ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AN ASSESSING THE PROVISION OF EQUITY POLICIES IN THE DIMENSIONS OF PRE-PRIMARY EDUCATION PROGRAM IMPLEMENTATION IN WEST WOLLEGA ZONE

BY

MERGA SHIFERAW JODU

AUGUST, 2021

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Thesis Submitted to the School of Graduate Studies of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Educational Policy and Planning

BY:

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AUGUST, 2021

ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, declared that this thesis on the title; "An Assessing the Provision of Equity Policies in the Dimensions of Pre-Primary Education Program Implementation in West Wollega Zone", is my original work and has not been submitted for a degree award in any other university.

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ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
AIDS	Acquired Immune Deficiency Syndrome
CRC	Cluster Resource Center
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EMIS	Education Management Information system
ESDP	Education sector development programs
ETP	Education and Training Policy
GER	Gross Enrollment Rate
IDI	In-depth interview
ILO	International Labour Office
ISCED	International Standard Classification of Education definition
KG	Kindergarten
MOE	Ministry of Education
NER	Net Enrolment Rate
NGO	Non-governmental Organization
OECD	Organization for Economic Co-operation and Development
REAL	Research for Equitable Access and Learning
REB	Regional Educational Bureau
SDGs	Sustainable Development Goals
SES	Socio-economic status
SPSS	Statistics Packaging for Social Sciences
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WEO	Woreda Education Office
ZEO	Zonal Education Office

ABSTRACT

The main purpose of this study was to study educational equity policy challenges related to where a child lives, socioeconomic background, between genders and the extent to which policy commitment affects the pre-primary education program implementation in West Wollega Zone. The study used a mixed method study mainly descriptive in nature with a quantitative largely and qualitative research approach. From the 252 school principal 175; from 53 cluster supervisors 46 and from 175 facilitators 142 were selected by using Simple random sampling. From the sample districts, 9 woreda and a team of zone pre-primary school experts were purposely selected. The study employed three information gathering tools: questionnaires, interviews and document analysis. The quantitative data were analyzed using Frequency, Percentage, means, and one way ANOVA. The qualitative data was analyzed using narrations to support the result obtained from quantitative analysis. The results revealed that countless children miss opportunities on early pre-primary education only because of geography and the income levels-the enrolment rates for this level differ widely by location and wealth. The Policy attention as a sub-sector to pre-primary is much lower than primary and secondary levels; even providers seem the sub-sector is left for faith-based organizations, communities and private institutions. The study also revealed that the current education policy does not reach all children with free pre-primary education and poorer children are still the last to benefit. Hence, for this critical education level, the government urgently should give special attention by orienting policy-makers and designing strong political commitment with allocation of sufficient finance for the program implementation to shrink inequalities begin early in pre-primary education-addressing equity issues in geographical location, socio-economic, and between gender. To reduce the learning gaps, pre-primary Education must be free of charge.

Key words: Equity policy, opportunity gaps, gender, exclusion, geographical location, Socio-economic, Pre-primary

CHAPTER ONE

1. INTRODUCTION

1.1 Introduction

Currently, the equity of education has received worldwide attention. Educational equity requires all the citizens to have the equal access to education, which is based on principles of fairness and inclusiveness. In Ethiopia so far, regional, zonal, districts, gender and socio-economic gaps of pre-primary education, especially the gap between the urban and rural areas, is still increasing.

As the zonal statistical data shows, the above problems are widely observed in west Wollega Zone. For this reasons, and to explain these situations briefly, the researcher want to examine the current status of pre-primary education.

Focusing equity policies challenges in the dimensions of Pre-primary education program implementation, this study designed to investigate the educational opportunity gaps related to geographical location, socio-economic status, and policy concerned issues and between genders in West Wollega Zone.

This section includes background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, scope of the study, limitation of the study, and definitions of significant terms and lastly organization of the study.

1.2Background of the Study

At the global level, currently, the need to expand equitable access to pre-primary education program is critical and top urgent. Nowadays, is a serious time for equity policy issues to nationwide and global efforts to increase the investment, political will and capacity needed to expand equitable access to pre-primary education programmes.

Internationally, at our present-day, millions of children will still be left without the early education they need and deserve (Abdelbasit, A., et al. 2019). It is unquestionable that a young child's brain is full of innate potential, and the early years offer an irreplaceable window of opportunity to set a path towards success in primary school and later in life.

The continuing challenge of providing an education for all children will not be met without ensuring equity in the education sector. Children from the poorest families receive the poorest teaching. They receive the smallest share of public financing for education and they show the lowest levels of achievement. Out-of-school children are mostly those for whom the usual methods of providing access to school simply don't work (UNICEF, 2017).

As equity is at the heart of Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, the goal recognizes that all children have the right to education. To improve the relevance of education for children's future life and work, in 2017 UNICEF launched the Life Skills and Citizenship Education. This is an effort attached in national education and training systems to develop the skills of children. Under the Sustainable Development Goals (SDGs), almost all governments have committed to work towards providing all children with an education that equips them with essential knowledge and skills. And they have agreed to provide it for children regardless of who they are, what abilities they have, where they live, or how wealthy their families are.

According to the Global report on pre-primary education published in 2019 by the Education Section at UNICEF, early childhood education generates a positive sequence of learning- while lack of access to pre-primary education widens achievement gaps and restricts opportunities. Available evidence show that children who fall behind at a young age often never catch up with their peers, perpetuating cycles of underachievement and high dropout rates that continue to harm vulnerable children into their youth.

As (Abdelbasit, et al. 2019) in the global report of UNICEF stated that currently 50% of pre-primary-age children around the world- leaving at least 175 million children-are not enrolled during these crucial years in pre-primary education. In low-income countries, only one in every five children has access to pre-primary education and has been slow and inequitable. Those who are the least likely to attend early childhood education programmes would benefit from them the most. Additionally, according to the annual results report of (UNICEF, 2017), until now about half of preschool-aged children around the world are not enrolled in early childhood education. Studies show that in sub-Saharan Africa, only 0.3 per cent of public expenditure on education goes to pre-primary education, and less than 1 per cent of international aid to education from

2012 to 2015 funded pre-primary education. This shows that Equity-focused investment especially in pre-primary education is clearly inadequate.

According to the report from the African Education Research Database and the Research for Equitable Access and Learning (REAL) Centre at the Faculty of Education, University of Cambridge (Rose, P. et al, 2019), early childhood education is an area of comparatively is a neglected area in global and regional agendas in terms of policy and investment.

The other contributing factor to low enrolment is the lack of public awareness of the benefits of ECCE, hence a lack in demand (Tan, R. G. H. (2016).

This failure limits children's futures, by denying them opportunities to reach their full potential, and it deepens inequities in later learning.

To reduce learning gap new approaches are needed to increase opportunities for all children, as well as new ways of measuring progress and of supporting teachers, students and parents.

Governments have obligations to develop legislation, policies and support services to remove barriers in the family and community that hinder children's access to school (UNICEF, 2007)

Here what is remaining to be done is too many children enter primary education without strong foundations and without the preparation, motivation to learn they need to keep up with the demands of school. Evidence from individual countries consistently demonstrates that exposure to pre-primary education has a positive and strong effect on children's learning achievements in the early primary grades and beyond. Children who fall behind at a young age often never catch up with their peers.

As clearly stated in **(**Abdelbasit, A., et al. 2019); universal pre-primary education helps make education systems more effective and efficient. The commitment to universal pre-primary education by 2030 under SDG target 4.2 is a bold ambition, but this target will not be achieved at the current rate of progress. In light of SDG 4 and the Education 2030 Framework for Action, the Convention has a significant role to play in guiding countries towards realizing the right to education for all without discrimination or exclusion, and promoting equity and inclusion (UNESCO, 2018).

As the global report shows, in 2000, the GER was 32%, growing to 50% in 2017- an important achievement but still far below the pace of growth needed to achieve universal coverage. All

regions and income groups made progress in enrolment between 2000 and 2017, but the regions that were the furthest behind have made the smallest gains. Children born in higher-income regions remain far more likely to be enrolled in pre-primary education than children born in low-income regions.

At the current rate of progress, more than half of low and lower-middle-income countries will not achieve the SDG target of universal pre-primary education by 2030.

The Sustainable Development Goals (SDGs), and target 4.2 specifically, convey a clear objective that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. This global report confirms the importance of early childhood education in achieving SDG4 by 2030.

The reasons for this target are clear, as a solid body of evidence shows that the foundations for learning are largely built in the early years of life, before a child ever crosses the threshold of a primary school.

In recent plans on how to achieve universal education at all levels, the International Commission on Financing Global Education Opportunity (the Education Commission), the World Development Report and the Global Education Monitoring Reports have all emphasized that investments in early childhood education have positive returns not only for individual children but also for building more efficient and effective education systems.

Yet, currently, both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate. This indicates one of the greatest missed opportunities to develop the world's human capital and help children reach their fullest potential.

To address the massive gaps in access, the focus on pre-primary education must be strengthened-especially in countries that are not on track to meet the universal target. Governments and the global education community should move decisively, now, to achieve universal access to pre-primary education by 2030.

The challenges of inequity are present in most countries and across most regions, zones and districts. Some factors of exclusion at household level- such as household's economic status (income level), geographical location-those who live in poverty or in rural areas are key factors that affect children's attendance in early childhood education.

But the strongest, universal factor affecting access to pre-primary education is whether a child lives in a poor or a rich household. The difference between poor and rich children's attendance is unambiguous across nearly all countries. Evidences show that in low-income countries, the richest children are eight times more likely to attend early childhood education programmes.

Available data show that many children also miss out on early childhood education opportunities simply because of geography. Where a child lives-whether in a rural or an urban setting-is a key socio-demographic determinant of access. In low- and lower-middle-income countries, the gap is slightly wider.

The most recent data show that globally, 78 countries report a policy for free pre-primary education, and only half of those countries have a policy in place making preprimary education compulsory. Less than a third of those countries are low- or lower-middle-income countries.

Rose, P., & Alcott, B. (2015) indicate that learning inequalities start even early before children start school-particular focus is needed on those who face disadvantages due to poverty, gender, where they live, and whether they have a disability. It is undoubted that all children have the right to equitable learning opportunities that enable them to achieve their full potential as engaged learners and valued members of society (Statement, P., 2019). Nowadays, early childhood education (ECE) has been prioritized in education policies around the world. In many developed countries, ECE policy has been integrated into anti-poverty or education equity.

Recognizing that many countries, especially low- and lower-middle-income countries including our country Ethiopia, are at the beginning of this journey, providing universal access to pre-primary education by 2030 necessitates a realistic yet bold approach.

Education in Ethiopia in general is under sized. To make matters worse, the available opportunities are not evenly distributed among the various sectors of the population. Three types of disparities, i.e., regional, rural-urban, and gender are observable (Ayalew Shibeshi, 2005).

As evidence shows that Ethiopia had one of the lowest pre-primary educations enrolment levels in the world. Early Childhood Education (ECE) as sub-sector provides for children aged 4-6 years. As the available data shows, the GER for this level was found to be 2.2 % only, which shows no significant improvements have been made in this direction. It seems the sub-sector is left for NGO, communities and private organizations and rural children are totally excluded. As a

result, the current urban-rural disparities of ECE are remarkable in Ethiopia, and the education inequity is aggravating (Hong et al. 2015).

Hong et al (2015) indicate that Education has been a basic human right today, and the equity of education has received worldwide attention. Educational equity requires all the citizens to have the equal access to quality education, which is based on principles of fairness and inclusiveness. As education statistics annual abstract (MoE, 2016) clearly stated, in Ethiopia so far, regional, zonal, districts, gender and socio-economic gaps of pre-primary education, especially the gap between the urban and rural areas, was still increasing.

As the zonal statistical data shows, the above problems are widely observed in west Wollega Zone. For this reasons, and to explain these situations briefly, the researcher want to examine the current status of pre-primary education.

Focusing Equity Policies Challenges in the Dimensions of Pre-primary Education Program Implementation, this study aimed to investigate the Educational Opportunity Gaps between Districts, Genders, Socio-Economic Status (SES), and Urban-Rural areas in West Wollega Zone.

1.3 Statement of the Problem

Equity policy is a crucial issue of today to nationwide and worldwide efforts to increase the investment, political will and capacity needed to expand equitable access to pre-primary education programmes. Hong et al (2015) indicate that Educational equity requires all the citizens to have the equal access to education, which is based on principles of fairness and inclusiveness. Here what is remaining to be done is too many children enter primary education without strong foundations and without the preparation and motivation to learn. At our present-day, millions of children will still be left without the early education they need (Abdelbasit, A., et al. 2019). The continuing challenge of providing an education for all children will not be met without ensuring equity in the education sector.

Pre-primary education is often perceived as an optional activity rather than the foundation of a strong education system. According to (Rose, P. et al, 2019), early childhood education is an area of comparatively a neglected area in global and regional agendas in terms of policy and investment. This indicates one of the greatest missed opportunities to develop the world's human capital and help children reach their fullest potential. Rose, P., & Alcott, B. (2015) also indicate

that learning inequalities start even early before children start school-particular focus is needed on those who face due to poverty, gender, where they live.

The challenges of inequity are present in most countries and across most regions, zones and districts. Some factors of exclusion as (Drajea, 2014) at household level includes for example household's economic status (income level), geographical location-those who live in poverty (Vayachuta, 2016) or in rural areas are key factors that affect children's attendance in early childhood education. According to UNESCO (2018) presently many countries' reports pointed that socio-economic factors, poverty, location and gender account for significant patterns of discrimination and exclusion in education. As (Ohemeng, 2020) clearly stated, Sub-Saharan Africa is one of the highest gender gaps in educational opportunities in the world originate from irregular allocation of household's educational expenditure towards the schooling of boys and girls. The available evidence (World Bank, 2016; Abdelbasit, A., et al. 2019) shows that out-of-school children are mostly those who live in geographically remote areas and those who come from poor families. Again as (Lindsjö, 2018; Roschanski, 2007; Singh, 2015)) reports, demographic process aggravates the rural–urban education gap, as poverty is more frequent in rural areas. This evidence indicates access to school is one of the problems that needs to be overcome, a problem that is especially pronounced in rural areas. As (WORLD BANK, 2010; Tassew & Mesele, 2016) clearly stated that the provision of early childhood education varies widely between rural and urban areas and the gaps are particularly large by wealth. As (Woodhead, 2009; Woldehanna, 2012) identified, even though the Government of Ethiopia recognizes the pre-primary phase of education for children aged 4–6 years, active engagement in provision has been minor in practice, and is mainly provided by the private sector. Like other education level, prior to the introduction of the 1994 Education and Training Policy (ETP), due attention was not given to preschool education. Ethiopian education Road Map (2018) also suggested that even with some promising opportunities, the Early Childhood Education is still restricted by challenges and problems related to governance, curriculum, teachers' qualification, location, facilities and budget.

As (Rose, P. et al., 2019), universal pre-primary education (SDG4.2) receives the least research attention of all main sustainable development targets. This shows that the opportunity gaps in education are stemming from disparities and it is an urgent need to reduce inequality early in life and still, much less has been done about the critical early years.

The above problems are widely observed and there is no research done on this gap at pre-primary school level in west Wollega Zone. For this reasons, and to explain these situations briefly, the

researcher want to examine the current status of pre-primary education. The main purpose of the study therefore, targeting equity policy challenges designed to investigate the educational opportunity gaps related to geographical location, socio-economic status, and policy concerned issues and between genders to determine the causes of gaps for future considerations in the dimensions of pre-primary education in West Wollega Zone. Moreover, this research expected to contributes to decision makers starting from the school, Woreda Education Office (WEO), Zonal Education Office (ZEO), Regional Education Bureau (REB), Ministry of Education (MOE) and Policy maker. Lastly it could be used as a reference in designing, redesigning and implementing any training in the future.

1.3.1. The research Questions

To meet the objective of the study, the following basic research questions were expected to be answered at the end of the study:

The following questions were guided the study:

1. How does geographical location influence the pre-primary educational opportunity gaps in West Wollega zone?
2. How do socio-economic background differences influence the pre-primary educational opportunity gaps in West Wollega zone?
3. How policy factors influence the pre-primary educational opportunity gaps in West Wollega zone?
4. How does gender influence the pre-primary educational opportunity gaps in West Wollega zone?
5. Is there a significant difference of perception among the participants?

1.4 Objectives of the Study

1.4.1. General Objective

The overall aim of the study was to assess the educational opportunity gaps related to where a child lives, socioeconomic background, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education in West Wollega Zone.

1.4.2. The Specific Objectives

The study has the following specific objectives. The specific objectives were:

1. To examine urban-rural and district differences influencing the pre-primary educational opportunity gaps;
2. To examine socio-economic background differences influencing the pre-primary educational opportunity gaps;
3. To determine the various factors associated with equity policy in the dimension of pre-primary educational opportunity gaps in West Wollega zone;
4. To identify gender factors influencing the pre-primary educational opportunity gaps.

1.5 Significance of the Study

The findings of this study on the educational opportunity gaps linked to where a child lives, socioeconomic background, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education level will have numerous significances as follows.

1. To schools, districts, zonal and above levels - the results of the study will make them aware of and serve both as goal and means for community mobilization around educational opportunity gaps and presentation on building the foundations for learning in the early years of life at pre-primary education level.
2. To the regional levels and NGOs - they can use the findings of this study as a guideline for assistance and synchronization between government, NGOs, donors, and the private sectors to increase equitable access of pre-schools educational opportunities.
3. To other researchers - the results of this study can provide a foundation for conducting further studies on the same area and can serve as a reference to other researchers who will do the same research or it will act as the guidelines to them.
4. To education stakeholders - the study will provide useful information to education stakeholders to come up with means of criticizing with the educational opportunity gaps in the dimensions of pre-primary education level.
5. To policy formulators - the findings will also help policy formulators to come up with policies that put into adequate attention toward the challenges of the educational opportunity gaps between districts, genders, and socioeconomic status as well as between

urban-rural in the dimensions of pre-primary education level (i.e. it can be a nice target for policy makers)

6. To Ministry of Education - as it is a crucial issues the Ministry of Education will also benefit from the study by looking into the education system and retention as a remedy.

1.6 Delimitation/ Scope of the Study

The study was encircled to discover and examine the educational opportunity gaps related to where a child lives, socioeconomic status, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education and it was carried out in West Wollega zone that is one of the 18 administrative zones of Oromia Regional State. This zone is bounded on the west by Kelam Wollega Zone, on the north by the Benishangul-Gumuz Region, on the east for a short space by East Wollega, and on the southeast by Illubabor. Administratively, the zone has 23 districts, of which 20 are rural districts and 3 are urban administrations which are again subdivided into 533 kebeles. Towns in West Wollega include Gimbi, Mendi, and Nejo. Gimbi Town, which is located at a distance of 441 km from Finfinne, is the capital of the zone. In order to make it manageable and feasible, the study was delimited to 175(69%) pre-primary Schools out of 252 in West Wollega zone. It is also limited in its scope incorporating those closely related or tied up with pre-primary of the selected schools and the research include teachers (facilitators), school principals, cluster supervisors, experts of the zone and district education office under the umbrella of the zonal education office. Moreover, the research was not examined other intervening factors that may have adverse impact on the teaching-learning system and it simply aimed to investigate the educational opportunity gaps in West Wollega Zone from February, 2020 – June 2021, in 175 Pre-primary schools.

1.7 Limitations of the study

Even though the research has attained its objectives, there were some certain limitations. First, while there are parents and other education stakeholders to participate as respondents, due to the limit of time, finance and material resources; this research was not including all education stakeholders.

Therefore, to generalize the result for the Equity Policies Challenges in the Dimensions of Pre-primary Education Program Implementation in West Wollega Zone, the study would have involved more participants from both parents and other education stakeholders. For a more

complete picture the opinions of the families and other education stakeholders could also have been obtained. Furthermore, the lack of similar research works on the issue investigated in the study area delay the researcher from consulting more findings in the literature as well as in the discussion part. Some of the items both in questionnaires and in the interview schedule should have been investigated more. Some questions may have been too long. Some respondents did not complete the open-ended questions. Moreover, it was impossible to find pre-primary experts in the office at the right time. Some of respondents were also reluctant to fill in and return the questionnaire as per the required time. As the result, it was difficult to collect all the data according to the schedule set. With these limitations the researcher interviewed most of the interviewees by appointment in the office of their respective woredas.

1.8 Operational Definition of Key Terms

Equity: Refers to a condition of fair, inclusive, and respectful treatment of all children. Here equity means decisions about pre-primary services must ensure fair access for all children (i.e. ensures all children receive opportunities- without discrimination, unfairness or partiality).

Policies: Refers to a deliberate system of principles to guide decisions and achieve rational outcomes. Generally, adopted by a governance body within an organization

Pre-primary education: Refers to a learning space offering early childhood education to children before they begin primary school and it is the initial stage of organized instruction, designed primarily to introduce every young children to a school.

Opportunity gap: Refers to unequal or inequitable distribution of resources and opportunities.

Gender balance: Refers to having the same (or a sufficient) number of girls and boys at all levels of education to ensure equal participation.

Socioeconomic: Refers to the interaction between the social and economic habits of a group of people and it links financial and social issues together.

Urban-rural: Refers to population living in towns and in rural community (villages)

1.9 Organization of the Study

To investigate various factors associated with the educational opportunity gaps related to where a child lives, socioeconomic status, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education, this study was organized in five sections. The first part deals with the introductory subdivision and it embraces background of the study, statement of the problem, basic questions, objectives of the study, significance, scope of the study, limitations, definition of key terms and organization of the study. The second part of this study was literature review and it consists of the concept of educational opportunity and equity issues, concepts and significance of pre-primary education, characteristics of effective impartiality in education, factors affecting equity issues in the dimensions of pre-primary education program, the current Ethiopian educational system in the dimensions of equity issues, the practice of equity in West Wollega zone, research gap and summary of the literature. The third part of this study was research design and Methodology. This section shows the whole process on how the study carried out thoroughly. It deals with the research design, description of the study area, sources of data, sampling techniques, data collection instruments, data collection procedures, methods of data analysis and ethical considerations.

The fourth part of this study was data presentation, analysis and interpretation and the fiveth part was summary, conclusion and recommendations. Lastly, references and appendices present respectively.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

This section provides the review of works done by other researchers and authors that relate to the topic under the study. It includes concept of educational opportunity and equity issues, concepts and significance of pre-primary education, characteristics of effective impartiality in education, factors affecting equity issues in the dimensions of pre-primary education program, the current Ethiopian educational system in the dimensions of equity issues, the practice of equity in West Wollega zone, research gap and Summary of the Literature.

2.2 The Concept of Educational Opportunity and equity issues

Educational equity requires all the citizens to have the equal access to quality education, which is based on principles of fairness and inclusiveness. Equity is at the heart of Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Learning and education start from birth. The early years from birth to school age are the most determinative in children's lives and set the foundations for children's lifelong development and patterns for their lives. In this context, pre-school education is an essential foundation for all children's successful lifelong learning, social integration, personal development and later employability.

Equity is also the foundation of the Incheon Declaration, formed during the 2015 World Education Forum, which calls inclusion and equity "the cornerstone of a transformative education agenda." SDG4 similarly reaffirmed that no education target should be considered met unless met by all age level. However, equity in education remains a key issue and its associated challenges disproportionally affect children in rural areas.

The global report of the Ninth Consultation of Member States on the implementation of the UNESCO Convention and Recommendation against Discrimination in Education (UNESCO, 2018) clearly described that Education is a fundamental human right and an essential tool for achieving the objectives of equality and sustainable development.

The Convention and Recommendation against Discrimination in Education (referred to here as the '1960 Convention' and the '1960 Recommendation', respectively), reflect UNESCO's constitutional mission of instituting collaboration among nations to *'advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social.'*

The purpose of these instruments, recently recognized as a cornerstone of the Education 2030 Agenda, is not only the elimination of discrimination in education, but also the adoption of concrete measures aimed at promoting equality of opportunities and treatment in this field. They cover the right to education comprehensively. In this perspective, discrimination may be understood as 'any distinction, exclusion, restriction or partiality which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of reversing or weakening access to and equality of treatment in education'.

2.3 The concepts and significance of Pre-primary education

The 'pre-primary' level is the International Standard Classification of Education (ISCED) definition. Under ISCED level 0, pre-primary education programmes are intentionally designed to include educational content for children aged 3 years up to the start of primary education, often around age 6.

Pre-primary programmes typically employ a holistic approach to introducing young children to organized instruction outside the family context, aiming to support children's cognitive, physical, social and emotional development. They also help children develop many of the skills they need for academic readiness and entry into primary education.

UNESCO (2014) clearly suggested that the early years from birth to school age are the most determinative in children's lives and set the foundations for children's lifelong development and shapes for their lives. In this circumstance, pre-school education is an essential foundation for all children's successful lifelong learning, social integration, personal development and later employability.

Pre-primary education is also a crucial component of early childhood development, which refers to all the essential policies and programmes required to support the healthy development of

children from birth to 8 years of age, including health, nutrition, protection, early learning opportunities and responsive caregiving (Abdelbasit, A., et al. 2019).

Equitable pre-primary education is an effective strategy for promoting economic growth. Quality pre-primary education narrows early achievement gaps for children from disadvantaged households and places them on a more equal footing with their well-off peers. When children attend preprimary education, their caregivers have the opportunity to participate in the workforce and increase their earnings, facilitating the upward mobility of two generations.

Pre-primary education builds skills that will be needed in the job market, including collaboration, self-control, critical thinking and motivation – the skills that turn knowledge into know-how and people into productive citizens.

Attending an early childhood education programme is one of the strongest predictors for supporting a child's readiness for school, regardless of household or national income level. Universal pre-primary education helps make education systems more effective and efficient.

As (Abdelbasit, A., et al. 2019) suggested, increasing access to pre-primary education could help significantly improve over-enrolment in low- and lower-middle- income countries and enhance system efficiency by decreasing dropout and repetition rates. As well, pre-primary education helps children become productive young people by encouraging the development of skills demanded in the modern job market, including critical thinking, collaboration, communication, negotiation, self-management, resilience and creativity.

2.4 Characteristics of Effective Impartiality in education

In order for equity to be implemented effectively, countries need to define a set of equity principles together with practical ideas to guide the transition towards policies addressing equity in education. The principles of equity that are set out in various international declarations can be used as a foundation. The Education for All movement is, as its name suggests, directed towards all people: children, youth and adults. The right to education has no age limit. The global community agreed that every country need to invest in this critical early start, by supporting universal access to quality early education – for every child (UNICEF, 2017).

UNICEF (2007) also indicated that every child has an equal right to attend school. Making schools accessible and available is an important first step in fulfilling this right but not sufficient

to ensure its realization. Equality of opportunity can only be achieved by removing barriers in the community and in schools.

2.5 Factors Affecting Equity Issues in the Dimensions of Pre-Primary Education Program

As a subsector pre-primary education is not often integrated as a critical element of education sector plans, processes and budgets. Pre-primary education is often perceived as an optional activity rather than the foundation of a strong education system, and partners may not have a shared vision of early learning, weakening the impact of programmes and initiatives.

As UNICEF (2007) specified even where schools exist, economic, social and cultural factors – including gender, disability, AIDS, household poverty, ethnicity, minority status, orphan hood and child labour – often interlink to keep children out of school.

According to the annual results report of (UNICEF, 2017), until now about half of preschool-aged children around the world are not enrolled in early childhood education. Studies show that in sub-Saharan Africa, only 0.3 per cent of public expenditure on education goes to pre-primary education, and less than 1 per cent of international aid to education from 2012 to 2015 funded pre-primary education. So far, currently, both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate. UNICEF (2019) recommended that Pre-primary education is deeply underfunded relative to other education levels, particularly in low- and middle income countries, by both governments and international donors. This show the current budgetary priorities of most governments fail to reflect the value of pre-primary education. To reduce these problems (UNICEF, 2020; Mtahabwa, 2010) suggested that leadership in this subsector guides the vision, development and prioritization of pre-primary services and gives a voice and political support to this sub-sector through the administration and management of pre-primary services by a central governing entity; by shared responsibility between national ministries; or by a division of responsibilities among central and local administrative entities, as in the case of decentralized systems. This represents one of the greatest missed opportunities to nurture the world's human capital and help children reach their fullest potential.

The other contributing factor to low enrolment as (Tan, R. G. H. 2016) is the lack of public awareness of the benefits of ECCE, later a lack in demand. Children from the poorest families receive the poorest teaching. They receive the smallest share of public financing for education and they show the lowest levels of achievement. Out-of-school children are mostly those for whom the usual methods of providing access to school simply don't work. They are far more likely to live in geographically remote areas and to come from poor families (UNICEF, 2017).

UNESCO (2014) suggested that even within countries, enrolment rates for ECCE differ widely by location and wealth. Children in remote, underserved areas and children of poorer households have fewer opportunities to attend pre-school, even though evidence recommends that they are likely to benefit from it most. To reduce learning gap new approaches are needed to increase opportunities for all children, as well as new ways of measuring progress and of supporting teachers, students and parents. Equitable pre-primary education is an effective strategy for promoting economic growth.

The challenges of inequity are present in most countries and across most regions, zones and districts. Some factors of exclusion as (ILO, 2012; Drajea, 2014) at household level includes for example household's economic status (income level), geographical location-those who live in poverty (Vayachuta, 2016) or in rural areas are key factors that affect children's attendance in early childhood education. But the strongest, universal factor affecting access to pre-primary education is whether a child lives in a poor or a rich household. The difference between poor and rich children's attendance is unambiguous across nearly all countries. Evidences show that in low-income countries, the richest children are eight times more likely to attend early childhood education programmes. Available data show that many children also miss out on early childhood education opportunities simply because of geography. Where a child lives-whether in a rural or an urban setting-is a key socio-demographic determinant of access.

According to UNESCO (2018) presently many countries' reports pointed out serious challenges with regard to equity and inclusion. They show that socio-economic factors, poverty, ethnicity, location and gender account for significant patterns of discrimination and exclusion in education.

Poverty and socio-economic factors were repeatedly cited by countries as serious challenges in the implementation of the right to education. A few countries added that the indirect costs of education, such as materials, accommodation and transport, may lead to lower attendance rates,

since poor households cannot afford to send their children to school. This is a serious concern since it severely hinders children's ability to fully participate in education, regardless of their social origin or status in society, and to lift them out of poverty. Consequently, this affects the principle of equality of educational opportunities, which is a key pillar of the right to education. Although the extent of gender disparities can vary significantly between countries, gender bias and discrimination continue to act as a strong obstacle to girls' and women's right to education. Misperceptions of the role of education and traditional representations may also severely limit the opportunities offered to girls and boys. A wide majority of countries described the challenges they faced with regard to rural and remote areas. The frequent urban-rural divide reveals large disparities in access to education.

A challenge in designing inclusive systems is that decision-makers have little information on the possible policy choices. Gender biases and discrimination, family income, National education sector plans infrequently consider how to tackle these gendered, districts (geographical distance), socio-economic (poor families) and urban-rural inequalities through systemic and targeted interventions against the inclusion of children.

As United Nations University World Institute for Development Economics Research in Ghana (Ohemeng, 2020) clearly stated, Sub-Saharan Africa is one of the highest gender gaps in educational opportunities in the world originate from irregular allocation of household's educational expenditure towards the schooling of boys and girls. Households in Ghana favor boys in their decision to enroll a child in pre-school. These shows a number of studies have explored the issue of gender bias in intra-household allocation of resources favoring boys than girls. On the other hand, UNICEF (2011) boldly stresses the equality between girls and boys both as a human rights issue and as a pre-condition for sustainable people-centred development.

The available evidence (World Bank, 2016; Abdelbasit, A., et al. 2019) shows that out-of-school children are mostly those who live in geographically remote areas and those who come from poor families. In low-income countries, they are more likely to be girls. Of course, much remains to be done. According to the new UNICEF Strategic Plan, 2018–2021 reports, the persistent inequities that affect the futures of millions of children around the world. As many as 250 million of whom are not achieving basic literacy and numeracy. Unless improvements occur rapidly, there will still be a serious problem on economic growth. Again as (Lindsjö, 2018;

Roschanski, 2007; Singh, 2015)) reports, demographic process aggravates the rural–urban education gap, as poverty is more frequent in rural areas. This evidence indicates access to school is one of the problems that needs to be overcome, a problem that is especially pronounced in rural areas. On the other hand, (WORLD BANK, 2010; Tassew & Mesele, 2016) clearly stated that the provision of early childhood education varies widely between rural and urban areas and the gaps are particularly large by wealth. Patrick Gautier (2003) also reported that cost of preschool education, distance to preschool and lack of transportation prevent many children from access to pre-primary programmes. These last difficulties particularly affect rural areas, where the level of income is generally lower than in urban areas. To resolve these problems, governments have obligations to develop legislation, policies and support services to remove barriers in the family and community that hinder children's access to school

2.6 The current Ethiopian educational system in the dimensions of equity issues.

The educational system in Ethiopia is still faced with problems of equity issues. The provision of pre-primary education is still the major problem. In views of Sustainable Development Goal-4 and the poverty reduction strategy, provision of adequate pre-primary education cannot be considered as an addition things. Thus expanding access to early childhood education; improving equity by narrowing enrolment gaps between the different areas of the population in the country are challenges facing the system. A new Education and Training Policy was introduced in 1994 and it is being implemented through a series of Education sector development programs (ESDP I to V).

The main trust of ESDP is to improve equity and expand access with special emphasis on primary education in rural and underserved areas, as well as the promotion of education of girls. To this end the country is committed to realize universal primary education by 2015. In addition to the above, the system (The new education and training policy allows) includes kindergartens for children aged 4-6 years. The schools are limited to the major urban areas. The providers are non-governmental organizations, communities, private institutions and faith-based organizations. As (Woodhead, 2009; Tassew Woldehanna, 2012) identified, even though the Government of Ethiopia recognizes the pre-primary phase of education for children aged 4–6 years, active engagement in provision has been minor in practice, and is mainly provided by the private

sector. This shows the government has limited itself to curriculum development, training of teachers and provision of supervisory support.

According to (MoE, 2016), the Gross Enrolment Rate (GER) of Preprimary in Ethiopia, 2009 E.C**.** 2016/17 is 45.9 and Net Enrolment Rate (NER) is 40.0%. Nationally the difference between NER and GER at preprimary level is much lower than at primary and secondary levels. However, within the regions, zones and districts there is a wider variation. This shows no significant improvements have been made in this sub-sector direction. It seems the sub-sector is left for NGO, communities and private organizations and rural children are totally excluded.

Low level of education is one of the most powerful determinants of poverty and unequal access to educational opportunity directly correlates with income inequality. Thus, without educational investment to sustained economic growth, rural development and progress in poverty reduction is difficult. Increasing per-school education access and raising the proportion of children who complete primary education at the right age, eliminating disparities and increasing the percentage of literate adult population are challenging goals of poverty reduction. In this direction, since Ethiopia is one of the poorest countries in the world and poverty is widespread, almost all children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor.

Lack of awareness and perceived low usefulness of education are the challenges to improve access and equity in rural areas. Moreover, the living conditions in rural areas represent a key challenge for educational progress.

Like other education level, prior to the introduction of the 1994 Education and Training Policy (ETP), due attention was not given to preschool education too. Following the introduction of the current ETP due attention is given to this level of education. Nowadays, preschool education is geared towards the development of the child's mental capabilities and physical growth. This can be realised from the government's emphasis in education and training policy which states, 'Kindergarten will focus on all round development of the child in preparation for formal schooling' (TGE, 1994, p. 14).

Moreover, the Ethiopian Ministry of Education (MoE) had developed and has been implementing five mid-term Education Sector Development Programs (ESDPs). Thus, although the emphasis given to preschool education varies from one term to another term of the ESDPs, in

all the five series of the ESDPs, the issue of preschool education has been addressed. Particularly ESDP V, the fifth medium-term plan, which is currently serving as the central strategy document for educational development in the country has properly addressed the issue of preschool education. To this end, a strategic operational plan and guidelines for preschool education has been established during ESDP V. The ministry also explains the three modalities of preschool education as Kindergarten, O-class and Child-to-Child (C-to-C) programs and strategic operational plan and guidelines for preschool education (MoE, 2015).

Comparatively, Ethiopia had one of the lowest pre-primary education enrolment levels in the world but was able to increase enrolment from less than 2 per cent, in 2000, to over 45 per cent in 2017.

This outstanding growth was encouraged by the National Policy Framework for Early Childhood Care and Education, which focused on making one year of pre-primary education widely available for preschool children through the education sector.

Providing quality early education opportunities to all children often requires mobilizing a wide range of partners, including the private sector and non-governmental organizations. It is important for governments to maintain a central role in quality assurance and standard-setting, including policies to ensure equity of access.

Policies should aim to reach all children with free pre-primary education while explicitly ensuring that poorer and vulnerable children are not the last to benefit. Pro-equity strategies have two elements in common: They recognize that current inequitable access widens the gap between the richest and the poorest children, and they start with careful consideration of why marginalized communities are not receiving services. Strategies include providing one year of pre-primary education everywhere before committing additional expenditures to add more years of pre-primary anywhere.

Pro-equity financing should also reinforce expansion efforts. When publicly funded preschool are not yet available to all children, investing in the early learning opportunities for those children with the greatest need and, therefore, with the biggest potential for impact, is a smart use of resources. An effort should be made to reduce or remove the financial burden on the poorest families first. Because so many of the existing options for pre-primary education are fee-

based private schools, improving financial barriers is an important factor (Abdelbasit, A., et al. 2019)

Ethiopian education Road Map (2018) also suggested that even with some promising opportunities, the Early Childhood Education is still restricted by challenges and problems that span from problems related to governance, curriculum, teachers' qualification, location, facilities and budget.

2.7 The Practice of Equity in West Wollega zone

Currently it is observed that education in West Wollega Zone in general is poorer-the available opportunities are not equally distributed among the various areas of the Population in the dimensions of pre-primary education level. Mostly, four types of disparities, i.e. districts, gender, socioeconomic status and rural-urban are observable. In West Wollega zone, if we compare between districts, poverty occurrence is higher in districts especially in rural areas.

2.8 Research Gap

The equity of education has currently received worldwide attention and still there are numerous literatures which explain the necessity to expand equitable access to pre-primary education program and that it is critical and today's top urgent. Here what is remaining to be done is too many children enter primary education without strong foundations and without the preparation, motivation to learn they need to keep up with the demands of school. Evidence from individual countries consistently demonstrates that exposure to pre-primary education has a positive and strong effect on children's learning achievements in the early primary grades and beyond. Lack of access to pre-primary education widens achievement gaps and restricts opportunities.

According to the report from the African Education Research Database and the Research for Equitable Access and Learning (REAL) Centre at the Faculty of Education, University of Cambridge (Rose, P. et al, 2019), early childhood education is an area of comparative neglect, representing only 4% of studies, despite evidence of its importance for school readiness and future life opportunities, and its prioritization in global and regional agendas. Additionally, research attention to early childhood education has been a minimal focus across the entire period 2010 to 2018, which links with the African Union's declaration that pre-primary education 'is a neglected area in terms of policy and investment.' As (Rose, P. et al., 2019), early childhood

development and universal pre-primary education (SDG4.2) receives the least research attention of all main sustainable development targets.

This shows that the opportunity gaps in education are stemming from disparities and it is an urgent need to reduce inequality early in life. However, much less has been done about the critical early years.

As UNESCO (2014) showed, Children in remote areas and children of poorer households have fewer opportunities to attend pre-school, even though evidence suggests that they are probable to benefit from it most. Also considerable progress has been made in reducing gender disparities over the past decade, but many countries still have a long way to go.

The continuing challenge of providing a good education for all children will not be met without ensuring equity in the education sector. Children from the poorest families receive the poorest teaching. They receive the smallest share of public financing for education and they show the lowest levels of achievement. Out-of-school children are mostly those for whom the usual methods of providing access to school simply don't work.

The learning gap reduces significantly when poor children are given the same opportunities as rich children. This means that new approaches are needed to increase opportunities for all children, as well as new ways of measuring progress and of supporting teachers, students and parents (UNICEF, 2017).

In recent proposals on how to achieve universal education at all levels, the International Commission on Financing Global Education Opportunity (the Education Commission), the World Development Report and the Global Education Monitoring Reports have all emphasized that investments in early childhood education have positive returns not only for individual children but also for building more efficient and effective education systems. Yet, currently, both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate. This represents one of the greatest missed opportunities to nurture the world's human capital and help children reach their fullest potential (Abdelbasit, A., et al. 2019).

Globally, the most common barriers to a child's participation in pre-primary education are the household's economic status and mother's level of education.

In the global level, many countries nowadays are expanding the educational opportunities for their citizens (OECD 2014). However, it should be noted that the notion of educational equity can be quite mysterious as a result of the economic, political, and cultural differences among different countries (Levin 2003). The equity issue is particularly prominent in the ECE sector. UNESCO (2008) indicated that many governments failed to tackle the increasing inequality in young children's education caused by different family income, races, regions, etc. In many developing countries, regional gap of ECE, especially the gap between the urban and rural areas, was still enlarging.

Until now more than half of low and lower-middle-income countries are not making sufficient progress to reach the objective for SDG target 4.2. Nearly a third of upper-middle- and high-income countries also need to accelerate their progress.

To address the massive gaps in access, the focus on pre-primary education must be increased– especially in countries that are not on track to meet the universal target. Governments and the global education community should move authoritatively, now, to achieve universal access to pre-primary education by 2030.

In Ethiopia so far, regional, zonal, districts, gender and socio-economic gaps of pre-primary education, especially the gap between the urban and rural areas, was still increasing.

It is well-known that children who fall behind at a young age often never catch up with their peers**,** thus the researcher wants to investigate the educational opportunity gaps between districts, genders, socioeconomic background as well as between urban-rural in the dimensions of pre-primary education in West Wollega zone that is to resolve the existing challenges.

2.9 Summary of the Literature

This chapter reviewed literature related to the topic under the study-'the educational opportunity gaps between districts, genders, socio-economic status, and urban-rural areas in the dimensions of pre-primary education in West Wollega Zone', based on themes and sub themes drawn from the objectives. The themes included where a child lives or geographical location factors of the educational opportunity gaps with the following sub themes; Enrolment rates for pre-primary education by location (rural and town children's attendance), children who live in geographically remote areas and opportunities to attend pre-school, and children of rural girls and urban poor.

The second theme was on socio-economic factors that contribute to educational opportunity gaps in pre-primary schools and its sub themes were; Household's economic status or families' income level, poverty impact to attend pre-school and Enrolment rates for pre-primary education by wealth.

The third theme was policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary schools with the following sub themes; a neglected area in terms of policy and investment, the 1994 Education and Training Policy attention to preschool education like other education level, policy choices in the dimensions of pre-primary school, Pre-primary education is often perceived as an optional activity rather than the foundation, Government's insensitive to pre-school education program, Government's expectation in the expansion (provision) of pre-primary education both in the urban and rural areas, equity-focused investment (public expenditure) both domestic financing and international aid investment in pre-primary education are poorly targeted and grossly inadequate and is undoubtedly scarce, as a subsector pre-primary education is not often integrated as a critical element of education sector plans, due to strong political commitment and Since poor households cannot afford to send their children to school the costs of education may lead to lower attendance rates.

The last theme was the extent of gender discrimination and exclusion issues contribute to educational opportunity gaps in pre-primary schools. It had the following sub themes; the comparison of male and female children in pre-primary education, learning inequalities due to gender, the unequal consideration of female and male children in the community, and many households prefer investing in boys' education than girls.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section shows the whole process on how the study was done systematically. It embraces: research design, description of the study area, target population, sample size and sampling procedure, data collection instruments, validity of the research instruments, reliability of the research findings, data collection procedures, data analysis procedure and ethical considerations.

3.2 Research Design

To get relevant and adequate information on research problem, this study employed a mixed method study mainly descriptive survey design in nature. As Kombo and Tromp, (2006) argues that a survey design was appropriate for collecting, classifying, analyzing, comparing and interpreting data, the survey research enabled the researcher to collect and describe large variety of data. Both quantitative (numbers) and qualitative (words) research methods used to complement each other (Creswell 2012; Coleman 2020; Almalki 2016; Oshagbemi 2017; Migiro & Magangi 2011; Rossman & Wilson1985), therefore the interaction between the variables of this study investigated through a descriptive survey. This method was selected because it can investigate adequately the challenges of pre-primary education provided in selected districts of West Wollega Zone so that the proposed purpose was expected to be achieved. Quantitative cross-sectional questionnaires with teachers (facilitators), school principals and cluster supervisors; key informant interviews with the experts of the zone and district education office was conducted, and finally policy documents reviews was used as a source of data for the study. Therefore, through qualitative and quantitative research approach the researcher collected multiple objective realities, numeric facts and description. The researcher collected the opinion of respondents about the various factors associated with the educational opportunity gaps between districts, genders, and socioeconomic background as well as between urban-rural in the dimensions of pre-primary education that was critically tested.

3.3 Sources of Data

3.3.1 Primary Source Data

There were primary and secondary source of data for this research. The Primary sources of data were those from whom the researcher collected the primary data. That mean, as the purpose of the research was to assess the educational opportunity gaps between districts, genders, socioeconomic background as well as between urban/rural in the dimensions of pre-primary education, it was the teachers (facilitators), school principals, cluster supervisors, and the experts of the zone and district education office were the primary source of data for this research. The primary data was also collected from the teachers (facilitators), school principals, cluster supervisors, and the experts of the zone and district education office in West Wollega Zone through questionnaires and interviews.

3.3.2 Secondary Source of Data

In order to strengthen the data collected from the teachers (facilitators), school principals, cluster supervisors, and the experts of the zone and district education office, the researcher reviewed different policy documents (Appendix VI) including the current Ethiopian education policy in the dimensions of pre-primary education level and used it as witness for the study to be tested. Therefore, the researcher examined various factors associated with the educational opportunity gaps between districts, genders, and socioeconomic background as well as between urban-rural in the dimensions of pre-primary education level.

3.4 Sampling Techniques

3.4.1 Target Population (The Study Area)

The research was carried out in West Wollega zone in 9 districts involving 175 pre-primary schools which was used as sample.

The target populations for this study are also the West Wollega zone pre-primary Schools (centers) in 2020. Administratively, the zone has 23 districts, of which 20 are rural districts and 3 are urban administrations. Towns in West Wollega include Gimbi, Mendi, and Nejo. Gimbi Town, which is located at a distance of 441 km from Finfinne, is the capital of the zone. There were a total of 13,418 pre-primary school children in 252 different ‘KG’ and ‘0-classes’ of the zone. The researcher

gathered data from the teachers (facilitators), school principals, cluster supervisors, and the experts of the zone and district education office. There are 175 (94 KG and 81 attached to school) teachers (facilitators), 252 (36 KG and 216 attached to school) school principals, 53 cluster supervisors, 1 expert (focal person) on each district education office and 1 team expert (with 3 members) from Zonal education office in this zone. So, these were the target population/samples of the research.

3.4.2 Sample Size and Sampling Techniques

In this research, different sampling techniques were used to collect data from the different groups of the target population. In order to gather data from those different groups the researcher employed different sampling techniques.

According to Cohen and Marrison (2007:104) and Cohen, (2007: 94-95), to determine the sample size for a probability or random sample a researcher has to consider not only the population size but also the confidence level and confidence interval. So, in view of that, the researcher agreed with this idea and decided to plan the sample size must accurately represent the population being targeted.

In this regard (Appendix I), from the total 23 districts 9(39%) of them was selected (i.e from 20 rural districts, 6(30%) of them was selected by using Cluster sampling technique and the total 3(100%) urban districts were selected by using purposive sampling techniques; from the total of 53 cluster supervisors, 46(87%) of them was selected by using simple random sampling technique which can give an equal chance to be a sample to undertake the study.

In addition, by using stratified sampling technique from the total of 36 KG, 33(92%) of them was selected; and by using Simple random sampling technique from the total of 216 attached to primary school,142(66%) of them was selected. From the total of 252 pre-primary schools (centers), (both kindergarten and O-class or attached to school), 175(69%) was selected.

Next, from the total of 9 sample district education office experts (focal person), 9(100%) and from the Zonal education office experts (a team with 3 members) 1 team (100%) were both selected by using purposive sampling technique (individuals who are in responsibility of pre-school education at districts and zone level). From the total of 252 school principals, 175 (69%) was selected and from a total of 175 teachers (facilitators), 142 (81%) facilitators were selected by using both Simple random sampling techniques.

Table 1: Population and sample size of study

No	Groups of the target population		Total	Sample	%	Sampling Techniques
1	Districts	Rural	20	6	30%	Cluster sampling
		Urban	3	3	100%	purposive sampling
		Total	23	9	39%	
2	Pre-primary schools (centers)	KG (Gov't, private institutions, NGOs, communities and faith-based organizations)	36	33	92%	Stratified sampling
		Attached to primary school	216	142	66%	Simple random sampling
		Total	252	175	69%	
3	Districts pre-primary school experts (focal persons) of 9 woredas		9	9	100%	purposive sampling
4	Zone pre-school expert team		3	3	100%	purposive sampling
5	School principals		252	175	69%	Simple random sampling
6	Teachers (facilitators) both from KG and attached to school		175	142	81%	Simple random sampling
7	cluster supervisors		53	46	87%	Simple random sampling

Source: West Wollega zone Education office, 2012 E.C

3.5 Data Gathering Instruments /Tools

To gather data from the data sources, the researcher used three main data gathering instruments/tools. These were quantitative cross-sectional questionnaires, qualitative interviews, and documents reviews.

In order to find out answers to the research questions of the study, relevant information was obtained mainly using questionnaire and document reviews. Accordingly, the researcher developed the questionnaires from the literature review and administered them to three groups of respondents.

Data collection instruments were used as follows:

3.5.1 Questionnaires

The questionnaires (both closed ended and open ended), as the main tool of data collection, was administered for teachers (facilitators), school principals and cluster supervisors. The questionnaires focus on the educational opportunity gaps between districts, genders,

socioeconomic background as well as between urban-rural in the dimensions of pre-primary education. Questionnaire, as Taherdoost (2020), is one of the most widely used tools to collect data in especially social science research. The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner. Thus the accuracy and consistency of questionnaire forms a significant aspect of research methodology which is known as validity and reliability. Since questionnaires are suitable for collecting factual information, opinions and attitudes from a large population, it is essential to use questionnaire as an instrument in this study to obtain information about the thought, feeling, attitudes, beliefs, values, personality and intentions of the research participants (Johnson et.al, 2008).

In educational researches, the questionnaire consists of a sense of questions or statements to which individuals are asked to respond the questions frequently asked for facts or the opinions, attitudes or preferences of the respondents. It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information. The data can be easily and quickly analyzed once completed (Willkison and Birmingham, 2003).

Taking these facts in to account and in order to get relevant information about the Equity Policies Challenges in the Dimensions of Pre-primary Education Program Implementation, and since they were the appropriate data gathering tools for the respondents under four subdivisions 45 closed ended and 8 open ended questions were developed by the researcher and distributed in 175 Pre-primary schools to 142 facilitators/teachers, 46 cluster supervisors and 175 school principals. The closed ended items contained Likert method scales. The need to use Likert scale was based on the fact that it offers high coverage of all significant aspects of the content and permits detailed and accurate comparability between sets of data (Sarantakos 2005). Thus, closed ended questionnaire were constructed in the form of five (5) point Likert scales (strongly disagree, disagree, undecided, agree and strongly agree) that presents items in a continuum that covers the whole range of possible responses allowing respondents to choose the answer that fits their responses. This help to get information regarding the various factors associated with the educational opportunity gaps between districts, genders, socioeconomic background as well as between urban-rural in the dimensions of pre-primary education. Part two to part five were all under the five points scale level of agreements. The first part of the questionnaire was designed to collect data on the profile or background information of the target groups that pertain to

demographic features. Part two was about geographical location factors (where a child lives); part three was about the socio-economic factors; part four was about policy concerns and its commitment factors and part five was about gender discrimination and exclusion issues.

In designing the questionnaire, an assessment of all the necessary documents and related literatures were consulted. The questionnaires were prepared in English and translated in Afan Oromo. The questionnaire was piloted in seven pre-primary schools before the actual questionnaires were distributed.

Each part of the questionnaire contained suggested open items to get supplementary information regarding educational opportunity gaps in the dimensions of pre-primary education and suggestion of various factors associated with it.

3.5.2 Interviews

A semi-structured type of in-depth interview guide was used to collect data from the experts of the zone and district education office about the educational opportunity gaps associated to where a child lives, socioeconomic status, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education. Semi-structured interview items are selected because of the advantages of flexibility in which new questions can forwarded during the interview based on the responses of the interviewee. The interview was designed in such a way that it was possible to react accordingly, as to Merriam(1988:48) this format allowed the researcher to respond to the situation at hand, to emerging views of the respondent and to new ideas on the topic. As noted by Kvale, (1996: 2003), interviews are more powerful in eliciting narrative data that allows researchers to investigate people's views in better depth. In a similar fashion, Cohen et al (2007: 29) add that interviewing is a valuable method for exploring the construction and negotiation of meanings in a natural setting. That is, the value of interviewing is not only because it builds a holistic picture, analyses words, reports detailed views of informants; but also because it enables interviewees to speak in their own voice and express their own thoughts and feelings (Berg, 2007: 96). In this case 3 zonal pre-primary experts and 9 woreda experts were involved in the interview. Short notes were taken during the interview and a full account of the information was written immediately after the interview. The interview was used in the study to support quantitative data aimed to collect using questionnaires. Once more, the interview guide was translated in to local language to reduce difficulties of communication.

3.5.3 Document Reviews:

The national and regional equity dimensions education policy documents was used as a source of data for the study. Hence, the document reviews as a source of data were documents indicating the availability of the educational opportunity gaps correlated to where a child lives, socioeconomic status, policy concerns and its commitment, as well, between genders in the dimensions of pre-primary education in each of the sampled pre-schools.

3.5.4 pilot-Testing

Considering different authors suggestions, furthermore, to increase the validity of the research instruments of data collection, the questionnaires were given to language expert and educational expert so that they checked grammatical clarity and validity of questionnaires respectively. Finally, a significant comment and correction was made and the questionnaires were distributed for the pilot test. A pilot test was carried out in 7 (seven) randomly selected pre-primary schools in West Wollega Zone out of my study area.

Again, to check the reliability of the instruments, questionnaires were piloted. A pilot test was conducted before the distribution of the questionnaire to the sampled population of the study. This is because pilot testing is considered very essential to make necessary correction and to evaluate whether the questionnaires were appropriate or not to generate adequate information and to make the necessary modification, to correct confusing and ambiguous questions. The main concern was to identify problems which might cause confusion to the respondants, which was to identify ambiguous items in the questionnaire suitability for collecting the required data. It was also needed to determine whether the words in each questions were properly understood. Thus, the draft instruments were tried out in small scale study to test and improve the instrument in 7(Seven) randomly selected pre-primary schools in West Wollega Zone.

The questionnaires were tested on 7 teachers, 7 school principals and 6 cluster supervisors. The pilot test helped the researcher to identify ambiguities, misunderstandings, and spelling errors.

Then the prepared questionnaires were distributed and the result of the pilot testing was statistically computed by the SPSS version 24 computer program and the reliability statistics test was performed by using the most common internal consistency measure known as Cronbach's alpha (α) Analysis which is appropriate when the questions deal on Likert scale. Then, the items were

carefully examined to see if they suggest any modifications and to determine whether they lead to certain conclusions for significant purpose of the study.

To interpret the output the rule of Hinton et al. (2004) was followed:

They recommended four cut-off points for reliability, which includes excellent reliability (> 0.9), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). Again, as Straub et al. (2004) suggested, for a pilot study, reliability should be equal to or above 0.60. Considering this the researcher interpreted the output of a pilot test.

Table 2: Cronbach's Alpha Value of Survey Pilot Testing in line of both Independent Variables and respondents.

A) Independent Variables

Independent Variables	Cronbach's Alpha Values	No. of items
Independent variable 1	0.731	8
Independent variable 2	0.757	7
Independent variable 3	0.906	26
Independent variable 4	0.842	4
Total	0.856	45 items

B) Respondents

Respondents	Cronbach's Alpha Values	No. of items
Teachers	0.856	45
School Principals	0.856	45
Cluster Supervisors	0.856	45

Then, the Cronbach's Alpha value of response by teachers, Principals and Supervisors become 0.856, 0.856 and 0.856 respectively, which are all more than 80% and thus reliable.

Finally, depending on the feedback obtained, some necessary improvement was made in line with the findings of the pilot test to correct confusing and ambiguous questions before administering to the actual study subject. For instance, one question modified, some grammatical errors corrected, to avoid ambiguity and to make it clearer, all questionnaires translated to Afan Oromo and lastly, it was distributed to all respondents.

3.6 Procedures of Data Collection

3.6.1 Questionnaire

A descriptive survey type study conducted at each 175 pre-primary schools. 363 questionnaires were prepared for teachers (facilitators), school principals and cluster supervisors in English and translated to Afan Oromo. The researcher took a letter of permition from Zone Education office and asked the nine (9) Sampled Woreda education officials for their cooperation and got permission to distribute the questionnaires. Then, the teachers (facilitators), school principals and cluster supervisors was clarified the purpose of the study and was briefed about the questionnaire. They also informed about the secrecy of the information that was collected so as to get as more reliable answers and thus, data was collected from them. The questionnaires to be used are a self-completed paper form, with a facilitator present to guide respondents through the questions. The questionnaire was a pre-designed, pre-tested, structured and self-administered which was developed and translated into local language in a way it measures the central issues of the influence of educational opportunity gaps. Accordingly, open-ended and close-ended questions types (Appendix III) under four (4) subdivisions 45 closed ended and 8 open ended questions were developed by the researcher and distributed in 175 Pre-primary schools to 142 facilitators/teachers, 46 cluster supervisors and 175 school principals. The closed ended items contained Likert method scales type. Thus, closed ended questionnaire were constructed in the form of five (5) point Likert scales (strongly disagree, disagree, undecided, agree and strongly agree) that presents items in a continuum that covers the whole range of possible responses allowing respondents to choose the answer that fits their responses. This help to get information regarding the various factors associated with the educational opportunity gaps related to geographical location, socio-economic status, and policy concerned issues and between genders in the dimensions of pre-primary education. The questionnaire contained five parts. The first part of the questionnaire was designed to collect data on the profile or demographic features. Part two to part five were all under the five points scale level of agreements. Part two was about geographical location factors; part three was about the socio-economic factors; part four was about policy concerns and its commitment factors and part five was about gender discrimination and exclusion issues. Each part of the questionnaire contained suggested open items to get supplementary information regarding educational opportunity gaps in the dimensions of pre-primary education and suggestion of various factors associated with it.

3.6.2 Interviews

The other data collection instrument was an interview. The interview was designed in a way that it suits to gather data from individuals who were in responsibility of pre-school education at districts and zone level). So, In-depth interviews (IDIs) were conducted with experts of the districts and zone education office. As this tool was appropriate for small group population, the researcher used purposive sampling techniques of 1 pre-school expert (focal person) selected from each 9 districts who must present on the day of the interviews. The interviews was expected to identify educational opportunity gaps between districts, genders, socioeconomic background as well as between urban-rural in the dimensions of pre-primary education and views on future interventions. The interviews were conducted using respondents-centered participatory methods (i.e. researcher facilitation of interviews and participatory techniques). They were in private rooms and it took about 30–60 minutes.

3.6.3 Document Reviews

Lastly, the current Ethiopian national and regional equity dimensions education policy documents were systematically reviewed. Policy guarantee in practice and the government's emphasis (active engagement in provision) to pre-primary phase of education was critically evaluated. Additionally, documents indicating: all national level legislations, plans and policy frameworks, data and reports relating to EMIS, relevant research studies, evaluations, monitoring reports and monitoring frameworks, documents and reports from woredas like budgets, annual plans as well, International best practices of alternative pre-school models and any other appropriate documents of the educational opportunity gaps between districts, genders, socioeconomic background as well as between urban-rural in the dimensions of pre-primary education were studied.

3.7 Methods of Data Analysis

After collecting and organizing the data gathered from different sources in different ways, the next step was designing appropriate data analysis method.

The quantitative (numerical) descriptive survey study questionnaire data was analyzed by using descriptive statistics to summarize data by pre-primary schools (centers). Since descriptive is appropriate to put the data in a more explained system, the researcher was used this method. Lost

data will not be recognized. Therefore Statistical Package for Social Sciences (SPSS) version 24 was used during data analysis. Measures of central tendency such as mean, percentage, frequencies, and One-Way ANOVA were computed. One-way ANOVA were employed to determine the significant differences between and among the three groups of respondents based upon their views concerning the geographical location, socioeconomic, policy concerned issues and gender related factors that affect the degree of pre-primary educational opportunity. In all the above cases, the existing differences were tested for statistical significance at .05 levels. The data gained from interview, open ended questions and document reviews are analyzed contextually as per the research basic questions. The research findings were presented using tables, pie charts and bar graphs. For a qualitative data a thematic content analysis was conducted. The framework was supplementary refined and used.

3.8 Quality Guarantee

In order to check the reliability of questionnaires pilot study was carried out on the characteristics of similar pre-primary schools. The pre-test provided an advance opportunity for the researcher to check the questionnaires and minimize errors due to inappropriate design, such as question, wording or arrangement.

3.9 Ethical Consideration

The study was conducted considering all the ethical issues of the research. First by making official contacts with Zonal Education Office (ZEO) and the woreda Education office(WEO) to get the sample pre-schools under the study to get permission and support for the research work. Again School directors and cluster supervisors should know the purpose of the study. Then, during data collection the researcher first was explained the purpose of the study, emphasizing its importance and significance to the respondents. The researcher was also explained what would be asked in the questionnaire and inform the respondents about the nature of the study. The respondents were guaranteed that issues relating to personal secrecy and confidentiality were strictly seen. They were also secured that any information or data collected was used only for the research purpose. After getting clear understanding about the procedures the respondents' volunteer was considered to collect the raw data needed for study. Then the agreements were made with the participants who were given positive responses.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation, analysis and interpretation of data gathered from the respondents through questionnaires, interviews and document analysis. Through these tools, both quantitative and qualitative data were gathered. The quantitative part were analyzed through statistical measures and the qualitative were analyzed through organizing and giving form to the responses of interviews and document analysis by taking words of expressions. The data were collected from a total of 363 respondents. To this end, a total of 363 questionnaires were distributed to 175 principals, 46 supervisors and 142 facilitators (teachers). Concerning the return rates of the questionnaires, all the 363 questionnaires; 175 from school principals, 46 from cluster supervisors and 142 from teachers were fully returned and completed, and the interviews were held with 9 pre-primary experts at district level and a team having 3 members of zone experts; documents analyses were made, and the data gathered through interviews and documents analyses were also merged or unified into the analysis.

Overall, the findings were presented in tabular and figure form after being analyzed with SPSS version 24 to facilitate readings and understanding. They were also presented sequentially according to the research questions of the study. Statistical analysis of the findings was done using frequencies; percentages, average mean scores and ANOVA to analyze the data collected. The raw data was coded, evaluated and tabulated to describe clearly the factors influencing the educational opportunity gaps related to geographical location, socio-economic status, and policy concerned issues and between genders in the dimensions of pre-primary education level in west Wollega Zone.

4.2 Demographic Characteristics of the Respondents

The study wanted to found the information on the respondents engaged in the study with regards to the gender, age, academic background, duration of service, and the current position are considered very important demographic characteristics in my findings and are presented here under.

4.2.1 Distribution of Respondents by Gender

The respondents were asked to show their gender, this was expected to guide the researcher on the conclusions regarding the degree of comparison of responses with the gender characteristics.

Table 3: Below shows the results of the findings based on the gender analysis

Gender distribution	Frequency	Percentage	Valid Percent	Cumulative Percent
Male	271	74.7	74.7	74.7
Female	92	25.3	25.3	100.0
Total	363	100.0	100.0	

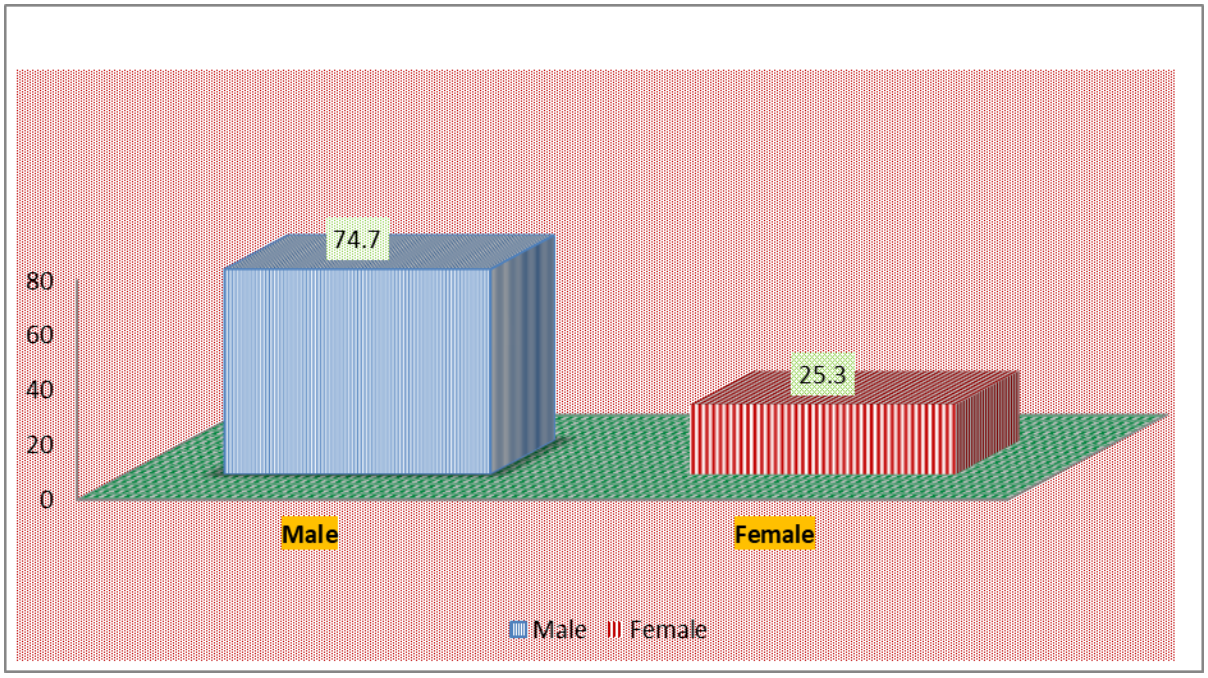

Figure 1: shows those respondents who responded to my questionnaires by sex.

According to the information in Table 3 item 1 out of the 363 respondents, 271 (74.7%) were males and 92 (25.3%) were females. It shows that the majority of male under the study responded to the questionnaire than female. This implies that male respondents (supervisors and principals) are many as compared to female. This exposed that the West Wollega Zone has more male demonstration in education, showing that more male than female work in education system.

4.2.2 Distribution of Respondents by Age Group

The respondents were asked to make known their age and the table 4 below shows that the distribution of age of respondents.

Table 4: Distribution of Age Group

Age bracket of respondents	Frequency	Percentage
25 and below	25	6.9
26-35 yrs	174	47.9
36-45 yrs	126	34.7
46-55 yrs	38	10.5
Total	363	100.0

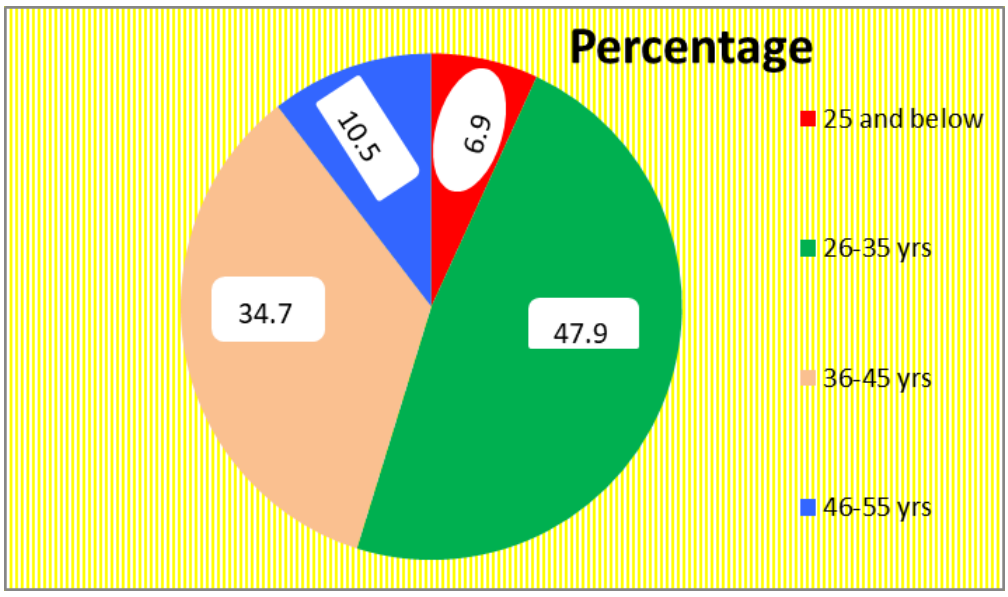

Figure 2: Age bracket of respondents in percentages

As far as respondents age bracket is concerned, item 2 in table 4 indicates that majority 174 (47.9 %) of the respondents were aged 26-35 years; this was followed by 126 (34.7%) of those aged 36-45 years, 38 (10.5%) were aged 46-55 years while 25 (6.9%) were aged 25 and below years.

4.2.3 Academic background of respondents

The respondents were asked to specify their highest academic qualification. The table below shows the study findings on the respondents' academic background.

Table 5: Academic background

Highest academic qualification	Frequency	Percentage
Certificate	24	6.6
Diploma	72	19.8
BA/BSc	267	73.6
Total	363	100.0

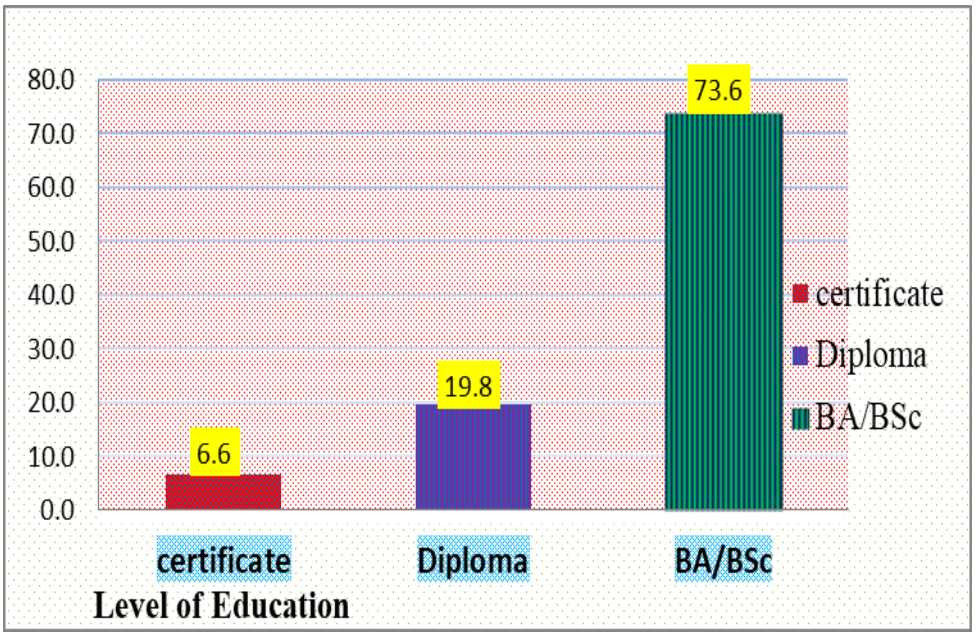

Figure 3: Level of education of respondents in percentages

Regarding respondents level of education as table 5 item 3 shows that the majority 267 (73.6%) of the respondents had attained education up-to the BA/BSc level, 72 (19.8%) of the respondents had attained education up-to the diploma level, 24 (6.6%) were certificate holders. Majority of the schools sampled had respondents that had attained education the degree level. This indicated that the number of those with BA/BSc degree was higher in comparison to those having Certificate and Diploma.

4.2.4 Total years of work Experience

The respondents were asked to state their year of experience in education system. This was to find out how long they had experienced. The findings of the study were as presented in Table below.

Table 6: work Experience

Work experience	Frequency	Percentage
Less than 10	26	7.1
11-20 yrs	194	53.4
21-30 yrs	123	34
31 and above	20	5.5
Total	363	100

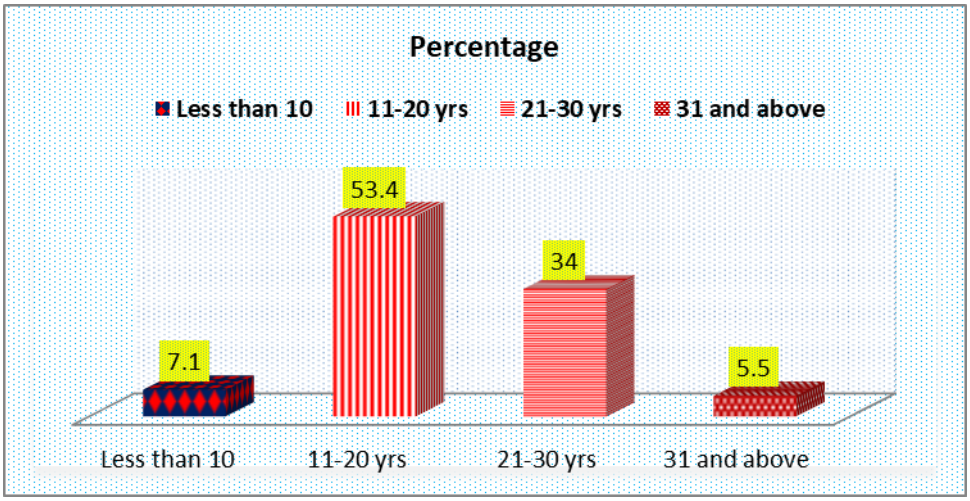

Figure 4: Work Experience of respondents in percentages

According to item 4 in Table 6 it can be observed that majority of the respondents had experience of 11-20 years, followed by those who had an experience of 21-30 years, 7.1% had experience of less than 10 years while 5.5% had experience of 31and above years. This show that majority of the respondents had experienced for many years and therefore were likely to be able to give sufficient and rich information about the educational opportunity gaps between districts, genders, socio-economic status, and urban-rural areas in the dimensions of pre-primary education.

4.2.5 Current work Position

The respondents were asked to state their current position in education system. This was to find out their current position they were serving. The findings of the study were as presented in Table below.

Table 7: work position

Current Position	Frequency	Percent
School Principal	175	100.0
Cluster Supervisor	46	100.0
Teacher/facilitator	142	100.0

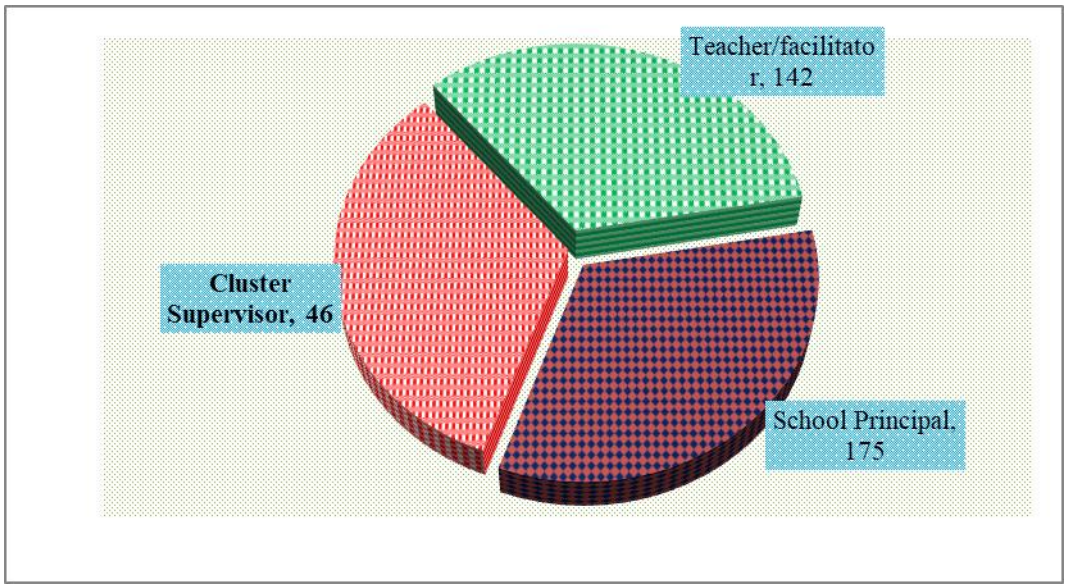

Figure 5: work position

Regarding respondents current work position as table 7 item 5 shows that 175(100%) respondents were School Principal, 46(100%) Cluster Supervisors and 142(100%) were Teacher/facilitator. Those experts have enough experience in leading and teaching in education system for several years and had observation the factors contributing to the educational opportunity gaps in the dimensions of pre-primary education. Teachers who have been in the field for a longer time are expected to have more experience to challenge factors of educational opportunity gaps of pre-primary education.

4.2.6 Geographical Location Factors (Where A Child Lives)

This section provides information on where a child lives or geographical location factors that affect the degree of the educational opportunity gaps between districts, and urban-rural areas in pre-primary schools of West Wollega Zone.

Table 8: Descriptive Statistic and ANOVA Results Obtain from Principals, Supervisors and Teachers ratings on geographical location factors

No	VARIABLES	RESPONDENTS			Av. Mean	Sig.
		Principals	Supervisors	Teachers		
		N=175	N=46	N=142		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
1	Living in rural areas by far affects children's attendance in early childhood education than those who live in town.	4.49	4.33	4.49	4.44	.000
2	The living conditions in rural areas itself does not allow pre-primary education	4.61	4.33	4.52	4.49	.000
3	Out-of-school children are those who live in geographically remote areas	4.61	4.35	4.54	4.5	.000
4	Children in remote areas have fewer opportunities to attend pre-school	4.61	4.54	4.49	4.55	.000
5	Enrolment rates for pre-primary education differ widely by location	4.69	4.39	4.49	4.52	.000
6	Whether in a rural or an urban setting-is a key socio-demographic determinant of access to pre-primary education	4.61	4.39	4.48	4.49	.000
7	Rural and remote district lower pre-primary education attendance rates	4.63	4.41	4.56	4.53	.000
8	Children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor.	4.62	4.46	4.54	4.54	.000

As indicated in the above table 8, geographical location factors affect the degree of the educational opportunity gaps between districts, and urban-rural areas in pre-primary schools. As item 1 in the above table, the three groups of respondents rated themselves with average mean score of 4.44. These findings showed that those respondents agreed that the living in rural areas by far affects children's attendance in early childhood education than those who live in town.

For item 2 the three groups (principals, supervisors and teachers) rated the living conditions in rural areas with average mean score of 4.49. The findings indicated that all groups of respondent agreed that the living conditions in rural areas itself does not allow pre-primary education.

For item 3, the three groups rated that out-of-school children are those who live in geographically remote areas with average mean score 4.5. They strongly agreed with living in geographically remote areas by far affect school attendance. The findings in this study are similar to the annual reports of (UNICEF, 2017) indicating that where a child lives can have impact on children's schooling.

From the same table, item 4 to assess the opportunities of children in remote areas to attend pre-school and all groups rated them as strongly agreed with average mean score 4.55. This finding goes in agreement with the study of UNESCO (2014), concluded that children in remote areas have fewer opportunities to attend pre-school.

Concerning item 5, respondents were asked to indicate their response regarding the widely fluctuate enrolment rates for pre-primary education by location. Those respondents were agreed on the issues and rated their views with average mean score 4.52. This finding goes in harmony with study of (Ayalew Shibeshi, 2005), concluded that pre-primary enrolment rates widely vary by location (i.e.urban-rural).

On item 6, regarding whether in a rural or an urban setting-is a key socio-demographic determinant of access to pre-primary education, they were asked to rate their views and rated with average mean score 4.49. They agreed on the issue that being in a rural or an urban setting-is a key socio-demographic determinant of access to pre-primary education.

As observed from table 8, item 7 and 8 principals, supervisors and teachers were asked to rate their views regarding the rural and remote district pre-primary education attendance rates and children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor. The respondents rated them with average mean score 4.53 and 4.54 respectively.

The findings indicted that the respondent groups strongly agreed that the rural and remote district lower pre-primary education attendance rates and children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor.

Much of what literature has recorded is in similar to the findings in this study. For example in Indonesia, the studies of (Abdelbasit, A., et al. 2019), concluded that many children miss out on early pre-primary education opportunities simply because of geography. Where a child lives – whether in a rural or an urban setting – is a key socio-demographic determinant of access. Across 60 countries included in that analysis, children living in rural areas were 2.5 times less likely to

attend early pre-primary education programmes than children living in urban areas. As of this study, the gap is slightly wider. It needs Government strategies and plans to reach all children and build a sustainable pre-primary subsector to benefit the poorer and harder-to-reach children. As (Lindsjö, 2018) asserted that there were Rural–urban educational disparities in sub-Saharan Africa. Thus, demographic process aggravates the rural–urban education gap, as poverty is more frequent in rural areas. A study done by Lindsjö (2018) also indicated that there is a wide gap between rural and urban settings in Iringa Region in terms of infrastructure. Lack of electricity, water, and public transport is a reality for many villages. Lack of public transport to school restricts pre-primary teaching. This is quite similar to my study area. In addition to this (Roschanski, 2007); World Bank, 2016), stated that living in remote rural areas with very limited infrastructure, there were a large rural-urban disparities in access to pre-primary school services which is similar to this study.

As observed from the same table item 1 to 8 to check whether there was a statistically significance of means difference among the three groups of respondents for each variables, One way ANOVA was performed. Since the sig. = 0.000 is less than the cut-off point sig. = 0.05, the test revealed that there were statistically significant mean differences among the three groups of respondents on geographical location factors that affect the degree of the educational opportunity gaps in west Wollega zone at the five percent level of significance because (Sig. < 0.05).

Table 9: ANOVA Results Obtain from Principals, Supervisors and Teachers on geographical location factors

GLF	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig. (P)
Between Groups	1.990	2	.995	10.213	.000
Within Groups	35.081	360	.097		
Total	37.072	362			

Source: survey of 2021

As seen in Table 9 the result of analysis of variance [F (2, 360=10.213, N=363, P=.000)] illustrated that there was significant statistical difference existed between group of respondents in geographical location factors. Based on the significant results of ANOVA, post hoc comparisons were conducted to indicate which group of respondents exhibit statistical significant differences.

Table 10: Post Hoc Test of Scheffe Multiple Comparisons on geographical location

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Supervisor	.22259*	.05129	.000	.0965	.3486
	Teachers	.08950*	.03533	.042	.0027	.1763
Supervisor	Principal	-.22259*	.05129	.000	-.3486	-.0965
	Teachers	-.13309*	.05258	.042	-.2623	-.0039
Teachers	Principal	-.08950*	.03533	.042	-.1763	-.0027
	Supervisor	.13309*	.05258	.042	.0039	.2623

Key: *= Significant, P= Sig.

The result of Scheffe multiple comparison method test conducted for this current study revealed that statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.042<0.05$) in geographical location. The results implied that there is statistically mean difference between the three groups on pre-primary schooling in geographical location.

4.2.7 Socio-Economic Factors Contributing to Educational Opportunity Gaps

This part provides information on socio-economic factors that contribute to educational opportunity gaps in pre-primary schools in the said zone.

Table 11: Socio-Economic Factors Contributing to Educational Opportunity Gaps

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals	Supervisors	Teachers		
		N=175	N=46	N=142		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
1	Household's income level can be reason of exclusion of children from pre-primary schools	4.49	4.28	4.51	4.43	.000
2	Out-of-school children are mostly those who come from poor families	4.53	4.3	4.46	4.43	.000
3	Children of poorer households have fewer opportunities to attend pre-school	4.54	4.39	4.56	4.5	.000
4	Mother's level of education may be one factor of exclusion	4.52	4.3	4.43	4.42	.000
5	Enrolment rates for pre-primary education differ widely by wealth	4.52	4.41	4.47	4.47	.000
6	Factor affecting access to pre-primary education is whether a child lives in a poor or a rich household	4.5	4.07	4.44	4.34	.000
7	Children from the poorest families receive the poorest teaching (poverty impact)	4.47	4.13	4.39	4.33	.000

As shown under item 1 of the above table, the three groups (principals, supervisors and facilitators) were agreed as to the household's economic status (income level) can be reason of exclusion of children from pre-primary schools of the study areas. The mean average of the three groups of respondents calculated to be 4.43 indicates that the income level is one reason of exclusion of children from pre-primary schools.

Under item 2 of the table the response towards the statement which says, out-of-school children are mostly those who come from poor families, the groups were agreed to the statement. Similarly the mean average of the groups was evaluated to be 4.43 confirms that out-of-school children are mostly those who come from poor families.

Under item 3, the three groups were strongly agreed to the statement. The respondents were rated their views with average mean score 4.50 and this result confirms UNESCO's (2014) findings that children of poorer households have fewer opportunities to attend pre-school.

In a similar manner, under items 4, 5, 6 & 7 of the table the three groups of respondents were intermediately responded definitely agreed on the statements itemized. Majority of the respondents were in a position to support the statements. The mean averages of the groups were 4.42, 4.47, 4.34 and 4.33 respectively. The findings in this study are similar to a study done in India by (Abdelbasit, A., et al. 2019), indicating that the enrolment rates for pre-primary education widely differ by wealth, whether a child lives in a poor or a rich household (household's income level) and children from the poorest families receive the poorest teaching are the factors of exclusion of children from pre-primary schools. This result is also in agreement with (Vayachuta, P., et al. 2016; Drajea, & O'Sullivan, 2014) findings that many of the problems which the 'out-of-school' children are facing from factors related to poverty. Children who are from families living in poverty are at risk of leaving pre-school systems. To reduce these gaps, the government ought to be directing more public resources towards the lowest income level by allocating adequate funds and it needs strong political commitment.

As seen from the above table item 1 to 7, the result of one way ANOVA analysis also indicates that there is statistically significant difference between the mean scores of the study groups on the Socio-Economic Factors Contributing to Educational Opportunity Gaps. The significance levels obtained for item 1 to 7 was ($p=0.000$) which is less than 0.05. Therefore, the results are significant.

Table 12: Socio-Economic Factors Contributing to Educational Opportunity Gaps

Socio Economic	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.351	2	1.176	10.219	.000
Within Groups	41.415	360	.115		
Total	43.767	362			

Source: survey of 2021

As seen in Table 12, the result of analysis of variance [F (2, 360=10.219, N=363, P=.000)] illustrated that there was significant statistical difference existed between group of respondents on Socio Economic status. Based on the significant results of ANOVA, post hoc comparisons were conducted to indicate which group of respondents exhibit statistical significant differences.

Table 13: Post Hoc Test of Scheffe Multiple Comparisons on Socio-Economic Factors

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Supervisor	.25103*	.05572	.000	.1141	.3880
	Teachers	.03928	.03838	.593	-.0551	.1336
Supervisor	Principal	-.25103*	.05572	.000	-.3880	-.1141
	Teachers	-.21175*	.05713	.001	-.3522	-.0713
Teachers	Principal	-.03928	.03838	.593	-.1336	.0551
	Supervisor	.21175*	.05713	.001	.0713	.3522

Key: ***** = Significant, P= Sig.

The result of Scheffe multiple comparison method test conducted for this current study revealed that statistically significant mean differences were marked between the two group of respondents namely principals, and supervisors (p=0.000<0.05) on socioeconomic status. The results implied that there is statistically mean difference between the perception of supervisors and principals though there were no differences observed in teachers' perception regarding socioeconomic factors on pre-primary education.

4.2.8 Policy Concerns and Its Commitment Factors

This part provides information on policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary schools in the study area.

Table 14: Policy Concerns and Its Commitment Factors

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals	Supervisors	Teachers		
		N=175	N=46	N=142		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
1	Pre-primary education is a neglected area in terms of policy and investment	4.47	4.24	4.37	4.36	.000
2	The 1994 Education and Training Policy, like other education level, due attention is not given to preschool education	4.38	4.15	4.41	4.31	.000
3	Decision-makers in designing inclusive systems seems have little information on the possible policy choices in the dimensions of pre-primary school	4.45	4.22	4.39	4.35	.000
4	Equitable pre-primary education is an effective strategy for promoting economic growth	4.44	4.35	4.46	4.42	.001
5	Pre-primary education is often perceived as an optional activity rather than the foundation of a strong education system, and even partners may not have a shared vision of early learning	4.49	4.28	4.35	4.37	.003
6	The government has not given emphasis to pre-primary education and active engagement in provision has been negligible (i.e. insensitive)	4.43	4.15	4.34	4.31	.000
7	Government's expectation in the expansion of kindergarten both in the urban and rural areas is that private and non-governmental organizations.	4.37	4.04	4.39	4.27	.000

As it can be viewed from Table 14 item 1 indicates that majority of the respondents agreed with the view that pre-primary education is a neglected area in terms of policy and investment in the study area. The average mean of the three groups found to be 4.36 and this confirms the finding with (Rose, P.et al, 2019) who concluded that pre-primary education is overlooked in terms of policy and investment.

As item 2 examined the respondents' beliefs on the 1994 Education and Training Policy, like other education level, due attention is not given to preschool education. The three groups

(principals, supervisors and facilitators) were agreed to the statement and the average mean of the three group's means of respondents was found to be 4.3; in confirmation with this finding, (MoE, 2016), asserted that prior to the introduction of the 1994 Education and Training Policy, like other education level, due attention is not given to pre-primary education and even the GER at this level is much lower than at primary and secondary levels.

Similarly, as shown in items 3,4,5,6, & 7 of the same table the three groups of respondents were indifferently reacted positively agreed on the statements listed. Majority of the respondents were in a position to support the statements. The mean averages of the groups were 4.35, 4.42, 4.37, 4.31 & 4.27 respectively.

The findings indicted that the respondent groups agreed that decision-makers in designing inclusive systems seems have little information on the possible policy choices in the dimensions of pre-primary school. In confirmation with this finding, the study of (ILO, 2012), asserted that policy gap is most observed for provision and regulation of children from birth to school entry, because the state is more reluctant to intervene.

Since equitable pre-primary education is an effective strategy for promoting economic growth, it should not be often perceived as an optional activity rather than the foundation of a strong education system and even partners must have a shared vision of early learning. As (UNICEF, 2019) concluded, the respondents indicated in the table above, the government has not given emphasis to pre-primary education and active engagement in provision has been negligible (i.e. insensitive) and government's expectation in the expansion of kindergarten both in the urban and rural areas is that private and non-governmental organizations.

One-way ANOVA test was applied to identify if there is significant difference between the three groups of respondents regarding the policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary schooling. Accordingly ANOVA test result showed that there were statistically significant differences between the three groups of respondents on all items. For all items1 to 7, the significance level obtained were between ($p=.000$ to $.003$) that are less than 0.05 the cut-off level of significance. Then, the results are significant.

Table 14: Provision of pre-primary education

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals (N=175)	Supervisors (N=46)	Teachers (N=142)		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
8	Pre-primary education providers seem the sub-sector is left for NGO, communities and private institutions and faith-based organizations - rural children and poor urban are totally excluded.	4.31	4.09	4.37	4.26	.000
9	The provision of pre-primary education is still the major problem.	4.43	4.24	4.56	4.41	.000
10	Provision of adequate pre-primary education is considered as an additional thing	4.34	4.07	4.32	4.24	.000
11	There is a wider variation even among districts and schools in the dimension of the provision itself in private sector and non-governmental organizations	4.41	4.17	4.48	4.35	.000
12	Even though the New Education and Training Policy permits kindergartens for children aged 4-6 years, the schools are limited to the major urban areas.	4.43	4.17	4.49	4.36	.000
13	The government has limited itself to curriculum development, training of teachers and provision of supervisory support	4.46	4.3	4.42	4.39	.000
14	Policy attention as a sub-sector to Pre-primary education even from national to the ground down school level is much lower than primary and secondary levels.	4.42	4.07	4.46	4.32	.000

As it is shown in the above table, item 8, regarding pre-primary education providers the three groups were asked to indicate their view about it and rated them with average mean score 4.26. The result showed that the three group respondents were agreed on the issue that pre-primary education providers seem the sub-sector is left for NGO, communities and private institutions and faith-based organizations - rural children and poor urban are totally excluded. Another study by (Woodhead, M. et al. 2009) indicates that eventhough the Government of Ethiopia recognises the pre-primary phase of education for children aged 4–6 years, active engagement in provision has been minimal and in practice, it is mainly provided by the private sector.

As shown in the same table, item 9, the respondents were asked to rate their views on considering the major problem on provision of pre-primary education, and rated the statement with average mean

score 4.41. Here the finding showed that respondents were averagely agreed about the provision of pre-primary education is still the major problem.

With regarding to item 10 in the same table, respondents (principals, supervisors and teachers) were asked to indicate their responses, regarding the Provision of adequate pre-primary education is considered as an additional thing. Commonly, they responded with average mean score 4.24 and the findings indicated that the responders group agreed that provision of adequate pre-primary education is considered as an additional thing.

Regarding item 11 of the same table, respondents were asked to rate their views concerning the wider variation even among districts and schools in the dimension of the provision itself in private sector and non-governmental organizations and respondents rated themselves with average mean score 4.35. Centrally, the group agreed that there is a wider variation even among districts and schools in the dimension of the provision itself in private sector and non-governmental organizations in the study area. In a similar manner, under items 12, 13 & 14 of the table, respondents were asked to point out their views regarding the statements itemized. Majority of the respondents were in a position to support the statements. The mean averages of the groups were 4.36, 4.39 & 4.32 respectively. Agreeing to (WORLD BANK, 2010), the findings indicated that the respondent groups agreed that even though the New Education and Training Policy permits kindergartens for children aged 4-6 years, the schools are still today limited to the major urban areas. The government has also limited itself to curriculum development, training of teachers and provision of supervisory support only. On the other hand, these shows policy attention as a sub-sector to pre-primary education even from national to the ground down school level is much lower than primary and secondary levels. This finding is in harmony with (Mtahabwa, 2010) that neglecting equity; the policy remains silent to ensure provision of pre-primary education as a basic right. As (*ILO*, 2012) similarly, a major problem is the lack of agreement among policy-makers about the need for pre-primary educattion programmes compared to other key education goals such as universal primary.

Here again, one way ANOVA test was applied to identify if there is significant difference between the three groups of respondents regarding the policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary schools. Hence ANOVA test result showed that there were statistically significant differences between the three groups of

respondents on all items. For all items 8 to 14, the significance level obtained were (p=.000) that are less than 0.05 the cut-off level of significance. Thus, the results are statistically significant.

Table 14: (continued) Descriptive Statistic and ANOVA Results

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals	Supervisors	Teachers		
		N=175	N=46	N=142		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
15	Universal pre-primary education helps make education systems more effective and efficient	4.42	4.2	4.56	4.39	.002
16	Pre-primary education as a sub-sector provides for children aged 4-6 years	4.36	4.24	4.49	4.36	.000
17	Moreover, due to government's low expectations of the program success, much less has been done about the critical early years in the school	4.34	4.24	4.44	4.34	.000
18	Both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate	4.26	4.02	4.42	4.23	.000
19	Equity-focused investment (public expenditure) especially in pre-primary education is clearly scarce.	4.43	4.15	4.48	4.35	.000
20	The right to education has no age limit.	4.37	4.02	4.4	4.26	.000
21	As a subsector pre-primary education is not often integrated as a critical element of education sector plans, processes and budgets	4.35	4.26	4.43	4.35	.000

According to item 15 in Table 14 the majority of the respondents with average mean score 4.39, were in agreement. In confirmation with this finding (Abdelbasit, A., et al. 2019), stated that universal pre-primary education helps make education systems more effective and efficient.

As shown in the same table, item 16, the respondents rated the statement with average mean score 4.36. Here the finding showed that respondents were averagely agreed that the Pre-primary education as a sub-sector provides for children aged 4-6 years.

As indicated in the same table, item17, the respondents rated the statement with average mean score 4.34 and again here the finding showed that respondents were meanly agreed that due to government's low expectations of the program success, much less has been done about the critical early years in the school.

As shown under item 18 of the same table, in confirmation with the finding of (Abdelbasit, A., et al. 2019), the majority of the respondents with average mean score 4.23, were commonly in agreement that both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate. UNICEF (2019) similarly, stated that International aid to pre-primary education has been radically lower than funding for any other level of education (i.e. less than 1 percent of international aid for education is invested in pre-primary education). This indicates many governments and donors have neglected pre-primary education in favour of higher levels of education.

In a similar way, under items 19, 20 & 21 of the table, the respondents rated the statements intermediately with average mean score 4.35, 4.26 & 4.35 respectively. The finding showed that respondents were on average agreed that the equity-focused investment (public expenditure) especially in pre-primary education is clearly scarce. On the other side, the right to education has no age limit.

As a subsector pre-primary education is not often integrated as a critical element of education sector plans, processes and budgets in the study area.

This is similar to findings reported by (UNICEF. 2019) who pointed out that Pre-primary education is deeply underfunded relative to other education levels, particularly in low- and middle income countries, by both governments and international donors. The current budgetary priorities of most governments fail to reflect the value of pre-primary education overlooking that financing for pre-primary education contributes to achieving goals at all levels of education.

As shown in the above Table 14, the result of ANOVA test reveals that there is significant difference between the mean scores of respondents on all variables. Significance level obtained for these items were between (p= .000 to 0.002) that is less than 0.05 and this indicates the results are significant.

Table 14: (continued) Descriptive Statistic and ANOVA Results

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals N=175 $\bar{x}$	Supervisors N=46 $\bar{x}$	Teachers N=142 $\bar{x}$		
22	Since poor households cannot afford to send their children to school, the costs of education may lead to lower attendance rates	4.44	4.33	4.45	4.41	.006
23	Since the existing options for pre-primary education are fee-based private schools, policy should guarantee to reduce or remove the financial burden on the poorest families first.	4.39	4.15	4.49	4.34	.000
24	Pre-primary education is still restricted by challenges related to governance, curriculum, and teachers' qualification	4.4	4.33	4.54	4.42	.002
25	Pre-primary education needs strong political commitment on the part of government	4.41	4.2	4.49	4.37	.004
26	The current education policy does not reached all children with free Pre-primary education and poorer children are still the last to benefit.	4.22	4.52	4.35	4.36	.000

As shown under item 22 of the above table, respondents were asked to rate their views concerning the cost of education may lead to lower attendance rates and respondents rated themselves with average mean score 4.41. Normally, the group agreed that poor households cannot afford to send their children to school; the costs of education certainly lead to lower attendance rates.

This result confirms (Patrick Gautier, 2003) findings that cost of education prevent many children from access to pre-primary programmes.

According to information obtained from item 23 of the same table, the respondents rated the statement with average mean score 4.34 and again here the finding showed that respondents were averagely agreed that the existing options for pre-primary education are fee-based private schools, policy should therefore guarantee to reduce or remove the financial burden on the poorest families first.

Regarding item 24 of the same table, agreeing to the report of Ethiopian Education Road Map (2018), the majority of the respondents with average mean score 4.42, were in agreement that pre-primary education is still restricted by challenges related to governance, curriculum, and teachers' qualification.

In a similar fashion, as it can be seen under items 25 & 26 of the same table, respondents were asked to indicate their views regarding the statements listed. Majority of the respondents were in a position of supporting the statements. The mean averages of the groups were 4.37 & 4.36 separately. In confirmation with (Mtahabwa, 2010; & UNICEF, 2020), this finding indicted that the respondent groups commonly agreed that since the current education policy does not reached all children with free pre-primary education and poorer children are still the last to benefit; still today, it needs strong political commitment on the part of government. Policies should aim to reach all children with free pre-primary education.

Here again, One-way ANOVA test was applied to identify if there is significant difference between the three groups of respondents regarding the policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary education. As a result ANOVA test showed that there were statistically significant differences between the three groups of respondents on all items. For items 22 to 26, the significance level obtained were between (p=.000 to .006) that are less than 0.05 the cut-off level of significance. Then, the results are significant.

Table 15: Principals, Supervisors and Teachers ratings on Policy Concerns and Its Commitment Factors

Policy concerned factors	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.241	2	2.120	50.055	.000
Within Groups	15.249	360	.042		
Total	19.490	362			

Source: survey of 2021

As seen in Table 15 the result of analysis of variance [F (2, 360=50.055, N=363, P=.000)] illustrated that there was significant statistical difference existed between group of respondents in Policy concerned factors. Based on the significant results of ANOVA, post hoc comparisons were conducted to indicate which group of respondents exhibit statistical significant differences.

Table 16: Post Hoc Test of Scheffe Multiple Comparisons on Policy Concerns and Its Commitment Factors

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Supervisor	.29537*	.03381	.000	.2123	.3785
	Teachers	-.04561	.02329	.149	-.1029	.0116
Supervisor	Principal	-.29537*	.03381	.000	-.3785	-.2123
	Teachers	-.34097*	.03467	.000	-.4262	-.2558
Teachers	Principal	.04561	.02329	.149	-.0116	.1029
	Supervisor	.34097*	.03467	.000	.2558	.4262

The result of Scheffe multiple comparison method test conducted for this current study revealed that statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.000<0.05$) in Policy concerned and its commitment factors. The results implied that there is statistically mean difference between pre-primary schools in the implementation of policy concerned factors.

4.2.9 Gender Discrimination and Exclusion Factors

This part provides evidence on gender Discrimination and Exclusion factors that contribute to educational opportunity gaps in pre-primary schools in the study area.

Table 17: Principals, Supervisors and Teachers ratings on Gender Discrimination and Exclusion Factors

No	VARIABLES	RESPONDENTS			Av mean	Sig.
		Principals	Supervisors	Teachers		
		N=175	N=46	N=142		
		$\bar{x}$	$\bar{x}$	$\bar{x}$		
1	Male children attend their pre-primary education than females.	4.23	3.85	4.25	4.11	.000
2	Learning inequalities start even early before children start school-particular focus is due to gender	4.2	3.87	4.41	4.16	.000
3	Female children are considered less important than male children and therefore due attention is not given to them for preschool education	4.37	3.54	4.35	4.09	.000
4	Many households prefer investing in boys' education than girls'	4.14	3.8	4.3	4.08	.000

As shown under item 1 of table 4.6.1, the majority of the respondents were agreed as to male children attend their pre-primary education than females. The mean average calculated to be 4.11 which indicate that male children attend their pre-primary education than females.

Under item 2 of the same table, respondents agreed the statement that the learning inequalities start even early before children start school-particular focus is due to gender. The mean average of the three group means was found to be 4.16 which gave a good confirmation for the learning inequalities due to gender. In confirmation with this finding, UNESCO (2014) stated that many countries still have a long way to go in reducing gender disparities.

In a similar manner, under items 3 & 4 of the table, the respondents were in a position to support and certainly agreed on the statements. The mean averages of the three groups for the given items were 4.09 and 4.08 separately which implies that female children are considered less important than male and therefore due attention is not given to them for preschool education; thus, many households prefer investing in boys' than girls' education.

In addition to this, as United Nations University World Institute for Development Economics Research in Ghana (Ohemeng, 2020) clearly stated, Sub-Saharan Africa is one of the highest gender gaps in educational opportunities in the world originate from irregular allocation of household's educational expenditure towards the schooling of boys and girls. Households in Ghana and Pakistan favor boys in their decision to enroll a child in pre-school. These shows a number of studies have explored the issue of gender partiality in intra-household's allocation of resources favoring boys than girls.

As observed from the same table item 1 to 4 to check whether there was a statistically significance of means difference among the three groups of respondents for each variables, One way ANOVA was performed. Since the sig. = 0.000 is less than the cut-off point sig. = 0.05, the test revealed that there were statistically significant mean differences among the three groups of respondents on gender discrimination and exclusion factors that contribute to educational opportunity gaps in pre-primary schools in the study area at the five percent level of significance because (Sig. < 0.05).

Table 18: Principals, Supervisors and Teachers ratings on Gender Discrimination and Exclusion Factors

Gender	ANOVA				
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	11.405	2	5.703	32.623	.000
Within Groups	62.930	360	.175		
Total	74.335	362			

Source: survey of 2021

As seen in Table 18 the result of analysis of variance [DF (2, 360=32.623, N=363, P=.000)] illustrated that there was significant statistical difference existed between group of respondents in gender. Based on the significant results of ANOVA, post hoc comparisons were conducted to indicate which group of respondents exhibit statistical significant differences.

Table 19: Post Hoc Test of Scheffe Multiple Comparisons on Gender Discrimination and Exclusion Factors

(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Principal	Supervisor	.46976*	.06869	.000	.3009	.6386
	Teachers	-.09407	.04731	.140	-.2104	.0222
Supervisor	Principal	-.46976*	.06869	.000	-.6386	-.3009
	Teachers	-.56383*	.07042	.000	-.7369	-.3907
Teachers	Principal	.09407	.04731	.140	-.0222	.2104
	Supervisor	.56383*	.07042	.000	.3907	.7369

The result of Scheffe multiple comparison method test conducted for this current study revealed that statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.000<0.05$) in Gender. The results implied that there is statistically mean difference between pre-primary schools in Gender concerned factors.

Table 20: Summary of ANOVA Results

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Total GLF	Between Groups	1.990	2	.995	10.213	.000
	Within Groups	35.081	360	.097		
	Total	37.072	362			
Total SEF	Between Groups	2.351	2	1.176	10.219	.000
	Within Groups	41.415	360	.115		
	Total	43.767	362			
Total PCF	Between Groups	4.241	2	2.120	50.055	.000
	Within Groups	15.249	360	.042		
	Total	19.490	362			
Total GDE	Between Groups	11.405	2	5.703	32.623	.000
	Within Groups	62.930	360	.175		
	Total	74.335	362			

As seen in the above table 20, summary of ANOVA results for independent variables: GLF, SEF, PCF and GDE; the result of analysis of variance [F (2, 360=10.213, 10.219, 50.055, and 32.623 respectively, N=363, P=.000)] illustrated that there was significant statistical difference existed between group of respondents on geographical location factors, socio-economic factors, Policy concerned factors and gender discrimination and exclusion factors. Based on the significant results of ANOVA, post hoc test of Scheffe multiple comparisons were conducted to indicate which group of respondents exhibit statistical significant differences.

Table 21: Summary of Post Hoc Test of Scheffe Multiple Comparisons

Multiple Comparisons							
Scheffe							
Dependent Variable	(I) Identification number	(J) Identification number	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Total GLF	Principal	Supervisor	.22259*	.05129	.000	.0965	.3486
		Teachers	.08950*	.03533	.042	.0027	.1763
	Supervisor	Principal	-.22259*	.05129	.000	-.3486	-.0965
		Teachers	-.13309*	.05258	.042	-.2623	-.0039
	Teachers	Principal	-.08950*	.03533	.042	-.1763	-.0027
		Supervisor	.13309*	.05258	.042	.0039	.2623
Total SEF	Principal	Supervisor	.25103*	.05572	.000	.1141	.3880
		Teachers	.03928	.03838	.593	-.0551	.1336
	Supervisor	Principal	-.25103*	.05572	.000	-.3880	-.1141
		Teachers	-.21175*	.05713	.001	-.3522	-.0713
	Teachers	Principal	-.03928	.03838	.593	-.1336	.0551
		Supervisor	.21175*	.05713	.001	.0713	.3522
Total PCF	Principal	Supervisor	.29537*	.03381	.000	.2123	.3785
		Teachers	-.04561	.02329	.149	-.1029	.0116
	Supervisor	Principal	-.29537*	.03381	.000	-.3785	-.2123
		Teachers	-.34097*	.03467	.000	-.4262	-.2558
	Teachers	Principal	.04561	.02329	.149	-.0116	.1029
		Supervisor	.34097*	.03467	.000	.2558	.4262
Total GDE	Principal	Supervisor	.46976*	.06869	.000	.3009	.6386
		Teachers	-.09407	.04731	.140	-.2104	.0222
	Supervisor	Principal	-.46976*	.06869	.000	-.6386	-.3009
		Teachers	-.56383*	.07042	.000	-.7369	-.3907
	Teachers	Principal	.09407	.04731	.140	-.0222	.2104
		Supervisor	.56383*	.07042	.000	.3907	.7369
*. The mean difference is significant at the 0.05 level.							

The result of Post Hoc Test of Scheffe multiple comparison method test conducted for this study revealed that statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.042<0.05$) in geographical location. The results implied that there is statistically mean difference between the three groups on pre-primary schooling in geographical location. Again, statistically significant mean differences were marked between the two group of respondents namely principals, and supervisors ($p=0.000<0.05$) on socioeconomic status. The results implied that there is statistically mean difference between the perception of supervisors and principals though there

were no differences observed in teachers' perception regarding socioeconomic factors on pre-primary education. Also, statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.000<0.05$) in Policy concerned and its commitment factors. The results implied that there is statistically mean difference between pre-primary schools in the implementation of policy concerned factors. Once again, the result of Scheffe multiple comparison test revealed that statistically significant mean differences were marked between the three group of respondents namely principals, supervisors and teachers ($p=0.000<0.05$) in Gender. The results implied that there is statistically mean difference between pre-primary schools in Gender concerned factors.

Correspondingly, interview and documents analysis results also agreed with these results.

During reviewing those documents, the researcher recognized from the written evidences that even though early years from birth to school age are the most determinative in children's lives and set the foundations for children's lifelong development and shapes for their lives and in this perspective, pre-primary education is an essential foundation for all children's successful lifelong learning, social integration, personal development and later employability; documentary reviews were in agreement that as a subsector pre-primary education is an area of comparative a neglected area in terms of Equity-focused policy and investment especially pre-primary education is financially poorly targeted and grossly insufficient.

In a similar manner, documents evidence confirms that within the zone itself, Provisions of pre-primary education differ widely by geographical location and wealth (economic factors) including gender. Pre-school providers (private and faith-based organizations) favor urban children than those who live in remote districts and rural. Again, the available evidence shows that children of poorer households have fewer opportunities to attend pre-primary school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is organized into five sections. The first section provides an introduction for this chapter. The second section includes a summary of the findings based on the data analyzed in chapter four. Section 3 presents the conclusions derived from this study and it was based on the purpose, research questions and results of the study. This section includes a description of the conclusions derived from the analyses that used SPSS version 24. Each of these analyses includes the conclusions based on the combined responses of all three groups using both the quantitative and the qualitative types. The final portion of this section examines the research questions relating to each group and the conclusions connected to each original research question. The factors identified in this study and suggested implementation or considerations for each factor conclude this section. Recommendations and suggestions for both further study and for future directions in policy making and planning including the study results are presented in section 4. Recommendations were based on the conclusions and purpose of the study; and finally, section five contains limitations of the study.

5.2 Summary of the Findings

The main purpose of this study was by focusing equity policy challenges, aimed to investigate the educational opportunity gaps between districts, genders, socioeconomic background as well as between urban-rural in the dimensions of pre-primary education in West Wollega Zone. In addition, the study focused to assesses and identify the extent to which policy commitment affects the pre-primary education program implementation and to determine the causes of gaps for future considerations. At last the researcher made an effort to come up with suggestions and recommendations for the future.

To obtain information from the participants and to address the purpose of the study or to meet the objective of the study, the investigator used to answer the following four basic research questions. These research questions to be answered were:

1. How does geographical location influence the pre-primary educational opportunity gaps in West Wollega zone?

2. How do socio-economic background differences influence the pre-primary educational opportunity gaps in West Wollega zone?
3. How policy factors influence the pre-primary educational opportunity gaps in West Wollega zone?
4. How does gender influence the pre-primary educational opportunity gaps in West Wollega zone?
5. Is there a significant difference of perception among the participants?

To answer these research questions, focusing the central target of the study the investigator used a mixed method study mainly descriptive in nature with a quantitative largely and qualitative research approach. The study was conducted using three information gathering tools like, questionnaires, interviews, and document analysis. All the tools were piloted and necessary changes were made before gathering the final data. Four groups of respondents were involved in the study. These principals, supervisors, teachers and pre-primary education experts were the concerned people from the study area. To this effect, the representatives were selected and thus, the study was conducted in 6 rural clustered sampling techniques and 3 urban purposively selected woredas of West Wollega zone. Again, 33 KGs were selected by stratified sampling and 142 attached to school pre-primary schools were selected by simple random techniques. From the selected Woredas, again 9 pre-primary woreda experts and a team (having 3 members) of zone pre-school experts were purposely selected. Additionally, a total of 142 teachers, 46 cluster supervisors, and 175 school principals of the nine woredas were selected through simple random sampling techniques to participate in the study, because they were believed important for the study. A related literature examination accepted, reviewed and questions were developed from it for the questionnaires.

Primary and secondary data sources were used. There were 45 quantitative questions and 8 open-ended questions. Thus 363 copies of the questionnaires (Appendix III) were prepared and distributed to 363 respondents at 175 pre-primary schools representing the 23 woredas in West Wollega zone. Accordingly, 175 copies of questionnaires were distributed to principals, 46 copies to the supervisors and 142 copies to the teachers. From the respondents, a total of 363 copies were properly filled and fully returned. The interviews were conducted in Afan Oromo with woreda and zone pre-primary education experts and then analyzed in order to confirm the most important findings that issued from the quantitative statistics and clarify some of the

mysterious findings from the participants. Inline of that, the pre-primary experts' responses from the qualitative interviews enhanced the questionnaire's findings by adding detailed, insight and clarification. The data collected from the sample respondents through closed ended items of the questionnaires were analyzed and interpreted by using various statistical tools such as mean, percentage, frequencies and One-Way ANOVA were computed. The analysis of the quantitative data was performed using descriptive statistics generated by the Statistical Package for Social Sciences (SPSS) version 24. The remaining 8 open ended questions were analyzed by merging with interview questions. The qualitative data were collected through interview and document analysis that were discussed and interpreted in descriptive manner. The qualitative data was analyzed qualitatively by merging it with quantitative analysis using narrations to support the result obtained from quantitative analysis. Trustworthiness of the data was guaranteed and ethical considerations respected. The findings and recommendations described below are focused on the responses of the participants, the research question, the objectives, the understandings and ideas emerging from the data analysis. Hence, the findings were organized and discussed according to the following five main critical factors of research questions including personal information of respondent: (a) geographical location factors, (b) socio-economic factors, (c) policy concerns and its commitment factors, (d) gender discrimination and exclusion and (e) the existence of statistically significant mean differences.

To sum up, based on the review of literature and analysis of the data, the study came up with the following major findings:

Personal Information of Respondent

With regard to the personal information of respondent, the result showed that the majority of respondents were male under the study as compared to female. This indicates that there is a gender gap on teaching positions in West Wollega Zone, showing that more male than female work in education system. Majority of the respondents were aged 26-35 years; this was followed by aged 36-45 years, aged 46-55 years while and aged 25 and below years sequentially with the majority had attained education up-to the degree level. Some of the respondents had attained education up-to the diploma level, very few were certificate holders. Thus, the number of those with BA/BSc degree was higher in comparison to those having Certificate and Diploma.

The results also showed that majority of the respondents had experience of 11-20 years, followed by those who had an experience of 21-30 years, small in numbers had experience of less than 10 years while very few had experience of 31and above years. This shows that majority of the respondents had experienced for many years and therefore were likely to be able to give sufficient and rich information about the educational opportunity gaps related to where a child lives, socioeconomic background, between genders and the extent to which policy commitment affects the pre-primary education program implementation. Finally, School Principals, Cluster Supervisors and teacher/facilitator have enough experience in leading and teaching in education system for several years and had observation that the factors contributing to the educational opportunity gaps in the dimensions of pre-primary education.

Geographical Location Factors that Affect Pre-Primary Education

The findings indicated that geographical location factors have impact on children's schooling and respondents agreed that the living conditions in rural areas or where a child lives by far affects children's attendance in early childhood education than those who live in town. It was identified that children in remote areas have fewer opportunities to attend pre-school. The study also indicated that the rural and remote district lower pre-primary education attendance rates and children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor.

Socio-Economic Factors That Hinders Pre-Primary Education

The study shown that the income level is one reason of exclusion of children from pre-primary schools and out-of-school children are those who come from poor families or children of poorer households have fewer opportunities to attend pre-school. The findings indicted that while good income level favorable children, poverty impact on the other hand exclude children from pre-primary school and thus, the enrolment rates for pre-primary education widely differ by wealth, whether a child lives in a poor or a rich household are the factors of exclusion of children from pre-primary schools.

Policy Concerns and Its Commitment Factors that Restricts Pre-Primary Education

The findings of the research have shown that the pre-primary education is overlooked in terms of policy and investment in the study area. The study also showed that the current Education and

Training Policy, unlike other education levels, due attention is not given to pre-primary school education. As the findings indicted, decision-makers in designing inclusive systems seems have little information on the possible policy choices in the dimensions of pre-primary school. As reported by the majority of respondents, the government has not given emphasis to pre-primary education and active engagement in provision has been negligible (i.e. insensitive) and government's expectation in the expansion of kindergarten both in the urban and rural areas is that private and non-governmental organizations. The pre-primary education providers seem the sub-sector is left for faith-based organizations, communities and private institutions- rural children and poor urban are totally excluded-there is a wider variation even among districts and schools in the dimension of the provision itself among private sector and faith-based organizations. The study also shown that even though the New Education and Training Policy permits kindergartens for children aged 4-6 years, the schools are still today limited to the major urban areas. The government has also limited itself to provision of supervisory support only. Policy attention as a sub-sector to pre-primary education even from national to the ground down school level is much lower than primary and secondary levels. Due to government's low expectations of the program success, much less has been done about the critical early years in the school. It was identified that the equity-focused investment both domestic financing and international aid invested in pre-primary education are poorly targeted and clearly scarce (i.e. grossly inadequate). As the findings indicated that as a subsector pre-primary education is not often integrated as a critical element of education sector plans, processes and budgets in the study area. The study also revealed that since the existing options for pre-primary education are fee-based private schools; poor households cannot afford to send their children to pre-primary school; the costs of education certainly lead to lower attendance rates. The finding exposed that pre-primary education is still restricted by challenges related to governance (i.e. lack of political commitment and policy insensitive to the sub-sector), curriculum, and teachers' qualification. As revealed in the data, the current education policy does not reached all children with free pre-primary education and poorer children are still the last to benefit.

Gender Discrimination and Exclusion Factors that Affect Pre-Primary Education

The findings of the research have shown that male children attend their pre-primary education than females. It was also identified that majority of households prefer investing in boys' than girls' education (Table 17).

The Existence of Statistically Significant Mean Differences

To investigate the existence of statistically significant mean differences between the three groups of respondents namely principals, supervisors and teachers with respect to perception on where a child lives, socioeconomic, genders and policy commitment factors, ANOVA analysis was employed. Hence, the result of analysis of variance illustrated that there was significant statistical difference existed between the groups of respondents on geographical location factors, socio-economic factors, Policy concerned factors and gender discrimination and exclusion factors.

5.3 Conclusions

Based on the above major findings of the study, the following conclusions were drawn:

According to the opinions of the respondents and the findings of this research, Where a child lives (geographical location factors) affecting children's schooling in early childhood education. Thus, children in remote areas (rural, remote district and urban poor) have fewer opportunities to attend pre-primary school (i.e. remote districts and rural areas cannot even today get the provision of pre-primary education as equal as that of urban areas (advantageous learning areas).

With regard to socio-economic factors, the results of the study confirmed that children of poorer households have fewer opportunities to attend pre-school and the enrolment rates for pre-primary education widely differ by wealth. Thus, while good income level encouraging children, poverty impact on the other hand exclude children from pre-primary school.

The policy concerns and its commitment factors also hinders pre-primary schooling, the findings showed that pre-primary education is overlooked in terms of policy and investment; like other education level, due attention is not given to the sub-sector; decision-makers in designing inclusive systems seems have little information on the possible policy choices in the dimensions of this sub-sector; because of government's insensitive to pre-primary education, pre-primary education providers seem the sub-sector is left for faith-based organizations, communities and private institutions- rural children and poor urban are totally excluded and hence, Policy attention as a sub-sector to pre-primary education even from national to the ground down school level is much lower than primary and secondary levels; due to government's low expectations of the program success, much less has been done about the critical early years in the school; equity-

focused investment both domestic financing and international aid invested in pre-primary education are poorly targeted and clearly scarce (i.e. grossly inadequate); since the existing options for pre-primary education are fee-based private schools, poor households cannot afford to send their children to pre-primary school; the costs of education certainly lead to lower attendance rates; the sub-sector is still restricted by challenges related to governance (i.e. lack of political commitment and policy insensitive to the sub-sector), curriculum, and teachers' qualification; the current education policy does not reached all children with free pre-primary education and poorer children are still the last to benefit.

Lastly, according to the findings of this research, gender discrimination and exclusion factors affect per-primary education, thus the results of the study indicated that male children attend their pre-primary education than females and majority of households prefer investing in boys' than girls' education. I believe that whatsoever the limitations of the questionnaires, interviews and documentary analysis or the research as a whole, the findings of this investigation demonstrated that the exact transfer of meaning is what matters maximum. The overall results of the study revealed that, Provisions of pre-primary education differ widely by geographical location and wealth (economic factors) including gender. The available evidence showed that children of poorer households have fewer opportunities to attend pre-primary school. Again, Pre-school providers (private and faith-based organizations) favor urban children than those who live in remote districts and rural. These were because of policy concerned problems and lack of political commitment and government insensitive to this sub-sector.

The study finally concludes that Where a child lives (geographical location factors), socio-economic factors, policy concerns and its commitment factors and gender discrimination and exclusion factors by far hinders opportunities to attend pre-primary school.

5.4 Recommendations

Based on the results of the study, the review of related literature and the conclusion drawn, the following recommendations are forwarded:

The right to education is guaranteed to everyone living on this planet. Consequently, the right to equitable access to education is guaranteed under international law, specifically in human rights treaties. The Equity (equality of educational Opportunity) and Anti-Discrimination and exclusion policy must be framed, specifically, in our country Ethiopia in order to reduce the learning gaps

in the dimension of pre-primary education. Since Equity is at the heart of Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all including pre-primary education, there is an urgent need to reduce inequality early in life. Yet again, the 2030 Agenda is a human rights-based political commitment to education with a 15-year time limit. Thus, the right to education for all age level is a legal commitment, ordered in international law; with no time limit and SDG4-Education 2030 equally support each other in order to ensure the concrete implementation of both. Legal responsibilities boldily allocated to the content of SDG4-Education 2030 through the implementation of the right to education.

From a rights-holder perspective, everyone can enjoy their right to education. To shrink the learning gaps, new approaches are needed to increase opportunities for all children. Therefore the following actions must be taken in order to correct the past inequitable educational distribution:

1) At national level, education officials must play a crucial role in enforcing the pre-primary education and ensuring legal responsibility to government organs, including the policymaking, parliament, administrative bodies, and regional and local government bodies up to down the ground school level.
2) Following the SDG4-Education 2030, the 1994 education and training policy of Ethiopia needs to be revised by inculcating, re-considering and boldly addressing the pre-primary education as strong foundation to ensure the right to education a reality for all which was already introduced in the policy; the government should enforce policy-makers in planning to enhance pre-primary education program implementation.
3) Since International law is strongest with respect to pre-primary education, Pre-Primary education in Ethiopia must be compulsory and available free of charge to all. It must be guided by policy to guarantee equitable access to free pre-primary education Provisions, free and compulsory (Laws providing for free education must be clearly framed).
4) Pre-primary Education must be compulsory (obligatory) and free for all male and female, all income level including remote districts and urban-rural areas of West Wollega zone children. The government should accept to provide school premises, books, teachers and any other human or material resources which guarantee the success of the sub-sector as equal as all other education levels.

5) Free education must be guarantee in order to embrace all income level and to reduce learning gaps and to remove the financial burden on the poorest families, poor children must be given the same opportunities as rich children-not to favor only good income level children, thus pre-primary Education must be free of charge.
6) Since pre-primary education is the right for the children who reach the age of 3 to 6, ahead of beginning school year, the government should not leave the provision of this critical sub-sector to faith-based organizations, private institutions and communities alone, and government should be progressively ensure and committed to provide it for them free education as equal as primary (1-8) and secondary (9-12) education that can come across Professional standards.
7) By considering pre-primary education as strong foundation, strong political commitment on the part of government should guarantees to every child equal opportunities in access to education without discrimination and exclusion based on family income level (economic class), geographical location, lack of policy attention and gender.
8) Ethiopia, therefore, to cover all the dimensions of the equitable access to education as of the right to education laid out in international law, more promisingly, Ethiopia must be address pre-primary education sub-sector with clear targets, aligned with the international Vision 2030 as well as with the fourth Sustainable Development Goal (SDG4), to ensure education for all age level.
9) In line of a global movement to eradicate poverty through Sustainable Development Goals (goal 4) by 2030 and essential tool to achieve all of these goals, is ensuring equitable education and promote lifelong learning opportunities for all age level. Therefore, equity must be prioritizing in our education policy.
10) If a country is to develop and if there is going to be a fair distribution of wealth, educational opportunities and services should be equitably distributed-educational opportunity should not be skewed in favor of certain rich people and of the urban population.
11) Equity issues should be part of the government's broader Poverty Reduction Strategy framework, and special attention should be given to reducing inequalities begin early in pre-school education; especially, addressing equity issues by narrowing the gap in several respects: socio-economic, between boys and girls, between districts(geographical location), urban-rural areas.

12) Policy attention as a sub-sector to pre-primary education should starts from this sub-sector, and should give equal attention and consideration to pre-primary education from national to the ground down school level similar to other education level.
13) For this critical education level, the government urgently should give special attention by orienting policy-makers and designing strong political commitment with allocation of sufficient and adequate finance both domestic and international aid in the study area for the program implementation of this burning issue.
14) Policy greater attention must be given to the pre-primary education of children from lower socio-economic, poor urban, children living in rural and remote areas.

5.4.1 Suggestions for Policy Makers and Planners

The findings from this study should push government-level policy makers and educationalists to formulate Education System Guidance Law that aims to guarantee equitable access to education for every pre-primary education children without discrimination.

Equity dimension policy, especially, pre-primary education as a sub-sector should be reconsidered by policy makers and higher education planners with allocation of sufficient and adequate finance both domestic and international aid for the program implementation of this burning issue. Thus, this investigation as a whole may help them in their visionary tasks-urging those to work on this sub-sector carefully.

5.4.2 Suggestions for Further Study (For Researchers)

The study recommends another study to be done on the equity policy implementation challenges, targeting to investigate and to gain a further perfect picture of the impacts of the educational opportunity gaps between genders, geographical location, socioeconomic background as well as policy concerned and its commitment factors in the dimensions of pre-primary education in other different zones.

Another study should be carried out to assesses and identify the extent to which lack of committed policy and strong political commitment affects the pre-primary education program implementation and to determine the causes of gaps for future considerations in the country as a whole.

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APPENDICES

Appendix I: Sample Size, Confidential Levels and Confidence Intervals for Random Samples

Box 4.1
Sample size, confidence levels and confidence intervals for random samples

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confi-dence	Confi-dence	Confi-dence	Confi-dence	Confi-dence	Confi-dence	Confi-dence	Confi-dence	Confi-dence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

	Population	*Sample*
Chinese	100	80
Spanish	50	44
English	800	260
American	50	44
Total	1,000	428

Our original sample size of 278 has now increased, very quickly, to 428. The message is very clear: the greater the number of strata (subgroups), the larger the sample will be. Much educational research concerns itself with strata rather than whole samples, so the issue is significant. One can

Source: Cohen, L. and L. Marrison (2007:104) to determine sample size for a probability sample

APPENDIX II: Determining the Size of a Random Sample

Box 4.1
Determining the size of a random sample

N	S	N	S	N	S
10	10	220	140	1,200	291
15	14	230	144	1,300	297
20	19	240	148	1,400	302
25	24	250	152	1,500	306
30	28	260	155	1,600	310
35	32	270	159	1,700	313
40	36	280	162	1,800	317
45	40	290	165	1,900	320
50	44	300	169	2,000	322
55	48	320	175	2,200	327
60	52	340	181	2,400	331
65	56	360	186	2,600	335
70	59	380	191	2,800	338
75	63	400	196	3,000	341
80	66	420	201	3,500	346
85	70	440	205	4,000	351
90	73	460	210	4,500	354
95	76	480	214	5,000	357
100	80	500	217	6,000	361
110	86	550	226	7,000	364
120	92	600	234	8,000	367
130	97	650	242	9,000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1,000	278	75,000	382
210	136	1,100	285	100,0000	384

Notes
N=population size
S=sample size
Source Krejcie and Morgan, 1970[1]

Box 4.2
Sample size, confidence levels and sampling error

Size of total population (N)	*Sampling error of 5% with a confidence level of 95%* *Size of sample population* (S)	*Sampling error of 1 % with a confidence level of 99%* *Size of sample population* (S)
50	44	50
100	79	99
200	132	196
500	217	476
1,000	278	907
2,000	322	1,661
5,000	357	3,311
10,000	370	4,950
20,000	377	6,578
50,000	381	8,195
100,000	383	8,926
1,000,000	384	9,706

Source: Cohen, L. and L. Morrison (2007: 94-95) Research Methods in Education, 5th Edition

APPENDIX III: Questionnaire to be filled by Teachers (Facilitators), school Principals and cluster supervisors

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Dear Participants,

The purpose of this questionnaire is to gather data correlated to the "Equity Policies Challenges in the Dimensions of Pre-primary Education Program Implementation-the educational opportunity gaps between districts, genders, socio-economic status, and urban-rural areas in West Wollega Zone". Your involvement is crucial for the success of the study .Therefore you are kindly requested to read all questions and fill the questionnaire honestly. The successes of this study openly depend upon your honest and actual response to the questionnaires. The information that will be obtained from the responses to this questionnaire will be used only for the purpose of the study. So, your response will be kept confidential and used for academic purpose only.

General Directions: To fill the questionnaire, please note the following points:

1. No need of writing your name.
2. Tick a box or Put "√ " mark in the box of your alternative answer(s)
3. Please give answers to each closed ended items as appropriate as possible.
4. Please give your short and precise responses to the open ended questions.

Section A: Profile (Back ground information) of Respondent

Please respond to the following by writing the name of school/center and circling the number of your choice.

1. Name of the pre-primary School/center:_____Woreda_____ Zone_____Region_____
2. Sex: 1) Male 2) Female
3. Age bracket: 1) 25 and below 2) 26 – 35 yrs 3) 36 – 45 yrs 4) 46 - 55 yrs 5) 56 and above
4. Your highest academic qualification: 1) Certificate 2) Diploma 3) BA/BSc 4) MA/MSC 5) any other (please specify) ____
5. Total years of work experiences: 1) Less than 10 2) 11-20 yrs 3) 21-30 yrs 4) 31 and above
6. Current position: 1) Teacher/facilitator 2) Cluster Supervisor 3) School Principal 4) Vice principal

SECTION B: GEOGRAPHICAL LOCATION FACTORS (WHERE A CHILD LIVES)

Questions related to 'Where a child lives or geographical location factors of the educational opportunity gaps between districts, and urban-rural areas in West Wollega Zone.

7. The study at this part expected at identifying geographical location factors that affect the degree of the educational opportunity gaps between districts, and urban-rural areas in pre-primary schools. Please rate each item using a five point Likert scale of 1-5 that is assumed to determine the level of agreement/disagreement as related to educational opportunity gaps of your pre-primary school. Choose only one response from the given alternatives and tick a box or put" √ " sign in the space provided for each question in the below table based on your level of agreement or disagreement. Thank you for your positive response and availability (where the options represent **5= strongly agree, 4= Agree, 3= Neutral /Undecided/, 2= disagree, and 1= strongly disagree**)

Sno.	**Statements/Items or Indicators**	**Scales/Degree of agreement**				
		5	**4**	**3**	**2**	**1**
2.1	Living in rural areas by far affects children's attendance in early childhood education than those who live in town.					
2.2	The living conditions in rural areas itself does not allow pre-primary education					
2.3	Out-of-school children are those who live in geographically remote areas					
2.4	Children in remote areas have fewer opportunities to attend pre-school					
2.5	Enrolment rates for pre-primary education differ widely by location					
2.6	Whether in a rural or an urban setting-is a key socio-demographic determinant of access to pre-primary education					
2.7	Rural and remote district lower pre-primary education attendance rates					
2.8	Children in the age of 4-6 years do not have access to pre-primary education-especially remote areas, rural girls and urban poor.					

2.9. In your opinion what are the tangible challenges that affect the degree of the educational opportunity gaps between districts, and urban-rural areas in your pre-primary schools?

_____

_____

SECTION C: SOCIO-ECONOMIC FACTORS CONTRIBUTING TO EDUCATIONAL OPPORTUNITY GAPS

8. The study at this part targeted at identifying socio-economic factors that contribute to educational opportunity gaps in pre-primary schools. Likert scale of 1-5 is expected to determine the level of agreement/disagreement as related to educational opportunity gaps of your pre-primary school. Choose only one response from the given alternatives and tick a box or put " √ " sign in the space provided (where or Key: **5= strongly agree, 4= Agree, 3= Neutral /Undecided/, 2= disagree, and 1= strongly disagree**)

SNo	Statements/Items or Indicators	Scales/Degree of agreement				
		5	4	3	2	1
3.1	Household's economic status (income level) can be reason of exclusion of children from pre-primary schools					
3.2	Out-of-school children are mostly those who come from poor families.					
3.3	Children of poorer households have fewer opportunities to attend pre-school					
3.4	mother's level of education may be one factor of exclusion					
3.5	Enrolment rates for pre-primary education differ widely by wealth					
3.6	factor affecting access to pre-primary education is whether a child lives in a poor or a rich household					
3.7	Children from the poorest families receive the poorest teaching (poverty impact)					

3.8. In your opinion what are socio-economic aspects that contributing to educational opportunity gaps in your pre-primary schools?

_____

_____

SECTION D: POLICY CONCERNS AND ITS COMMITMENT FACTOR

9. The study at this part targeted at identifying policy concerns and its commitment factors that contribute to educational opportunity gaps in pre-primary schools. Likert scale of 1-5 is expected to determine the level of agreement/disagreement as related to educational opportunity gaps of your pre-primary school. Choose only one response from the given alternatives and tick a box or put " √ " sign in the space provided for each question in the below table based on your level of agreement or disagreement (where **5= strongly agree, 4= Agree, 3= Neutral /Undecided/, 2= disagree, and 1= strongly disagree**)

S. No.	Statements/Items or Indicators	Scales/Degree of agreement				
		5	4	3	2	1
4.1	pre-primary education is a neglected area in terms of policy and investment					
4.2	The 1994 Education and Training Policy, like other education level, due attention is not given to preschool education					
4.3	Decision-makers in designing inclusive systems seems have little information on the possible policy choices in the dimensions of pre-primary school					
4.4	Equitable pre-primary education is an effective strategy for promoting economic growth					
4.5	Pre-primary education is often perceived as an optional activity rather than the foundation of a strong education system, and even partners may not have a shared vision of early learning					
4.6	The government has not given emphasis to pre-primary education and active engagement in provision has been negligible (i.e. insensitive to pre-school education program)					
4.7	Government's expectation in the expansion of kindergarten both in the urban and rural areas is that private and non-governmental organizations.					
4.8	Pre-primary education providers seem the sub-sector is left for NGO, communities and private institutions and faith-based organizations - rural children and poor urban are totally excluded.					
4.9	The provision of pre-primary education is still the major problem.					
4.10	Provision of adequate pre-primary education is considered as an additional thing.					
4.11	There is a wider variation even among districts and schools in the dimension of the provision itself in private sector and non-governmental organizations					
4.12.	Even though the New Education and Training Policy permits kindergartens for children aged 4-6 years, the schools are limited to the major urban areas.					
4.13	The government has limited itself to curriculum development, training of teachers (poor teachers preparation) and provision of supervisory support					
4.14	Policy attention as a sub-sector to Pre-primary education even from national to the ground down school level is much lower than primary and secondary levels.					

4.15	universal pre-primary education helps make education systems more effective and efficient					
4.16	Pre-primary education as a sub-sector provides for children aged 4-6 years					
4.17	Moreover, due to government's low expectations of the program success, much less has been done about the critical early years in the school					
4.18	Both domestic financing and international aid invested in pre-primary education are poorly targeted and grossly inadequate					
4.19	Equity-focused investment (public expenditure) especially in pre-primary education is clearly scarce.					
4.20	The right to education has no age limit.					
4.21	As a subsector pre-primary education is not often integrated as a critical element of education sector plans, processes and budgets.					
4.22	Since poor households cannot afford to send their children to school, the costs of education may lead to lower attendance rates.					
4.23	Since the existing options for pre-primary education are fee-based private schools, policy should guarantee to reduce or remove the financial burden on the poorest families first.					
4.24	Pre-primary education is still restricted by challenges related to governance, curriculum, and teachers' qualification.					
4.25	Pre-primary education needs strong political commitment on the part of government.					
4.26	The current education policy does not reached all children with free Pre-primary education and poorer children are still the last to benefit.					

4.27. In your opinion how policy issues influence the pre-primary educational opportunity gaps in your pre-primary school?

_____

4.28. In your attitude to what extent budget inequity affect the entire dimension of exclusion of pre-primary children?

_____

4.29. What other policy related reasons/challenges/obstacles hinder pre-school children's participation in this pre-primary school?

_____

SECTION E: GENDER DISCRIMINATION AND EXCLUSION

10. The study at this subdivision targeted at identifying the extent of **gender discrimination and exclusion** issues contribute to educational opportunity gaps in pre-primary schools. Likert scale of 1-5 is expected to determine the level of agreement/disagreement as related to educational opportunity gaps of your pre-primary school. Choose only one response from the given alternatives and tick a box or put " √ " sign in the space provided for each question in the below table based on your level of agreement or disagreement (where **5= strongly agree, 4= Agree, 3= Neutral /Undecided/, 2= disagree, and 1= strongly disagree**)

SNo.	Statements/Items or Indicators	Scales/Degree of agreement				
		5	4	3	2	1
5.1	Male children attend their pre-primary education than females.					
5.2	Learning inequalities start even early before children start school-particular focus is due to gender					
5.3	Female children are considered less important than male children and therefore due attention is not given to them for preschool education					
5.4	Many households prefer investing in boys' education than girls'					

5.5. In your opinion what are the tangible challenges of gender discrimination and exclusion issues contribute to educational opportunity gaps in your pre-primary school?

_____

_____

5.6. As to you, what other rasons/challenges/obstacles hinder female/male participation in this pre- primary school?

_____

_____

5.7. What could be done to overcome the above mentioned challenges?

_____

_____

Thank you for your cooperation

APPENDIX IV: INTERVIEW QUESTIONS: To Be Interviewed By Pre-Primary School Experts/Focal Person/ At Districts And Zone Level.

SECTION A: Issue related to Equity Policies Challenges in the Dimensions of Pre-primary Education Program Implementation-the educational opportunity gaps between districts, genders, socio-economic status, and urban-rural areas in West Wollega Zone.

Dear participants;

First of all I would like to express my whole-hearted thanks for your availability and taking your precious time to talk about the following issues. The interview is aimed to make research for the fulfillment of an M.A degree in Educational Policy and Planning. The whole purpose of this interview is to gather adequate information regarding the educational opportunity gaps between districts, genders, socio-economic status, and urban-rural areas in the dimensions of Pre-primary Education in West Wollega Zone. Your contribution is essential for the success of the study. Therefore you are kindly requested to give your response as honestly as possible. The successes of this study openly depend up on your honest and real response to the interview. The information that will be obtained from response to this interview will be used only for the purpose of the study. Your response will keep confidential and used for academic purpose only.

Date: _____ Time Interview started: _____ Time interview end: _____

1) Name of the pre-primary School/center (KG or attached to school): _____
   Woreda_____ Zone_____ Region_____
2) Sex: _____
3) Your age in years: _____
4) Work experience: _____
5) Highest Qualification: _____
6) Current work position: _____

1. Do you think the right to education has age limit?
2. To what extent where a child live or geographical location (urban-rural or districts variation) hinders opportunities to attend pre-primary school?
3. Are there any relationship between household's economic status (income level) and exclusion of children from pre-primary school? How?
4. Do you think that the new education and training policy permits pre-primary education as strong foundation rather than perceiving as an optional activity?
5. To what extent the 1994 Ethiopian education and training policy has given due attention to pre-primary education equally like other education level?
6. Do you think both domestic financing and international aid investment in pre-primary education are sufficiently targeted and grossly adequate?
7. Who do you think the pre-primary education provider among government, NGOs, communities, private institutions and faith-based organizations? Why?
8. What do you think about learning inequalities in your pre-primary school particularly due to gender? Is there any discrimination and exclusion? How?
9. Is there strong political commitment on the part of government?
10. What is your opinion regarding the policy-makers in planning to enhance pre-primary access?
11. What do you think the solution for the problem?

Yuunivarsiitii Finfinneetti Koollejjii Barnootaa
Muummee Karooraa fi Bulchiinsa Barnootaa

Gaafannoo barsiisota (haala mijeessitoota) barnoota idilee duraa, Qindeessitoota manneen barnootaa fi Suppervaayizeroota wiirtuu gurmuu manneen barnootaa (CRC)f Dhiyaate

Kabajamtoota hirmaattotaa,

Kaayyoon Gaafannoo (bargaaffilee) kanaa barnoota Imaammataa barnootaa fi Karooraatiin sagantaa idileetiin digrii lammaffaa guuttachuuf mataduree, "Rakkoo hojiirra oolmaa imaammata walqixxummaa kallattii sagantaa barnoota idilee duraan-garaagarummaa carraa barnootaa aanaalee gidduutti, saalaan, sadarkaa hawaas-dinagdee, fi baadiyaa fi magaalaa gidduu kan Godina Wallaggaa Lixaa keessa jiru" jedhurratti qorannoo gaggeessuuf ragaa funaanuuf. Kanaafuu, hirmaannaan kallattiidhaan isin Gaafannoo kana guutuun deebii kennuu irratti qabdan milkaa'ina qorannoo kanaatiif baay'ee murteessaa waan ta'eef, bargaaffilee kana hunda sirriitti dubbisuun ragaa haqaafi qabatamaa jiru osoo hindhoksiniifi hindabsin kan isin abbaa dhimmaa itti taatan kanaaf ga'ee isin irraa eegamu akka baatan jechaa ragaan funaanamu kun dhimma qorannichaa qofaaf kan ooluufi icciitiin isaa kan eegamu ta'uu isniif mirkaneessa.

Maaloo! Osoo deebii gaaffannoowwanii hin kenniin dura qabxiilee armaan gadii qayyabadhaa.

1. Maqaa keessan waraqicha irratti barreessuun hin barbaachisu.
2. Deebii malu kaayuuf mallattoo "√" fayyadamuun iddoo kennametti guutuu yaalaa. Kana malees yaada dabalataa keessan iddoo duwwaa kenname irratti guutaa.
3. Maaloo, gaafiilee banaa iddoon duwwaa kenname irratti deebii ifaa fi gabaabaa ta'e qofa kennaa. Dabalataanis deebii malu osoo hin guutiin bakki duwwaan akka hin hafne dhaamsa kooti. Tumsa keessaniif ulfaadhaa!/galatoomaa!

Kutaa Tokko: Odeeffannoo Haala Dhuunfaa

1. Maqaa Mana barumsaa (buufata idileen duraa, Oolmaa Daa'immanii ykn Mana barumsa idilee cinatti): _____Aanaa_____Godina_____Naannoo_____
2. Saala: 1) Dhiira 2) Dubara
3. Daangaa Umurii: 1) 25 fi isaa gadi 2) Waggaa 26-35 gidduu 3) Waggaa 36-45 gidduu
   4) Waggaa 46-55 gidduu 5) wagaa 56 fi isaa oli.
4. Sadarkaa Barnootaa isa olaanaa: 1) Sertifikeetii 2) Dippiloomaa 3) Digirii jalqabaa
   4) Digirii 2ffaa 5) Kan biroo (ibsi)!_____
5. Muuxannoo hojii waliigalaa: 1) Waggaa 10 gadi 2) Waggaa 11-20 gidduu
   3) Waggaa 21-30 gidduu 4) Waggaa 31 fi isaa oli.
6. Hojii amma irra jirtu: 1) barsiisaa/tuu ykn haala mijeessaa/tuu
   2) Suppervaayizera wiirtuu Gurmuu manneen barnootaa
   3) Dura bu'aa Mana barumsaa /Qindeessaa/tuu/
   4) Itti aanaa/tuu Dura bu'aa mana barumsaa

Kutaa Lama: Dhiibbaa Bakki Jireenyaa Barnoota Daa'immanii Irratti Qabu

Godina Wallagga Lixaa keessatti gaafannoo kallattii dhiibbaa bakki jireenya daa'immanii aanaalee gidduutti, akkasumas baadiyaa fi magaalaa gidduutti carraa barnootaa irratti qabu.

7. Kutaa kana keessatti qorannoon kun hagam bakki jireenya daa'immanii aanaalee gidduutti, akkasumas baadiyaa fi magaalaa gidduutti carraa barnootaa idilee duraa irratti dhiibbaa qabu adda baasa jedhameetu eegama. Maaloo sadarkaa itti waliigaltu ykn deebii malu kaayuuf gabatee armaan gadii iskeelii/safartuu (1-5) taa'ee jiru keessatti mallattoo "√" bakka kennamee jirutti guutuun ibsaa. Hubachiisa: Lakkoobsonni (1-5) kunneen gaaleewwan armaan gadii bakka bu'u.

   Ibsa (Furtuu): **5=Cimseen waliigala(CW), 4=waliin gala(W), 3=Hin murteessine (H), 2= walii hin galu (WH), 1= Cimseen morma (CM)**

Lakk	**Himoota/Gaaffilee ykn agarsiistuuwwan**	**filannoowwan sadarkaa waliigaltee**				
		5	**4**	**3**	**2**	**1**
		CW	**W**	**H**	**WH**	**CM**
2.1	Baadiyaa keessa jiraachuun kanneen magaalaa keessa jiraatan irra caalaa daa'imman barnoota isaanii hordofuu irratti dhiibbaa guddaa qaba.					
2.2	Haalumti jireenya baadiyaa keessaa mataansaa barnoota idilee duraaf hin eyyamu.					
2.3	Daa'imman mana barnootaan ala jiran kanneen fageenyarra jiraatanidha.					
2.4	Daa'imman fageenyarra jiraatan barnoota idileen duraa hordofuuf carraan isaan qaban xiqqoodha.					
2.5	Barnoota idileen duraa irratti sadarkaan galmee bakka daa'imman jiraatan irratti hundaa'ee garaagarummaa guddaa qaba.					
2.6	Baadiyaa ykn magaalaa keessa ta'uun- carraa barnoota idileen duraa argachuuf garaagarummaan bakka jireenyaa dhiibbaa guddaa qaba.					
2.7	Baadiyaa fi aanaaleen fageenyarra jiran barnoota idileen duraa hordofuu irratti gadi bu'aadha.					
2.8	Daa'imman umuriin isaanii waggaa 4-6 carraa barnoota idileen duraa hin qaban-keessumaa kanneen fageenyarra jiran, dubara baadiyaa fi iyyeessa magaalaa keessa jiraatan.					

2.9. Akka yaada keetti mana barumsaa idileen duraa keessan keessatti rakkoowwan qabatamaan carraa barnootaa idileen duraa irratti aanaalee gidduutti; akkasumas baadiyaa fi magaalaa gidduutti dhiibbaa geessisan maal fa'i?

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Kutaa Sadii: Rakkoon Hawaas-dinagdee carraa barnootaa hudhuu danda'a.

8. Qorannichi kutaa kana keessatti hagam rakkoon hawaas-dinagdee manneen barnootaa idileen duraa irratti dhiibbaa geessisuu danda'u adda baasuu irratti xiyyeeffata. Safartuuwwan (1-5) sadarkaa itti waliigaltu ykn itti walii hin galle murteessuuf waan gargaaruuf filannoowwan kunneen keessaa tokko qofa filachuun mallattoo "√" bakka siif kenname irratti guutuun yaada keessan ibsaa. Hubachiisa: Lakkoobsonni (1-5) kunneen gaaleewwan armaan gadii bakka bu'u. Ibsa (Furtuu): **5= Cimseen waliigala (CW), 4= waliin gala (W), 3=Hin murteessine (H),**
   2= walii hin galu (WH), 1= Cimseen morma (CM)

Lak	Himoota/Gaaffilee ykn agarsiistuuwwan	filannoowwan sadarkaa waliigaltee				
		5	4	3	2	1
		CW	W	H	WH	CM
3.1	Sadarkaan dinagdee mana tokkoo (sadarkaan galii nama dhuunfaa) daa'imman mana barnootaa idilee duraa irraa ittisuuf sababa ta'uu danda'a.					
3.2	Yeroo baay'ee daa'imman mana barnootaan ala ta'an kanneen maatii harqa-qalleeyyii irraa dhufanidha.					
3.3	Daa'imman mana/maatii/ baay'ee harqa-qaleeyyii ta'an carraan barnoota idileen duraa hordufuu isaanii baay'ee xiqqaadha.					
3.4	Tarii sadarkaan barnootaa haadha ijoollee sababa barnoota irraa ittifamuu daa'immanii isa tokko ta'uu danda'a.					
3.5	Qabeenya irratti hundaa'ee sadarkaan hirmaannaa daa'imman barnoota idileen duraa garaagarummaa bal'aa qaba.					
3.6	Daa'imni tokko maatii/mana harka-qalleessaa ykn sooressaa keessa jiraachuun isaa garaagarummaa hirmaannaa barnoota idileen duraaf sababa ta'a.					
3.7	Dhiibbaa hiyyumaa irraan kan ka'e daa'imman maatii hiyyeessaa keessaa ba'an barnoota baay'ee gadi bu'aa argatu.					

3.8. Akka yaada keetti mana barumsaa idileen duraa kana keessatti haalli hawaas-dinagdeen carraa barnootaa irratti qaawwa uumu maal fa'i?

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Kutaa Afur: Rakkoo Imaammataa fi Xiyyeeffannoo Kennuu Dhabuu Isaa Ilaalchisee

9. Qorannichi kutaa kana keessatti hagam rakkoon gama imaammataan fi of kennuu dhabuu (murteessuu dhabuu)n isaa manneen barnootaa idileen duraa irratti dhiibbaa geessisuu danda'u adda baasuu irratti xiyyeeffata. Safartuuwwan (1-5) sadarkaa itti waliigaltu ykn itti walii hin galle murteessuuf waan gargaaruuf filannoowwan kunneen keessaa tokko qofa filachuun mallattoo "√" bakka siif kenname irratti guutuun yaada keessan ibsaa. Hubachiisa: Lakkoobsonni (1-5) kunneen gaaleewwan armaan gadii bakka bu'u.

   Ibsa(Furtuu): **5=Cimseen waliigala (CW), 4=waliin gala (W), 3=Hin murteessine (H), 2= walii hin galu (WH), 1= Cimseen morma (CM)**

Lak	Himoota/Gaaffilee ykn agarsiistuuwwan	filannoowwan sadarkaa waliigaltee				
		5	4	3	2	1
		CW	W	H	WH	CM
4.1	Barnootni idileen duraa karaa deggersa imaammataanis ta'u deggersa maallaqaan xiyyeeffannoon itti hin kennamne.					
4.2	Immaammatni barnootaa fi leenjii bara 1994, akka sadarkaa barnootaa warra kaanii, barnoota idileen duraaf xiyyeeffannoo hin kennine.					
4.3	Filannoo imaammataa irratti kanneen hojjetan (murteessan) imaammata sirna/siistama/ hunda hammachuu danda'u bocuu irratti keessumaa Kallattii barnoota idileen duraa irratti odeeffannoo xiqoo waan qaban fakkaatu.					
4.4	Walqixxummaan barnoota idileen duraa guddina dinagdee saffisiisuuf tarsiimoo bu'a-qabeessa dha.					
4.5	Yeroo baay'ee Barnootni idileen duraa qooda sirna barnootaa akka bu'uura cimaa hundeessuutti ilaalamuurra akka hojii dabalataa fi dirqama hin qabneetti waan ilaalamuuf deggertoonni ykn miiltoowwan hojii barnootaa mataan isaanii mul'ata waliinii hin qaban.					
4.6	Mootummaan Barnoota idileen duraa miira ho'aan (si'aa'inaan) dhiyeessuu waan dhiiseef sagantaan kun xiyyeeffannoo hin qabu.					
4.7	Mootummaan baballina oolmaa daa'immanii magaalaa fi baadiyaatti namoota dhuunfaa fi dhaabbilee (jaarmiyaalee) miti-mootummaa irraa eega.					
4.8	Dhiyeessitootni barnoota idileen duraa dhaabbilee miti-mootummaaf, hawaasaaf, dhaabbilee dhuunfaa fi dhaabbilee amantaaf waan dhiifame fakkaata- daa'imman baadiyaa fi harqa-qalleeyyiin magaalaa keessa jiraatan walumaa galatti hin hammataman (kophaatti qoodamu).					
4.9	Dhiyeessiin barnoota idileen duraa haga ammaa rakkoo guddaadha.					
4.10	Barnoota idileen duraa ga'aa dhiyeessuun akka waan dabalataatti ilaalama.					
4.11	Kallattii dhiyeessiinis dhaabbilee dhuunfaa fi dhaabbilee miti-mootummaa keessatti aanaalee fi manneen barnootaa gidduuttillee garaagarummaa bal'aatu jira.					
4.12.	Imaammatni barnootaa fi leenjii amma jiru daa'imman umurii waggaa (4-6)f oolmaa daa'immanii (KG) eyyamullee, manneen barnootaa hedduun isaanii magaalaa irratti kan daangeffamedha.					

4.13	Mootummaan sirna barnootaa qopheessuu, barsiisota leenjisuu ykn qopheessuu fi deggersa hordoffii kennuu qofa irratti of daangesse.					
4.14	Imaammatni jiru barnoota sadarkaa 1ffaa fi sadarkaa 2ffaa irratti hanga xeyyeeffatu Barnoota idileen duraa irratti sadarkaa biyyoolessaa irraa kaasee hanga sadarkaa gadii mana barumsaatti xiyyeeffannaan jiru baay'ee gadi bu'aadha.					
4.15	Barnoootni idileen duraa waaltawaan/addunyaawaan/ sirna ykn siistama barnootaa ga'umsaa fi bu'a qabeessaa taasisuuf gargaara.					
4.16	Sagantaan barnoota idileen duraa akka murna secteraatti daa'imman umuriin isaanii waggaa (4-6)f barnoota dhiyeessa.					
4.17	Dabalataan, mootummaan Milkaa'ina sagantaa kanaa gadi buusee waan ilaaluuf barnoota umurii murteessaa kana irratti waanti hojjetame baay'ee xiqqaadha.					
4.18	Barnoota idileen duraa keessatti xiyyeeffannaan deggersa maallaqaa biyya keessaa fi akka addunyaatti taasifamu dadhabaa fi walumaa galatti ga'aa kan hin taanedha.					
4.19	Deggersi (tumsi) maallaqaa walqixxummaa irratti xiyyeeffate-keessumaa barnoota idileen duraa keessatti ga'aa akka hin taane ifaadha.					
4.20	Mirgi barnootaaf namni qabu umuriin daanga'aa miti.					
4.21	Barnootni idileen duraa akka sagantaa sektera barnootaa tokkootti ilaalamee karoora sektera barnootaa murteessaa ta'e keessatti adeemsaa fi baajetaan hammatamee yeroo baay'ee hin qophaa'u.					
4.22	Maatiin harka qalleeyyii sababa kaffalanii daa'imman isaanii gara mana barumsaa erguu hin dandeenyeef kaffaltiin gatiin barnootaa sadarkaa hirmaannaa gadi buusuu danda'a.					
4.23	Barnoota idileen duraaf filannoon jiru manneen barnootaa dhuunfaa kaffaltii irratti hundaa'e waan ta'eef, ba'aa maallaqaa maatii harka qalleesarratti fe'amu kana imaammatni dirqama fudhatee xiqqeessuu ykn haquu qaba.					
4.24	Barnootni idileen duraa hanga ammaa rakkoowwan naannoo mootummaa, sirna barnootaa fi dandeettii barsiisotaan daangeffamaadha.					
4.25	Barnootni idileen duraa gama mootummaan aarsaa ykn of kennuu siyaasaa cimaa barbaada.					
4.26	Imaammatni barnootaa yeroo ammaa kun barnoota idileen duraa tolaan (kaffaltii irraa bilisa karaa ta'een) daa'imman hunda bira qaqqabee waan hin jirreef daa'imman maatii harka qalleeyyii ammallee warra kaaniin walqixxa fayyadamoo hin taane.					

4.27. Akka yaada keetti mana barnootaa idileen duraa keessan keessatti dhimmi imaammataa carraa barnootaa hudhuu irratti akkamiin dhiibbaa geessisa jettee yaadda?

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4.28. Akka ilaalcha keetti addatti qoodamee kanneen biroo waliin walqixxa deggersa maallaqaa dhabuun barnoota idileen duraa waliigala hagam miidha jettee yaadda?

_____

4.29. Mana barumsaa kana keessatti rakkoowwan ykn hudhaawwan imaammata waliin walitti dhufeenya qaban kanneen hirmaannaa daa'imman Barnoota idileen dura danqan biroon maal fa'i?

_____

Kutaa Shan: Saala Adda Baasuun Qooduu fi Dhorkuu/Ittisuu/

10. Qorannichi kutaa kana keessatti immoo hagam dhimmi koorniyaan adda baasuu fi ittisuun manneen barnootaa idileen duraa keessatti dhiibbaa geessisuu danda'u adda baasuu irratti xiyyeeffata. Safartuuwwan (1-5) sadarkaa itti waliigaltu ykn itti walii hin galle murteessuuf waan gargaaruuf filannoowwan kunneen keessaa tokko qofa filachuun mallattoo "√" bakka siif kenname irratti guutuun yaada keessan ibsaa. Hubachiisa: Lakkoobsonni (1-5) kunneen gaaleewwan armaan gadii bakka bu'u.

(Furtuu): **5= Cimseen waliigala (CW), 4=waliin gala (W), 3=Hin murteessine (H), 2= walii hin galu (WH), 1= Cimseen morma (CM)**

Lak.	**Himoota/Gaaffilee ykn agarsiistuuwwan**	**filannoowwan sadarkaa waliigaltee**				
		5	**4**	**3**	**2**	**1**
		CW	**W**	**H**	**WH**	**CM**
5.1	Daa'imman warri dhiiraa barnoota isaanii idileen duraa warra dubaraa caalaa carraa argatanii hordofu.					
5.2	Carraa Barnootaa walqixxa argachuu dhabuun osoo daa'imman mana barnootaa hin seeniin eegala- kun keessumaa saala irratti xiyyeeffateeti.					
5.3	Daa'imman dubara ta'an Sababa faayidaan isaanii warra dhiiraa gadi (muraasa) jedhamee yaadamuuf barnoota idilee duraaf xiyyeeffannoon itti hin kennamu.					
5.4	Maatii hedduun maallaqa ykn horii isaanii barnoota dubaraaf osoo hin taane warra dhiiraa caalchisanii barnoota warra dhiiraa irratti baasuu filatu.					

5.5. Akka ilaalcha keetti mana barnootaa idileen duraa keessan kana keessatti rakkoowwan qabatamaan dhimmi koorniyaan adda baasanii qooduun carraa barnootaa irratti dhiibbaa inni geessisu maal fa'i jettee amanta?

_____

5.6. Akka keetti, mana barumsaa idileen duraa kana keessatti sababiiwwan ykn rakkoowwan hirmaannaa barattoota dubaraa ykn dhiiraa gufachiisan Kan biroon maal fa'i?

_____

5.7. Rakkoowwan armaan olitti ibsaman/tuqaman/ kana furuuf maaltu hojjetamuu qaba jetta?

_____

Ulfaadhaa !

Afgaaffilee-ogeessota barnota idileen duraa sadarkaa aanaalee fi godinaaf dhiyaate

Kutaa Tokko: Dhimma rakkoo hojiirra oolmaa imaammata walqixxummaa kallattii sagantaa barnoota idilee duraan-garaagarummaa carraa barnootaa aanaalee gidduutti, saalaan, sadarkaa hawaas-dinagdee, fi baadiyaa fi magaalaa gidduu Kan Godina Wallaggaa Lixaa keessa jiru irratti xiyyeeffata.

Kabajamtoota odeefkennitootaa,

Waan hundumaa dura dhimmoota armaan gadii irratti akka dudubbannuuf yeroo keessan qaalii kennitanii argamuu keessaniif galata guutuu onnee irraa madde isiniif dhiyeessuun jaalladha

Kaayyoon afgaaffii kanaa barnoota Imaammataa barnootaafi Karooraatiin sagantaa idileetiin digrii lammaffaa guuttachuuf mataduree, "Rakkoo hojiirra oolmaa imaammata walqixxummaa kallattii sagantaa barnoota idilee duraan-garaagarummaa carraa barnootaa aanaalee gidduutti, saalaan, sadarkaa hawaas-dinagdee, fi baadiyaa fi magaalaa gidduu kan Godina Wallaggaa Lixaa keessa jiru" jedhurratti qorannoo gaggeessuuf ragaa quubsaa fi amansiisaa ta'e funaanuuf.

Kanaafuu, hirmaannaan kallattiidhaan isin afgaaffii kana afaaniin deebii kennuu irratti qabdan milkaa'ina qorannoo kanaatiif baay'ee murteessaa waan ta'eef, ragaa haqaafi qabatamaa ta'e osoo hindhoksiniifi hindabsin kan isin abbaa dhimmaa itti taatan kanaaf ga'ee isin irraa eegamu akka baatan jechaa ragaan funaanamu kun dhimma qorannichaa qofaaf kan oouufi icciitiin isaa kan eegamu ta'uu isniif mirkaneessa.

Hayyamamoo ta'uu keessaniif galatoomaa!

Odeeffannoo Haala Dhuunfaa

Guyyaa: _____sa'a afgaaffiin itti eegale: _____ sa'a afgaaffiin xumurame:_____

1. Maqaa mana barumsichaa / buufata/ oolmaa daa'immanii/ barnoota idileen duraa (Oolmaa
   daa'immanii ykn mana barumsaa idilee cinatti): _____
   Aanaa_____ Godina_____ Naannoo_____
2. Saala: _____
3. Umurii: _____
4. Muuxannoo hojii: _____
5. Sadarkaa barnootaa isa olaanaa: _____
6. Hojii amma irra jirtu: _____

1. Mirgi barachuu umuriidhaan daanga'aadha jettee yaaddaa?
2. Bakki jireenya daa'ima tokkoo (garaagarummaan baadiyaa fi magaalaa ykn aanaalee fi aanaalee gidduu) carraa barnoota idileen duraa daa'immanii hagam danqa jettee amanta?
3. Sadarkaan galii maatii tokkoo (nama dhuunfaa) fi daa'imman carraa barnoota idileen duraa dhabuu gidduu hariiroon jiraa? Akkamiin?
4. Imaammati barnootaa fi leenjii hojiirra jiru kun barnoota idileen duraa akka hojii dabalataatti ilaaluu irra akka bu'uura cimaatti eyyameera jettee yaaddaa?
5. Imaammatni barnootaa fi leenjii Itiyoophiyaa bara 1994 sadarkaa barnootaa warra kaaniin qixa barnoota idileen duraaf xiyyeeffannoo kenneeraa?
6. Barnootni idileen duraa deggersa maallaqaa biyya keessaa fi alaa deggersa akka addunyaatti taasifamuun xiyyeeffannoo ga'aa argateera jettee yaaddaa?
7. Kanneen akka Mootummaa, dhaabbilee miti-mootummaa, hawaasa, dhaabilee dhuunfaa fi dhaabbilee amantaa keessaa barnoota idileen duraa eenyutu dhiyeessa/hojjeta/ jettee yaadda? Maaliif?
8. Akka mana barumsaa idileen duraa aanaa/godina keessaniitti keessumaa waa'ee sababa saalaan carraan barnootaa wal qixa ta'uu dhabuu maal yaadda? Saalaan qooduun ittisuun/dhowwuun ni mul'ataa/jiraa? Akkamitti?
9. Gama mootummaan sagantaa kana milkeessuuf kutannoon siyaasaa cimaan jiraa?
10. Kanneen imaammata qopheessan sagantaa barnoota idileen duraa irratti karoorsanii baballisuu ilaalchisee yaada maalii qabda?
11. Falli rakkinichaa maali jettee yaadda?

APPENDIX VI: DOCUMENTS TO BE REVIEWED

1) All national level legislations, plans and policy frameworks related to pre-primary education
2) Data and reports relating to EMIS and *Education Statistics Annual Abstract*
3) The 1994 Ethiopian education and training policy document
4) Ethiopian Education Sector Development Programme Documents (ESDP I-V)
5) Relevant research studies, evaluations, monitoring reports and monitoring frameworks
6) Documents and reports from Alola Foundation like budgets, annual plans
7) International best practices of alternative community based pre-school models
8) Any other relevant documents including school attendance

Based on the above documents the following statements will be used as guideline:

1. Equity dimension national and regional education policy documents will be used as a source of data for the study focusing on the pre-primary education.
2. The availability of the educational opportunity gaps between districts, gender, socio-economic status and urban-rural areas will be analyzed.
3. Policy guarantee and strong political commitments of government to public pre-primary education will be reviewed.
4. The 1994 Ethiopian education and training policy document attention to pre-primary education as compare to other education level will be investigated.
5. The actual target of investment both domestic financing and international aid documents in pre-primary education will be critically studied.
6. Documents related to the practical pre-primary education provider will be analytically reviewed.
7. Government's emphasis and policy-makers' attention in planning to enhance pre-primary education will be reviewed.