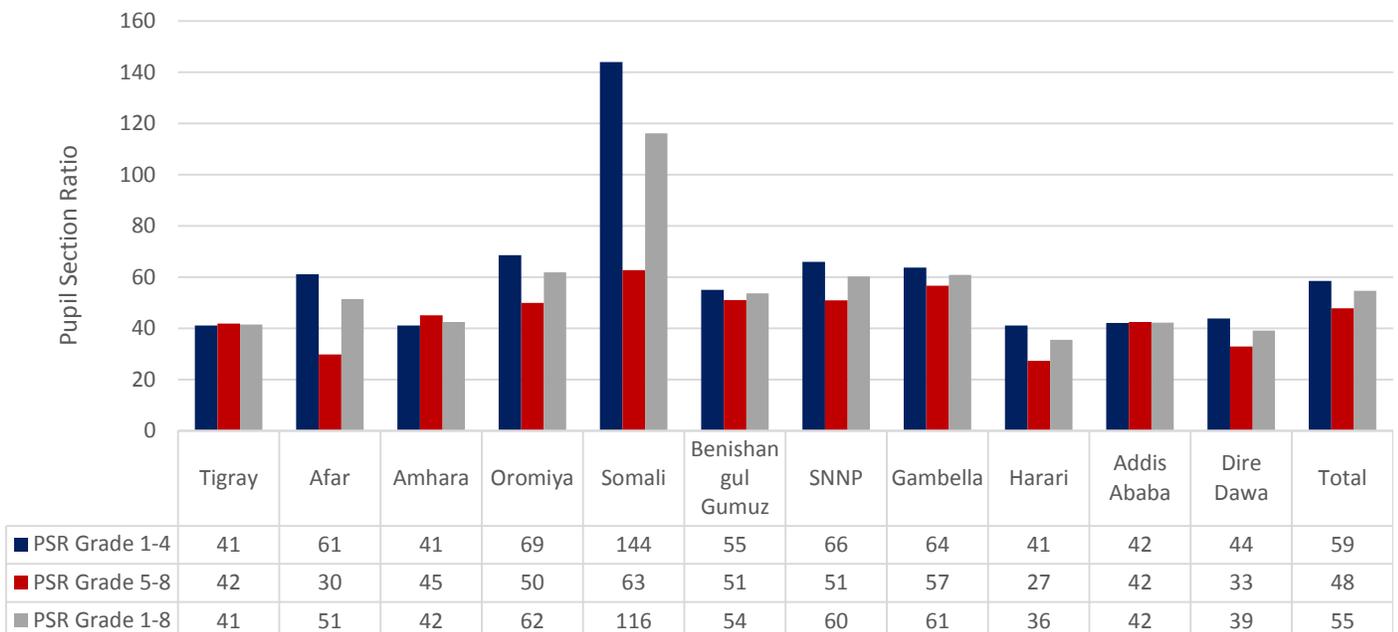
Chart 3.14 Gender Parity Index, Grades 1-8, 2008 E.C. (2015/16)



3.6 Pupil Section Ratio

In Ethiopia in one grade there may be more than one section, for example grade 1 might have three sections so that class sizes are smaller. Each section has its own classroom so to calculate the pupil section ratio the number of classrooms in the school can be used as a proxy indicator. Nationally PSR is at 55 for grades 1-8 and it is higher in the first cycle compared to the second cycle. Ethio-Somali region has the biggest variation in pupil section ratios between cycles, with 144 in the first cycle compared to 63 in the second cycle. This indicates that children in this region learn in overcrowded classrooms compared to children in other regions.

Chart 3.15 Pupil Section Ratios in Primary Schools 2008 E.C. (2015/16)



3.7 Pupil Teacher Ratio

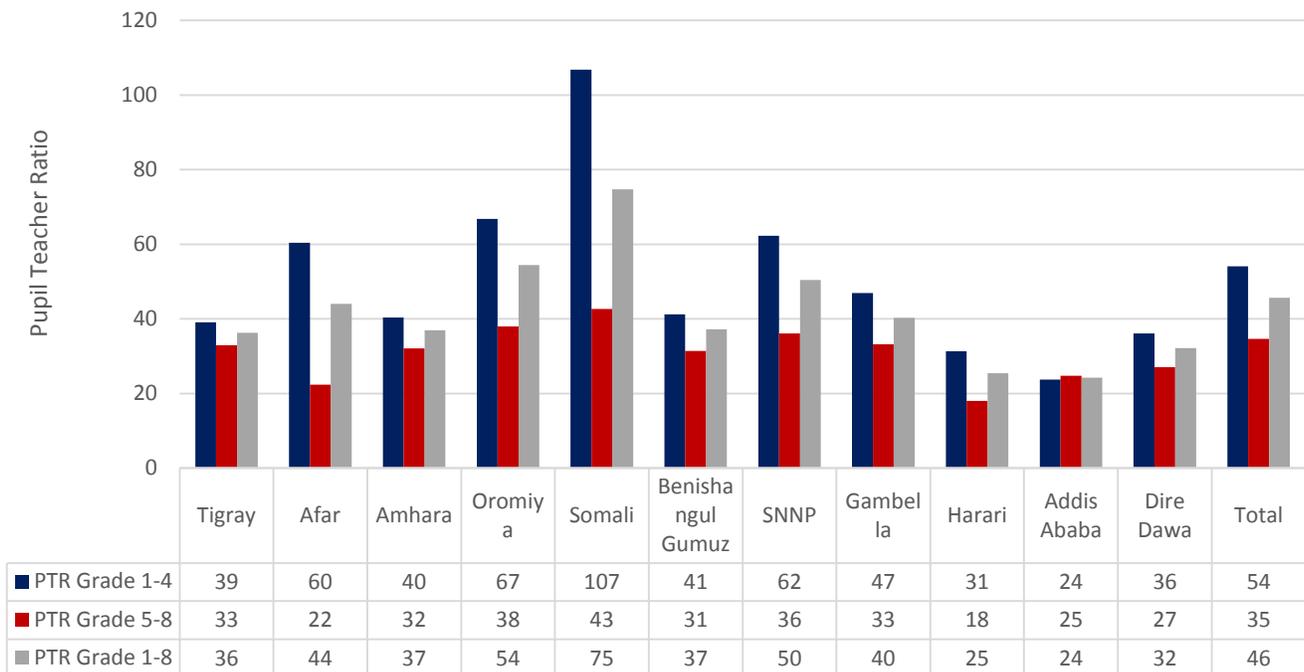
The Pupil-Teacher Ratio (PTR) is one of the common education indicators used to measure the education system efficiency and quality. The basic assumptions of PTR are;

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

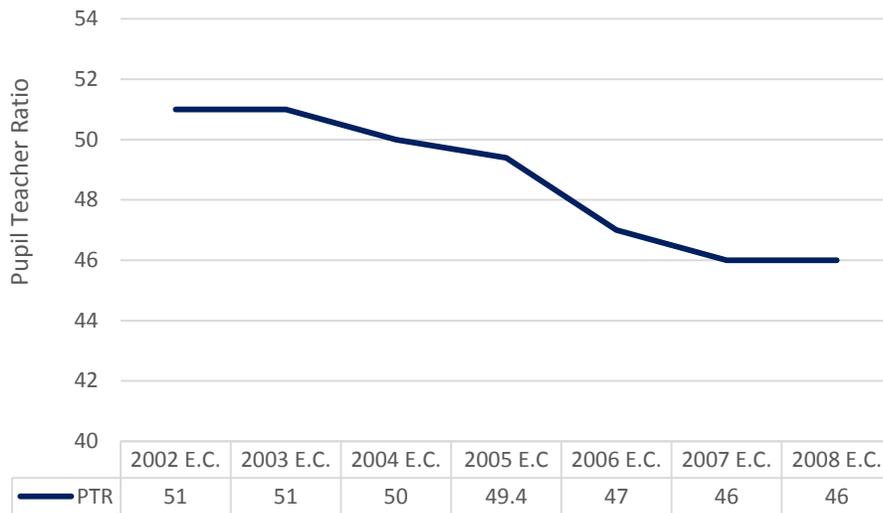
This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. Note that low or high PTR alone does not explain the quality of education, because quality of education depends on other factors such as; mode of delivery, commitment, qualification of teachers, the supply of educational materials, and other issues.

The national PTR in 2008 E.C. is 46 for grades 1-8, again it is higher for grades 1-4 at 54 so it can be seen that in the first cycle the primary target has not been reached. PTR is highest in Ethio-Somali, followed by Oromiya and SNNP. Addis Ababa is the one region where the PTR for grades 5-8 is higher than for grades 1-4.

Chart 3.16 PTR in Primary Schools, 2008 E.C. (2015/16)



The trend in PTR has fallen over the last 7 years from 51 to 46. However, the 2008 figure is the same as the 2007 figure; this is due to the large increase in enrolment in 2008 so that despite the increase in primary teachers the statistic has remained at the same level.

Chart 3.17 Trends in PTR

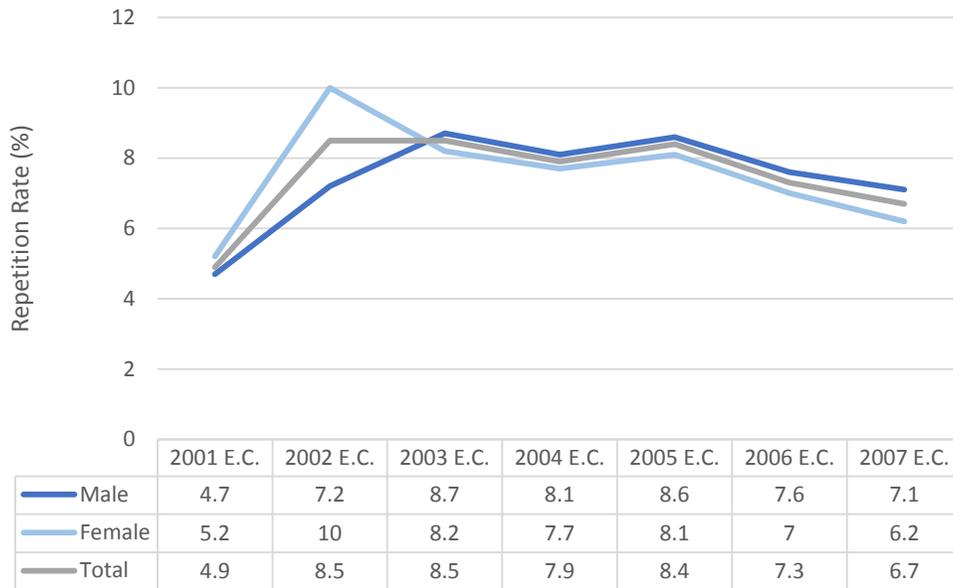
3.8 Repetition Rate and Dropout Rate

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

3.8.1 Repetition Rate

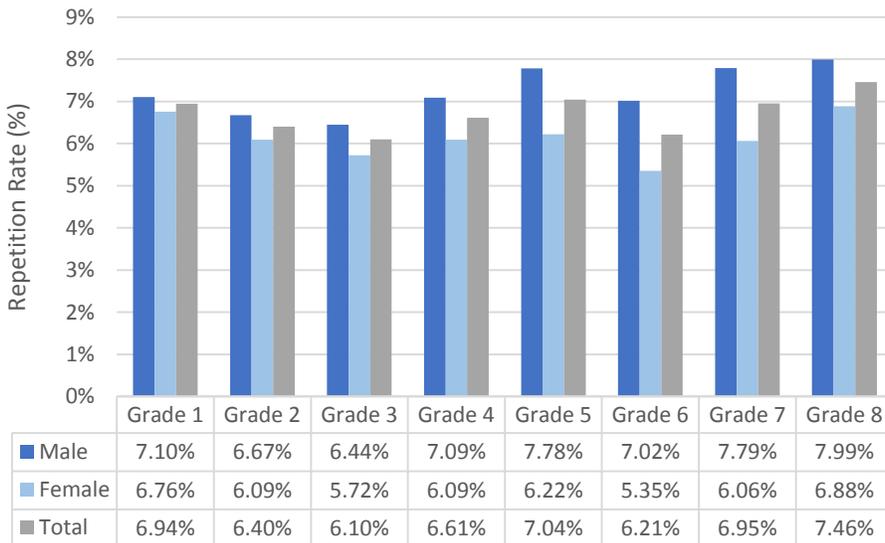
This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education system and can also be an indication of high PTR, unqualified teachers or lack of learning materials among other factors. The current national policy requires that promotion is based on students' continuous assessment results for the first three grades of primary (What makes this different from other grades' continuous assessment is that, automatic promotion with continuous assessment is applied in grades 1-3). Those students who have been readmitted into primary grades are included in the 2007 figure as it can be assumed that they are repeating the year. This difference in the 2007 had resulted in a decrease in the repetition rate this year and the primary repetition rate is now 6.7%. The repetition rate is slightly higher in males compared to females, following the historic trend. The female repetition rate of 6.2% means that the ESDP V target for 2016 has been met; however the male figure of 7.1% means that it is slightly higher than the target of 7%.

Chart 3.18 Trends in Repetition Rates, Grades 1-8 2001 E.C. to 2007 E.C. (2008/09-2014/15)



It can be seen that repetition rates are highest in 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 difference between the sexes in grades 5, 6 and 7.

Chart 3.19 Repetition Rates Split by Grade, 2007 E.C. (2014/15)

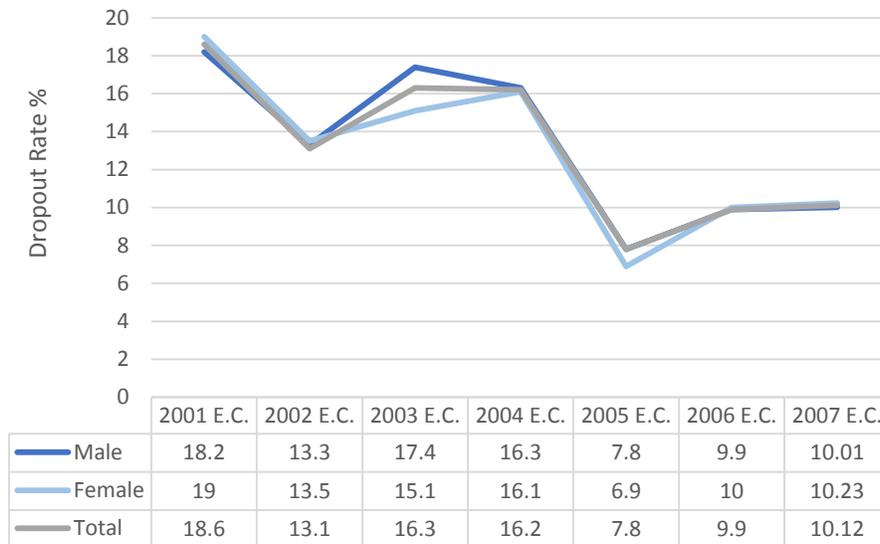


3.8.2 Dropout Rate

The dropout rate is a measure, typically by grade, of those who left formal schooling the previous year. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those who have been promoted to the next grade. Dropout rates have increased slightly over the last year, and grade 1-8 dropout rates are now at 10.12%. Dropout is much lower than it was 6 years ago. Dropout is highest in grade

1, at 16.8%. 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%, falling in grades 6 and 7 to approximately 6%.

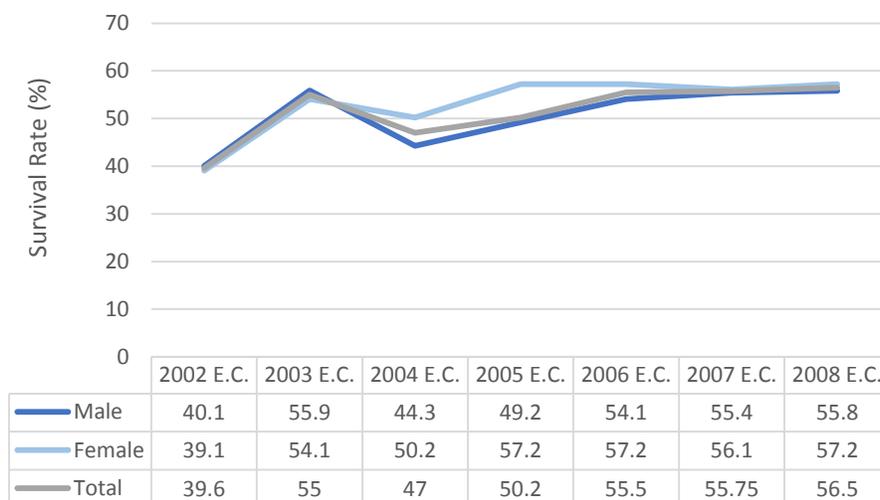
Chart 3.20 Dropout Rates, Grade 1-8, 2001 E.C. -2007 E.C. (2008/09-2014/15)



3.9 Survival Rate

The survival rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a pre-requisite for a sustainable level of literacy. Survival rates approaching 100% indicate a high level of retention and low incidence of dropouts. The reliability of this indicator depends on the consistency of data on enrolment and repeaters both in terms of coverage overtime and across grades. A “synthetic cohort method” is applied to calculate this rate by assuming a group of pupils, typically 1,000 who are enrolled together and proceed to the 5th grade, sometimes with repetition up to two times, and sometimes without. The trend in survival rate shows a very slight increase in the last three years. The ESDP V target of 59 for females and 57 for males has not been reached for either sex and improvements in the retention of students need to be made.

Chart 3.21 Trends in Survival Rate to Grade 5



3.10 Primary Completion Rate

Internationally the PCR is an established measure of the outcomes of an education system. It measures both education system coverage, access and student attainment. The primary completion rate is a more comprehensive indicator of human capital formation and school system quality and efficiency than either gross or net enrolment ratios, or the cohort survival rate in a country. It is calculated in the following way:

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

Primary completion rate is the percentage of students completing the last year of primary school regardless of age; i.e. the total number of students successfully completing (or graduating from) the last year of primary school in a given year, divided by the total number of children of official graduation age in the population multiplied by 100.

The PCR is highly dependent on the accuracy of the single age population for both points of measurement (for grade 5, age 11, and for grade 8, age 14) and the accurate measurement of repeaters in each grade. Taking into account adjustments for Ethiopian approaches to calculation of both values i.e. single age ranges and repeaters, a steady upward trend in completion rates is important. In Ethiopia it is likely that the actual completion rate is higher than the value suggested by the indicator, this is because the indicator does not take into account those students who have joined Grade 8 at an age other than 14, i.e. 13 or 15 year olds, who complete grade 8. The indicator is used to show the rate at which children pass through the primary education system within the expected 8 years, assuming that they have started grade 1 at age 7.

The completion rate remains higher for Grade 5 compared to Grade 8 in 2008 E.C., the gap also appears to have widened to 16.9 percentage points in 2008 from 9.7 percentage points in 2007. This shows that more children are moving through grade 5, and there may be a few years lag in grade 8 completion rate responding to interventions. The ESDP V target for grade 8 completion rate for 2016 is 50%. It can be seen from the figures that this target has been met for both males and females. The trend over the last 7 years shows that the completion rates in both grades 5 and 8 have remained roughly the same and have not shown any of the same increases that have been seen in GER and NER. This shows that improving completion rates is a challenge that requires vigorous efforts by all stakeholders.

Table 3.12 Grade 5 and 8 Completion Rates (in %)

Year	Grade 5			Grade 8		
	Male	Female	Total	Male	Female	Total
2002 E.C. (2009/10)	77.5	73.7	75.6	51.0	44.5	47.8
2003 E.C. (2010/11)	72.0	66.1	69.1	52.5	46.2	49.4
2004 E.C. (2011/12)	74.1	73.4	73.8	52.4	51.9	52.1
2005 E.C. (2012/13)	77.1	75.1	76.1	53.3	52.2	52.8
2006 E.C. (2013/14)	70.7	68.2	69.5	46.7	46.7	46.7
2007 E.C. (2014/15)	62.0	60.0	61.0	51.8	50.9	51.3
2008 E.C. (2015/16)	72.8	69.4	71.2	55.3	53.3	54.3

Chart 3.22 Grade 5 and 8 Completion Rate Trends

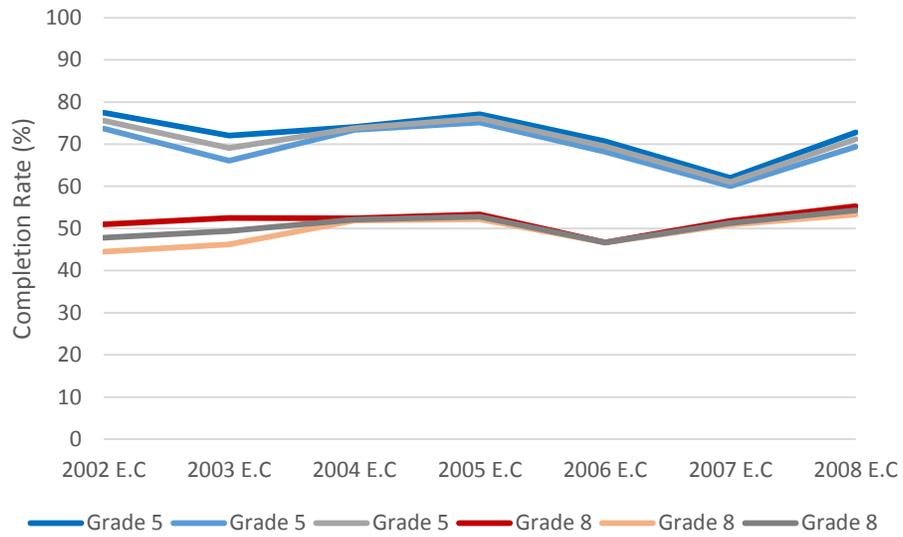


Table 3.13 Male Cohort Analysis 2008 E.C. (2015/16)

Flow rates in primary education of Ethiopia (grade 1-8) Male										
Summary information	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	
Enrolment 2007	2,235,327	1,720,540	1,399,568	1,205,794	1,002,401	775,456	691,289	630,637	548,048	
Enrolment 2008	2,280,865	1,811,342	1,510,474	1,284,935	1,075,067	874,633	732,043	651,602		
Repeaters 2008	138,148	94,798	70,821	66,559	59,045	39,053	39,440	37,151		
Readmiters 2008	20,658	19,968	19,354	18,943	18,987	15,350	14,408	13,255		
Promotion Rate	0.76	0.83	0.86	0.83	0.82	0.87	0.87	0.87		
Repetition Rate	0.06	0.06	0.05	0.06	0.06	0.05	0.06	0.06		
DropOut	0.18	0.12	0.09	0.12	0.12	0.08	0.07	0.00		

Year E.C	Pupils year/grade										Total pupil yr	
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduates	Dropouts		
2007	1000										179	1000
2008	62	759	91								91	62
2009	4	89	627	58							58	4
2010	0	8	105	537	63						63	0
2011	0	0	5	30	14	444	55				55	0
2012	0	1	12	120	7	26	15	444	27		27	0
2013	0	0	1	17	7	18	9	363	18	23	23	0
2014	0	0	0	2	21	6	3	121	18	9	9	0
2015	0	0	0	3	23	1	2	124	16	2	2	0
2016	0	0	0	4	27	2	0	27	7	9	9	0
Survival by Grade	1000	809	707	638	558	486	448	413	381	30	30	381
		81%	71%	64%	55.8%	49%	45%	41%	38%			38%

Table 3.14 Female Cohort Analysis 2008 E.C. (2015/16)

Flow rates in primary education of Ethiopia (grade 1-8) Female										
Summary information	Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate
Enrolment 2007		1,942,457	1,525,977	1,257,879	1,098,055	911,166	720,960	653,647	593,522	498,351
Enrolment 2008		1,995,846	1,582,031	1,347,764	1,153,861	970,862	807,763	677,315	606,948	
Repeaters 2008		115,044	79,219	59,378	55,681	46,535	30,444	32,183	34,511	
Repeaters 2008		16,172	13,735	12,585	11,179	10,164	8,115	7,452	6,348	
Promotion Rate		0.77	0.84	0.86	0.83	0.84	0.88	0.87	0.84	
Retention Rate		0.06	0.05	0.05	0.05	0.05	0.04	0.05	0.06	
DropOut		0.17	0.11	0.09	0.12	0.10	0.07	0.08	0.10	

Year E.C.	Pupils year/grade										Graduates
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduates		
2007	1000										1000
	59										59
2008		10									86
	59										767
	4										40
2009		1									57
	4										641
	0										30
2010		0									65
	0										554
											28
2011											48
											461
											24
2012											29
											389
											16
2013											29
											344
											17
2014											30
											298
											17
2015											12
											122
											7
2016											3
											28
											2
											5
											5
Survival by Grade		185	96	67	80	63	39	41	44		381
	1000		815	719	652	572	509	470	428		381
			81%	72%	65%	57.2%	51%	47%	43%		38%

3.11 Number of Primary Schools and Clusters

The total number of primary schools in Ethiopia is 34,867 in 2008 E.C. This is an increase from 33,373 reported in 2007 E.C. This means that in one year 1,494 primary schools were built across the country. Oromiya has the highest number of primary schools, with 13,853, and has larger population too. Oromiya has also seen the largest increase in the number of primary schools, with 513 new schools opening in 2008 E.C. The majority of primary schools are government owned across Ethiopia, with 32,556 schools falling into this category. Addis Ababa has the highest proportion of nongovernment owned schools in the country, with 73% of its primary schools being nongovernment owned.

Chart 3.23 Number of Primary Schools, 2008 E.C. (2015/16)

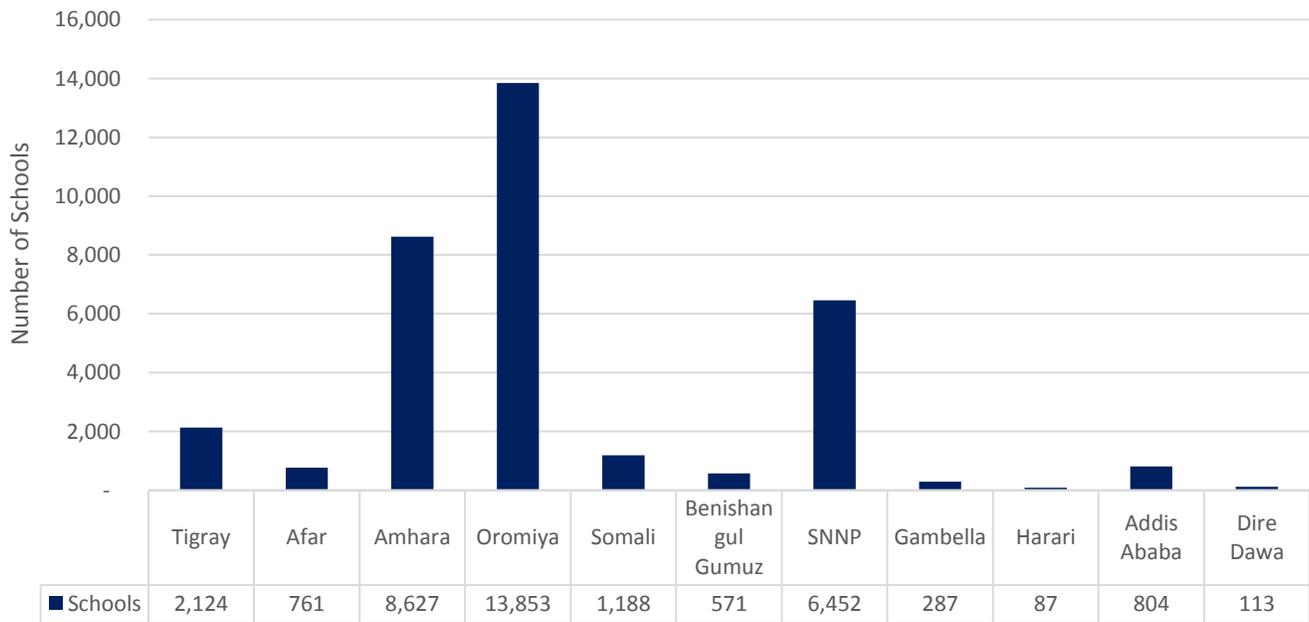
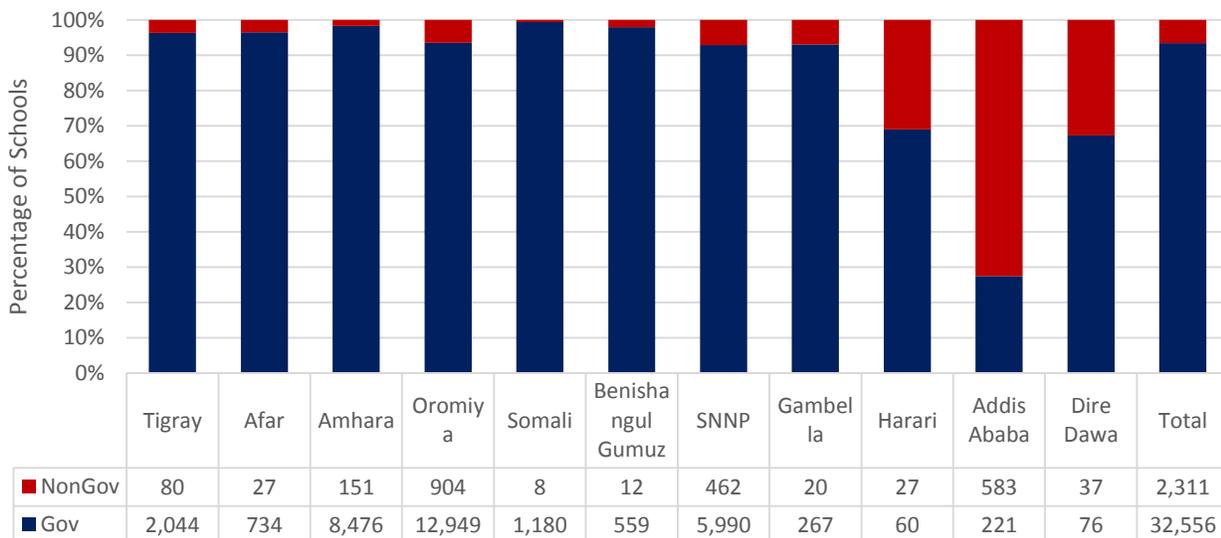
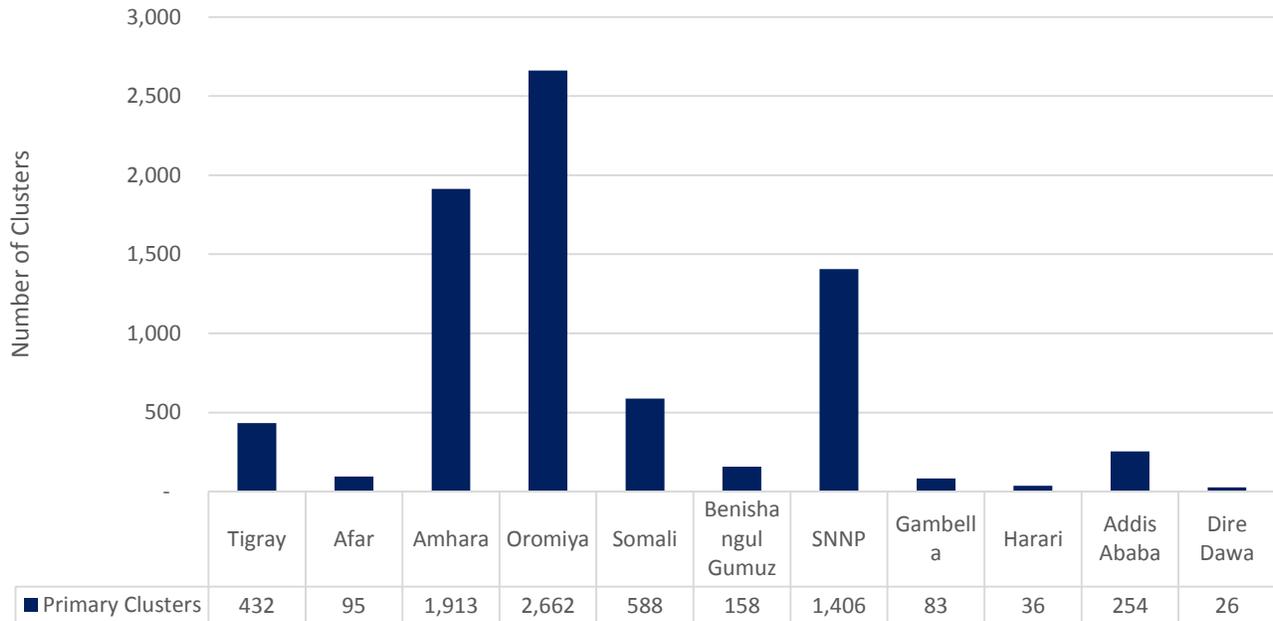


Chart 3.24 Split in Government and Non-Government Schools, 2008 E.C. (2015/16)



It is also important to look at the number of cluster schools in Ethiopia. School Clusters cover a variety of activities involving co-operation between schools; that can be administrative, material, pedagogical or extracurricular. Cluster schools also serve for teachers' professional development through experience sharing. Schools are usually grouped into clusters of 5 schools within one woreda. In 2008 E.C. there were 7,653 clusters in Ethiopia, the majority being in Oromiya where there are 2,662.

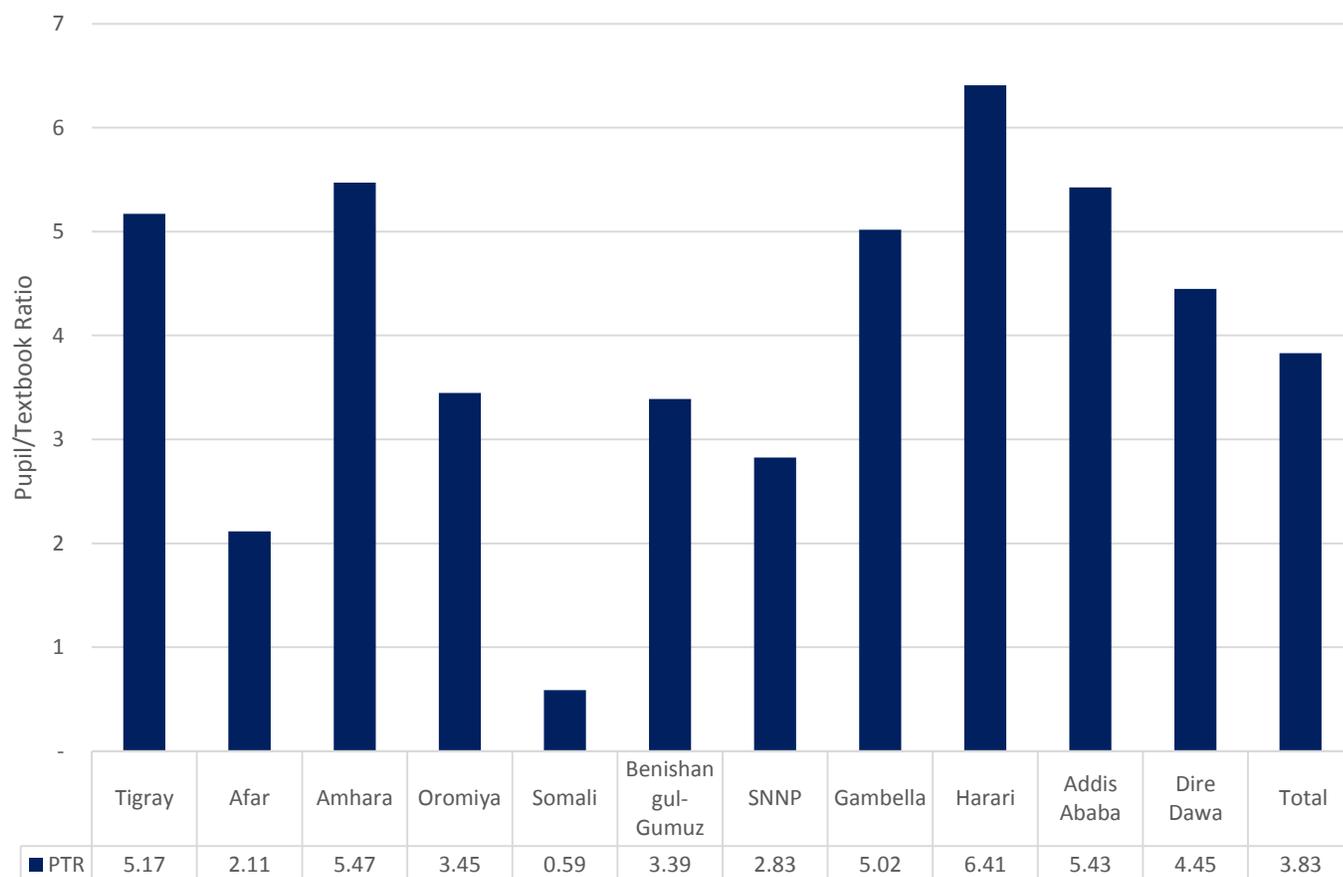
Chart 3.25 Number of Clusters Schools, 2008 E.C. (2015/16)



3.12 Number of Textbooks

The pupil/textbook ratio is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil/textbook ratio for primary schools is 3.83. This indicates that, on average, children have access to fewer than 4 textbooks when they go to school. There is also a wide regional variation with Harari having the highest pupil/textbook ratio, with 6.41, and Ethio-Somali the lowest pupil/textbook ratio where there is less than one textbook per child.

Note that, the total number of textbooks in primary schools this year is over 74 million, with 36% of these are language textbooks.

Chart 3.26 Pupil/Textbook Ratios, 2008 E.C. (2015/16)**Table 3.15 Number of Textbooks by Subject, 2008 E.C. (2015/16)**

Subject	Number of textbooks
Art	361,652
Civics	5,465,748
Esthetics	195,095
Geography	38,537
History	38,724
Languages	26,820,279
Mathematics	15,760,185
Music	984,699
Other	78,694
Physical education	786,986
Science	18,846,466
Social science	4,765,256
Grand Total	74,142,321

3.13 School Facilities

3.13.1 School Facility Indicators

It can be seen that nationally 24% of primary schools have electricity available. This is highly dependent on the region. Harari, Dire Dawa and Addis Ababa have higher proportions of schools with electricity as schools here are more easily accessible to electricity grid networks. Just over half of primary schools in the country have access to radio, whereas only 9% of schools have access to video playing equipment. The raw data behind these indicators is available in the annex.

Table 3.16 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2008 E.C. (2015/16)

Region	Number of Satellite School	Number of Cluster School	% schools with electricity available	% schools with a radio	% of schools with a tape recorder	% schools that have a video	% of schools with a sports field
Tigray	1,709	432	33%	43%	32%	7%	69%
Afar	419	95	19%	11%	5%	3%	67%
Amhara	6,650	1,913	17%	56%	21%	6%	74%
Oromiya	11,161	2,662	25%	56%	25%	9%	84%
Somali	502	588	18%	12%	10%	9%	49%
Benishangul-Gumuz	388	158	20%	6%	17%	6%	83%
SNNP	4,670	1,406	19%	50%	32%	7%	81%
Gambella	159	83	16%	11%	14%	10%	47%
Harari	24	36	84%	39%	60%	54%	52%
Addis Ababa	454	254	97%	83%	80%	68%	84%
Dire Dawa	70	26	77%	35%	54%	24%	58%
Total	26,206	7,653	24%	51%	26%	9%	78%

Note: these indicators have been calculated based on schools responding to the question in the questionnaire. Some schools only responded to parts of the facilities in the questionnaire. For the non-respondents, it is assumed that they do not have the facilities.

3.13.2 WASH - Water Supply and Toilet Facilities

Primary school is the level where children develop behaviors that will last into adulthood. Access to safe water and the use of clean toilet facilities at school is therefore vital for the health of children throughout their lives. In the 2008 E.C. school census questionnaire, revised questions were added in the area of WASH (Water, Health and Sanitation) to provide better data for policy-making and action on these critical issues. The more detailed questionnaire included questions about the type of water source and type of toilets available as well as collecting data on hand washing facilities. The data collected on WASH has been summarized below in 3 main tables, and more information on it is available in the annex. The analysis presented is only for those schools which responded to this section of the questionnaire and not the total number of schools.

Table 3.17 Water Facility Information, 2008 E.C. (2015/16)

REGION	number responded to water questions	% have water from those that responded	number of sources	% sources that are protected	% sources that are unprotected	% water accessible for special needs	% accessible young children	Adequate Water Indicator
Tigray	2,044	18%	373	96%	4%	18%	18%	5%
Afar	534	35%	180	80%	20%	6%	7%	8%
Amhara	8,621	36%	3,142	89%	11%	14%	18%	14%
Oromiya	13,733	38%	5,249	78%	22%	16%	18%	11%
Somali	1,051	34%	357	5%	95%	34%	32%	0%
Benishangul-Gumuz	513	41%	211	77%	23%	13%	18%	2%
SNNP	5,775	39%	2,260	78%	22%	19%	20%	9%
Gambella	284	65%	185	84%	16%	46%	47%	12%
Harari	83	76%	63	90%	10%	34%	53%	16%
Addis Ababa	785	98%	773	98%	2%	86%	91%	66%
Dire Dawa	102	80%	82	94%	6%	30%	46%	20%
Total	33,525	38%	12,875	80%	20%	18%	21%	12%

Note: Adequate Water Indicator includes those schools that have a protected water source, with a functional water source, which supplies water for 5-7 days to meet the required demand. The Ethio-Somali region responses to water questions were often incomplete and they had large responses to 'other' water sources which led to them having a large proportion of unprotected water sources.

Table 3.18 Sanitation Facilities, 2008 E.C. (2015/16)

REGION	number responded to water questions	% have toilets from those that responded	% toilets that are traditional	% toilets that are improved	% of schools with boys only pits	% of schools with girls only pits	% accessible for special needs	% toilets accessible for young children	% free from open defecation
Tigray	2,023	77%	8%	92%	31%	31%	23%	28%	23%
Afar	457	11%	39%	61%	30%	31%	56%	72%	11%
Amhara	8,621	82%	63%	37%	35%	34%	24%	36%	23%
Oromiya	13,802	93%	73%	27%	35%	33%	40%	64%	69%
Somali	984	52%	33%	67%	53%	47%	2%	3%	2%
Benishangul-Gumuz	460	60%	69%	31%	37%	39%	53%	62%	43%
SNNP	5,677	91%	72%	28%	45%	43%	41%	52%	42%
Gambella	276	56%	73%	27%	35%	33%	100%	100%	58%
Harari	83	92%	63%	37%	32%	29%	30%	62%	71%
Addis Ababa	749	99%	14%	86%	43%	45%	84%	96%	94%
Dire Dawa	100	92%	66%	34%	43%	43%	57%	76%	9%
Total	33,232	86%	66%	34%	38%	37%	36%	53%	47%

Table 3.19 Hygiene and WASH, 2008 E.C. (2015/16)

REGION	% schools have handwash	% always have soap available	Safe WASH at Schools Indicator	% health and sanitation education given	% menstruation education given	% menstruation sanitation available	% WASH budget available
Tigray	19%	5%	4%	59%	34%	20%	0%
Afar	5%	1%	2%	59%	23%	3%	1%
Amhara	14%	2%	3%	71%	22%	19%	21%
Oromiya	16%	4%	4%	75%	35%	12%	17%
Somali	1%	3%	0%	9%	13%	5%	2%
Benishangul-Gumuz	34%	6%	0%	41%	29%	24%	23%
SNNP	34%	7%	2%	59%	50%	37%	25%
Gambella	5%	0%	0%	6%	35%	8%	11%
Harari	51%	18%	5%	72%	47%	47%	35%
Addis Ababa	97%	55%	31%	95%	76%	67%	96%
Dire Dawa	59%	12%	4%	77%	11%	45%	0%
Total	21%	5%	4%	68%	34%	20%	20%

Note: Safe WASH at Schools Indicator is the percentage of schools that have a protected water source which is functional and meets demand, and the school has improved toilets and Hand-washing

Chart 3.27 Comparison of Water and WASH Indicator, 2008 E.C. (2015/16)

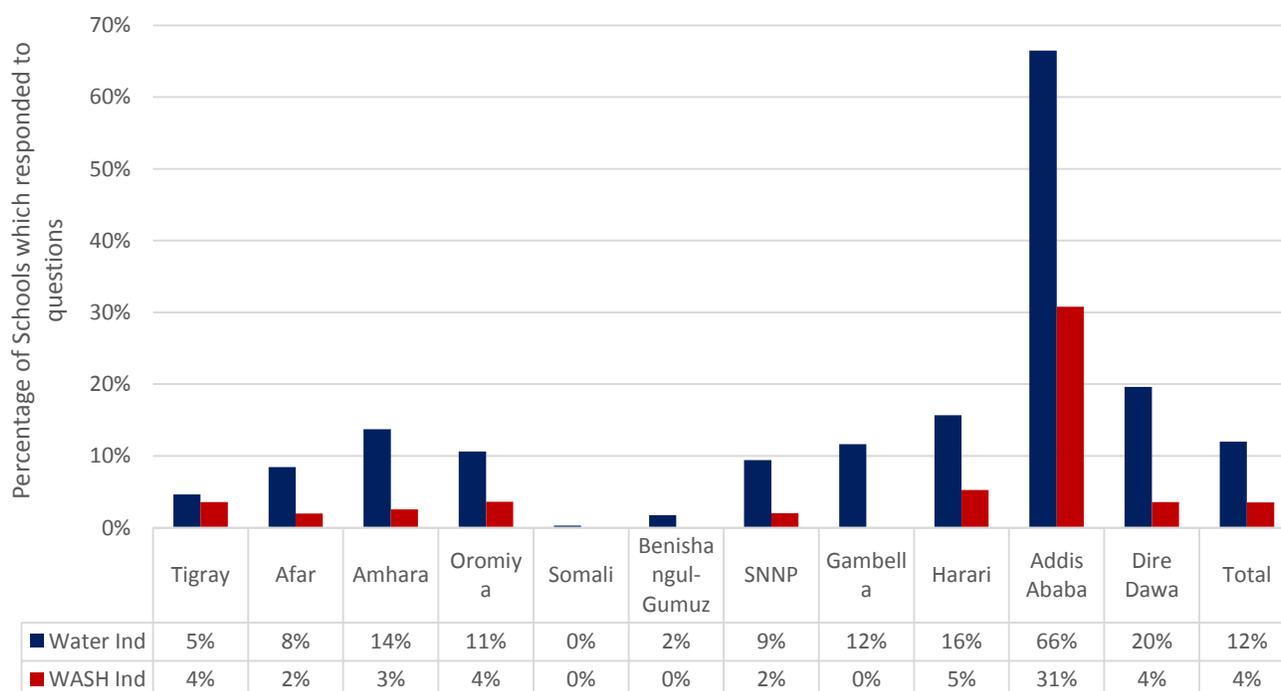


Chart 3.27 shows that nationally only 12% of primary schools have an appropriate water facility that meets the needs of the students and teachers that attend the school, while only 4% of primary schools have all the required elements – water, sanitation and hand washing facilities - that are needed to protect children’s health. Although many schools have some WASH facilities, there is a huge need for further provision to ensure a full WASH package in all schools. There are large regional variations, with Addis Ababa having the most schools with complete WASH provision. Ethio-Somali is the region with the most improvement needed. Here, no schools are identified as having sufficient WASH facilities. It is also likely that the results are being affected by nonresponse to the questions, and limited WASH knowledge of the staff completing the survey.

3.13.3 Summary of Other Facilities

Table 3.20 shows a summary of other school facility information that has not been covered elsewhere. It can be seen that many primary schools have an environment club and an ethical club, at over 80% of schools nationally practicing these activities. Only 8% of schools nationally have school feeding programs. This statistics is higher in Afar at 39%, where there has been a large response to the 2008 drought and that providing school feeding was seen as an important emergency intervention.

Table 3.20 Summary of School Facility Information, 2008 E.C. (2015/16)

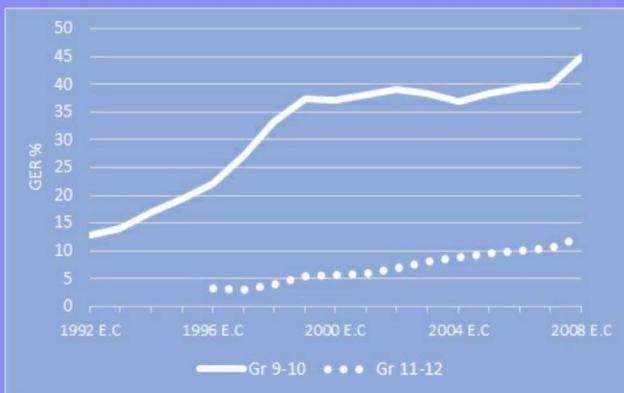
Region	% schools with an environment club	% of schools with an ethical club	% of schools with a future teachers club	% schools carrying out school feeding	% schools with a library	% schools with a laboratory	% schools with pedagogical services
Tigray	84%	90%	92%	12%	23%	13%	10%
Afar	45%	46%	19%	39%	10%	4%	9%
Amhara	84%	95%	32%	4%	51%	35%	60%
Oromiya	94%	83%	64%	5%	46%	13%	67%
Somali	43%	32%	19%	11%	11%	13%	18%
Benishangul-Gumuz	87%	92%	69%	13%	20%	25%	43%
SNNP	79%	86%	52%	5%	25%	12%	32%
Gambella	53%	71%	33%	35%	42%	34%	20%
Harari	66%	76%	38%	14%	59%	55%	49%
Addis Ababa	80%	90%	71%	44%	97%	89%	96%
Dire Dawa	73%	77%	52%	17%	69%	31%	70%
Total	85%	85%	52%	8%	45%	22%	61%

Note: these indicators have been calculated based on those schools responded to the question in the questionnaire. Some schools responded to parts of the facilities. For the non-respondents, it is assumed that they do not have the facilities.

Secondary Education

2008 E.C. 2015/16

Gross Enrolment Ratio



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

Gender Parity Index

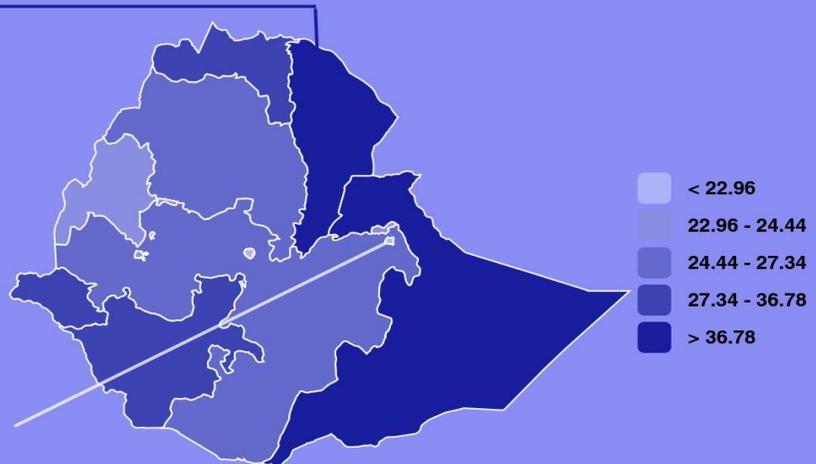
0.93

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

Grade 9-12 Pupil Teacher Ratio

Afar has the highest PTR at 70 students for every 1 teacher in grades 9-12

Harari has the lowest PTR at 18 students for every 1 teacher in grades 9-12



Ministry of Education, Ethiopia

4. Secondary Education

Secondary education in Ethiopia has two cycles; the first cycle covering grades 9-10 and the second cycle covering grades 11-12. Nearly 79% of students in secondary education are enrolled in grades 9-10.

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

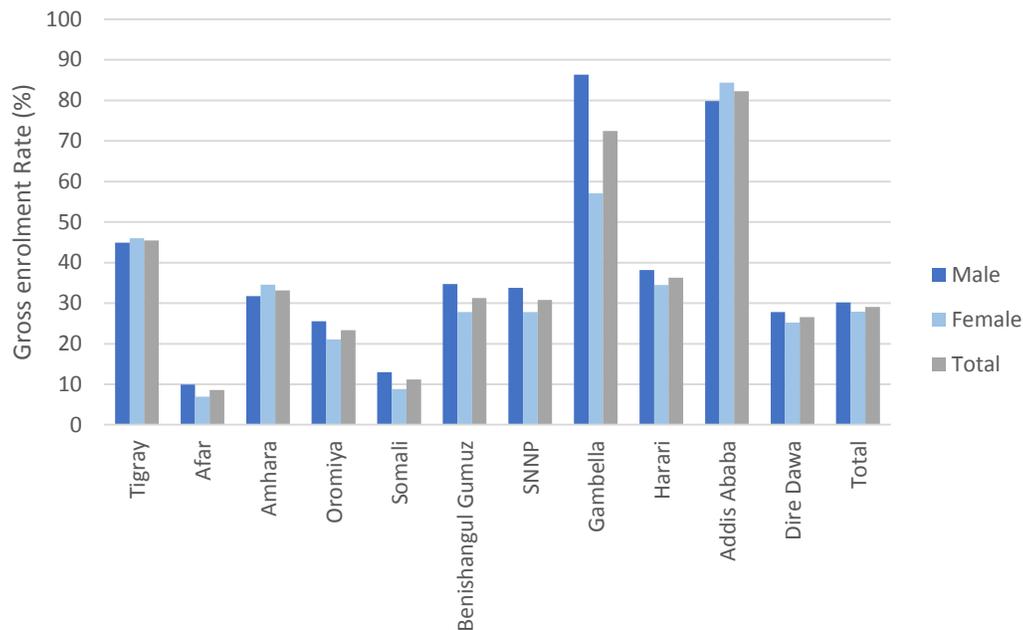
4.1 Secondary Gross Enrolment Rate (GER)

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

The national GER for all secondary grades is 29.04%, this indicates that nationally there are many children who are not completing primary education and proceeding to secondary education. There are of course wide regional variations, with Addis Ababa having the highest GER at 82.27%. Interestingly, Gambella also has a high GER at 72.43%; and it is highly likely that this figure is being impacted by inaccurate and out dated population data in this region. Nationally the GER for males is higher compared to females, however in Tigray, Amhara and Addis Ababa it can be seen that more females are attending secondary education. Afar and Ethio-Somali regions have the lowest enrolment rate in secondary education.

Table 4.1 GER for Grades 9-12, by Region, 2008 E.C. (2015/16)

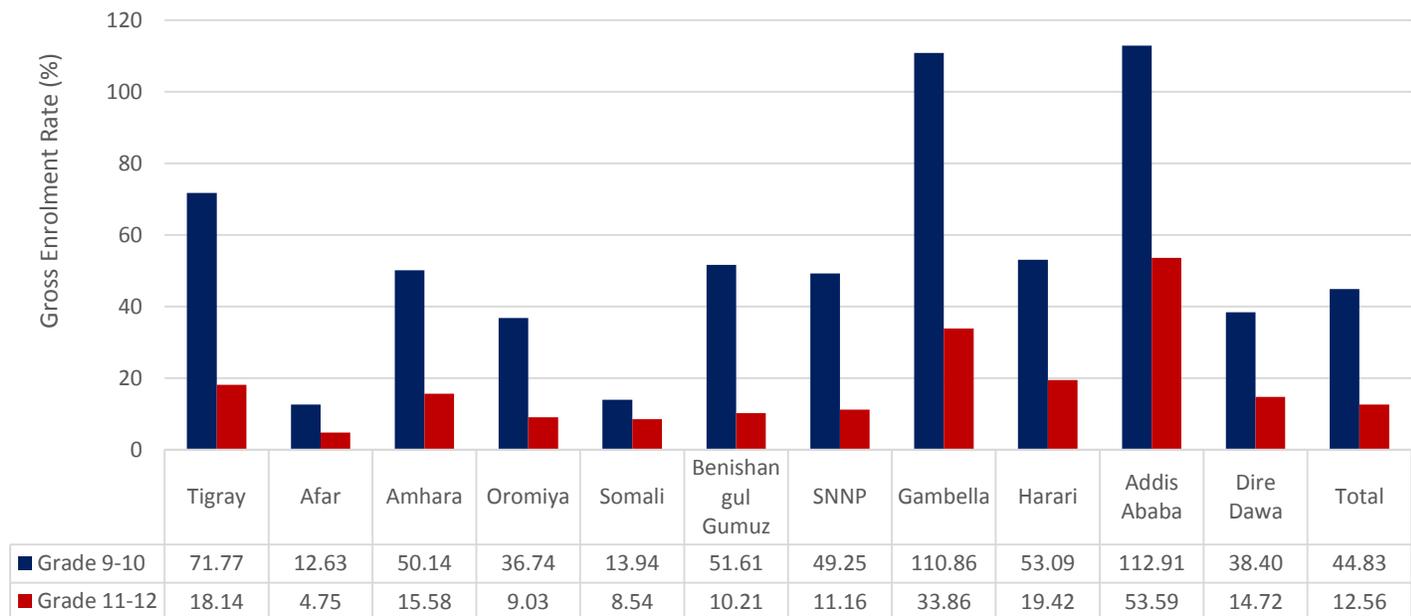
Region	Gross Enrolment			Population Age 15-18			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	106,227	106,794	213,021	236,630	232,060	468,690	44.89	46.02	45.45
Afar	8,587	4,628	13,215	86,495	66,797	153,293	9.93	6.93	8.62
Amhara	289,198	307,402	596,600	911,356	889,615	1,800,970	31.73	34.55	33.13
Oromiya	421,232	342,410	763,642	1,650,451	1,624,492	3,274,943	25.52	21.08	23.32
Somali	33,737	17,531	51,268	259,356	198,815	458,171	13.01	8.82	11.19
Benishangul Gumuz	16,631	13,024	29,655	47,880	46,897	94,777	34.73	27.77	31.29
SNNP	302,730	247,541	550,271	897,146	889,718	1,786,864	33.74	27.82	30.80
Gambella	16,755	10,021	26,776	19,401	17,568	36,969	86.36	57.04	72.43
Harari	3,784	3,448	7,232	9,924	9,999	19,923	38.13	34.48	36.30
Addis Ababa	69,572	85,888	155,460	87,153	101,805	188,958	79.83	84.36	82.27
Dire Dawa	7,593	6,430	14,023	27,322	25,496	52,818	27.79	25.22	26.55
Total	1,276,046	1,145,117	2,421,163	4,233,113	4,103,262	8,336,375	30.14	27.91	29.04

Chart 4.1 GER Grades 9-12, by Region 2008 E.C. (2015/16)

It is also interesting to look at the split between the first cycle (grades 9-10) and second cycle (grades 11-12) enrolment. It is expected in the Ethiopian education system that after grade 10 some students will follow vocational education and training in TVET centers, therefore the GER would drop between the two cycles. As can be seen in the table and chart below, this is reflected in the GER figures with a national figure of 44.83% for grades 9-10 and 12.56% for grades 11-12. Disaggregating the data between the two cycles also shows a high enrolment in Addis Ababa and Gambella where GER is over 100% for grades 9-10. This indicates that many of the students in secondary schools in Addis Ababa are not in the official age range and are under 15 or over 16.

Table 4.2 GER Split by First and Second Cycle, 2008 E.C. (2015/16)

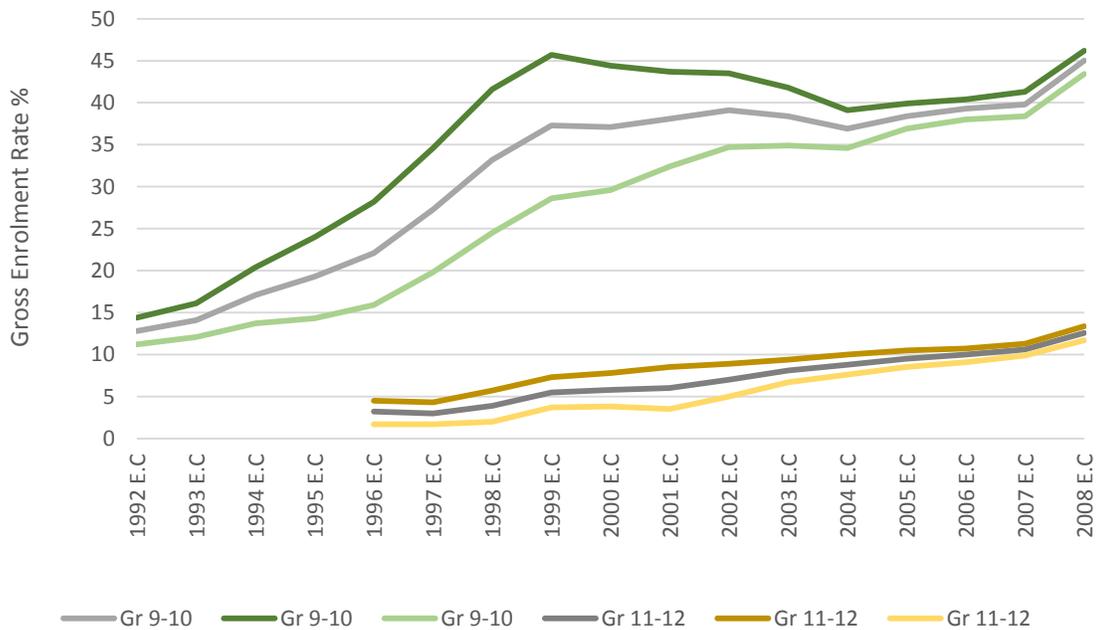
Region	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	69.62	73.96	71.77	19.19	17.08	18.14
Afar	14.47	10.29	12.63	5.61	3.63	4.75
Amhara	46.95	53.39	50.14	16.08	15.06	15.58
Oromiya	40.05	33.38	36.74	10.05	7.99	9.03
Somali	16.12	11.14	13.94	10.04	6.54	8.54
Benishangul Gumuz	57.54	45.53	51.61	10.93	9.47	10.21
SNNP	53.98	44.47	49.25	12.18	10.13	11.16
Gambella	122.50	97.93	110.86	49.91	16.23	33.86
Harari	56.45	49.71	53.09	19.49	19.35	19.42
Addis Ababa	107.40	117.84	112.91	52.80	54.23	53.59
Dire Dawa	39.58	37.12	38.40	15.87	13.51	14.72
Total	46.21	43.41	44.83	13.39	11.71	12.56

Chart 4.2 Total GER split by first and second cycle, 2008 E.C. (2015/16)

The data available for GER in secondary schools trends starts in 1992 E.C. and shows that there has been a large increase in enrolment in both cycles. The enrolment in grades 9-10 at 1999 E.C. shows an early peak in male enrolment which then fell. It is possible that there were data inaccuracies in the reporting of enrolment in these years which have since been corrected. Over the last few years grade 9-10 trends have plateaued, the latest figures indicate that there has been an increase in 2008 enrolment. The ESDP V targets in relation to grade 9-10 GER for 2008 have been met, the target being 44% for men and 41% for females. Grade 11-12 GER shows a slow increase since 1996 E.C. The gap between male and female has been decreasing over the time period and is now at 1.7 percentage points.

Table 4.3 and Chart 4.3 GER for grades 9-10 and grades 11-12, 1992 E.C.– 2008 E.C. (1999/00-2015/16)

Year	Gr 9-10			Gr 11-12		
	Total	Male	Female	Total	Male	Female
1992 E.C. (1999-2000)	12.8	14.4	11.2			
1993 E.C. (2000-2001)	14.1	16.1	12.1			
1994 E.C. (2001-2002)	17.1	20.4	13.7			
1995 E.C. (2002-2003)	19.3	24.0	14.3			
1996 E.C. (2003-2004)	22.1	28.2	15.9	3.2	4.5	1.7
1997 E.C. (2004-2005)	27.3	34.6	19.8	3.0	4.3	1.7
1998 E.C. (2005-2006)	33.2	41.6	24.5	3.9	5.7	2.0
1999 E.C. (2006-2007)	37.3	45.7	28.6	5.5	7.3	3.7
2000 E.C. (2007-2008)	37.1	44.4	29.6	5.8	7.8	3.8
2001 E.C. (2008-2009)	38.1	43.7	32.4	6.0	8.5	3.5
2002 E.C. (2009-2010)	39.1	43.5	34.7	7.0	8.9	5.0
2003 E.C. (2010-2011)	38.4	41.8	34.9	8.1	9.4	6.7
2004 E.C. (2011-2012)	36.9	39.1	34.6	8.8	10.0	7.6
2005 E.C. (2012-2013)	38.4	39.9	36.9	9.5	10.5	8.5
2006 E.C. (2013-2014)	39.3	40.4	38.0	10.0	10.7	9.1
2007 E.C. (2014-2015)	39.8	41.3	38.4	10.6	11.3	9.9
2008 E.C. (2015-2016)	44.8	46.2	43.4	12.6	13.4	11.7



4.2 Secondary Net Enrolment Rate (NER)

The NER is similar to the GER and calculates an enrolment ratio. It is different to the GER in that it takes those of the official school age for the grades, i.e. it only looks an enrollment with ages of 15 to 18 years old. Nationally the NER for grades 9-12 is 23.78% and there is a slight difference, with 0.29 percentage points, between males and females. Addis Ababa has the highest NER at 63.72% showing that this is a region with highest number of students enrolled in the appropriate grades for their age. On the other hand, Afar and Ethio-Somali scored the lowest NER, with 5.86% and 6.6% respectively. Gambella has the biggest difference between its GER and NER statistics with 32 percentage points. This indicates that, in this region there are many students attending secondary schools that are not in their official age range. Nationally the gap between GER and NER is small compared to that of primary level.

Table 4.4 NER Grades 9-12, 2008 E.C. (2015/16)

Region	Net Enrolment			Population Age 15-18			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	93,017	97,034	190,051	236,630	232,060	468,690	39.31	41.81	40.55
Afar	5,762	3,216	8,978	86,495	66,797	153,293	6.66	4.81	5.86
Amhara	221,694	256,754	478,448	911,356	889,615	1,800,970	24.33	28.86	26.57
Oromiya	338,754	295,901	634,655	1,650,451	1,624,492	3,274,943	20.52	18.21	19.38
Somali	19,727	10,518	30,245	259,356	198,815	458,171	7.61	5.29	6.60
Benishangul Gumuz	10,892	10,679	21,571	47,880	46,897	94,777	22.75	22.77	22.76
SNNP	252,220	214,458	466,678	897,146	889,718	1,786,864	28.11	24.10	26.12
Gambella	9,026	5,887	14,913	19,401	17,568	36,969	46.52	33.51	40.34
Harari	3,007	2,932	5,939	9,924	9,999	19,923	30.30	29.32	29.81
Addis Ababa	53,239	67,173	120,412	87,153	101,805	188,958	61.09	65.98	63.72
Dire Dawa	5,192	5,103	10,295	27,322	25,496	52,818	19.00	20.01	19.49
Total	1,012,530	969,655	1,982,185	4,233,113	4,103,262	8,336,375	23.92	23.63	23.78

Chart 4.4 NER Grades 9-12, 2008 E.C. (2015/16)

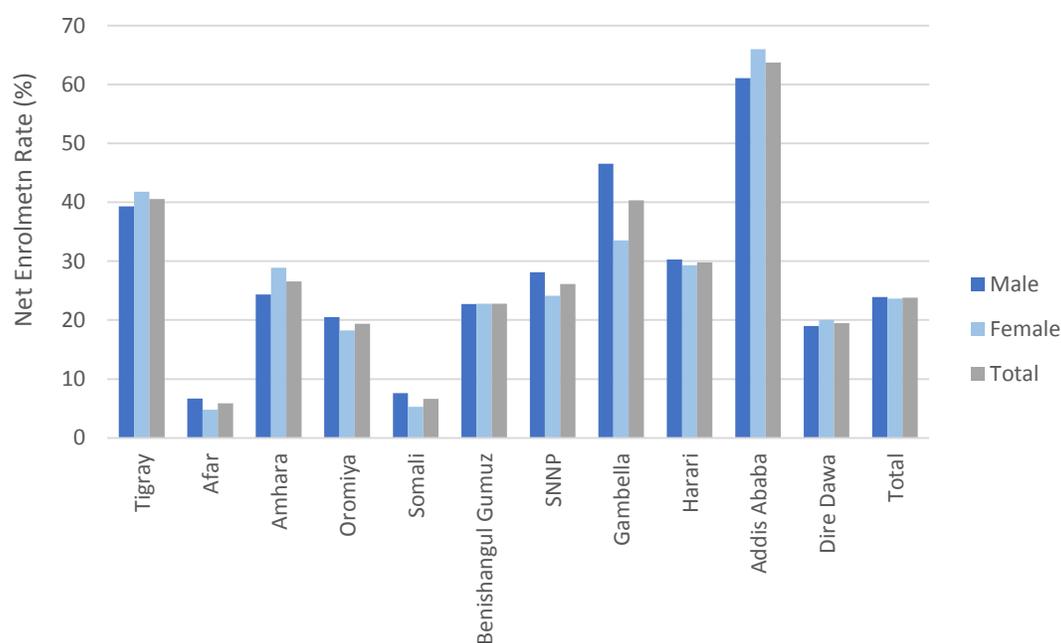
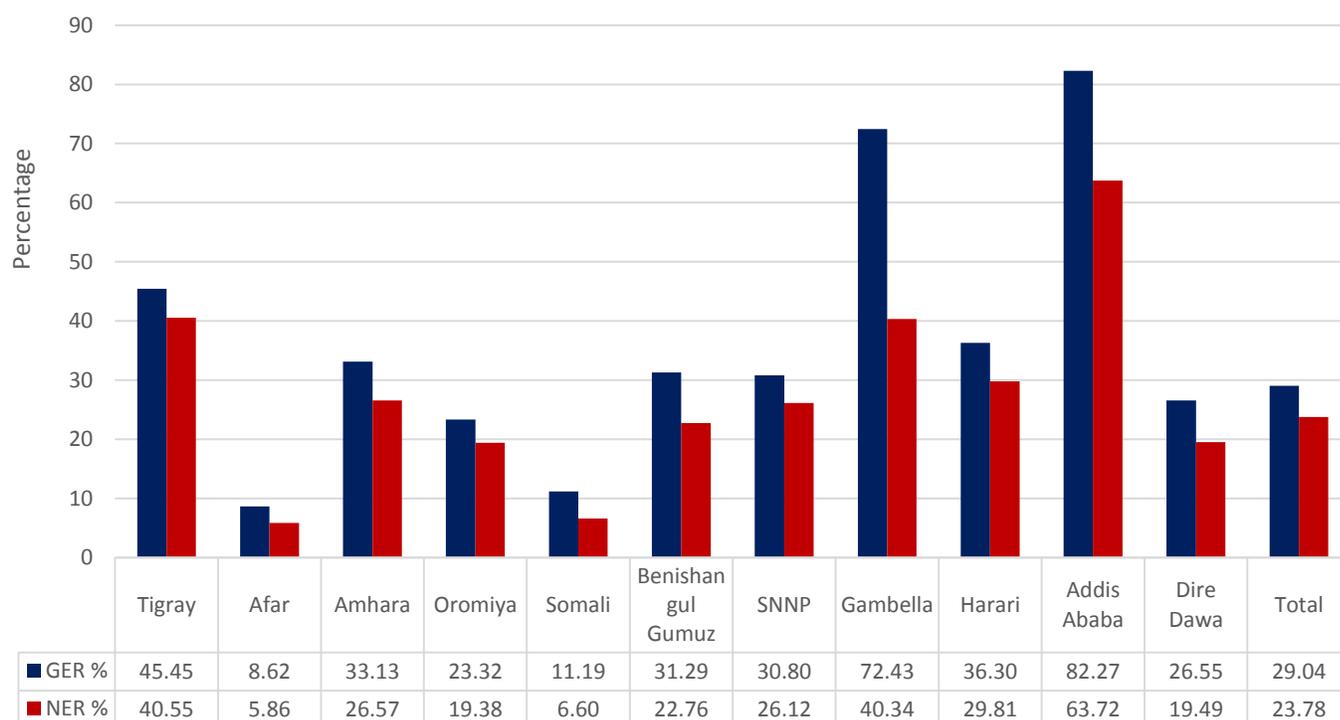
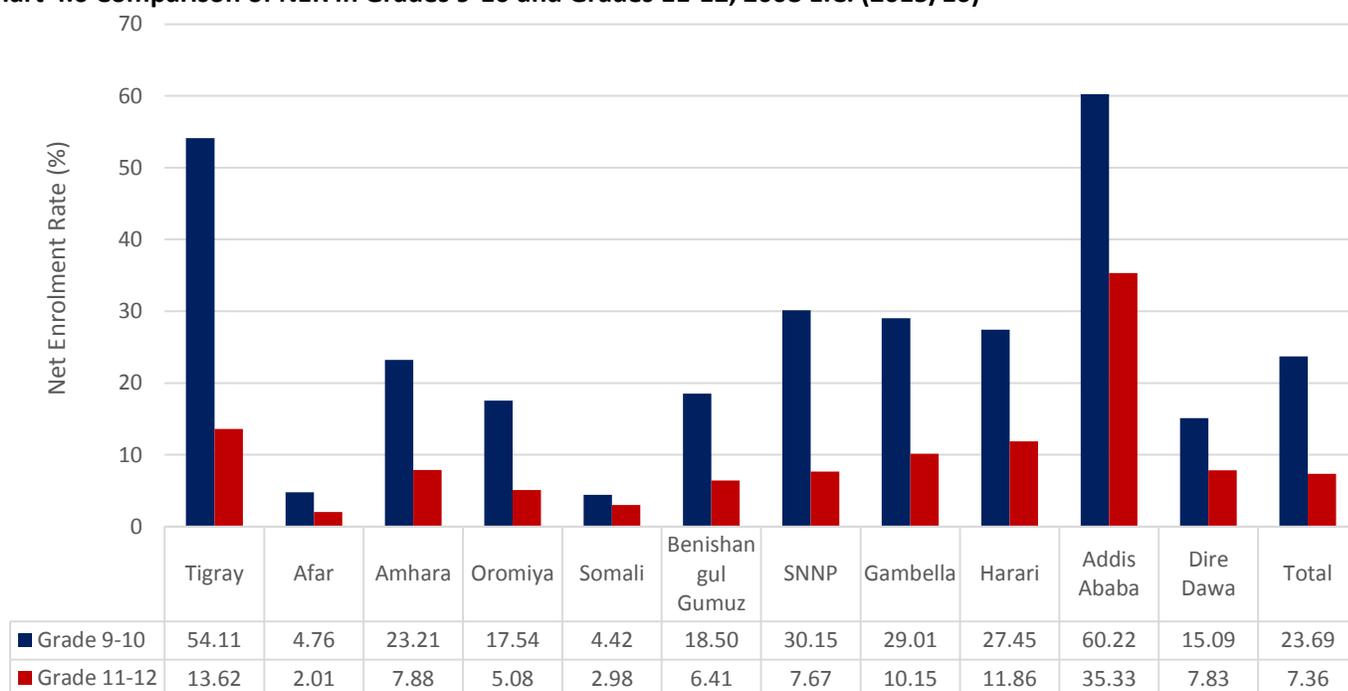


Chart 4.5 Comparison between Grades 9-12 GER and NER, 2008 E.C. (2015/16)

Again the split between grades 9-10 and 11-12 shows the expected decrease between the two cycles. The ESDP V target for NER at grades 9-10 is 24%. It can be seen that this target has been met for females but has just fallen short for males at 23%. This shows that nationally more females are enrolled in the correct grade for their age. Tigray has the biggest difference between grades 9-10 and grades 11-12 indicating that many students leave the general education system after grade 10, possibly to attend TVET courses or other colleges, or drop out, or could not proceed further due to not scoring the passing grade.

Table 4.5 Comparison of NER for Grades 9-10 and 11-12, 2008 E.C. (2015/16)

Region	Grades 9-10			Grades 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	50.25	58.06	54.11	14.08	13.14	13.62
Afar	5.22	4.17	4.76	2.32	1.59	2.01
Amhara	19.97	26.52	23.21	7.69	8.08	7.88
Oromiya	17.75	17.33	17.54	5.34	4.81	5.08
Somali	5.00	3.68	4.42	3.47	2.33	2.98
Benishangul Gumuz	17.08	19.95	18.50	5.99	6.84	6.41
SNNP	31.86	28.42	30.15	8.20	7.13	7.67
Gambella	33.20	24.36	29.01	14.17	5.73	10.15
Harari	26.50	28.41	27.45	11.85	11.87	11.86
Addis Ababa	56.55	63.49	60.22	34.19	36.27	35.33
Dire Dawa	13.77	16.52	15.09	7.48	8.20	7.83
Total	23.01	24.40	23.69	7.46	7.25	7.36

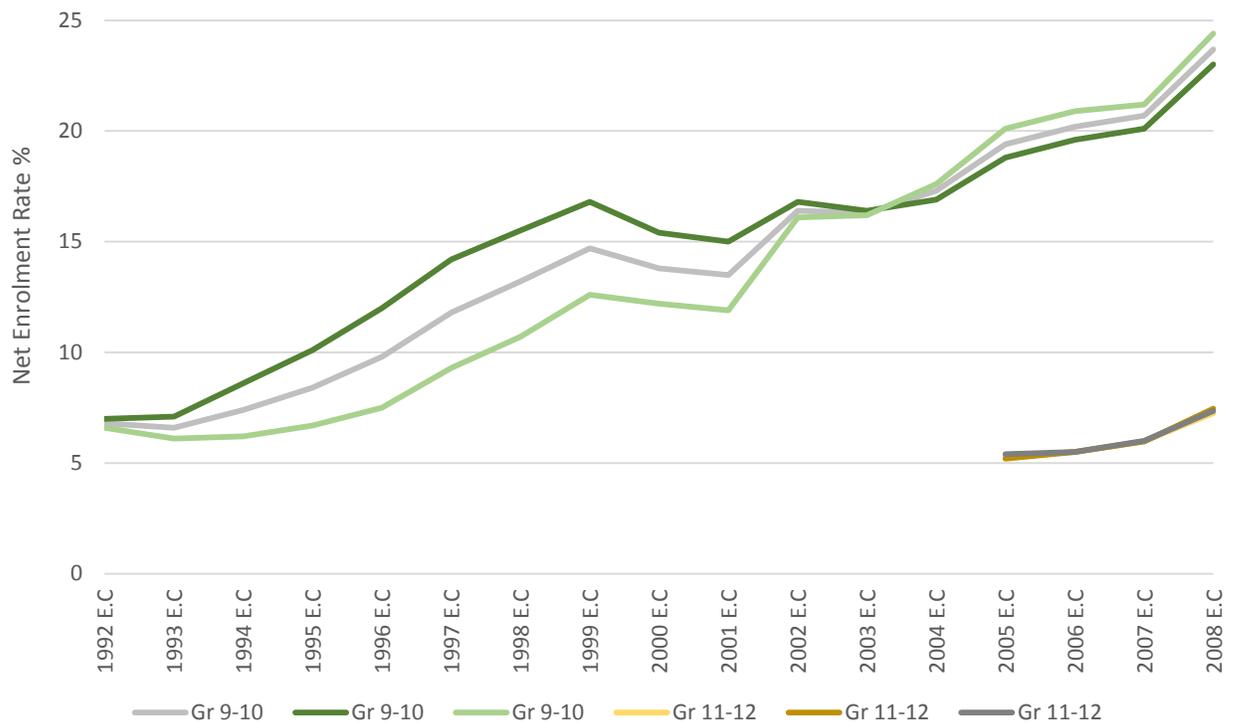
Chart 4.6 Comparison of NER in Grades 9-10 and Grades 11-12, 2008 E.C. (2015/16)

The trend for NER is shown since 1992 E.C. for grades 9-10 and from 2005 E.C. for grades 11-12. The grade 9-10 NER trend shows a switch between male and female in 2004, this was the year in which female NER became higher than male NER and it has remained higher ever since. This is the only section of the Ethiopian education system where nationally females have a higher result compared to males. The trend for grade 11-12 is limited in short period, but it can be seen that there is a small increase over the last 4 years.

Table 4.6 Trend in NER, 1992 E.C. - 2008 E.C. (1999/00-2015/16)

Year	Gr 9-10			Gr 11-12		
	Total	Male	Female	Total	Male	Female
1992 E.C. (1999-2000)	6.8	7	6.6	-	-	-
1993 E.C. (2000-2001)	6.6	7.1	6.1	-	-	-
1994 E.C. (2001-2002)	7.4	8.6	6.2	-	-	-
1995 E.C. (2002-2003)	8.4	10.1	6.7	-	-	-
1996 E.C. (2003-2004)	9.8	12	7.5	-	-	-
1997 E.C. (2004-2005)	11.8	14.2	9.3	-	-	-
1998 E.C. (2005-2006)	13.2	15.5	10.7	-	-	-
1999 E.C. (2006-2007)	14.7	16.8	12.6	-	-	-
2000 E.C. (2007-2008)	13.8	15.4	12.2	-	-	-
2001 E.C. (2008-2009)	13.5	15	11.9	-	-	-
2002 E.C. (2009-2010)	16.4	16.8	16.1	-	-	-
2003 E.C. (2010-2011)	16.3	16.4	16.2	-	-	-
2004 E.C. (2011-2012)	17.3	16.9	17.6	-	-	-
2005 E.C. (2012-2013)	19.4	18.8	20.1	5.4	5.2	5.3
2006 E.C. (2013-2014)	20.2	19.6	20.9	5.5	5.5	5.5
2007 E.C. (2014-2015)	20.7	20.1	21.2	6.0	6.0	6.0
2008 E.C. (2015-2016)	23.7	23.0	24.4	7.4	7.5	7.3

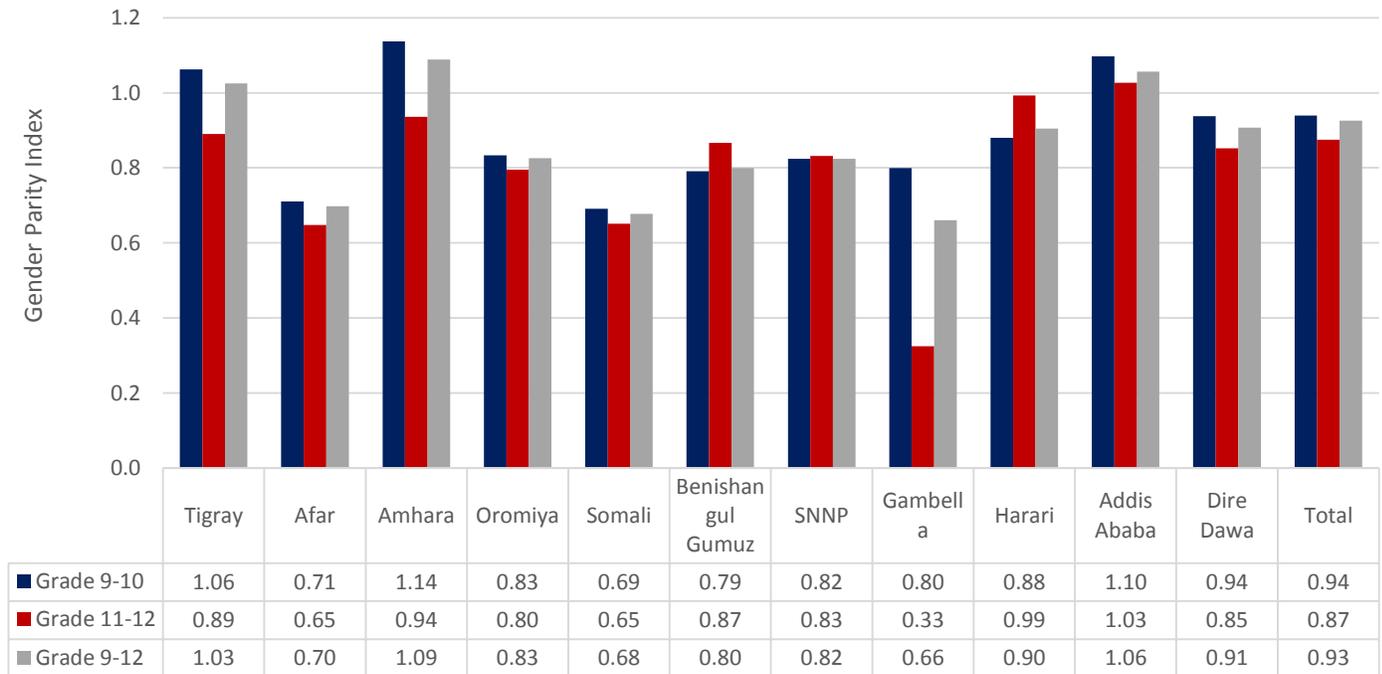
Chart 4.7 Trends in NER for 1992 E.C. - 2008 E.C. (1999/00-2015/16)



4.3 Gender Parity Index

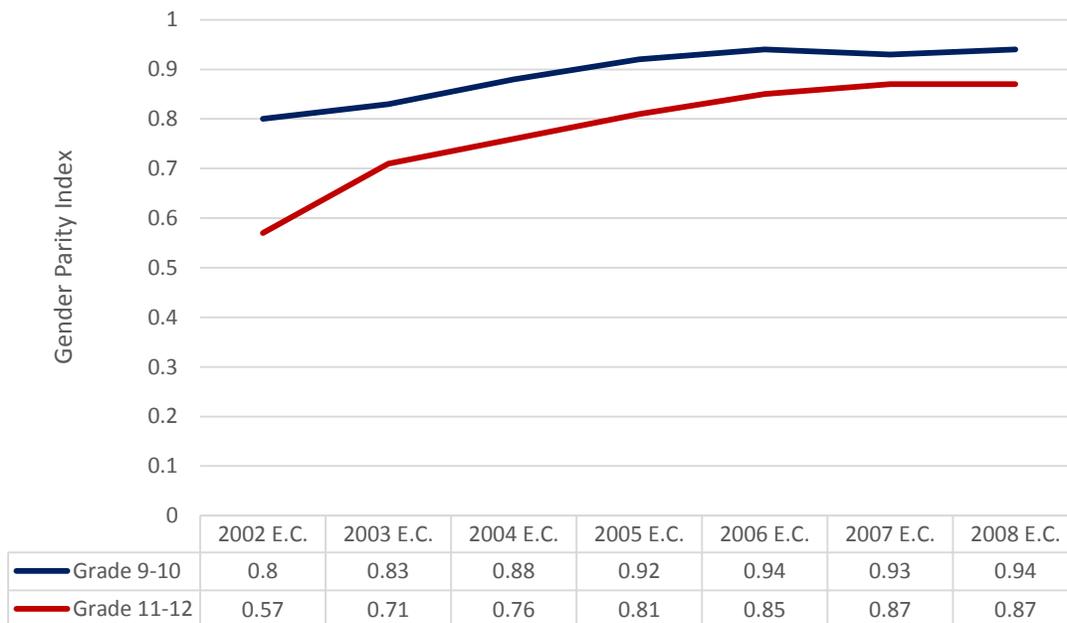
The GPI for grades 9-12 (0.93) has exceeded the target set in ESDP V for 2008, which is 0.92, showing that equity in the secondary system is improving. Equity is higher in grades 9-10 compared to grades 11-12. The GPI figures are based on total enrolment so the increase in female enrolment in the NER figures is not reflected in the GPI statistic. Gambella has the biggest difference in GPI between the two cycles, dropping from 0.80 for grades 9-10 to 0.33 for grades 11-12. This shows that many females are leaving secondary school after grade 10 in this region. GPI is higher for grades 11-12 in Harari, which is 0.99, but this is not because more females continue second cycles secondary. Rather, the main reason is GERs for both boys and girls decreased dramatically (56.45% male and 49.7% female for grades 9-10 and 19.49% male and 19.35 female for grades 11-12).

Chart 4.8 GPI for secondary schools, 2008 E.C. (2015/16)



By the end of ESDP V, it is hoped that the GPI will be 1 and there will be equal enrolment between males and females. From the trend over the last 7 years, it can be seen that GPI in grades 9-10 has plateaued and has not increased by a substantial amount since 2005, whereas GPI for grades 11-12 has increased over the time period but seems to be plateau in the last few years.

Chart 4.9 Trends in GPI, 2002 E.C.-2008 E.C. (2009/10-2015/16)



4.4 Pupil Teacher Ratio

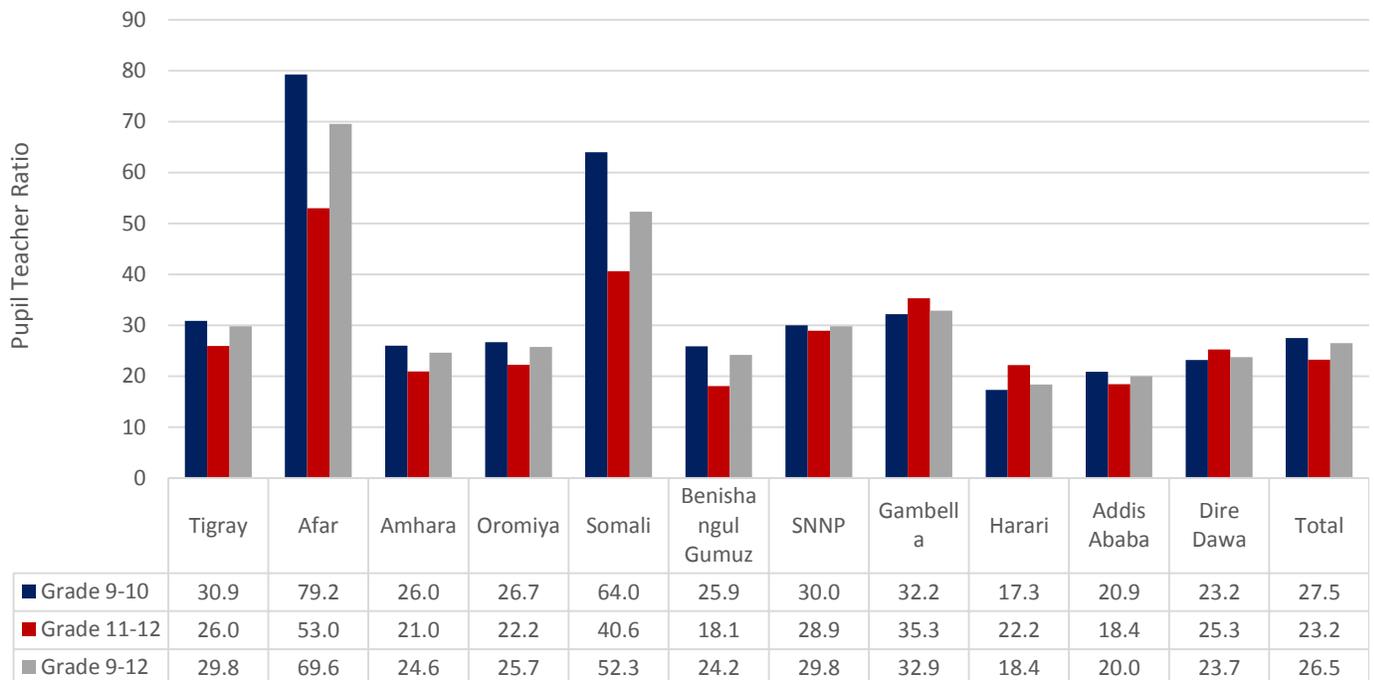
The Pupil-Teacher Ratio (PTR) is one of the common education indicators used to measure the education system efficiency and quality. The basic assumptions of PTR (similar to primary level) are;

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

This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 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 (grades 9-12) is 26.5 in 2008 E.C. The PTR in first cycle of secondary (27.5) is higher compared to the PTR in the second cycle (23.2). Afar and Ethio-Somali have the highest regional PTR, especially in first cycle where PTR is 79.2 and 64 respectively. PTR is higher in second cycle in Gambella, Dire Dawa and Harari, showing that more second cycle teachers may be required in these regions.

Chart 4.10 PTR by Region 2008 E.C. (2015/16)

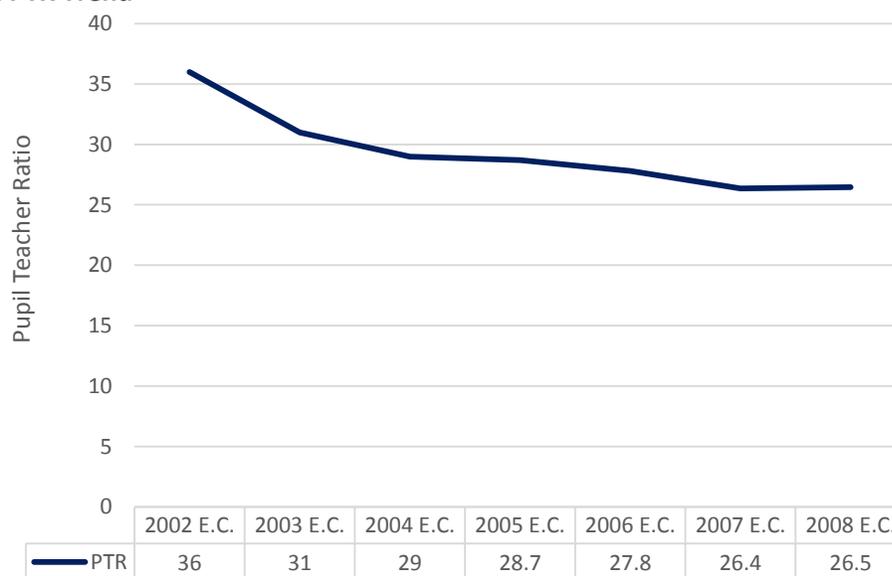


The trend in PTR shows that it has been decreasing since 2002 E.C. The decrease was highest between 2002 E.C. and 2004 E.C. and since then the change has been slower. Between 2007 E.C. and 2008 E.C. there has been a small increase of 0.1 showing that more students are reaching secondary grades and the number of teachers is increasing at roughly the same rate so the PTR remains the same.

Table 4.7 Trends in National PTR

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

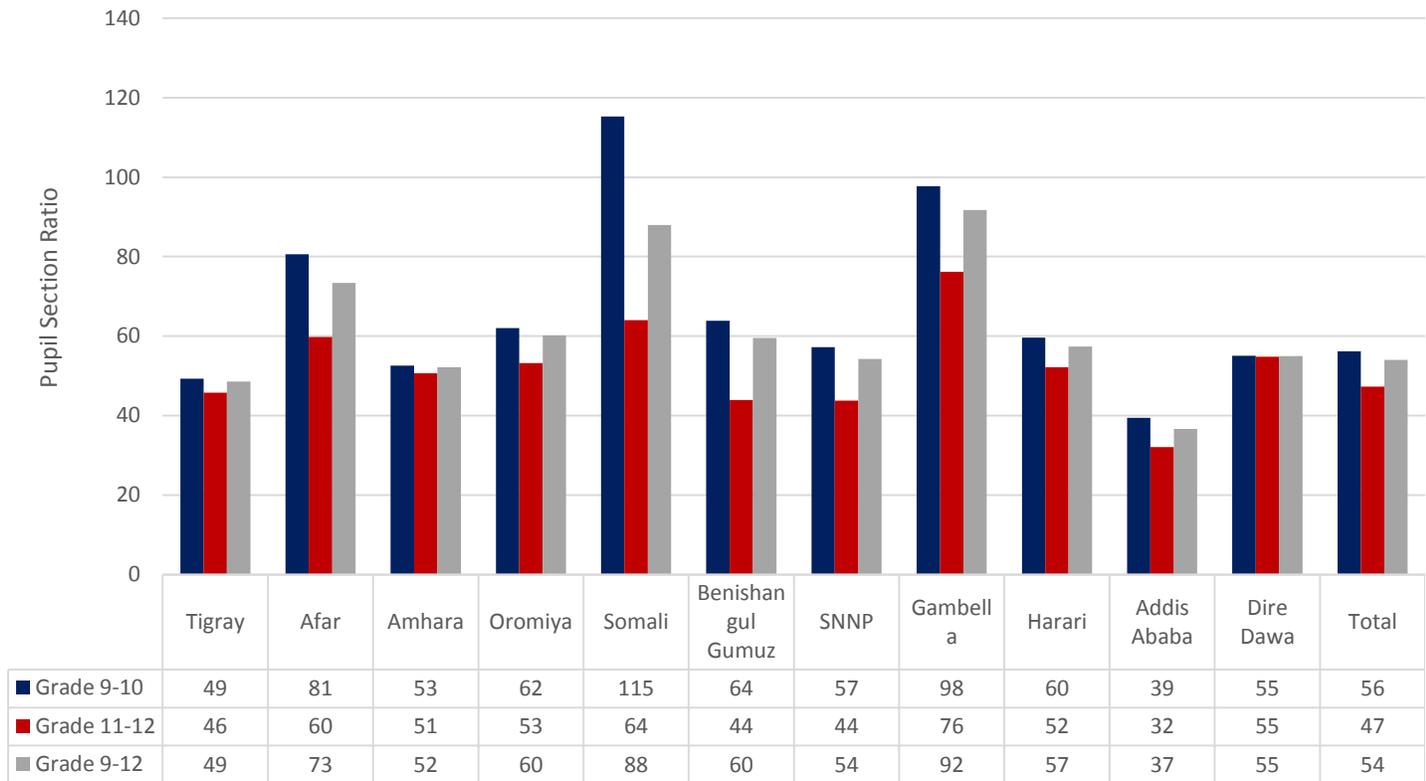
Chart 4.11 National PTR Trend



4.5 Pupil Section Ratio

Nationally PSR is at 54 for grades 9-12 and it is higher in the first cycle compared to the second cycle. Ethio-Somali region has the biggest variation between cycles, with 115 in the first cycle compared to 64 in the second cycle. This indicates that children in this region are in overcrowded classrooms compared to children in other regions. PSR is lowest in Addis Ababa indicating that students here have relatively better access to classroom facilities and a more conducive learning environment.

Chart 4.12 Pupil Section Ratios, 2008 E.C. (2015/16)



4.6 Number of Schools

Nationally there are 3,156 secondary schools, with over 40% occurring in Oromiya. This is an increase of 326 schools nationally. About 88% of schools nationally are government owned. However in Addis Ababa, Harari and Dire Dawa there are proportionally more nongovernment schools as can be seen in chart 4.14.

Chart 4.13 Number of Secondary Schools by Region, 2008 E.C. (2015/16)

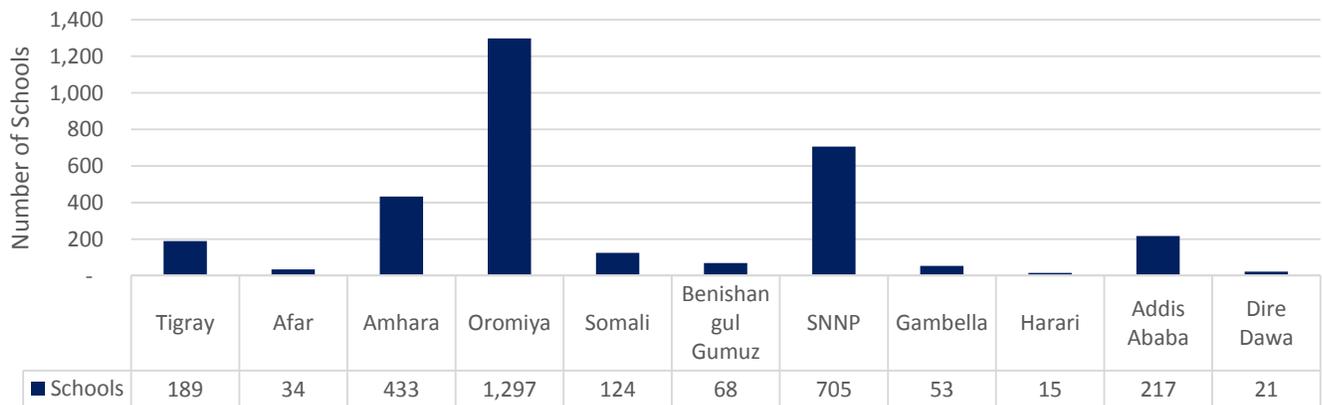
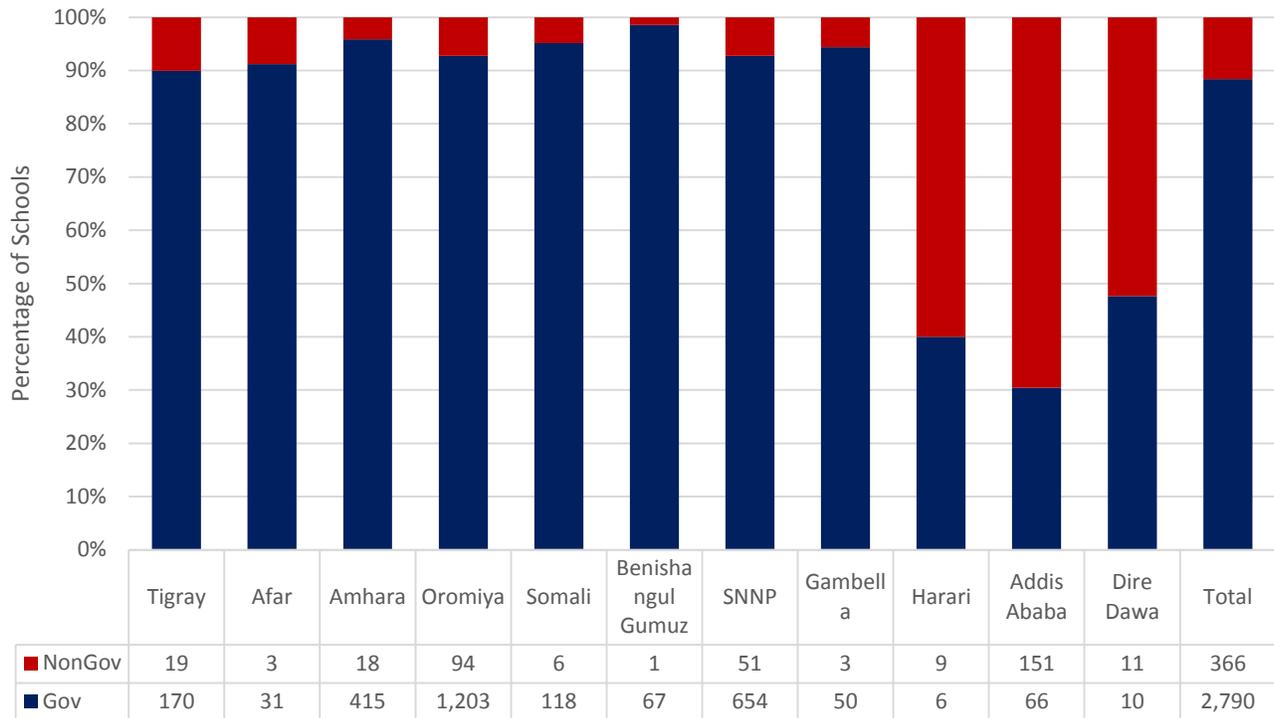
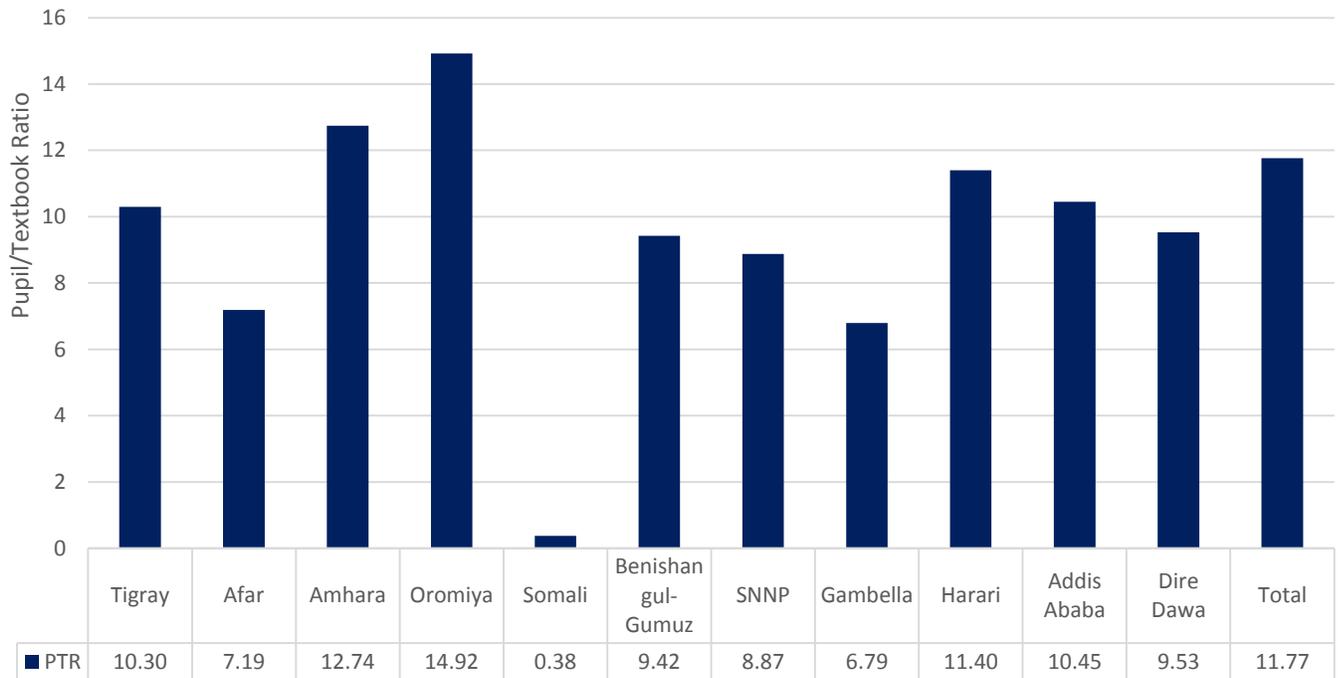


Chart 4.14 Number of Secondary Schools by Region and Ownership, 2008 E.C. (2015/16)

4.7 Textbooks

The pupil/textbook ratio is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil/textbook ratio for secondary schools is 11.77. This indicates that on average children have access to just fewer than 12 textbooks when they go to school. There is wide regional variation with Oromiya having the highest pupil/textbook ratio at 14.92. Ethio-Somali has the lowest pupil/textbook ratio where there is less than one textbook per student.

Note that, the total number of textbooks in secondary schools is 28.5 million, from which 20% are language textbooks.

Chart 4.15 Pupil/Textbook Ratios, 2008 E.C. (2015/16)**Table 4.8 Number of Textbooks by Subject, 2008 E.C. (2015/16)**

Subject	Number of Textbooks
Art	411,895
Civics	2,820,927
Computer Science/IT	2,248,254
Ethiopian Economy	67,180
General Business	225,168
General Economics	179,460
Geography	2,306,423
History	1,934,301
Languages	5,790,177
Mathematics	2,808,171
Other	84,464
Physical education	1,495,158
Science	8,121,171
Grand Total	28,492,749

4.8 School Facilities

4.8.1 School Facility Indicators

It can be seen that nationally 70% of secondary schools have electricity available; this varies and is highly dependent on the region. The city regions of Harari, Dire Dawa and Addis Ababa have higher proportions of schools with electricity as schools here are more easily accessible to electricity grid networks. Tigray also has a large proportion of schools with electricity at 99%. Three quarters of secondary schools have access to a computer, whereas only 20% of schools have access to video playing equipment. The raw data behind these indicators is available in the excel annex.

Table 4.9 Various Facility Indicators, 2008 E.C. (2015/16)

Region	% schools with electricity available	% schools with a computer	% schools that have a video	% of schools with a sports field	% schools with an environment club	% of schools with an ethical club	% of schools with a future teachers club	% of schools with a library	% schools with pedagogical services
Tigray	99%	94%	18%	69%	94%	91%	36%	61%	40%
Afar	33%	38%	20%	78%	57%	50%	25%	50%	25%
Amhara	72%	90%	23%	79%	86%	95%	31%	91%	69%
Oromiya	74%	78%	15%	67%	92%	93%	58%	72%	45%
Somali	36%	26%	19%	48%	43%	19%	24%	19%	16%
Benishangul-Gumuz	53%	68%	10%	77%	84%	91%	75%	48%	54%
SNNP	58%	61%	10%	76%	87%	91%	86%	68%	56%
Gambella	23%	28%	4%	26%	47%	65%	100%	8%	8%
Harari	100%	93%	58%	73%	71%	79%	18%	93%	57%
Addis Ababa	95%	95%	72%	90%	78%	91%	64%	98%	93%
Dire Dawa	90%	100%	20%	81%	86%	86%	50%	100%	72%
Total	70%	75%	20%	71%	86%	89%	61%	74%	53%

Note: these indicators have been calculated based on those schools that responded to the question in the questionnaire, some schools only responded to a selection of the facilities questions. For the non-respondents it is likely that they do not have the facilities but they are not considered in the table

4.8.2 WASH Facilities

Access to safe water and the use of clean toilet facilities at school is vital for the health of children throughout their lives. In the 2008 school census questionnaire improved questions were added in the area of WASH (Water, Health and Sanitation) to provide better data for policy-making and action on these critical issues. The more detailed questionnaire included questions about the type of water source and type of toilets available as well as collecting data on Hand-washing facilities. The data collected has been summarized below in 3 main tables on WASH, with detailed tables containing more information available in the excel Annex. The analysis presented is only for those schools which responded to this section of the questionnaire and not the total number of schools. WASH is a developing area of the questionnaire and low response rate to some questions will be addressed in future years of the questionnaire. Capacity building is also planned to improve the quality of data collection.

Table 4.10 Water Facilities, 2008 E.C. (2015/16)

REGION	number responded to water questions	% have water from those that responded	number of sources	% sources that are protected	% sources that are unprotected	% water accessible for special needs	Adequate Water Indicator
Tigray	186	70%	53	100%	0%	41%	11%
Afar	24	79%	16	88%	13%	26%	8%
Amhara	433	72%	317	98%	2%	64%	26%
Oromiya	1,261	58%	807	95%	5%	70%	21%
Somali	119	34%	-	-	-	51%	0%
Benishangul-Gumuz	65	60%	42	95%	5%	41%	18%
SNNP	613	53%	384	91%	9%	95%	24%
Gambella	53	87%	43	100%	0%	76%	19%
Harari	13	92%	14	93%	7%	25%	31%
Addis Ababa	206	98%	205	99%	1%	77%	74%
Dire Dawa	21	100%	23	96%	4%	33%	38%
Total	2,994	63%	1,904	95%	5%	70%	24%

Note: Adequate Water Indicator includes those schools which have a protected water source, have a functional water source, which supplies water for 5-7 days to meet demand. The Ethio-Somali region questionnaire responses to water questions at secondary level contained a high level of nonresponse.

Table 4.11 Sanitation Facilities, 2008 E.C. (2015/16)

REGION	number responded to water questions	% have toilets from those that responded	% toilets that are traditional	% toilets that are improved	% of schools with boys only pits	% of schools with girls only pits	% accessible for special needs	% free from open defecation
Tigray	172	85%	3%	45%	39%	33%	0%	42%
Afar	21	76%	25%	0%	19%	20%	0%	69%
Amhara	433	96%	30%	48%	33%	30%	0%	57%
Oromiya	1,270	88%	49%	40%	34%	30%	0%	75%
Somali	117	32%	0%	0%	0%	0%	0%	45%
Benishangul-Gumuz	61	61%	68%	11%	32%	33%	0%	73%
SNNP	592	92%	44%	44%	33%	23%	0%	65%
Gambella	50	74%	32%	51%	21%	18%	0%	97%
Harari	14	93%	23%	38%	36%	35%	0%	77%
Addis Ababa	199	97%	7%	40%	33%	35%	0%	93%
Dire Dawa	21	100%	43%	33%	37%	35%	0%	71%
Total	2,950	87%	38%	41%	33%	28%	0%	69%

Table 4.12 Hygiene and WASH, 2008 E.C. (2015/16)

REGION	% schools have handwash	% always have soap available	Safe WASH at Schools Indicator	% health and sanitation education given	% menstruation education given	% menstruation sanitation available	% Wash Budget Available
Tigray	35%	1%	7%	72%	49%	36%	3%
Afar	44%	6%	0%	73%	40%	19%	0%
Amhara	34%	3%	9%	81%	48%	28%	0%
Oromiya	44%	4%	9%	71%	38%	18%	0%
Somali	26%	0%	0%	13%	16%	21%	0%
Benishangul-Gumuz	54%	8%	0%	45%	38%	49%	0%
SNNP	44%	7%	9%	64%	65%	53%	0%
Gambella	22%	0%	2%	19%	19%	27%	0%
Harari	77%	23%	0%	55%	45%	77%	0%
Addis Ababa	98%	37%	29%	89%	82%	79%	0%
Dire Dawa	90%	0%	14%	72%	56%	62%	0%
Total	46%	7%	10%	68%	47%	34%	0%

Chart 4.16 Comparisons of WASH and Water Indicators, 2008 E.C. (2015/16)

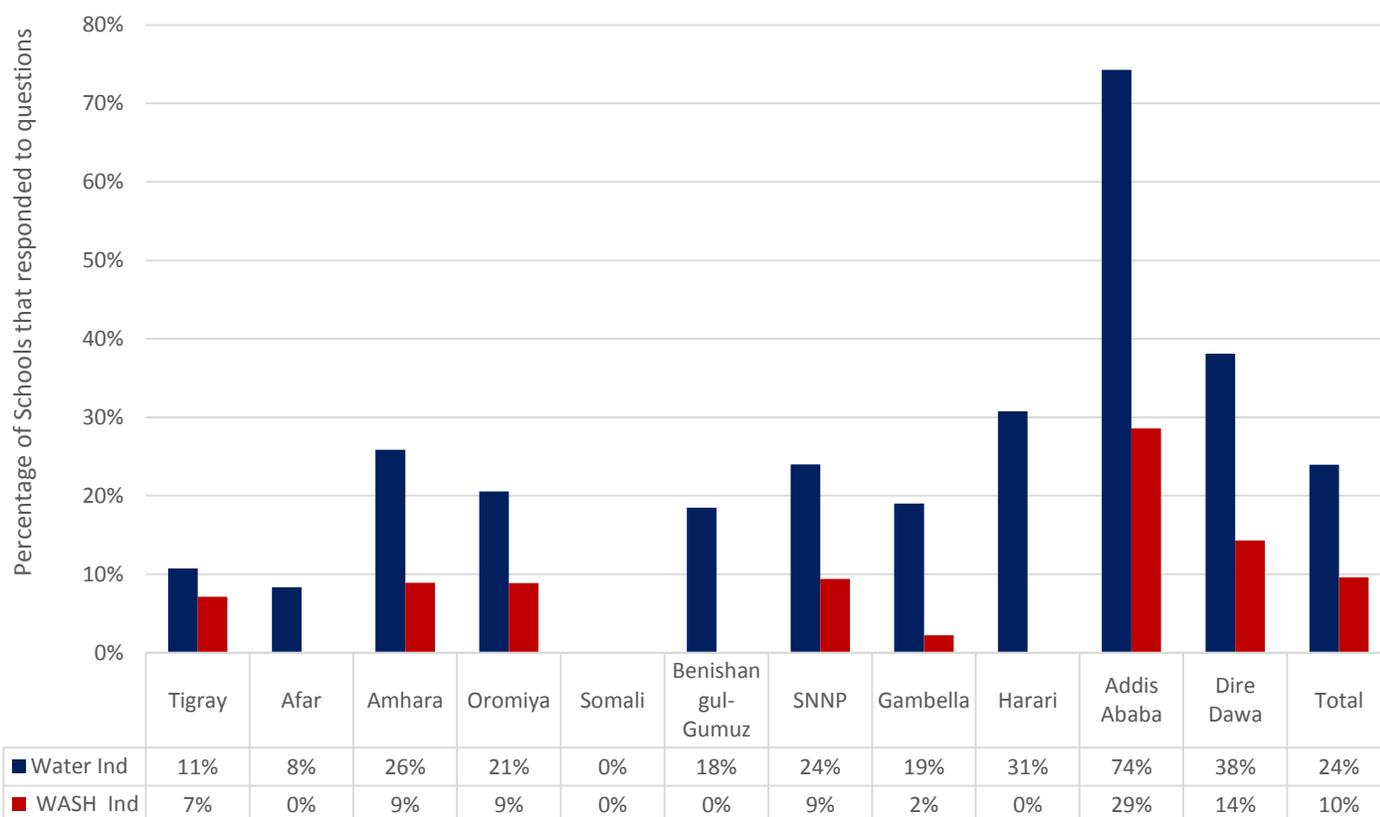


Chart 4.16 shows that nationally only 24% of secondary schools have an appropriate water facility that meets the needs of the students and teachers that attend the school, while only 10% of secondary schools have all the required elements – water, sanitation and hand washing facilities - that are needed to protect children’s health. Although many schools have some WASH facilities, there is a huge need for further provision to ensure that a full WASH package is available at all schools. There are large regional variations, with Addis Ababa having the most schools with complete WASH provision. Many regions do not have safe WASH provision at any of their secondary schools; this includes Afar, Ethio-Somali, Benishangul Gumuz and Harari. It is also likely that the results are being affected by nonresponse to the questions, and limited WASH knowledge of the staff completing the survey. To improve response to these questions in the future it is intended to provide support and follow up so that more schools will complete this section of the questionnaire and with a higher degree of accuracy.

Examination Results

2008 E.C. 2015/16

Grade 8 Exam Results

88%

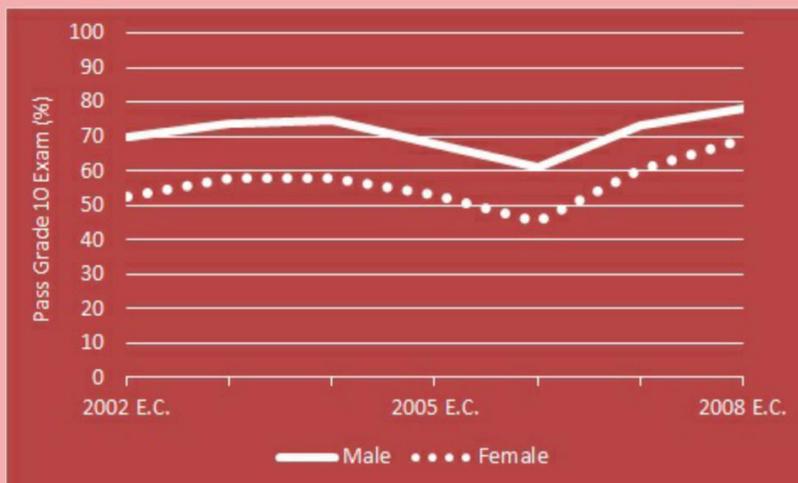
88% of all those that sat the exam were promoted and could enter secondary school

Grade 12 Exam Results

49.5%

49.5% of those that sat the grade 12 exam achieved a score of 350 and could proceed to University

Grade 10 Exam Results



In 2008 E.C. 78% of males and 69% of females achieved the pass mark of 2.00 and could proceed to Grade 11

Ministry of Education, Ethiopia

5. Examination Results

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

5.1 Grade 8 Examinations

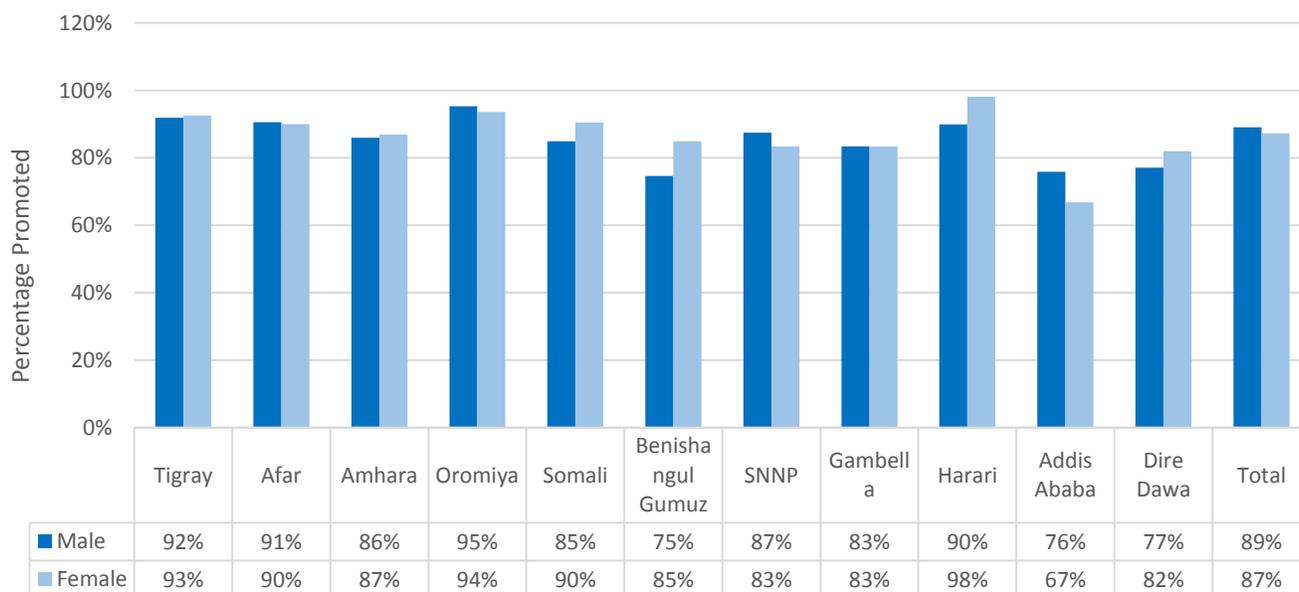
It can be seen that nationally 88% of students achieve a mark that allows them to be promoted and to proceed on to secondary school. Nationally more males get promoted compared to females, however in Tigray, Ethio-Somali, Benishangul Gumuz and Dire Dawa proportionally more females are promoted out of those who for sat the exam.

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

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

Note: Data for SNNP and Harari for 2008 E.C. was not available at the time of publication and 2007 E.C. data was used in the above table

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



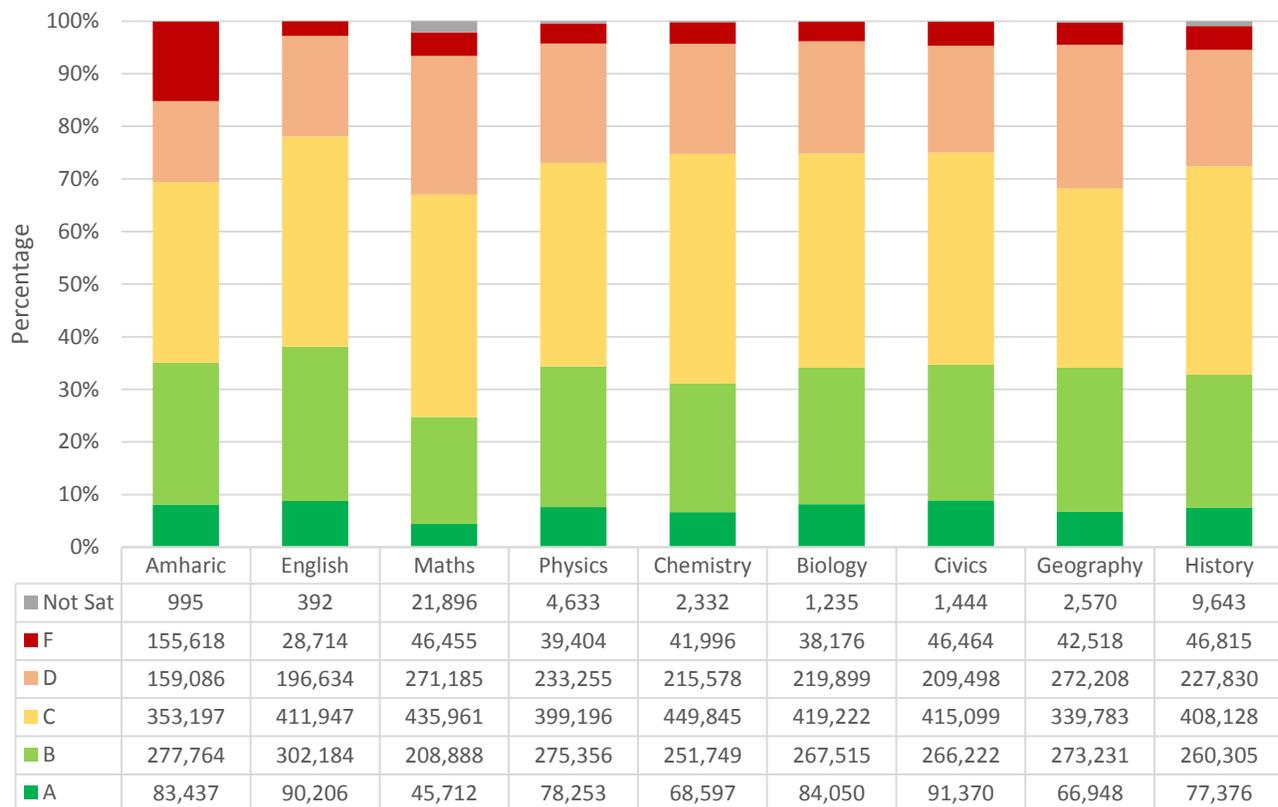
5.2 Grade 10 Examinations

From a total of 1,030,097 students who sat for grade 10 exams in 2008 E.C., 47.8% of the students were female. Among all subjects, English was the subject that most students achieved a grade between A and D. Amharic, on the other hand, had the largest proportion of students failing the exam, with 15.1% of students failing this exam. Across all of the subjects the majority of students receive a grade C. English had the highest number of students that sat for the exam, with only 392 students not taking this exam. A selection of the exams that had the most students sitting the exam are shown in the tables below. The full list of exam results are available in the annex.

Table 5.2 Grade 10 Results, 2008 E.C. (2015/16)

Subject	Achieved A-D grade			Failed			Not Sat		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Amharic	455,039	418,445	873,484	81,735	73,883	155,618	610	385	995
English	523,810	477,161	1,000,971	13,332	15,382	28,714	222	170	392
Maths	503,200	458,546	961,746	21,608	24,847	46,455	12,576	9,320	21,896
Physics	515,372	470,688	986,060	19,548	19,856	39,404	2,464	2,169	4,633
Chemistry	517,399	468,370	985,769	18,749	23,247	41,996	1,236	1,096	2,332
Biology	520,602	470,084	990,686	16,139	22,037	38,176	643	592	1,235
Civics	516,127	466,062	982,189	20,558	25,906	46,464	699	745	1,444
Geography	517,086	435,084	952,170	18,994	23,524	42,518	1,304	1,266	2,570
History	509,785	463,854	973,639	22,959	23,856	46,815	4,640	5,003	9,643

Chart 5.2 Grade 10 Results by Subject, 2008 E.C. (2015/16)

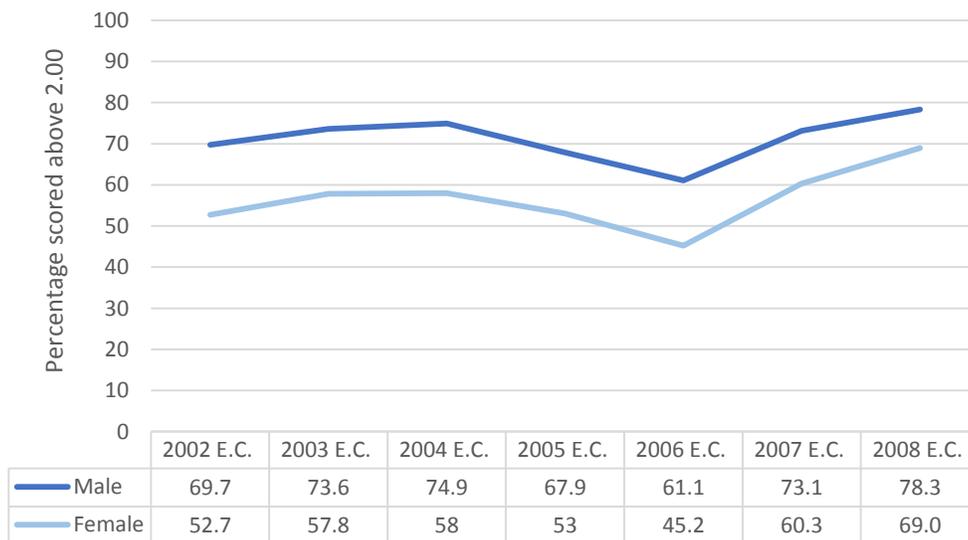


It is also possible to look at the cumulative scores for the grade 10 examinations. The cumulative pass mark is 2.00 or above. Table 5.3 and Chart 5.3 show the trend over the last 7 years for those who have achieved the pass mark. As can be seen from the trend the percentage of students achieving the pass mark fell to a low of 53.6% in 2006 E.C. but has since recovered and there are now more students passing the grade 10 exam than ever before. It can also be seen that female students' achievement is much lower than male students over the last seven years.

Table 5.3 Trend in Grade 10 Examination Results, 2002 E.C. to 2008 E.C. (2009/10-2015/16)

Year	Total Sat for Exam			Total Scored ≥ 2.0			Percent Scoring ≥ 2.0		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002 E.C.	296,629	229,279	525,908	206,641	120,860	327,501	69.7	52.7	62.3
2003 E.C.	311,247	252,193	563,440	229,087	145,689	374,776	73.6	57.8	66.5
2004 E.C.	283,711	236,235	519,946	212,521	137,093	349,614	74.9	58.0	67.2
2005 E.C.	417,941	338,696	756,637	283,783	179,478	463,261	67.9	53.0	61.2
2006 E.C.	461,919	406,498	868,417	282,214	183,558	465,772	61.1	45.2	53.6
2007 E.C.	522,855	468,131	990,986	382,216	282,088	664,304	73.1	60.3	67.0
2008 E.C.	538,248	491,534	1,029,782	421,707	339,054	760,761	78.3	69.0	73.9

Chart 5.3 Trend in Grade 10 Examination Results, 2002 E.C. to 2008 E.C. (2009/10-2015/16)



5.3 Grade 12 Examination Results

In 2008 E.C. 97.4% of students received a score over 200. This is a slight decline on the same statistic for 2007, where 99% of students received over 200. Moreover, 49.5% of students received over 350, which was the cut point to join higher education institution for the year.

Table 5.4 Grade 12 Examination Results, 2008 E.C. (2015/16)

Score	Number	Score	Cumulative
<= 200	6,457		
201-225	7,545	>200	239,998
226-249	11,288	>225	232,453
250-275	18,173	>250	221,165
276-300	23,391	>275	202,992
301-325	28,019	>300	179,601
326-349	29,522	>325	151,582
350-375	31,363	>350	122,060
376-400	27,256	>375	90,697
401-425	21,744	>400	63,441
426-450	15,904	>425	41,697
451-475	10,654	>450	25,793
476-500	6,974	>475	15,139
501-525	3,970	>500	8,165
526-550	2,335	>525	4,195
551-575	1,280	>550	1,860
576-600	474	>575	580
601-700	106	>600	106
Total	246,455		

Adult and Non-Formal Education

2008 E.C. 2015/16

Enrolment



■ Male (54.30%) ■ Female (45.70%)

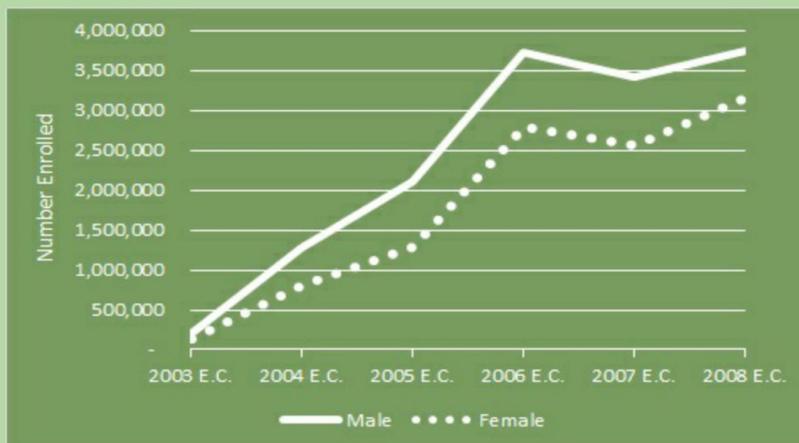
54% of adults that attend an adult literacy course are male

Graduates

Over 1 million

1,008,982 adults graduated from the adult literacy course in 2008 E.C.

Trend in Enrolment



Enrolment in adult literacy courses has increased over the last 6 years, each year there has always been more males than females enrolled.

Ministry of Education, Ethiopia

6. Adult and Non Formal Education

6.1 Introduction

In several countries of the world Adult and Non-formal Education has been given for adults who are over 15 and under 60. Governments have used Adult and Non-formal Education to assist development in other sectors of their economy. A literate population is a precondition for any nation to become competitive within a global economy. Therefore, an Adult and Non-Formal Education program has been used to combat illiteracy and focuses on literacy, numeracy and life skills training. This is to enable adult learners to develop problem solving abilities and to change their mode of life. Moreover, Adult and Non-Formal Education enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant.

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

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

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

6.3 Enrolment in IFAE Programs

In 2008 E.C. there are 6,903,065 adults taking part in Integrated Functional Adult Education program. The majority of these adults, i.e. 60% of all those enrolled, are in level 1. Nationally there are also more males enrolled in IFAE with 54% of those enrolled being male. Regionally, Amhara has the highest number of enrolled adults in IFAE with 43% of all those enrolled being in this region. In Tigray, Ethio-Somali, SNNP and Addis Ababa there are more females enrolled than men. In every region there are more adults enrolled in level 1 compared to level 2. Oromiya has the largest difference between the two different levels, with the number of enrolled adults halving between the two levels. This shows that there may be many adults who are dropping out and not completing the course. The majority of people enrolling are aged between 25-60 years nationally, with 65% of students falling within this age range.

Table 6.1 Adult (15-60 ages) Participants in IFAE Program by Region, Sex and Year, 2008 E.C. (2015/16)

Region	Level 1			Level 2			Total			Percentage	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Tigray	125,694	140,931	266,625	115,386	123,468	238,854	241,080	264,399	505,479	47.7%	52.3%
Afar	7,685	6,553	14,238	2,369	2,201	4,570	10,054	8,754	18,808	53.5%	46.5%
Amhara	885,401	760,486	1,645,887	785,098	516,004	1,301,102	1,670,499	1,276,490	2,946,989	56.7%	43.3%
Oromiya	705,522	558,764	1,264,286	349,213	236,825	586,038	1,054,735	795,589	1,850,324	57.0%	43.0%
Somali	3,293	4,427	7,720	1,486	1,993	3,479	4,779	6,420	11,199	42.7%	57.3%
Benishangul Gumuz	20,208	23,988	44,196	14,988	9,590	24,578	35,196	33,578	68,774	51.2%	48.8%
SNNP	417,481	456,125	873,606	289,339	280,499	569,838	706,820	736,624	1,443,444	49.0%	51.0%
Gambella	733	631	1,364	124	43	167	857	674	1,531	56.0%	44.0%
Harari	5,866	4,212	10,078	3,073	1,800	4,873	8,939	6,012	14,951	59.8%	40.2%
Addis Ababa	4,622	14,932	19,554	2,765	5,058	7,823	7,387	19,990	27,377	27.0%	73.0%
Dire Dawa	4,713	3,385	8,098	3,633	2,458	6,091	8,346	5,843	14,189	58.8%	41.2%
Total	2,181,218	1,974,434	4,155,652	1,567,474	1,179,939	2,747,413	3,748,692	3,154,373	6,903,065	54.3%	45.7%

Chart 6.1 Adult Enrolment by Region, Disaggregated by Sex, 2008 E.C. (2015/16)

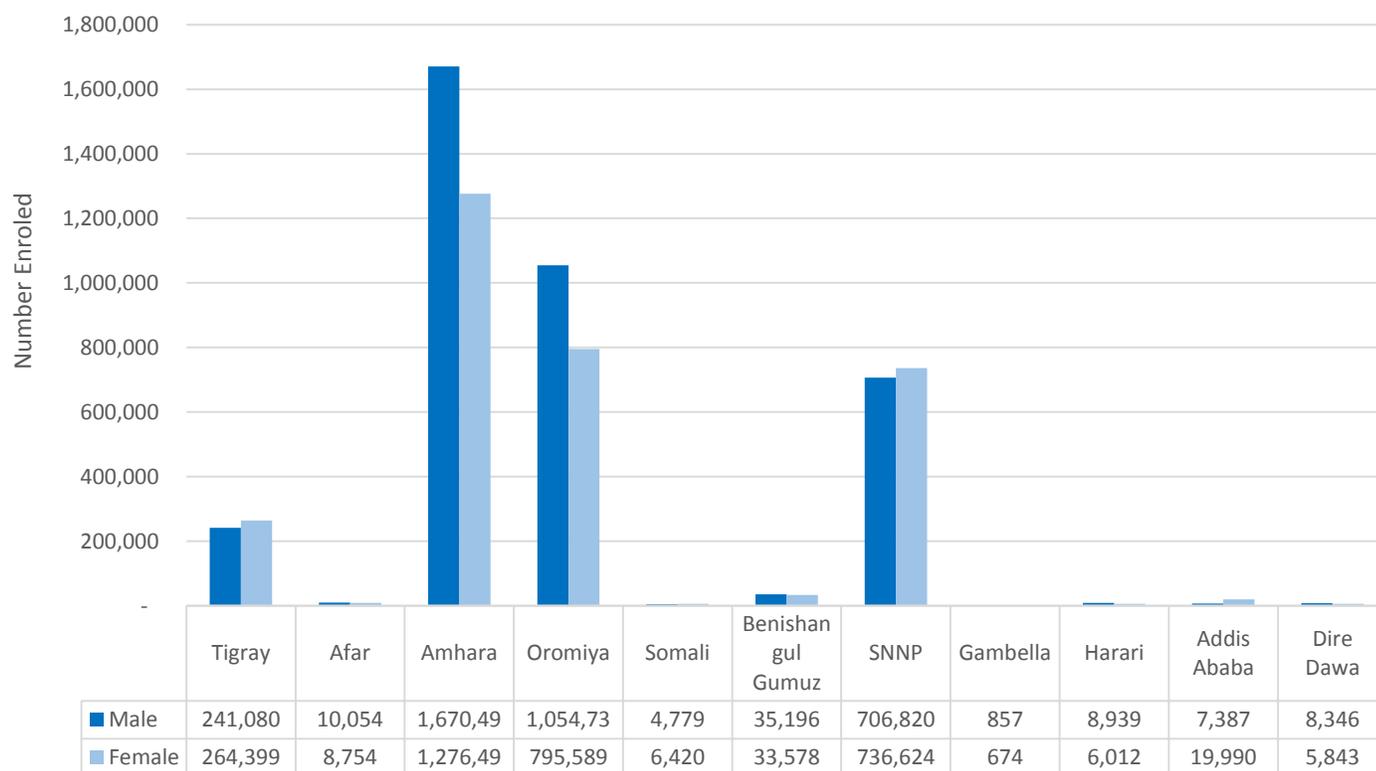


Chart 6.2 Adult Enrolment by Region and Year of Participation, 2008 E.C. (2015/16)

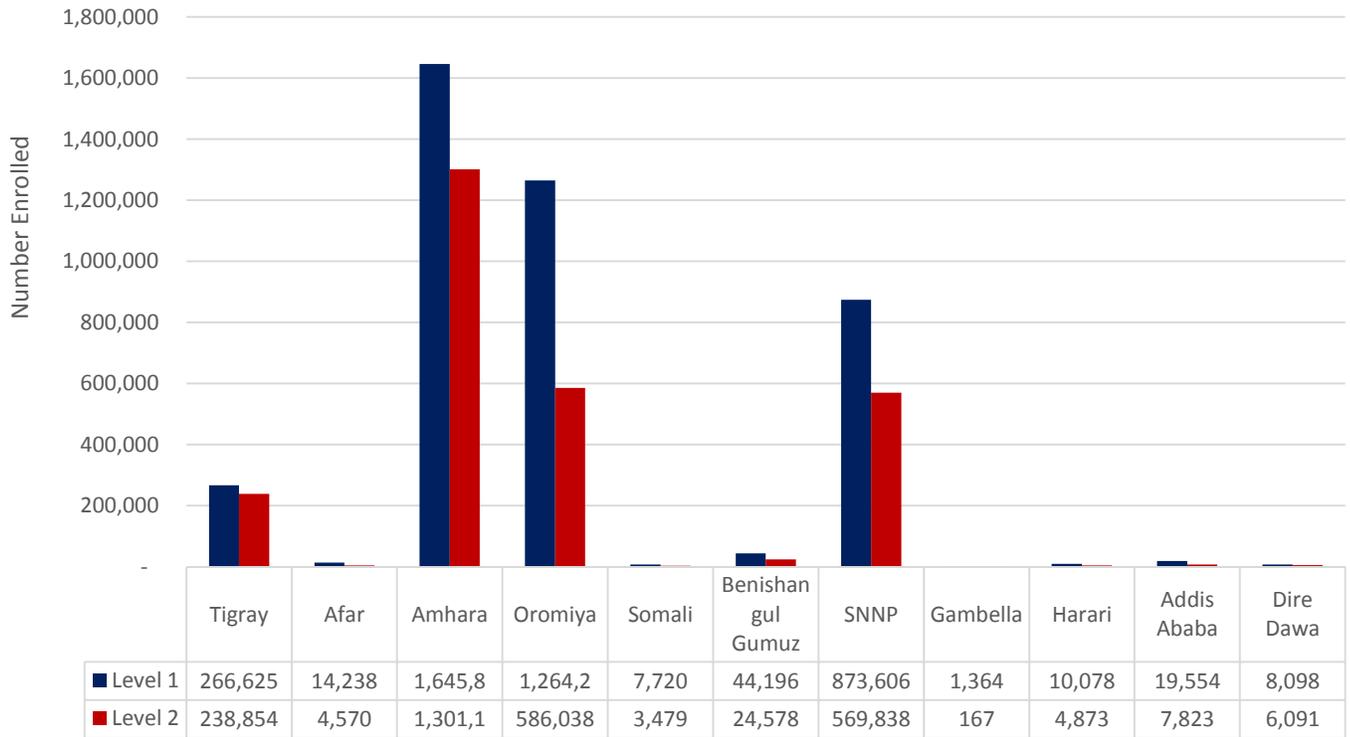
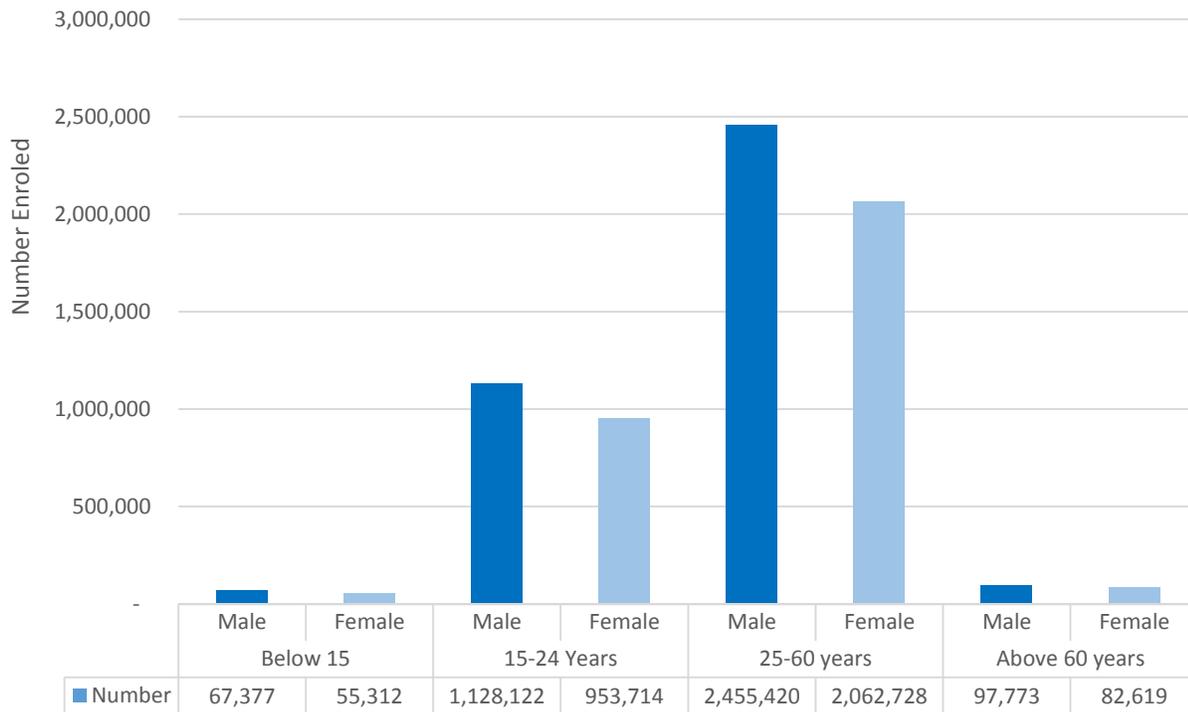


Chart 6.3 Adults enrolled in IFAE by Age and Sex, 2008 E.C. (2015/16)

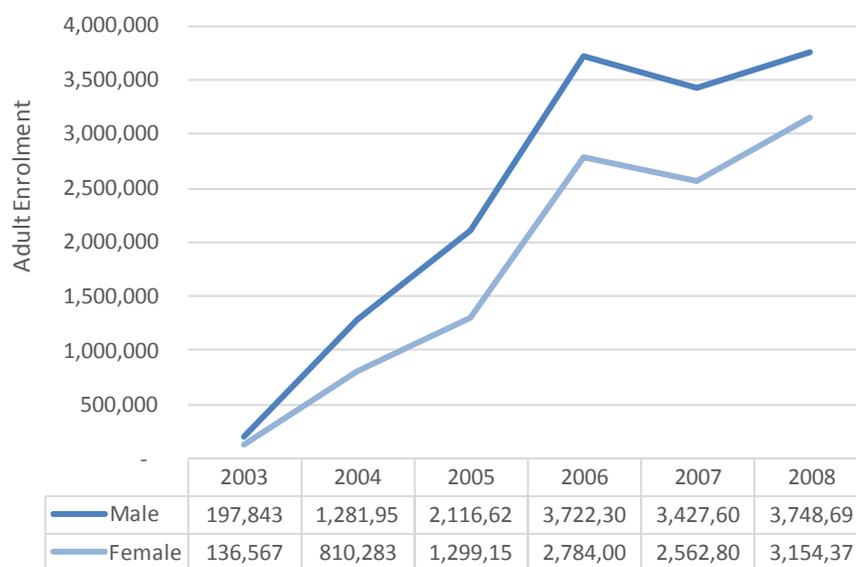


The trend IFAE enrolment starting from 2008 E.C. on wards shows increment up to 2006 E.C. but 2007 E.C. it shows slightly decrease. Again 2008 E.C., the number of adult participants rises up by a few numbers. In all years (2003 E.C. to 2008 E.C.) the number of adult male participants is more than the number of adult female participants.

Table 6.2 Adult Enrolment Trend in IFAE Program by Region and Sex 2008 E.C. (2015/16)

Year	Gender	Tigray	Afar	Amhara	Oromiya	Somali	Ben. Gumz	SNNP	Gambella	Harari	Addis Ababa	Dire dewa	National
2003EC (2010/11)	M	20	227	1,133	175,045	2,265	1,200	11,451	193	-	6,309	-	197,843
	F	57	110	511	110,679	2,362	1,148	7,734	188	-	13,778	-	136,567
	T	77	337	1,644	285,724	4,627	2,348	19,185	381	-	20,087	-	334,410
2004EC (2011/12)	M	54,192	1,460	168,219	814,415	3,191	226,348	2,609	8,510	-	3,007	-	1,281,951
	F	39,588	1,742	56,432	526,233	2,341	165,527	2,339	14,780	-	1,301	-	810,283
	T	93,780	3,202	224,651	1,340,648	5,532	391,875	4,948	23,290	-	4,308	-	2,092,234
2005EC (2012/13)	M	95,942	8,663	741,755	883,183	18,017	11,580	340,146	1,616	-	6,780	8,938	2,116,620
	F	78,030	5,868	304,868	559,734	28,925	9,117	292,315	1,728	-	12,751	5,856	1,299,156
	T	173,972	14,531	1,046,623	1,442,917	46,942	20,697	632,461	3,344	-	19,495	14,794	3,415,776
2006EC (2013/14)	M	143,251	13,872	1,575,365	1,324,858	94,521	13,845	518,640	568	9,132	17,968	10,286	3,722,306
	F	132,966	9,554	944,633	962,724	149,416	14,273	524,117	979	6,652	31,304	7,386	2,784,004
	T	276,217	23,426	2,519,998	2,287,582	243,937	28,118	1,042,757	1,547	15,784	49,272	17,672	6,506,310
2007EC (2014/15)	M	234,672	17,976	1,619,239	920,262	4,923	32,283	572,611	270	8,395	8,828	8,145	3,427,604
	F	270,085	13,290	983,657	654,562	7,288	31,844	569,336	627	4,211	22,453	5,452	2,562,805
	T	504,757	31,266	2,602,896	1,574,824	12,211	64,127	1,141,947	897	12,606	31,281	13,597	5,990,409
2008EC (2015/16)	M	241,080	10,054	1,670,499	1,054,735	4,779	35,196	706,820	857	8,939	7,387	8,346	3,748,692
	F	264,399	8,754	1,276,490	795,589	6,420	33,578	736,624	674	6,012	19,990	5,843	3,154,373
	T	505,479	18,808	2,946,989	1,850,324	11,199	68,774	1,443,444	1,531	14,951	27,377	14,189	6,903,065

Chart 6.4 National Adult Enrolment Trend



6.4 Graduates in IFAE Programs

After completing the two years IFAE, those adults who have met the program criteria graduate from the IFAE program. In 2008 E.C. over 1 million adults graduated from the program. As there were 1.9 million adults in

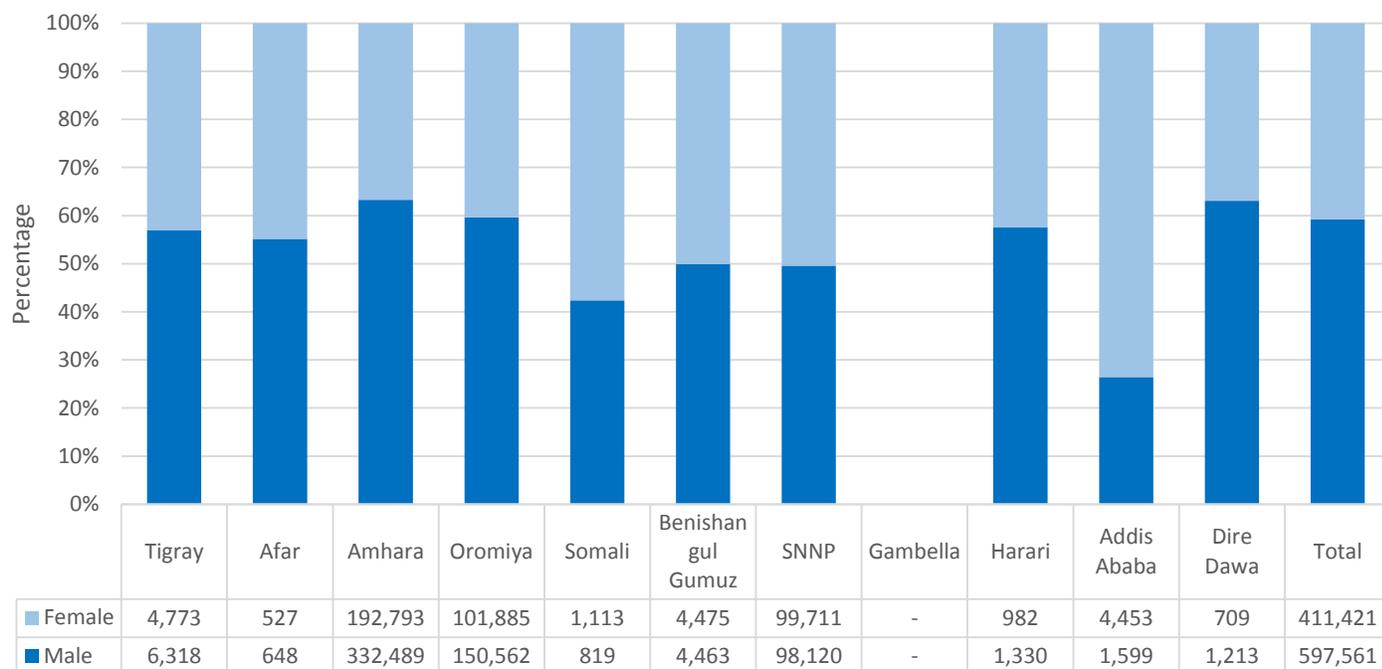
level 2 of the program in 2007 E.C. it would appear that many of the adults who start the program do not complete the course. Proportionally more males graduate compared to females nationally (59.2% male and 40.8% female graduates).

Table 6.3 Graduates from IFAE Programs, 2008 E.C. (2015/16)

Region	Male	Female	Total
Tigray	6,318	4,773	11,091
Afar	648	527	1,175
Amhara	332,489	192,793	525,282
Oromiya	150,562	101,885	252,447
Somali	819	1,113	1,932
Benishangul Gumuz	4,463	4,475	8,938
SNNP	98,120	99,711	197,831
Gambella	-	-	-
Harari	1,330	982	2,312
Addis Ababa	1,599	4,453	6,052
Dire Dawa	1,213	709	1,922
Total	597,561	411,421	1,008,982

Note: Data for Gambella was not available

Chart 6.5 Graduates in IFAE Programs, 2008 E.C. (2015/16)



Note: No data was available for Gambella

6.5 IFAE Centers

There are 86,400 IFAE centers across the country, from which 28% are found in regular school compounds and the rest are located in various premises as listed in Table 6.4 below.

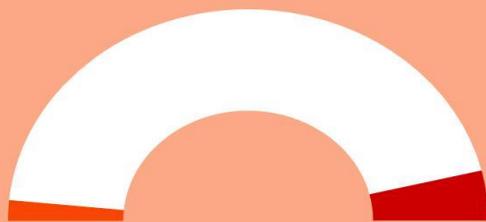
Table 6.4 Adults' Learning Centers (IFAE Centers) by Region and Type 2008 E.C. (2015/16)

Region	ABE Centre	Edre (Community) Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Other	Total
Tigray	193	6	469	91	9	945	243	1,956
Afar	137	1	3	3	2	131	9	286
Amhara	1,872	1,211	4,932	1,256	178	12,007	7,634	29,090
Oromiya	1,271	2,260	2,774	1,109	294	5,292	6,284	19,284
Somali	179	2	29	1	4	73	110	398
Benishangul Gumuz	318	22	18	82	8	206	50	704
SNNP	1,163	1,734	2,010	1,442	437	4,754	21,720	33,260
Gambella	17	-	1	53	-	1	3	75
Harari	4	24	46	5	1	60	126	266
Addis Ababa	51	62	126	5	3	278	112	637
Dire Dawa	14	12	37	44	7	160	170	444
Total	5,219	5,334	10,445	4,091	943	23,907	36,461	86,400

Special Needs Education

2008 E.C. 2015/16

Enrolment



■ Preprimary (3.15%) ■ Primary (89.30%) ■ Secondary (7.56%)

There are 251,054 children with disabilities enrolled in general education, 89% are in primary grades

Gender Split

56%



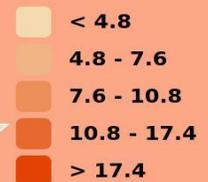
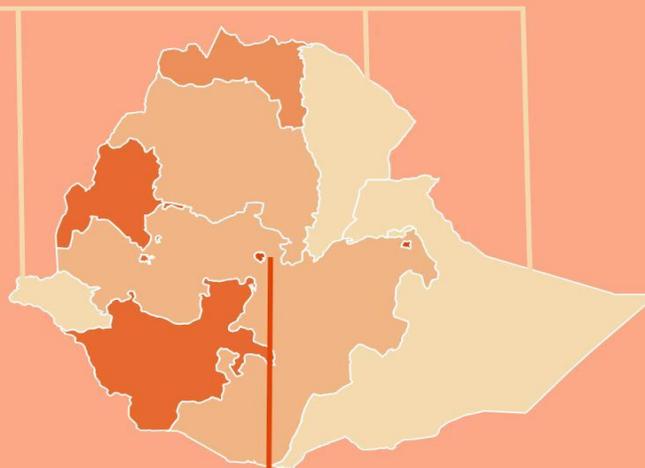
44%



There are more boys with special needs attending primary school than girls

Primary SNE Gross Enrolment Ratio

Somali, Afar and Gambella have a Primary SNE GER of 0%



Addis Ababa has the highest Primary SNE GER of 35%

Ministry of Education, Ethiopia

7. Special Needs Education

7.1 Introduction

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

It also gives emphasis on groups of learners at risk of marginalization, exclusion or underachievement. The educational environment must be adjusted to meet the needs of all learners (UNESCO, 2005). That means, Inclusive Education is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the school and its system including the attitude of the school community, the teaching style or instructional adaptation, educational provisions, curriculum modification and physical adaptation of the school environment to cater for all children with diverse backgrounds and abilities (MoE, 2012).

Access to education is a human right recognized in Principle of Universal Primary Education (UPE), Education for All (EFA) 2015 goals, and UN Conventions on the Rights of Persons with Disabilities (CRPD) that Ethiopia ratified. The Education and Training Policy (1994) and the Special Needs/Inclusive Education Strategy/ of the MoE also clearly stipulate the rights of students with special needs to participate at all education levels. The MoE's commitment to inclusive education is clearly stated in the ESDP V document and there are specific plans that target the increasing enrolment of SNE students into the Ethiopian education system. In the 2008 school census new categories were introduced into the SNE section and updated categories are shown in the following tables, for the detailed categories please see the excel annex that relates to this section.

The following analysis shows the current educational situation of students with different disabilities. It deals with three major points; enrolment of children with special educational needs (SEN) at all levels of education, the number of trained teachers in SNE inclusive education and the institutional capacity of schools in addressing the academic and social needs of children with SEN. When interpreting this data it should be noted that the understanding of disability and special needs within the education system is an evolving area and it is likely that some children with special needs have not been recorded in the data or have been miss recorded under an incorrect disability category. Gross Enrolment Ratios have been calculated for each sector, the population figures for this calculation have been based on the same assumption used in ESDP V that 15% of the population would be classed as having special needs based on a World Health Organization estimate. In the 2008 school census new categories were introduced into the SNE section and updated categories have been introduced in line with classifications of disability used internationally. These new categories are shown in the following tables.

7.2 Enrolment of Pre-Primary students with Disabilities

Pre-primary education is essential for all children particularly for students with disabilities. In pre-primary education they learn different skills which are important for their primary education and future life such as brail reading and writing, reading and mobility for blind students, sign language for deaf and different life skills for students with intellectual disability. They of course learn the other important aspects of preprimary education, including social skills, communication skills, cognitive skills and motor skills, skills which all children attending preprimary education acquire.

Table 7.1 National Enrolment of students with Disabilities Preprimary in 2008 E.C. (2015/16)

Region	Physical Disability		Intellectual Disability		Communication Difficulty		Behavioural and Social Problem		Learning Difficulty		Visional Impairment		Hearing Impairment		Autism		Multiple Disability		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Tigray	3	1	3	3	-	-	4	-	1	-	-	-	-	-	-	-	1	-	12	4	16
Afar	2	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	4
Amhara	15	16	36	27	22	6	19	15	58	45	15	4	7	6	1	-	4	6	177	125	302
Oromiya	85	59	118	90	60	36	38	26	60	46	54	46	55	38	1	1	76	82	547	424	971
Somali	4	-	1	5	34	31	3	-	-	9	9	4	8	4	1	-	34	23	94	76	170
Benishangul	2	-	3	2	1	1	1	-	-	-	1	1	2	2	-	-	-	-	10	6	16
SNNP	199	139	184	124	137	119	61	42	87	73	271	208	169	109	11	12	17	10	1,136	836	1,972
Gambella	1	-	-	-	-	-	-	-	1	-	-	-	2	-	-	-	-	-	4	-	4
Harari	2	3	4	9	6	2	8	-	17	17	2	1	-	2	-	-	13	10	52	44	96
Addis Ababa	199	140	258	217	304	167	431	217	868	630	221	184	97	74	45	20	83	71	2,506	1,720	4,226
Dire Dawa	10	15	6	5	11	10	2	2	11	7	6	6	7	3	6	3	7	5	66	56	122
Total	522	374	613	483	575	372	567	302	1,103	827	579	454	347	238	65	36	235	207	4,606	3,293	7,899

As table 7.1 shows, the participation of students with SEN attending preprimary grades is 7,899. SNNP and Addis Ababa have the highest number of SEN students in preprimary grades and there are more boys attending than girls, with a GPI of 0.71. This GPI is much lower than the total preprimary GPI of 0.95. The recorded data shows that the most common disability amongst preprimary students is that students have learning difficulties, with 24% of students being categorized with such disabilities.

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

Table 7.2 Gross Enrolment Rate for Kindergarten SNE, 2008 E.C. (2015/16)

Region	Population with SNE age 4-6			Number of students with SNE			GER		
	male	female	total	male	female	total	male	female	total
Tigray	29,431	28,603	58,034	12	4	16	0.0%	0.0%	0.0%
Afar	10,239	9,693	19,931	2	2	4	0.0%	0.0%	0.0%
Amhara	129,313	125,025	254,338	177	125	302	0.1%	0.1%	0.1%
Oromiya	228,266	223,900	452,166	547	424	971	0.2%	0.2%	0.2%
Somali	38,025	37,190	75,215	94	76	170	0.2%	0.2%	0.2%
Benishangul Gumuz	6,475	6,254	12,729	10	6	16	0.2%	0.1%	0.1%
SNNP	117,821	115,541	233,362	1136	836	1972	1.0%	0.7%	0.8%
Gambella	2,299	2,236	4,535	4	0	4	0.2%	0.0%	0.1%
Harari	1,221	1,167	2,388	52	44	96	4.3%	3.8%	4.0%
Addis Ababa	13,445	13,405	26,851	2506	1720	4226	18.6%	12.8%	15.7%
Dire Dawa	2,986	2,780	5,766	66	56	122	2.2%	2.0%	2.1%
Total	579,521	565,793	1,145,313	4606	3293	7899	0.8%	0.6%	0.7%

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

7.3 Enrolment of Primary students with Disabilities

According to the data collected and shown in the following tables, the total number of students with special education needs who are attending primary schools is 224,186 in 2008 E.C (2015/16). In first cycle (Grades 1-4) the number of SEN students is 156,903 and in the upper primary level (Grades 5-8) is 67,283. It can be seen that there is a large decrease in the number of SEN students between the first cycle and second cycle, this indicates that many SEN students are not progressing through the education system and there is a high dropout and repetition rate within this group of students. These figures are much higher than the 2007 E.C. reported figures, in which there were only 72,110 reported SNE students. This shows that the understanding reporting of students with special needs is improving and the improvements made to the questionnaire have resulted in more complete responses. There have also been new categories introduced this year which will also increase the total number; these include learning difficulties, behavioral difficulties and communication difficulties. If you only look at the categories that were collected in 2007 E.C. and 2008 E.C. (physical, mental, vision and hearing) then it can be observed that there has still been an increase, with the total primary students with SNE at 123,301 for 2008 E.C. compared to 72,100 to 2007 E.C.

Similarly to kindergarten the most prevalent disability reported is in learning difficulties, with 27% of those with disabilities falling into this category in Grades 1-4 and 20% in Grades 5-8. Under reporting remains a large problem in Ethio-Somali, Afar and Gambella where the reported figures are proportionally very small compared to other regions.

Table 7.3 Enrolment of Children with Special Education Needs in Primary Education, Grades 1-4, 2008 E.C. (2015/16)

Region	Physical Disability		Intellectual Disability		Communication Difficulty		Behavioural and Social Problem		Learning Difficulty		Visual Impairment		Hearing Impairment		Autism		Multiple Disability		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Tigray	655	391	1,611	1,139	921	710	639	441	781	598	649	569	649	530	3	5	65	41	5,973	4,424	10,397
Afar	1	-	2	1	11	17	-	-	83	82	-	2	1	2	-	-	-	-	98	104	202
Amhara	1,073	781	3,158	2,353	1,456	1,018	1,444	953	3,349	2,840	1,770	1,362	2,120	1,792	28	33	382	352	14,780	11,484	26,264
Oromiya	3,550	2,313	4,644	2,918	2,350	1,260	2,398	1,700	6,840	6,229	3,906	2,926	5,194	3,771	215	191	1,660	1,470	30,757	22,778	53,535
Somali	1	1	-	-	1	-	-	-	-	-	7	8	1	-	-	-	1	-	11	9	20
Benishangul Gumuz	310	183	217	144	67	51	144	194	144	122	186	142	232	211	2	-	126	122	1,428	1,169	2,597
SNNP	2,258	1,668	2,193	1,680	2,235	1,897	3,439	3,008	8,698	7,910	4,066	3,486	3,500	2,943	51	35	1,336	1,227	27,776	23,854	51,630
Gambella	3	-	1	-	-	-	-	-	-	-	-	6	4	2	-	-	-	-	8	8	16
Harari	51	33	74	39	32	10	55	32	89	79	77	97	68	63	7	6	27	23	480	382	862
Addis Ababa	238	200	398	301	319	271	1,086	661	2,124	1,919	1,007	1,277	421	436	39	14	180	185	5,812	5,264	11,076
Dire Dawa	31	23	51	30	16	5	6	7	15	10	15	28	36	21	-	-	7	3	177	127	304
Total	8,171	5,593	12,349	8,605	7,408	5,239	9,211	6,996	22,123	19,789	11,683	9,903	12,226	9,771	345	284	3,784	3,423	87,300	69,603	156,903

Table 7.4 Enrolments of Children with Special Education Needs in Primary Education, Grades 5-8, 2008 E.C. (2015/16)

Region	Physical Disability		Intellectual Disability		Communication Difficulty		Behavioural and Social Problem		Learning Difficulty		Visual Impairment		Hearing Impairment		Autism		Multiple Disability		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Tigray	466	290	439	328	254	187	422	301	332	293	535	463	422	378	4	-	11	2	2,885	2,242	5,127
Afar	1	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	2	1	3
Amhara	474	372	526	419	615	424	1,082	624	1,019	928	1,008	763	558	483	7	2	90	65	5,379	4,080	9,459
Oromiya	1,776	1,110	1,353	756	871	405	1,149	688	2,016	1,924	1,965	1,437	1,821	1,318	68	41	517	448	11,536	8,127	19,663
Somali	-	-	-	-	-	-	-	-	-	-	5	6	-	-	-	-	-	-	5	6	11
Benishangul Gumuz	131	90	64	33	28	14	39	28	22	13	133	90	148	62	-	2	19	23	584	355	939
SNNP	1,130	900	884	644	1,492	1,199	2,136	1,690	2,437	2,282	2,506	1,934	1,478	2,297	25	20	319	286	12,407	11,252	23,659
Gambella	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harari	12	5	30	8	53	21	33	44	94	80	70	59	28	27	3	-	24	15	347	259	606
Addis Ababa	189	143	134	108	214	136	1,246	713	897	826	999	1,343	275	324	26	15	68	50	4,048	3,658	7,706
Dire Dawa	14	8	9	7	3	1	2	-	-	-	10	15	28	13	-	-	-	-	66	44	110
Total	4,193	2,918	3,439	2,303	3,530	2,387	6,109	4,088	6,817	6,346	7,231	6,110	4,759	4,903	133	80	1,048	889	37,259	30,024	67,283

Table 7.5 Enrolments of Children with Special Education Needs in Primary Education, Grades 1-8, 2008 E.C. (2015/16)

Region	Physical Disability		Intellectual Disability		Communication Difficulty		Behavioural and Social Problem		Learning Difficulty		Visual Impairment		Hearing Impairment		Autism		Multiple Disability		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Tigray	1,121	681	2,050	1,467	1,175	897	1,061	742	1,113	891	1,184	1,032	1,071	908	7	5	76	43	8,858	6,666	15,524
Afar	2	-	2	1	11	17	-	-	83	82	-	2	2	3	-	-	-	-	100	105	205
Amhara	1,547	1,153	3,684	2,772	2,071	1,442	2,526	1,577	4,368	3,768	2,778	2,125	2,678	2,275	35	35	472	417	20,159	15,564	35,723
Oromiya	5,326	3,423	5,997	3,674	3,221	1,665	3,547	2,388	8,856	8,153	5,871	4,363	7,015	5,089	283	232	2,177	1,918	42,293	30,905	73,198
Somali	1	1	-	-	1	-	-	-	-	-	12	14	1	-	-	-	1	-	16	15	31
Benishangul Gumuz	441	273	281	177	95	65	183	222	166	135	319	232	380	273	2	2	145	145	2,012	1,524	3,536
SNNP	3,388	2,568	3,077	2,324	3,727	3,096	5,575	4,698	11,135	10,192	6,572	5,420	4,978	5,240	76	55	1,655	1,513	40,183	35,106	75,289
Gambella	3	-	1	-	-	-	-	-	-	-	-	6	4	2	-	-	-	-	8	8	16
Harari	63	38	104	47	85	31	88	76	183	159	147	156	96	90	10	6	51	38	827	641	1,468
Addis Ababa	427	343	532	409	533	407	2,332	1,374	3,021	2,745	2,006	2,620	696	760	65	29	248	235	9,860	8,922	18,782
Dire Dawa	45	31	60	37	19	6	8	7	15	10	25	43	64	34	-	-	7	3	243	171	414
Total	12,364	8,511	15,788	10,908	10,938	7,626	15,320	11,084	28,940	26,135	18,914	16,013	16,985	14,674	478	364	4,832	4,312	124,559	99,627	224,186

ESDP V has a key performance indicator of Gross Enrolment Rate by 2008 E.C. that the primary GER for SNE students would be 18%. As can be seen in Table 7.6, the calculated GER for 2008 E.C. is 8%, which is much lower than the target and it needs improvement in the reporting of special needs data and improvements in the population estimates for those with special needs.

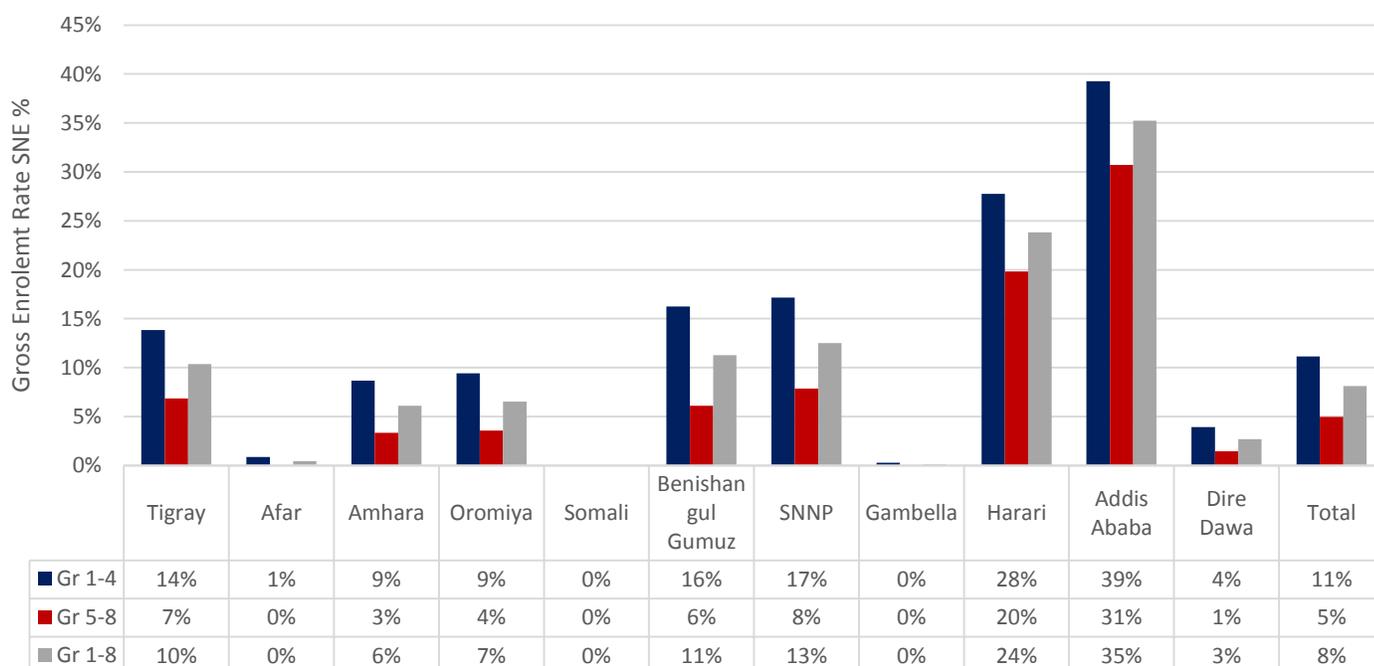
Table 7.6 Gross Enrolment Rate for Primary grades for Students with Disability 2008 E.C. (2015/16)

Region	GER Grades 1-4			GER Grades 5-8			GER Grades 1-8		
	male	female	total	male	female	total	male	female	total
Tigray	16%	12%	14%	8%	6%	7%	12%	9%	10%
Afar	1%	1%	1%	0%	0%	0%	0%	1%	0%
Amhara	10%	8%	9%	4%	3%	3%	7%	5%	6%
Oromiya	11%	8%	9%	4%	3%	4%	7%	6%	7%
Somali	0%	0%	0%	0%	0%	0%	0%	0%	0%
Benishangul Gumuz	18%	15%	16%	7%	5%	6%	13%	10%	11%
SNNP	18%	16%	17%	8%	8%	8%	13%	12%	13%
Gambella	0%	0%	0%	0%	0%	0%	0%	0%	0%
Harari	30%	25%	28%	22%	17%	20%	26%	21%	24%
Addis Ababa	42%	37%	39%	33%	29%	31%	37%	33%	35%
Dire Dawa	4%	3%	4%	2%	1%	1%	3%	2%	3%
Total	12%	10%	11%	5%	5%	5%	9%	7%	8%

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

Chart 7.1 shows the wide regional variations that currently exist within Ethiopia in relation to SNE GER. Addis Ababa has the highest GER for both primary cycles, at 39% for grades 1-4 and 31% for Grades 5-8. The GER for grades 1-4 is higher in every region than for grades 5-8, reinforcing the fact that it is harder for SNE students to progress through the education system.

Chart 7.1 Gross Enrolment Rate for SNE Students in Primary Education, 2008 E.C. (2015/16)



7.4 Enrolment of Secondary students with Disabilities

Table 7.7 Enrolment of Students with Special Education Needs in Secondary Education 2008 E.C. (2015/16)

Region	Physical Disability		Intellectual Disability		Communication Difficulty		Behavioural and Social Problem		Learning Difficulty		Visional Impairment		Hearing Impairment		Autism		Multiple Disability		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Tigray	191	153	85	56	117	97	312	184	34	37	188	193	94	76	-	-	-	-	1,021	796	1,817
Afar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Amhara	497	352	96	58	136	59	558	203	348	413	590	397	207	172	2	2	18	10	2,452	1,666	4,118
Oromiya	700	465	203	112	189	82	218	84	189	172	661	407	327	219	30	10	45	24	2,562	1,575	4,137
Somali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benishangul Gumuz	66	31	16	11	14	3	8	3	5	-	82	31	39	14	3	-	3	3	236	96	332
SNNP	613	473	251	189	312	242	635	509	421	432	1,007	671	398	315	7	7	49	31	3,693	2,869	6,562
Gambella	1	1	35	-	-	1	-	-	3	3	1	1	8	2	-	-	1	7	49	15	64
Harari	2	6	-	-	1	-	12	6	-	-	3	2	-	1	-	-	1	-	19	15	34
Addis Ababa	71	58	23	11	65	69	364	188	165	179	182	200	137	118	2	-	14	12	1,023	835	1,858
Dire Dawa	10	10	2	2	1	1	-	-	-	-	3	4	11	3	-	-	-	-	27	20	47
Total	2,151	1,549	711	439	835	554	2,107	1,177	1,165	1,236	2,717	1,906	1,221	920	44	19	131	87	11,082	7,887	18,969

A total of 18,969 students with SEN are currently attending secondary school. Out of the total number of students with SEN 7,887 are females and 11,082 are males. This indicates there are fewer females with SEN in secondary education. The number of children with special education needs who are currently attending schools is expected to exceed this figure as there is a lack of available data from some regions on students with SEN, such as Ethio-Somali and Afar. The most common disability reported is visual impairment, with 24% of SNE students at secondary level having this disability.

ESDP V has a key performance indicator of Gross Enrolment Rate that by 2008 E.C. the secondary GER for SNE students would be 15%. As can be seen in table 7.8 the calculated GER for 2008 E.C. is 1.5%. This is much lower than the target and there needs to be improvement in the reporting of special needs information and improvements in the population estimates for those with special needs. Addis Ababa has the highest GER at 6.6% for all secondary grades. Under reporting is having a large impact on the calculated figures for secondary SNE students.

Table 7.8 Gross Enrolment Rate for Secondary Grades for Students with Disability, 2008 E.C. (2015/16)

Region	Population with SNE age 15-18			Number of students with SNE			GER		
	male	female	total	male	female	total	male	female	total
Tigray	35,494	34,809	70,304	1,021	796	1,817	2.9%	2.3%	2.6%
Afar	12,974	10,020	22,994	-	-	-	0.0%	0.0%	0.0%
Amhara	136,703	133,442	270,146	2,452	1,666	4,118	1.8%	1.2%	1.5%
Oromiya	247,568	243,674	491,241	2,562	1,575	4,137	1.0%	0.6%	0.8%
Somali	38,903	29,822	68,726	-	-	-	0.0%	0.0%	0.0%
Benishangul Gumuz	7,182	7,034	14,216	236	96	332	3.3%	1.4%	2.3%
SNNP	134,572	133,458	268,030	3,693	2,869	6,562	2.7%	2.1%	2.4%
Gambella	2,910	2,635	5,545	49	15	64	1.7%	0.6%	1.2%
Harari	1,489	1,500	2,988	19	15	34	1.3%	1.0%	1.1%
Addis Ababa	13,073	15,271	28,344	1,023	835	1,858	7.8%	5.5%	6.6%
Dire Dawa	4,098	3,824	7,923	27	20	47	0.7%	0.5%	0.6%
Total	634,967	615,489	1,250,456	11,082	7,887	18,969	1.7%	1.3%	1.5%

7.5 Number of teachers with training in SNE

Table 7.9 Number of Teachers with SNE training by Program and Sex 2008 E.C. (2015/16)

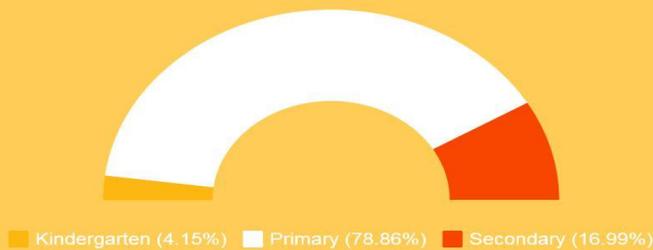
Region	Primary					Secondary				
	Number of teachers with SNE training			Total Number of teachers	Proportion who have attended training	Number of teachers with SNE Training			Total Number of teachers	Proportion who have attended training
	male	female	Total			male	female	Total		
Tigray	398	335	733	29,442	2%	500	97	597	7,150	8%
Afar	1,734	602	2,336	3,308	71%	31	1	32	190	17%
Amhara	30,256	26,637	56,893	117,324	48%	16,588	4,867	21,455	24,208	89%
Oromiya	15,817	10,761	26,578	135,516	20%	15,658	2,659	18,317	29,663	62%
Somali	-	-	-	7,722	0%	6	1	7	980	1%
Benishangul Gumuz	600	240	840	5,949	14%	567	59	626	1,226	51%
SNNP	2,914	1,429	4,343	88,251	5%	12,599	2,382	14,981	18,468	81%
Gambella	93	49	142	2,699	5%	413	34	447	815	55%
Harari	306	170	476	1,695	28%	214	52	266	393	68%
Addis Ababa	1,060	1,044	2,104	17,849	12%	1,152	198	1,350	7,784	17%
Dire Dawa	63	32	95	2,181	4%	154	29	183	591	31%
Total	53,241	41,299	94,540	411,936	23%	47,882	10,379	58,261	91,468	64%

Table 7.9 shows that 23% of primary school teachers and 64% of secondary school teachers have received some form of special needs training. These are teachers who have attended a training course in special needs. The number of teachers with a degree qualification in special needs is considerably low. Regionally there is a large variation, with 71% of primary school teachers in Afar having received training and only 2% of primary teachers in Tigray having received training. As the collected data indicates, nationally the number of male SNE trained teachers is higher than female SNE trained teachers.

Teachers in General Education

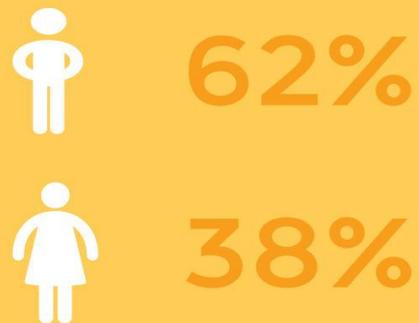
2008 E.C. 2015/16

Distribution



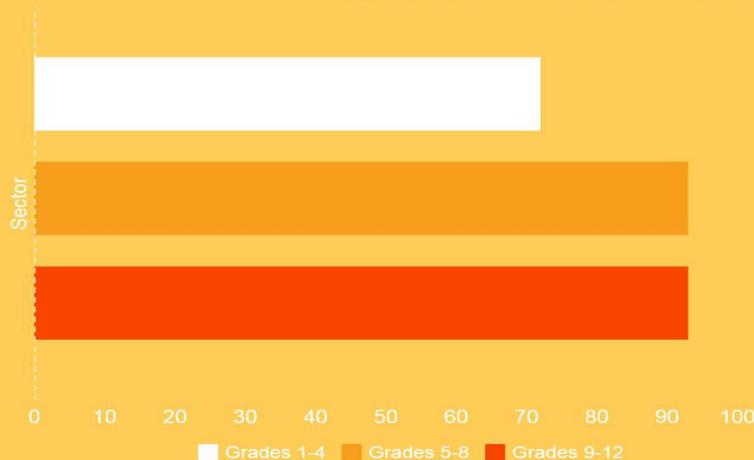
There are 538,662 teachers in general education, 79% teach in primary grades

Gender Split



62% of teachers in General Education are male

Qualified Teachers



72% of teachers in Grades 1-4 are appropriately qualified

93% of teachers in Grades 5-8 and Grades 9-12 are appropriately qualified

Ministry of Education, Ethiopia

8. Teachers in General Education

8.1 Introduction

Analysis of the teaching population of Ethiopia was undertaken both a regional and national level focusing on the split between government and nongovernment schools, the qualification distribution of teachers and the number of teachers that have left the profession in 2008 E.C.

ESDP V aims to transform teaching into a profession of choice and to ensure that teachers are of high qualities that are appropriately qualified.

8.2 Distribution of Teachers

There are 538,662 teachers in kindergarten, primary and secondary schools across Ethiopia, with 79% of the teaching staff working in primary schools. Across all sectors the majority of teachers are male at 62% of the teaching staff; however in kindergarten schools this is reversed with 92% of teachers being female. Oromiya, Amhara and SNNPR have the greatest number of teachers, with the majority working in primary schools. Addis Ababa has the highest proportion of kindergarten teachers, with 25% of all teaching staff in the region working in this grade level. Across all regions except Afar the proportion of teachers in secondary schools stays fairly constant, with between 16%-20% of the teaching population working in the secondary schools. In Afar only 5% of teachers work in secondary schools. This low figure might be due to under reporting of teachers in this region. Chart 7.2 shows the regional distribution of teachers. Oromiya and Amhara have the largest number of teachers compared to other regions, of course their corresponding population size are also the top two in the country.

Table 8.1 Number of Teachers in KG, Primary and Secondary by Region, 2008 E.C. (2015/16)

Region	Kindergarten			Primary			Secondary			Total		
	M	F	total	M	F	Total	M	F	Total	M	F	Total
Tigray	28	772	800	16,255	15,015	31,270	5,662	1,489	7,151	21,945	17,276	39,221
Afar	3	19	22	2,728	952	3,680	172	19	191	2,903	990	3,893
Amhara	59	1,604	1,663	63,705	53,850	117,555	18,745	5,464	24,209	82,509	60,918	143,427
Oromiya	722	6,046	6,768	82,991	56,581	139,572	25,181	4,475	29,656	108,894	67,102	175,996
Somali	38	12	50	6,498	1,224	7,722	882	99	981	7,418	1,335	8,753
Benishangul Gumuz	2	34	36	4,239	1,818	6,057	1,083	144	1,227	5,324	1,996	7,320
SNNP	534	2,579	3,113	64,688	26,286	90,974	15,548	2,920	18,468	80,770	31,785	112,555
Gambella	48	67	115	2,068	643	2,711	755	62	817	2,871	772	3,643
Harari	30	202	232	980	763	1,743	320	73	393	1,330	1,038	2,368
Addis Ababa	187	9,308	9,495	11,002	10,051	21,053	6,490	1,294	7,784	17,679	20,653	38,332
Dire Dawa	59	281	340	1,374	849	2,223	516	75	591	1,949	1,205	3,154
Total	1,710	20,924	22,634	256,528	168,032	424,560	75,354	16,114	91,468	333,592	205,070	538,662

Chart 8.1 Number of Teachers by Sex and Level, 2008 E.C. (2015/16)

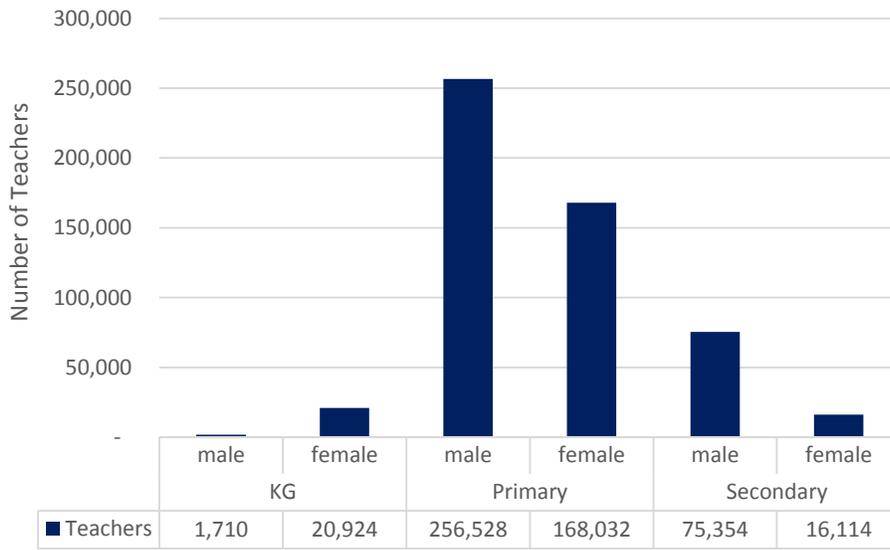


Chart 8.2 Number of Teachers by Region and Level, 2008 E.C. (2015/16)

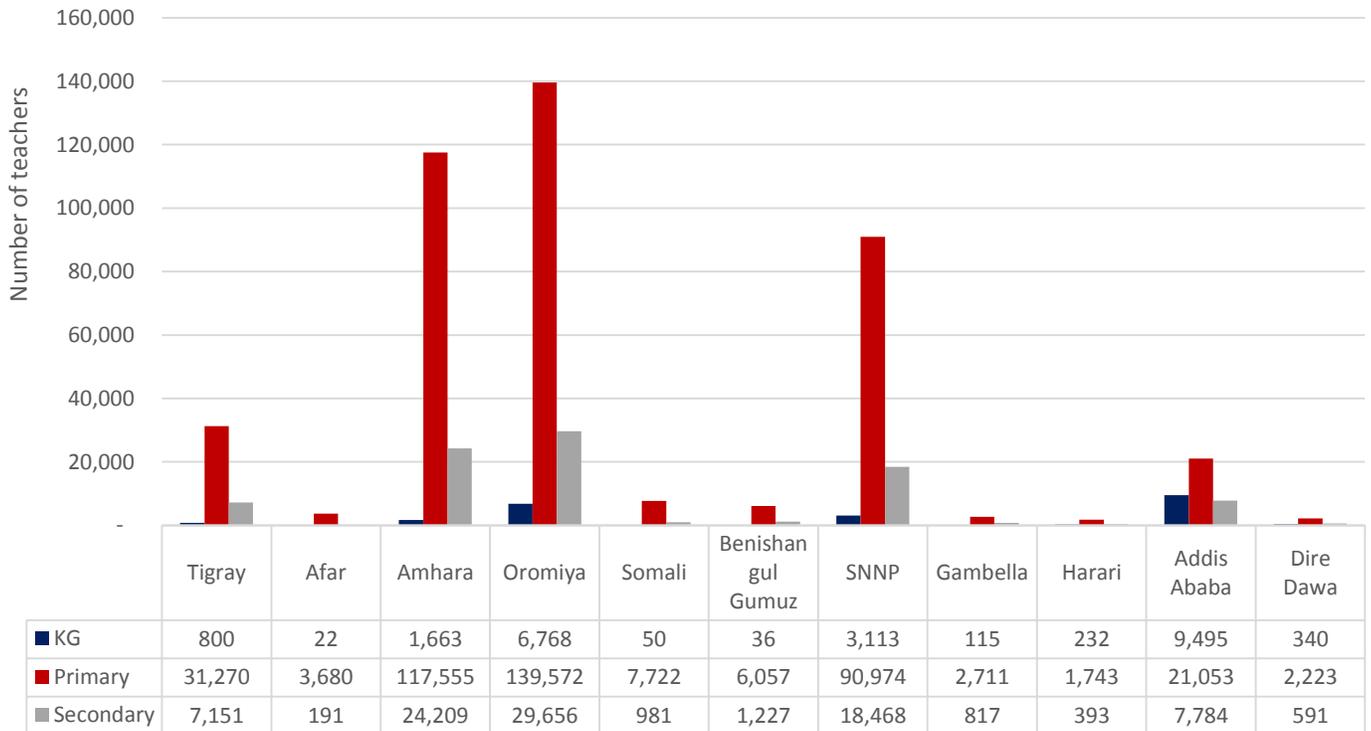


Table 8.2 shows the distribution of teachers between the different cycles within primary and secondary schools. It can be seen that the majority of teachers are in the first cycle of primary education, with 45% of teachers in this cycle. In every region there are more primary teachers in the first cycle of primary compared to second cycle.

Table 8.2 Number of Teachers by Cycle, 2008 E.C. (2015/16)

Region	Primary		Secondary	
	Grades 1-4	Grades 5-8	Grades 9-10	Grades 11-12
Tigray	16,987	14,283	5,543	1,607
Afar	2,099	1,581	120	70
Amhara	69,026	48,530	17,621	6,587
Oromiya	79,759	59,813	23,222	6,441
Somali	3,861	3,861	490	490
Benishangul Gumuz	3,604	2,453	963	263
SNNP	49,806	41,169	15,129	3,339
Gambella	1,395	1,316	638	177
Harari	974	769	306	87
Addis Ababa	10,978	10,075	4,947	2,837
Dire Dawa	1,268	955	437	154
Total	239,756	184,804	69,416	22,052

Note: Teachers were allocated to a cycle based on the number of lessons they taught in each cycle. Some teachers taught in both cycles and were allocated to a cycle based on where the majority of their lessons took place.

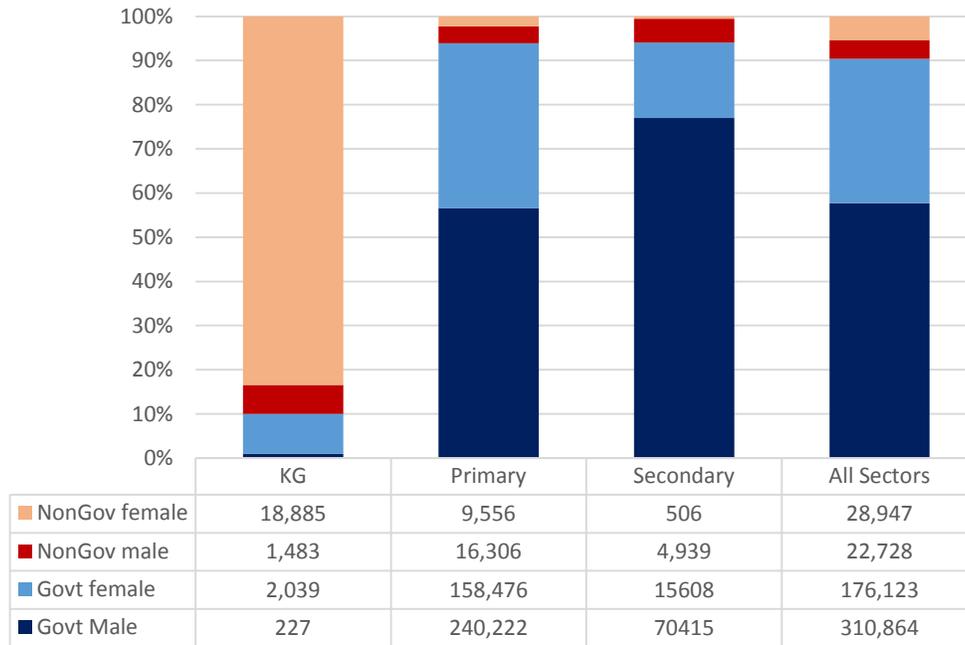
8.3 Distribution of Teachers in Government and Non-Government Schools

The majority of teachers in Ethiopia work in government run schools, with 486,987 teachers, or 90% of the teaching staff working in these institutions. At the kindergarten level the inverse is true, with 83% of teachers working in non-government institutions (see Chart 8.3). Table 8.3 shows the number of teachers split by government or non-government ownership.

Table 8.3 Number of Teachers in Government and Non-Government Schools, 2008 E.C. (2015/16)

Region	Government			NonGovernment		
	M	F	Total	M	F	Total
Tigray	21,006	16,121	37,127	939	1,155	2,094
Afar	2,804	949	3,753	99	41	140
Amhara	81,282	58,788	140,070	1,227	2,130	3,357
Oromiya	102,285	58,473	160,758	6,609	8,629	15,238
Somali	7,309	1,322	8,631	109	13	122
Benishangul Gumuz	5,253	1,935	7,188	71	61	132
SNNP	76,712	28,135	104,847	4,058	3,650	7,708
Gambella	2,701	651	3,352	170	121	291
Harari	1,021	710	1,731	309	328	637
Addis Ababa	8,984	8,255	17,239	8,695	12,398	21,093
Dire Dawa	1,507	784	2,291	442	421	863
Total	310,864	176,123	486,987	22,728	28,947	51,675

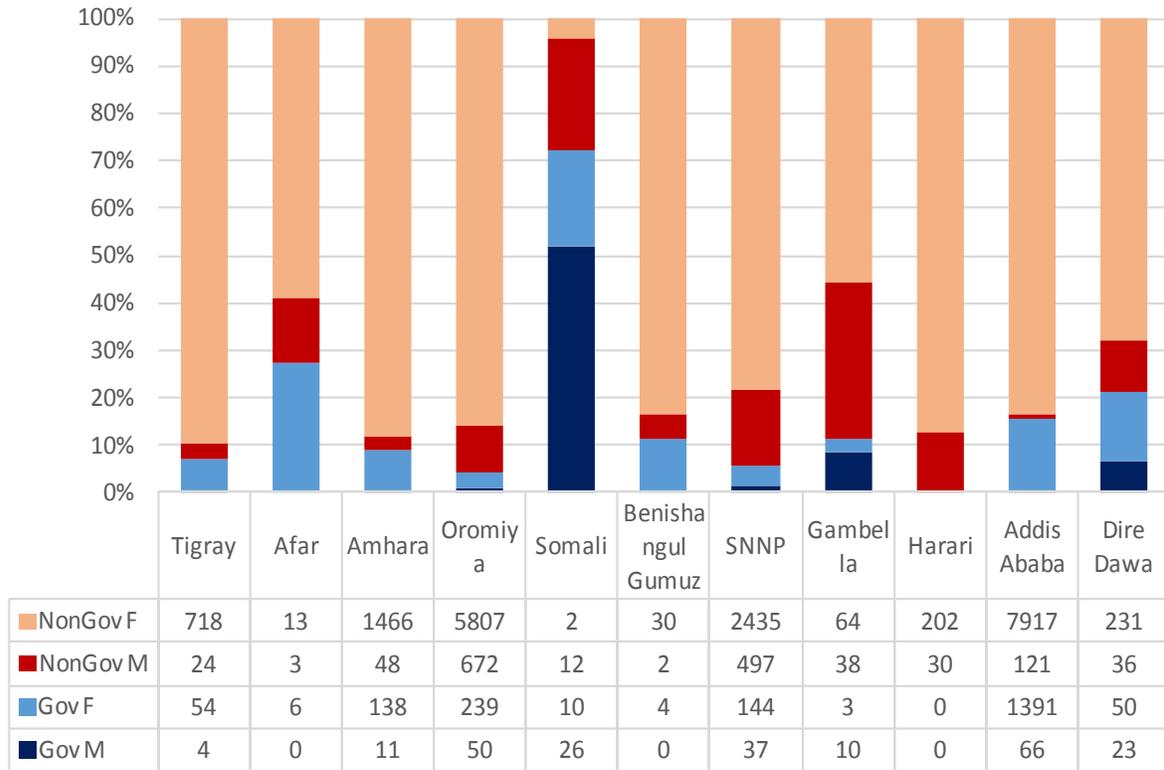
Chart 8.3 Teachers in Government and Non-government Schools, 2008 E.C. (2015/16)



8.3.1 Distribution of Teachers in Government and Non-government Kindergarten

Teachers in the kindergarten sector tend to be in non-government institutions, this is especially true in Addis Ababa where 85% of the teachers in this sector work. There are no government kindergarten teachers in Harari and the majority of teachers in Ethio-Somali kindergartens are government teachers in contrast to the proportion in the rest of the regions. Ethio-Somali also has a high proportion of male kindergarten teachers at 76%.

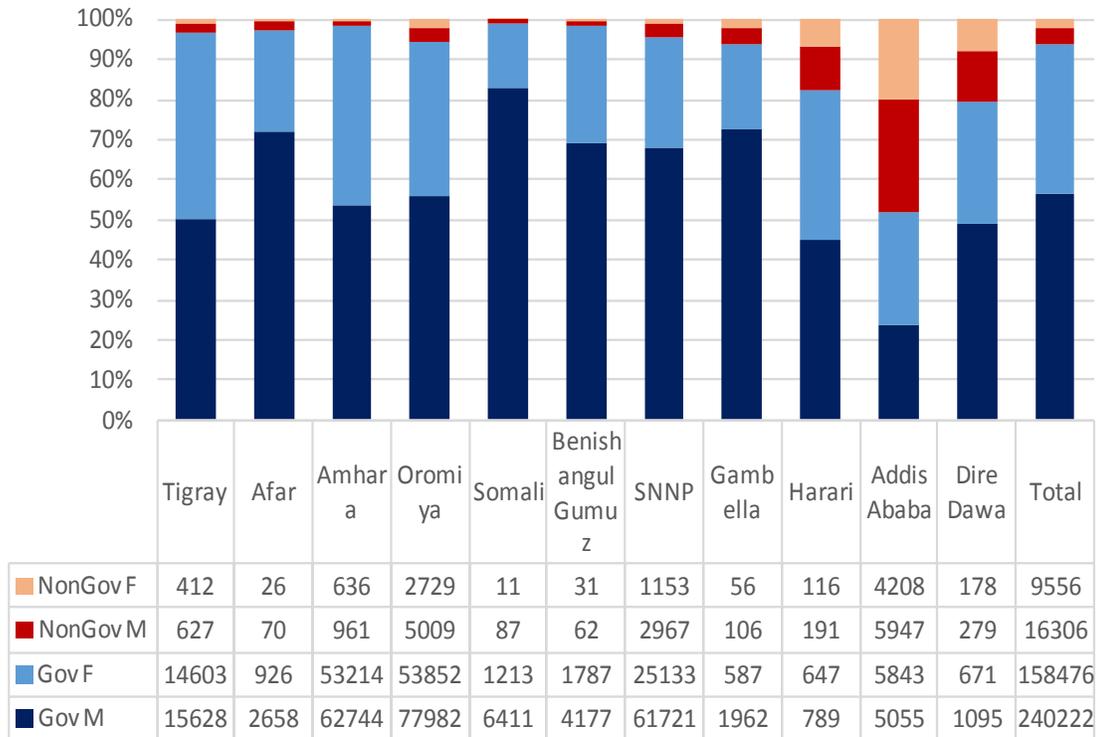
Chart 8.4 Proportional Shares of Kindergarten Teachers by Government and Nongovernment Schools, 2008 E.C. (2015/16)



8.3.2 Teachers’ Distribution in Government and Non-Government Primary Schools

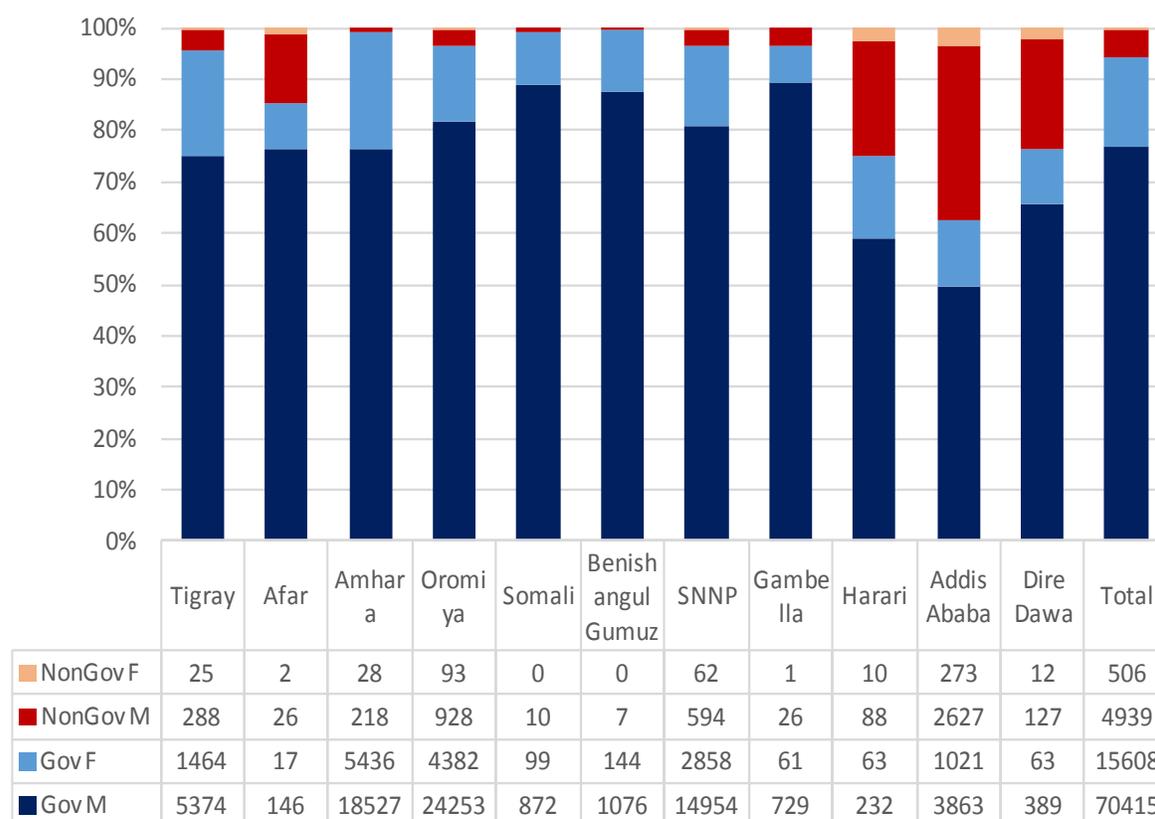
Teachers in primary schools tend to be in government institutions, with 94% of teachers working in government schools. This is especially true in Ethio-Somali, Amhara and Benishangul-Gumuz where 99% of teachers are in government run primary schools. Addis Ababa has a nearly equal split between government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

Chart 8.5 Proportional Shares of Primary Teachers by Government and Non-government Schools, 2008 E.C. (2015/16)



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

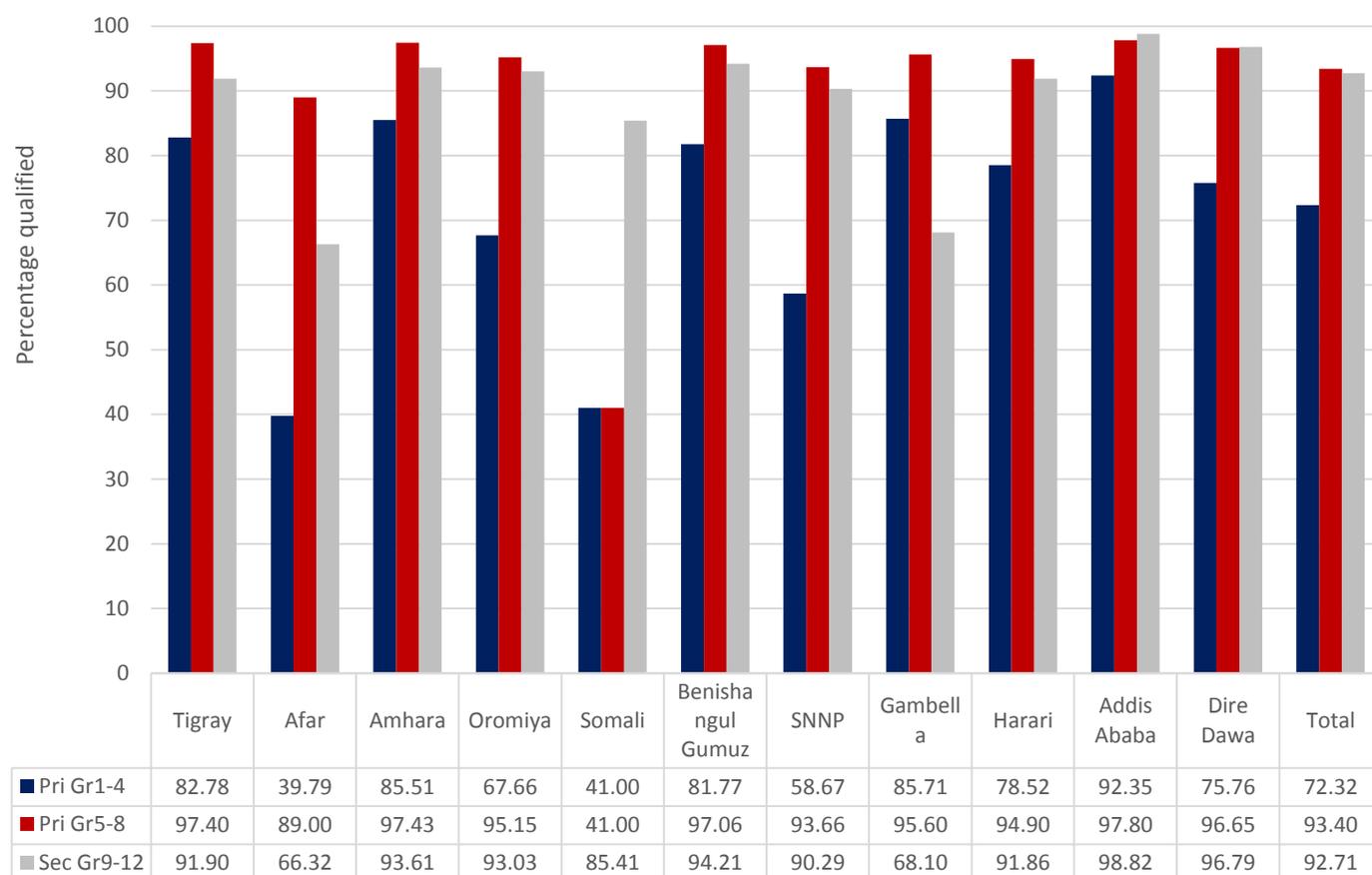
The majority of secondary school teachers (94%) work in government institutions. This is especially true in Benishangul-Gumuz where only 7 teachers work in non-government institutions. Addis Ababa has the highest proportion of non-government teachers in secondary schools, with 38% of teachers working in these institutions.

Chart 8.6 Proportional Shares of Secondary Teachers by Government and Non-government Schools, 2008 E.C. (2015/16)

8.4 Qualification Level of Teachers

The qualification level of teachers is an important aspect of improving the quality of education within the country. Primary level teachers should have at least a diploma qualification and secondary level teachers should have at least a degree level qualification. Nationally it can be seen that there are more teachers without the appropriate qualifications in grades 1-4 of primary schools, with 72% of teachers appropriately qualified. The ESDP V KPI in relation to the qualification of teachers is in relation to grades 1-4 only. The 2016 indicator for this has been met nationally at 79% of men and 66% of women being appropriately qualified. Regionally not every region has met this target, with Ethio-Somali, Afar, Oromiya and SNNP falling short of the 2016 ESDP V target. There is still an existing problem in grades 5-8 and secondary 9-12 grades with inappropriately qualified teachers working in schools, at 93% and 92% respectively.

Chart 8.7 Percentage of Qualified Teachers, 2008 E.C. (2015/16)



8.5 Attrition of Teachers

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

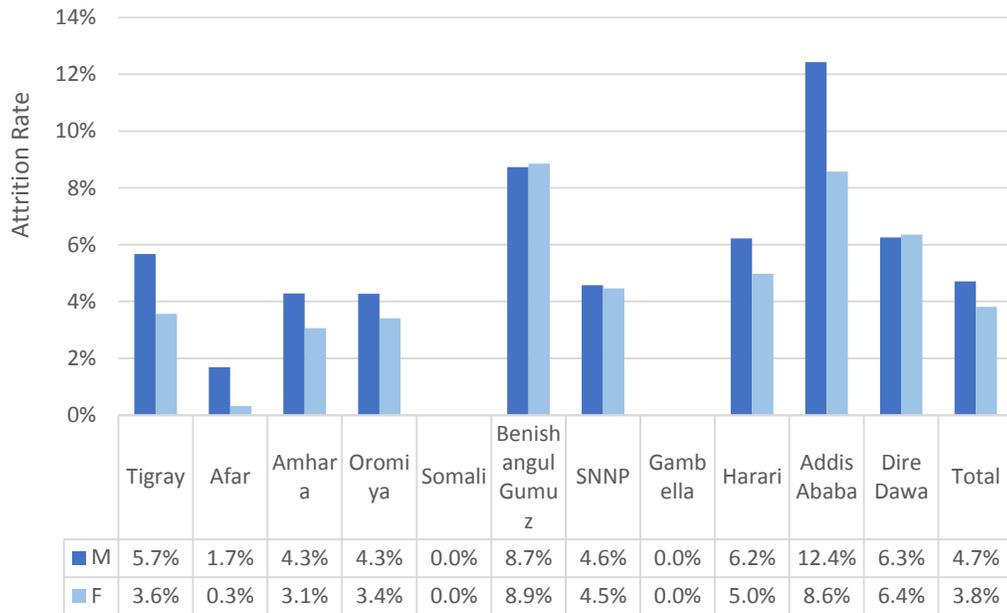
8.5.1 Attrition of Primary School Teachers

The national attrition rate for primary school teachers in 2008 E.C. is 4.4%, which is lower than the figure for 2007 E.C. at 5%. The ESDP V target for attrition is that it will fall to 2% by the end of the plan period in 2019/20. There is still much to be done for this target to be realized. Benishangul-Gumuz and Addis Ababa have a much higher attrition rate compared to other regions, as can be seen in Chart 8.8. Every region except Benishangul-Gumuz has a higher male attrition rate compared to female, showing that the retention of male teachers in schools is harder to achieve compared to females in primary schools. The male attrition rate is much higher in Addis Ababa than for females. Data for Ethio-Somali and Gambella were not available for this analysis.

Table 8.4 Attrition of Teachers in Primary Schools, 2008 E.C. (2015/16)

Region	Total Attrition			Total Number of Teachers			Attrition Rate of teachers		
	M	F	T	M	F	T	M	F	T
Tigray	922	536	1458	16255	15015	31270	5.67%	3.57%	4.66%
Afar	46	3	49	2728	952	3680	1.69%	0.32%	1.33%
Amhara	2730	1651	4381	63705	53850	117555	4.29%	3.07%	3.73%
Oromiya	3546	1928	5474	82991	56581	139572	4.27%	3.41%	3.92%
Somali	0	0	0	6498	1224	7722	0.00%	0.00%	0.00%
Benishangul Gumu	370	161	531	4239	1818	6057	8.73%	8.86%	8.77%
SNNP	2963	1173	4136	64688	26286	90974	4.58%	4.46%	4.55%
Gambella	0	0	0	2068	643	2711	0.00%	0.00%	0.00%
Harari	61	38	99	980	763	1743	6.22%	4.98%	5.68%
Addis Ababa	1367	862	2229	11002	10051	21053	12.43%	8.58%	10.59%
Dire Dawa	86	54	140	1374	849	2223	6.26%	6.36%	6.30%
Total	12091	6406	18497	256528	168032	424560	4.71%	3.81%	4.36%

Chart 8.8 Attrition Rate of Primary School Teachers, 2008 E.C. (2015/16)

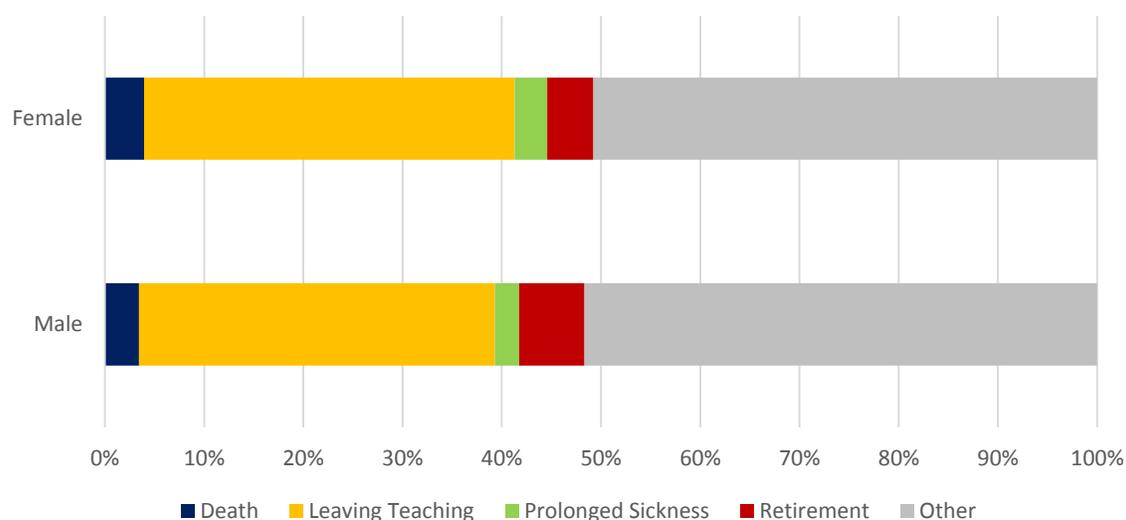


As Chart 8.9 and Table 8.5 show the most given response as to why a teacher was leaving a school was ‘other’, at 51% for females and 52% for males. The next most given response was that they were leaving the teaching profession completely, with 36% of all respondents giving this reason for leaving the school they were teaching in.

Table 8.5 Reasons Given by Primary Teachers for Leaving the Profession in 2008 E.C. (2015/16)

Region	Death			Leaving teaching			Prolonged Sickness			Retirement			Other			Total attrition		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Tigray	25	26	51	379	196	575	16	39	55	55	18	73	447	257	704	922	536	1,458
Afar	1	-	1	39	3	42	2	-	2	1	-	1	3	-	3	46	3	49
Amhara	62	62	124	1,248	757	2,005	42	32	74	173	65	238	1,205	735	1,940	2,730	1,651	4,381
Oromiya	118	61	179	1,199	735	1,934	90	60	150	286	96	382	1,853	976	2,829	3,546	1,928	5,474
Somali	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Benishangul Gumuz	6	-	6	106	48	154	7	1	8	5	5	10	246	107	353	370	161	531
SNNP	152	66	218	784	349	1,133	125	68	193	220	47	267	1,682	643	2,325	2,963	1,173	4,136
Gambella	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harari	4	2	6	24	13	37	1	1	2	5	8	13	27	14	41	61	38	99
Addis Ababa	36	31	67	508	259	767	11	7	18	45	52	97	767	513	1,280	1,367	862	2,229
Dire Dawa	12	5	17	51	33	84	2	1	3	3	7	10	18	8	26	86	54	140
Total	416	253	669	4,338	2,393	6,731	296	209	505	793	298	1,091	6,248	3,253	9,501	12,091	6,406	18,497

Chart 8.9 Reasons Given for Leaving the Profession, 2008 E.C. (2015/16)



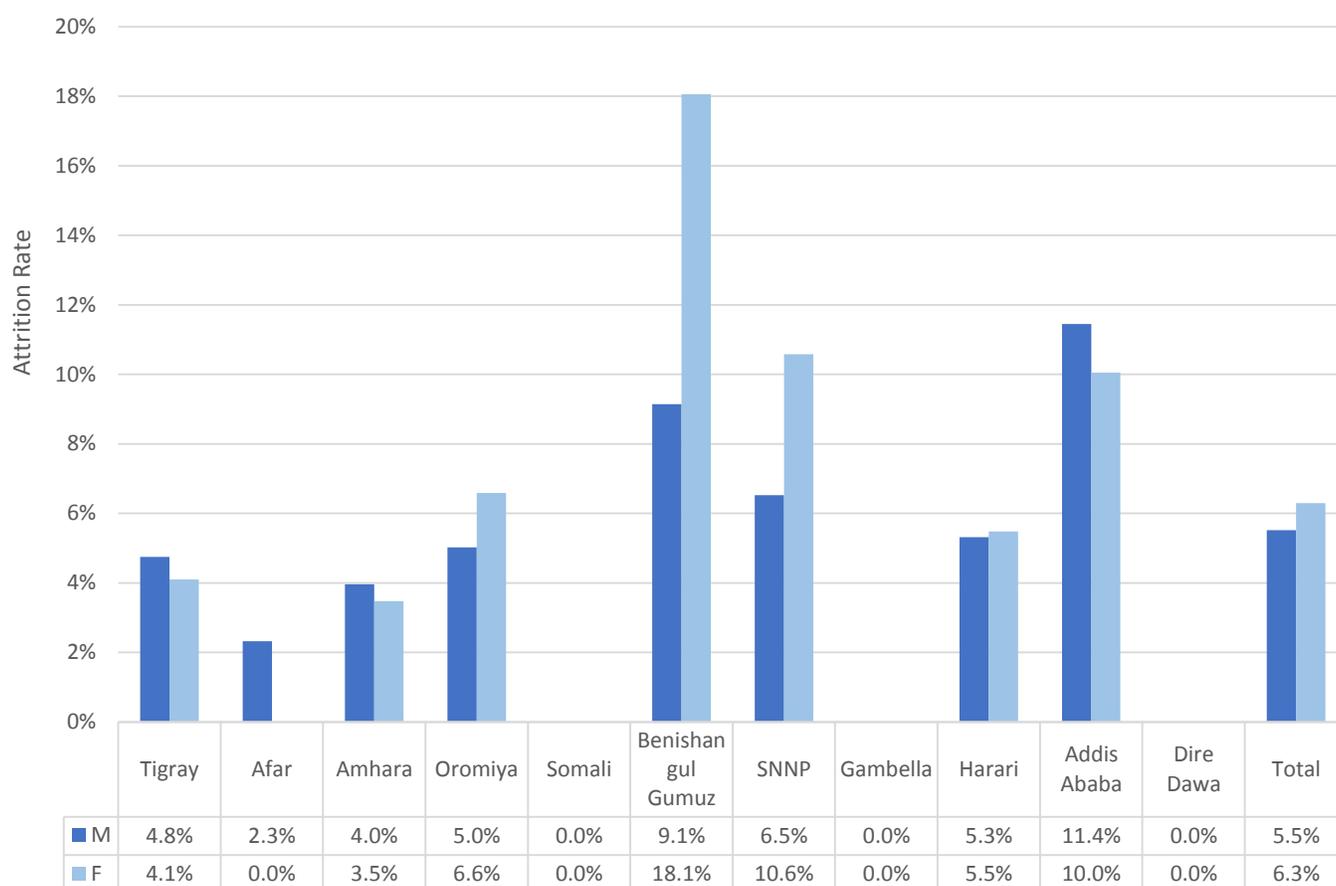
8.5.2 Attrition of Secondary School Teachers

The attrition rate in secondary schools is slightly higher than primary schools at 5.7%, compared to 4.4% in primary schools. Again the 2% target for ESDP V applies to the secondary level and the attrition rate of 5.7% is much higher than the target. Benishangul Gumuz has the highest regional attrition rate, with 18% of female teachers leaving teaching in this region. The attrition rate nationally is higher for females than males at 6.3% and 5.5% respectively. However when the numbers of teachers leaving the system are compared, 80% of the total secondary school teachers who left teaching are male. This is because there are many more male teachers compared to female teachers, with 82% of the teaching staff in secondary schools being male. Again Oromiya region has the highest number of teachers leaving the education system. No information was available from Dire Dawa, Gambella and Ethio-Somali.

Table 8.6 Attrition of Teachers in Secondary Schools, 2008 E.C. (2015/16)

Region	Total			total number of teachers			Attrition of teachers		
	M	F	T	M	F	Total	M	F	T
Tigray	269	61	330	5,662	1,489	7,151	4.75%	4.10%	4.61%
Afar	4	-	4	172	19	191	2.33%	0.00%	2.09%
Amhara	743	190	933	18,745	5,464	24,209	3.96%	3.48%	3.85%
Oromiya	1,265	295	1,560	25,181	4,475	29,656	5.02%	6.59%	5.26%
Somali	-	-	-	882	99	981	0.00%	0.00%	0.00%
Benishangul Gumuz	99	26	125	1,083	144	1,227	9.14%	18.06%	10.19%
SNNP	1,015	309	1,324	15,548	2,920	18,468	6.53%	10.58%	7.17%
Gambella	-	-	-	755	62	817	0.00%	0.00%	0.00%
Harari	17	4	21	320	73	393	5.31%	5.48%	5.34%
Addis Ababa	743	130	873	6,490	1,294	7,784	11.45%	10.05%	11.22%
Dire Dawa	-	-	-	516	75	591	0.00%	0.00%	0.00%
Total	4,155	1,015	5,170	75,354	16,114	91,468	5.51%	6.30%	5.65%

Chart 8.10 Attrition Rate of Secondary School Teachers, 2008 E.C. (2015/16)

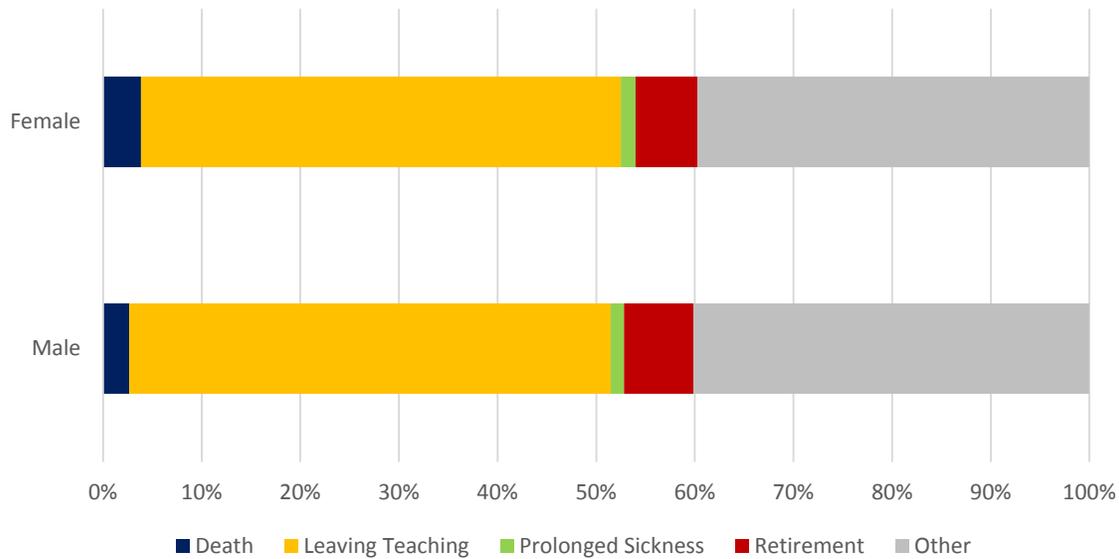


The most common reason given by teachers leaving the school system is that they were leaving the teaching profession completely, with 52% of responses giving this response. This shows that proportionately more secondary teachers are leaving the teaching profession than primary school teachers, 38% of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

Table 8.7 Reasons Given by Secondary School Teachers for Leaving the Teaching Profession, 2008 E.C. (2015/16)

Region	Death			Leaving teaching			Prolonged Sickness			Retirement			Other			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Tigray	27	22	49	143	25	168	6	0	6	15	2	17	78	12	90	269	61	330
Afar	0	0	0	4	0	4	0	0	0	0	0	0	0	0	0	4	-	4
Amhara	19	5	24	490	120	610	4	2	6	66	12	78	164	51	215	743	190	933
Oromiya	30	6	36	535	140	675	19	6	25	100	24	124	581	119	700	1,265	295	1,560
Somali	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
Benishangul Gumuz	1	0	1	47	12	59	0	0	0	7	2	9	44	12	56	99	26	125
SNNP	19	4	23	371	121	492	12	4	16	52	12	64	561	168	729	1,015	309	1,324
Gambella	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
Harari	0	1	1	2	1	3	0	0	0	5	1	6	10	1	11	17	4	21
Addis Ababa	14	1	15	436	75	511	16	3	19	47	11	58	230	40	270	743	130	873
Dire Dawa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-
Total	110	39	149	2028	494	2522	57	15	72	292	64	356	1668	403	2071	4,155	1,015	5,170

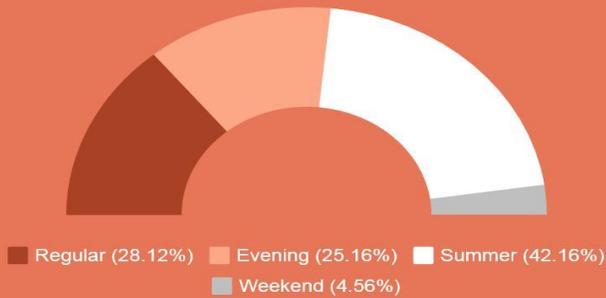
Chart 8.11 Reasons Given for Leaving the Profession, 2008 E.C. (2015/16)



College of Teachers Education

2008 E.C. 2015/16

Enrolment



There are 211,734 students in CTEs, 42% of these are in weekend programmes

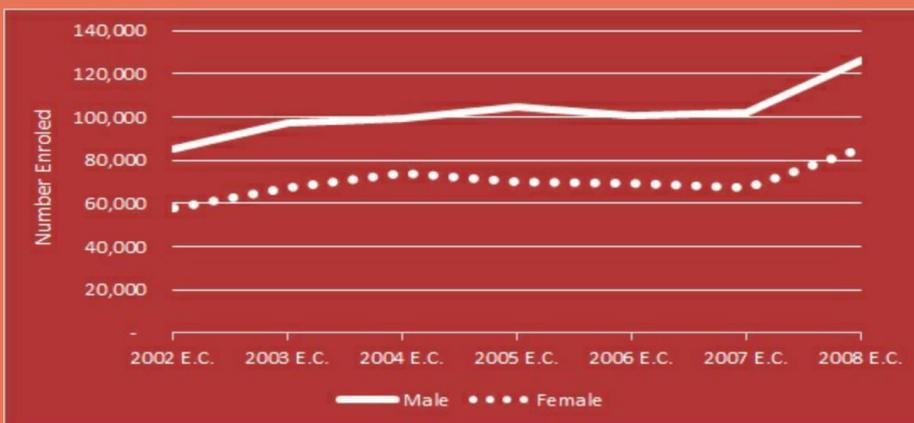
Graduates

 **27,865**

 **17,850**

In 2008 E.C. there were 45,714 graduates, 61% were male

Trend in Enrolment



There are now more teachers being trained than ever before, however females are consistently under represented

Ministry of Education, Ethiopia

9. College of Teachers Education

Data collection for 2008 E.C was organized to collect data on students, academic and administrative staff from all the colleges of teachers' education in the country. As of 2008 E.C. (2015/16), there are 36 colleges of teachers' education in the country in all regions.

CTEs give a three year education in teaching and the diploma qualification can be gained through regular, evening, summer and weekend programs. There are more than 20 different departments or streams in most CTEs that are categorized under two modalities; New, Linear and Cluster.

The data collection process for 2008 E.C. was greatly improved compared to 2007 E.C. as intensive training was given by the federal EMIS team to the CTE administrators. This resulted in questionnaire responses from 27 CTEs out of 36 CTE centers. For those CTEs that didn't return the 2008 E.C. questionnaire, the 2007 figure was used so that the national figure could be generated accordingly.

9.1 Enrolment in CTEs

In 2008 E.C. (2015/16), the total enrolment of CTEs in all programs including regular, extension and summer was 211, 734. Across all programs, 60% of those enrolled are male. The highest proportion of those enrolled is in summer programs, with 42% of all those enrolled being in this program. Chart 9.1 shows the split by program and sex in CTEs.

Chart 9.1 Enrolments in CTEs, 2008 E.C. (2015/16)

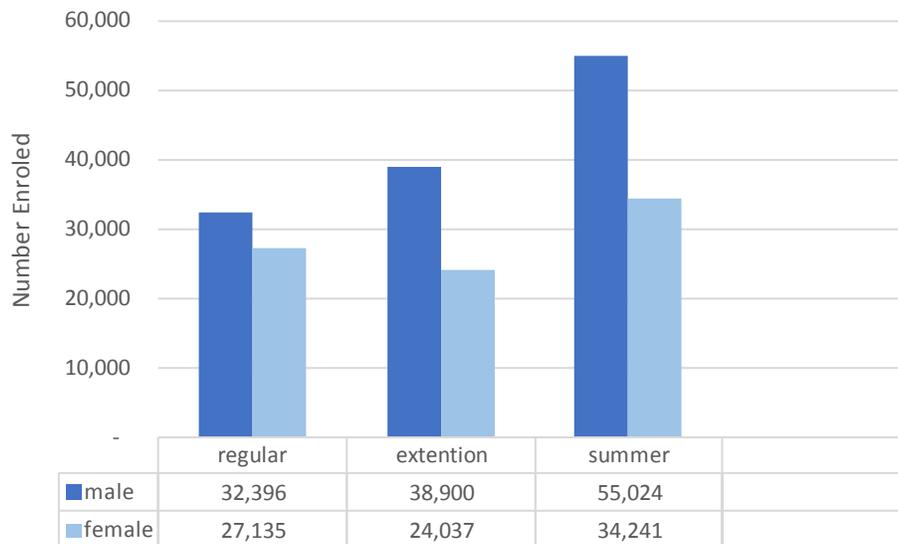
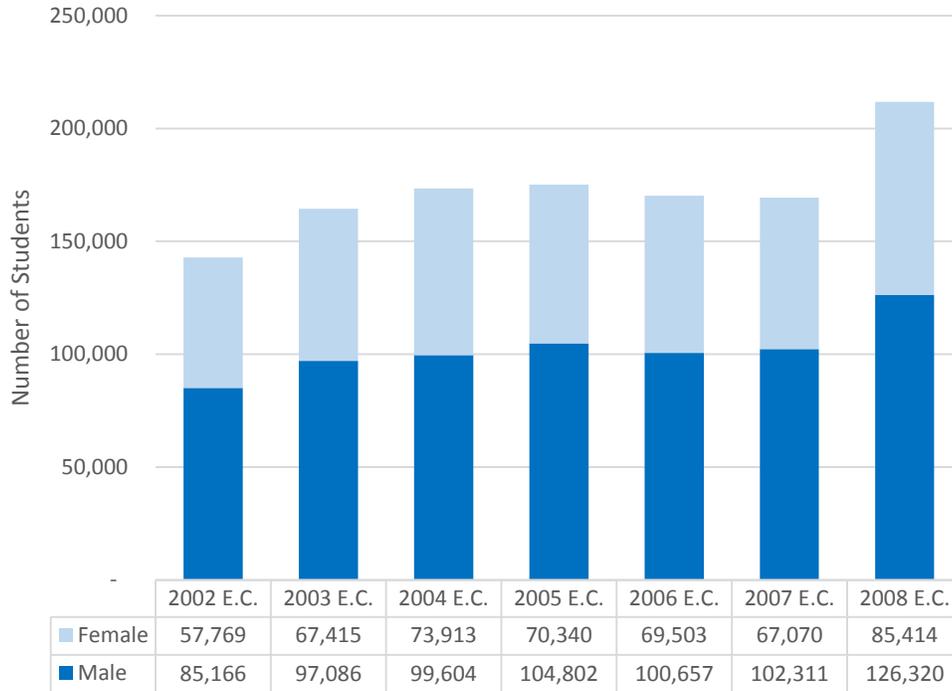


Chart 9.2 below shows that enrolment in CTEs has increased since 2002 E.C. and those enrolments have increased by 25% between 2007 and 2008. It is likely that the 2007 figure is an underestimate of the actual figure as many of the CTEs did not provide data for the 2007 data collection and forecasting method had to be used.

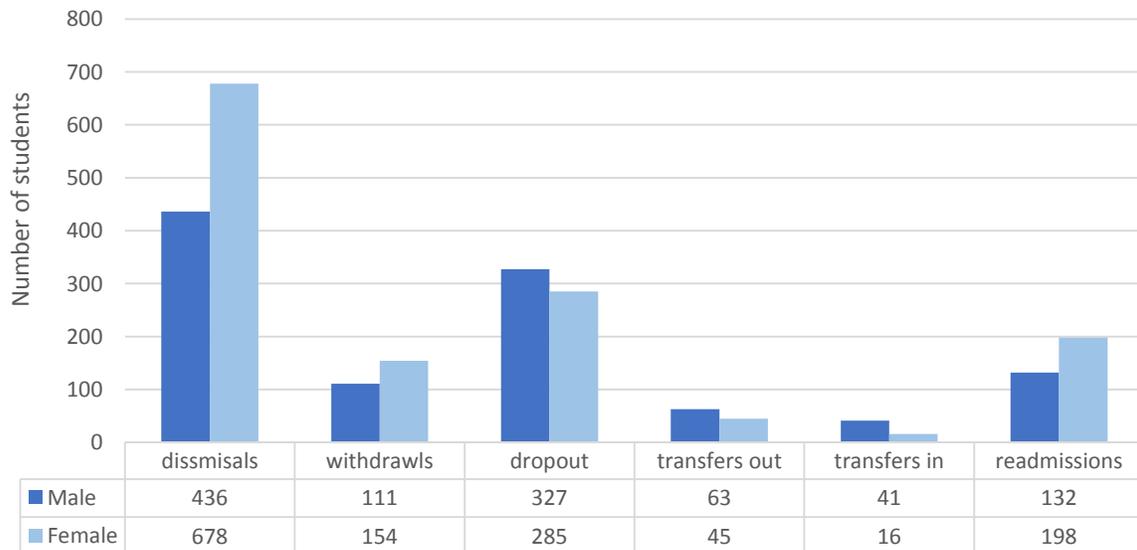
Chart 9.2 Trends in Prospective Teachers' Enrolment, 2002 E.C.-2008 E.C. (2009/10-2015/16)



9.2 Attrition of Prospective Teachers in CTEs

In the 2008 E.C. questionnaire, data was collected on the attrition of prospective teachers within CTEs. Chart 9.3 shows the reasons that students left the CTE system. Here it can be seen that 1,114 students were dismissed from all of the CTEs in the country; however 995 of these students were dismissed but then readmitted.

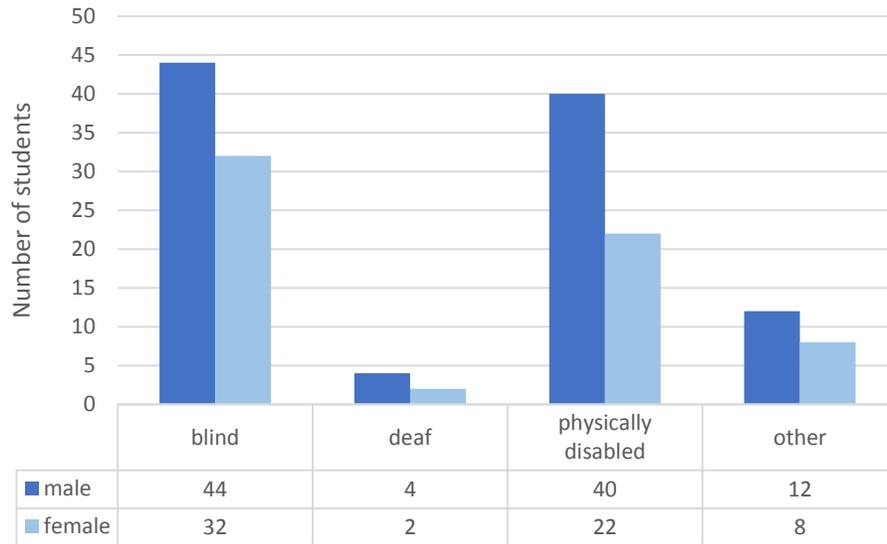
Chart 9.3 Reasons for Attrition in CTEs, 2008 E.C. (2015/16)



9.3 Prospective Teachers with Special Needs in CTEs

In 2008 E.C. data was collected from CTEs on the number of prospective teachers enrolled with special needs. The categories that were used were limited to blind, deaf, physically disabled and other and are not aligned to the more comprehensive categories used in the general education questionnaires. From Chart 9.4 it can be seen that there are 164 students enrolled in 2008 E.C. with special needs, with 46% of these prospective teachers being blind.

Chart 9.4 Prospective Teachers Enrolled with Special Needs, 2008 E.C. (2015/16)



9.4 Graduates from CTEs

In 2008 E.C. there were 45,714 graduates from CTEs, with 24,492 graduating from a regular program. Also, given that the highest number of those enrolled in 2008 E.C. was in the summer program, it would be expected that the number of prospective teachers graduating from the summer program would also increase in the coming years.

Chart 9.5 Graduates from CTEs, 2008 E.C. (2015/16)

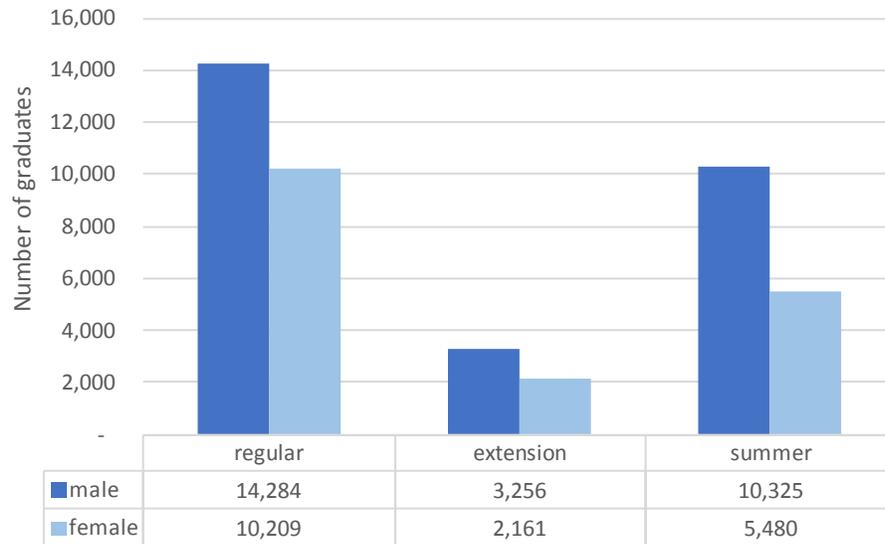
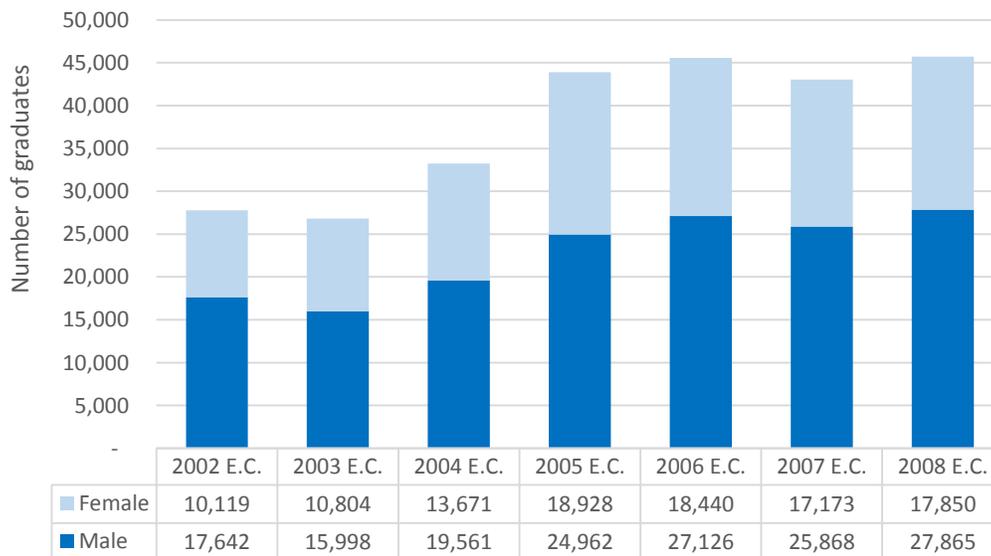


Chart 9.6 shows the trend in the number of graduates over the last 7 years. It can be seen that the total number of graduates has increased slightly compared to 2007 E.C. but is not showing a large increase as was seen in the trend in enrolment. The number of graduates has plateaued over the last four years but should increase over the next few years as those that enrolled complete the course.

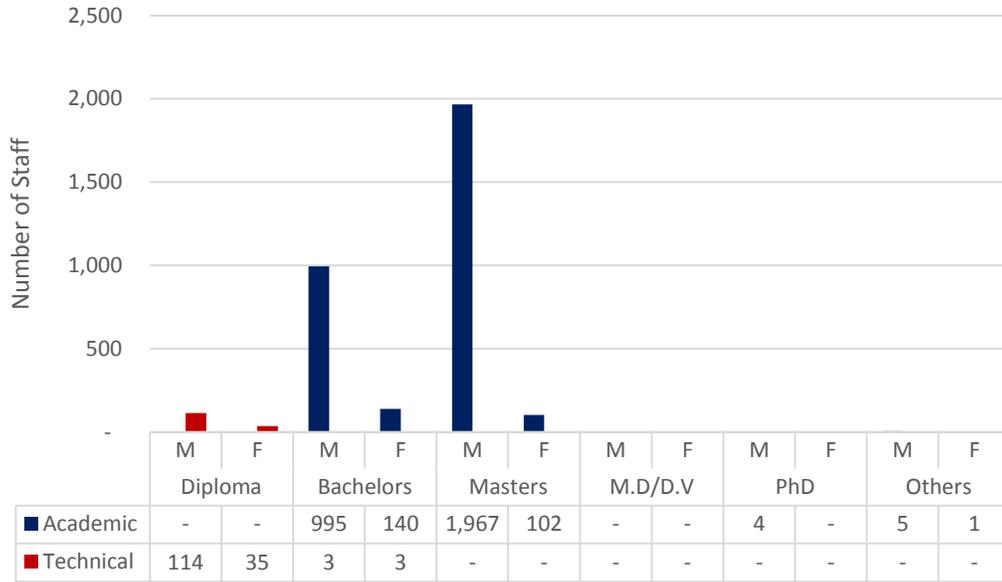
Chart 9.6 Trend in the Number of Graduates from CTEs, 2002 E.C.-2008 E.C. (2009/10-2015/16)



9.5 Staff in CTEs

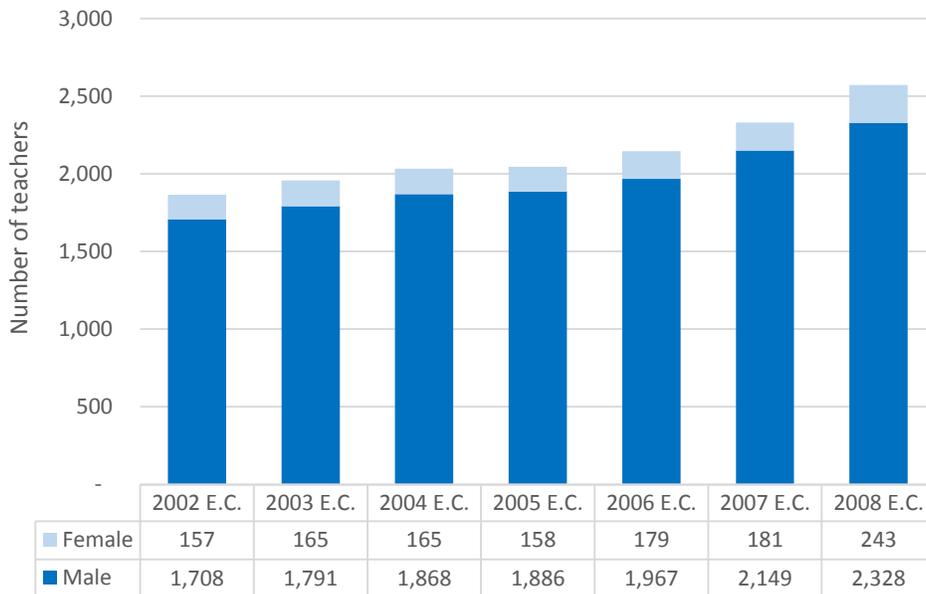
There is 2,723 staff working in CTEs in 2008 E.C. The majorities of the staff are academic and carry out teaching in the CTEs, with 94% of staff falling into this category. The majority of staffs are also male at 90% of all staff. About 81% of academic staff and 97% of the technical staff have master’s degree and diploma respectively.

Chart 9.7 Number of Staff in CTEs by Qualification Level, 2008 E.C. (2015/16)



The trend in the number of academic staff over the last 7 years is shown in Chart 9.8. The trend shows a steady increase in the number of teachers in CTEs over this time period. The proportion of female academic staff in CTEs has remained very low, at roughly 5% of all academic staff, over the time period.

Chart 9.8 Trend in Academic Staff in CTEs, 2002 E.C.-2008 E.C. (2009/10-2015/16)



10. Technical and Vocational Education and Training (TVET)

10.1 Introduction

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

The 2008 National TVET Strategy replaces the older version, first adopted in 2002. It reflects an important paradigm shift in recent years which places quality and relevance of TVET as its priority. Global experience has shown that the mere expansion of TVET does not solve the problems of unemployment and low productivity of the economy. TVET has to respond to the needs of the labour market and create a competent, motivated and adaptable workforce capable of driving economic growth and development. The strategy was developed with the involvement of a broad range of stakeholders from both the private and public sectors. It defines the major principles of TVET development in the coming years. TVET development relies on an outcome-based system, which depends upon the cooperation, dedication and trust of its stakeholders.

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

The overall objective of the National TVET strategy aligns with the ESDP V and aims to create competent, motivated, adaptable and innovative workforce in Ethiopia. The workforce will be able to contribute to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and available to all people. Therefore, this statistics of education and training in the annual abstract presents the overall enrolment, completion, and staff, institutions and other information of the TVET sub sector in 2008 E.C. (2015/16).

10.2 TVET Enrollment

The total enrolment in TVET between 2004 E.C. (2011/12) and 2008 E.C. (2015/16) has fallen by 3 percent, from a total of 314,159 to 304,139 during this period. The total enrolment, of 304,139, is still much smaller than the expected number of trainees who should be enrolled in the program. Even though the number of institutions and enrollment/intake has increased in the latest year, it is expected to be higher in order to achieve targets set in GTP 2.

As can be seen in Table-10.2.1 below, in the year 2008 E.C (2015/16), female trainees constitute 51.9 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, in contrast to the male AAGR over the last five years.

Some regions such as Afar, Benishangul-Gumuz, Gambela, and Ethio-Somali, did not respond to the annual questionnaire. Because of this the previous year's data for these regions was used and this will definitely affect the analysis of the national data.

Table 10.2.1 TVET Enrolment Trends by Sex

	Sex	2004 E.C (2011/12)	2005 E.C (2012/13)	2006 E.C (2013/14)	2007 E.C (2014/15)	2008 E.C (2014/15)	AAGR (%)
Trainees	Male	173,148	116,457	115,942	164,658	146,163	-4.1
	Female	157,261	122,427	122,107	181,502	157,976	0.1
	Total	314,159	238,884	238,049	352,144	304,139	-0.8
	% Female	46.2	51.2	51.3	51.5	51.9	3.0

The chart below also shows the gender wise enrollment trend across the last five consecutive years (from 2004 E.C. to 2008 E.C.)

Chart 10.2.1 TVET Enrolment Trends by Sex

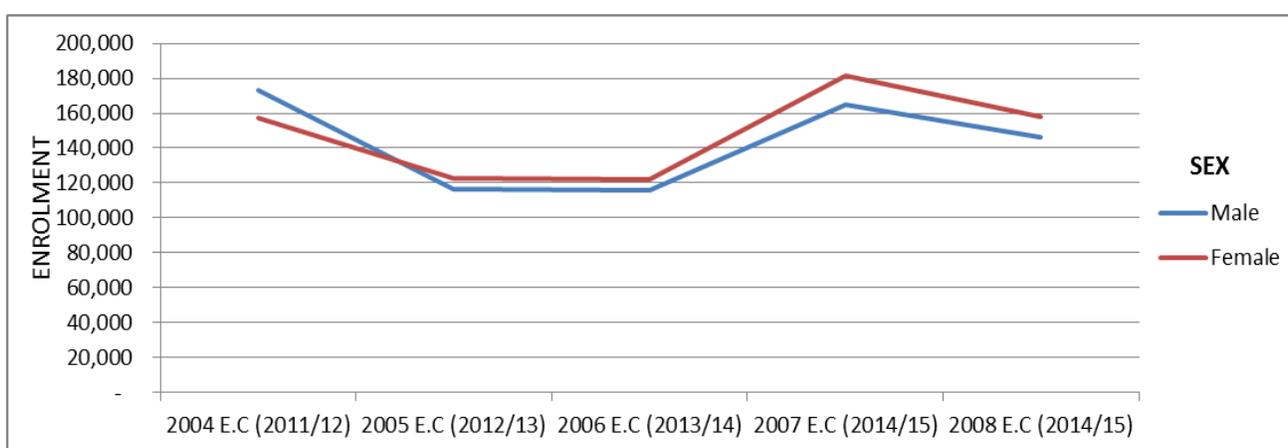


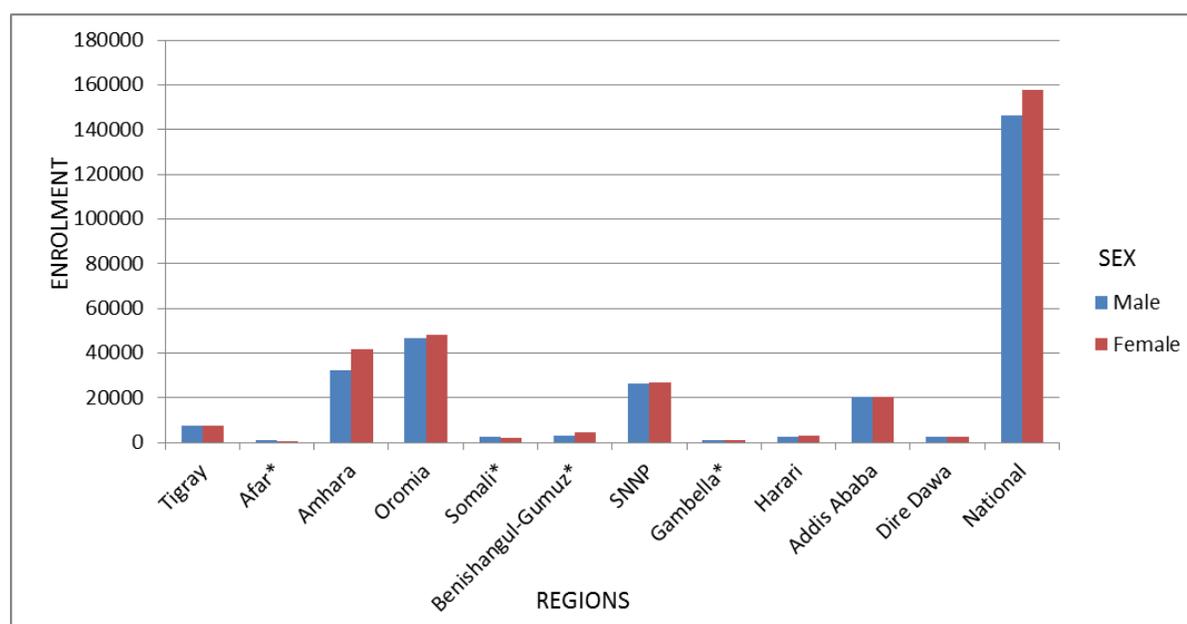
Table 10.2.2 and Chart 10.2.2 illustrate that, from the 2008 E.C. data, the top three largest shares of enrollment are taken by Oromiya, Amhara and SNNP, with percentage share values of 31.2%, 24.2% and 17.6% respectively. On the other hand, Ethio-Somali, Gambella and Afar constitute the bottom three lowest enrollment shares. Regarding share of female enrollment, Amhara, Harari and Oromiya 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 and Harari have a larger female enrollment exceeding the total national female enrollment value, 51.9%

Table 10.2.2 TVET Enrolment by Region, Level and Sex –2008 E.C. (2015/16)

REGION	Level I		Level II		Level III		Level IV		Level V		level I-V			% of Females
	M	F	M	F	M	F	M	F	M	F	M	F	T	
Tigray	1137	1013	3059	2659	1256	1024	1997	2475	209	192	7658	7363	15021	49.0
Afar*	187	160	444	230	209	126	150	132	0	0	990	648	1638	39.6
Amhara	979	1356	13309	17911	6417	8190	10923	13753	675	546	32303	41756	74059	56.4
Oromia	5027	5600	22431	23705	8527	9368	9363	8824	1379	580	46727	48077	94804	50.7
Somali*	441	377	752	385	270	267	1098	1061	0	0	2561	2090	4651	44.9
Benishangul-Gumuz*	1180	1594	847	1269	597	810	330	641	6	18	2960	4332	7292	59.4
SNNP	4599	4589	13037	12865	4297	4328	3930	4627	633	499	26496	26908	53404	50.4
Gambella*	598	604	477	241	61	78	2	9	0	0	1138	932	2070	45.0
Harari	344	436	901	942	819	847	436	584	25	12	2525	2821	5346	52.8
Addis Ababa	3326	4845	6867	4587	5398	5721	4460	5154	58	61	20109	20368	40477	50.3
Dire Dawa	14	28	471	523	643	944	1196	1133	372	53	2696	2681	5377	49.9
National	17832	20602	62595	65317	28494	31703	33885	38393	3357	1961	146163	157976	304139	51.9

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

Chart 10.2.2. TVET Enrolment by Region and Sex-2008 E.C. (2015/16)

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 six folds as seen from Table 10.2.3. Proportionally non-government institutions enrolled more female students compared to government institutions, with 62% of those enrolled in nongovernment institutions being female. With respect to regional totals, the Amhara region performs the best for female TVET enrollment shares both from the government and non-government institutions with 55.4% and 69% shares respectively.

On the other hand, Dire Dawa, with 42.6% from the government, and Oromiya, with 55.7% from the non-government institutions constitute the lowest female enrollment shares among all regions. The female and male total shares at national and regional level are shown in Table 10.2.3. for more detail.

Note that: The comparison didn't include Afar, Ethio-Somali, Benishangul-Gumuz and Gambella regions as their data are of 2007 E.C.

Table 10.2.3 Government and Non-Government Enrolment by Region and Sex, 2008 E.C. (2015/16)

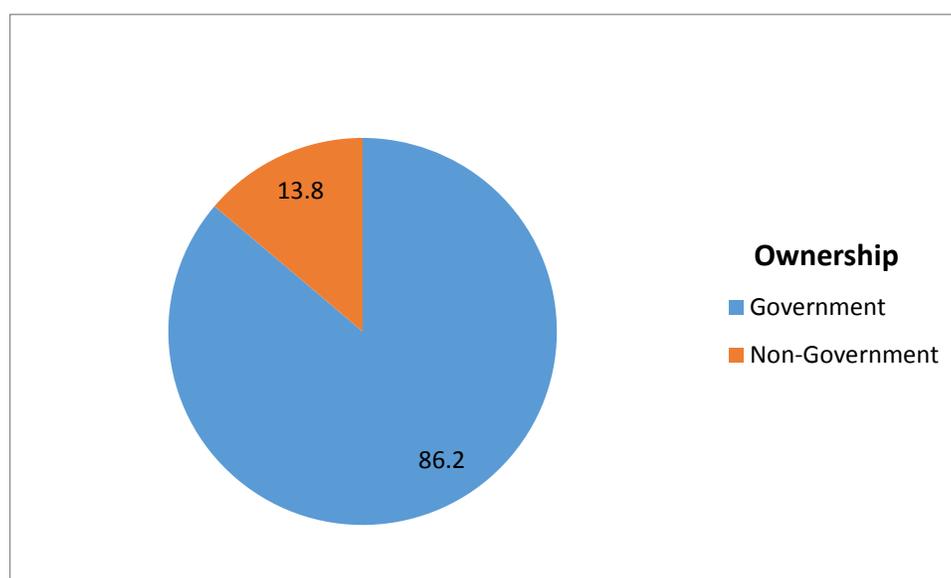
REGION	Government			Non-Government			National			Share of Non- Gov. (%)		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	T
Tigray	7658	7363	15021				7658	7363	15021	0	0.0	0.0
Afar*	680	442	1122	310	206	516	990	648	1638	31.3	31.8	31.5
Amhara	30687	38160	68847	1616	3596	5212	32303	41756	74059	5	8.6	7.0
Oromia	44811	45668	90479	1916	2409	4325	46727	48077	94804	4.1	5.0	4.6
Somali*	2203	1707	3910	358	383	741	2561	2090	4651	14	18.3	15.9
Benishangul-Gumuz*	1504	1932	3436	1456	2400	3856	2960	4332	7292	49.2	55.4	52.9
SNNP	24601	23052	47653	1895	3856	5751	26496	26908	53404	7.15	14.3	10.8
Gambella*	755	538	1293	383	394	777	1138	932	2070	33.7	42.3	37.5
Harari	674	621	1295	1851	2200	4051	2525	2821	5346	73.3	78.0	75.8
Addis Ababa	14478	10971	25449	5631	9397	15028	20109	20368	40477	28	46.1	37.1
Dire Dawa	2167	1608	3775	529	1073	1602	2696	2681	5377	19.6	40.0	29.8
National	130218	132062	262280	15945	25914	41859	146163	157976	304139	10.9	16.4	13.8

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

As shown in Table 10.2.3 above, in all regions except Harari, with an outstanding non-government share of 75.8%, the share of non-government enrolment in all regions is below 40%, considering only the 2008 E.C. data.

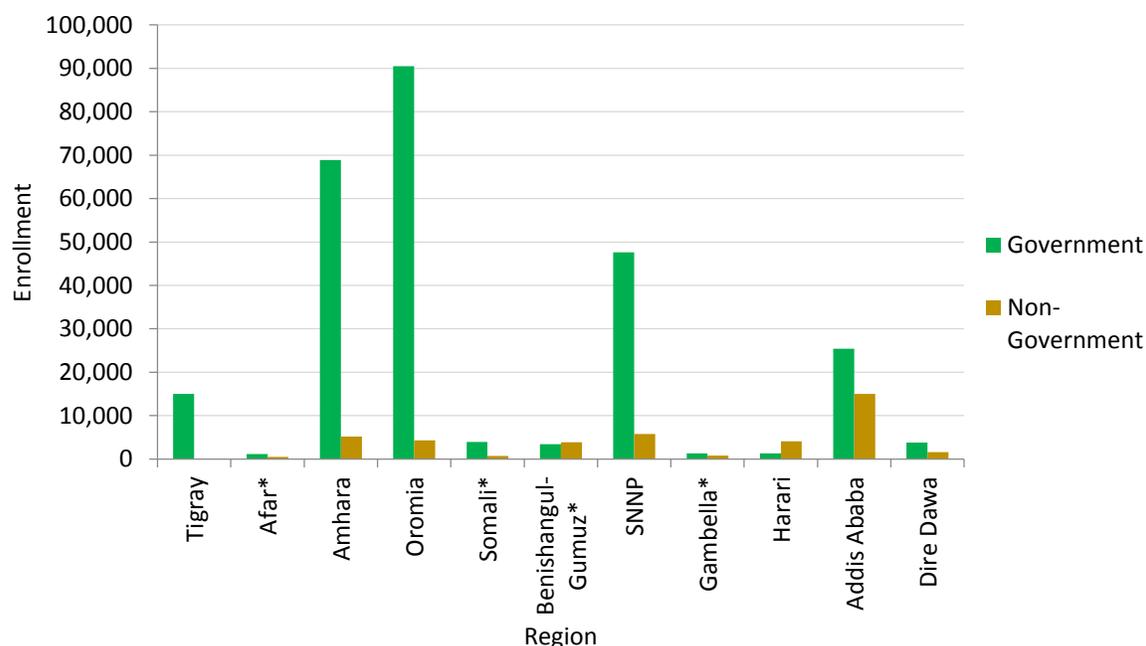
The chart below also shows how much the share of government TVET institutions are higher than the non-government ones at national level, which is almost by six times.

Chart 10.2.3 Percent Share of Enrolment by Ownership at the National Level 2008 E.C. (2015/16)



Similarly, Chart 10.2.4 shows the total TVET enrollment shares of the government and non-government institutions by regions.

Chart 10.2.4 Share of Enrolment by Ownership and Region 2008 E.C. (2015/16)



Concerning the enrollment shares by levels, Table 10.2.4 displays the data across regions. The largest number of enrollment is registered under level II, with 42.1%; and level V is of the smallest enrollment amount, with 1.7%. On the regional level, though all regions have smallest value in level V, Dire Dawa, with 7.9%, and Tigray, with 2.7% have the maximum shares under level V enrollment. Looking at the other levels, Addis Ababa constitutes the maximum enrollment share in level I, Oromiya in level II, Harari in level III and Dire Dawa in level IV with their percent shares 20.2, 48.7, 31.2, and 43.3 respectively.

Table 10.2.4 Share of Enrolment by level and Region 2008 E.C. (2015/16)

Region	level				
	I	II	III	IV	V
Tigray	14.3	38.1	15.2	29.8	2.7
Afar*	21.2	41.1	20.5	17.2	0.0
Amhara	3.2	42.2	19.7	33.3	1.6
Oromia	11.2	48.7	18.9	19.2	2.1
Somali*	17.6	24.4	11.5	46.4	0.0
Benishangul-	38.0	29.0	19.3	13.3	0.3
SNNP	17.2	48.5	16.2	16.0	2.1
Gambella*	58.1	34.7	6.7	0.5	0.0
Harari	14.6	34.5	31.2	19.1	0.7
Addis Ababa	20.2	28.3	27.5	23.8	0.3
Dire Dawa	0.8	18.5	29.5	43.3	7.9
National	12.6	42.1	19.8	23.8	1.7

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

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

Chart 10.2.5 Share of Enrolment by Level and Region 2008 E.C. (2015/16)

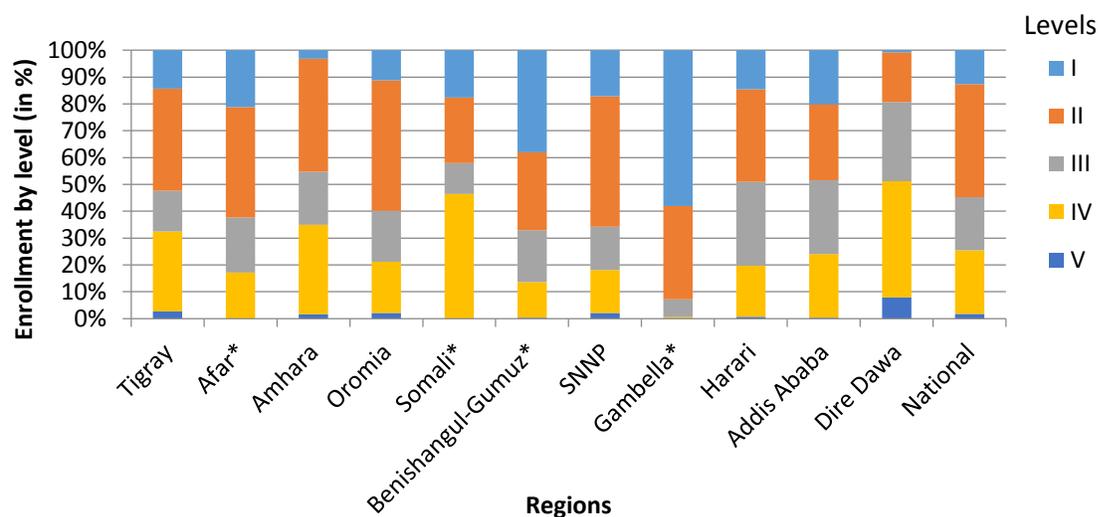


Table 10.2.4 and Chart 10.2.5 above show that enrolment at level 2 shares the largest proportion of total national enrolment in TVET schemes at 42.1%. In contrast, level 5 has the lowest share of enrolment at 1.7%. Dire Dawa city administration has the highest enrolment at level 5 with a share of 7.9%. The Oromiya region has the highest enrolment at level 2, at 48.7% of all students at this grade. Harari has the highest enrolment at level 3, at 31.2%. Dire Dawa city administration has the highest enrolment at level 4, at 43.3%. The Addis Ababa city administration has the highest enrolment at level 1, at 20%.

10.3 TVET Trainers and Institutions

Table 10.3.1. TVET Institutions, Trainers by Rank, Region, and Sex 2008 E.C. (2015/16)

REGION	Institution	No. of trainers by Level of Rank								Not Ranked		Total No. of Trainers			% of Female trainers	Share of level of Rank (%)			
		A		B		C		A	B							C	Not Ranked		
		M	F	M	F	M	F	M	F	M	F	TOTAL	A	B	C	Not Ranked			
Tigray	22	161	34	500	115	718	362	10		1,389	511	1,900	26.9	10.3	32.4	56.8	0.5		
Afar*	6			40	5	134	23	3	1	177	29	206	14.1	0.0	21.8	76.2	1.9		
Amhara	92	76	27	880	191	1,830	704	501		3,287	922	4,209	21.9	2.4	25.4	60.2	11.9		
Oromia	253	350	62	2,064	358	6,666	1,537	4	1	9,084	1,958	11,042	17.7	3.7	21.9	74.3	0.0		
Somali*	11			58	9	190	44	5	1	253	54	307	17.6	0.0	21.8	76.2	2.0		
Benishangul-Gumuz*	11	7	3	80	19	255	87	7	2	349	112	461	24.3	2.2	21.5	74.2	2.0		
SNNP	74	100	61	376	159	1,178	709		150	1,654	1,079	2,733	39.5	5.9	19.6	69.0	5.5		
Gambella*	8			18	2	58	10	1	0	77	13	90	14.4	0.0	22.2	75.6	1.1		
Harari	9	53	11	59	16	77	17	3		192	44	236	18.6	27.1	31.8	39.8	1.3		
Addis Ababa	90	117	65	616	207	791	291	451	53	1,975	616	2,591	23.8	7.0	31.8	41.8	19.5		
Dire Dawa	6	23	8	149	14	195	15			367	37	404	9.2	7.7	40.3	52.0	0.0		
National	582	887	271	4,840	1,096	12,092	3,799	985	209	18,804	5,375	24,179	22.2	4.8	24.5	65.7	4.9		

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

Note: Only 582 TVET Institutions did respond to the annual questionnaire. And the blank cells indicate that there is no data available.

Chart 10.3.2 TVET Trainers by Rank and Region, 2008 E.C. (2015/16)

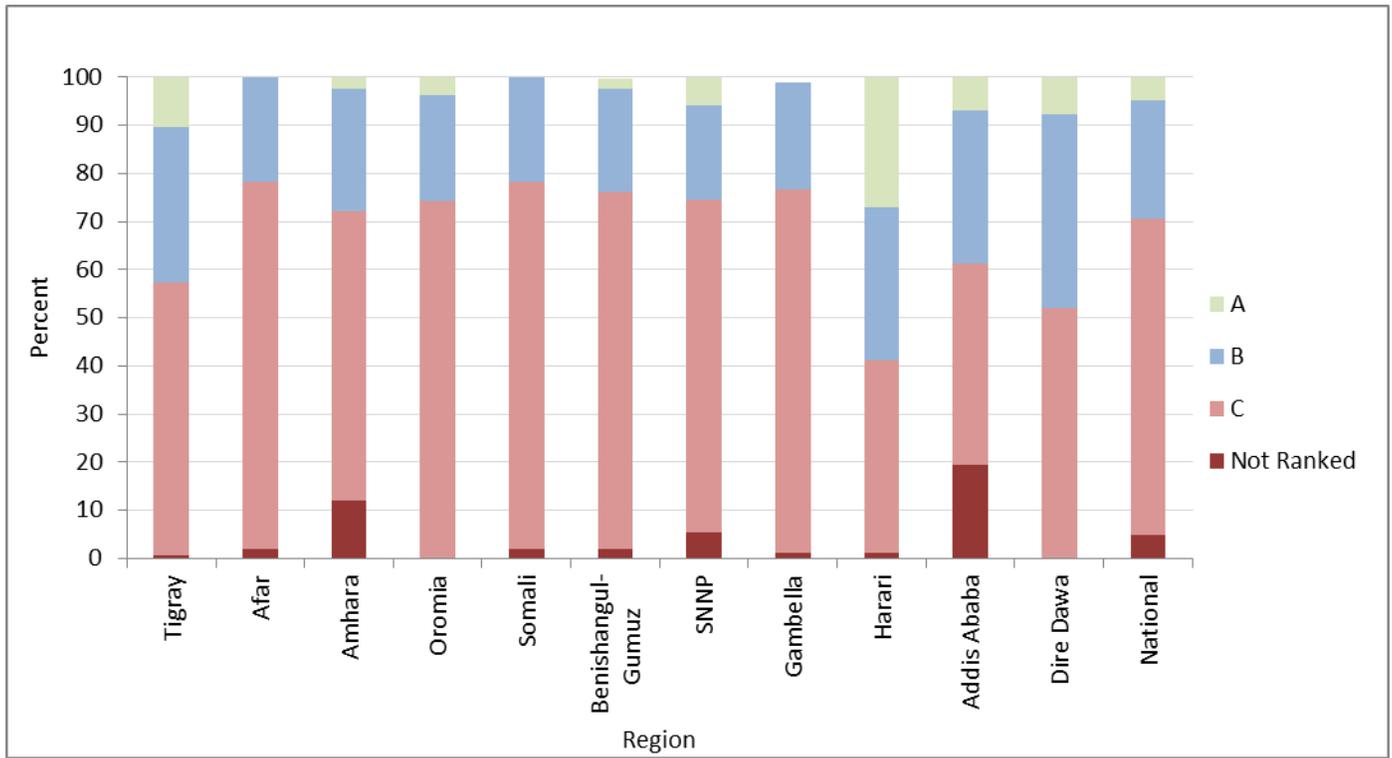


Table 10.3.1 and Chart 10.3.2 above show that, in 2008 E.C. (2015/16), there are 582 TVET institutions in the country under both Government and Non- government ownership. These institutions have a total of 24,179 trainers, out of which 22 % are female. It is noted that there has been growth in the number of trainers from last year by 10%, rising from 21,830 in 2007 E.C. to 24,179 in the current year. Oromiya had the largest number of trainers in the TVET Sector followed by Amhara, SNNP, Addis Ababa and Tigray. In contrast, Dire Dawa and Harari have the lowest number of trainers.

In addition to availability of sufficient trainers, qualified trainers to the required level are vital to enhance the quality of education and training. According to national standards TVET programs at levels 1-5 require trainers with minimum C level rank. Table 10.3.1 and Chart 10.3.2 above show the proportions of trainers by rank at national and regional level. Nationally, out of the total number of trainers 66% have 'C' level rank, followed by 24% having a 'B' rank, 5% having an 'A' level rank and 5% trainers reported as having no rank.

10.4 Share of Female Trainees and Trainers in TVET System

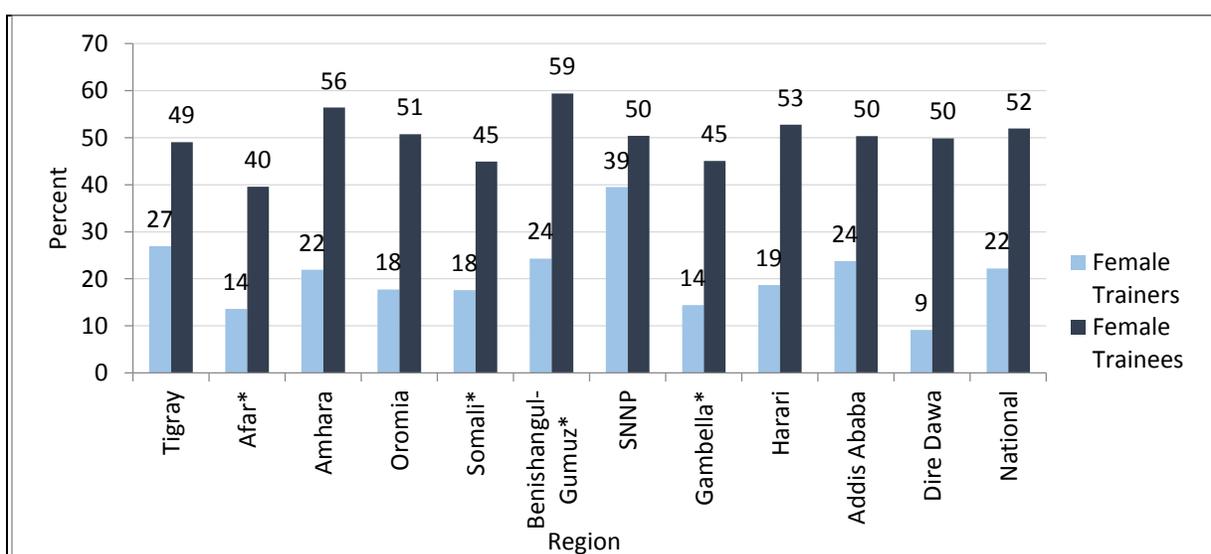
The share of female trainees and trainers is an important indicator of balanced programs to enhance enrolment and participation of females in TVET institutions (or in short in relation to access measures disaggregated by sex). Share of Sex is considered here as it is used to highlight the level of equity between boys and girls in the education system. The following table and chart are presented to demonstrate the current situation of female participation in 2008 E.C. (2015/16) academic year regionally and nationally.

Table 10.4.1 Share of Female Trainees and Trainers by Region 2008 E.C. (2015/16)

REGION	Trainees		% of Female Trainees	Trainers		% of Female trainers
	M	F		M	F	
Tigray	7658	7363	49	1389	511	27
Afar*	990	648	40	178	28	14
Amhara	32303	41756	56	3287	922	22
Oromia	46727	48077	51	9084	1958	18
Somali*	2561	2090	45	253	54	18
Benishangul-Gumuz*	2960	4332	59	349	112	24
SNNP	26496	26908	50	1654	1079	39
Gambella*	1138	932	45	77	13	14
Harari	2525	2821	53	192	44	19
Addis Ababa	20109	20368	50	1975	616	24
Dire Dawa	2696	2681	50	367	37	9
National	146163	157976	52	18805	5374	22

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

Chart 10.4.1 Share of Female Trainees and Trainers by Region 2008 E.C. (2015/16)



As shown in Table 10.4.1 and Chart 10.4.1 above, at the national level, share of female trainees and trainers are 52% and 22% respectively. This shows that female trainee's participation in the sub sector has had respectable improvement compared with female trainers. Amhara and Harari have the highest female trainee participation 56% and 53% respectively in the sector. On the other hand, the status of Tigray region as regards to share of female trainees is below 50% by 1 percentage points, which is 49%. Regarding female trainers SNNP, Tigray and Addis Ababa have the highest female participation compared with other regions at 39%, 27% and 24% respectively.

10.5 Graduates in TVET Program

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

Table 10.5.1 Completers or Graduates by Level and Sex in Short term Training, 2008 E.C. (2015/16)

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

* Afar and Gambella regions data are of 2007 E.C. (2014/15)

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

Table 10.5.1 above shows that, in the TVET program at the national level and at all levels of training, trainees graduated from government and non-government institutions in 2008 E.C. (2015/16) counted 131,097. Out of which 54% are female trainees.

10.6 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 proxy indicator that can infer quality of teaching. Hence, trainers are people whose professional activity involves the transfer of knowledge and skills to trainees enrolled in a TVET institution. The Trainee Trainer Ratio (TTR) is the average number of regular trainees during the year divided by the total number of regular trainers of the program in that year.

As noted in table and chart below, The Trainee-Trainer Ratio (TTR) in TVET program has positively decreased from 24 to 13 from 2004 E.C. (2011/12) to 2008 E.C. (2015/16).

Table 10.6.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program

	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)
Enrolment (Trainees)	314,159	238,884	238,049	352,144	304,139
Trainers	12,990	12,779	12,779	21,830	24,179
Trainee-trainer ratio	24	19	19	16	13

Chart 10.6.1 Trend of Trainee-Trainer Ratio (TTR) In TVET Program

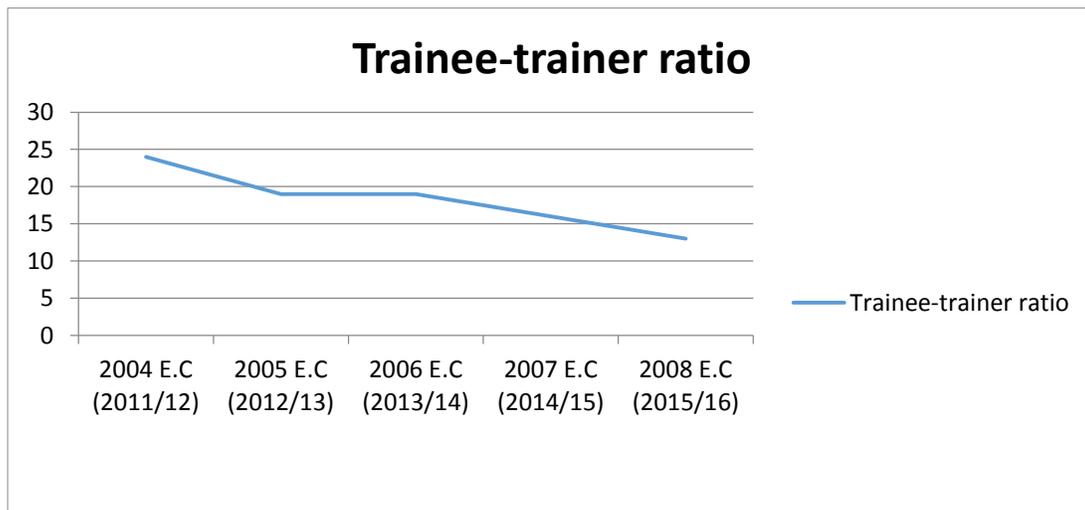
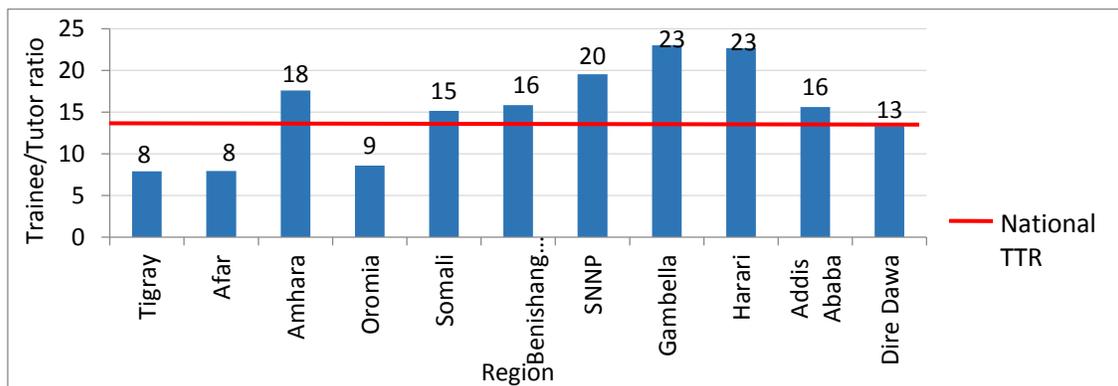


Chart 10.6.2 below shows that at the national level TTR is 1: 13 for the year 2008 E.C (2015/16). TTR in Harari, SNNP and Amhara is relatively high from the national Value. And low in Oromiya, and Tigray, which is a virtuous opportunity to deliver quality training.

Chart 10.6.2 Trainee Trainer Ratio 2008 E.C. (2015/16)



Note: red line shows the national average of 13%

11. Higher Education Institutions

Higher Education in Ethiopia includes education programs which are offered as undergraduate degree for three, four or more years and specialized degrees such as Master's and PhD programs. The focus areas of higher education institutions are teaching learning, research and community service. The higher education data has been collected from 37 government higher education institutions (32 are accountable to the Ministry of Education and the others are the Ethiopian Civil Service University, the Kotebe University College and the Oromiya Public Service College) and accredited non-government higher education institutions.

The 2008 E.C. (2015/16) higher education data collection process has been challenged by poor response from both government and nongovernment institutions. From government institutions, questionnaire responses were received from 30 out of 38 universities and only 35 were received out of 98 non-government institutions. Data from 2007 E.C. was used for those universities that did not respond. Thus, the figures shown are an underestimate of the true situation of higher education in Ethiopia. The higher education data contains students enrolled, students graduated, academic staff (both Ethiopians and expatriates), administrative staff and a financial report.

11.1 Enrolment in Undergraduate Programs

In 2008 E.C, a significant number of students got admission for the undergraduate programs. There were 778,766 students enrolled in this program. Completion of this program is certified by awarding a bachelor's degree. The degree of Doctor of Medicine (MD) and the degree of Doctor of Veterinary Medicine (DVM) are also classified under undergraduate programs and are included in the data here.

Table 11.1 Enrolments in Undergraduate by Programs, 2008 E.C. (2015/16)

Program	Gender	Government	NonGovernment	Total	% nongovt
Regular	male	252,716	21,464	274,180	7.8
	female	126,673	24,093	150,766	16.0
	total	379,389	45,557	424,946	10.7
Extension	male	72,479	13,343	85,822	15.5
	female	39,346	12,471	51,817	24.1
	total	111,825	25,814	137,639	18.8
Summer	male	93,246	-	93,246	0.0
	female	30,480	-	30,480	0.0
	total	123,726	-	123,726	0.0
Distance	male	29,152	30,515	59,667	51.1
	female	16,097	16,691	32,788	50.9
	total	45,249	47,206	92,455	51.1
Total	male	447,593	65,322	512,915	12.7
	female	212,596	53,255	265,851	20.0
	total	660,189	118,577	778,766	15.2

Chart 11.1 Enrolments in Undergraduate by Programs, 2008 E.C. (2015/16)

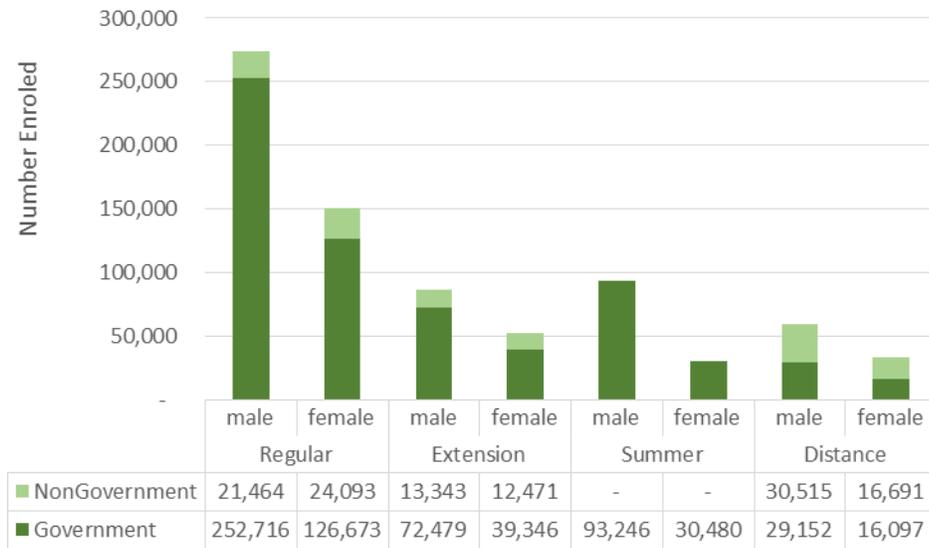


Table 11.1 and Chart 11.1 above, show that in the year 2008 E.C. (2015/16) the total undergraduate enrolment (government and non-government) regular, evening, summer and distance programs is 778,766 of which 265,851 (34.14%) are females. The majority, i.e. 84.8%, of these students are enrolled in government institutions, whereas private institutions cover 15%. The later may need greater enhancement. 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 54.6%.

Table 11.2 Enrolments in Undergraduate by Year, 2008 E.C. (2015/16)

Ownership	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 and above	Total
Government	205,291	157,454	138,934	86,116	60,858	11,536	660,189
NonGovernment	46,340	36,434	28,066	5,934	1,679	124	118,577
Total	251,631	193,888	167,000	92,050	62,537	11,660	778,766
%NonGovernment	18.42	18.79	16.81	6.45	2.68	1.06	15.23

Chart 11.2 Enrolments in Undergraduate by Year, 2008 E.C. (2015/16)

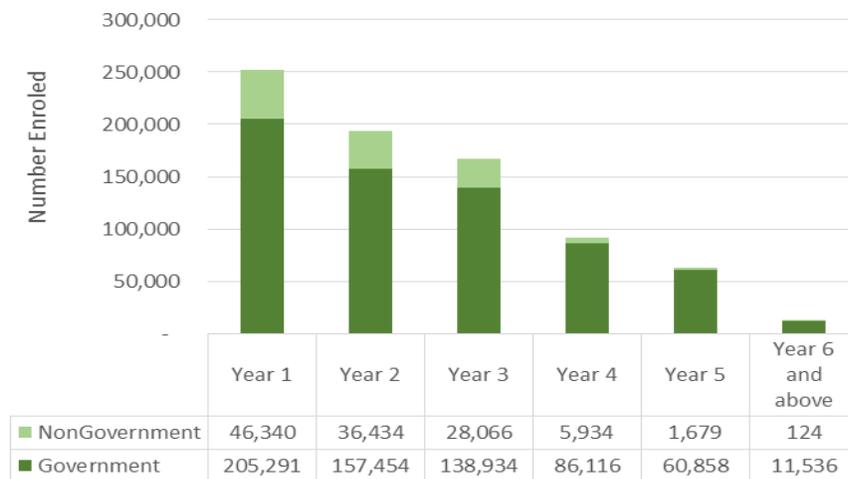


Table 11.2 and Chart 11.2 above, show that in the year 2008 E.C. (2015/16) from the total undergraduate enrolment (government and non-government), the percentage of non-government undergraduates enrolled in years I, II,III,IV, V and year VI and above is 18.42, 18.79, 16.81, 6.45, 2.68 and 1.06 respectively. It can also be seen from the table and the chart that in year I undergraduate enrolment contains approximately one-third of the total enrolment of all enrolment in undergraduate programs.

Table 11.3 Trends in Undergraduate Enrolment in Government and Non-government Institutions

Program	Gender	2003 E.C. (2010/11)	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)
Regular	Male	165,371	194,028	222,846	232,645	263,883	274,180
	Female	62,371	75,834	94,953	102,433	145,655	150,766
	Total	227,688	269,862	317,799	335,078	409,538	424,946
Evening	Male	42,814	47,308	50,605	50,423	80,827	85,822
	Female	20,911	26,370	29,251	29,782	50,169	51,817
	Total	63,725	73,678	79,856	80,205	130,996	137,639
Summer	Male	57,787	66,086	67,118	78,527	74,062	93,246
	Female	17,649	19,610	20,912	24,115	27,473	30,480
	Total	75,436	85,696	88,030	102,642	101,535	123,726
Distance	Male	60,797	47,585	47,138	51,960	57,199	59,667
	Female	20,047	17,289	21,025	23,688	29,760	32,788
	Total	80,844	64,874	68,163	75,648	86,959	92,455
Total	Male	326,769	355,006	387,707	413,556	475,971	512,915
	Female	120,978	139,104	166,141	180,018	253,057	265,851
	Total	447,693	494,110	553,848	593,574	729,028	778,766

Chart 11.3.1 Trends in Undergraduate Enrolment in Government and Non-government institutions by Program

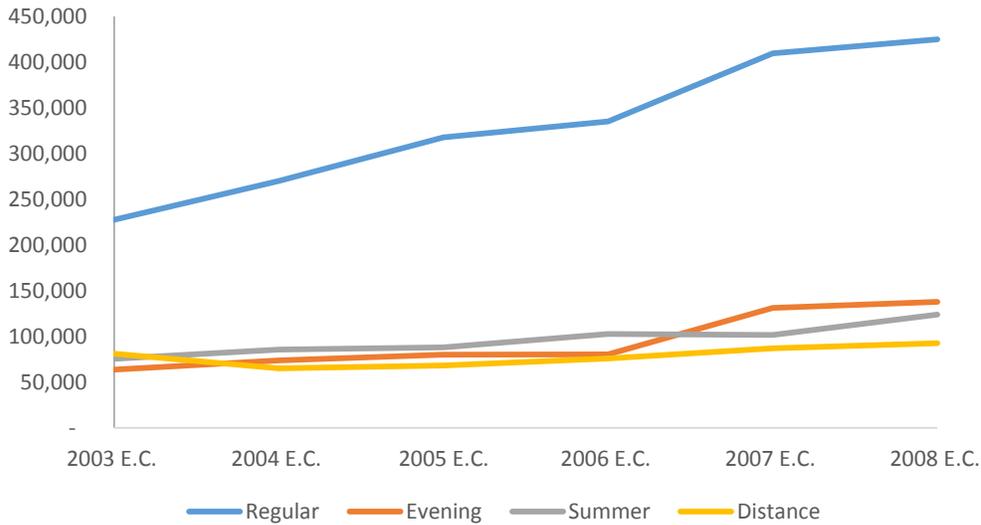


Chart 11.3.2 Trends in Undergraduate Enrolment in Government and Non-government Institutions by Sex

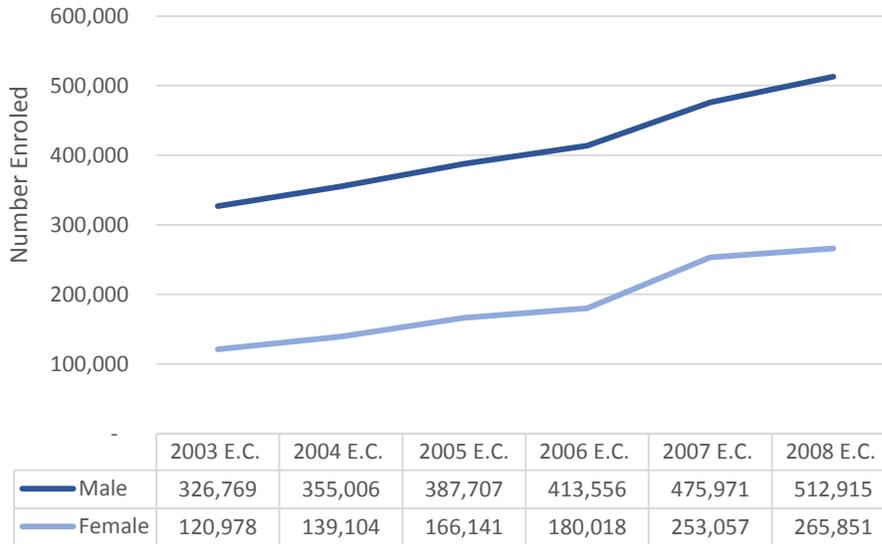
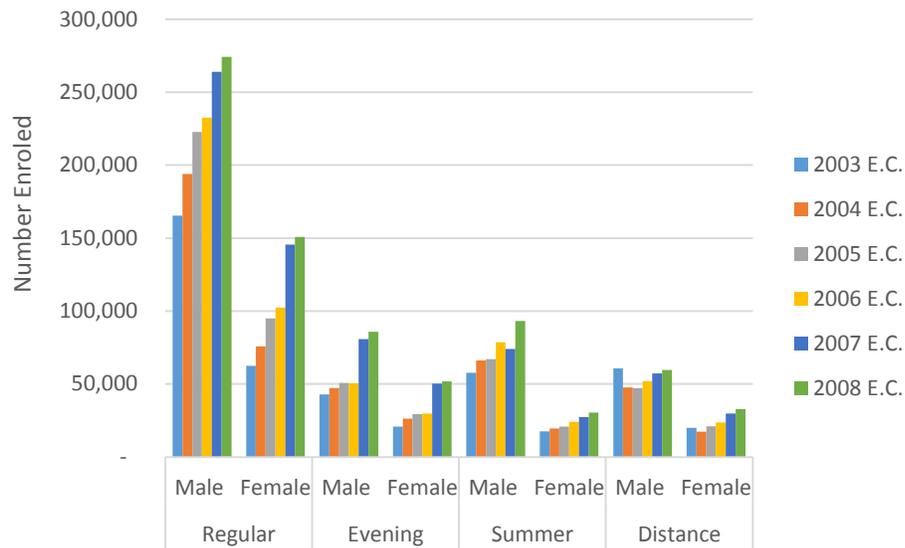


Chart 11.3.3 Trends in Undergraduate Enrolment-Government and Non-government by Programs by Sex



From Table 11.3 and Charts 11.3.1, 11.3.2 and 11.3.3 above, it can be seen that undergraduate enrolment in regular programs has been increasing significantly for the last five years and has the largest share of all the program types, similarly enrolment in distance programs has increased slightly for the last three years. The total enrolment in all the programs (regular, evening, summer and distance) has also increased substantially for the last five years, with enrolment increasing by 73.95% over the time period. However, there remains a large gender gap in enrolment in higher education with only 34.13% of those enrolled in 2008 E.C. being female.

Table 11.4 Long term Trend in Undergraduate Enrolment in Government and Non-government Institutions in all Programs (Regular, Extension, Summer and Distance)

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

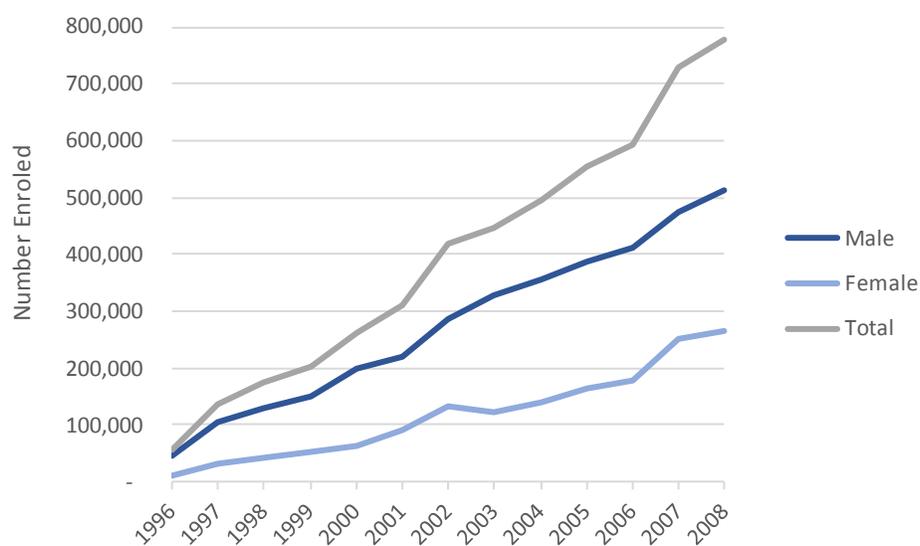
Chart 11.4 Long term Trend in Undergraduate Enrolment in Government and Non-government Institutions

Table 11.4 and Chart 11.4 show the long term figures for undergraduate enrolment. A large increase has been observed from 1996 E.C. to 2008 E.C., with an annual average growth rate of 24.5%. Female enrolment has big increment over the time period showing that progress is being made in narrowing gender gap in enrolment. But there still needs to be further improvements in this area with over double the number of men enrolling in undergraduate programs compared to women in 2008 E.C. (2015/16) in order to achieve the ESDP V target.

Table 11.5 Undergraduate Enrolment in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

Program	Sex	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
Regular	male	127,837	20,929	25,996	19,898	30,631	27,425	252,716
	female	50,025	16,488	12,098	12,315	17,194	18,553	126,673
	total	177,862	37,417	38,094	32,213	47,825	45,978	379,389
Extension	male	18,211	1,834	10,023	2,472	35,512	4,427	72,479
	female	4,500	779	8,138	946	22,047	2,936	39,346
	total	22,711	2,613	18,161	3,418	57,559	7,363	111,825
Summer	male	9,533	32,631	3,664	9,000	3,338	35,080	93,246
	female	2,421	8,463	1,863	1,290	1,426	15,017	30,480
	total	11,954	41,094	5,527	10,290	4,764	50,097	123,726
Distance	male	1,065	2,368	959	1,292	11,228	12,240	29,152
	female	586	664	361	275	7,397	6,814	16,097
	total	1,651	3,032	1,320	1,567	18,625	19,054	45,249
Total	male	156,646	57,762	40,642	32,662	80,709	79,172	447,593
	female	57,532	26,394	22,460	14,826	48,064	43,320	212,596
	total	214,178	84,156	63,102	47,488	128,773	122,492	660,189

Chart 11.5 Undergraduate Enrolment in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

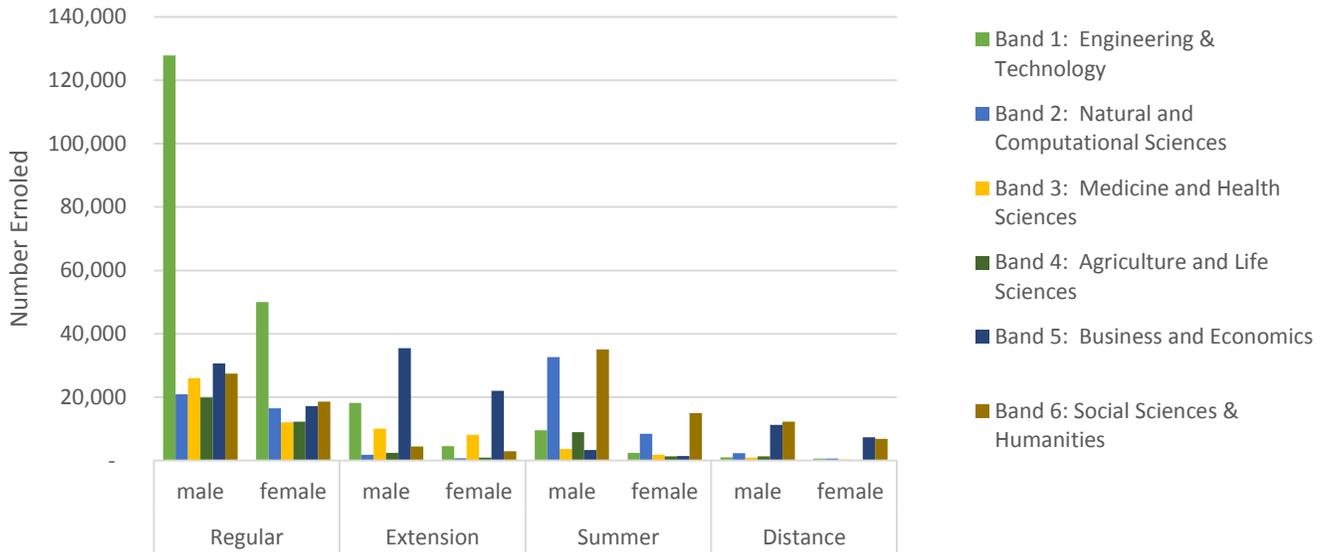


Table 11.5 and Chart 11.5 above show that in 2008 E.C. (2015/16) Band 1 programs had the highest number of students enrolled in engineering and technology fields accounting for 32% of all those enrolled in the undergraduate program, 83% of whom were in regular programs. Band 4 has the lowest proportion of students enrolled at 7% of all those enrolled. Ratio of enrollment in natural science to that of social science is 62:38. Thus it needs some improvement to achieve 70: 30 proportions.

Table 11.6 Undergraduate Enrolment in Non-government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

Program	Sex	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
Regular	male	4,991	100	5,821	302	9,444	806	21,464
	female	2,401	43	9,106	119	11,989	435	24,093
	total	7,392	143	14,927	421	21,433	1,241	45,557
Extension	male	4,431	49	2,259	-	6,225	379	13,343
	female	1,543	38	3,303	-	7,442	145	12,471
	total	5,974	87	5,562	-	13,667	524	25,814
Distance	male	191	-	147	3,339	21,060	5,778	30,515
	female	173	-	33	507	13,973	2,005	16,691
	total	364	-	180	3,846	35,033	7,783	47,206
Total	male	9,613	149	8,227	3,641	36,729	6,963	65,322
	female	4,117	81	12,442	626	33,404	2,585	53,255
	total	13,730	230	20,669	4,267	70,133	9,548	118,577

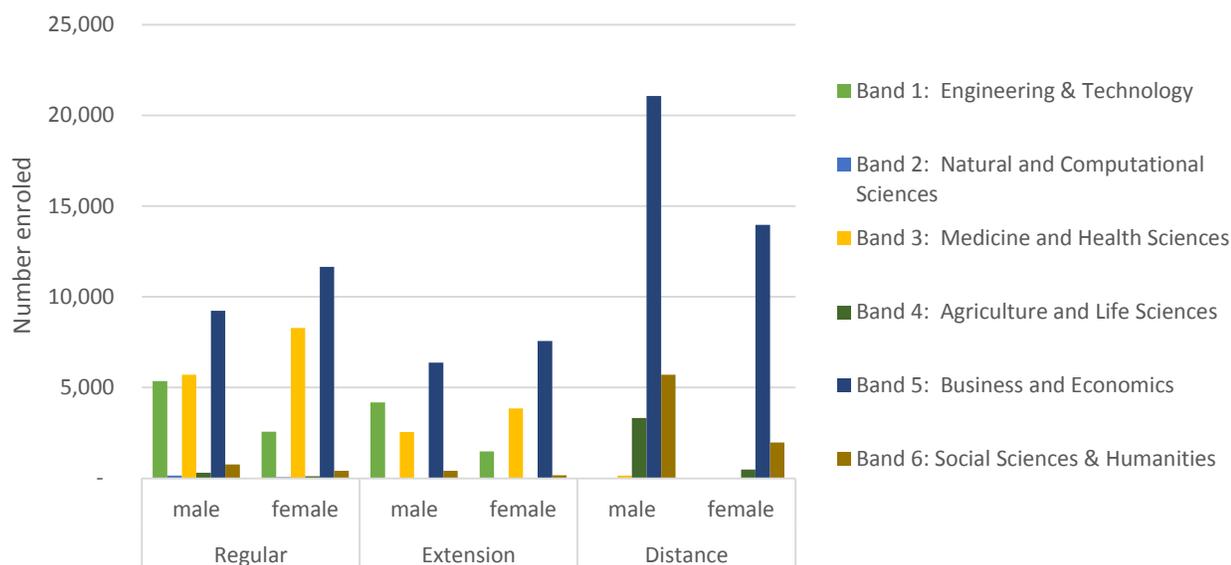
Chart 11.6 Undergraduate Enrolment in Non-government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

Table 11.6 and Chart 11.6 above show that in 2008 E.C. (2015/16) the total number of undergraduate students enrolled in the Non-Government HEIs is 117,962. Band 5 Business and Economics have the greatest number of students at 59% of all those enrolled. Distance learning has the highest number of students in non-government institutions, with 39% of those enrolled in this program. Band 2 (Natural and computational sciences) has the lowest enrollment with 0.2% of students being enrolled in these subjects. As compared to 70:30 ratios, private enrolment status is 33:67 which is very far from the national target.

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

Table 11.7 Trends in Postgraduate Enrolment in Government and Non-government Institutions, 2008 E.C. (2015/16)

			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)
Government	Masters	Male	15,996	18,169	20,060	20,871	23,129	34,398
		Female	2,490	4,635	5,043	5,246	7,337	9,706
		Total	18,486	22,804	25,103	26,117	30,466	44,104
	PhD	Male	690	1,530	2,809	2,922	2,755	2,444
		Female	99	319	356	370	380	281
		Total	789	1,849	3,165	3,292	3,135	2,725
Non-Government	Masters	Male	682	779	2,339	2,433	4,820	2,779
		Female	193	228	697	725	1,866	1,913
		Total	875	1,007	3,036	3,158	6,686	4,692
Grand Total	Male		17,368	20,478	25,208	26,226	30,704	39,621
	Female		2,782	5,182	6,096	6,341	9,583	11,900
	Total		20,150	25,660	31,304	32,567	40,287	51,521
	%Female		13.8	20.2	19.5	19.5	23.8	23.1

Chart 11.7.1 Trends in Postgraduate Enrolment Government and Non-government Institutions

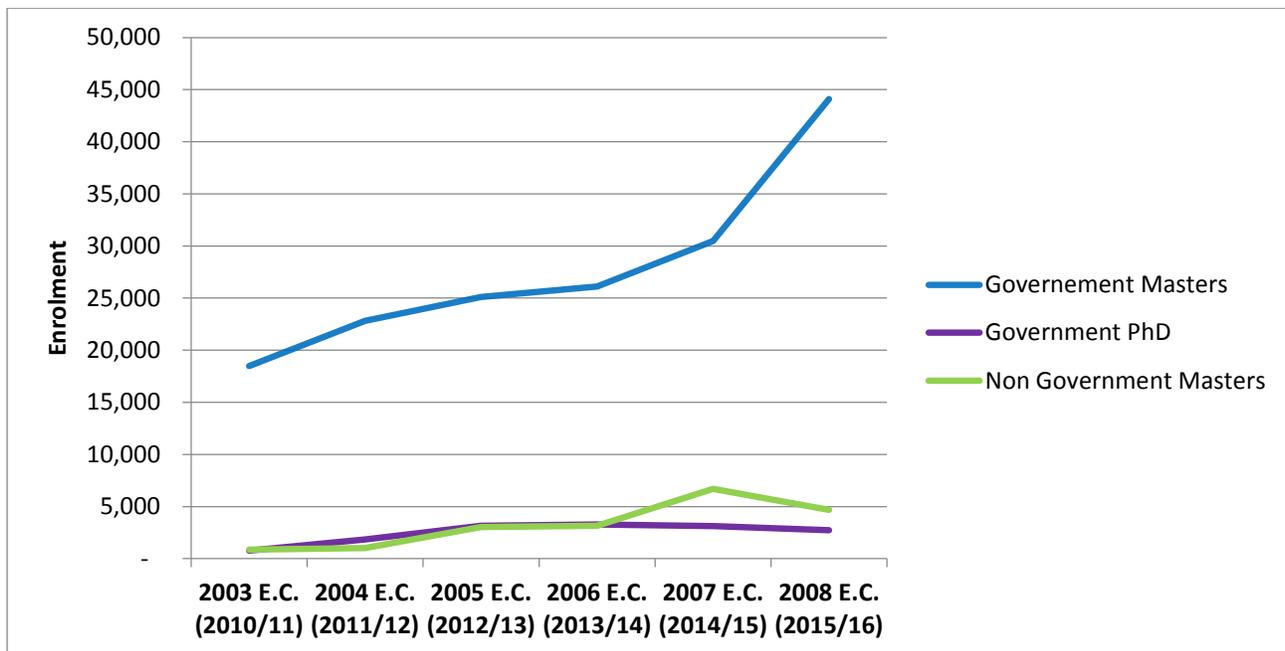


Chart 11.7.2 Trends of Postgraduate Enrolment in Government and Non-government Institutions by Sex

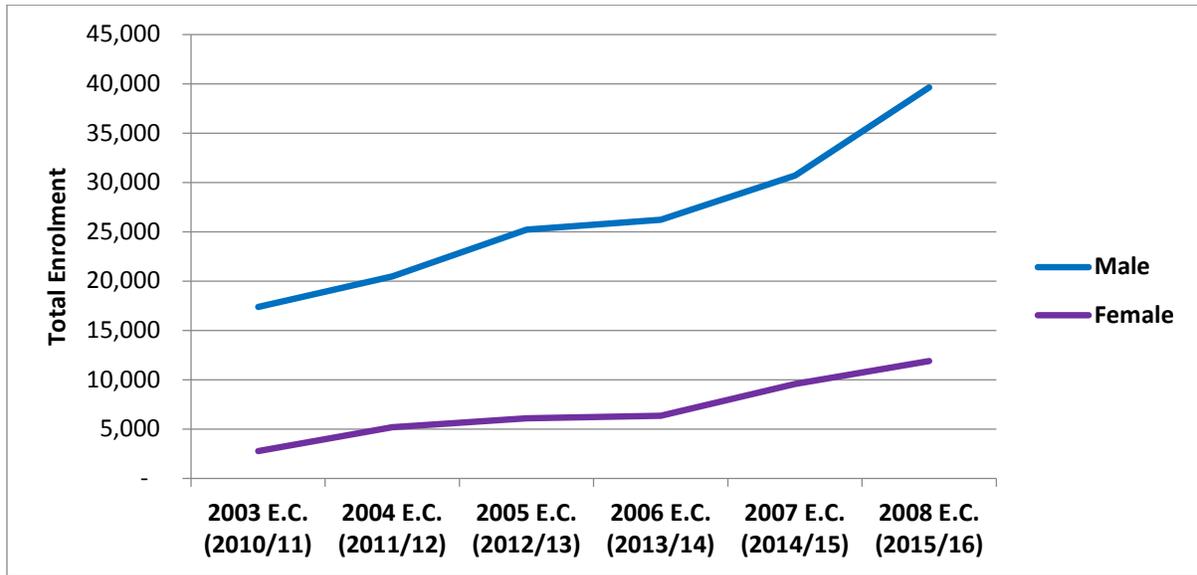
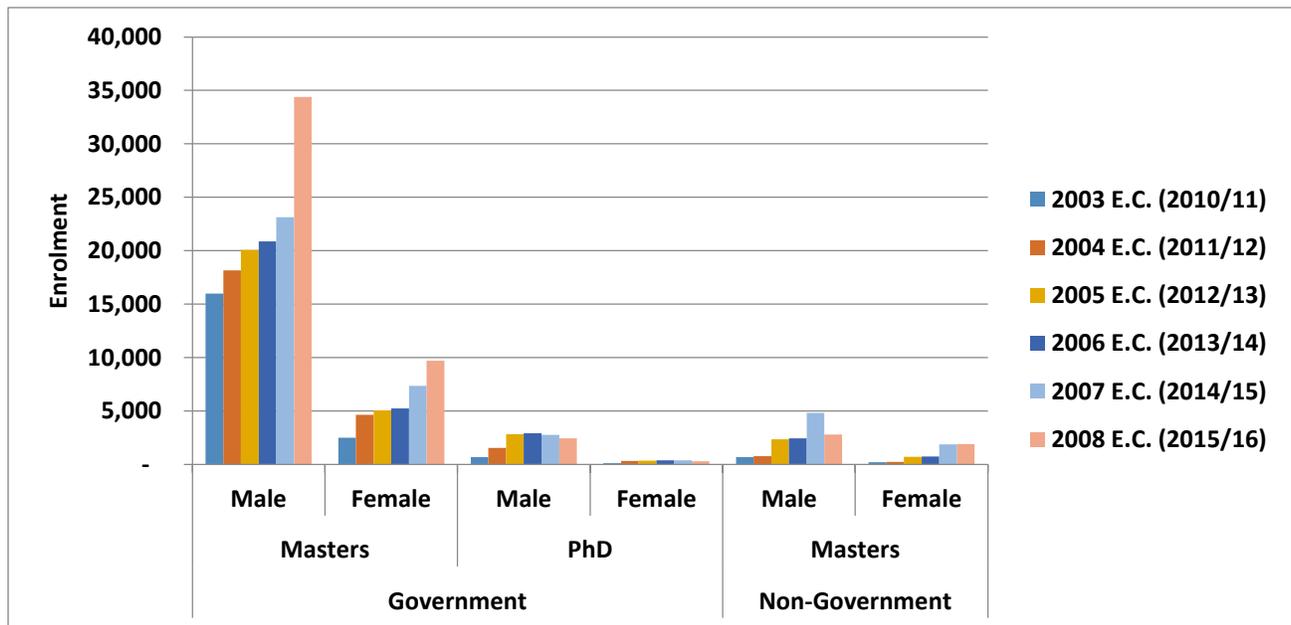


Chart 11.7.3 Trends of Postgraduate Enrolment in Government and Non-government Institutions



As can be seen in Table 11.7 and Charts 11.7.1, 11.7.2 and 11.7.3 above, there has been a significant increase in all types of postgraduate enrolment in the past six years and total enrolment has increased by a total of 35,186 in 2008 E.C. (2015/16) compared to the first data, 2003 E.C. (2010/11), and by 15,049 when compared to last year's data, 2007 E.C. (2014/15). Total enrolment increased by more than double over the past six years. Looking at the distribution of enrolments, 84.6% are enrolled in government institutions and the total percentage of female postgraduate students is 24.3%. This highlights that there remains high gender gap in higher education postgraduate programs though the percent share of female enrolment has been increased from the last year.

Table 11.8 Long term Trends in Postgraduate Enrolment in Government and Non-government Institutions

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

Chart 11.8 Long term Trends in Postgraduate Enrolment in Government and Non-government Institutions

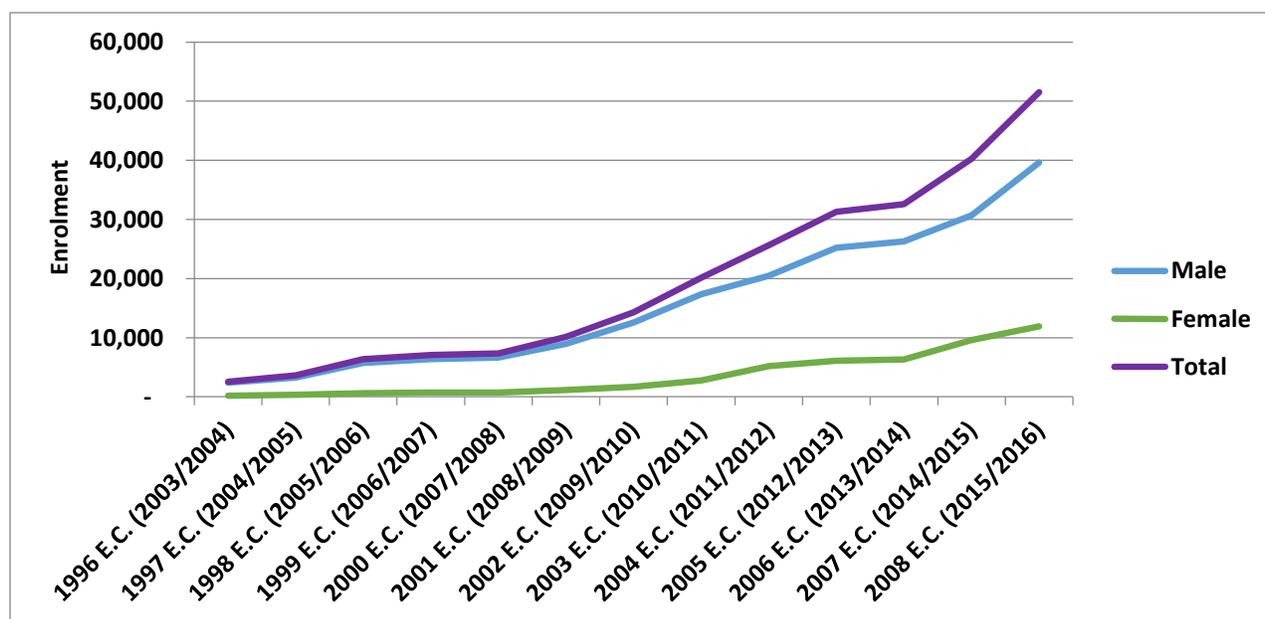


Table 11.8 and Chart 11.8 show a large improvement in enrolment in postgraduate programs over the last 13 years, with total enrolment increasing by almost 20 times over the time period, while the enrolment increases by 27.9% from the previous year data. Similar to undergraduate enrolment, the majority of the increment is in male enrolment and gender gap is wide in postgraduate programs too.

Table 11.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

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
Program	Sex						
Regular	Male	4,327	1,775	3,222	2,442	2,109	3,109
	Female	674	378	684	431	553	813
	Total	5,001	2,153	3,906	2,873	2,662	3,922
Evening	Male	358	131	927	503	3,873	1,471
	Female	1,155	156	447	27	1,624	1,145
	Total	1,513	287	1,374	530	5,497	2,616
Summer	Male	539	4,326	271	332	566	6,306
	Female	44	434	36	38	65	952
	Total	583	4,760	307	370	631	7,258
Distance	Male	-	-	-	93	138	24
	Female	-	-	-	7	277	47
	Total	-	-	-	100	415	71
Total	Male	5,224	6,232	4,420	3,370	6,686	10,910
	Female	1,873	968	1,167	503	2,519	2,957
	Total	7,097	7,200	5,587	3,873	9,205	13,867

Chart 11.9 Postgraduate Students Enrolled in Government Institutions by Program, Sex and Band, 2008 E.C. (2015/16)

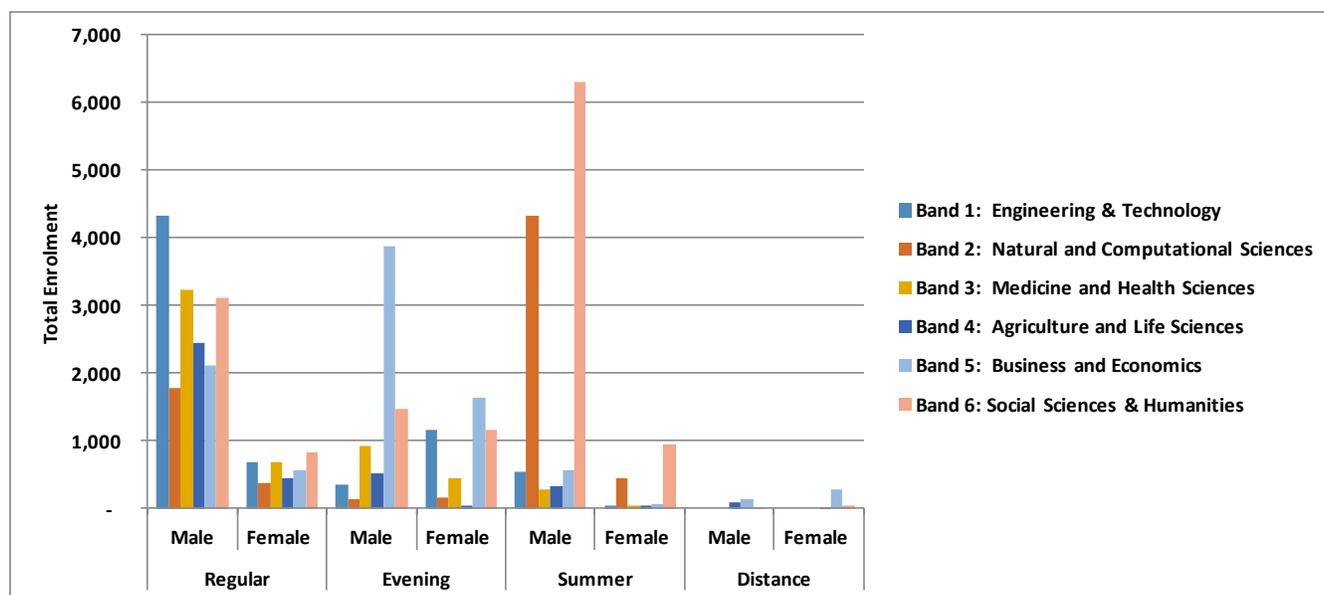


Table 11.9 and Chart 11.9 show that Social Science and Humanities (Band 6) have the highest number of postgraduate students, with 29.6% of postgraduate students studying these subjects. This is followed by Business and Economics (Band 5) students with 19.7% enrolment shares. On the other hand, Agriculture and Life Sciences (Band 4) are the least studied with only 8.3% of students enrolled in these fields.

Table 11.10 Postgraduate Students in Non-government Institutions by, Program, Sex and Band, 2008 E.C. (2015/16)

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
Program	Sex						
Regular	Male	482	0	145	14	1753	30
	Female	161	0	81	6	1394	19
	Total	643	0	226	20	3147	49
Extension	Male	0	0	68		287	0
	Female	0	0	59		193	0
	Total	0	0	127	0	480	0
Total	Male	482	-	213	14	2,040	30
	Female	161	-	140	6	1,587	19
	Total	643	-	353	20	3,627	49

Chart 11.10 Postgraduate Students in Non-government Institutions by, Program, Sex and Band, 2008 E.C. (2015/16)

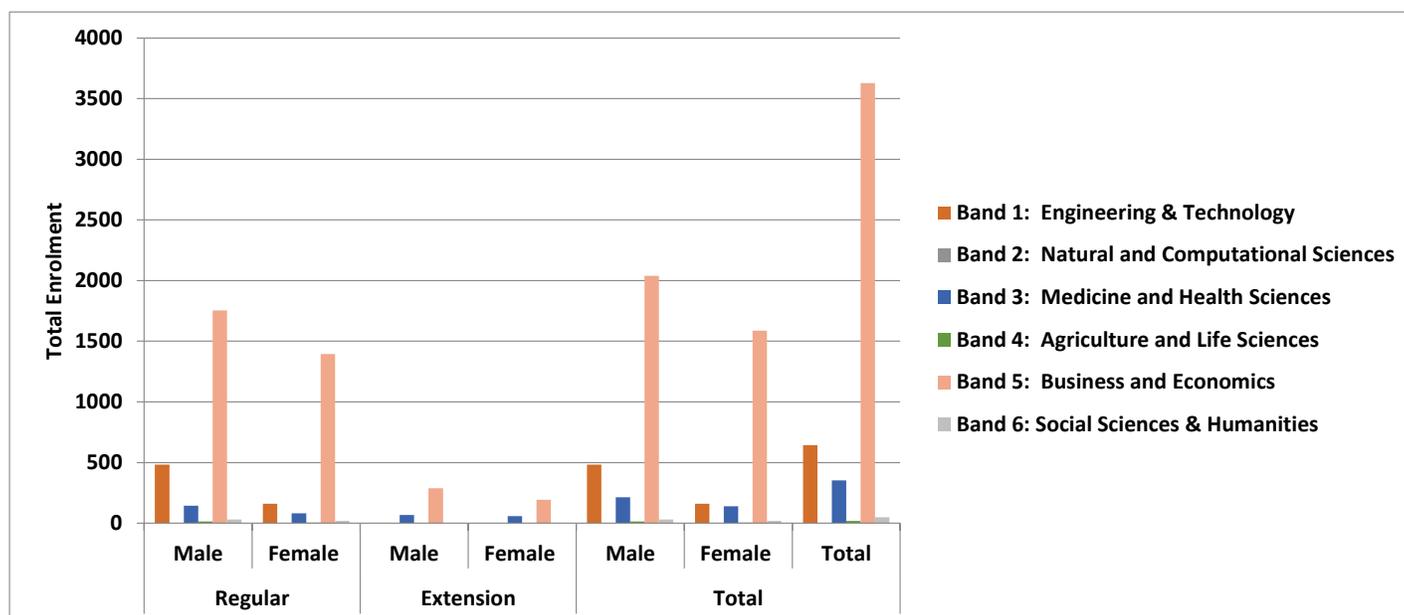


Table 11.10 and Chart 11.10 show that the majority of postgraduate students in non-government institutions enrolled in the field of Business and Economics (Band 5) with 77.3% enrolment share followed by Engineering and Technology (Band 1) with 13.7% of students studying these subjects. There are no postgraduate students studying Natural and Computational Sciences in non-government institutions and Agriculture and Life Sciences constitute the least enrolment share, with only 0.4%.

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 11.11 Graduates in Undergraduate Programs 2008 E.C. (2015/16)

Program	Sex	Government	Non-government	Total
Regular	male	50,964	3,060	54,024
	female	22,725	2,611	25,336
	total	73,689	5,671	79,360
Extension	male	6,458	1,304	7,762
	female	3,673	1,052	4,725
	total	10,131	2,356	12,487
Summer	male	12,582	-	12,582
	female	4,789	-	4,789
	total	17,371	-	17,371
Distance	male	7,129	3,276	10,405
	female	5,023	2,629	7,652
	total	12,152	5,905	18,057
Total	male	77,133	7,640	84,773
	female	36,210	6,292	42,502
	total	113,343	13,932	127,275

Chart 11.11.1 Graduates in Undergraduate Programs Split by Government and Non-government Institutions, 2008 E.C. (2015/16)

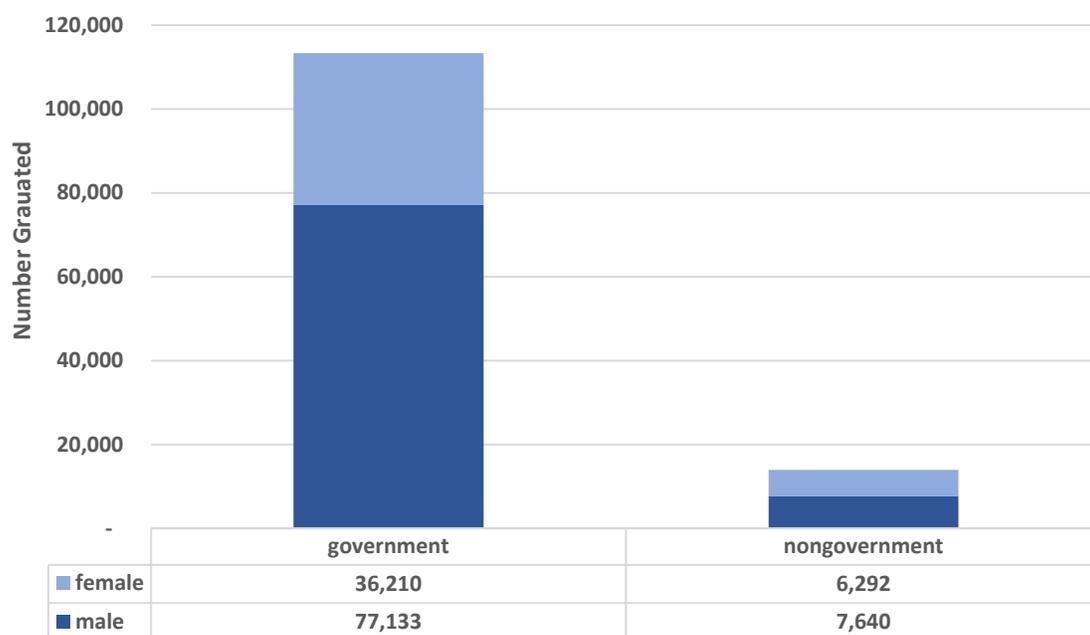
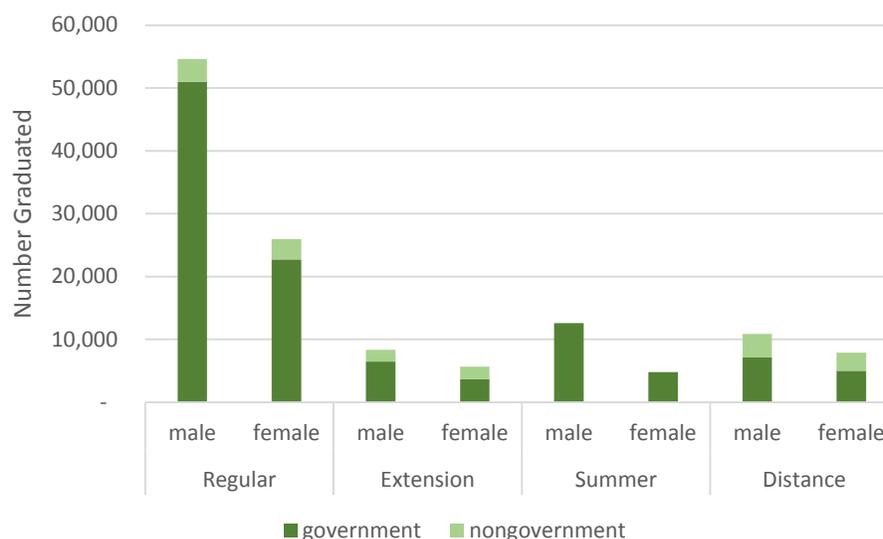


Chart 11.11.2 Graduates in Undergraduate Degrees by Program and Sex, 2008 E.C. (2015/16)

As noted in Table 11.11 and charts 11.11.1 and 11.11.2 above, there are a total of 127,275 graduates in undergraduate programs with a degree in 2008 E.C. of whom 42,502 are females and account for 33.4% of all graduates. In addition, it can be observed that 113,343 (89%) of the undergraduate graduates are from government institutions.

Table 11.12 Trends in Number of Undergraduate Graduates in Government and Non-government Institutions

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)
Regular	Male	31,131	38,697	39,497	53,447	51,798	54,024
	Female	13,911	12,886	14,820	16,302	19,357	25,336
	Total	45,042	51,583	54,317	69,749	71,155	79,360
Evening	Male	9,807	6,884	6,278	6,906	7,805	7,762
	Female	4,589	3,407	3,721	4,093	4,226	4,725
	Total	14,396	10,291	9,999	10,999	12,031	12,487
Summer	Male	5,979	5,380	5,774	6,352	12,671	12,582
	Female	973	1,470	1,551	1,706	3,771	4,789
	Total	6,952	6,850	7,325	8,058	16,442	17,371
Distance	Male	7,866	7,424	4,917	5,408	4,642	10,405
	Female	1,092	1,996	2,515	2,767	3,297	7,652
	Total	8,958	9,420	7,432	8,175	7,939	18,057
Total	Male	54,783	58,385	56,466	72,113	76,916	84,773
	Female	20,565	19,759	22,607	24,868	30,651	42,502
	Total	75,348	78,144	79,073	96,981	107,567	127,275
	% Female	27.3	25.3	28.6	25.6	28.5	33.4

Chart 11.12.1 Trends in Number of Undergraduate Graduates in government and non-government Institutions by Sex

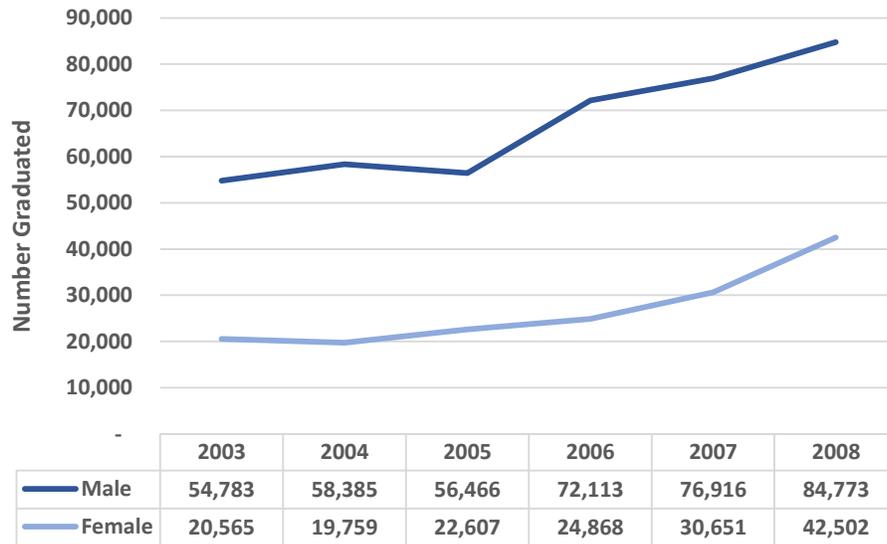


Chart 11.12.2 Trends in Number of Undergraduate Graduates in Government and Non-government Institutions by Program

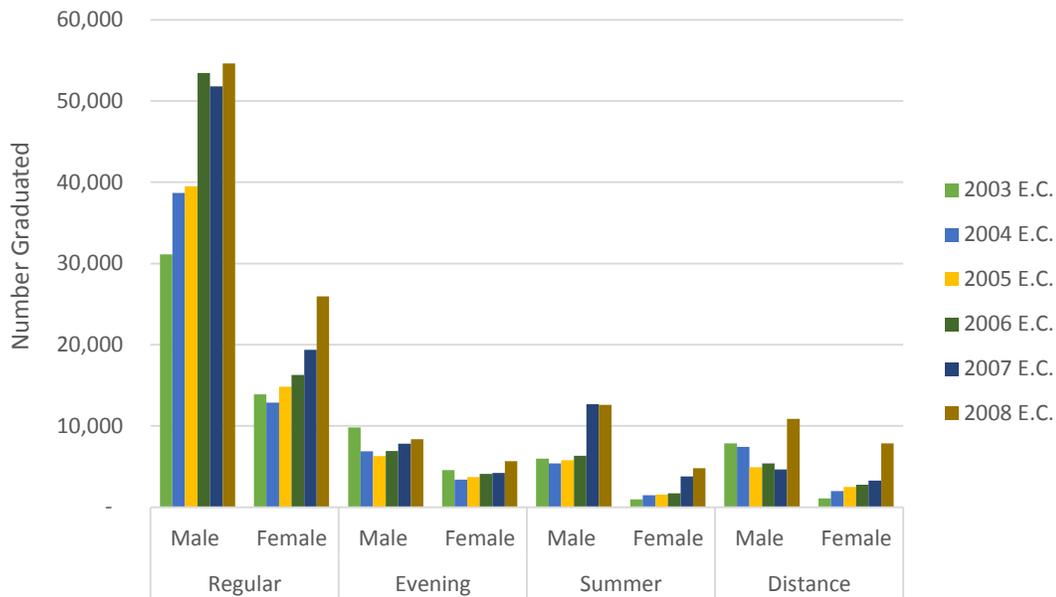


Table 11.12 and Charts 11.12.1 and 11.12.2 above show the trend in undergraduate graduates by program for the last five years. There is a steady increase of overall undergraduate graduates for the last five years, increasing by 68.9% over the time period. The greatest increase in the number of female graduates was observed between 2007 E.C. and 2008 E.C. growing by 38.7%. The number of graduates from distance program in 2008 E.C. is more than doubled compared to 2007 E.C.

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 11.13 Graduates in Postgraduate Programs, 2008 E.C. (2015/16)

			No. of Graduates
Government	Masters	Male	7,107
		Female	1,481
		Total	8,588
	PhD	Male	239
		Female	24
		Total	263
Non Government	Masters	Male	1,146
		Female	471
		Total	1,617
Grand Total	Male		8,492
	Female		1,976
	Total		10,468
	%Female		18.9

Table 11.13 shows that there are 10,468 postgraduate graduate students both from government and non-government institutions of whom 8,851 (84.6%) are graduated from government institutions. In addition, 2.5% of the total postgraduate graduates are from PhD programs. It can be seen from the table that from the total postgraduate graduates, 18.9% are female showing an increment of 1.1% compared to the previous year data.

Table 11.14 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)
Government	Masters	Male	5,057	5,025	5,095	6,369	8,595	7,107
		Female	819	792	865	1,081	1,608	1,481
		Total	5,876	5,817	5,960	7,450	10,203	8,588
	PhD	Male	20	63	64	67	424	239
		Female	1	7	70	13	61	24
		Total	21	70	71	80	485	263
Non Government	Masters	Male	274	214	309	386	1,111	1,146
		Female	79	61	84	105	366	471
		Total	353	275	393	491	1,477	1,617
Grand Total	Male		5,351	5,302	5,468	6,822	10,130	8,492
	Female		899	860	1,019	1,199	2,035	1,976
	Total		6,250	6,162	6,487	8,021	12,165	10,468
	%Female		14.4	14.0	15.7	14.9	16.7	18.9

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

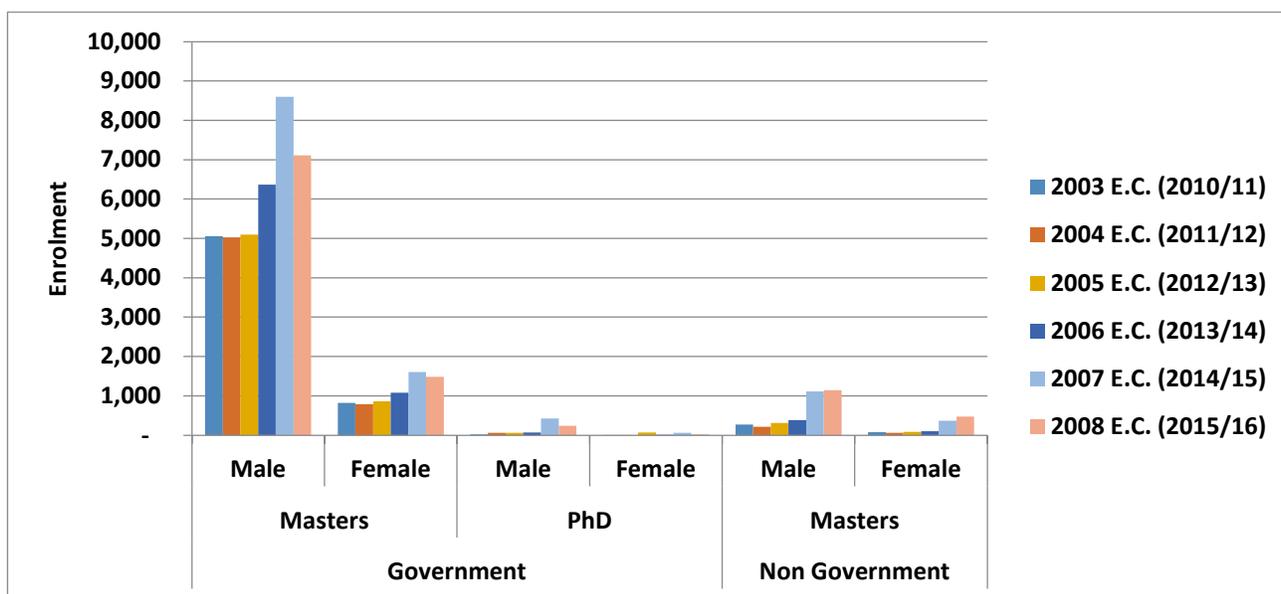


Table 11.14 and Chart 11.13 above show the trend in the number of postgraduate graduates for the last six years. It can be seen from the table and chart that there was a continuous increase of postgraduate graduates for the last first five years with a 48% increment over the time period, with the exception of 2004 E.C. (2011/12) data. However, it has been seen that the current data (2008 E.C.) has been decreased from the previous data by 14.2%.

11.5 Academic Staff in Higher Education Institutions

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

			2004 E.C.(2010/11)	2005 E.C.(2010/11)	2006 E.C.(2010/11)	2007 E.C.(2010/11)	2008 E.C.(2010/11)
Government	Ethiopian	Male	16,359	18,141	18,171	21,547	23,196
		Female	1,631	1,910	2,218	2,443	3,259
		Total	17,990	20,051	20,389	23,990	26,455
	Expatriate	Male	600	1,611	1,587	937	1,241
		Female	121	237	225	141	196
		Total	721	1,848	1,812	1,078	1,437
Non-Government	Ethiopian	Male	1,858	1,597	1,626	2,042	2,025
		Female	224	373	389	478	517
		Total	2,082	1,970	2,015	2,520	2,542
	Expatriate	Male	15	27	27	46	59
		Female	14	9	9	4	3
		Total	29	36	36	50	62
Total	Male	18,832	21,376	21,411	24,572	26,521	
	Female	1,990	2,529	2,841	3,066	3,975	
	Total	20,822	23,905	24,252	27,638	30,496	

Table 11.15 above shows the trends in the number of higher education academic staff for the last five years. The

number has increased substantially from a total of 20,822 in the year 2004 E.C. (2011/12) to a total of 30,496 in the year 2008 E.C. (2015/16), which is a 46.5% increment over the period. Compared to last year's data, the current data (2008 E.C.) has been increased by 10.3%.

Table 11.16 Academic Staff in Higher Education Institutions by Level of Qualification, Band, Ownership and Citizenship, 2008 E.C. (2015/16).

		Government		Non-Government		Total
		Ethiopian	Expatriate	Ethiopian	Expatriate	
Bachelors	Male	7,054	1	598	7	7,660
	Female	1,456	1	200	-	1,657
M.D/D.V.M	Male	1,076	6	67	10	1,159
	Female	242	2	18	2	264
Masters	Male	12,830	522	1,115	13	14,480
	Female	1,384	108	248	5	1,745
PhD	Male	1,905	690	111	22	2,728
	Female	137	84	31	1	253
Speciality	Male	207	18	51	-	276
	Female	26	1	7	-	34
Sub-Speciality	Male	67	1	32	-	100
	Female	3	-	3	-	6
Others	Male	57	3	51	7	118
	Female	11	-	10	-	21
Total	Male	23,196	1,241	2,025	59	26,521
	Female	3,259	196	517	3	3,975
	Total	26,455	1,437	2,542	62	30,496

Table 11.16 shows that in 2008 E.C. (2015/16) the total number of academic staffs in government and nongovernment HEIs are 27,892 and 2,604 respectively. The total number of Ethiopian academic staff is 28,997 out of which 26,455 are in government and the rest 2,542 are in non-government institutions. The total number of expatriate academic staff in government and non-government HEIs is 1,437 and 62 respectively. The grand total academic staff gender wise is 26,521 males and 3,975 females. The percentage of female academic staff is 13% of the total.

Table 11.17 Government Full Time Academic Staff by Level, Sex and Band, 2008 E.C. (2015/16)

			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
Ethiopian	Bachelors	Male	4,069	401	966	474	389	755	7,054
		Female	589	132	241	173	126	195	1,456
	M.D/D.V.M	Male	-	-	974	102	-	-	1,076
		Female	-	-	227	15	-	-	242
	Masters	Male	2,234	2,525	1,569	1,431	1,842	3,229	12,830
		Female	200	186	227	179	234	358	1,384
	PhD	Male	220	409	229	278	218	551	1,905
		Female	7	18	23	37	14	38	137
	Speciality	Male	-	-	190	8	2	7	207
		Female	-	-	25	-	-	1	26
	Sub-Speciality	Male	-	-	41	-	26	-	67
		Female	-	-	2	-	1	-	3
	Others	Male	7	1	20	10	19	-	57
		Female	1	-	3	4	3	-	11
	Total	Male	6,530	3,336	3,989	2,303	2,496	4,542	23,196
		Female	797	336	748	408	378	592	3,259
Total		7,327	3,672	4,737	2,711	2,874	5,134	26,455	
Expatriate	Bachelors	Male	-	-	-	-	-	1	1
		Female	-	1	-	-	-	-	1
	M.D/D.V.M	Male	-	2	4	-	-	-	6
		Female	-	-	1	-	-	1	2
	Masters	Male	411	19	56	8	20	8	522
		Female	54	2	32	3	3	14	108
	PhD	Male	224	138	62	77	112	77	690
		Female	14	18	11	7	16	18	84
	Speciality	Male	-	1	13	-	4	-	18
		Female	-	-	-	-	1	-	1
	Sub-Speciality	Male	-	-	1	-	-	-	1
		Female	-	-	-	-	-	-	-
	Others	Male	2	-	-	-	1	-	3
		Female	-	-	-	-	-	-	-
	Total	Male	637	160	136	85	137	86	1,241
		Female	68	21	44	10	20	33	196
Total		705	181	180	95	157	119	1,437	

Table 11.17 shows that there are 26,455 (12.3% female) Ethiopian and 1,437 (13.6% female) expatriates working as full time academic staff in government HEIs.

Table 11.18 Non-Government Full Time Academic Staff by Level, Sex and Band, 2008 E.C. (2015/16)

		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	
Ethiopian	Bachelors	Male	113	1	299	3	171	11	598
		Female	20	-	139	-	38	3	200
	M.D/D.V.M	Male	1	-	64	1	1	-	67
		Female	-	-	14	-	4	-	18
	Masters	Male	188	5	442	16	415	49	1,115
		Female	33	-	159	-	43	13	248
	PhD	Male	19	-	35	1	47	9	111
		Female	2	-	28	-	1	-	31
	Speciality	Male	-	-	48	-	3	-	51
		Female	-	-	7	-	-	-	7
	Sub-Speciality	Male	10	-	8	-	14	-	32
		Female	1	-	1	-	1	-	3
	Others	Male	16	-	17	3	15	-	51
		Female	6	-	2	2	-	-	10
Total	Male	347	6	913	24	666	69	2,025	
	Female	62	-	350	2	87	16	517	
	Total	409	6	1,263	26	753	85	2,542	
Expatriate	Bachelors	Male	1	2	2	-	2	-	7
		Female	-	-	-	-	-	-	-
	M.D/D.V.M	Male	-	5	5	-	-	-	10
		Female	-	1	1	-	-	-	2
	Masters	Male	1	4	4	-	4	-	13
		Female	-	2	2	-	1	-	5
	PhD	Male	-	9	9	-	4	-	22
		Female	-	1	-	-	-	-	1
	Speciality	Male	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-
	Sub-Speciality	Male	-	-	-	-	-	-	-
		Female	-	-	-	-	-	-	-
	Others	Male	-	1	1	-	5	-	7
		Female	-	-	-	-	-	-	-
Total	Male	2	21	21	-	15	-	59	
	Female	-	2	1	-	-	-	3	
	Total	2	23	22	-	15	-	62	

Tables 11.18 shows that, in 2008 E.C. (2015/16), there are 2,542 (20.3% female) Ethiopian and 62 (5% female) expatriates are full time academic staff in non-government HEIs. It may be noted that 50% of the number of Ethiopian staff, i.e. 1,263, of them are in the field of medicine and health sciences.

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

Table 11.19 Part-Time Academic Staff of Non-government Institutions by Level, Sex and Band, 2008 E.C. (2015/16)

		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	Total
Regular	Male	40	8	181	0	61	290
	Female	5	2	22	0	12	41
Extension	Male	14	2	19	0	72	107
	Female	2	0	8	0	10	20
Summer	Male	0	0	0	0	0	0
	Female	0	0	0	0	0	0
Distance	Male	0	0	0	0	43	43
	Female	0	0	0	0	12	12
Total	Male	54	10	200	0	176	440
	Female	7	2	30	0	34	73
	Total	61	12	230	0	210	513

Table 11.19 above shows that in 2008 E.C. (2015/16) the total number of part-time academic staff in Non-Government HEIs is 513, with 85.8% of part-time staff male and 14.2% female.

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 (FTE) student and full-time-equivalent teaching staffs. This occurs because not all students attend on a full-time-equivalent basis and so the actual number of students in a class would be lower than indicated in enrolment figures. Secondly, non-government higher education institutions often employ part-time teaching staffs which make it more difficult to calculate an accurate PTR. The available numbers reported show only "fulltime" academic staff, so the contributions to teaching of part-time teaching staffs are not taken into consideration.

Despite these problems, a rough comparison of listed students at the undergraduate level and the listed academic staff show the following for 2008 E.C. (2015/16).

Table 11.20 Pupil-Teacher Ratio (PTR): Undergraduate Degree Programs, 2008 E.C. (2015/16)

	Government	Non-government	Total
Under Graduate Regular Enrolment	379,389	44,623	424,012
Full Time Teachers	19321	1,806	21,127
PTR	19.6	24.7	20.1

As can be seen in table 11.20 above the Pupil-Teacher-Ratio (PTR) for higher education undergraduate program is much higher in non-government institutions compared with government institutions.