

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEMAND AND DEVELOPMENT TRENDS OF
PRIVATE PRIMARY SCHOOLS IN ADDIS ABABA

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SEIFU GOSSAYE

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

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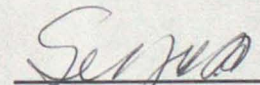
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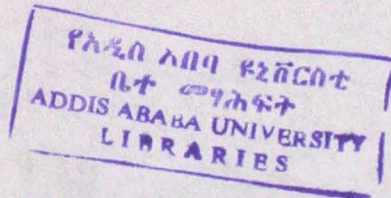
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ABSTRACT

This study assesses the Demand and Development Trends of Private Primary Schools in Addis Ababa.

The purpose of this study is to survey the reasons for the re-emergence of private primary schools, scan the environment they are working under and their institutional strength and internal environment.

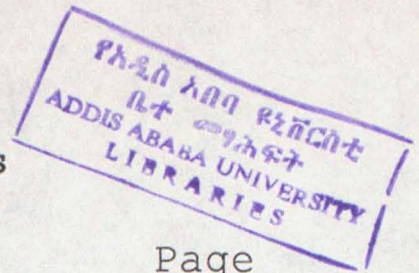
It was found that private primary schools in Addis Ababa are attracting clients from the well to do section of the society who can afford and is willing to pay for what it believes to be better quality education.

These schools are currently a source of financial gain for their owners, though it was not always the case in the last four years for all of them.

Difficulty in land acquisition for school establishment, neglect by the Education Bureaux and other offices, regulations on curriculum and medium of instruction and the broad mandate given to school parents' committees are found to be the major problems of private primary schools in Addis Ababa.

Regulatory changes with regard to school establishment, land area requirements, curriculum, medium of instruction and the role of the community are recommended to encourage those already involved in the venture and who would invest in education.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

According to the Annual Statistics Abstract (MOE, 1999), the gross primary education enrollment ratio for the nation in the academic year 1997/98 was 41.8 percent while it was only 8.9 percent for senior secondary education. The pupil teacher ratio for the same academic year was 47,38 and 8 for primary, senior secondary and technical/vocational education respectively.

The total number of primary schools during the 1997-1998 academic year was 10,752 while there were only 382 senior secondary schools in the same year.

The number of primary school teachers has increased from 86,347 in 1993 to 109,237 in 1997, while the number of secondary school teachers has increased from 10,987 in 1993 to 12,329 in 1997.

The total budget allocated to education has increased from 1.1025 billion Birr in the year 1993 to 1.4966 billion Birr in the year 1997 (MOE, 1999).

In spite of the apparently increased effort, the Ethiopian education system remains to be far from satisfactory.

As stated in the Education Sector Development Program (MOE, 1998), the major problems of the Ethiopian education system are poor enrollment ratio, poor quality of education, system inefficiency and poor management capacity. To address these problems and to make education more relevant to the present and future needs of the country's economy, the action plan of the education sector emphasized on the need to expand and restructure the existing education system.

One of the reform measures suggested by the program plan to expand the education system was to encourage private investment on education as a supplement to government endeavor.

The Education and Training policy of the 1994 gave adequate attention to the role private investors could play in the education sector of the country. In the policy it is stated:

The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions.

The target of the Education sector development program of the country is to attain universal primary education by 2015. Thus, reforming the various levels of education in which private investment could play a positive role was underscored in the policy document in education. As stated in the Education Sector Review Report (PHRD, 1996), the involvement of private investors was mainly limited to pre-primary education prior to 1996. According to the report, from the total number of new schools established between the years 1992/93 to 1994/95, ninety-five percent of the

Kindergartens were non-government, out of which private pre-primary schools make the lion's share.

After the PHRD report, many more private Kindergartens and Primary schools have started operating in Addis Ababa. This trend in fact has expanded even to secondary and tertiary educational levels.

In a country where the annual budget per student for primary school students is progressively falling (Birr 259.00 in 1986 EC to Birr 180.00 in 1989 EC), (MOE,1999), the contribution of private educational provisions and its overall performance needs the attention of educational researchers and other government and non-government bodies.

Addis Ababa is currently divided into 6 Zones, 28 Woredas, 305 Kebeles, as well as 23 Farmers Associations (C.S.A. 1999).

According to the 1994 Housing and Population census, Addis Ababa had a population of 2,112,737 (CSA, 1999) with the highest per capita income of Birr 1,569.00 for the year 1995/96 making it the richest region in the country. The National per capita income was Birr 1,088.00 or 167.00 US dollars per annum for the same year. The region also enjoys better health care services, relatively better educational provision and participation, and the highest life expectancy (58.4 yrs) in the country (EEA, 2000).

The gross primary education enrollment ratio of the region was 82.0 in the academic year 1997/98 while it was 41.8 nationwide. In addition to this, the pupil teacher-ratio for the same academic year was 47 while the pupil-section ratio was 71. Furthermore, the number of primary schools in

the region has shown an average annual increase of 2.5 percent, from 223 in the academic year 1993/94 to 240 in 1997/98 (MOE, 1999). Private primary schools contribute for about twenty of the new schools established in the five years period mentioned.

1.2. Statement of the Problem

Private schools in almost all countries emerged as a result of public dissatisfaction with the government education system (Kwong, 1997).

In a country like Ethiopia, where the gross enrollment ratios to both primary and secondary levels of education are very low due to inadequate and scarce facilities, among many reasons, the emergence of private schools in urban areas seems to be in a direct response to public demand for quality education, though excess demands may also have played some role. However, private investment in education is hitherto unsatisfactory as the number of investors who applied to do so account for only a tiny proportion of the total investment projects, which is only a tiny proportion 2.7 percent or 119 projects out of the total 4344 projects (Ethiopian Investment Authority, 1999).

Apart from the formal investment activities, which were registered by the Ethiopian Investment Authority, there were informal investments in Education that were not registered by the authority.

Seen from the limited capacity of the government to provide quality education, the role that private investment in education and private schools can play in a country's

education system is enormous. In addition to increasing access, they may also serve as role models for the provision of quality education, if well regulated and adequately supported.

The purpose of this study was, therefore, to assess the current demand and development trends of private primary schools in Addis Ababa so as to highlight the major constraints limiting such ventures, by attempting to answer the following questions:

1. What is the pattern and pace of development in private primary education in Addis Ababa since 1991?
2. What are the demand for and the supply of private primary schools in Addis Ababa?
3. What are the major determinants of private investment in primary education in Addis Ababa?
4. What are the public policies towards private primary education in Addis Ababa?

1.3. Significance of the Study

According to the PHRD report of 1996, there were 1,502 non-government schools in the year 1975 as compared to 538 in 1996 nation wide. This drop in the number of non-government schools resulted from the outlawing of private schools and confiscating most of the existing ones by the proclamation number 205/1975. The non-government schools which survived this proclamation were only denominational and community schools.

After the change of government in 1991, the Education and Training Policy (TGE, 1994), allowed the participation of

private investment in education and this was later strengthened by the proclamation number 206/1995 of the Federal Democratic Republic of Ethiopia.

After the proclamation, the number of private schools, especially in Addis Ababa is increasing steadily. The provisions are, however, concentrated more on pre-primary education and to some extent on the primary level, while secondary and tertiary level private institutions are scanty.

A study conducted by Mulat (1998), on demand for private schools in Ethiopia indicated that, since private schools charged high fees in the form of tuition fee, registration fee, uniform and shoes, stationary and books, in addition to other costs, such as transport expenses, they serve mainly the elites and not the low income group of the community. Furthermore, parental choice to enroll their children in private schools was influenced by several factors as indicated in the study. Among these, the most significant ones were found to be proximity of residence to school, and better quality of education, which was the major factor leading to parents' preferring private schools. •

Such conclusions and other possible observations on private primary schools should have been supported by repeated research studies. However studies conducted on this issue were rather limited, in fact too limited so far, perhaps due to the long absence of private schools in the country.

The writer of this study believes that this work will add to the very scanty research done so far on the sphere of private primary schools. That the outcome of this study may be invaluable in identifying problems and coming up with

possible solutions with implications to the individual investor, to the government policy, and the education system in general.

1.4. Delimitation of the Study

Since the study is aimed at assessing the general performance and constraints of private investment in primary education, it is delimited in scope to issues regarding government incentives, attitudes of individual investors, investment regulations, attitudes of parents towards private primary schools and schools teachers, unit leaders and department heads.

It also excludes any attempt to make a comparative study of the relative efficiencies and effectiveness among private schools as well as government schools, for the sake of keeping the study within the limit of manageability.

1.5. Methods, Procedure, and Sources of Data

The research method selected for this study was the descriptive survey method, because it enables to describe the state of the existing private primary schools in Addis Ababa. As noted by Seyoum and Ayalew (1989), descriptive survey method becomes useful when the purpose of the research is to 'picture the current situation'. It also allows collection of the data using tools and documentary analysis. This has helped the researcher to reflect the demand and development trends of private primary schools in Addis Ababa.

The sources of the data were government officials, school owners, parents, teachers and related documents.

Questionnaires and interviews were used for data collection. Separate questions with specific inquiries directed to government officials, school owners, parents and teachers were prepared, pilot tested for validation and administered to respondents. Analysis of various documents produced by the government offices and researchers were used to support the study.

At the time of the study there were only twenty-two (24.7%) private schools operating in Addis Ababa out of eighty-nine schools. These schools were unevenly scattered in five zones and twenty-eight woredas of Addis Ababa, with the exception of zone six, where there are no private primary schools.

Among these private primary schools licensed by Addis Ababa Education Bureau, seven (31.8%) were selected for the purpose of the study. They were selected on the basis of simple random sampling order to give them equal chances of representation.

With regard to respondents, fifteen academic staff members, the school owner and one hundred parents were randomly selected to respond to the questionnaires. Furthermore, four education experts from Addis Ababa Education Bureau, twelve senior experts from zonal education departments (three experts from each one of the four zones selected) and fourteen experts from the Woreda education offices (two experts from each one of the seven woredas selected) were purposefully selected to respond to the questionnaire so as to obtain relevant information regarding the study.

Responses were tallied, tabulated, summarized and analyzed using percentage, means, frequency rank orders and standard deviations. Further statistical analysis was also employed to test the level of significance using a paired t-test technique.

1.6. Limitation of the Study

Information regarding school finance could not be obtained from owners of private school. As a result, financial issues such as school budget, staff salary and profitability could not be treated with the desired depth. It seems that private primary school owners feel unsecured to reveal their financial standings.

The number of studies conducted on the state of private education in Ethiopia is very scanty. This study could have benefited a lot, had there been many studies conducted on the general performance of private primary schools in Ethiopia.

1.7. Definition of Key Terms

The following key terms are used in this study to mean the following unless mentioned otherwise:

Capital: refers to local or foreign currency, negotiable instruments, machinery or equipment, buildings, initial working capital, property rights, patent rights or other business assets.

Source: Federal Negarit Gazeta 2nd year No.25

Community School: is meant an authorized school established by a group of foreign subjects for nationals, in order to teach their own children through the media of their own language and curriculum. In addition to this, the community

school is a school where Amharic, History, and Geography of Ethiopia are taught.

Source: Ministry of Education and Fine Arts (1975)

Investment: is expenditure of capital by an investor to establish a new enterprise or to expand or upgrade one that already exists.

Investor: means domestic or foreign investor having invested in Ethiopia.

Source: Federal Negarit Gazeta, 2nd year No. 25.

Mission Schools: are those established in accordance with decree number 3 of the 27th day of August 1944 by one of the foreign religious enterprises with the purpose of teaching and preaching the Christian faith of its denomination, which adheres to the regulation and curriculum of the Ministry of Education coordinating worldly knowledge with its spiritual teaching.

Private Schools: are schools established by one or more proprietors under the regulation and curriculum of the Ministry of Education.

Source: Ministry of Education and Fine Arts (1973).

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

Source: Transitional Government of Ethiopia.

Education and Training Policy Addis Ababa,
April 1994.

1.8. Organization of the Study

This paper contains four chapters. The first chapter deals with the background, significance, basic questions, limitations, delimitations and definition of key words.

The second chapter is a review of related literature that include experiences of other countries, theoretical background of private schools, history of education in Ethiopia, and review of related studies conducted so far in Ethiopian settings.

Chapter three includes the methodology, presentation and analysis of data; the fourth presents the summary of findings, conclusion, recommendation and implications of the study towards policy and further research. Relevant appendices are also attached at the last part of the paper.

CHAPTER TWO

LITERATURE REVIEW

2.1. Private Schools and Decentralization

The policy implication of private provision of education is closely related to the concept of decentralization. According to Husein and Postlethwaite (1994, eds.), decentralization takes several forms, the most common ones being Deconcentration, Delegation, Devolution and Privatization. The first three refer to transfer of authority to lower levels of governance within the central government or publicly regulated bodies while privatization refers to the transfer of authority to private firms or individuals (Husein and Postlethwaite, 1994). However the word privatization is defined in different ways by different authors. As cited by Murphy (1996), Butler (1987), Starr (1987) and De Alessi (1987), have defined privatization in similar ways, where De Alessi's definition is more encompassing. He defined privatization as follows:

The term privatization is typically used to describe the transfer of authorities from the public sector to the private sector and includes contracting out as well as reducing or discontinuing the provision of some goods and services by the government. More accurately privatization entails a move towards private property and away from not only from government and common ownership but also from government regulations that limit individual rights to use the resources.

(De Alessi, 1987 in Murphy J, 1996: 15)

The above definition of privatization is too general in a sense that it applies to all sectors of social services. Privatization is not a reform measure agreed upon by all universally. Murphy (1996) cited that there are conflicting views on whether privatization is a public good or evil. These outlooks range from considering privatization as a solution for problems in government controlled provision in one hand to considering it as a conspiracy to loot government treasure at the other.

In the education sector, the driving forces for the emergence of privatization are varied based upon the level of development of the country in question.

According to Murphy (1996) the major factors that led to the privatization movement in education in the USA are the perceived crisis in the economy, the changing social fabric of the nation and the movement to the post industrial world. James (1991) on the other hand stated that private educational provisions emerged in developed countries as a result of differentiated demand while in developing countries the major reasons are government inability to provide enough educational facilities and the resulting prevalence of excess demand. The writer further stated government policies as additional factors in the developed and developing countries. Kwong (1997) also agrees with the factors that triggered the emergence of private provision of education in developed and developing countries cited by James.

Tooley (1999), stated that interest in the private provision of education, in both developed and developing countries, is caused by three major factors or concerns.

These are:

1. The need to reduce public expenditure in order to reduce budget deficits and external debts, and the resulting need to solicit alternative sources of finance for education.
2. The purported benefits of privatization, which tested effective in the other sectors; and
3. The perceived threat to equity, access and social justice by private education.

Kwong (1997) elaborated the relevance of the differentiated demand for the emergence of private schools as follows:

Church groups before the introduction of compulsory state education founded private schools in the West, with its strong Christian Judaic cultures. Some continued operations because their philosophies were different from those of the public system. Newer schools were started by immigrant groups to protect their cultural heritage or parents who wanted to perpetuate a different form of education.

However, the direct application of the theory in the Ethiopian context in general and in the case of the capital city Addis Ababa is not substantiated by an empirical study. It is one of the areas this study would try to assess.

2.2. Private Schools and Educational Finance

According to James (1991), though governments invested substantially in education for the last four decades, the progress observed was uneven and large groups have very limited access to education. She further stated that it is very unlikely that the public can solve the vast problems of education single handedly. Private educational institutions can be considered as an alternative way of expanding

educational opportunities, not withstanding the other implications entailed with the expansion of such institutions.

As cited by the World Bank (1998) in Macmohan (1993) the financing of education and health is shared by parents, students, governments and donors, such as World Bank (in case of developing countries) or alumni gifts and endowments in the case of private institutions. Macmohan (1993) further stated that the share of the government is much higher (about 85 percent) than the other contributors mentioned in developing countries. Private schools cover from ten to twenty percent of the institutional cost at the primary and secondary level in each geographical region throughout the world. He further states that the private sector at the secondary and higher education levels tend to grow rapidly when public schools are under financed and do not meet needs.

A study conducted by PHRD (1996), sponsored by the World Bank and the Ministry of Education found that in spite of the support from parents and the community, most of the educational facilities in schools outside the major urban centers are in a poor form. From this observation, the researchers inferred that since the state of schools in areas outside the major cities is inadequate and the government was unable to maintain the various facilities single handedly, they proposed three options that could be used to resolve the problem. These are:

1. Increase non-government (household, private investment, NGO's; loans and assistance) share of resource flows to education.
2. Control education expense, and
3. Transfer some costs to parents/students.

It is unclear, whether private investment in rural areas is economically feasible, (at least from the investors point of view). However, the expansion of such ventures in areas where at least cost recovery is possible may lift some of the government financial burden, making it possible to use money thus saved to the rural areas.

2.3. Demand and Parental Choice Issues

There seems to be wide range of demand related problems in the education sector. Apart from the fact that most governments of developing countries could not close the gap between the demand and supply aspect of education, widespread dissatisfaction (quality, curriculum...etc) on the state of the government controlled education system is mentioned and covered widely in literature. Private schools are considered by many as ways of granting parents the right to choose a school for their children and as a tool driving the lethargic educational system towards greater responsiveness and effectiveness (Chubb and MOE, 1990 and Hannaway, 1991 in Elmore and Bruce, 1996). As a result, private schools are regarded as alternatives to the government controlled education system. Some writers like James (1990), Kwong (1996), Tooley (1990)...etc argue that the expansion of private educational institutions not only increases access but also serve as a measure of alleviating some dissatisfaction in the state controlled education. Others see choice in education in general as serving the interests of the already privileged and increasing the gap between those already successful and those who are not (Moore and Davnport, 1990 in Elmore and Bruce 1996).

Examining the state of private schools from both points of view is relevant for this study.

Demand for a specific quality of education or health affects not only the choice of residence of parents in some countries (e.g. America) but also the prices of the houses of the residents (Elmore and Bruce 1996).

The policy implications of educational choice as found from the empirical research conducted by Elmore and Bruce (1996) is categorized into four major issues two of which are relevant for this study.

1. Increasing educational choice is likely to increase separation of students by race, social class, and cultural backgrounds.
2. Greater choice in public education is unlikely, by itself, to increase either the variety of programs available to students or the overall performance of schools. Coupled with strong educational improvement measures, however, choice may increase variety and performance.
3. Details matter in the design and implementation of choice policies, and
4. Context matters in the design and implementation of choice policies.

2.4. Equity, Access and Quality Issues

Different authors treat equity, access and quality issues in relation to private schools differently.

As stated by Tooley (1999), the common perception of private education in developing countries is that, it serves mainly the elite and hence its expansion will only increase

inequity. However Tooley (1999) argues that this may not be the case due to five reasons that are:

1. The fact that some studies have revealed that vast range of private education opportunities is not limited to the elite or even the middle class,
2. Because government education is not generally free and when hidden costs of schooling are introduced, the difference between costs of private and government schools are narrowed considerably,
3. Public funding of education can also be inequitable,
4. Because of impact on gender equity, and
5. Private schools and private educational institution can help equity through cross-subsidization, social responsibility programmes and involvement with the public sector through student loan.

Quality issues regarding private educational system was reported by James (1991). According to the reports of studies conducted in the United Kingdom, the Netherlands and Australia, private schools performed better than public schools (especially at high school level). However the observed difference is attributed to the selective enrollment and family backgrounds of private school students.

James (1991) also states that though private schools in developed countries perform better, the public schools of developing countries give better education. The major reasons cited here is that private schools in developing countries are driven mainly by excess demand, and this implies that the influential groups of the society manage to enroll their children to public schools.

2.5. Government Regulations and Private Schools

Emergence and expansion of private schools depends on government regulations. Regulations on private schools differ widely. As stated by James (1990), some governments virtually prohibited private schools in the 1970's. (Examples are Pakistan, Tanzania and Ethiopia). Some others not only permitted the operation of private schools and other educational institutions but also subsidized them as well. James (1991), categorized countries into four groups depending on the amount of subsidy forwarded to the private system of education. Accordingly:

1. Group One: - includes countries with no systematic subsidy except occasional ad hoc subsidies. (E.g. Algeria, Burundi, Greece, Italy, Madagascar, Tanzania)
2. Group two: - includes countries that provide indirect subsidies such as tax benefits, low interest or guaranteed loans or student loans and scholarships. (E.g. United Kingdom, Japan, Jordan, The Republic of Korea before 1970, Guatemala, Mexico)
3. Group Three: - includes countries which provide partial subsidies such as provision of texts, meals, supplies, equipment, provision of one or two teachers per school, subsidized teachers training, small cash grants and low rent buildings or shared facilities. (E.g. Bolivia, Brazil, Pakistan, Peru, Senegal after 1989, Indonesia, Kenya, Liberia)Group
4. Group Four: - includes countries that provide almost complete subsidies, Such as payment of

teacher's salaries, other recurrent expenses depending upon enrollment and some capital costs (James, 1991).

The regulatory environment dictates the rate of expansion and mode of operation of private schools in many countries.

According to James (1991), many countries introduce control over one or more of the following: physical facilities, academic affairs, organization and modes of reporting, hiring of teachers, amount of fee charged, expenditure per student and student selection criteria.

Tooley (1999) also agrees on the types of control governments enforce on private school from his studies of the cases of Argentina and Zimbabwe and many other developing countries. According to his study, the above two countries have rigorous regulations that include the private schools to ask authorization from provisional governments with regard to the name of the institution, staff movements, the limit of students per class, religious ceremony and any text in a foreign language. Tooley (1999) further states that some of the regulations inhibit the growth of private educational institutions for three reasons namely: (in his own words)

1. "Regulations are substantial, but mainly ignored; however, the threat of enforcing them inhibits and threatens operations."
2. "Regulations are applied in an arbitrary or ad hoc fashion." And
3. "Petty regulations are enforced, leading to inconveniences, inefficiency and a break on growth."

As education is considered to be an instrument of a state to create citizens with ideas and values of the society and

governmental needs, no argument, which is completely against control and regulation of private educational activities can be sound. However, the regulations and modes of control and various aspects intended to monitor need careful settings and formulations, so that they do not act as prime factors in hindering the smooth and optimal functioning of private schools.

2.6. Private Schools and the Profit Motive

The profit making aspect of private schools are treated differently in different countries and by different authors. Government regulations in some countries like Japan (James and Gail, 1988) disallow operating private schools motivated by profit making while others such as Brazil, India (some states only) etc. (Tooley, 1999) have more accommodating regulations. In general, however, the place given in literature to the profit making aspect of private schools is rather scanty. This fact is stated by Kwong (1997) who attributes the issue to three major factors, which are:

1. The fact that private school literature is focused in the West, where most of the private schools are denominational or elitist, which are financed by special interest groups.
2. Education is generally considered a public good, and researchers emphasize mainly on outcomes of education rather than the benefits it can generate to individual school owners, and
3. To consider education as a business violates the western cultural heritage. Therefore even

individual school owners are reluctant to admit that they are motivated mainly by profit.

The study on the profit motive aspect of private schools, conducted by James(1991), cautions that market driven schools might tend to reduce establishment and operating costs by down grading quality.

Kwong (1997) also states on the need to regulate profit seeking private schools as follows:

Educational systems in almost all countries, even in capitalist nations, where individual initiatives and government non-interference typically prevail, are tightly regulated and monitored by the state. Schools generally are not run for profit and never left to market forces alone.

Tooley (1999) however states that in order to increase market share, an education business is likely to monitor its activities and keep its standard regarding educational quality, equity and social justice. Some of the points that the profit driven educational institutions would likely handle cautiously are:

1. Concern for promoting brand name.
2. Attempts to be innovative with regard to technology in order to attract customers.
3. Expansion desires to local, regional and sometimes to international markets.
4. Use franchising for the expansion, through royalties, sales of pedagogical materials...etc.
5. Monitoring the risk of fee non-payments.
6. Organize efficient management and use sophisticated information systems.
7. Effective utilization of all available resources, space, teachers and technologies.

8. Employ dedicated researchers to find ways of utilizing available resources efficiently.
9. Use recognized certification.
10. Concern for quality control.
11. Organize a student loan programme.
12. Establish good relationship with the public education sector. And
13. Have a social responsibility programme.

Other authors such as Barr (1993) and Molnar (1996) in Tooley (1999) however condemn private educational institutions as completely unethical and solely driven by moneymaking. Molmar (1996), cited by Tooley (1999) has stated his view on this regard as follows:

...Charter schools run by quick-buck operators attracted by the lack of regulations, effective fiscal control, or academic standards and untroubled by any concern for the welfare of their students, they will be free to set up and close down over and over again, milking the system for as much as they can get.

From the theoretical point of view it seems reasonable to consider the observations of the opponents and proponents of the profit motive, provided that regulations and the competitive nature of market forces can guide and monitor private for profit educational institutions. They are likely to serve as allies in delivering education wherever excess and differentiated demands prevail.



2.7. International Overview of Private Primary Education

2.7.1. Japan

Private educational institutions have a long history in Japan. According to James and Gail (1988), the history of private schools in Japan dates back to the modernization era of Japan, a semi-feudal political regime. The development of the private sector is attributed to the excess demand that the government could not satisfy. The excess demand was caused by a strong demand from the labor market, which led many people to willingly finance their own education. Contributing factors for more demand for educated manpower were early retirement for men and limited employment opportunity for women. Another important driving force for the growth of private schools in Japan, as stated by James and Gail (1988), was conscious government policy, that relaxed set standards and encouraged banks to make liberal loans available to those engaged in the education sector. However, private schools in Japan are required to remain non-profit.

Most private schools in Japan are upper secondary or higher educational institutions. This is due to the strong public involvement in providing primary and lower secondary education. As a result the private share of provision especially at the primary level, is low.

The non-profit aspect of establishing private schools sparks questions like who starts private schools and why? James and Gail stated that unlike other countries where most non-profit private schools were started by religious organizations, the majority of private educational

institutions are secular in Japan. The expansion of the private education system followed vertical integration where one school or university starts another as a feeder in order to generate a potential clientele. The motives behind establishing private educational institutions also appeared to be disguised profit distribution, output maximization, and prestige, apart from religious ones.

A very important point worth noting in the expansion of private educational institutions in Japan is the availability of bank loans with reasonable interest rate as part of government policy to enhance such ventures.

2.7.2. France

According to Tesse, 1986, private schools in France played an important part in the transformation of the French schools during the post war period. Increased competitiveness have created new roles for private institution or fortified well-established ones. This has been possible as a result of changes in the legal and administrative relationship between private education (mostly Catholics in France) and the state. Since 1951, private schools in France have received state subsidies. The nature of these subsidies and the system under which they are administered have evolved in major ways since that time, enabling the private sector to adapt. But the public funding of private schools has also been a source of considerable political conflict. The fall of the Mauroy Government in 1984 in the context of proposals to limit the future independence of private schools is a recent, dramatic illustration (Tesse, 1986).

In the 1950's a relationship developed between private schools and the state. The year 1951 have marked the end of a 50-year period during which Catholic Schools operated independently of the state. According to Tesse (1986),

After liberation Catholic Schools first receive, state aid in the form of measures of individual assistance-tenability of state scholarships at private schools (Marie law, 1951) and education allowances (paid technically speaking to parents' associations under the Barange Law, 1951). It was not until the birth of the Fifth republic that the present legal basis of relations between private schools and the state was laid (Debre Law, 1959). The system then instituted permitted individual schools to contract to the state for the supply of 'public instruction'. This would be open to all, free and modeled on the public school curriculum. In return, the state or relevant public authorities met teacher salaries and other running costs. The state exercised a right of veto over staff appointments, and teachers were technically employees of the state. This system was called the 'contract of association'. It was intended to link private schools to the national education service, while respecting their freedom to conduct other activities (e.g. religious) outside of contract classes.

The involvement of the state in private schools, made the Catholics apprehensive, so to please them, the state relaxed certain involvement. These were:

1. The requirement for curriculum conformity was weakened.
2. Hiring and firing rights were given to the school heads.
3. The local government had to meet the balance of operating costs.
4. School fees could be charged to serve debt on building loans.

Because of the constitutional separation of the church and state, the law involved no recognition of the Catholic Church. During the 'heroic age', that is, the period from 1905-1951, Catholic schools were obliged to rely on market forces. Most of the subsidy came from the middle class people and Catholic education became a "supported market sector". According to Tesse (1986),

Under the contract system, even fully subsidized schools retained important market freedom (fees for some purposes, zoning independence). The effort of these was to limit the range of users who were capable of benefiting from the subsidies on which the schools depended for their survival. Their combination of public resources and private controls provides the basis for the kinds of roles that Catholic schools have come to play.

There are four major services provided by catholic schools: academic security, social training, social avoidance and moral security. The services however provided by private non-catholic schools, which is less than two percent of the school population is focused on academic training, individual management and coaching for examination. The private schools legislation in France has established a system of schooling "that either compensates for the selective action of the highly competitive public sector or overcomes its effects." Most private schools in France contribute to the social system and have a feeling of 'liberty of schooling'. The result of all this is that private schools have a great deal of integrity (Tesse 1986).

2.7.3. China

During 1949, when the communists took power in China, they closed down 2,200 private schools to bring education



under the control of the state. However, with the adoption of market socialism in 1978, close to 60,000 private schools have reemerged. The Chinese call these private schools as 'society run' or 'people run' schools. In the fifties, 'people run' schools had the following functions: (Kwong, 1997)

1. Were free or charged very low fees.
2. Fulfilled the needs of the sponsoring organizations.
3. Were funded and supported by state enterprises or government agencies.
4. Combined work and study.
5. Academic oriented institutions followed the government curriculum.

The private schools that came into being during the eighties, however, had the following functions:

1. Half of them were trade schools, while the rest were academic institutions.
2. Some schools provided training, which lasted for a few weeks.
3. Some followed the state school regulations.
4. Some schools had equipments and these equipments serve only the elites.
5. Some cared for community labor needs and students' job prospects.

Private schools in China seeked to socialize students and offer the discipline and homework parents needed. They did not meet certain educational standards and they provided a profit for the owners. According to Kwong (1997)

Private schools in China do not transmit a particular ethnic or religious tradition or seek to preserve the advantage of a privileged group.

Moreover, missionary or religious schools are banned in China. Private schools emerging in the eighties are entrepreneurial institutions selling marketable skills. Only by incorporating this profit consideration can the dynamics of the growth of those schools in China be captured.

In spite of the communist power in China, private enterprises as well as educational institutions were given a lot of priority. In 1978, however, the government closed down schools, which were providing inadequate education. In between 1976 and 1980, primary schools declined from 1,044,000 to 917,000. Apart from this, the existing schools did not receive government funds and had to continue functioning by raising funds through business activities. According to Kwong (1997), private schools,

took in fee-paying students, opened restaurants and food stores, ran factories and hotels, operated trading companies and farms and became consultants to industries. Some of these commercial activities justified in the name of accountability to the community in the form of consulting, but many more were launched only to make money.

Academic achievement started playing a very important role with many schools closed. Only 15.5 million of the total 20.5 million primary school graduates got into the high school in 1980.

Private schools in China were not profitable because consumers could not afford payment. Without government and other sources of financing, many schools had to close, as they could not cover the expenses of running it. Many offered services if they had a fair return. Between 1949 and 1978, the Chinese government controlled everything and condemned free market. Private schools were banned. In the late seventies, the government recognized that it could not satisfy public demands on education and the Chinese officials

allowed the public schools to operate and income from these schools would help the school's operating costs. The government's attitudes towards these schools were more tolerant than supportive. The government did not publicly encourage private schools but its silence was encouraging. Private schools were allowed to continue so long as 'there were no central directives dictating their activities.' (Kwong,1997).

In the 1980's however, the number of private schools increased in number and the government in 1987, passed 'the Temporary Regulations on the running of Society-Run Schools,' and in the mid 1990's, some academics even called on public funding to support private education.

Unlike state owned schools, private schools in China train students on various skills. In the late seventies and early eighties, make shift private schools were established and courses were offered in English. Academic courses were given in business, management, finance, accounting, computing and law. By the mid 1990's 'private schools offered programs ranging from a few weeks or months in fields like tailoring, typing, cosmetology, electronics and vehicle repair (Kwong,1997). Annual tuition fee charged ranged from 10,000 - 20,000 yuan.

Many private schools offered regular academic programs on social sciences or science subjects and teachers were hired by the hour or yearly contract with no job security or social benefits. In 1993, 60,000 private schools were functioning catering to the needs of 1.5 million students, out of which 4,030 were in primary schools. Kwong, (1997) reported that: "The emergence of private schools in China

was stimulated by the growing business, not religious, ethos of the socialist society."

At present, private schools in China are less than four percent of the country's 960,653 schools and as Kwong, (1997) puts it, "private schools are likely to continue increasing in number and influence" and what makes the private schools in China different from those of the west "is the predominance of proprietary schools, constituting virtually all private education in China, in contrast to, say only one percent in the United States."

2.7.4 Tanzania

According to Samoff (1987), as educational development took place in Tanzania since independence in 1961, there was a mix between the public and private decision-making and education has expanded with extensive reforms. The expansion took place in the primary level in the 1960's and at the secondary level in the 1980's.

During the European rule, schools were not spread evenly across the countryside. Most were located where missionaries were active and located where Europeans settled, especially in the highlands of the north, northwest and southwest. In the mid 1960's, The Ministry of Education sought to slow down school expansion in the advantaged areas and for several years rejected requests to open new primary schools in Kilimanjaro. Local people also argued about the building of new schools because many schools were upgraded and registered and the government took responsibility for supporting and managing them. The education officers depended upon the churches for information on population densities and demands

for schools. The central government used all available funds to create new school places. This voluntary nationalization helped the private schools to begin the process anew. In this way, Kilimanjro's educational advantage was maintained.

Samoff (1987) further stated that in the course of time, all sorts of energies and resources were mobilized. Primary school enrollment was doubled. Some 37,000 new classrooms were constructed, 40,000 new teachers were trained between 1973 and 1977. By the early 1980's nearly all-Tanzanian children could find school places.

In Tanzania, a prominent local individual often a priest or minister convenes local residents to start a school. After a series of discussion and planning, and with some encouragement from the government and/or party, an organizing committee is formally composed and fund raising begins. The money needed to open the school is raised by a combination of an assessment on local residents, donations from affluent local people, and occasionally, grants or equipment from a church or other agency (including at times, foreign-aid programs or overseas charities). A suitable building is found. Few teachers, including some from government schools are recruited and the school begins to register students. Operating funds come from student fees, from a continued donation campaign and often from produce tax. The school operates within the set rules laid down by the Ministry of Education. Church sponsored schools are more successful in securing financial assistance, books, materials and trained teachers. This preference for church management is reinforced by the informal and formal quality ranking of Kilimanjaro schools. Both major churches (Roman Catholic and Lutheran) have active education secretaries who provide

direct managerial services, recruit teachers, deal with education officials, negotiate with potential donors and address intra school and community problems (Samoff, 1987).

There has in fact been policy attention to the education of females in Tanzania. Beginning primary schools classes are 50 percent females. There is no comparable Africanization or Tanzanian policy for schooling. Schools in Tanzania do not maintain students' records on social strata. Several studies as well as observers, confirm that the children of more affluent parents are more likely to enter schools and progress further than children of less affluent parents. Although income stratification is only a partial indicator of class differences, it seems clear the children from the middle and upper classes get more and better schooling than are workers' and peasants' children. It can be seen that the Tanzanian educational policy is focused more on ethnicity than on class. Nearly every Tanzanian regards

Education as the most important policy arena, socialists expect the schools to mould new attitudes, planners expect the school to produce required skills and increase productivity, employers expect the schools to do the hiring pre selection as well as to provide training and instill discipline. Politicians expect the schools to reinforce legitimacy both through the expansion of the schools themselves and through political education within the schools. Students and parents expect the school to offer a route off the farm and into higher income. All expect schools to matter-to make the future quite different from the present. (Samoff, 1987)

2.8. History of Education in Ethiopia

Education being inherent as part and parcel of human existence, the emergence of organized education has crossed a



long route to reach the level of sophistication in its provision, and the amount of return it assures to the participants today.

The paths crossed by organized education in Ethiopia as elsewhere in the world involves both, government and non-government endeavors. This part attempts to highlight this evolution by considering the breakdowns of the significant phases of development in education in general and private educational provision in particular in Ethiopia.

2.8.1 Traditional Education

Development of Organized Education in Ethiopia is closely related to various religious organizations that operated some form of schools for their followers. The Ethiopian Orthodox Church is the most notable of these religious groups.

Girma (1967) and Teshome (1979) agree that, though other religious organizations ran schools for a long time, church schools were by far most dominant of the religious schools.

The exact time religious organizations started offering formal education is not known. Girma (1967), however, states that the beginning of church education can be attached to Emperor Ezana of Axum, who was the first king to accept Christianity.

The church schools and other religious schools that were traditional schools were the only forms of organized education that existed until the emergence of the modern education system during the time of Emperor Menelik II.

As regards to falling into the private/public (government/non-government) category, traditional schools can

be considered to be non-government schools inspite of the close relationship the church had with the governments that ruled the country. Teshome (1979) emphasized this fact with a touch of appreciation to traditional church schools by writing: " Though not given due consideration Church education has been the only (firm) that strived to manage single handedly, without much help from the government."

2.8.2. Emergence and Development of Modern Education in Ethiopia

According to Teshome(1979), modern schools were introduced to Ethiopia by missionaries in the 16th century in different parts of the country. The major objective of the missionary schools was to train interpreters and not to educate the masses. Due to the limited scope of the missionary schools, many authors Teshome (1979), Girma (1972) and Tekeste (1990) give the credit of introducing modern education to Ethiopia to Emperor Menelik II, who is referred by many as the father of modern Ethiopia.

2.8.3. Education During The Reign of Menelik II

Tekeste (1990), states that modern education was introduced into Ethiopia in 1908, with the establishment of the Menelik II School, which was initiated and funded by the Emperor himself.

According to Girma (1972) and Tekeste (1990), the main reason that made Emperor Menelik II champion of modern education was the lack of Ethiopian nationals skilled in foreign languages and European diplomacy. This is mainly

because of previous dependence on foreigners in interpretation and related diplomatic exercise that cost him the treaty of 'Uchale', which later caused the Battle of Adwa that consumed a sizable amount of the country's human and other resources.

The introduction of modern schools was opposed by the Ethiopian Orthodox Church, which argued that education was the responsibility of the church (Teshome, 1979). However, Emperor Menelik II continued to establish modern schools by taking pacifying steps to soften the antagonism with the church leaders.

The contribution of Emperor Menelik II towards modern education and his vision of what we call today Universal Primary Education can clearly be seen from the proclamation passed in 1905 for the purpose of compelling parents to educate their children. The proclamation states that:

In other countries, not only do they learn, even more they make new things. Therefore, from now on, after reaching the age of six, boys and girls must be sent to school. As for parents who would not send their children to school, when the former die, their wealth, instead of reverting to their children, will be transferred to the government. My government will prepare the school and the teachers (Tekeste 1990).

The interesting part of the proclamation is that it stated not only the need to expand modern education but also to make it compulsory to parents that they should not discriminate their daughters on education, which were excluded from the traditional church education due to religious values. It also showed the beginning of heavy-handed government involvement in the provision and regulation of education in Ethiopia. According to Teshome, the first

modern Non-Government school in Ethiopia, Alliance-Francaise was established in 1910.

After the death of Emperor Menelik II in 1913, his daughter Empress Zewditu followed his footsteps and passed a proclamation urging parents to let their children learn basic skills of reading and writing, and the priests of the Ethiopian Orthodox Church were instructed to support such education all over the country (Teshome, 1978).

2.8.4 Education Under The Reign of Emperor Haile Selassie

Emperor Haile Selassie was a leader who first introduced education tax and allotted money from the central treasury to support and expand education in Ethiopia. He founded the second modern school in Ethiopia when he was Regent, named after him, Tefferi Mekonnen School. He also encouraged provincial governors to establish schools in their regions (Teshome 1979). This played an important role in expanding modern education in the country until the Italian invasion in 1935.

After the occupation of the country by the Italian colonial power, the Italians closed schools all over the country. Sylvia Pankrust in Teshome (1979) stated that after the Italian occupation all genuine education of the Ethiopian people was terminated. The only form of education that survived total closure was the traditional church education.

After independence, rehabilitating the education system started by opening up the closed schools and the endeavor to expand and modernize the education system started (Girma, 1972).

Though the government was trying hard to expand education all over the country, the pace of the growth of the educational provision remained slow compared to the fast growing demand the population had for modern education. Due to this fact, non-government schools, especially mission schools expanded rapidly.

The Sanford English Community School was founded soon after independence in 1942 (Teshome, 1979).

Teshome (1979), further states that the growth rate of non-government schools was much higher than that of government schools during the period 1962-1972, where the overall school expansion increased by more than four fold. In spite of the expansion of non-government provisions of education, there was no government regulation of any kind until 1944. The Ministry of Pen passed the first law proclaimed to regulate the activities of non-government schools that were mainly mission schools, in 1944. The law mainly put geographical (demographic) limits on establishing mission schools and put some control on the type of education the schools gave to the society they served or tried to convert.

According to the report of the education sector review (PHRD, 1996), there were 1,502 non-government schools in Ethiopia in 1995. The figure includes private, mission and community schools. In 1975, this figure accounted to 28.6 percent of the total enrollment ratio of the country. The Emperor Haile Selassie regime was replaced by the Military take over in 1974.

2.8.5. Education Under The Derg Regime

The Military Government, commonly known as the Derg Regime, took power from Emperor Haile Selassie in 1974. It did not take much time for the new leaders of the country to adhere to the Socialist Principles and follow the command economy system. The private education sector was one of the victims of the government moves that nationalized privately owned firms.

In this regard the government passed a proclamation (Proclamation Number 54/1975), known as public ownership of private schools. As a result, private primary and junior secondary schools in the country were confiscated and converted into public schools, and establishing new for-profit schools was prohibited. The only form of non-government schools that survived this proclamation were traditional schools, denominational schools, and foreign community schools.

✓ Therefore, private schools during the Military Government were non-existent, especially from the point of view of proprietor schools run by individuals or groups.

According to the report of the Education Sector Review (PHRD, 1996), the total numbers of non-government schools were only five hundred and thirty eight in 1996, compared to one thousand, five hundred and two in 1975. This can be attributed to the role played by the Derg Regime in the education and economic policy (in banning private ownership of schools) by arresting the expansion of private educational institutions. Table 1 shows the comparison between government and non-government schools in 1995/96.

Table-1 Government and Non-Government schools in 1995/96.

Provider	Grades 1-6	Grades 1-8	Grades 7-8	Grades 7-12	Grades 9-12	Grades 1-12	Total
Government	8590	1055	54	128	170	36	10,033
Non-Government	332	167	4	4	7	24	538

Source: Education Sector Review Report, 1996.

The Derg regime was overthrown in 1991, after which there was a visible expansion of private provision in education.

2.8.6. Education Post 1991

The government that took power from the Derg Regime in 1991 came up with several reform measures, one of which was in the education sector, by way of the new education and training policy, which was put forward in 1994. Apart from reforming the various aspects of the education sector, the new education and training policy (MOE, 1994) clearly stated that not only private investment on education is welcome but also encouraged. This was stated in the policy as follows: "The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational institutions." (MOE, 1994).

Following the new education and training policy, proclamation number 206/1995, was passed in 1995 permitting the establishment of private schools and other educational institutions. Henceforth, there are clear developments towards the participation of private entrepreneurial educational institutions of all levels, especially in Addis Ababa and few other cities of the country.

The following table shows the number of private schools that were operating with legal recognition from the Addis Ababa City Administration Education Bureau in the year 1997/98, in contrast to the other types of schools by level and ownership.

Table-2 Number and type of private schools in Addis Ababa, 1997/98

Level	Govt.	Private	Religious	Community	Special	Public	Others	Total
K.G.	62	75	23	--	--	--	26	188
Primary	65	14	26	11	2	117	5	239
Secondary	26	1	9	7	--	--	2	45

Source: Addis Ababa Education Bureau Internal Document

As depicted in the above table, the participation of private entrepreneurial schools seems to be concentrated on the Kindergarten and Primary education level. Can this be taken as an indication that some reservations of private investors exist in getting involved in secondary and tertiary levels, which are more capital intensive?

The condition is worse in the Oromia Region, which is the largest and most populous region in the country. The following table depicts the number of private schools compared to the total number of schools in the region, for the year 1997-1998.

Table-3 Number of schools in Oromia Regional State, 1997/98

Level	Total Number of Schools	Number of Private Schools
KG	172	8
Primary	3927	8
Secondary	124	--
Technical/Vocational	5	--
Total	4228	16

Source: Oromia Regional State Investment Promotion Seminar, Education Sector (1997), Unpublished Paper.

In a region with many cities, having the potential demand for private education, the actual participation of the private sector is quite negligible. However, as reported by the Education Sector Report (ESR, 1996) there is a clear increase in the number of private schools since 1991. This seems to be the case as the following figures show.

Table-4: Number of Kindergarten and Primary Schools operating with license from Addis Ababa Education Bureaux (1993-2000)

Year	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/2000
Number of Kindergarten	27	52	56	74	74	88	105
Number of primary schools	---	----	1	10	14	22	36

Source: Addis Ababa Education Bureaux Internal Document (2000), Planning and Project Service.

2.8.7. Review of Legislation on Non-Government Schools in Ethiopia

Various laws are passed to limit the activities and control the standards of Non-Governments schools in Ethiopia by many of the Governments that ruled the country.

The first law proclaimed to regulate the activities of Non-Government Schools, which were mainly mission schools, was passed in 1944 by The Ministry of Pen. The law was mainly intended to make limits on mission school establishment localities. It disallows establishment of mission schools in areas where the residents are adherents of the Ethiopian Orthodox Church. It was also aimed at controlling the type of education the mission schools give to the society they serve or try to convert.

As the rule was directed towards foreign missionaries who also had a string of religion attached to their education, the proclamation makes it clear for the missionaries to operate in other social services in the areas termed by the proclamation as closed areas where inhabitants are followers of the Ethiopian Orthodox Church. This law gave the Ministry of Education the authority to monitor the use and teachings of foreign languages, the age of admission to the mission schools and the leaving age of the pupils, syllabuses and organization and the treatment and disposition of properties of missions for the last five years.

The Ministry of Education was also given the power to deport any missionary; if it believed that the missionary's activities were against the condition set in the proclamation (M.O.E. Year Book).

The next proclamation to regulate the activities of the Non-Government schools in general was passed on March 1966. This was an order made to define the powers and duties of various ministries, The Ministry of Education being one of them. Article 23/C of the proclamation gives a clear directive in what the Ministry of Education should do to monitor the establishment and functioning of private schools. It states:

The Ministry of Education and fine Arts in accordance with the law shall license the operation of private educational institutions, establish minimum standards for such institutions and ensure that such standards are met, except in so far as specific therefore has been legally delegated to another ministry or public authority. (Negarit Gazettea 5th year No. 10)

Apart from the law passed to regulate activities of the mission schools, the scope of the 1996 proclamation was the first government regulation specific to private schools. A more exhaustive and well-organized law was passed on September 1973 based upon the ones issued by decree number 2 of 1944 and order number 46 of 1966 (both discussed above).

This proclamation is known as 'Non-Government Schools Regulation'. It takes into account and emphasizes the contribution that Non-Government schools made to the development of the country in general and to the expansion of education in particular as follows:

From the beginning of the expansion of education in Ethiopia, Non-Government schools have marched hand in hand with schools established by the Government in producing educated citizens. They have rendered and continued to render valuable services of the highest magnitude in the various areas of activity in the Empire.

The same proclamation gives a functional definition for the term Non-Government schools as follows: " A Non-Government school is not managed by government budget but established by private sources and operated under the supervision and curriculum of the Ministry of Education and Fine Arts."

It also classifies Non-Government schools into private, mission and community schools and defines each one of them as follows:

By a private school is meant one established by one or more proprietors under the regulations and curriculum of the Ministry of Education and Fine Arts. Included in this category are welfare schools, night schools and schools similar in nature. By mission schools is meant one that is established in accordance with decree number 3 of the 27th day of August 1944 for teaching and preaching the Christian faith of its denominations which adheres to the regulation and curriculum of the Ministry of Education and Fine Arts coordinating worldly knowledge with its spiritual teachings. By a community-based school is meant an authorized school, established by a group of foreign subjects or nationals, in order to teach their own children through the media of their own language and curriculum. In addition to this it means a school where Amharic and The History and Geography of Ethiopia are taught.

The regulation unequivocally describes the responsibilities of Non-Government schools, the procedure of establishment, the various standards they have to meet and their legal relationship with the Ministry of Education and Fine Arts.

These and other details contained in the full text of 'Non-Government Schools Regulation' makes it most well organized of its predecessors. Unfortunately, the implementation of the proclamation lasted for only two years by which time there was a change of Government in the country, with a resulting change in policy-a policy that

outlawed the private ownership of schools and ordered the confiscation of all such institutions.

Consequently came into force the proclamation number 54/1975, entitled as 'Public Ownership of Private Schools Proclamation' that brought with it the seeds of command economy into the field of education. The major change that this proclamation introduced into this system of Non-Governmental education was confiscating all private primary and junior secondary schools and forming a committee that was given a power higher than that of the principal of the schools to manage the activities of the schools renamed public schools.

The Ministry of Education was mandated by the same regulation, to determine curriculum, issue directives relating to the qualifications, competence, and salaries of school directors and teachers, determining school fees, supervise the election of school committees and generally supervise the school.

The Military Government adamantly remained against the establishment of private schools (anything privately owned for most cases) till another Government took over. Proclamation number 206/1995, was then passed by the prevalent Federal Democratic Republic of Ethiopia allowing interested individuals and groups to establish schools and participate in expanding education.

Educational activities as investment projects are also regulated by several decrees. As stated by the regulation number 7/1996 of the Federal Democratic Republic of Ethiopia, investment activities are classified depending upon the priorities they are given by the government and corresponding incentives are directed towards them. Accordingly the areas

of maximum priority are referred to as 'Pioneer Investment Activities' and they include business ventures in irrigated agriculture, in regard to rain-fed agriculture, Agro-Industry, and manufacturing secondary and technical education while areas of second priority referred to as 'Promoted Investment Activities' include rain-fed agriculture livestock, farming and other agricultural activities, manufacturing (differed by output), Hotel and Tourism, Transport and Storage Service, Primary Education and Health.

The third priority investment areas are stated to be Construction, Hotel and Tourism (differed by standard), Transport, Engineering and other consultancy contractors and small-scale engineering and other technical consultancy services.

This classification of investment areas provides eligibility to specific incentives. As stated in the regulation, the pioneer investment activities are eligible for exemption from income tax, for a number of years determined by the locality of project implementation, and it ranges from three to five years. In addition to this, provisions are also stated on conditions of importing materials without customs duty.

The promoted investment activities also attach incentives of income tax exemptions that range from one year to three years and some duty free privileges. The third and fourth priority areas are eligible only for importing establishment materials free of customs duty.

According to the regulation, primary education is classified as a 'promoted' investment activity and investors in this sector are eligible for the incentives that include

both the income tax exemption and duty free privileges to import establishment materials.

2.8.8. Review of Related Studies

Research studies on private schools in Ethiopia are generally scanty. The only two studies that came up with a time gap of twenty-seven years are by Zaudneh (1971) and Mulat (1998). This gap perhaps is caused due to the government policy that confiscated private schools and outlawed establishing new ones since 1975 until the change of government in 1991.

Zaudneh (1971) assessed the general characteristic and operating environment of primary schools in Addis Ababa and came up with some findings. Though, the study does not indicate the sampling technique, sample size or statistical tools used, some of the observations made in the report are closely related and relevant for this study. The first observation of Zaudneh (1971) is that, at the time of the study, private schools were expanding in an alarming rate in spite of a rapid increase in the number of government schools at the same time. The reasons for this rapid increase in the number of private primary schools were reported to be the following:

1. The gap between the demand of the community for enrollment and the supply of such facilities by the government,
2. Awareness of the public on the importance of education, which in fact is the most probable reason for the increase in demand,

3. Availability of cheap labor for teaching in private schools, especially from students who fail in the E.S.L.C.E. and,
4. Laissez faire administration, that allowed many secondary school leavers to open and operate private schools, in spite of the regulation by the Ministry of Education that, requires private educational institutions to have minimum standards.

In addition to the above-mentioned causes for the growth in the number of private schools in Addis Ababa, Zaudneh (1971) also identified the most pressing problems observed in the private school as:

1. Most private schools have a physical plant, which was not good enough for the purpose. They were characterized by having shabby buildings, leaking roofs, dark classrooms, lack of water supply and absence of toilet facilities. Moreover most schools had no playground of any kind.
2. Though the academic organization of private schools was in line with government schools, they differ in that the directors of private schools have authority on major decisions like; staff hiring and firing, determining salaries, teaching loads, school fee, opening more schools or closing the existing ones. Therefore the writer describes these directors as little ministers.
3. School fees are charged by all private schools. However, there is no uniformity in the amount

charged, and it might either be increased or decreased arbitrarily. It was also noted that there was no relationship between the amount of school fee charged and the quality of education offered.

4. The average age of teachers was found to be about 22 years and the academic standard of teachers was found to range from 5 to 12 years of schooling. They were also found to be inexperienced. As the writer said, "Teachers in private schools have no tenure, no contract, no regular salary increment, no guarantee of their monthly salary, no means for educational improvement and no due attention." (Zaudneh, 1971).

Zaudneh (1971) finally recommended that the government assigns a supervisor to each of the private schools who can help in interpreting ministry policies, improve school standards, report to line offices, motivate parents and other groups to support the schools and to help the staff to gain better academic and professional qualification.

The other research conducted by Mulat Demeke (1998), to identify the determinants of school enrollment and the willingness of parents to pay for private education by using impact of some economic factors and quality of education on parental demand for education, is the most recent study in relation to private schools. The study involved parents of grade six students drawn from two types of schools, government and public and church affiliated schools charging various fees. According to the study, the willingness of parents to pay for private education is related to their

education level. The more the household is educated, the demand for government schools decline. The researcher found that "only 35,14, 0 and 15 percent of household heads holding diploma, B.A./B.Sc., M.A./M.Sc. and PhD. Levels of education respectively, sent their children to government schools." (Mulat 1998:92). The annual family income of parents who send their children to church affiliated schools (1,116.33 Birr) was found to be much higher than those who send their children to government schools (369.1 Birr) and those who sent their children to public schools (556.38 Birr).

The study also found that school choice is closely related to house ownership. It is reported that ownership of house was reported by 43.2 percent of the parents using government schools, while 58.1 percent of the parents who use public schools and 65.7 percent of parents who use the church affiliated school own a house. Based on this finding and taking into consideration the proportion of the population that can afford to pay for private education, the writer makes the following remark:

A significant shift from government to private schools in Addis Ababa and some other major towns can be expected if subsidies and other supports are provided to private and other non-government educational services by the government and NGO's. Only then can school fees become affordable to a significant number of households. (Mulat, 1998:102)

CHAPTER THREE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

3.1. General

Data was collected using questionnaire, interview and documentary analysis. From the selected samples, school owners (in the case of sole ownership) or executive directors (in the case of private limited companies and share companies), parents who send their children to private primary schools, academic staff of private primary schools (teachers, unit leaders and department heads) and experts from the Addis Ababa Regional Education Bureau, Zone Education Departments and Woreda Education Bureux were requested to respond using questionnaires which were prepared for each target group. In addition to responding to the questions, private primary school owners (Executive Directors) were also interviewed to find their views on some issues. Interviews were also conducted to an official of the Ethiopian Investment Authority. Apart from these, documents of the Addis Ababa Administration Education bureau, the Ethiopian Investment Authority, and the Addis Ababa city Administration Social Sector Office were analyzed.

3.2. Characteristics of the Study Population

A total of seven hundred questionnaires to parents who send their children to private primary schools, one hundred and twenty questionnaires to unit leaders, department heads

and subject teachers of private primary schools, seven questionnaires to private primary school owners and thirty questionnaires to education experts in the Woreda, Zone and Addis Ababa Region Education Bureaux were distributed for the study. Among the distributed questionnaires, five hundred and ninety questionnaires from parents, ninety-eight questionnaires from unit leaders, department heads and teachers (academic staff), twenty-eight questionnaires from education bureaux experts and seven questionnaires from private primary school owners or executive directors were filled and returned. The return rate of questionnaires is therefore 82.4 percent for parents, 81 percent for unit leaders, department heads and teachers, 93.3 percent for education bureaux experts and hundred percent for school owners or executive directors of private primary schools.

The proportion of females in the study group was 30.51 percent, 28.86 percent, 14.29 percent and 14.29 percent for parents, academic staff, education experts and school owners (executive directors) respectively.

Table-6 depicts the personal profile of the study population by sex education level and marital status.

Table -5 The study population by sex, education level and marital status.

Item		Parents		Academic Staff		Education Experts		School Owners	
Sex		No.	%	No.	%	No.	%	No.	%
1.1.	Male	410	69.49	70	71.42	24	85.71	6	85.71
1.2.	Female	180	30.5	28	28.57	4	14.28	1	14.28
Educational Background									
2.1.	Below Gr.12	45	7.6	---	---	---	---	---	---
2.2.	Gr.12 Complete	145	25.57	4	4.08	---	---	---	---
2.3.	TTI (12+2)	---	---	28	28.57	---	---	---	---
2.4.	College Diploma	160	27.11	34	34.69	20	71.42	1	14.28
2.5.	First degree	115	19.49	18	18.36	2	7.14	4	57.14
2.6	Above First Degree	105	17.79	6	6.12	6	21.42	2	28.57
2.7	Not Mentioned	20	3.38	8	8.16	---	---	---	---
Marital Status									
3.1	Married	525	88.98	24	24.48	20	71.42	5	71.42
3.2	Divorced	10	1.69	---	---	2	7.14	---	---
3.3.	Widowed	30	5.08	---	---	2	7.14	---	---
3.4.	Others	25	4.23	74	75.51	4	14.28	2	28.57

About 64.4 percent of parents who send their children to private primary schools have at least a college diploma while 32.2 percent have education level of grade twelve or lower. Among the academic staff of private primary schools 4.08 percent have an education level of grade twelve completion, while 28.57 percent, 34.69 percent, 18.36 percent and 6.12

percent have an education level of TTI certificate, college diploma, first degree and above first degree respectively. On the other group, the education level of education bureaux experts shows that 71.42 percent have a college diploma, 7.14 percent have earned their first degrees, while 21.42 have above a first degree. Among owners or executive directors of private primary schools, 14.28 have a college diploma, 57.14 percent have a first degree and 28.57 percent have above first degree. 3.38 percent of parents and 8.16 percent of the academic staff in the study population did not disclose their level of education.

With regard to the marital status of the study population, 88.98 percent of parents, 24.48 percent of the academic staff, 71.42 percent of education experts and 71.42 percent of private primary school owners are married while 1.69 percent of parents and 7.14 percent of education experts and none of the academic staff and school owners are divorced. 4.23 percent of parents, 75.51 percent from the academic staff, 14.28 percent from the education experts And 28.57 percent from school owners are unmarried. In the case of parents it would perhaps mean that they are single parents.

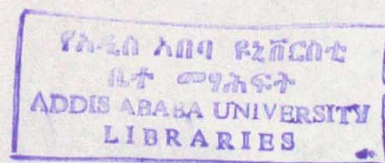


Table-6 School owners, academic staff, and education bureau experts by experience (service year) in education.

No.	Service Year	School Owners		Education Experts		Academic Staff	
		No.	%	No.	%	No.	%
1.	0 - 6 years	1	14.28	---	---	42	42.85
2.	7- 14 years	---	---	---	---	32	32.65
3.	15 years or more	6	85.72	28	100	24	24.49

An education bureaux expert had stayed in the field of education for fifteen years or more while 85.72 percent of the school owners also fall into the same category. But only 24.49 percent of the academic staff in the study population had a total service fifteen years or more in the field of education. More than 57 percent of the academic staff in the study population has seven or more years of service in the education field. This is relevant in that it serves as evidence about the awareness and exposure of the respondents in the mentioned category to the field of education.

3.3. Reasons for Choosing a Particular School

Similar questions were administered to parents, who teach their children in private primary schools, education bureaux experts and teachers, unit leaders and department heads, to know their reasons for choosing a particular school.

Parents were asked to state their reasons for enrolling their children in private primary schools using rankings

orders and their responses is summarized in the following table. Responses were given in a ranking order.

Table-7 Reasons For Choosing Private Primary Schools

No.	Reasons	Rank 1		Rank 2		Rank 3		Rank 4		Mean Rank
		No.	%	No.	%	No.	%	No.	%	
1.	In search of good quality education	490	83.05	4	7.62	10	1.69	15	2.54	1.13
2.	For better child safety	30	5.08	355	60.11	50	8.47	25	4.23	2.15
3	School distance	20	3.38	40	6.77	205	34.74	95	16.10	3.04
4.	Did not get admission in other schools	35	5.93	25	4.22	100	16.94	195	33.05	3.32

Note: Rank is used to compare the most likely reasons for the choice of school. Rank 1 is the major reason with a decreasing order of importance.

Parental reason for choosing private primary school as indicated in table is driven by the search for quality education while the second important reason is concern for child safety. This shows that parents consider private primary school education to be of better quality and safer for their children. This is indicated by 83.05 percent of parents stating that their choice is governed by the search for quality education and 60.16 percent of parents stated that child safety is the second reason for choosing private primary schools.

The choice for a particular school was counter checked by another question that was posed to parents of private primary schools. The question was "given the chance to enroll your child to any one of your choice, which one would you

choose? Please indicate your first choice and continue in an ascending order."

Table- 8 Parental Choice of School

No.	School	Parents						Mean Rank
		Rank 1		Rank 2		Rank 3		
		No.	%	No.	%	No.	%	
1.	Private School	305	51.69	220	37.38	25	4.23	1.49
2.	Community School	200	33.89	185	31.35	75	12.71	1.72
3.	Church/Mosque School	60	10.16	70	11.86	250	42.37	2.50
4.	Public School	20	3.38	20	3.38	60	10.16	2.40
5.	Government School	20	3.35	15	2.54	45	7.12	4.65

The response for the question indicates that private school was the first choice for 51.69 percent of parents and a second choice for 37.28 percent while community school was the first choice for 33.89 percent of parents. Government schools are least preferred where only 3.38 percent of parents choose it in the first place and even fewer (2.54) percent choose it in the second place. The public schools also suffered the same fate as their government school partners, being the first choice of only 3.38 percent of parents.

Parents were also asked about the number of children they sent to private schools and to schools other than private ones. The result is summarized as follows.

Table -9 Number of children studying in private schools from each household

No	Number of children in private schools	Number of parents	Percent
1.	Only one child	185	31.35
2.	Two children	215	36.44
3.	Three children	115	19.49
4.	Four children	45	7.62
5.	More than four children	30	5.08

It might not be surprising to find that a parent chooses to send his children to the same school, provided that he has more than one child. This can possibly explain the financial burden parents choose to shoulder as a result of searching for quality education, though government primary education is free.

Another question posed to parents was to assess whether they have children who study in schools other than private primary schools. Table 10 shows the responses to this question.

Table-10 Number of parents who teach their children in private primary schools as well as other schools

No.	School	Number of parents	Percent
1.	Government School	61	10.33
2.	Religious School	43	7.28
3.	Community School	16	2.71
4.	Public School	41	6.94

The proportion of parents who send their children to government primary schools is 10.33 percent, followed by public primary schools and religious schools at 7.28 percent and 6.94 percent respectively.

These two evidences of school choice, which are in favor of private primary schools are supported by the reports of

James (1990), Kwong (1996), Tooley (1990)...etc. who argue that the expansion of private educational institutions serve as a measure of alleviating some dissatisfaction in the state controlled education. This finding however, contradicts a report by James (1991), which states that public schools in developing countries perform better since private schools are driven by excess demand and therefore the influential group of the society manages to enroll their children in public schools.

The question of choice was presented to the education bureaux experts in a different manner. They were asked in what type of school they were teaching their own children and to state briefly their reasons for their choice. The following table summarizes their responses.

Table-11 Schools where children of education bureaux experts study

No.	School	Number of experts who send their children to this school	Percent
1.	Government School	8	40
2.	Private School	6	30
3.	Religious School	4	20
4.	Public School	2	10

Note: The number of respondents does not add up to the total number sampled from education bureaux experts due to not having primary school age child.

Those education experts who chose government schools for their children stated their reasons of choosing government schools as:

- Since government schools are free.
- Since government schools teachers are qualified, and

- Since government schools provide books freely.

Those who enrolled their children in private primary schools voiced their reasons as:

- Private schools have better teaching learning process.
- Private school students acquire better knowledge.
- Private schools correct assignments regularly, and
- Private schools have better follow up of students.

Those who choose religious schools gave their reasons for the school choice to be:

- Religious schools teach moral education.
- Religious schools have reasonable class size, and
- Religious schools are full day schools.

This result shows that choice of government schools is based upon absence of school fee, provision of textbooks free of charge and qualification of teachers. In fact the reason is best described as financial constraint since qualification of teachers in private primary schools is quite adequate where 87.94 percent were found to have an education level of a Teachers' training Institute Certificate, College Diploma and First or Higher Degrees.

On the other hand the choice of religious schools, which for the most part charge school fees seems driven by moral education and the fact that these schools are full day schools and follow departmentalized teaching as opposed to self-contained teaching.

The same question was posed to teachers, unit leaders and department heads (together termed here as academic staff). Their response to the question on where they sent

their children for primary education is summarized in the following table.

Table- 12 Responses of the respondent academic staff on where they teach their children

No.	School	Number of Academic Staff	Percent
1.	Government School	6	21.42
2.	Public School	1	3.57
3.	Private School	14	50
4.	Religious School	2	7.14
5.	Community School	5	17.85

Note: Only those respondents with primary school age children responded to this question.

The result is consistent with that of the parents who ranked private primary schools as their best choice for their children. The academic staff gave similar reasons for their choice of a particular school with the exception that one respondent mentioned that the private school he works for gives free education for children of employees in the school.

3.4.Purpose and Mission of Private Primary Schools in Addis Ababa

To assess the purpose and mission of private primary schools, opinions of school owners (executive directors) and education bureaux experts were taken into consideration. Accordingly, 71.42 percent of school owners (five out of seven) answered that their purpose and mission is primarily to deliver quality education. Profit making was the primary motive of one school owner (14.28 percent) and increasing access to education was the primary mission of another owner.

The response of education officers also showed that the primary mission and purpose of private primary schools is to deliver quality education. 50 percent of the respondents supported this view. 35.77 percent of education bureaux experts in the study population believe that the main motive of school owners is to make personal profit, while 7.2 percent of the respondents believe that the major mission of private primary schools in Addis Ababa is to increase equity.

Leaving a rather controversial response which gives increasing equity as the primary objective of school owners, most education bureaux experts and school owners (executive directors), believe that the major objective of private primary schools in Addis Ababa is to deliver quality education.

3.5. Cost Issues of Private Primary Schools

The opinions of parents and education bureaux experts, was sought on the school fees charged by private primary schools. They were requested to describe it as cheap, reasonable, expensive or very expensive.

The responses are summarized in the following table.

Table-13 Opinions of parents and education bureaux experts on amount of school fees charged by private primary schools

No.	Responses	Number of parents	Percent	Number of education experts	Percent
1.	Very expensive	95	16.10	2	7.14
2.	Expensive	225	38.13	14	50
3.	Reasonable	265	44.91	12	42.85
4.	Cheap	5	0.84	---	---

The school fees charged by private primary schools ranged from Birr 20/- a month or about USD 25/- a year at the bottom to a maximum of Birr 250/- or about USD 312/- annually.

57.14 percent of education experts believe that school fees charged by private schools are expensive (at least) while 54.23 percent of parents also share the same opinion. On the other hand only 0.84 percent of parents believe that school fees of private schools are cheap while none of the education officers consider school fees as being cheap to the users.

Though the school fee burden on the parents seems to be on the heavy side, parents choose to shoulder it for the sake of their determination to provide their children with what they consider to be quality education.

The other factor of interest on the cost issues of private primary schools is the economic background of parents. To collect relevant data on this issue, parents were requested to state the annual family income. The results are summarized on table.

Table-14 Respondent parents by annual income.

No.	Annual Family Income (Birr)	Number of parents	Percent
1.	Below 6,000	25	4.23
2.	6,001 - 10,000	139	23.55
3.	10,000 - 15,000	89	15.08
4.	15,001 - 20,000	40	6.77
5.	20,001 - 25,000	96	16.27
6.	Above 25,000	142	24.06
7.	Not mentioned	59	10

It is therefore evident from the above table that parents who send their children to private primary schools are the well to do section of the population. It is worth to

note that Addis Ababa has the highest per capita income in the country, which was Birr 1,569 for the year 1995- 96. But the finding of this study shows that the annual family income of parents who sent their children to private primary schools is very high where 47.10 percent have an annual income of Birr 15,001 or more (ten times the per capita income).

Another indicator of the economic background of parents, which was included in this study, was ownership of residential house. Parents were requested to state on the status of ownership of their residential houses. Their response to this question is summarized on table.16

Table- 15 Respondent parents by residential house ownership

No.	Status	Number of Parents	Percent
1.	Own	430	72.88
2.	Rented from Private	80	13.55
3.	Rented from Housing Agency	45	7.62
4.	Rented from Kebele	20	3.38
5.	Others	4	0.06

72.88 percent of parents who sent their children to private primary schools live in a house of their own while another 13.55 percent live in houses rented from government housing agency, which administers government houses with a monthly rent of Birr 100/- or more. This is an additional evidence that most parents who send their children to private primary schools are the well to do section of the community.

In addition to family economic background, school choice is affected by parental awareness. This is substantiated by an empirical study in the USA (Fuller and Elmore, 1996) where school choice affects not only the cost of land and house, but also the choice of residential localities by parents. This issue was addressed in this study by requesting parents

to rank the factors that affect their choice of residential area, apart from the availability of water, electricity and telephone services.

Table- 16 Respondent parents by factors that affect their choice of residential area.

No	Factor	Number of Parents and Percent							
		No.	%	No.	%	No.	%	No	%
1.	Access to Hospital or Health Care center	171	28.98	146	27.74	46	7.79	61	10.35
2.	Access to market places	26	4.4	10	1.69	81	13.72	125	15.08
3.	Access to good schools	186	31.52	144	24.4	115	19.49	36	6.10
4.	Conditions of roads	81	13.72	103	17.45	119	20.16	101	17.11
5.	Economic status of the neighborhood	27	4.57	34	5.76	52	8.81	34	5.76
6.	Distance from place of work	48	8.13	31	5.25	86	14.57	94	15.93
7.	Cost of land and house	59	10	29	4.91	12	2.03	37	6.27
8.	Availability of houses for rent	0	0	11	1.86	4	0.67	8	1.35
9.	Affordability of rental houses	4	0.67	9	1.52	19	3.22	8	1.35

From this response, it was found that access to good school is either the first or second factor that most influenced residential area choice of about 55.92 percent of parents. This is followed by access to hospitals or health care center, which was the first or second strongest factor that most influenced the choice of residential houses (53.72 percent) of the study population.

Still another economic issue that was assessed by the study was profitability of primary schools. School owners or executive directors of private primary schools were asked about the profitability of their school. The response is summarized below.

Table-17 Profitability of schools

No.	Level	Number of Schools				
		1996	1997	1998	1999	2000
1.	Highly profitable	--	--	--	--	--
2.	Profitable	2	3	5	6	7
3.	Not at all profitable	3	3	2	1	0

It is found that none of the respondents claimed to have high profit from their school business. However, the profitability of running private schools at least at the moment is clear. This year (1999/2000 academic calendar), all schools have a profit making status compared to 1996. This increased profitability of the schools may be explained by considering the increase in enrollment in all the schools studied.

Table- 18 Enrollment trends, 1996-2000

School Number	1995/96	199/97	1997/98	1998/99	1999/2000
1	274	473	757	926	1122
2	580	872	1,000	1,320	1482
3	390	585	704	872	1003
4	230	320	450	570	690
5	---	---	---	160	702
6	---	282	348	414	444
7	N.A.	N.A.	N.A.	N.A.	N.A.

Except one of the schools, which did not wish to discuss the enrollment of students, all the rest have registered an increase in the number of students through the years. This seems to be one of the factors that has contributed to make the schools the factors that has contributed to make the schools profitable. It is likely that, had it not been for the progressive increase in the number of students in these schools, it would have been difficult for the owners to sustain them, as they have no income other than the tuition

fees they charge. None of the schools in the study get financial aid of any kind from government or non-government agency.

The other financial aspect covered in this study was establishment cost, which is closely associated to the risk that the people planning to invest in private primary education dare to take. This is tabulated below for each school in the study population.

Table 19 Establishment cost and ownership of sampled schools

School Number	Establishment Cost (Birr)	Ownership
1	300,000.00	Private Ltd. Company
2	20,000,000.00	Share Company
3	100,000.00	Individual
4	450,000.00	Individual
5	100,000.00	Individual
6	200,000.00	Individual
7	100,000.00	Individual

The establishment costs vary considerably as depicted in the above table. This difference is especially high when contrasted to school number two which has Birr 20,000,000.00 for the establishment. This school, school number two, is a share company and it has disclosed its plans of expansion to the tertiary education level for the same establishment cost.

Other cost related issues covered by the study were the status of the physical plant used to establish the schools, staff salary profile, staff provident fund scheme and duration of staff employment. These are parameters that affect the overall financial standing of private primary schools, with implications on quality of education. This was

stated by Kwong (1997), who observed that private school owners tend to down grade quality by taking houses on rent instead of building schools, hire retired or under qualified teachers who are not very serious about the salary paid to them, and perform other similar activities entirely for the sake of minimizing cost and maximizing profit. The following table shows the status of the physical plant, duration of employment contract, and whether there is a provident fund scheme in the schools studied.

Table- 20 Status of school physical plant, duration of employment contract, and prevalence of provident fund scheme.

School Number	Physical Plant (Amount in Birr)		Employment contract duration	Provident fund
	Own	Rented		
1.	--	✓ N.A	One year	No
2.	✓	---	One year	No
3.	---	✓ 25,000 per month	Permanent	No
4.	✓	✓ ---	10 months	No
5.	---	✓ 14,000 per month	Permanent	No
6.	---	✓ N.A.	Permanent	No
7.	---	✓ 13,500 per month		Yes

Only two of the schools in the sample had a physical plant of their own while five of them have taken them on rent. The question on why private primary school owners are not able to make a school physical plant of their own is also related to the other factor: the problem of land acquisition. It is, however not possible to assert from this study that owners of the schools opted to rent school building rather than build one for the sake of reducing cost. For one, the

rent they are paying is too high and land acquisition is not a simple task for the other.

As regards of employment contract that sheds light in it to long term plans of the schools only three of the seven schools or 42.85 percent have a permanent employment contract while 28.57 percent have a one year employment contract and 28.57 percent have a ten month employment contract.

This data shows that some of the schools have a feeling of uncertainty about their sustainability or they are too greedy for money thus saved, or too weak financially, that they have a duration of employment contract that lasts only for ten months. 42.85 percent of the schools studied have a permanent contract, one of which also had a provident fund scheme. These are the confident group who think of their well being by taking care of the staff benefits. 87.71 percent of the schools studied have no provident fund scheme. Their reasons for the non-existence of provident fund scheme were of two types. One group said that it is under consideration and will be introduced in the coming academic year, while the other group said that the scheme is too much of a financial burden for the schools. Is it not a means of reducing running cost at the expense of staff morale, which very much reflects on staff performance and therefore quality of education?

Another cost related question posed to owners of private primary schools was whether they use part time teachers and retired staff and the reasons for the same. It was found from their response that only one of the schools employed retired workers. The reasons given for hiring part time workers was stated to be time tabling problems and shortage of manpower in the labor market. From the small number of

part time workers and retired workers employed by private primary schools, it is possible to rule out such ventures from considering them as deliberate moves to reduce cost. The reason given by private primary school owners or executive directors for not hiring part time teachers consolidates this argument. The reasons given are:

- Part time teachers cannot be as sincere as full time teachers.
- Part time teachers are often exhausted from the burden of their work and they cannot execute their duties energetically; and
- Part time workers are not stable in one school. They may leave any time even without notice, disturbing the learning teaching process of the school.

These observations were further strengthened, especially in one of the sampled schools, which is located across The Teachers' College. This college has students who could be potentially used as part time teachers, but the school did not make use of any of them as any part time teachers.

Therefore, in the private primary schools of Addis Ababa, it is possible to consider that sacrificing quality for the sake of reducing cost is not a threat to the education, especially by the empirical results found on qualification and age of teachers, duration of employment contract and the question of hiring part time teachers.

3.6. Demands for Private Primary Schools in Addis Ababa

The parameters used to estimate the demand that private primary schools have in Addis Ababa were documents on the acceptance rates of the students over the years. In addition to this documentary analysis, a question was also posed to the education bureaux experts on whether there is excess demand for private schools under their constituency or not.

The number of students in almost all schools in the sample shows an increase over the years (Table 21). The increase in some of the schools is so dramatic that the growth by more than three hundred percent every year. The other parameter was acceptance rate. Owners or executive directors of the schools in the study sample were requested to give the percentage of applicants for admission in the school that were allowed to be enrolled. Their responses are summarized in the following table.

Table-21 Percentage of selected applicants

School Number	Percentage accepted
1	75 to 80
2	N.A.
3	1 to 5
4	80 to 95
5	50 to 85
6	100
7	45 to 70

Except for one school, which did not provide the information, and another, which gave admission to all applicants, the other five schools rejected applications for admission.

Some of the schools in the sample have such a great demand that they reported enrolling only from one to five percent of the applicants. This directly meant that these schools had screening criteria, which they used to accept or reject students, which was also included in the questionnaire. The response got from all the schools except one was similar. The admission criteria included entrance examination, document filtration, interviews, and age.

The responses of the education bureaux experts also confirm that, under the constituency of most education bureaux experts (71.42 percent), there was excess demand for private primary education while 28.57 percent (eight out of the twenty eight respondents) said that there was no excess demand for private primary education.

The responses imply that there was excess demand for most private primary schools in Addis Ababa, such that they use strict admission criterion to limit the number of students admitted.

3.7. Assessment on the Performance of Private Primary Schools

3.7.1 The Environment Under Which Private Primary Schools are operating in Addis Ababa

Private primary school owners or executive directors and education bureaux experts rated the environmental conditions under which the schools are operating. The rating was divided into four environmental factors, namely political, economic, socio-cultural and technological.

The score of a respondent was taken as the sum of his/her rating on each item under each category. From these scores

the mean, standard deviation and t-value were computed. On items measuring political, economical, socio-cultural and technological environments, the candidates were asked to rate 1=Very Poor, 2= Poor, 3= Fair, 4= Good, 5= Very Good.

3.7.2. Political Environment

The total score on the political environment ranges from 4 (minimum) to 20 (maximum) on the four items. The mean score calculated from the sums of the ratings of each respondent indicate that the ratings of the education bureaux experts tend to be more positive with regard to the political environment compared to that of the school owners. The mean score of responses by school owners is 10.40 and that of education bureaux experts was 13.0. Table 22 shows the assessment of the political environment by school owners and education bureaux experts.

Table-22: t-test for the mean rating differences between school owners and education bureaux experts on the political environment (Four Items used)

Respondent	N	Mean	SD	t-value	Remark
School Owners	5	10.40	4.60	1.37	Two replied they did not know
Education bureaux experts	28	13.0	3.79		

The t-tests showed that the difference between the two mean scores is not significant at 0.05 levels. The responses of the two school owners for two items in the questionnaire on political environment were 'I don't know'. This has

contributed to the lower mean score obtained from responses of school owners.

3.7.3. Economic Environment

Table 23 shows the assessment of the economic environment by school owners and education bureaux experts. Three items were used to assess the environmental condition of the schools.

Table-23: t-for the mean rating differences between school owners and education bureaux experts on the economic environment (four items used)

Respondents	N	Mean	SD	t-value
School owners	7	6.57	3.31	0.40
Education bureaux experts	28	6.21	1.77	

The minimum possible score value was three while the maximum possible score was fifteen. It was defined that the mean score lower than 7.5 meant 'poor'. The mean score for the school owners and education bureaux experts tells that the economic environment under which private primary schools are operating is 'poor'. The school owners rated the school environment slightly positively as opposed to the education bureaux respondent.

The rating was low perhaps as a result of a question on the case where land for school construction is acquired, which was rated 'very poor' by school owners.

The difference between the mean scores of school owners and education bureaux experts was found to be insignificant by the t-test at 0.05 levels.

3.7.4. Socio-Cultural Environment

Table-24: t-test for the mean rating differences between school owners and education bureaux experts on the socio-cultural environment (only one item used)

Respondent	N	Mean	SD	t-value
School owners	7	3.86	1.46	0.71
Education bureaux experts	28	4.14	0.76	

The maximum possible mean score was five and the minimum was one because one item was used to rate the socio-cultural environment. The mean scores indicate that respondents from the education bureaux tend to be more positive in rating the socio-cultural environment of the schools than the school owners. However, t-test showed that the difference between mean scores as being insignificant.

3.7.5. Technological Environment

School owners and education bureaux experts rated the availability and/or affordability of technological inputs as 'poor'. t-test showed that the difference in the mean score is not significant at 0.05 levels. The maximum possible mean score was five and the minimum was one. The result of the t-test is shown in Table-25.

Table-25:t-test for the mean rating differences between school owners and education bureaux experts on the technological environment (only one item used).

Respondent	N	Mean	SD	t-test
School owners	7	2.29	1.11	0.68
Education bureaux experts	28	2.63	1.18	

3.7.6. Institutional Strength

Table-26:t-test for the mean rating differences between academic staff and education bureaux experts on the institutional strength of private primary schools (fourteen items used).

Respondent	N	Mean	SD	t-table
Academic staff	98	55.12	14.94	1.93
Education bureaux experts	28	49.4	11.64	

Fourteen items were prepared for measuring the institutional strength. On these items the maximum possible mean score is seventy, while the minimum is fourteen. Mean scores of 56 and above were defined as indicators of good and very good performances while mean scores that range from 35-55 were defined 'fair'. T-test showed that the difference between the mean scores of the two respondent groups is insignificant, at 0.05 level of significance. Both respondent groups rated the institutional strength of private schools as 'fair'.

3.7.7. School Environment

The respondent groups rated school environment to be better than 'fair'.

Table-27:t-test for the mean rating difference between school owners and the academic staff on the school environment (sixteen items used)

Respondent	N	Mean	SD	t-value
School owners	7	57.71	3.99	6.11
Academic staff	98	63.61	14.26	

The number of items measuring the school environment was 16. On these items, the minimum possible score is 16 and the maximum possible is 80. The mean scores, standard deviations and t-score calculated from the ratings of the school owners and academic staff is presented in table-27. The mean scores indicate that the ratings of the school environment by academic staff is more positive as compared to that of the school owners. However, these mean rating differences were found to be insignificant when compared with t-test at 0.05 levels.

3.8. Community Participation

Parents and school owners or executive directors were asked about the present status of community participation in private primary schools. About 32.71 percent of parents do not know whether or not parents are represented in the parents' committee of the school. Responses on the role of the parents' committee were very poor, where most parents did not answer such questions.

Table- 28: Responses on representation of parents in the school parents' committee.

No	Response	Number	Percent
1	Parents are represented	250	42.37
2	Parents are not represented	139	23.46
3	I do not know	193	32.71
4	Unanswered	8	1.36

The responses of school owners (executive directors), showed that only three of the seven schools in the study group have parents' committees, which comprises of parents, school owners and even a student representative (in one case). More than half of the schools do not have a parents' committee (57.74 percent).

The opinions of parents and school owners about the disadvantages and advantages of having a parents' committee differ largely.

All school owners voiced that the school parents' committee is more of a disadvantage than otherwise. Two of the school owners in fact used the words as, "They give only headaches", "No advantages at all" and "They are obstacles for work". They also speak of their bad experiences with bitterness.

Parents however need more authority in school affairs, and most believe that parents' committees can play constructive roles in the general activities of the school. some of the contributions stated include:

1. Assist to enhance good relationship between teachers and students.
2. Help the school in its expansion and facility building plans.

3.Help in ensuring child safety and educational quality,
and

4.Liasoning between the school owners and parents

The reason for such difference between the opinions of parents and school owners might be the mandate given to the parents' committee of private primary schools. According to MOE (1995), private primary schools must establish good relationship with the community by involving parents in school boards or committees. The aims of the committees are stated as:

- To report on the general activities of the school to the community.
- To inform the school on the opinions and grievances of parents.
- To make the community understand the problems of the school and help in solving them.
- To improve relationships between parents and teachers.
- To improve and approve the plan of the school for strengthening its activities and monitoring its implementation, and
- To follow up and suggest on whether the curriculum is presented to students by adopting it with their environment. (MOE, 1995)

These broad authorities given to parents' committees allow members of the parents' committee to be involved in various activities of the school, which are not appreciated by school owners.

However, parents' committees can be opportunities rather than threats if channeled properly, guided by

clearly defined roles and authority, that do not clash with the interests of school owners. Special emphasizes is due here to selfish motives, some individual parents' committee members may entertain, that could possibly damage good relationships between schools and the community.

3.9. Relationship with the Education Bureaux

It was found from discussions with the education bureaux experts that, as a result of the decentralization system of administration, direct and frequent monitoring of private primary schools is done by Woreda Education Bureaux. Experts of the Woreda Education Bureaux, known as Primary School Supervisors, make working visits to private primary schools once a month and perform their supervision duties. Other line offices, Zone education department and the Addis Ababa Administration Education Bureaux, make visits to these schools for the purpose of evaluation during licensing approval. However, they receive reports from subordinates once a month and make emergency visits if the need to do so arises.

3.10. Roles of Ethiopian Investment Authority and Addis Ababa City Administration

Relationship of the Ethiopian Investment Authority with perspective investors in Education was assessed by an interview with an official of the authority. According to the response gathered, the Ethiopian Investment Authority receives projects from individuals who want to invest in

education, evaluates them and registers them when and if found feasible. (See Appendix 2 for list of projects).

Owners of the registered projects are then helped in their attempt to implement their projects by the Ethiopian Investment Authority, in matters regarding land acquisition, tax exemption and other issues such as getting priorities in the installation of electricity, water, and telephone.

Interview arrangement with officials of the Addis Ababa City Administration did not materialize. The major objective of the interview was to find the number of projects presented to the office requesting land, the rate of execution and problems encountered in making land allotment decisions. However, it was found from the Addis Ababa City Administration Investment Forum Manual (1999) that the lease office allots land free of charge for primary, secondary and tertiary level education projects. The major problem cited in the document was that the number of land requests for education is more than the available land that is put aside for the same purpose, and as a result making land allotment decisions is delayed.

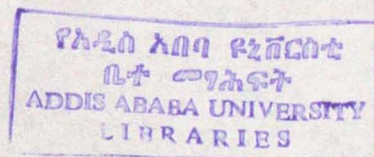
3.11. Problems of Private Primary Schools

All the four respondent groups were asked to indicate the major problems of private primary schools and the possible remedial measures required to be taken. The most common problems stated by all respondent groups were:

- a. Difficulty to get land for building school physical plant,
- b. The professional help given by education bureaux experts is not adequate or too little,

- c. Getting license from education bureaux is difficult,
- d. Parents' committees create problems by interfering in the administrative activities of the school.
- e. Training opportunities to private primary school workers is not adequate,
- f. The area of land required (by the standard) for the establishment of primary school is almost impossible to acquire in Addis Ababa, and
- g. Restrictions in the medium of instruction.

Suggestions to alleviate these problems include creating an efficient mechanism of giving land, training private school teachers and giving refreshment be considered. Education bureaux experts should be of better educational background, the mandate of the parents' committee should be limited, the area of land required to establish private primary schools should be reduced and a more accommodating regulation on the medium of instruction should be introduced.



CHAPTER FOUR

SUMMARY OF FINDINGS AND CONCLUSIONS

4.1. Summary of Findings

This study was aimed at assessing the demand and development trends of private primary schools in Addis Ababa. In order to gather information that could help to answer the basic questions of the study, data was collected from private primary school owners or executive directors (in case of share company or private limited company), academic staff of private primary schools, parents who send their children to private primary schools and education bureaux experts at various levels of authority. Analysis of relevant documents was also conducted. The major findings of the study are summarized below:

1. Demand for private primary schools in Addis Ababa was found to be motivated by public dissatisfaction with the quality of education. Among the sampled parents who send their children to private primary schools, 83.05 percent said that their choice of a private primary school for their children was caused by their search for quality education.
2. The number of private primary schools in Addis Ababa is progressively increasing. The 2000 unpublished material of the Addis Ababa Administration Education Bureau indicates that the number of private primary schools have increased

from zero in 1991 to 36 in the academic year 1999/2000. Apart from these legally registered private primary schools many others are also operating as reported by all experts of the education bureau found at various levels of Addis Ababa City Administration. This makes the actual number of private primary schools in Addis Ababa more than what was registered by the education bureau.

3. Parents who send their children to private primary schools were found to be financially well off. Results of the study revealed that 85.73 percent of parents who send their children to private primary schools, have an annual family income of Birr 6,001 or more, where as the per capita income of the country was 1,569 Birr for the year 1995/96 (E.E.A. 2000). It was also found that 72.88 percent of the parents who send their children to private primary schools reside in a house of their own. Therefore, private primary schools in Addis Ababa seem to serve the well to do section of the society, which can afford the financial burdens.
4. Private primary schools were the first choices of most parents (51.69 percent) and this was supported by almost 50 percent of the staff. However, 40 percent of education experts found at different levels of education bureaux preferred government schools as their first choice because schooling was free of charge in government schools.
5. School fees charged by private primary schools were found to be expensive .It was found that 57.14

percent of parents who send their children to private primary schools and 54.23 percent of education bureau experts rated school fees of the private primary schools as expensive.

6. School fees charged by private primary schools was also found to vary widely. It was found that monthly school fees range from Birr 20.00 to Birr 250.00. The amount of fee charged by schools depended upon the decision of the owners and it was entirely left to market forces. This finding agrees with what Zaudeneh Yimtatu(1971) had discovered twenty-nine years ago.
7. Access to a quality education was found to be the factor that most affected decisions of parents on choice of residential area. 55.92 percent of parents based their choice of residential area on access to quality-focused schools.
8. Private primary schools are increasingly becoming profitable. All private school owners in the study group rated the schools to be profitable for the academic year 1999/2000. Profitability of schools has been increasing progressively from 1996 to date for which opinion was requested. In 1996 there were three schools in the study group which were not profitable, in 1998 only two, in 1999 only one and in 2000, none of the schools were operating without profit.
9. The number of students in private primary schools is increasing progressively. Except for one school which claimed that the number of students were not stable, all schools reported an increase in the

number of their students. As private primary schools are a recent phenomenon, after a long absence, the observed increase in enrollment seems to be associated to the increasing demand caused by parental choice in search of quality education and the population dynamics.

10. Most private primary schools in Addis Ababa are operating in rented buildings, which were constructed for residence. 71.42 percent of the schools use rented buildings, while the remaining 28.57 percent have a building of their own.
11. The education and training of the academic staff (teachers, unit leaders and department heads) is found to be adequate. It was found that 87.76 percent of the academic staff has a minimum of Teachers' Training Institute (TTI) certificate out of which 34.69 percent have college diplomas, 18.36 percent have first degrees and 6.12 percent have above first degree.
12. Employment benefits and job security of workers in the private primary schools was not found to follow a uniform pattern. Employment contract durations were of three types: ten months, one year and permanent. Two of the seven schools studied had a ten-month employment contract, two others had a one-year employment and the remaining three schools employed only permanent workers. Except for one school in the study group, the others did not have a provident fund scheme.
13. Part time teachers were used by 14.28 percent of private primary schools due to the scarcity of

trained manpower in the labour market, while 28.57 percent of the schools use retired personnel for the same reason.

14. Private primary schools in Addis Ababa follow almost similar admission criteria for applicants. These include: age, document filtration, entrance examination and interviews. This seems to be necessitated by the fact that these schools have more admission applicant than their capacity to accept. This is verified by the study in that 71.42 percent of the schools studied were not able to give admission to all of the applicants.
15. The political environment under which private primary schools are working is rated as being 'fair' by owners or executive directors of the schools (with mean score of 10.40) and education bureau experts also reflected the same opinion. The mean score was 13.0 on four items.
16. It was also found that school owners (executive directors) and education bureau experts have similar opinions on the economic environment as well. Education experts and School owners (executive directors) rated the economic environment as 'poor with a mean score of 6.57 and 6.21 respectively on three items.
17. The level of acceptance of private primary schools by senior bureaucrats and community leaders, was rated to be 'good' by both, schools owners or executive directors (with a mean score of 3.86) and education bureau experts (with a mean score of 4.14) on one item.



18. Owners or executive directors rated the availability and affordability of technological inputs, 'poor', with a mean score of 2.29, and education bureau experts also rated it as poor with a mean score of 2.63 on one item.
19. The institutional strength of private schools of Addis Ababa was rated to be 'fair' by education bureau experts (with a mean score of 49.21) and the academic staff who work in private primary schools (with a mean score of 55.12) on fourteen items.
20. The general environment of private primary schools was rated as 'better than fair' by school owners or executive directors (with a mean score of 57.71) and the academic staff (with a mean score of 63.61) on sixteen items.
21. Most private primary schools (57.74 percent) had no parents' committees. Most school owners or executive directors considered parents' committees as threats rather than opportunities.
22. Regulations of the Ministry of Education on standards of private primary schools was felt to be restrictive by school owners in that:
 - a. It gives too much authority to the community or schools parents' committee,
 - b. It requires school establishment area of 15,000 square meters, which seems difficult to acquire in Addis Ababa,
 - c. It restricts the medium of instruction to be the working language of the city administration.

4.2. Conclusion

The re-emergence of private primary schools in Addis Ababa was associated with the changes in government policy that allowed the establishment of all levels of educational institutions in the country.

The increase in the number of private primary schools seem to be driven by parental belief that these schools offer better education.

Owners of private primary schools in Addis Ababa currently make profit out of this service-giving venture. The major problem, encountered by private primary school owners was difficulty in getting land for building school physical plant. Regulations on standards of private primary schools require 15,000 square meters of land, which was found to be very difficult to acquire in Addis Ababa. Private primary schools in Addis Ababa seem to serve the well to do section of the population, possibly widening the gap between the haves and the have-nots.

4.3. Policy Implications

The following policy implications are drawn from this study.

- a. The education and training policy of the country (MOE, 1994), states that private investors on education will be encouraged and supported. However details on what support to be given were not clearly stated and the situation therefore

necessitates for the issuance of a clear policy guideline.

- b. The mandates to be given to the community, in the form of parents' committees, regarding the affairs of schools established and owned by individuals or groups also need further clarification.
- c. Can the problem of land acquisition be solved by introducing changes in regulation and screening criterion? This issue also requires further policy decisions.

4.4. Implications for further Research

Further research work on private primary schools might be worthwhile to consider. The issues may include or consider but not limited to the following:

- a. What is the relative effectiveness and efficiency of private primary schools compared to other schools?
- b. What are the causes for the increase in the number of private primary schools?
- c. What regulatory reforms should be carried out to monitor the activities of private primary schools?
- d. Can government subsidies be introduced to regulate school fees and make private primary schools affordable to the low-income group of the society?

These issues are left for future research work.

4.5. Recommendation

The study has found some important issues that can possibly improve the general performance of private primary schools in Addis Ababa as listed below:

1. The problems encountered by school owners in acquiring land for building schools may be alleviated by considering one or both of the following measures:
 - a. Reduce the area of land required for establishing a standard primary school from what is now 15,000 square meters to a reasonable and easily accessible size. Emphasis should be given to the size, cleanliness, and comfort of classrooms and furniture, notwithstanding the availability of necessary teaching aids and teaching materials.
 - b. Improve the screening and responding mechanisms of the office responsible for giving land for social services (the lease office). It is true that giving land for free (for whatever purpose) is not a simple task, given the current scarcity of land in the metropolis. But, requests of land for implementing school projects should be screened and approved or disapproved as fast as possible. The delay keeps prospective investors with uncertainty and possible switching to other investment sectors, which are less capital intensive and more lucrative.
2. Regulations should be clear regarding the power of parents' committees and the community. Nobody would like to see his venture being controlled or pulled

around by others who have more mandate than the owner himself.

The major factor that controls owners towards improving the over all performance of their firm is the market force. Since parents are attracted only by good service (quality education) and would never choose to shoulder the financial burden of private education otherwise.

3. The Addis Ababa Education Bureau, Zonal and Woreda Education Bureaux can help private schools by:

- a. Involving private school staff when they organize educational symposiums and workshops.
 - b. Giving training and re-training opportunities to private primary schools' staff, and
 - c. Improving the qualification of the personnel engaged at monitoring activities of private primary schools. It seems that most private primary schools are either owned or led by personnel who are better qualified than the Woreda level supervisors. This may cause lack of acceptance and respect for the supervisors and rob the schools from the professional support they could get from better-trained personnel.
3. The demands of parents on curriculum and medium of instruction do not seem to agree with what is in practice today. This is an issue that must be given due consideration since what parents demand would start dictating the activities of private schools. As a result conflicting curriculums may be taught, with or without the knowledge of the monitoring bodies.
4. This study found that parents send their children to private primary schools in search of quality education. However, it is not clear whether parents have adequate

knowledge on the parameters that measure the quality of education. Therefore, the Addis Ababa City Education Bureau and other concerned offices should assess the need to take measures on creating awareness among parents on the meaning of educational quality and act accordingly.

Similarly private school owners should make a concerted effort to provide quality education and live up to the expectation of parents.

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Appendix 1 List of Private Primary Schools operating with license from Addis Ababa Education Bureaux

No.	Name of School	Zone	Woreda	Kebele	Year of Establishment (EC)	Standard
1.	Selam No 2	1	3	47	1992	5-8
2.	Lucy Academy	2	21	19	1992	1-8
3.	Steps	2	23	12	1990	1-6
4	Omega	2	23	12	1992	1-4
5	Success	2	24	15	1991	1-6
6	Sunflower	2	24	15	1985	1-8
7	Repi Abel	2	24	16	1991	1-8
8	Bole Favourites	3	17	20	1990	1-4
9	Ethio-Parents	3	17	25	1988	1-6
10	Bole Magic Carpet	3	17	23	1983	1-6
11	Yenegew Sew	3	17	24	--	1-6
12	Deborah	3	17	23	1984	1-8
13	Fana	3	17	23	1987	1-8
14	Wisdoms Paradise	3	17	21	1981	1-8
15	Discovery	3	18	17	1989	1-4
16	Dandi Boru	3	18	34	1989	1-8
17	Grace	3	19	17	1986	1-8
18	Adey Abebe	3	19	49	1986	1-8
19	Bethel	3	19	55	1986	1-8
20	Kokebe Kidanemeheret	3	28	03	1989	1-8
21	Ergeb	3	28	03	1989	1-8
22	Future Hopes	4	09	10	1988	1-4
23	Selam no 1	4	09	06	1988	1-4
24	Little Flower	4	13	01	19992	1-4
25	Holy Saviour	4	13	01	1992	1-4
26	Honey	4	13	16	1992	1-4
27	Royal	4	13	01	1991	1-8
28	Magic Carpet	4	15	28/31	--	1-4/5-8
29	Children's Happy Home	4	15	08	1992	1-4
30	School of Tomorrow	4	16	11	1988	1-8
31	Enat	5	8	10	1988	1-4
32	K/Andarge	5	8	15	1988	1-8
33	Addis Hiwot	5	8	15	1986	1-4
34	Albethel	5	10	13	1991	1-4
35	Kids Paradise	5	14	19	1992	1-4
36	Kokeb	5	25	03	1988	1-8

Source: Addis Ababa Education Bureau, Annual Educational Booklet (1998/99)

Appendix 2 Questionnaire to be filled by Unit Leaders, Department Heads, Teachers (Academic Staff) of Private Primary Schools

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Questionnaire to be filled by Unit Leaders, Department Heads and Teachers (Academic Staff) of Private Primary Schools.

Dear Sir/Madam,

The purpose of this questionnaire is to assess the demands and developmental trends of private primary schools in Addis Ababa.

Though there are a number of private primary schools in Addis Ababa, research work regarding their overall activity has thus far been limited.

It is the beliefs of this writer that private schools should be studied for what they are and for what they currently do, in order to draw a clear line on what to learn and what to unlearn from them.

While the researcher remains grateful to you for the time you devote and the effort you exert to fulfill this questionnaire, at the same time wishes to remind you that the outcome of this study very much depends upon your timely, sincere and responsible response.

Thank You

Note: Please note that names of individuals who fill this questionnaire are not required so as to avoid any personal bias on the individuals concerned as well as the study.



Date: _____

1. Personal Information (Please Fill)

Sex		Age	Educational Qualification	Subject Specialization	Total Service Years in Education
M	F				

2. Please state your previous employer (Please Tick)

- a. Government (M.O.E) _____
- b. Another Private School _____
- c. Government (other than M.O.E.) _____
- d. Self Employed _____
- e. Others (Please State) _____

3. If you were employed, why did you opt to work in a private primary school abandoning your previous job? (Please State)

- a. _____
- b. _____
- c. _____
- d. _____

4. If you were previously employed, how do you compare your employment benefits with what you earn now? (Please Tick)

- a. It is about the same _____
- b. It is better than my previous employer _____
- c. It is less than my previous employer _____

5. If your answer to question 4 is 'c', why did you sacrifice your employment benefits? (Please State Briefly)

a. _____

b. _____

c. _____

6. If you have primary school age children, where do they study?

a. Government School _____

b. Private School _____

c. Community School _____

d. Public School _____

e. Religious School _____

7. Please state the reasons for your choice of the school in question no. 6?

a. _____

b. _____

c. _____

7. Institutional Strength

Please indicate the performance of the private primary school you are working using the following ranking orders.

(1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good)

No.	Function	Item	Ranking					Remark
			1	2	3	4	5	
1.	Management Issues	Presence of clearly defined job description						
		Effectiveness and efficiency in management						
		Participation and timely decision making						
		Degree of openness and flexibility						
2.	Working Environment	Attractiveness of rewarding system for the employees						
		Level of team spirit						
3.	Manpower Resources	Qualification and experience of the academic staff						
		Qualification and experience of the administrative staff						
4.	Financial Resources	Availability of budget for various tasks						
5.	Time Resources	Effective use of school time and academic calendar						
		Efficiency of time tabling (scheduling) techniques						
6.	Material Resources	Availability of necessary teaching materials, equipment, furniture, utilities and services						
7.	External Relationship	Relationship with the community						
		Relationship with other schools						

9. School Environment

Please respond to the following items using the ranking scales, which represent:

(1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good)

No	Function	Item	Ranking					Remark
			1	2	3	4	5	
1.	School Physical Plant	Proximity of the school						
		Classroom suitability, comfort and safety						
		Size and convenience of playground						
		Convenience of furniture And blackboard arrangement						
2.	Material Arrangement	Availability, organization and display of learning materials						
3.	Classroom Arrangement	Level of student participation and learning teaching process						
		Level of diagnosing students with special learning needs and subsequent action						
		Continuous evaluation of learning process						
4.	Subject Matter Organization	Attempts to organize contents of a subject to improve the learning and teaching process						
		Planning lessons ahead of time						
		Follow up of lesson plan, lesson notes and laboratory work						
		Attempts to make the lessons Relevant through co curricular activities						
5.	Learning Environment Management	Keeping accurate records of tests Home works and class works						
6.	Leadership	Training, experience and capability of the Principal						
		Presence of relevant committees and clubs						
		Suitability of organizational hierarchy						

10. Please state briefly the major problems on the performance of private primary schools.

a. _____

b. _____

c. _____

d. _____

11. What remedies do you recommend to alleviate this problem

a. _____

b. _____

c. _____

d. _____

Appendix 3 Questionnaire to be filled by parents who send their children to private primary schools

(Translated to Amharic)

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION ADMINISTRATION

Questionnaire to be filled by parents who send their children to private primary schools

Dear Sir/Madam,

The purpose of this questionnaire is to assess the demands and developmental trends of private primary schools in Addis Ababa Administrative Region.

Though there are a number of private primary schools in Addis Ababa, research work regarding their overall performance has thus far been limited.

It is the belief of the writer that private primary schools should be studied for what they are in order to draw clear lines on what to learn or not to learn.

While the researcher remains grateful to you for the time you devote and the effort you exert to fill this questionnaire, at the same time wishes to remind you that the outcome of this questionnaire very much depends upon your timely, sincere and responsible response.

Thank You

Note: Please note that names of individuals who fill this questionnaire are not required so as to avoid personal bias on the study and on the individual concerned.

Date _____

1. Personal Information

Age	Sex	No. of Children	Educational Background

1.2. Marital Status (Please Tick)

a. Married _____ b. Divorced _____ c. Widowed _____

1.1 Annual Income of the family in Birr (Please Fill)

1.3 Occupation (Please State) _____

1.4 Status of Residential House (Please Tick)

a. Own _____ b. Rented from Private _____

c. Rented from Government (Kebele) _____

d. Rented from Government (Housing Agency) _____

1.5 No. of children attending private schools:

Male _____ Female _____

1.6 Number of children attending primary schools

No.	Type of School	Male	Female
1.	Government		
2.	Mission or Mosque		
3.	Community		
4.	Public		
5.	Others		

1.7 Which of the following choices affect your choice of area of residence apart from water, electricity and telephone connections?

1.8 (Please rank order of strength of impact on making decisions starting from number '1' for the item which influenced your decision the most)

- Access to health care Centers.
- Access to market places.
- Access to a good school.
- Economic background of neighborhood.
- Presence of good roads.
- Proximity to your work place.
- Cost of land and house.
- Availability of rental house.
- Affordability of rent.

Others (Please State)

2 Please state reasons for you to enroll your child in a private primary school.

(Give number '1' to the factor that influenced most in your choice and proceed in the descending order.)

- Did not get admission in other schools.
- School distance. (proximity)
- In search of quality education.
- In search of child safety,

Other Reasons (Please State)

3. Given the choice to enroll your child in one of the the following schools, which one would be your best choice?(Please rate starting from number '1' for your best choice and proceed in a descending order)

- Public School.
- Government School.
- Denominational School.
- Private School.
- Community School.



Others (Please State)

4. Is the school fee?

h. Very Expensive _____

i. Expensive _____

j. Reasonable _____

k. Cheap _____

5. The Role of The Parents' Committee

5.1 Is the parent body represented in the committee? (Please Tick)

d. Yes _____

e. No _____

f. Don't Know _____

5.2 Which aspect of the school does the school does the parents' committee influence?

(Please give numbers to the items starting from number '1' for the most influenced item and proceed in the ascending order)

_____ Tuition and other fees.

_____ Curriculum.

_____ Medium of instruction.

_____ Hire and fire of teaching and administrative staff.

_____ School expansion.

_____ Student admission criteria.

_____ Class size.

_____ Student teacher ratio.

_____ Type of furniture.

_____ Student textbook ratio.

Others (Please State Briefly)

5.3 Please comment briefly on the selection criteria, influence and the role of the parents' committee.

- a. _____
- b. _____
- c. _____
- d. _____

6. What changes of private primary schools should change?
(Please State Briefly)

- a. _____
- b. _____
- c. _____
- d. _____

7. What supports should be given to private primary schools by the government and the community?

7.1 Government Support

- g. _____
- h. _____
- i. _____
- j. _____

7.2 Community Support

- a. _____
- b. _____
- c. _____
- d. _____

8. If you have other comments on the performance of private schools, please state briefly.

- k. _____
- l. _____
- m. _____

1. Personal Information

Sex		Age	Educational Background	Field of Specialization	Total Service in Education
M	F				

1.2 If you have any children of primary school age, where do they study?

- a. Government _____
- b. Private _____
- c. Religious _____
- d. Community _____
- e. Others _____

1.3 Please state briefly your reasons for enrolling your child to a particular school in the above question.

- a. _____
- b. _____
- c. _____
- d. _____

2. Relationship with Private Primary Schools (Please Tick)

- a. Regional Education Bureau Primary School Expert _____
- b. Regional Education Bureau Program and Supervision Officer _____
- c. Regional Education Bureau Primary Schools Supervisor _____
- d. Zone education department Program Officer _____
- e. Zone education department Primary School Expert _____
- f. Zone education department primary School Supervisor _____
- g. Woreda Education Bureau Officer _____

- h. Woreda Education Bureau primary Schools Supervisor _____
3. Is there any excess demand for private primary education under your constituency? Yes _____ No _____
4. How many educational experts are there to give professional support and monitor the activities of private primary schools. (Please write figures)
- _____
5. Are these professionals entirely concerned with private primary schools? (Please Tick) Yes _____ No _____
6. How often do you visit the private primary schools under your supervision? (Please Tick)
- a. Once a month _____
 - b. Once in two months _____
 - c. Once in three months _____
 - d. Once in a semester _____
 - e. Once every academic year _____
 - f. Never _____
 - g. Others (Please state briefly)
- a. _____
 - b. _____
7. How often do you get reports on private primary schools from your subordinates? (Please Tick)
- a. Once a month _____
 - b. Once in two months _____
 - c. Once in three months _____
 - d. Once in a semester _____
 - e. Once in every academic year _____
 - f. Never _____
 - g. Others (Please state briefly)

7. Institutional Strength

Please indicate the strength and weakness of private primary schools under your office using the following ranking order.

(1=Very poor, 2= poor, 3- Fair, 4=good, 5=Very Good)

No	Function	Item	Ranking					Remark
			1	2	3	4	5	
1	Management Issues	Presence of clearly defined lines of authority						
		Availability of relevant manuals and various rules and regulations						
		Adherence to rules and regulations						
		Participatory and timely decision making						
		Degree of openness and creativity						
		Effectiveness and efficiency of the management system						
2	Working Environment	Awarding and rewarding system of employees						
		Level of team spirit and unity of the staff						
3	Manpower Resources	Availability of trained and experienced academic and administrative staff						
4	Financial Resources	Allotting enough budget for various tasks						
		Capability to raise funds from sources other than tuition fees						
5	Time Resources	Time tabling techniques						
		Effective use of school time						
6.	Material Resources	The existence of necessary teaching materials (Equipment, furniture, utilities and service)						
7.	External Relationship	Relationship with the education bureau						
		Relationship with other schools						
		Relationship with the community						

8. Environment Assessment

Please use the following ranking order

(1- Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good)

No	Function	Item	Ranking					Remark
			1	2	3	4	5	
1	Political Environment	Political will and commitment						
		Existence of supportive guidelines, rules and regulations						
		Clarity of rules and regulations						
		Flexibility of rules and regulations						
		Are competing private schools treated without bias?						
2	Economic Environment	Are private schools economically feasible?						
		Do relevant offices support school facility accession?						
		Are tuition fees and other fees affordable to make the school accessible to all?						
3	Socio-Cultural Environment	What is the level of acceptance of private primary schools by senior bureaucrats community leaders?						
4	Technological Environment	Availability and affordability of technological inputs (computers, CD ROMs, videos, cameras, projectors, Internet... etc.)						

9. In general in private primary schools, under your supervision, do you think the school fees are:

- a. Very expensive _____
- b. Expensive _____
- c. Reasonable _____
- d. Cheap _____

10. Please state briefly other opinions you have (if any) about private primary schools.

- a. _____
- b. _____
- c. _____
- d. _____

11. Do you think that the establishment of private primary schools should be:

- a. Encouraged _____
- b. Discouraged _____

12. Purpose and Mission of private Primary Schools

Please number below in order of strength in an ascending order, starting from number '1' for the strongest and most likely mission and purpose of the school owners.

- a. Increase Equity (Gender and Economic Background) _____
- b. Make Personal Financial Benefits _____
- c. Deliver Quality Education _____
- d. Increase Equity _____

13. Do you believe that for profit, private primary schools should be encouraged for what they do? (Please Tick)

- a. Strongly Agree _____
- b. Agree _____
- c. Disagree _____



d. Strongly Disagree _____

e. Others (Please State Briefly Below)

a. _____

b. _____

c. _____

d. _____

14. If you have additional comments on private primary schools in general, please state it briefly below.

a. _____

b. _____

c. _____

d. _____

**Appendix 5 Questionnaire to be filled by School Owners
(in case of ownership by individuals) or Executive
Directors in case of Private Limited or Share Company**

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Questionnaire to be filled by school owners (in case of ownership by individuals) or executive directors in case of private limited company or share company.

Dear Sir/Madam,

The purpose of this questionnaire is to assess the demands and developmental trends of private primary schools in Addis Ababa.

Though there are a number of private primary schools in Addis Ababa, research work regarding their overall activity has thus far been limited.

It is the beliefs of this writer that private schools should be studied for what they are and for what they currently do, in order to draw a clear line on what to learn and what to unlearn from them.

While the researcher remains grateful to you for the time you devote and the effect you exert to fulfill this questionnaire, at the same time wishes to remind you that the outcome of this study very much depends upon your timely, sincere and responsible response.

Thank You

Note: Please note that names of individuals who fill this questionnaire are not required so as to avoid personal bias on individuals concerned as well as the study.

Date _____

1. Personal Information

Sex	Age	Educational Qualification	Field of Specialization	Total Service in the field (Years)

2. Organizational Background

Year of Establishment (E.C.)	Cycle				Ownership Type		
	1-4	1-6	1-8	5-8	Individual owner	Private Limited company	Share Company

3. Finances

3.1 Establishment cost in Birr _____

3.2 Major Source of Income (Please write the amount in Birr)

Registration Fee	Annual Tuition Fee	NGO Donation	Government Contribution	Profit from sales of teaching materials

3.3 How profitable was the school for the past five years? (G.C.)

Level	1996	1997	1998	1999	2000
Highly profitable					
Reasonably profitable					
Not at all profitable					

3.4 Status of the School Physical Plant (State Monthly Rent)

Status	Own	Rented from private	Rented from Government (Kebele)	Rented from Government (Housing)	Others
Monthly Rent (Birr)					

4. Staff Profile (Current)

4.1. Educational Background

Education	Academic Staff			Administrative Staff		
	M	F	T	M	F	T
Grade 12 and below						
T.T.I. (certificate)						
Diploma						
BA/BSc.						
MA/MSc. And above						

4.2 Staff Age profile (Current)

Age Range	Academic Staff			Administrative Staff		
	M	F	T	M	F	T
Below 18 years						
18-30 years						
30-55 years						
Above 55 years						

4.3 Staff Salary Profile (Current)

Monthly Salary (Birr)	Academic Staff			Administrative Staff		
	M	F	T	M	F	T
Less than 120/-						
120/- to 200/-						
201/- to 300/-						
301/- to 400/-						
401/- to 600/-						
601/- to 750/-						
751/- to 1000/-						
Above 1000/-						

4.4 Duration of Employment Contract (Please Tick)

Terms of Contract	Academic Staff			Administrative Staff		
	M	F	T	M	F	T
10 months contract						
One year contract						
Two years contract						
Above two years contract						
Permanent						
Others						

4.5 Do you have part time employees? (Please Tick)

Yes _____ No _____

4.6 If the answer to the above question is 'yes', how many? and why?

Academic Staff			Administrative Staff		
M	F	T	M	F	T

4.7 If the answer is 'no', state reasons?

- a. _____
- b. _____
- c. _____
- d. _____

4.8 Is there a provident fund in your school? (Please Tick)

Yes _____ No _____

4.9 If the answer to the above question is 'yes' please state the contribution.

- a. From the worker _____ %
- b. From the school _____ %

4.10 If the answer is 'no', state the reasons?

- a. _____
- b. _____
- c. _____
- d. _____

5. Student Profile

5.1 Enrollment

Please enter number of students in each grade level for the given academic year

Year	Male	Female	Total
1995-1996			
1996-1997			
1997-1998			
1998-1999			
1999-2000			

5.2 What percent of the admission applicants were accepted?
(Please State)

Admission (G.C.)	Year	Percent of applicants accepted	Remarks
	1996-1997		
	1997-1998		
	1998-1999		
	1999-2000		

5.3 Please state briefly the admission criteria used in you school.

- a. _____
- b. _____
- c. _____
- d. _____

6. Environment Assessment

Please use the following rating scales.

(1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good)

No.	Function	Item	Ranking					Remark
			1	2	3	4	5	
1	Political Environment	Political will and commitment						
		Existence of guidelines, rules and regulations						
		Flexibility of rules and regulations						
		Are competing schools equally treated?						
2	Economic Environment	Are private primary schools economically sustainable?						
		Is paying income tax from the profits of running private schools encouraging?						
		Is land acquisition and facility building for private primary schools economically feasible in terms of return?						
		Are bank loans readily available for investors in private education?						
3	Socio-Cultural Environment	What is the level of acceptance of primary schools by senior bureaucrats and community leaders?						
4	Technological Environment	Availability and affordability of technological inputs, computers, CD ROMs, videos, cameras, projectors etc.						

6. School Environment

Please respond to the following items using rating scales, which represent:

(1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5= Very Good)

No	Function	Item	Ranking					Remark
			1	2	3	4	5	
1	School Physical plant	Proximity of the school						
		Classroom safety, suitability and comfort						
		Furniture and blackboard arrangement convenience						
2	Material Arrangements	Availability, organizational and display of learning materials						
3	Classroom Environment	Encouraging of participatory learning						
		Encouraging the teacher to serve as a guide						
		Level of diagnosing students with learning difficulties and subsequent remedies						
		Continuous monitoring the learning process						
4	Subject matter organizing and planning	Attempt to organize the contents of a subject to make it more suitable						
		Planning lessons ahead						
		Follow up of lesson notes, lesson plan and laboratory activities						
		Attempts to make the subject relevant through co-curricular activities						
5	Learning Environment Management	Keeping accurate records of tests, homeworks, classworks						
6	Leadership	Training and experience of principal						
		Suitability of organizational hierarchy functions						
		Pressure of different committees						

7. Community Participation

7.1 What role(s) are played by the community? (Please Tick)

Contribution			
a. Cash Donation		f. Monitor learning (Supervision)	
b. Teacher hire and fire		g. Provide information	
c. Scheduling help			
d. Help in planning		h. Lobbying	
E. Guest teacher		i. Others(Please State)	

7.2 Is there a parents' committee in your school? (Please Tick)

Yes _____ No _____

7.3 If your answer to the above question is 'yes' state the composition of the committee (Write Figures)

- a. From Parents _____
- b. From the office _____
- c. From teachers _____
- d. From students _____
- e. Others (Please State)

7.4 If your answer is 'no', please state reasons?

- a. _____
- b. _____
- c. _____

7.5 Please state the advantages and disadvantages (if any) of having a parents' committee in your school?

- a. _____
- b. _____
- c. _____
- d. _____

8. Purposes and Mission of the School

(Please number in order of strength in an ascending order, starting from '1' for the strongest and most desired mission and purpose of school owners.)

- a. Increase Equity _____
- b. Make Profit _____
- c. Deliver Quality Education _____
- d. Increase Access _____

9. Should the profit-oriented initiative of establishing private primary schools be encouraged? (Please Tick)

- a. Strongly Agree _____
- b. Agree _____
- c. Strongly Disagree _____
- d. Disagree _____
- e. Others _____

10. Please state briefly the most pressing problems that private primary school owners encounter.

- a. _____
- b. _____
- c. _____
- d. _____

11. What measures do you recommend to alleviate these constraints?

- a. _____
- b. _____
- c. _____
- d. _____

APPENDIX VII • Number of Projects and Investment Capital of Foreign Investment Projects Which Have Commenced Operation, by Sector and Region,
 • *Hamle* 1984-Meskerem 30, 1991 E.C. (July 1992-October 10, 1998)
 (Investment Capital in Million Birr)

Sector/Sub-sector	Afar				Amhara				Oromia				Addis Ababa				Total			
	No. of proj.	Investment capital	Employment Creation		No. of proj.	Investment capital	Employment Creation		No. of proj.	Investment capital	Employment Creation		No. of proj.	Investment capital	Employment Creation		No. of proj.	Investment capital	Employment Creation	
			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.
Primary Sector	1	44.45	99	-	1	1,162.50	1,283	34,542	1	5.23	34	-	-	-	-	-	3	1,212.18	1,416	34,542
Food crops farming	-	-	-	-	1	1,162.50	1,283	34,542	1	5.23	34	-	-	-	-	-	2	1,167.73	1,317	34,542
Mining and quarrying	1	44.45	99	-	-	-	-	-	-	-	-	-	-	-	-	-	1	44.45	99	-
Secondary Sector	-	-	-	-	1	186.74	308	-	2	27.45	59	-	8	355.57	1,590	50	11	569.76	1,957	50
Beverages	-	-	-	-	1	186.74	308	-	-	-	-	-	1	20.70	253	-	2	207.44	561	-
Textiles except garment	-	-	-	-	-	-	-	-	1	19.70	28	-	-	-	-	-	1	19.70	28	-
Tanneries	-	-	-	-	-	-	-	-	1	7.75	31	-	-	-	-	-	1	7.75	31	-
Paper, paper products and printing	-	-	-	-	-	-	-	-	-	-	-	-	1	55.42	67	-	1	55.42	67	-
Chemical products	-	-	-	-	-	-	-	-	-	-	-	-	2	30.83	277	-	2	30.83	277	-
Metal products including machinery & equ	-	-	-	-	-	-	-	-	-	-	-	-	3	66.42	378	50	3	66.42	378	50
Electrical machinery and apparatus	-	-	-	-	-	-	-	-	-	-	-	-	1	182.20	615	-	1	182.20	615	-
Tertiary Sector	-	-	-	-	-	-	-	-	-	-	-	-	7	393.30	3,318	-	7	393.30	3,318	-
Construction	-	-	-	-	-	-	-	-	-	-	-	-	5	246.62	2,816	-	5	246.62	2,816	-
Hotel and tourism	-	-	-	-	-	-	-	-	-	-	-	-	1	144.90	480	-	1	144.90	480	-
Other businesses	-	-	-	-	-	-	-	-	-	-	-	-	1	1.78	22	-	1	1.78	22	-
Grand Total	1	44.45	99	-	2	1,349.24	1,591	34,542	3	32.68	93	-	15	748.87	4,908	50	21	2,175.24	6,691	34,592

Number of Projects and Investment Capital of Domestic Investment Projects Under Implementation
as at Meskerem 30, 1991 E.C. (October 10, 1998) by Sector and Region
(Investment Capital In Million Birr)

Sector/Sub-sector	Tigray				Afar				Amhara				Oromia			
	No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation	
			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.
Primary Sector	10	14.77	111	3,800	-	-	-	-	13	11.20	182	422	36	40.85	546	40
Food crops farming	3	2.03	18	1,000	-	-	-	-	1	2.88	10	82	4	9.44	109	-
Cash crops farming	1	1.81	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mixed food and cash crops farming	3	3.04	10	2,800	-	-	-	-	-	-	-	-	1	0.42	5	-
Livestock farming	2	7.37	74	-	-	-	-	-	11	6.84	158	20	26	22.58	357	40
Integrated crops and livestock farming	-	-	-	-	-	-	-	-	-	-	-	-	1	0.97	19	-
Agricultural services	1	0.52	9	-	-	-	-	-	-	-	-	-	3	4.63	33	-
Forestry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fishing	-	-	-	-	-	-	-	-	1	1.48	14	320	-	-	-	-
Petroleum and natural gas	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mining and quarrying	-	-	-	-	-	-	-	-	-	-	-	-	1	2.81	23	-
Secondary Sector	25	599.05	1,511	-	-	-	-	-	28	104.23	631	706	69	540.47	2,953	100
Food products	6	10.35	120	-	-	-	-	-	17	41.06	320	615	32	234.55	1,267	-
Coffee hulling	-	-	-	-	-	-	-	-	-	-	-	-	12	22.26	312	100
Beverages	2	29.47	114	-	-	-	-	-	-	-	-	-	-	-	-	-
Textiles except garment	-	-	-	-	-	-	-	-	-	-	-	-	1	2.24	41	-
Garment and related articles	-	-	-	-	-	-	-	-	-	-	-	-	1	5.27	199	-
Tanneries	1	55.28	159	-	-	-	-	-	2	17.73	83	-	3	25.61	208	-
Footwear	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wood products except furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paper; paper products and printing	3	14.61	63	-	-	-	-	-	1	0.57	10	-	2	21.36	86	-
Chemical products	1	0.38	10	-	-	-	-	-	2	36.05	112	30	8	34.84	289	-
Pharmaceutical products	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plastic/rubber products except footwear	1	9.44	79	-	-	-	-	-	-	-	-	-	1	5.32	79	-
Non-metallic mineral products	1	359.03	402	-	-	-	-	-	1	0.38	1	22	5	154.70	153	-
Metal products including machinery & equ	4	53.16	161	-	-	-	-	-	4	4.53	29	39	4	34.32	319	-
Electrical machinery and apparatus	2	50.83	242	-	-	-	-	-	1	3.91	76	-	-	-	-	-
Medical instruments	1	2.13	23	-	-	-	-	-	-	-	-	-	-	-	-	-
Motor vehicles and other transport equip	1	4.19	46	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	2	10.18	92	-	-	-	-	-	-	-	-	-	-	-	-	-
Other manufacturing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tertiary Sector	13	39.92	322	-	-	-	-	-	32	102.59	625	501	26	93.97	1,203	5
Electricity generation	-	-	-	-	-	-	-	-	1	0.41	6	-	-	-	-	-
Construction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Real estate development	2	6.08	13	-	-	-	-	-	2	1.20	6	-	2	10.91	46	-
Distributive trade & maintenance service	1	1.02	16	-	-	-	-	-	4	3.89	30	81	2	3.93	70	-
Coffee cleaning and exporting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hotel and tourism	8	28.33	255	-	-	-	-	-	23	76.85	471	400	18	50.76	621	5
Transport and storage service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health service	2	4.49	38	-	-	-	-	-	2	20.24	112	20	4	28.37	466	-
Other businesses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	48	653.74	1,944	3,800	-	-	-	-	73	218.02	1,438	1,629	131	675.29	4,702	145

Sector/Sub-sector	Harari				Addis Ababa				Dire Dawa				Total			
	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.
Primary Sector	1	7.34	48	-	15	48.86	434	-	6	5.55	59	-	110	404.44	4,302	8,705
Food crops farming	1	7.34	48	-	-	-	-	-	-	-	-	-	11	24.39	544	1,082
Cash crops farming	-	-	-	-	-	-	-	-	-	-	-	-	5	10.31	353	108
Mixed food and cash crops farming	-	-	-	-	-	-	-	-	-	-	-	-	13	88.19	1,294	6,611
Livestock farming	-	-	-	-	10	24.08	221	-	6	5.55	59	-	61	70.74	922	580
Integrated crops and livestock farming	-	-	-	-	1	2.16	25	-	-	-	-	-	7	67.21	721	-
Agricultural services	-	-	-	-	-	-	-	-	-	-	-	-	4	5.15	42	-
Forestry	-	-	-	-	-	-	-	-	-	-	-	-	1	2.05	9	-
Fishing	-	-	-	-	-	-	-	-	-	-	-	-	1	1.48	14	320
Petroleum and natural gas	-	-	-	-	-	-	-	-	-	-	-	-	1	101.00	150	4
Mining and quarrying	-	-	-	-	4	22.62	188	-	-	-	-	-	6	33.92	253	-
Secondary Sector	3	7.17	144	-	162	997.41	6,595	26	2	15.82	61	12	425	2,656.75	17,470	5,943
Food products	-	-	-	-	25	251.80	1,319	-	-	-	-	-	87	652.66	5,039	615
Coffee hulling	-	-	-	-	-	-	-	-	2	15.82	61	12	138	263.78	3,742	5,211
Beverages	-	-	-	-	1	5.23	32	-	-	-	-	-	4	75.10	254	-
Textiles except garment	-	-	-	-	1	120.84	258	-	-	-	-	-	2	123.08	299	-
Garment and related articles	1	1.23	73	-	12	39.05	664	-	-	-	-	-	14	45.55	936	-
Tanneries	-	-	-	-	3	24.43	158	-	-	-	-	-	9	123.05	608	-
Footwear	-	-	-	-	14	41.68	441	-	-	-	-	-	14	41.68	441	-
Wood products except furniture	-	-	-	-	1	1.26	56	-	-	-	-	-	1	1.26	56	-
Paper, paper products and printing	-	-	-	-	25	111.14	859	-	-	-	-	-	33	152.70	1,044	-
Chemical products	-	-	-	-	11	30.81	305	-	-	-	-	-	22	102.08	716	30
Pharmaceutical products	-	-	-	-	1	5.34	65	-	-	-	-	-	1	5.34	65	-
Plastic/rubber products except footwear	-	-	-	-	23	119.82	540	-	-	-	-	-	25	134.58	698	-
Non-metallic mineral products	1	4.38	43	-	12	47.36	582	26	-	-	-	-	21	571.42	1,229	48
Metal products including machinery & equ	-	-	-	-	22	115.85	912	-	-	-	-	-	34	207.86	1,421	39
Electrical machinery and apparatus	-	-	-	-	2	17.81	82	-	-	-	-	-	5	72.55	400	-
Medical instruments	-	-	-	-	1	28.76	41	-	-	-	-	-	2	30.89	64	-
Motor vehicles and other transport equip	-	-	-	-	-	-	-	-	-	-	-	-	1	4.19	46	-
Furniture	1	1.56	28	-	5	16.76	177	-	-	-	-	-	9	29.51	308	-
Other manufacturing	-	-	-	-	3	19.47	104	-	-	-	-	-	3	19.47	104	-
Tertiary Sector	12	37.91	429	132	72	1,143.43	6,151	1,064	6	27.42	333	-	201	1,533.51	9,949	1,702
Electricity generation	-	-	-	-	-	-	-	-	-	-	-	-	1	0.41	6	-
Construction	-	-	-	-	23	782.88	4,087	664	1	2.03	15	-	26	800.66	4,135	664
Real estate development	11	37.43	405	132	15	87.23	342	-	-	-	-	-	35	147.49	822	132
Distributive trade & maintenance service	1	0.48	24	-	4	18.05	150	-	1	3.43	60	-	17	35.46	418	81
Coffee cleaning and exporting	-	-	-	-	5	56.07	286	400	-	-	-	-	5	56.07	286	400
Hotel and tourism	-	-	-	-	11	83.16	707	-	1	0.28	11	-	92	302.60	2,840	405
Transport and storage service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education service	-	-	-	-	3	6.07	89	-	2	6.14	117	-	5	12.21	206	-
Health service	-	-	-	-	8	103.74	413	-	1	15.54	130	-	17	172.38	1,159	20
Other businesses	-	-	-	-	3	6.23	77	-	-	-	-	-	3	6.23	77	-
Grand Total	16	52.42	621	132	249	2,189.70	13,180	1,090	14	48.79	453	12	736	4,594.70	31,721	16,350

Sector/Sub-sector	Somali				Benishangul-Gumuz				SNNPR				Gambella			
	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.	No. of Proj.	Investment Capital	Employment Perm.	Creation Temp.
Primary Sector	2	101.36	467	4	11	125.32	1,375	3,966	13	46.00	778	365	3	3.19	302	108
Food crops farming	1	0.36	317	-	-	-	-	-	1	2.34	42	-	-	-	-	-
Cash crops farming	-	-	-	-	-	-	-	-	1	5.31	51	-	3	3.19	302	108
Mixed food and cash crops farming	-	-	-	-	6	75.41	1,149	3,466	3	9.32	130	345	-	-	-	-
Livestock farming	-	-	-	-	2	2.80	28	500	4	1.52	25	20	-	-	-	-
Integrated crops and livestock farming	-	-	-	-	2	38.62	156	-	3	25.46	521	-	-	-	-	-
Agricultural services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Forestry	-	-	-	-	-	-	-	-	1	2.05	9	-	-	-	-	-
Fishing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Petroleum and natural gas	1	101.00	150	4	-	-	-	-	-	-	-	-	-	-	-	-
Mining and quarrying	-	-	-	-	1	8.49	42	-	-	-	-	-	-	-	-	-
Secondary Sector	2	2.11	54	-	2	6.58	59	-	131	382.89	5,356	5,099	1	1.02	106	-
Food products	2	2.11	54	-	-	-	-	-	5	112.79	1,959	-	-	-	-	-
Coffee hulling	-	-	-	-	-	-	-	-	123	224.68	3,263	5,099	1	1.02	106	-
Beverages	-	-	-	-	-	-	-	-	1	40.40	108	-	-	-	-	-
Textiles except garment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Garment and related articles	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tanneries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Footwear	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wood products except furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Paper; paper products and printing	-	-	-	-	-	-	-	-	2	5.02	26	-	-	-	-	-
Chemical products	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmaceutical products	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plastic/rubber products except footwear	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-metallic mineral products	-	-	-	-	1	5.57	48	-	-	-	-	-	-	-	-	-
Metal products including machinery & equ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Electrical machinery and apparatus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical instruments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Motor vehicles and other transport equip	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Furniture	-	-	-	-	1	1.01	11	-	-	-	-	-	-	-	-	-
Other manufacturing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tertiary Sector	2	15.75	33	-	1	5.65	54	-	36	65.67	754	-	1	1.20	45	-
Electricity generation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Construction	2	15.75	33	-	-	-	-	-	-	-	-	-	-	-	-	-
Real estate development	-	-	-	-	-	-	-	-	3	4.64	10	-	-	-	-	-
Distributive trade & maintenance service	-	-	-	-	-	-	-	-	3	3.46	23	-	1	1.20	45	-
Coffee cleaning and exporting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hotel and tourism	-	-	-	-	1	5.65	54	-	30	57.57	721	-	-	-	-	-
Transport and storage service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Education service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other businesses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	6	119.22	554	4	14	137.55	1,488	3,966	180	494.56	6,888	5,464	5	5.41	453	108

Number, Investment Capital and Employment Creation of Foreign Investment Projects Under Implementation
as at *Meskerem* 30, 1991 E.C. (October 10, 1998) by Sector and Region
(Investment Capital In Million Birr)

Sector/Sub-sector	Tigray				Afar				Amhara				Oromia			
	No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation		No. of Proj.	Investment Capital	Employment Creation	
			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.			Perm.	Temp.
Primary Sector	-	-	-	-	1	404.44	511	-	-	-	-	-	4	382.94	711	6,000
Cash crops farming	-	-	-	-	-	-	-	-	-	-	-	-	1	10.37	250	-
Mixed food and cash crops farming	-	-	-	-	1	404.44	511	-	-	-	-	-	1	345.10	260	6,000
Livestock farming	-	-	-	-	-	-	-	-	-	-	-	-	2	27.47	201	-
Secondary Sector	1	70.38	315	-	1	48.49	66	-	1	103.20	130	-	2	45.55	197	-
Food products	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beverages	1	70.38	315	-	-	-	-	-	-	-	-	-	-	-	-	-
Tanneries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Footwear	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wood products except furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pharmaceutical products	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Plastic/rubber products except footwear	-	-	-	-	-	-	-	-	-	-	-	-	1	21.86	127	-
Non-metallic mineral products	-	-	-	-	1	48.49	66	-	-	-	-	-	-	-	-	-
Metal products including machinery & equ	-	-	-	-	-	-	-	-	1	103.20	130	-	-	-	-	-
Electrical machinery and apparatus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Motor vehicles and other transport equip	-	-	-	-	-	-	-	-	-	-	-	-	1	23.69	70	-
Tertiary Sector	-	-	-	-	-	-	-	-	-	-	-	-	2	13.23	85	-
Construction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Real estate development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hotel and tourism	-	-	-	-	-	-	-	-	-	-	-	-	2	13.23	85	-
Educabon service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other businesses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	1	70.38	315	-	2	452.93	577	-	1	103.20	130	-	8	441.72	993	6,000

SOURCE: ETHIOPIAN INVESTMENT AUTHORITY

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ADDIS ABABA UNIVERSITY
LIBRARIES

APPENDIX VI: List of Investment Projects In Education Sector
Hamle 1984 - Tahsas 30, 1992

No.	PROJECT DESCRIPTION	SECTOR	TYPE	REGION	CAPITAL /''000''/	STATUS	TYPE INV
1	5 - 8 Grade	Education	Expansion	Oromia	990		Domestic
2	Bahir Dar Technical Training center/School/	Education	New	Amhara	419		Domestic
3	Collage	Education	New	SNNPR	25450.7	Implementation	Domestic
4	Collage	Education	New	Addis Ababa	1352		Domestic
5	College	Education	Expansion	Addis Ababa	12812.2		Domestic
6	College	Education	New	Addis Ababa	18696.8		Domestic
7	College	Education	New	SNNPR	4188.8	Implementation	Domestic
8	College	Education	New	Addis Ababa	4188.8		Domestic
9	College of informatics and management sciences	Education	New	Oromia	26165		Domestic
10	College of informatics and management sciences	Education	New	Oromia	26165		Domestic
11	Comprehensive High School	Education	New	Addis Ababa	25126.6		Domestic
12	Computer center	Education	New	SNNPR	404.3		Domestic
13	Computer Programming and Electronics training school	Education	Expansion	Addis Ababa	18000		Domestic
14	Computer Trading, Training & Consultancy Service	Education	New	Addis Ababa	3588.7		Domestic
15	Computer training	Education	New	Addis Ababa	522.2	Implementation	Domestic
16	Computer training & repair service	Education	New	Tigray	250		Domestic
17	Computer Training and Programme Development Service	Education	New	Addis Ababa	283.8	Operation	Domestic
18	Computer Training and Related services	Education	New	Addis Ababa	580		Domestic
19	Computer training and sales	Education	New	Addis Ababa	792.1		Domestic
20	Elementary & Kindergarten	Education	New	Oromia	1000		Domestic
21	Elementary and High Schools	Education	New	Addis Ababa	6007		Domestic
22	Elementary and secondary school	Education	New	Addis Ababa	10317.4		Domestic
23	Elementary and Secondary School	Education	New	Addis Ababa	14694		Domestic
24	Elementary and Secondary school /1st-12th Grade/	Education	New	Addis Ababa	18809.6		Domestic
25	Elementary School	Education	New	Dire Dawa	5263.5	Operation	Domestic
26	Elementary school	Education	New	Dire Dawa	641.5		Domestic
27	Elementary school	Education	New	Dire Dawa	1461.4		Domestic
28	Elementary School	Education	Expansion	Addis Ababa	759	Operation	Domestic
29	Elementary School	Education	New	Addis Ababa	4154.2		Domestic
30	Elementary school (1-8)	Education	New	Addis Ababa	5203.3		Domestic
31	Elementary School (Grade 1-8)	Education	New	Addis Ababa	1623.1		Domestic
32	Elementary school(1-8)	Education	New	Amhara	4680.6		Domestic
33	Elementary School/Form Kindergarten-8th Grade/	Education	New	Addis Ababa	1027.1		Domestic
34	ANA Kindergarten	Education	New	Amhara	667		Domestic
35	From Grden Garten upto 8th Grade	Education	New	Addis Ababa	2379		Domestic

36	From kindergarden upto 4th grade	Education	New	Addis Ababa	332.4		Domestic
37	From kindergarten to high school	Education	New	Addis Ababa	13495		Domestic
38	Grade 1-12 School	Education	New	Dire Dawa	3833	Implementation	Domestic
39	Grade 1-12 school	Education	New	Addis Ababa	18051.1		Domestic
40	Grade 1-8 school	Education	New	Oromia	3048	Operation	Domestic
41	High school	Education	New	Dire Dawa	1888.1		Domestic
42	Higher Education /University/	Education	New	Addis Ababa	61838		Domestic
43	Higher Education Service	Education	Expansion	Addis Ababa	167736		Domestic
44	Higher Educational Institute (college)	Education	New	Addis Ababa	2189.3	Operation	Domestic
45	Information managment college	Education	New	Addis Ababa	60722.3		Domestic
46	Information TechnOlogy Education/Higher Education/	Education	New	Addis Ababa	10824.9		Domestic
47	Junior College & Technical Correspondance Education	Education	New	Addis Ababa	12945.6		Domestic
48	Junior secondary school /1-8 grade/	Education	New	Addis Ababa	3564.8		Domestic
49	K.G, Elementary and Secondary school	Education	New	Addis Ababa	9947.2		Domestic
50	K.G, Primary and Secondary School	Education	New	Dire Dawa	5691.2		Domestic
51	K.G. Elementary and secondary school	Education	New	Dire Dawa	6363.9		Domestic
52	KG to Grade 12	Education	New	Addis Ababa	14981	Operation	Domestic
53	KG upto secondary school	Education	New	Addis Ababa	12203.6		Domestic
54	KG, Elementary & High school	Education	New	Amhara	6349.7		Domestic
55	KG, Primary & Secondary School	Education	New	Addis Ababa	5197.9		Domestic
56	Kinder Garten	Education	New	Tigray	287.3	Operation	Domestic
57	Kinder garten & Elementary school	Education	New	Addis Ababa	3680		Domestic
58	Kindergarten	Education	New	Amhara	1355.9		Domestic
59	Kindergarten	Education	New	Amhara	608.7	Operation	Domestic
60	Kindergarten	Education	New	Addis Ababa	630.7		Domestic
61	Kindergarten	Education	New	Addis Ababa	1655.8	Operation	Domestic
62	Kindergarten	Education	Expansion	Addis Ababa	5000		Domestic
63	Kindergarten	Education	New	Addis Ababa	464.8		Domestic
64	Kindergarten	Education	New	Addis Ababa	376.7		Domestic
65	Kindergarten	Education	New	Addis Ababa	399.6		Domestic
66	Kindergarten	Education	New	Addis Ababa	509.6		Domestic
67	Kindergarten	Education	Expansion	Addis Ababa	1662.9	Implementation	Domestic
68	Kindergarten	Education	New	Addis Ababa	1194.2		Domestic
69	Kindergarten	Education	New	Addis Ababa	292.8		Domestic
70	Kindergarten	Education	New	Addis Ababa	530.2		Domestic
71	Kindergarten	Education	New	Addis Ababa	1110		Domestic
72	Kindergarten	Education	New	Addis Ababa	1673.4		Domestic
73	Kindergarten	Education	New	Addis Ababa	2390.4		Domestic
74	Kindergarten	Education	New	SNNPR	478.8	Operation	Domestic
75	Kindergarten	Education	New	Harari	317.2	Implementation	Domestic
76	Kindergarten	Education	New	Amhara	407.1		Domestic
77	Kindergarten	Education	New	Addis Ababa	1232.1		Domestic

78	Kindergarten	Education	Expansion	Addis Ababa	570.6		Domestic
79	Kindergarten	Education	New	Harari	606	Implementation	Domestic
80	Kindergarten & Elementary School	Education	New	Harari	773.8		Domestic
81	Kindergarten & Elementary School	Education	New	Addis Ababa	1784.2		Domestic
82	Kindergarten & elementary school	Education	New	Addis Ababa	2715.8		Domestic
83	Kindergarten & Elementary school	Education	New	Addis Ababa	12166		Domestic
84	Kindergarten & Elementary school	Education	New	Harari	774.3		Domestic
85	Kindergarten & Grade 1-4 School	Education	New	Dire Dawa	530.2	Implementation	Domestic
86	Kindergarten & High School	Education	New	Addis Ababa	19786.2		Domestic
87	Kindergarten & Highschool	Education	New	Addis Ababa	10268.1	Implementation	Domestic
88	Kindergarten & Primary Education /KG-8/	Education	New	Addis Ababa	8695		Foreign
89	Kindergarten & primary school (Grade 1-8)	Education	New	Addis Ababa	4383.2		Domestic
90	Kindergarten & primary school (Grade 1-8)	Education	New	Addis Ababa	1272.7	Operation	Domestic
91	Kindergarten & primary school (Grade 1-8)	Education	New	Addis Ababa	4070.3		Domestic
92	Kindergarten & Primary School from Grade 1-4	Education	New	Dire Dawa	484.5		Domestic
93	Kindergarten & vocational training centre	Education	New	Dire Dawa	9676.3		Domestic
94	Kindergarten /Inactive/	Education	New	Addis Ababa	588.7		Domestic
95	Kindergarten and elementary school	Education	New	Amhara	36905		Foreign
96	Kindergarten and elementary school	Education	New	Dire Dawa	18452.5	Implementation	Foreign
97	Kindergarten and elementary school	Education	New	Harari	18452.5		Foreign
98	Kindergarten and elementary school	Education	New	Oromia	36905		Foreign
99	Kindergarten and elementary School	Education	New	Addis Ababa	3005.7		Domestic
100	Kindergarten and elementary school	Education	New	Addis Ababa	36905		Foreign
101	Kindergarten and elementary school	Education	New	SNNPR	36905		Foreign
102	Kindergarten and elementary school	Education	New	Tigray	36905	Implementation	Foreign
103	Kindergarten and High School	Education	New	Addis Ababa	11378.2		Domestic
104	Kindergarten and Primary school	Education	New	Addis Ababa	1778.5		Domestic
105	Kindergarten and primary school	Education	New	Addis Ababa	2681.2		Domestic
106	Kindergarten and primary School	Education	New	Addis Ababa	5680.1		Domestic
107	Kindergarten and primary school	Education	New	Addis Ababa	4223.3		Domestic
108	Kindergarten and primary school	Education	New	Addis Ababa	5015.3		Domestic
109	Kindergarten and primary school (Grade 1-8)	Education	New	Addis Ababa	1886.2		Domestic
110	Kindergarten and primary school(1-6)	Education	New	Addis Ababa	5856		Domestic
111	Kindergarten and up to grade 8 level school	Education	New	Addis Ababa	22852		Domestic
112	Kindergarten school	Education	New	Oromia	318		Domestic
113	Kindergarten, Elementary & Junour High School	Education	New	Addis Ababa	10285.8		Domestic
114	Kindergarten, Elementary and High school	Education	Expansion	Addis Ababa	7428.2		Domestic
115	Kindergarten, elementary and secondary, Technical school	Education	New	Addis Ababa	10347.7		Domestic
116	Kindergarten, Primary and Secondary school	Education	New	Addis Ababa	7728.3		Foreign
117	Kindergartenn	Education	New	Addis Ababa	2534.3		Domestic
118	Kindergartens and Primary school /1st-4th Grade/Education 6}	Education	New	Addis Ababa	2320.2		Domestic
119	Kindergartern	Education	New	Addis Ababa	400		Domestic

SOURCE: ETHIOPIAN INVESTMENT AUTHORITY

120	Kindergarten & Elementary school	Education	New	Amhara	3404.4		Domestic
121	Language and Computer training	Education	Expansion	Addis Ababa	2068.7		Domestic
122	Language Laboratory & School	Education	New	Dire Dawa	446.7	Implementation	Domestic
123	Nursery & Kindergarten	Education	New	Addis Ababa	3000		Domestic
124	Nurses Training School	Education	New	Addis Ababa	10443.5	Operation	Foreign
125	Primary and secondary school	Education	New	Addis Ababa	15996.9		Domestic
126	Primary & Junior Secondary school	Education	New	Addis Ababa	7660	Operation	Domestic
127	Primary & secondary school	Education	New	Addis Ababa	11334.4		Domestic
128	Primary and secondary school	Education	New	Addis Ababa	2432.9		Domestic
129	Primary education (Grade 1-8)	Education	New	Addis Ababa	9381.9		Domestic
130	Primary Education /1st-8th Grade/	Education	New	Addis Ababa	528.7		Domestic
131	Primary School	Education	New	Oromia	1310.9	Implementation	Domestic
132	Primary school	Education	New	Oromia	3508		Domestic
133	Primary school (1-8)	Education	Expansion	Addis Ababa	3983.2	Implementation	Domestic
134	Primary school (1-8)	Education	New	Addis Ababa	1086.9		Domestic
135	Primary school (1-8)	Education	New	Addis Ababa	1281.9		Domestic
136	Primary School (Grade 1-8)	Education	New	Addis Ababa	4529.9		Domestic
137	Primary school /1st-4th Grade/	Education	Expansion	Addis Ababa	2251.4		Domestic
138	Primary School Project (Grade 1-6)	Education	New	Addis Ababa	4451.1		Domestic
139	Primary school(1-8)	Education	Expansion	Addis Ababa	1422		Domestic
140	Primary school/1-4/	Education	New	Oromia	901		Domestic
141	Primary School	Education	New	Dire Dawa	885.6		Domestic
142	Primary(1-8)School	Education	New	Oromia	2165.6	Implementation	Domestic
143	Secondary Education	Education	New	Addis Ababa	7810.9		Domestic
144	Secondary Education	Education	New	Addis Ababa	3603.4		Domestic
145	Secondary school	Education	New	Addis Ababa	23910	Implementation	Domestic
146	Secondary School	Education	New	Addis Ababa	1998		Domestic
147	Secondary school (9-12)	Education	New	Addis Ababa	8754		Domestic
148	Secondary School (Grade 9-12)	Education	New	Addis Ababa	18252		Domestic
149	Secondary, technical and vocational education	Education	New	Addis Ababa	26358.6		Domestic
150	Secondary, Technical, and Industrial Training School	Education	New	Addis Ababa	20000		Domestic
151	Senior Secondary School/9th-12th Grade/	Education	New	Addis Ababa	4297		Domestic
152	Senior High school /9-12/	Education	New	Addis Ababa	7776		Domestic
153	Technical and vocational training school	Education	New	Addis Ababa	8447.9		Domestic
154	Technical school	Education	New	Addis Ababa	12249.2		Domestic
155	Technical skills School	Education	New	Addis Ababa	2020.2		Domestic
156	Technique Training Center	Education	New	Addis Ababa	1574.6	Operation	Domestic
157	University Level Education	Education	New	Addis Ababa	99450	Implementation	Foreign

SOURCE: Ethiopian Investment Authority.