

# EDUCATIONAL STATISTICS ANNUAL ABSTRACT 2016 E.C(2023/2024G.C)

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**City Government of Addis Ababa Education Bureau  
July 2024G.C Addis Ababa**

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2016E.C (2023/24G.C)

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## **Forward(Introduction Message)**

City Government of Addis Ababa Education Bureau, is delighted to release 2023/24 Academic Year Education Statistics Annual Abstract. This annual abstract publication covers Pre-Primary, Primary, Secondary, Alternative Basic Education (ABE), Integrated Functional Adult Education (BALE ) 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**

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## **Introduction**

The need to have timely and reliable information in Education sector is the area where 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, for evidence-based planning and decision making, monitoring, and evaluation of the sector and for further research, This leads to capitalize the use of well-refined, relevant and trustworthy information to all comings and goings and accomplishments of the Education system.

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.

This Annual Education statistics 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.

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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

**CAAAEB:** 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 BALE :** 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 4 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 is 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 6 and 8), Regional Examination is given to certify the completion of General Primary Education.

## **Secondary Education**

The Secondary Education, includes grade 9 to 12, aims at preparing students to identify their areas of interest for further education and training. And after taking 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.

### **Basic Adult Literacy Education (BALE)**

The Basic Adult Literacy Education (BALE) program is a functional literacy program that reaches out to adults and young people aged 14 - 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 the 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 Plasma television transmissions.

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

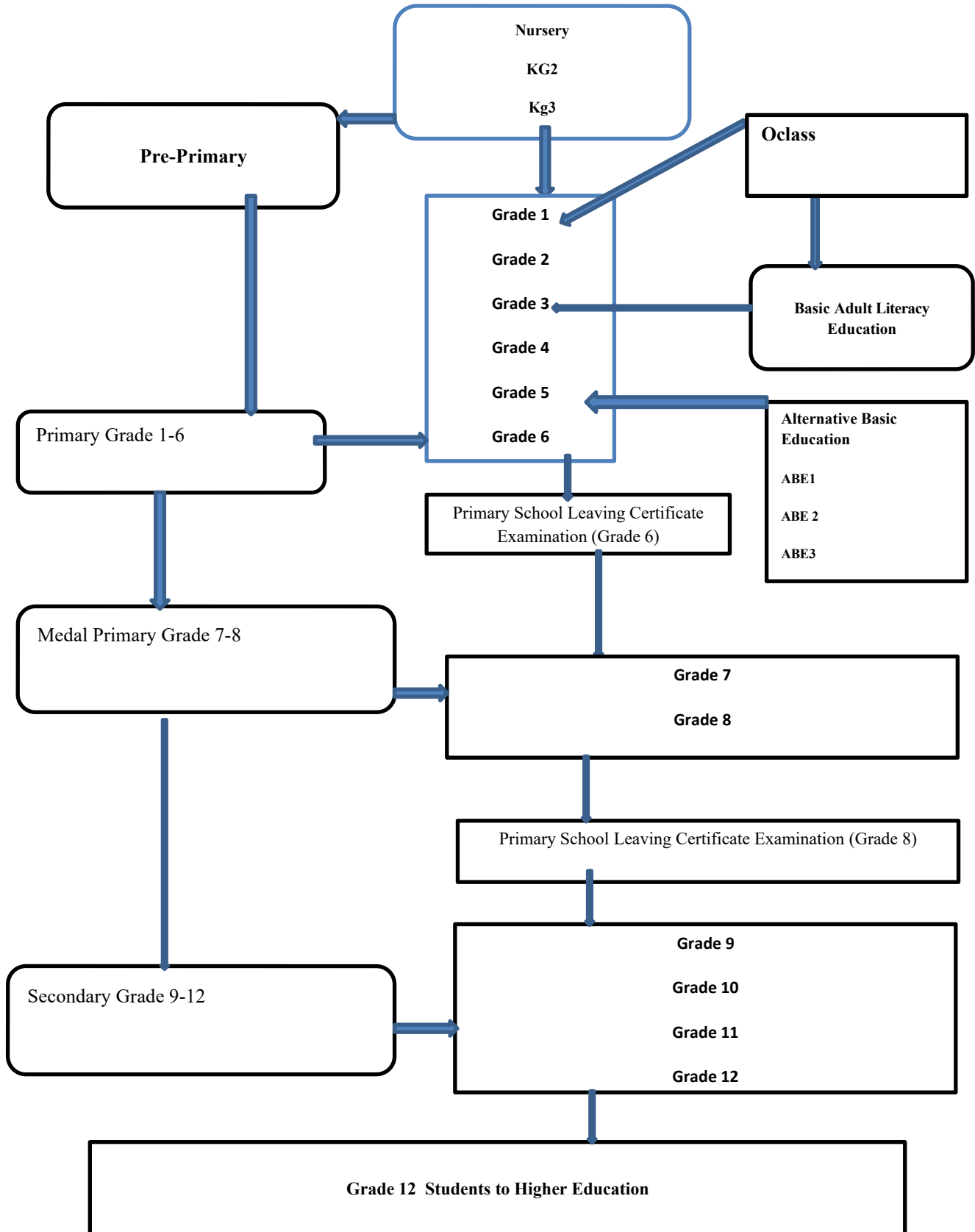
Children have the right to basic facilities such as safe drinking water, school toilets, clean surroundings and basic information on Hygiene. Water, sanitation and hygiene in schools create an enabling environment which secures children's dignity, safety, health and attendance in classes. With this understanding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

# Overview of the Education System

## 1.1 Structure of the Education System



## Schools

Ethiopian academic year starts normally on of in September and ends in 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”

|  | 2014 E.C<br>(2020/21) | 2015 E.C<br>(2022/23) | 2016 E.C<br>(2023/24) |
|--|-----------------------|-----------------------|-----------------------|
| <b>1.Schools</b>                       |                       |                       |                       |
| 1.1 Pre- Primary                       |                       |                       |                       |
| Kindergarten                           | 1,080                 | 1098                  | 1135                  |
| "O" Class                              | 43                    | 75                    | 60                    |
| 1.2 Primary                            |                       |                       |                       |
| 1.3 Secondary                          | 212                   | 234                   | 230                   |
| 1.4 ABE Centres                        | 105                   | 109                   | 215                   |
| 1.5 BALE Centres                       | 289                   | 266                   | 433                   |
| <b>2.Enrollment</b>                    |                       |                       |                       |
| 2.1 Pre-primary education              |                       |                       |                       |
| Kindergarten                           | 271,612               | 299,732               | 329,121               |
| "O" Class                              | 2,732                 | 5,357                 | 4,745                 |
| 2.2 Primary education                  |                       |                       |                       |
| 1 <sup>st</sup> Cycle(grade 1-6)       |                       |                       | 574,562               |
| 2 <sup>nd</sup> Cycle(grade 7-8)       |                       |                       | 156,342               |
| 2.3 Secondary education                |                       |                       |                       |
|  | 228,188               | 244,876               | 228,326               |
| 2.4 Students with Disability           |                       |                       |                       |
|  |                       | 37,858                | 32,424                |
| 2.5 ABE                                | 4,442                 | 5502                  | 3719                  |
| 2.6 BALE                               | 9,058                 | 8021                  | 6686                  |
| <b>3. Gross Enrollments Rate (GER)</b> |                       |                       |                       |
| 3.1 Pre-primary education              | 116%                  | 105.77%               | 144.40%               |
| 3.2 Primary education                  | 126.50%               | 109.63%               | 124.02%               |
| 1 <sup>st</sup> Cycle(grade 1-6)       | 125%                  | 111.14%               | 115.04%               |
| 2 <sup>nd</sup> Cycle(grade 7-8)       | 132%                  | 164.49%               | 115.75%               |
| Apparent Intake Rate (AIR)             | 141.80%               | 120%                  | 113.43                |

|                                      |      |        |         |
|--------------------------------------|------|--------|---------|
| 3.3 Secondary education Grade (9-12) | 116% | 122.2% | 123.34% |
|--------------------------------------|------|--------|---------|

|                                      | 2014E.C<br>(2020/21) | 2015E.C<br>(2022/23) | 2016E.C<br>(2023/24) |
|--------------------------------------|----------------------|----------------------|----------------------|
| <b>4. Net Enrollment Rate(NER)</b>   |                      |                      |                      |
| 4.1Pre-Primary Education             | 101.35%              | 98.26%               | 104.53 %             |
| 4.2 Net Intake Rate (NIR)            | 82.96%               | 90.54%               | 88.2 %               |
| 4.3 Primary Education                | 108.70%              | 95.96%               | 98.49 %              |
| 1 <sup>st</sup> Cycle(grade 1-6)     | 103.34%              | 98.09%               | 97.81 %              |
| 2 <sup>nd</sup> Cycle(grade 7-8)     | 76.31%               | 84.01%               | 76.58%               |
| 4.4 Secondary Education grade 9-12)  | 85.78%               | 85.62%               | 82.19 %              |
| <b>5. Gender Parity Index (GPI)</b>  |                      |                      |                      |
| 5.1Pre-primary Education             | 0.98                 | 1                    | 0.97                 |
| 5.2 Primary Education                | 1.1                  | 1.02                 | 1.01                 |
| 5.3 Secondary Education              | 1.09                 | 1                    | 1.01                 |
| <b>6. Teachers</b>                   |                      |                      |                      |
| 6.1Pre-Primary Education             | 13,481               | 15,062               | 14,681               |
| 6.2 Primary Education                | 28,428               | 31,367               | 31,732               |
| 1 <sup>st</sup> Cycle(grade 1-6)     |                      |                      | 21,989               |
| 2 <sup>nd</sup> Cycle(grade 7-8)     |                      |                      | 9,696                |
| 6.3 Secondary education grade 9-12   | 9,221                | 11,752               | 13,359               |
| 6.4 BALE Facilitators                | 427                  | 502                  | 499                  |
| 6.5 ABE Facilitators                 | 340                  | 664                  |                      |
| <b>7. Principal &amp; Supervisor</b> |                      |                      |                      |
| 7.1 Primary School Principal         | 1,341                | 1288                 | 1942                 |
| 7.2 Secondary School Principal       | 610                  | 395                  | 630                  |
| 7.3 Primary School Supervisor        | 264                  | 413                  | 429                  |
| 7.4 Secondary School Supervisor      | 119                  | 129                  | 108                  |

|  | 2014E.C<br>(2020/21) | 2015E.C<br>(2022/23) | 2016E.C<br>(2023/24) |
|--|----------------------|----------------------|----------------------|
| <b>8.Percentage of Female Student</b>  |                      |                      |                      |
| 8.1 Pre-Primary Education              | 48.82%               | 49.1%                | 48.97                |
| 8.2 Primary Education                  | 53.1%                | 50.98%               | 52.38%               |
| 1 <sup>st</sup> Cycle(grade (1-6)      | 52.48 %              | 52.17 %              | 51.91                |
| 2 <sup>nd</sup> Cycle(grade 7-8)       | 55.18%               | 54.54 %              | 54.08%               |
| 8.3 Secondary Education(grade 9-12)    | 54.78                | 55.6                 | 55..39 %             |
| 8.5 BALE                               | 79.65%               | 81.75%               | 83.48%               |
| 8.6 ABE                                | 80.19%               | 78.24%               | 77.44%               |
| <b>9.Percentage of female Teachers</b> |                      |                      |                      |
| 9.1 Pre-primary Education              | 90.16%               | 91.44%               | 94%                  |
| 9.2 Primary Education                  | 51.46%               | 51.10%               | 51.44%               |
| 1 <sup>st</sup> Cycle(grade (1-6)      |                      |                      | 58.71%               |
| 2 <sup>nd</sup> Cycle(grade 7-8)       |                      |                      | 35.29%               |
| 9.3 Secondary Education(grade 9-12)    | 19.41%               | 21.22%               | 22.07 %              |
| 9.5 BALE Facilitators                  | 71.76%               | 51.51%               | 60.32%               |
| 9.6.ABE Facilitators                   | 64.12%               | 85.10%               | 53.58%               |
| <b>10. Pupil Section Ratio(PSR)</b>    |                      |                      |                      |
| 10.1 Pre-Primary Education             | 1:35                 | 1:38                 | 1:44                 |
| 10.2 Primary Education                 | 1:37                 | 1:47                 | 1:46                 |
| 1 <sup>st</sup> Cycle(grade 1-6)       |                      |                      | 1:46                 |
| 2 <sup>nd</sup> Cycle(grade7-8)        |                      |                      | 1:45                 |
| 10.3 Secondary Education               | 1:45                 | 1:53                 | 1:43                 |

| Indicators  | 2014 E.C (2021/22)           | 2014 E.C (2022/23)           | 2015E.C (2023/24)            |
|---|------------------------------|------------------------------|------------------------------|
| <b>11.Pupil Teacher Ratio(PTR)</b>                            |                              |                              |                              |
| 11.1 Pre-Primary Education                                    | 1:18                         | 1:21                         | 1:21                         |
| 11.2 Primary Education  | 1:21                         | 1:22                         | 1:20                         |
| 1st Cycle(grade 1-6)  |                              |                              | 1:23                         |
| 2nd Cycle(grade 7-8)  |                              |                              | 1:14                         |
| 11.3 Secondary Education (grade 9-12)                         | 1:21                         | 1:21                         | 1:15                         |
| <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> |
| 12.1 Ratio of Water Tap Per Student                           | 1:30                         | 1:24                         | 1:23                         |
| 12.2 Ratio of Water Tap Per Teachers and admin. Staff         | 1:19                         | 1:18                         | 1:10                         |
| 12.3 Ratio of latrine per pupil                               | 1:42                         | 1:45                         | 1:23                         |
| 12.4 Ratio of latrine per pupil Boys                          | 1:37                         | 1:41                         | 1:44                         |
| 12.5 Ratio of latrine per pupil Girls                         | 1:47                         | 1:48                         | 1:44                         |
| <b>13. Dropout Rate</b>                                       |                              |                              |                              |
| 13.1 Dropout Rate 1st Cycle(grade 1-6)                        | 0.86                         | 0.72                         | 0.33                         |
| 13.2 Dropout Rate 2nd Cycle(grade 7-8)                        | 0.65                         | 0.43                         | 0.34                         |
| 13.3 Secondary Education Drop out Rate(Grade 9)               | 1.69                         | 0.92                         | 0.84                         |
| 13.4 Preparatory(Grade 11)                                    | 1.15                         | 1.09                         | 1.19                         |
| 13.5 Secondary Education Drop out Rate(Grade 9-11)            | 1.39                         | 0.88                         | 0.83                         |
| <b>14.Repetition Rate</b>                                     |                              |                              |                              |
| 1 Repetition t Rate Primary Education                         | 1.22                         | 1.01                         | 4.56                         |
| 14.1 Repetition Rate(grade 1-6)                               | 0.73                         | 0.97                         | 0.44                         |
| 14.1 Repetition Rate(grade 7-8)                               | 3.43                         | 0.61                         | 13.99                        |
| 14.1 Repetition Rate(grade 9)                                 | 9.93                         | 8.02                         | 2.9                          |
| 14.1 Repetition Rate(grade 11)                                |                              | 4.87                         | 3                            |
| 14.1 Repetition Rate(grade 9-11)                              | 7.87                         | 3.3                          | 2.58                         |
| <b>15.Completion and Survival Rate</b>                        |                              |                              |                              |
| 15.1 Completion RateGrade 6                                   | 87.21                        | 84.39                        | 100.1                        |
| 15.2 Completion RateGrade 8                                   | 54.48                        | 55.15                        | 95.22                        |
| 15.3 Survival Rate to Grade 5                                 | 98.5                         | 86.23                        | 88.07                        |
| <b>16.Examination Results</b>                                 |                              |                              |                              |
| 16.1 Primary School Leaving Certificate Examination (Grade 6) |                              | 80.2                         | 94.27                        |
| 16.1 Primary School Leaving Certificate Examination (Grade 8) | 85.64                        | 70.6                         | 78.72                        |
| 16.3 Promotion Rate Grade 12 Students to Higher Education     | 19.78                        | 16.16                        | 21.35                        |

## 2. Summarized Data

### 2.1 “O” Class Enrollment and Schools

Table 1:-"O" Class Enrollment 2016 E.C

| Years   | "O" Class Enrollment |       |       | Number of "O" classes |
|---------|----------------------|-------|-------|-----------------------|
|         | Boys                 | Girls | Total |                       |
| 2014E.C | 2242                 | 2303  | 4545  | 43                    |
| 2015E.C | 2625                 | 2732  | 5357  | 75                    |
| 2016E.C | 2321                 | 2424  | 4745  | 60                    |

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 in 2015 E.C and low in 2014 E.C. On the other hand, for the last three consecutive years, the girls’ enrollment was higher than that of boys. Moreover, the enrollment of “O” class students has declined in 2016 E.C

### 2.2 School Age Population in 2016 E.C

#### 2.3 Table 2 School Population in 2016 E.C

| Age          | Male           | Female         | Total            |
|--------------|----------------|----------------|------------------|
| 4-6          | 161,764        | 155,631        | 317,395          |
| 7            | 33,472         | 32,580         | 66,052           |
| 7-12         | 243,277        | 244,765        | 488,042          |
| 13-14        | 45,073         | 49,453         | 94,526           |
| 7-14         | 288,350        | 294,218        | 582,568          |
| 15-18        | 77,858         | 93,373         | 171,231          |
| <b>Total</b> | <b>527,972</b> | <b>543,222</b> | <b>1,071,194</b> |

The above table shows the school age population. As shown in the table, the number of 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 school population size, students in the age group of 7-14 is the greatest number than others.

### 2.3. Number of Schools and their Types

Table 3 Number of Schools in 2016 E.C

| Year    | Pre-Primary |      |          |       | Primary |      |          |       | Secondary |      |          |       |
|---------|-------------|------|----------|-------|---------|------|----------|-------|-----------|------|----------|-------|
|         | Gov.        | Pub. | Non. Gov | Total | Gov.    | Pub. | Non. Gov | Total | Gov.      | Pub. | Non. Gov | Total |
| 2014E.C | 223         | 2    | 855      | 1,080 | 257     | 2    | 523      | 782   | 80        | 1    | 131      | 212   |
| 2015E.C | 227         | 2    | 865      | 1,094 | 255     | 2    | 536      | 793   | 80        | 1    | 153      | 234   |
| 2016E.C | 223         | 2    | 906      | 1,131 | 255     | 2    | 537      | 794   | 78        | 1    | 151      | 230   |

As shown in Table 3, schools with the ownership of government, public and private exist in the city level. The number of government pre-primary level schools has shown a slight progress in the academic year 2014 E.C to 2015 E.C; however the number of government primary schools has been declined. Moreover, the number of public pre-primary, primary and secondary schools were constant in 2015 E.C and 2016 E.C academic years. Additionally, the number of non-government (private) schools in pre-primary and primary schools has shown an increment in 2014 E.C and 2015 E.C academic years. In general, from 2014 E.C to 2016 E.C the number of government pre-primary, primary and secondary schools has fluctuated throughout the three years.

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

Table 4. Total Enrollment in each level from 2014E.C to 2016 E.C

| Grade Level  | 2014E.C        |                |                  | 2015 E.C       |                |                  | 2016 E.C       |                |                  |
|--------------|----------------|----------------|------------------|----------------|----------------|------------------|----------------|----------------|------------------|
|              | M              | F              | T                | M              | F              | T                | M              | F              | T                |
| Pre-Primary  | 139,019        | 132,593        | 271,612          | 156618         | 147925         | 299,732          | 167,924        | 161,197        | 329,121          |
| Primary      | 299,234        | 338,883        | 638,207          | 315330         | 351534         | 666864           | 348,056        | 382,848        | 730,904          |
| Secondary    | 103,183        | 125,005        | 228,188          | 108340         | 136538         | 244878           | 101853         | 126473         | 228326           |
| ABE          | 880            | 3,562          | 4,442            | 1197           | 4305           | 5502             | 624            | 2,880          | 3,504            |
| BALE         | 1,843          | 7,215          | 9,058            | 1464           | 6557           | 8021             | 2282           | 7820           | 10102            |
| <b>Total</b> | <b>544,159</b> | <b>607,258</b> | <b>1,151,507</b> | <b>582,949</b> | <b>646,859</b> | <b>1,229,808</b> | <b>620,739</b> | <b>681,218</b> | <b>1,301,957</b> |

**Table 4 shows** the enrollment of students in all level from pre-primary to secondary, ABE and BALE for the last three sequential years. As shown on the table, the total enrollment of students was increased for three consecutive academic years.

#### 2.5. Enrollment of Students in 2016 E.C across Sub-City

Table 5 Enrollment of Students across Sub-City 2016 E.C

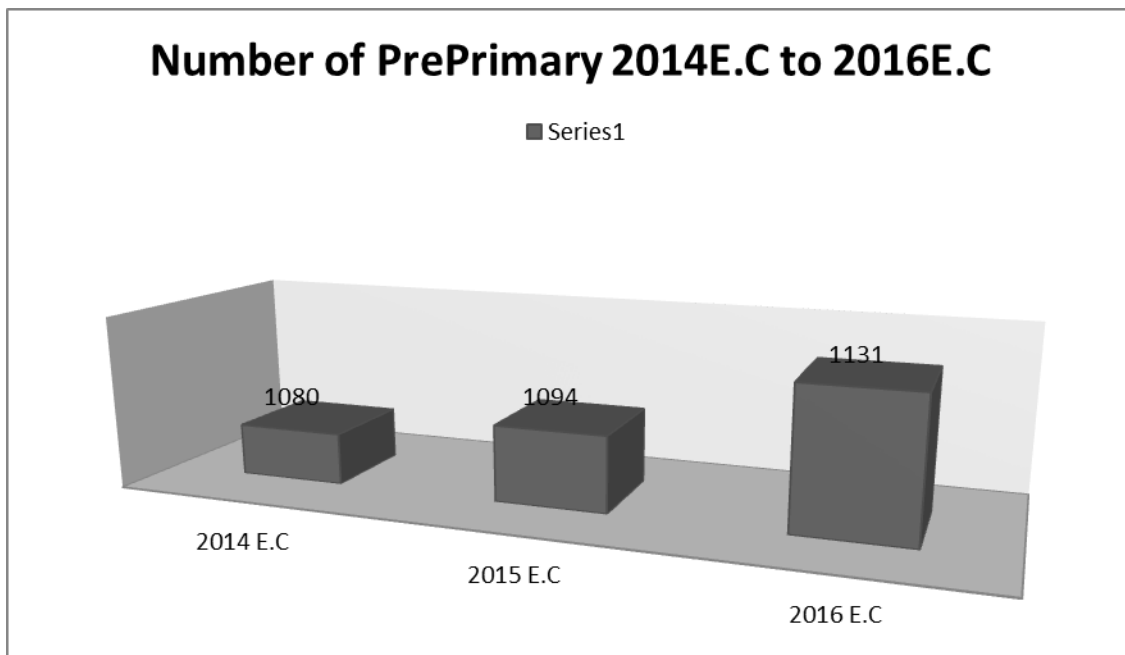
| Sub-City | Pre-Primary | Primary | Secondary | Total |
|----------|-------------|---------|-----------|-------|
|----------|-------------|---------|-----------|-------|

The above table 5 shows the enrollment of Pre-primary, primary and Secondary schools students in all sub cities. From all sub-cities the least enrollment in all level was 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

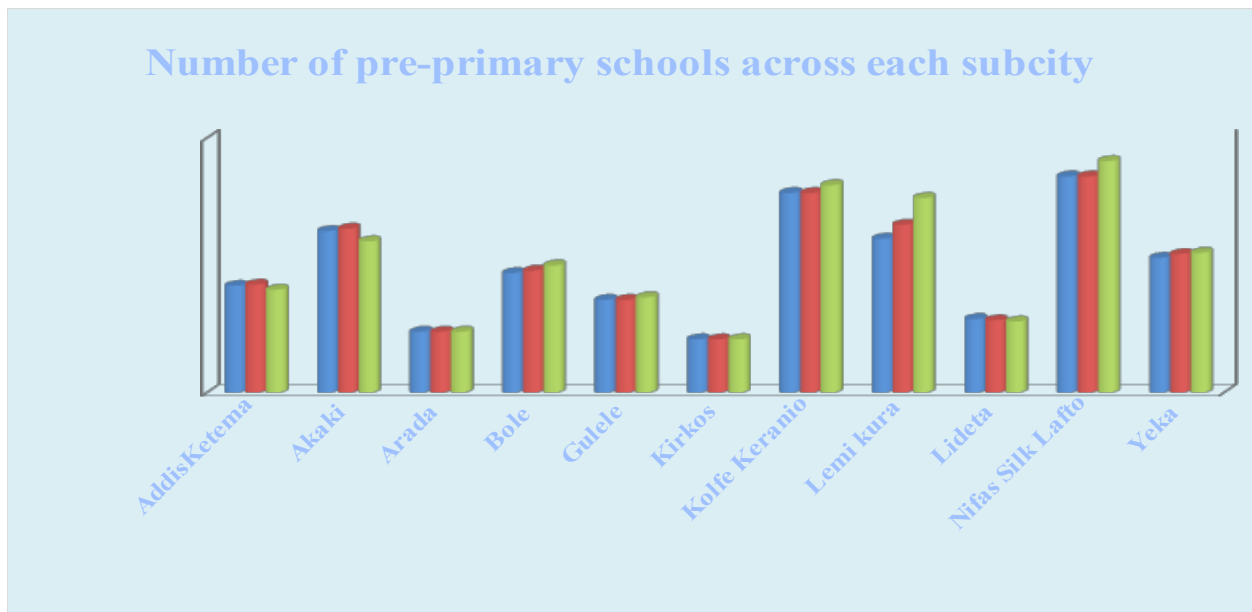
##### 3.1.1 Number of Pre-Primary Schools



### ***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 under go through pre-primary program have better performance than to those who haven't attended it. This program is operates either in opening or expanding pre-primary schools that are attached to primary schools. As Chart 1 indicates the number of pre-primary schools increasing from 2014 E.C to 2016E.C

#### ***3.1.2 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 except Arada and Kirkos sub-cities. In addition, the chart depicts that Nifas Silk Lafto, Kolfe Keranio, Lemikura, Akaki Kaliti, and Yeka sub cities have the largest number of pre-primary

schools in 2016 E.C and, Kirkos, Arada, and Lideta sub cities had the smallest number of Pre-primary schools in 2016 E.C. In the year 2016 E.C number of pre-primary schools in Bole, Lemi Kura, kolfe keranio, Nifas silk lafto and Yeka sub-cities have shown an increment but the number of pre-primary schools in Addis ketema, Akaki and Lideta sub-cities were decreased in this academic year.

### 3.1.3 Number of Primary Schools

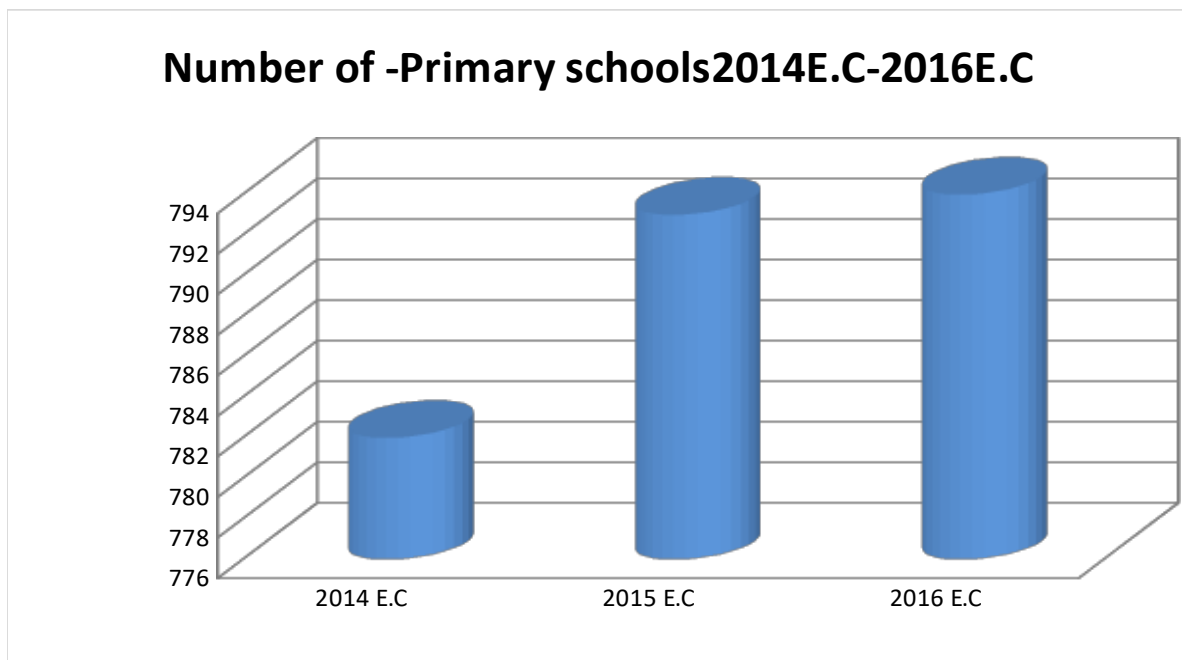


Chart 3. Number of Primary School

As Shown in Chart 3 the number of primary schools shows progress from 2014 E.C to 2016 E.C.

### 3.1.4 Number of Primary Schools across Sub –City

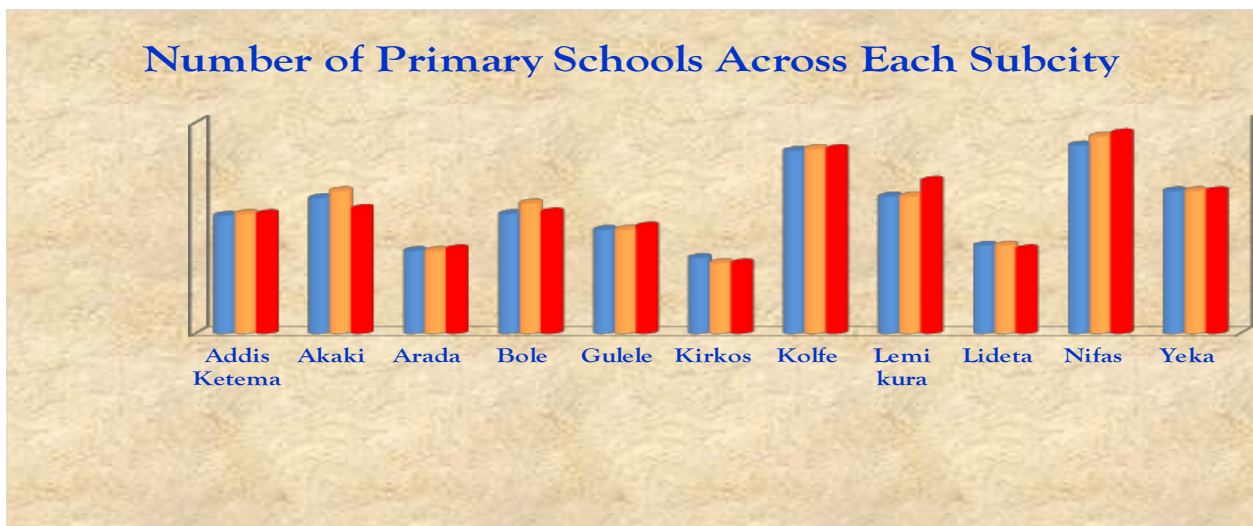


Chart 4 Number of Primary Schools across Sub -City

As Shown on the chart, there is an increment in the number of Primary Schools in Arada, Gulele, Lemi Kura and Nifas silk lafto Sub cities. However, as the chart shows in Akaki kaliti, Bole and Lideta Sub- Cities. decreasing

### 3.1.5 Number of Secondary School

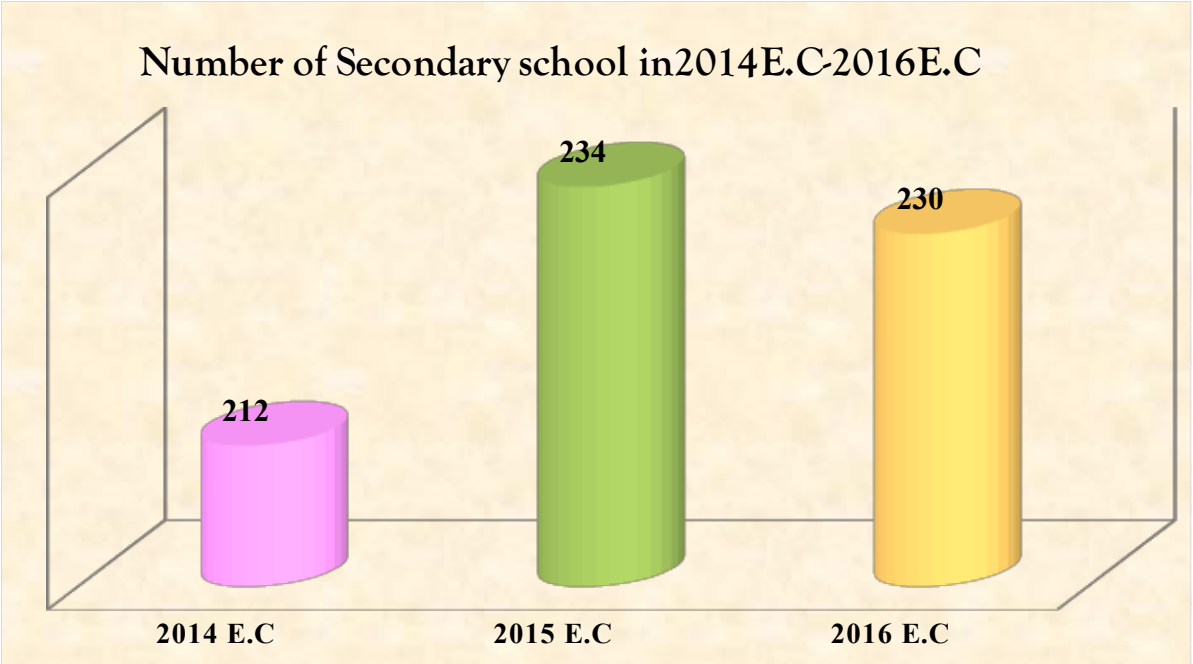
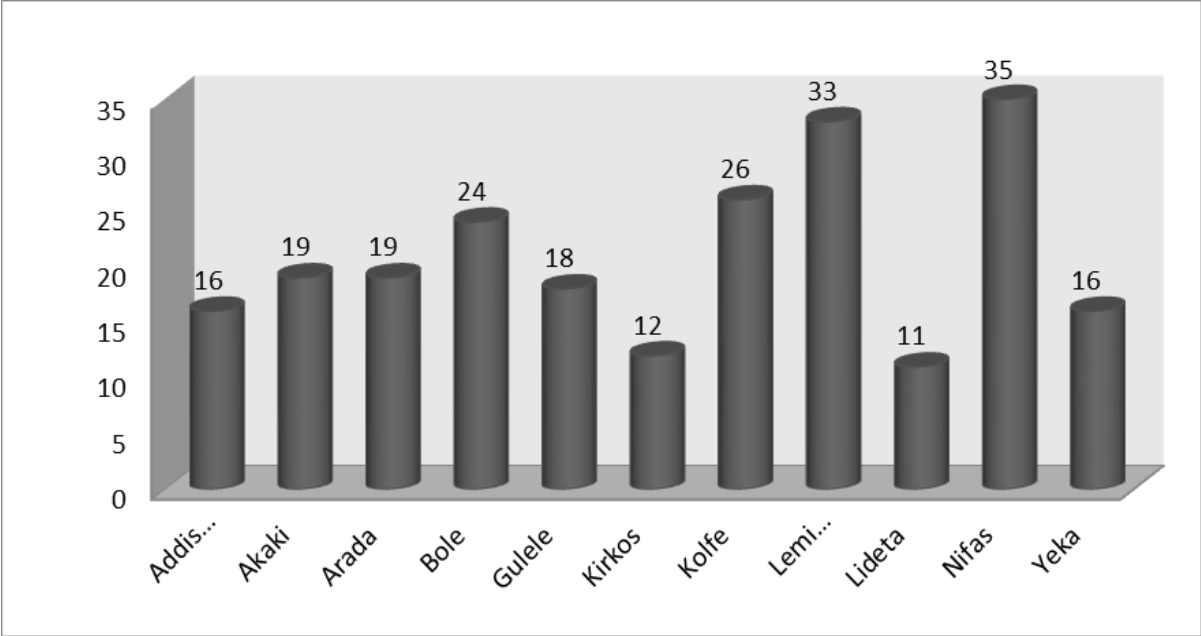


Chart 5. Number of Secondary Schools

As shown on the chart, the number of secondary schools increases in the previous two years from 212 to 234, 2014 and 2015 E. C however there is a slight decline of secondary schools from 234 to 230 in 2016 E. C

3.1.6. Number of Secondary Schools across Sub City in 2016 E.C



Char 6. Number of Secondary Schools across Sub-City

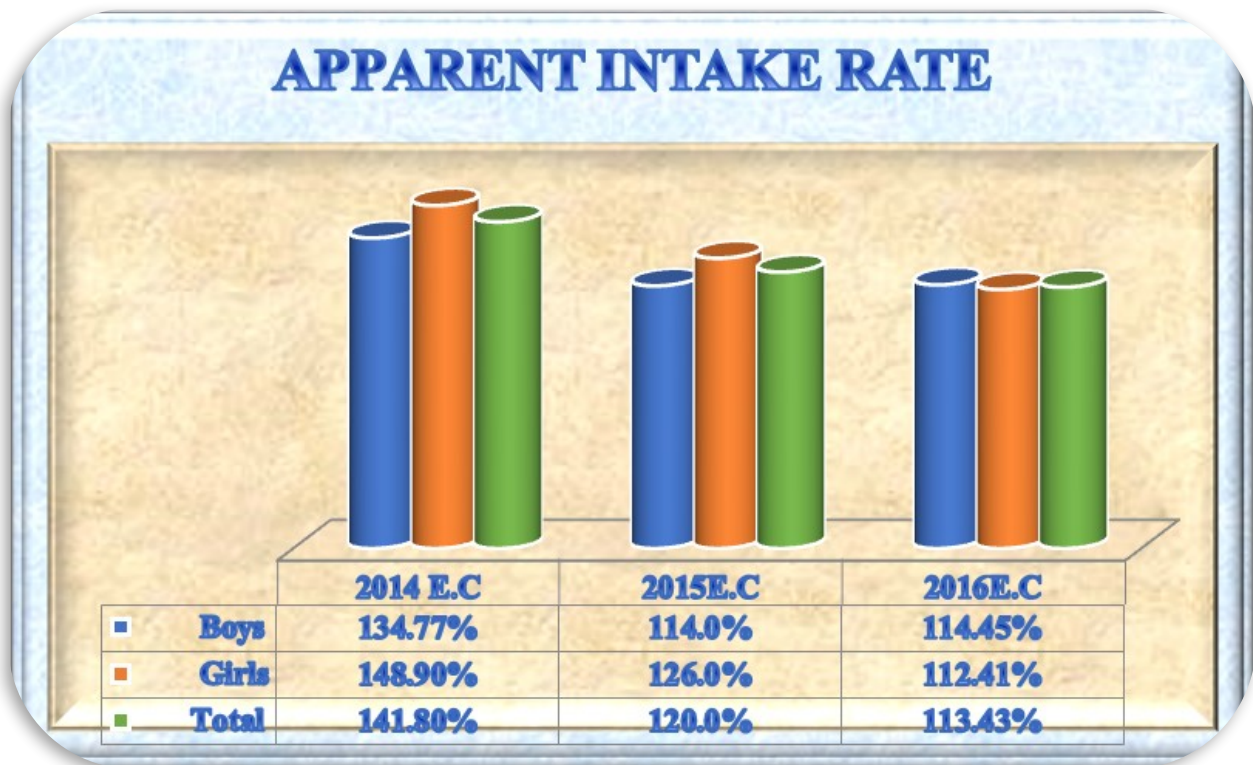
As shown on the chart the distribution of secondary schools across sub cities is not proportional. Nifas silk, Lemi Kura, Kolfe, and Bole-Sub cities have relatively higher number of secondary schools, than Kirkos and Lideta Sub-Cities.

### 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 2016 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 2014 E.C and 2015 E., while least % was recorded in 2016 E.C. Besides, the percentage of the AIR for girls in 2015 E.C was higher than that of boys. However, the percentage of the AIR for girls in 2016 E.C was lower 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.

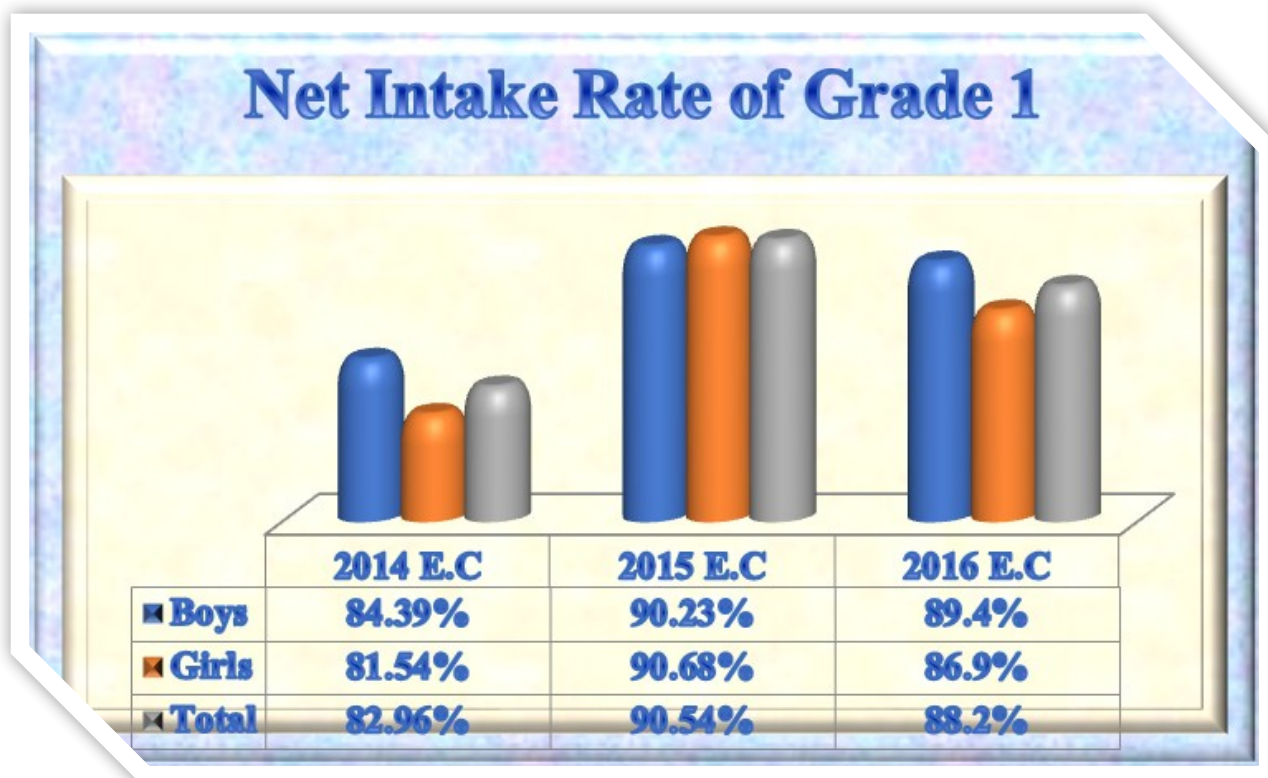


Chart 8 . Net Intake Rate

Chart 8 depicts declining NIR in 2016 E.C when compared to the NIR of 2015 E.C. However, the 2015 E.C NIR increases a little. Regarding sex, as shows in the past three years 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 groups.

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

| Category   | Adjusted Net Enrollment Rate |         |         |          |         |         |          |         |         |
|--|------------------------------|---------|---------|----------|---------|---------|----------|---------|---------|
|  | 2014 E.C                     |         |         | 2015 E.C |         |         | 2016 E.C |         |         |
|  | M                            | F       | T       | M        | F       | T       | M        | F       | T       |
| <b>7- 14 /Age population</b>                       | 248,402                      | 255,156 | 503,558 | 294,571  | 320,874 | 615,445 | 270,635  | 277,048 | 547,683 |
| <b>Primary enrollment in age range 7-14</b>        | 265,304                      | 282,225 | 547,529 | 298,578  | 326,969 | 625,547 | 312,224  | 320,389 | 632,613 |
| <b>Adjusted primary school net Enrollment rate</b> | 109.27%                      | 113.53% | 114.43% | 101.36%  | 101.90% | 101.64% | 115.37%  | 115.64% | 115.51% |

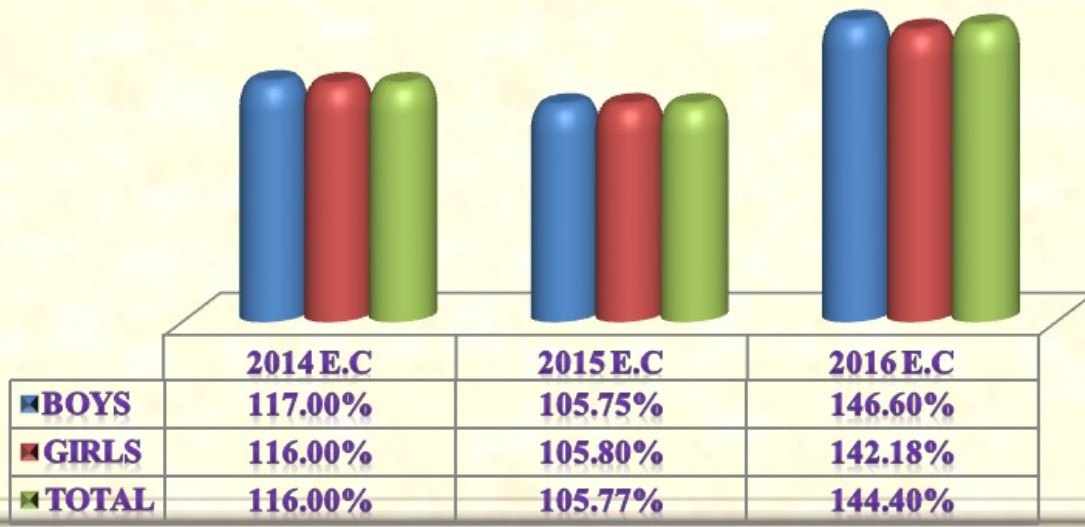
As Table 6 shows Adjusted Net Enrollment Rate has exceeded 100% from 2014 E.C to 2016 E.C. This indicates the number of primary school-age population group enrolled either in primary or secondary education.

### 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 2016 E.C is presented as follows.

### 3.2.5 GER in Pre-Primary Schools Education

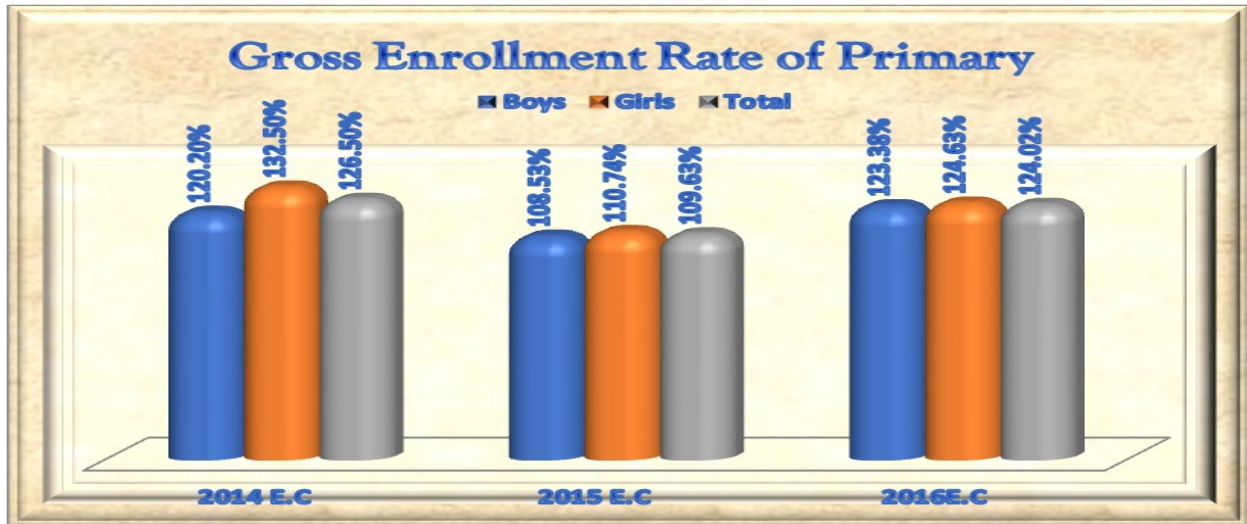
## Gross Enrollment Rate of Pre-Primary



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

As Chart 9 shows, in 2014 E.C and 2016 E.C academic years, the girls' enrollment is lower than that of boys. Nevertheless, in 2015 E.C academic year the girls' and boys' enrollment is almost equal. This enrollment rate does not have uniform progress. As result, the GER of 2016 E.C has gone from 116% to 144.40 %.

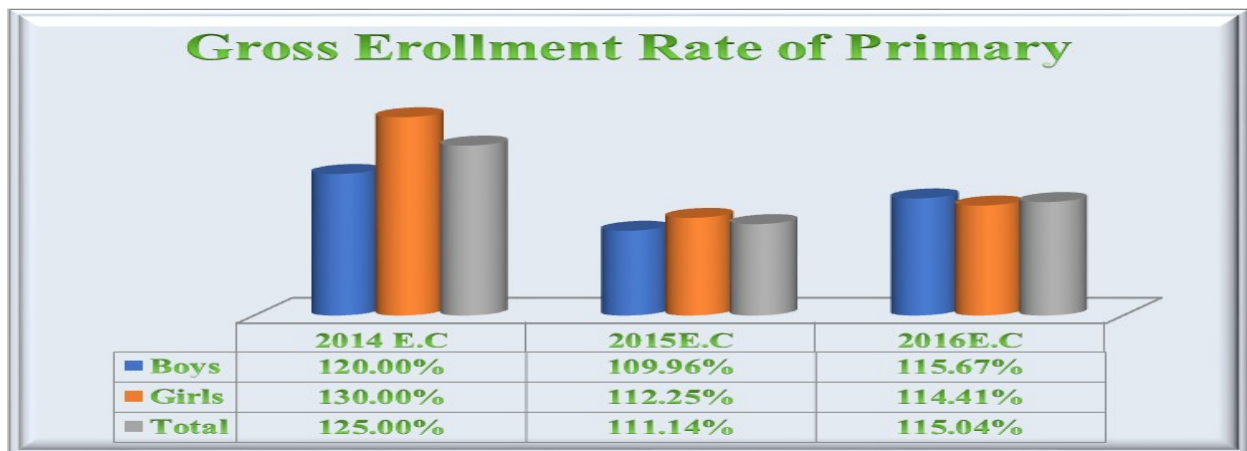
### 3.2.6 GER in Primary Schools Education



**Chart 10 Gross Enrollment in Primary Education**

The chart indicates that of the last 3 academic in 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.

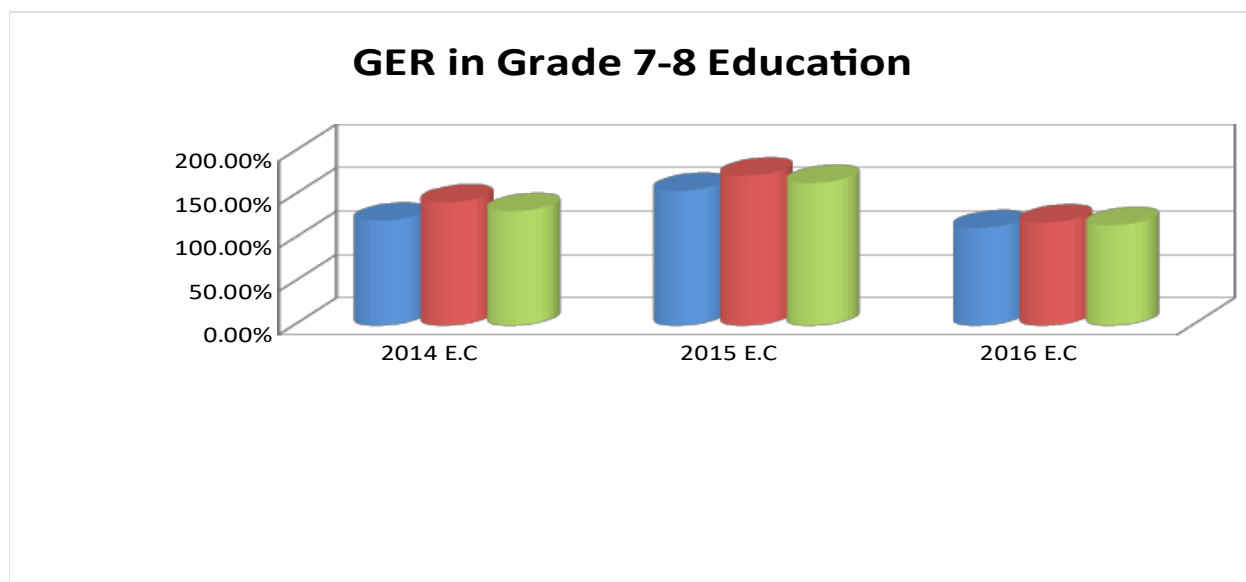
### 3.2.7 GER in Primary (Grade 1-6) Education



**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 boys, in 2016 E.C academic year outwit the girls.

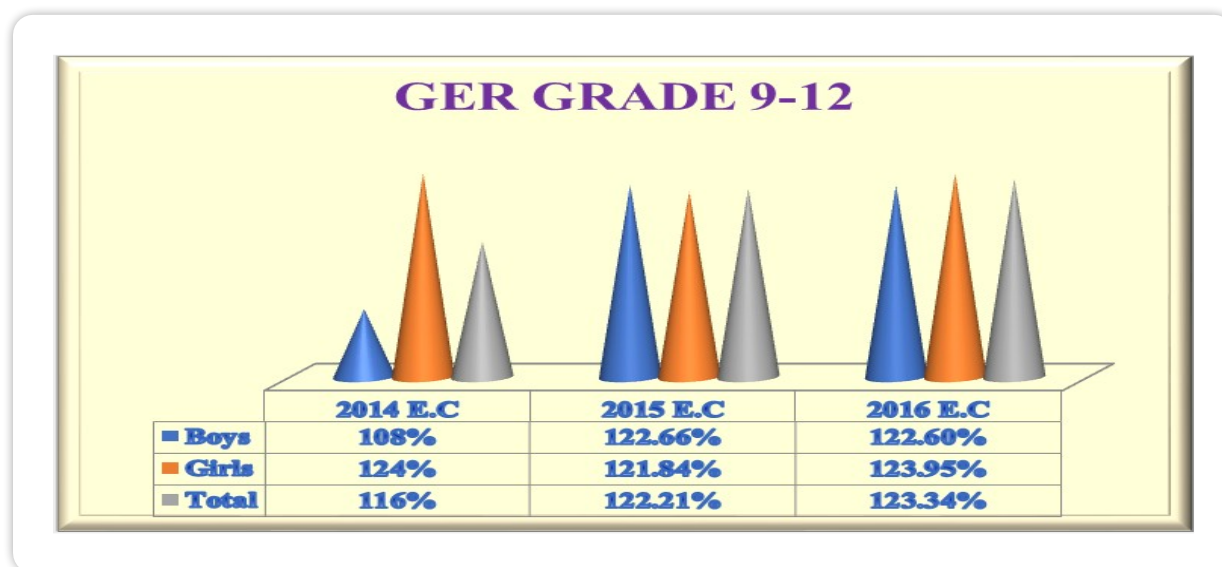
### 3.2.8 GER in Primary (Grade 7-8) Education



**Chart 12.** Gross Enrollment Rate in medium (Grade 7-8) Education

The GER for the Juniou primary, in all academic years, exceeds 100%. As shown in the chart for the last three academic years, the GER of girls is greater than that of the boys.

### 3.2.9 GER in in Secondary Schools



**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 2016 E.C it reaches 123.34%.

### 3.2.10 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 each level in the year 2016 E.C is presented below.

### 3.2.11 NER in Pre-Primary Schools

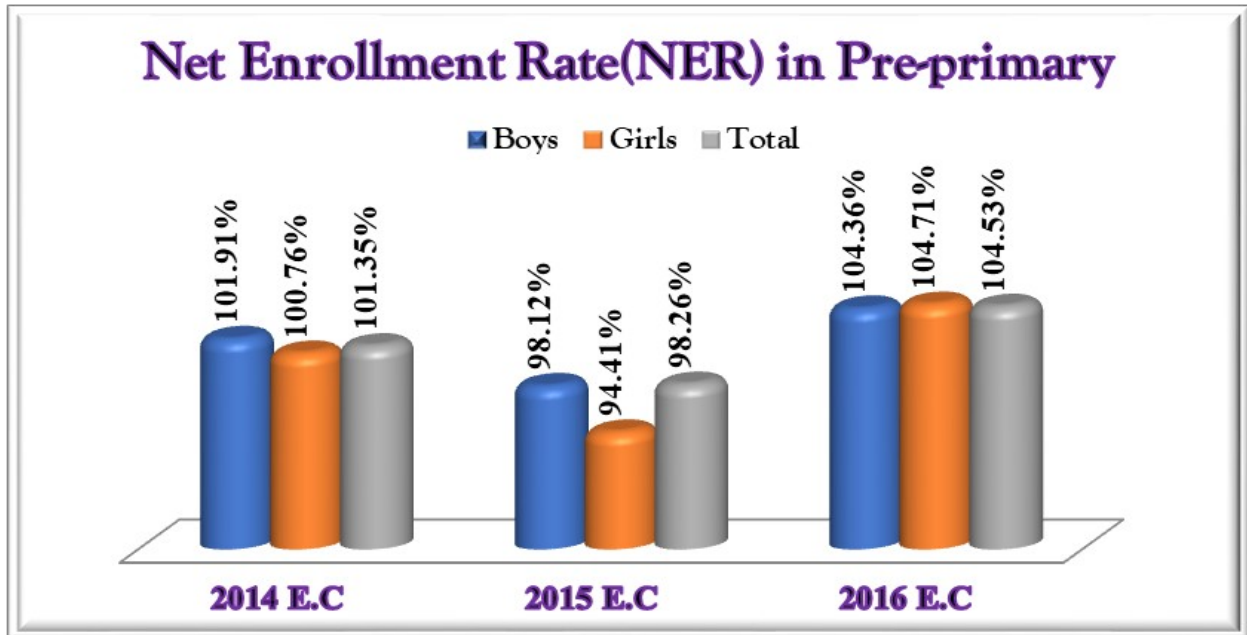
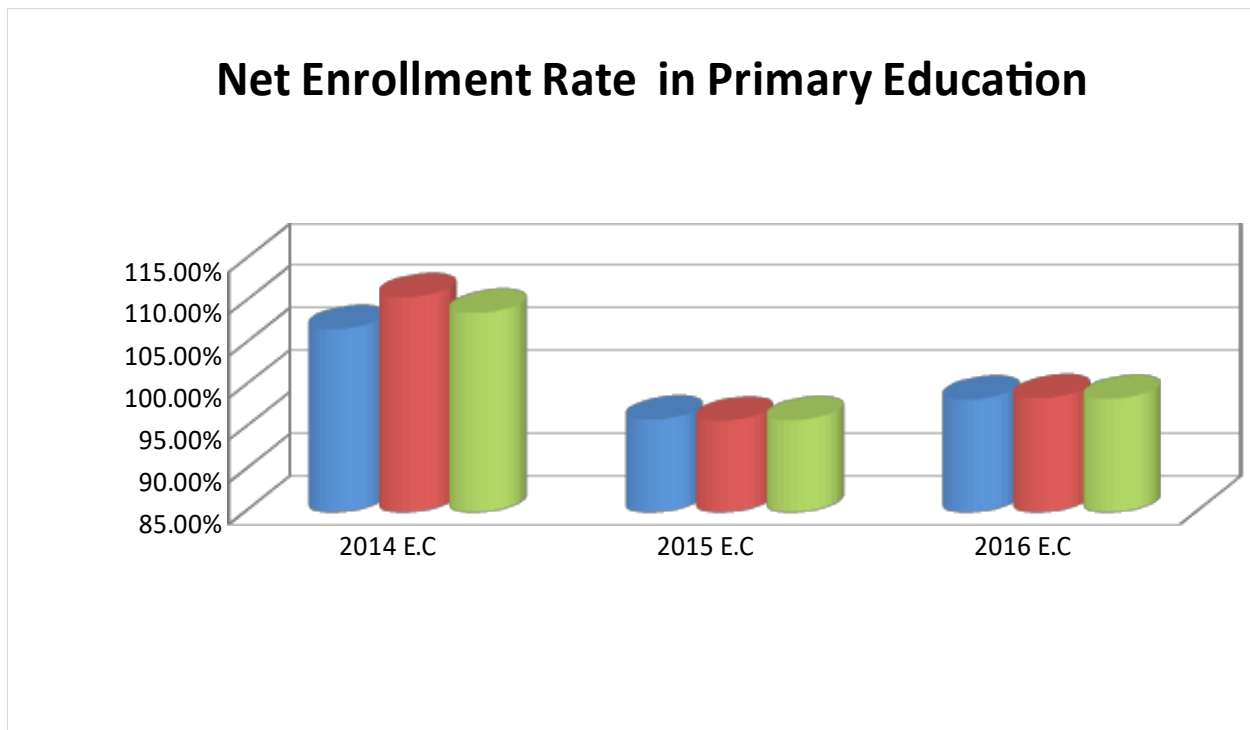


Chart 14 . Net Enrollment Rate of Pre-Primary Education

As shown on the chart above the NER of pre-primary schools reached 104.53%. This implies that both boys and girls in preprimary education are not enrolled in appropriate school age .When we see the NER across gender the NER of boys and girls is nearly equal.

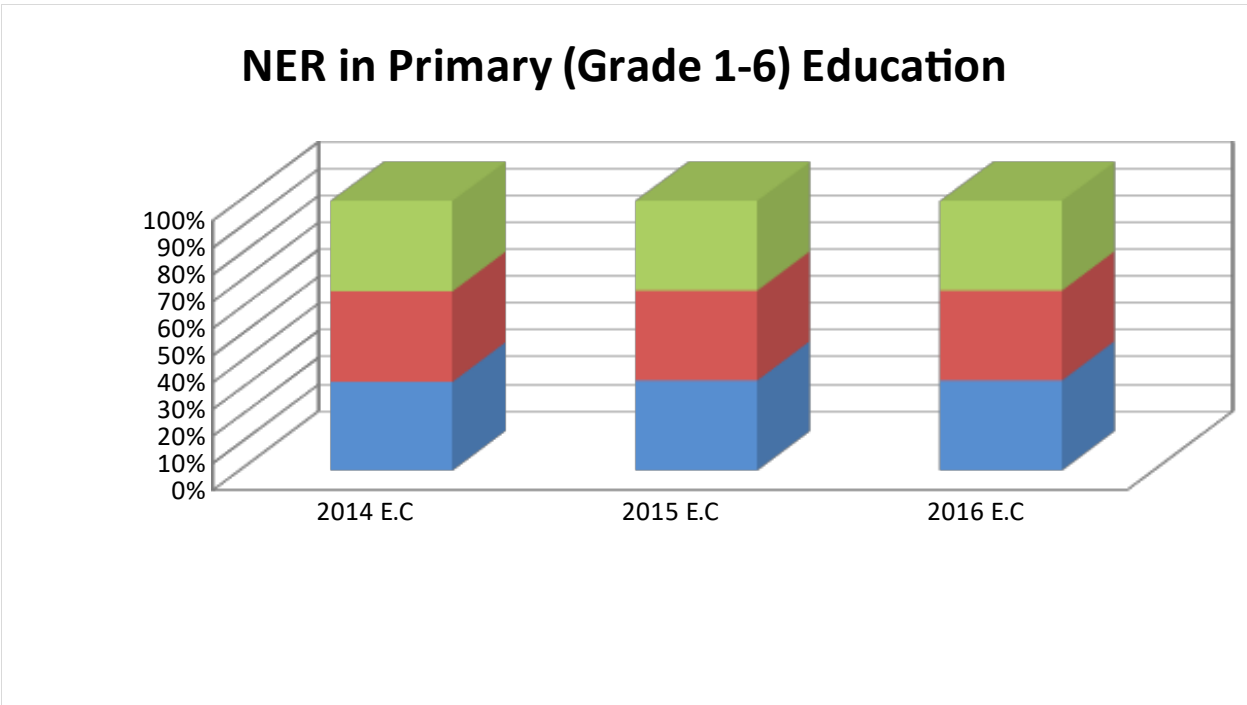
### 3.2.12 Net Enrollment Rate (NER) in Primary Education



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

As shown on the chart NER of primary schools for the last three years shows significant change and reached 108.70% in 2014E.C but it decreases 98.49 in 2016E.C. This indicates that both boys and girls in primary education are enrolled in appropriate school age. When we see the NER across gender the NER of boys and girls is nearly the same

### 3.2.13 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 changing years after years 97.90%. When we see the NER across gender the NER of boys and girls is nearly the same.

### 3.2.14 Net enrollment rate (NER) in junior primary (Grade 7-8) Education

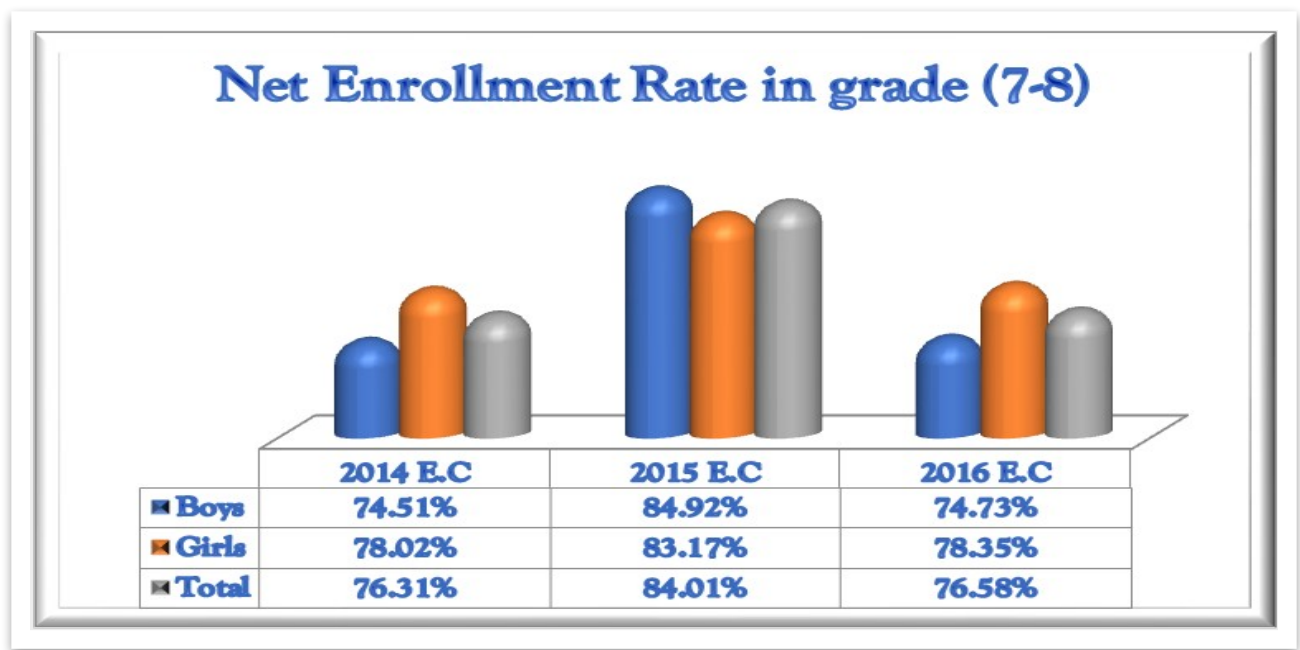


Chart 17 Net Enrollment Rate in junior primary Education

As shown in the chart 17 above the NER of junior primary education shows a decline from 84.01% in 2015 E.C to 76.58% in the year 2016 E.C.

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

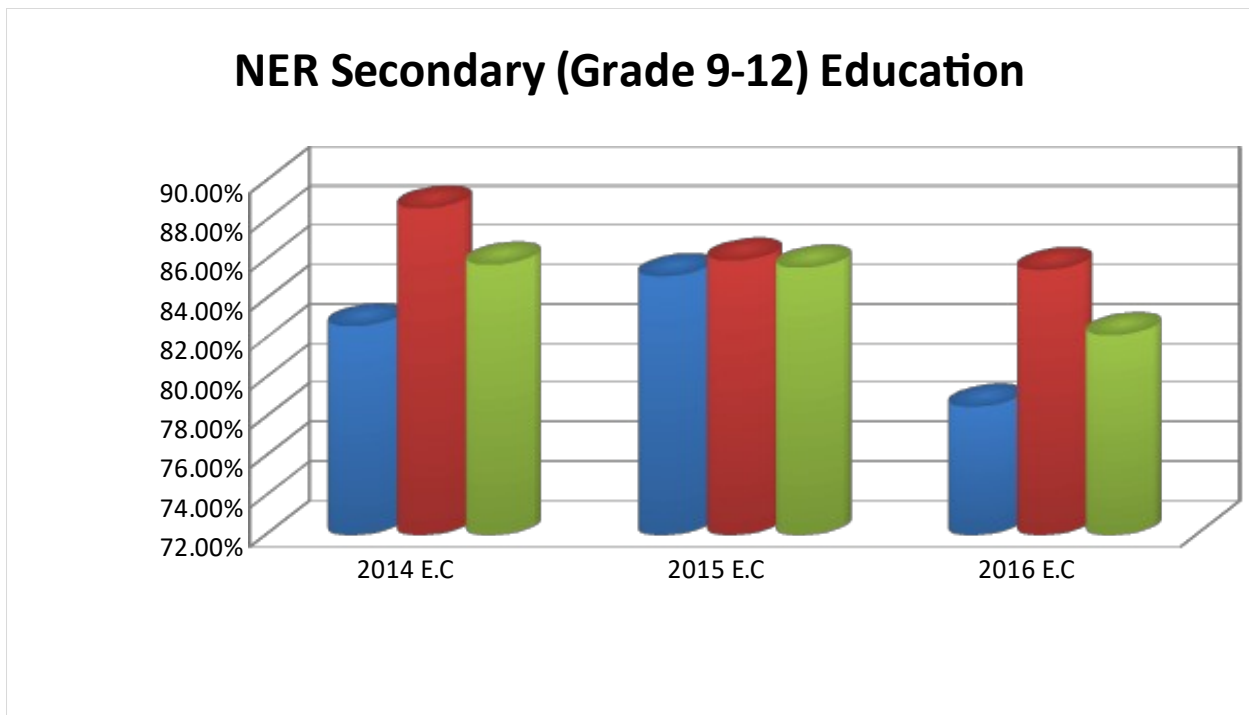


Chart 18 Net Enrollment Rate in Secondary Education

As shown on the chart 18 above the NER of Secondary Education slightly declines from 85.78 % in 2014 E.C to 82.19% in 2016 E. When we see the NER across gender for the last three years, the NER of girls is greater than that of boys.

#### 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 2016 E.C is presented below.

### 3.2.16 PTR in Pre-Primary Schools

Pupils' Teacher' Ratio in Pre-Primary Education

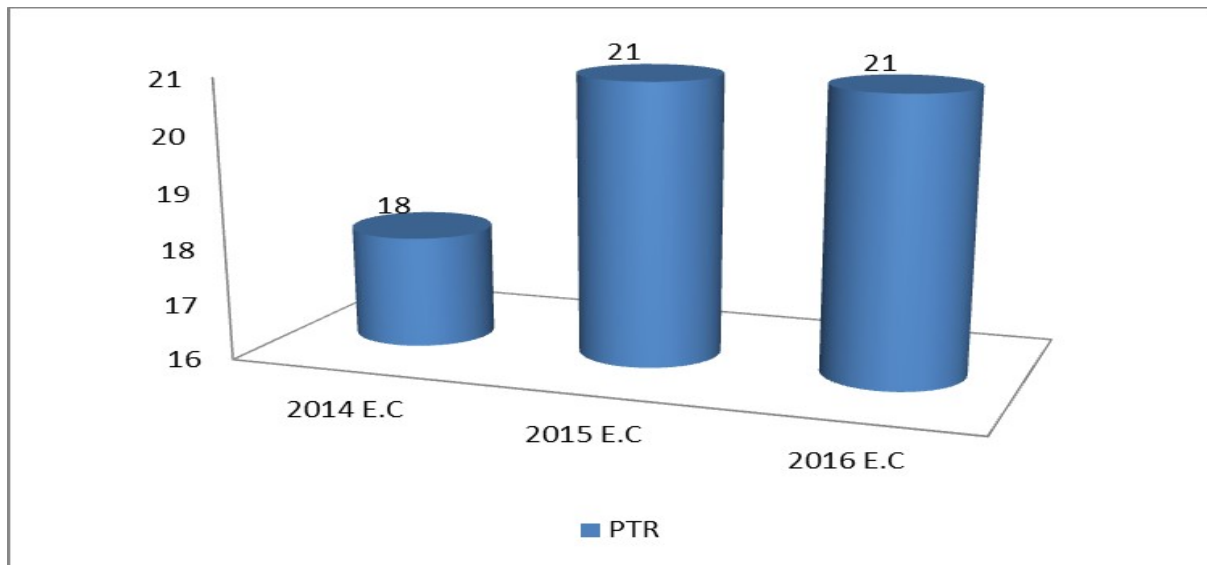
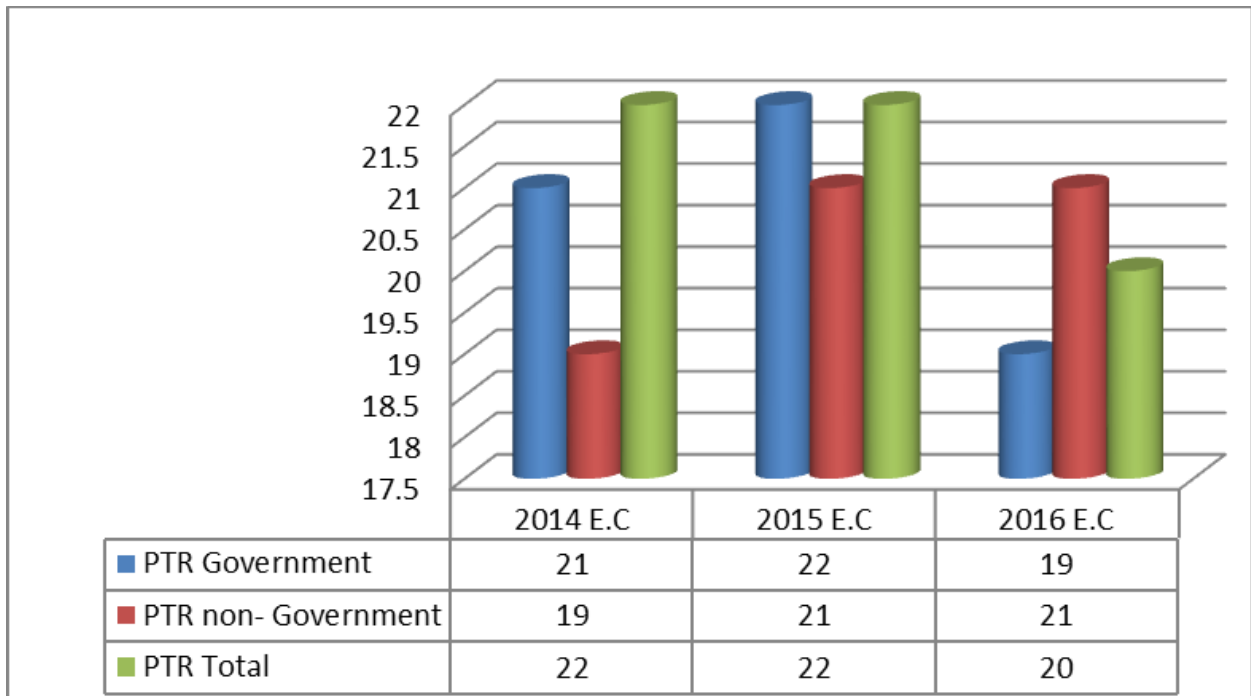


Chart 19 . Pupils' Teachers Ration in Pre-Primary Education

As shown on the chart PTR in pre-primary education is 1:18 for the year 2014 E.C and 1:21 for the years 2015 E.C and 2016 E.C which shows increasing trend

### 3.2.17 PTR in Primary Schools



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

PTR in primary schools as shown on chart 20 is 1:19 in government and 1:21 in non-government schools. This shows that the PTR in government primary schools is slightly better than non-government schools. The overall PTR in primary schools in 2016 E.C is 1:20

### 3.2.6 Pupils Teachers Ratio in Secondary 9-12

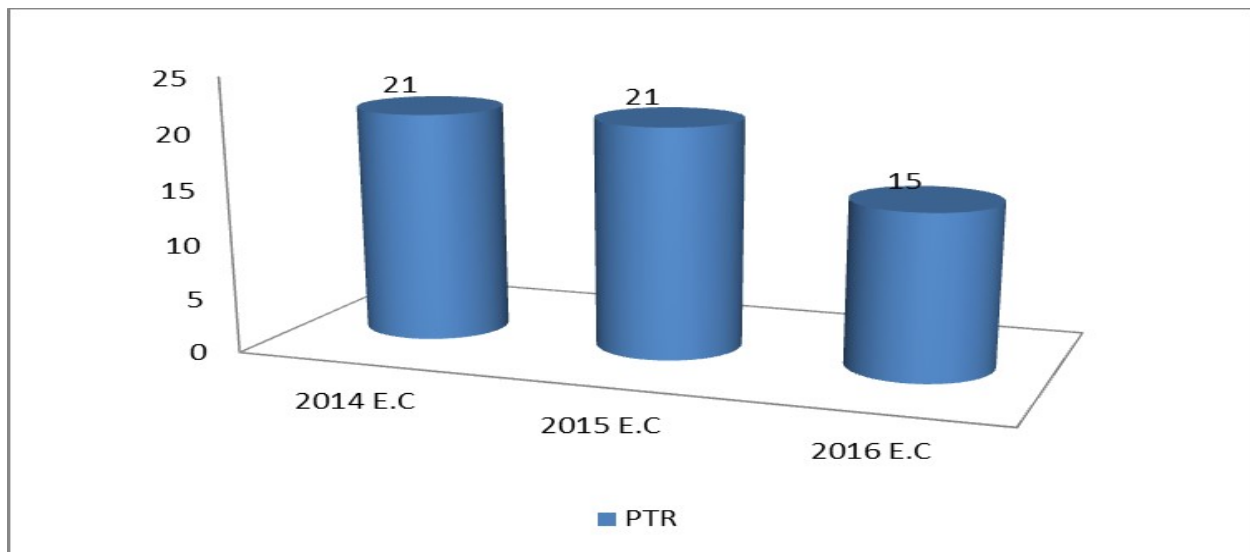


Chart 21. Pupils' Teachers Ratio in Secondary Education

As shown on the chart 21 PTR in secondary education is 1:21 for the year 2014 E.C and 2015 E.C, and 1:15 for the year 2016 E.C. This shows that the PTR is improved from 1:21 to 1:15 in 2016 E.C.

#### 3.2.13.1 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 2016 E.C in each level is presented as follows.

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

| <b>Pupils' Section Ratio in Pre-Primary Education</b> |          |          |          |
|---|----------|----------|----------|
| Ownership   | 2014 E.C | 2015 E.C | 2016 E.C |
| Government  | 1:55     | 1:53     | 1:61     |
| Non-Government  | 1:29     | 1:32     | 1:37     |
| average   | 1:35     | 1:38     | 1:44     |

As it was presented in table 7 above, PSR average in pre-primary schools is 1:44 in 2016 E.C. When comparing government and non-government schools, PSR is higher in government school and 1:61 and 1:37 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   | 2014 E.C | 2015 E.C | 2016 E.C |
| Government  | 1:37     | 1:52     | 1:53     |
| Non-Government                                    | 1:42     | 1:39     | 1:40     |
| average   | 1:37     | 1:47     | 1:46     |

As the Table 8 indicates The average PSR of Primary schools is 1:46 in 2016 E.C. When comparing government and non-government schools, PSR is higher in government school, which is 1:53 and 1:40 for non-government schools.

### 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   | 2014 E.C | 2015 E.C | 2016 E.C |
| Government  | 1:50     | 1:57     | 1:47     |
| Non-Government                                      | 1:36     | 1:41     | 1:38     |
| average   | 1:45     | 1:53     | 1:43     |

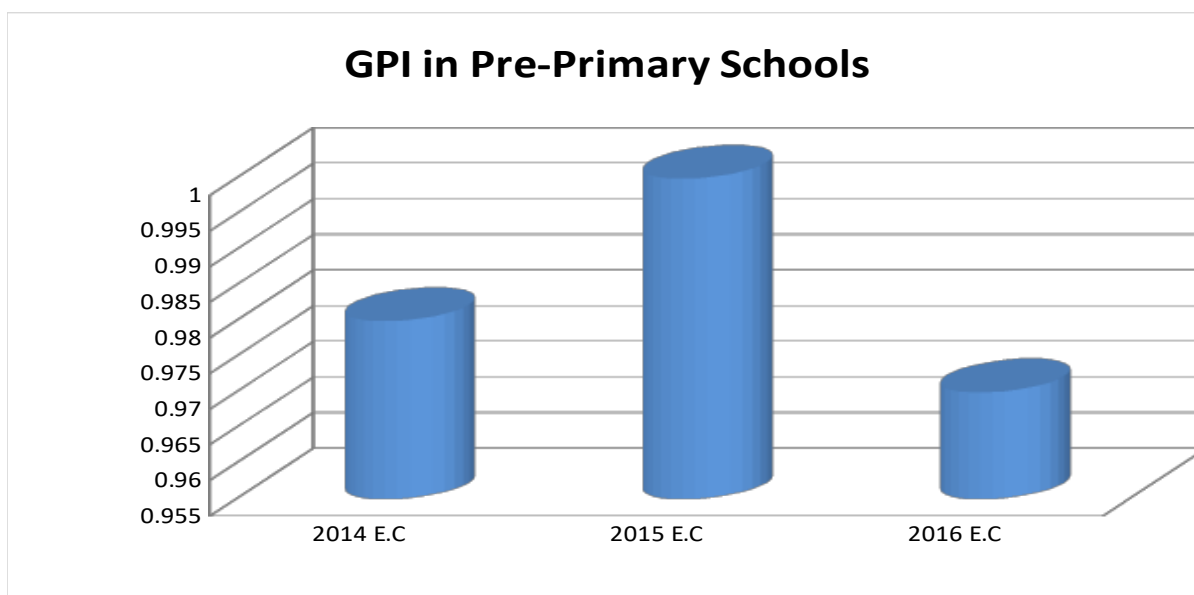
Table 9 depicts that, PSR in Non-Government schools is 1:38 and in Government schools it is 1:47. The average PSR is 1:43. Additionally, the average PSR has shown improvement in the academic year of 2016 E.C when compared to the average PSR in 2015E.C

### 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.

GPI of 2016 E.C in all level is presented as follows.

#### 3.2.8 GPI in Pre-Primary Schools

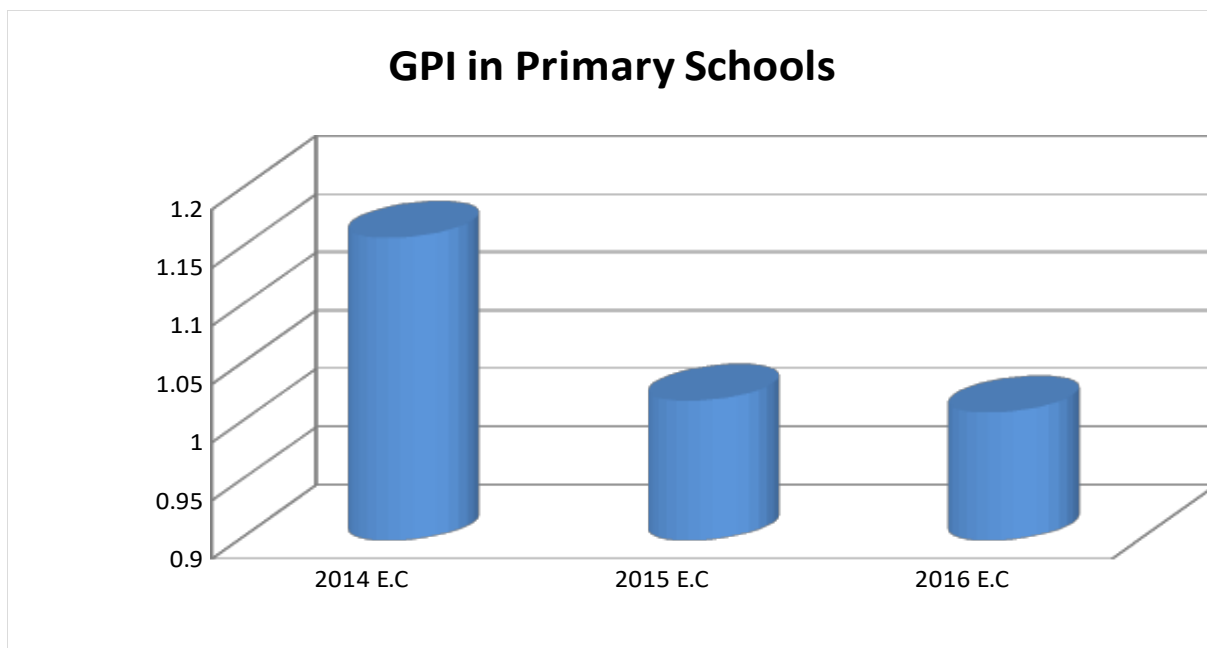


**Chart 22. Gender Parity Index in Pre-Primary education**

**Chart 22 shows that the GPI in pre-primary schools significantly changing and is approaching the standard. It was**

0.98 in 2014 E.C and 1 in 2015 E.C and 0.97 in 2016 E.C.

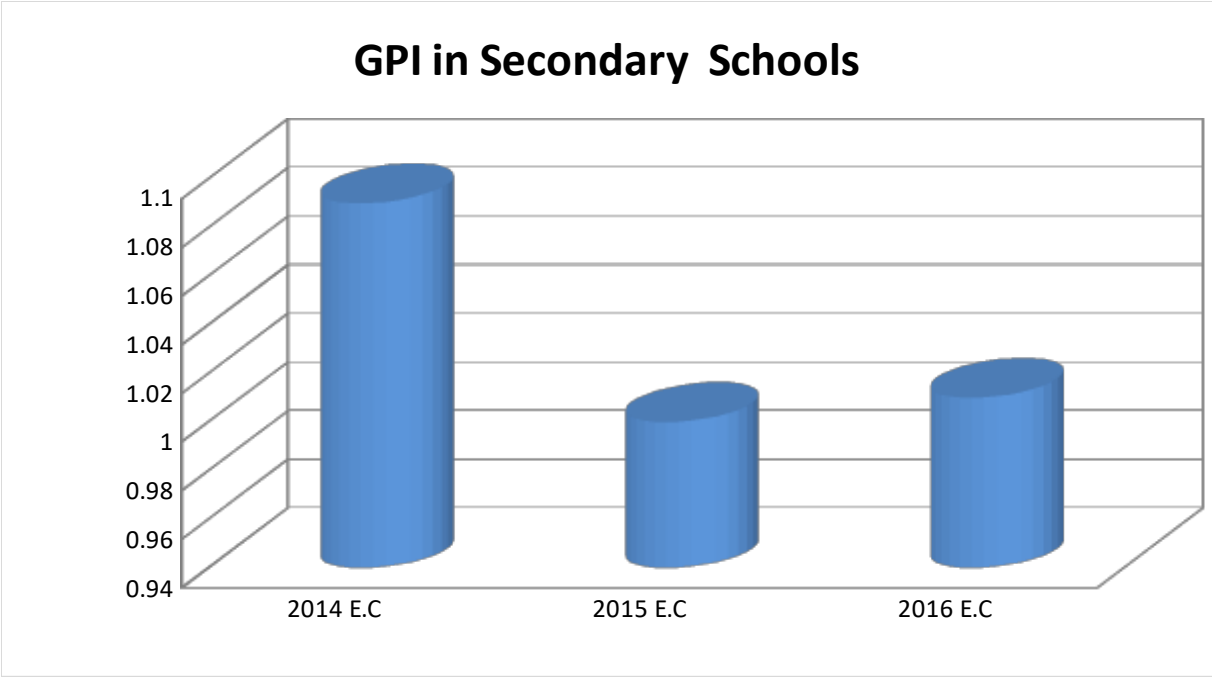
### 3.2.8 GPI in Primary Schools



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

The above indicates that GPI in primary schools significantly changing approaching the standard. It is 1.16 in 2014 E.C and 1.02 in 2015 E.C and 1.01 in 2016 E.C

### 3.2.8 GPI in Secondary Schools



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

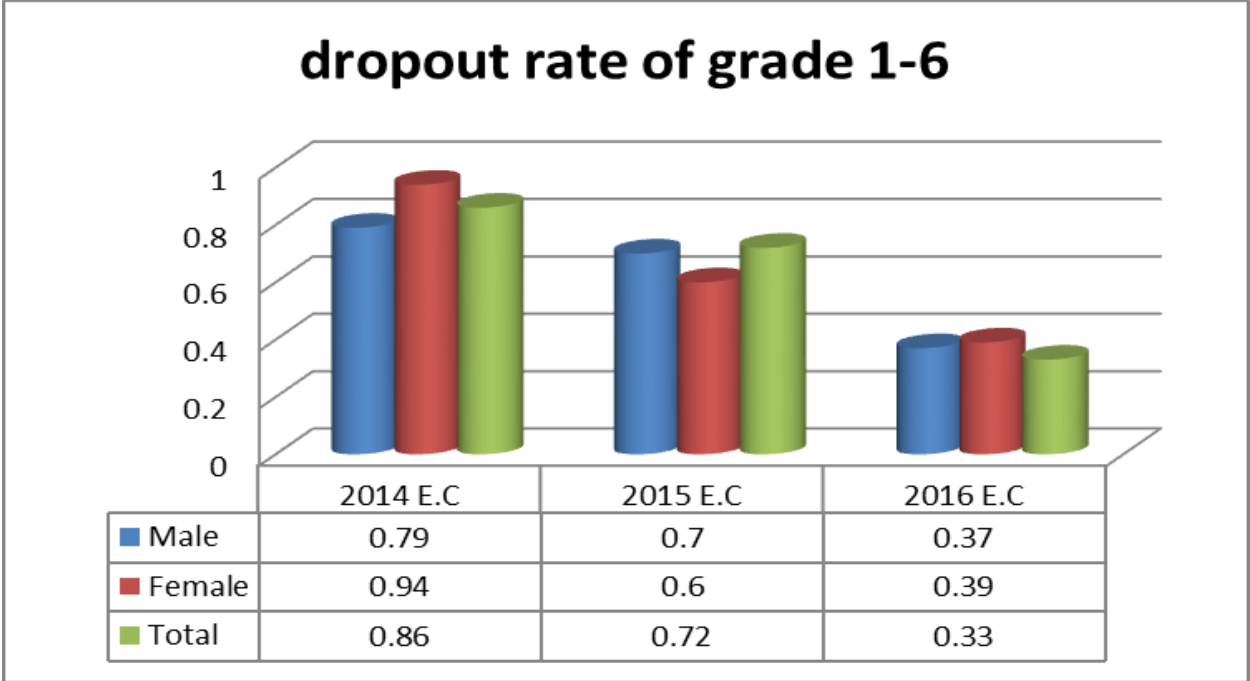
**Chart 24** shows that GPI in secondary schools significantly changing and is approaching the standard. It is 1.09 in 2014 E.C and 1 in 2015 E.C and 1.01 in 2016 E.C

**4. Internal Efficiency**

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

**4 Internal Efficiency**

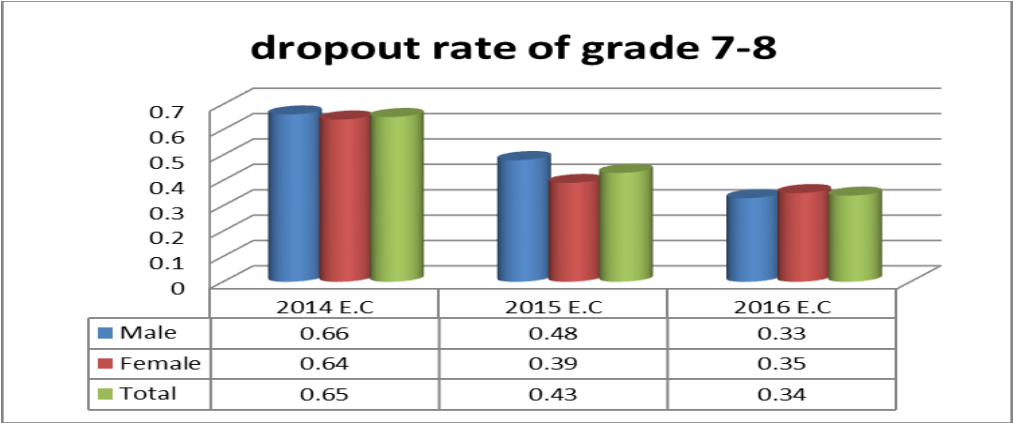
**4.1 Dropout Rate**



**Chart 25 : dropout rate of grade 1-6**

One of the focus areas of ESDP VI is improving the overall internal efficiency by lowering the dropout rate to less than 1%. The trend of the dropout rate in primary education (Grade 1-6), as depicted in chart 3.5 of the 2014 E.C., 2015 E.C., and 2016 E.C. academic years, achieved the target set by ESDP VI. Regarding sex, the dropout rate varies across the years. For instance, the 2014 data shows that the female dropout rate exceeded that of the males. The 2015 academic year data shows that the male dropout rate exceeded that of the females. The 2016 academic year data also illustrates that the female dropout rate exceeded that of the males.

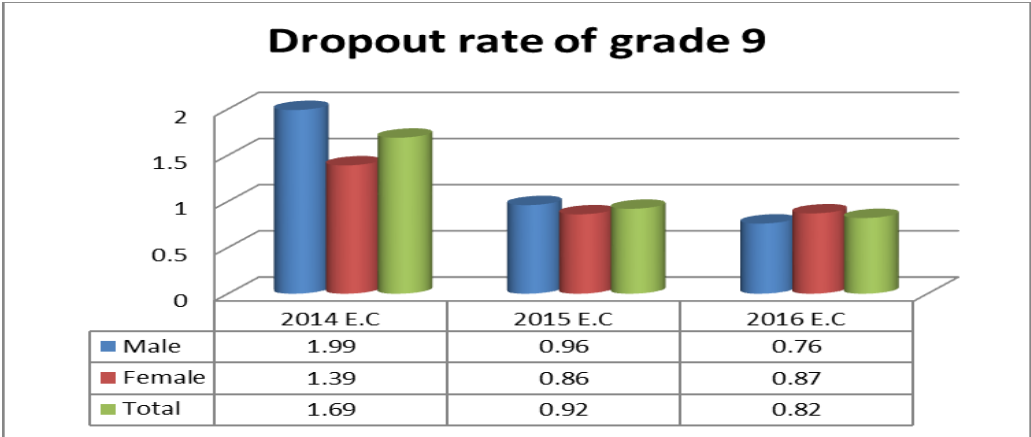
**4.1.1 Dropout rate of grade 7-8**



**Chart 26 dropout rate of grade 7-8**

According to Chart 3.6, the dropout rate of junior secondary education (Grade 7-8) as set in ESDP VI is achieved in 2014 E.C., 2015 E.C., and 2016 E.C. Regarding sex, the dropout rate varies across the years. For instance, the 2014 data shows that the male dropout rate exceeded that of the females. The 2015 academic year data also shows that the male dropout rate exceeds that of the females. However, the 2016 academic year data illustrates that the female dropout rate exceeds that of the males.

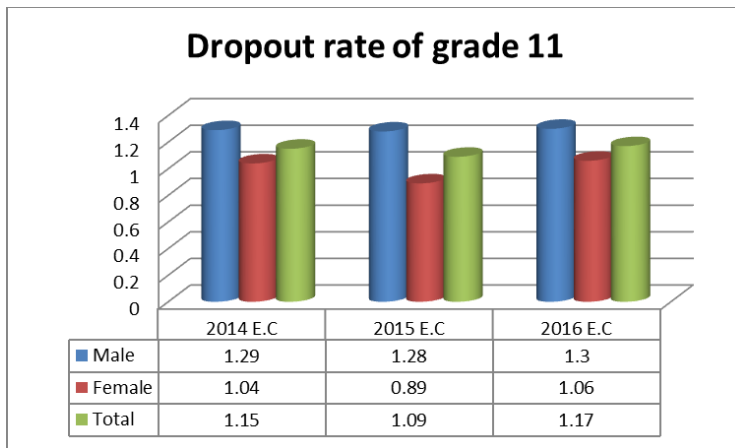
**4.1.2 Dropout rate of grade 9**



**Chart 27 Dropout rate of grade 9**

With regard to Grade 9, as graphically presented in chart 3.2.5.3, except for the 2014 academic year, in the 2015 E.C and 2016 E.C academic years, the dropout rates are more than 1%, which is below the target set in ESDP VI. When sex is considered, except for 2016 E.C, more females stayed in school than males in the 2015 and 2016 academic years. Generally, the dropout rate was lower in 2016 E.C (0.82%) when compared with 1.69% in 2014 E.C and 0.92% in 2015 E.C.

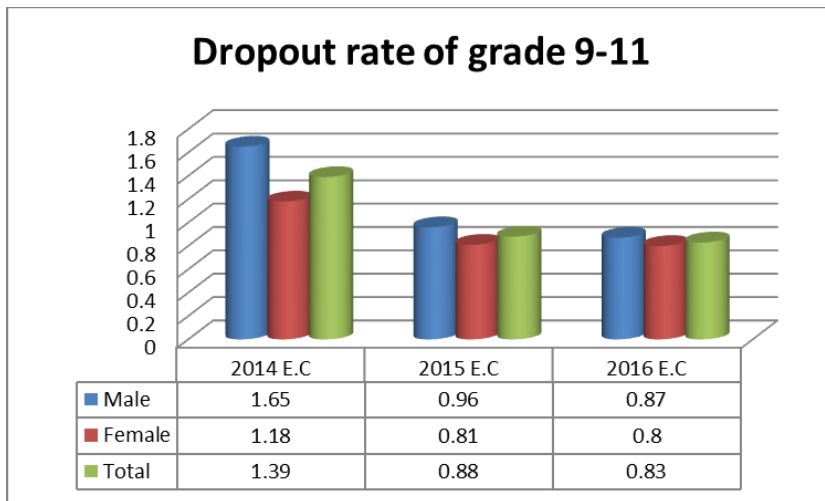
**4.1.2 Dropout rate of grade 11**



**Chart 28 Dropout rate of grade 11**

With regard to Grade 11 dropout rates as graphically presented in chart 27, the dropout rate of the 2014 E.C. 2015 and the 2016 academic years is 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 the two consecutive academic years of 2014 and 2015. The dropout rate of females in 2015 E.C. is lower than in the remaining years.

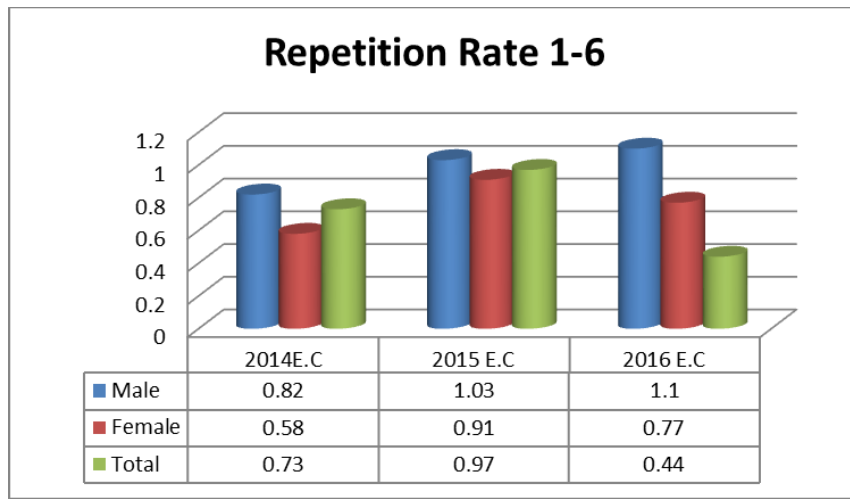
#### 4.1.2 Dropout rate of grade 9-11



**Chart 29 Dropout rate of grade 9-11**

The above table shows the dropout rates of secondary schools over three years. In the 2014 E.C. academic year, 1.39 record. However, in 2015 E.C., and 2016 E.C., the dropout rate of secondary schools (Grade 9-11) is better. Regarding gender, the dropout rates remains consistent across the years. In all academic years from 2014 E.C. to 2015 E.C., the data shows that the male dropout rate exceeds that of the females.

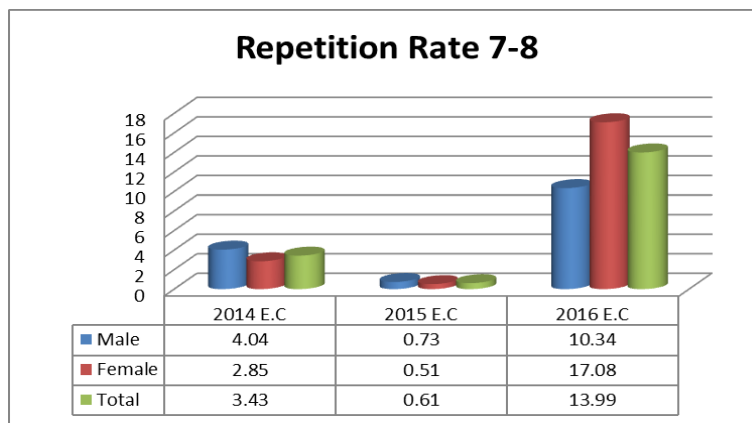
#### 4.2 Repetition Rate 1-6



**Chart 30** repetition rates 1-6

As shown in Chart 3.1.7.28 the repetition rate of grades 1-6 in 2014 E.C. is 0.73%, in 2015 E.C. is 0.97%, and in 2016 E.C. is 0.44%. This is more than the target set in ESDP VI, which is 1%. With regard to sex, male students repeated more than female students in the described years.

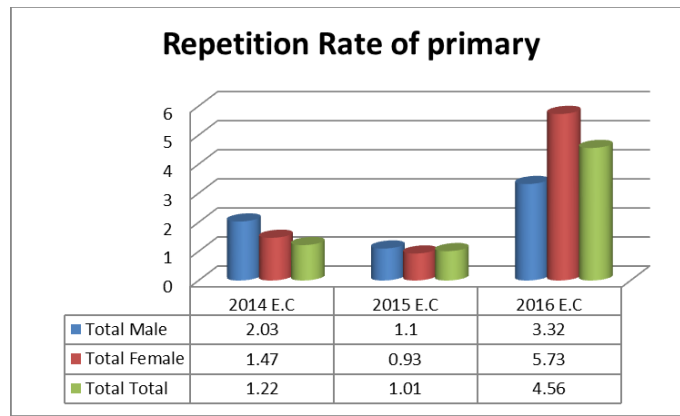
#### 4.2.1 Repetition Rate 7-8



**Chart 31** repetition rate 7-8

As shown in Chart 31 . The repetition rate of grade 7-8 in 2014 E.C. is (3.43%) less than ESDP VI, even though the target set in ESDP VI of 1% was not met throughout the year. The repetition rate for grades 1-6 in 2015 E.C. is (0.61%) less than ESDP VI, even though the target set in ESDP VI was 1%. However, the repetition rate in 2016 increased significantly compared to the past two years and was very far from the target. With regard to gender, male students repeated more than females in 2014 E.C. and 2015 E.C.; however, in 2016, the female repetition rate exceeded that of males.

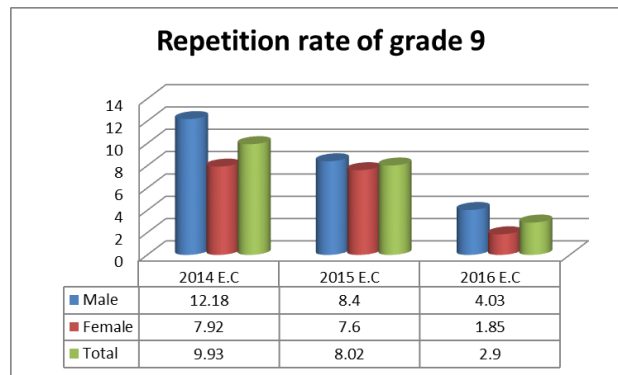
#### 4.1.2 Repetition Rate of primary



**Chart 32 repetition rate of primary school students**

according to Chart 3.1.7.30 , the repetition rate of primary education is 1.22% in 2014 E.C. The highest repetition rate exists in 2016 E.C. (4.56). Even though the target set in ESDP VI of 1% is not met in 2015 E.C., the repetition rate is nearer to 1%. With regard to sex, the repetition rate of females was less than that of males in 2014 E.C. and 2015 E.C., but this situation did not continue in 2016, as the female repetition rate exceeds that of males. Moreover, from 2014 E.C. to 2016 E.C., the three-year average repetition rate for males (2.15%) is less than that for females (2.71%).

#### 4.2.2 Repetition Rate of grade 9



**Chart 33 Repetition rate of grade 9**

In reference to chart 33, the repetition rate in 2014 E.C. is 9.93; on the other hand, the highest repetition rate in 2014 E.C. (9.93). However, even though the repetition rate is higher than the target, it decreased in 2015 E.C. to 8.02 and in 2016 E.C. to 2.9. With regard to sex, male students repeated more than female students in the described years.

#### 4.2.3 Repetition Rate of grade 11

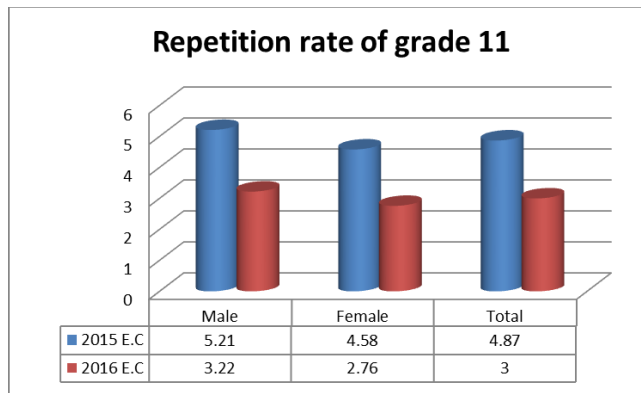
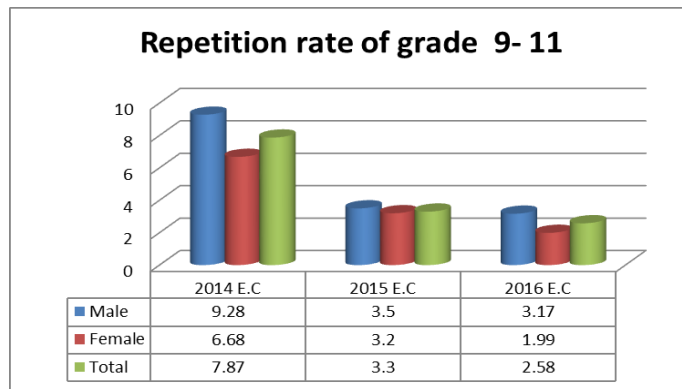


chart 34 Repetition rate of grade 11

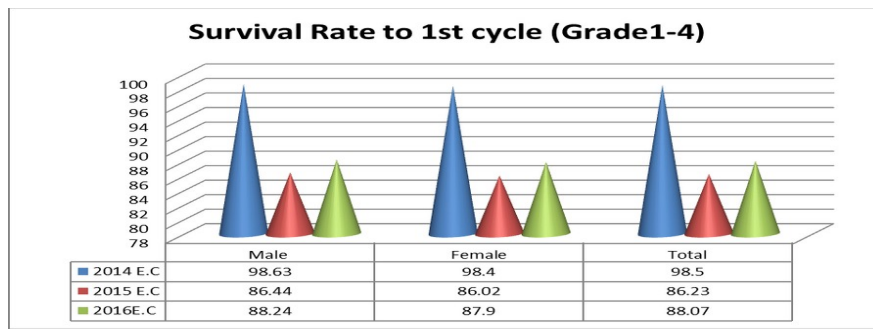
as the chart 34 depicts to the repetition in 2015 E.C. is 4.87. and 3 in 2015 E.C With regard to sex, the repetition rate of females is less than that of males throughout the years.

#### 4.2.2 Repetition Rate of grade 9-11



**chart 34** The above table shows that the repetition rate of secondary education is 7.87% in 2014 E.C. The highest repetition rate 7.87 in, 2014 E.C. Even though the target set in ESDP VI of 1% is not met the repetition rate decreased in 2015 E.C., and 2016 E.C. With regard to sex, male students repeated more than female students throughout the years.

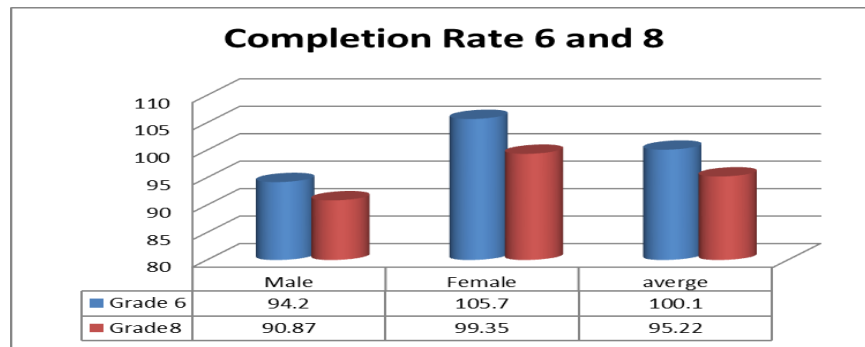
### 4.3 Survival Rate to 1st cycle (Grade1-4)



**Chart 35 : Survival Rate to 1st cycle (Grade1-4)**

As indicated in Chart 3.2.5.12, 98.63% of boys and 98.4% of girls survived in the primary schools in 2014 E.C. Even though there was a decrement in survival rates from 2014 E.C., with 86.44% of boys and 86.02% of girls surviving in the primary schools in 2015, the survival rates in the 2016 E.C. academic year shows an improving trend over time.

### 4.4 Completion Rate



**Chart 36 : Completion Rate of Grades 6 and 8**

It is natural that dropout and repetition rates negatively affect students' survival rates, which in turn affect the completion rate. Consequently, as shown in Chart 3.8, 94.22% of boys and 105.7% of girls completed grade 6. On the other hand, the completion rate of grade 8 was 90.87% for boys and 99.35% for girls.

### 4.5 promotion rate of grade 8 by sub city

## Grade 8 Regional Examination

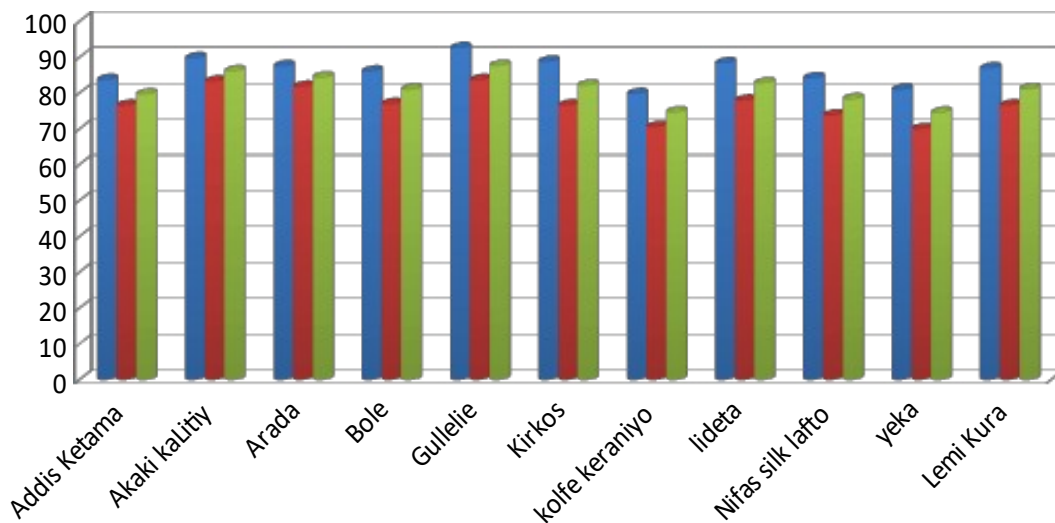


Chart 37 : promotion rate of grade 8 by subcity in % (2016 E.C)

As shown in Chart 37 , Gullelie sub-city exhibited the highest number of achievers at 87.60%, while the relatively least number of achievers, 74.49%, was recorded in Yeka sub-city. Regarding sex in all sub-cities, male students achieved higher than female students.

**Table 10 : Promotion rate of grade 8 students in 2014 E.C-2016 E.C**

| Year     | Sat for Exam |       |       | Promotions |       |       | % Promotions |       |       |
|----------|--------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|          | M            | F     | T     | M          | F     | T     | M            | F     | T     |
| 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  |
| 2016 E.C | 37166        | 48053 | 85219 | 31262      | 35825 | 67087 | 84.11        | 74.55 | 78.72 |

As shown in table 10 the promotion rate in the 2014 E.C academic year is 85.64. According to the 2015 E.C academic year data the promotion rate 70.6% is lower achievement than that of the 2014. The 2016 academic year promotion rate data shows that 78.72% in which the graph exceeding a little bit than of the previous academic year. Then we see the sex, male students have better promotion rate than that of female's in the 2014 academic year. Being an upper hand on promotion rate, still recorded by male students than that of females' in both the 2015 and 2016 academic years.

#### 4.6 Promotion rate of grade 6 by sub city

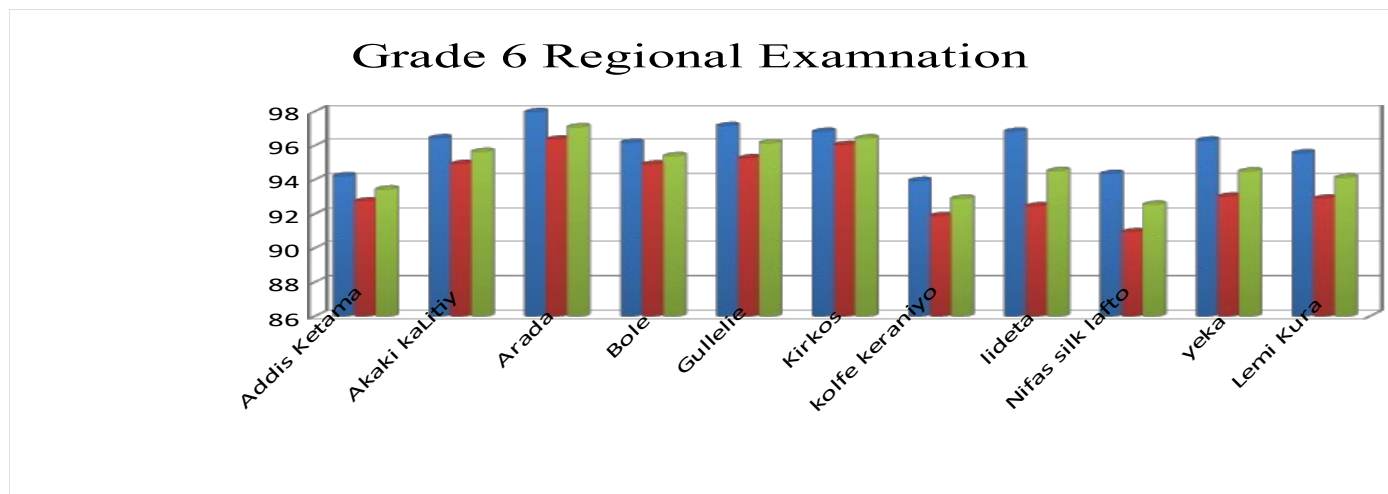


Chart 38 : Promotion rate of grade 6 by Sub-city in (2016 E.C)

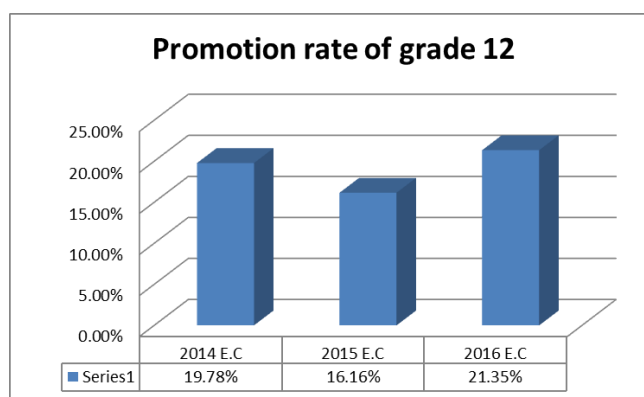
As shown in Chart 38 , Arada Sub-city exhibited the highest number of achievers at 97.09%, while the relatively least number of achievers, 92.55%, was recorded in Nifas silk lafto sub-city. Regarding sex in all sub-cities, male students achieved higher than female students.

**Table 11. Promotion rate of grade 6 students**

| Year     | Sat for Exam |       |       | Promotions |       |       | % Promotions |       |       |
|----------|--------------|-------|-------|------------|-------|-------|--------------|-------|-------|
|          | M            | F     | T     | M          | F     | T     | M            | F     | T     |
| 2015 E.C | 34360        | 39307 | 73667 | 28204      | 30880 | 59084 | 82.08        | 78.5  | 80.2  |
| 2016 E.C | 39707        | 45338 | 85045 | 37917      | 42251 | 80168 | 95.49        | 93.19 | 94.27 |

Table 11. Concerning the promotion rate of grade 6 students’ the 2015 E.C academic year data shows that 80.2% students have transfer into grade 7. The 2016 E.C academic year also has that 94.27% students passed which shows that in this academic year the students recorded a better performance than that of the previous academic year. However that sex ratio of the promotion rate shows that the female students’ lower promotion than of the male students’ in both academic years.

#### 4.7 Promotion rate of grade 12



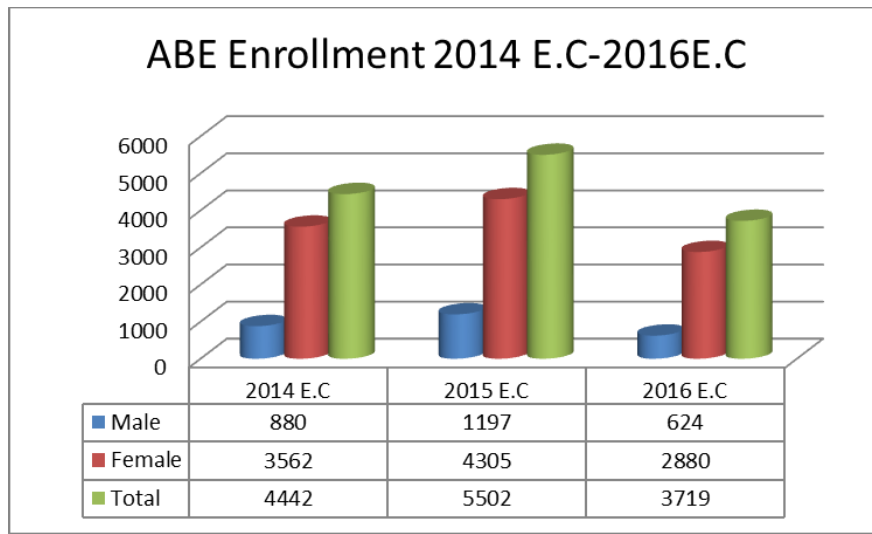
**Chart 39 : promotion rate of grade 12**

As shown in Chart 39 19.78% of grade 12 students’ have promotion mark in the 2014 E.C academic year national exam. However the graph shows that there is downward movement of grade 12 students’ promotion rate in the 2015 E.C academic year. Numerically 16.16% of grade 12 students got promotion rate in the 2015 academic year. The 2016 E.C academic year tells us hopeful progress in the grade 12 students’ promotion rate in which 21.35% of students have passed. Generally the percentage of students’ promotion in grade 12 has shown ups and down trend throughout these three years.

## 5 Alternative Basic Education

Alternative Basic Education **ABE** is a modality introduced to the education system to accommodate children of school age who could not join the regular education 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.

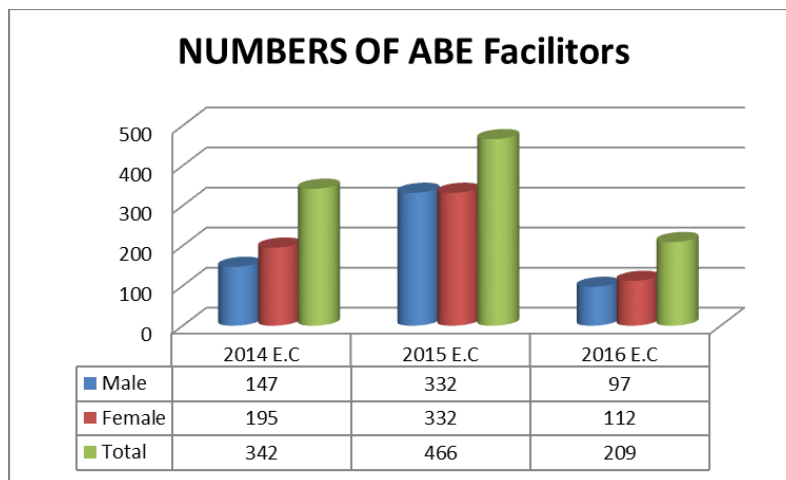
### 5.1 ABE Students



**Chart 40 . Number of Alternative Basic Education Students**

As shown in chart 40, in the 2014 E.C academic year the enrollment of ABE students was 4442. In the next year the total enrollment of ABE increased and recorded 5502. However the 2016 E.C academic year the total enrollment decreased and the data recorded 3719 students. The data also has meaningful description regarding sex enrollment of students in ABE. In the three consecutive academic years (2014-2016) the total enrollment of female students in ABE has shown their numerical upper hand position than male students. Withstanding their better enrollment in ABE, their enrollment was not consistence in the three consecutive academic years. The data of the 2015 E.C academic year shows their better enrollment in the ABE and the 2016 E.C academic year data tells us their lower enrollment not only that of 2015 E.C, but also than of the 2014 E.C. generally the female students' enrollment in ABE in the three consecutive academic year was 3565, 4305, and 2880 respectively.

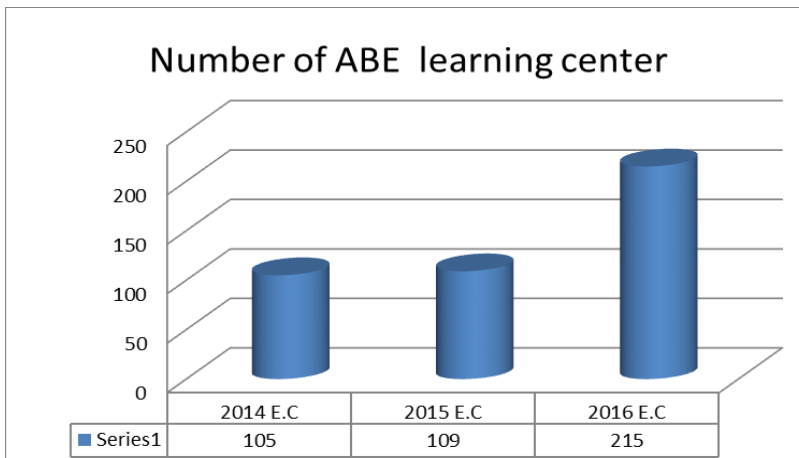
### 5.2 Numbers of ABE Facilitators



**Chart 41 Number of Facilitators in Alternative Basic Education**

According to the above chart, in the 2015 E.C academic year the number of ABE facilitators have increased than that of the preceding year. However in the 2016 E.C academic year the data showed that the recorded number of facilitators has been greatly decreased; it was 342, 466, and 209 respectively. An analysis of facilitator participation in ABE, based on sex ratio, reveals significantly higher participation among females than males. There was a noticeable change in the number of female facilitators in the Alternative Basic Education (ABE) program between the 2014 and 2016 Ethiopian Calendar (E.C.) academic years. Specifically, the number of female facilitators was 195 in 2014 E.C., 332 in 2015 E.C., and 112 in 2016 E.C

### 5.3 ABE Learning Centers



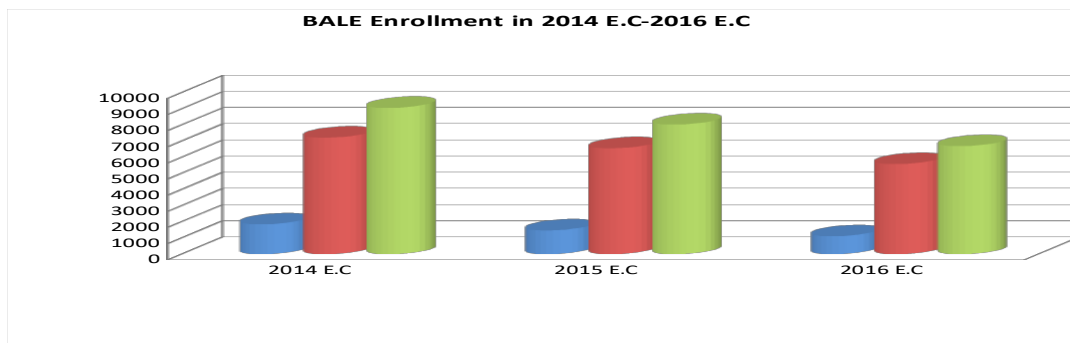
**Chart 42. Number of Alternative Basic Education Centers**

Based on the data from chart 4.3, the numbers of Alternative Basic Education centers were slightly increased from 2014 to 2015 E.C academic year. However, the records in 2016 E.C. academic year indicated that the number of ABE centers approximately doubled compared to the previous years.

## 6 Basic Adult Literacy Education

The **Basic Adult Literacy Education (BALE)** 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.

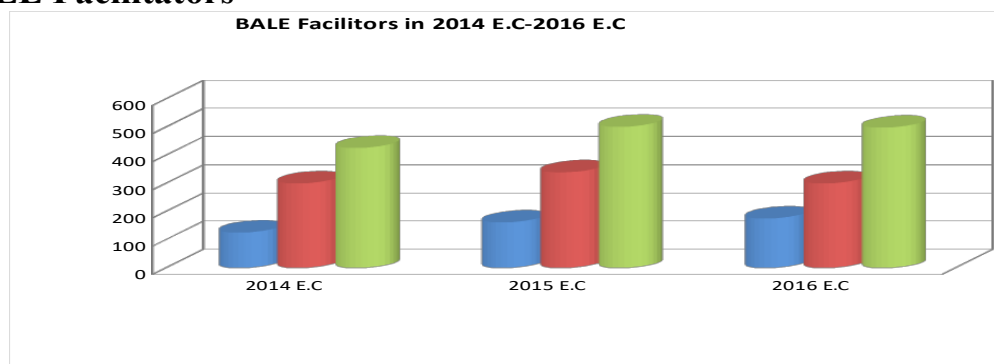
### 6.1 BALE Students



**Chart 43 Numbers of Students in Basic Adult Literacy Education**

Chart 4.4.1, presents the number of students enrollments in Basic Adult Literacy Education (BALE) program. In general, there was a significant decline in students' enrollment in BALE between 2014 and 2016 E.C. Even though the number of female adults' enrollment in the BALE has been dominant in the all-academic years, their enrollment number was decreased throughout the three successive academic years.

## 6.2 BALE Facilitators



**Chart 44. Number of Facilitators in Basic Adult Literacy Education**

According to the data from chart 4.4.2, the number of facilitators in BALE showed a significant increase from 427 in 2014 E.C to 502 in 2015 E.C. However in the 2016 E.C academic year data showed that there was a slight decline of facilitators than that of the previous year, 2015 E.C. In BALE, female enrollment as facilitators exceeded male enrollment over the three consecutive years. Even though female facilitators in BALE had dominant positions, their number has been inconsistent in the indicated years.

## 6.3 BALE Centers

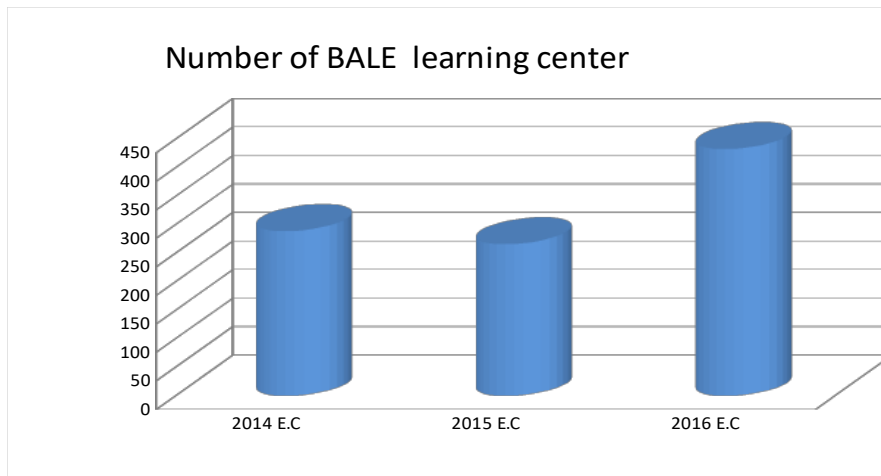


Chart 45 . Number of Basic Adult Literacy Education Learning Centers

Based on the data from chart 4.4.2, the number of learning centers of the Basic Adult Literacy Education showed a decline in significant number from 289 in 2014 E.C to 266 in 2015 E.C. However the number of centers increased from 266 in 2015 E.C to 433 in 2016 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 has multidimensional benefits; these are educational, physical, nutritional, and societal. The SFP helped students to secure their daily meal at school during the school days and assisted them to focus only on their learning. Generally, the SFP became successful not only by minimizing school absenteeism and drop out but also it motivated students to engage in classroom activities.

***Table 12. Government School Feeding Program Beneficiaries across Sub-Cities in 2016 E.C***

| Sub-City     | No. of School | Pre- primary |        |        | No. of School | Primary |        |        | Total Enrollment |         |         |
|--------------|---------------|--------------|--------|--------|---------------|---------|--------|--------|------------------|---------|---------|
|              |               | M            | F      | Total  |               | M       | F      | Total  | M                | F       | Total   |
| AddisKete ma | 23            | 5,043        | 4,925  | 9,968  | 35            | 20,089  | 20,818 | 40,907 | 25,132           | 25,743  | 50,875  |
| Akaki-Kaliti | 25            | 7,447        | 7,024  | 14,471 | 23            | 15,777  | 17,334 | 33,111 | 23,224           | 24,358  | 47,582  |
| Arada        | 14            | 2,344        | 2,135  | 4,479  | 22            | 6,474   | 6,565  | 13,039 | 8,818            | 8,700   | 17,518  |
| Bole         | 16            | 5,906        | 5,567  | 11,473 | 16            | 11,291  | 12,130 | 23,421 | 17,190           | 17,700  | 34,901  |
| Gullele      | 23            | 5,193        | 4,806  | 9,999  | 24            | 12,900  | 13,240 | 26,140 | 18,090           | 18,040  | 36,142  |
| Kirkos       | 18            | 2,485        | 2,361  | 4,846  | 21            | 5,571   | 6,250  | 11,821 | 8,056            | 8,611   | 16,667  |
| kolfe        | 20            | 11,270       | 10,580 | 21,850 | 24            | 33,281  | 33,700 | 66,981 | 44,550           | 44,290  | 88,849  |
| Lemikura     | 17            | 9,134        | 8,650  | 17,784 | 16            | 19,096  | 20,880 | 39,976 | 28,230           | 29,530  | 57,762  |
| Lideta       | 18            | 3,231        | 2,952  | 6,183  | 21            | 7,292   | 7,502  | 14,794 | 10,520           | 10,450  | 20,977  |
| Nifas silk   | 21            | 8,697        | 8,002  | 16,699 | 22            | 19,640  | 21,030 | 40,670 | 28,330           | 29,030  | 57,373  |
| Yeka         | 33            | 8,034        | 7,483  | 15,517 | 31            | 16,513  | 18,220 | 34,733 | 24,540           | 25,700  | 50,252  |
| Total        | 228           | 68788        | 64492  | 133280 | 255           | 167924  | 177694 | 345618 | 236,712          | 242,186 | 478,898 |

**Table 12** shows the number of beneficiary students from government sponsored SFP. The table independently indicated beneficiary students both based on their grade level and schools administrative location. Based on their grade level category; from the total number of 228 pre-primary schools there were 133,280 students benefited from the SFP. Among these pre-primary students, 64,492 were females. Moreover, 255 primary schools were also part of this SFP and 345,618 Students who were enrolled in the 2016 academic years were also beneficiaries from the SFP in this grade level. Among these students 177,694 of them were females. Generally, a total of 478, 898 students were benefited from the government sponsored SFP. Based on sex among the total number of students from both grade levels who had beneficiaries of government sponsored School Feeding Program, 242,186 students were 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 2016 E.C data related to school facilities in primary and secondary schools were presented shown as follow.

## 8.1 Primary School Facility

**Table 13. School Facility in Government and Non-Government Primary Schools in 2016 E.C**

| Sub-city     | Number of School |                | 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                     | 33             | 35                        | 26             | 31                       | 18             | 35                            | 33             | 35                             | 22             |
| Akaki kality | 23               | 48             | 23                     | 35             | 23                        | 29             | 22                       | 25             | 23                            | 35             | 23                             | 31             |
| Arada        | 22               | 26             | 22                     | 26             | 21                        | 26             | 20                       | 26             | 22                            | 26             | 22                             | 26             |
| Bole         | 16               | 53             | 16                     | 53             | 16                        | 53             | 16                       | 53             | 16                            | 53             | 16                             | 53             |
| Gullele      | 24               | 37             | 23                     | 37             | 21                        | 30             | 20                       | 30             | 24                            | 37             | 23                             | 32             |
| Kirkos       | 21               | 19             | 21                     | 19             | 21                        | 19             | 13                       | 17             | 21                            | 12             | 21                             | 19             |
| Kolfe        | 24               | 81             | 23                     | 79             | 23                        | 73             | 19                       | 79             | 24                            | 75             | 20                             | 76             |
| Lemikura     | 16               | 71             | 15                     | 70             | 15                        | 71             | 12                       | 33             | 16                            | 71             | 15                             | 71             |
| Lideta       | 21               | 27             | 21                     | 27             | 21                        | 20             | 18                       | 24             | 21                            | 18             | 18                             | 25             |
| Nifasilk     | 22               | 92             | 22                     | 90             | 21                        | 71             | 15                       | 61             | 22                            | 25             | 19                             | 81             |
| Yeka         | 31               | 50             | 30                     | 50             | 31                        | 50             | 25                       | 34             | 31                            | 44             | 26                             | 50             |
| <b>Total</b> | <b>255</b>       | <b>537</b>     | <b>251</b>             | <b>519</b>     | <b>248</b>                | <b>468</b>     | <b>211</b>               | <b>400</b>     | <b>255</b>                    | <b>429</b>     | <b>238</b>                     | <b>486</b>     |

**Library:** Table 13, depicted that from the total 255 government and 537 non-government primary schools, 251 and 519 have libraries respectively. These revealed that a significant number of both government and 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 537 non-government primary schools, 248 and 468 have laboratories respectively. As the data revealed that a significant number of government and private schools have laboratories for their students.

**Information and Communication Technology (ICT)** played a vital role in making teaching learning process tangible through implementing simulation and others. However, the access of ICT in schools was lower as compared to access of Laboratory and Library in both government and Non-government schools. Hence 211 Government and 400 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 has assisted to have collaborated classroom teaching-learning process. Hence, all primary schools are required to have radios. According to table 13, 255 Government and 429 Non- Government primary schools give educational radio service for their students.

**School Pedagogical Centre:** These centers are important sources of locally prepared or purchased teaching aids to support classroom teaching learning process. As shown in the table 13, 238 Government and 486 Non-Government primary schools have pedagogical center.

## 8.2 Secondary School Facility

**Table 14. School Facility in Government and Non-Government Secondary Schools in 2016**

| 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 | 3 in 1  | 3 in 2 | 3 in 3 | Laboratory science | 3 in 1     | 3 in 2 | 3 in 3 | No science | Non-Government                            | Government | Non-Government                       | Government | Non-Government                                     | Government |
| Addis Ketema | 8              | 8          | 8                                  | 8          | 0   | 0      | 8      | 0                  | 1          | 1      | 6      | 0          | 8   | 8          | 0                                    | 0          | 8  | 8          |
| AkakiKalitay | 8              | 11         | 8                                  | 11         | 0   | 0      | 8      | 0                  |            | 1      | 10     | 0          | 8   | 11         | 0                                    | 0          | 8  | 11         |
| Arada        | 12             | 7          | 12                                 | 7          | 0   | 0      | 12     | 0                  | 0          | 0      | 7      | 0          | 12  | 7          | 0                                    | 0          | 12   | 7          |
| Bole         | 18             | 6          | 18                                 | 6          | 0   | 1      | 17     | 0                  | 2          | 0      | 4      | 0          | 18  | 6          | 0                                    | 0          | 18   | 6          |
| Gulele       | 11             | 7          | 11                                 | 7          | 0   | 1      | 10     | 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          | 20   | 7          |
| Lemikura     | 25             | 8          | 24                                 | 8          | 9   | 7      | 9      | 0                  | 3          | 1      | 4      | 0          | 24  | 8          | 0                                    | 0          | 24   | 8          |
| Lideta       | 5              | 6          | 5                                  | 6          | 1   | 1      | 3      | 0                  | 0          | 1      | 5      | 0          | 5   | 6          | 0                                    | 0          | 5  | 6          |
| Nifas Silk   | 28             | 7          | 28                                 | 7          | 6   | 6      | 16     | 0                  | 2          | 2      | 3      | 0          | 28  | 7          | 0                                    | 0          | 28   | 7          |
| Yeka         | 9              | 7          | 9                                  | 7          | 0   | 2      | 7      | 0                  | 1          | 1      | 5      | 0          | 9   | 7          | 0                                    | 0          | 9  | 7          |

|              |            |           |            |           |           |           |                       |          |           |          |           |          |            |           |          |          |            |           |
|--------------|------------|-----------|------------|-----------|-----------|-----------|-----------------------|----------|-----------|----------|-----------|----------|------------|-----------|----------|----------|------------|-----------|
| <b>Total</b> | <b>151</b> | <b>78</b> | <b>150</b> | <b>78</b> | <b>18</b> | <b>20</b> | <b>11</b><br><b>3</b> | <b>0</b> | <b>10</b> | <b>9</b> | <b>59</b> | <b>0</b> | <b>150</b> | <b>78</b> | <b>0</b> | <b>0</b> | <b>151</b> | <b>78</b> |
|--------------|------------|-----------|------------|-----------|-----------|-----------|-----------------------|----------|-----------|----------|-----------|----------|------------|-----------|----------|----------|------------|-----------|

**Libraries:** As shown in table 14, all 151 non-government and 78 government secondary schools had library service.

**Laboratories:** while 18 private schools had 3 in 1, 20 private schools had 3 in 2 and 113 other non-government secondary schools had 3 in 3 laboratories. All of the private schools had science laboratories ranging from 3 in 1 to 3 in 3. None of them was without any laboratory. On the other hand, 10 government schools had 3 in 1, nine schools had 3 in 2 and the rest 59 schools had 3 in 3 science laboratories. All government schools had at least one of the three types of laboratories.

**Information and communication (ICT):** as indicated in table 14, 150 non-government secondary schools and 78 governmental schools had ICT rooms in their schools. 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 the table above, neither the government nor the private schools had plasma TV service in the year 2016 E.C.

**Guidance and Counseling service:** regarding Guidance and Counseling service 151 non-government and 78 government secondary schools had such service in the previous year.

## 9 Pupils with Disability

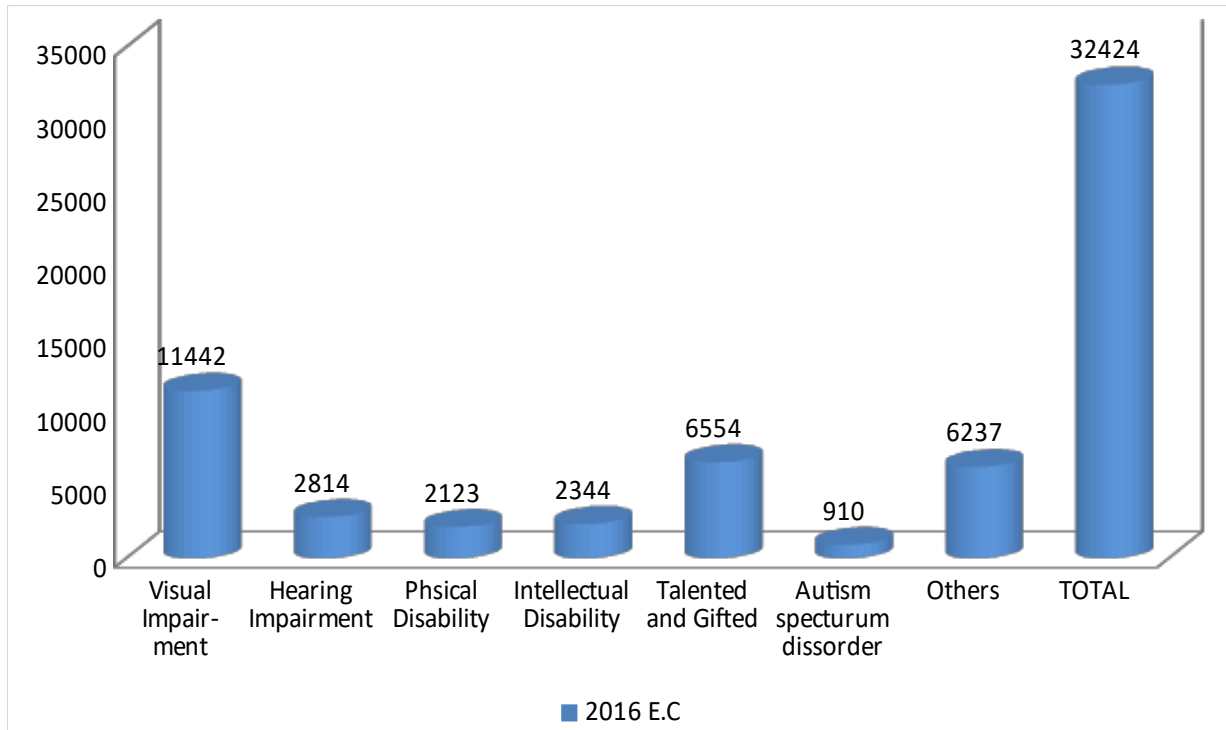
The AACAEB had collected data on children with disabilities. Since the government included special needs education (hereafter, SNE) in the policy various measures have been taken to strengthen SNE. However, the access was still very limited. The following data did not necessarily represent the real number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

**Table 15. The Enrollment of Students with Disability at all levels in the year 2016 E.C**

| Level       | Total number of students 2016 E.C |        |        | Students with Disability 2016 E.C |        |       | Percentage of Disability |        |       |
|-------------|-----------------------------------|--------|--------|-----------------------------------|--------|-------|--------------------------|--------|-------|
|             | Male                              | Female | Total  | Male                              | Female | Total | Male                     | Female | Total |
| Pre Primary | 167924                            | 161197 | 329121 | 2110                              | 1341   | 3451  | 1.26%                    | 0.83%  | 1.05% |
| Primary     | 348056                            | 382848 | 730904 | 11556                             | 11215  | 22771 | 3.32%                    | 2.92%  | 3.12% |
| Secondary   | 101853                            | 126473 | 228326 | 2854                              | 3348   | 6202  | 2.8%                     | 2.64%  | 2.72% |
| Total       | 0                                 | 0      | 0      | 0                                 | 0      | 0     | 2.67%                    | 2.37%  | 2.51% |

**Table 15 shows** the total enrollment of all students as compared to students with disability at all levels in 2016 E.C. The total percentages of pre-primary, primary, and secondary schools were 1.05%, 3.12% and 2.72% respectively. The highest enrollment of students with disability in primary school accounts for 22,771 which is 3.12%. The percentage of male registration (3.32%) exceeded that of the females' (2.92%). When we consider the total enrollment at secondary was 2.72%, of which 2.8% of male students again surpassed the females (2.64%). Secondary school differed for being the only school level to have higher female enrollments with disabilities than the males in the same year.

## 9 Enrollments of Students with Disability types in 2016 E.C



**Chart 45 . Enrollments of Students with Disability types in 2016 E.C**

Chart 4.3 shows the 2016 E.C total enrollment of students with various disabilities (from pre-primary to grade 12) was 32,424. The chart also illustrates the number of students with their disability category as follows: Visual Impairment 11,442, Hearing Impairment 2,814, while Physical Disability's shows 2,123, and the number of students with Intellectual Disability 2,344 and students with autism spectrum 910, as the number for other types of disability was 6,237 in the year 2016 E.C.

## 9.1 Students with Disability in Pre-Primary Schools

**Table 16. Pre-primary Education Enrollment of students with Disability in 2016 E.C**

| Sub-City      | Visual Impairment |    | Hearing Impairment |    | Physical Disability |    | Intellectual Disability |    | talented and Gifted |    | Autism spectrum disorder |   | Others |    | TOTAL |     |     |
|---------------|-------------------|----|--------------------|----|---------------------|----|-------------------------|----|---------------------|----|--------------------------|---|--------|----|-------|-----|-----|
|               | M                 | F  | M                  | F  | M                   | F  | M                       | F  | M                   | F  | M                        | F | M      | F  | M     | F   | T   |
| Addis Ketema  | 41                | 43 | 24                 | 25 | 13                  | 12 | 30                      | 29 | 20                  | 15 | 5                        | 7 | 64     | 34 | 197   | 165 | 362 |
| Akaki-Kircos  | 27                | 20 | 10                 | 9  | 15                  | 11 | 64                      | 22 | 11                  | 4  | 17                       | 5 | 26     | 15 | 17    | 86  | 25  |
| Arada         | 11                | 5  | 2                  | 3  | 9                   | 8  | 17                      | 11 | 1                   | 0  | 1                        | 8 | 30     | 17 | 71    | 52  | 12  |
| Bole          | 28                | 21 | 19                 | 14 | 34                  | 12 | 41                      | 12 | 6                   | 2  | 13                       | 6 | 78     | 47 | 21    | 11  | 33  |
| Gullele       | 20                | 20 | 22                 | 19 | 30                  | 16 | 26                      | 25 | 6                   | 6  | 13                       | 2 | 68     | 37 | 18    | 14  | 33  |
| Kirkos        | 10                | 8  | 3                  | 1  | 5                   | 2  | 14                      | 7  | 2                   | 1  | 13                       | 3 | 9      | 4  | 56    | 26  | 82  |
| Kolfe-Keranio | 37                | 29 | 8                  | 4  | 16                  | 12 | 34                      | 24 | 30                  | 8  | 15                       | 9 | 96     | 83 | 236   | 169 | 405 |
| Lideta        | 34                | 18 | 4                  | 1  | 6                   | 9  | 9                       | 10 | 0                   | 0  | 0                        | 0 | 53     | 20 | 10    | 58  | 16  |
| Nefas Silk    | 25                | 22 | 22                 | 18 | 35                  | 23 | 29                      | 46 | 22                  | 9  | 24                       | 6 | 17     | 28 | 17    | 15  | 32  |
| Lemi kura     | 40                | 22 | 14                 | 11 | 25                  | 14 | 11                      | 41 | 46                  | 34 | 77                       | 1 | 12     | 55 | 43    | 19  | 63  |
| Yeka          | 42                | 31 | 24                 | 14 | 45                  | 23 | 54                      | 46 | 31                  | 25 | 21                       | 7 | 40     | 34 | 25    | 18  | 43  |
| Total         | 315               | 23 | 15                 | 11 | 23                  | 14 | 42                      | 27 | 17                  | 10 | 19                       | 9 | 60     | 37 | 21    | 13  | 34  |

Table 16 depicts the pre-primary enrollment of students with various disability types. Across the disability category, the total male enrollments outnumbered that of the females. With respect to the total enrollments, the male students' registration (2110) was more than the female's (1341). Among all disability groups, there were more pupils with intellectual disability (429 and 273 for both sexes) and students with other types of disability type (607 for male and 374 for females). In almost all Sub Cities, though female student enrollments were surpassed by the male, a few Sub Cities showed slightly distinct features for registering higher number of female students in the disability group. Arada, for instance, the number of students with Autism spectrum disorder was eight, as compared to single pupil registration for males. Similar feature was noted in Gulele: there were less (13 male students), with Autism spectrum disorder than the females (23). Nefas Silk had more female students with intellectual disability (46), as compared to the males,

who were only 29. With regard to students' enrollments with physical disability, Lideta enrolled more female students (9) than the males' (6). As can be seen from the table, there were less number of hearing impairment and autistic spectrum disorder student enrollments than the rest types of disability.

**Table 17. The Enrollment of Pre-Primary Students with Disability at Sub-City level in 2016 E.C**

| Sub Cities               | Addis Ketema | Akaki  | Arada  | Bole   | Gulele | Kirkos | Kolfe  | Lemikura | Lideta | Nifas Silk | Yeka  | Total  |
|--------------------------|--------------|--------|--------|--------|--------|--------|--------|----------|--------|------------|-------|--------|
| Total No. of students    | 20,417       | 35,244 | 12,525 | 29,136 | 21,159 | 9,679  | 43,494 | 45,805   | 16,108 | 64,382     | 31172 | 273460 |
| Students with Disability | 362          | 256    | 123    | 333    | 331    | 82     | 405    | 632      | 164    | 326        | 437   | 3451   |
| Percentage of Disability | 1.8%         | 0.73%  | 0.98%  | 1.14%  | 1.6%   | 0.85%  | 0.93%  | 1.38%    | 1.018% | 0.51%      | 1.4%  | 1.04%  |

The data in table 17 shows the enrollment rate of students with disability at pre-primary school in year 2016 E.C. Accordingly, Addis Ketema was with the highest percentage of enrollments, (1.8) followed by Gulele (1.6) and Yeka (1.4). On the contrary, Nefas Silk, Akaki and Kirkos Sub Cities has recorded the least enrollments (0.51%, 0.73% and 0.85%) respectively.

## 9.2 Students with Disability in Primary Schools

Table 18. Primary Education (grade 1-8) Enrollment of students with Disability in 2016 E.C

| Sub-City      | Visual Impairment |      | Hearing Impairment |      | Physical Disability |     | Intellectual Disability |     | talented and Gifted |      | Autism spectrum disorder |     | Others |      | TOTAL |       |       |
|---------------|-------------------|------|--------------------|------|---------------------|-----|-------------------------|-----|---------------------|------|--------------------------|-----|--------|------|-------|-------|-------|
|               | M                 | F    | M                  | F    | M                   | F   | M                       | F   |                     |      | M                        | F   | M      | F    | M     | F     | T     |
| Addis Ketema  | 560               | 728  | 162                | 168  | 43                  | 21  | 58                      | 44  | 379                 | 365  | 23                       | 30  | 227    | 109  | 1452  | 1465  | 2917  |
| Akaki-Kaliti  | 292               | 355  | 99                 | 118  | 69                  | 60  | 95                      | 62  | 48                  | 16   | 5                        | 14  | 92     | 86   | 700   | 711   | 1411  |
| Arada         | 314               | 298  | 25                 | 37   | 17                  | 31  | 44                      | 37  | 104                 | 111  | 12                       | 8   | 93     | 52   | 609   | 574   | 1183  |
| Bole          | 278               | 268  | 58                 | 69   | 65                  | 91  | 45                      | 26  | 103                 | 167  | 9                        | 4   | 229    | 190  | 787   | 815   | 1602  |
| Gullele       | 558               | 706  | 111                | 122  | 83                  | 67  | 74                      | 40  | 209                 | 156  | 23                       | 8   | 206    | 187  | 1264  | 1286  | 2550  |
| Kirkos        | 162               | 194  | 10                 | 18   | 25                  | 21  | 32                      | 41  | 161                 | 133  | 5                        | 0   | 49     | 39   | 444   | 446   | 890   |
| Kolfe-Keranio | 626               | 722  | 131                | 125  | 77                  | 57  | 114                     | 71  | 325                 | 316  | 37                       | 13  | 274    | 227  | 1584  | 1531  | 3115  |
| Lideta        | 147               | 197  | 38                 | 46   | 31                  | 13  | 36                      | 24  | 13                  | 6    | 33                       | 32  | 266    | 197  | 564   | 515   | 1079  |
| Nefas Silk    | 273               | 316  | 256                | 180  | 241                 | 194 | 151                     | 204 | 84                  | 128  | 189                      | 15  | 69     | 133  | 1263  | 1170  | 2433  |
| Lemi kura     | 513               | 579  | 98                 | 113  | 79                  | 73  | 70                      | 62  | 469                 | 411  | 55                       | 35  | 189    | 145  | 1473  | 1418  | 2891  |
| Yeka          | 371               | 413  | 57                 | 67   | 71                  | 57  | 88                      | 48  | 414                 | 395  | 24                       | 8   | 391    | 296  | 1416  | 1284  | 2700  |
| Total         | 4094              | 4776 | 1045               | 1063 | 801                 | 685 | 807                     | 659 | 2309                | 2204 | 415                      | 167 | 2085   | 1661 | 11556 | 11215 | 22771 |

Table 18, showed the primary enrollment of students with disability. Generally, with same feature with the Pre Primary, the males' registration 11,556 in Primary school was higher than the females, which accounted for 11,215. However, we can observe distinct features when it comes visual and hearing impairments-More female students enrolled, 4776 and 1063 respectively. With regards to enrollment number of disability types, there were more students with visual impairments and intellectual disability. Least number of enrollments was recorded in autism spectrum disorder, which was 415 for male and 167 to female students' registration.

**Table 19 The Enrollment of Primary Students with Disability at Sub-City levels in 2016 E.C**

| Sub Cities               | Addis Ketema | Akaki  | Arada  | Bole   | Gulele | Kirkos | Kolfe   | Lemikura | Lideta | Nifas Silk | Yeka   | Total  |
|--------------------------|--------------|--------|--------|--------|--------|--------|---------|----------|--------|------------|--------|--------|
| Total No. of students    | 63,045       | 73,689 | 35,299 | 55,721 | 52,165 | 27,149 | 100,808 | 96,914   | 30,663 | 136,013    | 59,438 | 730904 |
| Students with Disability | 2917         | 1411   | 1183   | 1602   | 2550   | 890    | 3115    | 2891     | 1079   | 2433       | 2700   | 22771  |
| Percentage of Disability | 4.62%        | 1.91%  | 3.35%  | 2.9%   | 4.9%   | 3.3%   | 3.09%   | 2.98%    | 3.5%   | 1.78%      | 4.54%  | 3.11%  |

**The data in table 19** showed the enrollment rate of students with disability at primary school in 2016 E.C. As the data revealed Kolfe, Addis Ketema and Lemi Kura had greater number of students with disability than the rest. However, considered from the angle of percentage of disability, Gulele (4.9%) Addis Ketema 4.62%, and Yeka 4.54% had the highest. The three Sub Cities with least disability percentage were Nefas Silk, Akaki and Bole.

### 9.3 Students with Disability in Secondary Schools

Table 20. The Secondary Education (9-12) Enrollment of Students with Disability in 2016 E. C

| Sub-City | Visual Impairment |      | Hearing Impairment |     | Physical Disability |     | Intellectual Disability |    | talented and Gifted |     | Autism spectrum disorder |   | Others |    | TOTAL |      |      |
|----------|-------------------|------|--------------------|-----|---------------------|-----|-------------------------|----|---------------------|-----|--------------------------|---|--------|----|-------|------|------|
|          | M                 | F    | M                  | F   | M                   | F   | M                       | F  |                     |     | M                        | F | M      | F  | M     | F    | T    |
| Addis    | 145               | 194  | 18                 | 30  | 11                  | 13  | 6                       | 1  | 63                  | 64  | 1                        | 3 | 63     | 56 | 307   | 361  | 668  |
| Akaki-   | 54                | 83   | 8                  | 9   | 7                   | 7   | 6                       | 1  | 14                  | 15  | 0                        | 0 | 10     | 12 | 197   | 238  | 435  |
| Arada    | 50                | 87   | 103                | 101 | 7                   | 10  | 5                       | 2  | 42                  | 84  | 0                        | 1 | 13     | 11 | 341   | 395  | 736  |
| Bole     | 129               | 194  | 18                 | 13  | 18                  | 23  | 8                       | 7  | 185                 | 175 | 0                        | 0 | 72     | 79 | 430   | 491  | 921  |
| Gullele  | 68                | 83   | 6                  | 15  | 12                  | 15  | 23                      | 18 | 8                   | 8   | 0                        | 0 | 54     | 63 | 171   | 202  | 373  |
| Kirkos   | 28                | 44   | 1                  | 1   | 5                   | 5   | 0                       | 0  | 60                  | 58  | 0                        | 0 | 0      | 2  | 94    | 110  | 204  |
| Kolfe-   | 27                | 26   | 5                  | 4   | 19                  | 17  | 9                       | 7  | 17                  | 22  | 0                        | 0 | 11     | 11 | 188   | 189  | 377  |
| Lideta   | 132               | 176  | 24                 | 25  | 15                  | 7   | 2                       | 2  | 27                  | 29  | 0                        | 0 | 8      | 20 | 208   | 259  | 467  |
| Nefas    | 47                | 77   | 12                 | 4   | 8                   | 11  | 2                       | 3  | 4                   | 0   | 0                        | 0 | 9      | 8  | 82    | 103  | 185  |
| Lemi     | 98                | 156  | 8                  | 16  | 16                  | 12  | 9                       | 18 | 53                  | 50  | 5                        | 2 | 17     | 24 | 206   | 278  | 484  |
| Yeka     | 41                | 79   | 6                  | 8   | 11                  | 13  | 20                      | 27 | 391                 | 393 | 26                       | 1 | 13     | 20 | 630   | 722  | 1352 |
| Total    | 819               | 1199 | 209                | 226 | 120                 | 132 | 90                      | 86 | 864                 | 898 | 32                       | 7 | 71     | 79 | 2854  | 3348 | 6202 |

Table 20 shows that the secondary Education enrollment of students with disability. This table discloses that unlike the case with primary schools, high schools came up with markedly greater number of female students with disability. That is 2854 for males and 3348 to females. Taking into account the grand total enrollments, Yeka with 1,352 was the highest while Nefas Silk with only 185 made the least enrollments in the year 2016 E.C. Apart from ‘others’ column of disability, there were more visually impaired and talented and Gifted students than the rest.

**Table 21. The Enrollment of Secondary Students with Disability at Sub-City level 2016 E.C**

| Sub-City                 | Addis Ketema | Akaki  | Arada  | Bole   | Gulele | Kirkos | Kolfe  | Lemikura | Lideta | Nifas Silk | Yeka   | Total  |
|--------------------------|--------------|--------|--------|--------|--------|--------|--------|----------|--------|------------|--------|--------|
| Total No. of students    | 25,693       | 21,071 | 16,623 | 17,799 | 20,475 | 9,138  | 21,296 | 26,843   | 13,644 | 36,026     | 19,718 | 228326 |
| Students with Disability | 668          | 435    | 736    | 921    | 373    | 204    | 377    | 484      | 467    | 185        | 1352   | 6202   |
| Percentage of Disability | 2.59%        | 2.06%  | 4.43%  | 5.18%  | 1.82%  | 2.2%   | 1.77%  | 1.8%     | 3.4%   | 0.51%      | 6.85%  | 2.7%   |

The data in table 21 shows the enrollment rate of Students with disability at secondary school in 2016 E.C. Among the total number of students with disability was 6202 and that meant 2.7 percentage of disability in 2016 academic year. Nifas silk Lafto (36,026), Lemi Kura (26,843) and Addis Ketema (25,693) had greatest total enrollments whereas Kirkos made the least total enrollments.

With regards to registrations of students with disability, Yeka with 1352 had the highest enrollments in contrast to Nefas Silk, which made only 185 registrations of students with disability. On the other hand, Yeka, Bole and Arada, with 6.85%, 5.18%, and 4.43% respectively were with highest disability percentages. On the contrary, Gullele (1.82%) and Kolefe (1.77%) had lower rate, while Nefas Silk was with the least disability percentage of all Sub Cities.

## 9.4 Students in Type in Years

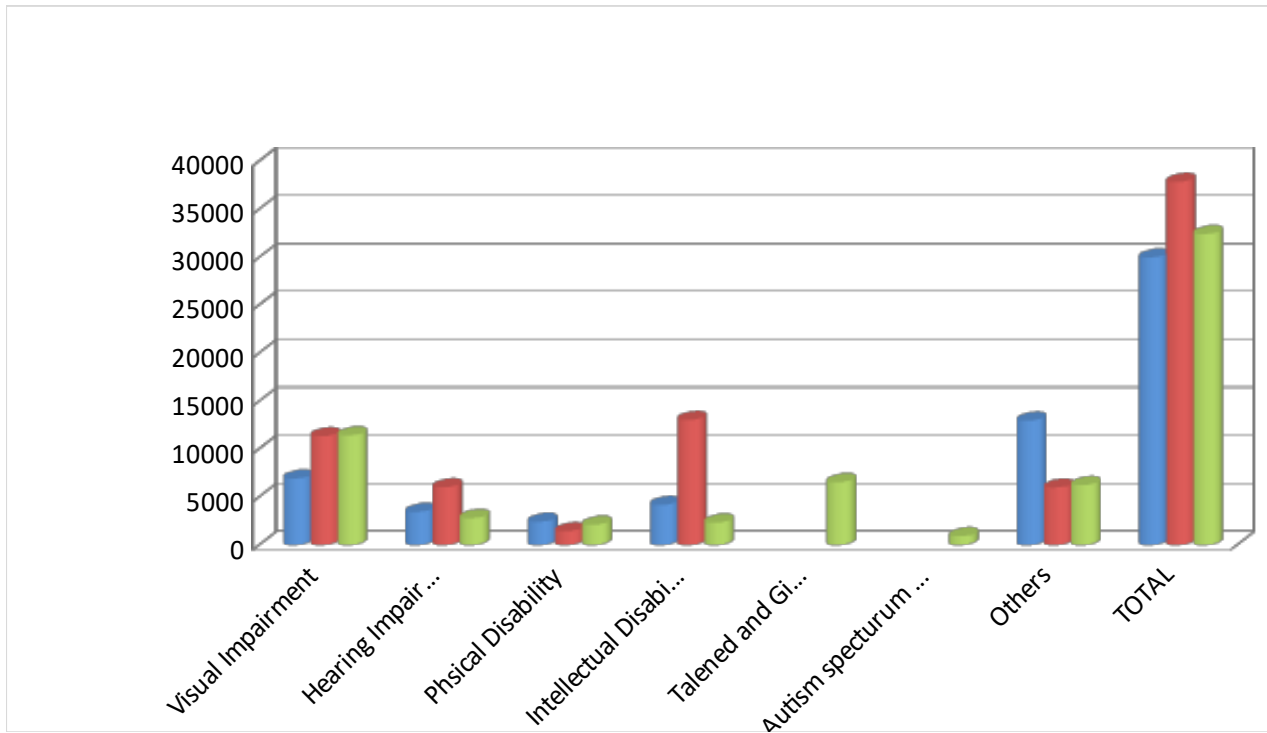


Chart 46 . Enrollment of Students with Disability from the year 2014 E.C to 2016 E.C

Chart 4.4 indicates the enrollment of students with disability in year 2016 E. C across the last three years. As the trend of Visual impairment enrollment was consecutively rising from year to year, but this situation indicated figure fluctuations- with hearing impairment and intellectual disabilities, although the figures showed increase in 2015, the enrollment then fell in the year 2016 E.C. When we consider nature of enrollments for other types of disability, after sharply falling in 2015, then rose in 2016 E.C.

## 10 Teachers and School Leader

The Addis Ababa City Administration Education Bureau tried to fulfill the qualified teacher and schools leaders at each level. At each level from years 2014- 2016 E.C the number of teachers and school principals as well as their qualification has been treated below.

### 10.1 Number of Teachers in all Grade Level from 2014 E.C to 2016 E.C

To assure quality education, the role of the qualified and relevant teacher plays fundamental role. It is recognized that the importance of teachers as backbone to the quality of education. They play an important role in the achievement of the learner. Therefore, Addis Ababa City Administration Education Bureau has been tried to fulfill schools with qualified teachers in each level. Thus, the number of teachers from years 2014 to 2016 expressed in Table 22 below.

**Table 22. Total Number of School Teachers in years 2014-2016 E.C**

| Grade Level  | 2014 E.C     |              |              | 2015 E.C     |              |              | 2016 E.C     |              |              |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|              | M            | F            | T            | M            | F            | T            | M            | F            | T            |
| Pre-primary  | 1,443        | 12,038       | 13,481       | 1,289        | 13,773       | 15,062       | 875          | 13,806       | 14,681       |
| Primary      | 13,838       | 14,590       | 28,428       | 15,337       | 16,030       | 31,367       | 15,418       | 16314        | 31,732       |
| Secondary    | 7,431        | 1,790        | 9,221        | 9,258        | 2,494        | 11,752       | 10,410       | 2,949        | 13,359       |
| <b>Total</b> | <b>15281</b> | <b>26628</b> | <b>41909</b> | <b>16626</b> | <b>29803</b> | <b>46429</b> | <b>26703</b> | <b>33069</b> | <b>59772</b> |

**According to table 22**, in general the number of teachers has grown in the last three academic years. However, at the preprimary level the number of teachers has shown some decrement in 2016 E.C academic years as compared with the number of teachers in 2015 E.C.

The data also revealed that the total population of female teachers was higher than males in preprimary and primary levels. On the other hand, at the secondary level, the number of male teachers was increased three to four folds as compared with female teachers in the consecutive academic years.

## 10.1 Qualification of Teachers

Teacher qualifications play a pivotal role in shaping the quality of education. Well-qualified teachers are equipped with the necessary knowledge, skills, and dispositions to create effective learning environments and inspire students to reach their full potential. Therefore, the qualification of teachers at preprimary, primary and secondary levels has treated below.

### 10.1.1 Qualification of Pre-Primary School Teachers

The qualifications required for pre-primary teachers can vary depending on specific country and regional regulations. According to AAEB the qualification of preprimary teachers was categorized as certificate, diploma, degree and others as shown in Table 23 below.

**Table 23 Qualification of Pre-Primary School Teachers in government and Non-Government schools**

| School             | Certificate |       |       | Diploma |       |       | Degree and above |       |       | others |       |       | Total |        |        |
|--------------------|-------------|-------|-------|---------|-------|-------|------------------|-------|-------|--------|-------|-------|-------|--------|--------|
|                    | M           | F     | T     | M       | F     | T     | M                | F     | T     | M      | F     | T     | M     | F      | T      |
| <b>Pre-primary</b> | 151         | 4,294 | 4,445 | 434     | 5,366 | 5,800 | 212              | 2,495 | 2,707 | 78     | 1,651 | 1,729 | 875   | 13,806 | 14,681 |

Table 23, showed that 4445, 5800 and 2707 preprimary teachers were graduated in certificate, diploma and degree and above programs respectively in both government and non-government schools. Furthermore, the figure clearly indicated that the majority of preprimary teachers in government and non-government schools were females. On the other hand, those preprimary teachers who graduated with others fields were not few.

The qualification of preprimary teachers in government schools were expressed at the sub city level in the table 24 below.

**Table 24. Qualification of Government Pre-Primary School Teachers in 2016 E.C**

| Sub – city | Certificate |     |      | Diploma |      |      | Degree |    |    | Others |   |   | Total |      |      |
|------------|-------------|-----|------|---------|------|------|--------|----|----|--------|---|---|-------|------|------|
|            | M           | F   | T    | M       | F    | T    | M      | F  | T  | M      | F | T | M     | F    | T    |
| Addis      | 3           | 107 | 110  | 19      | 245  | 264  | 0      | 1  | 1  | 0      | 0 | 0 | 22    | 353  | 375  |
| Akaki      | 14          | 113 | 127  | 37      | 315  | 352  | 1      | 4  | 5  | 0      | 0 | 0 | 52    | 432  | 484  |
| Arada      | 4           | 47  | 51   | 9       | 167  | 176  | 0      | 1  | 1  | 0      | 0 | 0 | 13    | 215  | 228  |
| Bole       | 7           | 75  | 82   | 29      | 265  | 294  | 2      | 4  | 6  | 0      | 0 | 0 | 38    | 344  | 382  |
| Gulele     | 3           | 116 | 119  | 34      | 201  | 235  | 6      | 8  | 14 | 0      | 0 | 0 | 43    | 325  | 368  |
| Kirkos     | 1           | 47  | 48   | 12      | 169  | 181  | 0      | 2  | 2  | 0      | 5 | 5 | 13    | 223  | 236  |
| Kolfe      | 10          | 148 | 158  | 46      | 404  | 450  | 2      | 8  | 10 | 0      | 0 | 0 | 58    | 560  | 618  |
| Leme kura  | 11          | 89  | 100  | 45      | 384  | 429  | 0      | 3  | 3  | 0      | 0 | 0 | 56    | 476  | 532  |
| Lideta     | 2           | 67  | 69   | 26      | 189  | 215  | 1      | 8  | 9  | 0      | 0 | 0 | 29    | 264  | 293  |
| Nifas Silk | 5           | 68  | 73   | 20      | 153  | 173  | 16     | 17 | 33 | 0      | 0 | 0 | 41    | 238  | 279  |
| Yeka       | 3           | 114 | 117  | 26      | 386  | 412  | 0      | 2  | 2  | 0      | 0 | 0 | 29    | 502  | 531  |
| Total      | 63          | 991 | 1054 | 303     | 2878 | 3181 | 28     | 58 | 86 | 0      | 5 | 5 | 394   | 3932 | 4326 |

As shown in the Table 24, 1054, 3181 and 86 teachers were certificate, diploma and degree holders respectively in government schools in 2016 E.C. In order to express more detail as per sub cities, there were 158,127,119 and 117 teachers who graduated with certificates in kolfe Keranio, Akaki kality, Gulele and yeka sub cities respectively which accounts the highest number. On the other hand, the highest number of diploma graduates was recorded in Kolfe Keranio and Lemi Kura sub-cities whereas the highest number of degree-holding pre-primary teachers was found in Nifas Silk Lafto Sub city.

The data generally revealed that diploma and certificate qualifications were the most common among teachers in government pre-primary schools in Addis Ababa.

Table 25. Qualification of Non-Government Pre-Primary School Teachers in 2016 E.C

| Sub city      | Certificate |      |      | Diploma |      |      | Degree |      |      | other |      |      | Total |      |       |
|---------------|-------------|------|------|---------|------|------|--------|------|------|-------|------|------|-------|------|-------|
|               | M           | F    | T    | M       | F    | T    | M      | F    | T    | M     | F    | T    | M     | F    | T     |
| Addis Ketema  | 5           | 310  | 315  | 1       | 158  | 159  | 0      | 54   | 54   | 0     | 89   | 89   | 6     | 611  | 617   |
| Akaki kality  | 3           | 221  | 224  | 1       | 238  | 239  | 28     | 179  | 207  | 35    | 119  | 154  | 67    | 757  | 824   |
| Arada         | 16          | 151  | 167  | 11      | 146  | 157  | 20     | 143  | 163  | 4     | 45   | 49   | 51    | 485  | 536   |
| Bole          | 43          | 236  | 279  | 88      | 333  | 421  | 80     | 397  | 477  | 6     | 106  | 112  | 217   | 1072 | 1289  |
| Gulele        | 15          | 289  | 304  | 14      | 148  | 162  | 8      | 82   | 90   | 2     | 129  | 131  | 39    | 648  | 687   |
| Kirkos        | 0           | 67   | 67   | 1       | 81   | 82   | 5      | 126  | 131  | 0     | 22   | 22   | 6     | 296  | 302   |
| Kolfe keranio | 3           | 717  | 720  | 6       | 297  | 303  | 6      | 168  | 174  | 16    | 201  | 217  | 31    | 1383 | 1414  |
| Lemi kura     | 1           | 521  | 522  | 5       | 440  | 445  | 7      | 638  | 645  | 5     | 417  | 422  | 18    | 2016 | 2034  |
| Lideta        | 0           | 182  | 182  | 0       | 138  | 138  | 1      | 233  | 234  | 1     | 94   | 95   | 2     | 647  | 649   |
| Nifas Silk    | 1           | 340  | 341  | 3       | 299  | 302  | 26     | 241  | 267  | 8     | 347  | 355  | 38    | 1227 | 1265  |
| Yeka          | 1           | 269  | 270  | 1       | 210  | 211  | 3      | 176  | 179  | 1     | 77   | 78   | 6     | 732  | 738   |
| Total         | 88          | 3303 | 3391 | 131     | 2488 | 2619 | 184    | 2437 | 2621 | 78    | 1646 | 1724 | 48    | 9874 | 10355 |

As shown in Table 25, 3391 teachers were graduated in certificate in non-governmental preprimary schools. On the other hand, 2619 and 2621 were Diploma, Degree and above holders respectively.

The table further indicated that Kolfe Keranio and Lemi Kura sub-cities had the most certificated teacher graduates. In contrast, a minimal number of certificated pre-primary teacher graduates were observed in Kirkose sub-city. On the other way, both Lemi kura and Bole sub cities had the largest number of teachers who graduated in diploma and degree.

In non-governmental preprimary schools, significant number of teachers had certified with others. For example, there were 422 and 355 teachers in Lemi kura and Nifas Silk Lafto who had a qualification of others.

A significant number of teachers in non-governmental preprimary schools had a qualification of other. For example, 422 and 355 teachers in Lemi Kura and Nifas Silk Lafto, respectively, held qualifications of other.

## 10.1.2 Qualification of Primary School Teachers

Qualified primary school teachers are the cornerstone of a strong educational foundation. Their qualifications directly impact the quality of education, both in governmental and non-governmental schools. In Addis Ababa governmental and non-governmental schools, there were certificate, diploma, degree, masters and others holder in the teaching and learning processes.

A range of qualifications, including certificates, diplomas, degrees, master's degrees and others, were held by teachers involved in teaching and learning processes in Addis Ababa's governmental and non-governmental schools. Therefore the qualifications of primary teachers in governmental and non-governmental schools were expressed the respective Tables 26-28 below.

Table 26. Qualification of Primary School Teachers Government and Non-Government

| School         | Certificate |     |     | Diploma |      |       | Degree |      |       | Masters and above |    |     | other |     |      | Total |       |       |
|----------------|-------------|-----|-----|---------|------|-------|--------|------|-------|-------------------|----|-----|-------|-----|------|-------|-------|-------|
|                | M           | F   | T   | M       | F    | T     |        |      |       | M                 | F  | T   | M     | F   | T    | M     | F     | T     |
| <b>primary</b> | 97          | 292 | 389 | 5065    | 6691 | 11756 | 9627   | 8660 | 18287 | 74                | 27 | 101 | 555   | 644 | 1199 | 15418 | 16314 | 31732 |

Table 26 indicates that in 2016 E.C., there were 31,732 primary school teachers. Of these, 389 held certificates, 11,756 held diplomas, 18,287 held degrees, and 101 held master's degrees. Overall, diploma and degree holders were the most numerous group in primary schools. Additionally, 1,199 teachers held qualifications other than those specified.

The qualification of government primary school teachers with respect to the sub cities was treated in table 27 below.

Table 27 Qualification of Government Primary School Teacher in 2016 E.C

| Sub – city | Certificate |     |     | Diploma |      |      | Degree |      |      | Masters and |    |    | other |   |   | Total |      |       |
|------------|-------------|-----|-----|---------|------|------|--------|------|------|-------------|----|----|-------|---|---|-------|------|-------|
|            | M           | F   | T   | M       | F    | T    | M      | F    | T    | M           | F  | T  | M     | F | T | M     | F    | T     |
| Addi       | 6           | 2   | 8   | 385     | 482  | 867  | 465    | 386  | 851  | 1           | 0  | 1  | 0     | 0 | 0 | 857   | 870  | 172   |
| Akak       | 0           | 12  | 12  | 506     | 671  | 117  | 464    | 492  | 956  | 3           | 1  | 4  | 0     | 0 | 0 | 100   | 118  | 219   |
| Arad       | 2           | 4   | 6   | 222     | 304  | 526  | 278    | 316  | 594  | 0           | 0  | 0  | 0     | 0 | 0 | 502   | 624  | 112   |
| Bole       | 0           | 1   | 1   | 220     | 342  | 562  | 418    | 359  | 777  | 0           | 0  | 0  | 0     | 0 | 0 | 638   | 702  | 134   |
| Gulel      | 3           | 1   | 4   | 305     | 490  | 795  | 470    | 516  | 986  | 5           | 2  | 7  | 0     | 0 | 0 | 783   | 100  | 179   |
| Kirko      | 0           | 3   | 3   | 236     | 321  | 557  | 270    | 246  | 516  | 0           | 0  | 0  | 0     | 0 | 0 | 506   | 570  | 107   |
| Kolfe      | 3           | 73  | 10  | 523     | 753  | 127  | 568    | 569  | 113  | 0           | 0  | 0  | 0     | 0 | 0 | 112   | 139  | 252   |
| Leme       | 0           | 3   | 3   | 409     | 642  | 105  | 402    | 610  | 101  | 0           | 0  | 0  | 0     | 0 | 0 | 811   | 125  | 206   |
| Lidet      | 1           | 1   | 2   | 234     | 269  | 503  | 325    | 305  | 630  | 0           | 0  | 0  | 0     | 0 | 0 | 560   | 575  | 113   |
| Nifas      | 0           | 1   | 1   | 206     | 268  | 474  | 187    | 243  | 430  | 0           | 0  | 0  | 0     | 0 | 0 | 393   | 512  | 905   |
| Yeka       | 3           | 7   | 10  | 393     | 677  | 107  | 508    | 580  | 108  | 0           | 0  | 0  | 0     | 0 | 0 | 904   | 126  | 216   |
| Total      | 51          | 108 | 159 | 3639    | 5219 | 8858 | 4355   | 4622 | 8977 | 43          | 12 | 55 | 0     | 0 | 0 | 8088  | 9961 | 18049 |

Table 27 above indicates that in 2016 E.C. 159 teachers held certificates, 8,858 held diplomas, 8,977 held degrees, and 55 held master's degrees in government primary schools. Therefore, in government primary schools, most teachers were diploma and degree holders.

On the contrast of qualification with sub cities, out of 159 certificate teachers, the majorities were found in Kolfe Keranio sub-city; most diploma holders were found in Addis ketema and Gulele sub cities and the majority degree holder teachers were recorded in Gulele, Akaki kality and Addis ketema respectively.

A comparison of qualifications across sub-cities revealed that Kolfe Keranio had the highest number of certificate holders. Addis Ketema and Gulele had the highest number of diploma holders, while Gulele, Akaki Kality, and Addis Ketema had the highest numbers of degree holders, respectively.

Table 28. Qualification of Non-Government Primary Teachers in 2016 E.C

| Sub-city | Certificate |     |     | Diploma |      |      | Degree |      |      | Masters and above |    |    | other |     |      | Total |      |       |
|----------|-------------|-----|-----|---------|------|------|--------|------|------|-------------------|----|----|-------|-----|------|-------|------|-------|
|          | M           | F   | T   | M       | F    | T    | M      | F    | T    | M                 | F  | T  | M     | F   | T    | M     | F    | T     |
| Addi     | 2           | 21  | 23  | 11      | 91   | 20   | 25     | 16   | 421  | 2                 | 0  | 2  | 8     | 10  | 18   | 380   | 288  | 668   |
| Akak     | 3           | 15  | 18  | 94      | 12   | 21   | 34     | 29   | 647  | 0                 | 0  | 0  | 77    | 9   | 86   | 523   | 442  | 965   |
| Arad     | 8           | 10  | 18  | 85      | 10   | 19   | 42     | 31   | 734  | 0                 | 0  | 0  | 51    | 18  | 23   | 567   | 615  | 118   |
| Bole     | 1           | 6   | 7   | 13      | 10   | 24   | 66     | 45   | 112  | 0                 | 0  | 0  | 10    | 3   | 13   | 816   | 574  | 139   |
| Gulel    | 9           | 37  | 46  | 14      | 11   | 26   | 29     | 25   | 549  | 1                 | 7  | 2  | 2     | 2   | 4    | 470   | 411  | 881   |
| Kirko    | 0           | 8   | 8   | 64      | 39   | 10   | 26     | 21   | 480  | 0                 | 0  | 0  | 12    | 14  | 26   | 345   | 272  | 617   |
| Kolfe    | 5           | 21  | 26  | 22      | 23   | 46   | 68     | 54   | 122  | 0                 | 0  | 0  | 39    | 36  | 75   | 947   | 840  | 178   |
| Leme     | 4           | 27  | 31  | 17      | 27   | 45   | 96     | 83   | 179  | 0                 | 0  | 0  | 36    | 34  | 70   | 117   | 116  | 234   |
| Lidet    | 5           | 13  | 18  | 74      | 66   | 14   | 30     | 27   | 582  | 1                 | 8  | 2  | 0     | 0   | 0    | 397   | 365  | 762   |
| Nifas    | 7           | 15  | 22  | 19      | 18   | 38   | 68     | 39   | 107  | 0                 | 0  | 0  | 30    | 33  | 63   | 118   | 929  | 211   |
| Yeka     | 2           | 11  | 13  | 11      | 13   | 24   | 38     | 28   | 672  | 0                 | 0  | 0  | 14    | 20  | 34   | 517   | 448  | 965   |
| Total    | 46          | 184 | 230 | 1426    | 1472 | 2898 | 5272   | 4038 | 9310 | 31                | 15 | 46 | 555   | 644 | 1199 | 7330  | 6353 | 13683 |

**Table 28 shows** that in 2016 E.C, there were 13,683 teachers in non-government primary schools. Among these teachers 230 were certificate, 2898 were diploma, 9310 were degree holders and the rest 46 teachers had second degree and above respectively. This shows that non-government primary schools were largely dominated by first degree holders. On the contrary, out of 1,199 primary teachers whose qualifications were other than those specified, all of them were found in non-governmental primary schools.

### 10.1.3 Qualification of Secondary School Teachers

Table 29. Qualification of Secondary Teachers in 2016 E.C

| School Level   | Diploma |    |    | Degree |      |      | Masters and above |     |      | other |     |     | Total |      |       |
|----------------|---------|----|----|--------|------|------|-------------------|-----|------|-------|-----|-----|-------|------|-------|
|                | M       | F  | T  | M      | F    | T    | M                 | F   | T    | M     | F   | T   | M     | F    | T     |
| Secondary 9-12 | 26      | 14 | 40 | 7126   | 1858 | 8984 | 3138              | 843 | 3981 | 120   | 234 | 354 | 10410 | 2949 | 13359 |

Table 29 shows that from a total of 13,359 secondary school teachers the majority or 12,965 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 10,410 males and 2,949 females. In this grade level, 40 teachers were Diploma holders which were below the stated standard.

Table 30. Qualification of Government Secondary School Teachers in 2016 E.C

| Sub – city | Diploma |   |    | Degree |      |      | Masters and above |    |      | other |   |   | Total |     |      |
|------------|---------|---|----|--------|------|------|-------------------|----|------|-------|---|---|-------|-----|------|
|            | M       | F | T  | M      | F    | T    | M                 | F  | T    | M     | F | T | M     | F   | T    |
| Addis      | 0       | 0 | 0  | 599    | 177  | 776  | 300               | 57 | 357  | 0     | 0 | 0 | 899   | 234 | 113  |
| Akaki      | 0       | 0 | 0  | 449    | 178  | 627  | 284               | 96 | 380  | 0     | 0 | 0 | 733   | 274 | 100  |
| Arada      | 5       | 9 | 14 | 351    | 95   | 446  | 203               | 50 | 253  | 0     | 0 | 0 | 559   | 154 | 713  |
| Bole       | 0       | 0 | 0  | 347    | 162  | 509  | 144               | 43 | 187  | 0     | 0 | 0 | 491   | 205 | 696  |
| Gulele     | 0       | 0 | 0  | 425    | 106  | 531  | 305               | 79 | 384  | 0     | 0 | 0 | 730   | 185 | 915  |
| Kirkos     | 0       | 0 | 0  | 228    | 63   | 291  | 124               | 34 | 158  | 0     | 0 | 0 | 352   | 97  | 449  |
| Kolfe      | 0       | 0 | 0  | 406    | 135  | 541  | 189               | 72 | 261  | 0     | 0 | 0 | 595   | 207 | 802  |
| Leme       | 0       | 0 | 0  | 416    | 210  | 626  | 177               | 86 | 263  | 0     | 0 | 0 | 593   | 296 | 889  |
| Lideta     | 0       | 0 | 0  | 359    | 106  | 465  | 227               | 59 | 286  | 0     | 0 | 0 | 586   | 165 | 751  |
| Nifas Silk | 0       | 0 | 0  | 186    | 180  | 366  | 87                | 78 | 165  | 0     | 0 | 0 | 273   | 258 | 531  |
| Yeka       | 0       | 0 | 0  | 412    | 180  | 592  | 251               | 77 | 328  | 0     | 0 | 0 | 663   | 257 | 920  |
| Total      | 5       |   | 1  | 4178   | 1592 | 5770 | 2291              | 73 | 3022 | 0     |   | 0 | 647   | 233 | 8806 |

According to the data in table 30, above, government secondary schools had 14 teachers in diploma, 5770 Degree and 3022 teachers were second degree respectively. Therefore, almost all (99.8%) of secondary school teachers were degree and master holders except 14 diploma holder

teachers from Arada sub city. On the other hand, there was no teacher who held a qualification of other in secondary government schools in 2016 E.C. The data also revealed that only 2332 or 26% female teachers were engaged in government secondary schools in 2016 E.C.

**Table 31. Qualification of Non- Government School Teachers in 2016 E.C**

| Sub – city | Diploma |   |   | Degree |     |      | Masters and above |    |     | other |    |    | Total |     |      |
|------------|---------|---|---|--------|-----|------|-------------------|----|-----|-------|----|----|-------|-----|------|
|            | M       | F | T | M      | F   | T    | M                 | F  | T   | M     | F  | T  | M     | F   | T    |
| Addis      | 1       | 0 | 1 | 164    | 21  | 185  | 59                | 8  | 67  | 1     | 1  | 2  | 225   | 30  | 255  |
| Akaki      | 0       | 0 | 0 | 117    | 16  | 133  | 29                | 4  | 33  |       |    | 0  | 146   | 20  | 166  |
| Arada      | 4       | 1 | 5 | 172    | 22  | 194  | 19                | 41 | 23  | 1     | 1  | 2  | 368   | 65  | 433  |
| Bole       | 0       | 0 | 0 | 297    | 10  | 403  | 46                | 19 | 65  | 19    | 2  | 21 | 362   | 127 | 489  |
| Gulele     | 0       | 0 | 0 | 163    | 13  | 176  | 73                | 11 | 84  |       |    | 0  | 236   | 24  | 260  |
| Kirkos     | 1       | 0 | 1 | 68     | 4   | 72   | 82                | 4  | 86  |       |    |    | 151   | 8   | 159  |
| Kolfe      | 4       | 1 | 5 | 312    | 25  | 337  | 66                | 4  | 70  |       |    | 0  | 382   | 30  | 412  |
| Leme kura  | 1       | 0 | 1 | 406    | 36  | 442  | 98                | 8  | 10  |       |    | 0  | 505   | 44  | 549  |
| Lideta     | 9       | 0 | 9 | 122    | 7   | 129  | 41                | 0  | 41  |       |    |    | 172   | 7   | 179  |
| Nifas Silk | 1       | 0 | 1 | 100    | 3   | 100  | 10                | 1  | 10  | 98    | 23 | 32 | 120   | 234 | 1441 |
| Yeka       | 0       | 3 | 3 | 127    | 13  | 140  | 54                | 12 | 66  | 1     | 0  | 1  | 182   | 28  | 210  |
| Total      | 21      | 5 | 2 | 2948   | 266 | 3214 | 847               | 11 | 959 | 12    | 23 | 35 | 3936  | 617 | 4553 |

Table 31 shows, non-government secondary schools had 26 Diploma, 3214 first degree and the rest 959 teachers qualified second degrees respectively. There were also 354 teachers whose qualification was different from specified.

The highest number of degree and second degree qualified teachers were found in Nifas Silk lafto sub city while the lowest numbers of qualified teachers were seen in Kirkos and Akaki Kality Sub Cities. The data also showed that only 617 (14%) female teacher were found in non-governmental secondary schools.

In the comparison of government and non- government secondary school teacher, in both categories the majority of teachers qualifications were degree and second degree. The engagement of female teachers in both categories was few. Additionally, there were a significant number of teachers whose qualification was different from specified were engaged in non-governmental secondary schools.

## 10.2 Teachers with Disability

**Table 32. Teachers with Disability in Government Schools in 2016 E.C**

| Sub city     | Visual Impairment |     |     | Hearing Impairment |    |    | physical disabilities |    |    | Others |    |    | Total |     |     |
|--------------|-------------------|-----|-----|--------------------|----|----|-----------------------|----|----|--------|----|----|-------|-----|-----|
|              | M                 | F   | T   | M                  | F  | T  | M                     | F  | T  | M      | F  | T  | M     | F   | T   |
| Addis Ketema | 9                 | 6   | 15  | 3                  | 2  | 5  | 5                     | 1  | 6  | 2      | 1  | 3  | 19    | 10  | 29  |
| AkakiKality  | 4                 | 2   | 6   | 0                  | 1  | 1  | 6                     | 2  | 8  | 3      | 1  | 4  | 13    | 6   | 19  |
| Arada        | 30                | 24  | 54  | 15                 | 8  | 23 | 8                     | 3  | 11 | 2      | 0  | 2  | 55    | 35  | 90  |
| Bole         | 7                 | 5   | 12  | 8                  | 2  | 10 | 0                     | 0  | 0  |        |    | 0  | 15    | 7   | 22  |
| Gulele       | 18                | 19  | 37  | 6                  | 1  | 7  | 10                    | 2  | 12 | 1      | 0  | 1  | 35    | 22  | 57  |
| Kirkos       | 11                | 13  | 24  | 1                  | 3  | 4  | 2                     | 4  | 6  | 1      | 0  | 1  | 15    | 20  | 35  |
| KolfeKeranio | 19                | 24  | 43  | 7                  | 2  | 9  | 13                    | 8  | 21 | 1      | 3  | 4  | 40    | 37  | 77  |
| Leme Kura    | 17                | 29  | 46  | 10                 | 4  | 14 | 3                     | 5  | 8  | 2      | 0  | 2  | 32    | 38  | 70  |
| Lideta       | 17                | 10  | 27  | 2                  | 6  | 8  | 9                     | 2  | 11 | 4      | 5  | 9  | 32    | 23  | 55  |
| Nifas Silk   | 2                 | 2   | 4   | 0                  | 1  | 1  | 1                     | 0  | 1  | 0      | 0  | 0  | 3     | 3   | 6   |
| Yeka         | 12                | 15  | 27  | 9                  | 4  | 13 | 6                     | 1  | 7  | 1      | 0  | 1  | 28    | 20  | 48  |
| Total        | 146               | 149 | 295 | 61                 | 34 | 95 | 63                    | 28 | 91 | 17     | 10 | 27 | 287   | 221 | 508 |

As indicated in table 32 above, the total number of teachers with disability in 2016 E.C was 508. The number of teachers with visual problem was 295 (146 Males and 149 Females). The number of males and females was almost the same. The number of teachers with hearing and physically disability were 95 (61 Males and 34 Females) and 91 (63 Males and 28 Females) respectively.

The data also revealed that among 508 disabilities 295 (58%) had visual problems, 95 (18.70%) had hearing problem and 91(17.90%) were physically disabled. The number of male teachers with disabilities in government schools were greater than female teachers with disability.

**Table 33. Teachers with Disability in Non -Government Schools in 2016 E.C**

| Sub city     | Visual Impairment |   |   | Hearing Impairment |   |    | physical disabilities |   |    | Others |    |    | Total |    |    |
|--------------|-------------------|---|---|--------------------|---|----|-----------------------|---|----|--------|----|----|-------|----|----|
|              | M                 | F | T | M                  | F | T  | M                     | F | T  | M      | F  | T  | M     | F  | T  |
| Addis Ketema | 2                 | 0 | 2 | 0                  | 2 | 2  | 2                     | 0 | 2  | 0      | 0  | 0  | 4     | 2  | 6  |
| AkakiKality  | 0                 | 0 | 0 | 0                  | 0 | 0  | 0                     | 0 | 0  | 1      | 0  | 1  | 1     | 0  | 1  |
| Arada        | 0                 | 1 | 1 | 1                  | 1 | 2  | 0                     | 1 | 1  | 0      | 1  | 1  | 1     | 4  | 5  |
| Bole         | 0                 | 0 | 0 | 0                  | 0 | 0  | 0                     | 0 | 0  | 4      | 1  | 5  | 4     | 1  | 5  |
| Gulele       | 0                 | 2 | 2 | 2                  | 0 | 2  | 0                     | 0 | 0  | 0      | 0  | 0  | 2     | 2  | 4  |
| Kirkos       | 0                 | 0 | 0 | 3                  | 0 | 3  | 1                     | 2 | 3  | 0      | 1  | 1  | 4     | 3  | 7  |
| KolfeKeranio | 0                 | 0 | 0 | 0                  | 0 | 0  | 0                     | 0 | 0  | 0      | 1  | 1  | 0     | 1  | 1  |
| Leme Kura    | 0                 | 0 | 0 | 0                  | 3 | 3  | 5                     | 4 | 9  | 1      | 2  | 3  | 6     | 9  | 15 |
| Lideta       | 0                 | 0 | 0 | 2                  | 1 | 3  | 0                     | 0 | 0  | 0      | 0  | 0  | 2     | 1  | 3  |
| Nifas Silk   | 0                 | 0 | 0 | 0                  | 0 | 0  | 1                     | 2 | 3  | 2      | 4  | 6  | 3     | 6  | 9  |
| Yeka         | 0                 | 0 | 0 | 0                  | 0 | 0  | 0                     | 0 | 0  | 1      | 0  | 1  | 1     | 0  | 1  |
| Total        | 2                 | 3 | 5 | 8                  | 7 | 15 | 9                     | 9 | 18 | 9      | 10 | 19 | 28    | 29 | 57 |

As indicated in table 33 above, the total number of teachers with disability in non – governmental schools in 2016 E.C was 57. The numbers of teachers with visual problem were 5; with hearing problem were 15 and with physically disability were 18.

The data also revealed that among 57 disabilities 15(26.3%) and 18 (31.58%) had visual and hearing problems respectively. The numbers of male and female teachers with disabilities in non-government schools were almost the same.

Thus, when we compare the government and non- government schools, the number of teachers with disabilities in governmental school were greater than those in non –government schools.

### 10.3 School Principals

Addis Ababa City Administration Education bureau tried to fulfill the qualified school principals at each level. In 2016 E.C the school principals qualification at each level was treated below.

#### 9.1 Qualification of Primary School Principals

**Table 34. Qualification of Government Primary School Principals in 2016 E.C**

| 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 | 5          | 1 |                |    |             | 1 | 104             | 12  | 109   | 14  | 123 |
| AkakiKality  |            | 2 | 6              |    |             |   | 64              | 12  | 70    | 14  | 84  |
| Arada        | 4          |   | 1              | 1  |             |   | 40              | 10  | 45    | 11  | 56  |
| Bole         | 2          |   |                |    | 8           | 1 | 33              | 18  | 43    | 19  | 62  |
| Gulele       | 2          |   | 1              | 3  | 9           |   | 58              | 12  | 70    | 15  | 85  |
| Kirkos       |            |   | 1              | 3  |             |   | 47              | 13  | 48    | 16  | 64  |
| KolfeKeranio | 1          |   | 1              |    |             |   | 76              | 15  | 78    | 15  | 93  |
| Lemikura     | 2          |   | 5              | 3  | 4           | 1 | 38              | 5   | 49    | 9   | 58  |
| Lideta       |            | 3 | 3              |    |             | 1 | 46              | 11  | 49    | 15  | 64  |
| Nifas Silk   | 7          |   | 5              | 2  | 13          | 1 | 49              | 7   | 74    | 10  | 84  |
| Yeka         |            |   | 2              | 2  |             |   | 76              | 6   | 78    | 8   | 86  |
| Total        | 23         | 6 | 25             | 14 | 34          | 5 | 631             | 121 | 713   | 146 | 859 |

**Table 34**, presents the number of government primary schools principals in their qualifications. According to the data, 23 male and 6 females holds MA in EDPM and 34 males and 5 females holds MA in other fields of studies. On the other hand 631 males and 121 females were first degree graduates in other fields of study. The data revealed that majority of the primary school principals were 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 | 54     | 15  | 4            | 0  | 60    | 16  | 76   |
| AkakiKality  | 2                          | 0 | 57     | 18  | 29           | 6  | 88    | 24  | 112  |
| Arada        |                            |   | 36     | 10  | 13           | 4  | 49    | 14  | 63   |
| Bole         |                            |   | 41     | 14  | 30           | 3  | 71    | 17  | 88   |
| Gulele       | 4                          | 1 | 34     | 15  | 14           | 1  | 52    | 17  | 69   |
| Kirkos       | 0                          | 0 | 31     | 13  | 8            | 1  | 39    | 14  | 53   |
| KolfeKeranio | 2                          | 2 | 110    | 32  | 14           | 1  | 126   | 35  | 161  |
| Lemikura     | 0                          | 0 | 103    | 30  | 6            | 2  | 109   | 32  | 141  |
| Lideta       |                            |   | 42     | 18  |              |    | 42    | 18  | 60   |
| Nifas Silk   |                            |   | 108    | 32  | 35           | 1  | 143   | 33  | 176  |
| Yeka         |                            |   | 40     | 14  | 26           | 4  | 66    | 18  | 84   |
| Total        | 10                         | 4 | 656    | 211 | 179          | 23 | 845   | 238 | 1083 |

As indicated in table 35, above, there were 1083 principals in primary schools and among these 14 diplomas, 867 degree and 202 MA and above holders. There was also considerable variation between males 845 and females 238 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 | 10         | 2  | 2             |   | 17          | 1  |                 |   | 29    | 3  | 32    |
| AkakiKality  | 10         | 0  | 0             | 0 | 21          | 2  | 0               | 0 | 31    | 2  | 33    |
| Arada        | 15         | 1  |               |   | 8           | 2  |                 |   | 23    | 3  | 26    |
| Bole         | 9          | 1  |               |   | 15          | 3  |                 |   | 24    | 4  | 28    |
| Gulele       | 12         | 1  | 0             | 0 | 11          | 0  | 0               | 0 | 23    | 1  | 24    |
| Kirkos       | 5          | 2  |               |   | 10          | 0  |                 |   | 15    | 2  | 17    |
| KolfeKeranio | 9          | 1  |               |   | 15          | 2  |                 |   | 24    | 3  | 27    |
| Lemikura     | 4          | 0  | 0             | 0 | 24          | 2  | 0               | 0 | 28    | 2  | 30    |
| Lideta       | 8          | 1  |               |   | 9           | 2  |                 |   | 17    | 3  | 20    |
| Nifas Silk   | 10         | 1  |               |   | 17          |    | 0               |   | 27    | 1  | 28    |
| Yeka         | 20         | 0  |               |   | 8           | 0  |                 |   | 28    | 0  | 28    |
| Total        | 112        | 10 | 2             | 0 | 155         | 14 | 0               | 0 | 269   | 24 | 293   |

As shown in table 36, there were 293 secondary school principals. Among these MA in EDPM were 122. On the other hand 169 principals MA in other field of studies. From the above table shows that none of secondary school principals degree holders in other fields. 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      |    | 17           | 1  | 18    | 1  | 19  |
| AkakiKality  | 0                           | 0 | 1      | 1  | 19           | 1  | 20    | 2  | 22  |
| Arada        |                             |   | 6      |    | 19           | 10 | 25    | 10 | 35  |
| Bole         |                             |   | 6      | 1  | 16           | 10 | 22    | 11 | 33  |
| Gulele       | 0                           | 0 | 13     | 1  | 10           | 1  | 23    | 2  | 25  |
| Kirkos       |                             |   | 6      |    | 7            | 3  | 13    | 3  | 16  |
| KolfeKeranio |                             |   | 10     | 1  | 30           | 2  | 40    | 3  | 43  |
| Lemikura     | 0                           | 0 | 16     | 6  | 28           | 2  | 44    | 8  | 52  |
| Lideta       |                             |   |        |    | 16           | 1  | 16    | 1  | 17  |
| Nifas Silk   |                             |   | 10     | 3  | 43           |    | 53    | 3  | 56  |
| Yeka         |                             |   | 10     | 1  | 7            | 1  | 17    | 2  | 19  |
| Total        | 0                           | 0 | 79     | 14 | 212          | 32 | 291   | 46 | 337 |

Table 37 shows qualification of non-government school Principals were 337 (291 males and 46 females) principals. Among them 79 males and 14 females were graduated in degree and 212 males and 32 females were MA and above holders. The number of female principals is highly dominated by males.

## 10.4 Supervisors with Qualifications

Addis Ababa City Administration Education bureau tried to fulfill the qualified supervisors at each level. In 2016 E.C supervisors at each level treated below.

#### 10.4.1 Cluster Supervisors

**Table 38. Number of Woreda Cluster Supervisors in 2016 E.C**

| 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  |                |    |             |   | 29              | 4   | 36    | 6   | 42    |
| AkakiKality  | 8                  | 1  | 4              | 3  | 6           | 0 | 9               | 11  | 27    | 15  | 42    |
| Arada        | 2                  | 3  |                |    |             |   | 11              | 8   | 13    | 11  | 24    |
| Bole         |                    |    | 10             | 10 | 4           | 2 | 15              | 1   | 29    | 13  | 42    |
| Gulele       | 0                  | 0  | 0              | 0  | 5           | 0 | 14              | 8   | 19    | 8   | 27    |
| Kirkos       | 2                  | 1  | 4              | 2  | 0           | 0 | 10              | 4   | 16    | 7   | 23    |
| KolfeKeranio | 1                  | 0  | 5              | 1  | 2           | 2 | 26              | 14  | 34    | 17  | 51    |
| Lemikura     | 1                  | 1  | 2              | 2  | 0           | 0 | 15              | 21  | 18    | 24  | 42    |
| Lideta       |                    | 1  |                |    |             |   | 12              | 12  | 12    | 13  | 25    |
| Nifas Silk   | 8                  | 8  | 2              | 1  | 10          | 3 | 17              | 15  | 37    | 27  | 64    |
| Yeka         | 3                  | 4  | 2              | 4  | 4           | 1 | 22              | 7   | 31    | 16  | 47    |
| Total        | 32                 | 21 | 29             | 23 | 31          | 8 | 180             | 105 | 272   | 157 | 429   |

Table 38 shows, there were 272 males and 157 females cluster supervisors, and it makes the total number of Woreda cluster supervisor 429. 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 Degree in EDPM. In general 52 supervisors were Educational Planning and Management (EDPM) graduates while the rest 31 males and 8 females were graduated MA in other fields of study and 180 males and 105 females are Degree graduates in other fields of study. Therefore, totally 429 cluster supervisors were graduated in different field of studies.

#### 10.4.2. Secondary School Supervisors

**Table 49. Number of Secondary School Supervisors in 2016 E.C**

| Sub city     | 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 |                |   |             |   | 2               | 1  | 6  | 2     | 8     |  |
| AkakiKality  | 4          | 0 |                | 0 | 5           | 2 | 0               | 0  | 9  | 2     | 11    |  |
| Arada        | 4          |   |                |   |             |   | 3               | 1  | 7  | 1     | 8     |  |
| Bole         | 2          | 1 |                |   |             | 1 | 5               | 2  | 7  | 4     | 11    |  |
| Gulele       | 1          | 0 | 0              | 0 | 3           | 1 | 2               | 1  | 6  | 2     | 8     |  |
| Kirkos       | 0          | 1 | 0              | 1 | 1           | 2 | 3               | 0  | 4  | 4     | 8     |  |
| KolfeKeranio | 3          | 0 | 0              | 0 | 2           | 0 | 6               | 2  | 11 | 2     | 13    |  |
| Lemikura     | 2          | 1 | 0              | 0 | 0           | 0 | 1               | 3  | 3  | 4     | 7     |  |
| Lideta       | 4          | 2 | 2              | 1 | 1           |   |                 |    | 7  | 3     | 10    |  |
| Nifas Silk   | 3          | 1 | 0              | 0 | 2           | 1 | 6               | 2  | 11 | 4     | 15    |  |
| Yeka         | 3          |   | 0              |   | 2           | 0 | 4               | 0  | 9  | 0     | 9     |  |
| Total        | 30         | 7 | 2              | 2 | 16          | 7 | 32              | 12 | 80 | 28    | 108   |  |

As indicated in Table 49, there were 80 males and 28 females' secondary school supervisors. The number of males is greater than females. On the other hand, 37 (30 male and 7 females) holds MA in EDPM, 2 male and 2 females graduated degree in EDPM. Supervisors were graduated by MA in others 23(16 males and 7 females) and 32 males and 12 females graduated in degree in other different field of studies.

## 11. Wash in Pre-Primary Schools

WASH in school (water, sanitation, and hygiene) initiative in Addis Ababa City Administration Bureau are critical to improving public/students health, reducing poverty, and ensuring sustainable development. The school faces significant challenges in this area but, ongoing efforts aim to address gaps and expand access. Here's an overview.

### 11.1 Wash in Pre-Primary Schools

**Table 40. School WASH in Government Pre-primary schools (2016 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 | 23            | 4742           | 4610  | 9352   | 16          | 265  | 281  | 23                                | 474                       | 1:08                     | 474                               | 459   | 21                                   | 18  | 21                         | 21   | 82                     | 1:57                       | 88                      | 1:52                        | 70                         | 1:4                            | 21                          | 21                     |      |
| Akaki     | 26            | 7335           | 6698  | 13933  | 105         | 756  | 861  | 26                                | 697                       | 1:21                     | 600                               | 112   | 25                                   | 25  | 25                         | 61   | 110                    | 1:66                       | 112                     | 1:59                        | 93                         | 1:11                           | 4                           | 222                    |      |
| Arada     | 15            | 4213           | 4036  | 8249   | 51          | 485  | 536  | 15                                | 723                       | 1:11                     | 1                                 | 1   | 22                                   | 1   | 31                         | 33   | 176                    | 1:24                       | 185                     | 1:22                        | 126                        | 1:4                            | 1                           | 1                      |      |
| Bole      | 16            | 4685           | 4442  | 9127   | 5           | 235  | 240  | 16                                | 236                       | 1:25                     | 236                               | 0   | 16                                   | 16  | 16                         | 0  | 59                     | 1:27                       | 60                      | 1:69                        | 44                         | 1:16                           | 6                           | 6                      |      |
| Gullele   | 22            | 4941           | 4522  | 9463   | 43          | 325  | 367  | 22                                | 211                       | 1:45                     | 20                                | 0   | 21                                   | 12  | 21                         | 21   | 88                     | 1:53                       | 86                      | 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            | 1024           | 10170 | 20413  | 58          | 560  | 618  | 18                                | 603                       | 1:34                     | 557                               | 28  | 18                                   | 18  | 18                         | 203  | 85                     | 1:121                      | 118                     | 1:86                        | 80                         | 1:8                            | 5                           | 20                     |      |
| Lemikura  | 15            | 8824           | 8280  | 17104  | 55          | 476  | 531  | 15                                | 498                       | 1:35                     | 300                               | 143   | 0                                    | 15  | 15                         | 15   | 78                     | 1:113                      | 79                      | 1:105                       | 63                         | 1:9                            | 3                           | 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    | 20            | 7695           | 7047  | 14742  | 35          | 598  | 633  | 20                                | 595                       | 1:25                     | 595                               | 31  | 20                                   | 20  | 20                         |  | 115                    | 1:67                       | 154                     | 1:46                        | 86                         | 1:7                            | 25                          | 268                    |      |
| Yeka      | 32            | 7955           | 7358  | 15313  | 256         | 1051 | 1307 | 32                                | 1091                      | 1:16                     | 465                               | 6   | 32                                   | 32  | 32                         | 32   | 222                    | 1:36                       | 198                     | 1:38                        | 81                         | 1:17                           | 1                           | 230                    |      |
| Total     |               | 66046          | 62325 | 128271 | 898         | 5307 | 6204 |                                   | 3353                      | 1:23                     | 1977                              | 867   | 211                                  | 193   | 235                        | 32   | 1168                   | 4683                       | 1244                    | 1244                        | 786                        | 7867                           | 86                          | 106                    | 1025 |
|           | 223           |                |       |        |             |      |      | 223                               |                           |                          |                                   |   |                                      |   |                            |  |                        |                            |                         |                             |                            |                                |                             |                        |      |

As indicated in table 41, from the total 223 government pre-primary schools in the city 237 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 5694 (water tap ratio 1:23) of them were child friendly. In addition all water taps were child friendly water tap 3308. 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 211 of Pre-primary schools in the city have water storage tanks. With regard to water taps for pupil with disability Student friendly drinking water tap of 867 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.

193 of the pre-primary schools had hand washing facilities around latrine block. In government pre-primary schools located in Lemikura sub cities schools were not providing hand washing facilities for children. From No of schools with latrine 235, No of Schools with separate latrine block for boys and girls are 32. Latrine pit ratio, Latrine pit ratio for boys 1:58 and Latrine pit ratio for girls 1:53. Latrine pit ratio for teachers 1:10, Disability friendly latrine 106 and Child friendly latrine 1025

Table 42. School WASH in Non-Government Pre-primary schools (2016 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    | 58            | 5933           | 5765  | 11590  | 3           | 596   | 599   | 58                                | 210                       | 1:4                      | 210                               | 210   | 53                                   | 53  | 58                         | 50   | 216                    | 1:27                       | 233                     | 1:25                        | 133                        | 1:5                            | 53                          | 58                     |
| Akaki        | 93            | 10565          | 10366 | 20831  | 134         | 1470  | 1591  | 93                                | 1834                      | 1:12                     | 1456                              | 45  | 93                                   | 93  | 93                         | 93   | 360                    | 1:29                       | 379                     | 1:27                        | 234                        | 1:7                            | 7                           | 739                    |
| Arada        | 33            | 4213           | 4036  | 8249   | 51          | 485   | 536   | 33                                | 723                       | 1:11                     | 1                                 | 1   | 22                                   | 1   | 31                         | 33   | 176                    | 1:24                       | 185                     | 1:22                        | 126                        | 1:4                            | 1                           | 1                      |
| Bole         | 84            | 9454           | 9176  | 18630  | 16          | 653   | 669   | 84                                | 913                       | 1:20                     | 913                               | 0   | 85                                   | 85  | 85                         | 0  | 243                    | 1:27                       | 500                     | 1:25                        | 156                        | 1:6                            | 42                          | 42                     |
| Gullele      | 53            | 5851           | 5787  | 11638  | 39          | 648   | 625   | 53                                | 655                       | 1:18                     | 655                               | 147   | 53                                   | 53  | 53                         | 31   | 219                    | 1:27                       | 214                     | 1:27                        | 87                         | 1:7                            | 4                           | 84                     |
| 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        | 145           | 14093          | 14062 | 28155  | 15          | 1182  | 1197  | 145                               | 2103                      | 1:13                     | 2103                              | 251   | 148                                  | 18  | 18                         | 18   | 535                    | 1:26                       | 535                     | 1:26                        | 416                        | 1:3                            | 60                          | 221                    |
| Lemikura     | 138           | 14963          | 14449 | 29412  | 18          | 2016  | 2034  | 138                               | 2588                      | 1:12                     | 2129                              | 513   | 109                                  | 138   | 138                        | 138  | 585                    | 1:26                       | 577                     | 1:25                        | 327                        | 1:6                            | 23                          | 1162                   |
| Lideta       | 38            | 4768           | 4751  | 9519   | 166         | 986   | 1051  | 38                                | 482                       | 1:19                     | 40                                | 0   | 0                                    | 40  | 40                         | 40   | 157                    | 1:30                       | 178                     | 1:26                        | 110                        | 1:10                           | 36                          | 40                     |
| N.Silk       | 162           | 16679          | 16394 | 33073  | 339         | 2324  | 2663  | 162                               | 1977                      | 1:17                     | 1977                              | 624   | 162                                  | 162   | 1191                       | 162  | 589                    | 1:28                       | 602                     | 1:27                        | 386                        | 1:7                            | 0                           | 386                    |
| Yeka         | 78            | 8111           | 7766  | 15877  | 167         | 1167  | 1334  | 78                                | 1444                      | 1:12                     | 760                               | 3   | 78                                   | 78  | 78                         | 78   | 275                    | 1:30                       | 288                     | 1:27                        | 179                        | 1:8                            | 1                           | 0                      |
| <b>Total</b> | 906           | 96978          | 94952 | 191722 | 955         | 11687 | 12466 | 906                               | 13079                     | 1:15                     | 10303                             | 1832  | 827                                  | 745   | 1809                       | 662  | 3374                   | 19552                      | 3715                    | 1:24                        | 2178                       | 1:7                            | 245                         | 2738                   |

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 42 indicates that there were 906 non-government pre-primary schools in Addis Ababa. 896 (98.8%) of non-government pre-primary schools had drinking water. From the total 13079 water taps 10303 (78.7%) of them were child friendly water taps.

On the other hand, 1832 of water taps in non-government pre-primary schools were friendly water taps for children with disability. 827 of non-government schools had water storage tank. Accordingly 745 non-government schools had hand washing facilities around the latrine block. All non-government schools had latrines for kids. Besides this, 662 non-government schools had separate latrine blocks for boys and girls. However, 2738 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 (2016 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      |                            |                         |                             |                            |                                | Child friendly latrine | No of schools with the provision of sanitary napkins | 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 |                        |  |   | Disability friendly latrine |
| A. Ketema    | 35            | 4742           | 4610          | 9352          | 570         | 622          | 1192         | 35                                | 411                       | 1:2                      | 402                               | 1457  | 30                                   | 35  | 35                         | 35   | 308                    | 1:16                       | 349                     | 1:13                        | 211                        | 1:6                            | 26                     | 59   | 35  | 35                          |
| Akaki        | 23            | 16083          | 17285         | 33368         | 1341        | 1594         | 3170         | 23                                | 1762                      | 1:21                     | 1616                              | 496   | 21                                   | 21  | 21                         | 21   | 243                    | 1:66                       | 279                     | 1:62                        | 166                        | 1:19                           | 0                      | 21   | 22  | 21                          |
| Arada        | 22            | 4213           | 4036          | 8249          | 51          | 485          | 536          | 22                                | 723                       | 1:11                     | 1                                 | 1   | 22                                   | 1   | 31                         | 33   | 176                    | 1:24                       | 185                     | 1:22                        | 126                        | 1:4                            | 1                      | 1  | 22  | 5                           |
| Bole         | 16            | 10300          | 11345         | 21645         | 266         | 346          | 615          | 16                                | 766                       | 1:26                     | 766                               | 0   | 16                                   | 16  | 16                         | 0  | 158                    | 1:61                       | 168                     | 1:65                        | 108                        | 1:11                           | 12                     | 12   | 16  | 16                          |
| Gullele      | 24            | 12901          | 13307         | 26208         | 787         | 1012         | 1799         | 24                                | 821                       | 1:32                     | 32                                | 3   | 23                                   | 23  | 23                         | 23   | 578                    | 1:22                       | 281                     | 1:47                        | 200                        | 1:9                            | 0                      | 11   | 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        | 24            | 33875          | 34241         | 68116         | 1126        | 1397         | 2523         | 24                                | 2399                      | 1:28                     | 1974                              | 25  | 23                                   | 23  | 23                         | 23   | 363                    | 1:93                       | 374                     | 1:92                        | 230                        | 1:11                           | 11                     | 34   | 12  | 10                          |
| Lemikura     | 16            | 19117          | 20819         | 39936         | 814         | 1256         | 2070         | 16                                | 2042                      | 1:20                     | 1618                              | 40  | 16                                   | 0   | 16                         | 16   | 261                    | 1:73                       | 292                     | 1:71                        | 118                        | 1:18                           | 0                      | 596  | 16  | 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                          |
| N.Silk       | 22            | 18077          | 19740         | 37817         | 1288        | 1657         | 2935         | 22                                | 1282                      | 1:29                     | 1282                              | 1112  | 21                                   | 21  | 21                         | 21   | 283                    | 1:64                       | 303                     | 1:65                        | 196                        | 1:15                           | 10                     | 586  | 21  | 8                           |
| Yeka         | 31            | 16513          | 18222         | 34735         | 1328        | 2131         | 3459         | 31                                | 2470                      | 1:16                     | 1386                              | 9   | 31                                   | 31  | 31                         | 31   | 392                    | 1:43                       | 384                     | 1:48                        | 142                        | 1:25                           | 14                     | 568  | 27  | 13                          |
| <b>Total</b> | <b>255</b>    | <b>147878</b>  | <b>156696</b> | <b>304574</b> | <b>8698</b> | <b>11976</b> | <b>20902</b> | <b>255</b>                        | <b>13443</b>              | <b>1:20</b>              | <b>9270</b>                       | <b>3243</b>   | <b>238</b>                           | <b>213</b>  | <b>259</b>                 | <b>245</b>   | <b>3131</b>            | <b>16599</b>               | <b>3012</b>             | <b>1:50</b>                 | <b>1758</b>                | <b>1:13</b>                    | <b>103</b>             | <b>2024</b>  | <b>226</b>  | <b>158</b>                  |

As shown in table 42 above, altogether, there were 255 government schools in Addis Ababa in 2016 academic year. About 97% of them have drinking water supply. Among 13443 water taps in all government primary schools 9270 of them were children friendly water taps while 3,243 of them reported as friendly water taps for children with disabilities. Among all primary schools 238 of them had water storage facilities and 213 of primary schools had washing facilities around toilets.

On the other hand all primary schools have latrine. In addition, 245 of primary schools had no separate toilets blocks for boys and girls. From the total 7901(boy, girls and teachers) latrine pits in the city 103 of them were friendly latrines for pupils for disability. In addition 2024 of latrine pits were child friendly. Accordingly, 226 of schools provide sanitary napkins pads for female students how ever 158 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 Lideta Sub city has the highest water tap student ratio which is 1:36 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 sub city. Lemi kura and kolfe keranyo sub cities had the highest latrine pit ratios.

**Table 43. School WASH in Non-Government primary schools (2016 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 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            | 8028           | 8264   | 16292  | 356         | 223  | 579   | 33                                | 170                       | 1:48                     | 1:21                              | 186   | 18                                   | 25  | 33                         | 33   | 199                    | 1:40                       | 209                     | 1:40                        | 113                        | 1:5                            | 26                          | 24                     | 23  | 23  |
| Akaki        | 48            | 13602          | 13529  | 27124  | 827         | 940  | 1,768 | 48                                | 1692                      | 1:17                     | 1430                              | 26  | 48                                   | 48  | 48                         | 48   | 343                    | 1:39                       | 332                     | 1:41                        | 160                        | 1:11                           | 3                           | 675                    | 11  | 16  |
| Arada        | 26            | 8720           | 9809   | 18529  | 481         | 441  | 902   | 26                                | 977                       | 1:20                     | 0                                 | 0   | 26                                   | 26  | 26                         | 290  | 1:30                   | 336                        | 1:29                    | 173                         | 1:95                       | 3                              | 65                          | 11                     | 16  |   |
| Bole         | 53            | 12604          | 12454  | 23058  | 579         | 710  | 1289  | 53                                | 1016                      | 1:23                     | 1016                              | 0   | 53                                   | 53  | 53                         | 0  | 303                    | 1:76                       | 333                     | 1:31                        | 186                        | 1:10                           | 49                          | 49                     | 53  | 53  |
| Gullele      | 37            | 9200           | 9353   | 18553  | 470         | 411  | 881   | 37                                | 846                       | 1:22                     | 846                               | 36  | 37                                   | 37  | 37                         | 37   | 250                    | 1:37                       | 262                     | 1:36                        | 81                         | 1:11                           | 0                           | 36                     | 15  | 14  |
| kirkos       | 19            | 6,144          | 5,123  | 11,267 | 458         | 179  | 637   | 19                                | 899                       | 1:13                     | 19                                | 19  | 21                                   | 19  | 21                         | 21   | 63                     | 1:97                       | 79                      | 1:64                        | 48                         | 1;13                           | 12                          | 17                     | 15  | 19  |
| Kolfe        | 81            | 19177          | 18266  | 37443  | 919         | 805  | 1724  | 81                                | 1837                      | 1:20                     | 1837                              | 39  | 79                                   | 83  | 83                         | 83   | 523                    | 1:36                       | 547                     | 1:33                        | 378                        | 1:5                            | 15                          | 223                    | 79  | 33  |
| Lemikura     | 71            | 21540          | 21549  | 43089  | 1179        | 1169 | 2348  | 71                                | 2042                      | 1:21                     | 1742                              | 71  | 71                                   | 71  | 71                         | 71   | 591                    | 1:36                       | 574                     | 1:38                        | 298                        | 1:8                            | 65                          | 1100                   | 71  | 71  |
| Lideta       | 27            | 7824           | 7391   | 15215  | 466         | 701  | 1167  | 27                                | 766                       | 1:20                     | 29                                | 0   | 29                                   | 29  | 29                         | 29   | 277                    | 1:28                       | 172                     | 1:43                        | 106                        | 1:11                           | 29                          | 29                     | 29  | 19  |
| Nifas Silk   | 92            | 22559          | 23640  | 46199  | 1418        | 1233 | 2664  | 92                                | 1486                      | 1:31                     | 1486                              | 1224  | 90                                   | 90  | 90                         | 90   | 658                    | 1:34                       | 670                     | 1:35                        | 391                        | 1:7                            | 9                           | 1338                   | 32  | 90  |
| Yeka         | 50            | 9272           | 8883   | 18155  | 626         | 677  | 1303  | 50                                | 1067                      | 1:19                     | 844                               | 5   | 50                                   | 50  | 50                         | 50   | 275                    | 1:34                       | 276                     | 1:33                        | 176                        | 1:8                            | 1                           | 517                    | 32  | 15  |
| <b>Total</b> | <b>537</b>    | 138670         | 138261 | 274924 | 7779        | 7489 | 15262 | 537                               | 12798                     | 1:23                     | 9249                              | 1606  | 522                                  | 432   | 541                        | 488  | 3772                   | 1:41                       | 3790                    | 1:38                        | 2110                       | 1:7                            | 212                         | 4073                   | 371   | 369   |

In the table 44 WASH in government pre-primary school (537) and no schools with drinking water (541) is different

As shown in table 43, there were 537 non-government primary schools in Addis Ababa by the year 2016 E.C. From those schools 541 of them had drinking water supply. In addition

9249 water taps are children friendly in contrary to this, 4073 water taps are not child friendly.

Accordingly 522 schools had water storage facilities. In addition from the total 537 schools only schools have no latrine in the school. Around 432 of schools have hand washing facility around latrine blocks and around (11%) of schools have no hand washing facility around latrine pits.

Similarly, less than half of 9249 latrine pits were child friendly whereas 1606 latrine pits were child friendly for pupils with disabilities. 371 schools provide sanitary napkins pads for MHM for female students while 369 have access of MHM room for female students.

### 11.3. WASH in Secondary Schools

Table 44. School WASH in Government Secondary Schools (2016 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 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     | 8             | 8625           | 10872        | 19497         | 899         | 234         | 1133        | 8                                 | 878                       | 1:22                     | 878                               | 8   | 8                                    | 8   | 8                          | 127  | 1:68                   | 130                        | 1:84                    | 69                          | 1:19                       | 620                         | 878                    | 8   | 8   |                                |
| Akaki        | 11            | 5848           | 7538         | 13386         | 724         | 466         | 1190        | 11                                | 559                       | 1:26                     | 467                               | 0   | 10                                   | 10  | 10                         | 122  | 1:47                   | 104                        | 1:72                    | 66                          | 1:18                       | 0                           | 0                      | 10  | 10  |                                |
| Arada        | 7             | 3451           | 4443         | 7894          | 559         | 154         | 713         | 7                                 | 404                       | 1:19                     | 7                                 | 1   | 7                                    | 1   | 7                          | 84   | 1:41                   | 138                        | 1:32                    | 62                          | 1:11                       | 1                           | 0                      | 7   | 7   |                                |
| Bole         | 6             | 4092           | 5470         | 9562          | 345         | 200         | 545         | 6                                 | 316                       | 1:30                     | 316                               | 0   | 6                                    | 6   | 4                          | 80   | 1:53                   | 88                         | 1:64                    | 53                          | 1:12                       | 4                           | 4                      | 6   | 6   |                                |
| Gullele      | 7             | 6295           | 7659         | 13954         | 730         | 185         | 915         | 7                                 | 523                       | 1:27                     | 523                               | 20  | 7                                    | 7   | 7                          | 99   | 1:64                   | 212                        | 1:36                    | 96                          | 1:10                       | 2                           | 2                      | 6   | 6   |                                |
| Kirkos       | 4             | 2508           | 3291         | 5799          | 285         | 79          | 364         | 4                                 | 106                       | 1:55                     | 52                                | 12  | 4                                    | 4   | 4                          | 38   | 1:66                   | 49                         | 1:67                    | 34                          | 1:11                       | 6                           | 5                      | 2   | 4   |                                |
| Kolfe        | 7             | 7657           | 9808         | 17465         | 595         | 207         | 802         | 7                                 | 687                       | 1:25                     | 687                               | 3   | 6                                    | 6   | 6                          | 83   | 1:111                  | 92                         | 1:88                    | 66                          | 1:12                       | 3                           | 6                      | 7   | 7   |                                |
| Lemikura     | 8             | 6251           | 8397         | 14648         | 593         | 296         | 889         | 8                                 | 493                       | 1:30                     | 416                               | 216   | 8                                    | 8   | 8                          | 118  | 1:53                   | 109                        | 1:77                    | 81                          | 1:11                       | 5                           | 227                    | 8   | 8   |                                |
| Lideta       | 6             | 4687           | 6060         | 10737         | 583         | 266         | 849         | 6                                 | 421                       | 1:45                     | 12                                | 23  | 6                                    | 6   | 6                          | 73   | 1:61                   | 74                         | 1:74                    | 52                          | 1:16                       | 12                          | 13                     | 6   | 6   |                                |
| Nifas Silk   | 7             | 4889           | 6804         | 11693         | 739         | 351         | 1090        | 7                                 | 363                       | 1:32                     | 363                               | 363   | 7                                    | 7   | 7                          | 99   | 1:49                   | 104                        | 1:65                    | 79                          | 1:14                       |                             | 160                    | 3   | 3   |                                |
| Yeka         | 7             | 6095           | 8566         | 14661         | 815         | 456         | 1271        | 7                                 | 1085                      | 1:15                     | 197                               | 6   | 7                                    | 7   | 7                          | 111  | 1:55                   | 134                        | 1:64                    | 71                          | 1:18                       | 1                           | 212                    | 6   | 5   |                                |
| <b>Total</b> | <b>78</b>     | <b>60398</b>   | <b>78908</b> | <b>139296</b> | <b>6867</b> | <b>2894</b> | <b>9761</b> | <b>78</b>                         | <b>5835</b>               | <b>1:30</b>              | <b>3918</b>                       | <b>652</b>  | <b>76</b>                            | <b>70</b>   | <b>76</b>                  | <b>74</b>  | <b>1034</b>            | <b>1:61</b>                | <b>1234</b>             | <b>1:66</b>                 | <b>729</b>                 | <b>1:14</b>                 | <b>654</b>             | <b>1507</b>                                       | <b>69</b>   | <b>70</b>                      |

Table 45 shows the provision of WASH facilities in government secondary schools. As indicated in the table, there were 78 government secondary schools in the city. From those schools 77 of them had drinking water supply. Although there were 5835 water taps in the secondary schools however, the water drinking tap ratio was 1:30. Moreover, 76 government secondary schools have water storage tank. However from the total 5835 water taps 3918 of them were child friendly and also 652 of water taps were friendly for Student with disability.

70 of secondary schools have hand washing facilities around latrine blocks. There is a separate block for both sexes in 74 secondary schools. For students the latrine pit ratio for males and females was 1:61 and 1:66 respectively. In addition, teacher's latrine ratio was 1:14. On the other hand, from the total latrine pits 1507 of them are child friendly whereas,

654 of the m were also friendly for students with disability. 69 secondary schools provide sanitary napkins pads for MHM for female students while 70 have access of MHM room for female students.

**Table 45. School WASH in Non- Government Secondary Schools (2016 E.C)**

| Subcity      | No of schools | NO of students |              |              | No teachers |            |             |            |             |             |             |            |            |            |            |            |             | Latrine pit ratio                 |                           |                          |                                   |   |                                      |             |            |            |  |
|--------------|---------------|----------------|--------------|--------------|-------------|------------|-------------|------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|-------------|-----------------------------------|---------------------------|--------------------------|-----------------------------------|---|--------------------------------------|-------------|------------|------------|--|
|              |               | M              | F            | T            | M           | F          | T           |            |             |             |             |            |            |            |            |            |             | 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 |             |            |            |  |
| A.Ketema     | 8             | 2006           | 2423         | 4429         | 284         | 128        | 412         | 8          | 247         | 1:18        | 28          | 8          | 8          | 8          | 8          | 5          | 58          | 1:35                              | 55                        | 1:44                     | 34                                | 1:12  | 48                                   | 10          | 40         | 4          |  |
| Akaki        | 8             | 2370           | 2679         | 5019         | 177         | 102        | 279         | 8          | 204         | 1:26        | 204         | 0          | 8          | 8          | 8          | 6          | 86          | 1:28                              | 97                        | 1:28                     | 30                                | 1:9   | 0                                    | 0           | 8          | 8          |  |
| Arada        | 12            | 3190           | 4726         | 7916         | 368         | 65         | 433         | 13         | 459         | 1:17        | 0           | 0          | 12         | 0          | 12         | 12         | 155         | 1:20                              | 196                       | 1:31                     | 84                                | 1:24  | 0                                    | 0           | 12         | 2          |  |
| Bole         | 18            | 2941           | 3323         | 6264         | 256         | 40         | 296         | 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            | 2282           | 2688         | 4970         | 236         | 24         | 260         | 11         | 196         | 1:25        | 196         | 109        | 11         | 11         | 11         | 11         | 79          | 1:29                              | 88                        | 1:31                     | 34                                | 1:8   | 31                                   | 30          | 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            | 3563           | 4000         | 7563         | 382         | 30         | 412         | 20         | 450         | 1:17        | 20          | 20         | 20         | 20         | 20         | 20         | 158         | 1:23                              | 159                       | 1:25                     | 89                                | 1:5   | 41                                   | 63          | 13         | 13         |  |
| Lemikura     | 25            | 5453           | 5564         | 11017        | 506         | 44         | 550         | 24         | 614         | 1:18        | 497         | 24         | 24         | 24         | 24         | 24         | 182         | 1:30                              | 175                       | 1:32                     | 118                               | 1:5   | 126                                  | 357         | 24         | 24         |  |
| Lideta       | 5             | 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   | 28            | 6522           | 7162         | 13684        | 746         | 318        | 1064        | 28         | 468         | 1:29        | 468         | 126        | 28         | 28         | 28         | 28         | 204         | 1:32                              | 217                       | 1:33                     | 144                               | 1:7   | 42                                   | 468         | 22         | 28         |  |
| Yeka         | 9             | 1440           | 1538         | 2978         | 217         | 108        | 325         | 9          | 297         | 1:12        | 215         | 3          | 9          | 9          | 9          | 9          | 85          | 1:17                              | 83                        | 1:19                     | 98                                | 1:4   | 1                                    | 109         | 3          | 1          |  |
| <b>Total</b> | <b>151</b>    | <b>33903</b>   | <b>37455</b> | <b>71328</b> | <b>3551</b> | <b>921</b> | <b>4474</b> | <b>151</b> | <b>3376</b> | <b>1:28</b> | <b>1928</b> | <b>295</b> | <b>150</b> | <b>138</b> | <b>150</b> | <b>127</b> | <b>1241</b> | <b>1:29</b>                       | <b>1318</b>               | <b>1:30</b>              | <b>734</b>                        | <b>1:9</b>  | <b>310</b>                           | <b>1051</b> | <b>154</b> | <b>112</b> |  |

As shown in the table 46, there were 151 private and other secondary schools in 2016 E.C. All 151 secondary schools have drinking water supply. Besides this, there were a total of 3376 water taps. The water tap student ratio in the city was around about 1:28. Of the total 3376 drinking water taps 295 were only friendly for students with disabilities.

150 private and other secondary schools had drinking water storage tanks. 138 schools had toilet facilities and 12 schools did not have hand washing facilities around latrines block. The ratio of pit latrine to students for both males and females were 1:29 and 1:30 respectively.

In addition the latrine pit ratio for teachers was 1:9. On the other hand, 310 of latrine pits in secondary schools were not friendly for disabled students. Moreover only 1051 of latrine pits were child friendly. 154 schools had provided sanitary napkins pad for female students. However, 112 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 2016 E.C

| Types of Clubs                | No of Member Teacher |              |              | No of Member Student |              |               | Total        |              |               |
|-------------------------------|----------------------|--------------|--------------|----------------------|--------------|---------------|--------------|--------------|---------------|
|                               | Male                 | Female       | Total        | Male                 | Female       | Total         | Male         | Female       | Total         |
| Health                        | 1143                 | 1531         | 2661         | 5297                 | 7065         | 12372         | 6440         | 8596         | 15033         |
| Health and physical Education | 1695                 | 1295         | 2988         | 9675                 | 8436         | 18668         | 11370        | 9731         | 21656         |
| Art                           | 1092                 | 1354         | 2448         | 6402                 | 8050         | 14452         | 7494         | 9404         | 16900         |
| Language                      | 1213                 | 1262         | 2473         | 6182                 | 7566         | 13738         | 7395         | 8828         | 16211         |
| Science and Technology        | 1258                 | 1077         | 2325         | 5043                 | 5759         | 10802         | 6301         | 6836         | 13127         |
| Social Science                | 89                   | 89           | 178          | 177                  | 178          | 355           | 266          | 267          | 533           |
| Citizenship education         | 770                  | 1126         | 1895         | 5059                 | 6112         | 11981         | 5829         | 7238         | 13876         |
| Social Service                | 1122                 | 1545         | 2669         | 5939                 | 7114         | 13043         | 7061         | 8659         | 15712         |
| Environmental Protection      | 1177                 | 1361         | 2529         | 8085                 | 9601         | 17696         | 9262         | 10962        | 20225         |
| Gender                        | 923                  | 1971         | 2894         | 5156                 | 12480        | 17636         | 6079         | 14451        | 20530         |
| Teachers of Tomorrow          | 266                  | 420          | 686          | 530                  | 713          | 1243          | 796          | 1133         | 1929          |
| Urban Agriculture             | 1805                 | 1929         | 3706         | 7356                 | 8534         | 15890         | 9161         | 10463        | 19596         |
| Others                        | 457                  | 458          | 459          | 460                  | 461          | 462           | 463          | 464          | 465           |
| <b>Total</b>                  | <b>13010</b>         | <b>15418</b> | <b>27911</b> | <b>65361</b>         | <b>82069</b> | <b>148338</b> | <b>77917</b> | <b>97032</b> | <b>175793</b> |

As shown in the Table 46, the number of teachers and students participant in different clubs varies in government primary schools. The participation of both female teachers and female students has taken the greater number which accounts 55.24% and 55.33% respectively in primary government schools in 2016 E.C.

As can be seen from table 46 more teacher participants were observed in urban agriculture, health and physical education, social service, and health clubs whereas health and physical education, environmental protection, gender and urban agriculture were the most favorable clubs for primary level students in government schools.

In this regard 148,338 (84.38%) students and 27,911 (15.88%) teachers were participated in all clubs

**Table 47. School Co-Curricular Activities in Private Primary Schools (2016E.C)**

| Types of Clubs                | No of Member Teacher |             |              | No of Member Student |              |               | Total        |              |               |
|-------------------------------|----------------------|-------------|--------------|----------------------|--------------|---------------|--------------|--------------|---------------|
|                               | Male                 | Female      | Total        | Male                 | Female       | Total         | Male         | Female       | Total         |
| Health                        | 684                  | 709         | 1403         | 5695                 | 6436         | 12131         | 6379         | 7145         | 13534         |
| Health and physical education | 890                  | 546         | 1435         | 6600                 | 8112         | 14722         | 7490         | 8658         | 16157         |
| Art                           | 606                  | 677         | 1279         | 5849                 | 7512         | 13361         | 6455         | 8189         | 14640         |
| Language                      | 637                  | 608         | 1244         | 7189                 | 6461         | 13650         | 7826         | 7069         | 14894         |
| Science and Technology        | 694                  | 562         | 1263         | 5049                 | 6131         | 11180         | 5743         | 6693         | 12443         |
| Social Science                | 72                   | 111         | 183          | 317                  | 282          | 599           | 389          | 393          | 782           |
| Citizenship education         | 512                  | 584         | 1094         | 5173                 | 5202         | 10375         | 5685         | 5786         | 11469         |
| Social Service                | 560                  | 820         | 1379         | 3501                 | 3891         | 7392          | 4061         | 4711         | 8771          |
| Environmental Protection      | 699                  | 692         | 1401         | 4950                 | 6623         | 11573         | 5649         | 7315         | 12974         |
| Gender                        | 377                  | 1113        | 1489         | 3297                 | 16632        | 19929         | 3644         | 17745        | 21418         |
| Teachers of Tomorrow          | 117                  | 100         | 217          | 467                  | 448          | 915           | 584          | 548          | 1132          |
| Urban Agriculture             | 628                  | 498         | 1123         | 2747                 | 4677         | 7416          | 3375         | 5175         | 8539          |
| Others                        | 1170                 | 810         | 1980         | 14040                | 15840        | 29880         | 15210        | 16650        | 31860         |
| <b>Total</b>                  | <b>7646</b>          | <b>7830</b> | <b>15490</b> | <b>64874</b>         | <b>88247</b> | <b>153123</b> | <b>72490</b> | <b>96077</b> | <b>168613</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 88,247 (57.63%) whereas the participation of male students in clubs was 64,874 (49.36%). In the case of teachers participation relatively more females 7,830 (50.55%) were participated than males 7,646 (48%). Unlike the governmental schools more participants were interested and exhibited in gender club. Health and physical education, language and art were 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 2016 E.C

| Types of Clubs                | No of Member Teacher |             |              | No of Member Student |              |              | Total        |              |               |
|-------------------------------|----------------------|-------------|--------------|----------------------|--------------|--------------|--------------|--------------|---------------|
|                               | Male                 | Female      | Total        | Male                 | Female       | Total        | Male         | Female       | Total         |
| Health                        | 1296                 | 1031        | 2344         | 3271                 | 4124         | 7605         | 4567         | 5155         | 9949          |
| Health and physical education | 1162                 | 602         | 1849         | 5948                 | 4780         | 11077        | 7110         | 5382         | 12926         |
| Art                           | 455                  | 533         | 1127         | 3283                 | 3809         | 7309         | 3738         | 4342         | 8436          |
| Language                      | 591                  | 575         | 1164         | 3585                 | 3843         | 7440         | 4176         | 4418         | 8604          |
| Science and Technology        | 993                  | 557         | 1579         | 4078                 | 3169         | 7367         | 5071         | 3726         | 8946          |
| Social Science                | 389                  | 377         | 767          | 738                  | 909          | 1647         | 1127         | 1286         | 2414          |
| Citizenship education         | 432                  | 512         | 929          | 3352                 | 3196         | 6642         | 3784         | 3708         | 7571          |
| Social Service                | 870                  | 1068        | 2011         | 3423                 | 3963         | 7778         | 4293         | 5031         | 9789          |
| Environmental Protection      | 909                  | 769         | 1720         | 4112                 | 4402         | 8952         | 5021         | 5171         | 10672         |
| Gender                        | 629                  | 1229        | 1858         | 1906                 | 7671         | 9577         | 2535         | 8900         | 11435         |
| Teachers of Tomorrow          | 192                  | 146         | 338          | 663                  | 1358         | 2021         | 855          | 1504         | 2359          |
| Urban Agriculture             | 1153                 | 706         | 1915         | 4036                 | 4418         | 8514         | 5189         | 5124         | 10429         |
| others                        | 315                  | 119         | 434          | 1246                 | 1407         | 2653         | 1561         | 1526         | 3087          |
| <b>Total</b>                  | <b>9386</b>          | <b>8224</b> | <b>18035</b> | <b>39641</b>         | <b>47049</b> | <b>88582</b> | <b>49027</b> | <b>55273</b> | <b>106617</b> |

As shown in table 48, more number of female students participated in different clubs in government secondary schools. Out of 88,582 students participated in different clubs 47,049 (53.11%) were females, and the rest 39641 (44.75%) were males. From the total number of 18,035 teachers participant in clubs 9386 (52.04%) were male teachers which was greater than female teachers.

Generally Students of government secondary school show more interest on Health and physical education, gender, environmental protection and urban agriculture co-curricular activities whereas secondary school teachers were more interested in participating in health, social service, urban agriculture , gender and health and physical education . In contrary small number of students were participated in Social Science and teachers of tomorrow while Small numbers of teachers were participated in teachers of tomorrow and Civic and Ethical Education.

**Table 49. School Clubs in Private and other Non-Government Secondary Schools 2016E.C**

| Types of Clubs                | No of Member Teacher |        |       | No of Member Student |        |       | Total |        |       |
|-------------------------------|----------------------|--------|-------|----------------------|--------|-------|-------|--------|-------|
|                               | Male                 | Female | Total | Male                 | Female | Total | Male  | Female | Total |
| Health                        | 181                  | 272    | 429   | 1386                 | 2077   | 3443  | 1567  | 2349   | 3872  |
| Health and physical education | 338                  | 212    | 532   | 4142                 | 3165   | 7295  | 4468  | 3365   | 7815  |
| Art                           | 160                  | 127    | 289   | 2561                 | 3356   | 5917  | 2711  | 3463   | 6176  |
| Language                      | 254                  | 243    | 515   | 3522                 | 3688   | 7320  | 3776  | 3931   | 7835  |
| Science and Technology        | 345                  | 161    | 520   | 3849                 | 3202   | 7031  | 4194  | 3363   | 7551  |
| Social Science                | 78                   | 82     | 160   | 79                   | 59     | 138   | 157   | 141    | 298   |
| Citizenship education         | 170                  | 155    | 333   | 1555                 | 1827   | 3430  | 1725  | 1982   | 3763  |
| Social Service                | 222                  | 372    | 624   | 1744                 | 1877   | 3621  | 1966  | 2249   | 4245  |
| Environmental Protection      | 223                  | 288    | 563   | 2219                 | 2974   | 5233  | 2442  | 3262   | 5796  |
| Gender                        | 140                  | 365    | 529   | 687                  | 3488   | 4175  | 827   | 3853   | 4704  |
| Teachers of Tomorrow          | 95                   | 51     | 146   | 176                  | 173    | 349   | 271   | 224    | 495   |
| Urban Agriculture             | 206                  | 171    | 409   | 888                  | 1400   | 2337  | 1094  | 1571   | 2746  |
| Others                        | 196                  | 420    | 616   | 1428                 | 1512   | 2940  | 1624  | 1932   | 3556  |
| Total                         | 2608                 | 2919   | 5527  | 24236                | 28798  | 53229 | 26822 | 31685  | 58852 |

As shown in the table 49, the participation of female students 28798 (54.10%) was greater than males 24,236 (45.53%). While in the case of teachers, the participation of female teachers 2919 (52.81%) was higher than males out of 2608 (47.19%) co-curricular activities members in private secondary schools.

In general, teachers were more interested in social service, environmental protection, health and physical education and gender while students were more interest towards language, health and physical education and science and technology co-curricular activities in private and other Non-Government Secondary Schools.

### **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. Institution 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 BALE. 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                  | 2016E.C        |                 |                 |
|------------------------------------|----------------|-----------------|-----------------|
|                                    | 2014 E.C       | 2015 E.C        | 2016E.C         |
| City Government of AA total budget | 70,670,216,028 | 100,056,873,792 | 162,031,188,497 |
| Education budget                   | 8,420,679,877  | 10,280,993,396  | 13,186,879,838  |
| Share of Education budget          | 11.91%         | 10.27%          | 8.14            |

Source: BoF, from table 50, we can observe that the amount of education budget has shown an increment for 3 consecutive years from **8,420,679,877** in 2014 E.C to 13,186,879,838 in 2016E.C. However, as we compare the education budget share from total government budget which is 8.14%, 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     |          | 2014E.C       | 2015E.C        | 2016 E.C              |
|---------------------|----------|---------------|----------------|-----------------------|
| Recurrent           | Bureau   | 466,737,540   | 305,170,203    | 449,916,991           |
|                     | Sub-City | 6,269,806,362 | 7,283,625,626  | 9,032,434,938         |
| Capital             | Bureau   | 116,684,385   | 410,335,193    | 1,710,735,901         |
|                     | Sub-City | 1,567,451,590 | 2,229,862,803  | 1,993,792,007         |
| Total               |          | 8,420,679,877 | 10,228,993,825 | <b>13,186,879,838</b> |
| Percentage increase |          | 25.80%        | 21.39%         | 28.92%                |

Table 52 illustrated the expense of public recurrent budget has elevated from time to time. The average rate of progress from year to year was by 28.92%. 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.**

|          | Total contribution |                          |                        |                         |                |
|----------|--------------------|--------------------------|------------------------|-------------------------|----------------|
|          | Amount             | Material of contribution | Labour in contribution | Professional in support | in terms       |
| 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     |
| 2016E.C  | no                 |                          |                        |                         |                |

### 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 (CTAEI); (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                            | 2014(2021/22) | 2015(2021/22) | 2016(2022/23)   |
|----------------------------------|---------------|---------------|-----------------|
| UNICEF                           | 2,658,920.30  | 3,059,504     | 2,541,424.97    |
| GEQIP Allocated budget(total)    | 70,864,790    | 37448610      | 16,276,900.00   |
| School Grants (for schools only) | 42,703,343    | 21,549,155    |                 |
| GEQIP allocated                  | 28,161,447    | 16,276,900    | - 16,276,900.00 |

|                                |       |       |       |
|--------------------------------|-------|-------|-------|
| budget other than school grant |       |       |       |
| % of School Grant Bhdget       | 60.26 | 57.54 | 99.8% |

Table 53 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

60.26% 57.54 % and 99.8% described years respectively (2014E.C to 2016 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 2014 E.C and 2016 E.C respectively.

**Table 55. Minimum ‘regular’ School Grant Amounts per Student for each cycle**

| ABE | Grade 1-6 | Grade 7-8 | Grade 9-12 |
|-----|-----------|-----------|------------|
| 50  | 50        | 55        | 70         |

Table 55 indicated that schools having ABE, Grade 1-6, Grade 7-8, Grade 9-12 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 | 2014 E.C<br>(2021/21) | 2015 E.C<br>(2022/22) | 2016 E.C<br>(2022/23) | % of 2016<br>share |
|----------|-----------------------|-----------------------|-----------------------|--------------------|
|          |                       |                       |                       |                    |

|              |            |            |  |  |
|--------------|------------|------------|--|--|
| Addis Ketema | 1,744,320  | 1,670,130  |  |  |
| Akaki        | 2,679,755  | 2,435,180  |  |  |
| Arada        | 1,353,370  | 1,332,115  |  |  |
| Bole         | 1,588,115  | 2,605,110  |  |  |
| Gulelie      | 2,157,660  | 1,986,375  |  |  |
| Kirkos       | 1,017,920  | 927,280    |  |  |
| Kolfie       | 5,217,845  | 4,709,550  |  |  |
| Lemi Kura    | 2,586,240  | 0          |  |  |
| Lideta       | 1,098,740  | 948,500    |  |  |
| Nifassilk    | 3,232,405  | 2,959,200  |  |  |
| Yeka         | 1,975,715  | 1,975,715  |  |  |
| Total        | 24,652,085 | 21,549,155 |  |  |

The table showed 56 that the school grant budget( No analysis was conducted since the 2016 budget year school grant was not allocated to Sub-City.)

## 14. External Inspection

Table 56: External Inspection result School inspection is one of quality indicators. It is a process of independent external evaluation of schools. The National School Inspection Policy is intended to build on existing developments and support a consistent approach to the external evaluation of schools in all the regions of Ethiopia. The policy will guide the inspection of: all pre-primary, primary, secondary and secondary schools; Private and other non-government schools. The general objective of inspection is to assure and improve the quality of education and the outcomes achieved by students in all schools in Ethiopia. The external inspection in CAAEB covers 100 % of schools from 2016 E.C. analysed as follows.

Table 56: External inspection result in Governments Pre primary, primary and secondary school (2016 E.C.)

| No | School type      | School level |         |         |         | Total |
|----|------------------|--------------|---------|---------|---------|-------|
|    |                  | level 4      | level 3 | level 2 | level 1 |       |
| 1  | Pre-primary      | 0            | 3       | 117     | 74      | 194   |
| 2  | Primary school   | 0            | 0       | 70      | 171     | 241   |
| 3  | Secondary school | 0            | 0       | 34      | 41      | 75    |
|    |                  | 0            | 3       | 221     | 286     | 510   |

As indicated in table 56:- 194 Pre-primary Governments schools are externally inspected. From this 74(33.1%) level one, 117(52.5%) level two, 3(1.35%) level three and no school was found in level four. As 241 primary Governments schools are externally inspected. From this 171(67.05%) level one, 70(27.45%) level two, and no school was found in level three and level four. As 75 Secondary school Governments schools are externally inspected. From this 41(51.25%) level one, 34(42.5%) level two, and no school was found in level three and level four.

Chart 47: External inspection result in Governments Pre primary (2016 E.C.)

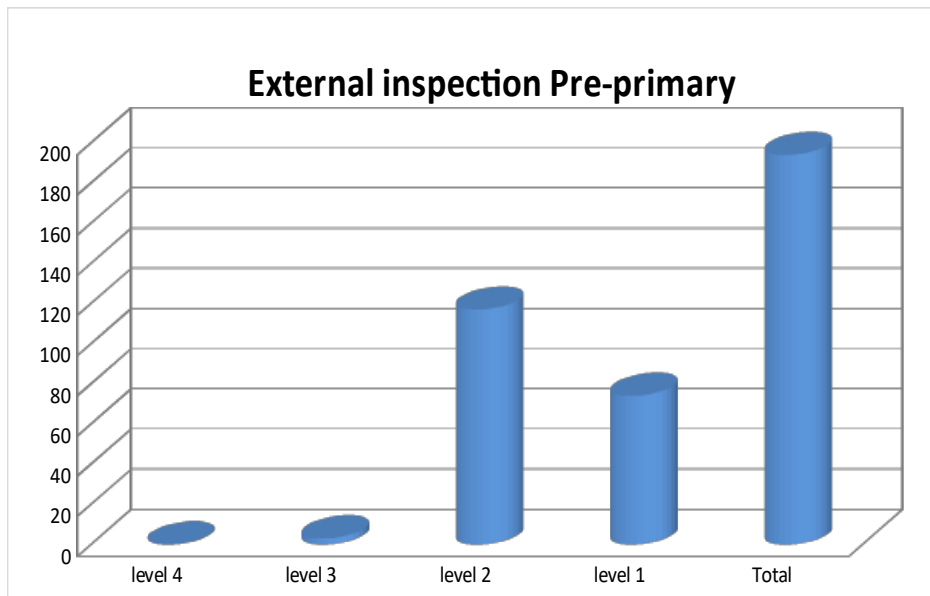


Chart 47:: Pre-Primary school Governments External inspection results in each sub (2016 E.C.) As can be seen from no school has found in level four, the standard of school has shown an improvement as compared to level one and level two, However still there are schools under standard.

Chart 48 External inspection result in Gavernments primary school (2016 E.C.)

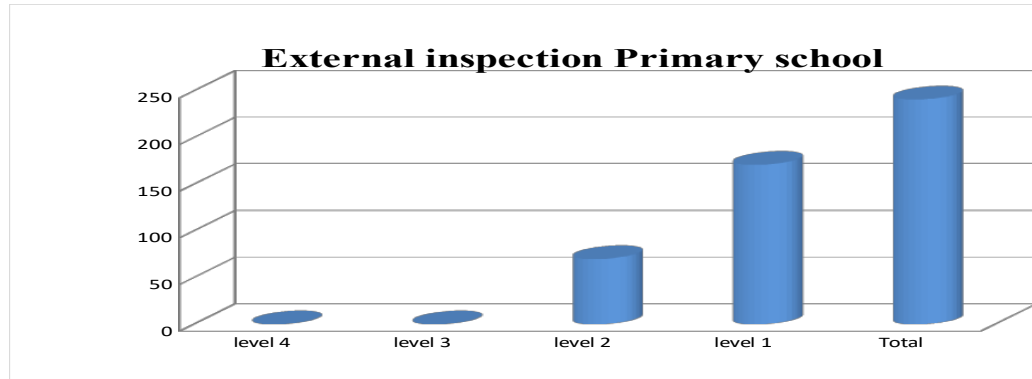


Chart 48: Primary school External inspection results in each sub (2016 E.C.) As can be seen no school has found in level three and level four, the standard of school has shown an improvement as compared to. level one and level two, However still there are schools under standard.

Chart 49 External inspection result in Gavernments secondary school school (2016 E.C.)

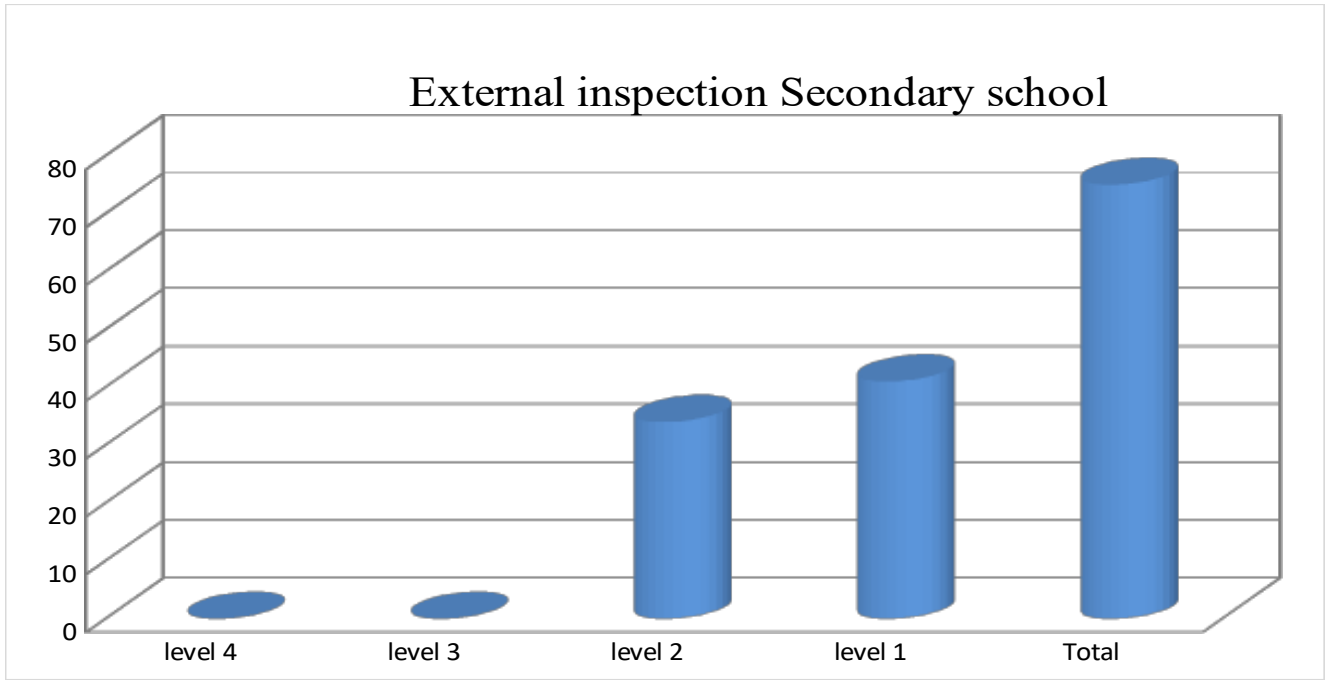


Chart 49: Secondary school External inspection result in each sub city As (2016 E.C.) As can be seen no school has found in level three and level four. However the standard of school has shown an improvement as compared level one and level two