

Ethiopia



REGION: SUB-SAHARAN AFRICA

Also included in this region: Benin, Burkina Faso, Cameroon, Côte-d'Ivoire, Ghana, Kenya, Nigeria, South Africa, Tanzania

PART I: ENROLMENTS AND INSTITUTIONS

Ethiopia's HE system fits the unitary model. Just under 85% of students were enrolled in comprehensive universities in 2018, with the remainder attending hybrids (our classification of private providers). Enrolments quintupled between 2006 and 2018, rising from around 180,000 to 900,000. This increase in enrolment was well above the average across both the rest of Sub-Saharan Africa and the Global South. The number of HEIs, both public and private, increased much more slowly than enrolments and so average HEI-size increased substantially. Just under 85% of HE enrolments in Ethiopia attended public HEIs in 2018, which was below the average for the rest of Sub-Saharan Africa.

TABLE 1 – Types of higher education providers

CATEGORY	INSTITUTIONS	INSTITUTIONS COUNT IN 2018		
		PUB.	PRIV.	TOTAL
Comprehensive Universities	Public universities	49	0	49
Hybrids	Private higher education institutions	0	128	128

FIGURE 1 – Numbers of institutions by type, 2006-2018

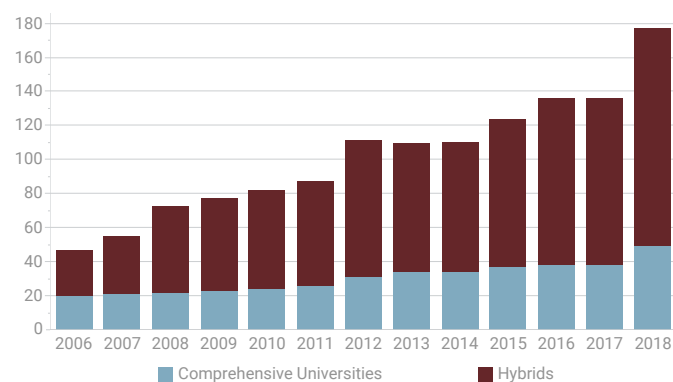


FIGURE 2 – Total enrolments with public and private higher education providers, 2006-2018 (Millions)

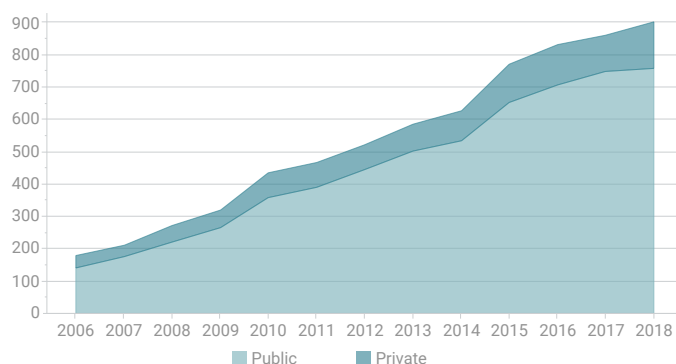


FIGURE 3 – Changes in enrolment, in Ethiopia, the rest of Sub-Saharan Africa and the rest of the Global South, 2006-2018

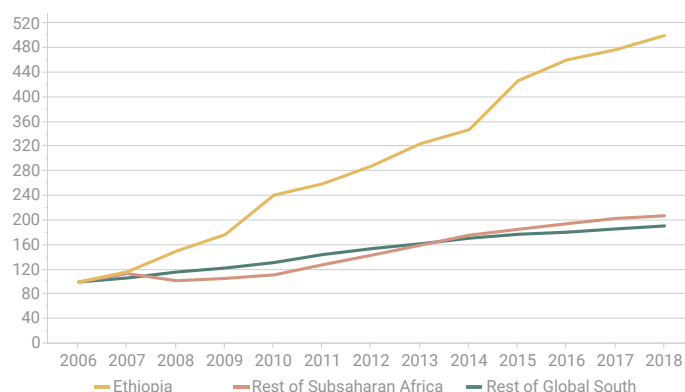


FIGURE 4 – Share of enrolments by institution type in Ethiopia and the rest of Sub-Saharan Africa, 2006 and 2018 (2006=100)

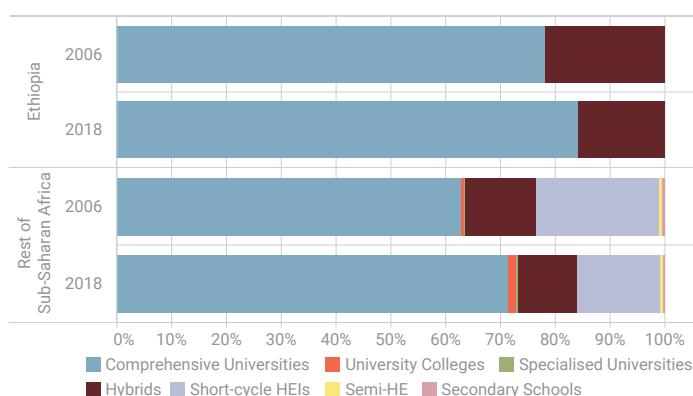


FIGURE 5 – Share of enrolments in public and private institutions, by institution type, in Ethiopia and the rest of Sub-Saharan Africa, 2018

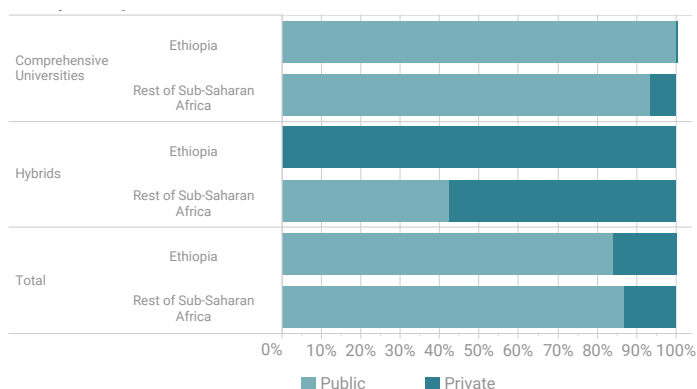
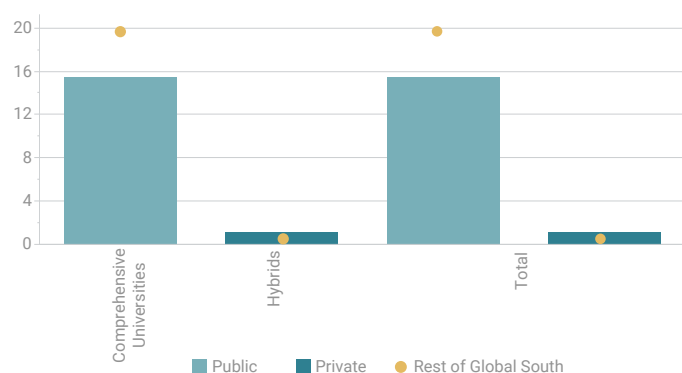


FIGURE 6 – Average institution-size by institution type in Ethiopia and the rest of the Global South, 2018 (Thousands)



PART II: HIGHER EDUCATION FINANCING

Between 2006 and 2018, Ethiopian public spending on HE rose by over 250%, a pace substantially faster than seen across the rest of Sub-Saharan Africa and the Global South. Government transfers to public HEIs increased by roughly the same higher amount, but because funding growth was slower than enrolment growth, per-student funding fell from nearly USD 8,000 per year to under USD 5,000 per year – with most of the decline happening prior to 2009. Ethiopian public HE expenditures were roughly the same relative to GDP (1.7%) in 2006 and 2018, which was well above the averages for the rest of Sub-Saharan Africa and the Global South.

FIGURE 7 – Change in real total public spending on higher education in Ethiopia, the rest of Sub-Saharan Africa and the rest of the Global South, 2006-2018 (2006=100)

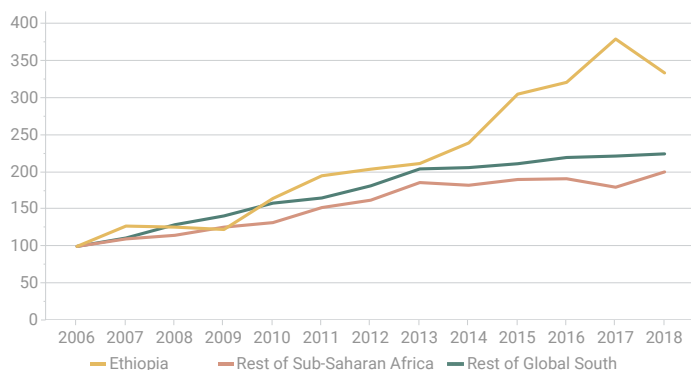


FIGURE 8 – Total public spending on higher education relative to GDP in Ethiopia, the rest of Sub-Saharan Africa and the rest of the Global South, 2006-2018

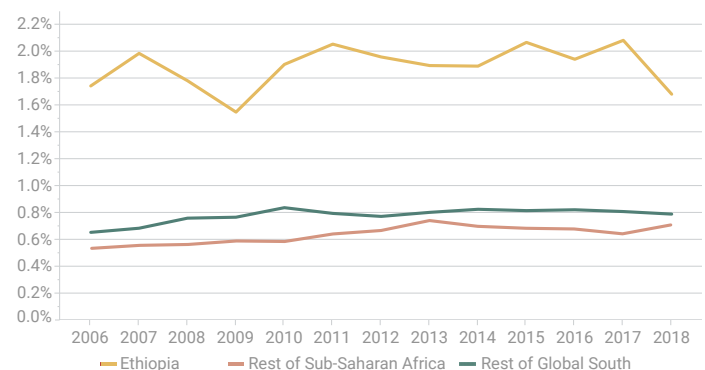


FIGURE 9 – Change in real government transfers to public institutions by institution-type in Ethiopia and the rest of the Global South, 2006-2018 (2006=100)

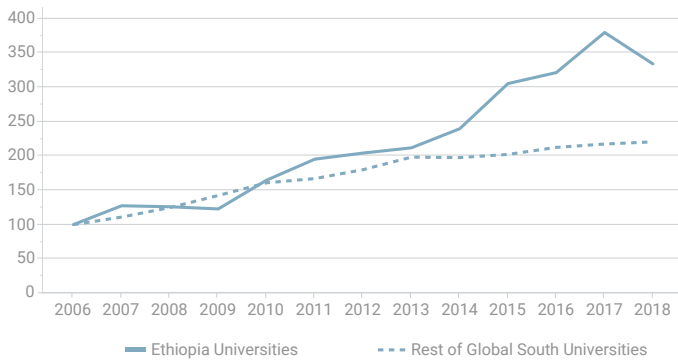
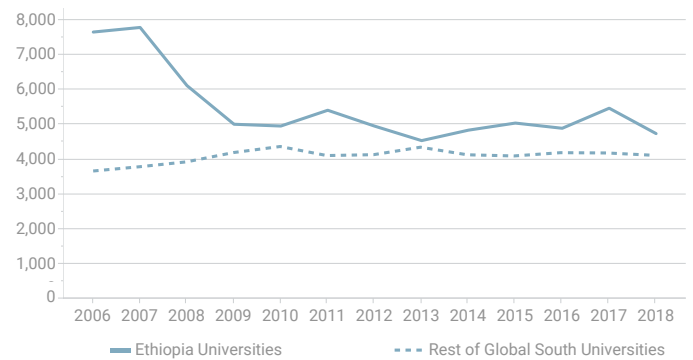


FIGURE 10 – Per-student government transfers to public institutions by institution-type in real PPP, in Ethiopia and the rest of the Global South, 2006-2018



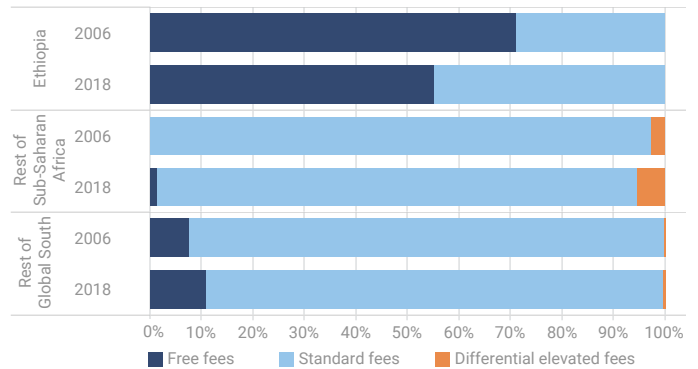
Natural Sciences Campus, Addis Ababa University, Ethiopia



PART III: STUDENT FEES

Roughly 45% of all students at public universities in Ethiopia pay some kind of tuition fee, because these students are attending extension/evening, summer or distance undergraduate programs. “Regular” students in undergraduate programs, as well as graduate students, do not pay compulsory fees. There is insufficient data to examine fee levels in Ethiopia in any more detail.

FIGURE 11 – Share of students at public institutions under each type of tuition regime in Ethiopia, the rest of Sub-Saharan Africa and the rest of the Global South, 2006 and 2018



PART IV: STUDENT FINANCIAL AID

It appears that the Government of Ethiopia does offer student financial aid. However, there is insufficient data to analyse the relevant programs.

***Note: For more on methodology and data quality please see Appendices A and B.**