

**AN ASSESSMENT OF THE PROGRESS AND  
CHALLENGES IN ACHIEVING UNIVERSAL PRIMARY  
EDUCATION BY 2015: THE CASE OF DIRE DAWA  
ADMINISTRATIVE COUNCIL**

**BY  
TSEGAYE SHENKUTIE**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
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## ABBREVIATIONS AND ACRONYMS

AIR	Apparent Intake Rate
CE	Coefficient of Efficiency
CSA	Central Statistical Authority
DDEB	Dire Dawa Education Bureau
EFA	Education for All
EMIS	Education Management and Information System
ESDP	Education Sector Development Program
ERI	Enrolment Representation Index
FDRE	Federal Democratic Republic of Ethiopia
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
MDGs	Millennium Development Goals
MOE	Ministry of Education
NER	Net Enrolment Ratio
NIR	Net Intake Rate
PASDEP	Plan to Accelerate Sustainable Development end poverty
PCR	Primary Completion Rate
PTA	Parent Teacher Association
UN	United Nations
UNESCO	United Nations Education Science and Culture Organization
UNICEF	United Nations Children's Emergency Fund
UIS	UNESCO Institute for Statistics
UPE	Universal Primary Education
WB	World Bank
WCEFA	World Conference on Education for All

### **Abstract**

*The main purpose of this study was to assess the progress towards the goal of universal primary education and to identify the major challenges and problems that have affected the achievement of the goal in Dire Dawa Administrative Council. The study employed a descriptive survey method, and involves both primary and secondary sources of data. Recent education statistical data of primary education were used to make the analysis on the progress towards the goal of UPE. Moreover, primary data through questionnaires and interviews were collected from primary school teachers and principals, and education officials and experts. The collected data were analyzed and interpreted using enrollment ratios, parity index, and representation index, coefficient of efficiency, percentage, mean and chi-square test.*

*The finding of the study revealed that educational access and coverage have shown remarkable improvements over the last five years, between 2003/04 and 2007/08. However, as the net enrolment ratios show that entry to grade one has been highly dominated by over aged children, particularly in rural areas, and about 27% of children were still out of school. Improvements were also registered in ensuring equity in the provision of primary education, but disparities between boys and girls and urban-rural disparities have been challenges to achieve UPE. Moreover, inefficiency of student flow as reflected by high drop-out, low survival and completion rates was the other challenge in achieving the goal by 2015.*

*In addition, the school physical environment and its management-related-problems such as long home-school distance, lack of school basic facilities and materials, lack of instructional supervision, lack of counseling and support for students and the likes were identified as a factor that made schools environmental less child-friendly and discouraged school attendance. The socio-economic and cultural problems: family low income, drought and food shortage, child labor demand, parents' illiteracy, early marriage and the likes were also affected the education of children, particularly of girls and rural children. Moreover, less commitment of the political leadership to education has also contributed to the non-achievement of UPE. Thus, if these present conditions and challenges persist, Dire Dawa unlikely or has less chance to achieve the goal of UPE by 2015.*

*Finally, the study recommended that for UPE to be achieved those challenges and problems need to be solved. Net intake rates to grade one should approximately reach 100%, and the cohort ever entering grade 1 must be kept in the system to progress through the education ladder to complete the final grade of primary education by avoiding drop out and repetition. Emphasis should also be given to increase access and equity by addressing all the inhibiting factors (social, economic and cultural). Moreover, all these could be put to the ground with strong political and leadership commitments.*

## CHAPTER ONE

### The Problem and its Approach

#### 1.1 Background of the Study

Education is a key for enhancing socio-economic development and a principal means for improving the welfare of individuals. It provides people the access to the enjoyment of a better life, good health, economic well-being, and participation in social as well as political activities in their respective communities. Development of all sorts cannot be judged to be happening without educating the citizens. Education increases the productive capacity of individuals and societies by equipping them with the necessary knowledge, skills, attitudes and values. In relation to this fact, Müller (2002:14) states that, education is the most effective means of curbing population growth, eradicating poverty, and ensuring democracy, peace and sustainable development.

Education is not only considered as an indispensable tool for development, above all it is a fundamental human right. Primary education is not a privilege rather a basic human right. It has been internationally recognized that basic education is a necessity and fundamental human right as declared in Article 26<sup>th</sup> of the 1948 United Nations Declaration of Human Right which stated; "Elementary Education shall be free and compulsory for every one." Moreover, Article 28 of the Convention on the Right of the Child which was declared on 28<sup>th</sup> of November 1989 stated that; nations to recognize the rights of the child to education and shall make primary education compulsory and available free to all (UN, 2004:125). These declarations recognized the intrinsic human value of education underpinned by strong moral and legal foundation.

Providing the right to education is an obligation of governments and requires that they translate their international commitment into legislation against which their citizens have legal discourse. By being committed to the

international human right declarations, Ethiopia had clearly articulated those fundamental human rights in its constitution. In the constitution of the Federal Democratic Republic of Ethiopia, Article 13 sub article 2 stated that, "the fundamental rights and freedoms... shall be interpreted in a manner conforming to the principles of universal declaration of human right, international covenants on human rights and international instruments adopted by Ethiopia (FDRE, 1995:81)." Moreover, the current education and training policy of Ethiopia confirmed that primary education is compulsory and education is free up to grade 10 (TGE, 1994: 31).

Given this fundamental rights of education, expanding education and thereby achieving universal primary education (UPE) has been a priority agenda for many countries including Ethiopia. UPE is a time-bound goal in which targets have been set since the Karachi World Education Conference in 1960.

The subsequent World Education Forums which were conducted in 1960s such as Karachi in 1960 for Asian countries, Addis Ababa in 1961 for African nations, Santiago in 1962 for Latin America and Tripoli in 1966 for Arab states; had set targets for universalizing primary education. As the targets set by these conferences, the goal of UPE were targeted to be achieved by 1970 in Latin American countries and by 1980 in Africa, Asia and Arab states (Derebssa, 1999:98). Access to education at all levels had been expanded rapidly since the conferences throughout these continents. Yet universalizing primary education remained unachieved, and this led to the initiation of the Jomtien Decade.

The Jomtien World Education Forum in 1990 declared "Education for All Goal", which emphasized the attainment of UPE by the year 2000. Although there had been significant progress towards the goal, the target of the Jomtien "Education for All" goal had also been missed. As the EFA 2000 Assessment Report demonstrated, millions of children all over the world had no access to primary education (UNESCO, 2000). Following this report, the Dakar Education Forum was held in 2000.

Thus, the 1990 Jomtien vision of the world declaration of 'Education for All' was reaffirmed by the participants and specified as six major goals at the Dakar Framework for Action, held in April 2000 (UNESCO, 2001). The world education forum agreed on six EFA goals, which were considered to be essential, attainable, and affordable given strong international commitment and determination. This Dakar Framework declared that by 2015 all children of primary school-age would participate in free schooling (UNESCO, 2002: 12). In the same year, the Millennium Development Goals were agreed in September, 2000; two of which universal primary education (UPE) and elimination of gender disparity at primary levels of education were defined as crucial to the elimination of extreme poverty (UN, 2000). The wordings of the millennium goal for primary education was consistent with the EFA goal of UPE, but more direct; "Ensure that by 2015 boys and girls alike will be able to complete a full course of primary schooling (UNESCO, 2002 :55).

Ethiopia, since the Addis Ababa UNESCO Conference on African Education in 1961, has given due attention to ensure free primary education for all. However, until the adoption of the current education and training policy in 1994, the education system was entangled with many complex problems of relevance, quality, accessibility and equity. At the time of the formulation of the new education policy, only 24% of the school-age children had the opportunity to attend grade 1-6 education in the country (MOE, 2002:9). In order to solve the problems of the education system, the government of Ethiopia has adopted a new education and training policy (ETP) along with its sector strategy (TGE, 1994). The policy focused on extending access to education, ensuring equity, relevance and quality of education at all levels.

Since the new policy was put in place in 1994, Ethiopia has made tremendous progress towards the goal of universal primary education (UPE). The gross Primary school enrolment rates had more than quadrupled from 24% in 1993/04 to 91.3% in 2005/06 and the net enrolment had grown up from mere 17.8% in 1993 to 73.9% in 2005/06 (MOE, 2006).

The attainment of UPE would be judged that by 2015 all children in the relevant age-cohort should be enrolled and complete the final year of primary schooling. This would require universal grade 1 enrolment in 2007 (for 8 years of schooling as does in Ethiopia), with neither dropout nor repetition occurring as the cohort progressed up the primary system. It would also require that in each subsequent year from 2007, the same enrolment parameters should apply. Otherwise, it would not be possible for all children to be enrolled in the year 2015. By 2015, under these circumstances, net completion rates, gross enrolment rates (GER) and net enrolment rates (NER) would each be 100% (UNESCO, 2002:55). To this end, it is indeed questionable whether Ethiopia is at the right track to achieve UPE by the year 2015. The country has made enormous progress in all quantitative measures of coverage.

The education and training policy of the 1994 has adopted the decentralized system of educational management to enhance the expansion and improvement of the relevance, quality, access and equity of education (TGE, 1994). Regional states and City Councils of Education Bureaus have the autonomy and authorized to prepare their own educational plans and programs based on the national policy strategies and programs.

To translate the country's commitment into action in achieving universal primary education (UPE) by 2015, strategies and Programs have been developed and being implemented at National and Regional levels. However, conditions and experiences differ across regions and localities, assessing the progress and identifying the problems on the achievement of UPE at Regional context was a practical necessity. Moreover, it gives chance to identify region specific problems and best experiences that could be lessons for other regions in promoting UPE. The study was then to assess the achievement and problems of universalizing primary education in Dire Dawa Administrative Council.

## 1.2 Statement of the Problem

Following the Dakar agreement on Education for All (EFA) and the declaration of Millennium Development Goals (MDG), signatory countries, including Ethiopia, have committed themselves to the realization of the EFA and the MDGs of education ahead of 2015. Almost half-way to the year set to reach the goal of UPE; it is possible and of vital to assess what has been achieved so far, what remains to be done and to identify the pressing problems. The purpose of this study was, therefore, to assess whether progress has been made towards the goal of UPE as well as to identify the constraining problems in one of the City Councils of Ethiopia, namely, Dire Dawa Administrative Council.

Dire Dawa has a total population of 412,000 (constituting 308,000 urban and 104,000 rural residents) and an area of 1,213.20sq.m (CSA Analytical Report, July 2007). Among this population a total of 142,035 (34.47%) are children and youths whose age ranges between 0-19 years old. In addition, those whose age 5-14 years old children constitute 73,398 (17.8%) of which 49,862 children are enrolled at primary (grade 1-8) in 2005/06 in the Administrative Council.

In the Administrative Council a number of languages are being spoken. In addition to the Council's official language (Amharic), Oromigna and Somali are also the medium of instruction in primary schooling where the languages are dominantly spoken. The medium of instruction in the majority of the rural primary schools are Oromigna and Somali, whereas the majority of urban primary schools use Amharic as the medium of instruction.

As statistical data reveals, the gross and net enrolment ratios have grown to 87.7% and 68.8%, respectively in 2005/06. This shows that the net enrolment rates (NERs) lagged by about 20 percentage points than the GER, and which also 5.1% less than the national average of NER (73.9%). The GER was also less than the national average of GER (91.3%). The achievement of NER (68.8%) at primary schooling indicated that about 30% and above of the cohort age group/children do not have access to primary education in the

Administrative Council. The issue of creating access to all school age children particularly bringing all 7 years old children to school and retaining them to complete the final grade of primary schooling is vital to achieve UPE. Moreover, ensuring education of girls, rural children and other excluded groups are the basic issues in achieving UPE.

Thus, to achieve the goal of universal primary education in Dire Dawa Administrative Council by 2015, obstructing issues and/or problems have to be identified and addressed; and more efforts should be exerted to expand the provision of educational opportunities for all children who are eligible for primary schooling. In light of these facts and problems, the study was intended to address the following questions.

1. To what extent are educational access and coverage for primary education achieved in Dire Dawa Administrative Council?
2. What is the level of equity and internal efficiency of primary education in Dire Dawa Administrative Council?
3. To what extent are resources available to achieve universal primary education by 2015 in Dire Dawa Administrative Council?
4. What are the major challenges in achieving universal primary education in Dire Dawa Administrative Council?
5. What strategies should be designed to speed up the progress towards UPE by 2015 in Dire Dawa Administrative Council?

### **1.3 Objective of the Study**

#### **1.3.1 General Objective**

The main purpose of this study was to assess the progress towards the goal of universal primary education and to identify the major challenges and problems that have affected the achievement of the goal in Dire Dawa Administrative Council.

### **1.3.2 Specific Objectives**

The study was set out to attain the following specific objectives.

1. To assess the progresses and efforts being made in Dire Dawa Administrative Council in its provision of primary education towards achieving UPE.
2. To identify the major problems that would likely affect the progress of universalizing primary education in the area with a view of forwarding suggestions in solving these constraints.
3. To evaluate whether Dire Dawa Administrative Council is on the right track towards achieving universal primary education by the year 2015.
4. To recommend strategies and options to speed up the goal of universal primary education in the Dire Dawa Administrative Council.

### **1.4 Significance of the Study**

This study was intended to assess whether due progress towards achieving UPE has been made and to identify the problems constraining the realization of UPE as well as to recommend options or strategies that are needed to scale up the achievement of UPE by 2015 in Dire Dawa Administrative Council. Hence, this study might have the following significances.

1. It is expected that it would help education officials, policy makers, planners and stakeholders to have information on the actual status of primary education in Dire Dawa.
2. The study would increase the awareness and insight into the goal of UPE and challenges in attaining the goal whereby to initiate decision makers and planners as well as education officials to design practical strategies and actions which can speed up the progress of the goal attainment.
3. It would also add to the literature to serve as a basis for others who intend to carry out further study in this issue.

## **1.5 Delimitation of the Study**

Achieving UPE is Goal No.2 of both the Dakar Framework of EFA agreement and the MDGs declaration. Countries have committed themselves to the achievement of this goal. The extent and scope of this study was delimited to the provision of primary education and to assess and analyze the current status and the problems associated to the progress towards the goals of universal primary education (UPE) by 2015 in Dire Dawa Administrative Council. In assessing the actual achievement towards the goal of UPE, the study was focused or delimited to analyzing access and coverage, educational inequalities and internal efficiency of primary education. All these dimensions of the study were made over the last five years, in which the study was delimited to cover the trends between 2003/04 and 2007/08.

Since Dire Dawa is manageable in size and it has no zone and woreda, the study covers all parts of the Council, both urban and rural areas. To make the size of the study manageable, it was delimited to the Education Bureau of the Administrative Council and government primary schools both from urban and rural areas. Since there was no relevant person in charge of education in the council at kebele level, respondents on the part of education official and experts were taken only from the Education Bureau level. The reason for delimited study to only government schools was because of the problems of access and enrolment have been mainly observed in government schools than the non-governmental ones.

## **1.6 Limitation of the Study**

The following were the limitations that this study faced.

- ❖ Lack of statistical data on drop-out and repetition to examine the trends over the last five years, and thus the researcher only used recent years (between 2004/05 and 2006/07) data to analyze internal efficiency. As a result, survival and completion rates as well as efficiency of student flow have been computed and analyzed only for 2005/06 cohort. However, the

cohort analysis of the 2005/06 more or less showed the internal efficiency of student flow at primary education.

- ❖ Lack of well organized financial data necessary to analyze the extent of public spending on education particularly the resource allocation to the primary level was another limitation of this study. However, the researcher indirectly made the analysis from the availability and adequacy of school places (classrooms, schools), school basic facilities and materials, teachers and from other inputs made available to schools. Moreover, interviewees and respondents were also the sources to evaluate the adequacy of public spending on education.

## **1.7 Research Design and Methodology**

### **1.7.1 Methods of the Study**

Since the purpose of this study was to assess the current status and problems of universalizing primary education in Dire Dawa Administrative Council, a descriptive survey method was employed for the study because the method enables to describe current status and to treat the problems in a wider context (Seyoum and Ayalew, 1989). Furthermore, this method of research was chosen with the assumption that it helps to disclose the state of achievement, existing conditions and the constraining problems in universalizing primary education in the Administrative Council.

### **1.7.2 The Source of Data**

Since the study was intended to assess the progress towards the goal of UPE, and identifying the major challenges in achieving the goal, both primary and secondary sources of data were quite important to make analysis of the study.

#### **1.7.2.1 Primary Sources**

The primary sources of data for the study were heads of the Education Bureau and departments, team leaders, supervisors, planners, and other relevant

experts from the Council's Education Bureau; and teachers and principals from government primary schools at urban and rural areas. At the education bureau level these subject of the study were selected because they were the main actors in designing policies, programs, strategies and action plans as well as implement and monitor the education sector of the Council. School principals and teachers were also the other primary sources because they are the front line actors in implementing primary education. Structured interview was also conducted to heads of Education Bureau and selected relevant department heads.

### **1.7.2.2 Secondary Sources**

To secure facts and figures for the study, various official and other documents and education database of the recent years, from 2003/04 and 2007/08 were used. Accordingly, education annual statistical abstracts and database were consulted to draw the profile of the primary education provision in the Administrative Council as well as to analyze the state of UPE progress using enrolment ratios and other basic measurement indicators. Moreover, education programs, strategies, action plans and targets as well as reports of the Council's education sector were analyzed to make comparison of achievements with target set with the intention of evaluating the progress towards the goal of universal primary education.

### **1.7.3 Sample Population and Sampling Techniques**

#### **1.7.3.1 Study Area and Sample Population**

The area chosen to conduct this study is Dire Dawa Administrative Council for the reason that to best knowledge of the researcher, the provision of education, particularly at primary level has not been assessed so far. As the researcher's experience in the area, the provision of primary education has not been progressive with regard to universalizing primary completion. Since Dire Dawa is compact or manageable in geographic size, the study covered the entire parts

of the Administrative Council both the urban and rural areas in which primary schools from these areas were considered as sample population of the study.

In the Administrative Council, there are 97 primary schools functioning currently, of which 35 schools were non governmental. The number of schools found in rural areas is 42 and they are government owned. The study included primary school teachers, principals and persons in charge of the education sector in the Administrative Council.

### **1.7.3.2 Sample and Sampling Techniques**

To collect the necessary information from the subjects of the study as stated above, respondents were selected on the basis of purposive and stratified random sampling techniques so as to include respondents who were in charge of formulating, implementing and managing primary education. Accordingly, supervisors, planners, department heads, team leaders, decision makers and officials as well as relevant experts from the Education Bureau were purposively selected for the sample of the study. And the sample size of this group of the respondents was 25 and categorized as education officials and experts for the sake data analysis. The sample schools were stratified into urban and rural schools and selected on the basis of their enrolment profile and medium of instruction they used. From 42 rural primary schools 15 (35%) and from 20 urban schools 8 (40%) were selected for sample schools. From these sample schools teachers were selected on the basis of simple random sampling technique, while school principals were purposively selected for the sample of the study. Moreover, teachers and principals were categorized as teacher respondents for the analysis of the study.

Accordingly, a total of 185 respondents, 25 from Education Bureau level education officials and experts, and 160 school principals and teachers from 23 sample primary schools(8 urban and 15 rural) were included in the sample of the study. Moreover, interviews were conducted with selected departments and Bureau head of the Council's Education Sector.

## **1.7.4 Instruments and Procedures of Data Collection**

### **1.7.4.1 Instruments for Data Collection**

To collect the necessary data, three basic instruments, namely, questionnaire, interview, and statistical and document analysis were employed. Accordingly, both closed ended and open ended questionnaires were prepared in English and translated into Amharic for primary school teachers and principals for their better understanding of the question items. Accordingly, two sets of questionnaires were administered for officials and experts at Bureau, and the other to primary school directors and teachers. Furthermore, structured interview was used to reveal the necessary information from the head of education bureau and relevant departments. Moreover, in order to draw statistical data, the necessary formats were developed and used to collect secondary data from documents and education database.

### **1.7.4.2 Procedures of Data Collection**

In assessing the progress of UPE in Dire Dawa, the following procedures of data collection were followed in order to appropriately collect the necessary information and data for the study.

- ❖ Related literatures and relevant studies were reviewed to get more information on the issue under study.
- ❖ Education statistical data of some 5 years, between 2003/04 and 2007/08, from education database, statistical abstracts and other official documents were collected and computed into basic education indicators for analysis purpose.
- ❖ Appropriate data gathering tools were developed and to check their appropriateness pilot testing was conducted by taking 10 teachers (5 urban and 5 rural) from non-sample schools and 3 education experts from education bureau to fill in the draft questionnaire.
- ❖ On the basis of the feedback from the pilot test few ambiguous question items of the questionnaires were corrected.

- ❖ The corrected questionnaires were administered to the identified sample respondents having given the necessary orientation on how to complete it.
- ❖ Finally, the data obtained from respondents and documentary sources were analyzed using relevant statistical tools.

### **1.7.5 Methods of Data Analysis**

The analysis of data, which secured through the aforementioned data collection instruments from the stated sources, was made using different statistical methods. Thus, Depending on the nature of the basic questions and collected data, the appropriate statistical tools such as percentage, mean and chi-square test were employed. To analyze the data obtained from documentary sources enrolment ratios (apparent and net intake rates, gross and net enrolment ratios), parity index, representation index, coefficient of efficiency and other basic education indicators were used examine the status of achievement at primary education.

### **1.8 Definition of key Terms**

**Access:** Access to education can be defined as the extent to which the school-age population is able to access the first grade of a particular level of education (Tegegn, 1988).

**Coverage:** can be defined as the extent to which the school age population is able to pursue its studies as far as possible, ideally to the completion of the level concerned (Tegegn, 1988).

**Internal Efficiency:** The internal efficiency of an education system measures the number of years it takes a child to complete a particular cycle or level of education (Tegegn, 1988).

**Primary Education:** Education of eight years duration, offering basic and general primary education to prepare students for further education and training (MOE, 1994).

**Primary School:** It is the grades from 1-8 which is subdivides in to two cycle 1<sup>st</sup> cycle (Grade 1-4) and 2<sup>nd</sup> cycle (grade 5-8) (MOE, 1994).

**School Age Population:** It is the officially accepted age range and is from 7-14 years for primary level of schooling (Anderson, 1992).

**Gross Primary Enrolment Ratio:** is the number of children in primary school regardless of age, divided by the population of the age the group that officially corresponds to the primary level (World Bank, 2005: 199).

**Net Enrolment Ratio:** is the ratio of the numbers of children of official school age who are enrolled in primary school to the total population of children of official age (World Bank, 2005: 199).

**Universal Primary Education (UPE):** Full enrolment of all children in the primary school age group and completion of the final year of primary schooling, i.e. 100% net enrollment ratios as well as at or close to 100% completion rates (UNESCO, 2001: 75).

## **1.9 Organization of the Study**

The research report is organized in to four chapters. The first chapter deals with the problem and its approach, the second chapter covers review of the related literature, the third chapter presents analysis and interpretation of data and the fourth chapter contains summary, conclusions and recommendations of the study. Finally, list of references, questionnaires and some necessary documents were annexed in the appendices part of the study.

## Chapter Two

### Review of the Related Literature

#### 2.1 The Concept of UPE

Providing primary or basic education for all children, young people and adults has been a priority to all nations around the world. The goal of Universal Primary Education (UPE) has been stated in many development plans and pursued with vigor by governments particularly in developing countries. The aim of extending basic education for all was a major outcome of the World Conference on Education for All, held in Jomtien, in 1990, and was reconfirmed in a series of summits throughout the next decade.

The World Education Forum (2000) agreed on six EFA goals, which have considered being essential, attainable and affordable given that strong commitments to the goals by governments and by the international communities. The Dakar Framework for Action declared that by 2015, all children of primary school-age would participate in free schooling of accepted quality and that gender disparities in schooling would be eliminated, levels of adult literacy would be halved, early childhood care and education and learning opportunities for youth and adults would be greatly increased, and all aspects of education quality would be improved (WCEFA, 2000). In the same year, the Millennium Development Goals (MDGs) were agreed, two of which universal primary education (UPE) and gender disparities in primary and secondary education were defined as crucial to the elimination of extreme poverty.

Countries all over the world committed themselves to the MDGs aimed at eradicating extreme poverty and improving the welfare of their people by the year 2015 (Bruns and others, 2003: 23). The second goal, "Achieve Universal Primary Education" has specific target of ensuring that, "by 2015, children everywhere, boys and girls alike, will be able to complete a full course of

primary schooling (UN, 2000).” The goal to attain universal primary education is, therefore, at the center of the commitments made by the countries and international community in Jomtien and Dakar, and has also reflected in United Nations Millennium Declaration.

Although the goal of Universal Primary Education is at the center of the EFA agreements and Millennium declarations, it has no generally agreed meaning. As basic education is not a clear-cut generally accepted concept, the Jomtien Conference on Education for All left it to countries themselves to specify what they understand by basic education in their specific context (WCEFA, 1990). In consequence, most but not all, countries took basic education to mean primary education (Muller, 2000:32).

Universal Primary Education as a concept has different meanings as seen by different people. For instance, as Omari and others (1983:7) state that universal primary education is used as a synonym for:

- *The capacity within a network of primary school to provide space for all school-age children;*
- *The mandatory attendance of all school-age children for a stipulated period which entails enhancing a compulsory attendance law; making schools pleasant, attractive, rewarding and inspiring; as well as solving family labor and financial problems resulting from the absence of children from home;*
- *Universal accessibility – geographic, socio-economic and cultural – to primary school;*
- *The capacity to provide enough grade 1 places for the school age group regardless of what happens later or what decisions have been made about compulsory versus voluntary registration and attendance;*
- *Universal literacy, with instruction available to anyone, irrespective of age, regularity of attendance, etc; and*
- *Universal, free, compulsory school education.*

The wordings of the above synonyms to universal primary education implied that all children in the relevant age cohort or school-age group should have

universal access to free and compulsory education by avoiding all the inhibiting problems.

For many countries, the definition of universal primary education and identification of indicators to monitor the progress towards achieving UPE has posed many problems. One of the less recognized causes for the delay in faster movement towards achieving the goal of UPE could be attributed to the lack of a consensus on what constitute UPE, and absence of a viable operational definition of UPE (Bastian, 2004:3). As Bastian noted that, in the absence of clear definition, development of appropriate policies and strategies, establishment of time bound targets, identification of appropriate indicators for monitoring the progress, and wise and effective use of resources become difficult.

The concept of universal primary education has no universally accepted norms. Its concept varies across countries depending on their social, economic and educational realities. However, as Bastian (2004:8) stressed that the concept of UPE should have certain minimum characteristics in order to identify best strategies and monitoring indicators to move towards UPE. These components are:

- Minimum numbers of years of schooling
- Average number of days of schooling per year
- Average number of contact hours per day
- Levels of access and coverage that should be reached
- Levels of internal efficiency of the education system
- Equity: gender and geographical
- Quality of primary education

Colclough and Lewin (1993:40) have also noted that any accepted definition needs to embrace not merely the proportion of eligible children attending school, but also the nature and quality of schooling offered. They defined UPE as "the circumstances of all eligible children are enrolled in schools of at least minimally accepted quality with the attainment of GER of 100% or more."

Moreover, as stated in the Education for All (EFA) and the Millennium Development Goals (MDG) framework, UPE requires 100% net enrolment ratio (cited in Bruns et al, 2003:32).

Generally, from the above discussion and as stated by Deribssa (2006:428), universal primary education literally would mean every one in a population having a full primary school education. Here, it is also important elaborating the terms "Universal", "Primary" and "education".

Universal means all children, boys and girls alike, children in difficult circumstances and those belonging to whatever religion or ethnic groups of the target population have access to schooling (WCEFA 2000, Article 33). Measuring universal enrolment may be difficult in most developing countries, because of poor population census and school enrolment data collection techniques (Colclough and Lewin, 1993: 261)

The term "primary education" denotes and implies that this is the first level of education designed to give learners a sound basic education in reading, writing and in numeracy which leads to higher levels of education (UNESCO, 2005: 442). The term "basic" may be taken to show changes in emphasis and indicate that primary education is a complete and terminal phase of schooling in itself. The Jomtien conference resolved that basic education should meet what was defined as "Basic Learning Needs". According to the Jomtien conference:

*"The needs comprise both essential learning tools such as literacy, oral expression, numeracy and problem solving and the basic learning content such as knowledge, skills, values and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning" (Declaration 1.1, 1990)*

Thus, each country would determine the specifics of basic education curriculum, the length/duration of schooling and the delivery mode in their movement of achieving UPE. In most countries the length of primary schooling varies from 5 years to 10 years (Deribssa, 2006:429). Universal primary

education requires a universal or full enrollment of all children in the primary school age population, i.e. 100% net enrolment (NER), as well as completion of the final year of primary schooling. UPE also requires universal grade-1 enrolment with neither dropout nor repetition occurring as the cohort progressed up the primary system. Moreover, it would seem to require that in each subsequent year, the same enrolment parameters should apply. Otherwise, it would not be possible for all children to be enrolled in the year 2015 and to be able to complete primary schooling. By 2015, under these circumstances, net completion rates, GERs and NERs would each be 100% (UNESCO, 2002:55).

## **2.2. Why Universalize Primary Education?**

Education has been recognized as one of the essential underpinning of human development and nation building. It brings a wide range of benefits for both individuals and societies, which is why it has recognized both as a human right and instrument to economic growth and social cohesion. Achieving universal primary education is so important to fully realize every one's right to education and to promote socio-economic development of a nation.

### **2.2.1 UPE to Realize the Human Right to Education**

The importance of education with respect to individual or human development has been strongly endorsed in major United Nations Conferences and Summits. The Universal Declaration of Human Right (1948), the Covenant on the Economic, Social and Cultural Rights (1966), the Declaration of the Right of the Child (1959) and the Convention on the Right of the Child (1989) strictly proclaimed that citizens (children, young people and adults) have the right to education and education shall be available free to all at least at the primary level (UN, 1993). All these legal aspects on the right to education recognized education as a necessity and fundamental right of human beings. The state parties in these declarations agreed that education shall be directed to the full development of human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedom.

The movement towards achieving UPE is very vital to realize these declarations and conventions, and signatory countries have the obligation to fully implement the right to education by making primary education compulsory and available free for all. Education can also serve as a method of human rights advocacy. When the right to education is guaranteed people's success to and enjoyment of other rights will be enhanced. Seen in this light, education is also an indispensable means of unlocking and protecting other rights by providing the scaffolding that is required to secure good health, liberty, security, economic well-being, and participation in social and political activity (UNESCO, 2002:14). Moreover, the promotion of human rights to education both in formal and non-formal systems of education quite significant for modernization and development. Thus, universal schooling and universal literacy (Later collectively termed "Education for All") was an obvious human right agreed by a series of education forums and summits.

In the World Conference on Education for All in Jomtien (1990), and recently at the Dakar (2000) and the Millennium summit (2000), the international community of nations explicitly recognized that education especially primary schooling is crucial to realizing the human rights (including the right to education) as well as for achieving social and sustained economic developments. In these conferences, the vision of the World Declaration on Education for All, the Universal Declaration of Human Rights and the Convention on the Right of the Child were re-affirmed by the governments and international communities. Thus, participant governments and international communities have pledged themselves to the attainment of the EFA and the Millennium goals. In relation to this statement, the Dakar Framework states that all children, young people and adults have the human right to benefits from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potentials, and developing learners' personalities, so that they can improve their lives and transform their societies (WCEFA, 2000). Thus,

achieving the goal of universal primary education was defined both in EFA and MDGs as a strategy to realize those human rights.

Accordingly, governments particularly developing ones must seek to universalize primary education as part of their strategy for human development and poverty reduction. The implementation of the right to education could be fully achieved by avail schooling completely free of charge, as well as by avoiding all inhibiting factors (social, cultural, linguistic, etc.).

The right to education is an economic as well as a moral necessity. Thus, governments should give their children of today a fitting education which will equip them to face the challenge of tomorrow's world, for which they will be responsible, and which will in any case be fundamentally different from the one we knew (UNESCO, 1979:14). Hence, exercising the right to education to a fullest extent should not be a question of will, it is beyond the political will of governments, and it is a must to ensure this right to a point at which it will contribute to the fulfillment of every individual and to the progress of every society.

### **2.2.2 Education for Development**

Education, particularly the availability of free and compulsory primary education for all citizens has been strongly considered as a cornerstone to a nation's accelerated socio-economic, politico-institutional and cultural development. As Bruns et al (2003:26) argued that education is one of the most powerful instruments for reducing poverty and inequality, and for laying the basis for sustained economic growth. It is fundamental for the construction of democratic societies and dynamic, globally competitive economies. For individuals and nations, education is the key to creating, applying and spreading knowledge. Education, as a provision of skills and knowledge and as a basic means for attitudinal and value development, is a fundamental base for all further human development, and its availability and quality has been central to human resource development of any society (Psacharopoulos, 1985).

Seen from the economic view point, education is an investment: today it is an expense that should produce added wealth and well being tomorrow (UNESCO/BREDA, 2005:37). As PsacharaPoulos and Patrinos (2002) in Bruns (2003:27) argued that investment in education has higher returns than investment in physical or capital. Also investments in primary education have the highest economic and social returns than the secondary and tertiary level education.

A study conducted by PsacharaPoulos and Patrinos (2002) confirmed that there has been a significant positive association between schooling and productivity and economic growth (quoted in Bruns, 2003:27). Investment in the formal education and training of the labor force positively contributes to labor productivity. The greater the productivity of individual workers has also been found to enhance the productivity of co-workers. While higher level of worker education facilitates the discovery, adaptation and use of more efficient production process (Lockheed and Verspoor, 1991 and Psacharopoulos, 1985).

Education as a means for developing human resources has been a crucial underlying factor for economic growth and poverty reduction. As to the report made by the World Bank (1993) on the East Asian Tiger economies in Ashton et al (1999:9), education had made dynamic effects on their economic growth and vice-versa. The important explanation for the rapid growth, the high performing Asian Economies was seen to have made a substantial investment in education, especially primary and secondary education during their early stages of industrialization. They go on confirming that high macro economic growth had also entailed new jobs, thereby raising the rate of return on education and increased the demand for it. Their emphasis on universal, high quality primary education had important pay-offs for economic efficiency and equity (Ashton et al 1999:11).

To this point in light, the Ethiopian Sustainable Development and Poverty Reduction Program, which later on was termed as Plan to Accelerate

Sustainable Development to End Poverty (PASDEP), provided the overarching framework for poverty reduction and the education sector development plans to feed into this (WB,2005:xv). Thus, the PASDEP required the sector to progress towards universal primary education, improve the quality of instructional and learning achievements through-out the system and produce a trained work force in quantity and skill mix that would be responsive to the demands of the country's modernizing economy.

Education also has strong social benefits attached to it. Educating citizens and improvement in education increases not only the national economic growth but also brings about broad social benefits. The education of girls and women brings about special social and economic benefits in that it has a major impact on the health and population growth rate. Studies had shown that children whose mothers were educated were healthier and better nourished; this leads to reduced infant mortality and lower reproduction rate (Anderson 1992:7). Education both influences and over time, influenced by the demographic factors. High fertility means high demand for education. The spread of education throughout a population has a central importance for long term demographic transition from high to low levels of fertility (UN, 2003:1). Moreover, as stated by Bruns et al (2003:28), girls' education has impacts on reduced fertility, infant and child mortality, and enhanced family welfare. Thus, the education of girls can have a major impact on the growth rate of a nation's population and thus, on its economic prospects.

Ultimately education and particularly primary education, promotes achievements of all other Millennium Development Goals; poverty reduction, gender equality, child health, maternal health, lower HIV/AIDS and other communicable diseases and environmental sustainability (Bruns et al 2003:28). Thus, all countries including Ethiopia, no matter how far they are today from universal primary completion, must simultaneously invest in and promote their education system to be competitive in the global knowledge based economy.

## 2.3 Monitoring Indicators of UPE Progress

In the Dakar Framework for Action, Participant governments and the international community had reaffirmed the vision of the World Declaration of Education for All by redefining the goals and the targets by pledging themselves to the attainment of the goals. To achieve the EFA goals, they (participants) agreed on that individual countries to develop a comprehensive national plans, establish priorities, policies and set their own goals, targets, time lines and monitoring indicators, as well as to systematically monitor progress towards the EFA goals (WCEFA 2000, framework 8). To this end, Ethiopia to translate its commitment into action in achieving universal primary education by 2015, has developed the sectors development program (ESDP), that is being implemented at National and Regional levels. This Education Sector Development Program Action Plan constituted priorities, major goals, targets and monitoring indicators.

Accordingly, UPE as one of the EFA goals requires setting priorities, defining policies, establishing targets and monitoring indicators, as well as assessing the progress towards the goal. In this regard, the Millennium Development Declarations (2000) set specific target and monitoring indicators for UPE (MDG-Goal 2) as stated bellow (Bruns et al 2003:28).

**Target:** *Ensure that, by 2015, children every where, boys and girls alike, will be able to complete a full course of primary schooling.*

**Indicators:**

- *Net enrolment ratio in primary education,*
- *Proportion of pupils starting grade 1 who reach grade 5, and*
- *Literacy rate of 15-24 years old.*

The progress towards meeting UPE goal or target needs to be assessed regularly and systematically to allow for taking meaningful measures and remedial action to achieve the goal by the specified time. Thus, the progress towards UPE can be monitored in more than one way. The most demanding are

measuring and analyzing the levels of access and coverage, internal efficiency and the equity issues using those relevant indicators (UNESCO, 2002).

### **2.3.1 Levels of Access and Coverage**

The levels of access and coverage that should be reached is one of the key components that constitute UPE and it need to be analyzed to monitor the movement towards the goal of UPE. As noted by Bastian (2004:13), the terms access and coverage have often been used in the popular education literatures without making much distinction between the two terms. However, strictly speaking, coverage of education refers to the size of education, whereas access refers to how much of the eligible school age children enter appropriate level or enrolled in a given level of schooling (Bastian, 2004 and Tegegn, 1996). The indicators to measure the extent to which children have got access to primary level education are the Apparent and Net Intake Rates.

#### **2.3.1.1 Apparent and Net Intake Rates**

Apparent and Net intake rates as measures of access to education, are used as indicators for monitoring the movement towards UPE. Apparent Intake Rate (AIR) is defined as the proportion of new entrants of all age in grade 1 to the total population of school age population (Tegegn, 1996). Noting that in this definition no age distinction is made in the numerator (new entrants). This means that this indicator can be over 100% because it includes early and late starters. Hence it is a crude measure of access to grade 1; instead Net Intake Rate (NIR) is a refined measure of universal access to education. Net Intake Rate (NIR) is defined as the proportion of new entrants of school admission age to grade 1 of primary and population of official school admission age. For instance, in Ethiopia, age 7 is the appropriate age for entering grade 1. The net intake is the total number of 7 years old children entering grade 1 of the education system expressed as percentage of the total 7 years old children in the population. Thus, if Ethiopia is to achieve UPE by 2015, it should ensure net or universal grade 1 enrolment in 2007/08, with neither dropout nor repetition occurring as the cohort progressed up the 8 years of primary

education. It also requires that in each subsequent year from 2007, the enrolment parameters should apply.

### Calculation of AIR and NIR

- **AIR**

- **Data required:**

- Total number of new entrants, regardless of age
- population at the official school-entrance age

- **Calculation Method :**

$$\frac{\text{Number of New Entrants in first Grade}}{\text{Population at the official school - entrance age}} \times 100$$

**Interpretation:** A high Apparent Intake Rate for primary cycle indicates a high degree of access to primary education. As this calculation includes all new entrants to first grade (regardless of age), the Apparent Intake Rate can be more than 100%, due to over- and under-aged children entering primary school for the first time.

- **NIR**

- **Data Required:**

- New entrants in the first grade of education cycle who are of the official school-entrance age
- Population at the official school-entrance age.

- **Method of calculation :**

$$\frac{\text{New entrants in the first grade of education cycle who are of the official school - entrance age}}{\text{Population at the official school - entrance age}} \times 100$$

**Interpretation:** A high Net Intake Rate for primary education indicates a high degree of access to primary education for the official primary school-entrance age children. For countries which have subscribed to the policy goal of universal primary education, a NIR of 100% will be a necessary condition.

#### 2.3.1.2 Gross and Net Enrolment Rates

Enrolment ratios are used to measure the extent of coverage of the education. Thus, Gross and Net Enrolment Rates are major indicators used to measure coverage of the education program (Tegegn, 1996). These monitoring indicators are used to compare the children in school with total size of a school age

population. They are used to assess how far a country has succeeded in bringing all eligible children to school.

The gross enrolment rate (GER) is defined as the number of children who are enrolled in primary school expressed as a proportion of the number of children in the age group who are eligible to attend schooling (Colclough and Lewin, 1993:2). As the name indicates, GER is a crude measure of participation. It can be excess of 100% because it includes over-aged and early entry children in school. Moreover, GER provides a narrow measure of progress towards universal enrolments. As Colclough and Lewin (1993:17) argued, it is because, GER does not take account of the age structure of those enrolled.

Thus, gross enrolment rate (GER) measures the capacity of the school systems, relative to the population eligible to attend. A GER of 100% indicates that a country is able to accommodate all of its school age population, but it does not indicate the proportion actually enrolled (Colclough and Lewin 1993: 17). Achievement of GER 100% is a necessary but not sufficient condition for universal enrolment of all eligible children in school.

Net enrolment ratio (NER) is more reliable than the GER to measure UPE, where it has been proposed as the key indicator for monitoring progress towards the education MDGs (Bruns et al, 2003:32). It refers to the ratio of the number of children in primary school age who are enrolled in primary school to the total population of children of the official age (World Bank, 2005:199). The calculation of NER excludes over-age students and those below the official schooling age. The NER for primary education of Ethiopia is defined as the proportion of enrolment in primary, age 7-14 to the corresponding school age population (7-14) (Tegegn, 1996).

## Calculation of GER and NER

- GER

- Data Required:

- Total enrolment in a specific level of education, regardless of age
- Official school-age population corresponding to the same level of education

- Method of calculation :

$$\frac{\text{Total enrolment in a specific level of education, regardless of age}}{\text{official school - age population corresponding to the same level of education}} \times 100$$

**Interpretation:** A high GER generally indicates a high degree of participation, whether the pupils belong to the official age-group or not. A GER value of 100 percent indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100 percent is therefore a necessary but not sufficient condition for enrolling all eligible children in school.

- NER

- Data Required :

- Enrolment of the official age-group
- Official school-age population corresponding to the same level of education

- Method of calculation :

$$\frac{\text{Enrolment of the official age - group}}{\text{Official school - age population corresponding to the same level of education}} \times 100$$

**Interpretation:** A high NER denotes a high degree of participation of the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving participation at the specified level of education. When the NER is compared with the GER the difference between the two ratios highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the

difference with 100% provides a measure of the proportion of children not enrolled at the specified level of education.

Universal primary enrolment (UPE) is conventionally said to have been achieved when the primary GER reaches to a value of 100% and above, and the achievement of NER close to 100%. In relation to this notion, UNESCO (2002: 55) in its assessment report emphasized that the achievement of UPE requires net completion rates; GERs and NERs would each to be 100%.

The targeted 100% net enrolment in primary school is the goal of UPE. It would also require that every child enter primary school at exactly the official schooling age, proceed through the cycle with neither repetition nor dropout, resulting in a 100% on time completion rate. If such a perfect cohort flow could be achieved, the net enrolment ratio would in fact be equal to primary completion rate: both would be 100%. However, as Bruns et al (2003) and Colclough and Lewin (1993) argued that primary NERs rarely reach 100%. Accordingly, Bruns et al (2003:35) further stated that:

*What this net enrolment rate tells us is that even in the most advanced countries, some children start schooling a little early or later, some may struggle to get through the primary curriculum, and some may be held back a grade at one point or another, but with right support and, above all, a schools system-wide ethos that "every child can learn", very close to 100% of children eventually complete primary schooling. This more flexible concept is a more realistic- and substantively meaningful-goal for developing countries as well.*

Thus, UPE with the target of 100% net enrolment of primary schooling could be challenging. However, achievement of primary NERs very close to 100% is a necessary condition for UPE.

### **2.3.1.3 Survival Rate (SR)**

Survival rate is an indicator used for measuring or monitoring student flow or progression in primary schooling. It is defined as a monitoring indicator to measure the progress towards goal of UPE by the Millennium declaration.

Cohort survival rates are conceptually understood as they are the share of entrants to a given cycle of education who eventually reach a subsequent grade (WB, 2005:42). In 4-4-2-2 structure of Ethiopia's education system, the relevant survival rates are between grades 1 and 4, between grade 5 and 8 and survival rate between grade 1 and 8. Survival rate between grade 1 and 5 have become increasingly relevant in the context of the Millennium Development Goals. As the UNESCO Institute for Statistics (UIS) calculates survival rate to grade 5 is the proportion of pupils starting grade 1 who reach grade 5 (2003:13). Survival rate is an indicator of the probability that children who enter the education system reach a specific grade, typically grade 5. Grade five serves as an international benchmark for a minimum duration of primary education (UIS, 2003:13).

Survival rates are generally calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade (UIS, 2006:185). Both the UNESCO Institute for Statistics (2005) and World Bank (2005) agreed that survival rates are more usually estimated using cross-sectional data. They identified three methods of estimation, namely, estimates for pseudo-cohorts, estimates for reconstructed and composite cohorts.

Estimates for pseudo-cohorts assume stable student flow patterns over time, this method calculates the survival rate between two grades, say grade 1 and 4, as the rates of the number of non repeaters in grade 4 in year Y to the number of new entrants who started in grade 1 three years earlier, that is, in year Y-3. Since the data pertain to be assumed rather than real cohorts, the method yields what we might call pseudo-cohort survival rates (WB, 2005:44-45).

For example:

$$SR_{Grade\_4\_Year\_T} = \frac{\text{New entrants in grade 4, Year T}}{\text{New entrants in grade 1, Year T - 3}} \times 100$$

$$SR_{Grade\_4\_1998} = \frac{\text{New entrants in grade 4, 1998}}{\text{New entrants in grade 1, 1995}} \times 100$$

The reconstructed method, as explained by the World Bank (2005) employs grade wise enrolment data for two consecutive years and repeater data for the later of the two years to compute promotion, repetition and dropout rates in the first year. These rates are then applied to a fictive cohort of 1,000 students to simulate their grade-to-grade flow through the system. This method usually used by UNESCO Institute for Statistics, which is termed as "UNESCO Reconstructed Cohort method (UIS, 2006). The Ethiopian education statistics also uses this method to compute survival rates.

The composite cohort method uses the same data but does the calculation in two steps, first computing survival rate between adjacent grades by relating the number of non repeaters in grade X in year Y, to those in grade X-1 the year before; and then computing survival rates to a given grade by multiplying the relevant adjacent grade-to- grade by multiplying the relevant adjacent grade-to-grade survival rate. Effectively, this method provides a simulation of the survival rate in a hypothetical cohort that exhibits the same grade-to-grade transition patters as currently observed in a cross-section of children in the various grads (WB, 2005).

#### **2.3.1.4. Completion Rates**

Both in the Education for All (EFA) and the Millennium Development Goal 2 state that all children should "complete" primary education. The UIS, together with the World Bank, has been developing indicators for primary completion for the purpose of assessing the progress towards the international education goals (UIS, 2006:18).

The primary completion rate (PCR) is a flow measure of the annual output of the primary education system. It measures the proportion of children who attain schooling in the primary cycle. As of Bruns et al (2003:37), it is calculated as the total number of students successfully completing (or graduating from) the last year of primary school in a given year, divided by the total number of children of official graduation age in the population.

The primary completion rate (PCR) measures the proportion of all children of official graduation age who complete primary school in given year. As the numerator in the primary completion rate counts all children completing the final grade of primary school, it will typically include overage children who either started school late or have repeated one or more grades of primary school, but are now completing successfully (Bruns et al, 2003:38).

#### Calculation of PCR

- **Data Required :**
  - Total number of students in the final year of primary
  - Population at the official primary graduation age
- **Method of calculation (transversal Method) :**

$$\frac{\text{Total number of new entrants in the final year of primary}}{\text{Population at the official primary graduation age}} \times 100$$

Interpretation: A high primary completion rate indicates a high degree of coverage, whether the pupils belong to the population of official/typical graduation age or not.

#### Longitudinal Method

$$\text{PCR}_{\text{Grade}_8_{\text{Year}_T}} = \frac{\text{New entrants in grade 8, Year T}}{\text{Population of 7 years hold in Year T - 7}}$$

For example:

$$\text{PCR}_{\text{Grade}_8_{1998}} = \frac{\text{New entrants in grade 8, 1998}}{\text{Population of 7 years hold in 1991}}$$

#### Transverse Method

$$\text{PCR}_{\text{Grade}_8_{\text{Year}_T}} = \frac{\text{New entrants in grade 8, Year T}}{\text{Population having the official school - age for Grade 8, Year T}}$$

Among these methods of PCR, the Ethiopian ministry of education statistics uses the transverse method. Although Universal Primary Completion is a more challenging than universal primary enrolment, it is a necessary phenomenon if UPE is to be achieved.

### **2.3.2 Levels of Internal Efficiency**

The level of internal efficiency of the education system is a basic phenomenon in the primary cycle that affects the movement towards UPE. Internal efficiency which is borrowed from economists, defined as the optimal relationship between educational inputs and outputs (Tegegn, 1996). The internal efficiency of an education system basically measures the number of years it takes a child to complete a particular level of education.

If UPE is to be achieved by the year 2015, it would require universal enrolment in grade 1 and the cohort should proceed through the cycle with zero repetition, and stay in school with no interruptions (UNESCO, 2002:55).

High rates of repetition and drop out which lead to inefficiency and wastage of scarce resources, have been the major problems in many developing countries including Ethiopia in their effort to achieve UPE. Minimizing causes of school wastage (repetition and dropout) plays a central role to reach the goal of UPE. In the desire to increase access, participation, and internal efficiency, we need to keep repetition and dropout rate to a lower level as much as possible. A high rates of repetition and drop-out which have associated with low internal efficiency, waste recourses and blocks access to schooling for other children who had not got the chance to go to school, because the school spaces have occupied by repeaters and readmitted students (Tegegn 1998:107).

Wastage is about the missed opportunities for individuals, communities and for the nation. It deprives the country's ability to make the most efficient use of scarce resources. Finding ways to reduce school wastage must become an urgent priority in movement towards UPE. The causes of school wastage - social and economic environment - must be addressed by setting appropriate policy strategies. To this end, the level of internal efficiency must systematically be assessed and monitored by the indicators of repetition and dropout rate.

The basic indicators required to measure the internal efficiency of an education system are calculated on the basis of the flow rate of promotion, repetition and dropout (Tegegn, 19996). To obtain these indicators, one needs to have the enrolment statistics of at least the two most recent successive years. The repetition and drop out rates will make it possible to measure the system's efficiency as well as the potential efficiency gains that free up resources.

Many authorities have tried to define the terms 'repetition;' and 'drop out.' According to Tegegn (1996) and UNESCO (2005) repetition rate (RR) is the proportion of pupils from a cohort enrolled in a given grade in a given school year who are studying in the same grade in the following school-year. Dropout rate on the other hand refers to the proportion of pupils who leave the system (schooling) without completing a given grade in a given school-year expressed as a percentage of those who were enrolled in the same grade at the beginning of that grade at the beginning of the same school-year.

#### **Calculation of repetition and drop out rates**

- **Repetition rates**

- **Data required:**

- Repeaters of grade , year T
- Enrolment of grade , year T-1

- **Method of calculation :**

$$\frac{\text{Repeaters of grade X, year T}}{\text{Enrolment of grade X, year T - 1}} \times 100$$

- **drop out rates**

- **Required Data:**

- Promotion Rate (apparent)
- Repetition rate

- **Method of calculation:**

$$\text{Drop-out Rate} = (1 - \text{promotion rate (apparent)} - \text{repetition rate})$$

Interpretation: A high drop-out rate constitutes an obstacle to achieve Universal Primary Education

- **Percentage of repeaters**

- Refers to Proportion of repeaters for a given year and grade.

- **Data required :**

- Repeaters of grade X and year T

- Enrolment of grade X and year T

- **Method of calculation :**

$$\frac{\text{Repeaters of grade j and year T}}{\text{Enrolment of grade j and year T}} \times 100$$

Interpretation: A high percentage of repeaters increases artificially the level of GER and limits the number of available places in the education system for new entrants.

Thus, the internal efficiency of the education system as measured by dropout and repetition rates must be systematically and regularly assessed and monitored as a strategy to achieve the goal of UPE. As Bastian (2004:19) argued, enhancing internal efficiency by reducing the rates of dropout and repetition, especially grade 1 is important for achievement of the goal of UPE. There is strong evidence to show that grade 1 is the strongest barriers for many children for their continuation and completion of primary education. Once a child gets through grade 1, the probability that it will continue on to higher grades of the primary cycle will also increases (Bastian, 2003:19)

### **2.3.3 Equity**

Equity is an important part of the goal of universal Primary education (UPE). Measuring the level of educational equity means analyzing the educational coverage and access by gender (girls/boys), by administrative area (region, district, etc), by population density (Urban/rural), or by socio-cultural groupings (social strata, ethnic or linguistic minority groups, etc.). This paper discusses equity in terms of gender disparities and location/geographic disparities.

### **2.3.3.1 Gender Disparities**

The prevalence of educational disparities is the major obstacle to the rights of women and girls, and it is also an important impediment to social and economic development. As a result, the international community has been committed to eliminate gender disparities in primary and secondary schooling by 2005 and to achieve gender equality by 2015 at all levels (UNESCO, 2003).

Placing a gender target ahead of UPE is strategically advantageous. It focuses attention and efforts on tackling gender disparities, the benefits of which will serve to reinforce efforts to achieve UPE. Achieving UPE will require major and sustained increases in enrolments, particularly urgent priority and rapid expansion of educational access to girls, rural poor children, working children, marginalized children, and cultural and linguistic minority groups. To this end, Colclough and Lewin (1993) showed that the ratio of female to male primary enrolments was significantly lower in countries with low GER than the other countries. As Chimombo (2005, 133-34) pointed out the problems associated to the low enrolment of girls have been; low parents demand for education of their daughters, girls' work in and around the home, the teaching method, curriculum content, classroom and other facilities are all found to affect girls entry to and retention in school. In addressing these and other gender related problems, Chimombo (2005,134) recommended the development of macro and micro levels policy strategies to promote gender equality in social, economic, and political spheres. According to UNESCO (2003:44) the achievement of full gender equality in education would imply equality of opportunities in schooling and learning process.

Thus, ensuring gender equality in education is an imperative for the achievement of UPE goal. The level of gender disparity is the one to be systematically and regularly monitored and analyzed in the process of setting priorities in the education sector development plans. Accordingly, gender parity index (GPI) is the recommended indicator for monitoring gender equality in ✓

education (UNESCO, 2003:44). As UNESCO (2003) GPI is defined as ratio of female-to-male value of a given indicator. A GPI of 1 indicates parity between sexes; a GPI that varies between 0 and 1 means a disparity in favor of boys; a GPI greater than 1 indicates a disparity in favor of girls. On the other hand, gender disparities can be analyzed by computing gender disaggregated enrolment ratios, such as, GER and NER for boys and girls.

#### **Calculation of Parity Index (Male/Female)**

- it measures the equity between girls and boys
- **Data Required :**
  - Education indicator for Girls
  - Education indicator for Boys
- **Method of calculation :**
$$\frac{\text{Education Indicator for Girls}}{\text{Education Indicator for Boys}}$$
- Example : Parity Index for GER is  $\frac{\text{GER for Girls}}{\text{GER for Boys}}$

#### **2.3.3.2 Regional /Geographic Disparities**

Disparities between regions, sexes, urban/rural areas, ethnic groups and various social groups in access to education are important issues in the process of monitoring progress and analysis of the education system. Disparities in all of these aspects are daunting challenges to the achievement of educational goals in most developing countries. Considering Ethiopia, a wide range of disparities have existed between regions, woredas, sexes, urban-rural areas, center-periphery of the country and ethnic groups (Habtamu, 2002:47). Though the gross enrolment ratio (GER) has increased remarkably, the disparity between regions ranged from 21.9% in Afar and 148.5% in Addis Ababa in 2005/06 (MOE, 2006). The gender gap was also wide, which was 14.1% and the gender parity 0.84 in the year 2005/06 (MOE, 2006).

In an effort to universalize primary education, access to primary schooling should be ensured for the educationally deprived groups such as rural

children, poor children, working children, and children on street of urban slums, in war, with disabilities and children with cultural and religious barriers (Anderson, 1992). Thus, systematically monitoring and assessing the situation of disparities in educational provision is quite important as a strategy to achieve UPE. It allows policy makers and planners to make critical analysis and thus, to set out appropriate strategies to address the problem of disparities and to insure equal access for all.

## **2.4. Challenges of Universalizing Primary Education**

As the EFA Global Monitoring Report (UNESCO, 2002) demonstrates that there has been significant progress towards the achievement of universal primary education (UPE) in many countries. However, the movement towards UPE around the world has not been problem free. As to the report, low income countries, particularly those in Africa, face an uphill battle to universalize primary school completion. In many numerous countries, especially in Sub-Saharan Africa, still too many children do not start school, let alone complete the five, six or eight years of primary schooling typically needed to become permanently literate and numerate (UNESCO/BDEDA, 2005). The situation in Ethiopia is no exception. It is thus quite important to identify potential challenges and problems of universalizing primary education with a view to promote the attainment of goal of UPE.

### **2.4.1. Problems Related to Education System**

Problems associated with education system such as persistent inequalities in the distribution of education; inadequacy of learning facilities and services; lack of flexibility in delivery mode; school fees and charges; unsuitable curricula, language of instruction; low internal efficiency and the like are the major challengers to UPE (UNESCO/BREDA, 2005). Although these factors vary across countries, they are common causes of the non-achievement of UPE amongst the poor countries (Colclough and Lewin, 1993:59).

As the EFA 2000 assessment (background document for Dakar Conference) indicated that primary education in most developing countries are characterized by too large classes, lack of educational materials and services, inappropriately trained teachers, poor instructional supervision and unsafe learning/school environment. Such deficiencies of the school less likely encourage and attract children to neither come to school nor retain them in the system. If the school environment is unfavorable for learning, children may drop schooling. To attract and retain children in school, schools should be child friendly whereby children feel at home. Schools to be child friendly, it should institute gender sensitive teaching methodology, free of gender biased treatment and free of sexual-harassment on girls, availability of separate toilet for boys and girls, adequate availability of students' desks, drinking water and other services.

As Anderson (1992:10) pointed out, if the school's schedule is not flexible, some children, who have daily responsibilities in the households, may hardly attend schooling. Moreover, if the households need for children labor conflict with schooling schedule, parents do not send their children to school (WB, 2004:1)

Relevance of the curriculum and quality of schooling are the other determinants to school attendance. Children's parents may refuse to send them to school because they think that the quality of learning is not worthwhile or the curriculum is irrelevant (Anderson, 1992:10). If the quality of schooling is poor, parents will regret to pay school fees or buy school supplies by perceiving that their children will learn nothing that will be of use to them. As Anderson further argued that, in poor quality instruction, children do not acquire competence in basic skills and this result in high rates of drop-out and repetition. This also leads to low internal efficiency of the education system. As a report on EFA in Africa (UNESCO/BREDA, 2005:66) drop out and repetition are the major obstacles to universal primary education. Drop outs and repetitions, which are causes of internal inefficiency of education system, leads

to weak survival and completion rate. As to the report, weak survival and completion rates represent the major challenges to achieving UPE in Africa. Creating universal access is not sufficient condition, eliminating school dropout rates will be also the major issue in achieving UPE.

The education system with inequalities in the distribution of educational opportunities is a deep-seated challenge to universalize primary education in most developing countries. Equity issues are also important in the analysis of education system, because it evokes policy makers and planners to set priorities and strategies for those who are left out of the educational provision. Girls, rural children, and children of the poor families are the ones who often left out of education (Anderson, 1992:12-14). In addition, children who live on streets of urban slums, children with disabilities, abandoned children, and children in war areas and children of refuge groups also lack educational opportunities. Thus, if UPE is to be achieved all children boys and girls alike, children in difficult circumstances should have the access to education.

A continuing prevalence of educational disparities in most developing countries is serious obstacles to universal primary education (DFID, 2001; UNESCO/BREDA, 2005). For instance, when one looks at the disparity or inequality situation of Ethiopian education system, there exist a disturbing disparities of educational opportunities across regional states; between girls and boys, urban and rural schooling. If we take the regional disparities to illustrate the point in light, in Afar and Somalia, for example, the primary NER was 15.6% and 27.2% , respectively; whereas, in Addis Ababa city administration it (96.2%) reached close to UPE. These two regions (Afar and Somalia) are also very far from the national average (73.9%) in 2005/06 (MOE, 2006).

The other education/school related factor to the achievement of UPE is the management of the education system. As identified by different writers and literature (Colclough and Lewin, 1993; Akinkugbe, 1994; UNESCO/BREDA,

2005), problems connected to management of the education system in most developing countries constitute: inefficiency in mobilizing and management of funds; weak program and project management and implementation capacity; and inadequate planning and management capacity to process and use empirical information/data to appropriately project enrolments, teacher demands, school location planning and planning issues. As reviewed in ESDP-II (2002) and ESDP-III (2006) documents, these problems of the education management holds true for Ethiopian education system.

On the other hand, decentralized management of education is the other factor of the education system which in deed positively facilitates the achievement of educational goals. In this regard, the 1994 education and training policy (ETP) of Ethiopia had put in place the decentralized administration and management of education system. As the policy statement clearly stipulated, decentralized education management enables to ensure efficiency, access, equity and quality of educational provision. It also gave autonomy to regions and the community to actively participate and to take responsibilities and being accountable in the provision of education.

As regards to the management of the school, it strongly influences the enrolments and performance of primary schools. According to Cummings et al (1994) in Jeilu (2001), in order to provide suitable school environment which support the achievement of students' learning, school principals need to have effectively manage and supervise the teaching learning activity. The school management is also expected to establish school partnerships, particularly with parents/community and others to mobilize resources, ideas, and to solve problems related to students' attendance. They are also responsible to maintain efficiency of schooling by reducing dropout and repetition. Student flow management by decreasing dropout and repetition rates is the major issue

in achieving UPE (UNESCO/BREDA, 2005). As the findings of studies cited in EFA report in Africa (UNESCO, 2005:129) show that:

*...repetition increases the dropout rates... and this remains the main disincentive for reaching universal primary enrolment. Families feel that their child is not obliged to repeat a year means that he is unsuccessful and that he does not benefit from being at school. As the opportunity costs always constitute an argument against school attendance, the sanction discourages parents to take their child out of school.*

Thus, the school management practice is a significant factor to increase enrolment in schools. It is the responsibility of school principals to create suitable learning environment and supervise instructional process in order to support students' learning achievements.

Finally, the education policies with regard to the language of instruction, curriculum, and tuitions and fees of schooling are the other determinants to school attendance (WB, 2004). As a response to these problems, the Ethiopian Education and Training Policy (1994) stated that primary education should be in nationality language and ascertained free education system of grade 1-10, as well as the curriculum was reformed to meet the needs of the society.

#### **2.4.2. Financial and Economic Constraints**

The issue of public spending and educational priorities are the central question of concern in universalizing primary education. The extent of public spending on education is highly dependent upon financial capacity of the nation. A nation's specific economic conditions will either facilitate or constrain its financial ability to support investment in education (Back ground document of World Conference on EFA, 1990:18). Per capita GNP is a useful indicator of nation's total measured economic production and thus the economic resources potentially available to meet social needs. Public expenditure on education as percentage of the GDP is the indicator to measure government's resources commitment/priority to education sector.

To what extent education is prioritized compared to other sectors, claims on the national or regional public budget. In general the possibilities of an increase in the total educational budget depend up on the proportion it already consumes of the national budget as a whole. According to Phillips (1975:78), the capacity of public budgets to provide the additional educational expenditure needed to create universal education depend on the fiscal and cost factors, as well as the rate of growth of the national income or GNP of the country. Obviously educational expenditure could not grow indefinitely at the rate much faster than that of the GNP.

Primary education in the developing countries is almost wholly publicly financed. These countries are mainly characterized by low per capita income. Low per capita income affects the capacity of the government to finance and deliver schooling, which causes its educational supply to be more restricted (Colclough and Lewin, 1993:77). To these same writers, provided that the relationship between costs and incomes is not constant across countries, the proportion of public spending needed for UPE would tend to be greater in poor societies. They further pointed out that, countries with low income are characterized by low GER and as having low commitment to the provision of education for all.

In countries, with low GER and low per capita income, achieving UPE would be difficult. It requires public expenditure on primary schooling equivalent to between 3% and 7% of their GNP, which is too high a proportion for most of such countries (Colclough and Lewin 1993:78). Cost of primary education would also be minimized, if UPE is to be achieved by 2015 in these low income countries. Thus, low public expenditure as a result of financial incapability appeared to be the major challenge to explain the non-achievement of UPE or low primary enrolment in developing countries.

### **2.4.3. Socio-Cultural Problems**

The challenges of universal primary education under the socio-cultural conditions are parents' education level; parents' perceptions of the benefits of education; parents' perception of the cost of schooling; parents' awareness and perception to the education of girls; religious and traditional practices; and parent's occupation and income level (Anderson, 1992; Akinkugbe, 1994; Mulugeta, 1998; WB, 2004, and UIS, 2005).

The education level of a child's parent is often related to the child's own participation in schooling. The educational attainment of the parents and the household head, measured by the highest level of school attended, has a substantial effect on the out-of-school status of children (Mulugeta, 1998; UIS, 2005). If the fathers of household had formal education, children were more likely to be in school. Most of out-of-school children are the ones who have illiterate parents. Parents who have attended school are more likely to send their son and daughter to school.

The parental awareness and perceptions to education also determined children's schooling. If parents had never been to school and lacked the exposure to what schooling is, they may not have positive expectation about the benefits of schooling of their children (WB, 2004:16).

The direct and indirect cost of schooling also affects parents' decision in sending their children to school. The direct costs of schooling (tuition and fees, cost of books, uniform, transport and supplies) inhibits schooling of children from poor or low income families. On the other hand, low income or poor families more likely demand their children's time (opportunity cost of the child's time) to activities that expand the household income than sending to school (WB,2004:16).

The traditional or cultural practices such as early marriage and abduction, and religious restriction of girls' movement are the other reason for low enrolment,

particularly of girls' education. Moreover, the existence of discriminatory attitudes towards schooling of girls is informed partly by custom and culture. The traditional attitudes often do not encourage the education of girls. It is common for the private benefits to the family of schooling to be perceived as being greater for sons than for daughters (Colclough and Lewin, 1993:60).

#### **2.4.4. The Influence of Population Size**

The size of school-age population relative to the total population has the influence in the effort to create universal access for all of the relevant school entry age children. As Colclough and Lewin (1993:59) indicated that those developing countries with high rate of population growth (and thus, proportionately larger school age population) will face a greater relative per capita cost in achieving universal primary education. Similarly, Phillips (1975:82) also argued that a large number of child population of the appropriate age to enter school affect the educational finance of both the recurrent and capital expenditures. This means those children reaching school entry age and who become enrolled demanded additional school places, teachers, instructional materials and other services. In developing countries due to their poor economic performance (stagnation) education expenditure may not increase as the size of school aged cohort increases. Thus, the spending per school-aged child tends to decline. Moreover, where the school-age populations get larger, there is a tendency for teacher-students ratios and student-section ratios to increase.

If the annual growth of the school entry age exceeds the rate of enrolment projection, universal primary education to become more distant to be reached (Phillips, 1975:76). For UPE to be achieved, the enrolment projection should match with population projection. However, it incurs additional resources, which is challenging for low income countries. Rapid growth of school-age population creates a resource burden on the education system to provide quality educational services for all the eligible children. If universal access is to be ensured to all school age groups, the expansion of school places and

facilities should be matched with rate of the growth of school entry age population.

Thus, the importance of population policy as a means of achieving and maintaining UPE is quite enormous. Developing countries with high fertility rate and limited resources, the task of achieving UPE by 2015 becomes challenging. The experience in china could be a good lesson. China, which has one fifth of the world population, has achieved UPE with lower proportion of GNP being spent on education, because the size of school age cohort has remained small in relation to the increase in population (Colcough and Lewin, 1993:5).

#### **2.4.5. The Physical Environment**

The physical environment which constitutes both the internal and external conditions of the school is a significant determinant to children's school enrolment. The internal physical factors include the climatic suitability of the building, the adequacy of classrooms and other facilities; existence and condition of toilet (separate for boys and girls); supply of drinking water; availability and adequacy of libraries and laboratories. The fulfillment of these supplies will make the school physical environment attractive and suitable for students' maximum learning and thus reduce repetition and drop out rates (Atchoarena and Gasperini, 2003).

In the external environment, the schools proximity to the pupil's home is the key determinant to schooling (Atchoarena and Lavinia: 2003:90). A similar study in Ethiopia by World Bank (2004) shows that larger unreasonable distance from the child's home to the nearest primary school is one reason for drop out and non-enrolment. As the report revealed that in most rural parts of the country, children walk on average 3km to get school.

As one might guess, distance play a stronger role in inhibiting enrolments among younger children, for whom travel over long distance is more daunting and over whom parents are more anxious to keep close watch. Parents are

often worried, particularly about their daughter in school and on the way to and from school for fear of abduction or rape. Thus, improving the distribution of schooling at a reasonable distance from the child's home would improve schooling attainment not only by increasing the percentage of children who ever enters school, but also by facilitating an earlier age of entry.

#### **2.4.6. The political Commitment**

The achievement universal primary education requires not only immense resources but also political will and commitment. Political commitment of the government would be essential for the development and implementation of education policies and strategies.

Accordingly, Phillips (1975:67) pointed out that the political factor influences education in three main ways. It influences the education system in the formulation of policies and general objectives, setting up program and the actual carrying out of the program. The political consciousness to the system and objective of primary education is significant to the achievement of UPE. In this regard, almost all governments have given top priority to primary education as their underlying development programme. For instance, Ethiopian's Sustainable Development and Poverty Reduction Program (SDPRP) envisions a key role for the education sector, placing on it the expectation to progress toward universal primary education, and to produce a trained work force to the demand of the country's modernizing economy (WB, 2005).

In those World Education Forums and UN Summits most governments has pledged themselves to the attainment of EFA goals and targets by mobilizing strong national political commitment, developing national action plans, enhancing investment in basic education, integrating EFA with poverty reduction and development strategies. The political will and commitment also expressed by government efforts to develop participatory and accountable system of educational governance and management; in ensuring the participation of civil society and others in the implementation and monitoring

of strategies for educational development and its efforts to conduct educational programs for those deprived groups.

Moreover, it is up to the will and responsibility of the government to restructure the education system, reform the curriculum and priorities for education, particularly concern for free and compulsory education as well as equitable education for all. Thus, governments will and commitment for the attainment of educational goals is an important factor to achieve UPE.

## **2.5. UPE in Ethiopia**

### **2.5.1. Current Level of Achievements**

The introduction of modern education in Ethiopia was at the beginning of 20<sup>th</sup> century and officially commenced in 1908 with the establishment of Menilik II School at Addis Ababa (Ayalew, 1989:32). In order to promote its economic and social development, Ethiopia has given considerable importance on education since the Emperor Menelik's II period. However, the expansion of basic education in the country was not problem free; it was entangled with many daunting challenges: economic, political, social and cultural problems.

Achieving universal primary education, since the Addis Ababa UNESCO Conference, has become the target in the education system of Ethiopia. Since then significant progress had been made during the Imperial period. About 15.3% of the school age children were attending primary education when the communist Derge regime came into power in 1974 (Ayalew, 1989:34). The socialist government of the 1974 to 1991 had also aimed at achieving universal primary education by 1984 and later on by 1994 (Derebssa, 1999). During these periods significant increases in the number of enrolment had been observed at primary level. When the current government came into power in 1991, the participation rate at primary level of education was 30%, which was one of the lowest in the world and even less than half of the average for Sub-Saharan African countries (Tekeste, 1990). Moreover, as the Education Sector Review (PHRD, 1996), during the 1980s the gross enrolment ratio in primary

level fluctuated from a high of 35% (1987/88) to a low rate of less than 20%. Girls' participation rates were much lower than those of boys, especially in rural areas. In addition, when the policy was formulated in 1994 there were sever regional differences in access to education, ranging from 7% in Afar region to 87% in Addis Ababa city administration (PHRD, 1996)

When the current government came into power (in 1991), the Ethiopian education system was suffering from multifaceted problem. The main problems were related to the issue of relevance, quality, equity and access.

In light of the above mentioned problems of the education system, it has become imperative for the current government of Ethiopia to design an appropriate education and training policy that give insight for the overall educational development and reflect the international declarations on educational issues. The Ethiopian Federal Democratic Republic Constitution proclaimed that "every nation, nationality and people of Ethiopia has the right to develop its own language, to express, to develop and to promote its culture; and to preserve its history (Article 39/2)". The constitution also declared that education is one of the fundamental human rights and thus is free of any political and religious ideology. As stated in the sections pertaining to education and human right issue of the constitution, the Education and Training Policy (1994) has capitalized on the importance of people using their own language and endorsed that primary education to be given in the nationality languages.

Within the policy framework and its strategy (ETPS), the government designed the education sector development program (ESDP), which is a long range rolling plan with a focus on the comprehensive development of education over a twenty- year period (MOE, 1999). The main trust of ESDP has been to improve educational quality and expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion of

girls' education. Universalizing primary education by 2015 has been the top priority of the primary sub-component of ESDP.

Since the new policy was put in place in 1994, Ethiopia has made tremendous progress towards the goal of universal primary education. The gross primary school enrolment rates (GER) have more than quadrupled from 24 percent in 1993/94 to 91.3 percent in 2005/06 and the net enrolment (NER) have grown up from mere 17.8 percent in 1993/94 to 73.0 percent in 2005/6 (MOE, 2006). The increment for females has also been encouraging. GER for female students was below 20% in 1994/95 and this was raised to 83.9% in 2005/06. The NER for primary female students also reached 69.8 percent in 2005/06.

There are encouraging sign of the movement towards the achievement of the universal primary education (UPE). However, one of the key criteria for UPE is that of achieving Net Enrolment Ratio (NER) close to 100% and full (100%) completion of primary education. NER is the best way of measuring school coverage and refined indicator of access. Analysis of the Net data in Ethiopia shows that Ethiopia low chance of achieving UPE in 2015. According to the EFA Global Monitoring Report (UNESCO, 2002), only those countries which achieved NER of 80% and above currently can achieve UPE by the year 2015. Moreover, those countries which achieved primary completion rate of 75% and above have the chance to achieve UPE by 2015 (UNESCO/BREDA, 2005). According to the World Bank report (2005:49) the primary completion rate in Ethiopia is below 40% in 2000/01. Moreover, as the MOE statistical data (2005/06) shows that the completion rate of primary education (grade 8) reached 41.7% (50.1% male and 32.9% female). The survival rates, as calculated by a modified reconstructed method, are 63% (Grade 1 to 4), 57% (Grade 1 to 5) and 40% (grade 1-8) (WB, 2005:46).As the 2005/06 statistical data revealed, the survival rate to grade 5 (grade 1 to 5) was 51.3% (57.2% male and 61.9% female). In this respect, Ethiopia faces a great challenge in achieving UPE by 2015. If for example the Net Enrolment Ratio (NER) is considered (73.9% in 2005/06), the number of out of school children are very

large (26.1%). It is even worse for girls. Nearly 30% of school-age girls are out of school in the year 2005/06.

The situation is more disturbing when one looks at the disparity or inequality of the education opportunities across regions, localities and between urban and rural areas. As the MOE 2005/06 statistical data shows that how some regions such as Afar and Somalia are far from the national (Ethiopia) average. The NER of these two regional states, which is 15.6% for Afar and 27.2% for Somalia, is disturbing, when one thinks about the achievement of universal primary education by 2015.

### **2.5.2 Related Studies**

The provision of basic education to all the citizens of Ethiopia is one of the policy goals articulated in the education and training policy. Ethiopia has committed itself to the achievement of those human right declarations and to the Millennium Development Goals aimed at eradicating extreme poverty and improving the welfare of its people by the year 2015. The country though its participation in the education declarations on education for all, has reaffirmed its commitment to achieve universal primary education by the year 2015. Almost half-way to the year set to reach the goal of UPE; it is possible and of vital to assess what has been achieved so far, what remains to be done, and the major problems that have challenged the goal achievement need to identified.

Accordingly, few studies have been conducted on the implementation of UPE in Ethiopia and at regional level. These studies have tried to reveal the progress, challenges and the prospects in achieving UPE in Ethiopia or at regional level. Most of these studies had tried to identify the pressing problems that challenged the achievement of UPE in Ethiopia. As the report of these studies (Mulugeta, 1998; Derebssa, 1999 and 2006; Zerihun, 2007), the major

problems that have challenged the achievement of UPE in Ethiopia summarized as follows.

- Low level of spending on education or inadequate funding.
- Low level of family income and intensified poverty in the country that have challenged the ability to finance schooling expenses.
- Parents' high labor demand for their children because of their low income.
- Inequitable distribution of schools which resulted in under presentation of rural children and girls.
- Inadequate school places which resulted in long home-school distances or inaccessibility of schools.
- The systems inefficiency as a result of high drop-outs.
- High fertility rate or large family size.
- Lack of positive attitude on the part of parents and the community about education (giving low value to education).
- Early marriage and abduction
- Shortage of qualified and experienced teachers
- Inadequacy of school facilities and the likes.

Moreover, as the World Bank report on "determinants of schooling among primary school age children in Ethiopia, 2004" and " education in Ethiopia", identified the following major challenges in achieving universal primary education in Ethiopia.

- Expanding primary education to the majority of children, who had never been in school before, requires huge amount of public spending than the economy financing capacity.
- Education has not been prioritized in the allocation of public spending.

- Political instability (civil war and conflicts) and persistent food insecurity and poverty.
- Lack of appropriate policy strategies.
- The systems inefficiency to meet the Millennium Development Goal of universal primary completion due to low survival completion rates; challenges pertaining to the need for raising entry and survival rates in primary education, particularly in early grades.
- Large populations of primary school age children have also created enormous financial challenges.
- Significant disparity challenges existed between girls and boys and urban and rural children.
- Challenges on part of management of the system.
- Socio-economic and cultural problems such as family low income, high child labor demand, illiteracy, early marriage , lack of awareness on the value of education and the likes.

## CHAPTER THREE

### PRESENTATION AND ANALYSIS OF DATA

This part of the study deals with the presentation and analysis of the data gathered from sample respondents, documents and education database.

#### 3.1. Description of the Sample Population

##### 3.1.1. Characteristics of Sample Schools

Based on the sampling techniques stated in chapter one, a total of 23 primary schools which constitute of 8 urban and 15 rural schools were included in the study. The schools were selected on the basis of enrolment profile, level of schooling and the medium of instruction they used. As stated in table 1 below the sample schools constitute a mix of those languages being used as a medium of instruction in the provision of primary schooling, namely, Amharic, Somali and Oromigna in the Administrative Council.

Table 1: Characteristics of Sample Schools

No	Description	Sample schools		
		Urban	Rural	Total
1	level of schooling/instructional program			
	* Grade 4 and/or below	-	3	3
	* up to Grade 5	-	-	-
	* up to Grade 6	-	3	3
	* up to Grade 7	-	3	3
	* up to Grade 8	8	6	14
	<i>Total</i>	8	15	23
2	Number of Shifts			
	* One	-	8	8
	* Two	8	7	15
	* Combination	-	-	-
	<i>Total</i>	8	15	23
3	Medium of Instruction			
	* Amharic	3	5	8
	* Oromigna	-	10	10
	* Somali	-	-	-
	* Amharic & Oromigna	3	-	3
	* Amharic & Somali	1	-	1
	* Amharic, Oromigna & Somali	1	-	1
	<i>Total</i>	8	15	23

As shown in table 1 above, all sampled schools from urban and 6 sampled schools from rural areas were those offering instruction up to grade 8. On the other hand, the remaining 9 rural sampled schools were with instructional program to the level of grade 4 and below, up to grade 6 and grade 7.

As indicated in table 1, the sample schools were also selected from those schools which offer instruction in one or two shifts. Thus, 8 sampled schools (only from rural areas) were selected from one shift schooling, while 15 (8 urban and 7 rural) sampled schools were from those schools which are functioning in double shifts.

Moreover, medium of instruction was considered to select sample schools. Accordingly, as shown in table 1 above 8 and 10 sampled schools were selected from schools which use Amharic and Oromigna, respectively. 3 sampled schools were from schools which use both Amharic and oromigna as a medium of instruction. The remaining two sample schools were selected from schools which use both Somali and Amharic languages. Here, it should be noted that Somali language as a medium of instruction has not been fully implemented. In Somali speaking community particularly in rural areas of Dire Dawa, children have no the opportunity to learn in their mother tongue instead they learn with their second language (Amharic) except Somali language as one subject due to various reasons.

### **3.1.2. Characteristics of Respondents**

Based on the sampling techniques described in chapter one of the study, a total of 185 sample respondents were determined to respond and return the questionnaires distributed to them. However, ten teachers did not return the questionnaires. Thus, the analysis of the study has carried out on the basis of information obtained from the returned questionnaires by 150 (93.7%) teachers and 25(100%) education officials and experts. Thus, the characteristic of respondents who fill in and returned the questionnaires has indicated in the table below.

Table 2: Respondents Characteristics by Gender, Age, Educational Qualification and Experience

Characteristics	Respondents							
	Teachers				Education Officials & experts		Total	
	Urban		Rural		No	%	No	%
	No	%	No	%				
<b>Sex</b>								
Male	37	57.8	73	84.9	22	88	132	75.4
Female	27	42.2	13	15.1	3	12	43	24.6
<b>Total</b>	<b>64</b>	<b>100</b>	<b>86</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>175</b>	<b>100</b>
<b>Age</b>								
Less than 20 years	0	0	2	2.33	0	0	2	1.14
20 - 25 years	8	12.5	48	55.8	2	8	58	33.1
26 - 30 "	10	15.6	29	33.7	5	20	44	25.1
31 - 35 "	10	15.6	3	3.49	6	24	19	10.9
36 - 40 "	11	17.2	4	4.65	3	12	18	10.3
41 - 45 "	10	15.6			4	16	14	8
Above 45 "	15	23.4			5	20	20	11.4
<b>Total</b>	<b>64</b>	<b>100</b>	<b>86</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>175</b>	<b>100</b>
<b>Educational qualification</b>								
Certificate (TTI)	28	43.8	41	47.7	0	0	69	39.4
Diploma	36	56.3	45	52.3	9	36	90	51.4
BA/BSc	0	0	0	0	14	56	14	8
MA/MSc	0	0	0	0	2	8	2	0.11
<b>Total</b>	<b>64</b>	<b>100</b>	<b>86</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>175</b>	<b>100</b>
<b>Years of experience</b>								
5 years and/or below	10	15.6	68	79.1	4	16	82	46.9
6 - 10 years	11	17.2	12	14	4	16	27	15.4
11 - 15 years	6	9.38	6	6.98	5	20	17	9.71
16 - 20 years	10	15.6	0	0	4	16	14	8
21 - 25 years	9	14.1	0	0	2	8	11	6.29
26 - 30 years	15	23.4	0	0	2	8	17	9.71
Above 30 years	3	4.69	0	0	4	16	7	4
<b>Total</b>	<b>64</b>	<b>100</b>	<b>86</b>	<b>100</b>	<b>25</b>	<b>100</b>	<b>175</b>	<b>100</b>

As seen from the gender characteristics of respondents, majority (75.43%) of respondents were males and only 24% were females. As to their age characteristics, 1.14%, 33.14%, 25.14%, and 10.9% of the respondents were between the age range of less than 20 years, 20 to 25 years, 26 to 30 years and 31 to 35 years, respectively. The remaining of the respondents, 10.3%, 8% and 11.4% were between the age range of 36 to 40 years, 41 and 45 years and above 45, respectively. It could be noted from these age characteristics of the respondents that respondents were relatively in a good position to judge the

implementation of universal primary education and were able to identify the challenges in achieving UPE in the Administrative Council.

Regarding the educational level of respondents, 36% of education officials and experts were possessed a minimum of diploma. The remaining respondents, 56% were BA/BSC holders and MA/Msc constituted of 8%. When we see teacher respondents, 43.8% of urban and 47.7% of rural teachers were certificate (TTI) holders, while 56.3% of urban and 52.3% of rural teachers were diploma holders.

Concerning the experience characteristics of respondents, variation was observed. Accordingly, 84% of teacher respondents from urban schools had served for more than 6 years in the teaching profession, while the remaining 15.6% had served for 5 years and below. Unlikely, 79.1% of teacher respondents from rural schools were who served 5 years and below, while the rest 20.9% had served more than 6 years. As seen from the table above experience of education officials and experts show that only 16% of them had served 5 years and below in the education system, while the remaining 84% were served 6 years and above.

### **3.2. Analysis and Interpretation of Data**

This section presents the analysis and interpretation of the data gathered from respondents through questionnaire and interview. Education statistical data which gathered from statistical abstracts and education data-base were also the basic data to make analysis on the extent of the progress made in achieving UPE in Dire Dawa Administrative Council. These basic data at primary level of education were computed to yield the basic education indicators such as apparent intake rates (AIR), net intake rate (NIR), gross enrolment ratio (GER), net enrolment ratio (NER), primary completion rate (PCR), parity index, repetition rates, dropout rates, and survival rates. Thus, some 5 years (between 2003/04 and 2007/08) primary schools statistical data and the corresponding school age population data were used in calculating the basic indicators.

**3.2.1.** To what extent are educational access and coverage achieved for primary education in Dire Dawa Administrative Council?

Educational access and coverage are the key components that need to be analyzed in monitoring the progress towards the goal of universal primary education (UPE). Thus, these components of the education development were analyzed using both the primary and secondary data.

**3.2.1.1. Access to Education**

**Table 3: Respondents View on the Extent of Improvement of Access to Education**

Indicators	Respondents	Rating						Chi-square ( $\chi^2$ )
		High		Medium		Low		
		No.	%	No.	%	No.	%	
Expansion of school places	G1	55	88.7	6	9.7	1	1.6	9.782
	G2	71	82.6	11	12.8	4	4.6	
	G3	25	100	0	0	0	0	
	Total	151	87.3	17	9.8	5	2.9	
Educational opportunities for the poor, rural marginalized children	G1	21	32.81	40	62.5	3	4.69	8.269
	G2	29	33.72	51	59.3	6	6.98	
	G3	4	16	19	76	2	8	
	Total	54	30.86	110	62.9	11	6.29	
Educational opportunities for the children in difficult situation (street and disabled children)	G1	25	39.06	28	43.75	11	17.2	5.142
	G2	39	45.35	45	52.33	2	2.33	
	G3	12	48	13	52	0	0	
	Total	76	43.43	86	49.1	13	7.43	
The extent of girls participation in primary education	G1	47	71.21	19	28.79	0	0	20.56
	G2	32	37.21	33	38.37	21	24.4	
	G3	15	60	10	40	0	0	
	Total	94	53.11	62	35	21	11.9	
Parents demand for the education of their children	G1	50	78.13	12	18.75	2	3.13	15.57
	G2	11	12.79	48	55.81	27	31.4	
	G3	3	12	18	72	4	16	
	Total	64	36.57	78	44.6	33	18.9	
Flexibility and alternative delivery of education	G1	20	31.25	25	39.06	19	29.7	16.17
	G2	39	45.35	33	38.37	14	16.3	
	G3	8	32	12	48	5	20	
	Total	67	38.29	70	40	38	21.7	
NGO and privates support or involvement in the provision of primary education	G1	19	29.69	39	60.94	6	9.38	22.61
	G2	9	10.47	33	38.37	44	51.2	
	G3	8	32	11	44	6	24	
	Total	36	20.57	83	47.4	56	32	
Local community participation in schools	G1	19	29.69	25	39.06	20	31.3	12.99
	G2	18	20.93	45	52.33	23	26.7	
	G3	5	20	14	56	6	24	
	Total	42	24	84	48	49	28	

significant at alpha level 0.05, df= 8, G1=Urban Teachers, G2= Rural Teachers,G3= Officials &experts

Table 3 shows the extent to which access to education has improved at primary level in Dire Dawa Administrative Council. Accordingly, the extent of expansion of schools places such as construction of additional classrooms and establishment of new schools were rated as high by the majority (87.3%) of respondents. The improvement of educational opportunities for the rural, poor and marginalized children was medium as revealed by the majority (62.9%) of respondents. On the other hand, 30.86% of the respondents indicated that the improvement of educational access to these groups of children was high, while the remaining 6.29% respondents reported as low. The chi-square test value (9.782) at alpha level of 0.05 and at 8 degree of freedom as indicated in table 3 above, showed that there was no statistically significant difference in the opinion of the groups of respondents. Thus, it could be concluded that educational opportunities for the poor rural and other marginalized children were not fully expanded to the extent that all children under such circumstances could have universal access to schooling.

Table 3 also illustrates the extent of efforts made to ensure the education of children in difficult situations such as street and disabled children. Hence, 43.43% and 49.1% of the respondents indicated that the effort to ensure the education of children in difficult situations as high and medium, respectively. The remaining, 7.43% of respondents reported that the effort was low. From this, it could be inferred that the effort to ensure the education of children in difficult circumstances was relatively medium and as a result children in difficult circumstance might not have the opportunities or access to education.

The level of girls' participation in primary education of Dire Dawa was relatively high as reported by the majority of (53.11%) of respondents. However, as the Chi-square ( $x^2$ ) test value (20.563) at alpha level of 0.05 and at 8 degree of freedom indicated that, there was statistically significant difference in the opinion of three groups of respondents on the level of girls' participation in primary education. As seen from table 12, 37.21% and 38.4% of rural teacher respondents indicated that the level of girls' participation was high and

medium, respectively, while 24.4% of these groups of respondents rated the participation as low. Thus, the girls' participation at rural schools was relatively medium. Unlike to the rural schools, girls' participation at urban schools was relatively high as reported by the majority (71.21%) of urban teacher respondents.

The extent of parents' demand for the education of their children is the basic determinant to the improvement of enrolment or participation of children in primary schooling. The chi-square test value (15.573) showed a slight statistical significance difference in the responses of the groups of respondents. Accordingly, 78.13% of urban teacher respondents indicated that parents have high demand for the education their children, while rural parents' demand for the education of children was relatively medium as reported by the majority (55.8%) of rural teacher respondents. From this it can be concluded that parents' low demand for the education of their children has affected the education rural children than the urban ones.

Flexibility and alternative mode of education delivery should be implemented as a strategy to create educational access to children who cannot attend the formal schooling. To this end, table 3 presents to what extent flexibility and alternative delivery of primary education was being implemented in Dire Dawa Administrative Council. Accordingly, majority (40%) of respondents revealed that the implementation of flexibility and alternative delivery of education was medium. But the statistical chi-square test value (16.165) showed that there was a significant difference in the response of the groups of respondents. Majority (45.35%) of rural teacher respondents reported that the implementation of flexibility and alternative delivery of education was high, while 38.8% of this group of respondents rated the implementation as medium. While, urban teacher respondents rated the implementation of flexibility and alternative delivery of education, 31.25% of them rated it as high, 39.1% of them rated it as medium and 29.7% of them rated it as low. On the other hand, majority (48%) of education officials and experts rated the implementation of

flexibility and alternative delivery of education in Dire Dawa as relatively medium.

The participation of NGOs and privates in the provision of primary education was rated medium as reported by the majority (47.4%) of respondents. However, as the chi-square value (22.609) showed that there was a significance difference in the opinion of the three groups of respondents. As seen from the table 3, 38.29% and 60.9% of the urban teacher respondents viewed NGOs and privates involvement in the provision of primary education as high and medium, respectively. While, 38.4% and 51.2% of rural respondents reported that the involvement of NGOs and privates in primary education was medium and low, respectively. On the other hand, 44% (majority) of education officials and experts indicated that the participation of NGOs and privates in the provision of primary education was medium. Thus, from the majority of responses, it could be concluded that NGOs and privates involvement and support in the provision of primary education was relatively average. Regarding community participation, as the majority of respondents (79%) reported that the extent of community participation in the school affairs which was found in their localities was medium.

**Table 4: Trends of Grade 1 Intake Rates (AIR and NIR) over the last 5 Years (2003/04 to 2007/08)**

Year	Sex	AIR			NIR		
		Urban	Rural	Total	Urban	Rural	Total
2003/04	Male	95.24	146.83	113.46	30.2	31.9	30.79
	Female	93.01	91.93	92.65	27.8	21.1	25.53
	Total	94.15	121	103.42	29	26.8	28.23
2004/05	Male	98.15	135.16	111.22	35	39	36.41
	Female	105.16	108.53	106.29	30.9	35.2	32.33
	Total	101.58	122.62	108.84	33	37.2	34.44
2005/06	Male	96.9	137.76	111.33	29.43	39.96	33.15
	Female	104.57	103.3	104.15	28.28	31.17	29.26
	Total	100.66	121.52	107.86	28.87	35.82	31.27
2006/07	Male	107.01	131.84	115.78	64.51	32.47	53.19
	Female	106.88	129.32	114.43	33.75	34.04	33.86
	Total	106.94	130.65	115.13	49.44	33.23	43.84
2007/08	Male	146.22	314.91	205.8	65.31	87.1	73.01
	Female	155.58	329.16	214.21	64.42	86.64	71.9
	Total	150.81	321.92	209.87	64.87	86.89	72.47

Source: Compiled From Dire Dawa Education Bureau, EMIS Database

In addition to the analysis made on the respondents' view, the improvements of educational access were analyzed from the educational statistical data by using the apparent intake and net intake rates indicators. Thus, table 4 shows the trends of growth in the proportion of new entrants in the first grade of primary education both in urban and rural areas of Dire Dawa for the last five years. The gains were largest for the indicated periods, between 2003/04 and 2007/08. The rate of apparent intake (AIR) for primary cycle of Dire Dawa grew from 103.42% in 2003/04 to 209.87% in 2007/08; and the net intake rate also grew from 28.23% (2003/04) to 72.47% (2007/08). Although the rate of net intake rate has grown to 72.47% in 2007/08, the trend of growth was at the slower pace for the year 2003/04 to 2006/07. On the other hand, AIR has shown steady growth over the period of the last 5 years. Moreover, the AIR for rural schools was higher than the urban ones. As interviewees pointed out that, campaigns were made to attract or bring all those children who have never been in school and as a result quite a large number of children enrolled to grade 1 in 2007/08. And these children were mainly over-aged particularly in rural areas of primary schools. Accordingly, the AIR in rural primary schools has increased from 121% in 2003/04 to 321.92% in 2007/08. This might imply that AIR for rural primary schools was highly affected by over-aged children.

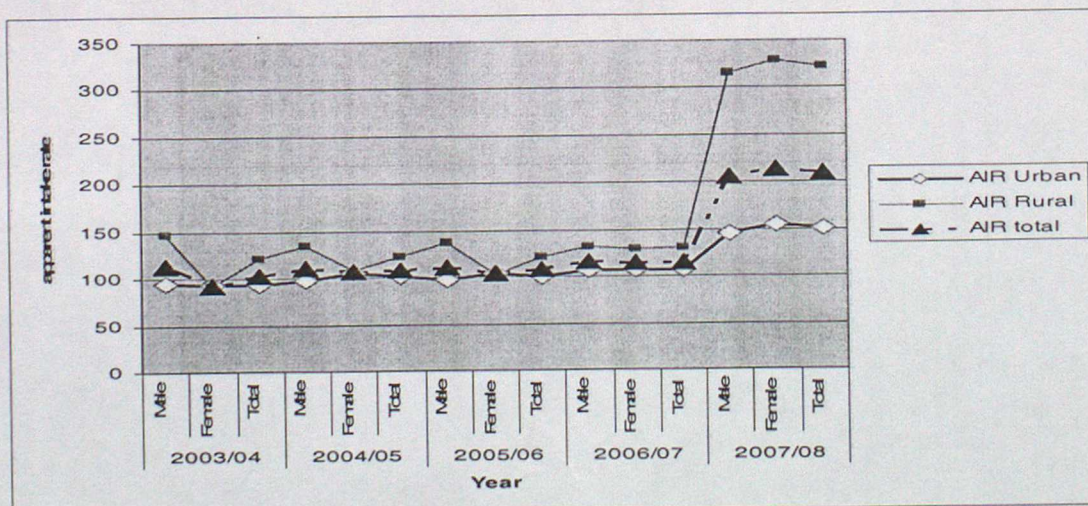
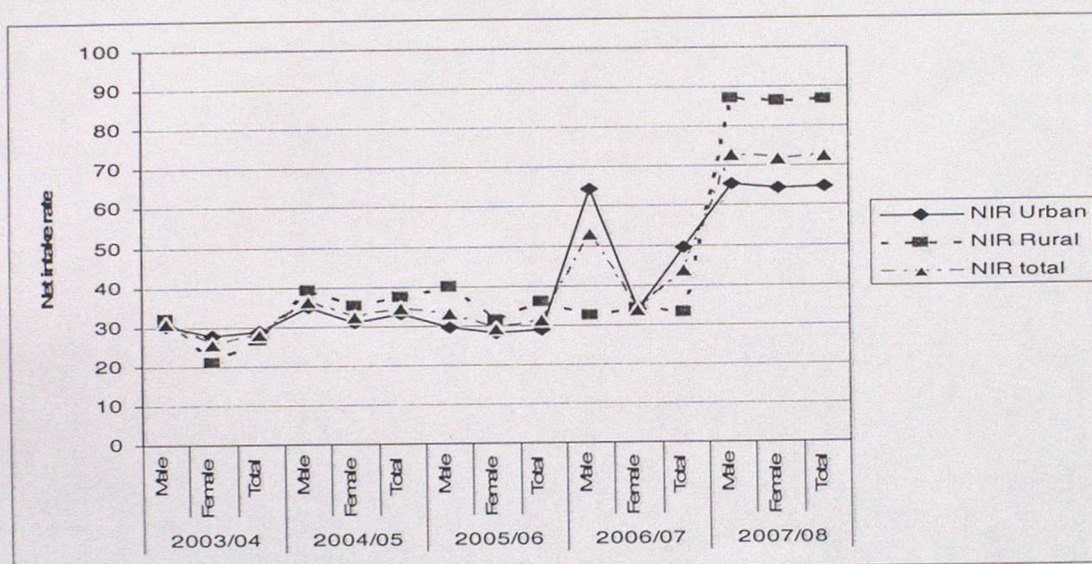


Fig. 1: Apparent Intake Rates by Location and Gender, 2003/04 to 2007/08

As the calculation of AIR includes all entrants to the first grade regardless of age, it may not exactly show the extent of entrants of the cohort age or the official entrance age group. Net intake rate (NIR) as an age adjusted indicator exactly measures the extent of new entrants with official entrance age to the first grade of primary education. Accordingly, as indicated in table 4 above, the net intake rate to grade one of the primary schools of Dire Dawa grew from 28.23% (29.2% in urban and 26.8% in rural) in 2003/04 to 72.47% (64.87% in urban and 86.89% in rural) in 2007/08. However, when the achievement of the net intake rate of the 2007/08 was compared with the target set (the target indicated in the ESDP-III of Dire Dawa Education Bureau, 2006); it was less than the target by about 17% (table 8).



**Fig.2: Net Intake Rate by Location & Gender, 2003/04 to 2007/08**

As indicated in table 4 and figure 2 above, the current status of net intake rate implied that about 27% of the cohort age children are still out of school. If UPE is to be achieved, it would require 100% net intake or universal grade one enrolment.

**Table 5: Accessibility to Primary Schools**

	Average time taken by students to walk from their home to the nearest school		
	Less than 30 minutes	30 to 45 minutes	More than 45 minutes
Percentage of responses of all sample respondents			
• Urban	50.7	46.0	3.3
• Rural	-	30.6	69.4
• Total	22.5	37.5	40.0

It is quite important assessing the magnitude of distance or the time taken by students to walk from their home to the nearest school. Home-school distance determines school admission or attendance. Accordingly, as the percentage responses of respondents showed in table 5, in rural primary schools of Dire Dawa, pupil walk on average more than 45 minutes from their home to the nearest school. As shown in the table above, 50.7% and 46.0% of respondents revealed that in urban areas of primary schools pupils walk an average of 30 to 45 minutes to get to school. As findings of the IIEP studies (Hallak, 1977) in Forojalla (1993), distance to school is a key factor in reducing access and increase absenteeism, and the study suggested that the maximum acceptable time taken in getting to school should be a maximum of 45 minutes at primary level and one hour for secondary pupils. Accordingly, as the analysis and discussion of table 4 showed that pupils in urban area of primary schools walk within the maximum acceptable time taken, while in rural schools the maximum time spent by pupils in getting from their home to school was relatively unreasonable or exceeded the maximum walking time for primary pupils.

### **3.2.1.2. Educational Coverage at Primary Level**

Educational coverage is the other component that needs to be analyzed in monitoring the progress towards the goal of UPE. The common indicators for measuring educational coverage are the gross enrolment ratio (GER) and the net enrolment ratio (NER). Thus, the extent of educational coverage at primary

level in Dire Dawa Administrative Council, as measured by GER and NER, analyzed as follows.

**Table 6: Trends and Levels of GER by Location and Gender at Primary Level (2003/04 to 2007/08)**

Year	Location	GER (1 - 4)			GER (5 - 8)			GER (1-8)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2003/04	Urban	95.42	95.62	95.51	109.6	92.9	101.3	101.88	94.366	98.166
	Rural	98.83	49.26	75.5	39.62	7.15	23.97	71.893	29.63	51.78
	Total	97.24	80.21	89.02	80.64	64.1	74.98	91.962	72.679	82.555
2004/05	Urban	92.45	96.28	94.32	121	99.3	110.2	104.85	97.616	101.29
	Rural	96.48	56.72	77.77	41.94	9.43	26.36	72.796	35.766	55.237
	Total	93.82	82.34	88.83	85.57	68.3	77.07	90.238	76.106	83.367
2005/06	Urban	92.15	99.1	95.69	122.6	108	115.2	104.78	102.86	103.84
	Rural	104.1	64.13	85.3	47.72	11.8	30.61	80.712	42.109	62.469
	Total	96.36	87.52	94.1	96.16	75.4	86	96.278	82.407	89.557
2006/07	Urban	98.93	101.7	100.3	107.2	94.4	100.9	102.47	98.523	100.53
	Rural	98.26	75.05	87.34	65.39	16.3	37.29	80.327	49.544	65.768
	Total	98.69	92.7	95.77	89.25	68.1	78.94	94.844	82.216	88.72
2007/08	Urban	110.6	115.9	113.2	103.2	94.9	99.07	107.34	106.5	106.93
	Rural	154.1	142.6	148.7	63.76	23.8	44.71	114.28	89.65	102.62
	Total	143.1	124.9	134.3	93.6	67.6	80.31	112.28	98.898	105.65

Source: Computed From Dire Dawa Education Bureau, EMIS Database

Table 6 shows the trend of gross enrolment ratios (GER) at primary education of Dire Dawa by level, location and gender for the last five years, between 2003/04 and 2007/08. As indicated in the table above, GER in primary education of Dire Dawa has shown remarkable increases for both boys and girls at urban and rural areas over the last five years. GER for the first cycle (1-4) and second cycle (5-8) primary education grew from 89.02% and 74.98% in 2003/04 to 134.3% and 80.31% in 2007/08, respectively. The levels of GER for urban and rural primary schools (1-8) have grown from 98.77% and 51.78% in 2003/04 to 106.93% and 102.62% in 2007/08, respectively.

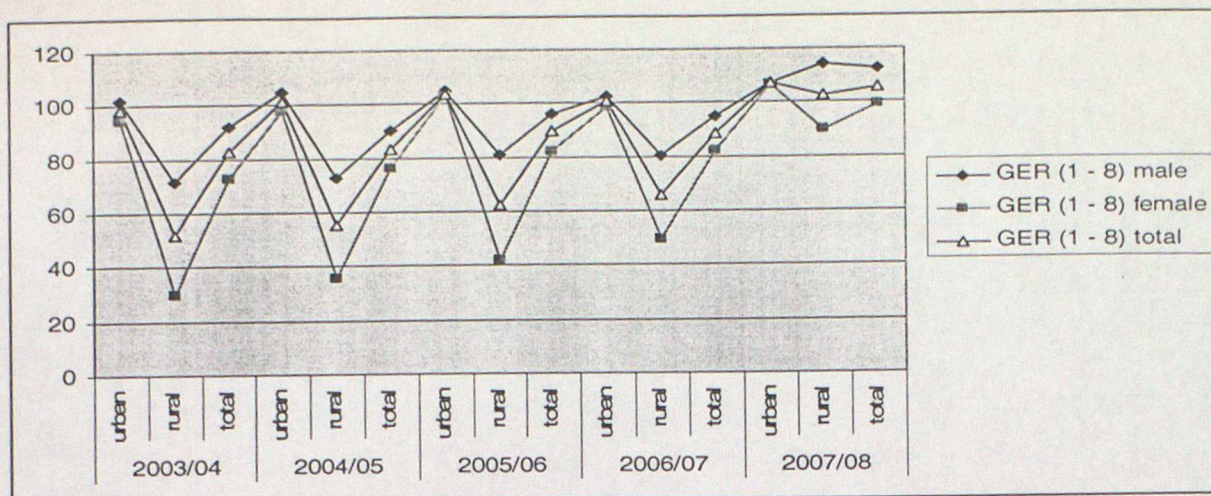


Fig 3: Gross Enrolment Ratio by Level and Location

As shown in the above figure the achievement of GER in primary education of Dire Dawa has generally exceeded 100% indicated that the region was, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion of children enrolled in the schools of the Council. Since GER is a crude/flawed measure, it often supplemented by the net enrollment ratio (NER). Thus, table 7 below presents the trends of net enrolment at primary education of Dire Dawa for the last three years, between 2005/06 and 2007/08.

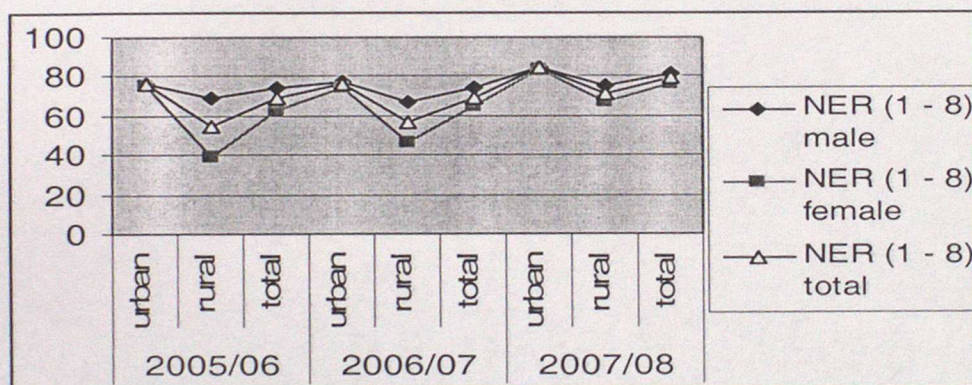
Table 7: Trends and Levels of NER by Location and Gender at Primary Level (2003/04 to 2007/08)

Year	Location	NER (1-4)			NER (5 - 8)			NER (1 - 8)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2005/06	Urban	60.38	62.11	61.22	99.81	94.04	96.96	76.73	75.54	76.14
	Rural	73.96	62.6	61.75	61.75	24.78	44.14	68.9	39.27	54.9
	Total	65.18	57.96	61.7	86.37	70.72	78.73	73.96	63.33	68.81
2006/07	Urban	63.76	63.4	63.59	95.91	89.38	92.68	77.53	74.68	76.13
	Rural	66.67	53.82	60.62	67.5	36.04	52.52	67.02	46.02	57.13
	Total	64.79	60.18	62.56	85.88	71.42	78.82	73.82	65.06	69.57
2007/08	Urban	77.84	77.38	77.62	93.51	90.67	92.11	84.74	83.3	84.04
	Rural	76.83	73.95	75.47	73.43	57.4	65.8	75.33	66.57	71.19
	Total	77.48	76.23	76.88	86.44	76.95	81.81	81.43	76.55	79.06

Source: Computed From Dire Dawa Education Bureau, EMIS Database

Table 7 shows trends in the NER indicator that used to analyze the extent of educational coverage at primary education as a supplementary to the GER indicator. Net enrolment ratio (NER) as a refined measure of coverage, has shown remarkable increases over the last five years in the Council. As indicated in table 7, NER has shown improvements over a period of 3 years (between 2005/06 and 2007/08), grew from 68.81% to 79.06%.

When the net enrolment ratio was seen by location, it grew from 76.14% in 2005/06 to 84.94% in 2007/08 at urban primary schooling, while at rural areas of primary education NER has grown from 54.90% in 2005/06 to 71.19%. The current achievement of NER both in urban and rural areas have been significant as compared to the previous years, but there was still about 15% of children in urban and 30% of children in rural areas whose age in the primary schooling are out of school.



**Fig 4: Net enrolment ratio by location and gender**

When GER was compared with NER, there was a large difference between the two indicators. In 2007/08, GER (105.65%) showed 26.59 percentage differences over NER (79.06%). This implied that about 27% of children in primary schools of Dire Dawa were not in the official school age population (SAP) group. This feature has been mainly observed in rural schools. In rural schools, children start schooling later than the official entrance age (7 years). As the 2007/08 academic year intake showed that, grade 1 enrolment was highly dominated by over-aged children. The Apparent intake rates showed that more than 200% of the new entrants to grade 1 of rural schools were over-

aged children. The apparent intake rate was 321.92%, while net intake rate was 86.89% in the academic year 2007/08 at rural schools.

Thus, for UPE to be achieved, GERs and NERs would each to be 100%. In this regard, the net enrolment ratio in primary education has reached to a level of 79.06%, while the gross enrolment ratio grew to the level of 105.65% in 2007/08 in Dire Dawa Administrative Council.

**Table 8: Comparison of Enrolment Achievement with the Target Set as Measured by NIR and NER**

Indicator	BaseYear 2004/05			Target set 2007/08			Achievement 2007/08			Difference	
	M	F	T	M	F	T	M	F	T	B.Year	Target
Grade 1 Net Intake Rate	31.4	28.5	30	96	96	96	68.87	86.89	72.47	42.47	-23.53
Net Enrolment (grade 1-4)	57.7	49.5	53.7	73.7	65.5	69.7	77.48	76.23	76.88	23.18	11.38
Net Enrolment (grade 5-8)	49.3	39.6	44.3	65.3	55.6	60.3	86.44	76.95	81.81	37.51	21.51

Table 8 shows that level of achievement of enrolment as compared with the target set in Education Sector Development Program Action Plan (2005/06 to 2010/11) of Dire Dawa Education Bureau. Net intake rate and net enrolment rate were used to monitor and analyze extent of enrolment achievement in comparison with the target set. When the achievement of enrolment of the 2007/08 academic year was compared with base year (2004/05) and with the target set, significant achievement has been registered in grade 1 net intake rate. It grew from a mere 30% in 2004/05 to 72.47% in 2007/08; this has shown a 42.47% difference over the base year. However, the target (96%) has not been achieved in that the achievement was less than the target by 23.53%. The growth of grade 1 intake rates over a period of 3 years, between 2004/5 and 2007/08, could be said a remarkable achievement, it has increased by about 14% per year in the indicated periods. The target for net intake might be set ambitiously with the assumption to reach UPE by the year 2015. In order to achieve UPE by the year 2015, it is a necessary condition that achieving 100% net intake in grade 1 some eight years earlier than the target

year of UPE. Thus, achieving net intake at or close to 100% in 2007/08 is a necessary condition to achieve UPE of the 8 years duration of schooling. Accordingly, the achievement of universal primary education or rather to say universal primary completion is questionable in Dire Dawa by 2015.

As regards to the targets set for net enrolment of grade 1-4 and grade 5-8 levels, the targets have been successfully achieved. The net enrolment in grade 1-4 level grew from 53.7% in 2004/05 to 76.88% in 2007/08, which was exceeded by 11.38% over the target (69.7%) and 23.18% over the base year. Similarly, the NER in second cycle (grade 5-8) grew from 44.3% in 2004/05 to 81.81% in 2007/08, which exceeded the target by 21.51% and the base year by 37.51%

**3.2.2 Research Question 2:** What is the level of educational equity and internal efficiency of primary education in Dire Dawa Administrative Council?

The analysis of educational equity and internal efficiency at primary education was made using the data obtained both from informants and documentary sources. Accordingly, the following table summarizes respondents' opinion or views on the level of educational disparities and internal efficiency at primary education.

**Table 9: Levels of Disparities and Internal Efficiency in Primary Education**

Indicators	Respondents	Rating						Chi-Square (x <sup>2</sup> )
		High		Medium		Low		
		No.	%	No.	%	No.	%	
Disparities in enrolment between sexes	G1	0	0	6	9.38	58	90.6	18.163
	G2	4	4.651	48	55.8	34	39.5	
	G3	0	0	5	20	20	80	
	Total	4	2.286	59	33.7	112	64	
Education disparities between urban and rural areas	G1	4	6.25	47	73.4	13	20.3	11.824
	G2	4	4.545	72	81.8	12	13.6	
	G3	2	8	19	76	4	16	
	Total	10	5.65	138	78	29	16.4	
Availability of female teachers in the education system	G1	58	90.63	4	6.25	2	3.13	28.454
	G2	22	25.58	57	66.3	7	8.14	
	G3	11	44	13	52	1	4	
	Total	91	52	74	42.3	10	5.71	
The extent of dropout rate	G1	2	3.125	14	21.9	48	75	15.951
	G2	21	24.42	61	70.9	4	4.65	
	G3	1	4	19	76	5	20	
	Total	24	13.71	94	53.7	57	32.6	
The extent of repetition rate	G1	0	0	19	29.7	45	70.3	9.578
	G2	0	0	28	32.6	58	67.4	
	G3	0	0	11	44	14	56	
	Total	0	0	58	33.1	117	66.9	
The extent of pupil-teacher ratio	G1	15	23.44	46	71.9	3	4.69	10.281
	G2	23	26.74	59	68.6	4	4.65	
	G3	11	44	13	52	1	4	
	Total	49	28	118	67.4	8	4.57	
The extent of pupil-section ratio	G1	24	37.5	31	48.4	9	14.1	8.663
	G2	26	30.23	49	57	11	12.8	
	G3	9	36	15	60	1	4	
	Total	59	33.71	95	54.3	21	12	
The extent of pupil-textbook ratio	G1	34	53.13	22	34.4	8	12.5	12.208
	G2	53	61.63	26	30.2	7	8.14	
	G3	17	68	5	20	3	12	
	Total	104	59.43	53	30.3	18	10.3	

Significant at alpha level 0.05, df= 8, G1=urban teachers, G2=rural teachers, G3=officials and experts

Table 9 shows percentage distribution of respondents view on the level of disparities and internal efficiency of primary education in Dire Dawa. As shown in the table above, majority (64%) of respondents reported that the extent of disparity in enrolment between boys and girls was low. However, as the computed chi-square test value (18.163) at an alpha level of 0.05 and at 8 degree of freedom showed that there was statistical significant difference in the

opinion of the groups of respondents on the issue. Accordingly, 39.5% of rural and 90.6% of urban teachers and 80% of education officials and experts indicated that disparities in enrolment between boys and girls were low. Whereas, majority (55.8%) of rural teacher respondents revealed that, enrolment disparities between boys and girls were medium in rural primary schools. The enrolment disparity by location is concerned, majority (78%) of respondents revealed that the urban-rural disparity in enrolment was medium. However, the enrolment statistics (table 11) show that there has been large urban-rural disparity as indicated by GER and NER indicators. Thus, it can be concluded that there existed persistent urban-rural disparity in enrolment at primary level in Dire Dawa.

Increasing the proportion of female teachers in the teaching staff is one of the strategies to improve girls' school attendance and academic performance. In this regard, the proportion of female teachers as expressed to the total teaching staff at primary level of Dire Dawa, reported by respondents as relatively close to the proportion of male teachers. However, as the chi-square value (28.454) at 0.05 level of significance and  $DF=8$ , showed that there existed a significance difference in the responses of the three groups of respondents. Accordingly, 90.63% of urban teacher respondents reported that the proportion of female teaches as high as male teachers, while 66.3% of rural teacher respondents indicated that the proportion of female teacher respondents indicated that the proportion of female teachers as compared to the male teachers was medium. Moreover, 52% of the education officials and experts reported that the proportion of female teachers in the teaching staff of primary education was medium. In addition to the respondents' observation, the statistical data on the staff size of the teaching force shows that the number of female teachers in rural primary schools was very small, whereas in urban primary schools there were relatively a good number of female teachers (table 19). Thus, government should take affirmative actions to increase the number of female teachers at primary schools provided that they serve as role model to attract more girls to school.

The level of internal efficiency of the education system is among the major factors that determine the achievement of education at primary level, particularly the progress towards UPE. Thus, as the majority of respondents reported that the level of repetition rates at primary level was relatively low. Unlike to repetition, dropout was the major problem in primary education, as expressed by the majority (53.7%) of respondents. Moreover, as the report of respondents the problem of drop out was more serious in rural schools than urban ones. 70.9% of rural teacher respondents reported that drop out rates were relatively medium, while 75% of urban teacher respondents revealed that dropout was low in urban primary schools. On the other hand majority of education officials and experts (76%) reported that the problem of drop out was medium at primary education in the Administrative Council. Moreover, as the drop out and repetition rates indicators presented in table 16, 17 and 18 of the internal efficiency analysis part of the statistical records shown that drop out was relatively high in rural schools than in urban schools and repetition was relatively low both in urban and rural schools in the Administrative Council. On the other hand, as shown in table 9 above all the respondents agreed that the extent of pupil-teacher ratio, pupil-section ratio and text-book ratios were relatively medium at primary education of Dire dawa.

In addition to the analysis made on the respondents view, more detailed analysis were made on the trends of educational disparities and internal efficiency from the educational statistical data or records.

### **3.2.2.1 Educational Disparities as seen from Statistical Data**

Improving educational disparities is the most important element in achieving the goal of universal primary education. The level of educational disparities in Dire Dawa Administrative Council has analyzed in terms of location (urban/rural) and gender (boy/girls) disparities. To assess urban/rural and gender disparities enrolment ratios, gender gap and parity index were used as indicators.

### 3.2.2.1.1 Gender Disparities

**Table 10: Primary Education: Gender Parity Index of Apparent and Net Intake Rates**

Year	Location	AIR					NIR				
		M	F	T	%F	GPI	M	F	T	%F	GPI
2003/04	Urban	95.24	93.01	94.15	98.79	0.98	30.2	27.8	29	95.86	0.92
	Rural	146.83	91.93	121	75.98	0.63	31.9	21.1	26.8	78.73	0.66
	Total	113.46	92.65	103.42	89.59	0.82	30.8	25.5	28.23	90.44	0.83
2004/05	Urban	98.15	105.2	101.58	103.5	1.07	35	30.9	33	93.64	0.88
	Rural	135.16	108.5	122.62	88.51	0.8	39	35.2	37.2	94.62	0.9
	Total	111.22	106.3	108.84	97.66	0.96	36.4	32.3	34.44	93.87	0.89
2005/06	Urban	96.9	104.6	100.66	103.9	1.08	29.4	28.3	28.87	97.96	0.96
	Rural	137.76	103.3	121.52	85.01	0.75	40	31.2	35.82	87.02	0.78
	Total	111.33	104.2	107.86	96.56	0.94	33.2	29.3	31.27	93.57	0.88
2006/07	Urban	107.01	106.9	106.94	99.94	0.99	64.5	33.8	49.44	68.26	0.52
	Rural	131.84	129.3	130.65	98.98	0.98	32.5	34	33.23	102.4	1.05
	Total	115.78	114.4	115.13	99.39	0.98	53.2	33.9	43.84	77.24	0.64
2007/08	Urban	146.22	155.6	150.81	103.2	1.06	65.3	64.4	64.87	99.31	0.99
	Rural	314.91	329.2	321.92	102.2	1.05	87.1	86.6	86.89	99.71	0.99
	Total	205.8	214.2	209.87	102.1	1.04	73	71.9	72.47	99.21	0.98

Source: computed from Dire Dawa Education Bureau, EMIS database.

Table 10 shows the trend of Gender parity index (GPI) of the apparent intake rate (AIR) and net intake rate (NIR), between the year 2003/04 and 2007/08 both in urban and rural primary schools of Dire Dawa. As shown in the table, the level of GPI using the AIR indicator has increased from 0.82 in 2003/04 to 1.04 in 2007/08 in the Administrative Council. As the GPI (1.04) in 2007/08 shows that the disparity was in favor of girls, implies that girls were more likely get the access to start schooling than boys in the indicated year. As AIR used for computing the intake parity level, gender disparity in intake was mainly observed in rural areas than in urban schools. In urban areas, the level of intake parity was more or less close to 1. In recent years, the disparity was in favor of girls both in urban and rural areas.

When NIR is used for computing the intake parity level, there was still disparity persisted, however, it has shown a decline over the last five years, between 2003/04 to 2007/08. As shown in table 10, the gender party index (GPI) of the net intake rate (NIR) become close to 1: from 0.83 in 2003/04 to 0.99 in 2007/08. When GPI of the net intake rate is seen in rural schools, it grew from

0.66 in 2003/04 to 0.99 in 2007/8, while in urban schools it has grown from 0.92 in 2003/04 to 0.99 in 2007/08.

As the results of GPI of apparent and net intake rates have shown that, there observed promising performance in achieving gender parity in intake rates at the primary education of Dire Dawa. However, it is a necessary but not sufficient condition to achieve parity in participation and completion of primary education. For UPE to be achieved by 2015, net intake to the first grade of primary education should reach 100% for both sexes. Moreover, pupils should proceed through the consecutive grade levels until the end of the final grade of primary education as smoothly and efficiently as possible.

**Table 11: Gender Parity Index of Gross and Net Enrolment Ratios in Primary Education (2003/04 to 2007/08)**

year	location	GER					NER				
		M	F	T	%F	GPI	M	F	T	%F	GPI
2003/04	Urban	101.88	94.37	98.17	96.13	0.93	76.5	70.28	73.88	95.13	0.92
	Rural	71.9	29.63	51.78	57.22	0.41	56.62	34.86	45.79	76.13	0.62
	Total	91.96	72.68	82.55	88.04	0.79	66.9	52.47	59.83	87.7	0.78
2004/05	Urban	104.85	97.62	101.3	96.38	0.93	77.25	74.53	75.38	98.87	0.96
	Rural	72.8	35.77	55.24	64.75	0.49	58.75	35.87	48.01	74.71	0.61
	Total	90.24	76.11	83.37	91.29	0.84	68	55.7	62	89.84	0.82
2005/06	Urban	104.78	102.9	103.8	99.06	0.98	76.73	75.54	76.14	99.21	0.98
	Rural	80.71	42.11	62.47	67.41	0.52	68.9	39.27	54.9	71.53	0.57
	Total	96.28	82.41	89.56	92.02	0.86	73.96	63.33	68.81	92.04	0.86
2006/07	Urban	102.47	98.52	100.5	98	0.96	77.53	74.68	76.13	98.1	0.96
	Rural	80.33	49.54	65.77	75.32	0.62	67.02	46.02	57.13	80.55	0.69
	Total	94.84	82.22	88.72	92.67	0.87	73.82	65.06	69.57	93.52	0.88
2007/08	Urban	107.35	106.5	106.9	99.6	0.99	84.75	83.31	84.04	99.13	0.98
	Rural	114.28	89.65	102.6	87.36	0.78	75.33	66.57	71.19	93.51	0.88
	Total	112.28	98.9	105.7	93.61	0.88	81.42	76.55	79.06	96.83	0.94

Source: computed from Dire Dawa Education Bureau, EMIS database

Table 11 presents gender-parity index of gross and net enrolment ratios at the primary level in Dire Dawa. It mainly intended to show to what extent gender disparity declined over a period of 5 years, between 2003/04 and 2007/08. Accordingly, the GPI of GER increased from 0.79 in 2003/04 to 0.88 in 2007/08 at primary education of Dire Dawa. When it is seen by location, the GPI of GER at urban schools increased from 0.93 in 2003/04 to 0.99 in

2007/08, while in rural schools it grew from 0.45 to 0.79 in the indicated period. The proportion of female students, as measured by GER indicator has shown the same trend both in urban and rural schools. As seen in table 11, between the years 2003/04 and 2007/08, percentage of female students as compared to the total enrolment has increased from 96.13% to 99.60% in urban schools, while in rural schools proportion of girls' increased from 57.22% to 87.36%. These results of the GER of GPI and percentage of female students implied that gender parity was very much close to 1 (parity) at urban primary level, whereas in rural schools there was still gender disparity.

On the other hand, when the GPI is seen by the net enrolment indicator, it has grown from 0.78 in 2003/04 to 0.94 in 2007/08 at primary level of Dire Dawa. The GPI of NER showed that (table 11) in urban schools, it gets close to parity level: 0.92 in 2003/04 to 0.98 in 2007/08. In rural schools, the GPI increased from 0.62 to 0.88 in 2007/08, which indicates that there still exists gender disparity in rural school.

**Table 12: Gender Disparity by Level at Primary Education in 2007/08**

level	Urban Schools				Rural Schools				Total			
	GER		GG	GPI	GER				GER		GG	GPI
	Male	Female			Male	Female	GG	GPI	Male	Female		
1-4 grades	110.62	115.86	-5.24	1.047	154.1	142.6	11.5	0.93	143.1	124.9	18.2	0.87
5-8 grades	103.19	94.86	8.33	0.919	63.76	23.76	40	0.37	93.6	67.64	25.9	0.72
1-8 grades	107.35	106.5	0.85	0.992	114.28	89.65	24.6	0.78	112.3	98.9	13.3	0.88

Table 12 shows the extent of gender gap (GG) and gender parity index (GPI) by level and location at primary education in Dire Dawa. As seen from the table, the level of gender gap at the primary education (1-8) of Dire Dawa was 13.38%. When it was seen by level, the gender gap was larger at the upper primary (5-8) level than the lower primary (1-4) level. It was 18.2% and 25.96% at the first cycle (1-4) and second cycle (5-8), respectively. The gender gap was larger in rural schools than in urban schools. The GER of gender gap in urban primary schools was very small (0.85%). At urban schools the gender gap at first cycle (1-4) primary schooling was -5.24%. This indicated that girls were

more likely benefited than boys in the indicated level (1-4) at urban schools. Unlikely, the gender gap at rural primary schools was large (24.63%), particularly at the second cycle it was as large as 40%.

Table 12 also illustrates the GPI level both at urban rural areas of Dire Dawa. The GPI of the Administrative Council at primary (1-8) level was 0.88. When it is seen by level, the GPI for the first (grade 1-4) and second (grade 5-8) cycles were 0.87 and 0.72, respectively. This implied that gender disparity was larger at the second cycle of primary education. It also indicated that the participation of girls in primary education has declined as the level of education increased. Girls' participation was larger at the lower level of education than in second cycle of primary education.

When the level of parity was analyzed by location, there was a variation of gender disparity between urban and rural primary schools. In urban primary schools parity has almost achieved, it was 0.99 in the indicated academic year. Moreover, in the first cycle of urban primary schooling the disparity (1.05) was in favor of girls. At this level girls seem to have better access to education than boys.

Unlikely, at rural schools of primary education gender disparity still persisted, especially it was (GG, 40%) very large at the second cycle. These results imply that girls' participation at rural primary schools was low. It was also confirmed by respondents that the participation of girls in rural areas of primary schools was unsatisfactory. Moreover, girls' school attendance has declined as the grade level increased in primary schooling.

#### **3.2.2.1.2 Urban-Rural Disparity**

Disparities between urban and rural areas in access to education are among the daunting challenges to the achievement of educational goals, particularly in attaining the goal of UPE. For UPE to be achieved everywhere (urban, rural and marginalized areas) will be able complete primary schooling by 2015.

### 3.2.2.1.2.1. Urban-Rural Disparity in Enrolment

**Table 13: The Trend of Enrolment by Location (2003/04 to 2007/08)**

	Enrolment Ratio at Urban School			Enrolment Ratio at Rural Schools		
	GER-male	GER-female	Both	GER-male	GER-female	Both
2003/04	101.87	94.37	98.17	71.89	29.63	51.78
2004/05	104.85	97.62	100.29	78.7	35.77	55.24
2005/06	104.78	102.86	103.84	80.771	42.12	62.47
2006/07	102.47	98.52	100.53	80.33	49.54	65.77
200708	107.35	106.5	106.93	114.28	89.65	102.62

Source: computed from Dire Dawa Education Bureau Statistical abstracts and database

As table 13 shows that the disparities between urban and rural schools enrolment ratios have been narrowed over the period of 5 years, between 2003/04 and 2007/08. Using the GER indicator, the urban-rural disparity or enrolment gap has shown a decrease from 46.39% in 2003/04 to 4.31% in 2007/08. It was quite a significant achievement in reducing disparities between urban and rural areas in access to primary education. However, the enrolment gap between urban and rural primary schooling (1-8) were large between the year 2003/04 and 2006/07: 46.39% in 2003/04, 46.05% in 2004/05, 41.37% in 2005/06 and 34.76% in 2006/07. The urban-rural enrolment gap has narrowed only in recent year, in 2007/08. These results imply that access to education has less likely created to rural children, particularly to girls. As the enrolment trend shows that, there existed large gap or disparity between urban and rural in enrolment. Significant decline had not observed in enrolment gap between urban and rural areas, between the years 2003/04 and 2006/07; the enrolment gap has narrowed from 46.39% to 34.76%. It has narrowed by not more than 10% over a period of 4 years. However, the gap which was 34.76% in 2006/07 has narrowed to 4.3% in 2007/09. This radical change over a period of 1 year in reduction of enrolment disparity between urban and rural schools was unexpected as compared to the previous years trend. Thus, it was quite important analyzing further the level of urban-rural disparities in access to education using intake rates, GER and NER by level.

As indicated in table 10 on page 73, the trend of intake rates and enrolment by level showed that there existed large gap or disparity between urban and rural primary education. Urban-rural disparity in terms of intake rates was relatively narrow. Both the apparent and net intake rates showed that there were no significant disparities between urban and rural in intake rates. Unlike to the higher grades of primary education, the disparity was in favor of rural schools in terms of intake or enrollment in grade one. Moreover, in recent year, 2007/08, the AIR in rural areas of primary schools has grown to 321.92%, which was an increment of 191.12% over the previous year's (130.65% in 2006/07). When the intake rate of rural schools was further analyzed in terms of NIR, it could be concluded that intake in rural schools were highly dominated by over-aged children. This was because the age 7 years children who enrolled in grade 1, as measured by NIR, was significantly less than enrollees of the over-aged children. For example, when the AIR and NER of rural schools in 2003/04 was compared, AIR was 120.99%, while NIR was 31.9%. The same trend continuous until recent year i.e. the AIR was 321.92%, while NIR was 86.89% in rural schools 2007/08. From this it could be conclude that there were no significance disparities in intake between urban and rural schools.

On the other hand, as shown in table 6 (on page 65) and 7 (on page 66), the GER and NER indicators both in first cycle (1-4) and second cycle (5-8) of primary education showed that, there persisted disparities in enrolment between urban and rural schools. The GER in grade 1-4 level shows that the disparity has narrowed from 20% in 2003/04 to 13% in 2006/07. However, in recent year, 2007/08, enrolment disparity was observed in favor of rural primary school at the first cycle (1-4). This was mainly happened by the campaign made to attract children to school and as a result many children between the age ranges 6 to 18 years old get enrolled in grade one. Unlike to the first cycle, there existed enrolment disparities in the second cycle of primary education between urban and rural schools. However, the disparity

level has narrowed from 78.30% in 2003/04 to 54.36% in 2007/08. The same feature has observed as seen from the NER indicator.

Generally, as seen from the GER and NER indicators, there existed urban-rural disparities in grade levels higher than grade 1 at the primary education (table 6 and 7 on page 65 and 66). These imply that there has been high drop out in rural schools than urban one. This might be one of the reasons for larger urban-rural disparities in higher grades of primary education.

**Table 14: Enrolments and Enrolment Representation Index (2006/07 and 2007/08)**

Year	Location	School age pop (7-14)			% of SAP*			Primary enrolment			% Enrolment			En. Rep. Index**		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2006/07	Urban	22153	21391	43544	64.6	66.3	65.5	22700	21075	43775	69.9	79.5	74.2	1.08	1.2	1.13
	Rural	12098	10857	22955	35.4	33.7	34.5	9718	5379	15097	30.1	20.5	25.8	.85	.61	.75
	Total	34251	32248	66499	-	-	-	32485	26513	58998	--	-	-	.85	.82	.89
2007/08	Urban	23827	23012	46862	66	64.9	65.5	25577	24532	50109	63.1	69.9	66.3	.96	1.08	1.01
	Rural	13012	11691	24703	34	35.1	34.5	14870	10481	25351	36.9	30.1	33.7	1.09	.86	.98
	Total	36088	35477	71565	-	-	-	40519	35086	75605	-	-	-	1.12	.99	1.06

Source: computed from Dire Dawa Education Bureau Statistical abstracts and database

\* =School Age Population, \*\*=Enrolment Representation index

Table 14 compares the level of enrolment with the corresponding school age population for the year 2006/07 and 2007/08 by location and gender. Here, representation index (RI) with an ideal value of 1, has used to analyze the extent to which eligible school age children have got access to education at urban and rural areas. As shown in the table, RI for urban areas of schooling greater than 1, while in rural areas, it was less than 1. Although the value (RI) is influenced by over-aged children, the values of RI in table 14 show that urban area children have got better access than rural areas' children. When the two years (2006/07 and 2007/08) values of enrolment index are compared, there has been a trend of increased educational access to rural children.

### 3.2.2.1.2.2 Urban-Rural Disparity in Distribution of Schools

**Table 15: Percentage Distribution of Schools Places (Government only), 2006/07**

Locality	The highest grade of instruction offered												All
	Grades 3 and below		Up to Grade4		Up to Grade5		Up to Grade6		Up to Grade7		Up to Grade8		
	N	%	N	%	N	%	N	%	N	%	N	%	
Percentage distribution of government schools													
In urban areas	-	-	4	20	-	-	-	-	-	-	16	80	20
In rural areas	1	2.6	11	28.2	-	-	-	-	1	2.6	26	66.7	39
Total	1	1.7	15	25.4	-	-	-	-	1	1.7	42	71.2	59

Source: computed from Dire Dawa Education Bureau, EMIS database

Table 15 shows the disparities in the distribution of government primary schools and the level of instructional program offered. The completeness of instructional programmes offered by schools determines school attendance. This means schools that offer instruction up to grade 8 (full primary level) are more likely attract or retain more students than those schools which have no complete instructional program. Thus, as indicated in table 15, 80% of urban and 66.7% of rural government primary schools offer instruction up to the level of grade 8. The remaining 20% of urban and 28.2% of rural government schools offer instruction up to grade 4. In rural schools, two schools (1.7% each) provide schooling up to grade 3 and below, and the other up to the level of grade 7. These results imply that rural schools are more likely offer an incomplete instructional program. Among the government primary schools of Dire Dawa, 20% and 33.3% of schools offer an incomplete instructional program (in the levels below grade 8) in urban and rural areas, respectively in the year 2006/07. This implies that, if school admission and attendance is to be improved schools would be encouraged to progressively offer complete instructional programs and equitably or evenly distributed in all areas of the Council both in rural and urban kebeles. Moreover, in those schools with large class size, there need expansion of additional classrooms. Furthermore, those

schools which offer instruction in an incomplete level, they need to be up graded to the level of grade 8.

### 3.2.2.2 Internal Efficiency of Primary Education

The level of internal efficiency of the education system is a basic phenomenon that affects the movement towards UPE. High level of access and enrolment do not guarantee the achievement of the goal of UPE. In order for all children to have access to and complete primary education, it is necessary that pupils proceed through the educational ladder as smoothly and efficiently as possible. If UPE is to be achieved, there need efforts to reduce rates of repetition and dropout. Reducing rates of dropouts and repetition are crucial parts of any UPE strategy whereby improving survival and completion rates.

#### 3.2.2.2.1. Repetition and Dropout in Primary Education

The extent of dropout and repetition rates at primary level of education in Dire Dawa are indicated in the tables 16 and 17.

**Table 16: Repetition Rate at Primary level by Location and Gender**

Year	Location	Boys	Girls	Total
2005/06	Urban	3.12	2.6	2.9
	Rural	3.9	3.9	3.8
	total	3.4	2.8	3.1
2006/07	Urban	2.96	2.56	2.77
	Rural	3.48	3.1	3.3
	total	2.86	3.02	2.9
2007/08	Urban	2.1	2.01	2.02
	Rural	2.36	2.48	2.4
	total	2.2	2.11	2.1

*Source: Computed from. Dire Dawa Education Bureau, EMIS Data base*

Table 16 shows the proportion of students who repeated or remained in the same grade in the primary education of Dire Dawa. As shown in the table, the repetition rate has reduced from 2.9% in 2005/06 to 2.1% in 2007/08. As seen from table 16, the level of repetition at the primary education of Dire Dawa was very low for both sexes in urban and rural schools. However, absolute avoidance of repetition is a strategy to achieve UPE, and then the current level of repetition at primary education should be maintained to zero level.

**Table 17: Dropout Rate at Primary level by Location and Gender**

Year	Location	Boys	Girls	Both
2004/05	Urban	4.24	5.68	4.42
	Rural	9.71	11.56	9.58
	total	6.87	8.57	7.51
2005/06	Urban	3.61	3.12	3.41
	Rural	8.43	9.26	8.9
	total	5.95	6.17	6.05
2006/07	Urban	4.06	3.52	3.7
	Rural	8.63	8.47	8.54
	total	6.25	5.78	6.01

Source: Compiled from. Dire Dawa Education Bureau/EMIS Data base

As can be seen from table 17, the drop-out rate was reduced from 9.58% in 2004/05 to 6.01% in 2006/07 in primary education of Dire Dawa. The rate of dropout as seen by location, it was higher in rural primary schools than the urban ones. As the table shows that the dropout rate in rural schools was 8.54%, while in urban schools it was 3.70% in recent academic year (2006/07). As seen from the table above, in rural primary schools more girls tend to drop than boys. Unlikely, in urban schools more boys tend to drop than girls. Generally the problem of dropout was high at the primary education of Dire Dawa. Thus, as UPE achievement requires smooth and efficient flow of students through consecutive grades of primary schooling, dropout need to be controlled to a lowest or zero level as much as possible.

**Table 18: Repetition and Dropout rates by Grade and Gender, 2006/07**

	Sex	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Repetition	M	1.64	1.01	1.34	4.24	4.09	3.29	6.86	2.87	2.86
	F	1.17	1.15	1.50	4.96	3.60	2.67	8.39	3.02	3.02
	T	1.43	1.07	1.41	4.51	3.88	3.03	7.52	2.94	2.93
Dropout	M	13.22	5.77	7.76	2.69	2.39	3.18	1.60	5.95	5.95
	F	10.87	7.91	3.87	3.99	4.18	5.50	4.16	6.17	6.17
	T	12.15	6.73	6.11	3.29	3.46	3.95	2.71	6.05	6.05

Source: Compiled from. Dire Dawa Education Bureau, EMIS Data base

Table 18 shows the rates of repetition and drop-out by grade and gender at primary schools of Dire Dawa for the recent year (2006/07). As can be observed from table above, the lowest repetition rate was at grade 2 and the highest in grade 7. Grade repetition rate was very low in grades bellow 3 as compared to the higher grades in the primary education. This was happened due to the policy of automatic promotion of students in grades 1 up to 3.

Table 18 also illustrates dropout rates by grades and gender. Accordingly dropout rate was highest at grade 1 and lowest at grade 7. In grades above 4, girls' dropout rates were higher than boys. Thus, both dropout and repetition problems must be avoided for UPE to be achieved by the year 2015.

### **3.2.2.2.2 Survival and Completion Rates**

An education system that is characterized by grade repetition and dropout uses more resources to produce its graduates than one free from these problems. To examine survival and completion rates at primary education, indicators of the flow efficiency were calculated by considering the 2005/06 and 2006/07 enrolment, repetition and readmission data. The reconstructed cohort method was used to compute survival rates for 2005/06 cohort (see annex E, table 4a&b). To apply this method, grade wise enrolment data for two consecutive years (2005/06 and 2006/07) and repeater data for the later of the two years were used to compute promotion, repetition and dropout rates in the first year. These rates were then applied to a fictive cohort of 1000 students to stimulate their grade to grade flow through the system (see annex E, table 4a&b). Accordingly, the survival rates to grade 4 (grade 1 to 4) are 76.4 % (75.2% boys, 78.5% girls), to grade 5 (grade 1 to 5) are 73.7% (73% boys and 78.5% girls) and to grade 8 (grade 1 to 8) are 65.6 % (66.8% boys and 64.7% girls). Thus, unless survival rates close to 100%, it affects the achievement of the goal of UPE. Effort will be needed to increase survival rate between grades and inter cycles by avoiding dropouts and repetition rates.

Moreover, the system efficiency would also be evaluated from the extent of wastage in the education system. To measure wastage Coefficient of Efficiency (CE) was used as an indicator. Coefficient of efficiency is the ratio of the ideal (optimal) number of pupil year required (with no repetition and dropout) to produce a number of graduates from the primary school cohort expressed as a percentage of the actual number of pupil year spent to produce the same

number of graduates. The maximum number of coefficient of efficiency is 100% which indicates high efficiency of the system. The calculation method for CE is,

$$\frac{\text{number of graduates} \times \text{duration of the cycle}}{\text{total pupil year}}$$

To calculate CE, pupil year per graduate must be first computed. Pupil years refer to all resources spent to keep one pupil in school for a year, or two pupil years represent the resource need to keep one pupil in the school for two years. Therefore, when pupils flow through the education system, inputs are defined, and measured in terms of pupil year. As the result of cohort analysis (see annex E, table 4a&b), the pupil year per graduates (PYG, the ratio of total number of pupil year to output) is 10.271.

$$PYG = \frac{\text{total pupil year}}{\text{graduate from the final year (output)}}$$

Ideally, pupils are expected to take 8 years to graduate from primary education of the 8 years duration, but as seen from the cohort analysis, the cohort took almost 2 years or more to produce one graduate. Thus, the wastage ratio, as the ratio of the actual input ratio to the ideal output ratio, was 1.28 (see annex E, table 4a&b). The wastage ratio of 1.28 for the 2005/06 cohort means the system produces graduate at 28% higher costs than the ideal cost in primary education of Dire Dawa.

Thus, the calculated coefficient of efficiency of the system is 77.89 %.( 79.9%for boys and 75.55% girls) (see annex E, table 4a&b).This shows that about 22% was wastage due to drop outs and repeaters. Wastage due to drop-out and repetition has cost implication in which resources that have been used to finance drop-outs and repeaters. These results imply that, the internal efficiency of primary education of Dire Dawa could be said inefficient.

When the proportion of total wastage (22.11%) is seen in terms of wastage due to drop-out and repetition, 82.54% and 17.46% of wastage resulted from drop-out and repetition (see annex E, table 4a&b). Thus, educational wastage at primary education was mainly due to drop out than repetition.

According to the analysis made on the 2005/06 cohort, without repetition, the rates of completion at grade 4 is 75.2% (75.69% boys and 74.36% girls) and 58.54% (60.98% boys and 55.72% girls) of the cohorts complete grade 8. Thus, the system operates at 0.585 times as efficiently as a system in which all entrants to reach grade 8 and complete grade 8 with out repeating a grade.

**Research Question 3:** To what extent are resources available to achieve universal primary education by the year 2015 in Dire Dawa Administrative Council.?

### 3.2.4 Availability of Teachers and School Basic Facilities.

Availability of teachers, schools, classrooms and education materials and facilities are the basic inputs in the effort to achieve the goal of universal primary education. The extent to which these resources are available at the primary level of Dire Dawa assessed hereunder.

**Table 19: Number of Teachers by Sex, Location and Year, 2003/04 to 2007/08**

Location	2003/04			2004/05			2005/06			2006/07			2007/08		
	M	F	%F	M	F	%F	M	F	%F	M	F	%F	M	F	%F
Urban	521	213	29.01	534	241	31.8	599	326	35.24	596	374	38.6	682	597	46.7
Rural	209	86	29.15	213	95	31.15	220	109	33.13	341	152	30.8	529	92	14.8
Total	730	299	29.1	747	336	31.6	819	435	34.69	937	526	35.9	1211	689	36.3

Table 19 presents the total number of teachers by sex and location at primary schools of Dire Dawa between the years 2003/04 and 2007/08. As shown in table, the total number of teachers increased from 1029 in 2003/04 to 1900 in 2007/08. The proportion of female teachers was also grown from 29.1% in 2003/04 to 36.26% in 2007/08. However, the proportion of female teachers as compared to the male teachers still remained low, especially the proportion in rural schools declined to 14.8% in 2007/08. Although the proportion of female teachers in urban schools shown increments, it was still below 50%. To exactly

evaluate the adequacy of teachers, it is quite important analyzing the pupil teacher ratio as shown in the following table 20.

**Table 20: The Trend of Pupil-Teacher (PTR) and Pupil -Section Ratios (PSR) at Primary Schools**

year	Pupil			Teachers			Sections			PTR			PSR		
	urban	rural	total	urban	rural	total	urban	rural	total	urban	rural	total	urban	rural	total
2003/04	37400	10341	47741	734	295	1029	541	216	757	51	35	41	69	48	56
2004/05	38482	11380	49878	757	305	1062	547	232	779	51	37	41	70	49	56
2005/06	41958	13276	55234	925	329	1254	698	237	935	45	40	44	60	56	59
2006/07	43775	15097	58998	970	493	1463	723	282	1005	45	31	41	61	54	59
2007/08	50109	25351	75605	1279	721	1900	747	302	1049	39	41	38	67	84	72

Table 20 shows the trends of pupil-teacher ratios (PTR) and pupil-section ratios (PSR) at primary schools of Dire Dawa between the years 2003/04 and 2007/08. As indicated in the table the pupil-teacher ratio on average was 41:1 for the last five years, between 2003/04 and 2007/08. It was below the standard for primary schooling (50:1) set by the ministry of education. When we see the pupil teacher ratio by location, PTR has decreased from 51:1 to 39:1 in urban schools, while it has increased from 35:1 in 2003/04 to 41:1 in 2007/08 in rural schools of primary education. These patterns are an indirect confirmation that there were adequate numbers of teachers for the currently enrolled students at primary level. This is because as indicated in the table 20 above remarkable growth in the number of teacher has observed over a period of 5 years both in urban and rural primary schools of Dire Dawa.

**Table 21: Growth in the Number of Primary school (1-8) by Location and Ownership (2003/04 - 2007/08)**

Location	Ownership	20002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Urban	Government	14	14	14	20	20	20
	Non-Government	14	20	23	23	28	35
	Total	28	34	38	43	48	55
Rural	Government	38	38	39	39	39	42
Region Total	Government	52	52	54	59	59	42
	Non-Government	14	20	23	23	28	35
	Total	66	72	75	82	87	97

Source: Compiled From Dire Dawa Education Bureau, EMIS Database

Availability of school places determines access to education. Thus, table 21 above indicates the extent to which primary schools have been expanded over the last 5 years in Dire Dawa Administrative Council. The number of schools in Dire Dawa grew from 66(in 2002/03) to 97 (in 2007/08). The growth in the

number of non-governmental schools over the period of 6 years was almost by 100%, but their share of enrolment was not more than 20%. When we see the trend of school expansion by government, the number of government primary schools has increased by 23.08% (42.86% in urban and 10.53% in rural) or a rate of averaging 3.85% a year. However, as indicated in table 20 and 22 large class size is an indirect indication of the inadequacy of schools to accommodate students at reasonable class size. Moreover, respondents revealed that shortage of schools at the vicinity of children's home forced students to walk long distance to school as well as causes of drop-out particularly in rural areas. Thus, for UPE to be achieved more schools need to be established at reasonable distance from the children's home or village.

**Table 22: Change in the Number of Classroom and Section, 2003/04 to 2007/08**

Location	2003/04		2004/05		2005/06		2006/07		2007/08	
	C/rooms	Sections	C/rooms	Sections	C/rooms	Sections	C/rooms	Sections	C/rooms	Sections
Urban	284	541	326	547	387	698	446	723	446	757
Rural	112	216	208	232	226	237	254	282	254	302
Total	396	757	534	779	613	935	700	1005	700	1059

Table 22 presents the number of classrooms and sections as well as the growth of these basic facilities over the last five years, between 2003/04 to 2007/08 at primary schools of Dire Dawa. Accordingly, the total number of classrooms and section increased from 396 and 757 in 2003/04 to 700 and 1059 in 2007/08, respectively. These changes in the number of classrooms and sections did not match with the number of enrolment both in urban and rural schools at primary level. This has been indirectly demonstrated by the pupil-section ratios. The pupil-section ratios (PSR) got larger and larger between the years 2003/04 and 2007/08. As shown in table 20 above, the pupil section ratio increased from 56:1 in 2003/04 to 72:1 in 2007/08. The pupil- section ratio (69:1 in 2003/04 and 67:1 in 2007/8) in urban primary schools shows relatively slight decline, however, it was unreasonably large as compared to the standard (50:1). On other hand, the PSR at rural schools has increased from 48:1 in 2003/04 to 84 in 2007/08. These levels of PSR implied that there were no adequate classrooms both in urban and rural schools.

Moreover, as pointed out under table 21 above the inadequacy of classrooms was resulted in because of the less expansion of schools or school places. The change or increase in the number of classrooms was not proportionate with increment of enrolment. Large class size affects the quality of learning. Thus, more school places should be established to improve/ increase the access to quality primary education.

**Table 23: Availability of Basic School Facilities, 2007/08**

Location	No. of schools	No. of Schools by Shift				Library		Separate latrine for boys & girls		Science laboratory		water		peda center	
		Single shift	%	Double shift	%	N	%	n	%	N	%	N	%	N	%
urban	55	35*	63.6	20**	36.4	19	34.5	27	49.01	-	-	48	87.3	13	23.6
Rural***	42	26	61.9	16	38.09	7	16.6	10	23.8	-	-	17	40.5	20	47.6
Total	97	61	62.8	36	37.11	26	26.8	37	38.1	-	-		67.0	33	34.0

\*all Non-governmental schools function in full day, \*\* all are government schools, \*\*\* all are government schools

As table 23 presents, among the total of 97 primary schools 37:1% of them were functioning in double shifts, while the remaining 62.8% were working in single shifts. But all non-government schools were offering instruction in fully day. All government schools which found in urban areas are functioning in double shifts. From these it could be concluded that the demand for schooling in those schools which functions in double shifts was high and there were limitation of supply of school places or classrooms. Thus, there need for more efforts to expand schools by constructing additional classrooms and/or establishing new schools.

The other school facilities that should be available at schools are water supply, library, toilet, laboratory, pedagogical centers, etc. Thus, table 23 shows the availability of these facilities at primary schools. Thus, majority of the schools have not had these facilities adequately. Of the primary schools, only 26.8 % (34.5% urban and 16.6% rural) have reading rooms or library. With regards to

the availability of separate toilet for boys and girls is concerned, only 10 (23.8%) schools in rural area and 27(49.01%) urban schools have these services. The availability of water supply was relatively made available in urban schools than in rural schools. Of the 42 rural primary schools, only 17(40.5%) schools have water supply, while out of 55 urban primary schools about 48 (87.3%) schools out of the total of 55 schools have water-supply. These facilities and services are basic for students' school attendance. Therefore, efforts must be made to adequately equip schools with these basic facilities and services whereby to increase school attendance or enrolment.

**Research Question 4:** What are the major challenges in achieving universal primary education in Dire Dawa Administrative Council?

### 3.2.5. Major Challenges in Achieving UPE

The major challenges and problems that have affected the participation of or enrolment of children in primary education of Dire Dawa were analyzed in three parts, namely, the school environment and its management related problems, socio-economic and cultural problems and political and leadership related problems.

#### 3.2.5.1. Problems Related to the Education System

**Table 24: Problems Related to the School Environment and its Management**

Problems	Respondents' category								Chi-square test ( $X^2$ )
	Education Officials and Experts		Urban teachers		Rural teachers		Total		
	Mn	Std	Mn	Std	Mn	Std	Mn	Std	
Long home-school distance	2.92	1.152	1.94	.814	2.79	1.036	2.49	1.063	32.662
Lack of water supply at school	3.64	1.221	2.44	1.194	3.25	1.605	3.01	1.477	30.308
Shortage of classrooms or school places	3.60	1.225	2.38	1.254	2.48	1.136	2.61	1.257	23.918
Shortage of student desks and other furniture	2.96	1.274	2.28	1.291	2.32	1.256	2.40	1.286	16.829
Lack of separate toilet for boys and girls	3.04	1.488	2.30	1.430	2.64	1.479	2.57	1.475	10.863
Shortage of textbooks	2.88	1.201	2.38	1.157	2.31	1.219	2.42	1.203	5.480
Absence of flexibility of school schedule	3.04	1.457	2.72	1.223	2.86	1.320	2.84	1.304	15.882
Shortage of qualified and experienced teachers	3.00	1.472	1.80	.946	1.99	.976	2.06	1.115	33.458
Less number of female teachers to serve as a role model for girls	2.96	1.207	1.75	.830	2.26	1.303	2.18	1.203	28.391
Lack of gender sensitive teaching method	2.60	1.225	1.94	.852	2.49	1.403	2.30	1.228	19.528
Lack of instructional supervision and support	3.12	1.424	2.65	1.061	2.53	1.184	2.69	1.221	20.079
Poor school-community relationship	2.92	1.038	2.61	1.130	2.78	1.287	2.74	1.198	9.700
Lack of counseling and follow up service for students	3.24	1.165	2.24	1.146	2.44	1.242	2.48	1.234	26.209

Significant at alpha level 0.05, df= 8

Table 24 shows the major problems that have associated with the school physical environment and its management affecting school attendance or access to education at primary level in Dire Dawa Administrative Council. Respondents were asked to indicate the extent to which the listed problems are serious in affecting enrolment in primary education. They reacted to each items on five point rating scale ranging from 1 to 5, as extremely serious=5, very serious=4, somewhat serious =3, observed but not serious=2 and not observed at all=1.

Accordingly, as can be seen from table 24, long home school distance was rated as somewhat serious problem in rural areas, while it was rated as observed but not serious problem in urban. On the part of education officials and experts responses the mean value (2.92) shows that they viewed long home-school distance was somewhat a serious problem that have challenged the achievement of universal primary education in the Administrative Council. Thus, it could be inferred that long home-school distance was a serious problem in rural areas than in urban. In urban areas school-home distance not an influential factor affecting access or enrolment.

As to the availability of water in schools is concerned, there existed a significance difference among the group of respondents' opinion in considering lack of water supply at school as a problem affecting school attendance. The mean value (2.44) of urban teacher respondents revealed that lack of water supply has been observed but not serious problem to affect school attendance in primary schools of urban areas, while this problem as somewhat serious in affecting enrolment in rural schools. Unlike to teachers, education officials and experts with mean value of 3.64 believed that shortage of water in schools has been a very serious problem affecting school attendance. Here, it could be said that education officials and experts might not have clear information about the availability of water supply in school. Thus, the responses given by school teachers would be more believable to judge the availability of water in primary schools. Hence, lack of water supply in rural primary schools was somewhat

serious problem, while it was not rather observed in urban schools to affect schooling of children.

Regarding shortage of classrooms or school places, as mean value (2.61) of all respondents showed that it was some what serious problem that affected participation in primary education. However, the chi-square ( $\chi^2$ ) value at alpha level 0.05 and at 8 degree of freedom showed statistically significant difference among group of respondent in their reaction to this problem. Respondents of the official and expert groups judged the problem as very serious, but urban and rural teacher respondent groups viewed the problem as less serious. Thus, it could be concluded that shortage of school places was somewhat serious problem that have affected enrolment and/or access both in urban and rural primary education of Dire Dawa. The interview result from the Bureau and department heads confirmed that shortage of classrooms and schools were among the challenges in ensuring the education of children. Moreover, as the analysis and discussion of the availability of the necessary schooling resources part revealed that the availability of schools and classrooms were inadequate to accommodate the current level of student enrolment with the standardized class size.

Concerning the problem related to the shortage of students' desk and other furniture, mean value (2.40) of all respondents reveled that the problem was not serious rather observed. However, education officials and experts group with the mean value of 2.96 viewed the problem as existed to the level of somewhat serious. This might be resulted due to the fact that officials and experts judged the problem with out having adequate exposure on the availability of materials in primary schools. Thus, teachers' responses on the availability of educational materials would be more reliable than officials and experts. And hence, shortage of student desks and other furniture were not serious problem rather observed to affect school attendance.

As the chi-square test value (10.863) at 0.05 alpha level and at 8 degree of freedom showed that there was no statistically significant difference among

respondent on their reaction to judge lack of separate toilet for boys and girls in affecting enrolment and school attendance. Thus, lack of separate toilet for boys and girls as a problem was judged as somewhat serious by all the respondents. Interviewees have also indicated that lack of separate toilet for girls has discouraged girls' school attendance.

All the respondents with mean value 2.42 revealed that shortage of students' textbooks was not serious problem rather observed.

As it can be seen from table 24, absence of flexibility in school schedule was rated as somewhat serious problem related to the management of school that affected children participation in primary education.

Shortage of qualified and experienced teachers as a problem was not considered as a cause for low enrolment both by urban and rural teacher respondents, while education officials and experts with mean value 3.00 indicated that the problem was somewhat serious. Teachers might be biased in their response to this issue. Thus, as the background of the respondents show that majority (79.1%) of rural teachers have no the required experience in the teaching profession. Majority of them served less 5 years. Unlikely, teachers in urban areas of primary schools have the required experiences. As interviewees reported that shortage of diploma qualified teachers at the second cycle of rural primary schools was serious problem, and as a result the education bureau has tried to provide incentives to attract teachers to work in rural primary schools. On the other hand, the availability of female teachers was not considered as a factor by urban teacher respondents in affecting girls' participation. As indicated in table 19 of the subtitle "number of teachers", the proportion of female teachers was less than male teachers at primary schools of Dire Dawa, particularly in rural schools there were less female teachers to serve as a role model for girls to come to school. Generally, as the mean value (2.18) of all respondents evidenced that, the availability of female teachers were not sufficiently determines rather a necessary condition for the participation of girls.

Lack of gender sensitive teaching method may limit the participation of girls' in primary schools. The extent to which this problem prevailed in primary schools of Dire Dawa has shown in table 24. Thus, as the mean value (2.30) of all respondents showed that the problem was observed but not serious to affect girls participation in primary education. However, as the calculated chi-square ( $\chi^2$ ) value (19.538) showed that there was statistically significant difference in the opinion of respondents in which education officials and experts with mean value of 2.60 considered lack of gender sensitive teaching method as somewhat serious problem affecting girl's participation in primary education.

Lack of instructional supervision and support was found to be somewhat serious problem related to the management of the system as judged by education officials and experts, and teacher respondents both from urban and rural sample schools. Thus, from this it could be inferred that there was no continuous and regular instructional supervision offered to primary schools to support and monitor the implementation of primary education.

The other factor that has been considered to affect school attendance was the school-community relation. Accordingly, as the mean value (2.74) showed that all respondents revealed that the school-community relationship was somewhat poor in which it affected children enrolment and school attendance.

Finally, as seen from table 24, lack of counseling and follow up services for student not prevailed as a serious problem rather observed in primary schools. However, as the calculated chi-square value (26.209) showed that there was a significance difference in the opinion between teachers, and education officials and expert respondents. Teacher respondents both in urban (mean, 2.24) and rural (mean 2.44) similarly indicated that there was no serious problem with regard to counseling to affect school attendance, while education officials and experts with mean value 3.24 viewed lack of counseling and follow up service for student as somewhat serious factor affecting students attendance in

primary schools. Teachers might be concealed the problem assuming that providing counseling for students as their immediate responsibility. Thus, counseling and follow up service might not be adequately provided for students in primary schools. Hence, counseling and follow up services for students especially for those who tend to interrupt schooling need to be regularly provided at primary schools.

### 3.2.5.2. Problems Related to the Socio-Economic and Cultural Conditions

**Table 25: Mean Distribution of Responses on the Socio-Economic and Cultural Problems**

Problems	Respondents' category								Chi-square (x <sup>2</sup> )
	Officials		Urban teachers		Rural teachers		Total		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Parents' child labor demand	4.32	.900	2.81	1.268	3.64	1.177	3.44	1.283	33.404
low family income	4.56	.768	3.92	1.276	3.88	1.056	3.99	1.127	15.742
Parents' are being illiterate	4.20	1.190	3.41	1.200	4.29	.976	3.95	1.164	25.860
Food insecurity or shortage	4.08	1.077	3.18	1.373	3.54	1.140	3.49	1.250	16.860
Early marriage and abduction	3.88	.927	2.11	1.249	2.66	1.402	2.63	1.403	32.191
Girls restricted movement out of home by their religion or culture	3.30	1.185	3.41	1.272	3.43	1.305	3.40	1.262	2.994
Large family size	4.16	1.028	3.554	1.414	3.66	1.345	3.78	1.401	9.862

Significant at alpha level 0.05, df= 8

Table 25 indicates the mean values of responses of respondents on the socio-economic and cultural problems affecting children's school attendance or enrolment at primary education of Dire Dawa. The same instruction was applied for respondents in responding the items of the above table as used in table 24.

Accordingly, as the mean value (3.44) of all respondents showed that parents' child labor demand was rated as somewhat serious problem in affecting enrolment or access to education at primary level. But, statistically as the Chi-square (x<sup>2</sup>) value 33.404 at alpha level of 0.05 and at 8 degree of freedom, there

was a statistical significance difference in the respondents' opinion on this problem. As the mean value (3.64) of rural teacher respondents revealed that high parents' labor demand for their children time was a very serious problem affecting enrolment at rural primary schools. Whereas, as urban teacher respondents (mean value, 2.81) indicated that high family labor demand for children was less serious problem. Moreover, interviewees pointed out that rural parents highly demanded their children's time for household or farm work.

The other problem identified by respondents was the low family income. As the mean value (3.99) of all respondents showed that low family income or low economic background was rated as a very serious problem affecting access to and enrolment at primary education. It has also pointed out by interviewees that poverty and family low income have been the serious problems affecting the education of children particularly in rural areas.

Parents' level of literacy was found as a major factor affecting children participation at primary education. As the mean value (3.95) of all respondents indicated that parents' illiteracy was rated as a very serious problem that has affected enrolment at primary education. However, the chi-square value (25.860) showed a significance differences in the opinion of the group of respondents on this issue. Thus, level of illiteracy, as revealed by urban teacher respondents, was rated as a less serious problem to affect enrolment, while rural teacher respondents (mean, 4.29) indicated that parents' illiteracy was a very serious problem that affected children participation in primary schools. Education officials and experts respondents with mean value 4.20 were also reported that parents' illiteracy was a very serious problem affecting enrolment at primary education.

Food insecurity or shortage was also found as somewhat serious problem affecting enrolment as identified by majority of respondents. As the mean value (3.54) of respondents from rural areas indicated that, food insecurity was a

very serious problem in affecting children participation in rural primary schools. Moreover, the researcher's work experience in the Education Bureau of Dire Dawa has witnessed that the problem was very serious particularly in pastoralists' society in the Administrative Council. This was also strongly evidenced by the interview result from the Bureau and Department Heads of Dire Dawa Education Bureau that shortage of food among the rural people was one of the problems affecting school attendance and enrolment in rural primary schools. Moreover, the interview result revealed that food shortage, drought and low agricultural productivity in rural areas were serious problem affecting the education rural children.

As seen from table 25, the mean value (2.63) of all respondents showed that early marriage and abduction was somewhat serious problem affecting enrolment. However, statistically, as the computed chi-square ( $\chi^2$ ) value (32.191) at alpha level of 0.05 and at 8 degree of freedom showed that there was a statistical significance difference in the opinion of respondents groups on this issue. As respondents from urban teachers (mean, 2.11) did not accept early marriage and abduction as a problem to affect girls education, while rural teacher respondents accepted and reported early marriage and abduction was somewhat serious problem affecting the education of girls. Education officials and experts (mean, 3.88) were also supported the opinion of rural teachers in which they indicated that early marriage and abduction as somewhat serious problem affecting girls' school attendance at rural primary schools. Thus, it could be concluded that early marriage and abduction was not a problem in urban areas, but it was somewhat serious problem in rural areas in affecting girls' enrolment and access to education.

Finally, all respondents (mean=3.78) identified large family size as a very serious obstacle challenging the achievement of UPE at Dire Dawa. Interviewees were also underlined high fertility as crucial factor that has created influence on public spending for education.

### 3.2.5.3. Problem Related to the Political and Leadership Commitment

Table 26: Related to the Political and Leadership Commitment

problems	Respondents' category								Chi-square (x <sup>2</sup> )
	EDU. Officials & experts		Urban teachers		Rural teachers		Total		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Absence of education in mother tongue	1.63	1.135	1.52	.913	2.09	1.468	1.82	1.462	15.206
Inadequacy of public budget for education	3.54	1.363	2.68	.825	2.69	1.080	2.70	1.066	15.311
Schools do not get the necessary support from the local/ kebele/ administration	2.68	1.358	3.87	1.238	3.62	1.305	3.55	1.308	14.111
Lack of advocacy on universal primary education	2.49	1.158	3.81	1.229	3.57	1.173	3.51	1.207	9.056
Lack of appropriate strategies and plan of actions to promote primary education	3.48	1.194	3.55	1.155	4.07	1.218	3.79	1.189	8.624
Lack of appropriate strategies for the education of girls and other disadvantaged groups	3.48	1.475	5.58	1.345	3.53	1.378	3.54	1.372	5.742

Table 26 shows the extent to which factors related to the political and leadership commitment have affected the achievement of UPE in Dire Dawa Administrative Council. Respondents were asked to indicate whether the listed issues have affected the achievement of universal primary education. They were responded the items on five point rating scale ranging from 1 to 5, as strongly agree=5, agree=4, undecided=3, disagree=2 and strongly disagree=1.

Accordingly, as can be seen from table 26, the mean values of all respondents showed that respondents disagree on the absence of education in mother tongue to affect the promotion primary education. On the other hand, as seen in table 26, lack of adequate public spending, lack of support to schools from the local kebele administration, lack of advocacy on universal primary education, lack of appropriate strategies to promote primary education, lack of appropriate strategies to promote primary education, and lack of specific strategies for the education of girls and other disadvantaged children were identified as a major factor that affected the achievement of universal primary education. In addition, interviewees were also pointed out that shortage funding was a serious challenge in expanding education in the Administrative Council.

## CHAPTER FOUR

### SUMMARY, CONCLUSION AND RECOMMENDATION

This part of the study presents summary of the major findings, conclusion and recommendations suggested

#### 4.1. Summary

The major purpose of this study was to assess the progress towards achieving primary education and to identify the problems or challenges constraining the realization of the goal by the year 2015 in Dire Dawa Administrative Council. Ultimately, the findings of the study might be helpful to education officials, planners and stakeholders to develop practical and more effective strategies and actions to speed up the progress towards the goal of universal primary education. In order to achieve these purposes, the study was guided by the following basic research questions.

1. To what extent are educational access and coverage for primary education achieved in Dire Dawa Administrative Council?
2. What is the level of equity and internal efficiency of primary education in Dire Dawa Administrative Council?
3. To what extent are resources available to achieve universal primary education by the year 2015 in Dire Dawa Administrative Council.?
4. What are the major challenges in achieving universal primary education in Dire Dawa Administrative Council?
5. What strategies should be designed to speed up the progress towards UPE by 2015 in Dire Dawa Administrative Council?

In order to answer these basic questions of the study, recent education statistical data for five years from education database and documents were collected and computed into different monitoring indicators. The major indicators used to analyze the progress made towards the goal of UPE were the intake and enrolment ratios, repetition and drop-out rates as well as survival

rates. Moreover, disparity indicators such as parity and representation index were analyzed to examine the level of disparity between boys and girls, and urban-rural disparity in primary education. In addition, primary sources of data using questionnaires and interviews were collected from 23 government primary schools' teachers and principals, and education officials and experts from the Education Bureau in which they were selected for the study by purposive and stratified random sampling techniques. The schools were selected on the basis of their enrolment profile, location and medium of instruction they used. Thus, the sample schools constitute 8 urban and 15 rural schools which use those languages as medium of instruction in the Council, namely, Amharic, Somali and Oromigna. And the respondents from the sample schools and the Education Bureau were selected on the basis of purposive and simple random sampling techniques. Teachers were randomly selected but school principals, supervisors, planners, and other experts and officials were purposively selected for the study.

For the sake of data analysis and presentation school teachers and principals were categorized as teacher respondents group; and supervisors, planners, team leaders, department heads and other experts from the Education Bureau were categorized as education officials and experts. Moreover, teacher respondents were grouped into urban and rural, because the contexts in urban and rural areas are quite different. To clearly identify the prevailing conditions in urban and rural areas, teacher respondents were stratified as urban and rural teacher respondents.

Thus, questionnaires were distributed to 160 teachers (90 rural and 70 urban teachers) and 25 education officials and experts and the analysis was made on the information gathered from these subjects in combination with the analysis of the documentary data. Moreover, interview was made with the Bureau and selected department heads on the basis of the issues under the study.

The data collected from education database and documents were analyzed using basic education indicators and presented using tables and graphs. The data obtained from the respondents were analyzed using different statistical tools such as percentage, mean and chi-square test. Based on the results of the data analysis and discussion, the major findings of the study are summarized as follows.

#### **4.1.1. Educational Access and Coverage**

Educational access and coverage at primary level in Dire Dawa Administrative Council have shown remarkable improvements over the last five years, between 2003/04 and 2007/08. The level of access and coverage of primary education in Administrative Council summarized as follows.

##### **4.1.1.1. Access to Primary Education**

1. The current level of access to education, as measured by apparent and net intake rates, has shown significant achievement as compared to the previous years' (the years before the current academic year, 2007/08) both in urban and rural areas of the Administrative Council.
2. The level of apparent intake rate (AIR) has grown to 209.87 % (150.81% urban and 321.92% rural) in recent years (2007/08), while the net intake rate (NIR) reached to 72.47% (64.87% urban and 86.89% rural). As the level of AIR shows that entry to grade 1 was highly dominated by over-aged children, particularly in rural schools majority of new entrants were late starters or over-aged.
3. The target set for net intake rate (96%) of the current academic year (2007/08) has been missed by about 17%. Moreover, as the current achievement level of net intake rate showed that about 27% of the school entrance age (7 years old) children are still out-of-school. In addition, girls are less likely coming to school, particularly in rural areas as compared to boys.

#### **4.1.1.2. Educational Coverage**

4. The trend and level of educational coverage at primary education, as measured by gross and net enrolment ratios, has demonstrated a rapid growth over the period of five years, between 2003/04 and 2007/08 in Dire Dawa Administrative Council both in urban and rural areas. The change in the gross enrolment ratio of the first cycle of primary education has been more enormous than the second cycle.
5. The achievement of GER in primary education (1-8) of Dire Dawa has generally exceeded 100%; it has grown to 105.645% (106.929% in urban and 102.623% in rural). The GER of female students was 98.9% (106.49% in urban and 89.89% in rural) in primary schools (1-8) in 2007/08.
6. When the level of enrolment was measured by the net enrolment (the age adjusted and refined indicator of enrolment), it has also showed remarkable increment over the last five years. The current achievement of net enrolment rate of primary education has reached 79.1% (84.94% in urban and 71.19% in rural schools) in 2007/08.
7. The current achievement of NER both in urban and rural areas has been significant as compared to the previous years, but there was still 15 percent of urban and 30 percent of rural children whose age in the primary schooling are out of school. Of the out-of-school children 16.69% in urban and 33.43% in rural are girls.

#### **4.1.2. Educational Disparities and Internal Efficiency**

The levels of internal efficiency and disparities at primary education of Dire Dawa have shown significant improvements over the last five years, between the years 2003/04 and 2007/08.

#### **4.1.2.1 Educational Disparities**

##### **4.1.2.1.1 Gender Disparity**

8. The gender parity index (GPI) of apparent and net intake rates has currently increased to 1.04 and 0.98, respectively, implies that gender parity in intake have been relatively close to 1 (parity level). Moreover, in recent years as the proportion of girls' new entrants to grade one showed that more girls were coming to schools for the first time in both urban and rural primary schools.
9. However, the gender disparity of gross and net enrolment ratios in primary education showed that there was still disparity between boys and girls in enrolment. Currently (2007/08), the gender parity of gross and net enrolment ratios has reached to 0.88 and 0.94, respectively.
10. The disparity between girls and boys was larger in rural schools (0.78) than in urban schools (0.99) as seen from the GER indicator. While in urban schools gender parity relatively close to 1 as seen both from the GER and NER indicators. The gender gap in rural primary schools was as large as 24.6% in recent (2007/08) academic year.

##### **4.1.2.1.2. Urban-Rural Disparity**

11. Using the GER indicators, the urban-rural disparity or enrolment gap has demonstrated a decrease from 46.39% in 2003/04 to 4.3% in 2007/08. This remarkable decline in the enrolment gap between urban and rural has been observed in recent years (2007/08), but in the academic year earlier to the current year, the gap was as large as 34.76%.
12. The urban-rural disparity in the rates of intake was relatively narrow in the current academic year. Both the AIR and NIR showed that there was no significant disparity between urban and rural in intake rates. However, as seen from the GER and NER indicators, there existed urban-

rural disparities in grade levels higher than grade 1 at primary education.

13. Moreover, as the enrolment representation index analysis showed that, the enrolment representation index (RI) was greater than 1 in urban areas of schooling, whereas RI was less than 1 in rural areas of primary schooling. This implied that children in urban areas have got better access to education than rural children. Respondents were also witnessed on the existence of enrolment disparities between urban and rural areas.

#### **4.1.2.1. Internal Efficiency**

14. Internal efficiency at primary education, as monitored by drop-outs and repetition rates, has shown improvement in recent years. The level of repetition rate at primary education has been reduced to 2.1% (2.02% in urban and 2.4% in rural) in 2006/07 academic year.

15. However, the rate of drop-out was relatively high, 6.01% (8.54% in rural and 3.7% in urban schools) in 2006/07. The problem of drop-out was relatively higher in rural primary schools than in urban schools, especially rural girls were more likely to interrupt schooling than boys.

16. As the cohort analysis of the 2006/07 showed, the survival rates to grade 4, 5 and 8 are 76.4%, 73.7% and 65.6%, respectively with repetition applied twice per grade. However, the completion rate at grade 4 is 75.2% and 58.54% of the cohort would be able to complete grade 8.

17. The system efficiency as measured by coefficient of efficiency was 77.89% (79.9% for boys and 75.55% for girls) at primary education. This showed that about 22% of wastage due to drop-outs and repeaters. When the proportion of wastage is seen by drop outs and repetition, 82.54% and 27.46% of wastage was due to drop-outs and repetition, respectively. On the other hand, the system only operates at 0.585 (58.5%) times as efficient as a system in which all entrants to reach grade 8 and complete grade 8 without repeating a grade.

### **4.1.3 Availability of Resources**

#### **4.1.3.1 School places and basic school facilities**

18. Remarkable efforts have been made to expand access to education by establishing new schools and additional classrooms through government's efforts and by involvement private owners both in urban and rural areas in Dire Dawa Administrative Council. The number of government schools has increased by 23.08% over the last 5 years. The number of classrooms also increased by 76.16% (126.78% in rural and 57.04% in urban areas) over the last 5 years, between 2003/04 and 2007/08.
19. In spite of the efforts made to expand school places, the pupil-section ratio (PSR) becomes unreasonably large as compared to the standard (50:1) in recent years. In 2007/08, the PSR was as large as 72:1 (67:1 in urban and 84:1) in rural schools) implies that there were no adequate classrooms or school places to accommodate students at reasonable class size (50:1).
20. Moreover, in 2007/08, out of the government schools, 100% of urban and 38.09% of rural primary schools were offering instruction by double shifts. This indicated that there was shortage of school places both in urban and rural areas of primary schools.
21. As indicated in the analysis part, majority of rural primary schools had no basic school facilities such as water supply, separate toilet for girls and boys, library and the likes. Moreover, none of primary schools of Dire Dawa (both in urban and rural areas) had science laboratory, library and clinic centers.

#### **4.1.3.2 Availability of Teachers**

22. For the current level of students' enrolment, the number of teachers was relatively adequately available as monitored by pupil-teacher ratio. The current (2007/08) pupil-teacher ratio (38:1) shows that the number of

teachers was more than the requirement (50:1). Thus, teachers were adequately available at primary school both in urban and rural schools. However, the proportion of female teachers was very low as compared to the male teachers 36% (46.7% in urban and 14.8% in rural schools) in 2007/08.

#### **4.1.4. Challenges and Problems**

Based on the analysis of the study, the major problems and challenges in achieving UPE in Dire Dawa Administrative Council have identified as listed below.

1. Long home-school distance in rural areas of primary schools. As respondents pointed out that rural children walk on average of more than 45 minutes from their home to the nearest school.
2. High parents' child labor demand, particularly in rural areas.
3. Low family income and poverty.
4. Food insecurity or shortage, particularly the problem was very serious among the rural people.
5. Parents' illiteracy, especially in rural areas which has resulted in low awareness of families on the value of education.
6. Large family size or high fertility both in urban and rural areas were also found as a challenge to achieving UPE in the Administrative Council.
7. Cultural and traditional practices such as early marriage, abduction, girls' restricted movement out of home were also found affecting girls' education in some parts of the society particularly in rural areas of Dire Dawa.
8. Inadequacy of basic school facilities and materials such as classrooms, student desks and other furniture, separate toilet for boys and girls, textbook, and the likes. Moreover, lack of water supply was also found as

a serious problem in affecting children participation in rural areas of primary schools.

9. Shortage of qualified and experienced teachers in the second cycle of primary education in the rural areas.
10. Less number of female teachers in rural primary schools to serve as a role model to encourage girls' participation in rural schools.
11. Lack of gender sensitive teaching methods was also observed in primary schools that have discouraged girls school attendance.
12. Poor school-community relationship both in urban and rural primary schools.
13. Lack of continuous and regular instructional supervision and support for primary schools.
14. Inadequate counseling and follow up services for students, particularly for those who tend to interrupt schooling.
15. Inefficiency of smooth student flow through the educational ladders of the primary schooling as reflected by low survival and completion rates due to drop-out and repletion problems.
16. Low support and concern given by the local kebele's administration to schools which found in its locality.
17. Lack of adequate publicity and advocacy of universal primary education.
18. Inadequate funding or lack of prioritization of the education sector in the allocation of public budget.
19. Inefficiency of resources allocation and utilization.
20. Lack of appropriate strategies to promote the education of girls and other disadvantaged groups.
21. Limited involvement of NGOs, civil societies, and other stakeholders in primary education of the Administrative Council.

## 4.2 Conclusions

The finding of the study as discussed in the preceding part showed that progress has been made in the movement towards universalizing primary education in Dire Dawa Administrative Council. The current level of educational access and coverage at primary level, as monitored by intake and enrolment indicators, has shown significant improvement over the last five years (2003/04- 2007/08). However, about 27% of the school entrance age (7 years old) children were out of school in the Administrative Council. For UPE to be achieved it requires universal grade 1 enrolment of the cohort group and net intake rate to grade 1 should reach 100% eight years earlier than the target year (2015). To this end, the current level of net intake rate (72.47%) of primary education in Dire Dawa may not guarantee adequately enough for the achievement of UPE by 2015. Hence, it can be concluded that the achievement of universal primary education rather to say universal primary completion is doubtful in Dire Dawa by 2015.

As confirmed by the study the majority of out-of-school children were those who live in difficult circumstances such as long home-school distance, low family economic background, food unsecured families, illiterate parents, high parents' demand for child labor, cultural and traditional practices. Thus, it can be also concluded that the achievement of UPE by 2015 in Dire Dawa would be more challenging unless measures are taken to address those inhibiting problems as well as effective strategies designed than the current trend.

On the other hand, educational disparities and inefficiency of the education system have been the other challenges for the non-achievement of UPE. As revealed by the study, there were disparities between boys and girls, and between urban and rural in enrolment. And the system was characterized by low efficiency of student flow as reflected by low survival and completion rates. Elimination of location and gender disparities, and raising survival and ensuring at or close to 100% completion rates are the basic requirement to achieve UPE.

Generally, remarkable improvements have been registered in ensuring educational access and coverage, equity and efficiency at primary level in Dire Dawa Administrative Council with regard to the movement towards achieving UPE. However, as the findings of the study on the basic monitoring indicators of the goal of UPE showed that Dire Dawa has less chance or unlikely meet the goal of UPE by the year 2015. If those challenges and problems that persist in constraining the progress towards UPE, it would be an uphill battle for Dire Dawa to universalize primary school completion.

### **4.3 Recommendations**

Based on the major findings and the conclusions drawn, the following recommendations are suggested.

#### **4.3.1 Equitable expansion of school places**

The deterring effect of long home-school distance was confirmed by the result of the analysis; particularly the effect was high for girls and rural children. Hence to improve enrolment and access to education, government should emphasize on establishing more schools at reasonable distance to the vicinity of the children's village. Moreover, schools which are to be newly constructed and those who offer in an incomplete instructional program must be progressively up-graded to the level of grade 8 to encourage and attract students to attend primary school until the final grade of the primary cycle. Those schools which offer instruction in the grade levels below grade 8 must be encouraged to provide full primary education programme.

#### **4.3.2 Address those socio-economic and cultural problems**

As the analysis and discussion of the study confirmed that low family income, food shortage, illiteracy, high parents' demand for child labor, low awareness of family on the value of education, early marriage and abduction were the serious problems affecting the education of children particularly of girls and rural children. Majority of out-of-school children are those who live in these difficult circumstances. Thus, to ensure the education of children who live under these difficult circumstances and to achieve universal completion of primary education, the following strategies need to be practiced.

- I. Increase the awareness of parents and local community on the value of education for their daughters and sons through strengthening school community relations, parent-teacher relations and with consultation with community elders. Moreover, awareness creation campaign should be made to hold off traditional and cultural practices on girls such early marriage, abduction, and likes by involving religious leaders, community elders and influential individuals.

- II. Provide literacy program in order for parents to appreciate the education of their daughters and sons.
- III. Establish a program of school feeding, provision of learning materials, school uniform and the likes for children from food unsecured and poor families. To attract children from food unsecured families and to encourage them to attend schooling, it is quite important extending school-feeding programs. Family food insecurity/shortage is crucial underlying factor for low school enrolment, absenteeism, poor classroom performance and early school dropouts. Majority of the rural people of Dire Dawa are food unsecured, particularly the pastoralist societies. Thus, the government of Dire Dawa by initiating those food aid organizations and from other sources need to provide nutrition for those children from chronically food unsecured families to improve enrolment, attendance and school performance.

#### **4.3.3 Create conducive and attractive learning environment**

Enhancing the environment for learning is a crucial factor for increasing school enrolment, attendance and academic performance. To this end, as revealed by the data analysis of the study, basic school facilities and services such as classrooms, separate toilet for boys and girls, water supply, and others were not adequately available in primary schools of Dire Dawa particularly in rural schools. Thus, to make learning environment attractive and conducive for learning the following things should be adequately fulfilled.

- I. Reduce class sizes to a reasonable size by establishing additional classrooms adequately at primary schools to ensure quality learning. As indicated in analysis part of the study the size pupils in a single section (PSR) was large at primary schools particularly in rural areas. Thus, to ensure quality learning and to enhance the academic performance of students, classroom environment should be conducive in terms of class size.
- II. Adequately provide instructional materials and facilities such as student desks, textbooks, water supply, separate toilet for girls and boys, and the

likes to make the school physical environment conducive for and enhancing maximum students learning.

- III. Use of mother tongue for those children who are learning by their second language - in Dire Dawa Somali speaking children in rural areas are not made to learn by their mother tongue.
- IV. To attract girls to school and encourage them to complete the final year or grade of primary education, more female teachers should be recruited to serve as role model for girl-pupils and assign them at lower grade levels.
- V. Introduce flexibility in the delivery of education and the school schedule for children who are unable to attend the formal schooling program. The study revealed that there has been high parents' demand for child labor in rural areas, thus implementing alternative basic education and shift schooling are quite important to ensure the education of children under such circumstances.
- VI. Establish and strengthen academic and emotional support or counseling services for students particularly for girls to reduce dropouts.
- VII. Introduce child centered teaching-learning process and use of gender sensitive teaching method to encourage girls' school attendance.

#### **4.3.4 Improve equity and internal efficiency of the education system**

As the analysis of the study shows, both educational disparities and inefficiency of the primary education have been among the challenges in achieving universal primary education. Thus,

- I. Focusing on the enrolment of girls and rural children to ensure gender and location parity in participation and completion of primary education. Thus, eliminate gender and urban-rural disparities in education by increasing educational access to these groups.
- II. Raising the proportion of new entrants or intake rates and survival rates at primary education by avoiding dropouts and repetition. It is clear that universal primary completion requires at or close to 100% first-grade intakes and smooth progression through the education ladders with

neither drop-out nor repletion until the end of the final grade of primary education. Thus, absolute avoidance of or reduction of dropout to the lowest possible level is a necessary condition for UPE achievement by close consultation with parents, implement flexible school schedule for students who tend to drop counseling and follow up as well as provision of learning materials for economically unable children.

#### **4.3.5 Strengthen effective utilization of resources and reduce cost of schooling**

As the goal of UPE requires huge resource investments, effective utilization of available resources and cost reduction strategies are viable to overcome resource limitation in attaining the goal. Accordingly:

- I. Reduce the cost of school construction by implementing low cost school construction design which uses locally available construction materials.
- II. Involve or mobilize the local community to participate in the construction of school places in which they can provide construction materials and labor support as well as financial contribution.
- III. Use locally available spaces such as community centers, churches, mosques etc in areas where the population density is very low to establish school.

#### **4.3.6 Establish and strengthen participatory education management and partnership for education**

The study confirmed that involvement of NGOs, the privates and other stakeholders was unsatisfactory, and inadequacy the required resources to achieve UPE in Dire Dawa Administrative Council. Thus, to achieve UPE the following strategies need to be practiced.

- I. Participate stakeholders (parents, community, teachers, NGOs) and civil societies in the formulation, implementation, administration and monitoring of the education system.
- II. Establish well-integrated sector-wide development framework to eliminate poverty.

- III. Mobilize additional sources of funding within and outside of the government budget.
- IV. Encourage the involvement of privates in the provision of primary education.

#### **4.3.7 Strong political will and commitment**

It has revealed by the analysis of the data that there was no strong political will and commitment to universalize primary education in Dire Dawa Administrative Council. Thus, political will and strong leadership commitment are needed for effective and successful implementation of education plans and strategies whereby to ensure UPE in terms of:

- I. prioritizing education in public resource allocation,
- II. reforming the existing strategies and plans to promote the goal of UPE,
- III. establishing a system of publicity and advocacy towards universal primary education,
- IV. prioritizing primary education in budget reallocation, and
- V. extending the local/Kebele administration's support to schools.

#### **4.3.8 Systematically monitor the progress towards the goal of UPE**

Systematic and regular monitoring of the achievement UPE is one of the strategies to ensure progressive movement towards the goal of universal primary education, and it allow for taking meaningful measures and remedial actions to speed up the goal attainment by the specified time. Hence, in order to achieve UPE it should be regularly and systematically monitored through realizing the following issues.

- I. Establish and strengthen the education and management information system,
- II. Ensure the quality and reliability of data collection from the sources (schools), and
- III. Setting measures or monitoring indicators of the progress towards UPE.

4.3.9. Finally, the author strong recommends further in-depth studies to be conducted on this contemporary issue.

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# APPENDICES

## APPENDIX A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

### **A Questionnaire to be filled by Education Officials and Experts**

This questionnaire is designed to collect the necessary data for the study entitled as *An Assessment of the Progress and Challenges in Achieving UPE by 2015 in Dire Dawa Administrative Council*. The study is aimed at assessing the progress towards the goal of universal primary education and identifying the major problems that challenge the attainment of the goal in Dire Dawa Administrative Council. I would like to assure you that this study is purely academic and hence would not affect anyone in anyway as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the provision of primary education in the Administrative Council. Therefore, your genuine, frank and timely responses are prime importance for the success of this study. Thus, you are kindly requested to respond each question items honestly and carefully.

#### **Instruction:**

1. No need of writing your name.
2. For questions with alternative answers, please respond the questions by marking 'x' or "√" on the space provided.
3. For any additional opinion or explanation, you are kindly requested to write your opinion or comment briefly and precisely in the space provided

*Thank you for your cooperation!*

### Section I: General Information

1. Name of your organization \_\_\_\_\_
2. Location: Region \_\_\_\_\_
3. Your current position \_\_\_\_\_
4. Indicate your sex, age, educational level, specialization and years of experience in the following table.

Sex	Age	Educational level	Specialization	Year of experiences

### Section II: Educational Access

1. What is the average time students walk or travel from their home to school in the region?

Location	Average time from home to school			
	Less than 30 minutes	30 to 45 minutes	More than 45 minute	I do not know
Urban areas				
Rural areas				

2. Do students learn in their mother tongue in Dire Dawa Administrative Council?

Yes  No

3. If your answer for question '3' is "yes", mention the languages being used in the provision of primary education of Dire Dawa.

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4. In your opinion/experience, to what extent is access to education improved in Dire Dawa with regard to moving towards achieving the goals of primary education? (Rate the following issues as **very high=5, High=4, medium=3, low=2 very low=1**)

No	Indicators	Rating scale				
		5	4	3	2	1
1	Increased expansion of school places					
2	Improvement of educational opportunities for the poor, rural, marginalized and other disadvantaged children					
3	Improvement of educational opportunities for the disabled children					
4	The extent of girls participation in primary education					
5	Parents demand for the education of their children					
6	Flexibility and alternative delivery of education					
7	NGOs and privates support or involvement in the provision of primary education					
8	Local community participation in schools					

### Section III. Internal Efficiency and Equity of the Education System

5. What is the extent of drop out rate at primary schools of Dire Dawa?

Very high  high  medium  low  very low

6. If your answer for Q.5 is "very high" or "high," the problem is more serious (check one or more than one): at rural schools  at urban schools   
among female students  among boys  among rural female   
in all urban and rural schools for both sexes

7. In your opinion/experience, to what extent are educational inequalities and internal efficiency improved at primary education of Dire Dawa? Rate the following issues as **very high=5, High=4, medium=3, low=2 very low=1**)

No	Indicators	Rating scale				
		5	4	3	2	1
1	Disparities in enrolment between girls and boys has reduced					
2	Educational disparities between urban and rural areas have reduced.					
3	Improvement in equitable distribution of schools					
4	More female teachers are recruited in the education system					
5	Student drop out rates have reduced					
6	Student grade repetition rates have reduced					
7	Optimum teacher-student ratio achieved					
8	Optimum student-section ratio achieved					
9	Optimum student-textbook ratio achieved					

8. Which of the following activities are being made in primary schools of Dire Dawa to reduce drop outs? (Rate the activities as **always=5, often=4, sometimes=3, rarely=2 or not at all=1**)

No	Activities to reduce dropouts	5	4	3	2	1
1	Report on absenteeism by teachers or principals					
2	Dropout prevention committee at schools controls drop out problem					
3	Discussion or consultation with parents					
4	Strike agreement with parents about ways to reduce dropouts					
5	Implement flexible class schedule for students who tend to drop from schools					
6	Provision of materials (uniform, stationery materials, etc.) for economically unable children					
7	Counseling and follow up service for students					
8	Exploring the possible sources of drop outs both within outside of the school					
9	Other (please specify)					

#### Section IV: Major Challenges and Problems

9. From your experience, please indicate whether the following problems have affected the participation of children at primary schooling in the region (as 5=extremely serious, 4=very serious, 3=somewhat serious 2=observed but not serious, 1=not observed)

No	Problems	5	4	3	2	1
<b>1</b>	<b>Problems related to the physical environment</b>					
1.1	Long home-school distance					
1.2	Lack of water supply at school					
1.3	Shortage of classrooms/school places					
1.4	Shortage of student desks and other furniture					
1.5	Lack of separate toilet for boys and girls					
<b>2</b>	<b>Problems related to quality and mode of delivery</b>					
2.1	Shortage of qualified and experienced teachers					
2.2	Shortage of textbooks					
2.3	Absence of flexibility of school schedule that conflicts with family labor demand for their children time					
2.4	Lack of gender sensitive teaching method					
2.5	Less number of female teachers to serve as a role model for girls					
<b>3</b>	<b>Problems related to the management</b>					
3.1	Lack of instructional supervision and support					
3.2	Poor school-parent/community relationship					
3.3	Lack of counseling and follow up service for students					
<b>4</b>	<b>Socio- economic and cultural problems</b>					
4.1	Parents' child labor demand					
4.2	Poor family economic back ground /low family income/					
4.3	Parents' are being illiterate					
4.4	Food insecurity or bshortage					
4.5	Early marriage and abduction					
4.6	Girls restricted movement out home by their religion or culture					
4.7	Large family size/high fertility					

10. From your experience, please indicate whether you agree on the following factors affecting the achievement of universal primary education in Direr Dawa Administrative Council (as 5=strongly agree, 4=agree, 3=partially agree 2=disagree, 1=strongly disagree)

No	Factors	5	4	3	2	1
1	Absence education in mother tongue					
2	Education is not a priority in the region or local government					
3	Schools have no support by the local/ kebele/ administrators					
4	Lack of advocacy on universal primary education					
5	Lack of appropriate strategies and plan of actions to promote primary education					
6	Lack of appropriate policies and strategies for education of girls and other disadvantaged groups					

11. Please, list down, if any (other than the ones mentioned above), challenges and problems of primary education with regard to achieving universal primary education.

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12. From your experience, what strategies do you suggest that should be employed or designed to urgently realize universal primary education by 2015 in Dire dawa Administrative Council?

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13. Based on the current level of performance, comment on whether Dire Dawa Administrative Council is on the right way towards achieving universal primary education by the year 2015?

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**APPENDIX B**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**A Questionnaire to be filled out by Primary School Teachers and Principals ✓**

This questionnaire is designed to collect the necessary information for the study entitled as *An Assessment of the Progress and Challenges in Achieving UPE by 2015 in Dire Dawa Administrative Council*. The study is aimed at assessing the progress towards the goal of universal primary education and identifying the major problems that challenge the attainment of the goal in Dire Dawa Administrative Council. I would like to assure you that this study is purely academic and hence would not affect anyone in anyway as all the information will be kept confidential. Rather, the results of this study are believed to be invaluable input to improve the provision of primary education in the Administrative Council. Therefore, your genuine, frank and timely responses are prime importance for the success of this study. Thus, you are kindly requested to respond each question items honestly and carefully.

**Instruction:**

1. No need of writing your name.
2. For questions with alternative answers, please respond the questions by marking 'x' or "√" on the space provided.
3. For any additional opinion or explanation, you are kindly requested to write briefly and precisely in the space provided

*Thank you for your cooperation!*

**Section I: General Information**

1. Name of the school \_\_\_\_\_

2. location of the school: Region \_\_\_\_\_ kebele \_\_\_\_\_

3. School type: (check one)

Public/Government

Non-Government

4. School site: (Check one)

Urban

Rural

5. Level of the school (Check only one alternative):

1-4

1-5

1-6

1-7

1-8

5-8

6. Number of shifts: (Check one): single  double  full day

7. Indicate your sex, age, educational level, and years of experience in the table below.

Sex	Age	Educational level	Years of experience

**Section II: Educational Access**

1. What is the average time students walk or travel from their home to school in your school? (Indicate only in the area your school is found)

Location	Average time from home to school			
	Less than 30 minutes	30 to 45 minutes	More than 45 minute	I do not know
Urban areas				
Rural areas				

2. Do students learn in their mother tongue in Dire Dawa? Yes  No

3. If your answer for question '3' is "yes", mention the languages being used in the provision of primary education in your school.

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4. In your opinion/experience, to what extent is access to education improved in Dire Dawa with regard to moving towards achieving the goals of primary education? (Rate the following issues as **very high=5, High=4, medium=3, low=2 very low=1**)

No	Indicators	Rating scale				
		5	4	3	2	1
1	Increased expansion of school places					
2	Improvement of educational opportunities for the poor, rural, marginalized and other disadvantaged children					
3	Improvement of educational opportunities for the disabled children					
4	The extent of girls participation in primary education					
5	Parents demand for the education of their children					
6	Flexibility and alternative delivery of education					
7	NGOs and privates support or involvement in the provision of primary education					
8	Local community participation in schools					

**Section III. Internal Efficiency and Equity of the Education System**

5. What is the extent of drop out rate at primary schools of Dire Dawa?

Very high  high  medium  low  very low

6. If your answer for Q.5 is "very high" or "high," the problem is more serious (check one or more than one):

among female students  among boys  among both sexes

7. In your opinion/experience, to what extent are equity and internal efficiency improved at primary education of Dire Dawa? Rate the following issues as **very high=5, High=4, medium=3, low=2 very low=1**)

No	Indicators	Rating scale				
		5	4	3	2	1
1	Disparities in enrolment between girls and boys have reduced					
2	Educational disparities between urban and rural areas have reduced.					
3	Improvement in equitable distribution of schools					
4	More female teachers are recruited in the education system					
5	Student drop out rates have reduced					
6	Student grade repetition rates have reduced					
7	Optimum teacher-student ratio achieved					
8	Optimum student-section ratio achieved					
9	Optimum student-textbook ratio achieved					

8. Which of the following activities are being made in primary schools of Dire Dawa to reduce drop outs? (Rate the activities as **always=5, often=4, sometimes=3, rarely=2 or not at all=1**)

No	Activities to reduce dropouts	5	4	3	2	1
1	Report on absenteeism by teachers or principals					
2	Dropout prevention committee at schools controls drop out problem					
3	Discussion or consultation with parents					
4	Strike agreement with parents about ways to reduce dropouts					
5	Implement flexible class schedule for students who tend to drop from schools					
6	Provision of materials (uniform, stationery materials, etc.) for economically unable children					
7	Counseling and follow up service for students					
8	Exploring the possible sources of drop outs both within outside of the school					
9	Other (please specify)					

### Section IV: Major Challenges and Problems

9. From your experience, please indicate whether the following suggested problems affect the participation of children at primary schooling in the region (as 5=extremely serious, 4=very serious, 3=somewhat serious 2=observed but not serious, 1=not observed)

No	Problems	5	4	3	2	1
<b>1</b>	<b>Problems related to the physical environment</b>					
1.1	Long home-school distance					
1.2	Lack of water supply at school					
1.3	Shortage of classrooms/school places					
1.4	Shortage of student desks and other furniture					
1.5	Lack of separate toilet for boys and girls					
<b>2</b>	<b>Problems related to quality and mode of delivery</b>					
2.1	Shortage of qualified and experienced teachers					
2.2	Shortage of textbooks					
2.3	Absence of flexibility of school schedule that conflicts with family labor demand for their children time					
2.4	Lack of gender sensitive teaching method					
2.5	Less number of female teachers to serve as a role model for girls					
<b>3</b>	<b>Problems related to the management</b>					
3.1	Lack of instructional supervision and support					
3.2	Poor school-parent/community relationship					
3.3	Lack of counseling and follow up service for students					
<b>4</b>	<b>Socio- economic and cultural problems</b>					
4.1	Parents' child labor demand					
4.2	Poor family economic back ground /low family income/					
4.3	Parents' are being illiterate					
4.4	Food insecurity or shortage					
4.5	Early marriage and abduction					
4.6	Girls restricted movement out home by their religion or culture					
4.7	Large family size/high fertility					

10. From your experience, please indicate whether you agree on the following factors affecting the achievement of universal primary education in Direr Dawa Administrative Council (as 5=strongly agree, 4=agree, 3=partially agree 2=disagree, 1=strongly disagree)

No	Factors	5	4	3	2	1
1	Absence education in mother tongue					
2	Education is not a priority in the region or local government					
3	Schools have no support by the local/ kebele/ administrators					
4	Lack of advocacy on universal primary education					
5	Lack of appropriate strategies and plan of actions to promote primary education					
6	Lack of appropriate policies and strategies for education of girls and other disadvantaged groups					

11. Please, list down, if any (other than the ones mentioned above), challenges and problems of primary education with regard to achieving universal primary education.

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12. From your experience, what strategies do you suggest that should be employed or designed to urgently realize universal primary education by 2015 in Dire Dawa Administrative Council?

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13. Based on the current level of performance, comment on whether Dire Dawa Administrative Council is on the right way towards achieving universal primary education by the year 2015?

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**APPENDIX C**  
**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Interview Guide**

**(Education Bureau and Department Heads)**

1. How do evaluate the current performance of primary education in the Administrative Council?
2. What are the major challenges in achieving universal primary education in the Council?
3. How do evaluate the Administrative Council's willingness and commitment to promote education in general and primary education in particular in terms of:
  - ❖ budget allocation, and
  - ❖ provision of technical support.
4. To what extent is primary education prioritized in budget allocation as compared to the other sub-sectors?
5. What are the strategies and efforts being made to achieve universal primary education in the Dire Dawa Administrative Council?
6. Based on the current level of performance, comment on whether Dire Dawa is on the right way towards achieving universal primary education by the year 2015?









### FORM III

### Expansion of Educational Oppportunities at Primsry Level

Table 6: Trends of the expansion of p (1 - 8) over the last 5 years

Location	ownership	20002/03	2003/04	2004/05	2005/06	2006/07
Urban	Gov't					
	Non-Gov't					
	Total					
Rural	Gov't					
	Non-Gov't					
	Total					
Total	Gov't					
	Non-Gov't					
	Total					

Table 7: Share Enrolment in Schools by Different Management from 2003/04 - 2007/08

Year	Government Schools		Non-Government S		Total Enrolment
	Enrolment	Share	Enrolmer	Share	
2003/04					
2004/05					
2005/06					
2006/07					
2007/08					



Form V: Educational Disparities/Inequalities at Primary Level

Table 8: Gender Disparities at Primary Level (GER, GG, GPI) in 2007/08

GradeLevel	Urban Schools				Rural Schools			Total				
	GER		GG	GPI	GER		GG	GPI	GER		GG	GPI
	Male	Female			Male	Female			Male	Female		
1-4grade												
5-8grade												
1-8grade												

Table 9: The Trend of Urban/Rural Disparities in Educational Provision at Primary Level in 2007/08

Year	Enrolment Ratio at Urban School			Enrolment Ratio at Rural Schools			Urban/Rural
	GER-male	GER-female	Both	GER-male	GER-female	Both	Enrolment Gap
2002/03							
2003/04							
2004/05							
2005/06							
2006/07							
200708							

# Form VI: Internal Efficiency of the Education System at Primary Level

Table 10: Drop Out Rates by Grades and Location at Primary Level in 2005/06

location	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade 7	Grade 8	total(1-8)
urban									
male									
female									
rural									
male									
female									
total									
male									
female									

Table 1 repetition rates by grades and location at primary level

location	Grade1	Grade2	Grade3	Grade4	Grade5	Grade6	Grade 7	Grade 8	total(1-8)
urban									
male									
female									
rural									
male									
female									
total									
male									
female									

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Appendix E

Access and Coverage at Primary Education

Table 1A: The Trends of Grade 1 Intake (New Entrants) for the Last 5 Years

Year	Sex	Population of Age		Entrants of All A		Entrants of age		AIR			NIR		
		Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	total	Urban	Rural	total
2003/04	Male	2859	1561	2723	2292	863	498	95.24	146.83	113.46	30.2	31.9	30.79
	Female	2733	1387	2542	1275	759	293	93.01	91.93	92.65	27.8	21.1	25.53
	Total	5592	2948	5265	3567	1621	790	94.15	121	103.42	29	26.8	28.23
2004/05	Male	3135	1712	3077	2314	1097	668	98.15	135.16	111.22	35	39	36.41
	Female	3004	1524	3159	1654	928	536	105.16	108.53	106.29	30.9	35.2	32.33
	Total	6139	3236	6236	3968	2025	1204	101.58	122.62	108.84	33	37.2	34.44
2005/06	Male	3418	1867	3312	2572	1006	746	96.9	137.76	111.33	29.43	39.96	33.15
	Female	3281	1665	3431	1720	928	519	104.57	103.3	104.15	28.28	31.17	29.26
	Total	6699	3532	6743	4292	1934	1265	100.66	121.52	107.86	28.87	35.82	31.27
2006/07	Male	3525	1925	3772	2538	2274	625	107.01	131.84	115.78	64.51	32.47	53.19
	Female	3387	1719	3620	2223	1143	586	106.88	129.32	114.43	33.75	34.04	33.86
	Total	6912	3644	7392	4761	3417	1211	106.94	130.65	115.13	49.44	33.23	43.84
2007/08	Male	3635	1985	5315	6251	2374	1729	146.22	314.91	205.8	65.31	87.1	73.01
	Female	3496	1774	5439	5850	2252	1537	155.58	329.16	214.21	64.42	86.64	71.9
	Total	7131	3759	10754	12101	4626	3266	150.81	321.92	209.87	64.87	86.89	72.47

Table 2a: Total Enrolment by Grade Level and Year i in urban Primary Schools

year	grade 1		grade 2		grade 3		grade 4		grade 5		grade 6		grade 7		grade 8		urban Total		
	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	total
2003/04	2723	2542	2342	2501	2356	2278	2549	2237	2379	2183	2323	1874	2538	2218	2318	1839	19728	17672	37400
2004/05	3077	3159	2591	2623	2320	2253	2388	2288	2354	2155	2253	2092	3408	2047	2408	2175	19790	18708	38482
2005/06	3312	3431	2836	2935	2646	2630	2380	2399	2888	2559	2745	2277	2124	1903	2674	2129	21605	20353	41958
2006/07	3772	3620	3154	3307	2786	2793	2816	2588	2628	2375	2424	2135	2701	2200	2419	2057	22700	21075	43775
2007/08	5315	5439	3482	3531	3161	3065	2787	2758	2848	2565	2522	2298	2573	2380	2889	2496	25577	24532	50109

Table 2b: Total Enrolment by Grade Level and Year ii in rural Primary Schools

year	grade 1		grade 2		grade 3		grade 4		grade 5		grade 6		grade 7		grade 8		rural Total		
	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	total
2003/04	2392	1275	1374	527	383	831	316	701	159	512	512	83	426	54	247	21	7525	2816	10341
2004/05	2314	1654	1476	726	1207	382	916	324	757	227	514	82	451	74	251	25	7886	3494	11380
2005/06	2572	1720	1638	955	1414	648	1206	408	864	262	551	126	495	61	307	49	9047	4229	13276
2006/07	2538	2223	1622	1045	1422	771	1214	573	1155	367	842	238	559	109	366	53	9718	5379	15097
2007/08	6251	5850	2097	1801	1510	898	1357	694	1205	516	955	327	909	261	586	134	14870	10481	25351

Table 2c: Trends of Total Enrolment by Grade Level in rural Primary Schools

year	grade 1		grade 2		grade 3		grade 4		grade 5		grade 6		grade 7		grade 8		region Total		
	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	male	femal	total
2003/04	5215	3817	3716	3026	3398	2661	3380	2553	3080	2342	2735	1957	3164	2272	2565	1860	27253	20488	47741
2004/05	5059	4203	3692	2726	3132	2165	3009	2282	2811	2024	2496	1843	2537	1819	2260	1693	27676	22202	49862
2005/06	5884	5151	4474	3890	4060	3238	3586	2807	3752	2821	3296	2403	2619	1964	2981	2268	30652	24582	55234
2006/07	6356	5872	4790	4372	4212	3571	4033	3164	3783	2742	3266	2373	3260	2309	2785	2110	32485	26513	58998
2007/08	11606	11346	5611	5348	4671	3963	4144	3452	4053	3081	3477	2625	3482	2641	3475	2630	40519	35086	75605

Table 3a: Trend School Age population, enrolment, GER, and NER by level and location from 2003/04 - 2007/08

(grade 1 - 4)

year	location	school age pop(7 - 10)			enrolment (1 - 4)			GER (1 - 4)			Enrolment of age 7-10			NER (1-4)		
		male	female	total	male	female	total	male	female	total	male	female	total	male	female	total
2003/04	urban	10449	9996	20445	9970	9558	19528	95.42	95.62	95.52						
	rural	5706	5073	10779	5639	2499	8138	98.83	49.26	75.5						
	total	16155	15069	31224	15709	12087	27796	97.24	80.21	89.02						
2004/05	urban	11223	10722	21945	10376	10323	20699	92.45	96.28	94.32						
	rural	6129	5441	11570	5913	3086	8999	96.48	56.72	77.78						
	total	17352	16163	33515	16280	13309	29589	93.82	82.34	88.83						
2005/06	urban	12017	11464	23481	11074	11395	22469	92.15	99.1	95.69	7256	7120	14376	60.38	62.11	61.22
	rural	6563	5818	12381	6830	3731	10561	104.07	64.13	85.3	4854	2897	7751	73.96	62.6	61.75
	total	18580	17282	35862	17904	15126	33030	96.36	87.52	94.1	12110	10017	22127	65.18	57.96	61.7
2006/07	urban	12664	12108	24772	12528	12308	24836	98.93	101.65	100.26	8075	7677	15752	63.76	63.4	63.59
	rural	6916	6145	13061	6796	4612	11408	98.26	75.05	87.34	4611	3307	7918	66.67	53.82	60.62
	total	19580	18253	37833	19324	16920	36234	98.69	92.7	95.77	12686	10984	23670	64.79	60.18	62.56
2007/08	urban	13330	12768	26098	14745	14793	29538	110.62	115.86	113.18	10376	9880	20256	77.84	77.38	77.62
	rural	7280	6480	13760	11215	9243	20456	154.05	142.64	148.66	5593	4792	10385	76.83	73.95	75.47
	total	20610	19248	39858	25960	24036	49996	125.96	124.88	125.44	15969	14672	30641	77.48	76.23	76.88

Table 3b: Trend School Age population, enrolment, GER, and NER by level and location from 2003/04 - 2007/08

grade 5-8

year	location	school age pop(11 - 14)			enrolment (5 - 8)			GER (5 - 8)			Enrolment of age 11-14			NER (5 - 8)		
		male	female	total	male	female	total	male	female	total	male	female	total	male	female	total
2003/04	urban	8719	8731	17450	9558	8114	17672	109.62	92.94	101.27						
	rural	4761	4431	9192	1886	317	2203	39.62	7.15	23.966						
	total	13480	13162	26642	11544	8431	19975	80.64	64.06	74.98						
2004/05	urban	8614	8529	17143	10423	8469	18892	121	99.3	110.2						
	rural	4704	4328	9032	1973	408	2381	41.94	9.43	26.362						
	total	13318	12857	26175	11396	8777	20173	85.57	68.27	77.07						
2005/06	urban	8507	8323	16830	10431	8958	19389	122.62	107.62	115.2	8491	7827	16318	99.81	94.04	96.96
	rural	4646	4225	8871	2217	498	2715	47.72	11.79	30.61	2869	1047	3916	61.75	24.78	44.14
	total	13153	12548	25701	12648	9456	22104	96.16	75.36	86	11360	8874	20234	86.37	70.72	78.73
2006/07	urban	9489	9283	18772	10172	8767	18939	107.2	94.44	100.89	9101	8297	17398	95.91	89.38	92.68
	rural	5182	4712	9894	2922	767	3689	65.39	16.28	37.285	3498	1698	5196	67.5	36.04	52.52
	total	14671	13995	28666	13094	9534	22628	89.251	68.124	78.937	12599	9995	22594	85.88	71.42	78.82
2007/08	urban	10497	10267	20764	10832	9739	20571	103.19	94.86	99.071	9816	9309	19125	93.51	90.67	92.11
	rural	5732	5211	10943	3655	1238	4893	63.76	23.76	44.714	4209	2991	7200	73.43	57.4	65.8
	total	15478	16229	31707	14487	10977	25464	93.597	67.638	80.31	14029	11910	25939	86.44	76.95	81.81

Table 3C: Trends of Gross Enrolment Rates at primary level

year	location	school age pop(7 - 14)			enrolment (1 - 8)			GER (1 - 8)		
		male	female	total	male	female	total	male	female	total
2003/04	urban	19168	18727	37895	19528	17672	37200	101.9	94.37	98.17
	rural	10467	9504	19971	7525	2816	10341	71.89	29.63	51.78
	total	29635	28231	57866	27253	20518	47771	91.96	72.68	82.56
2004/05	urban	19837	19251	39088	20799	18792	39591	104.8	97.62	101.3
	rural	10833	9769	20602	7886	3494	11380	72.8	35.77	55.24
	total	30670	29020	59690	27676	22086	49762	90.24	76.11	83.37
2005/06	urban	20524	19787	40311	21505	20353	41858	104.8	102.9	103.8
	rural	11209	10043	21252	9047	4229	13276	80.71	42.11	62.47
	total	31733	29830	61563	30552	24582	55134	96.28	82.41	89.56
2006/07	urban	22153	21391	43544	22700	21075	43775	102.5	98.52	100.5
	rural	12098	10857	22955	9718	5379	15097	80.33	49.54	65.77
	total	34251	32248	66499	32485	26513	58998	94.84	82.22	88.72
2007/08	urban	23827	23035	46862	25577	24532	50109	107.3	106.5	106.9
	rural	13012	11691	24703	14870	10481	25351	114.3	89.65	102.6
	total	36839	34726	71565	40519	35086	75605	110	101	105.6

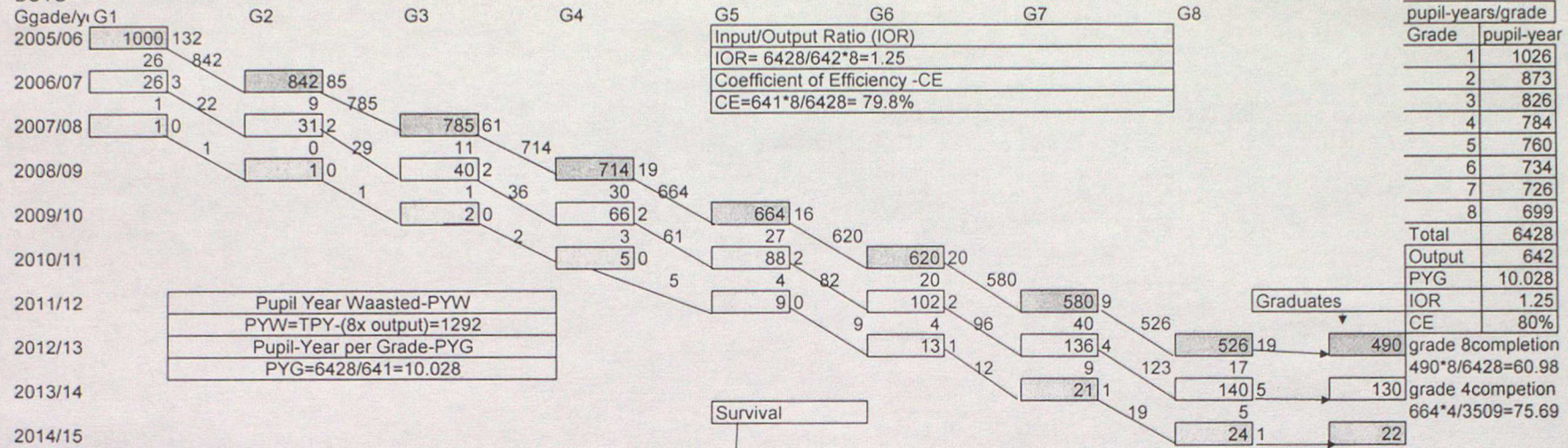
Table 3D: Trends of Net Enrolment Rates at primary level

year	location	NER (1-4)			NER (5 - 8)			NER (1 - 8)		
		male	female	total	male	female	total	male	female	total
2005/06	urban	60.38	62.11	61.22	99.81	94.04	96.96	76.73	75.54	76.14
	rural	73.96	62.6	61.75	61.75	24.78	44.14	68.9	39.27	54.9
	total	65.18	57.96	61.7	86.37	70.72	78.73	73.96	63.33	68.81
2006/07	urban	63.76	63.4	63.59	95.91	89.38	92.68	77.53	74.68	76.13
	rural	66.67	53.82	60.62	67.5	36.04	52.52	67.02	46.02	57.13
	total	64.79	60.18	62.56	85.88	71.42	78.82	73.82	65.06	69.57
2007/08	urban	77.84	77.38	77.62	93.51	90.67	92.11	84.74	83.3	84.04
	rural	76.83	73.95	75.47	73.43	57.4	65.8	75.33	66.57	71.19
	total	77.48	76.23	76.88	86.44	76.95	81.81	81.43	76.55	79.06

STUDENT FLOW RATES AT PRIMARY LEVEL (GRADE 1 - 8) IN DIRE DAWA

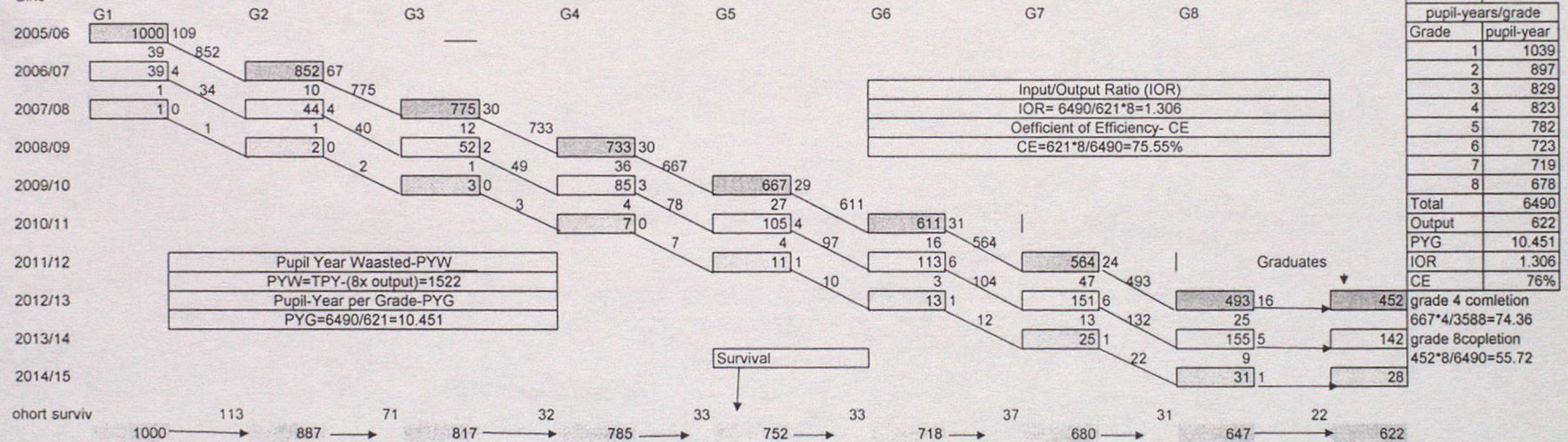
Figure 4A : Computing Survival Rates Using the UNESCO Reconstructed-Cohort Method with Rrepetition Applied Only Twice per Grade

BOYS



hort survi

Girls



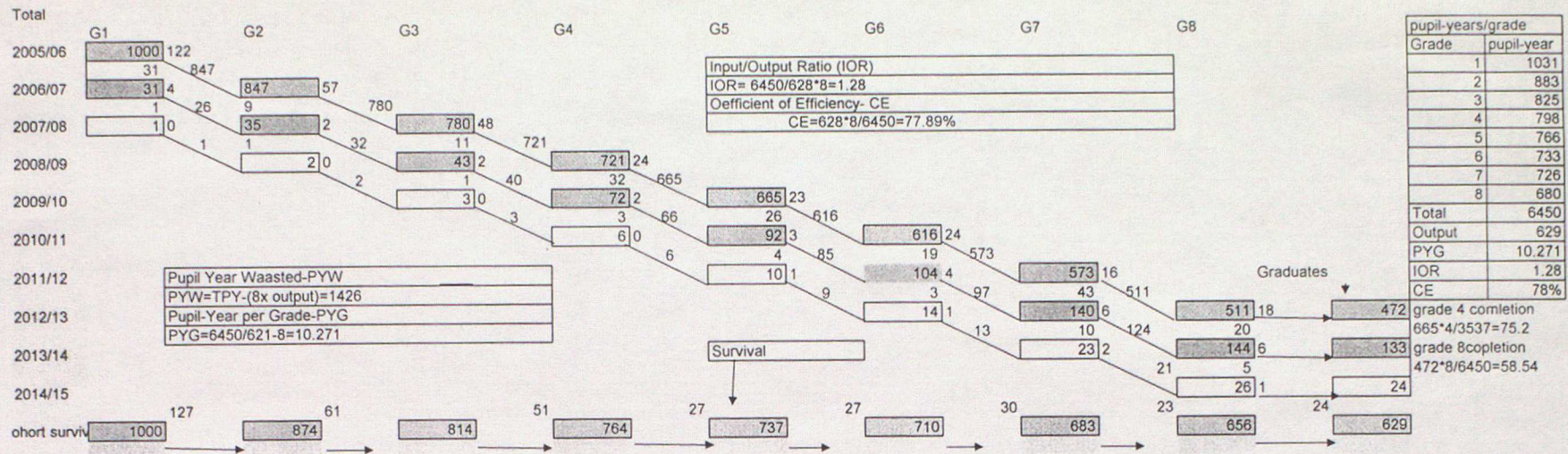


Table 4B: Efficiency of Student Flow in Primary Education of Dire Dawa, 2005/06

Grades	number left from the cohort of 1000			Pupil-Years invested			Drop out by Grade			Repetition by Grade		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	1000	1000	1000	1026	1039	1031	135	113	127	0.0164	0.0116	0.0143
2	842	852	847	873	897	883	87	71	61	0.01	0.0114	0.0107
3	785	775	780	826	829	827	63	32	51	0.0134	0.0149	0.0141
4	714	733	721	784	823	798	21	33	27	0.0423	0.049	0.045
5	664	667	665	760	782	776	18	33	27	0.041	0.036	0.039
6	620	611	616	734	723	729	23	37	30	0.033	0.027	0.03
7	580	564	573	726	719	723	14	31	23	0.068	0.084	0.075
8	526	493	511	699	678	683	25	22	24	0.032	0.051	0.04
ulative pup	5731	5695	5713	6428	6490	6450						
Efficiency indicators				Boys	Girls	Total						
Graduate from the Final year without repetition				490	452	472						
uate from the Final year with repetition applied twice per g				642	622	629						
Pupil-Year per Grade				10.02	10.451	10.271						
Input/Output Ratio(OIR)				1.25	1.306	1.28						
coefficient of Efficiency				79.8	75.55	77.89						
proportion of total wastage spent by graduates												
Due to drop-out				0.7674	0.8575	0.8254						
Due to repetition				0.1424	0.2326	0.1746						

APPENDIX E

Primary (grade 1 - 8) Student flow

year	sex	Enrolment									
		G1	G2	G3	G4	G5	G6	G7	G8	Total	
2005/06	M	4988	3481	3275	2901	3010	2646	1998	2313	24612	
	F	4122	2794	2401	2156	2277	1913	1514	1756	18933	
	T	9110	6275	5676	5057	5287	4559	3512	4069	43545	
2006/07	M	6171	4282	3289	3100	2823	2902	2612	1886	27065	
	F	5483	3658	2577	2379	2045	2135	1893	1413	21583	
	T	11654	7940	5866	5479	4868	5037	4505	3299	48648	
2006/07		Repeaters									
	M	82	35	44	123	123	87	137	75	706	
	F	48	32	36	107	82	51	127	89	572	
	T	130	67	80	230	205	138	264	164	1278	
		Readmitted									
2006/07	M	659	201	254	78	72	84	32	85	1465	
	F	448	221	93	86	95	105	63	57	1168	
	T	1107	422	347	164	167	189	95	142	2633	
Promotio	M	0.85144	0.9322	0.90901	0.93071	0.93522	0.93537	0.90641	0.93082	0.91179	
	F	0.87967	0.90945	0.94627	0.91048	0.91524	0.92316	0.87451	0.91634	0.9081	
	T	0.86422	0.92207	0.92477	0.92209	0.92661	0.93025	0.89265	0.92437	0.91019	
Repetitio	M	0.01644	0.01006	0.01344	0.0424	0.04086	0.03288	0.06857	0.03243	0.02869	
	F	0.01165	0.01145	0.01499	0.04963	0.03601	0.02666	0.08388	0.05068	0.03021	
	T	0.01427	0.01068	0.01409	0.04505	0.03877	0.03027	0.07517	0.04031	0.02935	
Drop-ou	M	0.13212	0.05774	0.07756	0.02689	0.02392	0.03175	0.01602	0.03676	0.05952	
	F	0.10869	0.0791	0.03873	0.03989	0.04175	0.05502	0.04161	0.03298	0.06169	
	T	0.12152	0.06725	0.06113	0.03286	0.03461	0.03948	0.02705	0.03533	0.06047	


## Declaration

I the under signed, declare that this thesis is my original work and that all sources of materials have been acknowledged.

Name: Tsegaye Shenkutie

Signature \_\_\_\_\_

Date \_\_\_\_\_

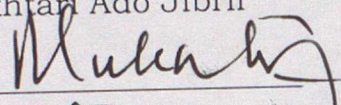
  
11/6/08

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

Name: Mukhtari Ado Jibril

Signature \_\_\_\_\_

Date \_\_\_\_\_

  
11th June 2008.

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