

Indicators of The Ethiopian Education System

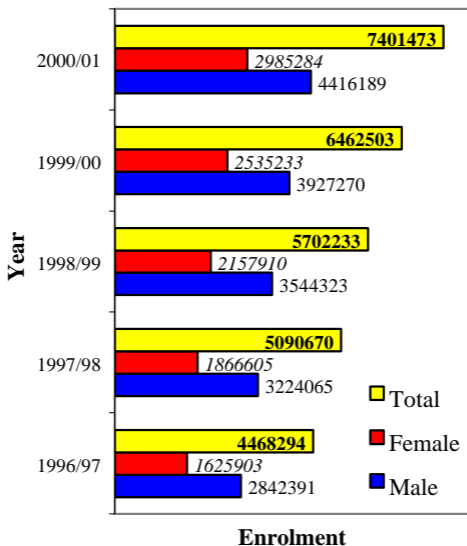


Ministry of Education
Addis Abeba
December, 2001

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Growth in Primary (1-8) Enrolment



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1. INTRODUCTION

The Education Sector Development Programme (ESDP) requires a follow-up in order to measure the progress, whether it has met its targets or not. In this regard, strong educational indicators and means of verifications have been set. Educational Indicators are important tools for decision-making and aim at strengthening national capacities in the planning and management of the education system at all levels.

The Ministry of Education (MoE) produces *Education Statistics-Annual Abstract* every year. The sources of information for the abstract are yearly school censuses carried out by regions through standard questionnaires designed

to collect data from each school. Departments or units set-up in every Regional Education Bureaux, compile and send the data to MoE so that the national figures are produced at national level.

The annual abstract tries to provide detail information on different educational variables. Even though MoE is working on the improvement of quality and coverage of educational statistics and produce better information, the abstract is still neither exhaustive nor handy for a quick reference for decision-makers and other end users. Decision-makers need a document, which is easier to read and to interpret. Hence, more analytical and more relevant documents are required. That is why the yearly publication of "Indicators of the Ethiopian Education System" is started.

Attempt was made to get comments on the previous publication from relevant bodies to help us improve the contents of this publication, however, the participation was very limited.

The national indicators focus on access, coverage, equity, quality, efficiency and expenditure from primary to tertiary levels. But these indicators are by no means considered exhaustive. We believe that further inclusion, refinement and analysis have to be done continuously.

2. ACCESS & COVERAGE

2.1 APPARENT INTAKE RATE

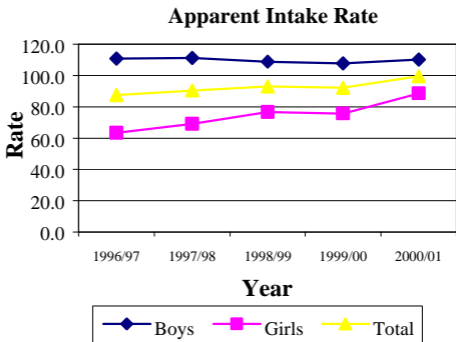
For the last five years the apparent intake rate has increased by 12 percentage points. The apparent intake rate for the total has grown from 87.5% in 1996/97 to 99.5% in 2000/01.

In the years under consideration the apparent intake rate has increased by 25.1 percentage points for girls while it declined by 0.8 percentage points for boys.

The Gender Parity Index (GPI) for apparent intake rate has also shown a remarkable improvement. The GPI which was 0.57 in 1996/97 increased to 0.80 in 2000/01. Accordingly the gap between the boys and girls apparent intake rate has narrowed from 47.5 percentage points in 1996/97 to 21.6 percentage points in 2000/01.

Table 1.
Apparent Intake Rate

Year	Boys	Girls	Total
1996/97	110.9	63.4	87.5
1997/98	111.2	69.1	90.5
1998/99	108.7	76.6	92.9
1999/00	107.7	75.8	92.0
2000/01	110.1	88.5	99.5



2.2 *NET INTAKE RATE*

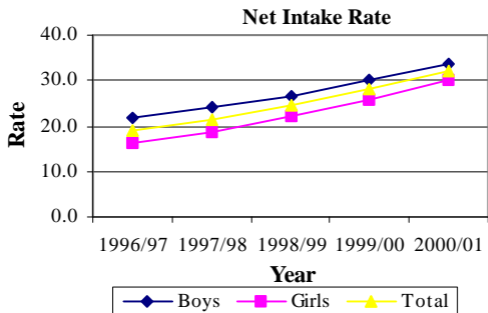
The net intake rates are much lower compared to the apparent intake rates due to various reasons. For the last five years (1996/97-2000/01), the net intake rates for the total, boys and girls have increased. During this period it has increased from 19.0% to 31.9% for the total while it has grown from 21.7% to 33.7% and from 16.2% to 30.0% for boys and girls respectively. These figures indicate that about 68% of the 7 years old children were out of school. In 2000/01 about 66% of boys and 70% of girls of this age were out of school.

The GPI for the net intake rates has improved from 0.75 in 1996/97 to 0.89 in 2000/01. In terms of percentage points, the Gender Gap has decreased from 5.5% in 1996/97 to 3.7% in 2000/01.

The net intake rate reveals that a lot is expected from the Ethiopian Education System in improving the access to children at the appropriate admission age, age 7.

Table 2.
Net Intake Rate

Year	Boys	Girls	Total
1996/97	21.7	16.2	19.0
1997/98	24.1	18.5	21.4
1998/99	26.7	22.0	24.4
1999/00	30.2	25.7	28.0
2000/01	33.7	30.0	31.9



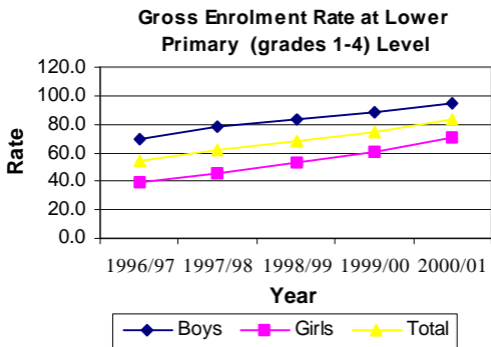
2.3 GROSS ENROLMENT RATE (GER)

2.3.1 Lower Primary (Grades 1-4)

For the last five years, from 1996/97 to 2000/01, Gross Enrolment Rate for the first cycle primary (grades 1-4) has shown a remarkable growth. The GER at that level which was only 54.8% in 1996/97 has reached 83% in 2000/01. These figures show that in the past five years GER has grown by around 63%. During this period the GER has increased from 69.6% to 95.3% and from 39.4% to 70.2% for boys and girls respectively. For the period under consideration, the GPI for GER has also improved from 0.57 to 0.74. On the other hand, the gender gap has shown a different pattern. The gender gap increased to 32.1 percentage points in 1997/98 and went down to 25.1 percentage points by the year 2000/01. The gap is still high and needs serious attention.

Table 3.1
Gross Enrolment Rate at Lower Primary
(grades 1-4) Level

Year	Boys	Girls	Total
1996/97	69.6	39.4	54.8
1997/98	77.8	45.7	62.0
1998/99	82.9	52.6	68.0
1999/00	88.6	61.0	75.0
2000/01	95.3	70.2	83.0



2.3.2 Upper Primary (Grades 5-8)

At the second cycle primary, grades 5-8, the trend for GER also shows an increase for the five years under consideration. However, the increase, unlike the first cycle, is at a smaller rate. In the five years under study GER at this cycle has increased from 17.9% in 1996/97 to 30.8% in 2000/01. In the specified period, the increase by gender was from 21.1% to 38.3% and from 14.5% to 22.9% for boys and girls respectively. The GPI decreased from 0.69 in 1996/97 to 0.60 in 2000/01; and the gender gap has increased from 6.6 percentage points to 15.4 percentage points in the same period.

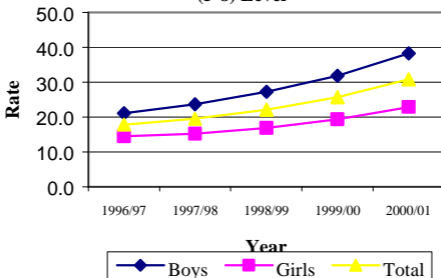
Both figures clearly show that at this level access for girls is lower compared to boys.

Table 3.2

Gross Enrolment Rate at Upper Primary (5-8) Level

Year	Boys	Girls	Total
1996/97	21.1	14.5	17.9
1997/98	23.7	15.2	19.5
1998/99	27.3	16.8	22.1
1999/00	31.9	19.3	25.7
2000/01	38.3	22.9	30.8

Gross Enrolment Rate at Upper Primary (5-8) Level



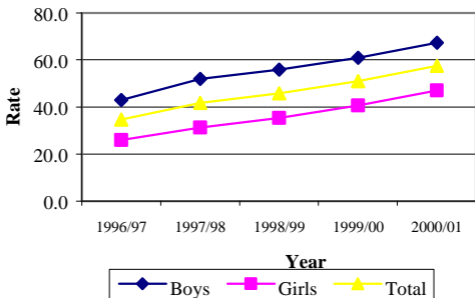
2.3.3 Primary (Grades 1-8)

When the two cycles combined, Gross Enrolment Rate at the complete primary (1-8) level, has a similar trend like the two cycles and the figure lies between the two. The national GER for this level was 34.7 in 1996/97 and has grown to 57.4% in 2000/01. It has also grown from 43% to 67.3% and from 26% to 47% for boys and girls respectively in the same period.

The GPI for this level has slightly decreased from 0.604 in 1996/97 to 0.60 in 1997/98 and increased to 0.7 in 2000/01. This is also reflected in the Gender Gap as it increased from 17 percentage points in 1996/97 to 20.8 percentage points in 1997/98 and decreased to 20.3 percentage points in 2000/01. As the figures for each cycle and the whole primary have shown improving girls' education and narrowing the gender gap need more attention.

Table 3.3**Gross Enrolment Rate at Primary (1-8) Level**

Year	Boys	Girls	Total
1996/97	43.0	26.0	34.7
1997/98	52.0	31.2	41.8
1998/99	55.9	35.3	45.8
1999/00	60.9	40.7	51.0
2000/01	67.3	47.0	57.4

Gross Enrolment Rate at Primary (1-8) Level

2.3.4. Primary (Grades 1-8) by Region

The Regional disparity in Gross Enrolment Rate for grades 1-8 in 2000/01 is still very high. Somali Region has the lowest (10.6%) and Addis Ababa the highest (118.3%). Except Afar, Amhara and Somali regions the GER for other regions are over the national average. The difference in GER between the lowest and the highest is 107.7 percentage points.

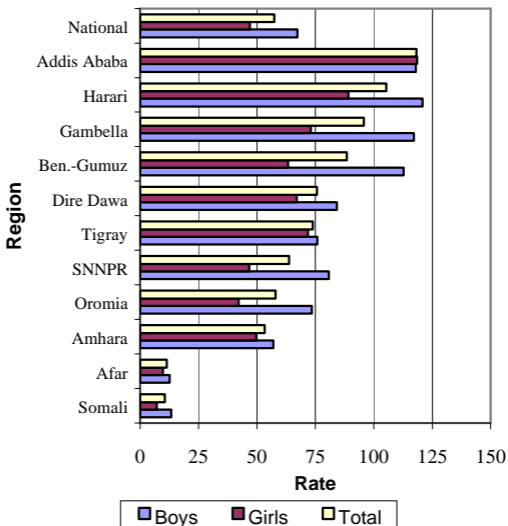
This shows that there is an urgent need to raise the coverage of primary education, particularly in the two Regions, Afar and Somale.

Table 3.4

Gross Enrolment Rate at Primary (1-8) Level by Region - 2000/01

Region	Boys	Girls	Total
Somali	13.4	7.2	10.6
Afar	12.7	9.8	11.5
Amhara	56.9	49.7	53.3
Oromia	73.5	42.1	57.9
SNNPR	80.8	46.7	63.8
Tigray	75.9	71.8	73.9
Dire Dawa	84.1	67.1	75.7
Ben.-Gumuz	112.7	63.3	88.5
Gambella	117.1	73.0	95.8
Harari	120.8	89.1	105.3
Addis Ababa	118.0	118.5	118.3
National	67.3	47.0	57.4

Gross Enrolment Rate at Primary (1-8) Level by Region - 2000/01



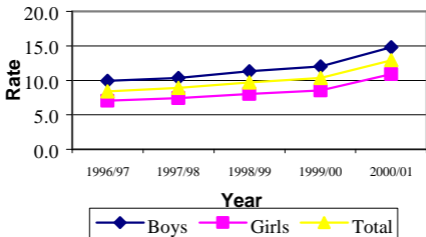
2.3.5 *Secondary (Grades 9-12)*

(a) National

The time series data show that GER at secondary level is very low by all standards. However, it has shown an increase through time. But the increase was at a lower rate. The GER at secondary (9-12) level has increased from 8.4% in 1996/97 to 12.9% in 2000/01. The GER for boys and girls have also increased from 9.9% to 14.8% and from 7.0% to 10.9% respectively in the same period.

Table 4.1**Gross Enrolment Rate at
Secondary (9-12) Level**

Year	Boys	Girls	Total
1996/97	9.9	7.0	8.4
1997/98	10.3	7.4	8.9
1998/99	11.3	8.0	9.7
1999/00	12.0	8.5	10.3
2000/01	14.8	10.9	12.9

**Gross Enrolment Rate at Secondary
(9-12) Level**

(b) Regional

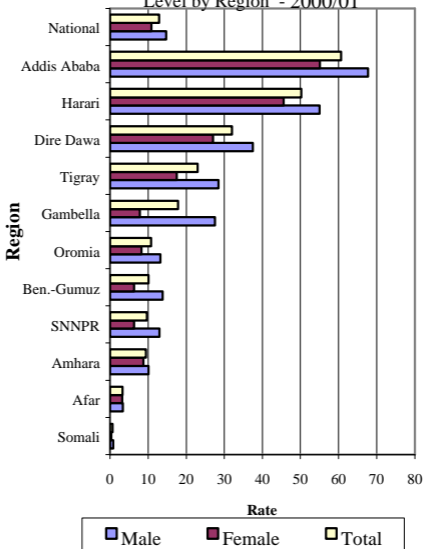
The regional disparity in GER at secondary level has a similar pattern to that of primary. However, coverage at this level is very low compared to the primary and the GER for most regions is extremely low. The GER ranges from 0.7% in Somali to 60.7% in Addis Ababa. Six regions have GER below the national average and similarly the gross enrolment rates for girls are below the national average for most of the regions.

Table 4.2

**Gross Enrolment Rate at Secondary (9-12)
by Region 2000/01**

Region	Male	Female	Total
Somali	0.8	0.4	0.7
Afar	3.4	3.2	3.3
Amhara	10.1	8.8	9.5
SNNPR	13.0	6.3	9.7
Ben.-Gumuz	13.8	6.3	10.1
Oromia	13.3	8.3	10.8
Gambella	27.5	7.9	17.9
Tigray	28.5	17.5	23.0
Dire Dawa	37.5	27.1	32.0
Harari	55.0	45.6	50.2
Addis Ababa	67.7	55.1	60.7
National	14.8	10.9	12.9

Gross Enrolment Rate at Secondary (9-12)
Level by Region - 2000/01



2.4 Net Enrolment Rate (NER)

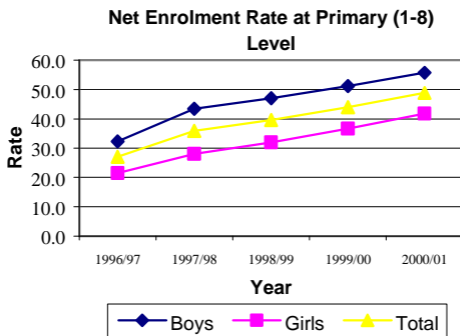
2.4.1 Net Enrolment Rate (NER) at Primary (1-8) Level

(a) National

Net Enrolment Rate, even though it is low, has shown a remarkable improvement in the last four years. In 2000/01 the net enrolment rates were 48.8%, 55.7% and 41.7% for the total, boys and girls respectively. The gender gap in NER increased from 10.8 percentage point in 1996/97 to 15.4 percentage point in 1997/98. But this gap has showed a slight decrease and reached 14.0 percentage points in 2000/01.

Table 5.1
Net Enrolment Rate at Primary (1-8)

Year	Level		
	Boys	Girls	Total
1996/97	32.3	21.5	27.0
1997/98	43.4	28.0	35.8
1998/99	47.0	31.9	39.6
1999/00	51.2	36.6	44.0
2000/01	55.7	41.7	48.8



(b) Regional

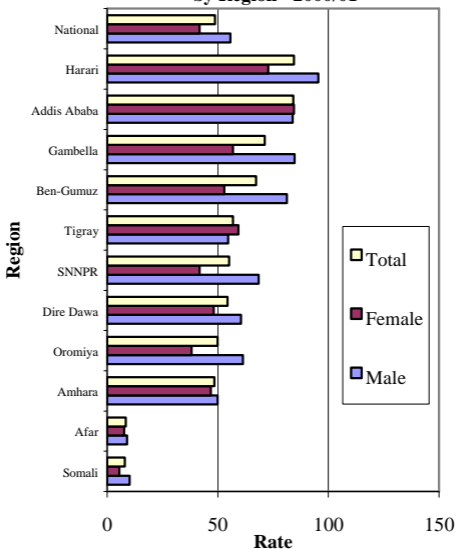
The Net Enrolment Rates for Regions vary significantly, with the lowest 8.0% for Somali and the highest 84.4% for Harari. Except Afar, Amhara and Somale regions, the NER for all other regions is above the national average.

Table 5.2

**Net Enrolment Rate at Primary (1-8) Level
by region 2000/01**

Region	Male	Female	Total
Somali	10.0	5.5	8.0
Afar	8.9	7.6	8.4
Amhara	49.8	46.8	48.3
Oromiya	61.3	38.2	49.8
Dire Dawa	60.5	48.1	54.4
SNNPR	68.5	41.7	55.2
Tigray	54.6	59.3	56.9
Ben-Gumuz	81.2	52.9	67.3
Gambella	84.7	56.9	71.2
Addis Ababa	83.8	84.4	84.1
Harari	95.4	72.8	84.4
National	55.7	41.7	48.8

**Net Enrolment Rate at Primary (1-8) Level
by Region - 2000/01**



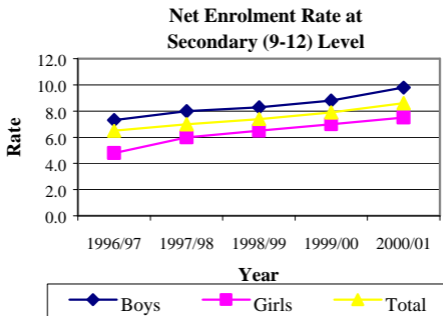
2.4.2 *Net Enrolment Rate at Secondary (9-12) Level*

(a) National

The national NER at secondary level is 8.6% in 2000/01. The pattern shows, although at a lower rate, an increasing trend from year to year. The gender gap has been decreasing consistently between 1996/97 and 1999/2000. The gender gap was 2.5, 2.0, 1.8 and 1.8 percentage points in 1996/97, 1997/98, 1998/99 and 1999/2000 respectively. In 2000/01 the gender gap increased to 2.3 percentage points. However, the gender gap in 2000/01 is slightly lower than that of the 1996/97 figure (2.8 percentage points).

Table 5.3**Net Enrolment Rate at Secondary (9-12) Level**

Year	Boys	Girls	Total
1996/97	7.3	4.8	6.5
1997/98	8.0	6.0	7.0
1998/99	8.3	6.5	7.4
1999/00	8.8	7.0	7.9
2000/01	9.8	7.5	8.6



(b) Regional

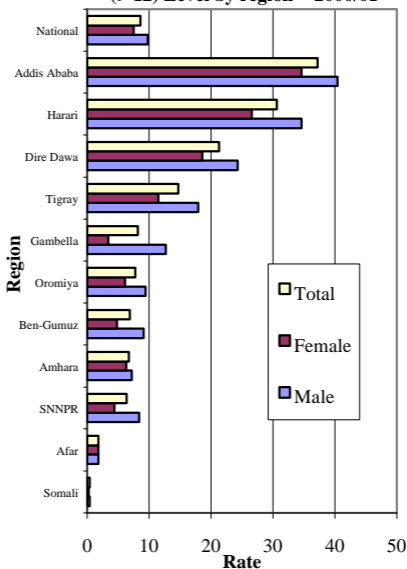
The regional disparity in net enrolment rate at the secondary level is also high. The lowest is 0.4% for Somali and the highest 37.2% for Addis Ababa. The highest gender gap is seen in Gambella (9.3 percentage points) followed by Harari (8 percentage points). Similar to that of GER, the NER for Addis Abeba, Harari, Dire Dawa and Tigray are higher than the national average.

Table 5.4

**Net Enrolment rate at Secondary (9-12) Level
by region - 2000/01**

Region	Male	Female	Total
Somali	0.4	0.3	0.4
Afar	1.8	1.8	1.8
SNNPR	8.4	4.4	6.4
Amhara	7.2	6.3	6.7
Ben-Gumuz	9.1	4.8	6.9
Oromiya	9.4	6.1	7.8
Gambella	12.7	3.4	8.2
Tigray	17.9	11.5	14.7
Dire Dawa	24.3	18.6	21.3
Harari	34.6	26.6	30.6
Addis Ababa	40.4	34.6	37.2
National	9.8	7.5	8.6

**Net Enrolment rate at Secondary
(9-12) Level by region - 2000/01**



3. Quality

3.1 PRIMARY SCHOOL TEACHERS

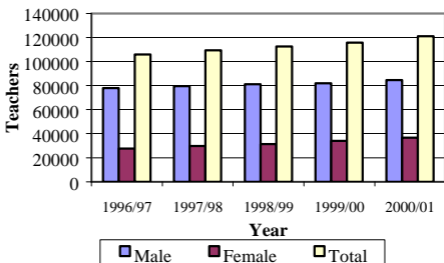
3.1.1 Primary (1-8) School Teachers by Gender

The total number of primary school teachers increased from 105,788 in 1996/97 to 121,077 in 2000/01, a growth of 14.4% over the four years period. Accordingly, the number of teachers has increased, by 8.1% and 32.4% for males and females respectively, in the same period. As it can be seen the growth rate for female teachers was much higher than male teachers. Even in absolute numbers the increase for male teachers was by 6321 while it was 8968 for female teachers.

Table 6.1
Primary(1-8) School Teachers by
Gender

Year	Male	Female	Total
1996/97	78081	27707	105788
1997/98	79484	29753	109237
1998/99	81103	31302	112405
1999/00	81774	34003	115777
2000/01	84402	36675	121077

Primary (1-8) School Teachers by
Gender

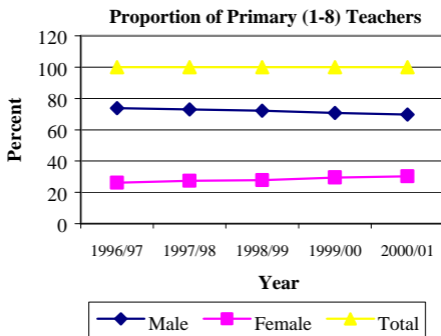


3.1.2 Proportion of Primary School Teachers by Gender

As it is explained above, the total number as well as the number of male and female primary school teachers have increased through time. The increase in female teachers was higher than male teachers in terms of both rate of growth and absolute numbers. However, the share of female primary school teachers is lower than one third. In 2000/01 share of female primary school teachers was 30.3% and this was the highest in the five years period under consideration.

Table 6.2
Proportion of Primary (1-8) Teachers
by Gender

Year	Male	Female	Total
1996/97	73.8	26.2	100.0
1997/98	72.8	27.2	100.0
1998/99	72.2	27.8	100.0
1999/00	70.6	29.4	100.0
2000/01	69.7	30.3	100.0



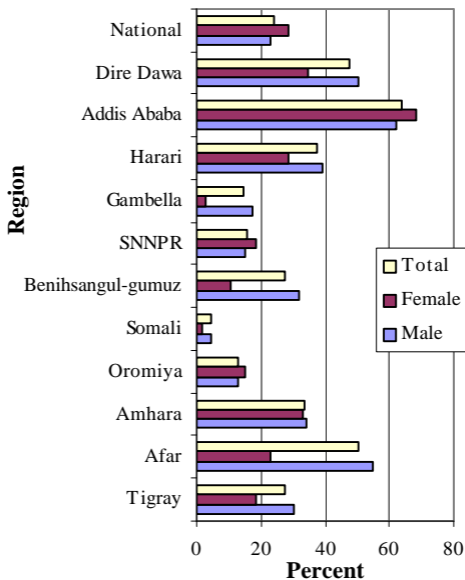
3.1.3 Proportion of qualified teachers at lower (1-4) primary level by Region- 2000/01

In all regions over 90% of the teachers at the lower primary are qualified for the level, i.e., either they are graduates of TTI or above. All lower primary teachers in Gambella are qualified. Tigray, Dire Dawa, Oromiya and Harari have also 97% or above qualified lower primary teachers. Except in Tigray and Amhara regions, the percentage of female qualified teachers is higher than their counter part male teachers in all regions.

Table 6.3
Percentage of Qualified Teachers at lower primary (1-4) by Region - 2000/01

Region	Male	Female	Total
Tigray	97.5	96.6	97.1
Afar	89.7	91.6	90.2
Amhara	97.2	95.9	96.6
Oromiya	97.2	99.0	97.9
Somali	91.6	91.9	91.7
Benihangul-gumuz	93.6	97.7	94.9
SNNPR	95.0	97.4	95.7
Gambella	100.0	100.0	100.0
Harari	98.0	98.8	98.5
Addis Ababa	90.1	92.4	91.4
Dire Dawa	96.7	97.5	97.0
National	96.1	97.1	96.5

Percentage of Qualified Teachers at upper primary (5-8) by Region - 2000/01



3.1.4 Proportion of qualified teachers at upper primary (5-8)

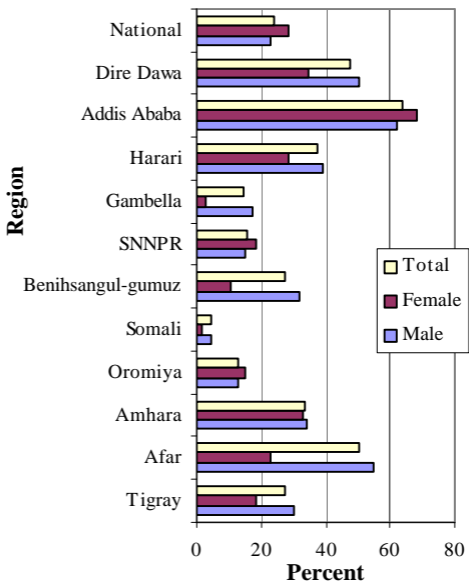
The percentage of qualified teachers (diploma holders or above) at the upper primary ranges from 4.2% in Somale to 63.9% in Addis Abeba. Only Afar and Addis Abeba have more than 50% qualified teachers at this level. The shortage of qualified teachers is more serious in Somlae, oromiya, Gambella and SNNPR. Unlike the lower primary, at this level the percentage fo qualified male teachers in most of the regions is higher than their counter part female teachers. It is only in SNNPR, Oromiya and Addis Abeba that percentage of qualified female teachers is higher than male teachers.

Table 6.4

Percentage of Qualified Teachers at upper primary (5-8) by Region - 2000/01

Region	Male	Female	Total
Tigray	30.2	18.2	27.6
Afar	54.7	23.1	50.5
Amhara	33.9	33.0	33.8
Oromiya	12.6	15.3	13.0
Somali	4.5	1.9	4.2
Benihsangul-gumuz	31.7	10.8	27.3
SNNPR	15.0	18.3	15.5
Gambella	17.2	3.0	14.5
Harari	39.3	28.6	37.5
Addis Ababa	62.3	68.4	63.9
Dire Dawa	50.2	34.8	47.8
National	22.9	28.6	23.8

Percentage of Qualified Teachers at upper primary (5-8) by Region - 2000/01



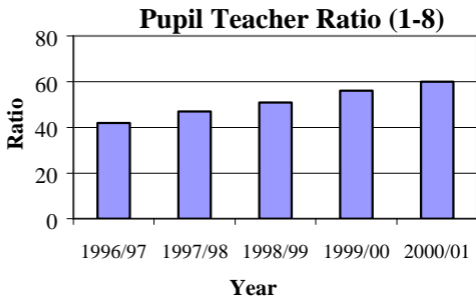
3.2 PUPIL TEACHER RATIO AT PRIMARY (1-8) LEVEL

3.2.1 National

The Pupil Teacher Ratio at primary (1-8) level has been increasing consistently between 1996/97 and 2000/01. It reached 60 in 2000/01 from 42 in 1996/97, i.e. a growth of 42.9% in four years period. From this it is obvious that the rate of growth for enrolment was much higher than the growth rate for teachers.

Table 7.1
Pupil Teacher Ratio (1-8)

Year	Ratio
1996/97	42.0
1997/98	47.0
1998/99	51.0
1999/00	56.0
2000/01	60.0



3.2.2 *Regional*

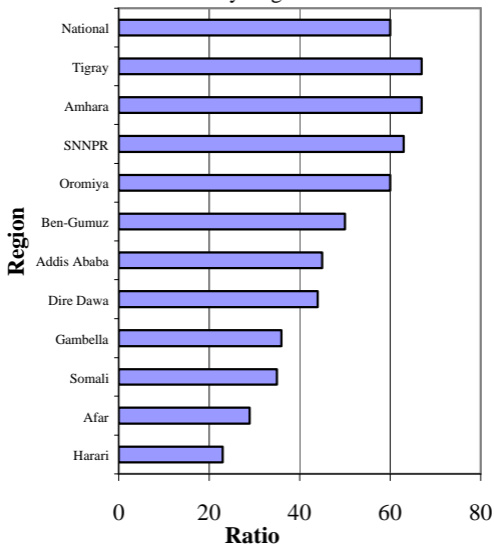
The 2000/01 Regional Pupil Teacher Ratios indicate that only three regions, Amhara (67), Tigray (67) and SNNPR (63) have over the national average (60). The pupil teacher ratio for the remaining eight regions was below the national average. The lowest pupil teacher ratio is seen in Harari (23).

Table 7.2

**Pupil Teacher Ratio at Primary (1-8) Level
by Region - 2000/01**

Region	Ratio	Region	Ratio
Harari	23	Ben-Gumuz	50
Afar	29	Oromiya	60
Somali	35	SNNPR	63
Gambella	36	Amhara	67
Dire Dawa	44	Tigray	67
Addis Ababa	45	National	60

Pupil Teacher Ratio at Primary (1-8) Level
by Region -2000/01



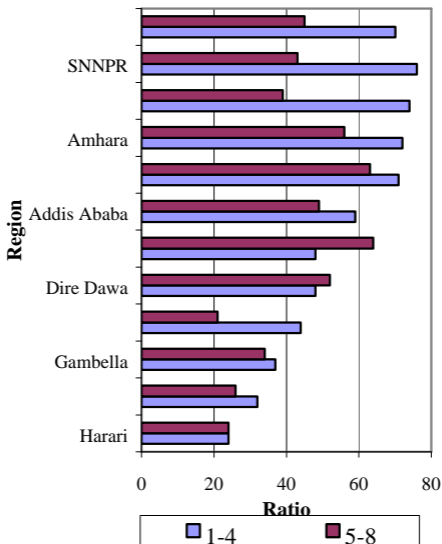
3.2.3 Pupil Teacher Ratio at Lower (1-4) and Upper (5-8) Primary Level

In 2000/01 the pupil teacher ratio for grade 1-4 at national level was 70 while for grade 5-8 it was 45. The shortage of teachers at the lower primary (1-4) is serious in Tigray, Amhara, Oromiya and SNNPR. The pupil teacher ratio for other regions is below 60. at the second cycle primary (5-8), however, it seems that Oromiya and SNNPR do not have shortage of teachers (regardless of their qualification). Afar, Somale, Gambella and Harari regions have also pupil teacher ratio below 35. On the other hand, the shortage of second cycle teachers is serious in Tigray, Amhara and Benishangul-Gumuz.

Table 7.3
Pupil Teacher Ratio at Lower (1-4) and Upper (5-8) Primary Level - 2000/01

Region	1-4	5-8	Region	1-4	5-8
Tigray	71	63	SNNPR	76	43
Afar	32	26	Gambella	37	34
Amhara	72	56	Harari	24	24
Oromiya	74	39	Addis Ababa	59	49
Somali	44	21	Dire Dawa	48	52
Ben-Gumuz	48	64	National	70	45

Pupil Teacher Ratio at Lower (1-4) and Upper (5-8) Primary Level



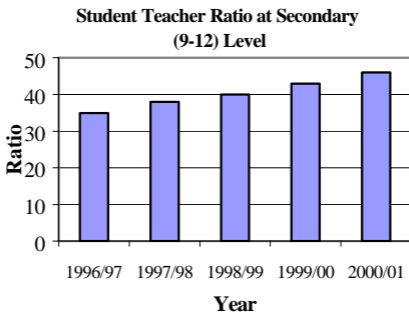
3.3 STUDENT TEACHER RATIO AT SECONDARY (9-12) LEVEL

3.3.1 National

The student Teacher Ratio at secondary level has also increased in the past five years. It was 35 in 1996/97 and increased to 46 in 2000/01, which is a 31.4% increase in four years. The growth rate of student teacher ratio at secondary level was smaller than the pupil teacher ratio at primary level. At secondary level the student teacher ratio increased at a lower dale.

Table 8.1**Student Teacher Ratio at Secondary (9-12) Level**

Year	Ratio
1996/97	35
1997/98	38
1998/99	40
1999/00	43
2000/01	46



3.3.2 Regional

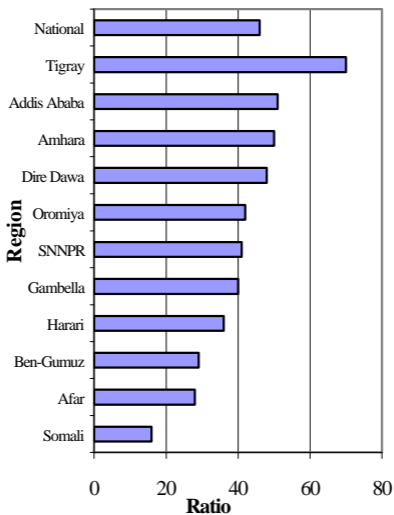
In 2000/01 the student Teacher Ratio at secondary level ranges from 16 in Somale to 70 in Tigray. In 2000/01 the student teacher ratios in Amhara, Addis Ababa, Dire Dawa and Tigray were above the national average (46). In the remaining 7 regions the student teacher ratio were below the national average. From this it is obvious that most of the regions did not have a serious shortage of secondary school teachers, regardless of their qualifications. The problem is shortage of qualified teachers.

Table 8.2

Student Teacher Ratio at Secondary (9-12) Level by Region - 2000/01

Region	Ratio	Region	Ratio
Somali	16	Oromiya	42
Afar	28	Dire Dawa	48
Ben-Gumuz	29	Amhara	50
Harari	36	Addis Ababa	51
Gambella	40	Tigray	70
SNNPR	41	National	46

Student Teacher Ratio at Secondary (9-12)
Level by Region - 2000/01



3.4 PUPIL SECTION RATIO

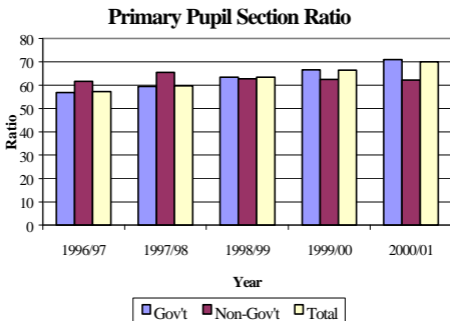
3.4.1 Government and Non-Government Primary (1-8) Schools

(a) National

In 2000/01 the national Pupil Section Ratio (PSR) at primary level has reached 70. It has been increasing consistently since 1996/97 though at a lower rate. In recent years the PSR in Non-Government schools is lower than Government schools. In the last five years, PSR for Government schools have increased from 56.8 in 1996/97 to 70.9 in 2000/01. On the other hand the PSR in Non-Government schools increased from 61.7 in 1996/97 to 62.2 in 2000/01, which is an increase of 0.5. The higher increase in Government schools has led to a higher increase in the national average, i.e., 70 in 2000/01.

Table 9.1**Pupil Section Ratio at Primary level (1-8)**

Year	Gov't	Non-Gov't	Total
1996/97	56.8	61.7	57.2
1997/98	59.4	65.5	59.8
1998/99	63.4	62.7	63.4
1999/00	66.6	62.4	66.4
2000/01	70.9	62.2	70.0



(b) Regional

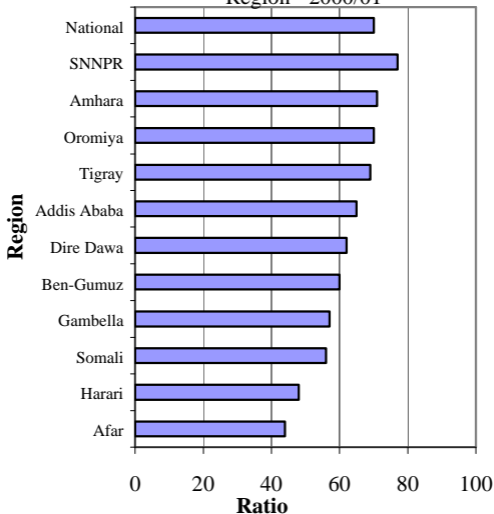
Only five regions, i.e, Afar, Harari, Somale, Gambella and Benishangul-Gumuz have a pupil section ratio of 60 or below. The remaining four regions and two city administration have a pupil section ratio higher than 60, the newly set standard. Especially in the four regions, namely, Tigray, Oromiya, Amhara and SNNPR the pupil section ratio is 69 or above, which is an indication of a serious shortage of classrooms.

Table 9.2

Pupil Section Ratio at Primary (1-8) Level by Region - 2000/01

Region	Ratio	Region	Ratio
Afar	44	Addis Ababa	65
Harari	48	Tigray	69
Somali	56	Oromiya	70
Gambella	57	Amhara	71
Ben-Gumuz	60	SNNPR	77
Dire Dawa	62	National	70

Pupil Section Ratio at Primary (1-8) Level by
Region - 2000/01

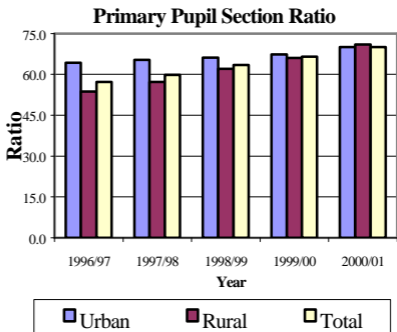


3.4.2 Urban and Rural Primary Schools

The pupil section ratio in rural schools was lower than urban schools up until 1999/2000. But in 2000/01 the situation was reverted, i.e., the PSR in rural area was higher than urban areas. In five years time the PSR for urban areas has increased from 64.2 to 70, where as in rural areas it has increased from 53.7 to 71 in 2000/01. In other words PSR in rural areas has been increasing at a faster rate than in urban areas. This shows that shortage of classrooms is becoming more serious in rural areas than urban areas.

Table 9.3**Pupil Section Ratio at Primary level (1-8)**

Year	Urban	Rural	Total
1996/97	64.2	53.7	57.2
1997/98	65.3	57.2	59.8
1998/99	66.1	62.0	63.4
1999/00	67.3	66.0	66.4
2000/01	70.0	71.0	70.0



3.4.3 Student Section Ratio at Secondary (9-12) Level

(a) National

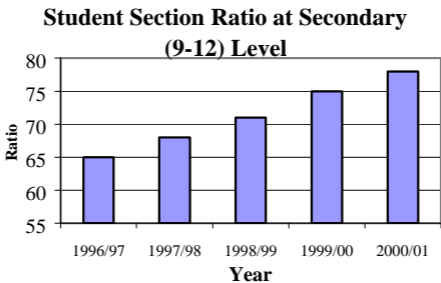
At the secondary (9-12) level the student section ratio has increased from 65 in 1996/97 to 78 in 2000/01. In the last five years under consideration, the student section ratio at secondary level has grown by 20%.

Compared to the primary level, the sections at secondary level are over crowded in all years under consideration. This shows that the shortage of classrooms is more serious at secondary level.

Table 10.1

**Student Section Ratio at
Secondary (9-12) Level**

Year	Ratio
1996/97	65
1997/98	68
1998/99	71
1999/00	75
2000/01	78



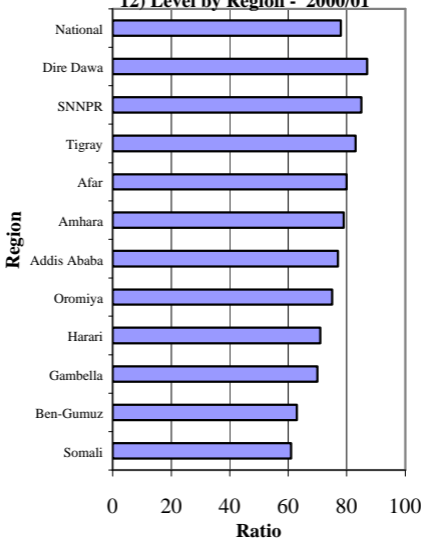
(b) Regional

In 2000/01 the student section ratio at secondary level in all regions was above 60, with the lowest in Somali (61) and the highest in Dire Dawa (87). Except Somali and Benishangul-Gumuz the problem is serious in almost all Regions. Especially Amhara, Afar, Tigray, SNNPR and Dire Dawa have a student section ratio of 79 or above.

Table 10.2
Student Section Ratio at Secondary (9-12) Level
by Region - 2000/01

Region	Ratio	Region	Ratio
Somali	61	Amhara	79
Ben-Gumuz	63	Afar	80
Gambella	70	Tigray	83
Harari	71	SNNPR	85
Oromiya	75	Dire Dawa	87
Addis Ababa	77	National	78

Student Section Ratio at Secondary (9-12) Level by Region - 2000/01



4. Efficiency

4.1 REPETITION RATE

4.1.1 At Grade 1 by Gender

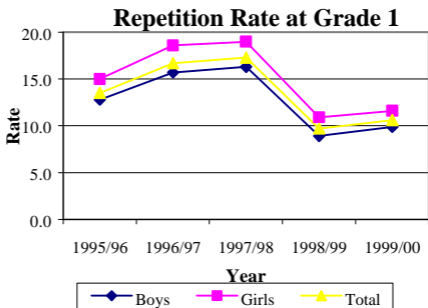
Per the New Education and Training Policy, promotion for grades 1-3 is automatic based on continuous assessment in order to avoid repetition in those grades. However, some regions still report repeaters in those grades.

In 1999/2000 the repetition rate at grade 1 was 10.6%. The gender dis-aggregated data for 1999/2000 show that the repetition rates for boys and girls were 9.9% and 11.6% respectively. In the last four years under consideration the repetition rate for girls was higher than boys. It is only in 1998/99 that the curve for the repetition rates went down.

However, it started to increase again in 1999/2000. An increase in repetition rate means an increase in wastage. Therefore, this requires a combined effort of policy makers and educationalists at different levels, parents and the community at large to minimize this wastage.

Table 11.1**Repetition Rate at Grade 1 by Gender**

Year	Boys	Girls	Total
1995/96	12.8	15.0	13.5
1996/97	15.7	18.6	16.7
1997/98	16.3	19.0	17.3
1998/99	8.9	10.9	9.7
1999/00	9.9	11.6	10.6



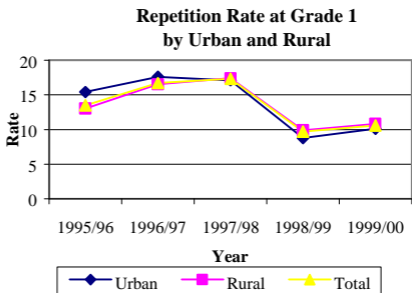
4.1.2 At Grade 1 by Urban and Rural

Having in mind the basic social and economic differences in rural and urban areas, it is very important to view the repetition status in the two settlements since 1995/96

Repetition rate at grade 1 in rural schools were lower than urban schools for the first two year and higher then after. In 1998/99 the repetition rates for both urban and rural areas dropped drastically. However, in both cases the rates have again started to go up in 1999/2000.

Table 11.2**Repetition Rate at Grade 1 by Urban & Rural**

Year	Urban	Rural	Total
1995/96	15.4	13.0	13.5
1996/97	17.6	16.5	16.7
1997/98	17.1	17.4	17.3
1998/99	8.8	9.9	9.7
1999/00	10.1	10.8	10.6

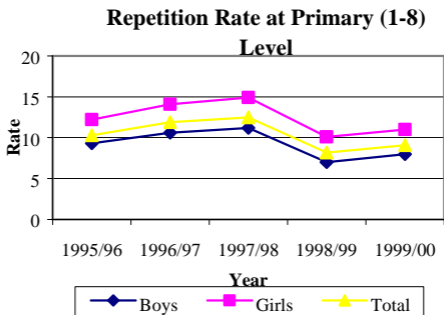


4.1.3 At Primary (1-8) Level

The national repetition rate at primary (1-8) level for the year 1999/2000 is 9.1%. Similar to that of grade 1, the repetition rate at primary level showed a significant decrease in 1998/99. In 1999/2000 it increased by 0.9 percentage point. In all the years under study the repetition rates for girls are higher than the repetition rates for boys. The low GER coupled with high rate of repetition will affect girls' education considerably.

Table 11.3**Repetition Rate at Primary (1-8) Level**

Year	Boys	Girls	Total
1995/96	9.3	12.2	10.3
1996/97	10.6	14.1	11.9
1997/98	11.2	14.9	12.5
1998/99	7.0	10.1	8.2
1999/00	8.0	11.0	9.1



4.1.4 At Primary (1-8) Level by Region

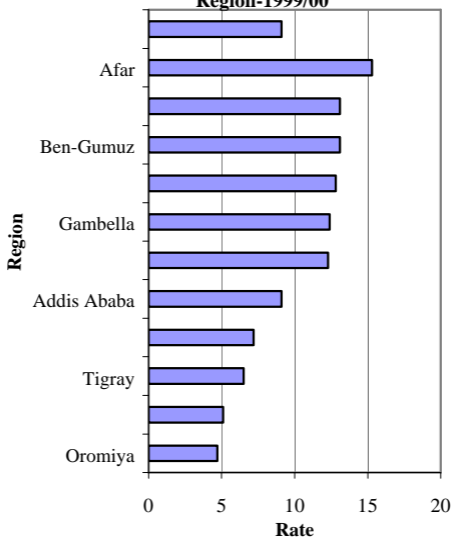
In 1999/2000 the repetition rate at primary (1-8) level for the different regions ranges from 4.7% in Oromiya to 15.3% in Afar. Oromiya, Somale, Tigray and Dire Dawa have repetition rates lower than the national average. It is only Addis Abeba that has a repetition rate equal to the national average. The problem is more serious in Benishangul-Gumuz, Amhara and Afar regions.

Table 11.4

Repetition Rate at Primary(1-8) Level by Region-1999/00

Region	Rate	Region	Rate
Oromiya	4.7	Gambella	12.4
Somali	5.1	SNNPR	12.8
Tigray	6.5	Ben-Gumuz	13.1
Dire Dawa	7.2	Amhara	13.1
Addis Ababa	9.1	Afar	15.3
Harari	12.3	National	9.1

**Repetition Rate at Primary (1-8) Level by
Region-1999/00**



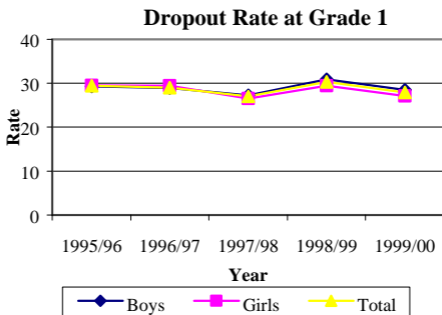
4.2 DROPOUT RATE

4.2.1 At Grade 1 by Gender

Between 1995/96 and 1997/98 the dropout rates at grade 1 for both boys and girls were decreasing but increased in 1998/1999. The national average dropout rate at grade 1 which was 30.3% in 1998/99 decreased to 27.9% in 1999/2000. With a similar pattern the dropout rates for both boys and girls decreased from 30.9% and 29.4% in 1998/99 to 28.5% and 27.1% in 1999/2000 respectively. This shows that a little less than one-third of grade 1 pupils dropout before reaching grade 2.

Table 12.1
Dropout Rate at Grade 1 by Gender

Year	Boys	Girls	Total
1995/96	29.3	29.5	29.4
1996/97	28.9	29.4	29.0
1997/98	27.2	26.5	27.0
1998/99	30.9	29.4	30.3
1999/00	28.5	27.1	27.9

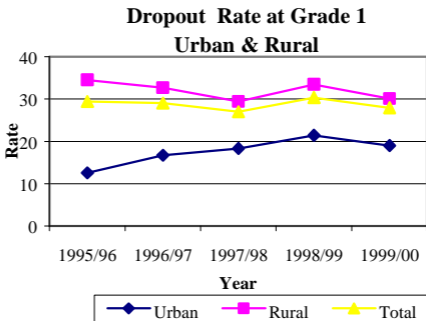


4.2.2 At Grade 1 by Urban and Rural

The dropout rate at grade 1 is more serious in rural schools compared to urban schools. However, the five years data showed that the dropout rates at grade 1 for urban schools was sharply increasing until 1998/99 and then decreased in 1999/00. On the other hand, the dropout rate for rural schools was declining until 1997/98 and the curve went up in 1998/99 and decreased in 1999/00. In general, the comparison between 1995/96 and 1999/2000 shows that the dropout rate at grade 1 decreased by 4.4 percentage point in rural areas while it increased by 6.5 percentage points in urban areas. Therefore, there is an urgent need for a concerted effort by all concerned bodies to bring down the dropout rates both in urban and rural schools.

Table 12.2**Dropout Rate at Grade 1 by Urban & Rural**

Year	Urban	Rural	Total
1995/96	12.5	34.5	29.4
1996/97	16.7	32.6	29.0
1997/98	18.3	29.4	27.0
1998/99	21.4	33.4	30.3
1999/00	19.0	30.1	27.9

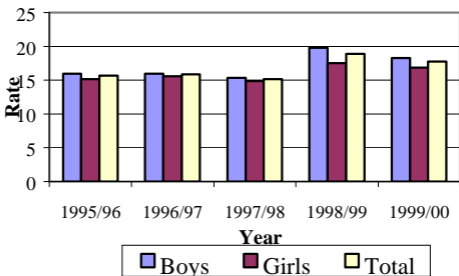


4.2.3 At Primary (1-8) Level by Gender

The dropout rate at primary level (for the two primary cycles combined) is oscillating between 15.2 in 1997/98 and 18.9 in 1998/99. A one year increase is followed by a decrease in another and an increase in the other, etc. This trend is also true for both girls and boys. The national dropout rate at primary level in 1999/2000 was 17.8%. For the same year it was 18.3% and 16.9% for boys and girls respectively. Between 1995/96 and 1999/2000 the increase in dropout rates was 2.3 percentage for boys and 1.6 percentage points for girls. In all the five years under consideration the dropout rate is higher for boys than girls. This is an indication that girls survive more than boys at primary level if they get the chance to be enrolled.

Table 12.3**Dropout Rate at Primary (1-8) Level by Gender**

Year	Boys	Girls	Total
1995/96	16.0	15.2	15.7
1996/97	16.0	15.6	15.8
1997/98	15.4	14.9	15.2
1998/99	19.8	17.5	18.9
1999/00	18.3	16.9	17.8

Dropout Rate at Primary (1-8) Level

4.2.4 At Primary (1-8) Level by Region

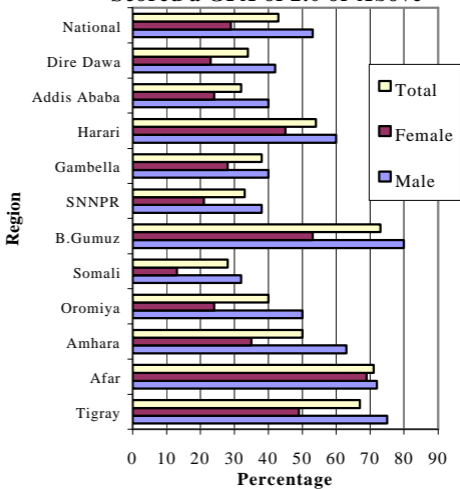
The dropout rate at primary level varies regionally with the lowest 4.2% in Addis Ababa and the highest 27.1% in SNNPR . Except Oromiya, Benishangul-Gumuz, Gambella and SNNPR the dropout rates for all other regions are below the national average. Although Benishangul-Gumuz and Gambella have higher primary gross enrolments, about one-fourth of pupils in primary schools are dropping out. This shows that only about 75% of the pupils are coming to school in the following academic year. Except Addis Abeba the dropout rate is more than 11%. Therefore, more attention should be given to retain children in school.

Table 12.4

Dropout rate by Region (1-8) 1999/00

Region	Rate	Region	Rate
Addis Ababa	4.2	Somali	16.1
Harari	11.0	Oromiya	19.1
Tigray	11.2	Ben-Gumuz	23.6
Amhara	11.5	Gambela	25.6
Dire Dawa	12.5	SNNPR	27.1
Afar	16.0	National	17.8

Percentage of Students Who Scored a GPA of 2.0 or Above



4.3 Grade 10 Examination

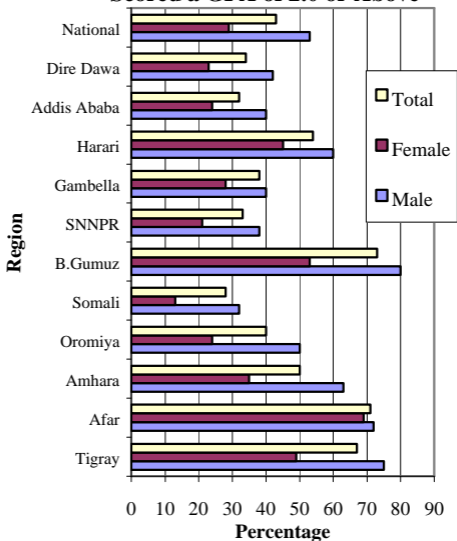
Per the new Education and Training Policy, general secondary education is completed at grade 10. The first cohort of students that started their education with the new curriculum at grade 5 reached grade 10 in 2000/01. Therefore, the grade 10 national examination was given in 2000/01 for the first time. The achievement varies from region to region.

A GPA of 2.0 is taken as a point of reference for comparison purpose. In doing so, 50% or more of the candidates in Tigray, Afar, Amhara, Benishangul-gumuz, and Harari Regions scored a G.P.A. of 2.0 or above. The percentage of students who scored a GPA of 2 or above varies between 28% in Somale and 73% in Benishangul-Gumuz. At national level the proportion of students who scored a GPA of 2 or above were 53%, 29% and 43% for males, females and the total respectively.

Table 13.1 - Percentage of students who scored a GPA of 2.0 or above

Region	M	F	Total	Region	M	F	Total
Tigray	75	49	67	SNNPR	38	21	33
Afar	72	69	71	Gambella	40	28	38
Amhara	63	35	50	Harari	60	45	54
Oromiya	50	24	40	Addis Ababa	40	24	32
Somali	32	13	28	Dire Dawa	42	23	34
B.Gumuz	80	53	73	National	53	29	43

Percentage of Students Who Scored a GPA of 2.0 or Above



4.4 Grade 12 Examination (ESLCE)

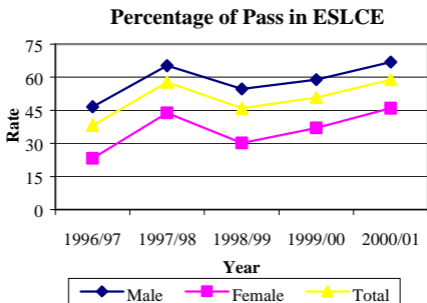
The pass rate in the Ethiopian Schools Leaving Certificate Examination (ESLCE) is determined by the Grade Point Average (GPA). A student is said to have passed ESLCE if and only if his/her GPA is not less than 2.0. The pass rate is defined as the percentage of students who have scored a GPA of 2.0 or above out of the total number of students who sat for ESLSE.

The pass rates show an increasing and decreasing trend up until 1999/2000. However, it exhibited an increase in 1999/2000 and 2000/01. The maximum recorded in the last five years was attained in 2000/01, i.e, 66.8%, 45.9% and 58.9% for boys, girls and the total respectively.

This shows that nearly 59% of the grade 12 students who sat for the ESLCE have successfully completed their secondary education and passed the examination. This makes them likely candidates for tertiary level education. In all the five years under consideration the pass rate for girls was below 46%. The gender gap in the pass rate decreased by 2.5 percentage points in 2000/01 compared to 1996/97. However, the gap still stands at 20.9 percentage point.

Table 13.2
Percentage of Pass in ESLCE by Gender

Year	Male	Female	Total
1996/97	46.6	23.2	38.2
1997/98	65.2	43.8	57.7
1998/99	54.6	30.2	45.9
1999/00	58.9	37.0	50.8
2000/01	66.8	45.9	58.9



5. Higher Education

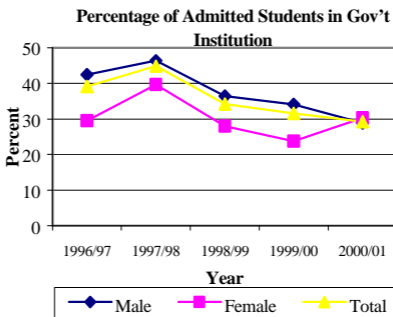
5.1 STUDENTS ADMITTED IN GOVERNMENT HIGHER INSTITUTIONS

The percentage of admitted students from those who passed ESLCE was the highest in 1997/98 (44.8%) and the lowest in 2000/01 (29.2%). Although admission to higher education has been increasing in absolute numbers, the percentage of admitted students was decreasing consistently since 1997/98. This is because of higher increase in the number of students who passes ESLCE than who are admitted.

The percentage of admitted students in 2000/01 by gender reveals that the percentage of girls is higher compared to boys. It was 28.8% and 30.3% for boys and girls respectively.

Table 14.1
Percentage of Admitted Students in Gov't Institution by Gender

Year	Male	Female	Total
1996/97	42.4	29.5	39.1
1997/98	46.3	39.6	44.8
1998/99	36.4	28.0	34.2
1999/00	34.1	23.7	31.6
2000/01	28.8	30.3	29.2

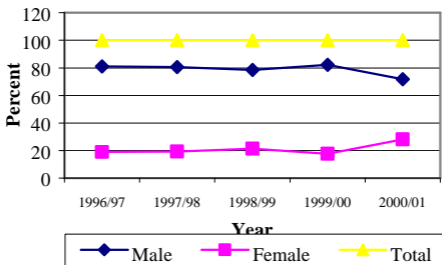


5.2 Proportion of Male and Female Students Admitted in Government Higher Institutions

The highest percentage of girls out of the total students admitted in higher education institutions in the past five years was recorded in 2000/01 (28.2%). The proportion of female students admitted in higher institutions has been growing since 1996/97 except the sudden drop in 1999/00. The share of females have increased from 19% in 1996/97 to 28.2% in 2000/01. The total change during this period is 9.2 percentage points.

Table 14.2**Proportion of Male & Female Students
Admitted in Gov't Higher Education Inst.**

Year	Male	Female	Total
1996/97	81.0	19.0	100.0
1997/98	80.6	19.4	100.0
1998/99	78.5	21.5	100.0
1999/00	82.3	17.7	100.0
2000/01	71.8	28.2	100.0

**Proportion of Male & Female Students
Admitted in Gov't Higher Education Inst.**

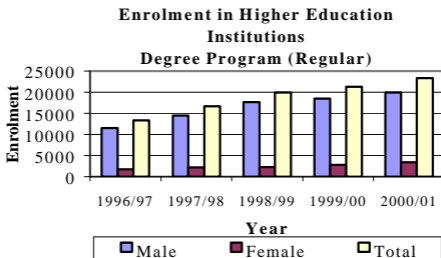
5.3 ENROLMENT IN HIGHER EDUCATION INSTITUTIONS

5.3.1 Regular Degree Programs

Up until 2000/01 all accredited degree programs are run by Government. The total number of students enrolled in regular degree programs in the last five years has increased from 13,347 in 1996/97 to 23,320 in 2000/01. On the average the total number of students was growing at 15.0% per annum. Similarly the average annual growth rates were 14.6% and 17.4% for males and females respectively. The number of female students was growing faster than male students. However, the change in the share of female students out of total enrolment was only 1.2 percentage points, i.e., it increased from 13.5% in 1996/97 to 14.7% in 2000/01.

Table 15.1**Enrolment in Higher Education Institutions
Degree Program (Regular)**

Year	Male	Female	Total
1996/97	11541	1806	13347
1997/98	14452	2196	16648
1998/99	17649	2308	19957
1999/00	18452	2813	21265
2000/01	19884	3436	23320



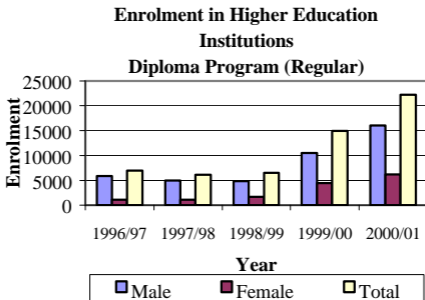
5.3.2 Regular Diploma Program

Total number of students (Government & private) enrolled in regular diploma program has increased by over 200% between 1996/97 and 2000/01. The total regular diploma enrolment which was 6991 in 1996/97 reached 22,206 in 2000/01. The contribution of private institutions is growing in recent years and as a result 5,472 and 11,175 students were enrolled in private institutions in 1999/2000 and 2000/01 respectively. In the five years under study the number of female students was growing on the average by 33.5% per annum while the number of male students was increasing by 28.6% per annum. The share of female students out of total enrolment has also grown significantly, i.e., it increased from 16.1% in 1996/97 to 27.7% in 2000/01.

Table 15.2

**Enrolment in Higher Education Institutions
Diploma Program (Regular)**

Year	Male	Female	Total
1996/97	5868	1123	6991
1997/98	4960	1128	6088
1998/99	4837	1687	6524
1999/00	10491	4470	14961
2000/01	16048	6158	22206



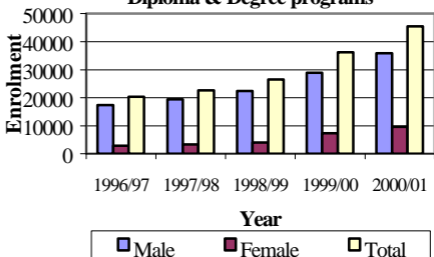
5.3.3 Regular Degree and Diploma Program

The total higher education regular enrollment both in degree and diploma programs has increased by more than 100% in the last five years. The total enrollment which was 20,338 in 1996/97 increased to 45,526 in 2000/01. During this period total enrolment was growing on the average by 22.3% per annum. Female enrolment was growing faster than male enrolment. As a result the share of female students out of total enrolment has grown from 14.4% in 1996/97 to 21.1% in 2000/01.

The growth in higher education enrollment is encouraging. However, a serious effort is required to raise further the share of girls enrolment and there by address the gender equity.

Table 15.3**Total Regular Enrolment in Higher Education
Institution Diploma & Degree programs**

Year	Male	Female	Total
1996/97	17409	2929	20338
1997/98	19412	3324	22736
1998/99	22486	3995	26481
1999/00	28943	7283	36226
2000/01	35932	9594	45526

**Total Regular Enrolment in Higher
Education Institution
Diploma & Degree programs**

5.3.4 Degree Program (Regular, Evening and Kiremt)

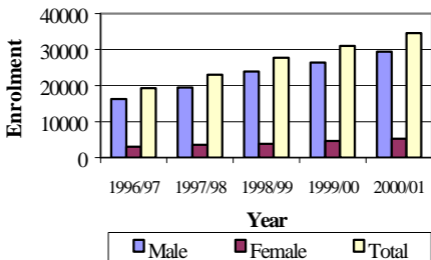
Tertiary level education is mainly provided in three ways, i.e., regular, evening and Kiremt. The total number of students enrolled in degree programs (adding up regular, evening and Kiremt students) has increased from 19,360 in 1996/97 to 34,589 in 2000/01. The average annual growth rate is 15.6%. During this period male enrolment was growing faster than female enrolment. The average annual rate of growth was 15.8% and 14.4% for males and females respectively. As a result the share of female enrolment out of total enrolment decreased from 15.7% in 1996/97 to 15.1% in 2000/01. In order to bring upward the share of female students a concerted effort by all concerned bodies will be an urgent task.

Table 15.4

**Total Enrolment in Higher Education Institution
Degree Program (Regular, Evening & Kiremt)**

Year	Male	Female	Total
1996/97	16314	3046	19360
1997/98	19504	3519	23023
1998/99	23907	3789	27696
1999/00	26403	4595	30998
2000/01	29373	5216	34589

**Total Enrolment in Higher Education Institution
Degree Program (Regular, Evening & Kiremt)**

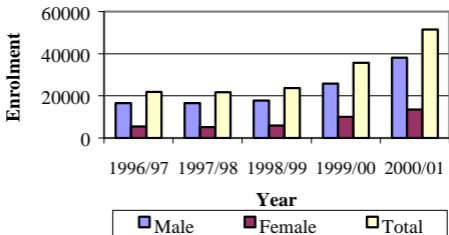


5.3.5 Diploma Program (Regular, Evening and Kiremt)

The total number of students enrolled in regular, evening and Kiremt diploma programs in 2000/01 increased by 29574 compared to that of 1996/97 enrolment. Except a slight decline in female enrolment in 1997/98, the enrolment for both males and females was growing consistently during the period under consideration. In 2000/01 the total changes in male, female and total enrolment compared to that of 1996/97 were 130.3%, 147.4% and 134.5% respectively. The share of female enrolment out of total enrolment also increased from 24.6% in 1996/97 to 26% in 2000/01. Taking into consideration all types of diploma programs in all types of institutions female enrolment accounts only for a little higher than a quarter. This shows that a lot has to be done to raise the participation of female students.

Table 15.5**Total Enrolment in Higher Education Institution
Diploma Program (Regular, Evening & Kiremt)**

Year	Male	Female	Total
1996/97	16569	5413	21982
1997/98	16541	5123	21664
1998/99	17827	5918	23745
1999/00	25732	9983	35715
2000/01	38162	13394	51556

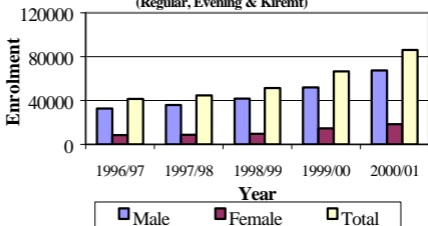
**Total Enrolment in Higher Education Institution
Diploma Program (Regular, Evening & Kiremt)**

5.3.6 Diploma and Degree Program (Regular, Evening and Kiremt)

Total enrollment in higher education institutions (Government and Non-Government) in both degree and diploma programs and all arrangements (regular, evening and kiremt) combined has reached to 86145 in 2000/01. The enrolment in 2000/01 for both males and females was more than double compared to that of 1996/97. The average annual rates of growth for male, female and total enrolment during the last four years were 19.7%, 21.8% and 20.1% respectively. The rate of increase for female students is encouraging. However, the share of female out of total enrolment showed a slight change, i.e., it increased from 20.5% in 1996/97 to 21.6% in 2000/01, only a change of 1.1 percentage point with in five years.

Table 15.6**Total Enrolment in Higher Education Institutions****Diploma & Degree Programs (Regular, Evening & Kiremt)**

Year	Male	Female	Total
1996/97	32883	8459	41342
1997/98	36045	8642	44687
1998/99	41734	9707	51441
1999/00	52135	14578	66713
2000/01	67535	18610	86145

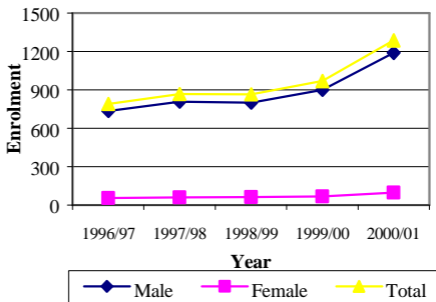
**Total Enrolment in Higher Education
Institution****Diploma & Degree Programs
(Regular, Evening & Kiremt)**

5.3.7 *Postgraduate*

The total number of students enrolled in postgraduate program increased by 496 in 2000/01 compared to that of 1996/97 enrolment. Female enrolment has been increasing consistently since 1996/97. However, it has never reached 100 in the five years under consideration. the change in female enrolment between 1996/97 and 2000/01 was only 42. Male enrolment was also increasing except a slight decline in 1998/99. Up until 1999/2000 total enrolment was less than 1000 and it was growing at a slower pace. The highest increase for both male and female students was seen in 2000/01.

Table 15.7**Enrolment in Postgraduate Program**

Year	Male	Female	Total
1996/97	735	55	790
1997/98	807	60	867
1998/99	802	62	864
1999/00	900	69	969
2000/01	1189	97	1286

Enrolment in Postgraduate Program

5.4 GRADUATES

5.4.1 Degree Program

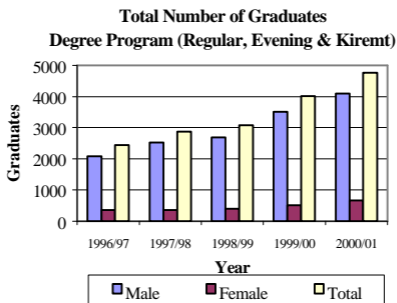
The total number of degree graduates from Regular, Evening and Kiremt Programs which was 2439 in 1996/97 has reached 4761 in 2000/01. Though the number of both male and female graduates is increasing through time, the proportion of females is still low. The share of female graduates which was 14.5% in 1996/97 decreased to 13.9% in 2000/01. During this period the number of male graduates was growing faster than female graduates. The average annual growth rates of degree graduates were 18.4%, 16.9% and 18.2% for male, female and the total respectively. Therefore, the gender inequity is not only seen in enrollment but also in the number of degree graduates. Hence there will be a need to make a serious effort to raise the share of female degree graduates.

Table 16.1

Total Number of Graduates by Gender

Degree Program (Regular, Evening & Kiremt)

Year	Male	Female	Total
1996/97	2084	355	2439
1997/98	2518	356	2874
1998/99	2683	394	3077
1999/00	3510	506	4016
2000/01	4098	663	4761



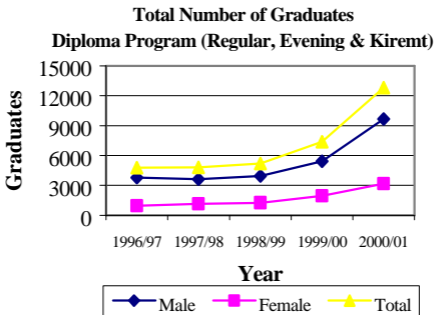
5.4.2 *Diploma Program*

The total number of diploma graduates from all programmes combined (Regular, Evening and Kiremt Programs) in 2000/01 was 12,818, of whom 9,657 were males and 3,161 females. Out of this 3,360 (26.2%) graduated from private institutions. Between 1996/97 and 2000/01 the number of diploma graduates was growing on the average at a rate of 26.4%, 34.2% and 28.1% per annum for males, females and the total respectively. Since the number of female graduates was growing at faster rate, their share out of the total number of graduates has also increased from 20.5% in 1996/97 to 24.7% in 2000/01.

Table 16.2

**Total Number of Graduates by Gender
Diploma Program (Regular, Evening & Kiremt)**

Year	Male	Female	Total
1996/97	3785	975	4760
1997/98	3653	1165	4818
1998/99	3946	1276	5222
1999/00	5441	1949	7390
2000/01	9657	3161	12818



5.4.3 Diploma and Degree Program

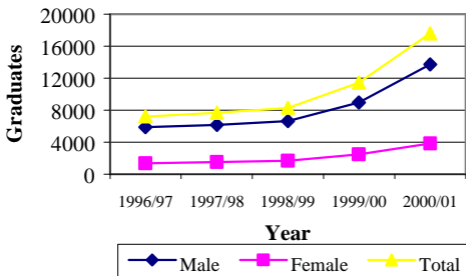
The total number of Diploma and Degree graduates from Regular, Evening and Kiremt programs has been increasing since 1996/97. The total number of graduates which was 7199 in 1996/97 increased to 17579 in 2000/01. On the average it was growing by 25% per annum for the last four years. The proportion of female graduates has also increased from 18.5% in 1996/97 to 21.8% in 2000/01. The number of female graduates was growing faster than male graduates. The average annual growth rates were 23.7% and 30.2% for males and females respectively.

Table 16.3

**Total Number of Graduate by Gender
Diploma & Degree Program**

Year	Male	Female	Total
1996/97	5869	1330	7199
1997/98	6171	1521	7692
1998/99	6629	1670	8299
1999/00	8951	2455	11406
2000/01	13745	3824	17579

**Total Number of Graduates
Diploma & Degree Program**

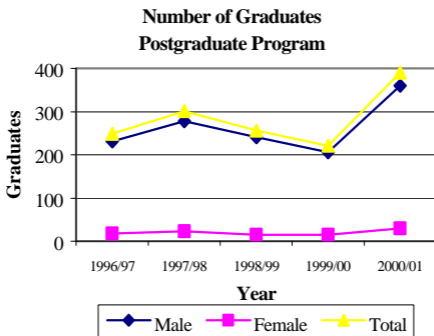


5.4.4 Postgraduate

The number of graduates from the post graduate program shows an oscillating trend. The increase in the number of graduates in 1997/98 was followed by a two consecutive years decline. However, it showed an increase by 76.5% in 2000/01 compared to that of 1999/2000. Between 1996/97 and 2000/01 the average annual growth rates were 11.7%, 13.6% and 11.9% for males, females and the total respectively. The share of females out of the total number of graduates also increased from 7.2% in 1996/97 to 7.7% in 2000/01.

Table 16.4
Number of Graduates
Postgraduate Program

Year	Male	Female	Total
1996/97	231	18	249
1997/98	278	23	301
1998/99	241	15	256
1999/00	206	15	221
2000/01	360	30	390



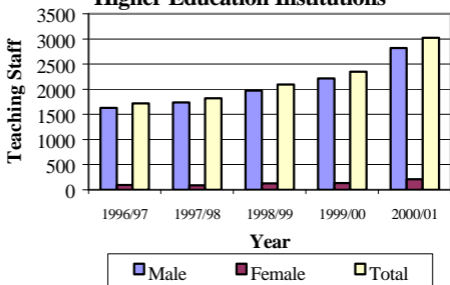
5.5 *Teachers in Higher Education Institutions*

5.5.1 *Ethiopian Full Time Teaching Staff*

The number of Ethiopian full time teachers in higher education institutions has shown an increasing trend for the last five years. The number of full time Ethiopian teaching staff serving in higher education institutions in 2000/01 was 3,022, of whom 210 were females. On the average the number of teachers in higher education institutions was growing by 15.2% per annum for the last four years. The number of female teachers was growing at a faster rate compared to male teachers. As a result the share of female teachers increased from 5.3% in 1996/97 to 6.9% in 2000/01. The data for the year 1999/2000 and 2000/01 include teachers in private institutions. In 1999/2000, 119 teachers were serving in private institutions of whom 12 were females. In 2000/01 these figures raised to 267 and 16 for the total and females respectively.

Table 17.1**Full Time Ethiopian Teaching Staff in Higher Education Institutions**

Year	Male	Female	Total
1996/97	1627	91	1718
1997/98	1736	87	1823
1998/99	1970	124	2094
1999/00	2214	130	2344
2000/01	2812	210	3022

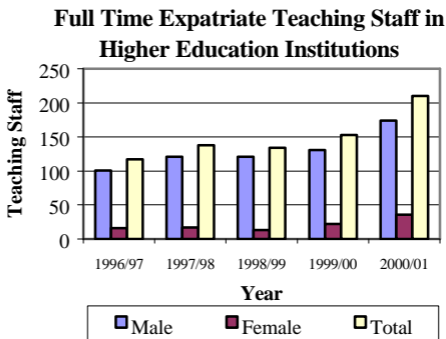
Full Time Ethiopian Teaching Staff in Higher Education Institutions

5.5.2 Expatriate Full Time Teaching Staff

In 2000/01 in all higher education institutions (including non-government) there were 210 expatriate teachers. The number of expatriate full time teachers has been increasing through time except a slight decline in 1998/99. The annual average growth rates were 14.6%, 22.5% and 15.7% for males, females and the total respectively. The highest increase in the number of expatriate teachers is seen in 2000/01. The growth in the number of expatriate teachers is linked to the rapid expansion in higher education institutions. Out of the total number of expatriate teachers in 2000/01, 8 were teaching in private higher institutions.

Table 17.2
Full Time Expatriate Teaching Staff in
Higher Education Institutions

Year	Male	Female	Total
1996/97	101	16	117
1997/98	121	17	138
1998/99	121	13	134
1999/00	131	22	153
2000/01	174	36	210

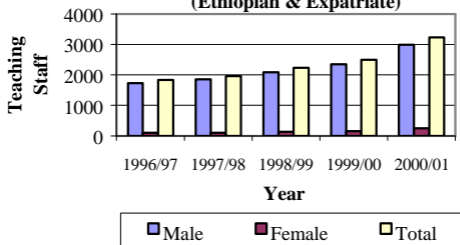


5.5.3 National and Expatriate Teachers

The total number of full time teachers (both national and expatriates) in higher education institutions show an increasing trend for the last five years. The total number of teachers which was 1835 in 1996/97 has grown to 3232 in 2000/01. During this period the number of teachers was growing on the average at a rate of 15.2% per annum. The number of female teachers, although it started from a lower base, was growing at a faster rate than males. The average annual growth rate for female teachers was 23.1%. As a result the share of female teachers out of the total has increased from 5.8% in 1996/97 to 7.6% in 2000/01.

Table 17.3**Full Time Teaching Staff in Higher Education Institutions (Expatriate & Ethiopian)**

Year	Male	Female	Total
1996/97	1728	107	1835
1997/98	1857	104	1961
1998/99	2091	137	2228
1999/00	2345	152	2497
2000/01	2986	246	3232

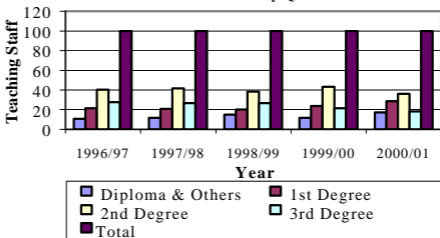
Full Time Teaching Staff in Higher Education Institutions**(Ethiopian & Expatriate)**

5.5.4 Full time Teaching Staff in Higher Education Institutions by Qualification

The percentage of teachers with Ph.D. and Master's degrees have decreased in 2000/01 compared to that of 1996/97 figures. On the other hand, the proportion of teachers with first degree and diploma and others have increased. The percentage of teachers with Ph.D. degree was decreasing consistently except a slight increase in 1998/99. However, the proportion of teachers with second degree shows an oscillating trend, i.e., a one year increase is followed by another decrease. In 2000/01 the proportion of teachers with diploma and others and first degree increased by 5.3 and 4.6 percentage points respectively compared to that of 1999/2000 figures. This shows that there is a need, at least, to lower the share of teachers with diploma and others and raise the share on the other end.

Table 17.4***Full time Teaching Staff in Higher Education Institutions by Qualification***

Year	Diploma & Others	1 st Degree	2 nd Degree	3 rd Degree	Total
1996/97	10.6	21.3	40.5	27.5	100
1997/98	11.4	20.8	41.4	26.5	100
1998/99	14.6	20.1	38.5	26.8	100
1999/00	11.8	23.8	43.1	21.3	100
2000/01	17.1	28.4	36.2	18.3	100

Full time Teaching Staff in Higher Education Institutions by Qualification

6. Education Expenditure

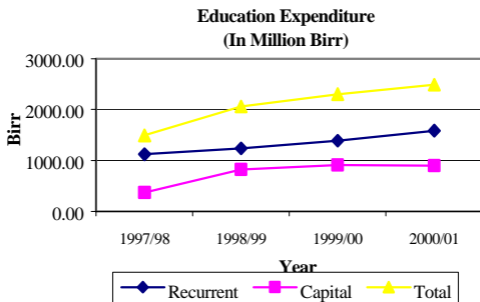
The Government expenditure on education has been increasing since 1997/98. The total education expenditure has increased by about 1 billion birr between 1997/98 and 2000/01. Its annual average growth rate was 18.5%. Although both recurrent and capital budgets have shown an increasing trend, the capital expenditure was growing faster, at an average annual rate of 34.4%, than recurrent expenditure. The average annual rate of growth for recurrent budget in the last three years was 12.2%. The share of education expenditure out of the total government expenditure shows a slight decline in 1998/99 and 1999/2000. However, this share has increased by 1.3 percentage points in 2000/01 compared to that of the 1997/98 figure.

Table 18.1**Expenditure on Education (In Million Birr)**

Year	Education Expenditure		
	Recurrent	Capital	Total
1997/98	1,123.00	370.48	1,493.48
1998/99	1,238.61	824.03	2,062.64
1999/00	1,393.48	910.36	2,303.84
2000/01	1,584.65	900.46	2,485.11

Table 18.2
Share of Education Expenditure

Year	Education Expenditure	National Expenditure	Share of Education Expenditure %
1997/98	1,493.48	12,050.66	12.39
1998/99	2,062.64	16,840.23	12.25
1999/00	2,303.84	20,426.21	11.25
2000/01	2,485.11	18,067.41	13.74



Source: Ministry of Finance

GLOSSARY

Apparent Intake Rate:

Apparent Intake Rate is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children at an official admission age (age 7 in the Ethiopian case) in a given year, country, region, etc.

Dropout Rate:

Dropout rate is percentage of pupils who discontinue their learning from a given grade out of the previous year total enrolment in the same grade.

Gender Parity Index:

Gender parity Index (GPI) is the ratio of female to male enrolment rate, intake rate, etc. A gender parity index of 1 shows perfect equality between males and females while a GPI closer to zero indicates high disparity in enrolment rate, intake rate, etc.

Gross Enrolment Rate (GER):

Gross Enrolment Rate is the proportion of total number of pupils (irrespective of age) in a particular level expressed as percentage of the corresponding school age population.

Net Enrolment Rate (NER):

Net Enrolment Rate is the proportion of total number of pupils in a particular level, who are in the official enrolment age for that level, expressed as percentage of the corresponding school age population.

Net Intake Rate:

Net Intake Rate is the percentage of new entrants in grade 1 who are 7 years old, out of the total number of children at an official admission age (age 7 in our case) in a given year, country, region, etc.

Pass Rate in ESLCE:

Pass Rate in ESLCE is percentage of students who passed the ESLCE out of the total candidates sat for ESLCE in a given year.

Percentage of Admitted Students:

It is the proportion of total number of students admitted in higher institutions, expressed as percentage of total number of students who passed the ESLCE in the previous year.

Pupil Section Ratio:

Pupil section ratio is the average number of pupils in a given level per section in the same level. It is calculated by dividing the total number of pupils in a given level by the total number of sections available in the same level.

Pupil Teacher Ratio:

Pupil Teacher Ratio is the average number of pupils in a given level per teacher in the same level. It is calculated by dividing the total number pupils in a given level by the total number of teachers in the same level.

Repetition Rate:

Repetition Rate is the percentage of pupils repeating in a given grade out of the previous year total enrolment in the same grade.

Rural Schools:

Rural schools are all schools located in areas that are not defined as urban by the Central Statistics Authority (CSA).

Urban Schools:

Urban schools are schools that are located in urban areas as defined in the national census by CSA.