

Education Statistics Annual Abstract September 2019-March 2020



**FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
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Foreword

The Federal Democratic Republic of Ethiopia, Ministry of Education, is pleased to release 2019/20 Academic Year Education Statistics Annual Abstract. This annual abstract publication covers all levels of General Education; including Pre-Primary, Primary, Secondary, Adult and Non-Formal Education (ANFE), Special Needs Education, Colleges of Teachers Education and Refugee Education.

Education and training are at the centre of the Ethiopian government policies targeted at achieving middle income economy status in less than a decade. The general education sector must prepare competent young citizens with core academic knowledge and hands-on skills to feed the higher learning institutions, the TVET sector, and the world of work.

As part of this endeavour, Ministry of Education has a momentous responsibility to keep records and monitor the development 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 and reliable documentation and reporting system, which demands continuous capacity improvement that guarantees the availability of quality and timely education data and information.

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

This Education Statistics Annual Abstract provides information on General Education so that evidence-based decision can be made in any interventions to happen. Previous years educational statistics are used to analyse trends in the educational system overtime. This statistic can serve as a means to measure the success of education and training policy.

Stakeholders in education, such as researchers, publishers, legislative bodies, and development partners are welcome to use the information contained in this education statistical annual abstractt 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 to be reported to UN agencies, which enables Ethiopia to assess its achievement against the requirements of the Education Sector Development Plan and Sustainable Development Goals.



Getahun Mekuria (Dr. –Ing.)
Minister

Contents

Foreword	
Acronyms.....	iv
1. Introduction.....	1
1.1. Objective of the Report.....	1
1.2. Impact of COVID-19 on the Academic Year 2019/20 (Special Issue).....	1
1.3. Indicator Table	4
1.4. Summary Tables	6
2. Early Childhood Care and Education	8
2.1. Pre-Primary Gross Enrolment Ratio (GER)	9
2.1.1. Kindergarten.....	10
2.1.2. Child to Child	11
2.1.3. “O” Class.....	11
2.2. Pre-primary Net Enrolment Ratio (NER)	12
2.2.1. Kindergarten.....	13
2.2.2. Child to Child	13
2.2.3. “O” Class	14
3. Primary Education	15
3.1. Apparent Intake Rate	15
3.2. Net Intake Rate.....	17
3.3. Primary Gross Enrolment Ratio.....	20
3.4. Primary Net Enrolment Ratio (NER)	24
3.5. Gender Parity Index.....	28
3.6. Primary Pupil Section Ratio	29
3.7. Primary Pupil Teacher Ratio	30
3.8. Primary Repetition Rate and Dropout Rate	31
3.8.1. Repetition Rate	31
3.8.2. Dropout Rate.....	33
3.9. Survival Rate to Grade 5.....	34
3.10. Primary Completion Rate	35
3.11. Number of Primary Schools and Clusters	41
3.12. Textbooks and School Facilities	42
3.12.1. Number of Textbooks.....	42
3.12.2. School Facility Indicators.....	44
3.12.3. WASH Facilities.....	45
3.13. Enrollment Summary based on the New Education System	46
3.13.1. Primary (Grades 1-6)	46

3.13.2. Middle School (Grades 7-8).....	47
4. Secondary Education	48
4.1. Secondary Gross Enrolment Ratio (GER).....	48
4.2. Secondary Net Enrolment Ratio (NER).....	51
4.3. Gender Parity Index.....	54
4.4. Secondary Pupil Teacher Ratio.....	56
4.5. Secondary Pupil Section Ratio.....	57
4.6. Number of Schools	58
4.7. Textbooks and School Facilities.....	59
4.7.1. Number of Textbooks.....	59
4.7.2. School Facility Indicators.....	61
4.7.3. WASH Facilities.....	61
5. Adult and Non Formal Education	63
5.1. The Current Status of Adult and Non-Formal Education in Ethiopia	63
5.2. Enrolment in IFAE Programs	63
5.3. National Adult Enrolment Trend	64
5.4. Graduates in IFAE Programs.....	65
5.5. IFAE Centers	66
5.6. IFAE Facilitators	67
6. Special Needs Education	68
6.1. Enrolment of Pre-Primary Students with Disabilities.....	69
6.2. Enrolment of Primary Students with Disabilities	69
6.3. Enrolment of Secondary Students with Disabilities	70
7. Teachers in General Education.....	72
7.1. Distribution of Teachers.....	72
7.2. Government and Non-Government Distribution of Teachers	73
7.2.1. Government and Non-Government Teachers' Distribution in Kindergarten	74
7.2.2. Government and Non-Government Teachers' Distribution in Primary Schools.....	75
7.2.3. Government and Non-Government Teachers' Distribution in Secondary Schools	75
7.3. Qualification Level of Teachers	76
7.3.1. The Qualification of Primary Teachers.....	77
7.3.2. The Qualification of Secondary Teachers.....	77
7.3.3. Qualification of Teachers Based on the New Education System	78
7.4. Attrition of Teachers	79
7.4.1. Attrition of Teachers in Primary Schools.....	79
7.4.2. Attrition of Teachers in Secondary Schools	80
7.5. School Principals and Supervisors.....	82
7.5.1. Primary School Principals and Supervisors	82

7.5.2. Secondary School Principals.....	82
8. Colleges of Teachers' Education.....	84
8.1. Enrolment in CTEs	84
8.2. Attrition of Prospective Teachers in CTEs	86
8.3. Prospective Teachers with Special Needs in CTEs.....	87
8.4. Graduates from CTEs.....	88
8.5. Staff in CTEs.....	89
8.5.1. Academic and Technical Staff	89
8.5.2. Administrative Staff.....	90
8.6. Staff Attrition.....	91
9. Refugee Education.....	92
9.1. Introduction	92
9.2. Summary Tables	94
9.3. Early Childhood Care and Education (ECCE)	95
9.4. Primary Education	96
9.5. Secondary Education.....	99
Summary.....	104

Acronyms

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

1. Introduction

The Education Statistics Annual Abstract 2019/20 provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Programme V (2015 – 2020 G.C).

The publication reports on all levels of General Education; Pre-primary, Primary, Secondary, Integrated Functional Adult Literacy, Special Needs Education, Colleges of Teachers' Education (CTE), and Refugee Education.

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.

1.2. Impact of COVID-19 on the Academic Year 2019/20 (Special Issue)

The year 2020, especially from March onwards, is highly challenged by the Novel Coronavirus pandemic (COVID-19). This pandemic has created the largest disruption of the education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world's student population, up to 99 percent in low and lower-middle income countries. Ethiopia is not exceptional as the pandemic hit the Ethiopian education system hard leading to the entire closure of schools at all levels. In a response to the pandemic, the F.D.R.E. Ministry of Education had tried to use different technological approaches so as to maintain the education system. These include, but not limited to:

- Using printed materials distribution
- Using Radio and Television Transmission
- Using Social media apps like Telegram

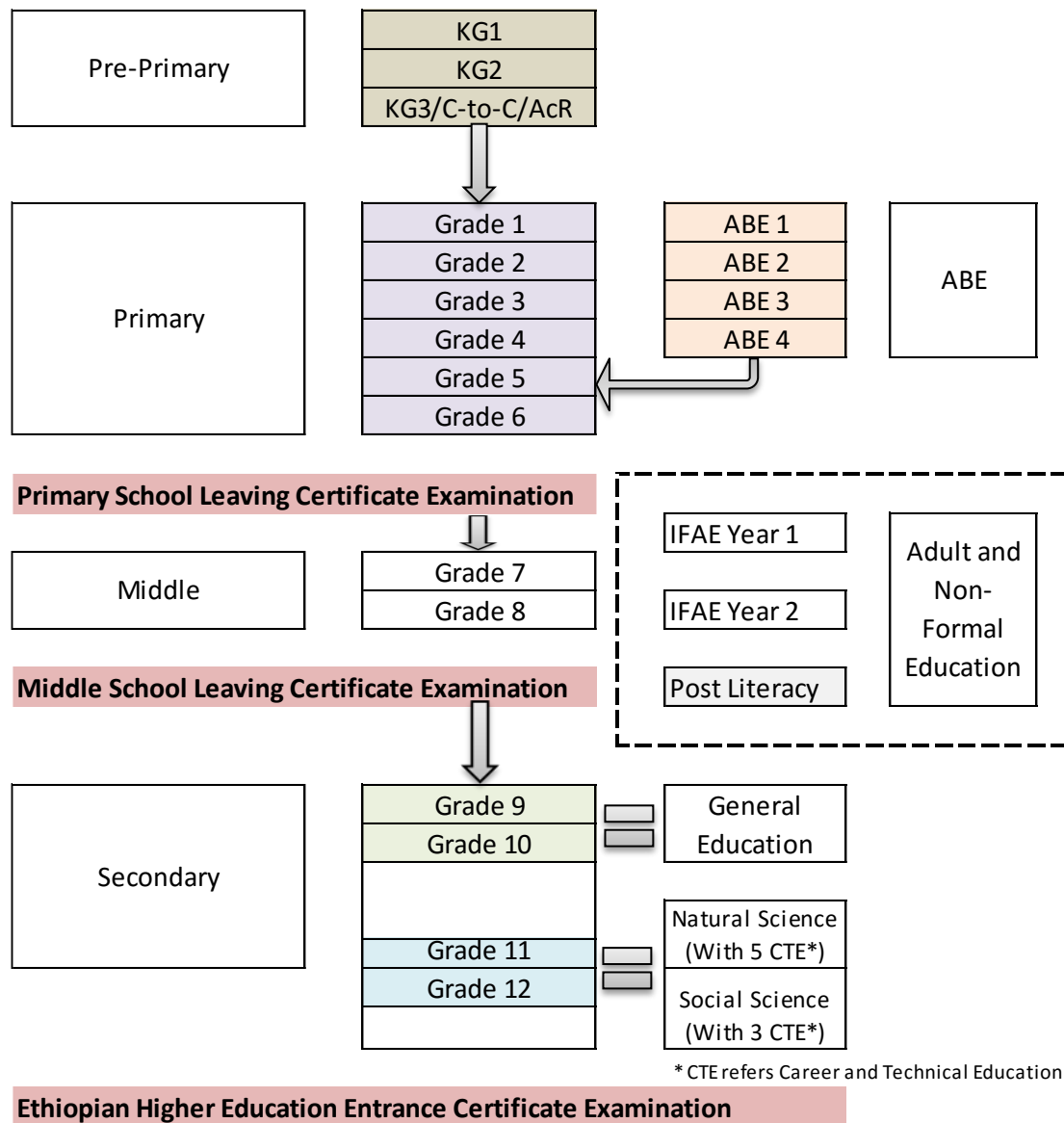
However, the approaches and efforts did not bring the required output (learning outcome) and the Government decided free promotion for the year 2020 with the exception of grades 8 and 12. For the year 2021, Even though the pandemic still exists and still a threat, the Government decided safely to reopen by making schools strictly follow the COVID 19 guidelines and protocols. It has also used shift systems to resume the school system. This shift system is aimed to decrease the number of students in a classroom and decided to teach maximum of 25 students per classroom. The Ministry also distributed face masks, sanitizer, disinfectant chemicals IR thermometer, maintaining latrine and hand washing stations for more than 25,000 schools throughout the country. The contribution of the community, donors, civic societies, Private sectors and other concerned bodies are paramount in this regard. In

addition to this, the regional governments and the local authorities mobilize resources for construction of new classrooms and achieved in short period around 78,000 class rooms all over the country.

Hence, based on the collaborative effort of different stakeholders, on the date of the approval of this abstract (December 25, 2020) almost more than 91% of schools are reopened and functional.

Note: In this report, unless otherwise stated, data in the tables and figures refer to the data for both Government and Non-Government schools

Figure 1. The New Education and Training System in Ethiopia



1.3. 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.

Table 1.1 ESDP V Indicator Table

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2019/20 Target	2019/20 Actual
Access				
1	Pre-primary GER female	33	80	44.1
2	Pre-primary GER male	35	80	46.6
3	Grade 1 NIR female	102	98	92.1
4	Grade 1 NIR male	109	98	99.8
5	Grades 1–4, including ABE, GER female	131	115	119.3
6	Grades 1–4, including ABE, GER male	143	115	132.9
7	Grades 1–4, including ABE,NER female	104	100	98.8
8	Grades 1–4, including ABE, NER male	112	100	108.8
9	Grades 5–8, GER female	63	95	78.5
10	Grades 5–8, GER male	35	95	84.9
11	Grades 5–8, NER female	50	65	64.1
12	Grades 5–8, NER male	49	65	67.4
13	Grade 1–8, including ABE, GER female	98	106	99.8
14	Grade 1–8, including ABE, GER male	105	106	109.9
15	Grade 1–8, including ABE, NER female	90	98	91.3
16	Grade 1–8, including ABE, NER male	95	98	99.3
17	Grades 9–10, GER female	37	74	48.6
18	Grades 9–10, GER male	40	74	53.5
19	Grades 9–10, NER female	21	47	26.1
20	Grades 9–10, NER male	20	47	25.7
21	Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	100	43
22	Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	100	80
Efficiency				
23	Grade 1 dropout rate female	23	9	21
24	Grade 1 dropout rate male	21	8	22
25	Grade 1–8 dropout rate female	11	4	13
26	Grade 1–8 dropout rate male	11	4	14
27	Grade 1–8 repetition rate female	8	3	5
28	Grade 1–8 repetition rate male	9	3	5
29	Survival rate to Grade 5 female	57	70	53
30	Survival rate to Grade 5 male	54	70	50
31	Completion rate to Grade 8 female	47	74	68
32	Completion rate to Grade 8 male	47	74	73

No.	ESDP V Key Performance Indicator (all targets are in percentage unless stated)	2013/14 baseline	2019/20 Target	2019/20 Actual
Quality				
33	Pre-primary teachers holding the ECCE diploma female	0	15	22
34	Pre-primary teachers holding the ECCE diploma male	0	15	31
35	Grades 1–4 teachers appropriately qualified female	63	100	92.3
36	Grades 1–4 teachers appropriately qualified male	48	100	87.9
37	Teachers in Grades 1–12 that are licensed female	0	70	20
38	Teachers in Grades 1–12 that are licensed male	0	70	27
39	Primary schools at level three or above classification – baseline set on internal inspection	21	60	7.8
40	Secondary schools at level three or above classification – baseline set on internal inspection	30	60	16.3
41	Schools (Grade 1–12) access to broadcast and digital technologies assisted instruction (all varieties)	46	83	26
Equity				
42	GPI in pre-primary (index)	0.95	1.00	0.95
43	GPI in Grades 1–8 (index)	0.93	1.00	0.91
44	GPI in Grades 9–12 (index)	0.91	1.00	0.87
45	Enrolment rate of children with SNE, Grades 1–8	4	75	11.1
46	Enrolment rate of children with SNE, Grades 9–12	7	45	2.8
47	Females as a share of school leaders (principals and supervisors)	8	20	11

1.4. Summary Tables

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

1.4.1 Trends in the Population of Ethiopia

Age Range	2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	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	5,579,635	5,387,252	10,966,887	0.08	-0.04	0.02
Age 4-6	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	4,025,237	3,909,340	7,934,577	1.03	0.90	0.97
Age 7-10	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	5,135,263	5,010,583	10,145,846	1.99	1.92	1.96
Age 11-14	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	4,710,806	4,604,319	9,315,125	0.87	-4.36	-1.89
Age 15-16	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	2,278,730	2,227,337	4,506,067	1.33	1.53	1.43
Age 17-18	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	2,232,890	2,175,880	4,408,770	1.89	2.04	1.97
Age 19-21	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	3,172,320	3,079,445	6,251,765	2.05	2.05	2.05
>21	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	23,377,216	23,810,311	47,187,527	3.53	3.50	3.52
Total	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	50,512,097	50,204,467	100,716,564	2.24	1.66	1.95

1.4.2 Gross Enrolment Trends in General Education

Level	2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Primary	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	1,874,556	1,725,040	3,599,596
Primary (1-8)	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	10,824,941	9,594,211	20,419,152
First cycle (1-4)	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	6,823,394	5,979,788	12,803,182
Second Cycle (5-8)	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	4,001,547	3,614,423	7,615,970
Secondary (9-12)	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	1,874,201	1,592,771	3,466,972
First cycle(9-10)	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	1,220,204	1,082,242	2,302,446
Second Cycle (11-12)	277,312	235,073	512,385	283,494	236,548	520,042	306,601	247,417	554,018	359,202	279,839	639,041	653,997	510,529	1,164,526

1.4.3 Trends in the Number of Teachers for General Education (Government + Non-Government)

Level	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)			2012 E.C. (2019/20)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	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	2608	32893	35501
Primary	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	316554	221042	537596
Secondary	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	102733	25008	127741
Total	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	421,895	278,943	700,838

Table 1.4.4 Primary (Grades 1-8) Gross Enrolment Trends by Region

Region	2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	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	554,156	539,409	1,093,565	-1.57	-0.42	-1.01
Afar	109,274	86,130	195,404	110,689	89,058	199,747	102,905	83,227	186,132	102,829	81,340	184,169	100,796	78,435	179,231	-2.00	-2.31	-2.14
Amhara	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	2,108,987	1,997,022	4,106,009	-1.39	-1.43	-1.41
Oromia	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	4,515,047	3,841,103	8,356,150	1.93	1.57	1.76
Somali	512,650	376,793	889,443	522,542	370,509	893,051	572,957	423,883	996,840	541,588	391,971	933,559	621,672	444,262	1,065,934	4.94	4.20	4.63
Benishangul-Gumuz	126,454	102,693	229,147	138,220	111,956	250,176	139,900	116,465	256,365	137,682	114,937	252,619	135,159	112,911	248,070	1.68	2.40	2.00
SNNP	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	2,374,969	2,140,911	4,515,880	-0.86	-0.38	-0.63
Gambella	63,798	53,601	117,399	62,681	53,080	115,761	61,028	52,895	113,923	62,973	56,059	119,032	67,705	60,387	128,092	1.50	3.03	2.20
Harari	24,290	20,027	44,317	25,299	20,648	45,947	25,751	20,710	46,461	28,680	22,665	51,345	31,002	24,587	55,589	6.29	5.26	5.83
Addis Ababa	232,626	287,244	519,870	233,670	282,115	515,785	242,899	289,102	532,001	258,563	306,159	564,722	271,997	317,665	589,662	3.99	2.55	3.20
Dire Dawa	37,973	33,611	71,584	41,237	36,513	77,750	40,337	35,816	76,153	42,995	37,109	80,104	43,451	37,519	80,970	3.43	2.79	3.13
Total	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	10,824,941	9,594,211	20,419,152	0.60	0.49	0.55

Table 1.4.5 Secondary (Grades 9-12) Gross Enrolment Trends by Region

Region	2008 E.C. (2015/16)			2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	106,227	106,794	213,021	106,028	106,287	212,315	113,658	109,632	223,290	107,650	101,755	209,405	109,378	107,819	217,197	0.73	0.24	0.49
Afar	8,587	4,628	13,215	11,763	6,562	18,325	10,133	6,098	16,231	9,900	5,754	15,654	12,454	7,769	20,223	9.74	13.83	11.22
Amhara	289,198	307,402	596,600	301,423	317,222	618,645	325,114	343,505	668,619	366,737	377,016	743,753	440,059	454,296	894,355	11.07	10.26	10.65
Oromia	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	740,081	548,946	1,289,027	15.13	12.52	13.98
Somali	33,737	17,531	51,268	34,475	17,836	52,311	41,641	23,914	65,555	45,216	25,637	70,853	55,672	32,947	88,619	13.34	17.09	14.66
Benishangul-Gumuz	16,631	13,024	29,655	18,375	14,081	32,456	20,613	15,421	36,034	21,660	15,855	37,515	23,997	17,702	41,699	9.60	7.97	8.89
SNNP	302,730	247,541	550,271	343,855	278,206	622,061	323,983	250,700	574,683	292,456	225,087	517,543	376,527	302,411	678,938	5.61	5.13	5.39
Gambella	16,755	10,021	26,776	15,206	9,546	24,752	13,734	8,769	22,503	15,434	10,260	25,694	18,576	12,462	31,038	2.61	5.60	3.76
Harari	3,784	3,448	7,232	3,765	3,410	7,175	3,978	3,485	7,463	4,525	3,629	8,154	5,133	3,836	8,969	7.92	2.70	5.53
Addis Ababa	69,572	85,888	155,460	66,977	83,395	150,372	70,029	86,225	156,254	71,902	86,548	158,450	83,821	97,247	181,068	4.77	3.15	3.89
Dire Dawa	7,593	6,430	14,023	6,996	5,986	12,982	6,873	5,841	12,714	6,840	6,147	12,987	8,503	7,336	15,839	2.87	3.35	3.09
Total	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	1,874,201	1,592,771	3,466,972	10.09	8.60	9.39

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 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.

The Government of Ethiopia through the Ministry of Education has embarked on the development of Pre-Primary Subsector largely since the launching of the National ECCE Policy Framework (2010) impacted on further learning and significantly dwells on Early Childhood Development education.

The overall goal of the ECCE Policy in Ethiopia is to improve child growth and development through improvement of ECCE services delivery. Since the introduction of the ECCE Policy in 2013, there has been a marked improvement in the quality of ECCE services in the country, enrolment and uptake of ECCE has drastically increased and generally awareness about the need for supporting ECCE has been done and taken root in most of the country.

Like other countries, the government of Ethiopia through the Ministry of Education is devoted to ensuring that all pre-primary school going children have access and equal opportunity to education, regardless of their social class, ethnicity, background or physical disabilities. Through ASC, the sector annually tracks progress towards ECCE access and equity through 5 indicators; Enrolment, GER, NER, NIR and Regional Distribution of ECCE centers in three modalities, namely the 'O' Class, Child to Child and Kindergarten.

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. The importance of ECCE is recognized by the inclusion of a specific indicator under Sustainable Development Goal 4; in line with this, one of the focus area/indicator under the SDG is "Early childhood development and universal pre-primary education" (SDG 4, Target 4.1).

"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	2013/14 Baseline	2019/20 Target	2019/20 Actual
Pre-primary GER female	33	80	44.1
Pre-primary GER male	35	80	46.6
GPI in pre-primary (index)	0.95	1.00	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, 45.4% of children are enrolled in pre-primary classes, an increase by 4.7 percentage points from the previous year's result of 40.7%

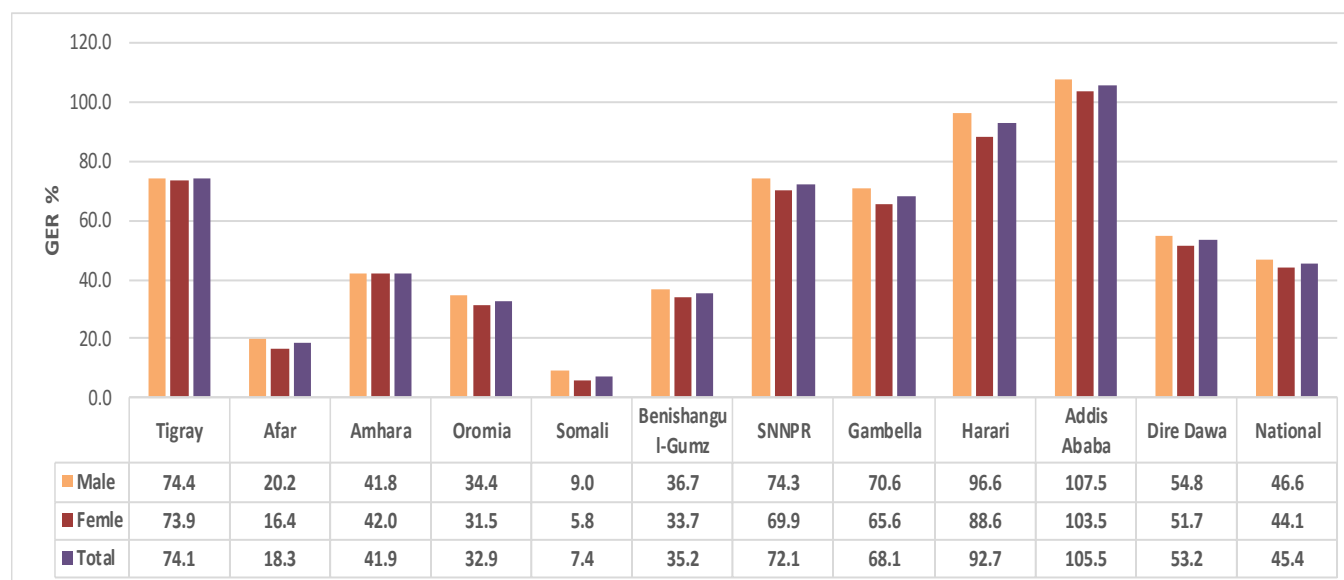
Table 2.1 and Chart 2.1 show the enrolment of pre-primary students in each region compared with the official school age population size. Enrolment in pre-primary education has fallen from 2015/16 to 2018/19 while the figure increased this year, though the ESDP V targets has been missed significantly in both sexes. The Gender Parity Index (GPI) of pre-primary education is 0.95, which is a decline by 0.01 percentage points compared with 2017/18 records and equivalent to the previous year's figure.

Regionally, Somali and Afar perform the worst, with GER of just 7.4% and 18.3% respectively. Whereas Addis Ababa and Harari showed commendable achievement, 105.5% and 92.7% GER in pre-primary education respectively.

Table 2.1 Pre-primary Gross Enrolment and GER by Region, 2019/20

Region	Gross Enrollment			Population Age (4-6)			GER (%)			GPI
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total	
Tigray	151,275	145,708	296,983	203,458	197,221	400,679	74.4	73.9	74.1	0.99
Afar	14,168	10,879	25,047	70,085	66,413	136,498	20.2	16.4	18.3	0.81
Amhara	356,888	344,583	701,471	853,675	819,536	1,673,211	41.8	42.0	41.9	1.01
Oromia	550,596	490,247	1,040,843	1,601,848	1,558,648	3,160,496	34.4	31.5	32.9	0.92
Somali	24,343	15,317	39,660	271,369	264,841	536,210	9.0	5.8	7.4	0.64
Benishangul-Gumz	16,924	14,996	31,920	46,151	44,450	90,601	36.7	33.7	35.2	0.92
SNNPR	618,585	569,449	1,188,034	832,975	814,673	1,647,648	74.3	69.9	72.1	0.94
Gambella	11,709	10,548	22,257	16,583	16,080	32,663	70.6	65.6	68.1	0.93
Harari	8,166	7,160	15,326	8,451	8,083	16,534	96.6	88.6	92.7	0.92
Addis Ababa	113,837	108,810	222,647	105,915	105,180	211,095	107.5	103.5	105.5	0.96
Dire Dawa	8,065	7,343	15,408	14,727	14,215	28,942	54.8	51.7	53.2	0.94
National	1,874,556	1,725,040	3,599,596	4,025,237	3,909,340	7,934,577	46.6	44.1	45.4	0.95

Table 2.1 above shows that GPI at pre-primary level is decreased by 0.01 percentage points compared with 2017/18 and similar result from 2018/19 Hence, the expected ESDP V target has been missed by 0.05 percentage points

Chart 2.1 GER of Pre-primary by Region and Sex, 2019/20

The majority of children in Ethiopia enroll 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 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 87.3%, showing an increment of 6.3 percentage points. In kindergarten modality, Addis Ababa performs the highest proportion of children enrolled, with a GER of 104.0%. Whereas Tigray has the largest enrolment in Child to Child provision, with a GER of 41.0%, and SNNP in “O” class, with a GER of 141.6%.

According to the ESDP 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 ESDP 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

Kindergarten is a program for 4 to 6 year olds. Kindergarten is mainly a three-year program at nursery, lower kindergarten and upper kindergarten at ages 3-4, 4-5 and 5-6 years. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by nongovernmental organizations such as communities, private institutions, and religious organizations. The program was limited to the private sector and urban areas, so attendance was low.

Table 2.2 Kindergarten Enrolments, 2019/20

Region	Gross Enrollment			Population Age (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	22,108	21,108	43,216	203,458	197,221	400,679	10.9	10.7	10.8
Afar	5,213	3,329	8,542	70,085	66,413	136,498	7.4	5.0	6.3
Amhara	37,135	35,042	72,177	853,675	819,536	1,673,211	4.4	4.3	4.3
Oromia	159,370	146,644	306,014	1,601,848	1,558,648	3,160,496	9.9	9.4	9.7
Somali	6,826	2,832	9,658	271,369	264,841	536,210	2.5	1.1	1.8
Benishangul-Gumz	2,408	2,241	4,649	46,151	44,450	90,601	5.2	5.0	5.1
SNNPR	72,719	66,424	139,143	832,975	814,673	1,647,648	8.7	8.2	8.4
Gambella	3,300	2,723	6,023	16,583	16,080	32,663	19.9	16.9	18.4
Harari	3,931	3,562	7,493	8,451	8,083	16,534	46.5	44.1	45.3
Addis Ababa	112,349	107,107	219,456	105,915	105,180	211,095	106.1	101.8	104.0
Dire Dawa	4,611	4,266	8,877	14,727	14,215	28,942	31.3	30.0	30.7
National	429,970	395,278	825,248	4,025,237	3,909,340	7,934,577	10.7	10.1	10.4

2.1.2. Child to Child

A **child-to-child** is part of the early childhood education system by which older brothers or sisters (younger facilitators of grade 5 or 6 students) play with their younger siblings and neighborhood children, where older children in grades five and six support younger ones in their neighborhood. The play becomes learning in this program to count or to differentiate colors and identify letters. The main aim of the Child-to-Child initiative is to better prepare young children for primary school. It is considered that the informal modality will be an effective low-cost way of improving school readiness.

Table 2.3 Child to Child Enrolments, 2019/20

Region	Gross Enrollment			Population Age (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	84,612	79,783	164,395	203,458	197,221	400,679	41.6	40.5	41.0
Afar	356	284	640	70,085	66,413	136,498	0.5	0.4	0.5
Amhara	48		48	853,675	819,536	1,673,211	0.0	0.0	0.0
Oromia	13,375	11,625	25,000	1,601,848	1,558,648	3,160,496	0.8	0.7	0.8
Somali	651	429	1,080	271,369	264,841	536,210	0.2	0.2	0.2
Benishangul-Gumz	2,586	2,365	4,951	46,151	44,450	90,601	5.6	5.3	5.5
SNNPR	147,135	136,260	283,395	832,975	814,673	1,647,648	17.7	16.7	17.2
Gambella	611	575	1,186	16,583	16,080	32,663	3.7	3.6	3.6
Harari	670	611	1,281	8,451	8,083	16,534	7.9	7.6	7.7
Addis Ababa	69	74	143	105,915	105,180	211,095	0.1	0.1	0.1
Dire Dawa	60	29	89	14,727	14,215	28,942	0.4	0.2	0.3
National	250,173	232,035	482,208	4,025,237	3,909,340	7,934,577	6.2	5.9	6.1

2.1.3. "O" Class

"O" Class is a one-year program in the Ethiopian early childhood education system which is annexed to primary schools where children enrolled at age 6 and stay for a year till they join primary schools. O-Classes serve as a reception year prior to Grade 1

Table 2.4 “O” Class Enrolments, 2019/20

Region	Gross Enrollment			Population Age 6			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	44,555	44,817	89,372	66,977	64,992	131,969	66.5	69.0	67.7
Afar	8,599	7,266	15,865	23,245	22,006	45,251	37.0	33.0	35.1
Amhara	319,705	309,541	629,246	288,869	278,080	566,949	110.7	111.3	111.0
Oromia	377,851	331,978	709,829	527,249	513,765	1,041,014	71.7	64.6	68.2
Somali	16,866	12,056	28,922	88,935	86,934	175,869	19.0	13.9	16.4
Benishangul-Gumz	11,930	10,390	22,320	15,203	14,662	29,865	78.5	70.9	74.7
SNNPR	398,731	366,765	765,496	273,030	267,474	540,504	146.0	137.1	141.6
Gambella	7,798	7,250	15,048	5,466	5,305	10,771	142.7	136.7	139.7
Harari	3,565	2,987	6,552	2,803	2,684	5,487	127.2	111.3	119.4
Addis Ababa	1,419	1,629	3,048	34,215	34,182	68,397	4.1	4.8	4.5
Dire Dawa	3,394	3,048	6,442	4,833	4,674	9,507	70.2	65.2	67.8
National	1,194,413	1,097,727	2,292,140	1,330,825	1,294,758	2,625,583	89.7	84.8	87.3

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.

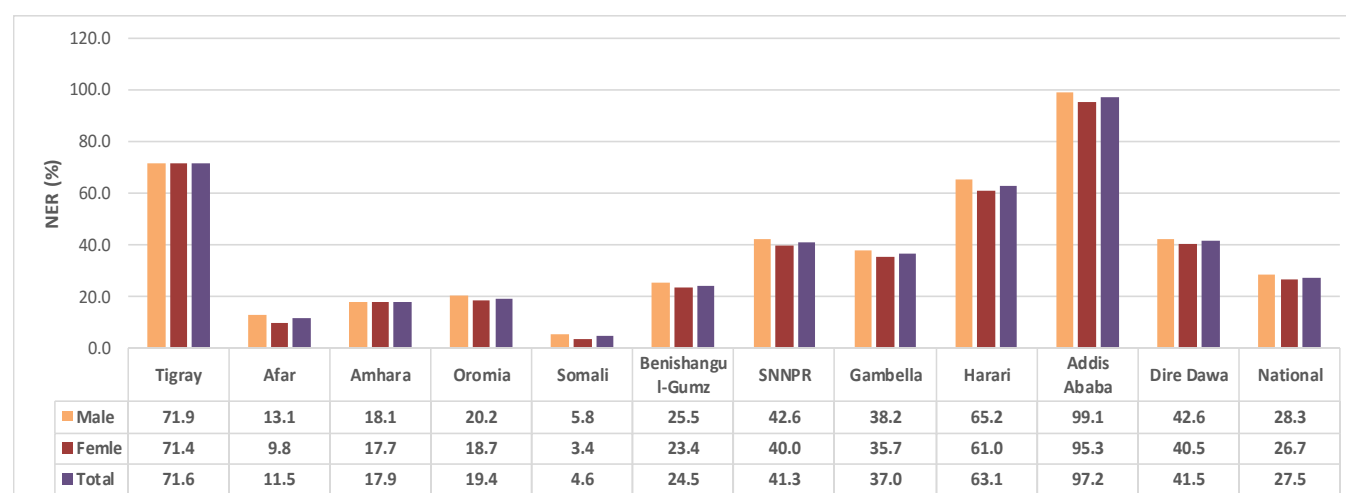
The majority of children enrolled in pre-primary education are not in the appropriate school age for the level, as it shows a significant difference between GER and NER

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 26.7% Female and 28.3% Male respectively. This implies that there is significant number of over aged children enrolled at pre-primary level, though the result has been increased from the previous year for both sexes. Total NER has been increased from the previous year by 3.6 percentage points.

Table 2.5 Net Enrolment and NER by Region, 2019/20

Region	Net Enrollment (Ages 4-6)			Population Age (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	146,213	140,837	287,050	203,458	197,221	400,679	71.9	71.4	71.6
Afar	9,181	6,539	15,720	70,085	66,413	136,498	13.1	9.8	11.5
Amhara	154,142	145,326	299,468	853,675	819,536	1,673,211	18.1	17.7	17.9
Oromia	323,866	290,830	614,696	1,601,848	1,558,648	3,160,496	20.2	18.7	19.4
Somali	15,721	9,136	24,857	271,369	264,841	536,210	5.8	3.4	4.6
Benishangul-Gumz	11,761	10,413	22,174	46,151	44,450	90,601	25.5	23.4	24.5
SNNPR	355,005	325,936	680,941	832,975	814,673	1,647,648	42.6	40.0	41.3
Gambella	6,337	5,748	12,085	16,583	16,080	32,663	38.2	35.7	37.0
Harari	5,507	4,934	10,441	8,451	8,083	16,534	65.2	61.0	63.1
Addis Ababa	104,981	100,186	205,167	105,915	105,180	211,095	99.1	95.3	97.2
Dire Dawa	6,273	5,751	12,024	14,727	14,215	28,942	42.6	40.5	41.5
National	1,138,987	1,045,636	2,184,623	4,025,237	3,909,340	7,934,577	28.3	26.7	27.5

Chart 2.2 NER of Pre-primary by Region and Sex, 2019/20



It can be observed that, in the pre-primary level, there is a huge gap in their GER and NER showing that a significant number of over aged children are attending their pre-primary level of education. Hence, the sector should give proper attention to narrow the gap between GER and NER and at the same time improving GPI.

2.2.1. Kindergarten

Table 2.6 Kindergarten Net Enrolments, 2019/20

Region	Net Enrollment (Ages 4-6)			Population Age (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	20,970	20,009	40,979	203,458	197,221	400,679	10.3	10.1	10.2
Afar	4,881	3,035	7,916	70,085	66,413	136,498	7.0	4.6	5.8
Amhara	35,664	33,723	69,387	853,675	819,536	1,673,211	4.2	4.1	4.1
Oromia	149,471	137,598	287,069	1,601,848	1,558,648	3,160,496	9.3	8.8	9.1
Somali	6,684	2,657	9,341	271,369	264,841	536,210	2.5	1.0	1.7
Benishangul-Gumz	2,361	2,206	4,567	46,151	44,450	90,601	5.1	5.0	5.0
SNNPR	46,977	42,672	89,649	832,975	814,673	1,647,648	5.6	5.2	5.4
Gambella	2,333	1,929	4,262	16,583	16,080	32,663	14.1	12.0	13.0
Harari	3,498	3,186	6,684	8,451	8,083	16,534	41.4	39.4	40.4
Addis Ababa	104,373	99,581	203,954	105,915	105,180	211,095	98.5	94.7	96.6
Dire Dawa	3,744	3,510	7,254	14,727	14,215	28,942	25.4	24.7	25.1
National	380,956	350,106	731,062	4,025,237	3,909,340	7,934,577	9.5	9.0	9.2

2.2.2. Child to Child

Table 2.7 Child to Child Net Enrolments, 2019/20

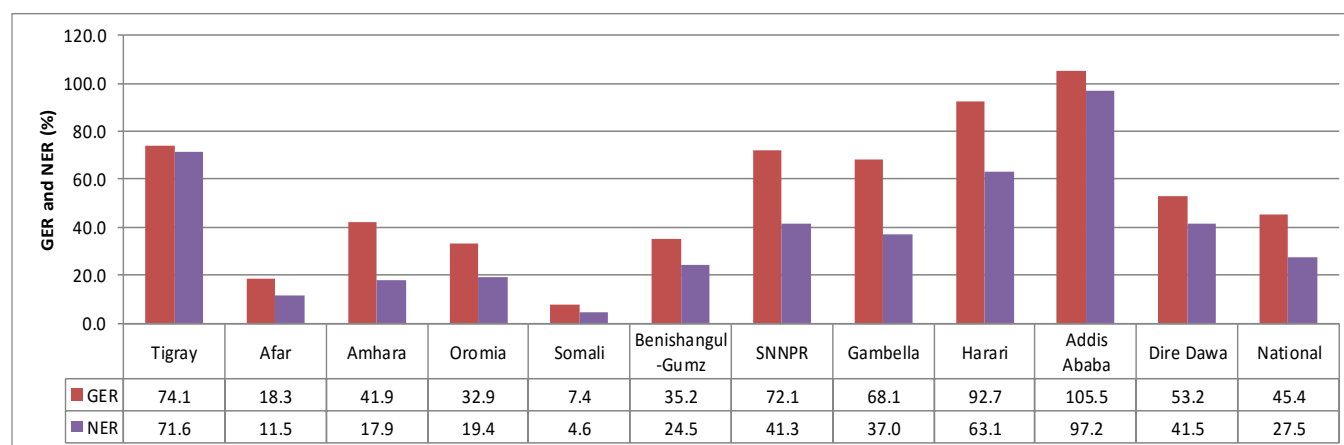
Region	Net Enrollment (Ages 4-6)			Population Age (4-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	84,053	79,264	163,317	203,458	197,221	400,679	41.3	40.2	40.8
Afar	336	275	611	70,085	66,413	136,498	0.5	0.4	0.4
Amhara	48	48	96	853,675	819,536	1,673,211	0.0	0.0	0.0
Oromia	13,113	11,404	24,517	1,601,848	1,558,648	3,160,496	0.8	0.7	0.8
Somali	273	231	504	271,369	264,841	536,210	0.1	0.1	0.1
Benishangul-Gumz	2,463	2,208	4,671	46,151	44,450	90,601	5.3	5.0	5.2
SNNPR	141,669	131,579	273,248	832,975	814,673	1,647,648	17.0	16.2	16.6
Gambella	528	508	1,036	16,583	16,080	32,663	3.2	3.2	3.2
Harari	519	454	973	8,451	8,083	16,534	6.1	5.6	5.9
Addis Ababa	-	-	-	105,915	105,180	211,095	0.0	0.0	0.0
Dire Dawa	50	21	71	14,727	14,215	28,942	0.3	0.1	0.2
National	243,052	225,944	468,996	4,025,237	3,909,340	7,934,577	6.0	5.8	5.9

2.2.3. "0" Class

Table 2.8 "0" Class Net Enrolments, 2019/20

Region	Net Enrollment (Age 6)			Population Age 6			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Tigray	41,190	41,564	82,754	66,977	64,992	131,969	61.5	64.0	62.7
Afar	3,964	3,229	7,193	23,245	22,006	45,251	17.1	14.7	15.9
Amhara	118,430	111,603	230,033	288,869	278,080	566,949	41.0	40.1	40.6
Oromia	161,282	141,828	303,110	527,249	513,765	1,041,014	30.6	27.6	29.1
Somali	8,764	6,248	15,012	88,935	86,934	175,869	9.9	7.2	8.5
Benishangul-Gumz	6,937	5,999	12,936	15,203	14,662	29,865	45.6	40.9	43.3
SNNPR	166,359	151,685	318,044	273,030	267,474	540,504	60.9	56.7	58.8
Gambella	3,476	3,311	6,787	5,466	5,305	10,771	63.6	62.4	63.0
Harari	1,490	1,294	2,784	2,803	2,684	5,487	53.2	48.2	50.7
Addis Ababa	608	605	1,213	34,215	34,182	68,397	1.8	1.8	1.8
Dire Dawa	2,479	2,220	4,699	4,833	4,674	9,507	51.3	47.5	49.4
National	514,979	469,586	984,565	1,330,825	1,294,758	2,625,583	38.7	36.3	37.5

Chart 2.3 Comparison of GER and NER in Pre-primary by Region, 2019/20



Nationally the difference between NER and GER at pre-primary level is slightly higher than the previous year. However, 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 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. Since the introduction of Education Policy in 1994, government has steadily increased its share of primary education through the construction of new schools, availing facilities in schools and carrying out inspection among others.

For this reason, the greatest numbers of learners have been absorbed in primary schools compared to any other level of education. Primary Education acts as a bench mark for other proceeding education levels of education and thus takes the largest share of government spending on education in Ethiopia. Ministry of Education annually collects data on the state of the Primary Education as a whole. This part thus gives an analytical view of the state of Primary Education in Ethiopia based on key indicators of access, equity, quality and efficiency.

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.

The data shows that there is a high demand for Grade 1, with students enrolling over or under the official school admission age of 7

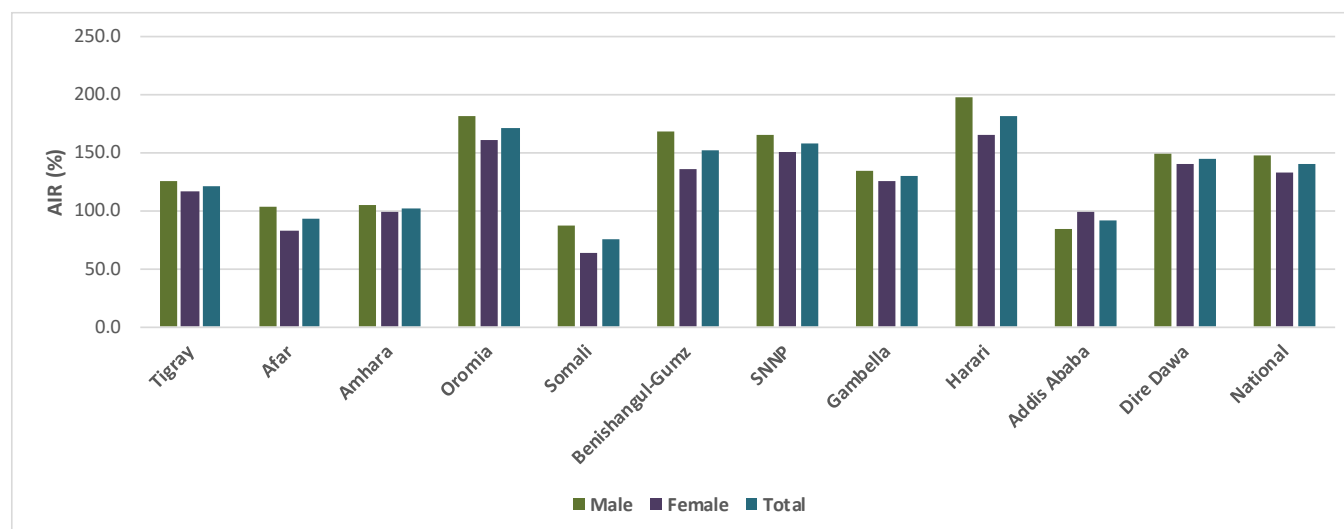
Table 3.1 shows that AIR is 140.5%% nationally, with a 4 percentage points increment from last year. This indicates that a large number of children, regardless of the official school age, are enrolling in grade one, and

there is a high demand for grade 1 primary classes across the country. Moreover, many grade one students (enrolled in the year) are over the age of admission. Among the regions, Addis Ababa, Somali and Afar have AIR scores below 100%. On the other hand, five regions scored above the national average, from which Harari and Oromia are the top.

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2019/20

Region	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	66,134	64,233	130,367	82,761	75,126	157,887	125.1	117.0	121.1
Afar	23158	21909	45,067	23,822	18,189	42,011	102.9	83.0	93.2
Amhara	292285	281729	574,014	306,371	279,559	585,930	104.8	99.2	102.1
Oromia	518428	505854	1,024,282	937,701	813,707	1,751,408	180.9	160.9	171.0
Somali	87044	85209	172,253	76,386	53,774	130,160	87.8	63.1	75.6
Benishangul-Gumz	14985	14476	29,461	25,196	19,579	44,775	168.1	135.3	152.0
SNNP	267487	262430	529,917	443,008	396,247	839,255	165.6	151.0	158.4
Gambella	5416	5261	10,677	7,244	6,575	13,819	133.8	125.0	129.4
Harari	2788	2675	5,463	5,506	4,408	9,914	197.5	164.8	181.5
Addis Ababa	32982	33181	66,163	27,786	32,722	60,508	84.2	98.6	91.5
Dire Dawa	4757	4614	9,371	7,096	6,464	13,560	149.2	140.1	144.7
National	1,315,464	1,281,571	2,597,035	1,942,877	1,706,350	3,649,227	147.7	133.1	140.5

Chart 3.1 AIR by Region and Sex, 2019/20

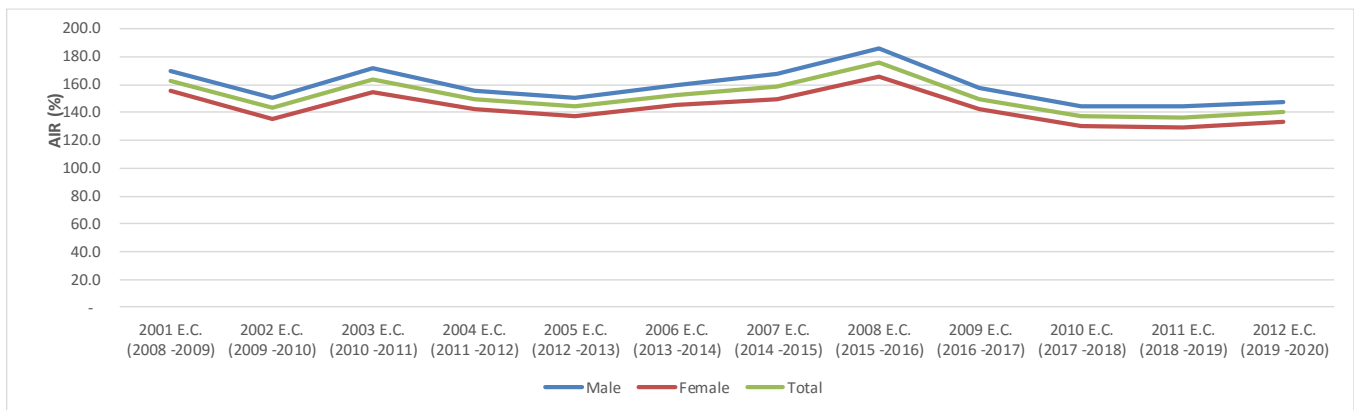


Since 2008/09, Grade 1 enrollment rates were above 100%, with notable fluctuations over time.

Table 3.2 and Chart 3.2 show the trend in AIR over the last 12 years, from 2008/09 to 2019/20. There is a general positive trend of children enrolling in Grade 1 over time, although there are some notable fluctuations, in particular between 2015/16 and 2018/19 showing a decrease by 39.2%. AIR has consistently been above 100% since 2003/04 (see the previous years' editions) 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, 2008/09-2019/20

Year	AIR (%)		
	Male	Female	Total
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
2012 E.C.(2019 -2020)	147.7	133.1	140.5

Chart 3.2 AIR trends, 2008/09-2019/20

3.2. Net Intake Rate

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Grade 1 NIR female	102	98	92.1
Grade 1 NIR male	109	98	99.8

Net Intake Rate is a similar indicator to AIR, but it 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.

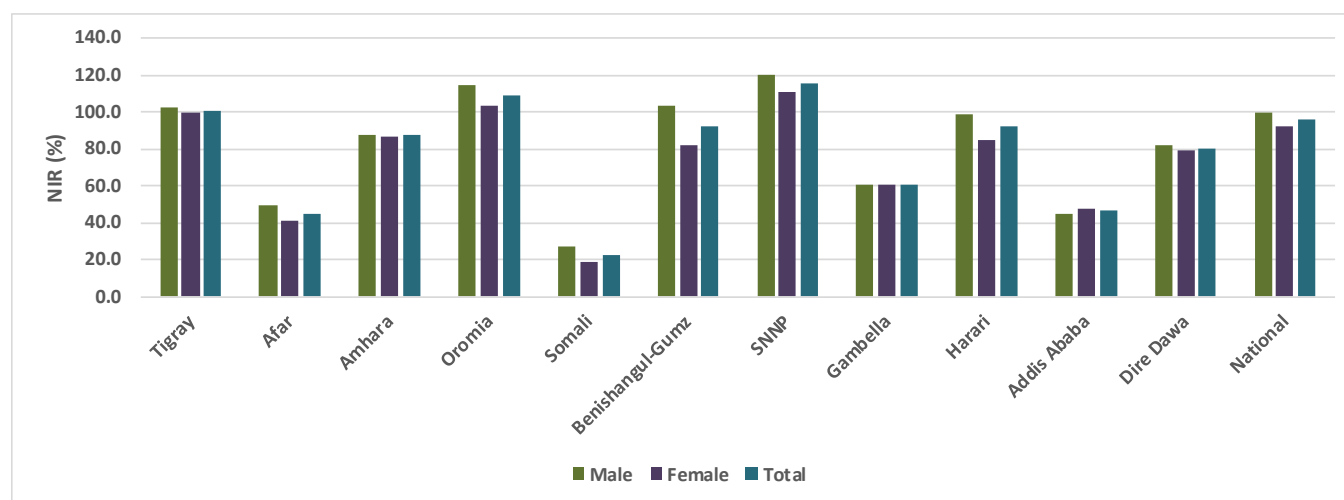
The national target of NIR for Grade 1 has been met for males only, and there are notable regional differences ranging from 22.7% to 115.3%.

The 2019/20 NIR target is 98% for both sexes. Table 3.3 shows that NIR is 96.0% at national level, with 3.6 percentage points increased from last year. SNNP, Oromia, 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, 2019/20

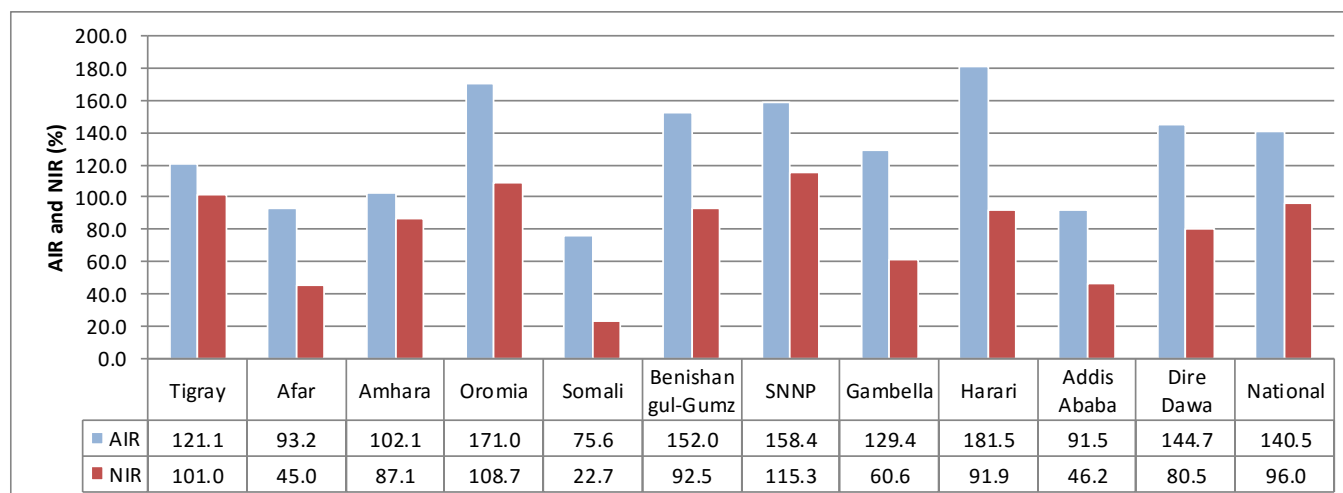
Region	School Age Population (Age 7)			New Entrants to Grade 1 (Age 7)			NIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	66,134	64,233	130,367	67,716	63,914	131,630	102.4	99.5	101.0
Afar	23,158	21,909	45,067	11,399	8,882	20,281	49.2	40.5	45.0
Amhara	292,285	281,729	574,014	256,619	243,448	500,067	87.8	86.4	87.1
Oromia	518,428	505,854	1,024,282	592,099	521,617	1,113,716	114.2	103.1	108.7
Somali	87,044	85,209	172,253	23,184	16,001	39,185	26.6	18.8	22.7
Benishangul-Gumuz	14,985	14,476	29,461	15,447	11,799	27,246	103.1	81.5	92.5
SNNP	267,487	262,430	529,917	321,100	289,866	610,966	120.0	110.5	115.3
Gambella	5,416	5,261	10,677	3,293	3,176	6,469	60.8	60.4	60.6
Harari	2,788	2,675	5,463	2,756	2,265	5,021	98.9	84.7	91.9
Addis Ababa	32,982	33,181	66,163	14,889	15,657	30,546	45.1	47.2	46.2
Dire Dawa	4,757	4,614	9,371	3,904	3,635	7,539	82.1	78.8	80.5
National	1,315,464	1,281,571	2,597,035	1,312,406	1,180,260	2,492,666	99.8	92.1	96.0

Chart 3.3 NIR by Region and Sex, 2019/20



Figures show that 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.

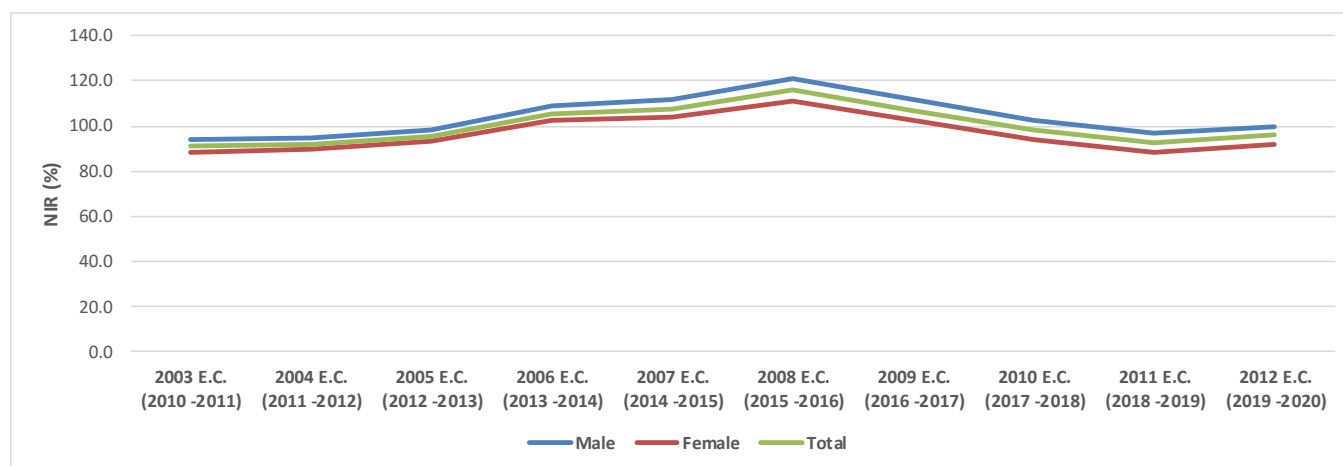
Chart 3.4 Regional comparisons between AIR and NIR, 2019/20

Trends over time show that NIR has started to decrease (positively, to be below 100) since 2008 E.C., however, the persisting gender divide is not closing at a sufficient rate to meet the ESDP V targets.

From 2010/11-2015/16, 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 2018/19, of course with many irregular differences in the last nine 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
2012 E.C.(2019 -2020)	99.8	92.1	96.0

Chart 3.5 Net Intake Rate (NIR) Trend

3.3. Primary Gross Enrolment Ratio

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Grades 1–4, including ABE, GER female	131	115	119.3
Grades 1–4, including ABE, GER male	143	115	132.9
Grades 5–8, GER female	63	95	78.5
Grades 5–8, GER male	35	95	84.9
Grade 1–8, including ABE, GER female	98	106	99.8
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 a given grade range, like grades 1-8, irrespective of their age, as a percentage of the school age population. This indicator includes enrolment both in Alternative Basic Education (ABE) centers and formal primary schools.

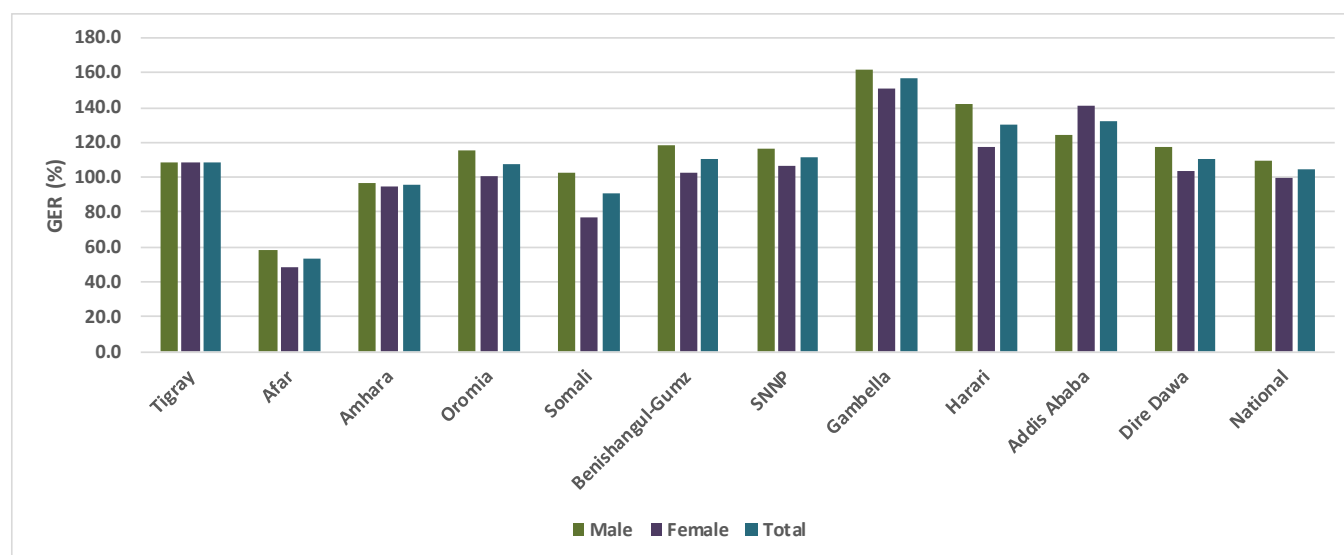
Enrolment of Children outside of the official school age continues to persist throughout primary education similar to the pre-primary level

The GER for grades 1-8 is 104.9%, which shows that nationally 4.9% of the enrolled children in primary grades are 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%, which is of this year. This shows the target has been achieved nationally, irrespective of gender.

However, there is wide regional variation with Afar having the lowest GER (53.6%), while Gambella, Addis Ababa and Harari have very high GER (156.6%, 132.7% and 130.0% respectively). Oromia and Tigray were very close to the target, though they are still above 100%. On the other hand, Amhara is exceptionally good in scoring a GER value approaching 100%. Addis Ababa and Tigray are the only regions where female GER is higher than male.

Table 3.5 Gross Enrolment Ratio Disaggregated by Region and Sex, Grades 1-8, 2019/20

Region	Population Age (7-14)			Gross Enrolment (G1-8)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	510,585	496,827	1,007,412	554,156	539,409	1,093,565	108.5	108.6	108.6
Afar	173,834	160,731	334,565	100,796	78,435	179,231	58.0	48.8	53.6
Amhara	2,170,079	2,105,890	4,275,969	2,108,987	1,997,022	4,106,009	97.2	94.8	96.0
Oromia	3,916,560	3,831,223	7,747,783	4,515,047	3,841,103	8,356,150	115.3	100.3	107.9
Somali	602,809	576,866	1,179,675	621,672	444,262	1,065,934	103.1	77.0	90.4
Benishangul-Gumuz	114,029	110,181	224,210	135,159	112,911	248,070	118.5	102.5	110.6
SNNP	2,038,533	2,010,483	4,049,016	2,374,969	2,140,911	4,515,880	116.5	106.5	111.5
Gambella	41,863	39,916	81,779	67,705	60,387	128,092	161.7	151.3	156.6
Harari	21,784	20,993	42,777	31,002	24,587	55,589	142.3	117.1	130.0
Addis Ababa	218,981	225,534	444,515	271,997	317,665	589,662	124.2	140.9	132.7
Dire Dawa	37,012	36,258	73,270	43,451	37,519	80,970	117.4	103.5	110.5
National	9,846,069	9,614,902	19,460,971	10,824,941	9,594,211	20,419,152	109.9	99.8	104.9

Chart 3.6 GER for Grades 1-8 Disaggregated by Region and Sex, 2019/20

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 126.2% compared to 81.8% 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.

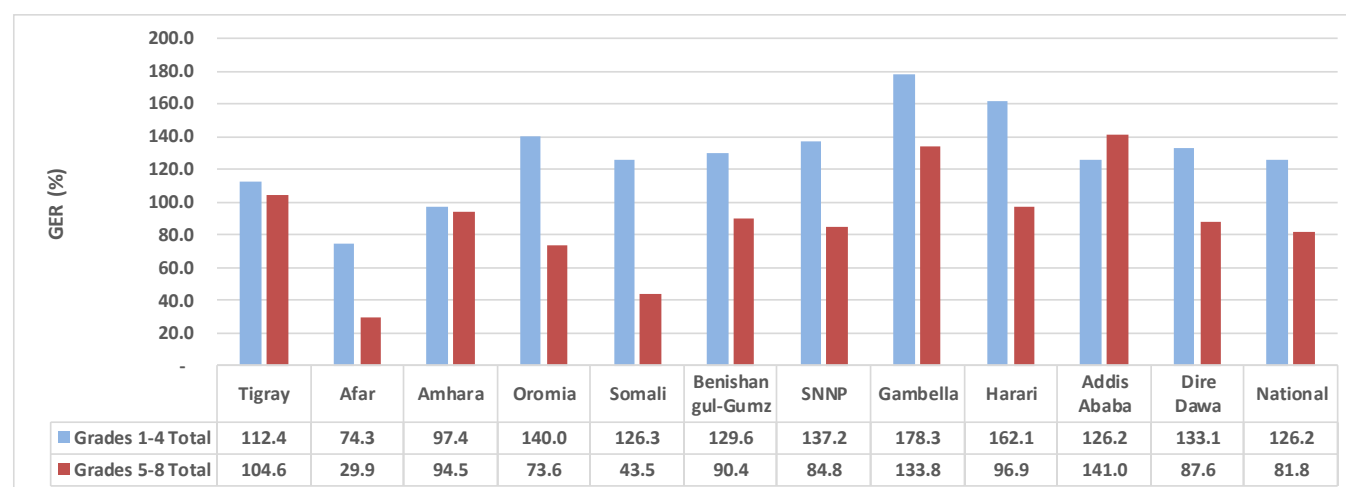
Every region shows this trend, other than Addis Ababa which has a much higher second cycle GER compared to the first cycle, suggesting that children in Addis Ababa who should have enrolled into second cycle grades are still completing primary school.

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.

Table 3.6 GER for Grades 1-4 and Grades 5-8 by Region and Sex, 2019/20

Region	GER					
	Grades 1-4			Grades 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	114.1	110.6	112.4	102.8	106.4	104.6
Afar	80.3	68.0	74.3	33.1	26.4	29.9
Amhara	101.1	93.5	97.4	92.8	96.3	94.5
Oromia	148.4	131.3	140.0	79.9	67.2	73.6
Somali	145.5	106.7	126.3	49.3	37.2	43.5
Benishangul-Gumuz	137.3	121.7	129.6	98.6	82.0	90.4
SNNP	142.8	131.6	137.2	89.1	80.5	84.8
Gambella	185.0	171.4	178.3	137.7	129.6	133.8
Harari	175.6	148.1	162.1	108.1	85.4	96.9
Addis Ababa	119.4	132.8	126.2	130.4	151.1	141.0
Dire Dawa	138.3	127.8	133.1	96.1	79.0	87.6
National	132.9	119.3	126.2	84.9	78.5	81.8

Chart 3.7 Regional comparisons of GER for Grades 1-4 and 5-8, 2019/20

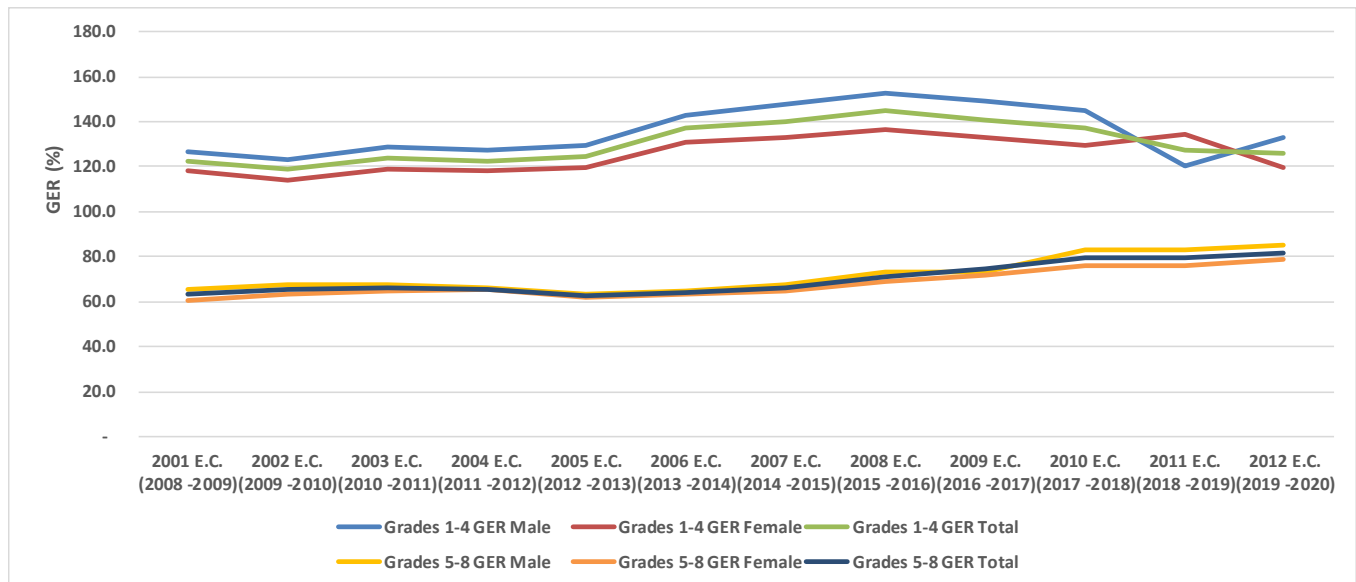


While GER trends over time have seen an overall increase in primary enrolment, second cycle primary enrolment rates have stalled in 2007/08, 2011/12 and 2012/13 further indicating low levels of student transition.

The trend of GER has generally increased for both cycles over the last 12 years. However, their increment is not either consistently up or plateau. On the other hand, second cycle GER has consistently up since 2012/13. 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 and Sex, 2008/09 – 2019/20

Year	Grades 1-4 GER (%)			Grades 5-8 GER (%)		
	Male	Female	Total	Male	Female	Total
2001 E.C.(2008 -2009)	126.7	118.4	122.6	65.6	60.5	63.1
2002 E.C.(2009 -2010)	123.2	114.3	118.8	67.4	63.5	65.5
2003 E.C.(2010 -2011)	128.8	119.1	124.0	67.4	64.8	66.1
2004 E.C.(2011 -2012)	127.0	118.1	122.6	65.9	65.3	65.6
2005 E.C.(2012 -2013)	129.4	119.4	124.5	63.4	62.2	62.8
2006 E.C.(2013 -2014)	143.0	130.5	136.9	64.7	63.4	64.1
2007 E.C.(2014 -2015)	147.6	132.7	140.3	67.8	64.8	66.3
2008 E.C.(2015 -2016)	152.5	136.6	144.7	73.3	68.9	71.1
2009 E.C.(2016 -2017)	148.8	132.7	140.8	73.3	71.4	74.4
2010 E.C.(2017 -2018)	144.9	129.4	137.2	82.7	75.7	79.3
2011 E.C.(2018 -2019)	120.4	134.4	127.5	83.2	76.2	79.8
2012 E.C.(2019 -2020)	132.87	119.34	126.19	84.94	78.5	81.76

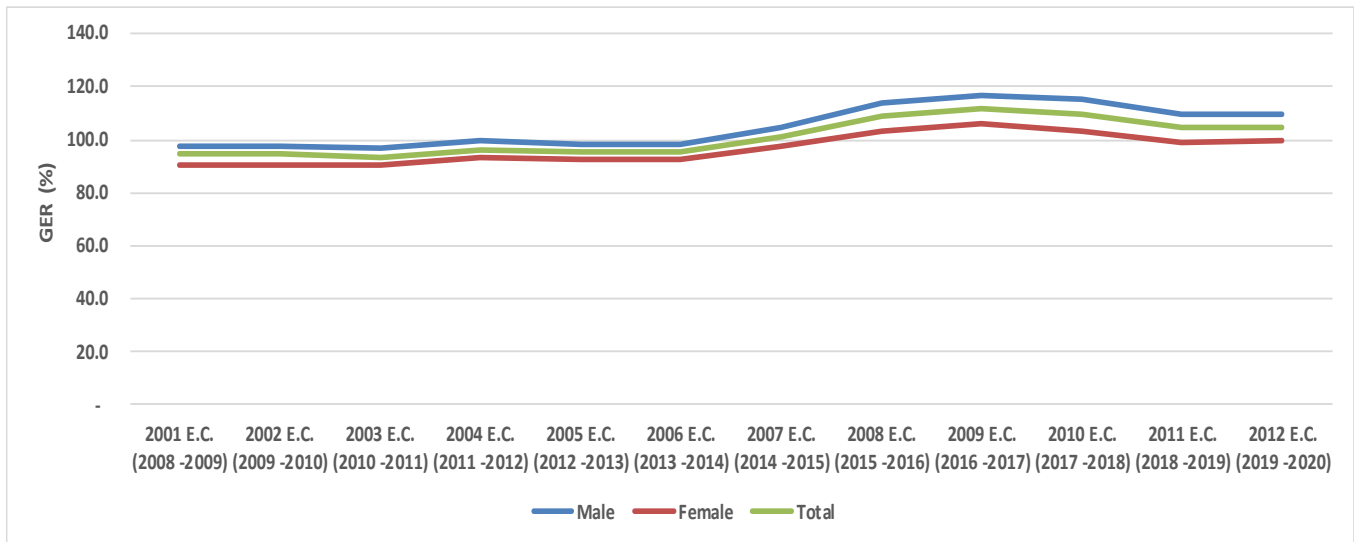
Chart 3.8 Trend of GER by Cycle and Sex, 2008/09 – 2019/20

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 12 years. The GER trend for grades 1-8 shows a straight incremental pattern from 2013/14 E.C. However, the gender gap has increased from 5.8 in 2013/14 to 10.1 percentage points in this year.

Table 3.8 GER Trend for Grades 1-8, 2008/09 – 2019/20

Year	Grades 1-8 GER		
	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)	109.9	99.2	104.6
2012 E.C.(2019 -2020)	109.9	99.8	104.9

Chart 3.9 Gross Enrolment Trend, Grades 1-8, 2008/09 – 2019/20

3.4. Primary Net Enrolment Ratio (NER)

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Grades 1–4, including ABE, NER female	104	100	98.8
Grades 1–4, including ABE, NER male	112	100	108.8
Grades 5–8, NER female	50	65	64.1
Grades 5–8, NER male	49	65	67.4
Grade 1–8, including ABE, NER female	90	98	91.3
Grade 1–8, including ABE, NER male	95	98	99.3

The Net Enrolment Ratio (NER) is a measure of student enrolment 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.

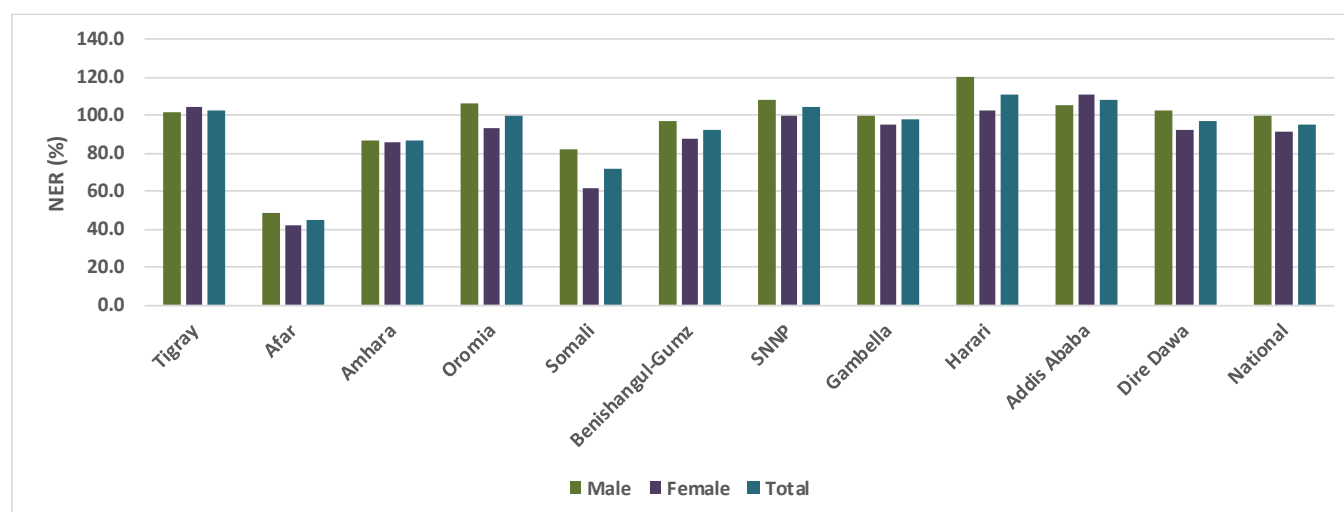
The NER target for Primary level has been exceeded in some regions, but figures suggest that there might have inaccuracies recorded child age at point of enrolment.

The national NER is 95.3%, which shows an increment of 0.6 percentage points from last year. There is a wide regional variation, with Afar and Somali having a much lower NER than other regions. On the other hand, SNNP, 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 population projections and/or 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, 2019/20

Region	Population Age (7-14)			Net Enrolment (G1-8)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	510,585	496,827	1,007,412	517,972	516,955	1,034,927	101.4	104.1	102.7
Afar	173,834	160,731	334,565	83,534	66,760	150,294	48.1	41.5	44.9
Amhara	2,170,079	2,105,890	4,275,969	1,882,202	1,807,721	3,689,923	86.7	85.8	86.3
Oromia	3,916,560	3,831,223	7,747,783	4,148,438	3,585,610	7,734,048	105.9	93.6	99.8
Somali	602,809	576,866	1,179,675	495,433	353,995	849,428	82.2	61.4	72.0
Benishangul-Gumuz	114,029	110,181	224,210	109,966	96,006	205,972	96.4	87.1	91.9
SNNP	2,038,533	2,010,483	4,049,016	2,205,252	2,004,718	4,209,970	108.2	99.7	104.0
Gambella	41,863	39,916	81,779	41,740	37,920	79,660	99.7	95.0	97.4
Harari	21,784	20,993	42,777	26,134	21,456	47,590	120.0	102.2	111.3
Addis Ababa	218,981	225,534	444,515	230,633	250,520	481,153	105.3	111.1	108.2
Dire Dawa	37,012	36,258	73,270	37,857	33,400	71,257	102.3	92.1	97.3
National	9,846,069	9,614,902	19,460,971	9,779,161	8,775,061	18,554,222	99.3	91.3	95.3

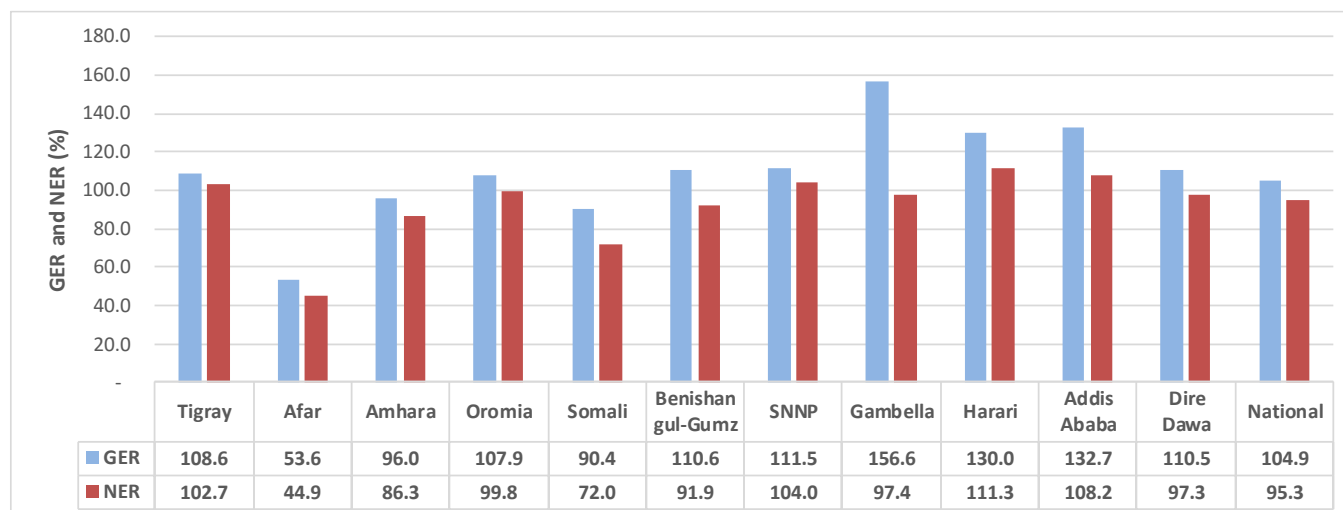
Chart 3.10 NER for Grades 1-8 Disaggregated by Region and Sex, 2019/20



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

The comparison of GER and NER in Chart 3.11 shows that nationally there is a difference of 9.6 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.

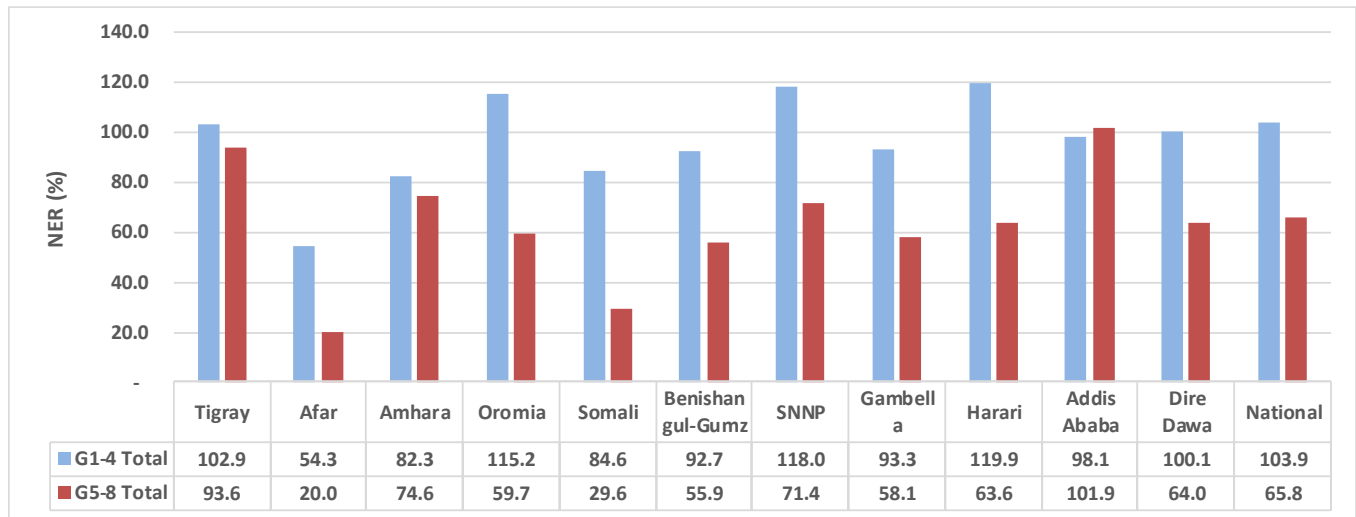
Chart 3.11 Comparisons of GER and NER for Grades 1-8 by Region, 2019/20



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 101.9% in the second cycle. Afar and Somali show the lowest rates at 20.0 % and 29.6% 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, 2019/20

Region	NER					
	Grades 1-4			Grades 5-8		
	Male	Female	Total	Male	Female	Total
Tigray	103.1	102.8	102.9	89.8	97.5	93.6
Afar	58.5	49.9	54.3	21.5	18.3	20.0
Amhara	84.5	80.0	82.3	71.8	77.3	74.6
Oromia	121.6	108.6	115.2	63.7	55.7	59.7
Somali	98.0	71.0	84.6	33.5	25.4	29.6
Benishangul-Gumz	97.0	88.2	92.7	58.3	53.5	55.9
SNNP	122.6	113.4	118.0	74.4	68.4	71.4
Gambella	95.9	90.6	93.3	59.4	56.7	58.1
Harari	128.6	110.9	119.9	67.8	59.3	63.6
Addis Ababa	97.7	98.6	98.1	98.5	105.1	101.9
Dire Dawa	103.7	96.4	100.1	69.0	59.0	64.0
National	108.8	98.8	103.9	67.4	64.1	65.8

Chart 3.12 Comparison of NER for Grades 1-4 and Grades 5-8 by Region, 2019/20

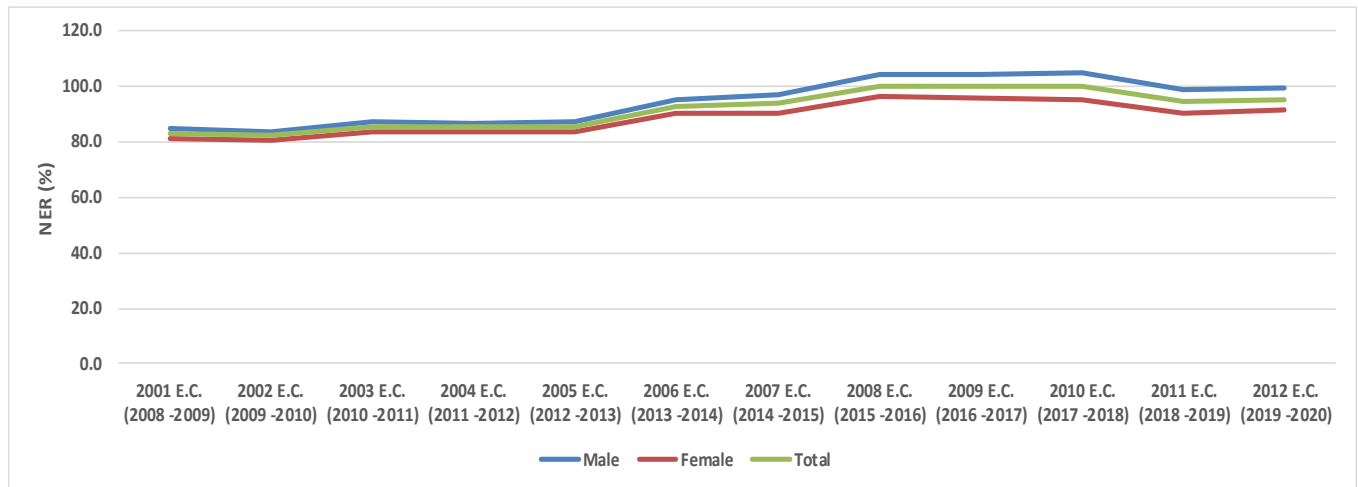
Trends over time show a steady increase in Primary NER, with slight ups and downs in some year.

The long term trend in NER shows a steady increase and has shown a steeper increase in recent years up to 2017/18

Table 3.11 NER Trend for Grades 1-8, 2008/09 – 2019/20

Year	NER (%)		
	Male	Female	Total
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
2012 E.C.(2019 -2020)	99.3	91.3	95.3

Chart 3.13 NER Trend for Grades 1-8, 2008/09 – 2019/20



3.5. Gender Parity Index

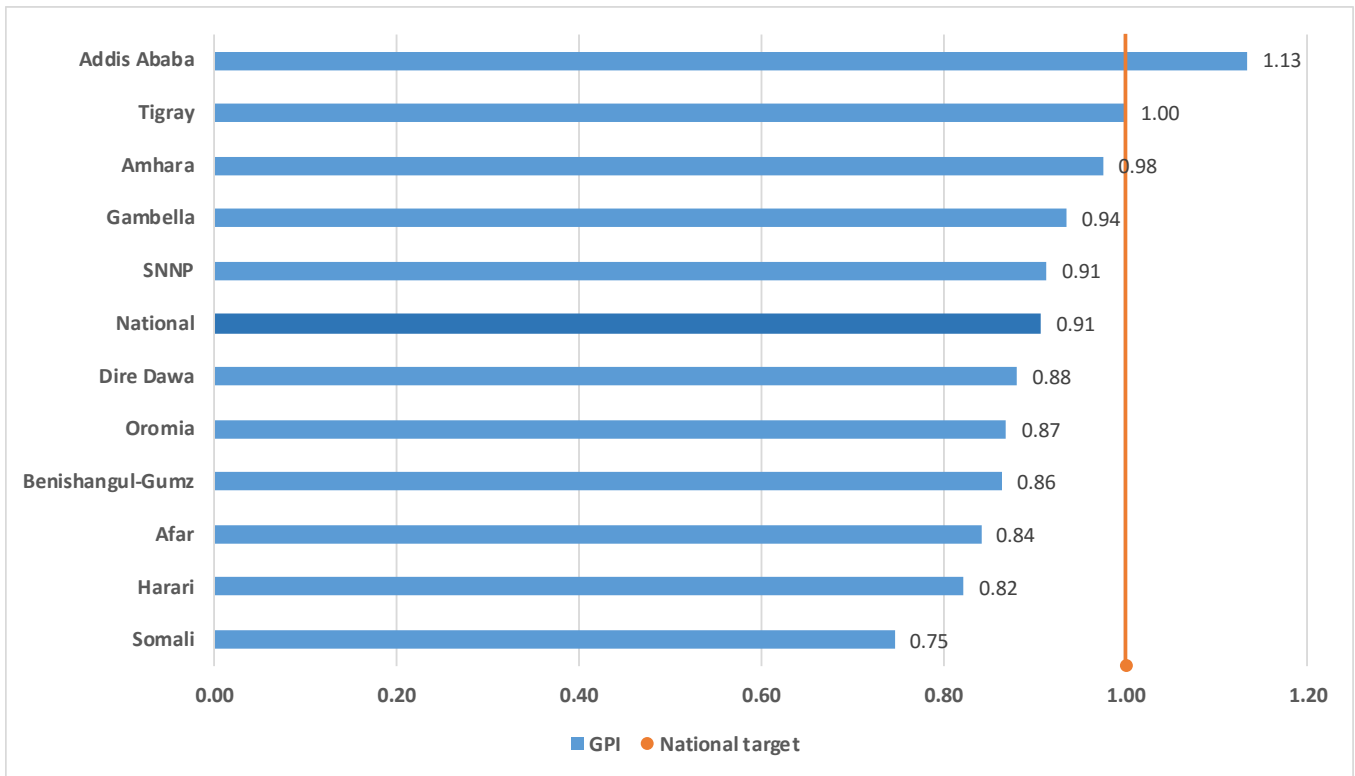
ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
GPI in Grades 1–8 (index)	0.93	1.00	0.91

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. To achieve comprehensive basic education at national level, it will be paramount to make programs assisting 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. However, two regions met the target and a total of five regions are above the national average.

Chart 3.14 presents the regional and national GPI levels. The national GPI is currently 0.91, missing the ESDP V target of 1.00 although increased by 0.01 percentage points from last year. 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. The current figures are influenced by the high result in Addis Ababa of 1.13, which shows that more females are attending school than males. The lowest regional GPI is in Somali at 0.75.

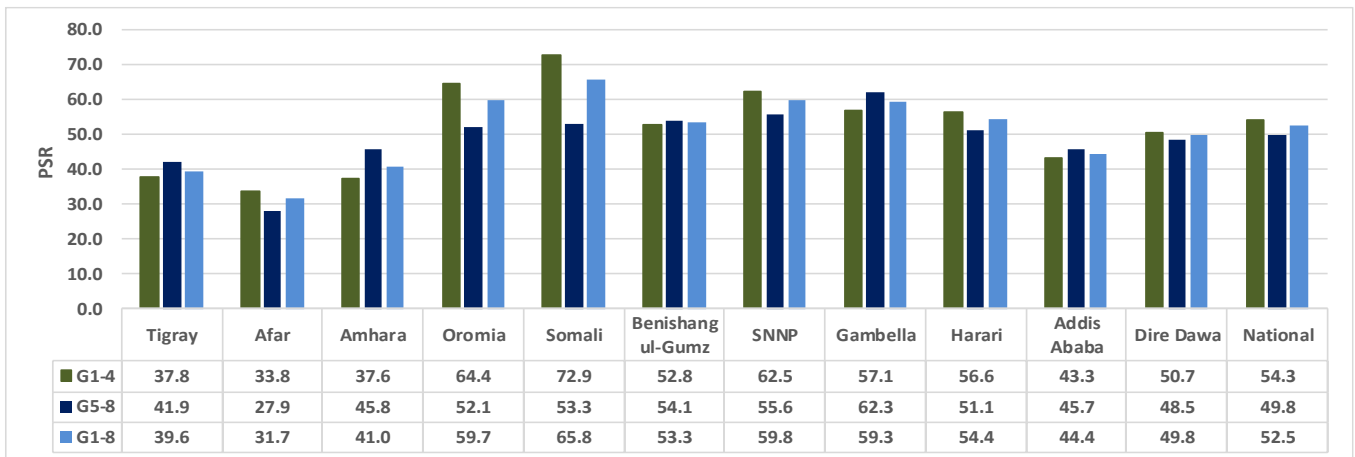
Chart 3.14 Gender Parity Index for Grades 1-8 by Region, 2019/20



3.6. Primary Pupil Section Ratio

In Ethiopia in one grade there may be more than one section; for example, grade 1 might have six sections so that class sizes could be smaller as the number of sections increase. 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 52.5 for grades 1-8, which is almost similar from last year. It is higher in the first cycle compared to the second cycle. Somali, Amhara and Oromia have the biggest variation between cycles, and Somali has the highest pupil section ratio at 65.8 for primary and 72.9 for first cycle. Gambella also has the maximum PSR in the second cycle with 62.3.

Chart 3.15 Pupil Section Ratios (PSR) in Primary Schools by Region and Cycle, 2019/20



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:

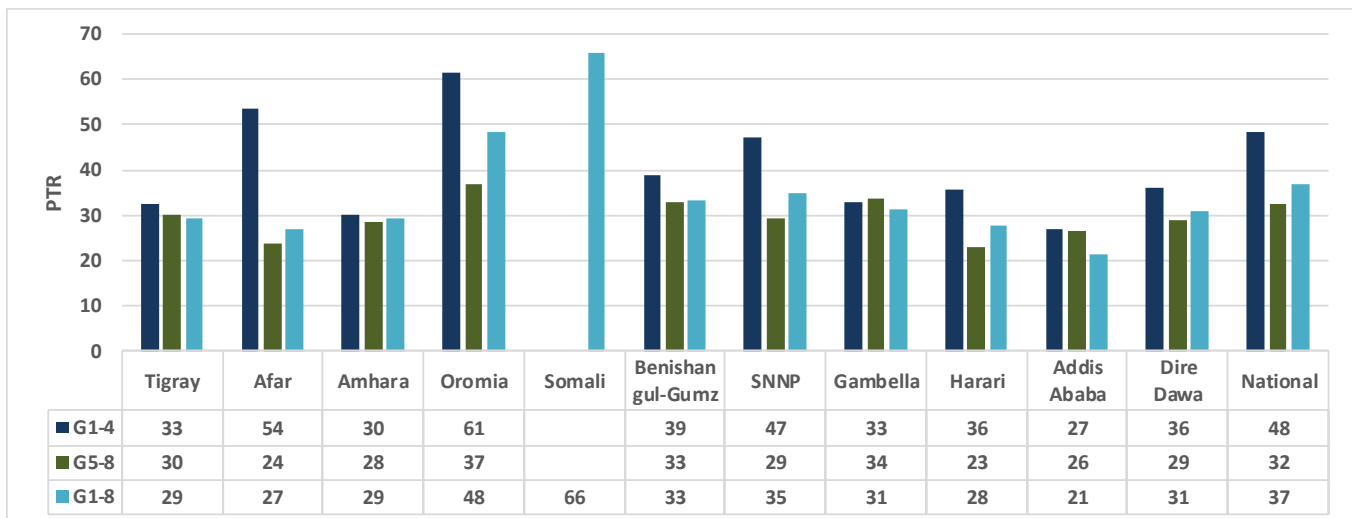
1. Lower PTR indicates better opportunities for contact between the teacher and pupils, and for teachers to provide support to students individually, and hence a better teaching/learning process will be in place which improves the quality of education.
2. PTR is also used to measure the level of human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

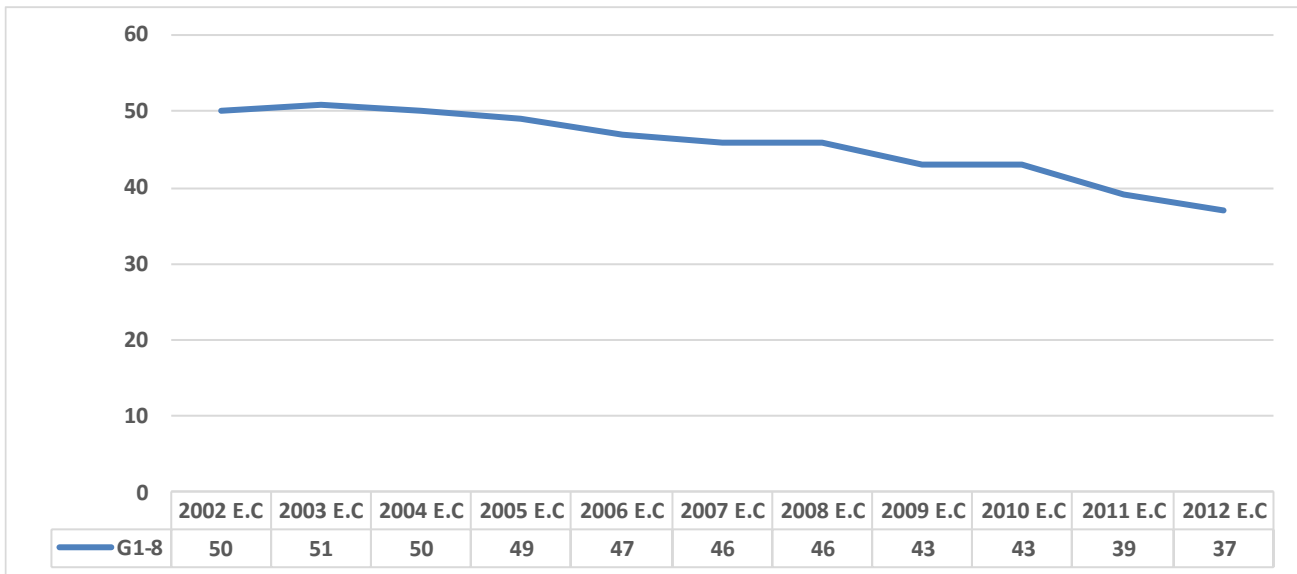
All regions achieved a Primary PTR of below 50 for Grades 1-8, with the exception of Somali

The national PTR in 2019/20 is 37.1 for grades 1-8. PTR for the First Cycle is 48 and 32 for the Second Cycle, which is almost similar to the previous result. PTR is highest in Somali, 66 for G1-8. PTR trends over time have decreased and especially lower from 43 in 2017/18 E.C. to 39 in 2018/19 E.C. and 37 in 2019/20 E.C at national level. As Chart 3.17 shows, the 11 years' trend indicate that, PTR has been improved in Primary.

Chart 3.16 Pupil Teacher Ratio (PTR) in Primary schools by Region and Cycle, 2019/20



Note: Somali region did not report the number of teachers by cycle. This was also the problem happened last year too. Accordingly, the PTR by cycle will also be affected.

Chart 3.17 Trends in PTR for Grades 1-8, 2009/10-2019/20

3.8. Primary Repetition Rate and Dropout Rate

ESDP V Indicator	2013/14 Baseline	2018/19 Target	2018/19 Actual
Grade 1 dropout rate female	23	9	21
Grade 1 dropout rate male	21	8	22
Grade 1–8 dropout rate female	11	4	13
Grade 1–8 dropout rate male	11	4	14
Grade 1–8 repetition rate female	8	3	5
Grade 1–8 repetition rate male	9	3	5

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/readmission or dropout. Repeating a grade required more resources than allocated to a student; and leaving school (i.e. 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 resources. Data concerning repeaters refer to one year previous to the year in which the data is collected, i.e. in 2019/20 it is only possible to collect information about students who repeated the grade which they attended in 2018/19, and they are therefore “repeaters of 2018/19.” This explains why data concerning repetition and dropout rate are only available one year back of the current academic year.

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 one indication of high PTR, unqualified teachers or lack of learning materials.

Male students are slightly more likely than female students to repeat a grade, which has been the trend since 2010/11. The ESDP V target has been missed this year in both sexes.

The female repetition rate and the male repetition rate of 5.0% mean that the ESDP V target for 2018/19 (3% for both sex) has not been met for both sex. Somali, with data reporting problem still a challenge, and Addis Ababa are the only regions met the ESDP target. Benishangul-Gumz, Gambella and Harari scored the highest repetition rate of 7%. As chart 3.18 shows, the repetition rate is slightly higher in males compared to females in most regions. The trend shows a slight decrease in repetition in most of the time periods, but not in a plateaued manner.

Chart 3.18 Repetition Rate for Grades 1-8 by Region and Sex, 2018/19

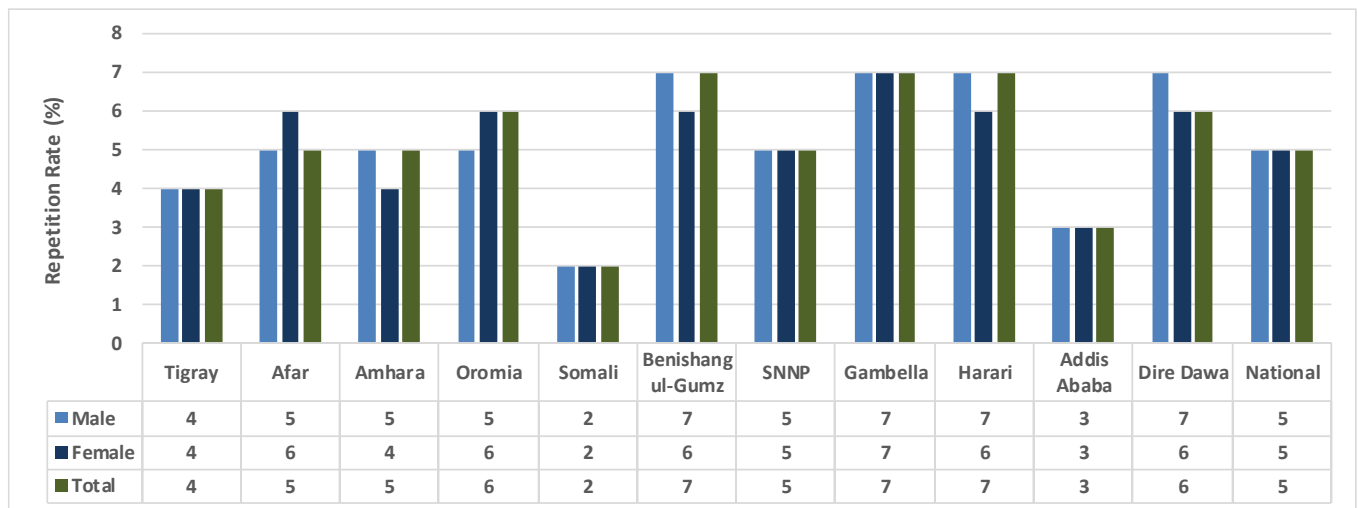
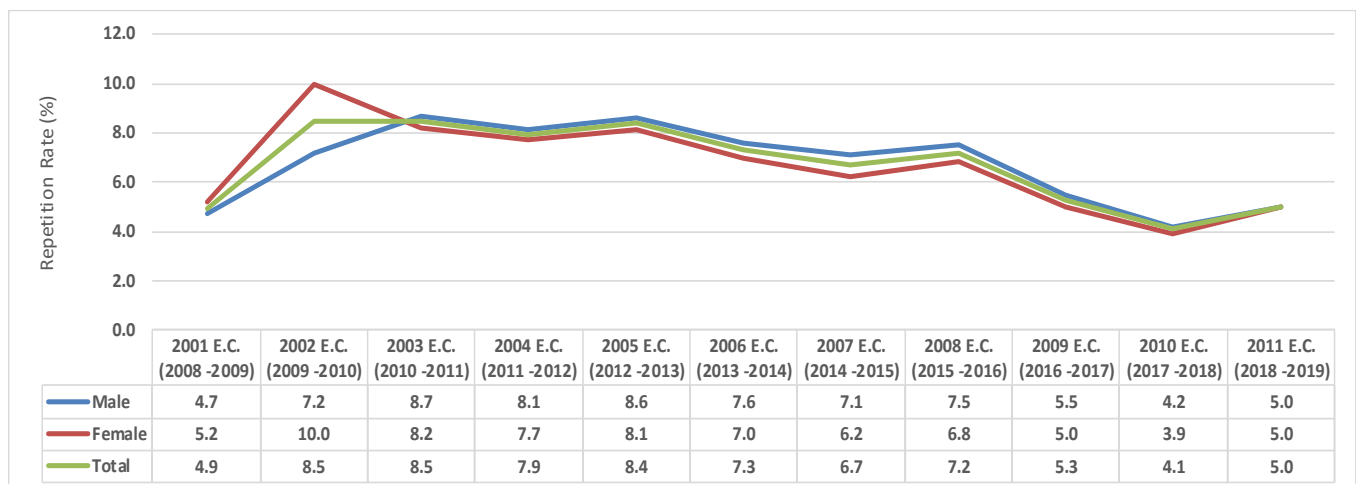
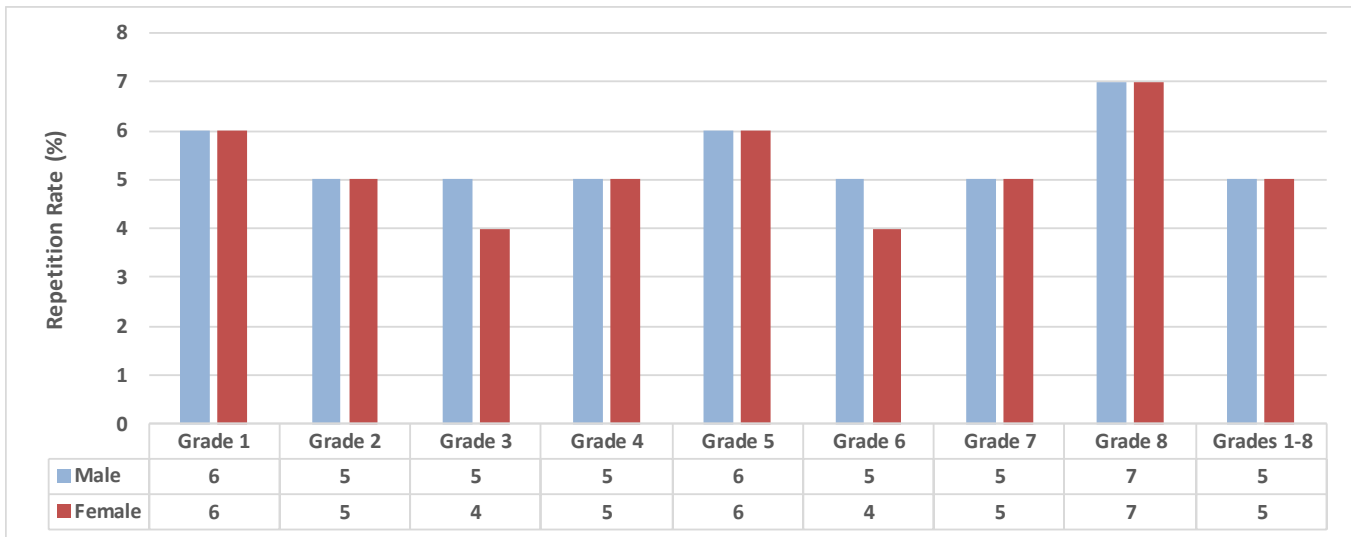


Chart 3.19 Trends in Repetition Rates, Grades 1-8, 2008/09.-2018/19



When we look out repetition by grade, it has been shown 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 2018/19 E.C. has been increased from the previous year.

Chart 3.20 Repetition Rates by Grade, 2018/19



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 in primary education have increased slightly over the last five years, and significantly decreased this year.

At national level, the female and male students in Grades 1-8 Dropout rate is 13% and 14% respectively. ESDP V target for 2018/19 (4% for both sex) has not been met. Afar has the highest dropout rate followed by Benishangul-Gumz and Oromia (recorded above national level).

Dropout rates have decreased from last year nationally, and grade 1-8 dropout rates are now at 13.9%. Dropout is highest in grade 1, at 22%. This means that many children joining grade 1 and then left the education system within the next year.

Chart 3.21 Dropout Rates for Grades 1-8 by Region and Sex, 2018/19

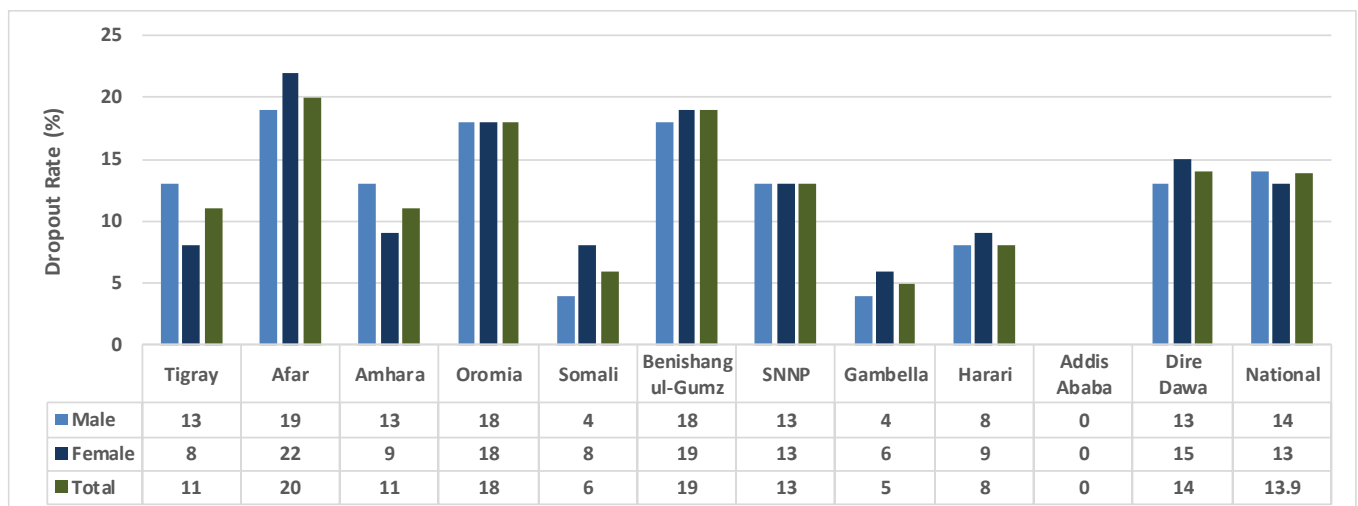


Chart 3.22 Trends in Dropout Rates for Grades 1-8, 208/09 – 2018/19

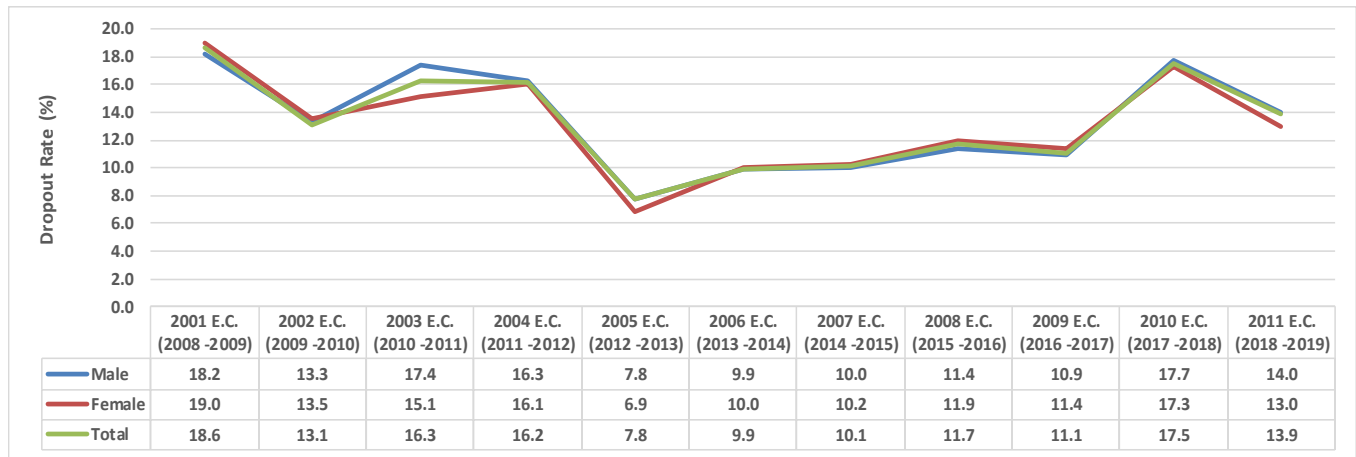
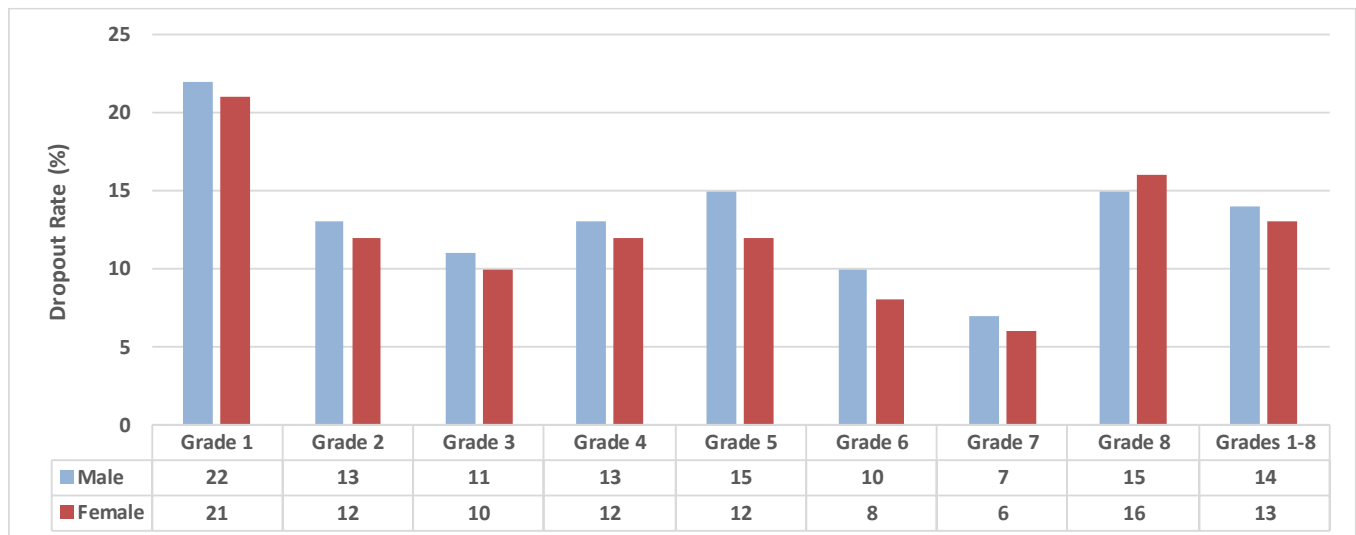


Chart 3.23 Dropout Rates by Grade, 2018/19



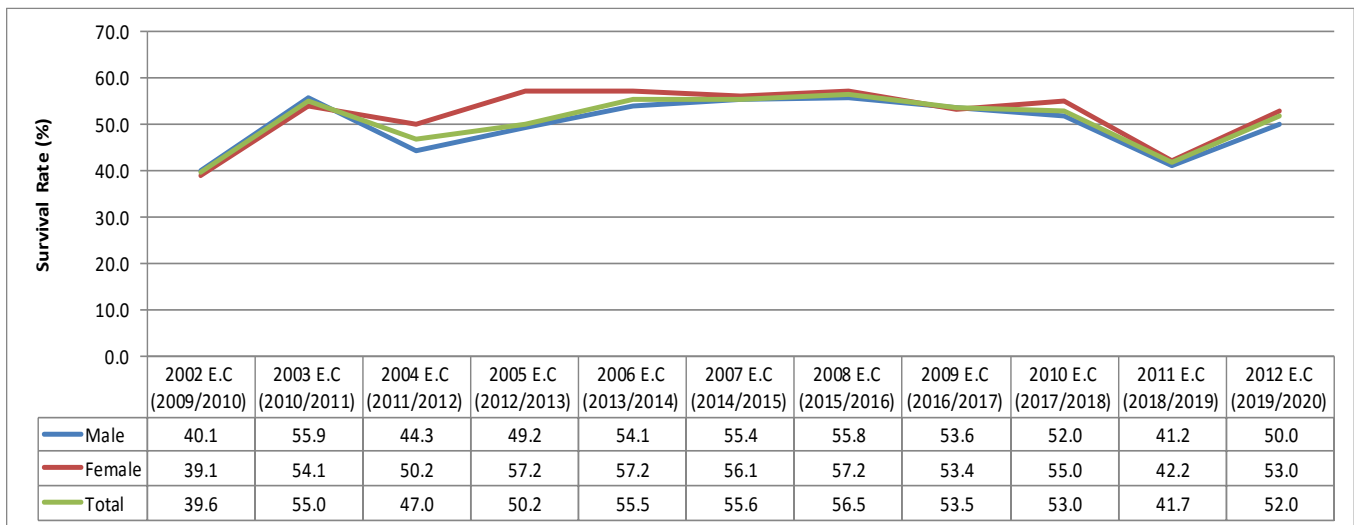
3.9. Survival Rate to Grade 5

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Survival rate to Grade 5 female	57	70	53
Survival rate to Grade 5 male	54	70	50

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 “Reconstructed Cohort Method” is applied to calculate this rate by assuming a group of pupils, typically 1,000, who are enrolled together and proceed to the 5th grade, sometimes with repetition up to two times, and sometimes without. The survival rates in 2019/20 is 53% and 50% for females and males respectively.

The trend in survival rate shows a very slight increase in the last three years before 2015/16 and decrease from 2015/16 until last year. The ESDP V target have not been reached for either gender this year, though it has been shown a significant increase in this year.

Chart 3.24 Trends in Survival Rate to Grade 5



3.10. Primary Completion Rate

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Completion rate to Grade 8 female	47	74	68
Completion rate to Grade 8 male	47	74	73

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.

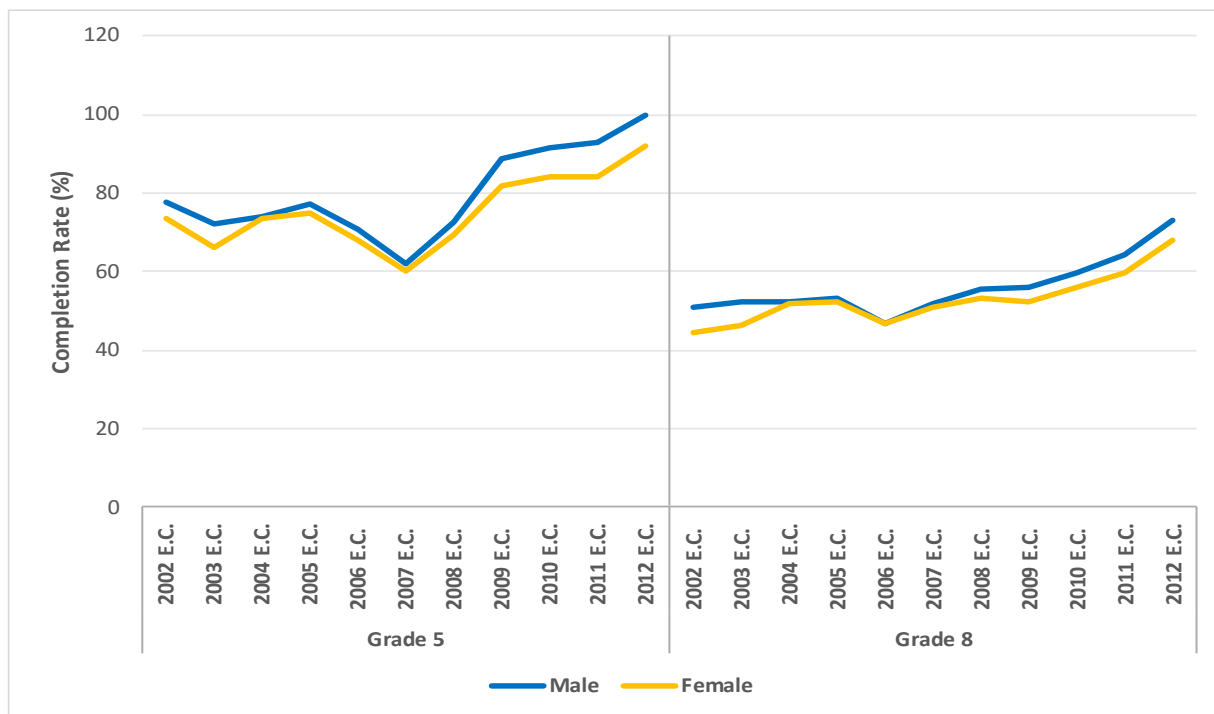
The completion rate remains higher for Grade 5 compared to Grade 8 in 2019/20, and the gap has narrowed to 25 percentage points in this year showing that more children are moving through Grade 5. The ESDP V target for Grade 8 completion rate for 2019/20 is 74% for both sexes; this target has not been met in both sexes.

Compared to ten years ago, the completion rate for Grade five has increased from 75.6% to 96% and for Grade 8 the rate has been increased from 47.8% to 71%.

Table 3.12 Trends in Grade 5 and 8 Completion Rates, 2009/10-2019/20

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
2012 E.C.(2019 -2020)	100.0	92.0	96.0	73.0	68.0	71.0

Chart 3.25 Trends in Grade 5 and 8 Completion Rates



Another interesting part with respect to survival and completion rates is evaluating system efficiency by tracing pupils' flow through the education system; which will help us to clearly identify where exactly the problem of wastage in the primary education system rests. This can be done by applying Reconstructed Cohort Analysis method. To do this, we need to organize enrollment data by grade for two consecutive years, and repeater and re admitters data by grade for the latter year.

There are three key rates used by educational planners to analysis the flow of pupils through the education system; Promotion, Repetition and Dropout rates. These are the three paths of student flow from grade to grade

and they characterize the degree of efficiency of the education system in producing graduates. Consequently, these rates used for evaluation, monitoring and projection of the efficiency of student flow in an education system.

The table below shows the national flow rate result generated by using enrollment data on pupils by grade for two consecutive years; 2018/19 and 2019/20, and repeater and re admitters data by grade for the year 2019/20; Where PR refers Promotion Rate, RR for Repetition Rate and DR for Dropout Rate

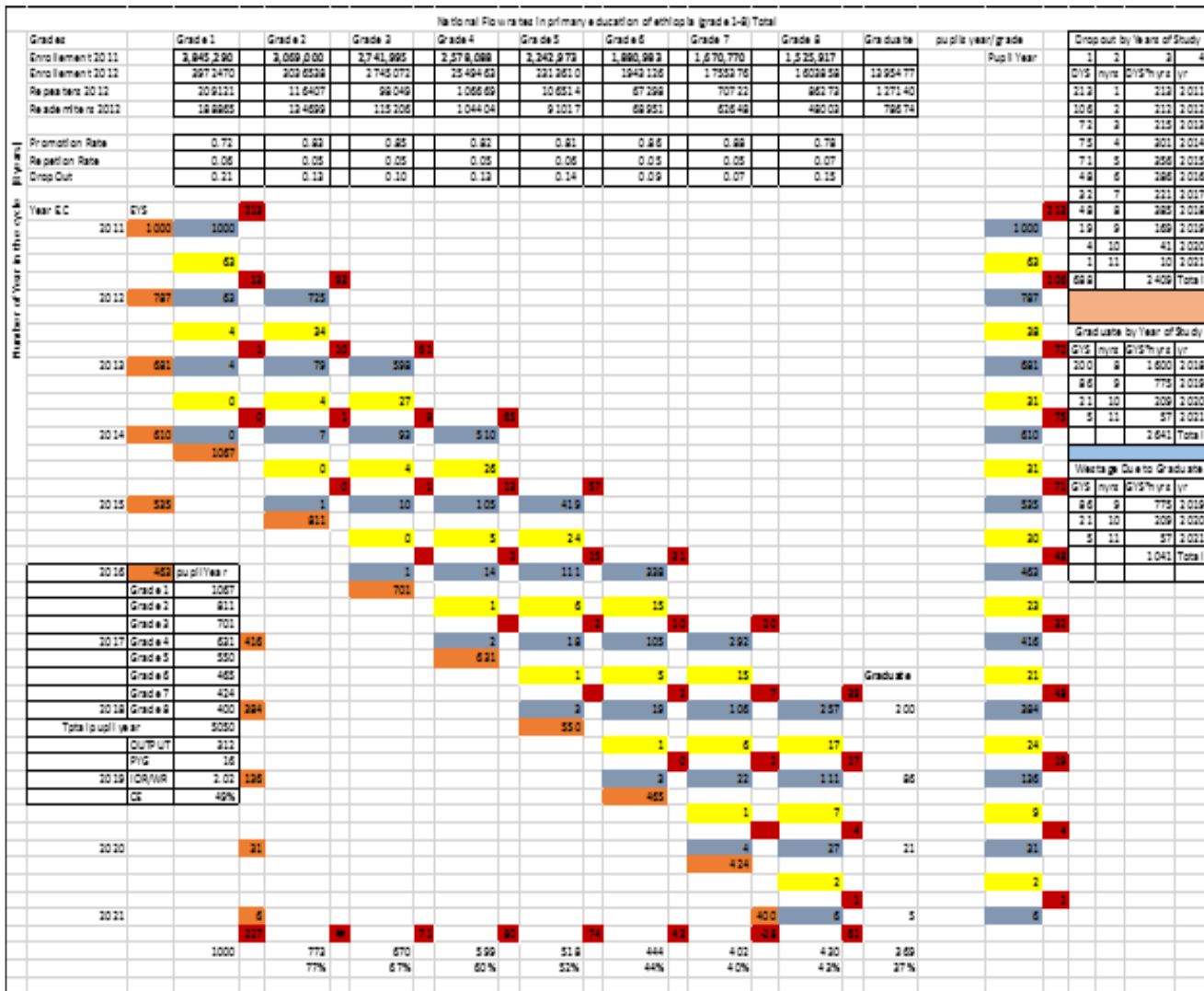
Table 3.13 National Flow Rates by Grade, 2018/2019

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Rates	Male							
PR	0.72	0.82	0.85	0.81	0.79	0.85	0.87	0.79
RR	0.06	0.05	0.05	0.05	0.06	0.05	0.05	0.07
DR	0.22	0.13	0.11	0.13	0.15	0.10	0.07	0.15
	Female							
PR	0.73	0.83	0.86	0.83	0.82	0.87	0.89	0.77
RR	0.06	0.05	0.04	0.05	0.06	0.04	0.05	0.07
DR	0.21	0.12	0.10	0.12	0.12	0.08	0.06	0.16
	Total							
PR	0.72	0.83	0.85	0.82	0.81	0.86	0.88	0.78
RR	0.06	0.05	0.05	0.05	0.06	0.05	0.05	0.07
DR	0.21	0.13	0.10	0.13	0.14	0.09	0.07	0.15

Using the result shown in the table above, the reconstructed cohort analysis can be generated for total, male and female.

According to the cohort, 200 pupils who started schooling eight years back graduate without repeating any one grade during their stay in school.

Chart 3.26 Reconstructed Cohort Analysis for total (Male + Female), 2019/20



The result in chart 3.26 is the reconstructed cohort analysis of total (sum of male and female) which shows the number of pupils who eventually graduate from the final primary school grade, i.e. grade 8, and promoted to the next higher grade; i.e. grade 9. According to the cohort 200 pupil who started schooling eight years back graduate without repeating any one grade during their stay in school, where as another 86, 21 and 5 pupils graduated after repeating once, twice and three times respectively during their stay in primary school. The total number of graduates for the cohort is 312. In other words, about 32% of pupils who started the cohort eight years ago were eventually able to complete eight years of education and eligible to continue schooling in the next cycle.

The two charts below show separate reconstructed cohort analysis disaggregated by gender nationally.

Chart 3.28 Female Cohort Analyses, 2019/20

Grades	National Flow rates in primary education of Ethiopia (grade 1-8) Female									pupils/year/grade	Drop out by Years of Study			
	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate		0/6	1	2	3
Enrollment 2011	1,797,080	1,484,864	1,284,872	1,209,582	1,080,504	880,977	791,429	734,237						
Enrollment 2012	1852,288	1424,822	1287654	1200742	1,091,278	921,248	856,660	782,17	680,612					
Repeaters 2012	97,284	338,08	484,54	499,98	30,889	21,547	34,429	48,88	88,30					
Re-enrolled 2012	84,881	8,0008	307,40	483,75	38,198	28,813	28,832	182,13	344,12					
Promotion Rate	0.75	0.83	0.88	0.88	0.82	0.87	0.88	0.77						
Retention Rate	0.06	0.03	0.04	0.05	0.06	0.04	0.05	0.07						
Drop Out	0.21	0.12	0.10	0.12	0.12	0.08	0.08	0.16						
Year EC	0/5	509												
2011	1000	1000								1000				
		62								62				
2012	791	61	13	9.9						791				
		4		20						27				
2013	688	4	1	10	5.9					688				
		0		4	27					21				
2014	610	0	0	1	9	21	21			610				
	1088			4	26					30				
2015	547	0	0	1	105	21	39			547				
		215		0	5	25				20				
2016	480			1	13	111	25.4			480				
Grade 1	1088			708										
Grade 2	815			1	6	15				22				
Grade 3	708									30				
2017	Grade 4	641	426		2	17	107	21.0		426				
Grade 5	584				641									
Grade 6	484					1	5	1.8						
Grade 7	448								Graduate	22				
2018	Grade 8	424	405			2	19	11.0	2.74	44				
Total pupil/year	5148					364			212	405				
OUTPUT	328						1	6	19					
PVG	16									25				
2019	ICR/WR	1.98	142				3	2.2	1.18	90				
CR	51%						48.4							
								1	9					
2020		22						4	18	21				
								44.8						
									2					
2021		6							42.4	6				
		212	84	81	87	89	80	80	3.8	87				
		1000	778	677	609	522	483	432	4.51	282				
			78%	62%	61%	52%	48%	42%	4.5%	28%				

3.11. Number of Primary Schools and Clusters

In the year 2019/20, 711 primary schools were built across the country.

The total number of primary schools in Ethiopia is 37,750 in 2019/20; this is a significant increase from last year, which was reported as 37,039. Oromia has the largest number of primary schools at 14,937; 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 3.29 Numbers of Primary Schools by Region, 2019/20

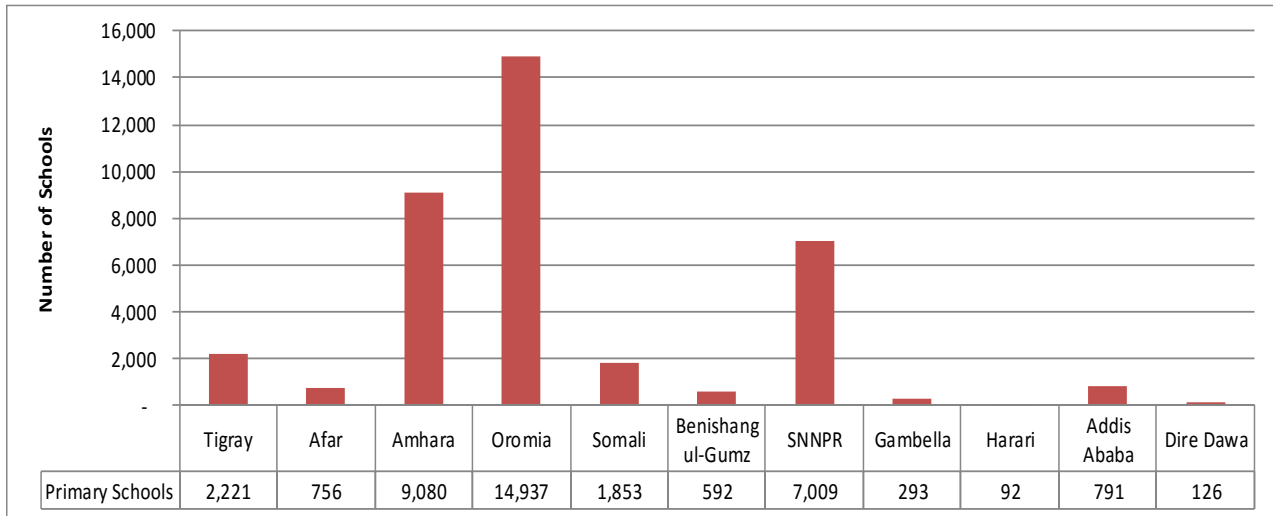
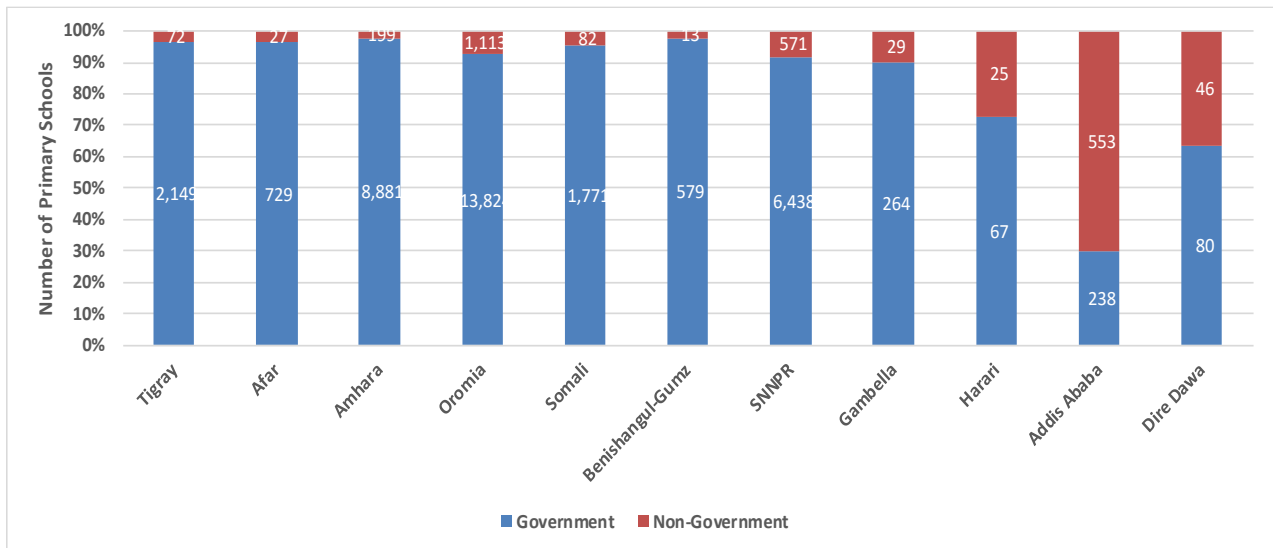


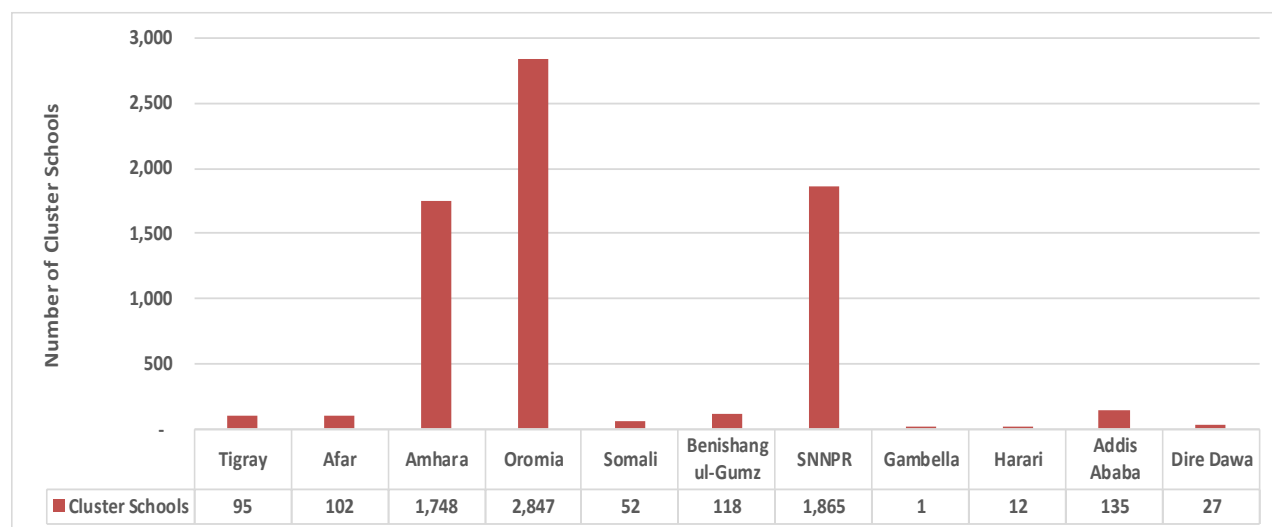
Chart 3.30 Primary Schools Disaggregated by Ownership, 2019/20



Cluster schools allow schools to share facilities. In 2019/20, there are 7,002 cluster schools 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 2019/20 there were 7,002 clusters in Ethiopia, the majority being in Oromia where there are 2,847 clusters.

Chart 3.31 Number of Cluster Schools by Region, 2019/20



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 around ten books per pupil, while Somali and Afar have the lowest with less than one book per child.

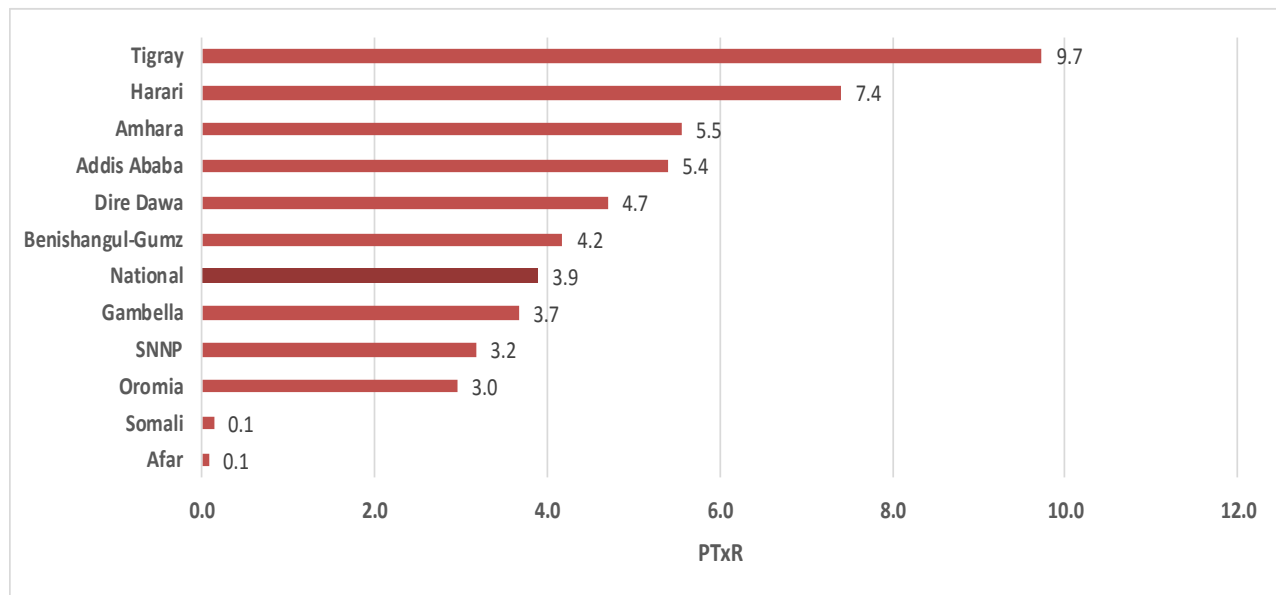
The pupil-textbook ratio (PTxR) is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally the pupil-textbook ratio for primary schools is 3.9; this indicates that on average children have access to just 4 textbooks when they go to school. Of course, there is wide regional variation with Tigray having the highest PTxR while Somali and Afar have the lowest PTxR.

The total number of textbooks in primary schools is over 77 million, with 47 % of these textbooks being classed as language textbooks.

Table 3.14 Numbers of Textbooks by Region and Subject, 2019/20

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	684,620	854	175,234	175,029	179,239	387,777	835,087	399,714	7,938	5,088	1,466	996,802	5,940	792,756	10,013	6,685	171,316	352,275	2,470	5,190,303
	In Store	1,030,086	1,752	107,828	58,432	65,455	219,632	712,065	218,064	5,030	2,679	939	2,333,417	5,842	388,663	5,318	4,993	78,161	175,048	1,281	5,414,685
Afar	In Hand	1,898	-	98	-	-	332	1,642	654	-	-	-	2,301	54	588	173	263	42	2,690	-	10,735
	In Store	65	-	17	-	-	10	254	136	-	-	-	224	2	118	-	-	-	15	-	841
Amhara	In Hand	3,110,837	83,889	504,514	591,586	597,137	1,331,654	3,104,007	1,313,132	13,787	2,406	1,474	177,515	54,721	3,090,152	107,118	214,435	611,673	1,345,497	11,113	16,266,647
	In Store	1,433,479	19,719	99,626	153,451	144,953	422,119	1,596,386	492,439	4,420	855	604	61,884	15,636	1,357,854	28,727	50,077	189,023	436,034	9,969	6,517,255
Oromia	In Hand	1,890,471	17,586	874,967	611,690	621,894	1,515,218	4,196,601	2,585,559	25,670	7,008	8,891	3,418,832	6,316	3,949,000	404,777	26,435	631,259	1,309,440	19,511	22,121,125
	In Store	242,418	1,682	79,958	58,920	68,995	183,179	456,148	173,864	3,104	283	579	215,758	799	399,459	41,558	4,851	77,372	144,791	22,762	2,176,480
Somali	In Hand	6,170	70	1,653	-	-	3,242	14,961	10,250	-	223	-	16,400	3,986	16,367	28	335	799	3,483	-	77,967
	In Store	1,442	8	1,345	-	-	609	3,147	2,199	-	38	-	4,335	1,994	6,255	19	116	172	800	57	22,536
Benishangul-Gumz	In Hand	162,579	6	16,263	22,575	24,074	41,962	164,274	63,047	1,112	75	172	59,693	4,390	132,738	1,467	3,132	26,132	59,263	612	783,566
	In Store	72,266	-	2,172	3,284	3,380	4,452	72,704	15,371	582	40	72	16,256	2,021	34,256	306	1,768	7,810	12,283	540	249,563
SNNP	In Hand	1,969,966	8,590	161,661	378,801	397,345	754,009	2,271,127	968,135	18,091	-	-	1,499,452	78,245	2,044,118	11,268	34,677	380,250	773,930	1,016	11,750,681
	In Store	526,648	3,009	23,023	67,618	71,963	123,664	501,573	164,743	7,125	-	-	288,969	20,274	479,564	4,260	8,454	69,833	122,502	852	2,484,074
Gambella	In Hand	43,724	42	882	-	-	4,886	68,151	22,559	164	161	160	39,652	2,478	48,436	272	575	1,011	1,256	144	234,553
	In Store	45,041	-	7,652	-	-	4,150	42,736	29,971	872	51	25	32,059	2,329	42,288	107	406	3,946	1,054	-	212,687
Harari	In Hand	30,580	60	6,072	6,204	6,918	16,289	49,292	30,802	290	-	283	41,668	25,562	47,693	680	2	7,090	15,023	420	284,928
	In Store	19,718	33	2,780	1,993	1,396	6,070	27,158	7,638	32	-	159	18,390	9,163	24,021	152	-	2,245	4,741	551	126,240
Addis Ababa	In Hand	424,764	6,853	79,863	-	-	191,880	430,507	218,208	14,610	2,524	437	27,951	3,642	445,170	19,021	14,812	95,241	182,500	2,454	2,160,437
	In Store	175,246	1,164	30,918	-	-	107,373	120,732	58,587	3,528	3,876	-	11,143	1,567	263,574	6,451	3,745	74,837	116,745	2,206	981,692
Dire Dawa	In Hand	33,878	87	10,714	-	-	19,187	50,565	27,375	176	230	350	14,608	2,311	50,981	1,752	84	9,859	19,689	5,883	247,729
	In Store	17,157	78	9,042	-	-	9,116	24,360	18,677	209	128	45	3,812	1,877	30,071	2,137	88	4,205	9,206	2,359	132,567
National	In Hand	8,359,487	118,037	1,831,921	2,005,734	2,390,791	4,325,301	10,635,338	5,365,828	67,889	113,776	24,876	6,755,179	196,289	10,074,953	642,233	503,029	1,836,201	6,576,114	393,428	59,128,671
	In Store	3,563,566	27,445	364,361	464,956	547,371	1,068,686	3,370,643	1,076,212	20,363	55,430	10,122	3,276,980	62,449	2,688,172	163,481	197,963	429,066	2,245,722	40,577	18,318,620
Total		11,923,053	145,482	2,196,282	2,470,690	2,938,162	5,393,987	14,005,981	6,442,040	88,252	169,206	34,998	10,032,159	258,738	12,763,125	805,714	700,992	2,265,267	8,821,836	434,005	77,447,291

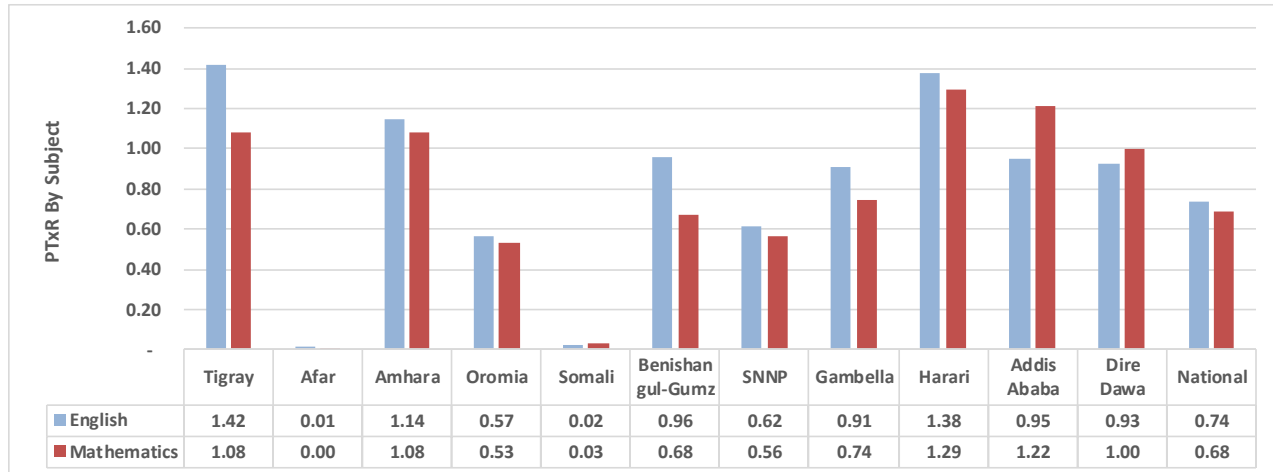
Chart 3.32 Pupil-Textbook Ratios (PTxR), 2019/20



Note that; PTxR has simply taken the ratio between students and all textbooks, however all students might not register for all subjects in many regions especially those using more than one mother tongue languages in their teaching learning.

To make the ratio more meaningful, it will be good to see PTxR of common subjects taken by all students, such as English and Mathematics. Below are the Pupil-Textbook ratios for English and Mathematics in primary schools

Chart 3.33 Pupil-Textbook Ratios (PTxR) for English and Mathematics, 2019/20



From chart 3.33, it can be shown that Tigray scores the largest ratio in English and Harari in mathematics. On the other hand, Afar is the least scorer in both subjects.

3.12.2. School Facility Indicators

Based on the 2019/20 data, 10,166 primary schools have electricity available in Ethiopia from the total respondent of 36,210 schools; however, there are significant differences between regions. Though the result might be affected by low response rates and incompleteness, electricity coverage accounts about 27% of all primary schools. Among schools with electricity available, 73% of them use hydropower followed by solar which is 10%.

On the other hand, 38% of primary schools have radios available, 17% have tape recorders and 6% have video recorders, with functionality of the equipment still under question.

Table 3.15 School Facility Indicators on Electricity and Access to Multimedia Teaching, 2019/20

Region	Availability of Electricity		Source of Electricity (If "Yes")						Radios		Tape Recorders		Video Recorders	
	Number of Respondent Schools	Schools with Electricity	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	2,150	759		4	588	95		72	847	610	693	1,228	138	510
Afar	745	138		2	95	27		14	49	8	71	61	27	42
Amhara	7,843	1,820		7	685	40	1,089		2,397	2,046	883	1,077	323	449
Oromia	14,937	3,989	1	68	3,357	532		31	6,451	5,732	2,400	3,066	765	1,380
Somali	1,716	256		1	25	7		223	220	3	161	14	152	
Benishangul-Gumz	592	111		1	83	21		6	9	4	47	47	9	28
SNNP	6,950	2,074		76	1,642	216	32	108	3,454	3,378	1,357	2,316	350	694
Gambella	274	82	2	7	52	9		12	42	6	42	50	36	1
Harari	92	77			66	11			16	3	38	43	32	34
Addis Ababa	783	765		9	721	5	30		660	295	555	1,485	454	1,161
Dire Dawa	128	95		3	77	7		8	38	30	56	114	32	105
National	36,210	10,166	3	178	7,391	970	62	1,563	14,183	12,115	6,303	9,501	2,318	4,404

3.12.3. WASH Facilities

Nationally, among schools responded to water item question, 78% have access to water supply, with 82.7% of the access are functional; water access is highest in Addis Ababa following by Dire Dawa and Harari. Somali has the lowest access at 7%.

Table 3.16 Water Access in Primary Schools, 2019/20

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	447	441	374			231	31	1	109	3	1	58	3	4		633	140	272	621	95	77	252	459	456
Afar	210	183	152	1	3	98	7	5	50	4	3	7	4	1		93	126	15	87	51	31	65	82	84
Amhara	3,222	3,101	2,493	7	14	516	941	81	604	33	13	557	247	65	23	2,329	437	48	2,118	290	134	272	1,486	1,651
Oromia	4,942	4,371	3,704	32	23	2,797	275	91	279	305	89	324	58	40	58	2,631	3,097	4,420	2,636	769	580	6,163	2,123	2,274
Somali	1,687	126	8	9	9	16	9	10	9	10	9	10	9	9	18	39	2	40	27	2		52	18	15
Benishangul-Gumuz	211	206	205		1	81	70	10	22	1	4	10	3	4		209	45	254	187	30	29	262	94	123
SNNP	3,085	2,159	1,862			1,279	94	79	200	71	41	117	37	147	94	1,536	1,940	303	1,220	630	677	1,252	1,033	1,236
Gambella	231	230	57	1		126	48		11				2	39	3	54		3		44		13	56	57
Harari	66	66	49			47	4	2	4		1	4	1		3	41	12	17	12	11	30	17	29	42
Addis Ababa	557	557	553	2	3	418	1	2	125		1	4			1	512	118	154	399	169	62	154	692	726
Dire Dawa	105	102	92			80	1	2	11			1	1	4	2	73	28	8	57	29	11	12	55	76
National	14,763	11,542	9,549	52	53	5,689	1,481	282	1,425	426	162	1,092	365	313	202	8,150	5,945	5,534	7,364	2,120	1,631	8,514	6,127	6,740

In 2019/20, 72.3% of primary schools have functional toilets. At national level, majority of primary schools have traditional toilets, with 45% coverage; and 29% are improved toilets. This shows a significant change, from traditional to improved, from last year's data. On the other hand, 29% of schools have toilets accessible to children with special needs, whereas 37% are accessible to young children. At regional level, Somali has the lowest proportion of toilets accessible for students with special needs, and accessible for young children with 5% and 3% respectively.

Table 3.17 Toilet Facilities in Primary Schools, 2019/20

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	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	2,031	1,705	1,363	344	577	838				402	7	808	338	62	54	470	298	1,054	949
Afar	678	322	182	35	80	95				41	1	210	29	3	11	84	43	176	123
Amhara	8,523	7,142	5,474	1,363	1,603	2,058	17	493	9	2,654	3,128	37	19	1,338	999	4,998	1,670	1,670	
Oromia	13,901	13,901	13,253	7,984	5,618	6,666				4,621	9,280		1,036	1,753	1,270	11,917	7,165	7,165	
Somali	1,588	135	15		94	46			1	18	96	26	38	10	9	12	9	12	9
Benishangul-Gumuz	591	537	478	208	152	224	1	101		215	193	1	43	170	114	359	219	219	
SNNP	5,930	5,075	5,576		2,081	2,973		198		2,071	3,807			2,343	1,815	5,172	3,516	3,516	
Gambella	279	214	186	207	171	173				187	20			3	1	182	171	171	
Harari	90	79	76	17	39	57				37	40	2	3	39	33	71	52	52	
Addis Ababa	753	749	570		500	557	3	416	2	61	11	111	11	604	535	587	451	451	
Dire Dawa	120	110	108	82	47	70				39	9	49	3	77	63	97	55	55	
National	34,484	29,969	27,281	10,240	10,962	13,757	21	1,667	21	10,921	16,951	291	1,218	6,891	5,180	24,625	14,380	14,380	

3.13. Enrollment Summary based on the New Education System

Based on the new road map, primary education covers Grade 1 to Grade 6 and Middle school is from Grade 7 to Grade 8

Middle School is offered for 7th and 8th grades. Middle School Education is a free, compulsory education program that focuses on the details of the next high school transition and completes basic knowledge, skills and ethics. This level of education serves as a bridge for 13- and 14-year-olds to attend 7th and 8th grade and transition to high school. It not only enables students at this level to qualify for the field of study they want, but also provides them with a basic knowledge and understanding of what they will learn in the future.

3.13.1. Primary (Grades 1-6)

Table 3.18 Gross Enrollment Ratio (Including ABE) and GPI, 2019/20

Region	School Age Population Age7-12			Primary Gross Enrolment (G1-6)			GER %			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	383,534	373,171	756,705	432,834	414,230	847,064	112.9	111.0	111.9	0.98
Afar	136,262	128,683	264,945	89,760	70,853	160,613	65.9	55.1	60.6	0.84
Amhara	1,690,080	1,631,648	3,321,728	1,681,747	1,546,141	3,227,888	99.5	94.8	97.2	0.95
Oromia	2,973,088	2,905,720	5,878,808	3,884,484	3,333,014	7,217,498	130.7	114.7	122.8	0.88
Somali	493,670	484,655	978,325	570,577	409,555	980,132	115.6	84.5	100.2	0.73
Benishangul-Gumz	86,831	84,060	170,891	111,556	94,054	205,610	128.5	111.9	120.3	0.87
SNNP	1,529,867	1,505,527	3,035,394	1,971,288	1,784,157	3,755,445	128.9	118.5	123.7	0.92
Gambella	31,480	30,615	62,095	53,264	47,931	101,195	169.2	156.6	163.0	0.93
Harari	16,457	15,856	32,313	25,798	20,718	46,516	156.8	130.7	144.0	0.83
Addis Ababa	176,785	181,007	357,792	210,827	240,755	451,582	119.3	133.0	126.2	1.12
Dire Dawa	27,565	26,974	54,539	35,469	30,906	66,375	128.7	114.6	121.7	0.89
National	7,545,619	7,367,916	14,913,535	9,067,604	7,992,314	17,059,918	120.2	108.5	114.4	0.90

Table 3.19 Net Enrollment Ratio, 2019/20

Region	School Age Population Age7-12			Primary Net Enrolment (G1-6)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	383,534	373,171	756,705	397,539	390,620	788,159	103.7	104.7	104.2
Afar	136,262	128,683	264,945	69,664	56,182	125,846	51.1	43.7	47.5
Amhara	1,690,080	1,631,648	3,321,728	1,440,000	1,347,728	2,787,728	85.2	82.6	83.9
Oromia	2,973,088	2,905,720	5,878,808	3,400,313	2,954,274	6,354,587	114.4	101.7	108.1
Somali	493,670	484,655	978,325	419,083	299,865	718,948	84.9	61.9	73.5
Benishangul-Gumz	86,831	84,060	170,891	84,577	73,752	158,329	97.4	87.7	92.6
SNNP	1,529,867	1,505,527	3,035,394	1,774,999	1,617,197	3,392,196	116.0	107.4	111.8
Gambella	31,480	30,615	62,095	30,678	28,131	58,809	97.5	91.9	94.7
Harari	16,457	15,856	32,313	20,189	16,593	36,782	122.7	104.6	113.8
Addis Ababa	176,785	181,007	357,792	177,280	185,506	362,786	100.3	102.5	101.4
Dire Dawa	27,565	26,974	54,539	28,899	25,875	54,774	104.8	95.9	100.4
National	7,545,619	7,367,916	14,913,535	7,843,221	6,995,723	14,838,944	103.9	94.9	99.5

3.13.2. Middle School (Grades 7-8)

Table 3.20 Gross Enrollment Ratio and GPI, 2019/20

Region	School Age Population (13-14)			Middle Schools Gross Enrolment (G7-8)			GER%			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Tigray	127,051	123,656	250,707	121,322	125,179	246,501	95.49	101.23	98.32	1.06
Afar	37,572	32,048	69,620	11,036	7,582	18,618	29.37	23.66	26.74	0.81
Amhara	479,999	474,242	954,241	427,240	450,881	878,121	89.01	95.07	92.02	1.07
Oromiya	943,472	925,503	1,868,975	630,563	508,089	1,138,652	66.83	54.90	60.92	0.82
Somali	109,139	92,211	201,350	51,095	34,707	85,802	46.82	37.64	42.61	0.80
Benishangul Gumz	27,198	26,121	53,319	23,603	18,857	42,460	86.78	72.19	79.63	0.83
SNNP	508,666	504,956	1,013,622	403,681	356,754	760,435	79.36	70.65	75.02	0.89
Gambella	10,383	9,301	19,684	14,441	12,456	26,897	139.08	133.92	136.64	0.96
Harari	5,327	5,137	10,464	5,204	3,869	9,073	97.69	75.32	86.71	0.77
Addis Ababa	42,196	44,527	86,723	61,170	76,910	138,080	144.97	172.73	159.22	1.19
Dire Dawa	9,447	9,284	18,731	7,982	6,613	14,595	84.49	71.23	77.92	0.84
National	2,300,450	2,246,986	4,547,436	1,757,337	1,601,897	3,359,234	76.39	71.29	73.87	0.93

Table 3.21 Net Enrollment Ratio, 2019/20

Region	School Age Population (13-14)			Middle School Net Enrolment (G7-8)			NER%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	127,051	123,656	250,707	96,037	106,095	202,132	75.59	85.80	80.62
Afar	37,572	32,048	69,620	5,112	3,886	8,998	13.61	12.13	12.92
Amhara	479,999	474,242	954,241	258,619	289,175	547,794	53.88	60.98	57.41
Oromiya	943,472	925,503	1,868,975	397,044	340,858	737,902	42.08	36.83	39.48
Somali	109,139	92,211	201,350	27,353	18,586	45,939	25.06	20.16	22.82
Benishangul Gumz	27,198	26,121	53,319	8,305	8,210	16,515	30.54	31.43	30.97
SNNP	508,666	504,956	1,013,622	290,865	262,863	553,728	57.18	52.06	54.63
Gambella	10,383	9,301	19,684	3,834	3,392	7,226	36.93	36.47	36.71
Harari	5,327	5,137	10,464	2,283	1,989	4,272	42.86	38.72	40.83
Addis Ababa	42,196	44,527	86,723	38,853	44,957	83,810	92.08	100.97	96.64
Dire Dawa	9,447	9,284	18,731	4,253	3,727	7,980	45.02	40.14	42.60
National	2,300,450	2,246,986	4,547,436	1,132,558	1,083,738	2,216,296	49.23	48.23	48.74

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 from 15 to 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.

Secondary school enrolment has expanded rapidly in the past 20 years, with an average annual growth rate of 9.4% in the last five consecutive years.

The Secondary Education according to the National Education Structure is the second tier in the mainstream education. Secondary education offers grades 9 through 12 and covers students between the ages of 15 and 18. Secondary education has two cycles; the first cycle covering grades 9-10 and the second cycle covering grades 11-12. It is divided into academic and technical and vocational education and training. Secondary education offers a wide range of subjects and prepares students for higher education and the world of work.

This level of education primarily is quite pivotal in ensuring the continuity and sustainability of all government efforts and hence government continues to implement different strategies at all time to address the numerous challenges associated with ensuring quality and inclusive education.

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	2013/14 Baseline	2019/20 Target	2019/20 Actual
Grades 9–10, GER female	37	74	48.6
Grades 9–10, GER male	40	74	53.5

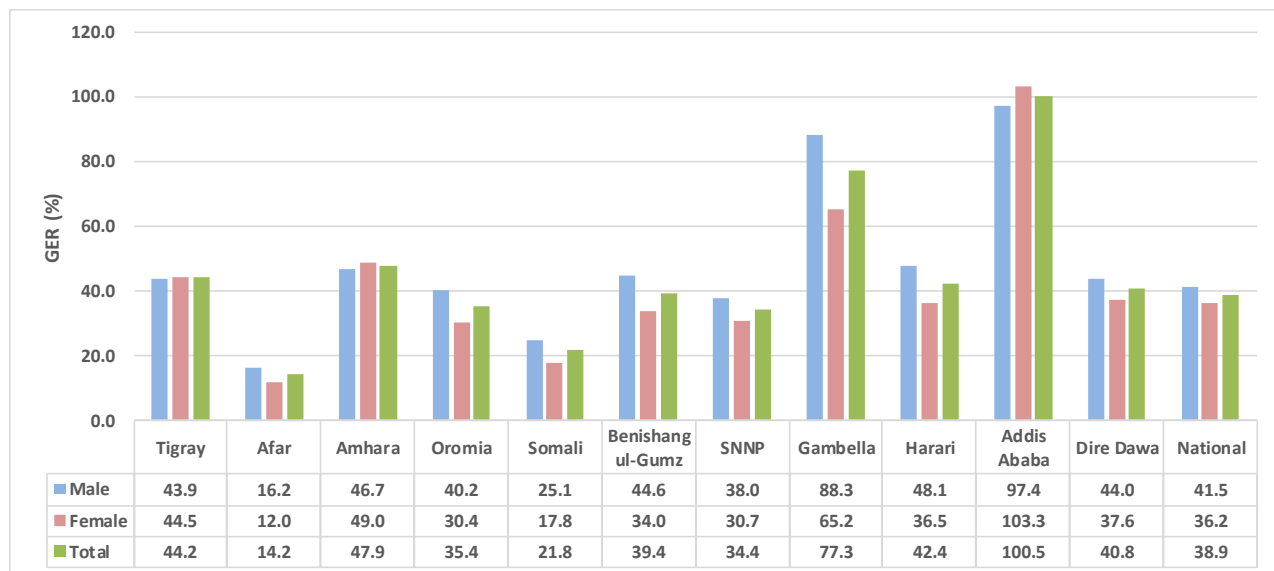
The GER calculates the total number of children that have enrolled in Grades 9-12, irrespective of their age, as a proportion of the school age population.

Transition from primary to secondary education is low nationally as the GER for secondary is shown to be much lower than primary, with notable regional disparities.

The national GER of secondary grades (Grade 9-12) is 38.9% in 2019/20; this indicates that transition from primary to secondary education is low, however GER has been increased by 6.9 percentage points from last year. Regional differences are notable, with Addis Ababa having the highest GER at 100.5%, followed by Gambella and Amhara with 77.3% and 49.0% 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 Somali regions have the lowest enrolment rate in secondary education.

Table 4.1 GER for Grades 9-12 by Region and Sex, 2019/20

Region	School Age Population (15-18)			Gross Enrolment (G9-12)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	249,050	242,508	491,558	109,378	107,819	217,197	43.9	44.5	44.2
Afar	77,057	64,922	141,979	12,454	7,769	20,223	16.2	12.0	14.2
Amhara	942,275	926,424	1,868,699	440,059	454,296	894,355	46.7	49.0	47.9
Oromia	1,840,428	1,805,615	3,646,043	740,081	548,946	1,289,027	40.2	30.4	35.4
Somali	221,871	184,801	406,672	55,672	32,947	88,619	25.1	17.8	21.8
Benishangul-Gumz	53,772	52,086	105,858	23,997	17,702	41,699	44.6	34.0	39.4
SNNP	990,024	983,574	1,973,598	376,527	302,411	678,938	38.0	30.7	34.4
Gambella	21,042	19,126	40,168	18,576	12,462	31,038	88.3	65.2	77.3
Harari	10,672	10,505	21,177	5,133	3,836	8,969	48.1	36.5	42.4
Addis Ababa	86,083	94,143	180,226	83,821	97,247	181,068	97.4	103.3	100.5
Dire Dawa	19,346	19,513	38,859	8,503	7,336	15,839	44.0	37.6	40.8
National	4,511,620	4,403,217	8,914,837	1,874,201	1,592,771	3,466,972	41.5	36.2	38.9

Chart 4.1 GER for Grades 9-12 by Region and Sex, 2019/20

Similarly happened in primary, 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 51.1% for Grades 9-10 to 26.4% for Grades 11-12. High levels of enrolment rate are observed in Addis Ababa and Gambella in Grade 9-10 with both regions scored a GER over 100%; this may be the result of students enrolling outside of the official school admission age.

Table 4.2 Secondary GER Split by Cycle, 2019/20

Region	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	66.3	68.9	67.6	21.2	19.6	20.4
Afar	22.8	16.4	19.8	9.9	7.7	8.9
Amhara	61.5	67.0	64.2	31.7	30.8	31.3
Oromia	47.7	37.4	42.6	32.4	23.2	27.9
Somali	32.1	22.8	27.8	18.5	13.0	16.0
Benishangul-Gumz	68.4	52.1	60.4	20.5	15.7	18.1
SNNP	51.9	44.4	48.1	23.8	16.7	20.2
Gambella	120.3	106.7	113.9	56.6	24.5	41.3
Harari	75.9	55.4	65.8	20.2	18.0	19.1
Addis Ababa	126.0	135.5	130.9	69.4	72.8	71.2
Dire Dawa	63.7	55.4	59.5	24.7	20.7	22.7
National	53.5	48.6	51.1	29.3	23.5	26.4

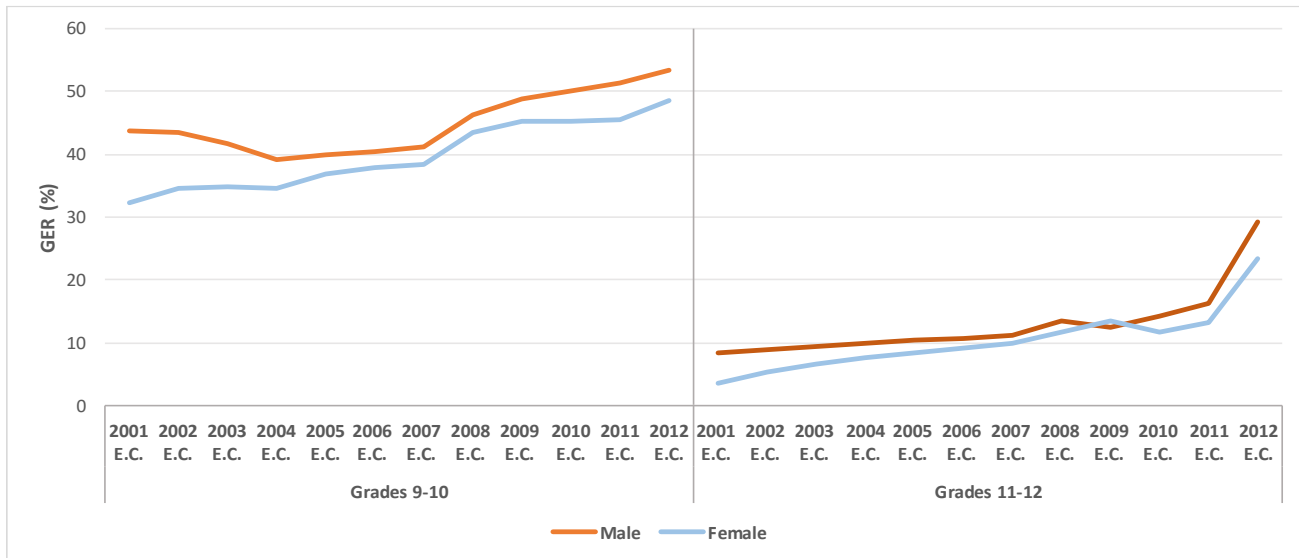
Secondary enrolment has gradually improved over time, but GER targets for the year have not been met in both sex.

Table 4.3 and Chart 4.3 below show the GER trend over time, starting from 2008/09 to 2019/20. There have been incremental improvements in enrolment in both cycles, other than a declined in Grade 9-10 enrolment in 2010/11 and 2011/12. The ESDP V GER target for Grade 9-10 has not been met in this year. 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, 2008/09 – 2019/20

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
2012 E.C. (2019/2020)	53.5	48.6	51.1	29.3	23.5	26.4

Chart 4.3 Trends in GER for Grades 9-10 and Grades 11-12, 2008/09 – 2019/20



4.2. Secondary Net Enrolment Ratio (NER)

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Grades 9–10, NER female	21	47	26.1
Grades 9–10, NER male	20	47	25.7

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 compared to primary education.

Nationally, NER for Grades 9-12 is 29.0% and there is a small difference, 1.7 percentage points, between males and females. Moreover, the NER showed a slight change from last year, with 3.7 percentage point’s increment. Addis Ababa has the highest NER at 78.4%, showing that most students in this region enrolled at the official school age, and Afar with the lowest NER at 8.4%. 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 of the correct age.

Table 4.4 NER for Grades 9-12, 2019/20

Region	School Age Population (15-18)			Net Enrolment (G9-12)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	249,050	242,508	491,558	95,582	99,396	194,978	38.4	41.0	39.7
Afar	77,057	64,922	141,979	7,135	4,850	11,985	9.3	7.5	8.4
Amhara	942,275	926,424	1,868,699	312,060	350,402	662,462	33.1	37.8	35.5
Oromia	1,840,428	1,805,615	3,646,043	509,225	415,736	924,961	27.7	23.0	25.4
Somali	221,871	184,801	406,672	34,570	20,982	55,552	15.6	11.4	13.7
Benishangul-Gumz	53,772	52,086	105,858	14,685	13,478	28,163	27.3	25.9	26.6
SNNP	990,024	983,574	1,973,598	286,198	241,601	527,799	28.9	24.6	26.7
Gambella	21,042	19,126	40,168	9,942	7,404	17,346	47.2	38.7	43.2
Harari	10,672	10,505	21,177	4,017	3,346	7,363	37.6	31.9	34.8
Addis Ababa	86,083	94,143	180,226	64,760	76,536	141,296	75.2	81.3	78.4
Dire Dawa	19,346	19,513	38,859	5,516	5,636	11,152	28.5	28.9	28.7
National	4,511,620	4,403,217	8,914,837	1,343,690	1,239,367	2,583,057	29.8	28.1	29.0

Chart 4.4 NER for Grades 9-12, 2019/20

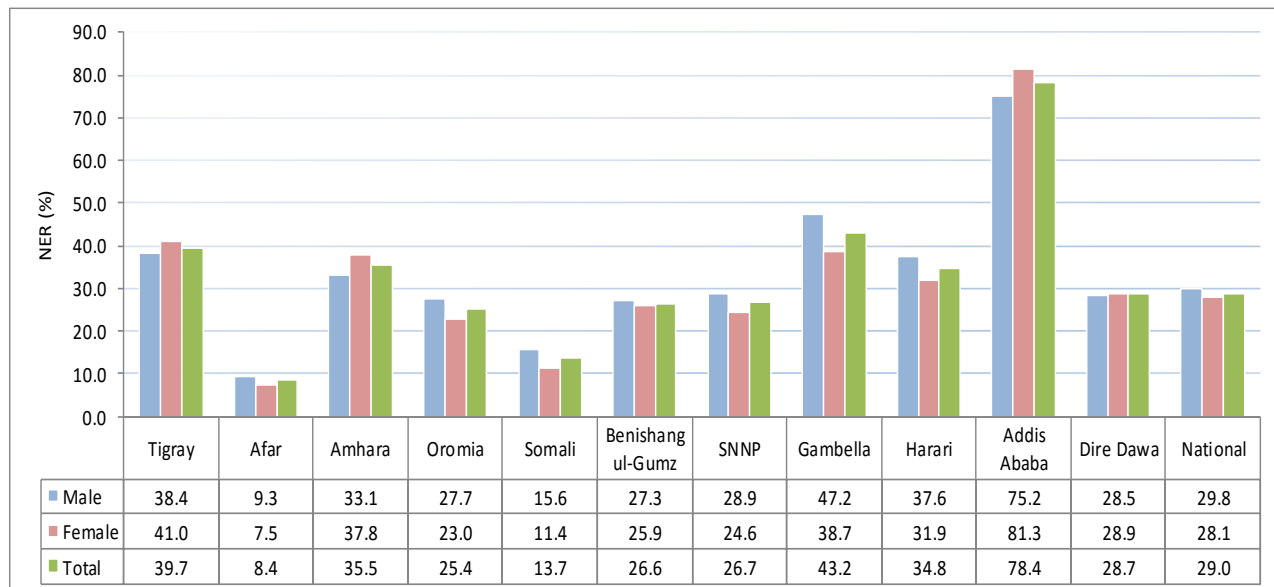
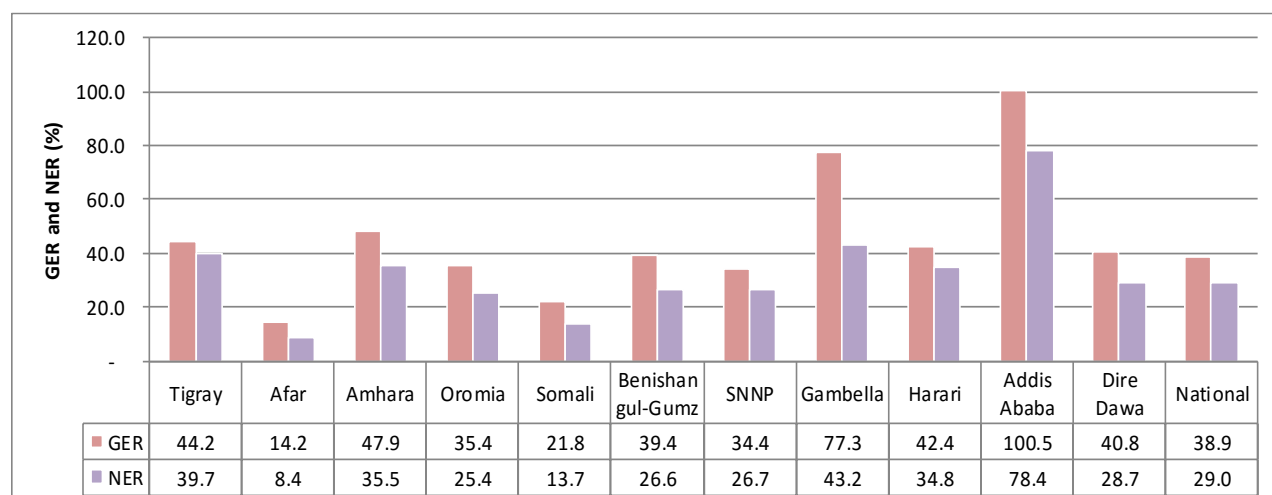


Chart 4.5 Comparisons between GER and NER for Grades 9-12 by Region, 2019/20

Regionally, only Addis Ababa meet the NER targets for 2019/20 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, 47, for Grades 9 -10 was missed. Only Addis Ababa achieved the target of NER regionally, and 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, 2019/20

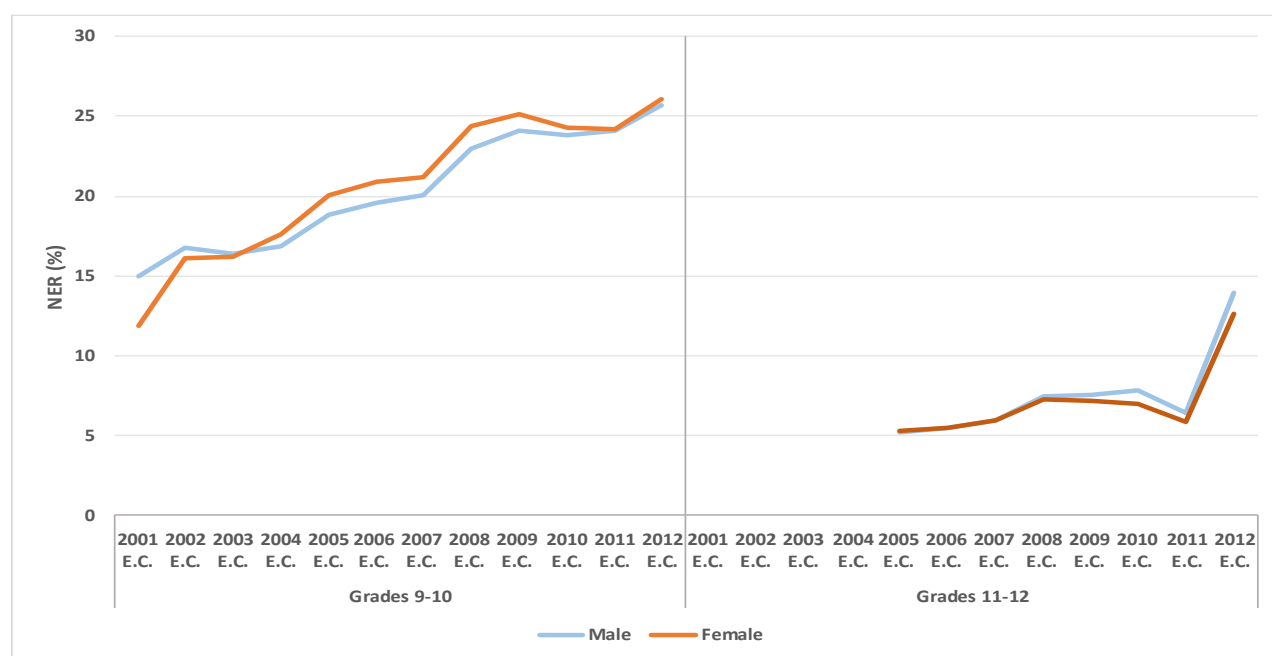
Region	Grade 9-10			Grade 11-12		
	Male	Female	Total	Male	Female	Total
Tigray	48.7	55.1	51.9	15.0	15.3	15.1
Afar	7.4	6.0	6.7	3.8	3.4	3.6
Amhara	25.1	31.3	28.2	14.5	15.4	14.9
Oromia	21.7	19.6	20.6	14.0	11.8	12.9
Somali	11.8	9.2	10.6	7.5	5.0	6.4
Benishangul-Gumuz	19.1	20.9	20.0	9.4	10.0	9.7
SNNP	28.6	26.0	27.3	12.8	9.5	11.2
Gambella	34.5	30.0	32.4	18.6	9.3	14.2
Harari	34.2	29.6	31.9	12.4	13.9	13.2
Addis Ababa	72.0	75.5	73.8	43.4	47.7	45.7
Dire Dawa	20.3	22.6	21.5	9.2	11.6	10.4
National	25.7	26.1	25.9	13.9	12.6	13.3

Table 4.6 below shows the trend for NER, since 2008/09 for grades 9-10 and from 2012/13 for grades 11-12. The NER trend for grades 9-10 shows a switch between male and female in 2004 onwards, this is the year in which female NER became higher than male NER and it has remained higher ever since. The trend for grade 11-12 didn't have long history before 2012/13 In general, even though there is a small increase over the last 5 years from 2011/12 in both grades 9-10 and grades 11-12, the value for grades 11-12 has been decreased slightly from last year and jumped significantly in this year.

Table 4.6 Trends in NER for Grades 9-10 and Grades 11-12, 2008/09 – 2019/20

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
2012 E.C. (2019/2020)	25.7	26.1	25.9	13.9	12.6	13.3

Chart 4.7 Trends in NER for Grades 9-10 and Grades 11-12, 2008/09 – 2019/20



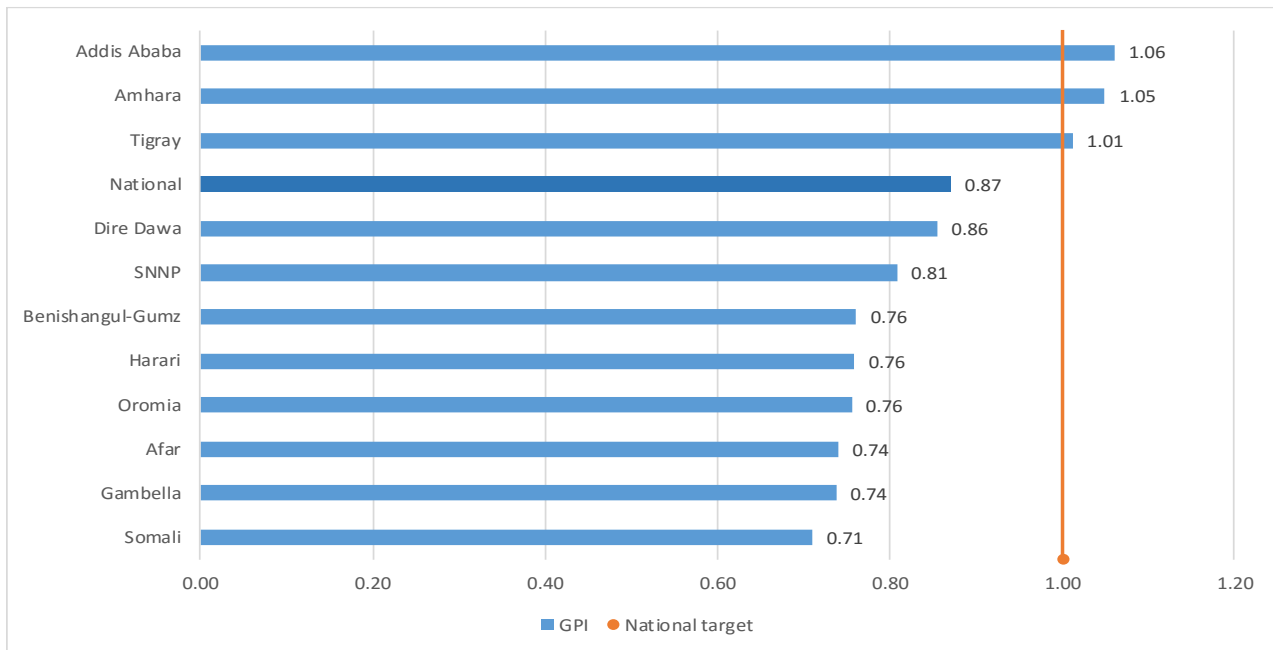
4.3. Gender Parity Index

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
GPI in Grades 9-12 (index)	0.91	1.00	0.87

The GPI target for 2019/20 has not been met; however, Addis Ababa, Tigray and Amhara perform beyond the target value.

The GPI for Grades 9-12 has not met the 2019/20 target of 1.00 at the national level. However, Addis Ababa, Tigray and Amhara perform beyond the target value. Equity is better in Grades 9-10 at national level. Gambella has the biggest difference in GPI between the two cycles, dropping from 0.89 in the first cycle to 0.43 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 Harari, followed by Afar and Benishangul-Gumz showing that more females in these regions continue to second cycle secondary grades compared to males than other regions.

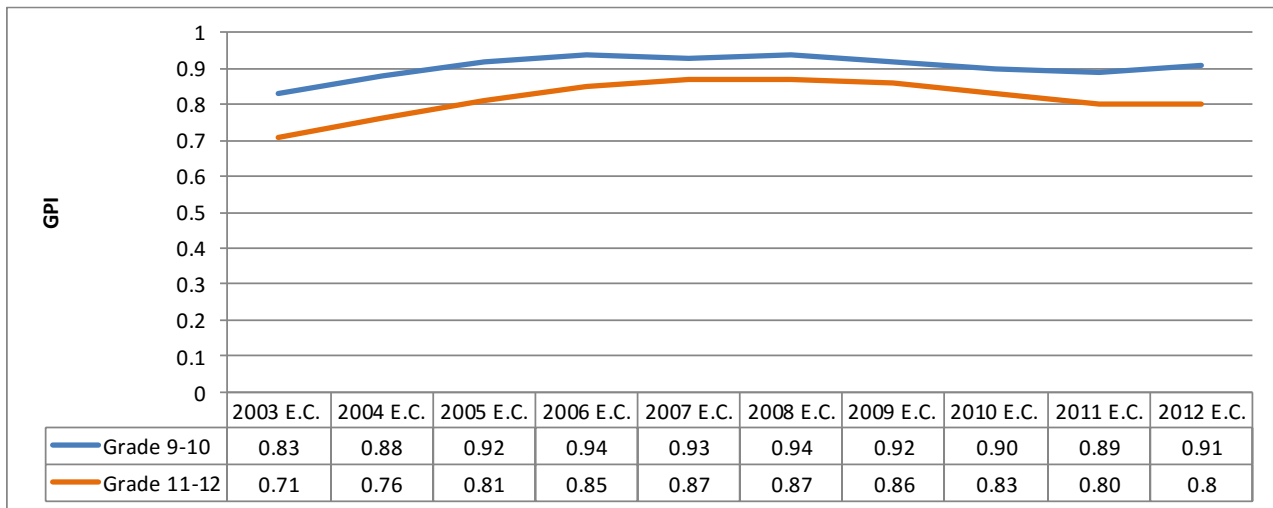
Chart 4.8 GPI for Secondary Schools by Region, 2019/20



Trends show minimal change in gender parity between Grades 9-10 before 2015/16, and a better increment between Grades 11-12 compared to the first cycle especially in the first 5 years from 2010/11

By the end of ESDP V, the target was 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, however the ESDP target has been missed. GPI trends over the last four years shows that there has been a slight decrease in both cycles, compared to the substantial increment from 2010/11 to 2014/15

Chart 4.9 Trends in GPI, 2010/11-2019/20

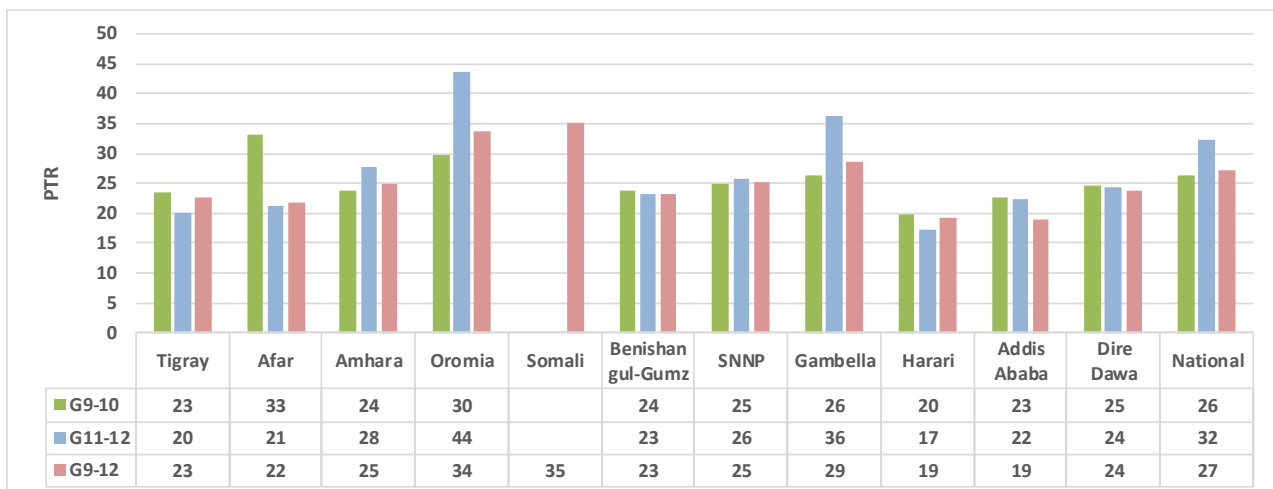


4.4. Secondary Pupil Teacher Ratio

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 for 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 27 in 2019/20. The PTR in second cycle of secondary is higher compared to the PTR in first cycle, which is opposite from last year. This may be due to higher promotion from first to second cycle for this particular year. In Somali, since no complete data for teachers by cycle is given, the 2017/18 teachers data has been taken instead.

Chart 4.10 PTR by Region and Cycle, 2019/20



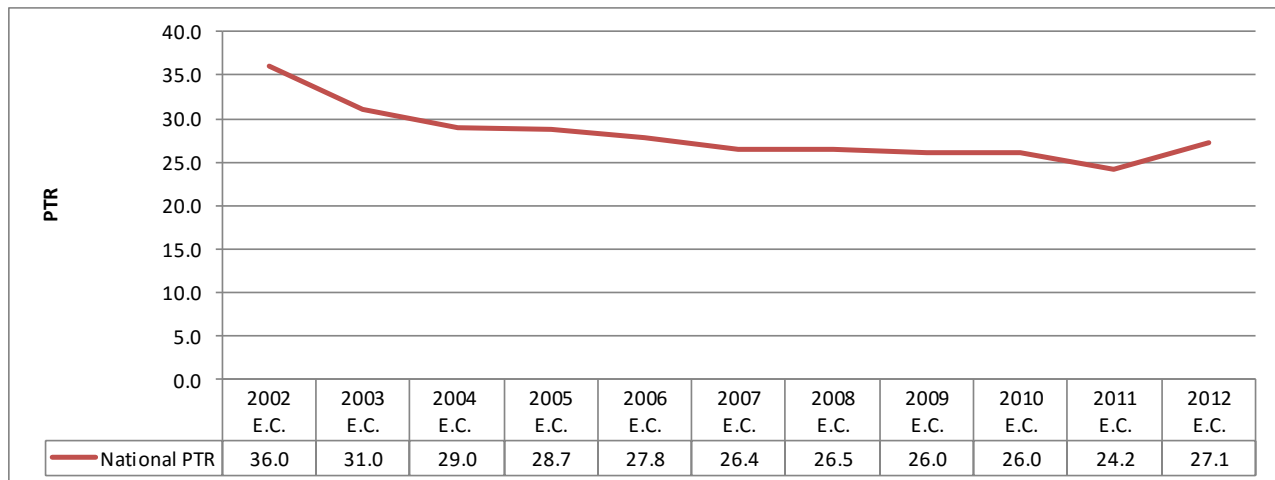
Note: Somali region did not report the number of teachers by cycle. This was also the problem happened last year too. Accordingly, the PTR by cycle will also be affected.

The trend in PTR shows that it has been improving since 2009/10. The improvement, the decrease in the ratio, was largest between 2009/10. and 2010/11. and the ratio becomes worst 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 11 years.

Table 4.7 Trends in PTR, Grades 9-12, by Region, 2009/10 – 2019/20

Region	2002 E.C.	2003 E.C.	2004 E.C.	2005 E.C.	2006 E.C.	2007 E.C.	2008 E.C.	2009 E.C.	2010 E.C.	2011 E.C.	2012 E.C.
Tigray	41.0	33.0	34.0	31.3	32.5	29.6	29.8	27.0	25.0	23.0	22.5
Afar	32.0	0.0	26.0	19.8	20.7	50.8	60.6	37.0	34.0	19.4	21.9
Amhara	36.0	29.0	27.0	27.8	26.5	23.1	24.6	23.0	22.0	23.0	24.8
Oromiya	39.0	33.0	31.0	29.9	27.4	25.8	25.7	25.0	25.0	28.0	33.8
Somali	34.0	21.0	34.0	47.4	42.7	44.0	52.3	40.0	40.0	49.8	35.1
Benishangul-Gumz	31.0	26.0	29.0	19.9	23.8	28.4	24.2	24.0	20.0	22.8	23.3
SNNP	42.0	35.0	34.0	30.2	31.4	22.9	29.8	29.0	32.0	21.7	25.2
Gambella	24.0	23.0	30.0	25.6	29.4	30.4	32.9	29.0	23.0	25.7	28.5
Harari	26.0	24.0	23.0	26.3	21.3	17.8	18.4	24.0	18.0	19.0	19.2
Addis Ababa	22.0	26.0	20.0	21.5	21.1	20.2	20.0	22.0	23.0	18.3	18.9
Dire Dawa	24.0	22.0	21.0	18.9	18.1	20.5	23.7	21.0	20.0	19.9	23.7
National	36.0	31.0	29.0	28.7	27.8	26.4	26.5	26.0	26.0	24.2	27.1

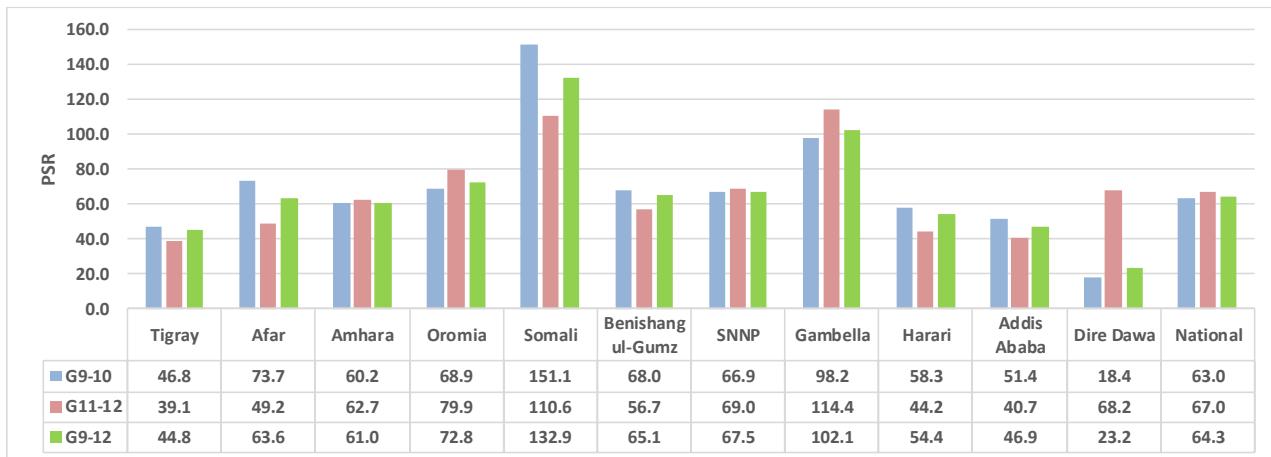
Chart 4.11 National PTR Trend, Grades 9-12



4.5. Secondary Pupil Section Ratio

Nationally, in 2019/20, PSR is at 64.3 for grades 9-12, which is an increment of 7.5 points from last year showing that more students are sitting together in a given class room. It is higher in the first cycle compared to the second cycle. Somali has the biggest variation between cycles, with 151.1 in the first cycle compared to 110.6 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 for Grades 9-12 is lowest in Dire Dawa followed by Tigray and Addis Ababa, indicating that students in these regions have better access to classroom facilities and are in a better conducive learning environment.

Chart 4.12 Pupil Section Ratios by Region and Cycle, 2019/20



4.6. Number of Schools

Nationally there are 3,688 secondary schools in 2019/20, with 34.7% found in Oromia. 89% of schools nationally are government owned schools, however in Addis Ababa 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, 2019/20

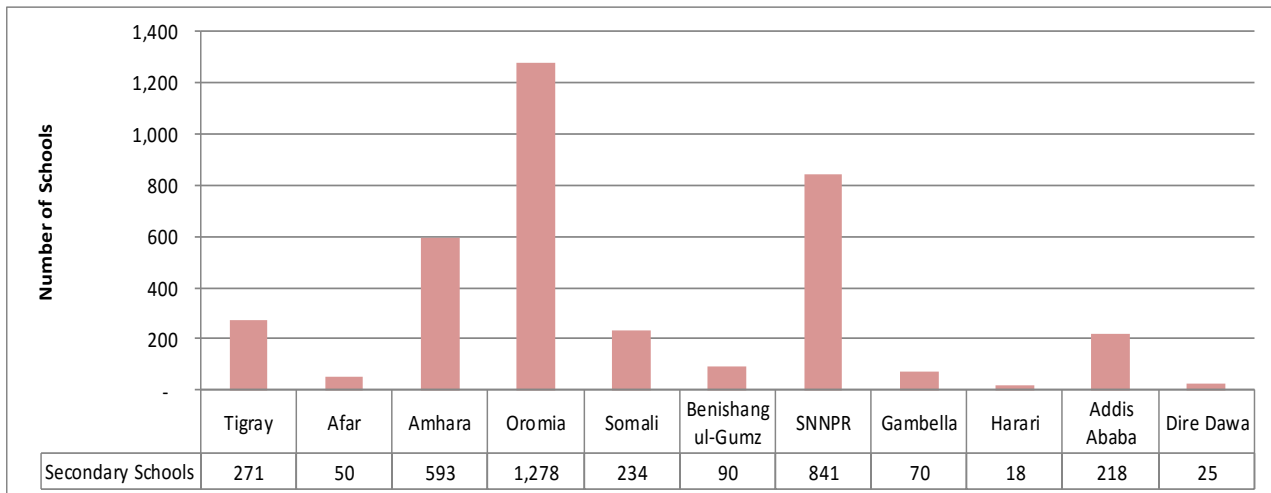
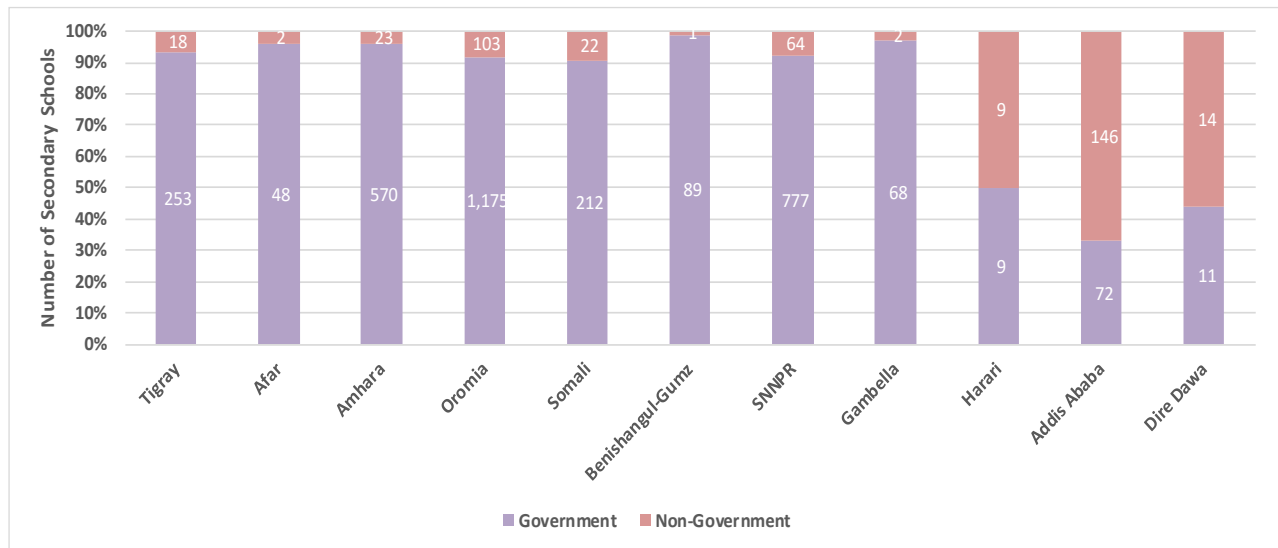


Chart 4.14 Numbers of Secondary Schools by Region and Ownership, 2019/20

4.7. Textbooks and School Facilities

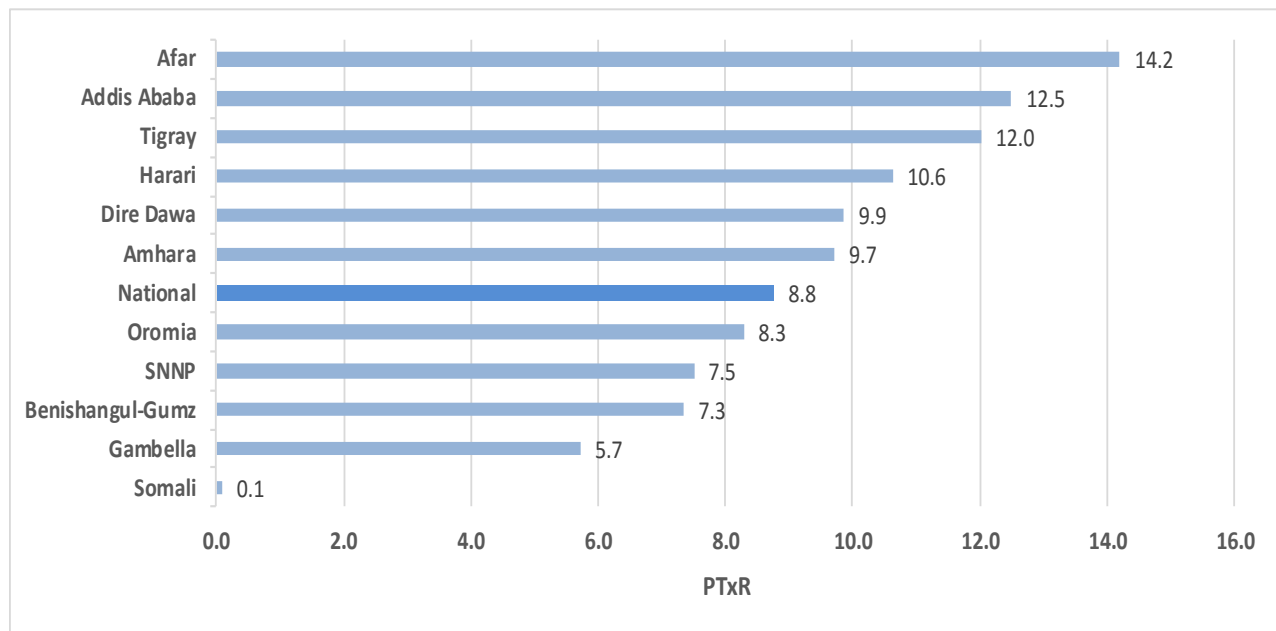
4.7.1. Number of Textbooks

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 2019/20 is 8.8; which is a decrease by 2.1 points from 2018/19. This indicates that on average a child have accesses to about 9 textbooks in school. However, there is wide regional variation with Afar having the highest pupil-textbook ratio at 14.2, followed by Addis Ababa and Tigray. Somali has the lowest ratio with less than one textbook per student, while the figure is not representative as the number of textbooks reported is substantially low. The total number of textbooks in secondary schools in 2019/20 is 30.4 million, which is less than by 0.4 million from last year.

Table 4.8 Numbers of Textbooks by Region and Subject, 2019/20

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	107,545	19,588	151,405	153,883	163,711	76,890	175,742	3,663	9,331	5,543	141,701	148,393	147,786	154,460	46,969	153,657	14,151	1,674,418
	In Store	23,137	14,717	96,172	78,468	86,565	42,511	73,199	1,865	5,318	2,802	66,094	96,215	153,460	71,182	31,190	83,598	8,119	934,612
Afar	In Hand	13,757	1,876	12,848	12,498	13,415	11,273	13,217	702	1,846	1,448	11,536	11,398	6,455	13,259	8,521	11,583	191	145,823
	In Store	15,065	7,741	12,987	11,296	10,488	11,192	11,668	705	3,841	3,185	11,100	9,755	2,584	10,550	6,493	12,641		141,291
Amhara	In Hand	681,181	107,606	611,044	588,254	669,846	657,760	653,380	2,912	84,348	79,777	560,791	477,299	25,835	641,684	192,953	601,551	3,961	6,640,182
	In Store	213,121	53,464	212,713	212,142	193,136	200,472	170,214	2,591	27,664	23,565	169,366	115,014	11,765	165,934	48,557	223,336	3,105	2,046,159
Oromia	In Hand	527,111	75,970	706,038	695,934	798,056	774,539	715,148	12,751	47,776	42,122	667,775	605,797	589,571	759,395	614,231	715,172	7,079	8,354,465
	In Store	98,249	62,448	236,601	212,668	234,844	228,434	164,950	6,763	30,023	20,274	174,806	166,639	93,458	231,053	128,277	234,333	3,798	2,327,618
Somali	In Hand	640	315	534	587	565	60	175	-	-	-	527	109	82	396	-	360		4,350
	In Store	255	128	416	320	1,863	204	346	-	2	-	225	52	88	257	16	322		4,494
Benishangul-Gumuz	In Hand	21,107	4,222	23,421	23,060	24,064	23,319	26,522	1,020	2,708	1,670	22,786	10,566	8,099	23,346	2,645	22,681	122	241,358
	In Store	3,137	2,715	4,594	5,307	4,900	7,382	8,268	572	1,953	1,005	8,028	2,280	3,385	5,355	1,037	4,996	48	64,962
SNNP	In Hand	296,681	33,850	375,801	363,040	383,052	359,216	386,643	33,414	32,204	333,032	336,151	268,675	268,675	385,383	151,189	378,189	34,334	4,150,854
	In Store	40,731	18,476	96,662	98,240	95,170	86,791	78,704	9,460	10,540	59,115	67,163	76,305	90,931	16,515	96,314	1,041	942,158	
Gambella	In Hand	8,905	1,494	17,869	9,584	8,121	6,340	11,059	1,730	2,327	1,211	7,183	3,133	7,512	8,624	4,747	7,890	414	108,143
	In Store	4,298	974	7,182	7,309	6,428	5,216	5,201	592	987	419	3,897	2,002	6,516	5,965	5,395	6,413	698	69,492
Harari	In Hand	6,311	716	6,631	6,589	7,216	3,707	6,579	435	302	5,723	5,181	6,183	5,181	6,183	4,595	6,462	1,971	75,662
	In Store	1,574	574	2,055	1,267	1,349	1,227	1,990	149	134	1,458	1,537	1,633	1,529	954	1,995	201	19,626	
Addis Ababa	In Hand	140,382	29,096	136,600	135,219	140,289	123,430	136,469	3,255	18,235	16,566	111,846	105,401	3,681	143,558	96,564	124,357	1,462	1,466,410
	In Store	66,686	21,813	79,669	71,428	72,604	79,950	71,904	2,615	17,489	13,984	68,371	51,127	381	67,670	34,103	74,305	2,001	796,100
Dire Dawa	In Hand	8,553	1,589	9,395	9,515	9,366	8,822	10,602	672	1,316	975	9,906	6,462	4,742	10,378	5,457	9,262		107,012
	In Store	3,818	1,333	4,368	4,193	4,443	3,448	4,595	166	417	250	4,565	3,393	670	4,412	3,999	5,182		49,252
National	In Hand	1,812,173	276,322	2,051,586	1,998,163	2,197,689	2,069,192	2,108,109	413,348	201,736	181,818	1,872,806	1,709,890	1,068,621	2,147,544	1,127,871	2,031,164	63,685	22,968,677
	In Store	470,071	184,383	753,419	702,638	711,790	666,827	591,039	15,869	97,303	76,158	567,025	515,177	350,245	654,838	276,536	743,435	19,011	7,395,764
	Total	2,282,244	460,705	2,805,005	2,700,801	2,909,479	2,736,019	2,699,148	429,217	299,039	257,976	2,439,831	2,225,067	1,418,866	2,802,382	1,404,407	2,774,599	82,696	30,364,441

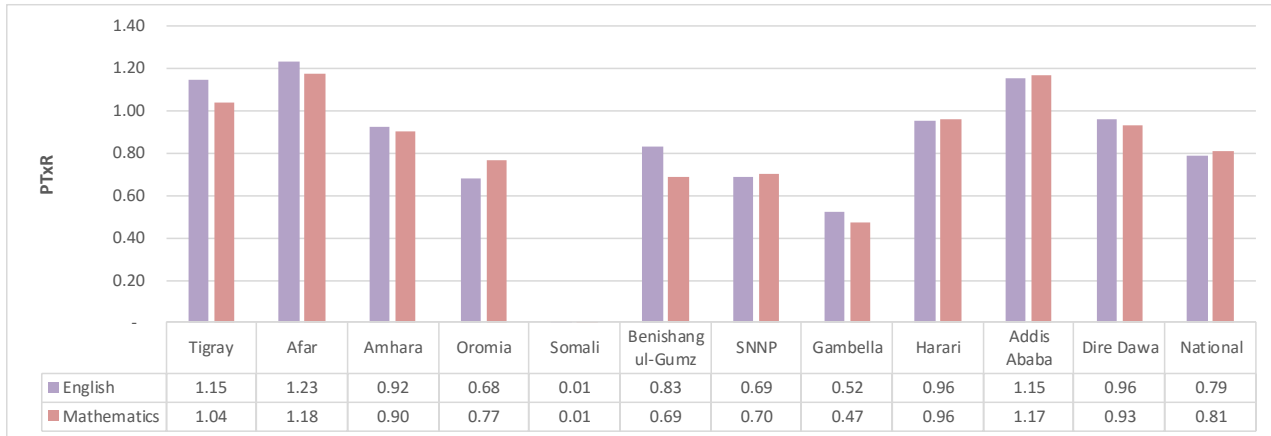
Chart 4.15 Pupil-Textbook Ratios by Region, 2019/20



It should be noted that, PTxR is a simple ratio between students and all textbooks, however all students might not register for all subjects because students will be categorized in different streams.

To make the ratio more meaningful, it will be good to see PTxR of common subjects taken by all students, such as English and Mathematics. Below are the Pupil-Textbook ratios for English and Mathematics in secondary schools

Chart 4.16 Pupil-Textbook Ratios for English and Mathematics, 2019/20



4.7.2. School Facility Indicators

It can be calculated that nationally 71% of secondary schools 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 76% of schools have computers available. Secondary schools in Addis Ababa are the most connected, proportionally, to the internet (78%), followed by Harari and Dire Dawa with 39% and 32% respectively. Whereas internet availability nationally covers only 21% of the total secondary schools. These numbers might be affected by the low response rate in school facility items in the questionnaire.

Table 4.9 School Facility Indicators on Electricity and Multimedia Teaching, 2019/20

Region	Availability of Electricity		Source of Electricity (If "Yes")					Plasma		VSAT Dish		Computer			Internet		Video Recorders			
	Number of Respondent Schools	Schools with Electricity	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	Functional (Number)	Non-Functional (Number)	Availability (Number of Schools)	Functional (Number of Schools)	Availability (Number of Schools)	Functional (Number of Computers)	Computers used for Teaching	Computers used for Admin	Availability (Number of Schools)	Computers accessing the Internet (Number)	Availability (Number of Schools)	Number
Tigray	232	178	2	154	4	18		1,383	237	143	61	192	4,321	3,343	436	40	989	10	17	
Afar	47	30		24	1	5		85	20	19	10	32	698	276	67	6	370	6	13	
Amhara	540	420	1	25	183	3	208	7,589	3,807	332	220	481	22,155	23,636	16,859	185	26,037	80	284	
Oromia	1,278	977		103	865	9		6,692	3,596	640	312	1,122	31,496	23,650	13,494	164	5,596	126	353	
Somali	210	75	1	5	9	3	57	70	16	44	23	50	158	104	15	41	150	37		
Benishangul-Gumuz	90	40		7	29	3	1	532	203	33	11	57	1,301	620	141	8	531	6	13	
SNNP	835	593		77	476	17	7	4,910	1,933	317	108	601	19,948	17,449	5,172	121		141	1,421	
Gambella	70	33		3	17	6	1	23	9	6	5	16	41	77	21	8	37	14		
Harari	18	16		16				129	10	9	5	18	679	242	201	7	142	8	9	
Addis Ababa	216	212		6	200	1	5	2,411	640	128	75	209	11,181	7,220	3,989	171	12,816	126	470	
Dire Dawa	26	24		24				208	87	9	9	24	998	765	937	8	693	7	21	
National	3,562	2,598	2	228	1,997	47	8	318	24,032	10,558	1,680	839	2,802	92,976	77,382	41,332	759	47,361	561	2,601

4.7.3. WASH Facilities

Nationally, 89% of the schools that responded to water-related questions reported to have water supply, and the functional water supply is 75.4%. Majority of schools have pipe water and 73.3% of them are treated. Most of the schools, 46.2%, have water available from 5 to 7 days per week. 79% of schools reported that their water supply is easily accessible by students with special needs.

Table 4.10 Water Access in Secondary Schools, 2019/20

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	Tanker-Truck	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	82	81	56			57	1		17			6			3	11	42	104	26	19	26		94	100
Afar	23	22	17			19	1		1	1					4	8	5	8	7	2	4		11	10
Amhara	393	387	301			136	36	2	90	14		95	10	3	1	275	26		214	54	28	24	203	212
Oromia	779	748	621	2	2	618	17	2	34	11	2	49	3	3	5	455	153	13	392	152	89	383	432	497
Somali	208	63	4		5	7	5	5	6	5	5	5	5	5	10	1	1	2	11	1	1	12	5	4
Benishangul-Gumuz	40	38	35			19	10	2	4			1			2	30	2	3	28	7	3	37	18	21
SNNP	451	387	325			304	13	4	26	6		18	3	2	11	277	29	19	204	105	77	91	212	247
Gambella	66	66	23			36	23		6		1					23				17		7	23	21
Harari	19	19	14		1	12						5	1			8	3	3	2	3	9	3	8	12
Addis Ababa	185	184	104			130	1	1	50			2				24	36	44	123	43	14	37	186	174
Dire Dawa	27	27	25			22	1				1	1		2		17	2	6	18	6	1		14	20
National	2,273	2,022	1,525	2	8	1,360	108	16	234	36	10	182	22	15	29	1,117	271	137	1,104	421	243	624	1,206	1,318

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

On the other hand, 76.5% of secondary schools responded that they have functional toilets, with the majority being improved toilets, with 58.8%, followed by traditional toilets with 31.4%. However, there are significant regional variations of schools with toilets. The majority of teachers' toilets are also reported as functional with 71.6%. The major challenge in the 2019/20 data, especially on toilets, is number mismatch in responding the "Availability", "Functionality" and "Type"

Table 4.11 Toilet Facilities in Secondary Schools, 2019/20

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	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	264	252	189	70	101	144	1	101	1	97	27	12	4	102	70	177	170
Afar	43	27	19	2	6	10		4		13	5		2	9	5	15	13
Amhara	565	544	433	240	212	254	7	91	1	311	48	8		157	118	420	283
Oromia	1,226	1,226	1,163	1,030	591					730	496		52	433	283	1,046	849
Somali	207	27	2		14	2				3	17	3	2	2	2	8	7
Benishangul-Gumuz	89	75	68	19	14	20		17		32	24		9	15	10	52	36
SNNP	700	626	678		321	463		57		396	261			322	221	644	525
Gambella	69	63	55	23	48	45				55	1					55	52
Harari	17	16	15	7	5	11		6		8		1	2	13	10	16	11
Addis Ababa	201	200	175		149	168	1	115		11	3	49	9	182	161	187	151
Dire Dawa	25	24	24	21	12	20		3		4	3	14	1	23	23	21	16
National	3,406	3,080	2,821	1,412	1,473	1,137	9	394	2	1,660	885	87	81	1,258	903	2,641	2,113

5. 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 initiates adult learners to use new technologies and inputs according to their livelihoods.

5.1. 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 a two years' program designed for illiterate adults.

Based on the CSA 2016/17 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 2017/18 and 2018/19 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.

5.2. Enrolment in IFAE Programs

In 2019/20 there are 2,873,769 3,270,402 adults Participated in Integrated Functional Adult Education programs, which is less by around 400 thousand adults from last year. Nationally there are more males enrolled in IFAE, with 53.2% of the total share.

Regionally, SNNP has the highest number of enrolled adults in IFAE program with 42.3% of the national figure. In Tigray, Somali, Benishangul-Gumz, SNNP 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 5.1 Adult Enrolments by Region, Level and Sex, 2019/20

Region	Level 1		Level 2		Total		Regional Total	Regional Share (%)
	Male	Female	Male	Female	Male	Female		
Tigray	27,914	31,724	25,653	25,371	53,567	57,095	110,662	3.85
Afar	3,911	2,545	2,140	1,516	6,051	4,061	10,112	0.35
Amhara	272,766	193,220	244,514	154,068	517,280	347,288	864,568	30.08
Oromia	216,067	166,555	106,927	82,231	322,994	248,786	571,780	19.90
Somali	8,828	10,150	6,366	6,774	15,194	16,924	32,118	1.12
Benishangul-Gumuz	11,161	12,353	7,077	7,588	18,238	19,941	38,179	1.33
SNNPR	328,519	363,660	254,405	268,389	582,924	632,049	1,214,973	42.28
Gambella					-	-	-	0.00
Harari	3,072	1,274	1,716	774	4,788	2,048	6,836	0.24
Addis Ababa	2,064	7,694	1,223	3,717	3,287	11,411	14,698	0.51
Dire Dawa	3,619	2,621	2,151	1,452	5,770	4,073	9,843	0.34
National	877,921	791,796	652,172	551,880	1,530,093	1,343,676	2,873,769	100.00

/No Gambella data since 2017/18 /

5.3. National Adult Enrolment Trend

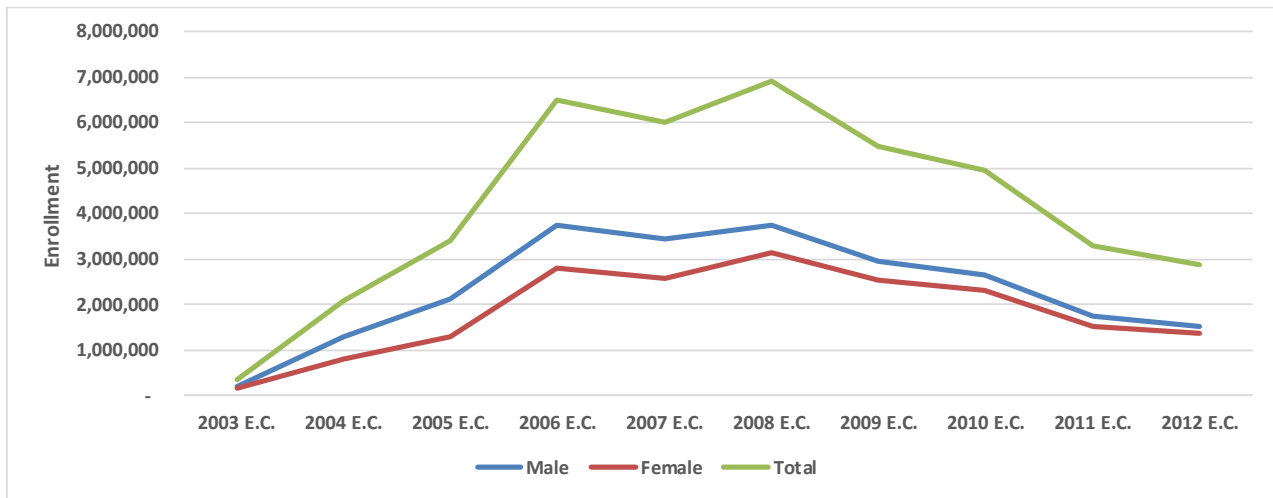
The trend shows that since 2010/11, IFAE enrolment have been increased as the program has been rolled out across the country, however it has been decreased from 2015/16 up to now.

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

Table 5.2 National Adult Enrolment Trend, 2010/11-2019/20

	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
2012 E.C.	1,530,093	1,343,676	2,873,769

Chart 5.1 National Adult Enrolment Trend, 2010/11-2019/20



5.4. Graduates in IFAE Programs

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Illiterate 15–60 year olds who have graduated from two-year IFAE course female	0	100	43
Illiterate 15–60 year olds who have graduated from two-year IFAE course male	0	100	80

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

In 2019/20 464,373 adults graduated from the program with a decline since 2017/18

When we compare the Level 2 enrolled adults from the total number of graduates, it can be observed that only 39% 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, 49% are females.

Table 5.3 Graduates from IFAE Programs by Region and Sex, 2019/20

Region	Graduates		
	Male	Female	Total
Tigray	72	3	75
Afar	1,459	1,208	2,667
Amhara	65,639	45,443	111,082
Oromia	27,872	23,388	51,260
Somali	5,255	7,551	12,806
Benishangul-Gumz	5,935	7,361	13,296
SNNP	128,996	138,568	267,564
Gambella			-
Harari	348	260	608
Addis Ababa	1,155	3,703	4,858
Dire Dawa	79	78	157
National	236,810	227,563	464,373

Note: Data for Gambella is not available from 2015/16 onwards.

5.5. IFAE Centers

In 2019/20, there are 31,558 reported IFAE centers across all regions. Among the centers, the majority of them are found in regular school compounds, with 36.6% of the total number of centers. Compared to the previous year's data, the 2019/20 IFAE centers are less by 723; this may be due to unreported data from regions.

Table 5.4 Adults' Learning Centers (IFAE Centers) by Region and Type, 2019/20

Region	ABE Center	Edir Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Other	Total
Tigray	59	6	303	76	6	449	110	1,009
Afar	32	2	12	2	2	188	8	246
Amhara	2239	212	471	351	24	3,989	1,671	8,957
Oromia	388	516	915	518	56	4,026	1,904	8,323
Somali	62		20	1		77	46	206
Benishangul-Gumz	34	12	19	73	1	297	20	456
SNNP	811	991	768	1030	249	2,240	5,644	11,733
Gambella								-
Harari	9	32	9	12		33	22	117
Addis Ababa	21	29	41	3		212	55	361
Dire Dawa	21	3	1	6	1	49	69	150
National	3,676	1,803	2,559	2,072	339	11,560	9,549	31,558

5.6. IFAE Facilitators

In 2019/20, there are 28,433 IFAE Facilitators across all regions; from which 36% are females. When we look at facilitators region wise, SNNP get the largest share with 40.3% of the total Facilitators, Oromia and Amhara followed.

Table 5.5 IFAE Facilitators by Region, Sex and Type of Facilitators, 2019/20

Region	Trained Trainer		Adult				Agriculture				Health		ABE				Cooperatives				Total				
	IFAL Expert		Education		Teacher		Extension		Extension		Volunteer		Facilitator		Expert		Undefined		Other		Total				
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total		
Tigray	74	99	200	285	7	12	4	10			1	6	4	2	2	2	1	3	5	15	10	314	428	742	
Afar	7		13	1	3		35	3			1	2		1				3		19	1	84	5	89	
Amhara	391	519	876	974	73	102	422	192	57	20	6	59	38	49	15	11	3	2	1	620	1,081	2,501	3,010	5,511	
Oromia	298	160	1,637	1,139	243	165	3,154	1,047	69	10	8	76	194	44	80	50	3	4	117	56	675	256	6,478	3,007	9,485
Somali							3															3	-	3	
Benishangul-Gumuz	118	64	114	67	8	1	6	3	1	1	2	5	6		4	1	1	1	9	4	26	16	295	163	458
SNNP	707	254	592	244	195	65	1,216	396	95	24	40	98	1,664	636	866	409	64	16		2,807	1,071	8,246	3,213	11,459	
Gambella																							-	-	-
Harari	1	1	6	1	2		42	12			1	3	7		2				7	1	24	9	92	27	119
Addis Ababa	36	97	24	43	12	19	30	47		2	5	12	8	21		1	1	7	3	2	40	61	159	312	471
Dire Dawa	24	3	20	6	1		17	4				3		3						15		83	13	96	
National	1,656	1,197	3,482	2,760	544	364	4,929	1,714	222	57	64	253	1,928	754	973	474	74	31	142	69	4,241	2,505	18,255	10,178	28,433

6. 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.

6.1. 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 6.1 Pre-primary GER for Students with Disabilities, 2019/20

Region	Population with SNE, Ages 4-6			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	30,519	29,583	60,102	111	80	191	0.4	0.3	0.3
Afar	10,513	9,962	20,475	14	9	23	0.1	0.1	0.1
Amhara	128,051	122,930	250,982	160	114	274	0.1	0.1	0.1
Oromia	240,277	233,797	474,074	394	300	694	0.2	0.1	0.1
Somali	40,705	39,726	80,432	-	-	-	0.0	0.0	0.0
Benishangul-Gumz	6,923	6,668	13,590	9	5	14	0.1	0.1	0.1
SNNP	124,946	122,201	247,147	1,477	1,152	2,629	1.2	0.9	1.1
Gambella	2,487	2,412	4,899	8	10	18	0.3	0.4	0.4
Harari	1,268	1,212	2,480	130	82	212	10.3	6.8	8.5
Addis Ababa	15,887	15,777	31,664	3,894	2,196	6,090	24.5	13.9	19.2
Dire Dawa	2,209	2,132	4,341	54	37	91	2.4	1.7	2.1
National	603,786	586,401	1,190,187	6,251	3,985	10,236	1.0	0.7	0.9

(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 0.9%, which is a decrease by 0.4 percentage points from last year. This is an estimate based on assumptions related to the population with special needs. The national figure shows that thousands of children with disabilities are not yet attending pre-primary education.

6.2. Enrolment of Primary Students with Disabilities

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Enrolment rate of children with SNE, Grades 1-8	4	75	11.1

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 2019/20 is only 323,748, showing an increment of the data by 2.4 percentage points from last year.

Table 6.2 GER of Primary Schools for Students with Disabilities, 2019/20

Region	Population with SNE, Ages 7-14			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	76,588	74,524	151,112	12,711	9,525	22,236	16.6	12.8	14.7
Afar	26,075	24,110	50,185	150	126	276	0.6	0.5	0.5
Amhara	325,512	315,884	641,395	9,548	7,716	17,264	2.9	2.4	2.7
Oromia	587,484	574,683	1,162,167	48,932	33,896	82,828	8.3	5.9	7.1
Somali	90,421	86,530	176,951	1,113	886	1,999	1.2	1.0	1.1
Benishangul-Gumuz	17,104	16,527	33,632	3,359	2,111	5,470	19.6	12.8	16.3
SNNP	305,780	301,572	607,352	101,480	84,132	185,612	33.2	27.9	30.6
Gambella	6,279	5,987	12,267	1,355	991	2,346	21.6	16.6	19.1
Harari	3,268	3,149	6,417	1,242	816	2,058	38.0	25.9	32.1
Addis Ababa	32,847	33,830	66,677	1,571	1,350	2,921	4.8	4.0	4.4
Dire Dawa	5,552	5,439	10,991	481	257	738	8.7	4.7	6.7
National	1,476,910	1,442,235	2,919,146	181,942	141,806	323,748	12.3	9.8	11.1

As the data indicated in table above, the Gross Enrolment Ratio of students with SNE in primary schools is 11.1%, with a 0.1 percentage points 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 75% by 2019/20

6.3. Enrolment of Secondary Students with Disabilities

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Enrolment rate of children with SNE, Grades 9-12	7	45	2.8

A total of 37,351, with a 0.3 percentage point's decrement from last year, students with special education needs are currently attending secondary school. Out of which 41.7% are females.

Table 6.3 GER of Secondary Schools for Students with Disability, 2019/20

Region	Population with SNE, Ages 15-18			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	37,358	36,376	73,734	2,373	1,899	4,272	6.4	5.2	5.8
Afar	11,559	9,738	21,297	-	-	-	0.0	0.0	0.0
Amhara	141,341	138,964	280,305	865	510	1,375	0.6	0.4	0.5
Oromia	276,064	270,842	546,906	3,906	2,306	6,212	1.4	0.9	1.1
Somali	33,281	27,720	61,001	8	7	15	0.0	0.0	0.0
Benishangul-Gumuz	8,066	7,813	15,879	370	238	608	4.6	3.0	3.8
SNNP	148,504	147,536	296,040	13,331	9,956	23,287	9.0	6.7	7.9
Gambella	3,156	2,869	6,025	204	135	339	6.5	4.7	5.6
Harari	1,601	1,576	3,177	8	7	15	0.5	0.4	0.5
Addis Ababa	12,912	14,121	27,034	710	505	1,215	5.5	3.6	4.5
Dire Dawa	2,902	2,927	5,829	7	6	13	0.2	0.2	0.2
National	676,743	660,483	1,337,226	21,782	15,569	37,351	3.2	2.4	2.8

According to ESDP V, Gross Enrolment Ratio of secondary education for SNE students would be 45% by 2019/20. As can be seen in the above table, the calculated GER for 2018/19 is 2.8%, which is exactly the same figure for the last three consecutive years. 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 6.3, 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.

7. 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 and teachers' qualification in detail.

The analysis of the teaching task force in the Ethiopian education sector has been carried covering the ownership of schools (Government and Non-Government), teachers' distribution based on qualification, as well as extent of attrition.

7.1. Distribution of Teachers

There are a total of 700,838 teaching force across all levels; kindergarten, "O"-class, primary and secondary schools in Ethiopia, with 11,951 additional teachers included in the work force from last year. Out of this, 35,501 teachers are deployed in kindergarten; 537,596 in primary schools and 127,741 in secondary schools.

Across primary and secondary levels, the majority of teachers are male accounting for 63%. However, in kindergarten schools this is reversed with 93 % of teachers being females.

With regard to primary school teachers, Oromia, Amhara and SNNP have the highest number of teachers. In addition, Addis Ababa has the highest proportion of kindergarten teachers, with 39.2% of all kindergarten teaching staff in the country, followed by Oromia and SNNP. The proportion of teachers in secondary schools is highest in Oromia that account about 29.8% and six regions (except of Addis Ababa, Amhara, Tigray and SNNP) account below 6% in aggregate. This low figure might be due to under reporting of teachers in the regions. Table 7.1 presents the information about the size and distribution of teachers in the country.

Table 7.1 Number of Teachers across all Levels by Region and Sex, 2019/20

Region	Kindergarten		Primary		Secondary		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Tigray	72	1,776	17,904	19,063	7,468	2,164	25,444	23,003	48,447
Afar	45	203	4,287	1,373	806	118	5,138	1,694	6,832
Amhara	182	2,930	75,146	65,419	27,180	8,848	102,508	77,197	179,705
Oromia	1,119	9,856	99,996	70,315	31,789	6,337	132,904	86,508	219,412
Somali	2	-	9,857	1,713	2,303	225	12,162	1,938	14,100
Benishangul-Gumz	14	147	4,800	2,604	1,496	291	6,310	3,042	9,352
SNNP	606	3,715	85,502	43,773	22,097	4,835	108,205	52,323	160,528
Gambella	89	141	2,839	1,038	1,005	84	3,933	1,263	5,196
Harari	30	290	1,083	912	371	96	1,484	1,298	2,782
Addis Ababa	426	13,478	13,455	13,904	7,657	1,902	21,538	29,284	50,822
Dire Dawa	23	357	1,685	928	561	108	2,269	1,393	3,662
National	2,608	32,893	316,554	221,042	102,733	25,008	421,895	278,943	700,838

In every region there are more primary teachers in the first cycle of primary compared to second cycle. This is also true in the secondary level.

Table 7.2 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 42.5% of teachers in this cycle.

Table 7.2 Numbers of Primary and Secondary Teachers by Region, Cycle and Sex, 2019/20

Region	Grades 1-4		Grades 5-8		Grades 9-10		Grades 11-12	
	Male	Female	Male	Female	Male	Female	Male	Female
Tigray	6,857	10,759	10,930	6,204	5,347	1,825	2,120	339
Afar	1,878	587	1,529	453	346	68	273	30
Amhara	31,609	41,838	43,395	23,449	18,212	7,304	8,923	1,517
Oromia	44,356	46,684	54,254	20,858	21,312	5,343	10,477	994
Somali	30		19	1				
Benishangul-Gumz	2,404	1,455	2,274	725	1,097	262	381	29
SNNP	35,541	24,405	44,523	13,014	15,338	3,956	6,759	879
Gambella	1,658	619	1,160	419	793	64	211	20
Harari	465	520	589	302	266	84	105	12
Addis Ababa	4,716	7,060	6,312	4,054	3,944	1,136	2,472	441
Dire Dawa	819	546	811	298	375	85	168	16
National	130,333	134,473	165,796	69,777	67,030	20,127	31,889	4,277

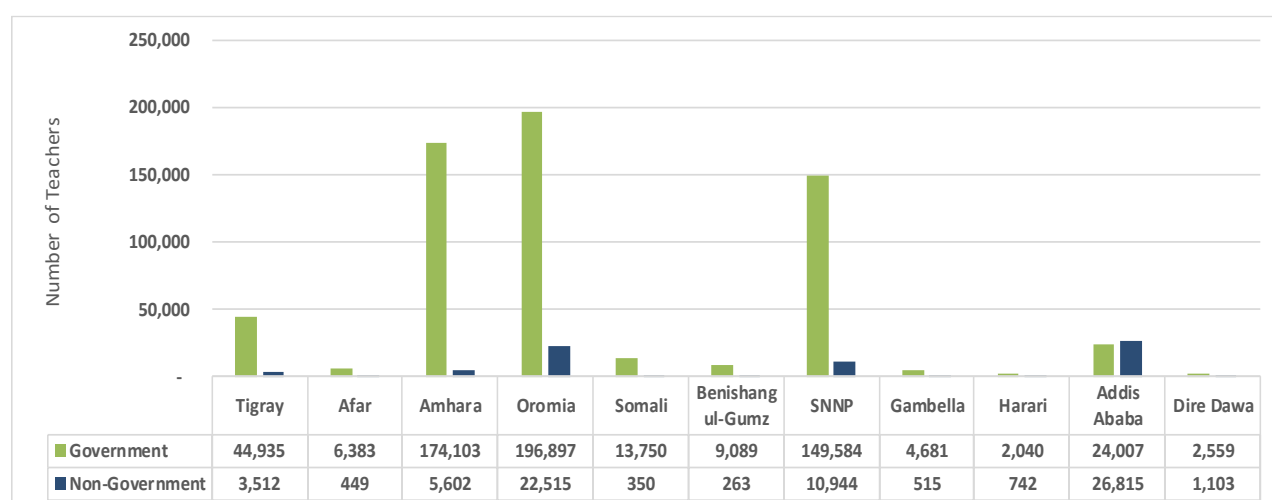
Note: It should be clear that the total number of teachers may not be the same when counted “By Cycle” (Table 7.2) and without considering cycle (Table 7.1). This is because the cycle taught is missed/jumped by the data encoders (at school level).

7.2. Government and Non-Government Distribution of Teachers

As expected, the majority of teachers work in government schools, accounting for 89.6% of them. Table 7.3 below presents the quantitative distribution of these teachers across Government and Non-Government schools.

Table 7.3 Distribution of Teachers across all Levels by Ownership, Sex and Region, 2019/20

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	24,277	20,658	44,935	1,167	2,345	3,512	25,444	23,003	48,447
Afar	4,919	1,464	6,383	219	230	449	5,138	1,694	6,832
Amhara	100,716	73,387	174,103	1,792	3,810	5,602	102,508	77,197	179,705
Oromia	124,060	72,837	196,897	8,844	13,671	22,515	132,904	86,508	219,412
Somali	11,859	1,891	13,750	303	47	350	12,162	1,938	14,100
Benishangul-Gumz	6,205	2,884	9,089	105	158	263	6,310	3,042	9,352
SNNP	102,566	47,018	149,584	5,639	5,305	10,944	108,205	52,323	160,528
Gambella	3,627	1,054	4,681	306	209	515	3,933	1,263	5,196
Harari	1,179	861	2,040	305	437	742	1,484	1,298	2,782
Addis Ababa	11,638	12,369	24,007	9,900	16,915	26,815	21,538	29,284	50,822
Dire Dawa	1,747	812	2,559	522	581	1,103	2,269	1,393	3,662
National	392,793	235,235	628,028	29,102	43,708	72,810	421,895	278,943	700,838

Chart 7.1 Distribution of Teachers across all Levels by Ownership and Region, 2019/20

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

At the national level, there are 35,501 teachers in kindergartens, most of which found in Non-Government schools. The number is decreased slightly from last year.

In Somali, Gambella, Harari and Dire Dawa, there is no Government teacher reported, with Somali a clear data reporting problems observed. In all regions reporting the data in both ownership, Non-Government teachers are by far greater in number than Governments

Table 7.4 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2019/20

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	4	25	29	68	1,751	1,819	72	1,776	1,848
Afar	4	39	43	41	164	205	45	203	248
Amhara	24	158	182	158	2,772	2,930	182	2,930	3,112
Oromia	73	315	388	1,046	9,541	10,587	1,119	9,856	10,975
Somali			-	2		2	2	-	2
Benishangul-Gumz		21	21	14	126	140	14	147	161
SNNP	52	205	257	554	3,510	4,064	606	3,715	4,321
Gambella			-	89	141	230	89	141	230
Harari			-	30	290	320	30	290	320
Addis Ababa	157	2,918	3,075	269	10,560	10,829	426	13,478	13,904
Dire Dawa			-	23	357	380	23	357	380
National	314	3,681	3,995	2,294	29,212	31,506	2,608	32,893	35,501

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

At national level, there are a total of 537,596 teachers (including O-Class teachers) in primary schools. The share of those in government schools is about 93.6%. The share of teachers in each of the regional states logically corresponds to the overall population of the states.

Table 7.5 Distributions of Primary Teachers by Region, Sex and Ownership, 2019/20

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	17,099	18,512	35,611	805	551	1,356	17,904	19,063	36,967
Afar	4,129	1,308	5,437	158	65	223	4,287	1,373	5,660
Amhara	73,814	64,424	138,238	1,332	995	2,327	75,146	65,419	140,565
Oromia	93,415	66,330	159,745	6,581	3,985	10,566	99,996	70,315	170,311
Somali	9,590	1,678	11,268	267	35	302	9,857	1,713	11,570
Benishangul-Gumz	4,716	2,572	7,288	84	32	116	4,800	2,604	7,404
SNNP	81,308	42,050	123,358	4,194	1,723	5,917	85,502	43,773	129,275
Gambella	2,639	971	3,610	200	67	267	2,839	1,038	3,877
Harari	906	779	1,685	177	133	310	1,083	912	1,995
Addis Ababa	6,855	7,945	14,800	6,600	5,959	12,559	13,455	13,904	27,359
Dire Dawa	1,331	716	2,047	354	212	566	1,685	928	2,613
National	295,802	207,285	503,087	20,752	13,757	34,509	316,554	221,042	537,596

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

There are 127,741 secondary school teachers in which majority of which work in government schools, representing about 94.7%. In Addis Ababa the proportion of teachers in Non-Government is the highest of all regions, with 50.4% share from the entire Non-Government work force.

It can be noted in Table 7.6 below that the majority of teachers (about 80.4%) are males. The trend is similar across regions with regard to the proportion of male and female teachers. Both primary and secondary teachers showed a slight increment from last year.

Table 7.6 Distributions of Secondary School Teachers by Region, Sex and Ownership, 2019/20

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	7,174	2,121	9,295	294	43	337	7,468	2,164	9,632
Afar	786	117	903	20	1	21	806	118	924
Amhara	26,878	8,805	35,683	302	43	345	27,180	8,848	36,028
Oromia	30,572	6,192	36,764	1,217	145	1,362	31,789	6,337	38,126
Somali	2,269	213	2,482	34	12	46	2,303	225	2,528
Benishangul-Gumuz	1,489	291	1,780	7		7	1,496	291	1,787
SNNP	21,206	4,763	25,969	891	72	963	22,097	4,835	26,932
Gambella	988	83	1,071	17	1	18	1,005	84	1,089
Harari	273	82	355	98	14	112	371	96	467
Addis Ababa	4,626	1,506	6,132	3,031	396	3,427	7,657	1,902	9,559
Dire Dawa	416	96	512	145	12	157	561	108	669
National	96,677	24,269	120,946	6,056	739	6,795	102,733	25,008	127,741

7.3. Qualification Level of Teachers

ESDP V Indicator	2013/14 Baseline	2019/20 Target	2019/20 Actual
Pre-primary teachers holding the ECCE diploma female	0	15	22
Pre-primary teachers holding the ECCE diploma male	0	15	31
Grades 1–4 teachers appropriately qualified female	63	100	92.3
Grades 1–4 teachers appropriately qualified male	48	100	87.9

Note: The qualification of Pre-Primary teachers is calculated based on the ECCE Diploma holders we get from the College of Teachers' Education data with respect to the total number of Pre-Primary teachers

The qualification level of teachers is an important aspect of improving the quality of education in a country. In Ethiopian education system, Primary teachers should have at least a Diploma level of qualification and in both cycles; whereas secondary teachers should have at least Bachelor Degree for first cycle and Master's Degree for Preparatory/Second Cycle.

7.3.1. The Qualification of Primary Teachers

Nationally, most of the teachers who are teaching in primary are appropriately qualified for the level in both cycles.

The ESDP V target at the end of the period (2019/20), this year, in relation to the qualification of teachers for primary first cycle (Grades 1-4) and primary second cycle (Grades 5-8) is 100% for both sexes, and the target has been missed.

When we look at the percentage of qualified teachers, qualified female teachers score above male, which is a significant change from last year where males score above females in both cycles.

Note: Since qualification level may not be completely filled by schools, the total number based on qualification may be less than the total teachers' number stated before.

Table 7.7 Percentage of Primary Teachers' Qualification by Region, Cycle and Sex, 2019/20

Region	First Cycle (Grades 1-4)						Second Cycle (Grades 5-8)					
	Qualified			Qualified (%)			Qualified			Qualified (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	6,699	10,468	17,167	97.7	97.3	97.5	10,692	6,016	16,708	97.8	97.0	97.5
Afar	512	278	790	27.3	47.4	32.0	996	331	1,327	65.1	73.1	67.0
Amhara	30,716	40,621	71,337	97.2	97.1	97.1	42,915	23,213	66,128	98.9	99.0	98.9
Oromia	35,000	40,904	75,904	78.9	87.6	83.4	52,304	20,529	72,833	96.4	98.4	97.0
Somali	10		10	33.3		33.3	15	1	16	78.9	100.0	80.0
Benishangul-Gumuz	1,905	1,232	3,137	79.2	84.7	81.3	2,193	703	2,896	96.4	97.0	96.6
SNNP	32,920	22,965	55,885	92.6	94.1	93.2	44,056	12,933	56,989	99.0	99.4	99.0
Gambella	1,508	553	2,061	91.0	89.3	90.5	1,100	403	1,503	94.8	96.2	95.2
Harari	379	434	813	81.5	83.5	82.5	547	274	821	92.9	90.7	92.1
Addis Ababa	4,377	6,285	10,662	92.8	89.0	90.5	5,960	3,717	9,677	94.4	91.7	93.4
Dire Dawa	497	377	874	60.7	69.0	64.0	482	137	619	59.4	46.0	55.8
National	114,523	124,117	238,640	87.9	92.3	90.1	161,260	68,257	229,517	97.3	97.8	97.4

Note: The percentage is calculated based on the total number of teachers, and hence the national figure may be increased if the qualification level is completely filled.

7.3.2. 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 93.2% in the first cycle. 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 7,201 and out of this, those who fulfill the standard or having Master's degree in teaching are only 20%. 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. Especially this will have a great impact in filling the gap for the implementation of the new structure/road map

Table 7.8 Qualifications of Secondary Teachers by Region and Cycle, 2019/20

Region	First Cycle (Grades 9-10)						Second Cycle (Grades 11-12)					
	Qualified			Qualified (%)			Qualified			Qualified (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	5,338	1,822	7,160	99.8	99.8	99.8	563	68	631	26.6	20.1	25.7
Afar	223	46	269	64.5	67.6	65.0	18	2	20	6.6	6.7	6.6
Amhara	17,712	7,096	24,808	97.3	97.2	97.2	1,757	325	2,082	19.7	21.4	19.9
Oromia	20,275	5,058	25,333	95.1	94.7	95.0	2,347	226	2,573	22.4	22.7	22.4
Somali			-						-			
Benishangul-Gumuz	977	240	1,217	89.1	91.6	89.6	59	5	64	15.5	17.2	15.6
SNNP	12,840	3,630	16,470	83.7	91.8	85.4	929	108	1,037	13.7	12.3	13.6
Gambella	555	48	603	70.0	75.0	70.4	39	7	46	18.5	35.0	19.9
Harari	246	76	322	92.5	90.5	92.0	33	2	35	31.4	16.7	29.9
Addis Ababa	3,590	978	4,568	91.0	86.1	89.9	561	145	706	22.7	32.9	24.2
Dire Dawa	363	83	446	96.8	97.6	97.0	7		7	4.2	-	3.8
National	62,119	19,077	81,196	92.7	94.8	93.2	6,313	888	7,201	19.8	20.8	19.9

7.3.3. Qualification of Teachers Based on the New Education System

Based on the new education system of Ethiopia, the qualification required for primary and middle schools is “First Degree” (B.A., B.Ed., B.Sc. and equivalent) and for the secondary schools is “Second Degree” (M.A., M.Sc. and equivalent).

Note that, the percentage of qualification level is calculated with respect to the total number of teaching staff in each level.

Below are tables showing the qualification level of the old primary (currently “Primary” and Middle”) and secondary (Grades 9-12) education by region and sex.

Table 7.9 Qualifications of Primary and Middle School Teachers, 2019/20

Region	Qualified Teachers (Grades 1-8)			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Tigray	2,583	2,026	4,609	14.4	10.6	12.5
Afar	485	201	686	11.3	14.6	12.1
Amhara	3,294	2,331	5,625	4.4	3.6	4.0
Oromia	16,402	10,887	27,289	16.4	15.5	16.0
Somali	405	87	492	4.1	5.1	4.3
Benishangul-Gumuz	494	261	755	10.3	10.0	10.2
SNNP	8,287	4,614	12,901	9.7	10.5	10.0
Gambella	248	117	365	8.7	11.3	9.4
Harari	192	141	333	17.7	15.5	16.7
Addis Ababa	6,679	5,204	11,883	49.6	37.4	43.4
Dire Dawa	-	-	-	-	-	-
National	39,069	25,869	64,938	12.3	11.7	12.1

Table 7.10 Qualifications of Secondary Teachers, 2019/20

Region	Qualified Teachers (Grades 9-12)			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Tigray	832	128	960	11.1	5.9	10.0
Afar	38	4	42	4.7	3.4	4.5
Amhara	2,207	469	2,676	8.1	5.3	7.4
Oromia	3,183	382	3,565	10.0	6.0	9.4
Somali	33	5	38	1.4	2.2	1.5
Benishangul-Gumuz	99	9	108	6.6	3.1	6.0
SNNP	1,344	188	1,532	6.1	3.9	5.7
Gambella	46	7	53	4.6	8.3	4.9
Harari	42	5	47	11.3	5.2	10.1
Addis Ababa	1,082	260	1,342	14.1	13.7	14.0
Dire Dawa	13	-	13	2.3	-	1.9
National	8,919	1,457	10,376	8.7	5.8	8.1

7.4. 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.

7.4.1. Attrition of Teachers in Primary Schools

The national attrition rate for primary school teachers in 2019/20 is 1.8% with 0.4 percentage points decrement from last year. Male teachers registered more attrition rate at national level, with 2.0%. With the exception of Afar and Addis Ababa, having 3.1% and 3.6% attrition rate respectively, the rest of the regions show minor variations with each other. Somali region didn't fill the data on attrition, and hence the rate is 0%.

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 2019/20 demonstrates that the attrition of teachers in primary schools met the final target of ESDP, with data incompleteness still a challenge.

Table 7.11 Number Teachers left Teaching in Primary Schools by Region and Sex, 2019/20

Region	Total Attrition			All Primary Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	358	177	535	17,904	19,063	36,967	2.0	0.9	1.4
Afar	135	42	177	4,287	1,373	5,660	3.1	3.1	3.1
Amhara	667	409	1076	75,146	65,419	140,565	0.9	0.6	0.8
Oromia	1974	1014	2988	99,996	70,315	170,311	2.0	1.4	1.8
Somali	0	0	0	9,857	1,713	11,570	0.0	0.0	0.0
Benishangul-Gumz	86	18	104	4,800	2,604	7,404	1.8	0.7	1.4
SNNP	2605	916	3521	85,502	43,773	129,275	3.0	2.1	2.7
Gambella	28	5	33	2,839	1,038	3,877	1.0	0.5	0.9
Harari	21	18	39	1,083	912	1,995	1.9	2.0	2.0
Addis Ababa	560	429	989	13,455	13,904	27,359	4.2	3.1	3.6
Dire Dawa	34	18	52	1,685	928	2,613	2.0	1.9	2.0
National	6,468	3,046	9,514	316,554	221,042	537,596	2.0	1.4	1.8

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

As table 7.10 below shows, the most given response why a teacher has left a school was 'Leaving teaching profession', at 57% followed by 'retirement', with 17% which are almost similar from last year.

Table 7.12 Reasons given by Primary Teachers for Leaving the Profession, 2019/20

Region	Reason												Total
	Death		Leaving teaching profession		Prolonged Sickness		Retirement		Other		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Tigray	24	8	256	107	14	13	64	49			358	177	535
Afar	10	9	118	31	5	2	2				135	42	177
Amhara	69	43	456	235	31	26	111	105			667	409	1076
Oromia	133	84	697	407	57	29	255	115	832	379	1974	1014	2988
Somali											0	0	0
Benishangul-Gumz	7	3	71	13			8	2			86	18	104
SNNP	199	59	1634	573	208	85	564	199			2605	916	3521
Gambella	24	4			3	1	1				28	5	33
Harari	1	1	11	3	2	2	7	12			21	18	39
Addis Ababa	39	18	450	316	18	18	53	77			560	429	989
Dire Dawa	3		24	15	1	1	6	2			34	18	52
National	509	229	3,717	1,700	339	177	1,071	561	832	379	6,468	3,046	9,514

7.4.2. Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 7.11 below. Accordingly, it has been found out that it is about 2.6% nationally and female teachers being 2.3% and that of male teachers being 2.6% as well. The highest attrition rate is registered as 4.8% in Benishangul-Gumz, followed by 4.7% in SNNP and 4.3% in Addis Ababa. The lowest attrition rate is observed in Amhara with just 0.8%. The attrition rate for Somali and Dire Dawa is not complete.

Table 7.13 Number Teachers left Teaching in Secondary Schools by Region and Sex, 2019/20

Region	Total Attrition			All Secondary Teachers			Attrition (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	191	41	232	7,468	2,164	9,632	2.6	1.9	2.4
Afar	23	9	32	806	118	924	2.9	7.6	3.5
Amhara	230	45	275	27,180	8,848	36,028	0.8	0.5	0.8
Oromia	859	114	973	31,789	6,337	38,126	2.7	1.8	2.6
Somali	0	0	0	2,303	225	2,528	0.0	0.0	0.0
Benishangul-Gumz	71	15	86	1,496	291	1,787	4.7	5.2	4.8
SNNP	1015	241	1256	22,097	4,835	26,932	4.6	5.0	4.7
Gambella	8	6	14	1,005	84	1,089	0.8	7.1	1.3
Harari	4	0	4	371	96	467	1.1	0.0	0.9
Addis Ababa	320	95	415	7,657	1,902	9,559	4.2	5.0	4.3
Dire Dawa	0	0	0	561	108	669	0.0	0.0	0.0
National	2,721	566	3,287	102,733	25,008	127,741	2.6	2.3	2.6

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 the largest share, with 59%, followed by “Retirement” with 19% of the 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 7.14 Reasons by Secondary Teachers for Leaving the Profession, 2019/20

Region	Reason												Total Attrition		
	Death		Leaving teaching profession		Prolonged Sickness		Retirement		Other						
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total		
Tigray	6	2	133	24	16	3	36	12			191	41	232		
Afar			22	7		2	1				23	9	32		
Amhara	25	2	152	30	10	1	43	12			230	45	275		
Oromia	46	2	297	47	20	2	113	19	383	44	859	114	973		
Somali											0	0	0		
Benishangul-Gumz	3	1	65	11	2	1	1	2			71	15	86		
SNNP	37	8	710	140	25	16	243	77			1015	241	1256		
Gambella	1		7	6							8	6	14		
Harari			4								4	0	4		
Addis Ababa	23	9	231	54	15	23	51	9			320	95	415		
Dire Dawa											0	0	0		
National	141	24	1,621	319	88	48	488	131	383	44	2,721	566	3,287		

In general, compared to last year, total attrition and attrition rate of teachers has been decreased both in primary and secondary levels, unlike to the pattern observed in the previous years.

7.5. School Principals and Supervisors

In line with aiming to ensure that teachers are of a high quality that is appropriately qualified, schools (at 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 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.

7.5.1. Primary School Principals and Supervisors

In 2019/20, the total number of primary school principals and vice principals are 44,694, from which only 12.4% of them are females, which shows a 1.2 percentage points increment from last year.

Table 7.15 Numbers of Primary School Principals and Vice Principals by Region and Sex, 2019/20

Region	Principals		Vice Principals		Total		CRC Supervisors		
	Male	Female	Male	Female	Male	Female	Total	Male	Female
Tigray	1,867	257	607	368	2,474	625	3,099	40	9
Afar	48	11	2	-	50	11	61	1	-
Amhara	8,169	557	955	436	9,124	993	10,117	1,875	70
Oromia	12,767	1,249	3,292	1,039	16,059	2,288	18,347	2,556	96
Somali	1,181	44	121	15	1,302	59	1,361	2	1
Benishangul-Gumz	455	64	35	84	490	148	638	84	5
SNNP	6,082	355	1,988	541	8,070	896	8,966	1,396	67
Gambella	270	13	53	30	323	43	366	19	3
Harari	70	19	30	21	100	40	140	19	2
Addis Ababa	589	143	462	238	1,051	381	1,432	86	35
Dire Dawa	87	15	37	28	124	43	167	6	2
National	31,585	2,727	7,582	2,800	39,167	5,527	44,694	6,084	290

On the other hand, there are 6,374 cluster supervisors reported in primary schools, with only 4.6% of them are females.

7.5.2. 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 5,571 principals and vice principals in secondary schools across the country. From which, the female share is only 7.5%

Table 7.16 Numbers of Secondary School Principals and Vice Principals by Region and Sex, 2019/20

Region	Principals		Vice Principals		Total		Total
	Male	Female	Male	Female	Male	Female	
Tigray	250	9	174	35	424	44	468
Afar	11	2	1	-	12	2	14
Amhara	536	15	344	44	880	59	939
Oromia	1168	17	684	100	1,852	117	1,969
Somali	152	2	22	4	174	6	180
Benishangul-Gumz	70	7	15	6	85	13	98
SNNP	765	21	476	70	1,241	91	1,332
Gambella	60	0	30	9	90	9	99
Harari	14	3	12	4	26	7	33
Addis Ababa	173	14	163	45	336	59	395
Dire Dawa	19	1	17	7	36	8	44
National	3,218	91	1,938	324	5,156	415	5,571

8. 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 2019/20, there are 39 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 2019/20 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 2019/20 is less than that of the previous year's collection, with a return of completed data from 33 CTEs out of a total of 39; which is a decrease by 3 colleges from last year. For those CTEs that didn't return the questionnaire, the 2018/19 figure was used so that the national figure could be generated accordingly.

8.1. Enrolment in CTEs

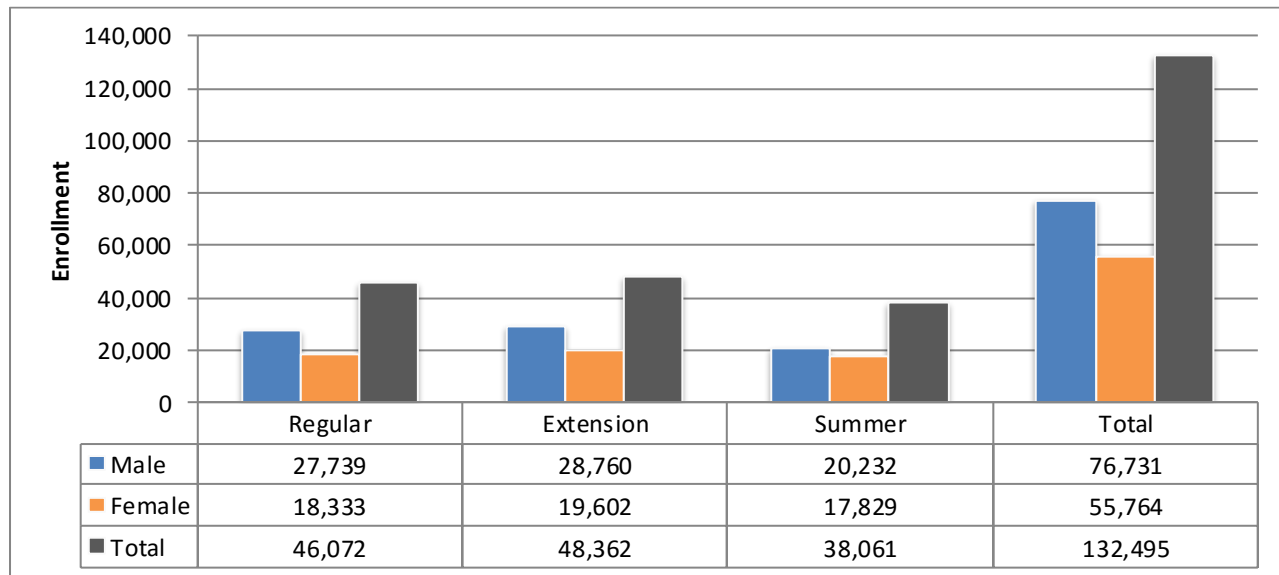
In 2019/20, the total enrolment of CTEs in all programs (regular, extension and summer) is 132,495; this figure is less by 36 percentage points from last year; one reason for such significant decrement might be the mass promotion of Grade 10 students directly to Grade 11 in which these group of students are the major input for CTEs in previous years when they are unable to join preparatory schools.

The gender share of enrollment across all programs has seen similar to the previous year's data, 58% are male and 42% female. The highest proportion of the enrollment is in Extension programs, which was around 36.5% of the total enrollment, followed by Regular and Summer programs with 34.8% and 28.7% respectively. Table 8.1 and Chart 8.1 show the detail of the enrollment data disaggregated by program and sex.

Table 8.1 Enrolments by Program, Year and Sex, 2019/20

Program	Year I		Year II		Year III		Year IV		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Regular	10,233	6,555	7,311	9,905	13,363	9,315			27,739	18,333	46,072
Extension	3,059	3,017	6,306	4,455	8,868	6,091	11,748	6,807	28,760	19,602	48,362
Summer	1,605	1,459	2,632	3,828	6,280	5,259	13,348	10,016	20,232	17,829	38,061
Total	14,897	11,031	16,249	18,188	28,511	20,665	25,096	16,823	76,731	55,764	132,495

/Note: Extension=Evening + Weekend/

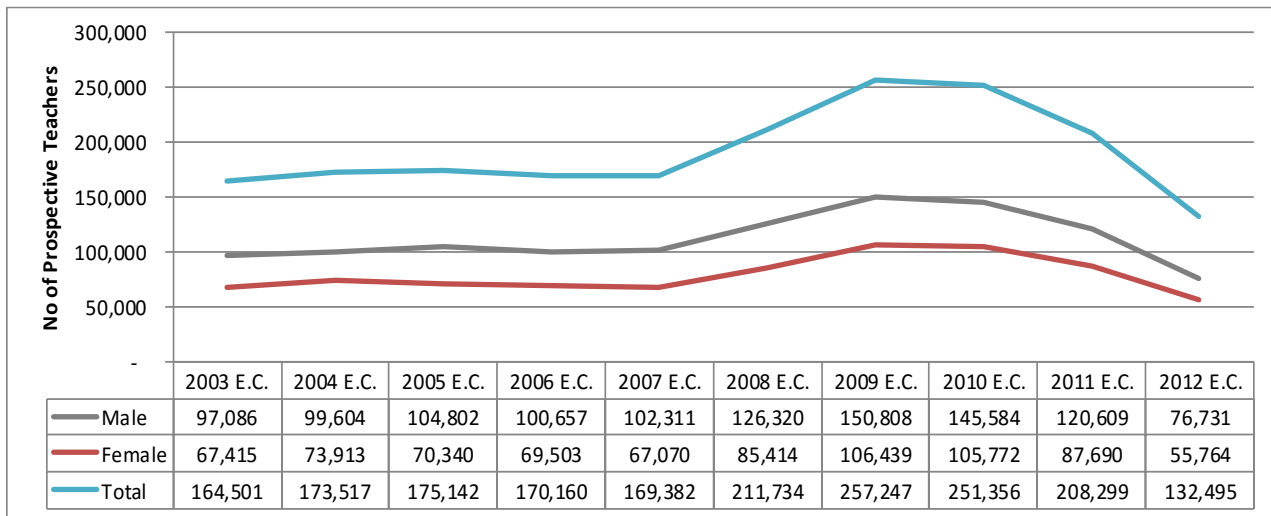
Chart 8.1 Enrolments by Program and Sex, 2019/20

With respect to modality, majority of prospective teachers enrolled under New Modality in all programs, constituting 78% of the total enrollment. From the new modality again, most of the prospective teachers enrolled under “Specialist”.

Table 8.2 Enrolments by Program, Modality and Sex, 2019/20

Modality	Program						Total		
	Regular		Extension		Summer		Male	Female	Total
	Male	Female	Male	Female	Male	Female			
Linear Modality	11,061	5,375	4,347	2,477	2,871	1,324	18,279	9,176	27,455
Cluster Modality			0	0	1,070	594	1,070	594	1,664
New Modality	16,678	12,958	24,413	17,125	16,291	15,911	57,382	45,994	103,376
Specialist	13,697	11,027	14,919	9,760	13,188	12,267	41,804	33,054	74,858
Generalist	2,377	1,653	2,268	2,054	2,416	2,949	7,061	6,656	13,717
Integrated	266	110	4,700	2,818	687	479	5,653	3,407	9,060
Others	338	168	2,526	2,493		216	2,864	2,877	5,741
Total	27,739	18,333	28,760	19,602	20,232	17,829	76,731	55,764	132,495

Chart 8.2 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 2013/14 and 2014/15 and a decrease after 2017/18. It should also be clear that, even though the data have been increasing from 2009/10, there was still a problem of getting the perfect result since all CTEs couldn't submit their data as required.

Chart 8.2 Trends in Prospective Teachers' Enrolment, 2010/11-2019/20

8.2. Attrition of Prospective Teachers in CTEs

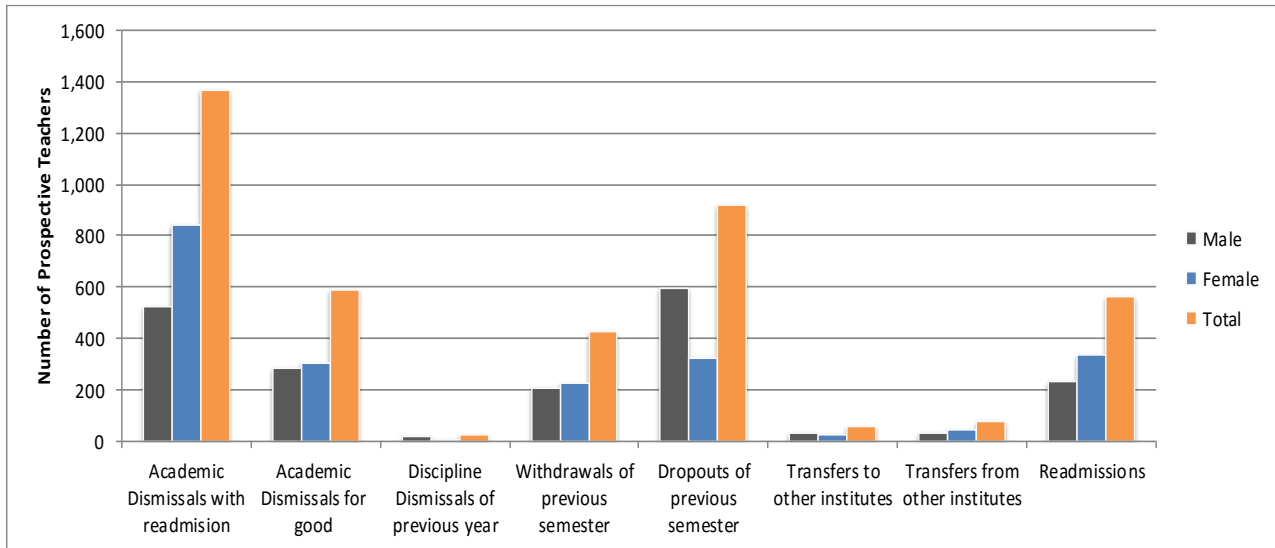
Similar to that of enrollment, data was collected on attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons of attrition.

Table 8.3 and Chart 8.3 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, as before, with 34%.

Table 8.3 Attrition of Prospective Teachers by Program, Reason and Sex, 2019/20

Reasons for attrition	Regular		Extension		Summer		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Academic Dismissals with readmission	169	312	265	385	92	145	526	842	1,368
Academic Dismissals for good	98	157	165	113	21	35	284	305	589
Discipline Dismissals of previous year	17	2	0	0	1	0	18	2	20
Withdrawals of previous semester	65	51	106	113	31	60	202	224	426
Dropouts of previous semester	219	163	335	142	44	18	598	323	921
Transfers to other institutes	24	18	5	5	1	3	30	26	56
Transfers from other institutes	24	33	6	4	2	3	32	40	72
Readmissions	94	138	112	170	24	26	230	334	564
Total	710	874	994	932	216	290	1,920	2,096	4,016

Chart 8.3 Attrition of Prospective Teachers by Reason and Sex, 2019/20

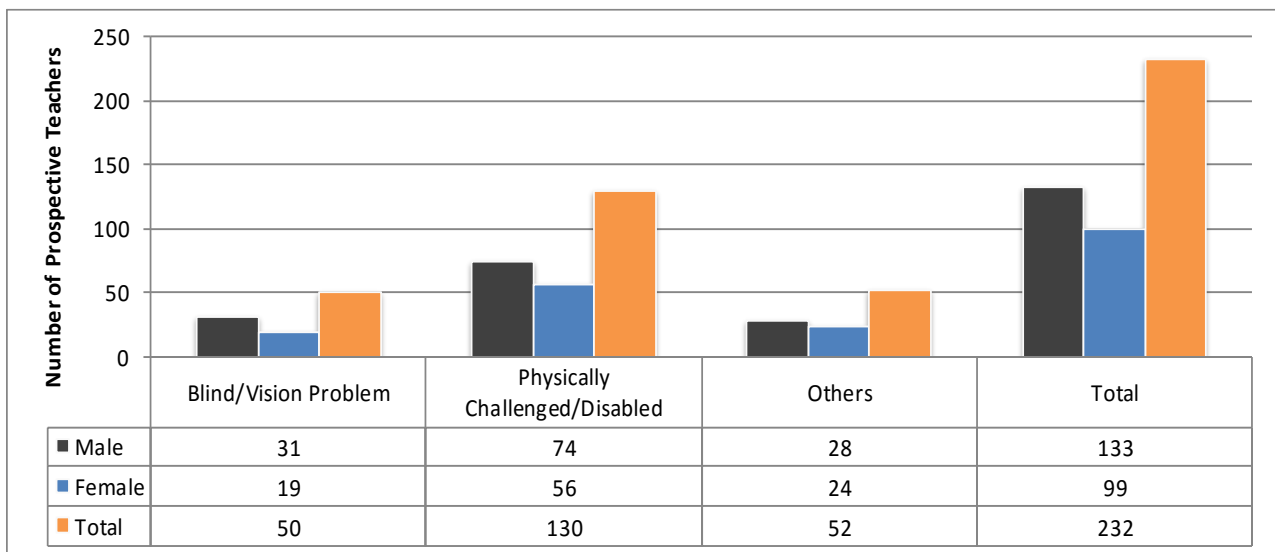


8.3. Prospective Teachers with Special Needs in CTEs

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 8.4 shows there are a total of 232 prospective teachers enrolled in 2018/19 with special education needs nationally in all programs; from which “Physically Challenged” has the largest share, with 56%. However, the data used in this analysis has been subjected to very low response rate.

Chart 8.4 Prospective Teachers Enrolled with Special Needs, 2019/20



8.4. Graduates from CTEs

In 2019/20 the total number of graduates in all programs is 64,011, which shows a significant decrease, by 26 percentage points, from last year. The Extension program took the largest share of the graduates this year, with 37.6% of the total graduates. With respect to modality, more than 84% of the graduates are from “New Modality” and “Cluster Modality” is almost to vanish. The number of female graduates in all programs in this year is 40.7%, The table below shows graduates by program, modality and sex.

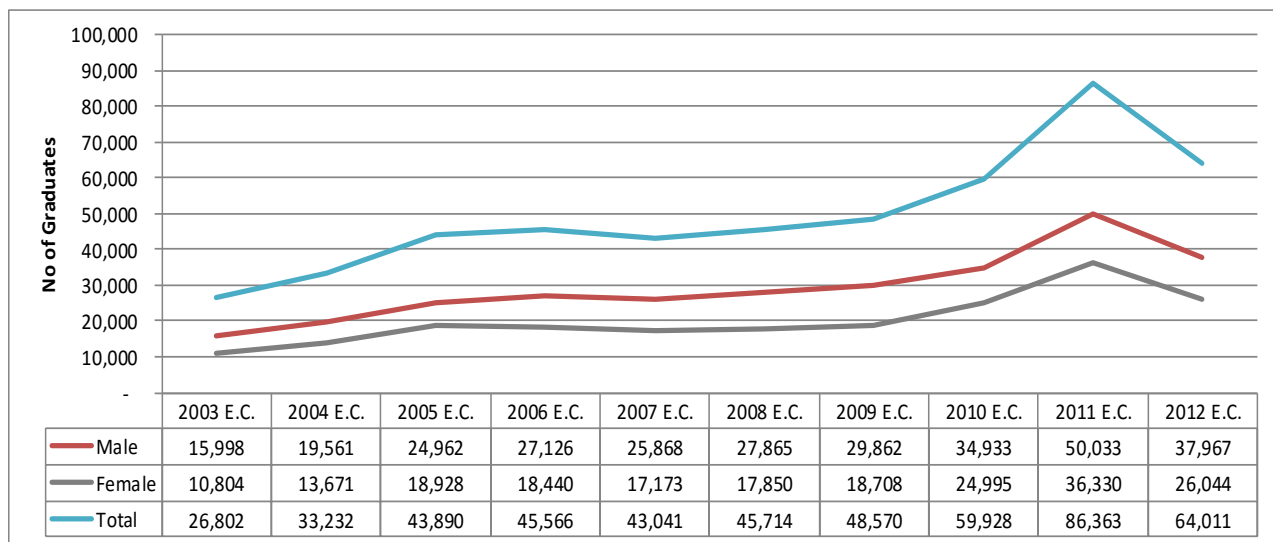
Table 8.4 Graduates by Program, Modality and Sex, 2019/20

Modality	Program						Total		Total
	Regular		Extension		Summer		Male	Female	
	Male	Female	Male	Female	Male	Female			
Linear Modality	3,236	1,572	2,109	1,063	1,313	526	6,658	3,161	9,819
Cluster Modality	82	10	78	62	0	0	160	72	232
New Modality	8,159	5,900	12,441	8,325	10,549	8,586	31,149	22,811	53,960
Specialist	6,292	4,735	9,698	6,114	7,893	6,049	23,883	16,898	40,781
Generalist	1,171	808	1,963	1,691	2,397	2,358	5,531	4,857	10,388
Integrated	648	336	722	499	209	134	1,579	969	2,548
Others	48	21	58	21	50	45	156	87	243
Total	11,477	7,482	14,628	9,450	11,862	9,112	37,967	26,044	64,011

When we look at the trend in the number of graduates, the total number has significantly increased throughout the period with the exception of 2014/15 and this year.

Chart 8.6 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 before and after 2014/15 until last year.

Chart 8.6 Trends in the Number of Graduates, 2010/11-2019/20

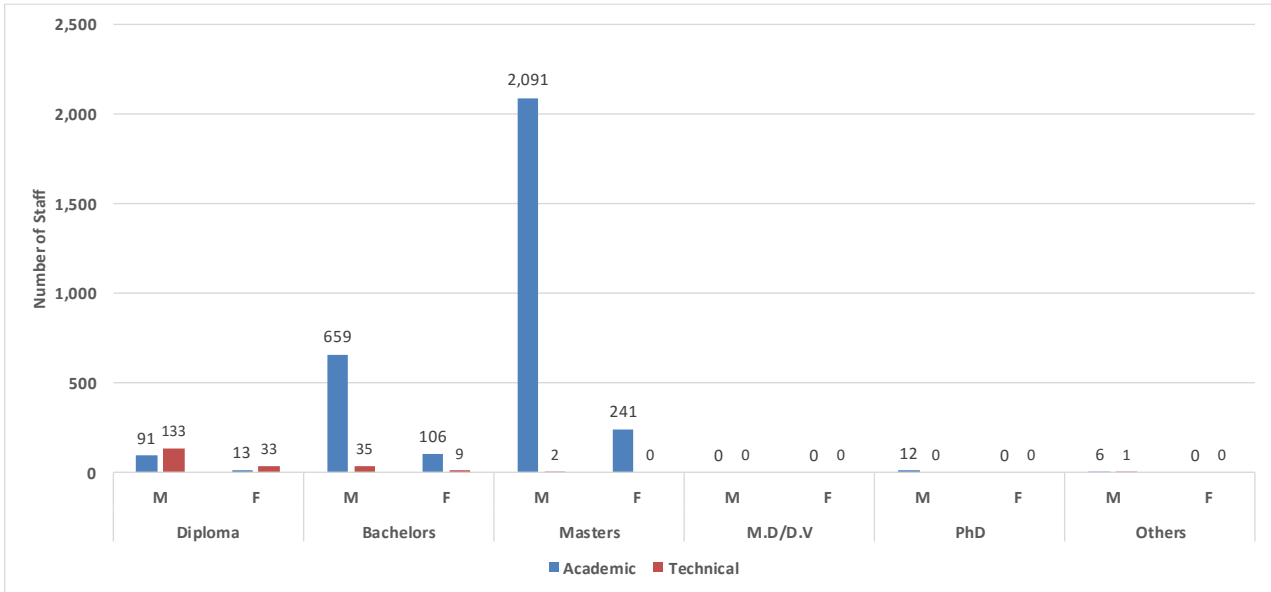


8.5. Staff in CTEs

8.5.1. Academic and Technical Staff

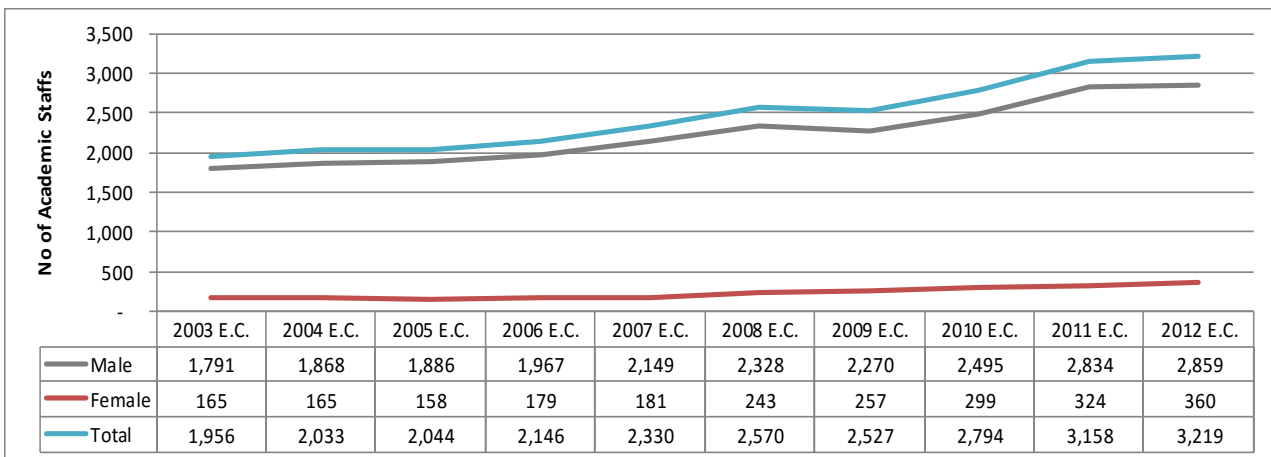
In 2019/20 both the academic and technical staffs of CTEs in the country are 3,432, with a slight increment from the previous year. From this, only 213 of them are technical staff. Among all the academic staffs the female shares are only 11.2%, however this number is greater by 0.2 percentage points from the previous year. The chart below shows the staff distribution by qualification and category.

Chart 8.7 Numbers of Staff by Qualification, 2019/20



When we Consider the academic staffs, the trend over the last ten years is shown in Chart 8.8 and it shows a steady increase 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 8.8 Trends in Academic Staff, 2010/11-2019/20



With respect to rank, majority of the academic staffs are “Lecturers”, with 77% of the total, followed by “Assistant Lecturer”. However, “Assistant” and “Associate” professors are only 28 in number in all CTEs, while no “Professor” at all. Below is the staff summary by their academic rank.

Table 8.5 Academic and Technical Staff by Rank and Sex, 2019/20

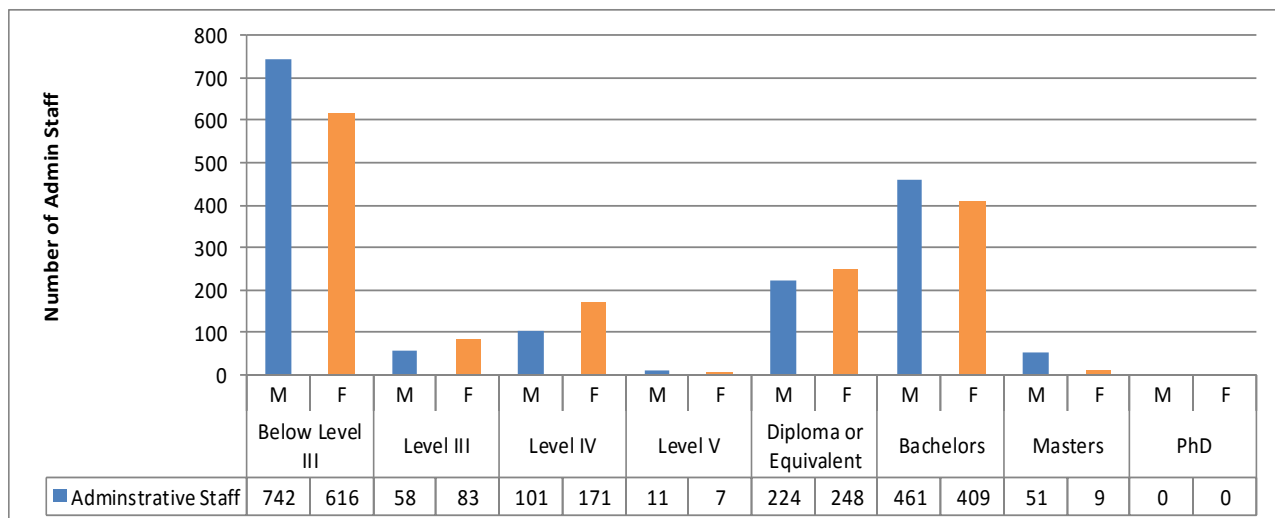
Rank	Academic Staff			Rank	Technical Staff		
	Male	Female	Total		Male	Female	Total
Graduate Assistant I	45	20	65	Technical Assistant	54	10	64
Graduate Assistant II	56	8	64	Senior Technical Assistant	104	30	134
Assistant Lecturer	424	81	505	Chief Technical Assistant I	34	4	38
Lecturer	2,127	236	2,363	Chief Technical Assistant II	18	4	22
Assistant Professor	27	0	27	Others	2	0	2
Associate Professor	1	-	1	Total	212	48	260
Professor	-	-	-				
Others	39	3	42				
Total	2,719	348	3,067				

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

8.5.2. Administrative Staff

In 2019/20 the total number of administrative staffs in all CTEs is 3,191, with a 6.5 percentage points increment from last year. The female share is 48.4% this year. From this total figure, 43.9% are Diploma and above. The chart below shows the staff distribution by qualification and sex.

Chart 8.9 Administrative Staff, 2019/20



8.6. Staff Attrition

Similar to the attrition of prospective teachers, data also collected on attrition of all staffs in the CTEs; Academic, Technical and Administrative. In 2019/20 the total staff attrition accounts to 217, with a significant decrement, by 45.6 percentage points, from last year.

Table 8.6 below shows the attrition of staffs that left CTEs with different reasons. It can be seen from the table that “Government Appointment” is the reason with the highest figure, with 48.9% of the total attrition value.

Table 8.6 Staff Attrition by Sex, 2019/20

Reasons for attrition	Academic		Technical		Administrative	
	Male	Female	Male	Female	Male	Female
Government Appointment	7	45	0	0	51	3
Transfer to other Higher Education Inst	9	8	0	2	4	1
Transfer to other gov't Agencies	0	16	0	0	2	7
Resignation	9	19	0	0	2	11
Retirement	1	7	0	3	9	0
Death	1	0	0	0	0	0
Discipline	0	0	0	0	0	0
Other	0	0	0	0	0	0
Total	27	95	0	5	68	22

9. Refugee Education

9.1. 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 796,437 refugees in the country, who come mostly from South Sudan, Somalia, Eritrea, Sudan and Yemeni.

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. The Ministry of Education calculates that more than 60% of them are children in age of schooling.

Education data in the academic year (2019/20) a total of 202,195 (Male 117,707 and Female 84,488) refugee students enrolled in the different levels of General Education; from ECCE 60,159 (Male 31,235 and Female 28,924), primary 130,621 (Male 77,647 and Female 52,974) and secondary 11,415 (Male 8,825 and Female 2,590).

Most recently the Government of Ethiopia in February 2019 enacted the new Proclamation No. 1110/2019 that provides refugees with access to ECCE and primary education in the same circumstances as nationals. Regarding secondary education, tertiary education, technical and vocational education, as well as adult and non-formal education, the Proclamation aims to meet the standards set out in the 1951 Refugee Convention with a remit to refugee access to basic elementary education. The government efforts to integrate refugee's education in the national system is reflected in the development of the Education Sector Development Plan Schedule six 2020-2024 and the continued use of the national curriculum in all camps-based schools. In May 2019 ARRA and MoE signed Memorandum of Understanding (MoU) that outlines the principles, technical and coordination arrangements between the two government entities with a long-term aim of facilitating joint efforts on the integration of refugee education.

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). This is also in line with the UNHCR's Global Education Strategy 2030: "A Strategy for Refugee Inclusion and UNHCR Ethiopia Refugee Education Strategy Towards Inclusion 2020-2025.

The implementation at the federal and regional level of the Global Compact for refugees (GCR)/(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 gradual inclusion of refugee education into the national education system reflected the government policies, plans, budgets and the Education Management Information System (EMIS),

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) The Building Self-Reliance

Program (BSRP). These fund has been crucial in catalyzing the shift of refugee education towards greater inclusion of refugees into the national systems, policies, strategies, investment and programs.

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 targeting both refugees and host community through the construction of inclusive secondary schools, and in-service and pre-service training of refugee's teachers in government teacher's colleges

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 and sub-national 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 3rd of its kind for refugee education. The Education Sector Annual Abstract 2019/20 (ESAA) to be continue capturing key indicators in the refugee's population at different levels of education: pre-primary, primary and secondary. Moreover, it includes 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 385, 021. From them, 202,195 (53%) were enrolled in the all levels of 165 General Education schools in or around five refugee camps few other students access the national schools mainly in the urban -Addis- Ababa.

Multiple challenges still remain in refugee education when compared to the MoE standards. Challenges persist in the areas of access, quality of education, equity, teacher's quality and supply and safe-learning environment. Despite increasing the share of students enrolled, close to 47% of the school-age children are still out of school. Majority of the school in camps lack adequate infrastructure, WASH facilities, and qualified teachers Education materials like textbooks and other learning supplies are in short supply. the majority of the refugee schools still don't fulfil the minimum standards of a safe learning environment at per the government REB/MoE standards.

As stipulated in National Refugee Education Strategy (2015-2018) and UNHCR Ethiopia Education strategy 2020-2025, the importance of EMIS for measuring progress of refugee education is a top priority for

inclusion of refugee education in the national system. The two Strategies recognizes the significance of partnership with MoE and other stakeholders converge more meaningfully towards sustainable refugee inclusion in the national system.

The inclusion of refugee education data in the National Statistical Abstract for the second time is the result of a collaborative engagement between the MoE, 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.

9.2. Summary Tables

Compared to May 2019, the school-age population increased from 383,653 to 389,066 in June 2020. 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 60%the refugee population, this year the share is estimated on 48%.

Table 9.1 Refugee school age population in 2019/20

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
Semera	3,828	3,734	7,562	6,906	6,510	13,416	2,231	2,204	4,435	12,965	12,448	25,413
Assosa	5,489	5,249	10,738	8,856	7,717	16,573	4,319	3,016	7,335	18,664	15,982	34,646
Dollo Ado	10,467	10,098	20,565	21,466	20,729	42,195	10,863	9,947	20,810	48,331	46,337	94,668
Gambella	26,325	27,462	53,787	46,657	46,082	92,739	17,530	13,936	31,466	93,014	87,480	180,494
Jigjiga	2,404	2,423	4,827	4,183	4,109	8,292	2,723	2,717	5,440	9,310	9,249	18,559
Shire	3,460	3,380	6,840	8,070	6,417	14,487	8,207	5,752	13,959	19,737	15,549	35,286
Total	51,973	52,346	104,319	96,138	91,564	187,702	45,873	37,572	83,445	202,021	187,045	389,066

Table 9.2 Number of Schools and Sections by Location, 2019/20

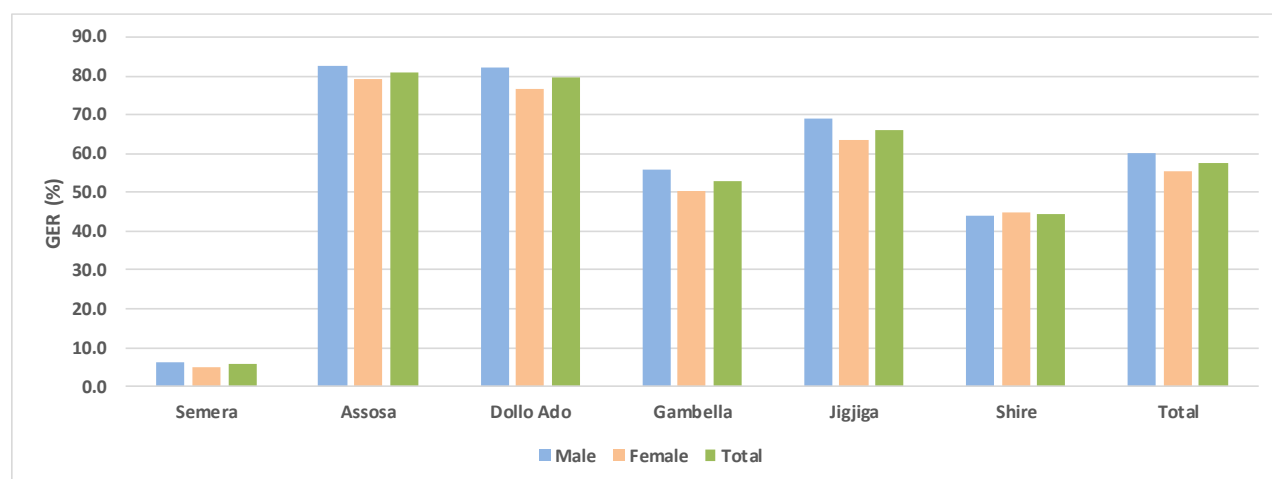
Location	Sections			Schools		
	ECCE	Primary	Secondary	ECCE	Primary	Secondary
Semera	8	12		2	2	
Assosa	76	142	10	20	6	1
Dollo Ado	48	215	29	18	21	3
Gambella	83	573	71	37	24	6
Jigjiga	200	49	25	8	3	3
Shire	63	90	20	4	4	3
Total	478	1081	130	89	60	16

9.3. Early Childhood Care and Education (ECCE)

Table 9.3 Gross Enrollment Ratio in Early Childhood Care and Education by Location, 2019/20

Location	Age 3-6 Population			Enrolment for ECCE			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	3,828	3,734	7,562	236	189	425	6.2	5.1	5.6	0.82
Assosa	5,489	5,249	10,738	4,531	4,165	8,696	82.5	79.3	81.0	0.96
Dollo Ado	10,467	10,098	20,565	8,624	7,751	16,375	82.4	76.8	79.6	0.93
Gambella	26,325	27,462	53,787	14,665	13,773	28,438	55.7	50.2	52.9	0.90
Jigjiga	2,404	2,423	4,827	1,660	1,536	3,196	69.1	63.4	66.2	0.92
Shire	3,460	3,380	6,840	1,519	1,510	3,029	43.9	44.7	44.3	1.02
Total	51,973	52,346	104,319	31,235	28,924	60,159	60.1	55.3	57.7	0.92

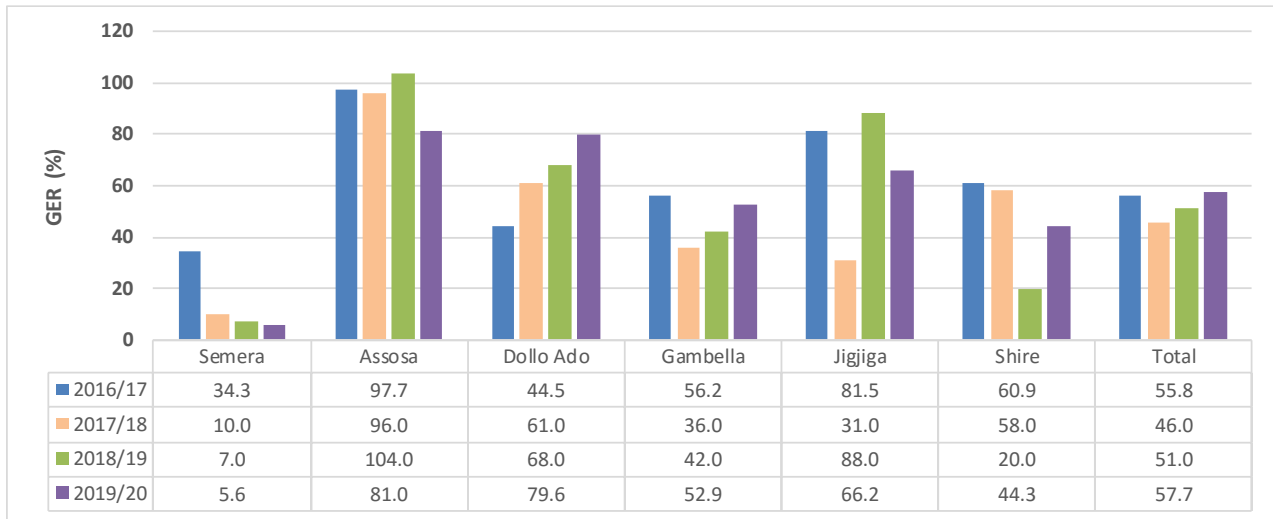
Chart 9.1 Gross Enrollment Ratios in ECCE by Location, 2019/20



According to the above table and chart, the overall GER in ECCE was 57.7% with considerable regional variations. For instance, Assosa (Benishangul-Gumz) achieved a GER of 81%, which is by far larger than other sub-offices followed by Dollo Ado. However, ECCE GER was only 5.6% in Samara (Afar) and even decreased from last year. Nevertheless, the overall GER in ECCE was increased by 6.9 percentage points compared with 2018/19 as shows in the chart below.

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

Chart 9.2 Trends in ECCE Gross Enrollment Ratios by Location



9.4. Primary Education

Table 9.4 GER in Primary Education by Location, 2019/20

Location	Age 7 - 14 Population			Enrolment in Primary (Grades 1-8)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	6,906	6,510	13,416	980	499	1,479	14.2	7.7	11.0	0.54
Assosa	8,856	7,717	16,573	13,110	8,679	21,789	148.0	112.5	131.5	0.76
Dollo Ado	21,466	20,729	42,195	13,383	10,014	23,397	62.3	48.3	55.4	0.77
Gambella	46,657	46,082	92,739	40,536	25,449	65,985	86.9	55.2	71.2	0.64
Jigjiga	4,183	4,109	8,292	4,535	4,257	8,792	108.4	103.6	106.0	0.96
Shire	8,070	6,417	14,487	5,103	4,076	9,179	63.2	63.5	63.4	1.00
Total	96,138	91,564	187,702	77,647	52,974	130,621	80.8	57.9	69.6	0.72

The overall GER in primary education is 69.6%. Nevertheless, the location variation in GER is large: while Assosa and Jigjiga have the highest GER reported above hundred, with 131.5% and 106.0% respectively. Samara is very much left behind with a GER of 11.0%. Whereas Gambella, Shire and Dollo Ado enroll a large share of their school-age population, more than 50%.

Chart 9.3 GER in Primary Education by Location, 2019/20

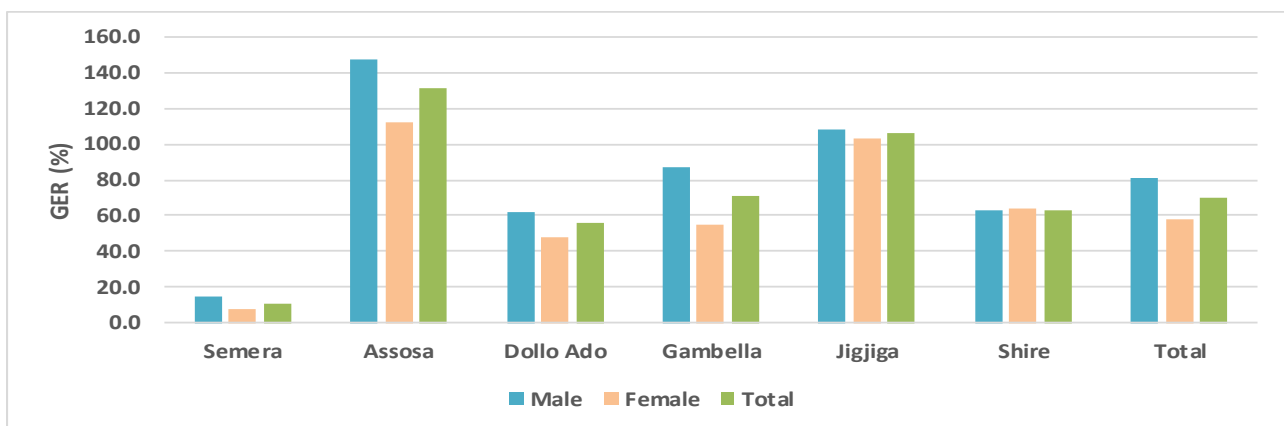
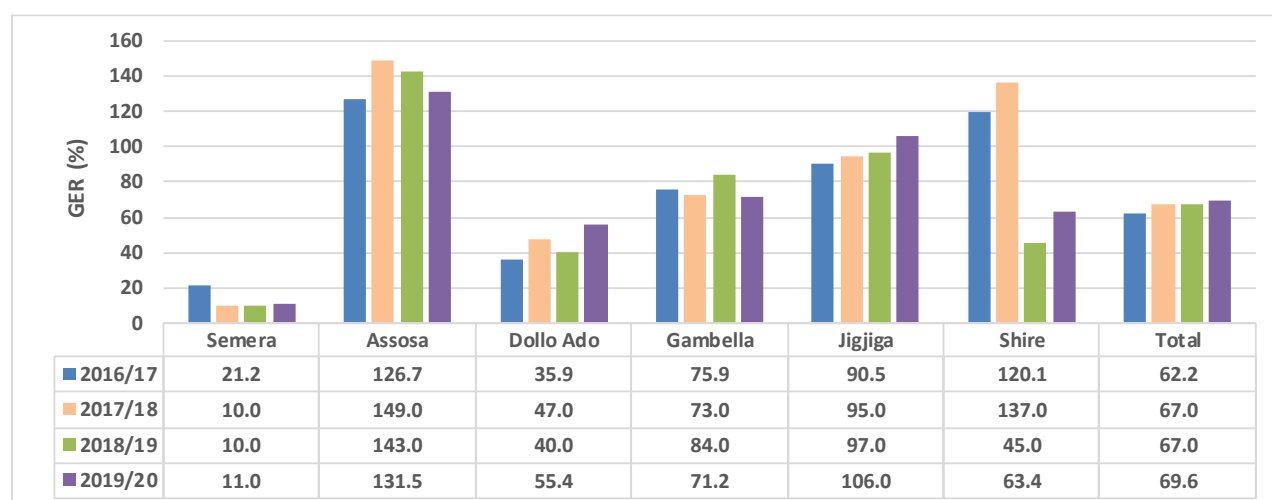


Table 9.5 GER by Cycle, Location and Sex, 2019/20

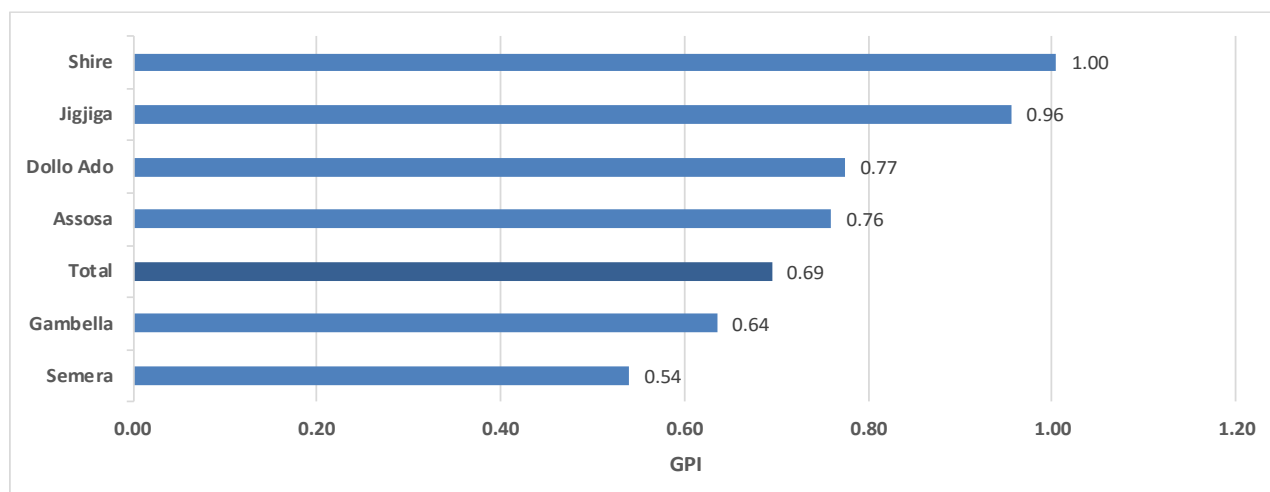
Location	GER					
	First Cycle (Grades 1-4)			Second Cycle (Grades 5-8)		
	Male	Female	Total	Male	Female	Total
Semera	16.0	10.8	13.5	12.0	4.0	8.1
Assosa	161.0	130.0	146.1	134.8	92.0	115.6
Dollo Ado	89.3	75.8	82.6	40.1	24.9	32.7
Gambella	97.6	72.2	84.8	74.2	33.3	54.4
Jigjiga	117.1	117.6	117.3	100.2	89.7	95.1
Shire	88.1	79.4	83.9	46.6	49.6	47.9
Total	95.6	75.8	85.7	65.6	37.9	52.4

Gross Enrollment Ratio by cycle in primary education shows that the concentration of enrollment stands in the first cycle. The table above shows the GER drops from 85.7% in the first cycle to 52.4% in the second cycle. Similar to the national figure, there are large variations between locations.

Chart 9.4 Trends in Primary GER (Grades 1-8) by Location

Compared with last years, the GER in Grades 1 to 4 slightly increased from 85.04% to 85.7%, and increased from 49.18% to 52.4% in the second cycle. On the other hand, GER for Grades 1-8 increased by 2.4 percentage points from last year. Overall, the change has been varied largely across locations. For instance, the primary GER increased from 40.5% to 55.4% in Dollo Ado, where as in Gambella it dropped from 83.9% to 71.2%.

In 2019/20, the overall GPI is 0.72. This means, a GPI of 0.72, in all refugee camps, for every 10 boys in school there are approximately 7 girls. The best performing camp in terms of gender equity is Shire with a GPI of 1.00, whereas the weak performing camp/location is Samara with 0.54. Compared with last year, the Gender Parity Index increases by 0.08 points.

Chart 9.5 GPI in Primary Education (Grades 1-8), 2019/20

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. To make schooling appropriate for some over-aged children, Alternative Basic Education was introduced in refugee schools that have contributed to accelerated education of over-aged children.

Table 9.6 Net Enrollment Ratio in Primary Education, 2019/20

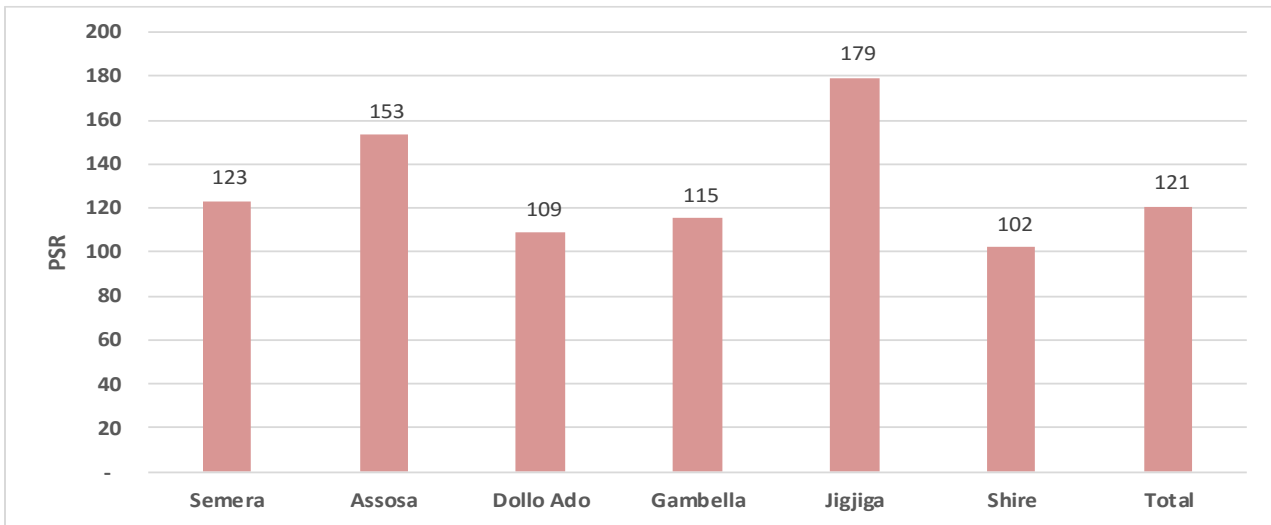
Location	Age 7 - 14 Population			Enrolment in Primary (Grades 1-8)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	6,906	6,510	13,416	754	418	1,172	10.9	6.4	8.7
Assosa	8,856	7,717	16,573	7,710	5,924	13,634	87.1	76.8	82.3
Dollo Ado	21,466	20,729	42,195	10,684	8,401	19,085	49.8	40.5	45.2
Gambella	46,657	46,082	92,739	32,733	21,605	54,338	70.2	46.9	58.6
Jigjiga	4,183	4,109	8,292	3,781	3,500	7,281	90.4	85.2	87.8
Shire	8,070	6,417	14,487	3,977	3,261	7,238	49.3	50.8	50.0
Total	96,138	91,564	187,702	59,639	43,109	102,748	62.0	47.1	54.7

An indicator of how many students enrolled on appropriate age of enrollment is the Net Enrollment Ratio. 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 54.7% of the refugee students enrolled in general education are enrolled in the grade corresponding to their age. Dollo Ado and Shire present the lowest NER below and close to 50%. Compared to last year, the NER improved from 50.3% to 54.7%.

In 2019/20 academic year, primary schools have 121 children in one class room on average. In Samara, where there is very low GER and NER, the pupil-section ratio is becoming double starting

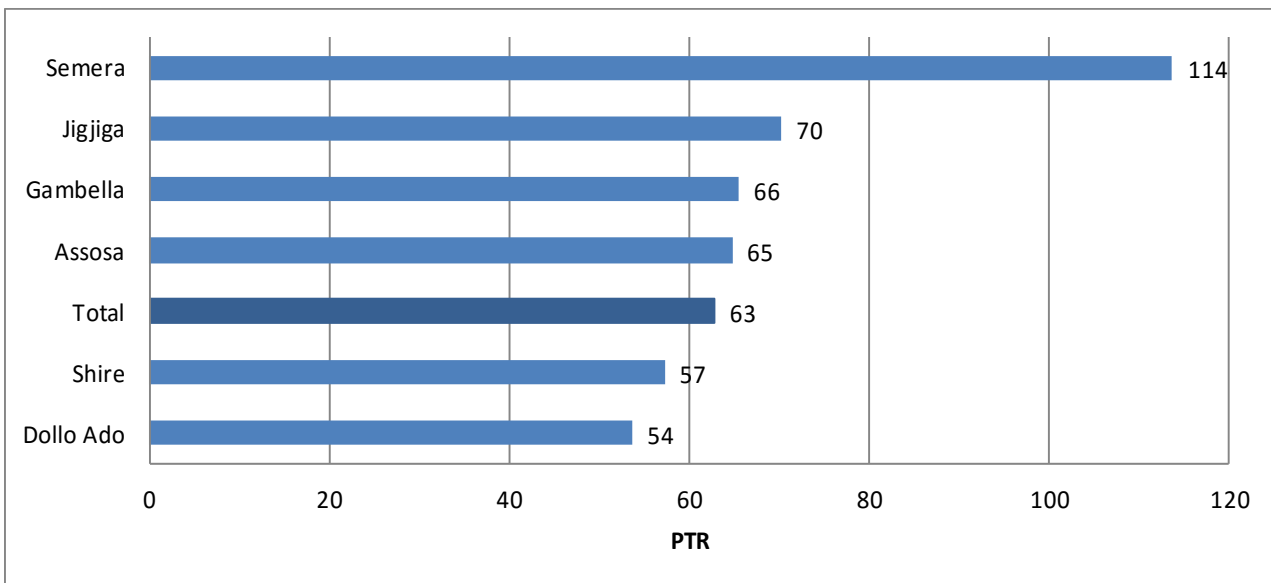
from last year. Dollo Ado is Relatively better in PSR, though students in all locations are learning in a very crowded classes.

Chart 9.6 Primary Pupil-Section ratio (Grades 1-8) by Location, 2019/20



On the other hand, the primary Pupil-Teacher ratio in refugee this year is 63, showing a significant improvement from last year, which was 82. The chart below shows the PTR across locations

Chart 9.7 Primary Pupil-Teacher ratios by Location, 2019/20



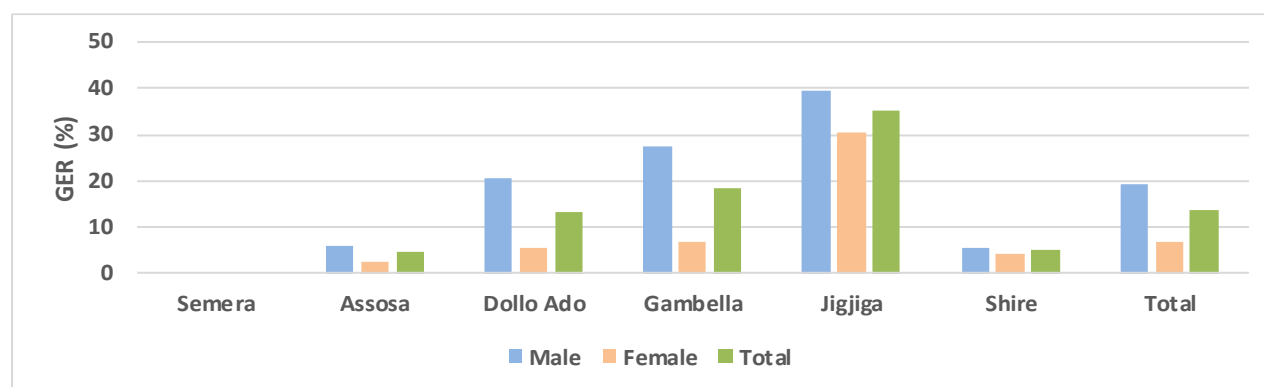
9.5. Secondary Education

The GER for secondary education in refugees is 13.7% this year; this shows a 0.9 percentage points increment from last year. Similar to the previous year, the highest performing location/camp is Jigjiga, followed by Gambella. The table and chart below show the GER by location.

Table 9.7 GER of Secondary Education (Grades 9-12), 2019/20

Location	Age 15 - 18 Population			Enrolment in Secondary (G 9-12)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	2,231	2,204	4,435	-	-	-	0	0	0
Assosa	4,319	3,016	7,335	255	67	322	5.9	2.2	4.4
Dollo Ado	10,863	9,947	20,810	2,210	530	2,740	20.3	5.3	13.2
Gambella	17,530	13,936	31,466	4,838	921	5,759	27.6	6.6	18.3
Jigjiga	2,723	2,717	5,440	1,078	828	1,906	39.6	30.5	35.0
Shire	8,207	5,752	13,959	444	244	688	5.4	4.2	4.9
Total	45,873	37,572	83,445	8,825	2,590	11,415	19.2	6.9	13.7

As the table above shows, the enrollment of refugee students in secondary school is minimal, only 11,415 students out of the possible 83,445 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 may have completed primary education and qualify for secondary education.

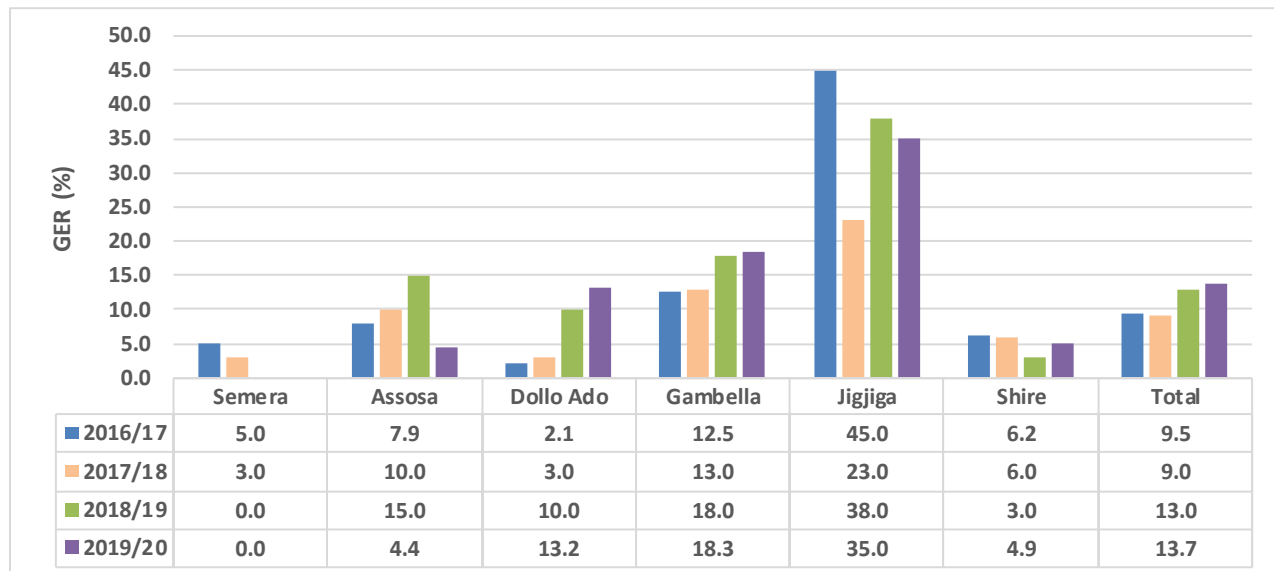
Chart 9.8 GER of Secondary Education, 2019/20

Unlike to the big gap shown in the GER of primary by cycle, the GER of second cycle secondary is very close to that of the first cycle, with a difference of only 3 percentage points. The table below shows comparison of GER by cycle.

Table 9.8 GER by Cycle, Location and Sex, 2019/20

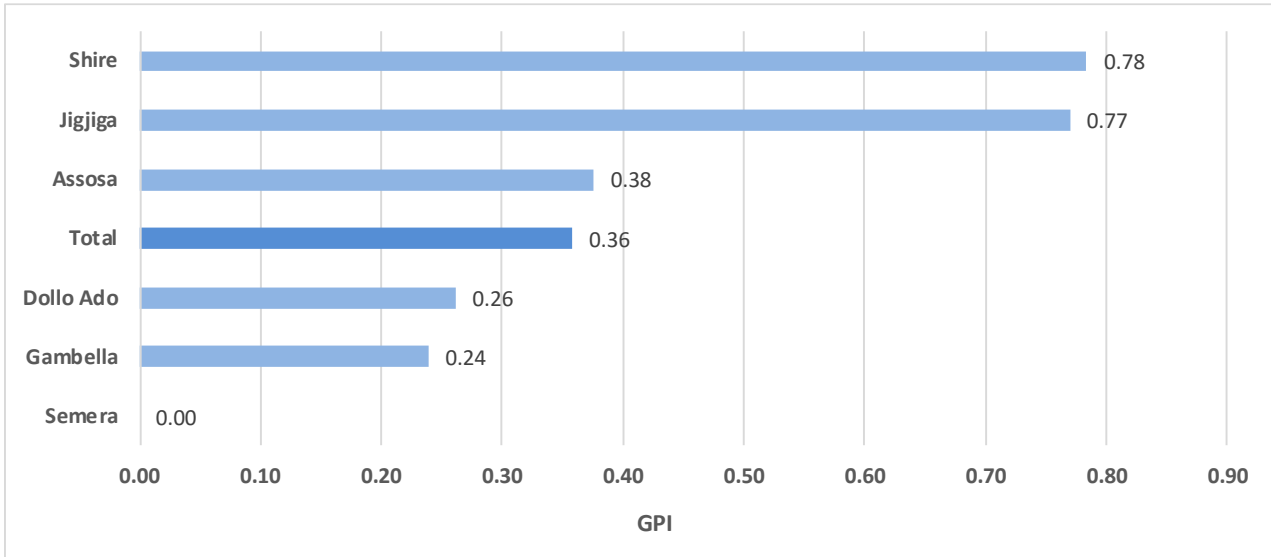
Location	GER					
	First Cycle (Grades 9-10)			Second Cycle (Grades 11-12)		
	Male	Female	Total	Male	Female	Total
Semera	-	-	-	-	-	-
Assosa	8	3	6	4	6	5
Dollo Ado	27	7	17	12	15	14
Gambella	36	10	25	17	17	17
Jigjiga	38	31	35	41	95	68
Shire	10	9	9	1	8	4
Total	25.2	9.5	18.2	12.4	18.7	15.2

Although there are huge variations across locations, the overall secondary GER increases in the last three years, with the exception in Semera where secondary enrollment vanishes from last year.

Chart 9.9 Trends in Secondary GER (Grades 9-12) by Location

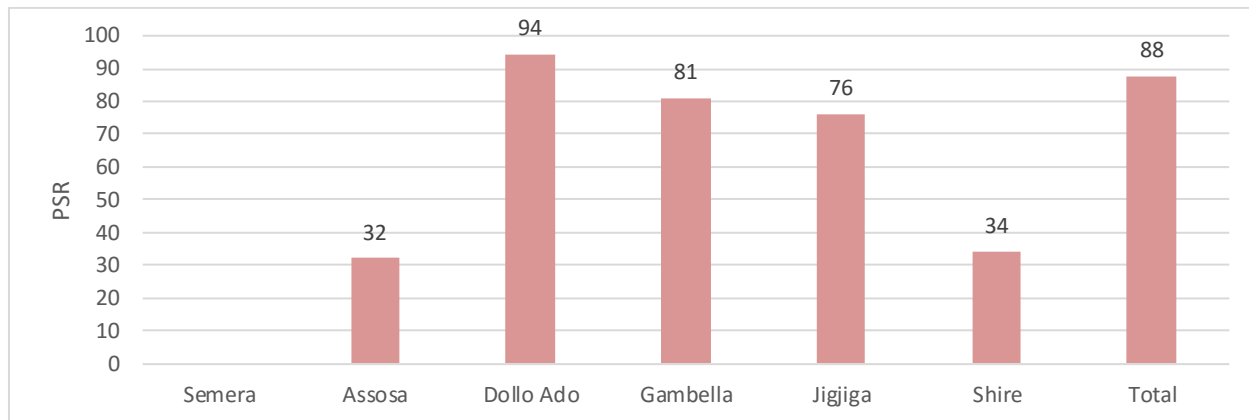
In terms of gender parity in secondary education, the overall GPI was 0.36 in this year. Though the gender equity in refugee education is by far lagged behind, it increases from last year by 0.02 percentage points. The best performing location/camp in GPI is Shire followed by Jigjiga with a GPI of 0.78 and 0.77 respectively, whereas Gambella perform worst, with a GPI of 0.24.

Chart 9.10 GPI in Secondary Education (Grades 9-12), 2019/20



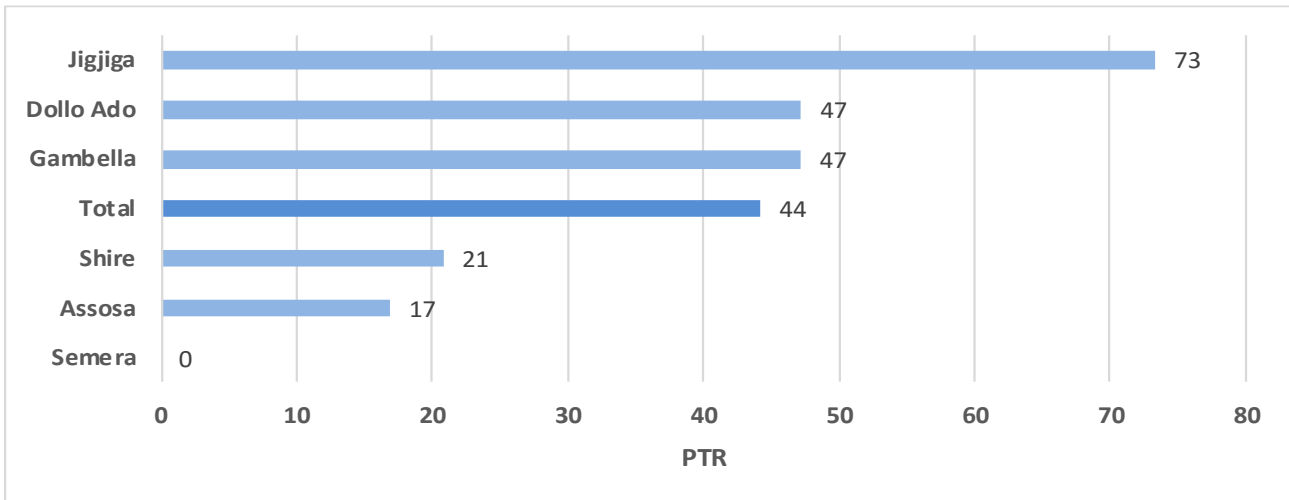
In 2019/20 academic year, on average, secondary schools have 88 students in one class room. Assosa and shire has the top performers in PSR, with 32 and 34 students per class. Whereas in Dollo Ado, the secondary pupil section ratio, 94, shows there is a very crowded school environment in that location.

Chart 9.11 Secondary Pupil-Section ratio (Grades 9-12) by Location, 2019/20



On the other hand, the secondary Pupil-Teacher ratio in refugee this year is 44, which is by far better than the primary score, 63, in creating conducive class room environment. The chart below shows the PTR across locations.

Chart 9.7 Primary Pupil-Teacher ratios by Location, 2019/20



Summary

The Education Statistics Annual Abstract (2019/20) provides education statistical data measuring progress against educational priorities set out in the Education Sector Development Programme V (2016 – 2020) in Ethiopia.

The publication reports on General Education (including Pre-primary, Primary, Secondary), Integrated Functional Adult Education, Special Needs Education, Colleges of Teachers' Education (CTEs), and of 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 key performance indicators set out in the ESDP V. Data is obtained from 9 Regions and 2 City Administration Education Bureaus, Colleges of Teacher Education (CTEs) and Refugee camps.

B. Overview of Indicators

The Education Statistics Annual Abstract reports progress against a total of 47 ESDP V indicators in 2019/20, which are divided into 4 categories covering access, equity, quality, and efficiency.

Out of the 47 indicators, 22 of them are Access indicators, 10 of them are measuring Efficiency, 9 are Quality indicators and the remaining 6 are Equity.

C. Summary of Findings

<p>Early Childhood Care and Education</p>	<ul style="list-style-type: none"> Nationally, 45% of children are enrolled in pre-primary classes in all ages Most enrolled in pre-primary level attend 'O' class, with 64% share of the total pre-primary enrollment. Gross enrolment in Kindergarten concentrated in Addis Ababa. Gender parity appeared similar from last year and fail to achieve the ESDP V target at pre-primary level.
<p>Primary Education</p>	<ul style="list-style-type: none"> 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 Afar, Somali and Addis Ababa. Oppositely, the NER in all regions are below 100% with the exception of Tigray, Oromia and SNNP. Transition from primary 1st cycle to primary 2nd cycle is low, with gross enrolment dropping from 126.2% to 81.8% The National Gender Parity Index (GPI) target has been missed, and GPI has slightly increased from last year, though decreased since baseline. All of the efficiency targets for the year have been missed. However, out of ten efficiency indicators, six of them show an increment from last year and four remains the same with last year.
<p>Secondary Education</p>	<ul style="list-style-type: none"> Transition from primary to secondary education is low nationally, with notable regional disparities. Addis Ababa and Gambella perform better in gross enrollment as last year did. Secondary enrolment has gradually improved over time, but GER targets for the year have not been met in both sexes for 1st cycle secondary. When we look at the NER, those enrolled in secondary education are more likely to be the appropriate age compared to primary education. Transition from first cycle to second cycle is too low similar to primary education, with GER dropped from 51.1 to 26.4 The GPI target has not been met and nationally similar from last year, however Tigray, Addis Ababa and Amhara perform beyond the target value

Adult and Non-Formal Education

- Enrolment in IFAE programs has increased over time, but there are signs of decline over the past four years.
- Only 39% of the enrolled adults have graduated from two year IFAE courses this year and this figure is by far less than from two years before, where graduates were 60.4% but has a slight increase from last year.
- Females are less than males both in enrollment and graduation rate
- Illiterate 15–60 year olds who have graduated from two-year IFAE course up until this year is 80% male and 43% female.

Special Needs Education

- The estimated rate of enrolment at pre-primary level is just 0.9%, meaning thousands of disabled children are not accessing pre-primary education, though there is a huge gap in delivering the right data of children with special education needs.
- 11% of children with disabilities are enrolled in primary education, whereas only 2.8% are enrolled in secondary education. Both figures are similar with the last year.

Teachers in General education

- 22% of pre-primary teachers are appropriately qualified. From which, 31% of male teachers and 22% of female teachers are holding the ECCE Diploma, this assures that the ESDP V target met in both sexes.
 - 87% of primary school teachers (Grades 1-8) are appropriately qualified. Whereas, 90.1% of first cycle and 97.4% second cycle primary teachers are appropriately qualified, showing a significant change from last year
 - In secondary, 93.2% of teachers in Grades 9-10 are qualified; however, this drops to just 20% for Grades 11-12
 - The national attrition rate for primary school teachers is 1.8%, whereas this rate is 2.6% in secondary schools
 - From the total number of school principals, females constitute only 12.4% in primary and 7.5% in secondary schools; however this figure has slightly increased from last year
-

Colleges of Teachers' Education

- Enrolment in extension is higher than regular and summer programs and more men than women are enrolling nationally in all programs.
- Trends over time show that enrolment in CTE's has increased over time; however, this trend decreases in the last three consecutive years.
- Enrollment of prospective teachers with special education needs accounts 0.2%
- The number of graduates from CTEs has linearly increased over the last five years with the exception of this year, which decreases by 26 percentage points from last year.
- 73% of the total academic staff are M.A/M.Sc and above

Education in Refugee

- GER for ECCE in refugee is 57.7% this year, showing a 6.9 percentage points increment from last year. Similarly, GPI increased from 0.91 to 0.92
 - GER in primary increased from 67.3% in last year to 69.6% in this year. Similarly, GPI increased from 0.64 to 0.72
 - The GER in secondary education is very low, performing only to 13.7%; though it shows a 0.9 percentage points increment from last year. Similarly GPI is too low with 0.36, though it has been increased by 0.02 percentage points from last year
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