Ethiopia – Overview of Country Profile

Total Land Area & Population

• 1.1 million square km of total land area
• 96,633,458 million population (2015 CSA projection) with AAGR of 2.6%
• With archaeological finds dating back more than 3 million years
• 2nd most populous country in Africa (next to Nigeria)
• Nearly 82% of the current population is rural and depends for its livelihood predominantly on agricultural economy

Tiers of Government

• Three-tiered federalist system of Government
  • Federal Government
    • 9 Administrative Regions
  • 2 Chartered City Administrations
• There are about 949 Woredas.

Emerging/Pastoralist Regions

• Afar
• Benishangul-Gumuz
• Gambella
• Somali

Addis Ababa
Dawar
Harari
Tigray
Afar
Amhara
Oromia
SNNP
Gambella
Benishangul Gumuz
Structure of the Ethiopian Education System
I. kindergarten

- The pre-primary education program has two stages:
  - **Stage 1**: 4–5 years
  - **Stage 2**: 5–6 years
- The goal of kindergarten education is to help children develop their emotional, cognitive, physical and social domains.
II. PRIMARY EDUCATION

I. First cycle (Grades 1-4)

Length of program in years: 2
Age level from: 7 to 10

The Goals of first Cycle Primary Education are:

- to provide basic education, which is appropriate to the physical and cognitive development of the learners;
- to acquaint the learners with the production and service giving activities within their immediate environment;
II. First cycle (Grades 5-8)

- Length of program in years: 2
  Age level from: 11-14

- The goals of second cycle primary education is to provide general education that prepares the learners for further education and training; by equipping them with basic knowledge, skills and abilities and attitudes.
Alternative basic education (ABE) provides flexible, community based first cycle primary schooling for out of school children.

Adult and non-formal education provides primary education to adults over age 14 years and is run by both government and non-government organizations.
III. SECONDARY EDUCATION

I. First cycle (Grades 9 and 10)
Length of program in years: 2
Age level from: 15 to 16

- The goals of the first cycle (Grades 9 and 10) of secondary education are to:
  - provide general education that will enable the students to identify their needs, interests and potential so that they can choose their field of study;
  - enable the student to continue further education and training;

- Certificate/diploma awarded: Ethiopian General School Leaving Certificate Examination (EGSLCE)
II. Second cycle (Grades 11 and 12)

Length of program in years: 2
Age level from: 17 to 18

The goals of the second cycle (Grades 11 and 12) of secondary education are:

- choose subjects or areas of training;
- prepare for higher education;
- **Certificate/diploma awarded:** Ethiopian Higher Education Entrance Examination (EHEEE)
IV. TVET, CTE and HEIs

TVET
Length of program in years: 1+
Age level from: 17+

CTE
Length of program in years: 3 +
Age level from: 17 to 19+

HEIs
Length of program in years: 3 +
Age level from: 17 to 19+

- Students who have a bachelor degree may take a specialized post graduate program for a masters degree or Ph.D.
V. Institutional Framework/structure of EMIS in Ethiopia

Federal Ministry of Education

Regional Education Bureaus (REBs)

Zonal and Woreda Education Offices

Schools and other Educational Establishments
Number of Institutions

<table>
<thead>
<tr>
<th>Sector</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>3,418</td>
<td>3,580</td>
<td>3,688</td>
<td>4,560</td>
<td>4,117</td>
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<tr>
<td>Primary Education</td>
<td>28,349</td>
<td>29,482</td>
<td>30,495</td>
<td>32,048</td>
<td>33,373</td>
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<tr>
<td>Secondary Education</td>
<td>1,517</td>
<td>1,710</td>
<td>1,912</td>
<td>2,333</td>
<td>2,830</td>
</tr>
<tr>
<td>TVET</td>
<td>505</td>
<td>505</td>
<td>437</td>
<td>1350</td>
<td>919</td>
</tr>
<tr>
<td>Higher Education</td>
<td>26</td>
<td>35</td>
<td>34</td>
<td>34</td>
<td>37</td>
</tr>
</tbody>
</table>

Higher Education Institutions and KG centres mean that from year to year the numbers may fluctuate slightly.
## Number of Students

<table>
<thead>
<tr>
<th>Sector</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>AAGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>382,741</td>
<td>1,622,762</td>
<td>2,012,473</td>
<td>2,498,360</td>
<td>2,898,339</td>
<td>49.92</td>
</tr>
<tr>
<td>Pri</td>
<td>16,718,111</td>
<td>16,989,784</td>
<td>17,388,295</td>
<td>18,139,200</td>
<td>18,927,380</td>
<td>2.51</td>
</tr>
<tr>
<td>Sec</td>
<td>1,750,134</td>
<td>1,766,011</td>
<td>1,899,731</td>
<td>1,998,355</td>
<td>2,160,298</td>
<td>4.3</td>
</tr>
</tbody>
</table>
## Number of Teacher

<table>
<thead>
<tr>
<th>Sector</th>
<th>2011</th>
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<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>AAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>13,963</td>
<td>12,480</td>
<td>12,639</td>
<td>15,137</td>
<td>19,706</td>
<td>7.13</td>
</tr>
<tr>
<td>Pri</td>
<td>308,286</td>
<td>321,894</td>
<td>334,892</td>
<td>367,989</td>
<td>396,099</td>
<td>5.14</td>
</tr>
<tr>
<td>Sec</td>
<td>1,517</td>
<td>1,710</td>
<td>1,912</td>
<td>2,333</td>
<td>2,830</td>
<td>13.3</td>
</tr>
</tbody>
</table>
## GER and NER

<table>
<thead>
<tr>
<th>GER</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>AAGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>5.30%</td>
<td>5.30%</td>
<td>6.20%</td>
<td>6.60%</td>
<td>7.00%</td>
<td>5.72</td>
</tr>
<tr>
<td>Pri</td>
<td>96.40%</td>
<td>95.40%</td>
<td>95.10%</td>
<td>101.30%</td>
<td>104.00%</td>
<td>1.53</td>
</tr>
<tr>
<td>Sec</td>
<td>23.70%</td>
<td>23.90%</td>
<td>24.40%</td>
<td>25.00%</td>
<td>26.25%</td>
<td>2.06</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NER</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>AAGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pri</td>
<td>85.30%</td>
<td>85.40%</td>
<td>85.70%</td>
<td>92.60%</td>
<td>93.70%</td>
<td>1.9</td>
</tr>
<tr>
<td>Sec</td>
<td>16.30%</td>
<td>17.30%</td>
<td>19.40%</td>
<td>20.20%</td>
<td>20.87%</td>
<td>5.07</td>
</tr>
</tbody>
</table>
Special Needs Education

- 83,126 SEN students in all levels of education
- 228,586 special needs trained teachers across all levels of education

Proportion of Enrolment:
- Pre-Primary - 5%
- Primary - 84%
- Secondary - 8%
- Higher Education - 2%
Out of School Children (OoSC)

The definition of ‘out-of-school’ encompasses a wide range of realities and refers to children who:

- Do not have access to a school in their community
- Do not enrol despite the availability of a school
- Enrol but later than they should have
- Enrol in schools that have poor facilities / no teachers
- Drop out of the education system.
- Enrol but do not attend school
- General Introduction to the Five Dimensions of Exclusion (5DEs) in the Country
The Five Dimensions of Exclusion (5DEs) are:

- Dimension 1: children of pre-primary school age who are not in pre-primary or primary school;
- Dimension 2: children of primary school age who are not in primary or secondary school;
- Dimension 3: children of lower-secondary school age who are not in primary or secondary school;
- Dimension 4: children who are in primary school but at risk of dropping out; and
- Dimension 5: children who are in lower-secondary school but at risk of dropping out.
According to the above definitions, children of primary or lower-secondary school age are considered as being “in school” if they participate in primary or secondary school.
As of 2013, 124 million children and young adolescents were still out of school.

Approximately one third of the enrolment deficit of 42 million children in Sub-Saharan Africa is found in two countries. It is estimated that up to seven million school age children may not be enrolled in both Nigeria and in Ethiopia.
## Percentage and number of OOSC Primary children, Eth, July 2012

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Male Children</th>
<th>Male % OOSC</th>
<th>No. Male OOSC</th>
<th>Number of Female Children</th>
<th>Female % OOSC</th>
<th>No. Female OOSC</th>
<th>All No of children</th>
<th>All % OOSC</th>
<th>All No of OOSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1,161,512</td>
<td>12.4</td>
<td>143,628</td>
<td>1,120,971</td>
<td>17.5</td>
<td>196,126</td>
<td>2,282,483</td>
<td>14.9</td>
<td>339,754</td>
</tr>
<tr>
<td>8</td>
<td>1,137,811</td>
<td>9.1</td>
<td>103,479</td>
<td>1,097,693</td>
<td>12.3</td>
<td>134,810</td>
<td>2,235,504</td>
<td>10.7</td>
<td>238,290</td>
</tr>
<tr>
<td>9</td>
<td>1,113,802</td>
<td>13.8</td>
<td>153,988</td>
<td>1,074,292</td>
<td>16.4</td>
<td>176,338</td>
<td>2,188,095</td>
<td>15.1</td>
<td>330,326</td>
</tr>
<tr>
<td>10</td>
<td>1,089,459</td>
<td>7.7</td>
<td>83,731</td>
<td>1,050,764</td>
<td>9.9</td>
<td>104,163</td>
<td>2,140,223</td>
<td>8.8</td>
<td>187,895</td>
</tr>
<tr>
<td>11</td>
<td>1,064,756</td>
<td>23.5</td>
<td>250,324</td>
<td>1,027,102</td>
<td>24.7</td>
<td>254,094</td>
<td>2,091,859</td>
<td>24.1</td>
<td>504,419</td>
</tr>
<tr>
<td>12</td>
<td>1,038,996</td>
<td>15.2</td>
<td>158,822</td>
<td>1,003,009</td>
<td>17.9</td>
<td>179,912</td>
<td>2,042,005</td>
<td>16.6</td>
<td>338,735</td>
</tr>
<tr>
<td>13</td>
<td>1,011,816</td>
<td>22.4</td>
<td>226,834</td>
<td>978,332</td>
<td>24.3</td>
<td>237,477</td>
<td>1,990,149</td>
<td>23.3</td>
<td>464,311</td>
</tr>
<tr>
<td>14</td>
<td>983,417</td>
<td>28.8</td>
<td>283,637</td>
<td>953,164</td>
<td>34.4</td>
<td>327,985</td>
<td>1,936,580</td>
<td>31.6</td>
<td>611,621</td>
</tr>
<tr>
<td>Total</td>
<td>8,601,570</td>
<td>16.3</td>
<td>1,404,446.6</td>
<td>8,305,328</td>
<td>19.4</td>
<td>1,610,904</td>
<td>16,906,89</td>
<td>17.8</td>
<td>3,015,350</td>
</tr>
</tbody>
</table>
Con’t

- As per the calculation using the administrative data above, about 17.8% of primary school age children (7-14 year olds) i.e. 3,015,350 children are out of school. The Table depicts that, of these, 1,404,446 (16.3%) are male and the remaining 1,610,904 (19.4%) are female.
The common indicator which is used to determine the scope of the OOSC in a given geographic area is calculated as the proportion of all children of school-going age that are not ENROLLED in formal education.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>8,915,600</td>
<td>8,132,324</td>
<td>17,048,004</td>
</tr>
<tr>
<td>OOSC</td>
<td>287,579</td>
<td>855,715</td>
<td>1,143,295</td>
</tr>
<tr>
<td>%OOSC</td>
<td>3.1%</td>
<td>9.5%</td>
<td>6.3%</td>
</tr>
</tbody>
</table>
Possible Reasons the children to be OOSC:

- Household poverty
- Early Marriage
- Being orphan
- Seasonal factor and migration
- Child labour
Thank you!