

**EDUCATIONAL STATISTICS ANNUAL  
ABSTRACT 2015E.C (2022/2023G.C)**

**Addis Ababa City Administration Education Bureau  
March 2023 G.C  
Addis Ababa**

2015E.C (2022/23G.C)

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## **Forward**

Addis Ababa city Administration, Education Bureau, is delighted to release 2022/23 Academic Year Education Statistics Annual Abstract. This annual abstract publication covers Pre-Primary, Primary, Secondary, Alternative Basic Education (ABE), Integrated Functional Adult Education (IFAE) and Special Needs Education. 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 endeavor, Addis Ababa city Administration Education Bureau has a momentous responsibility to keep records and monitor the development status of education and training in the city 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 year's educational statistics are used to analyses 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 Abstract in their endeavors to improve the delivery of education and training in the country. The education statistics in this publication also serve as an indicator to the performance of education system at all structures ranging from the Bureau to the school level. Most importantly, it indicates the changes undergone and the magnitude of progress made in the school system of Addis Ababa City Administration. Finally, the Bureau cordially welcomes those who seek information on related issues.

Zelalem Mulatu Demu (PhD) Head, City Administration of Addis Ababa Education Bureau

## Acknowledgement

Addis Ababa City Administration Education Bureau is momentarily gratified to all participants for their valuable contribution in the preparation and development of this document. The commitment of the Bureau Directorates, EMIS directorate members and Sub-City Experts has been of great prominence in playing a noticeable role in the realization of this Education Statistics Annual Abstract.

Bureau professionals who have actively involved in the entire process deserve special acknowledgement for their exceptional devotion and meticulousness throughout the preparation process of the Education Statistics Annual Abstract.

More over Addis Ababa City administration Education Bureau is greatly indebted to the honorable effort, dedication and due role of all professionals in the preparation and development of the abstract.

Finally, the Bureau would also like to recognize the Sub City and, Woreda Education Offices as well as schools for their cooperation and concern in the delivery of information during the process of data collection. Special thank goes to UNICEF Ethiopia for covering the expenses required for the preparation of this abstract



## **Introduction**

The need to have timely and reliable information in Education sector is beyond compare as the area works on human beings and generation. Because creating advancing and favorable working environment for planning and monitoring the provisions of quality and relevant education for the city, Educational statistics has great importance. Likewise, for evidence-based planning and decision making, monitoring, and evaluation of the sector and for further research, this type of annual abstract has value. This leads to capitalize the use of well-refined, relevant and trustworthy information to all comings and goings and accomplishments of the Education system.

Acquainted of this indispensable Addis Ababa City Administration Education Bureau has been preparing and doing its best for the publication of trustworthy and timely Education Statistics Annual Abstract each year.

Addis Ababa City Administration Education Bureau has been intimately and determinedly busy giving Educational data through its Education Statistics Annual Abstract through collected and organized Education data obtained from Sub-Cities and Woreda Education offices including schools.

This Education statistics Annual Abstract comprehends both descriptive and analytical summaries of Students' enrollment, Teachers' qualification, School leaders' profiles, the type and number of Schools at all levels, and their WASH facilities and other quality indicators of the sector.

Finally in cognizant that the students are beneficiaries when they learn on their mother tongue, Addis Ababa City Administration Education Bureau starts education in Afan Oromo as of 2010 E.C. In few schools and these trend progresses. Therefore the progress of Afan Oromo education is presented separately on this Education Stastics Annual Abstract at the end on page 90.

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## **Acronyms**

AAGR: Average Annual Growth Rate

ABE: Alternative Basic Education

AIR: Apparent Intake Rate

BoFED: Bureau of Finance and Economy Development

CAAEB: City Administration of Addis Ababa Education Bureau

CSA: Central Statistics Agency

DFID: Department for International Development (UK)

EFA: Education for All

EGSECE: Ethiopian General Secondary Education Certificate Examination

EHEECE: Ethiopian Higher Education Entrance Certificate Examination

EMIS: Education Management Information System

ESDP: Education Sector Development Program

GEQIP: General Education Quality Improvement Program

GER: Gross Enrollment Rate

GPE: Global Partners for Education

GPI: Gender Parity Index

GTP: Growth and Transformation Plan

HIV: Human Immunodeficiency Virus

ICT: Information Communication Technology

IFAE: Integrated Functional Adult Education

KG: Kindergarten

MA: Masters of Art

MoE: Ministry of Education

MDG: Millennium Development Goal

NA: Not Available

NER: Net Enrollment Rate

NIR: Net Intake Rate

PCR: Primary Completion Rate

PSLCE: Primary School Leaving Certificate Examination

PSR: Pupil Section Ratio

PTR: Pupil Teacher Ratio

SDG: Sustainable Development Goal

SNE: Special Need Education

TDP: Teachers Development Program

TVET: Technical and Vocational Education Training

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nation International Children Emergency Fund

UPE: Universal Primary Education

USAID: United State Agency for International Development

WASH: Water Sanitation and Hygiene

WB: World Bank

## **Glossary**

### **Pre-Primary Education**

Pre Primary Education encompasses school age group of 3+ to 6+ years. It is intended to acquire basic skills such as pre-reading, pre-writing, counting and arithmetic which help children to be ready for the formal schooling. The program also helps children to develop reading, writing, arithmetic and basic life skills such as play, communication, hand-wash and norms.

Endorsing the fact that this program is indispensable for the child to be prepared for the next Primary School through equipping with the above mentioned skills and socialization habits. Therefore, AACAEB has exerted significant effort in pushing every Education Office and Primary School to take initiatives to create access to quality Pre-Primary Education. To this end Kindergarten and ‘O’ classes have flourished in government primary schools.

#### **“O” class**

“O” class is centered and implemented in government primary schools only. These centers are established for children of age 5 to 6 that do not have access to formal Pre-Primary School program. The centers use indoor and outdoor playing and learning materials to ensure the successful transitions of the children from “O” class to the formal primary school, the “O” class are either established separately or as part of primary school.

### **Primary Education**

Primary Education comprises two sub-cycles namely a Basic Education Cycle covering grades 1– 6 (learning Reading, Writing and Arithmetic) and a Junior Secondary School covering grades 7 & 8. At the end of the junior secondary school (Grade 8), Regional Examination is given to certify the completion of General Primary Education.

### **Secondary Education**

The Secondary Education, given in grade 9 to 12, aims at preparing students to identify their areas of interest for further education and training. And after students took Ethiopian Higher Education Entrance Certificate Examination they will go to the Higher Education according to their EHEECE results.

## **Alternative Basic Education (ABE)**

Alternative Basic Education is a modality introduced to the education system to accommodate children of school age who could not join the regular program due to problems like poverty, lack of support, orphanage etc.

## **Integrated Functional Adult Education (IFAE)**

The Integrated Functional Adult Education (IFAE) program is a functional literacy program that reaches out to adults and young people aged 15 - 60 years old and is available to men and women. The main goals of the program are to increase literacy rates, to promote women's empowerment, to improve participants' health and to raise the general standards of living within communities. The program consists of two 'eight month' courses that participants complete within two years.

## **Access**

Access can be defined as the extent to which the "school-age" population is able to enter the first grade of a particular level. Access to the first level of education is measured in terms of the proportions of children admitted relative to the total child population at that level.

## **Coverage**

Coverage can be defined as the participation of the "School-Age" population in the education services, ideally to the completion of the level concerned (MOE, 2010; UNESCO, 2006). From total children in the population with the age of 7-14, how many of them are in schools?

## **Apparent Intake Rate (AIR)**

Apparent Intake Rate (AIR) is the percentage of new entrants (regardless of age) to grade 1.

### **Net Intake Rate (NIR)**

Net Intake Rate (NIR) refers to children entering school in their proper school age. It is computed as a percentage of the total number of children of the same age-group within the population. It is calculated for different age groups over several successive years. This can give a fairly precise and clear picture of the conditions of enrollment of any given cohort.

### **Adjusted Primary Net Enrollment Rate (APNR)**

Adjusted Primary Net Enrollment Ratios the ratio of the number of pupils in primary and secondary schools whose age range are 7-14 years to the population size of 7-14 years age group.

### **Gross Enrollment Rate (GER)**

GER is defined as the total number of students enrolled in certain level of education regardless of age. It can be calculated dividing total children enrolled in the specific year in a level by the school age population for the level in the specific year. This is a widely applicable tool to see the coverage of education in a given country.

### **Net Enrollment Rate (NER)**

NER is defined as enrollment of the official age group for a given level of education expressed as a percentage of the corresponding population. Its purpose is to show the extent of coverage in a given level of education of children and youths belonging to the official age group corresponding to the given level of education. NER is a ratio obtained by taking the number of appropriate age enrollment of students in the primary school systems to the expected official primary school age population. It is usually lower than the GER since it excludes over-aged and under-aged students. It is used to measure the number of children that have access at the official school admission age specified for each level in the education system.

### **Gender Parity Index (GPI)**

Gender Parity Index (GPI) is an important indicator that reveals the prevailing reality in the enrollment of females in comparison with males so as to boost enrollment and participation of girls in education. It is used to measure the level of equity between boys and girls. GPI is defined

as female gross enrollment ratio divided by male gross enrollment ratio. For an ideal case in which equality between boys and girls is attained when the gender parity index (GPI) becomes 1.

### **Pupil-Teachers-Ratio (PTR)**

It is the proportion of the students enrolled in a certain level at a given school year to the number of teachers teaching them. Pupil teachers Ratio is one of the major quality indicators since it helps to assess the opportunity of students in getting teachers support. Conventionally, lower pupil teacher ratio enhances more reach and support for individual learners while the opposite happens with higher pupil teacher ratios.

### **Pupil - Section Ratio (PSR)**

Pupil Section Ratio (PSR) is used as an indicator used to measure to assess availability and efficiency of class room resource utilization. It is computed as number of students per class room in a school.

### **Internal Efficiency**

Internal Efficiency indicators help to understand the level of utilization of limited resources efficiently and timely. These indicators are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A student may possibly be promoted, repeated or dropped out in a particular academic year. Repeating in a grade means using more resources than allocated to a student; and leaving school (dropping out) before completing a particular cycle or level of education also results in wastage of resources. To this end, reduced repetition and dropout rates at each grade level indicates efficient utilization of resources.

### **Dropout Rate**

The Dropout Rate is a measure of the number of students leaving schools before completion of grade levels or graduation of a certain cycle out the total number of enrolled students.

## **Repetition Rate**

Repetition Rate measures the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.

## **Survival Rate**

The Survival Rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a pre-requisite for a sustainable level of literacy. Survival Rates approaching 100% indicate a high level of retention and low incidence of dropouts.

## **Completion Rate**

It's defined as the rate of the number of children graduating from grade level each year to the population of official graduating age.

## **Pupils with Disability**

Pupil with Disability is a person in any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that require additional or specialized services or accommodations.

## **School Facility**

School facilities are the facilities provided to students, so that they can use every opportunity to develop full potential. These school facilities are libraries, laboratories, pedagogical centers, ICT rooms, Radio and Plazma television transmissions.

## **School Water, Sanitation and Hygiene (WASH)**

Children have the right to basic facilities such as safe drinking water, school toilets, clean surroundings and basic information on Hygiene. Water, sanitation and hygiene in schools create an enabling environment which secures children's dignity, safety, health and attendance in classes. With this understanding that the City Administration Education Bureau has been

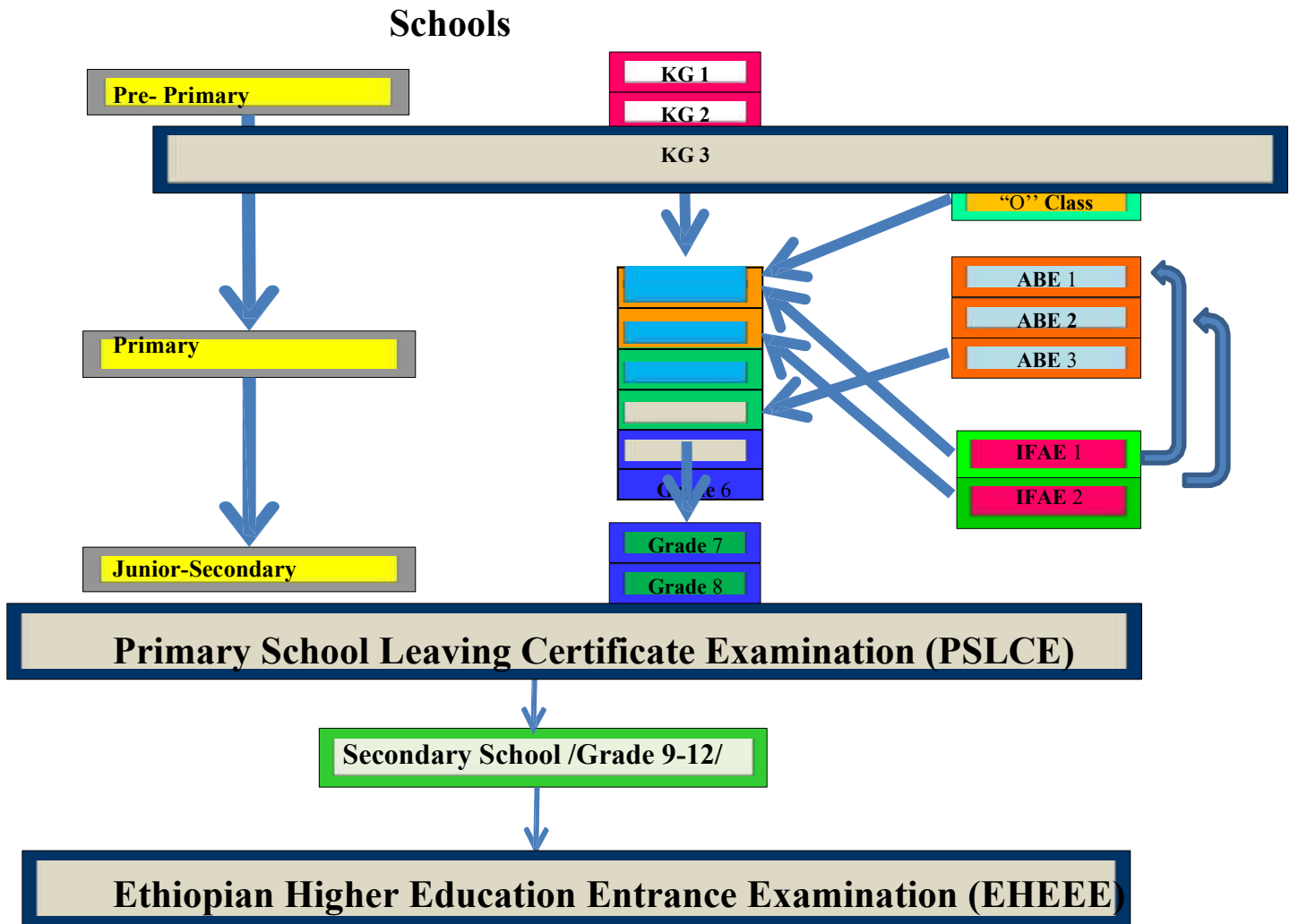
committed to ensure access to WASH facilities in schools by providing the necessary human, financial and material resources.

### **School Co-Curricular Activities**

School Co-curricular Activities are activities that enable to complement the regular curriculum. These are the very important part and parcel of educational institutions to develop the students' **personality as well as to strengthen the classroom learning**

# 1. Overview of the Education System

## 1.1 Structure of the Education System



Ethiopian academic year starts normally on the second week of September and ends in the first week of July. The academic year consists of two semesters. The first semester from September to January and the second semester last from February to July. Upon completion of grades 8 and 12, students take the PSLCE and EHEEE are allowed to proceed to the next stage based on their performance in the examination.

## 1.2 Addis Ababa Education Statistics “at a glance”

	2011E.C (2018/19)	2012E.C (2019/20)	2013E.C (2020/21)	2014E.C (2021/22)	2015E.C (2022/23)
<b>1.Schools</b>					
<b>1.1 Pre- Primary</b>					
Kindergarten	1,171	1,121	1,069	1,080	1098
"O" Class	64	79	37	43	75
1.2 Primary	785	797	792	782	797
1.3 Secondary	222	221	222	212	234
1.4 ABE Centres	142	133	113	105	109
1.5 IFAE Centres	391	368	305	289	266
<b>2.Enrollment</b>					
<b>2.1 Pre-primary education</b>					
Kindergarten	195,933	219,456	214,497	271,612	299,732
"O" Class	3,286	3,059	2,625	2,732	5,357
2.2 Primary education	556,550	607,636	587,861	638,207	666,864
1 <sup>st</sup> Cycle(grade 1-4)	291,526	323,303	307,482		
2 <sup>nd</sup> Cycle(grade 5-8)	265,024	284,333	278,201		
2.3 Secondary education	158,450	181,068	196,762	228,188	244,876
2.4 Students with Disability	15,389	23,505	27,000		37,858
2.5 ABE	8,172	8,066	3,593	4,442	5502
2.6 IFAE	17,152	14,698	9,278	9,058	8021
<b>3. Gross Enrollments Rate (GER)</b>					
3.1 Pre-primary education	96.04%	103.90%	99%	116%	105.77%
3.2 Primary education	134.56%	137.40%	124.27%	126.5%	109.63%
1 <sup>st</sup> Cycle(grade 1-4)	122.72%	129.15%	119.22%	125%	111.14%
2 <sup>nd</sup> Cycle(grade 5-8)	146.40%	145.66%	143.88%	132%	
Apparent Intake Rate (AIR)	132.84%	144.45%	119.18%	141.8%	114%
3.3 Secondary education Grade (9-12)	87.41%	99.60%	108.48%	116%	122.21%
1 <sup>st</sup> Cycle (grade 9-10)	123.07%				
2 <sup>nd</sup> Cycle (grade 11-12)	54.02%				

	2011E.C (2018/19)	2012E.C (2019/20)	2013E.C (2020/21)	2014E.C (2021/22)	2015E.C (2022/23)
<b>4. Net Enrollment Rate(NER)</b>					
4.1 Pre-Primary Education	86.84%	96.62%	84.9%	101.35%	98.26%
4.2 Net Intake Rate (NIR)	87.48%	76.04%	73.25%	82.96%	90.54%
4.3 Primary Education	92.60%	97.97%	60.19%	108.7%	95.96%
1 <sup>st</sup> Cycle(grade 1-4)or1-6	88.63%	96.5%	60.70%	104.85%	98.14%
2 <sup>nd</sup> Cycle(grade 5-8)or7-8	96.56%	96.47%	58.19%	76.31%	84.1%
4.4 Secondary Education	50.94%	58.41%	37.29%	25.78%	85.62%
1 <sup>st</sup> Cycle(grade 9-10)	66.53%				
2 <sup>nd</sup> Cycle(grade 11-12)	36.35%				
<b>5. Gender Parity Index (GPI)</b>					
5.1 Pre-primary Education	0.96	0.95	0.95	0.98	1
5.2 Primary Education	1.17	1.12	1.12	1.1	1.02
1 <sup>st</sup> Cycle(grade 1-4)(1-6)	1.13	1.08	1.1	1.08	1.04
2 <sup>nd</sup> Cycle(grade 5-8)(7-8)	1.21	1.16	1.2	1.16	1
5.3 Secondary Education	1.20	1.16	1.22	1.09	1
<b>6. Teachers</b>					
6.1 Pre-Primary Education	9,958	12,593	12,870	13,481	15,062
6.2 Primary Education	24,268	26,160	26,314	28,428	31,367
1 <sup>st</sup> Cycle(grade 1-4)	11,862				
2 <sup>nd</sup> Cycle(grade 5-8)	12,406				
6.3 Secondary education	8,864	9,232	9,068	9,221	11,752
1 <sup>st</sup> Cycle(grade 9-10)	5,601				
2 <sup>nd</sup> Cycle(grade 11-12)	3,263				
6.4 IFAE Facilitators	616	502	520	393	502
6.5 ABE Facilitators	350	276	251	340	664
<b>7. Principal &amp; Supervisor</b>					
7.1 Primary School Principal	1,513	1,979	1,824	1,341	1288
7.2 Secondary School Principal	521	566	593	610	395
7.3 Primary School Supervisor	183	280	367	264	413
7.4 Secondary School Supervisor	41	105	40	119	129

	2011E.C (2	2012E.C (2	2013E.C (2	2014E.C (2	2015E.C (2022/23
<b>8.Percentage of Female Student</b>					
8.1 Pre-Primary Education	48.89%	48.81%	48.48%	48.82%	49.1%
8.2 Primary Education	53.83%	53.56%	52.87%	53.10%	50.98%
1 <sup>st</sup> Cycle(grade 1-4)(1-6)	53.01%	52.5%	51.89%		
2 <sup>nd</sup> Cycle(grade 5-8)(7&8)	54.74%	54.77%	53.98%		
8.3 Secondary Education	54.56%	53.71%	55%	54.78%	55.6%
1 <sup>st</sup> Cycle(grade 9-10)					
8.4 Preparatory	54.74%				
2 <sup>nd</sup> Cycle(grade 11-12)					
8.5 IFAE	77.37%	77.64%	79.3%	79.65%	81.75%
8.6 ABE	79.84%	77.27%	81.68%	80.19%	78.24%
<b>9.Percentage of female Teachers</b>					
9.1 Pre-primary Education	98.67%	96.96%	83.47%	90.16%	91.44%
9.2 Primary Education	48.97%	50.63%	49.52%	51.46%	51.1%
1 <sup>st</sup> Cycle(grade 1-4)	61.76%				
2 <sup>nd</sup> Cycle(grade 5-8)	36.16%				
9.3 Secondary Education	22.06%	20.71%	21.82%	19.41%	21.22%
1 <sup>st</sup> Cycle (grade 9-10)					
9.4 Preparatory	14.40%				
2 <sup>nd</sup> Cycle(grade 11-12)					
9.5 IFAE Facilitators	66.39%	69.92	70.38%	71.76%	51.51%
9.6.ABE Facilitators	58.57%	57.25	57.7%	64.12%	85.1%
<b>10. Pupil Section Ratio(PSR)</b>					
10.1 Pre-Primary Education	1:32	1:40	1:37	1:35	1:38
10.2 Primary Education	1:45	1:45	1:43	1:37	1:47
1 <sup>st</sup> Cycle(grade 1-4)	1:47				
2 <sup>nd</sup> Cycle(grade 5-8)	1:43				
10.3 Secondary Education	1:40	1:54	1:46	1:45	1:53
10.4 Preparatory	1:27				
2 <sup>nd</sup> Cycle (grade 11-12)					

<b>Indicators</b>	<b>2011E.C (2018/19)</b>	<b>2012E.C (2019/20)</b>	<b>2013E.C (2020/21)</b>	<b>2014E.C (2021/22)</b>	<b>2015E.C (2022/23)</b>
-------------------	------------------------------	------------------------------	------------------------------	------------------------------	------------------------------

<b>11.Pupil Teacher Ratio(PTR)</b>					
11.1 Pre-Primary Education	1:20	1:20	1:18	1:18	1:21
11.2 Primary Education	1:23	1:20	1:24	1:21	1:22
1st Cycle(grade 1-4)	1:23	1:23			
2nd Cycle(grade 5-8)	1:19	1:23			
11.3 Secondary Education	1:23	1:20	1:24	1:21	1:21
1st Cycle (grade 9-10)					
11.4 Preparatory					
2nd Cycle (grade 11-12)					
<b>12. Water Sanitation and Hygiene(WASH)</b>	<b>Gov't &amp; non gov't</b>	<b>Gov't &amp; non gov't</b>	<b>Gov't &amp; non gov't</b>	<b>Gov't &amp; non gov't</b>	<b>Gov't &amp; non gov't</b>
12.1 Ratio of Water Tap Per Student	1:42	1:24	1:40	1:30	1:24
12.2 Ratio of Water Tap Per Teachers and admin. Staff	1:17	1:17	1:19	1:19	1:18
12.3 Ratio of latrine per pupil	1:54	1:43	1:51	1:42	1:45
12.4 Ratio of latrine per pupil Boys	1:58	1:44	1:52	1:37	1:41
12.5 Ratio of latrine per pupil Girls	1:57	1:41	1:51	1:47	1:48
<b>13. Dropout Rate</b>					
13.1 Dropout Rate Primary Education	2.02	1.01	2.55	0.75	0.57
13.2 Dropout Rate 1st Cycle(grade 1-4)	1.06	0.47	1.29	0.86	0.72
13.3 Dropout Rate 2nd Cycle(grade 5-8)	1.16	0.54	1.24	0.65	0.43
13.4 Secondary Education Drop out Rate(Grade 9)	1.53	0.82	0.64	0.39	0.92
13.5 Preparatory(Grade 11)					
<b>14.Repetition Rate</b>					
14.1 Repetition Rate(grade 1-7)	3.8	0	1.7	1.22	1
14.1 Repetition Rate(grade 9-11)		0	4.72	7.87	0.88
<b>15.Completion and Survival Rate</b>					
15.1 Completion RateGrade 5	87.65	90.52	42.16	87.21	88.5
15.2 Completion RateGrade 8	75.11	89.25	49.86	54.48	55.15
15.3 Survival Rate to Grade 5	82.9	96.3	75.99	98.51	86.23
<b>16.Examination Results</b>					
16.1 Primary School Leaving Certificate Examination (Grade 8)	72.7	80	87.91	85.64	70.6
16.2 Promotion Rate Grade10 Students to Preparatory	64.1	62.3	25.1	19.78	16.6
16.3 Promotion Rate Grade 12 Students to Higher Education					

17. Afan Oromo Directorate					
	2011E.C (2018/19)	2012E.C (2019/20)	2013E.C (2020/21)	2014E.C (2021/22)	2015E.C (2022/23)
17.1 Schools					
17.1.1 Pre- Primary Education					
Kindergarten	8	83	89	145	157
“ O ” class					17
17.1.2 Primary	27	126	138	162	186
17.1.3 Secondary and Preparatory	4	8	46	64	72
17.1.4 ABE centres					17
17.1.5 IFAE centres			30		67
17.2 Enrollment					
17.2.1 Pre – Primary education					
Kindergarten	2,562	9,759	11,102	16,890	18,556
“ O ” Class		220	435		536
17.2.2 Primary Education	13,891	28,197	32,317	34,353	49,868
1st Cycle (Grade 1-4)	7,234	15,108	16,748	20,490	28,598
2nd Cycle (Grade 5-8)	6,657	13,089	15,569	13,863	21,270
17.2.3 Secondary Education	647	1,833	6,102	12,769	17,177
1 <sup>st</sup> Cycle (Grade 9-10)		1,833	4,134		
2 <sup>nd</sup> Cycle (Grade 11-12)			1,220		
17.2.4 ABE					214
17.2.5 IFAE			2,773		983
17.2.6 Primary Night Students	385	2,561	2,945	4,145	7,176
17.2.7 Secondary Night Students	24	192	249	867	1,160

## 2. Summarized Data

### 2.1. “O” Class Enrollment and Schools

**Table 1:-"O" Class Enrollment 2014 E.C**

Years	"O" Class Enrollment			Number of "O" classes
	Boys	Girls	Both	
2011E.C	1429	1857	3286	64
2012E.C	1835	2221	4056	79
2013E.C	1330	1387	2717	37
2014E.C	2242	2303	4545	43
2015E.C	2625	2732	5357	75

Table 1 shows the enrollment of “O” Class children and number of Schools that have “O” Classes. As indicated in the table, the number of “O” classes was high 2012 E.C and low in 2013 E.C. On the other hand, for the last five years, the girls’ enrollment was higher than that of boys.

### 2.2. School Age Population 2015 E.C

**Table 2 School Population 2015E.C**

Age	Male	Female	Total
4-6	153,669	145,576	299,245
7	44,740	44,322	89,062
7-10	163,664	171,984	335,648
11-14	139,101	158,998	298,099
7-14	302,765	330,982	633,747
15-18	107,750	140,959	248,709
<b>Total</b>	<b>608,924</b>	<b>661,839</b>	<b>1,270,763</b>

The above table shows the number of school age population female students in all age groups, is greater than the number of males, except the population size in age groups 4-6 & 7. When we see the overall population size students in age interval of 7-14 is the greatest number than others.

### 2.3. Number of Schools and their Types

**Table 3 Number of Schools 2015E.C**

Year	Pre-Primary				Primary				Secondary			
	Gov.	Pub.	Non. Gov	Total	Gov.	Pub.	Non. Gov	Total	Gov.	Pub.	Non. Gov	Total
2011E.C	247	2	922	1,171	232	2	551	785	73	1	148	222
2012E.C	204	2	915	1,121	237	2	558	797	73	1	147	221
2013E.C	221	2	846	1,069	263	2	527	792	76	1	145	222
2014E.C	223	2	855	1,080	257	2	523	782	80	1	131	212
2015E.C	227	6	865	1098	255	6	536	797	80	1	153	234

As shown in Table 3, schools with the ownership of government, public and private exist in the city level. From the year of 2012 E.C for the last four sequential years the number of schools has a progress in the case of government in all level pre-primary, primary and secondary schools. Also the number of public pre-primary and primary schools was constant except the fifth academic years, and the number of private schools in pre-primary, primary and secondary schools has increasing.





## 2.4. Total Enrollment with Level of Education in years

**Table 4. Total Enrollment in each level from 2011E.C to 2015 E.C**

Level	2011E.C			2012E.C			2013E.C			2014E.C			2015 E.C		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Pre-Primary	100,126	95,807	195,933	112,349	107,107	219,456	110,503	103,994	214,497	139,019	132,593	271,612	156618	147925	299,732
Primary	256,916	299,634	556,550	282,181	325,455	607,636	276,986	310,875	587,861	299,234	338,883	638,207	315330	351534	666864
Secondary	71,902	86,548	158,450	83,821	97,247	181,068	88,535	108,227	196,762	103,183	125,005	228,188	108340	136538	244878
ABE	1,647	6,525	8,172	1,833	6,233	8,066	658	2,935	3,593	880	3,562	4,442	1197	4305	5502
IFAE	3,881	13,271	17,152	3287	11,411	14,698	1,919	7,359	9,278	1,843	7,215	9,058	1464	6557	8021
<b>Total</b>	<b>434,472</b>	<b>501,785</b>	<b>936,257</b>	<b>483,471</b>	<b>547,453</b>	<b>1,030,924</b>	<b>478,601</b>	<b>533,390</b>	<b>1,011,991</b>	<b>544,159</b>	<b>607,258</b>	<b>1,151,507</b>	<b>582949</b>	<b>646859</b>	<b>1229808</b>

The table 4 shows the enrollment of students in all level from pre-primary to secondary, ABE and IF AE for the last five sequential years. In the 2015 E.C Pre-Primary school enrollment “O” class students are included. As shown on the table enrollment was increasing except on the year 2013 were only the secondary school student’s number increases slightly.

## 2.5. Enrollment of Students in 2015 E.C across Sub Cities

**Table 5 Enrollment of Students across Sub-City 2015 E.C**

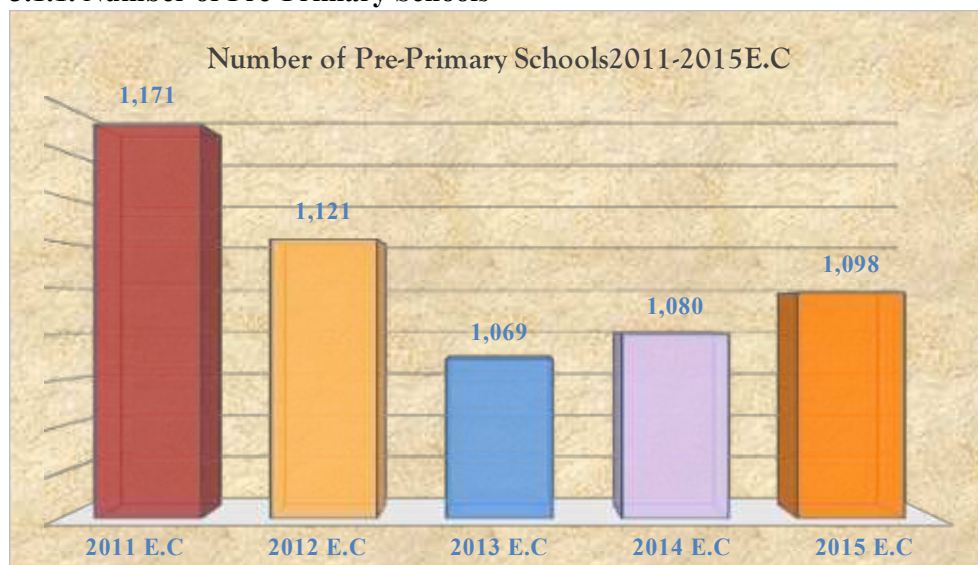
Sub-City	Pre-Primary			Primary			Secondary		
	M	F	T	M	F	T	M	F	T
Addis Ketema	10000	9513	19513	28598	31595	60193	12585	15496	28081
Akaki Kaliti	20544	19804	40348	36140	40706	76846	11645	14761	26406
Arada	6233	5861	12094	15541	17847	33388	7489	9983	17472
Bole	12768	12240	25008	23253	26036	49289	8416	10884	19300
Gulele	10317	9843	20160	22673	25383	48056	9561	11468	21029
Kirkos	4640	4607	9247	12641	14012	26653	4832	5419	10251
Kolfe Keranio	24426	23125	47551	52702	57211	109913	12368	15489	27857
Lemikura	20533	19346	39879	39959	43571	83530	11899	15228	27127
Lideta	7937	7762	15699	14695	15146	29841	7318	8709	16027
Nifas Silk Lafto	24306	21985	46291	43112	48997	92109	13102	16085	29187
Yeka	14914	13839	28753	26016	31030	57046	9125	13016	22141
<b>Total</b>	<b>156618</b>	<b>147925</b>	<b>304543</b>	<b>315330</b>	<b>351534</b>	<b>666864</b>	<b>108340</b>	<b>136538</b>	<b>244878</b>

The above table 5 shows the enrollment of Pre-primary, primary and Secondary schools students in all sub cities. From all sub-cities the list enrollment in all level is appeared in Kirkos, Arada and Lideta sub-city. Whereas the highest enrollment appears in Kolfe-Keranio, Nifas Silk, Lemi Kura and Akaki Kaliti with respectively to the level pre-primary, primary, and secondary

## 3. Key Indicator Analysis

### 3.1. Number of Schools

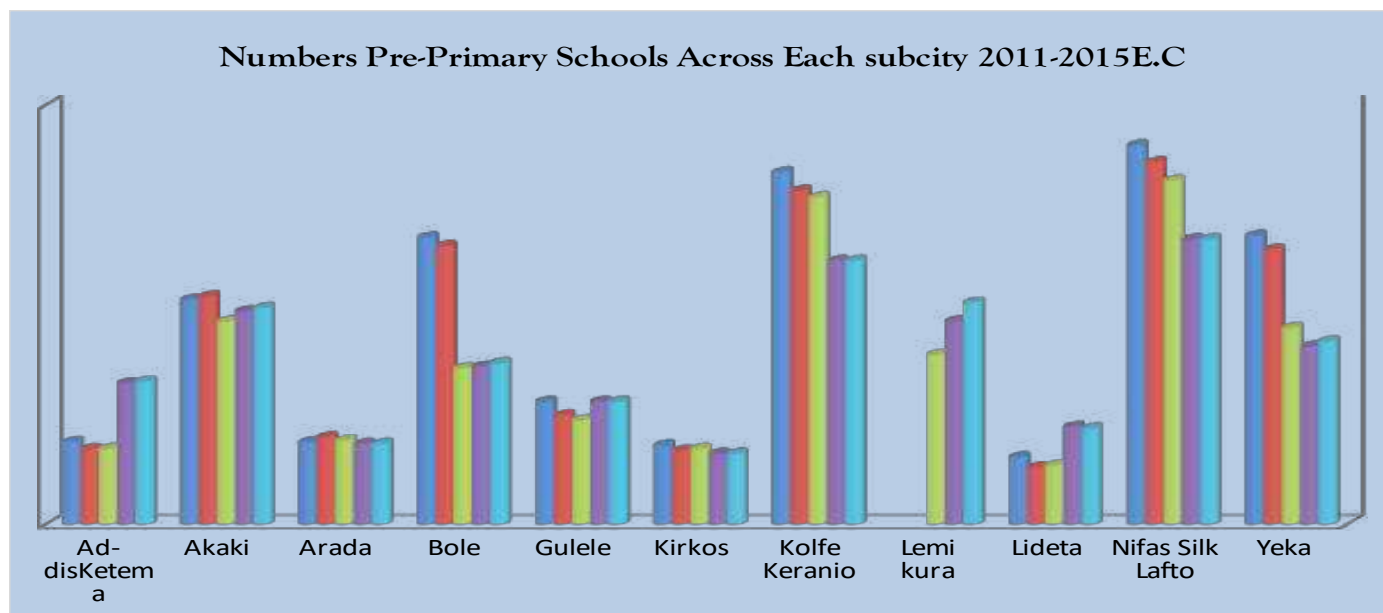
#### 3.1.1. Number of Pre-Primary Schools



**Chart 1 Number of Pre-Primary Schools**

The basic target of pre-primary school is to prepare children for primary school. It also plays a significant role in enhancing children literacy skill, physical, emotional, social and mental development. Children that underwent through pre-primary program have better performance than to those who haven't attended it. This program is operated either in opening or expanding pre-primary schools that are attached to primary schools. As Chart 1 indicates the number of pre- primary school is inconsistent. The trend shows a significant decline from 2011 E.C up to 2013E.C, and shows increases in 2015 E.C. The lowest number of pre-primary schools is recorded in 2013

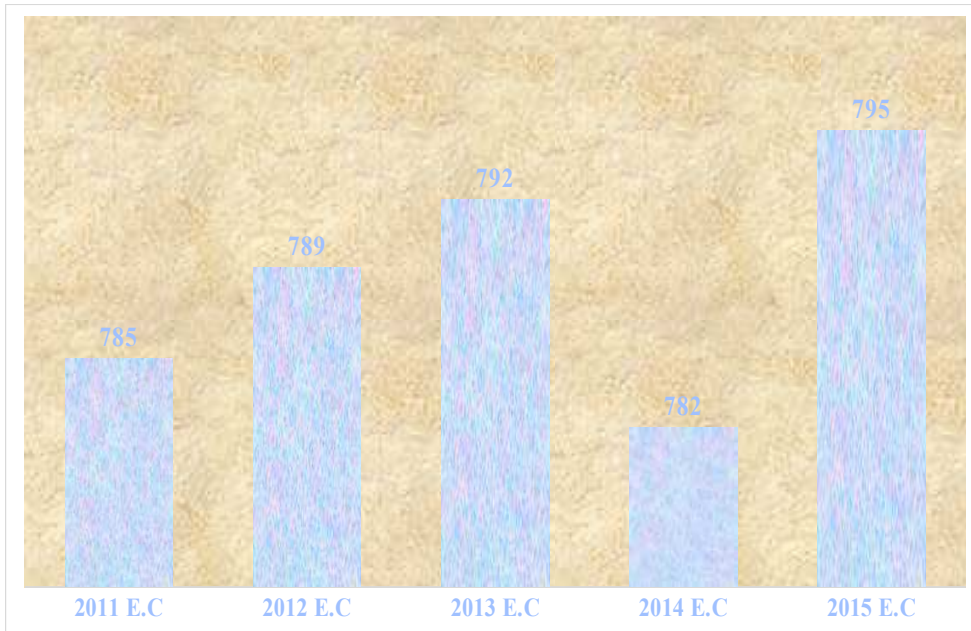
### Number of Pre-Primary Schools across Sub-City



**Chart 2. Number of Pre-Primary Schools across Sub-City**

As shown in Chart 2, the number of pre-primary schools varies in each academic year. In addition, Akaki Kaliti, Nifas Silk Lafto, Kolfe Keranio, Lemikura and Yeka sub cities had the largest number of pre- primary schools. On the other hand, Lideta, Kirkos and Arada sub cities had the smallest number of Pre-primary schools in 2015 E.C. On the year 2015 E.C number of pre-primary schools in Lideta decreases but in Addis Ketema, Akaki Kaliti, Bole, Lemi Kura and Yeka it has showing an increment.

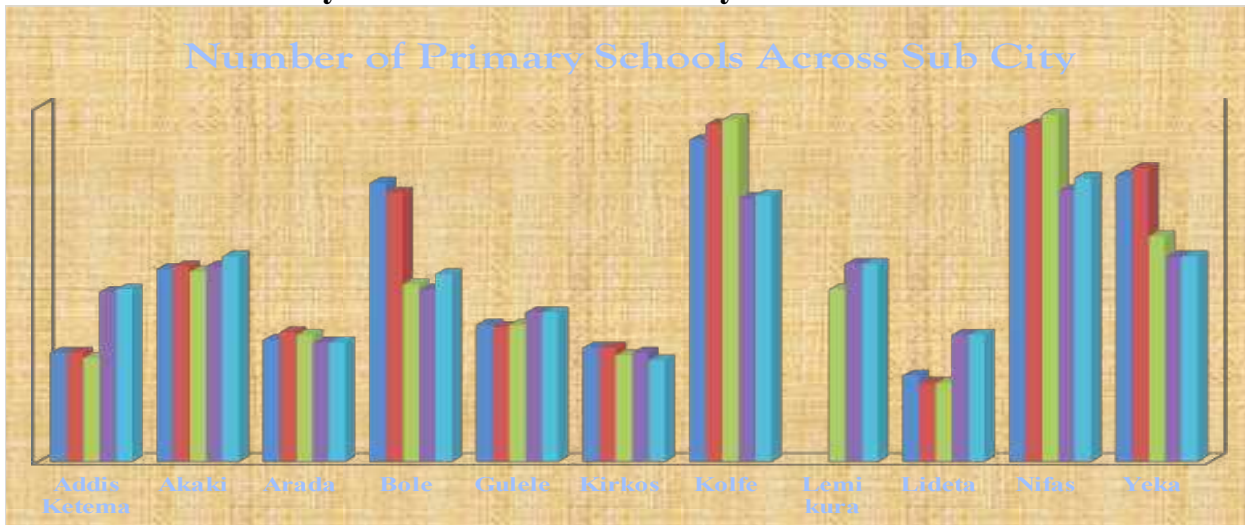
### 3.1.2 Number of Primary Schools



**Chart 3. Number of Primary School**

As Shown on the Chart 3 the number of primary schools shows increment from 2011 E.C to 2013 E.C and shows an increment from 2014 E.C to 2015E.C.

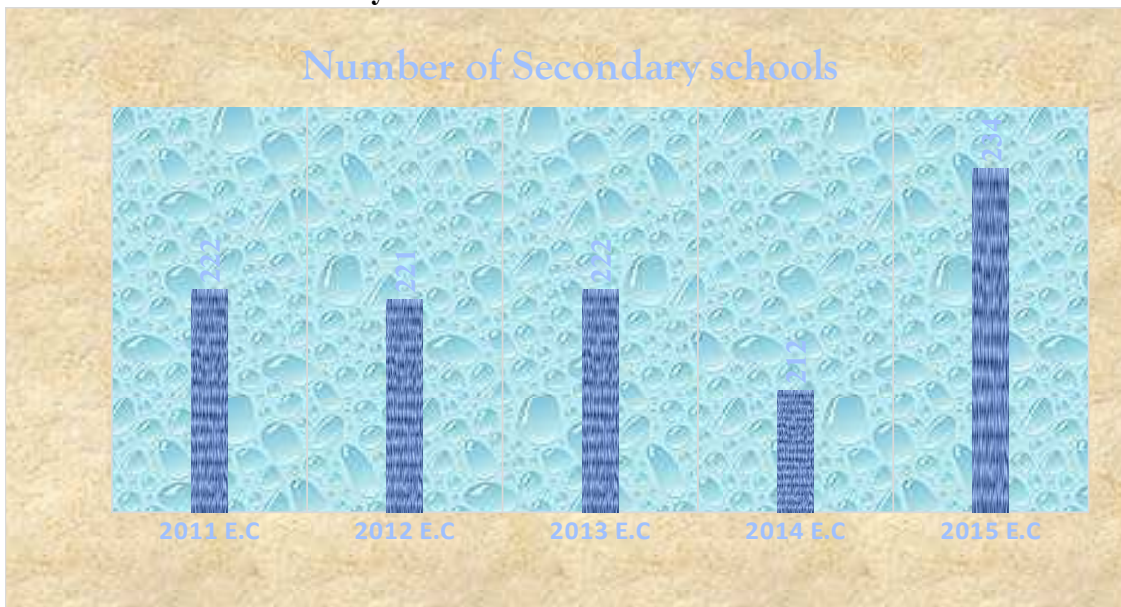
## Number of Primary Schools Across Sub City



**Chart 4. Number of Primary Schools across Sub-City**

As Shown on the chart Primary School number decreases in Kolfe, Nifas Silk and Yeka Sub- Cities and it shows incremant in Addis Ketema, Lemi Kura and Lideta Sub cities.

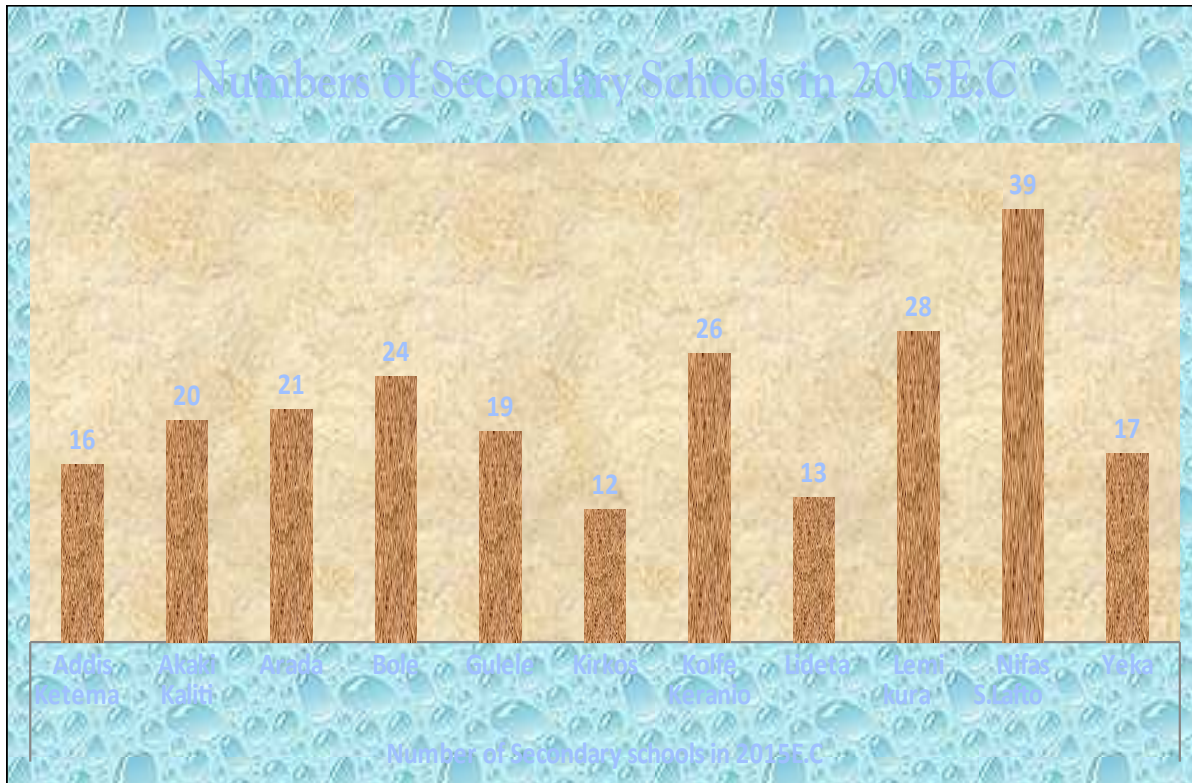
### 3.1.3. Number of Secondary School



**Chart 5. Number of Secondary Schools**

As shown on the chart the number of secondary schools is almost similar on the previous three years and its range is from 222 to 222, but in 2014 E.C it shows significant change and reached 212.

## Number of Secondary Schools across Sub City



**Chart 6. Number of Secondary Schools across Sub-City**

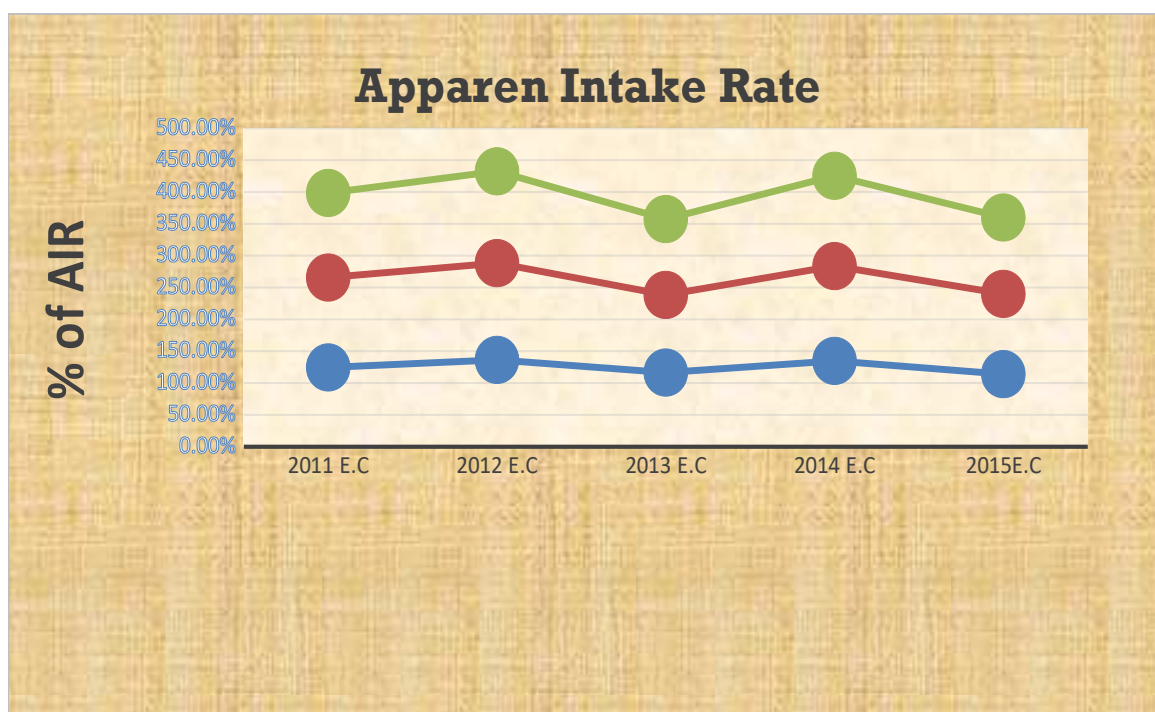
As shown on the chart the distribution of secondary schools across sub cities is not proportional. Kolfe, Lemi Kura and Nifas silk Sub cities have relatively higher number of secondary schools, while Kirkos and Lideta Sub-Cities have smaller share of secondary schools.

## 3.2. Access and Coverage

Access is the extent in which the “school-age” population is able to enter the first grade of a particular level. It is measured in terms of the proportion of children admitted relative to the total population at that level and coverage is a participation of the ‘school-age’ population in the education service. Hence access and coverage for the year 2015 E.C in presented.

### 3.2.1. Apparent Intake rate

Apparent Intake Rate (AIR) is the percentage of new entrants to grade 1 regardless of age.

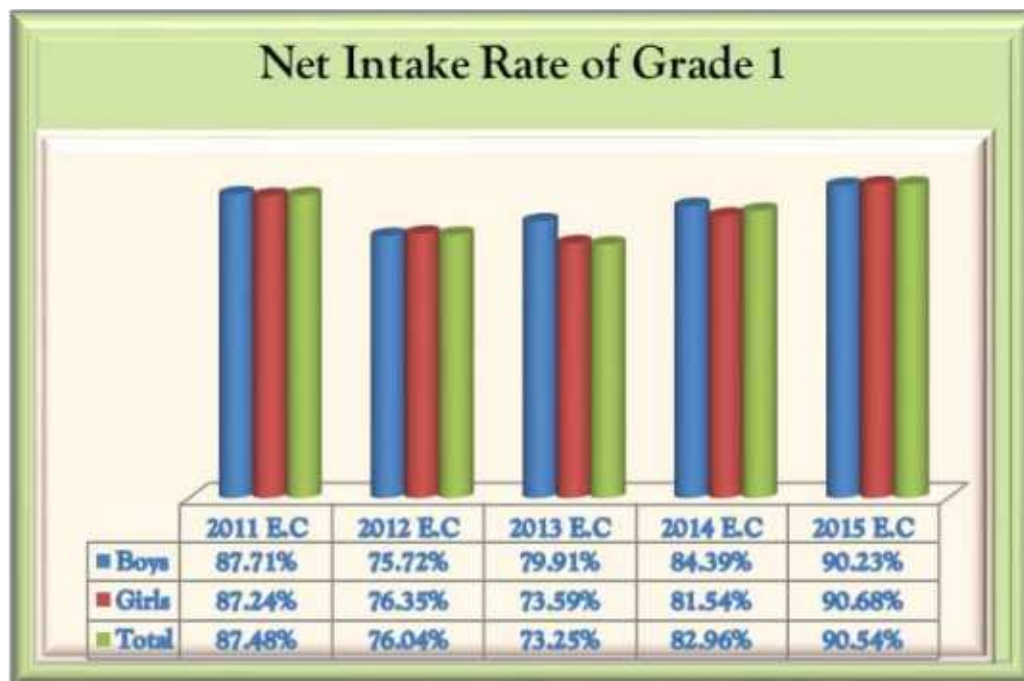


**Chart 7. Apparent Intake Rate**

As Chart 7 reveals the greatest AIR was recorded in 2012 E.C and 2014 E.C follows it, while least was recorded in 2015 E.C. Above all, the percentage of the AIR for girls, in the last five years, was higher than that of boys. This indicates that more students outside the range of the official school age (early or late entrants) have enrolled in grade 1.

### 3.2.2. Net Intake Rate

Net Intake Rate (NIR) is the rate of children entered in grade 1 with their proper school age.



**Chart 8. Net Intake Rate**

Chart 8 depicts a decline in NIR. However, the 2015 E.C NIR increases a little. Regarding sex, the variation between boys and girls is insignificant.

### 3.2.3. Adjusted Primary Enrollment Rate

Adjusted Primary Net Enrollment Rate (APNER) is the ratio of pupils in primary and secondary schools whose age range is 7-14 years to the population size of 7-14 age group.

**Table 6. Adjusted Primary School Net Enrollment Rate**

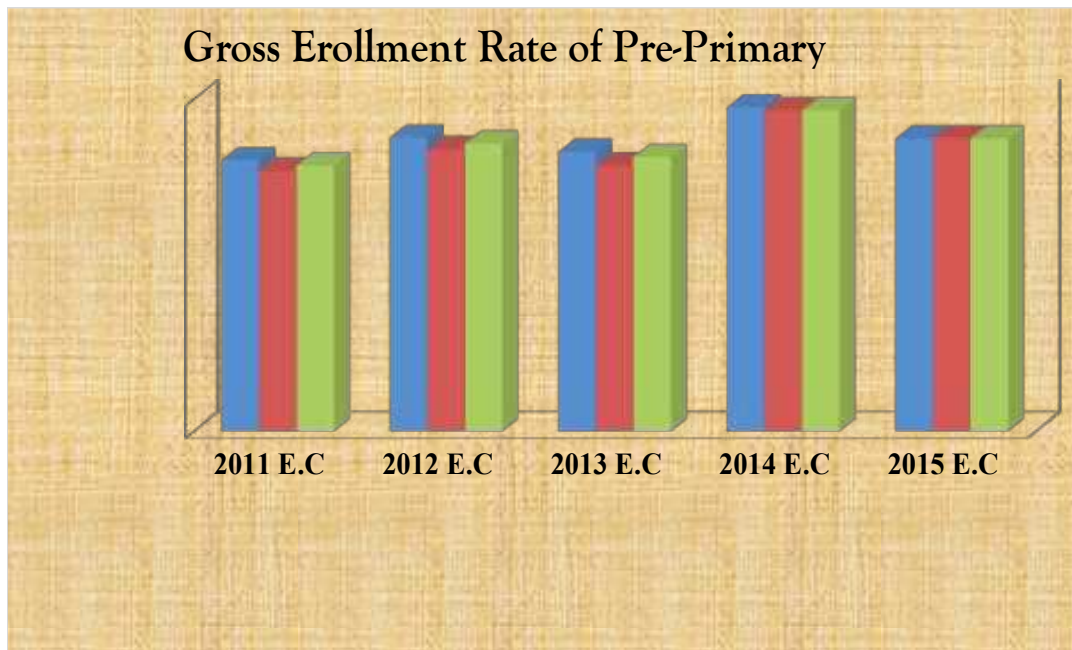
Category	Adjusted Net Enrollment Rate														
	2011 E.C			2012 E.C			2013 E.C			2014 E.C			2015 E.C		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
<b>7- 14 /Age population</b>	205,948	212,228	418,176	218,981	225,534	444,515	223,173	249,879	473,052	248,402	255,156	503,558	294,571	320,874	615,445
<b>Primary and secondary enrollment in agerange 7-14</b>	213,083	233,615	446,698	211,049	223,398	434,447	247,973	266,646	514619	265,304	282,225	547,529	298,578	326,969	625,547
<b>Adjusted primary school net Enrollment rate</b>	103.46%	110.1%	106.82%	96.38%	99.05%	97.74%	111.11%	106.71	108.79%	109.27%	113.53%	114.43%	101.36%	101.90%	101.64%

As Table 6 shows Adjusted Net Enrollment Rate has exceeded 100%, except 2012 E.C. This indicates the number of primary school-age population group enrolled either in primary or secondary education.

### 3.2.4. Gross Enrollment Rate

GER is defined as the total number of students enrolled in certain level of education regardless of age. It can be calculated dividing total children enrolled in the specific year in a level by the school age population for the level in the specific year. This is a widely applicable tool to see the coverage of education in a given country. Hence GER for all level of education in the year 2015 E,C is presented as follows.

### 3.2.4.1. GER in Pre-Primary Schools Education

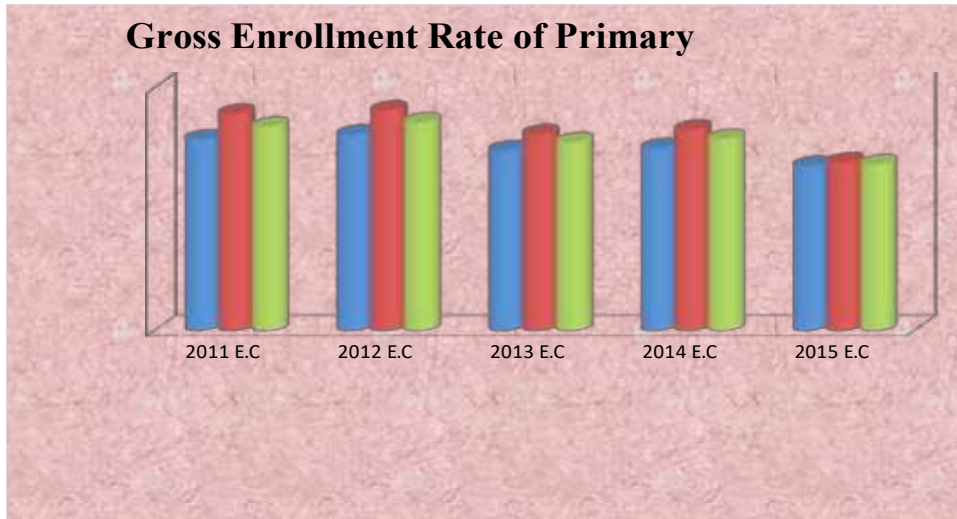


**Chart 9. Gross Enrollment Rate of Pre-Primary Education**

As Chart 9 shows, in the last four academic years, the girls' enrollment is lower than that of boys. This enrollment rate does not have uniform progress. As result, the GER of 2015E.C has gone from 116% to 105.77 %.

### 3.2.4.2. GER in Primary Schools

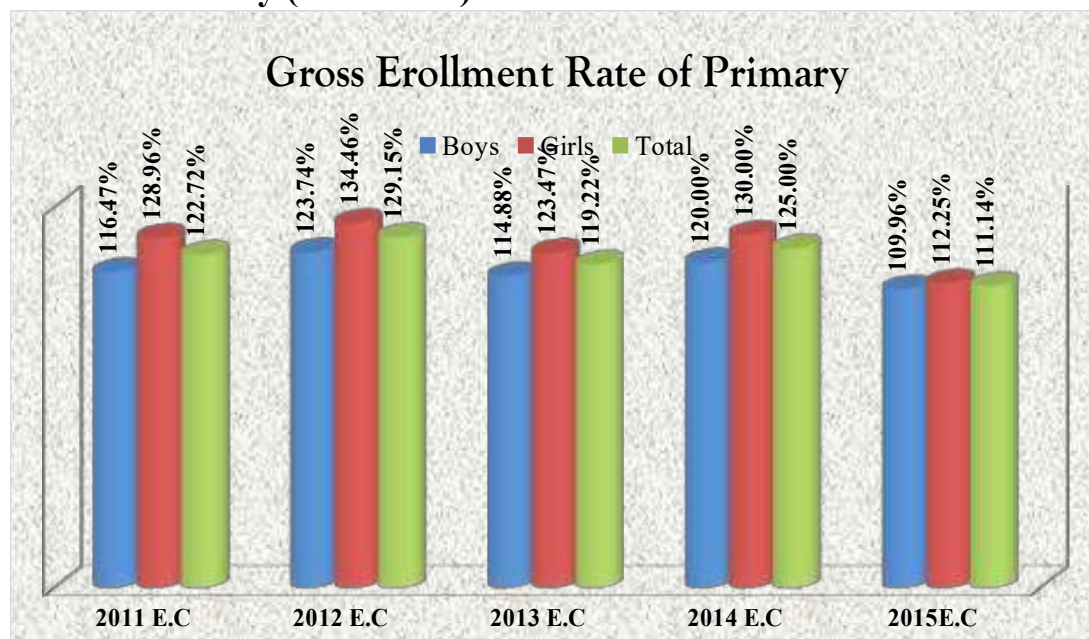
#### GER in Primary Education



**Chart 10. Gross Enrollment in Primary Education**

Chart 10 shows GER in primary education for the last five academic years. In these years GER is greater than 100%. It shows that more students outside of primary school age are in primary schools. Here the girls' enrollment is higher than that of boys.

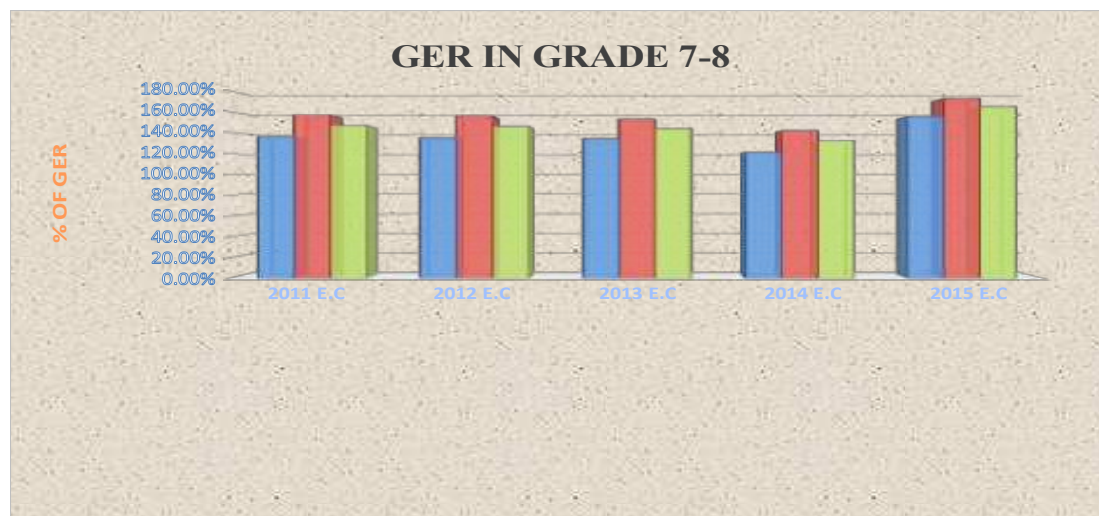
## GER in Primary (Grade 1-6) Education



**Chart 11. Gross Enrollment Rate from Grade 1-6**

As chart 11 indicates the GER for primary education (Grade 1-6) exceeds 100%. This reveals the enrollment of large number of entrants that have inappropriate school age for the cycle. Besides this, the percentage of girls, in the last five academic years, consistently outwit the boys.

## GER in Grade 7-8 Education



**Chart 12. Gross Enrollment Rate in Junior Secondary Education**

The GER for the Middle primary, in all academic years, exceeds 100%. As shown in the chart the percentage of girls is similarly greater than that of the boys as in the first cycle of primary schools.

### 3.2.4.3. GER in Secondary Schools

#### GER Secondary (Grade 9-12) Education



**Chart 13. Gross Enrollment Rate of Secondary Education**

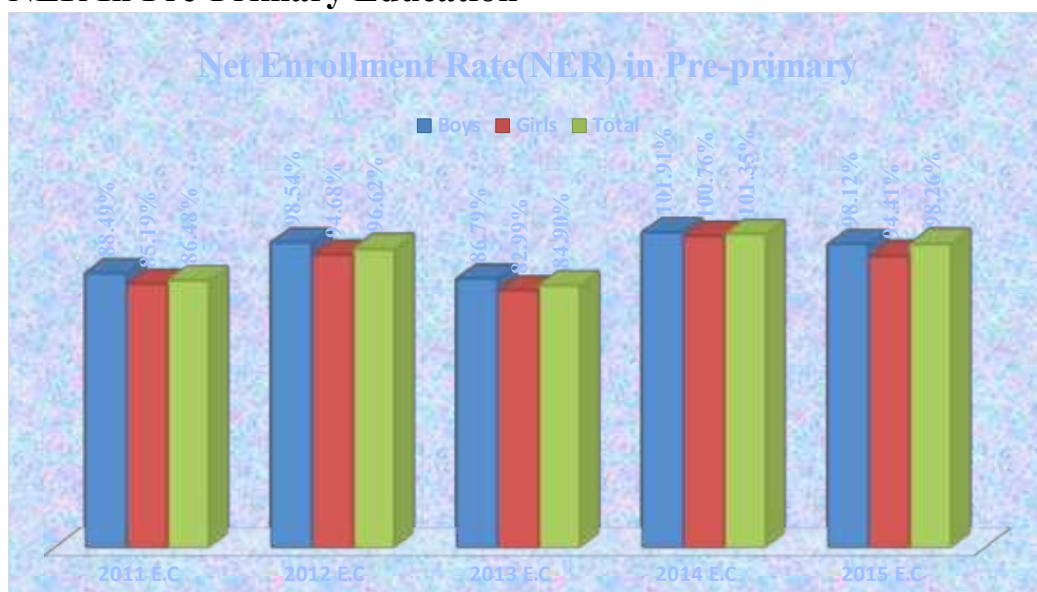
GER in secondary school in the last three years shows increment and exceeds 100%. In 2014 E.C it was 116% but in 2015 E.C it reaches 122.21%.

### 3.2.5. Net Enrollment Rate

Net Intake Rate (NIR) refers to children entering school in their proper school age. It is computed as a percentage of the total number of children of the same age-group within the population. It is calculated for different age groups over several successive years. This can give a fairly precise and clear picture of the conditions of enrollment of any given cohort. Therefore NER in every level in the year 2015 E.C is presented below.

#### 3.2.5.1. NER in Pre-Primary Schools

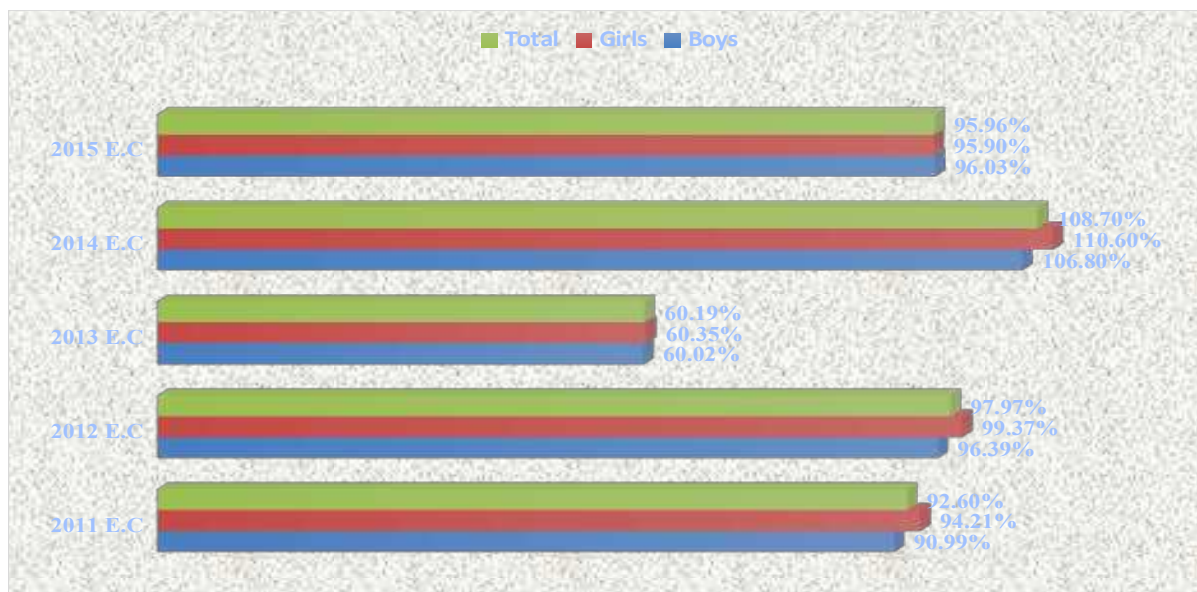
##### NER In Pre-Primary Education



**Chart 14. Net Enrollment Rate of Pre-Primary Education**

As shown on the chart above the NER of pre-primary schools reached 98.26% When we saw the NER across gender the NER of boys is slightly greater than that of girls.

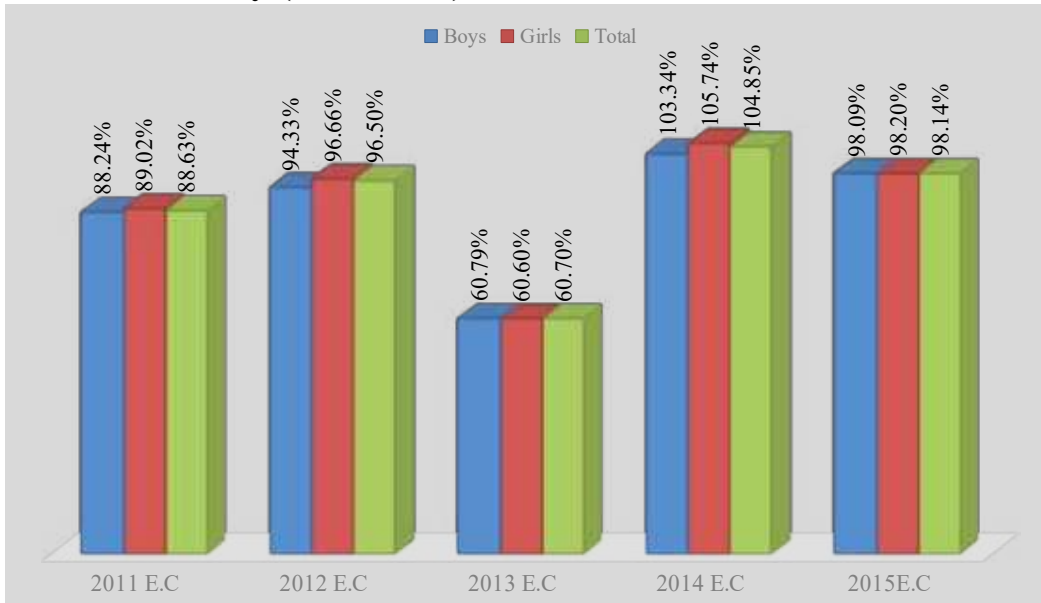
### 3.2.5.2. Net Enrollment Rate(NER) in Primary Education



**Chart 15. Net Enrollment Rate of Primary Education**

As shown on the chart NER of primary schools shows significant change and reached 108.70% in 2014E.C but it becomes 95.96 in 2015E.C.

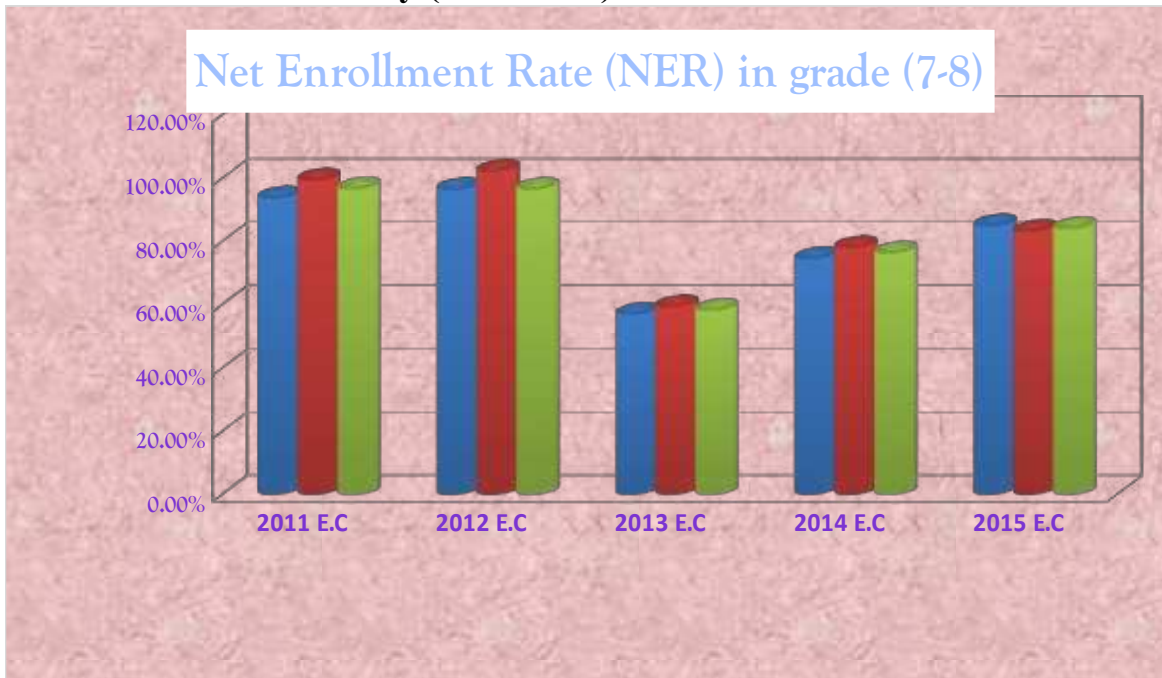
## NER in Primary (Grade 1-6) Education



**Chart 16. Net Enrollment Rate from Grade 1-6**

As shown on the chart NER of primary schools shows significant change and reached 98.14%.

## NER in Junior Secondary (Grade 7-8) Education

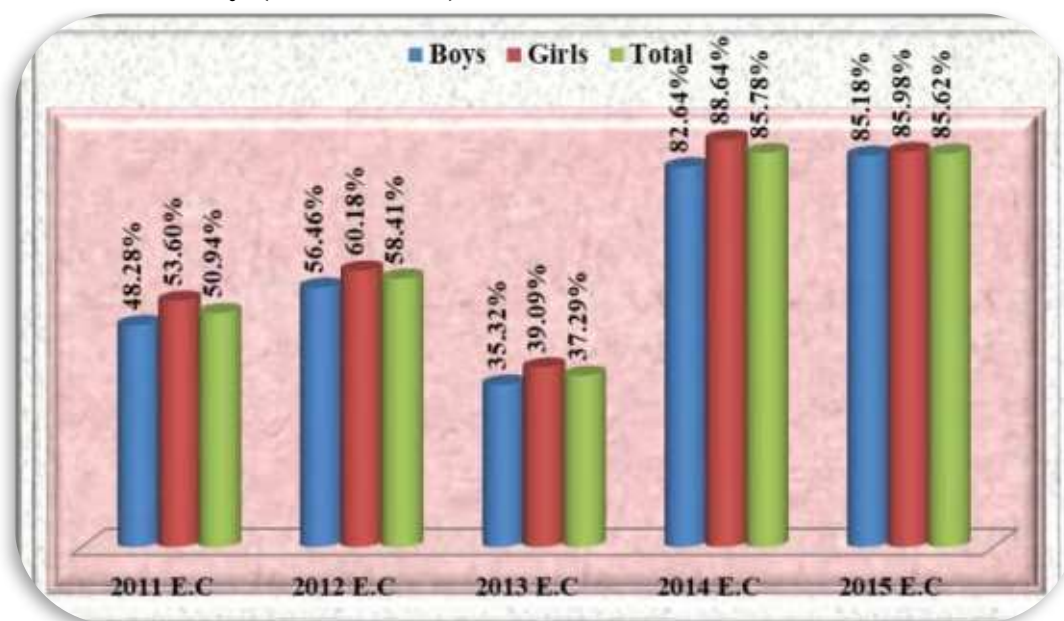


**Chart 17. Net Enrollment Rate in Junior Secondary Education**

As shown in the chart 17 above the NER of junior secondary education shows increment from 76.31% in 2014 E.C to 84.01% in the year 2015 E.C.

### 3.2.5.3. NER in Secondary Schools

#### NER Secondary (Grade 9-12) Education



**Chart 18. Net Enrollment Rate in Secondary Education**

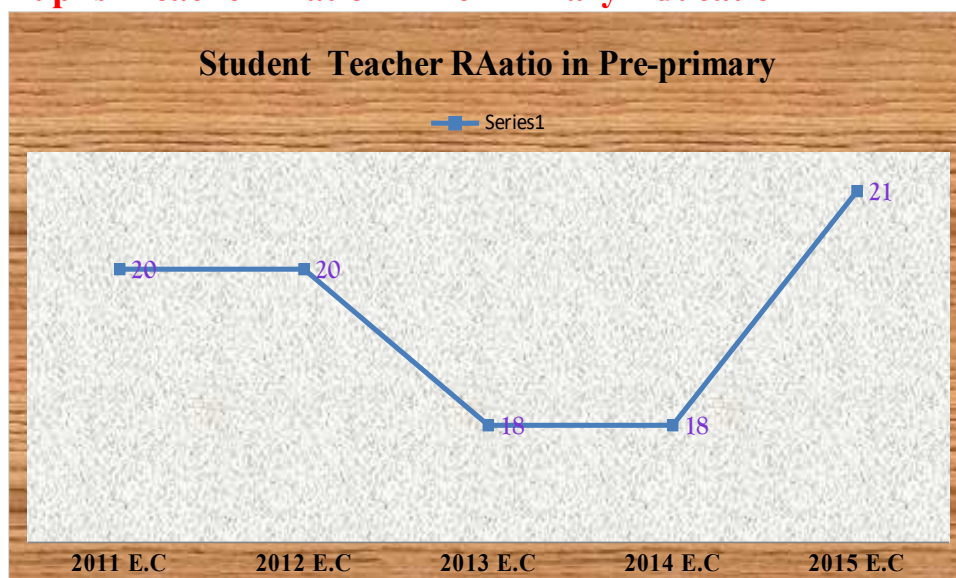
As shown on the chart 18 above the NER of Secondary Education is the highest from the past two years and reached 85.62%.

### 3.2.6. Pupils' Teachers Ratio

PTR is the proportion of the students enrolled in a certain level at a given school year to the number of teachers teaching them. Pupil teachers Ratio is one of the major quality indicators since it helps to assess the opportunity of students in getting teachers support. Hence PTR in each level in the year 2015 E.C is presented in detail.

### 3.2.6.1. PTR in Pre-Primary Schools

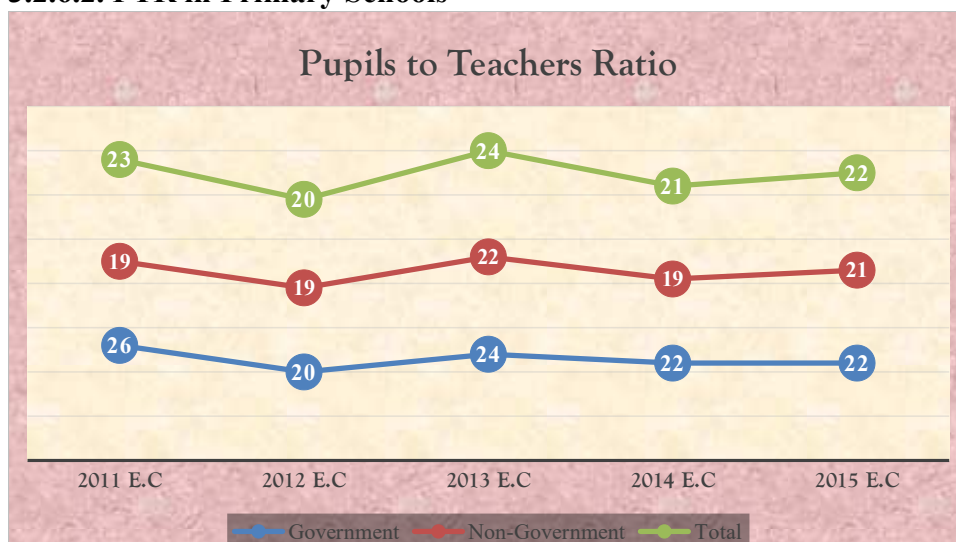
#### Pupils' Teacher' Ratio in Pre-Primary Education



**Chart 19. Pupils' Teachers Ration in Pre-Primamry Education**

As shown on the chart PTR in pre-primamry education is 1:18 for the two years 2013 E.C and 2014 E.C. but it was 1:21 for the years 2015 E.C.

### 3.2.6.2. PTR in Primary Schools

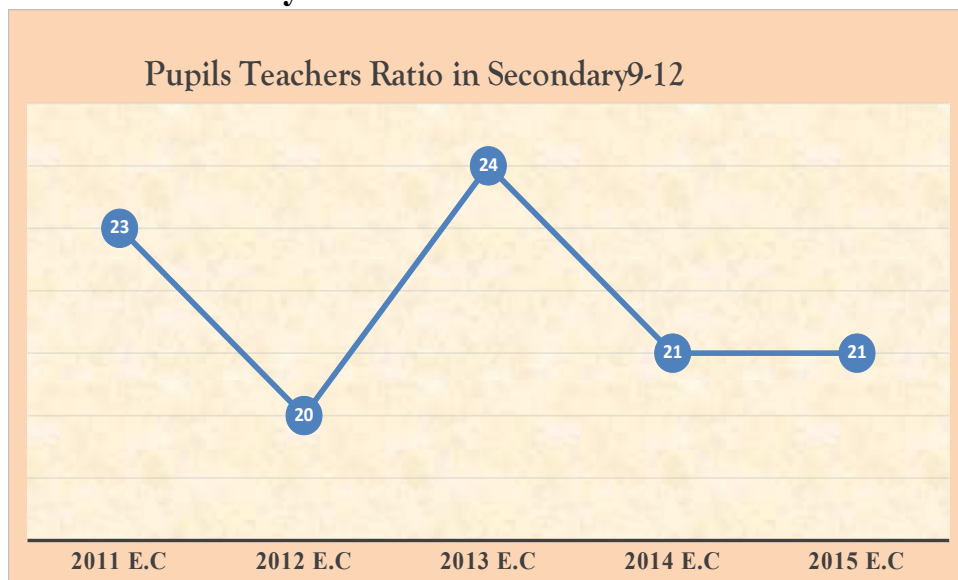


**Chart 20. Pupils' Teachers Ration in Primary Education**

PTR in primary schools as shown on chart 20 is 1:22 in government and 1:21 in non-government schools. Over all PTR in primary schools in 2015 E.C is 1:22

### 3.2.6.3. PTR in Secondary Schools

#### PTR in Secondary Education



**Chart 21. Pupils' Teachers Ratio in Secondary Education**

As it was shown on the above chart 21, PTR in secondary schools Varies from 2011E.C to 2013E.C and remain constant in the last two years 2014 E.C and 2015 E.C which was 1:21.

### 3.2.7. Pupils' Section Ratio

Pupil Section Ratio (PSR) is used as an indicator used to measure to assess availability and efficiency of class room resource utilization. It is computed as number of students per class room in a school. Hence PSR in 2015 E.C in every level is presented as follows.

#### 3.2.7.1. PSR in Pre-Primary Schools

**Table 7. Pupils' Section Ratio in Pre-Primary education**

Pupils' Section Ratio in Pre-Primary Education					
Ownership	2011 E.C	2012 E.C	2013 E.C	2014 E.C	2015 E.C
Government	1:43	1:42	1:50	1:55	1:53
Non-Government	1:30	1:30	1:32	1:29	1:32
Total	1:32	1:40	1:37	1:35	1:38

As it was presented in table 7 above, PSR in pre-primary schools is 1:38 in 2015E.C. When comparing government and non government schools PSR is higher in government school and is 1:53 but, it is 1:32 for non government schools.

### 3.2.7.2. PSR in Primary Schools

**Table 8. Pupils' Section Ratio in Primary Education**

<b>Pupils' Section Ratio in Primary Education</b>					
Ownership	2011 E.C	2012 E.C	2013 E.C	2014 E.C	2015E.C
Government	1:59	1:52	1:46	1:37	1:52
Non-Government	1:33	1:35	1:39	1:42	1:39
Total	1:45	1:45	1:43	1:37	1:47

The PSR of Primary schools is 1:47 in average and 1:52 for government and 1:39 for non government schools as it was shown on table 8 above.

### 3.2.7.3. PSR in Secondary Schools

**Table 9. Pupils' Section Ratio in Secondary Education**

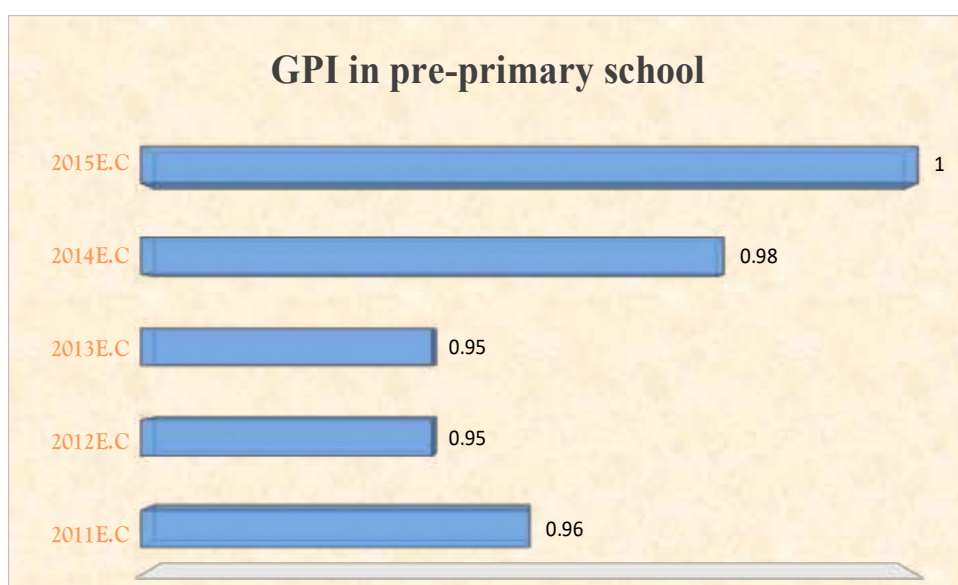
<b>Pupils' Section Ratio in Secondary Education</b>						
Ownership	Level	2011E.C	2012 E.C	2013E.C	2014 E.C	2015E.C
Government	9-10	1:43	1:61	1:46	1:50	1:57
	11-12	1:23				
Non-Government	9-10	1:37	1:44	1:45	1:36	1:41
	11-12	1:32				
<b>Total</b>		<b>1:46</b>	<b>1:54</b>	<b>1:46</b>	<b>1:45</b>	<b>1:53</b>

As it was shown on the table 9 above PSR in Non-Government schools is 1:41 and in Government schools it is 1:57. The average PSR is 1:53.

### 3.2.8. Gender Parity Index

Gender Parity Index (GPI) is an important indicator that reveals the prevailing reality in the enrollment of females in comparison with males so as to boost enrollment and participation of girls in education. It is used to measure the level of equity between boys and girls. GPI is defined as female gross enrollment ratio divided by male gross enrollment ratio. For an ideal case in which equality between boys and girls is attained when the gender parity index (GPI) becomes 1. As it was indicated GPI in all level is presented as follows.

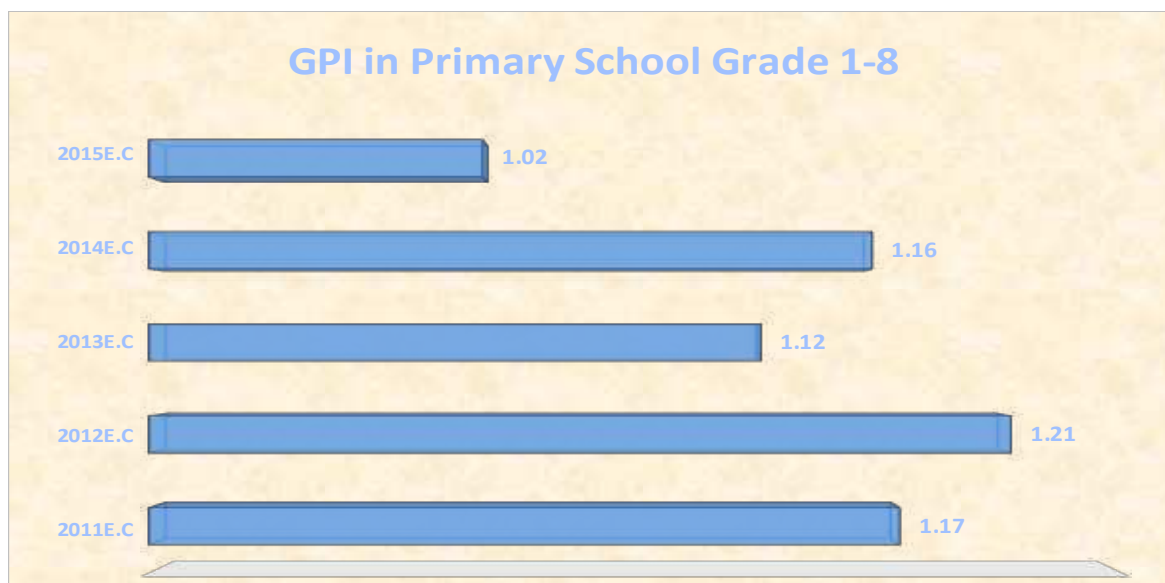
#### 3.2.8.1. GPI in Pre-Primary Schools



**Chart 22. Gender Parity Index in Pre-Primary education**

GPI in pre-primary schools shows significant change and is approaching the standard. It was 0.96 in 2011 E.C and 0.98 in 2014 E.C. and 0.95 in 2012 E.C ,2013 E.C.and 1 in 2015 E.C.

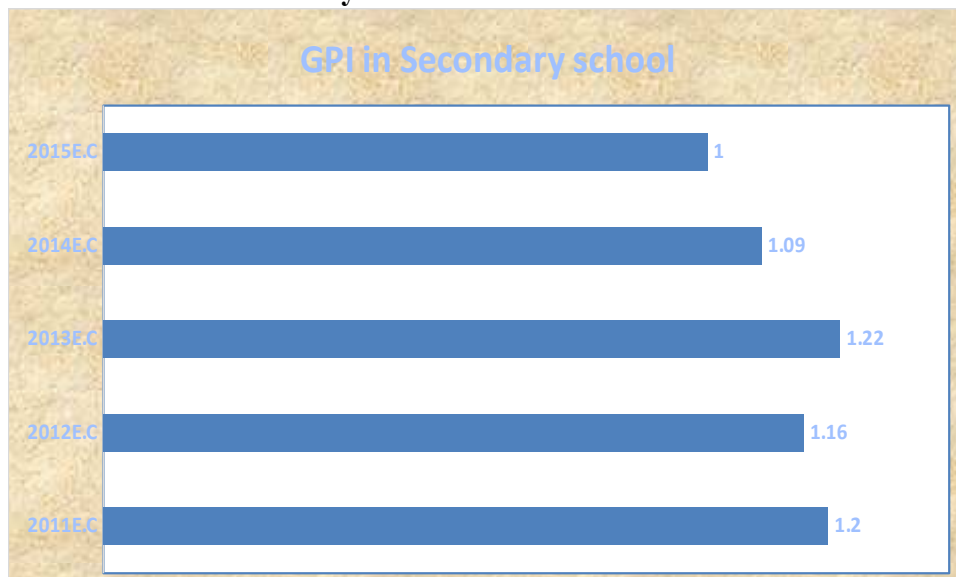
### 3.2.8.2. GPI in Primary Schools GPI in Primary Education



**Chart 23. Gender Parity Index in Primary Education**

On 2015 E.C GPI is done according to the new level where primary education is from Grade 1-6 and Junior secondary is grade 7 and 8.

### 3.2.8.3. GPI in Secondary Schools



**Chart 24. Gender Parity Index in Secondary Education**

GPI in secondary school reached 1 in 2015E.C from 1.1 in 2014 E.C which fits the standard.

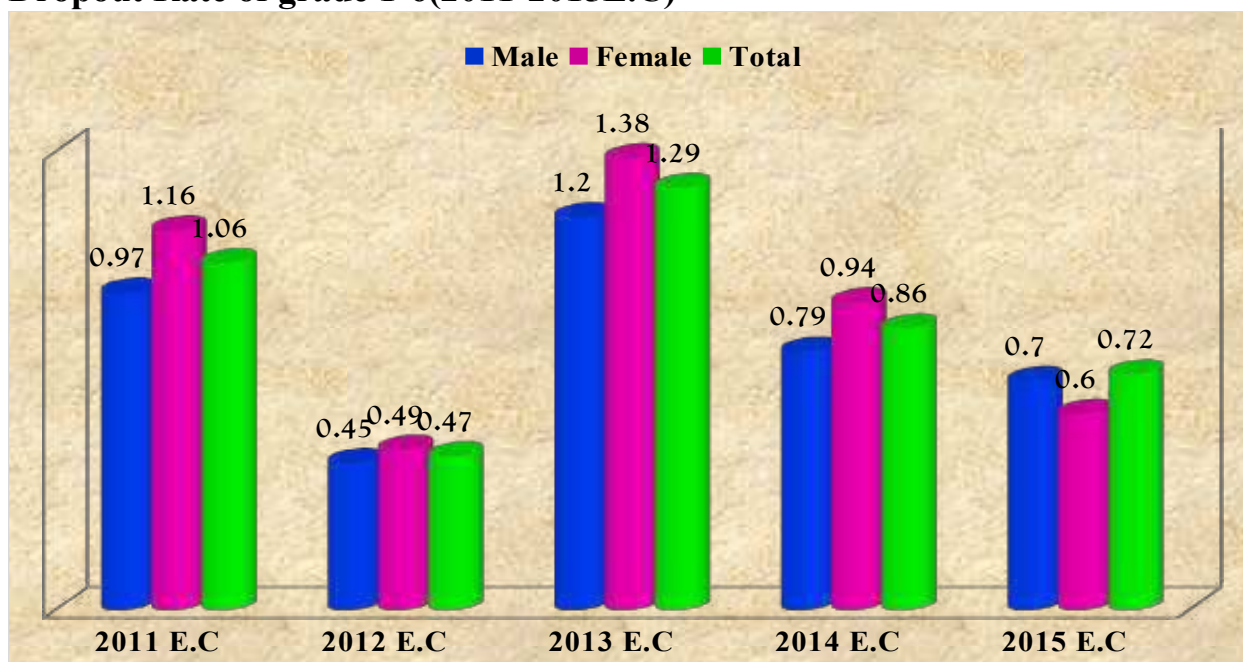
## 4. Internal Efficiency

Internal Efficiency indicators help to understand the level of utilization of limited resources efficiently and timely. These indicators are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A student may possibly be promoted, repeated or dropped out in a particular academic year. Repeating in a grade means using more resources than allocated to a student; and leaving school (dropping out) before completing a particular cycle or level of education also results in wastage of resources. To this end, reduced repetition and dropout rates at each grade level indicates efficient utilization of resources. The 2014 E.C internal efficiency of the Bureau is presented according to the levels.

### 4.1. Dropout Rate

#### 4.1.1. Dropout in Primary Schools

#### Dropout Rate of grade 1-6(2011-2015E.C)

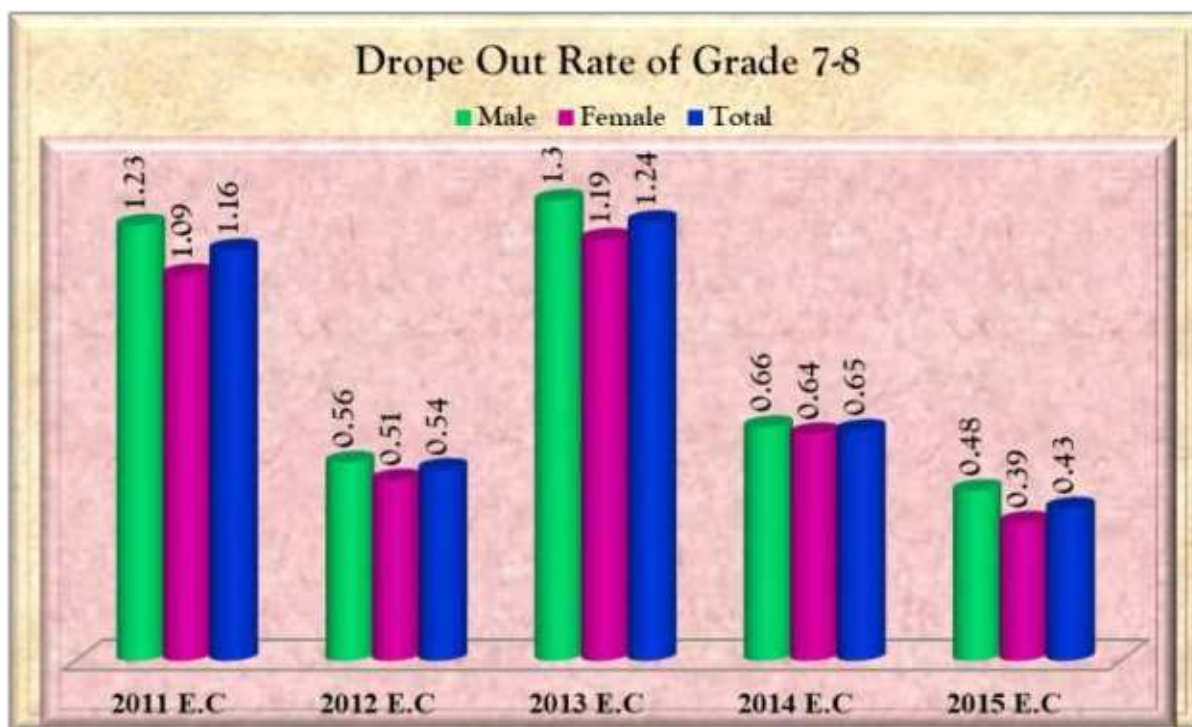


**Chart 25. Dropout Rate from Grade 1-6**

The dropout rate shows increment in 2013 E.C and now it declines a bit. The 2012 E.C dropout rate is the smaller. One of the focus areas of ESDP VI is improving the overall internal efficiency by lowering the dropout rate to less than 1%. Even if, the trend of dropout rate of first cycle primary education

(Grade1-6) as depicted in chart 25 the dropout rate of 2012E.c, 2014E.c and 2015 E.C is achieved the target set by ESDP VI but the remaining two years accomplishment does not met the target. Regarding to sex Females' dropout rate exceeded male across the years.

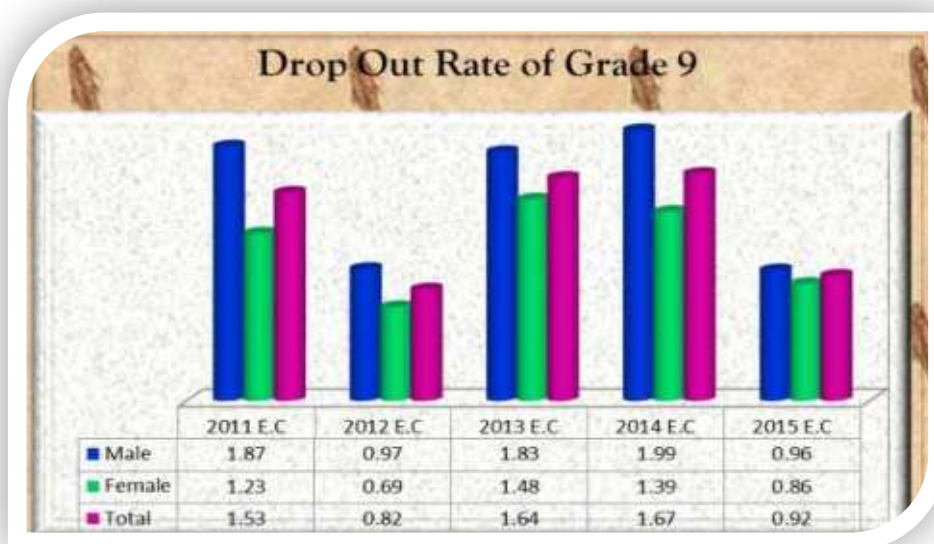
### Dropout Rate of grade 7-8



**Chart 26. Dropout Rate of Grade 7-8**

According to chart 26 the dropout rate of Grade 7-8 is the target set in ESDP VI was achieved in 2012E., 2014E.C and 2015E.C. But the remaining two years accomplishment does not met the target. (2011 E. C and 2013 E.C) In regarding sex males' dropout rate exceeded females throughout the years.

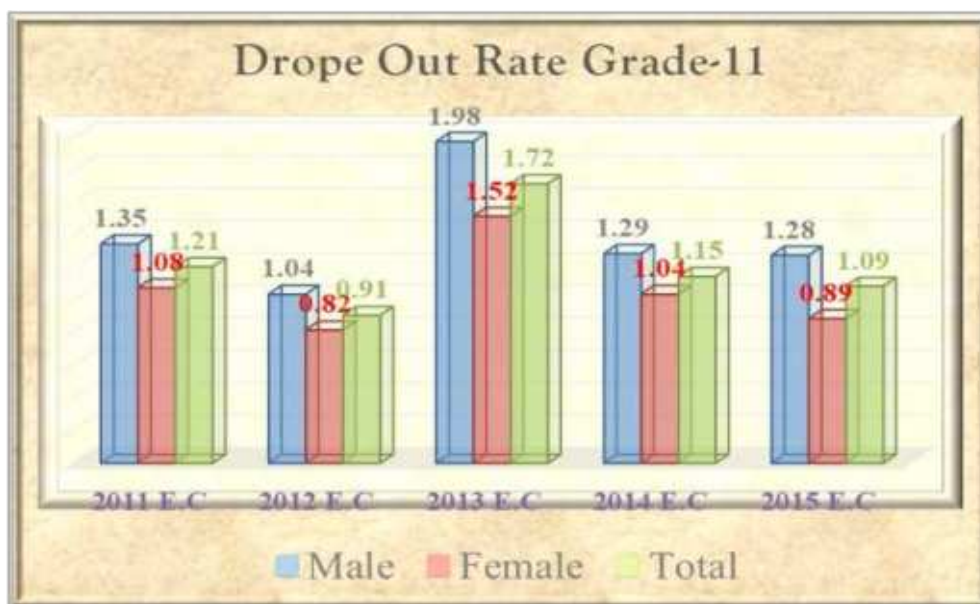
#### 4.1.2. Dropout Rate in Secondary Schools



**Chart 27. Dropout Rate of Grade 9**

With regard to Grade 9 as graphically presented in chart 27, except 2012E.C and 2015E.C academic year the dropout rates are more than 1% which is above the target set in ESDP VI. When sex is considered, more females stayed in school than males in all academic years. Generally the dropout rate was lower in 2012 E.C and 2015E.C.

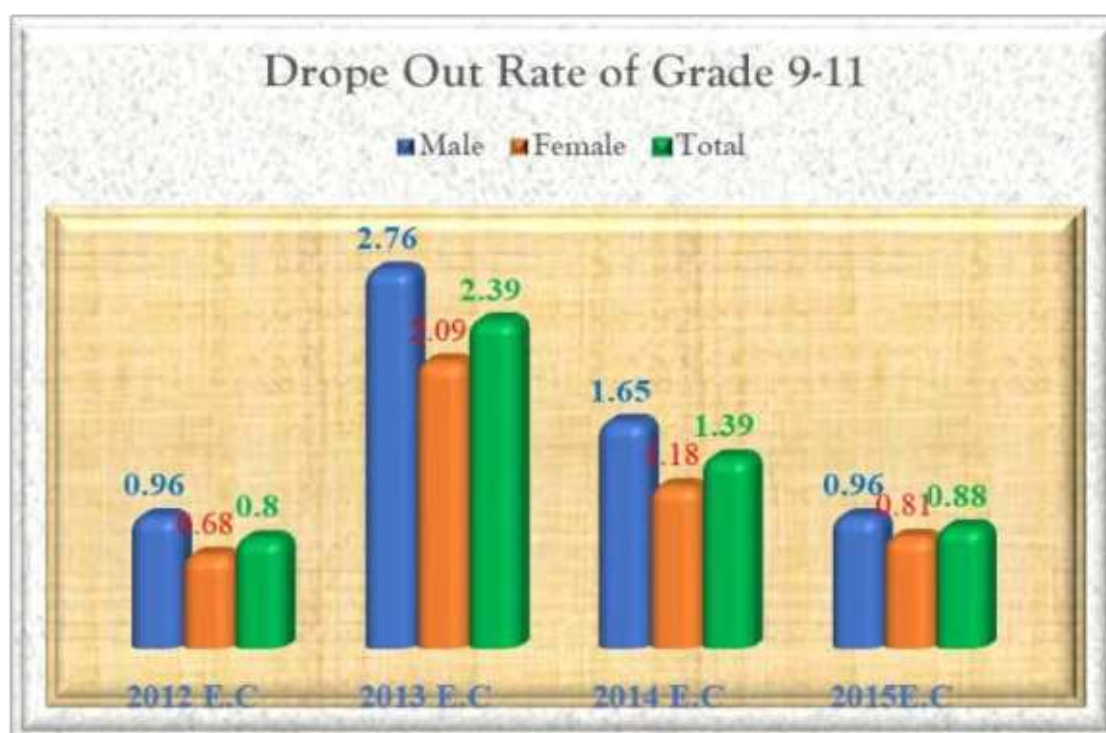
#### Dropout Rate of grade 11



### Chart 28. Dropout Rate of Grade 11

With regard to Grade 11 dropout as graphically presented in chart 28, the dropout rate recorded 2013 E.C (1.72), except 2012 E.C academic year the dropout rates are more than 1% which is less than the target set in ESDP VI. When sex is considered, more females stayed in school than males in all academic years. Generally the dropout rate was lowest in 2012E.C (0.91%) than the remaining years.

### Dropout Rate of grade 9-11



### Chart 29. Dropout Rate from Grade 9-11

The above table shows four years dropout rate of secondary schools. In 2012 E.C academic year, all students which have first semester result promoted freely to the next grade, because of COVID- 19. The dropout rate of secondary schools (Grade 9-11) the target set in ESDP VI was achieved in 2012 E. C and 2015E.C . In the contrary two years accomplishment does not met the target.( 2013 E. C 2014 E.C) in regarding sex males.

## 4.2. Repetition Rate

Repetition Rate measures the proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year

#### 4.2.1. Repetition Rate in Primary Schools

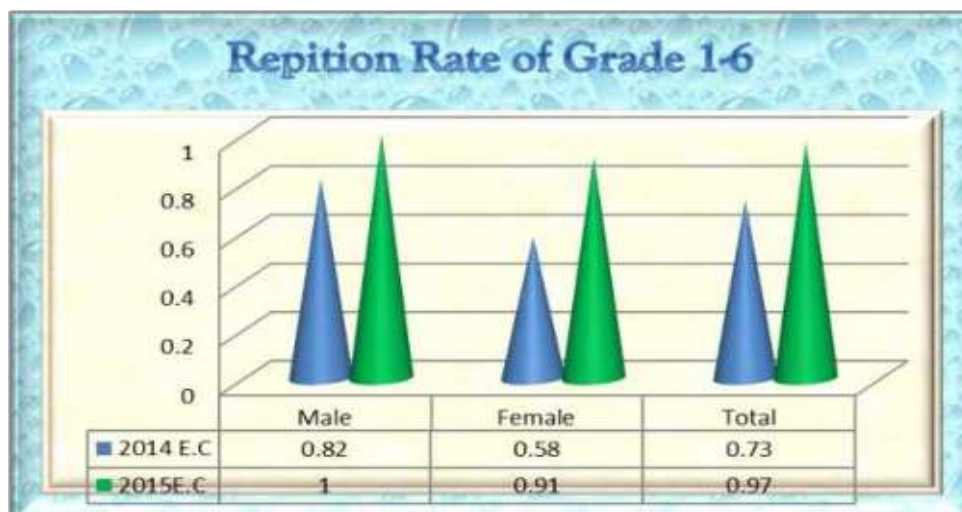
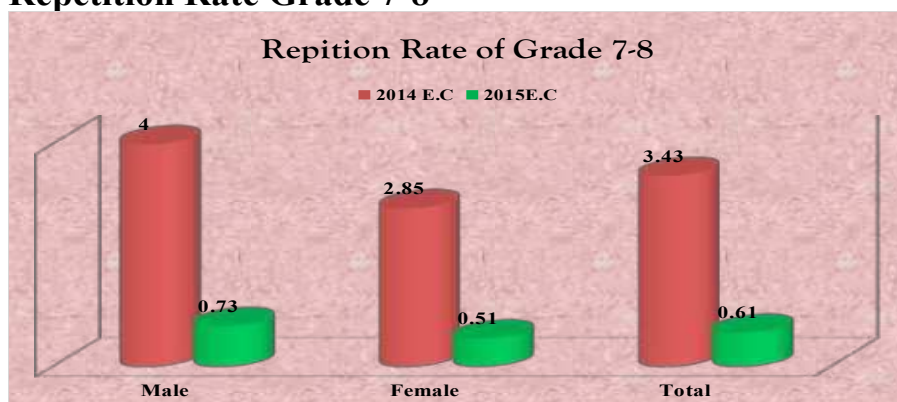


Chart 10 As shown in chart.10 the repetition rate Repetition rate of grade 1-6 recorded in 2014 E.C is (0.73%) and 2015 E.C grade 1-6 is (0.97%) more than ESDP VI even if the target set in ESDP VI 1% With regard to sex, male students repeated more than females in the described year

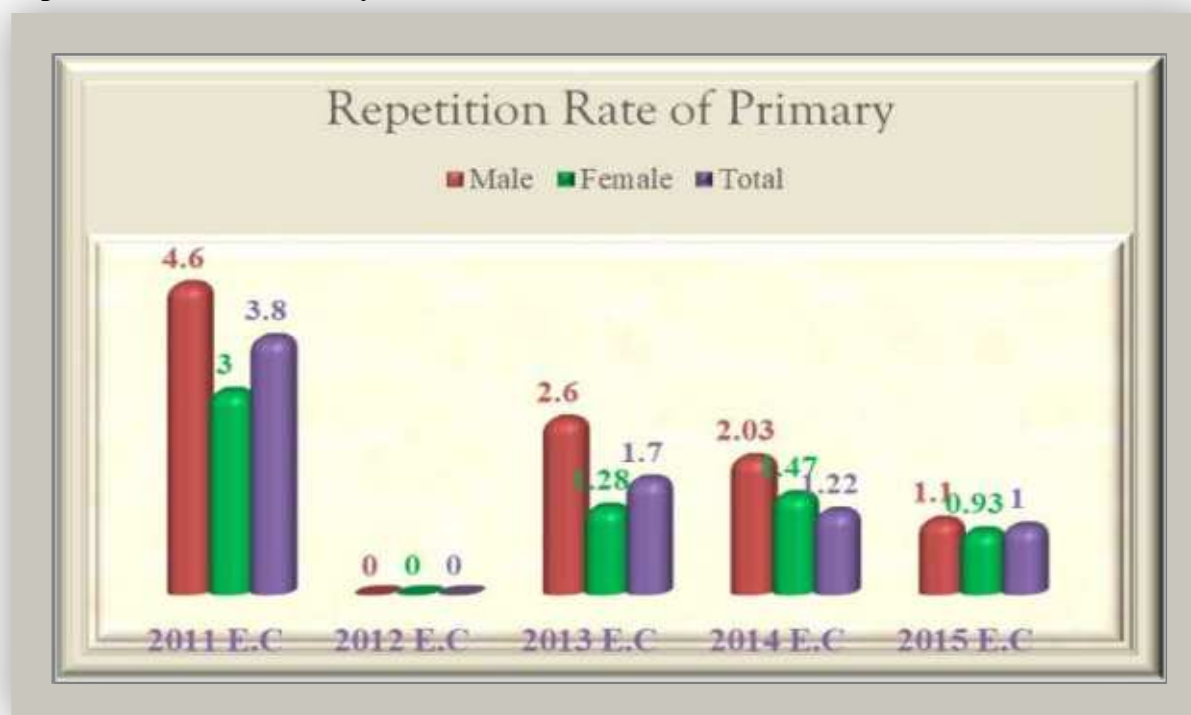
#### Repetition Rate Grade 7-8



#### Chart 11: repetition rate 7-8

The above table 11 shows the repetition rate Repetition rate of grade 7-8 recorded in 2014 E.C is (3.43%) less than ESDP VI even if the target set in ESDP VI 1% did not meet though the year .

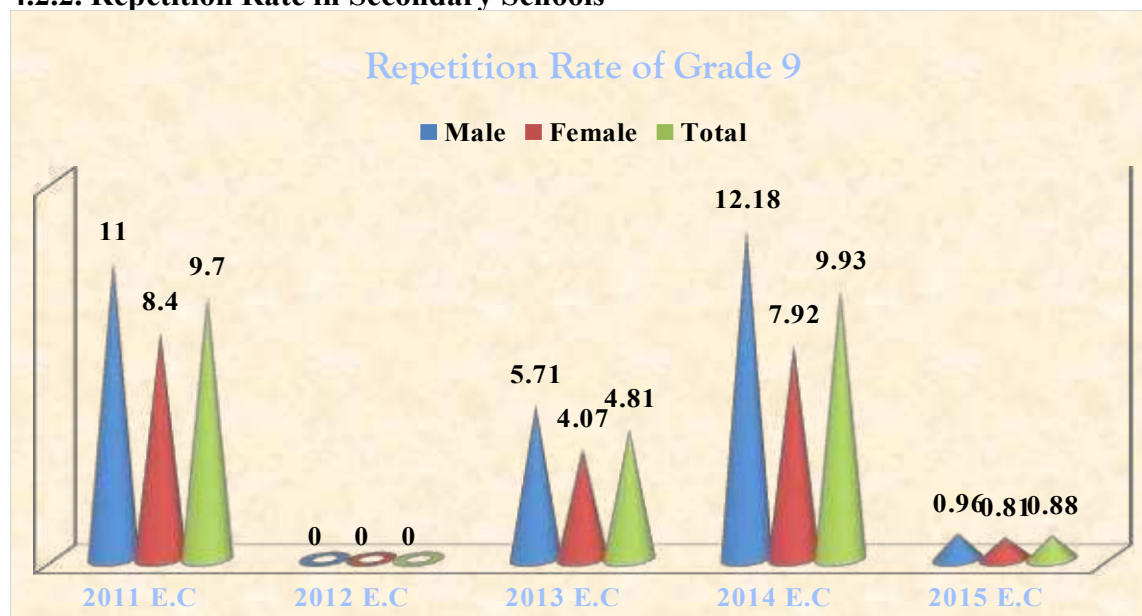
## Repetition Rate of Primary Education Grade 1-8



**Chart 32. Repeation Rate of Primary education**

According to chart 32 the repetition rate primary education is 1. % in 2015 E.C. the highest repetition rate exist in 2011E.C. (3.8) also in the other three years repetition rate for primary education is less than the target. With regard to sex the repetition rate less than of males though out the years, more over in 2015 E.C. Males repetition rate the four years average 2.58% is higher than females 1.67%. But in 2012 E.C academic year, all students which have first semester result promoted freely to the next grade, because of COVID- 19, that is why repetition rate was 0 in 2012E.C.

#### 4.2.2. Repetition Rate in Secondary Schools



**Chart 33. Repeation Rate of Grade 9**

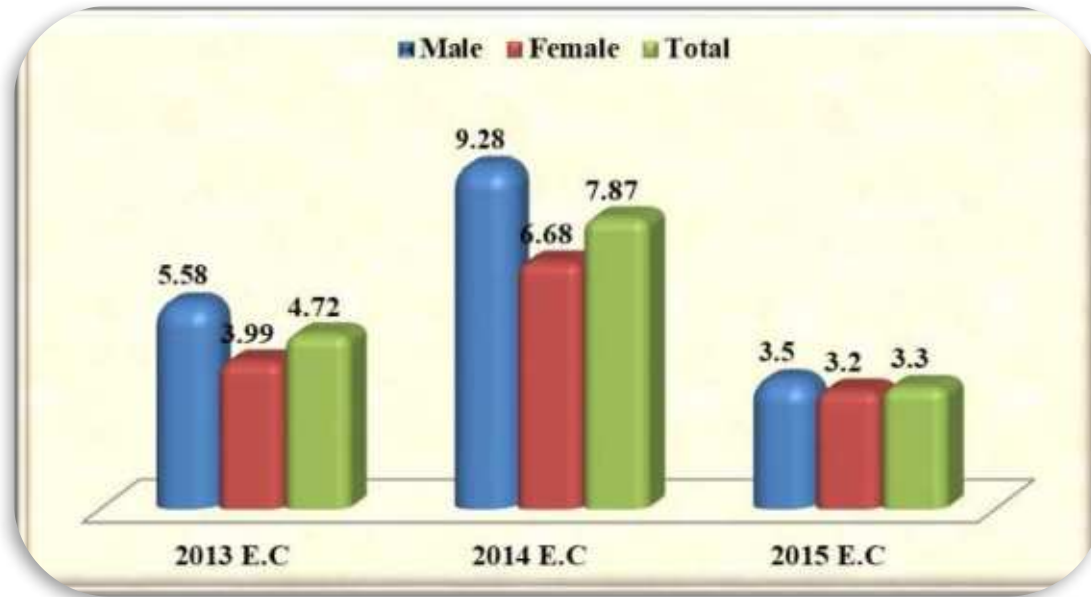
The above table shows three years dropout rate of secondary schools. In 2012 E.C academic year, all students which have first semester result promoted freely to the next grade, because of COVID- 19. The dropout rate of secondary schools (Grade 9) the target set in ESDP VI was achieved in 2012 E. C and 2015E.C. A two years accomplishment does not met the target.( 2013 E.C and 2014 E.C) in regarding sex males.

#### 3.2.5.10 Repetition rate of grade 11



In reference to chart 3.2.5.10 With regard to sex the repetition rate less than of males though out the years, more over in 2015 E.C. Males repetition rate the four years 5.21% is higher than females 4.58%.

## Repetition of Grade 9-11



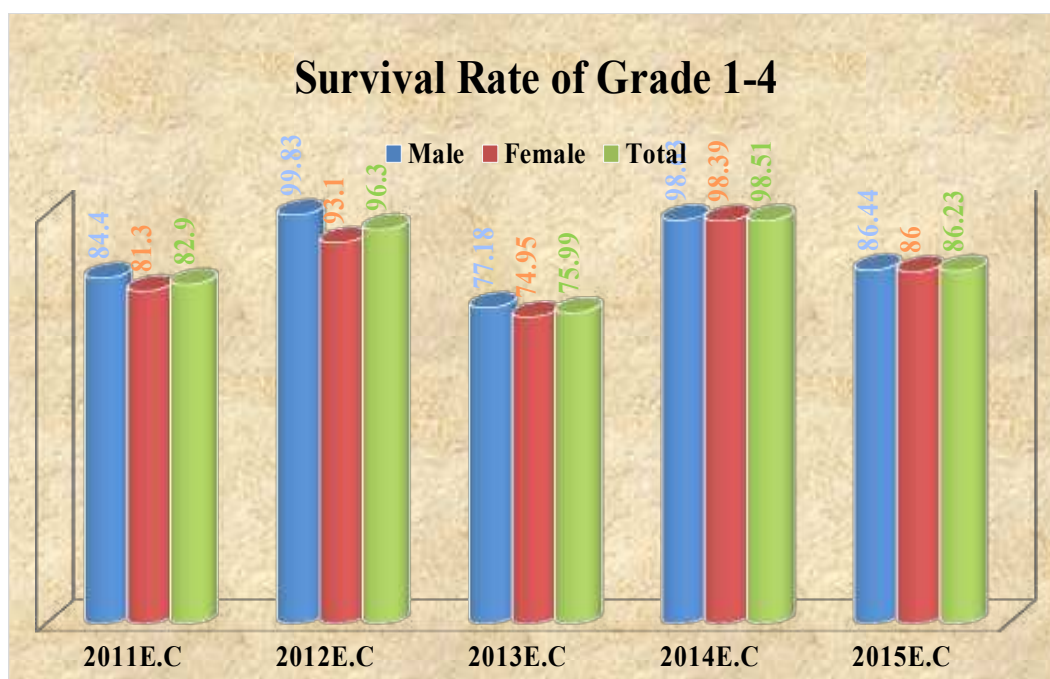
**Chart 34. Repeation Rate from Grade 9-11**

The above chart 34 shows the repetition rate Repetition rate of grade 9-11 recorded in 2014 E.C is (7.87%) less than the target set which is 1% and did not meet though the year .With regard to sex, male students repeated more than females in the described year.

### 4.3. Primary School Survival Rate

Primary School Survival Rate to grade 5 is used to estimate the percentage of students who will complete the first cycle of primary education. The completion of at least 4 years of schooling is considered as a pre-requisite for a sustainable level of literacy. Survival Rates approaching 100% indicate a high level of retention and low incidence of dropouts. Here is the survival rate of primary education.

#### Survival Rate of Grade1-4



**Chart 35. Grade 1-4 Survival Rate**

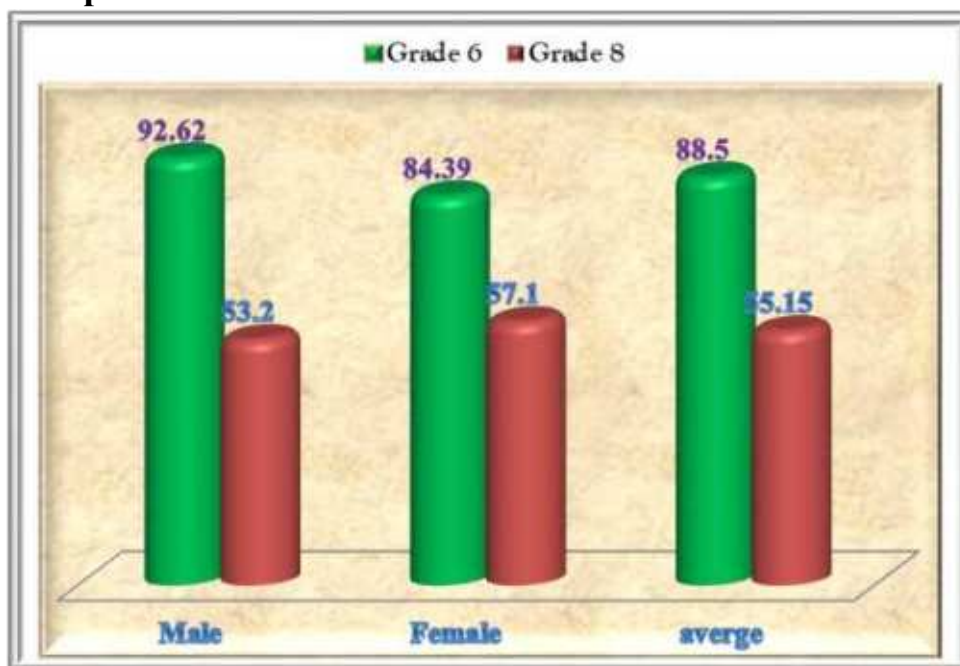
As indicated in Chart 35, 86.44% boys and 86% girls survive in the 1st cycle of primary schools in 2015E.C. However in 2012 E.C academic year, all students which have first semester result promoted freely to the next grade, because of COVID- 19.

The survival rates varies from time to time but the concerned bodies should give attention to keep this improvement continuation

#### 4.4. Primary School Completion Rate

It's defined as the rate of the number of children graduating from grade level each year to the population of official graduating age. The completion rate is presented as follows in the following chart.

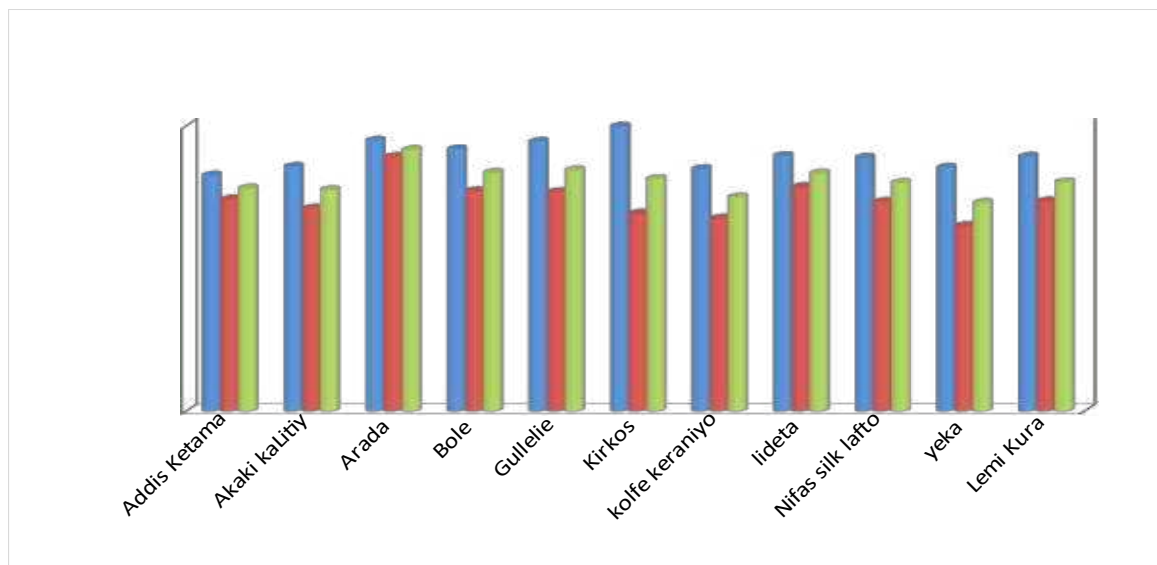
##### Completion Rate of Grade 6 and 8



**Chart 36. Grade 5 and 8 Completion Rate**

It is natural that dropout and repetition rates negatively affect students' survival rates that in turn affect completion rate. Consequently, as shown in chart 3.8, (92.62%) boys and (84.39%) girls completed grade 5. On the other hand, the completion rate of grade 8 was 53.2% for boys and 57.1% for girls.

#### 4.5. Promotion Rate of Grade 8 in 2015E.C



**Chart 37. Grade 8 Regional Examination Promotion Rate across Sub-City**

As shown in Chart 37. Arada sub city exhibited the highest number of achievers, 82.42%, while the relative least number of achievers, 65.74 %, went to Yeka sub city. Regarding to Sex in six sub-cities male students achieved higher than female students and the reverse is true in the remaining five sub-cities.

**Table 10. Grade 8 Regional Examination Promotion Rate in years**

Year	Sat for Exam			Promoters			% Promoters		
	M	F	T	M	F	T	M	F	T
2011 E.C	31,139	42,071	73,210	24,399	28,855	53,254	78.4%	68.6%	72.7%
2012 E.C	29273	40156	69429	24894	30595	55489	85.04%	76.19%	80%
2013 E.C	33580	38992	72572	29485	34316	63801	87.81	88.01	87.91
2014 E.C	29884	40797	70681	27029	33504	60533	90.45	82.12	85.64
2015 E.C	30716	41270	71986	24476	27120	51596	79.24	65.44	70.6

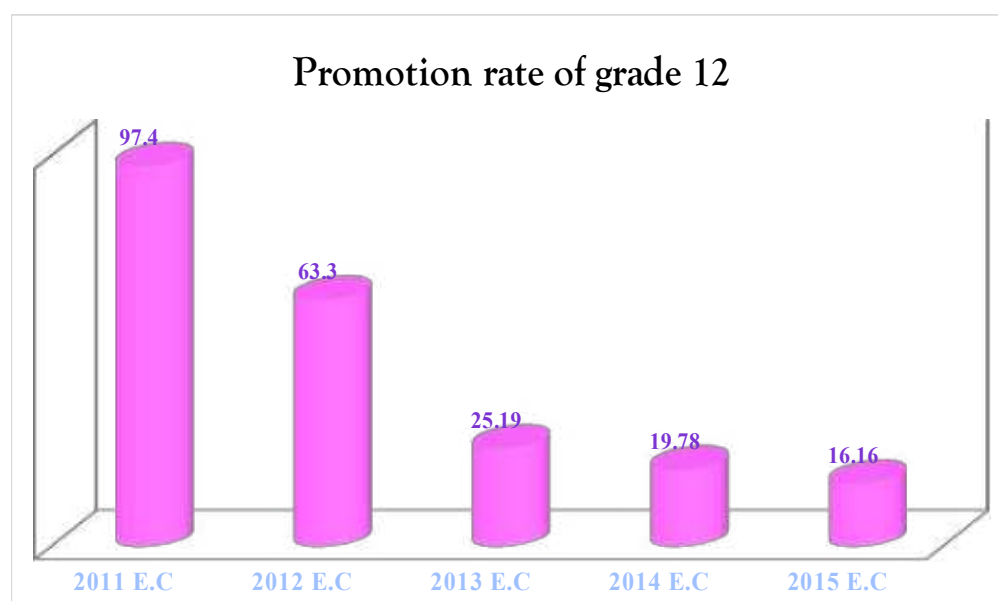
As shown in table 10 the promotion rate recorded 2013 E.C (87.91), which is the highest score comparing to the other years. Also in 2015 E.C (70.6%) the achievement was higher. otherwise in the other years the trend shows ups and down. According to sex, both female and male students the same proportion repeated for the past four years. But in 2015 E.c male students' repeated than female students.

#### 3.2.5.16 Promotion rate of grade 6 students

Year	Sat for Exam			Promoters			% Promoters		
	M	F	T	M	F	T	M	F	T
2015 E.C	34360	39307	73667	28204	30880	59084	82.08	78.5	80.2

As shown in table above shown, both femal and male students the same proportion repeated for the past four years. But in 2015 E.C male students' repeated than female students

### 3.2.5.17 Promotion rate of grade 12



**Chart 38. Grade 12 National Examination Promotion Rate in Years.**

As shown in chart 38, the percentage of promoted students in grade 12 has shown decreased throughout the years. But in year 2011 E.C (97.4%) the highest students go to higher education.

## 5. Alternative Basic Education

Alternative Basic Education is a modality introduced to the education system to accommodate children of school age who could not join the regular program due to problems like poverty, lack of support, orphanage etc. Hence the number of students, school centers and facilitators of Alternative Basic Education is presented for the year 2015 E.C.

### 5.1. ABE Students



**Chart 39. Number of Alternative Basic education Students**

As shown in chart 39, the enrollment of ABE students was 8,172 in 2011 E.C, 8,066 in 2012 E.C. In those years the number of ABE students looks almost equivalent. But in 2013 it declines to 3,593, and in 2014 E.C & 2015 E.C it shows a little increment and reached 5,502.

## 5.2. Numbers of ABE Facilitators



Chart 40. Number of Alternative Basic Education Facilitators

As shown on the table the number of facilitators slightly increases from 2014E.C to 2015E.C

## 5.3. ABE Learning Centers

Table 11. Number of Alternative Basic Education Centre



The number of learning centres slightly increment and reached 109 in 2015 E.C starting from 105 in 2014 E.C.

## 6. Integrated Functional Adult Education

The Integrated Functional Adult Education (IFAE) program is a functional literacy program that reaches out to adults and young people aged 15 - 60 years old and is available to men and women. The main goals of the program are to increase literacy rates, to promote women's empowerment, to improve participants' health and to raise the general standards of living within communities. The program consists of two 'eight month' courses that participants complete within two years.

### 6.1. IFAE Students



**Chart 41. Number of Integrated Functional Adult Education Students**

Chart 41, presents decrement of enrollments in Integrated Functional Adult Education (IFAE). In general, the number of attendants did not show uniform trend. The number of female adults was dominant in all of academic years.

## 6.2. IFAE Facilitators

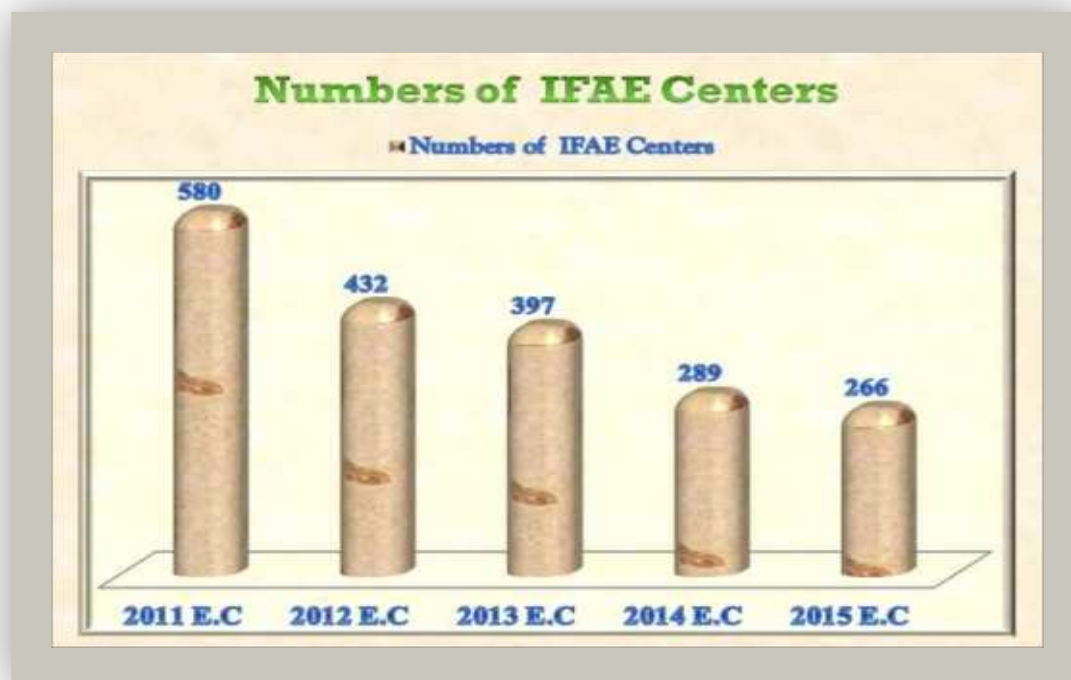


**Chart 42. Number of Integrated Functional Adult Education Facilitators**

The number of IFAE facilitators decline significantly from 427 in 2014 E.C to 502 in 2015 E.C. from the facilitators the lion share belongs to female where 340 of facilitators from 502 .

## 6.3. IFAE Centers

**Table 12. Number of Integrated functional Adult Education Centers**



Learning centers decline in significant number from 580 in 2011 E.C to 266 in 2015 E.C.

## 7. School Feeding

### Government School Feeding Program Beneficiaries across sub cities

Addis Ababa City Administration provide school feeding program for pre-primary and primary schools students. This program helps the students to focus only on their education and becomes successful on their education.

**Table 13. Government School Feeding Program Beneficiaries across Sub-Cities**

Sub-City	No. of School	Pre- primary			No. of School	Primary			Total Enrollment		
		M	F	Total		M	F	Total	M	F	Total
AddisKetem	23	4,771	4,561	9,332	35	19,354	19,790	39,144	24,125	24,351	48,47
Akaki-Kaliti	33	10,080	9,311	19,391	28	21,325	23,147	44,472	31,405	32,458	63,86
Arada	14	2,276	2,100	4,376	22	12,920	8,426	9,879	15,196	10,526	14,25
Bole	16	10,431	6,959	6,794	16	10,492	11,580	22,072	20,923	18,539	28,86
Gullele	22	4,938	4,494	9,432	23	12,189	12,726	24,915	17,127	17,220	34,34
Kirkos	18	2,306	2,195	4,501	21	5,355	6,054	11,409	7,661	8,249	15,91
kolfe	18	11,918	11,327	23,245	23	33,354	34,356	67,710	45,272	45,683	90,95
Lemikura	13	8,080	7,487	15,567	14	18,487	20,248	38,735	26,567	27,735	54,30
Lideta	18	3,022	2,871	5,893	21	7,046	7,312	14,358	10,068	10,183	20,25
Nifas silk	21	8,450	7,850	16,300	22	19,054	20,541	39,595	27,504	28,391	55,89
Yeka	31	7,524	6,998	14,522	30	15,718	17,648	33,366	23,242	24,646	47,88
<b>Total</b>	<b>223</b>	<b>68,757</b>	<b>64,233</b>	<b>132,990</b>	<b>255</b>	<b>168,666</b>	<b>180,030</b>	<b>348,696</b>	<b>237,423</b>	<b>244,263</b>	<b>481,686</b>

As shown on the table **132,990** pre-primary students among them **64,233** of them are females are benefited from the school feeding program.

The primary school students who are beneficiaries from the school feeding program are **348,696**. Among these students **180,030** of them are females.

Totally **481,686** students are benefited from the school feeding program. Among the total number of students who are beneficiaries of the school feeding program **244,263** are females.

## 8. School Facility

Schools are places where students acquire new knowledge, develop various skills and bring attitudinal changes. Schools play vital role in enhancing the social and personal values of students. Therefore, school facilities need due attention in planning worthy learning activities.

School facilities, such as Library, Laboratory, ICT and radio play invaluable role to enhance the quality of education and to create learners' friendly school environment. School facilities can be one of a determinant factor that contributes to improve student attendance. Cognizant of this, the AACAEB has been doing its level best to avail school facilities and instructional resources in all government schools. In line with this, the 2015 E.C data related to school facilities in primary and secondary schools are shown as follows

### 8.1. Primary School Facility

**Table 14. School Facility in Government and Non-Government Primary Schools**

Sub-city	Number of Schools		Schools having Library		Schools having Laboratory		Schools having ICT Rooms		Schools provide radio service		Schools having Pedagogy center	
	Government	Non-Government	Government	Non-Government	Government	Non-Government	Government	Non-Government	Government	Non-Government	Government	Non-Government
Addis Ketema	35	33	35	34	35	26	25	18	35	34	32	22
Akaki kality	28	53	28	35	28	29	22	25	28	35	24	31
Arada	22	25	22	25	22	25	20	22	22	25	22	25
Bole	16	58	16	53	16	53	16	53	16	53	16	53
Gullele	23	36	23	30	23	30	19	30	23	31	23	31
Kirkos	21	19	21	21	21	21	13	17	21	11	13	15
Kolfе	23	82	23	79	23	73	19	79	23	75	19	76
Lemikura	14	64	14	61	14	61	7	33	14	61	15	61
Lideta	21	29	21	40	21	20	18	24	21	18	18	25
Nifasilk	22	90	22	75	22	71	15	61	22	25	19	81
Yeka	30	51	30	49	30	47	25	34	30	44	27	49
<b>Total</b>	<b>255</b>	<b>540</b>	<b>255</b>	<b>502</b>	<b>255</b>	<b>456</b>	<b>199</b>	<b>396</b>	<b>255</b>	<b>412</b>	<b>228</b>	<b>469</b>



**Library:** Table 14, depicts that from the total 255 government and 540 non-government primary schools, 255 and 502 have libraries respectively. This reveals that a significant number of private schools have libraries that serve their respective students.

**Laboratory:** the presence of a multipurpose (three-in- one) and well-organized laboratory is crucial for all primary schools to make the teaching –learning process more practical and appealing to learners. However, among the total 255 government and 540 non-government primary schools, 230 and 456 have laboratories respectively. As the data reveals that a significant number of government and private schools have laboratories for their students.

**Information and Communication Technology (ICT)** plays a vital role in making teaching learning process tangible through implementing simulation and others. However, the access of ICT in schools is lower as compared to access of Laboratory and Library in both government and Non-government schools. Hence 199 Government and 396 Non-Government schools have Information Communication Technology (ICT) laboratories.

**Radio:** educational media plays a significant role in improving quality of classroom education. AACAEB broadcast educational program provides education for primary school students. This program assists to have collaborated classroom teaching-learning process. Hence, all primary schools are required to have radios. According to table 14 255 Government and 412 Non-Government primary schools give educational radio service for their students

**School Pedagogical Centre:** These centres are important sources of locally prepared or purchased teaching aids to support classroom teaching learning process. As shown in the table, 228 Government and 469 Non-Government primary schools have pedagogical centre.



## 8.2. Secondary School Facility

**Table 15. School Facility in Government and Non-Government Secondary Schools.**

Sub-city	No of Schools		No of schools with library service		No of schools with science laboratory service								No of schools with ICT laboratory service		No of schools with Plasma TV service		No of schools with Guidance and Counseling service	
	Non-Government	Government	Non-Government	Government	Non-Government				Government				Non-Government	Government	Non-Government	Government	Non-Government	Government
					3 in 1	3 in 2	3 in 3	No science laboratory	3 in 1	3 in 2	3 in 3	No science laboratory						
Addis Ketema	8	8	8	8	0	0	8	0	1	1	6	0	8	8	0	0	8	8
AkakiKality	8	12	8	12	0	0	8	0	2	1	9	0	8	12	0	0	8	12
Arada	13	7	13	7	0	0	13	0	0	0	7	0	13	7	0	0	13	7
Bole	18	6	18	6	0	2	16	0	2	0	4	0	18	6	0	0	18	6
Gulele	11	7	11	7	0	0	11	0	0	0	7	0	11	7	0	0	11	7
Kirkos	8	4	8	4	2	0	6	0	0	0	4	0	8	4	0	0	8	4
Kolfe	19	7	19	7	0	2	17	0	1	2	4	0	19	7	0	0	19	7
Lemikura	21	8	21	8	9	7	5	0	3	1	4	0	21	8	0	0	21	8
Lideta	7	6	7	6	3	1	3	0	0	1	5	0	7	6	0	0	7	6
Nifas Silk	31	8	31	8	6	6	19	0	2	2	4	0	31	8	0	0	31	8
Yeka	10	7	10	7	0	3	7	0	1	1	5	0	10	7	0	0	10	7
<b>Total</b>	<b>154</b>	<b>80</b>	<b>154</b>	<b>80</b>	<b>20</b>	<b>21</b>	<b>113</b>	<b>0</b>	<b>12</b>	<b>9</b>	<b>59</b>	<b>0</b>	<b>154</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>154</b>	<b>80</b>

**Libraries:** As shown in table 15, all 154 private and 80 government secondary schools have library service.

**Laboratories:** All 1154 private and 80 government secondary schools have at least 1 by 3 laboratory. From 154 non-government secondary schools 20 have 3 in 1, 21 have 3 in 2 and the rest 113 have 3 in 3 laboratories. From 80 government secondary schools 12 have 3 in 1, 9 have 3 in 2 and the rest 59 have 3 in 3 laboratories.

**Information and communication (ICT):** as indicated in table 14, All Non-Government and Government secondary schools have Information and Communication Technology (ICT) rooms in their schools.

**Plasma:** The satellite television educational program mainstreamed to improve the quality of learning in secondary schools is commonly called the ‘Plasma’ program. As shown in table, only 15 private secondary schools have plasma television program. In the government secondary schools regard only the newly built 7 secondary schools do not have plasma television program. The rest 71 Government secondary schools have plasma television to provide television assisted instruction.

**Guidance and Counseling service:** regarding Guidance and Counseling service only one non government secondary school have not this service but the rest have it.

## 9. Pupils with Disability

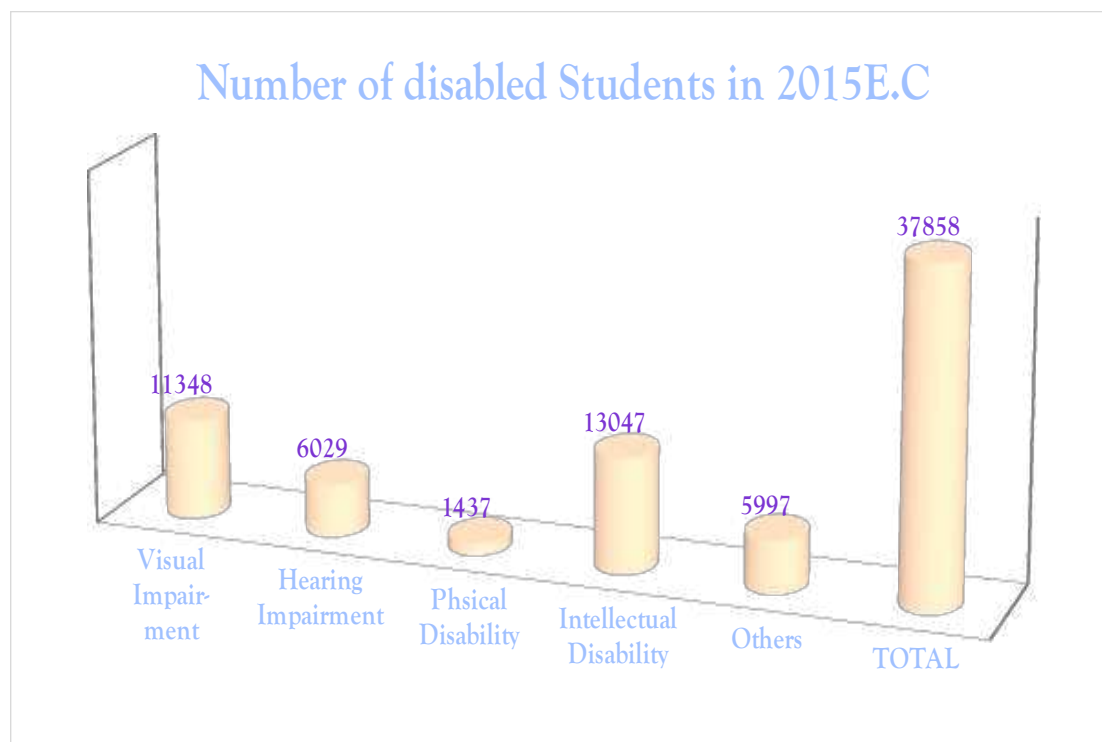
The AACAEB collects data on children with disabilities. Since the government included special needs education (hereafter, SNE) in the policy various measures have been taken to strengthen SNE. However, the access is still very limited. The following data does not necessarily represent the real number of children with disabilities. It is considered that there are a lot of children with disabilities who do not attend schools and not listed in the Education statistics.

**Table 16. The Enrollment of Students with Disability at all levels 2015E.C**

Level	Total number of students 2015 E.C			Students with Disability 2015 E.C			Percentage of Dis-ability		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre Primary	148,301	143,091	291,392	2,323	1,501	3,824	1.6%	1.0%	1.3%
Primary	293,126	304,925	598,051	14,755	13,636	28,391	5.0%	4.5%	4.7%
Secondary	99,133	124,169	223,302	2,921	2,722	5,643	2.9%	2.2%	2.5%
Total	540,560	572,185	1,112,745	19,999	17,859	37,858	3.7%	3.1%	3.4%

Table 16, shows the total enrollment of all students as compare to students with disability at all levels in 2015 E.C. The percentage of pre-primary, primary, and secondary schools were 1.3 %, 4.7%, and 2.5%, respectively. The highest enrollment of students with disability was in primary school which is 4.7%. When we consider the total enrollment at primary grade level 3.7% of male students are with disability but 3.1 % of females are with disability in all level.

## Types of Disability



**Chart 43. Enrollments of Students with Disability in 2015 E.C**

Chart 43 shows the total Enrollment of students with disability from pre-primary to grade 12 was 37,858 enrolled in 2015 E.C. It also indicates the number of students with their disability category as follows: Visual Impairment 11,348, Hearing Impairment 6,029, Physical Disability 1,437, Intellectual Disability 13,047 and others are 5,997.

## 9.1. Students with Disability in Pre-Primary Schools

**Table 17.** Pre-primary Education Enrollment of students with Disability in 2015 E.C

Sub-City	Visual Impairment		Hearing Impairment		Physical Disability		Intellectual Disability		Others		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	17	20	22	8	7	8	52	40	67	33	165	109	274
Akaki-Kaliti	28	23	13	17	23	17	67	48	35	19	166	124	290
Arada	11	6	3	0	6	9	26	19	29	13	75	47	122
Bole	29	17	48	28	14	16	42	27	23	16	156	104	260
Gullele	15	21	6	5	18	11	51	37	139	72	229	146	375
Kirkos	1	6	2	2	4	2	29	11	22	17	58	38	96
Kolfe-Keranio	16	11	9	3	4	4	27	25	137	89	193	132	325
Lideta	36	31	217	158	6	4	487	275	4	1	750	469	1219
Nefas Silk	10	14	0	2	13	6	26	21	49	16	98	59	157
Lemi kura	26	26	10	6	15	18	68	42	60	27	179	119	298
Yeka	53	40	85	55	10	7	104	52	2	0	254	154	408
Total	242	215	415	284	120	102	979	597	567	303	2323	1501	3824

Table 17, shows that the pre-primary enrollment of students with disability. Among 3824 pupils 457 (12%) students were with visual impairment, 699 (18%) of were with hearing impairment, 222(5.8%) were with students Physical impairment, 1576 (41% ) were with intellectual disability and 870 (22.75%) were with others disability.

**Table 18.** The Enrollment of Pre-Primary Students with Disability at Sub-City level 2015E.C

Sub Cities	Addis Ketema	Akaki	Arada	Bole	Gulele	Kirkos	Kolfe	Lemikura	Lideta	Nifas Silk	Yeka	Total
Total No. of students	19,089	37,984	11,802	24,184	18,632	9,256	44,846	38,582	15,219	44,066	27,732	291,392
Students with Disability	274	290	122	260	375	96	325	298	1219	157	408	3,824
Percentage of Disability	1.4	0.7	0.1	1.1	2	1	0.7	0.8	8	0.36	1.5	1.3

The data in table 18 shows the enrollment rate of students with disability at pre-primary school in year 2015 E.C. Accordingly, Gullele, Yeka and Addis Ketema sub cities had 2%, 1.5% and 1.4% respectively with the highest percentage of enrollment of students with disability. On the other hand, Arada; Nifas Silk and Akaki Kaliti sub cities had the least enrollment rate.

## 9.2. students with Disability in Primary Schools

**Table 19.** Primary Education (grade 1-8) Enrollment of students with Disability in 2015E.C

Sub-City	Visual Impairment		Hearing Impairment		Physical Disability		Intellectual Disability		Others		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	709	754	190	198	85	74	622	593	616	418	2,222	2,037	4,259
Akaki-Kaliti	336	403	140	113	33	37	154	75	76	53	739	681	1,420
Arada	60	83	5	11	4	6	61	84	28	53	158	237	395
Bole	233	249	132	120	98	85	198	175	328	278	989	907	1,896
Gullele	312	347	115	130	56	43	158	106	142	159	783	785	1,568
Kirkos	182	236	21	33	17	15	82	114	78	41	380	439	819
Kolfe-Keranio	812	815	477	442	73	53	943	767	402	332	2,707	2,409	5,116
Lideta	501	582	490	481	27	14	1378	1191	43	54	2,439	2,322	4,761
Nefas Silk	215	241	184	170	31	27	92	84	144	98	666	620	1,286
Lemi kura	283	332	125	108	53	45	148	108	78	64	687	657	1,344
Yeka	671	574	522	467	30	12	1272	712	116	104	2,611	1,869	4,480
<b>Total</b>	<b>4,314</b>	<b>4,616</b>	<b>2,401</b>	<b>2,273</b>	<b>507</b>	<b>411</b>	<b>5,108</b>	<b>4,009</b>	<b>2,051</b>	<b>1,654</b>	<b>14,381</b>	<b>12,963</b>	<b>27,344</b>

Table 19, shows that the primary enrollment of students with disability. Among 27,344 disabled students 8,930 (32.66 %) were with visual impairment, 4,674 (17.1%) were with hearing impairment, 918(6%) were with Physical impairment, 9,117 (33.34%) were with intellectual disability and 3,705 (13.5%) were with others disability.

**Table 20.** The Enrollment of Primary Students with Disability at Sub-City levels

Sub Cities	Addis Ketema	Akaki	Arada	Bole	Gulele	Kirkos	Kolfe	Lemikura	Lideta	Nifas Silk	Yeka	Total
Total No. of students	53,082	68,660	31,225	43,918	41,168	21,955	102,253	74,692	29,306	81,479	50,313	598,051
Students with Disability	4,259	1,420	395	1,896	1,568	819	5,116	4,761	1,286	1,344	4,480	27,344
Percentage of Disability	8.0%	2.1%	1.3%	4.3%	3.8%	3.7%	5.0%	6.4%	4.4%	1.6%	8.9%	4.6%

The data in table 20 shows the enrollment rate of students with disability at primary school in 2015 E.C. As the data revealed Yeka, Addis ketema and Lemikura sub cities had 8.9%, 8% and 6.4 % students with disability respectively. These were the highest percentage of students with disability in the academic year. On contrary Akaki, Nifas Silik and Arada sub cities had the least enrollment 2%, 1.6% and 1.3% respectively.

### 9.3. Students with Disability in Secondary Schools

**Table 21. The Secondary Education (9-12) Enrollment of Students with Disability in 2015E.C**

Sub-City	Visual Impairment		Hearing Impairment		Physical Disability		Intellectual Disability		Others		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	9	19	2	4	5	6	102	97	5	7	123	133	256
Akaki-Kaliti	55	77	12	13	17	16	65	33	94	78	243	217	460
Arada	79	64	129	130	13	14	32	19	6	8	259	235	494
Bole	92	131	11	7	15	5	83	109	214	153	415	405	820
Gullele	61	90	4	16	11	10	5	3	207	120	288	239	527
Kirkos	1	0	4	0	2	2	14	6	0	0	21	8	29
Kolfe-Keranio	31	11	2	3	14	16	22	25	173	145	242	200	442
Lemi kura	137	234	17	21	5	5	406	349	7	3	572	612	1184
Lideta	51	36	53	47	44	29	202	199	4	3	354	314	668
Nefas Silk	42	47	4	3	6	3	32	42	0	0	84	95	179
Yeka	127	151	39	39	4	4	150	70	0	0	320	264	584
Total	685	860	277	283	136	110	1113	952	710	517	2921	2722	5643

Table 21 shows that the secondary Education enrollment of students with disability. Among 5,643 disabled students 1,545 (27.38%) were with visual impairment, 560(10%) were with hearing impairment, 240 (4.3%) were with Physical impairment, 2,065(36.6%) were with intellectual disability and 1,227 (21.74%) were with others disability.

**Table 22.** The Enrollment of Secondary Students with Disability at Sub-City level 2015 E.C

Sub Cities	Addis Ketema	Akaki	Arada	Bole	Gulele	Kirkos	Kolfe	Lemikura	Lideta	Nifas Silk	Yeka	Total
Total No. of students	24,782	25,725	16,074	16,577	20,033	8,364	24,780	25,080	14,795	28,221	18,871	22,3302
Students with Disability	256	460	494	820	527	29	442	1184	668	179	584	5643
Percentage of Disability	1.0%	1.8%	3.1%	4.9%	2.6%	0.3%	1.8%	4.7%	4.5%	0.6%	3.1%	2.5%

The data in table 22 shows the enrollment rate of Students with disability at secondary school in 2015 E.C. As the data shows Bole, Lemi Kura and Lideta sub cities had 4.9%, 4.7% and 4.5% students with disability respectively. These were the highest percentage of students with disability in the academic year. On the contrary, Kirkos and Nifas silk Lafto sub cities had the least enrollment 0.3 % and 0.6 % respectively

### 9.4. Disability in Type in Years

Chart 44. Enrollment of Students with Disability from the year 2011E.C to 2015 E.C

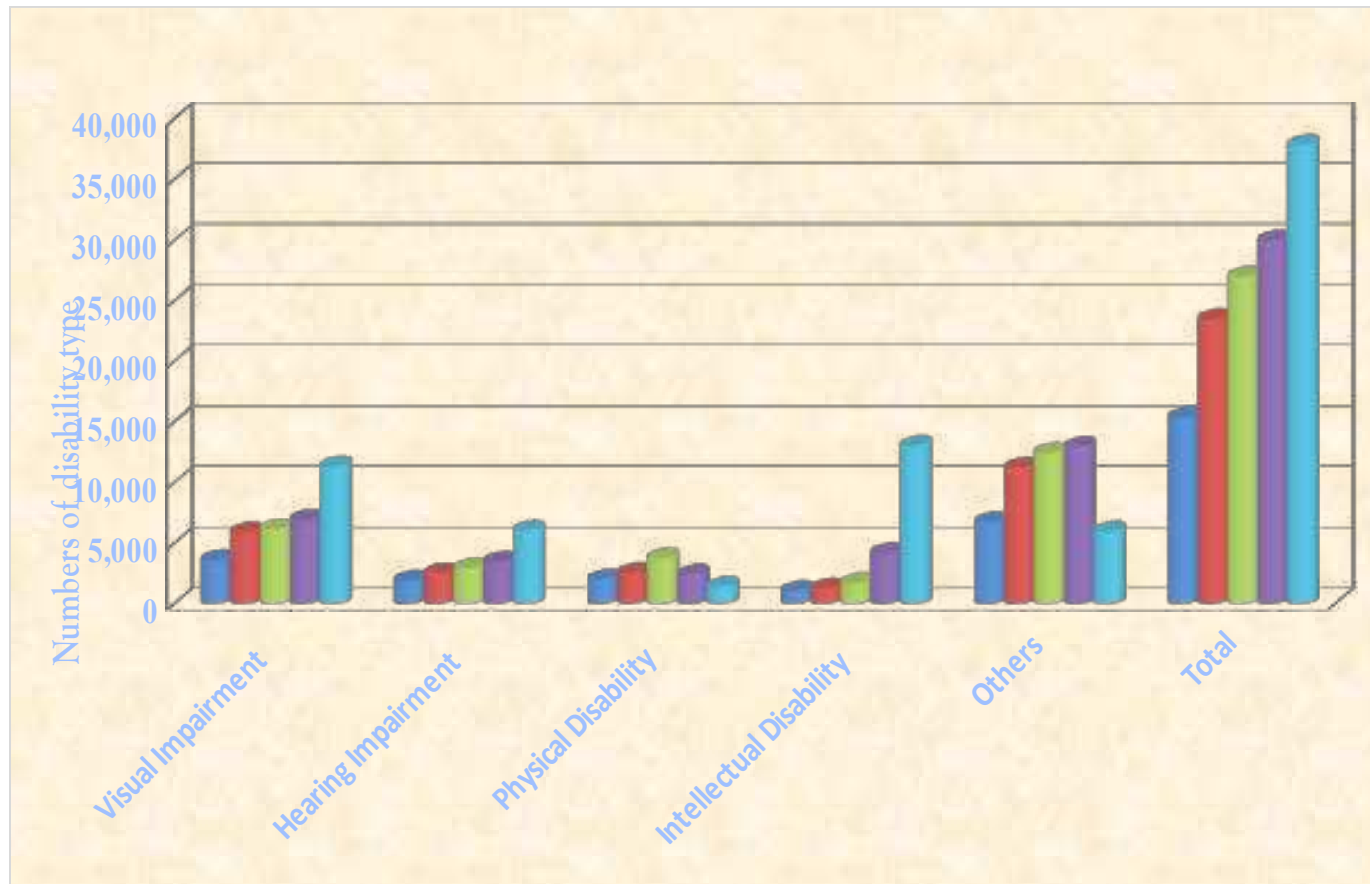


Chart 44 indicates the enrollment of students with disability in year 2015 E. C across the last five years.



## 10. Teachers and School Leader

### 10.1 Number of Teachers in All Grade Level from 2011E.C to 2015E.C

To assure quality education, the role of the qualified and relevant teacher plays fundamental role. Therefore Addis Ababa City Education Bureau is trying to full fill schools with qualified teachers in every level. Hence the effort of the Bureau according to teachers and school administration is presented as follows.

Table 23. Total Number of School Teachers in years 2011-2015 E.C

Grade Level	2011E.C			2012E.C			2013E.C			2014E.C			2015E.C		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
<b>Pre- primary</b>	132	9,826	9,958	383	12,210	12,593	728	7,791	8,519	1,443	12,038	13,481	1,289	13,773	15,062
<b>Primary</b>	12,382	11,886	24,268	12,914	13,246	26,160	13,965	14,339	28,304	13,838	14,590	28,428	15,337	16,030	31,367
<b>Secondary</b>	6,543	1,236	5,601	7,320	1,912	9,232	8,361	2,088	10,449	7,431	1,790	9,221	9,258	2,494	11,752
<b>Preparatory</b>	2,793	470	3,263												
<b>Total</b>	21,850	23,418	43,090	20,617	27,368	47,985	23,054	24,218	47,272	22,712	28,418	51,130	25,884	32,297	58,181

AACAEB recognizes the importance of teachers as backbone to the quality of education. They play an important role in the achievement of the learner. In line with this table 23 shows the number of teaching staff across the sector. As shown in the table, the number of teachers has grown in the last five academic years. The data also reveals that the total population of female teachers was higher than males. On the other hand, the number of male primary school teachers' is, in 2015E.C. was lower than that of females.

## 10.1. Qualification of Teachers

### 10.1.2. Qualification of Pre-Primary School Teachers

**Table 24. Qualification of Pre-Primary School Teachers.**

School Level	Certificate			Diploma			Degree and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>Pre-primary</b>	110	5017	5127	514	5425	5939	665	3331	3996	1289	13773	15062

Table 24, shows in pre-primary schools 5,127, 5,939 and 3,996 teachers were graduated in certificate, diploma and degree and above program. As can easily be noticed, the female teachers make an overwhelming majority in terms of number.

**Table 25. Qualification of Government Pre-Primary School Teachers**

Sub – city	Certificate			Diploma			Degree			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Addis Ketema	3	125	128	17	201	218	0	2	2	20	328	348
Akaki	22	231	253	75	414	489	3	8	11	100	653	753
Arada	5	57	62	12	147	159	100	163	263	117	367	484
Bole	5	63	68	32	212	244	14	30	44	51	305	356
Gulele	4	125	129	31	205	236	1	0	1	36	330	366
Kirkos	2	57	59	16	148	164	64	2	66	82	207	289
Kolfe	11	197	208	56	374	430	1	16	17	68	587	655
Leme kura	6	123	129	61	318	379	0	4	4	67	445	512
Lideta	1	93	94	13	135	148	0	1	1	14	229	243
Nifas Silk	8	174	182	26	325	351	0	9	9	34	508	542
Yeka	4	173	177	20	256	276	0	2	2	24	431	455
<b>Total</b>	<b>71</b>	<b>1418</b>	<b>1489</b>	<b>359</b>	<b>2735</b>	<b>3094</b>	<b>183</b>	<b>237</b>	<b>420</b>	<b>613</b>	<b>4390</b>	<b>5003</b>

As shown in the Table 25, 1489, 3094 and 420 teachers were certificate, diploma and degree holders respectively. Arada sub city had a large number of teachers with Degree qualification. Regarding the population of teachers in the aforementioned qualification, the majority belongs to certificate level. On the other hand males constitute the minority, while females make the largest majority of the total teacher population.

**Table 26. Qualification of Non-Government Pre-Primary School Teachers**

Sub - city	Certificate			Diploma			Degree			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Addis Ketema	6	411	417	2	146	148	1	56	57	9	613	622
Akaki	4	418	422	4	376	380	9	293	302	17	1087	1104
Arada	5	15	20	96	104	200	382	407	789	483	526	1009
Bole	0	216	216	4	192	196	7	362	369	11	770	781
Gulele	0	364	364	1	186	187	3	57	60	4	607	611
Kirkos	4	102	106	10	55	65	16	106	122	30	263	293
Kolfe	1	767	768	6	371	377	24	223	247	31	1361	1392
Leme kura	1	456	457	10	493	503	16	643	659	27	1592	1619
Lideta	2	121	123	0	99	99	2	238	240	4	458	462
Nifas Silk	15	510	525	15	487	502	11	476	487	41	1473	1514
Yeka	1	219	220	7	181	188	11	233	244	19	633	652
Total	39	3599	3638	155	2690	2845	482	3094	3576	676	9383	10059

As shown in Table 26, 3,638 teachers were holders in certificate. On the other hand, 2,845 and 3,576 teachers were Diploma holders, Degree and above holders respectively. Lemikura and Nifas Silk Lafto have the largest number of teachers while Kirkos, Lideta, Gullele and Addis ketema sub cities have the smallest number. On the contrary, the number of females took the lion's share than the males

### 10.1.3 Qualification of Primary School Teachers

**Table 27. Qualification of Primary School Teachers  
Government and Non-Government**

Certificate			Diploma			Degree			Masters and above			Total		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
131	319	450	5,807	7,362	13,169	9,281	8,254	17,535	118	95	213	15,337	16,030	31,367

Table 27, indicates in 2015 E.C, there were 31367 primary school teachers. Among these teachers 450 Certificate 13,169 Diploma, 17,535 Degree and the rest 213 teachers are Master's Degree holders. In general, there were higher number of degree holders in primary schools.

**Table 28. Qualification of Government Primary School Teachers**

S.no	Sub – city	Certificate			Diploma			Degree			Master			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	A Ketema	1	4	5	455	539	994	525	415	940	0	0	0	981	958	1939
2	Akaki	2	8	10	688	760	1448	521	501	1022	0	0	0	1211	1269	2480
3	Arada	2	2	4	202	274	476	254	248	502	0	0	0	458	524	982
4	Bole	7	5	12	220	305	525	294	246	540	105	88	193	626	644	1270
5	Gulele	4	6	10	334	496	830	417	415	832	2	0	2	757	917	1674
6	Kirkos	1	3	4	192	261	453	211	180	391				417	444	861
7	Kolfe	1	6	7	547	904	1451	487	518	1005	0	0	0	1035	1428	2463
8	Lemakura	2	7	33	406	668	1074	293	457	750	0	0	0	725	1132	1857
9	Lideta	1	5	6	274	289	563	340	297	637	0	0	0	615	591	1206
10	Nifas Silk	7	21	28	529	682	1211	463	478	941	1	1	2	1000	1182	2182
11	Yeka	1	7	8	401	660	1061	386	435	821	0	0	0	788	1102	1890
	Total	66	74	140	4,248	5,838	10,086	4,191	4,190	8,381	108	89	197	8,613	10,191	18,804

Table 28, above shows that in 2015 E.C. 140 teachers in certificates, 10,086 teachers diploma ,8,381 degree and 197 were maters qualified respectively in government primary Schools.

**Table 29. Qualification of Non-Government Primary Teachers**

Sub - city	Certificate			Diploma			Degree			Masters and Above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
A.Ketema	4	15	19	119	92	211	338	211	549				461	318	779
Akaki	6	16	22	118	105	223	348	286	634				472	407	879
Arada	7	12	19	72	67	139	393	359	752				472	438	910
Bole	3	11	14	95	86	181	488	489	977				586	586	1172
Gulele	6	24	30	289	199	488	155	133	288	2	3	5	452	359	811
Kirkos	3	6	9	88	42	130	222	219	441				313	267	580
Kolfe	21	74	95	289	330	619	708	496	1204				1018	900	1918
Lemekura	1	13	14	124	180	304	978	829	1807	2	1	3	1105	1023	2128
Lideta	2	8	10	35	24	59	165	97	262				202	129	331
Nifas Silk	8	38	46	205	248	453	948	661	1609	4	1	5	1165	948	2113
Yeka	4	28	32	125	151	276	347	284	631	2	1	3	478	464	942
<b>Total</b>	<b>65</b>	<b>245</b>	<b>310</b>	<b>1559</b>	<b>1524</b>	<b>3083</b>	<b>5090</b>	<b>4064</b>	<b>9154</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>6724</b>	<b>5839</b>	<b>12563</b>

Table shown 29, in 2015 E.C, there were 12563 teachers in non-government primary schools. Among these teachers 310 were certificate, 3083 diploma , 9154 degree holders and the rest 16 teachers had second degree respectively. This shows that non- government primary schools were largely dominated by first degree holders.

### 10.1.3. Qualification of Secondary School Teachers

**Table 30. Qualification of Secondary Teachers**

School Level	Diploma			Degree			Masters and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Secondary 9-12	13	6	19	6438	1688	8126	2807	800	3607	9258	2494	11752

Table 30 shows, 11752 teachers 11,733 of them or equivalently (99.8%) of the teachers were first and second degree holders. The above data shown, the males' population alarmingly took the upper hand as the grade level increases. To this end, the numbers of teachers in the secondary schools were 9,258 males and 2,494 females. 19 teachers were Diploma holders which are below the stated standard.

**Table 31. Qualification of Government Secondary School Teachers**

Sub city	Diploma			Degree			Masters and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Addis Ketema				591	174	765	256	48	304	847	222	1069
AkakiKality				507	215	722	236	81	317	743	296	1039
Arada				326	89	415	196	49	245	522	138	660
Bole				298	120	418	124	33	157	422	153	575
Gulele				421	103	524	226	62	288	647	165	812
Kirkos				190	61	251	83	20	103	273	81	354
KolfeKeranio				415	123	538	145	49	194	560	172	732
Lemekura				363	184	547	91	56	147	454	240	694
Lideta				348	105	453	163	38	201	511	143	654
Nifas Silk				431	167	598	164	55	219	595	222	817
Yeka	0	1	1	431	171	602	196	59	255	627	231	858
<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4,321</b>	<b>1,512</b>	<b>5,833</b>	<b>1,880</b>	<b>550</b>	<b>2,430</b>	<b>6,201</b>	<b>2,063</b>	<b>8,264</b>

According to the data in table 31, above, government secondary schools had 1 teacher in diploma, 5,833 Degree and 2,430 teachers were second degree respectively.

**Table 32. Qualification of Non- Government School Teachers**

Sub - city	Diploma			Degree			Masters and above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
<b>Addis Ketema</b>				153	33	186	59	3	62	212	36	<b>248</b>
<b>AkakiKality</b>	1	0	1	159	15	174	33	4	37	193	19	<b>212</b>
<b>Arada</b>	3	2	5	214	25	239	179	70	249	396	97	<b>493</b>
<b>Bole</b>	2	0	2	323	30	353	79	13	92	404	43	<b>447</b>
<b>Gulele</b>	1	0	1	177	19	196	48	8	56	226	27	<b>253</b>
<b>Kirkos</b>	1	0	1	111	31	142	55	24	79	167	55	<b>222</b>
<b>KolfeKeranio</b>	2	3	5	335	20	355	42	1	43	379	24	<b>403</b>
<b>Lemekura</b>	1	0	1	394	81	475	91	6	97	486	87	<b>573</b>
<b>Lideta</b>				142	8	150	26	0	26	168	8	<b>176</b>
<b>Nifas Silk Lafto</b>				391	60	451	35	2	37	426	62	<b>488</b>
<b>Yeka</b>	2	0	2	149	25	174	45	7	52	196	32	<b>228</b>
<b>Total</b>	<b>13</b>	<b>5</b>	<b>18</b>	<b>2,548</b>	<b>347</b>	<b>2,895</b>	<b>692</b>	<b>138</b>	<b>830</b>	<b>3,253</b>	<b>490</b>	<b>3,743</b>

Table 32 shows, non-government secondary schools had 18 Diploma, 2,895 first degree and the rest 830 teachers qualified second degree respectively. The highest number of degree qualified teachers (475) ,451 and 355 is shown in Lemekura sub-city , Nifas s/lafto and Kolfe Keranio respectively while the lowest numbers of qualified teachers were seen in Kirkos and Lideta Sub Cities.

### 10.1.5 Teachers with Disability

**Table 33. Teachers with Disability in Government Schools**

Sub city	Visual Problem			Hearing Problem			Physically Disabled			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Addis Ketema	10	10	20	15	7	22	2	0	2	0	0	0	27	17	44
AkakiKality	15	15	30	23	6	29	7	7	14	7	9	16	46	25	71
Arada	17	14	31	14	9	23	2	2	4	0	0	0	32	21	53
Bole	10	7	17	13	9	22	2	0	2	1	1	2	26	17	43
Gulele	22	28	50	4	2	6	16	2	18	0	2	2	42	34	76
Kirkos	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KolfeKeranio	18	19	37	4	1	5	6	4	10	1	2	3	29	26	55
Leme Kura	9	18	27	4	2	6	1	4	5	0	0	0	13	20	33
Lideta	8	10	18	3	3	6	5	0	5	1	1	2	17	14	31
Nifas Silk	4	14	18	1	3	4	6	3	9	1	1	2	12	21	33
Yeka	22	14	36	9	1	10	7	2	9	2	0	2	40	17	57
<b>Total</b>	<b>135</b>	<b>149</b>	<b>284</b>	<b>90</b>	<b>43</b>	<b>133</b>	<b>54</b>	<b>24</b>	<b>78</b>	<b>13</b>	<b>16</b>	<b>29</b>	<b>284</b>	<b>212</b>	<b>496</b>

As indicated in table 33 above, the total number of teachers with disability in 2015 E.C (2022/23G.C) was 496. The number of teachers with visual problem was 284 (135 Males and 149 Females). The number of males is less than females. The number of teachers with hearing and physically disability were 133 (90 Males and 43 Females) and 78 (54 Males and 24 Females) respectively. Among 496 disabilities 284 (57.25%) of them are visual problems

## 10.2. School Principals

### 10.2.1. Qualification of Primary School Principals

**Table 34. Qualification of Government Primary School Principals**

Sub city	MA in EDPM		Degree in EDPM		MA in Other		Degree in Other		Total		
	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	1		4	1	4	1	20	4	29	6	35
AkakiKality	<b>1</b>	<b>0</b>	<b>10</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>63</b>	<b>21</b>	<b>77</b>	<b>24</b>	<b>101</b>
Arada	3			1			41	11	44	12	56
Bole					14	2			14	2	16
Gulele	1	0	1	4	8	2	41	15	51	21	72
Kirkos	1	1	2	1			42	10	45	12	57
KolfeKeranio	3		0	1	2		15	2	20	3	23
Lemekura	2		5	3	5		31	9	43	12	55
Lideta	4	3	0	0	0	0	9	5	13	8	21
Nifas Silk	7	0	5	2	7	0	41	8	60	10	70
Yeka	6	1	5	3	5	1	61	16	77	21	98
Total	29	5	32	19	48	6	364	101	473	131	604

Table 34, presents the number of government primary schools principals in their qualifications. According to the data, 29 male and 5 females holds MA in EDPM and 48 males and 6 females holds MA in other fields of studies. On the other hand 51 male and 27 females are first degree holders and 32 males and 19 females are first degree graduates in other fields of study. The data revealed that majority of the primary school principals (473 male and 131 females) are first degree holders.

**Table 35. Qualification of Non- Government Primary School Principals**

Sub city	Primary schools principals						Total		
	Diploma		Degree		MA and above		M	F	T
	M	F	M	F	M	F			
Addis Ketema	2	1	23	3	4	0	29	4	33
AkakiKality	2	0	40	11	<b>29</b>	6	<b>71</b>	<b>17</b>	<b>88</b>
Arada			19	9	13	4	32	13	45
Bole			14	3	30	3	44	6	74
Gulele	4	1	33	9	14	1	51	10	61
Kirkos	0	0	18	2	8	1	26	3	29
KolfeKeranio	2	2	33	6	14	1	49	9	58
Lemikura	0	0	60	6	6	2	66	8	72
Lideta			22	3			22	3	25
Nifas Silk			72	15	35	1	107	16	123
Yeka			41	5	26	4	67	9	76
Total	10	4	375	72	179	23	564	98	684

As indicated in table 35, above, there were 684 principals in primary schools and among these female (14) diploma, 447 degree and 202 MA and above holders. There is also considerable variation between males (564) and females (98) principals. Females were highly dominated by males.

### 10.3.2. Qualification of Secondary School Principals

**Table 36. Qualification of Government Secondary School Principals**

Sub city	MA in EDPM		Degree in DPM		MA in Other		Degree in Other		Total		
	M	F	M	F	M	F	M	F	M	F	Total
Addis Ketema	8								8	0	8
AkakiKality	11	0	0	0	23	4	0	0	34	4	38
Arada	14	3			7				21	3	24
Bole					5	1			5	1	6
Gulele	3	0	0	0	18	2	0	0	21	2	23
Kirkos	7	1			7	1			14	2	16
KolfeKeranio	7	0							7	0	7
Lemikura	4	0	0	0	24	2	0	0	28	2	30
Lideta	1	0			5	0			6	0	6
Nifas Silk	3	1			4		4		11	1	12
Yeka	4	1			15	8			19	9	28
Total	62	6	0	0	108	18	4	0	174	24	198

As shown in table 36, there were 198 secondary school principals. Among these MA in EdPM were 68). On the other hand 126 principals MA in other field of studies. The number of females dominated by the number of males.

**Table 37. Qualification of Non-Government Secondary School Principals**

Sub city	Secondary School Principals						Total		
	Diploma		Degree		MA and above				
	M	F	M	F	M	F	M	F	T
Addis Ketema			1		5	1	6	1	7
AkakiKality	0	0	1	1	4	4	5	5	10
Arada			6		10	3	16	3	19
Bole			6	1	10	0	16	1	17
Gulele	0	0	13	1	7	0	20	1	21
Kirkos			6		2		8	0	8
KolfeKerani o			10	1	9		19	1	20
Lemikura	0	0	16	6	8	3	24	9	33
Lideta					5	0	5	0	5
Nifas Silk			10	4	23		33	4	37
Yeka			10	1	8	1	18	2	20
Total	0	0	79	15	91	12	170	27	197

Table 37 shows, Secondary school Principal in private s were 197 (170 males and 27 females) principals. Among them 79 males and 15 females (94) degree and 91 males and 12 females (103) were MA and above. The number of female principals is highly dominated by males.

## 10.2.1 Supervisors with Qualifications

### 10.2.1.1 Cluster Supervisors

**Table 38. Number of Woreda Cluster Supervisors**

Sub city	Cluster Supervisor								Total		
	MA in EDPM		Degree in EDPM		MA in Other		Degree in Other				
	M	F	M	F	M	F	M	F	M	F	Total
Addis Ketema	7	2					24	5	31	7	38
AkakiKality	8	1	4	3	6	0	10	8	28	12	40
Arada	2	3					13	8	15	11	26
Bole			10	10	4	2			14	12	16
Gulele	0	0	0	0	5	0	16	7	21	7	28
Kirkos	2	1	4	2	0	0	10	8	16	11	27
KolfeKeranio	1	0	5	1	2	2	27	9	35	12	47
Lemikura	1	1	2	2	0	0	14	21	17	24	41
Lideta		1					10	13	10	14	24
Nifas Silk	8	8	2	1	10	3	26	20	46	32	78
Yeka	3	4	2	4	4	1	20	10	29	19	48
Total	32	21	29	23	31	8	170	109	26	161	413

Table 38 shows, there were 413(262 males and 161 females) cluster supervisors, and it makes the total number of Woreda cluster supervisor 413. The number of males is greater than females. 32 male and 21 female totally 53 supervisors holds MA in EDPM and 29 male and 23 females holds BA in EDPM. In general 52 supervisors were Educational Planning and Management (EDPM) graduates while the rest 31 males and 8 females were graduated in other fields of study in MA and 170 males and 109 females are BA graduates in other fields of study. Therefore totally 413 cluster supervisors were graduated in different field of studies.

### 10.2.1.2. Secondary School Supervisors

**Table 39. Number of Secondary School Supervisors**

Sub city	Cluster Supervisor								Total		
	MA in EDPM		Degree in EDPM		MA in Other		Degree in Other				
	M	F	M	F	M	F	M	F	M	F	Total
Addis Ketema	4	1					3	2	7	3	10
AkakiKality	4	1	2	0	1	0	1	1	8	2	10
Arada	5						4	1	9	1	10
Bole				2	8	1			8	3	11
Gulele	1	1	0	0	3	0	3	2	7	3	10
Kirkos	2	1				3	3	1	5	5	10
KolfeKeranio	2	1	0	0	3	0	5	0	10	1	11
Lemikura	2	2	0	0	0	0	5	2	7	4	11
Lideta	1	1			6	2			7	3	10
Nifas Silk	0	1	0	1	4	0	6	3	10	5	15
Yeka	1		1		2		6		10		10
<b>Total</b>	<b>22</b>	<b>9</b>	<b>3</b>	<b>3</b>	<b>27</b>	<b>6</b>	<b>36</b>	<b>12</b>	<b>88</b>	<b>30</b>	<b>118</b>

As indicated in Table.39, there were 88 males and 30 females' secondary school supervisors. The number of males is greater than females. On the other hand, 31 (22 male and 9 females holds MA in EDPM, 3male and 3 females graduated in BA) supervisors were graduated by educational planning and management while 33(27 males and 6 females )graduated in MA and 36 males and 12 females graduated in BA) supervisors were graduated in different field of studies.





## 11. WASH in Schools

### 11.1 Wash in Pre-Primary Schools

Table 40. School WASH in Government Pre-primary schools (2015 E.C)

Subcity	No of schools	NO of students			No teachers			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	No of Schools with separate latrine block for boys and girls	Latrine pit ratio						Disability friendly latrine	Child friendly latrine
		M	F	T	M	F	T										No of boys latrine pit	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit	Latrine pit ratio for teachers		
A. Ketema	21	3,799	3,647	7,446	19	379	398	21	459	1:28	347	459	21	18	21	12	124	1:24	115	1:43	42	1:15	21	21
Akaki	33	7,249	6,440	11,816	107	560	686	33	516	1:24	33	112	33	33	33	61	483	1:24	466	1:14	61	1:11	4	671
Arada	14	2265	2053	4318	28	258	294	14	331	1:13	3	1	14	1	14	14	47	1:48	49	1:42	43	1:16	1	1
Bole	16	4640	4194	8834	28	259	287	16	236	1:37	236	0	16	16	16	0	59	1:78	60	1:69	44	1:16	6	6
Gullele	22	4569	4185	8754	30	254	284	17	246	1:15	565	0	18	17	20	18	86	1:53	87	1:48	32	1:9	0	21
Kirkos	18	2,253	2,163	4,416	193	201	394	18	215	1:21	15	8	18	18	18	18	57	1:40	65	1:33	36	1:11	22	25
Kolfe	18	10635	9623	20258	59	550	609	18	557	1:36	557	28	18	18	18	264	132	1:80	132	1:73	67	1:9	5	20
Lemikura	13	7996	7176	15172	86	566	652	13	182	1:87	143	143	0	13	13	13	91	1:89	84	1:85	59	1:11	0	175
Lideta	18	3160	2999	6159	81	355	436	18	351	1:17	45	79	18	18	18	18	96	1:33	99	1:30	75	1:14	18	36
N.Silk	19	7388	7441	14829	40	482	522	19	408	1:36	408	400	19	19	19	19	110	1:67	115	1:65	92	1:16	25	200
Yeka	31	7752	7130	14882	62	694	756	31	470	1:28	465	6	31	31	31	15	113	1:59	112	1:57	59	1:13	3	230
<b>Total</b>	<b>223</b>	<b>61,583</b>	<b>57,143</b>	<b>116,853</b>	<b>914</b>	<b>7681</b>	<b>8652</b>	<b>218</b>	<b>3971</b>	<b>1:25</b>	<b>2817</b>	<b>1236</b>	<b>208</b>	<b>202</b>	<b>221</b>	<b>452</b>	<b>1398</b>	<b>1:37</b>	<b>1384</b>	<b>1:61</b>	<b>610</b>	<b>1:10</b>	<b>105</b>	<b>1406</b>

As indicated in table 40, from the total 223 government pre-primary schools in the city 218 of them (97.75%) of them have water supply in their school compound. However, the availability of child friendly drinking water tap (water taps appropriate to the age, height, and maturity level of children) is not uniform throughout the city. From the total water taps in the city 73.8 % of them were child friendly. In addition all water taps were child friendly in Nifas silk lafto, Lideta, Gullele and Bole sub city whereas, only 7 % of water taps were child friendly in Kirkos sub city. This indicates that availability drinking water taps was to the standard in some sub cities and not to the standard for some Sub cities.

In addition, it is interesting to note that 97.8 % of Pre-primary schools in the city have water storage tanks. With regard to water taps for pupil with disability, 38.5 % of water taps were child friendly. It is possible to say that in pre-primary schools there is gap in accommodation of water taps for pupil with disability. Furthermore In relation to sanitation and hygiene all of (97.8%) pre-primary schools had toilets (Pit latrines) whereas 25 (11.1%) of them did not have toilets separated for kids.

217 (97.8%) of the pre-primary schools had hand washing facilities around latrine block. In government pre-primary schools located in Yeka, lemikura and Addis Ketema sub cities some schools were not providing hand washing facilities for children. The ratio of latrine pit for boys is 1:37 while for female is 1:63. The ratio of pit latrine was higher in Bole, Kolfe Keranyo & Nifas Silik lafto sub cities. 1,387 (57.9%) of pre-primary schools latrine pits were child friendly whereas 109 schools do not have latrine pits conducive for pupils for disability.



**Table 41. School WASH in Non-Government Pre-primary schools (2015 E.C)**

Subcity	No of schools	NO of students			No teachers			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	Latrine pit ratio						Disability friendly latrine	Child friendly latrine	
		M	F	T	M	F	T									No of Schools with separate latrine block for boys and girls	No of boys latrine pit	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit			Latrine pit ratio for teachers
A. Ketema	61	4,806	4,707	9,513	2	513	515	61	927	1:10	927	876	61	48	61	26	214	1:22	202	1:23	72	1:5	308	402
Akaki	94	4,582	6,158	10,740	28	999	1,027	80	814	1:15	503	45	84	94	94	94	280	1:22	268	1:23	122	1:7	7	371
Arada	31	3493	3319	6812	144	744	888	31	641	1:10	1	1	22	1	31	31	158	1:22	163	1:20	147	1.6	1	1
Bole	74	6594	6304	12898	16	911	927	74	913	1:14	913	0	74	74	74	0	243	1:27	250	1:25	156	1:6	42	42
Gullele	51	4576	4485	9061	7	585	592	50	655	1:14	1:22	51	53	41	41	41	203	1:23	196	1:23	71	1:10	0	0
Kirkos	24	2,348	2,400	4,748	7	160	167	24	150	1:32	59	38	24	24	24	19	19	1:24	24	1:11	24	1:10	18	5
Kolfe	144	13174	12797	25971	31	1361	1392	144	1838	1:14	1838	251	144	18	18	18	635	1:21	661	1:19	416	1:3	60	221
Lemikura	125	12360	11705	24065	78	2655	2733	125	1359	1:20	1359	513	109	125	125	125	458	1:27	467	1:25	299	1:9	23	925
Lideta	40	4768	4751	9519	166	986	1051	40	482	1:19	40	0	0	40	40	40	157	1:30	178	1:26	110	1:10	36	40
N.Silk	152	12309	11869	24178	12	1467	1479	152	1211	1:20	1124	624	152	152	152	152	522	1:24	402	1:30	238	1:7	20	900
Yeka	77	7162	6711	13873	133	1133	1266	77	762	1:18	760	3	77	77	77	65	214	1:33	235	1:28	157	1:8	5	475
<b>Total</b>	873	76,047	75,213	151,260	884	12476	13259	858	8680	1:18	6452	2402	795	694	737	611	2600	1:26	2517	1:18	2220	1:7	520	3382



The need for WASH facilities equally applies to private and other non-government pre-primary schools in Addis Ababa and the provision of these facilities are better than those of the government ones since the number of children are not as large as those in the government holdings. The WASH data in table 41 indicates that there were 873 non-government pre-primary schools in Addis Ababa. 98.3% of non-government pre-primary schools had drinking water. From the total 8,680 water taps 6,452 (74.33%) of them were child friendly water taps.

On the other hand, 2,402 (27.67%) of water taps in non-government pre-primary schools were friendly water taps for children with disability. 834 (97.9 %) of non-government schools had water storage tank. Accordingly 795 (87.3 %) non-government schools had hand washing facilities around the latrine block whereas, only 101 (12.7 %) non-government schools did not have hand washing facilities around the latrine block. All non-government schools had latrines for kids. Besides this, 611 (95.0 %) non-government schools had separate latrine blocks for boys and girls. In contrary to this 26 schools had not separate latrine blocks for boys and girls. However, 3,382 (70.1 %) latrine pits in non-government pre-primary schools were reported as children friendly latrines.



## 11.2. WASH in Primary Schools

**Table 42. School WASH in government primary schools (2015 E.C)**

Subcity	No of schools	NO of students			No teachers			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	No of Schools with separate latrine block for boys and girls	Latrine pit ratio						Disability friendly latrine	Child friendly latrine	No of schools with the provision of sanitary pads for MHM for female students	No of schools with the access of MHM room for female students
		M	F	T	M	F	T										No of boys latrine pit	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit	Latrine pit ratio for teachers				
A. Ketema	35	18466	19527	37993	981	951	1932	35	1948	1:23	1948	1457	35	30	35	25	361	120	358	1:21	127	1:15	65	59	31	22
Akaki	28	19085	16736	35821	6297	1055	7352	26	1039	1:31	694	496	28	27	28	29	184	1:11	341	1:18	175	1:11	0	28	28	19
Arada	22	6306	6646	12952	671	981	1652	22	1144	1:11	1	1	108	1	22	22	185	1:18	1:34	1:19	153	1:60	1	1	22	5
Bole	16	9667	10845	20512	567	616	1183	16	766	1:26	766	0	16	16	16	0	158	1:61	168	1:65	108	1:11	12	12	16	16
Gullele	23	12450	13138	25588	531	691	1222	20	802	1:41	23	0	16	16	20	16	302	1:41	334	1:39	100	1:12	0	13	16	3
Kirkos	21	5017	5714	10731	402	503	905	21	367	1:31	165	25	21	21	21	21	173	1:29	194	1:30	121	1:10	8	87	18	21
Kolfe	23	33701	34820	68521	1225	1637	2862	23	423	1:82	1974	25	23	23	23	23	33701	1:46	343	1:35	211	1:13	11	34	12	10
Lemikura	14	20924	24932	45856	933	1487	2420	14	513	1:94	513	40	14	0	14	13	292	1:72	312	1:80	176	1:13	0	604	14	7
Lideta	21	7040	7377	14417	725	973	1698	21	400	1:36	28	75	14	21	21	21	196	1:35	203	1:37	140	1:12	21	47	21	19
Nifas Silk	22	17972	20237	38209	1022	1044	2066	21	1258	1:30	1258	1112	105	21	21	21	279	1:64	274	1:74	185	1:11	10	553	15	8
Yeka	30	15831	17875	33706	684	807	1491	30	1939	1:17	1386	9	30	26	30	27	279	1:57	284	1:63	141	1:22	14	568	27	13
<b>Total</b>	<b>255</b>	166459	177847	344306	14038	10745	24783	249	11,599	1:28	8756	3240	410	202	251	218	36110	1:61	2811	1:61	1637	1:13	142	2006	220	143



As shown in table 42 above, altogether, there were 254 government schools in Addis Ababa in 2015 academic year. About 98.0% of them have drinking water supply. Among 11,599 water taps in all government primary schools 8,756 (75.5%) of them were children friendly water taps while 3,240 (27.93%) of them reported as friendly water taps for children with disabilities. Among all primary schools 410 (99.2%) of them had water storage facilities and 202 (95.7%) of primary schools had washing facilities around toilets.

On the other hand all primary schools have latrine. In addition, 14 (5.5%) of primary schools had no separate toilets blocks for boys and girls. From the total 5,414 latrine pits in the city 145 of them were friendly latrines for pupils for disability. In addition 381 (7%) of latrine pits were child friendly. Accordingly, 216 (84.7%) of schools provide sanitary napkins pads for female students how ever 143(56%) of schools have access of MHM room for female students. This indicates that a number of government primary schools were not providing MHM room for girls.

As shown in the government primary Schools Kolfe Keranyo Sub city has the highest water tap student ratio which is 1:76 as compared to other sub cities. On the other hand all primary schools have child friendly water tap and however there is no friendly water taps for pupils with disability in bole and Gullele sub city. Akaky kality and kolfe keranyo sub cities had the highest latrine pit ratios.



**Table 43. School WASH in Non-Government primary schools (2015 E.C)**

Subcity	No of schools	NO of students			No teachers			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	Latrine pit ratio						Disability friendly latrine	Child friendly latrine	No of schools with the provision of sanitary napkins pads for MHM for female students	No of schools with the access of MHM room for female students	
		M	F	T	M	F	T									No of boys latrine pit	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit	Latrine pit ratio for teachers					
A. Ketema	33	7,116	7,403	14,519	1,570	1,422	2,992	34	785	1:19	658	589	34	24	34	18	235	1:30	225	1:33	128	1:23	342	321	23	16
Akaki	53	5,581	7,432	13,013	1,419	375	1,794	33	652	1:47	7	26	26	33	33	33	211	1:26	170	1:44	5	1:95	3	65	11	16
Arada	25	7034	8124	15161	615	734	1349	22	859	1:18	0	0	22	0	22	19	204	1:34	296	1:28	131	1:10	0	0	22	2
Bole	58	10349	10380	20729	928	789	1717	53	1016	1:10	1016	0	53	53	53	0	303	1:34	333	1:31	186	1:10	49	49	53	53
Gullele	36	7488	8228	15716	409	343	752	33	828	1:19	36	36	33	33	33	33	224	1:33	168	1:48	61	1:12	0	36	10	8
kirkos	19	6,144	5,123	11,267	458	179	637	21	899	1:13	19	19	21	19	21	21	63	1:97	79	1:64	48	1:13	12	17	15	19
Kolfe	82	18453	18243	36696	1252	1520	2772	85	1974	1:41	1974	39	79	85	85	85	18453	1:30	618	1:20	1520	1:11	15	223	79	33
Lemikura	64	19030	24932	43962	1425	1509	2934	76	1138	1:18	388	77	76	76	76	76	528	1:36	530	1:47	260	1:11	35	1058	76	76
Lideta	29	7824	7391	15215	466	701	1167	29	766	1:20	29	0	29	29	29	29	277	1:28	172	1:43	106	1:11	29	29	29	19
Nifas Silk	90	19315	23783	43098	1083	936	2019	95	1327	1:33	1300	1224	95	95	95	95	516	1:37	524	1:45	193	1:10	224	1020	55	55
Yeka	51	8429	8074	16503	684	807	1491	50	891	1:18	844	5	50	45	50	22	248	1:33	257	1:31	115	1:12	9	517	32	15
<b>Total</b>	<b>540</b>	116,763	129,113	245,879	10,309	9,315	19,624	531	11135	1:22	6271	2015	518	492	531	431	21262	1:21	3372	1:36	2753	1:11	718	3335	405	312



As shown in table 43, there were 516 non-government primary schools in Addis Ababa by the year 2015 E.C. From those schools 501 (97%) of them had drinking water supply. In addition 6,646 water taps are children friendly in contrary to this, 3,999 water taps are not child friendly.

Accordingly 467 (90.5%) schools had water storage facilities. In addition from the total 516 schools only 1(0.2%) schools have no latrine in the school. Around 462(89.53%) of schools have hand washing facility around latrine blocks and around (10.47%) of schools have no hand washing facility around latrine pits.

Similarly, less than half of (3,018) latrine pits were child friendly whereas 691(32.4%) latrine pits were child friendly for pupils with disabilities. 404 (78.2%) schools provide sanitary napkins pads for MHM for female students while 302 (58.5%) have access of MHM room for female students.



### 11.3. WASH in Secondary Schools

Table 44. School WASH in Government Secondary Schools (2015 E.C)

Subcity	No of schools	NO of students			No			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	No of Schools with separate latrine block for boys and girls	Latrine pit ratio						Disability friendly latrine	Child friendly latrine	sanitary napkins pads for MHM for female students	No of schools with the access of MHM room for female students
		M	F	T	M	F	T										No of boys latrine	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit	Latrine pit ratio for teachers				
A.Ketema	8	9670	12210	21880	827	225	1052	8	728	1:30	0	512	8	8	8	8	138	1:70	132	1:93	48	1:21	5	0	8	6
Akaki	13	6606	12143	18749	630	206	836	13	461	1:41	461	0	11	11	11	11	120	1:55	115	1:106	72	1:12	0	0	11	11
Arada	7	4131	5281	9412	618	443	1061	7	296	1:32	7	1	7	1	7	7	68	1:61	107	1:49	176	1:59	1		7	7
Bole	6	4315	5628	9943	417	173	590	6	316	1:32	316	0	6	6	6	4	80	1:53	88	1:64	53	1:12	4	4	6	6
Gullele	7	7103	7923	15026	679	179	858	7	5	1:27	187	20	5	4	7	6	81	1:10	113	1:70		1:20	2	2	3	3
Kirkos	4	2508	3291	5799	285	79	364	4	106	1:55	52	12	4	4	4	4	38	1:66	49	1:67	34	1:11	6	5	2	4
Kolfe	7	8740	11117	19857	495	260	755	7	46	1:27	597		6	6	6	6	74	1:118	103	1:170	60	1:33				
Lemikura	7	5921	8068	13989	512	376	888	7	209	1:71	209	14	7	7	7	7	56	1:106	61	1:133	55	1:16	5	117	7	7
Lideta	6	4687	6060	10747	583	266	849	6	421	1:45	12	23	6	6	6	6	73	1:61	74	1:74	52	1:16	12	13	6	6
Nifas Silk	8	5775	7863	13638	1112	394	1506	8	335	1:41	335	300	50	8	8	8	88	1:66	96	1:82	72	1:36	30	52	3	3
Yeka	7	6711	9630	16341	775	450	1225	7	477	1:34	197	6	7	7	7	6	495	1:13	761	1:12	1835	1:1	9	212	6	5
<b>Total</b>	80	66167	89214	155381	6933	3051	9984	80	3400	1:45	2373	888	75	68	76	73	1311	1:61	1699	1:74	2457	1:16	74	405	59	58

Table 44 shows the provision of WASH facilities in government secondary schools. As indicated in the table, there were 80 government secondary schools in the city. Among these schools 5(6.25%) secondary schools did not have any water supply. Although there were 3400 water taps in the secondary schools however, the water drinking tap ratio was 1:45. Moreover, 75 (94.75%) government secondary schools have water storage tank. However from the total 3400 water taps 2,373(98.8%) of them were child friendly and also 888(37.1%) of water taps were friendly for Student with disability.

75 (94.75%) of secondary schools have hand washing facilities around latrine blocks. There is a separate block for both sexes in 73(89.6) secondary schools. For students the latrine pit ratio for males and females was 1:61 and 1:74 respectively. In addition, teacher's latrine ratio was 1:15. On the other hand, from the total latrine pits 390 (19.3%) of them are child friendly whereas, 83(4.1%) of the m were also friendly for students with disability. Accordingly 52(67.5%) secondary schools provide sanitary pads and napkins for girls. On top of that, 43 secondary schools had MHM room and 34 of them do not have MHM room.



Table 45. School WASH in Non- Government Secondary Schools (2015 E.C)

Subcity	No of schools	NO of students			No			No of Schools with drinking water	No of drinking water taps	Drinking water tap ratio	Child friendly drinking water tap	Student with disability friendly drinking water tap	No of school with water storage tank	No of schools with hand washing facility around latrine block	No of schools with latrine	No of Schools with separate latrine block for boys and girls	Latrine pit ratio						Disability friendly latrine	Child friendly latrine	sanitary napkins pads for MHM for female students	No of schools with the access of MHM room for female students
		M	F	T	M	F	T										No of boys latrine	Latrine pit ratio for boys	No of girls latrine pit	Latrine pit ratio for girls	No of teachers latrine pit	Latrine pit ratio for teachers				
A.Ketema	8	1,907	2,374	4,281	186	32	218	8	117	1:37	20	82	8	8	8	5	35	1:54	35	1:68	32	1:7	48	10	2	2
Akaki	8	1794	2193	3987	161	18	179	6	225	1:18	0	0	6	6	6	6	96	1:18	97	1:02	29	1:6	0	0	6	6
Arada	13	2401	4229	6603	567	319	886	9	332	1:20	0	0	9	0	9	9	69	1:35	138	1:31	81	1:10	0	0	9	2
Bole	18	2941	3323	6264	347	40	387	18	288	1:22	288	0	18	18	18	0	140	1:21	148	1:25	64	1:6	10	10	18	18
Gullele	11	2286	2698	4984	99	127	226	11	196	1:39	261	124	65	65	69	10	121	1:31	134	1:23	24	1:10	31	25	2	2
Kirkos	8	1,941	1,289	3,230	183	13	196	6	37	1:87	12	5	6	6	6	6	45	1:43	52	1:24	18	1:11	5	4	6	6
Kolfe	19	3190	3851	7041	469	185	654	20	181	1:9	20	20	20	20	111	20	60	1:53	51	1:75	654	1:10	41	63	13	13
Lemikura	21	5648	6020	11668	697	318	1015	22	415	1:31	415	22	22	22	22	22	121	1:46	135	1:44	89	1:11	12	256	22	22
Lideta	7	2195	2063	4258	196	49	247	6	116	1:37	0	0	6	6	6	6	49	1:45	48	1:43	21	1:12	6	0	6	6
Nifas Silk	31	5491	5026	11216	541	71	642	30	292	1:38	292	126	30	30	30	30	134	1:41	124	1:42	51	1:13	42	242	22	22
Yeka	10	1493	1487	2980	315	120	435	10	270	1:11	215	3	10	4	10	3	86	1:17	95	1:15	67	1:6	6	109	3	1
<b>Total</b>	<b>154</b>	<b>31,287</b>	<b>34,553</b>	<b>66,512</b>	<b>3761</b>	<b>1292</b>	<b>5085</b>	<b>146</b>	<b>2469</b>	<b>1:33</b>	<b>1523</b>	<b>382</b>	<b>200</b>	<b>185</b>	<b>295</b>	<b>117</b>	<b>956</b>	<b>1:27</b>	<b>1057</b>	<b>1:37</b>	<b>1130</b>	<b>1:10</b>	<b>201</b>	<b>719</b>	<b>109</b>	<b>100</b>



As shown in the table 45, there were 148 private and other secondary schools in 2015 E.C. Of those 148 secondary schools 146(100%) schools have drinking water supply. Besides this, there were a total of 2,469 water taps. The water tap student ratio in the city was around about 1:33. Of the total 2,469 drinking water taps 1523(61.7%) were only friendly for students with disabilities.

142(95.9%) private and other secondary schools had drinking water storage tanks. 141 schools had toilet facilities and 9 schools did not have hand washing facilities around latrines block. The ratio of pit latrine to students for both males and females were 1:27 and 1:30 respectively.

In addition the latrine pit ratio for teachers was 1:09. On the other hand, 170(6.2%) of latrine pits in secondary schools were not friendly for disabled students. Moreover only 476(17.3%) of latrine pits were child friendly. 113(76.4%) schools had provided sanitary napkins pad for female students. However, 58(39.2%) schools had no any MHM room access for females.



## 12. School Co-curricular Activities in Schools

### 12.1. Co-Curricular Activities in Primary Schools

**Table 46. School Co-Curricular Activities in Government Primary Schools 2015 E.C**

Types of Clubs	No of Member Teacher			No of Member Student			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Health	1,893	2,842	4,735	9,124	13,207	22,331	11,017	16,049	27,066
Sport	3,121	1,905	5,026	12,008	11,012	23,020	15,129	12,917	28,046
Art	987	1007	1,994	5,053	6,534	11,587	6,040	7,541	13,581
Language	1,611	1,426	3,037	6,135	9,578	15,713	7,746	11,004	18,750
Science and Technology	2,164	1,670	3,834	9,057	7,853	16,910	11,221	9,523	20,744
Social Science	1,741	2,010	3,751	6,354	8,246	14,600	8,095	10,256	18,351
Civic and Ethical Education	2,120	2,301	4,421	7,034	10,675	17,709	9,154	12,976	22,130
Social Service	2,034	2,687	4,721	6,070	9,216	15,286	8,104	11,903	20,007
Environmental Protection	2,047	2,302	4,349	5,377	9,465	14,842	7,424	11,767	19,191
Gender	1,598	3,007	4,605	6,324	13,576	19,900	7,922	16,583	24,505
Teachers of Tomorrow	1,515	1,506	3,021	7,173	8,405	15,578	8,688	9,911	18,599
Urban Agriculture	1214	1452	2,666	3,040	3,631	6,671	4,254	5,083	9,337
<b>Total</b>	<b>22,045</b>	<b>24,115</b>	<b>46,160</b>	<b>82,749</b>	<b>111,398</b>	<b>194,147</b>	<b>104,794</b>	<b>135,513</b>	<b>240,307</b>

As shown in the Table 46, the number of teachers and students participant in different clubs varies in government primary schools. As we across different clubs the participation of female teachers 24,115 (52.24%) was greater than male teachers 22,045 (47.76%). Similarly to teachers there were more female students participant in clubs 111,398 (57.38%) than males' participant which is 82,749 (42.62%). As can be seen from table 3.46 more participation is observed in Sport club, social service, Civic and ethical education and Health were the most favorable clubs for primary level teachers and students in government schools. In this regard 194,147 (80.79 %) students and 46,160 (19.21 %) teachers were participated in all clubs.

**Table 47. School Co-Curricular Activities in Private Primary Schools (2015E.C)**

Types of Clubs	No of Member Teacher			No of Member Student			Total Members		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Health	1,125	1,140	2,265	11,201	10,546	21,747	12,326	11,686	24,012
Sport	803	560	1,363	8,434	7,007	15,441	9,237	7,567	16,804
Art	265	286	551	3,518	3,450	6,968	3,783	3,736	7,519
Language	699	583	1,282	5,003	5,332	10,335	5,702	5,915	11,617
Science and Technology	708	502	1,210	6,121	5,576	11,697	6,829	6,078	12,907
Social Science	407	413	820	3,065	3,216	6,281	3,472	3,629	7,101
Civic and Ethical Education	578	411	989	4,749	5,804	10,553	5,327	6,215	11,542
Social Service	548	564	1,112	4,752	5,894	10,646	5,300	6,458	11,758
Environmental Protection	513	477	990	5,342	6,103	11,445	5,855	6,580	12,435
Gender	324	751	1,075	3,547	7,463	11,010	3,871	8,214	12,085
Teachers of Tomorrow	575	405	980	2,637	3,471	6,108	3,212	3,876	7,088
Urban Agriculture	358	279	637	1,326	1,460	2,786	1,684	1,739	3,423
<b>Total</b>	<b>6,903</b>	<b>6,371</b>	<b>13,274</b>	<b>59,695</b>	<b>65,322</b>	<b>125,017</b>	<b>66,598</b>	<b>71,693</b>	<b>138,291</b>

Table 47, shows that like the governmental schools, the participation of female students in clubs was higher than male students' in private primary schools. Female participation in private school clubs was 65,322 (52.25%) whereas the participation of male students in clubs was 59,695 (47.75%). In the case of teachers participant relatively more males 6,903 (52%) were participated than females 6,371 (48%). Like the governmental schools more participants are interested and exhibited in sport. Science and technology, language and gender are the next populated co-curricular activities respectively.

## 12.2. Co-Curricular Activities in Secondary Schools

**Table 48. School Co-Curricular Activities in Government Secondary Schools (2015E.C)**

Types of Clubs	No of Member Teacher			No of Member Student			Total Members		
	M	F	T	M	F	T	M	F	Total
Health	1017	512	1,529	321	3,110	3,431	1,338	3,622	4,960
Sport	1,224	351	1,575	4,348	2,625	6,973	5,572	2,976	8,548
Art	334	206	540	903	970	1,873	1,237	1,176	2,413
Language	551	357	908	1,445	1,607	3,052	1,996	1,964	3,960
Science and Technology	903	515	1,418	2,074	1,713	3,787	2,977	2,228	5,205
Social Science	621	416	1,037	1,460	1,642	3,102	2,081	2,058	4,139
Civic and Ethical Education	705	418	1,123	1,926	2,513	4,439	2,631	2,931	5,562
Social Service	1261	801	2,062	2,705	3,344	6,049	3,966	4,145	8,111
Environmental Protection	822	502	1,324	1,747	1,679	3,426	2,569	2,181	4,750
Gender	714	783	1,497	1,824	3,570	5,394	2,538	4,353	6,891
Teachers of Tomorrow	634	407	1,041	1016	1002	2,018	1,650	1,409	3,059
Urban Agriculture	509	623	1,132	841	1211	2,052	1,350	1,834	3,184
<b>Total</b>	<b>9,295</b>	<b>5891</b>	<b>15,186</b>	<b>20,610</b>	<b>24,986</b>	<b>45,596</b>	<b>29,905</b>	<b>30,877</b>	<b>60,782</b>

As shown in table 48, more number of female students participated in different clubs in government secondary schools. Out of 45,596 (75%) students participated in different clubs 24,986 (54.8%) were females, and the rest 20,610 (45.2%) were males. From the total number of 15,186 (25%) teachers participant in clubs 9,295(61.21%) more male teachers were' participated.

Generally Students of government secondary school show more interest on sport, Civic and Ethical Education, Social service, gender and science and technology co-curricular activities. In contrary small number of students were participated in art, Social Science, teachers of tomorrow, and Urban Agriculture co-curricular activities.

**Table 49. School Clubs in Private and other Non-Government Secondary Schools**

Types of Clubs	No of Member Teacher			No of Member Student			Total Members		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Health	305	312	617	1058	1,603	2661	1,363	1,915	3,278
Sport	416	151	567	4,373	3,109	7482	4,789	3,260	8,049
Art	159	123	282	1043	1,421	2464	1,202	1,544	2,746
Language	358	207	565	1,804	2,325	4129	2,162	2,532	4,694
Science and Technology	430	126	556	2,503	2,108	4611	2,933	2,234	5,167
Social Science	245	89	334	1,504	2,016	3520	1,749	2,105	3,854
Civic and Ethical Education	302	128	430	1,808	2,304	4112	2,110	2,432	4,542
Social Service	366	151	517	2,513	2,893	5406	2,879	3,044	5,923
Environmental Protection	1,267	174	1441	1,758	2,337	4095	3,025	2,511	5,536
Gender	178	303	481	987	2,968	3955	1,165	3,271	4,436
Teachers of Tomorrow	241	96	337	654	740	1394	895	836	1,731
Urban Agriculture	135	109	244	206	158	364	341	267	608
<b>Total</b>	<b>4,402</b>	<b>1,969</b>	<b>6,371</b>	<b>20,211</b>	<b>23,982</b>	<b>44,193</b>	<b>24,613</b>	<b>25,951</b>	<b>50,564</b>

As shown in the table 49, the participation of female students 23,982 (54.27%) was greater than males 20,211 (45.73%). While in the case of teachers, the participation of male teachers 4,402 (69.1%) was higher than females out of 1,969 (30.9%) co-curricular activities members in private secondary schools. In general, more teachers and students in private and other non-government secondary schools had shown greater interest towards Sport co-curricular activities.

### 13. School Finance

Education finance is a term used to describe the financial and in-kind resources available for education. The concept of education finance also addresses questions about how resources are allocated, used, and accounted for to achieve sustainable quality education for all children and youth.

The goal of education finance is to ensure adequate provision and effective utilization of available resources, while at the same time exploring alternative strategies to ensure continuous inflow of resources for sustainable education.

Education finance can be classified into two, namely; institutional finance and student finance. Institutional finance relates to the cost of servicing the various inputs into the educational system, such as the human and physical resources.

Education budget is the main government policy implementation tool which synchronizes the physical plan with revenue, cost and expenditure. It also serves as one of the angles to undertake education sector diagnosis. The source of education finance comprises of public budget allocation, schools' internal income, voluntary contribution of community, private sectors support, development partners aid, NGOs and Charity organizations assistance.

Addis Ababa city administration has given immense priority to allocate budget so as to attain education goals, objectives and targets. Based on this, the Bureau disbursed budget to achieve the second year of sixth term Education Sector Development Program/ESDP VI/ and second year of second Growth and Transformation Plan. The heart of these sector wide plans are improving management system, ensuring quality, enhancing internal efficiency, promoting access and equity and increasing IFAE. The greater part of the budget distribution of the Bureau was in accordance with these 5 priority issues.

In addition, the budget has facilitated the implementation of 7 cross-cutting programs; namely, gender mainstreaming, special need education, HIV/AIDS, environmental protection, education in emergencies, school health and nutrition and drug-substance abuse prevention.

Accordingly, at city level student teacher ratio, the class room student ratio, the textbook student ratio, the qualification level of teachers, net enrollment ratio and gender parity index have shown progress. Besides, the provision of educational equipment's like plasma, radio, school net technology, computer lab and science laboratory materials have improved. Generally, the public spending on education in Addis Ababa has increased from time to time.

### 13.1. Share of Education Budget

**Table 50. Budget allocated by City Government**

Budget Allocation	Budget Year/E.C/				
	2011 E.C	2012 E.C	2013 E.C	2014 E.C	2015 E.C
City Government of AA total budget	44,500,000,000	48,671,344,518	60,300,000,000	70,670,216,028	100,056,873,792
Education budget	3,157,385,366	3,499,954,591	5,703,236,554	8,420,679,877	10,280,993,396
Share of Education budget	7.1%	7.19%	9.46%	11.91%	10.27 %

Source: BoF, from table 50 we can observe that the amount of education budget has shown an increment for 5 consecutive years from 3,157,385,366 in 2011 E.C to 10,280,993,396 in 2015E.C. However, as we compare the education budget share from total government budget which is 11.91%, has been decreasing from the standard set by UNESCO which is 10.27% benchmark.

**Table 51. The Amount of Allocated Public Budget for Education Sector for Previous years**

Budget Category	Institution	2011 E.C	2012 E.C	2013 E.C	2014 E.C	2015 E.C
Recurrent	Bureau	143,624,605.00	111,614,605	232,251,936	466,737,540	305,170,203
	Sub-City	2,525,657,450	3,186,174,699	5,292,033,909	6,269,806,362	7,283,625,626
Capital	Bureau	104,801,120	183,091,414	250,589,432	116,684,385	410,335,193
	Sub-City	382,302,191	19,073,873	466,851,566	1,567,451,590	2,229,862,803
Total		3,156,385,366	3,499,954,391	6,241,726,843	8,420,679,877	10,228,993,825
Percentage increase		23.14%	9.81%	43.9%	25.8%	21.39%

Table 50 illustrated the expense of public recurrent budget has elevated from time to time. The average rate of progress from year to year was by 21.39%. This is mainly due to the increase of administrative costs (teachers and personnel salary & remuneration, goods, services, fixed assets and miscellaneous)

### 13.2. Community Volunteer Participation

The community participation play pivotal role to improve teaching and learning environment. The community assists schools in providing human and financial resources through school leadership, building, expansion and renovation of classrooms or new schools, improving water, sanitation and hygiene facilities, as well as supply of educational materials (ICT equipment and accessories, science laboratories and library facilities).

**Table 52. Amount of Community Participation in years.**

Budget Year	Total contribution				
	Amount of Money collected	Material contribution in terms of money	Labour contribution in terms of money	Professional support in terms of money	Total
2011 E.C					33,647,727.00
2012 E.C	36,805,369.00	43,715,761.00	18,081,679.00	32,000,000.00	129,602,809.00
2013 E.C	24,288,212.74	17,906,507.00	742,215.00	121,870.00	43,058,804.74
2014 E.C	143,842,819.39	71,886,421.77	17,683,324.50	18,477,695.84	251,890,261.50
2015 E.C	37,774,466	4,128,426	8,792,551	5,024,231	55,719,674

### 13.3. Development Partners Assistance

The international donors have involved in sector development program in Addis Ababa City Administration Education Bureau are UNICEF and GEQIP (by integrated assistance of DFID, GPE, IDA/WB, Finland, USAID, Italy and others.) Their effort has been contributing to succeed in ESDP VI and Sustainable Development Goals (SDGs).

The assistance by GEQIP project is mainly targeted on GEQIP E six components: (i) Curriculum, Textbooks, Assessment & Examinations (CTAED); (ii) Teacher Development Program (TDP); (iii) School Improvement Program; (iv) System Management and Capacity Building program; (v) ICT for Education (vi) Program Coordination, Monitoring and Evaluation, and Communication (PCMEC).

To implement those six components except ICT for education, allocated GEQIP budget is distributed in to two categories of educational institutions, namely, primary & secondary schools and ABE centres which is the first category and directorates in education Bureau are the second.

**Table 53. International Donors Financial Aid from the year 2011 (2018/19) –2015 (2022/23) in birr**

Donor	2011(2018/19)	2012(2019/20)	2013(2020/21)	2014(2021/22)	2015(2022/23)
UNICEF	2,640,941	1,098,926.81	3,928,935	2,658,920.30	3059504
GEQIP Allocated budget(total)	31,809,266	29,092,645	50,033,952	70,864,790	37448610
School Grants (for schools only)	19,621,250	21,293,470	22,990,280	42,703,343	21,549,155
GEQIP allocated budget other than school grant	12,188,016.	7,799,175	27,043,672	28,161,447	16,276,900
% of School Grant Bhdget	61.68	73.19	45.95	60.26	57.54

Table 52 indicates that the amount of UNICEF fund in five consecutive year shows fluctuated.

The share of school grant budget from total allocated GEQIP budget has a figure of 61.68%, 73.19% , 45.95% , 60.26% and 57.54 % described years respectively (2011E.C, 2012 E.C, 2013 E.C, 2014E.C and 2015 E.C). This indicate that the share of school grant budget inconsistent in each years.

### 13.4. School Grant

The School Grants Program is an initiative by the Ministry of Education to improve school performance and the quality of education in all Government primary and secondary schools, and Alternative Basic Education (ABE) Centers. It is funded under the General Education Quality Improvement Project E (GEQIP-E), which is supported by the Government of Ethiopia and development partners (world bank, DFID, GPE, Finland, Italy and others).

School Grants are payments made to all ABE centers and government schools in Ethiopia, based on the number of students enrolled in each institution. It is to be spent by each Parent, Student and Teacher Association, to deliver their School Improvement Plan and improve their school performance, with a special focus on improving the quality of teaching and learning.

In GEQIP-E, a special focus is on the teaching and learning environment and schools should spend at least fifty percent of their School Grant on teaching and learning domain. School Grant is not meant to replace any existing and ongoing funding that is provided to the school or ABE center by parents and the community. But is an additional contribution to allow institutions to improve the teaching and learning environment.

#### Amount of School Grant

The Ministry of Education has set the minimum grant to be allocated for each student enrolled in schools and ABE centers. This is referred to as the ‘regular’ grant. In addition to this school grant, special consideration was taken in to account in allocation of school grant for special need in the rate of 1% and 2% from total school grants in school in 2011 E.C and 2015 E.C respectively.

**Table 54. Minimum ‘regular’ School Grant Amounts per Student for each cycle**

ABE	Grade 1-4	Grade 5-8	Grade 9-10	Grade 11-12
50 Birr	50 Birr	55 Birr	60 Birr	70 Birr

Table 53 indicated that schools having ABE, Grade 1-4, Grade 5-8, Grade 9-10 and Grade 11-12 are granted birr 50, birr 50, birr 55, birr 60 and birr 70 per student respectively.

**Table 55. School Grant Budget Distribution by Sub-City**

Sub City	Academic Years					
	2011 E.C (2018/19)	2012 E.C (2019/20)	2013 E.C (2020/21)	2014 E.C (2021/21)	2015 E.C (2022/23)	% of 2014 share
Addis Ketema	1,700,160	1,638,085	1,670,130	1,744,320	1,670,130	<b>7.75</b>
Akaki	1,839,625	2,115,825	2,435,180	2,679,755	2,435,180	<b>11.30</b>
Arada	1,322,105	1,246,475	1,332,115	1,353,370	1,332,115	<b>6.18</b>
Bole	2,075,175	2,368,255	2,605,110	1,588,115	2,605,110	<b>12.08</b>
Gulelie	1,804,575	1,913,435	1,986,375	2,157,660	1,986,375	<b>9.21</b>
Kirkos	1,033,345	927,490	927,280	1,017,920	927,280	<b>4.30</b>
Kolfie	3,958,235	4,414,620	4,709,550	5,217,845	4,709,550	<b>21.85</b>
Lemi Kura				2,586,240	0	<b>0</b>
Lideta	992,955	911,120	948,500	1,098,740	948,500	<b>4.40</b>
Nifassilk	2,163,740	2,734,580	2,959,200	3,232,405	2,959,200	<b>13.73</b>
Yeka	2,731,335	3,023,585	3,416,840	1,975,715	1,975,715	<b>9.16</b>
Total	19,621,250	21,293,470	22,990,280	24,652,085	21,549,155	<b>100</b>

The table showed that the school grant budget decreases in 2015 E.C in all sub cities except Bole and Yeka sub-cities which was consistent. To this end Bole (12.1%), Yeka sub-city (13.73%).



## 15. Detailed Table

**Pre- Primary Enrollment by Sub City 2015 E.C. (2022/23)**

All Addis Ababa	
Sector	Kinderkarten
Ownership	ALL

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	3585	3474	3527	3355	2528	2319	9640	9148	18788
Akaki-Kaliti	7651	7406	7624	7087	5160	5177	20435	19670	40105
Arada	2346	2175	2222	2196	1631	1450	6199	5821	12020
Bole	4966	4661	4779	4569	2964	2893	12709	12123	24832
Gullelie	3698	3570	3788	3517	2496	2452	9982	9539	19521
Kirkos	1661	1641	1715	1690	1259	1267	4635	4598	9233
Kolfe-Keranio	8870	8415	9120	8685	5712	5359	23702	22459	46161
Lemi-Kura	7871	7203	7605	7176	4580	4502	20056	18881	38937
Lideta	2731	2718	2872	3004	2325	2028	7928	7750	15678
Nefas Silk-Lafto	8999	8442	9791	8138	5337	5169	24127	21749	45876
Yeka	5670	5200	5683	5237	3495	3296	14848	13733	28581
<b>Total</b>	<b>58048</b>	<b>54905</b>	<b>58726</b>	<b>54654</b>	<b>37487</b>	<b>35912</b>	<b>154261</b>	<b>145471</b>	<b>299732</b>

Sector	Kinderkarten
Ownership	Government

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	1539	1506	1550	1501	1278	1131	4367	4138	8505
Akaki-Kaliti	3978	3731	4030	3541	2847	2801	10855	10073	20928
Arada	850	787	787	735	624	528	2261	2050	4311
Bole	2155	2004	1915	1736	1221	1156	5291	4896	10187
Gullelie	1721	1642	1701	1539	1170	1075	4592	4256	8848
Kirkos	860	798	846	807	619	658	2325	2263	4588
Kolfe-Keranio	3975	3699	4001	3720	2663	2405	10639	9824	20463
Lemi-Kura	3099	2904	2983	2749	1614	1523	7696	7176	14872
Lideta	1204	1064	1106	1056	850	879	3160	2999	6159
Nefas Silk-Lafto	3013	2790	3185	2843	2061	1985	8259	7618	15877
Yeka	2922	2539	2893	2695	1871	1790	7686	7024	14710
<b>Total</b>	<b>25316</b>	<b>23464</b>	<b>24997</b>	<b>22922</b>	<b>16818</b>	<b>15931</b>	<b>67131</b>	<b>62317</b>	<b>129448</b>

Sector	Kinderkarten
Ownership	Private

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	1548	1547	1560	1492	957	944	4065	3983	8048
Akaki-Kaliti	3601	3462	3515	3553	1992	2197	9108	9212	18320
Arada	1038	1027	1070	1029	638	841	2746	2897	5643
Bole	2775	2643	3118	2869	1808	1743	7701	7255	14956
Gullelie	1512	1425	1472	1378	876	867	3860	3670	7530
Kirkos	651	679	732	721	532	496	1915	1896	3811
Kolfe-Keranio	4214	4242	4276	4111	2473	2384	10963	10737	21700
Lemi-Kura	4469	4424	4563	4454	2883	2901	11915	11779	23694
Lideta	1418	1395	1587	1555	1103	1081	4108	4031	8139
Nefas Silk-Lafto	10466	10012	10618	10374	6112	5996	27196	26382	53578
Yeka	2607	2601	2611	2569	1536	1519	6754	6689	13443
<b>Total</b>	<b>34299</b>	<b>33457</b>	<b>35122</b>	<b>34105</b>	<b>20910</b>	<b>20969</b>	<b>90331</b>	<b>88531</b>	<b>178862</b>

Sector	Kinderkarten
Ownership	Church

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	82	69	79	69	27	22	188	160	348
Akaki-Kaliti	114	112	175	144	83	73	372	329	701
Arada	81	51	100	77	66	66	247	194	441
Gullelie	202	292	206	267	192	249	600	808	1408
Kirkos	41	39	54	43	45	35	140	117	257
Kolfe-Keranio	218	217	194	209	92	84	504	510	1014
Lideta	81	86	68	77	53	48	202	211	413
Nefas Silk-Lafto	582	538	626	502	416	358	1624	1398	3022
Yeka	61	64	66	59	23	21	150	144	294
<b>Total</b>	<b>1462</b>	<b>1468</b>	<b>1568</b>	<b>1447</b>	<b>997</b>	<b>956</b>	<b>4027</b>	<b>3871</b>	<b>7898</b>

Sector	Kinderkarten
Ownership	Mosque

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	61	50	69	59	31	34	161	143	304
Kolfe-Keranio	17	22	27	18	21	13	65	53	118
Lideta	22	24	27	17	12	12	61	53	114
Nefas Silk-Lafto	116	104	100	126	52	62	268	292	560
<b>Total</b>	<b>216</b>	<b>200</b>	<b>223</b>	<b>220</b>	<b>116</b>	<b>121</b>	<b>555</b>	<b>541</b>	<b>1096</b>

Sector	Kinderkarten
Ownership	Mission

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	83	74	86	84	62	40	231	198	429
Akaki-Kaliti	52	48	62	74	57	33	171	155	326
Gullelie	176	134	190	176	133	107	499	417	916
Kirkos	38	46	13	20	10	7	61	73	134
Yeka	83	52	48	46	42	24	173	122	295
<b>Total</b>	<b>432</b>	<b>354</b>	<b>399</b>	<b>400</b>	<b>304</b>	<b>211</b>	<b>1135</b>	<b>965</b>	<b>2100</b>

Sector	Kinderkarten
Ownership	Local community / Public

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	43	51	37	42	21	23	101	116	217
Arada	49	57	32	30	53	59	134	146	280
Gullelie	68	57	53	62	58	48	179	167	346
LemiKura	13	19	16	6	6	4	35	29	64
Lideta	81	75	71	70	53	35	205	180	385
Nefas Silk-Lafto	70	40	86	60	42	32	198	132	330
<b>Total</b>	<b>324</b>	<b>299</b>	<b>295</b>	<b>270</b>	<b>233</b>	<b>201</b>	<b>852</b>	<b>770</b>	<b>1622</b>

Sector	Kinderkarten
Ownership	International Community

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema			13	5	8	7	21	12	33
Arada	98	118	129	130	101	74	328	322	650
Kirkos	32	46	94	45	83	84	209	175	384
LemiKura	36	44	21	16	32	36	89	96	185
Lideta			34	17			34	17	51
Nefas Silk-Lafto	68	52	48	52	42	58	158	162	320
<b>Total</b>	234	260	339	265	266	259	839	784	1623

Sector	Kinderkarten
Ownership	Other

Sub-City	Stage One		Stage Two		Stage Three		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	
Addis Ketema	165	161	198	194	116	90	479	445	924
Akaki-Kaliti	62	69	90	79	47	39	199	187	386
Arada	150	132	116	119	119	91	385	342	727
Gullelie	148	180	153	165	115	102	416	447	863
Kirkos	39	31	31	39	39	26	109	96	205
Kolfe-Keranio	737	667	826	747	491	425	2054	1839	3893
Lemi-Kura	105	120	127	105	74	63	306	288	594
Lideta	39	40	40	37	20	27	99	104	203
Nefas Silk-Lafto	352	346	386	354	284	254	1022	954	1976
<b>Total</b>	1797	1746	1967	1839	1305	1117	5069	4702	9771

Sector	Primary Education
Ownership	ALL
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	4,051	4,561	3,836	4,161	3,525	3,720	3,552	3,898	3,569	3,776	3,473	3,744	3,557	3,970	3,035	3,765	28,598	31,595	60,193
Akaki-Kaliti	6,392	6,862	4,893	5,197	4,268	4,713	4,589	5,216	4,391	4,974	3,963	4,634	4,025	4,600	3,552	4,454	36,073	40,650	76,723
Arada	2,123	2,188	2,118	2,208	1,882	2,056	1,978	2,310	1,842	2,261	1,798	2,129	2,000	2,319	1,800	2,376	15,541	17,847	33,388
Bole	3,855	4,099	3,338	3,536	2,949	3,063	2,780	3,175	2,627	3,018	2,588	3,068	2,630	2,973	2,486	3,104	23,253	26,036	49,289
Gullelie	3,139	3,452	3,042	3,063	2,632	2,811	2,588	2,884	2,797	3,150	2,630	3,101	3,031	3,295	2,814	3,627	22,673	25,383	48,056
Kirkos	1,884	2,152	1,749	2,075	1,643	1,682	1,528	1,594	1,502	1,530	1,387	1,522	1,510	1,650	1,438	1,807	12,641	14,012	26,653
Kolfe-Keranio	8,768	9,732	8,105	8,584	5,476	5,766	6,481	6,687	6,910	7,182	5,947	6,533	5,792	6,451	5,223	6,276	52,702	57,211	109,913
Lemi-Kura	6,575	7,053	5,780	5,886	5,011	5,313	4,969	5,166	4,757	5,136	4,599	5,003	4,473	5,042	3,795	4,972	39,959	43,571	83,530
Lideta	2,477	2,513	2,025	2,157	2,035	1,813	2,031	1,878	1,834	1,835	1,426	1,858	1,443	1,245	1,424	1,847	14,695	15,146	29,841
N.Silk-Lafto	7,460	8,365	6,068	6,699	5,464	5,865	5,150	5,706	4,981	5,568	4,970	5,587	4,671	5,467	4,348	5,740	43,112	48,997	92,109
Yeka	4,259	4,973	3,639	4,056	3,182	3,406	3,125	3,711	3,080	3,766	2,915	3,466	3,067	3,643	2,749	4,009	26,016	31,030	57,046
<b>Total</b>	<b>50,983</b>	<b>55,950</b>	<b>44,593</b>	<b>47,622</b>	<b>38,067</b>	<b>40,208</b>	<b>38,771</b>	<b>42,225</b>	<b>38,290</b>	<b>42,196</b>	<b>35,696</b>	<b>40,645</b>	<b>36,199</b>	<b>40,655</b>	<b>32,664</b>	<b>41,977</b>	<b>315,263</b>	<b>351,478</b>	<b>666,741</b>

Primary Enrollment by Sub City 2015 E.C. (2022/23)

Sector	Primary Education
Ownership	ALL
Program Mode	Regular class

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	3,719	3,791	3,617	3,663	3,358	3,311	3,401	3,505	3,389	3,378	3,296	3,333	3,348	3,553	2,696	3,115	26,824	27,649	54,473
Akaki-Kaliti	5,963	5,965	4,741	4,786	4,113	4,338	4,457	4,791	4,213	4,538	3,793	4,168	3,804	4,118	3,223	3,769	34,307	36,473	70,780
Arada	2,123	2,188	2,095	2,158	1,855	1,976	1,891	2,062	1,772	2,047	1,729	1,918	1,905	2,105	1,630	2,010	15,000	16,464	31,464
Bole	3,638	3,671	3,213	3,183	2,825	2,812	2,638	2,843	2,480	2,685	2,424	2,673	2,447	2,577	2,188	2,466	21,853	22,910	44,763
Gullelie	3,027	3,056	3,002	2,880	2,598	2,688	2,537	2,718	2,729	2,905	2,568	2,841	2,935	3,048	2,638	3,154	22,034	23,290	45,324
Kirkos	1,621	1,580	1,563	1,595	1,421	1,326	1,451	1,351	1,418	1,318	1,295	1,305	1,401	1,366	1,269	1,340	11,439	11,181	22,620
Kolfe-Keranio	8,264	8,596	7,780	7,702	5,316	5,372	6,307	6,158	6,736	6,604	5,770	5,984	5,605	5,894	4,899	5,501	50,677	51,811	102,488
Lemi-Kura	6,000	6,147	5,464	5,383	4,711	4,824	4,682	4,719	4,480	4,597	4,330	4,493	4,196	4,432	3,472	4,275	37,335	38,870	76,205
Lideta	2,326	2,247	1,971	2,008	2,001	1,723	1,961	1,732	1,751	1,613	1,353	1,678	1,364	1,025	1,308	1,463	14,035	13,489	27,524
Nefas Silk-Lafto	6,362	6,451	5,828	5,953	5,262	5,304	4,877	5,068	4,723	4,832	4,692	4,812	4,358	4,615	3,870	4,512	39,972	41,547	81,519
Yeka	3,948	4,052	3,456	3,578	3,059	3,074	2,953	3,141	2,874	3,167	2,727	2,912	2,827	3,030	2,417	2,994	24,261	25,948	50,209
<b>Total</b>	<b>46,991</b>	<b>47,744</b>	<b>42,730</b>	<b>42,889</b>	<b>36,519</b>	<b>36,748</b>	<b>37,155</b>	<b>38,088</b>	<b>36,565</b>	<b>37,684</b>	<b>33,977</b>	<b>36,117</b>	<b>34,190</b>	<b>35,763</b>	<b>29,610</b>	<b>34,599</b>	<b>297,737</b>	<b>309,632</b>	<b>607,369</b>

Sector	Primary Education
Ownership	ALL
Program Mode	Evening class

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	332	770	219	498	167	409	151	393	180	398	177	411	209	417	339	650	1,774	3,946	5,720
Akaki-Kaliti	429	897	152	411	155	375	132	425	178	436	170	466	221	482	329	685	1,766	4,177	5,943
Arada			23	50	27	80	98	246	62	223	64	211	91	215	179	378	544	1,403	1,947
Bole	217	428	125	353	124	251	142	332	147	333	164	395	183	396	298	638	1,400	3,126	4,526
Gullelie	112	396	40	183	34	123	51	166	68	245	62	260	96	247	176	473	639	2,093	2,732
Kirkos	263	572	186	480	222	356	77	243	84	212	92	217	109	284	169	467	1,202	2,831	4,033
Kolfe-Keranio	504	1,136	325	882	160	394	174	529	174	578	177	549	187	557	324	775	2,025	5,400	7,425
Lemi-Kura	575	906	316	503	300	489	287	447	277	539	269	510	277	610	323	697	2,624	4,701	7,325
Lideta	151	266	54	149	34	90	70	146	83	222	73	180	79	220	116	384	660	1,657	2,317
Nefas Silk-Lafto	1,098	1,914	240	746	202	561	273	638	258	736	278	775	313	852	478	1,228	3,140	7,450	10,590
Yeka	311	921	183	478	123	332	172	570	206	599	188	554	240	613	332	1,015	1,755	5,082	6,837
<b>Total</b>	<b>3,992</b>	<b>8,206</b>	<b>1,863</b>	<b>4,733</b>	<b>1,548</b>	<b>3,460</b>	<b>1,627</b>	<b>4,135</b>	<b>1,717</b>	<b>4,521</b>	<b>1,714</b>	<b>4,528</b>	<b>2,005</b>	<b>4,893</b>	<b>3,063</b>	<b>7,390</b>	<b>17,529</b>	<b>41,866</b>	<b>59,395</b>

Sector	Primary Education
Ownership	Government
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	2,860	3,342	2,757	3,078	2,496	2,730	2,596	2,852	2,701	2,897	2,572	2,912	2,750	3,081	2,263	2,939	20,995	23,831	44,826
Akaki-Kaliti	3,951	4,639	2,854	3,200	2,518	2,994	3,061	3,716	2,979	3,630	2,630	3,319	2,920	3,487	2,656	3,531	23,569	28,516	52,085
Arada	800	817	884	857	730	817	897	1,038	854	1,117	818	994	973	1,101	877	1,247	6,833	7,988	14,821
Bole	2,016	2,287	1,561	1,866	1,472	1,642	1,421	1,782	1,369	1,744	1,314	1,750	1,386	1,703	1,429	2,033	11,968	14,807	26,775
Gullelie	1,754	2,026	1,617	1,683	1,429	1,520	1,438	1,639	1,677	1,936	1,617	2,034	1,919	2,121	1,892	2,478	13,343	15,437	28,780
Kirkos	1,031	1,364	867	1,294	877	1,043	750	949	768	973	717	992	833	1,087	809	1,317	6,652	9,019	15,671
Kolfe-Keranio	5,315	6,116	5,051	5,386	3,955	4,295	4,230	4,468	4,405	4,531	3,909	4,311	3,847	4,243	3,273	4,231	33,985	37,581	71,566
Lemi-Kura	3,253	3,718	2,770	3,063	2,549	2,891	2,648	2,921	2,543	3,057	2,477	2,883	2,555	3,175	2,134	3,210	20,929	24,918	45,847
Lideta	1,187	1,284	934	1,069	919	936	979	1,034	1,004	1,189	895	1,068	951	1,183	833	1,269	7,702	9,032	16,734
Nefas Silk-Lafto	3,969	4,871	2,890	3,427	2,585	2,962	2,597	3,135	2,532	3,122	2,487	3,213	2,532	3,363	2,499	3,647	22,091	27,740	49,831
Yeka	2,724	3,423	2,211	2,773	2,060	2,316	2,089	2,694	2,129	2,865	2,049	2,678	2,307	2,903	1,997	3,229	17,566	22,881	40,447
<b>Total</b>	<b>28,860</b>	<b>33,887</b>	<b>24,396</b>	<b>27,696</b>	<b>21,590</b>	<b>24,146</b>	<b>22,706</b>	<b>26,228</b>	<b>22,961</b>	<b>27,061</b>	<b>21,485</b>	<b>26,154</b>	<b>22,973</b>	<b>27,447</b>	<b>20,662</b>	<b>29,131</b>	<b>185,633</b>	<b>221,750</b>	<b>407,383</b>

Sector	Primary Education
Ownership	Private
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	816	855	761	716	730	669	637	646	650	645	586	519	558	572	525	545	5,263	5,167	10,430
Akaki-Kaliti	2,323	2,138	1,995	1,873	1,615	1,596	1,345	1,364	1,287	1,216	1,060	1,132	887	965	780	800	11,292	11,084	22,376
Arada	777	765	805	738	698	670	655	648	561	626	545	544	489	532	452	448	4,982	4,971	9,953
Bole	1,723	1,647	1,587	1,542	1,389	1,362	1,229	1,283	1,183	1,179	1,038	1,129	1,070	1,093	899	921	10,118	10,156	20,274
Gullelie	916	869	847	766	748	693	679	647	570	509	549	464	514	456	414	390	5,237	4,794	10,031
Kirkos	538	555	537	614	463	470	450	423	372	420	379	382	357	387	282	337	3,378	3,588	6,966
Kolfe-Keranio	2,852	2,764	2,593	2,582	2,352	2,122	2,030	2,039	1,863	1,720	1,681	1,754	1,673	1,668	1,510	1,432	16,554	16,081	32,635
Lemi-Kura	3,321	3,213	2,839	2,833	2,665	2,536	2,235	2,179	2,058	1,922	2,176	2,159	1,807	1,809	1,696	1,773	18,797	18,424	37,221
Lideta	1,119	1,098	1,002	1,089	1,008	966	930	910	740	676	596	566	573	537	452	494	6,420	6,336	12,756
Nefas Silk-Lafto	6,198	5,978	5,786	5,758	5,240	5,006	4,510	4,582	4,634	4,618	4,474	4,434	4,086	3,980	3,530	3,786	38,458	38,142	76,600
Yeka	1,418	1,505	1,294	1,230	1,054	1,034	977	1,001	826	777	712	647	627	716	718	780	7,626	7,690	15,316
<b>Total</b>	<b>22,001</b>	<b>21,387</b>	<b>20,046</b>	<b>19,741</b>	<b>17,962</b>	<b>17,124</b>	<b>15,677</b>	<b>15,722</b>	<b>14,744</b>	<b>14,308</b>	<b>13,796</b>	<b>13,730</b>	<b>12,641</b>	<b>12,715</b>	<b>11,258</b>	<b>11,706</b>	<b>128,125</b>	<b>126,433</b>	<b>254,558</b>

Sector	Primary Education
Ownership	Church
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	213	199	200	210	200	185	234	246	203	176	215	210	222	228	160	178	1647	1632	3279
Akaki-Kaliti	90	77	108	102	81	77	75	84	52	48	53	48	54	44	25	37	538	517	1055
Arada	103	262	92	233	86	220	76	238	105	248	87	236	100	196	90	223	739	1856	2595
Bole	54	51	53	37	31	40	38	37	34	51	29	42	58	53	27	56	324	367	691
Gullelie	195	287	206	288	149	301	175	269	153	297	107	227	157	278	97	209	1239	2156	3395
Kolfe-Keranio	107	86	107	102	99	86	79	71	64	70	60	68	58	66	67	76	641	625	1266
Lideta	33	34	47	29	44	19	29	32	43	40	42	31	37	27	48	27	323	239	562
Nefas Silk-Lafto	736	640	704	726	706	670	674	682	728	736	606	754	666	724	612	688	5432	5620	11052
Yeka	61	58	49	43	48	63	36	35	62	53	48	48	28	37	19	26	351	363	714
<b>Total</b>	<b>1592</b>	<b>1694</b>	<b>1566</b>	<b>1770</b>	<b>1444</b>	<b>1661</b>	<b>1416</b>	<b>1694</b>	<b>1444</b>	<b>1719</b>	<b>1247</b>	<b>1664</b>	<b>1380</b>	<b>1653</b>	<b>1145</b>	<b>1520</b>	<b>11234</b>	<b>13375</b>	<b>24609</b>

Sector	Primary Education
Ownership	Mosque
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	10	18	7	15	16	7	9	8	13	15	29	36	15	22	20	14	119	135	254
Kolfe-Keranio	68	69	81	63	72	65	65	73	75	71	59	69	55	56	51	65	526	531	1057
Lideta	40	31	41	23	28	20	42	47	34	36	33	37	50	44	27	26	295	264	559
Nefas Silk-Lafto	68	58	68	78	40	38	38	42	32	38	32	40	26	26	30	38	334	358	692
<b>Total</b>	<b>186</b>	<b>176</b>	<b>197</b>	<b>179</b>	<b>156</b>	<b>130</b>	<b>154</b>	<b>170</b>	<b>154</b>	<b>160</b>	<b>153</b>	<b>182</b>	<b>146</b>	<b>148</b>	<b>128</b>	<b>143</b>	<b>1274</b>	<b>1288</b>	<b>2562</b>

Sector	Primary Education
Ownership	Mission
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	56	92	53	85	22	79	22	70	0	51	0	64	0	52	0	45	153	538	691
Akaki-Kaliti	81	85	68	75	70	68	66	65	74	75	67	77	81	86	81	87	588	618	1206
Arada	224	220	207	194	203	196	205	212	203	149	194	217	43	212	37	244	1316	1644	2960
Gullelie	153	158	159	160	124	120	141	140	150	127	132	106	135	139	161	147	1155	1097	2252
Kirkos	130	0	134	0	129	0	135	0	135	0	131	0	165	0	151	0	1110	0	1110
Lideta	14	12	14	14	16	12	12	17	12	16	20	16	17	16	18	15	123	118	241
<b>Total</b>	<b>658</b>	<b>567</b>	<b>635</b>	<b>528</b>	<b>564</b>	<b>475</b>	<b>581</b>	<b>504</b>	<b>574</b>	<b>418</b>	<b>544</b>	<b>480</b>	<b>441</b>	<b>505</b>	<b>448</b>	<b>538</b>	<b>4445</b>	<b>4015</b>	<b>8460</b>

Sector	Primary Education
Ownership	Local community / Public
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Kirkos	52	86	70	83	47	59	70	77	71	58	73	61	75	78	81	54	539	556	1095
Lideta	67	75	71	63	62	60	58	61	58	42	39	47	45	44	28	21	428	413	841
Nefas Silk-Lafto	118	104	94	96	84	106	76	76	82	84	60	60	54	50	56	80	624	656	1280
Yeka	24	25	38	23	31	24	29	19	35	11	17	20	31	30	38	35	243	187	430
<b>Total</b>	<b>261</b>	<b>290</b>	<b>273</b>	<b>265</b>	<b>224</b>	<b>249</b>	<b>233</b>	<b>233</b>	<b>246</b>	<b>195</b>	<b>189</b>	<b>188</b>	<b>205</b>	<b>202</b>	<b>203</b>	<b>190</b>	<b>1834</b>	<b>1812</b>	<b>3646</b>

Sector	Primary Education
Ownership	International community
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	8	12	7	13	12	13	14	15	12	11	15	8	14	9	13	10	95	91	186
Arada	185	160	175	167	163	168	167	163	144	151	152	155	132	145	137	144	1255	1253	2508
Kirkos	108	113	110	115	99	91	91	112	100	88	105	88	72	131	79	70	764	808	1572
LemiKura	79	107	81	80	85	72	55	69	64	57	54	49	46	43	40	30	504	507	1011
Lideta	27	30	12	11	5	5	1	5									45	51	96
<b>Total</b>	<b>407</b>	<b>422</b>	<b>385</b>	<b>386</b>	<b>364</b>	<b>349</b>	<b>328</b>	<b>364</b>	<b>320</b>	<b>307</b>	<b>326</b>	<b>300</b>	<b>264</b>	<b>328</b>	<b>269</b>	<b>254</b>	<b>2663</b>	<b>2710</b>	<b>5373</b>

Sector	Primary Education
Ownership	Other
Program Mode	ALL

Sub-City	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	90	66	66	64	48	54	47	64									251	248	499
Akaki-Kaliti	69	56	49	41	41	45	58	52	42	37	39	46	45	48	22	41	365	366	731
Bole	11	5	10	10	13	5	13	13									47	33	80
Gullelie	146	159	176	190	162	169	206	154	186	130	114	121	128	150	91	90	1209	1163	2372
Kirkos	25	25	21	20	18	12	14	21	17	23	15	18	14	19	18	17	142	155	297
Kolfe-Keranio	188	157	144	146	172	177	207	182	175	174	205	333	197	283	209	281	1497	1733	3230
LemiKura	55	62	53	50	54	43	44	37	20	27	18	22	20	20	6	10	276	279	555
Nefas Silk-Lafto	196	264	176	190	154	200	158	108	120	96	132	168	160	172	128	116	1224	1314	2538
Yeka	39	39	12	20	10	15	18	16	9	12	20	15	20	14	13	20	141	151	292
<b>Total</b>	<b>819</b>	<b>833</b>	<b>707</b>	<b>731</b>	<b>672</b>	<b>720</b>	<b>765</b>	<b>647</b>	<b>569</b>	<b>499</b>	<b>543</b>	<b>723</b>	<b>584</b>	<b>706</b>	<b>487</b>	<b>575</b>	<b>5152</b>	<b>5442</b>	<b>10594</b>

Secondary Enrollment by Sub City 2015 E.C (2022/23)

Sector	Secondary Education
Ownership	ALL
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Addis Ketema	4,421	4,962	3,090	3,663	1,680	1,962	980	1,440	1,456	2,021	960	1,447	12,587	15,495	28,082
Akaki-Kaliti	4,076	4,889	2,748	3,447	1,460	1,578	1,080	1,845	1,290	1,293	991	1,709	11,645	14,761	26,406
Arada	2,316	2,905	1,693	2,227	1,045	1,285	739	1,148	1,007	1,287	689	1,131	7,489	9,983	17,472
Bole	2,818	3,555	1,902	2,512	1,087	1,186	862	1,384	980	1,054	767	1,193	8,416	10,884	19,300
Gullelie	3,216	3,381	2,037	2,847	1,162	1,254	1,003	1,675	1,264	1,173	1,019	1,524	9,701	11,854	21,555
Kirkos	1,577	1,645	1,065	1,280	581	568	528	717	566	557	505	662	4,822	5,429	10,251
Kolfe-Keranio	4,677	5,455	2,844	3,610	1,721	2,324	870	1,154	1,642	1,943	614	1,003	12,368	15,489	27,857
Lemi-Kura	4,252	5,116	2,929	3,852	1,382	1,657	887	1,552	1,538	1,635	911	1,416	11,899	15,228	27,127
Lideta	2,063	2,383	1,577	1,905	1,098	1,098	683	1,077	1,142	1,031	755	1,215	7,318	8,709	16,027
Nefas Lafto	4,521	5,570	3,220	3,968	1,404	2,258	1,368	1,028	1,600	2,100	989	1,161	13,102	16,085	29,187
Yeka	3,301	4,492	1,877	2,846	1,174	1,457	912	1,609	857	1,006	1,004	1,606	9,125	13,016	22,141
<b>Total</b>	<b>37,238</b>	<b>44,353</b>	<b>24,982</b>	<b>32,157</b>	<b>13,794</b>	<b>16,627</b>	<b>9,912</b>	<b>14,629</b>	<b>13,342</b>	<b>15,100</b>	<b>9,204</b>	<b>14,067</b>	<b>108,472</b>	<b>136,933</b>	<b>245,405</b>

Sector	Secondary Education										
Ownership	ALL										
Program Mode	Regular class										
Sub-City	Grade 9		Grade 10		Grade 11		Grade 12		TOTAL		
	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	3985	4504	2910	3555	2412	3176	2327	3377	11634	14612	26246
Akaki-Kaliti	3781	4300	2654	3273	2379	3196	2210	2918	11024	13687	24711
Arada	2112	2524	1644	2138	1595	2263	1561	2278	6912	9203	16115
Bole	2480	2820	1792	2334	1714	2269	1664	2121	7650	9544	17194
Gullelie	3065	2981	1968	2732	1998	2631	2239	2645	9270	10989	20259
Kirkos	1442	1347	992	1158	954	1093	1015	1108	4403	4706	9109
Kolfe-Keranio	4348	4954	2737	3452	2378	3200	2179	2855	11642	14461	26103
Lemi-Kura	4004	4595	2861	3682	2089	2904	2357	2907	11311	14088	25399
Lideta	1885	2056	1533	1817	1624	1993	1820	2177	6862	8043	14905
Nefas Silk-Lafto	4158	4949	3111	3807	2519	2995	2467	3181	12255	14932	27187
Yeka	2903	3527	1768	2569	1806	2581	1727	2440	8204	11117	19321
Total	34163	38557	23970	30517	21468	28301	21566	28007	101167	125382	226549

Sector	Secondary Education										
Ownership	ALL										
Program Mode	Evening class										
Sub-City	Grade 9		Grade 10		Grade 11		Grade 12		TOTAL		
	M	F	M	F	M	F	M	F	M	F	T
Addis Ketema	436	458	180	108	248	226	89	91	953	883	1836
Akaki-Kaliti	295	589	94	174	161	227	71	84	621	1074	1695
Arada	204	381	49	89	189	170	135	140	577	780	1357
Bole	338	735	110	178	235	301	83	126	766	1340	2106
Gullelie	151	400	69	115	167	298	44	52	431	865	1296
Kirkos	135	298	73	122	155	192	66	111	429	723	1152
Kolfe-Keranio	329	501	107	158	213	278	77	91	726	1028	1754
Lemi-Kura	248	521	68	170	180	305	92	144	588	1140	1728
Lideta	178	327	44	88	157	182	77	69	456	666	1122
Nefas Silk-Lafto	363	621	109	161	253	291	122	80	847	1153	2000
Yeka	398	965	109	277	280	485	134	172	921	1899	2820
<b>Total</b>	<b>3075</b>	<b>5796</b>	<b>1012</b>	<b>1640</b>	<b>2238</b>	<b>2955</b>	<b>990</b>	<b>1160</b>	<b>7315</b>	<b>11551</b>	<b>18866</b>

Sector	Secondary Education
Ownership	Government
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Addis Ketema	3715	3916	2738	3152	1181	1663	1244	1639	1067	1223	899	932	10844	12525	23369
Akaki-Kaliti	3044	3478	2615	3193	1321	1100	1054	1657	884	734	919	1231	9837	11393	21230
Arada	1645	1794	1144	1435	756	753	480	691	582	609	399	559	5006	5841	10847
Bole	1321	1635	1104	1457	635	580	515	783	435	493	509	669	4519	5617	10136
Gullelie	1964	2480	1808	2148	1169	1127	982	1412	766	764	814	1072	7503	9003	16506
Kirkos	905	1206	632	991	290	323	439	644	286	285	270	435	2822	3884	6706
Kolfe-Keranio	3013	3550	2159	2755	1369	1696	565	926	853	1118	400	685	8359	10730	19089
Lemi-Kura	2358	3005	1631	2224	901	832	649	1178	640	638	575	924	6754	8801	15555
Lideta	1598	1898	1242	1646	785	886	743	1073	593	624	583	865	5544	6992	12536
Nefas Silk-Lafto	2138	2752	1769	2441	832	899	579	1028	566	643	513	870	6397	8633	15030
Yeka	2462	3329	2007	2996	871	933	1089	1686	777	799	782	1148	7988	10891	18879
<b>Total</b>	<b>24163</b>	<b>29043</b>	<b>18849</b>	<b>24438</b>	<b>10110</b>	<b>10792</b>	<b>8339</b>	<b>12717</b>	<b>7449</b>	<b>7930</b>	<b>6663</b>	<b>9390</b>	<b>75573</b>	<b>94310</b>	<b>169883</b>

Sector	Secondary Education
Ownership	Private
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Addis Ketema	174	169	143	153	84	101	62	80	136	131	75	103	674	737	1411
Akaki-Kaliti	355	413	282	342	214	250	91	115	150	207	73	110	1165	1437	2602
Arada	212	199	202	186	98	118	61	56	104	113	65	78	742	750	1492
Bole	491	479	378	355	268	236	104	106	199	222	119	125	1559	1523	3082
Gullelie	564	297	328	268	235	174	110	106	288	175	118	104	1643	1124	2767
Kirkos	205	226	192	194	140	150	58	82	133	122	52	63	780	837	1617
Kolfe-Keranio	654	839	659	744	359	457	222	254	359	483	202	300	2455	3077	5532
Lemi-Kura	1070	1174	939	960	576	521	345	431	562	593	301	369	3793	4048	7841
Lideta	548	500	436	508	414	361	164	209	400	396	210	233	2172	2207	4379
Nefas Silk-Lafto	855	896	717	769	469	488	285	375	478	466	227	331	3031	3325	6356
Yeka	291	313	274	305	149	127	115	98	179	178	93	143	1101	1164	2265
<b>Total</b>	<b>5419</b>	<b>5505</b>	<b>4550</b>	<b>4784</b>	<b>3006</b>	<b>2983</b>	<b>1617</b>	<b>1912</b>	<b>2988</b>	<b>3086</b>	<b>1535</b>	<b>1959</b>	<b>19115</b>	<b>20229</b>	<b>39344</b>

Sector	Secondary Education
Ownership	Church
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Addis Ketema	439	411	234	297	157	209	69	116	80	169	127	171	1106	1373	2479
Akaki-Kaliti	128	139	102	118	100	87	49	71	67	70	36	71	482	556	1038
Arada	447	570	354	531	317	468	105	160	336	366	71	173	1630	2268	3898
Bole	33	48	42	48	28	34	14	19	24	30	16	18	157	197	354
Gullelie	150	387	131	285	51	95	101	249	64	123	68	112	565	1251	1816
Kolfe-Keranio	33	71	18	49	0	0	0	0	0	0	0	0	51	120	171
<b>Total</b>	<b>1230</b>	<b>1626</b>	<b>881</b>	<b>1328</b>	<b>653</b>	<b>893</b>	<b>338</b>	<b>615</b>	<b>571</b>	<b>758</b>	<b>318</b>	<b>545</b>	<b>3991</b>	<b>5765</b>	<b>9756</b>

Sector	Secondary Education
Ownership	Mosque
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Gullelie	70	107	41	69	29	41	16	25	24	41	14	25	194	308	502
Kolfe-Keranio	22	32	38	28									60	60	120
Lideta	60	48	32	40	30	26	18	13	26	47	10	13	176	187	363
<b>Total</b>	<b>152</b>	<b>187</b>	<b>111</b>	<b>137</b>	<b>59</b>	<b>67</b>	<b>34</b>	<b>38</b>	<b>50</b>	<b>88</b>	<b>24</b>	<b>38</b>	<b>430</b>	<b>555</b>	<b>985</b>

Sector	Secondary Education
Ownership	Mission
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Arada	50	188	52	169	46	118	0	78	36	128	0	46	184	727	911
Kirkos	202	0	170	0	113	0	69	0	107	0	60	0	721	0	721
Yeka	20	33	14	19	19	24	0	0	17	22	0	0	70	98	168
<b>Total</b>	<b>272</b>	<b>221</b>	<b>236</b>	<b>188</b>	<b>178</b>	<b>142</b>	<b>69</b>	<b>78</b>	<b>160</b>	<b>150</b>	<b>60</b>	<b>46</b>	<b>975</b>	<b>825</b>	<b>1800</b>

Sector	Secondary Education
Ownership	Other
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
	M	F	M	F	Natural		Social		Natural		Social		M	F	
					M	F	M	F	M	F	M	F			
Addis Ketema	86	71	75	75	60	33	34	41	47	29	29	21	331	270	601
Akaki-Kaliti	22	24	33	25	18	24	10	25	27	10	13	27	123	135	258
Bole	100	103	83	97	55	59	21	32	66	68	25	40	350	399	749
Gullelie	104	100	89	98	43	73	26	29	49	75	27	41	338	416	754
Kolfe-Keranio	122	145	125	127	49	44	32	26	40	47	20	51	388	440	828
Lemi-Kura	39	32	23	27	13	19	19	8	11	12	3	6	108	104	212
Nefas Silk-Lafto	90	75	53	41	56	41	23	38	37	30	22	18	281	243	524
<b>Total</b>	<b>563</b>	<b>550</b>	<b>481</b>	<b>490</b>	<b>294</b>	<b>293</b>	<b>165</b>	<b>199</b>	<b>277</b>	<b>271</b>	<b>139</b>	<b>204</b>	<b>1919</b>	<b>2007</b>	<b>3926</b>

Sector	Secondary Education
Ownership	Local community / Public
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
					Natural		Social		Natural		Social				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Kirkos	77	66	75	63	62	73	21	23	47	54	35	25	317	304	621
<b>Total</b>	<b>77</b>	<b>66</b>	<b>75</b>	<b>63</b>	<b>62</b>	<b>73</b>	<b>21</b>	<b>23</b>	<b>47</b>	<b>54</b>	<b>35</b>	<b>25</b>	<b>317</b>	<b>304</b>	<b>621</b>

Sector	Secondary Education
Ownership	International community
Program Mode	ALL

Sub-City	Grade 9		Grade 10		Grade 11				Grade 12				TOTAL		TOTAL
					Natural		Social		Natural		Social				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Addis Ketema	13	12	12	9	10	13	0	0	5	12	0	0	40	46	86
Arada	77	71	47	80	48	50	4	6	39	35	28	29	243	271	514
Bole	22	19	28	33	15	10	14	5	12	14	4	4	95	85	180
Kirkos	63	53	43	47	31	36	0	0	0	0	0	0	137	136	273
Lemi-Kura	155	212	87	119	42	45	34	45	20	30	10	21	348	472	820
<b>Total</b>	<b>330</b>	<b>367</b>	<b>217</b>	<b>288</b>	<b>146</b>	<b>154</b>	<b>52</b>	<b>56</b>	<b>76</b>	<b>91</b>	<b>42</b>	<b>54</b>	<b>863</b>	<b>1010</b>	<b>1873</b>