COLLABORATION IN THE PROVISION OF EDUCATION: THE CASE OF THE OROMIYA EDUCATION BUREAU AND JAPAN INTERNATIONAL DEVELOPMENT AGENCY

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COLLABORATION IN THE PROVISION OF EDUCATION: THE CASE OF THE COLLABORATION BETWEEN OROMIYA EDUCATION BUREAU AND JAPAN INTERNATIONAL COOPERATION AGENCY

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ACRONYMS

AAE	Action Aid Ethiopia
AED	Academy for Education Development
AAGR	Average Annual Growth Rate
ABE	Alternative Basic Education
ADEA	Association for the Development of Education in Africa
AIR	Apparent Intake Rate
BESO	Basic Education Strategic Objectives
CE	Coefficient of Efficiency
EBNLA	Ethiopian Baseline National Learning Assessment
EFA	Education for All
ESD	Education for Sustainable Development
ESDP	Education Sector Development Program
ESNLA	Ethiopian Second National Learning Assessment
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FTI	Fast Track Initiative
GER	Gross Enrollment Rate
GG	Gender Gap
GPI	Gender Parity Index
IAE	Irish Aid Ethiopia
IIEP	International Institute for Educational Planning
IWGE	International Working Group on Education
JICA	Japan International Cooperation Agency
KCYDS	Kangaroo Child and Youth Development Society
ManaBu	Community Based School in Afan Oromo
MDG	Millennium Development Goals
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development

NER	Net Enrollment Rate
NGO	Non-Governmental Organization
OEB	Oromiya Education Bureau
PSR	Pupil Section Ratio
PTA	Parent Teacher Association
SDPRP	Sustainable Development and Poverty Reduction Program
PTR	pupil Teacher Ratio
RCWDA	Rift Valley Children and Women Development Association
SNNPR	Southern Nations, Nationalities and Peoples' Region
STR	Student Text Ratio
TTI	Teacher Training Institute
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNO	United Nations Organization
UPE	Universal Primary Education
WCEFA	World Conference on Education For All

ABSTRACT

This study examines the contribution of the project known as the *ManaBu* towards the attainment of educational targets of the nation. The declared aim of the Project is "improving access to quality basic education for school age children and constructing and managing community-based basic education centers". It is jointly implemented by the Oromiya Education Bureau (OEB) and Japan International Cooperation Agency (JICA). The study utilizes both qualitative and quantitative research approach to gather information on the attainments and shortcomings of the Project. The sample schools for study are the three schools in Chiro and Kunni Woredas of West Hararghe zone.

The study found out that these schools have expanded access to education as they have enrolled 1132 students in the first two years of their operation. But the schools have become crowded in 1999 E.C. because they have to accommodate students in grade 1 and 2. The schools have managed to provide textbook for all their students in almost all of the subjects they teach.

The pupil-section ratio is found to be large and the pupil-teacher ratio also high. Contrary to the policy of automatic promotion through continuous assessment in the lower first cycle primary schools, repetition still lingers in two of the schools. The dropout rate is also high compared to the national and regional primary school dropout rate. The teachers in these schools are all qualified but, even the teachers who have long years of experience, are not given long term in-service training. They have heavy workload and are supposed to teach large number of students. All these factors render the quality of education that is being offered in the schools questionable.

The community participates in the selection of site for the schools; contributes money, labor and local construction materials for building the schools, participates in the management of the schools. But the participation is not as seen in other community-based school; that is, it does not have a say in the curriculum that its children are

learning, it is not consulted when the timetable for the schools are set, it is not consulted when teachers are employed. This is because the schools strictly follow the conventional school curriculum, work in accordance with the timetable prepared for the conventional school system, and teachers are employed by OEB.

Thus, it is difficult to compare them with community-based school in other countries. Measured against educational quality parameters, it is also hard to say that the schools are capable of producing children that have acquired knowledge expected from them. The schools are heading towards more problems as no construction is underway to create space for new entrants in the coming academic year. As a result, the Project is expected to devote more time and resource to be able to contribute its share to the regional and national endeavor of attaining UPE by 2015.

CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

Education is a core issue that is at the center of the development challenge of developing countries. It is impossible to sustain the efforts of bringing change without a strong foundation of education. Therefore, countries are investing, as much as possible, in the education of their young population. The government of Ethiopia is also currently striving to provide as much school age children as possible with primary education. This strong emphasis placed on education indicates the government's firm belief that the long term development of the country depends on the expansion and provision of quality education to the people. To bring this aim to fruition, it has introduced the Education Sector Development Programme (ESDP), a twenty year program divided into sub-programs, as a guide. The main focus of ESDP is to improve educational quality, relevance, efficiency, equity and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of education for girls in order to achieve universal education by 2015. The first and second phases of the programme have been completed and now the Ministry is implementing ESDP-III (MOE, August 2005a).

Ethiopia is also one of the countries that had accepted the Education For All (EFA) declaration of the World Conference on Education For All held at Jomtien in 1990, and has renewed her commitment to it during the World Education Forum in April 2000 in Dakar. EFA is also a major component of ESDP. According to the United Nations Education, Science and Culture Organization (UNESCO) EFA Global Monitoring Report 2003/04, Ethiopia is one of the countries that may not achieve Universal Primary Education by 2015. As a result she was invited to participate in the Fast Track Initiative (FTI). FTI is an initiative designed primarily by the World Bank and lunched in April 2002 as a process that would provide quick and incremental, technical and financial

support to countries that have policies but who are not on track to Universal Primary Education by 2015 (UNESCO, 2004).

As a result of the many reforms that have been introduced in the sector, progress is being registered. As a result, the EFA-FTI Secretariat of the World Bank has reported that the country had registered very high increase in enrolment in the four year period since the introduction of the FTI in 2002 (EFA-FTI Secretariat, 2006).

According to the Education Statistics Annual Abstract (MOE, 2005b), the general enrolment ratio (GER) for 2004/05 has reached 79.8% while the target set for the same period has been 65.0%. If the GER is disaggregated by gender, it is 71.5% for girls and 88.0% for boys. This abrupt increase in GER has caused the pupil to teacher ratio (PTR) to increase at national level. For instance, the PTR which was 60 in 2000/01 has increased to 66 in 2004/2005. Ministry of Education of the Ethiopian government has, nevertheless, recently announced EFA will be achieved according to the timetable set (Addis Zemen, Megabit 6, 1999).

The Net Enrollment Rate (NER) for regular students for the year 2004/05 was 73.2% for males, 63.6% for females and 68.5% for both. The five year data on primary NER shows an increasing trend for both boys and girls. The 14.0 percentage points gender gap in 2000/01 became 9.6 percentage points in 2004/05. As the NER is the widely accepted measure that comes closer to being an indicator of school quality, UPE implies a NER at or near 100% (UNESCO, 2005).

As indicated in the statistics mentioned above wastage has decreased significantly. The total average dropout for 2000/01 was 27.9 and has decreased to 3.5 in 2004/05. The repetition rate, which had been 10.6%, has decreased to 3.7 in 2004/05. The positive improvements in the dropout and repetition rates indicate an increase in the coefficient of efficiency (CE). Thus, the 35.3 CE for 2002/03 has increased to 49.2 in the year 2003/04.

The other big problem in the area of education is the question of quality. Variations have been observed between regions and between schools in student achievement. The Ethiopian Second National Learning Assessment has indicated that there are significant variations on students' achievement across regions, school locations, sex and age of students and instructional languages as well (NOE, 2004).

Despite the improvements indicated above, there is still a lot to be done to quality UPE by the year 2015. Work has also to be done to improve equity and efficiency. In this respect, many government development partners are engaged in activities intended for their realization of these objectives. One of them is the Japan International Cooperation Agency (JICA). It is currently collaborating with the Oromia Education Bureau in running community-based basic education improvement project or *ManaBu* Project in selected woredas of Oromia regional state. *ManaBu* is an acronym for the Oromo expression ***Mana*** ***B****arnoota* ***U****mataa* that means 'community-based school'. *Manabu* also means 'to learn' in Japanese. *ManaBu* is a four year project that was launched in November 2003. This Project looks to be in agreement with what educationalists like Cummings and Neilson (1997) call Theory C. Community-based education is currently gaining wide acceptance by educationalists in many countries of the developing world. NGOs also are collaborating with governments in this endeavor. One example of such cooperation could be found in the collaboration between the Bangladesh government and the Bangladesh Rural Advancement Committee (BRAC) to attain the above aim. This study will try to see into the collaborative work between Oromia Education Bureau and JICA in the area of expanding community-based basic education and try to find the extent of its contribution for the attainment of government's goal of achieving UPE by the year 2015.

1.2. Statement of the Problem

Providing education for all is one of the challenging, if not insurmountable, problems facing the developing countries of the present world. Reaching the school age children of hitherto underserved areas is a strenuous endeavor for many of them. This is because it

claims a substantial portion of their resources, which is at best inadequate to satisfy all their needs of survival and development. Nevertheless, they have committed themselves to confront this daunting task and achieve it by the year 2015. This resolve on their part, however, may not sustain if they try to do everything by themselves. In this regard, the collaboration of international donors, local and international NGOs, and the community could be crucial in helping the governments of these countries to attain their objectives.

The government of the FDRE is currently engaged in various development endeavors to attain the MDGs in the education sector. In order to realize these goals successfully, the government is undertaking various projects in collaboration with its development partners. The projects are being implemented at national or regional level. The end goal of these projects is, however, enabling the government achieve the targets it set in the national MDGs. One such collaboration is the technical cooperation between the Oromia Education Bureau and the JICA in the education field. This project is called the Community-Based Basic Education Improvement Project (*ManaBu* Project). The Project period is four years. The Project, according to its bulletin of October 8, 2006, had constructed and opened five schools as of September 2005, and is constructing additional 13 schools in nine *Woredas* of three zones of the region.

Apart from reviews and reports of the implementing agencies no independent study on the status of the Project has been done. This study is intended to look into the contribution of the collaborative Project towards helping the region, and thereby the country to achieve UPE.

This study utilizes the human capital theory to analyze the contribution of the *ManaBu* Project for the attainment of the educational objectives of the MDGs. This study tries to see how far the Project has achieved the stated goals of the education sector in the millennium development goals of the country by widening access, enhancing quality and efficiency as well as closing the gender gap in education in the Woredas where it is being implemented.

1.3. Objectives of the Study

The general objective of this study is to assess the contribution of the Community- Based Basic Education Improvement Project (*ManaBu*) towards the achievement of the educational development goals of the country.

The specific objectives of this study are to:

1. describe how the Community-Based Basic Education Improvement Project is being planned and implemented in the sample area
2. examine the progress registered in the provision of education for children of the beneficiary *Kebeles* since the introduction of the project
3. identify the strengths and shortcomings of the project in achieving the desired goals of the government

1.4. Research Questions

In order to attain these objectives, the study attempts to answer the following specific questions.

1. What is the contribution of the Project towards expanding access to education?
2. What is being done with regard to improving the quality of education that is presented to the children?
3. What is being done to improve school efficiency, i.e. by reducing the rate of repetition and dropouts?
4. What is being done to improve the relevance of education to the daily life of the students?
5. What measures are taken to resolve the problem that emanates from increasing access and meeting quality standards of education?

1.5. The Significance of the Study

The study will have immense importance to all practitioners of the education sector, particularly; the MoE, Regional education bureaux as well as the *woreda* education offices because it will enable them to draw lessons from the achievements and weakness of the Project. It will also be of great importance to JICA as it will enable it to evaluate its achievements, successes and shortcomings so that it will undertake such future projects in a better manner. It will also serve academicians and researchers as stepping stone and springboard to future research studies in this particular area.

1.6 Research Methodology

1.6.1. Design

In order to obtain the required information for the proposed research questions, both quantitative and qualitative research approaches were used. In the quantitative approach, questionnaires were used to collect data from stakeholders in the *ManaBu* Project, i.e., from JICA, OEB, experts who are involved in running the Project at various levels, school directors and teachers. In addition a school checklist was used to collect data about the overall condition of the schools and their environment. The qualitative study design was used to solicit information from community members who are beneficiaries of the schools about the extent of their participation in the Project, and whether the schools are established in accordance with their wishes and whether or not the schools have produced the results they desired.

1.6.2. Type of the Research

The type of the research applied in this study is descriptive research. Both quantitative and qualitative data gathering techniques will be used. This is because, the theme of the study is to depict why, how, and for what purpose is the Project implemented; portray the achievements and/or shortcomings of the Project so that others can learn from it. The

study is a fact finding one that focuses on finding out the significance of the implementation of the Project for achieving the goals desired by the various stakeholders. The other reason why descriptive survey has been chosen is because the study has no control over the variables of the study. Of necessity, this study is to look into what existed in the areas where the sampled *ManaBu* Project schools are established prior to the implementation of this Project. Therefore, the study will also be a comparative one.

1.6.3. Data Sources

The data sources of the study are both from primary and secondary sources. The primary data will be collected by means of structured questionnaire from responsible officials in OEB, JICA, the two *Woreda* education offices, as well as teachers and directors. Focus group discussion will be conducted with randomly selected members of the community that are beneficiaries of the Project to elicit information. In addition, the school environment will be assessed through a checklist. The secondary data will be derived and retrieved from bulletins of the Project and documents and/or records of the selected sample schools.

1.6.4. Sampling Procedure

In order to have proper understanding of the Project the study included 60% of the total number of schools that became operational during September 2005. These schools were selected using purposive sampling technique, taking into account their proximity to each other. The three schools included in the study are found in two adjacent Woredas in West Hararghe Zone. Furthermore, two of the schools (Chiro Kella & Wachu Waltena) are located in Chiro Woreda while the third (Lege Lafto) is found in Kunni Woreda. The other two *ManaBu* schools that became operational during the same period are found in East Arsi zone and are located in wide apart locations. Therefore, three schools out of the total five, which represent 60% of the total, were selected.

In the selected schools data were collected from the director, the teaching staff, and the community representatives. In each school all teachers were made to fill the

questionnaire. Using random sampling method seven members of the community who have children in the sample school were selected with the help of the officials from the respective Woreda Education Office. The selection was carried from among the members of Parent Teacher Association (PTA) as they are people who are involved in the day to day activity of the schools and parents who are said to have knowledge about the Project. Discussion was held with these people on issues related to the establishment, running and the status of the school.

Data are also collected from experts who are responsible for running the Project at Oromia Education Bureau, Japan International Cooperation Agency, West Hararghe zone education office, and the two Woredas where the schools are located. In addition, information is gathered at institution level from Oromia Education Bureau and Japan International Cooperation Agency.

Table 1.1. Number of Respondents Selected from Each category

S.N	Information Source	Number of respondents
1.	Experts at OEB, JICA, Zone and Woreda	13
2.	Directors	3
3.	Teachers	10
4.	Parents of students	21
	TOTAL	47

1.6.5. Data Collection and Administration of Instruments

For the purpose of data collection six types of instruments were prepared by the researcher and were put into use after they were approved. These instruments were: Questionnaire to be filled by OEB and JICA; Questionnaires to be filled by experts in the respective offices of the Project; Directors' Questionnaire; Teachers' Questionnaire; School Checklist and guiding questions for focus group discussion.

The data collection was carried out mainly during the one month period of field work in West Hararghe zone from end of April to middle of May 2007. The researcher undertook the data collection activity with the help of experts from West Hararghe Zone Education Desk, Chiro Woreda and Kunni Woreda Education Office employees. As schools were to be closed by mid May 2007 for the National Housing and Population Census, and then for examination of the end of the academic year, it was necessary to hurry things up a bit and there was no chance to visit the schools afterwards to clarify some points.

In each school the director and the teachers were made to fill the questionnaires at their leisure. They were given freedom to fill the answers to the question in any of the three languages (English, Afan Oromo or Amharic) to enable them express themselves freely. They were also encouraged to ask for help whenever an item in the questionnaire is not clear to them. As a result three of the teachers gave their responses in Afan Oromo, which are translated into English by people who have long experience of translating educational materials.

The focus group discussion was held with the community members based on some guiding questions that were prepared beforehand by the researcher. The questions were used to redirect the speakers raise issues that they have overlooked while they were speaking. The service of the Woreda level experts was essential in selecting participants, and acquainting them with the general purpose of the study and making translation whenever it became necessary during the course of discussion.

The presence or absence of necessary school facilities and the state they are found in is checked against the school checklist prepared by the researcher for each sample school. Only facilities that are thought to have impact on student achievement were checked.

The questionnaires for the Project partner organizations and the experts in OEB and JICA were distributed and collected after the field trip was completed. The experience in the sample schools has made the researcher make some modifications on the items included in the questionnaires for the partner organizations.

1.6.6. Methods of Data Analysis

As the study is descriptive in nature and the data collected are mostly quantitative, very sophisticated statistical packages are not employed. The data were first organized by type of their attribute, i.e. whether they are related to quality, gender parity or efficiency. Then the responses from the various respondents were tabulated, and where necessary their averages and percentage points are calculated. The outcomes of these tables are compared to the national indicators of quality, gender parity and efficiency. Under the efficiency indicators PTR, PSR, pupil-text ratio is separately dealt with. The data obtained from the various level of the Project are compared to each other for accuracy and compatibility. Wherever discrepancy occurred between information gathered from any two sources, both versions are included in the report and analyzed.

1.7. Organization of the Study

The thesis comprises of five chapters. The first chapter is the introduction, which contains the background, problem statement, objectives and significance, scope and limitation, and research design and methodology of the study. The second chapter is the review of the related literature, which describes the conceptual framework and empirical studies which are deemed to be pertinent to the objectives of this study. Chapter three is the section that deals with the background about the study area and the general state of primary education in Ethiopia and Oromiya. The fourth chapter deals with the results and discussion of the study. Chapter five is the conclusions and recommendations of the study.

1.8. Delimitation of the Study

The study is limited to the study of the *ManaBu* schools in West Hararghe zone of the Oromia National Regional State. This is because these schools are found in two woredas that are adjacent to each other and the other two schools that are constructed during the Project period are found in another zone and are far apart. The schools in West Hararghe zone represent 60% of the total number of *ManaBu* constructed during the Project period.

1.9. Definition of Terms

Alternative Basic Education (ABE) is a means of providing basic education to pastoralist and semi-agriculturalist areas

Apparent Intake Rate (AIR) Is the percentage of new entrants (irrespective of age) in Grade 1 out of the total number of children at an official admission age (age 7 in the Ethiopian case) in a given year.

Average Annual Growth Rate (AAGR) is an estimate of annual rate of increase in enrollment. It helps to understand how coverage is progressing every year in each region and at national level.

Coefficient of Efficiency (CE) is an efficiency indicator which is the ratio of the ideal (optimal) number of pupil-years required (with no repetition nor dropout) to produce a number of graduates from a given school cohort in primary education expressed as a percentage of the actual number of pupils-years spent to produce the same number of graduates.

Fast Track Initiative (FTI) is an initiative designed by the World Bank and launched in April 2002 as a process that would provide quick and incremental, technical and financial support to countries that have policies but who are not on track to Universal Primary Education by 2015.

Gender Gap (GG) is the difference between the male and female enrolment ratios

Gender Parity Index (GPI) is the ratio of female to male enrollment ratios

Gross Enrollment Rate (GER) Is the percentage of total enrollment in primary schools, irrespective of age, out of the corresponding primary school age population, ages 7 – 14.

Net Enrollment Rate (NER) Is the percentage of total enrollment in primary schools of the school age children out of the corresponding primary school age population, ages 7 – 14.

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

Pupil Section Ratio (PSR) is one of the efficiency indicators. A lower ratio in comparison to the national standard means under-utilization of resources while a higher ratio indicates overcrowding and less interaction between each pupil/student and teacher.

Pupil Teacher Ratio (PTR) Is one of the common education indicators on efficiency and quality. The lower the PTR the higher the opportunity of contact between the teacher and pupils to check homework and class work as well as provide support to students individually.

Source: *Education Statistics Annual Abstract (1998 E.C. /2005-06/)*, MoE,

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The review of literature deals with pertinent works that are related to the study. It is divided into two parts: the conceptual framework and empirical works that pertain to the subject under study. The first part deals with the conceptual framework on the role of education in development. The second part will deal with empirical works related to the government and non-government collaboration in expanding access to quality basic education, and thereby to the human capital development efforts of countries. Therefore, this part of the study begins with a short description of what is human capital, review of the relationship between education and development followed by a short description of the MDGs and why education was made one of the focus areas of these goals. Then, literatures that deal with the contribution of community and non-governmental organizations in enabling governments realize UPE are summarized.

2.1. Human Capital Theory

Human capital theory is a theory that takes education as one of the prerequisites for development of a country. Singh (1999) indicates that human capital means "acquired mental and physical ability through education, training, health care..." Human capital is a term used by economists, according to Todaro and Smith (2006), in place of "education, health and other human capacities that can raise the productivity when increased". The 1992 Nobel laureate in Economics, Becker, in an article entitled Human Capital in the Concise Encyclopedia of Economics, regards human capital as something that cannot be stolen or taken away form a person who acquired it.

> ...economists regard expenditures on education, training, medical care, and so on as investments in *human* capital. They are called human capital because people cannot be separated from their knowledge, skills, health, or values in the way they can be separated from their financial and physical assets (Becker).

It can be seen from the above definitions of human capital that it is about enabling people to be productive through education, training and health care. Schooling is considered to be vital in all the explanations. Cheenery and Srinivasan (1995) also corroborate the above by saying that education is one of the factors that determines the "endowment of human capital in an economy".

Human capital, according to Cheenery and Srinivasan (1995), is one of the determinants of improving the quality of labor in an economy. And the quality of labor is considered to be one of the explanatory factors for the growth of the output of today's developed countries. Becker also affirms that "education and training are the most important investments in human capital".

This theory is not without criticisms. The most important critics of the theory are, according to Marshall (1988), sociologists of education, particularly of the Marxist school. They accused it of legitimizing bourgeois individualism and also of holding individuals responsible for failures of the capitalist system. Even it critics do not out rightly deny the role of education in human capital development Fitzsimons says "The contention that economic growth emanates from education is a non sequitur because, while it may be granted that education contributes to growth, so do many other activities".

Despite the arguments there is now consensus that education is an essential component of development, a concept that will be dealt with in the following section of this study.

2.2. Education and Development

The role of education in development could not be overemphasized. A society that fails to pay attention to educating its children "...jeopardizes the very objectives of economic development, social progress, peace and democracy..." (Sedel, 2005). She further argues that in order to meaningfully participate in the present world economy a country should

have an educated population so as to have "competitive advantage" because the market has become "...increasingly technology based and knowledge-driven". Citing studies made by other scholars in the field, she states that education is found to be a key deciding factor of increase in productivity and improvements in health and nutrition.

Many other studies have found out strong correlation between education and development. Brown (1980) says that "societies with literacy rates less than 70 percent simply do not grow and flourish". She argues that high investments in education and capacity building were causes for the enormous progress made in countries like South Korea in the 1960s and 1970s. She goes on to say that investments in primary education are positively correlated with economic growth, reduction of poverty, improved health, lower fertility and enhanced status of women. Sedel (2005) also indicates that a strong link is found between quality of labour (i.e., cognitive skills as measured by performance on mathematics and science tests) and economic growth.

According to development economists Todaro and Smith (2006), education coupled with health,

> ...are basic *objectives of development*; they are important ends by themselves. ...and education is essential for a satisfying and rewarding life: both are fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development (p. 363).

Education is not only a key for development of a nation, it is also found to be a pillar for sustaining the development attained. The concept of education to support sustainable development has been explored parallel to the endorsement of the sustainable development by the UN General Assembly in 1987 (McKeown, 2002).

Sustainable development, according to the Brundtland Commission, quoted by Mckeown (2002), "... is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". But the relationship between education and sustainable development is not linear and is rather more complex. Nevertheless, there is agreement among researchers that basic education is basis for

enabling a country to achieve sustainable development targets. The unique role of education in development is valued by international bodies and national governments, so that they passed various resolutions intended to provide at least basic education to all children. This can be seen in the inclusion of education as one of the Millennium Development Goals (MDGs) that governments promised to attain, which is dealt with in the next section of this paper.

2.2.1. The Millennium Development Goals

The 8th plenary meeting of the United Nations General Assembly held on September 8, 2000, passed a resolution which later became known as the United Nations Millennium Declaration. One of the commitments that the Heads of States and Governments pledged to fulfill is achieving Universal Primary Education by the year 2015. The resolution states that the members are resolved:

> To ensure that, by the same date (2015), children everywhere, boys and girls alike, will be able to complete a course of primary schooling and that girls and boys will have equal access to all levels of education (UN A/RES/ 55/2, 2000: III,19).

This commitment seems to emanate from the understanding that education, by raising productivity of human capital, has a role to play in resolving all other problems that the leaders had promised to tackle during the new millennium.

The Millennium Development Goals (MDGs) are eight goals to be achieved by 2015 that are intended as a response to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations-and signed by 147 Heads of State and Governments during the UN Millennium Summit – in September 2000. The 8 goals are: Eradicate extreme poverty and hunger; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat

HIV/AIDS, malaria and other diseases; Ensure environmental sustainability; and Develop a Global Partnership for Development.

The MDGs synthesize, in a single package, many of the most important commitments made separately at the international conferences and summits of the 1990s; such as the resolutions of the World Conference on Education for All (UNO, 2000).

Article I sub-article 4 of the World Declaration on Education for All highlights the importance of basic education as follows:

> Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training (WCEFA, 1990).

This paragraph underlines the importance of basic education as the basis for all types of education and training required to bring about social progress or development, in other words for creating human capital. Article III and its sub-articles emphasize the need to provide quality basic education to all children in equitable and just manner. It strongly advises that underserved groups of society should be given attention in provision of education. Therefore, the EFA goals are in line with the education goal of MDGs, that is achieving UPE.

Today, access to primary education is recognized to be a right of all children. Therefore, countries are striving to increase access to primary education. They are also seen working towards achieving equity, quality and efficiency in education. These parameters are considered to be crucial for the development of any society that delegates from 155 countries as well as representatives of some 150 organizations pledge to work towards achieving universal primary education and massive reduction of illiteracy by the end of the decade at the World Conference on Education for All held at Jomtien, Thailand, from 5 to 9 March, 1990.

In April 2000 the participants of the World Education Forum meeting in Dakar, Senegal issued the Dakar Framework for Action. The participants committed themselves to work for the realization of the following six goals.

Goal one is concerned with "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. Which is general and refers to the child's right to have care and education".

Goal two requires governments to work towards "ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality". This is a commitment to achieve UPE by the stated time. In addition to this goal five requires countries to work towards "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality". These two goals demand that countries should make sure that education is provided to the hitherto underserved groups of children.

Goal three and four are to the effect that governments should provide education to their youngsters and demands that they reduce their adult illiteracy rate by 50% by 2015 through provision of adult education and other programs. Goal six on the other hand demands that countries should strive to "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills".

The participants of the Dakar framework for Action have not only committed themselves to achieve UPE by 2015, but also to provide quality education. Nonetheless, there are educators who are of the opinion that UPE and provision of quality education cannot necessarily go hand in hand. Foster (1980) in Carron and Chan, states that:

> "It is conceivable, for example, for a poor nation can achieve some degree of universal primary education, in the sense that all children in the relevant age-cohort will obtain some few years of schooling, but it cannot ensure that these students will achieve minimal standards". He concludes that if that country wants to "enforce minimal standards, then it may be obliged to abandon the principle of universal schooling and adopt more restrictive policies concerning initial access to schooling" (pp21-22).

Sedel (2005) shares with Foster (1980) the enormity of the problem of providing quality universal primary education. She states that in many schools in Africa, it is not uncommon to see students who have not obtained basic literacy and numeracy skills after staying in schools for long periods of time. And concludes that, unless governments focus their attention on instructional quality, "much of the EFA effort might be wasted". To achieve the goal of providing quality education for all governments are involving the beneficiary communities, private investors, and local and international NGOs in this colossal task.

The Problem of universal, compulsory education pointed out by Bhatia (1992) is applicable to all developing countries who aspire to achieve this goal. According to him, this principle has to overcome the following problems.

According to him, in the first place, it has to solve the problem of universal provision of schools: - It would be difficult to provide all children with school facilities within walking distance from their home.

In addition there is the problem of universal enrolment: - Governments may bring into force compulsory primary education acts to enroll the desired age-group children, but may not achieve the desired target. This problem may be more pronounced in rural areas due to lack of financial resources, indifference of authorities, lack of cooperation between school and local community, as well as ignorance and illiteracy among adults.

In the third place the problem of universal retention should be addressed: - even in situations where the above two problems are overcome, it may become impossible to make the child remain in school until she/he completes primary school. If the child leaves the school or is withdrawn before completing primary school, it leads to wastage.

Lastly, the problem of quality improvement is an important issue: - Universal quality education is difficult to achieve because it requires too much human and material resource, which are not abundantly available in the developing countries.

These problems associated with the attempt to achieve UPE cannot be solved with the resources of governments alone, particularly in developing countries. Therefore, governments are mobilizing the resources of other stakeholders to supplement their efforts. One such, probably major, stakeholder is the community. The involvement of communities, as is discussed in the next section, in this sector is believed to have a significant contribution not only in financing projects but in shaping the curriculum of schools in order to make the schools contribute their share to the nation's human capital development.

2.2.2. Community Participation in Education

Educators agree that investments in primary education contributes for economic growth, reduction of poverty, improvement of health, lowering fertility rate and enhancing status of women (Brown, 1998). Therefore, countries use various approaches to achieve UPE. One of the methods they use is decentralization of education and establishment of community based schools. In what they called Theory C or the Community Oriented Approach to Reach the Periphery, Cummings and Nielson (1997) argue that the center could not adequately provide for children in the periphery. The major limitations responsible for the failure of modern schools to provide the desired kind of education for children in the periphery, according to Cummings (1998), are the following. In the first place, modern schools are urban biased because they are born out of urban revolutions. Secondly, the center devises the curriculum to teach what it believes to be important,

which may not reflect the needs of the periphery. Thirdly, the center funds education – but the funds are limited, competing with other national (as contrasted to local community) priorities. Fourthly, the periphery comes to expect the center to provide education, losing the will to take initiative. Fifthly, the center designs schools to fit center setting, stressing hardware over software. Sixthly, resources move down a hierarchy, with the most distant places getting the least. Seventhly, the center devises a system of supervision ostensibly to help needy schools, but the supervisory staff is scarce in number and often weak in supervisory skills. Finally, the center's many ministries devise various programs for local areas that tend to compete for the scarce time and resources of local leaders (Cummings, 1998)

These limitations are causes that made educators look for alternative ways of providing quality education for people in the periphery. Therefore, they advocate for schools that are managed with the full participation of the beneficiary community.

Countries have introduced reforms of their own designed to alleviate these problems. Some of the reforms have been able to positively impact the periphery schools, while others did not produce the desired result (Cummings, 1998). To overcome these limitations, it is argued that schools management should be decentralized and the beneficiary community should have a say in running the schools and deciding what should be taught to their children.

Likewise, Hopkins and Reynolds (1994) arrived at a conclusion that parent and community participation is essential for success of a school in an international study on school improvement conducted in Bangladesh, Colombia and Ethiopia. In addition to this, they found out that decentralization of education is important, but both local and central initiatives are necessary for the improvement of the school. They, however, emphasized that educational reform is a local process. Any plan of change should aim at empowering the school. According to them, there should be strong linkage between the stakeholders at the various levels of the educational structure for effective change to take

place. Governments and donors create an enabling atmosphere, while the communities and the schools implement the intended program.

Furthermore, Townsend (1994) states that it is necessary first to identify "the needs, desires and problems" of the community in question in order to make appropriate decision about its problems. So, community participation is important in the planning, running and improving schools. He argues that:

> "The greater the community involvement in the process, the greater the input of the different groups within the community, then the more likely what is generated will be an accurate reflection of that community" (p.156).

He offers additional arguments for increased community involvement in the school. According to him, effective community participation contributes to the development of school policies and practices which are most effective and equitable, which means it contributes for policy making. It also enhances the capacity of the school to solve educational problems encountered by students; this implies that it delivers appropriate service to recipients. Thirdly, it contributes both to increased usage of the school and improved performance by the people in the school, which increases the cost effectiveness, as well as the organizational effectiveness of the school. Finally, increased community participation contributes to improved academic performance of students and reduction of disciplinary and other problems within schools.

The above arguments are for increased community role in the education of children. As is observed, they support not only greater community participation in building, maintaining and running schools, but also in deciding the curriculum to be taught to their children. This theoretical argument is not palatable for some people like Hirsch (1999), who claim that "...the principle of local control of education is that the *localities* ought to determine what our children shall learn. But despite the democratic virtue of that principle, the idea is...a gravely misleading myth" (p.26).

But there is no argument presented against involving communities in the education sector. The only disagreement is whether the communities should decide on what the children learn or not. But the prevailing idea, in many developing countries seems to favor community involvement in deciding what students learn (MoE, 2000; Ndoye, 2006).

The discussion below shows that the enormity of the task of providing education for all has made developing countries collaborate with NGOs and international agencies to overcome it. It will also highlight their achievements by presenting the experience of two projects; one from Africa and another from Asia.

2.3. Contribution of NGOs for Achieving UPE

The 1996 meeting of the International Working Group on Education (IWGE) that was held in Nice from 6 to 8 November discussed, among other issues, the problem of "Implementing and monitoring EFA goals". The meeting was attended by eight international institutions, 15 national technical co-operation agencies, four national or international foundations and research bodies and the International Institute for Educational Planning (IIEP). The participants discussed the issue of development aid for the developing countries and recognized that providing basic education for all is a first priority of the international donor community (IIEP, 1997).

In line with the above realization, international organizations as well as international and national NGOs are engaged in rendering various types of support to enable governments achieve their education objectives. These international organizations and NGOs either introduce innovative ideas of their own for the realization of EFA in the country of choice or support government programs to this end in the form of projects. Hereunder are some examples of such collaborations and the results they registered.

One such example is the Community school project in Egypt. This project was a joint venture between the Ministry of Education of Egypt and UNICEF. The Egyptian

government has made tremendous efforts to achieve UPE in 1990 but failed because of the countries size and the scattered nature of the rural settlements. The school system in rural areas, in addition, was characterized by high gender gap and high dropout rate of girls. To reach the children that cannot be reached by the conventional school system, the government and UNICEF introduced the school project system in 1992 (MoE, 2000).

The project was initiated with the objective of providing basic education to children, particularly girls, in remote and disadvantaged areas of the country through non-formal approach. To achieve the stated objective, the schools and the education given in them were designed taking into account the interests of the beneficiary population. Therefore:

> The curriculum content and teaching methodology in the community schools are adopted to reflect the living conditions of the rural population. Moreover, the time of learning is flexible and decided by the community itself. The community also plays an active part in the management of the community schools (MoE, 2000, p.16).

These schools have been successful in achieving their stated objectives. Mamo et al, (1998), cited in MoE, 2000, attribute the success of these schools to the fact that they have clearly stated objectives and targets; local and international support; relevance of the curriculum to the beneficiaries; flexibility of class schedules; proximity of the community schools to the residence of beneficiaries; involvement of the communities in the management of school activities; periodic monitoring and evaluation; and adjustment made as required (Ibid, p.17)

Another often cited successful venture in this area is the work of the Bangladesh Rural Advancement Committee (BRAC). BRAC is "implementing a targeted strategy to supplement the government's effort to achieve education for all". It targets the very poor section of the rural society and gives priority to girls who have never been to school or have dropped out. It adapts and simplifies the national curriculum to make it suitable for the target population. It employs local women who have at least nine years of formal

education as teachers. This practice, besides having the advantage of anchoring teaching staff in the locality, helps to "develop role models for the education of girls." By cooperating with the government in managing community schools under a contract, BRAC is able to establish an educational network "in areas that are hard for the state to reach" (Ndoye, 2006).

Parents decide the location of the schools, help in building the schools, hiring and supervising teachers. They also "set the school hours and schedules so that children can continue to help them at home or in the fields". The students are required to attend only three hours a day but throughout the year. The lessons that given are based on rural context and traditional songs and dances are used to reinforce what they learned. Teachers could easily develop individual relationships with the pupils as they themselves are from the locality and the class sizes of the BRAC schools are small.

The BRAC schools are very important in that they enable the local community to participate in the management of the schools and they take into account the local conditions of the area where the school is located. These schools also have lower unit cost than public schools because the investments for construction and school facilities as well as teachers' salaries are very modest. But the performance of students of these schools is far better than of their peers in public schools. Thus, the BRAC schools are cost-effective. For instance, more than 50 percent of the BRAC graduates passed the national exam to test mastery of basic education compared to only to 20 percent of Government school students (MoE, 2000).

The BRAC program initially offered three years of schooling and later expanded to cover the first five years of elementary education and now is "considering the possibility of running a few primary schools, at least in places where the government could not build such schools". The BRAC schools which were only 22 when it began in 1985 have reached 30,000 in 2000. This makes BRAC "the largest non-formal education program run by an NGO and an important stakeholder in the Bangladesh national education system" (Ndoye, 2006).

It can be seen from the above review that the two programs have been successful in their endeavor because they were designed taking into account the special conditions that exist in the areas where the beneficiaries are found. They share many common features that made them successful. The most important ones are their ability to clearly state their objectives and targets; adopt the national curriculum to the needs of the beneficiary community; make the curriculum relevant to the beneficiaries; introduce flexible class schedules; bring the community schools near to the residence of beneficiaries; Involve the communities in the management of school activities; and ability to introduce adjustment as required.

Despite their being implemented in different countries, both types of programs, as already indicated, have succeeded to reach children that could not be reached by the conventional school system. These programs have contributed to the endeavor of the respective governments to develop their human capital. In the next chapter the effort to achieve UPE in Ethiopia and the collaboration of various NGOs in this sphere with the government is discussed after a short description of the study area.

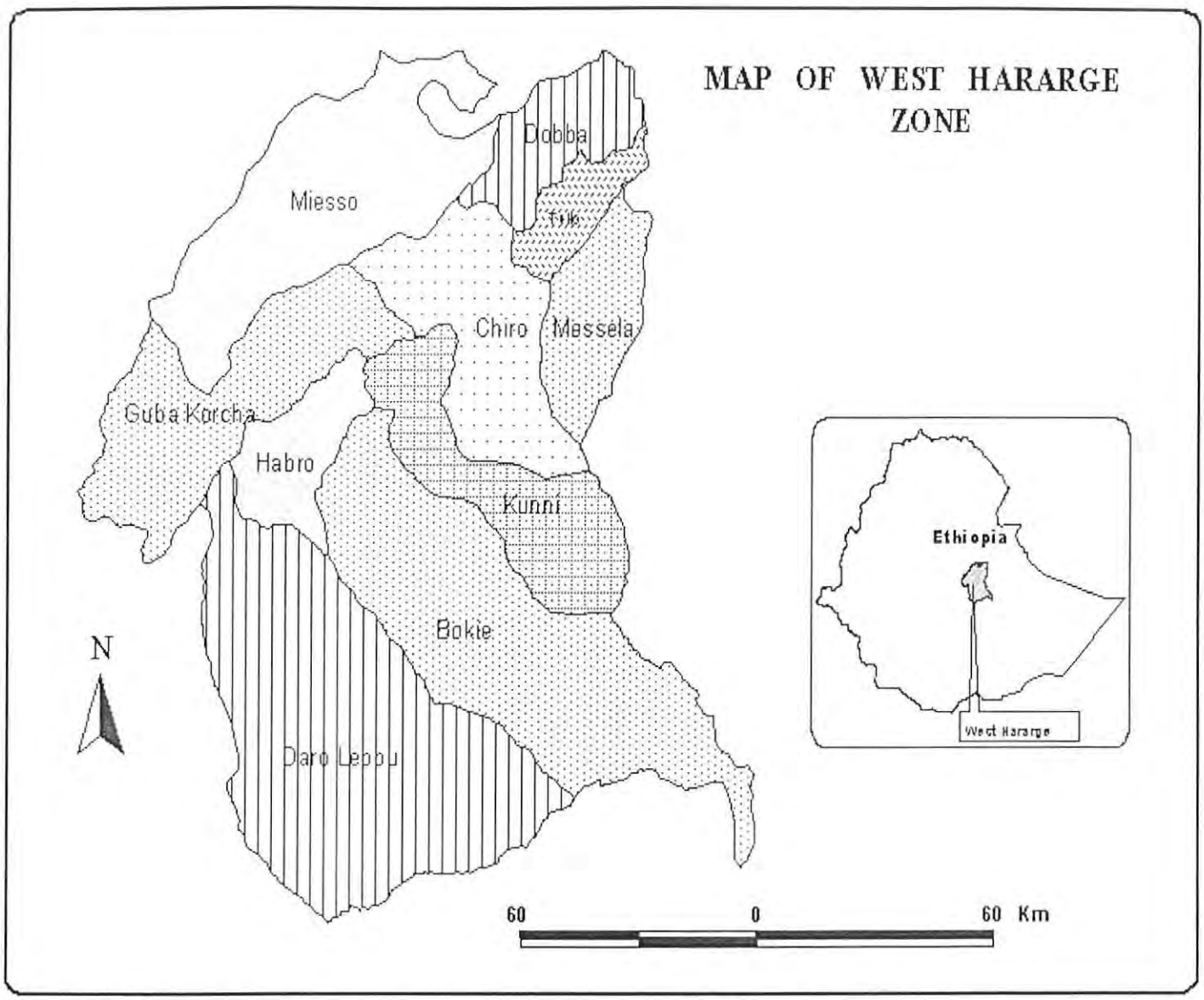
CHAPTER THREE: BACKGROUND TO THE STUDY AREA

This part of the study is devoted to explanation of the study area and highlighting the prevalent situation in Ethiopia and Oromiya Region in relation to provision of primary education. The national and regional effort to achieve UPE and the challenges that are faced as well as examples of NGO initiatives to reach the underserved areas and children is presented.

3.1. The Study Area

The *ManaBu* project is being implemented in five schools in four *woredas* of Arsi and West Hararge Zones of the Oromia region. Five schools have been constructed and opened in East Arsi and West Hararge zones. School construction is underway in additional 13 *Kebele s* in Eastern Arsi, Western Hararge and North Shoa zones of the region. This study focuses on the five schools which have already started work by 2006 in East Arsi and West Hararge zones. The three ManaBu schools that are taken as sample for this research are found in Chiro and Kunni woredas of West Hararghe Zone. The schools are located in *Kebele s* where there was no school and have an average of 2.5 kilometers for their nearest main road.

The following map shows the two woredas where the schools are located. As can be seen from the map the two woredas are adjacent to each other and are located not in what could be called inaccessible area. The decision to build the schools in these areas then is not guided by consideration of remoteness but by taking into account the number of young population that is not provided with education.



* Chiro and Kunni are the two woredas where the sample *ManaBu* schools are located.

Figure 3.1. Map of West Hararghe Zone showing the woredas under it.

3.2. Primary Education in Ethiopia

Modern education was started in Ethiopia with the opening of modern schools during the reign of Emperor Menelik II. *Ras* Teferi Mekonnen, during his regency, has planned to expand education because he "considered education directly related to the creation of idealistic and selfless civil servant and to modern and efficient government" (Marcus, 1998, p.57). Its growth was interrupted by the 1935 fascist Italian occupation of the country. During the occupation period Ethiopians were mainly taught up to grade 4 in accordance with the fascist education policy for the occupied people. The drive to produce as many educated Ethiopian as possible continued soon after the restoration of Emperor Haile Sellassie to power in 1941 (Tekest, 1990).

Attempts have existed to expand primary education in Ethiopia even before the Jomtien Conference on EFA. One such attempt was, according to Tekeste (1990), the Education Sector Review that aimed to rapidly expand primary education to attain universal literacy before the year 2000 that had been undertaken in the early 1970s. The study was not implemented because of too much popular protest. Nevertheless, as the study initiated and implemented by the MoE, the Evaluative Research of the General Education System in Ethiopia (MoE, 1986), indicated educational opportunities were widening in the country though there had not been corresponding improvement in quality.

The 1994 Education and Training Policy (ETP) of Ethiopia provides for the provision of quality education for all citizens in order to make them actively participate in the national development endeavor. This policy has also provided means to address the question of equity and gender disparity in the education sector (ETP, 1994). In order to achieve the objectives of ETP the FDRE government has launched the ESDP, which is a twenty year program divided into phases. So far ESDP I (1997/98 – 2003) and ESDP II (2003 – 2005) have been completed and now it is implementing the third phase, that is ESDP III (2005/06 – 2010/11).

In the Sustainable Development and Poverty Reduction Program (SDPRP) of 2002, the Ethiopian government has underlined the importance of ensuring access to quality elementary education for all citizens for development. The program envisages attaining a GER of 65% by the end of the 2004/05 (MoFED, 2002). The statistics from MoE for 2004/05 shows that this target is much lower than what is attained. The GER for this target period has reached 91.3% (MoE, 2007).

In the Millennium Development Goals report prepared by MoFED and United Nations Country Team (2004), Goal 2 of the Ethiopian Millennium Development Goal is "Achieve universal Primary Education". This goal is considered as "vital to the all-rounded effort of eradicating poverty and hunger in Ethiopia". The report acknowledges the enormity of achieving this goal. It says that:

> ...the challenge is not just that of building schools in all parts of the country, but also to ensure that local communities use the schools to full capacity. Given the extreme poverty, and the reliance on child labor for survival, efforts by the Government could be easily frustrated.

The government is constantly increasing the share of the education sector from the national budget. For instance, the 19% share in 1997 has grown to 20.2% in 2002. The share of the budget for General Education from the total budget for the education sector has also grown from 58.8% in 1998 to 66.6% in 2002. The educational program is financed by government budget allocation, community contribution, education cost shared by students. These three sources are, for instance, expected to cover 77.4% of the total cost of education. The remaining 22.6% is to be supplied by bilateral and multilateral donors (MoE, 2005).

Currently, progress is being registered in the education sector. The annual average growth rate of first cycle primary education enrollment was 13.4% for the period from 2001/02 to 2005/06. Many schools are being built by government, community, donors and private investors (MoFED and UN, 2004).

The following table shows the progress in some of the educational indicators in primary education.

Table 3.1. Comparison of Some Performance Indicators

No	Suggested indicators	Base year 2004/05	Target set for 2005/06	Status of 2005/06
1.	Education's share of the national budget	16.7%	19%	17.82%
2.	**Access Indicators**			
2.1	Grade 1 Net Intake Rate	60.9%	80.0%	54.9%
	Male	62.2%	81.0%	56.6%
	Female	59.6%	79.0%	53.3%
2.2	NER – Primary 1-4	67.6%	70.6%	73.0%
	Male	69.9%	72.9%	75.2%
	Female	65.1%	68.3%	70.8%
2.3	GER – Primary 1-4	102.7%	111.6%	107.6%
	Male	109.8%	116.9%	113.6%
	Female	95.5%	106.2%	101.5%
3	**Quality Indicators**			
3.1	Qualified teachers	97.1%	98.3%	97.6%
3.2	Student/Text Ratio	2:1	1.5:1	1.5:1
3.3	Student/Teacher Ratio	71	69	64.5
4	**Efficiency Indicators**			
4.1	Student /Section Ratio	71.0	66.8	70
4.2	Grade 1 dropout rate	22.4%	19.1%	20.6%
4.3	Average dropout rate	13.6%	11.21%	11.3%
5.	**Gender Parity Index**	0.87	0.91	0.89

Source: Educational Statistics Annual Abstract 1998 E.C. /2005-06/

Table 3.1 shows that there is improvement in the status attained in the various indicators for the year 2005/06 compared to the base year. But the actual achievement is lower in all aspects compared to the target set for that year, except for the NIR and student/text ratio in the first cycle of the primary level.

This shows that the country has to do more to achieve the set target for a particular year, in particular and the achievement of UPE by 2015 in general. As is stated above, the government expenditure for the education sector is growing from time to time, but this is just short of enabling the sector hit its targets. Furthermore, the national aggregate gives a much different picture from that of some regions. The following table compares the first cycle of the primary level regional achievements with that of the national one in some of the educational performance indicators for the year 1998 E.C. /2005-06/.

Table 3.2. Primary School Enrollment Comparison by Region

Region	GER			NER			GG	GPI	AAGR
	Boys	Girls	Both	Boys	Girls	Both			(%)*
Tigray	122.5	120.7	***121.6***	94.8	99.3	***97.1***	1.9	0.98	9.8
Afar	33.9	25.0	***29.7***	17.6	15.7	***16.7***	8.8	0.74	16.1
Amhara	112.1	107.5	***109.8***	77.9	81.7	***79.8***	4.7	0.96	13.7
Oromiya	121.8	104.7	***113.3***	76.5	69.3	***72.9***	17.1	0.86	12.9
Somali	57.5	39.5	***48.9***	34.7	24.9	***30.1***	18.0	0.69	24.1
Benishangul-Gumuz	124.2	121.8	***138.3***	83.7	71.9	***77.9***	32.4	0.79	7.8
SNNPR	117.1	97.8	***107.5***	79.3	66.5	***72.9***	19.4	0.83	9.7
Gambella	181.3	136.2	***159.3***	97.1	76.0	***86.8***	45.2	0.75	9.1
Harari	111.8	94.1	***103.1***	83.5	70.7	***77.3***	17.7	0.84	1.7
Addis Ababa	121.5	154.1	***138.0***	73.2	80.6	***76.9***	-32.6	1.27	1.1
Dire Dawa	85.4	76.7	***81.2***	54.6	47.9	***51.4***	8.6	0.90	3.3
Total	113.6	101.5	***107.6***	75.2	70.8	***73.8***	12.1	0.89	11.7

*AAGR shows the compounded rate of growth that is used to estimate the growth rate in enrollment for the previous five years in the full primary schools /1-8/.

Source: Educational Statistics Annual Abstract 1998 E.C. /2005-06/

As can be seen from table 3.2, some regions are better performing in GER, NER, GG and GPI. Among the formerly underserved areas, Afar has the least GER and NER followed by Somali Region. The GER for many of the regions is over 100%. Such wide variation between regions indicates that continued effort is required to achieve UPE.

Cognizant of the fact that expanding access alone cannot lead to the achievement of the desired goal, the government is striving to improve the quality of education children are getting. To gauge the quality of education being provided, studies aimed at measuring student achievement have been conducted, in accordance with the education sector program of SDPRP, at grade 4 and grade 8 (MoFed, 2002). So far two National Learning Assessment studies have been conducted. The first one, the Ethiopian National Baseline Learning Assessment (ENBLA) was conducted in 1999/2000. Then the Ethiopian Second National Learning Assessment (ESNLA) was carried out in 2004. The results of both studies show that the achievement of students of grade 4 is below the expected in all subjects, except in reading comprehension, a fact which negatively reflects on the quality of education being offered at this level.

A study conducted by AED/BESO II Project and MoE (AED/BESO and MoE, 2005), show that there is possibility that the country could not achieve UPE by the targeted time. It indicates that the dropout and repetition rates are high in Ethiopia. Then it rationalizes that "dropout and repetition are both causes and results of poor quality of primary education". This means the high rate of dropout and repetition rates in the primary schools are caused by the poor quality of education. It also suggested that this fact may hinder the country from achieving UPE by 2015. The study made projection of enrollments, dropouts and repetitions in Ethiopian primary schools for the fifteen year period from 2003/04 to 2017/18 under three different scenarios. It arrived at the following three conclusions:

Scenario 1 states that in order to achieve UPE by 2015, "the dropout rate should be brought down, annually, at a compound rate of 25% for grade 1 and 20% for all other primary grades. The repetition rate is to be brought down by 20%, annually in primary grades".

Scenario 2 is based on the accomplishment of the previous scenario. It concludes that if the dropout and repetition rates come down at 50% of the rates to achieve UPE as in projection Scenario 1, "the target year for achieving UPE will be extended beyond year 2015".

Finally, it concludes that the country "will never achieve UPE" if the dropout and repetition rates remain the same to the rates in the base year throughout the projection period assuming the NIR remains the same (p.III).

This gloomy picture shows that expanding access alone will not enable the country to achieve UPE in the stated time. Rather, it underlines the need to improve the quality of education being offered in primary level so as to bring down the dropout and repetition rates, and to achieve UPE within the targeted time.

The task of providing quality basic education is, thus, not easy for Ethiopia because, in addition to the above mentioned problem, of its large size, undeveloped infrastructure, and varied population occupation pattern. Constructing schools in peripheral areas would primarily be costly. Not only constructing, but also fulfilling the necessary facilities as well as staffing the schools would require a massive undertaking that calls for support from other stakeholders. Many non-governmental organizations have come forward to contribute their share in alleviating these problems.

Some of the NGOs who participate in providing education in the country and who have registered some degree of success in their undertaking are Action Aid Ethiopia (AAE), Rift Valley Children and Women Development Association (RCWDA), Propride Ethiopia, Kangaroo Child and Youth Development Society (KCYDS), Irish Aid Ethiopia (IAE) and Redd-Barna-Ethiopia (MoE, 2000).

Among these RCWDA, Propride Ethiopia and KCYDS are local NGOs. The others are international ones. These NGOs provide alternative primary education in various parts of the country targeting out of school vulnerable children and work in "peripheral rural

areas where there are relatively few schools" such as in Amhara, Oromiya and SNNPR. Propride Ethiopia alone works in Addis Ababa. Although all are concerned with girls' education, KCYDS is the only one that accord female children special priority (MoE, 2000).

The programs run by these NGOs and others, which are mostly modeled on the experiences of NGOs in other countries, are commendable. But so far no comprehensive national study has been made on to what extent they have managed to improve the quality of the education they provide. It is unquestionable that they have contributed for expanding access to primary education. Nevertheless, to say that they have contributed for the human capital of the country, the education they provide should enable their learners to be ready for further training. This study looks into what is being done in the project schools to provide qualitatively better education to the children in order to prepare them for their future development.

3.3. Primary Education in Oromiya Region

From among the big regions, the GER of Oromiya region (113.3%) is higher than the national average (107.6) but lower in NER (72.9 and 73.8 respectively). The gender gap (GG) is 17.1 which imply that the gap is narrowing down but it is still higher than the national one. The gender parity index (0.86) shows that it is doing better, but did not reach the national average GPI of 0.89 and the target GPI set for 2005/06 (0.91). These suggests that the region has to do more in terms of enabling female children have access to school if the region has to meet the educational targets of the MDG. The present AAGR (12.9%) of the region is more than the AAGR in ESDP II which was 11.7%, which can be taken to indicate that the region is on the right track to attain the set target of UPE in the specified time (MoE, 2005 and MoE, 2007).

But in other performance indicators like efficiency Oromiya region is below the national standard in many respects. For instance, the standard set for PTR in primary schools is 50

but the national average for the year 2004/05 was 64.5 for first cycle primary. The PTR for the same year in the first cycle of the primary level in Oromiya was 72.5, which shows that some effort is required to achieve the national standard. The national average of the repetition rate of students at primary first and second cycle schools is 3.8% and 3.7% for males and females respectively. In Oromiya the rate is 4.4% for males and 4.2% for females. This shows that the wastage at this level is greater in this region than the national average (MoE, 2007).

Due to its vastness and the varied settlement pattern of its population, it is difficult for the regional state to reach all school age children and provide them with education using the conventional school system. As a result, alternative primary education programs are being administered in some of its zones by collaboration of NGOs and the beneficiary communities (MoE, 2000). Further, the Education Bureau undertakes projects in collaboration with NGOs such as JICA to provide education for some of its rural community. The join project undertaken by OEB and JICA, called the *ManaBu* Project, is constructing schools in areas where schools were previously non existent. The Project is said to be a community-based basic education improvement project. The following part of this study presents the findings based on the information gathered from the three samples from among the five project schools that became operational in September 2005.

In the present decentralized education system of the country, regions are empowered to run primary education in their own jurisdiction in accordance with the national policies. Oromiya Region, like the other Regions of the country, is striving to achieve UPE by the year 2015. The effort to provide education to all school age children is not an end by itself. Rather, education is a means for preparing the young generation for shouldering future responsibility in the various sectors to help the country achieve its development goals. In other words, education is all about developing the human capital of the country. It is difficult to fulfill the goals stated in the MDGs of the country, i.e., achieving UPE by 2015, without educating the people of the country.

As already indicated in table 3.2., Oromiya Region has attained substantial achievements in this respect. Despite these improvements, it can be seen that there is much to be done to reach the educational targets stated in the MDGs of the country and UPE by the year 2015. The main challenges are 1) wide gender, spatial, urban-rural disparity; 2) high rate of dropout at all levels of primary education and at first cycle primary, especially grade one; 3) low quality of education due to insufficient teaching materials and facilities such as textbooks, classrooms, teaching aids and competent teachers and management bodies.

OEB appreciates the challenge for achieving these aims and uses various approaches to tackle it. One of the approaches is creating collaboration with bilateral and multilateral development partners as well as with beneficiary communities to construct and maintain schools, particularly in rural areas. This is intended to properly use existing resources in an efficient and fruitful manner. Such is the *ManaBu* project which aims to provide primary education in selected woredas of the Oromiya Region.

The ManaBu Project, as already mentioned, is a collaborative endeavor between the Oromiya Education Bureau and Japan International Cooperation Agency to reach children in areas where there were no schools previously. It is a project initiated "with the aim of improving access to quality basic education for school age children and constructing and managing community-based basic education centers prototypes" (ManaBu Project Team, 2005).

To achieve its aim the ManaBu Project has set out to achieve five major activities. These are: The first activity is constructing and furnishing the community-based schools in the selected Woredas. Secondly, it intends to contribute towards improving school management and gives assistance to the Woredas and the schools in the provision of quality primary education at the newly constructed schools. Thirdly, it develops guidelines to plan, construct and manage community-based schools. In the fourth place, the Project works to develop the capacity of Woreda education officers in planning and monitoring projects. Finally, it intends to work to empower communities in construction and management of schools.

The project is managed by responsible persons from OEB and JICA. The head of OEB is the manager. Long-term Japanese experts are also part of the management structure of the project. OEB organizes a Steering Committee of the project made up of supervisors and professionals from OEB and the beneficiary zones. This Committee is responsible for monitoring the progress of the projects. The OEB, also, organizes a group of counterparts to the project. These are professionals drawn from OEB and ManaBu project. The counterparts play key role in project planning, implementation, monitoring and evaluation. The members are given counterpart training course.

JICA in its part contributes financial and technical support for the construction of the schools. It pays the cost of industrial goods and for contractors. It also organizes trainings and experience sharing trips for experts inside and outside of the country. The Project has organized various workshops for the purpose of acquainting the community and other stakeholders with the process of planning and construction of community-based basic education schools. The Project has also produced manuals for planning and construction of such schools. These manuals are intended as guidelines for executing these functions not only in the *ManaBu* schools but also in other such project schools.

The ManaBu project follows a participatory approach and has been working directly with the community members. In many cases, the major stakeholders in the community based school are the Woreda Education Office, the residents of the concerned Kebele, the Woreda Administration. The Woreda Education Office of the selected Woreda is a planner of distribution and design of schools and a facilitator of construction and management of schools. The schools themselves are built and managed by the community in collaboration with Woreda Education Office.

CHAPTER FOUR: RESULTS AND DISCUSSION

This section of the study deals with results and discussion of the findings. It is divided in to four main parts. It starts with findings that relate to access and gender parity because these are two areas that the MDGs envisage to address. Then, quality related findings are treated because this is also another area of emphasis of the MDGs. Thirdly, findings that show efficiency are discussed, because it is difficult to achieve quality education where there is no internal efficiency in the school system, as for example, the rate of dropouts and repetition are shown to be among the causes for poor quality of education in schools. Finally, the extent of the participation of the community in the project schools is discussed because the community is the ultimate beneficiary of the schools.

4.1. The Collaboration for Achieving the Goal

One factor for enhancing the human capital of a country is education, and education begins with the primary cycle. Therefore, it is necessary for a nation to invest in raising this human capital in a planned manner. In this respect, attention should be given not only to enroll as much children as possible but also to provide those children with basic knowledge on which they could build their future. The *ManaBu* Project is intended to provide quality basic education to school age children by constructing community-based schools. This aim of the Project is in line with the educational goal of the Government of FDRE to achieve UPE by 2015. The schools are built through the collaborative effort of OEB, JICA and the beneficiary communities. The Project has constructed five schools and made them operational during September 2005.

The *ManaBu* Project schools are considered to be cost effective according to the project coordinator, a field coordinator and the school management expert, they are built using largely locally available materials with the willing participation of the beneficiary community. The members of the beneficiary communities have developed great sense of ownership of the projects. So, they guard the projects from any type of misusage of resources and embezzlement. They say that these schools are more cost effective than

schools fully constructed by contractors or schools fully constructed by the community alone. That means the schools are built with less expenditure and in shorter time compared to other schools built solely by contractors or the community alone.

There were some problems related to provision of local building material during the construction of the project, according to one of the focal persons at Woreda level. There are other problems encountered by the Project from the planning to the work resumption stage, according to the experts and focal persons of the Project. These problems, though they did not totally hamper the Project, have hindered its smooth functioning.

The first problem encountered, according to them, is the absence of area project coordinator. This has created a vacuum in the decision making process of the project implementation. They also sight the absence of clear cut division of work between government and project staff as another problem that should be dealt with in future planning and implementation of such a project. They claim that sometimes the duties and responsibilities of these two groups overlay and lead to confusion and delay of work.

Lack of transparency in financial management of the projects is mentioned as another obstacle for the efficient implementation of the Project. Because there is no budget allocated for supervisors of the projects, the experts claim that the supervisors do not carry out their responsibilities as required and as a result sometimes they become reluctant to take action on trouble maker project contractors. This in turn is reported to affect the quality of the project as well as becoming hindrance for its timely completion.

Another problem mentioned by the Project coordinators and experts is that the communities sometimes fail to fully deliver on promised local construction materials. This problem has caused delay in the completion of some of the projects. In addition to this, the communities may fail to contribute the required money contribution because of their low economic background, which impedes the progress of the particular part of work that has to be financed by such contribution. Procuring land for school construction takes long time in the case of some projects. Change

The JICA experts responsible for project and field coordination state completely different problems such as the fact that high number of people in charge of the Project at Zone and Woreda level leave their position or are replaced by others regularly. As a result, people who have acquired some experience in matter related to the Project are constantly replaced by new ones. It is obvious that the new entrants need some time to acquaint themselves with the work at hand. In addition, these experts claim that there is lack of proper understanding among some of the Woreda Education Office officials and the community members about the Project. The existence of such problems could hamper the proper functioning of the project. Nonetheless, the project schools are opened and it is possible to say that these problems have been somehow overcome.

The project is hailed as very efficient and considered to have no shortcomings by OEB and JICA experts. One focal person, however, points out that, in the first place the project does not have close monitoring mechanism and there is no accountability for mistakes happened. Secondly, the vehicles of the project are not always used for executing the project work.

The focal persons at Woreda and zonal level recommended that future such projects could be undertaken in a more efficient manner if the above shortcomings are dealt with. They also emphasized the need to focus on human capacity building especially the human resource at the grassroots level, e.g. teachers and directors. JICA project field coordinators believe that there should be strong and comprehensive need assessment study before such projects are undertaken in the future in order to avoid the occurrence of the problems mentioned above. They also recommend that there should be design modification when constructing the schools depending on the area where they are going to be built. They are also of the opinion that project budget need to be more decentralized and more responsibility should be given to Woreda Education Office in its administration.

The respondents have opposing views regarding the openness of the activities of the project. Two experts said that all the activities of the project are transparent as Regional Education Bureau, Woreda Education Office and the beneficiary communities participate at every stage of the project. Two other experts say that it is good, except regarding financial management. This difference in opinion shows there is something that is not clear regarding the financial activity of the project that should be addressed by the concerned bodies.

The respondents at OEB, Zone and Woreda level as well as those from JICA are of the opinion that while it is good to involve the community at all levels of the project work, the capacity of the community to effectively participate at the various stages should be carefully considered. The contribution of the community for executing the project goals is indicated in the next part of this chapter.

4.2. Community Participation

The name of the project indicates that it is a community-based basic education improvement program. As already seen in the literature review part, community based programs require community empowerment. This entails involving the community at all stages of the education process from deciding on the type of curriculum to be taught to choosing the appropriate schedule for the school. In other words, it is a process by which the "top-down approach" of education gives place to "bottom-up approach". "One size fits all" assumption is gradually being discarded and replaced by the realization that every community has peculiar characteristics. Educators are now arguing that every community, particularly those in the periphery, should participate in deciding what its children learn (Cummings, 1997). This position, nevertheless, is not without its opponents. There are educators who argue that total community empowerment in deciding what students should learn is impractical. Hirsch (1999) argues that this is a "gravely misleading myth".

The ManaBu Project involves the community from the planning to the management stage of the schools, as indicated in the aim of the project. The OEB, JICA experts and the focal persons at Woreda level, also, agree that the *ManaBu* project schools are established and run with the participation of the beneficiary community. They said that the community participates in the selection of the school site, in the construction process (by providing local construction materials, labor and money), and managing the schools. They overcome these responsibilities through their elected representatives who are organized into Construction Management Committee (CMC). The CMC is responsible for following the day to day activity of the school construction process.

After the completion of the construction work, the CMC hands over the school to the *Kebele* cabinet and *Kebele* cabinet in turn hands it over to the Parents and Teachers Association (PTA) that is elected by the community. The CMC members could also be elected members of the PTA. The PTA is responsible for the management of the school beginning from the day it took over responsibility from the CMC. The understanding of the people involved in the project at various levels indicated that the community participation in the site selection, planning and construction of the schools was important.

There is vagueness among the experts of the project about the concept of the community-based basic education and what it demands. To the question "How do you understand Community-Based education?" the experts at the various levels of the project answered that they understand it as an educational project implemented by participation of stakeholders from the planning to its management stage. They are not, however, clear about the extent and type of the participation. It is also observed that the people assigned as experts have no training in planning, implementing and managing community-based basic education projects prior to their employment. Hence, they responded to the above question based on what the Project declared what it is doing. Despite the discrepancy in the actual implementation procedure between these Project schools and other community-based schools, the members of the beneficiary communities seem to be satisfied with the Project's work.

The participants of the focus group discussion answered that the opening of the schools in their present location has increased the chance to all children, especially girls, to have access to education. They stated their reason for saying so "Because there was no school in their immediate vicinity, many children, especially girls, were not allowed to go to far away schools because they will not have time to help their parents in household chores". Even those who were enrolled would have been forced to drop out of school. Now, they claim, because the schools are near their homes and they spend only half day in the schools, the children can help their parents without interrupting their education.

One zonal focal person and two Woreda focal persons who filled the questionnaires and the members of the community said that the collaboration between OEB and JICA is enabling the schools to provide quality education for the children. When they are asked how, the answers they gave could be categorized in the following manner. They believe that the Project contributes for provision of quality education by building the capacity of the Woreda education officers. Secondly, it helps the process by constructing and furnishing the schools. In the third place, it plays a part by giving short trainings to the teachers. Finally, it supports the process by supervising and monitoring.

According to information gathered from the experts who were involved in the project, at OEB, JICA, Woreda education office and the representatives of the community participate in the selecting the *Kebele* in which the ManaBu school is to be constructed. According to their responses, factors considered for selecting the *Kebele* are, without any rank order, absence of any primary education providing establishment, capacity and willingness of the community to participate in the project, distance of the *Kebele* from another school, number of school age population.

The responses of the experts involved with the project show that the project schools encourage girls' participation and say that the schools try to register proportionally equivalent female and male children. The community members are made aware of the importance of sending their female children to school. The PTA in each school,

supported by the Woreda Education office, is responsible for convincing the community in this respect.

To the enquiry whether the project is giving non-formal or alternative education, the experts gave two types of opinions. While some say that non-formal or alternative education exists, one expert says that it is fully formal education that goes on in the name of non-formal education. One Japanese expert working in the project said that at the beginning of the project OEB, Woredas and communities decided that the schools which were to be constructed by the project should be formal schools. According to him, the high demand for formal school system has made the project to think of only formal education. This response highlights that the Project schools retain the name Community-based schools while actually they are formal schools. In response to the question item whether the works of the project are transparent or not, two experts said that they are not transparent.

The schools follow the official government curriculum for the conventional schools and they are not adapted to the conditions that may exist in the various *Kebeles*, as is the practice in other community-based basic education providing schools. As is practiced in the case of the BRAC and Egyptian community based schools, the community is consulted on what it wants its children to learn. In these Project schools there is no such practice. If given the chance to voice its opinion there is a possibility that the community would forward some ideas regarding what should be included in what its children are taught. The concept "Localized curriculum" is one factor that distinguishes the community-based basic education from the conventional school.

They follow the standard school timetable (a six period school day of 40 minutes each) of schools in the country and follow a shift system. In other community-based basic education providing centers it is customary to consult the families of the children before fixing the timetable of the center. This is done in order to arrange the most opportune time for the students. It also enables the schools to function without opposition from the community members who require the labor of their children at certain time of the day, the

week, the month or the year. This practice is initiated in the community-based basic education providing centers to reduce student dropout and class repetition due to inopportune school timetable.

The participation of the community is, thus, mainly in selection of the site for the construction of the school, providing local construction material and money, rendering labor service, and participating in the PTA. The community does not have a say in devising the curriculum that its children are taught because the schools strictly follow the central curriculum. The timetable for the schools is not flexible in accordance with the wishes of the community because they are guided by the timetable for all conventional schools. The community also so far has not employed teachers by itself or is consulted when teachers are employed because the teachers are employed and assigned to the schools by OEB and the Woreda Education Office.

According to the directors of the schools, the PTA functions properly and helps them in their day to day activity. The director of Wachu Waltena has reported that the PTA work to reduce dropout in the school. That of Chiro Kella said that they participate in creating awareness in the community by holding meetings regarding the importance of sending their children to school. The director of Lege Lafto indicated that they hold meetings with the community to discuss the problems encountered by the school, such as shortage of teachers; collect money from the community to employ teachers and school guards; holds meetings with the community members to discuss about school discipline, dropouts and the like.

In addition to the PTA, the *Kebele* administration is reported to be supporting the schools by raising money, labor and material for the construction of additional classrooms for enlarging the capacity of the schools for the future. Thus the community participation is high. All the directors are of the opinion that the *ManaBu* project should continue to do what it is doing. Though the PTA members and the directors of the schools see bright future to the schools, one Zone level focal person claims that the Project schools are not sustainable. In order to ensure the sustainability of the schools, he advises that they should be taken out of the project and be fully run by the Woreda Education Office.

Community based schools are one means of reaching children that can not be reached by the conventional school system. They have registered success in this respect and also managed to make the education they offer to be qualitatively better, as the case of the BRAC schools and that of Egypt indicate. As already mentioned, the *ManaBu* schools are expected to contribute towards helping the region alleviate three major problems. They are expected, in the first place, to help the Region to do away with the prevailing wide gender, spatial, urban-rural disparity in terms of access to education. Secondly, to contribute for the reduction of the existing high rate of dropout at all levels of primary education and at first cycle primary, especially grade one. Finally, to enable the Region do away with the low quality of education caused by insufficient teaching materials and facilities such as textbooks, classrooms, teaching aids and competent teachers and management bodies. What the *ManaBu* schools have achieved in this respect to helping the Region in overcoming the above problems will be discussed in the following sections of this chapter.

4.3 Access and Gender Parity

One of the major goals of the MDGs in the education sector is achieving EFA, with particular emphasis to increasing educational opportunity for girls. This means to increase access for education in order to reach all school age children by the year 2015 and creating greater opportunities for females so that gender parity in education is achieved by that year. Aware that this would enrich its human capital endowments, the Government of Ethiopia has introduced various mechanisms to achieve this goal. Accomplishing such a huge task requires mobilization of all resources available. Failure to achieve the educational targets of the MDGs could adversely impact all other targets, because education is one of the prerequisites for human capital development without which other development endeavors could not be implemented successfully. So, the government encourages all interested groups, whether private investors or non-governmental organizations, to participate in the education sector (MoE, 2007).

In line with this government initiative, Regional governments are also entering into collaborative works to attain EFA in their respective jurisdictions. The *ManaBu* project is one of many projects undertaken jointly by Government and NGO collaboration. It has built three schools in the two sample Woredas. These schools have enrolled 1907 children in grade 1 during the 1998 and 1999 E.C. academic year. This figure is sure to bring an increase both in the AIR and the NER of the region. The figure becomes more significant when the location of the school is considered.

According to project focal persons in the Woredas, the experts who are responsible for running the project at regional level and the participants of the focus group discussion, the three schools are located in areas where there were no schools previously. In addition, the *kebeles,* in which the schools are built, have sizable school age population. As a result of the distant location of the *Kebeles* from other schools, many children were either unable to enroll in any school or dropout soon after they begin school due to the long distance they were forced to travel. Thus, the opening of these schools has benefited the communities who hitherto were unable to send their children to school.

The experts at various levels answered that there are measures taken to increase girls' enrollment in the project schools and these are bearing fruit. For instance, the schools are made to register proportional number of female and male children in order to give encourage female students to come to school. Furthermore, whenever the capacity of the school cannot accommodate the application of children, female children are given priority. The fact that more female teachers are deployed in these schools is another means of encouragement for female students, according to these experts. Table 4.1 shows the enrollment trend in the three schools during the 1998 and 1999 E.C. academic year.

Table 4.1. Enrollment in the three sample schools

No	School Name	Grade 1 in 1998			Grade 1 in 1999			Grade 2 in 1999		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Chiro Kella	209	200	409	141	139	280	158	156	314
2	Lege Lafto	152	141	293	102	95	197	68	93	161
3	Wachu Waltena	208	222	430	160	138	298	120	135	255
	Total	***569***	***563***	***1132***	***403***	***372***	***775***	***346***	***384***	***730***

Source: Own Survey

The enrollment at grade 1 in the three schools has declined during the study period. The total new enrollment in grade 1 for 1998 E.C. was 1132 but it declined to 775 for the same grade in 1999 E.C. This is a decrease of 357 or 31.54% from the previous year. This could be attributed to shortage of classrooms and teaching staff, as indicated by the directors of the schools. The total student population in the three schools was 1132 in 1998 E.C. and 1685 in 1999 E.C. including the 180 students that were enrolled in grade 3 in Lege Lafto School during that academic year. This shows an increase of 373 students or 32.95% from the previous year. It could be safely assumed that accepting new entrants larger than this would be beyond the capacity of the schools.

This does not, however, mean that all the three schools were faced with similar problems. As can be seen from Table 4.1, the number of students enrolled in 1999 E.C. in the three schools varied. The student population enrolled in Chiro Kella, Lege Lafto and Wachu Waltena in grades 1 and 2 was 594, 358 and 553 respectively. Lege Lafto School opened grade 3 in 1999 and enrolled 68 female and 112 male or a total of 180 children. This brings the total student population enrolled in the three grades of that school to 538. Hence, the situation in Lege Lafto School would not have been as dire as that of the other two schools had it limited itself to accepting students only in the first two grade levels, given the capacity of all the schools is similar.

It is also observed that there exists a large difference between the total number of children who joined the schools in grade 1 in 1998 E.C. (1132) and those who were admitted in grade 2 in 1999 E.C. (730). Ninety-five students (23.23%) from Chiro Kella, 132 students (45.05%) from Lege Lafto and 175 students (40.7%) from Wachu Waltena have discontinued their education.

It is observed during the field trip that no new classrooms are added to the already existing ones. This would have impact on the capacity of the schools to accept new entrants in 2000 E.C. academic year. The schools may accept small number of new entrants to grade 1 to be able to open grade 3, which will limit the opportunity of the children who are legible to education. They may, otherwise, opt not to open grade three to accommodate new entrants, which will cause some students who have completed grade 2 to discontinue their education. As a last resort, they my decide to accept all new applicants and also open grade three, which will undoubtedly increase the PTR and PSR thereby affecting the quality of education offered in the school and internal efficiency of the schools.

The enrollment figures in Table 4.1 also show that more female children (972) have been admitted in grade 1 than male children (935) in the two academic years. In other words, nearly 51% of the new entrants were females while 49% were males. The GPI for these schools is 1.04, which is far higher than the GPI at primary level for the whole of Oromiya (0.78) and the national GPI average (0.84) for 2005 – 06 (MoE, 2007).

These facts indicate that the establishment of these schools in their vicinity has encouraged families to send their female children to school. The families might have been disinclined to do so had these schools not been opened there. The responses of the participants of the focus group discussion also corroborate this assumption as they have indicated that they might have been reluctant to the idea of sending their female children to schools that are far away from their homes. The teachers in these schools also indicate that many students would not have got a chance to go to school had these schools not been opened. They reason that because these schools are established in *Kebeles* that are

distantly located from previously existing schools, they are in a position to serve children that may never get a chance to go to school.

It is further observed from Table 4.1 that the positive contribution of the schools towards enrolling more female children and overcoming gender disparity changed as the grade level increased. From the 569 female children enrolled in grade 1 in 1998 E.C. only 346 were able to join grade 2 in 1999. Two hundred and twenty three students or 39.2% have failed to enroll in grade 2. The GPI fell to 0.9, which shows the number of male students enrolled in grade 2 is greater than the female students. The Education Statistics Annual Abstract (MoE, 2007) shows, that this is a characteristic feature of most of the regions of the country except Tigray (GPI of 1.0) and Addis Ababa (GPI of 1.19). Still, the GPI in the three schools is better than the primary level GPI for Oromiya (0.86) and the national average GPI (0.89) and nearer to the GPI target set for the year 2005/06 (0.91). This is a good indication but the decrease in the number of female students in 1999 is alarming if the trend continues.

As already discussed the attainment of UPE is not only a matter of increasing the number children who go to school. It is not also merely bridging the gender gap that existed in schools. Rather, UPE is also about quality of education. The children that come to school should be provided with education that enables them to acquire knowledge expected for the grade level they are attending. One of the major activities of the *ManaBu* project is to contribute for the provision of quality education in the newly constructed schools. This activity is in line with the educational goal of the OEB. The next section of the study looks at the status of these schools at providing quality education to the beneficiaries.

4.4. Quality

The ManaBu project schools have contributed, albeit in a small way, towards improving access to education to all children and to female ones in particular. Access alone cannot

produce the desired result. OEB has identified that a problem of low quality of education exists in the region due to insufficient teaching materials and facilities such as textbooks, classrooms, teaching aids and competent teachers and management bodies. The collaboration with other interested groups for providing basic education is designed to overcome this problem.

In order to enable the children gain something from their stay in school, other educational inputs and process have to be fulfilled. The quality of the school, according to Fuller (1986), is one of the determining factors of student learning or educational quality. According to him, school quality comprises teacher qualification, classroom size, material inputs, school size, and school management. In addition, teachers' years of schooling, pre-service training and in-service training as well as experience are found to have impact on student achievement, thereby on quality of education.

The respondents from JICA and OEB say the collaboration between OEB and JICA is providing the necessary inputs for quality education. They say that the schools are well furnished, students are provided with textbooks, and teachers are assigned to the schools that are graduates of TTIs. When there is a need for in-service training, they say, OEB selects teachers that need in-service training and JICA provides the funds for training them. In addition, one expert said OEB supervises and monitors the progress of the education process in these project schools regularly. This is one way of insuring that quality education is being given to the students in the project schools.

According the national educational standard (MoE, 2007), first cycle primary level teachers should have a minimum qualification of Teacher Training Institute (TTI) certificate. The educational statistics abstract of 2005 shows that at national level 97.2% of male teachers and 98.2% of female teachers are qualified and among the teachers of Oromiya 97.2% of male and 99.0% of female teachers are qualified. For quality of education the existence of the qualified teachers and management, as well as the fulfillment of the teaching materials and teaching aids is important. This study tries to examine the status of the schools of the *ManaBu* project with regard to provision of

quality education in the following sub-sections of this chapter. Table 4.2 shows the number of qualified teachers in the sample school by gender.

Table 4.2. Qualification of Teachers by gender

No.	School Name	Qualified Teachers					Unqualified
		Female		Male		Total	
		No	%	No	%		
1	Chiro Kella	5	71.43	2	28.57	7	-
2	Lege Lafto	6	85.71	1	14.29	7	-
3	Wachu Waltena	3	100.0	-	-	3	-
	Total	14	82.35	3	17.65	17	-

Source: Own Survey

Table 4.2 shows that all the teachers in the sample schools are qualified teachers. Fourteen or 82.35% of them are female teachers and 3 or 17.65% of them are male teachers. Literatures show that female teachers are more suited for the job in primary schools. So, seen from this perspective, it is good that the majority of the teachers in these schools are females.

The teachers are employed by the government. The project has not employed teachers for the schools. All of the teachers are TTI certificate holders who have teaching experience that range from 1 to 15 years. Those who have one to four years experience have joined the TTI after completing the general education or grade 10. The rest have joined the TTI after completing grade 12, and more than 70% of the teachers are of this category. According to Fuller (1986) teacher's year of schooling, pre-service training, in-service training and experience are determining factors for student achievement or the quality of the education that is offered in a particular school. The finding of the Preliminary Assessment of Inputs and Processes the Affect Student Achievement (1998), in Ethiopian schools, also support the conclusion of Fuller. Thus, the years of schooling the teachers had, their pre-service training and experience as teachers may reflect on the

quality of education that is being offered in these schools. In addition, Becker points out that the human capital investment includes in addition to education and health also includes investment on the job training. People who are given on the job training are believed to be more productive. Thus, providing trainings to teachers – either long or short term – while they are engaged in teaching is believed to have a strong impact on their performance.

To the enquiry whether they have been given long term in-service training by the project to improve their educational qualification and their method of teaching, all the teachers have answered that they have not been given such training. Nevertheless, six of the teachers have indicated that they have been offered some short term trainings on methods of teaching, types of assessment, on new syllabi and textbooks. But these trainings are not continuous and are of short duration.

In situations where there are teachers who meet the appropriate standard, their contribution to student achievement is enhanced or worsened, among other things, by the pupil-teacher ratio (PTR) and pupil- section ratio (PSR) in the school (MoE, 2005). The magnitude of these ratios determines the quality of education a school offers to its students. Higher ratios may indicate poor quality, while low ratio could be an indicator of better quality. But, too low PTR and PSR may indicate wastage. OEB has acknowledged that one cause for provision of low quality of education in some schools of the region is shortage of classrooms. This shortage is one reason for high pupil section ratio and high pupil teacher ratio. This is because even if there are enough teachers in the school, they cannot be fully engaged if there are no enough classrooms to teach in. In situations where high PTR and PSR prevalent, it is impossible to provide qualitatively better education for the students. As indicated in Table 4.3 the sample schools have high PTR and PSR, which suggests that the quality of education that is offered in these schools is thwarted by the high magnitude of these indicators.

Education is essential to produce people who will participate and even take initiative in the development endeavor of the country. And it is also clear that the human capital

development efforts of the country could not be satisfied by increasing the number of children that go to school alone; and as Sedel (2005) has indicated, it is wastage to produce children who do not have basic literacy and numeracy skills after staying in schools for long periods of time. As far as children go to school, they should be given education that has relevance to their daily life and they should be able to have acceptable standard of literacy and numeracy. Therefore, improving the quality of education being offered should be seriously considered. In order to achieve this objective, it is necessary to have a PTR that enables the teacher to have ample time to know the strength or weakness of each of his/her student. This also means that the number of students in a section should be manageable. The students should also be able to have one text for each of the subjects they are taught. Table 4.3 shows the PTR, PSR and STR for the three schools.

Table 4.3. Pupil-Teacher Ratio, Pupil-Section Ratio and Student-Text Ratio

No	Scholl Name	PTR			PSR			STR	
		Gr. 1	Gr.2	Sch. Ave.	Gr.1	Gr.2	Sch. Ave.	Gr.1	Gr.2
1	Chiro Kella	93:1	78:1	85:1	93:1	79:1	86:1	1:1	1:1
2	Lege Lafto	98:1	80:1	89:1	98:1	80:1	89:1	1:1	1:1
3	Wachu Waltena	149:1	255:1	184:1	136:1	128:1	184:1	1:1	1:1
	Average	113:1	137:1	119:1	190:1	96:1	120:1	1:1	1:1

Source: Own Survey

4.4.1. Pupil-Teacher Ratio (PTR)

PTR is an indicator of both efficiency and quality of education being offered in a school. In the first place, it is indicator of efficiency as it shows whether there is proper usage or wastage in utilizing the existing human resource. In cases where the PTR is too low it is assumed that the teachers are uselessly assigned to teach too few students and the

resources expended on them are said to be wasted or their resources are not properly utilized. If the PTR is within an acceptable range or if it confirms to the national standard, that is a teacher to pupil ratio of 1:50, it shows an efficient use of available resources (MoE, 2007). On the other hand, when teachers are assigned to teach an overcrowded class they cannot impart what they know to students in a manner that students understand them. So, their effort is considered to be wasted.

Secondly, it is an indicator of quality because it determines the interaction between the teacher and the students in a class. When the PTR is low the interaction between the teacher and the students is high. So, the teacher will have a chance to follow up the performance of each student through class work, home work, assignments, and take the necessary correctional measures in time. On the other hand, when the PTR is high the pupil-teacher interaction is low, and the teacher cannot follow the performance of students properly. Thus, the magnitude of the PTR determines the quality of education offered in a particular school (MoE, 2007).

The average PTR for the sample schools (119:1) is much higher than the standard set for primary schools (50:1) and 62:1 that was registered for the year 2005/06. If the figures for each of the schools are considered, they show different picture. The PTR for Chiro Kella, Lege Lafto and Wachu Waltena are respectively 85:1, 89:1 and 184:1. This shows that the teachers are not in a position to follow the progress of their students in the desired way. The situation is much worse for Wachu Waltena School, as one teacher in the school is expected to teach an average of 184 students. The situation is bleaker for the teacher of grade 2 students of the same school. She teaches a class of 255 students. Except for Wachu Waltena, the PTR for grade 1 is higher than that for grade 2 in all the schools. The PTR in these schools is much higher than the PTR in all regions, except Somali Region which registered 136.5:1. The national average PTR for the first cycle primary schools (64.5:1) and the PTR for Oromiya (72.1) is lower than the PTR in these schools.

4.4.2. Student Text Ratio (STR)

Fuller (1986) reported that textbooks are one of the instructional materials that consistently relate to student achievement in developing countries. This means, students who have textbooks perform better than those who do not have. OEB has also realized that shortage of textbooks in a school is one cause for deterioration of the quality of education being offered and is taking measures to tackle this problem.

The ESDP III Program Action Plan indicated that the STR for most of the regions varies from 2:1 to 5:1, except for Harari and Addis Ababa who have attained 1:1 ratio. Seen from this perspective, the STR in all three schools that samples of this study, as can be seen in Table 4.3 is 1:1, is one of the best not only in the region but also in the country. All the students in these schools have textbooks for all the subjects, except in Lege Lafto School where the director reported there are no esthetics textbooks for all grades. Thus, textbooks are available for all students, but it is not the project that is providing the children with textbooks.

4.5. Efficiency

Efficiency in education is an output of various factors. It is indicated by the pupil-section ratio (PSR) and repetition and dropout rates. Efficiency is said to be achieved when the magnitude of these factors in a school is within an appropriate level, which means when they meet the national standard set for each of them or when they are near enough to those standards. These factors are also indicators of educational quality. At region level, OEB has identified the shortage of classrooms and textbooks as factors contributing for the quality of education in the region to be below the expected level. It has also identified that large number of students dropout of schools, particularly from grade one. The Project schools are intended to help the region reduce these problems, thereby enhancing the efficiency of the schools. They are intended, among other things, to reduce the PSR and the dropout rate. This is done with a view of enabling as many, if not all,

students as possible have the required level of knowledge at the completion of each grade.

The focal persons at Woreda level believe that the fact that the schools are attractive and near to the residences of the students reduces dropouts and repetition. The regional level field coordinator argues that student dropout is a problem that emanates from absence of proper educational inputs and process. So, this person concludes that the dropout in the project schools is not much because these requirements are fulfilled. Other than that the project, according to the experts, has no plan or strategy designed to do away or minimize class repetition and dropout rate. They believe this is the sphere of the Woreda education office. The responses of the people responsible for coordinating and supervising the project shows that the schools are doing their level best to be efficient. The performance of the schools in this respect is explained hereunder using data collected from the schools regarding the pupil-teacher ratio, dropout and repetition rates.

4.5.1. Pupil-Section Ratio (PSR)

This is one of the indicators of the efficiency of schools in providing education for their pupils. When PSR is low in comparison to the national standard, under-utilization of resources occurs. This implies that that particular school did not use the resources allocated to it to the fullest use. On the other hand, higher PSR indicates overcrowding and less interaction between each pupil and teacher. The national standard of PSR set for primary school was originally 66.2 but it has reached 69 in 1998 E.C (MoE, 2007). If the number of students in a class is more than this figure it is assumed that the teacher-pupil interaction would be low. The larger the difference between the national standard and the actual class size the lower will be the interaction between the two bodies.

As indicated in Table 4.3, the average PSR for the sample schools (120) is nearly twice as much as the target set (66.2) and the actual primary national PSR average of 1998 E.C (69) (MoE, 2007). Even though it is much higher than the national average PSR, the situation is better in Chiro Kella (86) and Lege Lafto (89) than Wachu Waltena (184).

Even the PSR in the two former schools is higher than the figure for the same indicator at national level.

The above figures indicate that there is overcrowding. It is conceivable that the class room interaction between teacher and each student, under such condition, is low at best. It would be impossible for a teacher to divide the allotted 40 minutes period for the execution all the tasks required of her/him. Thus, it would not be amiss to assume that the teacher would not be able to follow up the progress of her/his students. She/he will not have enough time to give and correct class works, home works and assignments because of the large number of students in each class. The class size, thus, would make it difficult for the teacher to identify the strengths and weaknesses of each student so as to take remedial action. The problem is magnified when the fact that the teacher is expected to rate her/his pupils' performance through continuous assessment as is required by the Education Policy at the lower level of first cycle primary. When faced with such large number of students in a class, the teacher bases her/his rating of students on one-shot examination in which some of the students may not do well. Because the teacher fails to follow up strengths and weaknesses of each student and to take remedial action in time, it is difficult for the students to benefit from the teacher's guidance.

Fuller (1986) reported that class size does not consistently relate to student achievement in developing countries, But, it can be seen that class size puts limitation of the teachers ability to interact with her/his students and her/his ability to frequently evaluate students. Teacher student interaction – active learning – and frequency of evaluating students, according to Brook (1979) cited in NOE (2004) have produced better effects on student achievement. This, conversely, implies that their absence hampers student achievement or reduces the quality of education students get.

Furthermore, 12 of the teachers in the three schools said that they teach 30 periods a week in one shift. That is they teach all 6 period everyday. Therefore, they do not have spare time to follow up the works of the students and give required assistance. This is

sure to impede student-teacher interaction, and thereby reduce the quality of education that can be given to students.

4.5.2. Repetition and Dropout Rates

These two indicators help to understand how a school uses its available resource and time. They are commonly used to measure the efficiency of the education system. Repetition measures the proportion of students who have remained in the same grade over one year, and have used additional resources. The student who repeats class holds a place that could have been used for another person for an additional year, which means that the share of spending on teacher salary, school materials, facilities, etc. for the additional year is wasted. To reduce wastage the education policy "requires promotion to be based on students' continuous assessment results for the first three grades of primary". But repeaters are still reported in these grades because the policy is not properly implemented in some schools (MoE, 2007).

The case of dropouts, particularly at grade 1, is a problem identified by OEB that needs to be addressed to achieve UPE. If not addressed urgently, this problem would undoubtedly reduce the regions ability to reach its goal by the stated time. There are also repeaters at these schools. The case of repeaters and dropouts is cause for wastage of material and human resources in the region.

Dropout rate refers to the proportion of pupils who leave school before completing their education. These students have underutilized the school resources and because they interrupt their education the resource spent for them while they were in school is considered as wasted. The repetition and dropout rates of the sample schools are shown in the following table.

According to the study made by AED/BESO and MoE (2005) dropout and repetition are caused by poor quality of education, while poor quality of education is itself a result of dropout and repetition. It also arrived to a conclusion that there is a possibility that the

country may not achieve UPE in the targeted time if the dropout and repetition rates in the country are reduced. The dropout rate is particularly high in grade 1 (25% to 30%) during the 1997/98 to 2001/2002 period, according to the study. In addition, it found out that dropout rate in grade 1 was higher than the combined dropouts in grades 2, 3 and 4. These two factors cause unnecessary loss of resources and ultimately negative impact the human capital development endeavor of the country.

Table 4.4. Number of Repeaters and Dropouts in the Sample Schools

No.	School Name	Repeaters			Dropouts		
		Female	Male	Total	Female	Male	Total
1	Chiro Kella	-	-	-	-	-	-
2	Lege Lafto	11	15	26	17	15	32
3	Wachu Waltena	-	-	-	18	16	34
	Total	11	15	26	35	31	66

Source: Own Survey

As can be seen from the Table 4.4, Chiro Kella School has reported no repeaters and dropouts. Wachu Waltena has 18 female and 16 male dropouts but no repeaters. Lege Lafto has 26 repeaters (11 female and 15 male) and 32 dropouts (17 female and 15 male). Chiro Kella and Wachu Waltena have performed in accordance with the direction of the policy as they have no repeaters. Lege Lafto, on the other hand, has made 26 of its 293 students repeat class. That shows that 9.9% of the students were made to repeat in grade 1, which is higher than the national primary repetition rate for 1997 (3.8) as well as all other regions. For instance the lowest repetition rate is registered in Somali Region where only 1.6% were made to repeat in 1997 E.C. and the Highest was in Gambella where 7.5% repeated classes (MoE, 2007).

Table 4.4 also shows that there are 66 dropouts – that is 32 from Lege Lafto and 34 from Wachu Waltena. The number of female students who discontinued their education (35) is slightly higher than their male counterparts (31). The comparison between the number of students who attended grade 1 in 1998 E.C. in the three schools and those who joined

grade 2 in 1999 E.C. academic year shows much greater difference. That is, the number of students who joined grade 2 in 1999 is much lower than those who are said to have been attending grade 1 in 1998. Even if the number of reported repeaters and dropouts is deducted the deficit is still large. The differences in the number of students enrolled in the two years in the consecutive grades are presented in Table 4.5.

Table 4.5. Difference Between the Enrollment of 1998 Grade 1 and 1999 Grade 2

No	School Name	1998 Grade 1	1999 Grade 2	Difference	Percent
1	Chiro Kella	409	314	95	23.23
2	Lege Lafto	293	161	132	45.05
3	Wachu Waltena	430	255	175	40.7
	Total	1132	730	402	35.51

Source: Own Survey

Four hundred and two children or 35.51% of those who attended grade 1 in the previous year have left the schools due to unexplained reasons. If the number of repeaters and dropouts are subtracted from these figures, the discrepancy is still large, which is equal to 310 or 27.39%. These 310 students are those who were attending school until the end of the 1998 E.C. academic year but who did not report to school at the beginning of the 1999 E.C. academic year. The reason of each student for failing to enroll during the 1999 E.C. academic year cannot be known unless each dropout student is found and asked, which is beyond the resources of this study. Apart from the figures shown in table 4.5, the schools did not explain why these students discontinued their education because they themselves do not know the reasons.

4.5.3. The Schools and Their Surrounding

The school and its environment is one other factor that contributes for access and quality of education. As already indicated the sample project schools are found in the West

Hararghe zone of Oromiya Regional State. They are particularly located in Chiro and Kunni Woredas of the zone. The project adopted the MoE's low-cost standard mud and wood school design specifications. So, all the schools are almost similar in all respects. The buildings are made of mud-plastered wooden walls; have concrete slab and cement screed floor; foundation of stone masonry with posts of *tid* or impregnated eucalyptus; the roof of the classrooms is made of corrugated iron sheets combined with light transparent corrugated sheets to allow more light to come to the rooms. The walls of the classrooms are white washed or painted, which has improved their lighting condition.

Each school has two blocks for classrooms, staff room, director's office, pedagogical center. The dray latrines have stone masonry foundation, reinforced concrete floor slab, and corrugated iron sheets for wall and roof. The classrooms have an area of 43.2 sq. m. The desks in the classrooms are all new. When they are seen from the outside the schools are very inviting. This by itself could attract the children and teachers to learn and teach in these schools, according to the project team leader at OEB. The OEB office experts and one person that served as focal person say that the construction of schools is cost effective because they are built with minimum cost. The financial transactions are transparent because they are controlled and managed by the community in collaboration with the Woreda Education Offices.

Table 4.6. Availability and Condition of Some School Facilities and Materials

No.	School / Facility	**Lege Lafto**	**Wachu Waltena**	**Chiro Kellla**
1	School Pedagogical Center	Just exists	Not available	Not available
2	Reading Room	Not available	Not available	Not available
3	Dry Latrine	Separate for boys and girls	The same for boys and girls	The same for boys and girls
4	Office	Well furnished	Well furnished	Well furnished
5	Staffroom	Well furnished	Not furnished	Well furnished
6	Potable water supply	Not available	Not available	Not available
7	Enough playing ground	Barely exists	Barely exists	Barely exists

Source: Own *Survey*

The schools do not have reading room for the students. This is sure to deprive the children acquaint themselves with the culture of reading and may have negative repercussions in their future reading habit. The project schools do not have space for this purpose. This seems to be because of the assumption that the students who come to these schools at the initial stage could not make good use of such facility.

The absence of pedagogical center in Chiro Kella and Wachu Waltena and the bare existence in Lege Lafto is sure to hamper the teachers from producing teaching aids that are crucial to teaching students at this level. OEB is aware that lack of teaching aids is one of the causes for deterioration of the quality of education in the schools of the region and striving to overcome it. The absence or bare existence of pedagogical centers in these project schools is a serious omission seen in the light of the concern of OEB. The education given to students, particularly at lower level, should be supported with teaching aids. The teaching aids are necessary because they help the students to visualize what they are taught theoretically and will make the lesson tangible to them.

Dry latrines are also provided in all three schools. At Lege Lafto the boys and girls use separate latrine while at Wachu Waltena and Chiro Kella they us the same latrines. This is good compared to other schools in the country. Of 8459 schools surveyed during 2004/05 only 4836 or 60.7% in the country, and only 69.2% of the schools in Oromiya reported they have latrines. In case of potable water, only 2594 or 31.1% reported that they have water in the school. Therefore, the *ManaBu* project schools are not different in this regard because they are among 68.9% of the schools in the country and among 45.5% of the schools in Oromiya. This could be because of the huge cost of digging wells or accessing pipe water from where it is available.

The schools have space for constructing playing grounds for various games, but no playing grounds are constructed to speak of. They are only clearings. This may hinder the teachers to acquaint the children with various types of games. For example, to introduce the game of volley ball to the children it essential to have a playing ground

prepared for it as well erected polls with a net. Having well prepared playing grounds in the schools is important because it encourages students to play and develop interest in the game at an early age. Presence of such facilities will contribute for the physical and mental development of the children.

The project has properly furnished the directors office and the staffroom. This is important in that it motivates the people who use them for work. The directors of the schools, however, reported the schools face various problems. The director of Wachu Waltena indicated the school do not have its own budget, while that of Chiro Kella said that there is problem of money and shortage of class rooms. The director of Lege Lafto, on the other hand, said his school is faced with a problem of shortage of teachers. The problems reported by the directors can be seen as contributing factors for the high PSR and PTR in the various schools.

The sustainability of the schools could be enhanced if, according to the directors, the Project continues to function. But a person who served as zonal focal person of the project recommends that the school should be taken over fully by the government in order to be sustainable. They also say that more concerted effort is needed in training teachers through workshops. The community participation should also be further encouraged. One of the directors indicated that there should be training on financial accounting methods. This last concern is shared by one focal person of the project at the zonal level.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study has looked into the ManaBu Project schools that are established by collaboration of the OEB and JICA. The sample schools became operational in September 2005. They are found in Chiro and Kunni Woredas of West Haraghe Zone of Oromiya Regional State. The Project constructs schools with the participation of the community. The Community contributes labor, money and local construction material, while the two project partners provide all other necessary materials and contract workers.

This collaboration is intended to provide education to children who live in areas where there were no schools previously. The OEB is also responsible for providing the schools with teachers. So far the project has opened 5 schools and is constructing another 13 in various parts of the region. Thus, this study is conducted with the aim of looking into the contribution of the project for the regions aim of achieving UPE, and thereby that of the country. This in the final analysis is to the building of the human capital of the country. In order to attain this aim the contribution of the sampled project schools in expanding access, improving quality, bringing about internal efficiency and the extent of community participation in affairs of the school are examined. The following conclusions are made based on the examination of the mentioned factors.

The schools have expanded access to education in the region by enrolling 1907 students in the two consecutive years. This undoubtedly increases the GER and NIR of both the region and the country, but the enrollment has decreased in 1999E.C. from that of the previous year. They have also enabled many girls to get access to education, though their number has considerably decreased during the second year.

The pupil teacher ratio in the school is higher than that of both the PTR in Oromiya Region and in the country at large. The qualification of the teachers in these schools fulfills the requirements of MOE. The STR is 1:1 for almost all the subjects. The qualification of teachers and the STR are good but the high PTR could offset the gains that could be made by the two. So, this fact makes the quality of education being offered in these schools questionable.

The pupil to section ratio is also very high compared to the national or regional PSR. There are repeaters of class in one of the schools, contrary to the policy of automatic promotion based on continuous assessment results in the lower grades of cycle one primary. There are also large numbers of dropouts. These two facts considered together indicate that the schools are not efficient. Thus, the quality of the education they provide is not what is expected. The project has no inbuilt mechanism to mitigate the problem of dropouts; rather it considers this task to be entirely the domain of the Woreda education office.

Even though the project is said to be "Community-Based Basic Education Improvement Project", no difference is found with other schools that are not in the project. The major contribution of the community is found to be sharing in the construction of the schools. Apart from this, the community has no say in matters that actually affect what its children learn. Because the community is not participating and the schools are using the central curriculum, the relevance of the education to the specific life of the children is questionable.

The schools are even now crowded, and no preparation is observed for constructing new classrooms to accommodate new entrants in the coming years. This will make the schools even more crowded than the present. This will increase the PTR, the PSR and even may affect the present good status of the STR.

It seems also there is ambiguity in understanding the Community-based school concept in this project. The community schools that provide "Community-based basic education", as witnessed form the experience of other countries and the practice of some NGOs in Ethiopia, empower the community to make decisions at all levels and are very flexible in

their approach. The *ManaBu* Project schools are not flexible enough to accommodate any change. They are rather government schools built by a project with the participation of the beneficiary community.

5.2. *Conclusion*

Education is inseparably linked with development. Countries invest more and more in the education of their young population because they are aware that without developing their human resource they cannot have promising future. Developing countries, including Ethiopia, are at present engaged in the struggle to achieve UPE by 2015. The FDRE Government and the Regional governments are currently tied up with this struggle. To achieve this aim the Federal and Regional governments have concluded various collaborative agreements designed to improve the educational situation in the country. One product of such agreements is the *ManaBu* Project, which is being implemented between the OEB and JICA. The schools built by this Project have provided access to education to children that hitherto have no access. Achievement of UPE, however, demands not only expansion of access but also provision of quality education that is relevant to the beneficiaries. Quality of education given in a certain school is a function of combination of factors, mainly the school quality and efficiency indicators.

To improve the quality of education it is important to reduce the PTR, PSR, dropout and repetition rates. Otherwise, the increase in enrollment could not be sustained. To decrease the PTR observed in the sample schools it is important to build additional classrooms and employ more teachers. The schools should be expanded so as to decrease the high pupil-section ratio, to accommodate future applicants and also to up grade the school. More teachers should be assigned by Woreda education office to reduce the high magnitude of PTR. Otherwise, it would be futile to aspire to provide quality education. The PSR will also be lowered ones additional classrooms are built. The reduction in the PTR and PSR will enable the teachers to follow their students more closely, identify the problems of their students and take appropriate measure. The students will also have enough time to discuss their problems with their teachers. In general, improvement in the above two factors will create conducive teaching-learning atmosphere. In their present condition it is difficult to say that the schools are performing well with respect to educational quality and efficiency indicators.

The project partners should make efforts to reduce the dropout rate in these schools. In order to identify the root causes of the dropouts they have to conduct a study. The prevailing repetition rate should also be looked into, particularly as it is against the educational policy to make students repeat grades at lower first cycle primary. If measures are not taken to reduce the dropout and do away with the repetition rate in the sample schools, they will offset the gain registered by the Project schools in providing access to children. The contribution of the schools in improving the GPI will also be compromised as more girls are seen to dropout of school than boys.

The teachers in the sample schools are all qualified teachers and fulfill the criterion set by the MoE. The modern education system requires constant improvement of the teacher. Therefore, they should be given upgrading courses in the form of in-service and/or other short-term training. The Project should think ways of providing such services to the teachers, considering particularly the fact that many of the teachers are new to the profession.

Absence of SPCs in the Project schools hinders teachers from preparing and using teaching aids, which are vital for teaching at the lower level of primary education. At that level, it is important to support the verbal teaching process by teaching aids to help the students grasp what they are taught easily.

It is found out that the Project schools are practically formal conventional schools. There is nothing that distinguishes them form the conventional ones. The Project, on the other hand, is called Community-Based Basic Education Improvement Program. Distinction should be made between "Community-Based Basic Education", used in other countries and also put into practice by some NGOs in Ethiopia, and a project implemented with contribution from the community. This will enable the schools to have a clear direction in overcoming their responsibilities.

The experience of other countries and some NGOs in Ethiopia shows that in community-based schools, the community is fully empowered to participate in decision making from the inception of the schools to deciding the curriculum for the school. In the *ManaBu* schools the beneficiary community does not have full involvement in the project

equivalent to other community based schools. The relevance of the education being offered in a school to the life of the particular community could not be given attention in such setting. Under such condition, the schools could not be able to contribute to the national endeavor of achieving UPE by 2015. Therefore, their contribution to the countries aspiration of building reliable human capital, particularly in the rural area, will be insignificant.

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Annex 1: Director's Questionnaire

The purpose of this questionnaire is to gather data for a research for a Master of Arts Degree in Regional and Local Development Studies (RLDS). Please understand that the information you provide has bearing on the quality of the findings, conclusions and recommendations of the study. Therefore, I expect your candid and response and opinion.

Thank You

Directions: While giving answers to the questions, please follow the following directions.

1. For items that have choices, please indicate your choice by putting a tick '✓' in the box besides the choice.
2. For the open-ended items, please write your opinion on the space provided. Use the back of the page for open-ended questions, if the space provided is not enough.
3. There is no need to write your name on this questionnaire.

I. General Information about the school

1. School name _____
2. *Kebele* _____
3. *Woreda* _____ 4. Zone _____
5. How far is your school from the nearest school to it in km? _____

II. Information about the Director

6.1. Age _____ 6.2. Sex _____

6.3. Qualification _____

III. Information on Access, Quality, Equity and Efficiency

7. How many teachers are there in you school?
   - 7.1 Female _____
   - 7.2 Male _____
   - 7.3 Total _____
8. How many of the teachers are TTI graduates? _____

7.1 Female _____

7.2 Male _____

7.3 Total _____

9. Are they given refresher courses or in-service training after they are employed?

9.1 Yes ☐ 9.2 No ☐

10. If your answer to question number 9 is yes, who covers the expenses of their training?

10.1 Government ☐

10.2 JICA ☐

10.3 The teachers themselves ☐

10.4 If any other, please specify_____

11. Do parents of the pupils agree with the time table of the school?

11.1 How many days is your school week? _____

11.2 How many shifts does the school work? _____

11.3 How many hours is one school day? _____

11.4 How long is one period? _____

12. Please indicate the number of students for each year.

No	Grade Level	1997 E.C.			1998 E.C.			1999 E.C.		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
12.1	1									
12.2	2									
12.3	3									
12.4	4									
12.5	Total									

13. What is the average Teacher-Student ratio in your school? Please write the respective ratio for each of the years indicated below.

No.	Grade Level	1997 E.C.	1998 E.C.	1999 E.C.
13.1	Grade 1			
13.2	Grade 2			
13.3	Grade 3			
13.4	Grade 4			

14. What is the textbook-student ratio in your school? Please put a '✓' mark in the box of your choice.

Grade Level	1997 E.C.				1998 E.C.				1999 E.C.			
	1:1	1:2	1:3	1:>3	1:1	1:2	1:3	1:>3	1:1	1:2	1:3	1:>3
One												
Two												
Three												
Four												

15. How many students are found in each classroom (in average)?

No	Grade Level	1998 E.C.			1999E.C.		
		Female	Male	Total	Female	Male	Total
15.1	Grade1						
15.2	Grade 2						
15.3	Grade 3						
15.4	Grade 4						
15.5	Total						

16. How many students repeated classes during the last two years?

No	Grade Level	1997 E.C.			1998 E.C.		
		Female	Male	Total	Female	Male	Total
16.1	Grade1						
16.2	Grade 2						
16.3	Grade 3						
16.4	Grade 4						
16.5	Total						

17. How many students dropped out of school during the last two years?

No	Grade Level	1997 E.C.			1998 E.C.		
		Female	Male	Total	Female	Male	Total
17.1	Grade1						
17.2	Grade 2						
17.3	Grade 3						
17.4	Grade 4						
17.5	Total						

18. Who provides the school with textbook?

18.1 Government ☐

18.2 JICA ☐

18.3 Government and JICA jointly ☐

18.4 If other, please specify _____

19. Does the school have a reading room?

19.1. Yes ☐ 19.2. No ☐

20. If your answer to the question number 18 is yes, who provides the reading room with books?

20.1 Government ☐

20.2 JICA ☐

20.3 Government and JICA jointly ☐

20.4 If other, please specify _____

21. Does the school have a pedagogical center?

21.1 Yes ☐ 21.2 No ☐

22. If your answer to question number 21 is yes, who provides it with the necessary materials?

22.1 Government ☐

22.2 JICA ☐

22.3 Government and JICA jointly ☐

22.4 If other, please specify _____

IV. Information about school community relation ship

23. Do you hold conferences with the members of the community?

23.1 Yes ☐ 23.2 No ☐

24. Is there Parent- teacher association?

24.1 Yes ☐ 24.2 No ☐

25. If your answer to question number 24 is Yes, how do they support the school management?

_____

_____

_____

_____

26. Does the community of the *Kebele* support the school?

26.1 Yes ☐ 26.2 No ☐

27. If your answer to question 26 is yes, what type of support do they give? If no, why is that?

_____

_____

28. What are the main problems that the school encountered during its functioning?

_____

_____

_____

_____

29. Please give any opinion you may have about the strengths and shortcomings of the project school, the community participation, etc.

Annex 2: Questionnaire For Experts Involved With The Project

The purpose of this questionnaire is to gather data for a research for a Master of Arts Degree in Regional and Local Development Studies (RLDS). Please understand that the information you provide has bearing on the quality of the findings, conclusions and recommendations of the study. The information you shall provide will be used for the purpose mentioned above and will in no way be passed to a third party. Therefore, I expect your candid and frank response and opinion.

Thank You

Directions: While giving answers to the questions, please follow the following directions.

1. For items that have choices, please indicate your choice by putting a tick '✓' in the box besides the choice.
2. For the open-ended items, please write your opinion on the space provided. Use the back of the page for open-ended questions, if the space provided is not enough.
3. There is no need to write your name on this questionnaire.
4. The specific questions refer to the five *ManaBu* schools that began work in September 2006 and their respective *Kebeles*.

I. Personal Data

1. Educational qualification _____
2. Current position in your organization _____
3. Your position in the ManaBu project _____
4. Do you have experience in undertaking community-based basic education improvement projects prior to your present assignment?

   4.1. Yes ☐ 4.2. No ☐

   4.3. If you have **experience**, **where** and for **how long**?

   _____

   4.4. If you have no prior experience, are you given a course about it and for how long? _____

II. About the project

5. Do you believe that the ManaBu project is designed in line with achieving the education targets in the MDGs of the country?

5.1. Yes ☐ 5.2. No ☐

5.3. If your answer is no, state your reasons in short

_____

_____

_____

6. How does your organization define the concept 'Community-based basic education'? _____

_____

_____

_____

_____

7. Who selects the *Kebele* in which a project is to be implemented?

7.1. Oromia Education Bureau (OEB)

7.2. Japan International Cooperation Agency (JICA)

7.3. Woreda Education Office (WEO)

7.4. OEB & JICA

7.5. OEB, WEO & JICA

7.6. If any other, please specify. _____

8. Have you been involved in the selection of the *Kebeles* in which the ManaBu schools were to be constructed?

8.1. Yes ☐ 8.2. No ☐

9. What is the criterion followed to select the five *Kebeles* for project implementation?

_____

_____

_____

_____

_____

10. At what stages of the project do the beneficiary communities participate?

10.1. Selecting the school site ☐

10.2. In the construction of the school ☐

10.3. In selection of teachers ☐

10.4. In the management of the school ☐

10.5. Any other form participation (please specify)

_____

11. If your answer to question number 10 is 10.2, what type of participation do they make?

11.1. Contributing labor ☐

11.2. Contributing local construction materials ☐

11.3. Contributing money ☐

11.4. Contributing labor and local construction materials ☐

11.5. Contributing labor, local construction materials and money ☐

11.6. If any other, specify. _____

12. What was the main role of your Bureau / department / office in the project?

12.1. Providing technical assistance ☐

12.2. Being direct implementer ☐

12.3. Allocating resources ☐

12.4. Supervising, monitoring and evaluating ☐

12.5. If any additional or other unspecified role, please indicate.

_____

13. Do you think that the collaboration between OEB and JICA is enabling the schools to provide quality education to the children?

13.1. Yes ☐ 13.2. No ☐

13.3. If yes, how? If no, why?

_____

_____

_____

_____

14. Do you think that the collaboration between OEB and JICA is enabling the schools to address the equity issue in a more satisfactory manner?

14.1. Yes ☐ 14.2. No ☐

15. If your answer to question number 14 is yes, what measures are taken to increase girls' enrollment in the project schools? And how do you rate the success of the measures?

_____

_____

_____

_____

16. Does the project have strategies to reduce class repeating students? Do you think these measures have succeeded in achieving the desired goals?

_____

_____

_____

17. Does the project have strategies to reduce pupil drop out? Do you think these measures have succeeded in achieving the desired goals?

_____

_____

_____

18. What is being done to encourage teachers to work in the project schools?

_____

_____

_____

19. Does the *ManaBu* project provide alternative education and/or informal education for those who could not attend the formal school?

19.1. Yes ☐ 19.2. No ☐

19.3. If such programs exist, how many people are beneficiaries of them in the five *Kebeles*? _____

19.4. If no, why is that?

20. How do you rate the transparency of the *ManaBu* project activities from the planning to its final stage?

21. Does the beneficiary community participate in the planning stage of the *ManaBu* project schools?

16.1 Yes ☐ 16.2 No ☐

22. Does the community of the *Kebele* have a say in deciding the location where the school should be built?

17.1 Yes ☐ 17.2 No ☐

23. Is the beneficiary community given a chance to offer its opinion on the timetable of the school – the days and hours when school should be open – to insure sustained school attendance by the children?

18.1 Yes ☐ 18.2 No ☐

24. If your answer to question 23 is Yes, are there varied schedules in the various project schools?

24.1 Yes ☐ 24.2 No ☐

25. Is the curriculum of the project schools designed so as to enable students gain life skills of their community?

25.1 Yes ☐ 25.2 No ☐

25.3 If yes, how?

25. Do you think the project is cost effective? And why do you think so?

26. Please mention the problems that the project encountered from the planning to the work resumption stage of the three schools.

27. What were the shortcomings of the project (if there are any) and how were remedied?

27. What strategies are in place to insure the sustainability of the achievements of the project?

28. What should be done to undertake such projects in the future in a more efficient manner?

Annex 3: School Condition Checklist

The purpose of this questionnaire is to gather data for a research for a Master of Arts Degree in Regional and Local Development Studies (RLDS). The information you shall provide has a bearing on the quality of the findings, conclusions and recommendations of the study. The information you shall provide will be used for the purpose mentioned above and will in no way be passed to a third party. Therefore, I expect your candid and frank response and opinion.

Thank You

1. Name of the School _____
2. *Woreda* _____
3. Zone _____
4. Total number of rooms in the school _____
5. Numbers of sections:
   - 5.1. Grade 1 _____ 5.2. Grade 2 _____
   - 5.3. Grade 3 _____ 5.4. Grade 4 _____

6. Look for the availability of the following facilities and indicate the condition under which they are found by writing the appropriate number in the space provided.

R.No	Classroom Materials	Rank	Condition of the Materials		
			Good (3)	Average (2)	Low (1)
6.1	School pedagogical centre		Properly organized	Just exists	Not available
6.2	Reading room		Properly organized	Barely exists	Not available
6.3	Dry latrine		Separate for boys and girls	The same for boys and girls	Not available
6.4	Office		Well furnished	Moderately furnished	Not furnished
6.5	Staff room		Well furnished	Moderately furnished	Not furnished
6.6	Potable water supply		Sufficiently available	Available but not enough	Not available
6.7	Play ground for various games		Properly maintained	Barely exists	Not available

7. After selecting any two classroom/section using simple random sampling method, fill in your decision regarding the school's conditions presented on the following table. Please write the number on the space provided which contains the idea that is relevant for the idea under discussion.

R.No	Classroom Materials	Write the Appropriate Number	Condition of the Materials		
			Good (3)	Average (2)	Low (1)
7.1	The Material used for building		Brick found in good condition	Wood/mud found in good condition	Damaged
7.2	Wall		Clean	Unclean/dirty	Damaged/ruined
7.3	The status of the floor		Level and clean	Not leveled and unclear	Dusty
7.4	The size of the classroom		Standard (42 square meter)	Below standard	-
7.5	Condition of light in the classroom		Sufficient	Dim light	Dark
7.6	Blackboard		Has sufficient size, smooth and easy to write on	Small in size, smooth and easy to write on	Broken and not easy to write on
7.7	Desks/students chairs		Comfortable	Uncomfortable	No chairs
7.8	Teacher's table		Comfortable	uncomfortable	No teacher table
7.9	Teacher's chair		Comfortable	uncomfortable	No teacher desk

8. Is there girls' advisory committee in the school?

8.1. Yes ☐ 8.2. No ☐

8.3. If girls' advisory committee exist what activities did it perform up to the school visit?

9. The number of absentees from the school during the day you collected data for this study.

Grade 1; Class size _____ M _____ F _____

The absentee students that day _____ M _____ F _____

Grade 2: Class size _____ M _____ F _____

The absentee students that day _____ M _____ F _____

Grade 3; Class size _____ M _____ F _____

The absentee students that day _____ M _____ F _____

Grade 4: Class size _____ M _____ F _____

The absentee students that day _____ M _____ F _____

10. The length of each period _____

11. Does the school have proper accounting system? Describe how the accounting system is carried on.

_____

_____

_____

Annex 4: Teachers' Questionnaire

The purpose of this questionnaire is to gather data for a research for a Master of Arts Degree in Regional and Local Development Studies (RLDS). The information you shall provide has a bearing on the quality of the findings, conclusions and recommendations of the study. The information you shall provide will be used for the purpose mentioned above and will in no way be passed to a third party. Therefore, I expect your candid and frank response and opinion.

Thank You

Directions: While giving answers to the questions, please follow the following directions.

1. For items that have choices, please indicate your choice by putting a tick '✓' in the box besides the choice.
2. For the open-ended items, please write your opinion on the space provided. Use the back of the page for open-ended questions, if the space provided is not enough.
3. There is no need to write your name on this questionnaire.

1. Zone _____ 2. Woreda _____
3. School name _____

6.1 Subject(s) you teach _____

6.2 Grade(s) you teach _____

7. Educational Qualification

7.1. 12th complete ☐ 7.2. TTI Graduate ☐

7.3. Diploma ☐ 7.4. Other _____

8. Years of service

8.1. Total service (in years)_____

8.2. Years of service at present school _____

9. How many periods (per week) do you have this academic year? _____ periods.
10. Is it by your own choice that you became a teacher in this school?

10.1 Yes ☐ 10.2 No ☐

11. If your answer to question 10 is Yes, why did you choose this school?

12. Do you think that the students in your school would not have been able to have access to education had this project school not been opened?

12.1 Yes ☐ 12.2 No ☐

12.3 Please give your reason for why you think so.

13. What benefits did you get because you are a teacher in a project school that you may not have got had you been a teacher of non-project school?

14. Does the technical cooperation provide the school with school inputs (instructional materials)?

14.1 Yes ☐ 14.2 No ☐

15. What do your students get because they are enrolled in project school that students in other schools do not get/

16. How often do you consult students' parents?

16.1. Regularly ☐ 16.2. Some times ☐ 16.3. Never ☐

17. If your response is 'regularly' for item 16 which parents did you consult?

17.1. Parents of smart students ☐

17.2. Parents of weak students ☐

17.3. all Parents ☐

18. What benefits do you think the school got from the technical cooperation between Oromia Education Bureau and JICA?

19. Do you think that the cooperation has contributed towards improving quality of education in your school? How?

20. How much did you participate in training work shops organized by the Region, JICA, Zone or Woreda?

No	Type of training	Frequency of Participation				
		Once	Twice	Three	Four	No
20.1	Orientation about new syllabi					
20.2	On variety methods of teaching					
20.3	About different types of assessment					
20.4	About teacher-community partnership					
20.5	About new textbooks					

21. What is the average textbook student ratios on the subject you are teaching?

21.1 1 book for 1 student ☐

21.2 1 book for 2 students ☐

21.3 1 book for 3 students ☐

21.4. 1 book for more than 3 students ☐

22. What is your opinion about the school and what do you think should be improved to enable the school provide quality education in the future?

Annex 5: Points to be Raised During the Discussion with Community Representatives

1. Have you been participating in the *ManaBu* project from the beginning to the end?
2. Have you agreed with the present location of the school?
   If you have not, who decided on it? Why is your opinion rejected?
3. Have you contributed for the construction of the school? How?
4. Do you participate in the management of the school? How?
5. Have you been asked your preference when the school timetable is decided upon?
6. Has the opening of the school in your area enabled children to get education that would not have been able to go to school because it is too far?
7. Do you think the opening of the school has increased the chance of girls to get education?
8. Has the opening of the school in your vicinity reduced the number of students that drop out of school?
9. Does the *ManaBu* project provide alternative education and/or informal education for those who could not attend the formal school? If such programs exist, how many community members are beneficiaries of them?
10. What other advantages did you get because the school is opened in your vicinity?
11. Are there things that you expected from the project and are not fulfilled? If there are, what are they? Why they are not so far fulfilled?
12. What do you recommend to improve the service that the project schools provide?
13. Are you satisfied with the overall project activities? If not, why?
14. What additional things would you like to say about the project in general? *About the process of implementation, the present status and the future sustainability*

Declaration

I the undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all relevant sources of materials used for this thesis are dully acknowledged.

NAME: KEFELEGN TSIGIE

SIGNATURE _____

DATE 24/07/08

This thesis has been submitted for examination with my approval as a university advisor

NAME: IGNATIOUS MBERENGWA (PH.D.)

SIGNATURE _____

DATE 24/07/08