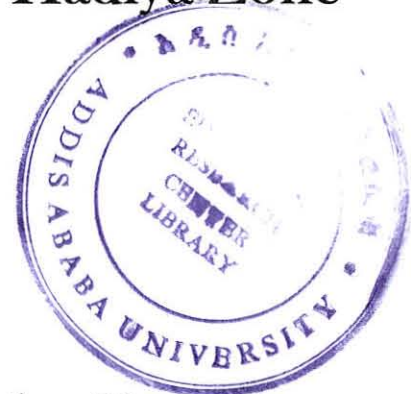


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Successes and Challenges to Achieve Universal
Primary Education in Hadiya Zone**



By: Belay Simeon

July, 2009

**SUCSESSES AND CHALLENGES TO ACHIEVE
UNIVERSAL PRIMARY EDUCATION IN HADIYA**

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**THESIS SUBMITTED TO GRADUATE STUDIES
IN PARTIAL FULFILLMENT FOR THE DEGREE
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AND PLANNING**

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Abbreviations and Acronyms

AIR- Apparent Intake Ratio

CC- Community Conversation

EFA- Education for All

ESDP- Education Sector development Program

GER- Gross Enrollment Ratio

GPI- Gender Parity Index

MDG- Millennium Development Goal

MOE- Ministry of Education

NER-Net Enrollment Ratio

PSR- Pupil Section Ratio

PTA- Parent Teacher Association

SNNPREB- South Nation Nationality Regional Education Bureau

TGE- Transitional Government of Ethiopia

UPE- Universal Primary Education

Abstract

The main purpose of this study was to make an investigation on current status of Universal Primary Education in Hadiya Zone of and factors affecting that impede the realization of UPE. In order to realize this purpose questions regarding the status of UPE in the zone administrative, Scio cultural and socio economic impediments that hinder the progress towards UPE as well as the measures that are being taken to address the major problems to attain UPE were raised as basic questions of the study

The study utilized descriptive survey method and involved both primary and secondary data sources. The data obtained through questionnaires, interview focus group discussions were analyzed qualitatively and quantitatively. Relevant statistical tools such as graph, tables, percentages and the mean were used to analyze the quantitative data.

The analysis of the data revealed that the coverage and access to basic primary Education is increasing at national, regional and zonal level. On the other hand quality and efficiency issues of education system were not found satisfactory. However, equity is found to be satisfactory. The results of findings also indicated that the socio cultural constraints like gender biases and stereotyping, belittling the value of girl's education. In addition to this, socio economic factors like demands for child labor in poor households, low house holds income, poor nutrition, direct and indirect costs were found to be the major constraints. Furthermore, school related factors such as school facilities and service, large class size; poor quality of education was considered as barriers. Finally, increasing the role of private sectors, expansion of school buildings and classrooms, giving tutorial supports, strengthening school community relationship, improving teachers capacity through training provision of high quality teaching materials were recommended strategies for the successful attainment of universal primary education

CHAPTER ONE

Introduction

1.1. Background of the Study

In contemporary world almost all countries have recognized education as a basic human right which should be accessible to all their citizens irrespective of sex, color, religion, economic and social status (IIZ/DVV, 2005:1-4). Education is believed to be an indispensable weapon in fighting against ignorance and backwardness and necessary first step in the long march to socio-economic development.

Therefore, it was in light of the above assumption that 189 United Nation member states have pledged to universalize primary education until 2015 target year. Specifically goal two of the MDG deals with achieving UPE. It targets to ensure that by 2015, children every where boys and girls alike will be able to complete a full course of primary schooling” (Sitotaw, 2005:15). In fact it is a reaffirmed pledge echoing the EFA goal of Jometien conference of 1990.

The concept of UPE as desirable and essential goal to political, social, and economic development of the poorer nations of the world has been accepted for a very long time (Bastian, 2004:2). As a result UPE has been given due consideration to its expansion. In pursuance of this, Ethiopia considers provision of basic education as one of the key strategies of national development and poverty reduction. Its provision to the entire future citizen of Ethiopia is one of the policy goal articulated in NETP.

As Derbesa (1999:120) puts it, though Ethiopia had set of itself the target of achieving free UPE at different time, it was a hurdle task to achieve it so far. For instance it was set to achieve Universal and free primary education 1962-1980 and from 1984-1994. However, all these attempts remain an ambition (Derbesa 1999:120). The major causes for the failure among others are elitist educational policy that is absence of policy on equitable distribution of access, lack of funds or inadequate funding, lack of proper planning and rapid population growth (Tekeste, 1990:8-11 Derbesa, 1999:124).

The present government of Ethiopia also puts considerable importance on education expansion particularly access of PE as it received considerable attention in the various policies and strategies of the government (Deribsa, 1999:120).

Though the government of FDRE has made commitment to achieve UPE by the year 2015 (ESDP, 19996), it has set its own goals, which are more ambitious than the MDG (Sitotaw, 2004/5: 27). That is, it aims to provide eight years of PE for all rather than at least five years target of the international MOGs (World Bank, 2005:61). Because five years of primary schooling are generally considered a minimum for one to become permanently literate and numerate a large number of countries made commitment to ensure that all children would be able to complete at least five years of primary schooling (World Bank: 2005:XXII).

In line with its reaffirmed commitment to achieve UPE by 2015, primary school enrollment has increased from 57.4% in 2000/01 to 91.7 in 2006/07. This is tremendous success in a short period of time. Despite huge increase in primary enrollment over the past decade, it will require tremendous efforts to achieve primary education for all (MOE, 2007:27).

As the education sector is decentralized, issues related to PE is a mandate of the regional Education bureau. Hence they have great responsibilities with this regard. The education Bureau of the SNNPR state is highly entrusted to provide PE for millions of its school age children by improving its internal efficiency (SNNPR, ESDP III 2005:29).

1.2 Statement of the Problem

With no doubt education is a basis for developing the capacity to cope with evolving and changing society in an information age. Its universal availability and quality is central to the development of the capacity to the human resource of any society (Derbesa, 2005:175). According to the world declaration of education for all in Anderson (1999, 2:5), education is a fundamental right for all people through out the world. It is stated that every person, child youth and adult should be able to benefit from educational opportunity designing to meet his/her basic learning needs.

As a result, Ethiopia has committed herself to universalize basic education without any discrimination. The FDRE constitution Article 13 sub article 2 states that the fundamental rights and freedom specified shall be interpreted in a manner confirming to the principle of universal Declaration of Human Right, and Article 41 sub article 4 also states that it is the obligation of the government to increase the allocation of resource to public health, education and other social services. This principle is also indicated in article 90 sub article 1 under social objective. Moreover, the 2002 Education and Training policy of Ethiopian Government (NETP) clearly states that primary education is compulsory and education of free up to 10th grade. This principle clearly indicates that there are legal basis and policy supports for universal primary education in Ethiopia.

Since 2002 Ethiopia has experience dramatic increase in primary school enrollment. Gross primary school enrollments are expanded rapidly at an average growth of 11.4% from the last five years. Improvements in access and coverage of PE were achieved with great movement toward equity (MOE, 2005).

According to UNESCO (2006), the Gross primary school Enrollment Rate (GER) at national level increased from 30% in 1991 to 79 & in 2004 and the net enrollment rate (NER) also showed relative increase from 22% in 1991 to 71.5% in 2004/05. Moreover, female's Gross enrollment rates showed a progress of reaching 70.9% in 2004 (UNESCO, 2006).

This success since 2002 had its foundations in the FDRE constitution, the Government's 2002 Education and Training Policy, the Education sector Development program's and the different policies, reform, and strategies of regional state which have set their specific goals to achieve good quality primary education for all school age citizen by year 2015.

Even though considerable efforts have been made so far at least a PE for all people by all regional state, tens of thousands of children are left out of schooling each year. In light of Dakar Frame of Acton and the commitment of Millennium Goals, providing education of high quality still remains not promising in Ethiopia.

In the struggle towards achieving education for all, a multitude of factors have resulted in high repetition and dropout rates, low quality, poor participation, inefficiency, and absence of equity at primary education level.

Perhaps, as one of the zone SNNPR, Hadiya zone have many challenges to universalize PE though it has reached 86.1 net enrolment ratio and 93.2 GER in 2006/07 as mentioned in ESDP III of SNNPR. The following table show NER by wereda.

Table 1: NER by wereda in 2006/07

No	Wereda	NER		
		M	F	T
1	Analemo	98.7	87.1	92.8
2	Duna	92	67	79
3	Gibe	92	88.6	93.3
4	Gombora	84.1	76	80
5	Hossana Town administration	161	170	165.8
6	Lemo	93.3	97.7	99.5
7	Misha	82.2	78	80.1
8	Mirab Bo	79	60	69
9	Misrak Bo	104.2	87.5	95.8
10	Shashogo	80.5	68	74
11	Soro	81	65.9	73.5
Total		91.6	81.9	86.7

Source: Annual Education Abstract (2006/07)

As it's depicted in table 1 the six woredas (Duna, Gombora, Misha, Miraba Badewacho Shashogo and Soro) are low performer of the zone. Moreover repetition and dropout rates are higher in these six woredas. Therefore such challenges have to be investigated. With such problem in primary education, it would be difficult task to achieve UPE in 2015. Thus the major purpose of this study is to examine success achieved so far, and to investigate the major challenges to achieve universal primary Educational (UPE) in Hadiya zone of the specified weredas. It further tries to investigate the possible strategies that need to be designed to promote UPE with high quality in the zone. Accordingly, the study is guided by the following basic questions:

1. What is the current status and progress made in achieving UPE in Hadiya zone?
2. What are the socio-cultural factors affect the achievement of UPE in the zone?
3. What are the socio-economic factors hindering the progress of UPE?
4. How school-related factors hinder the progress of UPE?
5. What are the administrative problems that hinder the progress of UPE?
6. What strategies are being taken by the zone to address the major problems?

1.3 Objectives of the Study

The main purpose of this study was to investigate challenges encountered and success achieved in Hadiya zone to achieve UPE. More specifically, the study seeks to achieve the following:

- To investigate impeding socio-cultural factors to achieve UPE in Hadiya zone.
- To identify the socio economic impediments to achieve UPE.
- To investigate school related factors those affect the attainment of UPE in Hadiya zone.
- To identify administrative problems those hinder the realization of UPE.
- To identify current status and progress made in achieving UPE.
- To identify strategies are being taken by the zone to address the major problems.

1.4 Significance of the Study

The main concern of any research activity is to analyze certain problematic situation and come up with possible and relevant solutions. In this regard, assessing and identifying the major impediments and suggesting strategies with regard to UPE is very essential. The study therefore, significant on the basis of the following points:

- It will increase the awareness of zonal, regional and federal state educational officials to the state of achieving UPE and to facilitate the development of policies programs and strategies in order to promote the necessary progress.
- It will show the major challenges related to reaching education for all children in the zone, based on which the concerned bodies are able to take appropriate measure.
- It will help to provide valuable suggestions for policy makes, planner and authoritative officials to remedy the problem regarding UPE.
- The study can serve as source of information for further and comprehensive studies in woredas and zones as well as at national level on education for all children.

1.5 Delimitation of the Study

Universal primary education is a very wide concept and related to many factors. Hence, it is difficult to include all components in the area of study. Therefore, the intension of the study is only about success achieved and challenges to reach PE for all children.

Achieving universal primary education is the concern and commitment of all regional states. But, because of geographic, economic, time and other unforeseen problems, the study is limited to Hadiya zone of six weredas.

1.6 Limitations of the Study

While conducting the research, among the various problems encountered the following found to be the major ones:

- The study suffered from limitation of current or recent data for showing the current status of the system.
- As far as people in charge of education at kebele leader are concerned, most of them were new. To the post and had limited information about the performance of the recent past years
- Above all, due to the absence of clear statistical target for some indicators in sample woredas; there was a problem to carry out comparative analysis of performance in relation to the target set. Nevertheless, the researcher tried to fill the gap will the achievements of ESDP II and ESDP III of SNNPR.

1.7 Operational Definitions

- **Access:** The context to which learning resources can be made available to students who are unable to use them at normal or specified term. It is measured by enrollment and number of school built.
- **Efficiency:** Refers to the economic use of resources spend per student that could be seen in terms of dropout and repetition rates.
- **Equity:** is fairness, justice or equity with respect to the impact of education.
- **Gender parity Index:** refers to the ratio of female to male enrollment rates. Perfect equality between boys and girls enrollment is when GPI is equal to one zero indicates higher disparity.
- **Quality:** is a complex and multidimensional concept that comprises the quality of human and material resource available for teaching (input) and quality of learning practices (process), and quality of results (out puts and out comes) in their interrelation. For this study, quality in education is defined in terms of inputs into teaching process.
- **Universalization of Primary Education:** Making educational opportunities available to all children.

CHAPTER TWO

2. Review of the Related Literature

2.1. Education and Development

The primary output of the education system is a skilled and educated manpower. These skilled and educated people are supposed to enhance productivity and contribute to overall socio-economic development of society; such development is reflected in or closely associated with the improvement of general quality of life of a given society. Hence, development, improved way of living, and education may be seen as interdependent entities (UNESCO 2003).

Investment in education leads to the accumulation of human capital, which is a key to sustained economic growth and increasing income. Education, especially basic (primary) education, also contributes to poverty reduction by increasing the productivity of poor's labor, by reducing fertility and improving health, and by equipping people to participate fully in the economy and in society. (World Bank, 1996:19).

Rahman and Hossain (1992) in Prather (1993:12) state that literacy and numeracy promotes worker's productivity as a result of which one's earning will be improved so that the quality of life that an individual might enjoy would improve. Furthermore, by emphasizing the necessity of education for development; these writers argue that "... the poor are the ones without effective access to...Schooling."

It is obvious that most countries recognize the importance of having a literate and numerate population as education plays a key role in accelerating economic growth and development. They acknowledge that weak educational foundations will seriously impair a nation's development endeavor. Effective primary education, particularly, is a base and necessity for development (Lockheed and Bloch 1990:10).

Primary education has a central importance to national development. It has been initially accepted as a human right, but the case for its provision on strictly economic issue is a more

recent phenomenon (Colclough, 1993:1). It is affirmed by economists that the immediate economic and social return on primary education is greater than in the second and higher levels (Philp, 1975:10). Similarly, Peasle (1965) in Lockheed and Verspoor (1993:3) indicates the relationship between growth in participation of primary education and gross national product, per capital over one hundred years of thirty-four of the rich countries and found that none of them developed their economy before attaining Universal Primary Education.

The Effect of primary education on development is largely a result of the cognitive skills it imparts literacy, numeracy, and problem solving skills and hence it is a rock bottom necessity for development than higher levels. The World Bank (1990:11) argued that the future progress and prosperity of the world and individual nations rest on more than ever on the competence of individuals and on the capacity of countries to adapt and advance knowledge. This capacity depends in return on the extent to which the population has attained literacy, numeracy, communication and problem solving skills. To move forward, all developing countries must improve that education of their labor force and advance education and training that must rest on the solid foundation of primary education.

Therefore, education in general and that of primary education in particular has got remarkable contribution to socio-economic development of a given society. As Lockheed and Verspoor (1993:5) noted “education is a corner stone of economic and social development; primary education is its foundation.” The way as to how education has convection to economic and social development is discussed as follows.

2.1.1. Economic Development

The need for economic advancement is the prime interest of countries in the world. One of the basic inputs for economic development is the human resource. Especially the human capital, which is able to fulfill its responsibility in an efficient and effective way, plays a very decisive role to advancement in to effect. In turn, effective and efficient human capital requires the acquisition of the necessary skills, knowledge and attitude that could be obtained through education. Thus, education remains a pre-requisite to development.

According to Floro and Wolf (1990:5), history has shown that the industrialized countries today would not have reached their level of development without the large stocks of educated and trained labor to work with the accumulated physical capital.

As stated above education and economic performance go together. Improvements in education increase national economic growth. Studies show that a farmer with only four years of education can have as much as an 8.7percent higher productivity rate than a farmer with no education. With other inputs added, which the more educated farmer knows how to use; the returns can be 13 percent higher (Anderson, 1992:6).

Psacharopoulos and Woodhall (1995:46) discussed further about the link between education and physical measures of productivity. Accordingly, the annual out put of a farmer who has completed four years of schooling was also observed to be 13.2percent higher than that of farmers who had not been to school. The World Bank Policy Paper (1996:10) has also indicated that four years of farmers' education showed increase on small farm productivity by seven percent across thirteen developing countries and by 10% in countries where new agricultural techniques were being introduced.

Empirical studies done to determine the impact of education on economic development establish, among other things, that investment in human capital is a critical element in economic growth. Primary education in particular has been found to be the largest single contributor to the economic growth rates of the most advanced economies. Moreover, the benefits of education can be measured by its impact on productivity as well as the social rate of return invested in education. Furthermore, additional studies show that countries with Universal Primary Education have achieved quick growth are inclined to experience high rate of return to secondary than to primary education but in economies with less than Universal Basic Education, rates of return are greatest for primary education, followed secondary and then higher education (World Bank, 1996:20-23).

Human capital formation as noted in the World Economic and Social Survey Report (2000:162) was given a prominent place in the studies of dramatic economic progress that had taken place in

East Asian newly industrialized economies. One of the factors which enabled them to attain rapid growth of their economies was the emphasis on their countries' education, which has resulted in a well-educated labor force. This survey further indicates that studies have analyzed the relationship between education and physical measures of output rather than earnings to measure the effects of better education on productivity in low-income countries.

Generally, findings prove that there is a positive relationship between primary education and economic development. The World Economic and Social Survey (2000:162-166) states that a labor force equipped with high quality basic education helps to tackle the challenges of industrial development and economic progress.

2.1.2. Social Development

In addition to its purpose to produce a literate and numerate members of society and lay the foundation for further learning, primary education contributes to social development. Primary education encourages social development by helping people in showing the way as to how they solve their difficulties and developing their awareness.

Basic primary education facilitates the ability to meet basic needs like adequate nutrition, shelter and clothing and access to health services and clean water (World Bank, 1988:22). It enables low income countries to control their rapid population growth, which is one of the strains in their development program, by reducing fertility rates. ((Cocherance (1979) in Lockheed and Verspoor (1993:5)).

The social effect of education, thus, in developing countries is also positive. Women with more than four years education have 30 percent fewer children than with no education and their children have low mortality rate (World Bank 1990:10). There is strong relationship across countries between life expectancy and literacy. Moreover, infant mortality decreases as mother's level of schooling rises (UNESCO, 2002:35). The more educated the parents, particularly the mother, the lower is maternal mortality and the healthier is the child. Parental education is significantly associated with the health status of children (Defined by reduction in mortality or an improvement in chances of survival). It influences child mortality through the use of medical

services such as parental care and clinic visits, and changes in household health behavior. These behavioral changes may result from perceptual and attitudinal changes and from the ability of the educated to afford better nutrition and better health services for their children (World Bank, 1996; 29-30).

Furthermore, the more educated a woman, the lower her fertility will be. Education influences fertility through higher age at marriage for women and increased contraceptive use. Lockheed and Verspoor (1993) identify that literate mother with more than four years of education has a 30 percent reduced fertility rate than her illiterate counter part.

The above source further explains that besides concentrating on child health and nutrition, children from educated parents have more access to schooling and retention than children from uneducated parents.

From the above discussion, it can be concluded that primary education is abase for economic and social development. It promotes economic development by increasing earnings and raising workers' productivity. Social development is to be attained by behavioral change coming from education.

2.1.3. Poverty Reduction

In terms of human development, poverty is not simply lack of material wealth and resources. It is fundamentally a failure in meeting basic needs as well as incapability in dealing with forces that shapes the quality of life.

The poor, in any society, have the capacity to contribute to the economy and to social and cultural development of their communities and the nation at large. It is through education that individuals realize their potential to contribute to the production, wealth creating and execution of various roles that make for national development. It is also through education that they become fruitful beneficiaries from the distribution of wealth in economy, have a political voice and access to social goods and services to enhance their living standards (UNICEF, 2002:1).

The low earnings of poor are partly the results of their relatively lower human capital endowments. As stated above, education can make a significant contribution in solving such a problem and to the reduction of poverty. It provides skills, knowledge, and attitudes that increase the productivity of the poor's labor by increasing their output and their access to jobs in both the formal and informal sectors (World Bank, 1996:27).

Resources invested to day in education may lead to less poverty only after several years, when the poor whose human capital has been enhanced start to benefit from increased earnings, greater ability in self employment, and improved efficiency in the use of house hold resources (Ibid).

Wheeler in Psacharopoulos and Woodhall (1995:20) found on average, an increase in literacy rate from 20 to 30 percent tended to increase the national income or Gross Domestic Product (GDP) from 8 to 16 percent. It is also indicated that the relation is even stronger in African countries.

Education for poverty eradication can be a very important process. Educated citizens demand for their rights and agitate for more egalitarian and democratic norms to the age-old inequities and injustices that often imply poverty. It is known that Universal Basic Education is a critical pre-requisite for countries on the way of progress to sustainable development.

All in all, education especially primary education with no doubt plays a vital role in poverty reduction by enhancing social and economic development in the developing countries.

2.2. Issues to be addressed

In the provision of basic primary education the concern for access, equity, and efficiency is the function of the level of educational development (World Bank, 1980:29). To strengthen this idea UNESCO (1980:84) stated that the relevance of basic education to actual learning needs is for educational quality, equity and efficiency.

Now a days helping all children to complete primary education of good quality is the prime objective of several countries policy Thus, countries need to overcome the challenges of educational development related to the issues of access, of access, equity, efficiency and quality, which are discussed as follows.

2.2.1. Access

Provisions of educational opportunities imply access to prospective participants in all parts of a region, or nearly equal enrollment ratios for various segments of the population providing educational opportunities does not only determine the participation in schooling but also the degree of their use matters a lot Basic education can have desired in schooling but also the degree of their use matters a lot Basic education can have desired effect only When it reaches all its targets and conveys the minimum range and level of Knowledge and skills necessary to achieve objectives (UNESCO,1988:22). As UNESCO further explained, there should be first full access, i.e. the availability of enough school places and the removal of barriers to access. Particularly for children of right school age and second reduction of gender gap by providing a special attention to the education of mothers, girl child and other disadvantaged groups of children.

For many developing countries achieving Universal primary Education seems far. It is only half of all school age children in these countries that acquire a complete primary education, with nearly half of those who are enrolled drop out before the end of primary school cycle (Taylor and Mulhall, 1997;8) According to Anderson (1992;12), most of left outs from schooling are girls, rural children, poor children, children who live on the streets of urban slums, abandoned children with disability and children of refugee groups.

As stated above, there are unequal educational opportunities based on sex, socio-economic status, poverty, disability... etc. The 2007 EFA Global Monitoring Report pointed out that among 112 developing countries for which information is available, twenty-eight each had more than half a million children of primary school age out of school in 2004. Of all these, the largest numbers of out of school children were in Nigeria Pakistan, India and Ethiopia. These situations imply that

Number of children is still under privilege in terms of educational opportunities being denied of schooling.

2.2.2. Equity

Equity means social justice or fairness in education. It refers to fair access to education provision (Pryorjens, 1980; 572). This issue of equity mainly affects several disadvantaged groups including girls, the poor, children from linguistic and ethnic minorities, nomads, refugees, street and working children and children with learning and physical impairments (World Bank, 1996:43).

Others who have difficulty of going to school are refugees, street and working children and children with special needs also lack educational opportunity. Some of them must work to survive, others have no one to care for them and ensure they are clothed and fed and enrolled in school. In many countries where educational resources are inadequate and societal attitude is low. Children who have special physical or mental handicaps are excluded from schooling (World Bank.1996:Anderson, 1992:14).

Thus, achieving equity requires governments to take both financial and administrative measures to enable the poor to gain education. Administrative measures can promote enrollments of disadvantage groups. Moreover, financial measures are important to all levels for those who can not afford to go to school, either because they and their parents can not pay the associated costs or because the household can not afford to loss their labor service (World Bank, 1996:113).

According to Aklilu (2006:160) any discussion on poverty and development cannot be complete without addressing gender issues and concerns to properly and adequately. Aklilu continuous on saying understanding the gender gap require a deeper insight in to the issue. Such an insight cannot result from conventional talk shows, seminars and workshops. Strategies aimed at criticizing systems and raising emotions (Only temporary) should give way to deep personal reflections. Since this is an issue that touches every family everyone pointing a finger towards him before pointing towards the society, culture and policy

2.2.3. Efficiency

Good (1973:2007) defined efficiency as “the ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished”. Thus, efficiency is the optional relationship between in puts and out puts (Mingat, 1988:58). The efficiency of an educational system is seen as the ability of the educational system to educate the greatest number of students who have entered to schooling in a given year, in the short possible time and with the least use of financial resources (UNESCO, 1996:40). This means that efficiency of educational system designates the flow of students through the system with a minimum of waste. Wastage in the flow of students is manifested in the form of completion, dropout and repetition.

UNESCO (1984:56) states that retention /completion refers to the holding power of the school system. After having access to educational opportunities, a student is required to achieve the standard set for the first level of education. Unless a child stays in the school and completes a certain level to be named literate, numerate and acquire some social skills, we can not talk of universalization. This implies that children should remain long enough in school to master the curriculum and thus acquire at least basic literacy and numeracy skills.

As stated in the EFA Global Monitoring Reports of 2007, levels of retention and completion are determined by several factors children leave school due to the cost of schooling, the need to supplement family income or take care of siblings, unfriendly school environments, particularly for girls and poor education quality.

The EFA Global Monitoring Report of 2006 also states that in most developing countries, less than two thirds of pupils who had got access to primary school reached the last grade. Such low survival rates to the last grade of primary education, nearly 70% are found in sub Saharan African countries. Malawi has the lowest rate of 22% but, by the end of 2003 school year, survival rates to the last grade are close to 100% in developed countries.

To the World Bank (1995:41), and Lockheed and Verspoor (1990:11), inefficiency is caused by dropping out and repetition. According to them low completion rates result from high repetition

to repeat the grade so as to give them additional time to learn what they failed to master (Fiske, 1998:17). Repetition is, thus, viewed as a remedy for slow learners. The advocates of repetition claim that it is useful in that it remedies inadequate achievement and help pupil who are emotionally and intellectually immature when they enter school (World Bank, 1988:50)

On contrary, some countries automatically promote pupils from one grade to another, while the others apply strict promotion rules based on achievement as the 2006 EFA Global monitoring report showed. The other critics on repetition claim the achievement depends mainly on non school factors, that valid tests can not be developed to separate failures from those who are promoted. Repetition does not improve the achievement of slow learners, and the repetition, by calling attention to the repeaters poor performance hosts their self image and their prospects for future success. Similarly, Brimer and Pauili (1971:116) indicated that repetition is not a remedy or a cure by it self for the deficiency, which causes a pupil to do unsatisfactory work.

Despite the existence of such controversies, repetition is considered as wastage, by many authors, for the consequences and problems it brings to educational system and particularly to the school. Repetition reduces the intake capacity of a particular grade of school since schools are occupied by repeaters (UNESCO,1989) and others will not be admitted. Besides, it results in over crowing class, which in addition to increase the cost of education leading to decline in quality. Grade repetition is also regarded as wastage because most of the time is followed by pupil's dropping out (UNESCO, 1984). This becomes more serious as what has been invested so far is to be wastage.

One the other hand, the extent to which dropout should be regarded as wastage (UNESCO,1985:17-18) depend on the structures and objectives of each educational system and from which level of education the dropout takes place. As the above source further explained that from the point of view of the pupil and his or her parents, it would more over depend on the educational attainment they have reached before dropping out. As far as primary education is concerned, the main objective at least of the first few grades is to achieve literacy. The moment students drop out and become far from literacy, it can be argued that the resources they have consumed are inefficiently used or wasted. This implies that the resources used on dropouts could

have been spent on other pupils to become more efficient. Dropping out has adverse impact on the individual and society. The individual will remain with low academic skill and with little or no opportunity to obtain further education. The societies in addition will face problems on social, economic and cultural spheres (Roderick, 1993). Thus, dropping out can be considered as a potential wastage of financial and human resources. All in all, the issue of efficiency remains as one of the bottleneck problems to provide basic education to children.

2.2.4. Quality

The importance of quality in the struggle to achieve EFA goals in general UPE in particular is clearly put on the Dakar Frame of Action (2000). It is stated that ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality. The same document underlines that simple access to education is not enough, indeed quality is important as quantity.

Quality in education is difficult to define and measure. For World Bank (1995:46) the definition of a quality must include student out comes. Most educators also include in the definition the nature of educational experiences that help to produce those out comes. Quality is often described in terms of inputs in to teaching process (teachers, equipment, materials...etc) rather than in terms of students' achievement, basically because inputs are easier and less costly to measure (UNESCO, 1999). In one way or another the inputs and out puts of the education system as to World Bank 91980:30) determines the quality of learning.

As pointed out in World Bank (2996:8), the principal quality indicators are pupil teacher ratio, pupil-section ratio and availability and distribution of materials like books... etc. On the other hand UNDP (1990 49-53) states that teacher characteristics, availability of equipment and facilities administrative and supervisory activities, and expenditure per pupil are considered as quality indicators.

Teacher's effectiveness as quality indicator is seen in terms of characteristics like formal academic study, subject mastery, verbal ability and attitudes to wards teaching. The availability of educational materials is one of the most important determinants of learning achievement and

inequality in access to such materials is a major source of rural/urban and regional inequalities in achievement. Where teacher quality is poor, the value of instructional material is even more important (Ibid).

As mentioned above, the pupil-teacher ratio (PTR) is an important indicator of education quality. The EFA Global monitoring report of 2006, describes that the ratio is below twenty pupils per teacher in the vast majority of countries in North America and Western Europe where enrollment ratios are also high. PTRs, are much higher in sub-Saharan Africa, typically exceeding 40:1 and rising to almost 70:1 in some countries, including Chad, the Congo and Mozambique. Such high PTRs make it difficult to provide primary education of good quality.

Another qualitative side of universalization attempt is achievement. It is the achievement that ensures whether the acceptable standards are acquired. Nothing is worth talking about universalization of educational opportunities except a child's achievement meeting the minimum standards set for completion of a given level of primary education (UNESCO, 1984)

2.4. Why Universal Primary Education

It is an established fact that education has a vital role in national and personal development. Education is an avenue for poverty eradication and promotion of peace and justice. From an economic point of view education is a means to increase productivity in different fields of production. Several studies have shown that "a farmer with 4 or 5 years of primary education is more productive than someone who is illiterate" (FDRE MoE 2002). This is also true in other fields of production. Though it may not be always true, an increase in productivity means an increase in income and hence a decrease in a level of poverty. Education is also a means of bringing attitudinal change in society. It is believed that a person who has some years of primary education is more responsive to attitudinal change in modernization, peace, justice, health, nutrition, family planning, etc (Tesfaye 2003:120).

Above all, primary education is not a privilege; rather it is a basic human right. Article 26 of the 1948 universal declaration of human rights of the UN States that "Everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary

education shall be compulsory”. Therefore, access to primary education is every one birthright a part from its economic, social and political benefits.

All or some of these factors were the rationale behind government’s decision in expanding primary education. Since expanding primary education and thereby achieving universal primary education become a priority agenda for many countries, there were different regional and national conferences and meetings. With regard to conferences that Ethiopia participated, the first one was the conference of African states on the development of African Education held in Addis Ababa in 1961. The conference recommended that primary Education shall be universal, compulsory and free by 1980 (Bishop 1989). Ethiopia made significant achievement in expanding primary education between 1960 and 1980 compared with a period that preceded it. In 1950 the total number of all types of schools was only 540 (Ayalew, et al. 2002). In 1967/68 the No. of primary schools alone reached 1712 and increased to 3166 in 1974/75, the years of fall of the Emperor (TGE 1994 E.K the No. of primary school pupil also increased from 451, 557 in 1967/68 to 959, 522 in 1974/75/ In fact it was between 1974/75 and 1980/81 that fastest growth was observed. In seven years, primary enrollment was more than double (2, 130, 716) and primary schools increased by 84% (5822). With all these achievements, however, universal primary education remained still a dream.

Although the agreed target year (1980) for achieving universal, free and compulsory primary education elapsed, the effort to expand primary education continued. In 1987/88 primary school (grade 1-6) enrolment was at its highest level (2, 844, 033) for the prior to the change of government in 1991. But gross enrolment was 35%, (Ethiopia, MEDAC 2000). After 1987/88 primary school enrolment and hence gross enrolment rate were declining due to internal conflict.

The second conference was the world conference on education for all in Jomtien, Thailand in March 1990. The conference came out with the world declaration on Education for all, with an ultimate goal of meeting ‘the basic learning needs of all children, youth and adults’. It also set different targets of which ‘universal access to, and completion of primary education (or whatever higher level of education is considered as basic’) by the year 200’ is one. This was another commitment to the country. But, since it was only after a year that the government was changed,

there no significant effort to achieve this goal under both the previous and the new government. In stead, the new government, the transitional government of Ethiopia, came up with an objective to provide a good quality universal primary education over a period of 20 year in 1994, after three years in power. The target years set by the new government was later on specified as 2015.

In addition to those commitment in the international and regional forums, Ethiopia has also committed it self, in its constitution of 1994, to provide access to education to its citizens. The constitution of the FDRE states that, “to the extent the country’s resources permit, polices shall aim to provide access to public health and education” it has also the UN convention on the Rights of the child (UNCRC), which includes the rights of a child to education play, reasures, etc. among other things.

The recent international conference in which Ethiopia participated was the world Education Forum held in Dakar, Senegal in April 2000. The Forum endorsed six goals and the one pertaining to primary Education was;

Ensuring that by 2015 all children, particularly girls and children in difficult circumstance and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

The goal has different implications. First is aiming at attaining 100% Net enrolment of primary school age children. Second, education that is going to e provided has to be of a good quality. Third, it is not only that all school age children be enrolled in primary school but also they have to complete primary education. Fourth, it also implies that primary education should be fee and compulsory, Finally, with all these aims, the provision of primary education has to be equitable and special attention should be given to girls, children is difficult circumstance and those belonging to ethnic minorities. Therefore, universal primary education as stated in Dakar World Education Forum requires improvement in the four areas of primary education, i.e., access, equity, quality and efficiency. Though it is one goal, it requires a comprehensive and broader change in primary education system.

Ethiopia has also endorsed this goal along with the target year for achieving it. As the forgoing narration shows Ethiopia has committed it self achieving UPE in different international and regional forums since 1961.

2.5. UPE, Conceptual Framework

Since its inception till now UPE as a concept is being subjected to be changed constantly taking expanded meaning based up on the context and circumstances (Sheldon, 1993). The way UPE has been defined and redefined has influenced the way its status and progress has been measured and the choice of strategies adopted to pursue the goal (she/don, 1992) for instance in the 1950's the goal of UPE was simply increasing enrollment Number. Following the target have expanded to include enrolment ratios (like GER, NER, AIR and NIR etc), efficiency measures (both internal and external) and more recently learning out comes (Sheldon, 1993).

As a number of literature explain, as the definition of UPE is constantly changed through time, developing suitable indicators for measuring its status and progress has become difficult task (Bastian, 2004:5, Sauvagest, 1997:8).

Conceptually UPE in the literal sense would mean everyone in a population having full primary school education (UNESCO, 1994:20) but as (smith 1979 cited in Sheldon 1993) pointed out the literal and practical meaning of the three terms i.e. universal, primary and Education is quite different and difficult. For smith and others “Universal implies all children of the target population who have access to and participate in a certain kinds of education.

But colclough and Lewin (1993) object the above concept of “Universal” for warded by smith and his advocates. They argue that “Universal” is ideal or impractical especially in many developing countries due to poor population census, poor school enrolment data collection technique and inability to make schooling compulsory. As a result they argue knowing the exact no. of students who attend schools and who do not attend schools are not well know following as it is explained by smith (1997) primary education denotes and implies that it is the first level of

education reading to higher level of education. While basic education shows emphasis, PE is a complete and terminal phase of schooling in it self (Smith 1997).

But according to International Standard classification of Education (ISC Ed) introduced in 1976 and revised in 1997 the concept of PE is defined as follows.

Programs Normally designed on a unit or project basis to give pupil (children rolled in primary school) a sound basic education in reading, writing and mathematics and elementary understanding of subjects such as history, Natural sciences, social sciences, art and music... these subjects serve to develop pupil's ability to obtain and use information they need (UNESCO, 2006:17).

The office primary school age range in Ethiopia is 7-14 and different countries have their own primary school age range (MDE, 1995:2000). The kind of education to be given at primary level of schooling has been controversial for decades, among scholars, countries and other concerned bodies (bishop, 1995:4, UNESCO; 1995:57). These days there are a consensus that the type of education given at primary school level be basic accordingly basic education should meet basic learning needs comprising essential learning tools. These re literacy, numeracy, oral expression problem solving, and basic learning contents such as knowledge, values, attitudes needed by human beings to service, to develop their full facilities, to live, to participate fully, in development and etc. (UNESCO, 1994:70 UNESCO 2006:70). However, generally speaking there is no clear and universally agreed up on definition and concept of UPE. As a result many countries in most cases evolve their own operational definition of UPE.

Bastien (2004:17) vividly tries to explain that many countries currently developed their own operational definition of UPE in line with EFAs goal two that reads as follows “ensuring that by 2015, all children, particularly girls children in difficult circumstance and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality”.

2.6.1. Trends and Status of UPE in Ethiopia

When we evaluate the condition of primary education in Ethiopia before 1993/04 it was much more in bad situation than this day. Before 1993/04, Ethiopian education was typically characterized by stagnation, reversal and uneven growth.

However, this bad trend has been revised at all level of the education system since 1994 with the introduction of the NETP (World Bank 2005:XII) Thus, this same World Bank document revealed that, in the history of education of Ethiopia, unprecedented and sustained growth in coverage has been registering in all levels of education especially in PE enrollment since 1943/4. For instance, it indicated that from 1993/04-2001/02. Enrollment in PE has more than tripled from 20% to 62% i.e. with \$600,000 participants in 2001/02.

Though substantial success have been registered with regard to converge, and access as indicated above there were emerging signs of distress in the system, like deteriorating conditions in classrooms, real spending on non-salary inputs and other mainly in most part of rural Ethiopia (World Bank 2005: XVIII).

The status of UPE in Ethiopia is not better than the one which is common in most developing countries. Generally speaking, Ethiopia has the lowest measure in the indicators of PE progress like, GER, NER AIR, NIR and other (World Bank, 2005: 27 and MoE 2005: 37).

A number of studies have also documented that the above indicators are not similar all over the country that is, there is discrepancies between rural and urban areas, among regions, between males and females, the highest being in favor of rural areas and males (World Bank, 2006: 13-17).

The above facts are clearly ascertained in the annual statistics abstract of MoE. 2004/05. In 2004/05 the GER at the national level was 79.8% disaggregated in to sex while girls account 71.5% the share of the boys was 88%. The regional disparity was that while Afar achieved the lowest GER i.e. 20.9% highest was registered in Addis Ababa which was 150.2% (MoE

2004/05:6) The NER in the same period was also 68.4%. Regionally the highest and the lowest were achieved in AA (96.2%) and Afar (12.6%) respectively (MoE 2004/05).

2.7. Challenges to meet UPE

2.7.1. Challenges to Achieve UPE in Developing Countries

Almost all developing countries have committed to achieve UPE in 2015 target year. However, there are many challenges that they should overcome to meet UPE before or on the target year, 2015. As many literatures documented most of these challenges to low school participation and to achieve UPE are socio cultural factors, socio economic factors, school intrinsic factor, policy issues related factors and others. (World Bank 2005:XV) these factors are discussed below.

2.7.1.1. Socio Cultural Constraints

The cultural expectation on girls and the priority given to the future role as child bearer and wives have strong negative effect on girls educational enrollment and participation (Odaga and Henveld, 1995; 22). The socio cultural practice which affect children enrollments and participation in the education are:

A. Female Genital Mutilation (FGM)

Research finding reveals that in some sub Sahara African countries initiation ceremonies to circumcise girls are common practices that negatively affect the education of girls. For instance a study undertaken in Malawi disclose that as the time of initiation conflicts with school calendar it affects school calendar it affects school attendance of girls, which eventually lead to their dropout (kapaska, 1992 in Odaga and Henveld, 1995:23).

Circumcision is one of the HTP in most part of Africa. For instance in nomadic pastoral areas of Kenya girls' circumcision are one of the constraints for their educational participation (Akarange, 1995:44). After the ritual as they are expected to get married their interest on education diminishes drastically I, 44).

B. Early Marriage

In most developing countries of Africa, Asia and Latin America early marriage is one of the impending factors for girls' educational participation. Whatever the reason may be early marriage has disastrous effect for girls participation and in the major causes for their dropout from schooling (Ros, 1995:45).

C. Gender Role Socialization and Stereotyping

Gender role socialization as it is mainly practiced by traditional societies negatively affect girls' participation in education by perpetuating the dominant role of males and imparting the inferior nature of females in different activities. Almaz (1991:8) indicate the family as one major socialization agent consider their male children as brave, expressive, self confidence where their daughters as shy, quite and dependent. Besides the attitude of parents' toward the importance of education is determined by what the society expects of the role of females and males.

Not only this, in most developing countries stereotypically, females are conceived to be too much submissive, timid, weak both mentally and physically. On contrary males are perceived as competitive, courageous and intelligent. As a result such discrimination and expectations severely affect females' aspiration and competency in education (Almaz 1991:4).

2.7.1.2. Socio Economic Factor

The effect of socio economic condition on access on regular attendance (participation) and learning in primary education in perhaps the most constant and consistent findings of socio-educational research World Wide (Iqbal and Levin 1989 in Noriega, 1996:88). Sending children to school incurs direct and opportunity costs, which are hindrances to school participation for children from poor and rural families. Those constraints and few perceptions that affect schooling of children are discussed below.

A. Poverty

Obviously, poverty is a unique feature of developing countries. Usually it is mentioned and commonly associated with educational disadvantages. Therefore parents with poor economic

status may have difficulty in providing their children with learning materials including uniforms. Moreover, Slevch (1993, 97) indicated that child labor is used to strengthen the income of the given family.

A study undertaken by Taylor and Mulhal (1997) in PE of rural Pakistan shows poverty is the main reason for children dropout of school. Other similar study also discloses that the reason for dropout rates in poorer socio economic conditions of the people concerned. That is their poverty is the causes for the withdrawal of children to serve at home inability to afford school fees and inter related costs, sickness due to lack of balanced diet lack of medical care and for girl and withdrawal to serve as child nurses to younger children (Bishop 1994:31). Generally poverty is found to be one of the challenges encountered developing nations to universalize PE (Aggarwal, 1982:510).

Various studies, researches have documented that parent educational level is an indispensable determinant of enrollment and dropout rate. Parent and communities awareness about the value of schooling has been the major challenges especially in rural Ethiopia for children's participation in school (World Bank, 2005:75).

In country where schooling rate are low as Ethiopia a possible barrier to the schooling of children simply be the fact that parents themselves have not been to school and have no idea what schools can do for their children. This fact is well documented by the welfare monitoring surveys (World Bank 2005:XXXVII) Magland (1994:78) discussed that parents educational attainment affects children's school enrollment and years of schooling.

Hyde (1989:54) in his research finding indicated that educated parents are more prone to send their children to school and keep them longer in school. On the other hand Rumberge (1987:81) indicates that children who are from illiterate families are subjected to dropout before completing a certain level of education. The demand for child labor is very important to the livelihood of poor household. Thus schooling has high opportunity cost to the household to send their children to school (World Bank, 2005, 105). Confirming this Odaga and Henveld (1995:17) children especially in rural areas spend much more time in work than their counter children of urban areas.

reach 19.1 million in 2015 “under the present population growth trend, achieving an eight years of UPE remains a long way off the high birth rate of Ethiopian population in a barrier to early attainment of UPE.

B. Health Condition

In most developing countries of the world children’s health problem is one of the most impending factors for school participation.

Especially children from poor families suffered from fever diarrhea, intermittent headache, stomach pain, etc. A study made on grade search indicated that 78% to be infected with malaria, 12% with trachoma and the rest 5 and 3% with tape worm and malnutrition respectively (Bishop, 1994:115).

The spread of HIV /AIDS in the world in general and especially in the poorest countries in particular in a serious threat fro education sector. Prevalence of HIV/AIDS is a source of concern as it affects the universalization of primary education. In Ethiopia Millions of Birr is chanelled to issue related to HIV/AIDs is directly or indirectly. Therefore HIV/AIDS and its intersected problems have disastrous effect on education (world bark, 2006, /29). HIV AIDS pandemic are among the social factors which seriously affect the un verbalization of primary education in the world. This fact is clearly discussed in ESDPLL of Ethiopia by elaborating its multi faced effect on the education. Currently in Ethiopia there are a no of or plans. As of 2000, about 10.5% of the children below age 15 have lost ore or both penuries. The late in urban area is 1.5 times are high as surreal are as, and lunges across regions from just over 10% is Amhera and Oromiya, 10more there 15% in AA and Ganibella and to more than 20% in Afar (world Bank, 2005,6).

In Ethiopia in 2000 orphan hood late was 19.0% among children ages10-14, and 10.8% among these ages5-9. This implies the orphan hood rate among primary school age children is about 15%. This rate places Ethiopia in the middle of the range of Africa countries (World Bank, 2005:6)

Therefore, those orphan children may have little or no chance to attend schools. As a result, a large number of school age children would be out of schools unless concerted action is taken, achieving UPE would be retained (MOE 2005:27).

According to 2000 survey orphans comprises primarily as indicated above about 15% of primary school age children. This is a large share. This implies that attaining the MDG of universalizing primary school completion will surely be undelimited. Hence it is a big challenge. As support the schooling of this vulnerable population group (World Bank, 2005:7-8).

2.7.1.3. Administrative / Institutional Challenges

Taylor in Mulhull (1997:1) indicated that though all developing countries were committed to achieve UPE in 2000, many studies disclose the prevalence of low participation, high dropout rate and repetition rate due to constraints such as; inadequate resources, low political commitments, inefficiency in administrative capacity and absence of appropriate policies.

Achieving equity in educational opportunity for those who are discriminated on gender, wealth status, ethnicity etc bases requires commitment of all types (World Bank 1996:8). Research findings indicate the appropriate policy measures can increase the enrollment of the discriminated such as the poor, females, linguistic minorities and others (World Bank 1996:11)

With this regard mentioning the experience of some countries is very important for this. A typical example is the Indian government's effort to make education accessible to the disadvantaged communities by designing special policy measures and strategies in education that actually benefited the out castes and the minorities (Bishop, 1994:188)

According to World Bank (1996:12) administrative steps to encourage primary schooling can include making schools easily accessible, providing boarding and hostel facilities and flexible school calendar, feeding programs.

As these steps need financial resource the fact that the low per capital income in developing countries affect the capacity of the government to finance and deliver schooling (Collough and Lewin, 1966:77). Govinda (1997:36) indicated the importance of commitment from higher bodies to directly support the decentralized unit in planning financing and implementing of educational programs.

The effective leadership and mass mobilization and sensitization may require charismatic leadership to overcome the sluggishness of the education system and traditional practice (Lockheed and Lewin in 1993:13)

Weak program management and implementation capacity reflected in low budget utilization in civil work and procurement capacity of the lower levels of the organizational structures (woredas) are few among others (MOE, 2000:17. In addition this same document from MOE (29) puts the challenges the system face with regard to skilled human resources as follows.

“Skills to interpret policies collect analyze and enabling schools to trade appropriate action to meet the minimum quality standards for the local situations are critically lacking at the lower levels of the organizational structures”

Further more in its ESDP-III the bureau has clearly identified the expected challenges that the education sector possibly faces in the future. These are lack of the necessary human powers both in quality and quantity at all levels of the education system, lack of institutional capacity both human and material particularly local level (at woreda level), shortage of financial resources to cover operational cost particularly at school level (SNNPREB,2005:65)

A No of international organization like world Bank and others have commented that one of the challenges to meet UPE in Ethiopia are the number of years of primary schooling. They argue universalizing eight years of schooling is probably fiscally unviable even in medium documented that in Ethiopia implementation constrains a lone would make universalizing eight years of schooling for the whole population impractical (World Bank, 2005, xxII)

“Although Ethiopia’s primary cycle currently lasts (1-8) eight, years, divided in to two cycles of equal duration, it would appear the completion of the first cycle may be insufficient to ensure that most children achieve permanent literacy”

(World Bank, 2005:34).

However the completion of eight years may go beyond with is minimally required. Ethiopia is one of the only 47 among 194 developing countries all 47 children complete eight or nine years of basic education. Such a good un doubly also appropriate for Ethiopia in the long run, but in the short run, the resource constraints are likely to present difficult trade off between the duration of basic education and the number of children who can be accommodated (world Bank, 2005:34).

2.7.1.4. School Intrinsic Factors

In a manner not less than with other factors school environment creates a No of constraints, which impends children participation in the school some of these factors are irrelevant curriculum, in convenient medium of instruction, fear of sexual harassment of abduction, lack of school facilities problem in qualities, quantities of teachers etc. Some of these constraints are discussed as follows.

A. Curriculum Irrelevancy

Curriculum in most developing countries are not designed properly according to situation familiar to students, studies show that in appropriate curriculum resulted in low interest in education and high dropout rates. A curriculum which does not offer children the necessary does not respond to the needs of the interests of the learner life and survival skills within their environment (Car Hill, 2002:XI, Mcneil, 1990:109)

B. The language Instruction

The tote of language in any instructional process is an established fact. Minga (1997:47) pointed out that teacher’s delivery of the content and their appropriate acceptance of information is checked by the use of the language.

UNESCO (21958:11) also commented the language as a medium of instruction has greater impact on the over all educational process and proactive. Children who speak a language other than the language of instruction face serious barrier to learning. This problem is highly pronounces in the crucial early grades the time when students are trying to acquire basic lit racy as well as adjust to the demands of the school setting students not speaking the language of instruction can make a difference between succeeding ad failing in school and between remaining in schooling and dropping out (Lockheld and Verspoor 1991:153).

In multilingual, poor and gander biased and orphan hood dominate countries like Ethiopia and other school participation is highly challenged by language, gender and orphan hood.

C. Fear of sexual Harassment and Abduction

Various students show that there is prevalence of sexual violence and harassment in educational institutions in Africa research finding indicated that many pupils are identified as major of fenders (Hallam, 1994 in adage and Henveld 1995:34). A study under taken in Guinea disclose that boys are aggressive towards girls and Henveld, 1995:35 as quested in Anderson and Levity . This implies that girls are in extremely hostile and uncomfortable learning environment in school, which has disastrous effect on their educational attainments and performance (Odaga and Henreld 1995:35).

D. Lack of School facilities

Obviously one of the major impingement of enrollment and participation of children at school is inadequacy of school facilities like learning materials, in shortage of buildings latrines, waters etc. lockheld and Verspoor (1991:103) found that which quality of the physical plant is positively related to students' performance. Lack of relevant teaching and learning materials also affects their performance.

The World Bank (1996:126) also documented that in many countries where there are no enough class room materials and other learning materials patents are reluctant to send their children to school.

Parents in some countries due to the absence of separate class rooms and toilets to male and female they are against sending their daughter to school (World Bank, 1997 103 and Roa, 1985 18.2).

Taylor (1997:9) also indicated that shortage of school facilities such as toilets class room drinking waters books writing materials etc. are likely to increase dropout rates, coombs (1985:22) also shows the interrelation ship among school facilitate achievement dropout and repetition.

In Ethiopia one of the major challenges for achieving UPE IN 20.5 is poverty. Especially the direct cost of primary schooling can be significant for the poorest family direct cost of schooling for children from poor families is also constrictions for UPE in Ethiopia. In Ethiopia is well articulated in the constitution in the education and training policy and other document that primary to incur other fees and other expenses to enroll their children especially those problem is highly pronounced among the poorest families than the richest as the former tend to be larger (World Bank, 2005:Xyll)

E. Problems in Quality quantity of Teachers

Due to lack of ramrods economic in cuteness and in continent working environment shortage of teachers in more prevalence in remote rural area than urban areas. This creates its own impact on students learning and success in education lack held and Vespoor (1991:27)

Further more as it is discussed in ESDP-III (MOE 2005;29) the most serious and per sills tent challenges facing the education system in general and primary education in particular are. The overdo evaporating of education quality reflected in low completion rates high student section ration, high student teacher rations, shortage of text book, lack of enough qualified teachers mainly in the second cycle.

Over of the challenges to meet UPE is acute shortage of teachers, with lead to high pupils teacher ration (PTR) much high against the target goal set in 2015 of 40:1. Due to even increasing school

age pop especially in sub sharer Africa, there should be 9% growth rate of lechers per year it Chad, the Congo, Ethiopia , Mali and Uganda (UNESCO: 2006: 87).

Other challenge facing the region to achieve UPE is shortage of qualified teachers against policy teachers were graduates of TTC to teach second cycles. Disparities among woreda in primary cross enrollment evident.

2.8. Community Capacity Enhancement

Community capacity Enhancement program, known as CCE, addresses the underlying causes of HIV/AIDS, be they power relations, gender issues, stigma or discrimination. It also focuses on the issues of testing, treatment and care. Most community programs dealing with HIV/AIDS rightly concentrate on awareness-raising and discussion. The CCE program does too. But it goes deeper, getting to the heart of why the epidemic is spreading and through an interactive dialogue known as community conversation, enables community decision making and action. The CCE programme is an integral part of UNDP's leadership for results programme. The reason why the researcher added this (community conversation) in this chapter is, it solves many problems of the community in Hadiya zone. For instance, FGM nutrition, women empowerment...etc.

2.9. Background of the Research Setting

Hadiya zone is located in south-central Ethiopia, 230km from Addis Ababa. It is situated at the fringe of the Gurage mountains and the western margin of the Great Ethiopian Rift valley, between 7045'N and 380 28'E. It shares borders with Kembata and Alaba in the south; the Gurage in the north; the Silte in the north east, and the Oromiya National Regional state and Yem in the north east. Hadiya zone is currently stratified into 10 woredas and one city administration, Hossana. Hadiyyisa or Hadiyagna (the Amharic version), the language of the Hadiya belong to the Cushitic language family.

In written documents the name of Hadiya was first mentioned in the kibre Negest ("the glory of the king") an Ethiopian chronicle dating back to the 13th century (<http://en.wikipedia.org>, 2007) The people practice mixed farming and the area known for the best quality cereal crops it produces. Their staple food is the stock products like "kocho" (the traditional bread which is also common among Gurage, Kembata, and other in south Ethiopia).

CHAPTER THREE

3. Research Design and Methodology

3.1. The Research Design

The main purpose of this study was to examine the status of primary Education in Hadiya zone of six weredas vis-à-vis the goal of UPE and identify the major challenges that hinder its achievement. It also aimed at suggesting some possible strategies that can be used to enhance its better success. To this end, descriptive survey method was used to carry out the research. Best and Kahan (1998) and Sharma (2000) briefly described the relevance of this method for such purpose. It is obvious that descriptive survey research involves large sample size, and is oriented towards the determination of the status of a given phenomena. It has also a penetrating power to analyze realistic conditions so that the researcher was insisted to the description of authentic and accurate information about UPE in Hadiya zone.

3.2. Sampling Techniques

3.2.1. Sampling Population

To realize its objectives, educational personnel at Wereda, Kebele and Zonal levels, principals, department heads and teachers, parent Teacher Association members, and women Affair office were the population of the study.

3.2.2. Sampling Procedure

- i. **The Schools:** The study randomly selected three schools from each Wereda. Hence, totally 120 teachers, 24 Principals and vice principals and 40 department heads (coordinators of language, science, and social studies) were participated as primary sources of data. Moreover, one parent teacher association (PTA) members from each school with a total of twenty-four respondents were selected.
- ii. **Education Officials** under this kebele, wereda and zonal department were included. Kebele was selected because currently implemented decentralized education system of the

country to control and supervise the school. Concerning the zone it is the focus of this study, used as source of reliable, descriptive and compressive data. Totally 40 personnel were selected.

- iii. **Women’s Affair Office:** Thinking that they are disadvantaged (marginalized) group of population and responsible with over all problems of female including girl’s education twenty-four women from women Affair office were selected. Summary of the respondents are given in table2.

Table 2: Summary of Respondents

Teachers	Department heads	Principals	PTA members	Educational personnel	WAO	Total
120	40	24	24	40	24	272

3.3 Data collection Instrument

The concept of using multi-method approach in collecting data in a single study is favored in recent trends for many authors. An increasing number of researchers are using multi-method approaches to achieve broader and of then better results. Denzin (in Teshome, 1998: 46), for example, argue that because each method reveals different aspects of empirical reality, multiple methods should be used in every investigation as a rule.

Brewer and Hunter (1989) and Patton (1987) (both in Teshome, 1998: 46) noted that there are strength this and weaknesses to any single data collecting strategy and using more than one data collection approach permits the research to combine the strength and correct some deficiencies of any one source of data. By listing its advantages, Cohen and Manion (1994) also suggest to use a combination of methods. Therefore the instruments employed to gather the necessary data for this study were questionnaire, interview, document analysis and focus group discussion.

3.3.1 Questionnaire

One of the instruments used to collect data was questionnaire, developed by the researcher based on the reviewed literature and administered to education officials, teachers, department heads and school directors.

The questionnaire was aimed at acquiring necessary information about challenges to achieve UPE in Hadiya zone. The content of the questionnaire item were framed to this end (see the questionnaire items in appendix-A).

After these (teachers, department heads, directors and education officials) had filled it, the questionnaire was examined item by item to detect ambiguous and unclear statements, response clue or other factors, which can affect the teachers' genuine response. On the basis of the feedback received from them, some amendments were made by restating, omitting and inserting whatever needed. With the exception of this modification, all questions in questionnaire were found to be useful for the purpose intended. Then the questionnaires were distributed them in the area understudy. From 48 questionnaires dispatched for the department heads only 40 were returned. The same is true for education personnel (48 questionnaires were dispatched and 40 were returned).

3.3.2 Interview

Structured interview for males were employed (items which were used for guided interview are given in appendix B). According to Gall (1997), in an interview situation, an interview guide helps in indicating the outlines of the topics to be covered and their sequences in the interview. It also provides guidelines to the interviewer on what to say at the opening and closing of the interviews. Taking this in mind, interview guides were developed by the researcher based on reviewed literature and used in this study.

As a result of the necessity to frame interview questions in language that ensure effective communication between the interviewee and the interviewers, interviews were made using Amharic language, which both the interviewees and researcher communicate with sufficiency.

Thus, the interview guides were made first prepared in English then translated to Amharic. Interviews were made with 24 PTA members. The interview was tape-recorded and conducted using Amharic language and later all relevant interview were transcribed in to English for analysis. Finally, the responses of the interview have been used in the process of discussing data.

3.3.3 Document Analysis

Best and Khan (1993-1993) discussed that documents are important source of data in many areas of investigation. Documentary source could serve for a useful proposes in yielding information that is helpful in explaining social or educational practice. Thus, the education policy document, educational static document, socio-economic profile of Hadiya zone were used for the purpose of this study.

3.3.4. Procedures for Data Collection

The prepared questionnaires were administered to personnel working in different departments of the zone education bureau, wereda, kebeles and to teachers, departments heads and principals in different schools. Furthermore, the researcher conducted interviewing sessions with PTA and WAO.

3.4. Method of Data Analysis

In this study, both qualitative and quantitative data analyses methods were used. Based on the basic research questions, statistical tools such as graphs, percentages, and mean were used to analyze quantitative and qualitative data.

Percentages were used to explain the personality characteristics of respondents, dropout and repetition rates, Gross and Net enrollment, repetition and dropout rates and degree of factors on the achievement of UPE in Hadiya zone. The mean was calculated to identify the major hindering factors that impede the realization Universalization of primary education in Hadiya zone.

Hence, using the aforementioned tools the following chapter deals with the presentation and interpretation of the data obtained from the field to achieve the objectives of the study.

CHAPTER FOUR

4. Presentation and Interpretation of the Data

In this part the main focus is the analysis of the Data Collected from sample schools, PTA, Education Bureau through questionnaire, interview and document analysis. The questionnaires were distributed 150, teachers 40 department heads 40 & principals 40 Educational officials. From the distributed questionnaires those filled by 120 teachers and students and the entire department heads educational personnel were returned and were used in the analysis. In addition, the Kebele health and education head and PTA members were involved in the interview.

The responses of teacher's educational personnel and PTA to each of the questions given were analyzed and interpreted. Most of the data gathered were organized using table and grapes followed by discussions. For the sake of convenience, related questions were treated together. Interview responses were used to substantiate the data gathered through questionnaire and document analysis. As a result, the responses are expected to be sufficient to draw inference for the study.

4.1. Characteristics of Respondents

To give some basic Background information about the target population (teachers, PTA members, educational personnel and students) the respondents' sex, age, educational status and experience are presented in table 3 and 4:

Table3: Characteristics of Teachers, Department heads, Principals and Educational Personnel by their sex, Age, Educational status and service years

Background	Teacher				Total	Department head				Total	Principal/vicepttice				Total	Educational personal				total	Women Affanin official				Total
	M	F				M	F				M	F				M	F				M	F			
Sex	78	42			120	23	8			40	19	5			40	31	9			40	2	6			
No	65	35			100	80	20			100	79.19	20.8			100	77.5	22.5			100	25	75			
%	21-30	31-40	31-50	51-60		21-30	31-40	41-50	51-60		31-40	41-50	51-60		21-30	31-40	41-50	51-60		21-30	31-40	41-50	51-60		
Age	31	43	29	17	120	-	2	26	12	40	-	4	14	6	4	13	16		40	8				8	
No	28.53	5338	24.16	14	100		5.5	16.11	353	100		16.6	58.3	25	10	32.5	40	17.5	100					100	
%	BA/BS C	Deplo m				BA/BS C	BS C	Dip	Cirtif		Dip				MA	BA/BS C	Diplo ma	Cirtif		MA	BA/BS C	Diplo ma			
Educational Status	-	53	67		120	-	-	28	12	40	24				6	27	7		40		1	7		8	
No		41	55		100			70	30	100	100				151	675	17.5		100		12.5	75		100	
100%	Below 3	3-5	6-10 above	10 yrs and above		Below 3	3-5	6-10 above	10 yrs and above		Below 3	3-5	6-10	10 yrs and above	Below 3	3-5	6-10 above	10 yrs and above		Below 3	3-5	6-10			
Experience (service yearce)	2	13	58	58	120	-	14	8	18		-	-	6	18	-	-	17	23	40			8		8	
No	1.6	10.83	39.16	48.33	100		35	20	45				28	75	100							100		100	
%																									

As indicated at the beginning of this chapter, a total of 120 teacher respondents were involved in the study. Regarding their sex, 78(65%) were males while 42(35%) were females. With respect to department heads, out of 40 respondents, 32(80%) were males where as only 8(20%) were females. Moreover, 19(79.17%) and 5(21.83%) of the principals respondents were of males and females respectively. From 40 participant personnel, male respondents were 31 constituting 77.5% and females were 9(22.5%). Regarding WAO 2(25%), were male and 6(75%) were female.

Age wise, 31(25.8%) of the teachers and 4(10%) of the educational personnel were in the category of 21-30. Those who were in age category 31-40 include 43(35.8%) of the teachers 10(25%) of the department heads, 2(16.7%) of educational personnel. Similarly, respondents whose age was in the age Category (41-50) include 24(24.2%) of the teachers 6(15.1%) of the departments, 4(16.7%) principals and 16(40%) of educational personnel. In general, majority of the respondents were in adult age group. This shows that the respondents have enough experiences to give the data needed for the study.

With respect to educational status 53(44.1%) of the teachers were diploma holders while the remaining 64(55%) have got certificate or graduated from TTI. Out of 40 department heads, Twelve 30 (75%) of the department head, have diploma and the rest 10(25%) are certificate. All the principals, on the other hand, own diploma. With the exception of 6(15%) and of (17.5%) of the educational personnel who have MA/MSC and diploma respectively, the majority 27(67.5%) have BA/BSC.

Furthermore, 58(48.3%) and 47(39.2%) of the teachers had served for ten years and above, and between 6-10 years, respectively. Those with the experience between 3-5 years were 13(10.8%). The reaming 2 teachers (1.7%) served only below 3 years. Similarly, 9 (50%) of the department head had above 10 years service and the rest 7(38.8%) and 2(11.1%) served for 3-5 years and 6-10 years respectively. With regard to the service of the principal and educational personnel, 9(75%) of the principal and 23(75%) of the educational personnel served for more than 10 years.

Table 4: Background of PTA members by their Age, Sex, Educational status, occupation

Background	Respondent				Total
	PTA				
Sex	M	F			
No	20	4			24
%	83.3	16.7			100
Age	31-40	41-50	51-16		
No	2	8	14		
%	8.3	33.3	58.3		100
Educational Status	BA/BSC	Diploma	12 Complete	(grade 3-8)	
No	4	2	16	2	24
%	16.66	8.8	66.6	8.34	100
Occupation	Government Employee	Private Employee	Farmer	Other	
No	12	6	2	4	24
%	50	25	8.33	16.66	100

As it can be observed from the table4, all PTA members involved from 24 sample schools. With regard to their age 12(50%) were between the age 51-60 and 8(33.3%) were in the category of 41-50. On the other hand, the majority of them were literate and even 16 (66.6%) completed 12 Grade and 4(16.66%) were BA/BSC holders. Only one PTA members had education up grade 8 with respect to their occupation the lion share of the respondents 50%) were government employees and 6(25%) worked in private sector. The majority of them 14(58.3%) had a service more than 10 years.

In general, it seems that the majority of the respondents had long years experience and sufficient educational background to serve as data sources.

4.2. Current Status and Progress Made in Achieving UPE

In this section the current status of UPE and the progress made at national, regional and zonal level will be assessed in terms of the established set targets and indicators of ESDP II and ESDP III of the region and MoE. A single indicator may not be sufficient to give a full picture of certain phenomenon (SNNPREB: 2006/07). As a result, the use of two or more indicators in combination may maximize the power of indicators to explain a given situation. In the following section current and progress made so far at national, regional and zonal level will be presented through exploring access, equity, quality and efficiency aspects.

4.2.1. Coverage and Access

Coverage refers the size of the education system. The main indicators of coverage of the education system are GER and AIR. Access refers to how much of eligible school age children are in the appropriate grades. The main indicators of access to education is NER and NIR (SNNPR EA)

4.2.1.1 Gross Enrollment Ratio (GER) at primary level (1-8)

GER is the percentage of total enrollment in primary schools irrespective of age, out of the corresponding primary school age population, ages 7-14. It is a crude measure of coverage, which usually includes under aged and over aged children and as a result it can

be higher than 100%. Naturally, the age of student in grades 1-8 have to be in the range of 7-14 and the starting age at Grade 1 is seven. Table 4.3 shows GER at national, regional and zonal level.

Table 5: GER Trends at Primary Level in 2003/04-2006/07

Year	National			Regional			Zonal		
	M	F	T	M	F	T	M	F	T
2004/05	88.6	71.5	79.8	8.3	71.8	85.1	93.2	77.8	83.5
2005/06	98.6	83.9	91.3	101.0	78	89.6	96	82.4	88.2
2006/07	98.0	85.1	91.7	108.3	87.4	97.9	99.4	87	93.2

Source: SNNPREB (2006/07), Educational statics annual abstract 2006/07

Table 5 shows the increase in GER for primary by gender. As indicated for 2006-07 GER nationally stands at 91.7, only slightly increase from 91.3% in 2005/06, but impressive 12.1 percentage point above the value for 2004/05. As far as the region's GER is concerned, the target set for the indicator was 103.9 and the achievement was 97.9% (SNPR ESDP 2005/06) GER has grown by 11.7% from the base year 85.1% (2004/05). With regard to GER of female students it has grown to 87.4% from 71.8% of the base year (2004/05). The target set for GER of female students was 90.0% and succeeded to achieve 87.4% at the end of 2006/07. When we come to zonal performance, it was 83.5%% in 2004/05 and become 93.2% in 2006/07. Even though it is a good achievement it is behind the region's achievement .thus it lags the region's performance.

4.2.1.2 Net Enrollment Rate (NER)

This indicator measures the ratio of the total number of pupil who is the explicitly recorded admittance age (7-14) for primary school. NER is the best way of measuring participation and a more redefined indicator of access in terms of explaining the proportion of pupil enrolled from a specific age group. Table 4 show the NER at national, regional and zonal level.

Table 6: NER Trends at Primary Level (2003/04-2006/07)

Year	National			Regional			Zonal		
	M	F	T	M	F	T	M	F	T
2004/05	73.2	63.6	68.5	84.4	64.3	74.5	85.8	69.8	77.8
2005/06	81.1	73.2	77.5	86.9	70.1	78.6	86	82	84
2006/07	82.6	75.5	79.1	92.2	77.4	84.9	91.6	81.9	86.1

Source: SNNPREB (2006/07), Education statics Annual Abstract of 2006/07

Table6 shows nationally the steady increase from 2002/03 to 2006/07 of 21.7% percentage points to 79.1% in 2006/07. The performance of the sector with respect to the region's NER performance in the base year (2001/02) was 58.2%. It has grown to 84.9%. The NER of female students during the base year was 45.3% and the region has achieved 64.3% (SNNPEA). Despite the fact that this indicator has key role in planning during ESDP II plan preparation the document has not included target for NER. Therefore it is impossible to show the comparison between target and achievement for the indicator. As far as zonal NEB performance is concerned, it is 86.1% in 2006/07. According to EFA Global Monitoring Report (UNESCO2002) only those countries whose NER 80% and above can achieve UPE by 2015. Therefore, Hadiya zone in this respect was promising to achieve UPE.

4.2.2 Quality

The World Declaration on Education for All (1990) and the Dakar Framework for Action (2000) the two most United Nation conference declaration focusing on education-recognizes quality as prime condition to achieve EFA goals. The Dakar Framework affirms that quality is the heart of education. Quality in education depends on different and interrelated variables. It can be measured through different indicators as the number of qualified teachers, the extent of text-book ratio, pupil- section ratio...etc. In this study the percentage of qualified teachers and pupil-section ratio will be treated

4.2.2.1 Teachers

The role of teachers in overhauling the educational system and improving the quality and standard of education is very crucial. Nationally the first cycle (1-4) primary education requires teachers with minimum qualification of Teachers Training Institute (TTI). Similarly Teachers Training College (TTC) Diploma required for the second cycle primary (5-8) (MOE. 2006/07). Table 4.5 shows the proportion of qualified teachers at national regional and zonal level.

Table 7: Percentage of Qualified Teachers at national, Regional and zonal level (2003/04-2006/07)

Year	National		Regional		Zonal	
	1st cycle	2nd cycle	1st cycle	2nd cycle	1st cycle	2nd cycle
2004/05	97.1	55	96.1	66.9	93.3	30.2
2005/06	97.6	59.4	98.3	75.6	95.2	39.4
2006/07	93.3	53.4	98.6	80.5	97.0	70.5

Source: SNNPREB 2006/07 and Annual Abstract of MOE 2006/07)

As can be seen from table7 at national level first cycle of primary, the percentage of certified teachers has now reached 93.3% and that second cycle of primary education is 53.4 in 2006/07. As far as the extent of qualified teachers in SNNPR at primary education is concerned the target set was 99%in ESDP III document and the number of qualified teachers in primary has shown an improvement from 96.1% during the base year to 98.6% at the end of 2006/07 with the average annual increment of 2.5% during the implementation year. It reaches 98.6%, 2006/07.This is a bit behind the target set in 2004/05 This indicates that there are still 0.4% of unqualified teachers who need to be trained to ensure 99% qualified teachers at the grade level 1-4.

The number of qualified teachers in the second cycle of primary education was 66.9 during the base year of ESDP II of the region. The target set to achieve by the end of the plan year was not indicated in the document but the current performance with this regard has reached 80.5%indicating a 13.6% increase. The system seemed to have worked harder to ensure quality education through training and hiring the existing staffs and the

now ones. Yet the number of those unqualified teachers in the cycle is very large and needs special attention to ultimately bring about quality education. Zonal performance in this respect is good. Although this figure has risen over the previous years, the share of certified teacher at the second cycle is still very low in the zone. Due to the insufficient number of qualified teachers for grade5-8, the zone is using TTI graduates to teach these grades

4.2.2.2. Pupil-Section Ratio PSR

It is also important to treat the current performance of the system with respect to student-section ratio. Table4.6 shows PSR of national and regional and zonal level.

Table 8: Pupil-section Ratio (PSR) of primary level (2003/04-2006/07)

Year	National		Regional		Zonal	
	PSR for 1st cycle	PSR for 2 nd cycle	PSR for 1st cycle	PSR for 2nd cycle	PSR for 1st cycle	PSR for 2nd cycle
2004/05	11	68	75	73	86	56
2005/06	68	65	76	77	46.2	85
2006/07	65	63	77	76	85.8	83.7

Source: SNNPREB (2006/07), Education statics Annual Abstract 2006/07

The pupil section ratio of 1st cycle at national level in 2004/05 was 77 and became 65 in 2006/07. In 2nd cycle it was 68 and become 63 in 2006/07. That is an impressive achievement. Regionally in 2004/05 were 75 then 75. The target set was 1:69 in the region's ESDPIII document in 2006/07 was 1:77. In the second cycle of base year (2004/5) it was 1:73. The target set was 1:69 but the achievement was 1:76. In both case the achievement is behind the target.

When we come to the zonal (Hadiya zone) performance is something different from the national and regional performance. During the researchers visit time of some weredas of Hadiya zone the situation seems different from national standard and regional performance. In one primary school of Shashogo wereda the pupil section ranges from 130 to 150. Surprisingly, there were 178, pupil in one section of another worda (Mirab

Badewacho). This tells us that there are still some activities left behind still needs systems consideration to minimize the number of students to be served in a given class room.

4.2.3 Efficiency

The concept of internal efficiency in the education is undoubtedly one of the key applications of the pupil flow analysis , it could be revealed by the promotion, repetition and dropout rates(ESDPIII SNNPREB 2006/07)Indicators of internal efficiency would tell us to what extent internally efficient a system is computing wastage rate through the number of pupil-years spent by the cohort as it flows through the 8 years of the cycle with the number of pupil who pass grade 8.Therefore an attempt will be made to see the performance of education sector of the region as well as at national level in terms of dropout and repetition rates.

Table 9: Repetition and Dropout at national and Regional level 2001/02-2006/07

Level	Year	Repetitions			Dropout		
		Boys %	Girl %	Total %	Boys %	Girl %	Total %
National Level	2001/02	8.6	11.7	9.9	16.7	17.8	17.2
	2002/03	5.9	7.7	6.7	19.6	18.5	19.2
	2003/04	3.6	4	3.7	14.9	13.6	14.4
	2004/05	3.8	3.7	3.8	12.3	11.3	11.8
	2005/06	6.4	5	6.1	12.6	12.1	12.4
Regional Level	2001/02	11	13.7	11.4	24.5	23.5	24.1
	2002/03	6.4	7.9	7	22	21	21.5
	2003/04	4	4.7	4.3	13.7	12.9	13.4
	2004/05	1.5	1.8	1.8	10.9	9	10.2
	2005/06	1.4	1.7	1.5	10.2	8	9.1

Source: SNNPRE (2006/07), Education statistics Annual Abstract 2006/07

The major point that can be observed from the table is that nationally the repetition rate at primary level has been 9.9% in 2001/02 and this rate has become 6.1 in 2006/07. when we see the region's performance with respect to repetition rate, it was 11.45 in 004/05 and become 1.8 which is a good achievement.

As far as dropout rate (at national and regional level) is concerned in both levels there is commendable achievement. According to the region's ESDPIII, the current performance level and the strategies employed to dropdown the repetition rate is promising and should be kept to guarantee the attainment of UPE. In addition, one of the education Millennium developments Goal stipulates that: ensure that every where, boys & girls a like will be able to compete a full course of schooling can be realized by minimizing dropout and repetition relates and decreasing wastage of resources in all regions. Table4.8 shows zonal performance in relation to dropout rates.

Table 10: trends of dropouts of the Hadiya zone in the first cycle (1-4 and second cycle (5-8)

Academic year	Primary cycles						Primary level		
	1-4			5-8			1-8		
	M	F	T	M	F	T	M	F	T
2002/03	12.73	13.15	12.85	11.18	6.16	16.81	12.23	11.35	14.01
2003/04	5.34	8.05	6.46	7.01	5.62	6.48	5.89	7.46	6.47
2004/05	6.64	6.03	6.31	9.53	6.26	8.45	7.44	6.08	6.87
2005/06	11.52	10.37	10.99	16.79	9.69	14.21	13.24	10.2	11.93

Source: hadiya zone statistics department

As table 10 shows, in 2002/03 the first cycle dropout rate that was 12.85 %(boys 12.73 and girls 13.05%) has remained the same with no significant decline in 2005/06 to 10.99 (10.37%boys and 11.52girls)

This trend was almost similar in the second cycle (5-8) thus in 2002/03 the total dropout rate of the Hadiya zone was 16.81(11.18% for boys and 6.16 for girls).The trend declined in 2003/04 to 6.48%.

In 2004/05 the second cycle dropout rate was 8.45%and decreased to 14.27%that is 11.93%for boys and 9.6 for girls. For the 2005/06 the drop out rate of the zone was 11.79 %(boys12.23%and girls11.35%) and 11.93 %(13.24%for boys and 10.21%for girls) respectively. For the above data it is seems clear that the dropout rate is one of the major problems of the collection system. Therefore unless it is resolved timely it is imposing the achievement of UPE at national and regional level. Though the trends of dropout rate

at the zonal level of SNNPR state seems to be decreasing, still it is posing its own problem to UPE achievement in the zone.

4.2.4. Equity

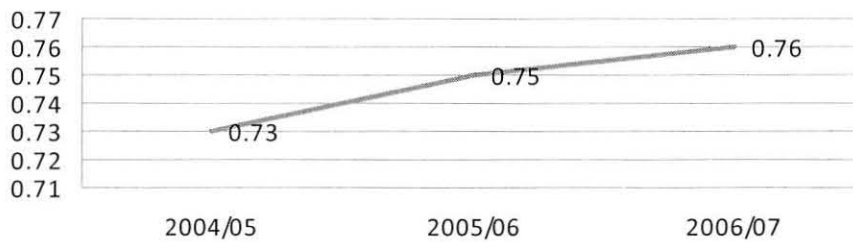
It is obvious that everyone has the right to education which shall be accessible to all. Accordingly, Philipos et. al (1999:2) clearly indicated that educational equity has got higher priority in educational development. This implies that education opportunity should be equally provided among boys and girls and disadvantaged groups of society.

Despite this fact, however, both the national and regional education development programs failed to incorporate clear targets to address issues with regard to equity to all disadvantaged groups. Thus, the research in this section tried to examine equity only in terms of gender.

One of the statistical tools used to see the variation between genders in education participation is gender parity index (GPI). It can be examined in two ways. Using the ratio of female to male enrollment. Hence, perfect equality between the two sexes is when GPI is 1, while 0 indicates the highest disparity (MoE, 2005) and Gender gap between boys and girls GER or NER. It is the difference between GER or NER of boys and girls. The explanation refers the year 2004/05 and tries to compare the performance with the years 2006/07) showing annual average increment.

GPI Primary education of the zone has shown mild increment from 0.73 in the year 2004/05 to 0.76 in the year 2006/07. The target set by the region was .81 so the achievement is behind the target set. Those figures could help those decision makers to devise ways that could help absorb more female students.

Graph1: GPI 2004/05-2006/07



GPI- Gender parity index

Source: Hadiya zone socio-economic profile (2006/07)

Based on the graph it can be said that minimizing gender gap in moving is a good pace. Moreover, the Dakar agreement of achieving UPE (Goal.2) that stresses on ensuring that by 2015 all children particularly girls and children in different circumstance have access to and complete free and compulsory primary education of good quality could be come good in Hadiya zone.

4.3. The Demand of the Community to Basic Primary Education

It should not be denied that educational participation is not determined only by the educations provisions and opportunities that are provided to the community but also by the extent to which the community uses the provision and opportunities. This shows that there is a need to know the demands of the community to maximize children's full educational participation. Therefore, the researcher has tried to assess the level of demand using the questionnaire.

Table 11: Views of Respondents on the Demand of the community to Basic Primary Education

Respondents	High%	Medium%	Low%
Teachers	58.32	12.5	18.16
Department heads	72.2	22.22	5.55
Principals	66.66	33.33	-
Educational personal	66.66	30	3.3

As the table 11 reveals, majority of the respondents i.e. 58.32% of teachers, 72.2% of department heads, 66.66% of principals and 66.66% of educational personal method that community demand for basic primary education in Hadiya zone was high. Regarding the reason behind the escalated demand to primary schooling, respondents noted due to highly fertility rate, and decentralization of the education system that has created the opportunity to increase community participation as major reasons.

In this regard, the role of PTA as in the following up students performance, dropout and repetition, advising students who usually come late to school, building schools and providing facilities as well as creating awareness forums to parents and the community at large were also mentioned by respondents as important point for an increasing demand for PE. Moreover, the respondents underscore that building of new schools and expansion of existing ones as well as the reduction of direct school costs like school fee contributed a lot for the rise of public demand to schooling and the educational system to attract a number of students.

On the other hand, however, 12.5% of the teachers, 22.22% of department heads, 33.33% of principals and 30% of educational personnel, responses indicated 'medium' demand to education and 17.5% of the teachers suggested that the demand was low. For some of these respondents, medium or low demand for PE could be related to family economic status. They clearly indicated that for poor families' children's labor was often critical to the income or survival of the house hold. As the result, working children who work for their families do not fully attend schools, and they have little time (especially those

who/are farmers) to study, which in turn weaken their academic performance. The children were also malnourished which lowers their level of performance even further. This may force children and their parents not to be attracted to schooling. In direct costs for school subsidiaries and supplies, from this it can be argued that poverty affects not only whether children enroll in school, but also whether they stay in school and how much they learn. There were also reports that some woredas are known by taking food (distribution) supply from UNICEF. Another report about fear of families to the security of their female children due to hostile school environment and harassment on their way to school. Regardless of few respondents, one safely says that there is community demand for primary education.

4.4. Main Strategies for the Realization of Universal Primary Education

As mentioned in, attaining UPE is not a simple task. Much effort is required to still improve access, equity, quality and efficiency using a variety of strategies. With respect to this, respondents were asked to suggest the major strategies used to increase in the past years.

4.4.1. Increasing Access

Table 12: Response on the strategies employed to increase access

Increasing Access	Respondents							
	Teacher		Department		Principals		Educational	
	No	%	No	%	No	%	No	%
A. Reducing the cost of schooling	37	30.83	6	15	6	15	11	36.66
B. Increasing the role of NGO	26	21.66	18	45	4	16.66	7	23.33
C. Building New schools & Expanding existing ones	41	34.16	14	35	12	50	12	40
D. Implementation of shift system	10	13.33	-	-	2	8	-	-

The data on the table 12 reveals that building new schools and expanding the existing schools were reported by the majority of the respondents (34.16% of the teachers 35% of department heads, 50% of principals and 40% of educational personnel) as the main strategy used in increasing access followed by reducing the costly schooling as to the respondents of 30.38% of teachers, 25% of department heads and 36.66% of educational personnel.

The responses of 21.66%, 45% and 23.33 of teachers, department heads and Educational personal respectively found increasing the role of private sector equally importance to that of reducing costs of schooling as mechanism to catch up large number of students. Of the aforementioned strategies, however, the utilization of shift system responded as non-significant in maximizing access. Currently, the Hadiya zone education bureau is trying to abolish shift system in an attempt to enhance quality of education by allowing students stay at school for more times. But substituting shift system by full day school program will have its impact on increasing access at current level of performance and in relation to the growing demand of primary schooling. They need to help their parents. Among the respondents who were asked to point out the major strategies used with respect to access in the open ended questionnaire, the majority suggested that improving the availability of materials construction to schools closer to the community as well as raising awareness of the community to participate in school affairs were the major mechanisms used to attract and absorb more and more children.

4.4.2. Minimizing Gender Gap

On the other hand, making educational provisions accessible to all will be come a fruit less exercise unless efforts are done in bridging gender gap in educational participation(SNNPREB:3-4). To this end, in Hadiya zone giving gender awareness training to health extension in the form of community enhancement through community conversation. It was seen as most important tool (the researcher has attended community conversation session and took training on it). Based on the responses of 34.16% of the teachers, 40% the department heads 41.66% of educational personnel suggested that community conversation (CC) was the best strategy. Where as increasing the number of female teachers as role models took the second position as remarked by 44.16%, 20%,

10.8% and 30% of teachers, department heads, principals and educational personnel. Provision of physical facilities like separate latrines for boys and girls seem not significant as to the answers of respondents as compared to the first two strategies. The summary of the respondents is presented in the table 13.

Table 13: Responds on the strategies Employed to Minimize Gender Gap

Minimizing gender gap	Respondents							
	Teachers		Department Heads		Principals		Educational personnel	
	No	%	No	%	No	%	No	%
A. Increasing the number of female students	53	44.16	8	20	4	16.66	9	30
B. Giving gender awarders training (through CC)	47	34.16	16	40	10	41.66	12	40
C. Provision of physical facilities (separate latrine for boys & girls)	23	10.8	12	30	10	41.60	9	30
D. Promoting affirmative action to girls education	10	5.8	4	10	-	-	-	-

In addition, making schools gender friendly by organizing girls committee in schools, giving tutorial support, avoiding gender bias in distribution of teaching learning materials and providing educational materials and economic support for needy girls with the help of NGOs were commented as best strategies used by the respondents in the open ended questionnaire.

4.4.3. Improving Efficiency

When we come to efficiency, in the proceeding pages it is discussed that the success of decreasing dropout and repetition rate appears not promising vis-a vis the growth of access and enrollment rates.

The responses of the respondents groups are presented as follows:

Table 14: Responses on the strategies employed to decrease grade repetition and Dropouts

Improving Efficiency	Respondents							
	Teachers		Department Heads		Principals		Educational personnel	
	No	%	No	%	No	%	No	%
A. Preparation and provision of better instructional material	33	27.5	6	15	12	50	10	23.3
B. Increasing and improving physical plants and school equipment	18	15	14	35	4	16.6	8	20
C. Implementing policy of automatic promotion	69	57.5	20	50	8	33.3	12	56.6

Table 14 indicates that 57.5% of the teachers, 55.5% of department heads, 33.3% of principals & 56.6% of educational personnel suggested that in an effort to maximize internal efficiency in general and reducing dropout and repetition rates in particular assessing the academic performance of students by applying continuous assessment and letting them to promote to the next grade with policy of automatic promotion was the best strategy so far employed. Based on the 27.5%, 15%, 50% and 23.3%, responses of the teachers, department heads, principals and educational personnel respectively, the preparation and provision of better instructional materials could not be forgotten in its importance as a strategy used to minimize dropouts and repetition rates, secondly. This clearly shows that the better quality of teaching materials and the increase in their provision, the higher students' completion and promotion rate (the lower in dropout and repetition rate) will be.

Furthermore, in the open ended questionnaire, in this regard, the majority of the school respondents stressed that giving tutorial support, creating awareness in teachers about continuous assessment strengthening the school community relationship were considered as strategies used.

4.4.4. Increasing Quality

As far as strategies concerning quality the response are shown in the table presented under.

Table 15: Responses on strategies employed to increase Quality

Increasing quality	Respondents							
	Teachers		Department Heads		Principals		Educational personnel	
	No	%	No	%	No	%	No	%
A. Increasing the number of qualified teacher	42	35	16	40	8	33.33	6	20
B. Increasing provision of teaching materials	27	22.5	10	25	10	41.66	7	23.33
C. Reducing pupil section ratio	20	16.66	4	5.55	-	-	4	30
D. Reducing pupil teacher ratio	20	25.83	10	25	6	25	8	26.66

Table 15 revealed that there was much effort and investment increasing the number of qualified teachers. Among all the respondent teachers 35% of them, 40% of department heads, 33.33% of principals and 20% of educational personnel to the maximum responded that increasing the number of qualified teachers was the main strategy used in the zone to enhance quality of primary schooling. On the other hand significant number of respondents (22.5% of teachers, 25% of department heads, 41.66% of principals and 23.33% of education personnel) underscore the increase in provision of teaching materials as one of the strategies used.

The above information in general witness that in the struggle to maximize the quality of primary schooling in the zone increasing the number of qualified teachers had got focus of attention followed by increasing the provision of teaching materials particularly text books. Infact, most of respondents in the open-ended questionnaire

Commented that to improve quality certain measures like replacing the shift system with full day program, up grading teachers' education by increasing distance and in-service training and employing professional teachers have been taken as strategies used.

As observed from the above table, however, the emphasis on reducing pupil-section and pupil teacher ratio seems not satisfactory.

4.5. Major challenges for the Realization of UPE

With no doubt, the effort to realize UPE is not an easy task. So far, promising progress has been made in the zonal administration. But still much has to be done to succeed in providing education to all children by strongly tackling the most intimidating challenges in the area. Hence, in the following section attempt was made to assess the major challenges that could impede the success of UPE.

4.5.1 Socio-cultural Factors

Many scholars believed that socio-cultural factors like parents negative attitude forwards education to send their children to schools lack of educated role model in the household gender bias and stereotyping, belittling the value of girls education negligence to education of physically impaired children and lack of role model teachers to girls have influence on realization of UPE. Table 16 summarizes the existing situation in Hadiya zone in this regard

Table 16: Socio-cultural Factors that Negatively Affect the Attainment of UPE As viewed by Respondents

N0	Variables	Respondents	Response Value								
			1		2		3		Total		X
			No	%	No	%	No	%	No	%	Mean
1	Parent's negative attitude to wards Education/to send their children to school	Teachers	91	76	9	7.5	20	16	120	100	1.03
		Department heads	12	30	20	50	8	20	40	100	1.90
		Principals	-	-	4	16.7	20	83	24	100	2.76
		Educational Personnel	22	40	5	16.7	13	43.3	40	100	1.90
2	Lack of educated role model in the house hold	Teachers	81	67.5	21	17.5	18	15	120	100	1.46
		Department heads	26	65	14	35	-	-	40		1.36
		Principals	10	41.7	4	16.7	10	41.7	24	100	2.00
		Educational Personnel	16	53.4	2	5	12	43.3	40	100	1.6
3	Gender role bias and stereotyping	Teachers	24	20	7	5.8	89	74	120	100	2.6
		Department heads	3	7.5	2	5	35	37	40	100	2.7
		Principals	2	8.3	4	16.7	18	76	24	100	2.66
		Educational Personnel	12	30	10	25	18	45	40	100	2.10
4	Belittling the value of girl's education	Teachers	9	7	13	10.8	98	81	120	100	7.72
		Department heads	2	5	8	20	30	75	40	100	2.7
		Principals	6	25	6	25	12	50	24	100	2.46
		Educational Personnel	9	23	5	13	26	65	40	100	2.41
5	Negligence to education of physically impaired children female genital mutilation	Teachers	9	7.5	17	14.2	94	62	120	100	2.81
		Department heads	4	10	4	10	32	80	40	100	2.6
		Principals	-	-	4	16	20	83	24	100	2.7
		Educational Personnel	16	40	6	15	18	45	40	100	2.10
6	Stigma and discrimination against AIDS orphans Early marriage	Teachers	48	40	19	15.8	53	66.7	120	100	1.63
		Department heads	10	10	4	10	12	30	40	100	1.9
		Principals	6	25	-	-	18	75	24	100	2.41
		Educational Personnel	16	40	4	10	20	50	40	100	2.37
7	Lack of role model teachers to girls	Teachers	54	45	42	35	22	32.5	120	100	1.7
		Department heads	24	60	8	20	8	20	40	100	1.60
		Principals	16	67	8	33.3	-	-	24	100	1.3
		Educational Personnel	10	25	10	25	20	50	40	100	2.3

As it is shown in Table 16, respondents were asked about the extent of attitude towards education on the attainment of UPE is low, for 20(50%) department heads, 9(7.5%) teachers, 4(12%) educational personnel and 4(16.7%) principals the effect was seen as moderate.

The data also indicates with the exception of principals that the mean computed result of teachers (mean = 1.03), department heads (mean = 1.9), and educational personnel (mean = 1.9) is below average, from this, it can be inferred that majority of the respondents agree that parents negative attitude is not a serious problem. This result can also be related with the findings that show a growing demand of the public to primary schooling.

Concerning the influence of lack of educated role model in the house hold majority of respondents, that is, (81(67%) teachers, 26(65%) of department heads, 10(41.70%) Principals and 16(53.4%) the education personnel replied that its effect is minimal.

The computed mean result shows that majority of respondents, rated the effect of lack of educated role model in the house hold as impediment below average. As noted during the interview, in Hadiya zone whether families are educated or not they had interest in education of their children as they believe that education is one major means to change their lives though financial constraints may urge them in most cases not to send their children to schools.

With respect to gender role bias and stereotyping, 89(74.1%), 35(87.5%), 18(76%) and 18(45%) of teachers, department heads, principals and education personnel respectively reported that the influence is very high. The mean score result for teachers (mean =2.60), department heads (mean =2.80), principals (mean=2.66) and education personnel (mean=2.10) also shows that all of them rated the item above average, this indicates that gender role bias and stereotyping is identified as one of the major factors in hampering the education of female children in Hadiya zone.

In line to this, the discussants from the zone women Affairs confirmed that gender biased attitude is prevalent in the zone, though this day it seems decreasing. This implies that though gender biased attitude is being eroded it is a potential threat to the success of UPE in the zone.

Respondents were also asked to rate the influence of societal value attached to girls education, the majority of the respondents (98(81.7%) teachers, 30(75%) department heads, 12(50%) principals and 26(65%) educational personnel reported that it highly affects the participation of girls in education. The mean values for each group of respondents, principals (mean=2.46) are all above average. This means, the value given to girls education is considered to have high effect on their educational participation. In conformity with this the interviewee groups revealed that though it is urban center, parental gender affiliation and favoritism to boys education still is clearly common in Hadiya zone. Boys are encouraged to study at home permitting female children to spend much time in helping their families in domestic works.

In conformity with this, women Affair office members revealed that belittling the value of girls' education is one of the harmful traditional practices among the rural community in the zone. According to them, majority of the community of the zone are gender baized and believes that what ever female learn, they could not be like that of man. This is because they indicated there are not many role model women in their locality that they know.

The EFA Global Monitoring Report of 2007 states that children with disabilities have the same right to education as all children, as recognized by the convention on the right of child and the United Nation Standard Rules for the Equalization opportunities.

Regarding the influence of negligence to education of physically impaired children, majority of respondents, {94(62%), 32(80%), 20(83%) and 18(45%)} of teachers, department heads, principals, and education personnel respectively replied that it highly affects the effort being made to achieve UPE in the zone.

The mean computation results show negligence to impaired children as a factor rated above average by all groups of respondents. As stated earlier, as major target of EFA commitment equity issue in Hadiya zone have not been fully addressed. This finding is complemented by the opinion of PTA members, they revealed that first; families are not volunteer enough to send their disabled children to school and secondly schools are not conducive enough and poorly organized in a way that children with disability could learn. On the other hand, education personnel in the interview responded that efforts have been made to identify children with special needs in each kebele of the city so that they can get.

Access to obtain the expected educational opportunity they further said that measures taken to expand inclusive education have not been promising due to financial and material problems. The already existing schools, according to the personals, are providing services only for deaf and blind children regardless of students with other physical difficulties. With no doubt bringing the realization of UPE to reality is hardly possible with out the necessary concern to equal educational accessibility all children including those with special needs.

As to stigma and discrimination against AIDS Orphans, 12(30%) department heads, 18(75%) principals and 20(50%) education personnel, and 53(66.7%) teachers rated the problem high.

The calculated mean value for each group ((mean = 2.01 for department heads, mean=2.45 for principals, mean=2.37 for educational personnel and mean=1.69)) for teachers also shows that all groups rated the problem above average and at average. This shows that all groups rated the problem above average and at average, this shows that stigma and discrimination against AIDS orphans could be considered as one of the challenging factors to attain UPE though not that much strong. On the other hand, the interview, PTA members revealed that the problem comes not from stigma and discrimination but also largely from students absenteeism who will either nurse their sick parents or failed to get the necessary teaching materials, uniforms, food... etc. According

to the Education department head of the woreda education bureau the support of NGOs to AIDS orphans appears not as expected with the exception of few NGOS, the support to the education of such vulnerable children stems from government and school support committees.

Regarding the impact of model female teachers for girls Table 13 indicates 42(35.0%) of the teachers, and 8(20%) of department heads rated lack of model female teachers as having moderate influence on the achievement of UPE and for 16(67%) of the principals the influence is low where as 20(50%) of educational personnel underlined that it has higher influence Except for educational personnel the mean score for teachers (mean=1.7) department heads (mean=1.6) and principals (mean =1.62) are below average and this clearly reflects that the impact of lack of role model female teachers to girl's education could not be considered as impediment to the success of UPE.

All in all, as depicted in Table 13, the major hindering socio-cultural factors that impede the effort to reach primary education to al children were gender role bias and stereotyping, belittling the value of girls education, negligence to education of physically impaired children and relatively stigma ad discrimination against AIDS orphans. On the other hand, parents' negative attitude towards education, lack of educated role model in the house hold and model female teachers to girls were not found to be hindrances to the effort being made to achieve UPE.

4.5.2 Socio-Economic Factors

It is obvious that economic backgrounds and financial strength of the society and the nation at large could determine the participation of children in education. The responses of respondents in this regard are presented in the table17 below.

Table 17: Socio-Economic Factors that Negatively Affect the Attainment of UPE As Viewed by Respondents

No	Variables	Respondents	1		2		3		Total		X
			No	%	No	%	No	%	No	%	Mean
1	High demand of child labor in poor house hold	Teachers	-	-	13	10.8	107	89.2	120	100	2.93
		Department heads	8	20	-	-	32	80	40	100	2.8
		Principals	-	-	-	-	24	100	24	100	3.0
		Educational Personnel	2	5	10	25	28	70	40	100	2.9
2	Health problem and poor nutrition	Teachers	24	20	25	20.8	71	79.2	120	100	2.32
		Department heads	2	5	2	5	3.6	80	40	100	2.75
		Principals	2	8.3	2	8.3	10	83	24	100	2.75
		Educational Personnel	2	5	10	25	22	55	40	100	2.16
3	Orphan hood	Teachers	12	10	32	26.7	76	63.4	120	100	2.55
		Department heads	8	20	6	15	16	40	40	100	2.5
		Principals	2	8.3	-	-	22	81.7	24	100	2.87
		Educational Personnel	14	3.5	8	20	15	38	40	100	2.0
4	Parents illiteracy	Teachers	25	21	21	17.5	74	61.7	120	100	2.3
		Department heads	26	65	8	20	6	15	40	100	1.5
		Principals	5	33.8	10	25.0	14	41.7	24	100	2.23
		Educational Personnel	17	63.3	10	16.7	10	20	40	100	1.24
5	Over population	Teachers	29	24.1	36	30.0	55	45.9	120	100	2.2
		Department heads	6	15	2	5	32	80	40	100	2.65
		Principals	-	-	-	-	22	91.6	24	100	2.7
		Educational Personnel	18	45	6	20.0	16	40	40	100	1.7
6	Weak economic situation	Teachers	10	8.3	24	20.0	86	71.7	120	100	2.89
		Department heads	-	-	-	-	40	100	40	100	3
		Principals	4	16.7	4	16.7	16	67	24	100	2.5
		Educational Personnel	1.2	30	10	25	18	45	40	100	1.6

- the average value is 2.0

Undoubtedly, child labor is most prevalent where there are poor economic growth rates and labor productivity. Now a days high demand for child labor in poor household is the cause for the discontinuation of children's schooling similarly in this study majority of respondents that is 107(89.2%) of the teachers and 28(70%) of educational personnel, 32(80%) of department heads and 24(100%) of the principals asserted that high demand for child labor in poor families highly affects the education of poor children.

Moreover, the mean scores for teachers (mean=2.93), department heads (mean=2.8) principals (mean=3) and educational personnel (mean=2.9) were above average. In addition, all the interviewees agreed that high demand for child labor for the life survival of the house hold becomes a problem for increasing participation and minimizing wastage in the study area.

In Hadiya zone so many working children (shoe shine boys, taxi boys, News paper hangers (sellers) ... etc) are denied of schooling because of the fact that they and their families prefer subsidizing the house hold to schooling this calls for, indeed, for well targeted financial and mange incentives, bursars and school feeding programs.

As the data in Table 17 revealed most of the respondents (71(79.2%),36(80%), 10(41%) and 22(55%)) of teachers, department heads, principals and education personnel respectively reported that health problem and poor nutrition is also the serious problem and poor nutrition is also the serious problem in affecting children's participation in schooling.

The computed mean value for all groups of respondents is responded above average and, showing that health problem and poor nutrition were hindering factors in the region

It is obvious that to learn well, a student should be healthy enough. However, in rural centers of developing countries like Hadiya zone, a number of school children might be subject to early school leaving due to personal and parental health problem poor children are suffering from malnutrition and health problems due to poor sanitation and over crowded or confined settlements. From this it could be said that health problem is an intimidating factor to the attainment of UPE.

According to Anderson (1992:13) the poorest families experience great pressures, and when their incomes are falling they often withdraw their children from school due to their inability to afford school costs. Hence, children of poor families are less apt to enroll in school and more apt to dropout than children of well to do families.

Pertaining the influence of direct and indirect school costs for poor families, 76(63.4%) teachers, and 16(40%) department heads 22(81%) of principals said the influence is very high the response of educational personnel 14(35%), however, show low influence of educational costs on children participation in Hadiya zone Nevertheless, the mean scores of all respondents are above average showing the effect of direct and indirect school costs to education participation is paramount in this regard, the PTA members explain that though school fees are abolished still costs for uniforms, school supplies and transportation are bottlenecks to primary school participation According to them because of the cost of schooling parents are facing problems to send their children to school.

Respondents were also asked to rate the influence of parents illiteracy on the attainment of Universal primary education. Accordingly 74(61.7%) of teachers rated high, 26(65%) of departments heads and 5(33%) of principals asserted that its influence is low, for 21(17%) teachers and 8(20%) educational personnel the influence is moderate.

There was no uniformity among mean scores of respondent's in terms of their perception about the influence of parents' illiteracy on educational participation of children in the zone. When one considers the mean value for each group there existed closer relations between teachers (mean=2.34) and principals (mean=2.23) who rated slightly above average the mean scores of department heads (mean=1.5) and educational personnel (mean=1.24) rated below average, Although the response values of the respondent groups showed variations parents illiteracy could not be a such a serious problem to greatly affect children's school participation in the zone.

With respect to over population the majority of respondents (55(45%) of the teachers and 32 (80%) of department heads, 22(91.6%) of principals) rated high the mean score values of all respondent groups is above average showing that over population (increasing demographic pattern) is a barrier for the attainment of UPE by lowering the quality and

efficiency of the education system the student section ration according to Hadiya zone Education Bureau is at an average of 1:65 in government schools.

In support of the same view PTA members explained that increasing rate of population is a serious set back of realize UPE that arises due to the increasing public demand for primary Education influx of large number of students from other regions of the country they further added that the number of existing schools and class rooms are not in line with the galloping rise of students population from this it can be argued that over population schools of Hadiya zone could be a challenging factor.

With regard to resources, it is obvious that Insufficient financial resources insufficient budget allocations because of weak domestic resource mobilization and inadequate public expenditure monitoring and generally weak national economy have an impact on educational participation (Bertrand, 2003:4) as far as the influence of weak national economic situation is concerned the majority of respondents 86(71.7%) of the teachers,40(100%) of department heads and 16(67%) of the principals proved that it has great impact in the region paradoxically however, the response value of (25%) of educational personnel showed that resources have moderate influence on the realization of UPE in the region.

With the exception of educational officials the mean results of all respondents are far grater than the average and weak national economic situation is considered as a major socio-economic challenge by the respondents.

To sum up, Table 14 illustrates that of the six socio-economic barriers: high demand of child labor, health problem and poor nutrition direct and indirect school costs for poor families' weak national economic situation and over population are found to be hindrance to the attainment of UPE in Hadiya zone by most respondents.

4.5.3 School Related Factors

School related factors like lack of school facilities and services shortage of qualified teachers large class size poor quality of education and lack of quality teaching materials are important inputs for the realization of UPE the following table summarizes the existing situation in this regard.

Table 18: School Related Factor that Negatively Affect the Attainment of UPE As Viewed by Respondents

No	Variables	Respondents	1		2		3		Total		X
			No	%	No	%	No	%	No	%	Mean
1	Lack of school facilities and services (Latrines, water Library, pedagogical centers)	Teachers	23	19.2	25	20.8	72	60	120	100	2.41
		Department heads	6	15	-	-	34	85	40	100	2.7
		Principals	2	8	6	25.0	16	67	24	100	2.58
		Educational Personnel	6	15	15	38	19	48	40	100	2.33
2	Shortage of qualified teachers	Teachers	33	27.5	31	35.8	56	42.7	120	100	2.32
		Department heads	8	20	4	10	28	70	40	100	2.31
		Principals	6	25	10	41.7	8	33.3	24	100	2.10
		Educational Personnel	14	35	14	35	12	30	40	100	1.93
3	Large Class size	Teachers	5	4.2	22	18.3	73	77.5	120	100	2.61
		Department heads	-	-	-	-	40	100	40	100	3
		Principals	-	-	8	33.3	16	66.7	24	100	2.4
		Educational Personnel	7	18	12	30.0	21	53	40	100	2.23
4	Poor quality of education	Teachers	40	33	12	10.0	68	56.6	120	100	2.2
		Department heads	14	40	6	15	20	50	40	100	2.11
		Principals	4	16.6	2	8.3	18	75	24	100	2.59
		Educational Personnel	26	65	4	10.0	10	25	40	100	1.30
5	Lack of quality teaching materials (Insufficient instructional material like text book reference materials)	Teachers	23	19.1	26	21.7	71	69.1	120	100	2.4
		Department heads	6	15	4	10	20	50	40	100	2.6
		Principals	5	41.7	4	16.7	10	41.6	24	100	2.01
		Educational Personnel	14	35	14	35	12	30	40	100	1.96
6	Long distance of school from home	Teachers	40	78	12	10	78	56	120	100	2.43
		Department heads	5	27	56	2	11	7	40	100	2.01
		Principals	4	16.3	2	8	18	75	24	100	2.59
		Educational Personnel	14	35	14	35	12	30	40	100	1.81

- The average value is 2.0

As it can be seen from the table 18, lack of school facilities and services was considered as a major hindering factor by 72(60%) of teachers, 34(85%) of department heads and 16(67%) of principals. However 15(38%) of educational personnel replied that it has moderate effect. On the other hand the mean values of all respondents (mean =2.41) for teachers (mean =2.71) for department heads (mean = 2.58) for principals and (mean=2.4) for education personnel) show that lack of school facilities and services is rated above average as impediment to the education of children.

In relation to this informant PTA members disclose that most schools have pedagogic centers Libraries and laboratories which suffer from absence of the necessary facilities and materials needed particularly, Laboratories are found ill-equipped as a result of which they are seen closed on most schools. From this it can be understood that lack of school facilities and services chiefly library and laboratory inputs could become challenges for the attainment of UPE in Hadiya zone.

Concerning shortage of qualified teachers, the majority of respondents that is 10(41.7%) of the principals and 14(35%) of educational personnel replied that its effect is minimal on contrary 28(70%) of the department heads revealed that its effect is high.

As discussed in the previous pages and based on the responses obtained, shortage of qualified teachers not found as a major obstacle for the attainment of UPE in the zone. In fact, to bring the pupil teacher ratio to the standard the ESDP III indicates that efforts are being done in recruiting training and upgrading teachers.

With regard to large class size as a factor, 73(77%) 40(100%) and 16(66.7%) of the teachers department heads and principals respectively reported that its influence is high similarly 21(53%) of educational personnel said that it has high effect the mean computed result of all respondents indicated that its effect is very great in Hadiya zone. As discussed earlier, the growing demand of the public to primary education and the existing in take capacity of schools never match each other. According to the results of discussion the large number of students in the class room does not make teachers to clearly identify students according to their ability and provide them the necessary academic support.

As it is indicated in the table the respondents were requested to rate poor quality of education as impediment to the successful attainment of UPE. Most of the respondents excluding education officials indicates that all of them rate this variable above average the education personnel took different view may be because of the fact that they are accountable in maintaining quality standard of the education sector Generally poor quality of education is one of the bottle necks to the attainment of UPE obviously improving the quality of schooling to increase the demand for it is important measure for retaining children to school Improving educational quality can also make the flow of students more effective on such basis one of the EFA goals that stresses on ensuring that by 2015 all children... have access to and complete free and compulsory primary education of good quality could become at risk unless immediate measures are taken.

The effectiveness of the teaching learning process and the improvement of the quality as well as efficiency of the education system is closely related to the availability and quality of teaching materials in this regard, 71(69.1%) of the teachers, 20(50%) of the department heads and 10(41.7%) of principals replied that the effect of lack of quality teaching materials is high thus it is possible to infer that lack of quality teaching materials has an impact on provision of quality education as indicated above low quality in return hampers the flow of students to schools.

From what has been discussed so far, one could safely say that school related factors like lack of school facilities and services large class size poor quality of education of education and lack of quality teaching materials are challenges to meet the objectives of UPE While availability of shortage of qualified teachers was not found to be the main challenge.

4.5.4 Administrative /Institutional Impediments

With no doubt the success of UPE is dependent on the administrative and institutional capabilities. Table 19 summarizes the major administrative institutional impediments.

Table 19: Administrative/Institutional Factors that negatively affect the attainment of UPE as viewed by respondents

No	Variables	Respondents	1		2		3		Total		X
			No	%	No	%	No	%	No	%	Mean
1	Insufficient budget and financial resources	Teachers	30	10	30	25	60	50	120	100	2.25
		Department heads	12	30	-	-	28	70	40	100	2.42
		Principals	8	33.3	2	8.3	14	68.4	24	100	2.41
		Educational Personnel	6	15	16	40	18	45	40	100	2.43
2	Weak management	Teachers	14	11.7	23	19.2	83	69.2	120	100	2.30
		Department heads	-	-	-	-	40	100	40	100	3.00
		Principals	14	58.4	-	-	10	41.7	24	100	1.85
		Educational Personnel	10	25	8	26.7	22	55	40	100	2.33
3	Lack of incentives for teachers	Teachers	-	-	18	15.0	102	85	120	100	2.85
		Department heads	-	-	-	-	40	100	40	100	3.00
		Principals	-	-	-	-	24	100	24	100	3.00
		Educational Personnel	10	25	14	46.7	16	40	40	100	2.10
4	Absence of good policy and strategy on the education of impaired, street, orphan and female children	Teachers	40	33	35	19.2	45	37.5	120	100	2.11
		Department heads	3	8	7	38.9	30	75	40	100	2.68
		Principals	5	41.7	3	25.0	8	33.3	24	100	1.92
		Educational Personnel	21	70	8	26.7	11	28	40	100	1.63

- the average value is 2.0

Concerning the influence of insufficient budget and financial resources to the achievement of UPE table 18 shows that 28(70%) of department heads and 18(45%) of educational personnel rated it high while 14(68%) of principals said high and the majority of the teachers 37(30.8%) replied that its influence was moderate. The mean values of all respondents as shown in the table are above average. This implies that insufficient budget and financial resources is a major set back to achieve UPE in Hadiya zone.

It should be noted that the combined demands of increased learning better management better teachers and expanded access imply a need for substantial financial resources. Here it is worth mentioning that in Hadiya zone and at regional level the budget for primary education shows improvement year after year. However the largest proportion is spent on teachers salary.

This clearly indicated that non-salary inputs have got minimal budget vis-vis that of teachers salary and this will have its own adverse effect on the quality of the education system by and large. This necessitates the need to encourage all donors to harmonize and align their support behind financing the education sector to achieve UPE. Similarly encouraging domestic financing and educational funding going to primary education is inevitably unquestionable.

In comparison, the mean results of teachers (mean=2.30) and department heads (mean=3.00) have difference with that of principals (mean=2.00) and education personnel (mean 2.33). Based on the mean results it can be concluded that teachers and department heads have rated weak management as an obstacle while for principals and education personnel the management is not as such serious problem to realized UPE in Hadiya zone.

In connection to the same issue informants were asked to what extent weak management affects the education of children at primary level. PTA members revealed that there was no opportunity to school community and society at large to give awareness about policies programs and strategies according to them. Continuous follow in the hierarchy of administration and lack of clarity of responsibility to each body on contrary some of the education personnel said that management problems currently could not be serious obstacles as decentralization of educational management to kebele level is being implemented. Hence the degree of influence is not that much serious in all cases. From the data in the table and interview sources one could say that weak

management could have an effect on successful accomplishment of UPE in the zone as well as in the region.

In the case of item number 3, the largest proportion of respondents 102(85%) 40(100%) and 24(100%) of teachers department heads and principals respectively revealed that lack of incentives for teachers greatly affects the efforts towards reaching primary education to all children But educational personnel (46.7%) rated the problem moderate thus, the effect of lack of incentives for teachers is one of the major impeding factors to UPE the provision of quality education could become possible with presence of teachers who are enjoying better social and economic status the lesser the salary incentives and rewards the higher reluctance of teachers and ultimately the lower the quality of education that may not attract children to schools.

Respondents were also asked to specify the influence of absence of good policy and strategy on the education of impaired, street, orphans and female children on attainment of UPE the majority of them that is 19.2% of the teachers 38.9% of the department heads 25.0% of principals and 26.7% of educational personnel responded.

That it has a moderate influence As discussed earlier, the great concern of policies designed is to large extent on the education of female children the informants further added that woreda lack clear targets for the education of such disadvantage children the city administration as well sets no specific policy to the education of street, orphan and working children.

The current record of GER and NER in Hadiya zone almost failed to include the majority of vulnerable children (Orphans, street, Disabled etc) so that all stake holders should strive a lot to include such disadvantaged children to school so as to bring UPE to the reality.

Finally, it is found that insufficient budget and lack of incentives for teachers presumed to be a factor that negatively affect the attainment of UPE the absence of clear strategy on the education of impaired street, orphan and female children in Hadiya zone was also found to be a problem taking the second position to achieve UPE.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary

The major objective of this study was to examine current status and progress made in Achieving UPE so far and challenges encountered to achieve UPE in Hadiya zone of those sex weredas.

In order to achieve this purpose, questions regarding the status of PE in the zone, Vis-à-vis the goal of UPE socio cultural and socio economic impediments that affect the attainment of UPE, school related factors and administrative/institutional/impediments that hinder the progress towards UPE as well as strategies that are being taken to address the major problem so attain UPE were raised as basic questions of the study.

The study was undertaken in six weredas found in the zone. The sample population for the study was 272. 120 primary level teachers, 40 departments head 40 Education Officials, 24 principals, 24 woman Affair officials and 24 PTA.

Data were obtained through questionnaires interviews and analysis of relevant documents. From the analysis made using both qualitative and quantitative data, the following major findings were drawn.

1. With regard to access and coverage commendable success were recorded in the past years with regard to GER, NER. The study also showed that there has been increasing trend in GER, NER in Hadiya zone. There is a slight decreasing trend in pupil section ratio. On the other hand, the situation in Hadiya zone of those sex weredas is a bit higher than the regional average and national standard. Repetition rate shows decreasing trend. For 2nd cycle the repetition rate for female students is slightly higher than that attained for composite and for male students.
2. The study revealed that due to the increasing awareness of the community, decentralization, and community's active participation, the demand for PE is still high. Regarding the existing opportunities in the last five years most of the respondents indentified building new and expanding existing schools reducing the cost of schooling, increasing the role of private sector (NGOs) and creation of the community gender

awareness training through community conversation (CC), increasing the No. of female teachers, provision of affirmative action to girls' education, increasing the No. of qualified teachers and reducing pupil-section ratio as major strategies to address issues of access, equity, quality and efficiency

3. Majority of the respondents regarded belittling the value of girls' education as impeding factor for girls' participation. Gender role sensitization and stereotyping are found to be hindrance for females participation as shown by the calculated mean
4. Illiteracy families' low educational level and lack of awareness about education are found to be impediments for the PE participation of children in the zone as indicated by the majority of the respondents. Besides, the prevalence of poverty and high child labor demand in the zone are found to be impeding factors to educational participation of children in the zone. On top of these majority of the respondents reported that schools are inconvenient and are impeding factors due to the absence of toilet for boys and girls and absence of facilities.

5.2. Conclusion

The study has revealed that the Gross enrollment rate and participation of children in primary schools in Hadiya zone is high even beyond the regional and national targets. The net enrollment ratio of children is increasing but not better than GER. To put differently, still a number of children of right primary school age (7-14) are out of schools. The access increase in enrolment occurred is largely among that segment of the population where the demand of schooling was high.

Universalization of primary education certainly requires the holding power of the education system in making students stay longer in schools. However, the internal efficiency of the system was found to be not that much strong. Thus, the current situation of efficiency in primary school show wastage of scarce resources and this may have an impact on the zone's ability to meet Millennium Development Goal. In general though the zone is working its best to achieve UPE in the prescribed timetable still there are problem to be noticed in the primary education system of Hadiya zone.

The researcher further portrayed that the major hindering factors for the successful attainment of UPE are socio-cultural, socio-economic, school related and administrative challenges.

Generally, in the opinion of the researcher, all school age children including those out of school should enter grade 1 by the next year and must complete full course of primary schooling with no more dropout and repetition in order to successfully achieve UPE by the year 2015 in Hadiya zone. But based on the data available and the current level of performance realizing UPE of good quality by the target year seems hardly possible.

5.3. Recommendations

In light of the findings of the study and conclusions made, the following recommendations are forwarded to attain the goal of universalization.

1. There exists remarkable increase in enrollment for both sexes, but still several school age children are outside of schools. Though remarkable achievement was made, it needs further continuous effort by identifying the root causes of the problems. The presence of a number of children out of school, dropout and repetition, lack of qualified teachers could be obviously be challenges to attain UPE. To tackle such problems it seems important to also use other means of the Hadiya zone education bureau, which could help to reduce dropout and solve problems related to child labor demand.
2. Increasing students' flow and completion rates enables us to use existing primary education resource efficiently. Efficiency can be improved by reducing rates of repetition and dropout.

In spite of the fact that the policy states automatic promotion at first three grades of primary schools, repetition rate is still reported in these grades. Thus, strengthening the implementation of automatic promotion at first cycle is one way to reduce repetition. Moreover, giving tutorial support to girls will have great importance in reducing girls' repetition in higher grades

In order to tackle problems of dropouts, schools must develop an active intervention programs that considers the causes of dropout. These could include family related factors (poverty, low house hold income, gender role bias ...etc), poor motivation and low academic ability and school related factors such as poor classroom environment or school

ineffectiveness. Reducing dropout require commitment by schools, school administrators, teachers and the community to make dropout strategy a priority. The effort needs the joint venture of all in school and out school communities. Hence, school community interaction should be strengthened.

- ✓3. To further improve quality, different mechanisms are important to strengthen the existing situations. Among these preparation and provision of high quality teaching materials, improving teachers' capacity through on job training and provision of incentive to teachers should get priority attention to enhance quality.
4. One of the hindering challengers in the primary education of Hadiya zone was found to be poverty. It is the poor who depend up on the income from child labor. The direct and opportunity costs of primary schooling as well as health problems and nutrition enabling children not to attend school are major barriers to the achievement of UPE. Hence, it is recommended that Hadiya zone start school feeding program to increase attendance and eliminating nutritional problems of children.
5. Among socio-cultural factors that impede the attainment of UPE, gender role bias and stereotyping and belittling the value of girl's education could be mentioned. The dropout and repetition rater are higher for girls than boys so that the concerned bodies should make efforts to sensitize and increase public awareness through discussion forum and community conversation about the importance of girl's education and enforce families give equal opportunity to their daughters as that of their sons. Gender awareness training needs to be given to parents and the community at large in order to overcome influence on the education of girl's education.
6. Finally, to make the maximum possible progress to wards the ultimate goal, sufficient amount of budget to primary schooling with special focus on non-salary inputs should be allocated. In addition, the regional administration, donor agencies, the community and other stakeholders should create conducive environment and make strong commitment to realize the goal of achieving universal primary education.

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Appendix - A

Addis Ababa University

School Of Graduate Studies

Department of educational planning and management

This questionnaire is to be filled by principals, teachers' ~~efficiency~~ Educational

officials

Objective of the questionnaire

The main purpose of this questionnaire is to gather the necessary information on successes, challenges and opportunities to achieve universal primary education (UPE) in Hadiya Zone. It also aims at identifying the current status of UPE in the Zone. Having identified the major challenges for UPE in zone, it aims to come up with the necessary strategy that could be implemented to minimize the challenges to meet UPE. You are therefore, kindly requested to fill the questionnaire to enable the researcher get reliable data on issue related to study.

The success of this study directly depends up on the your honest and genuine response to the questions.

Thank you in advance for your cooperation

Belay Simeon

Instruction

Please put “ “ mark in the box provided or encircle your answered give short answered give short answers in the space provided when necessary

Background information

1. woreda _____
2. Name of your school (for teacher and principles)

3. Profession
4. Sex: Male Female
5. Educational: TTI
12complete
Diploma
BA/B. Sc/B. Ed
Post graduate
Other _____
6. Service year Below 5 yrs
5-10 yrs
11- 15 yrs
16- 20 yrs

II. Below are listed those constraints or challenges that may hinder students participation to meet UPE.

Instruction: - please UPT” “mark in the column among each item to show the extent of the influence on the achievement of UPE in the zone by using the following rating 1. High .. 2. Moderate 3. Low

No.	Challenges Of Students Participation	Rating		
1	Socio- Cultural Challenges	1	2	3
1.1	parents Negative attitude towards education			
1.2	lack of educated role model in the house hold			
1.3	gender role biases & stereotyping			
1.4	belittling the value of education			
1.5	negligence of physically impaired children			
1.6	Stigma discrimination			
1.7	lack of Role model teacher			
2	Socio- economic Challenges	1	2	3
2.1	poverty High demand of child labor			
2.2	Health & poor Nutrition			
2.3	orphan hood			
2.4	(parents' illiteracy			
2.5	Population increase (every increasing of school age Children)			
2.6	weak economic situations			
3	school intrinsic factor	1	2	3
3.1	lack of school facilities and services (latrines, water library, pedagogical center			
3.2	shortage of qualified teachers			
3.3	large class size			
3.4	long distance of school from home			
3.5	Insufficient instructional materials (text book reference materials...)			
3.6	long distance of school from home			
4	Administrative/ institutional problems	1	2	3
4.1	insufficient budget and financial resource			
4.2	weak management			
4.3	lack of incentive for teachers			
4.4	Absence of good policy and strategy on education of impaired ,street ,orphan and female children			

III. Questions to be completed

1. In your opinion the demand to UPE is
A, High B, Medium C, Low
2. What are your reasons for your answers in question 1?

3. Please indicate the main strategies used to achieve Universal Basic primary Education for the Last five years (more answer is possible)

3.1 Increasing access

- a. Reducing the cost schooling
- b. Increasing the role of Private sector
- c. Building New and expanding schools
- d. Implementation of shift system
- e. Specify, if any _____

3.2 Minimizing gender gap

- a. Increasing the No. of female teachers as role model
- b. Giving gender awareness training
- c. Provision of physical facilities (separate latrine for boys and girl's)
- d. Promoting affirmative action to girls' education.
- e. Please specify if any _____

3.3 Improving Efficiency (Minimizing dropouts and repetition)

- a. Preparative and provision of better instructional materials
- b. Increasing and improving physical plants and schools equipments.
- c. Implementing policy of automatic promotion
- d. Please specify, if any _____

3.4 Increasing Quality

- a. Increasing the number of qualified teachers
- b. Increasing provision of teaching materials
- c. Reducing pupil-section ratio

Aperolix - B

Addis Ababa University

School of Graduate Studies

Department of educational planning and Management

Educational policy and planning stream

Unstructured interview and points of discussion prepared for Zonal Woreda and Kebele officials.

Part - One

Back ground Information

1. Sex: male

Female:

2. Educational status

A, TTI

B. 12 complete

C .Diploma

D. BA/B. Sc/B. Ed

E. Post graduate

F. If other specify _____

3. Woreda _____

4. Position in the office _____

5. Service year

A. Below 5 years

B. 6-10 years

C. 11-15 years

D. 16-20 years

E. 21-25 years

F. 26 years and above

Part Two

1. What are the challenges hindering students participation to achieve UPE in Hadiya Zone particularly in your Woreda.

A .Socio Cultural Challenges

- Abduction
- Early marriage
- Female genital mutilation
- Belittling the value of educating girls
- Community awareness about education
- If other _____

B. Socio – Economic Challenges

- Poverty
- High demand of child labor
- Low educational level of parents
- Health related problems
- Population increase
- Uneven population distribution among Woredas
- If other _____

C. Curriculum and School Intrinsic Factors

- Over crowded class room
- Lack of school facilities (toilet, water, desk...)
- Decline of quality education (shortage of qualified teachers)
- Inappropriateness of the curriculum to solve societal problem
- If other _____

D. Administrative/ Institutional challenges

- Low (weak) administrative capacity of educational personnel
 - Absence of limited strategies to meet UPE
 - Absence of department that specifically follow up UPE
 - Poor management practice (ineffective use of resources)
 - If other _____
2. What other challenges can effect of the achievement of UPE in your Woreda
 3. What strategy do you recommend to solve the above problems (challenges)
 4. What are the major reasons for students' dropout and repetition
 5. What mechanisms do you suggest to minimize the above problem
 6. What are the special steps taken by your zone /Woreda / education girls participation in PE
 7. To provide EFA in your Woreda how do the participation of the following concerned bodies' seem?
 - a. Teacher
 - b. Communities or parents
 - c. NGOs
 8. What opportunities are available to meet UPE in Hadiya Zone of your Woreda?

**FOCUS GROUP DISCUSSION FOR HADIYA ZONE WOMEN AFFAIR
OFFICIAL**

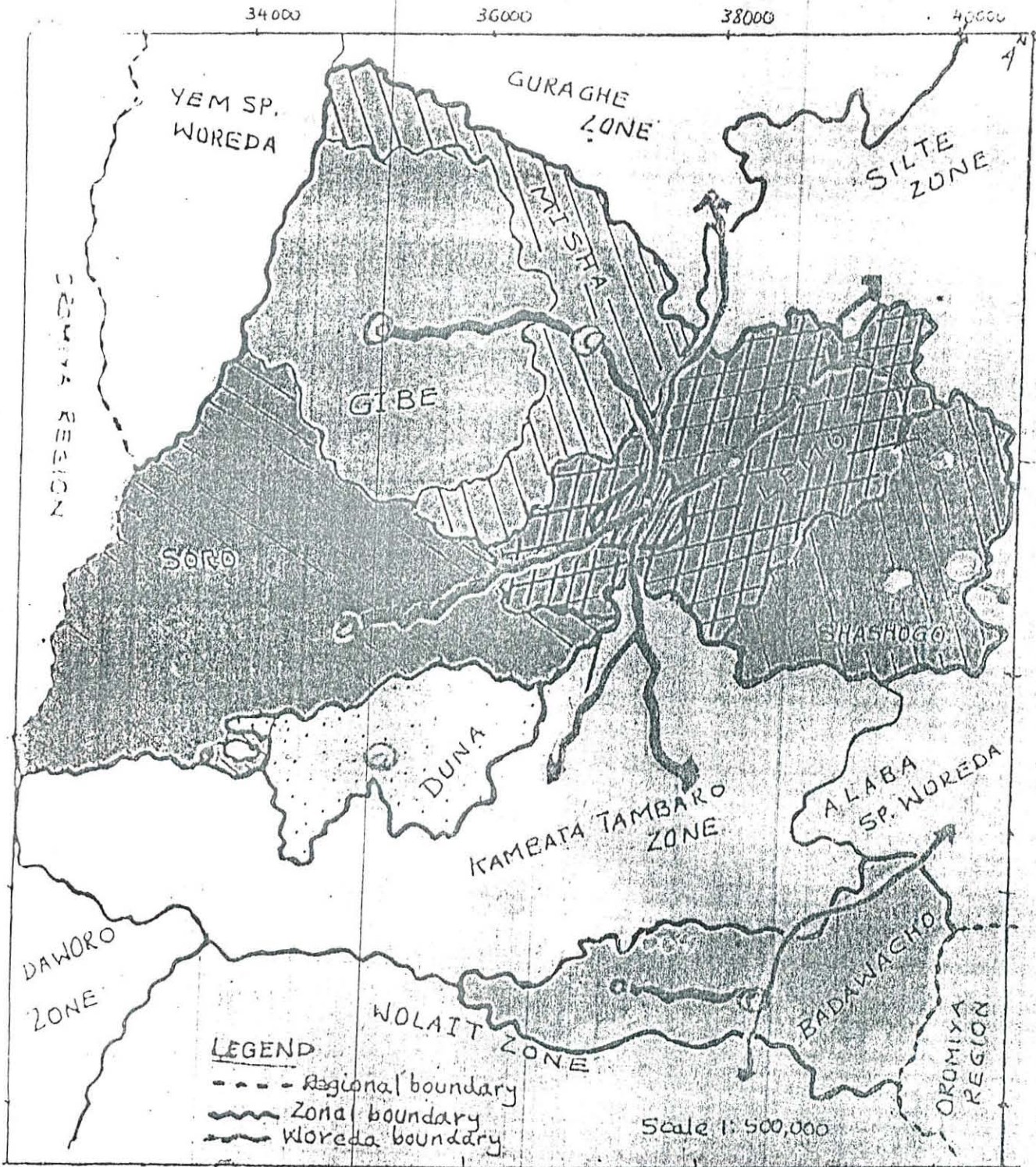
Sex _____





Age _____

Occupation _____

1. Are there problems related to the educational participation of females in Hadiya Zone if there are mention them.
2. Which of the following factors hinder students education participation
Socio- Cultural factors
Socio - economic factors
School related factors
3. How each of the above factors affect students participation
4. What other factors do you observe that hinder female participation education in the zone
5. Is there any opportunity which is available in Hadiya Zone for the achievement of UPE by 2015?
6. What should be done to increase their educational participation?
7. What are the successes achieved so far?

Administrative Map of Hadiya Zone: Appendix - 10



(●) Woreda Capital
 ○ Small towns
 Zone Capital
 Lake
 Asphalt road
 All weather road

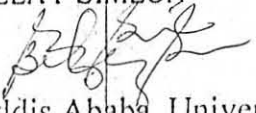
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DECLARATION

I am, the undersigned, hereby declare that this thesis is my original work done under the guidance of Akalewold Eshete (Assistance professor), and it has now been presented for a degree in any other University.

See sources of materials used for the thesis have been duly acknowledged:

Name: BELAY SIMEON
Signature: 
Place: Addis Ababa, University.
Date: June 2009

This thesis has been submitted for the examination with my approval as University advisor.

Name: AKALEWOLD ESHETE (Assistance professor)
Signature: 
Date: June 2009