

# Education Statistics Annual Abstract 2011 E.C. (2018/19)



**FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION**

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# Foreword

The Ministry of Education (MoE) is pleased to release its 2011 E.C. (2018/19) Education Statistics Annual Abstract. This publication reports on all levels of General Education; including Pre-Primary, Primary, Secondary, Integrated Functional Adult Literacy, Special Needs Education and Teachers in General Education; Data for TVET, Higher Education and Colleges of Teacher's Education.

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

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

The 2011 (2018/19) Education Statistics Annual Abstract provides the information on which evidence based decision-making depends. The availability of organized educational statistics for the past several years facilitates the analysis of trends in the education system over time. The statistics also serve as a measure of the success of education and training policies, and as a demonstration that the MoE and the Regional Education Bureaus (REBs) have been achieving their objectives in regards to General Education.

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

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



**Tilaye Gete Ambaye (PhD)**  
Minister

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# Acronyms

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

# 1. Introduction

**The Education Statistics Annual Abstract 2011 E.C. (2018/19) provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Programme V (2008 – 2012 E.C./2015 – 2020 G.C).**

The publication reports on all levels of General Education; Pre-primary, Primary, Secondary, Integrated Functional Adult Literacy, and Special Needs, Colleges of Teachers' Education (CTE), and Refugee Education. Regional data are available for all 9 regional states and 2 city administrations.

## 1.1. Objective of the Report

The main objectives of the report are to:

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

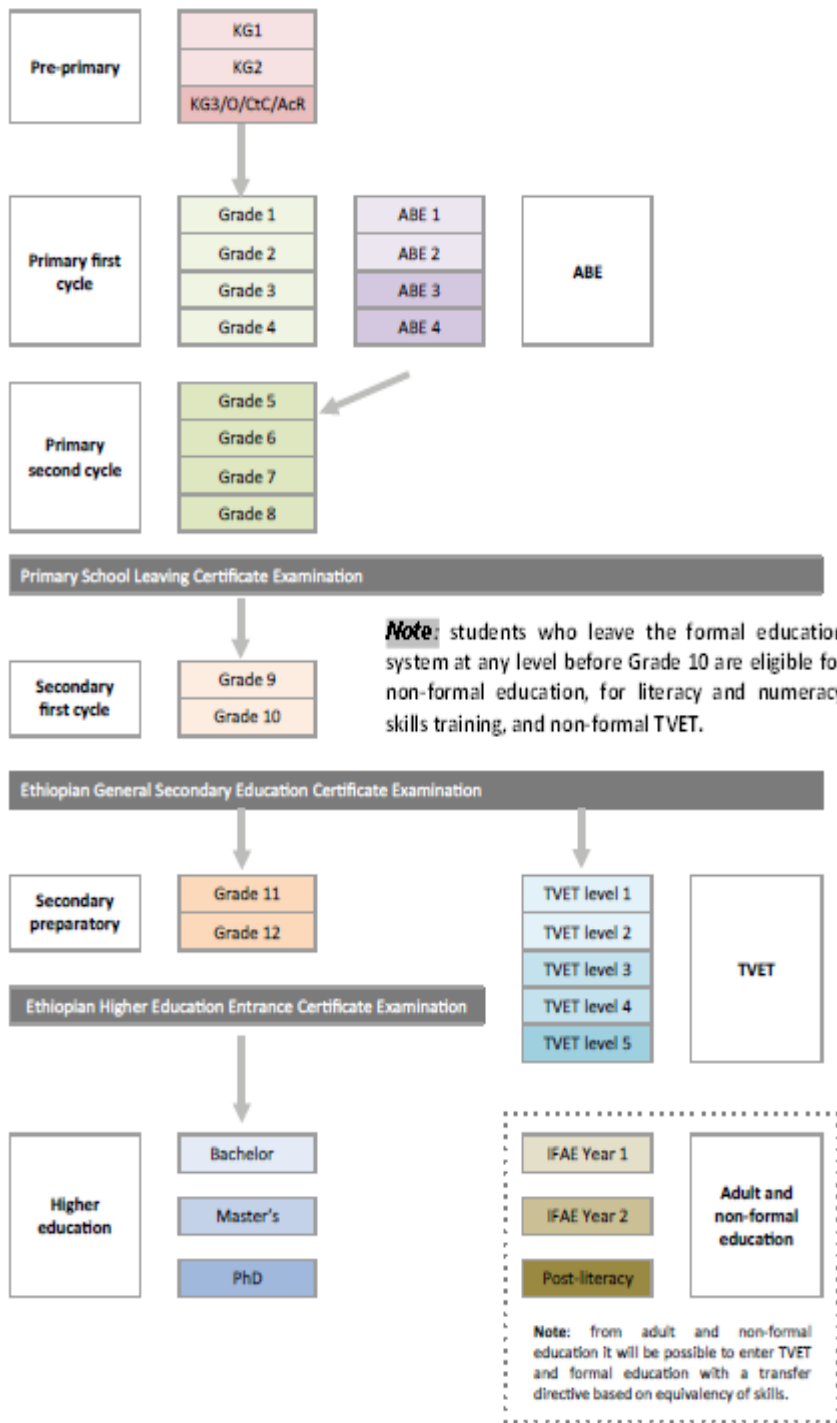
The abstract reports progress against 47 indicators among those set out in the ESDP V, as well as other measures of educational performances. Data used for preparing this abstract have been obtained from Regional Education Bureaus and City Administrations (REBs), and Colleges of Teacher Education (CTEs)

Achievements in relation to the 47 Educational Indicators are presented in Table 1.1., including comparisons with previous years and with the targets set in the Education Sector Development Program (ESDP V).

This abstract uses an updated population projection for 2011 E.C. (2018/19) issued by the Ethiopian Central Statistical Agency. The population projection may not be perfect as it is based on the old census data



Figure 1. Education and Training System in Ethiopia



## 1.2. Indicator Table

The indicator table below outlines progress against Key Performance Indicators (KPIs) set out in ESDP V related to General Education and indicators of other sub sectors. Data may not be available for every indicator at the time of publication; and hence some indicators have been included but not assessed.

**Table 1.1 ESDP V Indicator Table**

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached	Direction of target compared against 2010 (2017/18)
<i>Access</i>						
1	Pre-primary GER female	33	72	39.7	x	↓
2	Pre-primary GER male	35	73	41.8	x	↓
3	Grade 1 NIR female	102	99	88.2	x	↓
4	Grade 1 NIR male	109	100	96.5	x	↓
5	Grades 1–4, including ABE, GER female	131	116	120.4	✓	↓
6	Grades 1–4, including ABE, GER male	143	120	134.4	✓	↓
7	Grades 1–4, including ABE,NER female	104	101	99	x	↑
8	Grades 1–4, including ABE, NER male	112	103	109.2	x	↑
9	Grades 5–8, GER female	63	90	76.2	x	↑
10	Grades 5–8, GER male	35	90	83.2	x	↑
11	Grades 5–8, NER female	50	62	61.3	x	↑
12	Grades 5–8, NER male	49	62	64.8	✓	↑
13	Grade 1–8, including ABE, GER female	98	102	99.2	x	↓
14	Grade 1–8, including ABE, GER male	105	106	109.9	✓	↓
15	Grade 1–8, including ABE, NER female	90	96	90.8	x	↓
16	Grade 1–8, including ABE, NER male	95	97	99.2	✓	↓
17	Grades 9–10, GER female	37	62	45.6	x	↑
18	Grades 9–10, GER male	40	62	51.3	x	↑
19	Grades 9–10, NER female	21	41	24.2	x	↓
20	Grades 9–10, NER male	20	41	24.1	x	↑
21	Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	98	data not available		
22	Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	99	data not available		
<i>Efficiency</i>						
23	Grade 1 dropout rate female	23	13	25	x	↓
24	Grade 1 dropout rate male	21	12	25	x	↓
25	Grade 1–8 dropout rate female	11	7	17	x	↓
26	Grade 1–8 dropout rate male	11	7	18	x	↓

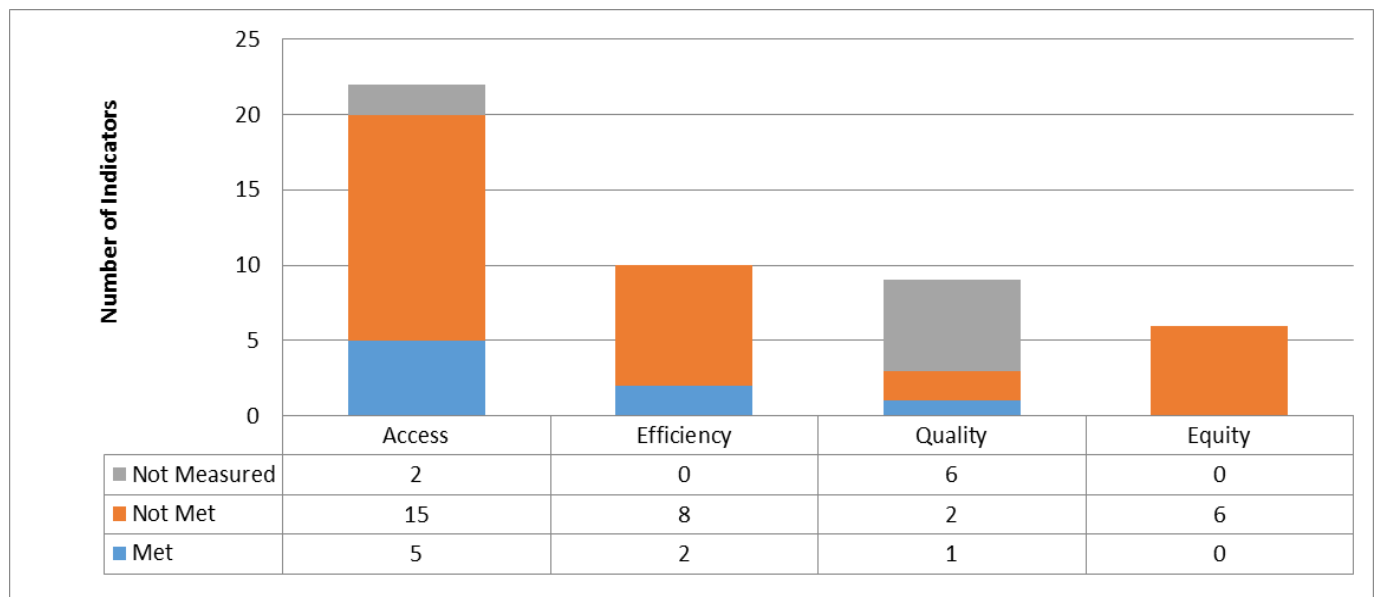
No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2007 (2013/14) baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached	Direction of target compared against 2010 (2017/18)
27	Grade 1–8 repetition rate female	8	4	4	✓	↑
28	Grade 1–8 repetition rate male	9	5	4	✓	↑
29	Survival rate to Grade 5 female	57	68	42.2	✗	↓
30	Survival rate to Grade 5 male	54	68	41.2	✗	↓
31	Completion rate to Grade 8 female	47	67	60	✗	↑
32	Completion rate to Grade 8 male	47	67	64	✗	↑
<b>Quality</b>						
33	Pre-primary teachers holding the ECCE diploma female	0	9	data not available		
34	Pre-primary teachers holding the ECCE diploma male	0	59	data not available		
35	Grades 1–4 teachers appropriately qualified female	63	92	85.5	✗	↑
36	Grades 1–4 teachers appropriately qualified male	48	89	92.4	✓	↑
37	Teachers in Grades 1–12 that are licensed female	0	55	data not available		
38	Teachers in Grades 1–12 that are licensed male	0	55	data not available		
39	Primary schools at level three or above classification – baseline set on internal inspection	21	52	data not available		
40	Secondary schools at level three or above classification – baseline set on internal inspection	30	54	data not available		
41	Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction (all varieties)	46	79	42	✗	-
<b>Equity</b>						
42	GPI in pre-primary (index)	0.95	0.99	0.95	✗	↔
43	GPI in Grades 1–8 (index)	0.93	0.98	0.90	✗	↔
44	GPI in Grades 9–12 (index)	0.91	0.98	0.87	✗	↓
45	Enrolment rate of children with SNE, Grades 1–8	4	61	11.01	✗	↑
46	Enrolment rate of children with SNE, Grades 9–12	7	37	2.84	✗	↑
47	Females as a share of school leaders (principals and supervisors)	8	16	11	✗	-

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

Explanation	Symbol
Reached and improving	↑
Reached but declining	↓
Reached and remained the same	↔
Not reached and improving	↑
Not reached and declining	↓
Not reached and remained the same	↔
Comparison against previous years data was not possible	-

There are 47 key performance indicators shown in Table 1.1, categorized under access, efficiency, quality and equity. Among the 47 indicators, 8 of them are not measured; and from those measured indicators, 8 of them met their target. The status of the indicators in each category is shown in the chart below.

**Chart 1.1 Statuses of Indicators, 2011 E.C. (2018/19)**



### 1.3. Summary Tables

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

#### 1.4 Trends in the Population of Ethiopia

Age Range	2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	5,303,302	5,308,051	10,611,287	5,560,804	5,395,688	10,956,492	5,525,499	5,340,200	10,865,699	5,543,413	5,354,776	10,898,189	5,561,379	5,370,604	10,931,983	1.19	0.29	0.75
Age 4-6	3,805,523	3,717,419	7,522,942	3,863,471	3,771,952	7,635,423	3,927,120	3,830,632	7,757,752	3,972,955	3,864,622	7,837,577	4,003,640	3,891,521	7,895,161	1.28	1.15	1.21
Age 7-10	4,690,019	4,589,081	9,279,099	4,745,162	4,644,092	9,389,254	4,840,621	4,737,415	9,578,036	4,953,158	4,837,207	9,790,365	5,050,900	4,930,543	9,981,443	1.87	1.81	1.84
Age 11-14	4,513,241	4,398,959	8,912,200	4,550,022	5,502,354	10,052,376	4,589,124	4,492,010	9,081,134	4,596,659	4,488,785	9,085,444	4,641,287	4,534,657	9,175,944	0.70	0.76	0.73
Age 15-16	2,129,835	2,093,771	4,223,606	2,161,498	2,096,265	4,257,762	2,198,746	2,134,722	4,333,468	2,244,519	2,184,488	4,429,007	2,274,666	2,223,271	4,497,937	1.66	1.51	1.59
Age 17-18	2,036,277	1,970,541	4,006,819	2,071,616	2,006,997	4,078,613	2,113,171	2,049,717	4,162,888	2,151,258	2,084,144	4,235,402	2,187,085	2,120,935	4,308,020	1.80	1.86	1.83
Age 19-21	2,887,445	2,789,214	5,676,464	2,924,834	2,839,021	5,763,855	2,989,668	2,893,105	5,882,773	3,053,108	2,956,978	6,010,086	3,114,096	3,019,520	6,133,616	1.91	2.00	1.96
>21	19,768,479	20,144,396	39,912,457	20,346,907	20,748,010	41,094,917	21,124,141	21,501,078	42,625,219	21,757,865	22,146,110	43,903,976	22,607,441	23,022,437	45,629,878	3.41	3.39	3.40
Total	45,134,121	45,011,431	90,144,874	46,224,313	47,004,379	93,228,692	47,308,090	46,978,879	94,286,969	48,272,935	47,917,110	96,190,046	49,440,494	49,113,488	98,553,982	2.30	2.20	2.25

#### 1.5 Enrolment Trends in General Education

Level	2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Primary	1,536,794	1,422,009	2,958,803	1,975,381	1,833,917	3,809,298	1,854,583	1,708,742	3,563,325	1,793,704	1,667,174	3,460,878	1,673,057	1,543,149	3,216,206
Primary (1-8)	9,846,502	8,844,716	18,691,217	10,569,951	9,407,490	19,977,441	11,029,506	9,753,572	20,783,078	10,981,533	9,679,488	20,661,021	10,654,351	9,392,006	20,046,357
First cycle (1-4)	6,787,776	5,993,502	12,781,278	7,236,606	6,344,602	13,581,208	7,201,648	6,286,900	13,488,548	7,176,326	6,270,403	13,446,729	6,790,649	5,935,065	12,725,714
Second Cycle (5-8)	3,058,726	2,851,214	5,909,940	3,333,345	3,062,888	6,396,233	3,827,858	3,466,672	7,294,530	3,805,207	3,409,085	7,214,292	3,863,702	3,456,941	7,320,643
Secondary (9-12)	1,109,877	998,238	2,108,115	1,276,046	1,145,117	2,421,163	1,358,168	1,201,009	2,559,177	1,430,772	1,235,969	2,666,741	1,526,653	1,293,482	2,820,135
First cycle(9-10)	879,113	803,228	1,682,341	998,734	910,044	1,908,778	1,074,674	964,461	2,039,135	1,124,171	988,552	2,112,723	1,167,451	1,013,643	2,181,094
Second Cycle (11-12)	230,764	195,010	425,774	277,312	235,073	512,385	283,494	236,548	520,042	306,601	247,417	554,018	359,202	279,839	639,041

#### 1.6 Trends in the Number of Teachers for General Education

Level	2006 E.C (2013/14)			2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2017/18)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	4,400	10,737	15,137	1,341	18,365	19,706	1,710	20,924	22,634	1,607	21,860	23,467	3,892	30,103	33,995	8,742	33,834	42,576
Primary	230,413	137,576	367,989	242,329	153,770	396,099	256,528	168,032	424,560	277,407	183,657	461,064	295,047	188,292	483,339	309,668	220,298	529,966
Secondary	59,625	11,362	70,987	68,182	13,750	81,932	75,354	16,114	91,468	80,368	18,562	98,930	83,663	19,657	103,320	93,912	22,433	116,345
Total	294,438	159,675	454,113	311,852	185,885	497,737	333,592	205,070	538,662	359,382	224,079	583,461	382,602	238,052	620,654	412,322	276,565	688,887

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

Region	2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	572,982	541,663	1,114,645	590,368	548,530	1,138,898	609,257	557,905	1,167,162	615,160	562,291	1,177,451	583,612	550,226	1,133,838	0.46	0.39	0.43
Afar	117,253	85,431	202,684	109,274	86,130	195,404	110,689	89,058	199,747	102,905	83,227	186,132	102,829	81,340	184,169	-3.23	-1.22	-2.37
Amhara	2,182,345	2,099,656	4,282,001	2,230,637	2,115,832	4,346,469	2,318,488	2,182,542	4,501,030	2,291,058	2,122,443	4,413,501	2,225,054	2,067,370	4,292,424	0.49	-0.39	0.06
Oromia	3,740,227	3,257,756	6,997,983	4,183,219	3,609,667	7,792,886	4,316,391	3,710,780	8,027,171	4,401,506	3,759,320	8,160,826	4,416,565	3,724,268	8,140,833	4.24	3.40	3.85
Somali	465,116	343,761	808,876	512,650	376,793	889,443	522,542	370,509	893,051	572,957	423,883	996,840	541,588	391,971	933,559	3.88	3.34	3.65
Benishangul-Gumz	121,928	98,434	220,362	126,454	102,693	229,147	138,220	111,956	250,176	139,900	116,465	256,365	137,682	114,937	252,619	3.08	3.95	3.47
SNNP	2,292,332	2,033,111	4,325,443	2,458,662	2,173,362	4,632,024	2,651,032	2,338,466	4,989,498	2,488,032	2,213,336	4,701,368	2,253,810	2,039,902	4,293,712	-0.42	0.08	-0.18
Gambella	62,496	51,151	113,647	63,798	53,601	117,399	62,681	53,080	115,761	61,028	52,895	113,923	62,973	56,059	119,032	0.19	2.32	1.16
Harari	22,668	18,668	41,336	24,290	20,027	44,317	25,299	20,648	45,947	25,751	20,710	46,461	28,680	22,665	51,345	6.06	4.97	5.57
Addis Ababa	233,079	282,836	515,915	232,626	287,244	519,870	233,670	282,115	515,785	242,899	289,102	532,001	258,563	306,159	564,722	2.63	2.00	2.29
Dire Dawa	36,076	32,249	68,325	37,973	33,611	71,584	41,237	36,513	77,750	40,337	35,816	76,153	42,995	37,109	80,104	4.48	3.57	4.06
Total	9,846,502	8,844,716	18,691,217	10,569,951	9,407,490	19,977,441	11,029,506	9,753,572	20,783,078	10,981,533	9,679,488	20,661,021	10,654,351	9,392,006	20,046,357	1.99	1.51	1.77

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

Region	2007 E.C. (2014/15)			2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	94,053	98,159	192,212	106,227	106,794	213,021	106,028	106,287	212,315	113,658	109,632	223,290	107,650	101,755	209,405	3.43	0.90	2.16
Afar	7,338	3,944	11,282	8,587	4,628	13,215	11,763	6,562	18,325	10,133	6,098	16,231	9,900	5,754	15,654	7.77	9.90	8.53
Amhara	246,007	253,031	499,038	289,198	307,402	596,600	301,423	317,222	618,645	325,114	343,505	668,619	366,737	377,016	743,753	10.50	10.48	10.49
Oromia	368,146	307,863	676,009	421,232	342,410	763,642	449,305	358,478	807,783	501,016	382,379	883,395	584,333	435,794	1,020,127	12.24	9.08	10.83
Somali	37,859	18,301	56,160	33,737	17,531	51,268	34,475	17,836	52,311	41,641	23,914	65,555	45,216	25,637	70,853	4.54	8.79	5.98
Benishangul-Gumz	14,384	11,427	25,811	16,631	13,024	29,655	18,375	14,081	32,456	20,613	15,421	36,034	21,660	15,855	37,515	10.78	8.53	9.80
SNNP	245,154	203,530	448,684	302,730	247,541	550,271	343,855	278,206	622,061	323,983	250,700	574,683	292,456	225,087	517,543	4.51	2.55	3.63
Gambella	13,216	8,115	21,331	16,755	10,021	26,776	15,206	9,546	24,752	13,734	8,769	22,503	15,434	10,260	25,694	3.95	6.04	4.76
Harari	3,728	3,212	6,940	3,784	3,448	7,232	3,765	3,410	7,175	3,978	3,485	7,463	4,525	3,629	8,154	4.96	3.10	4.11
Addis Ababa	66,355	81,358	147,713	69,572	85,888	155,460	66,977	83,395	150,372	70,029	86,225	156,254	71,902	86,548	158,450	2.03	1.56	1.77
Dire Dawa	6,419	5,363	11,782	7,593	6,430	14,023	6,996	5,986	12,982	6,873	5,841	12,714	6,840	6,147	12,987	1.60	3.47	2.46
Total	1,109,877	998,238	2,108,115	1,276,046	1,145,117	2,421,163	1,358,168	1,201,009	2,559,177	1,430,772	1,235,969	2,666,741	1,526,653	1,293,482	2,820,135	8.30	6.69	7.55

## 2. Early Childhood Care and Education

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

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

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

*"By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".*

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

### 2.1. Pre-Primary Gross Enrolment Ratio (GER)

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Pre-primary GER female	33	72	39.7	×
Pre-primary GER male	35	73	41.8	×
GPI in pre-primary (index)	0.95	0.99	0.95	×

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

***Nationally, 40.7% of children are enrolled in pre-primary classes, a decrease on the previous year's result of 44.2%***

Table 2.1 and Chart 2.1 show the enrolment of pre-primary students in each region compared with the official school age population size. Enrolment in all modalities of pre-primary education has fallen compared with 2010 E.C. figures, and the ESDP V targets has been missed significantly in both sexes. The Gender Parity Index (GPI) of pre-primary education is 0.95, which is decline by 0.01 percentage points compared with 2010 E.C. records.

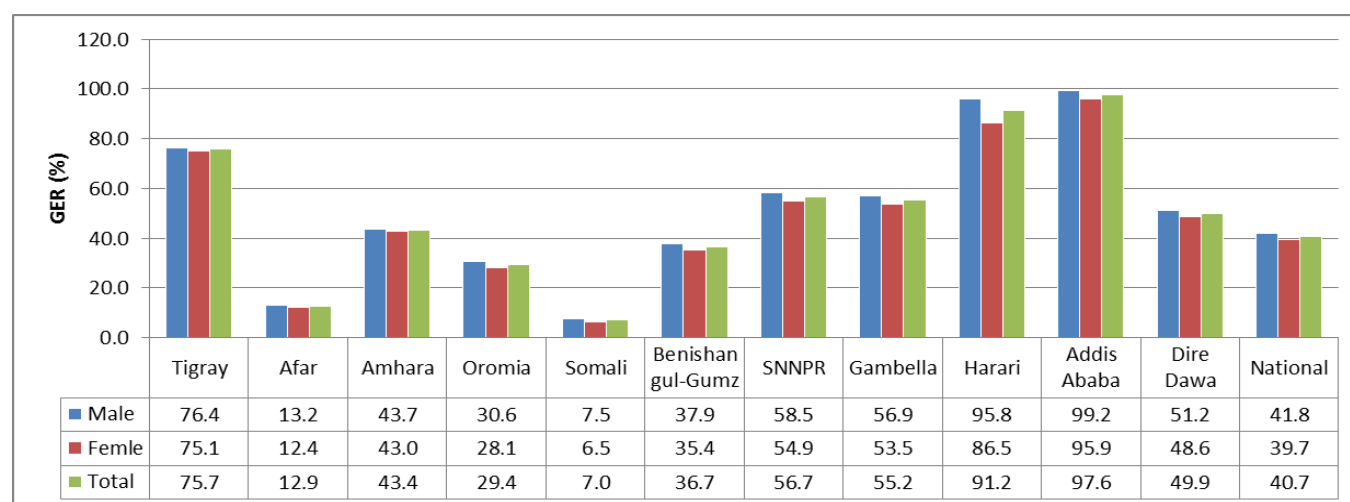
Regionally, Somali and Afar perform the worst, with GER of just 7% and 12.9% respectively. Whereas Addis Ababa and Harari showed commendable implement, above 90% GER in pre-primary education.

**Table 2.1 Pre-primary School Age Population (ages 4-6), Enrolment and GER by Region, 2011 E.C. (2018/19)**

Region	Gross Enrollment			Population Age (4-6)			GER (%)			GPI
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total	
Tigray	154,155	146,954	301,109	201,873	195,784	397,657	76.4	75.1	75.7	0.98
Afar	9,236	8,230	17,466	69,780	66,109	135,889	13.2	12.4	12.9	0.94
Amhara	380,522	359,861	740,383	870,106	837,227	1,707,333	43.7	43.0	43.4	0.98
Oromia	484,748	433,929	918,677	1,585,452	1,543,490	3,128,942	30.6	28.1	29.4	0.92
Somali	20,125	16,989	37,114	267,496	261,198	528,694	7.5	6.5	7.0	0.86
Benishangul-Gumz	17,264	15,553	32,817	45,576	43,933	89,509	37.9	35.4	36.7	0.93
SNNPR	480,828	441,921	922,749	821,935	804,328	1,626,263	58.5	54.9	56.7	0.94
Gambella	9,284	8,474	17,758	16,318	15,826	32,144	56.9	53.5	55.2	0.94
Harari	8,025	6,925	14,950	8,379	8,010	16,389	95.8	86.5	91.2	0.90
Addis Ababa	101,498	97,554	199,052	102,334	101,715	204,049	99.2	95.9	97.6	0.97
Dire Dawa	7,372	6,759	14,131	14,391	13,901	28,292	51.2	48.6	49.9	0.95
<b>National</b>	<b>1,673,057</b>	<b>1,543,149</b>	<b>3,216,206</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>41.8</b>	<b>39.7</b>	<b>40.7</b>	<b>0.95</b>

Table 2.1 shows that gender parity index at pre-primary level is decreased by 0.01 percentage points compared with 2010 E.C. And the expected ESDP V targets has been missed by 0.04 percentage points

**Chart 2.1 GER of Pre-primary by Region and Sex, 2011 E.C. (2018/19)**



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

Tables 2.2, 2.3 and 2.4 show the split in pre-primary enrolment by modality and the associated GER. Nationally the modality providing the majority of pre-primary education is "O" class, with a GER of 81.0%. Addis Ababa has the highest proportion of children enrolled in the Kindergarten modality with a GER of 96.0%. Tigray has the largest enrolment in Child to Child provision, with a GER of 42.6%, and Gambella in "O" class, with a GER of 118.5%.



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

### 2.1.1. Kindergarten

**Table 2.2 Kindergarten Enrolments, 2011 E.C. (2018/19)**

Region	Gross Enrollment			Population Age (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	19,440	18,492	37,932	201,873	195,784	397,657	9.6	9.4	9.5
Afar	2,823	2,498	5,321	69,780	66,109	135,889	4.0	3.8	3.9
Amhara	33,315	30,596	63,911	870,106	837,227	1,707,333	3.8	3.7	3.7
Oromia	137,646	127,974	265,620	1,585,452	1,543,490	3,128,942	8.7	8.3	8.5
Somali	1,596	1,263	2,859	267,496	261,198	528,694	0.6	0.5	0.5
Benishangul-Gumz	2,580	2,265	4,845	45,576	43,933	89,509	5.7	5.2	5.4
SNNPR	145,469	132,732	278,201	821,935	804,328	1,626,263	17.7	16.5	17.1
Gambella	2,252	2,061	4,313	16,318	15,826	32,144	13.8	13.0	13.4
Harari	4,258	3,941	8,199	8,379	8,010	16,389	50.8	49.2	50.0
Addis Ababa	100,126	95,807	195,933	102,334	101,715	204,049	97.8	94.2	96.0
Dire Dawa	4,672	4,426	9,098	14,391	13,901	28,292	32.5	31.8	32.2
<b>National</b>	<b>454,177</b>	<b>422,055</b>	<b>876,232</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>11.3</b>	<b>10.8</b>	<b>11.1</b>

### 2.1.2. Child to Child

**Table 2.3 Child to Child Enrolments, 2011 E.C. (2018/19)**

Region	Gross Enrollment			Population Age (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	87,372	82,111	169,483	201,873	195,784	397,657	43.3	41.9	42.6
Afar	96	64	160	69,780	66,109	135,889	0.1	0.1	0.1
Amhara			-	870,106	837,227	1,707,333	0.0	0.0	0.0
Oromia	16,461	14,195	30,656	1,585,452	1,543,490	3,128,942	1.0	0.9	1.0
Somali	695	643	1,338	267,496	261,198	528,694	0.3	0.2	0.3
Benishangul-Gumz	3,098	2,948	6,046	45,576	43,933	89,509	6.8	6.7	6.8
SNNPR	10,457	8,767	19,224	821,935	804,328	1,626,263	1.3	1.1	1.2
Gambella	494	399	893	16,318	15,826	32,144	3.0	2.5	2.8
Harari	1,146	953	2,099	8,379	8,010	16,389	13.7	11.9	12.8
Addis Ababa			-	102,334	101,715	204,049	0.0	0.0	0.0
Dire Dawa	11	11	22	14,391	13,901	28,292	0.1	0.1	0.1
<b>National</b>	<b>119,830</b>	<b>110,091</b>	<b>229,921</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>3.0</b>	<b>2.8</b>	<b>2.9</b>

### 2.1.3. "O" Class

**Table 2.4 Enrolments in "O" Class, 2011 E.C. (2018/19)**

Region	Gross Enrollment			Population Age 6			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	47,343	46,351	93,694	66,385	64,452	130,837	71.3	71.9	71.6
Afar	6,317	5,668	11,985	23,135	21,899	45,034	27.3	25.9	26.6
Amhara	347,207	329,265	676,472	293,526	282,998	576,524	118.3	116.3	117.3
Oromia	330,641	291,760	622,401	520,008	506,985	1,026,993	63.6	57.5	60.6
Somali	17,834	15,083	32,917	87,334	85,417	172,751	20.4	17.7	19.1
Benishangul-Gumz	11,586	10,340	21,926	14,970	14,452	29,422	77.4	71.5	74.5
SNNPR	324,902	300,422	625,324	268,556	263,243	531,799	121.0	114.1	117.6
Gambella	6,538	6,014	12,552	5,377	5,219	10,596	121.6	115.2	118.5
Harari	2,621	2,031	4,652	2,778	2,659	5,437	94.3	76.4	85.6
Addis Ababa	1,372	1,747	3,119	32,873	32,872	65,745	4.2	5.3	4.7
Dire Dawa	2,689	2,322	5,011	4,715	4,564	9,279	57.0	50.9	54.0
<b>National</b>	<b>1,099,050</b>	<b>1,011,003</b>	<b>2,110,053</b>	<b>1,319,657</b>	<b>1,284,760</b>	<b>2,604,417</b>	<b>83.3</b>	<b>78.7</b>	<b>81.0</b>

## 2.2. Pre-primary Net Enrolment Ratio (NER)

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

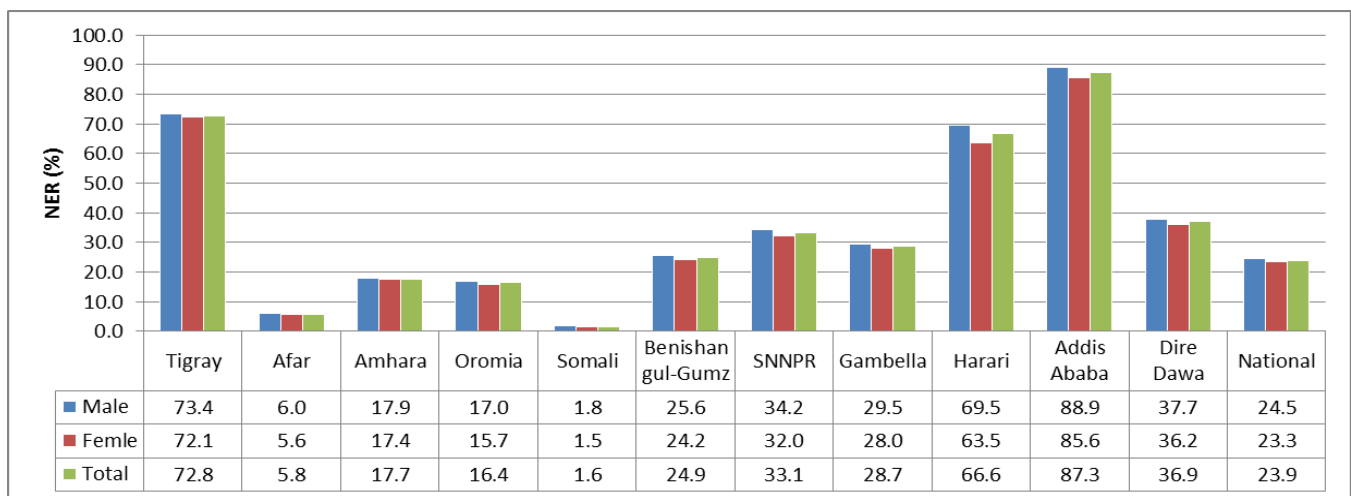
***The majority of children enrolled in pre-primary education are not in the appropriate school age for the level, showing a significant difference between GER and NER***

Table 2.5 and Chart 2.2 below show the data regarding age specific enrolment of students in each region with the official expected population size and the corresponding NER. The pre-primary NER results are far from the GER results, with 23.3% Female and 24.5% Male respectively. This implies that there is significant number of over aged children enrolled at pre-primary level. The GER and NER results of the previous year were close to each other, showing that majority of children enrolled in their appropriate school age.

**Table 2.5 Pre-Primary School Age Population (ages 4-6), Enrolment and NER by Region, 2011 E.C. (2018/19)**

Region	Net Enrollment (Ages 4-6)			Population Age (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	148,110	141,248	289,358	201,873	195,784	397,657	73.4	72.1	72.8
Afar	4,204	3,699	7,903	69,780	66,109	135,889	6.0	5.6	5.8
Amhara	156,010	145,872	301,882	870,106	837,227	1,707,333	17.9	17.4	17.7
Oromia	268,964	242,788	511,752	1,585,452	1,543,490	3,128,942	17.0	15.7	16.4
Somali	4,723	3,943	8,666	267,496	261,198	528,694	1.8	1.5	1.6
Benishangul-Gumz	11,672	10,637	22,309	45,576	43,933	89,509	25.6	24.2	24.9
SNNPR	281,335	257,547	538,882	821,935	804,328	1,626,263	34.2	32.0	33.1
Gambella	4,812	4,425	9,237	16,318	15,826	32,144	29.5	28.0	28.7
Harari	5,824	5,090	10,914	8,379	8,010	16,389	69.5	63.5	66.6
Addis Ababa	91,022	87,102	178,124	102,334	101,715	204,049	88.9	85.6	87.3
Dire Dawa	5,419	5,028	10,447	14,391	13,901	28,292	37.7	36.2	36.9
<b>National</b>	<b>982,095</b>	<b>907,379</b>	<b>1,889,474</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>24.5</b>	<b>23.3</b>	<b>23.9</b>

**Chart 2.2 NER of Pre-primary by Region and Sex, 2011 E.C. (2018/19)**



It can also be observed that, in the pre-primary level, gender equity is approaching to be balanced with a value of 0.95. To achieve gender parity at higher levels of education, it is highly recommended that the gender equity should be successfully attained in pre-primary education. Below are tables showing the net enrollment in each modality of the pre-primary education.

### 2.2.1. Kindergarten

**Table 2.6 Kindergarten Net Enrolments, 2011 E.C. (2018/19)**

Region	Net Enrollment (Age Specific)			Population Age (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	18,309	17,462	35,771	201,873	195,784	397,657	9.1	8.9	9.0
Afar	2,178	1,863	4,041	69,780	66,109	135,889	3.1	2.8	3.0
Amhara	31,262	28,880	60,142	870,106	837,227	1,707,333	3.6	3.4	3.5
Oromia	127,018	118,262	245,280	1,585,452	1,543,490	3,128,942	8.0	7.7	7.8
Somali	1,209	896	2,105	267,496	261,198	528,694	0.5	0.3	0.4
Benishangul-Gumz	2,424	2,125	4,549	45,576	43,933	89,509	5.3	4.8	5.1
SNNPR	134,638	123,060	257,698	821,935	804,328	1,626,263	16.4	15.3	15.8
Gambella	1,665	1,557	3,222	16,318	15,826	32,144	10.2	9.8	10.0
Harari	3,737	3,444	7,181	8,379	8,010	16,389	44.6	43.0	43.8
Addis Ababa	90,541	86,630	177,171	102,334	101,715	204,049	88.5	85.2	86.8
Dire Dawa	3,602	3,463	7,065	14,391	13,901	28,292	25.0	24.9	25.0
<b>National</b>	<b>416,583</b>	<b>387,642</b>	<b>804,225</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>10.4</b>	<b>10.0</b>	<b>10.2</b>

### 2.2.2. Child to Child

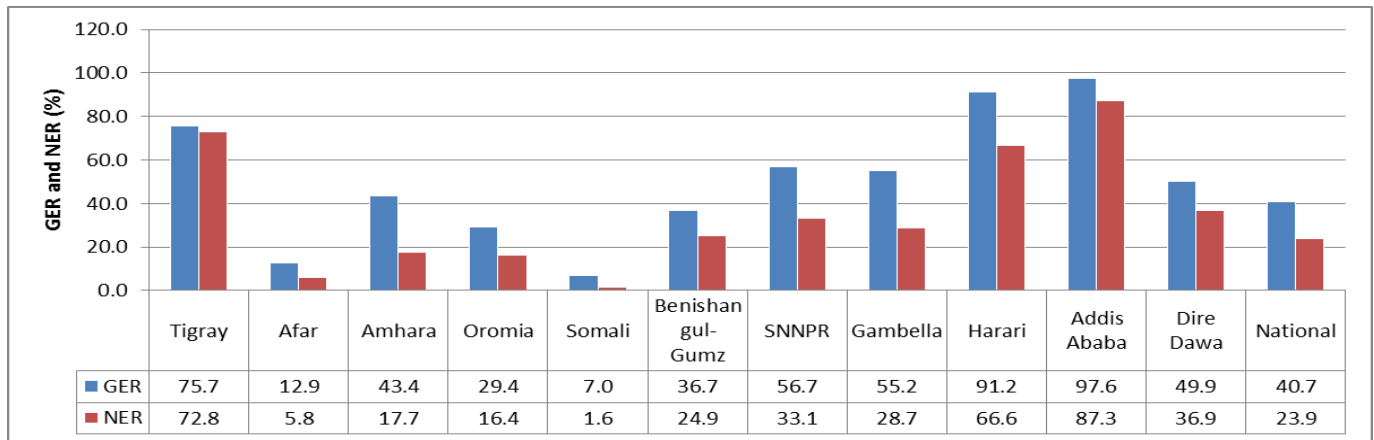
**Table 2.7 Child to Child Net Enrolments, 2011 E.C. (2018/19)**

Region	Net Enrollment (Age Specific)			Population Age (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	87,077	81,840	168,917	201,873	195,784	397,657	43.1	41.8	42.5
Afar	82	57	139	69,780	66,109	135,889	0.1	0.1	0.1
Amhara			-	870,106	837,227	1,707,333	0.0	0.0	0.0
Oromia	15,843	13,679	29,522	1,585,452	1,543,490	3,128,942	1.0	0.9	0.9
Somali	524	477	1,001	267,496	261,198	528,694	0.2	0.2	0.2
Benishangul-Gumz	2,963	2,815	5,778	45,576	43,933	89,509	6.5	6.4	6.5
SNNPR	9,172	7,611	16,783	821,935	804,328	1,626,263	1.1	0.9	1.0
Gambella	426	344	770	16,318	15,826	32,144	2.6	2.2	2.4
Harari	890	708	1,598	8,379	8,010	16,389	10.6	8.8	9.8
Addis Ababa			-	102,334	101,715	204,049	0.0	0.0	0.0
Dire Dawa	8	7	15	14,391	13,901	28,292	0.1	0.1	0.1
<b>National</b>	<b>116,985</b>	<b>107,538</b>	<b>224,523</b>	<b>4,003,640</b>	<b>3,891,521</b>	<b>7,895,161</b>	<b>2.9</b>	<b>2.8</b>	<b>2.8</b>

### 2.2.3. "0" Class

**Table 2.8 Net Enrolments in "0" Class, 2011 E.C. (2018/19)**

Region	Net Enrollment (Age Specific)			Population Age 6			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	42,724	41,946	84,670	66,385	64,452	130,837	64.4	65.1	64.7
Afar	1,944	1,779	3,723	23,135	21,899	45,034	8.4	8.1	8.3
Amhara	124,748	116,992	241,740	293,526	282,998	576,524	42.5	41.3	41.9
Oromia	126,103	110,847	236,950	520,008	506,985	1,026,993	24.3	21.9	23.1
Somali	2,990	2,570	5,560	87,334	85,417	172,751	3.4	3.0	3.2
Benishangul-Gumz	6,285	5,697	11,982	14,970	14,452	29,422	42.0	39.4	40.7
SNNPR	137,525	126,876	264,401	268,556	263,243	531,799	51.2	48.2	49.7
Gambella	2,721	2,524	5,245	5,377	5,219	10,596	50.6	48.4	49.5
Harari	1,197	938	2,135	2,778	2,659	5,437	43.1	35.3	39.3
Addis Ababa	481	472	953	32,873	32,872	65,745	1.5	1.4	1.4
Dire Dawa	1,809	1,558	3,367	4,715	4,564	9,279	38.4	34.1	36.3
<b>National</b>	<b>448,527</b>	<b>412,199</b>	<b>860,726</b>	<b>1,319,657</b>	<b>1,284,760</b>	<b>2,604,417</b>	<b>34.0</b>	<b>32.1</b>	<b>33.0</b>

**Chart 2.3 Comparison of GER and NER at Pre-primary by Region, 2011 E.C. (2018/19)**

Nationally the difference between NER and GER at pre-primary level is much higher than the previous year. Moreover, there is a wide variation across regions, with Gambella, Amhara, Harari and SNNP showing the largest variation. One reason for this could be enrollment of under and over aged children in pre-primary grades in these regions.

## 3. Primary Education

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

The official primary school age is 7 – 14 years old. As outlined in the Education and Training Policy (ETP) for Ethiopia:

*“Primary education will be of eight years duration, offering basic and general primary education to prepare students for further general education and training” (ETP, 1994).*

Primary education is critical to a nation’s development, providing on average the highest public returns to investment for the state, and is the keystone for later education and economic growth. Access to primary education has seen considerable improvements through the construction of new schools which have reduced the distance children need to travel to attend school (ESDP V, 2015).

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

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

### 3.1. Apparent Intake Rate

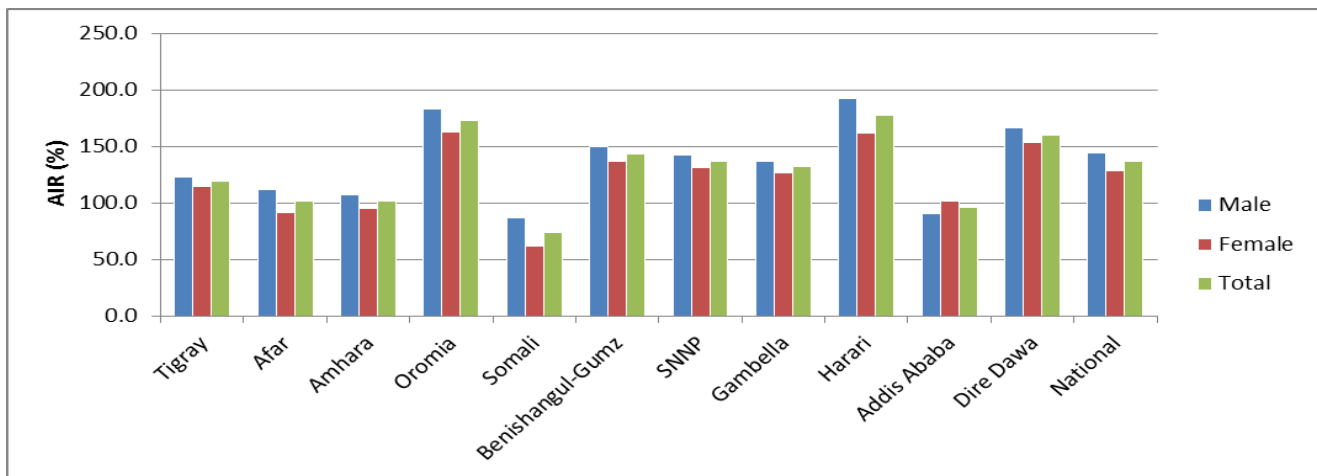
Apparent Intake Rate (AIR) is the percentage of new entrants to grade 1 (irrespective of the age) compared against the population age of 7. It provides rate of the number of enrolled students who are under or over the official school admission age.

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

Table 3.1 shows that AIR is 136.6% nationally. This indicates that a large number of children, regardless of the official school age, are enrolling grade one, and there is a high demand for grade 1 primary classes across the country. Among the regions, Oromiya, Benishangil-Gumuz, SNNP, Harari and Dire Dawa have recorded higher than the national AIR.

**Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2011 E.C. (2018/19)**

Region	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	65,505	63,658	129,163	80,452	72,974	153,426	122.8	114.6	118.8
Afar	22,957	21,715	44,672	25,603	19,903	45,506	111.5	91.7	101.9
Amhara	294,454	284,169	578,623	315,475	271,391	586,866	107.1	95.5	101.4
Oromia	511,126	498,895	1,010,021	937,676	809,476	1,747,152	183.5	162.3	173.0
Somali	85,552	83,796	169,348	73,864	51,919	125,783	86.3	62.0	74.3
Benishangul-Gumz	14,767	14,276	29,043	22,064	19,491	41,555	149.4	136.5	143.1
SNNP	263,596	258,766	522,362	375,740	338,831	714,571	142.5	130.9	136.8
Gambella	5,311	5,159	10,470	7,260	6,529	13,789	136.7	126.6	131.7
Harari	2,756	2,643	5,399	5,311	4,275	9,586	192.7	161.7	177.6
Addis Ababa	31,518	31,755	63,273	28,417	32,386	60,803	90.2	102.0	96.1
Dire Dawa	4,647	4,515	9,162	7,731	6,920	14,651	166.4	153.3	159.9
<b>National</b>	<b>1,302,189</b>	<b>1,269,347</b>	<b>2,571,536</b>	<b>1,879,593</b>	<b>1,634,095</b>	<b>3,513,688</b>	<b>144.3</b>	<b>128.7</b>	<b>136.6</b>

**Chart 3.1 AIR by Region and Sex, 2011 E.C. (2018/19)**

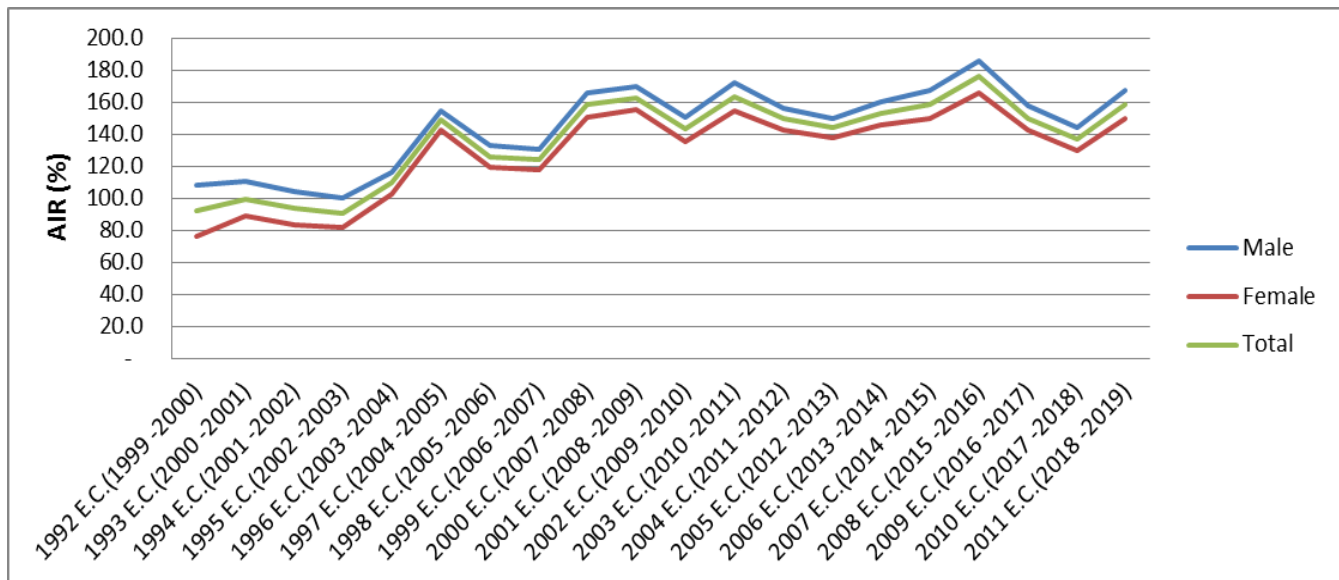
**Since 1992 E.C., Grade 1 enrollment rates have improved, but there are notable fluctuations over time.**

Table 3.2 and Chart 3.2 show the trend in AIR over the last 20 years, from 1992 E.C. to 2011 E.C. There is a general positive trend of children enrolling in Grade 1 over time, although there are some notable fluctuations, in particular between 2008 E.C. and 2011 E.C. showing a decrease by 39.2%. AIR has consistently been above 100% since 1996 E.C. which implies that more children have been enrolling into grade 1 than the National population of age 7 for the last 16 years. This will add extra pressure to the education system at the first entry point.

**Table 3.2 Apparent Intake Rate (AIR) Trends, 1992 E.C.-2011 E.C.**

Year	AIR (%)		
	Male	Female	Total
1992 E.C.(1999 -2000)	107.7	75.8	92.0
1993 E.C.(2000 -2001)	110.1	88.5	99.5
1994 E.C.(2001 -2002)	104.0	83.6	94.0
1995 E.C.(2002 -2003)	100.0	81.4	90.8
1996 E.C.(2003 -2004)	116.0	102.6	109.4
1997 E.C.(2004 -2005)	154.7	142.8	148.7
1998 E.C.(2005 -2006)	132.5	119.2	125.9
1999 E.C.(2006 -2007)	130.4	117.4	124.0
2000 E.C.(2007 -2008)	165.8	150.8	158.4
2001 E.C.(2008 -2009)	169.4	155.4	162.5
2002 E.C.(2009 -2010)	150.4	135.2	142.9
2003 E.C.(2010 -2011)	171.9	154.5	163.4
2004 E.C.(2011 -2012)	156.0	142.4	149.3
2005 E.C.(2012 -2013)	150.0	137.6	143.9
2006 E.C.(2013 -2014)	159.7	145.9	152.9
2007 E.C.(2014 -2015)	167.3	149.3	158.4
2008 E.C.(2015 -2016)	185.5	165.9	175.8
2009 E.C.(2016 -2017)	157.6	142.1	149.9
2010 E.C.(2017 -2018)	144.2	129.8	137.1
2011 E.C.(2018 -2019)	144.3	128.7	136.6

**Chart 3.2 AIR trends, 1992 – 2011 E.C.**



### 3.2. Net Intake Rate

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grade 1 NIR female	102	99	88.2	X
Grade 1 NIR male	109	100	96.5	X

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

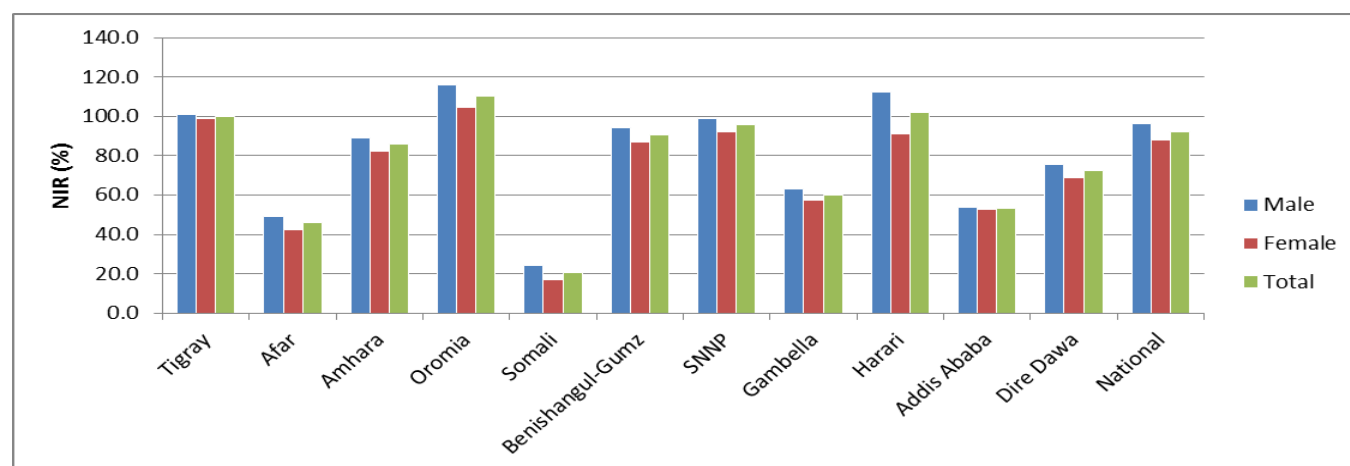
**The national target of NIR for Grade 1 education has not been met, with females approaching the target, and there are notable regional differences.**

The 2018/19 NIR target is 100% for males and 99% for females, and it should become 98% for both in 2020. Table 3.3 shows that NIR is 92.4% in 2018/19, and there are wide regional variations. Oromia, SNNP, Harari and Tigray regions have above the national NIR, while the NIR in Somali, Afar, and Addis Ababa are far from the national figure.

**Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2011 E.C. (2018/19)**

Region	School Age Population (Age 7)			G1 Enrollment (Age 7)			NIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	65,505	63,658	129,163	66,241	62,820	129,061	101.1	98.7	99.9
Afar	22,957	21,715	44,672	11,315	9,241	20,556	49.3	42.6	46.0
Amhara	294,454	284,169	578,623	262,304	233,548	495,852	89.1	82.2	85.7
Oromia	511,126	498,895	1,010,021	593,935	522,334	1,116,269	116.2	104.7	110.5
Somali	85,552	83,796	169,348	20,888	14,414	35,302	24.4	17.2	20.8
Benishangul-Gumz	14,767	14,276	29,043	13,893	12,410	26,303	94.1	86.9	90.6
SNNP	263,596	258,766	522,362	261,281	238,957	500,238	99.1	92.3	95.8
Gambella	5,311	5,159	10,470	3,356	2,949	6,305	63.2	57.2	60.2
Harari	2,756	2,643	5,399	3,100	2,411	5,511	112.5	91.2	102.1
Addis Ababa	31,518	31,755	63,273	17,019	16,773	33,792	54.0	52.8	53.4
Dire Dawa	4,647	4,515	9,162	3,509	3,115	6,624	75.5	69.0	72.3
<b>National</b>	<b>1,302,189</b>	<b>1,269,347</b>	<b>2,571,536</b>	<b>1,256,841</b>	<b>1,118,972</b>	<b>2,375,813</b>	<b>96.5</b>	<b>88.2</b>	<b>92.4</b>

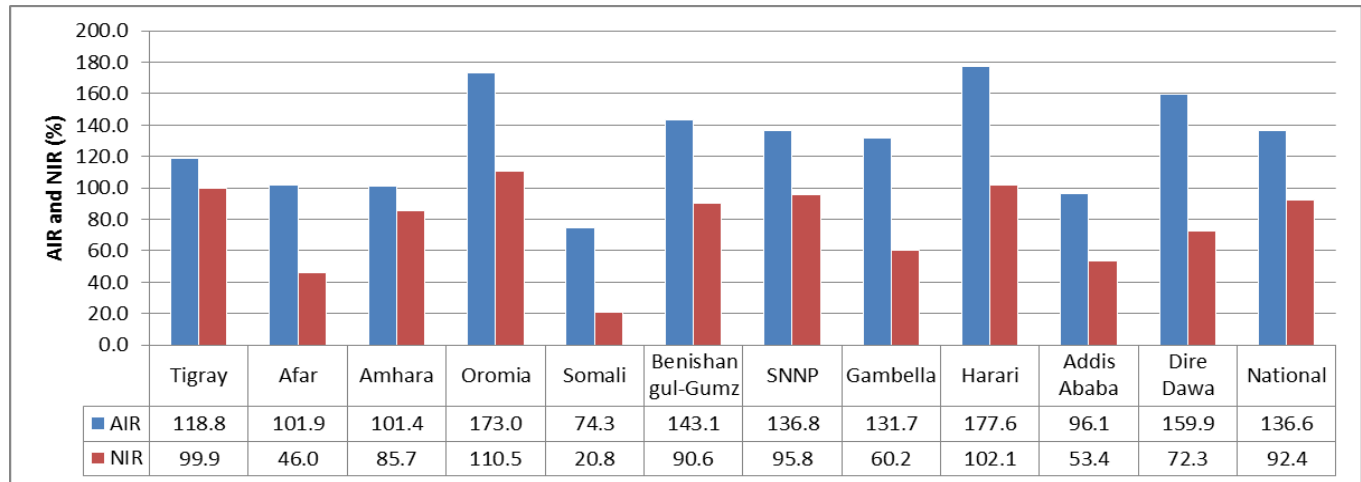
**Chart 3.3 NIR by Region and Sex, 2011 E.C. (2018/19)**





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

Chart 3.4 compares AIR and NIR across all regions, and shows that all regions are affected by children outside of the primary admission age enrolling in Grade 1.

**Chart 3.4 Regional comparisons between AIR and NIR, 2011 E.C. (2018/19)**

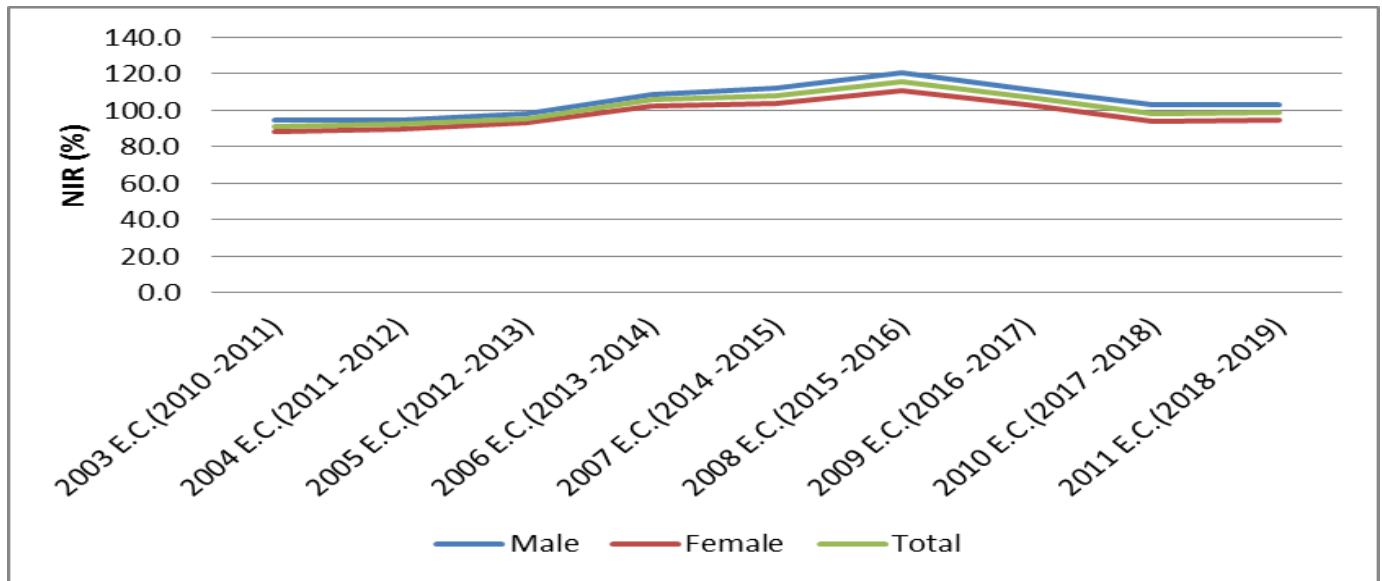
**Trends over time show that NIR has started to decrease since 2008 E.C., as has gender inequality – however, the persisting gender divide is not closing at a sufficient rate to meet the ESDP V targets.**

From 2003-2008 E.C., there was a continuous increase in NIR, but has since started to decrease from 2008 E.C. The gap between male and female NIR has also started to decrease, with the gap closing 8.3 percentage points in 2011, of course with many irregular differences in the last eight years. However, the persistent gender gap and slow speed of progress is concerning if equity targets in ESDP V are to be reached, and it may take years to reach equal access to education.

**Table 3.4 Net Intake Rate (NIR) Trend**

Year	NIR (%)		
	Male	Female	Total
2003 E.C.(2010 -2011)	94.2	88.4	91.3
2004 E.C.(2011 -2012)	94.6	89.7	92.2
2005 E.C.(2012 -2013)	97.9	93.0	95.5
2006 E.C.(2013 -2014)	108.8	102.3	105.6
2007 E.C.(2014 -2015)	111.9	103.6	107.8
2008 E.C.(2015 -2016)	120.8	110.7	115.8
2009 E.C.(2016 -2017)	111.5	102.6	107.1
2010 E.C.(2017 -2018)	102.6	93.8	98.3
2011 E.C.(2018 -2019)	96.5	88.2	92.4

Chart 3.5 Net Intake Rate (NIR) Trend



### 3.3. Primary Gross Enrolment Ratio

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grades 1–4, including ABE, GER female	131	116	120.4	✓
Grades 1–4, including ABE, GER male	143	120	134.4	✓
Grades 5–8, GER female	63	90	76.2	✗
Grades 5–8, GER male	35	90	83.2	✗
Grade 1–8, including ABE, GER female	98	102	99.2	✗
Grade 1–8, including ABE, GER male	105	106	109.9	✓

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

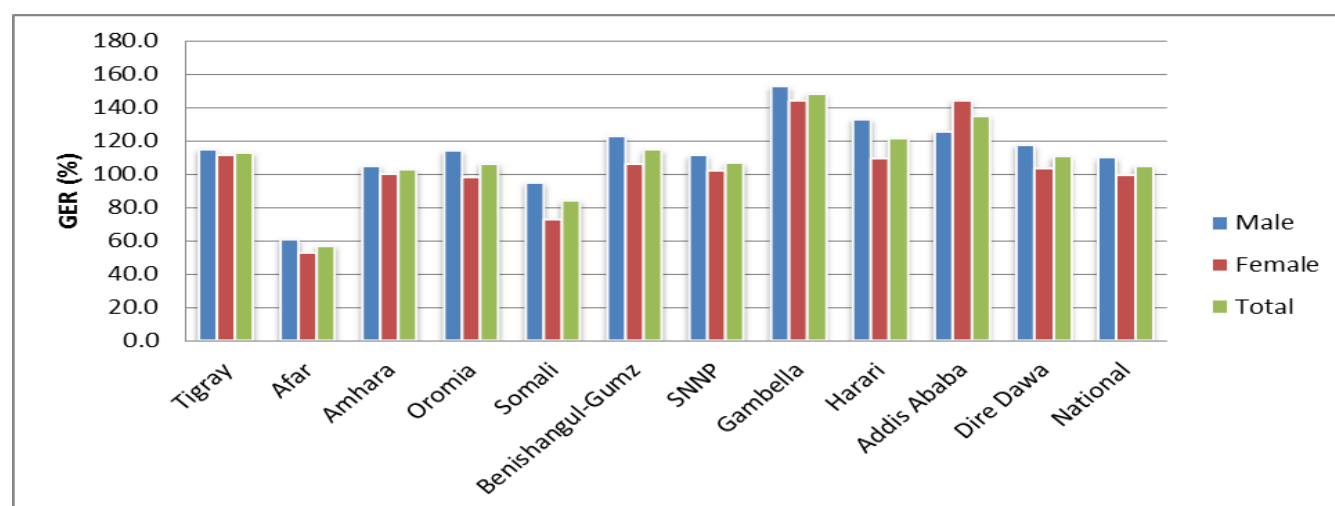
#### ***Enrolment of Children outside of the official school age continues to persist throughout primary education similar to the pre-primary level***

The GER for grades 1-8 is 104.6%, which shows that nationally 4.6% of the enrolled children in primary grades are aged above and below from the official school age. It means that children younger than 7 and older than 14 are enrolling into primary schools. The target for the end of ESDP V in 2020 is 106%. For this to be achieved, more children need to enroll at the correct age.

There is wide regional variation, with Afar having the lowest GER (56.9%), while Gambella, Addis Ababa and Harari have very high GER (148.2%, 135.0% and 121.3% respectively). Reaching the ESDP V targets for those regions is an ambitious goal. Addis Ababa is the only region where female GER is higher than male.

**Table 3.5 Gross Enrolment Ratio Disaggregated by Region and Sex, Grades 1-8, 2011 E.C. (2018/19)**

Region	Population Age (7-14)			Gross Enrolment (G1-8)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	508,760	495,197	1,003,957	583,612	550,226	1,133,838	114.71	111.11	112.94
Afar	169,078	154,568	323,646	102,829	81,340	184,169	60.82	52.62	56.90
Amhara	2,122,582	2,066,853	4,189,435	2,225,054	2,067,370	4,292,424	104.83	100.03	102.46
Oromia	3,874,084	3,790,641	7,664,725	4,416,565	3,724,268	8,140,833	114.00	98.25	106.21
Somali	571,235	538,463	1,109,698	541,588	391,971	933,559	94.81	72.79	84.13
Benishangul-Gumz	112,362	108,467	220,829	137,682	114,937	252,619	122.53	105.96	114.40
SNNP	2,028,592	2,003,103	4,031,695	2,253,810	2,039,902	4,293,712	111.10	101.84	106.50
Gambella	41,309	38,972	80,281	62,973	56,059	119,032	152.44	143.84	148.27
Harari	21,569	20,759	42,328	28,680	22,665	51,345	132.97	109.18	121.30
Addis Ababa	205,981	212,275	418,256	258,563	306,159	564,722	125.53	144.23	135.02
Dire Dawa	36,635	35,902	72,537	42,995	37,109	80,104	117.36	103.36	110.43
<b>National</b>	<b>9,692,187</b>	<b>9,465,200</b>	<b>19,157,387</b>	<b>10,654,351</b>	<b>9,392,006</b>	<b>20,046,357</b>	<b>109.93</b>	<b>99.23</b>	<b>104.64</b>

**Chart 3.6 GER for Grades 1-8 Disaggregated by Region and Sex, 2011 E.C. (2018/19)**

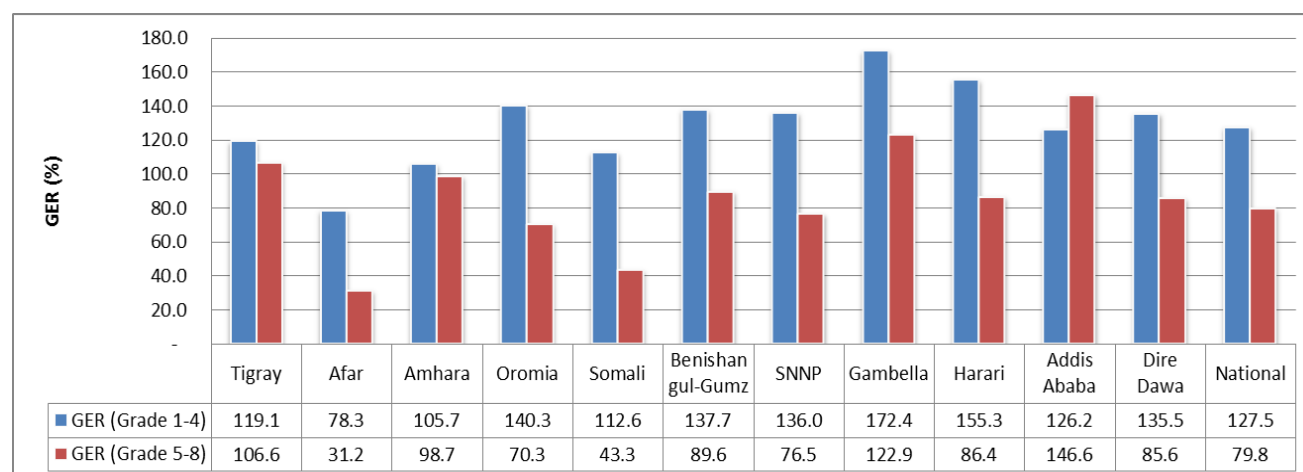
**GER decreases notably between Grades 1-4 and Grades 5-8, suggesting a low transition rate between first cycle and second cycle of primary education.**

The comparison between GER for grades 1-4 and grades 5-8 shows that there is a notable gap in enrolment between the two cycles. Nationally, the GER for the first cycle is 127.5% compared to 79.8% for second cycle, indicating that many students are not progressing to the second cycle of primary education, either because they are repeating grades, or dropping out completely.

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

**Table 3.6 GER for Grades 1-4 and Grades 5-8 by Region and Sex, 2011 E.C. (2018/19)**

Region	GER (Grade 1-4)			GER (Grade 5-8)		
	Male	Female	Total	Male	Female	Total
Tigray	122.5	115.7	119.1	106.8	106.5	106.6
Afar	84.1	72.1	78.3	33.8	28.3	31.2
Amhara	110.8	100.5	105.7	98.0	99.5	98.7
Oromia	149.1	131.2	140.3	77.0	63.6	70.3
Somali	129.7	95.1	112.6	47.0	39.1	43.3
Benishangul-Gumz	144.7	130.4	137.7	99.0	79.9	89.6
SNNP	141.1	130.9	136.0	80.6	72.4	76.5
Gambella	178.7	165.9	172.4	125.6	119.9	122.9
Harari	169.6	140.4	155.3	95.3	77.1	86.4
Addis Ababa	117.9	134.4	126.2	135.7	157.0	146.6
Dire Dawa	142.7	128.3	135.5	92.3	78.8	85.6
<b>National</b>	<b>134.4</b>	<b>120.4</b>	<b>127.5</b>	<b>83.2</b>	<b>76.2</b>	<b>79.8</b>

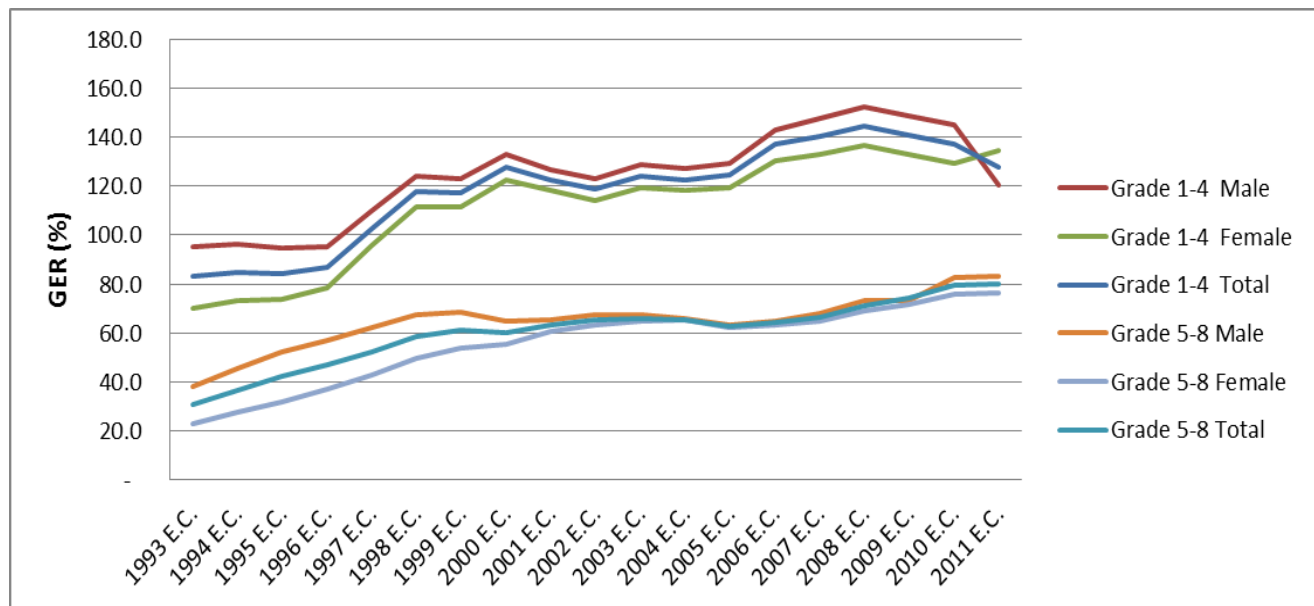
**Chart3.7 Regional comparison of GER for Grades 1-4 and 5-8, 2011 E.C. (2018/19)**

**While GER trends over time have seen an overall increase in primary enrolment, second cycle primary enrolment rates have stalled in 2000, 2004 and 2005 E.C. further indicating low levels of student transition.**

The trend of GER has increased for both cycles over the last 19 years. However, GER of first cycle primary shows a consistent increase up to 2008 E.C. On the other hand, second cycle GER has plateaued since 2005 E.C. The difference in trends further highlights the issue of children repeating first cycle grades or dropping out completely from the education system

**Table 3.7 Trend of GER Disaggregated by Cycle, 1993 E.C. – 2011 E.C**

Year	Grade 1-4 GER (%)			Grade 5-8 GER (%)		
	Total	Male	Female	Total	Male	Female
1993 E.C.(2000 -2001)	83.0	95.3	70.2	30.8	38.3	22.9
1994 E.C.(2001 -2002)	84.9	96.2	73.3	36.5	45.4	27.4
1995 E.C.(2002 -2003)	84.2	94.6	73.5	42.4	52.5	31.9
1996 E.C.(2003 -2004)	86.9	95.2	78.3	47.1	57.0	36.9
1997 E.C.(2004 -2005)	102.7	109.8	95.5	52.5	62.0	42.6
1998 E.C.(2005 -2006)	117.6	123.9	111.2	58.8	67.4	49.8
1999 E.C.(2006 -2007)	117.1	122.9	111.2	61.1	68.3	53.7
2000 E.C.(2007 -2008)	127.8	133.0	122.5	60.2	64.8	55.5
2001 E.C.(2008 -2009)	122.6	126.7	118.4	63.1	65.6	60.5
2002 E.C.(2009 -2010)	118.8	123.2	114.3	65.5	67.4	63.5
2003 E.C.(2010 -2011)	124.0	128.8	119.1	66.1	67.4	64.8
2004 E.C.(2011 -2012)	122.6	127.0	118.1	65.6	65.9	65.3
2005 E.C.(2012 -2013)	124.5	129.4	119.4	62.8	63.4	62.2
2006 E.C.(2013 -2014)	136.9	143.0	130.5	64.1	64.7	63.4
2007 E.C.(2014 -2015)	140.3	147.6	132.7	66.3	67.8	64.8
2008 E.C.(2015 -2016)	144.7	152.5	136.6	71.1	73.3	68.9
2009 E.C.(2016 -2017)	140.8	148.8	132.7	74.4	73.3	71.4
2010 E.C.(2017 -2018)	137.2	144.9	129.4	79.3	82.7	75.7
2011 E.C.(2018 -2019)	127.5	120.4	134.4	79.8	83.2	76.2

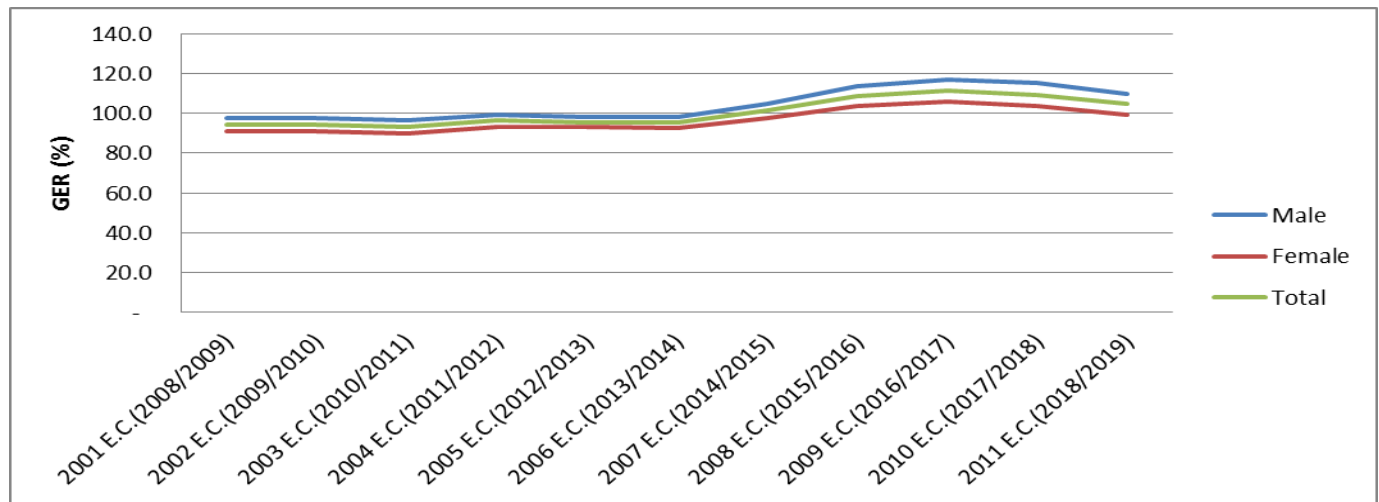
**Chart 3.8 Trend of GER split by Cycle, 1993 E.C. – 2011 E.C.**

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

Table 3.8 and chart 3.9 below show the trend in GER for primary education for the last 11 years. The GER trend for grades 1-8 shows a slight incremental pattern. However, the gender gap has increased from 5 in 2005 to 10.7 percentage points in 2011 E.C.

**Table 3.8 GER Trend for Grades 1-8, 2001 E.C. - 2011 E.C**

Year	GER (Grades 1-8)		
	Male	Female	Total
2001 E.C.(2008/2009)	97.6	90.7	94.4
2002 E.C.(2009/2010)	97.6	90.7	94.4
2003 E.C.(2010/2011)	96.6	90.1	93.4
2004 E.C.(2011/2012)	99.5	93.2	96.4
2005 E.C.(2012/2013)	97.9	92.9	95.4
2006 E.C.(2013/2014)	98.2	92.4	95.3
2007 E.C.(2014/2015)	104.8	97.8	101.3
2008 E.C.(2015/2016)	113.7	103.5	108.7
2009 E.C.(2016/2017)	117.0	105.7	111.4
2010 E.C.(2017/2018)	115.0	103.5	109.3
2011 E.C.(2018/2019)	109.93	99.23	104.64

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

### 3.4. Primary Net Enrolment Ratio (NER)

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grades 1–4, including ABE, NER female	104	101	99.0	x
Grades 1–4, including ABE, NER male	112	103	109.2	x
Grades 5–8, NER female	50	62	61.3	✓
Grades 5–8, NER male	49	62	64.8	✓
Grade 1–8, including ABE, NER female	90	96	90.8	x
Grade 1–8, including ABE, NER male	95	97	98.9	✓

The Net Enrolment Ratio (NER) is a measure of student enrolment of those who are of the official age group for the given level of education, i.e. in Ethiopia context; it only looks at 7 to 14 year olds that are enrolled in primary education. This indicator includes enrolment in Alternative Basic Education (ABE) centers as well as formal primary schools.

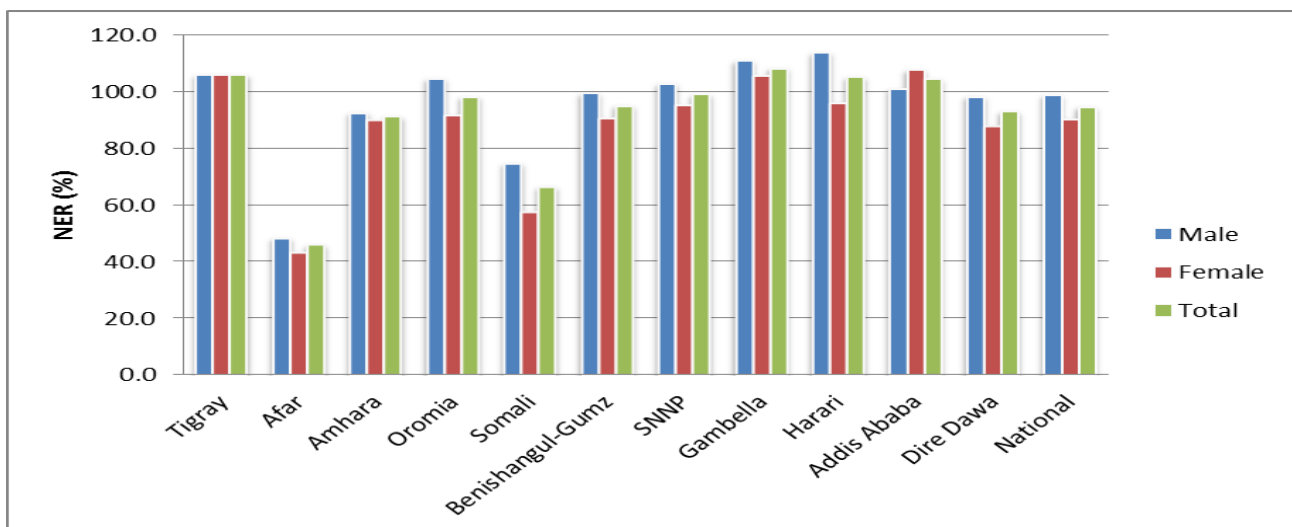
**The NER target for Primary level has been exceeded in some regions, but figures suggest inaccuracies in population projections, and recorded child age at point of enrolment.**

The national NER is 94.7% in 2011 E.C., which shows a decrease from last year net enrolment rate of 100.05%. There is a wide regional variation, with Afar and Somali having a much lower NER than other regions. On the other hand, Gambella, Tigray, Harari and Addis Ababa score above 100%. An NER higher than 100% is technically impossible as it would mean there are more 7 to 14 year olds enrolled in schools than there are in the country, and it highlights the issue of outdated population projections and inaccurate recording of student as when they enter school. Children migrating across regions and enrolling in new schools can also affect this since they are not captured in the region's population size. The ESDP V target for NER by 2020 is 98%, which has been exceeded and should not be higher than 100% going forward.

**Table 3.9 Primary NER (including ABE) Disaggregated by Region and Sex, 2011 E.C. (2018/19)**

Region	Population Age (7-14)			Net Enrolment G1-8 (Age Specific)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	508,760	495,197	1,003,957	539,414	524,718	1,064,132	106.0	106.0	106.0
Afar	169,078	154,568	323,646	81,737	66,920	148,657	48.3	43.3	45.9
Amhara	2,122,582	2,066,853	4,189,435	1,966,082	1,856,641	3,822,723	92.6	89.8	91.2
Oromia	3,874,084	3,790,641	7,664,725	4,055,025	3,477,556	7,532,581	104.7	91.7	98.3
Somali	571,235	538,463	1,109,698	426,814	310,244	737,058	74.7	57.6	66.4
Benishangul-Gumuz	112,362	108,467	220,829	111,770	98,343	210,113	99.5	90.7	95.1
SNNP	2,028,592	2,003,103	4,031,695	2,087,786	1,908,089	3,995,875	102.9	95.3	99.1
Gambella	41,309	38,972	80,281	45,841	41,129	86,970	111.0	105.5	108.3
Harari	21,569	20,759	42,328	24,561	19,973	44,534	113.9	96.2	105.2
Addis Ababa	205,981	212,275	418,256	208,259	228,805	437,064	101.1	107.8	104.5
Dire Dawa	36,635	35,902	72,537	36,037	31,513	67,550	98.4	87.8	93.1
<b>National</b>	<b>9,692,187</b>	<b>9,465,200</b>	<b>19,157,387</b>	<b>9,583,326</b>	<b>8,563,931</b>	<b>18,147,257</b>	<b>98.9</b>	<b>90.5</b>	<b>94.7</b>

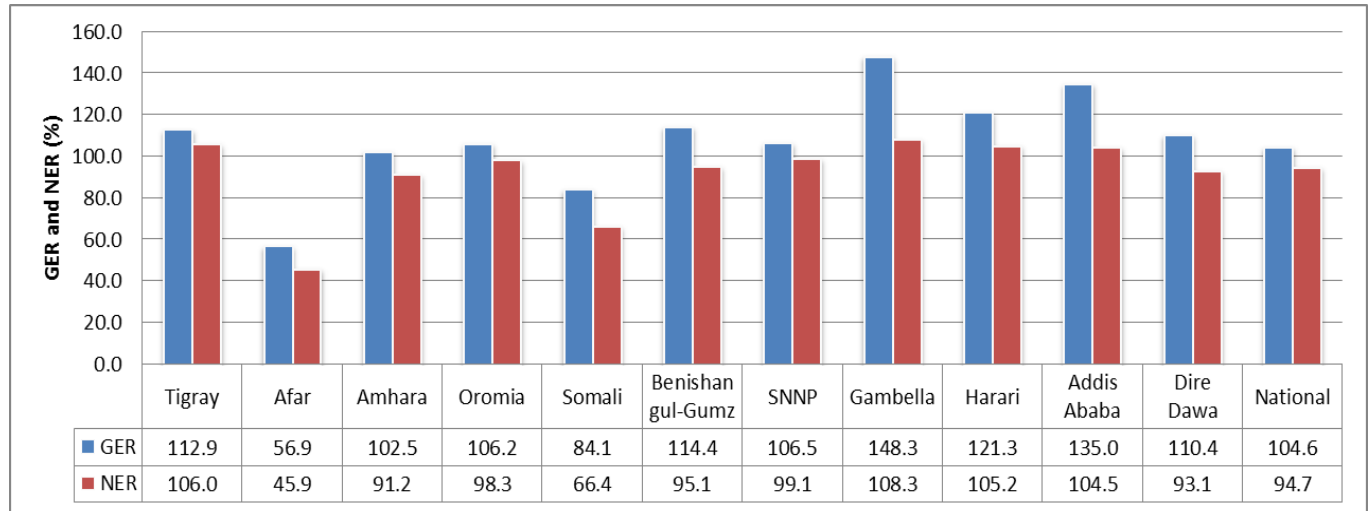
**Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2011 E.C. (2018/19)**



**Comparison between GER and NER further highlights the issue of children enrolling in primary schooling at the age of above and lower of the official age range.**

The comparison of NER and GER in Chart 3.11 shows that nationally there is a difference of 9.9 percentage points between the two. Gambella, Addis Ababa and Benishangul-Gumz have the widest gap between GER and NER showing that these regions have the biggest problem of children enrolling in primary grades at outside the official age.

**Chart 3.11 Comparisons of GER and NER for Grade 1-8 by Region, 2011 E.C. (2018/19)**



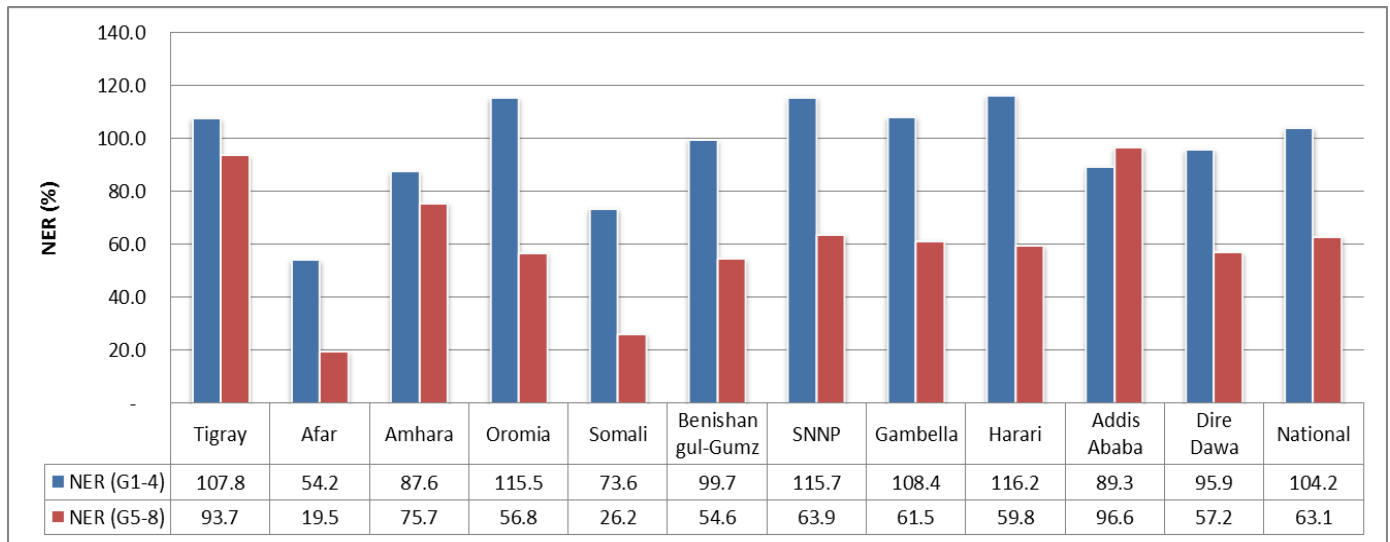
**Comparisons between NER and GER split by the first and second cycle show that the proportion of 11-14 year olds enrolled at the appropriate grade is low, and poor transition from first to second cycle is evident.**

The difference in NER between the two cycles of primary is similar to the GER and shows that the proportion of 11-14 year olds who are enrolled in the appropriate grade is low nationally. Addis Ababa has the highest rate at 96.6% in the second cycle. Afar and Somali show the lowest rates at 19.5 % and 26.2% respectively. Most regions have a large gap between the first cycle and second cycle NER; this indicates that 11-14 year olds are not progressing through the education system.

**Table 3.10 NER for Grades 1-4 and Grades 5-8 by Region and Sex, 2011 E.C. (2018/19)**

Region	NER (Grades 1-4)			NER (Grades 5-8)		
	Male	Female	Total	Male	Female	Total
Tigray	109.0	106.6	107.8	91.2	96.4	93.7
Afar	57.8	50.4	54.2	20.5	18.4	19.5
Amhara	90.6	84.5	87.6	73.5	77.9	75.7
Oromia	122.1	108.7	115.5	61.2	52.4	56.8
Somali	85.0	62.0	73.6	28.4	23.6	26.2
Benishangul-Gumz	103.4	95.8	99.7	57.4	51.8	54.6
SNNP	119.8	111.6	115.7	66.7	61.1	63.9
Gambella	113.0	103.6	108.4	62.3	60.6	61.5
Harari	124.8	107.4	116.2	63.5	55.9	59.8
Addis Ababa	88.5	90.1	89.3	93.7	99.4	96.6
Dire Dawa	100.5	91.2	95.9	60.7	53.7	57.2
<b>National</b>	<b>109.2</b>	<b>99.0</b>	<b>104.2</b>	<b>64.8</b>	<b>61.3</b>	<b>63.1</b>



**Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8 by Region, 2011 E.C. (2018/19)**

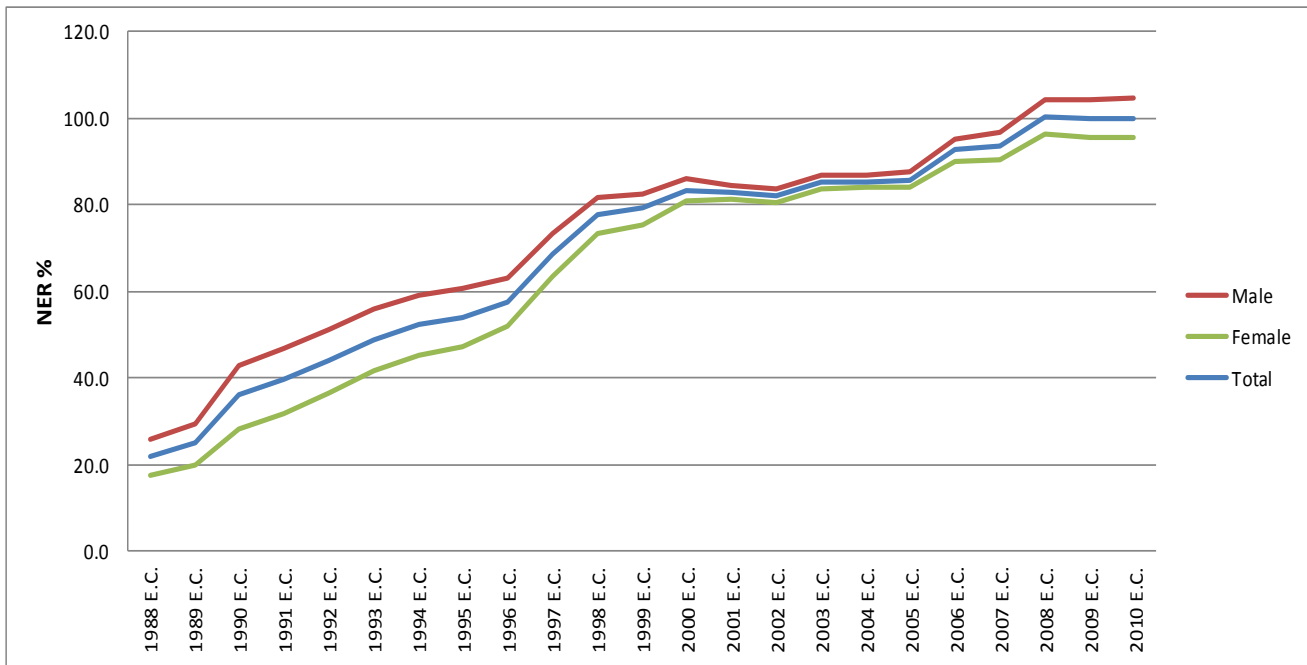
**Trends over time show a steady increase in Primary NER, with a more sharp increase in recent years.**

The 20 year trend in NER shows a steady increase and has shown a steeper increase in recent years up to 2010 E.C. One reason for such sudden increase could be the increasingly population projections results.

**Table 3.11 NER Trend for Grades 1-8, 1988 E.C. – 2011 E.C.**

Year	NER (%)		
	Male	Female	Total
1988 E.C (1995/1996)	25.7	17.4	21.6
1989 E.C (1996/1997)	29.5	20.0	24.9
1990 E.C (1997/1998)	43.0	28.0	36.0
1991 E.C (1998/1999)	46.9	31.9	39.5
1992 E.C (1999/2000)	51.2	36.6	44.0
1993 E.C (2000/2001)	55.7	41.7	48.8
1994 E.C (2001/2002)	59.0	45.2	52.2
1995 E.C (2002/2003)	60.6	47.2	54.0
1996 E.C (2003/2004)	62.9	51.8	57.4
1997 E.C (2004/2005)	73.2	63.6	68.5
1998 E.C (2005/2006)	81.7	73.2	77.5
1999 E.C (2006/2007)	82.6	75.5	79.1
2000 E.C (2007/2008)	86.0	80.7	83.4
2001 E.C (2008/2009)	84.6	81.3	83.0
2002 E.C (2009/2010)	83.7	80.5	82.1
2003 E.C (2010/2011)	87.0	83.5	85.3
2004 E.C (2011/2012)	86.8	83.9	85.4
2005 E.C (2012/2013)	87.5	83.9	85.7
2006 E.C (2013/2014)	95.1	90.1	92.6
2007 E.C (2014/2015)	96.9	90.5	93.7
2008 E.C (2015/2016)	104.2	96.2	100.3
2009 E.C (2016/2017)	104.1	95.5	99.9
2010 E.C (2017/2018)	104.6	95.4	100.1
2011 E.C (2018/2019)	98.9	90.5	94.7

Chart 3.13 NER Trend for Grades 1-8 1988 E.C. – 2011 E.C.



### 3.5. Gender Parity Index

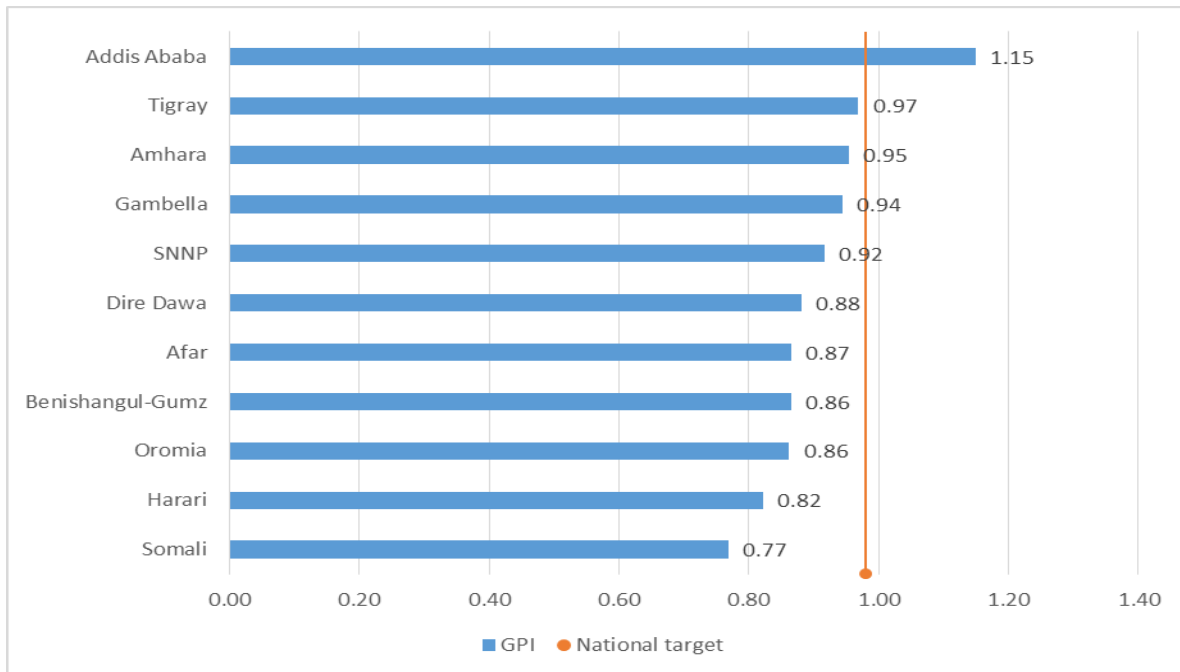
ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
GPI in Grades 1–8 (index)	0.93	0.98	0.90	<b>x</b>

Gender Parity Index (GPI) measures equity between girls and boys. It is the ratio of female to male values of a given indicator. GPI in GER, therefore, can be defined as female gross enrolment ratio divided by male gross enrolment ratio for all levels. GPI is an important indicator of balanced programs to boost enrolment and participation of girls in education. No nation has been able to achieve comprehensive basic education without programs that assist girls. In a situation of equity in enrolment, the gender parity index (GPI) is 1, whereas with highest disparity it is close to 0.

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

Chart 3.14 presents the regional and national GPI levels. The national GPI is currently 0.90, missing the ESDP V of 0.98. Moreover, GPI has decreased compared to ESDP V baseline at 0.93. More work is needed in all regions if ambitions of gender parity are to be met by the end of ESDP V. The current figures are influenced by the high result in Addis Ababa of 1.15, which shows that more females are attending school than males. The lowest regional GPI is Somali at 0.77.

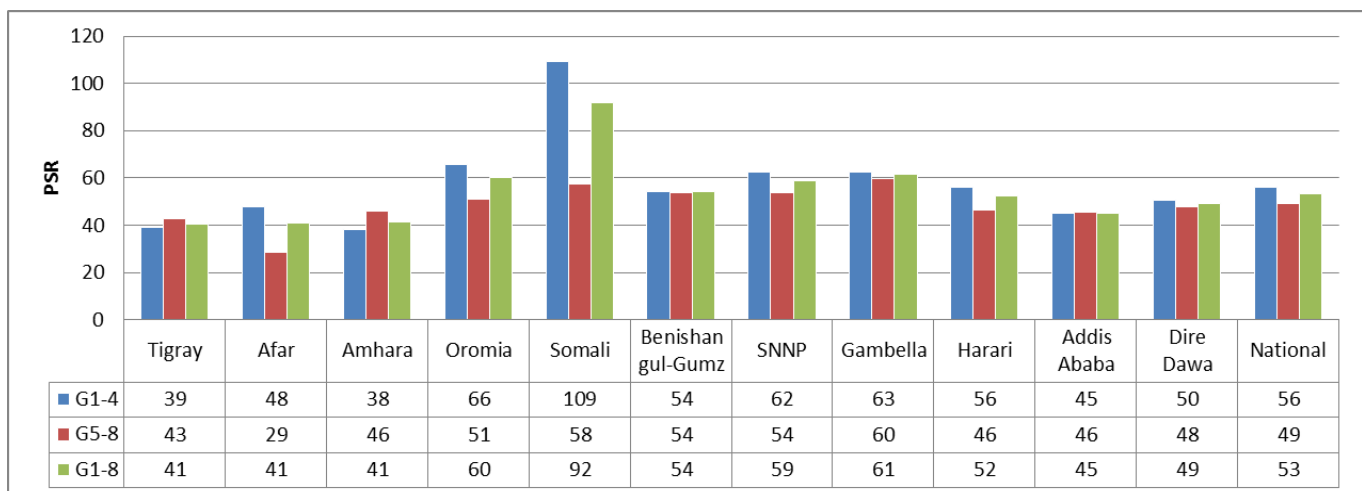
**Chart 3.14 Gender Parity Index for Grades 1-8 by Region, 2011 E.C. (2018/19)**



### 3.6. Primary Pupil Section Ratio

In Ethiopia in one grade there may be more than one section; for example grade 1 might have three sections so that class sizes could be smaller. Each section has its own classroom; so to calculate the pupil section ratio, the number of classrooms in the school can be used as a proxy indicator. Nationally PSR is at 53 for grades 1-8 and it is higher in the first cycle compared to the second cycle. Somali, Afar and Oromia have the biggest variation between cycles, and Somali has the highest pupil section ratio at 92 for primary and 109 for first cycle. Gambella also has the maximum of PSR in second cycle which is 60.

**Chart 3.15 Pupil Section Ratios (PSR) in Primary Schools by Region and Cycle, 2011 E.C. (2018/19)**



### 3.7. Primary Pupil Teacher Ratio

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

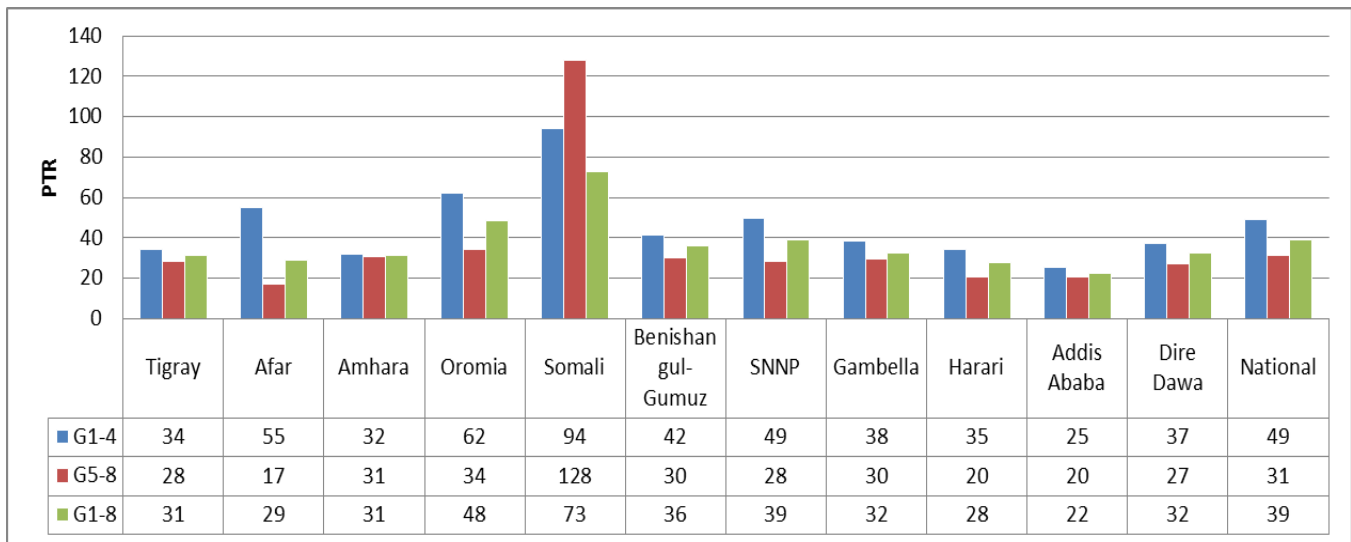
1. Lower PTR indicates better opportunities for contact between the teacher and pupils, and for teachers to provide support to students individually, therefore a better teaching/learning process which improves the quality of education.
2. PTR is also used to measure the level of human resource input (teachers).
3. On the other hand, very low PTR may indicate low efficient use or underutilization of teachers.

This indicator is useful for setting minimum standards throughout the country and ensuring a certain level of equality around the country. In Ethiopia, the standard set for PTR is 50 at primary and 40 at secondary level. Note that; low or high PTR alone does not guarantee the level of education quality, which also depend on various factors such as mode of delivery, teacher commitment and motivation, qualification of teachers, the supply of educational materials, and so on.

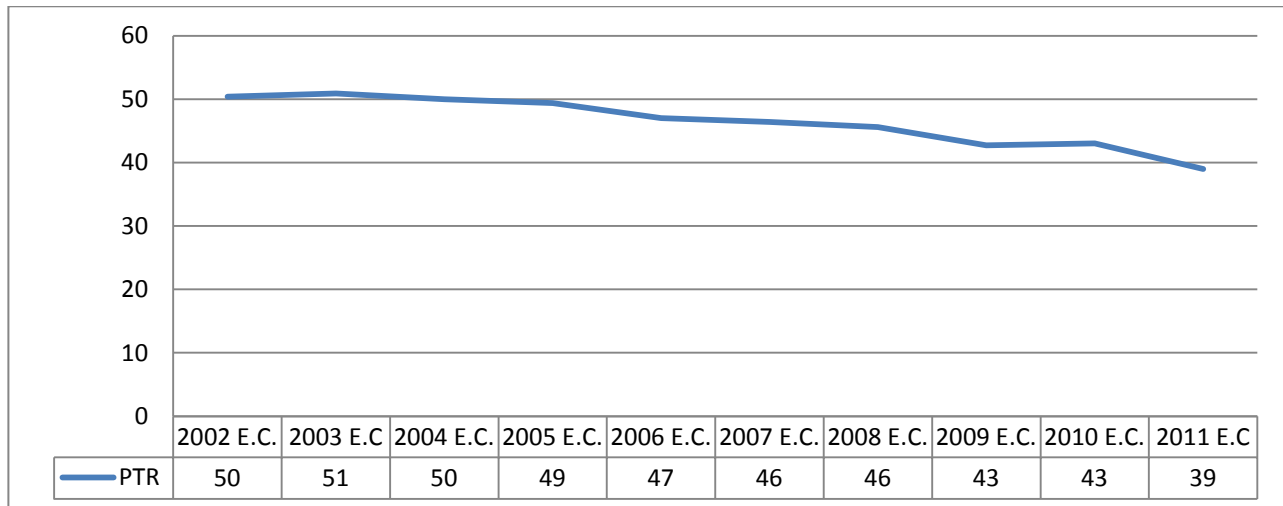
#### **All regions achieved a Primary PTR of below 50, with the exception of Somali**

The national PTR in 2011 E.C. is 39 for grades 1-8. PTR for the First Cycle is 49 and 31 for the Second Cycle. PTR is highest in Somali, 73 for G1-8. With the exception of Somali, all regions achieved a primary PTR of below 50. PTR trends over time have decreased and especially lower from 43 in 2010 E.C. to 39 in 2011 E.C. As Chart 3.17 shows, the trends from 2002 E.C up to 2011 E.C indicate that, PTR has decreased in Primary.

**Chart 3.16 Pupil Teacher Ratio (PTR) in Primary schools by Region and Cycle, 2011 E.C. (2018/19)**



**Note:** Somali region did not report the number of teachers by cycle, and hence data of 2010 E.C. taken

**Chart 3.17 Trends in PTR, 2002 E.C.-2011 E.C.**

### 3.8. Primary Repetition Rate and Dropout Rate

ESDP V Indicator	2007 (2013/14)	2010 (2017/18)	2010 (2017/18)	Target reached
	Baseline	target	actual	
Grade 1 dropout rate female	23	13	25	✗
Grade 1 dropout rate male	21	12	25	✗
Grade 1–8 dropout rate female	11	7	17	✗
Grade 1–8 dropout rate male	11	7	18	✗
Grade 1–8 repetition rate female	8	4	4	✓
Grade 1–8 repetition rate male	9	5	4	✓

Repetition and dropout rates provide a measure of how well the education system utilizes limited resources efficiently and in a timely manner. These measures are commonly used to assess the efficiency of the education system in producing graduates of a particular education cycle or level.

A student has three paths in a particular academic year: promotion, repetition or dropout. Repeating a grade required more resources than allocated to a student; and leaving school (i.e. a dropout) before completing a particular cycle or level of education also results in a waste of resources. Overall lower repetition and lower dropout rates at each grade level are indications of the effective utilization of limited resources. Data concerning repeaters refer to one year previous to the year in which data is collected, i.e. in 2011 it is only possible to collect information about students who repeated the grade which they attended in 2010, and they are therefore “repeaters of 2010.” This explains why data concerning repetition and drop-out rate are only available until 2010.

#### 3.8.1. Repetition Rate

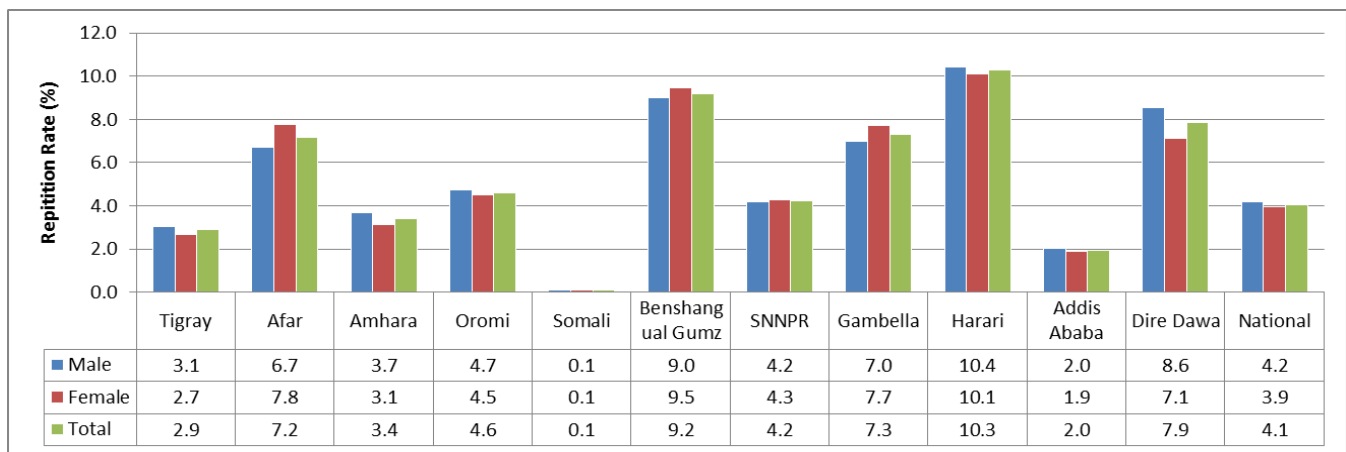
This indicator measures the proportion of students who remain in the same grade for two or more consecutive years, by retaking the grade after either leaving the grade prematurely, or returning for a second or third time.

Any repetition reduces the efficiency of the education system, and can also be an indication of high PTR, unqualified teachers or lack of learning materials. The current national policy requires that promotion is based on students' continuous assessment results for the first three grades of primary.

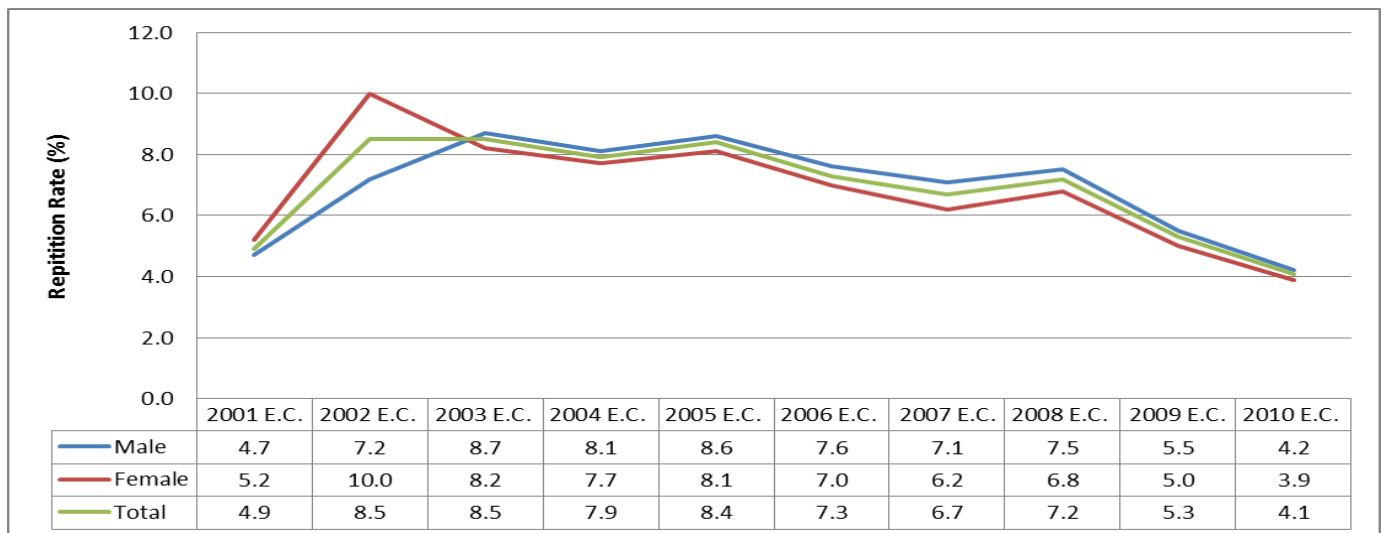
**Male students are slightly more likely than female students to repeat a grade, which has been the trend since 2003. The ESDP V target has been met this year in both sex.**

The female repetition rate and the male repetition rate of 4.0% mean that the ESDP V target for 2017/18 (4% for female and 5% for male) has met for both sex. Harari has the highest repetition rate following by Benishangul-Gumz, Dire Dawa, and Afar. As chart 3.18 shows, the repetition rate is slightly higher in males compared to females, from 2002 E.C to 2009 E.C trend. Chart 3.19 shows that repetition is highest at Grade 8, where students need to pass the grade 8 exams to successfully complete primary education. The repetition rates both for male and female in 2010 E.C. has reduced since the previous year.

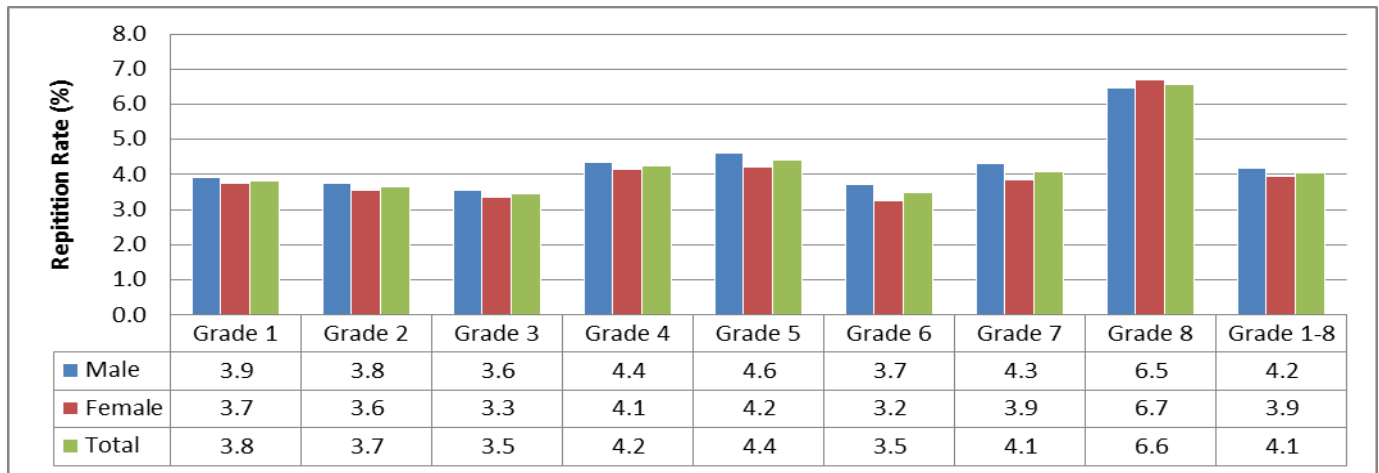
**Chart 3.18 Repetition Rate for Grades 1-8 by Region and Sex, 2010 E.C. (2017/18)**



**Chart 3.19 Trends in Repetition Rates, Grades 1-8, 2001 E.C.-2010 E.C.**



**Chart 3.20 Repetition Rates by Grade, 2010 E.C. (2017/18)**



**3.8.2. Dropout Rate**

Dropout rate is a measure, typically by grade, of those who have left formal schooling. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those who have been promoted to the next grade. As many countries have discovered, often students do not completely dropout, they may join education several years later, or seek out alternative education.

***Dropout rates have increased slightly over the last five years, and the increment has been significantly increased this year (2010 E.C.).***

At national level, the female and male students in Grades 1-8 Dropout rate is 17.3% and 17.7% respectively. ESDP V target for 2017/18 (7% for both sex) has not been met. SNNP has the highest dropout rate following by Somali, Oromia and Afar (recorded above national level).

Dropout rates have increased from last year, and grade 1-8 dropout rates are now at 17.5%. Dropout is highest in grade 1, at 25%. This means that many children join in grade 1 and then leave the education system within the next year.

**Chart 3.21 Dropout Rates for Grades 1-8 by Region and Sex, 2010 E.C (2017/18)**

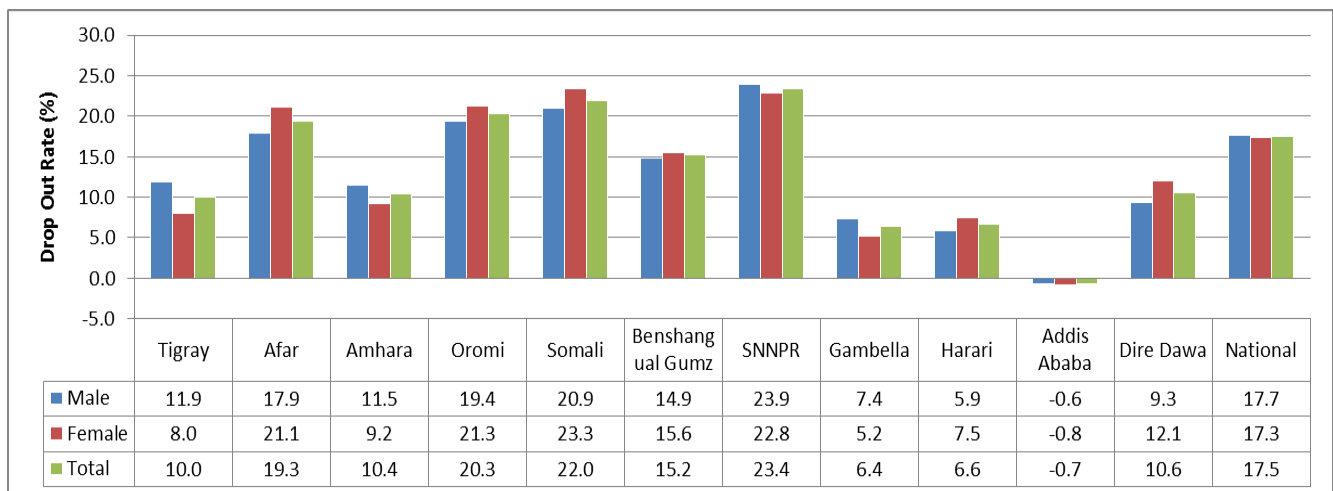


Chart 3.22 Trends in Dropout Rates for Grades 1-8, 2001 E.C - 2010 E.C.

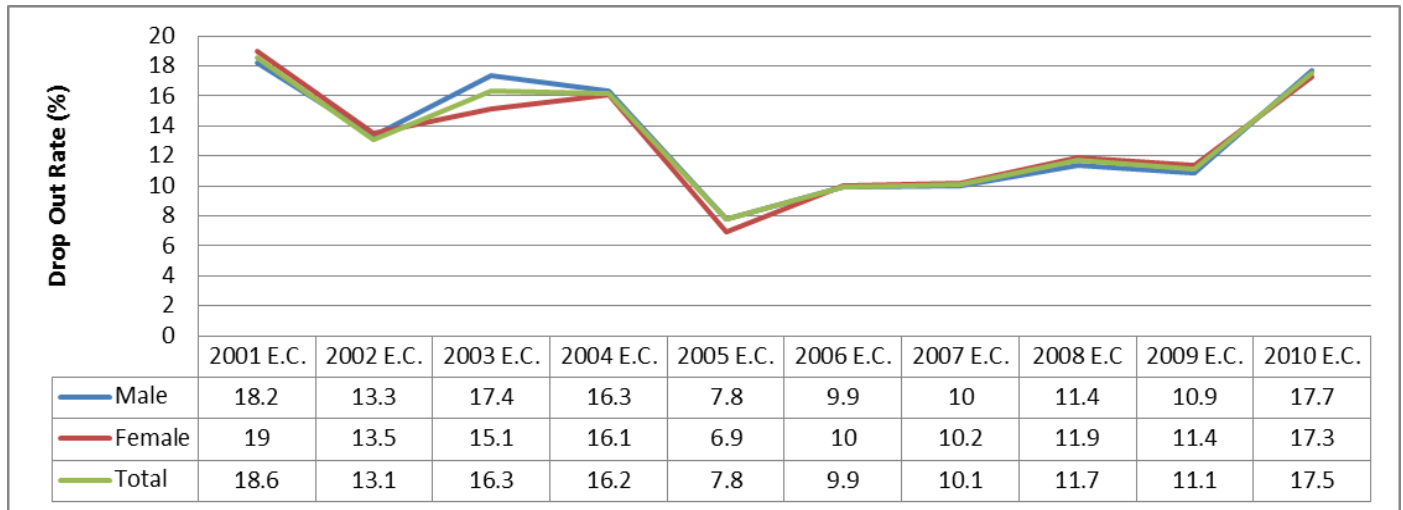
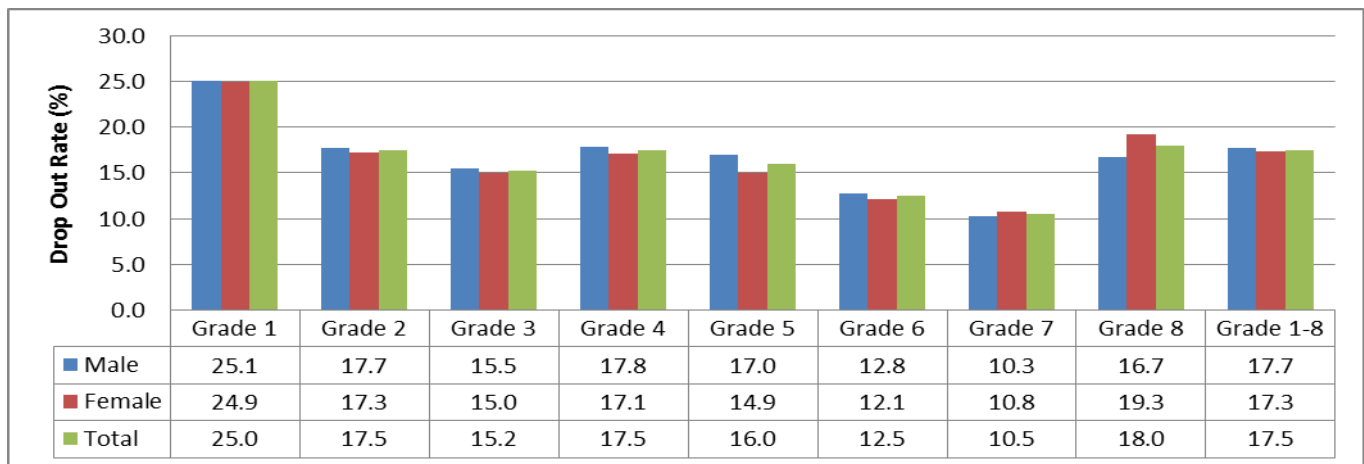


Chart 3.23 Dropout Rates by Grade, 2010 E.C. (2017/18)



### 3.9. Survival Rate to Grade 5

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2017/18) Target	2011 (2017/18) Actual	Target reached
Survival rate to Grade 5 female	57	68	42.2	x
Survival rate to Grade 5 male	54	68	41.2	x

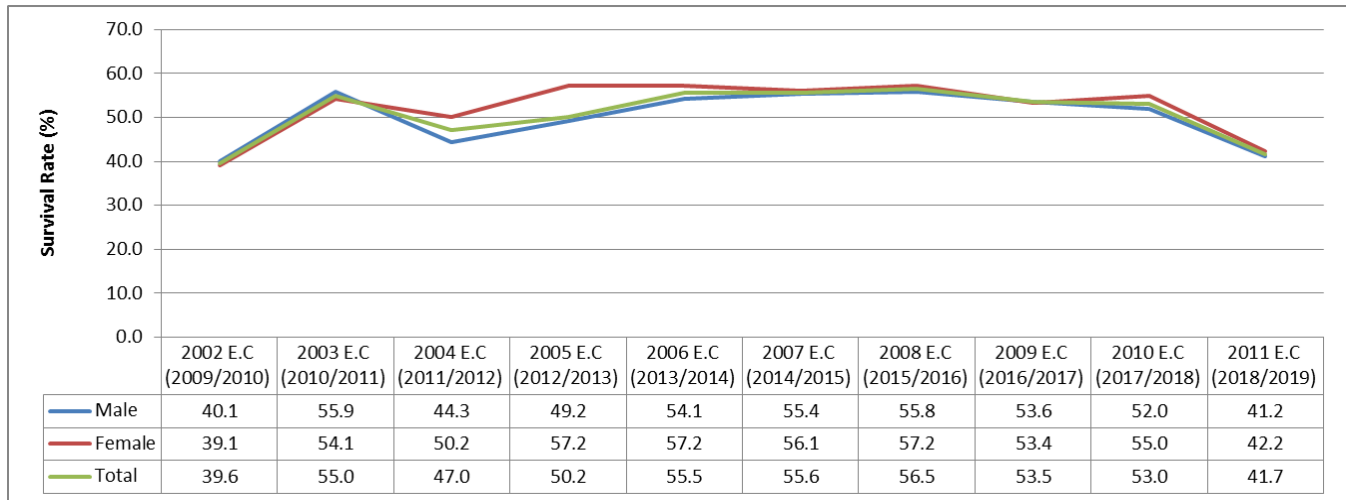
The survival rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a pre-requisite for a sustainable level of literacy. Survival rates approaching 100% indicate a high level of retention and low incidence of dropouts. The reliability of this indicator depends on the consistency of data on enrolment and repeaters both in terms of coverage overtime and across grades. A “synthetic cohort method” is applied to calculate this rate by assuming a group of pupils, typically 1,000 who are enrolled together and proceed to the



5<sup>th</sup> grade, sometimes with repetition up to two times, and sometimes without. The survival rates in 2011 E.C. for females and males were 42 and 41 % respectively.

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

**Chart 3.24 Trends in Survival Rate to Grade 5 by Sex, 2011 E.C. (2018/19)**



### 3.10. Primary Completion Rate

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Completion rate to Grade 8 female	47	67	59.7	x
Completion rate to Grade 8 male	47	67	64.4	x

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

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

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

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

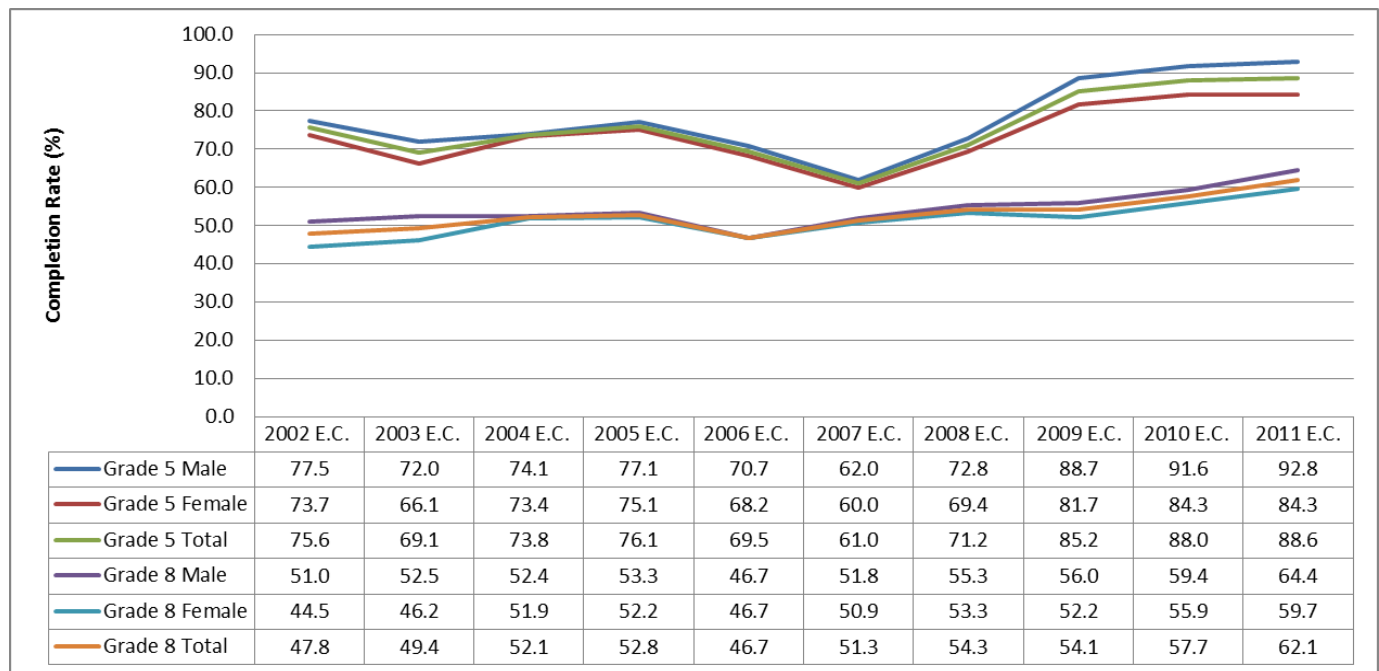
The completion rate remains higher for Grade 5 compared to Grade 8 in 2011 E.C., and the gap has narrowed to 26.5 percentage points in 2011 E.C. showing that more children are moving through Grade 5. The ESDP V target for Grade 8 completion rate for 2011 E.C is 67% for both sexes; this target has not been met for both sexes.

Compared to nine years ago, the completion rate for Grade five has increased from 75.6% to 88.6% and the completion rate for Grade 8 has increased from 47.8% to 62.1%.

**Table 3.12 Trends in Grade 5 and 8 Completion Rates, 2002 E.C.-2011 E.C.**

Year	Grade 5			Grade 8		
	Male	Female	Total	Male	Female	Total
2002 E.C (2009/2010)	77.5	73.7	75.6	51.0	44.5	47.8
2003 E.C (2010/2011)	72.0	66.1	69.1	52.5	46.2	49.4
2004 E.C (2011/2012)	74.1	73.4	73.8	52.4	51.9	52.1
2005 E.C (2012/2013)	77.1	75.1	76.1	53.3	52.2	52.8
2006 E.C (2013/2014)	70.7	68.2	69.5	46.7	46.7	46.7
2007 E.C (2014/2015)	62.0	60.0	61.0	51.8	50.9	51.3
2008 E.C (2015/2016)	72.8	69.4	71.2	55.3	53.3	54.3
2009 E.C (2016/2017)	88.7	81.7	85.2	56.0	52.2	54.1
2010 E.C (2017/2018)	91.6	84.3	88.0	59.4	55.9	57.7
2011 E.C (2018/2019)	92.8	84.3	88.6	64.4	59.7	62.1

**Chart 3.25 Trends in Grade 5 and 8 Completion Rates**



**Table 3.13 Male Cohort Analyses, 2011 E.C. (2018/2019)**

		Flow rates in primary education of ethiopia (grade 1-8) Male										Dropout by Years of Study				
Grades		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate pupils year/grade	Grade Pupil Year					
Enrollement 2010		2141847	1732888	1569696	1421531	1186267	982894	862525	768485	667,106	1 2 3 4					
Enrollement 2011		2048230	1634136	1457323	1368706	1192669	990006	879347	801680	DYS nys 1X2 yr						
Repeaters 2011		68786	52129	43796	49230	42237	26907	27869	41690							
Reademitters 2011		14813	12887	12231	12668	12363	9679	9289	7899							
Promotion Rate		0.710	0.785	0.809	0.778	0.784	0.835	0.854	0.768							
Repetition Rate		0.039	0.038	0.036	0.044	0.046	0.037	0.043	0.065							
DropOut		0.251	0.177	0.155	0.178	0.170	0.128	0.103	0.167							
Number of Year in the cycle (8years)	Year E.C															
	2006	1000	251								1000	251				
		39	10	126								39	136			
	2007	39	710								749					
		2	27	10	86								28	96		
	2008	2	54	557								613				
		0	2	20								22				
	2009	0	3	63	451.148991	80.2973739					517					
		0	0	0.552899	9.69726075	19.644468	1	13	60							
			0	0	5	70	351					426				
				0	0	3	16					19				
					0	7	12	35					49			
		pupil Year														
		Grade 1	1041								353					
		Grade 2	767								14					
		Grade 3	625								33					
		Grade 4	529								305					
		Grade 5	432													
		Grade 6	352													
		Grade 7	307													
	Grade 8	280														
	Total pupil year	4332								151	271					
										Graduate	13					
											41					
											13					
											80					
											5					
											0					
											15					
											1					
											0	0.41388538				
											2					
		1000	739	603	506	412	339	294	325	278						
			74%	60%	51%	41%	34%	29%	32%	28%						

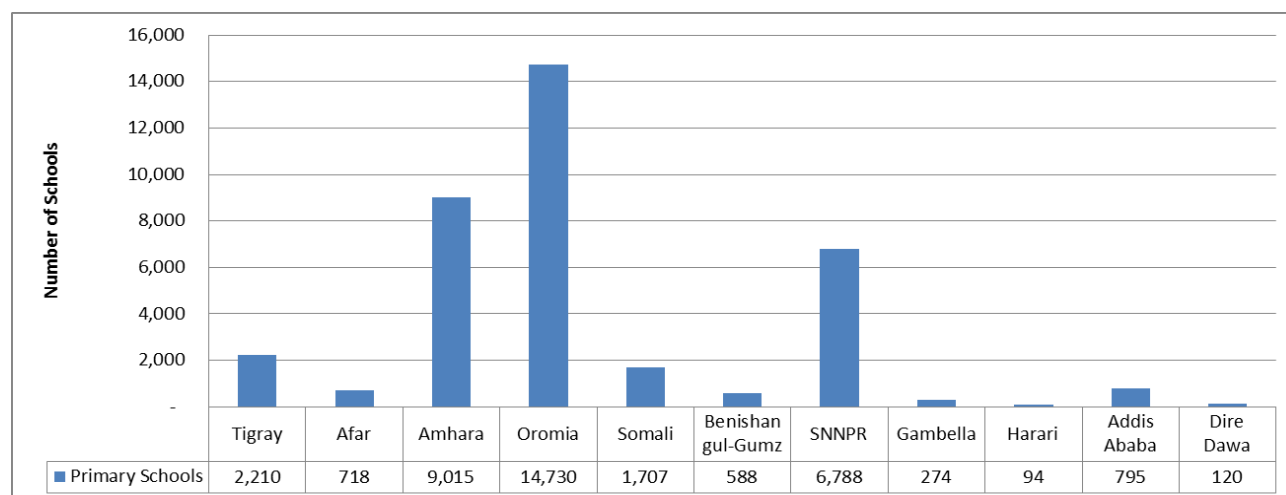


### 3.11. Number of Primary Schools and Clusters

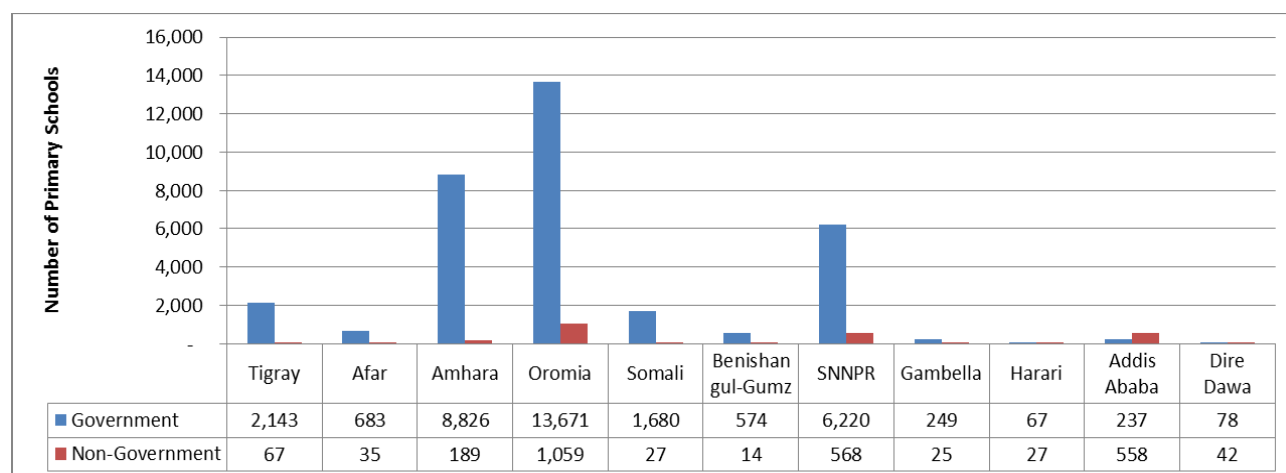
*In the last year, 628 primary schools were built across the country.*

The total number of primary schools in Ethiopia is 37,039 in 2011 E.C.; this is an increase from 36,466 reported in the 2010 E.C. Oromia has the largest number of primary schools at 14,730; naturally acceptable to serve the larger population accordingly. 93% of primary schools are government owned across the country. With the exception of Addis Ababa (in which non-government schools are higher in number than government ones), government shares in the number of schools is by far higher than the non-government in all regions.

**Chart 3.26 Numbers of Primary Schools by Region, 2011 E.C. (2018/19)**



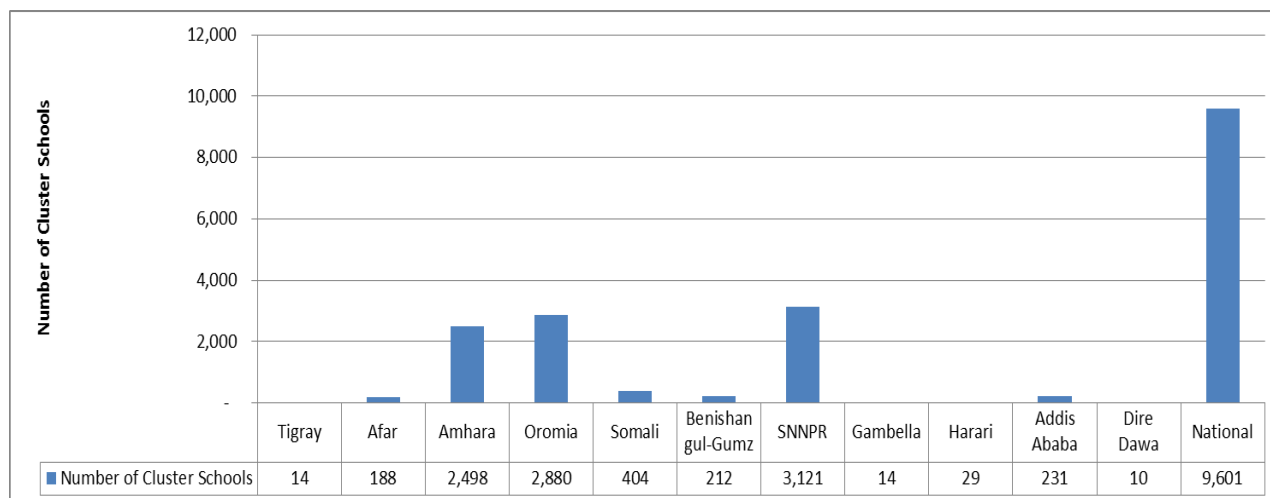
**Chart 3.27 Primary Schools Disaggregated by Ownership, 2011 E.C. (2018/19)**



**Cluster schools allow schools to share facilities. In 2011 E.C., there were 9,601 clusters in Ethiopia.**

It is also important to look at the number of cluster schools in the country. Schools are usually grouped into clusters of 5 or more in woredas. In 2011 E.C. there were 9,601 clusters in Ethiopia, the majority being in Oromia where there are 2,880 clusters.

**Chart 3.28 Number of Cluster Schools by Region, 2011 E.C. (2018/19)**



## 3.12. Textbooks and School Facilities

### 3.12.1. Number of Textbooks

**Nationally, students have access to just four textbooks each. Tigray have high pupil/textbook ratios with nine books per pupil, while Somali have the lowest with less than one book per child.**

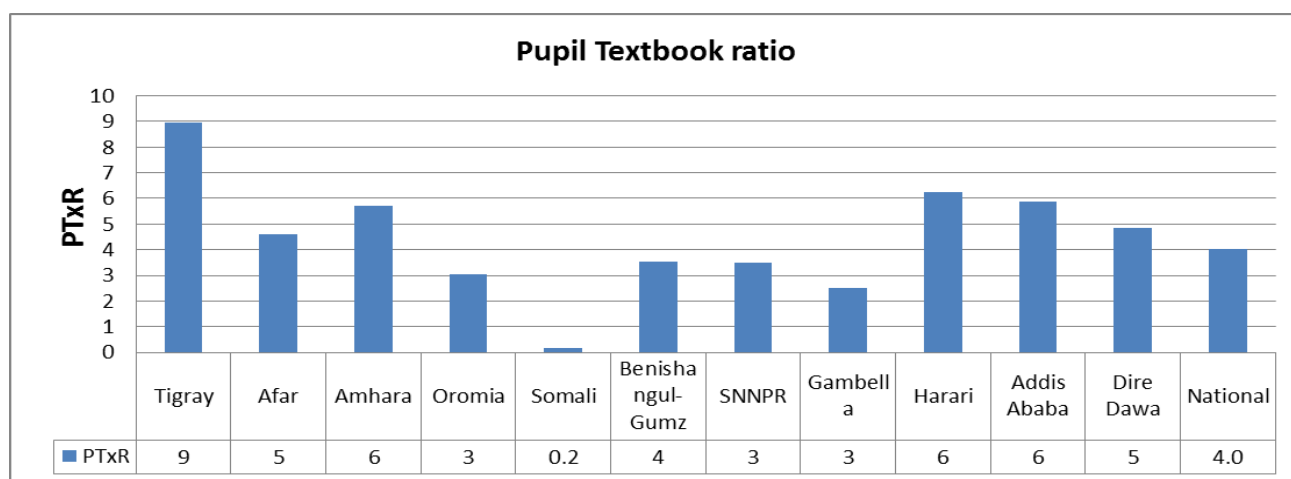
The pupil/textbook ratio (PTxR) is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil/textbook ratio for primary schools is 4; this indicates that on average children have access to just 4 textbooks when they go to school. There is wide regional variation with Tigray having the highest PTxR at 9. Somali have the lowest PTxR where there is less than one textbook per child.

The total number of textbooks in primary schools is over 80 million, with 32 % of these textbooks being classed as language textbooks.

Table 3.15 Numbers of Textbooks by Region and Subject, 2011 E.C. (2018/19)

Region		Amharic	Arts	Basic science	Biology	Chemistry	Civics	English	Environmental science	Esthetics	Geography	History	Local language 1	Local language 2	Mathematics	Music	Physical education	Physics	Social science	Others	Total
Tigray	In Hand	655,359	279	181,158	176,995	183,936	393,370	772,534	414,128	6,647	2,794	929	994,496	6,042	838,903	8,111	6,627	175,572	372,727	887	5,191,494
	In Store	993,114	663	104,542	57,231	94,082	217,085	279,102	219,621	2,749	1,889	595	2,324,773	5,680	402,144	4,420	3,199	83,012	176,282	965	4,971,148
Afar	In Hand	78,678	313	14,202	10,544	11,388	22,420	79,618	41,444	3,756	264	573	70,634	11,876	81,782	1,660	1,672	9,929	24,035	21	464,809
	In Store	113,681	222	10,510	7,794	8,126	17,378	56,076	25,040	2,427	824	1,427	43,270	9,628	57,386	1,594	1,012	5,712	17,190	187	379,484
Amhara	In Hand																				24,452,713
	In Store																				24,452,713
Oromia	In Hand	1,395,554	14,798	791,923	660,593	681,383	1,631,070	4,626,103	1,892,506	22,422	1,986	3,546	3,278,294	3,399	4,556,014	481,003	24,930	677,271	1,501,781	13,731	22,258,307
	In Store	139,436	1,657	97,948	77,064	91,636	242,727	555,484	170,755	4,163	436	186	313,197	262	577,689	42,286	4,891	103,563	219,391	13,025	2,655,796
Somali	In Hand	5,839	-	1,327	1,717	942	2,289	15,208	7,766	987	877	281	25,550	6,230	17,142		1,199	770	2,057	-	90,181
	In Store	4,601	20	1,001	815	845	2,339	13,636	6,870	511	956	306	22,598	5,098	18,361		923	439	2,129	-	81,448
Benishangul-Gumuz	In Hand	92,295		22,671	23,886	25,736	44,861	132,845	66,670	2,279	169	64	71,206	5,226	148,563	1,950	1,997	27,854	58,037	-	726,309
	In Store	21,296	2,733	2,733	3,695	4,047	5,140	18,767	19,048	3,042	74	-	22,353	2,794	38,332	400	624	8,648	16,557	296	170,579
SNNP	In Hand	1,666,794	5,408	218,339	409,449	426,492	849,141	2,407,600	1,199,853	15,668			1,506,154	100,667	2,338,207	7,591	19,415	420,285	865,270		12,456,333
	In Store	366,635	1,624	29,052	76,752	84,209	150,496	468,648	201,930	3,598			287,079	18,260	571,607	1,949	4,483	80,442	152,003		2,498,767
Gambella	In Hand	40,856	40	6,287	8,663	8,579	17,970	58,405	23,722	1,912	1,345	420	52,159	727	60,035	709	1,391	5,400	9,365		297,985
	In Store	292	-	43	94	119	147	575	240	-	-	-	352	286	572	9	-	80	132		2,941
Harari	In Hand	26,586	209	6,589	4,982	5,614	11,964	38,028	23,807	799	901	500	28,764	22,039	34,022	1,005	353	5,343	11,440	1,987	224,332
	In Store	12,827	120	2,914	1,070	1,460	5,757	15,918	8,958	628	477	318	10,710	10,710	14,888	972	7	1,127	5,389	1,553	95,363
Addis Ababa	In Hand	394,199	8,681	70,248	96,415	97,396	175,403	371,482	192,040	10,587	2,565	907	9,612	226	405,619	24,598	15,010	85,949	160,513	4,037	2,125,487
	In Store	131,496	2,167	26,638	62,471	67,457	124,156	197,721	52,804	2,883	854	43	598	87	296,463	5,633	6,739	76,798	129,323	2,988	1,187,319
Dire Dawa	In Hand	30,832	300	10,487	9,242	9,689	17,610	47,355	30,780	1,008	516	-	10,387	3,088	49,787	2,489	200	9,285	17,055	5,202	255,312
	In Store	11,496	500	8,031	4,074	4,583	8,962	23,485	16,663	875	16	-	5,584	2,783	26,554	2,281	380	4,688	9,552	2,355	132,862
National	In Hand	4,386,992	30,028	1,323,231	1,402,486	1,451,155	3,166,098	8,549,178	3,892,716	66,065	11,417	7,220	6,047,256	159,520	8,530,074	529,116	72,794	1,417,658	3,022,280	24,478,578	68,543,862
	In Store	1,794,874	9,706	283,412	291,060	356,564	774,187	1,629,412	721,929	20,876	5,526	2,875	3,030,074	55,588	2,003,996	59,544	22,258	364,509	727,948	21,369	12,175,707
	Total	6,181,866	39,734	1,606,643	1,693,546	1,807,719	3,940,285	10,178,590	4,614,645	86,941	16,943	10,095	9,077,330	215,108	10,534,070	588,660	95,052	1,782,167	3,750,228	24,499,947	80,719,569

Chart 3.29 Pupil/Textbook Ratios (PTxR), 2011 E.C. (2018/19)



### 3.12.2. School Facility Indicators

10,090 primary schools have electricity available in Ethiopia; however there are significant differences between regions. This represents about 27% of all primary schools, but the result might be affected by low response rates. Among schools with electricity available, 76% of them use hydropower following by use solar which is 12%. 38% of primary schools have radios available, 20% have tape recorders and 7% have video recorders.

**Table 3.16 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2011 E.C. (2018/19)**

Region	Availability of Electricity			Source of Electricity (If "Yes")						Radios		Tape Recorders		Video Recorders	
	Availability "Yes"	Availability "No"	Availability "Not Answered"	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Availability (Number of Schools)	Functional Radios (Number)	Availability (Number of Schools)	Number	Availability (Number of Schools)	Number
Tigray	709	1,450	51		3	538	77		91	846	1,351	697	1,236	140	498
Afar	130	563	25		1	73	40		16	45	207	62	40	27	44
Amhara	1,833	5,905	1,277		17	1,374	106		336	1,762	3,642	794	1,180	463	652
Oromia	3,941	10,789	-	2	59	3,218	659	3		7,199	11,366	3,212	4,151	956	1,619
Somali	276	1,393	38		1	28	8		239	207	3	172	14	164	-
Benishangul-Gumz	110	477	1		1	70	21		18	20	5	51	101	19	63
SNNP	2,090	4,667	31	7	91	1,506	270	25	191	3,313	7,064	1,691	3,046	359	768
Gambella	71	190	13	2	6	45	9		9	34	17	38	50	28	1
Harari	76	18	-			65	11			17	15	37	45	33	39
Addis Ababa	772	15	8		9	725	6		32	712	3,300	609	1,733	515	1,303
Dire Dawa	82	36	2		2	67	7		6	41	127	57	128	31	97
<b>National</b>	<b>10,090</b>	<b>25,503</b>	<b>1,446</b>	<b>11</b>	<b>190</b>	<b>7,709</b>	<b>1,214</b>	<b>28</b>	<b>938</b>	<b>14,196</b>	<b>27,097</b>	<b>7,420</b>	<b>11,724</b>	<b>2,735</b>	<b>5,084</b>

### 3.12.3. WASH Facilities

2011 E.C. WASH data, as seen in Table 3.17 below, shows that 27% of primary schools have access to water supply which is eleven percentage points less than the previous year; water access is highest in Addis Ababa following by Dire Dawa and Harari with 87%, 77% and 64% respectively. Somali has the lowest access at 7%. Nationally, 27% of primary schools have access to water and 93% of the available water supply is reported as "Functional".

**Table 3.17 Water Access in Primary Schools, 2011 E.C. (2018/19)**

Region	Availability of Water			Water Supply Type											Water Treatment			Frequency of Availability			Accessible to-			
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Bottled Water	Cart With Small Tank/Drum	Pipe Water in School	Protected Dug Hole	Protected Spring	Public Tap/Stand Pipe	Rain Water Collection	Surface Water (River, Dam, Lake)	Tube Well/Borehole	Unprotected Dug Hole	Unprotected Spring	Other	Treated * (Number of Schools)	Not Treated (Number of Schools)	Not Answered	5-7 days	2-4 days	Less Than 2 days	Not Answered	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Tigray	599	522	486	1	249	8	3	92	1	1	33	5	2	1	162	307	17	380	61	42	3	314	313	
Afar	242	126	106	2	60	21	10	50	14	30	6	46	8	7	24	78	4	53	34	15	4	77	82	
Amhara	4,431	2,771	2,604	27	849	1,032	99	670	54	34	17	487	160	94	2,297	307	2,146	292	114	52	1,430	1,669		
Oromia	6,367	3,714	3,429	58	33	2,717	279	124	238	254	157	20	89	92	302	712	2,617	100	2,365	714	339	11	2,055	2,170
Somali	380	122	89	2	6	174	27	3	5	61	1	2	2	8	3	12	43	34	31	16	12	30	51	45
Benishangul-Gumz	198	177	167												19	147	1	137	26	4		80	99	
SNNP	2,228	1,733	1,579			1,472	137	185	357	137	113	254	194	92	152	442	1,128	9	1,055	384	134	6	837	1,057
Gambella	40	40	39	1		109	86	3	17	2		1	3	27			39		37	2		39	38	
Harari	66	60	45	1	1	40	2	1	6	5	2	1	3	2	14	12	31	2	8	8	28	1	26	42
Addis Ababa	700	695	679	1	3	642	5	3	126	5	5	26	1	1	2	307	363	9	475	153	49	2	598	679
Dire Dawa	92	92	84			30	2	1	56		1	1	12	1		31	51	2	39	38	7		51	61
<b>National</b>	<b>15,343</b>	<b>10,052</b>	<b>9,307</b>	<b>62</b>	<b>73</b>	<b>6,342</b>	<b>1,599</b>	<b>432</b>	<b>1,617</b>	<b>533</b>	<b>344</b>	<b>361</b>	<b>842</b>	<b>393</b>	<b>575</b>	<b>4,018</b>	<b>4,765</b>	<b>524</b>	<b>6,689</b>	<b>1,763</b>	<b>746</b>	<b>109</b>	<b>5,558</b>	<b>6,255</b>



In 2011 E.C., 79% of primary schools have toilets. At national level, 34% are traditional toilets and 45% are improved toilets. 36% of schools have toilets accessible to children with special needs, whereas 49% are accessible to young children. At regional level, Gambella has the lowest proportion of toilets accessible for students with special needs, and accessible for young children with 14%, for both.

**Table 3.18 Toilet Facilities in Primary Schools, 2011 E.C. (2018/19)**

Region	Student Toilet						Toilet Type							Handwash		Teachers Toilet	
	Number of Respondent Schools	Schools With Toilet	Schools with Functional Toilets	Schools with Different Boys and Girls Toilet	Accessible to Children with Special Needs	Accessible to Young Children	Biogas producer Toilet	Can be Washed	Fertizer Producer Toilet	Improved	Traditional	Used Water	Other	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets	Schools with Different Male and Female Toilet
Tigray	1,026	940	822	138	474	642		169	2	362	205	71	13	257	173	606	574
Afar	354	311	234	1	146	161	2	80	3	94	11	19	25	67	34	182	135
Amhara	7,082	6,722	5,420	1,301	1,536	2,217				2,505	2,757		158	1,449	1,133	5,495	2,132
Oromia	13,676	13,403	12,587	12,455	5,208	6,564	19	871	8	4,321	6,859	488	21	1,552	1,189	11,103	6,839
Somali	672	665	205	46	444	395	1	10	1	44	89	18	42	50	35	198	105
Benishangul-Gumz	440	433	409	146	147	209		108	1	156	144			113	88	293	201
SNNP	5,737	5,655	5,495		2,001	3,287				2,253	3,084	132	26	2,669	2,009	4,957	3,749
Gambella	204	195	195	110	27	27				164	31					203	197
Harari	80	75	72	25	31	61	1	12		22	27	5	5	28	21	62	45
Addis Ababa	758	725	716	410	520	706	2	431	3	109	13	154	4	678	636	709	478
Dire Dawa	107	98	95	91	45	70		47	1	37	6	2	2	70	62	84	58
<b>National</b>	<b>30,136</b>	<b>29,222</b>	<b>26,250</b>	<b>14,723</b>	<b>10,579</b>	<b>14,339</b>	<b>25</b>	<b>1,728</b>	<b>19</b>	<b>10,067</b>	<b>13,226</b>	<b>889</b>	<b>296</b>	<b>6,933</b>	<b>5,380</b>	<b>23,892</b>	<b>14,513</b>

## 4. Secondary Education

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

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

Secondary school enrolment has expanded rapidly in the past 20 years, with an average annual growth rate of 7.6% in the last five consecutive years.

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

### 4.1. Secondary Gross Enrolment Ratio (GER)

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grades 9–10, GER female	37	62	45.6	✘
Grades 9–10, GER male	40	62	51.3	✘

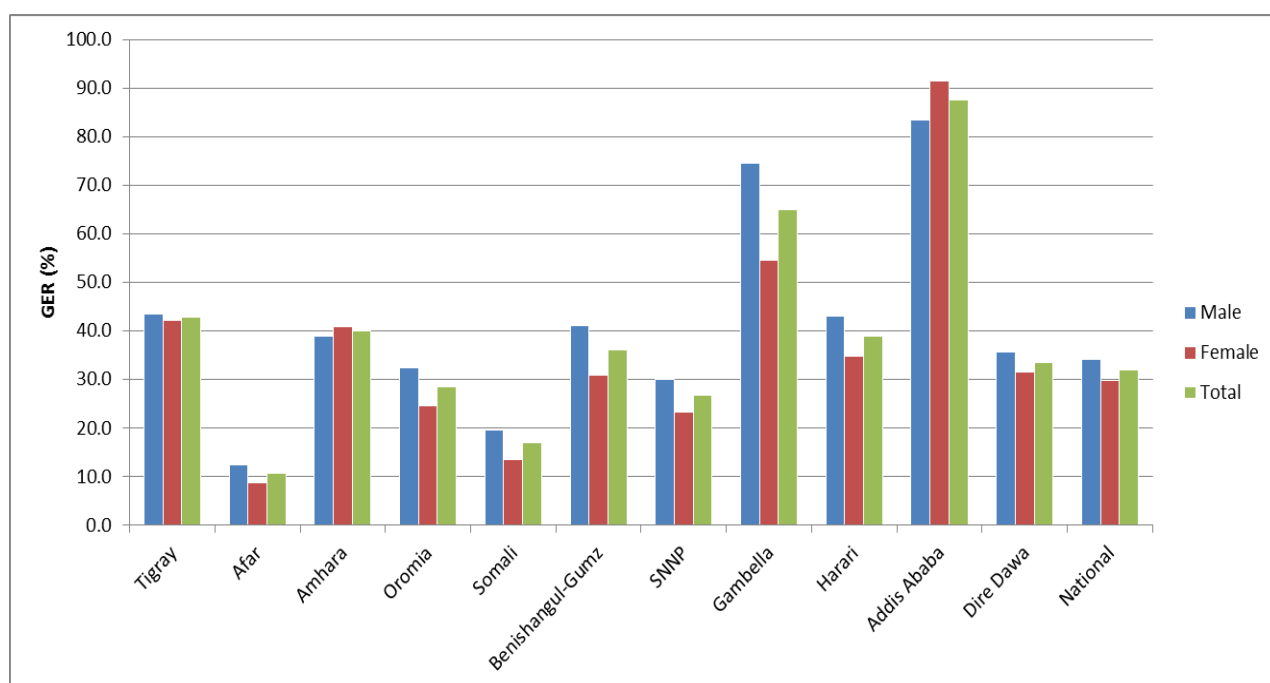
The GER calculates the total number of children that have enrolled in Grades 9-12, irrespective of their age, as a proportion of the school age population.

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

The national GER of secondary grades (Grade 9-12) is 32.0% in 2011 E.C; this indicates that transition from primary to secondary education is low, however GER has been increased by 1.5 percentage points from last year. Regional differences are notable, with Addis Ababa having the highest GER at 87.6%, followed by Gambella and Tigray with 65.0% and 42.9% respectively. Nationally the GER for males is higher compared to females, however in Amhara and Addis Ababa females are attending secondary education than males. Afar and Ethiopia-Somali regions have the lowest enrolment rate in secondary education.

**Table 4.1 GER for Grades 9-12 by Region, 2011 E.C. (2018/19)**

Region	Population Age (15-18)			Gross Enrolment (G9-12)			GER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	246,909	240,692	487,601	107,650	101,755	209,405	43.6	42.3	42.9
Afar	79,128	65,388	144,516	9,900	5,754	15,654	12.5	8.8	10.8
Amhara	940,072	922,573	1,862,645	366,737	377,016	743,753	39.0	40.9	39.9
Oromia	1,803,696	1,767,767	3,571,463	584,333	435,794	1,020,127	32.4	24.7	28.6
Somali	230,099	187,986	418,085	45,216	25,637	70,853	19.7	13.6	16.9
Benishangul-Gumz	52,704	51,143	103,847	21,660	15,855	37,515	41.1	31.0	36.1
SNNP	972,469	965,327	1,937,796	292,456	225,087	517,543	30.1	23.3	26.7
Gambella	20,726	18,795	39,521	15,434	10,260	25,694	74.5	54.6	65.0
Harari	10,520	10,409	20,929	4,525	3,629	8,154	43.0	34.9	39.0
Addis Ababa	86,248	94,663	180,911	71,902	86,548	158,450	83.4	91.4	87.6
Dire Dawa	19,180	19,463	38,643	6,840	6,147	12,987	35.7	31.6	33.6
<b>National</b>	<b>4,461,751</b>	<b>4,344,206</b>	<b>8,805,957</b>	<b>1,526,653</b>	<b>1,293,482</b>	<b>2,820,135</b>	<b>34.2</b>	<b>29.8</b>	<b>32.0</b>

**Chart 4.1 GER for Grades 9-12 by Region, 2011 E.C. (2018/19)**

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

Approximately 80% of students from the first cycle secondary are expected to join TVET, CTEs, and other training centers, which are clearly reflected the drop in GER between the two cycles. Table 4.2 and Chart 4.2 below show that nationally the GER drops from 48.5% for Grades 9-10 to 14.8% for Grades 11-12. High levels of enrolment rate are observed in Addis Ababa, Gambella and Tigray in Grade 9- 10. Addis Ababa has a GER over 100% for Grades 9-10; which may be the result of students enrolling outside of the official school admission age.

**Table 4.2 Secondary GER Split by Cycle, 2011 E.C. (2018/19)**

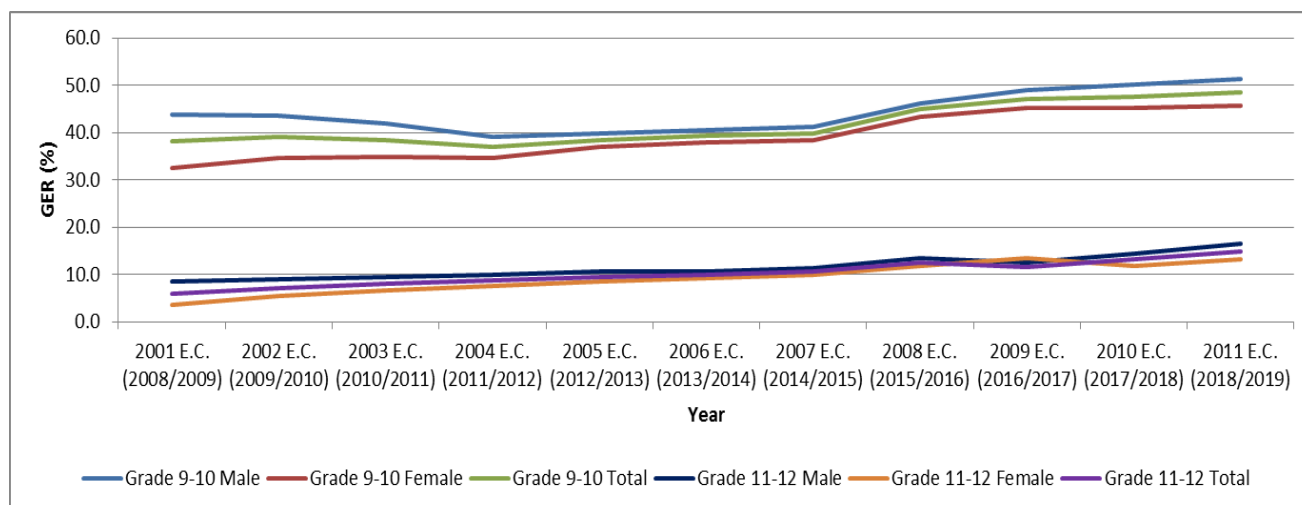
Region	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	71.2	72.1	71.6	15.0	11.6	13.3
Afar	20.4	13.9	17.4	5.5	4.0	4.8
Amhara	57.0	62.0	59.5	20.7	19.1	19.9
Oromia	47.4	36.1	41.8	16.3	12.3	14.3
Somali	27.4	18.3	23.2	12.8	9.2	11.2
Benishangul-Gumuz	67.0	50.1	58.7	13.9	11.2	12.6
SNNP	48.0	39.0	43.5	11.0	6.5	8.7
Gambella	106.5	97.0	102.0	42.4	12.4	28.1
Harari	70.2	55.0	62.7	15.2	15.0	15.1
Addis Ababa	116.3	129.8	123.3	51.9	56.1	54.1
Dire Dawa	56.2	50.4	53.3	15.7	13.9	14.8
<b>National</b>	<b>51.3</b>	<b>45.6</b>	<b>48.5</b>	<b>16.4</b>	<b>13.2</b>	<b>14.8</b>

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

Table 4.3 and Chart 4.3 below show the GER trend over time, starting from 2001 E.C. to 2011 E.C. There have been incremental improvements in enrolment in both cycles, other than a declined in Grade 9-10 enrolment between 2003 E.C. and 2005 E.C. The latest figures indicate that there has been an increase in 2011 E.C enrolment rate and the gross enrollment too. The ESDP V GER target for Grade 9-10 for 2010 E.C. has not been met. Grade 11-12 GER also shows a slow increase over the time period

**Table 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 2001 E.C. – 2011 E.C.**

Year	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
2001 E.C. (2008/2009)	43.7	32.4	38.1	8.5	3.5	6.0
2002 E.C. (2009/2010)	43.5	34.7	39.1	8.9	5.4	7.0
2003 E.C. (2010/2011)	41.8	34.9	38.4	9.4	6.7	8.1
2004 E.C. (2011/2012)	39.1	34.6	36.9	10.0	7.6	8.8
2005 E.C. (2012/2013)	39.9	36.9	38.4	10.5	8.5	9.5
2006 E.C. (2013/2014)	40.4	38.0	39.3	10.7	9.1	10.0
2007 E.C. (2014/2015)	41.3	38.4	39.8	11.3	9.9	10.6
2008 E.C. (2015/2016)	46.2	43.4	45.0	13.4	11.7	12.6
2009 E.C. (2016/2017)	48.9	45.2	47.1	12.5	13.4	11.5
2010 E.C. (2017/2018)	50.1	45.2	47.6	14.3	11.8	13.1
2011 E.C. (2018/2019)	51.3	45.6	48.5	16.4	13.2	14.8

**Chart 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 2001 E.C. – 2011 E.C.**

## 4.2. Secondary Net Enrolment Ratio (NER)

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grades 9–10, NER female	21	41	24.2	✘
Grades 9–10, NER male	20	41	24.1	✘

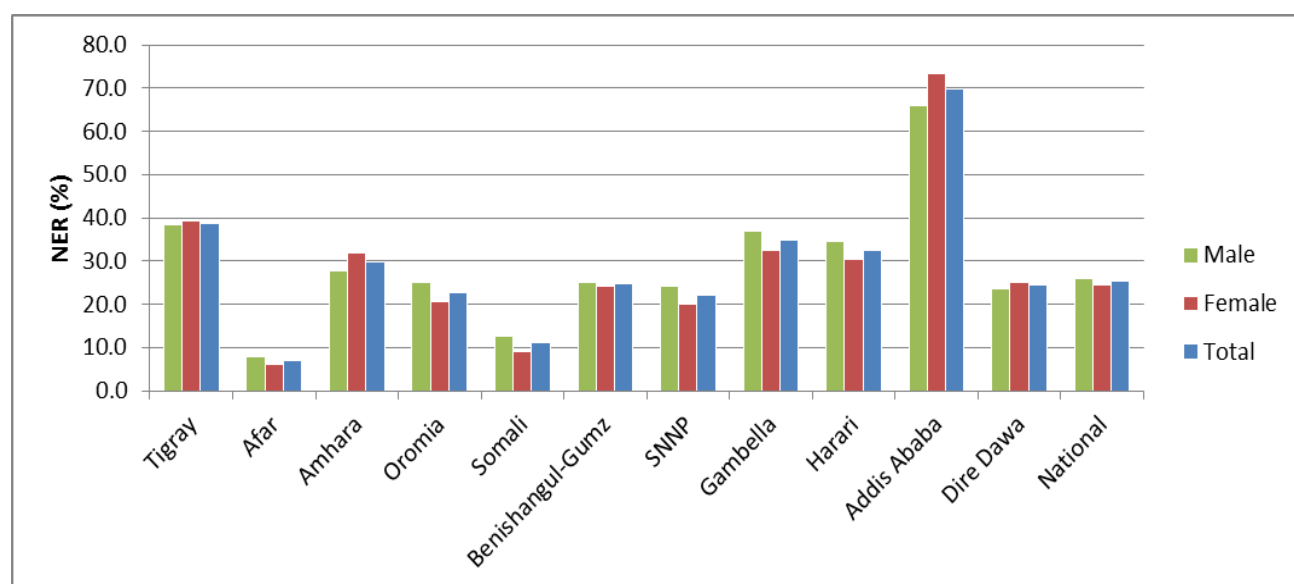
NER calculates the enrolment of children who are of the official school admission age for the given level of education. At secondary level, this calculates the proportion of 15 to 18 years old that are enrolled in secondary education.

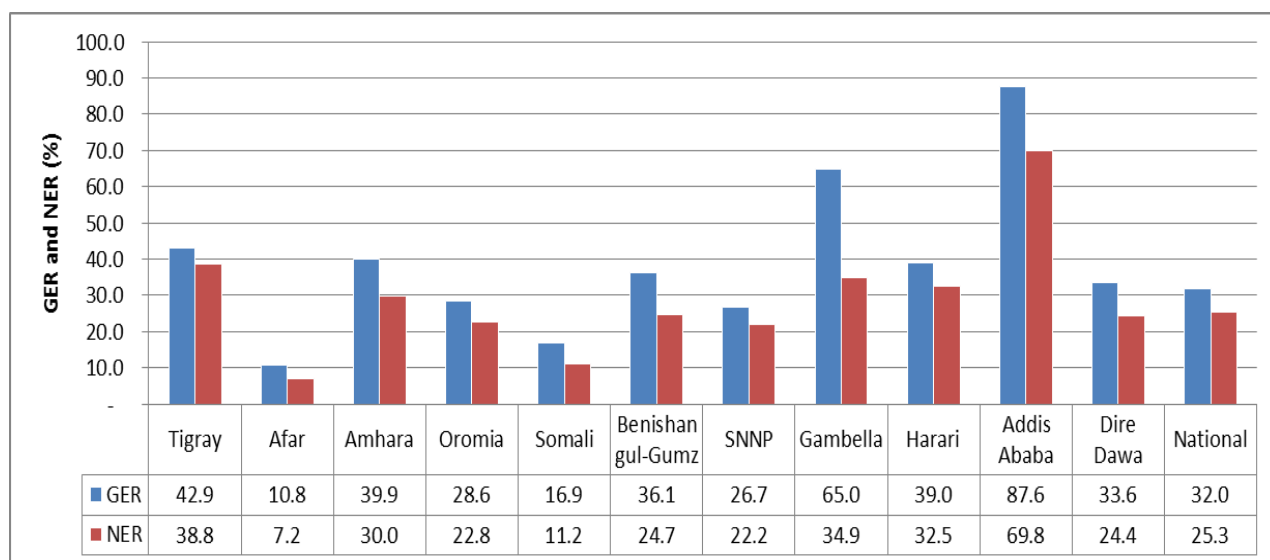
***Children enrolled in secondary education are more likely to be the correct age when compared to primary education.***

Nationally, NER for Grades 9-12 is 25.3% and there is a small difference, 1.6 percentage points, between males and females. Moreover, the NER showed a significant change from last year, with 9 percentage point's increment. Addis Ababa has the highest NER at 69.8%, showing that most students in this region enrolled at the official school age, and Afar with the lowest NER at 7.2%. Nationally the gap between GER and NER is smaller than seen at primary level, indicating that if a student has enrolled in secondary level they are more likely to be the correct age.

**Table 4.4 NER for Grades 9-12, 2011 E.C. (2018/19)**

Region	Population Age (15-18)			Net Enrolment G9-12 (Age Specific)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	246,909	240,692	487,601	94,578	94,527	189,105	38.3	39.3	38.8
Afar	79,128	65,388	144,516	6,275	4,082	10,357	7.9	6.2	7.2
Amhara	940,072	922,573	1,862,645	262,427	295,611	558,038	27.9	32.0	30.0
Oromia	1,803,696	1,767,767	3,571,463	451,277	362,933	814,210	25.0	20.5	22.8
Somali	230,099	187,986	418,085	29,450	17,370	46,820	12.8	9.2	11.2
Benishangul-Gumz	52,704	51,143	103,847	13,260	12,440	25,700	25.2	24.3	24.7
SNNP	972,469	965,327	1,937,796	236,292	193,058	429,350	24.3	20.0	22.2
Gambella	20,726	18,795	39,521	7,673	6,138	13,811	37.0	32.7	34.9
Harari	10,520	10,409	20,929	3,642	3,156	6,798	34.6	30.3	32.5
Addis Ababa	86,248	94,663	180,911	56,807	69,458	126,265	65.9	73.4	69.8
Dire Dawa	19,180	19,463	38,643	4,548	4,891	9,439	23.7	25.1	24.4
<b>National</b>	<b>4,461,751</b>	<b>4,344,206</b>	<b>8,805,957</b>	<b>1,166,229</b>	<b>1,063,664</b>	<b>2,229,893</b>	<b>26.1</b>	<b>24.5</b>	<b>25.3</b>

**Chart 4.4 NER for Grades 9-12, 2011 E.C. (2018/19)**

**Chart 4.5 Comparisons between GER and NER for Grades 9-12 by Region, 2011 E.C. (2018/19)**

**Regionally, only Addis Ababa and Tigray meet the NER targets for 2011 E.C. in both sexes, the targets were missed nationally.**

The split between Grades 9-10 and Grades 11-12 shows the expected decrease between the two cycles. The ESDP V target for NER, 41, for Grades 9 -10 was missed. Only Addis Ababa and Tigray achieved the target NER regionally, however Tigray has the biggest difference in NER between Grades 9-10 and Grades 11-12, indicating that many students have left the education system after grade 10, possibly to attend TVET institutions.

**Table 4.5 Comparison of NER in Grades 9-10 and 11-12 by Region, 2011 E.C. (2018/19)**

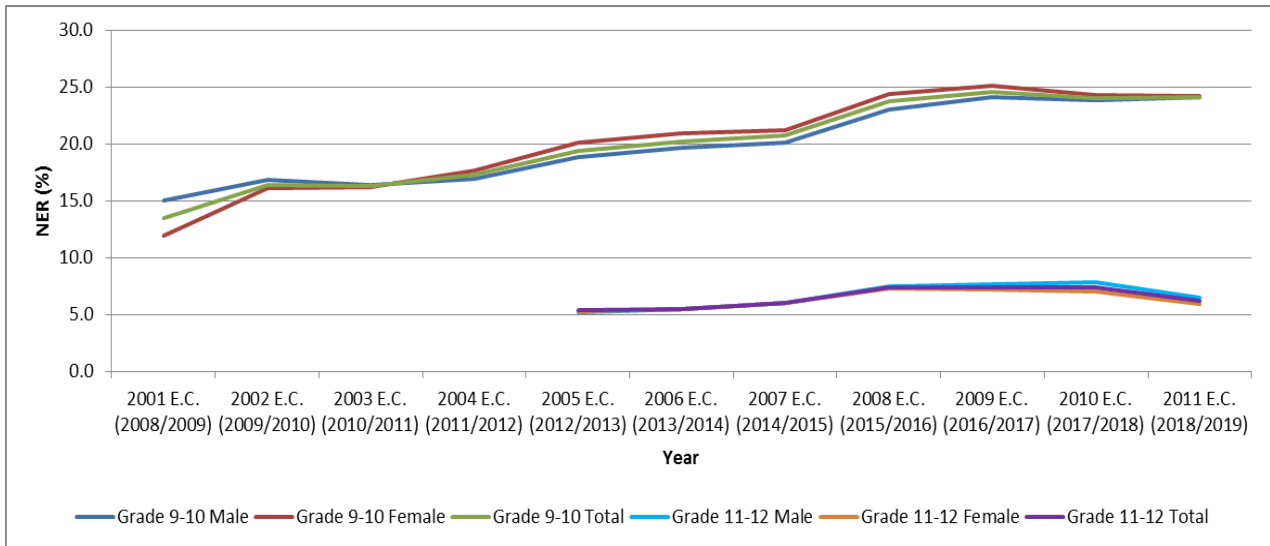
Region	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	52.4	57.8	55.1	11.1	9.3	10.2
Afar	6.5	5.6	6.1	2.0	1.6	1.9
Amhara	22.8	28.0	25.3	8.7	9.0	8.9
Oromia	20.6	18.1	19.3	3.5	3.1	3.3
Somali	10.5	7.4	9.1	5.3	3.9	4.7
Benishangul-Gumuz	18.0	20.6	19.3	6.9	7.5	7.2
SNNP	26.3	23.7	25.0	6.6	4.2	5.4
Gambella	24.7	24.2	24.5	8.3	4.4	6.4
Harari	28.2	29.3	28.7	7.3	8.3	7.8
Addis Ababa	62.6	70.4	66.7	34.5	38.1	36.4
Dire Dawa	17.4	22.0	19.7	7.6	8.1	7.8
<b>National</b>	<b>24.1</b>	<b>24.2</b>	<b>24.1</b>	<b>6.5</b>	<b>5.9</b>	<b>6.2</b>

Table 4.6 below shows the trend for NER, since 2001 E.C. for grades 9-10 and from 2005 E.C. for grades 11-12. The NER for grades 9-10 trend shows a switch between male and female in 2004, this is the year in which female NER became higher than male NER and it has remained higher ever since. These are the years in which females have a higher NER than males. The trend for grade 11-12 didn't have long history before 2005 E.C. In general, Even though there is a small increase over the last 5 years from 2005 E.C., both grades 9-10 and grades 11-12 has been decreased slightly from the last year.

**Table 4.6 Trends in NER for Grades 9-10 and Grades 11-12, 2001 E.C. - 2011 E.C.**

Year	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
2001 E.C. (2008/2009)	15.0	11.9	13.5			
2002 E.C. (2009/2010)	16.8	16.1	16.4			
2003 E.C. (2010/2011)	16.4	16.2	16.3			
2004 E.C. (2011/2012)	16.9	17.6	17.3			
2005 E.C. (2012/2013)	18.8	20.1	19.4	5.2	5.3	5.4
2006 E.C. (2013/2014)	19.6	20.9	20.2	5.5	5.5	5.5
2007 E.C. (2014/2015)	20.1	21.2	20.7	6.0	6.0	6.0
2008 E.C. (2015/2016)	23.0	24.4	23.7	7.5	7.3	7.4
2009 E.C. (2016/2017)	24.1	25.1	24.6	7.6	7.2	7.4
2010 E.C. (2017/2018)	23.8	24.3	24.0	7.8	7.0	7.4
2011 E.C. (2018/2019)	24.1	24.2	24.1	6.5	5.9	6.2

**Chart 4.7 Trends in NER for Grades 9-10 and Grades 11-12, 2001 E.C. - 2011 E.C.**





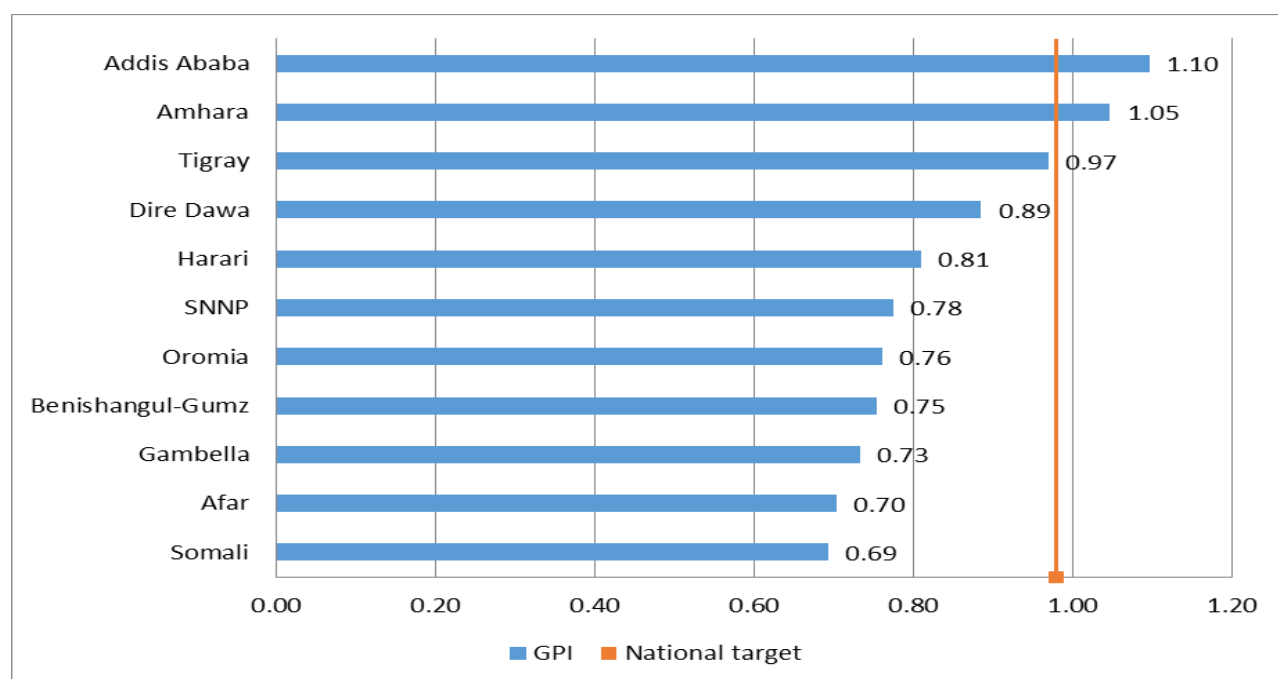
### 4.3. Gender Parity Index

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
GPI in Grades 9-12 (index)	0.91	0.98	0.87	✘

**The GPI target for 2011 E.C. has not been met; however Addis Ababa and Amhara perform beyond the target value, with Tigray missed the target by only 0.1 percentage point.**

The GPI for Grades 9-12 has not met the 2011 E.C. target of 0.98 at the national level. However, Addis Ababa and Amhara perform beyond the target value. Equity is higher in Grades 9-10 at national level. Gambella has the biggest difference in GPI between the two cycles, dropping from 0.91 in the first cycle to 0.29 for second cycle; this shows that many females are leaving secondary school after Grade 10 in this region. GPI is higher for Grades 11-12 in Addis Ababa, followed by Harari, Amhara and Dire Dawa showing that more females in these regions continue to second cycle secondary grades compared to males than other regions.

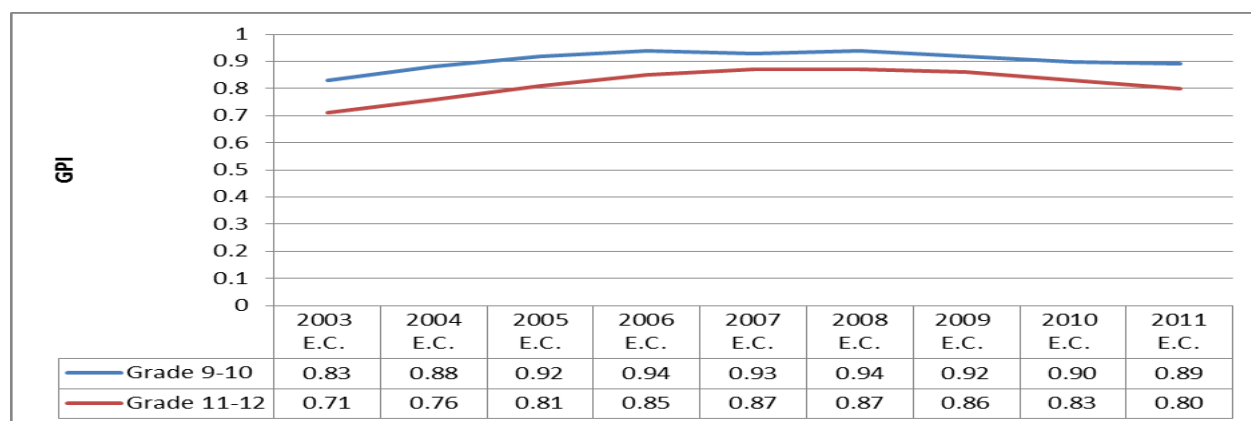
**Chart 4.8 GPI for Secondary Schools by Region, 2011 E.C. (2018/19)**



**Trends show minimal change in gender parity between Grades 9-10, and an increase between Grades 11-12 compared to the first cycle especially in the first 5 years from 2003 E.C..**

By the end of ESDP V, the target is to reach complete gender parity, with a GPI of 1. This will mean equal enrolment shares, with respect to school age population, between males and females. GPI trends over the last four years shows that there has been a slight decrease in both cycles, compared to the substantial increment from 2003 E.C. to 2007 E.C.

**Chart 4.9 Trends in GPI, 2003 E.C.-2011 E.C.**

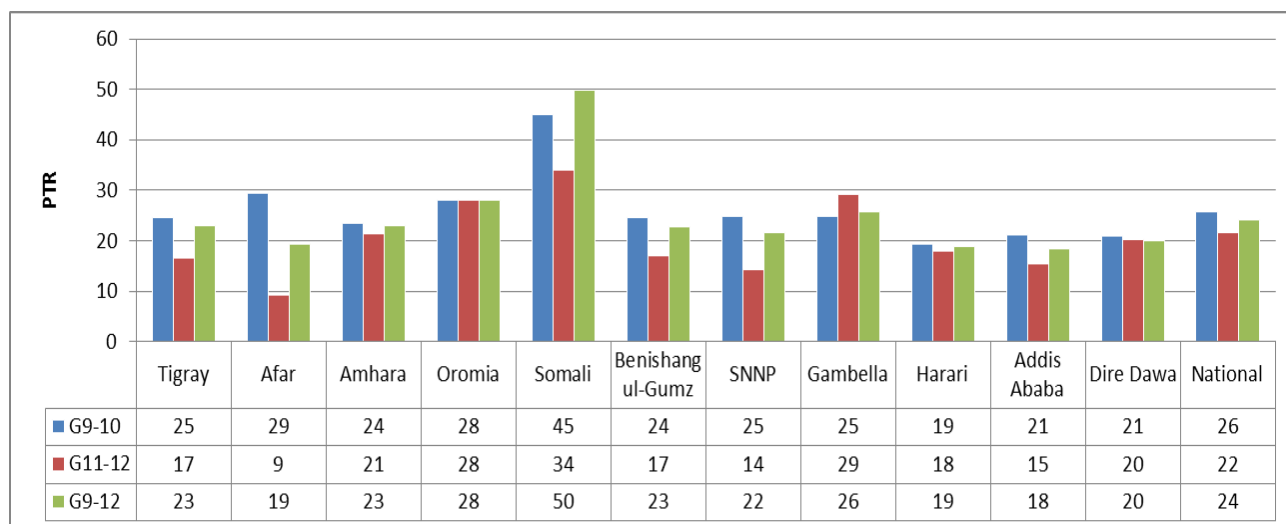


### 4.4. Secondary Pupil Teacher Ratio

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

The PTR in secondary grades is 24 in 2011 E.C. The PTR in first cycle of secondary is higher compared to the PTR in second cycle. In Somali, since no complete data for teachers by cycle is given, the 2010 E.C. teachers data has been taken instead.

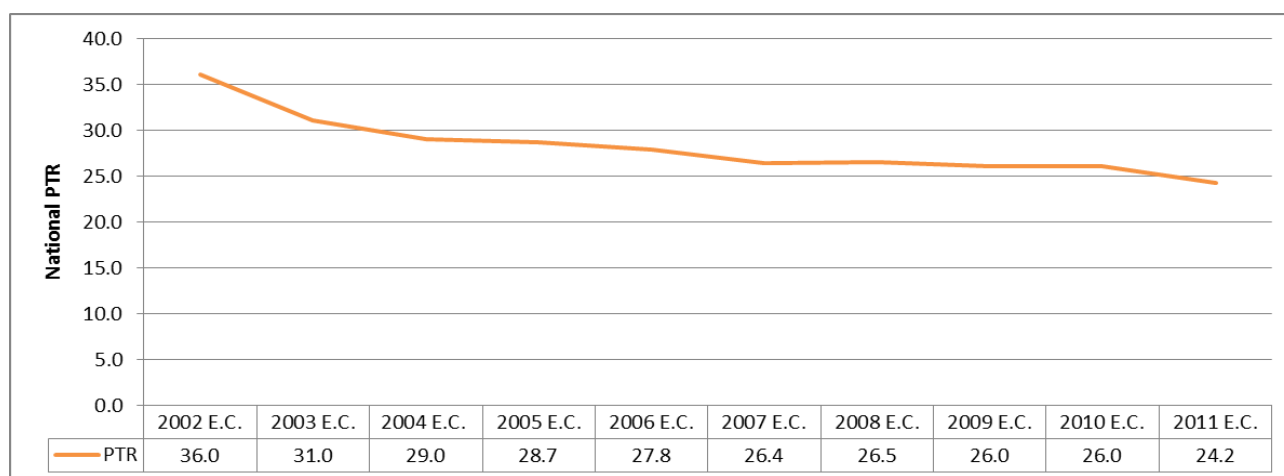
**Chart 4.10 PTR by Region, 2011 E.C. (2018/18)**



The trend in PTR shows that it has been decreasing since 2002 E.C. The decrease was largest between 2002 E.C. and 2003 E.C. and between last year and this year. The decrease in PTR shows the better the distribution of teachers with respect to students. The table below shows the PTR trend in the last 10 years.

**Table 4.7 Trends in PTR, Grades 9-12, by Region, 2011 E.C. (2018/19)**

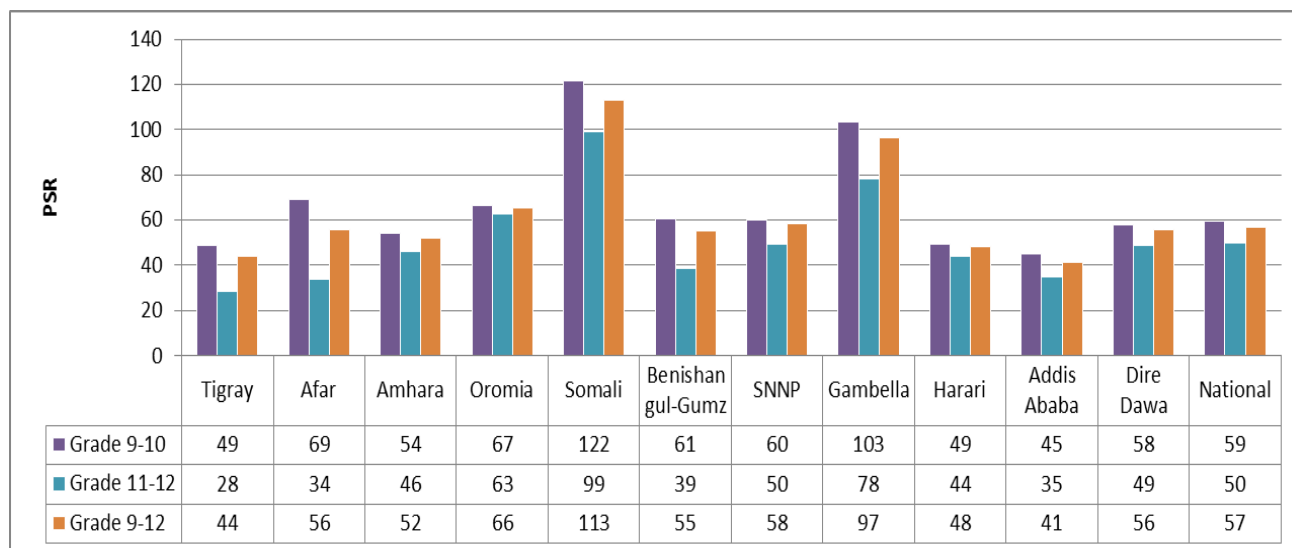
	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.	2008 E.C.	2009 E.C.	2010 E.C.	2011 E.C.
Tigray	41.0	33.0	34.0	31.3	32.5	29.6	29.8	27.0	25.0	23.0
Afar	32.0	0.0	26.0	19.8	20.7	50.8	60.6	37.0	34.0	19.4
Amhara	36.0	29.0	27.0	27.8	26.5	23.1	24.6	23.0	22.0	23.0
Oromiya	39.0	33.0	31.0	29.9	27.4	25.8	25.7	25.0	25.0	28.0
Somali	34.0	21.0	34.0	47.4	42.7	44.0	52.3	40.0	40.0	49.8
Benishangul-Gumuz	31.0	26.0	29.0	19.9	23.8	28.4	24.2	24.0	20.0	22.8
SNNP	42.0	35.0	34.0	30.2	31.4	22.9	29.8	29.0	32.0	21.7
Gambella	24.0	23.0	30.0	25.6	29.4	30.4	32.9	29.0	23.0	25.7
Harari	26.0	24.0	23.0	26.3	21.3	17.8	18.4	24.0	18.0	19.0
Addis Ababa	22.0	26.0	20.0	21.5	21.1	20.2	20.0	22.0	23.0	18.3
Dire Dawa	24.0	22.0	21.0	18.9	18.1	20.5	23.7	21.0	20.0	19.9
<b>PTR</b>	<b>36.0</b>	<b>31.0</b>	<b>29.0</b>	<b>28.7</b>	<b>27.8</b>	<b>26.4</b>	<b>26.5</b>	<b>26.0</b>	<b>26.0</b>	<b>24.2</b>

**Chart 4.11 National PTR Trend, Grades 9-12**

## 4.5. Secondary Pupil Section Ratio

Nationally, in 2011 E.C., PSR is at 56.8 for grades 9-12, which is a 0.8 point decrement from last year. It is higher in the first cycle compared to the second cycle. Somali has the biggest variation between cycles, with 121.9 in the first cycle compared to 99.0 in the second cycle (mainly due to unreported number of sections). This indicates that children in this region are in overcrowded classrooms compared to children in other regions. PSR is lowest in Addis Ababa, followed by Afar and Benishangul-Gumuz, indicating that students in these regions have better access to classroom facilities and are in a better conducive learning environment.

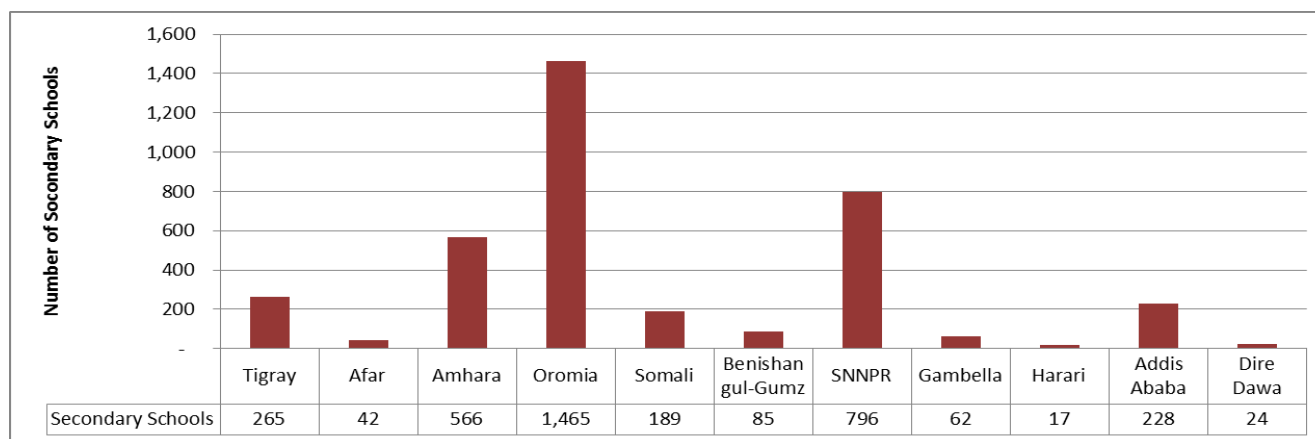
**Chart 4.12 Pupil Section Ratios by Region, 2011 E.C. (2018/19)**

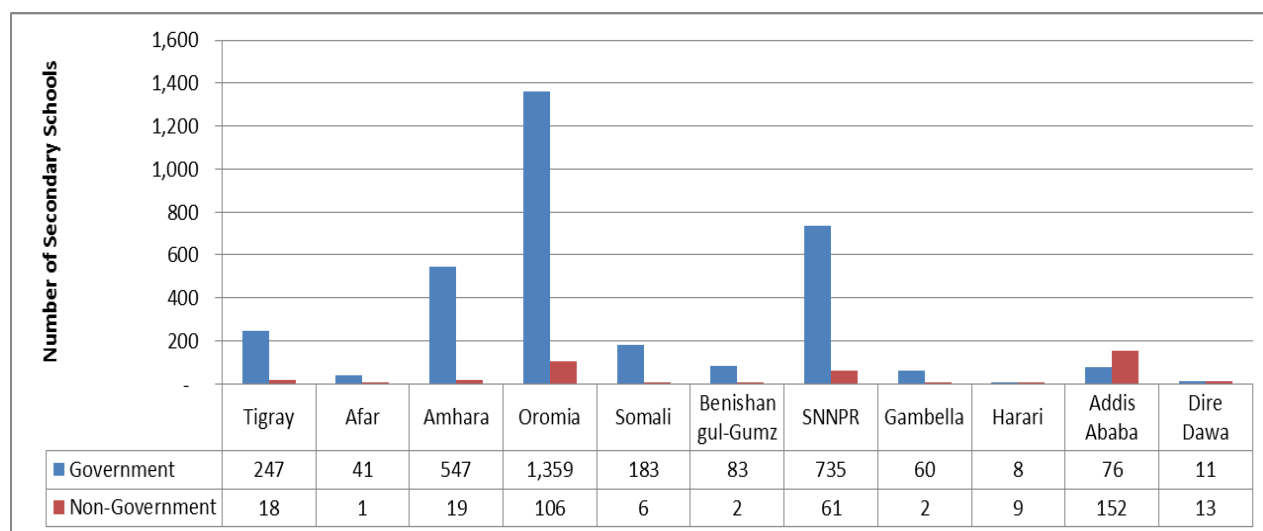


## 4.6. Number of Schools

Nationally there are 3,739 secondary schools in 2011 E.C., with 39.2% found in Oromia. This is an increase of 142 (4%) schools nationally from 2010 E.C. Most new secondary schools were opened in Oromia, followed by Amhara and Somali regions. 89.6% of schools nationally are government owned schools, however in Addis Ababa, Harari and Dire Dawa number of Non-Government schools are higher than government ones as can be seen from Chart 4.14.

**Chart 4.13 Numbers of Secondary Schools by Region, 2011 E.C. (2018/19)**



**Chart 4.14 Numbers of Secondary Schools by Region and Ownership, 2011 E.C. (2018/19)**

## 4.7. Textbooks and School Facilities

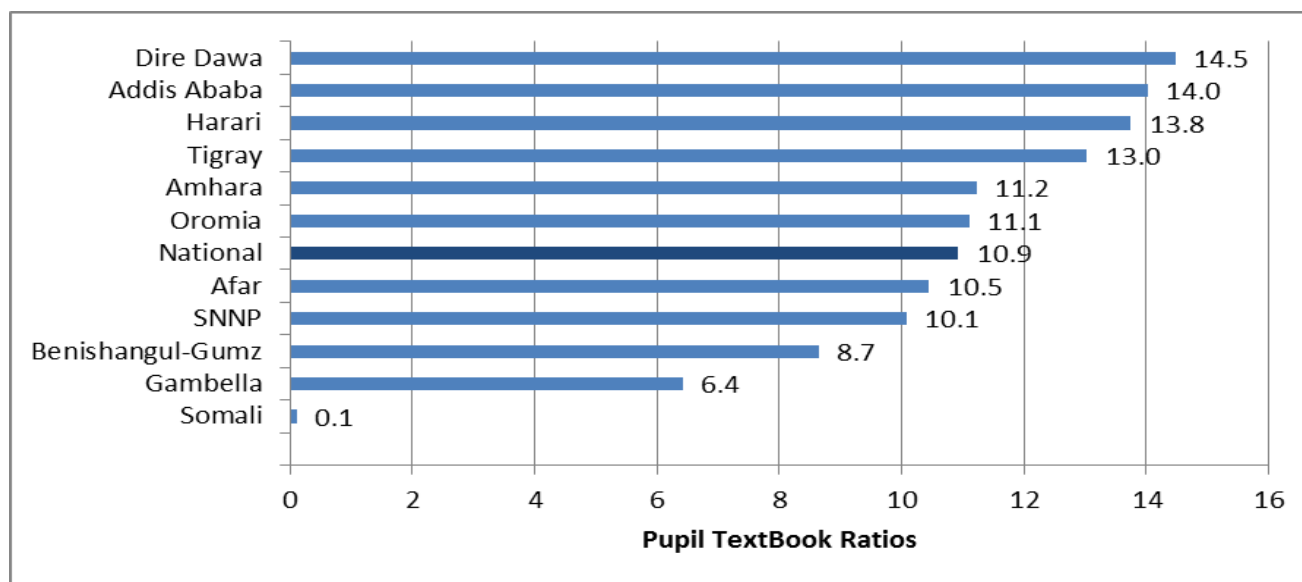
### 4.7.1. Number of Textbooks

The pupil/textbook ratio (PTxR) is an important assessment of how much access to learning materials children receive in school. Nationally the pupil/textbook ratio for secondary schools in 2011 E.C. is 10.9; which is a decrease by 1.1 points from 2010 E.C. This indicates that on average children have accesses to about 11 textbooks in school. However, there is wide regional variation with Dire Dawa having the highest pupil/textbook ratio at 14.5, followed by Addis Ababa and Harari. Gambella has the lowest ratio with 6 textbook per student, while the figure for Somali is not representative as the number of textbooks reported is substantially low. The total number of textbooks in secondary schools in 2011 E.C. is 30.8 million, which is less than by 1.1 million from last year.

**Table 4.8 Numbers of Textbooks by Region and Subject, 2011 E.C. (2018/19)**

Regions		Amharic	Basic technical Drawing	Biology	Chemistry	Civics	Computer Science/IT	English	Ethiopian Economy	General Business	General Economics	Geography	History	Local language	Mathematics	Physical education	Physics	Others	Total
Tigray	In Hand	120,602	18,916	169,213	169,059	176,345	77,312	173,557	3,096	7,333	4,715	153,866	153,092	162,660	168,704	50,226	165,242	22,041	1,795,979
	In Store	21,474	16,840	77,091	75,275	79,322	41,094	77,491	2,773	6,198	5,065	68,689	95,051	159,382	83,762	30,178	82,527	10,674	932,886
Afar	In Hand	9,417	1,417	9,061	8,625	8,512	7,392	7,719	441	974	634	7,468	6,356	3,461	8,620	2,390	8,116	114	90,717
	In Store	10,540	1,220	7,427	6,112	4,111	6,632	6,425	243	955	719	6,755	5,898	4,080	4,342	952	6,353	166	72,930
Amhara	In Hand																	8,356,425	8,356,425
	In Store																		-
Oromia	In Hand	576,959	98,116	740,085	707,032	776,538	785,090	760,900	15,813	61,630	51,577	679,993	638,742	605,385	750,473	656,933	716,089	3,689	8,625,044
	In Store	98,259	76,295	274,253	250,064	313,357	258,785	198,148	7,309	36,123	22,775	204,779	179,914	97,946	266,052	153,206	270,605	3,724	2,711,594
Somali	In Hand	914	739	978	1,062	1,281	32	170	130	140	30	20	29	115	217	10	321		6,188
	In Store	163	240	379	360	164	-	70	-	-	-	46	15	50	68	-	-		1,555
Benishangul-Gumuz	In Hand	19,346	3,600	23,290	23,205	24,347	25,359	27,146	1,611	1,354	976	23,642	11,162	7,721	22,968	4,953	22,349	139	243,168
	In Store	2,768	3,426	4,459	5,349	6,073	17,654	8,070	1,401	2,524	1,791	10,209	2,475	2,745	5,146	1,249	6,128	-	81,467
SNNP	In Hand	278,701	30,110	353,258	18,789	356,211	362,214	332,912	366,158	26,363	27,584	322,796	311,169	265,273	364,150	155,057	362,654		3,933,399
	In Store	61,346	24,559	132,622	246	125,229	132,051	104,396	110,720	15,881	16,999	84,741	80,012	109,559	128,435	23,549	133,194		1,283,539
Gambella	In Hand	8,016	1,839	16,795	16,809	17,442	10,082	15,469	1,275	1,685	4,875	8,924	8,256	5,774	12,100	3,601	8,218	845	142,005
	In Store	373	263	3,537	3,579	3,701	1,008	575	320	21	170	1,360	286	337	3,284	180	3,960	-	22,954
Harari	In Hand	7,039	1,021	7,689	7,816	8,128	4,537	7,711	226	140	-	6,407	6,414	6,459	8,092	5,179	7,940	1,460	86,258
	In Store	2,862	485	1,887	1,866	1,799	1,697	2,320	157	161	-	1,489	2,284	2,018	1,763	1,819	2,249	1,019	25,875
Addis Ababa	In Hand	131,747	23,610	117,792	117,573	124,189	93,296	122,456	4,757	12,264	8,888	110,314	108,543	2,495	142,248	105,084	123,653	896	1,349,805
	In Store	84,254	25,715	86,666	76,883	83,304	83,089	89,254	3,155	15,455	12,300	75,944	58,134	492	70,036	37,302	69,905	201	872,089
Dire Dawa	In Hand	9,581	2,101	9,700	9,824	9,584	8,478	10,224	773	1,252	1,024	8,680	6,652	3,367	10,236	6,131	8,874	200	106,681
	In Store	6,715	1,809	7,183	7,238	6,954	6,329	6,741	735	1,070	629	6,756	5,764	1,504	7,903	5,879	6,694	1,517	81,420
National	In Hand	1,162,322	181,469	1,447,861	1,079,794	1,502,577	1,373,792	1,458,264	394,280	113,135	100,303	1,322,110	1,250,415	1,062,710	1,487,808	989,564	1,423,456	8,385,809	24,735,669
	In Store	288,754	150,852	595,504	426,972	624,014	548,339	493,490	126,813	78,388	60,448	460,768	429,833	378,113	570,791	254,314	581,615	17,301	6,086,309
	Total	1,451,076	332,321	2,043,365	1,506,766	2,126,591	1,922,131	1,951,754	521,093	191,523	160,751	1,782,878	1,680,248	1,440,823	2,058,599	1,243,878	2,005,071	8,403,110	30,821,978

**Chart 4.15 Pupil/Textbook Ratios by Region, 2011 E.C. (2018/19)**



#### 4.7.2. School Facility Indicators

It can be calculated that nationally 73% of secondary schools, with a 5 percentage point's increment from last year, have electricity available, with majority of the source is hydropower. Dire Dawa, Addis Ababa and Harari have higher proportions of schools with electricity. Concerning the availability of multimedia teaching, about 78.7% of schools have computers available, but around 23% of the computers are not functional. Secondary schools in Addis Ababa are the most connected to the internet (76%), followed by Harari and Dire Dawa, whereas internet availability nationally covers only 21.5% of the total secondary schools. These numbers might be affected by the low response rate in school facilities items in the questionnaire.

**Note:** Percentages in "School Facility" and "WASH Facility" indicators are calculated based on the number of schools that responded to the related part of the questionnaire.

**Table 4.9 School Facility Indicators on Electricity and Multimedia Teaching, 2011 E.C. (2018/19)**

Region	Availability of Electricity			Source of Electricity (If "Yes")					Plasma		VSAT Dish		Computer			Internet		Video Recorders				
	Availability "Yes"	Availability "No"	Availability "Not Answered"	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Functional	Non-Functional	Availability (Number of Schools)	Functional	Availability (Number of Schools)	Functional	Non-Functional	Computers used for Teaching	Computers used for Admin	Availability (Number of Schools)	Computers accessing the Internet	Availability (Number of Schools)	Number
Tigray	186	51	28		2	151	2	31		1,215	162	136	44	181	3,400	862	3,334	366	41	952	14	17
Afar	25	15	2			21	1	3		70	10	15	5	29	499	221	140	121	3	127	7	15
Amhara	406	115	45		32	352	5	17		6,972	2,459	340	213	468	21,446	12,722	29,443	30,518	199	33,002	82	241
Oromia	1,153	312			127	1,017	8	1		7,828	3,692	763	427	1,280	47,841	6,701	26,018	6,895	186	12,123	157	404
Somali	75	114		1	6	9	3	56		78	16	43	19	47	135	10	120	16	38	150	35	-
Benishangul-Gumz	41	40	4		6	31	4			336	147	33	7	58	982	517	442	122	8	103	8	52
SNNP	556	239	1		81	429	15	5	26	5,645	2,089	370	106	610	15,240	5,354	25,340	1,947	131		127	1,471
Gambella	22	38	2		2	11	4	1	4	23	9	5	3	16	39	68	77	21	7	39	6	
Harari	16	1				16				158	27	7	4	17	764	221	316	488	8	170	7	142
Addis Ababa	224	4			4	209	3	8		2,946	718	125	59	216	11,638	3,456	7,403	3,335	173	14,575	138	497
Dire Dawa	24					24				170	122	12	8	21	832	186	678	575	10	454	6	15
<b>National</b>	<b>2,728</b>	<b>929</b>	<b>82</b>	<b>1</b>	<b>260</b>	<b>2,270</b>	<b>45</b>	<b>7</b>	<b>145</b>	<b>25,441</b>	<b>9,451</b>	<b>1,849</b>	<b>895</b>	<b>2,943</b>	<b>102,816</b>	<b>30,318</b>	<b>93,311</b>	<b>44,404</b>	<b>804</b>	<b>61,695</b>	<b>587</b>	<b>2,854</b>

#### 4.7.3. WASH Facilities

Nationally, 84% of the schools that responded to water-related questions reported to have water, and the functional water supply is 79%. Majority of schools have pipe water and 41% of them the water is treated. Most of the schools, 64%, have water available from 5 to 7 days per week. 66% of schools reported that their water supply is easily accessible by students with special needs.

**Table 4.10 Water Access in Secondary Schools, 2011 E.C. (2018/19)**

Region	Availability of Water			Water Supply Type										Water Treatment			Frequency of Availability			Accessible to			
	Number of Respondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Bottled Water Cart With SmallTrank/Drum	Pipe Water in School	Protected Dug Hole	Protected Spring	Public Tap/StandPipe	Rain Water Collection	Tanker-Truck	TubeWell/Borehole	Unprotected Dug Hole	Unprotected Spring	Other	Treated * (Number of Schools)	Not Treated (Number of Schools)	Not Answered	5-7 days	2-4 days	Less Than 2 days	Not Answered	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Tigray	101	90	83		64	2	1	14			5	3			38	39	6	61	11	10	1	61	64
Afar	17	14	14		15		1	5		1	2			2	1	13		7	1	5	1	10	9
Amhara	324	295	289	1	142	65	4	99		6	90	3	3	6	257		32	211	54	20	4	153	201
Oromia	915	701	663	6	749	24	7	38	8	3	2	5	3	29	147	479	37	398	155	103	7	448	514
Somali	70	36	26		28	2			2	1			9		13		13	10	1	1	14	24	18
Benishangul-Gumuz	26	22	21												4	16	1	16	3	2		10	12
SNNP	354	315	297		336	17	13	40	6	25	24	7	15	12	118	179		192	69	36		178	223
Gambella	14	14	14		44	15							2		14				14			12	13
Harari	16	15	14		12		1	2		1	2			1	2	10	2	1	1	12		4	8
Addis Ababa	181	181	175		179	5	2	33		1	4		2		91	80	4	132	34	8	1	150	165
Dire Dawa	22	22	20		23										17	3		8	12			13	18
<b>National</b>	<b>2,040</b>	<b>1,705</b>	<b>1,616</b>	<b>6</b>	<b>1,592</b>	<b>130</b>	<b>29</b>	<b>231</b>	<b>16</b>	<b>38</b>	<b>129</b>	<b>18</b>	<b>34</b>	<b>50</b>	<b>702</b>	<b>819</b>	<b>95</b>	<b>1,036</b>	<b>355</b>	<b>197</b>	<b>28</b>	<b>1,063</b>	<b>1,245</b>

**Note:** Treated means "Treatment of the water supply" either 'Daily', 'Weekly', 'Monthly' or 'Quarterly'

On the other hand, 96% of secondary schools responding to the toilet item of the questionnaire have access to toilets, with the majority being improved toilets and only 23% of them reported to have traditional toilets. However, there are significant regional variations of schools with toilets. In overall, the majority of students' and teachers' toilets are reported as functional with 94% and 86% respectively.

**Table 4.11 Toilet Facilities in Secondary Schools, 2011 E.C. (2018/19)**

Region	Student Toilet					Toilet Type							Handwash		Teachers Toilet		
	Number of Resppondent Schools	Schools With Toilet	Schools with Functional Toilets	Schools with Different Boys and Girls Toilet	Accessible to Children with Special Needs	Accessible to Young Children	Biogas producer Toilet	Can be Washed	Fertilizer Producer Toilet	Improved	Traditional	Used Water	Other	Availability (Number of Schools)	Functionality (Number of Schools)	Schools with Functional Teachers Toilets	Schools with Different Male and Female Toilet
Tigray	151	132	121	25	77	99		48		42	19	12		44	35	111	99
Afar	21	21	18	1	14	17		6		9	3			8	7	15	9
Amhara	459	431	407	199						332	55		20	151	111	402	279
Oromia	1,370	1,330	1,269	1,318	641		2	244	1	544	380	98		442	289	1,104	941
Somali	90	85	29	5	60	42				5	3	4	17	9	8	25	21
Benishangul-Gumuz	59	58	52	11	14	22		10		29	13			10	8	42	29
SNNP	680	666	652	3	284	481				406	175	71		331	223	613	545
Gambella	48	48	48	43	4	3				48						48	45
Harari	17	17	16	12	9	10		2		8	2	3	1	13	11	16	12
Addis Ababa	214	209	208	119	144	196		124		24	9	51		184	169	204	164
Dire Dawa	23	22	22	19	8	17		11		8	1		2	20	19	21	16
<b>National</b>	<b>3,132</b>	<b>3,019</b>	<b>2,842</b>	<b>1,755</b>	<b>1,255</b>	<b>887</b>	<b>2</b>	<b>445</b>	<b>1</b>	<b>1,455</b>	<b>660</b>	<b>239</b>	<b>40</b>	<b>1,212</b>	<b>880</b>	<b>2,601</b>	<b>2,160</b>



## 5. Examination Results

There are two National Examinations in Ethiopia,

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

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

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

### 5.1. Grade 10 Examination

ESDP V Indicator	2007 (2013/14)	2011 (2018/19)	2011 (2018/19)	Target reached
	Baseline	target	actual	
Grade 10 students that score 2.0 or above (pass mark) in EGSECE female	64	84	64.1	x
Grade 10 students that score 2.0 or above (pass mark) in EGSECE male	76	87	71.5	x

**A total of 1,277,584 students were registered for the EGSECE; from which 1,255,569 of them took the exam.**

A total of 1,255,569 students sat for grade 10 examination (EGSECE) in 2011 E.C., from which 45.6% of them were females. The share of females has been decreased by 1.6 percentage points from last year.

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

**Table 5.1 Grade 10 Examination Results by Region and Sex, 2011 E.C. (2018/19)**

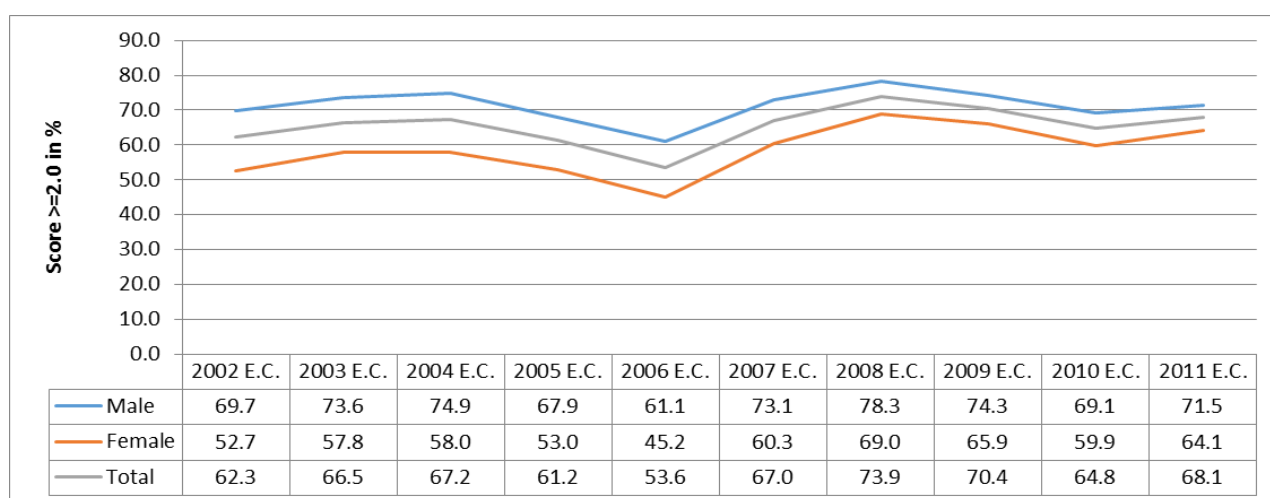
	Sex	Grade/Result																
		<1.86	=1.86	=2.00	=2.14	=2.29	=2.43	=2.57	=2.71	=2.86	=3.00	=3.14	=3.29	=3.43	=3.57	=3.71	=3.86	=4.00
Tigray	M	15,359	3,466	3,686	3,497	3,082	2,773	2,310	1,836	1,562	1,476	1,152	928	598	424	309	288	456
	F	20,610	4,050	4,035	3,602	2,940	2,365	1,744	1,298	1,061	855	627	480	296	194	138	101	173
Afar	T	35,969	7,516	7,721	7,099	6,022	5,138	4,054	3,134	2,623	2,331	1,779	1,408	894	618	447	389	629
	M	1,462	334	413	458	466	469	433	408	327	215	130	84	25	10	16	32	4
Amhara	F	1,026	244	276	290	311	290	266	255	199	147	72	32	15	5	5	10	1
	T	2,488	578	689	748	777	759	699	663	526	362	202	116	40	15	21	42	5
Oromia	M	28,487	8,665	9,877	11,014	11,128	10,418	9,674	9,069	8,338	8,025	7,021	5,559	4,122	2,838	2,005	1,651	2,096
	F	37,924	11,389	12,617	13,492	13,325	11,982	10,267	8,941	7,696	6,657	5,250	3,825	2,624	1,632	1,084	746	889
Ethiopia-Somali	T	66,411	20,054	22,494	24,506	24,453	22,400	19,941	18,010	16,034	14,682	12,271	9,384	6,746	4,470	3,089	2,397	2,985
	M	28,269	10,334	13,134	15,757	18,169	19,936	21,345	22,486	22,876	23,215	21,420	16,991	11,520	6,732	3,498	1,846	1,678
Benishangul-Gumuz	F	30,296	9,471	11,178	12,439	13,683	14,558	15,074	15,174	15,255	14,477	12,864	10,099	6,615	3,719	1,824	847	679
	T	58,565	19,805	24,312	28,196	31,852	34,494	36,419	37,660	38,131	37,692	34,284	27,090	18,135	10,451	5,322	2,693	2,357
SNNP	M	3,159	780	903	986	1,131	1,097	1,162	1,072	1,094	1,051	1,021	796	713	521	300	123	115
	F	1,682	439	479	509	628	590	567	573	563	543	484	421	312	238	124	74	33
Gambella	T	4,841	1,219	1,382	1,495	1,759	1,687	1,729	1,645	1,657	1,594	1,505	1,217	1,025	759	424	197	148
	M	4,415	909	830	783	692	511	443	378	289	254	172	89	76	45	41	18	25
Harari	F	2,801	664	686	671	589	530	427	294	229	147	106	61	43	24	6	8	4
	T	7,216	1,573	1,516	1,454	1,281	1,041	870	672	518	401	278	150	119	69	47	26	29
Addis Ababa	M	57,382	14,997	15,938	15,048	13,139	10,825	8,866	7,393	6,258	5,269	4,003	2,675	1,829	1,250	923	818	1,296
	F	55,826	12,164	11,976	10,930	9,134	7,512	5,819	4,322	3,495	2,699	1,986	1,315	920	641	456	389	650
Dire Dawa	T	113,208	27,161	27,914	25,978	22,273	18,337	14,685	11,715	9,753	7,968	5,989	3,990	2,749	1,891	1,379	1,207	1,946
	M	3,046	742	790	711	648	486	451	319	252	176	108	76	57	19	24	3	5
Abroad	F	2,893	533	457	358	286	209	133	94	76	45	15	20	9	3	-	-	1
	T	5,939	1,275	1,247	1,069	934	695	584	413	328	221	123	96	66	22	24	3	6
Total	M	710	151	141	134	101	63	74	74	61	64	57	42	43	17	20	24	35
	F	620	105	118	88	85	71	46	53	34	36	44	40	42	25	11	15	14
Total	T	1,330	256	259	222	186	134	120	127	95	100	101	82	85	42	31	39	49
	M	8,838	1,893	1,870	1,987	1,825	1,610	1,353	1,134	1,067	971	963	960	838	735	647	655	1,317
Total	F	9,696	2,183	2,253	2,175	2,102	1,915	1,551	1,209	1,051	980	950	1,018	968	762	675	667	1,404
	T	18,534	4,076	4,123	4,162	3,927	3,525	2,904	2,343	2,118	1,951	1,913	1,978	1,806	1,497	1,322	1,322	2,721
Total	M	1,119	199	185	149	124	104	99	73	60	62	51	37	47	34	21	15	41
	F	1,125	174	164	138	108	98	80	66	66	54	59	49	38	22	20	12	34
Total	T	2,244	373	349	287	232	202	179	139	126	116	110	86	85	56	41	27	75
	M	15	6	8	4	14	16	19	18	13	16	18	13	9	4	4	1	3
Total	F	7	8	5	6	14	15	14	17	16	8	13	10	9	10	4	2	6
	T	22	14	13	10	28	31	33	35	29	24	31	23	18	14	8	3	9
Total	M	152,261	42,476	47,775	50,528	50,519	48,308	46,229	44,260	42,197	40,794	36,116	28,250	19,877	12,629	7,808	5,474	7,071
	F	164,506	41,424	44,244	44,698	43,205	40,135	35,988	32,296	29,741	26,648	22,470	17,370	11,891	7,275	4,347	2,871	3,888
Total	T	316,767	83,900	92,019	95,226	93,724	88,443	82,217	76,556	71,938	67,442	58,586	45,620	31,768	19,904	12,155	8,345	10,959

**From the total number of students who sat for the exam, 68.1% of them scored 2.0, the pass mark, and above. On the other hand, from the total number of students who scored 2.0 and above, 43% are females.**

Table 5.2 and Chart 5.1 below show the trend over the last 10 years for those who achieved the pass mark. The percentage of students achieving the pass mark is increased by 9.5 percentage points from last year.

**Table 5.2 Trends in Grade 10 Examination Results, 2002 E.C.-2011 E.C.**

Year	Total Scored $\geq 2.0$			Total Sat for exam			Total Scored $\geq 2.0$ (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2002 E.C.	206,641	120,860	327,501	296,629	229,279	525,908	69.7	52.7	62.3
2003 E.C.	229,087	145,689	374,776	311,247	252,193	563,440	73.6	57.8	66.5
2004 E.C.	212,521	137,093	349,614	283,711	236,235	519,946	74.9	58.0	67.2
2005 E.C.	283,783	179,478	463,261	417,941	338,696	756,637	67.9	53.0	61.2
2006 E.C.	282,214	183,558	465,772	461,919	406,498	868,417	61.1	45.2	53.6
2007 E.C.	382,216	282,088	664,304	522,855	468,131	990,986	73.1	60.3	67.0
2008 E.C.	421,707	339,054	760,761	538,248	491,534	1,029,782	78.3	69.0	73.9
2009 E.C.	466,371	366,106	832,477	627,752	555,490	1,183,242	74.3	65.9	70.4
2010 E.C.	439,851	341,203	781,054	636,512	569,277	1,205,789	69.1	59.9	64.8
2011 E.C.	487,835	367,067	854,902	682,572	572,997	1,255,569	71.5	64.1	68.1

**Chart 5.1 Trends in Grade 10 Examination Results by Sex, 2002 E.C.-2011 E.C.**

## 5.2. Grade 12 Examination Results

**A total of 322,715 students were registered for the EHEECE; from which 319,264 of them took the exam.**

A total of 319,264 students sat for grade 12 examinations (EHEECE) in 2011 E.C., from which 43.4% of them were females.

In 2011 E.C. 308,786 students (96.7% of those who sat for the exam) scored over 200. Unlike to the previous years, the data for this year is treated with special cases.

## 6. Adult and Non Formal Education

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

Moreover, Integrated Functional Adult Education/IFAE/enhances the participation of communities in the national development and poverty reduction struggle and makes adult learners more productive and self-reliant.

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

The IFAE program empowers communities to utilize their money in a better planned way. It also has positive impacts on children's school enrolment and gender issues and also initiates adult learners to use new technologies and inputs according to their livelihoods.

### 6.1. The Current Status of Adult and Non-Formal Education in Ethiopia

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

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 the two years program designed for illiterate adults.***

Based on the CSA 2009 E.C. abstract, there were around 21,047,152 (Male 7,289,109 and Female 13,758,043) illiterate adults (aged 15 to 60) in the country. Out of these illiterate adults, in 2010 E.C. and 2011 E.C. 1,923,550 (Male 1,064,651 and Female 858,899) adults completed the two years IFAE program. In the coming ESDP VI plan, around 19.8 million illiterate adults need to join the program.

### 6.2. Enrolment in IFAE Programs

In 2011 E.C. there are 3,270,402 adults Participated in Integrated Functional Adult Education programs, which is less by 34 percentage points from last year. Nationally there are more males enrolled in IFAE, with 53.4% of the total share.

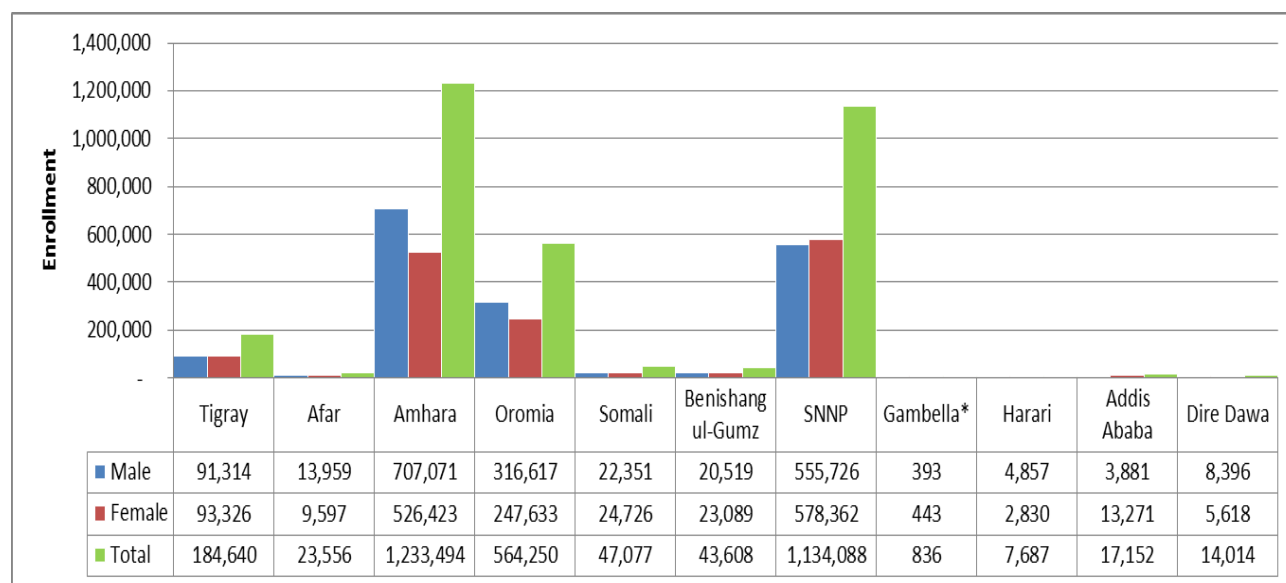
Regionally, Amhara has the highest number of enrolled adults in IFAE program with 38% of the national figure. In Tigray, Somali, Benishangul-Gumuz, SNNP, Gambella and Addis Ababa regions there are more females enrolled than males. In all regions, there are more adults enrolled in year 1 compared to year 2 except Oromia region.

**Table 6.1 Adult Enrolments by Region, Level and Sex, 2011 E.C. (2018/19)**

Region	Level 1		Level 2		Total			Total (in %)		Regional Share (%)
	Male	Female	Male	Female	Male	Female	Total	Male	Female	
Tigray	44,177	50,123	47,137	43,203	91,314	93,326	184,640	49.5	50.5	5.6
Afar	8,116	5,925	5,843	3,672	13,959	9,597	23,556	59.3	40.7	0.7
Amhara	369,388	274,811	337,683	251,612	707,071	526,423	1,233,494	57.3	42.7	37.7
Oromia	117,053	85,758	199,564	161,875	316,617	247,633	564,250	56.1	43.9	17.3
Somali	12,420	15,050	9,931	9,676	22,351	24,726	47,077	47.5	52.5	1.4
Benishangul-Gumuz	12,429	14,895	8,090	8,194	20,519	23,089	43,608	47.1	52.9	1.3
SNNP	287,974	325,685	267,752	252,677	555,726	578,362	1,134,088	49.0	51.0	34.7
Gambella*	233	299	160	144	393	443	836	47.0	53.0	0.0
Harari	3,022	1,832	1,835	998	4,857	2,830	7,687	63.2	36.8	0.2
Addis Ababa	2,383	9,808	1,498	3,463	3,881	13,271	17,152	22.6	77.4	0.5
Dire Dawa	5,155	3,469	3,241	2,149	8,396	5,618	14,014	59.9	40.1	0.4
<b>National</b>	<b>862,350</b>	<b>787,655</b>	<b>882,734</b>	<b>737,663</b>	<b>1,745,084</b>	<b>1,525,318</b>	<b>3,270,402</b>	<b>53.4</b>	<b>46.6</b>	<b>100.0</b>

/Gambella data is of 2009 E.C /

**Chart 6.1 Adult Enrolments by Region and Sex, 2011 E.C. (2018/19)**



### 6.3. National Adult Enrolment Trend

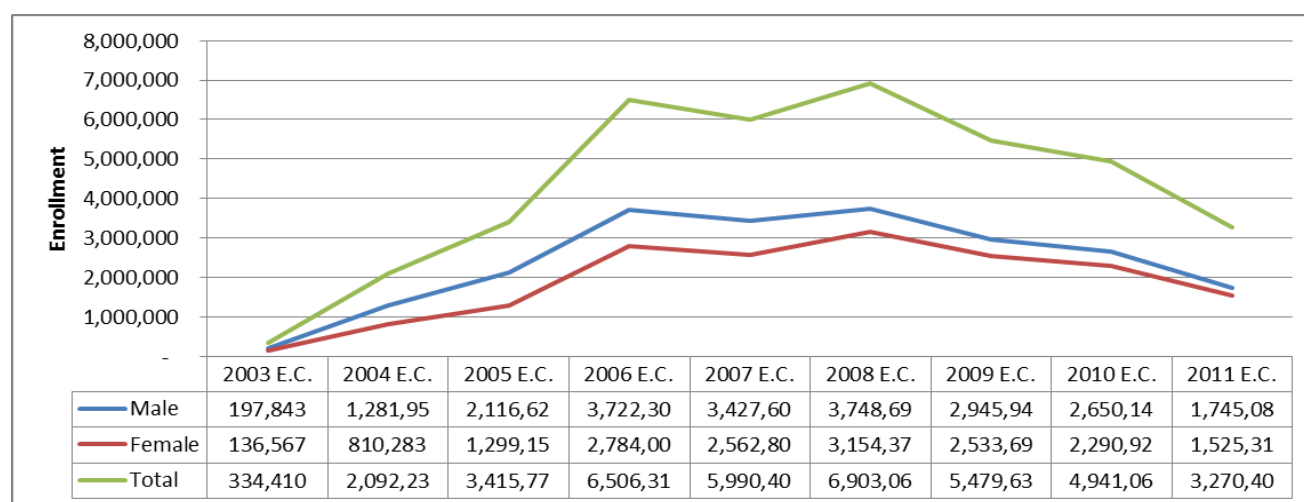
The trend shows that since 2003 E.C., IFAE enrolment have been increased as the program has been rolled out across the country, however it has been decreased from 2008 E.C. up to now.

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

**Table 6.3 National Adult Enrolment Trend, 2003E.C-2011 E.C**

	Male	Female	Total
2003 E.C.	197,843	136,567	334,410
2004 E.C.	1,281,951	810,283	2,092,234
2005 E.C.	2,116,620	1,299,156	3,415,776
2006 E.C.	3,722,306	2,784,004	6,506,310
2007 E.C.	3,427,604	2,562,805	5,990,409
2008 E.C.	3,748,692	3,154,373	6,903,065
2009 E.C.	2,945,940	2,533,693	5,479,633
2010 E.C.	2,650,142	2,290,920	4,941,062
2011 E.C.	1,745,084	1,525,318	3,270,402

**Chart 6.3 National Adult Enrolment Trend, 2003-2011 E.C**



## 6.4. Graduates in IFAE Programs

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) target	2011 (2018/19) actual	Target reached
Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	98	Data Not Available	
Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	99	Data Not Available	

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

***In 2011 E.C. 595,301 adults graduated from the program with a large gap compared to 2010 E.C. graduates, which were 1,328,249.***

When we compare the 2011 E.C Level 2 enrolled adults (1,620,397) from the 2011 E.C total number of graduates, it can be observed that only 37% of the enrolled adults graduated in that year. This shows that there are many of the adults who start year two and do not complete the course. From the total graduates, 47.1% are female.

**Table 6.4 Graduates from IFAE Programs, 2011 E.C. (2018/19)**

Region	Graduates		
	Male	Female	Total
Tigray	668	898	1,566
Afar	1,667	1,117	2,784
Amhara	123,971	81,049	205,020
Oromia	31,992	26,634	58,626
Somali	2,674	3,236	5,910
Benishangul-Gumz	4,468	5,021	9,489
SNNP	146,705	158,204	304,909
Gambella			-
Harari	429	214	643
Addis Ababa	1,524	3,775	5,299
Dire Dawa	614	441	1,055
<b>National</b>	<b>314,712</b>	<b>280,589</b>	<b>595,301</b>

*Note: Data for Gambella is not available from 2008 E.C. onwards.*

## 6.5. IFAE Centers

In 2011, there are 32,281 reported IFAE centers across all regions. Among the centers, the majority of them are found in regular school compounds, with 38% of the total number of centers. Compared to the previous year's data, the 2011 E.C IFAE centers are almost less than by half; this may be due to unreported data from regions.

**Table 6.5 Adults' Learning Centers (IFAE Centers) by Region and Type, 2011 E.C. (2018/19)**

Region	ABE Center	Edir Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Other	Total
Tigray	73	7	370	103	7	611	135	1,306
Afar	87	1	13	6	3	171	5	286
Amhara	341	328	688	389	20	5,082	1,836	8,684
Oromia	532	748	1,000	494	92	3,617	1,747	8,230
Somali	16		55	1		42	90	204
Benishangul-Gumz	41	13	24	81	2	287	17	465
SNNP	1,005	1,085	1,175	1,130	248	2,175	5,672	12,490
Gambella								-
Harari	15	8	13	16		25	29	106
Addis Ababa	18	36	37	5		237	65	398
Dire Dawa	10	2	1	5	1	41	52	112
<b>National</b>	<b>2,138</b>	<b>2,228</b>	<b>3,376</b>	<b>2,230</b>	<b>373</b>	<b>12,288</b>	<b>9,648</b>	<b>32,281</b>

## 6.6. IFAE Facilitators

In 2011 E.C., there are 36,205 IFAE Facilitators across all regions; from which 36.4% are females. When we look at facilitators region wise, SNNP get the largest share with 38.3% of the total Facilitators, Amhara and Oromia followed.

**Table 6.6 IFAE Facilitators by Region and Type of Facilitators, 2011 E.C. (2018/19)**

Region	Trained Trainer		IFAL Expert		Adult Education Specialist		Teacher		Agriculture Extension Expert		Health Extension		Volunteer		ABE Facilitator		Cooperatives Expert		Undefined		Other		Grand Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Tigray	131	147	235	296	8	12	11	20	-	2	2	2	1	3	-	2	1	-	2	1	16	16	407	501	908
Afar	5	1	9	4	20	1	112	6	3	-	6	1	3	-	14	1	2				11	-	185	14	199
Amhara	688	690	1,412	1,321	55	44	874	445	152	73	19	155	78	52	32	20	9	6	3	2	1,983	1,947	5,305	4,755	10,060
Oromia	298	177	1,801	1,252	289	194	2,764	974	51	20	4	59	206	38	78	33	6	4	177	97	747	334	6,421	3,182	9,603
Somali					13		9												8	1			30	1	31
Benishangul-Gumz	123	49	109	70	5	3	6	2	4	3	4	8	5		7	2	1				22	13	286	150	436
SNNP	263	133	601	263	76	29	1,966	596	149	38	40	144	1,850	687	1,603	683	32	18			3,345	1,353	9,925	3,944	13,869
Gambella																									-
Harari	20	4	14		2		59	12	1		1	2	25						12	3	20	3	154	24	178
Addis Ababa	83	171	40	98	6	6	62	74	1	7	1	5	17	56	1	13	4	2	2	11	74	157	291	600	891
Dire Dawa	4		18	1			1							1					2	2		1	25	5	30
<b>National</b>	<b>1,615</b>	<b>1,372</b>	<b>4,239</b>	<b>3,305</b>	<b>474</b>	<b>289</b>	<b>5,864</b>	<b>2,129</b>	<b>361</b>	<b>143</b>	<b>77</b>	<b>376</b>	<b>2,185</b>	<b>837</b>	<b>1,735</b>	<b>754</b>	<b>55</b>	<b>30</b>	<b>206</b>	<b>117</b>	<b>6,218</b>	<b>3,824</b>	<b>23,029</b>	<b>13,176</b>	<b>36,205</b>



## 7. Special Needs Education

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

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials.

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

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

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

***Access to education is a human right recognized in Principle of Universal Primary Education (UPE), Education for All (EFA) 2015 goals, and UN Conventions on the Rights of Persons with Disabilities (CRPD) that Ethiopia ratified.***

The constitution of the Federal Democratic Republic of Ethiopia (FDRE) and the Special Needs/Inclusive Education Strategy of the MoE also clearly stipulate the rights of students with special needs to participate at all education levels. The MoE's commitment to inclusive education is clearly stated in the ESDP V document and there are specific plans that target the increasing enrolment of SNE students into the Ethiopian education system.

The following analysis indicates that the participation of students with different disabilities at pre-primary, primary and secondary levels. When interpreting this data, it should be noted that the understanding of disability and special needs within the education system is an evolving area and it is likely that some children with special needs have not been recorded in the data or have been miss recorded under an incorrect disability category.

## 7.1. Enrolment of Pre-Primary Students with Disabilities

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

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

Gross Enrolment Ratios have been calculated for each level, the population figures for this calculation have been based on the same assumption used in ESDP V that 15% of the population would be classed as having special needs based on a World Health Organization estimate.

**Table 7.3 Pre-primary GER for Students with Disabilities, 2011 E.C. (2018/19)**

Region	Population with SNE, Ages 4-6			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	30,281	29,368	59,649	58	49	107	0.2	0.2	0.2
Afar	10,467	9,916	20,383	9	7	16	0.1	0.1	0.1
Amhara	130,516	125,584	256,100	59	52	111	0.0	0.0	0.0
Oromia	237,818	231,524	469,341	344	248	592	0.1	0.1	0.1
Somali	40,124	39,180	79,304	-	-	-	0.0	0.0	0.0
Benishangul-Gumz	6,836	6,590	13,426	10	8	18	0.1	0.1	0.1
SNNP	123,290	120,649	243,939	5,232	4,443	9,675	4.2	3.7	4.0
Gambella	2,448	2,374	4,822	-	-	-	0.0	0.0	0.0
Harari	1,257	1,202	2,458	121	100	221	9.6	8.3	9.0
Addis Ababa	15,350	15,257	30,607	3,216	1,934	5,150	21.0	12.7	16.8
Dire Dawa	2,159	2,085	4,244	32	22	54	1.5	1.1	1.3
<b>National</b>	<b>600,546</b>	<b>583,728</b>	<b>1,184,274</b>	<b>9,081</b>	<b>6,863</b>	<b>15,944</b>	<b>1.5</b>	<b>1.2</b>	<b>1.3</b>

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

The Gross Enrolment Ratio nationally for pre-primary is 1.3%, which is more than double from last year. This is an estimate based on assumptions related to the population with special needs. The national figure of 1.3% shows that thousands of children with disabilities are not yet attending pre-primary education.

## 7.2. Enrolment of Primary Students with Disabilities

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Enrolment rate of children with SNE, Grades 1-8	4	61	11.0	x

According to the data collected and shown in the table below, the total number of students with special education needs who are attending their primary school in 2010 E.C. is 316,271, showing an increment of the data by 14 percentage points from last year.

**Table 7.5 GER of Primary Schools for Students with Disabilities, 2011 E.C. (2018/19)**

Region	Population with SNE, Ages 7-14			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	76,314	74,280	150,594	14,113	10,867	24,980	18.5	14.6	16.6
Afar	25,362	23,185	48,547	56	41	97	0.2	0.2	0.2
Amhara	318,387	310,028	628,415	12,371	9,401	21,772	3.9	3.0	3.5
Oromia	581,113	568,596	1,149,709	40,575	27,936	68,511	7.0	4.9	6.0
Somali	85,685	80,769	166,455	39	36	75	0.0	0.0	0.0
Benishangul-Gumuz	16,854	16,270	33,124	2,984	1,834	4,818	17.7	11.3	14.5
SNNP	304,289	300,465	604,754	100,755	81,407	182,162	33.1	27.1	30.1
Gambella	6,196	5,846	12,042	2	2	4	0.0	0.0	0.0
Harari	3,235	3,114	6,349	897	547	1,444	27.7	17.6	22.7
Addis Ababa	30,897	31,841	62,738	6,083	5,283	11,366	19.7	16.6	18.1
Dire Dawa	5,495	5,385	10,881	660	382	1,042	12.0	7.1	9.6
<b>National</b>	<b>1,453,828</b>	<b>1,419,780</b>	<b>2,873,608</b>	<b>178,535</b>	<b>137,736</b>	<b>316,271</b>	<b>12.3</b>	<b>9.7</b>	<b>11.0</b>

As the data indicated in table above, the Gross Enrolment Ratio of students with SNE in primary schools is 11%, with a 1.2 percentage increment from last year. However, this is much lower than the target that stated in ESDP V, where the primary GER for SNE students would be 61% by 2011 E.C. (2018/19)

### 7.3. Enrolment of Secondary Students with Disabilities

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Enrolment rate of children with SNE, Grades 9-12	7	37	2.8	X

A total of 37,468, with a 4.4 percentage point's increment from last year, students with special education needs are currently attending secondary school. Out of which 42.5% are females.

**Table 7.7 GER of Secondary Schools for Students with Disability, 2011 E.C. (2018/19)**

Region	Population with SNE, Ages 15-18			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	37,036	36,104	73,140	2,082	1,719	3,801	5.6	4.8	5.2
Afar	11,869	9,808	21,677	21	7	28	0.2	0.1	0.1
Amhara	141,011	138,386	279,397	2,146	1,519	3,665	1.5	1.1	1.3
Oromia	270,554	265,165	535,719	3,040	1,850	4,890	1.1	0.7	0.9
Somali	34,515	28,198	62,713			-	0.0	0.0	0.0
Benishangul-Gumuz	7,906	7,671	15,577	362	159	521	4.6	2.1	3.3
SNNP	145,870	144,799	290,669	13,266	10,129	23,395	9.1	7.0	8.0
Gambella	3,109	2,819	5,928	3		3	0.1	0.0	0.1
Harari	1,578	1,561	3,139	29	14	43	1.8	0.9	1.4
Addis Ababa	12,937	14,199	27,137	528	463	991	4.1	3.3	3.7
Dire Dawa	2,877	2,919	5,796	68	63	131	2.4	2.2	2.3
<b>National</b>	<b>669,263</b>	<b>651,631</b>	<b>1,320,894</b>	<b>21,545</b>	<b>15,923</b>	<b>37,468</b>	<b>3.2</b>	<b>2.4</b>	<b>2.8</b>

According to ESDP V, Gross Enrolment Ratio of secondary education for SNE students would be 37% by 2011 E.C. As can be seen in the above table, the calculated GER for 2011 E.C. is 2.8%, which is exactly the same as last year. This is too far from the target and it needs an improvement in the reporting of special needs' data and improvements in the population estimates for those with special needs.

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

**Note:** The detailed figure of enrollment by disability level (in Pre-Primary, Primary and Secondary) is placed in the Annex part of the abstract.

## 8. Teachers in General Education

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

The analysis of the teaching task force in the Ethiopian education sector has been carried out at both regional and national level. The analysis covers the ownership of schools (Government and Non-Government), teachers' distribution based on qualification, as well as extent of attrition in 2011 E.C.

### 8.1. Distribution of Teachers

There are a total of 688,887 teaching force across all levels; kindergarten, "O"-class, primary and secondary schools in Ethiopia. Out of this, 42,576 teachers are deployed in kindergarten; 27,228 in O-Class, 502,738 in primary schools and 116,345 in secondary schools. Total number of teachers has been increase by 8.7 percentage points from last year.

***Across primary and secondary levels the majority of teachers are male accounting for 63.4%. However in kindergarten schools this is reversed with 79.1 % of teachers being females.***

With regard to primary school teachers, Oromia, Amhara and SNNP have the highest number of teachers. In addition, SNNP has the highest proportion of kindergarten teachers, with 39% of all kindergarten teaching staff in the country, followed by Addis Ababa and Oromia with 27.3% and 22.5% respectively. The proportion of teachers in secondary schools is highest in Oromia that account about 31.3% and six regions (except of Addis Ababa, Amhara, Tigray and SNNP) account about 5% in aggregate. This low figure might be due to under reporting of teachers in the regions. Table 8.1 presents the information about the size and distribution of teachers in the country.

**Table 8.1 Number of Teachers across all Levels by Region and Sex, 2011 E.C. (2018/19)**

Region	Kindergarten		O-Class		Primary		Secondary		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Tigray	30	1,336	92	1,855	17,849	18,418	7,093	2,028	25,064	23,637	48,701
Afar	34	137	68	52	4,017	1,216	714	93	4,833	1,498	6,331
Amhara	92	2,098	77	118	73,668	63,288	24,470	7,901	98,307	73,405	171,712
Oromia	870	8,626	1,300	2,609	96,997	68,990	30,517	5,873	129,684	86,098	215,782
Somali	91	279	21	1	8,073	876	1288	134	9,473	1,290	10,763
Benishangul-Gumuz	5	133	40	332	4,639	2,339	1,398	249	6,082	3,053	9,135
SNNP	7,098	9,392	9,375	10,765	75,984	33,853	19,697	4,165	112,154	58,175	170,329
Gambella	57	114	5	20	2,604	876	921	78	3,587	1,088	4,675
Harari	18	308	12	60	1,013	832	351	79	1,394	1,279	2,673
Addis Ababa	411	11,116	125	254	12,104	12,637	6,916	1,728	19,556	25,735	45,291
Dire Dawa	36	295	11	36	1,594	871	547	105	2,188	1,307	3,495
<b>National</b>	<b>8,742</b>	<b>33,834</b>	<b>11,126</b>	<b>16,102</b>	<b>298,542</b>	<b>204,196</b>	<b>93,912</b>	<b>22,433</b>	<b>412,322</b>	<b>276,565</b>	<b>688,887</b>

**Note:** Somali region didn't give complete data for teachers; and hence 2010 E.C. data is taken

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

Table 8.2 also shows teachers in the different cycles within primary and secondary schools in the country. It can be seen that the majority of teachers in Ethiopia are in the first cycle of primary education, with 39.4% of teachers in this cycle.

**Table 8.2 Numbers of Primary and Secondary Teachers by Region, Cycle and Sex, 2011 E.C. (2018/19)**

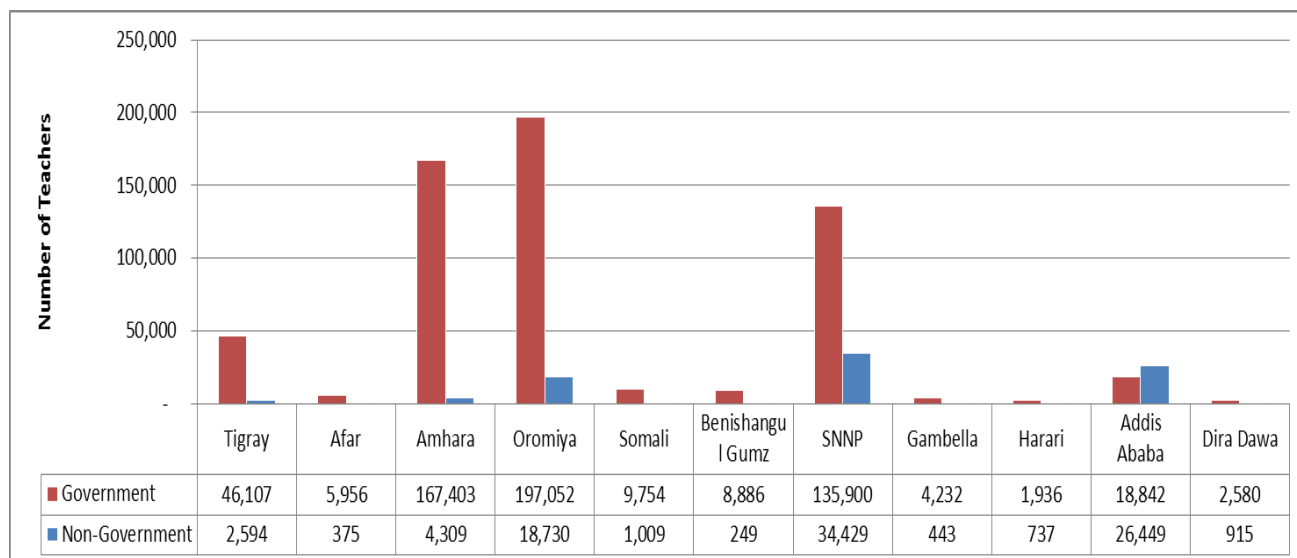
Region	Grades 1-4		Grades 5-8		Grades 9-10		Grades 11-12		Undefined Cycle	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	7,021	10,509	10,828	7,909	5,423	1,779	1,670	249	-	-
Afar	1,951	555	2,066	661	361	49	353	36	-	8
Amhara	31,983	41,791	41,685	21,497	17,072	6,704	7,369	1,190	29	7
Oromia	43,485	45,638	53,512	23,352	22,425	5,164	8,092	709	-	-
Somali	109	12	53	2	21	1	11	1	9,167	994
Benishangul-Gumuz	2,421	1,343	2,218	996	1,053	218	345	31	-	-
SNNP	34,125	21,768	41,859	12,085	14,213	3,332	5,003	699	481	134
Gambella	1,315	541	1,289	335	743	66	178	12	-	-
Harari	470	494	543	338	268	74	83	5	-	-
Addis Ababa	4,716	7,060	7,388	5,577	3,944	1,136	2,800	491	172	101
Dire Dawa	791	524	803	347	394	88	131	14	22	3
<b>National</b>	<b>128,387</b>	<b>130,235</b>	<b>162,244</b>	<b>73,099</b>	<b>65,917</b>	<b>18,611</b>	<b>26,035</b>	<b>3,437</b>	<b>9,871</b>	<b>1,247</b>

## 8.2. Government and Non-Government Distribution of Teachers

In 2011 (2018/19), there are 688,887 teachers in the education system. As expected, the majority of these teachers work in government schools, accounting for 598,648 teachers, or 87% of them. Table 8.3 below presents the quantitative distribution of these teachers across Government and Non-Government schools.

**Table 8.3 Distribution of Teachers across all Levels by Ownership, Sex and Region, 2011 E.C. (2018/19)**

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	24,153	21,953	46,107	911	1,684	2,594	25,064	23,637	48,701
Afar	4,646	1,310	5,956	187	188	375	4,833	1,498	6,331
Amhara	96,748	70,655	167,403	1,559	2,750	4,309	98,307	73,405	171,712
Oromiya	121,374	75,678	197,052	8,310	10,420	18,730	129,684	86,098	215,782
Somali	8,807	948	9,754	666	342	1,009	9,473	1,290	10,763
Benishangul Gumz	5,986	2,901	8,886	96	152	249	6,082	3,053	9,135
SNNP	92,653	43,247	135,900	19,501	14,928	34,429	112,154	58,175	170,329
Gambella	3,330	902	4,232	257	186	443	3,587	1,088	4,675
Harari	1,101	835	1,936	293	444	737	1,394	1,279	2,673
Addis Ababa	9,084	9,758	18,842	10,472	15,977	26,449	19,556	25,735	45,291
Dire Dawa	1,756	824	2,580	432	483	915	2,188	1,307	3,495
<b>National</b>	<b>369,637</b>	<b>229,010</b>	<b>598,648</b>	<b>42,685</b>	<b>47,555</b>	<b>90,240</b>	<b>412,322</b>	<b>276,565</b>	<b>688,887</b>

**Chart 8.1 Distribution of Teachers across all Levels by Ownership and Region, 2011 E.C. (2018/19)**

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

At the national level, there are 42,576 teachers in kindergartens, most of which found in Non-Government schools.

In Benishanguli-Gumz there are 121 Non-Government kindergarten teachers while the Government teachers are just 17. On the other hand, all teachers of kindergartens in Gambella belong to Non-Government since there is no Government kindergarten school in the region. In Somali, due to data incompleteness, the number of teachers in Government schools is only 2. Table 8.4 below presents the distribution across regions.

**Table 8.4 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2011 E.C. (2018/19)**

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	4	160	164	26	1,176	1,202	30	1,336	1,366
Afar	4	16	21	30	121	150	34	137	171
Amhara	11	252	263	81	1,846	1,927	92	2,098	2,190
Oromiya	191	1,898	2,089	679	6,728	7,407	870	8,626	9,496
Somali	2	0	2	89	279	368	91	279	370
Benishangul Gumz	1	16	17	4	117	121	5	133	138
SNNP	852	939	1,791	6,246	8,453	14,699	7,098	9,392	16,490
Gambella	-	-	-	57	114	171	57	114	171
Harari	2	37	39	16	271	287	18	308	326
Addis Ababa	49	1,334	1,383	362	9,782	10,144	411	11,116	11,527
Dira Dawa	4	35	40	32	260	291	36	295	331
<b>National</b>	<b>1,120</b>	<b>4,688</b>	<b>5,808</b>	<b>7,622</b>	<b>29,146</b>	<b>36,768</b>	<b>8,742</b>	<b>33,834</b>	<b>42,576</b>

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

At national level, there are a total of 529,966 teachers (including O-Class teachers) in primary schools across both First and Second Cycles. The share of those in government schools is about 92%, the rest, about 8 %, are in non-government schools. The share of teachers in each of the regional states logically corresponds to the overall population of the states.

**Table 8.5 Distributions of Primary Teachers by Region, Sex and Ownership, 2011 E.C. (2018/19)**

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	17,308	19,815	37,124	633	458	1,090	17,941	20,273	38,214
Afar	3,952	1,205	5,157	133	63	196	4,085	1,268	5,353
Amhara	72,635	62,602	135,238	1,110	804	1,913	73,745	63,406	137,151
Oromiya	92,492	68,197	160,689	5,805	3,402	9,207	98,297	71,599	169,896
Somali	7,596	822	8,418	498	55	553	8,094	877	8,971
Benishangul Gumz	4,608	2,639	7,247	71	32	103	4,679	2,671	7,350
SNNP	74,833	38,852	113,685	10,526	5,766	16,292	85,359	44,618	129,977
Gambella	2,462	830	3,291	147	66	214	2,609	896	3,505
Harari	819	734	1,553	206	158	364	1,025	892	1,917
Addis Ababa	5,795	7,441	13,236	6,434	5,450	11,884	12,229	12,891	25,120
Dira Dawa	1,307	707	2,014	298	200	498	1,605	907	2,512
<b>National</b>	<b>283,807</b>	<b>203,846</b>	<b>487,653</b>	<b>25,861</b>	<b>16,452</b>	<b>42,313</b>	<b>309,668</b>	<b>220,298</b>	<b>529,966</b>

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

There are 116,345 secondary school teachers in which majority of which work in government schools, representing about 90.4 %. In Addis Ababa the proportion of teachers in non-government is the highest of all regions, with 51.2 %.

It can be noted in Table 8.6 below that the majority of teachers (about 80.7 %) are males. The trend is similar across the regions with regard to the proportion of male and female teachers.

**Table 8.6 Distributions of Secondary School Teachers by Region, Sex and Ownership, 2011 E.C. (2018/19)**

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	6,842	1,978	8,819	251	50	302	7,093	2,028	9,121
Afar	690	88	779	24	5	28	714	93	807
Amhara	24,101	7,801	31,902	369	100	469	24,470	7,901	32,371
Oromiya	28,691	5,583	34,274	1,826	290	2,116	30,517	5,873	36,390
Somali	1,209	126	1,334	79	8	88	1,288	134	1,422
Benishangul Gumz	1,377	246	1,622	21	3	25	1,398	249	1,647
SNNP	16,968	3,456	20,424	2,729	709	3,438	19,697	4,165	23,862
Gambella	869	72	941	52	6	58	921	78	999
Harari	280	64	344	71	15	86	351	79	430
Addis Ababa	3,240	983	4,222	3,676	745	4,422	6,916	1,728	8,644
Dira Dawa	445	81	526	102	24	126	547	105	652
<b>National</b>	<b>84,710</b>	<b>20,477</b>	<b>105,187</b>	<b>9,202</b>	<b>1,956</b>	<b>11,158</b>	<b>93,912</b>	<b>22,433</b>	<b>116,345</b>



### 8.3. Qualification Level of Teachers

ESDP V Indicator	2007 (2013/14) Baseline	2011 (2018/19) Target	2011 (2018/19) Actual	Target reached
Grades 1–4 teachers appropriately qualified female	63	92	85.5	x
Grades 1–4 teachers appropriately qualified male	48	89	92.4	✓

The qualification level of teachers is an important aspect of improving the quality of education in a country. In Ethiopian education system, Primary first cycle teachers should have at least a Diploma level of qualification and in second cycle primary and first cycle secondary, teachers should have at least Bachelor Degree in qualification and Master's Degree qualification for Preparatory/Second Cycle (Grades 11-12).

#### 8.3.1. The Qualification of Primary Teachers

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

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

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

When we look at the percentage of qualified teachers, qualified male teachers score above the ESDP V target of the year, with 92.4%.

**Note:** Since qualification level may not be completely filled, the total number will be less than the total teachers' number stated before.

**Table 8.7 Percentage of Primary Teachers' Qualification by Region, Cycle and Sex, 2011 E.C. (2018/19)**

Region	First Cycle (Grades 1-4)						Second Cycle (Grades 5-8)					
	Unqualified		Qualified		Qualified (%)		Unqualified		Qualified		Qualified (%)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	962	683	6,868	9,655	87.7	93.4	1,379	455	9,843	6,422	87.7	93.4
Afar	178	916	1,199	493	87.1	35.0	182	674	1,228	363	87.1	35.0
Amhara	1,314	1,850	28,939	35,698	95.7	95.1	1,889	1,264	41,615	24,387	95.7	95.1
Oromia	4,234	9,490	36,321	38,886	89.6	80.4	5,385	5,000	46,186	20,485	89.6	80.4
Somali	58	4	18	4	23.7	50.0	54	11	20	-	27	-
Benishangul-Gumz	317	479	2,116	1,206	87.0	71.6	273	216	1,828	543	87.0	71.6
SNNP	1,499	5,232	27,857	18,381	94.9	77.8	2,127	3,372	39,523	11,846	94.9	77.8
Gambella	39	120	1,166	479	96.7	80.0	42	79	1,239	316	96.7	80.0
Harari	64	88	413	433	86.5	83.2	72	53	459	263	86.5	83.2
Addis Ababa	456	201	5,971	7,214	92.9	97.3	443	126	5,806	4,524	92.9	97.3
Dire Dawa	55	171	728	523	93.0	75.3	46	81	614	247	93.0	75.3
<b>National</b>	<b>9,176</b>	<b>19,235</b>	<b>111,597</b>	<b>112,972</b>	<b>92.4</b>	<b>85.5</b>	<b>11,892</b>	<b>11,330</b>	<b>148,360</b>	<b>69,396</b>	<b>92.6</b>	<b>86.0</b>

**Note:** Since Somali didn't fill teachers' data by qualification, data of 2010 E.C. is taken

### 8.3.2. The Qualification of Secondary Teachers

Out of the total number of teachers teaching in secondary (Grades 9-12), teachers who fulfill the standard qualification for the level are 94% in the first cycle, provided that there are records with no qualification and hence not counted in this calculation. The qualification required in secondary schools is first degree or above in teaching. Similarly, the total number of teachers teaching in secondary second cycle (with qualification reported) is 28,070 and out of this, those who fulfill the standard or having Master's degree in teaching are only 4 %. The remaining teachers teaching in secondary second cycles (Preparatory) are below the standard because most of them have first degree as opposed to the Master's degree required for the Cycle.

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

**Table 8.8 Qualifications of Secondary Teachers by Region and Cycle, 2011 E.C. (2018/19)**

Region	First Cycle (Grades 9-10)						Second Cycle (Grades 11-12)					
	Unqualified		Qualified		Qualified (%)		Unqualified		Qualified		Qualified (%)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	38	142	4,986	1,665	99.2	92.2	1,527	230	12	20	0.8	7.8
Afar	2	22	267	42	99.1	65.4	210	23	2	12	0.9	34.6
Amhara	80	332	16,785	6,610	99.5	95.2	7,212	1,157	34	58	0.5	4.8
Oromia	246	1,085	21,137	4,812	98.8	81.6	7,808	690	91	156	1.2	18.4
Somali	8	15	30	13	79.0	46.4	2	8	2	-	50	-
Benishangul-Gumz	13	85	825	182	98.5	68.2	266	24	4	11	1.5	31.8
SNNP	297	2,384	12,061	3,002	97.6	55.7	4,063	582	100	462	2.4	44.3
Gambella	7	114	555	51	98.7	31.1	165	13	2	28	1.3	68.9
Harari	5	13	240	61	98.0	82.8	71	6	1	1	2.0	17.2
Addis Ababa	37	126	3,770	1,144	99.0	90.1	2,366	425	23	47	1.0	9.9
Dire Dawa	1	7	393	83	99.6	92.0	145	20	1	2	0.4	8.0
<b>National</b>	<b>736</b>	<b>4,325</b>	<b>61,050</b>	<b>17,666</b>	<b>98.8</b>	<b>80.3</b>	<b>23,834</b>	<b>3,178</b>	<b>273</b>	<b>797</b>	<b>1.1</b>	<b>20.1</b>

**Note:** Since Somali didn't fill teachers' data by qualification, data of 2010 E.C. is taken

## 8.4. Attrition of Teachers

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

### 8.4.1. Attrition of Teachers in Primary Schools

The national attrition rate for primary school teachers in 2011 E.C. is 2.2% with male teachers registering more attrition rate at national level, with 2.4%. With the exception of Afar and Addis Ababa, having 6.5% and 5.0% attrition rate respectively, the rest of the regions show minor variations with each other. This rate is almost similar to last year.

*The ESDP V target for attrition is that it will fall to 2% by the end of the plan in 2020. Accordingly, the figure for 2011 E.C. demonstrates that the attrition of teachers in primary schools is almost in track to achieve the stated target of 2020, provided that the data depicts accurately the fact on the ground.*

**Table 8.9 Number Teachers left Teaching in Primary Schools by Region and Sex, 2011 E.C. (2018/19)**

Region	Total Attrition			All Primary Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	284	130	414	17,849	18,418	36,267	1.6	0.7	1.1
Afar	277	63	340	4,017	1,216	5,233	6.9	5.2	6.5
Amhara	948	484	1432	73,668	63,288	136,956	1.3	0.8	1.0
Oromia	2025	956	2981	96,997	68,990	165,987	2.1	1.4	1.8
Somali	18	0	18	8,073	876	8,949	0.2	0.0	0.2
Benishangul-Gumz	54	15	69	4,639	2,339	6,978	1.2	0.6	1.0
SNNP	2790	1484	4274	75,984	33,853	109,837	3.7	4.4	3.9
Gambella	28	27	55	2,604	876	3,480	1.1	3.1	1.6
Harari	42	30	72	1,013	832	1,845	4.1	3.6	3.9
Addis Ababa	769	461	1230	12,104	12,637	24,741	6.4	3.6	5.0
Dire Dawa	47	12	59	1,594	871	2,465	2.9	1.4	2.4
<b>National</b>	<b>7,282</b>	<b>3,662</b>	<b>10,944</b>	<b>298,542</b>	<b>204,196</b>	<b>502,738</b>	<b>2.4</b>	<b>1.8</b>	<b>2.2</b>

**Note:** This table doesn't include teachers in O-Class

As table 8.10 below shows, the most given response as to why a teacher has left a school was 'Leaving teaching profession', at 58.6% followed by 'retirement', with 17.8% of all respondents giving this reason for leaving the school they were teaching in.

**Table 8.10 Reasons given by Primary Teachers for Leaving the Profession, 2011 E.C. (2018/19)**

Region	Reason												Total
	Death		Leaving teaching profession		Prolonged Sickness		Retirement		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Tigray	14	11	183	68	21	14	66	37			284	130	414
Afar	39	5	216	56	9		13	2			277	63	340
Amhara	55	29	648	304	41	15	170	119	34	17	948	484	1432
Oromia	189	135	780	411	214	22	266	88	576	300	2025	956	2981
Somali	18										18	0	18
Benishangul-Gumuz	2	2	43	9	1		8	4			54	15	69
SNNP	207	95	1749	875	196	166	638	348			2790	1484	4274
Gambella	8	21					20	6			28	27	55
Harari	4	6	28	18	1		9	6			42	30	72
Addis Ababa	40	21	621	356	33	15	75	69			769	461	1230
Dire Dawa	2	2	34	10	4		7				47	12	59
<b>National</b>	<b>578</b>	<b>327</b>	<b>4,302</b>	<b>2,107</b>	<b>520</b>	<b>232</b>	<b>1,272</b>	<b>679</b>	<b>610</b>	<b>317</b>	<b>7,282</b>	<b>3,662</b>	<b>10,944</b>

#### 8.4.2. Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 8.12 below. Accordingly, it has been found out that it is about 3% nationally and equal for both sex with female teachers being 3% and that of male teachers being 2.9% as well. The highest attrition rate is registered as 7.9% in Afar, followed by 6% in Harari and 5.6% in SNNP. The lowest attrition rate is observed in Amhara with just 1%. The attrition rate for Somali is not an exact figure due to incomplete data.

**Table 8.11 Number Teachers left Teaching in Secondary Schools by Region and Sex, 2011 E.C. (2018/19)**

Region	Total Attrition			All Secondary Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	165	31	196	7,093	2,028	9,121	2.3	1.5	2.1
Afar	53	11	64	714	93	807	7.4	11.8	7.9
Amhara	254	80	334	24,470	7,901	32,371	1.0	1.0	1.0
Oromia	742	107	849	30,517	5,873	36,390	2.4	1.8	2.3
Somali	7	0	7	1288	134	1,422	0.5	0.0	0.5
Benishangul-Gumuz	41	6	47	1,398	249	1,647	2.9	2.4	2.9
SNNP	1015	325	1340	19,697	4,165	23,862	5.2	7.8	5.6
Gambella	19	8	27	921	78	999	2.1	10.3	2.7
Harari	20	6	26	351	79	430	5.7	7.6	6.0
Addis Ababa	362	102	464	6,916	1,728	8,644	5.2	5.9	5.4
Dire Dawa	26	4	30	547	105	652	4.8	3.8	4.6
<b>National</b>	<b>2,704</b>	<b>680</b>	<b>3,384</b>	<b>93,912</b>	<b>22,433</b>	<b>116,345</b>	<b>2.9</b>	<b>3.0</b>	<b>2.9</b>

The reasons for attrition among secondary school teachers have also explored. There are a number of 'other' undisclosed reasons albeit insignificant. Among the disclosed reasons, similar to primary case, "Leaving teaching profession" accounts for 65.9% of attrition, followed by "Retirement" with 14.6% of attrition at national level. This national pattern is reflected across the regions as well. The information provided in Table 8.12 further elucidates the above narration.

**Table 8.12 Reasons by Secondary Teachers for Leaving the Profession, 2011 E.C. (2018/19)**

Region	Reason												Total
	Death		Leaving teaching profession		Prolonged Sickness		Retirement		Other		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Tigray	14	2	115	21	2		34	8			165	31	196
Afar	4		44	10		1	5				53	11	64
Amhara	12	7	187	52	13	3	37	18	5		254	80	334
Oromia	35	5	343	58	12		75	8	277	36	742	107	849
Somali	7										7	0	7
Benishangul-Gumuz			38	6			3				41	6	47
SNNP	65	26	751	180	39	34	160	85			1015	325	1340
Gambella	2		15	4	2			4			19	8	27
Harari	3		12	5	1		4	1			20	6	26
Addis Ababa	18	5	298	73	14	7	32	17			362	102	464
Dire Dawa	8	3	16	1			2				26	4	30
<b>National</b>	<b>168</b>	<b>48</b>	<b>1,819</b>	<b>410</b>	<b>83</b>	<b>45</b>	<b>352</b>	<b>141</b>	<b>282</b>	<b>36</b>	<b>2,704</b>	<b>680</b>	<b>3,384</b>

In general, compared to last year, total attrition and attrition rate of teachers has been increased in primary; whereas the number and rate of staff attrition in secondary schools is significantly decreased compared to last year.

## 8.5. School Principals

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

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

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

### 8.5.1. Primary School Principals

In 2011 (2018/19), the total number of primary school principals and vice principals are 45,697, from which only 11.2% of them are females, which is exactly similar figure from last year. Trained principals' accounts 30.2% of the total number and trained female principals have a share of 8.5% from the total trained principal.

**Table 8.13 Numbers of Primary School Principals and Vice Principals by Region and Sex, 2011 E.C. (2018/19)**

Region	Principals		Vice Principals		Total		
	Male	Female	Male	Female	Male	Female	Total
Tigray	1,826	288	681	395	2,507	683	3,190
Afar	409	63	31	9	440	72	512
Amhara	8,108	542	921	417	9,029	959	9,988
Oromia	12,852	990	3,944	844	16,796	1,834	18,630
Somali	1,350	2	424	11	1,774	13	1,787
Benishangul-Gumz	430	58	36	58	466	116	582
SNNP	5,594	317	2,173	562	7,767	879	8,646
Gambella	260	12			260	12	272
Harari	72	18	37	21	109	39	148
Addis Ababa	601	147	693	325	1,294	472	1,766
Dire Dawa	88	20	40	28	128	48	176
<b>National</b>	<b>31,590</b>	<b>2,457</b>	<b>8,980</b>	<b>2,670</b>	<b>40,570</b>	<b>5,127</b>	<b>45,697</b>

### 8.5.2. Secondary School Principals

Similarly, the table below shows the detail on the number of principals and vice principals of secondary schools. The table shows that there are 6,313 principals and vice principals in secondary schools across the country. From which, the female share is only 6.8%

**Table 8.14 Numbers of Secondary School Principals and Vice Principals by Region and Sex, 2011 E.C. (2018/19)**

Region	Principals		Vice Principals		Total		
	Male	Female	Male	Female	Male	Female	Total
Tigray	235	12	211	39	446	51	497
Afar	29	3	7	5	36	8	44
Amhara	510	13	387	45	897	58	955
Oromia	1343	19	888	76	2,231	95	2,326
Somali	153		80		233	-	233
Benishangul-Gumz	67	3	15	8	82	11	93
SNNP	706	18	591	69	1,297	87	1,384
Gambella	52		41	5	93	5	98
Harari	13	1	12	4	25	5	30
Addis Ababa	207	27	291	73	498	100	598
Dire Dawa	19	3	26	7	45	10	55
<b>National</b>	<b>3,334</b>	<b>99</b>	<b>2,549</b>	<b>331</b>	<b>5,883</b>	<b>430</b>	<b>6,313</b>

## 9. Colleges of Teachers' Education

Colleges of teachers' education (CTEs) are basically designed to equip prospective teachers with the necessary knowledge, attitude, behaviors and skills they require to perform their tasks effectively in the classroom/school and to the wider community at large.

As of 2011 E.C. (2017/18), there are 38 colleges of teachers' education throughout the country. CTEs are providing a three years education and training in teaching and award a diploma through regular, summer and extension (evening and weekend) programs.

***There are above 20 different departments or streams in most CTEs that are categorized under two modalities; New Modality and Linear Modality.***

To assess the capacities and quality of services at CTEs, the Ministry of Education collects educational data on annual basis. In line with this, the 2011 E.C CTEs data collection was organized to collect data on students, academic and administrative staff from all colleges of teachers' education in the country.

The questionnaire response for 2011 E.C. is better than that of the previous year's collection, with a return of completed data from 36 CTEs out of a total of 38; which is an additional of 9 colleges from 2010 E.C. collection (which was 27). For those CTEs that didn't return the 2011 E.C. questionnaire, the 2010 figure was used so that the national figure could be generated accordingly.

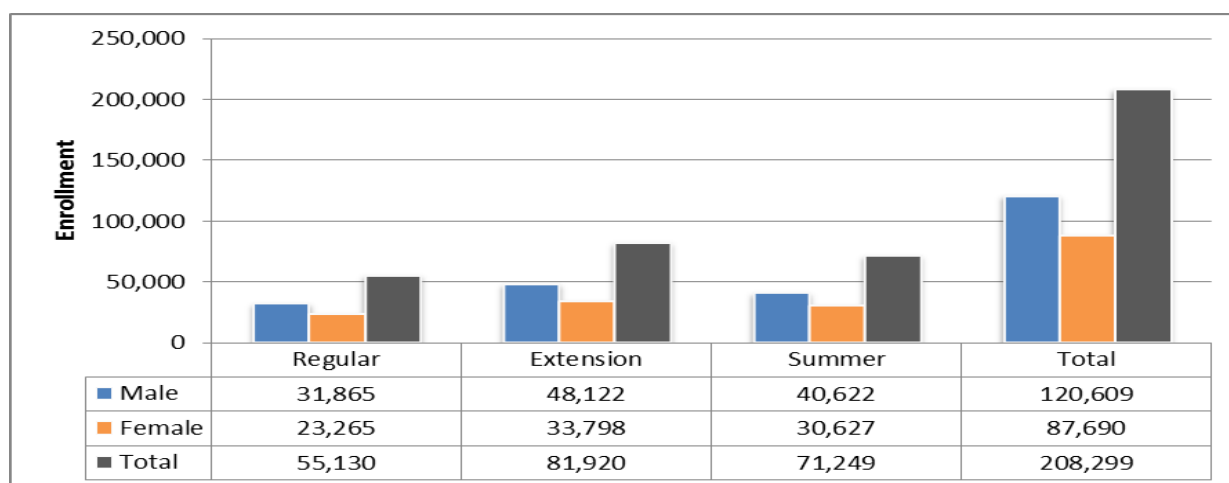
### 9.1. Enrolment in CTEs

In 2011 E.C. (2018/19), the total enrolment of CTEs in all programs (regular, extension and summer) is 208,299; this figure is less by 17 percentage points from the 2010 E.C. data. The gender share of enrollment across all programs has seen almost similar to the previous year's data, 58% are male and 42% female. The highest proportion of the enrollment is in Extension programs, which was around 39.3% of the total enrollment, followed by Summer programs with 34.2%. Table 9.1 and Chart 9.1 show the detail of the enrollment data disaggregated by program and sex.

**Table 9.1 Enrolments by Program, Year and Sex, 2011 E.C. (2018/19)**

Program	Year I		Year II		Year III		Year IV		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Regular	8,919	6,427	10,849	7,168	12,097	9,670			31,865	23,265	55,130
Extension	7,509	6,569	10,912	6,919	24,600	16,537	5,101	3,773	48,122	33,798	81,920
Summer	2,600	2,945	6,281	5,579	11,186	9,677	20,555	12,426	40,622	30,627	71,249
<b>Total</b>	<b>19,028</b>	<b>15,941</b>	<b>28,042</b>	<b>19,666</b>	<b>47,883</b>	<b>35,884</b>	<b>25,656</b>	<b>16,199</b>	<b>120,609</b>	<b>87,690</b>	<b>208,299</b>

***/Note: Extension=Evening + Weekend/***

**Chart 9.1 Enrolments by Program and Sex, 2011 E.C. (2018/19)**

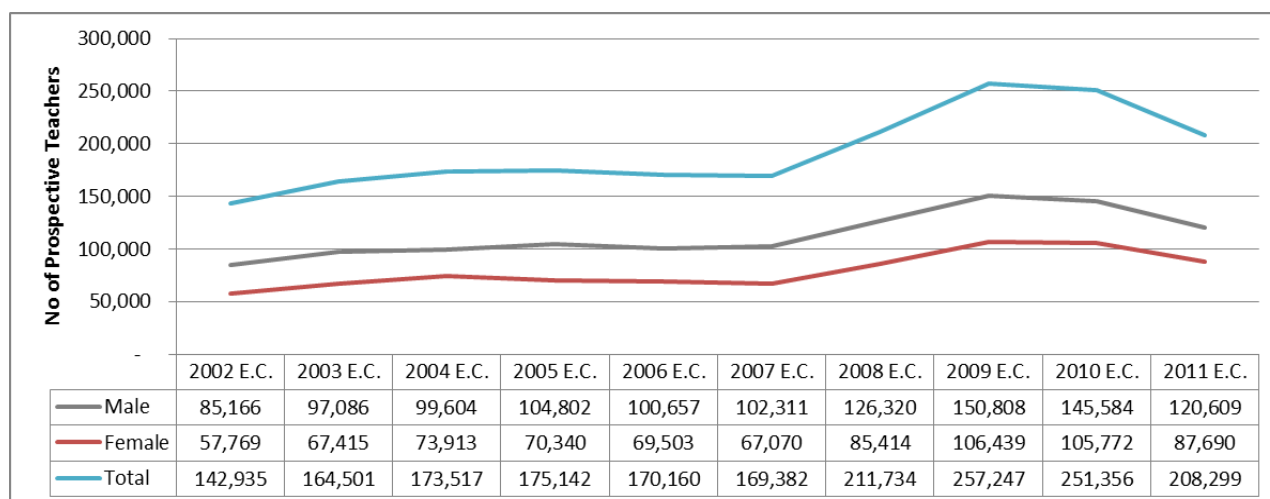
With respect to modality, majority of prospective teachers enrolled under New Modality in all programs, constituting 85.3% of the total enrollment. From the new modality, majority of the prospective teachers enrolled under “Specialist”.

**Table 9.2 Enrolments by Program, Modality and Sex, 2011 E.C. (2018/19)**

Modality	Program								Total
	Regular		Extension		Summer		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	
Linear Modality	9,589	4,790	5,861	2,748	3,670	1,933	19,120	9,471	28,591
Cluster Modality					1,355	686	1,355	686	2,041
New Modality	22,276	18,475	42,261	31,050	35,597	28,008	100,134	77,533	177,667
Specialist	17,669	14,008	29,494	19,555	26,871	19,715	74,034	53,278	127,312
Generalist	3,494	3,318	5,087	4,376	6,008	5,578	14,589	13,272	27,861
Integrated	964	769	7,359	4,763	2,400	1,569	10,723	7,101	17,824
Others	149	380	321	2,356	318	1,146	788	3,882	4,670
<b>Total</b>	<b>31,865</b>	<b>23,265</b>	<b>48,122</b>	<b>33,798</b>	<b>40,622</b>	<b>30,627</b>	<b>120,609</b>	<b>87,690</b>	<b>208,299</b>

Chart 9.2 below also shows enrollment trend in the last ten years. The chart shows that enrolment in CTEs has increased since 2002 E.C. with the exceptional decrease in 2006 E.C. and 2007 E.C. and a decrease in 2010 E.C. and 2011 E.C. It should also be clear that, even though the data have been increasing from 2002 E.C., there was still a problem of getting the perfect result since all CTEs couldn't submit their data as required.



**Chart 9.2 Trends in Prospective Teachers' Enrolment, 2002 E.C.-2011 E.C. (2009/10-2018/19)**

## 9.2. Attrition of Prospective Teachers in CTEs

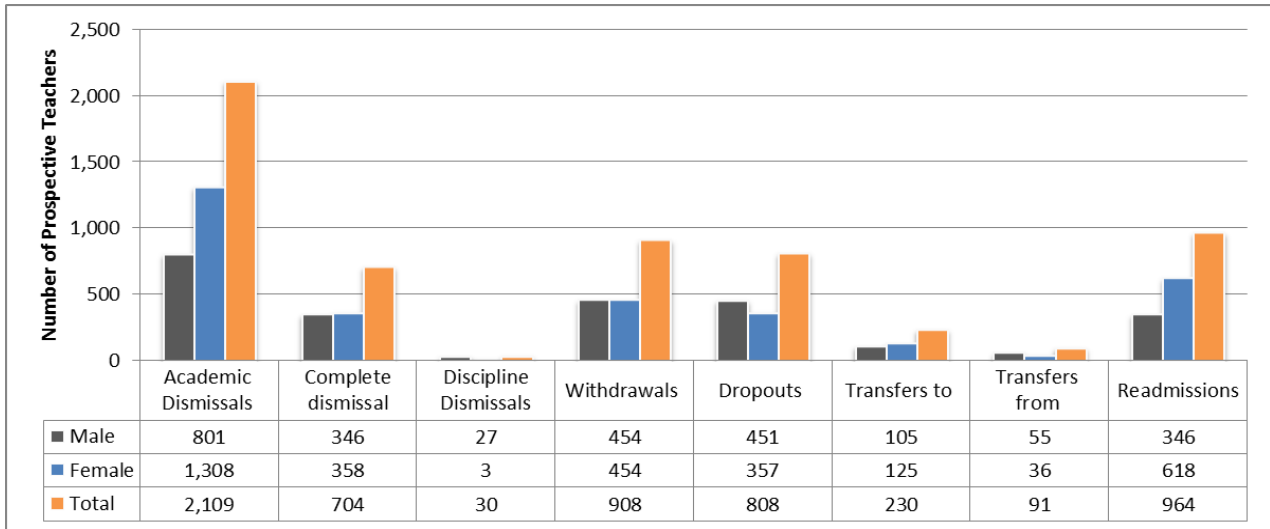
Similar to that of enrollment, data was collected on attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons of attrition entitled by “Attrition and Other Information” as shown in the table and chart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

Table 9.3 and Chart 9.3 below show the attrition amount that prospective teachers left the CTE system with different reasons. It can be seen from the table and chart that “academic dismissal with readmission” is the reason with the highest figure, with 36%.

**Table 9.3 Attrition of Prospective Teachers by Program, Reason and Sex, 2011 E.C. (2018/19)**

Reasons for attrition	Regular		Extension		Summer		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Academic Dismissals with readmission of previous semester	224	391	486	666	91	251	801	1,308	2,109
Academic Dismissals for good (complete dismissal) of previous semester	123	172	215	139	8	47	346	358	704
Discipline Dismissals of previous semester	17	2	6	1	4	0	27	3	30
Withdrawals of previous semester	186	149	240	272	28	33	454	454	908
Dropouts of previous semester	137	105	268	236	46	16	451	357	808
Transfers to other institutes in the previous semester	51	80	6	22	48	23	105	125	230
Transfers from other institutes in this semester	18	18	15	11	22	7	55	36	91
Readmissions of this semester	138	177	128	228	80	213	346	618	964
<b>Total</b>	<b>894</b>	<b>1,094</b>	<b>1,364</b>	<b>1,575</b>	<b>327</b>	<b>590</b>	<b>2,585</b>	<b>3,259</b>	<b>5,844</b>

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

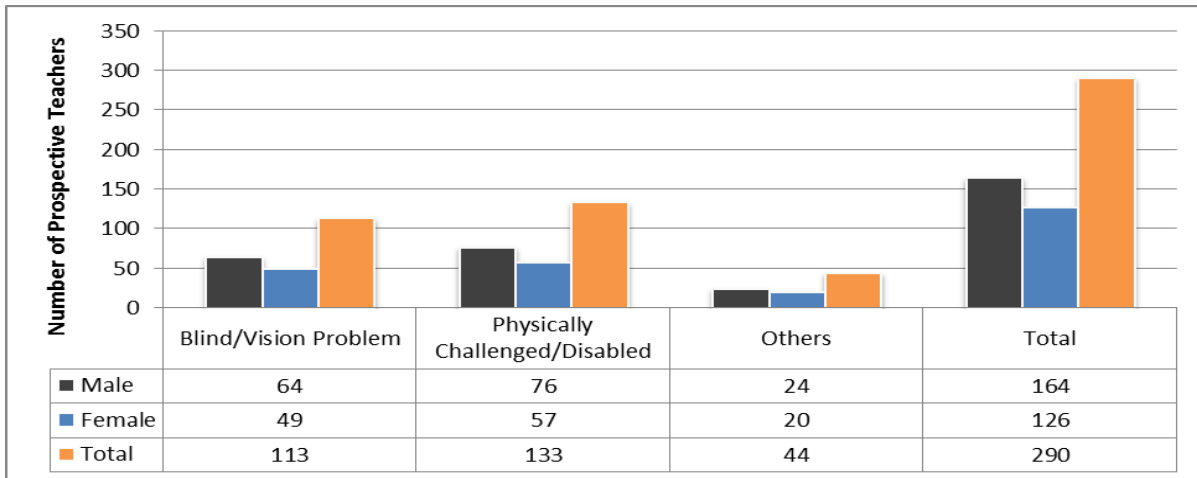


### 9.3. Prospective Teachers with Special Needs in CTEs

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

Chart 9.4 shows there are a total of 290 prospective teachers enrolled in 2011 E.C. with special education needs nationally; from which “Physically Challenged” has the largest share, with 45.9%. However the data used in this analysis has been subjected to very low response rate.

**Chart 9.4 Prospective Teachers Enrolled with Special Needs, 2011 E.C. (2018/19)**



## 9.4. Graduates from CTEs

In 2011 E.C. the total number of graduates in all programs is 86,363, which has an increment of 44 percentage points from the 2010 E.C. data. The Extension program took the largest share of the graduates this year, with 39.3% of the total graduates. With respect to modality, more than three-fourth of the graduates are from “new Modality”. The number of female graduates in all programs in this year is 42%, which shows a 0.3 percentage point increment from last year. The table below shows graduates by program, modality and sex.

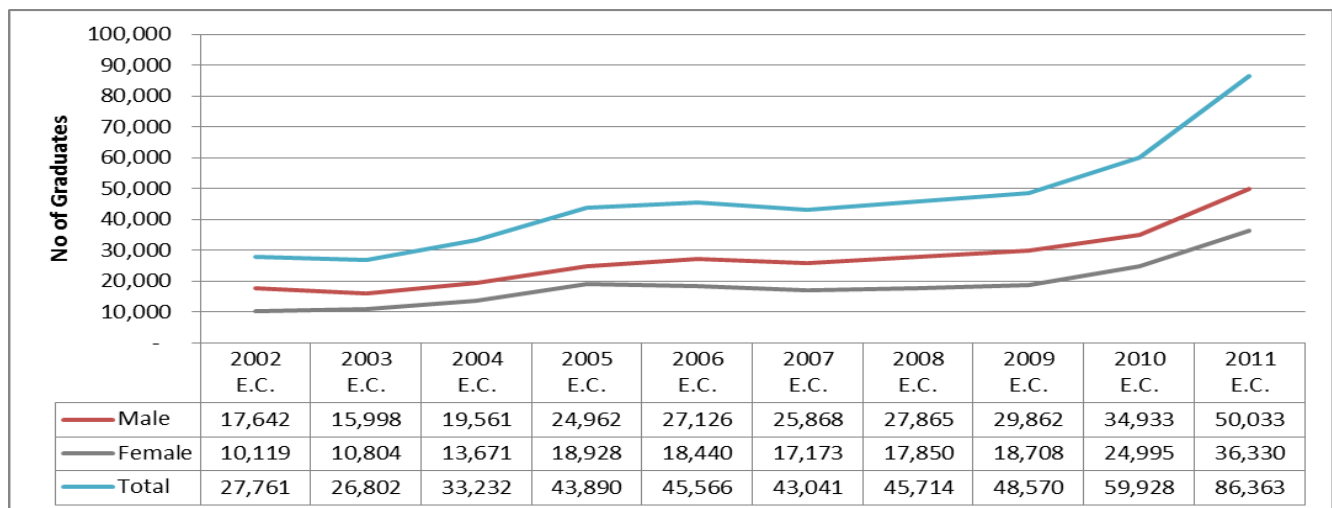
**Table 9.4 Graduates by Program, Modality and Sex, 2011 E.C. (2018/19)**

Modality	Program						Total		Total
	Regular		Extension		Summer		Male	Female	
	Male	Female	Male	Female	Male	Female			
Linear Modality	2,808	1,380	3,126	1,622	1,388	616	7,322	3,618	10,940
Cluster Modality	82	10	78	62	0	0	160	72	232
New Modality	9,622	8,888	16,553	12,496	16,376	11,256	42,551	32,640	75,191
Specialist	7,246	6,362	12,571	9,349	12,248	8,453	32,065	24,164	56,229
Generalist	1,623	1,687	2,900	2,194	3,422	2,313	7,945	6,194	14,139
Integrated	671	494	1,063	904	635	411	2,369	1,809	4,178
Others	82	345	19	49	71	79	172	473	645
<b>Total</b>	<b>12,512</b>	<b>10,278</b>	<b>19,757</b>	<b>14,180</b>	<b>17,764</b>	<b>11,872</b>	<b>50,033</b>	<b>36,330</b>	<b>86,363</b>

When we look at the trend in the number of graduates, the total number has significantly increased compared to 2010 E.C.

Chart 9.6 shows the trend in the number of graduates over the last ten years, and the values didn't show any uniform increment or decrement in the number. However increments are becoming steady from 2007 E.C.

**Chart 9.6 Trends in the Number of Graduates, 2002 E.C.-2011 E.C. (2009/10-2018/19)**

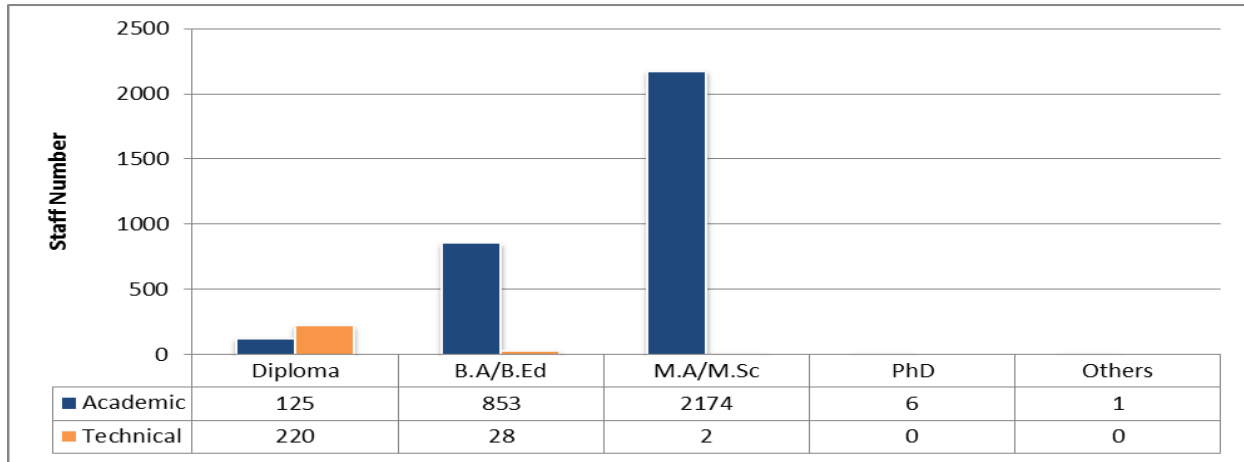


## 9.5. Staff in CTEs

### 9.5.1. Academic and Technical Staff

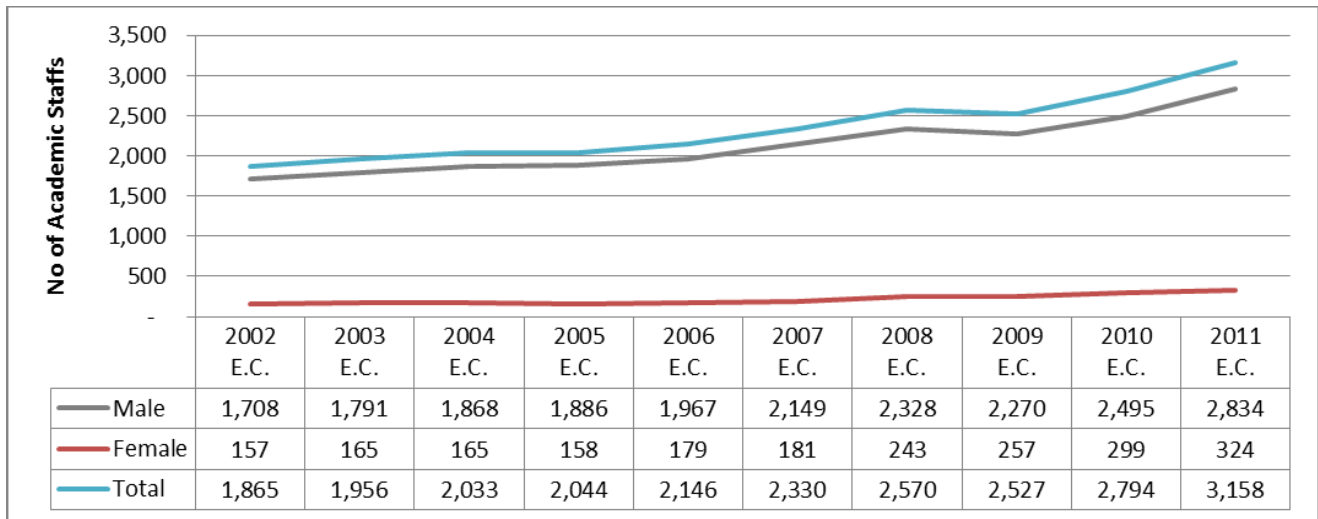
In 2011 E.C. both the academic and technical staffs of CTEs in the country were counted as 3,409, which have an increment of 275 staff members from the previous year. From this total figure, 251 of them are technical staff. Among all the staffs, the female shares are only 11%, though this number is greater by 0.2 percentage points from the previous year's data. The chart below shows the staff distribution by qualification and sex.

**Chart 9.7 Numbers of Staff by Qualification, 2011 E.C. (2018/19)**



Considering the academic staffs, the trend over the last ten years is shown in Chart 9.8. The trend shows a steady increase in the number of teachers in CTEs over the time period. The proportion of female academic staff in CTEs has remained very low, and their average annual growth rate is around 8% over the time period.

**Chart 9.8 Trends in Academic Staff, 2002 E.C.-2011 E.C. (2009/10-2018/19)**



On the other hand, majority of the academic staffs are “Lecturers” , with x% of the total, followed by “Assistant Lecturer”. However “Assistant” and “Associate” professors are only 14 in number in all CTEs. Below is the staff summary by their academic rank.

**Table 9.5 Academic and Technical Staff by Rank and Sex, 2011 E.C. (2018/19)**

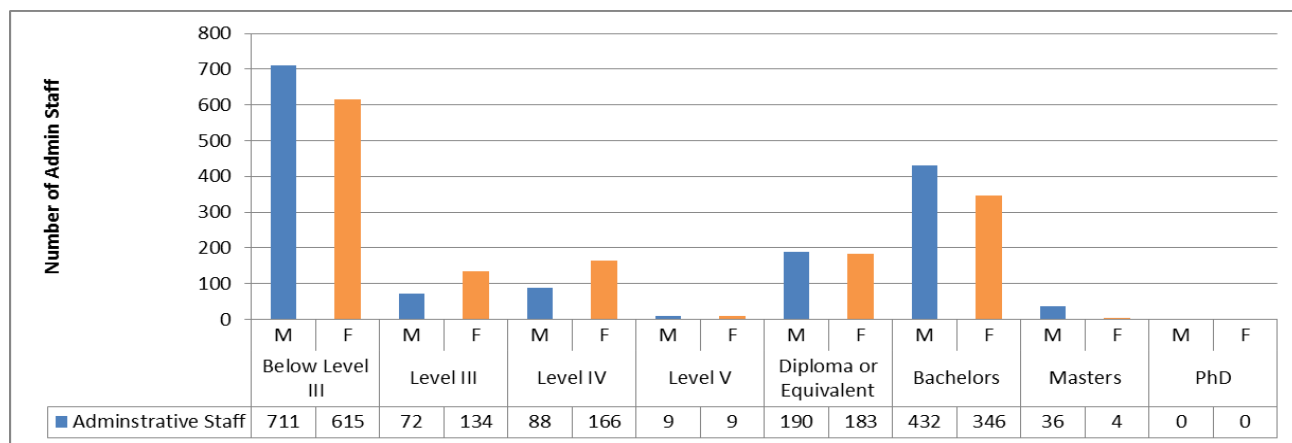
Rank	Academic Staff			Rank	Technical Staff		
	Male	Female	Total		Male	Female	Total
Graduate Assistant I	41	23	64	Technical Assistant	69	19	88
Graduate Assistant II	77	18	95	Senior Technical Assistant	82	13	95
Assistant Lecturer	525	70	595	Chief Technical Assistant I	34	8	42
Lecturer	1,986	209	2,195	Chief Technical Assistant II	7	3	10
Assistant Professor	13	-	13	Others	11	7	18
Associate Professor	1	-	1	<b>Total</b>	<b>203</b>	<b>50</b>	<b>253</b>
Professor	-	-	-				
Others	41	8	49				
<b>Total</b>	<b>2,684</b>	<b>328</b>	<b>3,012</b>				

Note that, due to incomplete/incorrect rankings, the total number of academic staff may vary when counted “By Qualification” and “By Rank”.

### 9.5.2. Administrative Staff

In 2011 E.C. the total number of administrative staffs in all CTEs is 2,995; with 48.7% of them are females. From this total figure, 39.8% are Diploma and above. The chart below shows the staff distribution by qualification and sex.

**Chart 9.9 Administrative Staff, 2011 E.C. (2018/19)**



## 9.6. Staff Attrition

Similar to the attrition of prospective teachers, data was collected on attrition of all staffs in the CTEs; Academic, Technical and Administrative. In 2011 E.C. the total staff attrition accounts to be 399.

Table 9.6 below shows the attrition of staffs that left the CTE with different reasons. It can be seen from the table that “Government Appointment” is the reason with the highest figure, with 45% of the total attrition value.

**Table 9.6 Academic and Technical Staff by Rank and Sex, 2011 E.C. (2018/19)**

Reasons for attrition	Academic		Technical		Administrative	
	Male	Female	Male	Female	Male	Female
Government Appointment	65	7	5	0	51	52
Transfer to other Higher Education Institutions	73	13	3	1	6	7
Transfer to other Gov't Agencies	6	0	2	0	9	5
Resignation	14	1	1	0	23	7
Retirement	10	2	0	0	9	8
Death	8	0	1	0	1	2
Discipline	0	0	0	0	0	0
Other	0	0	0	0	6	1
<b>Total</b>	<b>176</b>	<b>23</b>	<b>12</b>	<b>1</b>	<b>105</b>	<b>82</b>

# 10. Refugee Education

## 10.1. Introduction

Today, Ethiopia is one of the countries that host most of the refugee's children in the world. Up to the most recent report, there are more than 628,585 refugees in the country, who come mostly from South Sudan, Somalia, Eritrea, Sudan and Yemeni. The Ministry of Education calculates that more than 60% of them are children in age of schooling.

Ethiopia's long history hosting refugees dates back to 1951 at the Convention on the Status of Refugees and its 1967 Protocol, and at Convention on Governing the Specific Aspects of Refugee Problems in Africa in 1969

Table 9.6 below shows the attrition of staffs that left the CTE with different reasons. It can be seen from the table that "Government Appointment" is the reason with the highest figure, with 45% of the total attrition value.

Most recently, based on the 2004 National Refugee Proclamation and the Global Refugee Education Strategy 2012 – 2016, the country developed the Ethiopian Refugee Education Strategy 2015 – 2018. This strategy, implemented since, is aligned with the Education Sector Development V of the Ministry of Education and its main objective is to enhance the access to education of refugee children.

In 2016, at the Leaders' Summit in New York, Ethiopia re-affirmed its commitment to the protection of refugees and the provision of basic services such as education. There, the Government promised to continue improving the enrolment of all refugee children, without any discrimination, by adopting the Comprehensive Refugee Response Framework (CRRF).

The implementation at the federal and regional level of the Comprehensive Refugee Response Framework (CRRF) in Ethiopia and the adoption of the 2017 Djibouti Declaration on Education for Refugees, Returnees, IDPs, and Host Communities' (as IGAD member state) have strengthened these commitments and have paved the way for the inclusion of refugee education into the national education system.

More recently, the country's efforts and commitment to advance the quality of life of these children was acknowledged by the allocation of the global fund: 'Education Cannot Wait' (ECW). In the recent year, this fund has been crucial to help the sector shift towards greater inclusion of refugees into the national systems, policies, and programs. Accordingly, the National Refugee Proclamation was amended with an additional provision of resources in the present year.

All these efforts include opening new and expanding old schools' facilities; expanding the teacher force; including refugee education in the national system, planning and policies to improve the quality and the relevance of the refugee education. Concerted efforts from education partners in Ethiopia also contributed to launch of projects including Education Cannot Wait (ECW) for improving access to education by refugee and host community children and youth in Gambella and Benishangul-Gumuz regions.

To have a better understanding of the challenges, UNHCR and ARRA had worked closely with Ministry of Education to integrate refugee education into the national Education Information Management System (EMIS). The customization of EMIS for refugee education began in 2016, which resulted in the first publication that comprises refugee data on the Annual Education Abstract for the 2016/2017 academic year.

Efforts to establish strong linkage between national and refugee education systems has been producing positive results in some key areas. Among these key areas is MoE's supports refugee education program in administration of placement examination and assessment of core learning competency targeting children and young refugees who could not present education certificates from their countries of origins. With support from development partners, the Regional Education Bureaus in refugee-hosting regions have extended key quality enhancing initiatives to refugee schools including national standards assessments, supportive inspection and supervision, and capacity development of refugee schools to develop school improvement plans. National Colleges of Teacher Education have included refugee teachers into accelerated training and upgrading programmers.

Therefore, this abstract is the second of its kind for refugee education. The Education Sector Annual Abstract 2018/19 (ESAA) continue capturing key indicators in the refugee's population at different levels of education: pre-primary, primary and secondary. Moreover, it is the first time that time comparisons on how the provision of education in the refugee camps has evolved.

As of June 2019, the number of school-age refugee children in Ethiopia was 383,6531. From them, 208,525 (54.3%) were enrolled in 169 schools in or around five refugee camps<sup>2</sup>.

Provision of education for refugees is massively challenging due in part to the continuing influx of refugees, the trauma which children may have experienced as a result of displacement, the differences in the curriculum and the language instruction, and the educational delays due to lack of schools or insecurity in their countries of origin. Despite significant efforts to increase

access to quality education for refugee children in Ethiopia, challenges still remain in the areas of access, quality, equity and safe-learning environment. Despite increasing the share of students enrolled, close to 45% of the school-age children are still out of school; classrooms and teachers as well as education materials are in short supply and the majority of the refugee schools still don't fulfil the minimum standards of a safe learning environment.

As stipulated in National Refugee Education Strategy (2015-2018), the importance of implementing Education Management Information System (EMIS) for measuring progress of refugee education is a top

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<sup>1</sup> This data does not include refugee students in urban centers, who are enrolled in over 166 government schools in Addis Ababa and other major cities. Over 22,000 refugees are residing in Addis Ababa and refugee students' enrollment is believed to have been also captured through the national EMIS.

<sup>2</sup> Compared to last year, the number of refugee schools was decreased from 175 to 169. The reason is that this six schools have been integrated to the community schools.



priority. The Strategy recognizes the significance of partnership with Ministry of Education (MoE) and other stakeholders for the establishment of EMIS for refugee education.

The inclusion of refugee education data in the National Statistical Abstract for the second time is the result of a collaborative engagement between the Ministry of Education, the Agency for Refugees and Returnee Affairs (ARRA), UNHCR, and UNICEF, and it marks an important milestone in the integration of refugee education into the national education system.

## 10.2. Summary Tables

Compared to May 2018, the school-age population decreased from 401,840 students to 383,653 in June 2019. However, it is estimated that the age structure of the refugee population was modify. While in the previous year the school-age population represented approximately 44% the refugee population, this year the share is estimated on 60%.

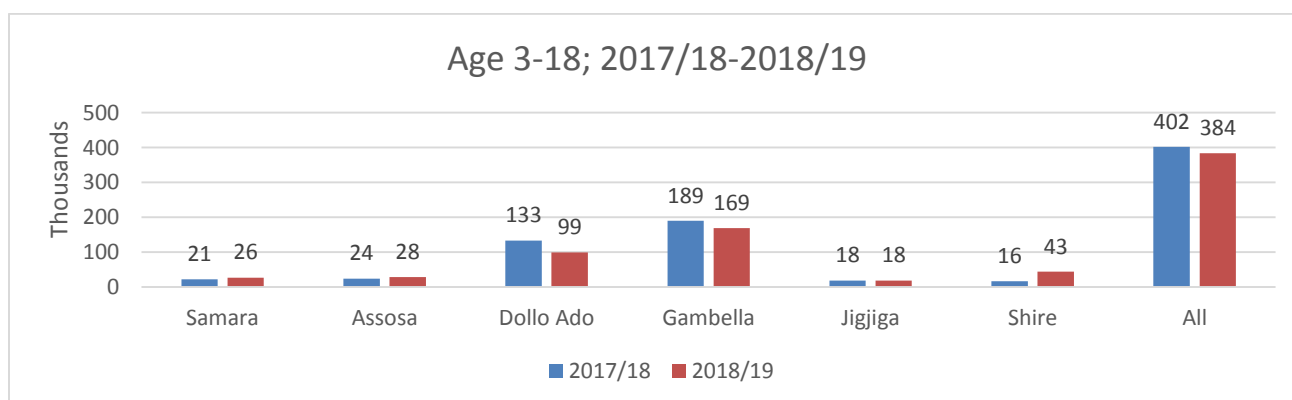
**Table 10.1 Refugee school age population in 2017/18**

Location	Age 3-6			Age 7-14			Age 15-18			Age 3-18		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	3351	3347	6698	7466	7056	14522	2511	2438	4949	13328	12841	26169
Assosa	4576	4239	8815	7270	6403	13673	3302	2185	5487	15148	12827	27975
Dollo Ado	12447	12255	24702	27161	26365	53526	10766	9808	20574	50374	48428	98802
Gambella	28863	28790	57653	43970	40696	84666	15077	11584	26661	87910	81070	168980
Jigjiga	2331	2375	4706	4251	4180	8431	2615	2615	5230	9197	9170	18367
Shire	4209	4124	8333	11118	8298	19416	9423	6188	15611	24750	18610	43360
<b>Total</b>	<b>55777</b>	<b>55130</b>	<b>110907</b>	<b>101236</b>	<b>92998</b>	<b>194234</b>	<b>43694</b>	<b>34818</b>	<b>78512</b>	<b>200707</b>	<b>182946</b>	<b>383653</b>

**Table 10.2 Number and type of schools by school-age population**

Location	Population Age 3-18	ECCE	Primary	Secondary
Samara	26169	2	2	0
Assosa	27975	22	6	4
Dollo Ado	98802	19	21	3
Gambella	168980	32	23	6
Jigjiga	18367	13	3	3
Shire	43360	3	4	3
<b>Total</b>	<b>383653</b>	<b>91</b>	<b>59</b>	<b>19</b>

**Chart 10.1 Refugee Population for two academic years**

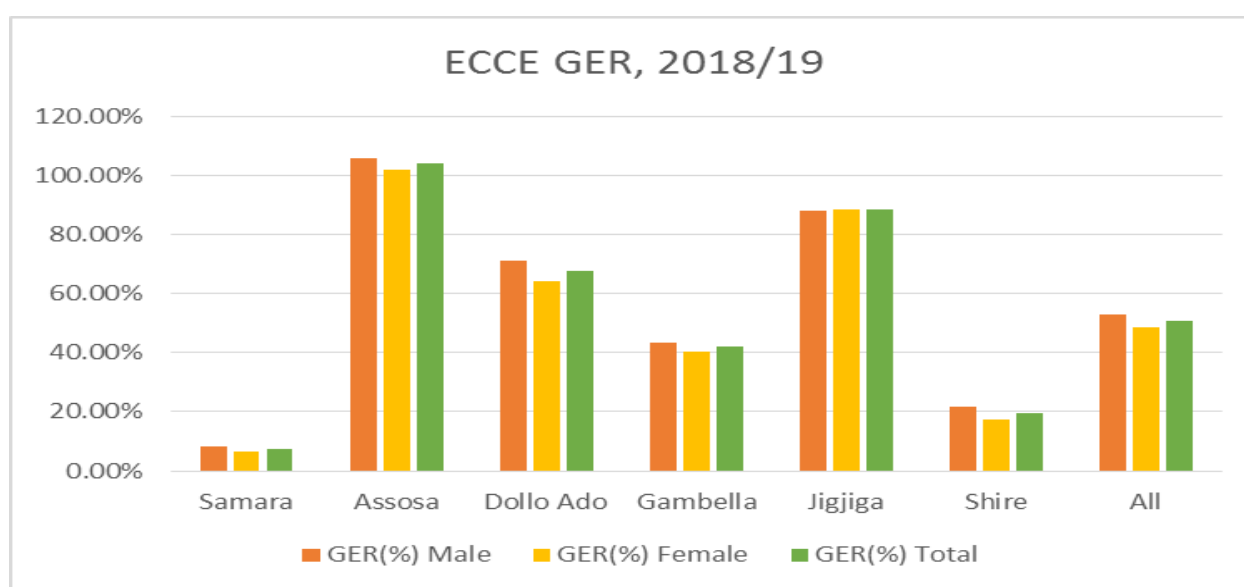


### 10.3. Enrollment by sub-sector

**Table 10.3 Gross Enrollment Ratio (GER) in Early Childhood Care and Education (ECCE), 2018/19**

Location	Age 3-6			Enrolment			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	3351	3347	6698	275	224	499	8.21%	6.69%	7.45%	0.81
Assosa	4576	4239	8815	4841	4321	9162	105.79%	101.93%	103.94%	0.89
Dollo Ado	12447	12255	24702	8870	7863	16733	71.26%	64.16%	67.74%	0.89
Gambella	28863	28790	57653	12544	11660	24204	43.46%	40.50%	41.98%	0.93
Jigjiga	2331	2375	4706	2056	2099	4155	88.20%	88.38%	88.29%	1.02
Shire	4209	4124	8333	912	723	1635	21.67%	17.53%	19.62%	0.79
<b>All</b>	<b>55777</b>	<b>55130</b>	<b>110907</b>	<b>29498</b>	<b>26890</b>	<b>56388</b>	<b>52.89%</b>	<b>48.78%</b>	<b>50.84%</b>	<b>0.91</b>

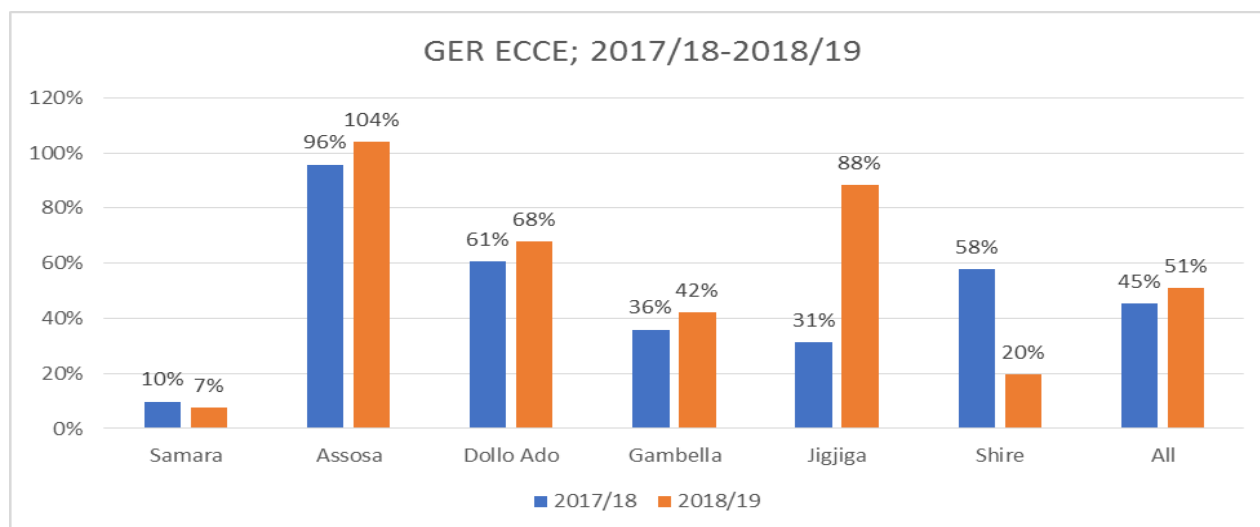
**Chart 10.2 Gross Enrollment Ratios in ECCE**



According to the above table and chart, the overall GER in ECCE was 50.84% with considerable regional variations. For instance, sub-office Assosa in Benishangul Gumuz region achieved GER of 103.94%, which is by far larger than other sub-offices. This indicates that students other than 3-6 years of age are also enrolling in pre-primary classes. However, ECCE GER was only 7.45% in Samara (Afar) and 19.62% in Shire (Tigray), and even decreased from last year. Nevertheless, the overall GER in ECCE was increased by 5.38 percentage points compared with 2010 E.C. as shows in the chart below.

Note that; Majority of the 91 ECCE schools in the camps are community-based run schools largely supported by national and international Non-Governmental Organizations.

**Chart 10.3 Gross Enrollment Ratios in ECCE by Year**



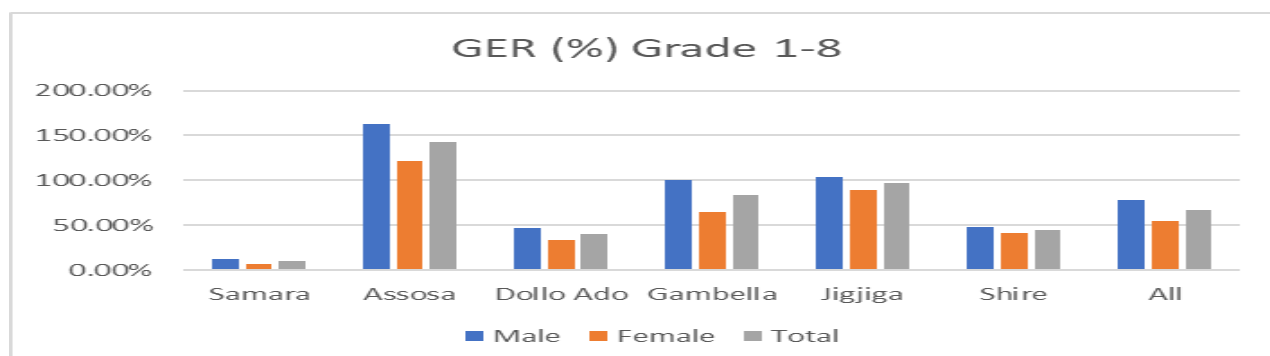
## 10.4. Primary Education

**Table 10.4 Gross Enrollment Ratio (GER) in Primary Education, 2018/19**

Location	Age 7-14			Enrolment in Primary (G 1-8)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	7466	7056	14522	938	511	1449	12.56%	7.24%	9.98%	0.54
Assosa	7270	6403	13673	11819	7775	19594	162.57%	121.43%	143.30%	0.66
Dollo Ado	27161	26365	53526	12685	8971	21656	46.70%	34.03%	40.46%	0.71
Gambella	43970	40696	84666	44415	26595	71010	101.01%	65.35%	83.87%	0.60
Jigjiga	4251	4180	8431	4395	3752	8147	103.39%	89.76%	96.63%	0.85
Shire	11118	8298	19416	5312	3458	8770	47.78%	41.67%	45.17%	0.65
<b>All</b>	<b>101236</b>	<b>92998</b>	<b>194234</b>	<b>79564</b>	<b>51062</b>	<b>130626</b>	<b>78.59%</b>	<b>54.91%</b>	<b>67.25%</b>	<b>0.64</b>

The overall GER in primary education including students enrolled is 67.25%. Nevertheless, the regional variation in GER is large: while Assosa camps have the highest GER reported of 143.30%, Samara is very much left behind with a GER of 9.98%. Camps like Gambella and Jigjiga enroll a large share of their school-age population, more than 80%. However, Dollo Ado and Shire do not reach the half of theirs.

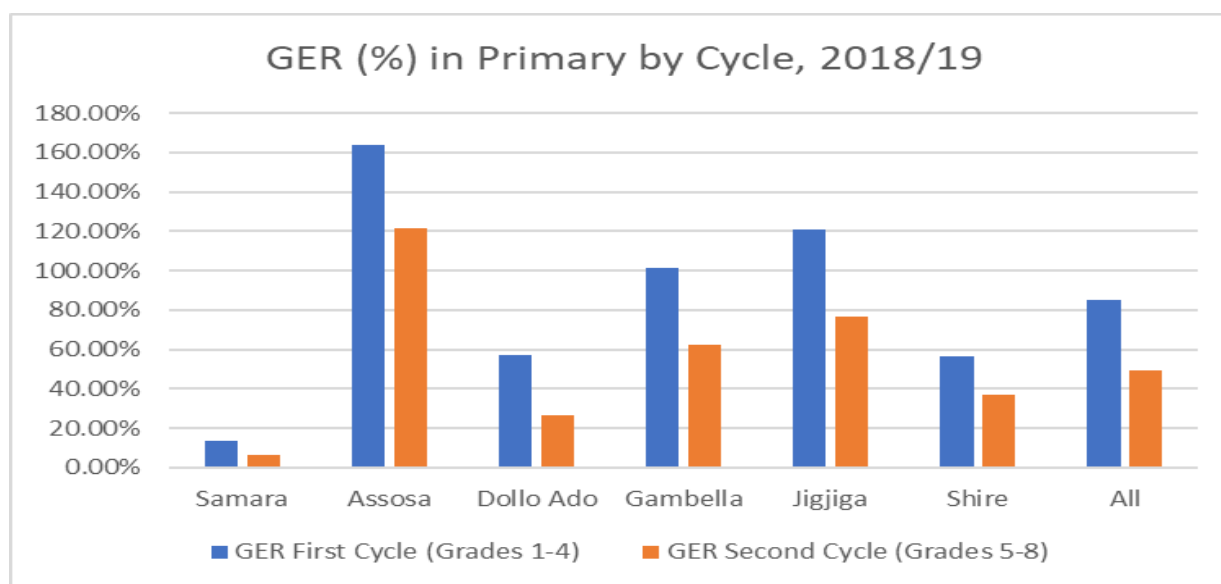
**Chart 10.4 Refugee Gross Enrollment Ratio in Primary, 2017/18**



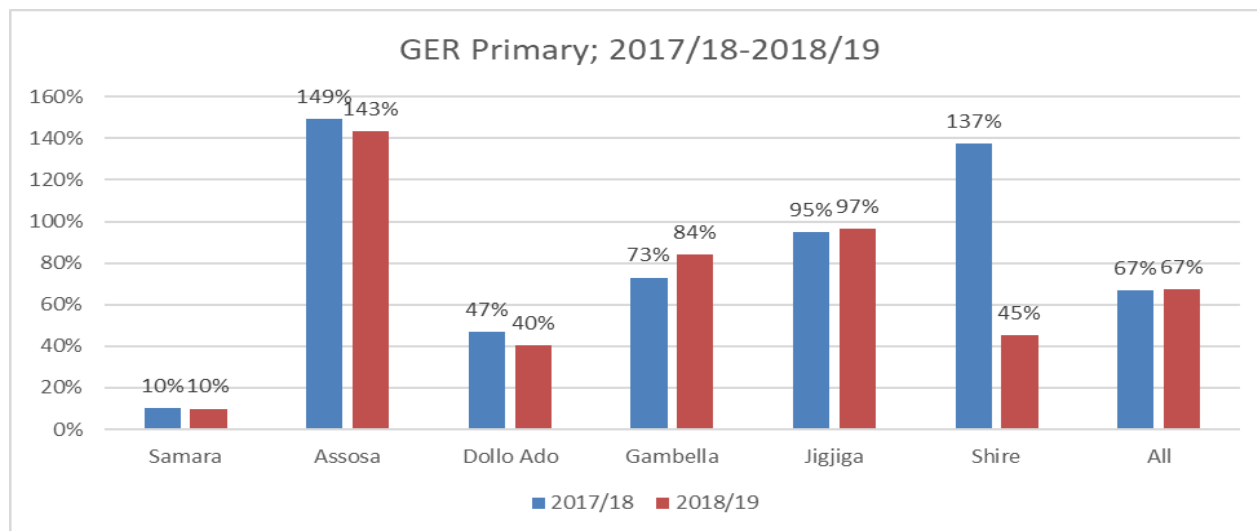
**Table 10.5 Gross Enrolment Ratio by cycles, 2018/19**

Location	GER First Cycle (Grades 1-4)			GER Second Cycle (Grades 5-8)		
	Male	Female	Total	Male	Female	Total
Samara	15.48%	11.18%	13.41%	9.29%	2.96%	6.19%
Assosa	179.72%	147.25%	164.02%	145.62%	92.52%	121.60%
Dollo Ado	62.19%	52.54%	57.38%	33.95%	18.03%	26.19%
Gambella	114.22%	88.17%	101.44%	85.38%	35.79%	62.16%
Jigjiga	127.97%	113.01%	120.55%	83.00%	70.42%	76.77%
Shire	62.98%	49.48%	56.59%	38.22%	34.89%	36.91%
<b>All</b>	<b>94.48%</b>	<b>75.24%</b>	<b>85.04%</b>	<b>63.16%</b>	<b>33.22%</b>	<b>49.18%</b>

The analysis of the Gross Enrollment Rate by cycle in primary education, shows that the concentration of enrollment stands in the first cycle. The table above shows, the GER drops from 85% in the first cycle to 49% in the second cycle. Similar to the national figure, there is large variations between camps. Although in the second cycle all camps enroll less percentage of their school-age population, the same trend on the best and worst performer camps is evidenced.

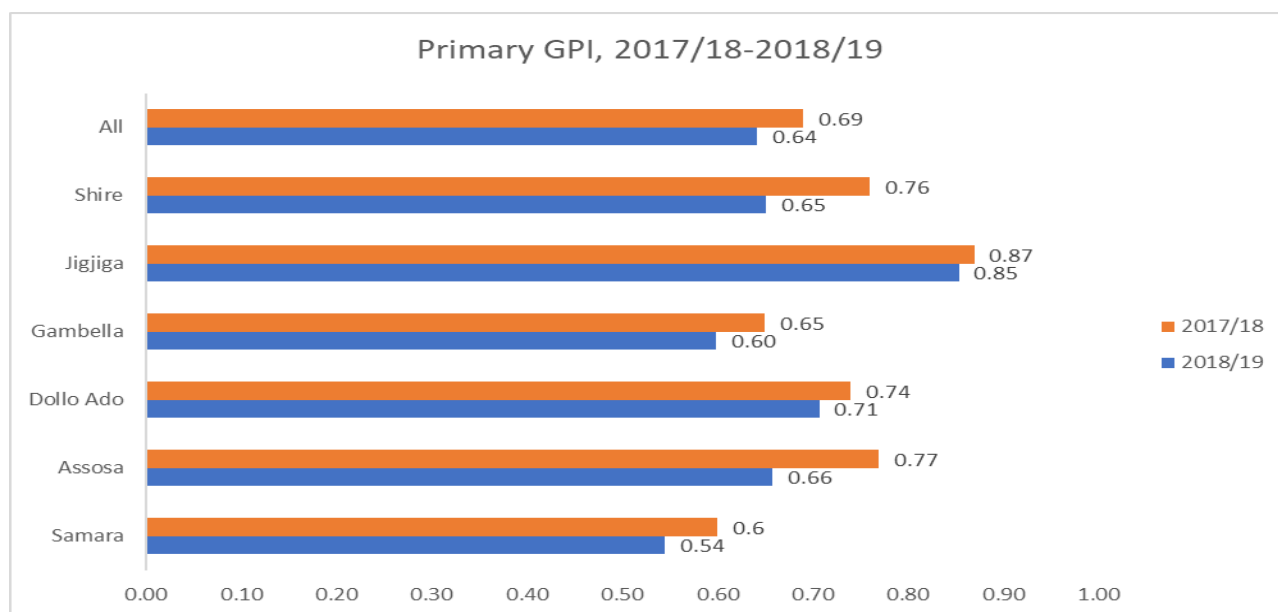
**Chart 10.5 GER by primary school cycles, 2018/19**

**Chart 10.6 Gross Enrolment Ratio Secondary (Grade 1-8) by Year**



Compared with last years’ enrolment, the GER in grades 1 to 4 dropped from 90% to 85% this year, whereas it increased from 41.5% to 49% in grades 1 to 8 in the same period. Overall, the primary Gross Enrollment Rate did not change between the two periods, it was maintained on 67%. Nevertheless, the change also varied largely across regions. For instance, Gambella increased the GER from 73% to 84%, whereas Shire had a vast decrease passing from 137% to 45%.

**Chart 10.7 Gender Parity Index in refugee primary education, 2017/18**



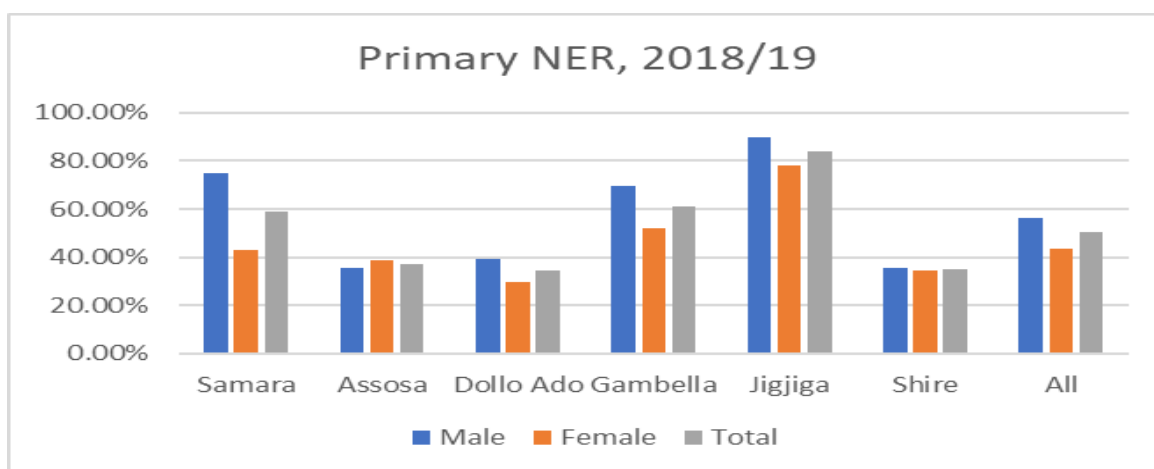
In terms of gender parity, in 2018/19, the overall GPI was 0.64. The GPI divides the number of girls enrolled on the number of boys enrolled. Therefore, a GPI of 0.63 suggest that, in all refugee camps, for every 10 boys in school there are approximately only 6 girls. The best performing camp in terms of gender equity access is Jigjiga with a GPI of 0.85. The worst performing camp is Samara with 0.54.

Compared with last year, the Gender Parity Index deteriorates 0.5 points. Worthy of attention, the reduction happened in all the camps.

**Table 10.6 Net enrollment ratio in primary education, 2017/18**

Location	Age 7-14			Enrolment in Primary (G 1-8)			NER(%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	7466	7056	14522	5575	3016	8591	74.67%	42.74%	59.16%
Assosa	7270	6403	13673	2588	2461	5049	35.60%	38.44%	36.93%
Dollo Ado	27161	26365	53526	10646	7826	18472	39.20%	29.68%	34.51%
Gambella	43970	40696	84666	30593	21152	51745	69.58%	51.98%	61.12%
Jigjiga	4251	4180	8431	3810	3255	7065	89.63%	77.87%	83.80%
Shire	11118	8298	19416	3972	2847	6819	35.73%	34.31%	35.12%
<b>All</b>	<b>101236</b>	<b>92998</b>	<b>194234</b>	<b>57184</b>	<b>40557</b>	<b>97741</b>	<b>56.49%</b>	<b>43.61%</b>	<b>50.32%</b>

**Chart 10.8 Net enrollment ratios in refugee primary education, 2017/18**



The majority of refugee children in Ethiopia come from countries where access to education has been challenging due to internal conflicts, distance to schools or limited facilities. For instance, in central or southern Somalia, formal education has been collapsed for more than 20 years and some refugees have accessed formal education in refugee camps first time in decades. Therefore, over-age enrollment in lower primary grades is expected in refugee camps. To make schooling appropriate for some over-aged children alternative basic education was introduced in refugee schools that have contributed to accelerated education of over-aged children.

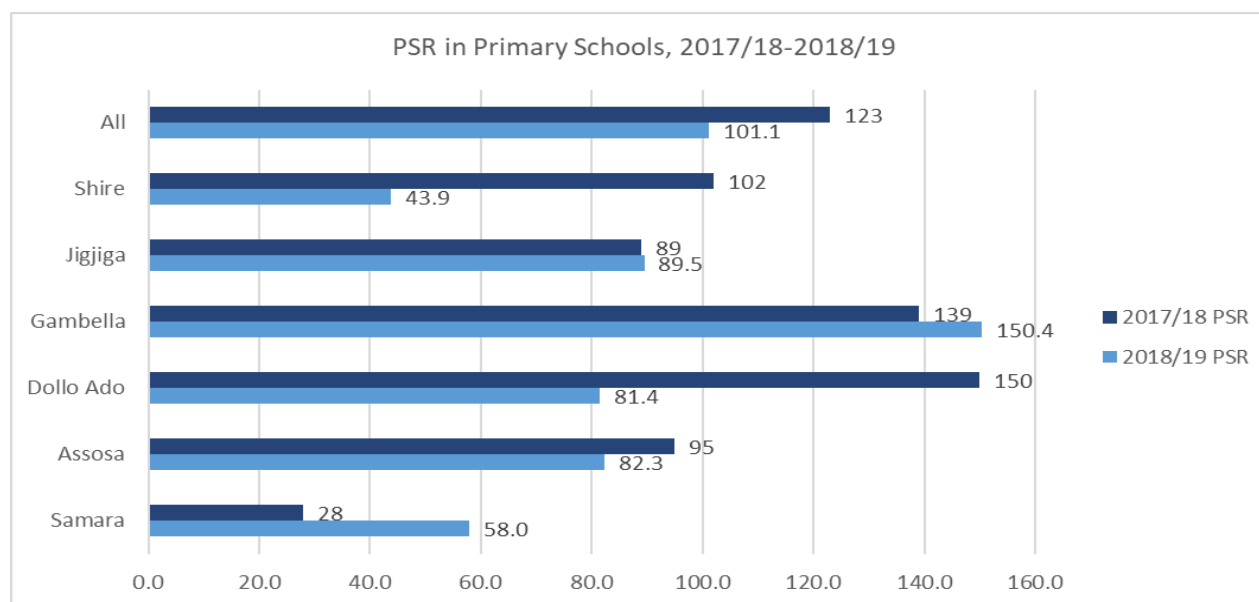
An indicator of how many students enrolled is on appropriate age of enrollment is the Net Enrollment Rate. Moreover, by comparing the primary GER and the NER, it is possible to infer the share of students that are over-aged. As the table above shows 50.32% of the refugee students enrolled in general education are enrolled in the grade corresponding to their age. Shire, Dollo Ado and Assosa present the lowest NER rounding close to 35%. Compared to last year, the NER improved from 47.6% to 50.3%.

As one of the key educational efficiency indicators, the EMIS has also captured the primary school completion ratio for the Second time. As shown in the table 4.5 above, the average completion ratio for refugee primary school in 2017/18 academic year was 22%. As the data indicates, primary schools in Samara camps in Afar region have the lowest completion ratio of 4.4%.

**Table 10.7 Student Classroom Ratio in primary schools, 2017/18**

Location	Pupil-section ration primary (G1-8)		
	Enrolment	Sections	PSR
Samara	1449	25	58.0
Assosa	19594	238	82.3
Dollo Ado	21656	266	81.4
Gambella	71010	472	150.4
Jigjiga	8147	91	89.5
Shire	8770	200	43.9
<b>All</b>	<b>130626</b>	<b>1292</b>	<b>101.1</b>

**Chart 10.9 Student Classroom Ratio in primary schools in 2017/18**

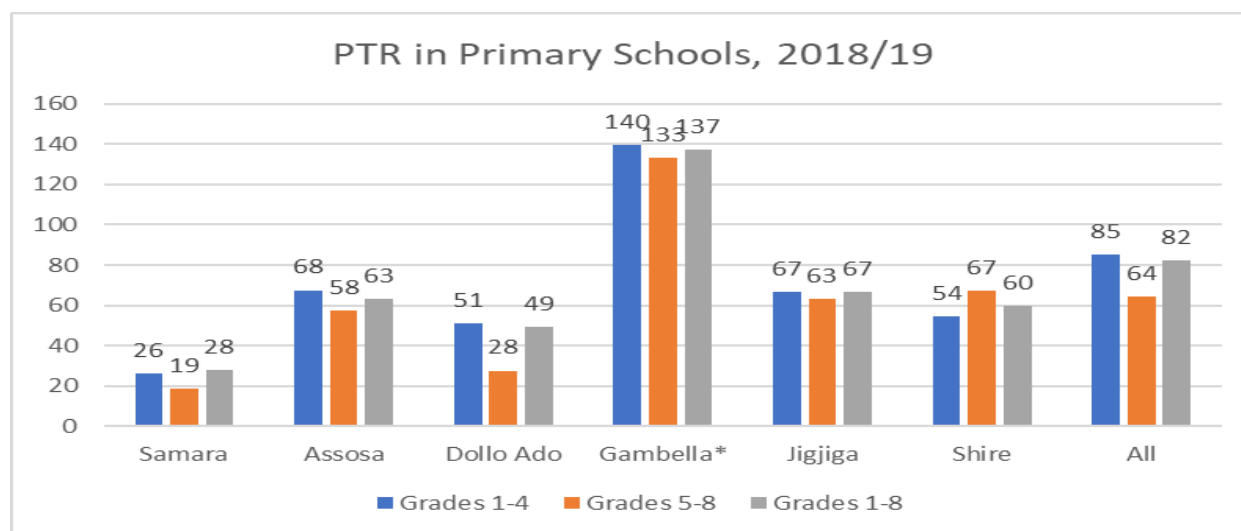


In the 2018/19 academic year, primary schools had on average 101 children learning in a classroom meant for 50 students. In Samara, where there is very low GER and NER, student-classroom ratio was 58:1 as compared to hugely overcrowded classrooms in Gambella camps where student-classroom ratio was 150:1.

Due to the big effort to improve the facilities in refugee education, the pupil-classroom ratio decreased in the last year, from 123 to 100. Camps in Shire and Dollo Ado presented the greatest improvement.

**Table 10.8 Pupil-Teacher ratio in primary schools, 2017/18**

Location	Enrolment			Number of teachers			PTR		
	Grades 1-4	Grades 5-8	Grades 1-8	Grades 1-4	Grades 5-8	Grades 1-8	Grades 1-4	Grades 5-8	Grades 1-8
Samara	1022	427	1449	39	23	52	26	19	28
Assosa	11475	8119	19594	170	141	311	68	58	63
Dollo Ado	14050	7606	21656	276	276	438	51	28	49
Gambella*	47468	23542	71010	340	177	517	140	133	137
Jigjiga	4611	3536	8147	69	56	122	67	63	67
Shire	4612	4158	8770	85	62	147	54	67	60
<b>All</b>	<b>83238</b>	<b>47388</b>	<b>130626</b>	<b>979</b>	<b>735</b>	<b>1587</b>	<b>85</b>	<b>64</b>	<b>82</b>

**Chart 10.10 Pupil-teacher ratios in primary schools in 2017/18**

In refugee primary schools on teacher teaches on average to 82 students. Although, this indicate shortage of teachers for refugee primary schools, the pupil section ratio was improved compared to last year (in 2017/18 the ratio was 108).

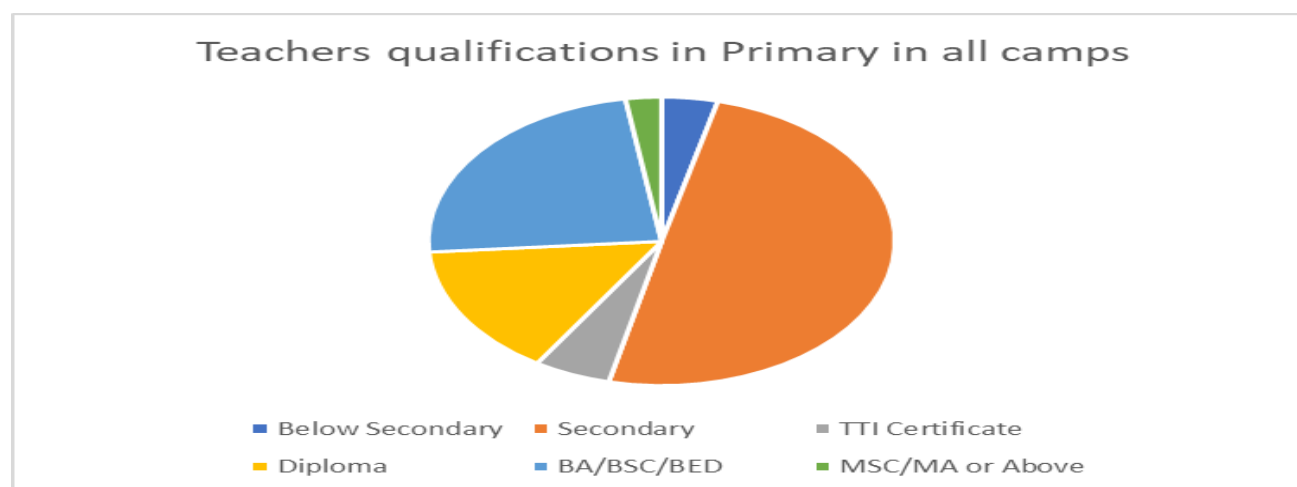
**Table 10.9 Distribution of qualification of teachers in primary school, 2017/18**

Location	Teachers qualifications					
	Below Secondary	Secondary	TTI Certificate	Diploma	BA/BSC/BED	MSC/MA or Above
Samara	15%	23%	0%	21%	40%	0%
Assosa	13%	50%	1%	7%	29%	0%
Dollo Ado	0%	0%	0%	0%	58%	42%
Gambella	0%	63%	4%	14%	18%	1%
Jigjiga	0%	11%	16%	44%	28%	0%
Shire	12%	24%	18%	19%	27%	0%
<b>All</b>	<b>4%</b>	<b>50%</b>	<b>5%</b>	<b>15%</b>	<b>24%</b>	<b>2%</b>



The previous table shows the distribution of teachers' qualifications in refugee camps. Worth of nothing is that more than 50% of the teachers only completed up to secondary education.

**Chart 10.11 Distribution of teachers qualifications in refugee education, 2018/19**



## 10.5. Secondary Education

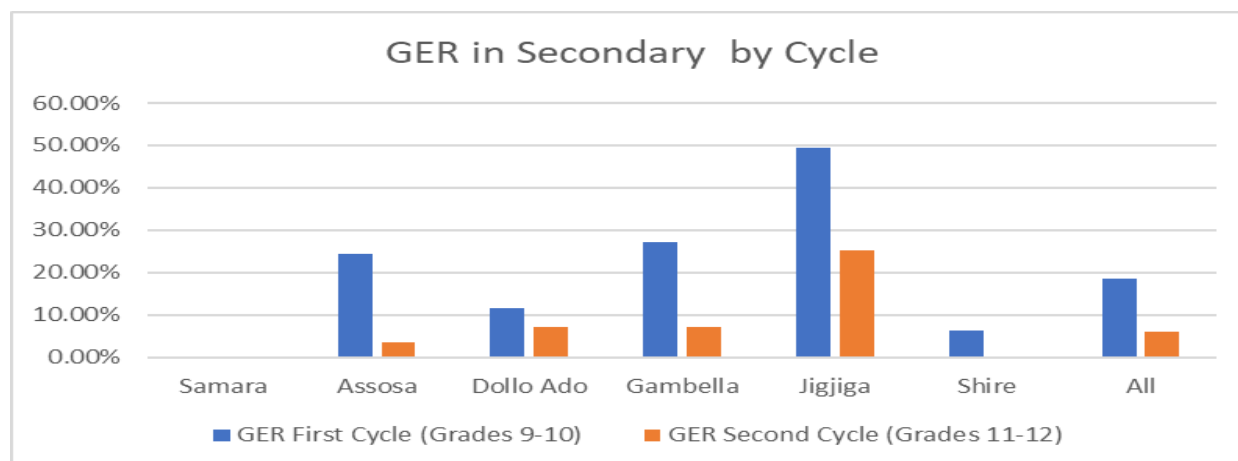
**Table 10.10 Gross Enrollment of refugee students in secondary Grade 9-10, 2018/19**

Location	Age 15-16			Enrolment First Cycle (Grades 9-10)			GER First Cycle (Grades 9-10)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	1363	1274	2637	0	0	0	0.00%	0.00%	0.00%
Assosa	1732	1204	2936	559	159	718	32.27%	13.21%	24.46%
Dollo Ado	6136	5700	11836	856	517	1373	13.95%	9.07%	11.60%
Gambella	8050	6174	14224	3223	637	3860	40.04%	10.32%	27.14%
Jigjiga	1378	1399	2777	856	517	1373	62.12%	36.95%	49.44%
Shire	4772	2779	7551	330	152	482	6.92%	5.47%	6.38%
<b>All</b>	<b>23431</b>	<b>18530</b>	<b>41961</b>	<b>5824</b>	<b>1982</b>	<b>7806</b>	<b>24.86%</b>	<b>10.70%</b>	<b>18.60%</b>

**Table 10.11 Gross Enrollment of refugee students in secondary Grade 11-12, 2018/19**

Location	Age 17-18			Enrolment Second Cycle (Grades 11-12)			GER Second Cycle (Grades 11-12)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Samara	1148	1164	2312	0	0	0	0.00%	0.00%	0.00%
Assosa	1570	981	2551	86	4	90	5.48%	0.41%	3.53%
Dollo Ado	4630	4108	8738	375	242	617	8.10%	5.89%	7.06%
Gambella	7027	5410	12437	830	44	874	11.81%	0.81%	7.03%
Jigjiga	1237	1216	2453	375	242	617	30.32%	19.90%	25.15%
Shire	4651	3409	8060	21	4	25	0.45%	0.12%	0.31%
<b>All</b>	<b>20263</b>	<b>16288</b>	<b>36551</b>	<b>1687</b>	<b>536</b>	<b>2223</b>	<b>8.33%</b>	<b>3.29%</b>	<b>6.08%</b>

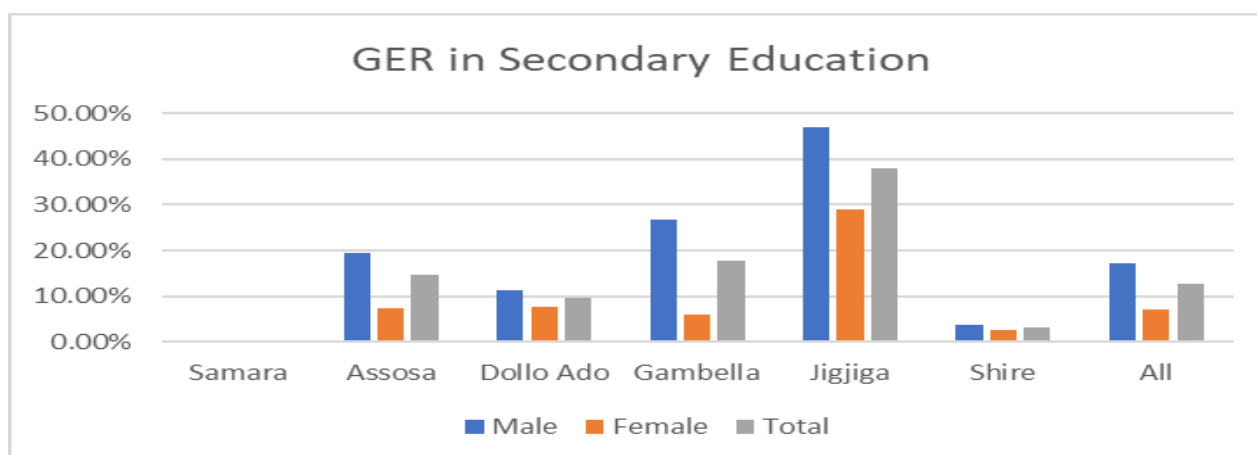
**Chart 10.12 Gross Enrolment Ratio by Cycle, 2018/19**



**Table 10.12 Gross Enrollment of refugee students in secondary Grade 9-12, 2017/18**

Location	Age 15-18			Enrolment in Secondary (G 9-12)			GER(%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Samara	2511	2438	4949	0	0	0	0.00%	0.00%	0.00%	
Assosa	3302	2185	5487	645	163	808	19.53%	7.46%	14.73%	0.25
Dollo Ado	10766	9808	20574	1231	759	1990	11.43%	7.74%	9.67%	0.62
Gambella	15077	11584	26661	4053	681	4734	26.88%	5.88%	17.76%	0.17
Jigjiga	2615	2615	5230	1231	759	1990	47.07%	29.02%	38.05%	0.62
Shire	9423	6188	15611	351	156	507	3.72%	2.52%	3.25%	0.44
<b>All</b>	<b>43694</b>	<b>34818</b>	<b>78512</b>	<b>7511</b>	<b>2518</b>	<b>10029</b>	<b>17.19%</b>	<b>7.23%</b>	<b>12.77%</b>	<b>0.34</b>

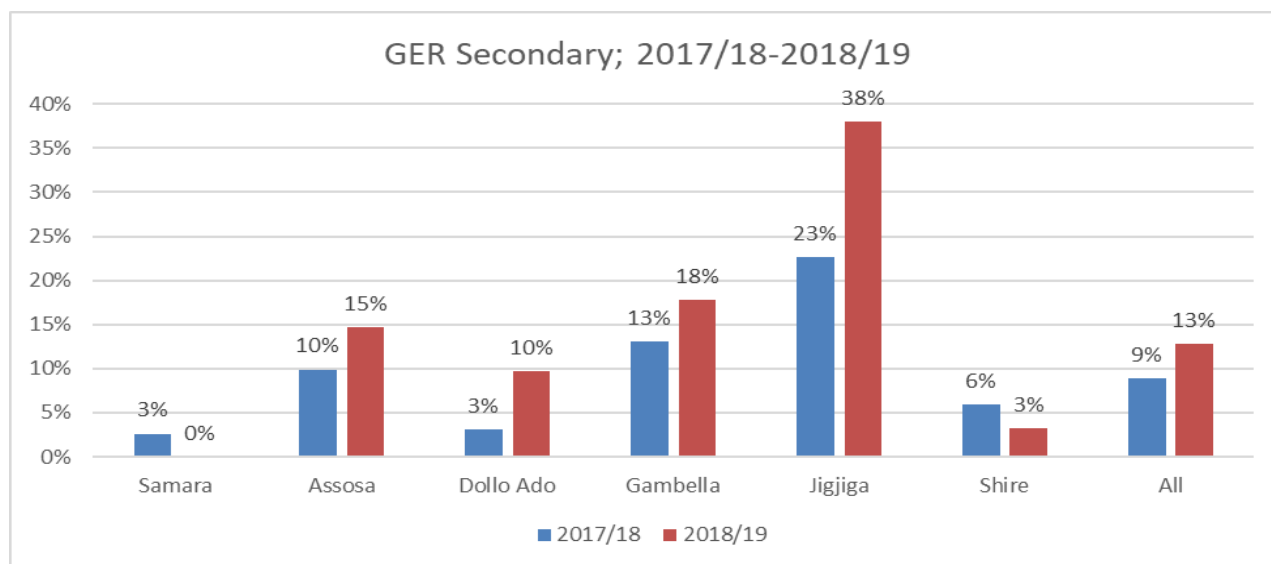
**Chart 10.13 Gross Enrolment Ratio Secondary (Grade 9-12), 2017/18**



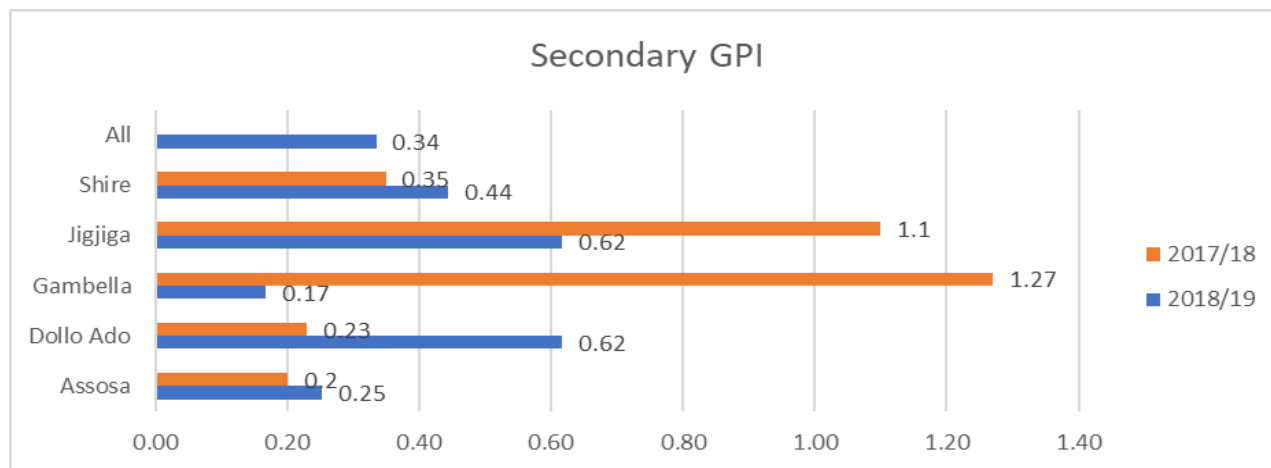
As the table above shows, the enrollment of refugee students in secondary school is minimal, only 10,029 students out of the possible 78,512 school-age population for the sub-sector. However, it is also important to note that overwhelming majority of the secondary school-age population are either still attending education at primary school level, or dropped out of primary or never been to school at all. The high over-age students in primary school also indicate that there are limited secondary school-age populations who have may have completed primary education and qualify for secondary education.

The average gross enrollment ratio in secondary schools for refugees has increased to 12.77% in 2018/19, with the highest enrollment ratio being 38.05% in Jigjiga.

**Chart 10.14 Gross Enrolment Ratio Secondary (Grade 9-12) by Year**



**Chart 10.15 Gender Parity Index by Year**



In terms of gender parity in secondary education, in 2018/19, the overall GPI was 0.34. The GPI divides the number of girls enrolled on the number of boys enrolled. Therefore, a GPI of 0.34 suggest that, in all refugee camps, for every 10 boys in school there are approximately only 3 girls studying. The best performing camp in terms of gender equity access is Jigjiga and Dollo Ado with a GPI of 0.62. The worst performing camp is Gambella with 0.17.

Compared with last year, the Gender Parity Index did not change. However, apart from Jigjiga and Gambella, the indicator increased in the other camps.

# Summary

**The Education Statistics Annual Abstract 2011 E.C. (2018/19) provides education statistical data measuring progress against educational priorities set out in the Education Sector Development Programme V (2008 – 2012 E.C./2016 – 2020 G.C) in Ethiopia.**

The publication reports on General Education (including Pre-primary, Primary, Secondary, Integrated Functional Adult Education, and Special Needs Education), Colleges of Teachers' Education (CTEs), and Education in Refugee.

## A. Objectives of the Annual Abstract

The main objectives of the report are to:

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

The abstract reports progress against 47 indicators set out in the ESDP V, as well as other measures of educational performances. Data is obtained from Regional and City Administrations Education Bureaus), Colleges of Teacher Education (CTEs) and Refugee camps.

## B. Overview of Progress

The Education Statistics Annual Abstract reports progress against a total of 47 ESDP V indicators in the year 2011 E.C., which are divided into 4 categories covering access, equity, quality, and efficiency.

Out of the 47 indicators, 10 targets were achieved, 29 were missed (from which 11 of them shown improvement from last year), and 8 have not been measured.

## C. Summary of Findings

<b>Early Childhood Care and Education</b>	<ul style="list-style-type: none"> <li>Nationally, 41% of children are enrolled in pre-primary classes</li> <li>Most enrolled in pre-primary level attend 'O' class, with 66% share of the total pre-primary enrollment. Gross enrolment in Kindergarten concentrated in Addis Ababa.</li> <li>Gender parity is very close to achieving the ESDP V target at pre-primary level.</li> </ul>
<b>Primary Education</b>	<ul style="list-style-type: none"> <li>Grade 1 is in high demand, and many students have enrolled outside the official school entry age so that the gross enrollment rate to be above 100% in all regions except in Somali and Addis Ababa.</li> <li>Transition from primary 1<sup>st</sup> cycle to primary 2<sup>nd</sup> cycle is low, with gross enrolment dropping from 127.5% to 79.8%</li> <li>The National Gender Parity Index (GPI) target has been missed, and GPI has decreased slightly since baseline and has no change from last year.</li> <li>Most of the efficiency targets for the year have been missed; Out of ten efficiency indicators only two of them met their target.</li> </ul>
<b>Secondary Education</b>	<ul style="list-style-type: none"> <li>Transition from primary to secondary education is low nationally, with notable regional disparities. Addis Ababa and Gambella perform better in gross enrollment.</li> <li>Secondary enrolment has gradually improved over time, but GER targets for the year have not been met</li> <li>Those enrolled in secondary education are more likely to be the appropriate age compared to primary education</li> <li>Transition from first cycle to second cycle is too low similar to primary education, with GER dropped from 48.5 to 14.8</li> <li>The GPI target has not been met and nationally decreased slightly from last year, however Addis Ababa and Amhara perform beyond the target value</li> </ul>
<b>Adult and Non-Formal Education</b>	<ul style="list-style-type: none"> <li>Enrolment in IFAE programs has increased over time, but there are signs of decline over the past three years</li> <li>Only 37% of the enrolled adults have graduated from two year IFAE courses this year and this figure is by far less than from last, where graduates were 60.4%.</li> <li>Females are less than males both in enrollment and graduation rate</li> </ul>

<b>Special Needs Education</b>	<ul style="list-style-type: none"> <li>• The estimated rate of enrolment at pre-primary level is just 1.3%, meaning thousands of disabled children are not accessing pre-primary education. However this figure is doubled from last year, though there is a huge gap in delivering the right data of children with special education needs.</li> <li>• 11% of children with disabilities are enrolled in primary education, whereas only 2.8% are enrolled in secondary education.</li> </ul>
<b>Teachers in General education</b>	<ul style="list-style-type: none"> <li>• 89.6% of primary school teachers (Grade 1-8) are appropriately qualified, with 8.4 percentage point's increment from last year.</li> <li>• 88.8% of first cycle and 90.4% second cycle primary teachers are appropriately qualified</li> <li>• In secondary, 94% of teachers in Grades 9-10 are qualified; however this drops to just 4% for Grades 11-12</li> <li>• The national attrition rate for primary school teachers is 2.2%, whereas this rate is 2.9% at secondary level</li> <li>• From the total number of school principals, females constitute 11.2% in primary and 6.8% in secondary schools</li> </ul>
<b>Colleges of Teachers' Education</b>	<ul style="list-style-type: none"> <li>• Enrolment in extension is higher than regular and summer programs and more men than women are enrolling nationally in all programs.</li> <li>• Trends over time show that enrolment in CTE's has increased over time; however this trend decreases in the last two consecutive years.</li> <li>• Enrollment of prospective teachers with special education needs accounts 0.14%</li> <li>• The number of graduates from CTEs has linearly increased over the last five years with the exception of this year which increases by 44 percentage points from last year.</li> <li>• 69% of the total academic staff are M.A/M.Sc and above</li> </ul>
<b>Education in Refugee</b>	<ul style="list-style-type: none"> <li>• GER for ECCE in refugee is 50.8% this year, showing a 5.3 percentage points increment from last year. Similarly GPI increased from 0.90 to 0.91</li> <li>• GER in primary increased from 67% in last year to 67.25% in this year, however GPI decreased from 0.69 to 0.64</li> <li>• The GER in secondary education is very low, performing only to 12.8%, though it has been increased from last year. Similarly GPI is too low with 0.34, though it has been increased by 0.02 percentage points from last year</li> </ul>