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Education Statistics Annual Abstract



Federal Democratic Republic of Ethiopia
Ministry of Education

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Foreword

The Federal Democratic Republic of Ethiopia, Ministry of Education, is pleased to release 2020/21 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.

Minister

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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
CRC	Cluster Resource Centre
CTE	College of Teacher Education
CTE	Career and Technical Education (in Secondary Education)
C-to-C	Child to Child
CRPD	Conventions on the Rights of Persons with Disabilities
CRRF	Comprehensive Refugee Response Framework
ECW	Education Cannot Wait
EFA	Education for All
EGSECE	Ethiopian General Secondary Education Certificate Examination
EHEECE	Ethiopian Higher Education Entrance Certificate Examination
EMIS	Education Management Information System
ESDP VI	Education Sector Development Program VI
GCR	Global Compact for Refugees
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
MoH	Ministry of Health
MSE	Micro and Small Enterprises
NER	Net Enrolment Ratio
NIR	Net Intake Rate
PCR	Primary Completion Rate
PPE	Personal Protective Equipment
PSLCE	Primary School Leaving Certificate Examination
PSR	Pupil Section Ratio
PTR	Pupil Teacher Ratio
REB	Regional Education Bureau
SDG	Sustainable Development Goal
SNE	Special Needs Education
SEN	Special Education Needs
TPR	Textbook to Pupil Ratio
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 2020/21 provides performance data and statistics measuring Ethiopia's progress against educational priorities set out in the Education Sector Development Programme VI (2020/21 – 2024/25 G.C).

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

This edition, especially, is the start of the ESDP VI targets and achievements based on the new education road map

1.1. Objectives of the Abstract

The main objectives of the abstract are to:

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

1.2. Special Issue

1.2.1. Effect of COVID-19

The year 2020/21, especially from March 2020 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 last year. Closures of schools and other learning spaces have impacted 94% of the world's student population, from which 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 2019/20 with the exception of grades 8 and 12. For the year 2020/21, Even though the pandemic still exists and still a threat, the Government decided to safely reopen schools based on the COVID 19 guidelines and protocols.

Shifting was one of the mechanisms used to resume the teaching-learning. 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. Apart the dedication of the Government and other stakeholders for the continuation of schooling, more than 3 million children are still out of school.

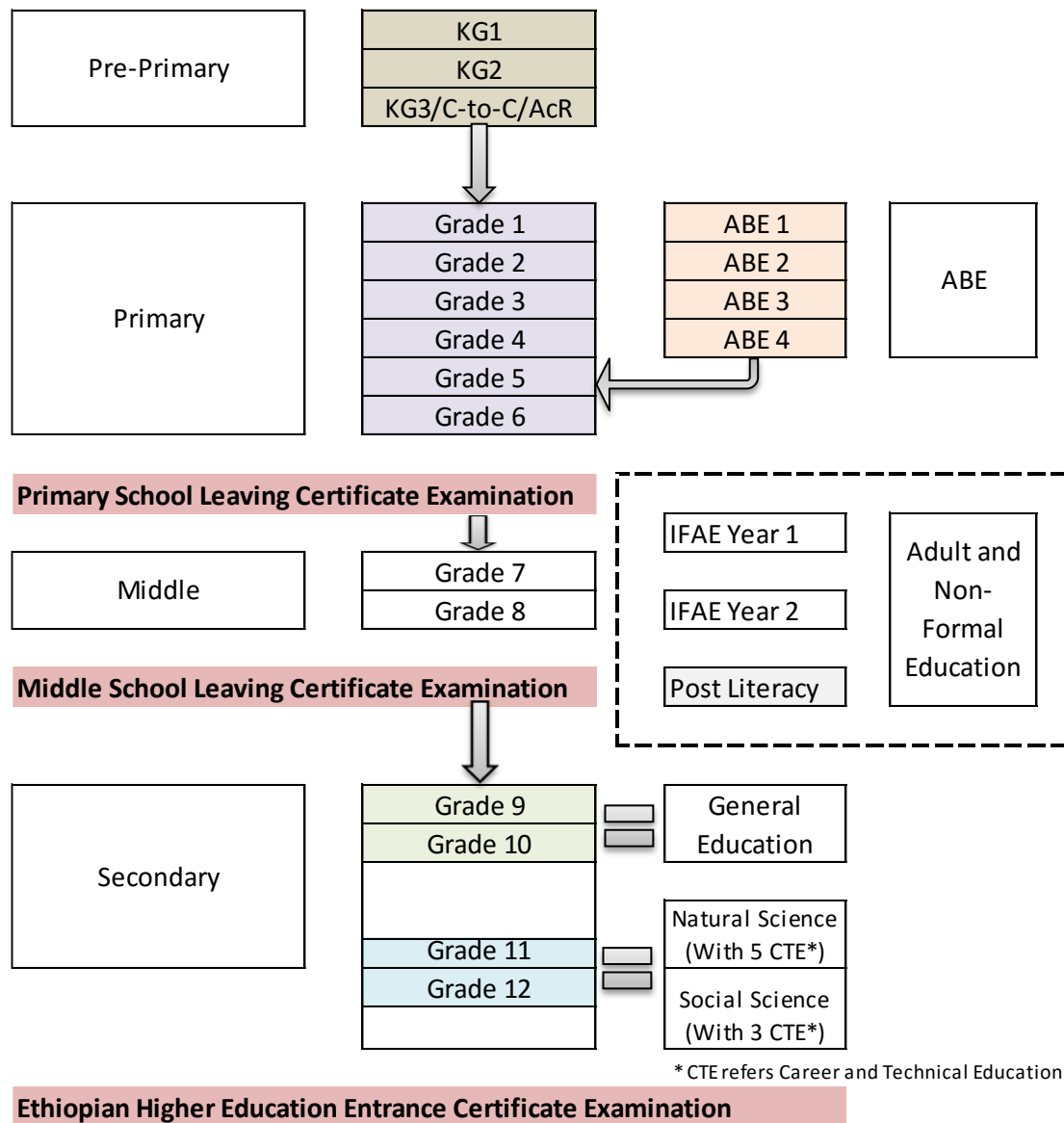
1.2.2. Internal Conflict

The current situation in the northern part of Ethiopia is an additional burden to the education system, displacing more than 1.7 million people from Tigray, Amhara and Afar. Moreover, the education system is not functional at all in Tigray region. Due to this, the expected number of children are not attending the formal education and hence impose a significant impact on the attainment of key performance indicators.

Note:

- In this report, unless otherwise stated, data in the tables and figures refer to the data for both Government and Non-Government schools
- In this edition, due to the situation in the northern part of Ethiopia, teaching-learning is not yet started in Tigray region and hence **DATA FROM TIGRAY REGION IS NOT INCLUDED.**

Figure 1. 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 VI related to General Education and other sub sectors.

Table 1.1 ESDP VI Indicator Table

No.	ESDP VI Key Performance Indicator (all targets are in percentage unless stated)	2018/19 baseline (F/M)	2020/21 Target (F/M)	2020/21 Actual (F/M)
ACCESS				
1	Pre-primary GER	40/41	46/47	35.6/37.7
2	Grade 1 NIR	88/97	89/96	69.0/76.2
3	Grades 1–6, including ABE, GER	109/121	108/119	97.3/107.8
4	Grades 1–6, including ABE, NER	91/105	96/104	85.4/93.9
5	Grades 7–8, GER	106/118	105/116	67.8/72.2
6	Grades 7–8, NER	93/102	94/101	45.5/46.7
7	Grades 9–12, GER	30/34	35/39	40.3/43.8
8	Grades 9–12, NER	25/26	30/32	29.3/29.7
Pastoralist				
9	Pre-Primary GER	12.7/14	21.5/22.6	10.5/11.7
10	Primary GER	84.7/106.4	87.7/104.2	86.4/108.9
11	Primary NER	65.7/82.3	69.5/84.2	64.1/80.5
12	Middle School GER	42.2/48.6	46.2/52.6	40.4/50.3
13	Middle School NER	16.1/17.1	22.7/23.5	16.6/19.8
14	Secondary GER	18/24	23.2/28.4	26.3/32.9
15	Secondary NER	12/15	17.3/20	16.6/18.8
INTERNAL EFFICIENCY				
16	Grade 1 dropout rate	25/25	23/23	22.5/22.7
17	Grade 1–6 dropout rate	18/17	17/16	13.2/14.7
18	Grade 1–6 repetition rate	6/6	5/5	1.2/1.3
19	Grade 7–8 dropout rate	12/12	11/11	16.0/17.5
20	Grade 7–8 repetition rate	5/5	4/4	1.3/1.4
21	Completion rate to Grade 6	79/86	81/87	63.8/67.5
22	Completion rate to Grade 8	60/64	63/67	67.8/71.7
23	Survival rate to Grade 7	31/29	35/33	43/38
QUALITY				
24	Textbook/Learner ratios, Pre-Primary (KG)	DNA	1:1	
25	Textbook/Learner ratios, Primary	DNA	1:1	0.8:1
26	Textbook/Learner ratios, Middle	DNA	1:1	0.8:1
27	Student Textbook utilization ratio, Primary	DNA	100	NA

No.	ESDP VI Key Performance Indicator (all targets are in percentage unless stated)	2018/19 baseline (F/M)	2020/21 Target (F/M)	2020/21 Actual (F/M)
28	Student Textbook utilization ratio, Middle	DNA	100	NA
29	Digitalized secondary schools teaching and learning materials	0	100	NA
30	Qualified Pre-primary teachers	79.5/20.5	81.5/18.5	29.8/34.2
31	Qualified Primary and Middle school teachers	40.6/59.4	43.5/56.5	13.6/12.8
32	Qualified Secondary school teachers	19.3/79.7	20.2/78.9	8.0/10.5
33	Licensed Teachers in Pre-Primary	DNA	13	
34	Licensed Teachers in Primary and Middle	24.1	27	23.4
35	Licensed Teachers in Secondary	24.1	30	32.8
36	Appropriately qualified school leaders, Pre-Primary	0		
37	Appropriately qualified school leaders, Primary and Middle	11.2/55.2	12.7/60.3	6.8/47.4
38	Appropriately qualified school leaders, Secondary	6.8/56	7.6/61.8	4.0/60.9
39	Qualified school supervisors, Primary and Middle	5/72.8	9.4/72.8	4.7/78.7
40	Qualified school Supervisors, Secondary (Total)	90	95	52.9
41	Licensed school leaders, Pre-Primary	0	13	
42	Licensed school leaders, Primary and Middle	DNA	70	9.3
43	Licensed school leaders, Secondary	DNA	70	25.4
44	Percentage of Pre-Primary schools at level 3 and above	5	15	
45	Percentage of Primary and Middle schools at level 3 and above	11	15	7.8
46	Percentage of Secondary schools at level 3 and above	11	15	16.3
47	Percentage of schools with digitalized laboratory	DNA	80	NA
EQUITY				
48	GPI in Pre-Primary (index)	0.95	0.96	0.94
49	GPI in Primary (index)	0.91	0.92	0.90
50	GPI in Middle (index)	0.97	0.98	0.94
51	GPI in Secondary (index)	0.87	0.88	0.92
52	Gross Enrolment rate of children with SNE, Pre-Primary	1.2/1.5	3/3.4	1.5/1.9
53	Gross Enrolment rate of children with SNE, Grades 1-8	9.7/12.3	12.7/14.8	7.1/8.8
54	Gross Enrolment rate of children with SNE, Grades 9-12	2.4/3.2	4.1/4.8	2.1/2.8
55	Number of female graduates in youth and adult life-skills education	1,997,123	2,627,194	100,605

1.4. Summary Tables

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

1.4.1 Trends in the Population of Ethiopia

Age Range	2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<Age 4	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	5,592,604	5,398,587	10,991,191	0.30	0.27	0.29
Age 4-6	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	4,045,504	3,926,341	7,971,845	0.75	0.62	0.68
Age 7-10	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	5,206,072	5,076,937	10,283,009	1.84	1.75	1.79
Age 11-14	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	4,802,794	4,695,440	9,498,234	1.14	1.11	1.13
Age 15-16	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	2,283,918	2,232,483	4,516,401	0.95	1.13	1.04
Age 17-18	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	2,263,182	2,214,801	4,477,983	1.73	1.96	1.84
Age 19-21	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	3,227,713	3,136,394	6,364,107	1.93	2.04	1.99
>21	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	24,164,503	24,615,643	48,780,146	3.42	3.44	3.43
Total	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	51,586,290	51,296,626	102,882,916	2.19	2.22	2.21

1.4.2 Gross Enrolment Trends in General Education

Level	2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Primary	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	1,528,585	1,406,083	2,934,668
Primary and Middle (G1-8)	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	9,753,392	8,694,105	18,447,497
First cycle (G1-4)*	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	8,131,254	7,196,113	15,327,367
Second Cycle (G5-8)**	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	1,622,138	1,497,992	3,120,130
Secondary (G9-12)	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	1,858,824	1,681,500	3,540,324
Total	14,242,257	12,663,323	26,905,580	14,206,009	12,582,631	26,788,640	13,854,061	12,228,637	26,082,698	14,573,698	12,912,022	27,485,720	13,140,801	11,781,688	24,922,489

* First cycle (G1-4) becomes Primary (G1-6) starting from 2013 E.C.

** Second cycle (G7-8) becomes Middle (G7-8) starting from 2013 E.C.

1.4.3 Trends in the Number of Teachers for General Education

	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)			2013 E.C. (2020/21)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Kindergarten	1,710	20,924	22,634	1,607	21,860	23,467	3,892	30,103	33,995	8,742	33,834	42,576	2,608	32,893	35,501	2,333	26,565	28,898
Primary and Middle	256,528	168,032	424,560	277,407	183,657	461,064	295,047	188,292	483,339	309,668	220,298	529,966	316,554	221,042	537,596	307,948	208,455	516,403
Secondary	75,354	16,114	91,468	80,368	18,562	98,930	83,663	19,657	103,320	93,912	22,433	116,345	102,733	25,008	127,741	103,735	25,298	129,033
Total	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	414,016	260,318	674,334

Table 1.4.4 Gross Enrolment Trends in Primary and Middle Education (Grades 1-8) by Region

Region	2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	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	-	-	-	-	-	-
Afar	110,689	89,058	199,747	102,905	83,227	186,132	102,829	81,340	184,169	100,796	78,435	179,231	108,593	84,468	193,061	-0.48	-1.31	-0.85
Amhara	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	1,932,759	1,884,257	3,817,016	-4.45	-3.61	-4.04
Oromia	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	4,299,435	3,678,686	7,978,121	-0.10	-0.22	-0.15
Somali	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	629,046	464,608	1,093,654	4.75	5.82	5.20
Benishangul-Gumuz	138,220	111,956	250,176	139,900	116,465	256,365	137,682	114,937	252,619	135,159	112,911	248,070	127,371	106,571	233,942	-2.02	-1.22	-1.66
SNNP	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	1,686,296	1,511,607	3,197,903	-10.69	-10.33	-10.52
Gambella	62,681	53,080	115,761	61,028	52,895	113,923	62,973	56,059	119,032	67,705	60,387	128,092	71,061	63,698	134,759	3.19	4.66	3.87
Harari	25,299	20,648	45,947	25,751	20,710	46,461	28,680	22,665	51,345	31,002	24,587	55,589	29,753	24,305	54,058	4.14	4.16	4.15
Addis Ababa	233,670	282,115	515,785	242,899	289,102	532,001	258,563	306,159	564,722	271,997	317,665	589,662	262,767	293,874	556,641	2.98	1.03	1.92
Dire Dawa	41,237	36,513	77,750	40,337	35,816	76,153	42,995	37,109	80,104	43,451	37,519	80,970	42,552	38,690	81,242	0.79	1.46	1.10
Sidama	-	-	-	-	-	-	-	-	-	-	-	-	563,759	543,341	1,107,100	-	-	-
Total	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	9,753,392	8,694,105	18,447,497	-3.03	-2.83	-2.94

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

Region	2009 E.C. (2016/17)			2010 E.C. (2017/18)			2011 E.C. (2018/19)			2012 E.C. (2019/20)			2013 E.C. (2020/21)			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tigray	106,028	106,287	212,315	113,658	109,632	223,290	107,650	101,755	209,405	109,378	107,819	217,197	-	-	-	-	-	-
Afar	11,763	6,562	18,325	10,133	6,098	16,231	9,900	5,754	15,654	12,454	7,769	20,223	13,769	8,629	22,398	4.02	7.09	5.15
Amhara	301,423	317,222	618,645	325,114	343,505	668,619	366,737	377,016	743,753	440,059	454,296	894,355	465,349	517,498	982,847	11.47	13.02	12.27
Oromia	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	718,330	572,462	1,290,792	12.45	12.41	12.43
Somali	34,475	17,836	52,311	41,641	23,914	65,555	45,216	25,637	70,853	55,672	32,947	88,619	62,330	40,011	102,341	15.96	22.38	18.27
Benishangul-Gumuz	18,375	14,081	32,456	20,613	15,421	36,034	21,660	15,855	37,515	23,997	17,702	41,699	23,823	19,135	42,958	6.71	7.97	7.26
SNNP	343,855	278,206	622,061	323,983	250,700	574,683	292,456	225,087	517,543	376,527	302,411	678,938	340,286	297,032	637,318	-0.26	1.65	0.61
Gambella	15,206	9,546	24,752	13,734	8,769	22,503	15,434	10,260	25,694	18,576	12,462	31,038	20,859	16,087	36,946	8.22	13.94	10.53
Harari	3,765	3,410	7,175	3,978	3,485	7,463	4,525	3,629	8,154	5,133	3,836	8,969	6,263	4,938	11,201	13.57	9.70	11.78
Addis Ababa	66,977	83,395	150,372	70,029	86,225	156,254	71,902	86,548	158,450	83,821	97,247	181,068	86,959	106,372	193,331	6.74	6.27	6.48
Dire Dawa	6,996	5,986	12,982	6,873	5,841	12,714	6,840	6,147	12,987	8,503	7,336	15,839	10,125	8,709	18,834	9.68	9.83	9.75
Sidama	-	-	-	-	-	-	-	-	-	-	-	-	110,731	90,627	201,358	-	-	-
Total	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	1,858,824	1,681,500	3,540,324	8.16	8.78	8.45

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 National ECCE Policy Framework (2010), there has been a noticeable 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 get proper attention in most of the country.

Like other countries, the government of Ethiopia through the Ministry of Education is devoted to ensuring that all children going to pre-primary school have access and equal opportunity to education, regardless of their social class, ethnicity, background or physical disabilities. The sector annually tracks progress towards ECCE's access and equity through major indicators; such as Enrolment, GER, NER, GPI and Regional Distribution of ECCE centers and enrollments in the 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/incompleteness remains a persistent issue in kindergarten centers.

2.1. Pre-Primary Gross Enrolment Ratio (GER)

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Pre-primary GER Female	39.7	46	35.6
Pre-primary GER Male	40.7	47	37.7
Pre-Primary GPI (index)	0.95	1	0.94

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, 36.7% of children are enrolled in pre-primary classes, a decrease by 6.5 percentage points from the previous year's result. However, the target has been missed in both sexes.

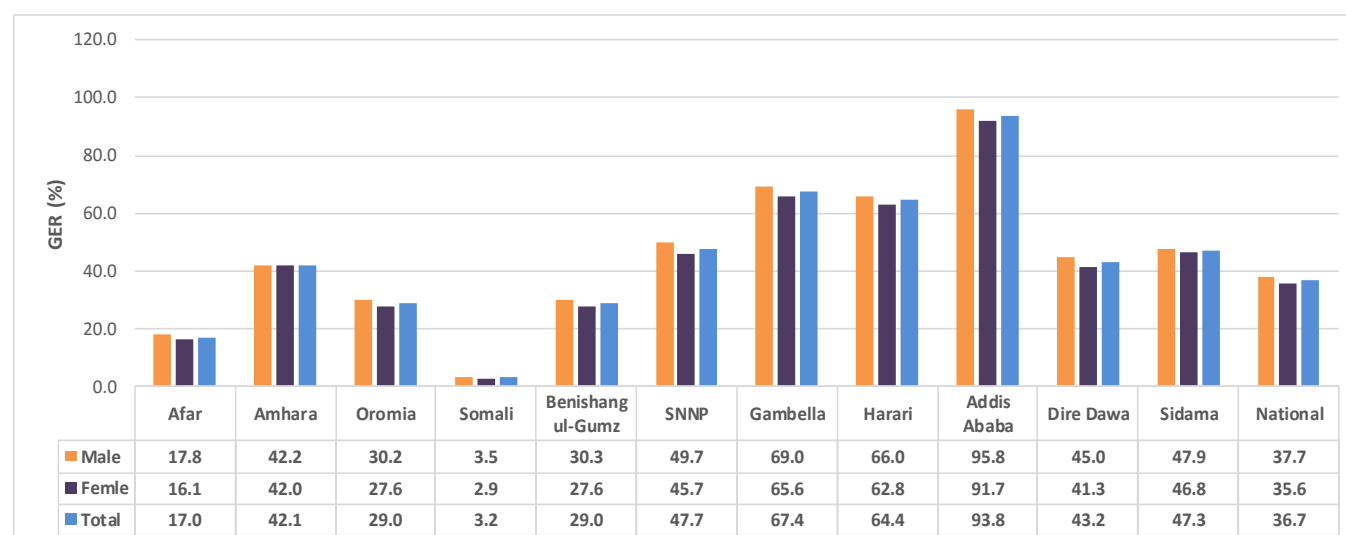
Table 2.1 and Chart 2.1 show the enrolment of pre-primary students in each region compared with the official school age population size. Enrolment in pre-primary slightly decreased this year due to the absence of data from Tigray region. The Gender Parity Index (GPI) of pre-primary is 0.94, which is less than the previous year's figure and the ESDP VI baseline too.

Regionally, Somali and Afar perform the worst, with GER of just 3.2% and 17% respectively, and this is also lower than their corresponding figure of last year. Addis Ababa showed commendable achievement, with a GER of 93%; though the result is lower compared to last year, which was 105.5%.

Table 2.1 Pre-Primary Gross Enrolment, GER and GPI by Region and Sex, 2020/21

	Gross Enrollment			School Age Population (4-6)			GER (%)			GPI
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total	
Afar	12,522	10,754	23,276	70,337	66,674	137,011	17.8	16.1	17.0	0.91
Amhara	354,666	338,088	692,754	840,208	805,220	1,645,428	42.2	42.0	42.1	0.99
Oromia	488,609	434,375	922,984	1,616,052	1,571,670	3,187,722	30.2	27.6	29.0	0.91
Somali	9,588	7,854	17,442	274,543	267,815	542,358	3.5	2.9	3.2	0.84
Benishangul-Gumz	14,105	12,390	26,495	46,626	44,877	91,503	30.3	27.6	29.0	0.91
SNNP	410,221	377,798	788,019	824,736	827,047	1,651,783	49.7	45.7	47.7	0.92
Gambella	11,624	10,718	22,342	16,842	16,329	33,171	69.0	65.6	67.4	0.95
Harari	5,629	5,118	10,747	8,524	8,156	16,680	66.0	62.8	64.4	0.95
Addis Ababa	104,455	99,137	203,592	108,996	108,136	217,132	95.8	91.7	93.8	0.96
Dire Dawa	6,779	5,994	12,773	15,058	14,521	29,579	45.0	41.3	43.2	0.92
Sidama	110,387	103,857	214,244	230,679	222,117	452,796	47.9	46.8	47.3	0.98
National	1,528,585	1,406,083	2,934,668	4,052,601	3,952,562	8,005,163	37.7	35.6	36.7	0.94

Table 2.1 above shows that GPI at pre-primary level is less compared with last year and is declined from the baseline, 2018/19, of ESDP VI by 0.01 percentage points.

Chart 2.1 GER of Pre-Primary by Region and Sex, 2020/21

According to ESDP VI, those who complete three years of kindergarten are more likely to be better prepared to join primary school than a child who has received one year of 'O' Class or Child to Child Instruction. Although ESDP VI 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.

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 85.2%, showing a decrease by 2.1 percentage points. In kindergarten modality, Addis Ababa out performs the highest proportion of children enrolled, with a GER of 92.5%. Whereas Benishangul-Gumuz has the largest enrolment rate in Child to Child provision, with a GER of 3.1%, and Gambella in "O" class, with a GER of 140.1%.

The majority of children in Ethiopia enroll in 'O' class modalities of pre-primary education, while enrolment in Kindergarten concentrated primarily in Addis Ababa.

2.1.1. Kindergarten

Kindergarten is a program for 4 to 6-year-old children, three-year program at nursery, lower kindergarten and upper kindergarten at ages 3-4, 4-5 and 5-6 years respectively. This program has its own curriculum, trained teachers, administrative staff, and school compounds. Most of the kindergarten schools are operated by Non-Governmental organizations such as communities, private institutions, and religious organizations. The program is limited to the private sector and urban areas, and hence attendance in this modality is low compared to the Government owned "O" class modality.

Table 2.2 Kindergarten Gross Enrolment and GER by Region and Sex, 2020/21

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	3,230	2,972	6,202	70,337	66,674	137,011	4.6	4.5	4.5
Amhara	35,178	33,322	68,500	840,208	805,220	1,645,428	4.2	4.1	4.2
Oromia	104,686	100,362	205,048	1,616,052	1,571,670	3,187,722	6.5	6.4	6.4
Somali	207	173	380	274,543	267,815	542,358	0.1	0.1	0.1
Benishangul-Gumz	1,962	1,913	3,875	46,626	44,877	91,503	4.2	4.3	4.2
SNNP	46,388	42,961	89,349	824,736	827,047	1,651,783	5.6	5.2	5.4
Gambella	3,320	3,174	6,494	16,842	16,329	33,171	19.7	19.4	19.6
Harari	2,815	2,606	5,421	8,524	8,156	16,680	33.0	32.0	32.5
Addis Ababa	103,115	97,742	200,857	108,996	108,136	217,132	94.6	90.4	92.5
Dire Dawa	3,821	3,454	7,275	15,058	14,521	29,579	25.4	23.8	24.6
Sidama	15,326	14,013	29,339	230,679	222,117	452,796	6.6	6.3	6.5
National	320,048	302,692	622,740	4,052,601	3,952,562	8,005,163	7.9	7.7	7.8

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 to support and assist for the preparation of primary schooling. 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 and believed that such informal modality is an effective low-cost way of improving school readiness.

Table 2.3 Child to Child Gross Enrolment and GER by Region and Sex, 2020/21

Region	Gross Enrollment			School Age Population (4-6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	200	168	368	70,337	66,674	137,011	0.3	0.3	0.3
Amhara	8,469	8,167	16,636	840,208	805,220	1,645,428	1.0	1.0	1.0
Oromia	9,313	8,134	17,447	1,616,052	1,571,670	3,187,722	0.6	0.5	0.5
Somali	1,870	1,324	3,194	274,543	267,815	542,358	0.7	0.5	0.6
Benishangul-Gumz	1,551	1,261	2,812	46,626	44,877	91,503	3.3	2.8	3.1
SNNP	12,774	11,596	24,370	824,736	827,047	1,651,783	1.5	1.4	1.5
Gambella	258	235	493	16,842	16,329	33,171	1.5	1.4	1.5
Harari	180	147	327	8,524	8,156	16,680	2.1	1.8	2.0
Addis Ababa	20		20	108,996	108,136	217,132	0.0	0.0	0.0
Dire Dawa			-	15,058	14,521	29,579	0.0	0.0	0.0
Sidama	947	852	1,799	230,679	222,117	452,796	0.4	0.4	0.4
National	35,582	31,884	67,466	4,052,601	3,952,562	8,005,163	0.9	0.8	0.8

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, and this modality is the highest coverage in pre-primary education.

Table 2.4 “O” Class Gross Enrolment and GER by Region and Sex, 2020/21

Region	Gross Enrollment			School Age Population (Age 6)			GER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	9,092	7,614	16,706	23,405	22,163	45,568	38.8	34.4	36.7
Amhara	311,019	296,599	607,618	283,684	272,182	555,866	109.6	109.0	109.3
Oromia	374,610	325,879	700,489	532,288	518,392	1,050,680	70.4	62.9	66.7
Somali	7,511	6,357	13,868	90,172	88,096	178,268	8.3	7.2	7.8
Benishangul-Gumz	10,592	9,216	19,808	15,393	14,834	30,227	68.8	62.1	65.5
SNNP	351,059	323,241	674,300	264,775	265,531	530,306	132.6	121.7	127.2
Gambella	8,046	7,309	15,355	5,562	5,398	10,960	144.7	135.4	140.1
Harari	2,634	2,365	4,999	2,820	2,701	5,521	93.4	87.6	90.5
Addis Ababa	1,320	1,395	2,715	35,427	35,352	70,779	3.7	3.9	3.8
Dire Dawa	2,958	2,540	5,498	4,941	4,772	9,713	59.9	53.2	56.6
Sidama	94,114	88,992	183,106	74,058	71,313	145,370	127.1	124.8	126.0
National	1,172,955	1,071,507	2,244,462	1,332,525	1,300,733	2,633,258	88.0	82.4	85.2

2.2. Pre-primary Net Enrolment Ratio (NER)

Net Enrolment Ratio (NER) calculates the number of students enrolled 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 appeared between GER and NER

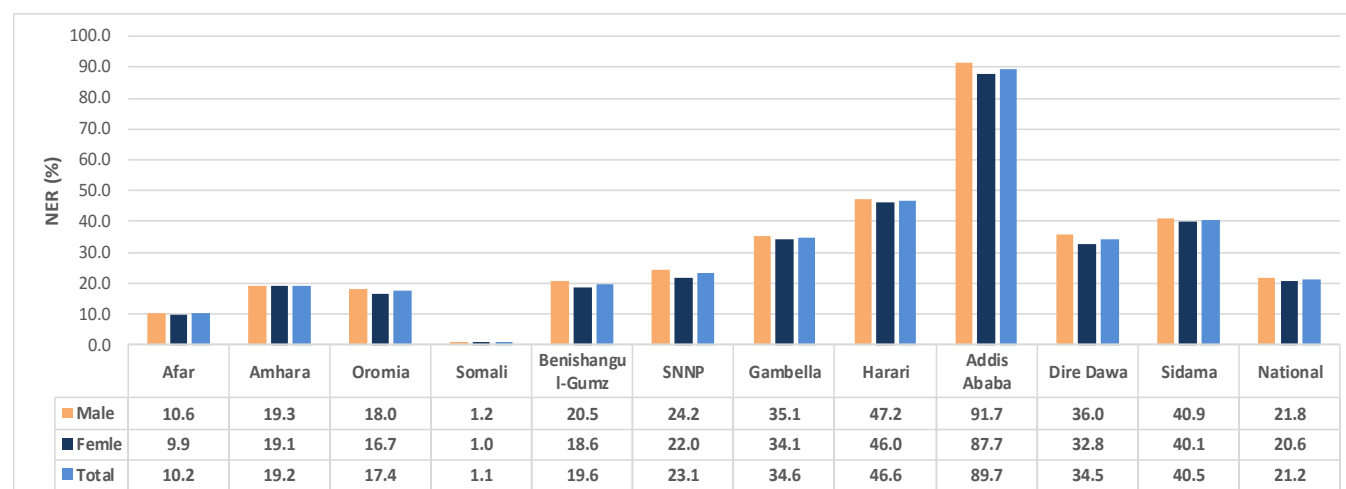
Table 2.5 and Chart 2.2 below show the data regarding age specific enrolment of students in each region with the official population size and the corresponding NER. The pre-primary NER results are far from the GER results, with 20.6% Female and 21.8% Male respectively. This implies that there is significant number of over aged children enrolled at pre-primary level; hence, the sector should give proper attention to narrow the gap between GER and NER and at the same time improving GPI.

NER has been decreased from the previous year for both sexes and the total NER has been decreased from the previous year by 5 percentage points.

Table 2.5 Pre-Primary Net Enrolment and NER by Region and Sex, 2020/21

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	7,423	6,610	14,033	70,337	66,674	137,011	10.6	9.9	10.2
Amhara	162,273	153,888	316,161	840,208	805,220	1,645,428	19.3	19.1	19.2
Oromia	290,795	262,972	553,767	1,616,052	1,571,670	3,187,722	18.0	16.7	17.4
Somali	3,216	2,611	5,827	274,543	267,815	542,358	1.2	1.0	1.1
Benishangul-Gumz	9,551	8,353	17,904	46,626	44,877	91,503	20.5	18.6	19.6
SNNP	199,414	182,045	381,459	824,736	827,047	1,651,783	24.2	22.0	23.1
Gambella	5,906	5,571	11,477	16,842	16,329	33,171	35.1	34.1	34.6
Harari	4,026	3,750	7,776	8,524	8,156	16,680	47.2	46.0	46.6
Addis Ababa	99,907	94,783	194,690	108,996	108,136	217,132	91.7	87.7	89.7
Dire Dawa	5,422	4,770	10,192	15,058	14,521	29,579	36.0	32.8	34.5
Sidama	94,305	89,146	183,451	230,679	222,117	452,796	40.9	40.1	40.5
National	882,238	814,499	1,696,737	4,052,601	3,952,562	8,005,163	21.8	20.6	21.2

Chart 2.2 NER of Pre-Primary by Region and Sex, 2020/21



Similar to the gross enrollment, “O” class has the largest share in the net enrollment among the three modalities. NER in each modality is shown below.

2.2.1. Kindergarten

Table 2.6 Kindergarten Net Enrolment and NER by Region and Sex, 2020/21

Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	2,809	2,675	5,484	70,337	66,674	137,011	4.0	4.0	4.0
Amhara	33,995	32,212	66,207	840,208	805,220	1,645,428	4.0	4.0	4.0
Oromia	99,068	94,962	194,030	1,616,052	1,571,670	3,187,722	6.1	6.0	6.1
Somali	151	117	268	274,543	267,815	542,358	0.1	0.0	0.0
Benishangul-Gumz	1,887	1,837	3,724	46,626	44,877	91,503	4.0	4.1	4.1
SNNP	43,314	39,937	83,251	824,736	827,047	1,651,783	5.3	4.8	5.0
Gambella	1,890	1,791	3,681	16,842	16,329	33,171	11.2	11.0	11.1
Harari	2,687	2,526	5,213	8,524	8,156	16,680	31.5	31.0	31.3
Addis Ababa	99,161	94,045	193,206	108,996	108,136	217,132	91.0	87.0	89.0
Dire Dawa	3,271	2,986	6,257	15,058	14,521	29,579	21.7	20.6	21.2
Sidama	14,124	12,976	27,100	230,679	222,117	452,796	6.1	5.8	6.0
National	302,357	286,064	588,421	4,052,601	3,952,562	8,005,163	7.5	7.2	7.4

2.2.2. Child to Child

Table 2.7 Child to Child Net Enrolment and NER by Region and Sex, 2020/21

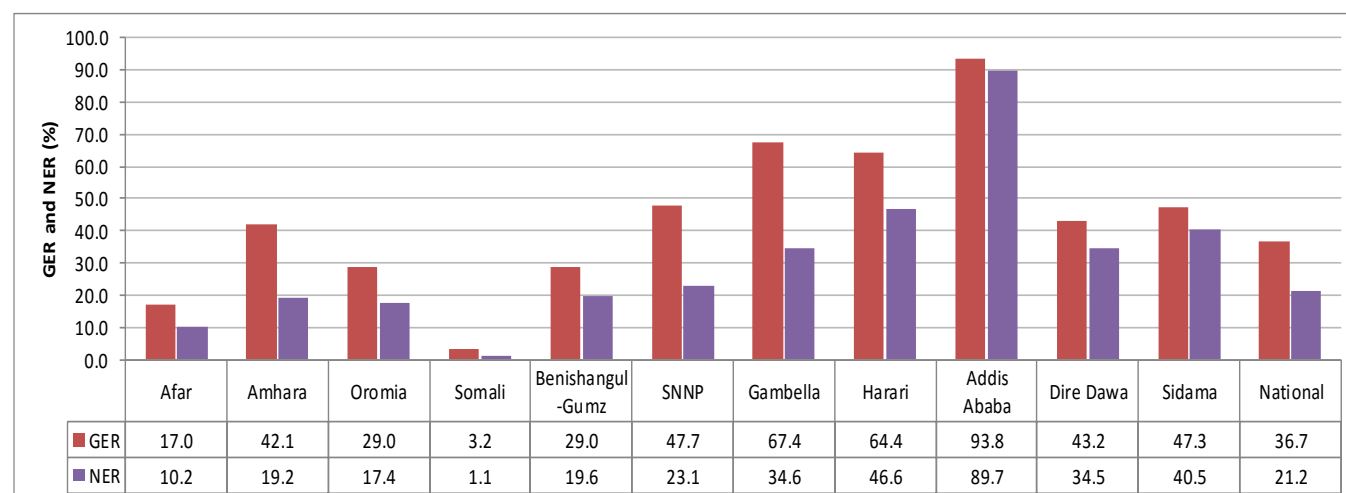
Region	Net Enrollment (Ages 4-6)			School Age Population (4-6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	197	163	360	70,337	66,674	137,011	0.3	0.2	0.3
Amhara	8,323	8,048	16,371	840,208	805,220	1,645,428	1.0	1.0	1.0
Oromia	8,992	7,841	16,833	1,616,052	1,571,670	3,187,722	0.6	0.5	0.5
Somali	1,121	784	1,905	274,543	267,815	542,358	0.4	0.3	0.4
Benishangul-Gumz	1,353	1,062	2,415	46,626	44,877	91,503	2.9	2.4	2.6
SNNP	10,738	9,801	20,539	824,736	827,047	1,651,783	1.3	1.2	1.2
Gambella	258	235	493	16,842	16,329	33,171	1.5	1.4	1.5
Harari	171	132	303	8,524	8,156	16,680	2.0	1.6	1.8
Addis Ababa			-	108,996	108,136	217,132	0.0	0.0	0.0
Dire Dawa			-	15,058	14,521	29,579	0.0	0.0	0.0
Sidama	849	806	1,655	230,679	222,117	452,796	0.4	0.4	0.4
National	32,002	28,872	60,874	4,052,601	3,952,562	8,005,163	0.8	0.7	0.8

2.2.3. "O" Class

Table 2.8 "O" Class Net Enrolment and NER by Region and Sex, 2020/21

Region	Net Enrollment (Age 6)			School Age Population (Age 6)			NER (%)		
	Male	Femle	Total	Male	Femle	Total	Male	Femle	Total
Afar	4,417	3,772	8,189	23,405	22,163	45,568	18.9	17.0	18.0
Amhara	119,955	113,628	233,583	283,684	272,182	555,866	42.3	41.7	42.0
Oromia	182,735	160,169	342,904	532,288	518,392	1,050,680	34.3	30.9	32.6
Somali	1,944	1,710	3,654	90,172	88,096	178,268	2.2	1.9	2.0
Benishangul-Gumz	6,311	5,454	11,765	15,393	14,834	30,227	41.0	36.8	38.9
SNNP	145,362	132,307	277,669	264,775	265,531	530,306	54.9	49.8	52.4
Gambella	3,758	3,545	7,303	5,562	5,398	10,960	67.6	65.7	66.6
Harari	1,168	1,092	2,260	2,820	2,701	5,521	41.4	40.4	40.9
Addis Ababa	746	738	1,484	35,427	35,352	70,779	2.1	2.1	2.1
Dire Dawa	2,151	1,784	3,935	4,941	4,772	9,713	43.5	37.4	40.5
Sidama	79,332	75,364	154,696	74,058	71,313	145,370	107.1	105.7	106.4
National	547,879	499,563	1,047,442	1,332,525	1,300,733	2,633,258	41.1	38.4	39.8

Chart 2.3 Comparison of GER and NER in Pre-primary by Region, 2020/21



The difference between GER and NER in pre-primary at national level is lower 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 the regions.

3. Primary and Middle Education

Previously, 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). Now the system has been changed to Primary (Grades 1-6) and Middle school (Grades 7-8) based on the new education road map.

The official age for Primary and Middle school is 7 to 14 years old. As outlined in the Education and Training Roadmap (2019) of Ethiopia:

“Now Primary education will be of six years’ duration and Middle school with 2 years, offering basic and general primary education to prepare students for further general secondary education and training”.

The official school admission age for primary and middle school is 7 to 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 to schools and carrying out inspection.

For this and related reasons, the highest numbers of learners have been engaged in primary schools compared to any other level of education. Primary Education acts as a bench mark for other proceeding levels of education and thus takes the largest share of government spending on education in Ethiopia. Ministry of Education annually collects data on the status of General Education, Primary Education is the major part, as a whole. This part thus gives a detailed analytical view of the status of Primary Education in Ethiopia based on key indicators of access, equity, quality, internal efficiency and outcome.

Primary education is critical to a nation’s development, providing 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 VI, 2021).

The national Alternative Basic Education (ABE) strategy developed in 2006 also 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. Hence, indicator analysis for primary education includes their corresponding ABE levels.

This section presents data against the basic educational performance indicators, and the current functioning of the Primary and Middle education. The indicators measure the extent to which children have access to Primary and Middle levels of education, and the extent to which education provision is efficiently delivered, with what quality, and by what level of equitable access.

3.1. Apparent Intake Rate

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

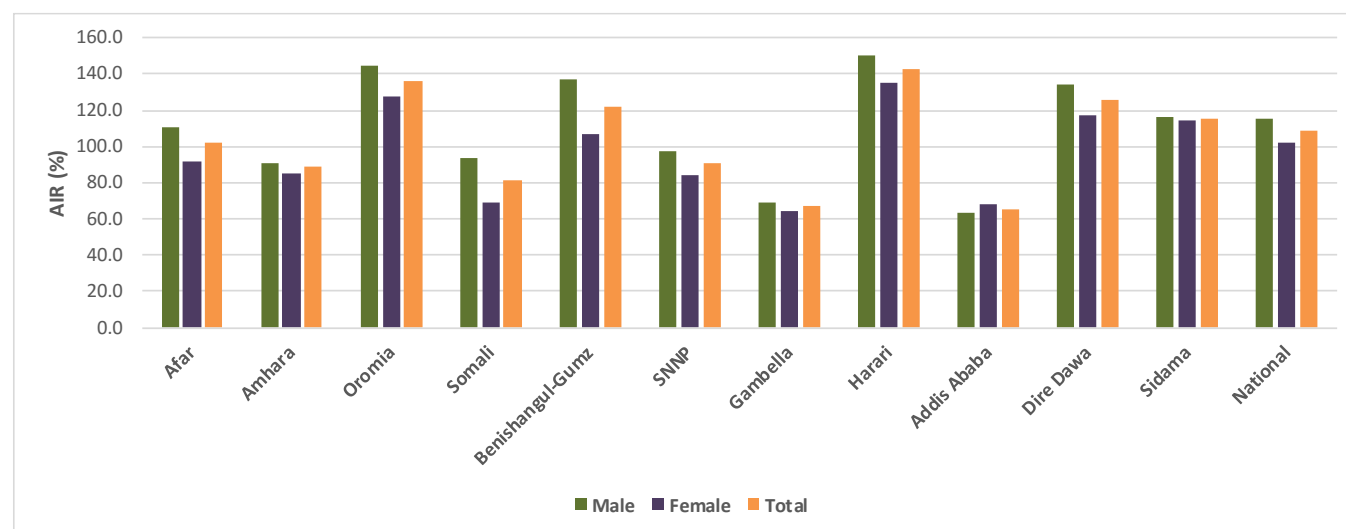
The data shows that there is a high demand for Grade 1, with students enrolling over or under the official school admission age of 7 is beyond 100% nationally.

Table 3.1 shows that AIR is 109.0% nationally, with a significant decrement from last year, 31.5 percentage points. This might indicate that students are more likely to enroll with their correct school admission age compared to last year, unless the current problem on out-of-school children has an additional impact. However, there is still a large number of children, regardless of the official school age, are enrolling in grade one and there is a high demand for this grade level across the country. Among the regions, Amhara, Somali, SNNP, Gambella and Addis Ababa have AIR scores below 100%, indicating more likely to register children with their official school admission age compared to other regions. On the other hand, five regions scored above the national average, from which Harari and Dire Dawa scored the highest.

Table 3.1 Apparent Intake Rate (AIR) by Region and Sex, 2020/21

Region	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	23,269	22,017	45,286	25,777	20,246	46,023	110.8	92.0	101.6
Amhara	287,674	276,857	564,531	262,294	236,658	498,952	91.2	85.5	88.4
Oromia	525,720	512,682	1,038,402	761,668	651,587	1,413,255	144.9	127.1	136.1
Somali	88,651	86,733	175,384	83,077	59,477	142,554	93.7	68.6	81.3
Benishangul-Gumz	15,219	14,688	29,907	20,858	15,636	36,494	137.1	106.5	122.0
SNNP	256,805	257,904	514,709	249,267	216,061	465,328	97.1	83.8	90.4
Gambella	5,509	5,352	10,861	3,826	3,421	7,247	69.4	63.9	66.7
Harari	2,813	2,700	5,513	4,222	3,652	7,874	150.1	135.3	142.8
Addis Ababa	34,328	34,496	68,824	21,749	23,440	45,189	63.4	67.9	65.7
Dire Dawa	4,878	4,724	9,602	6,540	5,530	12,070	134.1	117.1	125.7
Sidama	71,829	69,264	141,093	83,406	79,083	162,489	116.1	114.2	115.2
National	1,316,695	1,287,417	2,604,112	1,522,684	1,314,791	2,837,475	115.6	102.1	109.0

Chart 3.1 AIR by Region and Sex, 2020/21



Since 2003/04, Grade 1 enrollment rates were above 100%, with notable fluctuations over time.

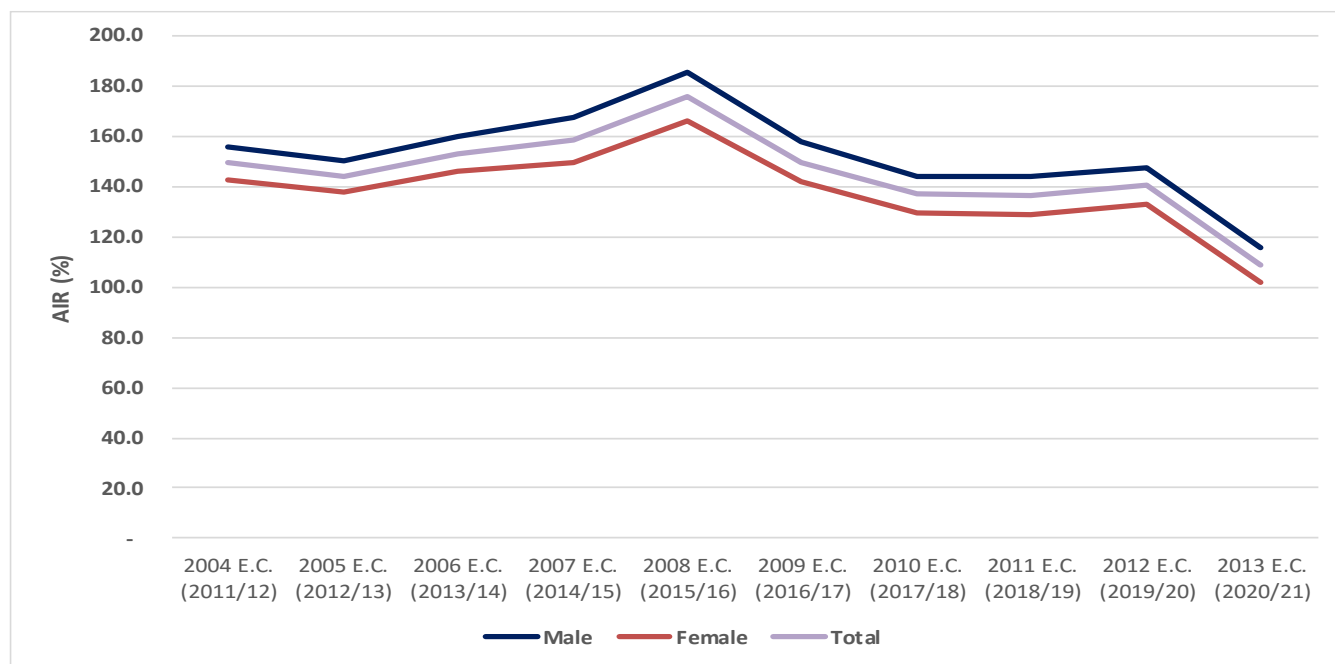
Table 3.2 and Chart 3.2 show the trend in AIR over the last 10 years, from 2011/12 to 2020/21. In general, there is a high rate of children enrolling in Grade 1 over time, although there are some notable fluctuations, in

particular between 2015/16 and 2018/19 showing a total decrease by 39.2% and a significant decrease for this year. 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 18 years. This will add extra pressure to the education system at the first entry point.

Table 3.2 Apparent Intake Rate (AIR) Trend, 2011/12-2020/21

	AIR (%)		
	Male	Female	Total
2004 E.C. (2011/12)	156.0	142.4	149.3
2005 E.C. (2012/13)	150.0	137.6	143.9
2006 E.C. (2013/14)	159.7	145.9	152.9
2007 E.C. (2014/15)	167.3	149.3	158.4
2008 E.C. (2015/16)	185.5	165.9	175.8
2009 E.C. (2016/17)	157.6	142.1	149.9
2010 E.C. (2017/18)	144.2	129.8	137.1
2011 E.C. (2018/19)	144.3	128.7	136.6
2012 E.C. (2019/20)	147.7	133.1	140.5
2013 E.C. (2020/21)	115.6	102.1	109.0

Chart 3.2 AIR trend, 2011/12-2020/21



3.2. Net Intake Rate

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Grade 1 NIR Female	88	89	69.0
Grade 1 NIR Male	97	96	76.2

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.

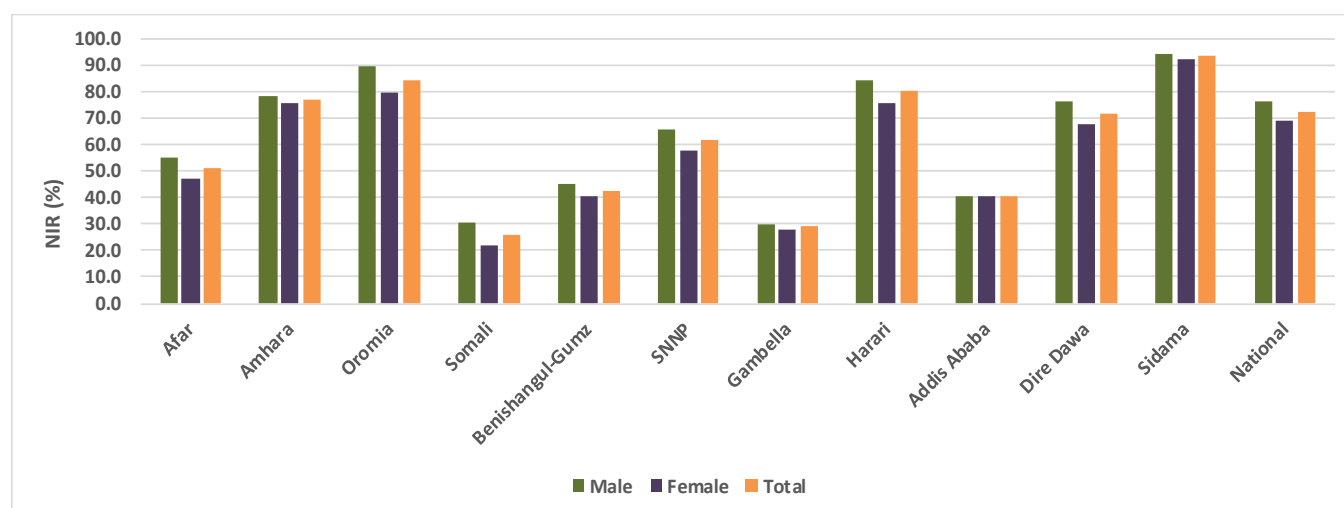
The national target of NIR for Grade 1 has been missed for both sexes; only Sidama region met the female target of the year and three regions (Amhara, Oromia and Harari) has relatively better progress approaching the target.

Table 3.3 shows that NIR is 72.6% at national level; with 23.4 percentage points decrement from last year. Amhara, Oromia, and Harari regions have above the national NIR, whereas Sidama showed an exceptionally high NIR. On the other hand, the NIR in Somali, Gambella, and Addis Ababa are far below from the national figure.

Table 3.3 Net Intake Rate (NIR) by Region and Sex, 2020/21

Region	School Age Population (Age 7)			New Entrants to Grade 1 (Age 7)			NIR%		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	23,269	22,017	45,286	12,867	10,410	23,277	55.3	47.3	51.4
Amhara	287,674	276,857	564,531	226,319	209,839	436,158	78.7	75.8	77.3
Oromia	525,720	512,682	1,038,402	471,130	409,152	880,282	89.6	79.8	84.8
Somali	88,651	86,733	175,384	26,935	19,052	45,987	30.4	22.0	26.2
Benishangul-Gumuz	15,219	14,688	29,907	6,871	5,949	12,820	45.1	40.5	42.9
SNNP	256,805	257,904	514,709	169,548	148,844	318,392	66.0	57.7	61.9
Gambella	5,509	5,352	10,861	1,667	1,509	3,176	30.3	28.2	29.2
Harari	2,813	2,700	5,513	2,379	2,056	4,435	84.6	76.1	80.4
Addis Ababa	34,328	34,496	68,824	13,855	13,947	27,802	40.4	40.4	40.4
Dire Dawa	4,878	4,724	9,602	3,737	3,192	6,929	76.6	67.6	72.2
Sidama	71,829	69,264	141,093	67,783	64,184	131,967	94.4	92.7	93.5
National	1,316,695	1,287,417	2,604,112	1,003,091	888,134	1,891,225	76.2	69.0	72.6

In general, NIR Figures show that most regions share problems on less intake of children enrolling Grade 1 by their official school admission age

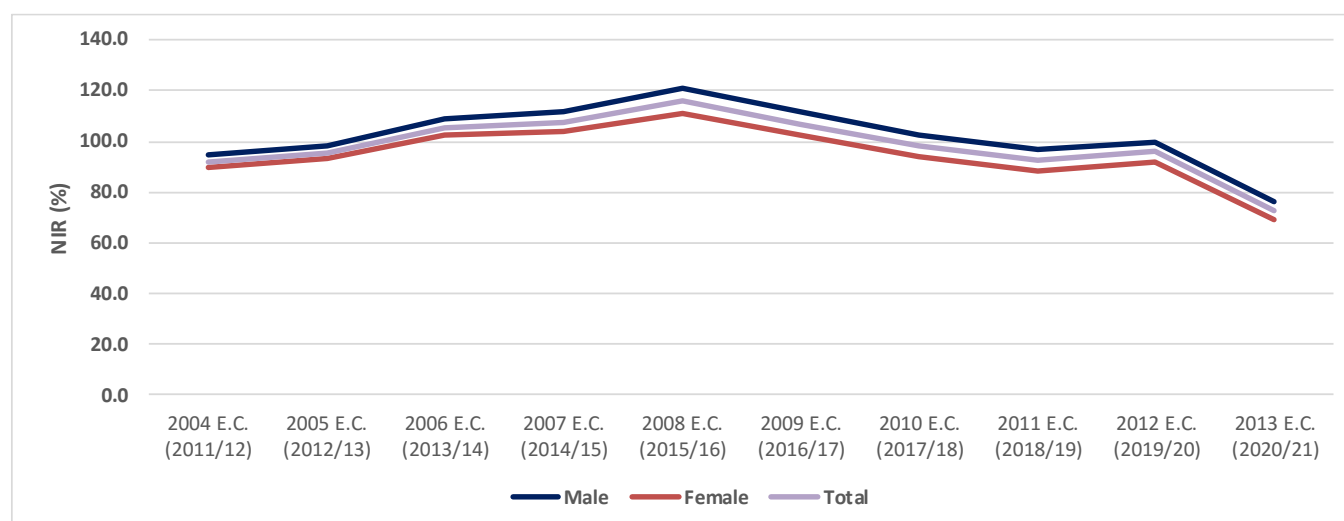
Chart 3.3 NIR by Region and Sex, 2020/21

Trends over time show that NIR has started to decrease and below 100%, since 2009 E.C. (2016/17) and become below 100% (which is statistically right) since 2017/18. However, the persisting gender divide is not closing at a sufficient rate to meet the ESDP VI targets.

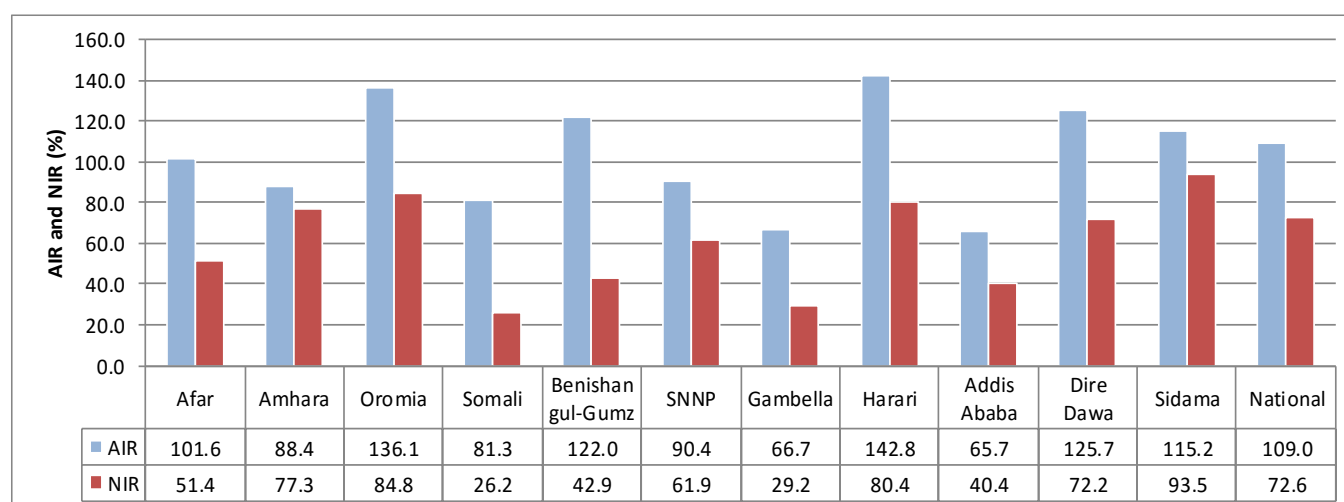
From 2011/12 to 2015/16, there was a continuous increase in NIR, but then started to decrease from 2015/16. The gap between male and female NIR has also started to decrease, with the gap closing to 7.2 percentage points in 2020/21, of course with many irregular differences in the last ten years. However, the persistent gender gap and slow speed of progress is a high concern if equity targets are to be reached.

Table 3.4 Net Intake Rate (NIR) Trend, 2011/12-2020/21

	NIR (%)		
	Male	Female	Total
2004 E.C. (2011/12)	94.6	89.7	92.2
2005 E.C. (2012/13)	97.9	93.0	95.5
2006 E.C. (2013/14)	108.8	102.3	105.6
2007 E.C. (2014/15)	111.9	103.6	107.8
2008 E.C. (2015/16)	120.8	110.7	115.8
2009 E.C. (2016/17)	111.5	102.6	107.1
2010 E.C. (2017/18)	102.6	93.8	98.3
2011 E.C. (2018/19)	96.5	88.2	92.4
2012 E.C. (2019/20)	99.8	92.1	96.0
2013 E.C. (2020/21)	76.2	69.0	72.6

Chart 3.4 NIR Trend, 2011/12-2020/21

When we compare AIR and NIR across regions, it shows that all regions are affected by children outside of the primary school admission age enrolling in Grade 1. Chart 3.5 below shows the comparison.

Chart 3.5 Regional comparisons between AIR and NIR, 2020/21

3.3. Gross Enrolment Ratio in Primary and Middle Schools

ESDP V Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Primary Grades 1–6, including ABE, GER Female	109	108	97.3
Primary Grades 1–6, including ABE, GER Male	121	119	107.8
Middle Grades 7–8, GER Female	106	105	67.8
Middle Grades 7–8, GER Male	118	116	72.2

Gross Enrolment Ratio (GER) calculates the total number of children that enrolled in a given grade range irrespective of their age as a percentage of the school age population. This indicator includes enrolment both in Alternative Basic Education (ABE) 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 in most regions, though the national figure is more realistic than the regional figures.

The GER for Grades 1-8 is 95.1%, which is the first figure being less than 100% after six years. It means that children younger than 7 and older than 14 were enrolling into primary schools in the last seven years with a relative exception of this year.

There is a wide regional variation in GER, with Afar having the lowest GER (55.9%), while Gambella is the region with very high GER (161.5%). Oromia and Benishangul-Gumz are very close to the target, though they are still above 100%. On the other hand, Addis Ababa and Amhara are the only regions where female GER is higher than male.

Table 3.5 Gross Enrolment Ratio by Region and Sex, Grades 1-8, 2020/21

Region	School Age Population (7-14)			Gross Enrolment (G1-8)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	178,614	166,924	345,538	108,593	84,468	193,061	60.8	50.6	55.9
Amhara	2,212,579	2,139,799	4,352,378	1,932,759	1,884,257	3,817,016	87.4	88.1	87.7
Oromia	3,965,477	3,877,641	7,843,118	4,299,435	3,678,686	7,978,121	108.4	94.9	101.7
Somali	635,859	616,694	1,252,553	629,046	464,608	1,093,654	98.9	75.3	87.3
Benishangul-Gumz	115,865	112,049	227,914	127,371	106,571	233,942	109.9	95.1	102.6
SNNP	1,831,379	1,852,023	3,683,402	1,686,296	1,511,607	3,197,903	92.1	81.6	86.8
Gambella	42,485	40,935	83,420	71,061	63,698	134,759	167.3	155.6	161.5
Harari	22,012	21,235	43,247	29,753	24,305	54,058	135.2	114.5	125.0
Addis Ababa	233,173	239,879	473,052	262,767	293,874	556,641	112.7	122.5	117.7
Dire Dawa	37,487	36,682	74,169	42,552	38,690	81,242	113.5	105.5	109.5
Sidama	512,238	497,391	1,009,629	563,759	543,341	1,107,100	110.1	109.2	109.7
National	9,787,168	9,601,252	19,388,420	9,753,392	8,694,105	18,447,497	99.7	90.6	95.1

In this edition, instead of explaining GER of primary in cycles, the GER comparison will be between Primary, Grades 1-6, and Middle school of Grades 7-8

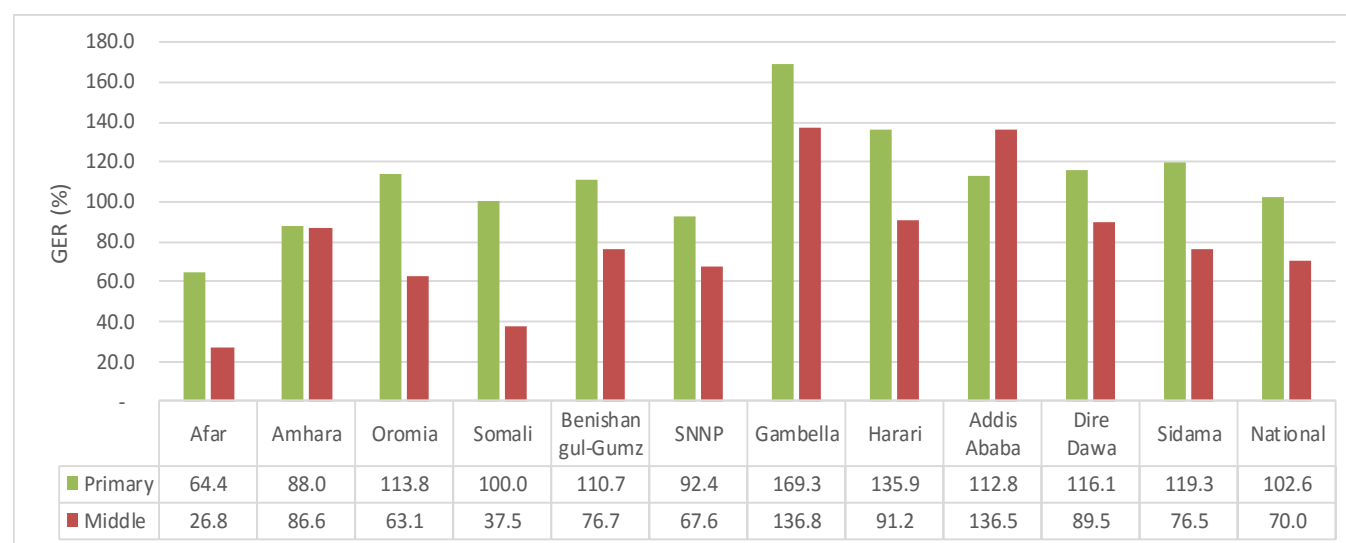
Nationally, the GER of primary for Grades 1-6 is 102.6% and 70.0% for the Middle school (Grades 7-8), indicating that many students are not progressing to the Middle school of primary education, either because they are repeating grades, or dropping out completely.

Every region shows this trend, other than Addis Ababa which has a much higher Middle school GER compared to the primary schools, suggesting that children in Addis Ababa who have enrolled into Middle school are more likely completing primary school of Grades 1-6, apart from other reasons like transfer of students from other places of the country.

GER decreases notably between primary Grades 1-6 and Middle school of Grades 7-8, signifying a low transition rate between the two levels. The ESDP VI Target for this year has been missed in both sexes for both level

Table 3.6 GER for Primary and Middle schools by Region and Sex, 2020/21

Region	GER					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	70.0	58.5	64.4	30.2	23.0	26.8
Amhara	88.8	87.2	88.0	82.4	90.9	86.6
Oromia	121.0	106.4	113.8	68.1	58.0	63.1
Somali	113.6	86.1	100.0	42.6	31.9	37.5
Benishangul-Gumuz	118.2	103.0	110.7	83.4	69.8	76.7
SNNP	98.0	86.9	92.4	71.8	63.5	67.6
Gambella	175.8	162.7	169.3	140.6	132.8	136.8
Harari	146.0	125.5	135.9	101.8	80.4	91.2
Addis Ababa	108.8	116.8	112.8	128.1	144.5	136.5
Dire Dawa	122.0	110.1	116.1	87.5	91.4	89.5
Sidama	119.4	119.2	119.3	77.8	75.2	76.5
National	107.8	97.3	102.6	72.2	67.8	70.0

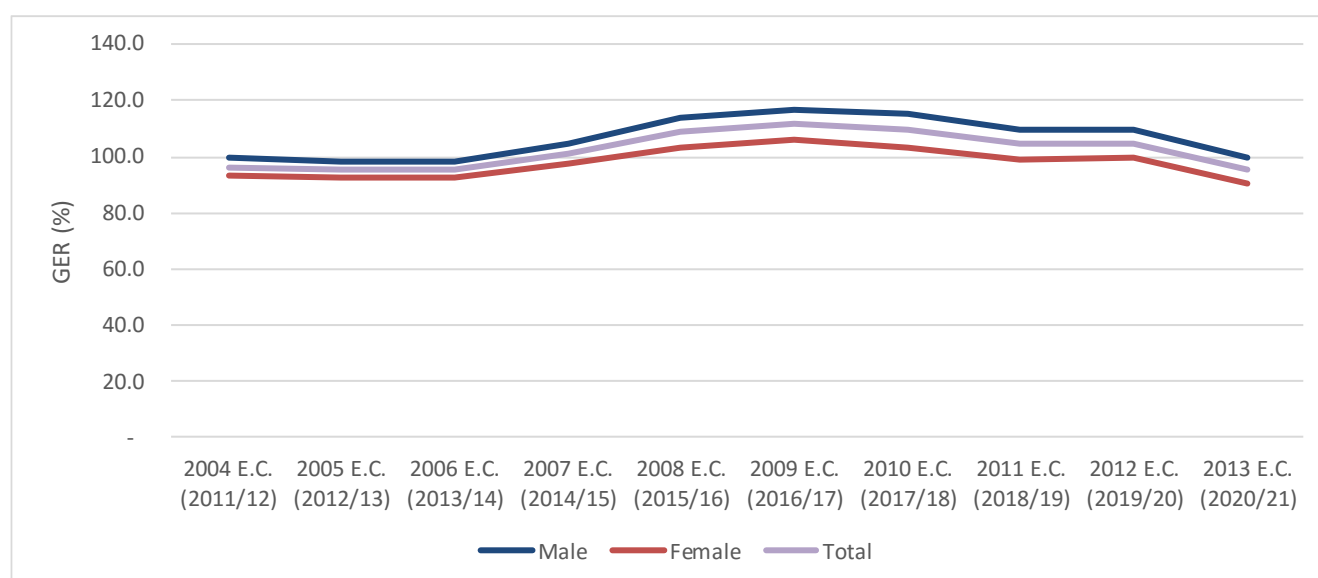
Chart 3.6 Regional comparisons of GER for Primary and Middle, 2020/21

GER trends in Grades 1-8 indicate some incremental improvement, approaching to 100%, but the gender gap is still wider

Table 3.7 and chart 3.7 below show the trend in GER for Primary and Middle education (Grades 1-8) for the last ten years. The GER trend for Grades 1-8 shows a straight incremental pattern from 2013/14 E.C. to 2016/17, then declined. However, the gender gap has increased from 5.8, in 2013/14, to 9.1 percentage points in this year, though the gap has been decreased from last year.

Table 3.7 Trend in Gross Enrollment Ratio for Grades 1-8, 2011/12 – 2020/21

	GER (Grades 1-8)		
	Male	Female	Total
2004 E.C. (2011/12)	99.5	93.2	96.4
2005 E.C. (2012/13)	97.9	92.9	95.4
2006 E.C. (2013/14)	98.2	92.4	95.3
2007 E.C. (2014/15)	104.8	97.8	101.3
2008 E.C. (2015/16)	113.7	103.5	108.7
2009 E.C. (2016/17)	117.0	105.7	111.4
2010 E.C. (2017/18)	115.0	103.5	109.3
2011 E.C. (2018/19)	109.9	99.2	104.6
2012 E.C. (2019/20)	109.9	99.8	104.9
2013 E.C. (2020/21)	99.7	90.6	95.1

Chart 3.7 GER Trend, Grades 1-8, 2011/12 – 2020/21

3.4. Net Enrolment Ratio in Primary and Middle Schools

ESDP V Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Primary Grades 1–6, including ABE, NER Female	95	96	85.4
Primary Grades 1–6, including ABE, NER Male	105	104	93.9
Middle School Grades 7–8, NER Female	93	94	45.5
Middle School Grades 7–8, NER Male	102	101	46.7

The Net Enrolment Ratio (NER) is a measure of students' enrolment those who are in the official age group for the given level of education, i.e. in Ethiopia context, it only looks at 7 to 14 years' old that are enrolled in Primary and Middle education. This indicator also includes enrolment in Alternative Basic Education (ABE) in addition to the formal primary schools.

The national NER is 86.4%, which shows a decrement of 8.9 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, Gambella, Harari, Addis Ababa and Sidama scored above 100%. An NER higher than 100% is technically impossible as it would mean there are more children in a range of 7 to 14 years old enrolled in schools than there are in the country, and it highlights the issue of population projections and/or inaccurate recording of students age when they start schooling. Children migrating across regions and enrolling in new schools can also affect this since they are not captured in the region's population size.

Table 3.8 Net Enrollment Ratio by Region and Sex, Grades 1-8, 2020/21

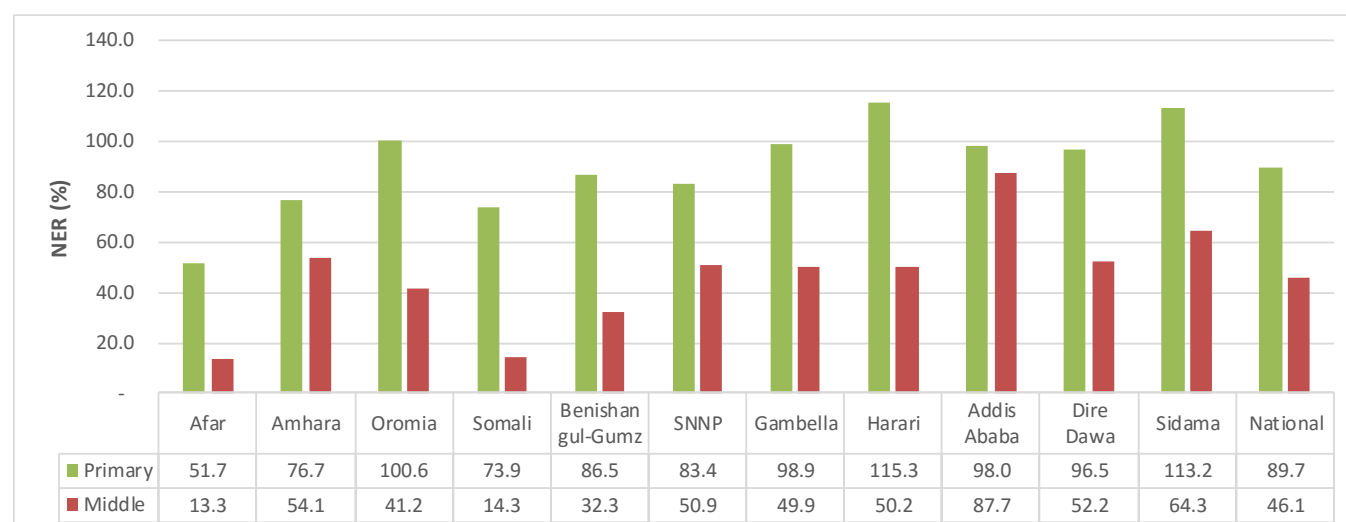
Region	School Age Population (7-14)			Net Enrolment (G1-8)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	178,614	166,924	345,538	91,361	72,937	164,298	51.1	43.7	47.5
Amhara	2,212,579	2,139,799	4,352,378	1,721,497	1,694,531	3,416,028	77.8	79.2	78.5
Oromia	3,965,477	3,877,641	7,843,118	3,945,202	3,410,581	7,355,783	99.5	88.0	93.8
Somali	635,859	616,694	1,252,553	496,859	368,136	864,995	78.1	59.7	69.1
Benishangul-Gumuz	115,865	112,049	227,914	105,573	91,374	196,947	91.1	81.5	86.4
SNNP	1,831,379	1,852,023	3,683,402	1,576,217	1,422,266	2,998,483	86.1	76.8	81.4
Gambella	42,485	40,935	83,420	45,633	41,043	86,676	107.4	100.3	103.9
Harari	22,012	21,235	43,247	25,974	21,695	47,669	118.0	102.2	110.2
Addis Ababa	233,173	239,879	473,052	235,293	250,447	485,740	100.9	104.4	102.7
Dire Dawa	37,487	36,682	74,169	36,741	33,858	70,599	98.0	92.3	95.2
Sidama	512,238	497,391	1,009,629	544,908	524,888	1,069,796	106.4	105.5	106.0
National	9,787,168	9,601,252	19,388,420	8,825,258	7,931,756	16,757,014	90.2	82.6	86.4

Similar to the GER, the difference in NER between the two levels, Primary for Grades 1-6 and Middle school of Grades 7-8, shows that the proportion of 13-14 years' old who are enrolled in the appropriate grade is too low nationally. Addis Ababa has the highest rate at 87.7% in Middle school. Afar and Somali, extraordinarily, show the lowest Middle School NER at 13.3% and 14.3% respectively showing a significant decrease from last year.

Most regions show a large gap in NER between the two levels; this might indicate that children with age ranges from 13 to 14 are not progressing through the education system.

Table 3.9 NER for Primary and Middle Schools by Region and Sex, 2020/21

Region	NER					
	Primary			Middle		
	Male	Female	Total	Male	Female	Total
Afar	55.6	47.6	51.7	14.4	12.1	13.3
Amhara	76.9	76.4	76.7	50.0	58.2	54.1
Oromia	106.6	94.4	100.6	43.7	38.8	41.2
Somali	84.0	63.5	73.9	16.2	12.1	14.3
Benishangul-Gumuz	91.1	81.7	86.5	33.0	31.6	32.3
SNNP	88.2	78.7	83.4	53.4	48.4	50.9
Gambella	102.0	95.6	98.9	51.7	48.0	49.9
Harari	122.9	107.4	115.3	52.9	47.3	50.2
Addis Ababa	97.1	98.9	98.0	84.8	90.4	87.7
Dire Dawa	101.1	91.7	96.5	46.9	57.5	52.2
Sidama	113.6	112.9	113.2	65.4	63.1	64.3
National	93.9	85.4	89.7	46.7	45.5	46.1

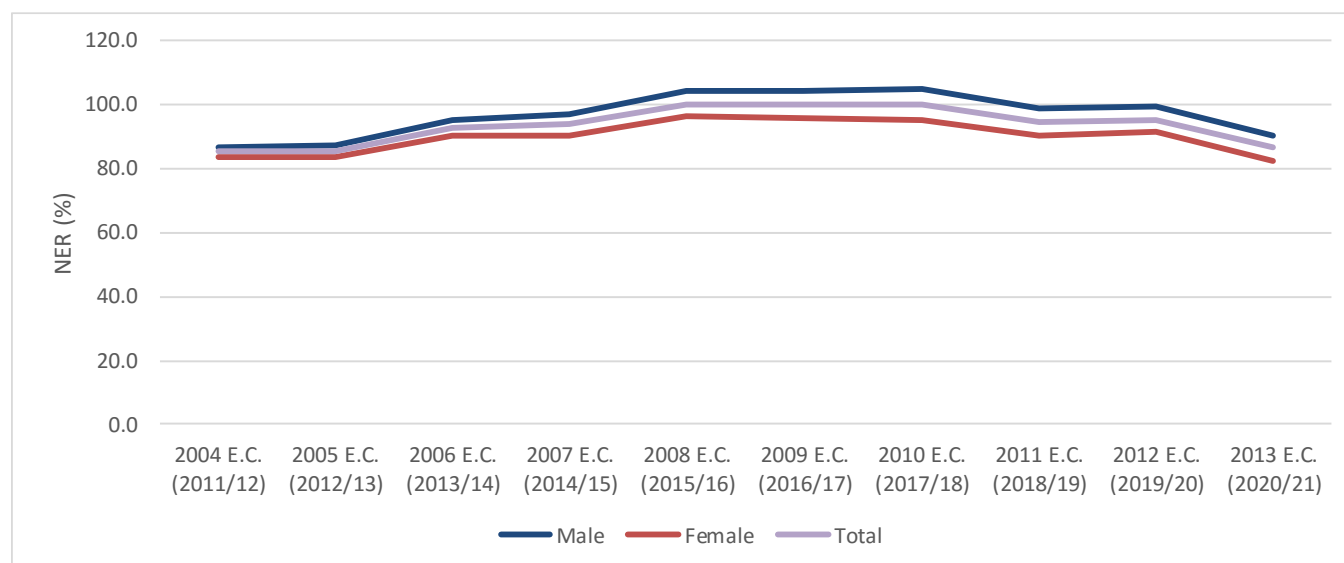
Chart 3.8 Comparison of NER for Primary and Middle Schools by Region, 2020/21

Trends over time show a steady increase in NER for Grades 1-8, with slight ups and downs in some year, however the NER value for this year is the smallest among the last seven years.

The long term trend in NER shows a steady increase until 2015/16, then after the figures decline with values below 100% in each year, with the exception of 2017/18.

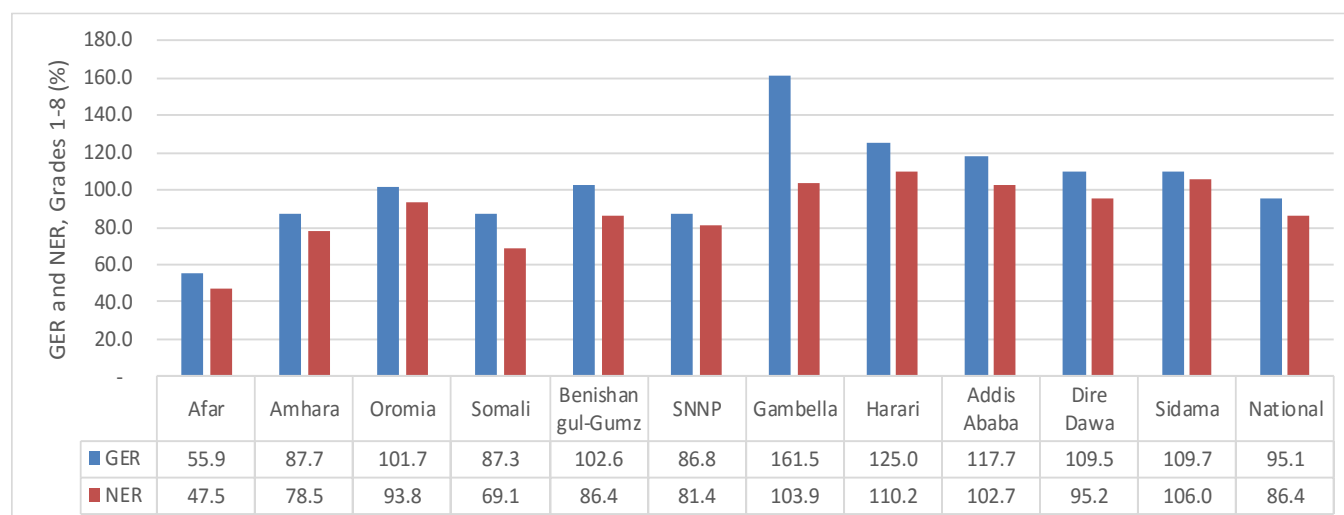
Table 3.10 Trend in Net Enrollment Ratio for Grades 1-8, 2011/12 – 2020/21

	NER (Grades 1-8)		
	Male	Female	Total
2004 E.C. (2011/12)	86.8	83.9	85.4
2005 E.C. (2012/13)	87.5	83.9	85.7
2006 E.C. (2013/14)	95.1	90.1	92.6
2007 E.C. (2014/15)	96.9	90.5	93.7
2008 E.C. (2015/16)	104.2	96.2	100.3
2009 E.C. (2016/17)	104.1	95.5	99.9
2010 E.C. (2017/18)	104.6	95.4	100.1
2011 E.C. (2018/19)	98.9	90.5	94.7
2012 E.C. (2019/20)	99.3	91.3	95.3
2013 E.C. (2020/21)	90.2	82.6	86.4

Chart 3.9 NER Trend for Grades 1-8, 2011/12 – 2020/21

Comparison between GER and NER further highlights the issue of children enrolling in Primary and Middle schools (Grades 1-8) at the age above and lower of the official age range.

The comparison of GER and NER in Chart 3.10 shows that nationally there is a difference of 8.7 percentage points between the two rates. Gambella, Benishangul-Gumuz and Somali have the widest gap between GER and NER showing that these regions have the biggest problem of children enrolling in Primary and Middle grades at the age outside of the official school admission age.

Chart 3.10 Comparisons of GER and NER for Grades 1-8 by Region, 2020/21

3.5. Gender Parity Index

ESDP V Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
GPI in Primary (index)	0.91	0.92	0.90
GPI in Middle (index)	0.97	0.98	0.94

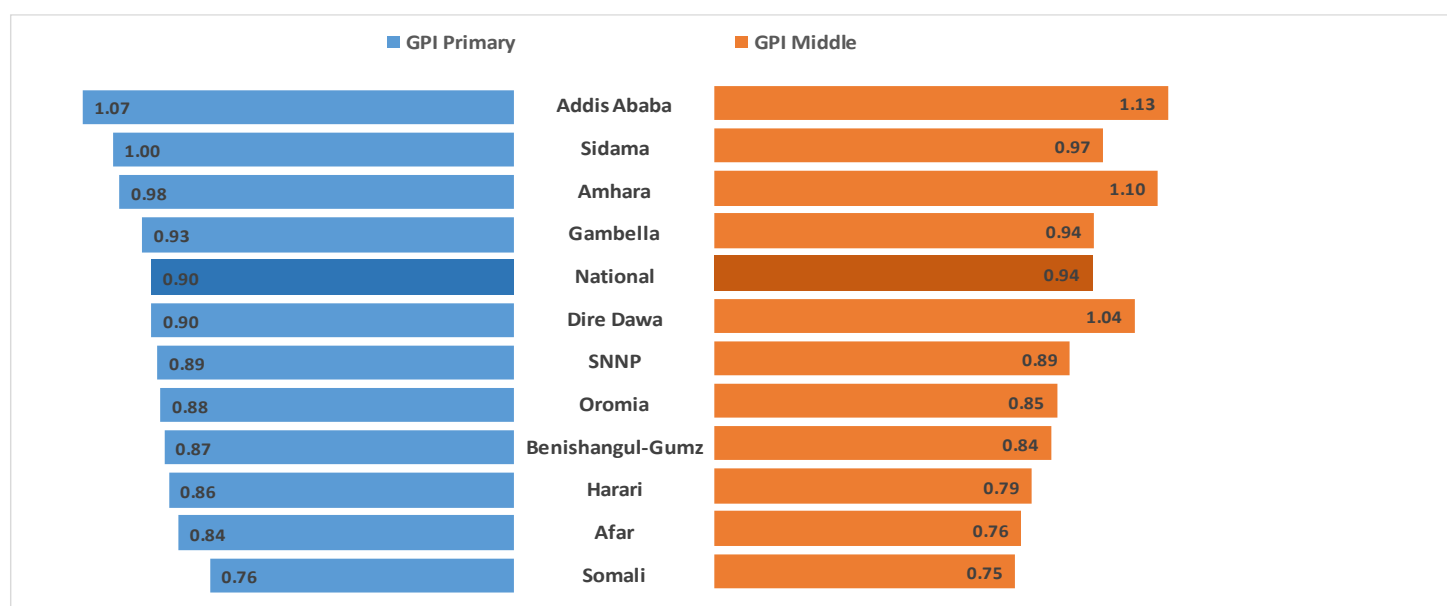
Gender Parity Index (GPI) measures equity between girls and boys. It is the ratio of female to male values of a given indicator. GPI in GER, therefore, can be defined as female gross enrolment ratio divided by male gross enrolment ratio for each level. GPI is an important indicator of balanced programs to boost enrolment and participation of girls in education. It is paramount to make programs assisting girls to achieve comprehensive basic education at national level. In a situation of seamless 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 in both levels, though the Primary GPI has a slight decline from the target showing a hope to succeed in a very short period. On the other hand, three regions from Primary met the target while in Addis Ababa female share is more than males yielding a GPI value greater than 1.

Chart 3.11 presents the regional and national GPI levels. The national GPI is currently 0.90 for Primary and 0.94 for Middle, missing the national target in both levels. The national GPI for Grades 1-8 is 0.91.

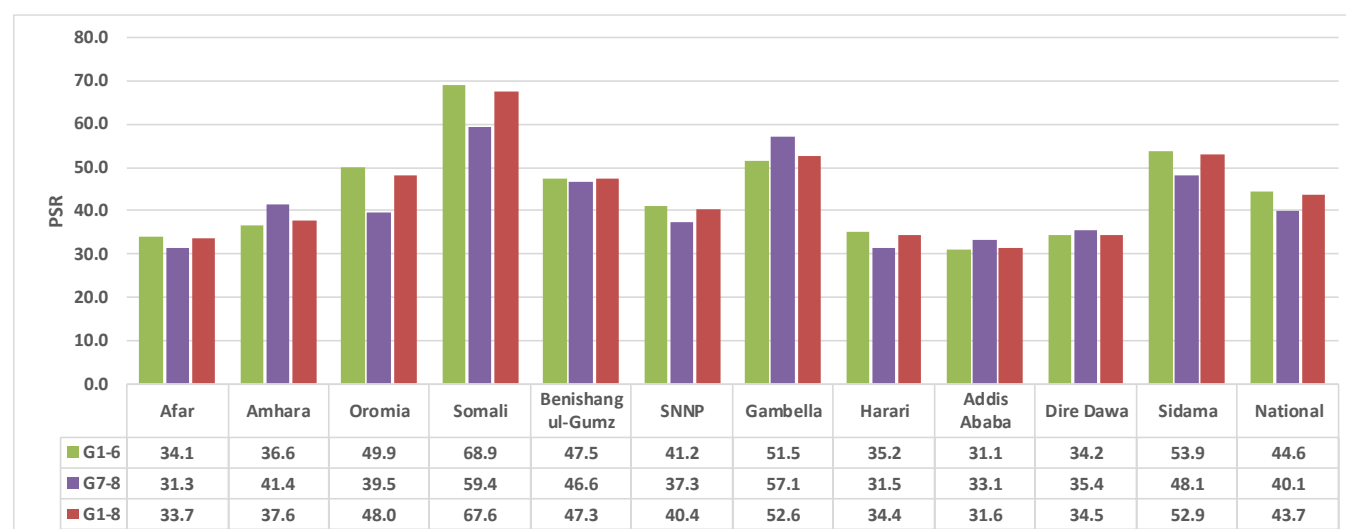
Moreover, GPI has also decreased from ESDP VI baseline for both levels showing that more work is needed at national level to achieve the ESDP VI and SDG targets of gender parity to be met. The current figures are influenced by the high result in Addis Ababa, which shows that more females are attending school than males.

Chart 3.11 Gender Parity Index for Primary and Middle Schools by Region, 2020/21



3.6. Pupil Section Ratio in Primary and Middle Schools

In Ethiopia there may be more than one section in one grade; for example, grade 1 might have six sections so that class sizes will be smaller when the number of sections increase. Each section can be considered as a classroom for a given grade; however, the same classroom may be used for two or more different sections in shifting systems. Hence, the number of sections in the school can be used as a proxy indicator to calculate the pupil classroom ratio. Nationally PSR is at 43.7 for grades 1-8, which is by far better than last year, which was 52.5. It is higher in the primary Grades 1-6 compared to the Middle school. Oromia and Somali have the largest variation between the two levels. Somali has the highest pupil section ratio value at 67.6 for primary Grades 1-8 and 68.9 for Grades 1-6, followed by Sidama, with 53.9.

Chart 3.12 Pupil Section Ratios (PSR) in Primary and Middle Schools by Region and Level, 2020/21

3.7. Pupil Teacher Ratio in Primary and Middle Schools

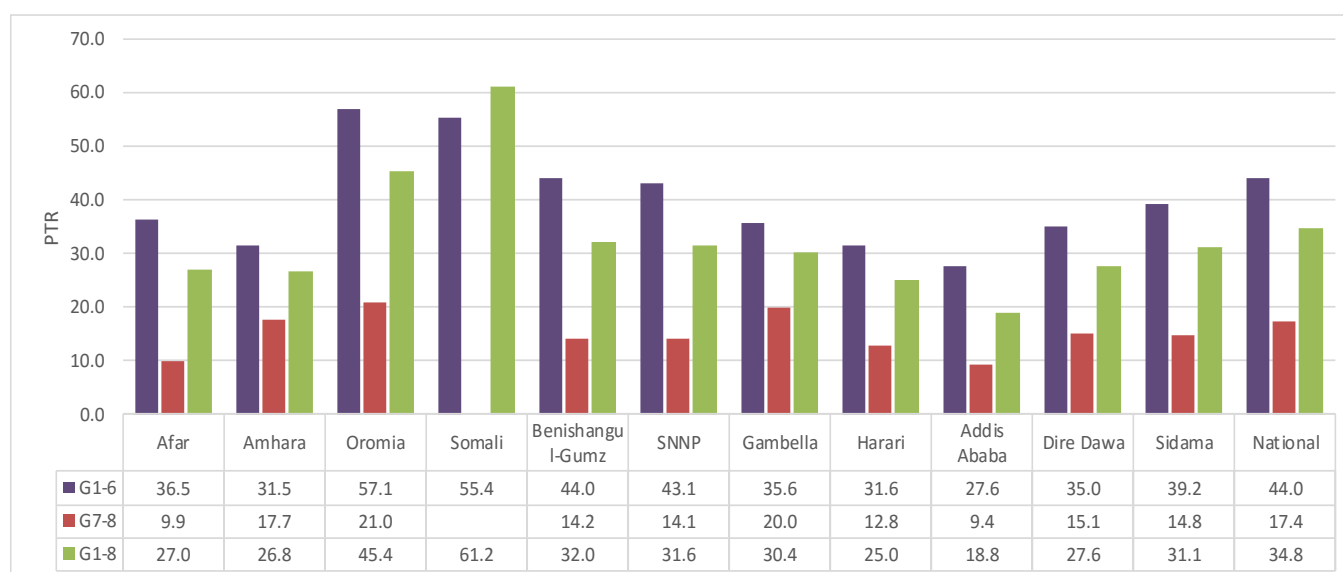
Pupil-Teacher Ratio (PTR) is commonly used to measure efficiency and quality in the education system. The basic assumptions of PTR are:

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 Middle Schools 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.

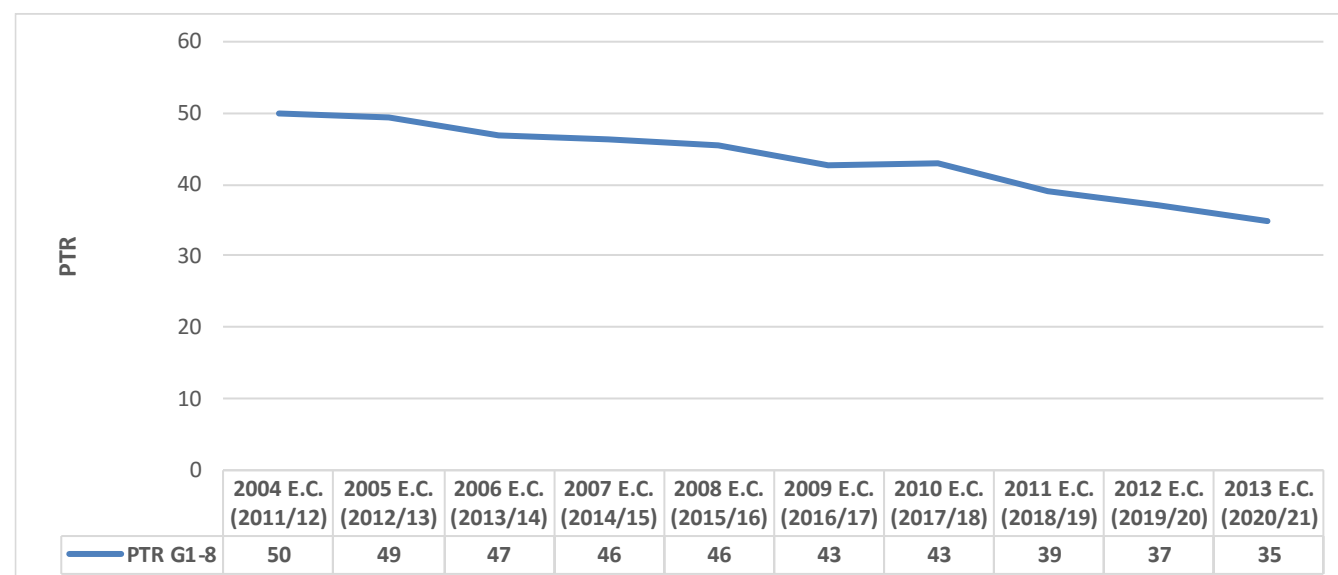
All regions achieved a PTR of below 50 for Grades 1-8, with the exception of Somali; Oromia is beyond 50 in Primary PTR. The discrepancy for Primary and Middle schools is due to incompleteness in filling period allotment of teachers, and this leads that many teachers may not be counted and hence increasing the PTR value.

The national PTR for this year is 34.8 for Grades 1-8, which is an improvement by 2.3 points from last year. PTR for Primary is 44.0 and 17.4 for Middle school. One reason for unpredictably low PTR in Middle school is the problem in period allotment of teachers between Primary and Middle schools where teaching loads mostly filled to Middle school levels. PTR is highest in Somali, 61.2, and lowest in Addis Ababa, 18.8 for G1-8.

Chart 3.13 Pupil Teacher Ratio (PTR) by Region and Level, 2020/21

Note: Somali region did not report the complete list of teachers by level. This was also the problem happened for the last couple of years. Accordingly, the PTR by level has also been affected.

PTR trends over time have been improved and lowered from 50 in 2011/12 E.C. to 35 in 2020/21 E.C at national level. As Chart 3.14 shows, the 10 years' trend indicates that PTR has been improved in Grades 1-8.

Chart 3.14 Trends in PTR for Grades 1-8, 2011/12-2020/21

3.8. Repetition and Dropout Rates in Primary and Middle Schools

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Grade 1 dropout rate Female	25	23	22.5
Grade 1 dropout rate Male	25	23	22.7
Grade 1-6 dropout rate Female	18	17	13.2

Grade 1-6 dropout rate Male	17	16	14.7
Grade 7-8 dropout rate Female	12	11	16.0
Grade 7-8 dropout rate Male	12	11	17.5
Grade 1-6 repetition rate Female	6	5	1.2
Grade 1-6 repetition rate Male	6	5	1.3
Grade 7-8 repetition rate Female	5	4	1.3
Grade 7-8 repetition rate Male	5	4	1.4

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

A student has three paths in a particular academic year: promotion, repetition/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/level/grade 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 2020/21 it is only possible to collect information about students who repeated the grade which they attended in 2019/20, and they are therefore “repeaters of 2019/20.” 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.

Due to COVID-19, free promotion is declared for all grade levels, except the National Exams of Grades 8 and 12, by the Government of Ethiopia. Hence the data for repetition rate in this edition means only the data of readmission.

With the sense of readmission, The ESDP VI target has been achieved this year in both sexes for Primary and Middle schools.

The readmission rate for both sexes is 1% mean that the ESDP VI target for the year has been met for both sexes. Statistically we use repeaters and re admitters in the same sense for calculation purposes, since both are cause for wastage of resources in the teaching-learning.

The readmission rate for all regions, for Grades 1-8, is between 1% and 4%; with 4% in Benishangul-Gumz, 3% in Gambella, and less or equal to 2% in the remaining regions. This is also true in Primary and Middle schools.

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/re admitted and those who have been promoted to the next grade. It has been revealed in many countries that, often students do not completely dropout, they may join education several years later, or seek out alternative education.

Especially in this year, dropout rates for Grades 1-8 is slightly increased from last year. One reason for this is high rate of out-of-school children due to internal displacement in the current situation of Ethiopia.

At national level, the female and male dropout rate for Grades 1-8 is 13.7% and 15.2% respectively. Oromia has the highest dropout rate, with 16.8%, followed by SNNP and Afar. Dropout is highest in grade 8, at 25.8%, especially in this year.

Chart 3.15 Dropout Rates for Grades 1-8 by Region and Sex, 2019/20

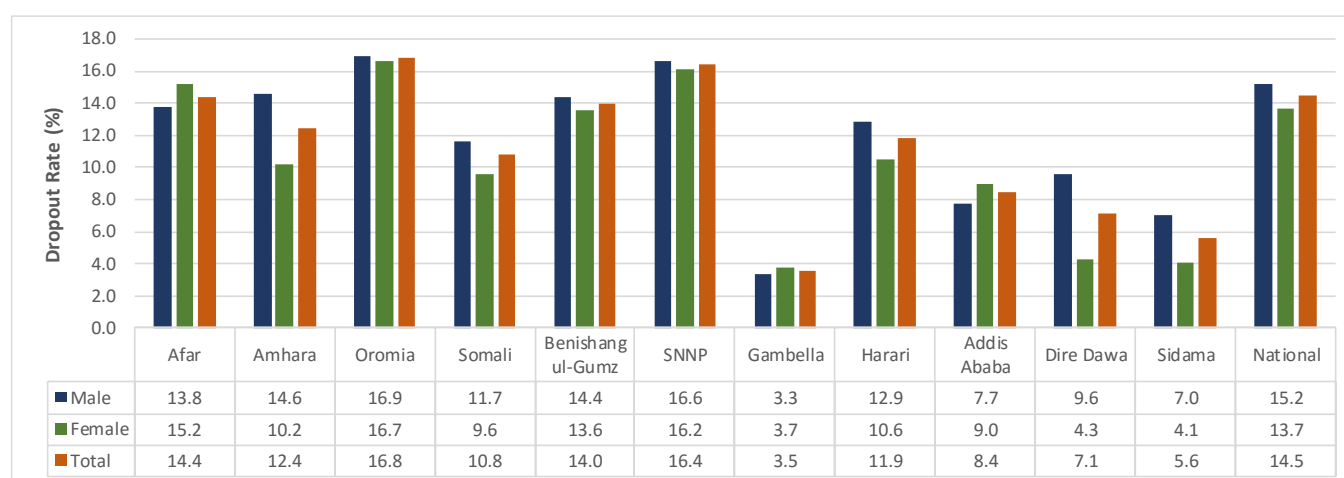
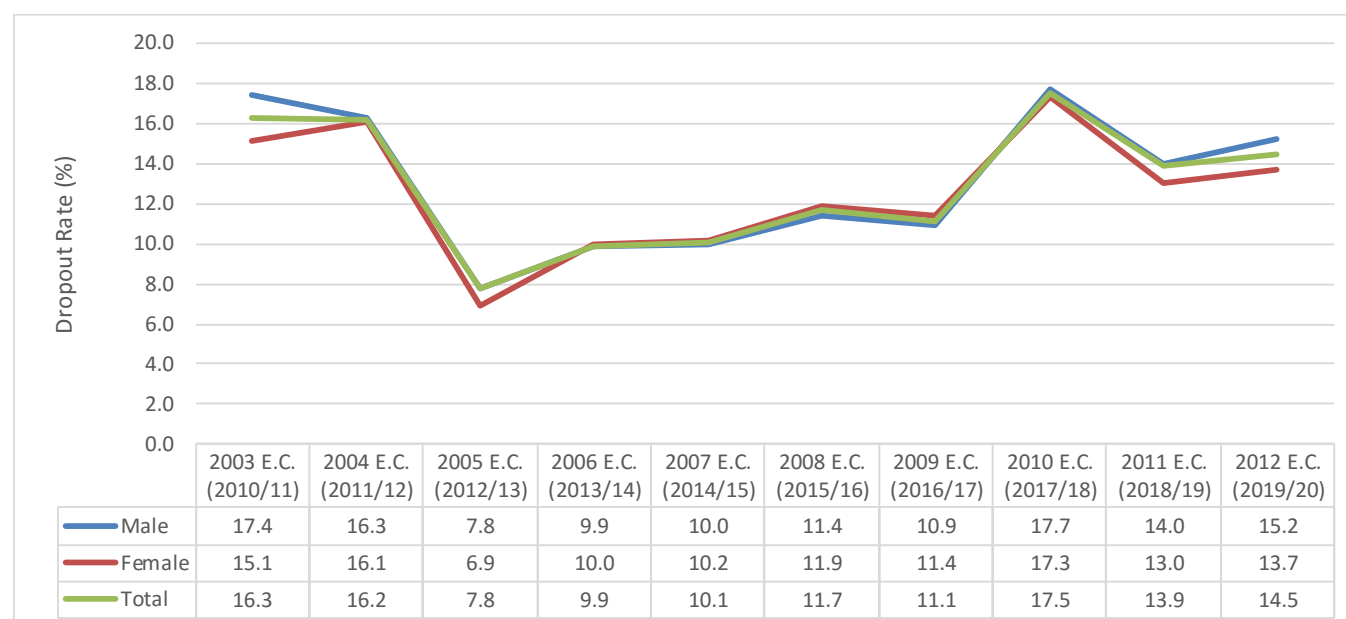


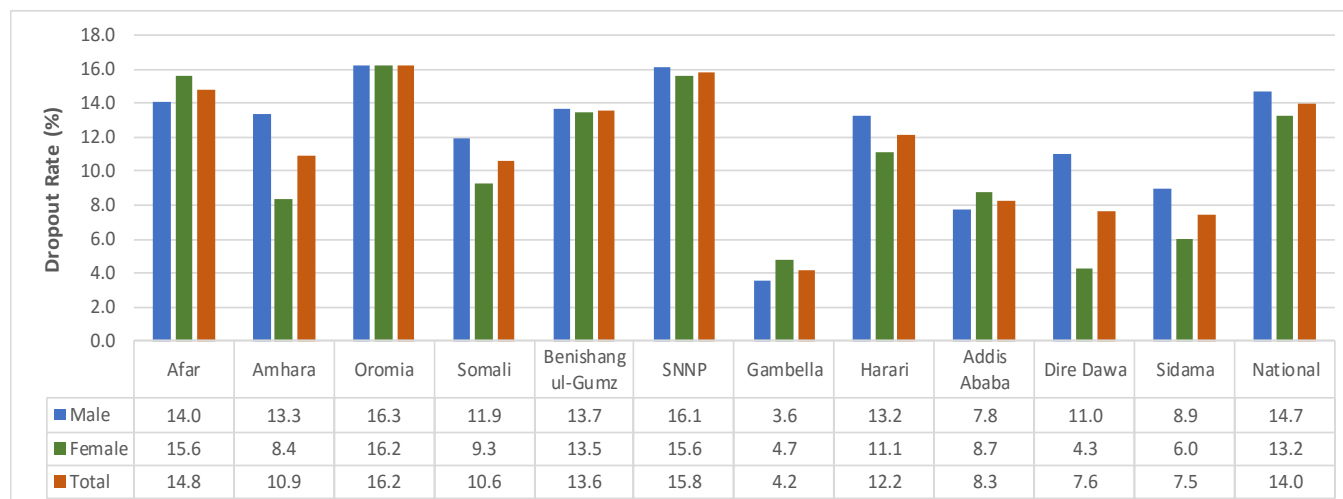
Chart 3.16 Trends in Dropout Rates for Grades 1-8, 2010/11 – 2019/20



The ESDP VI target of dropout rate in Primary level has been achieved for both sexes, however the target is missed in Middle level.

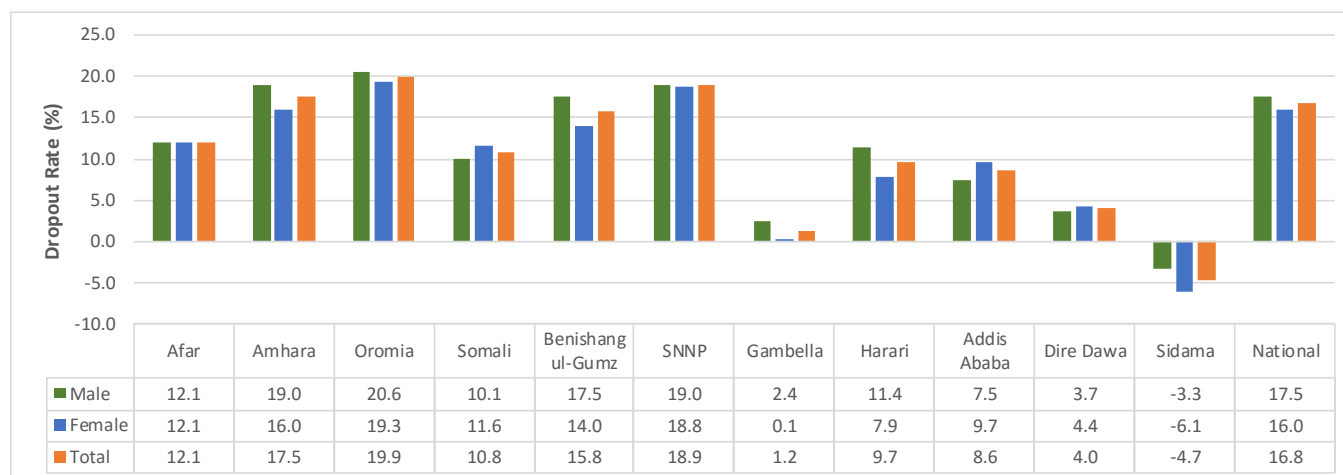
At national level, the female and male dropout rate for Primary level is 13.2% and 14.7% respectively. Whereas dropout in Middle schools is 16.0% and 17.5% for female and male respectively.

Chart 3.17 Dropout Rates for Primary Schools by Region and Sex, 2019/20



Dropout is higher in Middle schools, compared to Primary. Sidama region shows negative dropout; this is due to inflated promotion resulting a value greater than 100%.

Chart 3.18 Dropout Rates for Middle Schools by Region and Sex, 2019/20



Furthermore, dropout is higher in grade 1 and grade 8, especially in this year; with 25.8% in grade 8 and 22.6% in grade 1 with

Chart 3.19 Dropout Rates by Grade, 2019/20

3.9. Survival Rate to Grade 7

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Survival rate to Grade 7 Female	31	35	43
Survival rate to Grade 7 Male	29	33	38

The survival rate to grade 7 is used to estimate the percentage of students who will complete the primary education of Grades 1-6. 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/re-admitters in terms of coverage overtime and across grades. A “Reconstructed Cohort Method” was applied to calculate this rate by assuming a group of pupils, typically 1,000, who are enrolled together and proceed to the 7th grade, sometimes with repetition/readmission up to two times, and sometimes without.

The survival rates for Grade 7 in 2020/21 is calculated to be 43% and 38% for females and males respectively. This indicates that ESDP VI target for the year is successfully attained for both sexes.

Another interesting part with respect to survival and completion rates are used to evaluate 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 repeaters and re-admitters data by grade for the latter year.

There are three key rates used by educational planners to analyze 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 are also used for evaluation, monitoring and projection of the efficiency of students’ 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; 2019/20 and 2020/21, 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 3.11 National Flow Rates by Grade, 2019/20

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Male								
Promotion Rate	0.77	0.86	0.88	0.83	0.85	0.87	0.90	0.71
Repetition Rate	0.00	0.00	0.02	0.01	0.01	0.02	0.01	0.01
Dropout Rate	0.23	0.14	0.11	0.15	0.13	0.12	0.09	0.28
Female								
Promotion Rate	0.77	0.87	0.89	0.85	0.89	0.90	0.91	0.73
Repetition Rate	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02
Dropout Rate	0.23	0.12	0.10	0.14	0.10	0.09	0.08	0.25
Total								
Promotion Rate	0.77	0.87	0.89	0.84	0.87	0.88	0.91	0.72
Repetition Rate	0.00	0.00	0.01	0.01	0.01	0.01	0.01	0.01
Dropout Rate	0.23	0.13	0.10	0.14	0.12	0.10	0.08	0.26

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

According to the cohort, 248 pupils who started schooling eight years back graduate without repeating any one grade during their stay in school.

Chart 3.20 Reconstructed Cohort Analysis for total (Male + Female), 2019/20

Number of Year in the cycle (8years)	Grades		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	pupils year/grade	Dropout by Years of Study					
	Enrollement 2012	3814417	2899767	2608416	2409150	2171115	1813642	1632480	1480253				1	2	3			
	Enrollement 2013	3037455	2944615	2544909	2340398	2059584	1907480	1620461	1499669		1086629		DYS	nyrs	DYS*nyrs	yr		
	Repeaters 2013	14036	11113	20502	17187	14932	12005	9205	11592		9685		228	1	228	2013		
	Reademitters 2013	266	2435	15855	14648	13992	12331	10493	9469		9136		101	2	202	2013		
													68	3	204	2013		
	Promotion Rate	0.77	0.87	0.89	0.84	0.87	0.88	0.91	0.72				86	4	345	2013		
	Repetition Rate	0.00	0.00	0.01	0.01	0.01	0.01	0.01	0.01				62	5	311	2013		
	DropOut	0.23	0.13	0.10	0.14	0.12	0.10	0.08	0.26				48	6	286	2013		
													34	7	239	2013		
	Year E.C	EYS		228									228	93	8	747	2013	
	2012	1000	1000										1000	8	9	73	2022	
														0	10	4	2022	
				4										4				
				1	100									101		0	2022	
	2013	772	4	768									772			2638	Total	
				0	4									4				
				0	1	67								68	GYS	nyrs	GYS*nyrs	yr
	2014	671	0	6	665								671	248	8	1984	2013	
														22	9	198	2022	
				0	0	9								9	1	10	11	2022
				0	0	2	85							86	0	11	1	2022
	2015	603	0	0	15	588							603					Total
			1004													2194		
				0	0	8								8				
				0	0	3	59							60	GYS	nyrs	GYS*nyrs	yr
	2016	517	0	0	21	496							517	22	9	198	2022	
		775											1	10	11	2022		
			0	0	7								0	11	1	2022		
					0	3	45						48			209	Total	
2017	455	pupil Year		0	0	24	430					455						
	Grade 1	1004		680														
	Grade 2	775			0	0	6						6					
	Grade 3	680				0	0	3	32						34			
2018	Grade 4	610	407		0	1	27	380				407						
	Grade 5	521			610													
	Grade 6	458				0	0	5					5					
	Grade 7	409					0	0	2	91					93			
2019	Grade 8	376	373			0	1	28	344		248	373						
	Tptal pupil year	4832				521												
	OUTPUT	271						0	0	5			5					
	PYG	18						0	0	0	8				8			
2020	IOR/WR	2.23	32					0	1	30		22	32					
	CE	45%						458		0								
									0	0			0					
2021			2						0	2		1	2					
								409										
										0			0					
2022			0								0							
			229	101	69	88	62	48		376	34	99	0					
		1000		771	670	602	514	452	404	438		338						
				77%	67%	60%	51%	45%	40%	44%		34%						

The result in chart 3.20 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 6, and promoted to the next higher grade; i.e. grade 7. According to the cohort, 248 pupils who started schooling seven years back graduate without repeating any one grade during their stay in school, where as another 21, 1 and 67 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 338. In other words, about 33.8% of pupils who started the cohort seven years ago were eventually able to complete seven years of education and eligible to continue schooling in the next level.

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

Chart 3.21 Male Cohort Analyses, 2019/20

Number of Year in the cycle (8years)	Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	pupils year/grade	Dropout by Years of Study					
	Enrollement 2012	2037428	1542261	1387560	1277207	1150084	957295	855712	780303			Pupil Year	1	2	3		
	Enrollement 2013	1617965	1570439	1348263	1237365	1082485	993529	842455	779683		566859		DYS	nyrs	DYS*nyrs	yr	
	Repeaters 2013	569	729	12144	9594	8659	7446	5523	4327		7381		230	1	230	201	
	Reademitters 2013	133	1212	8794	8167	7901	7135	5988	5497		5651		106	2	213	201	
													70	3	211	201	
	Promotion Rate	0.77	0.86	0.88	0.83	0.85	0.87	0.90	0.71				89	4	358	201	
	Repetition Rate	0.00	0.00	0.02	0.01	0.01	0.02	0.01	0.01				68	5	340	201	
	DropOut	0.23	0.14	0.11	0.15	0.13	0.12	0.09	0.28				51	6	308	201	
													34	7	239	201	
	Year E.C	EYS	230										230	8	737	201	
	2011	1000	1000									1000	8	9	71	201	
													0	10	4	202	
			0									0	0	11	0	202	
	2012	770	0	106								770	106	750		2710	Total
			0	1								1		Graduate by Year of Study			
			0	0	70							70	GYS	nyrs	GYS*nyrs	yr	
2013	664	0	1	663							664	229	8	1834	201		
												20	9	178	201		
		0	0	10							10	1	10	10	202		
			0	1	88						88	0	11	0	202		
2014	593	0	0	11	582						593				2023	Total	
		1000															
			0	0	8						8		Westage Due to Graduate				
				0	0	3	65				65	GYS	nyrs	GYS*nyrs	yr		
2015	504		0	0	18	486					504	20	9	178	201		
			771									1	10	10	202		
				0	0	7					7	0	11	0	202		
					0	0	3	48							188	Total	
2016	436	pupil Year		0	22	414					436						
	Grade 1	1000		674													
	Grade 2	771			0	0	6				7						
	Grade 3	674				0	0	3	31					34			
2017	Grade 4	601	385		0	1	25	359			385						
	Grade 5	509			601												
	Grade 6	440				0	0	5			5						
	Grade 7	387					0	0	2	90				92			
	Grade 8	352	350			0	1	26	323		229						
	Tptal pupil year	4733				509											
	OUTPUT	250					0	0	4					4			
	PYG	19						0	0	8				8			
2019	IOR/WR	2.37	29				0	1	28		20			29			
	CE	42%						440									
								0	0					0			
2020			1					0	1	1	1			1			
								387									
									0					0			
2021			0						352	0	0			0			
			230	106	71	91	68	51	34	88							
		1000	770	664	592	501	433	382	415	317							
			77%	66%	59%	50%	43%	38%	42%	32%							

Chart 3.22 Female Cohort Analyses, 2019/20

Grades	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Graduate	pupils year/grade	Dropout by Years of Study			
											1	2	3	4
Enrollement 2012	1776989	1357506	1220856	1131943	1021031	856347	776768	699950		Pupil Year	DYS	nyrs	DYS*nyrs	yr
Enrollement 2013	1419490	1374176	1196646	1103033	977099	913951	778006	719986	519770		226	1	226	2011
Repeaters 2013	13467	10384	8358	7593	6273	4559	3682	7265	2304		95	2	189	2012
Reademitters 2013	133	1223	7061	6481	6091	5196	4505	3972	3485		65	3	196	2013
Promotion Rate	0.77	0.87	0.89	0.85	0.89	0.90	0.91	0.73			82	4	329	2014
Repetition Rate	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.02			55	5	276	2015
DropOut	0.23	0.12	0.10	0.14	0.10	0.09	0.08	0.25			43	6	259	2016
Year E.C	EYS	226									34	7	237	2017
2011	1000	1000								1000	94	8	755	2018
		8								8	9	9	77	2019
		2	93							95	0	10	4	2020
2012	774	8	767							774	0	11	0	2021
		0	7							7	703		2548	Total
		0	2	64							Graduate by Year of Study			
2013	680	0	12	667						680	GYS	nyrs	GYS*nyrs	yr
		0	0	8						9	271	8	2164	2018
		0	0	2	81					82	25	9	222	2019
2014	615	0	19	595						615	1	10	13	2020
	1008										0	11	1	2021
		0	0	7						8			2400	Total
		0	0	3	52					55	Westage Due to Graduate			
2015	532	0	25	507						532	GYS	nyrs	GYS*nyrs	yr
		779									25	9	222	2019
			0	0	6					6	1	10	13	2020
			0	0	3	40				43	0	11	1	2021
2016	477	pupil Year								477			236	Total
	Grade 1	1008	687											
	Grade 2	779		0	0	5				5				
	Grade 3	687			0	0	3	31			34			
2017	Grade 4	620	434		0	1	29	404		434				
	Grade 5	535		620										
	Grade 6	479			0	0	4		Graduate	5				
	Grade 7	436				0	0	2	92		94			
2018	Grade 8	404	400		0	1	30	368	271	400				
	Tptal pupil year	4948			535									
	OUTPUT	297				0	0	6		6				
	PYG	17				0	0	8		9				
2019	IOR/WR	2.09	35			0	1	34	25	35				
	CE	48%				479		1		1				
							0	0		0				
2020		2					0	2	1	2				
							436			0				
								0		0				
2021		0						404	0	0				
		227	95	66	84	55	43	34	101					
		1000	773	678	613	529	474	431	465	364				
			77%	68%	61%	53%	47%	43%	46%	36%				

3.10. Primary Completion Rate

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Completion rate to Grade 6 Female	79	81	63.8
Completion rate to Grade 6 Male	86	87	67.5
Completion rate to Grade 8 Female	60	63	67.8
Completion rate to Grade 8 Male	64	67	71.7

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 country. 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 6, age 12, 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 8 than in Grade 6. The ESDP VI target of the year has been achieved for grade 8 in both sexes, while completion rate for grade 6 failed to meet the ESDP VI target.

Compared to ten years ago, the completion rate for Grade eight has increased from 52.1% to 69.8% and since grade 6 completion rate is one of the new indicators in ESDP VI and the new education road map, it will not be possible to talk on its trend

Chart 3.23 Trends in Grade 8 Completion Rates, 2011/12-2020/21

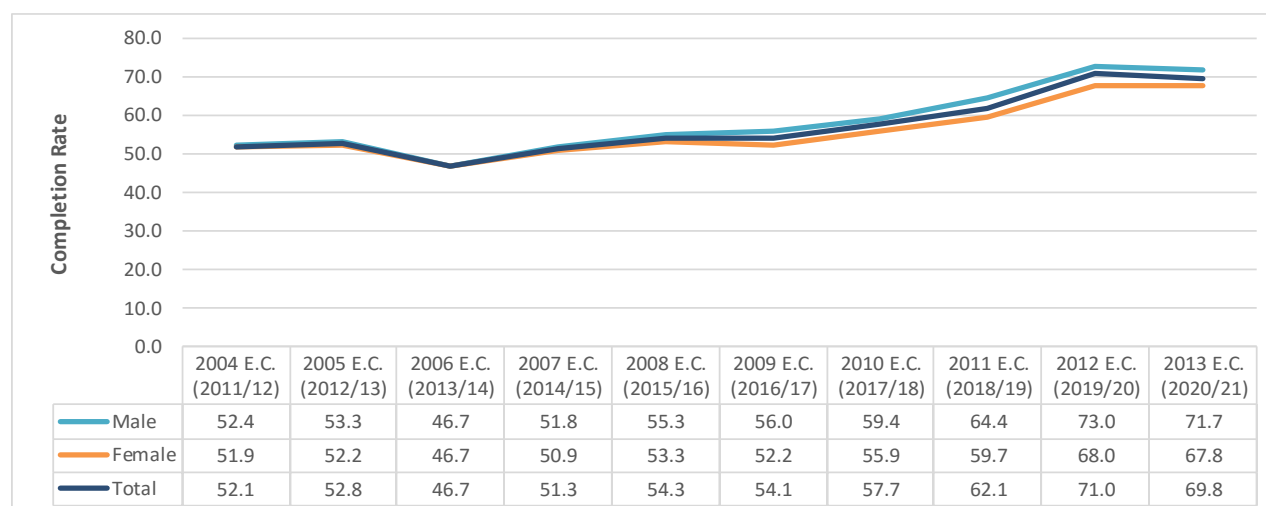


Table 3.12 Completion Rate for Grade 6 by Region and Sex, 2020/21

Region	Population Age 12			New Entrant to Grade 6			Completion Rate (Grade 6)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	22,480	21,189	43,669	5,739	3,869	9,608	25.5	18.3	22.0
Amhara	271,913	262,645	534,558	199,016	217,225	416,241	73.2	82.7	77.9
Oromia	480,758	470,340	951,098	305,129	253,613	558,742	63.5	53.9	58.7
Somali	79,173	77,886	157,059	26,332	17,649	43,981	33.3	22.7	28.0
Benishangul Gumz	14,172	13,734	27,906	10,759	9,120	19,879	75.9	66.4	71.2
SNNP	195,049	192,363	387,412	143,814	128,814	272,628	73.7	67.0	70.4
Gambella	5,184	5,044	10,228	7,838	7,024	14,862	151.2	139.3	145.3
Harari	2,727	2,636	5,363	2,746	2,041	4,787	100.7	77.4	89.3
Addis Ababa	27,389	28,498	55,887	30,815	37,223	68,038	112.5	130.6	121.7
Dire Dawa	4,536	4,462	8,998	4,022	3,409	7,431	88.7	76.4	82.6
Sidama	51,849	51,134	102,983	43,662	40,529	84,191	84.2	79.3	81.8
National	1,155,230	1,129,931	2,285,161	779,872	720,516	1,500,388	67.5	63.8	65.7

3.11. Number of Schools and Clusters

The total number of primary schools for this year is 35,980. Oromia has the largest number of primary schools with 15,086; 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.

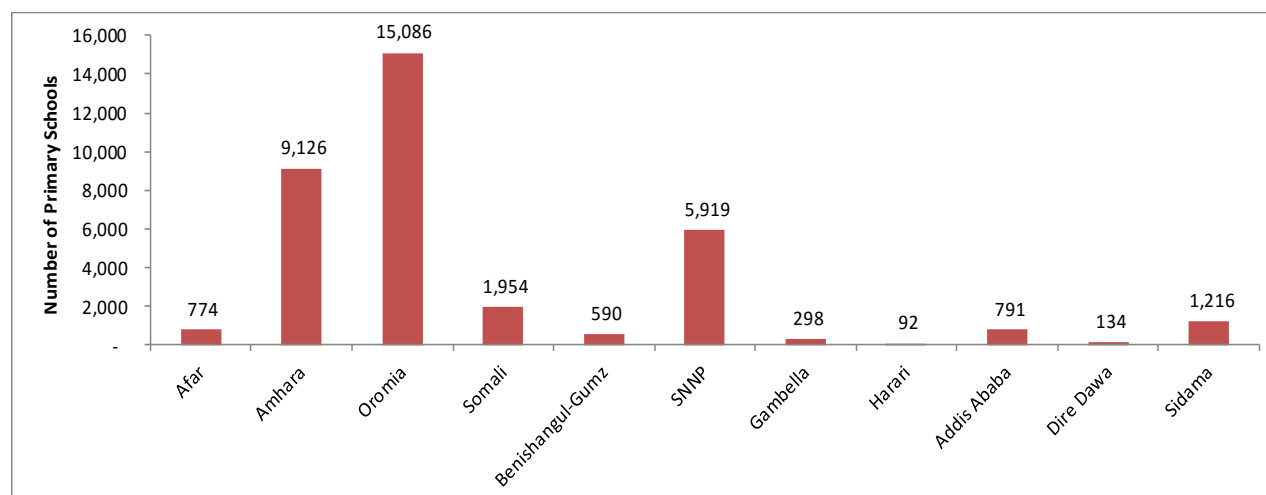
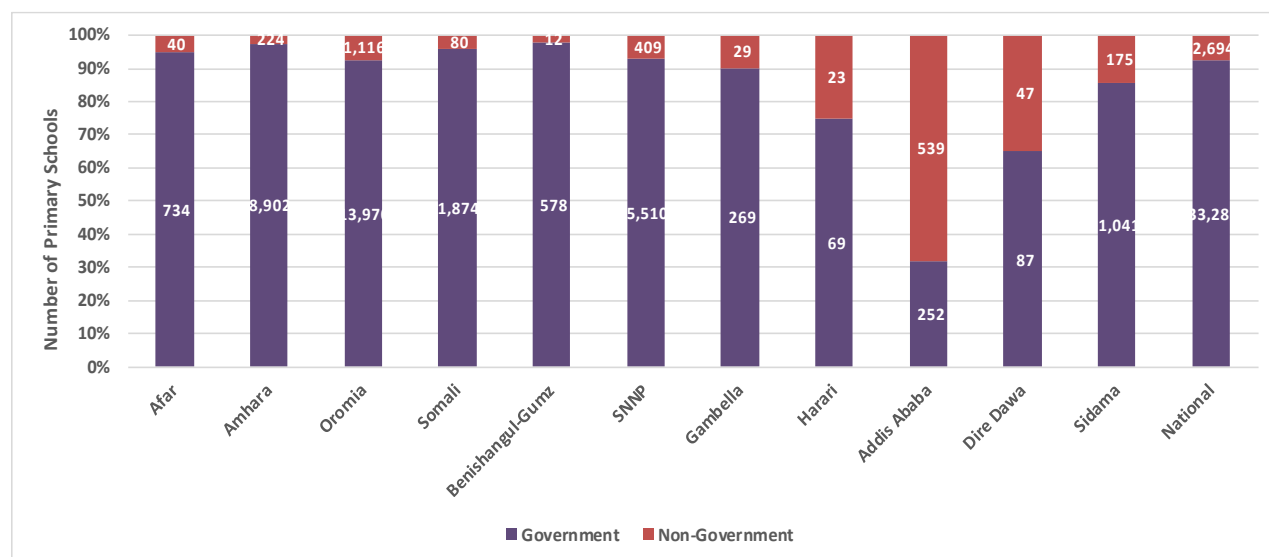
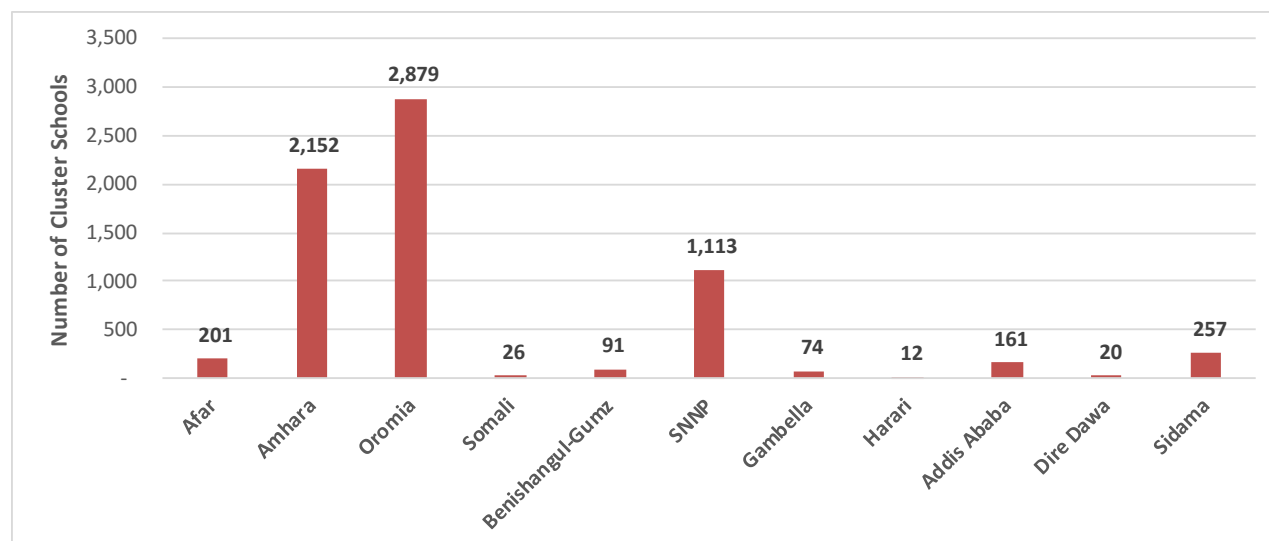
Chart 3.24 Numbers of Primary Schools by Region, 2020/21

Chart 3.25 Number of Primary Schools by Region and Ownership, 2020/21

Cluster schools play an important role by allowing neighboring schools to share facilities. In 2020/21, there are 6,986 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 2020/21 there were 6,986 cluster schools in Ethiopia, the majority being in Oromia where there are 2,879 clusters.

Note that, 88 cluster schools have been subtracted due to the same fact that, they were in Tigray region before.

Chart 3.26 Number of Cluster Schools by Region, 2020/21

3.12. Textbooks and School Facilities

3.12.1. Number of Textbooks

The total number of textbooks in Primary and Middle schools is over 72 million, with 47.5 % which are being categorized as language textbooks.

Nationally, students have access to just four textbooks each in Grades 1-8. Harari and Addis Ababa has high textbook to pupil ratios with around seven books per pupil, whereas Oromia, Somali and Sidama have the lowest number of book per childr.

It should also be noted that the total number of subjects in Primary schools is 14, excluding unknown/unused subjects named as “Others”.

The textbook to pupil ratio (TPR) is an important assessment of how much access to learning materials children receive when they go to school. It can be seen that nationally TPR for Primary is 3.5, and 6.4 for Middle school; this indicates that on average children have access to just 4 and 6 textbooks when they go to school in Primary and Middle levels respectively.

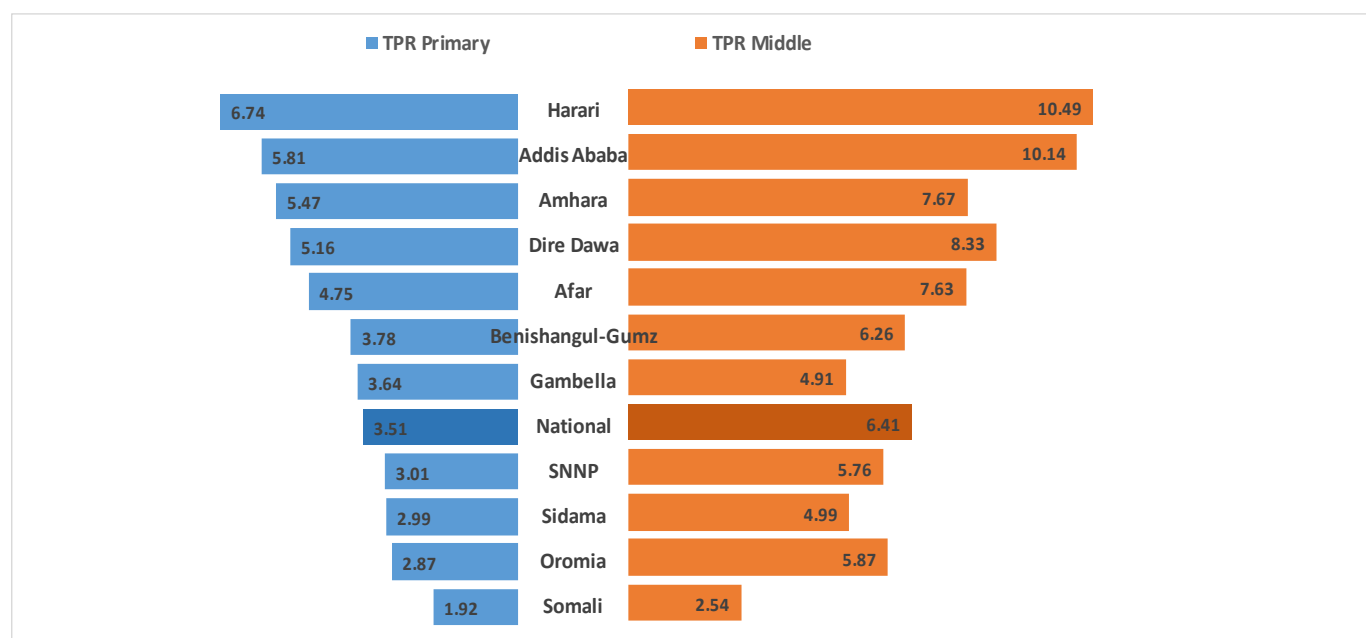
Table 3.13 Numbers of Textbooks in Primary Schools by Region and Subject, 2020/21

Region	Amharic	Arts	Integrated Science	Civic and Ethical Education	English	Environmental science	Esthetics	Local language 1	Local language 2	Mathematics	Music	Physical education	Social Studies	Sign Language	Others	Total
Afar	146,724	614	17,762	14,438	164,206	58,877	15,323	93,052	26,201	102,596	1,021	5,060	11,395	70	434	657,773
Amhara	3,681,000	102,805	604,140	918,725	3,932,559	1,805,571	15,546	189,121	53,096	3,624,424	122,911	130,899	957,227	2	17,575	16,155,601
Oromia	328,513	18,496	810,082	591,452	5,047,473	2,632,119	55,901	4,268,115	931,514	3,946,153	215,555	11,845	20,434	2,211	265,777	19,145,640
Somali	114,034	2,802	39,386	36,153	272,184	146,140	9,490	321,143	117,815	250,229	2,054	11,036	33,336	-	5,340	1,361,142
Benishangul-Gumuz	183,639		17,632	22,434	201,419	77,983	3,057	60,794	6,080	65,473	1,373	1,132	16,898	36	66,964	724,914
SNNP	1,423,907	4,011	171,673	329,788	2,142,261	672,602	59,317	981,175	78,622	1,651,618	15,939	96,299	250,667	6,857	6,189	7,890,925
Gambella	69,543		2,753	13,839	83,434	29,093	1,528	52,495	18,177	76,971	1,110	266	5,834		180	355,223
Harari	44,868	7	6,686	12,872	59,108	34,636	1,111	45,704	12,619	64,273	291	425	13,287	337	2,908	299,132
Addis Ababa	494,862	8,878	139,672	144,550	537,117	309,118	36,591	38,096	7,196	543,181	20,922	27,945	136,392	348		2,444,868
Dire Dawa	41,309	207	17,675	12,557	85,668	48,697	868	28,580	7,791	66,033	3,487	3,910	13,644	88	3,795	334,309
Sidama	341,223	543	62,249	71,087	782,211	244,300	33,042	765,607	40,326	362,772	4,539	20,799	39,269	614	3,902	2,772,483
National	6,869,622	138,363	1,889,710	2,167,895	13,307,640	6,059,136	231,774	6,843,882	1,299,437	10,753,723	389,202	309,616	1,498,383	10,563	373,064	52,142,010

TPR is high in Harari, Addis Ababa and Amhara at Primary level, and the lowest is in Somali. Whereas Harari, Addis Ababa and Dire Dawa are the top three regions scoring highest TPR in Middle schools.

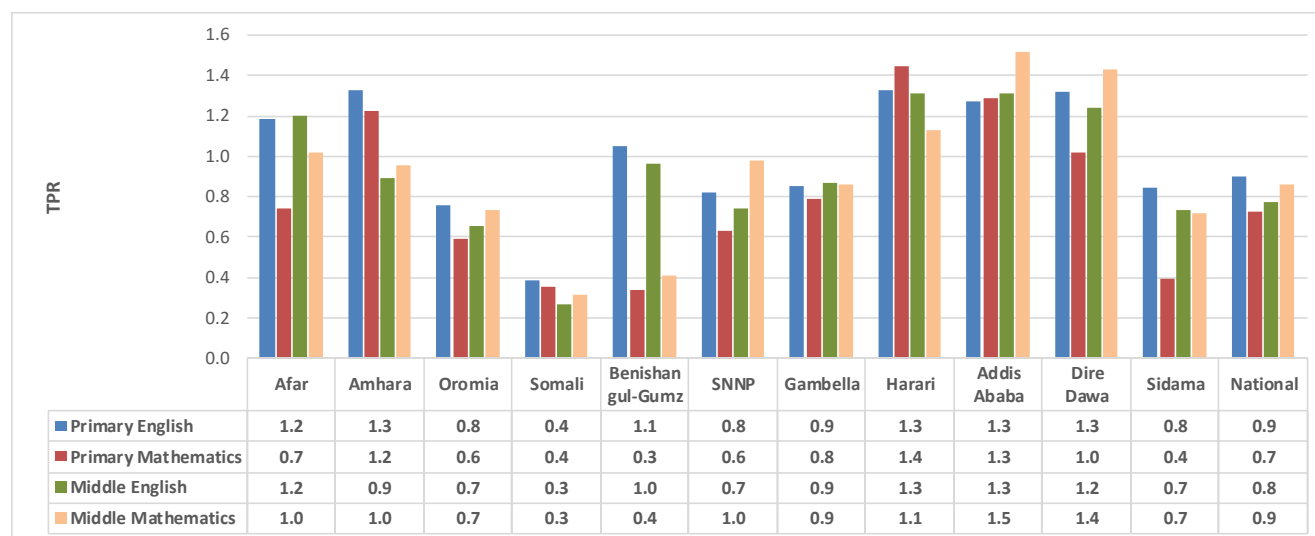
Table 3.14 Numbers of Textbooks in Middle Schools by Region and Subject, 2020/21

Region	Amharic	Arts	Biology	Chemistry	Civic and Ethical Education	English	Esthetics	Local language 1	Local language 2	Mathematics	Music	Physical education	Physics	Social science	Sign Language	Others	Total
Afar	26,438	450	15,675	15,125	15,178	25,222	404	12,623	3,309	21,349	912	4,558	9,851	8,675	56		159,825
Amhara	863,316	803	745,037	742,090	835,048	767,834	2,661	50,278	17,261	823,582	12,934	133,613	800,696	824,304		3,507	6,622,964
Oromia	135,463	2,265	645,918	654,267	535,194	768,389	9,442	531,448	687,923	862,997	6,879	23,638	1,363,542	611,416	625	60,842	6,900,248
Somali	18,868	335	31,349	30,909	21,920	25,433	456	34,662	9,203	29,669	590	4,018	15,384	14,335	-	4,816	241,947
Benishangul-Gumuz	45,751		24,026	25,782	23,211	39,917	628	14,943	2,103	17,147	1,298	830	16,290	14,790	-	33,524	260,240
SNNP	449,291	4,473	337,309	354,042	333,091	419,064	10,622	168,926	20,256	549,761	14,366	96,779	244,593	230,651	2,489	4,013	3,239,726
Gambella	17,323		15,560	12,555	13,755	23,793	78	11,336	3,272	23,570	370	555	7,184	5,198			134,549
Harari	12,329	1	9,118	8,469	12,393	12,654		9,512	4,099	10,884		587	9,641	10,567	255	860	101,369
Addis Ababa	164,232	3,672	158,288	159,526	151,850	173,728	1,420	10,455	2,007	200,374	8,291	30,199	154,694	120,907	217		1,339,860
Dire Dawa	13,993	42	15,354	15,157	13,921	20,385	230	4,061	1,651	23,563	625	4,039	13,622	10,075	45	10	136,773
Sidama	113,494	621	83,266	80,170	73,474	128,347	10,741	124,305	9,101	125,395	3,988	22,819	50,175	43,433	437	955	870,721
National	1,860,498	12,662	2,080,900	2,098,092	2,029,035	2,404,766	36,682	972,549	760,185	2,688,291	50,253	321,635	2,685,672	1,894,351	4,124	108,527	20,008,222

Chart 3.27 Textbook to Pupil Ratios (TPR) for Primary and Middle Schools, 2020/21

Note that; TPR is an indicator simply taking the ratio between students enrolled and all textbooks, however all students might not register for all subjects in many regions, especially those using more than one mother tongue languages, and all subjects are not taken similarly by all grades.

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

Chart 3.28 TPR for English and Mathematics in Primary and Middle Schools, 2020/21

From chart 3.28, it can be shown that the average TPR between Mathematics and English in both levels is almost similar, around 0.8:1, which shows a distribution of 8 textbooks for 10 pupils, near to the target of 1:1 at national level.

The TPR is exceptionally high in Afar, Harari, Addis Ababa and Dire Dawa.

3.12.2. School Facility Indicators

Nationally, only 30.4% of Primary and Middle schools have access to electricity among the respondent schools for the item; however, there are significant differences between regions. This result might be affected by low response rates, incompleteness and number mismatch between related items. Among schools with electricity available, 68% of them use hydropower, while those do not respond for the source of electricity accounts to 22%.

On the other hand, radios are available in 34% of Primary and Middle schools, 14% have tape recorders and 17% have video recorders, with functionality of the equipment still under question.

Table 3.15 School Facility Indicators on Electricity and Access to Multimedia Teaching for Primary and Middle Schools by Region, 2020/21

	Availability of Electricity		Source of Electricity (If "Yes")						Radios		Tape Recorders		Video Recorders	
Region	Number of Resppondent 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
Afar	774	168		3	109	19		37	46	8	69	60	195	195
Amhara	9,474	2,746	1	19	1,309	109		1,308	2381	2032	876	1,065	2723	2716
Oromia	15,086	4,150		82	3,498	568	2	-	6834	5815	2317	3,011	977	973
Somali	1,931	261		1	21	10		229	194	2	147	12	163	150
Benishangul-Gumz	590	115		2	86	19		8	9	4	47	47	13	13
SNNP	5,920	2,075		35	1,251	126	13	650	1806	1774	795	1,440	1132	1115
Gambella	298	150	4	15	57	17	4	53	42	8	42	50	140	134
Harari	92	72		1	60	8		3	16	6	38	43	31	31
Addis Ababa	792	777		10	739	3		25	625	517	524	1,416	513	509
Dire Dawa	134	101		8	59	6		28	27	20	31	66	49	49
Sidama	1,216	435		5	351	22	3	54	473	468	152	255	190	190
National	36,307	11,050	5	181	7,540	907	22	2,395	12,453	10,654	5,038	7,465	6,126	6,075

Other facility indicators include the availabilities of library, laboratory and pedagogical center. Among the respondent schools for the availability of library, 55.7% have functional library. Similarly, 46.7% of schools reported to have functional laboratory and 49.6% with functional pedagogical center. The table below shows the detail of such facilities.

Table 3.16 Library, Laboratory and Pedagogical Center by Region, 2020/21

Region	Availability of Library		Laboratory		Pedagogical Center	
	Number of Respondent Schools	Schools with Functional Library	Availability (Number of Schools)	Functional Laboratory (Number)	Availability (Number of Schools)	Functional Pedagogical Center
Afar	725	133	58	19	717	110
Amhara	8926	4837	3436	1120	8829	5124
Oromia	13196	6674	1433	889	14891	8408
Somali	109	49	221	48	1790	126
Benishangul-Gumuz	440	139	26	11	586	326
SNNP	5328	3556	1763	812	5378	1760
Gambella	241	229	100	88	160	99
Harari	68	55	46	36	91	37
Addis Ababa	767	748	690	557	770	685
Dire Dawa	119	89	36	17	111	67
Sidama	952	676	460	263	1185	376
National	30,871	17,185	8,269	3,860	34,508	17,118

3.12.3. WASH Facilities

Nationally, among schools responded to water item question, 40% have access to water supply, with 76% of the access are functional; water access is highest in Gambella, Addis Ababa and Dire Dawa, with 97, 96 and 77 percents respectively. Somali has the lowest access at 21.5%.

Table 3.17 Water Access in Primary and Middle Schools by Region, 2020/21

Region	Availability of Water			Water Supply Type												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)	Tanker-Truck	Tube Well/Borehole	Unprotected Dug Hole	Unprotected Spring	Other (including Blank)	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	688	228	173		3	126	4	2	6	4			1	1	1	25	126	149
Amhara	9,101	3,877	2,021	2	9	1,017	223	42	274	252	20	2	29	29	10	112	1,186	1,572
Oromia	15,086	5,734	4,847		81	3,121		522		487	465				171		2,430	2,748
Somali	1,941	418	254			16	6					2				230	257	284
Benishangul-Gumuz	586	253	215		1	97	63		6	4	5		1	7	1	30	86	128
SNNP	5,764	2,285	1,915	14	7	1,429	48	12	97	51	81	7	18	17	19	115	1,315	1,606
Gambella	265	257	236			198	6		5			1			2	24	184	236
Harari	91	57	50			36	1		1	2						10	39	43
Addis Ababa	784	755	724	1	5	597	19	1	9			10	1	1	6	74	634	704
Dire Dawa	132	102	89		1	77			4			1				6	54	77
Sidama	1,200	438	390	3		322	12	1	18	5	3	2	2	2	2	18	300	368
National	35,638	14,404	10,914	20	107	7,036	382	580	420	805	574	25	52	57	212	644	6,611	7,915

In 2020/21, among the schools responding the toilet item of the questionnaire, 93% have functional toilets. On the other hand, the most common toilet type is “Traditional”, with 56.5% of the total toilet types. Moreover, 67% of the respondent schools have functional teachers’ toilet.

Table 3.18 Toilet Facilities in Primary and Middle Schools by Region, 2020/21

Region	Student Toilet					Toilet Type							Handwash		Teachers Toilet	
	Number of Respondent Schools	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
Afar	688	355	261	215	219		41	1	210	29	3	11	208	183	193	137
Amhara	9,101	7,851	5,920	5,616	5,922	17	493	9	2,654	3,128	37	19	6,065	5,884	6,240	5,330
Oromia	15,086	14,273	14,273	2,626	3,768				4,621	9,280		1,036	5,287	4,829	10,363	8,566
Somali	1,941	1,941	549	370	332			1	18	96	26	38	425	347	131	91
Benishangul-Gumuz	586	553	470	156	246	1	101		215	193	1	43	273	209	323	178
SNNP	5,764	5,638	4,838	2,629	3,512		198		2,071	3,807			3,558	3,299	4,544	3,954
Gambella	265	265	248	245	246				187	20			239	102	189	187
Harari	91	91	78	53	70		2		37	40	2	3	76	65	58	49
Addis Ababa	784	784	772	668	758	3	416	2	61	11	111	11	773	730	664	654
Dire Dawa	132	132	111	82	89		14	1	39	9	49	3	107	68	94	81
Sidama	1,200	1,176	1,018	615	837								555	505	1,013	876
National	35,638	33,059	28,538	13,275	15,999	21	1,265	14	10,113	16,613	229	1,164	17,566	16,221	23,812	20,103

4. Secondary Education

Secondary education covers from Grade 9 to 12. The official secondary school age is from 15 to 18 years old.

Currently, with the new Education Road Map, there is no cycle but a stream of Social and Natural sciences for students to choose at Grade 11, whereas Grades 9 and 10 are the level in which General Courses will be given to all students.

Students take a national exam (Ethiopian General Secondary Education Certificate Examination) at the end of Grade 12, which certifies completion of secondary general education, and selects students who qualify for university level of education.

Secondary school enrolment has expanded rapidly in the past 20 years; and enrollment has been increased with an average annual growth rate of 8.5% in the last five consecutive years.

Secondary education offers grades 9 through 12 and covers students between the ages of 15 and 18. Secondary education offers a wide range of subjects and prepares students for higher education and the world of work. More specifically, with the new Education Road Map, students at this level will learn all subjects in common as “General Education” and will split into Social and Natural science streams at Grade 11. Natural Science stream will provide five CTEs (Career and Technical Education) and Social Science stream will give three CTEs in which students will graduate with a full technical skill in their chosen CTE.

This level of education 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, since the level is the entry point to higher education and hence for future career.

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

4.1. Secondary Gross Enrolment Ratio (GER)

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Grades 9–12, GER Female	30	35	40.3
Grades 9–12, GER Male	34	39	43.8

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 ESDP VI target of GER for both sexes has been successfully met.

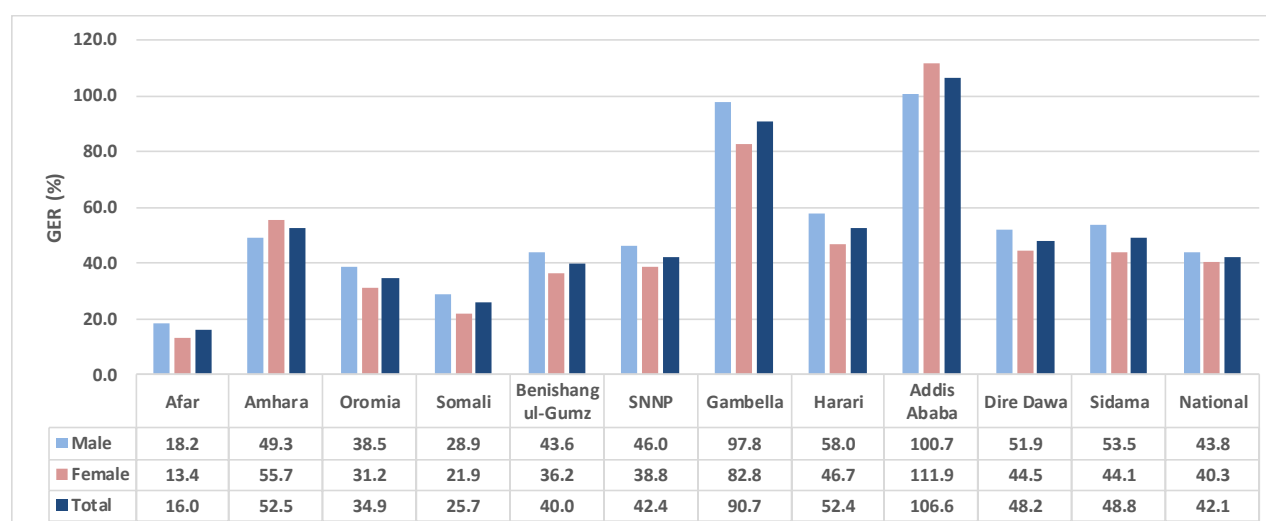
The national GER of secondary education (Grade 9-12) for this year is 42.1%; this indicates that transition from primary and middle to secondary education is low, however GER has been increased by 3.2 percentage

points from last year. Regional differences are notable, with Addis Ababa having the highest GER at 106.6%, followed by Gambella and Amhara. Nationally the GER for males is higher compared to females, however in Amhara and Addis Ababa more females are attending secondary education than males. Afar and Somali regions have the lowest enrolment rate in secondary education.

Table 4.1 Gross Enrollment Ratio by Region and Sex, Grades 9-12, 2020/21

Region	School Age Population (15-18)			Gross Enrolment (G9-12)			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	75,482	64,573	140,055	13,769	8,629	22,398	18.2	13.4	16.0
Amhara	943,231	928,641	1,871,872	465,349	517,498	982,847	49.3	55.7	52.5
Oromia	1,867,202	1,833,683	3,700,885	718,330	572,462	1,290,792	38.5	31.2	34.9
Somali	215,472	182,292	397,764	62,330	40,011	102,341	28.9	21.9	25.7
Benishangul-Gumuz	54,600	52,824	107,424	23,823	19,135	42,958	43.6	36.2	40.0
SNNP	739,699	764,624	1,504,323	340,286	297,032	637,318	46.0	38.8	42.4
Gambella	21,321	19,425	40,746	20,859	16,087	36,946	97.8	82.8	90.7
Harari	10,791	10,580	21,371	6,263	4,938	11,201	58.0	46.7	52.4
Addis Ababa	86,334	95,064	181,398	86,959	106,372	193,331	100.7	111.9	106.6
Dire Dawa	19,507	19,560	39,067	10,125	8,709	18,834	51.9	44.5	48.2
Sidama	206,894	205,352	412,247	110,731	90,627	201,358	53.5	44.1	48.8
National	4,240,534	4,176,618	8,417,152	1,858,824	1,681,500	3,540,324	43.8	40.3	42.1

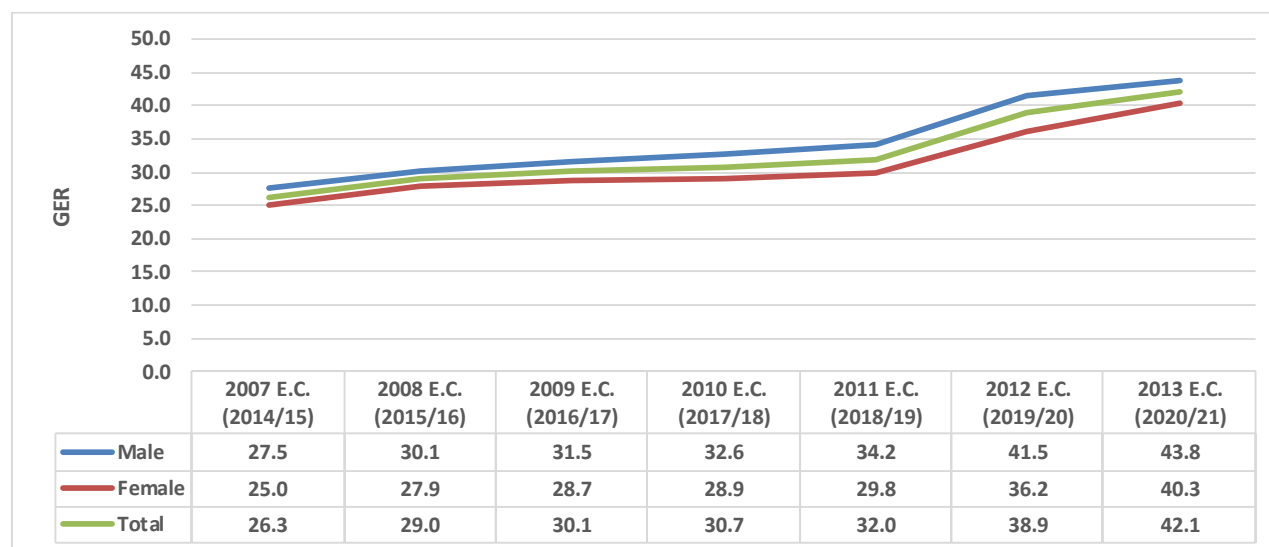
Chart 4.1 GER by Region and Sex, Grades 9-12, 2020/21



GER trend in Grades 9-12 indicates a steady increase over the last ten years, but the gender gap is still wider

Chart 4.2 below shows the trend in GER for secondary education for the last seven years. The GER trend shows a straight incremental pattern for the period. And, the gender gap has seen to have a 3.5 percentage points difference in this year, though the gap has been shown up and down from year to year.

Chart 4.2 Trends in GER for Grades 9-12, 2014/15-2020/21



4.2. Secondary Net Enrolment Ratio (NER)

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Grades 9–12, NER Female	25	30	29.3
Grades 9–12, NER Male	26	32	29.7

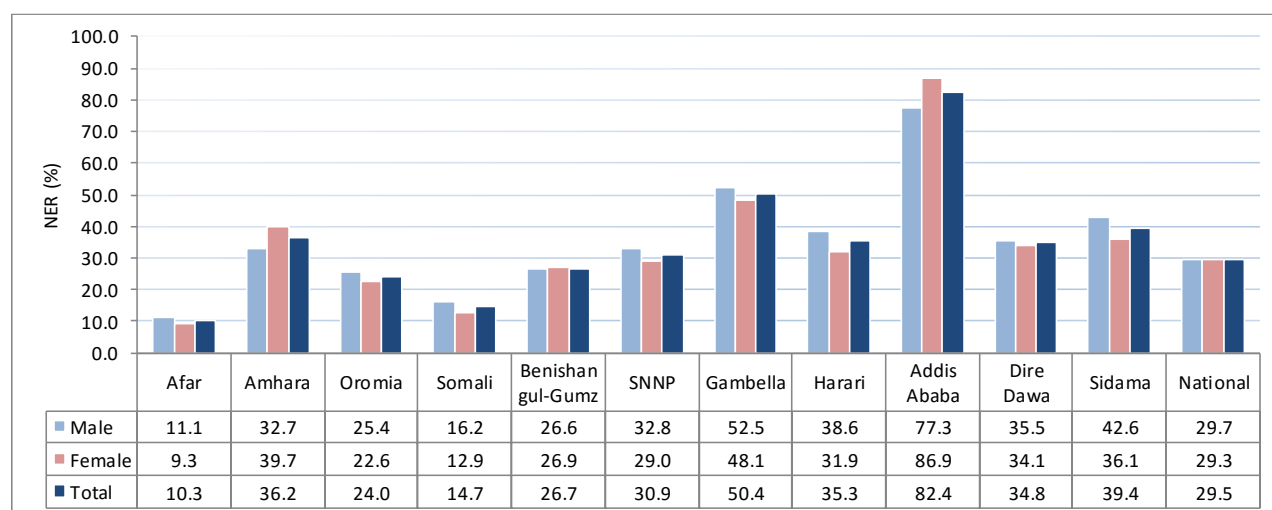
NER calculates the enrolment of children who are of the official school admission age for the given level of education. At secondary level, this calculates the proportion of 15 to 18 years' old that are enrolled in secondary education.

Children enrolled in secondary education are more likely to be the correct age compared to Primary and Middle education, though enrollment rate is too low from the expected school age population.

Nationally, NER for Grades 9-12 is 29.5%, which shows a very slight increment from last year. More interestingly, there is a very small difference, 0.4 percentage points, between males and females. Addis Ababa has the highest NER at 82.4%, showing that most students in this region enrolled at the official school age, and Afar with the lowest NER at 10.3%.

Table 4.2 Net Enrollment Ratio by Region and Sex, Grades 9-12, 2020/21

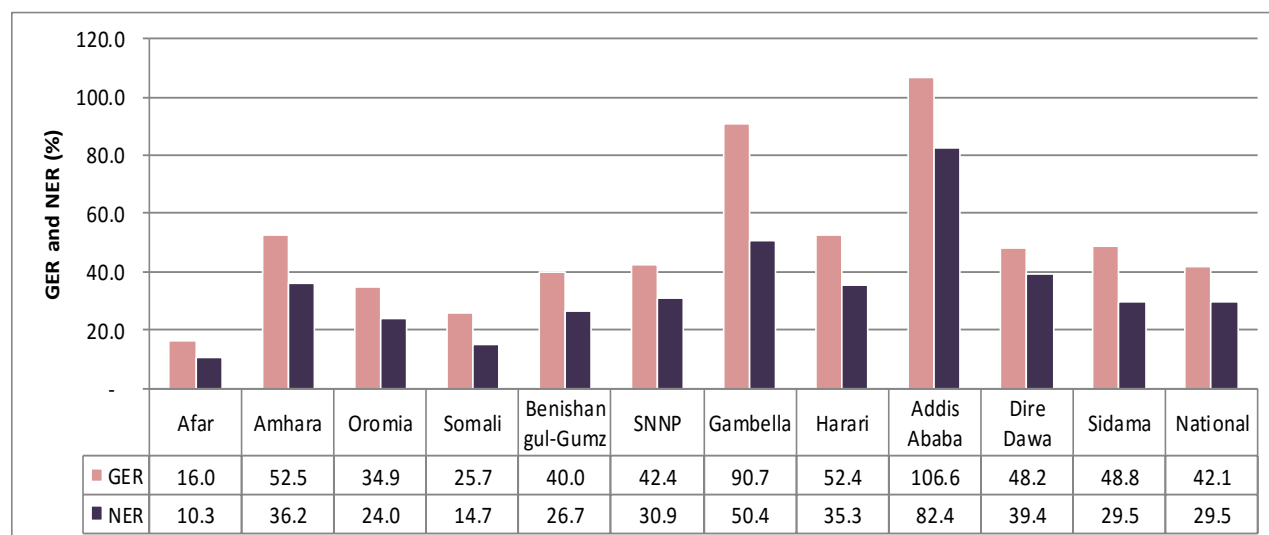
Region	School Age Population (15-18)			Net Enrolment (G9-12)			NER %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	75,482	64,573	140,055	8,378	6,029	14,407	11.1	9.3	10.3
Amhara	943,231	928,641	1,871,872	308,793	368,443	677,236	32.7	39.7	36.2
Oromia	1,867,202	1,833,683	3,700,885	474,847	413,533	888,380	25.4	22.6	24.0
Somali	215,472	182,292	397,764	34,965	23,431	58,396	16.2	12.9	14.7
Benishangul-Gumuz	54,600	52,824	107,424	14,512	14,185	28,697	26.6	26.9	26.7
SNNP	739,699	764,624	1,504,323	242,529	221,721	464,250	32.8	29.0	30.9
Gambella	21,321	19,425	40,746	11,184	9,344	20,528	52.5	48.1	50.4
Harari	10,791	10,580	21,371	4,160	3,380	7,540	38.6	31.9	35.3
Addis Ababa	86,334	95,064	181,398	66,774	82,628	149,402	77.3	86.9	82.4
Dire Dawa	19,507	19,560	39,067	6,916	6,674	13,590	35.5	34.1	34.8
Sidama	206,894	205,352	412,247	88,185	74,093	162,278	42.6	36.1	39.4
National	4,240,534	4,176,618	8,417,152	1,261,243	1,223,461	2,484,704	29.7	29.3	29.5

Chart 4.3 NER by Region and Sex, Grades 9-12, 2020/21

The ESDP VI target has been missed for both sexes, with female NER is very close to the target. However, six regions meet the target in both sexes.

Nationally the gap between GER and NER is higher in secondary than primary and middle level, indicating that if students enrolled in secondary level are more likely to be overaged than in primary and middle level, this is the opposite scenario from last year.

Chart 4.4 Comparisons between GER and NER for Grades 9-12 by Region, 2020/21



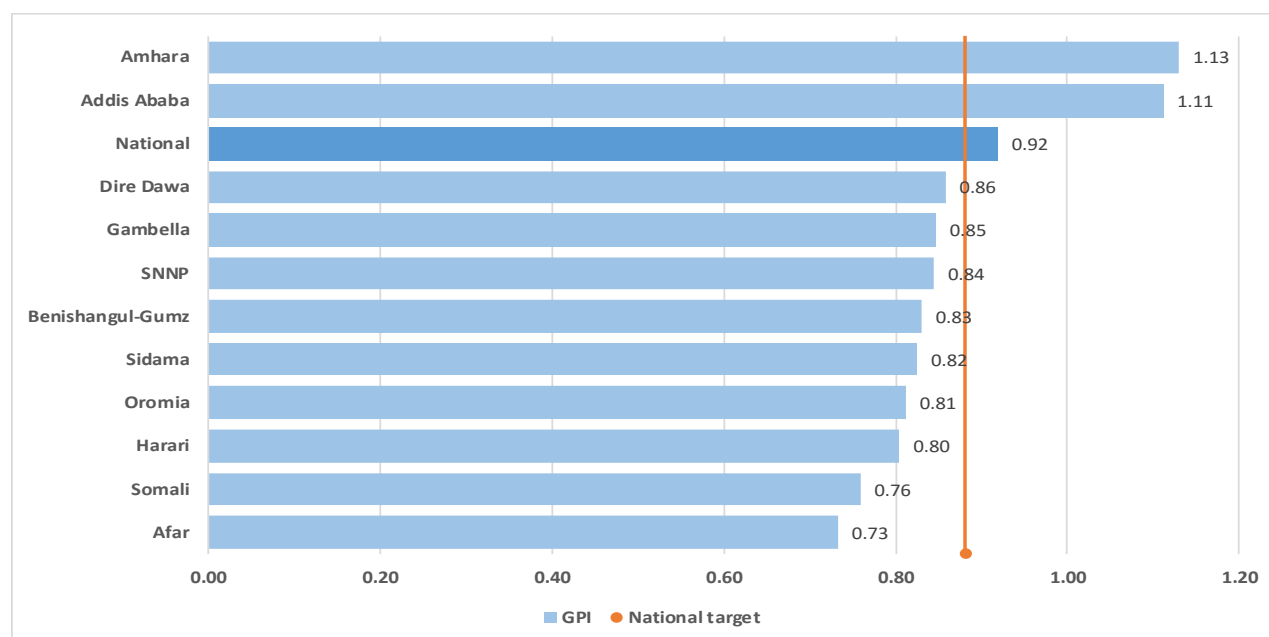
4.3. Gender Parity Index

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
GPI in Grades 9-12 (index)	0.87	0.88	0.92

The ESDP VI target of GPI for secondary education has been successfully met.

The GPI for Grades 9-12 is 0.92 nationally, with a 0.04 points beyond the target. The national GPI has been slightly increased from last year by 0.05 points, showing a better equity is in progress.

Chart 4.5 GPI for Secondary Schools by Region, 2020/21



As seen from the chart above, GPI of Amhara and Addis Ababa has a great impact on the leveling of the national figure, since the remaining regions are all below the national figure. In Amhara and Addis Ababa, equity is beyond the perfect value, 1, meaning that female enrollment rate is higher than that of males.

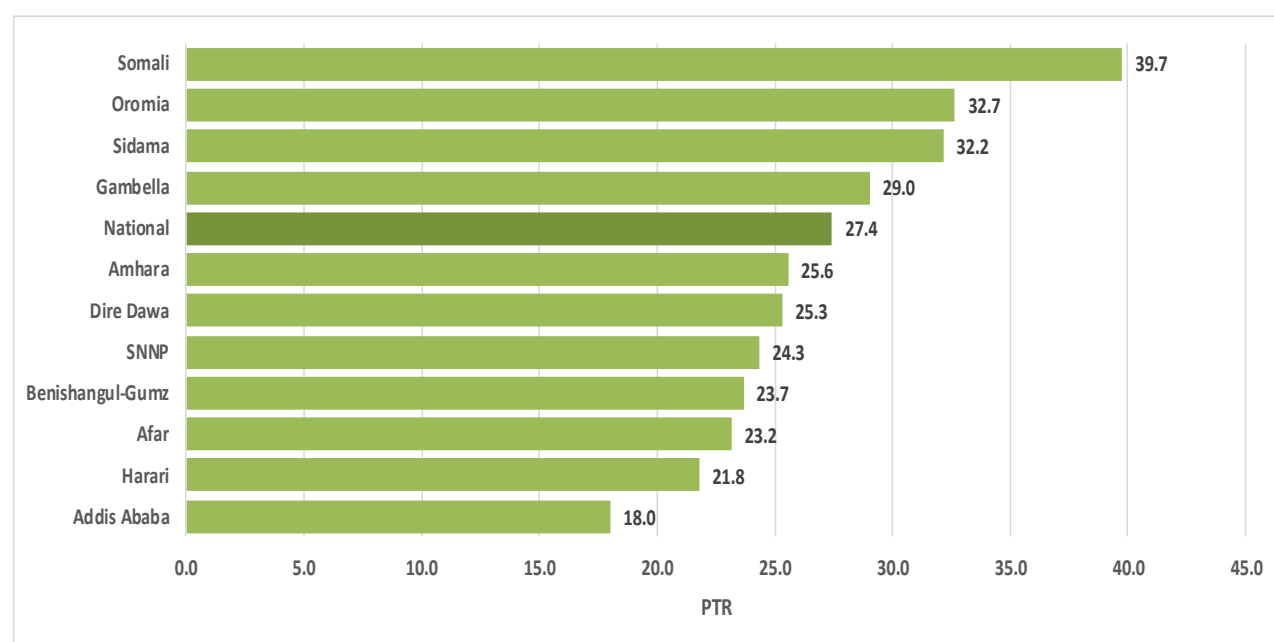
4.4. Secondary Pupil Teacher Ratio

This indicator is useful for setting minimum standards and ensuring a certain level of equality around the country. Low PTR indicates a better learning environment in which monitoring and support to students believed to be easy for teachers. In Ethiopia, the standard set to PTR is 40 for secondary level. However, it should be noticed 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 level of teachers, the supply of educational materials, and other related issues.

The national PTR in secondary schools is 27.4 in this year, in which Addis Ababa scored the lowest PTR, with 1 teacher for 18 students. It should be noted that number of Non-Government schools in Addis Ababa is exceptional higher than Government owned schools, this will have a significant impact on the ratios.

In general, with respect to the data for the year, all regions and the national figure are in a good PTR in which the result tells us that the ratio is better than the standard set for the level.

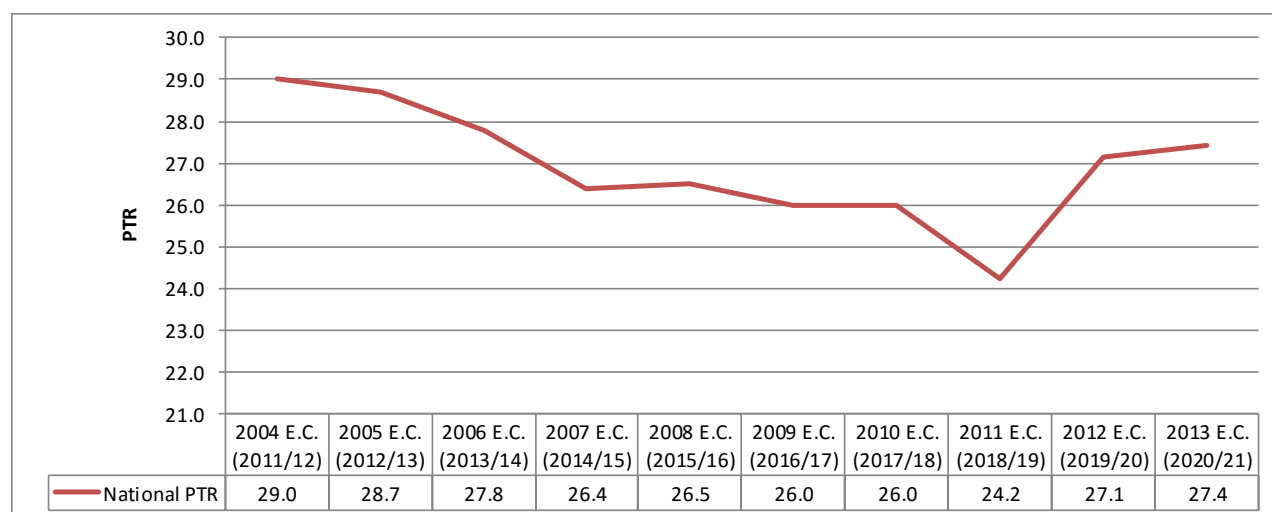
Chart 4.6 PTR of Secondary Education by Region, 2020/21



The national trend in PTR shows that it has been improving since 2011/12. The improvement, that means the smallest ratio, was highest in 2018/19, and since then it goes up until this year. However, the ratio is good throughout the period. The smaller the PTR shows the better the distribution of teachers with respect to students. The table below shows the PTR trend in the last 10 years.

Table 4.3 PTR Trends in Secondary Education by Region, 2011/12 – 2020/21

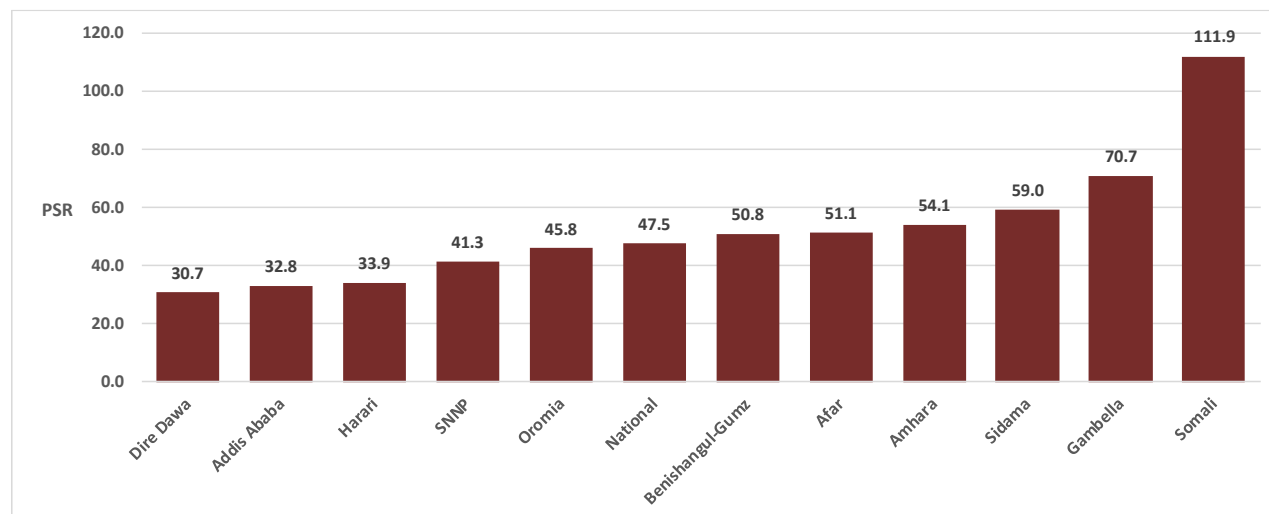
Region	2004 E.C. (2011/12)	2005 E.C. (2012/13)	2006 E.C. (2013/14)	2007 E.C. (2014/15)	2008 E.C. (2015/16)	2009 E.C. (2016/17)	2010 E.C. (2017/18)	2011 E.C. (2018/19)	2012 E.C. (2019/20)	2013 E.C. (2020/21)
Afar	26.0	19.8	20.7	50.8	60.6	37.0	34.0	19.4	21.9	23.2
Amhara	27.0	27.8	26.5	23.1	24.6	23.0	22.0	23.0	24.8	25.6
Oromiya	31.0	29.9	27.4	25.8	25.7	25.0	25.0	28.0	33.8	32.7
Somali	34.0	47.4	42.7	44.0	52.3	40.0	40.0	49.8	35.1	39.7
Benishangul-Gumuz	29.0	19.9	23.8	28.4	24.2	24.0	20.0	22.8	23.3	23.7
SNNP	34.0	30.2	31.4	22.9	29.8	29.0	32.0	21.7	25.2	24.3
Gambella	30.0	25.6	29.4	30.4	32.9	29.0	23.0	25.7	28.5	29.0
Harari	23.0	26.3	21.3	17.8	18.4	24.0	18.0	19.0	19.2	21.8
Addis Ababa	20.0	21.5	21.1	20.2	20.0	22.0	23.0	18.3	18.9	18.0
Dire Dawa	21.0	18.9	18.1	20.5	23.7	21.0	20.0	19.9	23.7	25.3
Sidama										32.2
National	29.0	28.7	27.8	26.4	26.5	26.0	26.0	24.2	27.1	27.4

Chart 4.7 National PTR Trend, Grades 9-12, 2011/12 – 2020/21

4.5. Secondary Pupil Section Ratio

Nationally, in 2020/21, PSR is at 47.5 for Grades 9-12, which shows a huge difference from last year. In this edition we use only those schools filled both enrollment and section parts of the questionnaire, than taking all enrollment data against all sections as before.

PSR is lowest in Dire Dawa followed by Addis Ababa and Harari, indicating that students in these regions have better access to classroom facilities and are in a better conducive learning environment. On the other hand, PSR is highly inflated in Somali, with 111.9. One major reason for this overstated value might be the condition in which a large number of students with a very low number of sections has been filled at the time of encoding.

Chart 4.8 Pupil Section Ratios in Secondary Education by Region, 2020/21

4.6. Number of Schools

The total number of secondary schools for this year is 3,481, with 37% of the schools are from Oromia. With respect to ownership, Government schools, similar to primary, took the highest share with 89.3%. In Addis Ababa and Dire Dawa, exceptionally, Non-Government schools are higher in number than Government.

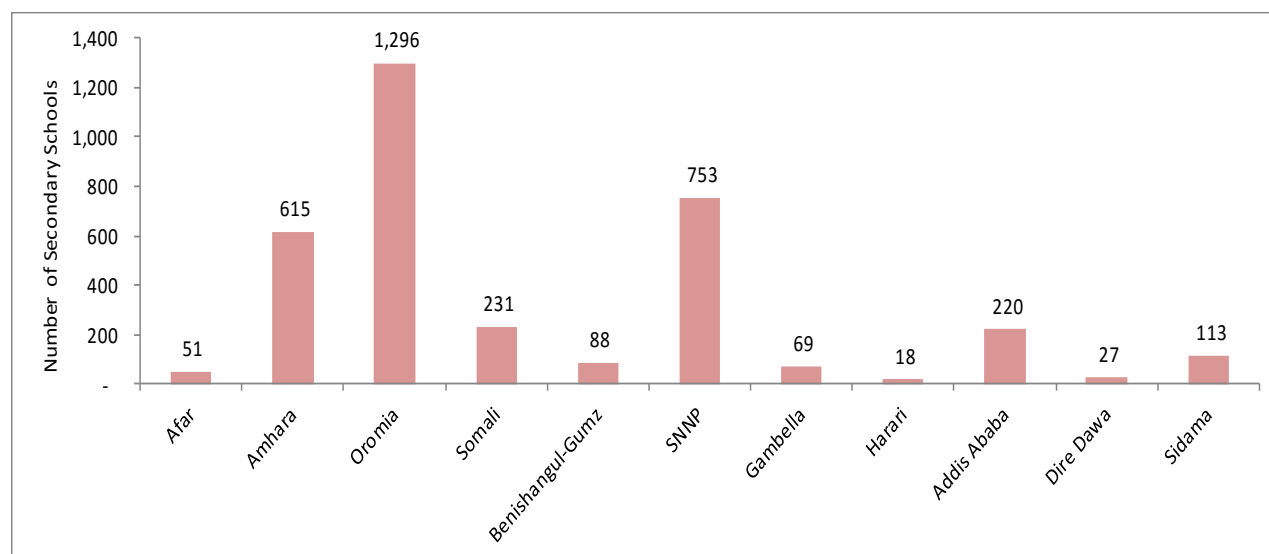
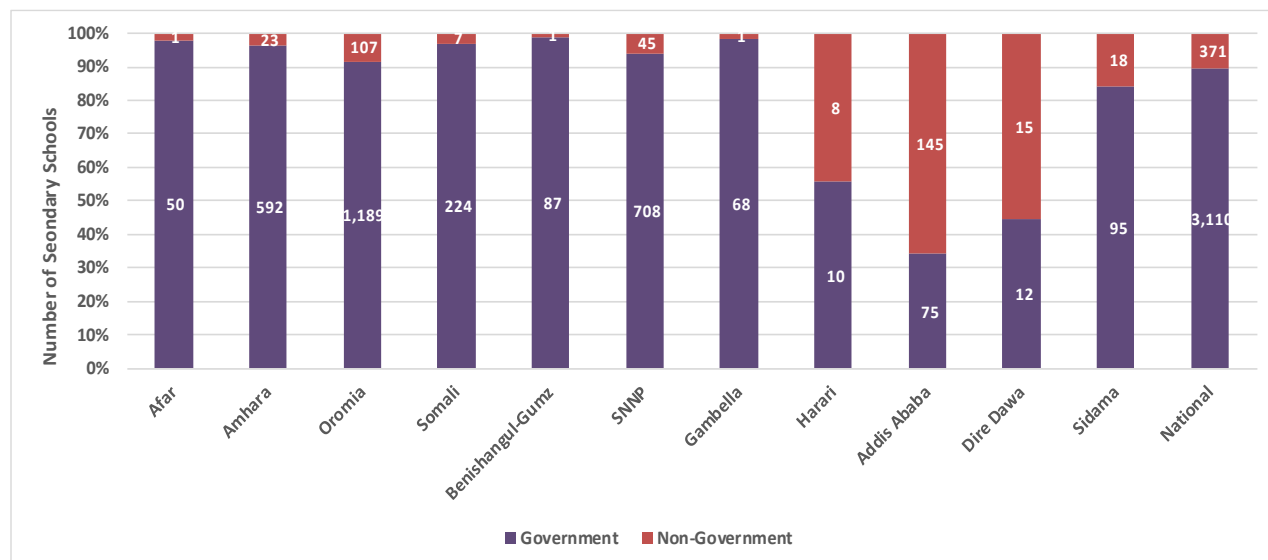
Chart 4.9 Numbers of Secondary Schools by Region, 2020/21

Chart 4.10 Numbers of Secondary Schools by Region and Ownership, 2020/21

4.7. Textbooks and School Facilities

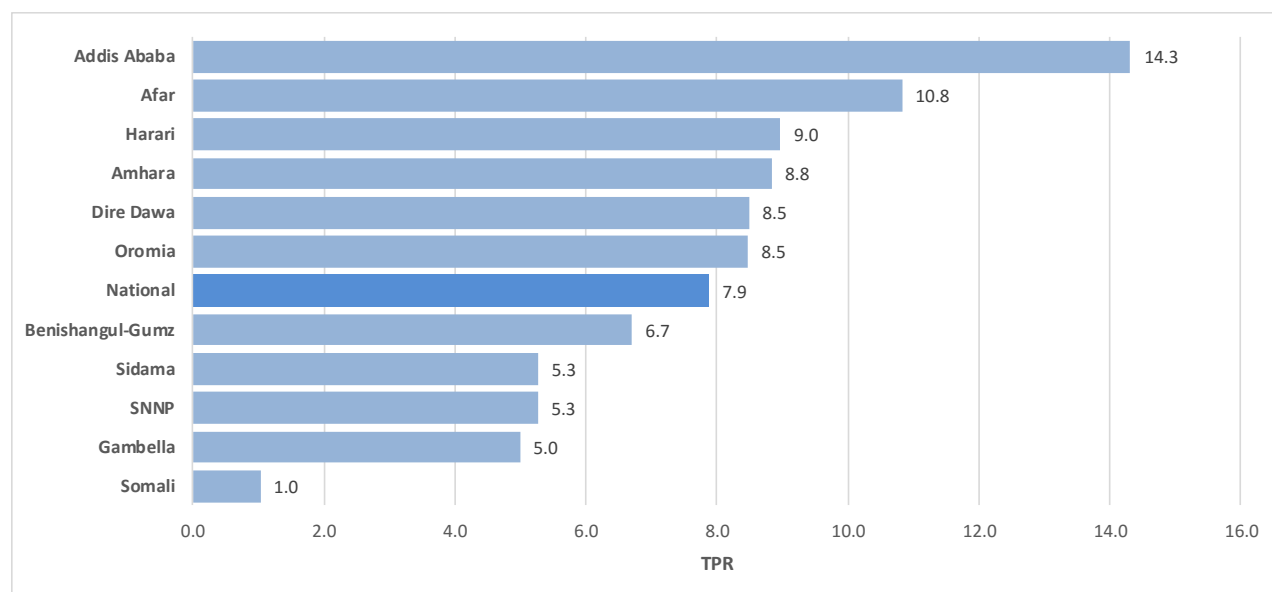
4.7.1. Number of Textbooks

The Textbook to Pupil ratio (TPR) is an important assessment of how much access to learning materials students receive in school. Nationally the Textbook to Pupil ratio for secondary schools in this academic year is 7.9; which is a decrease by 0.9 points from last year. This indicates that on average a student has access to about 8 textbooks from a total of 18 subject books. However, there is wide regional variation with Addis Ababa having the highest ratio at 14.3, followed by Afar and Harari. Somali has the lowest ratio with one textbook per student, though the number of textbooks reported is substantially low compared to last year. The total number of textbooks in secondary schools in this year is around 28 million, which is actually less than from last year by around 2 million.

Table 4.4 Numbers of Textbooks by Region and Subject, 2020/21

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	Sign Language	Others	Total
Afar	26,838		24,872	20,795	22,599	13,416	20,051	1,294	2,871	2,108	16,865	18,831	3,153	26,943	20,003	21,692		143	242,474
Amhara	894,302	161,070	823,757	800,396	862,982	858,232	823,594	5,503	112,012	#####	730,157	592,313	37,600	807,618	241,510	824,887		7,066	8,686,341
Oromia	657,629	100,932	986,316	953,107	1,066,368	892,653	960,728	9,828	52,183	#####	2,204	1,787	792,584	1,038,288	742,413	1,010,077	640,448	984,653	10,940,876
Somali	8,310		13,029	15,522	12,339	6,159	8,911	3,349	2,858	1,367	7,453	3,045	2,913	12,373	806	6,886	90	1,025	106,435
Benishangul-Gumuz	22,323		16,603	24,802	56,135	13,380	17,616	17,545	3,862	#####		5,790		29,232	23,654	12,777	236	28,016	288,216
SNNP	239,387		355,143	346,544	364,015	200,777	386,643	54,127	43,340	#####		259,749	157,345	385,220	109,812	318,781	3,463	103,280	3,358,817
Gambella	12,176		27,500	20,973	16,985	7,861	20,073	491	412	1,741	18,116	7,679	2,980	21,596	1,274	24,066	488	292	184,703
Harari	8,913		9,182	8,550	9,203	8,607	10,006	62	414	363	7,937	5,414	2,738	12,344	3,723	8,564	41	4,472	100,533
Addis Ababa	271,537		242,871	260,820	251,097	228,261	240,592	44,664	55,450	#####	200,134	207,223	7,323	270,584	157,761	245,202	604	32,462	2,767,978
Dire Dawa	14,341		17,336	14,142	14,144	13,634	15,016	1,437	886	707	13,739	12,679	2,065	14,315	9,670	13,736	1,905	190	159,942
Sidama	86,196		101,040	102,806	103,721	49,467	95,704	12,037	6,719	5,974	88,792	71,656	53,770	118,313	58,463	100,631	3,467	3,806	1,062,562
National	2,241,952	262,002	2,617,649	2,568,457	2,779,588	2,292,447	2,598,934	150,337	281,007	#####	1,085,397	1,186,166	1,062,471	2,736,826	1,369,089	2,587,299	650,742	1,165,405	27,898,877

Chart 4.11 Textbook to Pupil Ratios by Region, 2020/21

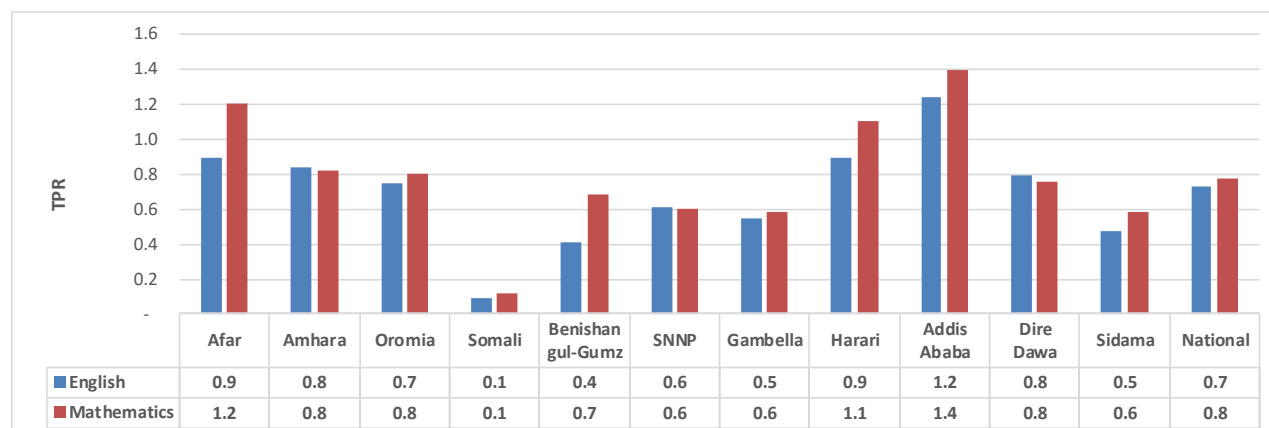


It should be noted that, TPR is a simple ratio between students and all textbooks, however all students might not register for all subjects because students will be categorized in different streams (Natural and Social). Moreover, there is a data incompleteness problem in which schools might fill student enrollment for the grade but not the corresponding textbooks.

To make the ratio more meaningful, it will be good to see TPR of common subjects taken by all students, such as English and Mathematics. It can be seen from the chart below that both subjects are not in a one-to-one ratio, i.e. one book is not for one student, but approaching to it with 0.7 for English and 0.8 for

Mathematics (this is to mean 7 English books for 10 students and 8 Mathematics books for 10 students). Below are the Textbook to Pupil ratios for English and Mathematics in secondary schools

Chart 4.12 TPR for English and Mathematics, 2020/21



4.7.2. School Facility Indicators

It can be calculated that nationally 76% of secondary schools responded to have access to electricity, 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, computers are available in 79.7% of schools. Secondary schools in Addis Ababa are the most connected, proportionally, to the internet (77.9%), followed by Dire Dawa and Amhara. Whereas internet availability nationally covers only 23.2% of the total respondent schools.

Table 4.5 School Facility Indicators on Electricity and Multimedia Teaching, 2020/21

	Availability of Electricity		Source of Electricity (If "Yes")					VSAT Dish		Computer			Internet		Video Recorders			
Region	Number of Resppondent Schools	Schools with Electricity	Biogaz	Generator	Hydroelectric	Solar	Other	Not Answered	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
Afar	49	31		1	25	1		6	22	7	32	805	276	62	6	264	17	17
Amhara	604	497	1	62	360	7		115	331	199	539	32,715	53,386	24,207	205	48,230	178	178
Oromia	1,296	1,044	2	110	899	32	1	-	658	289	1,141	32,101	24,685	9,154	182	3,701	165	165
Somali	228	74		5	9	4		56	58	25	44	117	69	11	36	-	36	35
Benishangul-Gumz	88	43		6	31	3		3	29	10	58	1,209	1,135	129	9	371	6	6
SNNP	740	561		75	452	19	4	24	281	102	582	18,883	19,089	3,520	133	2,243	205	190
Gambella	69	34		4	19	6	1	4	13	5	21	71	77	29	15	39	39	39
Harari	18	18			16	1		1	7	5	18	340	264	62	6	103	6	6
Addis Ababa	217	211		4	200	1		9	127	57	206	10,848	20,466	5,008	169	15,489	148	148
Dire Dawa	25	23		1	21	1		2	12	6	25	745	697	3,836	15	397	10	10
Sidama	112	80		5	73		1	2	42	15	82	2,587	1,492	706	23	1,595	21	21
National	3,446	2,616	3	273	2,105	75	7	222	1,580	720	2,748	100,421	121,636	46,724	799	72,432	831	815

Other facility indicators include the availabilities of library, laboratory and pedagogical center. Among the respondent schools for the availability of library, 88.2% have functional library. Similarly, more than 90% of schools reported to have functional laboratory for Biology Chemistry and Physics, whereas 64.4% of the respondent schools reported to have functional pedagogical center. The table below shows the detail of such facilities.

Table 4.6 Library, Laboratory and Pedagogical Center by Region, 2020/21

Region	Availability of Library		Laboratory by Stream												Pedagogical Center	
	Number of Respondent Schools	Schools with Functional Library	Biology				Chemistry				Physics				Availability (Number of Schools)	Functional Pedagogical Center
			Functional	Equiped (with materials)	Chemical (Sufficient)	With Technical assistant	Functional	Equiped (with materials)	Chemical (Sufficient)	With Technical assistant	Functional	Equiped (with materials)	Chemical (Sufficient)	With Technical assistant		
Afar	48	33	25	21	22	23	26	24	22	22	24	22	21	23	38	22
Amhara	627	577	525	532	542	563	531	529	551	570	504	521	522	566	544	310
Oromia	1192	1001	1212	1198	1202	1202	1220	1195	1201	1202	1209	1190	1193	1196	865	551
Somali	34	19	55	42	43	44	57	46	46	46	55	45	43	43	187	37
Benishangul-Gumuz	78	40	48	50	51	56	48	50	51	56	48	50	51	56	78	49
SNNP	721	672	675	639	663	667	685	655	678	672	672	646	664	669	454	363
Gambella	54	54	1	1	2	9	1	2	2	7	1	2	2	8	48	34
Harari	17	15	18	18	18	17	17	18	17	17	17	17	17	17	17	10
Addis Ababa	214	210	181	184	185	188	179	183	186	188	179	181	179	182	186	166
Dire Dawa	27	26	23	20	21	22	23	21	21	21	24	22	20	22	21	16
Sidama	107	103	103	105	106	106	111	109	108	110	103	108	106	110	77	61
National	3,119	2,750	2,866	2,810	2,855	2,897	2,898	2,832	2,883	2,911	2,836	2,804	2,818	2,892	2,515	1,619

4.7.3. WASH Facilities

Nationally, 66.7% of schools that responded to water-related questions reported to have water supply. Among schools with water supply, respondents with functional water supply is 84.7%. Majority of schools have pipe water with 88%, and 61.8% of schools reported that their water supply is easily accessible by students with special needs.

Table 4.7 Water Access in Secondary Schools, 2020/21

Region	Availability of Water				Water Supply Type										Accessible to-		
	Number of Resppondent Schools	Schools With Water Supply	Schools With Water Supply Functional	Bottled Water	Cart With SmallTank/Drum	Pipe Water in School	Protected Dug Hole	Protected Spring	Public Tap/StandPipe	Rain Water Collection	Surface Water (River,Dam,Lake)	Tanker-Truck	TubeWell/Borehole	Unprotected Dug Hole	Unprotected Spring	Children with Special Needs (Number of Schools)	Young Children (Number of Schools)
Afar	45	28	17			11										15	
Amhara	601	453	272			209	16	3	27		1		3		1	195	
Oromia	1296	877	791		3	699		42		16	23				8	506	
Somali	231	49	36													22	
Benishangul-Gumz	87	35	32		2	15	6		2		1		1	1		18	11
SNNP	732	470	434		1	372	7	2	12	4	3	4	2	1	1	351	1
Gambella	65	47	43			42										27	
Harari	18	16	15			12	1								1	10	
Addis Ababa	215	211	202		1	139	8		2	1				1		186	
Dire Dawa	27	27	25			23					1					20	
Sidama	111	72	68			63			1			1	1	1	1	61	
National	3,428	2,285	1,935		7	1,585	38	47	44	21	29	5	7	4	12	1,411	12

On the other hand, 91.3% of secondary schools responded that they have functional students' toilet, with the majority being improved toilets, with 53%, followed by traditional toilets with 29.6%. However, there are significant regional variations of schools with toilets. The majority of teachers' toilets are also reported as functional with 75%. The major challenge of analyzing such data, especially on toilets, is number mismatch in responding the "Availability", "Functionality" and "Type".

Concerning separate toilets for males and females, 96% of students' toilet and 92% in teachers' toilet are separate for males and females. On the other hand, 57% of the functional student toilets are reports to be accessible for children with special needs.

Table 4.8 Toilet Facilities in Secondary Schools, 2020/21

Region	Student Toilet					Toilet Type							Handwash		Teachers Toilet	
	Number of Responder Schools	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
Afar	45	35	26	18	35	1	101	1	97	27	12	4	26	26	18	18
Amhara	601	585	526	443	585		4		13	5		2	482	481	519	519
Oromia	1296	1255	1255	345	1255	7	91	1	311	48	8		785	692	1020	841
Somali	231	72	52	31	72				730	496		52	37	37	10	10
Benishangul-Gumuz	87	76	58	27	47				3	17	3	2	32	30	52	35
SNNP	732	696	666	484	696		17		32	24		9	495	495	615	615
Gambella	65	49	49	49	49		57		396	261			23	23	44	44
Harari	18	17	17	9	17				55	1			14	14	18	18
Addis Ababa	215	210	209	186	210		6		8		1	2	207	207	150	150
Dire Dawa	27	27	27	19	27	1	115		11	3	49	9	26	26	26	26
Sidama	111	107	105	86	107		3		4	3	14	1	77	77	99	99
National	3,428	3,129	2,990	1,697	3,100	9	394	2	1,660	885	87	81	2,204	2,108	2,571	2,375

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 programs have been given for adults who are over 15 and under 60 years of age.

The IFAE program empowers communities to utilize their own resources in a better planned way. It also initiates adult learners to use new technologies and inputs for 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 designed and delivered to the illiterate adults aged 15-60 years old. Increasing adult literacy rates will support to achieve the development goals of the country.

Accordingly, in 2008, Ministry of Education developed and published the National Adult Education Strategy which focuses on Integrated Functional Adult Education (IFAE), and contains the IFAE Curriculum Framework, IFAE Implementation guidelines, Minimum Learning Competency (MLC) and IFAE Facilitators' Training Manual.

IFAE is a two years' program designed for illiterate adults aged 15-60.

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, a total of 3,604,546 adults completed/graduated the two years IFAE program for the last five years, from 2016/17 to 2020/21. In the coming ESDP VI plan, around 19.8 million illiterate adults need to join the program.

5.2. Enrolment in IFAE Programs

In 2020/21 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 38.3% of the national figure. In Somali, Benishangul-Gumuz, SNNP, Addis Ababa and Sidama regions there are more females

enrolled than males. In all regions, there are more adults enrolled in Level 1 compared to Level 2, which shows a possible termination of after Level 1.

Table 5.1 Adult Enrolments by Region, Level and Sex, 2020/21

Region	Level 1		Level 2		Total		Regional	
	Male	Female	Male	Female	Male	Female	Total	Share (%)
Afar	5,973	3,826	3,141	2,279	9,114	6,105	15,219	0.71
Amhara	140,929	98,513	113,406	71,198	254,335	169,711	424,046	19.83
Oromia	243,897	174,072	123,766	87,891	367,663	261,963	629,626	29.44
Somali	13,833	14,702	9,845	10,724	23,678	25,426	49,104	2.30
Benishangul-Gumuz	9,783	11,243	6,560	6,653	16,343	17,896	34,239	1.60
SNNPR	226,142	234,375	186,505	183,298	412,647	417,673	830,320	38.83
Gambella					-	-	-	0.00
Harari	2,832	1,398	1,441	916	4,273	2,314	6,587	0.31
Addis Ababa	965	4,092	766	2,422	1,731	6,514	8,245	0.39
Dire Dawa	1,143	811	722	546	1,865	1,357	3,222	0.15
Sidama	33,131	44,648	26,058	33,926	59,189	78,574	137,763	6.44
National	678,628	587,680	472,210	399,853	1,150,838	987,533	2,138,371	100.00

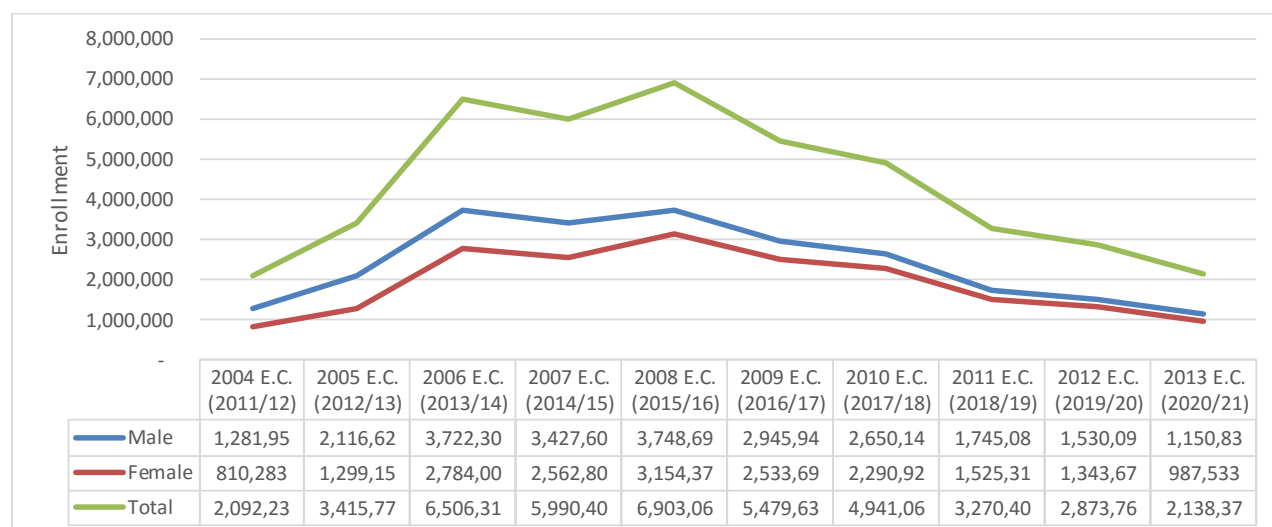
/No Gambella data since 2017/18 /

5.3. National Adult Enrolment Trend

The trend shows that since 2011/12, IFAE enrolment have been increased, except in 2014/15, as the program has been rolled out across the country. However, it became significantly decreasing from 2015/16 onward.

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

Chart 5.1 National Adult Enrolment Trend, 2011/12-2020/21



5.4. Graduates in IFAE Programs

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Number of female graduates in youth and adults life-skills education	1,997,123	2,627,194	100,605

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

In 2020/21, 200,339 adults graduated from the program, the figure is declining since 2018/19

When we compare the Level 2 enrolled adults from the total number of graduates, it can be observed that only 23% 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, 50.2% are females.

Table 5.2 Graduates from IFAE Programs by Region and Sex, 2020/21

Region	Graduates		
	Male	Female	Total
Afar	1,886	1,485	3,371
Amhara	12,098	7,863	19,961
Oromia	11,376	8,901	20,277
Somali	6,258	7,446	13,704
Benishangul-Gumuz	4,148	4,625	8,773
SNNP	49,364	50,736	100,100
Gambella			-
Harari	348	219	567
Addis Ababa	616	2,099	2,715
Dire Dawa	88	114	202
Sidama	13,552	17,117	30,669
National	99,734	100,605	200,339

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

5.5. IFAE Centers

In 2020/21, there are 25,904 reported IFAE centers nationally. Among the centers, the majority of them are found in regular school compounds, with 39.7% of the total number of centers. Among the type of centers, "Others" constitute the second proportion next to "Regular School Compound". "Others" include centers such as "Kebele Hall", "Private Houses", "Religious Institutions", "Shed/Das", etc.

Table 5.3 Adults' Learning Centers by Region and Type, 2020/21

Region	ABE Center	Edir Center	FAL Center	Farmers Association	Health Center	Regular School Compound	Other	Total
Afar	25	2	22	2		163	7	221
Amhara	2005	120	126	152	21	2570	665	5,659
Oromia	298	302	471	440	67	4814	2388	8,780
Somali	179		8	1		31	28	247
Benishangul-Gumuz	26	11	17	64	2	305	17	442
SNNP	471	946	625	829	211	2056	3390	8,528
Gambella	5						1	6
Harari	5	19	5	9	2	27	38	105
Addis Ababa	21	22	27	2	1	182	44	299
Dire Dawa	5	1	1			15	9	31
Sidama	110	8	44	42	7	109	1266	1,586
National	3,150	1,431	1,346	1,541	311	10,272	7,853	25,904

5.6. IFAE Facilitators

Teachers in the IFAE program, also termed as Facilitators, are of many types. It ranges from 'IFAE Expert' to 'Volunteer' facilitators, including experts from agriculture and health.

In 2020/21, there are 22,916 IFAE Facilitators reported across all regions; from which 32.2% are females. When we look at facilitators region wise, Oromia get the largest share with 43% of the total Facilitators, though the total enrolment is higher in SNNP.

Table 5.4 IFAE Facilitators by Region, Sex and Type of Facilitators, 2020/21

Region	Total																											
	Trained Trainer		IFAL Expert		Adult Education Specialist		Teacher		Agriculture Extension Expert		Health Extension		Volunteer		ABE Facilitator		Cooperatives 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	Male	Female	Male	Female		
Afar	3		14	1	1		41						1	2					131	14	22		215	15	230			
Amhara	69	92	212	242	12	16	44	17	4	3	2	9	17	15	5	2	1	6	547	537	311	310	1,224	1,249	2,473			
Oromia	354	130	1,559	1,122	313	263	3,329	996	40	6	11	38	249	76	94	37	3	2	48	26	811	345	6,811	3,041	9,852			
Somali	1						24	1	1		2								474	83	3		505	84	589			
Benishangul-Gumuz	117	75	107	62	4	1	7	5	2	1	3	1	4		14	1		1	39	22	25	9	322	178	500			
SNNP	437	158	542	202	301	116	679	164	49	12	43	50	710	256	107	31	25	11	1,005	421	1,124	436	5,022	1,857	6,879			
Gambella																												
Harari	29	9	11	2	6		35	19	1		1	6	12	1	1	2	1		54	9	21	5	172	53	225			
Addis Ababa	29	66	20	44	8	11	25	27			6	9	2	13					53	157	27	60	170	387	557			
Dire Dawa	9	2	12	3									1		2				3	3	9	1	36	9	45			
Sidama	75	73	43	9	37	17	256	148	1	1		1	166	83	4	2	3	4	188	76	294	85	1,067	499	1,566			
National	1,123	605	2,520	1,687	682	424	4,440	1,377	98	23	68	114	1,162	444	229	75	33	24	2,542	1,348	2,647	1,251	15,544	7,372	22,916			

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. Special needs education focuses on children and students who are at risk of repetition and dropout due to learning difficulties, disabilities or socio-emotional problems, or are excluded from education.

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

Inclusion emphasizes that all children and students can learn. 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. The educational environment must be adjusted to meet the needs of all learners (UNESCO, 2005). That means, Inclusive Education is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the school and its system including the attitude of the school community, the teaching style or instructional adaptation, educational provisions, curriculum modification and physical adaptation of the school environment to cater for all children with diverse backgrounds and abilities (Special Needs/Inclusive Education Strategy, 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 Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. In line with the international declarations, conventions and policies, it establishes the universal right to education, emphasizes the need to allocate resources and provide assistance to disadvantaged groups. Special Needs/Inclusive Education Strategy of the MOE also clearly states the rights of students with special educational needs to participate at all education levels. To increase enrolment and benefit of students with disabilities, targets are set in ESDP VI.

The following analysis indicates the participation of students with different disabilities at Pre-Primary, Primary and Middle, 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

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Gross Enrolment rate of children with SNE, Pre-Primary Female	1.2	3.0	1.5
Gross Enrolment rate of children with SNE, Pre-Primary Male	1.5	3.4	1.9

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, Using 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.

The population figures in the calculation of Gross and Net Enrollment Ratios have been based on the same assumption used in ESDP VI that 15% of the population live with disabilities based on a World Health Organization estimate. Pre-Primary includes all the three modalities.

Table 6.1 Pre-Primary GER for Students with Disabilities by Region and Sex, 2020/21

Region	Population with SNE (Ages 4-6)			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	10,551	10,001	20,552	74	61	135	0.7	0.6	0.7
Amhara	126,031	120,783	246,814	768	553	1,321	0.6	0.5	0.5
Oromia	242,408	235,751	478,158	253	182	435	0.1	0.1	0.1
Somali	41,181	40,172	81,354	223	106	329	0.5	0.3	0.4
Benishangul-Gumuz	6,994	6,732	13,725	91	61	152	1.3	0.9	1.1
SNNP	123,710	124,057	247,767	5,873	5,059	10,932	4.7	4.1	4.4
Gambella	2,526	2,449	4,976	208	243	451	8.2	9.9	9.1
Harari	1,279	1,223	2,502	173	97	270	13.5	7.9	10.8
Addis Ababa	16,349	16,220	32,570	3,320	2,072	5,392	20.3	12.8	16.6
Dire Dawa	2,259	2,178	4,437	81	55	136	3.6	2.5	3.1
Sidama	34,602	33,318	67,919	528	442	970	1.5	1.3	1.4
National	607,890	592,884	1,200,775	11,592	8,931	20,523	1.9	1.5	1.7

Gross enrollment in Pre-Primary, though improved from last year, missed the ESDP VI target of the year in both sexes

The Gross Enrolment Ratio nationally for pre-primary is 1.7%, which shows a significant improvement by doubling the last year's result. This is a result 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, or not intently recorded.

With respect to type of disability, "Learning Difficulty" is the highest figure with 26.8% of the total figure, followed by "Vision Problem" with 14.4%. The table below shows the detail enrollment figure by type of disability.

Table 6.2 Pre-Primary Enrollment for Students with Disabilities by Region, Sex and Type of Disability, 2020/21

Region	Behavioral and socialization																												Total											
	Vision Problem		Hearing Problem		Physical Disability		Intellectual Disability		Communication Difficulty		problem		Learning Difficulty		Autism		Multiple Disability																							
	Some Difficulty on Vision	Blind	Some Difficulty on Hearing	Deaf	Some Difficulty on Physical Disability	A lot of Difficulty on Physical Disability	Some difficulty on Intellectual	A lot of difficulty on Intellectual	Some difficulty on Communication	A lot of difficulty on Communication	Some difficulty on Behaviour and socialization	A lot of difficulty on Behaviour and socialization	Some difficulty on Learning	A lot of difficulty on Learning	Autism	Deaf -Blind	Visual Problem & physical disability	Hearing problem & physical disability																						
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T										
Afar	15	7	7	4	4	10	5	3	9	5	4	4	5	3	3	6	4	3			2	1	13	13	3	2					74	61	135							
Amhara	32	19	23	15	43	28	103	69	41	25	17	12	124	101	102	102	62	25	21	17	46	40	16	12	95	60	31	14	5	9	4	3	4	1	768	553	1,321			
Oromia	23	15	5	2	8	10	14	5	32	33	11	4	49	44	11	11	23	21	9	5	17	4	1	-	37	22	8	5	2	1	1	-		2	-	253	182	435		
Somali	55	29	6	1	29	19	3	1	14	4	7	4	8	3	6	2	58	15	2	2			4	4	2	1	6	5	20	15	3	1			223	106	329			
Beneshangul-Gumuz	8	7	-	1	8	5	4	1	12	4	1	1	16	10	1	-	5	1	1	-	7	4	1	1	20	18	6	8					1	-	91	61	152			
SNNP	900	736	58	65	599	502	114	99	362	297	70	53	534	413	65	47	662	551	133	120	720	645	171	124	1,087	1,058	223	202	17	12	96	92	29	37	33	6	5,873	5,059	10,932	
Gambella	38	20	49	8	17	30	5	50	11	14	31	7	10	7	5	71			19	4	1	29	12	5	2					3	1			1	1	208	243	451		
Harari	13	9	2	-	15	5	1	-	8	7	2	1	40	14	8	2	17	7	10	5	12	10	-	1	41	34	3	1	1	1					173	97	270			
AddisAbaba	291	243	7	6	43	39	46	44	153	84	61	42	298	189	56	36	406	218	89	35	337	153	79	24	1,150	769	175	111	62	31	40	35	10	4	17	9	3,320	2,072	5,392	
DireDawa	9	8	1	-	6	5			14	4	3	4	11	5	7	5	6	2	-	2	3	1	1	-	17	17	-	1	1	-	1	-	-	1	1	-		81	55	136
Sidama	108	97	2	1	45	37	11	7	24	20	7	10	46	26	17	14	29	27	10	7	25	19	36	30	82	72	43	37	1	-	36	35	1	-	5	3	528	442	970	
National	1,482	1,190	160	103	817	690	306	279	680	497	214	142	1,141	815	281	296	1,272	870	275	212	1,171	877	340	209	2,549	2,066	498	386	104	65	189	168	43	46	60	20	11,592	8,931	20,523	

6.2. Enrolment of Primary and Middle Students with Disabilities

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Gross Enrolment rate of children with SNE, Grades 1-8 Female	9.7	12.7	7.1
Gross Enrolment rate of children with SNE, Grades 1-8 Male	12.3	14.8	8.9

According to the data collected and shown in the table below, the total number of students with special education needs who are attending Primary and Middle school in 2020/21 is 233,310, showing a significant decrement from last year, by 29 percentage points.

Table 6.3 GER in Primary and Middle Schools for Students with Disabilities by Region and Sex, 2020/21

Region	Population with SNE (Ages 7-14)			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	26,792	25,039	51,831	699	512	1,211	2.6	2.0	2.3
Amhara	331,887	320,970	652,857	13,954	11,125	25,079	4.2	3.5	3.8
Oromia	594,822	581,646	1,176,468	40,278	28,514	68,792	6.8	4.9	5.8
Somali	95,379	92,504	187,883	945	712	1,657	1.0	0.8	0.9
Benishangul-Gumuz	17,380	16,807	34,187	4,150	2,825	6,975	23.9	16.8	20.4
SNNP	274,707	277,803	552,510	58,518	48,307	106,825	21.3	17.4	19.3
Gambella	6,373	6,140	12,513	1,030	857	1,887	16.2	14.0	15.1
Harari	3,302	3,185	6,487	1,664	1,193	2,857	50.4	37.5	44.0
Addis Ababa	34,976	35,982	70,958	2,818	2,915	5,733	8.1	8.1	8.1
Dire Dawa	5,623	5,502	11,125	716	490	1,206	12.7	8.9	10.8
Sidama	76,836	74,609	151,444	5,919	5,169	11,088	7.7	6.9	7.3
National	1,468,075	1,440,188	2,908,263	130,691	102,619	233,310	8.9	7.1	8.0

From the data indicated in table above, GER of students with special education needs in Primary and Middle schools is 8.0%, with a 3.1 percentage points decrement from last year. Moreover, enrolment of female students is less than males in all regions except in Addis Ababa.

The ESDP VI target for the year has been missed for both sexes

With respect to type of disability, Similar to the case in Pre-Primary, “Learning Difficulty” is the highest figure with 20% of the total figure, followed by “Vision Problem” with 16.9%. The table below shows the detail enrollment figure by disability type.

Table 6.4 Primary and Middle School Enrollment for Students with Disabilities by Region, Sex and Type of Disability, 2020/21

Region	Vision Problem				Hearing Problem				Physical Disability				Intellectual Disability				Communication Difficulty				Behavioral and socialization				Learning Difficulty				Autism				Multiple Disability								Total
	Some Difficulty on Vision		Blind		Some Difculty on Hearing		Deaf		Some Difficulty on Physical Disability		A lot of Difficulty on Physical Disability		Some difficulty on Intellectual		A lot of difficulty on Intellectual		Some difficulty on Communication		A lot of difficulty on Communication		Some difficulty on Behaviour and socialization		A lot of difficulty on Behaviour and socialization		Some difficulty on Learning		A lot of difficulty on Learning		Autism		Deaf - Blind		Visual Problem & physical disability		Hearing problem & physical disability						
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T				
Afar	100	93	29	19	85	55	40	23	76	55	29	22	99	83	11	6	46	33	20	12	25	6	20	11	71	48	38	44	1	-	6	1	3	1	699	512	1,211				
Amhara	892	764	919	728	1,014	850	2,116	1,954	922	713	450	326	2,669	2,140	1,231	946	788	554	260	176	639	402	375	222	1,130	995	375	285	56	49	66	35	24	19	28	27	13,954	11,125	25,079		
Oromia	5,249	3,819	528	402	5,315	3,665	1,286	910	4,352	2,618	1,026	637	6,442	4,156	772	474	3,426	2,138	463	294	3,507	2,419	515	353	6,122	5,615	659	526	89	54	342	269	185	165	40,278	28,514	68,792				
Somali	198	159	63	48	141	106	88	68	113	84	39	20	53	33	39	27	53	31	11	4	38	31	20	22	47	50	22	17	5	5	11	7	1	-	3	-	945	712	1,657		
Beneshangul-Gumuz	679	466	27	22	523	324	108	78	499	268	109	86	645	430	90	51	284	183	38	22	410	311	85	83	542	429	65	43	6	4	14	5	3	3	23	17	4,150	2,825	6,975		
SNNP	9,565	7,705	644	550	6,047	4,924	1,362	1,010	4,028	3,103	913	736	5,005	3,984	936	714	5,113	4,108	1,304	1,016	7,054	5,880	1,559	1,195	10,851	9,397	2,548	2,467	389	297	779	793	245	253	176	175	58,518	48,307	106,825		
Gambella	152	131	45	30	160	115	58	42	88	70	56	40	76	73	38	43	49	18	8	5	53	62	136	121	81	89	15	10	6	1	2	5	3	1	4	1	1,030	857	1,887		
Harari	182	194	19	11	158	91	50	28	39	27	15	9	239	172	60	40	173	141	39	24	312	163	52	36	290	231	23	14	13	8	-	4	-	-	-	1,664	1,193	2,857			
AddisAbaba	959	1,320	27	37	196	216	56	86	102	79	37	42	152	138	21	14	79	63	30	28	388	207	172	125	520	457	52	74	14	11	11	16	2	2	-	-	2,818	2,915	5,733		
DireDawa	121	89	5	3	82	59	18	24	62	48	17	10	78	45	10	7	73	35	11	7	62	22	7	8	144	121	15	7	-	-	6	4	2	1	3	-	716	490	1,206		
Sidama	1,195	975	80	59	658	584	274	182	452	322	82	71	618	567	105	105	507	430	110	73	403	353	206	185	1,004	1,013	164	201	10	8	34	29	7	9	10	3	5,919	5,169	11,088		
National	19,292	15,715	2,386	1,909	14,379	10,989	5,456	4,405	10,733	7,387	2,773	1,999	16,076	11,821	3,313	2,427	10,591	7,794	2,294	1,661	12,891	9,856	3,147	2,361	20,802	18,385	3,976	3,688	589	437	1,271	1,168	290	289	432	388	130,691	102,619	233,310		

6.3. Enrolment of Secondary Students with Disabilities

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Enrolment rate of children with SNE, Grades 9-12 Female	2.4	4.1	2.1
Enrolment rate of children with SNE, Grades 9-12 Male	3.2	4.8	2.8

A total of 30,935 students with special education needs are currently attending secondary school. This shows a significant decrement, around 18 percentage points, from last year. Nationally, 42.2% of the total enrollment with disabilities are females.

Table 6.5 GER in Secondary Schools for Students with Disability, 2020/21

Region	Population with SNE (Ages 15-18)			Students with SNE			GER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	11,322	9,686	21,008	123	79	202	1.1	0.8	1.0
Amhara	141,485	139,296	280,781	1,941	1,382	3,323	1.4	1.0	1.2
Oromia	280,080	275,052	555,133	4,646	2,923	7,569	1.7	1.1	1.4
Somali	32,321	27,344	59,665	-	-	-	0.0	0.0	0.0
Benishangul-Gumuz	8,190	7,924	16,114	457	251	708	5.6	3.2	4.4
SNNP	110,955	114,694	225,648	9,454	7,346	16,800	8.5	6.4	7.4
Gambella	3,198	2,914	6,112	176	120	296	5.5	4.1	4.8
Harari	1,619	1,587	3,206	21	11	32	1.3	0.7	1.0
Addis Ababa	12,950	14,260	27,210	335	380	715	2.6	2.7	2.6
Dire Dawa	2,926	2,934	5,860	73	51	124	2.5	1.7	2.1
Sidama	31,034	30,803	61,837	661	505	1,166	2.1	1.6	1.9
National	636,080	626,493	1,262,573	17,887	13,048	30,935	2.8	2.1	2.5

According to ESDP VI, the GER target of secondary education for students with special education needs are 4.1 and 4.8 percent for females and males respectively, in the year 2020/21. As can be seen in the above table, the calculated GER for both sex in this year is too far from the target.

From table 6.5, SNNP has the highest GER at 7.4%; whereas majority of the regions perform below 2%, with Somali region didn't report SNE data in secondary education.

With respect to type of disability, "Behavioral and Socialization" is the highest figure with 19.9% of the total figure, followed by "Vision Problem" with 21.8%. The table below shows the detail enrollment figure by disability type.

Table 6.6 Secondary School Enrollment for Students with Disabilities by Region, Sex and Type of Disability, 2020/21

Region	Vision Problem				Hearing Problem				Physical Disability				Intellectual Disability				Communication Difficulty				Behavioral and socialization				Learning Difficulty				Autism				Multiple Disability								Total		
	Some Difficulty on Vision		Blind		Some Difficulty on Hearing		Deaf		Some Difficulty on Physical Disability		A lot of Difficulty on Physical Disability		Some difficulty on Intellectual		A lot of difficulty on Intellectual		Some difficulty on Communication		A lot of difficulty on Communication		Some difficulty on Behaviour and socialization		A lot of difficulty on Behaviour and socialization		Some difficulty on Learning		A lot of difficulty on Learning		Autism		Deaf -Blind		Visual Problem & physical disability		Hearing problem & physical disability								
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T						
Afar	28	25	2	3	23	14	5	1	19	4	1	2	3	2	3	-	10	9	5	3	14	13	10	3												123	79	202					
Amhara	227	159	380	256	170	122	181	179	228	153	112	62	109	92	30	24	61	36	38	21	105	72	83	57	122	82	73	57	1	2	16	5	5	1	-	2	1,941	1,382	3,323				
Oromia	794	496	102	80	468	284	181	125	666	336	212	136	362	197	32	18	345	203	40	24	509	358	59	34	561	331	48	25	8	1	183	193			76	82	4,646	2,923	7,569				
Somali																																											
Beneshangul-Gumuz	103	56	4	2	52	28	9	14	59	37	15	3	40	22	2	-	37	17	10	4	49	16	6	5	67	46			1	-	1	1	1	-	1	-	457	251	708				
SNNP	1,777	1,365	112	68	820	690	143	127	809	592	121	107	457	332	44	31	928	746	181	138	2,040	1,490	505	389	1,044	866	370	315	5	6	49	51	28	24	21	9	9,454	7,346	16,800				
Gambella	30	19	5	-	38	36	8	5	30	17	32	11	15	7	2	6	7	6	2	-	6	9			-	4					1	-					176	120	296				
Harari	2	2	1	-	1	3	5	2	1	-			5	3	3	-			1	-	2	-	-	1													21	11	32				
AddisAbaba	152	223	4	3	39	49			13	19	6	5	14	13	1	3	16	12			83	30			5	19			2	4							335	380	715				
DireDawa	16	16			9	9	11	7	13	8	4	-	4	1	1	-	7	4			6	6			2	-											73	51	124				
Sidama	128	66	10	11	68	53	21	14	88	75	22	26	102	78	12	4	41	41	33	19	78	69	18	18	37	29	2	2	1	-						661	505	1,166					
National	3,257	2,427	620	423	1,688	1,288	564	474	1,926	1,241	525	352	1,111	747	130	86	1,452	1,074	310	209	2,892	2,063	681	507	1,838	1,377	493	399	18	13	250	250	34	25	98	93	17,887	13,048	30,935				

In general, under reporting of children with SEN is partaking a large impact on the calculated figures in all levels of general education.

7. Teachers in General Education

ESDP VI 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 teachers in this edition is based on the new Education Road Map. So, minimum qualification requirement is Diploma for Pre-Primary, First Degree for Primary and Middle, Second Degree for Secondary education.

The analysis of the teaching work force has been carried out covering the ownership of schools (Government and Non-Government), teachers' distribution based on qualification, female shares as school leaders, as well as the extent of attrition.

7.1. Distribution of Teachers

Nationally, there are a total of 674,334 teaching force across all levels; kindergarten, primary (including "O"-class) and secondary schools in Ethiopia, without the work force from Tigray region. Out of this, 39% are females.

The majority of teachers are male across all levels, with the exception of Kindergarten. In primary, middle and secondary schools, 64% of the teaching force is male, whereas in kindergarten schools this is reversed with 92 % 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 with 29.8%; whereas the cumulative score for the six regions, except of Addis Ababa, Amhara, Tigray and SNNP, is below 6% in aggregate. This low figure might be due to under reporting of teachers in the regions, apart the size of the regions.

Table 7.1 Number of Teachers across all Levels by Region and Sex, 2020/21

Region	Kindergarten		Primary		Middle		Secondary		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	33	109	2,907	894	1,531	589	822	145	5,293	1,737	7,030
Amhara	178	2,509	44,022	49,710	32,372	16,534	28,884	9,563	105,456	78,316	183,772
Oromia	829	8,101	61,910	54,993	39,931	16,051	32,822	6,708	135,492	85,853	221,345
Somali	11	7	10,786	1,989	297	52	2,368	207	13,462	2,255	15,717
Benishangul-Gumuz	7	138	2,722	1,637	1,988	936	1,522	293	6,239	3,004	9,243
SNNP	464	2,655	35,670	25,049	27,845	11,932	21,426	4,751	85,405	44,387	129,792
Gambella	104	144	1,966	772	1,053	319	1,185	88	4,308	1,323	5,631
Harari	17	216	695	712	485	272	401	113	1,598	1,313	2,911
Addis Ababa	439	11,276	6,607	8,650	7,751	6,356	8,596	2,133	23,393	28,415	51,808
Dire Dawa	54	344	1,121	731	757	330	636	108	2,568	1,513	4,081
Sidama	197	1,066	16,616	7,052	8,916	2,895	5,073	1,189	30,802	12,202	43,004
National	2,333	26,565	185,022	152,189	122,926	56,266	103,735	25,298	414,016	260,318	674,334

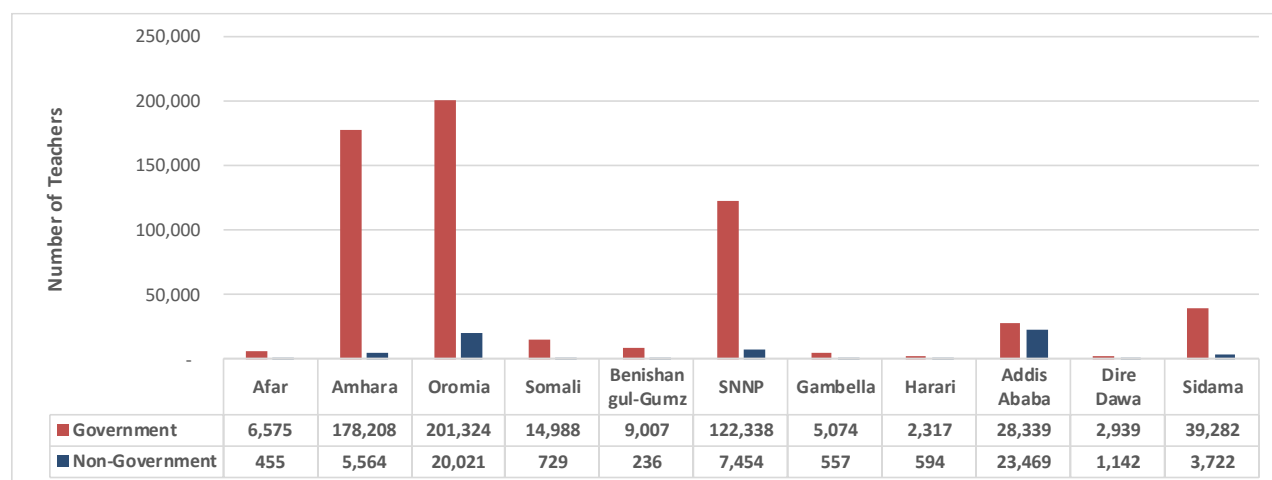
7.2. Government and Non-Government Distribution of Teachers

As expected, the majority of teachers work in Government schools, accounting for 91%. Table 7.3 below presents the quantitative distribution of teachers across Government and Non-Government schools.

Table 7.2 Distribution of Teachers across all Levels by Ownership, Sex and Region, 2020/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	5,034	1,541	6,575	259	196	455	5,293	1,737	7,030
Amhara	103,480	74,728	178,208	1,976	3,588	5,564	105,456	78,316	183,772
Oromia	127,345	73,979	201,324	8,147	11,874	20,021	135,492	85,853	221,345
Somali	12,854	2,134	14,988	608	121	729	13,462	2,255	15,717
Benishangul-Gumuz	6,151	2,856	9,007	88	148	236	6,239	3,004	9,243
SNNP	81,615	40,723	122,338	3,790	3,664	7,454	85,405	44,387	129,792
Gambella	3,982	1,092	5,074	326	231	557	4,308	1,323	5,631
Harari	1,368	949	2,317	230	364	594	1,598	1,313	2,911
Addis Ababa	14,058	14,281	28,339	9,335	14,134	23,469	23,393	28,415	51,808
Dire Dawa	2,007	932	2,939	561	581	1,142	2,568	1,513	4,081
Sidama	28,737	10,545	39,282	2,065	1,657	3,722	30,802	12,202	43,004
National	386,631	223,760	610,391	27,385	36,558	63,943	414,016	260,318	674,334

Chart 7.1 Distribution of Teachers across all Levels by Ownership and Region, 2020/21



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

At national level, there are 28,898 teachers in kindergartens, most of which found in Non-Government schools.

In Somali, Gambella and Harari, there is no Government teacher reported, and data reporting problems observed in most regions in filling Kindergarten data. the majority of Kindergarten teachers are concentrated in Addis Ababa, with 41% of the national figure.

Table 7.3 Distributions of Teachers in Kindergartens by Region, Sex and Ownership, 2020/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	1	10	11	32	99	131	33	109	142
Amhara	14	128	142	164	2,381	2,545	178	2,509	2,687
Oromia	71	324	395	758	7,777	8,535	829	8,101	8,930
Somali	-	-	-	11	7	18	11	7	18
Benishangul-Gumz	-	21	21	7	117	124	7	138	145
SNNP	52	228	280	412	2,427	2,839	464	2,655	3,119
Gambella	-	-	-	104	144	248	104	144	248
Harari	-	-	-	17	216	233	17	216	233
Addis Ababa	293	3,256	3,549	146	8,020	8,166	439	11,276	11,715
Dire Dawa	1	5	6	53	339	392	54	344	398
Sidama	6	5	11	191	1,061	1,252	197	1,066	1,263
National	438	3,977	4,415	1,895	22,588	24,483	2,333	26,565	28,898

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

At national level, there are a total of 337,211 teachers (including O-Class teachers) in Primary schools. The share of government schools is about 93.3%. The share of teachers in each of the regional states logically corresponds to the overall student population of the states.

Table 7.4 Distributions of Primary Teachers by Region, Sex and Ownership, 2020/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	2,743	822	3,565	164	72	236	2,907	894	3,801
Amhara	43,013	48,738	91,751	1,009	972	1,981	44,022	49,710	93,732
Oromia	57,375	51,666	109,041	4,535	3,327	7,862	61,910	54,993	116,903
Somali	10,306	1,885	12,191	480	104	584	10,786	1,989	12,775
Benishangul-Gumz	2,665	1,612	4,277	57	25	82	2,722	1,637	4,359
SNNP	33,701	24,168	57,869	1,969	881	2,850	35,670	25,049	60,719
Gambella	1,807	704	2,511	159	68	227	1,966	772	2,738
Harari	613	592	1,205	82	120	202	695	712	1,407
Addis Ababa	3,426	5,044	8,470	3,181	3,606	6,787	6,607	8,650	15,257
Dire Dawa	912	557	1,469	209	174	383	1,121	731	1,852
Sidama	15,553	6,624	22,177	1,063	428	1,491	16,616	7,052	23,668
National	172,114	142,412	314,526	12,908	9,777	22,685	185,022	152,189	337,211

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

Based on the new Education Road Map, the previous Primary education (Grades 1-8) is categorized by Primary (Grades 1-6) and Middle (Grades 7-8). And hence the total number of teachers for Grades 1-8 will be the sum of the two levels.

There are a total of 179,192 teachers in Middle schools. The share of government schools is similar with Primary, about 94%. It should be clear that, as the Primary and Middle schools are in the same compound in most of the cases, teachers are counted based on the number of periods they are teaching (in Primary/Secondary).

Table 7.5 Distributions of Middle School Teachers by Region, Sex and Ownership, 2020/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	1,478	564	2,042	53	25	78	1,531	589	2,120
Amhara	31,901	16,344	48,245	471	190	661	32,372	16,534	48,906
Oromia	38,245	15,415	53,660	1,686	636	2,322	39,931	16,051	55,982
Somali	250	45	295	47	7	54	297	52	349
Benishangul-Gumuz	1,973	930	2,903	15	6	21	1,988	936	2,924
SNNP	27,066	11,638	38,704	779	294	1,073	27,845	11,932	39,777
Gambella	999	300	1,299	54	19	73	1,053	319	1,372
Harari	421	254	675	64	18	82	485	272	757
Addis Ababa	4,624	4,186	8,810	3,127	2,170	5,297	7,751	6,356	14,107
Dire Dawa	621	273	894	136	57	193	757	330	1,087
Sidama	8,407	2,753	11,160	509	142	651	8,916	2,895	11,811
National	115,985	52,702	168,687	6,941	3,564	10,505	122,926	56,266	179,192

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

There are 129,033 secondary school teachers nationally. In Addis Ababa the proportion of teachers in Non-Government is the highest of all regions, with 51.3% share from the entire Non-Government work force.

It can be noted in Table 7.6 below that the majority of teachers, 80.4%, are males. The trend is similar across regions with regard to the proportion of male and female teachers.

Table 7.6 Distributions of Secondary School Teachers by Region, Sex and Ownership, 2020/21

Region	Government			Non-Government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	812	145	957	10	-	10	822	145	967
Amhara	28,552	9,518	38,070	332	45	377	28,884	9,563	38,447
Oromia	31,654	6,574	38,228	1,168	134	1,302	32,822	6,708	39,530
Somali	2,298	204	2,502	70	3	73	2,368	207	2,575
Benishangul-Gumuz	1,513	293	1,806	9	-	9	1,522	293	1,815
SNNP	20,796	4,689	25,485	630	62	692	21,426	4,751	26,177
Gambella	1,176	88	1,264	9	-	9	1,185	88	1,273
Harari	334	103	437	67	10	77	401	113	514
Addis Ababa	5,715	1,795	7,510	2,881	338	3,219	8,596	2,133	10,729
Dire Dawa	473	97	570	163	11	174	636	108	744
Sidama	4,771	1,163	5,934	302	26	328	5,073	1,189	6,262
National	98,094	24,669	122,763	5,641	629	6,270	103,735	25,298	129,033

7.3. Qualification Level of Teachers

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Pre-primary (KG) teachers holding the ECCE Diploma Female	79.5	81.5	29.8
Pre-primary (KG) teachers holding the ECCE Diploma Male	20.5	18.5	34.2
Primary and Middle teachers appropriately qualified Female	40.6	43.5	13.6
Primary and Middle teachers appropriately qualified Male	59.4	56.5	12.8
Secondary teachers appropriately qualified Female	19.3	20.2	8.0
Secondary teachers appropriately qualified Male	79.7	78.9	10.5

The qualification level of teachers is an important aspect of improving the quality of education in a country. In the new Ethiopian Education Road Map, Kindergarten teachers should have at least Diploma level of qualification; whereas Primary and Middle school teachers should have at least Bachelor Degree and Master's Degree for Secondary school teachers.

7.3.1. The Qualification of Pre-Primary (KG) Teachers

Nationally, most of the teachers who are teaching in Pre-Primary are not appropriately qualified for the level based on the new education system.

The ESDP VI target for this year has been met for Male but missed for female. Though 92% of Kindergarten teachers are females, the number of qualified female teachers could not reach the required target.

When we look at the percentage of qualified teachers, qualified male teachers score by far above female, but the difference in the total number of teachers is the reverse.

Table 7.7 Percentage of Pre-Primary (KG) Teachers' Qualification by Region and Sex, 2020/21

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	2	11	13	6.1	10.1	9.2
Amhara	70	874	944	39.3	34.8	35.1
Oromia	239	1,874	2,113	28.8	23.1	23.7
Somali	-	-	-	-	-	-
Benishangul-Gumz	3	70	73	42.9	50.7	50.3
SNNP	155	794	949	33.4	29.9	30.4
Gambella	16	52	68	15.4	36.1	27.4
Harari	7	85	92	41.2	39.4	39.5
Addis Ababa	189	3,853	4,042	43.1	34.2	34.5
Dire Dawa	9	43	52	16.7	12.5	13.1
Sidama	107	264	371	54.3	24.8	29.4
National	797	7,920	8,717	34.2	29.8	30.2

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

7.3.2. The Qualification of Primary Teachers

Nationally, most of the teachers who are teaching in primary are not appropriately qualified for the level mainly because of the qualification required for the level is first degree by the new Road Map.

The ESDP VI target for this year has been missed for both sexes.

When we look at the percentage of qualified teachers, qualified female teachers score above male. This may be the impact of incompleteness in qualification of teachers at the time of filling the item at school level.

Table 7.8 Percentage of Primary Teachers' Qualification by Region and Sex, 2020/21

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	283	123	406	10	14	10.7
Amhara	1,747	1,856	3,603	4	4	3.8
Oromia	7,167	7,658	14,825	12	14	12.7
Somali	202	53	255	2	3	2.0
Benishangul-Gumz	172	125	297	6	8	6.8
SNNP	2,632	2,203	4,835	7	9	8.0
Gambella	179	55	234	9	7	8.5
Harari	71	91	162	10	13	11.5
Addis Ababa	2,913	3,229	6,142	44	37	40.3
Dire Dawa	112	115	227	10	16	12.3
Sidama	463	301	764	3	4	3.2
National	15,941	15,809	31,750	8.6	10.4	9.4

7.3.3. The Qualification of Middle School Teachers

The ESDP VI target for this year has been missed for both sexes.

Similar to the primary level, qualified female teachers score above male, with the same reason may impact the figure.

Table 7.9 Percentage of Middle School Teachers' Qualification by Region and Sex, 2020/21

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	293	115	408	19.1	19.5	19.2
Amhara	2,823	1,590	4,413	8.7	9.6	9.0
Oromia	9,710	4,672	14,382	24.3	29.1	25.7
Somali	26	6	32	8.8	11.5	9.2
Benishangul-Gumuz	325	145	470	16.3	15.5	16.1
SNNP	4,476	2,247	6,723	16.1	18.8	16.9
Gambella	129	70	199	12.3	21.9	14.5
Harari	95	55	150	19.6	20.2	19.8
Addis Ababa	4,661	3,215	7,876	60.1	50.6	55.8
Dire Dawa	242	104	346	32.0	31.5	31.8
Sidama	739	306	1,045	8.3	10.6	8.8
National	23,519	12,525	36,044	19.1	22.3	20.1

The table below further elucidates the qualification level of Primary and Middle school teachers (Grades 1-8) in general. Since the qualification required for the two levels is the same, the figure simply took the sum of the two and rate against the total number of teachers in Grades 1-8.

Table 7.10 Percentage of Teachers' Qualification by Region and Sex, Primary and Middle, 2020/21

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	576	238	814	13.0	16.0	13.7
Amhara	4,570	3,446	8,016	6.0	5.2	5.6
Oromia	16,877	12,330	29,207	16.6	17.4	16.9
Somali	228	59	287	2.1	2.9	2.2
Benishangul-Gumuz	497	270	767	10.6	10.5	10.5
SNNP	7,108	4,450	11,558	11.2	12.0	11.5
Gambella	308	125	433	10.2	11.5	10.5
Harari	166	146	312	14.1	14.8	14.4
Addis Ababa	7,574	6,444	14,018	52.8	42.9	47.7
Dire Dawa	354	219	573	18.8	20.6	19.5
Sidama	1,202	607	1,809	4.7	6.1	5.1
National	39,460	28,334	67,794	12.8	13.6	13.1

7.3.4. The Qualification of Secondary Teachers

Out of the total number of teachers teaching in secondary (Grades 9-12) schools, teachers who fulfill the standard qualification for the level based on the new Road Map are only 10%. The total number of teachers

teaching in secondary school (with qualification reported) who fulfill the standard or having Master's degree is 12,886.

In general, in all levels, lots of work is required to meet the ESDP VI targets for the coming years since the national figure is too far from the target.

Table 7.11 Percentage of Secondary Teachers' Qualifications by Region and Sex, 2020/21

Region	Number of Qualified Teachers			Qualified (%)		
	Male	Female	Total	Male	Female	Total
Afar	10	1	11	1.2	0.7	1.1
Amhara	3,322	862	4,184	11.5	9.0	10.9
Oromia	4,192	535	4,727	12.8	8.0	12.0
Somali	18	3	21	0.8	1.4	0.8
Benishangul-Gumz	116	8	124	7.6	2.7	6.8
SNNP	1,518	224	1,742	7.1	4.7	6.7
Gambella	20	-	20	1.7	-	1.6
Harari	12	5	17	3.0	4.4	3.3
Addis Ababa	1,483	350	1,833	17.3	16.4	17.1
Dire Dawa	61	11	72	9.6	10.2	9.7
Sidama	109	26	135	2.1	2.2	2.2
National	10,861	2,025	12,886	10.5	8.0	10.0

7.4. Attrition of Teachers

Attrition can be used as one important evidence about the number of teachers that have left the education system each year and their reasons for doing so, and it will be an input for the extent to which the gap in the teaching work force is. 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 and Middle Schools

The national attrition rate for Primary and Middle school teachers in 2020/21 is 1.7% with 0.1 percentage points decrement from last year. Male teachers recorded with more attrition rate at national level. Addis Ababa and Dire Dawa scored the highest attrition rate of all regions, whereas Amhara and Gambella have the least score.

Table 7.12 Number Teachers left Teaching in Primary and Middle Schools by Region and Sex, 2020/21

Region	Total Attrition			All Primary Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	128	30	158	4,438	1,483	5,921	2.9	2.0	2.7
Amhara	248	223	471	76,394	66,244	142,638	0.3	0.3	0.3
Oromia	1997	1026	3023	101,841	71,044	172,885	2.0	1.4	1.7
Somali	88	67	155	11,083	2,041	13,124	0.8	3.3	1.2
Benishangul-Gumz	85	21	106	4,710	2,573	7,283	1.8	0.8	1.5
SNNP	1508	630	2138	63,515	36,981	100,496	2.4	1.7	2.1
Gambella	7	2	9	3,019	1,091	4,110	0.2	0.2	0.2
Harari	15	18	33	1,180	984	2,164	1.3	1.8	1.5
Addis Ababa	1156	981	2137	14,358	15,006	29,364	8.1	6.5	7.3
Dire Dawa	92	53	145	1,878	1,061	2,939	4.9	5.0	4.9
Sidama	281	115	396	25,532	9,947	35,479	1.1	1.2	1.1
National	5,605	3,166	8,771	307,948	208,455	516,403	1.8	1.5	1.7

The highest figure for the reason of attrition is categorized under “Other”; this includes “Assignment”, “Ethical problem”, “Political post”, and “Transfer to other school” in which each of the reasons separately has little scores to the national figure.

As table 7.13 below shows, the most frequent reason given for attrition, apart from “Other”, is ‘Leaving teaching profession’, at a rate of 16.7% followed by ‘Retirement’, with 13.7% similar with last year.

Table 7.13 Reasons given by Primary and Middle School Teachers for Leaving the Profession, 2020/21

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			
Afar	6	1	38	10	6	1	0	0	78	18	128	30	158	
Amhara	14	14	44	38	3	8	31	32	156	131	248	223	471	
Oromia	133	89	329	186	61	27	393	171	1081	553	1997	1026	3023	
Somali	87	67					1	-	-	-	88	67	155	
Benishangul-Gumz	8	1	13	-	2	1	1	-	61	19	85	21	106	
SNNP	146	44	210	91	60	41	218	76	874	378	1508	630	2138	
Gambella	7	2							-	-	7	2	9	
Harari	1	1	1	-			3	10	10	7	15	18	33	
Addis Ababa	49	28	216	209	10	22	63	108	818	614	1156	981	2137	
Dire Dawa	4	3	21	7	4	1	5	12	58	30	92	53	145	
Sidama	20	13	31	17	36	15	53	22	141	48	281	115	396	
National	475	263	903	558	182	116	768	431	3,277	1,798	5,605	3,166	8,771	

7.4.2. Attrition of Teachers in Secondary Schools

The attrition rate in secondary schools is summarized in Table 7.14 below. Accordingly, it has been found out that it is about 2.4% nationally, with a 0.2 percentage points decrement from last year. The highest attrition rate is registered as 7.2% in Harari, followed by 6.3% in Addis Ababa. The lowest attrition rate is observed in Amhara and Somali, with just 0.2% each, while Gambella didn’t report the data for this level.

Table 7.14 Number Teachers left Teaching in Secondary Schools by Region and Sex, 2020/21

Region	Total Attrition			All Secondary Teachers			Attrition Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Afar	46	6	52	822	145	967	5.6	4.1	5.4
Amhara	55	10	65	28,884	9,563	38,447	0.2	0.1	0.2
Oromia	811	119	930	32,822	6,708	39,530	2.5	1.8	2.4
Somali	4	0	4	2,368	207	2,575	0.2	0.0	0.2
Benishangul-Gumuz	55	16	71	1,522	293	1,815	3.6	5.5	3.9
SNNP	733	178	911	21,426	4,751	26,177	3.4	3.7	3.5
Gambella	0	0	0	1,185	88	1,273	0.0	0.0	0.0
Harari	26	11	37	401	113	514	6.5	9.7	7.2
Addis Ababa	573	102	675	8,596	2,133	10,729	6.7	4.8	6.3
Dire Dawa	14	5	19	636	108	744	2.2	4.6	2.6
Sidama	158	134	292	5,073	1,189	6,262	3.1	11.3	4.7
National	2,475	581	3,056	103,735	25,298	129,033	2.4	2.3	2.4

The reasons for attrition among secondary school teachers have also explored. There are a significant number of undisclosed reasons which are categorized under “Other”.

Among the disclosed reasons, similar to primary case, “Leaving teaching profession” accounts the largest share, with 16.8%, followed by “Retirement” with 13.5% of the attrition at national level. This national pattern is reflected across the regions as well. The information provided in Table 7.15 further elucidates the above narration.

Table 7.15 Reasons given by Secondary Teachers for Leaving the Profession, 2020/21

Reason													
Region	Death		Leaving teaching profession		Prolonged Sickness		Retirement		Other		Total Attrition		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	2	0	21	4	4	1	1	0	18	1	46	6	52
Amhara	5	1	6	2	2	0	11	0	31	7	55	10	65
Oromia	55	9	136	16	22	3	144	32	454	59	811	119	930
Somali	4	-							-	-	4	0	4
Benishangul-Gumz	1	-	16	5	2	-	2	2	34	9	55	16	71
SNNP	26	4	121	22	10	10	101	15	475	127	733	178	911
Gambella											0	0	0
Harari	2	2	7	4			12	3	5	2	26	11	37
Addis Ababa	10	4	107	23	2	-	35	15	419	60	573	102	675
Dire Dawa	2	0	3	-			3	1	6	4	14	5	19
Sidama	8	2	15	4	5	-	25	10	105	118	158	134	292
National	115	22	432	80	47	14	334	78	1,547	387	2,475	581	3,056

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

7.5. School Leaders and Supervisors

Along 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 in regions. Such kind of Gender Profile assessment will help the Government to empower females in bringing them to leadership and filling the gap in equity.

7.5.1. School Leaders and Supervisors in Primary and Middle Schools

In 2020/21, the total number of Primary and Middle school principals and vice principals are 43,892, from which only 12% of them are females.

Table 7.16 School Leaders in Primary and Middle Education by Region and Sex, 2020/21

Region	Principals		Vice Principals		CRC Supervisors		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	318	54	32	7	75	7	425	68	493
Amhara	8,359	589	1,056	453	1,912	87	11,327	1,129	12,456
Oromia	12,954	1,257	3,763	1,155	2,632	105	19,349	2,517	21,866
Somali	817	23	129	6	10	-	956	29	985
Benishangul-Gumz	439	68	39	84	73	4	551	156	707
SNNP	5,143	294	1,790	449	1,174	73	8,107	816	8,923
Gambella	272	20	64	24	39	7	375	51	426
Harari	68	12	35	19	16	4	119	35	154
Addis Ababa	611	197	643	234	158	93	1,412	524	1,936
Dire Dawa	98	18	42	48	13	2	153	68	221
Sidama	1,106	75	872	156	259	17	2,237	248	2,485
National	30,185	2,607	8,465	2,635	6,361	399	45,011	5,641	50,652

On the other hand, there are 6,374 cluster supervisors reported in primary schools, in which the female share is below 1%.

7.5.2. School Leaders and Supervisors in Secondary Schools

Similarly, the table below shows the detail on the number of principals, vice principals and supervisors in secondary schools. It shows that there are 6,203 principals and vice principals are reported in secondary schools across the country. From which, the female share is only below 1%

Table 7.17 School Leaders in Secondary Education by Region and Sex, 2020/21

Region	Principals		Vice Principals		Supervisors		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Afar	34	2	11	1	15	15	60	18	78
Amhara	598	14	505	60	240	96	1,343	170	1,513
Oromia	1200	23	1,050	126	330	11	2,580	160	2,740
Somali	84	0	20	-	9	4	113	4	117
Benishangul-Gumz	38	2	8	2	18	-	64	4	68
SNNP	693	21	630	59	-	-	1,323	80	1,403
Gambella	59	1	44	2	-	-	103	3	106
Harari	12	2	18	3	5	4	35	9	44
Addis Ababa	177	23	286	48	314	453	777	524	1,301
Dire Dawa	22	2	33	7	24	11	79	20	99
Sidama	111	1	149	22	38	6	298	29	327
National	3,028	91	2,754	330	993	600	6,775	1,021	7,796

On the other hand, compared to principals and vice principals in both level of education, the females share in secondary supervisor is notable, with 37.7%.

7.5.3. Qualified School Leaders and Supervisors

ESDP VI Indicator	2018/19 Baseline	2020/21 Target	2020/21 Actual
Primary and Middle School Leaders appropriately qualified Female	11.2	12.7	6.8
Primary and Middle School Leaders appropriately qualified Male	55.2	60.3	47.4
Secondary School Leaders appropriately qualified Female	6.8	7.6	4.0
Secondary School Leaders appropriately qualified Male	56.0	61.8	60.9
Percentage of qualified Primary School Supervisors (CRC) Female	5.0	9.4	4.7
Percentage of qualified Primary and Middle School Supervisors (CRC) Male	72.8	72.8	78.7
Percentage of qualified Secondary School Supervisors (CRC)	90	95	52.9

The qualification level of school leaders and supervisors is also an important aspect of improving the quality of education and leadership in a country. The qualification required for school leaders and supervisors is similar to the corresponding qualification of teachers in each level. The tables below show the level qualification of school leaders and supervisors in Primary and Middle and Secondary education.

Table 7.18 Qualified School Leaders and Supervisors in Primary and Middle Education by Region and Sex, 2020/21

Region	Number of Qualified School Leaders and CRC Supervisors						Qualified (%)					
	Principals		Vice Principals		CRC Supervisors		School Leaders			CRC Supervisors		
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Afar	103	29	14	5	39	4	28.5	8.3	36.7	47.6	4.9	52.4
Amhara	5,572	393	625	334	1,644	70	59.3	7.0	66.2	82.2	3.5	85.7
Oromia	7,079	625	1,839	625	2,324	95	46.6	6.5	53.2	84.9	3.5	88.4
Somali	101	1	17	1	1	-	12.1	0.2	12.3	10.0	-	10.0
Benishangul-Gumuz	147	22	12	17	35	2	25.2	6.2	31.4	45.5	2.6	48.1
SNNP	2,186	148	865	260	897	62	39.7	5.3	45.1	71.9	5.0	76.9
Gambella	80	7	25	4	18	4	27.6	2.9	30.5	39.1	8.7	47.8
Harari	31	4	14	9	9	3	33.6	9.7	43.3	45.0	15.0	60.0
Addis Ababa	513	139	530	186	123	62	61.9	19.3	81.2	49.0	24.7	73.7
Dire Dawa	68	10	17	32	8	1	41.3	20.4	61.7	53.3	6.7	60.0
Sidama	576	52	395	87	225	15	44.0	6.3	50.2	81.5	5.4	87.0
National	16,456	1,430	4,353	1,560	5,323	318	47.4	6.8	54.2	78.7	4.7	83.4

The percentage is calculated based on the total number of school leaders and supervisors in the previous section.

The ESDP VI target for school leaders has been missed in both sexes, however national target for male supervisors has been successfully achieved.

Table 7.19 Qualified School Leaders and Supervisors in Secondary Education by Region and Sex, 2020/21

Region	Number of Qualified School Leaders and Supervisors						Qualified (%)					
	Principals		Vice Principals		Supervisors		School Leaders			Supervisors		
	Male	Female	Male	Female	Male	Female	Male	Female	Total	Male	Female	Total
Afar	17	1	5	-	2	-	45.8	2.1	47.9	6.7	-	6.7
Amhara	561	10	470	53	169	52	87.6	5.4	92.9	50.3	15.5	65.8
Oromia	712	14	539	55	288	8	52.1	2.9	55.0	84.5	2.3	86.8
Somali	10	0	5	-	2	1	14.4	-	14.4	15.4	7.7	23.1
Benishangul-Gumuz	18	0	5	-	9	-	46.0	-	46.0	50.0	-	50.0
SNNP	437	12	331	28	-	-	54.7	2.9	57.6			
Gambella	46	1	34	1	-	-	75.5	1.9	77.4			
Harari	10	1	13	2	1	-	65.7	8.6	74.3	11.1	-	11.1
Addis Ababa	140	14	231	36	140	121	69.5	9.4	78.8	18.3	15.8	34.0
Dire Dawa	15	1	27	6	10	6	65.6	10.9	76.6	28.6	17.1	45.7
Sidama	77	0	76	14	32	2	54.1	4.9	59.0	72.7	4.5	77.3
National	2,043	54	1,736	195	653	190	60.9	4.0	64.9	41.0	11.9	52.9

The ESDP VI target for both school leaders and supervisors in this year has been missed.

On the other hand, though the national figure does not meet the target, five regions scored above 70% for qualified school leaders. There is a huge gap in female leaders and supervisors, in which three regions do not report data on female vice principals. Moreover, five regions also have no female supervisors, from which two of them (SNNP and Gambella) have no reported supervisors at all.

8. Colleges of Teachers' Education

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

As of 2010/21, 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.

Currently, CTEs are preparing themselves for the provision of Degree programs in teaching to fulfill the gap in qualified teacher so that successfully accomplish the ESDP VI target in line with the new Education Road Map

To assess the capacities and quality of services at CTEs, the Ministry of Education collects educational data on annual basis. With this, the 2020/21 CTEs data has been organized and collected on students, academic and administrative staffs from all colleges of teachers' education in the country.

The response rate for this year is better than that of the previous year's collection by an addition of one institution, with a return of completed data from 34 CTEs out of a total of 39. For those CTEs that didn't return the questionnaire, the 2019/20 figure was used so that the national figure could be generated accordingly.

8.1. Enrolment in CTEs

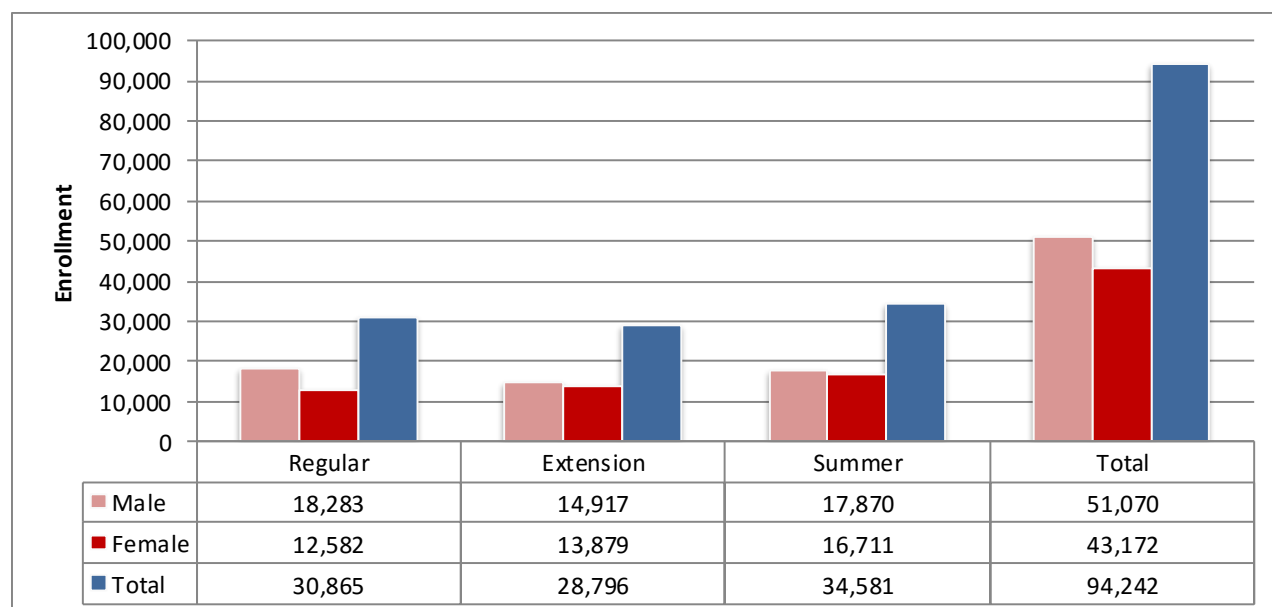
The total enrolment in all programs (regular, extension and summer) for this year is 94,242, which is less by 29 percentage points from last year. There is a steady decline in enrollment starting from the year 2010 E.C. (2017/18); Among the reasons stated by CTE representatives, one is the mass promotion of Grade 10 students directly to Grade 11 in the previous years based on the new education road map where the national exam at Grade 10 has been terminated. These group of students were the major input for CTEs, and currently CTEs didn't register first year students as they are in the process of upgrading the current diploma programs to degree equivalent. Moreover, prospective teachers are currently joined CTEs by taking an entrance exam, which may decrease the number of mass trainee as before.

The gender share in the total enrollment shows that 54.2% are male and 45.8% female, which is a better achievement with respect to equity. The highest proportion of the enrollment is in Summer programs, constituting 36.7%, followed by Regular and Extension programs with 32.8% and 30.6% respectively. Table 8.1 and Chart 8.1 show the enrollment data disaggregated by program, year and sex.

Table 8.1 Enrolments by Program, Year and Sex, 2020/21

Program	Year I		Year II		Year III		Year IV		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
Regular	1,586	1,431	8,076	5,169	8,621	5,982	0	0	18,283	12,582	30,865
Extension	1,255	1,064	3,444	3,282	7,612	7,129	2,606	2,404	14,917	13,879	28,796
Summer	624	689	1,847	2,979	5,470	4,892	9,929	8,151	17,870	16,711	34,581
Total	3,465	3,184	13,367	11,430	21,703	18,003	12,535	10,555	51,070	43,172	94,242

/Note: Extension=Evening + Weekend/

Chart 8.1 Enrolments by Program and Sex, 2020/21

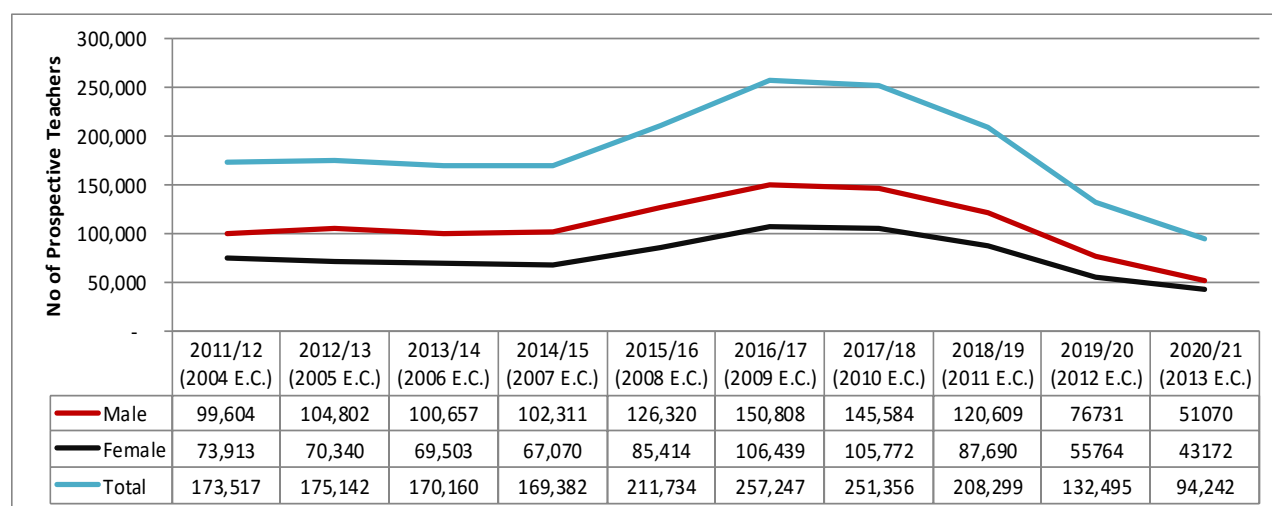
With respect to modality, majority of prospective teachers enrolled under New Modality, constituting 74% of the total enrollment. From the new modality again, most of the prospective teachers are under the program of “Specialist”, while the cluster modality is almost vanishing.

Table 8.2 Enrolments by Program, Modality and Sex, 2020/21

Modality	Program						Total		
	Regular		Extension		Summer				
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Cluser Modality	297	187	0	0	2,608	1,704	2,905	1,891	4,796
Linear Modality	8,184	4,168	3,441	2,117	965	813	12,590	7,098	19,688
New Modality	9,802	8,227	11,476	11,762	14,297	14,194	35,575	34,183	69,758
Specialist	8,516	7,201	7,903	6,993	11,508	9,818	27,927	24,012	51,939
Generalist	1,048	833	828	763	2,174	3,010	4,050	4,606	8,656
Integrated	164	75	1,695	1,064	506	390	2,365	1,529	3,894
Others	74	118	1,050	2,942	109	976	1,233	4,036	5,269
Total	18,283	12,582	14,917	13,879	17,870	16,711	51,070	43,172	94,242

Chart 8.2 below also shows enrollment trend in the last ten years. The chart shows that enrolment has been increased since 2011/12 (2004 E.C.) with the exceptional decrease in 2013/14 and 2014/15 and a decrease from 2017/18 onwards. It should also be clear that, even though the data have been increasing from 2009/10, there was still a problem of getting the exact result since all CTEs couldn't submit their data as required.

Chart 8.2 Trends in Prospective Teachers' Enrolment, 2011/12-2020/21



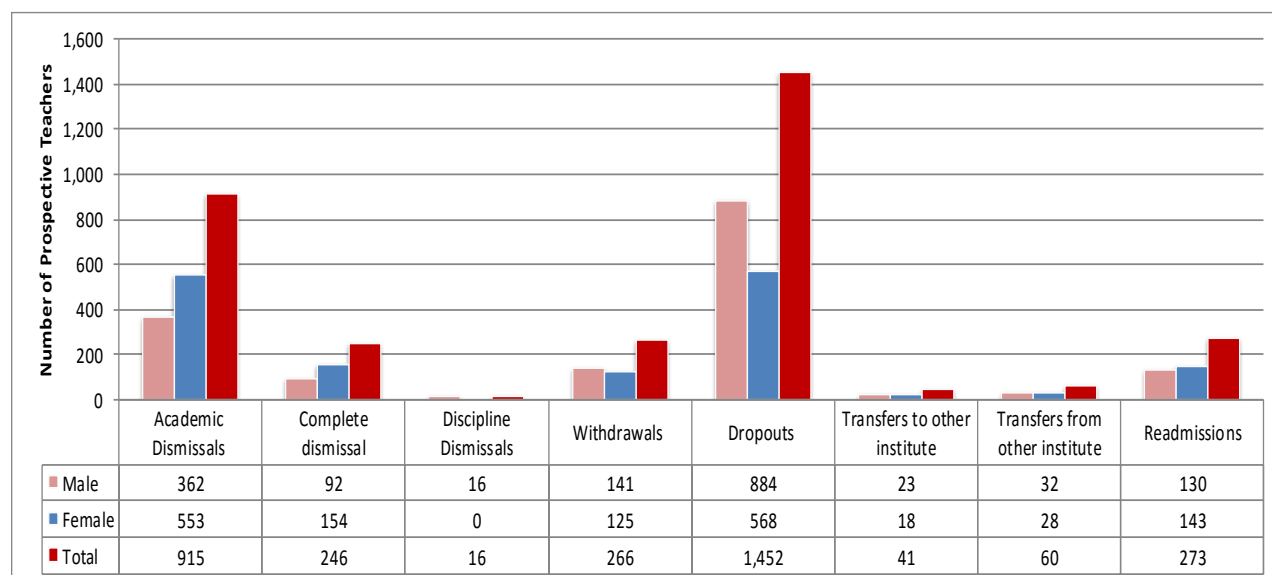
8.2. Attrition of Prospective Teachers in CTEs

Data also collected on attrition of prospective teachers within CTEs. Though there are many reasons for attrition, the questionnaire was designed to incorporate eight major reasons believed to be the most common.

Table 8.3 and Chart 8.3 below show the attrition figure that prospective teachers left the CTE system for different reasons. It can be seen from the table and chart that Dropout is the reason with the highest figure, x% of the total, unlike the previous years' reason in which "Academic Dismissal" was at the top. Attrition has been decreased this year by 18.6 percentage points from last year.

Table 8.3 Attrition of Prospective Teachers by Program, Reason and Sex, 2020/21

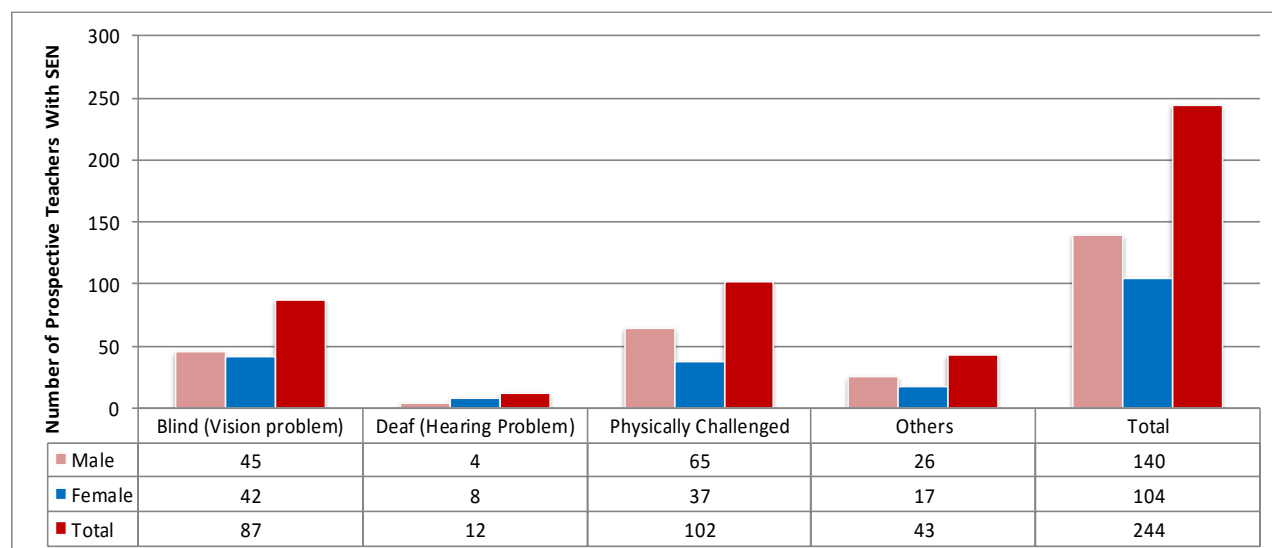
Reasons for attrition	Regular		Extension		Summer		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Academic Dismissals	168	256	98	177	96	120	362	553	915
Complete dismissal	36	81	45	58	11	15	92	154	246
Discipline Dismissals	15	0	1	0	0	0	16	0	16
Withdrawals	90	82	48	37	3	6	141	125	266
Dropouts	224	142	660	422	0	4	884	568	1,452
Transfers to other institute	20	13	3	5	0	0	23	18	41
Transfers from other institute	27	22	3	4	2	2	32	28	60
Readmissions	73	75	57	68	0	0	130	143	273
Total	653	671	915	771	112	147	1,680	1,589	3,269

Chart 8.3 Attrition of Prospective Teachers by Reason and Sex, 2020/21

8.3. Prospective Teachers with Special Needs in CTEs

The survey tool also includes enrollment data with special needs. Accordingly, data collected from CTEs on the number of prospective teachers enrolled with special education needs also reported. The data has been collected in four different categories; Blind/vision problem, Deaf/Hearing problem, physically challenged and “others”; which is basically not aligned to the more comprehensive categories of disabilities used in the general education questionnaires.

A total of 244 prospective teachers, Chart 8.4, enrolled in 2020/21 with special education needs nationally in all programs; from which “Physically Challenged” has the largest share, with 42%. However, the data used in this analysis has been subjected to very low response rate.

Chart 8.4 Prospective Teachers Enrolled with Special Needs, 2020/21

8.4. Graduates from CTEs

In 2020/21 the total number of graduates in all programs is 43,392, which started decreasing from last year. The Extension program took the largest share of the graduates, with 38% of the total graduates. With respect to modality, more than 85% 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 43.7%, which increases by 3 percentage points from last year. The table below shows graduates by program, modality and sex.

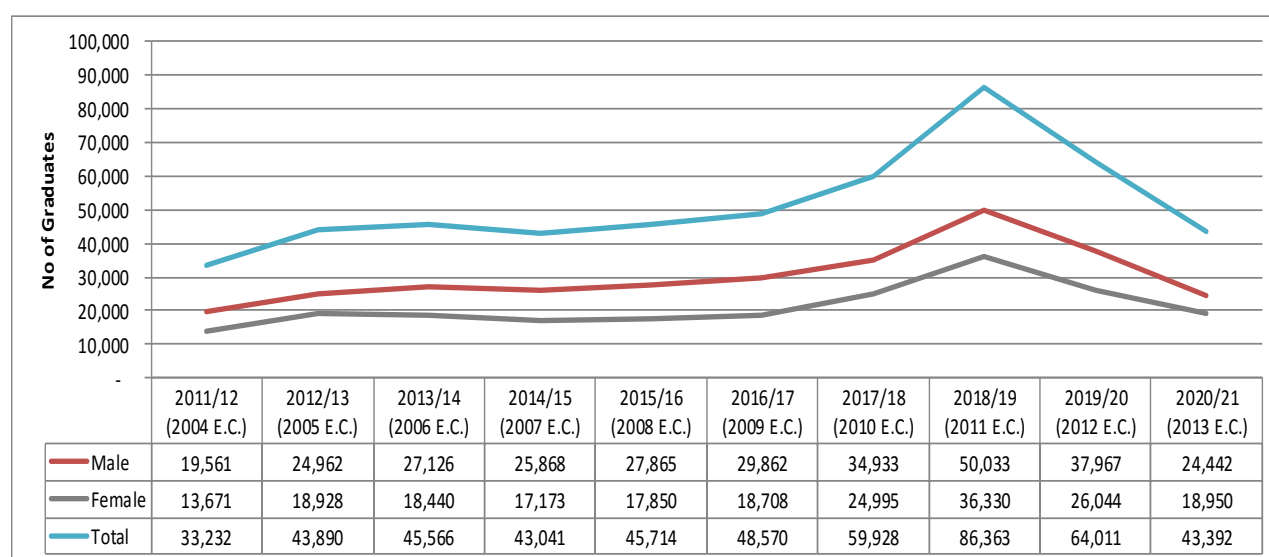
Table 8.4 Graduates by Program, Modality and Sex, 2020/21

Modality	Program						Total		
	Regular		Extension		Summer		Male	Female	Total
	Male	Female	Male	Female	Male	Female			
Cluster Modality	164	70	0	0	0	0	164	70	234
Linear Modality	2,664	1,169	1,259	613	380	142	4,303	1,924	6,227
New Modality	6,079	5,146	7,730	6,889	6,166	4,921	19,975	16,956	36,931
Specialist	5,074	4,231	6,566	5,241	4,863	3,420	16,503	12,892	29,395
Generalist	815	707	1,083	1,602	978	1,281	2,876	3,590	6,466
Integrated	106	47	81	46	275	175	462	268	730
Others	84	161	0	0	50	45	134	206	340
Total	8,907	6,385	8,989	7,502	6,546	5,063	24,442	18,950	43,392

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. However, the data has been declining from 2018/19 onwards due to the decrease in enrollment by the reason mentioned before.

Chart 8.5 shows the trend in the number of graduates over the last ten years, with a steady increment and decrement before and after 2014/15 and start declining from last year.

Chart 8.5 Trends in the Number of Graduates, 2011/12-2020/21

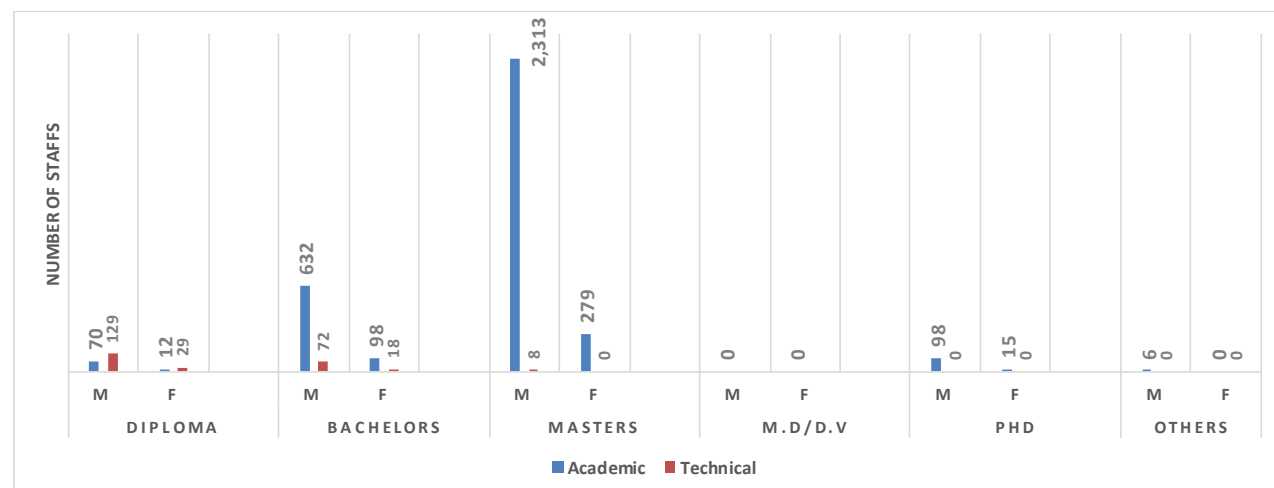


8.5. Staff in CTEs

8.5.1. Academic and Technical Staff

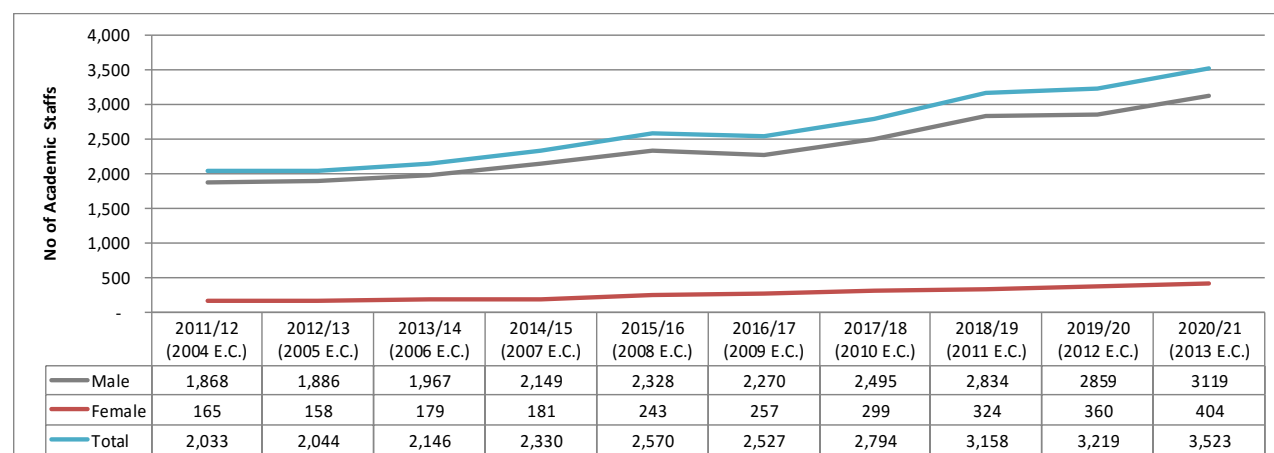
In 2020/21 both the academic and technical staffs of CTEs in the country are 3,779, with a 10 percentage points increment from last year. From this, only 256 of them are technical staff. Among the academic staffs, the female share is only 11.5%, however this number is greater by 0.3 percentage points from the previous year. The chart below shows the staff distribution by qualification.

Chart 8.6 Numbers of Staff by Qualification and Sex, 2020/21



When we Consider the academic staffs, the trend over the last ten years is shown in Chart 8.7 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 8.7 Trends in Academic Staff, 2011/12-2020/21



Academic rank is also an equivalent way to measure the extent for the staff quality in addition to qualification.

Majority of the academic staffs are “Lecturers”, with more than 73% of the total, followed by “Assistant Lecturer”. “Assistant” and “Associate” professors are only 134 in all CTEs, whereas there is no “Professor” reported from CTEs at all. Below is the staff summary by their academic rank.

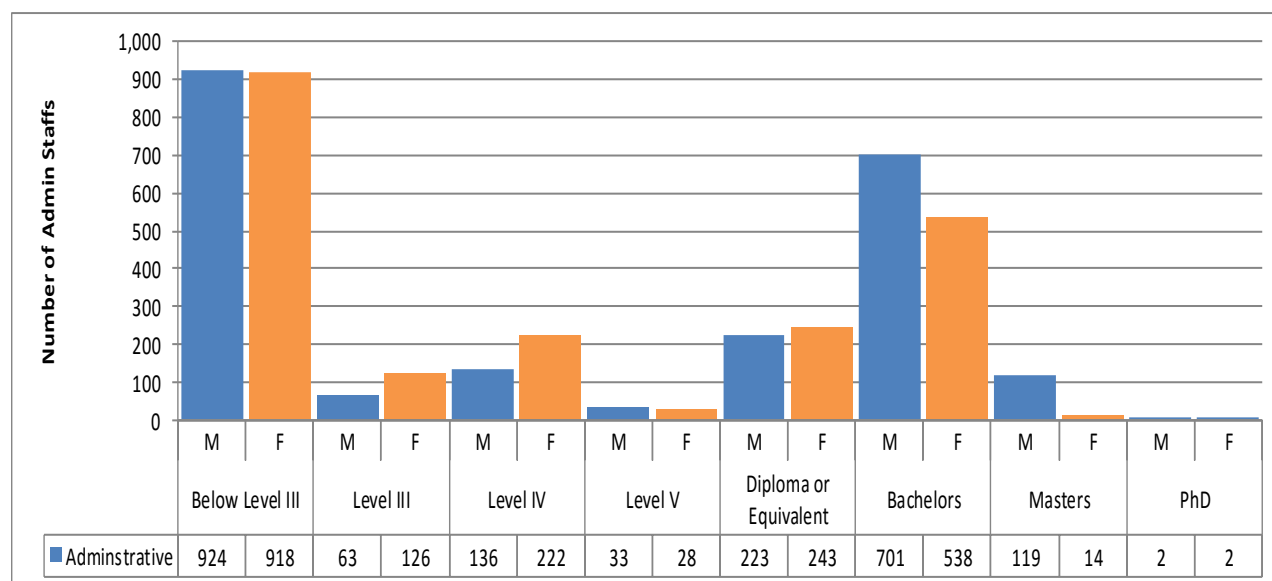
Table 8.5 Academic and Technical Staff by Rank and Sex, 2020/21

Rank	Academic Staff			Rank	Technical Staff		
	Male	Female	Total		Male	Female	Total
Graduate Assistant I	36	6	42	Technical Assistant	54	13	67
Graduate Assistant II	55	20	75	Senior Technical Assistant	94	19	113
Assistant Lecturer	553	97	650	Chief Technical Assistant I	29	10	39
Lecturer	2,305	272	2,577	Chief Technical Assistant II	32	4	36
Assistant Professor	112	14	126	Others	1	0	1
Associate Professor	7	1	8	Total	210	46	256
Professor	-	-	-				
Others	41	4	45				
Total	3,109	414	3,523				

8.5.2. Administrative Staff

Together with academic and technical staffs, administrative staffs are playing an important role for the full functioning of colleges. In this academic year, the total number of administrative staffs in all CTEs is 43,292 with almost equivalent distribution across sex. From the total administrative staffs, 43% are Diploma and above, and there are four PhD holders. The chart below shows the staff distribution by qualification and sex.

Chart 8.8 Administrative Staff by Qualification and Sex, 2020/21



8.6. Staff Attrition

Similar to the attrition of prospective teachers, data also collected on attrition of staffs, Academic, Technical and Administrative, in CTEs. In this academic year, the total staff attrition accounts to 251.

Table 8.6 below shows the attrition of staffs that left CTEs with different reasons. It can be seen from the table that transfer is higher in Academic Staffs. Among the reasons of attrition, “Transfer to Higher Education Institution” and “Resignation” scored the highest figure, with 28.7 and 28.3 percent respectively of the total attrition value.

Table 8.6 Staff Attrition by Reason and Sex, 2020/21

Reasons for attrition	Academic		Technical		Administrative		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Government Appointment	11	0	1	0	8	0	20	0	20
Transfer to other Higher Education Institutions	52	13	0	0	3	4	55	17	72
Transfer to other gov't Agencies	8	0	2	1	2	5	12	6	18
Resignation	24	4	2	0	30	11	56	15	71
Retirement	20	2	0	0	8	3	28	5	33
Death	11	1	3	0	4	4	18	5	23
Discipline	8	0	0	0	0	0	8	0	8
Other	3	1	0	0	2	0	5	1	6
Total	137	21	8	1	57	27	202	49	251

9. Refugee Education

9.1. Introduction

As of 31 August, 2021, Ethiopia is the third largest refugee hosting country in Africa, sheltering 795,108 refugees and asylum seekers. The overwhelming majority originate from South Sudan, Somalia, Eritrea and Sudan.

Ethiopia has long history hosting refugees based the 1951 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. Majority of the refugees (52%) are in school going age between 3 to 18 years.

Education data in the academic year (2020/21) indicates that a total of 160,908 (Male 92,655 and Female 68,253) refugee students enrolled in the different levels of General Education; from ECCE 47,611 (Male 24,454 and Female 23,157), Primary 83,740 (Male 47,125 and Female 36,612), Middle level 16,919 (Male 11,431 and Female 5,488) and Secondary 12,638 (Male 9,642 and Female 2,996).

The government of Ethiopia has enacted the revised Refugee Proclamation 1110/2019 in February that provides refugees 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 Six (ESDP VI, 2020/21-2024/25) and the continued use of the national curriculum in all camps-based schools. In May 2019, ARRA and MoE signed Memorandum of Understanding 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 including 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). In line with the UNHCR's Global Education Strategy 2030, there is also "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). The inclusion of refugee education into the sixth series of Education Sector Development Plan (ESDP VI) and the Education Management Information System (EMIS) since 2016/2017 academic year into the Education Statistical Annual Abstract (ESAA) is part of the effort and commitment of the Government of Ethiopia on inclusion into the national system.

The gains made in terms of access to education for refugees has been challenged by the COVID-19 pandemic. Schools have closed since Mid-March 2020 and reopened in phases beginning from

October/November 2020. The MoE launched distance learning through TV and radio broadcasts. UNHCR and its partners have joined efforts to mainstream education for refugees into the initiative by the government. Challenges including lack of TV and radio sets by refugee households, inadequate coverage of radio broadcasts and lack of local radio broadcasts, language differences, among others put the refugee learners to have access to the distance learning. After school reopening, the already vulnerable refugee children have been at the risk of dropping out. The total number of refugee learners enrolled before school closure due to the pandemic was 202,195 compared to the 20.4% decrease after school reopening, 160,908 (92,655 males and 68,253 females). In terms of enrolment rate, Pre-Primary level is the highest impacted by the pandemic. The reduction/loss of Gross Enrolment Rate (GER) is from 57.7% to 44.0% for Pre-Primary and 69.6% to 50.0% for Primary and Middle. The enrolment rate for Secondary education has shown improvement, from 13.7% to 15.6%.

In addition to the COVID-19 pandemic, the conflict in Tigray Region has also contributed to the loss of the gains achieved so far.

During the school closure, efforts have been in place to support continuity of education supported by allocation of global fund: 'Education Cannot Wait' (ECW) and LEGO Foundation. The funds have been crucial in supporting continuity of education through home-based learning including provision of solar-powered radios and memory stick loaded by recorded contents, self-study materials and COVID-19 prevention messages.

Further to the allocation of funds, UNHCR has initiated discussions with partners on re-programming of their projects to respond to the pandemic and provide support to the learners in line with the government initiatives while observing the COVID 19 pandemic protocols. The Ministry of Education in collaboration with Ministry of Health (MoH) has issued COVID-19 guidelines. This required UNHCR and its partners to put more resources for provision of Personal Protective Equipment (PPE), expansion of learning spaces including the use of community spaces, use of double shift system to reduce the spread of the virus. Efforts have been put in place to cover the lost classes due to closure of schools. Catch up/make up classes have been arranged including weekends. This Education Statistical Annual Abstract (ESAA) is the fourth series of its kind since the integration of refugee education into the MoE annual yearbook.

As of June 2021, the number of school-age refugee children in Ethiopia was 594,779 of whom 160,908 (27.1%) were enrolled in 149 schools in all levels of General Education around four refugee hosting regional states of Ethiopia. There are other refugee students that have access to the host community schools outside the refugee camps including in the urban settings mainly in Addis Ababa.

Multiple challenges still remain in refugee education when compared to the MoE standards. Challenges persist in the areas of access, quality, equity, teacher's quality and supply and safe-learning environment. Majority of the school in camps lack adequate infrastructure, WASH facilities, qualified teachers and education materials like textbooks and other learning supplies. The majority of the refugee schools still don't fulfil the minimum standards of a safe learning environment as per the government's/REBs standards.

As stipulated in the UNHCR Ethiopia Refugee 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 Strategy 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 Education Statistics Annual Abstract for the fourth 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 2020/21, the school-age population increased from 386,066 to 594,779 in June 2021 (without Shire). In the previous year, the school-age population represented approximately 49% the refugee population, whereas in this year the school-age population is estimated to be 27.3% of the refugee population.

Table 10.1 Refugee school age population, 2020/21

Location	Age 3-6			Age 7-12			Age 13-14			Age 15-18			Age 19-24			Age 25-34		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Semera	5,008	4,877	9,885	5,945	5,692	11,637	1,957	1,810	3,767	7,902	7,502	15,404	3,009	2,943	5,952	23,821	22,824	46,645
Assosa	5,612	5,471	11,083	6,925	6,354	13,279	2,260	1,781	4,041	9,185	8,135	17,320	4,580	3,286	7,866	28,562	25,027	53,589
Dollo Ado	13,260	13,015	26,275	17,958	17,661	35,619	7,315	6,847	14,162	25,273	24,508	49,781	12,179	11,311	23,490	75,985	73,342	149,327
Gambella	29,581	28,742	58,323	44,343	43,291	87,634	12,261	11,454	23,715	56,604	54,745	111,349	20,931	17,313	38,244	163,720	155,545	319,265
Jigjiga	2,663	2,620	5,283	2,864	2,946	5,810	926	864	1,790	3,790	3,810	7,600	2,705	2,765	5,470	12,948	13,005	25,953
Total	56,124	54,725	110,849	78,035	75,944	153,979	24,719	22,756	47,475	102,754	98,700	201,454	43,404	37,618	81,022	305,036	289,743	594,779

Table 10.2 Number of Schools and Sections by level and Location, 2020/21

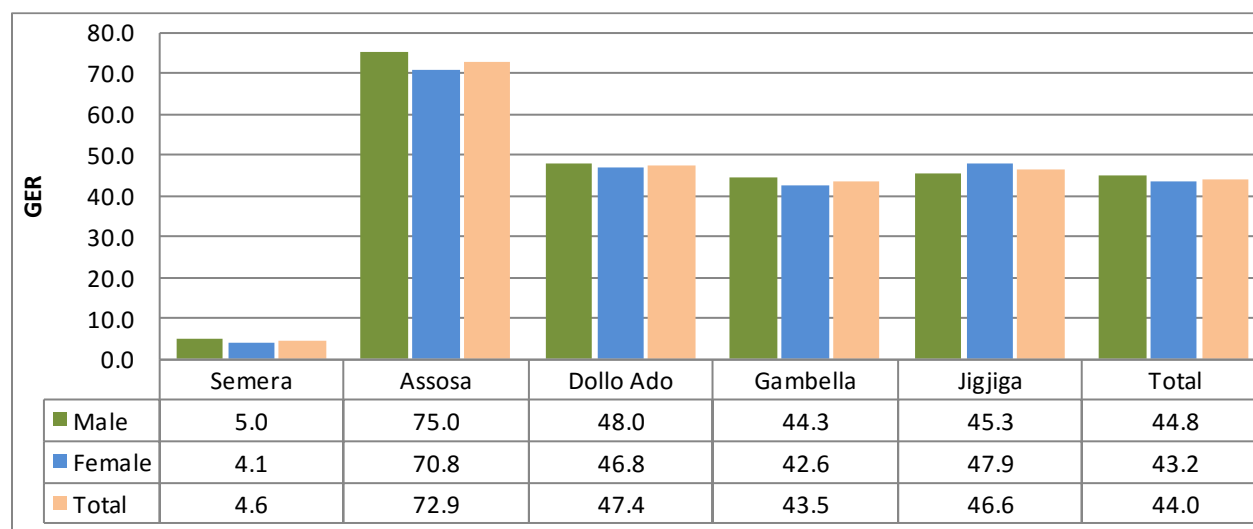
Location	Sections			Schools		
	ECCE	Primary	Secondary	ECCE	Primary	Secondary
Semera	8	33	-	2	2	-
Assosa	119	329	16	15	4	1
Dollo Ado	207	423	67	14	21	3
Gambella	316	1105	88	18	24	5
Jigjiga	39	102	50	36	3	3
Total	689	1992	221	85	54	12

9.3. Early Childhood Care and Education (ECCE)

The overall GER in ECCE is 44.0% with considerable variations across location. For instance, sub-office Assosa in Benishangul Gumuz region achieved GER of 72.9%, which is by far larger than other sub-offices, while GER is below 50 in the rest of the locations. The overall GER in ECCE has been decreased by 13.7 percentage points from last year.

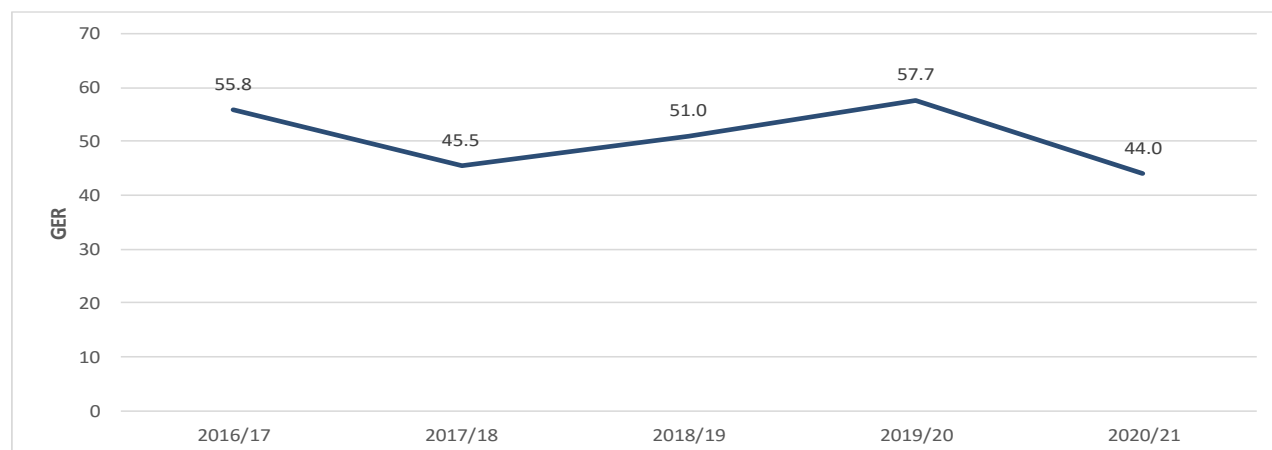
Table 10.3 Gross Enrollment Ratio in Early Childhood Care and Education, 2020/21

Location	School Age Population (3-6)			Gross Enrolment for ECCE			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	5,008	4,877	9,885	251	199	450	5.0	4.1	4.6	0.81
Assosa	5,612	5,471	11,083	4,210	3,872	8,082	75.0	70.8	72.9	0.94
Dollo Ado	13,260	13,015	26,275	6,363	6,095	12,458	48.0	46.8	47.4	0.98
Gambella	29,581	28,742	58,323	13,116	12,241	25,357	44.3	42.6	43.5	0.96
Jigjiga	2,663	2,620	5,283	1,206	1,256	2,462	45.3	47.9	46.6	1.06
Total	56,124	54,725	110,849	25,146	23,663	48,809	44.8	43.2	44.0	0.97

Chart 10.1 Gross Enrollment Ratios in ECCE, 2020/21

On the other hand, GPI is increased by 0.05 points from last year and reached to 0.97, implying a better progress in equity.

Note that, majority of ECCE schools are community-based schools mainly supported by national and international Non-Governmental Organizations.

Chart 10.2 GER trends in ECCE, 2016/17-2020/21

9.4. Primary and Middle Education

9.4.1. Apparent and Net Intake Rates

Enrollment in Primary and Middle schools is dependent on the size of new entrants to Grade 1. Apparent Intake Rate (AIR) measures the percentage of new entrants to grade 1 irrespective of their age, whereas Net Intake Rate (NIR) measures those with the correct school age, i.e. age 7.

AIR in ECCE for the year 2020/21 is 53.5%, while the NIR is 25.3%. This big gap between the two rates show that there is a large number of over aged enrollment in Grade 1.

Table 10.4. AIR by Location and Sex, 2020/21

Location	School Age Population (Age 7)			New Entrants to Grade 1 (All Age)			AIR%			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	818	837	1,655	243	196	439	29.7	23.4	26.5	0.79
Assosa	1,320	1,222	2,542	687	713	1,400	52.0	58.3	55.1	1.12
Dollo Ado	2,788	2,650	5,438	2,000	1,654	3,654	71.7	62.4	67.2	0.87
Gambella	8,242	8,186	16,428	4,430	3,744	8,174	53.7	45.7	49.8	0.85
Jigjiga	563	549	1,112	386	477	863	68.6	86.9	77.6	1.27
Total	13,731	13,444	27,175	7,746	6,784	14,530	56.4	50.5	53.5	0.89

Table 10.5. NIR by Location and Sex, 2020/21

Location	School Age Population (Age 7)			New Entrants to Grade 1 (Age 7)			NIR%			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	818	837	1,655	49	38	87	6.0	4.5	5.3	
Assosa	1,320	1,222	2,542	599	644	1,243	45.4	52.7	48.9	
Dollo Ado	2,788	2,650	5,438	820	780	1,600	29.4	29.4	29.4	
Gambella	8,242	8,186	16,428	1,837	1,687	3,524	22.3	20.6	21.5	
Jigjiga	563	549	1,112	193	229	422	34.3	41.7	37.9	
Total	13,731	13,444	27,175	3,498	3,378	6,876	25.5	25.1	25.3	

As shown in the above tables, AIR is highest in Jigjiga with 77.6% and lowest in Samara with 26.5%. whereas NIR is highest in Assosa, with 48.9% and lowest in Semera with 5.3%.

GPI is 0.89 for this year, with highest result in Jigjiga with 1.27 and lowest in Semera with score 0.79.

9.4.2. Gross Enrollment Ratio (GER) in Primary and Middle Education

Based on the new education road map, primary education covers Grades 1-6 and Middle level is Grades 7-8. GER is significantly higher in Primary than Middle level education, which shows many children are unable to join Middle level education.

Table 10.6. GER in Primary Schools by Location and Sex, 2020/21

Location	School Age Population (7-12)			Gross Enrollment (G1-6)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	5,945	5,692	11,637	754	519	1,273	12.7	9.1	10.9	0.7
Assosa	6,925	6,354	13,279	5,967	4,614	10,581	86.2	72.6	79.7	0.8
Dollo Ado	17,958	17,661	35,619	10,096	8,291	18,387	56.2	46.9	51.6	0.8
Gambella	44,343	43,291	87,634	27,503	20,014	47,517	62.0	46.2	54.2	0.7
Jigjiga	2,864	2,946	5,810	2,808	3,174	5,982	98.0	107.7	103.0	1.1
Total	78,035	75,944	153,979	47,128	36,612	83,740	60.4	48.2	54.4	0.80

The total GER in primary (Grades 1-6) is 54.4%. Jigjiga scored the highest GER, above hundred with 103%, while Semera is very much left behind the national figure with a GER of 10.9%. On the other hand, in Middle level education, GER is highest in Jigjiga and lowest in Semera.

Table 10.7. GER in Middle Schools by Location and Sex, 2020/21

Location	School Age Population (13-14)			Gross Enrollment (G7-8)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	1,957	1,810	3,767	219	114	333	11.2	6.3	8.8	0.56
Assosa	2,260	1,781	4,041	1,575	885	2,460	69.7	49.7	60.9	0.71
Dollo Ado	7,315	6,847	14,162	2,245	1,305	3,550	30.7	19.1	25.1	0.62
Gambella	12,261	11,454	23,715	6,685	2,486	9,171	54.5	21.7	38.7	0.40
Jigjiga	926	864	1,790	707	698	1,405	76.3	80.8	78.5	1.06
Total	24,719	22,756	47,475	11,431	5,488	16,919	46.2	24.1	35.6	0.52

There is a huge gap in GPI between Primary and Middle level education. GPI in primary, 0.80, is by far greater than that of Middle schools, 0.52, implying a better equity in primary education.

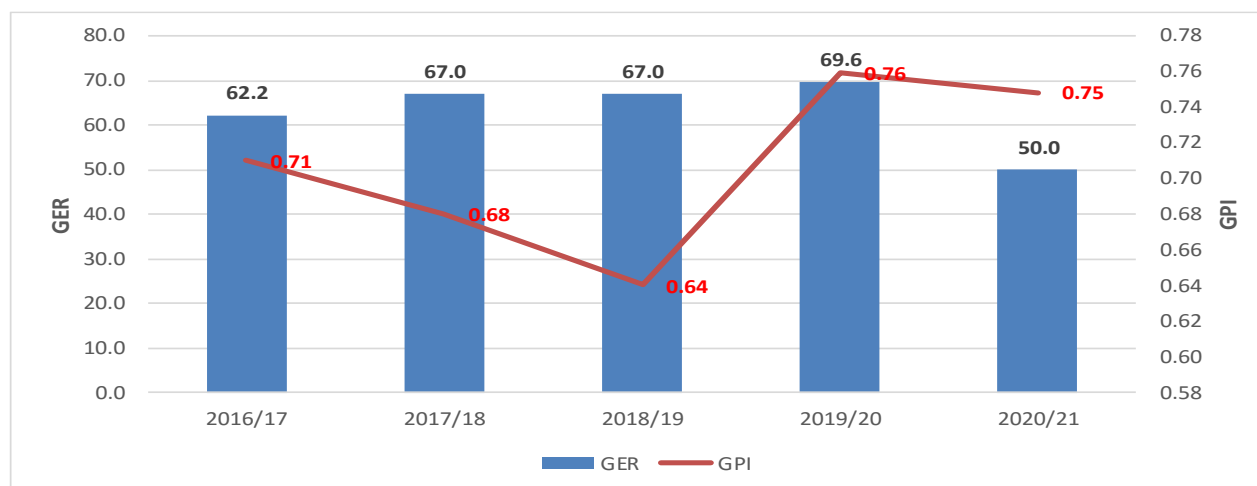
Apart the result shown in Primary and Middle level education, it will also be important to see the GER for Grades 1-8. GER for Grades 1-8 is 50.0%, which is far beyond last year, which was 69.6% while GPI is increased by 0.03 from last year, with a score of 0.75.

Table 10.8. GER for Grades 1-8, 2020/21

Location	School Age Population (7-14)			Gross Enrollment (G1-8)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	7,902	7,502	15,404	973	633	1,606	12.3	8.4	10.4	0.69
Assosa	9,185	8,135	17,320	7,542	5,499	13,041	82.1	67.6	75.3	0.82
Dollo Ado	25,273	24,508	49,781	12,341	9,596	21,937	48.8	39.2	44.1	0.80
Gambella	56,604	54,745	111,349	34,188	22,500	56,688	60.4	41.1	50.9	0.68
Jigjiga	3,790	3,810	7,600	3,515	3,872	7,387	92.7	101.6	97.2	1.10
Total	102,754	98,700	201,454	58,559	42,100	100,659	57.0	42.7	50.0	0.75

Trends in the GER of Primary and Middle education (Grades 1-8) shows a steady increment for the last four years with the exception of declining in this year. However, the GPI trend shows a decrement for the first five years and start to increase in the last two years of the period.

Chart 10.3 Trends in GER and GPI for Grades 1-8, 2016/17-2020/21



9.4.3. Net Enrollment Ratio (NER) in Primary and Middle Education

The other important indicator for enrollment is the age specific enrollment with respect to the school age population, that is NER. Similar to the GER, NER is higher in Primary than Middle schools, with a gap of 24.5 percentage points.

Table 10.9. NER in Primary Schools by Location and Sex, 2020/21

Location	School Age Population (7-12)			Net Enrollment (G1-6)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	5,945	5,692	11,637	516	412	928	8.7	7.2	8.0
Assosa	6,925	6,354	13,279	3,875	3,122	6,997	56.0	49.1	52.7
Dollo Ado	17,958	17,661	35,619	7,105	6,029	13,134	39.6	34.1	36.9
Gambella	44,343	43,291	87,634	18,084	14,586	32,670	40.8	33.7	37.3
Jigjiga	2,864	2,946	5,810	2,307	2,595	4,902	80.6	88.1	84.4
Total	78,035	75,944	153,979	31,887	26,744	58,631	40.9	35.2	38.1

The table above shows that total NER is 38.1%. Though there is a big difference between GER and NER in Primary schools, the gender gap is lower in NER than GER. The highest NER is in Jigjiga (84.4%) and the lowest is in Semera (8.0%).

For Middle Level Education, as shown in table 10.10 below, the NER for all camps/locations is reported to be below 35% with a maximum score of 32.7% in Jigjiga.

Table 10.10. NER in Middle Schools by Location and Sex, 2020/21

Location	School Age Population (13-14)			Net Enrollment (G7-8)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	1,957	1,810	3,767	26	34	60	1.3	1.9	1.6
Assosa	2,260	1,781	4,041	324	227	551	14.3	12.7	13.6
Dollo Ado	7,315	6,847	14,162	732	512	1,244	10.0	7.5	8.8
Gambella	12,261	11,454	23,715	2,804	1,200	4,004	22.9	10.5	16.9
Jigjiga	926	864	1,790	295	290	585	31.9	33.6	32.7
Total	24,719	22,756	47,475	4,181	2,263	6,444	16.9	9.9	13.6

In general, 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 primary grades, and lower number of children with appropriate age, is expected in refugee camps. To make schooling appropriate for some over-aged children, alternative basic education was introduced in refugee schools that have contributed to accelerated education for over-aged children.

Apart from Primary and Middle school, it will be good to see the NER of Grades 1-8, and it has been seen from the table below that total NER is 39.8% with notable variations across locations.

Table 10.11. NER for Grades 1-8, 2020/21

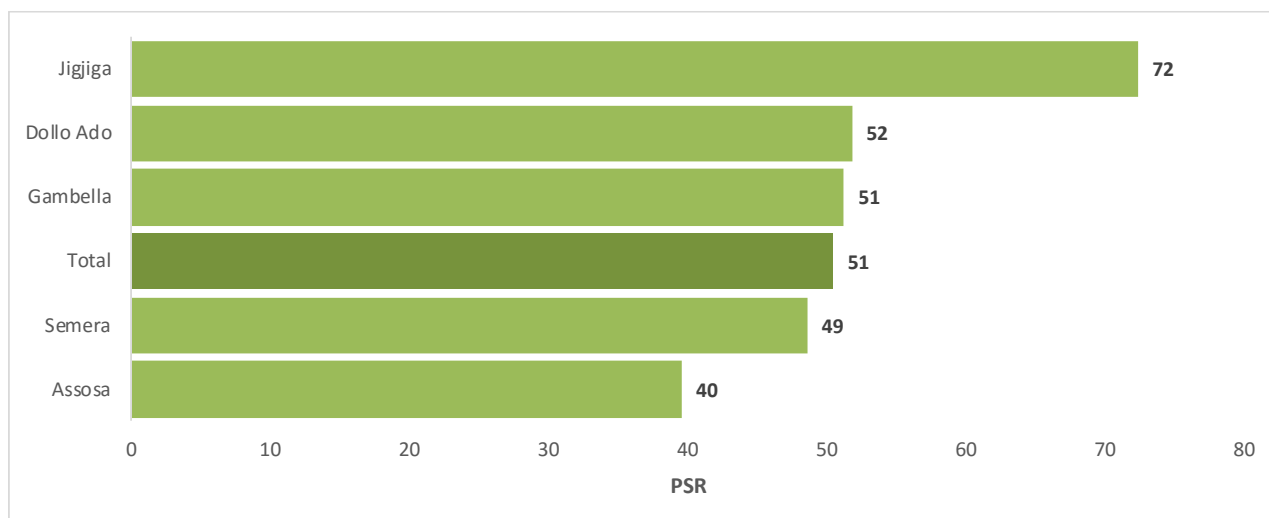
Location	School Age Population (7-14)			Net Enrollment (G1-8)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	7,902	7,502	15,404	705	525	1,230	8.9	7.0	8.0
Assosa	9,185	8,135	17,320	5,143	4,005	9,148	56.0	49.2	52.8
Dollo Ado	25,273	24,508	49,781	9,670	8,047	17,717	38.3	32.8	35.6
Gambella	56,604	54,745	111,349	26,521	19,047	45,568	46.9	34.8	40.9
Jigjiga	3,790	3,810	7,600	3,126	3,478	6,604	82.5	91.3	86.9
Total	102,754	98,700	201,454	45,165	35,102	80,267	44.0	35.6	39.8

9.4.4. Pupil Section and Pupil Teacher Ratios

Among the important indicators to measure efficiency and quality in the education system is calculating the ratios between students and the corresponding class rooms and teachers. Lower Pupil-Section and Pupil-Teacher ratios are signs for a better quality of teaching-learning, apart from other factors such as qualification of teachers, supply of education materials and the like.

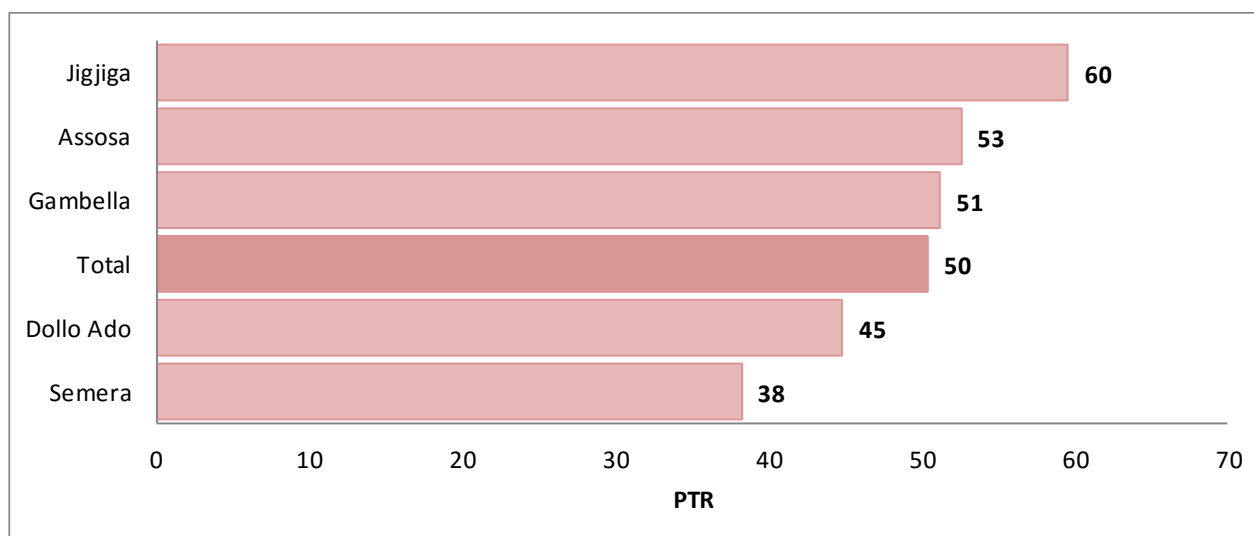
The total PSR for 2020/21 academic year in Primary and Middle schools is 51, which is nearly similar to the national standard of 50 students per class room.

Children in Assosa are in the most conducive learning environment, with PSR 40, compared to other locations.

Chart 10.4. PSR in Primary and Middle Schools (Grades 1-8) by Location, 2020/21

With lots efforts done by the management, school community and other stakeholders to improve the facilities in refugee education, the Pupil-Section ratio significantly decreased from 121 in last year to 51 in this year. PSR is highly improved in all refugee camps from last year.

On the other hand, the total primary Pupil-Teacher ratio in this year is 50, showing a significant improvement from last year, which was 63. The chart below shows the PTR across locations

Chart 10.5 PTR in Primary and Middle Schools (Grades 1-8) by Location, 2020/21

PTR is low in Semera, with 38, and highest in Jigjiga with 60 (1 teacher for 60 students), indicating a shortage of teachers in Jigjiga compared to other locations.

9.5. Secondary Education

9.5.1. Gross and Net Enrollment Ratios in Secondary Education

As has been done in Primary and Middle level education, Gross and Net enrollment rates are the fundamental measures of access in secondary education.

The total GER in secondary schools for this academic year is 15.6%. Even though the result is too low compared to the available school age population, it is by far better than from last year of 13.7%. It should be noted that, there is no secondary enrollment in Semera while there is the corresponding school age population available.

Table 10.12. GER in secondary Schools by Location and Sex, 2020/21

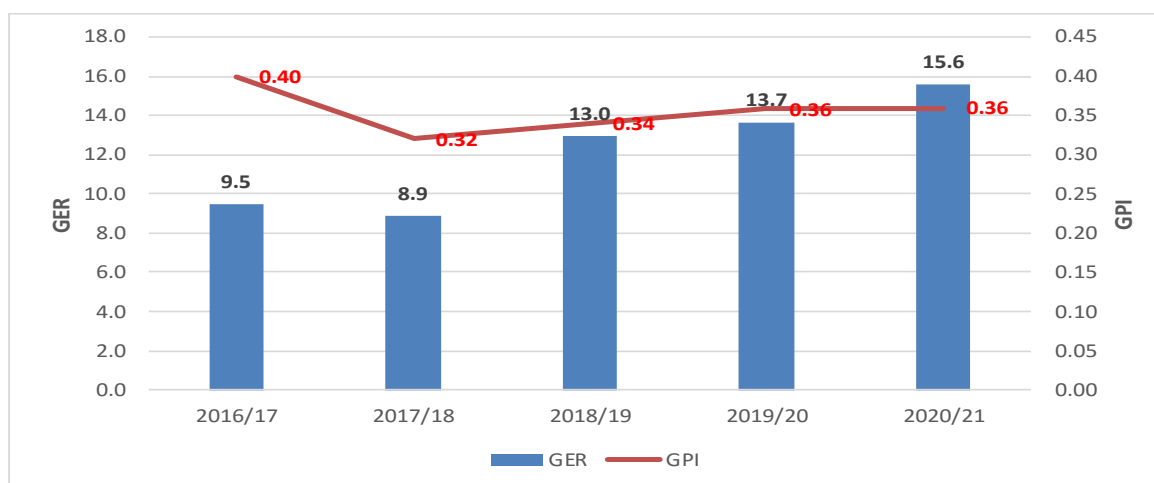
Location	School Age Population (15-18)			Gross Enrollment (G9-12)			GER (%)			GPI
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Semera	3,009	2,943	5,952	-	-	-	-	-	-	-
Assosa	4,580	3,286	7,866	466	143	609	10.2	4.4	7.7	0.43
Dollo Ado	12,179	11,311	23,490	2,295	575	2,870	18.8	5.1	12.2	0.27
Gambella	20,931	17,313	38,244	5,528	1,192	6,720	26.4	6.9	17.6	0.26
Jigjiga	2,705	2,765	5,470	1,353	1,086	2,439	50.0	39.3	44.6	0.79
Total	43,404	37,618	81,022	9,642	2,996	12,638	22.2	8.0	15.6	0.36

As the table above shows, the enrollment of refugee students in secondary school is minimal, only 12,638 students out of the possible 81,022 school-age population for the level. However, it is also important to note that overwhelming majority of the secondary school-age population are either still attending education at primary school level, or dropped out of primary or never been to school at all. The high over-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.

The GER trend for secondary schools show a steady increment for the last five years, however still there is a huge gap in enrollment and population age.

On the other hand, GPI for this academic year is 0.36, which is exactly the same as last year. Jigjiga performs best in GPI, with 0.79. The table below shows the trend in GER and GPI for secondary education.

Chart 10.6 Trends in GER and GPI for Secondary Schools, 2016/17-2020/21



The Net Enrollment Ratio is also too low in secondary schools, with only 6.4%. Jigjiga performs better in NER with 28.8%, while the result in the rest of the locations is below total value.

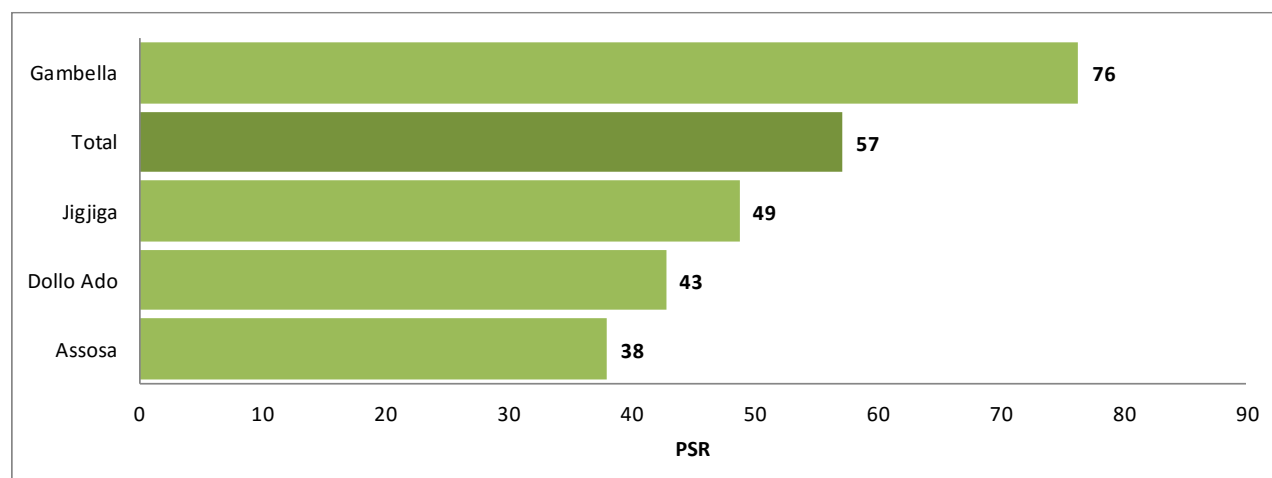
Table 10.13. NER in secondary Schools by Location and Sex, 2020/21

Location	School Age Population (15-18)			Net Enrollment (G9-12)			NER (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	3,009	2,943	5,952				-	-	-
Assosa	4,580	3,286	7,866	146	89	235	3.2	2.7	3.0
Dollo Ado	12,179	11,311	23,490	919	306	1,225	7.5	2.7	5.2
Gambella	20,931	17,313	38,244	1,698	449	2,147	8.1	2.6	5.6
Jigjiga	2,705	2,765	5,470	863	713	1,576	31.9	25.8	28.8
Total	43,404	37,618	81,022	3,626	1,557	5,183	8.4	4.1	6.4

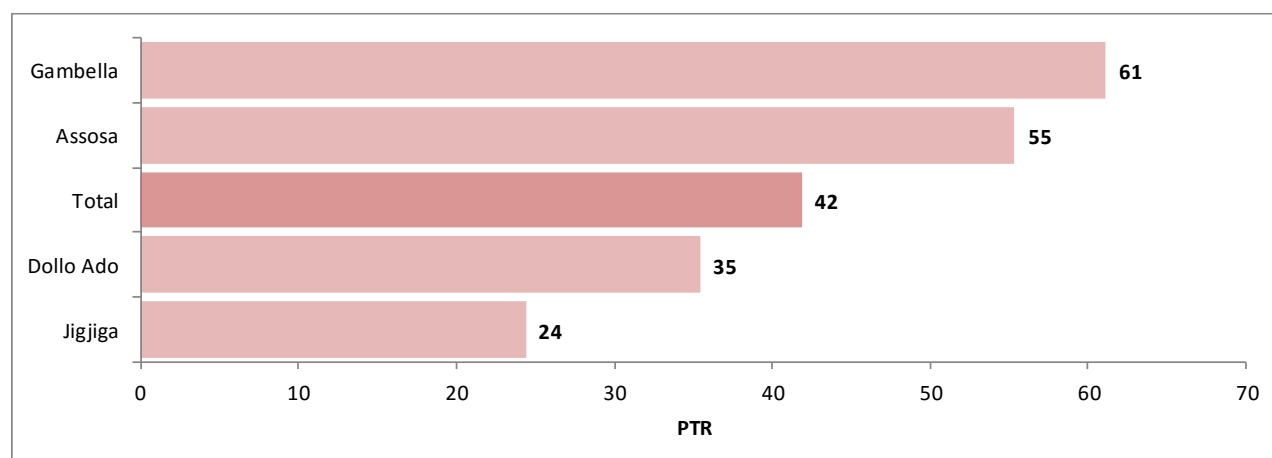
9.5.2. Pupil Section and Pupil Teacher Ratios

The total PSR in secondary schools for this academic year is 57, which is beyond the national standard set for the level, i.e. 40. Similar to Primary and Middle schools, PSR is significantly improved from last year, which was 88.

Assosa performs better than other locations, with the PSR value of 38.

Chart 10.7. PSR in Secondary Schools by Location, 2020/21

On the other hand, the total Pupil-Teacher ratio for secondary schools in this year is 42, showing a slight improvement from last year, which was 44. The chart below shows the PTR across locations

Chart 10.8 PTR in Secondary Schools by Location, 2020/21

9.6. Teachers

In this academic year, the total number of teachers in all refugee camps at all levels are reported as 2,974. Out of this, 662 teachers are in ECCE, 2,010 in Primary and Middle, and 302 are in secondary schools.

Out of the total number of teaching force, 2,042 (68.7%) are refugee teachers.

Table 10.14. Total Number of Teachers by Level, Location and Sex, 2020/21

Location	ECCE			Primary and Middle			Secondary			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Semera	3	6	9	33	9	42				36	15	51
Assosa	82	73	155	217	31	248	7	4	11	306	108	414
Dollo Ado	40	51	91	396	93	489	8	73	81	444	217	661
Gambella	131	168	299	883	224	1,107	11	99	110	1,025	491	1,516
Jigjiga	57	51	108	101	23	124	86	14	100	244	88	332
Total	313	349	662	1,630	380	2,010	112	190	302	2,055	919	2,974

The qualification level of teachers is also an important aspect of improving quality of education. Based on the new education road map, minimum qualification required is Diploma for ECCE, First Degree for Primary and Middle and second degree for Secondary level.

The tables below describe the detail of teachers with respect to their level of qualification in ECCE, Primary and Middle and Secondary schools

Table 10.15. Total Number of Teachers by Level, Location, Qualification and Sex in ECCE, 2020/21

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)						Total Qualified Teachers (%)
	Male	Female	Total	Total Number	Share (%)	Below Secondary	Secondary	TTI Certificate	TTI Diploma	BA, BSc, BED	MA, MSC or above	
Semera	3	6	9	0	0.0	4	5	0	0	0	0	0.0
Assossa	82	73	155	148	95.5	133	22	0	0	0	0	0.0
Jigjiga	57	51	108	94	87.0	18	68	11	3	7	1	10.2
Dollo ado	40	51	91	86	94.5	64	11	4	8	4	0	13.2
Gambella	131	168	299	299	100.0	86	101	55	50	5	2	19.1
Total	313	349	662	627	94.7	305	207	70	61	16	3	12.1

In ECCE, 94.7% of the total teaching force is covered by refugee teachers, whereas percentage of qualified teachers are too low, with 12.1%. Gambella perform relatively better qualified teachers, with 19.1%

Table 10.16. Total Number of Teachers by Level, Location, Qualification and Sex in Primary and Middle, 2020/21

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)						Total Qualified Teachers (%)
	Male	Female	Total	Total Number	Share (%)	Below Secondary	Secondary	TTI Certificate	TTI Diploma	BA, BSc, BED	MA, MSC or above	
Semera	33	9	42	-	0.0	16	7	-	3	14	2	38.1
Assossa	217	31	248	189	76.2	60	122	3	19	44	-	17.7
Jigjiga	101	23	124	40	32.3	-	6	33	50	35	-	28.2
Dolloado	396	93	489	257	52.6	132	144	1	118	92	2	19.2
Gambella	883	224	1,107	929	83.9	43	532	85	197	225	25	22.6
Total	1,630	380	2,010	1,415	70.4	251	811	122	387	410	29	21.8

On the other hand, the share of refugee teachers in Primary and Middle schools is 70.4%, implying that refugee education is mostly run by teachers with in the camp from ECCE to Middle levels. Total qualified teachers are 21.8%, with Semera scored the highest with 38.1%

Table 10.17. Total Number of Teachers by Level, Location, Qualification and Sex in Secondary, 2020/21

Location	Total Number of Teachers			Refugee Teachers		Teachers By Level of qualification (Total)						Total Qualified Teachers (%)
	Male	Female	Total	Total Number	Share (%)	Below Secondary	Secondary	TTI Certificate	TTI Diploma	BA, BSc, BED	MA, MSC or above	
Assossa	7	4	11	0	0	8	0	1	1	1	0	0.0
Jigjiga	86	14	100	0	0	0	0	0	11	79	10	10.0
Dollo ado	8	73	81	0	0	3	0	27	47	4	0	0.0
Gambella	11	99	110	0	0	0	0	8	97	5	0	0.0
Total	112	190	302	0	0	11	0	36	156	89	10	3.3

In secondary schools, there is no refugee teachers at all, and qualified teachers is extremely low, 3.3%. Except in Jigjiga. With 10% qualified teachers available, teachers in the rest of the locations are not appropriately qualified for the level.

Executive Summary

The Education Statistics Annual Abstract (2020/21) provides education statistical data measuring progress against educational priorities set out in the Education Sector Development Programme VI (2020/21 – 2024/25) in Ethiopia.

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

A. Overview of Indicators

The Education Statistics Annual Abstract reports progress against a total of 55 ESDP VI indicators in 2020/21, which are divided into 4 categories covering access, equity, quality, and internal efficiency.

Data is obtained from 10 Regions and 2 City Administrations Education Bureaus, 34 (out of 39) Colleges of Teacher Education (CTEs), and from Refugee camps in the four (except Tigray) refugee hosting regions.

B. Summary of Findings

Early Childhood Care and Education

- Nationally, 36.7% of children are enrolled in Pre-Primary classes in all ages
- Most enrolled in pre-primary level attend 'O' class, with 76.5% share of the total Pre-Primary enrollment. Gross enrolment in Kindergarten concentrated in Addis Ababa as usual.
- Gender parity appeared less than from last year and fail to achieve the ESDP VI target of the year.

Primary and Middle Education

- 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 most regions. Oppositely, the NIR in all regions are below 100% with the national figure to be 72.6%.
- Transition from Primary to Middle is low, with gross enrolment dropping from 102.6% to 70.0%
- The National Gender Parity Index (GPI) target has been missed in both levels (Primary and Middle), and GPI for Grades 1-8 is similar from last year.
- Unlike the previous years, most of efficiency indicators met the ESDP VI target of the year except dropout in Middle schools and Completion in Grade 6.

Secondary Education

- Transition from Middle to Secondary, as has been seen from Primary to Middle, is low nationally, with notable regional disparities. Addis Ababa is the only region with GER greater than 100%, and Gambella followed, with 90%. The national GER is 42.1%.
- Secondary enrolment has gradually improved over time, with annual growth rate of 8.5% for the last five years. GER targets for the year have been successfully met in both sexes.
- When we look at the NER, those enrolled in secondary education are more likely to be the appropriate age compared to Primary and Middle education, however the rate is too low, with NER 29.5%.
- The GPI target has been met successfully and the national figure is by far higher than last year. However, there is gender imbalance in Amhara and Addis Ababa with GPI score greater than 1.

Adult and Non-Formal Education

- Enrolment in IFAE programs has been increased over time starting from ten years before, but there are signs of decline over the past five years.
- Only 23% of the enrolled adults have graduated from two year IFAE courses this year and this figure is by far less than from three years before, where graduates were 60.4.
- Females are less than males both in enrollment and graduation rate
- Illiterate 15–60 year olds who have graduated from two-year IFAE course are 200, 339, from which 100,605 are females.

Special Needs Education

- Enrollment rate in children with disabilities is still low in all levels.
- GER at Pre-Primary is just 1.7%, of course higher than last year's 0.9%. The same is true in other levels, with a GER of 8.0% in Primary and Middle and 2.5% in Secondary level. This means, thousands of disabled children are either not accessing the formal education or not recorded correctly.
- The ESDP VI target for the year could not be achieved at all levels
- "Learning Difficulty" is the type of disability with highest number of children in Pre-Primary, Primary and Middle levels, while "Behavior and Socialization" is the type of disability with highest score in Secondary education.

Teachers in General education

- Base on the new education road map, 30.2% of Pre-Primary (KG) teachers are appropriately qualified. From which, 29.8% of female teachers and 34.2% of male teachers are holding the ECCE Diploma or above, this assures that the ESDP VI target met for male teachers.
 - 9.4% Primary and 20.1% Middle level teachers are appropriately qualified. Whereas, the total qualified teachers in Primary and Middle education (Grades 1-8) is 13.1%, with 13.6 females and 12.8 males. This couldn't meet the ESDP VI target of the year in both sexes.
 - In secondary, only 10.0% of teachers are qualified; and the target couldn't be met in both sexes
 - The national attrition rate for Primary and Middle school teachers is 1.7%, whereas this rate is 2.4% in secondary schools. There is a slight decrement in both levels from last year.
 - From the total number of school leaders, females constitute only 12% in Primary and Middle and 6.8% in Secondary schools.
 - Qualified school leaders are 54.2% in Primary and Middle schools, and 64.9% in Secondary. The target couldn't be met in both levels. On the other hand, 83.4% of Primary and Middle schools and 52.9% of Secondary school supervisors are appropriately qualified.
 - Qualified male Primary and Middle school supervisors met the ESDP VI target.
-

Colleges of Teachers' Education

- Enrolment in summer program is higher than regular and extension programs and 45.8% of the total enrollment in all programs are females.
 - Attrition has been slightly decreased from last year.
 - Trends over time show that enrolment in CTE's has been decreased in the last four consecutive years.
 - Enrollment of prospective teachers with special education needs accounts 0.3%, which has a slight increment from last year.
 - The number of graduates from CTEs has linearly increased over the last four years, while decreasing from last year onwards.
 - The female share of the Academic staffs in CTEs is only 11.5%.
 - On the other hand, 76.8% of the total academic staff are M.A/M.Sc and above
-

Education in Refugee

- GER for ECCE for this year is 44.0, showing a 13.7 percentage points decrement from last year. However, GPI increased from 0.92 to 0.97
 - AIR and NIR are calculated in this year to be 53.5% and 25.1% respectively.
 - GER in Primary and Middle (Grades 1-8) has been decreased from 69.6% in last year to 50.0% in this year. However, GPI increased from 0.72 to 0.72
 - GER for Primary is 54.4%, with a GPI of 0.80 and in Middle schools GER 35.6% and GPI is 0.52. In secondary schools, GER is too low with 15.6% and GPI is 0.36.
 - NER is 38.1% in Primary, 13.6% in Middle level and 6.4% in Secondary.
 - With respect to qualification level of teachers, 12.1%, 21.8% and 3.3% of the total teaching force are appropriately qualified in ECCE, Primary and Middle, and Secondary schools respectively.
-